

IN THE SCHOOLS— THESE REMAIN

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_ I —

While this survey is limited in scope (embracing only one municipality) yet, it is believed that conditions are typical of those obtaining in average towns. Out of a total of 34 teachers, only 10 were 1941 incumbent, the rest (24 of them) being employed only after liberation due to lack of better-qualified teachers. Add to this the fact that a lot of these substitute teachers left during the school year for the following reasons:

- 1. They found better-paying jobs in the numerous army camps or private firms.
- 2. They secured more stable jobs with all the chances to study.
- 3. They engaged in small-scale business which brought them better re-

turns and less responsibility.

Vacancies thus created necessitated the employment of other substitutes without any professional training.

One only needs to recount that in prewar days teachers were either: (a) professionally trained who held regular appointments, or (b) graduates of teacher-training institutions without civil service eligibility who held temporary or substitute appointments. Not only a few of such teachers switched to jobs which can assure them of old age security.

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The following table, will offer fitting answers to the article "IN THE SCHOOLS — WHO REMAIN?" by Mrs. Pura Santilan-Castrence (Philippine Educator, April-May, 1947):

TABLE

EDUCATIONAL QUALIFICATIONS AND STATUS OF TEACHERS

Educational Qualification	Regular	Temporary	Subs	t. Total
Graduates of Teacher-Training Institutions	0	4	0	4
First Year, College	2	0	5	7
High School Graduates		0-	17	19
Under High School Atainment	2	0	2	4
Totals	6	4	24	34

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It is high time that the government attract to the teaching profession the talents of the country. Moreover, the present plight of teachers should be remedied—and at once—or else:

(1) the public schools will be a

flop;

- (2) the "fair hopes of my Fatherland" will not receive the training that they rightfully deserve;
- (3) democracy will walk down the plank; and
- (4) the future will not be secure.