

vocational education, or at least will be sympathetic to it—as most general education officials are not—, prospects for a strengthened or rejuvenated vocational education program may yet remain a mere pipe dream.

The proposal to establish so-called composite schools to replace existing public high schools and secondary vocational schools, to take care of middle level education, is an importation from abroad. Some educators say that comprehensive schools have been failures in the United States, yet there is alacrity to transplant them to Philippine soil. Here, it would seem, the planners may yet be short-changing the government by failing to put up an indigenous program of education.

Example of Japan

It does not seem possible that the entire Philippines will be metamorphosed into a highly industrialized country in this decade, even giving allowance for a speedier electrification of rural areas. With, say, the last three years of the decade as period of adjustment to a partly industrial economy transforming the rural areas, it will still be necessary to train young people for occupations that will enable them to be self-employed if they will not be absorbed by industry. Meantime only a comfortable percentage should be given technician training—those only that industries, existing or to be established, will need.

Let us take the example of Japan, where cottage industries thrived prosperously before nationwide and sophisticated industrialization techniques altered the economic and geographical landscape of that country. Several vocational education supervisors from the Philippines once visited Japan to observe educational practices. These supervisors stared incredulously at what were the proofs of delicate skills of Japanese children, not yet thirteen years old, such as water color brushes, fountain pens, cigarette lighters, toys, folding fans, etc., made in the home. Moreover, all the children's creations were indisputably saleable economic goods!

There is no reason why Filipino tykes, whose mindlessness with their hands is traditional, cannot also be trained like the Japanese children. This, then, should be an illuminating objective of Philippine education. ●

The Cebu K of



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C Charter Convention



ENDORSE CHARTER DRAFT TO CONSTITUTIONAL CONVENTION

The K of C National Conference on Constitutional Reforms held in Cebu City from April 30 to May 2, 1971 succeeded in formulating a draft of the Philippine Constitution—the by-product of not only the three-day KC meet but months of study and research, as well. Months prior to the conference, the 327 K of C councils all over the country were apprised of the theme of the conference; given original copies of the Philippine Constitution; and asked to put down notations and recommendations which they would want to be considered as basis for amendments to the Philippine Constitution.

Salient features of the draft include a unicameral legislature, adoption of jus soli concept for foreigners born in the Philippines, and creation of an economic development commission.

The KC Conference on Constitutional Reforms was attended by representatives of each of the K of C councils who also represent various segments of the citizenry. Some delegates-elect to the forthcoming constitutional convention attended the affair as observers.

Some 120 voting delegates approved the draft; 300 delegates and alternates as well as observers having attended the affair.

The draft of the “new” Philippine Constitution as formulated by the Knights of Columbus in the Philippines will be presented to the delegates of the Constitutional Convention when they convene to open the charter meet in June, this year.

Complete coverage of the Cebu K of C Charter Conference will appear in the next issue of the CROSS with some pictorial highlights.