

gards will then be communicated to the central leader-and-jury group as the basis for Step 2 in this local action study project.

The central leader-and-jury group will then supply (Step 2) the local school in question with a list of suggested alternative approaches to the "getting done" of each of the "mathematics jobs" which, through Step 1, the faculty has previously said it believes it should tackle. The principal pro's and con's of each alternative will be laid, in Instrument No. 2, before the local fac-

ulty group for its consideration in coming to a shared decision as to *how* it will attempt to improve its work in mathematics.

It will be noted that these procedures (Steps 1 and 2) flow directly from the assumptions (see above) which underlie the Local Area Consensus Study. The procedures here sketched for mathematics will also be followed in reference to each of the other eighteen subject or service areas of the high school.
—Harold C. Hand, University of Illinois.

Letters from Abroad

Gertrude Hankamp Fitzwater
Column Editor

A 'New Education' in the Philippines

As I read the following account of developments in Philippine education, two particular impressions stuck with me. I could not escape the fact that it was not until the Philippines were independent that educational reforms, embodying truly democratic procedures, began to be instituted. In addition, I noted that the four areas of emphasis were no less important to educators in the United States than in the Philippines. To me the article is a most informative and challenging one.

Vitaliano Bernardino is now division superintendent of schools in Bulacan, the Philippines. His past experience includes teaching in elementary schools, as well as serving as principal, supervisor, and assistant curriculum chief. He has studied in the United States and recently was executive officer of the UNESCO Educational Mission to the Philippines. Certainly he speaks from a broad background of experience.

—GHF.

GREAT THINGS ARE HAPPENING in public education in the Philippines. The educational tradition in the country, started by American pioneers in the Philippines, is for the first time undergoing a process of change. Practices copied from those prevailing in the United States during the beginning of this century are now being revolutionized.

Fully conscious of the responsibility that is now theirs by virtue of the grant of independence to their nation, Fili-

pino educators are assessing achievements of the school system and evaluating them in the light of present demands and expectations.

Other factors also have been responsible for this unprecedented interest in and effort toward improvement of Philippine education. Solution of difficulties and problems brought about by war has emphasized education's responsibility in helping to rehabilitate the economic, social and cultural life of the people.

Since the Liberation a great number of Filipino educators and students have had opportunity to travel abroad and to observe the progress that has taken place in educational systems in other countries. Two nation-wide educational surveys, one conducted by local educators under auspices of the Joint Congressional Committee on Education and the other by the UNESCO Consultative Educational Mission to the Philippines, brought into the limelight many weaknesses and shortcomings of the local school system and pointed toward possible improvements.

Organization a year ago of the Philippine Association of School Superintendents, whose membership includes the public school superintendents of all provinces and cities, is giving unity and force to the otherwise scattered opinions and efforts of the individual public school administrators. Likewise the open-mindedness, liberalism and democratic spirit of the heads of the Department of Education and the Bureau of Public Schools currently give to school administrators in lower levels an opportunity, long denied them, to be heard and to participate in formulation of national policies affecting education.

Educational developments now taking place in the Philippines stress democratization of administrative, supervisory and instructional practices; making classroom instruction more practical and functional; development of the community school; and wide application of educational and psychological principles generally accepted as valid and scientific.

Putting Democracy to Work

While the Philippine educational system has long professed to be dedicated to the propagation of democracy, a great many of its practices in administration, supervision and instruction

are undemocratic. The public school system is highly centralized, both in administrative organization and in financial support.

General policies relating to administration, supervision, curriculum and other phases of education emanate from the head of the public school system and go down the line. Although such policies were not necessarily intended to be prescriptive and inflexible, local school administrators and teachers have often regarded them as such.

Today the situation is changing. Field personnel are being given more and more autonomy in running their schools. "Freedom within the purview of existing laws and broad general policies" is a good expression to describe present policy. In actual practice, this means that although the central office continues to send out courses of study and other curriculum materials, field personnel, including teachers, are not only allowed but encouraged to make changes and adaptations in such materials. As teachers and local school people assume more responsibility for developing their school programs, "curriculum development" is replacing "curriculum making."

Last school year, the Bureau of Public Schools published *Teaching the Ways of Democracy*, which is now being used as a handbook in implementation of democracy in the schools. In teacher-training courses, in-service training programs, and in articles published in local magazines, stress is being placed on democratic values and how they can be secured in the different educational processes.

Progress will undoubtedly be slow because authoritarian concepts that have held sway for almost half a century will be difficult to break down within a short time. This is particularly true in the classroom where the re-

lationship between teacher and pupil has been based on a strict, negative discipline. But everybody is hoping that the democratic way of getting things done will seep into the various phases of Philippine education. We believe the autocratic supervisor, principal and teacher are a vanishing tribe in the Philippines!

Making Education Functional

Education in the Philippines during the past four decades has been altogether too academic and verbalized. Teachers have been teaching the textbook and course of study. Rare has been the teacher who developed his own units of work, subject matter and similar instructional materials. As a result education has not made much difference in the lives of the children. However, today there is a general trend to adapt the curriculum to the needs and interests of the learner as well as to conditions in the home and community and to evaluate teaching in terms of pupil growth.

The secondary curriculum particularly is undergoing significant changes and improvement to make it more functional. Until the outbreak of the last war all high schools, except a few giving specialized vocational training, offered a curriculum largely college preparatory, although only a small percentage of high school graduates go to college. Since the war all general high schools have abandoned the academic curriculum in favor of one which provides both academic and vocational courses. The general curriculum is intended to prepare students for life. Preparation for college is being taken care of through elective courses.

Community Education Programs

Along with the effort to make school instruction more functional is develop-

ment of the school as a more effective agency for the improvement of community life. Filipino educators are deeply concerned with the failure of the educational system to improve conditions in the rural towns and villages which constitute the greater portion of the country.

The "community school," introduced into the local educational nomenclature only a year ago, has now become a byword among Filipino educators. The community school is even more appropriate to conditions in the Philippines than to those in the United States. In the typical Philippine community school is about the only organized social agency or institution that can be relied upon to lead in cooperative social action. Filipino educators now realize that if conditions are to be improved, schools must abandon their traditional aloofness and take the added responsibility of educating adults and improving the socio-economic life of the people. The school must be one of, for, and by the community.

The PASS launched in January 1949 a ten-year program of improving education in rural areas. It has issued two publications, a Resource Bulletin and a yearbook, both entitled, *Education in Rural Areas for Better Living*. The first was published a year ago, the second is currently being released. The 1949 and 1950 conventions of public school superintendents under auspices of the Bureau of Public Schools were also devoted to discussion of problems related to improvement of community living.

One special aspect of the community school program is adult education. Before the war, a separate adult education office existed. Now, however, adult education activities are integrated with the total educational program under the Bureau of Public Schools. Adult education is at present generally accepted

as an integral function of the public school.

During the present school year the PASS, in cooperation with the Bureau of Public Schools, is engaged in the development of adult education programs in different school centers throughout the country. Results of this year's efforts will furnish the subject for the next annual meeting of the PASS and annual convention of public school superintendents.

Fitting Practice to Theory

It is said that in American education, practice generally lags behind theory about ten years. In the Philippines, this lag can probably be multiplied by four times. It is true that professional books in education and psychology published in the United States almost always find their way into the Philippines. But during the past forty years very little, if any, systematic effort has been exerted to put such principles into practice.

The "recitation" type of classroom procedure, for instance, is still the dominant type of procedure in Philippine schools. The theory of grade standards is still the basis of organizing and classifying children for purposes of school instruction in the Philippines. Measurement, not evaluation, still dominates appraisal as it is practiced in Philippine schools.

In the average classroom, the pupil is still a mere follower of the teacher; he studies what the teacher assigns. He has little or no opportunity for participating in planning, carrying out, and evaluating his learning activities. Such principles as education through self-activity, learning by experience, integration, adapting the curriculum to the child, and the like have been good only for the books.

Lately, however, "modern trends" has become a battle cry. The seeds of the "new education" have been sown. There is every indication that the harvesting will come soon.—*Vitaliano Bernardino.*

ASCD Meets in Detroit

The Association for Supervision and Curriculum Development will hold its sixth annual convention in Detroit, Michigan, February 10-15, 1951.

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