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Educational Alternatives for the Future

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us to become truly a people that does justice to the faith, a faith that does justice. Hopefully, a mass-based Filipino spirituality of liberation might unite all opposition groups not only against the present repressive regime but, more importantly, on the side of the poor. One thing is clear from Gutierrez's timely book—the spiritual and paschal experience, that is, the suffering and death of the Filipino people at this time in their history, is the well from which we must draw a Filipino spirituality of liberation.

We Drink From Our Own Wells is not just another book for spiritual reading. Although very readable and refreshing, it is a serious theological work with thirty-four pages of extensive scholarly notes, with scriptural and author -subject indices. Translated by Matthew J. O'Connell from the original Spanish, (*Beber En Su Propio Pozo: En El Itinerario Espiritual De Un Pueblo*), it contains a foreword by Henri J.M. Nouwen, which first appeared in *America* (15 October 1983).

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EDUCATIONAL ALTERNATIVES FOR THE FUTURE. Edited by Rolando R. Dizon, F.S.C. Quezon City: Phoenix Publishing House, Inc., 1983. iv, 274 pages.

What will education be like in the twenty-first century? The fact that no one can give an accurate answer does not mean that it is a foolish question. As Bro. Dizon says in his Preface: "it is important that an attempt be made . . . and certain conscious choices [made] to help shape" the future.

Educational Alternatives is a collection of sixteen articles written by prominent Philippine educators from both the public and private sectors. It divides into four sections: first, an introductory article that provides a perspective in searching for alternatives; second, a series of five articles on innovative basic education programs; third, another series of five articles concerning teacher education programs; and finally, a third series of five articles describing various management models and strategies.

Aside from the glimpses into the future, several articles are accompanied by helpful tables or figures, and followed by bibliographies that indicate the papers were carefully researched and not simply transcriptions of faculty room chit-chat. It would be impossible in a brief review to give an adequate evaluation of each of the articles. What follows is more descriptive than judgmental.

In the introductory article entitled: "Education in the Philippines for the

21st Century," Bro. Andrew Gonzalez, President of De La Salle University, marshalls an impressive array of statistics as a starting point for describing the scenario twenty years hence. The major problem when dealing with an estimated population of 73 million by the year 2000 is how to educate a larger number of students better, with limited resources. He concludes that "short of a radical change in the R.P. social system, inequality will persist" (p. 9). And while there may be increased student aid and scholarship programs for the growing middle class, quality education will still be relatively inaccessible to the lower classes. Ultimately, the problems of quantity and quality "translate themselves into providing adequately trained faculty for an increasing population" (p. 12).

Part Two of *Educational Alternatives*, which speaks of innovative programs at the elementary and secondary levels, is introduced by Mrs. Virginia Cawagas of La Salle, Greenhills. In the lead article, Sr. Luz Soriano, President of Assumption College, asserts that value formation through an interdisciplinary program which weds social action to the curriculum is absolutely necessary for the development of citizens who will act in unison for the service of others. Dr. Estrella Castañeda, who is Principal of the La Salle Greenhills Grade School, surveys six Metro Manila preschool centers and suggests two eclectic alternatives for preschool education. Then, three authors from St. Scholastica's College—Ms. Castillo, Sr. Villegas and Sr. Bellarmine—describe Small Group Prescribed Instruction with Individual Pacing (SGPIIP) as a means of adapting space, time, personnel and curricula to suit individual differences at the elementary level. Next, Mrs. Cawagas discusses a Special Tracking System and Differentiated Grouping as ways of responding to the perennial problem of classifying students who are not uniformly fast nor uniformly slow in all subjects at the secondary level. Finally, Ms. Salazar and Dr. Castañeda write about a program for academically gifted grade school children at LSGH that both challenges high ability students and helps develop social consciousness.

Part Three of *Educational Alternatives* discusses teacher education programs and is introduced by Dr. Belen de Jesus of the DLSU Graduate School. First, Dr. Cleofe Bacungan, Director of the Philippine Science High School, analyses various systems of training science teachers. Then, Dr. Edilberto Dagot, President of Philippine Normal College, suggests new patterns for training the apprentice (student) teacher in a preservice setting; while Dr. Nilo Rosas of the MECS Higher Education Office discusses the present status and alternative styles of continuing In-Service Teacher Education (ISTE) at teacher centers. Next, Nanette Dungo relates her experience as Director of a Center for Instructional Improvement (CII) at La Salle College, Bacolod, where a structured "method" was employed to maximize learning outcomes through on-the-job teacher training. Finally, Marietta P. Goco describes the Foundation for Education Evolution and Development (FEED) and its ef-

forts to prepare Catholic teachers for grass roots evangelization in the Archdiocese of Manila.

Part Four of *Educational Alternatives* offers possible management models and strategies. In the first of five articles, Dr. Liceria Soriano, drawing upon her experience as Director of INNOTECH, identifies alternative delivery systems for basic education. Then, Bro. Rolando Dizon, President of La Salle Greenhills and overall editor of the collection, describes alternative sources for financing private education and the experience of setting up a housing project for six private sectarian schools. Next, Fr. Miguel Varela, Director of the CEAP Planning Office, outlines a strategy for regionalization which could improve the management of the Philippine Educational system. The editor then describes the Service Contract Scheme whereby the public and private sectors collaborate to reduce the increased costs of education. Finally, Dr. Alexander Calata of the Center for Educational Measurement discusses the evaluation of alternative educational programs for the future—especially, education for values and education for economy.

As is true of most collections, not all articles are evenly written nor of equal weight. And aside from the section on teacher education, the collection is thin on higher education. The inclusion of Mahar Mangahas' paper on the Philippines in the year 2000 and some input from the Association of Private Colleges of Arts and Sciences (APCAS) would have strengthened the perspective of the tertiary sector. However, educators and students alike will find that there is much food for thought in this collection of educational alternatives for the twenty-first century.

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JUAN VILLAYERDE, O. P. MISSIONARY AND ROAD-BUILDER
1841-1897, A HISTORY OF THE DOMINICAN MISSIONS IN IFUGAO.
[ORIENTALIA DOMINICANA, No. 1]. By Guillermo Tejón, O. P. Manila:
University of Santo Tomás, 1982. xv, 379 pages. Plates, maps.

They said he had magical powers. He not only could look like a clean-shaven youth and change within the second to appear as a long-bearded old man, but could also disappear at will. By spreading a handkerchief on the ground and uttering the proper formula, he could travel anywhere, born aloft on his own flying carpet. And he was immune to danger! Unarmed, he could drive his horses through a hostile crowd of Igorot warriors, much like Jesus long ago whom the angry Nazarenes had failed to throw down their hill.