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'The Perfect Cone'

Mayon Volcano in Legaspi, Albay



Garcia Speaks to the Teachers

By Benito Mencias

Well, not actually. As he stood at the Luneta in white tie and tails delivering his inaugural address as fourth President of the Third Republic, Garcia was speaking to all the people. But he stressed moral values so many times he sounded like a teacher conducting a teacher's seminar on social science.

Come to think, this should be no surprise to you. Carlos Polestico Garcia was plain Mr. Garcia when he was handling an elementary school class in his hometown of Talibon, Bohol. That was how he started his career in public life. But probably because of the local prestige that a teacher quickly develops, the political bug got him. His fellow teachers soon learned that he had left the service and was now working for a law degree in Manila. The news after that was incredible: he had been elected governor of Bohol, representative, senator, Vice President of the Philippines. Now he was at the Luneta starting his administration — as other Presidents of the Philippines had done before him — with a definition of the objectives of his magistracy. But he still sounded like a teacher.

Except for the drone of warplanes overhead and the rumble of military vehicles during the long parade, the inauguration was quiet. If there was a surge of public enthusiasm over the installation of the new President, it was hard to detect. Hundreds of thousands of people milled at the Luneta in December 1953 when Magsaysay was inaugurated. Compared to the throng that fought to touch or at least get a close look at Magsaysay, the crowd that turned up for Garcia was a mere handful.

Yet it was Garcia who seemed to be in contact with the situation, who could articulate the needs and planning required in a time of trouble.

The character of the inaugural, as some critics have pointed out, was incongruous. This was true enough. After announcing a policy of austerity, the least he could have done was to be consistent by dressing up and celebrating the occasion simply. By example he could then have dramatized the precept. Instead, he showed up in white tie and tails — the very antithesis of austerity — and hosted a glittering reception at Malacañang.

But this can be attributed to the expansiveness generated by political victory and easily forgiven.

At all events, it is doubtful if his words would have been less cogent if he had turned up in simpler attire. In one of the shortest inaugural addresses on record, he left no doubt that he knew the nation's problems and exactly how he would deal with them.

He had words especially for the teacher:

"The education of the youth, being essential to the progress of the nation and to the preservation of the freedom we have won, will receive increasing attention from this administration.

"I believe in preparing the youth of the land intellectually and morally for the responsibilities and leadership they have to assume later in life. Since our economic development is the center of our common effort at this juncture of our national life, the education of our youth should henceforth lay emphasis on science, industrial and agricultural technology.

"But with all our preoccupation with the national wellbeing, we cannot afford to neglect the moral and spiritual aspects of our national life. Together with the increasing abundance, we need to

strengthen our moral fiber. Our spiritual virtues must be constantly fortified. A nation does not live by bread alone, and no profit is gained in strengthening its economy if in doing so it loses its soul. "The ruins of once mighty empires now buried under the dust of oblivion constantly remind us that material progress, unless based on a foundation of morality, eventually destroys itself."

You might with profit read that paragraph all over again. It was Garcia's central thought. Around this central idea everything else in his address revolved. "I serve notice that the war against graft and corruption will continue with unabated zeal without fear or favor. Dishonesty and inefficiency in public service will be dealt with firmly but justly. By the same token honesty and efficiency should be rewarded generously. In dealing with these things I intend to use preventive measures to minimize, abolish, punitive measures."

He developed his economic program in this fashion: "As a people we prize highly the moral and spiritual values of life. But the realities of the moment have made us more preoccupied with economic problems chiefly concerning the material values of "national life."

"It is a strange paradox that while the basic articles in our fundamental economy are rice and fish, we are not self-sufficient in both from time immemorial. We have gone into extensive plans and schemes in industrialization, foreign trade, foreign exchange and similar matters, but we have not given sufficient thought or incentives, nor have we done enough to provide for the fundamental need of national life—food stuff. In the midst of abundant natural resources for rice culture and fish production, we still have to import from abroad a substantial part of the supply to meet these absolute and irreducible necessities of life. Thus, in case of a blockade as dramatically shown in the last world war, this can be a serious weakness in our national defense. What happened in the last world war with tragic consequences to our army and our people should spur us to the high resolve never again to neglect this essential side of our economy.

"It is, therefore, imperative that we lose no time and spare no effort in reorienting our national policies towards doing first things first. We must first produce here, by and for ourselves, enough to provide for the fundamental needs of life—food, shelter and clothing. The country now has the natural resources, the means and the modern know-how to do it. Let us summon then from the spiritual reservoir of the nation the collective will and determination to make our country self-sufficient in foodstuffs, shelter and clothing. Our freedom must be nourished from the wealth of our own soil and by the labor of our own

manhood. This is the key policy of this administration in the field of economics. To this I give my heart and hand."

This was the way he phrased his swing away from the Magsaysay policy of public borrowing: "There has developed of late some apprehension arising out of the austerity measures adopted by the administration to arrest further deterioration of our international reserves. I hasten to tell the nation that while the present financial situation calls for sober and realistic reappraisal of our policies and actions, there is no real cause for alarm. There has been no dissipation of our dollar reserves. But in our overeagerness and enthusiasm to push forward our industrialization program, we transgressed the eternal laws of measure and proportion. As a retribution reality now constrains us to restore the correct proportion between dollar reserves and industrialization and also between these reserves and bond issues and other forms of public borrowing. To achieve this end, it behooves us to submit temporarily to measures of austerity, self-discipline and self-denial. "We have to sacrifice for the larger good of the greatest number. Nonetheless, we must continue our industrialization program with daring and courage. Let us not forget, however, that discretion is still the better part of valor. Our mistakes should not make us weaker in spirit. Rather recognition of these should inspire us to strengthen our dedication and with the proper rectifications made, we shall carry on stronger in faith and confidence, and with clearer vision."

This was how the future looked to Garcia: "In the light of our experience it has been dramatically pointed out that a well-balanced agro-industrial economy is the best for the country. Rice is still the center of gravity of our agricultural economy as steel is of industrial economy. On these two basic factors, we build our agro-industrial economy. We have to step up the tempo of establishing the agricultural industries to utilize with the least delay the abundant natural resources which a bountiful Divine Providence has endowed us. We have the land, the climate and other favorable natural conditions to produce ramie, cotton and other fibers to feed our textile industries with raw materials. We have the land and the natural conditions to produce raw rubber to provide steady supply of raw materials to our rubber and tire industries that minister to a nation on wheels. We have abundant flora and fauna for supplying the materials of drug and chemical industries.

"And now what resources have we for our industrial economy? We have some of the world's biggest iron deposits and abundant coal and manganese to provide the raw materials for the basic

steel industry rightly called the mother of 101 other industries. To complement this, it is definitely known that the bosom of our earth contains unlimited mineral oil deposits to turn the wheels of industry and the propellers of prosperity. We have the natural hydro-electric resources which can be harnessed as a number of them already are to supply cheap industrial power. The power-harnessing program will be kept up with increasing momentum to realize our desire for rural electrification.

“With all these elements at our command, and with our youth acquiring the needed industrial technology and with the increasing demand for machineries and other steel products for our industrialization, it has become imperative for us to build soonest the steel industry. Out of the womb of steel industry we hope to generate here the machineries for the entire Philippine agro-industrial structure. Out of steel we will create the sinews of the nation.

But, fellow countrymen, iron is only one of our principal mineral resources. We have practically all minerals used by present civilization, ferrous, non-ferrous and miner oils. The mining industry, therefore, has the potentiality of becoming the premier dollar-earning industry of the Philippines. This administration commits itself to giving all possible incentives and support to private enterprises which may invest and work to make mining the biggest of industries. The broader motivating spirit of modern Filipino industries is no longer money profit first, but rather the joy of creativeness and the exultation of the soul derived from the consciousness of having contributed to human happiness. May this spirit forever grow!

This administration is fully aware of the difficulties in financing our ambitious industrialization program. We have realized that our dollar reserves can no longer continue with the double role of providing for the normal requirements of our foreign trade and the tremendous financing of our industrial and economic development. The time has come to provide separate development funds to attend exclusively to the economic development and release our international reserves of this burden. I am fully convinced that we can generate development funds from sources other than taxes and the proceeds of our present exports. Development loans can be liquidated by the same industries they are intended to sustain.

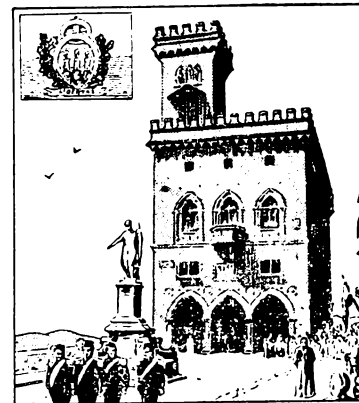
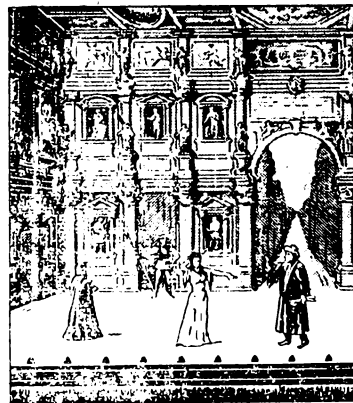
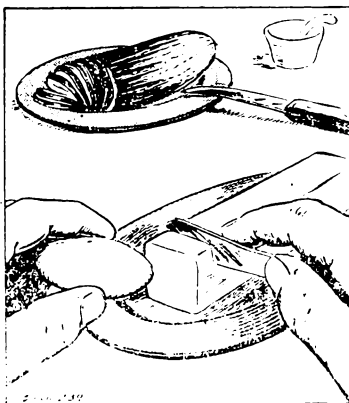
“An essential aspect of the program I have outlined if we are to achieve optimum results is the role of scientific and industrial research. No industry of any importance in the world today can afford to exist without it. This is our serious deficiency that we must immediately correct through collaboration of government and private enterprise.”

But the policy pronouncement of immediate interest to teachers was this: “The Government will continue its low-cost housing projects and its land redistribution and resettlement program. We shall exert greater efforts so that more of our poor will eventually acquire homes and lands that they can call their very own. Home-and-land-owning citizens possess not only a sense of stability and contentment but also that practical patriotism to live for, and if necessary, die for home and country. For upon the face of the patriot must have shone first the firelight of home.”

May this be soon!

DID YOU KNOW . . .

By Scio



(First panel) The highest caloric value of any standard foodstuff is that of margarine at 720 calories per 100 grams, 4 more than butter. The lowest is raw cucumber which rates only 12 calories per 100 grams. (Second panel) The oldest theater in the world is the Teatro Olimpico in Vicenza, Italy. Its construction was completed in 1582. (Third panel) San Marino is the world's smallest republic, but its small size has not kept it from achieving an unprecedented triumph. In September (1957) it became the first rate state to rid itself peaceably of a communist regime. The Communists who had run San Marino since World War II, lost control of the Grand and Central Council (the ruling body) through party defections.

"Voice of 100,000 Teachers"

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Ricardo Castro, *Editor*

Quirico A. Cruz, *Managing Editor*



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Revised Philippine Educational Program

By Pedro T. Orata

THE school year 1957-58 marks a turning point in the development of the Philippine educational system. The "Revised Philippine Educational Program" — primary and secondary — will be implemented beginning this school year. There are many features of the new plan which bear commenting upon, but for this article, I shall confine myself to only a few of them.

But first, I wish to emphasize that any adverse comment that I might offer is given, not in the spirit of disagreement necessarily with the distinguished groups or committees and the Board of National Education who made the revision of the old system, but more in the spirit of enquiry to promote further discussion on some of the controversial features of the plan.

In the first place, there seemed not to have been enough participation by laymen and the teaching profession both in the critical evaluation of the old system and in the making of the revised programme. What seems to be the amount of teacher participation is in the nature of raising questions "which they may have about it or any problems which they believe will arise as a result of the implementation of the program." (BPS Circular No. 3, s. 1957) That is, not in the planning, itself, but in using the ready-made plan.

This is rather embarrassing because since the war there has been an effort to decentralize the educational system, meaning to give the "field" a much wider scope for helping in planning the work. The world over today, if I read the literature correctly, not only in the United States but in Canada, New Zealand, Burma, India, Costa Rica (I have evidence for 47 countries in all regions of the world, large or small, developed and under-developed) is there a definite trend toward involving teachers and representative laymen in curriculum revision and development. The fact is that, especially since 1950, the Philippines have led in such a trend, and more recently the establishment of curriculum laboratories and the widespread use of curriculum seminars had given the impression that the Philippines was way ahead in this movement. It was therefore surprising that the revised plan was issued within a year after the various

committees and the Board of National Education started working on it.

Second, the inclusion of Work Education among the six major categories in the elementary school curriculum is very timely, and needs no further comment except to point out that in the implementation of this objective two features should be emphasized: 1) relating this aspect of the programme and the other four, and 2) the constant need of follow-up to make sure that the habits of work are established on a functional basis rather than on largely verbal or theoretical basis, as it has been the case too often when, for example, gardening was more for grade than for the produce raised.

Third, I wish to comment more intensively on the "two-two plan" for the high school. The plan, as I understand it, is designed to separate the college-minded and the vocationally-inclined students through a system of individual guidance of students. The experiment in Bayambang, according to a recent report (Handbook, Bayambang High School, 1957-58, p. 9), seemed to show that there is a fair chance for the scheme to work as shown by the fact that the 195 seniors in 1956-57 chose the major fields as follows: Vocational (Agriculture 42, Business 45, Home Economics 48, Industrial Arts 23), or a total of 158, College Preparatory 37. I have no information about the two other experimental high schools, but unless the mentality of the students have changed considerably, I keep my fingers crossed as to the likelihood that, all over the Philippines, a similar distribution will be obtained.

The first question that I have, besides this, is how adequate is the supply of competent guidance workers to be assigned to more than 1,500 high schools (353 public and 1,228 private — figures for 1953-54), a large number of which will require more than one such workers. To be effective the guidance should be largely individual, and a high school with 500 students in the first and second years should have at least five guidance workers to work according to the theory — 100 students per guidance worker. But, the juniors and seniors need guidance, too, although not to the same extent. The total enrollment in the secondary course in 1954-55 was over 600,000. At

the rate of 100 students per guidance worker, we should need 6,000. Even if you reduce that to 2,000 where are we going to get them?

The next question is, what would be the basis of the guidance to be provided? Have we materials for the guidance workers to use — occupational surveys and pamphlets, studies and records of individual occupations in the Philippines? Before the war there were a few vocational leaflets prepared by an American working in the U.P., I believe, but since then I have seen no such leaflets. What about occupational surveys and follow-up studies? Without such material — printed and available in sufficient number of copies for the 1,500 high schools — guidance will be mostly talk. It will not work.

The third question is, how many additional teachers do we need for the various vocational fields who not only possess the theoretical professional qualifications, but above all, who are competent practitioners in their fields of specialization? The trouble with much vocational training in our high schools today is that it is mostly in the lesson plan of the teacher and it is seldom translated into work habits and skills. This is why, as the late President Magsaysay observed, high school and even vocational school poultries and piggeries are either empty or they are occupied by emaciated chickens and pigs and that the vegetable gardens have more weeds than vegetables. Many a vocational teacher in our schools today teach the wrong things about work, because they have no competence in doing the work required or else they are just “teachers” not “trainers” in the liberal sense of the term.

The fourth question is, how much equipment is there available in the 1,500 high schools that the students will need to use in the various vocational fields? And, how much equipment of the kind that are realistic and practical for the kinds of communities in which the students will live after graduation from high school, granting that half or more of them will not continue their studies in college or in technical schools? The few high schools that I know in Pangasinan, which is not a poor province, have very little equipment.

Fifth, if the vocational graduates can, according to Dr. Isidro, continue in college or university just as the graduates of the college-preparatory course, what is the separation all about in the third and fourth years? This is a feature that I do not understand. Of course, I could see that most of the students, regardless of the course they choose will aim at the college, but why the expectation that, “properly guided,” they will not?

Sixth, given that the vocational course will not be specialized — specialization being reserved for the technical schools and colleges — and granting that one-half or more of the students will choose the vocational course and continue to specialize, is there any assurance that they will have appropriate jobs after they have specialized? We seem all to want vocational and technical schools, but how many graduates of such schools are employed? The fact that the Department of Public Works had to issue a circular to district engineers requiring them to give preference to vocational graduates in unskilled or semi-skilled jobs is clear evidence that what is lacking is not trained manpower but the opportunity to use the training.

Once again, we have gone much too fast, first, in revising the education system, and second, in the implementation of the revised plan. In France, as I have pointed out — and this is now true in England — it took three years to revise the educational system and five years to prepare for its implementation. What should ordinarily take five to ten years in Europe we do in less than one year. Either they are too slow in Europe or we are in too much hurry, and as result we miss the bus. I hope I am wrong, but it cannot be right both ways!

If the plan is strictly enforced, as many as ninety per cent of the high schools — public and private — might have to be closed. Even before the plan went into effect, there has been a lot of talk in both high and low places that, for lack of funds, many public high schools should be closed.¹ So, once more, we will solve the problem by doing away with the situation that gave rise to it, that is, to close the high schools. The operation will be successful, but the patient dies.

That the Department of Education has ordered the slowing down by two years the full effectivity of the plan is an indication that even in the minds of the ones that made the plan it is not feasible, at least to that extent. But delaying is not going to make things right that were wrong in the first place. I wonder how many high schools have enough guidance workers to take care of at least 200,000 freshmen who must start thinking whether to take the vocational or the college preparatory course in June 1959, and on what are such workers basing their advising.

What are we to do in midstream, as it were, since the plan is already supposed to have started last June? In the circumstances, the best that I can suggest at the moment is **indefinite moratorium**. We have gone one step already in postponing the effectivity of the plan. We can go further and indefinitely, while we take time to think things over now that we have been confronted with the hard realities — lack

¹ Neil T. Altre. “The Crisis in the Public High Schools,” *Weekly Women’s Magazine*, 25 January 1957, pp. 24-26, “Public High Schools Foreclosure as Yearly Fund Deficit Accumulates,” *Manila Daily Bulletin*, 20 June 1957, p. 2.

of funds, no guidance workers to hire even if we had all the money that we needed, no guidance material, no equipment or specialized and competent (meaning ones who have had both the training and the experience on jobs) vocational teachers, and no assurance that the students, assuming that they are guided well, will choose according to abilities and aptitudes. And, what is to be done with those who will not listen to advice?

Going ahead with the plan and thinking about the difficulties has been our traditional way of educational reform. Look back to the Educational Act of 1940, the undesirable effects of which cannot be outlived for another generation, the Rizal Act, the compulsory teaching of Spanish in high school and college, the adoption of the vernacular as language of instruction in the first two grades, to name only a few. In every case we did not think enough of the consequences before making the final decision, and we started sooner — much sooner — than we were ready with teachers, teaching materials, and money with which to provide these.

It might be suggested that the next educational reform will be the reform of methods of educational reform, and I can predict that that would be one reform that we can put into effect tomorrow. And,

as I suggested, the two-two plan could accordingly be postponed indefinitely.

Or, if we wanted a face-saving device, I would suggest that the application of the plan be made only in high schools which are ready. That would really be a test. If the plan has merits, it should be adopted as quickly as possible; if it does not, the sooner it is forgotten the better for all concerned. This is not saying that we will let well enough alone. We must re-examine the high-school situation, get all the facts and factors in the open, think through plans that will work, try them out in adequate number of high schools, examine the results, modify the plan, and then ask teachers, parents, and students if they are willing to go on with it — they are the ones to teach, support, and study under, the plan.

In other words, let the plan (two-two) be a privilege to have, not an imposition upon unready schools. In this case, the Department of Education should be very strict in enforcing all the requirements. In four or five years, if the plan will really work as it is thought it will, then that will be soon enough to put it into full operation. By European and American standards, that will even be too soon. But we can try, wait, and see. This is better than closing the high schools that cannot afford the plan, which will be equivalent to jumping from the frying pan into the fire.

School Libraries

Let's Make Them Functional

By Roman G. Costes

FOR the purpose of our article we shall adopt Webster's definition of a library as "a building or any part of a building devoted to a collection of books, manuscripts, etc., kept for study or reading." In the light of this definition we desire to profound the following questions: (1) What are the types of libraries now in existence in the Philippines?, (2) How well are our school libraries equipped and supplied?, (3) Are our school librarians competent and qualified to administer our libraries effectively and efficiently?, (4) What goals and/or objectives do our libraries seek to accomplish?, (5) Are our librarians giving appropriate instructions for the achievement of these objectives?, and (6) What workable program can we suggest for the up-grading of our library instruction?

In attempting to answer the foregoing questions we are going to bring into play much of the results of our personal observations and point out some flaws in the way our libraries function with the end in

view of improving our library services and making this important portion of our educational scheme play its real role.

Types of Libraries

In the opinion of this writer there are now four kinds of libraries commonly used. These are: (a) the central school library, (b) the classroom library, (c) the public and/or community library, and (d) the home library. Of late, the trend among educators is to place emphasis on and popularize the so-called homeroom libraries. Advocates of this new arrangement claim that this is a more advantageous arrangement because books are made available to the pupils at any hour of the day and on all days; that proximity to the homeroom library gives the children early initiation into the uses of books, and that an attractive classroom library helps develop early reading readiness. On the other hand, proponents of the

centralized library plan give these two advantages:¹ (a) it affords the children the experience of selecting using and locating reading materials in a real library situation, and (b) it is more economical than the classroom library plan because it avoids the duplication of books which are needed in one classroom.

These differences of opinion between the proponents of the two plans found solution in the adoption in our schools of a combination of the school and classroom plans in accordance with the availability of funds. In most schools, though, classroom libraries are put up purely on the initiative and resourcefulness of the teachers and the pupils. The less-resourceful and easy-going teachers do not bother at all to organize their own homeroom libraries. Of course much depends also upon the amount of guidance and attention given by the school principals to the plan.

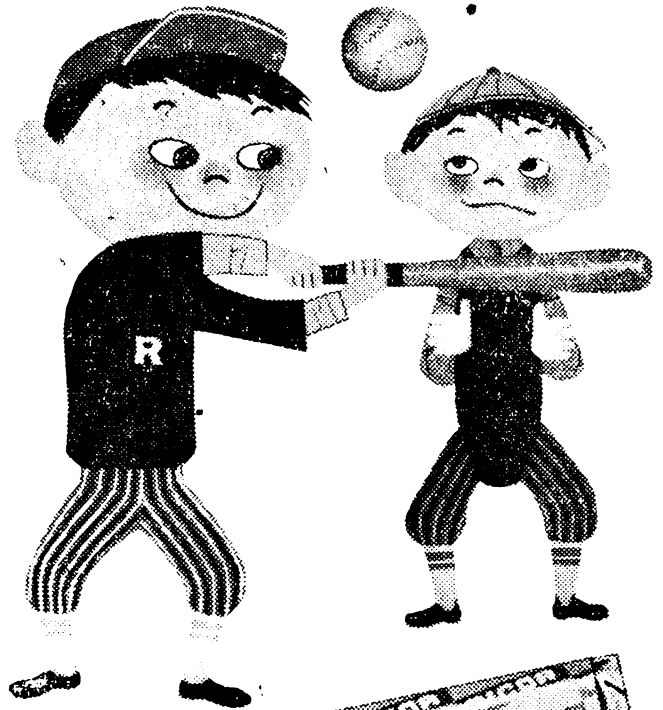
Are Our School and Classroom Libraries Adequately Equipped?

Our answer to this question is both yes and no with the preponderance on the negative side. Not all our schools, after more than ten years since the termination of the last war, have been fully rehabilitated. There was so much destruction and the rehabilitation so slow that our schools, libraries included, may take some more years before they can be restored to their pre-war footing. The hardest hit are the small and poor municipalities where what semblances of the existence of school libraries are in fact small spaces in the school buildings with old and assorted sizes of bookshelves, a few chairs, non-standard tables and very old if not obsolete and very inadequate books. Without a definite source of funds for the library except its 60% share of the tuition fees of intermediate pupils which is supposed to be for library books, its restoration to its pre-war vintage depends largely upon the resourcefulness and ingenuity of the school personnels from the field supervisors down to the classroom teachers. To the well deserved credit of these people we shall mention here that they have amply met the challenge of their respective duties and that they are indefatigably working hard to improve the situations in their schools.

In most big schools the school libraries are almost completely rehabilitated. We have seen some of these which have even surpassed their pre-war conditions. Library tables and chairs, racks, display and book shelves are adequately provided. Glass-paneled shelves are found in some schools and various visual teaching helps are abundantly displayed. With the exception of the books and other reading materials which are still inadequate, these big libraries are almost complete.

1. Elwood P. Cubberly, Public School Administration.

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This contrasting advance of the more progressive schools is due, in no small measure, to the valuable help of the PTA's and some other civic-conscious people in the various communities who made donations varying from petty cash to miscellaneous materials and equipment as are mentioned in the foregoing paragraph. The teachers, too, in most instances, have dug deep into their pockets and contributed in the improvement of their schools.

Of importance to every school library are the following supplies and equipment which we noted are lacking in our libraries:² a catalog case, containing four drawers for small schools and from six to ten drawers for larger schools; a rubber stamp bearing the name of the library; several portable book trough for holding and displaying collections of books; a teacher's desk and chair; a dictionary-encyclopedia stand built with a sloping top to serve as a bookrest; a bulletin board and when possible, a sink and running water to provide the pupils with handy washing facilities.

There is, of course, the adequate provision and selection of books, magazines and other reading materials which we should also pay equal attention to. We wish to point here the appropriateness of all reading matters with which our libraries should be stocked. A cursory inspection of the books in our libraries will bring out the fact not only of the inadequacy of our books but also of their inappropriateness. They are either too old or obsolete, or are beyond the levels of understanding of our pupils. A library to become effective and useful to all pupils should be equipped with reading materials which are good for all capacity levels of the children. It is important therefore that great care in the selection of books should be exercised. The practice of placing the responsibility of ordering books, magazines, etc., in the hands of a single person, very likely the principal, should be changed. A good plan is to create a committee composed of the teacher-librarian and representative teachers from each grade to study and select appropriate reading matters from approved book lists. After making their selections they make and forward their recommendations to the principal who is the requisitioning officer of the school. In this way can we insure the acquisition of interesting and appropriate reading materials for our libraries and children.

Our School Librarians

The librarian is the most important single item in establishing a school library. The failure or success of this phase of school work rests on the shoulders of this personnel. In choosing one, we should be sure that he is highly qualified for the position

2. Ritter & Shepherd, *Methods of Teaching in Town and Rural Schools*.

not only from the standpoint of his knowledge of the profession but also in his understanding of the problems of the library from the classroom angle. A good librarian should also know the courses of study and is familiar with classroom methods as well as with library practices. In other words, his success in library work depends upon these qualifications: (a) he should, first of all, be an excellent teacher, (b) he should have sound training for school library work, and (c) he should possess a personality that will allow a happy cooperation with other members of the teaching staff.

From these standards let us assess the qualities and fitness of our school librarians. Except, probably in very rare cases, most of those given the charge of the libraries are regular classroom teachers. No separate item for the position of a full-time librarian is provided for in our plantilla which discounts the possibility of employing a professional librarian in the elementary schools. What our administrators do is to assign teacher-librarians who teach part of the day and have charge of the library during the remainder of the day. In schools where there are teachers who have had little training in library work or who have taken some courses in library science the problem of selecting the librarian isn't as difficult as in schools where none among the teachers have experiences and/or knowledge of the work. Unfortunately, there are not very many among our teachers who have taken interest and fondness for courses in library science so that, by and large, most of our teacher-librarians are not competently qualified for their assignments. In most cases they develop their competencies in the work through self-study and after undergoing some years of the trial-and-error experiences. And when the school head is himself without any training in library work, the results will be hard to imagine.

Under such conditions as described above, the library ceases to be an important part in the reading program of the school. The teacher-librarian is reduced to the status of a caretaker whose duties are to see that the library is clean and orderly, to arrange and re-arrange the books and magazines and to attend only to the physical aspects of the room. Of cataloguing, indenting, classifying, teaching the uses of books, working out a program of and scheduling classes for library work, and helping classroom teachers in giving research assignments, very little if at all, are given. The library is reduced to the state of display room, neatly arranged and kept, supplied and equipped, but very seldom, if ever, utilized. In some schools, it is even completely neglected. No wonder, our elementary pupils do not even know how to borrow books, how to locate and return the books properly, how to use reference materials and other activities in connection with library work. Seldom,

if ever, can we now see pupils going to the library to read newspapers, to engage in some form of free-reading activity and to borrow books and magazines for home reading. This implies that due to our deficient program of library instruction we are sadly neglecting the principal role of our libraries to develop a wholesome liking for books.

Goals and Objectives of Library Instruction.

To better understand and appreciate the importance of the library, let us look into its aims and functions in connection with its relation to a good reading program. These are:³ (a) to offer a place with an appropriate atmosphere for the development of reading as a permanent habit in children, (b) to provide opportunities for wide reading in the field of literature, (c) to encourage children to use books other than basal texts to enrich the content subjects, and (d) to meet individual as well as group needs. A well-managed and well-equipped library gives satisfaction to the superior child who always hanker for new materials to read. It likewise meets the needs of the other children of varied capacities. A well-managed library also offers no better place for the children to cultivate a healthy liking for books, to learn to work independently and efficiently, to share their vicarious book experiences with their classmates by recommending to them interesting and appropriate reading matters, to develop self-control and consideration for others and to learn desirable habits in the use of the library.

Are Our Libraries Giving Appropriate Instructions for the Achievement of the Intended Goals?

Our answer here is definitely "NO." As we had adverted in an earlier paragraph, our libraries, most of them that is, are more of display rooms rigged up and arranged more for the delight consumption of visitors' eyes than for the functional use of the children in the promotion of their permanent reading habits. In one school we observed that the library work given to the pupils throughout the school year consisted only of teaching the pupils how to use the library cards in borrowing books. In another school a few homeroom classes were taken to the library by the classroom teachers to show the physical arrangement of the equipment and books and still in another school we failed to observe any library activity at all. We have not seen such signs of useful library work as free reading by pupils, borrowing books and/or magazines for home reading, borrowing books and/or magazines for reference work, participation of pupils in managing the library, records of pupils' accomplishments in library reading, schedule of classes to use the library, etc. In other words, there is no systematic procedure followed in programming the library activities.

3. Gertrude Hildreth, *Readiness for School Beginners*.

The same is true with the homeroom libraries. After installing some kind of a library table and a few chairs in the library corner, a few books and old magazines from the school's storeroom, the activity ends. The excitement, the enthusiasm, and the interests manifested earlier during the initiation of the activity just fizzle away after a few days until everything completely calms down. Asked why the activity was abandoned, the teachers invariably answer that they have no source and/or sources from which to draw enough materials for their library tables. This is neglected one of the best means of developing the reading competencies of the pupils and other useful habits essentially necessary in their later lives.

A Proposed Program.

Here is a program proposed by an educator⁴ which is worth looking into. We are inviting all school administrators concerned with the supervision of the library activities in their respective schools to give this program a serious and careful study to see if it can be adopted to help improve our library activities.

How Children Use the Library

"Each class in the third, fourth, fifth, and sixth grades spends one half hour everyday in the library. The time allotted for the different kinds of activities is approximately as follows:

Literary appreciation — one day per week.

Instruction in library technic — one day per week.

Free reading and reading on assignments — three days per week.

"**Literary appreciation**—Literary appreciation consists of such activities as story telling, reading to the class, group discussions of poems and stories, book reviews, and talks on children's authors and illustrations.

"In story telling and reading to the class no hard and fast rule is followed as to the choice of stories. The ages and interests of the children determine the stories selected. Poetry as well as prose is read to the class. Humor and nonsense are also given a place, and the teacher enjoys the selections with the class.

"In group discussions of poems and stories the children have an opportunity to tell others about what they have read. Freedom of expression is encouraged, especially in telling why they like or do not like certain books, stories, or poems.

"Written book reviews are used sparingly because they can easily become tiresome to children and can take away much of the joy of reading. Oral reviews

4. Ruth Strang, *The Role of the Teacher in Personnel Work*.

are given a place during this period, and most children enjoy telling about books that interest them. Both oral and written book reviews are kept enjoyable.

“Children seldom notice the names of authors or illustrators. Therefore the teacher-librarians try to create an interest in them as real people. The birthday of an author or an illustrator is sometimes observed by having a picture and brief notes of interest about him placed on the bulletin board. A collection of books written or illustrated by him may be placed on a display table or shelf near the bulletin board. The aim is to get children to become so familiar with the author that they will associate his name with his books, and will eventually learn to ask for books by authors.

“Instruction in library usage — The following topics are studied in lessons on library usage. The teacher should adjust the work to the ages and abilities of the pupils:

A. Classification —

1. Books are in classes
2. Books have numbers as houses have numbers
3. They must return to their right homes after visits to pupils
4. Books are arranged alphabetically within classes
5. Small numbers begin on the left and large numbers on the right of each shelf

B. The Parts of a Book —

1. Title page
2. Table of contents
3. Index
4. Important terms such as author, illustrator, title, publisher, place published and date.

C. The Card Catalog —

1. Cards arranged in alphabetical order
2. How to arrange words in alphabetical order
3. Use of guide cards
4. Use of author, subject, and title cards.

D. The Dictionary —

1. Guide words
2. Alphabetical arrangement of words
3. Pronouncing words
4. Definition of words
5. Diacritical marks

E. The Encyclopedia —

1. Alphabetical arrangement
2. Purpose of encyclopedia
3. How to locate material
4. Use of subtopics
5. How to use cross references

6. How to use related topics

7. Use of charts, diagrams, and illustrations

F. Yearbooks, Almanacs, Magazines and other Materials.

“Free reading and reading on assignments — By free reading is meant an activity in which the children, with guidance and help from the teacher-librarian, select their own materials for reading. One important phase of this activity is the opportunity of children to browse during the library period. This period also offers an opportunity for the teacher-librarian to find what the real interest of pupils are, and to use this information in helping pupils who seem to have little or no desire to read.

“Interest in this type of reading is stimulated during the literary appreciation period. Various devices, such as having books opened at interesting illustrations, placing book jackets or other illustrations of stories on the bulletin boards, reading or telling parts of stories, allowing children to report on books they have read, and keeping individual reading cards, are helpful in arousing a desire to read.”

To follow the scheme proposed above it's imperative for those in charge of preparing the classroom program to work cooperatively with the school librarian so that the period allotted for library work may be incorporated in the general program. The significant role of our libraries should be given full recognition if we are to get the best possible benefits out of them.

Here are some forms of book reports⁵ which can be adopted by homeroom teachers and the teacher-librarians as effective devices to check on the outside and free readings of the pupils. These are suggestive forms which can stand improvement by the resourceful and practical teacher.

I. Form of Book Report in Grade IV.

BOOK REPORT¹
Fourth Grade

Title of Book

Name of Author

What is the book about?

.....

Name one person in the book and tell something about him

.....

.....

Why I like the book

.....

.....

Name Grade Date

⁵ Seventh Yearbook, NEA, *Newer Practices in Reading in the Elementary School*.

II. Book Report in Grade V & VI.

BOOK REPORT
5th & 6th Grade

Title of Book
 Author's Name
 Setting
 What is the book about?

Present sufficient evidence to show you are acquainted with the book

Name Grade Date

III. Report on Fiction in Grade V & VI.

BOOK REPORT
Fiction

Title of Book
 Author's Name

Setting

Name and describe the main character

Give the opening situation, point of highest interest, and the closing situation

Reader's criticism

Name Grade Date

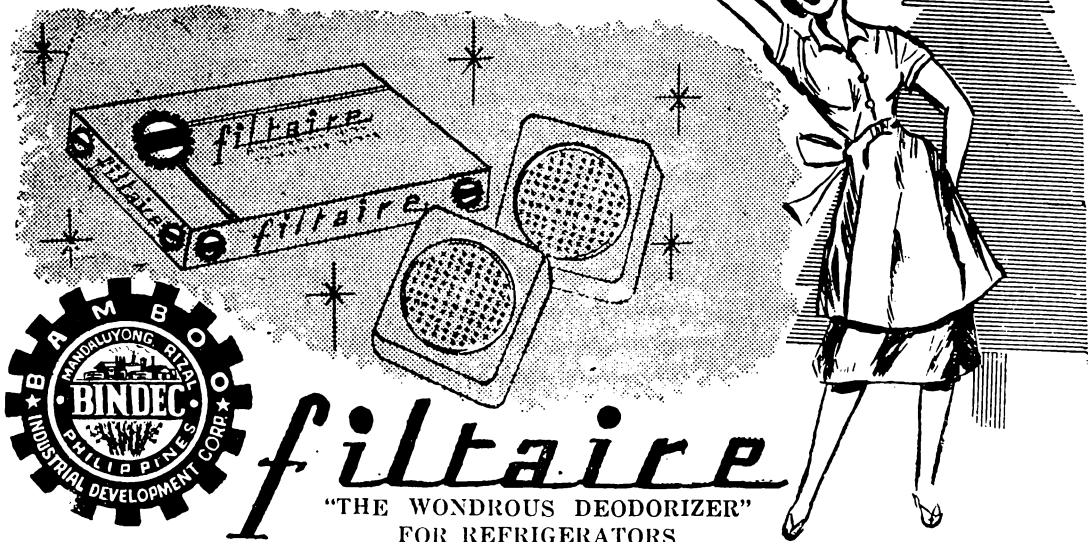
IV. Report on Non-Fiction, Grade V & VI.

BOOK REPORT
Non-Fiction

Title of Book
 Author's Name
 What is the book about?

It's a wonderful Gift!

ANY HOUSEWIFE WILL BE FLATTERED TO OWN A SET OF FILTAIRE, THE WONDROUS DEODORIZER!



The unpleasant odor which housewives find most annoying inside the refrigerators is caused by leavings, meat, vegetables, shrimps, etc. This odor contaminates other foods like butter, milk, ice cubes and even drinking water.

Place one pack of the FILTAIRE in the lowest shelf of the refrigerator and like magic, the odor will disappear in a few minutes!
 Buy a set today and save yourself a year's annoyance.

Distributed by:

EDIPINC ENTERPRISES
 Room 505, Maria Dolores Bldg.
 1679 Azcarraga, Sta. Cruz, Manila
 Tel. 3-40-59

Manufactured by:

BINDEC
 Mandaluyong, Rizal

Order Coupon

EDIPINC ENTERPRISES
 Room 505, Maria-Dolores Building, 1679 Azcarraga, Manila

Sirs:
 Please send me by return mail a set of your filtaire for refrigerators.
 I am enclosing with this order Postal Money Order No. in the amount of P12.00.

Truly yours,

..... Print Name

..... Print Address

.....
 Describe the most interesting part of the book

 What information did you gain?

 Reader's criticism

 Name Grade Date

These book reports may be made monthly in partial fulfillment of the pupils' requirement in reading. Done regularly with sincerity of purpose it will go a long way in the functional and progressive use of the library, in the cultivation of love for wholesome books, in the systematic recording of impressions gained from reading, and in developing the pupils' reading comprehension.

Another device in encouraging pupils to read, especially the various magazines, consists of a record sheet which may be posted in a strategic place nearest the magazine section of the school library. As soon as a pupil has read, partly or in whole, a magazine he records it in the record sheet. As many of these sheets may be made corresponding to the number of readable magazines as are available in the library.

These record sheets should be evaluated from time to time and a summary chart of some kind may be devised where the free readings of the pupils are recorded and kept. This will enable the teacher-librarian know those pupils who are consistently keeping up with the work and those who need more help and motivation.

Here is a sample of a record sheet for magazine reading:

TITLE OF MAGAZINE: Nature Magazine, June, 1957

Name of Pupils	Title of Articles	Date of Magazine	Pages Read		Comments Excellent, Good, Poor
			Whole	Fraction	
1. Lester	The Yellow Canyon	June	3	1/2	Excellent
2. Nora	The Yosemite Valley	June	2	1/2	Excellent
3. Alberto	The Case of Reddy	June	4		Good
4.					
5.					
6.					
7.					
etc.					

Teacher-Librarian _____

Our Recommendations.

We wish to recommend the following measures which, we believe, can help much in improving the quality use of our libraries:

a. A separate item for a full-time school librarian be provided for in the elementary school plantilla. This will allow for the employment of a highly qualified librarian in each central school who can devote his full time to his duties and responsibilities.

b. In the meantime that recommendation 1 cannot yet be implemented, all teacher-librarians may be encouraged to take courses leading to Library Science Major.

c. Teacher-librarians should be encouraged to attend workshop-conferences which should be held as often as possible.

d. School supervisors and principals should be encouraged to take up refresher courses in library science so that they can become more competent in guiding and supervising the work of their teacher-librarians.

e. The government should subsidize our school libraries in order to equip them fully and provide them with rich and appropriate reading matters.

Conclusion.

We tried to record in this article our honest and candid personal impressions of the ways our libraries are put into use. It is our sincere and considered belief that we have not been making profitable use of these very important media of education and if we express our criticisms here in rather bold terms it is because we are motivated by a strong desire to see others of our colleagues take up the cue and work for the elimination of the deficiencies enumerated in this report, presupposing that these also exist in their respective schools. Let us contemplate on the meaning of what this author⁶ meant when he said this, "The skill and judgment with which a child learns to use the library probably determine to a large degree the cultural level he will attain in adult life." This will give us a clear insight of the importance of our school libraries.

References:

6. E.P.O'Reilly, Providing Library Facilities in the School, p. 495.

International Language for UN

By Francisco Morelos

MANY petty jealousies can be avoided in the world's organization like the United Nations, if a common universal language can be adopted. English, French, Russian, and Spanish are the prevailing languages that are spoken in the deliberations of the assembly of the United Nations. The smaller nations feel slighted in the present set-up. The Chinese, the Japanese, and even the Hindus believe that their languages are just as good as the European languages, if not much older. In point of population, the five hundred million Chinese, the three hundred seventy million Hindus, and one hundred million Japanese cannot be dismissed easily, numerically speaking.

So, to do away entirely with envy among nations, a universal language is in order. Now, what can the universal language be?

Pham Xuan Thai of Saigon, Republic of Vietnam, apparently a linguist, gives the answer: Use FRATER, his own invention.

He claims that many linguists tried to invent universal languages but they were unscientific and complex — and difficult to learn. He mentioned **Esperanto**, **Volapuk**, **Mundolingua**, **Universal Sprache**, **Dil**, **Spelin**, **Velparl**, **Balta**, **LangueBleue**, **Novial**, and **Ars Signorum** which were proposed by their inventors during the different periods in the past, from 1661 the year, **Ars Signorum** was invented by Dalgarno and the latest in 1928, the year, **Novial** was invented by Jespersen.

The **Basic English** invented by Ogden which contains eight hundred basic words was recently proposed. However, it is still English, and it can not be accepted.

What is FRATER? It comes from Latin, meaning brother. From the word, **frater**, one can have **fraternal** (adjective), **fraternally** (adverb), **fraternity**, (abstract noun), and **fraternize** (verb). It is according to the inventor "based on Latin and Greek roots of international currency (and) is designed with due regard to needs of the Chinese, Japanese and other non-Aryan speech-communities." Further, he said: "Frater is usable as an efficient instrument of communication in everyday life and technical discus-

sion." The inventor chose FRATER to foster brotherhood among men. It should be the language of the great brotherhood of mankind.

Is FRATER easy to learn? Again, according to the inventor, it is. "It is easy to learn whatever the mother tongue of the beginner may be. The memory of the beginner has something to bite on thanks to the mnemonic method used in the Frater lexicon." "To learn, to read, to write and to speak it fluently, it would take an educated man three months and a plain man six months."

This writer happened to borrow a copy of FRATER from a friend, Mr. Ernesto C. Santos, to whom it was sent by the inventor as a complimentary copy. After going over its pages for one evening, this writer agrees with the inventor. He also believes that it is easy for Filipinos to learn for it has some qualities of our own languages. Chirino said that Tagalog has the qualities of Latin and Greek consequently FRATER must necessarily have affinities with Tagalog and other Philippine languages like Visayan, Iloko, and Pampango. This writer can speak and write both Tagalog and Visayan and is dabbling with Iloko and Pampango grammars. He can, therefore, speak with some weight when he agrees with the inventor that FRATER is easy to learn. In an evening, he was able to grasp the fundamentals of this new universal language. He also believes that others can do likewise.

Why is it easy to learn FRATER? It is a very simple language. It has no articles, no verb conjugations, no number, no mood, no person, no tense, and no ticklish prepositions that give headaches to grammarians, and the declension of pronouns is very simple. It is purely phonetical — it is spoken as written and written as spoken. The vocabulary approximates 1500 words and it is believed that they are not hard to memorize, for according to the inventor, it is mnemonics. To grasp the grammatical elements fully, one week for a studious and serious student will be sufficient, especially so if he is interested in languages. All parts of speech are based on the same root-words. Cecilio Lopez, author of *Manual of National Language* points out that the so-called "parts of speech" in the National Language may

be divided only into three: root-words, affixes, and particles. The same is claimed by Mons. Manuel Yap in his book, *Ang Atong Dilang Bisaya*. FRATER is, just like the Tagalog or Visayan with the exception that it does not use affixes. The Philippine languages use affixes hence they are called agglutinative languages. FRATER is not agglutinative although it uses combination of words, or stems, or particles. It is, therefore, much simpler than Philippine languages.

To initiate the reader into its grammatical elements, the declension of personal pronouns is hereby presented:

Singular	Plural	English	Equivalent
mi	mis	I	we
ni	nis	you	you
ili	ilis	she, he, it	they

To form the plural, just add *s* to the singular. The same forms are used in the nominative and objective cases. In the possessive case, the particle *OT* is used before the pronoun. *OT* is equivalent to *OF*.

Example

FRATER

English

Frater mi es beni, ot ni je. My brother is happy, yours too.

Mine is *ot mi*, yours is *ot ni*, and his, hers, its is *ot ili*. Used as a pronominal adjective, the pronoun follows the noun. *Frater mi* is *Brother my*. (In Tagalog: *Kapatid ko*. In Visayan: *Igsuon ko*.)

What about the verbs? The verbs have tenses but no conjugation, no number, no person and apparently no mood. It has voice, though.

The four tenses of the verbs are: past, present (apparently progressive, like Tagalog and Visayan) and future. The conditional or subjunctive is termed *probable*. To denote tense or time, one simply uses modifiers: *PAS* for past tense, *FUTUR* for the future tense, *INTEM* for present tense, and *PROBABLE* for probably or conditionally. So, there are no perfect tenses. Really, what are perfect tenses for, anyhow? My Chinese friend has good reasons for saying that we can simply say in Tagalog: *Ako kain ngayon, ako kain bukas, ako kain kahapon* or in Visayan: *Ako kaon karon, ako kaon ugma, ako kaon kagahapon*. Which in English is simply: I eat today, I eat tomorrow, I eat yesterday. What it meant is perfectly understandable. So, why complicate languages?

Similarly in Frater, the following examples show how easy it is:

Present

FRATER — ENGLISH		FRATER — ENGLISH	
Singular		Plural	
Mi ide. I think.		Mis ide. We think.	
Ni ide. You think.		Nis ide. You think.	
Ili ide. He (she, it) thinks.		Ilis ide. They think.	

Past

Mi ide pas. I thought.		Mis ide pas. We thought.	
Ni ide pas. You thought.		Nis ide pas. You thought.	
Ili ide pas. He thought.		Ilis ide pas. They thought.	

Future

Mi ide futur. I will think.		Mis ide futur. We will think.	
Ni ide futur. You will think.		Nis ide futur. You will think.	
Ili ide futur. He will think.		Ilis ide futur. They will think.	

All root-words are supposed to be in the present tense. *INTEM* suggests present progressive. *INTEM* is clearly a combination of *in time* or *in tempo* or *en tiempo*. *Tempo* is syncopated.

Asking questions is like or can be like Tagalog construction:

Tem es kia? What time is it? Tagalog: (Ang) *Panahon ay ano?* or *Oras ay ano?* *Tem* is time, *es* is is, and *kia* is what. Literally: Time is what? (Usual Tagalog: *Ano ang oras?*)

Is the vocabulary of FRATER rich? It seems so. To show how easily English can be translated into it, let us have the following passages:

The opening or the preamble of the Charter of the United Nations is hereby translated:

English

We, the people of the United Nations, Determined

FRATER

Mis, demomulti ot Nasion Uni, Fisa

To save succeeding generations from the scourge of war, which twice in our life-time has brought untold sorrow to mankind, and...

Protek generasion future ot benine batal, na porta pas bi tem in bio ot mis benine logone a antrop, e...

Let us have a passage: And thou shall love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength; this is the first commandment.

E ni obliga filo Dio ni kon kardi tute ot ni, e kon ide tuta ot ni, e kon forse tuta ot ni: dis es lega uni.

Well, PHAM XUAN THAI has something in his book which if adopted by us may yet solve the greatest language problem of mankind and that is to have a universal language to be invented from a dead language, Latin, and ancient Greek.

Rizal's Characters in Modern Setting

(SECOND OF A SERIES)

By Gregorio C. Borlaza

Don Jose Crisostomo Ibarra

CRISOSTOMO Ibarra is, in many ways, a self portrait of the author of the *Noli Me Tangere*. His being the son of a substantial landowner who has fallen from the good graces of the Spanish authorities; his having visited his sister and his sister's friend often at La Concordia in his youth; and his having been educated in Europe and returned to his native land with dreams of reforms for the progress of his country and the happiness of his people are very evidently autobiographical. Of course there are differences between Crisostomo Ibarra and Rizal, such as their ancestry and the early death of Ibarra's parents. These differences, however, are merely for literary purposes. It is very evident that through the lips of Crisostomo Ibarra, Rizal wanted to give his people his views on the social, educational, religious, and political reforms needed in the Philippines during his time.

Rizal was very much preoccupied with educational reforms. Thru the *schoolmaster* who was presented to the readers in the first article of this series, he expressed his views regarding the language of instruction, corporal punishment, teaching materials, vitalized instruction, etc., views which would still be good for the present community schools. Thru Crisostomo Ibarra, Rizal presented his idea of a good school building and implied that he believed in a balanced academic-vocational curriculum.

But Don Crisostomo Ibarra was more than a school founder. He was a lover and a social reformer who had to choose between one and the other. He could not attain happiness in marriage without abandoning the social reforms which he sought, and he could not work for reforms without sacrificing his love for Maria Clara. For as reformer he had to step on the toes of the Spanish authorities, who in turn could meddle with his love affairs, create incidents, fabricate charges against him, and throw him into jail without benefit of a fair trial. For love of his dead father who had been wronged and whose remains had been desecrated by the Spanish authorities, and for love of his country, he decided to sacrifice his personal happiness.

If Crisostomo Ibarra were to return to life he would be very happy to see so many public and private

schools not only in Manila but also in the provinces. The magnificent buildings of the public and private colleges and universities would delight him. Not in vain, he would think, did he risk his life at the laying of the cornerstone of his projected schoolhouse in his native town, San Diego, which was never to be completed, but which was to become a symbol and an inspiration for generations to come.

He would be happy, too, to note the emphasis placed on community education by the school system, and he would certainly be delighted to see the parish priest and the school officials working together, each independent of, but cooperating with, the other in the important task of community improvement.

If he looked for the civil guards he would be happy to find them replaced by the police and the constabulary, both composed of his own countrymen who, generally speaking, no longer abuse the people. And Oh! how we would enjoy visiting modern hospitals and clinics manned by competent physicians who have long since replaced the *de Espadañas*.

But not everything would be a source of happiness to him. He would perhaps be sad to note that there are still thousands of countrymen believing in superstitions; that the poor still live in filthy homes; still waste money on lavish fiestas; and are still victims of usury and greed. He could not fail to note that thousands of quack doctors are still enjoying their illegal practice and that some officers of the law are still resorting to the third degree in order to extract false confessions and using fabricated evidence to secure convictions. This type of law officers and those who extort money and connive with underworld characters would surely arouse his ire over again! Visiting the national library, which would remind him of those which he used to frequent in Europe, he would certainly be shocked to read in back issues of newspapers and magazines that as late as the post-war days, before Magsaysay became Secretary of Defense, some officers of the law could be so cruel to the people in Negros, in Cavite, in Nueva Viscaya, in Malibulo, Pampanga, and in the barrio of Masilo, Pila, Laguna.

With regards to the country's school system it might sadden him to note that some of his country-

men, following his example after traveling abroad, have tried to introduce educational changes upon their return, but that they have done it so indiscriminately that the school system has not been adequately responsive to the needs, problems, and psychology of the people. The use as the language of instruction of a foreign language imposed by a power which wrested the Philippines from Spain at the turn of the century; the emphasis on occidental culture; and the adoption of textbooks, materials and methods which have been found satisfactory in America without considering the needs and limited resources of the Philippines would perhaps make him look back with pity and sadness as he returned to the other world.

Maria Clara

Maria Clara, a child of uncertain paternity, was acknowledged and raised as a daughter of Capitan Tiago, a wealthy landowner and businessmen. Her mother died soon after her birth, and Father Damaso, a Dominican friar, who stood as sponsor at her baptism, had a profound influence over her father and her upbringing. She was a beautiful girl who embodied the Filipino woman's modesty and charm, her filial obedience, and her faithfulness in love. Wealth and social position had not spoiled her into assuming an aristocratic Western air as less advantages have spoiled Doña Consolacion, wife of the Alferéz, and Doña Victorina de Espadaña, wife of a fake Spanish physician.

Torn between filial obedience and love, she remained faithful to her love without defying her elders. Matched in marriage with a foreigner she never loved, she quietly bore her secret sorrows instead of flaring in open rebellion. She became ill and almost died in

the process. In the end she chose the nunnery as a compromise between the two.

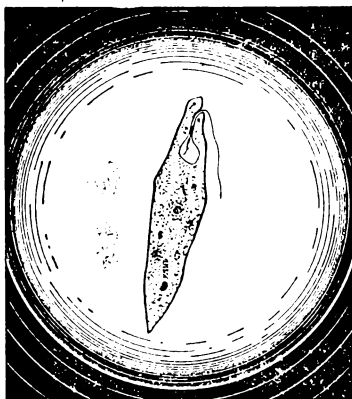
If she were permitted to return and to observe contemporary life in the Philippines, Maria Clara would find the Filipino woman more educated, more self-reliant, and more competent in many ways. But she would find it difficult to believe her eyes when she saw women lawyers, physicians, engineers, and — of all things — politicians! It is only in remote rural areas that she could find women with the simplicity and shyness of the women of her vanished generation.

Going to the movies which have replaced the *moro-moro* plays of her days, she would perhaps shudder with fear lest her countrymen blindly adopt the Western ways of blind dates with their free necking and petting, whirlwind courtship, and easy divorce. Invited to a dance she would perhaps note how lavishly falsies and fancy trinkets are used to give a false impression of a charm which is not there, and which lacks the basic foundation of spiritual goodness and beauty. She would perhaps feel nostalgic as she saw young men and young women dancing the waltz, but she would certainly shudder to see her modern sisters going thru the gymnastics of the rock-n-roll and the calypso.

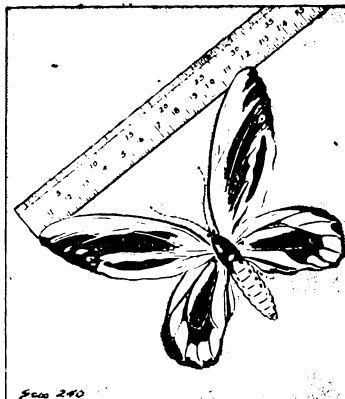
Called back to the other world, Maria Clara would leave the dance hall not knowing whether to be happy or sorry that she was born to her age and not to the present. Then, on second thought, she would perhaps wish she were born half a century later, for then there would have been no Spanish curates and no civil guards to frustrate her love for Crisostomo Ibarra and his for her. Instead of a brief, stolen meeting on the *azotea* she might then have enjoyed a perfect honeymoon followed by a normal married life.

DID YOU KNOW . . .

By Scio



The most primitive of all animals was long thought to be the amoeba but this title is now accorded the protozoan (first life) of the class *Flagellata*. They are microscopic, single-celled animals that reproduce by fission.



The world's largest butterfly is the new Guinea birdwing (*Troides alexandrae*), the female of which has a wingspan of 12 inches (30.5 centimeters).



Steadily growing for years, the influx of refugees from Communist East Germany to free West Germany has increased to about 7,000 weekly.

Education; A Joint Responsibility of Various Agencies

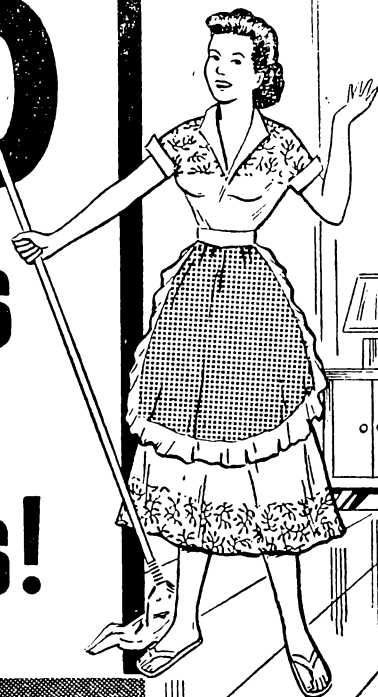
By Jose M. Ramos

THE school is easily the exclusive agency charged with the giving of education to the masses, on first non-meticulous impulse or on drastic hypothesis. This idea can not be overemphasized as the school truly reflects the unbounded task of transforming the youth from unwarranted ignorance and social incompetence into educated and socially able citizens acceptable to the current social order. Anachronism as it may seem, the one time general comment: "Iyan ba ang turo ng guro mo?" (Is that what your teacher teaches you?), bears impact on the whole system. A typical example of this incident follows:

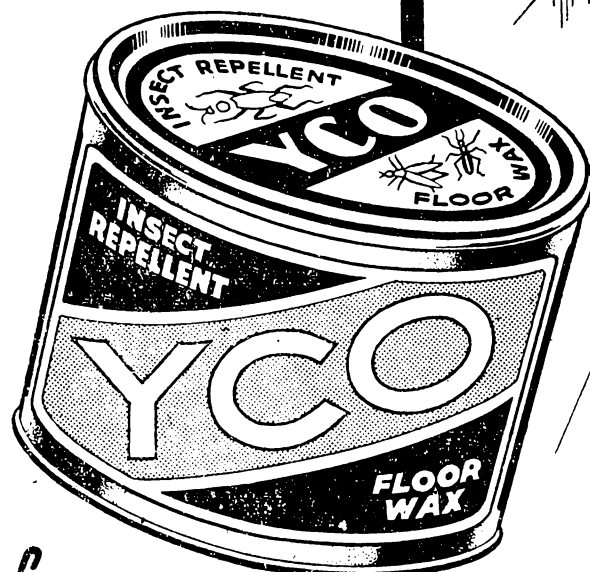
After class hours, one morning while the pupils were leisurely pacing homeward, two of the naughty boys quarreled in front of a big house. The squabble resulted to a fist fight. Thereupon the owner of the house, precisely the head of the family, peered through the window and shouted at the top of his voice: "Hoy, mga loko, iyan ba ang turo sa inyong guro sa paaralan?" (Hey, fools, is that what your teacher teaches you in school?) Needless for me to finish this unsavory story. The point is clear that with all the undoings of school children the brunt of responsibility lies always on the school without considering other elements working on the growth and development of the tots.

I will not dare to defend the school. For this might appear that I am taking side with a biased mind. I will only try to present some irrefutable facts and let my readers draw their wise conclusion. A child stays at school at not more than seven and a half hours each school day for barely ten months every year. For sixteen and a half hours out of the twenty-four every day, where does the child stay? The answer is definite: At home. Considering the length of time a child stays at home with his parents, is it not strange to pass the buck to the school with whatever mischiefs the child conducts himself? Now, the

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question arises. Can the influence of the school outweigh the influence of the home practices considering the span of period the child is within the protective custody of the parents? Certainly, under ordinary conditions and under normal run of life, the home must be more in a position to educate or uneducate the child. The home therefore, is an agency which must help the school in the promotion of education for the common good. If this is true and the truth is not irreconcilable, then the home is another agency where lies the responsibility of transforming the useless child into a useful one. This argument belies the remark: "Iyan ba ang turo sa inyo ng inyong mga guro sa paaralan?" A twist of truth in a hazy mind may justify the boomerang: "Iyan ba ang turo sa inyo ng inyong mga magulang?" (Is that what your parents teach you?). But let us not consider it in this haughty perspective. Let it be channeled to one of cooperation and proper understanding that the home and the school are inseparable factors on whose fold rests the development of the child in terms of characters, habits, cultural and civic efficiencies, and ennobling spirits aside from the fundamental knowledge and competencies.

Our search for light does not end there. For, life is a constant and continuing business as long as it exists. For the child the home and the school are not the be-all and the end-all of everything. There are many more elements that are bound to influence the total make-up and behavior of this child. Take for example the church. The faith of the child is one factor that militates his actions. He does things in accordance with what he thinks wise and right. His thinking is largely guided by his faith; faith in the human laws, faith in the Divine Providence, faith in his church and its teachings. Thus a child brought up in the realm of piety shall never falter in his attempt to do what is good and proper. While a child brought up and reared devoid of spiritual counsel shall, by his beastly instinct, go out of humanly approved conduct and become a social nuisance and a menace to peace and order. The church therefore, plays a very important role in the upbringing of the child toward manhood of character and virtues.

Now, let us consider the child's environment. Child's action and behavior are largely patterned from the conduct of his associates. The old and wise adage: "Tell me who your companions are and I will tell you who you are." holds water in this particular case. Parents should therefore aspire to place their children in an environment, where the prospective companions of their children would be those with noble virtues. If this is not possible, the choice of associates for the children may be seriously considered.

Exposing a child to all kinds of temptation will enable that child to fall to it without knowing it. And could the child be blamed? Unfortunately not.

One could imagine the unfortunate predicament of a barrio where there were all kinds of vices, to say the least: mahjongg, monte, cuajo, cockfighting, cara y cruz, etc. The young people in that barrio studied in school alright but did anyone of them finish any course? Nor did anyone of them prosper in life? To be sure, a great many of them turned out to be gamblers and very few of them professed even a humble calling. The barrio populace thereafter lived in abject poverty and want. The concomitant evils followed; illiteracy, dishonesty, immorality, indolence, etc.

Having profitted from their sad experience the people in this barrio woke up to their misery. And having learned lessons from their despicable past re-directed their course of action. They tried to do away with their vicious practices and brought up their children in an atmosphere conducive to approved ways of life. Results: The barrio is now progressing. It can boast of educated youths; men and women, who constitute the cream of the citizenry. At present, there are no more gambling dens; no cockpit, no nothing. Instead, there are all sorts of appropriate devices for spending profitable leisure. Thus, environment affects favorably the norms of conduct and approved decorum of the youth.

With the advent of the modern trends of education many more agencies are added to the list of factors affecting the general welfare of the public. There are for instance; The Social Welfare Administration, Agricultural Extension, Rural Health Unit, etc., etc. These agencies, needless to tell, help one way or another in the implementation of education in its true sense. The functions being performed by these agencies in the promotion of the common welfare are only too glaring to merit enumeration.

The point is: Is the school solely and exclusively responsible for the promotion of education? As proved by the discussion under consideration the duty of educating the masses is not a monopoly of the school. It is a joint responsibility of various agencies charged with the task of extricating the people from the morass where they were clamped once upon a time. So long as the school, the home, the church, the environment, and other minor agencies cooperate wholeheartedly in the total war for the betterment of our youth, so long will they succeed in their attempts to build a strong, healthy nation with good and upright citizens.

Cooperation in Education

By Laureano Avendaño

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THE importance of cooperation in education cannot be over-emphasized. It is the foundation for the development of the cooperative movement, which aims at the improvement of the national economy.

Through the initiative of the Philippine Government, a survey of Philippine conditions that will look into the possibility of cooperative education in our educational system is being undertaken by experts of the International Labor Organization (ILO). Our technical experts, decided to include in the curriculum of our schools, both public and private, a course in cooperation. This course will be given in both the elementary and the secondary levels. A committee composed of superintendents of public schools and the administrator of private institutions was formed to draft an outline guide in the teaching of cooperation in the elementary and secondary schools. The initial step in regard to such a guide is embodied in B.P.S. Memorandum No. 130, s. 1956, together with its inclosure. It contains an orientation unit and an outline of the general scope and sequence of the course.

To insure the implementation of the provisions of the Memorandum at the opening of the school year in June, 1957, a special course in "Education Through Cooperation" was offered at the Baguio Vacation Normal School. This was the first time that this subject was included in the in-service training program for supervisors, principals, and teachers coming from different divisions. The course covered a period of six weeks.

Technical experts of ILO, CAO, and ICA in the persons of Dr. Harper, Dr. Mabbun, Dr. Hedlund, Mr. Manongdo, Mr. Lansang, Capt. Jimenez, Atty. Paras, and Mr. Ramaiah served as lecturers and resource persons for the course. Among the different phases of the work discussed during the period were the following:

1. Philosophy and Principles of Cooperation — In the ordinary sense, cooperation means to act jointly with another or work together for a common goal. But among business institutions concerned with the cooperative movement, cooperation means to provide

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a plan for progressive living in which individuals, in voluntary association and with human dignity, labor for the common welfare so that they jointly own, control, and direct the fruits of their labor on a democratic basis, every member having an equal say in the process and receiving his just rewards. Briefly, cooperation is a way of life in which one helps himself, helps others, and helps improve the living conditions of the community.

Doubtless a farmer can produce by himself, consume the fruits of his labor, and market the surplus of his production. But it would be better yet if he and the other farmers of his community cooperate together in a business enterprise commonly known as cooperatives and thereby bring benefit to all members — educationally, financially and economically.

The foregoing philosophy may be further stressed by the following principles adopted by the Rochdale Pioneers in Lancashire, England, a cooperative buying club which very quickly became a consumers' cooperative store.

Rochdale pioneers were flannel weavers who in 1844 went on strike against their employers. To be able to support the strike, the organizers of the union levied weekly contributions from strikers. This was believed to be the starting point in the raising of capital. The 28 members (one of them a woman), poor and unschooled but with character and determination, and guided by constant study and persistence to overcome the obstacles of poverty and indifference, succeeded in helping themselves the cooperative way. The experience of the Rochdale Pioneers Consumers' Cooperative became the basis of the principles of the modern cooperative movement throughout the world. These principles are:

1. Democratic Control — This is a form of economic democracy. Each member has only one vote irrespective of the number of shares he holds. No proxy is allowed.

2. Open Membership — In order to enable every member of the community to join the cooperative, the shares are of low denomination. Although it is open, membership may be rejected due to questionable character and other causes.

3. Limitation of Interest on Capital — The profits, after deducting an amount for depreciation and reserve, go partly to the educational fund and partly to charity. The remainder goes to the members in proportion to their trade. Usually the interest on capital investment is only 8%.

4. Limitation of Shares for Each Member—There is a limit to the number of shares each member may hold. This is to prevent the possible control of the association by a few. However, preferred stocks may be issued, but they do not carry any vote. Here

again is a democratic measure to maintain the equality of interest and influence of the members in the conduct of the affairs of the society.

5. Trading on Cash Basis with No Credit — Generally purchases and sales should be on the basis of cash to avoid the reduction of capital. Late payments should be avoided.

6. Sale of Pure Goods Only — Only pure and unadulterated goods should be sold to preserve the dignity that goes with quality. Private stores may reduce prices by adulteration of the goods. When this happens, the leaders of the cooperative can explain the situation as regards competition.

7. Provision for the Education of the Members— The members should be given constant education on cooperative principles as well as on mutual trading. Other members of the community who are not members of the cooperative may join the educative process if they so desire.

8. Political and Religious Neutrality — For obvious reasons, the members should adhere to the policy of neutrality in politics and religion are divisive forces that are not encouraged in cooperative endeavors.

II. Organization and Management of Cooperatives (Credit Union) — After knowing the philosophy and principles of the cooperative movement in Europe, Asia, the United States, and the Philippines thru a series of lectures from the ILO, ICA and CAO experts, we will now be ready to guide the organization of simple cooperatives in our respective communities.

Secretary Aguilar, in his address to the convention of school superintendents in Baguio, advocates the organization of cooperatives. A cooperative is a business institution owned and controlled by the members, and operated for their benefit as users. Among the types of cooperatives are: (1) Agricultural (Facomas) and (2) Non-Agricultural (Consumers, Credit Union, Industrial, Service, etc.). The following suggestive steps for the organization of a cooperative are hereby given:

1. Make a survey of the needs of the community for cooperative endeavor.

2. Interest a few honest friends in the locality and organize a study club to sell the idea of cooperation.

3. Invite an officer of a cooperative in a nearby locality or an officer of the Cooperative Administration Office (CAO) of the province for further enlightenment.

4. Elect officers of the cooperative:

- a. Board of Directors (5-11 members)
- b. Credit Committee (3 members)
- c. Supervisory Committee (3 members)

5. Submit the following requirements:

a. Legal requirements

1. Four copies of incorporation and by-laws accomplished by at least 15 incorporators.
2. Surety of not less than P500 for the Treasurer.
3. Money order for P17.30 payable to the Security and Exchange Commission.

b. Policy requirements:

1. Economic survey form in duplicate.
2. Certificate of the Cooperative Officer who conducted the meeting.

6. Have on hand the complete set of accounting forms before starting the operation.

The Administration and Management of the Cooperative — The business affairs are managed by the board of directors, the credit committee, and the supervisory committee elected by the members by secret ballot at their annual meeting. Within 10 days after the election, each group elects its president and other officers. Their powers and duties are embodied in the by-laws of the association. A few of them, however, may be quoted:

THE DIRECTORS exercise general management of the credit union, set its policies, approve all applications, set the interest rate (never more than 1% per month on the unpaid balance), and declare the dividends. They meet monthly, but may hold additional meetings, if necessary.

THE CREDIT COMMITTEE supervises all loans to members. Applications for loans are made in writing, and must tell the purpose of the loan, the security offered, and any other data required. The credit committee meets regularly, or as often as necessary, to approve loans.

THE SUPERVISORY COMMITTEE is the "watch-dog" of the credit union. It examines the affairs of the organization, keeps an eye on its operations, and reports to the members at the annual meeting.

THE TREASURER is the active manager of the credit union. He keeps the books, makes the financial reports, and is in charge of the receiving and disbursing of funds. Most of the members come to the treasurer with their financial problems, and he usually transmits loan applications to the credit committee. On him falls most of the work, although other members of the board and committeemen may volunteer their services.

III. School Cooperatives — Of the different cooperatives organized the world over, the youngest are the school cooperatives. Unlike the Rochdale Pioneers which, through the Rochdale principles, suc-

ceeded as a cooperative in general and a consumers' organization in particular, school cooperatives have no body of rules. However, school cooperatives are regarded as an educational device for training in responsibility, group work, team work, initiative and loyalty, hence, they are an excellent introduction to fundamental education.

The first school cooperative was organized in Paris, France in 1861. It was a mutual benefit society for saving and school insurance. Later the Jura school forestry cooperative came into being, and then in 1912, the Carcassonne school cooperative. The profits of these cooperatives were used for the assistance of needy pupils. Professor B. Profit, inspector of primary education in St. Jean, Angely, France, raised funds for such urgent needs of the schools as modern teaching materials, devices, etc. This became the basis for the organization of school cooperatives. The Profit's idea of school cooperatives spread to other parts of the world. In Poland, loan and thrift societies organized themselves into school cooperatives. Later, as late as 1949, Italy, Belgium, Spain, Tunisia in Africa, Ceylon, the U.S.A., Argentina, and other South American countries registered their school cooperatives.

In the Philippines, although cooperation is an indigenous element in the customs and traditions of the people as manifested in the "bataris" and "bayanihan" of the rural areas, and in many activities of the school, yet formal instruction on the matter started only in 1957 when Memorandum No. 130 of the Bureau of Public Schools announced the formal inclusion of the course in cooperation in the curriculum. The main objective of cooperation in schools is the development and formation of ideas and habits on cooperation. Activities conducive to group practices and to understanding the cooperative way of life should be given greater emphasis.

The teacher plays an important role in school cooperation and in the organization of school cooperatives. In the first three grades, the teacher as a guide may develop ideas and habits of cooperation thru stories about cooperation in the school, the home, and the community. In the higher elementary grades and in the high school the children may be taught simple cooperative principles. By way of practice, they may organize cooperatives to handle school supplies, like pencil, paper, ink, and instructional devices. A suggestive plan for such a cooperative may be tried out as follows:

1. Formation of a Board of Directors (5-11 members) consisting of teachers and pupils — the teachers on the majority and the pupils on the minority. Pupils from grade III up may become members of the board. The teachers manage the affairs of the cooperative while the pupils help and get the necessary training in management.

2. Capital — By practicing thrift, the pupils may be able to save ten to twenty centavos a month which may be the basis of the share of each pupil who may desire to join. The teachers may start with fifty centavos, or one peso a month. Out of these savings resulting from thrift, capital may accumulate and a school cooperative may be started. The children may be trained to patronize their cooperative. It should be remembered here that the goal is not gain but training and service.

3. Membership — All teachers and pupils of the school are eligible for membership after saving their initial fee of five centavos and buying at least one share. Each member, however, continues to pay his regular monthly share until he graduates or drops out of school. Then all his shares will be returned to him.

4. Meetings — Annual meetings of all members of the school cooperative are held. It should be the duty of every member to attend and participate in the deliberations, particularly in the election of the board of directors. The board of directors should meet once a month and set policies for the cooperative.

Conclusion:

The school children, because of their age, have that receptive capacity to understand and practice habits of thrift, saving, and mutual aid. If these ideas and attitude becomes a part of their cooperative way of life from the start, then they will become the

proper citizens of tomorrow — citizens with a sense of sound economy.

Let us hope that, in time, our teachers will become fully equipped with a knowledge of the fundamental principles of cooperation with skill in the organization and management of simple cooperatives — that they will spearhead the formation of cooperatives among themselves and among their pupils — that they will be capable of disseminating the information to the people of our rural areas. Indeed, in coordination with our home industry centers, these cooperative endeavors might well be a new and positive approach to our community development.

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Lectures:

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UNESCO

A Plea for a More Child-Centered Community School Program

By Romeo M. de Rosas

GENERALLY, what does the community-school movement mean to us teachers? Practically, this means more work — an increased zeal in our crusade to make our community a better place to live in. To accomplish something in this phase of our school work, we have to approach all sorts of people — gamblers, idlers, farmers, fishermen, merchants and professionals. We subdivide them into the following general categories: cynics, snobs, patrons, and sympathizers.

But we teachers know we have a mission to accomplish. Hence, we try our best to deal with all types of people. We are not afraid to meet problems. Come hell or high water, we shall go on.

As the ultimate aim of our community-school movement is to make our community a better place to live in, our educational leaders have been handing to us formulas which, in one way or another, influence our school administrators to hold the following: *purok* festivals, conferences on community-school development, workshops on local home industries, symposiums on human relation, etc. Improvements in the community; namely, the establishment of *purok* centers, libraries, and the like, are thought to express the people's desire to live better.

But much to our regret, what has happened? Those community improvements are now becoming superficial show windows of the real conditions obtaining in our respective communities. Why? Community-school coordinators, teachers, and principals usually inform the members of their respective *purok* that on a

certain date, experts on community-school education from the central office are coming to tour the different *purok* in the community. Who would not prepare for such occasion?

This writer is not, in principle, against the community-school program now made popular by our leading school administrators. In this connection, we want only to pose this question: In the implementation of that program, which should be given more emphasis: the moral growth of the townspeople or the physical improvement of the community?

One may say our question is anomalous. The moral and intellectual growth of our townspeople goes together with the development of the physical conditions in the community. Generally, this statement is true. However, for the sake of argument, we are going to discuss the matter in this paper.

The present tendency in the implementation of our community-school program is to put more emphasis on the physical aspects of its objectives. The majority of school administrators, by force of habit, want to show their respective school progress on community-school development in terms of mathematical data. For them, a high increase on itemized community improvements, such as, number of newly-constructed toilets, reading centers, etc., is something the higher authorities can more appraise and appreciate. They put on record the details of *purok* festivals and other community-school activities. They flatter about the cooperative spirit shown by the people in their community.

In this case, our community-school movement seems to become a materialistic display of community school progress. This writer had observed in several occasions the dog eat dog competition between the different *purok* in the community during *purok* festival and *purok* visitation. One week before the visitation, the *purok* is like a flirt smartly dressing up for a big occasion. Fences are repaired and constructed; streets are paved; newly-made waste boxes and waste cans are placed in conspicuous places; the *purok* center, thoroughly extricated of its filth and filled with reading materials, fire-fighting equipments, etc., becomes a realistic symbol of a work well done.

On the other hand, exhibitionism is the fad in most communities where *purok* festival or community fair is held. Every *purok's* booth has its own distinct individuality: One is beautifully constructed; the second, artistically decorated; the third, full of expensive antiques; the fourth, appealingly native with its display of products of different local industries; and so forth. Although against Bureau regulation, beauty contests are being held too. On one occasion, the community

school that held the beauty contest was able to purchase a sound system, an electric bell, and other utensils for the school's cafeteria. Each teacher campaigned for her *purok's* candidate. You may think the teachers enjoyed such activity. They hated it. As one remarked: "This community-school activity is getting all my time. Aside from my duties as a classroom teacher, I still act as a *purok* adviser, beauty-contest campaigner, sponsor, messenger... To hell with that added burden!"

The common procedures in implementing our community-school activity are basically unfavorable to teachers. The scope of their duties has expanded far and wide, brought about by a seemingly administrative obsession among school officials to see the material progress in their community-school program. Professionally untrained and unfamiliar with the multifarious phases of community education, a teacher finds her community-school work a great burden.

And what has our community-school program accomplished so far? Look at our reading centers; look around and see whether or not our townspeople have changed their apathetic attitude to community development. Have we at least minimized the number of cabarets, gambling dens, and other places of vice and moral corruption in the community?

We must not take for granted the fact that one of the fundamental objectives of our community-school activity is to find ways and means to further develop the moral character and personal discipline of our pupils. In order to delimit the very broad scope of our community-school program, community-school activities which will not ultimately redound to the well-being of our pupils should be eliminated. In short, every community-school affair must be inherently pupil-centered.

It is the belief of this writer that in the implementation of our community-school program, the psychological approach must be effectively utilized. Before we can make our townspeople become a real asset to our community-school program, we have to correct first their wrong attitude; let them realize what is right and wrong, what is decent and indecent; and develop in them a keen sense of responsibility and moral rectitude.

We know our community environment is just the opposite of our school environment. In the classroom, we use countless varieties of teaching methods, techniques, and devices to instill in the mind of every pupil desirable habits, attitudes, and skills needed for a more useful and happy life now and for keeps. Our school grounds and buildings, spick and span as ever, reflect sterling qualities of character which

teachers also want to realize, by all means, in the community.

But our community environment has more audio-visual attractions. A large number of our pupils learn at an early age to smoke and drink because they see grown-ups do so. A pupil may see his father drunk; the other may see his mother playing **panggingge**. Fiestas provide our young students to learn more new forms of gambling, give them chance to see the bare facts about the most immoral acts in burlesque shows, and let them acquire the habit of cutting classes.

Added to these hundreds of unmentionable temptations is the apparent neglect of most parents to help the teacher develop personal discipline in their children. They leave everything to the teacher. To them, the education of their sons and daughters is the teacher's job. Teachers are being employed for that sole purpose, they say.

Along this line, we can see now the big gap between the school and the community. Both teachers and townspeople must come to realize that one cannot work successfully without the wholehearted cooperation of the other. The problem is how to make this kind of school-community relationship a reality.

In our community-school program, we must first give due emphasis on the moral and intellectual reformation of our townspeople. If the mental set of the great majority of our townsmen is inimical to the fundamental principles of good citizenship, can we expect to make our community a better place to live in?

In school, we teach moral character, personal discipline, civic conscience, vocational efficiency, and the duties of citizenship. Who can be an example in the community? Yes, every now and then, this writer has been embarrassed by his students pointing an accusing finger to many of our so-called responsible members of the community. Imagine the influence to our young people of a municipal mayor who sleeps on a bench inside a gambling place. What would be our students' impression of a businessman indulging in illegal business, or a common harmless lecher?

The irony of this is: Many male teachers are influenced by the community environment. Why? Because of the so-called "public relation," needed to bolster our community-school program, an increasing number of teachers and supervisors have given up their stand against alcoholism, immorality, and other

vices. For instance, during boy scouts' rally, some town officials would invite at night boy scoutmasters to a drinking spree. Who would not accept this invitation especially if those people are accompanied by school officials and other teachers?

Teachers are builders of character. At all times we exhort our pupils to be good, honest and sincere. We implant in themselves that success is service. And we let them realize that real happiness consists in giving happiness to others. We teach them to emulate the lives of good men. In a word, character is not an incidental phase of teaching but it is its core. Without character, our educational philosophy would have no meaning at all.

Therefore, in order to make our community-school program more child-centered, and more beneficial to the community in general and to the townspeople and teachers in particular, the urgent need of our time is to orient and prepare our **purok** organization to launch a moral crusade in the community. Let our **purok** organization be militant enough to arouse the interest and acquire the cooperative assistance of other civic organizations, like, the **Women's Club, Catholic Action, Christian Youth Fellowship**, local Y.M.C.A. chapter, and others. Our initial motto may run like this: "What shall it profit a community if it gain the whole world and lose its own boys?"

The objective here is to revitalize our community-school program by instilling first in the minds of our town officials, professionals, and laymen, a genuine desire to wage a war against vice, immorality, graft and corruption. If more and more number of our townsmen would stand up for such a noble cause, the objectives of our community school program would also be more and more carried out effectively. In the long run too, more and more people in our community would realize the true significance in their lives of this law of moral growth: "Whatsoever things are true; whatsoever things are honorable; whatsoever things are just; whatsoever things are pure; whatsoever things are lovely; whatsoever things are of good report; think on these things."

Before any man could do something of great value to his fellowmen, he must get first wisdom of the heart. We cannot reconcile cooperation for anything that is basically wrong and evil. If we know that intoxicants are corrupting and degrading, that immorality is lewdness, that graft and corruption are evil, well, we must, by all means, "put it away, out of our life and out of the life of our community!"

How Costly Are Dropouts and Failures?

By Eulogio Manzano

A Grade-to-Grade Follow-Up of the Promotion of Children from Grade I to Grade VI from the School Year 1946-1947 to the School Year 1950-1951 in the Public Elementary Schools in the Philippines.¹

ONE of the important aims of the Philippine educational system is to promote the optimum growth and development of children and youth to the end that they will become enlightened, upright, and useful citizens of a democracy. The whole educational machinery is geared toward this goal. If this is the goal, it is important to know how many public school children survive through the Grades and obtain education.

This study is limited to facts and figures pertaining to public elementary education after Liberation, as compiled by the Research and Evaluation Division, Bureau of Public Schools. The annual enrolments in Grade I in the public schools for a five-year period (1946-1947 to 1950-1951) and the percentage promoted from Grade to Grade up to the completion of the elementary course are considered in this study.

Specifically, this article answers the following questions:

1. What percentage of the pupils enrolled in Grade I each year during the five-year period (1946-1947 to 1950-1951) was promoted? How many were able to complete primary education in four years? What percentage of these were able to finish the elementary course in six years?

2. What is the cumulative average number of pupils promoted from Grade to Grade based on the average number of pupils enrolled in Grade I during the school years 1946-1947 to 1950-1951? What is the average number of dropouts and failures in each Grade?

3. At the rate of 50 pupils per class, how many classes could be organized out of the number of pupils who failed to enroll in the next higher Grade, those who dropped out and those who failed in the same Grade during the period under consideration?

4. What is the estimated average annual loss suffered by the Government in each Grade in the form of wasted educational efforts due to dropouts or failure to be promoted? What is the average total annual loss for wasted efforts in all the Grade levels during the period under study?

The dropouts referred to in this study are the following:

- a. the pupils who left school for one reason or another during the year;
- b. the pupils who were promoted to a certain Grade but failed to enroll in that Grade due to sickness, poverty, or some other reasons;
- c. those who failed to complete a certain curriculum level: primary education (Grades I to IV) or elementary education (Grades I to VI).

The data on enrolment in Grade I for the five-year period were taken from B.P.S. Forms 6-A (Summarized Division Report of Enrolment and Attendance) for March of each year and the data on promotion, from B.P.S. Forms 20 (Summarized Report on Promotion) from the school year 1946-1947 to the school year 1955-1956. Data on enrolment are presented in the following table together with other data needed in answering the aforementioned questions.

How Many Completed the Primary School?

The percentages of promotion from Grade I up to the completion of primary education in the public elementary schools each year during the five-year period were found by dividing the total number of pupils promoted from Grade IV after four years of study by the number of pupils enrolled in Grade I. Of those enrolled in Grade I in

- 1946-47—53.74 per cent completed primary education in 1949-50;
- 1947-48—60.46 per cent completed primary education in 1950-51;
- 1948-49—54.63 per cent completed primary education in 1951-52;
- 1949-50—49.09 per cent completed primary education in 1952-53;
- 1950-51—50.74 per cent completed primary education in 1953-54.

These figures show that in round figures out of every 10 pupils who enrolled in Grade I in

- 1946-47—5 completed primary education in 1949-50;
- 1947-48—6 completed primary education in 1950-51;
- 1948-49—5 completed primary education in 1951-52;
- 1949-50—5 completed primary education in 1952-53;
- 1950-51—5 completed primary education in 1953-54.

¹ This is the first instalment of similar studies of Five-Year Periods.

**GRADE TO GRADE PROMOTION IN THE PUBLIC ELEMENTARY SCHOOLS
(1946-47 to 1955-56)**

School Year	Annual Enrolment in Grade I	Number of Pupils Promoted from Grade—						Percentage of Pupils Promoted from	
		I	II	III	IV	V	VI	Grade IV	Grade VI
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1946-47	1,135,819	775,789							
1947-48	859,006	627,315	761,794						
1948-49	948,172	672,696	600,968	674,216					
1949-50	945,513	694,032	648,364	578,264	610,420			53.74	
1950-51	885,948	622,418	625,069	593,760	519,378	425,087		60.46	
1951-52			579,096	560,872	517,969	374,494	342,178	54.63	30.13
1952-53				498,050	464,139	336,737	277,112	49.09	32.26
1953-54					449,505	337,416	271,953	50.74	28.68
1954-55						329,350	270,162		28.57
1955-56							272,026		30.70
Total	4,774,458	3,392,250	3,215,291	2,905,162	2,561,411	1,803,084	1,433,436		
Average	954,892	678,450	643,058	581,032	512,282	360,617	286,687		
Cumulative Number of Drop Outs and Failures	—	276,442	311,834	373,860	442,610	594,275	668,205		
Average Number of Drop Outs and Failures in Each Grade	—	276,442	35,392	62,026	68,750	151,665	73,930		
Per Cent of Promotion in each Grade based on the Average Grade I Enrolment	—	71.05	67.34	60.85	53.65	37.77	30.02		
Estimated number of classes that could be organized out of Drop Outs and Failures in each Grade	—	5,529	708	1,240	1,375	3,033	1,479		
Estimated Annual Loss in Each Grade at the Rate of P2,300 per class	—	P12,716,700	P1,628,400	P2,852,000	P3,162,500	P6,975,900	P3,401,700		

How Many Completed the Elementary School?

The percentages of promotion of pupils from the First Grade up to the time they completed the elementary course (six Grades) during the five-year period were found by dividing the total number of pupils promoted from Grade VI after six years of study by the number of pupils enrolled in Grade I. Of those enrolled in Grade I in

- 1946-47—30.13 per cent completed the elementary course in 1951-52;
- 1947-48—32.26 per cent completed the elementary course in 1952-53;
- 1948-49—28.68 per cent completed the elementary course in 1953-54;
- 1949-50—28.57 per cent completed the elementary course in 1954-55;
- 1950-51—30.70 per cent completed the elementary course in 1955-56.

These data reveal that in round figures out of every 10 pupils enrolled in Grade I during each year of the period under study, only three complete elementary education in six years.

How Many Dropped Out or Failed?

The cumulative average number of pupils promoted, the cumulative percentage of pupils promoted from Grade to Grade based on the average number of pupils, 954,892, enrolled in Grade I during the school years 1946-47 to 1950-51 and the average number of dropouts and failures in each Grade were found.²

The foregoing table shows that out of the average Grade I enrolment of 954,892 —

- 678,450 or 71.05 per cent were promoted from Grade I;
- 643,058 or 67.34 per cent were promoted from Grade II;
- 581,032 or 60.85 per cent were promoted from Grade III;
- 512,282 or 53.65 per cent were promoted from Grade IV;
- 360,617 or 37.77 per cent were promoted from Grade V; and
- 286,687 or 30.02 per cent were promoted from Grade VI.

² The data on Grade I enrolment for the five-year period were added and the average enrolment in this Grade (954,892) was found by dividing the total enrolment of 4,744,458 by 5. Likewise, the data on promotion by Grades were added and the average number of pupils promoted from each Grade was found by dividing the total number of pupils promoted from each Grade in the five-year period by 5. The average number of dropouts and failures in Grade I was found by subtracting the average number of pupils promoted from Grade I from the average enrolment in Grade I. For the next higher Grades, the average number of pupils promoted from Grade II was subtracted from the average number of pupils promoted from Grade I; etc.

In the light of the above figures, it can be deduced that in round figures on the average, out of every 100 pupils enrolled in Grade I

- 71 completed Grade I;
- 67 completed Grade II;
- 61 completed Grade III;
- 54 completed Grade IV;
- 38 completed Grade V; and
- 30 completed Grade VI.

The figures also show that on the average, the yearly total number of pupils who failed and those who dropped out in Grade I was 276,442; the number of pupils who failed to enroll in Grade II, those who dropped out during the year and those who failed in the same Grade totalled 35,392; those who failed to be enrolled in Grade III, those who dropped out, and those who failed in the same Grade totalled 62,026; those who failed to enroll in Grade IV together with those who dropped out and those who failed in the same Grade totalled 68,750; the pupils who failed to enroll in Grade V together with those who dropped out and those who failed in the same Grade totalled 151,665; and those who failed to enroll in Grade VI together with those who dropped out from that Grade and those who failed in the same Grade totalled 73,930.

The figures further show that the public elementary schools were turning out every year about 300,000 children who were presumed to be functionally literate by completing Grade VI and more than 600,000 who were not considered functionally and permanently literate.³

Loss to the Government

To estimate the loss suffered by the Government in each Grade in the form of wasted educational efforts, it is necessary to determine the number of classes that could be organized out of the number of pupils who failed to enroll in the next higher Grade, those who dropped out and those who failed in the same Grade. An average of 50 pupils per class or per teacher was used in determining the number of classes because said number was found to be the over-all average number of pupils per teacher from the school year 1946-47 to the school year 1955-56. The average number of classes that could be organized out of the average number of pupils who failed to continue up to Grade VI are as follows:

Grade I	5,529	classes
Grade II	708	"
Grade III	1,240	"
Grade IV	1,375	"
Grade V	3,033	"

³ However, Gerardo Flores, consultant of the Joint Congressional Committee on Education (1949-50) concluded from a study that the completion of at least Grade VII is necessary for functional literacy.

Grade VI	1,479	”
Total	13,364	”

SUMMARY

The findings in this study may be summarized as follows:

1. The percentages of promotion in Grade IV of the pupils originally enrolled in Grade I from 1946-47 to 1950-51 show that only 5 out of every 10 children enrolled in Grade I completed the primary course every year after four years of study.

2. The percentages of promotion in Grade VI of the pupils originally enrolled in Grade I from 1946-47 to 1950-51 show that only 3 out of every 10 children enrolled in Grade I completed elementary education every year after six years of study.

3. On the average, out of every 100 pupils enrolled in Grade I from the school year 1946-47 to 1950-51,

71 completed Grade I;
67 completed Grade II;
61 completed Grade III;
54 completed Grade IV;
38 completed Grade V; and
30 completed Grade VI.

4. At the rate of 50 pupils-per class, the average number of classes that could be organized each year out of the average number of pupils who failed to complete Grade VI was 13,364.

5. The National Government suffered the heaviest average annual loss in Grade I in the amount of P12,716,700 which was 41 per cent of the total average annual loss in the elementary Grades which amounted to P30,737,200.

It may be mentioned in this connection that the public school system has no definite policy relative to the promotion of pupils in the elementary Grades. The general tendency, however, is towards mass promotion which aims to minimizing, if not eliminating, wastage of government funds. Considering that the dropouts and failures found in this study are largely pupils who left school for one reason or another, it would be worthwhile to consider the following four major causes of pupils dropping out in the elementary grades as found by the report on the survey entitled "National Survey on Dropouts from Elementary Schools during 1952-1955" conducted throughout the Philippines by a joint committee composed of the National Economic Council, the Bureau of Public Schools and the University of the Philippines:

1. Educational factors:
 - a. Lack of interest in learning
 - b. Could not get required books
 - c. Distance to travel to school
 - d. Too old for the class
 - e. Onerous contributions
 - f. Did not like the teacher

It is also shown in the foregoing table that an average of 5,529 classes could be formed out of the average number of pupils who dropped out and those who failed in Grade I. Second in number were the 3,033 classes that could be organized out of the average number of pupils who failed to enroll in Grade V together with those who dropped out and those who failed in the same Grade; and the least in number were the 708 classes that could be formed out of the average number of pupils who failed to enroll in Grade II and those who failed to finish the Grade.

The estimated loss incurred by the Government in the elementary Grades, by Grade levels, follows:⁴

Grade I	P12,716,700
Grade II	1,628,400
Grade III	2,852,000
Grade IV	3,162,500
Grade V	6,975,900
Grade VI	3,401,700
Estimated Total Annual Loss	P30,737,200

The National Government suffered the heaviest loss annually in Grade I. The estimated amount, P12,716,700, is 41 per cent of the average total annual loss which amounted to P30,737,200.

In the study entitled "National Survey on Dropouts from Elementary Schools during 1952-55" only P19 million was reported as annual loss due to wasted educational efforts; while this study reports an average annual loss of P30,737,200. This difference may have come about because the study referred to herein was concerned only with "the causes of children dropping out of the public schools before completing Grade VI⁶, while this study makes a Grade-to-Grade follow-up of children for a five-year period beginning from the time the children were enrolled in course. In other words, the previous study ended Grade I up to the time they finished the elementary upon the pupils' reaching Grade VI, while this present study goes farther since it makes a follow-up of the children up to their completion of elementary instruction.

⁴ An estimate of the loss incurred by the Government each year, by Grade levels, was made by multiplying the average number of classes that could be organized out of dropouts and failures by P2,300.00 which is the appropriation for a whole class. This figure was furnished by the School Finance Division, Bureau of Public Schools.

⁵ "National Survey on Dropouts from Elementary Schools during 1952-1955", conducted by a joint committee of the National Economic Council, Bureau of Public Schools and the University of the Philippines, p. 2.

⁶ *Ibid.*, p. 1.

⁷ *Ibid.*, pp. 5, 8, 9, 11, and 14.

- g. Irregular attendance
 - h. Influence of bad companions
 - i. Frequent transfer from school to school
 - j. Difficulty with English
2. Economic considerations:
 - a. Occupation of fathers
 - b. Income of households
 - c. Family assistance required of dropouts
 - d. Costs associated with education
 3. Home influence:
 - a. Disruption in household
 - b. Size of household
 - c. Incomes of household
 4. Health
 - a. Illness

The report also gives ways of overcoming these causes to the end that the holding power of the schools is improved.

The compulsory education law, known as Elementary Education Act of 1953, is gradually being enforced. Pertinent portions of a memorandum⁸ of the Bureau of Public Schools which gives some findings on the experimental scheme for compulsory education are quoted as follows:

Compulsory education was officially carried out on a partial basis in 1956-1957 under Department Order No. 4, s. 1957, entitled **Experimental Scheme for Compulsory Education**. This is but an initial step, as full implementation of the law is not, as yet, possible.

In accordance with the aforementioned Department Order, a census was taken of children aged 7 to 13 who had not enrolled in Grade I or who had enrolled but left school before completing the elementary grades. Teachers in a municipality in each division and in a district in each city division undertook the survey. The teachers exerted every effort to induce these children to go or to return to school. Authority was given the superintendent to utilize one teaching position for a teacher whose duties are to attend to all matters pertaining to this program, to visit with parents who have difficulty in sending their children to and keeping them in school, to give those parents assistance in every possible way, and to give counsel to children in school who may need his guidance.

The findings of the "Further Study on the Compulsory Education Experiment" indicate that if teachers exerted more assiduous efforts to "retrieve" children who dropped out, they could be induced to return to school and stay longer. The teacher in the

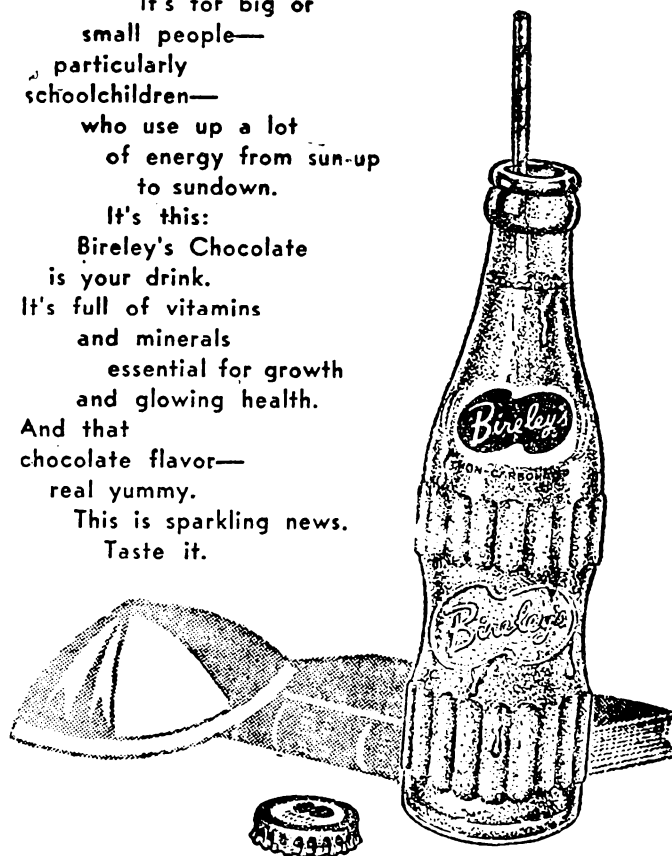
⁸ Bureau of Public Schools, Memorandum No. 113, s. 1957.

District of Washington, Division of Capiz,⁹ who undertook the survey, reported that 235 pupils were persuaded to return to school. Out of this number, 31 returned to school before the scheme went into effect. There were then 204 or 86.81 per cent of the 235 pupils who returned after the scheme was launched. Out of the 235 returnees, only 38 or 16.17 per cent failed and 10 or 4.26 per cent dropped out during the experiment. Only 65 or 21.67 per cent of the 300 dropouts reported were not persuaded to return to school.

The use of the native language as medium of instruction in the first two Grades might reduce dropouts and failures because the children would take more interest in the kind of schooling which they can acquire through a language that they understand. Experiments and studies on the teaching and use of the native languages, the Filipino Language, and English may reveal further how to keep children longer in school. A valid hypothesis could at this time be set up indicating that there is a high degree of correlation between the learning and use of a language and the incidence of longer stay in school.

⁹ Letter of the Superintendent of Schools dated Sept. 17, 1957 inclosing the answers of the teachers and parents to the questionnaire in the inclosure to General Letter No. 105 dated July 3, 1957.

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The Teaching of "Regular" Physics

— PART ONE —

By Jack Smith

PHYSICS, as a secondary school subject, makes a study of the closely related sciences of mechanics, heat, electricity, light, sound, the branches of the sciences devoted to the study of radiations (i.e., X-rays, gamma rays, cosmic rays, etc.), and of atomic structure. That, in the nutshell, are the various study units found in the course.

Where this is not found or recommended, a definite set of minimal requirements should be evolved for the regular course in Physics. Otherwise, teachers would not care at all to touch on the other study units.

The writer will, presently, outline the basic minimum coverage of the subject. In the next issue, fundamental topics will be suggested to introduce the students to the wider implications of Physics, its modern trends and application.

The new and regular high school Physics should include, among other things, the following basic minimum coverage:

1. General physics

(a) Dynamics. Newton's laws of motion. Conservation of momentum. Composition and resolution of coplanar displacements, velocities, momenta, accelerations and forces. Work, power, kinetic and potential energy. Conservation of energy. Motion of a particle in a straight line. Motion under gravity. Uniform motion in a circle. Simple harmonic motion. The simple pendulum. Vibration of a mass at the end of a spring.

(b) Statics and hydrostatics. Moments and couples. Center of gravity. Density. Fluid pressure (center of pressure and metacenter maybe excluded). The mercury and aneroid barometers. Floating bodies and the principle of Archimedes.

(c) General mechanical properties of solids, liquids and gases. Experimental determination of friction between solid surfaces. Determination of coefficient of friction. Elasticity: Elastic limit, Hooke's law, yield point, stretching of a wire, determination of Young's modulus. Surface tension: experimental illustrations; measurement of simple methods; excess pressure inside a spherical bubble; rise in ca-

pillary tubes. Boyle's law. Descriptive treatment of kinetic theory.

2. Sound

(a) The nature of sound. General characteristics of wave motion and vibrations. Longitudinal and transverse waves. Progressive and stationary waves. (The equation for progressive waves is not expected.)

(b) Propagation of sound. Determination of velocity in free air. Effect of temperature and wind on the transmission of sound through the atmosphere. Factors influencing the velocity in air. Reflection of sound. Echoes. Doppler effect.

(c) Production of sound. Loudness, pitch, quality. Vibration of strings, air columns and tuning forks. Overtones. Forced vibrations and resonance. Beats. Determination of frequency by sonometer and velocity of sound by resonance tube.

3. Heat

(a) Thermometry and calorimetry. Temperature; quantity of heat. Liquid in glass thermometers. Calorimetric determinations by the method of mixtures and by electrical heating.

(b) Thermal properties of solids, liquids and gases. Expansion (the determination of the absolute coefficient of expansion of a liquid will demand a knowledge of only simple methods). Ideal gas laws. Absolute temperature. Specific heat. Change of state: latent heat. Saturated and unsaturated vapors. Determination of saturation vapor pressures. Dew point and relative humidity.

(c) Transference of heat. Conduction, convection and radiation. Thermal conductivity and its determination (students should have a knowledge of one simple method for a good solid conductor and one simple method for a bad solid conductor; methods involving emissivity need not be required).

(d) Nature of heat. Heat as a form of energy. Relation between thermal, mechanical and electrical units of energy; determination of this relationship by a mechanical and an electrical method. Conversion of heat into mechanical energy (students should know that while all the work done on a system may become

heat, only a part of the heat energy in a heat engine can be converted into work: only a very elementary treatment is expected).

1. Light

(a) Geometrical optics. Reflection and refraction at plane surfaces. Total internal reflection and associated phenomena. Determination of refractive index for solids and liquids (simple methods employing grazing incidence should be included; refraction at a single spherical surface may be treated). Spherical mirrors. Refraction through a prism. Spectrometer. Dispersion. Deviation by a small-angle prism. Thin lens (full formula). Thin lenses in contact.

(b) Production of light. Visual effects of light, color phenomena. Simple treatment of photometry and spectroscopy (defining the following: international candle, lumen, lux, foot-candle. The cosine law should be included). Emission and absorption spectra.

(c) Optical instruments. Simple treatment of the following: the eye as an optical instrument; spectacles; the telescope and the microscope; the camera (only the principles of these instruments need be studied, as exemplified by the appropriate arrangement of two thin lenses).

(d) Physical optics. Wave and corpuscular theories of light. Reflection and refraction at plane surfaces by Huygens' secondary wavelets. The principles of interference. Young's experiments. Qualitative account of the characteristics of radiations outside the visible range of wave lengths. Electro-magnetic spectrum.

5. Electricity and Magnetism

(a) Magnetism. Magnetic field, magnetic moment. Deflection and vibration magnetometers (the determination of M and H by the combined oscillation and deflection methods need not be elaborated). Comparison of fields and magnetic moments. The earth's field, horizontal and vertical components, the compass, the dip circle. Magnetic properties of iron and steel. Intensity of magnetization curves by magnetometer. Elementary treatment of the magnetic properties of the materials employed in permanent magnets, electro-magnets and transformer cores. Descriptive account of dia-, para-, and ferro-magnetism.

(b) Electrostatics. Elementary facts. Force between charges. Unit charge. Intensity, potential, capacity. Electrostatic units of potential and capacity. Capacity of sphere and parallel plate condenser. Effect of dielectric on capacity. Condensers in series and in parallel. Energy of a charged condenser.

(c) Current electricity. Simple experimental demonstrations of the connection between static and current electricity. Magnetic effect of electric cur-

rent. Force on current-carrying conductor in a magnetic field. Principles of construction and use of moving coil galvanometer, ammeters, voltmeters. Measurement of potential difference, resistance and current. Electro-magnetic and practical units of current, potential difference, resistance and capacity. Field at center of circular coil; the tangent galvanometer. Ohm's law. Heating effects. Electrical energy and power. Resistances in series and parallel. Wheatstone bridge, potentiometer. Use of standard cell and standard resistance.

(d) Electrolysis. Faraday's laws. Descriptive treatment of primary and secondary cells.

(e) Electro-magnetic induction. Faraday's experiments on electro-magnetic induction. Simple experimental phenomena. Elementary principles of A.C. and D.C. generators and D.C. motors. Qualitative treatment of alternating current and transformers.

(f) Electronics. Elementary qualitative treatment of the following: discharge through gases; the electron; conduction by metals and electrolytes; the diode; X-rays; the photo-cell.

Physics has been an interesting school subject to the students in the brighter sections. The advancement of science becomes more difficult to cope with when its study and understanding is limited to but a few learned people. Science teachers arouse the interest and provoke the intelligence of their students into a more serious study of Physics to enable these youths to become advocates of science, either pure or applied. More aptly yet if they could be inspired to become scientists of the Philippines.

There are suggested hereunder some topics which will introduce the students to the wider implications of Physics, its modern trends and applications. The study of these topics will be a veritable foundation for those who intend to pursue the course in college. These study units may supplement the regular course of Physics, the basic minimal coverage of which was delineated in the first part of this feature.

1. **Mechanics and elasticity.**...Laws of motion extended to rotation about a fixed axis (details may be set on the theory and use of the compound pendulum). Moments of inertia in simple cases. (Students should be expected to be able to calculate the moment of inertia of a uniform rod about an axis normal to its length: through the center, at one end, of a uniform circular disk about an axis through its center perpendicular to the disk, and of the rim of a flywheel. They should be able to describe the experimental determination of moments of inertia by simple methods.) Stress and strain; definitions of rigidity and bulk moduli of elasticity; work of deformation; torsional oscillations (the mathematical proof of the relation between the torsional couple and the deflec-

tion of a wire and experimental determinations of the bulk and rigidity moduli can be excluded).

2. **Viscosity.** Coefficient of viscosity. Experimental investigation with narrow tubes (the derivation of Poiseuille's formula may not be required). Experimental comparison of viscosities. Simple treatment of orderly and turbulent motion, streamlining, terminal velocity of a falling body.

3. **Gravitation.** The work of Copernicus, Kepler and Newton. Elementary quantitative treatment of circular orbits. The relation between the gravitational constant and gravitational acceleration. Determination of the gravitational constant (details of only one method of determination need be studied). Solar system in outline (the students should be expected to have a knowledge of the following topics, simply treated: characteristics of the major planets; the sun as nearest star, sunspots, eclipses; the moon, its motion, phases and eclipses; tides and their connection with sun and moon).

4. **Thermometry and radiant energy.** Scales of temperature. Principles of thermoelectric and resistance thermometry, and of optical pyrometry, with simple experimental illustrations (practical details of the use of platinum resistance thermometer need not be expected). Heat exchanges by radiation. Stefan's law and a descriptive treatment of the distribution of energy in black-body radiation.

5. **Properties of gases.** Isothermal and adiabatic expansion. Specific heat of gases. Significance of the difference between and the ratio of the principal specific heats of a gas. Pressure-volume relationships for real gases. Critical temperature. Liquefaction of gases. Cooling by evaporation, and its application to a simple refrigerator (Van der Waals' equation is not expected; proof of the equation $PV^{\gamma} = \text{constant}$ need not be required; and a detailed knowledge of the Joule-Thomson effect is not required).

6. **Kinetic theory.** Derivation of expression for pressure exerted by ideal gas; relations between temperature and molecular kinetic energy. Qualitative treatment of the following: the differences between ideal and real gases, evaporation, diffusion, viscosity, Brownian movement. Distinction between solids, liquids and gases.

7. **Meteorological physics.** Elementary treatment of the following: the structure of the atmosphere; vertical and horizontal distribution of temperature and wind (the exponential variation of pressure with height in a homogeneous atmosphere is excluded). Hygrometry. Formation of clouds, fog, dew, and hoar frost. Meteorological optics; elementary treatment of mirage, rainbow, haloes, coronae, color of the sky. Lightning and thunder-storms.

8. **Applied acoustics.** Measurement of frequency by the stroboscopic method. Intensity and loudness

levels, decibel, phon. Simple descriptive treatment of phonograph disk, sound film, microphone, loudspeaker. Reverberation and decay of sound in rooms, effect of absorption.

9. **Optical instruments and measurements.** The velocity of light: its determination by one terrestrial method, treated simply. Measurement of illumination. Descriptive treatment of the defects of images formed by thin lenses. Dispersive power. Correction of chromatic aberration. Telescopes and microscopes (students will be expected to give a simple account of real instruments including some knowledge of chromatic aberration and resolving power and, for the microscope, the principles of oil immersion and the optical condenser; details of the eye-pieces are excluded; and reflecting telescopes are included). Projection lantern.

10. **Wave properties of radiation.** Interference phenomena in thin films. Nature of diffraction grating. Elementary treatment of the crystal as a diffraction grating for X-rays (no treatment of half-period zones is required; the treatment of a crystal as an X-ray diffraction grating is confined to a simple study leading to Bragg's law). The production and detection of plane polarized light. Uses of polarized light.

11. **Electro-magnetic induction and alternating current.** Simple treatment of relation between electromotive force and rate of change of magnetic flux. Electromotive force produced in a coil rotating uniformly in a magnetic field. Qualitative treatment of self and mutual induction. Use of search coil and ballistic galvanometer (the theory of the mode of operation may not be discussed). Measurement of alternating current and voltage. Root mean square values. Qualitative treatment of effect of capacitance and inductance in A.C. circuit. Uses of transformers in connection with high-voltage transmission. Use of cathode ray oscillograph in study of A.C. phenomena (intended to illustrate the mathematical form of the wave equations using a linear time base).

12. **Electronic and atomic physics.** Elementary treatment of the triode as detector, amplifier and oscillator. Outline of the simpler applications of the foregoing in radio. The electron. Determination of e and e/m (the methods of J. J. Thomson and Millikan will be studied). Connection with the specific charge of ions in electrolysis. Simple account of positive rays (only a descriptive account of J. J. Thomson's experiments will be studied). Simple account of radio-activity (details of the changes in chemical nature accompanying disintegration are not required). The atom as nucleus and electrons; relation to atomic weight and atomic number (no experimental methods of determining nuclear charge or atomic weight need be studied).

Ang Pangngalan

Ni Benigno Zamora

SA pagbanggit ng tao, bagay, lunan, o pangyayari, ay kailangan ang ngalang maikakapit sa alin man sa mga tinuran. **Pangngalan** ang itinataguri sa mga panawag na ito. Ang salitang pangngalan, na lalong may kaugnayan sa balarila kaysa alin mang pananalita, ay nitong mga huling panahon na lamang nalikha, kaalinsabay ng **pantukoy, pandiwa, pang-uri, pangatnig, pang-abay**, at iba pa, na siyang ginamit na katawagang pambalarila upang huwag nang manghiram sa mga wikang Kastila o Ingles.

Sa lathalang ito ay hindi hinahangad ng sumulat na masinsinang ipakilala ang lahat ng katangian ng pangngalan, sapagka't ang gawaing yao'y nauukol sa mataas na pag-aaral ng gramatikang pangkolehiyo, kundi yaon lamang mga sangkap na makatutulong sa madaling pagkabatid ng mga kapakanan nito sa pagbubuo ng pangungusap. May mga panawag na talagang likas na pangngalan, maging sa pag-iisa o sa pakikisama at ibang mga salita at di maipagkakamali sa iba pang mga bahagi ng panalita. Ang mga pangngalang ito ay maaaring nasa anyong payak (simple in form), inuulit (reduplicated), tambalan (compound) o maylapi (affixed).

Ang payak ay hindi na kailangang ipaliwanag pa, sapagka't sa sariling anyo ay agad mapagkikilala. Pangngalang payak ang sumusunod na mga salitang nakatitik na malinaw:

1. Sa **uhaw** ng tao'y malamig na **tubig** ang nakatitighaw; **Lalim** din ng **tubig** ang nakalulunod at nakamamatay.
2. Ang **lakas** ay hindi dapat gamiting sa pagsupil ng katwiran.
3. Ang pabayang **ina** at **amang** lagalag, Ay di susuplingan ng mabuting **anak**.

Ang mga pangngalang inuulit, na bihirang matagpuan sa Ingles, ay madalas na napagagamit sa Tagalog. Halimbawa'y ang mga sumusunod:

1. Huwag padadala sa **bali-balita**
At sa masasama't maling **haka-haka**;
Iyang kapusukang bunga ng hinala,
Malimit na hangga'y ang pagkariwara.
2. Umisip tayo ng mga **bagay-bagay** na pakiki-

nabangan.

3. Ang pagtitipid ay hindi makukuha sa **sali-salita** kundi sa tunay na gawa.

Kung minsan ay dalawang salita ang pinagsasama upang makabuo ng isang pangngalan. Sa pagbubuong ito ay nabibigyan na halos bagong kahulugan ang dating salita. Ang paraang ito ay tinatawag na tambalan. Halimbawa:

1. Ang pag-asa niya'y ganap na naglaho sa isang **kisap-mata**.
2. Ang mga gantimpalang ipinagkaloob sa mga manlalaro ay galing sa isang **bahay-kalakal**.
3. Ang **buhay-Maynila** ay nakaakit sa mga tagalalawigan.

Marami ang mga pangngalang binubuo ng panlapi at salitang-ugat kaya't ang mga ito ang lalong dapat pag-ukulan ng pansin sa pag-aaral ng pagbubuo ng mga pangngalan. Ang mga panlaping ginagamit sa pagbubuo ng pangngalan ay tinatawag na panlaping makangalan (nominal affixes). Dahil sa mga panlaping ito, ang nabuong pangngalan ay nabibigyan ng lalong malawak na kahulugan kaysa inilalalin ng dating salita.

Sa kapakanan ng mga mambabasang walang malaking pagkaunawa sa pagbubuo ng mga pangngalan, iipnaliliwanag dito ngayon ang tungkulin ng mga panlaping makangalan.

AN o HAN

Ang panlaping ito ay lagi nang ikinakabit sa hulihan ng salita.

Sa salitang payak:

Ang baul ay **taguan** ng mga damit.

Naghihintay ang mga pasahero sa **hintuan** ng trak.

Pagdating ng **anihan**, panahon ng utangan.

Sa salitang inuulit:

Ingatan mo sana ang ating mga **dala-dalahan** at baka mawala.

Nag-aaral ng pananahi ang **anak-anakan** nilang si Trining.

Tatlong pinagtungkong bato ang ginawang **kalan-kalanan** nang sila'y magpiknik.

Sa salitang tambalan:

Kung **basag-uluhan** din lamang ang ipapanhik ninyo rito sa bahay, mabuti pa'y maghiwa-hiwalay na kayo.

Sa tuwing babanggitin ang utang ay laging **bun-tunghiningahan** ang naririnig sa magkakapatid.

Ang tunay na mabuting pagsasamahan ay hindi laging natatamo sa **daupang-palad**.

Kung minsan, ang mga pangngalang may panlapi nang AN o HAN ay nararagdagan pa rin ng ganitong mga panlapi, kaya't nagiging ANAN o HANAN, halimbawa:

Gayon na lamang ang **sigawanan** (galing sa salitang sigawan) ng mga tao nang manalo ang kanilang kandidato.

Lalo raw mahal ang mga bilihin ngayon, ang **sabihanan** ng mga tao.

Sa mga nagsusunong ng mabibigat na dalahin ay kailangan ang **sununganan**.

IN o HIN

Sa pagbubuo ng pangngalan, ang panlaping ito ay maaaring ilagay sa unahan, sa loob, o sa hulihan ng salitang nilalapan.

May panlapi sa unahan:

Ang **inuyat** ay karaniwang isinasama sa pagkain ng suman.

Ugali ng mga Pilipino ang magbigay ng aginaldo sa kanilang mga **inaanak** kung Pasko.

Tigkacapirasong lupa ang ipinamana ng **matanda** sa kanyang mga **inapo**.

May panlapi sa loob ng salita:

Ang kailangan ng **binata'y** dangal; ang kailangan ng dalaga'y puri.

Ang **pinaksiw** ay pagkaing Insik.

Kung kapos tayo ng bigas, kumain tayo ng **binatog**.

May panlapi sa hulihan:

Sino ang **panauhin** ninyo noong Linggo?

Maraming magagandang **tanawin** sa Pilipinas, na hindi nalalaman ng mga tagaibang bansa.

Ang **kilawin** ay isa sa mga naiibigan kong mga lutuing bahay.

KA-AN o HAN

Sa pagbubuo ng mga pangngalan may ganitong pang-uri, ang KA ay ikinakabit sa unahan ng salita, at ang AN o HAN ay sa hulihan. Kabilaan ang tawag sa balarila sa ganitong paglalapi.

Pahirap nang pahirap ang **kabuhayan** ng mga Pilipino.

Sa **karangyaan** ay nangunguna na ang maraming matataas na pinuno ng pamahalaan na hindi nahihirapang kumita ng salapi.

Hindi likas sa mga Pilipino ang **katamaran**; manapa'y ang pagkabalagsak sa kabuhayan.

MAG

Ang panlaping ito, kung bagaman ginagamit sa pandiwa, ay may ibang kapakanan sa pagkapanlaping makangalan. Ang pagkakaibang ito ay mapagsisiya sa ayos ng pagkagamit ng salita sa pangungusap. Nailalapi rin ito sa mga salitang may dati nang panlapi.

Ang pagpapakahirap ng **mag-asawa** ay iniuukol sa ikabubuti ng kanilang mga anak.

Gumawa ng paraan ang magkapatid upang maipagamot ang inang may-sakit.

Gaano na nga ang kikitain ng isang **magsasaka** sa panahong ito?

MANG (MAM o MAN)

Upang makabuo ng pangngalan sa tulong ng panlaping ito, ang salitang-ugat ay kailangang mag-ulit ng unang pantig.

Totoong napakarami na nating **manggagamot**, at ang iba sa kanila'y nangingibangbansa na tuloy.

Ang **mandurukot** ang pinakaduwa at pinakamababang lipi ng mga magnanakaw.

Tatlong baboy-ramo ang napatay ng mga **mamaril** (mambabaril).

Isang Halimbawa ng Pamamaraan ng Pagtuturo ng Balarilang Gamitin

(A Sample of A Teaching Procedure In Functional Grammar)

By Jose M. Ramos

I. Tilamsik ng Tingin:

(An Overview)

Sa kasalukuyan, binibigyang diin ang pagtuturo ng balarilang gamitin higit sa pamamaraang maanyo. Ang ganito ay napapanahon sapagka't alinsunod sa masusing pagmamatyag na sinundan ng matiyagang

pagaaral ang naunang paraan ay hindi lamang makabuluhan kundi bagkus higit pang mabisa sa madaling pagkatuto ng mga mag-aaral.

Ang wika ay magaang na matutuhan sa pamamagitan ng: (a) pakikinig, (b) pagsasalita, (k) pagbasa, (d) pagsulat at (e) paggamit. Maligoy at lumi-

likha ng alinlangan ang pagtuturong iniisa-isa ang mga sangkap ng pangungusap. Maaaring madaling maunawaan ng mga bata ang kaukulan ng bawa't sangkap. Ngunit ang pag-uugnay-ugnay ng mga ito sagamit na may kawastuan at may puspusang diwa ay tila may kahirapan kundi man may kaliwagan.

Ang panuntunang kinakailangang pagbatayan ng paglinag ng wika, laluna ng wikang banyaga ay ang pagpapalaganap muna. Ang pagpapayaman ay sa dakong huli na kung ang mga istudyante ay may sapat nang kaalaman ng karaniwan at pang-araw-araw ng talasalitaan.

(Presently, emphasis is being placed on the teaching of functional more than the formal grammar. This is rather timely as according to close observation followed by assiduous study the former procedure is not only worth its salt, but also unquestionably effective in the easy acquisition of the students.)

A language is easily learned through: (a) listening, (b) speaking, (c) reading, (d) writing, and (e) application. It would be too frolic and quite confusing to teach individual part of speech in the mechanics of a sentence. It may be possibly easy for the children to master the mechanics. But the application of the knowledge learned in terms of correctness and sensibility may be questionable if not impossible.

As a matter of rule the basis for disseminating language, especially foreign language is to propagate first. The development and enrichment will come next when the learners have already acquired adequate ordinary vocabulary for everyday use.)

II. A. Layuning Panglahat: (Gen. Objective)

Linangin ang kawilihan sa mga gawaing: pakikinig; pagsasalita, pagbasa, at pagsulat sa hangad na madaliang matutuhan ang wikang pinag-aaralan.

B. Mga Tiyak na Layunin: (Specific Objectives)

1. Matutuhan ang wastong paggamit ng panghalip.
2. Magkaroon ng kasanayan sa wastong pagbigkas ng mga salita kung nagpapahayag ng sariling kaisipan.
3. Masanay sa wastong pagbaybay ng mga salita.
4. Linangin ang kakayahang maipahayag na muli ang narinig o nabasa.

(A. Develop the interest in activities, like; listening, speaking, reading, and writing with a view to learn easily the language under study.)

- (B. 1. To learn the correct use of pronouns.
2. To acquire skill in the correct pronunciation of words when expressing one's thought.
3. To gain skill in the correct spelling of words.
4. Develop the ability to retell what was heard or read.)

III. Paglinang:

(Development)

1. Pakikinig — (Listening)

Mga bata, ako'y may ikukuwento sa inyo. Ito ay isang magandang salaysay na narinig ko sa aking lolo. Makinig kayong mabuti at inyong pansinin kung may kamalian o wala. Pagkatapos nating ma-iwasto kung mali ay kayo naman ang magpapahayag. Handa na ba kayo? Pamagat: Ang Pagdalaw.

(Children, I have a story to tell you. This is a beautiful one which I heard from my grandfather. Listen very well and note whether there is any mistake or not. After we have corrected it, if there is any error, you are going to restate it. Are you ready? The title: The Visit.)

Ang Pagdalaw

Si Jose ay isang mabait na bata. Si Jose ay masunurin, masipag at magalang. Si Jose ay nag-aaral sa Maynila. Si Jose ay kumukuha ng kurso ukol sa pagsasaka. Si Jose, sapagka't matiyaga at masipag mag-aral, kaya't laging nagtatamo ng matataas na nota. Malugod kay Jose ang kay Joseng mga guro. Gayon din ang kay Joseng mga kamag-aaral.

Sumapit ang bakasyon. Si Jose ay umuwi sa lalawigan. Gusto ni Joseng makita naman ang kay Joseng mga magulang at mga kapatid. Gusto ni Joseng makadalaw naman sa sariling bayan ni Jose. Kaya nga't si Jose ay umuwi.

Nagalak ang mga magulang at kapatid ni Jose. Natuwa rin naman ang mga kaibigan ni Jose. Si Jose ay higit na naligayahan sa pagkadalaw na iyon ni Jose.

(Note: Translation is made in the corrected form.)
Mga Pantulong:

(Helps)

1. Nagustuhan ba ninyo ang kuwento? (Do you like the story?)
2. Anong salita ang napansin ninyong paulit-ulit na nabigkas? (What word did you notice which was repeatedly said?)
3. Ayon sa ating napag-aralan na, ano ang tawag natin sa salitang tulad noon? (According to what we have already studied, what do we call such kind of word?)
4. Ano ang dapat nating gawin upang maging wasto ang pagkakabuo ng ating kuwento? (What shall we do in order to make the construction of our story correct?)
5. Ano ang itatawag natin sa salitang pumapalit sa pangngalan? (What do we call the word that is used in place of a noun?)

Ngayon, tingnan natin. Sa bawa't salitang Jose ay ihahalili ko ang kaukulang panghalip. Makinig kayo uli at bibigkasin ko.

(Now, let us see. For every word Jose I am going to place instead the appropriate pronoun. Listen again, I will recite it.)

Ang Pagdalaw (Iniwasto)

Si Jose ay isang mabait na bata. Siya ay masunurin, masipag at magalang. Siya ay nag-aaral sa Maynila. Siya, ay kumukuha ng kurso ukol sa pag-sasaka. Siya, sapagka't matiyaga at masipag mag-aral, kaya't laging nagtatamo ng matataas na nota. Malugod sa kanya ang kanyang mga guro. Gayon din ang kanyang mga kamag-aaral.

Sumapit ang bakasyon. Siya ay umuwi sa lalawigan. Gusto niyang makita naman ang kanyang mga magulang at kapatid. Gusto niyang makadalaw naman sa sarili niyang bayan. Nasasabik siyang muling makaulayaw ang mga kaibigan at kapalagayang-loob niya. Kaya nga't siya ay umuwi.

Nagalak ang mga magulang at kapatid niya. Natuwa rin naman ang mga kaibigan niya. Siya ay higit na naligayahan sa pagkadalaraw niyang iyon.

The Visit (Corrected Form)

(Jose is a good boy. He is obedient, industrious, and courteous. He is studying in Manila. He is taking a course leading to agriculture. Because he is persevering and patient he gets high marks. His teachers admire him. His classmates appreciate him, too.)

Vacation comes. Jose goes home to the province. He likes to see his parents, sisters and brothers. He wants to visit his home town. He is anxious to meet once again his friends and acquaintances. That is why he comes home.

His parents, sisters and brothers are happy. His friends are also glad. Above all he enjoys his visit.)

Mga Pantulong:

(Helps)

1. Ano ang ginawa natin upang maiwasto ang kuwento? (What did we do to correct the story?)
2. Anu-ano ang mga salitang ipinalit natin sa salitang Jose? (What words did we use in place of Jose?)
3. Ano ang tawag natin sa mga iyon? (What do we call them?)

2. Pagsasalita —

(Speaking)

Kayo naman ngayon ang magkukuwento. Huwag ninyong kalilimutan ang mga panghalip na ating ipinalit sa Jose sa bawa't pangungusap.

(Now, you are going to retell the story. Don't forget the pronouns that we used in place of Jose in each sentence.)

Note: The pupils will tell the corrected story. The teacher should see to it that at least 85% of the members of the class recite the story perfectly. At most 100% is the goal.

3. Pagbasa —

(Reading)

Tingnan nga natin kung ating mababasa ang ating isinalaysay. Tumingin kayo rito. Basahin natin ang kuwento.

(Let's see if we can read what we have related. Look here. Let us read the story.)

Note: The material may be presented on the board, on chart or whatnot. Reading activities are undertaken under the skillful guidance of the teacher.

4. Pagsulat —

(Writing)

Nabasa na natin nang malakas ang kuwento. Basahin naman natin ngayon nang mahina o tahimik at tingnan natin kung maisusulat natin ang kuwento nang walang mali. Kung magagawa ninyong sulatin iyon sa inyong sariling pangungusap ay lalong mabuti.

(We have already read orally the story. Let us read it silently and find out if we can write it without any mistake. If you can reproduce it in your own words so much the better.)

Note: There are many ways of conducting the written activity. It is left at the discretion of the teacher as to how she will treat it, provided that the desired results are attained. Writing activities take place at this stage.

5. Paggamit —

(Application)

Umisip tayo ngayon ng ating sari-sariling kuwento na kahawig ng ating napag-aralan. Sa ating kuwento ay gagamitin natin ang mga panghalip na ating natutuhan na.

(Now, let us think of our own stories similar to the one we have studied. In our stories we shall use the pronouns we have already learned.)

Note: There are various ways in checking up the learning proficiencies of pupils. The above is only suggestive. It is left at the discretion of the teacher what she deems proper to employ to attain her goal. Testing on the usage of the pronouns in sentences form may be utilized. Short quizz may likewise be used.

IV. Pagwakas:

(Conclusion)

Ang nasa unahang pamamaraan ng pagtuturo ay ibinatay sa mga hakbang ng pagtuturo ng Wikang Pilipino bilang pangalawang wika. Ang pamamaraang nabanggit ay maaaring gamitin hindi lamang sa pagtuturo ng naulit na Wikang Pilipino kundi gayon din naman sa Wikang Inglis, wikang banyaga sa Pilipinas.

(The foregoing method of teaching is based on the procedure of teaching the Filipino Language as a second language. This can be used not only in teaching the said Filipino Language but also in the instruction of English, a language foreign to the Philippines.)

V. Mga Sanggunian:

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Learning About Our Soil

By Rosario I. Cruz

I. Objectives

1. To know that one of the natural resources of our country is soil.
2. To learn how soils differ from one another; how to make a suitable soil mixture.
3. To understand what is meant by erosion; what causes erosion of soil.
4. To find out what farming practices hurt the soil; what can be done to conserve the soil.
5. To realize the great importance of soil and be ready to contribute, in whatever little way, to use our soil or conserve it wisely.

II. What may be taken up in the study of the unit

A. What soil means to every one

1. keeps us alive — soil is a factor in the environment of living things
2. soil means food, clothes, shelter
3. soil means jobs — most of our industrial raw materials come from soil; many Filipinos are employed in factories which manufacture raw materials which came from the soil

B. Kinds of soil — vary not only in chemical composition but in their physical properties, too.

1. sandy soil —
 - a. formed by the erosion of sandstones which contain large quantities of silicon compounds
 - b. not easily dissolved by water so it is not good for plant life
 - c. water is not retained well in this kind of soil; it is porous
2. clay soil
 - a. generally rich in humus than sand and contains more plant food

- b. can support more plant life than sandy soil
- c. however, when dry, clay soil becomes hard and baked
3. loam soil
 - a. best type of soil for plant growth
 - b. is a mixture of clay and soil; holds water fairly well and does not become hard when dry
 - c. kinds of loam soil
 - (1) sandy loam — contains more sand than clay
 - (2) clay loam — contains more clay than sand
 - d. loam soil is easy to plow and fit for seeding and cultivation so is best for most agricultural crops

C. How to make a suitable soil mixture

1. by preparing a compost heap in an out of the way corner of the yard
 - a. consists of leaves, sod, garden refuse, manure mixed with garden loam and left to decay
 - b. pile leaves, garden refuse and soil compactly in layers alternating with layers of manure
 - c. pile should be kept moist in order to help in the decay
 - d. mix materials thoroughly once a month for the bacteria to grow so the rotting will be faster
 - e. when well decayed, the mixture will be useful for potting plants, flower beds, shrubs or top-dressing lawns

D. what erosion means; causes or factors of erosion of soil

1. term "erosion" means washing away of soil
2. causes of erosion of soil

a. heavy rains

b. steepness of the land — the steeper a slope is, the faster water rushes down the slope; the faster the water can rush along, the more it erodes the land

c. harmful farming practices

- (1) clean tillage — growing of crops in rows (Ex — corn); soil between rows is cultivated in order to prevent weeds from growing; this “clean” soil is left without covering; when the rain falls, water runs off rapidly instead of sinking into the ground
- (2) plowing up and down hillsides. If plowing is done this way, channels in which water flows swiftly down the slope are made
- (3) cutting down trees on hillside
- (4) overgrazing creates erosion by destroying grass
- (5) overworking the soil

E. Methods to conserve soil

1. trees and grass must be planted to protect easily eroded land

2. cover crops make a sod which protects the soil from washing (Examples — camote and peanuts)

3. crop rotation — planting of different crops in a particular field each year for several years

4. contour farming — planting and cultivating crops in curved lines across a slope instead of in straight lines up and down the hill

5. strip cropping — strips of cover crops are planted on the contour between strips of new crops. The crowded cover crops catch the soil particles which are carried downhill by the water from the clean tillage area above.

6. Terracing

F. How to keep the fertility of the soil —

1. topsoil should be kept
2. plant food can be returned to the soil in the form of fertilizers
3. crops can be rotated
4. legumes which supply nitrogen to the soil can be grown
5. plowing under the unused parts of crops such as the stalks of corn

III. Projects and Problems for Discussion

A. Projects to do

1. Experiment with different kinds of soil

Get 3 flower pots; fill one with sand, one with loam and one with clay. Plant two or three different kinds of seeds in each. Keep each pot under exactly the same conditions as the others, giving the same quantity of water.

Note the pot in which the seeds sprout first; note in which pot the soil seems to dry quickest and in which the plants seem to grow best.

2. Make clay models of farms showing the various methods of conserving soil.

3. Draw a poster to show the need for soil conservation.

4. Go around your locality. Talk with some of the farmers. Ask them how they conserve the soil; how they preserve the fertility of their soil.

5. Visit the school garden. Observe how fertilizers are used and the effect upon plants.

6. Write to the Department of Agriculture and Natural Resources to ask for any material about our soil and how it is being conserved.

B. Problems for discussion

1. Discuss:

a. Why conservation is everybody's business

b. Sick land makes sick people

c. The things you eat and use which can be traced to the soil

d. How soil has helped man all through the centuries of years

e. How man has improved the fertility of the soil

2. Have a little debate on this topic:

Farmers have a right to do what they wanted to do with the land.

3. Research and report on countries which have been farmed for centuries yet the soil remains fertile. Discuss the report afterwards especially emphasizing about the methods of farming in those countries.

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Unit Plan on the Constitution

By James E. Fabicon

Unit: The Constitution of the Philippines

Sub-units: The Historical Background of the Philippine Constitution — Its Important Articles and Their Significance

Problems: How was the Constitution drafted and ratified? Why is the Constitution the Fundamental Law of the land? Why are the Preamble and the Important Articles of the Constitution significant?

I. General Objectives:

- A. To understand how the constitutional convention was called to make a constitution for the Philippines.
- B. To help disseminate correct information on how the Constitution was drafted and ratified.
- C. To know the significance of the pertinent articles of our Constitution.

II. Specific Objectives:

A. Knowledge and Understanding

1. To know and understand

- a. how the delegates to the constitutional convention were selected.

“On July 10, 1934, the election of 202 delegates to the convention was held. The people of the Philippines went to the polls to vote for their respective candidates.”

- b. the officers of the convention elected by the delegates.

“On July 30, 1934, the constitutional convention was inaugurated at the Legislative Building, Manila. In the inaugural session the following officers were elected by the delegates: Claro M. Recto, President; Ruperto Montinola, First Vice-President; Teodoro Sandiko, Second Vice-President; Narciso Pimentel, Secretary; and Narciso Diokno, Sergeant-at-arms.”

- c. what compose the delegates to the Constitutional Convention.

“Most of the delegates to the convention have gone to college. Many of them were educators, physicians, lawyers, writers, bus-

inessmen and scholars. One member was a Moro sultan; one was a Protestant pastor; and another was an Aglipayan bishop. Most of the delegates were Catholics.”

“The youngest member was Wenceslao Q. Vinsons, who was below 25 years old; and the oldest member was Teodoro Sandiko, who was 74 years old. Jose Alejandrino and Teodoro Sandiko were old and intimate friends of Dr. Jose Rizal. They have been members of the Malolos Congress and had been signers of the Malolos Constitution.

Among the prominent political figures of the convention were Manuel A. Roxas, who had been speaker of the House of Representatives; Jose P. Laurel, who had been senator and Secretary of the Interior; Camilo Osias, who had been Resident Commissioner to the United States; and Rafael Palma, who had been senator and Secretary of the Interior. One prominent member was Norberto Romualdez, who had been associate justice of the Supreme Court.

- d. how the draft of the constitution was made.

The draft of the constitution was made by a Sub-Committee of seven. This body was composed of Felimon Sotto (Chairman), Manuel A. Roxas, Conrado Benitez, Manuel C. Briones, Miguel Cuaderno, Norberto Romualdez, and Vicente Singson Encarnacion.

- e. how the Constitution was approved and signed by the delegates.

“On February 8, 1935, the Constitution was approved by the convention by a vote of 177 to 1, and was signed eleven days later amidst impressive ceremonies. One delegate, Gregorio Perfecto, signed it in his own blood like a Katipunero in the good old days of the Revolution.”

- f. how the Constitution was ratified.

“On March 23, 1935, the Constitution was approved by President Franklin D. Roosevelt of the United States. It was later on ratified by the Filipino people. On May 14, 1935, a plebiscite was held in our coun-

try. Our voters went to the polls to approve or reject the Constitution. The result was favorable — 1,213,046 votes were cast in favor of the Constitution and only 44,963 votes were cast against it. Our Constitution was formally approved by the people.”

g. what consists our Constitution.

Our Constitution originally consisted of a preamble and 17 articles. The Preamble which expresses the noble ideals of our nation reads as follows:

“The Filipino people, imploring the aid of the Divine Providence, in order to establish a government that shall embody their ideals, conserve and develop the patrimony of the nation, promote the general welfare, and secure to themselves and their posterity the blessings of independence under a regime of justice, liberty, and democracy, do ordain and promulgate this Constitution.”

The seventeen articles pertain to the following: (1) National Territory, (2) Declaration of Principles, (3) Bill of Rights, (4) Filipino Citizenship, (5) Suffrage, (6) Legislative Department, (7) Executive Department, (8) Judicial Department, (9) Impeachment, (10) General Auditing Office, (11) Civil Service, (12) Conservation and Utilization of Natural Resources, (13) General Provisions, (14) Amendments, (15) Transitory Provisions, (16) Special Provisions, effective upon the proclamation of the independence of the Philippines, and (17) the Commonwealth and the Republic.

h. what comprises the territory of the Philippines as embodied in our Constitution.

“The Philippines comprises all the territory ceded to the United States by the Treaty of Paris concluded between the United States and Spain on the tenth day of December, eighteen hundred and ninety-eight, the limits of which are set forth in Article II of said treaty, together with all the islands embraced in the territory concluded at Washington, between the United States and Spain on the seventh day of November, nineteen hundred, and in the treaty concluded between the United States and Great Britain on the second day of January, nineteen hundred and thirty, and all the territory over which the present Government of the Philippine Islands exercises jurisdiction.” — (Art. I, Sec. 1 of the Constitution).

i. the important points embodied in the “Bill of Rights”.

- (1) Due process of law
- (2) Eminent Domain
- (3) The right of the people against unreasonable searches and seizures
- (4) Liberty of abode
- (5) Privacy of Communication
- (6) Right to form associations
- (7) Freedom of Religion
- (8) Freedom of Speech
- (9) Non-acceptance and non enactment of the title of nobility.
- (10) No involuntary servitude shall exist.
- (11) Non-imprisonment for debt.
- (12) No person shall be twice put in jeopardy of punishment.
- (13) Free access to the courts.

j. who are the citizens of the Philippines.

1. Those who are citizens of the Philippine Islands at the time of the adoption of the Constitution.
2. Those born in the Philippine Islands of foreign parents who, before the adoption of the Constitution, had been elected to public office in the Philippine Islands.
3. Those whose fathers are citizens of the Philippines.
4. Those whose mothers are citizens of the Philippines and, upon reaching the age of majority, elect Philippine citizenship.
5. Those who are naturalized in accordance with law. (Art. IV, Sec. 1 of the Constitution)

k. where the Legislative, Executive and Judicial Powers are vested.

“The Legislative power shall be vested in a Congress of the Philippines, which shall consist of a Senate and a House of Representatives.” (Art. VI, Sec. 1)

“The Executive power shall be vested in a President of the Philippines.” (Art. VII, Sec. 1)

“The Judicial power shall be vested in one Supreme Court and in such inferior courts as may be established by law.” (Art. VIII, Sec. 1)

l. the important functions of the Commission on Elections, the Civil Service, the General Auditing Office.

m. how amendments to the Constitution are made.

"The Congress in joint session assembled, by a vote of three-fourths of all the Members of the Senate and of the House of Representatives voting separately, may propose amendments to this Constitution or call a convention for that purpose. Such amendments shall be valid as part of this Constitution when approved by a majority of the votes cast at an election at which the amendments are submitted to the people for ratification." (Art. XV, Sec. 1)

- n. the important Transitory and Special Provisions embodied in Constitution. (See Articles XVI and XVII).

B. Habits and Skills:

1. To develop the ability to gather, evaluate, and organize information concerning one's problems.
2. To develop the ability to select materials related to the unit.
3. To develop skill in using reference materials.
4. To develop the ability to follow instructions.
5. To develop the ability to outline.
6. To develop the ability to interview resource persons.
7. To develop the ability to read materials with understanding.
8. To develop proficiency in raising problems about the unit.
9. To gain skill in giving reports with fluency in English.

C. Attitudes and Appreciation:

1. To appreciate the work done by the delegates to the Constitutional Convention.
2. To appreciate reading the Preamble of our Constitution.
3. To be interested in memorizing the Preamble by heart.
4. To be interested in reading the different articles and sections of the Constitution.
5. To appreciate the importance of the Constitution.
6. To develop proper attitude in the practice of cooperation.
7. To develop better attitudes of resourcefulness, tolerance, self-reliance and courtesy in group processes.

III. Possible Approach:

A. Initiation

1. Structuring the room:
 - a. Posting on the Bulletin Board pictures, cut-outs and clippings related to the unit.

2. Story-telling:

- a. Telling of stories about the framing, drafting, ratifying and signing of the Constitution.

B. Possible Problems:

1. Historical Background of the Constitution

- a. How were the delegates to the Constitutional Convention selected?
 - (1) When was the election for the selection of the delegates held?
 - (2) How many delegates were elected?
- b. Who were the officers of the Convention?
- c. What compose the delegates to the Constitutional Convention?
 - (1) Who was the youngest member of the Convention ?
 - (2) Who was the oldest member?
 - (3) Who were the prominent figures of the convention?
- d. How was the draft of the Constitution made?
 - (1) Who composed the Sub-Committee of Seven?
- e. When was the Constitution approved and signed by the delegates?
- f. How was the Constitution ratified?
 - (1) When was it approved by the President of the United States?
 - (2) When was it formally approved by the Filipino people?

2. Important Articles of Our Constitution.

- a. What consists our Constitution?
 - (1) What does the Preamble express?
 - (2) What are the seventeen articles of the Constitution?
- b. What comprises the territory of the Philippines?
- c. What are the important points embodied in the "Bill of Rights"?
- d. Who are the citizens of the Philippines according to the Constitution?
- e. To whom are the Legislative, Executive and Judicial Powers vested?
- f. According to the Constitution, what are the important functions of the Commission on Elections, the Civil Service, the General Auditing Office?
- g. How are the amendments to the Constitution made?

- h. What are the important Transitory and Special Provisions embodied in our Constitution?

IV. Suggested Activities

A. Gathering Data Activities

1. Reading from resource materials
 - a. Constitution of the Philippines
 - b. Government of Our Republic, Zaide
 - c. A Brief History of the Philippines, Leandro Fernandez
 - d. Philippine Government, Alip
 - e. Stories of Our Country, Agorilla
2. Taking notes from lectures
3. Interviewing resource persons:
 - a. The Municipal Mayor
 - b. The Justice of the Peace
 - c. The Provincial Governor
 - d. The Congressman
 - e. The Provincial Fiscal
 - f. Other government officials.
4. Studying reports of former Grades V and VI pupils and compiled data by teachers.
5. Collecting pictures, stories and poems about the Constitution.

B. Self-expression Activities:

1. Construction and Collection Activities
 - a. Making Projects about the unit:
 - (1) Album of collected pictures, poems and stories about the Constitution.
 - (2) Scrapbook of cut-outs of pictures and clippings from newspapers and magazines.
 - b. Drawing pictures about the rights of every Filipino citizen as described in the "Bills of Rights".
2. Appreciation and Expressional Activities:
 - a. Reciting poems and rhymes.
 - b. Reading stories and poems about the Constitution.
 - c. Studying and singing songs about the unit.
 - d. Writing letters to resource persons, of invitation, of thanks, requesting information.
3. Reporting Activities
 - a. Making oral written reports based on researches made, lectures and talks of resource persons, and observations.

- b. Group reports on topics and problems chosen.

C. Evaluation

1. Teacher-Pupil Evaluation of the attitudes, skills, and habits acquired during the study of the unit.
2. Teacher-made Tests.
3. Evaluation of work done by members of the different groups.

D. Culminating Activities:

1. Holding programs and exhibits
2. Writing an informal theme on this subject: "Why Is The Constitution The Fundamental Law of the Land?"

V. Expected Outcomes:

A. Reading: Growth in the:

1. Knowledge of the sources of literature and other references for research work.
2. Ability to assemble facts from different sources to answer questions and to solve problems.
3. Knowledge of the different parts of a newspaper.
4. Ability to evaluate the relative importance of the materials read in the references and newspapers.
5. Greater efficiency in the use of the library.

B. Language:

Increased proficiency in the correct use of English in oral and written expressions:

1. Oral expression: Growth in the ability to:
 - a. Speak with correct pronunciation, enunciation and articulation.
 - b. Speak clearly and distinctly in a natural pleasing tone voice.
 - c. Select words to express the exact meaning one has to convey.
 - d. Participate in class discussions, in group activities and in reporting.
 - e. State problems clearly and correctly.
 - f. Discuss topics and questions intelligently.
 - g. Desire to ask questions for clarification.
 - h. Give and accept criticisms properly.

C. Arithmetic — Growth in the ability to:

1. Solve practical problems concerning the expenses incurred by the different departments and offices of the government, the salaries of government officials as stated in the Constitution and others.
2. Use the fundamental processes.

Unit Plan in Arts and Physical Education

By Anacleta B. Dilay

Unit—Life in the Community

Introduction: The present trend of education is often characterized by the integrating of activities, that is, a subject formerly taught in isolation, like Music, Art, and Physical Education are now taught integratively as one subject in the curriculum, as "Arts and Physical Education." In Arts, we include Music, Art, and Drawing, while in Physical Education, the different activities as games, storyplays, mimetics, marching and the like are correlated with the songs studied. This is also true with Art and Drawing. Learning situations thus are made more meaningful and functional if there is a carry-over of the songs studied in their games, dances, and other activities in Physical Education. Closely related activities are apt to give more inspiration to children for their personality and development. In as much as most of the songs prescribed for each grade are divided into "Experience Areas" it would be likewise suggestive to have a unit plan for this subject.

I. General Objectives:

- A. To gain consciousness of and appreciation for the beautiful things around us.
- B. To acquire desirable and essential attitudes, interest, ideals, and habits through creative, appreciative, and practical experiences.
- C. To gain knowledge of and appreciation for our own culture and traditions through music and art.
- D. To discover how music and art may enrich one's daily life.
- E. To encourage worthy use of leisure.
- F. To appreciate the beauty of good music and respond to it with satisfaction.
- G. To develop many specific neuro-muscular skills.
- H. To develop organic vitality.
- I. To develop proper ideals and attitudes toward physical activity.
- J. To establish admirable habits or conduct.

II. Specific Objectives:

A. Music:

1. To develop through art and music the ability to sing songs depicting the life in the community.
2. To find the best in music and speed in the community.

3. To sing songs of your sentiments and of musical value.
4. To sing with spontaneity, enthusiasm, with a light pleasing quality of tone.
5. To sing with proper expressive countenance as befits the songs.
6. To sing with a pleasing quality of tone, distinct enumeration and expression.
7. To sing songs with motion to develop rhythm.
8. To sing alone to correct faulty expression of melody, intonation, tone, quality and articulation.
9. To memorize songs for recreational use in later life.
10. To sing with beautiful tones and intelligent interpretation.
11. To sing with natural tones that are light, sweet delicate and melodious.
12. To acquire the ability to recognize and compare familiar phrases.
13. To acquire the ability to recognize familiar syllables in different keys.
14. To gain ability to sustain melody.
15. To acquire a vocabulary of musical ideas to be used in the development of a definite knowledge of music.
16. To sing notes as they are seen with correct time values of notes and rests.
17. To sight-read a song quickly, orderly, rhythmically, and artistically.
18. To acquire the ability to sight read in notation of a song independently.

B. Drawing and Art:

1. To work on a variety of activities, such as clay modeling, soap carving, paper cutting, and drawing.
2. To understand how the life of the people in the community is expressed through drawing activities.
3. To express one's self freely by drawing, sketching, and painting.
4. To know how one's life may be enriched through various activities in art.

C. Physical Education:

1. To express in games the fundamental instinctive tendencies, such as running, jumping, chasing, and catching.
2. To develop organic power through repeated participation in a variety of games.
3. To develop coordination by continuous repetition of the movements in the games.
4. To develop desirable social attitudes through the constant interrelationship of the individual.
5. To develop the proper spirit toward victory and defeat.
6. To develop poise and control as well as a sense of rhythm.
7. To learn characteristic movements of typical well-known activities even without equipment.
8. To develop dramatic ability by encouraging observation and imitation.
9. To develop the fundamentals of rhythm, such as grace and lightness of movement.
10. To get training in simple foot movements.
11. To develop balance, accurate adjustment of body weight, and sense of direction.
12. To develop a sense of rhythm by responding to various tempos.
13. To cultivate and develop rhythmic sense and dramatic response.
14. To develop ease, erectness and grace in carriage and in all bodily movements.
15. To develop coordination and vigor.
16. To develop leadership.
17. To correct physical (postural) defects.
18. To maintain the normal functioning of the organic systems of the body.
19. To improve and maintain agility and suppleness.
20. To increase muscular strength.

III. Suggested Content

A. Music:

1. The Filipina Maiden (Ang Dalagang Pilipina) C — 200 V
2. The Fishing Boat A — 192 V
3. Sampaguita Vendor (Ang Magsasampaguita) G — 194 VI
4. Spanish Polka G — 178 VI
5. A Prayer (Panalangin) G — 198 VI
6. Portuguese Hymn (Adeste Fedelis) G — 206 all gr.
7. Children's Hymn G — 206 all gr.
8. Come thou Almighty King G — 208 all gr.
9. The Bell Doth Toll (three-part round) F — 150 VI
10. All That's Good and Great D — 208 all gr.
11. Oh, Workship the King B — 207 all gr.

12. Gay Mountain Folk E — 202 VI

13. Bontoc Serenade (Harana sa Bontok) C — 199 VI
14. Sharp Keys
15. Flat Keys
16. Music Terms and Signs (found in the songs to be studied)

B. Drawing:

1. Fishing Boat on the Sea
2. Basket of fish and Green Leafy Vegetables
3. Sampaguita Flowers and Garlands
4. Ringing Bell
5. Shepherd in a meadow

C. Physical Education:

1. Garden Scamp
2. Going to market
3. Fishing
4. Ringing the Bell
5. Selling Sampaguita
6. Polka Sala
7. Creative (Native) Dance
8. Marching
9. Freehand exercises
10. Flag exercises
11. Wand exercises

IV. Suggested Activities

A. Music:

1. Singing Activities
 - a. Community singing
 - b. Part singing of: Three-Parts song
 - c. Rote singing
 - d. Drilling on isolated difficult parts
2. Listening Activities
 - a. Listening to recognize quality of voice, technique and expression
 - b. Listening to discriminate
 - c. Listening for mood
3. Rhythmical Activities
 - a. Rhythmic Drills
 - (1) Review notes and rests
 - (2) Review quarter-note beat
 - (3) Review eighth-note beat
 - (4) Equally divided beat
 - (5) Unequally divided beat
4. Sight Reading
 - a. Reading notes at sight (so-fa) syllables
 - b. Individual sight reading
 - c. Beating time while sight reading
5. Study of musical terms and symbols.
 - a. Copying songs for the purpose of:
 - (1) Understanding symbols
 - (2) Understanding intervals used

B. Drawing and Art:

1. Drawing and Painting (Creative Illustration)

- a. Pencil sketching — elements of notation, chromatic signs, sharp keys, and flat keys.
 - b. Wax crayon drawing of action figures from memory.
 - c. Water color painting.
 - (1) a fishing boat on the sea
 - (2) Sampaguita garlands
 - (3) Green leafy vegetables
2. Design and Craft (Creative Designing)
 - a. Soap carving of fish, vegetables and other figures.
 - b. Making a sketch pad with cardboard backing.
 - c. Spatter work
 3. Appreciation
 - a. Picture study — Magazine and calendar pictures
 - (1) Marine showing how water is painted.
 4. Lettering and Poster Making.
 - a. Using simple stroke alphabet, printing famous quotations with pen and ink.
 - b. Making color posters.
 5. Color
 - a. Making sketches recording color harmonies seen in water, flowers, animals and nature.
 6. Home planning and Arrangement of Accessories
 - a. Picture mounting, framing, and hanging.
 - b. Use of margin and background
- C. Physical Education:
1. Games
 - a. Garden Scamp
 2. Mimetics and Story-plays
 - a. Going to Market
 - b. Fishing
 - c. Ringing the Bell
 - d. Selling Sampaguita
 3. Rhythmic Activities
 - a. Dance — Polka Sala
 - b. Creative dance steps — Filipina Maiden
 - c. Fundamentals
 - (1) Marching
 - (2) Freehand exercises
 - (3) Light Apparatus — Flag exercises wand exercises
- V. Expected Outcomes:
- A. Attitudes and Appreciations:
1. Foster love and develop appreciation of community life through singing and drawing.
2. Enrich one's daily life through music and art activities.
 3. Develop attitudes of cooperations, resourcefulness, self-confidence, tolerance, honesty, and selfhelp.
 4. Appreciate music as the language of one's soul.
 5. Create love and appreciation for the beauties of nature and for wholesome forms of physical growth and development.
- B. Knowledge and Understanding:
1. Know and understand how music and art help to develop love, interest, and appreciation for one's community
 2. Learn through music, art, and physical education the various culture and traditions of the people of the community.
 3. Respond to songs from staff notation and associate the words with correct melody.
 4. Respond to beautiful songs and rhythms.
 5. Write songs in staff notation.
 6. Sight read songs from staff notation and associate the words with correct melody.
 7. Know some games commonly played in the community.
- C. Habits, Abilities, and Skills:
1. Develop creative self-expression in the pupil through music and art.
 2. Develop greater skill and ability in the use of community resources as a means of growth and development.
 3. Acquire the ability and skill in the use of various art-craft and musical instruments.
 4. Form good habits in the wise use of leisure.
 5. Develop the ability and skill to assemble facts gathered from various sources and materials read.
 6. Develop the ability to sight read notation clearly and independently.
 7. Acquire sense of respect, obedience, sportsmanship, and leadership.
- VI. References:
- For Teacher:
1. Curriculum Development for the Elementary School — Baguio
 2. C. of S. Art Education for the Elementary Grades
 3. Art in Everyday Life — Goldstein
 4. Fundamental Dance Steps — Francisca - Aquino
 5. Physical Education — by England
- For Pupils:
- Phil. Music Horizons

Unit Plan in Language Arts: Grade V

(As used in Alangilan Elem. School, Batangas)

INTRODUCTION:

IN THE past language arts as a part of the curriculum was treated separately into reading and phonics, language and spelling, and writing. The newer trend in treating language art is to fuse all of these traditional subjects into a broad field and set a large block of time in the class program for this area, taught in close comelation with one another and in relation to functional center of interest. The following unit plan in language arts is based on the unit of Social Studies, "Good Citizenship" published in the July issue of the Philippine Educator.

Unit: Useful Lives

I. GENERAL OBJECTIVES:

1. To be able to read and listen understandingly, talk and write intelligently, and think and act wisely in solving the problems of daily life.
2. To love and serve the Republic of the Philippines willingly performing civic duties, intelligently exercising individual and collective rights, and faithfully practicing the ideals of democracy that should be preserved at any cost.
3. To carry on the Filipino way of life, retaining the priceless heritage in our basic culture, especially the ethical virtues, while using to advantage the valuable experiences of the human race.

II. SPECIFIC OBJECTIVES:

A. Reading Phonics

1. To develop the ability to enjoy and to profit by an increasing variety of reading activity.
2. To have an appreciation for and pride in all things pertaining to good citizenship.
3. To develop the habit of reading for one's own pleasure and for the pleasures of others.
4. To develop the habit of moving the eye rhythmically along the line from left to right.
5. To be able to recognize words and word groups accurately and rapidly.
6. To listen attentively to the pronunciation and enunciation of good readers.

7. To learn to use the dictionary as an aid in knowing the meanings of words.
8. To learn to read orally at right with ease and with a natural expression.
9. To read orally with clear, pleasing and audible voice.
10. To be able to read with proper phrasing.
11. To be able to read with correct stress and intonation.
12. To form the habit of reading silently before reading orally.
13. To acquire interest in current events through the reading of newspapers and magazines.
14. To develop habits of correct pronunciation, enunciation and articulation.
15. To form habits of correct posture while reading.
16. To form the habits of reading silently without head and lips movement and without any audible expression.
17. To read for the purpose such as to get information, to verify statements, to answer specific question, to visualize details to reproduce, to pantomime, to compare, to outline and to organize.
18. To become familiar with the different parts of the newspaper and to realize the value of its parts.
19. To read with understanding.
20. To be able to show the end of a sentence in oral reading through proper inflection.

B. Language and Spelling:

1. To be able to spell correctly, words related to the unit.
2. To learn the correct spelling of words needed in the written work.
3. To be able to retell the story read.
4. To learn to locate the topic sentence, which best expresses the main thought of a paragraph.
5. To talk with naturalness and spontaneity of expressions.

6. To enrich the vocabulary through the common use of new words and expressions found in stories.
7. To participate actively in class discussion.
8. To gain more skill in making simple outline.
9. To be able to write summary through the guide of an outline.
10. To be able to understand poems and to enjoy reading, hearing or dramatizing them.
11. To understand further how to use descriptive words properly.
12. To learn to appreciate beautiful descriptions or expressions found in the story or poems.
13. To develop a love for good pictures through contact with them.
14. To write original paragraphs with correct margin, indentation, etc.
15. To understand such functional grammar as may be necessary to meet expressional demands.

C. Writing:

1. To write with uniform slant.
2. To write legibly in all forms of written expressions.
3. To develop neatness in all written work.
4. To write with correct posture.

III. SUGGESTED ACTIVITIES AND CONTENTS:

A. Reading and Phonics:

1. Silent Reading (Work type)
 - a. Text Book (You and Others, Bernardino and Castro)
 - (1) Have Faith in God — pp. 3-9
 - (2) Too Good to be True — pp. 11-22
 - (3) The Young Hero — pp. 30-34
 - (4) The Law Breaker — pp. 40-45
 - (5) Taxes, Taxes — pp. 48-54
 - (6) The Precious Gift — pp. 57-64
 - (7) The Student Choice — pp. 66-72
 - (8) Not Guilty — pp. 82-87
 - (9) A Boy in a Thousand — pp. 101-104
 - (10) What a Temptation — pp. 106-110
 - (11) A New Hope is Born — pp. 115-120
 - (12) Two Worthy Sons — pp. 133-139
 - (13) The Most Patriotic Pair of Shoes — pp. 153-159
 - b. Supplementary reader
 - (1) Tandang Sora's Bravery — pp. 114-118

- (2) Who is Who Among Our National Heroes — pp. 119-122, Y. R. R.
- (3) How a Child Can Save — pp. 162-163
- (4) The Unknown Heroes — pp. 171-172, Y. R. R.
- (5) A Lesson from Balagtas Life — pp. 213-215, Y. R. R.
- (6) A Great Hero — pp. 218-220, Y. R. R.
- (7) Community Improvement — pp. 170-171, Spoken English for Filipino Children
- (8) True Victory — pp. 172-173, Spoken English for Filipino Children
- (9) Charity Drives — pp. 174-175, Spoken English for Filipino Children

2. Silent Reading (Recreatory)

- a. Magazines or Newspapers brought by the children to class.

3. Oral Reading (Work type)

- a. Some materials as in silent reading.

4. Oral Reading (Recreatory)

- a. Selections brought by the pupils in the class.

5. Phonics

- a. Reading for correct pronunciation, enunciation, articulation, correct stress and intonation.

B. Language and Spelling:

1. Vocabulary development:

Faith, gloominess of the weather, swerved, famished, quivering voice, nourishment, unsightly rubbish, drained the canals, stagnant, wrigglers, feel rotten, pocket-book, committed the same offense, etc.

2. Opportunities for oral expressions

a. Informal conversation.

- (1) Telling stories or personal experiences.
- (2) Using the expression or vocabularies in original sentences.
- (3) Giving ideas or information gained through reading or listening.
- (4) Discussing the important points or incidents in the story or poem being studied.
- (5) Retelling stories read or heard.
- (6) Answering and asking question.

3. Opportunities for Written Expression:

- a. Writing original sentences or paragraph.
- b. Recording dates gathered.
- c. Writing down important notes about the story read.

- d. Making an outline of the selection read.
 - e. Writing summaries.
4. Opportunities for functional grammar:
- a. Nouns
 - (1) Knowing the singular and plural nouns —pp. 38-40 Essential of English
 - (2) Understanding how some nouns form their plural — pp. 48—Text
 - (3) Further understanding of the common and proper — pp. 27-30—Text
 - (4) Picking out nouns that show ownership — pp. 161—Text
 - (5) Picking out nouns from the selection read.
 - b. Pronouns:
 - (1) Understanding the further use of pronouns.
 - (2) Knowing the possessive pronouns — pp. 58-60 — Essential of English
 - c. Adjectives:
 - (1) Knowing how to use adjectives properly.
 - (2) Knowing the limiting adjectives—pp. 70-71 — Text
 - d. Capitalization:
 - (1) Proper Nouns
 - (2) Beginning of Sentences
 - (3) Important words in titles—p. 119, Text
 - (4) Writing Initials—p. 29, Text
 - (5) Writing I's and O's—p. 32, Text
 - e. Punctuation marks:
 - (1) Uses of comma — pp. 85-86, 94-95, Text
 - (2) Different end marks
 - (3) Period after abbreviation and initials —pp. 6, 29, 95, 96, Text.
 - (4) Apostrophe is possession—p. 161, Text.
 - f. Correct usage:
 - (1) Ashamed of, ashamed to, borrow, lend, was, were, etc.
 - g. Writing:
 - (1) Writing original sentences or paragraph
 - (2) Writing rough drafts
 - (3) Writing formal composition
- 2. A desire to follow if not imitate the good teachings of our heroes living or dead.
 - 3. Appreciating the beautiful expression or words gained in any oral situation or written work.
 - 4. A desire to read stories pertaining to the dignity of labor.
- B. Knowledge and Understanding:
- 1. The qualities of a good paragraph.
 - 2. The use of pronoun.
 - 3. The difference between the common and proper nouns.
 - 4. The proper use of different punctuation marks.
 - 5. The use of adjectives in comparing.
 - 6. How some nouns form their plural and possession.
 - 7. The good traits of our heroes, both living or dead.
 - 8. The meaning of the Code of Citizenship and Ethics through reading the sample stories about each code.
- C. Abilities and Habits and Skills:
- 1. Talking with ease, naturalness, and freedom from self-consciousness.
 - 2. Relating stories and personal experiences in an interesting manner.
 - 3. Taking active part in the discussion.
 - 4. Writing an original paragraph, story or personal experiences.
 - 5. Writing summary.
 - 6. A habit of spelling words correctly.
 - 7. A habit of writing legibly.
 - 8. Ability to capitalize and punctuate correctly.
 - 9. Using pronouns and adjectives properly.
 - 10. Skill in reading for particular purposes.
 - 11. Habit of correct pronunciation, enunciation, and articulation.
 - 12. Reading with correct stress and intonation.

V. REFERENCES:

A. Teacher:

- 1. C. of S. in Reading and Language for Grades V & VI
- 2. Bulletin No. 3, s. 1955 #7

B. Pupils:

- 1. You and Others — Bernardino and Castro
- 2. Year Round Reader
- 3. Spoken English for Filipino Children
- 4. Essential of English, Book V
- 5. Dictionary

IV. EXPECTED OUTCOMES IN TERMS OF:

A. Attitudes and Appreciation

- 1. Interest in reading stories about Philippine literature, arts, etc.

The International Music Conference

(Salzburg, Austria, August 6-14, 1957)

By Candida B. Bautista

Site of the Conference

SALZBURG in Austria, which has gained a world-wide reputation as the focal center of the music life of Europe and the birth place of the great Mozart, was recently made the seat of an international music conference. The conference was held from August 6-14, 1957 so as to coincide with the famous music festivals of which Salzburg is known the world over. It was officially known as the Third International Week of School and Youth Music sponsored by the International Society for Music Education (ISME), an organization of selected music teachers and supervisors. A total of 260 delegates representing Austria, Germany, France, Italy, the United Kingdom, Switzerland, Yugoslavia, Greece, Africa, Algeria, Brazil, the Philippines, and the United States, attended the conference for the purpose of improving the teaching of music, enriching its scope and content, and promoting its cultural aspect in all schools.

Philippine Representation

Being a member of the International Society for Music Education, I received an invitation from ISME informing me of the music conference to be held in Salzburg, Austria. I found in that invitation an opportunity to learn new things in music teaching and to exchange opinions along music education with the delegates of other countries. These experiences, I believed would redound to the benefit of music teachers and students in the Division of City Schools of Manila. With the approval of the Superintendent of City Schools and financial help of the Asia Foundation of the Philippines and the City of Manila, I was able to realize my desire — to participate in the conference as well as to make observations in the different places outside of the Philippines. I was the lone delegate from the Philippines.

Conference Activities

The ISME Conference was well planned, as far as the subject matter of music education is concerned. This subject matter was divided into areas, each area being a brief, informal course in itself. The main features of the conference were brief lectures by experienced music professors, sharing of experiences, observations and demonstrations, practice exercises in

choral singing, playing of musical instruments and group ensembles, and visits to places of interest. I had the happy occasion to attend the following areas:

1. Elementary Music Education
2. An Introduction to the Orff Method
3. Choral Work
4. Rhythmic Education and Improvisation
5. Research on the Organization and Methods of Music Education
6. Compilation of Materials Needed in the Field of Music Education

The daily program of activities was as follows:

A.M.	8:30 — 9:30	Community singing and singing of folk songs, either in unison or in parts
	9:30 — 10:30	Lectures and discussion on Elementary Music by competent music professors
	10:30 — 11:00	Recess
	11:00 — 11:30	Continuation of discussion
	11:30 — 12:30	Demonstrations in the use of the Orff instruments
P.M.	3:00 — 4:30	Music teaching in the secondary schools — demonstrations, appreciation lessons, and discussion of methods of teaching
	4:30 — 5:30	Choral singing

During the whole conference, morning and afternoon sessions were held daily at the spacious hall of the Borromaum, a Catholic institution situated on the outskirts of Salzburg. The main activities centered on music teaching in the elementary and secondary schools and viewing various exhibits.

There were different speakers and lecturers in the conference. Among them were Professor Leo Rindrer, supervisor of music in Innsbruck, Austria and one of the initiators of the conference, Dr. Egon Kraus, president of the German Corporation of Music Teachers in Cologne, and secretary general of the International Society for Music Education, Mr. Cesar Bresgen, expert in music improvisation, and Dr. E. Preussner, head of the Mozarteum, a conservatory of music where well-known professors like Dr. Anton Dawidowicz teach during summer.

Lecture Notes

Among the salient points in each lecture were the following:

Dr. Leo Rinderer

1. A program of systematic music teaching in the elementary schools includes effective production and projection of the voice, proper use of the diaphragm, correct breathing, and clear diction.

2. The song is the basis of all music training and therefore students should be provided with plenty of materials. To facilitate learning, the teacher should emphasize the rhythmic pattern of every song being studied, and that all work or theory should never be separated from the song. The learner should be trained to follow the contour of the melody.

3. A sense of rhythm is acquired by means of clapping, running, skipping and dancing while learning a song.

4. Closely integrated activities, such as singing, dancing, rhythmic response, dramatic activities, pageantry, festivals and the like, constitute modes of self-expression which enhance the mental, social, physical, emotional and spiritual development of the child.

5. The modern way of teaching music is by actually singing the songs and playing the instruments. For effective teaching, the teacher should play or sing with the pupils. Such participation helps maintain good discipline, interest, and teamwork.

Dr. Egon Kraus

Training the child in rhythm and gradually exposing him to music should begin at a very early age. Music education cannot be separated from any other training of the child as proven by experiments conducted at the time the children under study started schooling.

Professor Kraus demonstrated the correct handling of the Orff instruments for use in elementary schools and the use of the different sized hammers to produce pleasing sound effects. He gave the delegates opportunities to try them out. The Orff instruments are made up of wood and metal xylophones, flutes and other percussion instruments, like drums of different sizes.

Taking up problems on the teaching of music in the secondary schools, the professor conducted an appreciation lesson with the use of recordings of the great music masters, and chorus work, using the group as a class.

Dr. Cesar Bresgen

The inclination of a people for music depends largely upon the cultural background of the country.

Other Conference Activities

Aside from lectures, demonstrations, discussion, and choral singing, the delegates had two excursions — one to the beautiful lakes of Wolfgang-See, Mond-See, Gosau-See, and Hallstatter-See, and the other to Gross

Glockner, a mountain 3798 meters high. At night the delegates were invited to attend concerts, operas, and plays included in the program of the Festivals. In spite of the limited time at my command, I was able to attend these operas: "Marriage of Figaro" by Mozart, "Fidelio" by Beethoven, "Falstaff" by Verdi, "Cosi Fan Tutte" by Mozart, and "Faust" by Gounod. I also attended "Jadermann," a play, and Mass in G by Mozart, as well as some symphonic concerts.

The morning of the last day of the conference was spent in group singing and summarizing of the accomplishments of the week. These were followed by vigorous discussion on problems confronted by the delegates in the teaching of music in their respective countries, which led incidentally to a three-minute talk by each delegate about trends in music education in his own country. In the afternoon all the delegates met at 'Sternbrau' for a get-together party. All delegates participated in group singing, and each sang native songs. With unusual feeling and pride I sang some of our popular folk songs and played on the piano some favorite *kundimans*; these were highly appreciated by the listeners.

Post-Conference Observation Tours

After the conference in Salzburg, I made observation tours in Munich, Frankfurt, Dusseldorf, Hamburg, Bremen, Zurich, Stockholm, Copenhagen, Amsterdam, Oslo, Brussels, Paris, London, Rome, Madrid, and Geneva. In each place I observed the life of the people — their habits and characteristics. I came to the conclusion that the way they run their government is very much influenced by their culture and material resources. The Europeans have a very high regard for their cultural accomplishments, and their works of art and letters are well preserved in their museums and art galleries.

I visited as many schools as I could, whenever possible, to observe the teaching of music and to learn the reaction of students to music education. In places where I found it a physical impossibility to visit schools, I joined guided tours and learned much about the place from lecturers and guides. At night, I took every opportunity to listen to small concerts, string ensembles, and chamber music, or to see a wonderful ballet performance. Surely, there was no time to waste. There was always time to learn and enjoy what music can offer to any living soul.

Suggestions

By way of suggestion, there are a few innovations that can be introduced in future music conferences such as the one held in Salzburg, namely:

1. In an international conference attended by delegates speaking different languages, the lectures should not be in German but in a language that is understood by all — that is, English; or if it is not possible to

use English, lectures in German should be translated into English.

2. Delegates should be charged half the price of tickets for operas or concerts, if they cannot be provided with free tickets. Delegates are usually tourists whose funds are limited.

3. To save the delegates from the inconvenience and discomfort of standing in line to buy tickets at the window, tickets should be provided the delegates or reservations made for them.

4. To effect better relationship and understanding, there should be literature or informational material about places where conferences are held. This will help visitors make suitable adjustments in dealing with the residents.

5. People who will attend conferences for a few weeks need not carry much clothing. Just a few to keep them comfortable, clean and presentable will be enough.

Significance

The music conference in Salzburg was not merely an attempt to promote love and appreciation for music among the school population of the world through a heedful analysis of its effect upon human emotion, or the prescription of certain technique, methods, or procedures which are calculated to bring about favorable responses and changes in human behavior. It has done more than what a formal and costly diplomatic representation of a country can do for its people — the establishment and promotion of goodwill and understanding and the unfolding of capabilities and achievements of a people along cultural lines. The assembly of 260 delegates from different countries of the world greeting each other in all cordiality and affection every day for two weeks, singing with all fervor, the songs of their lands, telling about their countrymen's potentialities in music, discussing common problems in music education, sharing opinions and experiences in music teaching, and learning new ideas concerning various aspects of teaching music, is a memorable event in my life as a teacher.

On Teacher's Promotion

By Uldarico Viray

A VERY poor teacher having given the best of her fruitful years to the service; working day in and day out, exhausting her talents for the best results; squeezing her energy to equal the insurmountable jobs on hand; never budging, never running away from her work but staying firm and resolve to tackle even the most hazardous task, has but naturally to hope — to hope that someday she will be rewarded: a promotion. To hope that someday she will be another administrator, not merely a classroom teacher. Crush that hope and you strip the teacher of the very life she has. Destroy that hope, take it away from her and you killed the interest of that teacher. You relegate her to those unnumbered "dead logs" of the teaching profession who have nothing but hate for the work they so dearly loved before; deserving teachers who have "rot" because their school officials have erred, have bypassed them in

making promotions, and have neglected them because there are proteges they can not disappoint.

Perhaps it is an inherent defect of any form of government for an official to err in matters of promotion. It is obtained anywhere. Both in private and public offices and departments. It is, one would say, a by-product of labor. In the teaching profession, where promotion is as slow as the proverbial snail pace, where a teacher has to count on ten, and twenty years of service before she can be promoted for an official to err is a very grave mistake an individual teacher could not afford. A single mistake will mean another ten or five years of waiting. Too costly for an old teacher ready to break to pieces because of the heavy burden.

For every erring official there is one teacher crushed. One teacher who was stripped of the in-

terest and the love for the profession. One teacher who was transformed into a mercenary worker, one who looks at her work as a means to earn a living, one who discharges her work because it should be discharged and whose end will be the monthly pay. And the love for the children, and the inspiration to impart knowledge in the most systematic way is naught. That official had created another laborer in his midst, a dissatisfied teacher who becomes a fault-finder, a potential headache to him.

I know of a very efficient teacher who is a dead "log" now. Twenty years before she was a spark plug, a living dynamo that generates interests, love and initiative. Everyone among her co-teachers ache for her love, for her attention, for her guidance. She was a model teacher, a coach, an everything. Supervisors come and go from her room, and they have nothing but praises for her fine work. Years passed by, she went on her work devotedly. Promotion, was her only obsession. That someday she will become an administrator was her hope. Everyone knows that. Then, so suddenly, after so many years of waiting a vacancy was created. There was one who must be promoted. Indeed there was one — but it was not the old teacher. Someone younger and equally energetic.

"I was not so near the base," the old teacher told everyone. That was enough. The old teacher became another teacher: a dead dormant teacher who has no more fire in her work. No more fire in her voice. "Let them do it," she would say when something is assigned to her. As the years unfold the poor teacher finds herself more and more useless.

What that teacher lacks is proper public relation.

She has never learned to come a little closer to the supervisor. She was headstrong. She stick to that hypothesis that she will be promoted if she is indeed deserving. She had failed to do what others have done. To be extra gregarious, to be over-solicitous of the needs of her superiors, to be equally on hand whenever a thing is demanded. That she missed, and spite of her good work, in spite of her efficiency, seniority and eligibility she was by-passed.

It must be a lesson to anyone who wants to become somebody someday never to neglect "public relation." Good public relation with officials higher than you. The closer you are to the big people, the better is your chance of promotion. Of course it needs an extra expense and effort but it will in the end pay. What is a little thing when it will rebound

in so many bigger things. It is a pity that so many intelligent teachers are headstrong, who because of their intelligence become forgetful of that phase of the work. This people who believed that they would be promoted because they deserved it and not because they have had good relations with their boss are totally mistaken. That is a part of promotion. If ever there are some school officials who neglected and overlooked that they are only a few.

It is quite obvious that all human beings are susceptible to favors. A little present on "his" birthday, a gift for the wife's birthday and many little things softens the heart. It retaliates in many things. It forgets somebody more deserving and favors that "one" who gives. It is not only true in one department it is true anywhere. Nobody can deny that sometimes it works faster than anything else. There are but few persons, officials who can honestly say that they were not swayed by that factor in considering promotions. Very few can say, "I have done it straight."

What is the consequence of that mistake? Promotions which are undeserving produce administrators who are inefficient. Who will succumb and who will perpetuate the same evil practice. Administrators who will little by little lynched and fleeced their teachers in a very diplomatic, in a very sensible way. Yes, indeed, it creates a chain reaction that will pass on till the end of time. And too, it produces administrators who are less fitted for their positions, who knew very little of the work assigned to them and who in most cases have teachers better than they are. How do these people command? By the sheer force of their authority. The Philippine Public School system had paid for this.

It is quite funny that many administrators have the courage to aspire and to occupy a position they do not deserve. And yet these persons are the same persons who occupy the nearest place to the heart of the highest official. One has but to wonder how these things happened.

It is indeed a blessing that the Teachers' Salary Act was approved for then it can right a wrong done to many deserving old teachers. If they were not promoted at least they received or they will receive higher salaries commensurate to the length of efficient service they have rendered. Once again these teachers will awake and rekindle the dead embers of the past — there will be fire in their voice, love in their heart. The day will then be another bright day for them!

Let's Define What We Mean By "Profession"*

JUNE 24, 1957 was a memorable day. On that day, Arthur Corey, Executive Secretary of the California Teachers Association, challenged the profession at a seminar of association staff members at Trenton, N. J., to accept their role in leadership toward professional maturity. The first step toward maturity, according to Corey, is to define the word "profession." His premise is that "as teaching is basic in the preparation in the intellectual, professional, and technical leadership for our society, we cannot longer be satisfied that a profession cannot be defined." Because teaching must be better and still better as our mechanical and technical processes become more specialized and complex, teachers are faced with the decision now as to what kind of profession will be good enough to meet America's need.

What Must Be Included in Definition

1. Teaching Must Be Fundamentally An Intellectual Activity. Although education certainly deals with the whole child, it should and must remain a calling which demands a relatively high intellectual capacity. Schools cannot create an environment which stimulates high intellectual attainment without creative and intelligent teachers. All other things being equal, the more intelligent person will be the better teacher. Unless this requirement is accepted, professionalization is questionable.

2. The Teaching Profession Must Posses A Defined Body of Knowledge, Skills and Techniques. Again, all other things being equal the teacher who knows something about psychology, child development, pedagogy and educational philosophy is a better teacher than the one who does not. If this thesis be accepted, then society must take steps to guarantee that its teachers possess this working equipment. It also follows that teachers individually and collectively have a responsibility constantly to increase the amount and validity of this accumulated professional knowledge and skill. The importance of this professional subject matter may indicate the wisdom of a general examination for teachers as a culmination to their preparation as a partial basis for their licensing. The examination of recruits and

the accreditation of preparation programs are the two most potent weapons used by other groups in upgrading the competence of their replacements.

3. The Teaching Profession Must Be A Career Occupation. Turnover in many states indicates that teaching is still a transition job. No profession can be built upon transitory service. Recent studies indicate that in some parts of the country, turnover runs as high as twenty to twenty-five per cent. (Seminar members felt that "selective admission, recruitment and screening" should be requisites to a career occupation).

4. The Teaching Profession Must Demand A Long and Continuing Preparation. All other things being equal, the person with the boardest and best educational preparation will be the best teacher. This is another way of saying that good teachers must first be educated people. They must not only know the subject matter they would teach, but know enough about our total culture to assess the significance of their own field. Every teacher needs to have a good liberal education with sufficient depth in some subject matter area to rightfully call himself a specialist. Then on top of all this, he must master the body of specialized professional knowledge which makes him a teacher.

5. Teachers Must Be Aware Of The Significance Of Their Work And Be Dedicated To The Welfare Of Those They Teach. Teaching is social service of the highest sort. The welfare of the pupil must come before personal desire or aggrandizement.

6. The Teaching Profession Must Give Its Members A Relatively High Degree Of Individual Autonomy In Their Every Day Work. Assuming adequate preparation and competence, a teacher should be given freedom to diagnose the educational problems of his pupils and prescribe the treatment best suited to alleviate them. Except in rare instances the teacher's prescription should be final. The legion of supervisors and co-ordinators which descends upon the harried teacher in many of our schools is not conducive to his dignity or professional status.

The professional necessity for heavy emphasis on many aspects of group action, group unity and group discipline makes individual autonomy in meeting daily

* Reprint from "Montana Education," October, 1957 issue, Vol. XXXIV: No. 2; p. 22.

problems an essential compensating factor if individual creativeness and initiative are to be preserved.

7. **The Teaching Profession Must Have A Group Solidarity Which Makes Possible An Independent Professional Determination Of Important Educational Issues.** This makes some kind of professional organization imperative and implies that the organization must be free of any entangling alliances which would bring extraneous issues into the solution of educational problems. If solidarity is to be achieved and maintained, then broad participation in policy making is necessary. This does not mean that the organized teachers should make the policy for the schools. It merely means that they will be prepared to advise the policy making authorities what policy ought to be. The teaching profession must be ready and able to speak as a group on important issues.

8. **The Teaching Profession Must Possess Standards Of Ethical Principle, Personnel Policy And Minimum Competence And Must Enforce Them.** From a practical standpoint, this is one of the most formidable barriers in the path of professionalization. It is no easy task to secure general agreement as to what these standards ought to be and even more difficult to enforce them once they are agreed upon.

9. **The Teaching Profession Must Be Provided Good Working Conditions And An Economic Status Equivalent To That Generally Afforded The Upper Middle Class In Our Society.** Under the present conditions and assuming the kind of preparation which teachers need, this would mean maximum salaries of from ten to twelve thousand dollars with reasonable tenure, sick leave and retirement.

Turn Back That Finger

By Carlos G. Beltran

AT THE end of that accusing finger, wagged in exasperation and anger... is the child whose mischief is typical of his age, whose fluctuating moods are very much a part of his normal self, and whose line of thinking cannot approximate the realism of the outside world. Beyond the scope of the narrow bounds that form his daily environment, the child falls prey to the circumstances thrust upon him or events not of his own choice or making, where his inexperience and youth have been wilfully used to justify measures to guide his growth along definite "grooves."

With the present pace and trend of daily living and in the face of economic "survival of the fittest" which saps up the concentrated efforts and attention of the home, the child has been relegated to the background of more pressing problems... more to be tolerated but taken for granted. Misunderstood, the child has emerged to be a victim of our own pre-conceived standards and norms of conduct. As a consequence, the child is often bewildered by the actuations of his elders which run counter to what has been dinned into his ears—actuations which we are too prone to commit and condone for ourselves yet will constitute an act punishable on the part of the poor child.

In such an atmosphere where absolute authority holds sway without making any provision or leeway for the child's emotional and physical outlets, a grow-

ing personality is neglected and consigned to the limbo of self-abnegation. A reticent attitude is engendered and the child becomes fearful that what he does and says, will meet with disapproval or incur the ire of the hand that spares not the rod.

The home itself, cannot escape unscathed from the blame for its petty cases of "tyranny"; occurrences that are commonplace rather than exceptions to the rule especially in the rural areas where educational attainments are pitifully low and inadequate and where poverty and degradation hold sway. Consider this typical incident: Mang Pedro was lying down in the sala, presumably easing his back from the strains of toil. In came his son, apparently without the least intent of disturbing his father but as the space for passage was so small as most rural homes would allow, unfortunately stepped on the outstretched foot of the former. Roused, Mang Pedro scolded his son, calling him disrespectful and one name led to the other until at the height of his temper, flogged the little offender.

The situation was reversed. The next day, the boy fell asleep in the midst of his play and curled up unconcernedly as if the sala was his own sleeping corner. In came Mang Pedro, drenched with sweat and grim from his labor in the fields and tripped on the little foot that barred the way. The tired father immediately flared up and demanded to know why the boy selected the sala, of all places, for his

nap and get in everybody's way. Verbal barbs flew thick and fast in a tongue-lashing against which the boy could offer no defense except to stare in bewilderment at his enraged parent.*

Or this: In trying to be helpful, eleven-year old Erlinda broke a plate while washing the dishes. Aling Atang immediately saw red at the sight of her new plate shattered into several pieces. A pinch and the inevitable "I told you so . . .," lecture ensued. A week later, Aling Atang's husband sideswiped a tray and half-a-dozen plates plummeted to the floor and broke up into a hundred fragments. There was not a word spoken, as if nothing ever happened. Slowly the little girl sidled up to her mother and whispered, "Mother, why don't you also scold Father for having broken so many plates?" To this day, the question has remained unanswered.

Have we set a demarcation line between our ac-tuations as parents and those of our young wards, an inviolable creed that gives substance to an incompat-ible philosophy: "Do what I tell you to do but do not follow what I do?" Or, is there a separate code or norm for the child in his greener years and another for his elders already imbued with the accum-

* In the course of a routine home visit, the writer witnessed this incident where the stern finger of a father pointed in anger to the little child cowering in the corner. Will it not be but fair, for that finger to be turned back, too? Hence, this article, to ease that growing thought.

Special Education

Cerebral Palsied Children

By Francisco C. Tan and Conchita Tan

GENERAL PALSY popularly but erroneously called paralysis or just orthopedic disability is a condition in which muscular control is slightly or severely lost. It is a neurological impairment. Dr. Perfs-tein, chief of the Children Neurology Clinic, Chicago, defines C.P.¹ as a condition characterized by paralysis, weakness, incoordination, or any abnormality of motor function due to involvement of the motor-control center of the brain. Generally, cerebral damage is not limited to a single area in the brain, many associated defects are found in addition to the motor involvement. There are three most commonly observed neuromuscular disabilities among the cerebral palsied individuals such as: athetosis, spasticity, and ataxia.² Some doctors include tremors³ and rigidity as other classifications for cerebral palsy.

Although medical study shows that generally the over-all cause of cerebral palsy is injury to the brain,

ulated experiences of years and somewhere in the remoteness of that gap, the twain shall meet? These questions deserve serious contemplation for the incidents cited above are just a few among the daily happenings in the home, just a mere drop in the bucket of our own inconsistencies . . . where the child is taken to task for petty offenses that can best be charged to inexperience and youth without any tinge of rancor.

How truthfully has it been said, "There never is a bad boy at heart. In every child is always a latent spark of goodness deep within." The child, as a growing individual with a personality definitely all his own, needs a great deal of sympathy, love, and understanding within the bounds of valid and sound reason in order to tide him over the rough struggles in life and from which he derives strength and fortitude to walk the righteous path on to manhood. A stalwart tree out of the tender sapling, at last.

In judging the child, we unwittingly pass judgment upon ourselves; for our handiwork can only be as strong and lasting as the zeal and patience and infinite care that went into moulding it. In order to see better where the light and shadows lie in our chartered course, it will do us well to turn back that accusing finger . . . everytime we let go of a hand or a word uttered in consternation . . . to ferret out what's wrong with ourselves!

there are numerous ways in which brain damage may occur,

Causes of Cerebral Palsy:

1. illness of the mother during pregnancy
2. prematurity
3. maldevelopment of the brain
4. anoxia
5. instrumental injury to the brain during delivery
6. (Rh factor)

¹ C.P. as used here means cerebral palsy.

² Athetosis is chiefly characterized by involuntary, purposeless muscle movements; spasticity is characterized by the tightening of the muscles that slows down motion and makes them stiff; and ataxia is characterized by lack of balance.

³ Tremor which is seldom found among the C.P.; it is characterized by involuntary reciprocal motions; rigidity is characterized as a resistance of the muscle when the joints are flexed; it lack muscle tone and involuntary movements do not occur.

7. infectious diseases after birth
 - a. measles
 - b. mumps
 - c. chickenpox
 - d. encephalitis
 - e. whooping cough
 - f. traumatic injuries to the brain and cerebral hemorrhages that usually occur during old age

Cerebral Palsied Children in the Philippines

To date there is no valid or accurate statistics of the number of cerebral palsied children in the Philippines. Dr. Deogracias J. Tablan, In-Charge of the Elks Cerebral Palsy Clinic, National Orthopedic Hospital, Mandaluyong, Rizal, estimated that there are about 40,000 cerebral palsied children and adults in the Philippines basing his estimate from the records of the National Orthopedic Hospital since 1949. The authors, estimated that there are about 100,000 cerebral palsied individuals throughout the Philippine archipelago. This estimate is based on the study made in the United States in which one cerebral palsied child is found for every 200 births. This may be star gazing estimate for the condition in the United States is different from the locale of the Philippines, but on the other hand, this might be a close guess because in the United States due to advanced medical science, preventive measures, excellent medical care, and well informed public the people will have better chances of good diagnosis, medical care, and therefore, reliable prognosis in comparison with the prevalent Philippine conditions. It is very hard to think that our present conditions will lend more to propitious treatment than the well advanced medical science in the United States.

Misconceptions Regarding the C.P.

More often than not, cerebral palsied children are looked upon as queer and mentally deficient because of their physical appearance and incoordinated motor gaits. This misconception is aggravated by their inability to express themselves or make appropriate responses to common place stimuli. Recent studies, however, showed that of the 992 cerebral palsied given mental tests, 49 per cent ranges below 70; 22.5 per cent between 80 and 89; 21.9 per cent between 90 and 109, and 6.6 per cent at 110 or above.⁴

Characteristics of Children with Cerebral Palsy

There are many kinds and degrees of motor disabilities found among cerebral palsied. Oftentimes, concomitant disabilities may be of much greater consequence to learning than are the motor impairments. Other disabilities may include speech deficiencies, mental deficiencies, visual impairments, aural disabilities, and emotional adjustments. Most often cerebral palsied children have two or more associated disabilities. When this is present, the cerebral palsied individual is described as having multiple handicaps.

The large majority of the cerebral palsied children have severe motor disabilities. In many schools for the crippled children in the United States, almost one half of them are cerebral palsied. Many of them are non-ambulatory, so awkward, slow, and clumsy in their movements so that they could hardly participate with the non-handicapped children in their activities without suffering from a feeling of inferiority or inadequacy. However, due to systematic therapy and the coordinated efforts of the team of specialists working for the rehabilitation of the cerebral palsied child, it is not unusual to find some C.P.'s among the non-handicapped children in the classrooms and in the playgrounds.

Aside from the motor disabilities common among the cerebral palsied children, is speech disability. It is estimated that about 75 to 80 per cent of the cerebral palsied children have speech disabilities. There are several factors that attribute to the delay and/or speech disabilities of the cerebral palsied children. They are: (a) muscular disabilities which often involved the organs of speech; (b) lack of stimulating experience that results from restricted movement and too much dependence on others; (c) mental retardation that is often associated with cerebral palsy; (d) hearing disability that is prevalent among cerebral palsied children which makes the acquisition of language very hard; (e) distractibility and dissociated behavior; (f) lack of personal-social adjustment; and (g) parents and/or guardians that over or under-pamper the cerebral palsied children thus denying them wholesome growth and development.

Educational Provisions for the Cerebral Palsied Children

Since the effects of cerebral palsy is widespread and usually involve the associated areas of speech, auditory, vision, and mentality, there is no one type of school program that will meet the needs of all children with cerebral palsy. Children with cerebral palsy may be divided into two groups or classifications: (a) those who have mild muscular disabilities and are capable of participating relatively freely in the activities of the non-handicapped children; (b) those who have severe muscular disabilities who need special equipment and classroom. In order to serve the best interest of the cerebral palsied children, the school should provide special devices, special techniques of teaching, various and well graded instructional materials, special equipment, and well-considered curriculum suited to the individual needs, interest, capabilities, and disabilities.

The United Cerebral Palsy Associations of New York City, proposed educational programs for cerebral palsied children which may be adaptable to Philippine conditions:

1. For children who can participate reasonably well in the school activities of non-crippled children:
 - a. Regular elementary and secondary school

classes whose teachers are willing to accept and provide for children with minor disabilities. Some of these children will need continued physical, occupational, and speech therapy. This often presents a problem of scheduling and demands considerable planning between the teachers and therapists. At the secondary school level many of the children are only mildly handicapped, and their regular class teachers, should have access to guidance facilities that include a specialist who is prepared to counsel handicapped youth. A part of the school's responsibilities toward these children must involve realistic occupational planning.

b. Special classes and services of various kinds for mildly involved cerebral palsied children whose primary disabilities are in the areas of mental retardation, and visual hearing defects. These include classes for educable mentally retarded children, for trainable children, and the blind, and the deaf. They also include either special classes or special services maintained for partially seeing and hard of hearing children. The absorption of mildly involved cerebral palsied children into these special classes must again depend upon the understanding and adaptability of the special class teachers. It will also depend upon the class size and the diversity of problems represented in the class, as well as the availability of therapy services for the cerebral palsied children who need them.

c. Residential schools for those who are severely mentally deficient and for the blind and deaf if local classes are not maintained. This poses one of the most important problems in residential school planning.

2. For children whose incoordinations and restricted movement require either temporary or permanent placement in especially adapted classrooms.

a. Special classes or schools for children with crippling disabilities. Ordinarily cerebral palsied children with many types of crippling disabilities, and the classes need not be restricted to the cerebral palsied.

b. Special classes for cerebral palsied children who are mentally retarded and otherwise psychologically handicapped. These classes should be restricted to no more than ten or twelve children according to the variety of handicapping conditions represented in the class. Large cities may provide differentiated classes for mentally retarded and otherwise psychologically handicapped crippled children. Smaller communities, because of the limited number of children available, may need to group children with various intellectual disabilities together. If this is necessary the size of the class should be rigidly restricted to permit much individualized instruction. It is probable that wherever there are enough children to justify three classes for crippled children, one group should be composed of children with psychological dis-

abilities.

c. Helping teachers for children with partial vision or who are hard of hearing and who are placed in special classes for crippled children.

d. Teachers of the home-bound who serve children who cannot be accommodated in the adapted facilities found in classes for crippled children or who are in accessible to special classes. In using teachers of the home-bound, it should be recognized that home instruction is a poor substitute for group instruction in a classroom. Teachers of the home-bound should be employed only in case of absolute necessity.

e. Residential schools for children who are severely crippled and mentally deficient; deaf or blind.

Nursery Experiences

Early childhood experiences serve as basic apprehensions to learning and wholesome adjustments, but the cerebral palsied children are deprived of these meaningful and stimulating experiences that play vital role in the development of readiness for all round learning. Their severe muscular disabilities and, in many instances, their parents' reluctance to expose them to normal milieu of the home and the public restrict their experiences very much. Because of this, psychologists have recommended early group experiences for the cerebral palsied children. The nursery school or class can provide socializing experiences, stimulating and meaningful experiences, and very wholesome care and guidance by those whose job is to help guide the handicapped children now to help themselves in the future. Furthermore, the nursery school experiences may serve as trial period for personal and social adjustments. Observations in the nursery school may also serve as the basis for future guidance and teaching of each cerebral palsied children.

Providing for Parent Education

The success of the school program depends upon the close cooperation and harmonious relation of the school and the home. This is even more important as it relates to the children with cerebral palsy than it is in regard to the normal children. The parents have the right to know about the curriculums of their children, their needs and problems, their progress in their studies, and personal-social adjustments. Likewise, the members of the school and ancillary staff should be well informed of the attitudes of the parents toward their handicapped children and how they are assisting them towards their education, rehabilitation, and adjustments.

In many schools for the cerebral palsied children, parents are given active part in the educational program. They attend conferences with the teachers to discuss problems besetting the school in regards to the education and rehabilitation of their cerebral palsied children. In some cases, parents are given lectures and demonstrations by the special class teach-

ers and the auxillary staff of the school so that they can effectively synchronize their home teaching and guidance activities with the school program.

At present there is a new building that houses the modern clinic for the cerebral palsied children at the National Orthopedic Hospital compound at

Mandaluyong, Rizal. This building was recently built by the Elk's Club, a civic-spirited society, composed of professional men whose hearts are dedicated to the amelioration and future happiness of thousands of unfortunate children — **The Cerebral Palsied Children.**

House Bill No. 6614

By Jose C. Reyes

HOUSE Bill No. 6614 appropriating ₱3,028,000.00 for the adjustment of salaries of public secondary school and city intermediate teachers lapsed into a law on June 22, 1957. The late President Mag-saysay promised to sign the bill if Congress passed it during his term. President Carlos P. Garcia kept faith with the late president when he allowed it to lapse into a law. Lately, President Garcia directed acting budget commissioner Sy-Changco to release the amount so that salaries of teachers and other school personnel in the general high schools and intermediate teachers in chartered cities may be adjusted.

The House Bill 6614 shall stay in our history of financing public secondary education as the first step towards the approval of a scheme of financing envisioned in the Foundation Program. The bill is a new trend in financing public secondary education.

PUBLIC SECONDARY SCHOOL FINANCING TRACED

Public secondary school financing in the Philippines may be traced from March 6, 1902, when the Philippine Commission passed Act No. 372 which amended Act No. 83 entitled "A General Act for the Organization of Provincial Governments in the Philippine Islands," a portion of which authorized the provincial boards:

"To provide, if deemed expedient by the provincial board, by construction or purchase, or renting, such school building... to be used for the free secondary instruction of pupils resident in the province, such secondary instruction being understood to include, in addition to academic instruction in agriculture, and normal-school instruction, and to provide for the payment of all expenses of maintaining such public school or schools of secondary instruction as may be established in the province...

Dr. Benigno Aldana in his book "The Philippine Public Schools: Their Administration and Financing," said:

"During the school year 1954-1955, there were 284 general secondary schools scattered all over the country from Batanes to Sulu. Of this number, 16 or 5.6% were municipal high schools; 20 or 7.1% were city high schools; 248 or 87.3% were provincial high schools located in the capitals of provinces, in big towns or in isolated islands and remote places. On the basis of number, it may be safe to say that the general secondary reach more people than all other secondary schools put together. For this reason, if for no other, the general secondary school occupies a position of high strategic importance, so to speak in our scheme of public education."

Dr. Aldana gives unsatisfactory or inadequate financing as the foremost problem of public secondary schools. There is no specific provision of law requiring the provincial government to set aside a part of its revenues for the support of the general secondary schools. The law merely authorizes the transfer of funds, through provincial board, from the general fund of the province to the school fund. As a consequence of this policy, the giving of aid to these schools has been dependent upon the pleasure of the provincial board, the city council, or the municipal council concerned.

Because of the apparent indifference of the Department of Finance in allowing government aid to the general high schools, only limited amounts, if any have been set aside by local governments for the maintenance of public schools. In several cases, appropriations previously earmarked as aid to high schools have been disapproved by the Secretary of Finance who usually mentioned, among other things, the fact that such amounts could be of greater use for such projects as roads and bridges. Almost invariably, this official recommended that the schools increase their tuition fees in order to be able to raise the needed amount with which to balance their budget.

**Basic Philosophy in Financing Public
Secondary Schools**

1. The Constitutional Proviso —

“All educational institutions shall be under the supervision of and subject to regulation by the State. The Government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public primary instruction, and citizenship training to adult citizens. All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law.”

2. In a democracy the quality and type of secondary education should be determined by the people themselves who should support the kind of education they want.
3. Educational finance cannot be considered in an educational vacuum.

Sources of Finance for Our Secondary Schools

1. Tuition fees. In a study conducted by the Bureau of Public Schools, 1954-1955, the rate of tuition fees varied as follows out of random samplings from this study:

City of Manila	₱15-15-20-20
Quezon	₱45
Tarlac	₱77-75-78-79
Capiz	
Pontevedra	₱110-110-120-120
Cavite	₱75
Tanza	₱90

In 1950-1951 as reported in “A Foundation Program for Financing Public Schools in the Philippines” by Morrison, Guiang and Yanson, the total expenses for secondary schools was ₱10,586,000.00. Of this amount ₱8,938,000.00 or 85% represent the tuition fees with an average of ₱75.85 per capita.

2. Transfer of funds from the General Fund of the province or the city to the school funds for the maintenance of secondary schools either to lessen the rate of tuition fees or to provide for other essential necessities. Only rich provinces and chartered cities give these transfers from General to School Funds. In the foregoing study of the Bureau of Public Schools, a number of these provinces gave their aid as follows:

Abra Provincial H.S.	₱ 900.00
Albay Prov. H.S.	19,667.00
Kulasi H.S., Antique	4,500.00
M. H. del Pilar H.S., Bulacan	22,040.00

Catanduanes H.S.	10,000.00
Ilocos N. Prov. H.S.	22,422.00
La Union Prov. H.S.	33,075.64

3. Aids extended by P.T.A.'s and parents of the secondary school students.

Recommended Other Sources

1. There should be created through congressional legislation or through resolutions of provincial boards or city councils of the chartered cities new taxes earmarked specially for the support of secondary schools. (Prior to Commonwealth Act 386, there used to be marriage fees for the support of elementary schools.)
2. Pending the enactment of the Foundation Program into a law, there should be a legislation which would make it obligatory for the Provincial Board or City Council to transfer no less than 15% of the total provincial or city revenues exclusively for the support of public secondary schools.
3. It might be possible to have National aid extended to the provincial or chartered city high schools particularly those provinces that are poor to carry on the burden of taxes.
 - a. Principals of high schools in the National roll before.
 - b. Supervisors of English and teachers of special subjects, like science and mathematics and health.
4. Donations or aids from P.T.A.'s, parents, etc.

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Primary Teacher in Scotland

By William Campbell

SCOTLAND has very rich traditions in education. The system first began to take shape under an Act of Parliament in 1696 and, during the following centuries, its prestige grew under the influence of rural schoolmasters — the Dominies — many of them University-trained, who taught all stages in their village schools and sent their brightest boys direct to the Universities. The present form of Primary Education was set up after the Act of 1872. Many changes have taken place since then. Primary education for pupils between the ages of 5 and 12 is given in primary schools and in the primary departments of secondary schools. These schools and departments vary widely in size. Nursery schools and classes for children from 2 to 5 years of age are voluntary and, though firmly established, are still comparatively few in number.

The minimum qualification for teaching in a primary school is the Teacher's General Certificate. Women students have a more open choice than men who for the most part must be University Graduates. Women may enter a Training College straight from secondary school at the age of 17 or 18 years provided they gain an approved group of passes in the Scottish Leaving Certificate Examination or a Certificate of Fitness of the Scottish Universities Entrance Board. These entrants take a three-year course. Extra courses may be taken by students seeking additional qualifications and each year the Colleges offer Summer Courses for teachers-in-service.

In Scotland, all courses of training for teaching are conducted in the Training Colleges which are a part of the public system of education. The Universities, though they have Departments of Education, do not undertake the professional training of any category of teacher. Men and women who wish to teach in the primary school may qualify for admission to training by taking a pass degree at the University. They are then required to take a one-year course at a Training College.

On the successful completion of courses of training, students receive Training Records from the Training Authority and Probation Certificates from the Scottish Education Department. A Probation Certificate cannot be issued if the student does not sa-

tisfy the standard of physical fitness required by the Department. At the end of a probationary period of teaching service, usually of two years, and on the basis of reports by head teachers and recommendation by Her Majesty's Inspectors, teachers receive their Final Certificates. During the period of probation, the conditions of service and the salary of the teacher are not affected by the fact that he has not yet obtained his Final Teacher's Certificate.

Towards the end of his course, the student takes steps to obtain a post. Appointments are made by Local Education Authorities (there are 35 of these) usually through application and interview. It is not now the custom, as it once was, to appoint an assistant teacher to a particular school. He is appointed to the staff of the Education Authority and may be transferred at their pleasure to any school in their area, but there is nothing to prevent a teacher leaving the employment of one Education Authority and taking up an appointment with another. All that is required is the period of notice, usually one month, for which the contract provides. In times of shortage of staff, like the present, students in general find positions relatively easily where they want them and, after a time, may move to other appointments or other areas if they are not suited.

Approximately 15,000 women and 3,000 men are serving in primary schools. About 4,000 of the women and over 2,000 of the men are University Graduates. There are 760 non-graduate men. This number includes those men who were in the teaching profession before graduation was required for entrance to training and those who entered after the War under an emergency scheme when there was a temporary relaxation of requirements.

The salaries (made up of a basic and a responsibility element) of all teachers employed by Education Authorities are fixed by statutory regulations which are revised every three years. A general revision is in progress at the present time. Certain alterations have been made quite recently. To take approximate figures, college-trained women who are not graduates are on a basic scale which begins at £435 and rises to a maximum of £670 in 20 years. The scale for women graduates is from £490 to £715

in 18 years. Non-graduate men and male graduates are on the same scale, £556 to £866 in 18 years.

The men's basic scales are higher than those for women teachers, but last year the principle of Equal Pay was accepted and women's scales are being increased by stages so that this principle will be implemented fully by 1961. The chief positions of special responsibility in the primary school are those of Headmaster, First Assistant and Infant Mistress. Responsibility payments are determined by the number of pupils on the roll. The responsibility elements of head teachers of primary schools (men and women) are based on a scale from £70 for the smallest school to £350 for the largest. The responsibility payment of the deputy head teacher or second master is 25 per cent and of the infant mistress is 30 per cent of the responsibility payment is determined in the same way as that of the second master.

The social and economic changes of the last 10 years have pressed very hard on professional people including teachers. The standard of living throughout the country has risen very considerably but the standard of living of teachers has not risen at the same rate as that of many other classes in the community. This change in relative, to the disadvantage of teachers, is felt all the more keenly because the community expects from teachers certain standards which are not expected from many others.

The teacher has, however, considerable security of tenure. Very few teachers lose their employment. He has also the benefit of a contributory superannuation scheme based on length of service. Every Authority operates Sick Pay Regulations under which the teacher absent through illness receives salary for periods fixed in accordance with his length of service. There are special provisions for teachers absent on account of respiratory tuberculosis. This entitlement does not depend on length of service.

The nature of a teacher's work and of his out-of-school activities is naturally much influenced by the size of the school and by its geographical position. A very large number of primary schools in Scotland are small country schools many of them remotely situated. Some of these schools (and they include schools with only one teacher) are situated in the Hebrides and in Orkney and Scotland and are so remote that a special salary addition has been prescribed to attract teachers to them. The development of broadcasting and the extension of television will be an increasing blessing to teachers in those schools. In other small rural schools, teachers have the problem of taking several stages together but these teachers have the advantage of getting to know well both children and parents through living in the

same community and they are respected not only for the important work they do in the school but also for the assistance they give in the social and cultural activities in their district.

In the Cities and in urban districts, primary schools and classes tend to be very large. Many of these schools have more than 600 pupils: some have more than a 1,000. Quite a considerable number of classes have more pupils than the number (45) laid down in the Code. Some of the difficulties are met by group teaching in which teachers have taken special instruction. Nevertheless, the sheer pressure of numbers makes the work of the teacher difficult and arduous.

It is not possible in a short article to say much about the curriculum. This matter and methods and techniques in the primary school are discussed with great understanding and insight in "The Primary School in Scotland" issued by the Scottish Education Department and published by Her Majesty's Stationery Office. The whole professional background to the life of the Scottish primary teacher is admirably portrayed in "Primary Education — A Report of the Advisory Council on Education in Scotland" also published by the Stationery Office.

Though the length of the school day is not the same in all areas, school are usually in session from 9 till 4 each week-day except Saturday. Infants have a shorter day and every school has a break in the forenoon. The normal school session extends to 400 meetings (1 full day counts as 2 meetings). With very few exceptions, Scottish primary schools are co-educational. Within the general scheme of work approved for the school, the teacher has very considerable freedom in shaping the subject matter of his teaching and in conducting his class. Schools are inspected by Officials of the Department but on account of the cordial relationships between the Inspectorate and the teaching profession there has grown up a spirit of co-operation and mutual helpfulness which has been of great benefit to the children.

The conditions under which our national system of education is being developed are not easy, and the problems have weighed heavily on the primary school. There are too few trained teachers and too many many existing schools accommodation for the children is unsatisfactory and amenities for the teachers quite inadequate. In the midst of economic and social change and its effect on standards and value, the teachers, both primary and secondary, are having a hard task to win from the public and from the Government due recognition for their service to the children.

Minutes of WCOTP Executive Committee Meetings

Friday, August 2, 1957

Present: Gould, chairman, Ashbridge, Buhagiar, Coldwell, Carr, Hombourer, Hutchings, Lorenzo, Michel, Natarayan, Patterson, Richner, Welty.

The Committee took the following action:

1. Approved the minutes of the Manila meetings.
2. Asked the Secretary General to express appreciation to the Educational Press Association of the U.S. for help in preparing the pictorial report on the Manila meeting.
3. Decided to present to the Assembly of Delegates an official message of sympathy concerning the death of President Magsaysay of the Philippines and Secretary of Education Hernandez.
4. Asked that the Executive Committee be notified of the results of any vote by mail such as the one in which a majority of the Committee had voted not to participate in the Swedish seminar.
5. Commended the Secretary General for his prompt action in sending Mr. Richner to Austria to investigate for WCOTP the situation concerning Hungarian refugee teachers.
6. Voted, by a majority of one, to publish in the form of a footnote to the Constitution the recommendation adopted by the Committee of Fifteen in 1951.
7. Agreed to present the Secretary General's report to the Assembly of Delegates as the Executive Committee report, with certain reservations expressed by Mr. Hombourger.
8. Asked that information concerning membership dues received by IFTA, FIPESO, and the WCOTP Washington and London Accounts be exchanged as soon as possible after June 30th, the end of the fiscal year, without waiting for auditor's reports.
9. Agreed to appoint the following rapporteurs of section groups:

I — What constitutes a reasonable and proper teacher load and how is this related to teachers shortage? — Mr. J.O. Mendis (Ceylon).

II — What devices and procedures have been used to meet quantitative standards? Have these been at the expense of quality of preparation? — Mr. Lyman Ginger (U.S.A.) (Chairman, Mr. H. Baude of France)

III — Economic Causes and Remedies — Mr. J. Procter (England). (Chairman, Mr. C. H. Wittrock of Sweden)

IV — Non-Economic Causes and Remedies — Mr. J. Mounolou (France). (Chairman, Dr. K. Bungardt of Germany)

10. Agreed that rapporteurs should be members of the Resolutions Committee and that Dr. Patterson should be chairman of the committee.

11. Decided to recommend admission of the following national member organizations:

Burma — Union of Burma Teachers Union
Cuba — Asociacion Educacional de Cuba
Federacion Nacional de Colegios de Profesionales de Enseñanzas Especiales
Colegio Nacional de Maestros de Artes Manuales
Colegio Nacional de Maestros Normales y Equiparados
Colegio Nacional de Pedagogos

Germany — Deutscher Philologenverband
Hong Kong — Hong Kong Teachers Association
Panama — Association de Profesores de la Republica de Panama (provisional, pending acceptance by FIPESO)
Sweden — Tekniska Läröverkens Lärarförbund

12. Agreed to recommend acceptance of the following associate member organizations:

Classroom Teachers Association of New York (U.S.A.)
Educational Press Association of America (U.S.A.)
Federacion de Instituciones de Enseñanza Comercial de Cuba (Cuba)
Indiana State Teachers Association (U.S.A.)
Philippine Association of School Superintendents (Philippines)
Singapore Graduate Teachers Association (Singapore)
Karachi Schools Federation (Pakistan)

13. Accepted the resignation of the Suomen Yksityiskoulunopettajien Yhdistys Privatskollärarbarnforeningen (Finland and recommended the termination of membership of the following organizations since they have not paid dues for more than two years:

Austria — Sozialistischer Lehrerverein Osterreichs
Mauritius — Union of Primary School Teachers
— and of the following associate members:
Albuquerque Classroom Teachers Association
Elmira Women's Classroom Teachers Association
Georgia Education Association

Iota Chapter of Delta Kappa Gamma
Joliet Teachers Association
Lawrence Educational Council
Naperville Teachers Association
Prince Georges County Teachers Association
Utah Education Association.

14. Recommended the establishment of subject-matter committees on handicapped children, technical and vocational teachers, rural education and a committee of education editors.

15. Postponed selection of an official seal for a year and suggested that the Secretary General circulate to national members the seals already submitted with a request for additional designs.

16. Asked the Secretariat to consider translating for publication the constitutions of national teachers associations.

17. Agreed in principle to urge national members to cooperate in the observance of Human Rights Day on December 10th each year and to participate in the celebration of the tenth anniversary of the adoption of the Universal Declaration of Human Rights in 1958.

18. Accepted the reports of WCOTP representatives at international conference as presented in the C-series of conference documents.

19. Received an invitation from Miss Martha Shull, president of the National Education Association of the U.S. to hold the 1959 Assembly of Delegates in Washington.

20. Adopted the draft budget for presentation to the Assembly.

21. Close the following conference themes to recommend for acceptance by the Assembly:

- (a) Public support for education — 1958;
- (b) East-West understanding — 1959.

22. Assigned Mr. Ashbridge responsibility for recommending standing orders to be considered next year for adoption by WCOTP.

23. Noted a letter from Israel concerning the situation in the Middle East and agreed to take no action.

24. Asked the President to consult delegates of Yugoslavia, Ireland, India and Israel concerning possible arrangements for a meeting-place in 1957 and take up the matter with the Executive Committee again during the week.

25. Heard reports from IFTA and FIPESO on their decision with regard to the Comite d'Entente; noted that FIPESO had voted to retain its membership in the Comite and IFTA had voted to withdraw in passing the following resolutions:

IFTA resolutions:

1. This Conference reaffirms its desire to encourage contacts among teachers throughout the world, on a professional and educational level.

2. This Conference resolves:

- that IFTA shall leave the Joint Committee forthwith, and cease all relations with FISE
- that IFTA call upon WCOTP to undertake immediately all measures necessary to establish professional relations with all teachers throughout the world.

FIPESO resolution:

"The Council of FIPESO, having considered the resolution presented at Manila on August 8, 1956 at the WCOTP Assembly, agrees that the Executive Committee should take immediate steps to establish the position of WCOTP in international affairs according to the Constitution and the resolution of Istanbul in 1955. It is, however, of the opinion that it is only at the stage at which it has been possible to reconstitute the Comite d'Entente in accordance with the Constitution and the Istanbul resolution that FIPESO can properly be asked to reconsider its cooperation with FISE as suggested."

Tuesday, August 6, 1957

Present: Gould, chairman. Ashbridge, Caldwell, Carr, Hombourger, Hutchings, Lorenzo, Natarajan, Patterson, Richner, Welty.

1. The Committee, by a vote that was unanimous with one exception, approved the following letter to be sent by the WCOTP President:

Dear Sir:

The Executive Committee and the Assembly of Delegates of WCOTP, meeting at Frankfurt, have carefully examined the questions of the relationship of WCOTP with other international educational organizations. I now write to tell you that WCOTP has appointed representatives to establish liaison with such organizations.

These representatives are prepared to discuss with representatives of your organization means of cooperation on professional topics. In accordance with the WCOTP constitution, questions involving political, party-political or religious controversy would have to be excluded.

If your organization wishes to begin such discussions, I shall welcome your suggestion regarding a mutually convenient time and place of meeting.

Very truly yours,
RONALD GOULD
President

2. The Committee adopted the following procedure concerning the above letter:

a. Organizations to which it will be addressed:

(1) Immediately:

FISE (World Federation of Teachers Unions)

WUCT (World Union of Catholic Teachers)

IAUPL (International Association of University Professors and Lecturers)

SPIE (International Federation of Free Teachers' Unions)

(2) Later, other organizations as approved by the Executive Committee.

b. Composition of the WCOTP group: Sir Gould, chairman; Coldwell, Hutchings, Michel, Mendis; the Secretary General or his representative, on a non-voting basis. All to meet with representatives of FISE, any two to meet with other groups.

c. Instructions to the WCOTP groups:

(1) Its functions outlined in the draft letter.

(2) Full and frequent report to be made to the Executive Committee and transmitted by the Executive Committee (with comments as it considers desirable) to the Assembly of Delegates and member organizations.

(3) Decisions to be reported to the Executive Committee and the Assembly of Delegates for their approval.

3. The Committee decided the 1958 Assembly of Delegates should be held in Rome, provided satisfactory arrangements can be made.

4. The Committee advised that in publishing national reports on the "Shortage of Teachers" theme the report by Dr. Patterson and the four group reports be included.

5. The Committee provisionally recommended acceptance of the teachers association of Iran, pending receipt of an English version of the association's constitution.

Friday, August 9, 1957

Present: Gould, chairman, Ashbridge, Caldwell, Carr, Hutchings, Lorenzo, Mendis, Michel, Natarajan, Nordstrand, Patterson, Richner, Welty.

The Committee took up a series of matters referred to it by the Assembly of Delegates, namely:

1. A proposal by Mr. Carson that there be an annual conference of the secretary of national member organizations. The Committee recommended that this group might hold an informal meeting during the Assembly of Delegates in 1958.

2. Proposals of the delegation of the National Union of Teachers of England and Wales concerning

group meetings. These proposals were read and referred to a committee consisting of Mr. Croskery, Dr. Patterson and Mr. Carr for consideration in February 1958, with the possibility that they might submit a report to be voted on by mail.

3. The proposals put forward by Mr. Baude at the 1957 meeting and previously by Mr. Forestier in 1956 concerning increasing participation by national associations in the work of the Confederation. The Executive Committee noted that the most effective participation by the national associations was to contribute ideas and information and that all associations were urged to reply to requests for such material. It suggested drafting a letter to all national members outlining specific areas in which their participation was requested, the response to this letter to be the basis of a report to the Assembly in 1958.

5. The proposal of Mr. Lepouse that there be shorter meetings and less documentation. Arrangements were considered to reduce by one day the total attendance of most delegates. The Committee agreed that no unnecessary documents should be issued but noted that some delegates believed there was not sufficient documentation and that many of the documents would be useful for reference after the conference.

6. The recommendation that Dr. Patterson be invited to extend his study of the shortage of teachers. This recommendation was approved.

The Executive Committee made the following committee appointments:

1. **Afro-Asia Committee.** Mr. S. Natarajan (India), chairman. Mr. J.D. Seervatham (Ceylon), U Htun (Burma), Mr. Ricardo Castro (Philippines), Mrs. Ora Horton (Liberia), and the WCOTP Secretary General or his representative.

2. **Representative group.** (Liaison committee) Sir Ronald Gould, chairman, and the following members of the Executive Committee: Caldwell, Mutchings, Michel, Mendis, and on a non-voting basis, the Secretary General or his representative. Any two will be empowered to conduct discussions with IAUPL, WUCT or SPIE; all members of the group will meet with representatives of FISE.

3. **Committee on Unesco Relations.** The President and Secretary General or their representatives, Mr. Natarajan and Mr. Richner. Unesco is to be notified that since Mr. Natarajan has succeeded Mr. Hombourger as Vice President the composition of the committee is being changed accordingly.

4. **Committee of Education Editors.** Preferential votes by the editors meeting at Frankfurt were taken into consideration in these appointments. For two-year terms: Dr. G. Kerry Smith (U.S.A.), chairman; Mr. Ricardo Castro (Philippines), Mr. Gilbert Smith

(England). Appointed for one year: Mr. Vincent J. Jasper (Hong Kong), Mr. Albert Herzer (Germany), Mr. Sean Sweeney (Ireland). The Committee is expected to elect its own secretary next year.

5. Committee on Vocational Education. Mr. Armand Tamigniaux (Belgium), chairman; Mr. Charles McCarthy (Ireland), secretary, appointed for two-year terms. Appointed for one year: Mr. Philip Hickey (U.S.A.) and Mr. Harry Tornquist (Sweden). Two vacancies were left for future appointments from national members of WCOTP interested in this field.

6. Committee on Rural Education. Mr. Diwan Chand Sharma (India), chairman; Mr. E. E. Esua (Nigeria) and Mr. Pedro Guiang (Philippines), two year terms. Two one-year appointments to be made on the recommendation of (1) the Syndicate Nacional des Instituteurs et Institutrices (France) and (2) member associations in Cuba.

7. Committee on Handicapped Children. Dr. L. P. Patterson (Canada), chairman; and a member of the HTU (Israel) to serve two-year terms. For one-year terms: Mr. J. Brosnahan (Ireland), Miss Elsa Schneider (U.S.A.), a representative of the Danish member organizations, and one person to be appointed to fill the remaining vacancy. Mr. Michel offered to available to the committee the report of a study by IFTA on handicapped children.

The Executive Committee agreed to the following appointments of WCOTP representatives:

1. August 28-31, Vienna — World Union of Catholic Teachers — Mr. Aseervatham (Ceylon) and Mr. Buhagiar (Malta).

2. September 2-8, Geneva — World Federation of United Nations Associations — Mr. Th. Richner.

3. September 9-14, Florence — Secretariat for Educational Sciences — It was reported that Mr. Roedstein (Germany) was expected to attend and might be asked to represent WCOTP.

4. October 24-27, Paris — Unesco Advisory Committee on Curriculum — Miss O.M. Hastings (England).

5. October 23-November 1, Ciudad Trujillo — Ibero-American Congress on Education. It was agreed that the Secretary General should appoint a member of the Puerto Rico Teachers Association to represent WCOTP.

6. June 15-21, Paris — "Organismes Familiaux" — WCOTP to send regrets.

7. Additional representatives to be appointed by the Secretary General and carefully briefed so that they will be able to express the Confederation's point of view on questions discussed and not simply extend greetings and make reports.

With regard to plans for the 1958 Assembly of Delegates, infor mthe Executive Committee made the following decisions:

1. **Theme** — Public Support for Education. Mr. Richner and the Swiss teachers association to prepare a questionnaire for national member associations and a summarizing report. (The 1959 theme — East-West Understanding — is to be referred to Mrs. Caldwell and the National Education Association of the U.S.)

2. **Schedule of meetings.** The following schedule was adopted:

Sunday, July 27 — WCOTP Executive Committee meeting

Monday, July 28 — IFTA and FIPESO Executive Committees

Tuesday evening, July 28 — IFTA and FIPESO opening sessions

Friday, August 1 — Wednesday, August 6 — WCOTP Assembly of Delegates

Wednesday, August 6, or Thursday, August 7 — WCOTP Executive Committee

3. **Additional arrangements** were referred to the Secretaries of WCOTP, IFTA and FIPESO, who met at once to discuss facilities in Rome and hotel accommodations.

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