

The

CIVIL SERVICE REVIEW

A Monthly Magazine Devoted to the Interests of Those Who Are and of Those Who Desire to Be in the Philippine Civil Service

MEMBER: Filipino Editors & Publishers' Union

VOLUME

JUNE

NO. 1

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Desire To Be in the Philippine Civil Service.

Tel. No. 2-84-16, P. O. Box 3199, Room 6, No. 712 Rizal Ave., Manila, Philippines
Subscription Rates: ₱3.00 a year—P. I., ₱6.00—Foreign
(Entered as Second-Class Mail Matter on June 25, 1936, at the Manila Post Office)

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ON OUR FIRST ANNIVERSARY

THERE is something nostalgic about the first year in every enterprise. Every first anniversary is fraught with a multitude of emotions that come thronging us with the force of the unexpected. Frankly, when this magazine was started, we had our fears. We would not be cognizant of the realities of the publishing business if we did not, in the enthusiasm of launching a new venture, also take into account the fact that we were venturing upon an untried ground.

It is precisely because we have our first milestone, not in the tradition of defeat that usually marks the first year of an enterprise such as ours, but more in the vigor of lusty growth that, by its very richness at times baffles us, that we feel like shaking the hands of the whole world.

Frankly, the CIVIL SERVICE REVIEW, in observing its first anniversary this month, will not be true to itself if it does not feel highly elated over the prosperous year that has just passed. But this feeling of jubilee does not come to us without its appropriate mixture of humility. We know that the success, or whatever that might be called under that general term, that might have come to us, is not exclusively our own. Of all enterprises, perhaps the most human is the journalistic business. It can not succeed without subscribers and the management coming into a full understanding of their respective roles in the unwritten partnership, each serving the other's interest in his very best.

We have tried, in every instance, to serve the readers of this magazine, not counting the cost, but single to the idea that if the readers are served right, there is no reason why the magazine should fail.

One year is a brief interlude in the career of a publication such as ours which purports to serve the entire civil service of the Philippines. But in that brief year, we have found our place in the hearts of thousands and we intend to keep that place.

As in the first issue, we again seek the undivided support of our friends. We extend to them the glad hand of welcome to our increasingly large family of readers and pledge anew our unflinching loyalty to their cause.

NOT ALL THAT GLITTERS IS GOLD

DESPITE the fact that the gold stock market is now definitely on the downgrade and what was once boosted as a gold boom has become a boomerang, there are still certain persons in our midst who can not get their minds away from stock certificates.

Finding the general stock market addict a hard-boiled individual who views every peddle of stocks with a leering eye, these would-be Wallingfords now entice the unvary with finely-engraved certificates of stock in some alleged highly profitable business enterprises. Printed in gold letters, these certificates shine and are likely to dazzle the eyes of the uninitiated.

The saying that all that glitters is not gold finds no more appropriate application than in these new ventures launched by high-pressure salesmen of the 1937 variety. They may beguile teachers and employees once with pleading letters appealing to their sense of fraternity, but it is not every day that these individuals will consent to be mulcted. Moreover, it is not gold alone that glitters now; even brass does. Woe to him who, anxious to get gold, instead obtains brass!

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WE ARE GRATEFUL

To our many friends, public officials, business houses, and others too numerous to mention but very deserving of our countless appreciation, the CIVIL SERVICE REVIEW MAGAZINE expresses its gratitude with personal warmth. Without them the CIVIL SERVICE REVIEW could not have weathered the gales of business adversity during its first year of hectic existence.

EDITORIAL REVIEW

THE need for an opposition party in the Philippines, something that was frowned upon in the early days of the commonwealth, was hinted by the **TRIBUNE** early this month as something that can not now be delayed. In its editorial titled "An Opposition Party Formed," it says:

"One regards, with no little interest, the recent stirrings in the camp of the embryonic opposition in Philippine politics. For the sake of the country's political future, for the sake as much of the party in power, it is hoped that the movement will crystallize into something progressive and intelligent.

"The country needs an organized and effective political party capable of sound, dependable criticism. For its

own good, the division presently in power, no matter how great the majority it controls or reverents, needs the stimulus of an effective opposition.

"But the opposition must, first and last, be based, on sound principles, just as a race horse's reins must be made of good, strong leather, and not of deckled cardboard. A hodge podge "popular front" opposition, whose elements are united in nothing but a desire to wreck something that is standing, will never do anything but worse.

"First and last, such opposition, to win the public confidence, must resolutely put behind it all thoughts of personal animosity."

ONE of the strongest editorials ever voiced in the press of the country against racketeering in the name of charity was printed by the **PHILIPPINES HERALD** on Thursday, June 3, 1937. Taking a cue from the investigation ordered into the former City Laborer's Benefit Festival whose funds were in disorder, it lambasted racketeering in the name of charity.

"The use of charity or similar sentiment," it says "as a screen to hide the back-stage operations of certain well-established rackets has become so notorious.

"The Philippine public is at present in no position to properly support even the most urgent charity drive.

"Campaigns to raise funds for cha-
(Continued on page 11)

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OUR STAND AND OBJECTIVES

1. The *CIVIL SERVICE REVIEW* will continue to publish select review questions for teachers, first and second grades, state police, treasurers' municipal and provincial administrations, digest of the events of the month, miscellany, etc., to begin in a later issue in order to cover changes in current events.
2. We are making, as regular features of the second volume, articles on education—high school and elementary school methods, vocational guidance, commerce, industry, agriculture, history, government, arts, literature, etc., for the enlightenment and entertainment of the reading public.
3. Our editorials will always support worthy causes of the government and of private entities, but we shall vigorously oppose any attempt by individuals or corporations to exploit the civil service employees, especially the teachers, for bare selfish motives.
4. The welfare of the employees, especially the teachers and those who are about to become public servants, will be uppermost in our hearts. The service of a 10,000 circulation for the first volume of a magazine like *THE CIVIL SERVICE REVIEW* will at all times be at the disposal of those already in the government and of those who may be interested to enter the government service.
5. The reproduction of the Coat-of-Arms of the Commonwealth of the Philippines on our cover and all other publications is done in the full knowledge of the authorities and is inspired by the highest of motives. By displaying the Commonwealth seal, we are not only propagandizing the new regime, but also serving it. Our review materials are genuine, carefully selected, copyrighted, and guaranteed for the use of those who are desirous of passing their civil service examinations. We want to protect teachers and employees from cheap and specious materials, and especially from racketeers who are not only misleading the public, but are evidently intent more in lining their pockets with cash than in giving genuinely helpful service.
6. As the initiators and pioneers in the field of publications like *THE CIVIL SERVICE REVIEW MAGAZINE* and the holding of *CIVIL SERVICE REVIEW CLASSES*, we strongly abhor the use of subversive propaganda and other intriguing instruments, malicious misrepresentations or base tricks in dealing with competitors in the same field of activity; we believe that a truly educated Filipino, honest, moral, and just, will not indulge in unfair and un-ethical business practices, especially during the transition period when our capacity as a people is on trial before the whole world. We shall be the first to congratulate our competitors on their success. We, however, exhort the public to exercise all caution and guard against those who, adorned with dazzling titles and puffed up by diplomas from here or abroad, would bully the public into believing that they have a monopoly of knowledge and learning.
7. We realize that four or five years hence, the mission of *THE CIVIL SERVICE REVIEW MAGAZINE* and *REVIEW CLASSES* shall have been achieved. For this reason we are dedicating our honest efforts to be of active service to our fellow men.

L. R. ABIVA,
Managing Editor & Publisher.

OSMEÑA POINTS TO GREATER RESPONSIBILITY OF TEACHERS

Under Set-Up, Teachers Have Greater Mission,
Says Vice-President

"If the teachers of yesterday had failed in the work of preparing the new nation for democracy, the granting of the independence which we have dreamed of might have been considerably delayed or indefinitely postponed. If the teachers of today should fail in preparing the nation to support and maintain its independence, the new political structure will fall to pieces and nothing will remain of our dream of liberty. It is for this reason that the mission of our teachers of today is, in a sense, even more important than the mission of our teachers of yesterday."

Thus spoke Vice-President Sergio Osmeña at the commencement exercises of the Vacation Normal held last May, 1937 at Teachers' Camp, Baguio. The vice-president's speech was enthusiastically applauded by the numerous teachers present.

His address follows in full:

"I welcome the opportunity to speak to you at this place and on this occasion. As you all know Teachers' Camp is an old institution and from its humble beginning in 1908 to its present state of development it has always been identified with the progress of education in our country. Not only has Teachers' Camp contributed to the promotion of our educational work; but for the last three decades it has also served very effectively as a unifying force in our nation. It has exerted a profound influence in bringing about mutual understanding among our teachers who come here in large numbers from all parts of the Philippines. It has enabled them to focus their attention on their common problems, to develop a community of interest in their profession, and to foster the spirit of national unity.

"The recognition of education as a state function under our Constitution projects in bolder relief the great responsibilities of our teachers. By constitutional mandate the school is a social agency designed, established and maintained by our government for the purpose of developing "moral character, personal discipline, civic conscience, vocational efficiency" and for citizenship training. The teachers, therefore, in

the performance of their duties should always bear in mind the objectives enunciated in our fundamental law.

"In carrying out these objectives one of the first lessons that the teachers should inculcate in their pupils is respect for and obedience to law. Obedience to the law is a necessary foundation upon which an orderly society and a stable government must rest. If we are dissatisfied with the law we should seek its amendment or its abolition by lawful procedure. A country whose citizens have little or no respect for the law is a country that can not long exist.

"Of equal importance is the obligation of the teachers to arouse among their pupils national consciousness and thus promote national solidarity. Thanks to the incessant and painstaking efforts of the educational authorities to adjust our school system to the changing needs and conditions of the country, our curriculum today contains much material on Philippine culture and nationalism. That there should be more and greater emphasis on the study of our national life, customs and traditions without ignoring the best that we can learn from other nations, should require no argument.

"In your daily task as teachers, in and outside the classroom, the dry and lifeless materials in the textbook must be vitalized. The teachers should take advantage of our national celebrations to give meaning to and arouse interest in the important historical events of our country. Just as the Fourth of July in America and the Fall of the Bastille in France are utilized by the teachers in those nations as effective means in the civic education of their children, so the Filipino teachers should make use of similar occasions to awaken a greater national consciousness. Rival Day, Bonifacio Day, Constitution Day, Commonwealth Day and National Heroes Day, should be celebrated in such a way as to impress upon our children that we are a people with a glorious history and that the youth of this and succeeding generations are the privileged beneficiaries of the noble sacrifices of our forebears.

"For the same purpose children should be encouraged to visit our historical

places to imbue them with the spirit of heroism, loyalty and devotion to the ideals to which our heroes and martyrs dedicated their lives. The English youths are taught the significance of the Nelson monument in Trafalgar Square. The French children frequently visit the Tomb of Napoleon and the Place de la Bastille. The American children are often conducted to the monuments of Washington, Jefferson and Lincoln, and to the Tomb of the Unknown Soldier. The Japanese children, by the Imperial Rescript of 1890 and by excursions and visits to monuments and shrines, are taught to be loyal and devoted to their country. Should we not adopt this effective technique in training our children for citizenship? Should they not be made acquainted with the significance of our national shrines? The imposing monuments of Rizal and Bonifacio, historical places such as Maknang and Dapitan, Balintawak and Biak-na-bato, Zapote Bridge and Tila Pass, Barasoain and Malolos should be made the objects of pilgrimage to arouse reverence for our martyred dead and loyalty to our country's cause.

"Much Philippine material may be found in our textbooks but unless the teachers vitalize this material by examples, our fundamental educational objectives can not be fully accomplished. Our teachers should be the personification of sound Filipinism—worthy models for the young to emulate. Scattered as they are in all parts of our country and representing as they do a very important portion of the educated class in every community, the teachers are expected to participate actively in civic movements. It is their privilege as well as their obligation to furnish the needed civic leadership in the local community. By helping in the teaching of our illiterate citizens, they can contribute effectively to civic enlightenment. The teachers would fail in their duties as community leaders if they should ignore the opportunities to help direct our masses toward the path of good citizenship.

"In the dissemination of information regarding the duties of citizens and the interpretation of the requirements and

provisions of the law, the teachers have an important role to play. They are in a most advantageous position to explain, especially to the people in remote and isolated communities and who have no access to newspapers and other means of information, the efforts that the Government is exerting to bring within their reach the advantages of modern civilization and the blessings of social justice under whose beneficent sway we can find the most solid guarantee to peace and tranquility and the surest path to happiness for our people. Thus can we expect the people to desire from within rather than by compulsion from without.

"In the preservation and transmission of our culture our teachers have an indispensable part to play. Our folk dances and folk songs, our valuable traditions and customs, and our literature should be used as factors in the further unification of our people. As teachers, you are the logical guardian of our cultural heritage. Your efforts to preserve the best that we have and to transmit them, purified and enriched, to the coming generation would be in fulfillment of your duty.

"We are today on the threshold of a new era. Religion engaged our main attention during the Spanish regime. Political freedom absorbed our efforts during the last three decades. Economic readjustment is our pressing concern today. How to insure our economic security is a serious problem facing us now, a problem which will still be more serious after complete independence is attained. Our government may conceive a well-planned national economy and adopt wise economic measures, but unless our people, imbued with economic-mindedness and a spirit of sane protectionism, should attain economic efficiency and develop sound habits of thrift and conservation, the material progress of our country will not be based on solid and lasting foundations. Not only should we endeavor to produce those things that we need and which we can profitably raise or manufacture here, it is also very essential that our people develop a new attitude—to appreciate our own and to give reasonable preference to things Philippine in the material field. In the sphere of economics, therefore, our teachers have another avenue of service.

"The teachers are also called upon to make an essential contribution to the improvement of the health of the race. Instruction in personal hygiene can be given most effectively during the early years of the individual when his habits are being formed. The schools can accomplish much in the dissemination of correct knowledge regarding public health and sanitation. As His Excellency, the President of the

Philippines, said: "The ultimate success of the work of the Bureau of Health will depend upon how effectively we may instruct our people so that they may practice in their daily conduct sound principles of personal and community hygiene." Through such instruction and training, we may hope to have a strong and healthy people capable of vigorous and sustained physical and mental effort.

"Again, the school can render valuable service by the proper guidance of our youth in the choice of their life work. They should be made to realize the great promise that lies before them in our agricultural, industrial and commercial enterprises. With patience and care they can be made to see that service to the country is not confined to the traditional professions such as law and medicine. The farmers, the merchants, the artisans are as honorable and as much needed in the building up of a nation as those engaged in the learned professions.

"In closing I wish to take advantage of this opportunity to express my sincere appreciation for the splendid work that our teachers have consistently performed. They have behind them a rich tradition not only in service but also in sacrifice. At all times they have subordinated their personal interest to the welfare of the country. Working in many cases under the most adverse conditions, they have nevertheless with a vision that is undimmed and a spirit that is undaunted discharged their duties quietly but effectively. There is a record that they should be proud to hand down to their successors

in years to come.

"Aside from their regular duties, the teachers have also rendered signal service to the country by aiding effectively in carrying out the purposes of the National Defense Act. They have given their unstinted cooperation everywhere and in some cases have contributed in time and effort far beyond that which they were expected to give. I feel deeply gratified with their achievement in the respect.

"The teachers of yesterday prepared our citizens of today. These citizens, whose character was forged in the crucible of difficulties arising from our struggles for liberty, were the ones who continued the work of our heroes and who left us as a legacy not only the political conquests culminating in the establishment of the Commonwealth but also in the independence that is to come. The teachers of today, have the task of preparing the new citizens, intelligent, efficient, patriotic, with a lofty vision for the welfare of mankind, who shall know how to maintain the independence that has been won and to make it the source-spring of blessings for the nation.

"If the teachers of yesterday had failed in the work of preparing the new nation for democracy, the granting of the Independence which we have dreamed of might have been considerably delayed or indefinitely postponed. If the teachers of today should fail in preparing the nation to support and maintain its independence, the new political structure will fall to pieces and nothing will remain of our dream of liberty. It is for this reason that the mission of our teachers of today is, in a sense, even more important than the mission of our teachers of yesterday.

"In the past, they worked ably and without ostentation; today their work remains anonymous as it was yesterday. But whether it be in the quiet atmosphere of their daily work or in the obscurity of their retirement after they have completed their labor of love, enlightenment and character building, they will continue, like the Unknown Soldier who lies in the midst of the most complete anonymity, to receive the blessings and the gratitude of an entire people.

"To those of you who are graduating today, I desire to offer my heartiest congratulations for your perseverance, your pride in your profession and your desire to make yourselves of greater value to the community and to the country. May you continue to have faith in your mission and may you live up to the highest standards and traditions of your profession giving the best that is in you in devoted and loyal service to the Commonwealth."

—The Tribune

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Civil Service Review Classes Beneficial

By *Clara Yntema,*
Teacher, *Langlong, Halingang, Misamis Oriental*

Civil Service Review Classes are beneficial to teachers. It is not only a preparation for Civil Service eligibility, but it is a training for classroom efficiency as well. Educational theories are discussed every day. Laws of learning are emphasized so that effective results of teaching are attained in the end. In the discussions, opinions of different authors are evaluated and broader ideas are brought forth for educational values.

Teachers should grow professionally while in the service. But how can teachers acquire professional growth, since summer classes have been cut in Zamboanga, Cebu and Davao Normal Schools? Teachers should keep abreast with new methods of teaching by attending review classes which are organized in several provinces. Different tests of educational value are promulgated by the Civil Service Review and same are distributed to teachers for the purpose of acquainting them with the current educational practices.

The Division of Misamis has more than eight hundred teachers. In the

1936 Civil Service Examinations only more than eighty public school teachers passed. Where are the rest of these teachers? The superintendent of schools of this division adheres to the recent Civil Service Law as approved—*All teachers are required to remain in the Service.* Educational growth is the source of all progress. Therefore teachers should keep abreast with the trends and tendencies in their profession.

There is need for systematic preparation for the rigid examination they give to teachers. Well selected textbooks and scientifically prepared texts, under the guidance of trained and experienced instructors are provided in these reviews.

After the 1937 Civil Service Examination there will be only two more chances for those not yet qualified. Let there be more of us taking review classes because demands of the service require it. Let us continue to serve our country inspite of all the disadvantages

Shirley M. Rodriguez

Do all the good you can. Be earnest.
Do not be afraid to work.

There is no feeling in the world, I think, to be compared with self-reliance. Do not sacrifice that to anything else.

Do not grow old before your time. Maintain an interest in life and in all living things.

Live within your means. One of the swiftest toboggans I know of is for a young man just starting in life to go into debt.

The true economy of life, I have found, is to discover the man who can do a particular thing—and then leave him to do it unhampered.

Sons of wealthy parents have not a ghost of a chance compared with boys who come from the country with the determination to do something in this world.

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JOHN DAVISON ROCKEFELLER

By A Staff Writer

IN the month of May, two notable events making it one of the most newsworthy months in recent times occurred. These notable events are: the burning of the giant dirigible Hindenburg, queen of the skies, as it was being moored to her landing place in Lakehurst, New Jersey, and the death of John Davison Rockefeller, until two decades ago head of the Standard Oil Company of New York, largest oil firm in the world, and reputed to have been the first American billionaire, the second being the late Andrew Carnegie.

Of the two events, the death of the founder of the Standard Oil is the more vitally interesting because of the far-flung business empire which he founded. Like the British Empire, the lands over which the Standard Oil does business are so extensive, the sun literally never sets upon them.

The career of John D. is one of the most extraordinary success stories ever told. For a man to begin almost from nothing and to see, within his lifetime, a fortune that even Croesus would envy, is a story that is not met with every day; and if it is met with, it is probably only in fairy tales, not in actual life.

Yet Rockefeller lived to see himself more powerful than most kings, and the beneficent work which he financed do its miracle on the life and outlook of the world. Through the Rockefeller foundation, he was able to extend the guiding hand of science throughout the world, spreading the gospel of health and right living even in the midst of the most bitter opposition from the nations.

At the time of his death, he was nearing his 98th year as he was born in the little town of Richford, New York, on July 8, 1839, the son of Mr. and Mrs. William Avery Rockefeller.

Moving to Cleveland when he was 14 dug to family reasons, he got only a meager schooling. His first job was that of a clerk at \$100 a month, but when he approached his 21st birthday, he was asked for \$1,600 a year, and upon being refused, went into a business of his own.

He went into the commission business with his \$1,800 saved up plus money from his father and from a partner. The first year netted him a profit of \$8,800.

The new enterprise fascinated him and when oil had become an all-absorbing topic in the United States in the late 1850's, following the discovery of petroleum in Pennsylvania and New York, he decided to enter the business. In 1862, the partnership of Clark and

Rockefeller with himself, his brother, and Clark and partners, was formed. Later he bought out the other two and he became master of the business. By this time, he had already married Laura Spelman Rockefeller, a Cleveland school teacher.

From this partnership emerged the present Standard Oil Company. He now had a virtual monopoly on U.S. oil and had excess funds. So he went into banking, becoming controlling stockholder of the National City Bank of New York, one of the world's greatest banks.

On December 4, 1911, he retired from the business and began his philanthropic career. At that time, the capitalization of the companies at his command was \$10,000,000,000, a sum never equaled before or since, and his personal fortune was estimated at \$2,000,000,000. To systematically distribute the money

he had accumulated, he founded the General Education Board and the Rockefeller Foundation. At the time of his death, he had given nearly three-fourths of the amount to schools and colleges throughout the world, the biggest beneficiary being the University of Chicago which started with an endowment of \$90,000,000.

His one consolation is that, while he was still alive, his son John Davison Rockefeller Jr., had already assumed the greater part of the philanthropic work which he had founded.

At the time of his death, his Pocantico Hills estate, estimated to cost \$40,000,000 including the palatial home itself, was easily bigger than that of any prince in Europe.

He died in his home in Ormond Beach, Florida, on May 22, 1937, a loss not only to America but to all mankind.

LEST YOU FORGET

By Marciano B. Catindig

- Cecilia Apostol, was the first Filipino to write an editorial about Dr. Jose Rizal.
- Prince Kimochi Salongi of Japan is the lone survivor of the GENRO, the famous body of elder statesmen who stood between the cabinet and the crown.
- Lucy Ashton is Scott's heroine in BRIDE OF LAMMERMOOR.
- Belinda was the heroine of Pope's RAPE OF THE LOCK.
- Tiny Tim Crachit was the pathetic crippled child in Dickens's CHRISTMAS CAROL.
- Sir John Falstaff was Shakespeare's greatest achievement as a comic character; fat, sensual and mendacious, a booster and a coward, he is the chief interest in THE MERRY WIVES OF WINDSOR and HENRY IV.
- Phineas Fogg was the eccentric Englishman who, in Jules Verne's AROUND THE WORLD IN EIGHTY DAYS, bets that he can achieve that feat, and wins the wager.
- ADAMS AND LIBERTY, is a patriotic American song, by R. T. Fiske Jr.
- Abyla is one of the "PILLARS OF HERCULES" at the entrance to the Mediterranean; Calpe being the other.
- Alexandrine Age dated from 323 B.C. to the end of the sixth century A.D., when Alexandria was the seat of highest culture.
- ALMACK'S was once a famous London assembly-room where balls of the most exclusive, aristocratic character were given.
- Argo was the ship in which JASON sailed to Colchis in quest of the Golden Fleece.
- Arch of Triumph is located at the west end of the Champs Elysees, Paris, 116 ft. high and 145 ft. wide, and that it was begun by NAPOLEON.
- The Aryans are the parents of Indo-European peoples.
- Elizabeth Peabody established in Boston in 1800 the first kindergarten in the United States.
- The interest of Italian Renaissance was largely in classical and pagan literature.
- Martin Luther (1483-1546) was the great protagonist of the Reformation.
- Zwingli (1484-1532) was the great Swiss reformer who fostered humanistic learning.
- To John Locke belong the honor of writing the first book on education that deals primarily with the child.
- The book of Bhaskara is our chief source of information concerning the methods of calculation of the Hindus.

THE "STORY" OF THIS MAGAZINE

By A Staff Writer

THE schools had just closed and thousands of eager young graduates of our colleges and universities were knocking at the portals of government offices and private firms looking for work. Every day, the Escalita was flooded with job-seekers, some of them qualified, but a great majority of the applicants dimly incapable of doing anything.

On top of that, there was the spectre of the civil service mandate of the constitution providing that the public service shall be put on the classified list within one year after the inauguration of the new regime.

It was March 1936. A hot day. And thousands were marching around, bombarding government offices, looking for work. As Luis R. Abiva, with a record of fifteen years in the government and already working on his own, surveyed the situation, an idea occurred in his mind. In a flash, he consulted his wife, and together, they matured the plans of establishing civil service review classes. Then Vicente C. Peria, a mathematics teacher and first grade civil service eligible, was taken into the venture. Forthwith, Messrs. Peria and Abiva approached Mr. Vicente L. del Fierro, editor of the Herald Midweek Magazine, to become a lecturer on general information and current events. Two others, Crescencio Peralta and Carlos P. Aberra of the U.P. were taken in as researchers.

As a result, the first civil service review classes under private management were opened at the Paterno Building, on Santa Cruz bridge, in April, 1936. For one month, the reviewees, numbering in all 29 in Manila and 39 in Cebu, were instructed in a systematic and thorough manner by the staff of teachers and when the examinations were held in May, the members of the class registered a 69 per cent success at the tests.

Surveying the work of the first civil service review classes, Mr. Abiva and his associates came to the conclusion that his idea had come to fill a need. Since he hardly touched the surface, because more than 30,000 employees on the government payroll were still ineligible, Mr. Abiva consulted his associates at a beer table on calle Carriedo and presto! the *Civil Service Review* magazine was born.

On June 9, 1936, the *Civil Service Review* magazine was launched on the turbulent waters of Philippine journalism, single to the task of helping in the training of persons for the government service and protecting the interests of those already in the service of the government.

Mr. Abiva, as financier of the whole thing, was all optimism when he started the venture. Out of the total first printing of 1,000 copies, only about 500 were sent to prospective subscribers, and the rest, left behind in Manila for file and free distribution.

The second month came around, and things began to hum. There were commendatory messages from Undersecretary Mañalac of the department of public instruction and also from Director Balmaceda of the bureau of commerce.

The next month proved not so very good, and then by September, the subscription list had exceeded the 2,000 mark. Prosperity was just around the corner, as usual, but it never came close enough. More subscribers came in the next three months more, and by December, the list had exceeded 5,000. A fast flight and then March came. Total circulation: 10,000. From 500 to 10,000 in nine months, an increase of about 2,000 per cent, is a record never before made by any magazine in the Philippines.

The public had already come to notice the magazine as a valuable asset to prospective civil service eligibles and to those desiring to enter the public service. Now it was clear that the demand for it was already big. IT HAD A PLACE IN THE PRESENT SCHEME OF THINGS!

All along, Mr. Abiva, as he watched the steady rise in the circulation of the magazine, published civil service books, the principal one being *Typical Civil Service Objective Tests with Keys for Fundamental Subjects*, of which he and Messrs. del Fierro and Peralta were the co-authors. As these books were advertised in the magazine, the demand for them increased. And then, Mr. Abiva, a born salesman, got a car and vigorously campaigned in the Luzon provinces for subscribers of the magazine and the books.

In January, it was decided to put up more civil service review classes in the following April, aside from the class

already organized to accommodate about forty-six students who had applied for an early review.

Accordingly, an elaborate program covering Manila and the chief provincial centers and capitals was drawn up, buttressed by an intensive advertising campaign in the daily papers and through handbills and mimeographed appeals.

As a result, more than 1,000 were enrolled in the last civil service review classes and now, Mr. Abiva, out of a dream that was born one hot day, is now a publisher not only of the *Civil Service Review Magazine* but also owner of a press of his own.

The magazine built up the sales of the books and propagandized the classes. With the magazine now on its second year, and its future seemingly assured, Mr. Abiva's horizons have also widened. He will publish more books, and will go into the printing business with all the vigor and industry that has marked his career since he left the portals of the Philippine normal school to find his luck and fortune by teaching the less enlightened people of our vast Southland.

Mr. Abiva is frankly thankful for the assistance of the men whom he has invited to be with him in this business that has not known any setback except the defection of one of the men who was with him from the start but who abandoned him when the tides of fortune were beginning to turn in their favor.

The success of the venture is then due, first, to the enterprise of Mr. Abiva; to the loyalty and the sacrifices of the men who still stick with him; and to the evident public need that his business fills.

The first year of the life of a magazine is insignificant compared to the great future that awaits it. But if we have the vision of a prophet, we can foretell, even at this stage, that the long weary road ahead will be breasted with the same courageous zeal and persistence.

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CIVIL SERVICE REVIEW CLASSES IN MINDANAO

By José E. Castañeda, B.S.E., Ph.D.

There were only two review classes conducted in Mindanao—one at Cagayan, Misamis Oriental and the other at Oroquieta, Misamis Occidental. Of these two civil service review classes the writer is concerned with the latter.

Our six weeks' stay in the land of promise where one who is intelligent and industrious could easily amass a fortune in a few years is, indeed, memorable and lasting. Yet it took the writer almost ten days to decide whether he should accept or not the position offered him as principal of the review classes for Junior and Senior Teacher-reviewees. The reasons for this dilemma are the erroneous informations and impressions we have about the people of the southern islands, the desire to be of service to our brothers in the teaching profession and the love for adventure. But after a careful and mature deliberation we have decided to accept the offer and so the desire to help others and to travel prevailed.

Life is dear—dearer than gold and its value cannot be measured. So every one is afraid to die, except for a noble and worthy cause. And this was precisely the reason why a greater majority of the people of Luzon were afraid to go down to Mindanao. This made me hesitant to go down to Mindanao.

During our short stay there we found out that most people of Luzon are misinformed about the people of Mindanao, and perhaps only fairly informed of the extraordinary fertility of the soil, the luxuriant vegetation, the virgin forests and the valuable mineral resources. We thought before that it was not safe to travel in most parts of Mindanao and Sulu for unfriendly Moros may be found everywhere. Moro ravages and troubles were exaggerated by the press and stories. "Such news have poisoned the minds of the public, especially those enterprising farmers, who desire to emigrate to the land of promise in order to look for their fortune. This wrong information has something to do with the retardation of the settlement and cultivation of the fertile soil of the second biggest island of the Philippines.

Our impressions about our brothers in those distant southern islands were entirely false. We have read in voluminous books, geography, and newspapers about the change of conditions, steady progress of the people of the South yet the old impressions still cling to one's mind until he has seen the places and lived with the people himself for the law of primacy says: "first impression lasts long." It is safer to stay in all provinces of Mindanao except in some towns of Lanao and Sulu than in

Manila, especially in Tondo district. In the land of promise the struggle for existence is not as keen as in Manila, Cebu, Iloilo, Ilocos provinces and other thickly populated regions of Luzon and the Visayas; it is a place where there are wide fields of economic expansion. There are no agrarian troubles, no social unrest, almost devoid of the presence of pick-pockets, thieves, *buta-ñigos*, counterfeiters and other vices and immoralities which are considered a menace to society and great enemies of progress and civilization. There we should not fear the safety of our body and limbs; neither should we of our money at home or in our pocket even while traveling at night. The people are honest and hospitable; polite and willing to learn. Philosophers are scarcely found there unlike in the streets of Manila.

Pursuant to the provisions of Article XI of the Philippine Constitution regarding Civil Service eligibility of employees in all branches and subdivisions of the government, several teachers of Misamis Occidental took the opportunity to review in Mr. L. R. Abiva's Review Classes to prepare themselves for the Junior Promotional, Junior Regular and Senior Teachers' Examinations which took place on May 15, 1937. This provision of the Constitution is mandatory in its character and must be carried strictly in substance and to the letter. The teachers in the service are given three chances to become eligible beginning with the year 1937 and ending 1939; and teachers as well as the new graduates from the normal schools or colleges of education desiring to join the Bureau of Education must first pass the examinations before they are appointed.

Perhaps, the review classes, to a great majority of the reviewees, is a means to an end and not an end in itself—that is to say, they review in order to pass the examination. But to the teacher-reviewees of Misamis Occidental passing the examination was not only their motive in attending the review classes but they were also prompted with the desire to widen their cultural horizon, to know some more information for their professional growth, and to be prepared for other examinations which are higher than those they had taken in case they be fortunate in passing the recent examination.

With sincerity and frankness, I have to say with pride that it was a great privilege for me to have been assigned to teach in a place where the reviewees were hospitable, courteous, kind, and patient. Of course, not all were patient and diligent in the review for some

of them were easy-going, pleasure-loving, and slackers. But even then they tried to cram during the eleventh hour, but it was too late. To this group of reviewees the examination was difficult. They became helpless in the face of the situation; lost confidence in themselves because they were not really prepared. They expected help from the Almighty God and from friends but no help came. On the other hand, the diligent and patient reviewees, who came to class morning and afternoon, who sacrificed the happy summer vacation by burning the midnight oil, found the examination to be easy. The examination was a joy to them for they enjoyed answering the questions and problems which were familiar to them. Easy, because some were taken from the basic texts, others were taken and taught in the classrooms, and still others were applications of the principles and theories found in the books we used. To the former we may say this proverb—"repentance comes at last" and to the latter we may convey for their satisfaction—"patience is bitter but its fruits are sweet," and to both we can just as well say—"help yourself and God will help you."

Another significant thing, which I have noticed among the people of Misamis Occidental and other neighboring provinces is the conservatism of the people, which is true even among the teachers, in following the ultra-modern fashions. The croquisette, the *lip-atik*, the catx, the trimmed eyebrow and eyelid, the tight and short sleeved clothing for girls, and the Norfolk style for boys are very uncommon to the people. These brothers and sisters of ours are exactly the same as the country people of southern, northern and central Luzon, who try to preserve our customs and traditions.

Mindanao is progressing by leaps and bounds yet in spite of such progress, we still admit that it is a little bit backward in education and means of communication than those of Luzon and the Visayas. At present our government is busy constructing roads and bridges connecting all the provinces of Mindanao, with its center in Lanao. The school buildings in some places in Mindanao are as good if not better than most school buildings in some towns of Luzon and the Visayas.

Undoubtedly the Civil Service Review classes throughout the Philippines, under the direction and supervision of Mr. L. R. Abiva, his instructors and admirers have helped and shall continue helping our Government in making efficient teachers, promoting better instruction, preparing patriotic, healthy

(Continued on next page)

Teachers' Pension Fund Liquidation Is Fought

"The liquidation of the Teachers' retirement and pension fund constitutes a violation of vested rights and is consequently unconstitutional. It was argued by Prof. Vicente G. Rines, recognized constitutional authority, and Attorney Pablo Unzueta, president of the Parent-Teacher Association, in a memorandum submitted to the supreme court yesterday.

"The two attorneys were granted recently by the tribunal the right to submit a memorandum *ex officio curiae* in the mandamus case instituted by Pedro Baltazar, retired teacher, against the Government Service and Insurance Board, and its manager, Salvador Laguarda.

"In their memorandum, the two attorneys took the side of the petitioner in maintaining that the law providing for the liquidation of the fund is unconstitutional. Commonwealth Act 187, they contend, "seems to be inconsistent with the principle of social justice introduced by the Constitution of the Philippines.

"They made it clear in their memorandum that in 'whatever way we look at the system, the law seems to be well settled: That rights to a pension or to retirement pay become vested and are, therefore, outside the reach of the legislative authority to impair, whenever the person entitled to the pension or re-

irement has fully performed all the conditions prescribed by the law and the event determinative of the granting of the pension or retirement pay has actually taken place."

"They concluded by saying that to declare Act No. 3050 inoperative would not in itself put the stamp of invalidity on Commonwealth Act No. 187 if the latter had provided a substitute for the former preserving the rights vested in retired teachers.' But search as we may the whole body of the law, we see nothing which has this saving quality. On the contrary, the Commonwealth act is frankly and obviously recalcitrant to the rights and benefits guaranteed to retired teachers by Act No. 3050. It is nothing but a repudiation of the commitments made by the Government in favor of retired teachers and a violation of rights already vested in this class of individuals.

"The insolvency, if real and unavoidable, of the Teachers' Retirement and

Disability Fund might constitute a factual justification of the repeal of Act No. 3050; and such a repeal of Act No. 3050 will indeed be valid if it had been confined in its effects to teachers who were still in the service. It is, however, invalid when it affects also the rights of retired teachers."

—The Tribune

C. S. R. CLASSES IN...

(Continued from page 8)

and well-balanced citizens and above all in aiding and cooperating with the government, the officials and the framers of the Constitution in realizing the provisions of our Constitution regarding Civil Service eligibility in the government, and consequently, minimizing if not totally eliminating the spoils system and nepotism in this country. These civil service review classes shall continue and perhaps shall become an institution in our country like that of China and the United States so long as Article XI of the Philippine Constitution is enforced.

A Bargain!

Volume I (June 1936—May 1937) of *The Civil Service Review* magazine is still available—to complete your file of typical civil service review questions—for Three Pesos (P3.00) postpaid.

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The Civil Service Review Classes, An Educational Institution

By D. F. Artales, Registrar

THE *Civil Service Review* under the sole ownership and able management of Mr. L. R. Abiva, conducted review classes for Junior Teachers (Regular and Promotional) and Senior Teachers from April 6 to May 12, last, in preparation for the May 15 Civil Service Examinations for teachers.

As a result of effective campaigning both in Manila and in the provinces, besides the main review classes held at the Mapua Institute of Technology, 843 Rizal Avenue, Manila, twelve provincial branches were organized, viz: Iloilo (City); Cebu (City); Baguio (City); Laog, Ilocos Norte; Vigan, Ilocos Sur; Dagupan, Pangasinan; Malolos, Bulacan; Naga, Camarines Sur; Legaspi, Albay; Oroquieta, Occ. Misamis; and Tagbilaran, Bohol with a total of Thirty-two (32) instructors employed and One Thousand One Hundred and Thirty Two (1,132) enrolment (reviewees).

Besides the thirty-two instructors and principals regularly employed to teach in the review classes, *The Civil Service Review* was able to invite guest-lecturers like Mr. Vicente L. del Fierro of

the "Mid-Week Herald" on Current Events; Mr. Crescencio Peralta on General Information, Methods of Teaching and Principles of Education; Mr. Tomas W. Flores on Tests and Measurements; and Dr. Antonio Isidro, U.P. on Psychology and Education.

As much as possible, the Morrison type of instruction was adhered to in the review courses. Mimeographed texts prepared by the instructors were given free. During the review courses, several tests were administered: Fundamental Subjects and General Information, 14 tests; Principles of Education, 11 tests; Methods of Teaching, 16 tests; Arithmetic, 5 tests, etc. besides informal tests, given to the provincial branches. Experts along their respective lines were also employed to frame test questions on different courses offered, and printed as Practice Tests, in the hope of covering up the points not touched in the classes, or making the reviewees see the subject matter from another angle, ultimately to make the "grind" thorough and the preparation

complete, for the reviewees.

The *Civil Service Review*, true to its aims, accomplished among other things: (1) a thorough preparation of the teacher-reviewees for the Civil Service examinations; and (2) a systematic organization or reorganization of the teachers' knowledge of fundamental facts and principles of psychology and education as applied in teaching methods; in short, professional growth. The above naturally resulted from systematic instruction and well-organized classes, for one; and the time and effort of all concerned were for 100% service, for the other.

The success of the review this year, together with the help and assistance of the teachers who enrolled in the Civil Service Review promises a bright future; and the management has all the encouragement to work for the extension of the classes not only in the places where branches were organized this year, but also in other provinces next year.

EDITORIAL REVIEW...

(Continued from page 8)

erty, relief, and for other urgent public needs have their place in civilized society. Overburdened with expenditures for other more pressing needs, the state is not always able to provide adequately for these items. If, therefore, we must accept the institution of private fund drives for these purposes, we should not neglect to clear the field of persons or groups of persons who pretend to be deeply interested in the welfare of the poor and the unemployed but who are in truth interested only in enriching themselves by mulcting the public."

THE MANILA DAILY BULLETIN took up the school crisis as a cue for an editorial covering the field of private education and its role in present-day Philippines.

It opines:

"From one point of view it might almost be said that the government is running at cross purposes with itself when it orders a lot of private schools closed and at the very same time virtually admits its own inability to provide adequate facilities for all who seek admission to the public schools. But let us not be too hasty in jumping at conclusions on the point of inconsistency.

"The government refuses its stamp of official approval on private schools failing to measure up to stated standards. The standards are in fact relatively lax, made so by a combination of circumstances impossible of immediate solution. Every time the government temporizes in the enforcement of its standards, every time it is overlenient with a sub-standard school, it is compromising on the education of the youth of this land, which amounts to bargaining away children's opportunity for proper mental training.

"Private schools have a place here. Their field of opportunity is large. Its extensiveness increases by virtue of the fact that the government cannot possibly do its full duty in providing free public education.

"Not only do the private schools have extra opportunities as result of the over-crowding of the public schools but they can profit by the fact that the demand for mass education in the public schools makes it impossible for standards to be raised as fast as they should be. There are many students whose outstanding ability should create a natural demand for progressive and high

standard institutions. The private schools should not make themselves only overflow institutions to catch those turned away from a jammed out of the public schools, but they should also provide instructions appealing to the class of students not naturally adapted to mass instruction. Private schools as a class should be of such standard that they would not have to content themselves with catching the flunkers and the squeeze-outs from the public schools, but by their high standards would attract outstanding students, the ones ahead of the masses not merely the laggards.

"Some of the private institutions well may be proud of their records and their standards. Some of them certainly are taking advantage of their opportunity, but when the government inspectors have to keep warning many schools and constantly checking details of equipment it becomes apparent that many who try to run schools have not a thorough conception of the purpose of education—or else are lacking in the innate qualities necessary to apply what they do know."

The Relation Between The Elementary School And The High School

By *Rimoon Vals, M.A.*

ONE of the outstanding facts about the practices in the Philippine public schools is the lack of coordination between the elementary school and the high school. With the exception of the teachers who have had experience in both schools, the teachers in the one school are either ignorant of, or indifferent to, the methods and materials in the other school. The high school teachers consider themselves superior to the elementary school teachers. And not a few of them are loud in their complaint of the inadequate preparation of the elementary graduates for secondary work.

The elementary school teachers, on the other hand, have not attached much significance to the complaint. Surely, they are cognizant of the high mortality among first year students, but in their sincere belief, that is no longer their fault. They have faithfully and religiously followed the course of study.

If the first year pupils fail, that is the fault of the high school teachers. What has supervision done toward the establishment of coordination between the elementary school and the high school? So far, none. Much supervision as has been employed has improved instruction; but it has done so without due regard to the establishment of the needed coordination. My experience as elementary and high school principal for eighteen years has proved the impossibility of the establishment of such coordination under the present organization of the Bureau of Education. The only actual link between the elementary school and the high school is the division superintendent of schools. But his administrative duties are so numerous that some of his supervisory duties have been delegated to the academic supervisor.

The undesirable relation between the high school principal and the academic supervisor had its origin in the creation of the position of the academic supervisor. The high school principals were, and still are, of the opinion that the academic supervisor should have nothing to do with the high school so far as supervision is concerned. However, as long as the academic supervisors were Americans, the American high school principals unwillingly tolerated the casual visits of the academic supervisors to the high schools. With the replacing of the American academic supervisors by Filipinos, the American high school principals became indifferent if not actually antagonistic to the Filipino academic supervisors. The Fi-

lipino high school principals have inherited the attitude of their American predecessors. Hence the independence of the high school principal from the academic supervisor and the inevitable lack of coordination between the elementary school and the high school.

The lack of coordination between the elementary school and the high school has been an important source of waste. The following table shows the number and percentage of first year pupils who dropped and failed from 1926 to 1935.

Years	(1) Pupils dropped	(2) Per cent dropped	(3) March Enrol- ment	(4) Pupils failed	(5) Per cent failed	(6) Pupils dropped & failed	(7) Per cent dropped & failed
1926	3851	16	19020	3814	20.46	7665	36.46
1927	3025	13	20042	4624	23.07	7649	36.07
1928	2835	11.6	21556	4227	19.61	7062	31.21
1929	2968	7.9	23209	4827	20.76	7795	28.66
1930	2874	10.5	24544	4535	18.47	7409	28.97
1931	2824	10.2	24910	4297	17.25	7121	27.45
1932	3111	12.6	21504	3507	16.31	6618	28.91
1933	2568	12.5	17931	2510	14.00	5078	26.50
1934	1763	10.8	14620	1867	12.77	3640	23.57
1935	1681	9.6	14914	1709	11.46	3390	21.06

Note: The figures used in this table are taken from the annual reports of the Director of Education for the corresponding years.

Column 7 in the accompanying table shows a decreasing percentage of pupils dropped and failed from 36.46% in 1926 to 21.06% in 1935. But column 3 in the same table shows an abrupt decrease in the March enrolment from 24,910 in 1931 to 14,914 in 1935. Consequently, improvement in instruction has very little claim in the decrease of the percentage of failure; for naturally, the smaller the enrolment the less is the percentage of failure. There is an urgent need for a better understanding on the part of all teachers of the aims, methods, and materials employed throughout the entire system, particularly of those teachers whose work is in the upper years of the elementary school and the early years of the high school. Such understanding is absolutely essential for principals and super-

The experience of the elementary and the high schools of the School of Education of the University of Chicago reveals to what extent waste may be eliminated through closer coordination. Each is independent of the other in administration and in teaching staff. For ten years following their organization there was little actual cooperation between the two. The teaching staff of the one felt a sense of professional superiority over that of the other and vice versa. Aside from occasional joint faculty meetings the relation between the two was that which exists between the elementary school and the high school in the Philippine Public School System to-day.

Since the two schools had but one purpose, it was inevitable that they would be united in their practices. In 1910, professor Franklin W. Johnson made a detailed study of the standing of pupils from the University elementary school in the work of the first quarter of the high school. The results of the study led to the inevitable coordination. The first step was a series of departmental conferences between the teachers of the two schools in order to secure a mutual understanding of the materials and methods of instruction in both schools. These conferences which were, at first, held at frequent intervals, soon became a part of the regular school procedure. A detailed study was made on the work of the seventh- and eighth-grades and of the first year high school. This study led to the discovery of: first, the teachers in each school were unfamiliar with the aims and methods of the same department in the other school; second, much time and effort were wasted in the repetition of the work already done, and in the failure to utilize fully some of the work accomplished in a lower grade.

The conferences resulted in the modification of not only in the work, but also and more particularly, in the attitude of the teachers in both schools. The duplication in English and in Mathematics were eliminated. By reducing the amount of unnecessary reviewing and the repetition of material in successive years, much time was saved without loss of anything of value, and

Jr. Teacher of Arts & Trades Exam. Results, Disappointing

(gathered recently from reliable sources is the unexpected discouraging wholesale failures met in the Civil Service Junior Teacher of Arts and Trades examination given last April 25, 1936. According to same authoritative sources, only 187 or 12 1/4% of the 1,500 examinees successfully passed said examination to a fairly satisfactory mark.

The high percentage of failure is most possibly due to the non-accessibility of adequate references or good reading materials by the teachers who partook in the examination. This view taken into consideration together with the unselfish desire to extend a helping hand to the thousands who aspire to pass this particular examination, the office

Guzman, Damiana A.	78
Hernando, Bernardo	78.25
" " Eugenio C.	78.00
Hones, Jovita A.	71.98
Ince, Catalin	73.7
Inot, Juanito	70
Jara, Victoriano	77.9
Jayme, Dolores	70.04
" " Juan R.	77.3
Juarlo, Kathleen	70.01
Kilantag, Perpetua T.	81.55
Labella, Desiderio	71.08
Labilan, Guadalupe B.	78.0
Laplitan, Antonio	78.15
Lim, Vicente	74.15
Lites, Rogundino C.	72.3
Luzano, Marcus	78.45
Manno, Conrado	74.3
" " Francisco H.	71.75
Manilaug, Isabel	70.4
Manoing, Faustino	71.1
Manuel, Echoprasna T.	70.04
" " Moñin	73.75
Matus, Tiroso F.	74.55
Mut, Felicidad	77.
" " Rufina A. del	78.5
Marcial, Francisco	81.05
Mendez, Tomas	73.3
Migallas, Rianina A.	80.35
McFarland, Mary F.	70.04
Miel, Felicidad	79.01
Miral, Pedro	82.1
Mojavas, Antonio	73
Mondaja, Segundo	71.45
Mondajon, Celestino	70.5
Monsanto, Delgado S.	70.3
Montevilla, Mercedes	70
" " Paolencia Y.	71.05
Navarro, Bernardo	72.35
" " Marcena	70.2
Neraveno, Pedro	72
Nufcan, Teofila	74.05
Ocañala, Solidad S.	74.25
Ogarta, Mamerto	76.1
Ora, Celestino	78.15
Ovuno, Valentin	80.3
" " Vicente	71.85
Padin, Primitiva A.	78.1

Pañigillan, Melquiades	73.2
Paradela, Jose	76.85
Parilla, Buenaventura	73.9
" " Columbus	75.05
Pepito, Blas	76.75
Perez, Marcelina A.	75.2
Pescadero, Fabio	70
Pezosa, Eulogia	71.45
Peñuera, Laureano	71.1
Piedad, Andrea B.	76.85
Pintor, Francisco	76.25
Ponce, Washington	72.5
Pontillas, Orieta	70.02
Quijada, Magno	78.75
Quijov, Vicente	70
Racoma, Irineo	71.3
Ramirez, Aurelia	70
" " Dionisio	80.05
Roa, Casimiro	78.55
Redido, Marcelo	70.04
Resul, Conocacion K.	73
Rosner, Alberta	70
Renos, Feliciano S.	80.65
Ropaso, Rafael	73.7
Rodriguez, Cosar	70.02
Rogado, Cecilia	70.3
Rondea, Maria L.	76.45
Rosal, Milagros	70
Rosales, Remigia	73.95
Rosario, Jose	74.2

Rosel, Arturo	74.8
Roseli, Jose	71.65
Ruiz, Alfonso	77.45
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NEWS DIGEST

THE WORLD:

THE following were the most important world events from May 12 to June 12, inclusive:

1. The coronation of King George VI and Queen Elizabeth of England amid medieval pageantry at Westminster Abbey. It was the most colorful celebration of its kind since the beginning of the present century.
2. The marriage of the Duke of Windsor, former King Edward VIII of England, and Mrs. Wallis Warfield Simpson, in Monts, France. This marriage climaxes the most interesting romance of modern times as a king renounced a throne just so he could marry the lady of his love.
3. The Spanish civil war, which will be one year on July 15, 1937—almost developed into a world war during the period under review following the shelling of Almeria by German warships in retaliation for the loyalist attack on the German cruiser *Deutschland*.
4. London, New York, Paris, Cape-town, and Tokyo all scouted rumors of a lowering in the price of gold. This means that the present price of £70 an ounce, which is the U.S. treasury buying price for newly-mined gold, will stay for sometime.
5. The fall of the Hayashi cabinet

of the *CIVIL SERVICE REVIEW* is undertaking the preparation of a volume on Arts and Trades (Woodworking) intended especially for the aspirant who could not afford to be liberal with his pocketbook or who, because of pressure of work has no time to scour public or private libraries for necessary preparatory references. This volume is being prepared by an authority of one of our foremost trade schools and whose standing and experience no doubt is unquestionable as will merit him in such an undertaking. In this preparation, the *CIVIL SERVICE REVIEW* will spare no efforts, time or expense as it has always done, thereby living up to its ideals that has made for itself a name—competency and ser-

It was learned that the next similar examination will be on September 18, 1937 and the *CIVIL SERVICE REVIEW* is highly optimistic that before that time this book will then be in the hands of the reading public especially those that will intend to take same

and the appointment of Prince Fumimaro Konoye as premier of Japan. This means that the attempt of the militarists to throttle the popular mandate expressed in the diet elections of April 30 failed miserably. Koki Hirota, former premier, is the new foreign minister of the Konoye regime.

6. The resignation of Premier Stanley Baldwin, who was knighted by King George and is now a member of the House of Lords with the title of Lord Baldwin of Bewdley, soon after the coronation, and the appointment of Neville Chamberlain, chancellor of the exchequer as premier of Great Britain.

7. The death of John Davison Rockefeller, the first billionaire of the world and acknowledged for more than a quarter century, as the oil king of the universe. He was the greatest philanthropist that ever lived.

8. The total solar eclipse on June 8, 1937, the first in a century, viewed on an island in the South Pacific. The sun hid itself for fully three minutes and astronomers from all over the world photographed it.

9. The death of Jean Harlow, one of the world's greatest cinema actresses and the first platinum blonde. She was the wife of William Powell.

10. The strained relations between the Vatican and Nazi Germany following the attacks on Hitler by Cardinal Mundelein of Chicago.

11. The reopening of the Catholic churches in Nogales, Mexico, by President Lazaro Cardenas.

12. The legalization by the U.S. supreme court of the New Deal social security laws, on which much of the program of President Roosevelt's administration depends.

THE PHILIPPINES:

1. The furor created here and in America by the circular letter of American High Commissioner McNutt whereby he advised foreign consuls that in the matter of toasts at social functions, the order should be: the head of the country whose consul is host, the president of the United States, the American high commissioner, and the President of the Philippines. (Before his coming, the order was, the head of the consul's state, the President of the U. S., and the President of the Philippines.)

2. The fire that destroyed Paracale, the mining town of the Bicol region.

3. The holding of the first draw for 1937 of the Philippine charity sweepstakes on May 16, with the following as the four lucky winners of the first prize winning number: Pablo Silao, of Batangas; Ilcos Norte, and a baker of Manila; Valentina Everta, a cook of former Councilor Vicente Albo of Manila; Miss Francisca Romasanta of San Nicolas, Manila; and Elias Callajo, of Lucena, Taybas.

4. The strike of 1,000 Filipino laborers on the sugar plantations in Punoque, Hawaii. Until now, the strike is not settled.

5. The decision of the U.S. supreme court validating the coconut oil excise tax. The brief on the case was prepared by Secretary of Justice Jose Yulo. The decision makes available for the Philippines a total of P100,000,000.

6. The appointment of Sergio Bayan as the first Filipino mayor of the city of Baguio. He took oath of office on June 1, when Mayor Halsema retired.

7. The fact-finding surveys of Secretary of Interior Elpidio Quirino and the

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National Information Board; and of Secretary Eugenio Rodriguez of agriculture and commerce and Secretary Ramon Torres of labor, in order to spread the social justice principles of President Quezon.

8. The decision of President Quezon to alter his original plan of returning to the Philippines on June 26. Instead, he was scheduled to sail from New York June 21, for Europe, and return here next August, almost simultaneously with the arrival of the U.S.P.I. committee of experts chairmanned by U.S. Assistant Secretary of State Francis B. Sayre. The committee will hold hearings in Manila and other population centers.

9. The closing of the Central Stock Exchange, one of the three stock exchanges in Manila. The event marks the decline of the gold boom here, which has been more active on the Escudo than in the mountains where the mines are located.

10. The profitable operations of the National Rice and Corn Corporation. From April to December, 1936, it netted a total of P2,242,551.

11. The report of the bank commissioner that the banking resources of the country stood at P81,000,000 at the end of 1936, or as much as in the boom years, 1918 to 1920.

AFTERTHOUGHTS AT AFTERGLOW

Cecilia Perillo

A vacant mind is not at rest for it has nothing to rest on.

In a democracy it can not be denied that there is such a thing as artistry of the majority.

Modern history is nothing but chaos.

It is better to say: "My heart tells me I love you," though it is true to say: "My mind tells me I love you."

12. The decision of President Quezon disapproving the cabinet resolution extending for another year the permit granted government officials to teach in private schools. Scores of government officials, who actually earn more by teaching than by remaining in the government, have resigned as a result of the President's decision.

(Continued on page 58)

They readily promise those who are adept in the art (?) of breaking promises.

To know is one thing, and to understand is another—to understand what one knows is a very happy combination.

The mind of a genius is highly imaginative; that of a moron flatly inactive; the former knows no peace of mind, the latter is so peacefully unproductive.

The tranquility of the stomach is also a determinant of the tranquility of the mind.

Solitude is not mere aloneness—solitude is both reposeful to mind and body when in the precious fractions of life's rarest moments we realize we are we.

To wait and wait is painful, almost draggingly painful but the fruit of blind haste is always bitter.

CIVIL SERVICE EXAMINATIONS

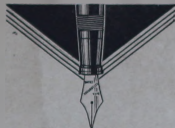
- VETERINARIAN—June 15-16-17, 1937. In Manila. Application must be filed 10 days before the date of examination.
- JUNIOR COMPUTER—June 26, 1937. Application must be filed at least one week before the date of examination.
- ASSISTANT COMPUTER—June 25-26, 1937. Application must be filed at least one week before the date of examination.
- CHIEF ELECTRICIAN—PUMP OPERATOR. Application must be filed not later than June 26, 1937.
- VETERINARIAN—June 18-19, 1937. In Manila and provincial capitals. Manila—application must be filed at least one week before the date of examination. Provincial capitals—application must be filed at least ten days before the date of examination.
- SURVEYMAN—INSTRUMENTMAN— Application must be filed not later than June 26, 1937.
 - SUPERVISING RURAL CREDIT AGENT—July 2-3, 1937.

In Manila—application, filed 7 days)	
In Cebu— " " 10 ")	—before the date of examination.
In Iloilo— " " " ")	
In Zamboanga— " " 18 ")	
 - SUPERVISING PERMIT AGENT—July 9-10, 1937.

In Manila—application, filed 7 days)	
In Iloilo— " " 10 ")	—before the date of examination.
In Cebu— " " " ")	
In Bacolod— " " " ")	
- CHINESE ACCOUNTANT—July 31, 1937. In Manila—application must be filed at least one week before the date of examination. In Cebu—application must be filed at least ten days before the date of examination.
- JUNIOR OBSERVER—Magnetic and Rain—July 10, 1937. Application must be filed not later than July 3, 1937.
- IGOROT TRANSLATOR—July 10, 1937. Application must be filed not later than July 3, 1937.

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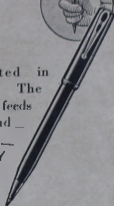
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Manila

State Police Examination

Dates:

August 14, 1937— $\frac{1}{4}$ of the entire police force.

August 28, 1937— $\frac{1}{4}$ of the entire police force.

Sept. 11, 1937— $\frac{1}{4}$ of the entire police force.

Sept. 25, 1937— $\frac{1}{4}$ of the entire police force.

Only $\frac{1}{4}$ of the police force in the islands will take the examination at a time for the best interest of the country.

Requirements & Qualifications

(Article IV—1937 State Police Regulations).

13. To be eligible for examination, a candidate must have the following qualifications:

- (a) A citizen of the Philippines;
- (b) From twenty-one to forty years of age;
- (c) A person of good habits;
- (d) Of sound physical constitution, not less than 5 feet 4 inches in height and 125

- (e) pounds in weight;
- (f) Not suffering from any contagious disease;
- (g) Has no criminal record;
- (h) Has not been expelled or dishonorably discharged from any civil or military employment;
- (i) Has school attainments as follows:

For provincial inspector, elementary knowledge of the Administrative Code, Penal Code, and Criminal Procedure.

For other officer and noncommissioned officer, at least high school graduates.

For policeman, at least intermediate graduate.

14. The following subjects for examination for qualification as member of the State Police are hereby prescribed:

- (1) Intelligence test—Civics, Government, History, Elementary Law.
- (2) Physical test—(This will

consist of such military and physical exercises as will tend to prove the physical strength of the candidates).

- (3) Experience—(Previous police or military service, knowledge in finger print, handwriting, ballistics, etc.)

15. The date and place of examination shall be announced from time to time by the Commissioner of Public Safety, through the Commissioner of Civil Service.

16. Application for examination with certificate of physical proficiency issued free of charge by a Government health officer, shall be filed with the Commissioner of Civil Service not less than thirty days prior to the date of examination.

17. A candidate who has failed in three successive examinations shall not be permitted to take another.

18. The eligibility of those who have successfully passed the examination shall last for three years from the date of the notification unless the eligible becomes over-age.

19. (a) The grades in the rank and file of the State Police are as follows:

- (1) Chief of Police for chartered cities.
- (2) Captain.
- (3) First Lieutenant.
- (4) Second Lieutenant.
- (5) First Sergeant.
- (6) Sergeant.
- (7) Corporal.
- (8) Private.

(b) Unit commanders in the police organization shall be designated with the following terminology:

- (1) Provincial Inspector—supervision, control and command of provincial units.
- (2) Company Commander—Commanding a company composed of two or more municipalities or precincts.
- (3) Detachment Commander—In charge of a police platoon of 16 or less men operating as a unit under one leader.

(c) The same physical and mental qualifications, and the same subjects are required for entrance examination for all officers and patrolmen, but the questions must

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be of different degrees depending upon the rank or grade for which the examination is given.

20. Promotions to next higher rank shall be made by the Commissioner of Public Safety who will prescribe the promotional examination he deems necessary. Failure to pass is a bar to promotion to a higher rank.

NOTE: Just as we go to press, the Bureau of Civil Service and the Commissioner of Public Safety released the information that State Police examination will be held on Aug. 21, Sept. 4 and 18, and Oct. 2, 1937.

—Managing Editor.

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 2. TYPICAL CIVIL SERVICE OBJECTIVE TESTS, WITH KEYS FOR FUNDAMENTAL SUBJECTS — Peralta, del Fierro and Abiva, (P. I. constitution, government and geography are found in this reference, general information, etc.) **P3.40**
 3. Volume I—June 1936 up to May 1937, issues of THE CIVIL SERVICE REVIEW magazine (questions are found in this volume for Policemen) **P3.00**
 4. THE CIVIL SERVICE REVIEW (magazine) Vol. II—1 year's subscription — (covers new regulations based from the revised penal code and the New Police Manual) **P3.00**
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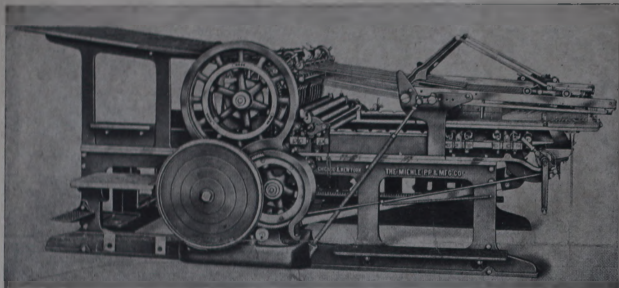
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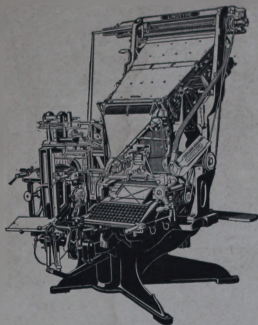
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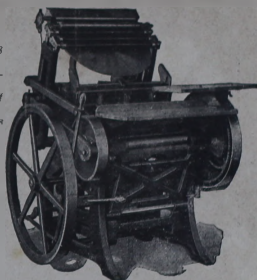
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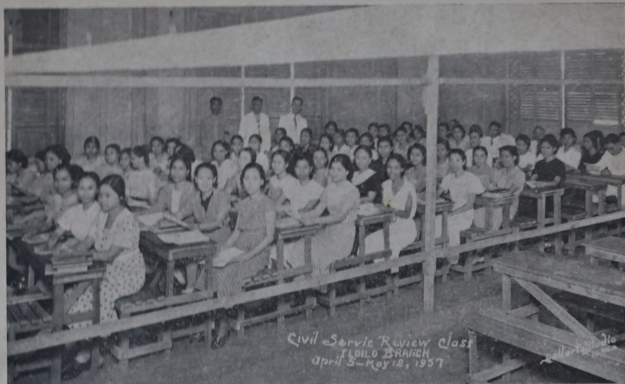
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Above are the teacher-reviewees that attended the review classes held under the auspices of THE CIVIL SERVICE REVIEW in Naga, Camarines Sur, last April-May, 1937. Mr. L. R. Abiwa, (center), Business Manager and Publisher of the Civil Service Review is shown with Messrs. Pedro Salas and David L. King, review instructors.



Messrs. Pedro N. Pablo and Vicente Maddela, review instructors, with their teacher-reviewees that attended the CIVIL SERVICE REVIEW CLASSES held in Legaspi, Camarines Sur, last April-May, 1937. Mr. L. R. Abiwa (with striped-tie in front) is the reason of all those half-suppressed smiles.



Civil Service Review class
Iloilo Branch
April 5-May 18, 1937

Teacher-reviewers of the CIVIL SERVICE REVIEW CLASSES, Iloilo branch, April-May, 1937. Standing—Review instructors Honorio Desa and Simplicio Carreon with Mr. L. R. Abiva.



Civil Service Reviewees (Abiva Group)
Vigan, Ilocos Sur
April 9 - May 12, 1937

The CIVIL SERVICE REVIEW CLASSES in Vigan, Ilocos Sur. Review Instructors—Messrs. Rufino B. Perilla, Juan R. Albano and Juan Manalo are shown with their teacher-reviewees. No wonder Mr. L. R. Abiva (in black suit beyond) is also shown,—having the CIVIL SERVICE REVIEW CLASSES under his personal direction and supervision, he got to make his rounds.



Reviewees 1937
(Abiva Branch)

'Smile Studio'
Dagupan, Pangasinan

Teacher-reviewees in the Dagupan (Pangasinan) branch of the CIVIL SERVICE REVIEW CLASSES April-May, 1937. Shown are review instructors Filemon Lopez, Perfecto A. Tuborn and Andren Tunac, with Mr. L. R. Abiva (center).



Lunch given by the members of the faculty of the civil service review in honor of its reviewees at the Canton-Hotel, on May 10, 1937.

Sun Studio
Dagupan

Malolos (Bulacan) branch of the CIVIL SERVICE REVIEW CLASSES, April-May, 1937. Review instructors Amado Caballero and Jose Musni are shown above with their teacher-reviewees.



CIVIL SERVICE REVIEW CLASSES
 Cebu Branch
 April 8 To May 15, 1937

Teacher-reviewees who attended the CIVIL SERVICE REVIEW CLASSES, April-May, 1937, at Cebu city. Also shown are review instructors Casimiro del Rosario, Rosendo de Guzman and A. L. Agunod with Mr. L. R. Abiva (center) while on his personal supervision inter-branch trip.



Ilocos Norte branch of the CIVIL SERVICE REVIEW CLASSES, April-May, 1937. Teacher-reviewees are shown above with review instructors Ciriaco Madamba and Mrs. Visitacion R. Juan with Mr. L. R. Abiva, Director of the CIVIL SERVICE REVIEW CLASSES.

June Civil Service Review Tests

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No. 13

No. 13

ARITHMETIC

1. A can do a piece of work in 12 days and B in 24 days. If both of them work together, how long can they finish the work?

(See Solution No. 1, p. 177, Fund. Subjects; No. 2, p. 49, C. S. R. Magazine, Vol. 1, Nos. 10, 11, & 12)

SOLUTION:

$1/12 + 1/24 = 3/24$ or $1/8$ of the work, both can do in 1 day.

$1 \div 1/8 = 1 \times 8$ or 8 days, time for both to do the work. Ans.

2. A and B formed a partnership with a capital of \$3,000. At the end of the first year, their gain amounted to \$1,200.00. If one of them received \$720, how much capital did each put?

SOLUTION:

$\$1200 \div \$3000 = .40$ times or $\$40$ gain of $\$1$ for 1 year.

$\$720 \div \$40 = 1800$ times or $\$1800$, the capital of one. Ans.

$\$1200 - \$720 = \$480$, share of the other

$\$480 \div \$40 = 1200$ times or $\$1200$, the capital of the other. Ans.

3. The sum of two numbers is 8447. Their difference is 127. What is the greater number? (See No. 30, Arithmetic Test given at Mapua Institute Review Course)

SOLUTION:

$8447 - 127 = 8320$; $8320 \div 2 = 4160$, the less no., Ans. $4160 + 127 = 4287$, the greater number, Ans.

Note: Why did you subtract 127 from 8447 before dividing by 2?

4. A post 15 ft. long cast a shadow 25 ft. long. How long is a post which can cast a shadow of 20 ft. long?

(See No. 26 & No. 39, Arithmetic Test given at Mapua Review Classes and No. 2, p. 7, July 1936, Civil Service Review Magazine).

SOLUTION:

$15 : 25 :: x : 90$

$25x = 1350$

$x = 54$, no. of ft. to cast 90 ft. shadow, Ans.

Why will not $15 : 25 :: 90 : x$ do?

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Senior & Junior

FUNDAMENTAL SUBJECTS

5. A sold a horse to B at a gain of 20%, and B sold it to C at a gain of 25%. If the cost of the horse to C is \$150, what did it cost A?

SOLUTION:

Let 100% of the cost of horse to A = the cost for A

Let 120% of the cost of horse to A = the cost for B

Let 150% of the cost of horse to A = the cost for C

But 150% of the cost of horse to A = \$150.00

Therefore, 100% of the cost of horse to A = \$100, Ans.

How did you get 120% and 150% respectively?

ENGLISH

DIRECTION: Underline the word or word-group which completes the sentence correctly.

- The (Adults Camp; Camp for Adults) was opened recently in compliance with the request of the people.
- The (outlook for candy business; candy-business outlook) is very bright and encouraging at present.
- He was (accepted; excepted) from the general pardon which the governor extended to all.
- We were told that he had (abided; abode) there for several years.
- It is necessary that (an addendum; a data) be issued to rectify the error in the circular just issued.
- We are surprised to learn that the recent treatment only (amoged; aggravated) the wound.
- It is seldom that we are accorded the privilege of conversing with (advance; advanced) thinkers.
- Laboring under (an illusion; a delusion) he never achieved his end.
- The loss of his money (effected; affected) a big change in him.
- We were told to go home (altogether; all together).
- After the discussion we did not say anything (apropos; appropos to) the question.
- The (arrival; advent) of the yuletide season was awaited with pleasant anticipation.

13. The brilliant ceremony was attended by many (clergymen; clergy).

14. It was later learned that the (agunalty; equality) was very appalling.

15. We are assured that this is the (last; latest) book on this subject.

— KEY —

- | | |
|-------------------------------|------------------|
| 1. Camp for Adults | 8. a delugian |
| 2. outlook for candy business | 9. effected |
| 3. excepted | 10. all together |
| 4. abode | 11. apropos to |
| 5. an addendum | 12. advent |
| 6. advanced | 13. clergymen |
| | 14. equality |
| | 15. latest |

SPELLING

DIRECTION: Underline the correct word in each group.

- | | |
|------------------|---------------|
| 1. elligal | illegal |
| 2. Skottish | Scottish |
| 3. intercellular | intercellular |
| 4. Shurfet | surfet |
| 5. engagemant | engagement |
| 6. lodg | lodge |
| 7. hurriedly | hurriedly |
| 8. sobriety | sobriety |
| 9. fainte | faint |
| 10. obaesquia | obsequies |
| 11. rosette | rosette |
| 12. profiteer | profiteer |
| 13. molasses | molasses |
| 14. shellhouse | silhouette |
| 15. muscele | muzzle |

— KEY —

- | | |
|------------------|----------------|
| 1. illegal | 9. faint |
| 2. Scottish | 10. obsequies |
| 3. intercellular | 11. rosette |
| 4. surfet | 12. profiteer |
| 5. engagement | 13. molasses |
| 6. lodge | 14. silhouette |
| 7. hurriedly | 15. muzzle |
| 8. sobriety | |

LITERATURE

DIRECTION: Supply the title and the name of the author of the following

- "Come into the garden, Maud..." Title Author
- "Lead, kindly light, amid the encircling gloom..." Title Author
- "I rise in dreams of thee
In the first sweet sleep of night..." Title Author
- "Breathes there a man with soul so dead..." Title Author
- "A perfect woman nobly planned..." Title Author

II

DIRECTION: Write opposite each work the name of the author.

- "The Crisis"
- "Tennessee Island"
- "Hook House"
- "The Moonstone"
- "Twenty Years After"

—KEY—

- "Come Into The Garden Maud"—Tennyson
- "Lead, Kindly Light"—Cardinal Newman
- "The Indian Serenade"—P. B. Shelley
- "Patriotism"—Walter Scott
- "She was A Phantom of Delight"—W. Wordsworth

—II—

- Winston Churchill
- Robert L. Stevenson
- Charles Dickens
- Wilkie Collins
- Alexander Dumas

WORLD GEOGRAPHY

DIRECTION: Fill the blanks with the correct word or word-group to complete the meaning of each statement:

- An elevated plain on being reduced by erosion until all prominent irregularities disappear is called a
- The of continents receive more rainfall than the interior, and the coasts receive more than the leeward.
- In the equatorial zone as a whole, the rainfall is much than in higher altitudes.
- A river has graded or nearly graded its valleys.

- A is the wind which is influenced or changed by the
- Mesopotamia, which is one of the oldest parts of the world, is now
- The "City of the Seven Hills" is applied to
- is the home of Chopin, the famous composer, and of Paderewski, the best known of all pianists.
- Abo, a more westerly port on the Baltic Sea is in
- Rapids or the "Niagara of Finland" is being utilized in the production of electricity.
- or Tallinn, a new-old city is on the elevated plain of Estonia.
- Ecuador has a form of government since Sept. 10, 1928.
-, Russia's main gateway to the Pacific has a large excellent harbor.
- of Bolivia, is the highest capital of the world.
- Zacatecas is one of the high mining cities of where rich silver ore deposits are found.

—KEY—

- | | |
|--------------|--------------------|
| 1. peneplain | 8. Poland |
| 2. winds | 9. Finland |
| 3. windward | 10. Inatra |
| 4. heavier | 11. Reval |
| 5. mature | 12. constitutional |
| 6. monsoon | 13. Vladivostok |
| 7. Irak | 14. La Paz |
| 8. Rome | 15. Mexico |

HISTORY AND GOVERNMENT

DIRECTION: Select the best answer and write the letter corresponding to the answer on the blank opposite:

- One of the important duties of the Department of State is to:
 - negotiate treaties.
 - hold the titles of the public domain.
 - advise the President and the executive officials regarding legal questions that may arise.
- The city council is a body of men elected by the:
 - President.
 - Mayor.
 - voters of the city.
- Florida was purchased from Spain in 1819 for:
 - \$5,000,000.
 - \$7,200,000.
 - \$15,000,000.
- The Philippine Islands were "purchased" from Spain for:
 - \$30,000,000.
 - \$20,000,000.

(c) \$15,000,000.

- A band of men summoned by the sheriff to assist in hunting down criminals and disturbers of the peace of a community is known as:
 - a raider.
 - a posse.
- One of the things Congress cannot do is:
 - to pass a bill of attainder.
 - to lay and collect taxes.
 - to regulate commerce with foreign nations.
- Trial by jury is of advantage to the accused because:
 - it teaches him civics and law administration.
 - it teaches him to exercise the duties of a citizen.
 - the facts connected with his guilt are viewed.
- The appointment of men to office thru party affiliation is known as:
 - Spoils System.
 - Circuit Court.
 - Referendum.
- The Cabots who discovered the continent of North America sailed under the:
 - Spanish flag.
 - French flag.
 - English flag.
- The man who explored the St. Lawrence region and established Quebec was:
 - De Soto.
 - Champlain.
 - Raleigh.
- The two nations who came into possession of North America by the treaty of peace in 1763 were:
 - England and Spain.
 - France and Spain.
 - England and France.
- Mason and Dixon's Line originally was the survey between Pennsylvania and Maryland but later was extended to make the separation of the:
 - commercial and industrial states.
 - agricultural and manufacturing regions.
 - slave and free states.
- The title given by the government of New Amsterdam to those men who brought over fifty settlers and established plantations along the Hudson was known as:

- (a) *Charter Oak.*
 (b) *Patroom.*
 (c) *Poss.*

14. The hero of the battle of New Orleans and president of the U. S.

- (a) *Andrew Jackson.*
 (b) *Thomas Jefferson.*
 (c) *George Washington.*

15. The first Continental Congress in 1774 was held in:

- (a) *Philadelphia.*
 (b) *New York.*
 (c) *London.*

—KEY—

- | | | |
|------|-------|-------|
| 1. a | 8. a | 11. a |
| 2. a | 7. a | 12. a |
| 3. a | 6. a | 13. b |
| 4. b | 5. a | 14. a |
| 5. a | 10. b | 15. a |

GENERAL SCIENCE

DIRECTION: Answer each of the following questions briefly.

- How long is a meter in inches?
- What part of an iceberg floats above the surface of water?
- What is the dome of St. Sophia reputed to contain?
- What do the royal rajahs of India eat with their ice cream?
- Is ice cream cooling?
- What vitamin is not destroyed by cooking?
- What country has produced the greatest number of champion ping-pong players?
- Where are roads of cast iron found?
- What color does butter exported to South America have?
- In what country is the species of a bird that barks like a dog found?

—KEY—

- 39.37 inches.
- 1/7 (one-seventh).
- A hair from the head of Mohamed.
- Gold leaves in extremely thin sheets.
- No. Starch, sugar, and cream are fuel foods producing heat.
- Vitamin A.
- Czechoslovakia.
- In Duisberg, Germany's seat of iron industry.
- Red, to conform with market standards of that country.
- Chile, South America.

CURRENT EVENTS

DIRECTION: Answer the following questions briefly.

- To whom is this quotation attributed—"with enthusiasm and deep interest to attend the birth of a new nation."
- Is the plan of President Roosevelt to increase the number of judges in the U. S. Supreme Court constitutional?

3. What is a "swastika"?

4. Why did Secretary Hull of the U. S. apologize to Germany recently?

5. What does C. I. O. stand for?

6. What leader is behind the activities of the C. I. O.?

7. What recent explosion in Texas killed 455 children and injured a 100 more?

8. Did Amelia Earhart Putnam's attempt to fly around the world last month succeed?

9. Where is Ethiopia's former Emperor Haile Selassie presently residing?

10. The ambassador of what nation declared that his country is ready to meet external aggression single-handed?

—KEY—

- Paul V. McNutt, U. S. High Commissioner in the Philippines.
- Yes, and Congress had in the past twice reduced and five times increased the membership of the U. S. Supreme Court.
- The emblem of Hitlerism.
- Due to a speech of Governor LaGuardia of New York attacking Hitler.
- Committee for Industrial Organization.
- John L. Lewis.
- Explosion in New London, Texas.
- No, her plane crashed in Honolulu.
- He is presently residing in Switzerland.
- The ambassador of Russia, Ivan Maisky (London).

EDUCATIONAL SUBJECTS
 PRINCIPLES OF TEACHING

DIRECTION: Read each statement carefully and indicate whether each is TRUE or FALSE.

- The principle of freedom from textbooks is one of the important principles of good questioning.
- Self-activity, interest, appreciation, and sense-perception are the laws of teaching especially involved in comparison or association.
- The lack of organization is the difficulty in every socialized recitation.
- Sex is not a factor in individual differences.
- A question that is free from ambiguity or obscure wording is not necessarily a good one.
- There is much testing in a socialized recitation.
- Incentive may be based on fear, though this is not educationally acceptable.
- Late entry in school is not a cause of retardation.

9. Individual differences may be reduced through heterogeneous grouping.

10. Educative activity is stimulated by motives.

—KEY—

- | | |
|----------|----------|
| 1. True | 6. False |
| 2. True | 7. True |
| 3. False | 8. False |
| 4. False | 9. False |
| 5. True | 10. True |

LANGUAGE

DIRECTION: If the statement is true, write the word TRUE after it; if false, write the word FALSE.

- Story-telling is a form of oral language work in the grades.
- Language in the primary grades aims to make the child master the mechanics of written expression.
- Pictures studied in the earlier grades should suggest stories.
- Dramatizing is one way of re-telling a story told to children.
- All dramatizations in the classroom should be formal and observant of all the conventions of the drama.
- Training in punctuation and correct spelling is supplied by written work in language.
- Stories suitable for small children are those which are short, simple and complex.
- In dictation work the teacher should always aim at speed and accuracy, with more emphasis on the former for obvious reasons.
- Clay-modelling being a manual activity does not furnish the children any language opportunity.
- Criticisms in language should be constructive, kind, and encouraging.

—KEY—

- | | |
|----------|----------|
| 1. True | 6. True |
| 2. False | 7. False |
| 3. True | 8. False |
| 4. True | 9. False |
| 5. False | 10. True |

ARITHMETIC

DIRECTION: If the statement is true, write TRUE after it; if false, write FALSE instead.

- Oral work in arithmetic gives constant drill on the fundamental processes.
- The period for arithmetic in intermediate grades should be divided into three parts.
- At most, only problems that test reasoning should be given in arithmetic tests.
- Problems that test reasoning and those that test computation are one and the same.
- Basic combinations should be introduced in the order of their difficulty.

8. Arithmetic terms should be taught as separate lessons to better emphasize their correct meanings.
7. Training pupils in addition by endings aids them in carrying in addition.
8. There are 10 primary combinations in division.
9. Activities involving the finding of areas of plane figures are introduced in Grade V.
10. The last step in long division is addition.

-KEY-

- | | |
|----------|-----------|
| 1. True | 6. False |
| 2. True | 7. True |
| 3. False | 8. False |
| 4. False | 9. True |
| 5. True | 10. False |

READING

DIRECTION: If the statement is true, write the word *TRUE* after it; if false, write the word *FALSE*.

- Noting the configuration of words retards speed in reading.
- All methods in beginning reading make the transition from visual to auditory language.
- The child's listening and reading vocabulary are one and the same.
- Repetition is a great aid in gaining skill in word recognition.
- Selection with dramatic elements are best suited to silent reading exercises.
- Book reports is a type of silent reading.
- The failure to develop the power to understand in proportion to the ability to pronounce is one failure of oral reading.
- Lip movement is never a problem in reading among intermediate children.
- Oral reading has a place in the lower grades but not in the higher grades.
- Silent reading is much more rapid than oral reading.

KEY

- | | |
|----------|----------|
| 1. True | 6. False |
| 2. False | 7. True |
| 3. False | 8. False |
| 4. True | 9. False |
| 5. False | 10. True |

SOCIAL SCIENCE

DIRECTION: If the statement is true, write the word *TRUE* after it; if false, write the word *FALSE* after it.

- When the problem method is used in teaching geography, the travel point of view is ineffective.
- Geography text books should not be opened during lessons in geography even when reference to the same is deemed necessary.
- Effective teaching sees to it that the subject matter is so presented as not to necessitate another presentation.

- Map drawing is not the only aim of teaching geography.
- For very obvious reasons, civics and history are better taught if treated separately on different days.
- Biographical stories and anecdotes have no place whatsoever in geography.
- H. C. Morrison wrote "The Practice of Teaching in the Secondary School."
- Visits to historical places, museums, etc., effectively motivate the teaching of geography and other social sciences.
- The skillful teacher of geography will give the problem to the pupils and have them work out the necessary solution.
- Compared to arithmetic, the amount of drill work in geography should be greater than that in the former.

-KEY-

- | | |
|----------|-----------|
| 1. False | 6. False |
| 2. False | 7. True |
| 3. True | 8. True |
| 4. True | 9. False |
| 5. False | 10. False |

HEALTH EDUCATION

DIRECTION: If the sentence is *TRUE*, write "T" after it; if *FALSE*, write "F" after it.

- One of the aims of health education is to influence parents and other adults, through the health education program, to better habits and attitudes. (1)
- Health education programs should also aim to improve the health of the community before that of the individual. (2)
- Physical education is the only phase of health education in the school. (3)
- How to perform the health habit is the first thing a child should know in learning the health habit being taught him. (4)
- There are at least three persons most concerned in carrying out the school's health program. (5)
- To insure the success of health instruction in the primary grades, the children should as early as the first two grades reason out the health habits they are forming. (6)
- The school site is a factor of hygienic environment. (7)
- Home visits of the purely social kind help in carrying out the school's health program. (8)

- Children from 14 to 15 years should get 8 hours of sleep. (9)
- The presentation of too many ideas at one time helps effectively in health instruction. (10)

-KEY-

- | | |
|------|-------|
| 1. T | 6. F |
| 2. F | 7. T |
| 3. F | 8. F |
| 4. T | 9. F |
| 5. F | 10. F |

ELEMENTARY SCIENCE

DIRECTION: If the statement is true, write the word *TRUE* after it; if false, write the word *FALSE* instead.

- The study of elementary science is also a means of enriching life.
- It is not necessary that children be well supervised during field trips.
- Since elementary science deals in nature and its accessories, it is essential that most of the lessons be held out-doors.
- The work in elementary science in Grade IV is an outgrowth of the same subject in Grade III.
- Grade IV elementary science requires that the child plants his different crops in separate plots.
- It is not the purpose of instruction in elementary science to make little scientists of the children.
- Where the pressure of superstition in a community is preponderant, the teacher should give in at the cost of scientific truth.
- There should be days when the whole recitation period be given up in preference to watering the plants in the garden.
- Insects have compound eyes at most.
- Pupils should know that papayas grow best in dry places.

-KEY-

- | | |
|----------|----------|
| 1. True | 6. True |
| 2. False | 7. False |
| 3. False | 8. False |
| 4. True | 9. True |
| 5. False | 10. True |

WRITING AND DRAWING

DIRECTION: If the statement is true, write the word *TRUE* after it; if false, write the word *FALSE* instead.

- A good writing posture is set, rigid and faultless.
- Good writing should show uniform spacing between letters in the word and not between words in the sentence.
- It is not necessary that every writing lesson start with preliminary warming up exercises.
- Counting is resorted to as an aid in developing rhythmic movement in writing.
- Pupils should not be given the opportunity to rate their own pa-

pers in form because this phase of the work rightly is the teachers'.

6. Pupils should be encouraged to use light colors in coloring their drawings.
7. As in reading, pupils should be taught writing from letters to words, then to sentences.
8. Criticism of the pupils' work should be constructive and kind.
9. Children who are naturally left-handed should be forced to use their right hands in writing.
10. Blackboard writing has no place in writing instructions because the children will not use the blackboard anyway.

--KEY--

- | | |
|----------|-----------|
| 1. False | 6. True |
| 2. False | 7. False |
| 3. True | 8. True |
| 4. True | 9. False |
| 5. False | 10. False |

SPELLING AND MUSIC

DIRECTION: If the statement is true, write the word **TRUE** after it; if false, write the word **FALSE** instead.

1. The emphasis given written spelling should equal that given to oral spelling.
2. Using the English language as basis, it is plain that Filipinos, Americans, and English have the same spelling needs.
3. Children have different ways of learning their spelling lessons.
4. Looking at the word sharply in the process of learning to spell it is helpful.
5. There is no formal spelling in Grade I.
6. The tone problem is the only difficulty met in sight reading.
7. Grade I rote songs do not contain problems in chromaties.
8. There is more of the problem-solving element in rote singing than imitation.
9. When a motive is transposed we simply change its position.
10. The recognition of phrase repetition is essential in sight reading.

--KEY--

- | | |
|----------|----------|
| 1. False | 6. False |
| 2. False | 7. True |
| 3. True | 8. False |
| 4. True | 9. False |
| 5. True | 10. True |

PRINCIPLES OF EDUCATION

DIRECTION: Indicate which of the following statements are **TRUE** and which are **FALSE**.

1. The bulk of the class should be drilled at the expense of the few.
2. Learning always results when there is self-activity.

3. The I. Q. is relatively constant.
4. Habits should be formed in psychological order rather than logical.
5. A child is classified as an Imbecile if his I. Q. falls between 70 to 80.
6. Transfer of training is most oftentimes negative rather than positive.
7. The least perfect correlation exists among the pupils of average ability.
8. A high correlation exists among the gifted as well as among the dull pupils.
9. Motor ability is better developed among women than men.

10. The socialized recitation develops a social motive among the children.
11. Drill to be most effective must be individual in character.

DIRECTION: Supply the missing

12. The unifactory theory of intelligence is advanced by
13. The father of mental testing is
14. The first to employ mental multiplication in the measurement of fatigue is
15. The doctrine which asserts that the mind is composed of many faculties is called
16. The earliest statistical investigation of the question of heredity was made by
17. The pioneers in the experiment on sensory-motor learning were
18. Three characteristics of neural tissue are
19. The author of **CAVD** is
20. The author of **EMILE** is

--KEY--

- | | |
|-------|------------------------|
| 1. T | 12. Ebbinghaus |
| 2. T | 13. Cattell |
| 3. T | 14. Thorndike |
| 4. T | 15. faculty psychology |
| 5. F | 16. Galton |
| 6. F | 17. Bryan and Harter |
| 7. T | 18. sensitivity |
| 8. T | conductivity |
| 9. F | modifiability |
| 10. T | 19. Thorndike |
| 11. T | 20. Rousseau |

LIBRARY SCIENCE

DIRECTION: Indicate which of the following statements are **TRUE** and which are **FALSE**.

1. Let the basis of book selection be

- negative, not positive.
2. Select books that will not tend toward the development and enrichment of life.
3. Sacrifice the interests of the student to those of the home reader.
4. In classifying a book, it is safer to base the subject in the title of book.
5. In Dewey's classification the subject number for education is 350.
6. In Dewey's classification the subject number for English Literature is 820.
7. Ibarra is a character found in "Social Cancer."
8. In making a subject card of a book we begin the subject of the book at the outer indentation of the card catalogue.
9. The frontispiece of a book precedes the title page.
10. More time is saved by using the table of contents of a book than the index.

DIRECTION: Select the right word that will complete the meaning of the state-

11. The abbreviation *sup.* stands for (a) supplement (b) *supra* (c) supply.
12. Treasure Island is written by (a) Dickens (b) Stevenson (c) Homer.
13. Uncle Tom's Cabin is written by (a) Stowe (b) Hardy (c) Booker T. Washington.
14. Vanly Fair is written by (a) Thackeray (b) Turgenev (c) Wharton.
15. (a) Richardson (b) Scott (c) Sinclair, is the author of "Pamela."
16. (a) Shaw (b) Abbot (c) Wiggins, is a noted English playwright.
17. The House of Seven Gables is (a) poem (b) biography (c) fiction.
18. The "Cotter's Saturday Night" is (a) poem (b) fiction (c) biography.

DIRECTION: Fill the blanks with the right word.

19. Anna Karenina is written by
20. The masterpiece of Trollope is

--KEY--

- | | |
|-------|------------------------|
| 1. F | 11. supplement |
| 2. F | 12. Stevenson |
| 3. F | 13. Stowe |
| 4. F | 14. Thackeray |
| 5. F | 15. Richardson |
| 6. T | 16. Shaw |
| 7. F | 17. fiction |
| 8. F | 18. poem |
| 9. T | 19. Tolstoi |
| 10. F | 20. Barchester To-rens |

First Grade ARITHMETIC

1. Add the following horizontally and vertically, and find the grand totals:

25,086	954
3,124	2,396
885	34,291
6,038	28,306
1,240	58
487	9,960
40,509	75,895

General Clerical Tests INBULAR & FEDERAL First & Second Grades

15,868	42,208
14,589	20,889
13	34,880
488	35,732
986	4,293
35,860	46,447
67,804	184,268, Ans.

(Check results by casting out 9's or 11's.)

2. X and Y can finish a piece of work in 6 days; Y and Z in 8 days; and X and Z in 10 days. What part of the work can X do in 4.5 days?

SOLUTION:

X and Y can finish $1/6$ of the work in 1 day.

Y and Z can finish $1/8$ of the work in 1 day.

X + Z can finish $3/40$ of the work in 1 day.

X and Z can finish $1/10$ of the work in 1 day.

2X or in 2 days X can finish $7/40$ of the work.

7/40 of work $\times 2 = 7/20$ of work, X can do in 1 day.

7/20 $\times 4.5 = 7/10$ of the work, X can do in 4.5 days, Ans.

3. The ages of A's wife, son, and daughter are $4/5$, $3/4$, and $2/3$ his age respectively. He wishes to divide his money in such a way that the share of each bears the same relationship as the age of each one bears to his age. If he has P1596, what is the share of each?

SOLUTION:

$$2/3 + 3/4 + 4/5 = 40 + 45 + 48 = 133$$

$$\frac{60}{133} \quad \frac{60}{133}$$

P1596 \div 133 = P12
 $48 \times$ P12 = P576.00, the share of his wife

$45 \times$ P12 = P540.00, the share of his son

$40 \times$ P12 = P480.00, the share of his daughter. Ans.

4. In a collection of 2-peso and 5-peso bills there are 55 bills. If the sum of all is P185.00, how many bills of each kind are there?

SOLUTION:

Let 100% of no. of 2-peso bills = no. of 2-peso bills

55-100% of no. of 2-peso bills = no. 5-peso bills

$2 \times 100\%$ of no. of 2-peso bills $\div 5$ (65 — 100% of no. of 2-peso bills) = 185

200% of no. of 2-peso bills $\div 275$ —500% of no. of bills = 185

300% of no. of 2-peso bills = 90

100% of no. of 2-peso bills = 30

no. of 2-peso bills. 55 — 30 = 25, no. of 5-peso bills, Ans.

5. Pipes A and B can fill a tank with water, A in 8 hours, and B, 9 hours. After being open together and at the same time for 3 hrs., Pipe A stops. How long will it take Pipe B to fill the empty portion of the tank?

SOLUTION:

A can fill $1/8$ of the tank in 1 hour

B can fill $1/9$ of the tank in 1 hour

A can fill $3/8$ of the tank in 3 hours

B can fill $3/9$ or $1/3$ of the tank in 3 hours

$3/8 + 1/3 = 17/24$ of the tank, what A and B can fill in 3 hours if open together and at the same time.

$24/24$ of capacity— $17/24$ of capacity = $7/24$ of capacity what remains for Pipe B to fill alone

$7/24 \div 1/9 = 7/24 \times 9$ or $63/24$ or 2.5/8 hours, time it takes B to fill the remaining part unfilled after A stopped, Ans.

ENGLISH

DIRECTION: Cross out the unnecessary word or words in the following sentences.

- They had to cooperate together to make the undertaking succeed.
- To her surprise she was asked to repeat again what she had said.
- He finally rose up to deliver his speech.
- I have the honor to ask for a permission to leave this place.
- He promised to me that he would come soon.
- He consulted with the doctor about his sickness.
- The little bird hopped off from the roof gracefully.

8. We ordered for several boxes of pencils yesterday.

9. I don't know nothing about this subject.

10. She was prevailed upon to return back to the room.

11. I wish for you to give me the necessary backing in this case.

12. We saw him here on last April 30, 1934.

13. Once inside of the box it jumped out without warning.

14. I can not hardly hear you.

15. They challenged against us to a game of tennis.

KEY—

- together 6, with 11, for
- again 7, off 12, on
- up 8, for 13, of
- for a 9, don't 14, not
- to 10, back 15, against

SPELLING

DIRECTION: Rearrange the letters to spell the word correctly.

- TSAIMA (among) (1)
- SHEWCA (a tropical nut) (2)
- PHMERLA (shortlived) (3)
- LUTEIRRESO (wavering) (4)
- VIREVE (to recover life) (5)
- DETIOUS (wearisome) (6)
- DENIEV (streaked) (7)
- IZEPLIACSED (concentrated in one) (8)
- ROHPSUHOSP (inflammable) (9)
- TIABLESAIN (not satisfied) (10)

KEY—

- amidst 6, tedious
- cashew 7, veined
- sphemerol 8, specialized
- irresolute 9, phosphorus
- revive 10, insatiable

WORLD HISTORY

DIRECTION: Select the best answer and write the letter corresponding to the answer on the blank opposite:

- The Spanish explorer who discovered the Mississippi River was:
 - Juan Ponce de Leon.
 - Hernando de Soto.
 - Vasco Nunez de Balboa.
- The first Vice-President of the United States:
 - John Adams.
 - Andrew Jackson.
 - John Quincy Adams.
- The inciting incident which precipitated the World War was:
 - the desire to get the Rhine.
 - the burning of foreign ships by the Germans.
 - the assassination of the Crown Prince of Austria.
- The King of France at the outbreak of the French Revolution was:
 - Louis XVI.

- (b) *Louis VIII.*
(c) *Charles V.*
5. The Russian Empress who was originally a peasant girl was:
(a) *Catherine I.*
(b) *Marie-Louise.*
(c) *Catherine II.*
6. A commoner who ruled England between 1649 and 1658 was:
(a) *John Milton.*
(b) *John Marshall.*
(c) *Oliver Cromwell.*
7. Members of the Parliament party in the English Civil War of the seventeenth century:
(a) *Jacobins.*
(b) *Roundheads.*
(c) *Huguenots.*
8. Where the treaty which ended the American Revolutionary War was signed:
(a) *London.*
(b) *Washington D. C.*
(c) *Paris.*
9. The first state in the United States which granted suffrage to women:
(a) *Wyoming.*
(b) *New York.*
(c) *Illinois.*
10. The period when the progress of manufacturing and industry in England was greatly advanced by the invention of the spinning jenny, the power loom, the steam engine, is known as the:
(a) *Age of Invention.*
(b) *Industrial revolution.*
(c) *Iron and Steel Age.*
11. The Boxer uprisings in 1900 occurred in:
(a) *England.*
(b) *Japan.*
(c) *China.*
12. The ruler chiefly responsible for the rise of Prussia was:
(a) *Fredrick the Great.*
(b) *Peter the Great.*
(c) *Catherine the Great.*
13. One of the chief aims of Bismarck's foreign policy was to:
(a) *make Germany supreme in Europe.*
(b) *make war with England.*
(c) *keep France from the war of revenge.*
14. The queen of Austria who took part in the dismemberment of Poland and with Russia and Prussia:
(a) *Marie Theresa.*
(b) *Catherine I.*
(c) *Catherine the Great.*
15. The English Revolution of 1688 transferred authority from the:
(a) *Parliament to the King.*
(b) *King to the Parliament.*
(c) *Parliament to the Commoner.*
- KEY—
- | | | |
|------|-------|-------|
| 1. b | 6. c | 11. c |
| 2. a | 7. b | 12. a |
| 3. c | 8. c | 13. c |
| 4. a | 9. a | 14. a |
| 5. a | 10. b | 15. b |
- PHILIPPINE HISTORY
- DIRECTION: Select the best answer and write the letter corresponding to the answer on the blank opposite:
1. The aboriginal inhabitants of the Philippines were the:
(a) *Malays*
(b) *Aetas*
(c) *Indonesians*
2. Mohammedanism was founded by:
(a) *an Arab*
(b) *a Pagan*
(c) *a Christian*
3. Many of the civilized Malays who came to the Philippines just before Magellan discovered the islands professed the:
(a) *Christian religion*
(b) *Pagan religion*
(c) *Mohammedan religion*
4. The third trade route between the West and the East started from:
(a) *Egypt*
(b) *Black Sea*
(c) *Turkestan*
5. In the eleventh century the Seljuian Turks conquered the Holy Land and took the city of:
(a) *Rome*
(b) *Athens*
(c) *Jerusalem*
6. The Cape of Good Hope was first reached by Bartholomew Diaz in:
(a) *1498*
(b) *1486*
(c) *1476*
7. Ferdinand Magellan was born in:
(a) *Sabrosa*
(b) *Lisbon*
(c) *Cadiz*
8. Magellan proposed to reach the East by sailing:
(a) *eastward*
(b) *southward*
(c) *westward*
9. The Molukkas was discovered as early as 1512 by the:
(a) *Portuguese*
(b) *Spaniards*
(c) *French*
10. By the Treaty of Saragosa, the king of Spain agreed to give up his claim to the Molukkas for the sum of:
(a) *350,000 gold ducats*
(b) *450,000 gold ducats*
(c) *500,000 gold ducats*
11. Villalobos did not succeed in establishing any settlement in the Philippines because of:
(a) *the lack of food supply*
(b) *the lack of strong men*
(c) *the hostility of the natives*
12. The unit of government of the Philippine in early times was the:
(a) *town*
(b) *barangay*
(c) *município*
13. Most of the laws of the early Philippines were:
(a) *merely customs of their forefathers*
(b) *merely the wish of the people*
(c) *codes introduced by the Spaniards*
14. One of the chief reasons that Spain had for the discovery of new lands was her:
(a) *increase her wealth*
(b) *increase her lands*
(c) *spread Christianity*
15. In material things that affected the daily life of the Filipinos, the Spaniards made:
(a) *several changes*
(b) *few changes*
(c) *no changes*
- KEY—
- | | | |
|------|-------|-------|
| 1. b | 6. c | 11. c |
| 2. a | 7. b | 12. a |
| 3. c | 8. c | 13. c |
| 4. a | 9. a | 14. a |
| 5. a | 10. b | 15. b |
- WORLD GEOGRAPHY
- DIRECTION: Fill the blanks with the correct word or word-group to complete the meaning of each statement:
1. The most important industrial and commercial nations are leaders in the production of.....
2. is the most important industry in the Irish Free State.
3. The Irish are descendants of the, ancient inhabitants of the British Isles.
4. Immigration into Canada since 1763 has been mainly from the
5. The two largest rivers of Canada are the and the
6. Canada is a British dominion.

7. is the island of the British colonies in America.
8. The only egg laying mammals left in the world are found in
9. is sometimes referred to as the "Switzerland" of Africa.
10. The Egyptian farmer is called the
11. Norway and Sweden face in
12. Amundsen and Nansen were famous explorers who came from
13. Dynamite was invented by
14. Cream separators were invented by
15. The Hennrichs in American Steamship Line is owned by the

KEY

- | | |
|-----------------------|---------------------|
| 1. Iron steel | 7. Newfoundland |
| 2. Agriculture | 8. Australia |
| 3. Celts | 9. Ethiopia |
| 4. British Isles | 10. felling |
| 5. Markovskis, Nelson | 11. opposite |
| 6. self-governing | 12. Norway |
| | 13. A. Nobel |
| | 14. Gustaf de Laval |
| | 15. Dunes |

PHILIPPINE GEOGRAPHY

DIRECTION: Fill the blanks with the proper word or words giving the complete meaning of each statement:

1. It is dangerous to cross the

2. The shores of Bohol are fringed with
3. The of a place is its height from the level of the sea.
4. Rocky, sandy soil is good for
5. The inland district or the interior part of a place is sometimes called its
6. The Valley of Mindanno is almost a wilderness because it is not cultivated.
7. The small plantations of abaca are usually known as
8. Calarman was destroyed by a
9. In cold regions, moisture, often freezes and becomes
10. is the melted rock which comes out from the crater of a volcano.

11. The province of Tarlac is known as the of the Central Plain because of the different kinds of people who work in that province.
12. Guns are obtained from trees belonging to the family.
13. The most important animal fibers are (a) and (b)
14. The Philippine industrial instruction aims to develop
15. A mountain may be said to be young when uplift and erosion are still

Samar and Leyla because of its swift currents.

- KEY -
- | | |
|-----------------------|-----------------------|
| 1. San Juanico Strait | 9. snow |
| 2. coral reefs | 10. Lava |
| 3. altitude | 11. "melting pot" |
| 4. magney | 12. acacia |
| 5. hinterland | 13. (a) wool (b) silk |
| 6. Agusan | 14. handicrafts |
| 7. lates | 16. active |
| 8. volcanic eruption | |

GENERAL INFORMATION

DIRECTION: Answer the following questions briefly:

1. What does regime imply?
2. Give some examples of rodents.
3. Does Great Britain own any territory in the Iberian peninsula?
4. What king turned everything he touched into gold?
5. Who is the famous violin maker of all time?
6. Where is Raphael's Sistine Madonna?
7. To what country do the Azores belong?
8. What is Lhasa otherwise known?
9. Where is the "Culebra Cut"?
10. Where is the mouth of the Rhine river?
11. Who composed "Lucia di Lammermoor"?
12. What is a quiver?
13. What order was founded by I. de Loyola?
14. Who received thirty pieces of silver for the betrayal of Christ?
15. Who composed the "Messiah"?

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Assistant



—KEY—

1. Term applied to the killer of a king.
2. Rats, beavers, rabbits, mice, etc.
3. Yes, Gibraltar.
4. King Midas.
5. Antonio Stradivari
6. Dresden.
7. Portugal.
8. "Forbidden City"
9. A cut in the Panama Canal.
10. In Netherlands.
11. Gaetano Donizetti.
12. The container of arrows.
13. The Order of Jesuits.
14. Judas.
15. George Handel.

Second Grade

ARITHMETIC

1. A school garden 25 meters square is increased by 20% of its area. What is the area after the increase?

SOLUTION:
 $25 \text{ m.} \times 25 \text{ m.} = 625 \text{ sq. m.}$
 $625 \text{ sq. m.} \times .20 = 125 \text{ sq. m.}$
 increase
 $625 \text{ sq. m.} + 125 \text{ sq. m.} = 750 \text{ sq. m., Ans.}$

2. The sum of the ages of A, B, and C is 150 years. If none is less than 40 years old, what is the greatest possible age of each of the other two?

SOLUTION:
 $150 - 40 = 110 \text{ years.}$
 $110 \div 2 = 55 \text{ years, Ans.}$

3. A bookkeeper spends P680 a year. If this is 17/25 of his yearly salary, what is his monthly pay?

SOLUTION:
 $17/25 \text{ of salary} = \text{P680}$
 $1/25 \text{ of salary} = \text{P40}$
 $25/25 \text{ of salary} = \text{P1000}$
 $\text{P1000} \div 12 \text{ (mo.)} = \text{P83-1/3, monthly salary, Ans.}$

4. If a certain amount of work can be finished by 5 men in 10 days, at the same rate, how long will it take 2 men to do it?

SOLUTION:
 1 man can do the work in
 $5 \times 10 \text{ days or } 50 \text{ days}$
 2 men can do the work in
 $50 \div 2 \text{ or } 25 \text{ days, Ans.}$

5. The commission of an agent in selling real estate is P720 at 4%. What was the selling price of the property?

SOLUTION:
 $4\% \text{ of C. P.} = \text{the commission}$
 $4\% \text{ of C. P.} = \text{P720}$
 $1\% \text{ of C. P.} = \text{P180}$
 $10\% \text{ of C. P.} = \text{P1,800, the cost price.}$
 $\text{P1800} + \text{P720} = \text{P18720, the S. P., Ans.}$

ENGLISH

DIRECTION: Supply a better substitute for each word italicized:

1. I have had a lovely time; I am glad I came.
2. His actions are inconsistent of his utterances.
3. I am real sorry I hurt your feelings *unconsciously*.
4. We were not aware with that happening.
5. I was absent due to a sprained *ankle*.
6. His face was very horrid.
7. We did it like you suggested.
8. He is entirely different than his brother who came here.
9. Try to compare Juan's work to Dolores'.
10. She is certainly grateful to what we have done for her father.
11. It is plain that this work is deficient of organization.
12. The icecream was grand.
13. This book is ill-adopted for his *needs*.
14. Will you please accommodate me by two pesos?
15. They imposed a heavy tax to the goods just imported.

—KEY—

- | | |
|---------------|---------------|
| 1 good | 9. with |
| 2. with | 10. for |
| 3. very | 11. in |
| 4. of | 12. delicious |
| 5. because of | 13. to |
| 6. ugly | 14. with |
| 7. as | 15. on |
| 8. from | |

SPELLING

DIRECTION: Hunt for the misspelled word in each sentence and write the correct spelling on the blank provided.

1. Erable lands command high prices. (1)
2. He bought two thwezzers for his uncle. (2)
3. The recent market crash was reduced to indence. (3)
4. The study of leggarithim is an arduous one. (4)
5. We should be in constant comunion with God. (5)
6. Bacteria cause organisms to detouriarate. (6)
7. It does not pay to be countemptous. (7)
8. Your narrative sounds prespoateous. (8)
9. He had a very vagegu idea of the lesson. (9)
10. A tragadian should portray his part well. (10)

—KEY—

- | | |
|--------------|-----------------|
| 1. Arable | 5. deteriorate |
| 2. twizzers | 7. contemptuous |
| 3. indigence | 8. preposterous |
| 4. logarithm | 9. vagabond |
| 5. tragedian | 10. tragedian |

PHILIPPINE HISTORY

DIRECTION: Select the best answer and write the letter corresponding to the answer on the blank opposite:

1. Rizal's two important novels, "Noli Me Tangere" and "El Filibusterismo" were written in:
 - (a) Dapitan.
 - (b) Europe.
 - (c) Japan.
2. Primo de Rivera who ruled the Islands in 1897:
 - (a) was friendly with Aguinaldo and his men.
 - (b) defeated Aguinaldo and his men.
 - (c) helped the Filipinos in their uprisings.
3. The negotiator of the Pact of Biac-na-bato was:
 - (a) Pedro A. Paterno.
 - (b) Juan Luna.
 - (c) Emilio Aguinaldo.
4. The Filipinos, wearied by the oppressive rule of Spain revolted in:
 - (a) 1892.
 - (b) 1898.
 - (c) 1896.
5. Commodore Dewey's aim when he entered Manila Bay was to:
 - (a) destroy the Spanish fleet.
 - (b) conquer Manila.
 - (c) make a general report about Manila.
6. The existence of the Philippine Republic before the occupation of the Americans in 1898 was:
 - (a) recognized by the world.
 - (b) never recognized by any nation.
 - (c) approved by Spain.
7. The first Philippine Commission from the United States was appointed by:
 - (a) President McKinley.
 - (b) William H. Taft.
 - (c) President Hoover.
8. The hero of Tila Pass was:
 - (a) Antonio Luna.
 - (b) Felipe Calderon.
 - (c) Gregorio del Pilar.
9. During the Philippine Revolution, the seat of the Filipino government was in:
 - (a) San Fernando.
 - (b) Malolos.
 - (c) Manila.
10. Rizal's execution was the result of:
 - (a) the intrigues of his enemies.
 - (b) the book he published.
 - (c) the revolution of 1896.

11. The Spanish Filipino Association in Madrid, was founded for the purpose of:

- (a) creating friendship between Spain and the Islands.
(b) increasing trade between the Philippines and Spain.
(c) promoting reforms in the Islands.

12. The La Liga Filipina was an association organized by:

- (a) Andres Bonifacio.
(b) Jose Rizal.
(c) Emilio Aguinaldo.

13. Some of the Spanish conquests were made in the Philippines by the government of the following:

- (a) one to one and a half years.
(b) less than two years.
(c) one to two years.

14. The first telephone in the Islands was installed in:

- (a) 1888
(b) 1885
(c) 1890.

15. Many prominent Filipinos who advocated reforms under the liberal rule of Governor La Torre were:

- (a) killed by the governor.
(b) exiled.
(c) arrested.

—KEY—

1. b 6. b 11. c
2. b 7. a 12. b
3. a 8. a 13. a
4. a 9. b 14. c
5. a 10. a

WORLD GEOGRAPHY

- DIRECTION: Fill the blanks with the correct word or word-group to complete the meaning of each statement:

- The most remarkable features of Norway are the long deep arms of the sea called
- is called the "Venice of the North."
- The first civilized people to make a conquest of the Iberian Peninsula were the
- The Spanish Mosetta is applied to the of Spain.
- The summers of Spain are like all the Mediterranean countries.
- The largest seaport and manufacturing center of Spain was
- Wine and cork are the leading products of Portugal which are exported.
- Goa, in India, is a possession of
- Lagboon hats are manufactured in the country of
- is the birthplace of Columbus.

11. The most famous of Greek temples was the

12. The are small seedless grapes which have been dried.

13. The Eiffel Tower is in (country)

14. Paris is in size among European countries.

15. The Netherlands is better known as

—KEY—

1. Florida 9. Italy
2. Stockholm 10. Genoa
3. Romans 11. Parthenon
4. interior 12. currants
5. day 13. France
6. Barcelona 14. third
7. vegetable 15. Holland
8. Portugal

PHILIPPINE GEOGRAPHY

- DIRECTION: Fill the blanks with the correct word or word-group to complete the meaning of each statement:

- The change of season in the Philippines is relatively slight due to position of being near the equator.
- Along with the development of trade and commerce came the development of
- The earth's position or distance from the sun makes possible the existence of water in each of three forms: liquid as; solid as and gaseous as
- The upper part of a river is characterized by
- The five kinds of plains are the plain, plain, plain, and plain.
- The widest and most fertile plain of Luzon is the
- Southeastern Luzon, Eastern Visayas, and Eastern Mindanao and Jolo are the regions of rainfall.
- is forecast by the rise and fall of the mercury inside a barometer.
- soils are exceedingly productive due to the variety of elements in their composition.
- By the process of mountains and plateaus are worn down and the material is carried away to lower levels.
- geography deals with the causes of natural features and phenomena of the land, water, and air.
- geography is the study of the natural resources which are useful to man and the use made of them.
- The coastline of Manila is and wharves may be built to bring vessels and vehicles near each other.

14. The are the sources of many of the large rivers of the Philippines.

15. Corn is to Cebu as is to Isabela.

—KEY—

1. geographical 6. Central Plain
2. transportation 7. continuous
3. water; ice; 8. Westerly vapor
4. falls 9. Alluvial
5. alluvial 10. gradation
6. structural 11. Physical
7. low 12. Economic
8. glacial 13. low
9. Eolian 14. mountains
10. Eolian 15. tobacco

CURRENT EVENTS

- DIRECTION: Answer each of the following briefly:

- Where did President Quezon get the decoration of "Order of the Brilliant Jade"?
- What was the work of Dr. Gregorio Singian prior to his death?
- Who was the Papal Legate to the XXXIII International Eucharistic Congress which was held in the Philippines?
- What much-loved authority on Rizal visited the Philippines recently?
- What country refused to join the Broadcast Accord which prohibits the broadcasting of wrong or fallacious information of international importance?
- How many members compose the Commission on Appointments in the National Assembly?
- What trophy is contested every year by the tennis champions of different nations?
- What date is set aside as Constitution Day in the Philippines?
- Where was the latest Institute of Pacific Relations held?
- What act of the Assembly enables the government to purchase large landholdings and have them sold to tenants at cost?

—KEY—

- In Shanghai
- Director of the San Juan de Dios Hospital in Manila
- Dennis Cardinal Dougherty
- Dr. Austin Craig
- Italy
- 21 members
- Davis Cup
- February 8
- Yosemite, California
- The Homesite Act

GENERAL INFORMATION

- DIRECTION: Answer the following questions briefly.

- Who invented the locomotive?
- What is Samuel F. B. Morse remembered for?
- What are the A.B.C. powers?
- How far is the earth from the moon?
- Who formulated the theory of the pendulum?

8. What is the speed of light?
7. What is water in its solid form called?
8. What country first developed gun powder?
9. What is the longest canal in the world?
10. Who painted *Mona Lisa*?

—KEY—

1. George Stephenson
2. Electric telegraph
3. Argentina, Chile, and Brazil
4. 238,000 (plus) miles
5. Galileo Galili
6. 186,000 (plus) miles per second
7. Ice
8. China
9. Suez canal, 104 $\frac{1}{4}$ miles long
10. Leonardo da Vinci

Treasurers' Test Provincial And Municipal Administration

- Q. 1. Explain briefly but fully the duties of a provincial auditor.
- A. To examine, audit and settle accounts and claims.
- Q. 2. What power may he exercise in order to attain his duties impartially and expeditiously in re the dispatch of a claim presented to him for decision?
- A. The power to issue subpoena and subpoena duces tecum in order to enable parties concerned to be heard relative to such claim before rendition of decision by the provincial auditor.
- Q. 3. What does the issuance of 'subpoena' and 'subpoena duces tecum' in connection with the determination of the merit of a claim entail?
- A. It entails investigation by the auditor hearing the declarations in favor of the claim and declarations against the payment of the claim.
- Q. 4. When may a provincial auditor decide the merit of a claim by means of investigation instead of by mere inducements or correspondence with the treasurer or other administrative official?
- A. When the provincial auditor thinks an investigation is necessary or when he has well-founded fear that the treasurer or other administrative officials will not attend to the expeditious return of the correspondence emanating from the auditor regarding the claim presented to him for decision.
- Q. 5. Is a provincial auditor prevented from rendering valid decision or decision having the force and effect of law regarding a claim in view of the absence from the investigation of the treasurer or other official known or feared to be opposed to the payment or approval of the claim?
- A. The absence of the treasurer, called

upon to make the payment, or any administrative official called upon to approve the corresponding voucher will not prevent the provincial auditor from rendering valid decision or decision having the force and effect of law based on evidences and interpretation found by the auditor during the investigation, provided that the treasurer or any other administrative official was previously subpoenaed and despite which he was absent in the investigation.

- Q. 6. If the treasurer attended the hearing or investigation, may he be compelled to declare in favor or against the payment of the claim?
- A. No.
- Q. 7. What is the effect on the auditor of the refusal of the treasurer to give any declaration regarding the merits of the claim?
- A. It will not prevent the auditor from rendering valid decision or decision having the force and effect of law in favor of the payment of the claim.
- Q. 8. What remedy has the treasurer if in his opinion the decision of the auditor is contrary to law and facts?
- A. The treasurer may appeal the decision thru the provincial auditor concerned to the Auditor General.
- Q. 9. What becomes of the appented decision on the claim as decided by the provincial auditor?
- A. The force and effect of the decision in favor of the payment of the claim, as decided by the provincial auditor, becomes ipso facto suspended and in view of which the treasurer may properly refuse payment of the claim.
- Q. 10 (a) Is the treasurer criminally liable under article 221 of the New Penal Code for disregarding the decision of the provincial auditor which favors the immediate payment of the claim?
- A. Under the circumstance that the treasurer appealed from the decision of the provincial auditor, the refusal of the treasurer to pay the claim, contrary to the provincial auditor's decision, is not criminally punishable. Refusal to pay the claim is only punishable when the treasurer refuses to pay the claim and he further refuses to appeal from the decision of the provincial auditor.
- Q. 10 (b) When may a decision of a provincial auditor in favor of the payment of the claim be lawfully disregarded by not appealing from it and by not further making any payment to the claimant?

A. When decision is rendered without the auditor having given opportunity to the treasurer to be heard in person or by correspondence regarding such claim.

JUNIOR TEACHER OF ARTS AND TRADES

WOODWORKING

DIRECTION: On the blank at the right of each hand tool, write its classification. The first one is already answered. Do the rest.

- | | |
|--------------------------------|----------------|
| 1. Pencil | 1. Lining tool |
| 2. Crosscut saw | 2. |
| 3. Smoothing-plane | 3. |
| 4. Sandpaper | 4. |
| 5. Spokehave | 5. |
| 6. Bar clamp | 6. |
| 7. Foot rule | 7. |
| 8. Claw hammer | 8. |
| 9. Auger bit | 9. |
| 10. Maching gauge | 10. |
| 11. Toy square | 11. |
| 12. Triangular slim taper file | 12. |
| 13. Turning saw | 13. |
| 14. Chalk line | 14. |
| 15. Plumb bob | 15. |
| 16. Inside calliper | 16. |

Key

- | | |
|------------------|-------------------|
| 2. Tooth-cutting | 10. Lining |
| 3. Edge-cutting | 11. Testing |
| 4. Tooth-cutting | 12. Tooth-cutting |
| 5. Edge-cutting | 13. Tooth-cutting |
| 6. Holding | 14. Lining |
| 7. Measuring | 15. Testing |
| 8. Driving | 16. Measuring |
| 9. Boring | |

SENIOR TEACHER OF ARTS AND TRADES

PRINCIPLES OF VOCATIONAL EDUCATION

DIRECTION: On the blank at the right of each title of a book, write the author or authors. The first one is already answered. Do the rest.

- | | |
|--|---------------|
| 1. Methods in Industrial Education. | 1. Struck, T. |
| 2. Principles and Methods of Industrial Education. | 2. |
| 3. Individual Instruction Sheets. | 3. |
| 4. Industrial Arts in Education. | 4. |
| 5. General Report on Vocational Education in the P. I. | 5. |
| 6. The Foreman and His Job. | 6. |
| 7. Exploring the Manual Arts. | 7. |
| 8. Content and Methods of the Industrial Arts. | 8. |

(Continued on page 42)

9. Methods of Teaching Industrial Subjects. 9.
 10. Industrial Arts for Elementary Schools. 10.
 11. Principles of Trade and Industrial Teaching. 11.
 12. The Instructor, The Man, and The Job. 12.
 13. Dictionary of Technical Terms. 13.
 14. Teaching Manual and Industrial Arts. 14.
 15. Vocational and Industrial Arts. 15.
 16. Vocational Guidance and Counseling. 16.

ANSWERS

4. Dnoley 5. Prossor
 8. Nelvide 8. Allen
 4. Rehweickhard 7. Priese

8. Vaugh and 12. Allen
 Mays Fryklund
 9. Payne 13. Crispin
 10. Bonser and 14. Griffith
 Moosman 15. Wood and Smith
 11. Selvidge and 16. Edgerton

POLICEMEN ARITHMETIC TEST

1. Rice that costs ₱4.50 a cavan was sold at ₱4.95 a cavan. What was the gain per cent?
SOLUTION:
 $\frac{₱4.95 - ₱4.50}{₱4.50} = .10$ or 10%, Ans.
 2. Pedro's age is $\frac{3}{4}$ Jose's. If the sum of their ages is 35 years, how old is each now?
SOLUTION:
 Let 4 of Pedro's age = Pedro's age
 3 of Pedro's age = Jose's age
 7 of Pedro's age = the age of both

But, $\frac{7}{4}$ of Pedro's age = 35 years
 Therefore, $\frac{1}{4}$ of Pedro's age = $\frac{35}{7}$ = 5 years
 $\frac{4}{4}$ of Pedro's age = 4×5 years or 20 years, Ans.
 $\frac{3}{4}$ of Pedro's age = 3×5 years or 15 years, Ans.

3. How many minutes are there in $35\frac{1}{3}$ hours?
SOLUTION:
 $33\frac{1}{3} \times 60$ (Min.) = 2,000 minutes, Ans.
 4. If a wife saves ₱25.00 a month, how long will it take her to save ₱200.00?
SOLUTION:
 $\frac{₱200}{₱25.00} = 8$ times or 8 months, Ans.
 5. What per cent is gained by selling peanuts at 80 centavos a kilo that costs 60 centavos?
SOLUTION:
 $\frac{₱.80 - ₱.60}{₱.60} = \frac{₱.20}{₱.60} = \frac{33\frac{1}{3}}{100}$ or 33- $\frac{1}{3}$ %, the rate of gain, Ans.

QUESTIONS AND ANSWERS ON PRINCIPLES OF EDUCATION

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By
CASIMIRO ROMERO
 Instructor, Philippine Normal School

This book is prepared for the Civil Service Review Classes in Manila and provincial branches to help teachers who desire to take the examinations for teachers. It will surely help teachers taking the Senior, Junior, and Division Superintendent's examinations.

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- | | |
|--|--|
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| II. The Biological Principles of Education | V. Sociological Principles of Education |
| III. The Psychological Principles of Education | VI. Principles Governing the Conduct of the School |

THE AUTHOR:

He does not need any introduction to those who have graduated from the Philippine Normal School. But for the thousands of teachers who did not have the privilege of studying under the roof of this teacher-training institution, from these few words, they will know who Mr. Romero, the man in Principles of Education is:

Casimiro Romero—B.S.E., A.B.

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REVIEW ENGLISH TESTS

By Francisco G. Tomogbanus, M.A.

TEST I—PRONUNCIATION

DIRECTION: On the blank line before the sentence, indicate the correct syllabication and accent of the italicized word which the sentence contains:

Example: —mill'stone— 1. A millstone is about his neck.

- 1. "You conduct the meeting," said the corporal, "and I'll reward you for your conduct."
 — 2. Record the matter on this judges.
 — 3. The men were supposed to be rebels but they would not rebel.
 — 4. If I present you with the picture, will you be present?
 — 5. Do not object to that argument.
 — 6. Tin will not contract.
 — 7. I am content.
 — 8. I shall content you with my share.
 — 9. Distribute the money.
 — 10. He could not distinguish between the two.
 — 11. This is a distinct advantage.
 — 12. Diplomacy is a peculiar thing.
 — 13. His opponent was very familiar with the subject.
 — 14. It was bought from the municipal fund.
 — 15. The machinery must not be damaged.
 — 16. Do not compare me with my competitor.
 — 17. A certain amount of friction may be irresistible.
 — 18. He was made humble.
 — 19. Geography is an interesting subject.
 — 20. Efficiency is the god of modern industry.

TEST II—LANGUAGE HABITS

A. DIRECTION: On the blank line before each sentence write the pronoun which has been omitted as indicated by the dotted line:

Example: —it— 1. The moon seems proud of radiance.

- 1. Ivanhoe was as brave as any of companions.
 — 2. Jose and I are classmates; study the same subjects.
 — 3. Here are 'four mangoes'; look very ripe.
 — 4. Luisa was elected queen; was worthy of the honor.
 — 5. The table needs repairing. I shall repair

B. DIRECTION: On the blank line before each sentence write the gender of the word italicized:

- 1. This tree has lost its foliage.
 — 2. I do not care for either.
 — 3. The intruder shook her head.
 — 4. I was confronted by a pitiful creature who was haggard and unshaven.
 — 5. The princess came down the steps.

C. DIRECTION: On the blank line before each sentence write the pronoun which has been omitted as indicated by the dotted line:

- 1. When Juan saw his mother smiled at her.
 — 2. Luisa is the one came to school.
 — 3. Calamity Jane's deadly use of own gun brought her many unusual commissions.
 — 4. Later gave her hearer this account of the adventure.
 — 5. It is interesting to know that Calamity Jane, maiden name was Martha Cannary, was a minister's daughter.
 — 6. Historians of border characters are now giving Calamity Jane a place among the frontiersmen of day and time.
 — 7. Each of the girls had work with her.
 — 8. Everyone should bring camera tomorrow.
 — 9. When all the men had come, stood in a group.
 — 10. In case of fire, each one should remember instructions.
 — 11. If anyone is going to camp, will need heavy blankets.
 — 12. Neither of the players was willing to give up share of the glory.
 — 13. Those who do not want to stay for the show may get hats and depart.
 — 14. Not every one of the girls carries umbrella.
 — 15. Each of the armies has retreated to own lines.

D. DIRECTION: On the blank line before each sentence write the preposition which has been omitted as indicated by the dotted line:

Example: —to— 1. He went town.

- 1. He was accompanied his daughter.
 — 2. Do not lay the blame me.
 — 3. He was absent church.
 — 4. Do not accuse him willfully knocking the ball out of bounds.
 — 5. Do you believe in the theory evolution?
 — 6. The man turned with an angry snarl and said that he was not accustomed it.
 — 7. Let us get acquainted each other.
 — 8. He was admitted the practice of law.
 — 9. The twig was bent the strong wind.
 — 10. He was told to begin once by tapping on the drum with his drumstick.
 — 11. What! Have you been the house and back within the last ten minutes?
 — 12. Do not be angry Jose.
 — 13. Are you not annoyed that all noise?
 — 14. There is no appeal the highest court.
 — 15. Do not appeal mercy.
 — 16. Please apply Henry Ford and await results.
 — 17. Have you yet applied assistance?
 — 18. Do you think you could possibly approve their conduct?
 — 19. Do you not think it sometimes improper to argue your elders?
 — 20. The aviator will arrive exactly 7:30.
 — 21. Are you not ashamed do that?
 — 22. Please assist both your hands.
 — 23. The boy was told never to associate robbers.
 — 24. It is not true. Do not pay any attention it.
 — 25. Will you attend the matter for me?
 — 26. Do you think a Chinaman can bargain a Jew?
 — 27. She was very anxious her absent son.
 — 28. Do you think it right to argue such a measure?
 — 29. It was much amused what she told me.
 — 30. I shall never ask such a favor you.

TEST III—THEME WORK

DIRECTION: Place the letter T before each statement which is true; place the letter F before each statement which is false:

1. A period should be placed after the signature in a business letter.
2. Eight and one-half by fourteen inches is the size of paper ordinarily used in business correspondence.
3. The parts of a business letter and of a friendly letter are usually the same.
4. The address on the envelope should be the same as the inside address.
5. The salutation should usually be followed by a semicolon.
6. The first letter of the first word of the complimentary close of a business letter should be capitalized.
7. The complimentary close should usually be followed by a semicolon.
8. To say that all business letters should be folded in the same manner would be incorrect.
9. In a letter of application one should not submit any personal qualifications.
10. With a letter of application it is usually advisable to in-

clude recommendations by persons who can vouch for your name and character.

KEY TO ANSWERS

TEST I

1. con-duct'
2. re-cord'
3. re-hel'
4. con-tract'
5. ob-ject'
6. con-tract'
7. con-tent'
8. con-tent'
9. dis-tri'bute
10. dis-tin'guish

11. dis-tinct'
12. di-pl'o-ma-cy
13. op-ni'ment
14. mu-ni'ci-pal
15. ma-ch'i-ne-ry
16. com-pe'ti-tor
17. in-ev'i-ta-ble
18. lieu-te'nant
19. ge-og-ra-phy
20. ef-fi'cien-cy

TEST II

- A. 1. his
2. we
3. they
4. she
5. it
- B. 1. neuter
3. feminine
4. masculine

5. feminine
C. 1. he
2. who
3. her
4. she
5. whose
6. her
7. her
8. his

9. they
10. his
11. he
12. his
D. 1. by
2. on (upon)
3. from
4. of
5. of
6. to
7. with
8. to
9. by
10. at
11. in (to, at)
12. with
13. at (by)
14. to (from)
15. for
16. to
13. their
14. her
15. its
17. for
18. of
19. with
20. at
21. to
22. with
23. with
24. to
25. to
26. with
27. about (for)
28. for (against, about)
29. by (at)
30. of

TEST III

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. F
10. T

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INDUSTRIAL ARTS AND TRADES

By Eleazar M. Cabot

Junior Teacher of Arts and Trades and Teacher of Shopwork

(WOODWORKING)

DIRECTION: Fill the blanks with the necessary word or words to complete each of the following:

1. A _____ is used to cut wood across the grain.
2. A device which holds a saw in position for cutting a board at various angles is a _____.
3. A _____ joint is made when two pieces are cut at 45 degrees, as for a picture frame.
4. A device about 20 inches high for holding lumber while it is being sawed by hand is a _____.
5. The first side of a board planed is called _____.
6. A _____ is used for laying angles other than 90 degrees.
7. Dimensions for lumber are given in the following order: _____.
8. The size of an auger bit in _____ of an inch maybe found on the label or round.
9. The part of a plane moved back and forth to afford different widths of the throat opening is called the _____.
10. The smallest plane is called the _____.
11. Hand braces are measured by their _____.
12. A steel square has two parts, namely _____, and _____.
13. A device for holding work while it is being planed is called _____.
14. As a general rule, we cut with a crosscut saw at an angle of _____ degrees.
15. The proper angle of the rip saw for ripping is _____ degrees.
16. The three general classifications of the cuts of files are _____.
17. The four specific types of file sets are _____ and _____.
18. A _____ is a piece of material fastened across the width of a board to prevent warping.
19. The standard shipbuilding wood is _____.
20. As a general rule, when two pieces of the same thickness and width are mortised together, the tenon is made about _____ of the total thickness.
21. In sharpening saws, the file turns a slight edge which is called _____.
22. There are two mistakes that a beginner is likely to make in sawing:

first _____, and second, _____.

23. A _____ joint is made when two pieces of wood cross at right angles, one-half of each being removed.
 24. A two-handed tool used for curved surfaces and working on the same principle as a plane is called a _____.
 25. Round pieces of wood used to assist in joining boards which are glued edge to edge are _____.
- KEY—
1. Crosscut saw
 2. Miter box
 3. Miter
 4. Sawhorse or trestle
 5. Working face
 6. bevel
 7. thickness in inches, width in inches, length in feet
 8. sixteenths
 9. Adjusting nut
 10. Block or bullnose
 11. "Swing" or "sweep"
 12. The stock and the blade
 13. Bench Stop
 14. 45
 15. 60
 16. Double cut, Single cut, Rasp cut
 17. Rough cut, Bastard cut, Second cut, Smooth cut
 18. Gleat
 19. Teak
 20. one-third
 21. "burr"
 22. 1. Sawing away from the line.
2. Sawing at a wrong angle
 23. Cross half-lap
 24. Spokeshave
 25. Dowels

References:

DISSTON Saw Tool and File Manual
Stanley's Index for New Tool Supplement
Frank Cheney's Woodworking for Beginners
"HOW-TO-DO-IT-BOOK"—E. C. Atkinson
Cabinet and Drapery Hardware Book—Lusky

Questions on Arts and Trades and Teacher of Shopwork

1. Give the concepts of the following:
 - a. Operation-sheets
 - b. Information-sheets
 - c. Assignment-sheets
 - d. Job-sheets
2. What are the seven steps showing the relationship between vocational education to better group morale?
3. What are the four general causes (reasons) why individual instruction is needed in teaching shop-

work?

4. Give the two definitions of a "project" as given by M. L. Laubach and W. H. Kilpatrick.
5. What are the three factors which must be considered in a modern approach to the problem of class management and discipline in school shops?
6. Along what three main lines should industrial arts education be organized?
7. Define:
 - a. Exercise
 - b. Pseudo job
 - c. Real or production job
8. What are the four steps of procedure in the development of a project?
9. What are the four fundamental methods in use by teachers at present in teaching shopwork?
10. Give two reasons why instruction should be given to the pupils in the use of dangerous machines and equipment.
11. Give all the elements of the present modification of Richard's Formula for Efficiency.
12. Who wrote the following books:
 1. Exploring the Manual Arts _____
 2. Vocational Education _____
 3. Vocational Education in a Democracy _____
 4. Teaching Problems in Industrial Arts _____
 5. The General Shop _____
 6. Content and Methods of the Industrial Arts _____
 7. The Manual Arts _____
 8. Teaching Manual and Industrial Arts _____
 9. Individual Instruction Sheets _____
 10. Teaching Shopwork _____
 11. The Instructor; the Man and the Job _____
 12. Methods of Teaching Industrial Subjects _____

—KEY—

1. a. It deals with a specific operation or unit of performance within a job.
b. This covers some unit of information which consists essentially of textbook and reference material, organized in small units.
c. This type of sheet gives the statement of the problem, sources of information, questions to direct reading and thought, and references for answers to these questions.
d. These sheets are designed to cover a job or assignment in manipulative work.
(Continued on next page)

A Test On The Constitution Of The Philippines

By Marcelino B. Catinig, Principal, San Rafael Elementary School, Bulacan

TERT I

DIRECTION:—This is a True-False test. Write T before the number if the sentence is TRUE, and F if it is FALSE.

1. The United States and Great Britain entered into a Treaty on January 2, 1930 over the territorial boundary of the present Philippines.
2. The Philippines is a republic-an state as defined by the Constitution.
3. The Philippines renounces war as an instrument of national policy.
4. A person may be held in answer for a criminal offense without due process of law.
5. No person can be compelled to be a witness against himself.
6. Free access to the courts should not be denied any person by reason of poverty.
7. Philippine citizenship may be lost or re-acquired in the manner provided by law.
8. The members of the National Assembly shall in all cases be privileged from arrests during their attendance at the sessions of the National Assembly, and in going to and from the same.
9. The members of the National Assembly can be questioned in the courts for speeches and debates that took place during their attendance to the sessions.
10. The Constitution deprives the President of the power to veto any separate item or items in a revenue or tariff bill.
11. No money shall be paid out of the Treasury except in pursuance to appropriations made by law.
12. The Constitution made it plain that the rule of taxation shall be uniform.
13. The President is not empowered to suspend the privileges of the writ of *habeas corpus*, even when public safety demands it.
14. Decisions of the Auditor General are appealable to the President of the United States.
15. Laws respecting the establishment of religion may be enacted by the National Assembly.
16. Those born in the Philippine Islands of foreign parents who, prior to the adoption of the Constitution of the Commonwealth, had been elected to public office in the Philippines are considered citizens of the Philippines.
17. The Justices of the Supreme Court are not subject to impeachment proceedings.
18. The National Assembly should convene in regular sessions once every year, on the third Monday of the month following that on which the election of its members was held, unless a different date is fixed by law.
19. The form of the Budget and the information that it should contain shall be fixed by law.
20. A bill becomes a law if it shall not be returned by the President to the Assembly in session within thirty days after it has been presented to him.
21. The President has the power to grant reprieves even in cases of impeachment.
22. The President has the power to grant amnesty without the

INDUSTRIAL ARTS....

(Continued from page 45)

1. The seven steps are:
 1. Vocational education
 2. Better equipment
 3. Better economic service
 4. Better living condition
 5. More satisfaction
 6. Better individual morale
 7. Better group morale
2. Individual Differences in Ability
3. Nature of shop equipment: The nature of shop equipment, particularly the power machine tool equipment, is usually such that group instruction has limited application. Individual instruction is needed in this case.
4. Nature of teaching Devices: When pupils work on a project basis or on a production basis they are usually doing different things at any given time.
5. Irregular Entrance: Some students are admitted during the second semester of shopwork. Under such condition individual shop instruction must be largely used.
6. M. L. Laubach: "A 'project' is an intellectualized, wholehearted, purposeful unit of activity proceeding to completion in a social environment or natural setting."
7. W. H. Kilpatrick: "A project is any unit of purposeful activity, where the dominating purpose is an inner urge to make something."
 8. The three factors:
 1. The teacher
 2. The boy
 3. The shop
 9. Industrial arts education is organized along three main lines:
 1. The unit shop
 2. The general shop
 3. The modified shop
 10. Exercise: A piece of instructional or training work where the principal object is to give skill and practice in the application of technical knowledge, but where the value of the product is in no way considered.
 - a. Pseudo job: Where the job is carried under the most essential conditions, but where the finished job is of no value and later destroyed.
 - b. Real or production job: Where the product is secured under all essential conditions that surround the worker in the actual practice of the trade.
 11. The four steps:
 1. Purposing
 2. Planning
 3. Execution
 4. Judging
8. The four fundamental methods in teaching shopwork:
 1. The Demonstration Method
 2. The Lecture Method
 3. The Use of Instruction Sheets
 4. The "Project" Method
9. Reasons:
 1. For the personal safety of pupils
 2. For the proper maintenance of equipment.
 3. The Elements of Richard's Formula:

Efficiency varies or depends upon the technical knowledge possessed by the pupil, possession of Manipulative Skill, the possession of General Intelligence, plus job judgment and Morale.

$$\text{Formula: } E = M + T + I + J + \text{Mo.}$$
10. 1. John F. Friese
2. David Snedden
3. Charles Prosser and Charles Allen
4. Emmanuel E. Ericson
5. Newirk and Stoddard
6. Vaughn and Mays
7. Charles Bennet
8. Ira Samuel Griffith
9. R. W. Selvidge
10. M. W. Haynes
11. Charles Allen
12. Arthur F. Payne

concurrence of the National Assembly.

23. The judicial power is vested by the Constitution in one Supreme Court and all other courts of justice.
24. The National Assembly shall by law determine the residence of judges of the inferior courts.
25. The Supreme Court shall have the power to impeach members of the National Assembly.
26. The Constitution gives a detailed description of the Philippine flag.
27. All educational institutions shall be under the supervision of and subject to the regulations of the state.
28. Copyright is recognized by the Constitution.
29. Laws granting titles of nobility may be enacted by the Assembly.
30. The Constitution provides for eighty-six elective members to the National Assembly.
31. The Constitution specifies that sovereignty resides in the people and all government authority emanates from them.
32. Persons may, according to the Constitution be denied the equal protection of the law if he is a dangerous citizen.
33. No law can be enacted abridging the freedom of speech or of the press.
34. The privacy of communication and correspondence shall be inviolable at all times.
35. The executive, legislative, and judicial powers shall be vested on the President.
36. The President may appoint the Vice-President as a head of an executive department and also as a member of his cabinet.
37. The Auditor General is subject to impeachment proceedings.
38. The Constitution does not grant optional religious instruction in the public schools.
39. Universities established by the State shall enjoy academic freedom.
40. The state cannot provide for compulsory arbitration.

TEST II

DIRECTION:—This is a Multiple-Response test. Draw a line under the correct word or group of words which will complete the sentence.

1. The Treaty of Paris ceding the Philippines to the United States was concluded (December 8, 1898;

December 10, 1898; December 11, 1898).

2. The promotion of social justice to insure the well-being and economic safety of all the people should be the concern of the (people; Department of Justice; State).
3. In all criminal prosecutions the accused shall be presumed (guilty; innocent; an accomplice), until the contrary is proved.
4. The defense of the State is a primary duty of the (people; government; governed).
5. The Electoral Commission is composed of (2; 3; 4) Justices of the Supreme Court designated by the Chief Justice and six members chosen by the Assembly.
6. The (Commission on Impeachment; Electoral Commission; Commission on Appointments) shall be the sole judge of all contests, relating to the elections, returns, and qualifications of the members of the National Assembly.
7. The Commission on Impeachment shall consist of (21; 22; 23) members.
8. The National Assembly shall, with the concurrence of (1/8; 2/3; 3/4) of all its members, have the sole power to declare war.
9. The Auditor General is appointed for a term of (8; 8; 10) years.
10. The special sessions of the National Assembly cannot be longer than (30; 40; 60) days.
11. For disorderly behaviour, the National Assembly may expel a member by the concurrence of (2/3; 4/5; 3/4).
12. The Commissions on Impeachment and Appointments shall be constituted within (30 days; 40 days; 50 days) after the Assembly shall have organized with the election of its Speaker.
13. After the adjournment of the sessions of the Assembly, a bill becomes a law if the President will not veto it within (30; 30; 40) days.
14. The salary of the President as set by the Constitution is (30; 30; 40) thousand pesos annually.
15. The first election of officers under the Commonwealth of the Philippines shall be as provided for under public Act No. (122; 137; 147) of the Congress of the United States approved March 24, 1934.
16. The National Assembly, by virtue of the vote of (2/3; 3/4; 3/5) of all its members may propose amendments to the Constitution.
17. Amendments to the Constitution should be ratified by (Congress; the President; the people).
18. The Constitution of the Commonwealth shall be promulgated in (English and Spanish; English and a dialect; Spanish and a dia-

lect).

19. The National Assembly consists of (60; 27; 39) members, or seats.
20. (Election; Twelve; Fourteen) members of the National Assembly are appointed.

TEST III

DIRECTION:—This is a simple recall test. On the blank write the word or group of words that will complete the meaning of the statement.

1. No member of the Commission on Appointments of the National Assembly can appear as counsel before any court of justice inferior to the _____.
2. & 3. All cases involving the constitutionality of a treaty or law shall be heard by the Supreme Court in _____ and no treaty or law may be declared unconstitutional without the concurrence of _____ of all the members of the court.
4. In impeachment cases, when the President is on trial, the _____ shall preside.
5. All citizens of the Philippines owe allegiance to the _____.
6. Acts affecting currency, coinage, exports and immigration shall not become a law until approved by _____.
7. Foreign affairs of the Commonwealth government are under the direct supervision and control of the _____.
8. All acts passed by the National Assembly of the Commonwealth should be reported to the _____ of the United States.
9. The term of office of the members of the National Assembly is regularly _____ years, unless re-elected.
10. The age requirement for candidates to the presidency of the Philippines is _____ years or _____.
11. The regular session of the National Assembly can not exceed _____ days, excepting Sundays.
12. The proceedings of the National Assembly are kept in a _____.
13. Franchise, for the operation of public utility, is granted to corporations organized under Philippine laws if _____ of its capital is owned by citizens of the Philippines.
14. The length of time a franchise for public utility may be in force is _____ years, and can not be exclusive.
15. The age requirement for election to the National Assembly is _____ years or older.
16. The regular officers of the National Assembly are the Speaker, Sergeant-at-Arms, and the _____.
17. The annual compensation of the Speaker of the National Assembly is _____.

18. The National Assembly has the power to define, prescribe and apportion the jurisdiction of the various courts but may not deprive the _____ of its original jurisdiction to review final judgment and decrees of inferior courts.
19. In cases of conflict in the language in which the Constitution of the Philippines is promulgated, the _____ (a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____ (g) _____ (h) _____ (i) _____ (j) _____ (k) _____ (l) _____ (m) _____ (n) _____ (o) _____ (p) _____ (q) _____ (r) _____ (s) _____ (t) _____ (u) _____ (v) _____ (w) _____ (x) _____ (y) _____ (z) _____ shall prevail.
20. The government, under the Constitution has to organize and maintain a _____ police force to preserve public order and enforce the law.
- TEST IV**
- DIRECTION.** The list below are names of Delegates to the Constitutional Convention. Opposite each name, write the name of the province which each represented.
1. Jesus Parades
 2. Apolinario D. Curnio
 3. Saturnino Benito
 4. Angel Salazar
 5. Miguel Canderno
 6. Juan C. Castillejon
 7. Churu M. Recto
 8. Jose A. Clarin
 9. Juan O. Navictoros
 10. Nerebas Buenilla
 11. Wenceslao Ymanan
 12. Mercedes Aldurn
 13. Gabriel Prieto
 14. Manuel Roxas
 15. Vicente J. Francisco
 16. Manuel T. Briones
 17. Mendang Pinag
 18. Pantalon A. Pelayo
 19. Francisco Ventura
 20. Elpidio Quirino
 21. Fermín Cayna
 22. Elias Ocampo
 23. Conrado Benites
 24. Tomas Cabill
 25. Camilo Oasia
26. Norberto Romualdez
 27. Gregorio Perfecto
 28. Ricardo Nepomuceno
 29. Jose Zurbita
 30. Juan Navarra
 31. Jose Ozamis
 32. Jose Artalel
 33. Felipe Jose
 34. Bonifacio Yalp
 35. Demetrio Quirino
 36. Enrique J. C. Montilla
 37. Jose E. Humero
 38. Evaristo Sandoval
 39. Jose Alejandro
 40. Eusebio V. Sison
 41. Domingo T. Dikit
 42. Serafin Marabut
 43. Francisco Arellano
 44. Jose Montano
 45. Montano A. Ortiz
 46. Luis Masalao
 47. Fabian H. Miller
 48. Policarpo Lazara
 49. Pablo Larciano
 50. Antonio Montesa
13. 30 days
14. P30,000.00
16. Public Act No. 127
16. 3/4
17. people
18. English a n d Spanish
19. 98 members
20. Eleven
- TEST III**
1. Supreme Court 9. 3 years
 2. Chief Justice 10. 40 years
 3. 11. 100 days
 4. Chief Justice 12. Journal of the Supreme Court 13. 60% of the Supreme Court 14. 60 years
 5. United States 15. 30 years
 6. President of the United States 16. Secretary of the United States 17. P16,000.00
 7. United States 18. English
 8. Congress 19. National
- TEST IV**
1. Abra 26. Leyte
 2. Agusan 27. Manila
 3. Albay 28. Marinduque
 4. Antique 29. Masbate
 5. Bataan 30. Mindoro
 6. Batanes 31. Misamis Occ.
 7. Batangas 32. Misamis Or.
 8. Bohol 33. Mountain Prov.
 9. Bukidnon
 10. Bulacan 34. Nueva Ecija
 11. Camarines Norte 35. Nueva Vizcaya
 12. Cagayan 36. Occidental Neg.
 13. Camarines Sur 37. Oriental Neg.
 14. Capiz 38. Palawan
 15. Cavite 39. Pangasinan
 16. Cebu 40. Pangasinan
 17. Cotabato 41. Rizal
 18. Davao 42. Samar
 19. Ilocos Norte 43. Sorsogon
 20. Ilocos Sur 44. Sulu
 21. Iloilo 45. Surigao
 22. Isabela 46. Tarlac
 23. Laguna 47. Tayabas
 24. Lanao 48. Zambales
 25. La Union 49. Zamboanga
 50. Romblon

KEYS—

TEST I

1. T	6. T	11. T	16. T
2. T	7. T	12. T	17. F
3. T	8. F	13. F	18. F
4. F	9. F	14. T	19. T
5. T	10. F	15. F	20. F
21. F	26. F	31. T	36. T
22. F	27. T	32. F	37. T
23. T	28. T	33. V	38. F
24. T	29. T	34. F	39. T
25. F	30. F	35. F	40. F

TEST II

1. December 10, 1908	7. 21 members
2. State	8. 2/3
3. Innocent	9. 10 years
4. Government	10. 30 days
5. 3	11. 2/3
6. Electoral Com.	12. 30 days

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Gov't. Service Insurance System Act

(Concluding Instalment)

At the expiration of their respective terms, a successor shall be appointed for the term of three years from the date of such expiration. All vacancies, except through expiration of the term, shall be filled for the unexpired term only. The members of the Board shall devote to its business such time and shall receive such compensation or per diems as the President of the Philippines may fix from time to time. The Board shall be under the executive supervision of the Secretary of Finance.

Sec. 14. General Powers of Board.—For the purposes of this Act, the Board shall have the powers and privileges of a corporation and as such may sue and

The Board shall also have the power to adopt rules and regulations for the administration of the System and the transaction of its business; with the approval of the Secretary of Finance, to adopt from time to time its budget of expenditures including salaries of personnel, and to appropriate annually from the funds of the System such amount as may be necessary to meet the same; to prescribe the forms of life insurance and annuity to be issued to the members of the System, and taking into consideration the health, occupation, and age of the applicant, to fix the premium rates, conditions, and provisions thereof, whether of general or special application, and to authorize the issuance thereof when so determined, provided that the compulsory membership insurance shall be of general application and granted to all members without need of medical examination. These rates, regulations, and tables may be changed at any time if, in the judgment of the Board, such changes appear advisable: *Provided, However,* That no changes shall be made that will affect adversely any life insurance policy already issued.

No member of the Board shall directly or indirectly take part in any investigation, deliberation, or proceeding when such member is an interested party or when his own application is under consideration by the Board, except in connection with loans on the security of his policy.

Sec. 15. Personnel.—Subject to the Civil Service Rules applicable in each case, the Board shall, with the approval of the Secretary of Finance, appoint such technical assistants and personnel as may be needed for the proper enforcement of the provisions of this Act, and prescribe their duties and fix their salary or compensation.

Sec. 16. Records and Reports.—The Board shall cause to be kept such records as may be required for the purpose of making actuarial valuations of the System, including such data necessary in the computation of rates or disability, mortality, and withdrawal among the members and any other information that may be useful for the adjustment of the insurance plan for the members of the System. Records of operations of the System and of disbursements for the same and all accounts of payments made out of the said fund shall likewise, be made and kept by the Board.

During the month of April of each year, the Board shall submit to the Secretary of Finance, who shall furnish a copy thereof to the President of the Philippines, a report of operations of the preceding year under the provisions of this Act. It shall also cause to be posted on the bulletin board of each bureau, department, and independent office of the Government a synopsis of the annual report, showing in particular the financial status of the System.

Sec. 17. Auditing and Legal Services.—The Auditor General and the Secretary of Justice shall be the ex-officio Auditor and Legal Adviser of the System respectively. The Auditor General, or his authorized representative, shall submit to the Board soon after the close of each fiscal year, audited statements showing the financial condition and progress of the System for the Fiscal year just closed, and the Actuary shall make, as of the end of each fiscal year, an actuarial examination and valuation of the System.

Sec. 18. Physical Examinations.—For the proper enforcement of the provisions of this Act, all heads of bureaus, departments, and independent offices of the Philippine Government having physicians are hereby directed to conduct physical examinations of all employees subject to the provisions of this Act in such forms as may be prescribed and at such time as may be requested by the Board. Such physicians shall also lend such assistance as may be requested by the Board in connection with the settlement of any claim covered by the terms of any policy issued here-under.

Sec. 19. Investment of Funds.—The Board shall invest directly or through the National Loan and Investment Board, created by Commonwealth Act Numbered Seven, as amended, upon such terms and conditions as may be agreed upon between them, such por-

tions of the moneys as shall not be required to meet the current payments in the form of life annuities, death claims, or otherwise, and expenses incidental to the carrying out of the provisions of this Act, in any or all of the following ways and in no other:

(a) In interest-bearing bonds or securities of the Government of the United States or of the Philippines, or bonds or securities of said countries for the payment of the interest and principal of which the faith and credit of said countries are pledged.

(b) In interest-bearing deposits in any bank doing business in the United States or in the Philippines, having an unimpaired paid-up capital and surplus equivalent to one million five hundred thousand pesos or over: *Provided,* That said bank shall first have been designated as a depository for this purpose by the President, upon the recommendation of the Secretary of Finance.

(c) In first liens upon improved and unencumbered real estate situated in the City of Manila and adjacent municipalities, City of Baguio, and in the cities of Iloilo, Cebu, Davao, and Zamboanga, title to which is duly registered under Act Numbered Four Hundred and ninety-six, as amended: *Provided,* That no loan shall be made upon the security of real estate in excess of fifty per centum of the fair appraised value thereof to be determined in such manner as the Board shall prescribe: *And Provided, Finally,* That no loan shall be made for a period exceeding ten years, and that not more than seventy per centum of the total assets shall be invested in loans on the security of real estate.

(d) In commuting instalment payments due from the Government of the Philippines to individuals upon the proper assignment of the individual's claim to the System.

(e) In loans to provincial and municipal governments for the construction or acquisition or permanent public improvements, subject to the following conditions: That no loans shall be granted in excess of one hundred and fifty thousand pesos to a province or chartered city and of fifty thousand pesos to a municipality; that loans shall be repaid in instalments within ten years, with at least four per centum interest; that in case of default, the Collector of Internal Revenue and the Provincial Treasurer are hereby authorized and directed to withhold from the revenues of the municipality, city, or province concerned such amounts as shall be sufficient to

pay the installments and interest due and remit the same to the Board; that no loan or the interest thereon shall be remitted under any consideration; and that no loan shall be granted unless the municipality, city or province concerned shall have first demonstrated its capacity to pay the same within the time stipulated for such payment.

Loans to local governments as provided herein may be renewed in the discretion of the Board for a period not exceeding ten years and in case of renewal, the amount due at the time of such renewal shall be paid in not more than ten annual installments under the same conditions specified in the preceding paragraph: *Provided*, That such loans shall be granted only under the conditions to be prescribed by the Board.

(f) In loans or advances to the Insular Government for the construction of permanent toll bridges in accordance with the conditions prescribed in the law in such cases made and provided.

(g) In loans to members on the security of their policies: *Provided*, That no loan on the security of a membership policy shall be granted in excess of fifty per centum of its cash value, except for the purpose of continuing it in force, whenever necessary.

(h) And, generally, in such other loans or securities as may be approved by the Insurance Commissioner.

Sec. 23. *Foreclosure, etc.*—The Board shall have the right to foreclose any loan in the event of any material depreciation of the value of the security or if the terms of the loan contracted are not complied with. It shall also make proper provisions for the insurance of all property which shall be held by it as security. All such real estate as may come into its possession on account of money loaned as shall not be necessary for the accommodation of an amount of money loaned as shall not be necessary for the accommodation of the Government Service Insurance System in the convenient transaction of its business shall be sold and disposed of within five years after title to the same shall have been acquired, or within five years after the same shall have ceased to be necessary for the accommodation of the business of the System, and it shall not hold such property for a longer period unless the interests of the System will materially suffer by the forced sale thereof.

Sec. 21. *Accounts to be Maintained.*—The Board shall keep, among other accounts, the following:

(a) *Insurance Fund.*—to consist of the amount necessary to meet death claims as they may occur or such equities as any member may be entitled to, under the conditions of his policy, and to establish the required reserve to the end of guaranteeing the fulfillment of the contracts issued by the System. Said reserve shall be computed yearly in ac-

cordance with approved valuation standards and with an interest rate of not higher than four per centum per annum.

(b) *Annuity Fund.*—to consist of the amount necessary to meet annuity payments and to establish the required reserves to the end of guaranteeing the fulfillment of the contracts issued by the System. Said reserves shall be determined yearly on such mortality tables, with an interest rate not higher than four per centum per annum, as shall be adopted by the Board.

(c) *Trust Fund.*—to consist of members' proceeds of life insurance and annuity left to accumulate at interest.

(d) *Contingency Reserve Fund.*—to consist of such portion of the surplus as may be set aside each year by the Board pursuant to Section 22 hereof and of the moneys mentioned in Section 7 hereof. *Provided*, That it shall not exceed ten per centum of the mean reserves of the Sys-

(e) *General Fund.*—to consist of the amounts that may be appropriated by the Government as provided in Sections 24 and 25 hereof and of such amounts as may be set aside by the Board from the surplus, to meet the expenses incidental to the enforcement of the provisions of this Act.

Sec. 22. *Disposable Surplus.*—Any disposable surplus that may result from the operation of the System due to earnings from investments and mortality savings shall be apportioned annually among the members of the System in accordance with the schedule prepared by the Actuary and approved by the Board. The disposable surplus shall be that amount left after the mean reserves of the policies in force, the expenses incidental to the operation of the System, and other liabilities of the System have been determined and satisfied and any contingency reserve set aside by the Board.

Sec. 23. *Exemptions from legal process and liens.*—No policy of life insurance issued under this Act, or the proceeds thereof, except those corresponding to the annual premium thereon in excess of five hundred pesos per annum, when paid to any member thereunder, shall be liable to attachment, garnishment, or other process, or to be seized, taken appropriated, or applied by any legal or equitable process of operation of law, to pay any debt or liability of such member, or his beneficiary, or any other person who may have a right thereunder, either before or after payment; nor shall the proceeds thereof when not made payable to a named beneficiary, constitute a part of the estate of the member for payment of his debts.

Sec. 24. *Appropriations.*—There is hereby appropriated, and annually

thereafter, out of any fund in the Philippine Treasury not otherwise appropriated including special funds, such sums as may be necessary for the year 1937 and each succeeding year to cover the three per centum contributions of basic annual salaries or compensation of regular members of the System in the service of the national government, except officers and enlisted men of the Regular Force, Philippine Army, and the corresponding extra premiums on their membership policies: *Provided, However*, That the extra premiums on the membership policies of officers and enlisted men of the Regular Force, Philippine Army, shall be paid from the sum appropriated for the aid to the Philippine Army Pension Fund for 1937, and annually thereafter, from the annual appropriations for the Philippine Army; *And provided, further*, That in the case of regular members of the System, whose salaries or compensations are paid from special funds, the required government contributions and extra premiums, if any, shall be paid from said funds. There is, likewise, hereby appropriated out of any fund in the Philippine Treasury not otherwise appropriated, the sum of P200,000.00 for expenses incidental to the establishment and operation of the Government Service Insurance System created and established

Sec. 25. *Applicability of other laws to System.*—Except as herein otherwise provided, the Government Service Insurance System shall not be subject to the provisions of Act Numbered Twenty-four hundred and twenty-seven, as amended, and Act Numbered Twenty Eight hundred and thirty-three, as amended, and no law hereafter enacted shall apply to said system unless it is otherwise expressly provided therein.

Sec. 26. *Effective date.*—This Act shall take effect upon its approval.

Mrs. M. Ponce Lampico
REG. NURSE & MIDWIFE
COMADRONA LICENCIADA

Residence:
761 Benavides, Trozo,
Manila

Office Tel. 4-83-27
Res. Tel. 4-71-86

They're Telling Us!

Urbistondo, Pangasinan
May 30, 1937.

Dear Mr. Abiva:

The intensive review to which I subjected myself gave me the proper set of mind that made me more than ready to take the Civil Service examination last May 15. Under your direct supervision and management, I felt that the CIVIL SERVICE REVIEW CLASSES held at the Mapa Institute of Technology which I attended, was worth my money, time and energy. I learned new things which were not known to me before. Your institution then is not a mere review class but rather a PREPARATION class for civil service examinations.

For your earnestness to help teachers become stable in their positions, I wish you continued success.

Sincerely yours,

(Sgd.) Abiano Resurreccion.

10-G, 52nd St., Baguio
May, 16, 1937

Dear Mr. and Mrs. Mendoza:

I arrived from Manila last night at about eight. Before I forget, I wish to write you about my impression of the examinations.

Our first subject was General Information. Many questions were taken from the Philippine Constitution. I got them all, I suppose, because of our thoroughly and detailed study of this important document in our review class. Besides, some of the questions that came out were found in our textbooks or taken-up in our review. The next was Principles of Education, my favorite subject. There was nothing given in the test which we did not discuss in our class. The time allowed for this subject was 2-1/4 hours, but I finished the test in less than an hour. Can you beat that? In the matching type of 40 items, save for two which I am just half sure, I answered them right without much ado. Most of the items in the T and F type were taken from Romero's as well as from Isidro's books that are exclusively sold by CIVIL SERVICE REVIEW. In the multiple response and the completion types, I don't have to worry as I am doubly sure I answered most of them right—most of them were taken up in our class discussions. In my major subject, Methods on Elementary School Subjects, of course it was quite "tough" but just the same, I "weathered through" smoothly because of our discussions in Methods from Tabuñara's as

well as from Bernardis and Abades' books.

So if my estimates will not fail me, don't you think I shall follow the footsteps of my reviewer in Baguio by copying a place at the top—a topnotcher? It sounds funny and paradoxical, more or less like a day-dream, but just the same, you can't blame me for my right in voicing out my expectations.

Of course it is too premature to say that I will pass, but I know that with all the help which you have unselfishly given in my preparation for the examinations, I will come out triumphant.

Sincerely,

(Sgd.) Mas Sabalbaro.

Lnang, Hocos Norte
May 15, 1937

My dear Mr. Abiva:

I have seldom, if ever, met a man who fulfilled his word as promptly as you did, and while my regard for you was high before, it has increased tenfold. I received your check for One Hundred and Forty Pesos (P140.00) and I thank you very much for it. It came in just when I needed it so much.

Sincerely yours,

(Sgd.) Mrs. Visitacion R. Juan.

Malaniqui, Pangasinan
May 17, 1937.

Dear Mr. Abiva:

As one of the reviewers for the Junior Regular Examination in the Daguupan branch under the auspices of the CIVIL SERVICE REVIEW, I wish to inform you that your review classes had given us a better preparation than if we had only reviewed by ourselves. I would be surprised if any of the reviewers missed any of the Arithmetic problems as the principles

of all the problems that came out in the examination were taken up in our class discussions under the tireless efforts and persevering tutelage of Mr. Tunac, our arithmetic instructor.

My expectations are high, and when it will prove a reality, I'll have nothing to thank for but your CIVIL SERVICE REVIEW classes.

Yours truly,

(Sgd.) Rosario Pinlas y Pintao.

May 28, 1937

Dear Mr. Abiva:

Please include my name once more in your list of subscribers to your magazine. My subscription last year helped my students in English classes a great deal.

(Sgd.) Emilio F. Aberin

Director, Northern High School
Vigan, I. S.

Butuan, Agusan

April 21, 1937

Dear Mr. Abiva:

You certainly deserve all the credit for my success in the Junior Teacher Examination given last April 25, 1936. Much against my wish lest what I say might be misconstrued, yet, I feel constrained to thank you for Aberra's "Questions and Answers on Digest of Principles of Education" which surely gave me an adequate preparation before going to the 'front.'

It isn't air bubbles either when I say that I am one among the thousand souls who greatly appreciate the noble work you are rendering for the good and welfare of the teachers.

Wishing you greater success, I am

Truly yours,

(Sgd.) Jesus L. Ostrea.

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121 ESCOLTA

News Digest...*(Continued from page 18)***P.N.S. GIVES TEST TO MORE THAN 1,400**

The Philippine Normal School recently administered the traditional entrance test to more than 1,400 greenhorns, would-be *maestros* and *maestras*. In spite of the teachers' field being seemingly overcrowded, this teacher-training institution has for this year's enrolment 1,620 students—800 in the first year and 820 practically new—which only goes on to show that their *alma mater*, after turning them out after graduation, can vouchsafe for them in their endeavor for the survival of the fittest.

BRAIN STIMULANT

Good news for brain workers and those who feel a deficiency of brain power is the discovery of a new synthetic drug which stimulates brain cell activity. The new drug is called Benzyl Methyl Carbinamine Sulphate, generally known as Benzering Sulphate, and is known to make the brain function better like an automobile "running on all cylinders."

HITLER SAID TO PLAN EUROPEAN PEACE PACT

In view of recent developments on the European political front, rather unbelievable is the report that Adolf Hitler, dictator of Germany, is preparing to propose a Western European pact, pledging a 25-year mutual defense of England, France, Belgium, and Ger-

many. This plan of Der Fuehrer was said to have been the outgrowth of present conversations between General von Blomberg, German minister of defense, and high British officials.

Said the diplomatic writer of the British Laborite newspaper, *People*:

"General von Blomberg has made it clear Germany does not desire to attack France, Britain, or Belgium—while she insists on her right to (restoration of) her colonies.

"Von Blomberg said Germany does not want at present to press her demands for return of those colonies handed to Britain."

British officials, however, pooh poohed the reports, claimed ignorance of any such declarations.

LEAST UNEXPECTED!

The advent of *The Civil Service Review* in its second year of existence presents itself in its new form to its thousands of already satisfied readers. We undertook the pains—without your asking for it—and spared no amount of time or money, trusting that you will welcome our efforts to bring about this complete metamorphosis in making the magazine more presentable, handy and satisfactory.

The felt need of giving you what you want in a magazine like *The Civil Service Review* will be unselfishly attended to as we are doing now, hoping that you in return will reciprocate by sending in or renewing your subscription.

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Senior Teacher of Shopwork—Teacher, P.S.A.T.—Instructor, P.S.A.T. Vacation Classes and Formerly Principal, Trade School.

The high rate of mortality in the last Civil Service examination in this subject as well as in previous examinations is largely due to the non-accessibility of ready material within the reach of anybody. This book was prepared under the influence of aforesaid handicap and the persistent demand of a number of fellow-teachers. It purports to place in the hands of students who take instructions in woodworking a ready and handy reference for their guidance and better understanding of the subject matter for knowledge and information. To the teachers, it aims to give them additional material in an organized and summarized form as well as a guide for their preparation in taking Civil Service examinations in the subject.

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