



REPORT FROM BUKIDNON

by JOSE FELICIANO
*Division Superintendent of Schools for
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As I stepped into Mrs. Deiparine's classroom one bright morning, I saw her sand-table attractively done or made up to represent a cemetery: rows upon rows of graves with a cross of cardboard planted at the head of each grave. There were plants and flowers too in the cemetery. Then I noticed that every child who came to class that day had some pretty flowers with him or her. Came the language period, and the teacher introduced and motivated her lesson by making reference to the All Saints' Day that had just passed. To arouse a more lively interest on the part of her children, the teacher opened a package containing some ten or twelve small candles. Giving the candles to certain members of the class while talking in her most appealing and persuasive manner, the teacher led the pupils to the sand-table in front of the room, and once they were all gathered around the make-believe graveyard no little amount of effective teaching and learning took place under the inspiration provided by the teacher's ingenuity. Decorating the graves with flowers evoked not only tender sentiments and emotions but also suitable words and phrases. Lighting the candles and placing them by the graves with appropriate expressions, was a touching ceremony, and those turning candles helped magnifi-

cently to make the sand-table representation not only lifelike but enchantingly beautiful. Language, reading, arithmetic, and social studies were woven together into that lesson, not too expertly perhaps, but undoubtedly with much pupil participation, and therein lay the value of this little classroom drama. Today I never tire of recounting this lesson to other teachers and to future teachers as an example of what can be done by a resourceful individual driven by dire necessity to use his or her wits.

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Mr. Madjus may not be conscious of his accomplishments, but he has succeeded among other things in: (1) helping his boys and girls live their present lives in the barrio more happily and usefully, (2) introducing real-life projects and activities into the work or program of the school, (3) teaching children how to live and work cooperatively, and (4) raising the level of rural living in his particular community.

I sincerely believe that Mr. Esteban Sanchez, supervising principal of the Maramag district, because of his able leadership, should share with Mr. Madjus the credit for the outstanding success attained by the Danggagan Settlement Farm School.

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