

Philippine Educator

L69
P633
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PHILIPPINE PUBLIC SCHOOL TEACHERS ASSOCIATION

OFFICIAL ORGAN OF THE

VOL. XI * SEPTEMBER, 1956 * No. 3

My Educational Creed

BY VENANCIO TRINIDAD
Director of Public Schools

1. The objectives of education in our country are well stated in the Constitution. What is needed is a reinterpretation of those objectives in the light of changed and changing needs, problems, and conditions now obtaining both here and abroad largely as a result of the last World War and of the change in our political status.

2. Education is an instrument for individual and social development and uplift. To be valid as such instrument, education must, of necessity, derive its leads and motivations, its substance and meaning, from the needs and problems of our people, and from our national heritage. We can hardly justify a system of education that is not sensitive and responsive to these needs and problems and that is not expressive of the noble thoughts, sentiments, traditions, ideals, and aspirations of our people.

3. Education should aim to develop men and women who are as deeply concerned in the development and uplift of our communities, particularly in the rural areas, as in the promotion of their own personal or individual well being.

4. The old concept of education represented by a school as a cloistered institution insulated from the realities of daily living must give way to another concept crystallized in the principle that the work of the school is puerile and ineffective in a social vacuum and that "education's responsibility is simultaneously and equally to the society or community that supports it and to the children and youth that it directly serves".

5. No foreign-inspired philosophy of education, however altruistic the motive behind it might be, could be as responsive to the needs, problems, and even the idiosyncracies of our people and as faithfully expressive of our national heritage as a philosophy of education of our own design and making.

6. The results of education should be measured, not only in terms of grades and credits in the school subjects, but also in the light of the extent to which education is reflected, in the life of the community as well as in the life of the learner. The "idolatry of the school diploma" should give way to the idolatry of service — service to oneself, service to others, service to country, service to God.

7. One vital concern of education is to strengthen our people's faith in democracy. Hence the need to develop the power of reflective thinking, if only to fortify oneself against those who would impose their will upon others through sheer force of subtle and nefarious propaganda and of numerical superiority rather than through appeal to reason, justice, and truth.

8. I believe in the maximum utilization of the so-called group dynamics in the formulation of educational plans and policies, for it is only through friction of mind with mind that ideas are crystallized and wise decisions reached.

9. Vocational schools should produce men and women who, besides possessing those skills and technical know-how that can contribute in direct and ample measure to the present program of na-

tional economic development, have likewise a broad general education.

10. Our teachers must be convinced that the betterment of community life is a condition highly indispensable to insuring the sound and optimum development of children. They should acquire and nourish the conviction that the development of a sound mind and a sound body is a vain hope and a futile dream unless the community in which that mind and body are expected to develop is equally wholesome and sound. Hence the obligation of the schools and their teachers to help in improving the conditions of life in our communities.

11. Character is not a matter of fragmentary development. It is not something that is developed in a segment of society or only among a specified group of people. If it is to be the sort that lasts, if it is not to be a mere presumption of goodness, it must find its application in the complete community of men.

12. Character is not formed in isolation but through the interaction of all influences that touch the life of an individual — his spiritual, social, and physical environment — no less than through the efforts of the school and the teachers themselves. Hence, character education is one school activity that requires the combined efforts of all agencies.

13. There is a need for us to return to our ancient moulds of conduct, to the practice of the ethical mores of our elders and forebears — that is to say, to their honesty, sincerity, solidarity, the very qualities that enabled them to face, as it were, the fury of numerous storms and to win, through all the vicissitudes of foreign occupations, their spurs as a nation.

14. We are Filipinos first and foremost. Nothing can change that immutable fact. While it is the part of prudence and wisdom that we open our minds and hearts and souls to all beneficial influences from abroad, we must not forget that, for all their seeming loss of lustre, our native traits and characteristics, our ways and beliefs, our ideas and sentiments, have a vitality all their own. They constitute a heritage of which we have every reason to be proud and which we must ever preserve.

15. I believe that classroom teachers should be given ample freedom in the performance of their functions commensurate, of course, with their ability to exercise that freedom judiciously. We cannot hope to develop free men and free women out of children taught by teachers who themselves are not free.

16. Getting along with people, especially with public officials, is one desirable aspect of public relations. This aspect of public relations should not, however, be carried to the point where principles, prerogatives, and the morale of the personnel and the interest of the service are unduly sacrificed.

17. Friendship developed through misunderstanding is more lasting than friendship developed through back-patting.



Liaison Officers as Guides

Sir:

In the name of the Labo District Teachers Association, please accept our most sincere thanks and appreciation for your valued help and kind cooperation in leading us to the most interesting and historical places during our tour in Manila and suburbs.

The success of our tour solely depended upon your clear foresight and leadership.

(Mrs.) MARIA V. VILLAFRANCA
Labo, Camarines Norte

She is now a C.S. Eligible

Sir:

My indescribable happiness in having acquired Civil Service eligibility through the efforts of the PPSTA liaison office prompts me to express my heartfelt gratitude to the personnel of the Philippine Public School Teachers Association.

I pray and wish sincerely that God grant them long fruitful years, and that they prosper as the years go on.

MISS MAGDALENA MILLAN
San Jose Elementary School

P.E. Tops the List

Sir:

Please accept my heartfelt appreciation of the enlarged edition of the magazine.

In this case there are more space for publishing pertinent ideas that stick and click and make our magazine tick.

To me the *Philippine Educator* tops the list of all the professional magazines in the country today.

JOSE G. GANAPIN
Banaue, Mt. Province

Wonderful Hospitality

Sir:

I have returned from Manila Convention deeply impressed by your wonderful hospitality towards the delegates. Though having expressed my feelings personally to Mr. Bernardino and Mr. Arras on my departure, I feel the need to write to you in order to tell you again that I highly appreciate the good organization, care and every possible thing you did for the convenience of the delegates.

We shall be very happy to continue and develop the relations started between us at the Manila Convention.

SHALOM LEVIN

Tel-Aviv, P.O.B. 303, Israel

Personal Appreciation

Sir:

I must write to express my personal appreciation of the great work done by you and your committees in arranging the recent W.C.O.T.P. conference and in caring for the well-being of the delegates. The conference could not have achieved its undoubted success without the painstaking organization which reflected the greatest credit on your officers and organization. I am sure other delegates felt with me that your hospitality was overwhelming, and we will retain lifelong pleasant memories of the Philippines and its people.

If it is not too much to request further favours, I wonder whether you have any spare copies of the conference handbook with details of the Philippines, the programmes and the delegates: if so, I would be very pleased if you could send a copy to the Secretary-Treasurer of the Australian Teachers' Federation and if there are many spares, I am sure that each of our six members State organizations would be very interested and Mr. Dobell would readily send copies on. Another item, which our State teachers' organizations would probably like to print in their publications, is Mr. Bernardino's paper on "The Philippine Community School and the Well-Being of Society in Rural Areas": if you have no copies readily available, I can get some typed from my own copy, and eventually the address may be reprinted in a W.C.O.T.P. bulletin, but I am sure Mr. Dobell and our members would be interested to receive the text.

The Secretary-Treasurer of the A.T.F. is—

Mr. W. Dobell
Hon. Secretary-Treasurer, A.T.F.,
Federation House,
166 Phillip Street,
Sydney, N.S.W.
Australia

Once again, please accept my congratulations and thanks for the conduct of the conference, which must have helped greatly to develop good relations between members of the many countries represented.

R. HUDSPETH

122 Collins Street, HOBART
Tasmania, Australia



A Matter of Corruption

By Rosario M. Querol

ROXAS won the presidency from Osmeña in 1945 on the issue of graft in government. Laurel wasn't so lucky with it in 1949—the results he got were indifferent. But Magsaysay defeated Quirino in 1953 partly because of it. And now, with the 1957 presidential campaign about to begin, it is clear that the Liberal party's presidential candidate, whoever he may be, will use it against Magsaysay.

The signs have been all over the front page since recent months. As far as the liberals are concerned, this is a rotten government, and they are using every bit of evidence, real or imagined, to press this argument. They aren't through with it yet. They've just begun.

From the standpoint of broad political strategy, President Magsaysay, of course, did the Liberals a favor. Upon his inauguration in December 1953, you'll recall, he promised to restore honesty in government. He conceded that it would be hard. The initial step—finding the men to put the government on a new moral base—probably would be the most difficult problem in the process. But, promised Magsaysay, he would get the men.

True to his word, he immediately inaugurated a series of investigations to smoke out the grafters.

He soon found out it was an impossible task. Corruption is too deeply imbedded in the government system to be removed by one man, no matter how powerful. The Greek hero, Heracles, cleaned the Augean stables by diverting the course of a river and getting the water to remove the filth. Magsaysay has no river to divert.

Oh yes, he did manage to put a few minor officials on the carpet, including several justices of the peace who were said to have been using their offices for personal ends. But the stables were still there, smelly and ugly with layer on layer of accumulated dirt.

The situation facing Magsaysay is heartbreaking. Conditions in the government conduce to graft. To begin with, the moral orientation simply is not there—during the Japanese occupation it was patriotic to sabotage the Japanese and this attitude had gone forward with so much momentum it could not stop. This is abetted by a system of import, export and exchange controls in which palm-greasing or influence-peddling is the rule. Connivance with the “inside people” is profitable for the license or quota seeker. The trouble comes when the plain citizen tries to get routine business done. Unwilling to grease, he gets no action.

A man of good intentions, Magsaysay would not let this faze him. He published a credo for government officials in which service is the key word. He got more steam behind his investigations and ordered new ones—fruitless ones, it turned out—which made thoughtful citizens turn sour. But he did succeed in assembling 83 administrative cases of various forms and sizes against government personnel, most of them in the bureau of internal revenue.

His headache began when he tried to get convictions. He got bogged down in the judiciary and the bureau of civil service and for the same reason: the requirements of the law. Under the law, you just don't fire a man—you did that only after due process, and this took time.

As if this were not enough, Magsaysay had another problem. Corruption, like the many-headed snake of Greek legend, has a strange vitality. You cut off one head and several heads take its place. Thus, before judgment could be obtained on the 83 cases, others were coming up. Take the case of payroll padding—several hundred thousand pesos—in the department of public works. Before this could be dealt with, another case—voucher padding—was discovered in the bureau of customs. Some agents of the bureau of internal revenue, Magsaysay was told, had made it their business—for a fee—to keep the

tax obligations of some business houses as small as possible. And then there is the multi-million back pay racket in which the national treasurer himself, Vicente Gella, is on the hot seat.

The Liberals stepped into the picture at this point. Cleaning the government, they said, was a responsibility of leadership. Magsaysay could not do it. Ergo, his administration had failed.

They knew, of course, that this might be just the issue that would restore their party to power. To embarrass Magsaysay, they acknowledged that he was trying hard. The trouble was that the poor fellow just wasn't equal to it. Did you know, they taunted, that Magsaysay, at this late date, still hadn't sent one crook to jail?

This bothered the president of the Nacionalista party, Senate President Eulogio Rodriguez, who challenged the Liberals to present proofs. The fact of the matter, he said, was that Magsaysay was achieving results. Nothing less than a Nacionalista senator, Pacita Madrigal Gonzalez, was awaiting trial on charges of malversation of public funds. And what do the Liberals do but harp on graft in pointless generalities. Present proof, Rodriguez demanded. Put up or shut up.

There were other signs. Speaker Jose B. Laurel Jr., who heads a nationalist bloc in congress opposed to Magsaysay on many issues, prepared plans to activate a committee in the house which would function like the blue ribbon committee in the senate in investigating graft cases. The implications of this plan were interesting. Once functioning, the house committee would replace Magsaysay in the public mind as the crusader, the destroyer of graft and champion of good government. It would have in time dissipated some of the halo on Magsaysay's head.

It is not known whether Magsaysay saw the project in this light. But he immediately aborted it by announcing plans to create a Presidential Commission for Good Government (PCGG). The commission, he explained, would have five members. Both political parties would have a member each. Two other members would represent the private citizenry and the chairman would be the secretary of justice. PCGG would investigate cases involving public officials with the rank of bureau director and higher. The Presidential Complaints and Action commission (PCAC) would keep on handling cases below that level.

PCGG was to be established by executive order. The order was not yet out when this was written,

and there were many questions still waiting to be answered. To begin with, what would be the powers of PCGG? How could its decisions be made to stick? The President is the executor of the law. Under the constitution, he may not abdicate this power. Therefore PCGG may only recommend. Therefore its recommendations may be refused any time—in other words, PCGG would have nothing to prevent a whitewash.

The President's determination to remove graft is well known, of course, and he would not be likely to permit a whitewash. But few Presidents, no matter how strong of conviction, are entirely immune from political pressure.

Nevertheless, Magsaysay approached the project with enthusiasm. Without waiting for Liberal party action on his plan, he tried to get a well respected Liberal, Jose Yulo, to be a member of the commission. He was refused.

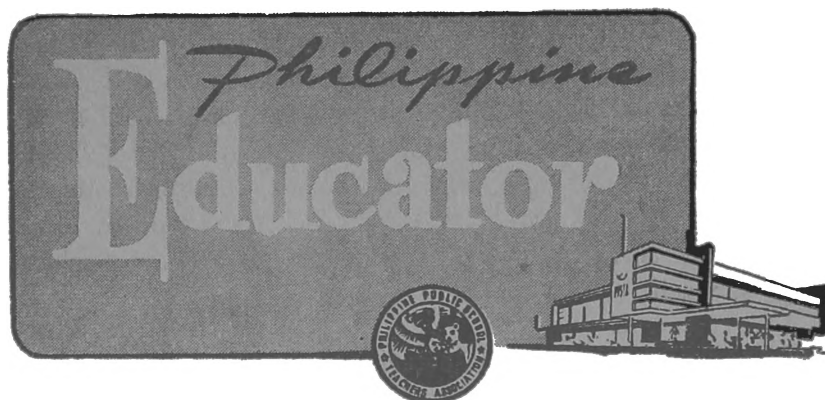
Apparently caught by surprise, the Liberal party's executive committee went through a state of indecision. The first reaction was to ignore PCGG altogether. But an influential Liberal, Pio Pedrosa, secretary of finance in the Quirino cabinet and a defeated candidate for senator, urged that the party join the project. This would show, he said, the earnestness of the minority in facing problems of eliminating graft. A meeting of the executive committee, however, proved adverse: the decision was that the Liberals would get involved in PCGG only if the party were given the chairmanship or the majority representation. This, of course, would not be acceptable to the Nacionalistas.

So goes the project.

What the Liberals obviously want to do is control the operations of PCGG so that they would master events. For them to be able to do this, PCGG would have to have authority to issue subpoenas, use investigators of its own and otherwise obtain evidence in the possession of the government. They could, of course, use this evidence as ammunition in the campaign.

It is difficult to see the Nacionalistas allowing a setup like this.

The end result, you'll agree, is that nothing concrete will come out of the President's plan. Graft and corruption will remain with us. Don't ask me for how long. Your guess is as good as mine.



Official Organ
of the
Philippine Public School Teachers Association
"Voice of 100,000 Teachers"

Ricardo Castro, *Editor*
Quirico A. Cruz, *Managing Editor*

Vol. XI SEPTEMBER, 1956 No. 3

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Subscription Rates

The Philippine Educator is the official organ of the Philippine Public School Teachers Association, published monthly for ten months during the year. Approved by the Director of Public Schools.

Rates of subscription: ₱8.00 a year (ten issues), ₱.90 per copy. Foreign countries—₱16.00 (\$8.00) a year (ten issues).

Entered as second class mail matter in the Manila Post Office.

Office of publication — 27 Banawe, corner Quezon Blvd. extension, Quezon City. Tel. 6-51-73.

Venancio Trinidad

(An Impression)

TO put in an essay of four paragraphs or so our impressions of Venancio Trinidad is not to do adequate justice to the stature of the subject. We can only hope that, even with this limitation of space, we can yet portray the man as a genuine teacher and an almost exemplary educator.

In his forty-five years of fruitful and patriotic service in the field of public education, a service marked by masculine vigor and dynamic leadership, Venancio Trinidad has earned for himself a place in the ranks of the elder educational statesmen of this country. Starting in the grassroots of the teaching profession, as it were, he rose from classroom teacher, principal of grade and normal schools, academic supervisor, supervisor in the General Office, division superintendent, superintendent for the City of Manila, and assistant director, to his present position of director of public schools. Achievements in one category brought him up deservingly to the next higher one, and he did not have to look around for, and secure the services of, a "political padrino." Promotions came to him in the natural course of things.

We admire him most for his virtues as a professional educator. He has stood for integrity, dignity, and sound principles of democratic school administration. In his days as division superintendent, he found himself more than once in conflict with powerful and well-placed government men who would have him follow their personal desires in teacher placement as well as in teacher promotion. But gallantly he stood his ground and upheld the prestige of his position, let alone the noble traditions of the profession he had pledged to serve. Even now, as director of public schools, he displays courage in pointing out the deficiencies of the system that he directs and, of course, suggests constructively the measures that must be taken to remove those shortcomings. His is the perspective of the scholar; his is the attitude of the seek-

Upon the recommendation of Secretary of Education Gregorio Hernandez, Jr., President Magsaysay extended the term of Venancio Trinidad as Director of Public Schools up to December 31, 1956. Director Trinidad was to have retired after office hours Friday, October 5, 1956.—ED.

er after truth. And he is even more than all these. He encourages more teacher responsibility, more teacher freedom, and less administrative inflexibility, less authoritarian dictation, from above the system.

It is not safe for us to claim that the achievements of the public school system in the last decade or so are the exclusive achievements of Venancio Trinidad. But it can be said without fear of serious contradiction that it was Director Trinidad who helped crystallize the concept of the community school. Of this many a proof can be cited, but it will suffice, we believe, to recall what he said in 1950 that the public school is no longer "a cloistered institution, insulated from the realities or even the sordidness of present living," and that the old concept of the school "must give way to attitudes and points of view crystallized in the principles that the work of the school is puerile and ineffective in a social vacuum, and that its duty is not exclusively to the children but complementarily to the rest of the community as well." This point of view he has repeatedly expressed in all his talks and addresses in conventions, seminars, and workshops all over the country. He has also continually stressed his belief that education is not only for self-improvement but also for the acquisition of culture and a profession so as to make the individual more serviceable — to himself, to his family, to the community to which he belongs, and, let us add, to the Providence that watches over his destinies.

Venancio Trinidad, that one educator amongst us who has a personal philosophy and a philosophy of education, both of which he has lived and demonstrated, belongs to the ranks of the educational stalwarts of the first half of this century. Yes, he has a secure place — and deservingly so — in the history of our educational system.

Portrait of an Educator

By Salvador Fernandez

THE stability of our government may be said to rest on the silent group of men in the civil service who look upon their jobs as their life work. The reins of government may change hands from time to time as political leaders come and go, but these career men carry on their chosen if prosaic tasks unperturbed by the rise and fall of each government administration.

One of such dedicated workers, who is due to retire this month from the employ of the government after 44 years of faithful work in the public educational system, is Venancio Trinidad, Director of Public Schools. His record of service is notable not for its long duration but for its being an example of devotion to a chosen career in the service of the people.

As a young man, Venancio Trinidad decided on teaching as his life work and never afterwards did that decision waver. After finishing elementary school in Tanauan, Batangas, and a year of attendance at the Manila High School, he enrolled at the Philippine Normal School. In 1912, following his graduation from this teacher-training institution, he was assigned as classroom teacher in the Batangas Elementary School. In three years he became principal of his school. There he continued going up the administrative ladder, as academic supervisor, supervisor of training classes in the normal school. He became acting superintendent of schools with assignment in Samar in 1933, and served as superintendent in Tayabas, Pampanga, and Bulacan from 1934 to 1938. At the outbreak of the war, he was superintendent of the Philippine Normal School. In 1942, he was assigned in the General Office as Chief of the Instruction Division, and three years later he was appointed to the premier school superintendency, that of Manila, the traditional last step toward the Directorate. His appointment as Assistant Director of Public Schools came in 1949 and four years later he was Acting Director. Upon the retirement of Director Pañgilinan in 1955, Mr. Trinidad took over the Directorship.

When Mr. Trinidad was appointed Director of Public Schools, there was perhaps no one better qualified for the post. Having risen from the ranks and gone through a long period of stint at every step of the official ladder, he was thoroughly familiar with the duties of practically every supervisory and administrative position in the school system. But that qualification alone was no insurance of success on the job of being head of the system. It might have made him merely an efficient administrator who does his job according to an established practice or a definite set of rules and regulations.

Fortunately for the school system, Director Trinidad, besides his proven experience and know-how, possesses vision, a capacity to project his view beyond palpable actualities. When considering a problem, he is prone to ask not merely *Where are we?* but *Whither are we going?* Thus, the educational leadership which he has exercised as head of the public school system has been characterized by consistent breadth of vision, by a keen imagination that delves into possible ways and means by which the school system could be more responsive to the changing needs of our present-day social structure.

Director Trinidad has often projected his educational philosophy on the social changes taking place in the country. A prolific writer, he has, time and again, expressed his views in print. Some of his educational articles that have been published in current educational publications attest to the serious concern that he has for the school system to accomplish its mission in the advancement of the country's welfare. Among such articles, the following may be mentioned:

Moral Training, a Cooperative Undertaking
Three of the Most Important Problems of the Commonwealth
Educational Implications of the Establishment of the Republic of the Philippines
The Role of Fundamental and Adult Education in the Realization of Our Educational Objectives
The Meaning of Citizenship Under an Independent Republic
Education for Democracy
We Cannot Neglect General Education
What the Public Schools Have Done Toward Implementing a Philosophy of Democratic Education
Education Should Reflect Itself in Community Life
Mass Education and the Problem of Practical Living

The perennial problem of the public school system is financial support. Congress cannot be blamed for failure to provide adequate funds for this purpose in the national budget for already a major share of the government revenues goes for education. It seems unwarranted to expect greater appropriations for the educational service unless the income of the government should further increase. In the meantime, enrolment in the public schools continues to grow by leaps and bounds, greatly out-pacing the improvement in revenue collections. In 1940, as a last resort, Congress passed an educational act to make possible the admission of all children who apply for enrolment by curtail-

ing the school session for the children and using an abbreviated curriculum for them. The consequences, of such expediency, it is no exaggeration to say, have been disastrous.

The lowered educational standards resulting from the Educational Act of 1940 have been a thorn on the sensibilities not only of the educators in the Bureau of Public Schools but of many thinking lay citizens as well. Criticism of an act of Congress from a public official would seem improper. But Director Trinidad could no longer remain silent. Last year he boldly expressed his views on the matter with a forthright article entitled "Education in the Elementary Grades: Quantity or Quality?" In this article, he did not waste time bewailing the lowered standards as has been the fashion of late among local educators. Instead, he emphasized that the public school system could no longer tolerate the depth to which the standards has sunk and drew picture of a half-baked citizenry whose unpreparedness for citizenship duties only multiplies the social problems of the country. It may be mentioned that since the article was written, the two-single-session, the emergency curriculum, and other expedients for "quantity" education have been on the way out.

So much for the actuations of Director Trinidad as an educator. This "portrait" of his, however brief, could not be complete without mention of some of his personal or intimate traits. His integrity in office has never been questioned.

Silent and unassuming, he has never demonstrated any hankering for personal publicity. But his subordinates have not known a more friendly and approachable superior. Calm and collected, he does not easily get

excited when faced by a serious problem or when taking part in a free discussion. This permits him to make full use of that keen intellect and power of analysis of his.

Above all, Mr. Trinidad is a *lalake*, a man. Although somewhat frail in physique, he has on many occasions demonstrated a personal valor that has earned the respect of his friends and acquaintances. During his first year as elementary school principal, he was demoted back to classroom teacher for arguing with his American supervisor. He had strongly objected to the supervisor's calling him down in front of a class. Two years later he was promoted to assistant academic supervisor. In his dealings with subordinates, he could be firm when firmness is called for.

Mr. Trinidad is a well-travelled person. He has represented the Philippines at several educational conferences in foreign countries. He went through two periods of study abroad, one at Iowa State Teachers College to obtain a bachelor of arts degree and another at Colorado State Teachers College and Columbia University for his master of arts diploma.

Director Trinidad is a member of the board of regents or trustees of the University of the Philippines and several state colleges as well as of the executive boards of various national commissions and civic agencies.

When Mr. Trinidad retires from the government service, the Bureau of Public Schools will lose a first-rate educator and administrator. Perhaps he will not be entirely lost to the Bureau because, as a private citizen, he will probably continue, in some way, to offer the school system he has served so well the benefit of his competent advice and assistance.

—0—

Biographical Dictionary

1. Name (As you desire it to appear): Dr. VENANCIO TRINIDAD

2. Nationality: Filipino

3. Birthdate: October 5, 1891; Birthplace: Talisay, Batangas

4. Name of Parents: Gregorio Trinidad and Maximina Luna

5. Parental Background (Their Qualifications and Achievements, if any):

Gregorio Trinidad was "Capitan Municipal" during the Spanish regime; during the American regime he was municipal treasurer.

Maximina Luna was a diligent and hard-working mother of nine children (Venancio was the seventh). She was a merchant dealing in dry goods and other merchandise.

6. Civil Status: Married

7. Name of Wife: Asuncion de Grano

8. Number of Children and Their Names and Attainments, if any:

Velia, Doctor of Medicine;

Armando, Third Year, College of Education, U.S.T.;

Soledad, Pharmacist;

Venancio, Jr., Second Year, College of Liberal Arts;

Lourdes, Doctor of Dental Surgery;

Ernesto, student (interne), College of Medicine,

U.S.T.;

Ester, student, College of Pharmacy, U.P.

9. Business, Occupation or Profession: Bureau Director

10. Other Businesses With Which Identified: None

11. Education, from Primary to College (Mention the Scholarships, Prizes, and other distinctions won, if any):

Primary — Talisay, Batangas

- Intermediate — Tanauan, Batangas
 High School — Manila High School (Now Araullo High School)
 Philippine Normal School (Now Philippine Normal College) 1912
 Iowa State Teachers College, 1922
 Columbia University, 1928
 Scholarships Received:
 Government pensionado to the United States in 1919, and in 1927 under the Educational Leadership Act.
12. Title and Degree, and Honors Received:
 A.B. (1922); M.A. (1928); Doctor of Pedagogy (honoris causa, 1954).
 Chosen a Distinguished Alumnus from among the Alumni of the Philippine Normal School during the last 50 years and conferred the Diploma of Honor by the Executive Committee of the Golden Jubilee of the Philippine Normal College, September 1, 1951.
 Awarded a gold medal by the Committee on Awards, Golden Jubilee of the Philippine Educational System, December 16, 1951.
 Cited on August 5, 1953, by the Lucena Rotary Club for being "one of the foremost educators, a writer and thinker, and the only Division Superintendent from this province who rose to become Assistant Director of Public Schools."
 Awarded the honorary degree of Doctor of Pedagogy by the Golden Gate Colleges, March 27, 1954.
13. Positions Occupied, Government and Private (Please give also the corresponding dates in a chronological order):
 Elementary School Principal, Classroom Teacher, Batangas (1912-1915)
 Principal, Elementary School — Tanauan, Batangas (1916)
 Assistant Academic Supervisor — Batangas (1916)
 Division Academic Supervisor — Batangas (1918)
 Supervisor, Training Classes, Normal Department, Ilocos Norte High School (1922-1924)
 Principal, Normal School — Laoag, Ilocos Norte (1924-1926); Bayambang, Pangasinan (1926-1927), on special detail in the General Office (Academic Division) (1928-1930)
 Acting Division Superintendent — Samar (1933)
 Division Superintendent — Tayabas (1934), Pangasinan (1937), Bulacan (1938)
 Superintendent of Philippine Normal School (Now Philippine Normal College) (1941)
 Chief, Instruction Division, General Office (1942)
 Superintendent of City Schools, Manila (1945)
 Assistant Director of Public Schools (1949)
 Acting Director of Public Schools (1953)
 Director of Public Schools (1955)
14. Present Position: Director, Bureau of Public Schools.
15. Other Business or Professional Connections:
 Professorial lecturer, University of the Philippines.
- Member — Board of Consultants of the Joint Congressional Committee on Education; Philippine Delegation to the UNESCO Conference in Beirut, Lebanon; Board of Advisers, National Federation of Parent-Teacher Associations of the Philippines, Inc.; Radio Control Board; National Executive Board, Boy Scouts of the Philippines;
- Member — Board of Regents, University of the Philippines; Board of Trustees, Central Luzon Agricultural College; Board of Trustees, Philippine College of Commerce; Board of Trustees, Mindanao Agricultural College; Board of Trustees, Philippine Normal College; Board of Trustees, Mindanao Institute of Technology;
- Member — UNESCO National Commission of the Philippines; Committee on Barrio Schoolhouse Program; Jose Rizal National Centennial Commission; Board of National Education.
16. Slogan in Life: Be sincere.
17. Formula for Success: Work hard.
18. Highlights in Life:
 After one year's service in the Bureau of Public Schools (then Bureau of Education) he was demoted from principal to classroom teacher. Reason: He argued with an American supervisor for calling him down in front of his class.
 Two years after his demotion, he was promoted to assistant academic supervisor, thereby becoming the first Filipino academic supervisor in Batangas.
 He was one of the first two Filipinos to be sent to the United States under the Educational Leadership Act, five years after his return from the United States as a government pensionado.
 He organized the normal school in Ilocos Norte and became its first principal.
 He was the first Filipino to become Superintendent of the Philippine Normal School (Now Philippine Normal College).
 He was one of the few who rose from the ranks to the position of Director of Public Schools.
19. Contributions to Culture, Progress and Human Welfare (Patriotic, Humanitarian, Scientific, Literary, Social, Financial, etc.):
 Served on the National Executive Board, Boy Scouts of the Philippines; UNESCO National Commission of the Philippines; Jose Rizal National Centennial Commission, Division of Public Schools and Colleges of the 1951 Anti-Tuberculosis Fund Drive; Committee to Coordinate and Deliver Essential Services of the Government and Civic Organizations to Farm Families in New Development Agricultural Areas.
 Contributed a number of educational articles to various magazines, like the *Philippine Journal of Education*.

ucation, the *Filipino Teacher*, the *Philippine Educator*, and other prewar publications.

Among such articles are the following:

- (a) "Moral Training, a Cooperative Undertaking," *Philippine Education Magazine*, XX (February, 1924), p. 453.
- (b) "Place of Normal Schools in Our National Development," *Philippine Education Magazine*, XX (March, 1924), p. 513.
- (c) "Some Fundamental Needs of Present Day Education," *Philippine Education Magazine*, XXI (July, 1924), pp. 72-73.
- (d) "What Factors Determine Teachers' Salaries?" *Philippine Journal of Education*, XVII (July, 1934), pp. 85-86.
- (e) "Three of the Most Important Problems of the Commonwealth," *Philippine Forum*, I (July, 1936), pp. 61-63.
- (f) "Economic Depression and the Employment of Teachers," *Philippine Journal of Education*, VI (November, 1938), p. 291.
- (g) "The Demand and Supply of Teachers," *Philippine Journal of Education*, XXV (November, 1946), p. 70 ff.
- (h) "Educational Implications of the Establishment of the Republic of the Philippines," *Filipino Teacher*, IV (February, 1950), p. 8 ff. Also *Philippine Educator*, IV (January, 1950), p. 7 ff.
- (i) "The Teacher's Reorientation to Education in Rural Areas for Better Living," *Filipino Teacher*, V (July, 1950), p. 12 ff. Also *Philippine Educator*, V (August, 1950) p. 7 ff. and *Philippine Journal of Education*, XXIX (July, 1950), p. 7 ff.
- (j) "Public Education in the Philippines, Its Achievements, Objectives, and Problems," *Filipino Teacher*, V (September, 1950), p. 11 ff.
- (k) "The Role of the School Paper in Modern Schools," *Philippine Journal of Education*, XXIX (October, 1950) p. 198.
- (l) "The Role of Fundamental and Adult Education in the Realization of Our Educational Objectives," *Philippine Journal of Education*, XXX (July, 1951) p. 12 ff. Also *Filipino Teacher*, VI (July, 1951), pp. 19-22.
- (m) "Teaching Is a Mission," *Philippine Educator*, VI (March, 1952), p. 21 ff.
- (n) "The Meaning of Citizenship Under An Independent Republic," *Filipino Teacher*, VI (February, 1952), pp. 24-26. Also *Philippine Journal of Education*, XXX (March, 1952), pp. 519-520.
- (o) "A Democratic Approach to the Solution of Educational Problems," *Philippine Educator*, VII (August, 1952) p. 29 ff.
- (p) "Education for Democracy," *Philippine Journal of Education*, XXX (August, 1952), p. 71 ff.
- (p) "We Cannot Neglect General Education," *Filipino Teacher*, VIII (June, 1953), p. 14 ff.
- (r) "What the Public Schools Have Done Toward Implementing a Philosophy of Democratic Education," *Philippine Educator*, VIII (August, 1953), pp. 9-12. Also *Filipino Teacher*, VIII (July, 1953, pp. 66-69.
- (s) "Education Should Reflect Itself in Community Life," *Philippine Educator*, VIII (January, 1954), pp. 12-15. *Philippine Journal of Education*, XXXII (February, 1954), pp. 500-501; 505 ff.
- (t) "The Imperatives of the Educational Relationship Between the Child and the Adult," *Filipino Teacher*, VIII (February, 1954), pp. 455-458.
- (u) "Our Educational Program in Retrospect," *Filipino Teacher*, IX (July, 1954), pp. 83-86; 96.
- (v) "A Landmark in Our Progress as Educators," *Philippine Educator*, IX (November, 1954), pp. 16-17. "The Curriculum Laboratory — Another Landmark in the Progress of Philippine Education," *Filipino Teacher*, IX (January, 1955) pp. 483-484.
- (w) "Mass Education and the Problem of Practical Living," *Philippine Journal of Education*, XXXIV (June, 1955), pp. 6-7; 66.
- (x) "Requisites of a Strong Teachers Association," *Filipino Teacher*, X (June, 1955), pp. 5; 8; 47. *Philippine Educator*, X (June, 1955), pp. 3-32.
- (y) "Education in the Elementary Grades: Quantity or Quality?" *Filipino Teacher*, X (October, 1955), pp. 277; 282; 297-298; and X November, 1955), pp. 345-348; 350; 358; 362. *Philippine Educator*, X (November, 1955), pp. 15-19; and IX (December, 1955), pp. 51-57.
- (z) "Tightening Up the Loose Ends in Our Community School Program," *Filipino Teacher*, X (June, 1956), pp. 7-8; 10; 42; 53.
- (aa) "Service to Country Is the Goal of Our Community Schools," *Our Community Schools*, I (June, 1956), pp. 5-8 ff.

(bb) "Thirty Years of Philippine Public Schools,"
The Fookien Times Yearbook, September,
1956, pp. 121-122; 175-176; 183-184.

20. Membership in Clubs and Associations:

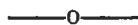
Delta Sigma Rho, Kappa Delta Pi, Philippine Public
School Teachers Association, Philippine Association
of School Superintendents, Bureau Directors
Association.

21. Hobby or Avocation: Reading

22. Travels Made: United States, Lebanon, Japan, Hong-
kong, France, England, Belgium, Germany, Spain,
Italy, Greece.

23. Remarks:

My ambition when I was young was to be a physi-
cian, but if I were to live my life over again, I
would still prefer to be a teacher.



Ninety-five Thousand Teachers and a Man*

A TEACHER'S road to success is oftentimes a long, hard grind—not very rewarding, materially, but always fraught with the consolation that he has done his bit for the education of the youth. One man who has dedicated his lifetime to education and has successfully managed to reach the top in education circles is Dr. Venancio Trinidad, director of the Bureau of Public Schools, who, at sixty-four, holds control over 95,000 public school teachers in far-flung schoolhouses from the Batanes to Sulu.

By June, Trinidad will have completed his forty-fourth year of government service, and has just one year to go before his retirement. Summing up a lifetime devoted to education, he declares, "I am satisfied. I feel that I have done the best I could, contributed to the building of the present school system in a small way, and I do not claim credit for whatever success we have achieved because if there has been any, it has always been due to cooperative effort."

He speaks highly of the men and women in the bureau who have worked with him all these years. "These people have given me their wholehearted cooperation and were it not for them, I would not have gone far in the performance of my duties and in the implementation of all our projects."

Born in Talisay, Batangas, on October 5, 1891, Trinidad was the seventh of nine children born to Gregorio Trinidad and Maximina Luna. He started his primary education in his hometown, then attended the intermediate school in Tanauan. When the family moved to Manila, he took his secondary schooling at the Araullo

High School. Deciding on a teaching career, he went to Philippine Normal School and graduated in 1912.

Trinidad's first teaching assignment was in Batangas, from 1912 to 1915. Afterwards, he was appointed principal of the Tanauan Elementary School, followed by his designation as assistant academic supervisor in 1916. Two years later, he was made division academic supervisor in his home province.

After passing a government pensionado examination, Trinidad was sent to the United States where he obtained his bachelor of arts degree from the Iowa State Teachers' College in 1922. Upon his return to the country, he was made supervisor of training classes of the normal department of the Ilocos Norte High School, serving in this capacity for two years.

From 1924 to 1926, he was principal of the normal school in Laoag, Ilocos Norte, followed by a one-year stint in Bayambang, Pangasinan. He took and passed another government pensionado exam given under the Educational Leadership Act and was sent again to the United States for further studies. He spent a semester at the Colorado State Teachers' College, then went to Columbia University where he obtained his master of arts degree in 1928.

Back in the Philippines, he worked for two years in the general office of the academic division on special detail. In 1933, he was made acting division superintendent in Samar. A year later, he was division superintendent in Quezon, Pampanga in 1937, and Bulacan in 1938. The outbreak of the war in 1941 found him superintendent of the Philippine Normal School.

* *Manila Chronicle*, This Week, May 27, 1956

The re-opening of the schools in 1945, shortly after liberation, started him on the last leg of his long uphill climb to his present position. He was then superintendent of city schools, a position he held up to 1949, when he was appointed assistant director of public schools. Trinidad became acting director of the bureau in 1953 when the incumbent director, Benito Pañgilinan, went abroad. He was officially appointed to his present post in 1955 by President Magsaysay.

Trinidad is a well-travelled man, a writer, and a member of several societies made up of educators. He is also a member of the board of advisers of the National Federation of Parent-Teacher Associations of the Philippines; national executive board of the Boy Scouts of the Philippines; board of regents of the University of the Philippines; UNESCO National Commission of the Philippines; Committee on Schoolhouse Program; Board of National Education; and many others.

On current educational needs, he says, "The objectives of education in our country are well stated in the Constitution. What is needed is a re-interpretation of these objectives in the light of changed and changing needs, problems, and conditions now obtaining both here and abroad, largely as a result of the last World War and of the change in our political status.

"The urgent need of our system of education is not so much the revision of the system as the presentation of its manifold facets in their proper light especially for the benefit of the public that supports it."

The community improvement project initiated by the bureau of public schools, with teachers taking the lead in their respective scopes of assignment, got full implementation and backing from Trinidad.

"Our teachers must be convinced that the betterment of community life is a condition highly indispensable to insuring the sound and optimum development of children. They should acquire and nourish the conviction that the development of a sound mind in a sound body is a vain hope and a futile dream unless the community in which that mind and body develop is equally wholesome and sound. Hence, the obligation of the schools and its teachers to help in improving the conditions of life in our communities."

Realizing too, the growing importance of vocational

education, he comments: "Vocational schools should produce men and women who, besides possessing broad general education, will likewise have these skills and technical know-how that can contribute in no small measure to the present program of economic development in the Philippines. However, there should be a proper balance between general and vocational education. We should give necessary emphasis on vocational education, because that is what our country needs, but we should not do it at the expense of academic education.

"We are gearing our program to vocational education with special emphasis on home industries because they touch the life of the masses more closely than any other aspects. The revival and strengthening of our home industries will help the cause of our common people."

Never one who hugs full credit for himself, Trinidad likes to say that he "just helped" work for Republic Act 842, which increased teachers' salaries. "Congress, too," he adds, "has been kind enough to create appropriations for construction of more schoolhouses. Likewise, I am thankful to the President for his prefabricated school program."

On the growing need for a more vigorous spirit of nationalism, Trinidad echoes the following sentiments: "We are Filipinos first and foremost. Nothing can change that immutable fact. While it is part of prudence and wisdom that we open our minds and hearts and souls to all beneficial influences from abroad, we must not forget that, for all their seeming lack of lustre, our native traits and characteristics, our ways and beliefs, our idea and sentiments, have a vitality of their own. They constitute a heritage of which we have every reason to be proud.

"The wise course to pursue is to take stock of it — to assess its latencies and its limitations, tighten up the stout fabrics of its pattern and discard the weak, and upon the resultant product, continue to serve to strengthen it. Whatever we may adopt should invigorate, not vitiate, our Oriental mind and originality. Indeed, we simply have to rediscover ourselves, to renew our faith in the intrinsic greatness of our country, or the time will not be long when we shall have lost our individuality, if not our identity, as a nation."

It's Time to Assess

By Marcelino Bautista

IN ANY endeavour, it is highly desirable that occasionally those engaged in it should take stock of its credits and liabilities, determine its present orientation, and pin-point the course of the future.

In the case of the Philippine educational system, we have done this. But the assessment has been done in haphazard and sometimes fortuitous ways, and so we do not know exactly where we are, what we have achieved, and where we are heading. Oftentimes, the spotlight wavers, and the vision is dimmed by foggy statistics which only the erudite can understand. We have established our philosophy of education and stated them in scattered documents, we have set-up the principles to guide our work, and the objectives to be attained. But if we should be asked to make down-to-earth statements as to progress attained, we would be bogged down in inarticulate efforts at making clean-cut, readily grasped facts about the school system.

In this brief article; I am posing a few questions which educational authorities might use in making an up-to-date assessment of efforts exerted and results achieved. It is doubtless true that clean-cut answers cannot be readily given, that some time may have to be spent in getting the information together which will yield the answers. If this brief article succeeds in provoking thinking—better still, in propelling sincere efforts at assessment—the effort spent will not have been in vain.

AREAS TO BE ASSESSED

I. Academic Work

There is a feeling in some quarters that academic work per se is not the end-all and be-all of the educational enterprise, that “functional learning” is the focus of emphasis. There is no disputing this feeling; but there is no-doubt of the fact that the average taxpayer will want to know if his child in school is learning the “fundamentals”. And the support to be given to the public school system will be strong or weak, depending on how the public will assess the results of education in terms of the child's ability to read, write, and cipher. It is not easy to convince the public that if a boy or girl learns how to brush his teeth; makes a dress, a coat hanger, or a salad;

has a poultry, a tilapia fishpond, or a vegetable garden; or that the child is growing in robust health, that education has succeeded even if “mastery of fundamentals” has not been attained.

Wherefore, it would seem desirable that we ask ourselves the following questions:

1. What are the present academic attainments of our pupils and students? Is there evidence that, compared with the attainments of children and youth in 1925-1926 (as found by the Monroe survey), present educational achievements have improved?

In this regard, is there a planned and objectively conducted periodic survey, say every five or ten years, which would give us facts and figures from which we could make definite and positive conclusions that our children and youth are improving in the “mastery of fundamentals?”

2. Is it possible now to assess the results of “improved curriculum materials” and of the efforts in recent years to develop learning materials locally? Is there positive evidence that these efforts have yielded positive results in regard to more “functional education?” Are there indications that actually teachers are capable of developing local instruction materials, considering their preparation and training and the conditions obtaining in their respective localities?

3. In the process of curriculum development, is there positive evidence that the teachers themselves have gained in wider perspectives and outlooks as a result of their participation in the process?

4. There is a concept in curriculum development to the effect that an enriched and more functional curriculum could be worked out through the active participation of laymen and even the learners themselves. Is this concept being actually utilized in curriculum development, or is this idea just one of those that are being mouthed by swivel-chair “experts” in curriculum development, merely because the books mention it as desirable? If the concept is, or has been utilized, are there sufficient facts to show that it has actually resulted in “richer and more functional curricula?”

5. What of teaching materials now being used? How much can boys and girls in the schools actually

absorb and use from materials prescribed. Do we know positively that present-day requirements are suitable, enough, or too much? Are "minimum essentials" really and actually minimum; that is, can the slowest moving groups in any class absorb the learning units required to the point of mastery? One evidence that can be used to document our answer to these questions is what learners manifest in their examinations. The practice of transmuting a score of 23 (out of 100 possible unit-answers) to, say, 65%, would seem to indicate that there is considerable knowledge that is not actually mastered. Would it not be more desirable that minimum essentials be limited to what can be mastered?

6. What actually is being served by having a large quantity of "supplementary materials" in school curricula? Is it not possible and desirable that "fundamental knowledge" culled from textbooks and supplementary materials be put together as concisely and briefly as possible, so that the so-called "minimum essentials" necessary for functional learning can be mastered by average learners?

II. Character, Health, and Physical Education

1. Have we tried to assess the relationship, if any, between classroom instruction and growth in character, health and physical development? What environmental factors obtained influence favorable or unfavorable growth in these aspects of education? (I am reminded of a student in high school who was failed in Health Education despite the fact that he was an important member of the school's champion basketball team, merely because he did not feel it was necessary to learn thoroughly the theoretical material in health and so he could not make good grades in the examinations.) Is education in these three phases to be considered as having been attained only through performance in theoretical classroom instruction? (Another reminder is the case of a primary school boy who was adjudged an A-1 child in the Child Health Day contests, who, upon being asked what were his favorite foods, answered: "Coffee and bagoong with tomatoes.") If the effectiveness of character education is to be gauged by the evidence of desirable attitudes and behavior on the part of learners, is it not high time that assessment of gains in these three subjects be based on ways other than examinations? To what extent are "health charts," which are so much in evidence in the classrooms (sometimes not adequately kept up-to-date), contributing toward real progress in health by individual pupils? To what extent is instruction in home economics (calories, vitamins, balanced diet, etc.) actually contributing to the health improvement of school girls? (It is naive to generalize that young people's health is better now than many years back, because of instruction in health. Is it possible that

there are contributory factors in the environment — medical services, abundance of food, health consciousness in the community, etc.—which are also responsible for improved health of school children?)

Anyway, the crux of the matter, insofar as these three areas of education are concerned is this: What can be chalked up as achievements in character, health, and physical education through the exclusive efforts of the schools? What evidence is there that there has been improvement in these respects?

III. Vocational Education

1. It is understood that vocational education has two aspects: appreciation and productivity. With respect to the latter, what is our guiding principle? Is it "Produce and produce; we shall take care of the marketing later?" Or is it "Produce only what can be consumed or sold?"

2. What steps have been taken to provide better knowledge of designing in our vocational schools? (Is it perhaps true that many fabricated articles in the school shops cannot be sold, because of poor designing?)

3. Are the rural high schools achieving their objectives? (The Chief of the Vocational Education Division recommended years ago that these schools be converted into general high schools. To what extent has this been done?)

4. To what extent have the vocational courses graduated from the "biro-biro" or amateurish level of instruction and training? Are the vocational courses in the general high schools adequately equipped for real vocational training? (If no adequate equipment can be made available for these courses, why continue calling them "vocational"? Would not "practical arts" be more suitable?) It is hoped that the two-two plan will be better; at least less equipment will be needed; and only those who want and need vocational education will have to take the subject.

5. There are over 100,000 students in the secondary schools of the government. Most of these students are sufficiently mature to be able to produce economically useful or saleable products. Many years ago, elementary school pupils were of the same age as the students now enrolled in the high schools. And they produced industrial arts articles that found their way to the markets of the United States. The annual sale from these products amounted to several thousand pesos. How can such production activities be re-introduced in the high schools, so as to utilize more effectively the manpower available there? Is this kind of activity inconsistent with the frequently advocated concept of "functional education?"

6. Is the present program of establishing and maintaining more provincial agricultural and trade schools

justified? Has a study ever been conducted to indicate the extent in which graduates of these schools are profitably employed? The study should indicate whether or not expanding this program is justified, and it would also indicate in what manner instruction and training could be improved.

7. How effective is industrial arts instruction in the elementary schools? How adequately are the shops equipped? How well trained are the industrial arts teachers? To what extent are the elementary school pupils taking industrial arts being made economically productive? Is this a legitimate objective of industrial arts instruction?

8. Is it true that there has been no material improvement in the quality of gardening crops being produced in school gardens? Gardening has been in the school curriculum since time immemorial. Is there evidence that the teaching of this subject has improved since, say, before World War II? Is there evidence that the teaching of school gardening has influenced to any extent the living conditions of communities?

9. To what extent are provincial agricultural and trade schools self-supporting? The vocational courses in general high schools?

IV. The Community School Movement

1. Is it true that community development work detracts somewhat from the effectiveness of academic instruction? To what extent, if any?

2. Is there concrete evidence that community living is actually improving as a result of the community school movement? How widespread is the improvement?

3. What specific achievements originated through school effort, and how widespread are these achievements, in respect to economic development, health welfare, beautification of homes and public places, literacy, and social and cultural education? Do the tabulated figures actually represent achievements?

4. Is lay leadership being developed? To what extent?

5. How much is individual participation and how much is actual community participation (the extent of intra-community interaction) in community development?

V. Administration and Supervision

1. How many teachers are actually visited in their work by administrative and supervisory officials?

How intensive are these visits? What suggestions are given to teachers for the improvement of their work? What results have been achieved as a result of these visits? To what extent have we eliminated "snoopervision"? To what extent are supervisors being accepted as "welcome consultants?"

2. What facilities and assistance have been made available to teachers and schools for the purpose of improving instruction and school work in general? (This could be made a periodical assessment.)

3. What efforts are being exerted to ascertain the status of the personal and official relationships between and among teachers and administrative and supervisory personnel? What efforts are being exerted to establish or strengthen harmonious relations between the public and government officials on one hand and the school personnel on the other?

4. What efforts are being exerted to improve the welfare of teaching personnel, especially with respect to salary adjustments and promotions? What can still be done to attain this objective?

5. What efforts are being exerted to remove various types of mental hazards and of harassments that adversely affect the work and the welfare of school personnel?

6. What efforts are being exerted to remove or forestall manifestations or practice of corruption, immorality, and other violations of the Teachers Code of Ethics?

7. What efforts are being exerted to promote the professional, intellectual, and spiritual growth of school personnel?

8. Is there evidence that the school personnel is top-heavy or that it is not adequate? What efforts are being exerted to reduce the amount of routine work performed by school personnel, so that they can become more creative?

9. What objective methods are being used to determine whether or not school personnel are growing in strength and proficiency, so that they may be given opportunity to shoulder more important responsibilities?

10. Can it be positively stated that school finances have been utilized to the utmost and that these have not been frittered away? What economies are being effected in the expenditure of funds for school purposes?

11. Are teachers being encouraged to join professional societies that can help them improve themselves in their teaching jobs?

The Goal of Philippine Education is Rooted in Divine Love^{*}

By Miguela M. Solis

"Our tasks as educators—specifically as community school teachers—is to begin with life, to know and meet its needs, to solve its problems, and to utilize its resource potentials in helping it enrich itself wholesomely, always so that more of life may result in the individual himself and with all whom he associates. There is no richness but life itself that is full and happy in spiritual, moral, economic, mental, emotional, physical, and in all the other phases of democracy. This is the goal of the Teaching Profession, the goal of community education."

THIS quotation, in a capsule, points to the enormous but significant task of Filipino teachers—both to be and in service. The task is heavy but made light because it is noble and sublime; for it deals with LIFE—its continuous enrichment, prosperity, security and freedom. The task embraces all that is wholesome in human personal growth that is contributive to the attainment and maintenance of satisfactory community living. Thru organized education, the teacher helps the individual reach and sustain this goal for RIGHT LIVING for himself and his fellowmen.

His Excellency, President Ramon Magsaysay in his *The State of the Nation Address* delivered last January 23, 1956, stressed the significant role of education in the upliftment of the life of the common man. He stated:

"Comprehensive as are the material services and benefits extended to our rural inhabitants, the administration, has paralleled them with mental and spiritual stimulation. In the work we have made full use of education in all its aspects."

This pronouncement of our Chief Executive reveals that education is one of the important agents in promoting human welfare.

His Excellency, inviting the attention of all agencies and institutions, both public and private, stated in brief our major goal as follows:

^{*} Commencement address delivered by Dr. Miguela M. Solis, Superintendent, Teacher Education, at the Pangasinan Normal School, March 28, 1956.

"...More than ever, we must think, plan and work as one, with only one supreme goal in mind—the promotion of the welfare and happiness of our people."

There can be no national major goal for the people more humane than the foregoing one. This goal cannot but be founded in *Divine Love*, the only love that permeates, embraces, and stimulates all that is wholesome in human thoughts and endeavors. It is the power of *this love* that works for the achievement and extension of better understanding among beings in the attainment of the much-desired brotherhood of man under the fatherhood of GOD. This condition is inevitable in acting cooperatively and willingly for the enhancement of improved and enriched community living. This is so for Divine or God's love means faith, hope, and good will to man. It does not only prevent envy and jealousy but also stimulates and inspires cooperation for the greatest interest of the greatest number.

The above assumption gives rise to this question: What evidences has the Philippine Education to prove that its goal is rooted in Divine Love? Every teacher should give a comprehensive answer to this question in order to instill a strong conviction in us that it is unstinted love for our fellow beings that causes us to serve willingly in promoting human welfare. That it is Divine affection that motivates teachers to serve for the improvement of life and life conditions. It is not knowledge but conviction that causes action.

The response to the question may be grouped conveniently as to the WHY, WHAT, and HOW of Philippine Education.

The WHY of our education comprises its values or goals. These goals are embodied in Article XIV, Section 5 of the Philippine Constitution and in the five major objectives of education formulated by the Board of National Education. The recency of the latter group warrants the statement of these objectives. They are:

1. To inculcate moral and spiritual values inspired by an abiding faith in God.

2. To develop an enlightened, patriotic, useful and upright citizenry in a democratic society.

3. To instill habits of industry and thrift, and to prepare individuals to contribute to the economic development and wise conservation of the Nation's Natural resources.

4. To maintain family solidarity, to improve community life, to perpetuate all that is desirable in our national heritage, and to serve the cause of world peace.

5. To promote the sciences, arts and letters for the enrichment of life and the recognition of the dignity of the human person.

These objectives are all inclusive of the various aspects of Right Living in a democracy—spiritual, moral, social, economic, mental, physical, emotional, worthy home membership, civic, recreational, aesthetic, and international brotherhood. In short, the WHY of our education may be stated this way: The ultimate goal of the Philippine Education System is the effective achievement and extension of an all-round development of an individual in the various areas of democratic living so that he will achieve a life that is both satisfactory to himself and to his associates. This is the basic philosophy underlying the operation of our community schools which are designed to help our rural and urban people attain the best possible in wholesome community living with biased stress in our rural areas under existing conditions. This wonderful objective is but a re-statement of the ten commandments of God for it purports to achieve and maintain better living for all our people. Our educational objective reveals that Democracy is the essence of spiritual values for it results out of Divine Love.

President Ramon Magsaysay in his *State of the Nation Address* expressed the spiritual foundation of the goals of education when he said:

"But unless Godliness and morality suffuse the outlook of our people, no objective achieved will be truly satisfying and enduring. We have therefore continued to emphasize the development of these attributes in the character of our youth as one of the fundamental objectives of our educational system."

This pronouncement of the Philippine Chief Executive emphatically underscores the first of the five major objectives issued by the Board of National Education: "The inculcation of spiritual and moral values inspired by the love of God."

The second evidence deals with the WHAT of our education. The needs, problems, desirable cultural heritage, social values, and resource potentials of the Philippine society starting from the smallest community unit to its expanding and economic relationship to the world community constitute the basic factors in determining the content or WHAT of our education. These are the determiners in the selection of what is to be taught and learned. No desirable changes in living can be effected through education unless we know what needs are to be met, problems to be solved and resources to utilize and to conserve. The teacher who uses solely book teaching-learning activities and works on the clock can not go far in meeting community needs, solving community problems and using adequately and appropriately community resources to attain community uplift. It is only the teacher who is divinely in love with his/her fellow beings that will sincerely go deep and far into human needs, problems and progress possibilities as determiners for their development in the various aspects of democratic living. The teacher will willingly take this responsibility because God's love endows her with patience, hope, faith, endurance, energy, industry, and wisdom, all of which are necessary tools for the promotion of human amelioration.

To illustrate, the humane teacher stimulates and helps the community people identify their needs and problems in health; in food production, distribution and consumption; in soil conservation and fertilization, in aesthetic and spiritual expression; in effective communication; in the coordination of community service of school and out-of-school agencies; in the development of reasonable nationalism which is the basis of international brotherhood. These are some of the many fields of activities where the teacher takes active leadership and participation.

The third aspect of our answer to the question refers to the HOW of education. It is the answer to this question: Knowing what to effect for better living, how do we achieve and sustain most effectively the expected desirable changes in life and life conditions?

The teacher, knowing where he is *going* and knowing *what* to teach and learn, is now ready to determine how to reach the goal most effectively. To insure the achievement of the goal, the teacher inspired by God's love does the following: -

First, she understands the whole nature of each child under her charge—physically, mentally, emotionally, spiritually and socially in his cultural setting. The available data on children's nature are utilized in determining the selection and organization

of the teaching-learning experiences and situations in the light of community needs, problems, desirable cultural heritage and resource potentials. This is a balanced approach to education when the learner's needs, interests, problems, aptitudes, abilities and living conditions are used as basic guide in meeting community needs and problems in his cultural set-up of which he is a vital part.

For example, an understanding teacher when she notices that child A, who is healthy, friendly and intelligent, hates to participate willingly in community service projects involving manual manipulation, say planting of fruit bearing trees, the teacher investigates fully the child's home responsibilities; work habits; attitudes towards manual labor; concept of community service; parents' attitude on child's participation in community service projects and the like, instead of merely concluding without study of the condition that the child is "Marca Señorito," lazy or non-cooperative. More often than not, a child, who has no responsibilities in helping keep the home clean, neat, orderly and beautiful, will find voluntary participation in community service activities boring and uninteresting. This child cannot perceive the significance of community service activities because he lacks the background of experience and purpose or value sense that are essential in creating the desired attitude for the expected ready participation in community projects. This example is one of the many cases that teachers usually meet and unless they have a love for children they will fail in understanding them. To be an excellent teacher, therefore, one should love children so that she can learn them and then teach them.

Second, she selects, organizes, implements and evaluates every teaching-learning situation and experience in the light of realities of personal and community needs, cultural heritage, problems and availability of resources. It is only through this approach that the carry over of what is taught and learned in school to the home and to the community is insured. Let us take an illustration: Milk is one of the basic foods for adequate nourishment, but if milk is not available in the community or the family income cannot allot the needed amount of money for milk; the teacher should help the family determine the best substitute for milk that is available in the community and within the means of the family. This is the action that a loving teacher takes in helping her fellows solve their problems. This is the approach that takes the child and his environment as one, for they are continuously interacting and influencing each other's status and future. The child cannot be understood apart from its environment of which she/he is part and parcel.

Third, she takes teaching and learning as one process—inseparable, complementary and interdependent. Competent teaching is invariably accompanied with learning by both the teacher and her pupils. This is so when every learning-teaching experience and situation is selected in terms of realities of needs and problems. The naturalness of the learning-teaching situation challenges both the teacher and the pupils. In the process of teaching, the teacher is a challenge to her pupils and vice versa. Thru this process of challenging interaction, the pupils learn and live the learning experiences out of which the teacher learns from the reaction of the pupils. For every teaching-learning experience, the teacher and the pupils learn from each other and teach each other. Every effective teaching-learning situation is an opportunity for teacher's growth. Let us take an example on how a teacher helps children solve their problems on: *Dislike for vegetables*. This is problem of nourishment. The teacher, in love with her pupils, will not arbitrarily dictate on children that they have to eat vegetables, because they are essential for adequate nourishment. Why? Because force is a repellent in teaching. She will, first, study the roadblocks to the liking of vegetable in each child. This step will enable her to know where to start each child with respect to sense of food value, to background of experience with vegetable eating, to family taste in food, to the share of food in family budget and to many other related factors. By taking this step, knowing the child in his socio-cultural-economic setting, the teacher is actually learning. Through this learning, she can adapt the teaching-learning experiences to the child's needs and purposes in a very realistic manner. The responses of the child will be better understood in the light of his environmental condition, interest and capacities. This approach requires teacher's patience, industry and understanding which could be present only when the teacher is divinely in love with her pupils.

Fourth, she evaluates herself continuously, systematically, and scientifically. Self-assessment is a basic factor to personal and professional growth, for it will help reveal out strength and deficiencies. The former will serve as basis for further improvement and the latter, for determining the means of counteracting and eliminating the weaknesses. We cannot help our children practice self-analysis or appraisal unless we ourselves are competent in the practice. In the process of self-appraisal, we gain better understanding of ourselves and of our fellow beings—children, youth, and adults—both in-and-out-of schools.

Fifth, she takes the major outcomes of education, which are: 1. knowledges and ideas; 2. skills and ha-

bits; 3. appreciations, aspirations, ambitions, and ideals, and 4. wholesome human relations in continuous interaction and interdependence. Knowledges are one of the basic means in meeting community needs and problems. They will be futile unless we instill in our children the strong conviction to put into action the knowledge acquired. This action will help develop the desired skills and habits designed in the light of extending desirable human relationships.

Sixth, she grows continuously. The world keeps changing. In the process of change the nature of man and the material resources also change. If we don't keep on growing professionally and personally, we will not be in a position to meet adequately the changing needs of our fellow men. The growing teacher will be alert of the best possible means and ways of channelling the reactions of her people to desired and expected outcomes of education in a democracy—the GOOD SOCIETY. Professional and personal growth does not merely come. It has to be planned, organized, implemented and continuously evaluated. This is the sure road to the desired growth. In this connection I would like to quote the verse from Edwin Markham:

“Why build this cities glorious
If man unbuilted goes
In vain we build the world
Unless the builder also grows.”

Your task and mine in the educational world is to reach the builder, the man himself—the teacher, for his influence in humanity is infinite.

Seventh, she takes desirable changes in behavior in the school, home and community as the true measure of her success. These changes in behavior should be the ones expected in the democratic way of life. The excellent teacher is alert in detecting changes in her children and in herself as envisioned for improved and enriched community living. Unless we conceive success in the teaching profession in terms of expected behavior in the various aspects of democracy, results of education will amount to mere verbalism. The teacher with God's love will measure her success in terms of desirable behavioral outcomes.

Eighth, she gives significance to the principle that the dynamic usually prevails over the static, the active over the passive. Let me illustrate. As between stone and water, which will prevail? The answer is: which ever is dynamic or in motion. Water

in motion will wear away stone that is still; but a stone that is thrown will penetrate the water. This example implies that the purportedly dynamic teacher for human amelioration will certainly accomplish more than the passive, easy going one.

Ninth, she works in line with the idea that life is goals, life is motives, life is problems. Problems, may be grouped into two—problems of love and problems of hate. The former group is marked with tenderness, standards of truth, justice, peace, prosperity, freedom and responsibility; and the latter group, with selfishness, fear, greed, envy, and destruction. Verily, the goal of education falls on the first group. To solve this problem of love, the teachers, the chief agents of education, should be inspired with love.

These are some of the basic How's to reach the goal of education that is founded in Divine Love—Love of our fellows or love of God. This calls for competent leadership and fellowship in us. The world wants leaders, thinkers, doers—men and women of power and action, those who can step out from the crowd when they will lead at times and follow at other times.

Our real power, as educators or teachers for better living, is our spiritual strength—the unconquerable strength that permeates and boosts to completion all that is wholesome in thoughts and action. This power needs continuous nourishment in the substance of God's love which means more adequate understanding, faith and hope in the ability and insight of every individual—child, youth and adult—to grow into a full, rich, free and responsible being and to contribute for the achievement and maintenance of better living. This will develop his worth and dignity with which he is naturally endowed because he is kin of God. He has been created by God; he has been redeemed by God; God continues as an active agent to call man and to convey him to his high estate as His child. To help every child and adult with this integration—the all-round wholesome development of man for the continuous achievement of Right Living is the fundamental goal of education. This is our accepted task. We have accepted the responsibilities arising from this noble task. Ours is Success only when we are sincerely convinced that our problems on better community living are problems of love and only when we incessantly feel within our breast the heartbeats of Godly affection that makes us serve for Service's Sake—Service for the love of Mankind.

The Need for a More Positive Philosophy among Teachers in the Profession*

By Pedro N. Manoos

STATISTICS on the extent of mental ill-health among teachers reveal, indeed, a need for a more positive view of the teaching profession. The problem, however, is often not so serious as the attitude which one takes toward it. One sees around him many who are happy, confident, and satisfied as they perform their work as teachers. Others, surrounded by the same problems, working conditions and demands fret about their restrictions and obligations. Certainly, these two contrasting views are dependent upon the individual teacher.

It is important for teachers to take as optimistic a view of their profession as possible. This is important not only because the mental health of the teacher as an individual depends upon it, but even more because the view taken will affect in no little measure the effectiveness of his work.

REPRESENTATIVE VIEWS OF TEACHING

Criticisms of the profession. Teachers often do not have the positive view of their profession that is most conducive to vigorous mental health. One often hears them comment about the negative rather than the positive aspects of their occupation, such as complaints about their low salaries, the difficulty of working with youngsters, the unreasonable demands placed upon them by narrow-minded principals and supervisors, the necessity for attending many functions in and out of school hours, and a host of other complaints. A very strong evidence that teachers do not have a positive view of teaching is that of a teacher who does not have the courage to get out of the profession, yet he will advise a younger person, "By all means, do not entertain the idea of ever becoming a teacher."

Advantages enjoyed by teachers. If instead of dwelling upon and magnifying the negative aspects of teaching, teachers were to concentrate on the positive values of the profession, there would be a greater possibility of "peace of mind" for them. Some

of the advantages of the profession teachers might do well to review, criticise and evaluate are the following:

1. Teaching offers an opportunity for professional achievement. Teaching is notable for the extent and variety of opportunities to those who would do something significant. There is the challenge to vitalize one's teaching by using contemporary materials, by keeping abreast of current experiments, and by capitalizing upon improved teaching aids. Refresher courses, in-service training, and summer classes afford abundant motivation and means to improve oneself in the teaching profession. The improvement of service coincident with continued study will eliminate some of the causes of worry and feelings of insecurity.

2. Teaching stimulates one to keep abreast of the times. Effective teaching demands that teachers know not only what is happening in the professional field but also be acquainted with the events in the world at large. This information can be gained by reading newspapers, news-magazines, and periodicals devoted to information, evaluation, and criticism by informed authors. Even if the contribution which is derived from keeping abreast of the times were ignored, there would still remain the great value which continuous intellectual reading makes to the preservation of personal mental health.

3. Teaching contributes toward personal satisfaction. There are few jobs which may be regarded as more important than teaching. It is one, if not the most important agency in raising individuals, the mass of mankind, to ever higher levels of understanding, appreciation, achievement and happiness. The personal satisfaction of teachers in feeling that their job is one of prime importance in helping shape the lives of youth is well-founded.

4. The hours of work are reasonable. While it is true that aside from the six hours or so a teacher must work he often has to work outside of this scheduled day, there is still enough time left for his hobbies and personal-growth activities which are so fundamental to sound mental health. Teachers, generally, are not "on call" as is the doctor. They are not subject to interruption of work due to strikes. They are unique-

* Excerpts from a term paper presented by the author to the faculty of the Ateneo Graduate School in partial fulfillment of the requirements for the degree "Master of Arts".

ly situated with regard to the observation of many holidays as well as Christmas and summer vacations.

5. The income is steady and assured. Barring gross incompetence and moral turpitude, the teacher once employed can rest assured that his employment will continue — at least through the school year. Even if a teacher were removed from a certain school, he has a good chance of being reemployed at another school. The need for teachers is such that a position can be found in another school without so much difficulty. This assurance of employment and income, which is the teachers' basis for security, is one of the reasons why many who would like to have larger income continue to teach. It is a factor that contributes toward good mental health.

6. Teaching is clean work. While doctors and dentists have contact with the diseased and decayed, and lawyers have to deal with distortions of the human emotions, teachers for the most part deal with people before they become decayed or distorted.

7. Teaching provides contact with the enthusiasm of the youth. Youth is full of enthusiasm, optimism, and confidence and through close contact with these traits, teachers may tend to overlook some of the hazards of life today. According to William H. Mikesell¹:

As good suggestion, optimism (1) discovers and makes opportunity; (2) organizes the mind and raises efficiency; (3) grows by its own momentum; (4) is strengthened by its own expression; and (5) invites others to promote it.

8. Teaching involves a variety of work. The challenge to improve techniques and keep abreast of the times mentioned above, infuses variety into teaching. The typical teacher does not teach the same subjects year after year. More variety is added in the so-called "extra-curricular activities." There is, also, the variety always presented by new faces, different backgrounds, varying interests, and the inevitable differences in personality among the student population.

9. The profession has a stimulating degree of internal criticism. The tendency of teachers to criticize their own method and effectiveness has an advantage in that it prevents complacency and thus is stimulating to growth.

10. Teaching affords association with professional co-workers. The great majority of teachers are healthy, happy, and admirable. The typical educational co-worker is above average as an effective personality. The educational requirement of the profession is for a minimum of education that is beyond

the average of the general population. Thus a teacher has an opportunity for contact with informed people.

Disadvantages that need attention. One of the frequently cited disadvantages of teaching is that the community makes unreasonable demands on the teacher. Some would require the teacher to live in the community where the teacher teaches. Some will not like teachers to smoke. These, however, are exceptional cases. For the most part the community makes only one demand and a reasonable one; namely, that teachers be gentlemen and ladies. It is quite unreasonable that a teacher should live in a community which may be but five or six miles from her mother's home as long as she reports for work on time. On the other hand, if teachers take seriously the responsibility for seeing to it that children are absorbed into the constructive phases of community life, there will be less occasion for feeling that community demands are unnecessarily restrictive. One's own attitude is as important as are the demands themselves.

Another disadvantage of teaching often mentioned is the matter of teaching load. Teachers teach only individuals. Studies indicate that effectiveness is reduced when elementary classes are in excess of twenty-five pupils and when high school classes exceed thirty-five in membership. Effectiveness is curtailed by inability to cope with individual differences, as well as by the emotional strain that is generated under the pressure of many different energetic individuals. Excessively large classes are a handicap to both teachers and pupils.

A third and perhaps the most cited disadvantage of teaching is the rather low salaries paid to teachers. This leaves the teacher in a comparatively lower position than those in other professions. A very unfortunate consequence of this state of affairs is that the monetary remuneration is not sufficient to attract into the profession as many fine young men and women as would like to come and as have the qualification.

The working condition of teachers is far from being ideal. Use of the school building for purposes of recreation when they are entirely free from supervisory responsibilities must be granted. This includes use of the gymnasium, the library, laboratories, shops, and scheduled use of the school for parties for themselves and their friends without interruption from pupils. Rest rooms for teachers should be included in plans for the construction of new school buildings. Provisions should be made for medical examination and treatment. The medical care provided should include psychiatric services. This will set forward by a long step the education of teachers in the role of mental health and the operation of mental hygiene principles in the lives of young people.

¹ William H. Mikesell, *Mental Hygiene* (New York: Prentice-Hale, Inc.), p. 156.

Other factors needing attention. Other aspects of teacher welfare which would result in a better mental hygiene setting for them might well include the following: (1) provision for participation in the administration of the school; (2) improved policies relating to sick leave; (3) extension of retirement programs; (4) help for teachers through a wider provision of special services for children — mental hygiene specialists, vocational guidance experts, academic counselors, visiting teachers, and school nurses.

THE TEACHERS' RESPONSIBILITY IN SCHOOL

Mention has been made of some mental health values to be derived from a positive view of the teaching profession. Certain advantages, when adequately appreciated, can fortify a teacher with a positive psychology of suggestion. The disadvantages can be minimized by being placed in proper perspective and by being considered as a challenge to personal and professional development. But there is more that might well be said concerning what can contribute to maximum effectiveness in teaching and personal living. This is that aspect of teaching which deals with the teacher's personal philosophy.

Responsibility to pupils. The aspect of one's personal philosophy that touches on the welfare of pupils is of prime importance. Teachers must share in the country's faith in the ability of the school to bring forth maximum development of children and youth. The twentieth century has been called the "century of the child" because of the rapid gains that have been made in the treatment and understanding of the child. If teachers are to perform their proper function it is necessary that they keep acquainted with the theories and discoveries relating to the nature and needs of children. This is partially done by their studying academic courses in biology, psychology, sociology, mental hygiene, and philosophy. Some responsibility can be assumed through reading of professional literature.

Responsibility to children includes more than professional and personal information. There is also the necessity for constantly growing knowledge of one's academic specialty. A teacher should know what books and what materials will be more appropriate for expanding pupils' immediate interest and knowledge. The teacher's philosophy should, therefore, embrace a desire for continuous growth of professional knowledge. This involves (1) the study of purposes or goals of instruction and (2) the methods, materials, and situations that can best bring about progress toward the desired goals.

Responsibility to administrators. One's professional philosophy must include a consideration of responsibility to administrators. Loyalty and cooperation are fundamental. The teacher should not ex-

pect the recognition, respect, and emoluments of his position without giving his allegiance, cooperation, and support in return. Being loyal does not mean being blind to faults and overlooking shortcomings, but requires that when criticism is necessary, it shall be made through properly constituted channels. Teachers' meetings and private conferences are the right places for airing honest differences of opinions. These meetings and conferences permit the exchange of opinions that will develop a more balanced perspective. With this perspective in mind, the possibility of a constructive solution is enhanced.

Cooperation is a two-way proposition. A friendly, open-minded teacher will stimulate a reciprocal attitude in the administrator. Even though there are some autocratic and "cranky" supervisors, it should be admitted that most of them have arrived at their positions because of demonstrated ability. It is often a fact that where there is a lack of cooperation it sometimes grows out of the teacher's own insincerity. It would do well to believe in the competence of the supervisor and to be slow in resenting his suggestions. Many teachers feel that suggestions which are actually proffered for improvement of educational practices are intended as attacks on the personality, instead of being directed toward method. The sincere teacher should be looking for improved practices and should try to overlook the personal element, which may be built upon feeling rather than fact.

One of the criteria of psychological maturity has to do with an individual's attitude toward authority. Teachers should, as a matter of psychological maturity, respect properly constituted authority. Modern education is a highly specialized institution. Individuals who have specialized in particular areas of competence should have their opinions and authority respected because of their greater knowledge and competence. Teachers who expect pupils to respect authority must themselves manifest the same attitude. Authority has an important place in a school. Authority should be questioned, it should be constantly improved, it should be cooperatively determined, but it should be respected.

Responsibility to fellow teachers. The general statement that success in any line of work is largely dependent upon one's ability to get along with others is certainly very true in teaching. Teachers need to enjoy not only working with pupils but also working with fellow teachers. As has been mentioned earlier in this paper, cooperation is a two-way matter. In view of personal limitations, each teacher should do what he can to invite cooperation from others. Some specific recommendations or procedures to effect cooperation among teachers are suggested below.

1. Stress the "we" idea. When seeking cooperation, one should give the impression that the other

person has a contribution to make.

2. Seek help. It gives almost anyone an expansive feeling to be able to help another.

3. Be helpful. A request for help might be looked upon as an imposition on time and energy, but it can also be considered an evidence of the other's respect for your ability or knowledge.

4. Listen attentively. Many teachers have been resentful toward other teachers, who, while ostensibly talking to us, continued to mark papers, read letters, or give directions to others. Such treatment makes one feel that the person who gives it has no real concern for his presence.

5. Be courteous. Perhaps the strongest reason for advising courtesy is not because of the effect that it has on others but because assuming the manners of politeness will tend to cultivate the spirit of respect for others.

6. Share an emergency. A flood, a fire, a typhoon, or widespread disease brings forth a hearty response of helpfulness from the more fortunate. Some of the personal tragedies of pupils awaken full and genuine expression of human interest. Hence, when a problem is encountered by a teacher, it affords a good opportunity for establishing cooperative endeavor with other teachers.

7. Reveal purposes. Much of the lack of cooperation between teachers and administrators and between teachers and other teachers is that each has such a superficial understanding of the other's responsibility that his work is deemed insignificant.

Even a superficial observation of the typical teaching staff of a school reveals evidence of animosities and jealousies among the teachers. This indicates a lack of harmonious adjustment. Two important reasons why one cannot afford to indulge in jealousy, animosity, and suspicion are first, the welfare of the school as a whole is diminished by such behaviour and attitude, and second, the individual cannot emotionally pay the price involved. The cumulative effect of a negative emotion, though it be relatively mild, is the same as that of intense fear or rage. Jealousy hurts the one who is jealous by keeping him from emphasizing and practicing his own positive attributes and abilities.

The emotional reactions involved in petty criticisms, in personal animosities, and the immaturity of jealousy are pertinently evaluated by Howard and Patsy²:

Such emotional reactions gnaw like a cancerous growth upon one's energy and undermines his capacity

for effective and happy social adjustment. Imagine how much happier, cooperative, and effective we should be if we were willing to cast out our petty inter-professional jealousies which warp our perspective and cause us to give lip service to cooperation, but without operation.

A big step in the improvement of teacher-teacher relationship would be for each to make an effort to understand the problems of the other. The teacher who has previously taught in the community should try to realize that a new teacher may have some very valuable ideas. He should then invite the new teacher into established activities. This will not only be helpful to the newcomer but will also serve the "old ones" an opportunity for personal expansion and the formation of new friendships.

Often the newcomer, by his aloofness, tends to discourage the proffering of friendship. The beginning teacher should beware of the temptation to criticize the "outmoded" methods of others, which in terms of their particular personality attributes are highly successful.

SUMMARY

The teacher's philosophy intimately affects his mental health. His mental health, in turn affects the welfare of all those with whom he is in contact. Hence, concern about one's philosophy is important from professional, social and personal viewpoints.

A positive philosophy of one's profession is of prime importance. One's personal and professional philosophy must include responsibility to administrators. Loyalty and cooperation are prerequisites to one's success in his profession.

Responsibility to one's fellow workers should be considered if one is to succeed in his job. Cooperation is a two-way concern, and one should adopt an attitude that will invite cooperation. Animosity and jealousies should be studiously avoided by leaders of young people, not only for the sake of the pupils, but also for their own welfare and that of their co-workers.

The teacher's philosophy should consider community relations. This should include a respect for the established mores of the community. Community relations involve attention to interpreting the school and educating the community—on a continuous basis.

As to the kind of teachers needed, there are certain characteristics the desirability of which seem to be generally agreed upon. Among such traits the following would certainly be included:

1. Personal happiness and satisfaction.
2. Social competence and maturity.
3. Control of emotions and drives.

(Continued on page 27)

² Frank E. Howard and Frederick L. Patsy, *Mental Health* (New York: Harper and Brothers, 1935), p. 185.

Ang Pagtuturo ng Balarila o Gramatikang Tagalog

Ni Benigno Zamora

ANG pagtuturo ng balarila o gramatikang Tagalog sa pag-aaral ng Wikang Pilipino ay lumasap ng maririing tuligsa nitong mga ilang panahong karaan pa lamang. Ibinibintang ng mga manunuligsa na ang balarila ay labis na binibigyang-diin sa pagtuturo ng Tagalog, bagay na siyang nagiging sanhi ng pagkagulo ng isipan ng mga nag-aaral at di nila pagkatuto agad. Ibinibintang pa rin na ang mga pamamaraan sa pagtuturo nito ay hindi kaakit-akit sa mga nag-aaral, sapagka't kung ano ang pamamaraang pinairal sa kolehiyo ay siya ring ginagamit sa mababa at mataas na mga paaralan. Sa ganitong mga paratang ay nagka-iba-iba tuloy ng palagay ang mga guro hinggil sa pagtuturo ng balarila, at sa panig ng nakararami ay nanaig ang paniniwala na ang balarila ay kailangan ituro, nguni't iyon lamang mga bahaging tunay na nakatutulong sa mga nag-aaral sa pagpapahusay sa kanilang pagsasalita at pagsulat. Ito ang tinatawag sa Ingles na "functional grammar."

Sa ikapapanuto ng mga bata sa kanilang pag-aaral ng Wikang Pilipino, ang pagtuturo ng wika ay kailangang umalinsunod sa ilang mahahalagang patakarán o simulain na magiging batayan ng mga guro.

Ang Balarila

1. Ang kaalaman sa balarila ay isang pantulong lamang sa pagpapahayag ng kaisipan at patnubay sa sariling pagwawasto ng pangungusap. Kailangang ituro ito na kaalinsabay ng pagbabaybay, pagbabantas, at pagbubuo ng mga tumpak na anyo ng pangungusap at hindi isang bukod na aralin.

2. Piliin at ituro ang mga bagay ukol sa balarila na lubhang kailangang matutuhan ng mga nag-aaral upang makatulong sa kanilang wastong pagsasalita at pagsulat.

3. Ang balarila ay kailangang ituro sa bawat taon ng haiskul, nguni't unti-unti at paunlad nang paunlad na lagi nang isasabay sa pagsulat.

4. Ituro muna ang isang bagay at pagpakasana-yan ito bago magtakda ng bagong pag-aaralan.

5. Sapagka't ang pandiwa ay pinakamahalagang

sangkap ng pangungusap, and pagtuturo ng balarila ay marapat pasimulan dito sa pagkakagamit sa pangungusap. Sa bawat aralin ay may mga bahaging kailangang isaulo, at ang wastong pagbabanghay ng pandiwa ay isa na sa mga ito.

6. Ang balangkas (diagram) ay naglalantad ng maayos na pagkakaugnayan ng mga salita o lipon ng mga salita. Ang pagtuturo nito ay pakikinabangan kung gagamitin na isang pantulong lamang sa paningin at hindi siyang pinakamahalagang layunin ng pag-aaral ng balarila.

7. Ang paghaharap ng maraming halimbawa ukol sa simulaing naituro na ay makapagbibigay ng malaking kasanayan sa mga nag-aaral, at ang mga halimbawang ito ay dapat sanang manggaling sa panitikang pangkasalukuyan, mga aklat, at mga babasahing napag-aralan sa klase.

8. Ang pagkakagamit ng isang salita sa pangungusap ang siyang mapagbabatayan kung sa anong bahagi ng panalita nauukol iyon. Mga dalubhasa man ay hindi nagkakaisa ng palagay sa tiyak na pag-uuri-uri ng mga salita.

9. Hindi masama ang pagpapasaulo ng mga katuringang (definition) ibinibigay ng guro, nguni't lalong mabuting mga nag-aaral ang siyang gumawa ng kanilang sariling katuringang isasaulo.

10. Kailangang suriin ng mga nag-aaral ang pagkakabuo ng isang pangungusap upang malaman nila kung paanong ang pagsasama-sama ng mga salita ay nakapagpapahayag ng kaisipan. Ang ganitong tumpak na pagkaunawa ay mangyayari sa pamamagitan lamang ng pag-aaral ng balarila.

Ang Pagbabaybay

1. Ang masamang pagbabaybay ay nakagugulo lamang sa isipan, datapwa't walang malaking kinalaman sa pag-unawa ng kaisipan, di paris ng kamalian sa gramatika.

2. Ang taong may pinag-aralan ay napagkikilala sa kanyang mga pagsulat, at ang karunungan bu-

masa't sumulat ay napagkikilala sa wastong pagbabaybay.

3. Ang tuwirang pagtuturo ng pagbabaybay ay nangangailangan ng paglalaan ng mga ilang sandaling pagtuturo ng mga tiyak na salita. *Ito'y ginagawa sa mababang grado.* Ang di-tuwirang pagtuturo ng pagbabaybay ay pumapansin lamang sa mga kamalian, at ang mga nag-aaral ang bahala nang magwasto ng mga ito. *Ito ang paraang ginagamit sa mataas na paaralan at sa kolehiyo.*

4. Ang pananawagan sa pamamagitan ng paningin ay nakatutulong sa pagpansin sa kamalian sa pagbabaybay. Una muna'y isinusulat sa pisara ang salita, pagkatapos ay pinagbubukdbukod ang mga pantig nito, at saka ipinakikilala ang titik o mga titik na kinamalian. Kung minsa'y ipinakikita ang kaibhan ng anyong mali sa anyong wasto, *datapwa't kailanma'y di dapat iwang nakasulat sa pisara ang anyong mali.*

5. Kung ang pagpansin sa pagbabaybay ay pasalita, ang wastong pagbigkas ay nakatutulong; kung pasulat naman, ang makailang pagpapasulat ng salita ay nakapagpapaliwanag. Ang tatlong paraan ay dapat gamiting lahat—sa pamamagitan ng paningin, ng pagbigkas, at ng pagsulat.

6. Sa pagtuturo ng pagbabaybay ay di sapat na idikta lamang ang talaan ng mga nag-iisang salita. Lalong makabuluhang gamitin ang bawa't salita sa parirala o sa pangungusap. Kapag naituro na ang mga salita, ang mga nag-aaral na ang siyang papanagutrin sa kanilang mga mali.

Ang Pagbabantas

1. Ang paggamit ng mga bantas sa salita, pangungusap, at talataan ay nag-iiba-iba, sang-ayon sa pakahulugan ng sumusulat at sa kanyang kasanayan sa paggamit ng tinurang mga bantas. Bawa't guro ay kailangang umalinsunod sa mga patakarang pinagkasunduan na batay sa gamit ng mga kilala at dalubhasang manunulat.

2. Ang paglalagay o pag-aalis ng mga panandang bantas ay may kinalaman sa pagpapakahulugan sa pangungusap. Magiging madali ang pagpapagamit ng mga bantas kung ang mga ito'y isasabay na sa pagtuturo ng balarila. Halimbawa'y sa pagtuturo ng pang-angkop, mga panawag, mga sugnay na pantulong, mga pagsusunod-sunod ng mga salita at parirala, at iba pa.

3. Layunin ng pagbabantas na palinawin ang kaisipan, o gawing mabisa iyon sa pamamagitan ng pagbubukos ng mga sangkap sa pangungusap. Iwasan ang napakaraming tuntunin, *datapwa't* igiit ang tumpak na paggamit noong mga napag-aralan na.

4. Bawa't bantas ay nagsasaad ng tiyak na kahulugan. Ang kuwit, halimbawa, ay nagpapahiwatig na ang bumabasa ay huminto, o humingang saglit; and tuldukuwit at bantas na panapos ay nagpapaki-

lalala ng katapusan ng isang malaking pangkat ng kaisipan.

5. Ang wastong pagbabantas ng mga tambalang pangungusap ay dapat bigyan ng halaga. Kung ang dalawang bahagi ng tambalang pangungusap, halimbawa, ay pinagdurugtong ng *at*, *nguni't*, *datapwa't*, *subali't* at *o*, ang pangatnig ay pinangungunahan ng kuwit, at kung wala namang pangatnig ay pinaghihiwalay ng tuldukuwit.

Ang Pangungusap

1. Ang pangungusap ay mabisang maituturo kung pasisimulan sa balarila. Ipinalalagay na ang isang nag-aaral ay makasusulat ng tumpak na pangungusap kung siya ay may kaalaman sa pagbubuo nito na batay sa balarila.

2. Kailangang makilala ng mga nag-aaral ang dalawang mahalagang bahagi ng pangungusap—ang sinumo at ang panaguri. Halimbawa: *Ang tao* (sinumo) ay *nilalang ng Diyos* (panaguri). May mga pangungusap na ang sinumo ay di lantad. Halimbawa: *Alis*. (Umalis ka.) *Nagsasalita ay walang kausap*. (Nagsasalita siya ay walang kausap.)

3. Ang mga pangungusap ay mapag-uuri-uri, ayon sa pagkakabuo—payak, tambalan, hugnayan at langkapan. Matapos na ipakilala ang pangungusap na payak, ang tambalan ay maituturo na na kasabay ng pagbabantas. Ang hugnayan ay maituturo kung may kaalaman ang mga nag-aaral sa tungkulin ng mga sugnay. Ang langkapan ay may kabigatang ituro sa lahat. Marahil ay mga maunlad na pangkat lamang ang makakaunawa nito.

4. Ang mga simulain ng retorika ukol sa pangungusap ay maituturo kung ang mga nag-aaral ay may kabatiran sa pagbubuo ng pangungusap na batay sa gramatika o balarila. Bagaman kailangan ang mabisang pagbubuo ng pangungusap, and lalong mahalaga ay ang tumpak na pagbubuo.

5. Ang tatlong simulain ng retorika, ayon sa kanilang kahalagahan, ay ang mga sumusunod:

a. Ang simulain ukol sa pagpapaikli

- (1) Iwasan ang paggamit ng mga di-kailangang salita.
- (2) Gumawa ng buod sa ilang pangungusap lamang.

b. Ang simulain ukol sa pagkakaugnayan ng mga kaisipan

- (1) Ang kaisipan ay maipahahayag sa payak,
- (2) Ang isang panuring ay inilalagay na malapit sa salitang tinuturingan, at ang pagkakabit ay dapat na maging malinaw kaagad.
- (3) Ipaliwanag ang gamit ng mga pangatnig sa tambalang pangungusap; ng panghalip na pamanggit sa hugnayang pangungusap.

(Itutuloy)

A Second Look at the Barrio

By Jorge Ma. Cui

MISTER Tired City Dweller, with a two-week vacation on his hands, goes to the barrio.

"This is the life for me." Says Mister T. C. Dweller after one look. "No hustle. No hurry. No worries. I envy these barrio people."

Mister T. C. Dweller does not know it, but he is talking through his hat.

He has seen the peaceful countryside, and the young men playing pool at ten in the morning. He has heard the sunburned fishermen chatting as they mend their fishing nets by the sea. He has watched the children playing noisily in the dusty street and he has listened to the barrio women gossiping idly in mid-morning. No wonder Mister Tired City Dweller has been misled.

The tranquility of the Philippine barrio may be gist for the poet's mill, but it can be most discouraging to the barrio development worker. It is the one single factor which is doing the most to thwart efforts towards barrio improvement.

The rural worker or community school teacher is assigned to a barrio in Luzon, Visayas or Mindanao. The place does not matter; they all look alike anyway. And the people act in the same way. He is impressed with the wide fields that extend as far as the eye can reach. Seemingly endless. Apparently rich.

There are barrios scattered around these rich fields. The barrios are peaceful. Tranquil, if you prefer the word. But the barrios are poor. Evidences of poverty are all around. The houses are falling apart. The pigs roaming the street are emaciated and sickly. The children playing in the same street do not look healthy either.

But, the tranquility is still there. The people seem happy enough. The women gossip, the men chat gaily, the children shout and sing. And no one seems to worry.

The rural worker or community school teacher is totally confused. What's wrong with this picture? The elements do not harmonize. The whole thing is distorted. The richness of the fields are in direct contrast to the poverty of the barrios.

And yet, why is the sky blue and why are the people happy? Why aren't they sad? Or sullen, or defeated?

Life is hard here, the barrio people tell the rural worker or community school teacher. We are poor. Sometimes we eat only twice a day. But we are used to it.

They do not say this with downcast eyes and voices full of apology. They seem as proud of their poverty as a rich man of his wealth.

It has been this way from the time of our fathers, the barrio people say. Nothing we can do can change it.

The old wrinkled ones, who had lived during "the time of our fathers," nod in confirmation. Yes, it has always been thus, and it ever will be.

Amen, say the young ones.

Now there's tranquility for you.

The rural worker or community school teacher cajoles, argues, encourages.

Let's put up some backyard gardens, she or he says. Then we will all have more food.

Everyone agrees. Yes, we will all plant backyard gardens.

But there is little enthusiasm. The rural worker or community school teacher feels he is being humored. As a child is humored by parents. As a guest by a thoughtful host.

The rural worker or community school teacher has made his first mistake and does not realize it yet. He has forgotten that he is an intruder — a stranger — in this barrio. He is a young stranger who is going to tell an old barrio hand how to improve his barrio.

The barrio folk think, The officious young upstart! We'll show him!

The rural worker or community school teacher distributes the seeds and seed packets. In time barrio backyards blossom into gardens. But they're scraggly gardens. Not all seeds grow into seedlings, says the wise old barrio farmer, and not all seedlings mature into plants.

The barrio people nod their heads sagely. You see. We told you. We are poor and we cannot change it. It was thus in the time of our fathers. And it ever will be.



The rural worker knows that the failure was not entirely an act of God or of nature. Both had done their best.

Plants need water and water does not always go to plants unless transported. Transportation, in this case, had broken down. The human agency, conditioned by centuries of tranquility, had remained tranquil.

Why didn't you water, weed, tend?

I am busy on the farm, says the man.

I have many children to take care of, says the wife.

We go to school, do our chores at home. We watered, weeded, tended when we had time.

That from the children.

All right, says the rural worker. Let's try again. Or try something else.

And after that something else. And after that something else. And after that...

The results are uniform. All bad.

The rural worker throws up his hands in disgust. The barrio people are lazy, he concludes. No one can help them.

Wrong. On both counts.

If the barrio man is lazy, would he fish all night, mend his nets by day? Would he trail all day long behind a carabao, as patient as the beast itself, plowing knee-deep in water with the sun upon his head?

There are many rural workers and community school teachers who can prove that the barrio folk are neither lazy nor beyond help.

The barrio man can help himself — IF we can make him want to; IF we can pierce that tranquility — the same one that Mister Tired City Dweller found so charming — that lies upon the barrio like a fog.

Tranquility is the mental block that convinces the man that he is licked before he tries. Tranquility, and a sort of fatalism.

What was good enough for my father and grandfather is good enough for me.

Why spend money to take my child to a doctor at the municipal hospital? An herbolario is just as good. My father lived until he was ninety. He never knew what a doctor was.

(If less barrio fathers and grandfathers had reached the ripe old age of ninety, we'd have less trouble now.)

My father and grandfather ate only twice a day. He couldn't make anything grow. I can eat twice a day too, because I cannot make anything grow either.

There's your mental block.

There's the tranquility of the virgin barrio unsullied by corrupt civilization.

It is barren and childless because it is stagnant.

We have tried hard to bring the light to the barrio. We have done little to tear out that mental block in the barrio mind.

We have gone to the barrio as (Curs'd name!) "Community Leaders." We are the enlightened, the civilized, and we will show the barrio people how to be enlightened and civilized like us. We will lead them.

It has occurred to very few that only animals are willing to be led. Human beings? No, not even the poor and hungry of the barrios. They want to do as they please, when they please. Like any of us. They have heard about democracy and understand its basic principles. No leading, please. That's for dictators.

One community school—an example out of many—succeeded in **changing** a barrio.

Vegetable gardens sprouted. Fences surrounded every house. The barrio streets were clean. There was a reading center with books, magazines, newspapers. There was a medical clinic with medicines. Health improved. The barrio scene improved. The tranquil barrio was alive.

Then suddenly, tragedy. No, not a typhoon or a flood, but worst than either. The Division Superintendent — as it must to all superintendents — received his orders to move. He had been transferred.

The barrio grieved.

The school principal of the barrio, who was a lady, fell in love, married, resigned and left the barrio.

The barrio grieved again.

And what was worst, the barrio died.

In a year, the fences had fallen to pieces, the vegetable gardens had withered, the hogs had broken out of their pens and the chickens out of their coops. The medical clinic was locked. The reading center shelves were bare.

The barrio slipped quickly back into its niche of tranquility which the passing centuries had carved on the mountainside of time.

What happened?

Well, the Superintendent had been a leader. The Principal had been a leader. They were both gone. The barrio was leaderless. It went back to sleep.

The new Superintendent, the new Principal wanted to try an "approach" of their own.

Take another barrio — unfortunately, one of very few.

The Superintendent, the Principal, the teachers — none were leaders. Yet, the barrio changed — permanently. Clean streets. Healthy children. Active, enthusiastic barrio people. The barrio hummed with humble cottage industries which meant cash, food, health, well-being.

How did they do it?

Very simply. Neither Superintendent nor Principal nor teachers were leaders. They were co-workers.

They approached the barrio folk with, What should we do to improve this barrio? How can we help?

The barrio people discussed it. They said: This we want to do. In this you can help.

None of the Let's do this! It's good for you. None of the I'll lead, you follow.

Like we said before: the barrio changed. The people changed. They were enthusiastic about the projects because the projects were theirs.

Was the Superintendent ever transferred? Yes, in time. But it made no difference. The barrio was alive.

Did the Principal get married? Or was she or he promoted to another post in another barrio? Yes, the Principal got married or was promoted. But it made no difference. The barrio was alive.

Why didn't the barrio die? Because the changes were thought of, brought about, followed through by the barrio folks who were in the barrio to stay. They were a part of the barrio not subject to department

orders or notice of transfers. They were not transients but permanents.

The permanents changed the barrio. And the changes were permanent. There was no slipping back into the niche which the passing centuries had carved on the mountainside of time. That niche was empty, tenantless. It would remain so forever.

One approach then is right. It vanishes tranquility, lifts the fog.

How do we work this approach?

We take stock of the barrio in which we work. That comes first. List the liabilities and the assets too. Bring them to the attention of the permanents — the barrio folk.

Then, we take stock of the barrio folk among whom we work. Search out the leaders and the doers. Give them a chance to lead and do.

Most important of all: We take stock of ourselves.

If we are real leaders — as community school-teachers and rural workers should be — we will recognize leadership traits in others. If we are community school teachers or rural workers, we will remember that we are transients on the barrio scene. We will let the permanents lead. They are the ones who will remain long after we have gone.

If we are real workers we will admit that we cannot change the barrio. We will admit, in all humility, that only the barrio can change itself. All we can do — as transients — is shake the barrio a little until it is awake and its eyes are open and it can see. Once it has looked around, the barrio will want to do. Let it do what it has to do for itself, by itself. You're not its leader because you are a stranger. You are just an extra hand helping his neighbor move his house to a cleaner, richer site.

FOR A MORE POSITIVE . . .

(Continued from page 22)

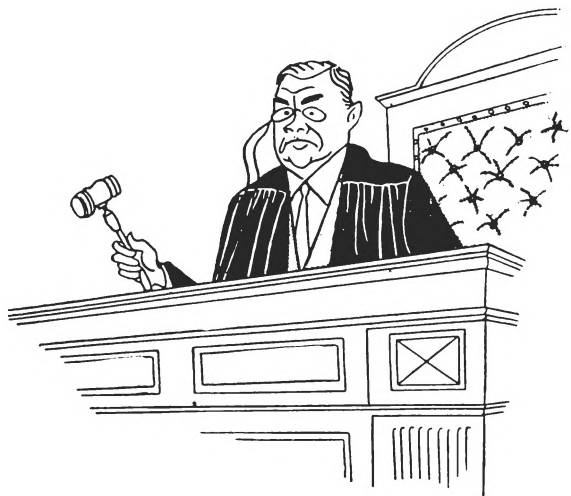
4. Occupational and recreational skills.
5. Stability and constancy of purpose and action.
6. Adequacy and security.

Each of the above points can be intimately related to the teacher's philosophy in the school. Personal happiness and satisfaction result from doing one's job as well as he can. Social competence and maturity may be manifested in cooperative endeavor. Control of emotions and drives will reduce animosities and jealousies and stimulate respect for others. Occupational and recreational skills involve the obligation of being a contributing factor in the total life of the community. Stability and constancy of purpose and actions imply devotion to continual improvement of one's work. Adequacy and security are fostered by a

philosophy that makes teachers significant in one of the greatest enterprises of a democracy.

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Teachers and Tort Liability

By Robert R. Hamilton

IF teachers act negligently and their acts result in pupil injury, they may be required to pay for the injury out of their own pockets.

Although the number of lawsuits against school people individually is large, it is difficult to understand why it is not even larger. Whatever the reasons may be, the fact is that as schools have become involved in ever-expanding activities, the risks of individual liability have multiplied.

Negligent acts of the type discussed in this article are called torts, and the possibility of legal involvement by school personnel in tort cases is very great indeed, and is increasing. The reason is not far to seek. Education has become big business. In addition to providing traditional instruction, schools are in the transportation business, the restaurant business, the retailing business, and many others. In the instructional field proper, courses are offered which daily subject pupils to hazards. School personnel are working in all these activities and necessarily incur the risk of being held to have acted negligently if a student suffers injury.

It is important to observe that it is only for damages or injuries caused by the *negligence* of district employees, such as teachers, that subject the employee to legal liability for damages. In other words, district employees do not guarantee that no injuries or damages will result from their acts. They assume the responsibility of acting only as a reasonably prudent person would under the same or similar circumstances. Negligence has been defined as failure so to act.

Whether a district employee has acted as a reasonably prudent person under the same or similar circumstances depends upon the circumstances of each case. In court the judge or the jury considers all the facts of the case and determines whether the employee was negligent and whether his negligence caused the damage for which compensation is sought against the teacher. There is no rule-of-thumb for determining what is negligent action in all cases.

Accident Danger Areas

The areas of greatest danger of liability of school personnel are exactly where one would expect to find them, namely, in laboratories, in manual art shops, and in athletic and physical education activities. A tragic laboratory case which arose in California is illustrative. Students were performing an experiment in the manufacture of gunpowder. Directions in the laboratory manual were not followed by the students, although the instructor was where he could have observed the process being employed by them. Due to the failure to follow instructions, an explosion occurred and a student in the class was seriously injured. A suit by the injured student against the district for damages was successful.

California is one of three states in which districts are liable for damages caused by the acts of district employees. The court criticized the school administration for requiring students to perform such experiments, and indicated that if students are to be subjected to such dangers, the strictest supervision must be exercised over them if a district is to escape liability. The instructor was not sued in this case since recovery could be had against the district. However, there would appear to be little doubt that the teacher would have been liable here had he been joined in the suit.

In New York, an instructor in physical education was held personally liable under the following circumstances: Two strong, vigorous boys, untrained in boxing, were permitted by the instructor to fight through one round and part of another. The plaintiff was struck a heavy blow on the temple and cerebral hemorrhage ensued. The instructor sat in the bleachers while this contest was going on and "enjoyed the fun." In deciding the case the court stated that it is the duty of a teacher to exercise reasonable care to prevent injuries to pupils. They should be warned before being permitted to engage in hazardous activities, and, in many cases, such activities should be forbidden. These boys had not been taught the principles of self-defense. In fact, it was no more than a slug-ging match. By permitting these boys to "slug it out," the teacher did not act reasonably under the circumstances, and was held liable for the boy's injury.

This case is very important, not only to teachers of physical education and coaches of athletic teams, but to teachers whose duties include playground supervision. Playground supervisors have the legal responsibility of seeing that pupils under their supervision do not engage in dangerous and hazardous exercises. It should be emphasized that this does not mean that teachers may be held liable if they permit their pupils to engage in any activity in which they may possibly be injured. The law does not expect the impossible from a teacher. It recognizes that even in the simplest games accidents will occur. It is only from injury which might result from unusually dangerous activities that the supervising teacher is legally obliged to exercise reasonable care to protect the children under his charge.

Classroom Accidents

All possibilities for negligent action and personal liability of school people do not lie in the shop, laboratory, or gymnasium. They exist in the classroom as well. A case which arose in Detroit will illustrate the possibility of legal liability on the part of a teacher despite the fact that the teacher was not held in this case. In a class in nature study, a teacher required her pupils to care for certain plants, some of the plants being suspended from the ceiling in boxes. An eight-year-old girl was directed to water some of the plants. Not being tall enough to reach them, she procured a chair upon which she stood, and used a glass milk bottle to water the plants. She fell from the chair, the glass bottle broke on the concrete floor, and the child was cut severely. The teacher knew the child was using the chair and that she was using the milk bottle to perform her appointed duties. Fortunately for the teacher, the jury held that she was not negligent, hence not liable. The soundness of this decision may well be doubted. It may be argued very plausibly that the teacher did not act reasonably under all the circumstances.

Extra-curricular Accidents

Even permitting "horse-play" by pupils carries possible legal dangers to teachers. A single tragic case which arose in South Dakota illustrates this point. The Highmore South Dakota High School had an organization known as the "H" Club. The club was composed of boys who had lettered in athletics. The superintendent of schools gave the coach permission to use the gymnasium for a club initiation ceremony. At prior initiations, candidates for initiation had been given electric shocks. In this ceremony electrically charged wires were connected to a chair in which the boy to be initiated was to be seated. If all goes well, at the proper place in the initiation ceremony, the current is turned on, the initiate receives a slight shock, and leaps from the chair to the merriment of the assembled brethren. Unfortunately, the boy being ini-

tiated on the occasion was electrocuted. The coach was held personally liable for the boy's death. The Supreme Court of South Dakota pointed out that the coach actively participated in the initiation ceremony, that it was he who tested the electrical connections, and that he must, therefore, be charged with the responsibility for the boy's death.

Corporal Punishment

In the great majority of states, the legal right of a teacher to inflict reasonable corporal punishment is clear. There are some states in which corporal punishment is limited by statutes or prohibited entirely. Furthermore, boards of education have forbidden corporal punishment by regulation of the board. Of course, if physical punishment is prohibited by law or regulation, its infliction would be illegal. Assuming that corporal punishment is not prohibited by statute or regulation, the courts have said that a teacher is, within reasonable bounds, the substitute for the parent, exercising authority delegated to the teacher, and under such delegated authority may inflict corporal punishment upon the pupil. He is vested with the power to administer only moderate correction. He must use the proper instrument under the circumstances and is legally obliged to take into account the character of the offense, the sex, age, size, and physical strength of the pupil.

When a teacher keeps within the circumscribed sphere of his authority, the degree of correction must be left to his discretion as it is to the parent under like circumstances. Within this limit, he has the authority to determine the gravity of the offense, and to mete out to the offender the punishment which he thinks his conduct justly merits. All of the courts agree that a teacher will not be permitted to deal brutally with a pupil so as to endanger his life, limb or health.

From the purely legal point of view, even in states in which corporal punishment is permitted, a teacher who resorts to it assumes substantial legal risks. He is bound, under the law, at least to:

1. Act from good motives, and not from anger or malice.
2. Inflict only moderate punishment.
3. Determine that the punishment is in proportion to the gravity of the offense.
4. Convince himself that the contemplated punishment is not excessive, taking into account the age, sex, size and physical strength of the pupil to be punished.
5. Assume the responsibility that the rule he seeks to enforce is reasonable.

It might be a good idea for teachers to keep this checklist on their desks. Then, when potential cases of corporal punishment appear on the horizon, let the teach-

ers check the punishments they propose to inflict against the list. It may be that by the time they have completed the check, they will have devised better means for handling their problems, and decide not to inflict corporal punishment after all.

School Patrols

School patrols have been in operation in this country for 30 years or more. Over 3,000 communities have operated them. It seems almost incredible that during the long history of patrols, no case involving them appears to have reached the appellate courts. Either no cases have arisen or they have been settled in lower courts or out of courts. It does not follow, however, that school patrol operation does not have legal implications. Admitting the educational value to certain pupils of school patrol operation, legal dangers inherent in the operation should be recognized and guarded against.

From the teacher's standpoint, the important point is whether a teacher concerned with patrol operation is guilty of actual negligence if he places the safety of hundreds of school children in the hands of young, immature, school pupils. The test applied is the familiar one whether the person concerned with the operation acted as a reasonably prudent person would have acted under the same or similar circumstances.

School people are, therefore, obliged to guess at what acts of theirs, in patrol management, will, in a possible legal action, be held to be non-negligent. Certainly, placing a child on patrol in a position of danger would be negligent. The same would doubtless be true if irresponsible pupils were selected for patrol duty. The main inquiry, the answer to which we do not presently have, is this: Is it "reasonably prudent" to charge an immature child with the responsibility of conducting groups of children across busy thorough-

fares? I have the temerity to suggest that such action by school personnel is not "reasonably prudent."

This is another risk which should not be imposed upon teachers. Legal dangers involved in patrol operations have been recognized in some states, Wisconsin and Utah, for example, and special statutes have been enacted protecting teachers against the consequences of their negligent acts in school patrol operations.

It is submitted that school patrols should be abolished or their operation greatly modified. The public should insist upon police protection of its children during the period of their crossing of dangerous intersections, and should accept no less protection for the children of the community.

"Save Harmless" Statutes

The business of education has become so large that it is palpably unfair to impose upon teachers and administrators the risks involved in their respective positions. At least four states, namely, Connecticut, New Jersey, New York, and Wyoming, have enacted so-called "save harmless" statutes for the protection of teachers. These laws require or permit districts to pay judgments recovered against teachers. It also requires or permits them to defend teachers in suits against them for damages caused by their negligent acts while in the course of their teaching duties. This is enlightened legislation and should be adopted widely. It is submitted that teachers' organizations owe it to their members to urge legislatures to enact such laws.

Laws imposing tort liability on individuals responsible for the school program are obsolete and cannot be defended in a modern society. Districts should be required to protect their teachers and cover themselves with appropriate insurance. It is unfair to everyone concerned to attempt to operate a modern educational program under "Model T" tort liability laws. Save harmless statutes should be mandatory in nature; they should not be merely permissive.



About the Author

Dr. R. R. Hamilton is Dean of the College of Law, University of Wyoming. An authority on school law, he has written and lectured widely in that field. Dean Hamilton is trained in education and was a superintendent of schools in Illinois for several years before entering the field of law and legal education.

This article is taken from Dean Hamilton's recent book, *Legal Rights and Liabilities of Teachers*, (School Law Publications, Box 418, Laramie, Wyoming, \$2.95). Devoted exclusively to a non-technical consideration of the legal problems of classroom teachers, this is the first book of its kind.

The Joy of Making Books

By Salvador B. Espinas



BOOK-making is fun, although at times, I must admit, it is boresome. I have worked with the Division Committee on the Preparation of Books in the Vernacular for Grades One and Two for some time now, and I have found it really enjoyable. The joy of it lies in the plotting of the stories which calls for the creativeness and varied experiences of the makers. Oh, the joy of wandering back into the classrooms as a pupil, of reconstructing faded memories of childhood!

The boresome side in the making of these books lies in the vocabulary building, the vocabulary being controlled, in the tallying of, and in the accounting for all the words in the book, determining the frequency and distance of new words used. I am not, however, going to stress on the boredom the making of them makes, but particularly on the joy of making them. Neither will I touch on the responsibility attached to their making, which is indeed very great, especially that they are books intended for young and tender minds who are just beginners in reading.

There were days when we could not produce any worthwhile story-plot at all. At times we could not agree on the practicability of a dramatic incident. We had to revise or totally disregard plots that we found, after many readings, to be severe, forced, planted, etc. We had to begin thinking all over again, pray for something new and fresh to happen, force an idea to be born. Then our minds would wander far back to past experiences in the classrooms, community, church, market, seaside, foothills—picking flowers for teacher, reciting a poem or rendering a report, playing games with classmates, going with children on a field trip, boating on a Saturday morning, going to church, visiting grandma and grandpa, gathering young coconuts, picking up shells at low tide, etc. Then we would waken to the fast dripping of rain on the hard window-pane . . . How wonderful and enjoyable it was to re-explore the long gone past and forget we were in the Curriculum Laboratory!

When I came to reenforce the Committee, the members were through with the First Pre-Primer and

almost halfway with the Second Pre-Primer. Their minds, they confessed, were already totally blank and befogged. They were glad and thankful I came in with a fresh set. The Chairman, with the help of some members, was creating plots for the stories, and the rest were either building the vocabulary in the vernacular or tallying the words used. The way things were done really surprised me. I had never helped make books of the kind before, although I had experiences in writing stories and poems for pleasure. The vocabulary control in the books for beginners was something I was not aware of. I thought books for beginners were made just like any other book. I had much more to learn before I could start helping them, but I concealed my ignorance, which made it more interesting.

I remember the week in November when Dr. L, Mrs. M, and Mrs. D from Manila came to help us with the books. Dr. L was old, old as she was keen in her observation of things. After reading the story below a picture in the First Pre-Primer she smiled and commented, "Can a bird talk when it has a banana in its bill as the picture shows?" We really overlooked that, we admitted, and turning to the first or second page of the same book she asked, "Can a bird talk that long, or that much, be it a talking bird? Can it really? Or, can it but call *Badong! Miling! Nonoy!* and say some one of two-syllable words?" Again that was food for thought. And on the day she arrived, "You lovely people are wonderful! You can produce good books in so short a time!"

One morning, a day after she had left, Mrs. M. and Mrs. D stayed with us the whole day. In fact they both stayed with us many more days after Dr. L's departure.

"What is really interesting on waking up in the morning?" Mrs. D was looking far away when she asked it. "What really can happen?" She was talking to us, she was in one of her pleasantest moods. And while we were thus occupied, Mrs. M was helping the ladies in the Committee revise the second book, which the visitors judged, without mental reservation, to be uninteresting, just a bundle of very

commonplace incidents—of which we were sincerely glad to know for our benefit, for which we should have thanked them openly, but we reserved for reason beyond reach at the moment, and that profitable lesson had guided us all along. It was eight by the school bell, and our Chairman was not anywhere around the Curriculum Laboratory. He had slipped out, or he had not arrive. Fred, who had come rather very early, which was surprising, was helping in the revision, or tallying, I heard him counting the words when I stole a glance at him. Johnny, all smiles, with seriousness behind each smile, was busy going back and forth to the long table, touching this or that, wherever the bread needed buttering. And the ladies, the old and the young, as all ladies are, seldom looked around, at least on that particular day. Condring, the male member grown shorter, smaller, and younger by his pet name, sat beside me listening to Mrs. D, or thinking, I was not sure. His moods were such, hard to interpret, oft times he forgot his years. And Ador, the illustrator, kept his eyes always down, behind what lies, he alone knew, although I cared knowing at that moment.

"Suppose we imagine that a rat ran across the bed, or a lizard dropped from the ceiling while the children were rolling up the mat or folding in the blanket . . ." It was from the oldest lady member of the Committee who had stopped tallying to join us.

"I won't say that is impractical, but won't the rat or the lizard appear planted?" Mrs. D asked.

We thought deeply, just as she did. Perhaps.

"Let us suppose that Nonoy played late in the night. When he came up the house, the lights were off and everyone was asleep. So Nonoy just slept on the sofa in the sala. On waking up in the morning Badong and Miling noticed Nonoy's empty bed. They were alarmed; they looked for him . . ." It was from me.

"Now, won't that show negligence of Mamma? A little boy like Nonoy should be helped to his bed. And isn't playing late at night wrong for a child of Nonoy's age?" Then she added addressing me, "How old is your youngest child?"

"Eleven. The only one. A girl."

"You must have already forgotten. I have two. I always help them to bed . . ." and she told us many interesting incidents about her two children, always laughing cheerily, and we joined and shared with her in her laughter.

"Suppose, Mrs. D," the tallest in our group, Condring, woke up from his morning reverie, "we let Nonoy fall from his bed in the night, let his pillow cushion his fall. . . In the morning Badong and Miling did not see Nonoy under the bed. . ."

"Now, now! That is something! Beautiful! And practical!" Mrs. D was taken. "And in the picture, may I suggest, should appear two chairs beside the bed intended to protect Nonoy from falling. Mamma must be thoughtful. Children move much in their sleep. Of course, the chairs should be made to appear moved away by the occupant of the bed when he fell. Show the blanket half dangling from the bed sheltering Nonoy."

We were one in our opinion about the picture just created, so Mrs. D requested me to write the details of the story-plot.

Another morning Mrs. D came with a remark that entertained us for quite a brief while, but which taxed us later to thinking high again, that is, if we had done any real thinking at all before.

"Your third book is O.K.," she began, and we were all ears, the morning was pleasant and everyone seemed to have washed his face clean, but the long pause by the speaker, which we wished shortened if it could be at the moment, which kept us breathless in spite of the freshness of the morning air coming through the windows and the students coming in their milkwhite dresses to read at the table next to ours, changed our most pleasant feelings.

At last she continued, "but, I have a feeling after I had studied the whole book last night that your story, the book rather, *hangs* — your last story is not conclusive. Do you understand what I mean?"

We all nodded our heads, who would not, although not together, that was the whole truth about it, for, who would accept mediocrity in such a group as ours?"

"Let us together help think of an appropriate story-plot to conclude the book," and she was directly talking to me.

"I will try," I responded softly, half insecure, or altogether, I was not sure, nor knowing why I was so fast. So I started thinking, real thinking it was and high, and who would not under the circumstances? How long it took me to produce what Mrs. D after her second or was it third or fourth reading accepted to conclude the third book or Primer I could not exactly tell. But it was only that morning.

Gerontology and Employability

By Jack Smith

THE aged are roaming and crowding increasingly in the streets either seeking for employment or pittance, the latter being the common reason for such an unsightly routine. The fatalistic attitude of shirking from work and the shrewd deportment of the aged have struck the fancy of some psychologists. The study of old age and aging is now gaining some importance along political and socio-economic fronts. Hence, the birth of a 20th-century science: *gerontology*.

The science includes the study of prolonging one's life and employability span and his general usefulness and enjoyability. It agrees with the antediluvian belief that the physical and the mental ages differ from the chronological age and that the true age is but a matter of mental attitude. It dotes more on the query "How alive are you?" rather than on "How long have you been alive?"

Many old persons have found solace and satisfaction in work. This experience has substantiated the statement of Galen, Greek philosopher of the 3rd century, who said that employment is nature's best physician and essential to human happiness. Monetary reward may be the end of such pursuit but the tonic that old age can derive from work is priceless. But the aged, after they are left alone to survive, have to strive for a living like the young. This is where the need for suitable employment becomes more emphatic.

Discriminating employers usually reject applicants who are old. The aged workers according to them, can only bring dissatisfaction and inefficiency because of the slow motor and mental reflexes characteristic of the decadent intolerant, too personal, dull, and listless. But these traits of the old individuals can be redirected if they are willing to learn new ideas and are enterprising enough in activities assigned to them. Gerontology has found out that the matured workers have a greater degree of stick-to-itiveness and confidence. They are courteous, efficient, modest, punctual, cooperative, understanding, keen and alert in judgment, and emotionally stabilized. They may be handicapped because of physical limitations but their effectiveness as a worker is beyond question.

Age is not a barrier to success. Many painters, musicians, authors, engineers and other professionals have attained success even if they started to work late in life.

A countless number of the middle-aged group are still in dilemma on what to do for bread-winning. Some entities, like the Chamber of Commerce, the "Y's," vocational schools, and guidance associations are ready to help the old choose their career. Self-analysis and the analysis of the field of employment give more effective guidance if no local external aid can be sought.

Employment for Old Women

Old women can profit more in life not by looking youthful but by thinking youthful. They have equal chances of holding or creating jobs with the young.

The Philippines, through the Bureau of Public Schools, is encouraging the promotion and development of home industries. Handicrafts can be learned by all ages. In addition to the ones presently propagated, the following may be mentioned as typical employment possibilities which may be realized at home by the old women; artificial and natural flower shop, baby shop, book and clothes mending, business research, candy store, day nursery, domestic service, personal shopping service, placement agency for older people, hot lunches for office workers, drapery older workers, reading service, recreation center for service, menu or catering service, pastry shop, second-hand magazine store, shop for large women, home-made jellies and pickles, cold storage rental, mimeographing service, dressmaking, and juice house. For out-of-door employment, the following can be profitably and practically attended to: baby-sitting, colony for older people, nursing, lecture and artists' bureau, telephone service, storekeeping, assorting of factory products, cafeteria management, packing service, museum guides, decoration service, library service, fabric milling, and dormitory service. These are but a few of the hundreds of services and pursuits the old women can do.

Employment for Old Men

Defeated old men just retire disgracefully in seclusion. They believe they are incapacitated to do some-

(Continued on page 43)

A Unit Lesson

By Theresa G. Villanueva

(The following unit on the United Nations is very much simplified and is intended for use in the very rural areas, where there is a dearth of reference materials. The references listed maybe available in those places. The teacher, however, can enrich the unit with her readings about the UN and from other sources available in the place.)

Unit—THE UNITED NATIONS

Main Problem: How does the United Nations work for Peace?

I Specific Objectives

A—Knowledge and Understandings:

1. To know what the United Nations is.
2. To know the aims of the United Nations.
3. To know why and how the United Nations was organized.
4. To know the leader that helped built the UN.
5. To know the member nations of the UN.
6. To know the special organs and the specialized agencies of the UN and to understand the work of each.
7. To know the important achievements of UN towards world peace.
8. To know how we can help the UN do its work.

B—Attitudes and Appreciations:

1. To further develop the proper attitude towards world brotherhood.
2. To appreciate the contributions of science towards the improvement of our living.
3. To appreciate the efforts being made by the UN towards world peace.

C—Abilities, Habits, and Skills:

1. To gather and properly organize data in taking notes.
2. To use the maps and globes to locate places found in readings and reports.
3. To use the table of contents, index, and appendix to locate topics to be read.

4. To return reference materials where they were taken from.
5. To develop further the ability to participate in group work.
6. To develop the ability to interpret graphs, maps, and charts.
7. To develop the habit of talking to the point in group discussions.

II Suggested Approach Activities

A—Initiation of the unit.

1. Structuring the room with posters, pictures, graphs, maps, and pamphlets about United Nations.
2. Reading news items and stories about the UN.

B—Anticipated Problems:

1. What is the United Nations?
2. When, how, and why was it organized?
3. What are the aims of the United Nations?
4. What are the six special organs of the UN and the work of each?
5. What are the fourteen specialized agencies of the UN and how does each help the UN carry out its aim?
6. Who are the outstanding leaders of the UN.
7. What are the achievements of the UN towards world peace? along educational lines? in the promotion of the economic standards of the masses? towards better health?
8. Who are known as the "Big Five" and why?

9. Who are the presidents and secretaries of the UN since its organization?
10. How can we help the UN do its work?

III. Development of the Unit

A—Gathering Data Activities

1. Listening and taking notes from talks stories about the United Nations.
2. Reading from reference materials.
3. Using maps and globes to locate places mentioned in readings and reports.
4. Looking for songs and poems about the United Nations.
5. Gathering informations about the outstanding leaders of the United Nations.

B—Construction Activities

1. Drawing a world map and indicating the member nations of the United Nations.
2. Drawing and coloring the flags of the member nations.
3. Drawing posters showing how the UN works.

C—Expression Activities

1. Reciting poems about the UN.
2. Singing songs about the UN.
3. Tracing the developments of the UN.
4. Reporting on the world disputes settled by the UN.
5. Reporting on readings made.

D—Culminating Activities

1. A literary musical program about the UN.
2. An exhibit of the pupil's projects.
3. A pageant on the role played by the UN for world peace.

IV Techniques of Evaluation

A—Pupil's self-evaluation—The use of a personality test.

B—Teacher's Evaluation:

1. Evaluate the daily work and progress of class.
2. Evaluate by oral and written tests.
3. Teacher's observation on children while they are engaged in their different activities.

V Expected Outcomes in Terms of School Subjects

A—Reading

1. To comprehend what is read.
2. To take down notes properly.

3. To be able to summarize what has been read.
4. To interpret maps, charts, and graphs.
5. To read one's report orally in a tone that could be heard and understood.
6. To use correctly the table of contents index, and appendix of a reference material.

B—Language

1. To be able to take part in group discussions.
2. To write correctly letters of invitation.
3. To use the mechanics of written language accurately.

C—Arithmetic

1. Ability to interpret graphs and charts.
2. Ability to compare sizes and populations of the member nations of the UN.
3. Ability to use the scale in the map in measuring distances.

D—Elementary Science

1. To appreciate the work of scientists in improving our living.
2. Interests in reading materials about the wonders of science.

E—Music and Arts

1. To develop appreciation for songs and poems about the UN and other countries.
2. To develop appreciation for the colorful costumes of the different peoples of the world.
3. To develop appreciation for the beautiful flags of the UN and other countries.

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Animals that Change their Appearance

By Benigno C. Bagabaldo

IN the theories of evolution of man and animals, it is a general accepted truth that the young as soon as they are born look like their parents in almost every way only they are smaller. Baby boys and girls look like their parents; puppies look like their parent dogs; kittens look like their parent cats. It is also true in the species of reptilia, snakes, crocodiles, lizards, turtles, etc.

But this is not true to all kinds of animals. Examples are toads, frogs and butterfly. The young toad, frog and butterfly do not look like their parents, when they are born. They undergo many stages of growth before they become exactly like their parents.

This unit will tell you how the young of these animals grow up to look like their parents; how many unusual things happen in their early lives.

I. General Objectives

- A. To know the importance of insects to farmers.
- B. To know the different stages of growth of the butterfly, toad and frog.
- C. To appreciate the beauty of nature.

II. Specific Objectives

A. Knowledge and Understanding

To Know:

1. The parts of a butterfly.
2. The characteristics of a butterfly.
3. How the butterfly adapts itself to its environments.
4. The parts of a toad.
5. The characteristics of a toad.
6. The habitats of the toad.
7. How the toad helps man.
8. The parts of a frog.
9. The characteristics of a frog.
10. How the frog adapts itself to its surroundings.
11. Some legends or stories about toads, frogs and butterflies.

B. Attitudes and Appreciations

To develop the proper attitude of:

1. Caring for insects and higher animals that are useful to man.

2. Conserving valuable insects and animals.
3. Collecting beautiful pictures for art exhibits.
4. Cooperating in the class discussions.
5. Reading valuable printed materials about nature.
6. Self-appraisal of such works.
7. Helping one another in the use of reference materials.
8. Criticizing a work constructively.

To appreciate:

1. The beautiful stories, legends about toads, frogs, butterflies and others.
2. The characteristics of frogs, toads, butterflies, salamanders, etc.
3. The valuable uses of insects to man.
4. The beautiful poems about insects.

C. Habits and Skills

To develop the habit of:

1. Using materials properly.
2. Careful planning and critical thinking.
3. Keen observation.
4. Neat work.
5. Evaluating individual and group work.
6. Respecting the rights of others.

To develop skills:

1. In the gathering of data needed.
2. In writing letters of invitation.
3. In interviewing resource persons.

III. Suggested Contents

A. Facts and Statements

1. The toad in a garden is worth its weight in gold to the owner of the garden. Why?

Toads feed on all kinds of small living things that wander about late in the afternoon and at night. They are of very great value to people who have greenhouses. They are great friends of the farmers and gardeners, for they eat the harmful insects that destroy their crops. In some countries gardeners even buy toads to put in their gardens. Sometimes a toad will

sit for hours catching flies and mosquitoes that come near it.

The toad's tongue is not like the tongues of other animals. It is sticky, and it is fastened to the front part of the lower lip. This makes it possible for the toad to throw its tongue far out of the mouth when it is catching its prey. It has no teeth; so it swallows its food whole. It has been said that a toad will eat about ninety-nine hundred harmful insects in three months.

2. Other facts about the toads:

The toad is born in a pond. It lives there while it is a tadpole. Then, it grows legs and hops onto the land. It hops and hops until it comes to a garden or woods. Then it rests and eats and when food becomes scarce the toad buries itself under fallen leaves of trees deep into the ground, and goes to sleep.

3. Why does the toad go back to the pond?

At the pond the toad finds its mate. The male toad usually arrives there first and sings and sings. Sometimes it sings all day and all night. Then the female comes to lay her eggs. After the eggs are laid, the male covers them with a liquid which makes them grow later into tadpoles.

4. How toads lay their eggs:

The mother toad's eggs are very small and black. It usually lays them in a single row of a clear jelly-like substance. Sometimes it drops them in the bottom of the pond. Sometimes it fastens them to plants that grow in the water. Then it swims away and leaves the eggs which later become tadpoles.

5. Characteristics of the tadpole and its habits:

In order that the tadpole may live in water like the fish, it must be able to breathe like fish. On each side of its neck are little bunchy growths that look like fringes. These are the gills, through which the tadpole breathes. As the tadpole grows bigger it pushes its arms through the gills.

After the front legs have appeared, the tadpole no longer looks like fish. Its small mouth has become very large. Its eyes have become bigger and bulging and has grown shorter. The tadpole soon becomes a toad. It has lost its tail and has devel-

oped its arms. It has developed lungs with which to breathe on land.

6. The toads on land:

Sometimes a great many little toads hop out of the pond at the same time. If they leave the water on a rainy day, they hop in every direction.

The toad soon lose their smooth skin. Their skin often become warty and rough before they are one year old. They grow bigger and bigger very rapidly because they molt every four or five weeks. Even the older toads molt three or four times a year.

7. How toads protect themselves from enemies:

Toads have many enemies. They protect themselves with the following manners:

a. When toads are in danger a very disagreeable, sticky substance is thrown out of their glands.

b. The toads coned "play dead" when they are frightened. They lie on their back and do not move nor breathe for a long time. Then all of a sudden their legs move, their eyes open, and they tumble over and hop away.

c. Many toads look so much like the ground that their enemies do not see them.

d. The toads could burrow themselves under stones or pieces of board or in soft earth.

B. Toads and Frogs, Similarities and Dissimilarities:

TOAD	FROG
1. Birthplace—Born in water	1. Born in water
2. Eggs—laid in jelly-like strings or masses on the bottom of ponds or among water plants.	2. Same
3. Tadpoles—early maturity	3. Late maturation
4. Legs — Long powerful hind legs. Front legs are short and weak.	4. Same
5. Skin—dry and rough	5. Smooth, moist, slimy and slippery
6. Habitats—toads stay mostly on the land.	6. Stay in or about the water most of the time same
7. Hibernation — mud or in a near pond.	7. Same
8. Feeds—Insects	8. Same
9. Teeth—none	9. Two teeth
10. Bodies—head and trunk, no neck, head triangular.	10. Same
11. Eyes—two odd-looking eyes.	11. Same
12. Nose—two nostrils at the end of the snout.	12. Same

C. Characteristics and Adaptation of Salamanders to their Surroundings:

a. What are the characteristics and adaptations of salamanders?

1. They love to stay in shady paths and woods.
2. Some salamanders lay their eggs among the weeds in fresh-water ponds.
3. The eggs have tough outside coverings which protect them until the young are hatched.
4. Changes occur in the bodies of salamanders. While they are in the water they are like small fish. They breathe through gills.
5. They usually remain on land about two and a half years. Then, once again, they go to the water.
6. They often travel over long distances to reach a pond or stream.

7. In order that salamanders may return again to the water, certain changes must occur in their bodies. They develop organs which they could use to breathe air which is in the water. Their color may change, but the spots along their backs remain the same.

8. In the water the salamanders find their mates.

D. Comparisons of Salamanders and Lizards.

SALAMANDER	LIZARD
1. Birthplace—water	1. land
2. Skin—not scaly	2. scaly skin
3. Classification—amphibian	3. Reptilia
4. Dwellings—land and water	4. land
5. Color—changeable	5. not changeable

E. Classifications of Animals.

- a. Fish b. Amphibian c. Reptilia

—o—

Social Studies—

Language Arts, Activities of Planning, Doing and Evaluating

By William A. Faculo

ONE morning, the grade six class at the Bontoc Central School convened. The class was studying the development of the Philippine Government.

Pedro stood up and said, "My father told me that the Provincial Governor, the members of the Provincial Board, the judge of the Court of First Instance, and all government officials are in their offices today. May our class plan a field trip to the Provincial Capitol."

There was enthusiasm among the children when they heard Pedro talk about the officials in the Provincial Capitol. There was a genuine desire among the pupils to know the duties of the different government officials. Suggestions and questions came rapidly.

As the pupils continued discussing the proposal of Pedro, the teacher visualized that a field trip to the Provincial Capitol would evolve meaningful experiences wherein planning, doing, and evaluating would prevail. The teacher was aware that the field trip

would provide oral and written language activities. Aside from the information that the pupils would get, the field trip would provide social inter-actions among the pupils in a different environment and with the adults. It would provide experiences wherein the children would learn to listen and evaluate the statement of others. They would also learn to abide with rules which are the consensus of every one in the class. There would be other interesting experiences that the field trip would provide. The teacher realized all these expected situations and planned ahead of time how to guide the children as these experiences arise.

The pupils with the help of their teacher planned the following activities:

1. Before going on field trip:
 - a. What would we want to find out?
 - b. What offices would we visit?
 - c. What officials would we interview?

- d. How may we divide ourselves in order not to over-crowd the offices?
- e. Securing the permission of the Principal and the parents.
- f. Making standards to follow during the field trip.
- g. Preparing the things needed for the field trip.
- h. Setting the time and place to assemble.

2. During The Field Trip

- a. Following traffic rules.
- b. Observing courtesy.
- c. Interviewing government officials.
- d. Taking notes.
- d. Discussing with government officials problems related to the government.
- f. Knowing the different officials and their duties.

3. After the Field Trip

- a. Making reports on interviews and observations made.
- b. Singing national songs.
- c. Writing letters of thanks to government officials.
- d. Writing stories about the field trip.
- e. Dramatizing the duties of the government officials.
- g. Writing slogans and proverbs.

Evaluating the Activities

In all the activities, the pupils should learn how to evaluate themselves and their classmates in terms of social traits and behavior, personality, skills and abilities, knowledge and understanding, and attitudes and appreciation. One way of training the pupils to evaluate is to guide them to raise standards and rules which they expect to follow and be guided with on every certain activity.

Here are some standards which the class raised with the help of their teacher:

Participation and Behavior

Direction: Read each question carefully. At the opposite of each question, encircle the figure which you honestly believe to be your rating. The highest possible score in every item is 1.

1. Did I follow instructions and standards? (1) (2) (3) (4)
2. Did I respect the rule of the majority? (1) (2) (3) (4)

3. Did I participate in the discussions? (1) (2) (3) (4)
4. Did I listen when others were talking? (1) (2) (3) (4)
5. Did I monopolize the talking? . . (1) (2) (3) (4)
6. Was I friendly and cooperative? (1) (2) (3) (4)
7. Did I help propose new ideas and methods? (1) (2) (3) (4)
8. Did I help solve group problems? (1) (2) (3) (4)
9. Did I respect the rights of others? (1) (2) (3) (4)
10. Did I talk only when I had something to contribute? (1) (2) (3) (4)

Oral Language Activities

1. Was I polite? (1) (2) (3) (4)
2. Did I talk clearly and loud enough? (1) (2) (3) (4)
3. Did I pronounce words correctly? (1) (2) (3) (4)
4. Did I stop at periods and pause at commas? (1) (2) (3) (4)
5. Were all the tenses of the verbs I used correct? (1) (2) (3) (4)
6. Did I face and talk with my audience? (1) (2) (3) (4)

Written Language Activities

1. Did I indent each paragraph? . (1) (2) (3) (4)
2. Did I have margins? (1) (2) (3) (4)
3. Were all my sentences correctly punctuated? (1) (2) (3) (4)
4. Did I begin the first words of my sentences and the names of persons and places in capital letters? (1) (2) (3) (4)
5. Were all the words I used correctly spelled? (1) (2) (3) (4)
6. Was my work clean and neat? . (1) (2) (3) (4)
7. Were the tenses of all the verbs I used correct? (1) (2) (3) (4)

These are but a few items with which the pupils could evaluate themselves and their classmates in the different activities. The teacher should also take anecdotal records on observations made on the pupils.

Aside from the objective test that the teacher prepares in connection with the social studies lesson and the language arts activities, she should also give her appraisal and re-evaluation of the evaluation made by the pupils.

Phrases--

for Language and Reading Classes

By Jose M. Salomon

LET us teach incidentally the use of the following phrases in our language and reading classes. These phrases are sometimes found in stories, in newspaper articles and unless we take them up with the pupils, our children may not understand their meanings when they read stories where they are found. Teachers who are not acquainted with these phrases should also learn them.

1. go to the dogs (absolute ruin)
2. look forward (expect, anticipate)
3. look over (examine)
4. fall short (fail, deficient)
5. do away with (put an end)
6. turn turtle (capsize)
7. turn down (refuse, reject)
8. to turn one's back (to forsake, abandon)
9. bring to light (to reveal clearly)
10. escape goat (blame for someone's fault)
11. above all things (first of all)
12. a drop in the bucket, (very little)
13. at the eleventh hour (at the last minute)
14. be of good cheer (be hopeful)
15. born with a silver spoon in the mounth (fortunate)
16. fall on your knees (submit)
17. first and last (the only time)
18. get the wrong pig by the tail (make mistake)
19. happy go lucky (easy going)
20. have your hands full (kept busy)
21. have your own way (do as you like)
22. heart and soul (completely)
23. he is of the old school (antiquated)
24. hit or miss (at random)
25. in black and white (plainly, clearly)

26. in the long run (in the end)
27. it will end in smoke (collapse)
28. leave no stone unturned (do the best)
29. let the grass grow under your feet (be neglectful)
30. Live from hand to mouth (not saving)
31. make the most of your time (be active)
32. make up your mind (decide)
33. man of letters (professional writer)
34. paddle your own canoe (work your way alone)
35. neck to neck (equal)
36. once in a blue moon (seldom)
37. red tape (official formality and delay)
38. right man in the right place (just the right person)
39. single handed (alone)
40. spread like wild fire (spread rapidly)
41. take a back seat (be modest)
42. take the law into your hand (fight)
43. thrust your nose in (interfere)
44. toss your head (be proud)
45. white lie (harmless lie)
46. your own flesh and blood (relative)
47. with folded hands (doing nothing)
48. add fuel to the flame (increase trouble)
49. at stake (in danger)
50. bit by bit (little by little)
51. break no bones (do no harm)
52. build castle in the air (attempt impossibilities)
53. do a world of good (be useful)
54. elbow your way (force your way)
55. face the music (have courage)
56. he burst into flame (lost temper)

57. feel at home (be at ease)
58. ghost-like (ugly)
59. good for nothing (useless)
60. hand in hand (jointly)
61. hit the nail right on the head (get at the truth)
62. in one's prime (in the full age)
63. in the neck of time (just on time)
54. keep at bay (resist)
65. keep your head above water (be safe)
66. lay the corner stone (begin foundation)
67. lion's share (big share)
68. live like cats and dogs (disagree)
69. make the law a dead letter (violate the law)
70. man of arms (soldier)
71. man of war (warship)
72. pigeon-hole (lay aside)
73. rain or shine (without fail)
74. speak to the winds (without an audience)
75. swim with the stream (take it easy)
76. take to your heels (run away)
77. take French leave (sneak out)
78. turn over a new leaf (start again)
79. work against time (make haste)
80. upside down (inverted)
81. call down (reprimand)
82. give in (yield to an opinion)
83. deaf ear (did not mind)
84. set the long table (wedding day)
85. come across (meet with)
86. work over (do it over again)
87. talking thru his hat (does not know what he is talking about)
88. passing the buck (putting the blame on somebody)
89. at stake (in danger)
90. no man's land (not guarded)
91. bring home the bacon (bring victory)
92. eternal home (heaven)
93. give new life (revive)
94. in round numbers (on the average)
95. make both ends meet (live within your means)
96. provide against rainy day (save)
97. take my word for it (believe me)
98. in the wink of an eye (suddenly)
99. leave the beaten track (do as others do)
100. much ado about nothing (much trouble about a little thing)
101. lead is off (secret is exposed)
102. crossed the bar (died)
103. black spots in the horizon (hopelessness)
104. raining cats and dogs (raining heavily)
105. reached the end of his rope (caught)
106. come to yourself (be sensible)
107. let the cat out of the bag (tell the whole truth)
108. sleep with one eye open (watch carefully)
109. snake in the grass (secret)
110. return the compliment (be thankful)

Improvement in the Rural Areas

By Laureano Avendano

WE have just terminated the first link (five years) of our community school program. We have achieved a part of the different phases of the program. We still have many problems to tackle towards the development of our rural areas. Since we can not fully develop our rural communities in one link, it would be our continuing interest for many more years to come, hence the beginning of the second link (another five years).

Objectives

In order to re-vitalize the school activities and re-activate the *pook* organization, a conference of Principals and Head Teachers of all schools in the district was convened. New plans for further development and improvement of the living conditions of the people in the rural areas were drafted.

Among the specific objectives laid down were the

following: 1) To keep home yards habitually clean; 2) To repair or build new fences; 3) To construct sanitary toilets; 4) To beautify the homes with gardens; 5) To encourage home industries; and 6) To provide drainage in every home.

Method of Approach

In our desire in the past to make a community progress in as short a time as possible, the teachers used procedures and devices which resulted in artificial achievements more or less temporary in nature and the responsibility never transferred to the adult community.

The following approaches have been suggested for the implementation of the above objectives: 1) Curriculum development (Resource units); 2) Home visitations (Off-campus classes); 3) Regular pool meetings (Adult participation).

A few years ago, teachers of this district were trained to prepare long range plans or write resource units through seminars and workshops. With this background every teacher started to prepare long range plans and write resource units based on the six objectives. These resource units became curriculum materials for different grades, and were used in Social Studies, the core subject in the integrative technique. The resource units were prepared in a manner that would suit the needs and interests of the pupils as well as their grade level. Among the resource units submitted by the teachers were the following: 1) Unit on Clean Yards; 2) Unit on Toilet; 3) Unit on Fence; 4) Unit on Home Garden 5) Unit on Flower garden; 6) Unit on Drainage.

Since the discussions in the classroom from day to day dealt with community improvement there was no doubt the same information was brought to the homes through the pupils. Moreover the medium of instruction in lower grades was the vernacular. At times, too, laymen in the community had been invited in the classroom as resource persons. Through the classroom instruction, the children learned the ways and means of improving the living conditions in their respective communities. Visual aids, pictures, stories and poems have been prepared out of local scenes to give color and impression to the unit under discussion.

While the teacher was the keyman in the classroom, the layman in the community was his counter-

part. The teacher knew the problems of the school, and the layman knew the problems of the community. The teacher pointed out the phases of instruction in the classroom, while the laymen and the pook leaders helped solve the problems in the locality. The success of the program depended upon the sincere cooperation of the teachers and the local leaders of the community. A series of visitations have been made throughout the district. The visitation was divided into three parts: one hour for each part:

(a) 2:00 - 3:00 p.m.

During the first hour the teachers, the pook leaders and the children made a house to house visit to see the living conditions of the people. This served as a survey of the community. Problems were noted during the visit and informal suggestions given on the spot. The visitors were well received by the members of the household. Sometimes, the head of the family explained how they made their projects. Others apologized for not being able to accomplish theirs and promised to show their projects in the succeeding visitations.

(b) 3:00 - 4:00 p.m.

The second hour of the visit was an off-campus recitation in the community (similar to the Laguna approach) where the pook leaders and the adult members of the pook observed and listened to the discussion in the class. Here, the problems of the community as a result of the survey were brought to the attention of the community leaders in facts and figures. Ways and means of solving the problems were studied and discussed. Sometimes the adult members of the community participated in the discussion. They asked questions related to the lessons.

(c) 4:00 - 5:00 p.m.

The last phase of the visitation was the meeting of the adult members of the pook under the leadership of the pook president or the president of the Coordinating Council of the barrio. Here, similar problems that they had observed in the community or topics that they had heard in the off-campus recitation became topics of discussion. They suggested ways and means of solving their problems in their sincere desire to elevate their standard of living. Frequent meetings of the pook leaders with other agencies like the Health unit and the Bureau of Agricultural

Extension kept the members always a "live wire". In these meetings, they organized committees, heard reports, and designated dates for the following monthly meetings. It was fortunate that the proclamation of the President of the Philippines regarding the organization of the Barrio Council coincided with the campaign which was aimed at the same goal.

Evaluation

The series of visitation in the whole district, revealed progress in the six phases of our specific objectives, for in reality and for all practical purposes, when a visitation was announced in these rural areas, the people began to rush and rally to the teachers' campaign for better living. The different Division supervisors, (academic, English, Filipino Language, Industrial, Physical Education) and the School Physician, together with the Municipal Health Officer and other pook leaders were invited to make a visit in these rural areas and evaluate the improvement being undertaken in these communities. They were all satisfied with the steps taken and the results achieved during those three months of continuous and intensive campaign. Pictures of the different projects in the different localities were taken as proofs of achievements. They also contributed in the educational program of the masses for they took part in enlightening, the people and stimulating the

pooks in solving their problems, thereby improving their communities.

Comments and Recommendations

From actual observations, the community was at its festive mood when series of visitations were scheduled, but follow up visits in the same areas weeks after the schedule tended to show a slow down in the activity. It seemed as if the progress made along community improvement was just for the visitations rather than for the need of it.

Observations also showed that many of the teachers who acted as community leaders were young, shy, and inadequately prepared for community work, which accounted for the slow progress of the program. It had also been observed that there was a lack of trained pook leaders.

In view of this, it is imperative that our teachers be given adequate training in the art of public relations and in-service education in the details of community improvement through self-help. We can not make the achievements of our program consistent and permanent unless the teachers and the masses of our rural areas are adequately equipped with the knowledge and skills, habits, attitudes and appreciation of improved conditions of living.



GERONTOLOGY AND...

(Continued from page 33)

thing. But the aged who keeps on pushing with his mind feels young for aging gracefully is a question of the mind. Instead of getting away from work, old people should go after it and forget being pitied upon. More serious social, economic and psychological problems arise when age is associated with senility and inactivity. Countries like the Philippines, do not mind so much about the old folks. Very few among the aged enjoy the so-called retirement plans, savings, old-age assistance, home for the aged, nursing homes and medical insurance. For the aging Filipinos, life is a continuous struggle for existence and pleasure.

Work helps tone the aching back and the rheumatic knees. The bulging mid-portion of the body, char-

acteristic of inactive old age, may also be reduced by the constant but regulated muscular exertion.

Employment can be had in or out of the home, whether full or part-time. Some of those jobs enumerated for the old women may be pursued by the men. Others are gardening, fishpond culture, repair shop, caretaker, house manager, cafeteria or storekeeper, crafts (metal, wood and handicrafts), upholstery, writing (stories, novels, letters and features), etc. One forgets his age if he ties himself to a fruitful, not so much of a remunerative, task. It may be worthwhile recalling what George Bernard Shaw said to a visitor whom he dismissed impolitely. The old Shavian character who kept on working till 92, said, "Get along with you now; I'm fully two years behind in my work, as it is!"

One Person Cannot Do Much

By Natalia Abd-el-Ahhad

YOU will find them all over the Middle East, crumbling tenements enclosing dark and narrow alleys in the back streets of ancient towns. You will find the damp and windowless rooms with their peeling whitewash and dirt-trodden floors, empty of all furniture save a couple of battered saucepans and petrol tins, a rough box to swing the latest baby out of harm's way, perhaps a mat, perhaps a couple of broken coffee cups. At night you will stumble over tired bodies, ten, twelve sleeping on the floor of a room not nine feet square. A world where the word "necessities" is barely understood, where the word "enough" is unknown.

And everywhere, under your feet, up and down the alleyways, hanging on the backs of trams, sleeping on pavements warmed by the midday sun, shouting, playing, begging, you will find the children. The ragged children of towns with names like Aleppo and Baghdad and Cairo, growing up without care, without instruction, to the same ignorance and hunger and dirt.

In the Lebanon, in a still older town, Saida—once world-famous Sidon—where dark tunnels and covered passages link the old houses together in a network of unsavoury lanes, a young Syrian teacher could bear it no longer. She was alone, and one person cannot do much; but one person can do something, thought Alexandra Antaki.

She began by looking for rooms...rooms for a refuge, a place to play, a school. The inhabitants of an old seventeenth-century "khan"—a caravanserai—let her have first two rooms, then four looking out on to the big courtyard, rooms that were once stables for the mules and camels of travellers. The walls were daubed with whitewash; she covered them with vivid colours and gay designs. She painted the old mangers red and white. With throw-outs from the carpenter and the backs of old exercise books, Miss Antaki set out to manufacture for herself the apparatus used in the Montessori and Decroly methods of kindergarten teaching, methods which had been designed in European languages, and which she herself had to convert for Arabic usage. And when she had done all she could, sawed and painted and glued, arranged the little rose-pink tables enticingly around

the room, the old khan opened its heavy iron doors to the first child—and the "Rawdat el Fakir"—the "Garden of the Poor"—was born.

That first December, when the Garden opened, there were five pupils. But day after day, first one, then another small head came shyly round the big iron door, and the following February the limit of thirty she had originally set herself was reached.

Others also came. Two young girls, curious, interested, anxious to help. Miss Antaki settled down to train them in active Montessori methods, and turned them into devoted and efficient assistants. And still the school grew. The children were so interested, the methods were so effective; how could one turn them out at the age of six, turn them over to the strictly academic methods of elementary schooling and see them desert to the streets again? No, she would keep them, keep them all until the first elementary examinations at eleven, helping them to find their special aptitudes and gifts, helping them above all to face life conscious of their value and dignity as human beings.

The school was started in 1951. At present there are 105 pupils, and the highest class is formed of nine-year-olds. In the kindergarten division the Montessori method is used almost exclusively, with a complete apparatus entirely home-made and adapted to the children's particular background. For the elder children the Decroly method is employed, with the central points of interest all taken from the objects and surroundings familiar to the children of Saida, and long outings to complement and bring theory to life. The children learn to read and write. They learn drawing, singing, dancing. They learn, on a small scale, what the world has to learn on a large scale, to be kind to each other.

School hours are technically seven to twelve in the morning, and one to four in the afternoon. Technically. Small hands are reaching for the heavy knocker of the great iron door with the first rays of the sun. Quarter of an hour for lunch is quite enough when the lunch is nothing but a hunk of bread stuffed with olives. And after four—why, there's no reason to hurry away. It is much more fun to stay

and help clear up. After all, this is the place where no one tells you to go away.

One hundred and five children, lively and eager-eyed, in classrooms bright with colour opening on to the old caravanserai courtyard—and everything achieved on less than the proverbial shoestring. All the expenses—salaries for the assistants, books, papers, pencils and chalks for the children, new apparatus as the old wears out, the glass of milk and bite for the children at break, and just before they go home—all this has to be found out of the twenty-five piastres a week—sixpence, or 8 cents, to us—that each child is supposed to produce at the beginning of the week. Sixpence—and barely half of them can manage to bring it.

If Miss Antaki had simply meant to set up school, no more, the difficulties and the financial near-impossibilities might well have made her pause. But the school was only a means to something more—a way to bring effect and hope to the guttersnipes of the Saida streets, a way to the hearts of a miserable and poverty-stricken population. The poverty she shared with her neighbours brought her close to them. Every Thursday the mothers come to chat, sitting in a circle as if they were at home and talking of this and that, of little Abdu and small Amina, of their own troubles and pleasures. Alexandra Antaki and her assistants go visiting among the families in their turn; and out of the contracts and friendships thus formed develops the education of the parents at the same time as their children.

Miss Antaki has experienced the same surprise and delight that Mme. Montessori experienced with her first pupils at the sudden blossoming of the whole personality, and the self-confidence, skill and physical dexterity which accompanies it. These children who greet you with a shrill “sobh-el-kheir”—“good-morning”—when you enter the room are smiling and good-tempered, absorbed in what they are doing. The educational methods of the “Rawdat-el-Fakir” are based on confidence, on respect for oneself and others. A small boy of five stayed his mother as she was about to smack him. “No, Mummy, teacher says one mustn’t beat a man like a donkey. I am a man. Explain it to me. I’ll understand...” The only rewards and punishments, in fact, that are meted out in the school are on Thursday afternoons, after the “mums” have gone home, when the children hold their own inquest on their conduct during the week, apportioning blame or punishment to some, praise to others.

One person cannot do much, thought Alexandra Antaki. The school really designed to hold seventy

children now holds one hundred and five. For the opening of the school year this October, two hundred pleas to come have had to be turned down, even though investigations have shown how badly each of those two hundred children need that guidance and care.

A few people who heard this story of the Garden of the Poor clubbed together and bought Unesco gift coupons; as a result, the little school has proudly given its first order for real school material, books for arithmetic and geography.

One person can do something. Can give something. Can help find room at the little rose-pink tables for another small dark-eyed child, can help open the iron doors of the old khan a little wider to the crowd of children waiting patiently outside.

—(UNESCO)

(Note to Editors: People wishing to participate in Unesco’s Gift Coupon Scheme should write to: Public Liaison Division, Unesco, 19 Avenue Kleber Paris 61e, France; or to: Gift Coupon Programme, Unesco Office, Room 2201, United Nations Building, New York 17, N.Y.)





Guidance and Counselling

By Juan V. Baquiran

I. What is guidance?

Guidance is a form of systematic assistance to the child acquire knowledge, habit, skills and information free from compulsion or prescription and calculated to lead to self-direction.

II. What is counselling?

1. An individualized and personalized help extended to a student in making choices, plans and adjustments in which all pertinent facts are studied and analyzed and a solution sought with the student assuming increasingly greater self-direction.

2. Counselling is a heart-to-heart talk over a problem with someone of who is older or more experienced or wiser than the other, who together approach a more or less well-defined problem of the younger, with mutual consideration for each other to the end that the problem may be clearly defined and that the one who has the problem may be helped to a determined solution of it.

III. What is the philosophy behind guidance?

Modern trend demands that the first duty of the school is to know its pupils as individuals. This involves a recognition of the essential dignity and worth of the individual and a willingness to study him by every means which the resources of the school can command.

Precisely, our schools shall aim to develop the child along the four areas that characterize an educated man:

1. self-realization
2. human relationship
3. economic efficiency
4. civic responsibility

IV. What are the goals of guidance?

The goal is to help the teacher to discover the needs and capacities of each individual child and to fit her instruction as nearly as possible to those capacities and needs.

As Dugold puts it: Educational level or point of view.

To insure for all pupils:

1. Well-balanced personalities with a maximum release of energy for constructive work and activities.
2. Good physical and mental health.
3. Ability to live, work and play with others.
4. Good work habits and study techniques.
5. An increasing knowledge of self-interests, abilities, personal adjustment tendencies, and a constant integration of judgments into realistic self-esteem.

V. What are the concepts of guidance?

First Concept — "direct approach"

If a problem comes up, correct it right at the moment. We at once effect the cure.

Second Concept — "cure-to-prevention" method—

We guide the child so as to prevent the recurrence of the problems. We emphasize prevention rather than cure.

Third Concept — Modern Concept—

Aims not only cure and prevent but make it possible for every pupil to achieve a most complete and satisfying life as possible both in school and past school days.

VI. What are the principles of guidance?

1. Guidance consists in helping pupils to set up objectives that are for them dynamic, reasonable and

worthwhile, and in helping them, so far as possible to attain those objectives.

2. To have the idea of guidance as inherent in all efforts to educate.

3. The kind and amount of guidance needed varies greatly with different children and in different situations at different times.

4. The need for guidance is particularly acute today because of:

- a. increased complexity of our social organization.
- b. the changing character and sanctions as determined by the home and community.
- c. the economic situation.
- d. the demands of life in a democracy.

5. The new concept of guidance is largely a result of democratic tendencies in educational administration.

6. The major work of guidance must be done by classroom teacher.

7. A research and measurement program is an essential part of successful guidance work.

8. An adequate, accessible, and flexible system of records is necessary for formal guidance work.

9. The proper adaptation of curriculum and method to the needs of individual pupils is best promoted through guidance activities of teachers working in a democratically organized school system.

10. Provisions for a promotion of guidance activities are a major responsibility of administrative officers.

VII. What does a sound program of guidance and counselling include?

1. Guidance for the mind—knowledges, skills, and information taken from books.

2. Guidance for the body—Co-curricular activities of the child.

3. Guidance for the soul—The moral and spiritual values of religious instruction.

VIII. What are the techniques most frequently employed?

A. Directive-Counselor Group or "Directive Approach" — The counselor selects the goals for the counselee.

1. Asks highly specific questions, delimiting answers to yes, no or specific information.

2. Explains, discusses, or gives information related to the problem or treatment.

3. Indicates topic of conversation but leaves development to the counselee.

4. Proposes counselee's activity.

5. Recognizes the subject content of what the counselor has just said.

6. Marshals the evidence and persuades the counselee to undertake the proposed action.

7. Points out a problem or condition needing correction.

B. Non-Directive Counselor Group or Non-Directive Approach — The counselee selects his own goals and the counselor guides him.

1. Recognizes in some way the feeling or attitude which the counselee has just expressed.

2. Interprets or recognizes feelings or attitudes expressed by general demeanor, specific behavior, or earlier statements.

3. Indicates topic of conversation but leaves development to counselee.

4. Recognizes the subject content of what the counselee has just said.

C. Case-Study method — the study of a specific subject case.

1. Defining the problem of the pupil or counselee who is to be the subject of study.

2. Interviewing the counselee after knowing his problem of difficulty.

3. Visiting the homes of the pupils for the purpose of making close observation of his behavior, his attitudes toward the members of his family and his work and study habits.

D. Appeal of Pseudo-Sciences:

1. **Astrology** — based the claim upon the influence of the sun, the moon, and stars on human life.

Given the year, the day, and the hour of birth, astrologers claim to be able to tell not only what your and size of the head and the configuration of the character and abilities are, but also what will happen to you at certain times.

2. **Phrenology** — base upon the belief that shape skull influence or reveal character.

3. **Physiognomy** — based upon the theory that there are physical correlates for every mental state and that these physical correlates are constant that just as joy and fear clearly reveal themselves in facial expression, in voice and bodily action. Color of the eyes, of the hair, shape of the chin, nose and mouth also reveal character traits.

4. **Numerology** — based upon the idea that each letter of the alphabet has his own number correlate and hence its own vibration. The combination of letters in your own name, translated into numbers and added together to make a final number, reveals the vibration that controls life.

5. **Graphology** — the science of handwriting, characteristics, abilities, and aptitudes of people are revealed in their handwriting.

(Continued on page 50)

The Home--A Child's Wealth and World

By Visitacion A. Ilog

THERE is no disagreement among people from all walks of life that the home plays a very important role in everyone's life. As have been said, "home is youth's main pillar. It is the center of many family activities, the abode of its members. It is a refuge, a haven of peace in this complicated world, a place for laughters and tears, a place to pent-up emotions, to relieve one's chest, a place towards which you lead your steps from all the journeys."

Successful men and women have attributed their success to their home life; their loving mothers, their dutiful fathers or their inspiring partners. Improvement of home life or of family living will naturally improve the citizenry, who make up the nation. Of all the agencies of society which affect people, young and old and particularly the children, the home exerts the first and the most lasting influence.

The home plays several roles in the child's life. The home gives him his background of physical, psychological and social inheritance. It not only gives him his bodily inheritance, but the standards and expectations of his particular family background. In the ordinary course of things, the home feeds, clothes and shelters him, thus laying the foundation of his present and future health, both physical and mental.

Other Important Factors in the Home

The actual physical space in the child's home and ground will determine whether he has rest and quietness, play and exercise, or nagging and overcrowding tension and unrest. The number and kind of people in his space will determine his discipline, his cooperation, his emotional tensions and his anxieties, as well as his satisfactions and joys in family activities, his loyalties, and affections. Adequate facilities, if coupled with adequate understanding, should mean good nutrition, sufficient rest, proper intellectual and bodily exercise, good habit-training, plenty of love, the right discipline and otherwise, good life. After a busy day, the child needs relaxation. The conditions in the home determine whether or not he will be able to recuperate from the day's activities and thereby be refreshed for the next day's program.

The kind of home that the child has will have a marked influence on his whole outlook on life. Children who are brought up in a home where the family is large are frequently given adequate food and training for

wholesome development. In spite of the fact that some children do rise above unfavorable home conditions and develop into outstanding citizens, there are more likely to be the exceptions to the general rule. Children who come from very small families, on the other hand, are likely to receive too much parental attention with the result that they develop habits of dependency.

Individual Differences

How the child will react to different influences in the home and his relationship to the various members of the family will depend to a large extent upon what type of individual he is. The quiet child will be affected differently from the aggressive child by different home situations, just as the introvert will react differently from the way that the extrovert would react because the child's reactions to family relationships depends so much on his individual make-up. It is possible in only a general way to show how different situations in the home influence the attitude and behavior of children.

Child's Attitudes

The child's attitudes and behaviors are markedly influenced by the home in which he is born and in which he grows up. Because the home is the child's first environment, it sets the pattern for his attitudes toward people, things and life in general. This fundamental pattern is never completely eradicated, even though it may be modified and changed as time goes on and the child's environment broadens so as to include the neighborhood and finally the world as a whole.

Studies of juvenile delinquents almost unanimously agree on the importance of the home in determining whether or not the child will be a juvenile delinquent. Not the economic advantages nor disadvantages of the home but the relationship of the child with the other members of the family are the important factors that will determine the quality of the child's behaviour. Many behaviour problems — such as negativism, temper tantrums, over-dependency and attention-demanding—which occur in childhood among children whose parental relations are strained and inharmonious, develop into serious forms of problem behaviour as the years go on, unless the home situations improve. It is from such cases that the majority of the juvenile delinquents develop.

TYPES OF HOMES

Descriptions of Family Situations:

Any Home may be studied and analyzed as to:

1. its organization and size — how many people are in the family, of what ages, and of what degrees of kinship;
2. the emotional interrelationships among the members, who is dominant, who is jealous of whom, and the like, and
3. its socio-economic status, the father's occupation and income, the nature of the neighborhood.

For instance, a high school boy may come from a family composed of a grandmother, a mother, an older sister of eighteen, and a younger brother of nine years. His family consists of members from three generations but incomplete, because of the absence of a father. His sister and his grandmother are the two dominant members of the family, and there are many and bitter quarrels between them. The mother is over indulgent toward her daughter and her younger son, but indifferent toward the high school boy. He admires his sister, but is jealous of her, adores his mother, is tolerant toward his brother, and detests his grandmother. The mother works in a school canteen, making sandwiches at the lunch counter from 10 a.m. to 4 p.m. The grandmother has a small annuity. The older children work on Sundays and after school hours. The home is located in a lower middle-class neighborhood that is deteriorating. The family is popular in the neighborhood although the grandmother is regarded as bad-tempered and a little senile.

By describing a family organization, its status, and the relationship among its members, one is thus able to see the framework of family life.

Pride in the Home

If an adolescent is not proud of his home, or if he does not find it an attractive place, he will surely ask his friends to it, no matter how devoted he may be to his parents. Since adolescents set such great store by externals, almost any home can be altered on the surface with relatively little trouble or expense. Often nothing more is needed for keeping an adolescent girl at home in the evenings than to let her remove one or two shabby pieces of furniture from the living room, rearrange the remaining pieces and buy a new set of curtains suited to her taste. These superficial changes may suffice to make her willing to entertain her friends at home. Naturally, a family unit, composed, for instance, of two parents, one sixteen-year-old, and one child cannot recognize itself entirely around adolescent prejudices, but it can take such points into account in its thinking, especially since the issues are often relatively insignificant. If they can afford it, wise parents would have new curtains and other wall decorations hung in the dining room and engage a maid to wait on

table when the daughter of the family has guests. They make such concessions not to baby her but because they prefer to reserve their authority and influence on more important matters.

Being ashamed of one's home leads to serious maladjustment. The child is upset over what he thinks is unique and unjustifiable reason to those he loves, he also feels he must not accept invitations from his friends because he is not willing to return them. Many a girl who would not ask friends to her home because her father sits around in short pants has gradually become isolated and friendless. If she is too vigorous to be rushed, she will resort to meeting her friend — especially boys in drugstore theaters, restaurants, amusement parks, or other public places that give her no protection. Such a girl may realize the situation perfectly, but she prefers to take a chance on getting into trouble to letting her friends think of her home as unrefined.

Security in the Home

The children need not so much physical comfort as much as emotional security in his home especially during periods of distress. He often goes along for days or even weeks at a time without need of assistance, but when he gets into difficulties he needs a secure and sympathetic home quite as much as a small child does. As his independence increases, he falls back upon his home less and less frequently when he finds his home lacking in peace and assurance during his turbulent days.

Home as an Interesting Place

A home should be as interesting, exciting, and stimulating as possible, so that children will feel a desire to stay there during a portion of their leisure time. If hours spent at home mean only an endless round of chores and the ever-present likelihood of being scolded or criticized, children will remain there only long enough to eat, bathe, dress and sleep. Of course, homes cannot compete with such commercialized offerings as the movies or the amusement parks, as places of entertainment, but they can furnish the children with interesting things to do or think about. A radio or record player, a space enough for dancing, simple equipment such as a ping-pong table, chess table, access to the pantry, privacy, and a relaxed atmosphere will do much to make a home interesting and exciting place in which children would want to stay. Parents may have to help also their sons and daughters with suggestions and advices but they should rarely try to take part in their activities. All these will furnish the children's background an abundant social life.

The Complete Family Circle

It is highly desirable that a child should grow up in a home composed of a father, a mother, and some brothers and sisters. Both parents are needed, since the two serve somewhat different functions in the rear-

ing of children. A child is more likely to develop morally if there are other children in the family to help him learn the basic lessons of adjustment to the need and desires of a group and to prevent him from becoming spoiled by too much attention. This ideal arrangement is not, however, always possible. At the present time in this country, one child in nine, or about 11 per cent of all children, grows up in a "broken" home — that is, a home that lacks one or both parents; a much larger proportion grows up in a family that is "incomplete" because it contains only one child. The most common cause for the breaking of a home is the death of either father or mother. Divorce, and prolonged separation of parents though a less frequent cause, is likely to have emotional reverberations that are most upsetting to the children. Among the underprivileged classes, homes are often disrupted by the desertion of one parent or by his or her incarceration in a prison or mental hospital. A child may remain as "only" child because the parents cannot afford any additional offspring or because the mother is unable to bear additional children, but the home environment of a single child inevitably lacks certain social elements that would be supplied by siblings.

The child who is fortunate enough to grow up in a "complete" family circle has the best possible chance

of feeling secure and of developing a normal personality. If any member of the family is missing, the home environment is in some degree defective, and the child may suffer in consequence.

A desirable home for adolescent children has thus eight main characteristics: *first*, it allows its children to grow up; *second*, it does not pass on its own maladjustments, *third*, it is willing to modify externals; *fourth*, it provides haven of security at all times of stress; *fifth*, it keeps a harmonious balance among its members; *sixth*, it serves as a model; *seventh*, it is a stimulating and interesting place; and *eighth*, it is a complete family circle.

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GUIDANCE AND...

(Continued from page 47)

IX. What are the informations needed as bases for guidance?

1. Learning capacity
2. Past school record
3. Previous training
4. Health
5. Character traits
6. Personal ambitions and interests
7. Emotional traits
8. Status of the family
9. Parents' ambitions and interests
10. Special abilities

X. What are the problem areas and conditions?

1. Health and physical development
2. Home and family relationship
3. Leisure time
4. Personality
5. Religious life and church affiliations
6. School
7. Social (including moral and civic)
8. Vocational

XI. Who will administer the guidance and counselling program?

1. Professional point of view. This view holds that

counselling is an intricate and involved process and for the welfare of the child should be performed only by specialists who have been in the field.

2. The "semi-professional" point of view. By certain teachers who have shown that they are interested in counselling and who have had some professional training in the field.

3. The "non-professional" point of view. — to be performed by all teachers.

XII. What are the characteristics of a counselor?

1. Background and understanding of psychology, child growth and development, mental hygiene, tests and measurement.

2. A respect for and understanding of children as individuals.

3. A poised, friendly personality, respected and liked by fellow workers.

4. Keeness in noting signs of disorders in pupils, in relation to vision, hearing, posture, malnutrition and emotional disturbances.

XIII. Who are the informers, counselors, and teacher-counselors?

1. Informers—teachers of academic subjects.

2. Teacher-counselors — Academic teachers performing the duties of counselor.

3. Counselors—Purely guidance-counselor teachers.

What Makes a Good Teacher? *

By Katherine Stapp

"OUR children, our schools, and our national safety depend on the quality of our teachers."

No one will quarrel with this statement, but many will ask, "What do we mean by the *quality* of our teachers? What *makes* a good teacher anyhow?"

The recent White House Conference answered the question thus: "A good teacher is one with a broad educational background, good professional training, good moral character, good physical and mental health, an active interest in children and youth, a desire for self improvement, the ability to work with others, and a pride in teaching."

Money Will Help

The public and the profession alike are looking for this kind of teachers. Will money alone buy what they want? Admittedly it will help. As long as industry, business, and other professions are able to outbid boards of education, the schools and the communities are limited in their ability to fill vacancies with potentially excellent teachers. Even worse, they are not able to hold in the profession many of their most able and successful members.

Yes, it costs money to have good teachers, but Midas himself could not make a teacher who fits all of the White House qualifications.

Someone has said that three agencies have a direct responsibility for the making of a good teacher; they are the teacher-preparing institution, the public schools, and the profession. But these alone can not supply the answer, for the basis of "good moral character" and "physical and mental health" are found in the family and in the early education of the child. A "desire for self improvement" and "the ability to work with others" are fostered by dedicated teachers in the elementary and secondary schools.

Background and Training

It is the responsibility of the college to insure that each prospective teacher has "a broad educational background" and "good professional training." Programs at the various colleges within the state will differ; but course names and numbers never signify

real worth. Much depends upon the instructor. Happy is the student who has the opportunity of working under one or more of the great professional and intellectual leaders of today.

In recent years colleges have begun to appreciate their responsibilities in the line of guidance. Not only must qualified young people be interested in becoming teachers, but the misfits must be steered away. And those seeking to prepare themselves for teaching must be encouraged to gain not only the needed knowledge and skills but also an understanding of professional ethics.

Part of this understanding of what it means to be a member of the profession may come to the student if he is a member of a Future Teachers of America chapter. Fifteen Illinois colleges now have such groups.

In Illinois the Teacher Certification Board has, by action of the last General Assembly, the responsibility of examining teacher-education programs and accepting or rejecting them. This work, now under way, will tend to keep high the standards in the 48 colleges that have such programs.

Twelve of the Illinois colleges are now accredited by the NCATE, the National Council for the Accreditation of Teacher Education, an autonomous group organized as the result of NEA action. Since cooperation with the council is entirely voluntary, however, and only schools requesting evaluation of their teacher-education programs are visited, the fact that no more are listed does not condemn other Illinois schools.

No matter how well planned the program is, however, or how successful the student has been in college, he is never totally prepared for the job that is his when he steps into a real classroom. Armed with "an active interest in children and youth" and "a desire to teach," he now finds he must play the role of instructor, disciplinarian, adviser, judge, guide, peacemaker, and comforter. He is facing a big job with many problems.

Social, Personal Adjustment

Some of the problems are personal, some social, some professional. To the school system the professional may seem most important, but these will be

Reprinted from *Illinois Education*, April, 1954.

more easily solved if the new teacher finds satisfactory answers to his social and personal problems. Knowing this, many school systems now plan definite orientation programs to help new teachers get started right and be happy in their work. Only when teachers are happy can they develop the last of the White House Conference requirements — “a pride in teaching.”

Other teachers often hold the key to the happiness of the newcomer. Their treatment of him may make him confident, inspired, and ready to do good work, or leave him disillusioned and insecure. Teaching is a cooperative profession; as long as it stays that way, the climate will be favorable for good teaching and the making of good teachers.

The superintendent, as well as all other teachers, must be included in this cooperation. A good administrator accepts it as a sign of his failure when they fail. Teachers have greater opportunity for success when the school has a definite supervisory program which includes friendly conferences for all affected. Nor should such a program be for the probationary teacher alone; the older teacher, too, appreciates and needs a word of praise, a friendly suggestion, the realization that somebody cares.

Pride in Profession

“Proud to teach” has been accepted as the slogan of the organized teaching profession. For more than a hundred years the Illinois Education Association and the National Education Association have been leaders in the fight for the greater competencies that build this pride in the teaching profession.

In Illinois the IEA has consistently been a leader in the promotion of better school legislation, but in the last analysis, the bills themselves are passed by the legislature and signed by the governor. Every school bill affects teachers and the quality of teaching. Especially is this true of bills dealing with salaries, welfare conditions, and certification.

Certification laws are valuable means for raising or lowering the prospects for better teachers. Until the last session of the legislature, Illinois had 22 different kinds of certificates. The number has now been reduced to six, but Illinois still has one type of certificate that definitely does not lead to better teaching. This is the emergency provisional. Requirements for this certificate are so low that educational leaders are asking the legislature to refuse to renew the law permitting this type.

Schools Are Concern of All

Certification laws and other school laws as well, are interpreted and enforced through the offices of the state superintendent of public instruction and the county superintendents of schools. Both of these governmental offices are continually working toward the upgrading of the profession. They represent the interest the governmental agencies of the state and nation have in better teaching.

The government and the profession are not alone in this interest, however, for mothers and fathers have always had a very real concern for all that affects the well-being of their children. Their responsibility in the making of a good teacher is very real, too. Every teacher dreams of the Utopia wherein each child will come to school with the desire to learn. The attitude of the home is reflected in the attitude of the student. The attitude of the students makes easier or harder the work of the teacher, and may make her chance of becoming a good teacher very near or well-nigh unattainable.

The parent-teacher association has proved a means for better understanding of parents and teachers. But community interest and help for the teacher is bigger than parent-teacher meetings or conferences. Everyone who pays taxes, everyone who hires or works with the product of the schools—in fact, every citizen in the community has a responsibility in respect to the schools and the teachers.

The White House Conference, made up largely of lay citizens, focused the attention of the entire country on this truth. “We want enough good teachers to develop each child to his full potential,” said the conferees, “and we can get them if we care enough.”

We Must Care Enough

Perhaps the whole truth is summed up in those words, “If we care enough.” If public and profession alike care, we can be sure that Illinois will have good teachers. The interest is now aroused as never before; groundwork is being made for another series of conferences in 1957. Meanwhile school and lay people are working together. They are finding that the responsibility for the making of a good teacher extends to all — the parents, the schools, the public, the state. They accept this responsibility, for they know that the wisdom, the zeal, the power of the next generation lie in the hands of the teachers of today, and all America has a stake in the quality of those teachers.



Philippine Terms In Malay*

By D. Robin Famador

ONE will be surprised to know that a good number of the words in our dialects are found in the Malay language. When one recalls that there are close similarities in the different dialects throughout the Philippines from Batanes to Sulu, and from Palawan to Homonhon, a Filipino in Brunei or in any place in the Malay speaking countries where he hears and comes across words that are common and really parts of our vernacular vocabulary will feel that he is still in one of the islands in the Philippine archipelago. A Filipino perhaps in Malaya or Borneo and Indonesia upon hearing or reading the familiar words that are interwoven in the Malay language in these places may wonder if he is still in the Philippines or already outside the country.

Is it the Filipinos who brought the Philippine vernacular terms to the Malay speaking countries? Or, is it the people of Indonesia, Malaya or Borneo who introduced the Malay terminologies in the Philippines? Our history does not show that there were extensive Filipino emigrations to the East Indian countries that might have influence in the introduction of the Filipino vernacular terms in the Malay language. On the other hand our history recorded the waves and waves of Malay immigrations from the East Indies to the Philippines.

It is possible that the waves of Malay immigrants were responsible for the existence of the Malay words in the different dialects in the Philippines. When these Malay immigrants dispersed to the different part or regions in the Islands it would be possible that their language was absorbed in the different Filipino dialects. As the number of the Malay immigrants was only a minority, it would not be possible for their language to thrive. However, a great many of the Malay words found their places in the different dialects in the Philippines. At the present time these Malay words have become parts of the vocabulary of the Filipino people who are speaking the different dialects throughout the archipelago. The rest of the Malay words simply did not find their places in our vernacular tongues. The lack of use of this language by the Malay immigrants in their social relation with the Filipinos in the different parts in the Philippines resulted in its natural death leaving, however, a good many of the Malay words that were budded later in our dialects.

Hence, we find many Malay terms in our Tagalog, Cebuano, Samarino and in other dialects considering the wide distribution of the Malay immigrants in the Philippines.

The writer has a good command of the Cebuano and Samarino dialects and with a fair understanding of Tagalog. If the terms in the different vernaculars can be identified in the Malay language, the number of our Philippine terms in the said Malay language will surely increase. As far as his knowledge of the Cebuano, Samarino and Tagalog dialects is concerned, the writer is able to single out a sizeable number of words in our vernacular tongues from the Malay language that have the same meanings although at times there are slight differences in spellings. Some of these Malay words can be identified as the bases of some of our terms in our dialects.

Below is a list of words from our dialects that are found in the Malay language. In the first column headed "Malay" are the Filipino words as they are used in the Malay language in their spellings are sometimes different. In the second column under "Philippine Terms" are the same words as they are used in our dialects in the Philippines.¹ In the last column, "English Equivalents" are given the meanings of each word.

Malay	Philippine Terms	English Equivalent
Abok	Abog (V), Alicabok (T)	Dust
abu	abo (V)	ashes
anak laki laki	anak laki (V)	son
anak perempuan	anak babae (T)	daughter
angin	hangin (V), (T)	breeze
angkau	ikaw (V), (T)	you
api	apoy (I)	fire
asap	aso (V), osok (T)	smoke
ayer bah	baha tubig (V)	flood
Bacha	basa (V), (T)	read
baju	Bado (S)	coat
bakul	bakul (W), (S)	large basket
banding	tanding (C)	compare
bangsa	bangsa (C)	nationality
bangun	langun (V), (T)	rise
bapa	papa (T), (V)	father
basah	basa (T), (V)	wet
batang	batang V	trunk
bato	bato (V), (T), (S), (I)	stone
bawang puteh	bawang (T)	garlic
bayar	bayad (V), (T), (S)	to pay
bayar balik	bayad balik (V)	refund
Bayaran	bayranan (V)	payment
bengis	bangis (C)	cruel
beranank	panganak (V)	to give birth

In Malay, letter j is pronounced dg as in jar.

¹ The words or letters in parenthesis, (), indicates what places, provinces or people speak such dialects. They are as follows: T—Tagalog; V—Visayan; S—Samarino; I—Ilocano; C—Cebuano; W—Waray; Su—Surigao; Baybay-Ormoc (the people of the town and city of Baybay and Ormoc, Leyte); Tausog (the Moros of Sulu); and S—Leyte (the people of Southern Leyte).

berdua	silang doha (V) dalawa (T)	both	lindong	landong (V), lindong (S-Leyte)	protect from sun
berlainan	kalainan (V)	difference	longar	longay longay (V)	loose
benih	benhi (V)	seeds	ludah	lura (S), (W), luwa (C)	spit
biola	violin (T), (V), (I), (S)	violin	luka	nuka (V)	wound, skin eruption
bola	bola (T), (V), (I), (S)	ball			
buaya	buaya (V), (T)	crocodile	lumba	lumba (V), rumba (S), (S)	race
bukak	bukas (S)	uncover	lumpor	lapoc (C)	mud
bukit	bukid (V)	hill	manok	manok (T), (I), (V), (S)	chicken
bulan	bulan, buan (T), (V)	month	Masam	maasim (T)	sour
bulan	bulan, buan (T), (V)	moon	masin	maasin	salty
bulan bulan	bulan, bulan (T), (S)	monthly	masok	pasok (T)	enter, come in
buat	buhat (V), (T), (S)	make	mata	mata (T), (V)	eye
buta	buta (T), (V), (S), (W)	blind	mati	minatay (V)	dead
Canan	canan (T)	right	menangis	tangis (Baybay-Ormoc), (S)	cry
chin chin	singsing (S), (S)	ring			week
chuka	suka (T), (V)	vinegar	mingu	iingo (T)	poor, miser
Daun	dahun (T), (V)	leaf	miskin	miskin (V)	cheap
dengan	dongan (V)	with	murah	mura (T)	thin
dengar	dongog (V), dingig (T)	hear, listen	nipis	nipis (V), (T)	mosquito
depa	dupa (V)	fathom	nyamok	namop (V), lamok (V), (T)	brains
dingding	dingding (T)	wall, partition			priest
dua	dua (I), dalawa (T)	two	otak	otak (T), otok (V)	bitter
Gantang	Gantang, (V), gatang (T)	ganta	padri	padri, pari (T), (V)	thigh
gunting	gunting (T), (V)	scissors	pahit	pait (V), (T)	forged
Hidong	ilong (V), (T)	nose	paha	pa-a (V)	umbrella
hijau	hilaw (V), (T)	green	palsu	palso (V)	hold
hitam	itom (V), itim (T)	black	payong	payong (V), (T)	short, stout
hujan	ujan (Su), ulan (T) owan (C)	rain	pegang	pogong (V)	full
hukoman	hokom (V)	judgment	pendek	pandak (V)	illness, pain
hutang	utang (V), (T)	loan, debit, owe	penoh	puno (V), (T)	break
ini	ini (S), (W)	this, these	penyakit sakit	sakit (V), (T)	choose, select
jalan	dalan (V), da-an (T)	road, walk, pass	perchak	pusa (V)	plate
jarom	dagom (V)	needle	pileh	pili (V), (T)	door
Kain tudong	turong (S), (W)	veil, head cover	pinggan	pinggan (V), (T)	knife, blade
kambing biri biri		sheep	pintu	pinto (T)	cut
kamejah	camisa (T), (V)	shirt	pisau	pisau (W), (S)	navel
kanak anak	anak (V), (T)	infant	potong	potol (V)	white
kapas	gapas (V), (S), (W)	cotton	pusat	pusod (V)	head, chief
kawat	kawat (S-Leyte), (C)	wire (fine)	puteh	puti (V), (T)	raft
kayu	kahoy (V), (T)	firewood, timber, wood	pangulo	pangulo (V)	taste
			Rakit	gakit (V)	hundred
keju	keso (V), (T)	cheese	rasa	rasa (S), (W); lasa (T)	loss
kelambu	kolambo (T)	mosquito net	ratos	gatos (V)	temple, church
kematian	kamatian (V)	death	rugi	lugi (T)	ache, sick, pain, ill
kerbau	cabao (C), Calabao (T)	carabao, buffalo	Rumah Berhala	Balai ni Bathala (V)	witness
ketam	katang (V)	fresh water crab	Sakit	sakit (V), (T)	wrong, mistake, guilt
ketawa	katawa (V)	laugh	saksi	saksi (V)	same
kilat	kilat (V), kidlat (T)	lightning	salah	sala (T), (V)	boat, flat boat
kiskis	kiskis (V)	scrape			sweep
kita	kita (V), (T)	we, us	sama	sama (C)	
kopi	cafe (V), (T)	coffee	sampan	sampan (V)	
kota	kota (V), (Tausog)	fort	sapu	sapo (S), (W)	
kreta	carreta (T)	carriage, cart	sarang lebah		
kris	kris (Tausog)	dagger	lebah	sarang (C)	web
kuching	coting (S-Leyte), (W)	cat	seluar	sarual (S), (W)	trousers
kulit	kulit (S)	skin, leather, hide	sempit	higpit (V)	narrow
kuku paku	paco (T)	nail	senyum	pahiyum (V)	smile
kurang	kulang (T), (V) kuang (C)		sepuloh	sampo (T), napolo (V)	ten
Lain	lain (V)	less	setengah	katunga, tunga (V)	one half
lama	loma (T)	other	siku	siko (V), (T)	elbow
lampu	lampo (T)	old	sini	sini (Baybay-Ormoc)	here
langit	langit (T), (V)	lamp	sumpah	sumpa, panumpa (V)	swear, oath
laut	lawod (V)	sky	susu		milk
layar	layag (V)	sea	Tabir	tabil (V)	screen
lechak	lusak (S), (W)	sail	tahun	taon (T)	year
lekas	lakas (T)	muddy	tahun tahun	taon taon (T)	yearly
lembot	lambot (T)	soon, quick, strong	takot	takot (T)	afraid, fear
lima	lima (I), (V), (T)	soft	tali	tali (T)	rope, string
		five	tali pinggang	tali	belt

tambor	tambor (T), (V)	drum
tampol	tapac, tocap (V)	patch
tanah	tuna (S), (W)	land
tanom	tanom (T), (V)	plant
telan	tolon (V)	swallow
telinga	talinga (S), (W)	ear
tembaga	tombaga (V)	brass, copper
tembakau	tabaco (T), (V)	tobacco
tempang	kempang, (T)	lame
tendang	tendak (V)	kick
tengah	tongah (V)	half
tengah Hari	tonga sa adlaw (V)	midday
tepayan	tapayan (I)	jar
terbalik	balik (V)	turn over
timbang	timbang (T), (V)	weigh
tolak	tolak (T)	push
tolong	tolong (T)	help
tuala	tualia (V), (T)	towel
tulang rusok	tul-an gusok (S), (W)	rib
tumbo	tubo (V)	grow
tudong	turong (S), (W)	cover, head cover
tunda	tunda (V)	tow
tebu	tubo (V)	sugar cane
tengah	tonga (V)	center, middle
tulang	tulang, tul-an (S), (W)	bone
uban	uban (V)	gray hair

The above words from our dialects that are found in the Malay language are the terms that have survived and have become permanent parts in our native Filipino vernacular tongues.

A Filipino in any place in Indonesia, Malaya, or in Borneo where he always hears familiar words he is speaking in the Philippines feels more or less at home. Upon arrival in these places his language problem is just like the problem of an Ilocano making a sojourn for the first time in Manila; or that of a Tagalog in Legaspi, Albay; a Visayan in San Fernando, Pampanga; a Samarino in Iloilo City; and a Bicolano in Jolo, Sulu. This situation is even made more inspiring when a Filipino in Brunei, for instance, finds the native people who are speaking such familiar tongue in this place to have the same profiles and complexion as the Filipinos.



Reading Matter for New Literates

FOR the social and cultural development of communities in India, Pakistan, Ceylon, and Burma, experts met at Murree, West Pakistan, from June 11 to 18 in a conference organized by Unesco for the planning and production of reading materials for new literates.

Special messages were received at the opening meeting from Governor Mustafa Gourmani and Education Minister Mohamed Addussattar of West Pakistan, United Nations Secretary General Dag Hammarskjöld, Unesco Director General Dr. Luther H. Evans, and S. M. Sharif, a member of Unesco's Executive Board and educational adviser to the Pakistan government.

The meeting was concerned with helping newly literate adults by providing materials of immediate interest suited to their various levels of ability. Four experts in this work from each of the four states took part in the talks and planning. Consultants from Unesco Technical Assistance missions were on hand. The United Nations sent observers.

Books and periodicals for new literates printed in many languages were exhibited, and technical papers about the production of such material in Africa, the South Pacific and Latin America were read.

The Murree meeting was one result of a resolution adopted by the General Conference of Unesco

at its eighth sessions at Montevideo authorizing the Director-General to assist Member States in the planning and reproduction of reading material especially designed for new literates. Dr. Evans decided to concentrate activities for the present on the four Asian states in this task because of great need in the area for the materials.

He requested that the Murree conferees advise him as to what recommendations to make to the four states for Unesco action in this work in 1956, and also upon recommendations for the 1957-58 Unesco programme which will be decided upon at New Delhi in the General Conference session next November.

The progress and the methods of work for new literates that has been done and is being done in that vast region in Asia were reviewed in extensive papers presented at the Murree meeting. The Burma Translation Society's record of publishing on a grand scale over many years was told. Ceylon's experiences in recent work were recounted.

The massive operations in India, in the states, the cities, the villages, were reviewed in a report of a survey made by Mr. Mushtaq Ahmed, director of the Research, Training and Production Center, Jamia Millia Islamia, concerning reading materials for new literates. There are about 72 agencies, official and non-official, producing such materials in the numerous languages of India.

Mr. Ahmed found that: "No systematic study has so far been made in regard to the reading interests and habits of the new-literate adults," and that: "The reading materials produced by the different agencies in India have not been evaluated so far..."

He adjudged India's future needs in this field as including the fixing of a standard of "functional literacy" and a thorough testing of the current methods of teaching to measure their effectiveness. Surveys, studies and training would require five years, he decided.

"The new literates have to be guided and encouraged for a long time, even after the post-literacy stage," said Mr. Ahmed.

In that task the village libraries and librarians were very important, he observed, citing examples of reading being encouraged by offering books having relation to everyday problems of the villagers.

The Unesco exhibit of reading materials exemplified everyday interest. The many booklets shown included one from Egypt, in Arabic, "The Care of Rabbits"; one from Puerto Rico, in Spanish, "Healthy Recreation," and "Willie Saves His Land," from Jamaica, in English.

Pakistani educators have found that there is a great need in Pakistan for literature for new readers and that it should be related to problems of making a living. That point was stressed in the paper written by Samuel Iftikhar and reviewed by Dr. Imdad Husain, secretary of Pakistan's Ministry of Education and secretary of the Pakistan National Commission for Unesco. The paper dealt chiefly with work in villages.

To create interest in learning to read, the villagers were told at first: they would be able to read the Holy Books; to read and write letters; would not be cheated by money-lenders; would understand their own problems better. But that was not enough. Practical profit had to be promised. So the government combined literacy work with the village agricultural industrial programme.

"The fundamental problem in the field of literacy is the paucity of suitable literature for the neo-literates," said the Pakistan paper. "Most of the literacy material in Pakistan at present lacks... useful information which may serve to improve their (adults) professional skill and thus help them to increase their income.

"The widest consultation of people's needs would put the writers wise as to what the people want. This is a matter of investigation, study and observation... No literature can be apt, useful or effective if the basic religious, economic, social, cultural and attitudinal data is wanting."

An extensive review of Unesco's work in the literacy campaign, as well as in general educational work, was given the conference. It was written by Dr. Rupert East, who acted for Unesco in the preparations for the meeting.

Special papers presented included a guide to organization of literature bureaux, by Bruce Rovers; a study of periodicals for new literates, by D. White and R. Laubach; a report on the Latin American fundamental education press, by G. Nannetti; a paper on popular publishing in Britain, by J. E. Morpurgo; and papers on printing processes.



The Teacher as an Artist

By Sloan Wilson

One of the greatest errors of our time is the theory that for some unknown reason, everyone should act like everybody else. We should all dress alike — that appears to be the modern ideal.

It's not only individuals who are expected to conform to the customs of the majority. Professional groups are also expected to melt invisibly into the background. Most ordinary Americans work from nine to five every day, five days a week, fifty weeks a year. Well then, the question goes, why can't everybody do that? If a person lives differently, he faces the silent

accusation: What's the matter with you? Are you lazy? Do you think you're better than other people?

A friend of mine who is a novelist got to brooding a great deal about this. He claimed that the people in the small suburb where he lived resented the rumpled clothes he usually wore, the late hours he kept, and the shabby condition of his lawn and house. "They don't like me because I'm different," he said. After a moment's thought, he added bitterly, "They want a novelist to behave exactly like the average man, but they don't expect the average man to write novels."

Being a novelist myself, this phrase appealed to me. I thought about it a lot, and I suddenly realized that the truth in it applies to a lot of people besides novelists. In general, it applies to all artists. The singer or actress who burns brightly on the stage for several hours each evening needs rest during the day, and may bite the head off anyone who disturbs her. Such people are forgiven for temperament by understanding friends, and should be. Anyone whose work involves unusual strain upon the emotions deserves unusual privileges.

In this respect, teachers are undoubtedly artists as much as writers, painters, singers, and all the others. I know this to be true, because for a brief time I taught, and I found the strains to be very like those involved in writing a novel. The intensity of emotion is enormous in both kinds of work. The effort to bring vague ideas into sharp focus and to find precisely the right words for them is very similar in teaching and writing. At the end of an hour-long class, I was even more tired than I usually am after an hour at the typewriter. Elementary school teachers seem to me to be under special strain, because they are constantly called upon to reassure as well as to

teach. Their emotions are as deeply involved in their work as those of any artist.

People want teachers to behave exactly like the average person, but they don't expect the average person to teach children all day. That is something I remember whenever I hear a teacher criticized. Teachers, like other artists, are tired because of the enormous strains upon them, and they need all the special privileges they can get. They need a short work day, and they need to be able to afford to take that long summer vacation as a vacation. No artist can work from nine to five, five days a week, fifty weeks a year. Teachers, like other artists, need leisure, and they also need appreciation. Actresses get applause, and novelists get fan letters.

Maybe it's time for parents and other people to begin writing fan letters to teachers. "My daughter came home happy today," such a letter might begin, "and I think a lot of her happiness is due to you..."

I'm going to get busy and write a letter just like that right now.

—Reprinted from *The Instructor*, May, 1956
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From the Tribe to the Town

Studies of Urban Life in Africa

By Bertha Gaster

I REMEMBER an African I saw ten years ago, while touring the sandy wastes of Northern Kenya with the District Commissioner. He came striding towards our car out of nowhere, the sun gleaming on his bare body, on his beaded belt and long swinging earrings, a lion's manehead-dress blowing in the wind. "Chief of some sort" said the District Commissioner. "Hallo, where are you off to?" he shouted as the man came abreast. "Home, over there," he cried, waving in a wide sweep towards the west. "Where have you come from?" "The Victory March in London," was the calm reply, as he lifted his hand in salutation and strode on.

That was an extreme case of the impact of two cultures — the sudden confrontation of an African from one of the most remote and inaccessible districts of Kenya with the full flower of urban civilization. But

the tide of technical change and western patterns of development is slowly surging over Africa, from the little carpet-weaving factory in a corner of Uganda to the diamond mines of Tanganyika, and is making itself felt on the weakening fabric of tribal life.

Town life and industrialization, though still on a comparatively small scale are spreading; day by day more Africans leave their tribal background for a new urban life in town. An urban life, true, that is still for the most part temporary, parttime, though slowly changing. In an enquiry at Elisabethville, in the Belgian Congo, a number of town dwellers were asked where they wished to end their days; practically all replied "In the village." But as the speed of industrial and urban development quickens, the problems of the African's adaptation, education, integration, become increasingly urgent and, for their solu-

tion, a knowledge of the facts of his urban existence, and his changing attitudes and reactions, become increasingly important.

In the old days, for instance, a man's marriage in the village was the occasion of minutely-detailed and well-understood arrangements between families, regulated by intricate taboos of blood, affinity and tribe. But what does an enquiry in a town like Stanleyville, in the Belgian Congo, reveal to-day? That the first marriage tends to follow the old tribal customs; but that after a divorce, the man, now somewhat acclimatised to town surroundings, is likely to abandon some of the old customs and choose for himself a girl he has possibly met at the market, or at the mission, or at a football match. Of the same tribe? In another enquiry at Stanleyville, most of those asked did not care. "It used to matter to our fathers, but *we* live in different times." One of them, however, admitting he would prefer a girl of his own tribe, added wistfully "I don't know why; my heart tells me so."

And what about the question of occupation when an African comes to town, and takes up some unskilled work for a money wage? What does he really want most, which would he pick if he had the choice, work that gives him pleasure for a modest salary, or disagreeable work with a good salary? Another enquiry among unskilled workers in Stanleyville gave an overwhelming vote in favor of work that "gives pleasure."

Two years ago a conference was held at Abidjan, in French West Africa, bringing together sociologists, administrators, research workers and technical advisers with experience of social problems in Africa. It was organized by Unesco and the International African Institute and provided a general view of the problems encountered in the region, as regards the social impact of industrialization and urban life; it indicated possibilities for future research and aimed at promoting closer collaboration among those responsible for dealing with these problems. A book has come out of it, a book of 800 closely-packed pages, entitled "The Social Aspects of Industrialization and Urban Conditions in Africa South of the Sahara." Designed, as it were, around the Conference, the book contains a general study of the demographic, economic and social situation of Africa today south of the Sahara; a number of résumés of the main studies made in the past few years on aspects of urban and industrial development; a detailed account of part of a pilot investigation at Stanleyville fifteen papers on allied subjects representing contributions from experts present at the Conference, and full documentation and descriptions of the various methods and techniques used. In fact, as complete a picture, and as full a body of information, as can reasonably be compressed into one volume.

The serious student of African sociology will find

"Social Aspects of Industrialization and Urban Conditions in Africa South of the Sahara" invaluable for his work, with its wealth of information, carefully controlled statistics and techniques, and its indications for future research.

But despite its somewhat portentous title, the casual but interested reader will find the book packed with intensely human facts, with extraordinarily interesting examples of tests given, of questionnaires answered, of incidental asides lifting a little higher the curtain that for long has hidden African from European. One of the questionnaires in Stanleyville, for instance, asking "What, in your opinion, are the three best virtues and the three worst faults of the whites," revealed that the whites were almost never judged on their own individual qualities but almost entirely in relation to Africans — "They work for the Negroes, they build schools," or, "They cheat the Negroes, they are unjust" — displaying in a flash the pressures of a colonial system on the lives of the Africans, both for good and bad. Again, in the same pilot investigation, there is a full account of the hundreds of associations which spring up in a town, most of them quite unknown to the white population, to which nearly every urban African belongs, and which form part of the vast network of mutual help which binds African life together. Every tribal group has its association, every profession has its association, and others are on a purely neighborly or friendly basis; some collect for festivals, some for discharged prisoners, some for funeral needs. "At a death" said one, "we give 500 francs, as well as the coffin, two pieces of material, two bars of Lux and scent." "No," said another. "We are not for profit, or aid; only to provide songs to give people pleasure at festivals."

Even the descriptions and analyses of the scientific methods of investigation contain small human pictures which in themselves illuminate the whole problem of the African facing a new world, and trying to come to grips with it. In the case of the research at Stanleyville, for instance, a few of those questioned were frightened to answer. The research workers, they said, seemed too kindly to be real Europeans; were they not, asked the Africans, the spirits of their ancestors come to make contact with their descendants; if they replied to these questions, might it not mean that they would have to go and work in Europe after their death?

In another enquiry, at Thies, in Senegal, the Africans were more lively and curious: "Now I have told you everything, tell me why you want to know." Finally, as confidence was established, came the determining motive that induced them to answer whatever they were asked: "To give pleasure to the European who wants to know about our way of living."

—(UNESCO)

The Three Types of Principals Today

By Benjamin C. Juanta

WE have in the field today three types of school principals, namely: (1) The Indifferent Type; (2) The Over-Zealous Type; and (3) The Cautious-Progressive Type. It is the purpose of this article to attempt to give a picture of each of these types.

The Indifferent Type

The writer overheard a fellow-teacher say, "Our principal told us not to worry about the modern techniques of teaching. We can use any method we want, provided our pupils learn. Only, we must have a 'Long Range Plan' available so that we will have something to present to our visiting supervisors, when they ask for them."

This kind of attitude of some principals in the field has made many a teacher lose interest in improving their methods of teaching. Instead of trying their best to learn about the newest teaching practices which have been found to be more suited to our present pupils and the Community Education Program, the teachers have developed an equal or perhaps even greater feeling of indifference. "Where the head goes, the tail follows," says an old adage.

The main justification advanced by these principals is that leaders and educated men of today, and even the present crop of teachers, were taught with the traditional method of teaching. Yet they are what they are today. They fail to realize that society is an ever changing institution. What may be true today, may not have been true years ago. What may be considered conventional at present may not have been conventional in the past. Our present pupils live in a more complex society than these leaders and educated men did. There are now so many civic, social, cultural, and scientific aspects of modern life that bear significant effects upon the daily lives of our present pupils. Thus, there is indeed a necessary change or improvement in the school curriculum and in the methods and techniques of teaching.

Moreover, it is suspected that there is another reason for this indifference of these principals to progressive teaching: They do not want to bother themselves with reading books and magazines on modern techniques of teaching because it will be an added burden on them. So, they resort to the "laissez faire" type of supervision for their convenience.

The Over-Zealous Type

There are also those principals who are over-zealous in their desire to see that the newest trends in teaching are adopted and practiced by their teachers. They do not even try to take into consideration the abilities and interests of their teachers. What they hold all important is that their teachers should be the first or among the first in their district to adopt the newest in teaching trends. So, they want their teachers to prepare this kind of lesson plan, adopt this kind of technique, and do these kinds of activities just so it could be said that they are using the modern trends of teaching.

One teacher I know of was audacious enough to ask her principal just how his ideas could be successfully carried out. She received the curt reply, "Read professional books and magazines. That is why you are required to buy at least one professional book a year and subscribe to one of the educational magazines. You are responsible and intelligent enough to get from these sources what you think is useful for the accomplishment of our aims." Of course the teacher was embarrassed. She wanted to answer back; but for fear that further remark from her would only aggravate matters, she reluctantly sat down.

When such a thing happens, a strained relationship is created between the superiors and the teachers. Teachers even lose their confidence in the leadership of their superiors.

The Cautious-Progressive Type

However, we have principals who are progressive and democratic in their supervision of their teachers. Instead of ordering them they encourage them to read and learn more and more about the newest trends in teaching. No coercion is used. They initiate in-service education of teachers for their professional growth and for the improvement of their teaching techniques. They are always ready to give suggestions to their teachers regarding their teaching difficulties and advice concerning their personal problems. They too are reading and studying what they ask their teachers to read and study. They always try their best to help solve all problems and clarify all doubts of their teachers regarding teaching. How-

ever, when they could not satisfactorily do so, they tactfully present such problems to their teachers for the whole group to solve. These problems may become the subject of their in-service education.

Moreover, they are alert to their teachers accomplishments and progress. And when they notice or spot such accomplishments or progress, they are quick to express their appreciation or commendation. This spurs the teachers to work harder and with light hearts.

When they notice shortcomings or mistakes, they use, as much as possible, positive criticism. They likewise suggest the proper remedy by way of suggestion. In this way, the teachers do not feel embarrassed or slighted.

These are the three types of school principals who are in the field these days. A great many are still of the first type. They must therefore be made to feel and understand that as heads of learning institutions they must open their eyes and minds to the needs of the times.

Of the second type, there are few, but these overzealous few must needs be tempered in their enthusiastic response to progressivism, in order that their hastiness will not incite undue prejudice against progressive teaching.

And as for the third type, it is earnestly hoped that they will not slacken in their cautious approach to progressive teaching. They are the kind of principals we need. May their tribe increase.

Teachers Annual Income: A Study

By Florencio Buen

THAT the socio-economic status of teachers affect their work has been recognized by those who conducted the experiment in Iloilo on the relative effectiveness of the vernacular and of English as media of instruction in Grade One, to wit:

At the time when the final tests were given to the pupils in both the experimental and control groups in April, 1949, a questionnaire was also administered to the teachers, which aimed to inquire into their socio-economic conditions under which the teachers lived as this had much to do with the kind of instruction they could give the children, and an inquiry into this matter was essential to an adequate interpretation of the results of the experiment.¹

It is construed in the quotation above that the higher or more stable is the socio-economic status of teachers, the better is the kind of instruction they can give the children or there would have been no need for those who conducted the experiment to equate the teachers socio-economically in both the experimental and control groups.

A study was conducted by the writer last school year to find out the socio-economic status of the public

elementary school classroom teachers in Mountain Province. A questionnaire was administered to 656 representative teachers taken by random from all over the province. Of this group of teachers, 399 were married, 229 were single, and 28 were widowers and widows.

The socio-economic status of teachers include many factors among which are the educational attainment and occupation of teachers' fathers, mothers, wives or husbands; the teachers', wives' and husbands' salaries annually, the number of children they have, the number of children going to school, the sources of income outside the profession; the average yearly income, savings, deficits, and affiliations. Since the complete findings in the study are too voluminous for a single article, only the teachers' annual income is treated in this article.

Four hundred twenty-five of the teachers investigated or 64.79 per cent of the actual total received salaries that ranged from ₱1,680 to ₱1,739. Most of the teachers, however, received ₱1,680 per annum or ₱140 a month which is the basic salary for elementary teachers certificate graduates. Those who received higher salaries than this rate have been adjusted in salary in accordance with Republic Act 842. Those teachers who received annual salaries lower than ₱1,680 were high school graduates or secondary normal school graduates. The mean of the annual salaries

¹ Bureau of Public Schools, "The Relative Effectiveness of the Vernacular and of English As Media of Instruction In Grade One".

of the teachers was ₱1,731. Table I shows the annual salaries of the teachers investigated.

Out of the 656 teachers, 380 or 57.93 per cent of the group had their salaries as their sole source of income and 276 or 42.07 per cent had their wives or husbands earning. Table II shows the amount of the teachers' wives' and husbands' salaries. Only 63 teachers or 9.60 per cent had sources of income other than their salaries and that of their husbands' and wives. Five hundred fifty-nine or 85.21 per cent of the group had not other source of income. The mean of the income of the 63 teachers with income from other sources was ₱685.00 annually.

The annual income of the teachers' wives and husbands ranged from below ₱1,200 to ₱5,039. The mean of the group's income was ₱1,350.24 annually. The majority as shown in Table II are found in three intervals; namely, ₱1,400—₱1,679 with 65 cases or 16.29 per cent of the actual total number of cases, ₱1,680 - ₱1,919 with 85 or 21.30 per cent and ₱1,920 - ₱2,159 with 30 or 7.50 per cent. It is of interest to note that 98 of this group or 24.56 per cent had no income at all.

Table III shows that 315 teachers or 48.02 per cent of the total number of cases investigated had a total annual income of ₱1,500 - ₱1,999. The amount of income in this table includes the teachers' salaries and that of their husbands' or wives' as the case may be, and income from other sources such as produce from lands, rentals of buildings or lands, sales of stock animals and others. Those shown in the table with substantial amounts of income were husbands or wives of businessmen, lawyers, doctors, accountants, and engineers. Those teachers with their husbands or wives also teaching had total income that ranged from ₱3,000 to ₱3,999. The twenty-four cases with ₱1,000 - ₱1,499 income were mostly those who were high school and secondary normal graduates. The mean of the total amount income was ₱2520 or ₱210 a month. As to the adequacy of their total income, 525 cases or 80.03 per cent deemed their income inadequate and 131 or 19.97 per cent deemed it adequate. Table IV and V shows the savings and deficits, respectively.

TABLE I
ANNUAL SALARIES OF TEACHERS

Annual Salary	Number of Teachers	Percentage of Actual Total (656)
₱2400 - ₱2459	4	.61
2340 - 2399	0	0
2280 - 2339	2	.30
2220 - 2279	0	0
2160 - 2219	16	2.44
2100 - 2159	1	.15
2040 - 2099	18	2.74
1980 - 2039	0	0
1920 - 1979	32	4.88
1860 - 1919	8	1.22

1800- 1859	41	6.25
1740 - 1799	8	1.22
1680 - 1739	425	64.79
1620 - 1679	0	0
1560 - 1619	40	6.10
1500 - 1559	0	0
1440 - 1499	61	4.30
Total	656	100.00

TABLE II
ANNUAL INCOME OF HUSBANDS AND WIVES OF TEACHERS

Annual Salary	Number of Husbands And Wives	Per Cent of Actual Total (399)
₱4880 - ₱5039	2	.50
4560 - 4799	0	0
4320 - 4559	0	0
4080 - 4319	1	.25
3840 - 4079	0	0
3600 - 3839	4	1.00
3360 - 3599	9	2.26
3120 - 3359	8	2.01
2880 - 3119	2	.50
2640 - 2879	5	1.25
2400 - 2639	2	.50
2160 - 2399	12	3.01
1920 - 2159	30	7.50
1680 - 1919	85	21.30
1440 - 1679	65	16.29
1200 - 1439	27	6.77
Below 1200	24	6.02
None	98	24.56
Sub-total	374	93.73
No answer	25	6.27
TOTAL	399	100.00

TABLE III
TOTAL ANNUAL INCOME OF TEACHERS

Total Annual Income	Number of Teachers	Per Cent of Actual Total
₱7500 - ₱7999	1	.15
7000 - 7499	0	0
6500 - 6999	0	0
6000 - 6499	5	.76
5500 - 5999	3	.46
5000 - 5499	12	1.83
4500 - 4999	13	1.98
4000 - 4499	13	1.98
3500 - 3999	55	8.38
3000 - 3499	125	19.05
2500 - 2999	42	6.40
2000 - 2499	48	7.32
1500 - 1999	315	48.02
1000 - 1499	24	3.00
Total	656	100.00
Mean — ₱2520		

TABLE IV
AMOUNT OF TEACHERS' SAVINGS

Amount of Savings	Number of Teachers	Per Cent of Actual Total
₱1400 - ₱1499	6	.91
1300 - 1399	0	0

1200 - 1299	0	0
1100 - 1199	0	0
1000 - 1099	2	.30
900 - 999	3	.46
800 - 899	0	0
700 - 799	2	.30
600 - 699	0	0
500 - 599	2	.30
400 - 499	1	.15
300 - 399	1	.15
200 - 299	7	1.07
100 - 199	10	1.52
Below 100	15	2.29
None	570	86.89
No answer	37	5.63
Total	656	100.00
Mean — P430		

TABLE V
AMOUNT OF TEACHERS' DEFICIT

Amount of Deficit	Number of Teachers	Per Cent of Actual Total
P1400 and above	20	3.05
1300 - P1399	4	.61
1200 - 1299	2	.30
1100 - 1199	6	.91
1000 - 1099	3	.46
900 - 999	7	1.07
800 - 899	5	.76
700 - 799	10	1.52
600 - 699	22	3.35
500 - 599	51	7.77
400 - 499	42	6.40
300 - 399	39	5.95
200 - 299	85	12.96
100 - 199	175	26.68
Below 100	48	7.32
None	96	14.64
No answer	41	6.25
Total	656	100.00
Mean — P363		

We cannot interpret fully the amount of income of the teachers unless we take into consideration the fact that they are not all married neither are they all single. In the discussion of their income, therefore, it is well that the income of the single and the married teachers be taken up separately. The interpretation of their income will be based on the retail and cost of living indices and the purchasing power of the peso. By so doing, we can see whether the income of the teachers is adequate or not.

Let us take first the teachers who are not married. The mean of the annual salaries of teachers is P1731. It was found out in the study that the average teacher support 3 or more people other than their children. For unmarried teachers therefore, they are supporting 3 people and that their income per annum is P1731 since the average teacher has no other source of income.

Among the married teachers, their annual income shall include their husbands' and wives' salaries.

Table II indicates that the mean of the salaries of the teachers' husbands and wives is P1350.24. For the sake discussion this amount shall be added to the mean of the teachers' salaries to denote the total income of married teachers. Among married teachers, therefore that is in the case of those whose husbands and wives are earning, the total income will be P3081.24. In the case of those whose husbands and wives are not earning, the total income will be P1731.00 which is equal to the annual income of unmarried teachers. For this matter we cannot add the income from other sources outside the profession since only an insignificant number have such additional income.

It was found out in the study that the average married teacher has 7 children and that he supports three people other than his children. We can say then that the married teacher supports ten people. How adequate is the income of the average teacher? This will be the center of focus in the interpretation of the annual income of the teachers.

The monthly income of the unmarried teachers and married teachers whose husbands and wives are not earning is P142.58 and that of the married teachers with their spouses earning is P256.75. According to the percentage basis, a family budget is itemized as follows: ²

Food	50%
Shelter	20%
Clothing	10%
Miscellaneous	10%
Savings	5%
Recreation	5%

On this basis the amounts in Table VI have been computed. The budget includes the item, shelter. The writer found out in his study that only 21.04% of the teachers were renting. However, the amount for shelter in the budget does not mean extra money for those who are renting as the budget does not include an item for education.

TABLE VI
BUDGET OF TEACHERS' INCOME

Items	Percentage	Amount based on P142.58	Amount based ¹ on P256.75
Food	50%	P71.29	P128.37
Shelter	20%	28.51	51.34
Clothing	10%	14.26	25.68
Miscellaneous	10%	14.26	25.68
Savings	5%	7.13	12.84
Recreation	5%	7.13	12.84
Total	100%	P142.58	P256.75

² Lourdes Astraquillo-Ongkeko, "Managing The Family Budget," *The Sunday Times Magazine*, Volume X, No. 362, August 14, 1955, p. 29.

As judged from the number of children and people supported by teachers, 4 for unmarried teachers and 10 for those who are married, the current prices of commodities, and the purchasing power of the peso, the amounts appearing under columns 3 and 4 of Table VI are inadequate. For instance, for food under column 3, for a married teacher whose spouse is not earning and is supporting ten people, the amount allotted for each dependent will be ₱7.13 and for clothing, ₱1.43 only. By any standard, this income for a married teacher whose spouse is not earning is inadequate. It is not as bad for married teachers whose husbands and wives are earning as appears under column 4 for the individual allotment for food will be ₱12.84. However, this amount is still considered inadequate taking into consideration monthly food consumption. For unmarried teachers and married teachers who have no children, it can be said that their plight is not as deplorable as those who are married with six or more children.

We can understand further the inadequacy of the teachers' if we shall compare the cost of living before the war (1941) and now. Table VII shows the purchasing power of the peso based on the retail and cost of living indices. The average monthly salary of teachers before the war was ₱79.02.³ For the absence of data, let us suppose that this was still the average monthly salary in 1941. Apparently, this monthly income does not include the teachers' husbands' and Wives' income. Let us compare it then with ₱142.58 which is the average monthly income for unmarried teachers in this study. The retail price index for 1954 is 2.8 times bigger than that of 1941 and the most of living index for 1954 is 3.19 times bigger than that of 1954. It is very clear that the salaries of the teachers did not increase proportionately with the cost of living. Whereas the cost of living has gone up three times, the teachers' salaries has been increased less than two times.

If the teachers' monthly salary of ₱142.58 were evaluated to pre-war value of the peso base on the ₱44.64 only while the average salary for teachers in the pre-war years was ₱79.02 as has been stated earlier. It can be said then that the real wage of teachers now is very much lower than the pre-war years.

TABLE VII

PURCHASING POWER OF THE PESO BASED ON THE RETAIL PRICE INDEX AND COST OF LIVING INDEX (1941=100)¹

Periods	Retail Prices 1941=100	Value of the Peso 1941=100	Cost of Living 1941=100	Value of the peso
1941	100.0	1.0000	100.0	1.0000
1949	260.6	.3837	343.7	.2910

1950	274.4	.3644	359.4	.2963
1951	312.1	.3204	359.4	.2782
1952	297.7	.3360	346.4	.2887
1953	289.7	.3452	326.4	.3064
1954	280.0	.3571	319.4	.3131

Such is the income of the teachers. It was not surprising to find out that most of them incurred deficits and only a small number had savings. Among some savings is an exception and that the incurrence of deficits is a general rule.

What then can be done for the teachers?

Teachers' salaries should be increased proportionately with the rising cost of living. Unless this is done the teachers cannot maintain a standard of living equal to the demands of the profession. "Teachers gain in standard of living during periods of stability and they lose during periods of inflation."⁵ The salaries of teachers have been increased about two times that of pre-war years as has been stated earlier but the cost of living has gone up more than three times. The outlook in 1956 is still darker, to wit:

Then there is the problem of an increasing cost of living. Businessmen and manufacturers are unanimous in forecasting a rise in living costs in 1956. And to them this is the number one spectre to combat during the year, if the country is to survive any internal dislocation.⁶

The teachers then will suffer another jolt due to this increase in the cost of living. An economic analyst said that teachers' salaries must rise substantially faster than prices, and they must rise somewhat faster than other wages.⁷ Unfortunately, this is not so in the Philippines. Increases in teachers' salaries are effected only after the rise in cost of living. While the teachers' salaries have been increase two times only, the laborers' wages have been increased 400% per cent since 1941.⁸ There is definitely a need in our country for educational administrators cost of living so that remedial legislations can be to keep posted on the salaries of teachers and the done most timely.

³ Benigno Aldana, *The Educational System of the Philippines* (Manila: University Publishing Company, 1949), p. 335.

⁴ *Central Bank Economic Indicator*, Vol. IV, No. 2, December, 1954.

⁵ Harold F. Clark, "Teachers' Salaries and the Cost of Living," *The School Executive*, November, 1954, p. 22.

⁶ Salvador P. Bigay, "The Business Outlook For the New Year," *This Week*, Vol. XI, January 1, 1956, p. 8.

⁷ Clark, *op. cit.*, p. 22.

⁸ ———, "Equal Pay For Equal Work," *The Sunday Times*, Vol. XI, September 11, 1955.

A Plea for Self-Assertive Filipino Teacher

By Dominador R. Coralde

TO be able to greet you and convey this message, in a fraternal way, is both a privilege and a pleasure to me, for which I am deeply grateful to the Editor of the *Philippine Educator*.

In this brief message, let me point out an incongruity in the teacher's life, hoping thereby to help in a humble way right a deep-rooted wrong. He teaches integrity of character and strength of conviction, calling upon his pupils to emulate Rizal, Bonifacio, Mabini, and other national pillars for their unyielding spirit in the face of great odds and for their courageous espousal of a just cause. These are the men, he would tell his class, who did not barter conviction for a mess of pottage and who refused to bend their knees to worship at the feet of false gods.

And yet in the teacher's daily acts he evinces utter lack of self-assertiveness; he takes almost everything with complacency. Thus, he lacks the courage to comment openly on vital national issues even on those affecting directly his welfare — always fearful, it seems, of displeasing the Olympian gods.

In conferences, for instance, the teacher's reaction is invariably one of the acquiescence to nearly every proposal presented by so-called higher authorities. To them to raise a question or express a dissenting, though well-considered and honest opinion, is a sin bordering on sacrilege. Yet immediately after such meetings many of them would bitterly express their dissent to some of the measures adopted. Then, in subdued tones, they voice injustices or abuses supposedly committed against them. Of what use are such objections when they are expressed in corridors or comfort rooms? What is worse is when someone files a complaint against alleged corrupt officials, and such complaint is investigated, those "with the goods" get cold feet and naturally the inves-

tigation goes nowhere. To such kind of teachers a well-placed educator said with disgust, "They are a bunch of cowards. They deserve the kind of administration they have."

Equally to be condemned is the pathological weakness of school officials who allow themselves to be dictated to by 'outsiders' especially in the appointment or transfer, let alone promotion, of teachers — all for the sake of "cooperation." Promotion by 'seniority' or through sheer merit is becoming more of a myth. 'Political patronage' is the main consideration. So dispiriting is the trend that another well-meaning educator commented quite bitterly when he said, "It will not be far distant when the schools will be run by people of hardly mediocre ability."

To this attitude of indifference bordering on meekness, if not blind obedience, may be attributed the present lot of teachers which leaves much to be desired. To this weak-kneed attitude may be ascribed the absence in our country of an intelligent and militant public opinion which is the bulwark of democracy. As a river cannot rise higher than its source, so can the citizenry be any more assertive than the teachers who mould the minds and character of the citizens.

If we desire to rise to a level where we can effectively render a maximum of public service, and if we hope to produce citizens who will zealously stand guard over our democratic institutions, let us break away from the grip of slavish mentality, so that we can inspire and develop a strong, fearless and vigorous public opinion which is the bulwark of a truly democratic society.

In fine, this is a plea for an intelligent, dynamic and constructive self-assertion of the Filipino teacher.

Growing Up to be Happy and Successful*

WILL Your Child Grow Up To Be Healthy, Happy and Successful?

The answer depends in part on the love, wisdom and patience of his parents during his childhood years.

The mental and emotional health of your child is as vitally important as his physical welfare.

Here are a few suggestions for the guidance of parents who want to do their best for their children. The suggestions have been approved by authorities in child psychology.

1. One of your child's greatest needs is a feeling of security. Be willing to stand by him and help him in time of trouble or difficulty, so that he will not feel abandoned or alone.

But in supporting him, try to avoid making him feel that he can disregard or escape his own share of responsibility. He'll have to learn to accept the consequences of his own acts.

2. Show by your words and actions that your child is loved and wanted.

This does not mean spoiling and over-indulgence, or letting him have his own way all the time.

3. Obedience that lasts (when you are out of sight) grows out of love, because children, like all human beings, want to please those they love.

Avoid trying to build obedience through fear, threats or bribes of gifts or promises.

4. Try to be as consistent as you can in the way you act towards your child.

For example, since there are times when you must reprove a child for his display of temper, try to avoid showing anger yourself.

5. It is natural for children to have primitive impulses. Do not be shocked or excited when they show behavior such as anger, cruelty, envy, jealousy, or sexuality. Be calm, tolerant and understanding.

Remember that children are not born with a knowledge of what constitutes aged behavior. They have to learn how to control their natural human emotions and they must not be shamed or humiliated in the learning.

6. Answer all your child's questions as frankly and honestly as you can. But tell him only as much as he asks for and can understand.

When your child asks a question, don't hedge, evade, or give untrue answers. If he is old enough to ask, he is probably old enough to expect and receive an honest answer.

7. Give your child a chance to become independent and responsible. Little by little, decrease your own control.

A child develops more rapidly and normally if you avoid "babying" him or making all his decisions for him.

8. Help your child to learn from mistakes—we all make them.

Don't let your child feel that a mistake is something to be ashamed of. Explain how mistakes helped you to learn things when you were little.

9. Have fun with your children. This means doing things *with* them rather than *for* them.

When your child is only a spectator, he may feel somewhat inferior. But when he joins you as an equal in some game or project, he learns to *do* things and enjoys the feeling that he is respected.

10. Include your children in some of your own social gatherings when appropriate.

When visitors come, let your children meet them naturally, as respected members of your family. Try to avoid showing them off or treating them as inferiors or nuisances.

11. Let your child grow at his own pace.

Avoid holding your child back when growth is pushing him forward. On the other hand, don't push him forward into changes for which he is not ready.

12. Strive for your child's normal growth and development, rather than perfection.

Improvement is desirable but perfection is impossible. Do not expect more than your child can do, and above all, never chide him for not being as smart as some other child.

In General

The procedures indicated herein are important for practically all children.

They provide goals which parents should strive to achieve if they wish to do their best for their children.

Few parents can achieve all these goals all of the time. If you lose patience, become angry or forget and do the wrong thing sometimes—don't be discouraged, keep on trying to do your best.

The most important single thing that a parent can do is to realize that children are not all alike. Make a sincere effort to understand each child's own natural characteristics—accept each child as a distinct individual.

Give these principles a fair trial. Then if a child still presents some important behavior problem which baffles you, consult your doctor, your children's clinic, or your family service agency.

* The Mental Hygiene Council of the Public Federation, Cincinnati 2, Ohio.

Beneficiary Receives PPSTA Aid



PPSTA DEATH AID checks in the amount of ₱500 being delivered by District Supervisor Guillermo Santileces, to Emilio R. Garcia, husband and beneficiary of the late Asuncion E. Garcia, who was a regular teacher in the Bagamanoc Central Elementary School, Bagamanoc, Catanduanes. Those in the above

photo are, from left to right: Carmen Eubra, younger sister of the deceased; Jose C. Velasco, elementary school teacher; District Supervisor Guillermo Santileces; Mary Grace, eldest and only daughter of the deceased; Emilio R. Garcia, husband of the deceased, and Florente Garcia; youngest son of the Garcias.

Republic of the Philippines
Department of Public Works and Communications
BUREAU OF POSTS
Manila

SWORN STATEMENT
(Required by Act 2580)

The undersigned, RICARDO CASTRO, Editor of THE PHILIPPINE EDUCATOR, published monthly in English and Tagalog at 27 Banawe Street, Quezon City, after having been duly sworn in accordance with law, hereby submits the following statement of ownership, management, circulation, etc., which is required by Act 2580, as amended by Commonwealth Act No. 201.:

Name	Post Office Address
Editor: RICARDO CASTRO	27 Banawe St., Q.C.
Managing Editor: QUIRICO A. CRUZ	27 Banawe St., Q.C.
Owner: PHIL. PUB. SCHOOL TEACHERS ASSN.	27 Banawe St., Q.C.
Publisher: PHIL. PUB. SCHOOL TEACHERS ASSN.	27 Banawe St., Q.C.
Printer: BUSTAMANTE PRESS, INC.	15 España Ext., Q.C.
Office of Publication:	27 Banawe St., Q.C.

In case of publication other than daily, total number of copies printed and circulated of the last issue dated August, 1956:

1. Sent to paid subscribers	16,500 copies
2. Sent to others than paid subscribers	3,500 copies
Total	20,000 copies

(Sgd.) RICARDO CASTRO
Editor

Subscribed and sworn to before me this 3rd day of October, 1956, at Quezon City, the affiant exhibiting his Residence Certificate No. A-4568359, issued at Quezon City, on February 7, 1956.

(Sgd.) EMILIA FERNANDO-CRISTOBAL
Notary Public
Until December 31, 1956

Doc. No. 107; Page No. 54; Book No. I; Series of 1956.