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Three Aspects of Education Today

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high and low languages, and in the end, to speak all at once, to make out of incongruous usage levels a high art form that in the very nature of its language carries a profoundly comic vision of life.

For indeed, Replogle says, comedy in Auden is both a vision and a style. The comic view in the literary cliché is the opposite of the tragic view, but the two begin with the same fact. Man imperfect, perpetually falls. Looked at from up close these falls seem painful and disastrous, even if ennobling. From farther off they seem less painful and even amusing. Hence the difference between the comic and tragic view is largely a matter of distance. In his Kierkegaardian faith, Auden is indeed able to keep the comic stance — all the inevitable suffering attendant upon imperfect human experience are benignly absurd and insignificant, set against the ultimate design. Replogle devotes the last pages to examining techniques Auden has used in exploiting incongruity, the source of verbal excitement in his latest poems. He concludes that the intellectual search, the temperamental affinities, the skills of his craft unite in a person we now can call AUDEN. Indeed Replogle has found Auden's art one consistent *oeuvre*.

Although backing off from his subject far enough to see the jagged as smooth, to measure leaps as steps, to discern paradoxes and fuse apparent incompatibles, Replogle does not sacrifice clarity and focus. A reader not too versed in modern philosophy can gain from his explanations and illustrations. While Replogle frankly admits these as simplifications, they are nevertheless accurate. He questions facile labels and displays evaluative insight into other major Auden critiques. In discussing personae and style Replogle abandons a distant perspective for the proximity of a literary sleuth in search of figure recurrences, usage distinctions, linguistic peculiarities and other devices. His readiness to define and illustrate poetic practices, to enumerate and classify and illustrate verbal properties, together with his habit of discussing and evaluating his own critical procedure, has made of Replogle's book a model for poetry criticism applicable to other poets' works as well. In an area where much still remains to be done, this University of Wisconsin professor of English has made a valuable contribution, a critical text no student or teacher of Auden's poems can justly ignore.

PERLA S. REYES

THREE ASPECTS OF EDUCATION TODAY

THE WORLD OF EDUCATION. Selected Readings. By Rena Roy. New York: Collier-Macmillan International, 1968. xi, 554 pp.

PROFESSIONAL NEGOTIATION IN PUBLIC EDUCATION. By T.M. Stinnett, Jack H. Kleimann and Martha L. Ware. Riverside, New Jersey: Collier-Macmillan, 1966. ix, 309 pp.

PROFESSIONAL PROBLEMS OF TEACHERS. By T.M. Stinnett. New York: Collier-Macmillan International, 1968. xiii, 541 pp.

EDUCATION THROUGH THE AGES

Recent events, on campuses around the world, have stirred a re-evaluation of the relevance of education to contemporary society. This timely book is, essentially, a perspective on past and present educational issues and opinions. The author has selected writings from the past and from the contemporary world, from the United States and from other countries to illustrate points of view regarding major questions in education: why is education important? who should be educated? who should be responsible for education? how should education be organized?

The first section, *Why is education important?* is heavily laden with Anglo-Saxon thought which espouses the basic tenets of democracy. In the same section, essays by Nikita Khrushchev and Mao Tse-tung ascribe utopian attributes to the Communist spirit of education: "Communism is the supreme flowering of humanity and of the individual." Unlike the contributors to the first section, those in the section, *Who should be educated?* are predominantly Americans, who deal with issues of bygone days, i.e., the plight of British chimney sweeps; the passe question, at least in the United States, of the rights of women to an education; and the coeducation of the sexes, rather than with the problems of cultural minorities within the States and the multitudinous have-nots of the world.

The controversy over federal and state aid to education, with the added distinction between public and denominational schools, underlies the question: *Who is responsible for education?* Overwhelming assent is given to the position of state responsibility from such writers as Plato, Lloyd P. Jorgenson, Daniel Webster, and Horace Mann. Recent imperatives for greater government responsibility for education emanate from the pens of Presidents John F. Kennedy and Lyndon B. Johnson. U. Thant, however, "...places final responsibility for education on the individual. The inspiration may come from without, but the alteration must take place within; otherwise there can be no true education and no lasting peace".

The question, *Who should pay?* focuses on local-state-federal partnership in school finance. However, a paradoxical twist added by Theodore Parker's essay, "Duties of the American Scholar", contends that the scholar's duty is "to give a service for the service received", a point eminently important for today's youth. The weakest

section of the book in terms of its organization is entitled, *How should education be organized?* Besides chronological disorientation, there is no consistent discussion of any educational system nor does the author present any rationale for future investigation or implementation.

Overall the author tackled the monumental task of sampling the world of education as perceived by the writers through the ages. Particularly noteworthy are his efforts to provide continuity and synthesis from the days of Plato to the most contemporary of educators, emphasizing pertinent questions through historical antecedents. The book should appeal to an audience beyond the traditional academic sphere, but its lack of reference to the Asian, African, and Latin American setting decidedly limits its scope of usefulness to that of a supplementary reader rather than a primary textbook.

TEACHER PARTICIPATION IN NEGOTIATION

The collective efforts of the authors emerge in a comprehensive, technical guide to understanding and implementing professional negotiation in public education, as advocated by professional educational associations. Eight well documented chapters, nine appendices, an extensive bibliography and index augment the primary objective of the volume, namely, "to provide basic information on all aspects of the professional negotiation process".

The idea of collective bargaining as posed by militant teachers' unions is differentiated and contrasted from professional negotiation by a give-and-take attitude between boards of education and recognized local school organizations. The question of teacher participation in negotiation is raised in Chapter One, and justified, on the premise that power is generated by participation as equals.

Chapter Two, focusing on the legal status and implications, poses a blatant difficulty without probing fully the essence of the dilemma: how to separate public school employees from public employees generally. Without pretension, the authors contend that the teaching profession should be able to govern itself through "professional practices acts". Lobbying or co-optation overtones pervade as the succinct objective is to evolve a body of law and precedent around public employees in general, versus professional employees in particular.

The elements of professional negotiation agreements and concomitant anomalies, as outlined in Chapter Three include: recognition, channels, negotiation, agreement and impasse. Although Chapter Four examines three levels of action being employed successfully in securing professional negotiated agreements, emphasis is on the mechanics for achieving the negotiation with minute deference to the human aspect, the latent or overt attitudes held by the negotiators.

Of the remaining chapters, "Professional Sanctions" (Chapter Six) and "Major Issues in Professional Negotiation" (Chapter Seven) veer from the strictly theoretical to a practical examination of the matter. If the moral force of sanctions are accepted with unanimity, then, the teaching profession will certainly have opted for a rational and lawful force befitting its quest for recognition and status by the public. The question, "what is negotiable?" finds no limits as the authors claim "...that teachers, in common with other professional practitioners, have a deep and transcendent interest in all matters which may bear upon the standards of their practice". The question of exclusive recognition, a recurring theme, implies that the organization of staff members receiving majority support should be recognized by a board of education as the exclusive negotiating agent for the staff.

The book is a worthy contribution towards professionalism in teaching, though, an amateur in the field of contract negotiation may find the bulk of the chapters tedious reading. The principles discussed by the authors may be applicable to the Filipino setting, if one bears in mind that the precedents and illustrations are based on the American setting. In the light of recent events, a revised edition of the book should consider the question of community and student participation in professional negotiation.

PROBLEMS OF THE MODERN TEACHER

If his objectives are to make the general public aware that teaching is a profession, while, simultaneously providing a practical guide for those either considering or engaged in the profession, then, Stinnet has accomplished both goals admirably. An acknowledged authority on teacher education, this third edition finds him penetrating beyond the bureaucratic facade of institution into strata of complexity not previously encountered, namely, the psychological climate of the education revolution, the emotional impact generated by the competitive struggle among teacher organizations and the social status provided by economic advancement through collective action.

In the Preface, the author tersely yet explicitly reveals why a third edition of his book was published: "...a new breed of teachers has arrived in the elementary and secondary schools — more competent, self-reliant and determined to employ collective action to achieve new status of creative participation in educational policy making". The book commences with a perusal of education in America, including an appraisal of "The Emerging Revolution in American Education", wherein, the purpose of education and the concomitant question regarding determinants of the success or failure of a teacher or a student are examined. The uniqueness of the individual is reaffirmed:

The American public school teacher will become an individualist, thus teaching will be creative and inspiring. Conformism is usually the enemy of creativeness.

Although mainly a compendium for those employed in the public schools, part two: "The Teacher as a Member of a Profession", is applicable to denominational schools. The formal accretion of knowledge through degree programs, as well as, the need for continuous in-service growth merits much consideration from the author. Stinnet ably displays Donald Super's mastery of vocational guidance in his discussion of selection, retention, and advancement within the framework of professional standards.

While part one argues against conformity, part three attempts to set guidelines for equitable and systematized professional personal policies and working conditions. The question of how teachers salaries should be determined seems debatable as various solutions are proposed through the medium of tables. Discussion of the working climate concentrates on staff load, class size, clerical help, free periods, extra-curricular duties, equipment and supplies among other topics. Only briefly does the author refer to abuses in the profession such as "callous use of emergency certification, the widespread employment of substandard teachers". Academic freedom, Communist teachers and controversial figures are dealt with in sweeping generalizations rather than through scholarly documentation, e.g., "all available evidence indicates that there are very few teachers in American schools, who are communistic or even socialistic". Questions are continuously proposed without any serious attempt, on the author's part, to provide a definitive answer, e.g., "teachers should have academic freedom, but how far should this go?" or "what are the justifiable limitations on academic freedom?"

While opting for self-determination or professional autonomy for the teaching professional, chart 11 on page 290, chapter 13, illustrates that professional and public responsibility are on the same continuum. Chapters 14 and 15 dealing with "Developing and Enforcing a Code of Ethics for the Teaching Profession" and "Protecting and Disciplining Members of the Profession" provide complementary material. In discussing the role of teachers as education leaders, the author makes the assertion that "the new trend demands that teachers have the ability and the will to participate in the process of decision making" — however, proposals for real leadership developing are lacking.

Part IV is concerned with professionalization through organizations, certification and accreditation. The final section, part V, traces the aggregate decrease in the blue collar workers' union membership, noting, at the same time, a steady increase in white collar union members, particularly the teaching personnel. If teachers persist in collective action, including strikes, will they inevitably "win the

battle but lose the war", that is, divest themselves of the recognition and respect attributed to professionals?

With its bold print, effective subheadings, carefully designed charts, tables, graphs, recent statistics and suitable references, the book affords new insight into educational problems on a national scale. Much of the content is provocative to the extent that it may stimulate professional trends in other countries.

MAUREEN MCCARTHY

THE BIRTH CONTROL CONTROVERSY

CONTROVERSY: THE BIRTH CONTROL DEBATE 1958-1968.

By Ambrogio Valsecchi. Translated by Dorothy White. London: Geoffrey Chapman, 1968.

Ambrogio Valsecchi is a moral theology professor of the Claretianum in Rome. His book is a survey of the teaching of Catholic moral theologians both in Europe and America in the last ten years on the birth control issue. As such Valsecchi's review is already a distinct contribution. Valsecchi gives a fine summary of the theological discussion on the pill and other contraceptive methods, on the teaching of the Second Vatican Council, and on the various positions assumed since the Council. He brings up to date J. T. Noonan's now well-known historical survey of the treatment of contraception by Catholic theologians and canonists.

Far from putting an end to the birth control debate, Pope Paul VI's Encyclical, *Humanae Vitae*, has only added fire to the current controversy. The significance of Valsecchi's documented study, notwithstanding the fact that it had gone to press before the Encyclical, is brought out by Gregory Baum, O.S.A. in his introduction to the book. The special nature of the dissent expressed by a large number of theologians all over the world against *Humanae Vitae's* absolute ban on artificial contraception brings to the fore the central issue at stake raised by the Encyclical, namely, the new understanding of the Magisterium or teaching authority of the Church. *Humanae Vitae* is a test case of non-collegial teaching which is a departure from the teaching and spirit of Vatican II. In the case of non-infallible and therefore reformable doctrine of the magisterium, religious assent is conditional, i.e., there are conditions under which it is licit for a Catholic to dissent from an official position. Dissent is not identical with conflict against the teaching authority of the Church; it cannot be assumed that a Catholic who conscientiously disagrees