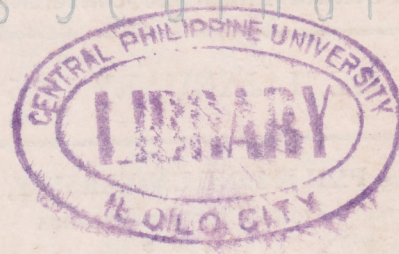


The **Teachers Journal**



Central Philippine University



Founded 1905

Iloilo City, Philippines

The

Teachers Journal

*Publication of the Faculty and Staff of
Central Philippine University*

VOLUME II JANUARY 1965 No. 2

CENTRAL PHILIPPINE UNIVERSITY, *Publisher*
Iloilo City, Philippines

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Foreword

What should be the image of the University? Shortly before this issue went to press, Central Philippine University was busy shaping one side of it. With a drama group and a singing club helping civic groups raise funds and entertain townsfolk, with sociology classes going out to a backward barrio to see what they could do to make life more pleasant for the less fortunate, with all the University folk sharing what substance they had with various beneficiaries, the school was saying, "The University should touch the life of the Community with goodness."

This issue reports some original researches done by persons connected with this school. It is our hope that future issues will not lack such contributions; for the other side of the image of the Univer-

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sity needs to be just as fully etched in the public mind. In fact, for many, this is the *raison d'etre* for a university: a collective body of sharpened, disciplined minds resting their security on the chance to probe for knowledge wherever it lies.

Two complementary sides of a well-proportioned image. Of course, the heart of it is a benign scholarship.

Irving F. Boekelheide

TRENDS in CONDUCTING PHYSICS LABORATORY WORK

What do we teach when we teach physics? What do we hope to accomplish when we send students to a laboratory? What is a sound program for laboratory activities? Dr. Boekelheide offers his alternative to the traditional concept and conduct of laboratory work

It is my assumption that with little significant change many of the remarks in this article can be descriptive of development in teaching of life science courses and other physical science courses, but my words are based on observations in physics over the past years. In the review of physics teaching that has involved all the responsive and responsible practitioners in the U.S. no facet of the teaching activity has been scrutinized more thoroughly than the laboratory. Any review immediately points up that the traditional three to six hours per week of laboratory time was embarrassingly inefficient and ineffective and nonproductive from the point of view of the student, and encumbering and expensive from the point of view of the institution. Reports suggest that this concern is shared over much of the world.

The Traditional Laboratory

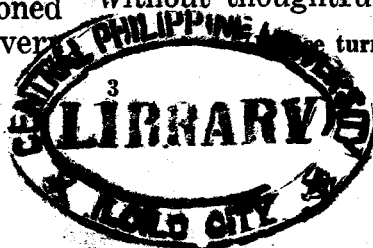
Put simply, the traditional elementary laboratory activity of the student was (and is) commonly a cook-bookish number seeking in an artificial experimental setup. While the laboratory arrangements were (and are) generally basic, they were stereotyped and the students functioned not at all imaginatively, participated ver-

little manually, and interrupted the security and composure of the physics department scarcely at all. The principal benefactor was the first-year graduate assistant who was in charge, and who, of necessity, could not avoid some thinking about the setup. Except for a few, students "served time", filled in blanks and escaped from physics thought. It is this type of laboratory, stylized for simplification, that was found wanting, and was condemned. Of course few schools would ever admit that they were that way; nonetheless the same schools have vigorous programs for change.

Problems Met

Starting with the overwhelming influx of mature, inquiring returning W.W. II veterans, and the obviously much larger numbers already bulging the walls of the elementary schools, the science educator was forced to plan physical plants and shelves of equipment for this deluge. He, in conscience, questioned the fiscal prudence of duplicating many times the traditional laboratory setup with its commonly indifferent student experience without thoughtfully probing for better

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Irving F. Boekelheide...

(Continued from page 3)

answers. The nation which had need for only a core of top flight scientists found itself in a maelstrom of scientific undertakings. Political fortunes divided the world and American science acumen was thrust into prominence with Hope and Freedom pinned to its leadership. Government and industry undertook research and development schedules in undreamed of proportions. Wages of the scientifically trained soared even beyond the cost-of-living spiral. The science educator recognized that the contribution of an institution could be multiplied by at least two ways through re-vamping the elementary laboratory: first, apt recruits to science might respond through positive motivation; and second, a fresh mode of operation in laboratory could give a taste of creative thinking and objective report writing. The preparatory schools, which had had a history of classic, stilted training with a few exceptions, began to adopt any or all of dynamic modernized programs and activities that shamed some colleges into review of their science. Some of these high school stimuli enumerated are 1) the mathematics program of the school Mathematics Study Group, 2.) the same for the Physical Science Study Committee, Chemical Bond Approach, Biological Science Study Group, 3) annual local and national Science Fairs, 4) newsmagazines and newspaper articles, 5.) television programs purposefully educational or not, 6.) summer enrichment programs as conducted by the National Science Foundation for high school science teachers and high school students, etc. Sensing the imminent growth in science education, the industries dependent on American education studied the problem and began to present to the science educator a wide range of new laboratory

equipment, and even alternate to the routine laboratory experience, activities such as movies, film strips, class demonstration equipment, reoriented manuals, teaching machines, etc.

Examples of Answers

The responses of the many colleges to the impact of the new demands made of their laboratories, to the sundry diversifying laboratory equipment, and to the hosts of ideas pertaining thereto could not be easily enumerated. Suffice it to describe several.

In 1959-1960, in a sharp break from their tradition, Prof. Margaret Wagoner of Stanford University covered a central laboratory with representative equipment and gave few general assignments, perhaps something like "Design an experiment and report it, on the measurement of 'g' to 1%," or "Design an experiment and report it, on something significant to you on the properties of springs," etc. What a surprise to those students who had already borrowed the laboratory notes from an earlier student!

Starting in 1961-1962 many colleges used the comprehensive beautiful Harvey White movies in lieu of the ordinary laboratory. Most have modified to intersperse these wonderful movies with actual manipulative experiences in a laboratory.

Many institutions, so intent on post-graduate prestige that they can't be bothered, have done little more than assimilate contemporary concepts into the laboratory activity, and still require blank-filling, cook-bookish number-seeking. They are inclined to excuse this because of the truly vast numbers of students they must handle. Often however, there is a vivacious, knowledgeable professor in charge who makes it his teaching contri-

bution to vitalize the laboratory, and he personally attends the students, jostling them with questions and attention until the net effect is excellent, even though stylized.

A few colleges (financially pressed ones?) conclude that laboratory is not worth the investment in time or equipment and dismiss this area of physics learning with a few demonstration lectures. Many colleges have chosen demonstration lectures to replace certain of the difficult experiments. New projection techniques enhance the worth of this scheme.

Finally a few words on the revolutionary program now in effect for elementary science students at the University of California at Berkeley. Aware of the high cost of traditional equipment, and the need for each student's manual involvement in the experiments, and sensitive to the very high quality of their selected students, Prof. Alan Portis has designed an entire 3-semester course with only five basic laboratory tools — the oscilloscope, a low frequency square wave generator, an R.F. wave generator, a power supply, and a multimeter. All laboratory experience deemed essential is synthesized to these instruments. There is mixed reception to this idea, even in Berkeley. While this scheme represents a part of the trend, I repeat that their students are highly selected. The lecture course is also significantly different from that given in most U. S. colleges.

Recommendation

Finally, I'd like to describe my recommendation to replace the traditional laboratory. I would usually try to confine all the activity to the one 3-hour laboratory period per week, with neither special student anticipation, nor take home write up. Next, and of some importance, I would try to prepare throwaway sheets and directions (Please turn to page 29)

Ralph E. Knudsen

Some Contemporary Issues in New Testament Studies

In the spirit of the biblical injunction to seek the truth, Dr. Knudsen points out some implications for faith and scriptural scholarship of the new depth studies being conducted on the bases of the Christian faith. It is in the hope that believers will be more believing when their faith is tested and found *not* wanting that the *Journal* offers this stimulation in religious thought.

There are two terms in the subject which should be interpreted. The word "some" suggests that all New Testament issues will not be discussed in this paper, but that a selective process will be pursued in determining the subjects for consideration. The word "contemporary" sets in general the time element for selecting the issues involved although "contemporary" is a flexible term which may include a century or a tenth of a century depending on the areas of discussion and length of time to be covered. "Contemporary" includes those happenings which are coming into being during a period of time characterized as the present or modern. This paper will be concerned with issues which have largely emerged since the first world war to the present time, or a period of half a century.

The issues which have been selected for discussion should interest all serious students of the New Testament. The consideration will not be exhaustive, for such would demand many papers or even books, since each subject has been dealt with

extensively in articles as well as in books. It is not our purpose to discuss the pros and cons but rather to delineate briefly some areas of study. If a point of view is expressed it is more for clarification than for argumentation.

Form Criticism — Formgeschichte

Form criticism is a method of dealing with materials usually oral, but may include written which for some time were transmitted as oral tradition.

The form critics view the "gospels" as the work of the church scattered about the Mediterranean basin, which was involved in worship, missions, common work and polemical discussions. The stories about Jesus were told and retold many times before written into our gospels. It is thought that the needs of the community determined the choice of material which was eventually written down.

The form critic suggests that "folk memory", the vehicle of tradition, nor-

(Please turn to page 6)

Ralph E. Knudsen...

(Continued from page 5)

mally operates with small units of incidents, stories or teaching. At times a limited number of types or units may be used into which is poured the content of each particular unit, which forms came to be known as "sits im leben" or the basis of transmitting and preserving tradition. This is the period known as pre-literary history. Experimentation with this approach to gospel study has given evidence of values, but it has also serious limitations which often outweigh the values.

The term *formgeschichte* was first used in 1882 by F. Overbeck and used by Martin Dibelius in 1919. This method of gospel study seeks to untangle the different layers of tradition and discover the growth of the "forms" utilized in gospel composition. Dr. Dibelius was interested in reconstructing the conditions under which forms were created, concentrating on the earliest tradition. This also included the question of "sits im leben" which was recognized in the early preaching of Christianity. Rudolf Bultmann was more radical and combined "form criticism" with literary criticism, in which the historical-philological method was also applied to the material under study. Bultmann was interested in distinguishing between Palestinian and Hellenistic tradition, but recognized that probably only from Palestinian sources could information come about Jesus. In some later works, such as "Jesus and the Word" and "New Testament Theology" he has indicated a willingness to find some historical incidents within the so-called legendary material. The conclusion seems to indicate that it is possible to write on the deeds and words of Jesus but not on the life and teaching of Jesus.

The synoptic material, the first three gospels - Matthew, Mark and Luke, was classified and consider-

ed as "paradigmata" which was a short scene explaining the situation and usually including single sayings of Jesus, usually connected in the account. A second designation was "apopthegmata" which was concerned primarily with significant sayings of Jesus. Another category was "novellen" or the miracle stories, especially the healing miracles. A final category was called "legenda" which was concerned with the person of Jesus, but does not imply historical evaluation. Some writers had different designated categories but in essence the above categories include most of the forms.

In recent years certain tendencies have emerged in this study. (1) It has been transformed more into a history of the evangelist, giving consideration to theological perspectives so that the individual composer becomes better known. (2) The method of form criticism is now used on non-synoptic material in the New Testament in order to recognize fragments of catechetical instruction. (3) W. L. Knox has tried to correct the assumptions of form criticism that the earliest strata was oral and seeks to establish "tracts" or smaller collections of the sayings of Jesus. The tendency is to postulate a higher reliability to the synoptic gospels. This approach has been described as a variation of form criticism.¹

Demythologizing

The process of demythologizing the gospels emerged in Germany following World War II. Rudolf Bultmann contended that scientific man could not understand the unscientific language and ideas of the New Testament. The tripar-

tite world, heaven, hell and the world, is incomprehensible to modern man. "The cosmology of the New Testament is essentially mythical in character."² Bultmann wrote a paper in 1940 on "Demythologizing — existential interpretation" which brought the issue to the fore. Mythology is declared to present truth though in obsolete ways, sometimes as allegorical narrative. It is stated that modern man cannot believe in a world of spirits, spirits from above and from below, who influence him upon the earth. "Now that the forces and the laws of nature have been discovered, we can no longer believe in spirits, whether good or evil."³

The issues are posed in certain questions which indicate the involvement in the process. How is it possible to preserve the essence of the Christian faith, namely, "God acted without man in and through Jesus Christ," without demanding the acknowledgment of the mythological pattern of biblical presentation? (2) How retain the resurrection with the myth of the empty tomb as first fact? (3) How retain Jesus as the Son of God without the Virgin Birth? (4) How hold to the coming of the Kingdom of God without the extreme apocalyptic panorama? (5) How assert that Jesus Christ should be proclaimed as the crucified and risen Lord without the obstacle of the time-bound language of mythology? "The real purpose of the myth is not to present an objective picture of the world as it is, but to express man's understanding of himself in the world in which he lives. Myth should be interpreted not cosmologically, but anthropologically, or better still existentially."⁴

Those questions and the attempt to answer them have presented to (Please turn to page 22)

¹*Peake's Commentary* (New edition edited by Matthew Black and H.H. Rowley), article on "Form Criticism of the New Testament," by E. Denkler, p. 683

²*Kerygma and Myth* - ed. by Hans Warner Barsch, p. 1.

³*Ibid.*, p. 4

Reuben E. Slesinger

Pointers for Professionals Turned Teachers

Although the successful professional should be in the best position to tell others how to succeed in his field, his success in the profession does not guarantee that he can effectively teach others how to do it. Dr. Slesinger here gives many wise suggestions for successful teaching.

The Journal acknowledges great indebtedness to the South-Western Publishing Co. of Cincinnati, Ohio, for disseminating helpful information through its service magazine, *Collegiate News and Views*, from which the following quite extensive excerpts are taken.

The word education comes from the Latin and suggests *to lead out or to draw out*. At once we begin to realize that teaching too frequently is the opposite. It has come to mean, for many, a filling-in process. The teacher pours in facts, details, and principles as if the human mind were a sponge and the final examination a sort of wringing-out process. Certainly on the college level we should, in the words of Tryon Edwards, attempt "to discipline rather than furnish the mind; to train it to the use of its own powers, rather than fill it with the accumulations of others."

Teaching calls for the use of facts, of course, but it also calls for the stimulation of enthusiasm of the students. Teaching should challenge students to develop their capacities to the fullest. We sometimes think that we learn a great deal in four short years in college. Yet the greatest learning takes place in the years of infancy when a child, without a single word in his vocabulary, begins to use his five senses to learn, to recognize, to say single words, to phrase whole sentences, to separate himself as an entity from the world around him. He accomplishes all of this, not in school and not with trained teach-

ers, but at home, and frequently under unfavorable circumstances. Why? Because he has enthusiasm for learning and he has an almost uncontrollable sense of curiosity.

The tragedy of formal education lies in the killing off of the enthusiasm for learning and the toning down of curiosity asking questions, we cease to be receptive as something undesirable. When we stop asking questions, we cease to be receptive to the education process. If adults would only ask as many questions as children, we would be a much wiser people.

A good teacher is one who arouses enthusiasm for his subject and encourages the student to be curious about it and to ask questions — and then later to try to answer them through further study.

This is the basic responsibility of a teacher — a responsibility well described as follows:

"Surely it is not necessary to elaborate upon the importance of *quality* in college teaching. What college young people make of their lives depends in no small degree upon it. Indeed what the lower school children make of their lives de-

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Reuben E. Slesinger...

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pende to a degree upon it, too, because their teachers are the products of the colleges. It is not too much to claim that, in the long run, the speed with which a society progresses and the effectiveness with which a country solves its social, economic, and political problems are influenced greatly by the quality of its college teaching."¹

Born Teachers?

So much for education and teaching. Let us now raise the question as to how college teachers are trained to meet their responsibilities. A report of the President's Commission on Higher Education puts the matter very bluntly: "College teaching is the only major learned profession for which there does not exist a well defined program of preparation directed toward developing the skills which it is essential for the practitioner to possess."²

For the most part, college teaching assumes that the programs leading to Master's and Doctor's degrees are in the main satisfactory as preparation for college teaching. But the critics argue that attending classes, writing papers, doing research for advanced degrees does not in itself constitute adequate preparation for teaching.

Since a substantial number of graduate students become college teachers, the key to developing effective future teachers rests in their training. This being the case,

¹Fred J. Kelly, *Toward College Teaching* (U.S. Government Printing Office, Washington, 1950), p.1.

²Quoted in Kelly, *ibid.*

the question has been raised: Should a graduate school include teacher training or should these schools assume that course work and research for a thesis or dissertation are adequate training for the life of a professional teacher?

Graduate course training as a preparation for teaching has run into a special problem in recent years with the increased emphasis on research ability as the key for advancement in teaching. Thousands of graduate students, however, will not become teachers, and many teachers are not research motivated. Thus, there are two basic objectives in teacher training—namely, competence in subject matter and ability to teach.

Dr. Howard Bowen in his study, *Graduate Education in Economics*, expresses his view on the minimal standards regarding teaching ability as follows:³

1. At the time of receiving his Master's degree, a student should be able to teach, under supervision and with time for preparation, the first undergraduate course in principles of economics;
2. At the completion of the Ph.D., the candidate should be prepared to teach, at a level of proficiency acceptable in a leading university or college, principles of economics, the first undergraduate course in his special field, and (given time for preparation) intermediate economic theory.

The same expectation may be set forth for other courses in the other disciplines — elementary courses to be taught by Master's and second level courses to be

taught by those who have newly won their Doctor's degrees.

The point has been made that a graduate student should be able to teach even though he does not plan to—on the assumption that other jobs he may take require some ability to impart his knowledge to others. It may or may not be true that "almost all economists (and those trained in graduate business subjects) are in some sense teachers." The charge will not be silenced that preoccupation with research, especially the writing of a dissertation on a restricted topic is narrowing; whereas a competent teacher needs breadth of knowledge and ability to organize, synthesize, and criticize a wide range of ideas. On the other side of the coin, the critical quality learned in writing a dissertation helps in analyzing related problems.

Most university graduate professors operate on the assumption that they do not feel any responsibility in training their doctoral students in the art of teaching, or that this duty has been met by providing teaching assistantship and informal aid to these assistants. Very few favor a formal instruction in pedagogy as part of the graduate program. Department heads, however, in colleges not giving graduate work often feel differently. A common belief among these departmental heads is that more teacher training should be given.

At present, the responsibility for training the college teacher rests with the individual himself, i.e., he picks up public speaking, psychology, and method, and observes his own teachers. Informal training is provided by the graduate school in the sense that a graduate student is allowed to teach an elementary course while studying for his degree. The employing college which conducts a sort of on-the-job-training, internships, ap-

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³*American Economic Review Supplement*, (42:4, Ch. 10, *passim.*) September, 1953.

Elma S. Herradura

Analyzing a Study of Measurement of Teacher Merit

The study being discussed here was done in Raleigh, North Carolina, but is presented here for the implications it may have for the evolvement of teacher-rating scales.

This study of teacher merit was authorized by the State Education Commission which was created by the General Assembly of North Carolina. The latter body wanted to know what convenient indices of teacher worth are valid enough to justify their use for salary purposes. Although the researchers failed to fully realize this objective, the study was of value in making those concerned critical of existing procedure for merit rating. It also led to several findings of educational significance about the characteristics of a good teacher.

The research did serve one immediate purpose—to determine the validity of the rating of teachers' merit by their official superiors, an index which the General Assembly had thought of using to determine teachers' salaries. The researchers concluded that this method of rating lacks

sufficient validity to justify its use for salary purposes.

The researchers felt that the proved ability of a teacher to make desirable, balanced changes in pupils is the most acceptable criterion of teacher merit; however, they did not recommend its use because of the time, trouble, and expense involved. The study did show that a battery of direct tests like the personality paired-traits method used by the principal and by the teacher's peers, and the pupils' ratings of their teachers on the social behavior scale, would be more valid than the State's existing system of measuring merit by training and experience. Here again, the researchers believed that the expense and the complexity of such a battery makes its use prohibitive.

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In failing to recommend any system of measuring teacher merit as basis for paying teachers' salaries, McCall reflects the growing consensus among educational writers that the major objective of teacher appraisal is to improve performance and that it is likely to be handled effectively if it is not tied to salary problems.

The research director points out at the outset that those who cannot agree that the proved ability to produce desirable growth in pupils is the most acceptable criterion of teacher worth, will not be able to accept any of the conclusions. It is easy to agree with McCall and Campbell¹ that the effectiveness of the teaching performance can be determined by the growth in achievement that pupils make while under the direction of the teacher. However, one cannot help questioning the use of the change-in-pupil achievement as the only criterion for determining teacher worth. For one thing, this method of measuring teacher worth does not adequately recognize the influences on pupil learning other than the teacher, influences like home and out-of-school experiences, and emotional and psychological factors.

Moreover, pupil growth cannot really be fully measured, notwithstanding the rather wide variety of tests used. The researcher, in anticipation of this criticism, expressed the belief that it was not necessary to measure every growth produced in the pupils, and that the research should provide only for a reasonably adequate sampling of all types of good growth.

¹Roald Campbell, et al., *Introduction to Educational Administration* (Boston: Allyn and Bacon, 1958), p. 106.

Conceding this, one can still argue that growth in terms of attitudes and values developed in children may elude measurement and may not even be evident until years later.

All these "misgivings" about the use of change-in-pupil achievement as index of teacher merit are expressed not so much to question the wisdom of the choice as to show the complexity of pupil growth and the difficulty of measuring it. This fact should give an idea of the difficulties involved in merit pay.

Another objection to the use of the growth criterion is that differences of class size and of the capacity of classes to "grow" may invalidate the criterion. To answer this objection, the researchers had taken measures to make corrections for variations in class size and capacity to grow. How effective these measures were is hard to tell. As there was consensus that considerable growth in handwriting, for example, was not worth so much as an equally large growth in social behavior, various growths were "weighted" on the basis of common sense as well as on judgment of test experts.

Although one cannot accept the growth criterion without hesitation, one is forced to concede after considering other criteria, that it is difficult to find another criterion that will call forth less criticism. For example, experience may immediately evoke such objections as "Ten years' experience may be only one-year experience repeated ten times"; college marks may call forth, "Bright students do not necessarily make good teachers; in fact many bright students make poor teachers." Ratings made by teachers' superiors or peers are often decried as subjective and often based on personality characteristics rather than on performance. Thus, in spite of misgivings about the validity of the growth criterion, one is forced to agree

with the researchers that it seems to be the best criterion for evaluating worth of teachers.

An interesting part of the research is the surprising results of the evaluation of conventional methods of measuring teacher merit. The validity of five conventional methods and of 20 new methods of measuring teacher merit was determined on the basis of the criterion-score (the teacher's score as determined by the growth produced in pupils). The study showed that the index of validity of training is 10 per cent;² amount of experience, 12 per cent; rating by principals, -6 per cent; rating by peers, -11 per cent; confidential rating of teacher by himself, 39 per cent.

Of the new methods only the following had indices of validity of 20 per cent and higher.

Personality paired-traits method used by the principal	20%
Pupils' ratings of their teacher on the social behaviour scale	22 and 39%
Test of political tolerance..	24%

The following methods had negative indices of validity:

1. Personality plus-minus technique used by the principal	-6%
2. Personality plus-minus techniques used by peers	-10%
3. College marks	-28%
4. Morris trait index	-7%
5. Questionnaire on variety of games played	-43%

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1. The index of validity is reported in per cents in this study. Whether the researchers meant 10 instead of 10% or whether the index of validity was computed in terms of per cents rather than *r*'s, was not made clear in the research report.

The Isolation of Hiligaynon Statements

This article attempts to define the *Hiligaynon* statement and to identify its subclasses in terms of a description of its contrastive structuring and the elements that function in its basic patterns.

This is a part of a Master's thesis whose objective is to compare and contrast the signalling features of English and *Hiligaynon* and to predict student difficulties which may arise from the nature of the languages in contact.

A Felt Need

Researches, especially by linguists, on the nature and functioning of language have constantly been undertaken. In recent years this interest has brought about a new approach in the teaching of languages. The new approach, better known as the second language approach, can be more effectively used if the teacher understands the structuring of the native language of the learner as well as that of the new language before teaching the new language to him. This new approach also requires teaching materials which are based on a scientific description of the native language of the learner and the target language. The interest in the new approach has spread in many countries.

After the second world war this approach caught the interest of Philippine educators, and today it is being implemented in many schools. The need for the second language approach is not far to seek: every Filipino child is taught to be multilingual. Because of the diverse languages or dialects in the Philippines, there is a real need for a descriptive analysis of these different dialects, if language is to be taught scientifically. It is only after such studies are made that more effective teaching materials can be prepared. It is for this reason that this study was undertaken.

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Sources of Data and Method of Procedure

A collection of different *Hiligaynon* sentences from the corpus of this research. The utterances and their responses were recorded as they were heard from different types of people in and around the city of Iloilo, a speech community comprehensive enough to represent the dominant speech of the Western Visayas region, the *Hiligaynon*.

These utterances were next sorted according to Fries' method¹: classifying the utterances according to their responses. This procedure closely followed Fries even to the point of terminology, in anticipation of the comparative study later to be undertaken. Through this procedure, the questions, the commands and requests, the calls, the greetings, the leave-takings, and the statements in *Hiligaynon* were isolated.

After this step, the sentences were examined for their structural signals, to find out what distinguish them from each other. The questions were analyzed first and sub-types were isolated. This detailed analysis involved the study of the significant features of the original sentences in the corpus. After this was done, these same utterances were manipulated to discover which of the features are the significant signals of a type of utterance in that their signalling value is not nullified by the manipulation. These were set in

frames or patterns for their identification. The same procedure was followed in the analysis of the other types of utterances which the corpus yielded.

After identifying and isolating the *Hiligaynon* statements, the next step was to discover the significant internal features of utterances that the writer as a native speaker of *Hiligaynon* could react to as one statement each. After ascertaining the significant features, these were made the criteria to set against longer utterances, in order to determine how many statements are found in them. Every recurrence of the set of features is considered evidence of the occurrence of another statement.

After the basic pattern was discovered, the statements in the corpus were examined again to find out how many types of *Hiligaynon* statements there were.

Significant Features

Among the signals that distinguish *Hiligaynon* sentences from each other, intonation has been found to be of primary significance. This conclusion was arrived at after finding that certain sentences can become any other type of sentence without any change of word form or word order, simply by changing the pattern of intonation. The contrastive analysis of the collected samples showed that the *Hiligaynon* statement has a sustained pitch 2 dropping to pitch 1 only at the last word or syllable in the utterance. The command is distinguished from other types of utterances by its sustained pitch 3 intonation pattern. When this pattern is modified by a glide from pitch 1 to pitch 3 on the last word or syllable, the utterance becomes a request. A sustained pitch 2 with a final rising glide from pitch 1 to pitch 4 signals a question.

Examples:²

	Pitch 2	P. 1
Statement:	a. Mamunyag na ako sang mga tanum.	
	b. Will water already I the (plural) plant	
	c. 'I am going to water the plants now.'	

	Pitch 2	P. 1-4
Question:	a. Mamunyag na ako sang mga tanum?	
	c. 'Shall I water all the plants now?'	

	Pitch 3	P. 3
Command:	a. Mamunyag ka na sang mga tanum.	
	b. To water you now the (plural) plant	
	c. 'Water all the plants now.'	

	Pitch 3	P. 1-3
Request:	a. Mamunyag ka na sang mga tanum ay.	
	c. 'Please water all the plants now.'	

²(a) is the utterance in *Hiligaynon*.

(b) is the transliteration in English of the utterance.

(c) is the closest translation.

(Please turn to page 27)

¹Charles C. Fries, *The Structure of English*, (New York: Harcourt, Brace and Company, 1952) Chapter III.

RESEARCH NOTES

on off - campus studies

What Does the Filipino Tend to Be Like?

In a study of samplings of Filipino students of both sexes, in Manila and in the province, Father Bulatao comes up with some interesting pronouncements about Filipino "trends of behavior" and how these are related to some outstanding features of our cultural behavior. Some such arresting statements are to the effect that

1. The Filipino woman is the typical Filipino because of a manifest consistency in preference patterns;

2. The preferences of the Filipino man are more affected than those of the Filipino woman, by the culture pattern into which he is transplanted;

3. What is variously considered by outsiders as Filipino "servility" or "smoothness in interpersonal relation" actually is the expression of a "need to maintain distance from strangers";

4. The Filipino woman is a paradox of retiringness and an intense achievement and aggression drive, as witness the ladies who are sagacious in business and multiplying in number in the professions;

5. The love for politics seems to be the manifestation of the "Filipino trust in authority as the means for solving problems."

"Personal Preferences of Filipino Students," by Jaime Bulatao, S. J., Ateneo de Manila
Philippine Sociological Review, Vol. XI, nos. 3-4, July-October, 1963, pp. 168-178

The Historic Meaning of "People's Revolution"

A colorful, though "shadow" figure in American foreign relations, Major-General Edward G. Lansdale, seeks to define the meaning of "people's revolution" by seeking parallels in history to the present struggle in Vietnam. He finds them in such great episodes as the British Magna Carta; the French struggle for liberty, equality, fraternity; and the American Declaration of Independence. In current times, the Vietnamese imbroglio is suggested to be not too different from the cases of Malaya and the Philippines at the height of communistic activities in these countries, and the solution to it may have to follow the pattern of a "win" set in these countries.

General Lansdale submits the proposition that this present struggle is one mainly of ideology — that the seemingly ineradicable Communistic idea can be opposed only by a better idea so expressed "on the battleground itself, in a way that would permit the people, who are the main feature of that battleground, to make their choice." To save democracy for Vietnam, General Lansdale strongly advocates American involvement in the internal struggle of that beneficiary nation in other ways than the giving of material and military aid.

To him, a winning fight in Vietnam is not a fight *against* the Communists but a fight *for* the people.

The impact of such proposals as this will be interesting to watch in the workings of American foreign policy in emerging and struggling nations.

"Vietnam: Do We Understand Revolution?" by Major General Edward G. Lansdale
Foreign Affairs - An American Quarterly Review, Vol. 43, No. 1, October, 1961, pp. 75-86

Research Notes...

(Continued from page 13)

What the Last Philippine Census Tells Us

1. The high annual growth rate of 3.06 accounts for the official record of our population at 27,087,685 persons as of February 15, 1960. The most sparsely populated region is the Cagayan Valley, with 39 persons to the square kilometer. The Western Visayas, with 1939 persons to the square kilometer, is the most densely settled outside of Manila which had a population density of 29,744 persons per square kilometer. At the present rate, the population is expected to double in 25 years.

2. Since 32.9 per cent of the population is of the 15-34 age range, and 28.8 percent is of the 5-14 age range, the 1960 census shows that the Philippines has a "young" population. The median age has dropped to 17 years, from 20 years in 1903.

3. The proportion of married folk is getting bigger.

4. The unemployed labor force was 6.3 per cent of the total labor force.

5. Farmers, farm laborers, fishermen and related workers compose 61 per cent of the employed labor force. Among the paid workers, they make up 32.4 per cent; of the self-employed, they account for 68.4 per cent, and of all the unpaid family workers, 86.7 per cent. Craftsmen, factory operatives and workers in related occupations come a poor second with 13.3 per cent of the total force. Professionals are a mere 2.8 per cent.

6. Men who are employed number 5,721,000; women, 2,818,000.

7. About one-eighth of experienced labor in construction were unemployed, the highest unemployment figure among in-

Delinquency in Terms of Economics

In a study of student leaders and delinquents among adolescent boys, relating their achievement in certain basic subjects with their attitudes toward school and with the economic status of their parents, one significant pattern of delinquency was brought out. Its implications for Filipino studentship should be worth studying.

Data show that when children of "white-collar" parents become hostile to school work, they are more so than are the "deviant" children of "blue-collar" parents. The explanation advanced by the researcher is that "white-collar" children are brought up to value success in education very highly. Failing to attain this success, they defend themselves by a seeming dislike for school. "They reject so harshly because they are socialized to want so badly." Hostility to school among "blue-collar" deviants, though significant, is not carried to such extremes.

"Achievement and School Attitudes of Adolescent Boys as Related to Behavior and Occupational Status of Families."

by Carl Weinberg, University of Delaware.

Social Force, A Scientific Medium of Social Study and Interpretation, Vol. 42, no. 4, May 1964, pp. 462-466.

dustry categories.

8. Literacy as of 1960 was 72.0 per cent. Highest median grade completed was 5.1. Highest literacy figure was registered by the female sex of the age range 15-19, with 86.4.

"The Population and Other Demographic Facts of the Philippines."

Office of Statistical Coordination and Standards, NEC.

The Philippine Economy Bulletin, Vol. II, no. 4, March-April, 1964, pp. 5-11.

Nenita Sornito

Teaching Mathematics the Integrated Way

Learning is said to be more lasting when acquired through many avenues. Miss Sornito demonstrates how mathematical concepts can be made intelligible through different approaches.

[After teaching] high school mathematics for four years and college mathematics for eight years, the writer has become aware of the state of unpreparedness of high school graduates for the study of college mathematics. She is, therefore, of the conviction that there is an urgent need for remedial measures to improve our mathematics instruction in the high school. Unless this is done, the teaching of the subject can not accomplish its objectives, namely, (1) to provide young people with a powerful tool in industry and in their daily living, and (2) to provide a discipline that will develop their mental capacities to the optimum degree.

There are a number of areas open for investigation in order to accomplish these objectives, such as (1) *The Teacher-centered Area* (upgrading the teacher's preparation), (2) *The Student-centered Area* (a study of the student's fitness for, and difficulties in, the study of mathematics in relation to their latent mental capacities), (3) *The Curriculum-centered Area* (re-examination of our mathematics curriculum and offerings in order to update them, and (4) *The Classroom-centered Area* (developing and improving the methods and techniques of teaching the subject in order to improve the effectiveness

of instruction). The researcher limits her investigation to the fourth area, by experimenting on the use of a specific pattern or technique herein called the teaching of integrated or unified mathematics. This idea was conceived by the writer during her years of teaching and observing, and its basic idea is shared by many mathematics teachers and textbook writers abroad. This is evidenced by recent college textbooks like *Integrated Algebra and Trigonometry* by Vance,¹ *Elements of Calculus and Analytic Geometry* by Thomas,² and many others.

While some efforts at integration in college mathematics are now in progress, the writer is not aware of similar attempts made at the high school level here in the Philippines, although many mathematics teachers have expressed opinions in favor of the idea, hence this experiment.

(Please turn to page 16)

¹Elbridge P. Vance, *Integrated Algebra and Trigonometry*. (Reading, Mass.: Addison - Wesley Publishing Company, Inc., 1960.)

²George B. Thomas, Jr., *Elements of Calculus and Analytic Geometry*. (Reading, Mass.: Addison - Wesley Publishing Company, Inc., 1959.)

Procedure

ORGANIZATION OF THE CLASSES. Two experiments were conducted, the first during the first semester of 1962-1963 and the second during the first semester of 1963-1964. In each experiment two classes each consisting of 35 students were constituted; one was identified as the control group and the other, the experimental group. For convenience, the experiment was conducted in a Mathematics 110 (Review of High School Mathematics and Solid Geometry) class, with students in the first year of the College of Engineering at Central Philippine University as cases. These classes were made as identical as was possible under the circumstances. This was done by administering a survey test to determine the general background of the students.

TEACHING OF THE CLASS. The classes were taught by the researcher herself. The decision to do so was dictated by the desire to eliminate the problem of looking for two teachers who are truly comparable. The experimenter, however, was very well aware of the danger of a bias in the teaching when the teacher favors one of the factors to be tested. At the very outset she made it a point to adopt the scientific attitude. She did her best to equalize everything about her teaching in both classes except for the patterns used, the traditional pattern in the control group, and the integrated pattern in the experimental group. She did not have much difficulty with the teaching of the traditional pattern, since she had been following this for a number of years. In the teaching of the integrated pattern, however, the researcher had to collect her teaching materials from recent books and current mathematics journals and had to seek the assistance of her adviser

proach in teaching fundamental concepts like the theory of sets, functional concepts, and others, and (2) using algebra in the teaching of geometry and vice-versa.

EXAMPLES OF INTEGRATION. The following are some of the examples of integration:

1. *The teaching of signed numbers.* To beginners in elementary algebra, signed numbers mean nothing more than numbers preceded by plus (+) or minus (-) signs. This is practically what most high school graduates would give as definition. Such a definition would be like calling the picture of a man, or the written name of a man, the man himself. Some teachers would correct this misconception by telling the class that numbers preceded by the plus sign (positive) are numbers greater than zero (0) and numbers preceded by the minus sign (negative) are less than zero (0). Some may say that they are directed num-

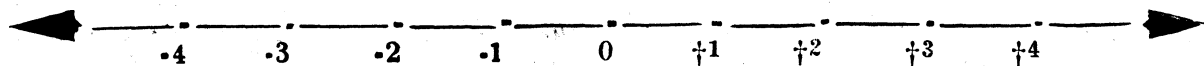


FIGURE 1
DIRECTED LINES

THE VARIABLE FACTORS. Other variable factors than the teaching techniques involved were next considered. Among these were (1) the age factor, (2) the sex factor, (3) the study load factor, and (4) the socio-economic factor. A careful examination of the situation revealed that the influence of these other variables was nullified; that is, they were practically held constant in so far as the groups were concerned. The time of classes and the environmental conditions were also equalized. After these were considered, the experimenter was satisfied that the variables were practically controlled and there was nothing left to influence the results except the teaching pattern which was the subject of the investigation.

in the organization of her teaching materials. These materials were used to supplement the basic text.

The researcher realized the fact that it is just impossible to effect complete integration. According to Professor Fehr, in order to do this, it would be necessary to "establish a new set of postulates, for surely those of Euclidian geometry are distinct and based on different elements than those of algebra." At present, there is no such set of postulates that the writer is aware of. The researcher, therefore, had to resort to other means and ways of teaching the experimental group, namely, (1) employing algebra and geometry simultaneously; that is, using both the algebraic and geometric ap-

proach. Both of these so-called corrections or further explanation, though correct, would still be very vague, and would leave the students still wondering.

But if the definition or explanation is clarified by the use of directed lines (Figure 1), then the students will begin to attach some significance to positive (+) and negative (-) numbers by looking at the picture. This would be just the same as showing the picture of a man instead of trying to make a verbal or written description of his face.

2. *The process of multiplication.* Multiplication in arithmetic can be translated into proportion in algebra. (Please turn to page 31)

Leda F. Gerona

The Importance of Preparing Indigenous Stories for Reading in the Intermediate Grades

Nobody quarrels with the need to teach literature in schools, but there has been much discussion about what to teach, and when, and where. Another "where" question is: Where may we obtain materials? Another question is: How can we be sure

that our reading matter makes good reading? Miss Gerona shows what one interested classroom teacher can do about these problems.

This portion of a much longer work shows how to adapt stories for school use.

The purpose of this study is twofold: to help conserve local legends and folk tales and to utilize them as source materials in reading for the intermediate grades in the Philippines.

It was once felt that those who could should help relieve the textbook shortage, for this was a problem in education for many years, but recent reports tend to show that "the field is literally flooded now with textbooks."¹ If this be the case, the present problem with textbooks has to do with selection of appropriate materials from among the many on the market. Commenting on this new phase of the problem, Javier wrote:

Members of the textbook board should be highly competent to be able to pass judgment on the

quality of content and readability of textbooks. Merit, and merit alone, should be the controlling factor in adopting any textbook.²

The same author added that a recent examination of textbooks used showed a good number as obsolete; also that there is a dearth of these teaching aids.³ The problem, it seems, is not only the inadequacy of supply but also the upgrading of the quality of textbooks. Philippine educators and writers of textbooks would do well to take note of such reports or opinions.

(Please turn to page 18)

¹Benigno Aldana, "Our Achievements and Our Problems," *The Filipino Teacher*, 81:2, 84-88, August, 1963.

²Abdon Javier, "Are Our Public Schools Trying to Do Too Much?" *The Philippine Journal of Education*, 42:2, 94-96, August, 1963.

³Abdon Javier, "Where and How to Improve Education in Our Country," *The Philippine Journal of Education*, 42:4, 246-248, September, 1963.

Leda F. Gerona . . .

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Good reading matter for the intermediate grades is needed. Furthermore, the curriculum laboratories which are responsible for the collection of Filipiniana for the nation's school libraries are interested in such materials as are presented in this study because most of the textbooks used in Philippine elementary schools are by foreign authors. This observation does not imply that foreign authors are not good enough. Rather, it is pointed out that there are not enough reading materials by Philippine authors from Philippine sources to fill the needs of intermediate school children.

The present outlook in the nation, moreover, demands the use of local stories to foster moral values and love of country. With the new trends in educational philosophy, the teaching of love of country has gained great emphasis. Teachers in public schools are encouraged by their principals and supervisors to submit original stories with local color, in the hope that a start could be made toward a collection for local school libraries. Through these stories, moral lessons can be taught and nationalism emphasized. There is a need, however, for writers to put in good form the stories to be included in the textbooks that should be produced.

There are two imperative reasons for the present study. Since legends and folk tales are handed down orally from generation to generation, there is danger that they will be forgotten if not put down in writing. The elderly storytellers are fast disappearing. They belong to a different generation and are irreplaceable. The younger generations either are too busy to care about these tales or have lost the art of telling stories the way the older folk used to do. The new generation, attracted to the more

modern forms of entertainment, have discovered other ways of keeping themselves occupied. Gone are the days when a storyteller would be surrounded by a group of eager listeners. No more are the times when an able storyteller was the children's hero. The time has passed when even a tall tale is listened to with gusto and repeated in many a candle-lit home or around a campfire. It is imperative, therefore, that these stories be put in a more permanent form before they are lost entirely. This study is one attempt to preserve some.

Fortunately for the story collectors, the Philippines is rich in legends and folk tales. Every nook and cranny seems to have a particular story. In the early days when the inhabitants of a locality became aware that they did not have a folk story to call their own, they constructed some, colored by their imagination. Sometimes the stories were based on fact; more often, they were not; but whether "true" or fictitious, the stories are nevertheless rich in tradition and reflect the ideals, attitudes and humor of the people. Some stories are sad, some are gay; this ambivalence is true of life.

For this particular study, southern Negros Occidental was selected to be the site for the collection because of its not being very well represented in extant anthologies. On the other hand, several other studies have been conducted on tales of Luzon and Mindanao.

Another good reason for this study is the importance of the stories themselves. Stories that depict Philippine culture and ideals, customs and traditions; stories of local heroes and gods; stories that reflect the philosophy and nationalism of the Filipino people have a distinct place in Philippine literature. A comprehensive collection should even preserve indigenous stories that only entertain. These

stories will prove highly useful when utilized as source materials in reading for the intermediate grades.

Importance of the Study

There are at least seven reasons why this study should be important. First, everyone loves to be entertained. Who would not care to listen to stories of long ago? At a particular age, children dwell in the realm of make-believe. Stories of fancy, magic, fairies and the never-never land have a never-ending appeal for children. Their imaginations carry them to the land of plenty, where cakes and candies grow on trees; pots of gold are at a rainbow's end and a magic word or touch can open another world that exists only in dreams. Juan Punsong is universal. He does antics which one would not dare do in actual life, but his adventures entertain.

One English course in college, described as Children's Literature, includes the study of legends and folk tales. Since these stories definitely have their rightful place in literature, it is important that prospective teachers know how to select those best suited for a particular age and grade. Giving children many stories to read or tell accounts for what would otherwise be empty leisure hours because of the lack of play facilities in homes.

A second reason is that, for children who are growing, desirable attitudes, appreciations, habits and skills should be encouraged in order that wholesome character traits can be developed. Young children are idealistic. They need good examples to emulate. Legends and folk tales reflect some brave or unusual deeds in a form more entertaining than a mere collection of historical facts. A hero's stature grows as the story progresses. Who has not thrilled to the stories of Paul Bunyan and his ox, Babe? to the adventures of Rob-

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On Herbert Spencer ♦♦♦

(An influential educator whose death anniversary was December 8.)

Spencer was a prophet with a message. Parts of that message have been accepted and acted upon. Other parts still receive lip-service. There is still no valuation of subject according to their use in life; the teaching of science still fails to foster the spirit of scientific inquiry, the spirit in which ethical, moral, and social problems should be studied; history is still taught without the scholar being enabled to see how the society of nations has grown and organized itself; religious instruction still instills belief in myths and supernaturalism, and bases the incentive to

worship on credulity instead of on a commendable approbation of things that are worthy of honour; there is still little understanding of the fact that science underlies the production and appreciation of culture, painting, music, and literature, and that science itself is poetic; and parents have still received no schooling that would provide them with the psychological knowledge required for the proper upbringing of their children. Only when these and many other defects in our schooling system have been remedied, by the adoption of Spencer's disregarded proposals, will education become wholly rational, and Spencer's aim, "Complete Living"—that is, a full life for every individual—be realized.

Excerpt from an introduction by Charles T. Smith to an edition of Herbert Spencer's *Education: Intellectual, Moral, and Physical*, (London: Watts & Co., 1949).

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remember the storyteller. (Then follows a third version.)

The stories in the collection are the recommended versions for reading but they are by no means the final form. Since the stories have not been tried out in classrooms for reading, it is recommended that further study be made of the stories in use. Only this test will prove the appropriateness of each story in the collection in relation to the achievement and interest and grade placement of the children for which it is intended. Conforming with a formula and other statistical criteria does not guarantee that this collection will make a "hit" with children. Of this possibility Godden writes, "Writing for children is a difficult and disciplined art; not many au-

thors succeed in it."¹

Although the main purpose of this study is to collect the legends and folk tales of southern Negroes Occidental and to utilize them as source materials in reading for the intermediate grades, there is no reason why the primary grades could not utilize these same stories if proper adaptation could be made of them in the vernacular. Even upper grade children could read such versions for enjoyment.

These may be recommended source materials in reading, but they can be used in the other subjects just as well. The stories, when properly used, can be utilized for character education and social studies. The cultural and moral values found in the stories have

¹Rumer Godden, "Words Make the Book," *Ladies Home Journal*, 81:32,36, Jan.-Feb., 1964.

no age or subject barriers.

It is recommended further that a more extensive collection of folk tales and legends in the Philippines be made. School heads should continue encouraging their teachers and students to collect stories for the curriculum laboratories and the Filipiniana section of their elementary libraries. More intensive work should be done toward making a permanent collection of our folk arts and crafts. Since folk tales and legends are some of the means by which the "mellowed treasures" of a nation are preserved, their collection should be encouraged. We should also encourage the publication of more stories which are reflective of our ideals and tradition, as our contribution to the hastening of world-wide understanding.

(Please turn to page 26)

Weighting and Sequencing English Tense-Aspect Modifications For Hiligaynon Speakers

(A Doctoral Dissertation)

Macario Bueno Ruiz, Ed.D.

University of California, Los Angeles

The purpose of this study was to evolve a pattern of weighting and sequencing English tense-aspect modifications for Hiligaynon speakers. Three more or less independent but complementary studies were involved: (a) a study of the errors committed in 20,124 verb occurrences in 1,100 compositions written by Hiligaynon students whose grade levels ranged from Grade IV through the freshman year of college; (b) a study of the functional load of English tense-aspect modifications from a variety of written and spoken sources, which included a corpus of 12,000 sentences from which 7,043 verb usages were sampled; and (c) a contrastive analysis of English tense-aspect modifications and their Hiligaynon equivalents.

On the basis of the findings in the above studies, the tense-aspect modifications were arranged in a sequence. This sequencing was based on (a) the difficulty of the items as revealed through the analysis of errors and the contrastive analysis, (b) the functional load of the tense-aspect modifications, and (c) certain pedagogical considerations. However, since the tense-aspect modifications as such would have been of very limited value to teachers of English as a second language in the Hiligaynon speech community, they were used in sentence patterns which were controlled for the kind, number of layers, and variety of noun-head modifications. The sequenced patterns illustrating the uses of the

tense-aspect modification formed the conclusion of the entire investigation.

The study revealed that in the preparation of materials for teaching English as a second language, both the results of a contrastive analysis of the native language, and those of a systematic tabulation of the learners' errors should be combined. It was found that the greater portion of the errors encountered in the students' compositions were due to the differences between the verb system of English and that of Hiligaynon; however, a number of errors could

not be explained in terms of these differences and were not, consequently, predictable. The coefficients of correlation between the difficulty ranks of the modifications in the error count and those in the contrastive analysis ranged from $\pm .70$ to $\pm .85$, which were significant at the 5% level. These coefficients of correlation had a predictive efficiency which ranges from 30% to 48% 'better than a mere guess.' This is the basis of the suggestion that both the results of a contrastive analysis and the tabulation of errors should be combined in the preparation of teaching materials.

This investigation has pointed to the need for similar studies in other categories of English, such as noun-head modifications, its pronoun system, the comparison of adjectives, prepositions, and word order so that a more realistic weighting and sequencing of these categories could be made for Hiligaynon speakers learning English.

... of ignorance & learning

...ignorance is a prison. It is slavery. Ignorance is dangerous. It robs people of life and joy. Learning means work, discipline and sacrifice, but without it a man cannot be free, is not truly living. Join your students in a glorious shared adventure in the discovery of truth.

Dr. Linnea A. Nelson, Director,
Teacher Training Division, Central
Philippine University.

From a speech delivered at a faculty meeting of the College of Engineering.

ACADEMIC FREEDOM

(A definition)

Freedom is a gift from God to man, a sacred trust, to be guarded with vigilance, to be expressed in responsibility, and to be enjoyed with gratitude. Academic freedom does not mean a special kind of unrestrained or unlimited freedom designed especially for scholars and students. Even academic freedom functions within the confines of limitations or it degenerates into a modified anarchy. Freedom on an academic campus needs responsible controls lest its privilege be abused by irresponsible detachment with the germinal purpose of education. Unlimited freedom is freedom to destroy, which is neither academic nor Christian. Responsible freedom includes the right to reject as well as the right to accept.

A Christian institution has the responsibility as well as the solemn obligation, within the context of responsible freedom, to set forth its bases of operation, its designed purpose in instruction, its ideals for the campus, its relationship to the church, and its policy of academic freedom. Christian institutional freedom is also responsible freedom: responsible to God, responsible to constituency, responsible to faculty, and especially responsible to students, so that freedom granted will not encourage compromise with secular culture but affirm Christian faith. Faculty and students should be aware of the principles of operation of the institution so that complete understanding is available and known by all parties involved. It is within the context of such responsible freedom that faculty and students find a congenial atmosphere for research, study, and mental discipline which encourages man to be free but also to be responsible.

Dr. Ralph E. Knudsen
1964-65 Visiting Professor

Ralph E. Knudsen...

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this school of thought a hermeneutical⁵ task, which is called existential interpretation. It is affirming that myth finds meaning in the self understanding of man, as man exists before God. This is man's self understanding in the midst of this world and of history. It is the interpreter's task to clarify the Kerygmatic content of myth by terminology or the use of symbols. The hermeneutical principle as interpreted by Dilthey and Collingwood sees man as a "knower" while Bultmann's anthropology considers man as "chooser" with the interpreter no longer on the balcony but on the stage struggling against false absolutes, uncritical authority and premature finalities.

Man throughout history has, through various means, sought to interpret his concept of God, of the world, and of himself in terms which could most clearly convey meaning. The common language used at any particular time does not necessarily reflect the scientific analysis of the actual situation. Even today in a highly scientific age we speak of the sun rising and setting, which any schoolboy knows is not scientific nor accurate but yet understood by all. We also talk about matter as lifeless while we are told that matter is energy. We speak of evil but shroud the fact in meaningless terms such as "force" or "social determinism" when we are reasonably certain that our answer is evasion rather than honest confrontation to our actual situation.

One other fact which needs to be explored in this context is that

⁵Hermeneutics is a method of interpretation which utilizes translations or "the transference of meaning from one language to another" as well as interpreting the author and his meaning in his works.

demythologizing dissolves the objective reality in subjectivity which hardly seems consistent with sound interpretation. The escape into subjectivity makes it possible to interpret existentially but not always historically. The material exploited for demythological purposes does not constitute the core of the Kerygma but rather relates at times to selected issues which may more properly find meaning in relationship to major events of the gospel accounts. Man's self understanding seems a rather thin thread upon which to posit an interpretative principle.⁶

Historical Event and Divine Revelation

The question of the relation between history and divine revelation, or the relation of history and witness to revelation, is a subject of deep interest and meaning. Christian theology does involve a doctrine of history as well as a doctrine of man or revelation. Christian origins should be subjected to the rigors of scientific historical methods, for history is a matter of both selection and interpretation; thus "bare fact" does not in itself have Christian significance. The inexplicables of history provide no solution but arouse additional questions. The gospel writer accepted both fact and interpretation asserting not only that Jesus rose from the dead but also that God raised Him from the dead. This assertion moves from fact which historical method can investigate to interpretation which requires theological method to ascertain meaning. This movement from fact, to the true meaning of the fact, thus enriches our understanding of the purpose of God in history, clarifying the relationship between history and theology.

⁶James L. Price, *Interpreting the New Testament*, p. 159-162. (Indebted to this section for help.)

Another point of interest is the variety of fact and interpretation presented by the different witnesses in the synoptic gospel. It becomes necessary to determine the core of each event and relate interpretative incidentals to the primary teaching. Eye-witness testimony is to be taken seriously whenever it unites to present God's saving action in history. The concern of biblical revelation is not primarily with the decisions of individuals but with the activity of God whereby man can become a member of His Kingdom. Historical events recorded in revelation by competent witnesses furnish a basis for the interpretation of man, the Christian community and the fulfillment of the divine purpose.

Buttman suggested that the meaning of history lay not in historical events but in man's understanding of his predicament. Ebeling asserts there is no such thing as objective or scientific history. It is affirmed that perhaps the most historical account is the one which is written in "the perspective of history" or in the light of the outcome of past events in more recent experience. So there is no absolute criterion whereby the historian judges the accuracy of the interpretation he has received.

[But] "Uninterpreted history is almost a meaningless abstraction."

Inspiration

It is generally assumed that religious consciousness cannot supply a satisfactory explanation for inspiration. The apostolic and prophetic concept of events was due to the activity of God in history. Considerable discussion has taken place concerning the function of the imagination in the receiving, articulation and communication of religious truth. Some believe religious truth can more adequately be expressed through
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Ralph E. Knudsen...

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forms of imagination — symbols, image, myth, etc. — than in propositional forms. It is difficult to accept the "plenary inspiration" of images. If the intellect is liable to err, there seems no good reason to assume that the imagination will not also err. If the Spirit plants "infallible" images in the mind, it should be reasonable to believe the same Spirit could plant "infallible sentences" in the mind.⁷

The theory of verbal inspiration is seriously questioned, and by many considered untenable today, due in part to new manuscript discoveries, increased knowledge of transmission of text, and continuing historical studies. Inspiration is more concerned with truth than with words, with men more than with any mechanical concept of meaning. Worship is ascribed to God and not to a book, even though it is the most wonderful book in the world. God inspires man who under the guidance of the Holy Spirit speaks or writes inspired truth expressed in exact words of his selection.

In 1948 Dr. Austin Farrer in the Bampton lectures proposed a reinterpretation of the traditional conception of inspiration. Dr. Farrer suggested that "the propositions written down in Scriptures express the response of human witnesses to divine events, not by miraculous dictation".⁸ This comes through images, great biblical images fulfilling the basic image structure of the human mind. Dr. Farrer holds that "Divine truth is supernaturally communicated to men in an act of inspired thinking

which falls into the shape of certain images."⁹ Without these interpretative images there could be no supernatural revelation. These great images interpreted the events of Christ's life and ministry, and the events interpreted the images; and this interplay of these two is revelation. This process might lead to constant demythologizing of misleading and inadequate myths in order to develop more adequate images and myths.¹⁰ There is more which needs to be thought and presented concerning the issue of inspiration than such a position suggests.

Quest for the Historical Jesus

The appearance of "Von Reimarus zu Wrede" translated into English as "The Quest of the Historical Jesus" (1910) by Albert Schweitzer brought a new and radical dimension to the study of the historical Jesus. The writer insisted on the eschatological features in the gospel and the thoroughly Jewish character of the setting. The historical Jesus practically disappeared and was essentially replaced by the "Christ myth."

Many scholars today accept the basic contention of "form criticism" that the early church modified the gospel tradition, and that missionary enterprise rather than biography governed the assembling of the stories used in the gospels. The possibility of "form criticism" being able accurately to determine the reliability of particular incidents on the basis of categories is questioned by some writers on New Testament studies. C. H. Dodd, T. W. Manson and Vincent Taylor contend for the substantial historical reliability of the gospels on critical grounds.¹¹

The problems today seems to revolve around the question as to

the possibility of making a distinction between Jesus on the one hand and the stories of His life as found in the gospels on the other. There are two opinions: first, accept or reject the portrait of the gospels; and second, recover the image of Jesus even though it may not correspond to all the particulars of the gospels. It is thought by some that the Christ as interpreted by the church is the only possible portrait of Jesus. Since God chose to reveal Himself in Jesus of Nazareth, it is reasonable to ask whether what we know about him fulfills the claims made for this fulfillment.

The ancient world found it difficult to construct a life of Jesus due to its concept of matter. The modern quest has difficulties with the human Jesus designated as Christ. The range of approach today moves from complete Deity to complete humanity, separate and not fused in the same person. Albert Schweitzer sought for an answer in an eschatological interpretation, while C. H. Dodd has presented Jesus as the fulfillment of eschatology or "realized eschatology." Modern attempts at reconstruction range from the sentimental, the socialist, the paranoiac, the devotional and the completely unknown and unknowable. Every point of view in history and philosophy has projected some concept of Jesus, relevant or irrelevant, creative or created.

The new quest seeks to distinguish between the statement of an event and the reality of the event itself. The interest which faith and preaching had in Jesus determined the nature of tradition. Some of the new developments are interesting and exciting. Ernest Kasemann indicated that Jesus spoke of his mission rather than his person, and the church correctly interpreted his intention, his messiahship. Ernest Fuchs suggests that the actions of Jesus, his deeds, draw God near to man. Gun-

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⁷Cambridge History of the Bible - ed. by S. L. Greenslade, p. 334

⁸Austin Farrer, "A Glass of Vision," Lecture III quoted from *The Cambridge History of the Bible* ed. by S. S. Greenslade.

⁹Ibid., p. 334.

¹⁰Ibid., pp. 333-335.

¹¹Ibid., p. 292.

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prentice-teaching as new teachers are employed, also plays a role in developing teaching capabilities.

There has been limited sentiment in favor of a noncredit seminar in college teaching—in the graduate department concerned, in the School of Education of the university which the student is attending, or as a joint venture by a series of related disciplines

Teaching—An Art?

Let us take a closer look at the teacher. No matter how young the teacher, the student is prepared to respect him until he forfeits that respect. This can happen within the first hour of the class meeting. A teacher can kill the assignment sheet or the textbook by the tone of his voice in referring to them.

Young or old, a good teacher must possess a sense of the right kind of showmanship. Students respect success; and they measure it by competence in the presentation of the subject, by alertness, by poise, by dress and grooming. It is a serious mistake (yet one that is often made) to complain to the class about the poor salary received and how heavily in debt the teacher is—or some similar personal fact. For good or ill, the student (as well as the American public) judges success by position in the market. (You are paid what you are worth, according to basic economics.)

In the same spirit, a good teacher refrains from classroom criticism of his institution, dean, and the student body. Aside from not belonging in classroom discussion, this places a label on the teacher—therefore on his teaching. The students assess that the teacher is prejudiced, bitter, and inaccurate

about some things, and hence the teaching probably is biased and lacking in accuracy.

The young teacher must learn to be honest with his class and avoid "bluffing." It is no reflection on a teacher to say "I don't know" or "Let me look this up before giving a definite answer." If the question is pertinent, an answer subject to qualification later can be offered. Remember, the whole legal profession and medical profession reserves the right to look things up and to council with others. By the same token, if an answer or a statement has been given and later found to be wrong, do not hesitate to correct it at the next class meeting.

Let us take a closer look at what the student reveals. Emerson once said that the secret of education lies in respecting the pupil. How often this is overlooked. The wonderful thing about American democracy is the wide variation in the students who make up a classroom. Seated side by side are the wealthy and the poor, the first generation and the descendant of pioneer settlers, the son or daughter of a prominent family and one not so well-known... variation in age, in experience, in abilities... with physical handicaps and some perfectly normal, some brilliant, some average or even below... each with a different interest in the course... some from good high schools, some from schools of lesser rank. What the students have in common is that they occupy the same classroom at a particular hour and each has a desire to pass the course.

The teacher faces the challenge of welding them into a unit for the purpose of his course. He must inspire them to leave their prejudices outside the classroom.

Students study for two reasons: (a) because they have to, and (b)

because they want to. A good teacher tries to swell the second group at the expense of the first. The teacher should seek to build a class spirit as early in the course as possible. Class unity and class response help move the class forward. They urge the lazy members to work harder, bringing out the best in each one.

Planning Plus Method Equals Better Communication

There is a certain sense of logic in most students. The teacher should always explain to the student the reasons for what he is doing. This sense of logic calls for planning both the course as a whole as well as each lecture. The more a teacher knows about a particular subject the greater is the need for a plan—lest he fail to cover the subject. Planning checks a tendency to ramble or to "ride a particular hobby." At the end of a session, it is logical to suggest the usefulness of the next assignment. It is logical to have periodic reviews and resumes. It is logical to conserve class time by omitting that which is extraneous, by refraining from dictating long sets of figures or placing complicated diagrams on the board and expecting the class to copy them. Mimeographed material can save class time, but the mimeographed material should be neat and legible. The assignment sheet fits in with the student's idea of logic. Likewise the outline of a lecture is logical. Anything that does not fit in an outline does not belong to the logic of the subject.

In commenting on teaching methods, it must be recognized that no one method can be best for every teacher. There are many variable factors—the nature of the individual, the size of the class, the hour of the day, the make-up of the class (freshman, sophomore, junior, senior, graduate), whether
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the course is a required one or not, whether the class is coeducational, the content of the subject—whether elementary economics, applied economics, or economic theory [for example].

But there are some general methods that will increase the effectiveness of any teacher because of the nature of the learning process.

All learning results from sense reactions which register impressions on the mind. Since few students can think in the abstract, we must rely upon sight and sound. In laboratory courses, senses of smell, touch, and taste can be drawn into the learning process as well. Where we rely upon sight, we must draw upon visual aids—the simplest one of which is neat blackboard work. Teachers whose work on the blackboard is sloppy and is done so hurriedly that words are not spelled out (or written in unrecognizable abbreviations) are missing much of the value of visual aids. The human eye likes symmetry and neatness. Good use can be made of charts and similar devices that are prepared in advance.

Much can be learned from the advertising profession which emphasizes repetition, reduction to essentials, summation, clearness of purpose, comparison, contrast, visual aids, and other psychological aids.

As teachers, two essential ingredients are freshness and novelty as stimulants to interest. Repeating the text continuously is hardly good teaching.

The good teacher watches the faces of the students. Learning should be a pleasant activity. Signs of boredom, perplexity, doubt, and dissatisfaction, as well as interest

should guide the teacher. Students should not be placed under undue strain.

The teacher should realize that real concentration lasts but a few minutes at a time; that any attempt to hold the class as a unit for a longer period of concentration is to weaken the presentation. For that reason, points should be made within a short period and then a flight of fancy—a transition to the next point, a bit of humor, a change in tone of voice, will prove helpful. The class will be less tired at the end of such an hour.

Intelligent questioning as a teaching device takes advantage of human curiosity. Carefully selected questions can arouse and sustain interest, can stimulate creative thinking, can give students a chance to express themselves, and can help the teacher to find out if the class is following him. The Socratic questioning technique is best used in small classes or on the graduate level. A danger the beginner should beware of in the questioning technique is the use of sarcasm if the forthcoming answer is weak, evasive, or wrong. A teacher who finds himself becoming sarcastic should evaluate himself. Sarcasm is the antithesis of good teaching. Another danger is the tendency to dismiss points raised by students on the grounds that the answer is obvious. A good teacher assumes that nothing is obvious in view of the varying backgrounds of the students.

Care must be exerted in working out fair examination questions which can be answered reasonably within the time available. The return of the graded papers as quickly as possible is a must for good teaching—the very next class meeting if possible, when interest still is high.

The lecture method of teaching may be necessary where classes are large. But the lecture notes should

not be so voluminous as to call for reading them to the class. Feverish note taking by the class is a mechanical process and they tend to miss the “ideas” which are basic to understanding In fact, these “ideas” are what move us to recognize the discrepancy between the real world and what it ought to be. The student note taker is placed under strain and does not take part in the educational process. When the lecture is over, the freshness of the idea is gone. The student staggers out with dead notes in horrible handwriting.

The lecture method can lead to the reading of long selections from books. This is deadly teaching unless the teacher interrupts his reading to explain what it is all about.

Supplementary to the classroom lecture, use may be made of outside readings, reports, term papers, and workbook assignments. Each has a place depending upon the size of the class, the location of the college, and the nature of the subject. Properly employed, they can become effective teaching aids. They have inherent dangers when they become mechanical devices used mechanically by students and teachers to achieve a grade.

The recitation or discussion method is a combination of some lecturing and some discussion of the text by the class during the regular class hour. The students should be drawn into the discussion—first those who volunteer and then gradually those who are less outspoken. The student who raises an especially good point should be recognized by having his name attached to that point during the ensuing discussion. This gives him a sense of accomplishment and urges others to join in the discussion.

Much of the value of the recitation method is retained in the

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case method. The case method originated in law but is not the same when used in . . . [other] courses. There are a number of dangers in the use of cases. The tendency is to use a case book—cases developed by someone else. A case might fit the teacher about as badly as if he were to wear somebody else's coat. Cases in economics [for example] are usually regional and may not fit a particular school, and as a result will student. Cases go out of date quickly. Unless the teacher skillfully uses a case, he may kill the case by revealing his answer, by not giving enough time to discussion, or by dragging the discussion out beyond the interest of the class. For the less skillful teacher, a rich collection of illustrations and examples might serve just as well in driving home important ideas. Cases lend reality—which is basically the real strength of the case method in the classroom situation.

Field inspection trips are good teaching aids, provided they fit the classwork and the class is fully informed why they are taking the trip and what to look for. A summation of the trip should be presented in the next class session after the trip. Sometimes the preparation of questions in advance of the trip proves helpful. Models and demonstrations frequently are available in larger communities and can be helpful. Film strips, lantern slides, opaque projections can also be used where facilities exist. Unfortunately, the college class which meets 50 minutes hardly lends itself from a time point of view to many of these special aids.

Most courses can be enriched by selected outside speakers. An hour's talk by an expert in some phase of business—a banker, a lawyer, a

referee in bankruptcy, a merchandise man, a manager of a chain store, a credit manager—can be stimulating. Care should be exerted by the teacher to inform the speaker of the nature of the class and of his assignment. Otherwise the talk can degenerate into fond memories of the speaker's boyhood.

Conclusions

This brings us finally to the question as to how we can measure effective teaching and effective teachers. As one writer has observed: "The old dictum that whatever exists, exists in some amount and therefore can be measured, seems only remotely applicable in the realm of the changes expected to be wrought by college instruction."

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It is also imperative that more research should be conducted in the schools regarding reading and reading materials. For one thing, the need to upgrade the reading books of our elementary school children. Along with this study, there is a need for a new *Philippine Standard Word List* which is indicative of the functional vocabulary now which were not commonly used ten or twenty years ago; for example, "jet" and "rocketship."

The stories in the collection are by no means the only stories from southern Negroes Occidental. An extensive search would yield many, many more. This observation points up the fact that southern Negroes Occidental in particular and the Philippines in general are rich in stories that depict in-

Elma S. Herradura...

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6. Questionnaire on amount of time spent in sports activity -29%
7. Comprehensive test . . -13%
8. Composition test . . . -5%
9. Age -11%

From these findings, it seems that the best judges of the worth of teachers are the pupils and the teachers themselves. It is obvious why McCall could not recommend these two measures for salary purposes. As McCall pointed out, the propriety of having teachers' salaries determined by pupils' opinion is highly questionable.

Toward the solution of determining teachers' salaries, McCall recommends that teacher-training institutions should accept the responsibility for making their curricula functional and their marks and measures valid. Then, McCall believes, salaries of young teachers coming into service should be based solely on training.

Until all teacher-training institutions seriously accept such a responsibility, what bases should be used for determining pay? Unless care is exercised to make sure that instruments for measuring pupil growth are valid and unless corrections for variations in class size and pupils' native capacities are made, the use of the growth criterion may prove unjust. Even if these conditions are met, it seems necessary to supplement it with one or two criteria. The question is "which criteria?" Further research similar to McCall's study is needed before much weight can be given to the criteria which McCall found to be positively related to the growth criterion.

indigenous culture, customs and traditions, which should be utilized in school subjects.

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Another differentiating feature in *Hiligaynon* sentences is inflection. The statement has a distinctive system; so does the command. The question takes on the inflection of commands when the question is about a command, and that of a statement when the question is about a statement.

Commands are inflected for goal focus and actor focus, and each focus is a little system carrying the concept of tense. Commands show tense by expressing the immediacy (or non-immediacy?) of the demanded action. Goal Focus 1 is signalled by the suffixes *-i* and *-an*, and focuses attention on the receiver of benefit or hurt resulting from the action demanded. Goal Focus 2 is signalled by *-a* and *-on*, and focuses attention on the undergoer of the action demanded. The inflections which show demand for immediate action are *-i* and *-a*. The inflections that signal action that may be done at some later time are *-an* and *-on*.

EXAMPLES:

- 1a. Dugosi ninyo ang mga pajo.
 - b. To be harvested from now by you (plural) the (plural) mango
 - c. Strip the tree (mango) of its fruit.
- 2a. Dugusa ninyo ang paho.
 - b. To be harvested now by you the mango (fruit).
 - c. 'Harvest the mangoes.'
- 3a. Dugoson ninyo ang paho.
 - b. To be harvested by you (plu) the mango.
 - c. 'Harvest the mangoes sometime.'

- 4a. Dugusan ninyo ang paho.
- b. To be harvested from sometime by you (plu) the mango tree.
- c. 'Strip the mango tree of its fruit sometime.'

The inflections for actor focus in commands are *mag-* and *ma-*. *Mag-* signals a more pressing command and demands immediate compliance, while *ma-* signals a command without a note of urgency, so that obedience to such a command may be put off till some later time.

Another inflection which denotes non-immediacy (actor focus) in commands is *-um-*. (This is not to be confused with the *-um-* inflection in statements, which denotes accomplished action.)

EXAMPLE:

- 1a. Dumugos kamo sang paho.
- b. Harvest sometime you (plu) the mango (fruit)
- c. Harvest the mangoes sometime.'

Identifying Systems of Hiligaynon Statements

The main corpus and a random sampling of sentences from the pages of the *Hiligaynon* and the *Yuhum*¹ show two kinds of *Hiligaynon* statements: the verbless (or identification) statements and those with verbs.

STATEMENTS WITH VERBS

Hiligaynon statements having verbs are reports of actions, either accomplished or intended, and the "direction" of such actions is indicated in terms of "doer" and "receiver(s)." Capability to do may be specified. In common with commands (and, of course, questions and requests), the verbs in

¹These are two periodicals in the vernacular.

statements may also be inflected for plurality of action, pejoration, causation, and emphasis.

I. The following inflections denote accomplished action:

A. Actor Focus

1. The *na-* inflected verbs.

- a. Naligo sila sa baybay ka-hapon.
- b. Bathed they at beach yesterday.
- c. 'They went swimming at the beach yesterday.'

2. The *-um-* inflected verbs

- a. Lumukso ang paka sa tologban
 - b. Jumped the frog into pond
 - c. 'The frog jumped into the pond.'
- a. Umuna si Nena kay nagadali sia.
 - b. Went ahead (x) Nena because was hurrying she
 - c. 'Nena went ahead because she was in a hurry.'

3. The *nag-* inflected verbs

- a. Nagka-on kami una.
- b. Ate we first
- c. 'We ate ahead of you.'

The durative aspect of the accomplished action is signalled by the prefix *ga-* immediately after the *na-*. It has two forms (allomorphs): */ga-/* which indicates an action in the process of being accomplished at the time of speaking, and */-g-/* which indicates that the accomplishing occurred before the time of speaking. */-g-/* also denotes durative aspect in the absolute past. (A verb in the "absolute past" is not accompanied by a related verb in a conditioning expression.) Some examples are:

The *nag-* inflected verbs

- a. Nagka-on kami una.
- b. Ate we first.
- c. 'We ate ahead of you.'

The durative aspect in the re-
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lated past, where the progressive verb is conditioned by another past action, is shown in the following example:

- a. Nagasugilanon sila sang pag-abut ko.
- b. Were telling stories they when arrived I.
- c. 'They were telling stories when I arrived.'

4. The na- + ka- inflected verb.

This inflection denotes capacity in the accomplishment of an action in the past. This action may or may not be conditioned.

- a. Nakabagting na ang "bell."
 - b. Was able to ring already the bell
 - c. The bell has rung already.
- a. Nakapanilhig na si Oma sang paglakat mo.
 - b. Was able to sweep (the floor already (x) Oma when went you
 - c. 'Oma had already swept the floor when you left.'

B. Goal Focus

The signal of this focus for accomplished action is *in*, either as infix or prefix. *g + in* denotes durative action emphasizing the goal, at some past absolute time:

- a. Gin-akigan ang bata sang maestra.
 - b. Was being scolded the child by the teacher
 - c. 'The child was being scolded by the teacher.'
- a. Inakigan ang bata ni nanay nia.
 - b. Was scolded the child by the mother of his/hers.
 - c. 'The child was scolded by his/her mother.'

ga + -n- denotes goal-focus action in progress at the present time, or in the past in relation to some other action.

- a. Ginahatagan sila sang test.
 - b. Are being given they the test.
 - c. 'They are being given a test.'
- a. Ginahatagan sila sang test pagsulod ko.
 - b. Were being given they test when entered I
 - c. 'They were being given a test when I entered.'

II. The following inflections denote intended action.

A. Actor Focus

1. The ma- inflected verb

- a. Mato-on na ako.
- b. Will study already I
- c. 'I will study now.'

2. The i- inflected verb. This inflection tends to emphasize the action and the receiver. It has a degree of compulsion that recalls the command form.

- a. Ihaboy ko ang sagbot sa gowa.
- b. Will be thrown by me the trash to the outside
- c. 'I will throw the trash outside.'

3. The ma- + ga- inflected verb denotes a progressing action in the future.

- a. Magapauli ako dugaydugay.
- b. Am going home I by and by
- c. 'I am going home by and by.'

4. The ma- + ka- inflected verb denotes capacity to do some intended action.

- a. Makabulig si tatay mo sa imo.
- b. Can help (x) Father your to you
- c. 'Your father can help you.'

The maka- inflection is also used to give permission. Such an utterance, like the command, has a sustained pitch 3 intonation.

B. Goal Focus

Goal focus in intended actions is signalled by *-on* and *-an*, with a distribution similar to that of the command forms. These inflections by themselves are therefore ambiguous, as the examples below will show, and identification must rely on other signals in the sentence.

Statements:

Pitch 2

- a. Hugasan ni Puring ang mga pinggan.

Pitch 1

- b. Will be washed by Puring the (plural) plate
- c. 'The plates will be washed by Puring.'

- a. Ang bola salo-on sang bata.
- b. The ball will be caught by the child
- c. 'The ball will be caught by the child.'

Commands:

Pitch 3

- a. Hugasan mo ang mga pinggan.

P. 3

- b. To be washed by you the (plural) plate
- c. 'Wash the dishes.'

- a. Salo-on mo ang bola.
- b. To be caught by you the ball
- c. 'Catch the ball.'

All the above sentences can be converted into questions without effecting any change of word form or word order, simply by changing the pattern of intonation to a sustained pitch 2 with a final rising glide from 1 to 4 on the last word or syllable in each sentence. The question takes on the inflection of a command when the question is about a command, and that of a statement when the question is about a statement.

Another type of statements with verbs comprises those having the non-inflected verb may /mai/, 'to have'.

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The following are examples:

- a. Si Belle may bisita.
 - b. (x) Belle have visitor
 - c. 'Belle has a visitor.'
-
- a. May mga pusil ang mga
 - b. Have (plural) gun the (plural) makawat.
robbers
 - c. 'The robbers have guns.'

STATEMENTS WITHOUT VERBS

This type of *Hiligaynon* statements are non-predicating, here called verbless or identification sentences. There are two general patterns. The first juxtaposes the subject noun and a predicate noun. The second has a modifier in place of the predicate noun.

Some examples of the first basic pattern are:

1. a. Abogado si¹ Billy.
b. Lawyer (x) Billy
c. 'Billy is a lawyer.'
2. a. Ford ang auto nila.
b. Ford the car their
c. 'Their car is a Ford.'
3. a. Indi doctor si Tatay (nia.)
b. Not doctor (x) Father (her/his)
c. 'Her father is not a doctor.'
4. a. Ang katunga kay Pedro.
b. The half for/to Pedro.
c. 'A half is for Pedro.'
5. a. Primio ang hinatag.
b. Prize the was given.
c. 'A prize was what was given.'
6. a. Si Puring ang nagluto.
b. (x) Puring the cooked.
c. 'Puring is the one who cooked.'

1. The subject noun is identified by *si* or *ang* preceding it.

Some examples of the second basic pattern are:

1. a. Ini² lapis.
b. This pencil
c. 'This is a pencil.'
2. a. Lata³ utan.
b. overcooked the vegetable
c. 'The vegetable is overcooked.'
3. a. Matinlo⁴ ang banio.
b. Clean the bathroom.
c. 'The bathroom is clean (indeed).'
4. a. Ka - isug sang bata.
b. Very brave the child
c. 'The child is very brave.'
5. a. Ini imo.
b. This yours.
c. 'This is yours.'
6. a. Ari⁵ sila.
b. Here they.
c. 'They are here.'
7. a. Sa kuarto ang libro.
b. In room the book
c. The book is in the room.

Irving F. Boekelheide...

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for each day's activity which would have variety and freshness in the organization of the day's time. This would be to avoid as much as possible automatic and unthinking responses. Further, I would usually aim that the student

2. *Ini* typifies a group of pointing modifiers.
3. *Lata* typifies uninflected modifiers.
4. *Matinlo* typifies modifiers which are inflected for emphasis.
5. *Kaisug* typifies modifiers which are inflected for degree or intensity.
6. *Ari* typifies modifiers of place.

participation would produce experimental data which could be organized in graphs. This graph, then, would become the focal point for analysis. In all instances of data taking, I would point out that data are incomplete, and with little meaning, unless there are ranges of error offered with the data. Finally, I believe each of the following kinds of student participation should be emphasized in some one laboratory session or another during each school term:

- (1) design of experimental set-up, — an experience of "asking questions of nature" followed in a latter session, perhaps by a trial run.
- (2) actual manipulation of experimental elements and tools, with a requirement that the setup operate;
- (3) dealing with error analysis;
- (4) preparation of a thoughtful, concise report on experimental results;
- (5) involvement in at least one sufficiently complicated experiment (whether it succeeds or not) to teach the delights and frustrations of experimenting
- (6) care and ruthless honesty with handling experimental data that don't yield the "right answer," along with those that do;
- (7) create an atmosphere of questioning, encouraging and rewarding questions from students.

Summary

It is possibly true that any physical plant and any experimental gear can produce excited and exciting students. Aren't our leading scientists such products? More important than these physical facilities is the attitude of inquiry that goes on in the laboratory. It is the guess of this writer that the really invaluable reward from the present fuss and feathers about the laboratory is that more professors are thinking than ever before.

Ralph E. Knudsen...
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ther Bornkamm finds in the recorded words of Jesus the immediacy of his historical challenge. "Because the earthly Jesus is for the church at the same time the Risen Lord, his word takes on, in the tradition, the feature of the present."¹² Bornkamm further states "although the gospels do not speak of the history of Jesus in the way of reproducing the course of his career in all its happenings and stages, in its manner and outer development, nevertheless they do speak of history occurrence and event".¹³ Alan Richardson comments, "The Christian Kerygma was firmly rooted in the life and works of Jesus Christ."

The new quest differs from the old in its concept of history. The new utilizes facts and causes as well as the externals of events which may be considered as the existential approach to history. This approach is primarily interested in the "inside of events." Such an approach calls for a re-evaluation of sources and relationship of history to Kerygma.

There are indications that this renewed reconstruction in the study of Jesus and the gospels will add meaning both to Jesus and the gospels for the church. The reconstructed understanding of Jesus will incorporate the results of contemporary research, the new understanding of history, the depth of devotion to truth and the reality of Christian experience. This possibility of the new insights brought forth by the new quest is both exciting and challenging to the best New Testament scholars as well as to the Christian church.

¹²Gunther Bornkamm, "Jesus of Nazareth", p. 17

¹³Ibid., pp. 24-25

Typology

Typological interpretation of the New Testament suggests that the coming of Jesus and the Church were foreshadowed in persons and events in the Old Testament. Before the rise of critical historical study of the Old and New Testament the typological interpretation of the Ancient Fathers had been neglected for a mechanistic concept of predicative elements in the Old Testament. The historical method essentially destroyed the prophetic argument especially in its traditional form.

In the twentieth century it became evident to some that a powerful apologetic may be used on the fulfillment of the Old Testament in the New. Such fulfillment is of types or images rather than of literal fulfillment of predictions. Images in the Old Testament — king, priest, prophet, messiah, servant, and others are re-born in the New Testament. These are part of Israel's history but fulfill the longings and desires of all nations. Some images were of persons or great situations which were instruments in the Old Testament of divine revelation analogous to some events of the New Testament drama. It is held that the gospel tradition took the form which became the theological-typological interest of the apostolic witnesses. There is always the danger that typology may degenerate into allegory and uncontrolled subjectivism. It appears unrealistic to assume that almost every verse in the Old Testament finds fulfillment in the New Testament. Jesus uttered a profound truth which ought to be considered in evaluating this position, "Think not that I have come to abolish the law and the prophets; I came not to abolish them but to fulfill them (Mt. 5:17)." The question is pointedly, did he fulfill the law and the prophets? The answer will determine the interest or value ascribed to typology.

The issue available for serious New Testament study today are numerous and intellectually as well as spiritually challenging. It can be said no more that biblical studies are dull and uninteresting, for recent research, new discoveries and the continuing guidance of the Holy Spirit into truth beckon the devout scholar to continually pursue "the Life", the most wonderful life ever lived upon earth, in order to make Him known to our generation.

(N.B. This paper lacks footnotes due largely to the limitation of material at hand. Credit has been given wherever possible.)

Reuben E. Slesinger...

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The following list of student reactions can provide a few immediate indications that you as a teacher have stimulated their interest . . .

(1) When students voluntarily and among themselves discuss, outside of class, points raised in the class.

(2) When students in elementary courses begin to ask about majoring in . . . [your field].

(3) When students ask what other courses are offered in the department.

(4) When students ask aid beyond the classroom as to study programs, or as to topics for public speaking classes, debates, essays and themes.

(5) When students come up to the desk at the close of the period for an extra word or comment.

(6) When students ask for additional readings in the field.

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(Continued from page 16)

gebra, and properties of similar triangles in geometry.

Given:

Line $a =$ _____

Line $b =$ _____

Required: To multiply two lines, that is, to find a line which is the product of the line a and b .

Procedure: Draw two lines M and N meeting at O (Figure 2), and measure a unit length OX . Measure $OY = a$ and $OZ = b$. Draw XY and through Z draw a line parallel to XY meeting ON at W . YW is equal to ab , the product of line a and b .

3. Finding the area of a rectangle. The elementary concept for any rectangle is that, area is the product of the measure number of the length and the measure number of the width. This is applied in arithmetic on rectangles of different dimensions, thus: for a rectangle of length 4 units and width 3 units (Figure 3), the area is 12 square units; for a rectangle of length 6 units and width 4 units, the area is 24 square units; and for a rectangle of length 5 units, width 2 units, the area is 10 square units, and so forth.

In each of the above examples, the dimensions are specific and so are the corresponding areas. (This is arithmetic).

The above specific cases can be

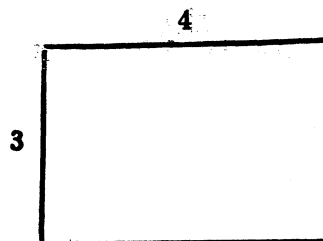


FIGURE 3

ARITHMETICAL REPRESENTATION OF THE AREA OF A RECTANGLE

"generalized" arithmetic).

In geometry, one defines area as the number of unit squares that the rectangle contains (Figures 5a and 5b).

From the above-mentioned fig-

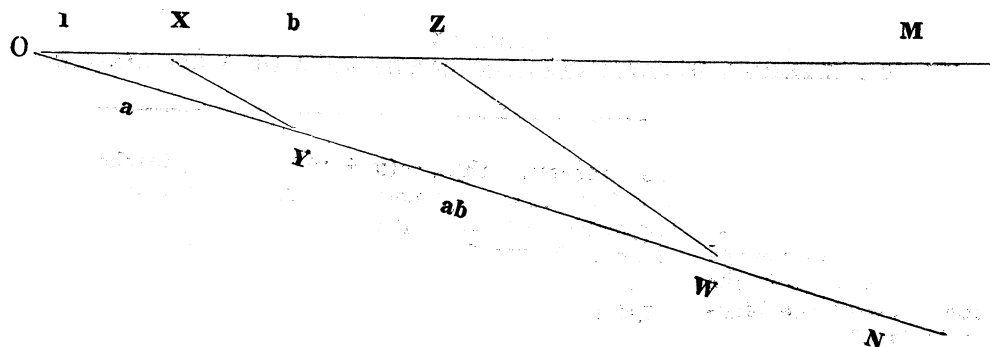


FIGURE 2

GEOMETRICAL REPRESENTATION OF MULTIPLICATION

Proof:

1: $a = b:YW$ A line parallel to one side of a triangle divides the other sides into segments that are proportional.

$YW = ab$ In any proportion, the product of the means is equal to the product of the extremes.

generalized and expressed in a single pattern, by designating a symbol to represent the length of any rectangle and another symbol to represent the width of the same rectangle. Thus, in Figures 4a, 4b, and 4c, if L and W are designated to represent the length and width respectively of any rectangle, then area equals length times width ($A = LW$). (This is algebra or

ures, it is shown that there are 3 (or W) rows of 4 (or L) squares each, thus making the area 4×3 squares $= 12$ squares or $L \times W$ squares $= LW$ squares.

4. Illustrating the square of a binomial. The general pattern of teaching the square of a binomial in algebra is to give a
Please turn to page 32)

Nenita Sornito...
(Continued from page 31,

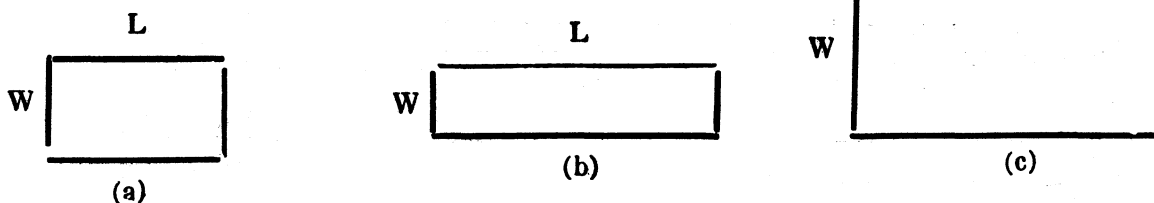


FIGURE 4

ALGEBRAIC REPRESENTATION OF THE AREA OF A RECTANGLE

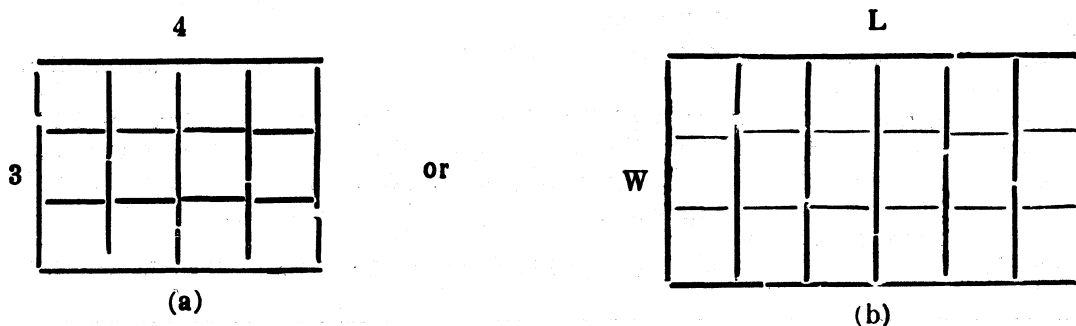


FIGURE 5

GEOMETRICAL REPRESENTATION OF THE AREA OF A RECTANGLE

few examples such as $(a + b)^2$, $(x + y)^2$, and so forth. Then after the regular process of long multiplication the answers are studied for the relation of the terms in the product to the terms of the binomial. On the basis of this observation a rule is established in the form of an empirical pattern for

the process, thus, $(x + y)^2 = x^2 + 2xy + y^2$. A geometrical demonstration of this principle is given in Figure 6.

Let x be the side of the original square. Then the area is x^2 . If the sides are increased by y to make them $(x+y)$, then the total area is $x^2 + xy + xy + y^2$ or $x^2 + 2xy + y^2$.

5. *The process of evolution.* Any high school graduate should have no difficulty in extracting the square root of any positive number. But when students are asked to explain why they multiply the root already found by 20 to get the trial divisor, their only answer is, "Our high school teacher in mathematics gave that to us." In the traditional pattern of teaching this operation, students are arbitrarily told no more than that they should multiply the root already found by 20 to get the next trial divisor.

The teacher concentrates on the proper manipulation of the process.

The only way to explain this step in the process is by referring back to the binomial expansion in algebra; that is, $(a + b)^2 = a^2 + 2ab + b^2$, in which "a" stands for the 10's digit and "b" stands for the units digit. After obtaining the first digit of the root, $2ab + b^2$ remains. In order to obtain the next digit this remainder is first factored into $b(2a + b)$. Since "a" stands for the 10's digit, the trial divisor should be $(2 \times 10a)$ instead of $(20 \times a)$ as is the common practice. Here is where algebra explains an arithmetical process.

The writer has not yet met a high school graduate who can extract the cube root of a number. But referring again to the "bino-

(Please turn to page 33)

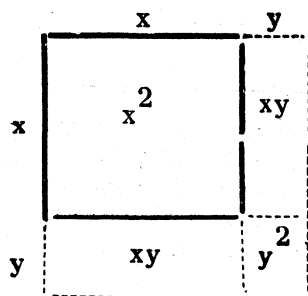


FIGURE 6

GEOMETRICAL REPRESENTATION OF THE SQUARE OF A BINOMIAL

Nenita Sornito...

(Continued from page 32)

mial theorem," this can be reduced to the pattern: $(a + b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$. After the first digit of the root is taken, the remainder is $3a^2b + 3ab^2 + b^3$.

Factoring this remainder into $b(3a^2 + 3ab + b^2)$, the quantity in parenthesis is obtained as the complete divisor. The value $3a^2$ is used for obtaining the trial divisor, but since "a" stands for the 10's digit, therefore the trial divisor becomes $3(10a)^2$. By this method, the students begin to learn the process of evolution in both arithmetic and algebra.

Geometry can also be used in extracting the square root of a line.

Given: Line $a =$ _____

Required: To extract the square root of the given line a .

Procedure: On the line OC (Figure 7), measure OA equal to one unit length. Measure AB equal to the given line a . Draw AD perpendicular to OC. With OB as diameter, draw a semi-circle intersecting AD at E. AE is the square root of the given line a .

Proof:

1: $AE = AE : a$. In a right triangle the altitude upon the hypotenuse is the mean proportional between the segment of the hypotenuse.

$AE = \sqrt{a}$ In any proportion, the product of the means is equal to the product of the extremes.

6. The process of involution. Another demonstration on how an arithmetic and/or algebraic process can be interpreted geometrically is

the fundamental operation of involution (raising a power).

Involution is simply continued multiplication by the same number, that is, $2^5 = 2 \times 2 \times 2 \times 2 \times 2$, and $(a+b)^4 = (a+b)(a+b)(a+b)(a+b)$, and can be performed easily in both arithmetic and algebra. Sornito³

³Juan E. Sornito, "Involution Operated Geometrically," *The Mathematics Teacher*, 48:243-244, April, 1955.

has demonstrated this process geometrically using two different methods, both based upon the simple properties of right triangles, as shown in the following (Figures 8 and 9):

Given:

Line $a =$ _____

Required: To find the n th power of a given line a .

Procedure: (First method)

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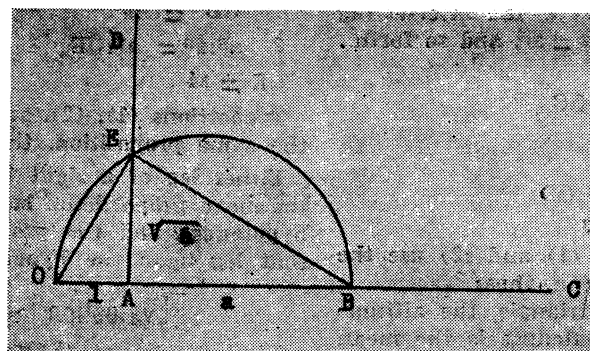


FIGURE 7
GEOMETRICAL REPRESENTATION OF EXTRACTING OF SQUARE ROOT

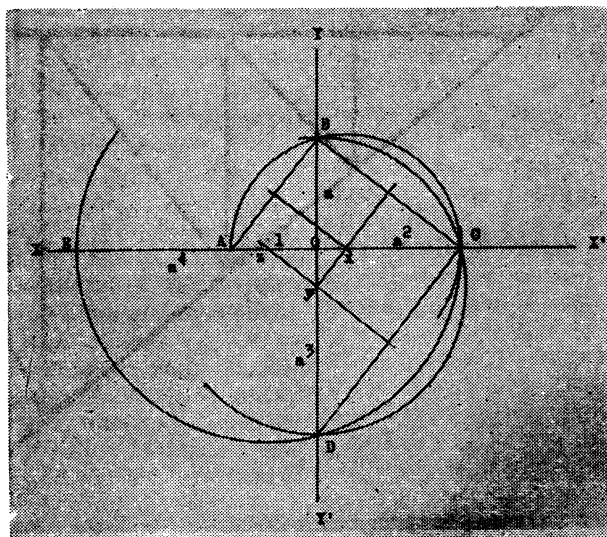


FIGURE 8
GEOMETRICAL REPRESENTATION OF INVOLUTION (FIRST METHOD)

Nenita Sornito...

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Draw two lines perpendicular to each other as shown in Figure 8. Measure $AO = 1$ unit length.

Measure $OB = a$. Construct a perpendicular bisector to AB , meeting XX' at x . With x as center, describe a circle passing through A and B and intersecting XX' at C . $OC = a^2$. Construct again a perpendicular bisector to the line BC , intersecting YY' at y . With y as center, describe a circle passing through B and C and intersecting YY' at D . $OD = a^3$, and so forth..

Proof:

$$1. 1:a = a:OC$$

$$OC = a^2$$

$$2. a:a^2 = a^2:OD$$

$$OD = a^3$$

Proportions (1) and (2) use the same proposition, thus:

In a right triangle, the altitude upon the hypotenuse is the mean proportional between the segments of the hypotenuse.

Procedure: (Second Method)

Let OA on the line OM equal the unit length. At A erect a perpendicular to OM . By the use of a compass measure OB equal to a , the given line. Through B draw ON . Construct BC perpendicular to ON ; CD perpendicular to OM ; DE perpendicular to ON ; EF perpendicular to OM ; and so forth. It can be proved that $OC = a^2$, $OD = a^3$, $OE = a^4$, and so forth, to an .

Proof:

$$1. 1:a = a:OC$$

$$OC = a^2$$

$$2. a:a^2 = a^2:OD$$

$$OD = a^3$$

$$3. a^2:a^3 = a^3:OE$$

$$OE = a^4$$

Proportions (1), (2), and (3) use the same proposition, thus:

Either leg of a right triangle is the mean proportional between the hypotenuse and the projection of that leg upon the hypotenuse.

Evaluation

Final testing at the end of the term. Upon the termination of the term, a final test was administered to the two groups for the purpose

of determining their relative achievements. The same sets of questions were used consisting of two types; namely, (1) exercises to test their accuracy and skill in the mechanical operations, and (2) problems to test their power to interpret, that is, their ability to translate ideas into the language of mathematics, and their ability to make complete solutions.

The papers were carefully graded, and from the results the achievements of the students in the two groups were compared. These results were carefully tabulated and statistically analyzed.

Evaluating the results of the final test. Since one is continually trying to answer questions, especially in scientific work, one may wish to answer such a specific question as this: "Is the integrated teaching of algebra and geometry superior to the traditional pattern presently followed in the secondary schools?"

Findings

The evaluation of the comparative merits of the two types of teaching approaches was based (Please turn to page 38)

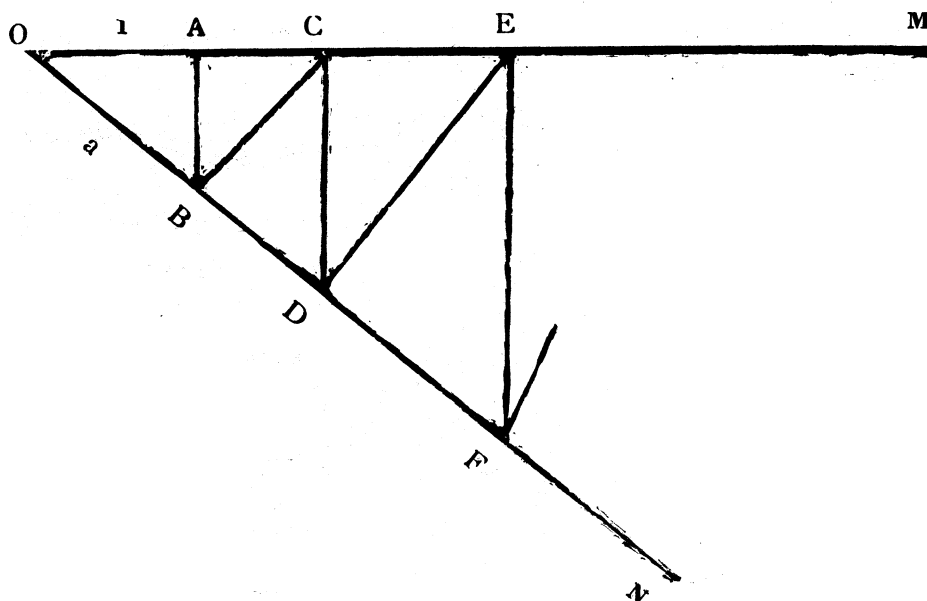


FIGURE 9
GEOMETRICAL REPRESENTATION OF INVOLUTION (SECOND METHOD)

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(Continued from page 8)

in Hood and his merry men? to Pecos Bill? or to the Philippine Princess Urduja and her warrior maidens? Listening to stories such as these, or reading them, should be an enjoyable experience to children of the intermediate grades.

Third, the objectives for reading prepared by the Bureau of Public Schools⁴ point up the fact that the learning of legends and folk tales is still emphasized in Grades V and VI.

Fourth, the objectives in literature partly realize the fundamental general objectives of Philippine education. According to Isidro, the "Constitution of the Republic, being the repository of the collective ideals and accumulated wisdom of our people, is the primary source of our educational objectives. Its precepts constitute educational aims which our schools—public and private—must endeavor to achieve."⁵ Article XIV, Sec. V of our Constitution provides that "All schools shall aim to develop moral character, personal discipline, civic conscience, vocational efficiency, and to teach the duties of citizenship."⁶

It is through the schools that the study of legends and folk tales can be utilized to teach moral lessons and help develop good character. The telling of such stories is a

pleasant way of teaching about the past: about what used to be the mode of dressing, the customs, the mores, the ideals and the beliefs of elders, as a point of reference for a study of the present. The "self-knowledge" that develops is essential to the growth of a mature citizenry; thus, the study of local stories may help achieve the cardinal objectives of the Philippine educational system.

Fifth, before these stories suffer more change and lose their original "flavor", it is best that they be collected in a more permanent record. Most of the tales were collected by the writer from the places where they actually originated, but because several generations have passed since these stories were first told, the features of the places of which they tell have changed; and one can only imagine how those places looked centuries ago.

Several legends and folk tales have been written about famous places in many parts of the Philippines, but very little attempt has been made to put in writing the legends and folk tales of southern Negros Occidental which are included in this report. Moreover, although many stories have been written for the primary grade levels, there has been no definite collection of legends and folk tales for the intermediate grades.

At this point, some specific explanation of the first purpose of this study is in order.⁷ The accounts, as collected by the writer, were sketchy statements about how places got their names or about incidents, which accounts could hardly be called tales. Obviously, such versions cannot be included in literature for children. By "conserve local legends and folk

tales..." the writer means "to prevent the loss of features that individualize each account as told to her." Since the other objective of this study is to put in writing tales for the immediate enjoyment of the children, some touching up had to be done. Coarse and brutal incidents were omitted or toned down in the retelling. Some minor characters were introduced or added in the stories. The language was adapted to suit intermediate-grade children. An occasional episode had to be changed or deleted. Even the Grimm brothers and Joseph Jacobs made similar modifications.⁸ Care has been taken to keep the character of Ilongo storytelling.

Seventh, there is value in preserving stories, which transcend their immediate usefulness in the classroom. Common beliefs and customs, as depicted in the stories, tend to draw people closer together in mutual understanding. Other peoples reading Philippine stories will come to know about this nation's history, customs and literature and learn to understand its people better.

No story of universal value is a monopoly of one nation. Beloved characters transcend the boundaries of countries. One feels more than once that he is Alice in Wonderland, or Pollyanna looking at the world through rose-colored glasses. Boys identify themselves with Lancelot or Robin Hood; for, truly, such characters reflect hidden desires, hopes and aspirations. Richardson and Owen write:

Literature frees us from provinciality. No nation seems foreign or unfriendly when it is once disclosed to us in its literature. It is not knowledge but ignorance that makes us prejudiced. (Please turn to page 36)

⁴*Courses of Study in Reading for Grades V and VI* (Manila: Bureau of Public Schools, 1950), p. 23.

⁵Antonio Isidro, *Philippine Educational System* (Manila: University of the Philippines, 1947), p. 30.

⁶Also see: *A Survey of the Public Schools of the Philippines — 1960* (ICA-NEC) Republic of the Philippines. (Manila: Carmelo and Baermann, 1960), pp. 54-55.

⁷What Textbook Should We Use

in Our Schools?" *The Filipino Teacher*, 18: No. 5, 284, 292, November, 1963, citing the *Daily Mirror*, August 2, 1963.

⁸Supra, p. 17.

⁸Mary Hill Arbuthnot, *Children and Books*, Revised ed. (Chicago: Scott, Foresman, and Company, 1957), p. 241.

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udiced. We laugh with Sancho Panza or Sam Wheeler or Tom Sawyer alike. Lear or Prometheus, Jean Valjean and Anna Karenina — do they belong to one nation or one time? All racial barriers disappear when we hear the agonizing cry, "O my son Absalom, my son, my son!" Through literature, we become citizens of the world.⁹

The Collecting of Materials

Having recalled from early childhood the many strange and interesting stories that are being told concerning places in southern Negros Occidental, the writer visited towns and barrios where good storytellers were found. Most of the persons interviewed were elderly. They either were born in the town where they live or have been among the first settlers there. Most of the contributors to this study were schoolteachers and relatives.

Before this study could be made and before the stories could be adapted for use by the intermediate grade children, several background materials were looked into by the writer. First of all, a study of objectives was deemed necessary so that the stories could be geared towards their realization. Textbooks and supplementary readers were studied for types of stories, sentence structure and vocabulary load. Books on styles of writing as well as those on reading interests and psychology of children were looked into. Lastly, books and periodicals on legends and folk tales of the Philippines and other countries were studied for additional background material.

Pertinent information about

⁹William Richardson and Jesse M. Owen, *Literature of the World* (Boston: Ginn and Company, 1922), p. 2.

school objectives was studied since the stories in the present collection were written with the school objectives in mind. For example, certain stories were included in this work because they can contribute to character building and the teaching of right conduct. Books of objectives in reading and the Course of Study in Reading for Grades V and Grade VI¹⁰ were most helpful.

Readers for the intermediate grades were looked into for vocabulary load. Textbooks and supplementary readers were analyzed for kinds of sentences, length of sentences and number of sentences in a typical paragraph. The counting was done by analyzing every tenth page of the books.

Aside from the textbooks and supplementary materials prescribed for the elementary schools, the writer looked up references that dealt with reading interests, form and style in writing, and appropriate vocabulary loads for each grade level.

The Organizing of Materials

At first, the writer wrote the tales she herself had collected in outline form. Since the storytellers related the stories in the dialect, the danger of wrong interpretation or transliteration in close adherence to item for item translation was very real. When hard put to it for reasonable equivalents, the writer included some words in the dialect until she found their nearest translation in English to substitute for them.

After the stories were written out each story was analyzed for readability.

All the different words used in

¹⁰Course of Study in Reading for Grades V VI, (Manila: Bureau of Public Schools, 1950).

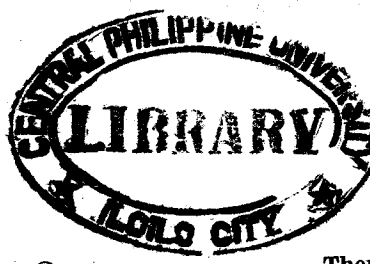
the twenty stories were tabulated and each word was checked with the Philippine Standard Word List for grade placement. The objective was to make sure that all the words in a story except those for vocabulary study should be those that should have been learned in the grade previous to the one in which the story is read. The words for vocabulary study, a proportionate part of the total running count, are controlled so that they are only those that are found in the list for the pupils' current grade level. At the end of the study of the supplementary reading proposed for each grade, pupils shall have learned a set of words which are a grade higher than those they have mastered in their previous grades.

To determine the number of new words to include in a story for a particular grade, the total number of words in the story was first counted. The "Criteria for the Selection of Readers Issued by the Bureau of Private Schools"¹¹ has a column for the ratio of new words to running words. The given ratio for Grade IV, for example, is one new word to every 92 running words. The total number of words in a particular story for that grade is divided by 92. The answer is the number of new words allowed for that story.

If the story for a particular grade had words which were too difficult for that grade, appropriate synonyms were substituted for them from the Philippine Standard Word List. Sometimes words that are two grades above the level of the particular grade for which the story was meant were included. This is for the purpose of challenging the attention of advanced pupils. It is felt that two

(Please turn to page 37)

¹¹Rocio R. Dumaul, "Writing School Books," *Sunday Times Magazine* 13:4 (September 8, 1957), pp. 18-20.



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(Continued from page 36)

such words in one story are not handicaps in comprehension for the slowest.

When the tentative form of a story was found to have many more difficult words than should be allowed for it, the choice of what to retain is based on the relative functional value of the words for the particular group for whom the story was meant. It is admitted that there is no objective test for this criterion known to the writer. Guidance was sought from Fries' suggestions on how to build up vocabulary study.¹⁴ It was deduced that an intermediate pupil is at a stage in life when he should begin to be interested in areas of life and living beyond his immediate neighborhood and community. This stage emphasizes vocabulary study dealing with general areas of living.

Local color was emphasized as much as possible by the use of local terms in appropriate setting.

Several stories collected by the writer could not be included here because they were not considered good reading, being in bad taste according to current social conventions. One such story told of pranksters using the corpse to frighten the mourners. Those which were not so interesting were also discarded. Stories that were lacking in plot or characterization were written and adapted to suit the particular grade for which they were intended. The result was a collection of stories adapted for the intermediate grades.

To exemplify the transformation of a story, the first draft and the final form of one are given below.

¹⁴Charles C. Fries, *The Teaching of English as a Foreign Language*. (Ann Arbor: University of Michigan Press, 1945), pp. 38-56.

The Origin of Binalbagan

First Form

Several stories have been told about how Binalbagan got its name. Some people said that a huge snake once crossed the Binalbagan river during a snake migration. It was believed that long ago the snakes go down annually to visit the sea. They did this by following the course of the river, slithering along the dry land. As the snakes traveled along, people were not allowed to harm them for fear of a calamity. Strange creatures were associated with supernatural powers. The Negritos who treated these reptiles like people, accompanied these creatures on their journey, to the sound of their home-made flutes and pipes of reed and bamboo. A particular narrow neck of the river was the fording place of most travelers, so that when the snakes crossed it, people gave the spot the name *Binalabagan Sang Man-og*, or *Binalabagan* for short. Later the name was shortened to Binalbagan.

Another origin for the name of the place came from the people's occupation. The town, being near the sea, was noted for its shrimp. People gathered shrimp for a living. Since these crustaceans spoiled easily, the people used a kind of preservative taken from the bark of a tree. To extract the juice, the bark is laid across a flat piece of board and pounded with a stick or stone. The act of pounding is *balbag* in the dialect. The place where the bark is pounded is called *binalbagan*. Hence, the place became known as Binalbagan.

Final Form

One April 25, Joselito's relatives came to Isabela for the town fiesta.

There was much telling of stories and visiting. Joselito always loved to hear these stories. There was Uncle Jose who had promised him one the year before. Would he tell that one about Binalbagan now?

Yes, Uncle Jose would tell him how Binalbagan got its name.

In the old days, people believed that snakes had magic powers. No one was allowed to harm a snake. The people were afraid of bad things happening. The Negritos treated snakes like people.

It was said that in those days the snakes in the mountains came down every year. They wanted to visit the sea. They crept along the banks of the rivers. The Negritos went with the snakes. They played music for the snakes.

The people noticed something strange. The snakes from Isabela always crossed the river at the same point. It was also the point used by people. When the snakes were crossing, the people waited. They could not cross because the place was "*binalabagan sang man-og*"—crossed by snakes. Later, they called it "*Binalabagan*" for short. Now it is "*Binalbagan*."

Uncle Pedro thought that was a funny story. He had a good one. What was his story?

Long ago the people in this barrio by the sea caught shrimp. Their catch was always good, but shrimp did not come everyday. They planned to sell some of their catch in other barrios. They also wanted to keep some of the shrimp to eat on other days.

For a long time their shrimp spoiled fast. Then someone found out that shrimp covered by the bark of a kind of tree did not spoil. By accident somebody pounded the bark to make it lie flat, and the shrimp kept longer.

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primarily upon:

(1) The observations made during the course of each experiment. Those were on the responses of the students, their readiness to understand new concepts, and their ability to apply them to problems.

(2) The statistical analysis of the results of the final test.

In the former, the new head of the department of mathematics who was also the faculty adviser of the researcher was invited from time to time to observe in the classes and make the evaluation. In the latter, the null hypothesis was employed to determine the comparative progress of the control group and the experimental group respectively. From this analysis the results given below were obtained.

Since the corresponding values of t are greater than 1.9968 which

she submits the following conclusions:

1. That the integrated teaching of mathematics (geometry and algebra) can give the students a broader perspective of the science of mathematics.

2. That this pattern of instruction can increase the students' ability to correlate the different areas of the science thereby increasing their power to use it as a tool in industry and in their daily living.

3. That because of the first two observations, integrated teaching can be more motivating and challenging.

4. That integrated teaching opens more opportunity for repetition of basic principles, thus reducing to a minimum the element of forgetfulness.

5. Finally, that the adoption of this pattern and technique of

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Pretty soon the people found out that they could keep more shrimp by using just the sap from the bark. Later, every morning the whole village was awake at sunrise. The women and children could be seen pounding bark. When the men came, the juice was ready for the shrimp.

The barrio had more to eat and more to sell. Everyday there was pounding to be seen all around. So, people from other places began calling the barrio "Binalbagan" — the place where the pounding was done.

So this was Uncle Pedro's story! Uncle Juan remembers a love story instead. He just could not

(Please turn to page 19)

Test Group	No. of Cases	Mean	Standard Error of the Mean	Standard Deviation
1962-1963 FINAL TEST				
Experimental	35	93.06	25.32	4.34
Control	35	80.57	23.63	4.05

Value of the t -ratio = 2.11, significant for 68 D.F. at the 5% level of confidence

1963-1964 FINAL TEST				
Experimental	35	90.11	24.08	4.13
Control	35	77.34	23.05	3.95

Value of the t -ratio = 2.23, significant for 68. D.F. at the 5% level of confidence

is the value required for the 5% level of confidence at 68 degrees of freedom, the null hypothesis is rejected; the two different variables in question, the teaching methods, produced significant differences, and the integrated pattern of teaching is proved to be more effective than the traditional pattern of teaching mathematics.

Conclusions

While the experimenter recognized the limitations of the experiment in point of time and scope,

the mathematics instruction in teaching mathematics will upgrade the secondary schools.

Recommendations

On the basis of the observations and findings made in this experiment, the researcher submits the following recommendations:

1. That the integrated pattern of teaching the basic concepts of algebra and geometry be adopted in the first year of high school.

2. That a continuing experimental program be undertaken by

institutions of higher learning, particularly the teacher training colleges, for the purpose of studying further the merits of this pattern of instruction.

3. That a study committee be created to prepare outlines, syllabi, and other materials for the type and pattern of teaching in this experiment.

4. Lastly, it is strongly recommended that Central Philippine University, where this experiment was conducted, initiate a movement to implement the foregoing recommendations.

Our Contributors

Dr. Ralph E. Knudsen, B. A., Th. D., Litt.D., S.T.O., is a visiting professor who just retired from Berkeley Baptist Divinity School, Berkeley, California. He had been its dean for 18 years before his retirement in 1964. During his active service he distinguished himself as scholar, pastor, church leader, speaker, teacher and administrator. On this campus Dr. Knudsen has been stimulating campus thinking on the relevance of the scriptures to modern living.

Dr. Reuben E. Slesinger, professor of economics at the University of Pittsburgh, Pennsylvania, is a contributor to *Collegiate News and Views*, a service magazine put out by South-Western Publishing Co., Cincinnati, Ohio, U.S.A.

Dr. Elma S. Herradura has already been introduced. It may be further said that she administers the largest division in the University.

Mrs. Esperanza M. Catedral, B.S.E., M. A., teaches English in this university. The larger work, a master's thesis, from which the article included in this issue comes, further discusses the implications of this description on the teaching of English in this region.

Miss Nenita Sornito, B.S.E., C.E., M.A., teaches mathematics in this university. She has varied interests, including music. Her article presents the experimental half of a comparative study of two teaching methods.

Miss Leda F. Gerona, B.S.E., M.A., was once a teacher in the campus counterpart of a Calvert School. She was granted a travel grant this year and is now a teaching fellow at Kansas State University, Emporia, Kansas.

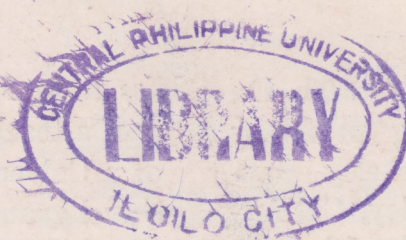
Dr. Irving F. Boekelheide, B.A., M.A. in Music and Mathematics, Ph. D. in Physics, is the Fulbright - Hays lecturer in physics assigned to Central Philippine University for 1964-65. After many years of teaching (he is a full professor of physics), and a stint with the U.S. Navy Radiation Def. Laboratory, and research work with General Mills, Inc., Dr. Boekelheide comes to Central direct from the Department of Physics of the University of Florida where he was research participant. He has been described as "an effective teacher of undergraduate physics."

Dr. Macario B. Ruiz presents here the abstract of his study which caps a series of investigations on the nature of the *Hiligaynon* verb. Dr. Ruiz has just finished another study on *Hiligaynon* nouns. The current interest in Language and languages is prompting him to consider very seriously the launching of an ambitious project in linguistic research in this part of the Philippines, to be carried on by a team. He plans to enlist the support of some foundation.

Teaching Methods

Folk Tales

Linguistics



Dr. Reuben E. Slesinger
of the University of Pittsburgh

Dr. Irving F. Boekelheide
Dr. Elma S. Herradura
Dr. Ralph E. Knudsen
Dr. Macario B. Ruiz
Mrs. Esperanza M. Cathedral
Miss Leda F. Gerona
Miss Nenita Sornito

Four other faculty researches
to be reported.
Screening of articles begins
THIS MONTH

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