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The Ceap Convention of 1960

A Special Report

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The CEAP Convention of 1960

A SPECIAL REPORT

CONSIDERING the biennial convention of the Catholic Educational Association of the Philippines to be of interest to all who desire information on the present state and future prospects of education in the Philippines, the editors of PHILIPPINE STUDIES requested members of the administrative and teaching staffs of the Ateneo de Manila to set down their impressions of the Convention's proceedings while these were still fresh in their minds. The present summary has been compiled from these individual reports. It is therefore in no sense complete or official. The hope however is that until the official record is published it will serve as a basis for enquiry and discussion for a wider circle of teachers and school administrators than that of those who actually attended the Convention.

We have to thank, in particular, Father James Meany, who is responsible for the section on "Aims and Procedures," and Fathers Luis Candelaria (Headmaster of the Grade School), Vincent McNally (Principal of the High School), Nicholas A. Kunkel (Dean of the College of Arts and Sciences), and James Culligan (College Student Counselor) for helping to organize the other sections of this report.

AIMS AND PROCEDURES

A national convention of an association which includes 652 educational institutions, or over 30% of all private schools

and 40% of the private school enrollment, should be of great significance to the entire country. Because the public is already surfeited with long and lurid accounts of the shortcomings of the Philippine educational system, such a convention should not be just one more grand jeremiad. It should try to "accentuate the positive."

The Catholic Educational Association of the Philippines has in recent years been among the most vocal critics of the educational policy of the government. This is an added reason why its convention should now concentrate on constructive suggestions for the improvement of education. Its recommendations should aim at the betterment not only of Catholic schools but also of all schools, private and public. As the largest educational association in the Philippines, with great potentialities for competent leadership and beneficent influence on Philippine education, the CEAP should be able in its national convention to recommend educational policies of benefit to the entire system.

These were the premises on the basis of which the CEAP planned its Seventh National Convention, held August 19th to 22nd, 1960. With these as a starting point, it was an easy matter for the preliminary planning committee to formulate the theme of the convention: "Standards of Excellence in Philippine Education."

The CEAP was organized in 1941 "to advance and promote the interests of Catholic education in the Philippines." From the beginning it has been a potent force for unity of action among Catholic schools. It has capably represented the interests of its members before government and other agencies and, through its central office in Manila, has given much service to individual institutions especially in the provinces. But it is more than merely a protective and service organization. As stated in its constitution, it aims also "to contribute solid thought and practical suggestions and plans in the field of education in the Philippines." It was especially in view of this objective that the CEAP chose the theme of its Seventh National Convention.

The ideal outcome of a convention with such a theme would be a practical over-all plan describing the improvements needed in the Philippine educational system to achieve maximum effectiveness. But the planners of the convention were not so naive as to think that such an ideal could be reached in a four-day convention, even with the considerable amount of pre-convention work which they had scheduled. They were glad to settle for some positive steps towards "greater excellence" in Philippine education, for some recommendations leading to better quality in the country's educational institutions. Atty. Vicente de Vera, the Executive Secretary of the CEAP, very modestly expressed the expected outcome in terms of the proverb: "It is better to light a candle than to curse the darkness."

It is interesting to note that the American counterpart of the CEAP, the National Catholic Educational Association in the United States, chose for the theme of its own 1960 convention "Emphasis on Excellence." That well expresses the theme of the CEAP convention also. Incidentally, the CEAP was unaware of the NCEA theme when it chose its own. It just goes to show that Catholic educators everywhere are interested in continuous progress.

The acceptance of the theme was not meant to prejudice the perennial "quality vs. quantity" debate. Should our schools select for admission only the "quality" students and forego any attempt at mass education? Should they exist primarily for the formation of an intellectual élite? The aim of the convention, to raise the "standard of excellence" in Philippine education, did not necessarily suppose an affirmative answer to such questions. Whether our schools were to be for the most capable only or for the generality of youth, the schools themselves needed improvement; they should be transformed into "more excellent institutions".

At its annual organization meeting in December of 1959, the Board of Governors of the CEAP appointed a preliminary planning committee for the convention. This committee suggested the theme, and the place and date of the convention—

the University of Santo Tomas on August 19th to 22nd, 1960. The Board accepted these recommendations and appointed a Committee on Arrangements.

The Committee chose five areas in education as most susceptible of improvement and assigned a speaker for each area. The subjects and speakers were as follows: "Curricular Requirements", Prof. Waldo S. Perfecto; "Teacher Training", Sister M. Annunciata, S.M.S.A.; "Character Education", Rev. Silvestre Lacson, O.S.B.; "Admissions and Promotion", Dr. Norberto de Ramos; "Supervision and Regulation", Rev. James J. Meany, S.J.

Previous CEAP conventions had followed a set pattern. Plenary sessions were interspersed by meetings of the departments of the CEAP: Department of Elementary Schools, Department of Boys' High Schools, Department of Girls' High Schools, Department of Men's Colleges, Department of Women's Colleges, Department of Seminaries, Department of Universities. Speeches given at the plenary sessions were on topics of general interest to Catholic schools and often inspirational in nature. The speakers at department meetings, and the ensuing discussions, would deal with topics of special interest to the department but not necessarily connected with the plenary session topics except in so far as all discussions were supposed to have some unity under the general theme of the convention. Pre-convention work was limited to the preparation performed by the individual speakers assigned to either plenary or department sessions.

Analysis of this procedure followed in the six earlier conventions indicated that there was room for improvement. These earlier conventions had been quite successful, as conventions go, but it was thought that pre-convention activity should involve not only the individual speakers but a good percentage of the memberships of each CEAP department. It was desirable that both the pre-convention work and the proceedings of all the sessions of the convention itself be more unified and concentrated on a limited number of topics bearing directly upon the central theme. With these objectives in view, the

Committee on Arrangements phased the procedure for the 1960 convention as follows:

1. The five main speakers, who accepted their assignments in early March, would submit to the CEAP office by June 15th a first draft or at least a detailed outline of the paper they intended to read at the convention. This preliminary draft or outline should include tentative recommendations towards improvement of standards in the speakers' subject areas.

2. The CEAP office would mimeograph this preliminary work and distribute it to the members of the various departments and other interested persons. It was estimated that approximately 1000 copies of each paper would suffice.

3. During July and early August, each CEAP department would meet at least twice for discussion of the preliminary papers. Members in provinces too far from Manila for attendance at these department meetings would be invited to send their comments by mail. Summaries of these discussions and correspondence would be given to the five main speakers.

4. In the light of the preliminary department discussions and recommendations, the five speakers could revise their papers and their recommendations if they so wished. They would read their papers, revised or not, at the first two plenary sessions of the convention.

5. After these two plenary sessions, the departments would meet separately for panel discussions of each of the five main topics. (The Departments of Men's Colleges, Women's Colleges, Universities and Seminaries would meet as one; the other three groups would be those of Elementary Schools, Boys' High Schools, Girls' High Schools.) At each panel discussion of his topic, the speaker concerned would be present as a "resource person", to answer questions, defend his recommendations, etc. From these individual department meetings would result resolutions on various aspects of the main topics. These resolutions might agree with the recommendations made by the main speakers, or disagree, or be supplementary.

6. All department resolutions would be presented at a plenary session on the last morning of the convention for general discussion. They would then be voted upon by the Board of Governors of the CEAP.

The procedure planned by the Committee on Arrangements was, with a few incidental modifications, the procedure actually followed. Some of the main speakers were unable to submit the preliminary work by June 15th and consequently

the departments did not have as much time for pre-convention discussion as was originally planned. In thoroughness or in the amount of time consumed, the pre-convention work of the various departments fell considerably short of perfection, if not of reasonable expectation. But, all things considered, preparatory work for this convention was more thorough than is usually the case, and the delegates came to the meetings better versed in the topics than is usual. The speeches and discussions during the convention itself were more apropos of the central theme and more likely to be productive of solid results.

The above account has been of the convention procedure in so far as it involved organized activity by the ordinary CEAP membership. It has said nothing of the important contribution made to the success of the convention by the speakers at the formal opening of the convention on August 19th and its formal closing on August 22nd. At the opening ceremonies, the delegates were addressed by His Eminence, Rufino Cardinal Santos, and by Senator Decoroso Rosales, Chairman of the Senate Committee on Education. At the closing ceremonies, the delegates were addressed by Dr. Teodoro Evangelista, President of Far Eastern University, by Dean Feliciano Jover Ledesma, President of the CEAP, and by the Most Rev. Salvatore Siino, Apostolic Nuncio to the Philippines. These speeches, all directly concerned with the central theme, set the "standard of excellence" in the convention itself.

KEYNOTE ADDRESS

Senator Decoroso Rosales, who delivered the keynote address, began by noting that the standard of excellence of any educational system must be based on a broad consideration of the factors operative in the nation in which and for which it exists: its political background, its economic and social conditions, the ideals of the community, the demands of contemporary society. His suggestions for the improvement of education in the Philippines were premised on this principle.

The key position of the teacher in the educative process was stressed by the Senator. The excellence of the educational system depends in large part on the proper selection and preparation of teachers, on the spirit of dedication which inspires their work, and on the adequacy of recognition and compensation which society at large gives to its teachers.

Secondly, it helps powerfully to the development of a standard of excellence if the freedom of schools to administer their own affairs is recognized. No one questions the right and duty of the government to supervise private as well as public schools. However, a distinction must be made between schools in their formative period and schools which have proven over decades of operation their ability to carry out their educative task. A distinction must likewise be made between schools run for profit and those established, often at a sacrifice, to provide an essential public service. The latter certainly deserve a generous measure of autonomy, and there is a proposal now under consideration by the Board of National Education for granting such autonomy to colleges and universities which meet the requirements of the Board. In the case of schools which consistently fail to meet minimum standards of excellence, Senator Rosales urged strong disciplinary measures which might go so far as closing such schools altogether.

The improvement of an educational system must involve the whole system, from the elementary all the way to the university level. It cannot be done on one level alone. Improvement must likewise take into account admission procedures. The indiscriminate admission of applicants into colleges and universities is one of the prime causes of low standards of excellence. Once it has admitted a student, the school has an obligation to develop in him habits of hard work, an insatiable thirst for knowledge, and the ability for accurate and balanced thought which distinguishes the truly educated person. If these aims are sought and achieved, school discipline largely takes care of itself.

In summary, Senator Rosales proposed for the consideration of the Convention two basic reforms at the edges of the

educational spectrum in order to achieve higher standards of excellence. At one end of the spectrum strict government supervision should force out of existence schools of poor quality; at the other end, autonomy through self-evaluation and accreditation should be extended to those institutions which have demonstrated their ability, and thus acquired the right, to plan and direct their educational growth from within.

ADMISSIONS AND PROMOTION

Dr. Norberto de Ramos, the Registrar of the University of Santo Tomas, in his plenary-session paper approached the problem of admissions and promotion from a background of long experience. While recognizing the controversial elements of the problem, he presented a strong appeal for all schools on all levels to accept as many students as their facilities could accommodate. His thesis rested on the concept of parental right to demand of educational institutions the help they need in carrying out their responsibility to educate their children. The right of the child to a Catholic education imposes on Catholic schools the obligation of accepting him.

In accordance with this interpretation of the rights both of the parents and the child, schools should demand no more than that the child have reached the proper age or the proper level of school attainment. Admission should be restricted only by the limitations imposed by either physical facilities or the number of the faculty. The only test that should be administered should be a health examination. The screening of candidates for professional courses beyond the check of their scholastic records for the fulfillment of pre-professional requirements was objected to as an unwarranted impediment.

The use of entrance testing for the selection of students was not recommended. Tests can be utilized for the placement of students within sections and within programs but as screening instruments they are not to be relied upon.

Standards can be maintained by allowing students one or two years of trial. Those who fail can be allowed to transfer

to other programs or be dropped. In this way, no student is denied his right to an opportunity for education.

Colleges should provide remedial courses for those students who are not prepared for college-level courses. In the matter of deciding on the number of students to be accepted for any class, the ideal of a low teacher-pupil ratio should give way to the ideal of supplying opportunity for the largest number of students, and extra efforts by teachers and administrators should be made to offset the consequent difficulties.

Dr. de Ramos would approve in general of closer screening of applicants to graduate courses. The requirement of an 85% average in undergraduate work may be one way of screening but schools should have a reasonable amount of discretion in judging the fitness of a candidate.

The plenary paper also dealt with problems of promotion and grading systems.

The general feeling of the discussion groups was summarized in the resolution approved at the final assembly that affirmed the right and duty of every school, college and university to establish and maintain its own policy of admissions in conformity with its stated objectives. In effect, this resolution was the only meeting ground for the various groups. The policy of unrestricted admissions presented in the plenary paper met with rather wide acceptance. Two discernible sectors of opinion, however, voiced objection to the premises and practical applications of this theory.

One group, made up mainly of the colleges accredited by the Philippine Association for the Accrediting of Schools, Colleges and Universities, argued that quality in education cannot be reached with unselective admission of students. The rights of parents and students do not impose an obligation on individual colleges to accept ill-prepared or poorly endowed students. Rather, the obligation to maintain a true college level of teaching imposes on these colleges the need for using all possible means of selecting students. Many of these colleges have found over the years that entrance testing is of

true practical value. This group considers that strict selection of candidates is one of the most effective means towards attaining excellence and observes that standards of admission in their schools tend to become stricter each year.

Approaching this first group's position as ideal but somewhat limited practically by regional difficulties was a group of provincial colleges that aims with the resources available to them to make their colleges outstanding in each one's area. This category of college has had the experience that their enrolment has grown even as their admission policy has become more strict and their course requirements more demanding.

CURRICULAR REQUIREMENTS

The paper on curricular requirements was presented by Professor Waldo Perfecto of De La Salle College. For the purposes of his paper the curriculum was taken to mean courses arranged in sequence at the various levels of instruction and the organized presentation of areas of knowledge through such sequences. The scope of the discussion was set in terms of a five-year development program based on a realistic appraisal of the present state of education in this country and the actual resources available to its schools. This means that modest changes rather than quixotic revolutions are what should be attempted. Requirements should not be imposed without considering the availability of resources and without a reasonable respect for individual differences among schools. The object is definitely not to achieve a deadening conformity in curriculum content and method.

The following statistics were offered by Professor Perfecto for consideration by the grade-school panel. In the school year 1958-1959 there were four million children in the elementary grades. 95% of them were in public schools, enrolled, chiefly, in the general curriculum of six years. Of 100 pupils entering grade school, 37 finish the first four years. Of more than 100,000 elementary-school teachers, 60% have a two-year normal-school degree, 30% have a four-year education degree, and 10% have undergone training of varying lengths, from less than

two to more than four years. The per-pupil allotment for public-school elementary education is ₱58.00.

The grade-school delegates to the Convention were invited to discuss the following points. Since the objective of elementary education should be the imparting of fundamental knowledge, ideals and skills, its content should be almost identical for all students. It is easy enough, Professor Perfecto said, to determine content and aims and to formulate efficient methods of teaching. The problem however is that of generating motivation. He considered the lack of integrating values as the principal reason for the failure to establish an ideal that will lead to educational activity.

What should be the language of instruction in our elementary schools? What is the place of manual training in the grade-school curriculum? Is there a specific difference of objective in the successive grades of a subject in the elementary-school curriculum, or is the difference merely one of ground covered? In discussing these points, individual schools were invited to make a complete statement of the subject matter to be covered in each course, the specific methods to be used and the administrative measures to be employed for evaluating outcomes.

The general sense of the grade-school panel was that efforts should be concentrated on improving the present curriculum rather than adding new subjects to it. It is, in fact, the proliferation of subjects (such as Social Science, repeated in various forms on the upper levels of education, and more appropriately taught there rather than at the elementary level) which takes away valuable time from the basic subjects and thus lowers standards of excellence.

Officials of the Department of Education doubtless realize this, but they are faced with the hard fact that for the majority of Filipinos the grade school is terminal—they do not go beyond it in their education. Hence the tendency has been to pack the grade-school curriculum with subjects from the high-school and even the college level on the plea that a know-

ledge of such subjects is indispensable equipment for the citizen.

It was the view of the grade-school panel, however, that to adopt this principle as a hard-and-fast rule for *all* grade schools is to condemn elementary-school education in this country to perpetual inadequacy as a preparation for further education. Hence their proposal was that in those schools where the grade school is terminal for the majority of students, an elementary treatment of such subjects as may be thought useful to the future citizen might be added; but those grade schools which are strictly preparatory for high school and college should be given ample freedom to intensify training in those few basic subjects (the three R's, principally) which provide the tools for all further study.

The secondary-school delegates were offered the following facts for consideration. In 1958-1959 there were 232,000 students in Philippine public secondary schools and 393,000 in private schools. Of these, 80% were in the college-preparatory curriculum. Most teachers in high school are four-year education graduates or have a bachelor's degree in the subject they teach. Both public and private secondary schools charge tuition fees.

Problems proposed for discussion included that of accepting responsibility for determining a curriculum suited to students incapable of college studies. This involves the question of how to implement the 2-2 Plan and all that it implies. Among the problems that arise are: the screening of students for the vocational program; the inducements which will attract students to such a program; vocational offerings for college-preparatory students; the question of methods and progression in subject matter; the elimination of certain courses and the intensification of others; specific objectives for girls' high schools; the place of ideals in secondary education and the influence of religion in the formation of these ideals. With regard to the last-mentioned problem Professor Perfecto suggested that the development of effective ideals is closely related

to the production of textbooks specifically suited to the context of Philippine society.

The discussants of the high-school panel were mainly concerned with the interpretation and solution of the problems arising from the government-imposed 2-2 Plan for high schools. This plan, approved by the Board of National Education, has the laudable objective of structuring our high schools so as to prepare for college those students who intend to go on to college, and to give vocational training to those who do not. Implementation of this plan has come up against serious difficulties. Few schools, public or private, have the equipment and faculty resources to impart vocational instruction worthy of the name. Few parents and students will accept the vocational-type program. Few schools have the guidance organization capable of competent counseling of both parents and students.

This plan was imposed on all schools irrespective of their status. Thus the Board of National Education, in effect, took over the administration of the curriculum of all schools even though these schools were not being financed from public funds. Prior to the imposition of the 2-2 curriculum on all high schools most of these objections were presented. Hence, the almost total preoccupation of the high-school panel was with the difficulties which schools face in carrying out the detailed curricula. How to fit into the high-school program all the subjects required, how to meet the vocational-training requirements, how to keep the schools running, were the main concerns of the speakers from the floor. For those schools with a definite mission to perform the acute problem was how to salvage their program and at the same time fulfill all the requirements of the 2-2 program. A school with a definite commitment to the traditional classical-high-school preparation for college, a school that would like to experiment with an advanced placement program in mathematics and the sciences, a school that must adjust itself to a constituency limited to the products of small grade schools of mediocre standing, all face crucial problems of adjustment to the imposed 2-2 curriculum. Hence, the delegates urged the Bureau of Private Schools to designate within

its curriculum major and minor courses in order to open the way for greater administrative freedom for schools. The delegates also called for special preparation for the teachers of the science courses. For underprivileged schools the problem was one of meeting requirements which were beyond their resources. For schools of recognized merit, the problem was one of having to sacrifice known values and courses for an imposed curriculum that did not fit their objectives.

As an introduction to the discussion of college curricular requirements the following statistics were reviewed. The 1958-1959 college enrollment totaled 300,000. Of this total 90% were in private institutions and 60% were enrolled in colleges and universities in the Greater Manila area. Business and Engineering attract the largest student groups. There is a significant trend among students towards prolonging college education, whether from an appreciation of the need for general education as a preparation for the professions, or from the need to overcome the deficiencies of previous preparation.

College participants were invited to consider the following topics related to the curriculum: the relationship between objectives and admission policies as well as curricular content; the value of the liberal arts as a preparation for the professions; the problem of poorly equipped applicants for college; the problem of defining the college level both in course content and methods of instruction; the qualifications and training of college instructors; the role of theology and philosophy in the college curriculum; the general-education and the liberal-arts approaches; the orientation of social sciences to Philippine conditions; the Spanish language requirement; the Rizal course; the use of thesis and comprehensive examinations in evaluating candidates for the A.B. degree; the relationships between colleges and professional schools.

The college panel did not follow the suggested outline but approached the subject of curriculum requirements from the angle of what a Catholic college ought to be. From this point the discussion moved to the restrictive effects of government-imposed requirements. When a proposal to amend the Spanish

course requirements reached the floor, the opinion favoring an immediate reduction of the college units required by the Spanish Law went practically unopposed, and the panel made of record a strong request that the CEAP use every means to have the Spanish Law restudied.

The course of the discussion revealed that a pronounced difference of interests and problems existed between Manila and provincial colleges. It also brought out the fact that for many colleges the question of sheer survival is paramount, and that the commitment to an intellectual apostolate is subordinate to the aim of keeping as many students as possible under Catholic auspices.

CHARACTER EDUCATION

Father Silvestre Lacson, O.S.B., read the principal paper on Character Education. He defined "character" as "the habitual and dynamic disposition to think, feel and act under the guidance of moral principles, with values, attitude and ideals functioning as motivating factors in the conduct of the individual." Character education is "the process of developing, guiding and training the individual towards virtuous conduct by the intelligent acquisition and volitionally consistent application of moral principles to life situations." It involves "the inculcation of a true sense of values, right attitudes, worthy ideals and good habits, with the aim of orienting dynamically the individual towards the purpose of his existence."

In treating of the character education of the child, Father Lacson brought out the fact that "the child's moral development is intimately linked to intelligence." That is to say, discipline must be inculcated "in terms of the consequences of actions." It is only when the child begins to grasp that certain consequences follow from certain actions that self-control becomes possible and desirable, that is to say, the regulation of life according to principle.

As the child passes into the "turbulent period" of adolescence, the need for mature and prudent guidance becomes correspondingly greater. This guidance should consist above

all in the inculcation of a hierarchy of values which will activate the will to accomplishment. And since the greatest values are supernatural values, Christian revelation must be "the solid basis for an enduring moral development" and the crown of the "man of character".

In the elementary-school panel the discussion of Father Lacson's paper turned on the conflicts that occasionally arise between the moral standards of the school and those of the home. It was suggested that such conflicts could be resolved by parent-teacher associations arranging regular meetings of parents and teachers in small discussion groups. The question was raised as to whether character education should be a distinct subject in the grade-school curriculum or integrated with some other subject. The sense of the panel was that each school should be allowed a reasonable freedom in this regard. However, it expressed the wish that the CEAP undertake the preparation of textbooks for a course in character education at the grade-school level.

It was also the opinion of the panel for boys' high schools that each school should be left free to integrate character education with some appropriate subject or subjects in the existing curriculum. Two subjects in particular were cited as appropriate: Religion and English. In the discussion that followed one of the members of the panel remarked that there were three concepts of character education which ought to be kept distinct: (1) education concerning virtue which can be integrated with Religion, (2) education concerning good manners and right conduct which can be integrated with the English course, and (3) general character education which can be integrated with any subject. Father Lacson's reply to this was that we ought to limit the term "character education" to a formal course integrated with Religion. In this connection the opinion was expressed that "we should advise the Bureau of Education that as far as Catholic schools are concerned character education must be integrated with Religion, in accordance with our basic principle that religion is an integral part of education." This panel likewise expressed the wish

that the CEAP undertake the preparation of textbooks on character education at the high-school level.

The discussion leader in the panel for girls' high schools began the meeting with a summary exposition of the three factors involved in character education, viz., the subject matter, the methods and the teacher. The discussion moved from this point to what seemed to be a widespread impression that there was a growing laxity of character among adolescent girls. This was attributed to: (1) an inadequate sense of responsibility on the part of parents, and (2) the deleterious influence exercised, from a wide variety of angles, by contemporary society on the adolescent girl. In coping with this problem two shortcomings were brought out: teachers are often completely out of touch with the realities of the "girl's world", and parents often fail to "grow" with their children. The panel recommended that Father Lacson be asked to write a textbook on character education.

Among the topics taken up in the panel for colleges and universities was the role of Student Catholic Action in the formation of character. All were agreed that SCA can be a singularly effective instrument for this purpose. It was brought out, however, that wrongly conceived and used, an organization of this nature could relieve Catholic students of the necessity of making personal decisions, and this could have harmful effects. Too great a dependence on the leadership of chaplains and more mature lay leaders could generate a habit of dependence in the ordinary member of such organizations and thus stunt his sense of personal responsibility. If we wish to train responsible Catholics we must give reasonable scope to each one's initiative.

The sense of the panel was that character education ought not to be a distinct subject in the college curriculum. The important factor in character formation at this level is the general moral and intellectual tone of the school.

Father Lacson's paper set the stage for a highly positive and significant discussion of this subject by relating character

education to the formation of the psychological personality, and by stressing the intellectual content of such formation. The discussion could have gone on from there to a consideration of how the latest findings of psychologists might be combined with traditional philosophy and theology into an effective instrument for the formation of the fully integrated Christian person. It is unfortunate that the panels allowed themselves to get involved in the minutiae of what subject or subjects could be used for character education.

The overall theme of the convention was "excellence in Catholic schools". If this theme sets the level on which we are to operate in character education also, then the aim of CEAP high schools and colleges must be to strive for intellectual formation by opening the minds of the young to new ideas under the sound guidance of the teachers, and not merely—a goal discernible in some of the discussions—to impart tailor-made responses to particular problems. If, however, the ideal of true intellectual formation is at present impractical or even impossible for the schools, then the organization should openly admit this, re-evaluating its services and adapting its planning to a lower (but not unworthy) level, namely, an education which is less demanding intellectually but at least adequate and perhaps more fruitful for the average or below-average student since it is pointed professedly at inculcating good, everyday Catholic living. In some of the discussions there was a preference for this last as goal; and it is nothing to be ashamed of. For although such an achievement may not be absolutely the best, it may be the best attainable here and now, in which case planning and working towards it is a sane and honest and even idealistic procedure.

It is for this reason, partly, that writing textbooks seems to be no true solution of our problems in character training. All our confusions about ends and means must first be removed; and this would best be done by a small group (eight or nine members) meeting regularly through the year to gain, by discussion, a clear picture of Filipino thinking and culture,

on this basis to isolate the most pressing problems of character formation, and finally to prepare practical solutions for the approval of all the members.

TEACHER TRAINING

In a masterful paper Sister M. Annunciata of St. Theresa's College stressed the fact that the quality of a school depends primarily on the personality and ability of its teachers. A teacher in our modern complex society needs more insight, more psychological knowledge and more techniques than in the past. To some extent these needs can be supplied by preparation, but still more important is the innate capacity which no preparation can bestow. Among the traits required of a good teacher, who is engaged in a complex activity involving the whole personality, are listed understanding of youth and love of teaching, patience, self-control, initiative, perseverance, responsibility, emotional stability, zeal, adaptability, and facility of expression. Although some of these qualities can be acquired, many are inborn; and teacher training should therefore emphasize screening out of the unfit at least as much as preparation of the fit.

There is a "gift of teaching", the paper maintained, which lies in possession of certain spontaneous impulses that are immediately released by contact with students. Along with this goes an intuitive and sympathetic knowledge of the nature and desires of young people. Persons who have such a "gift" and also have quick reactions, abundant productivity and originality make good teachers because they evoke enthusiasm from their pupils. Without these qualities a teacher may be scholarly and meticulously prepared but will probably be inefficient because he cannot communicate.

Selection of prospective teachers by normal schools should be on the basis of the above personal qualities as well as of intellectual fitness. Definite efforts should be made to attract particularly talented students to the teaching profession.

After initial screening the future teacher's adequate preparation must include the following: a liberal education, a ma-

major area of concentration, professional knowledge and professional skills. The liberal education should require study of philosophy and theology and also mathematics; but Spanish units, it was recommended, should be reduced. Further screening of teacher candidates during the time of their professional studies should include oral examinations and strict grading in each candidate's field of concentration, the first because the ability to express ideas clearly is essential, the second because control of one's special subject matter is equally important.

Technical preparation for teachers on all levels is needed. For elementary teachers the requirements here are possibly too high; some of the present courses could be eliminated or combined. For college instructors there seem at present to be no requirements, but they would certainly benefit from courses in the history and philosophy of education, methodology and practice teaching. In regard to the last, closer cooperation between teacher-training institutions and laboratory schools was recommended.

More important, however, than all these details of improvement in teacher-training programs is a climate of dedication within the training institution itself. The future teacher will be as good as the ideals of his school call on him to be. In practice, this means as good as the quality of its leader-teachers and the quality of their guidance and example.

The elementary panel discussions, here as elsewhere, suffered from a basic organizational difficulty and also from lack of proper direction of the panel discussions themselves, where point followed point without connection and without order. The organizational difficulty was the lumping together in one group of administrators and teachers, which effectively handcuffed free expression on both sides. As one supervisor remarked: "How could I even imply in my questions that I have teachers who do not know how to speak English?" Principals and supervisors, many felt, should constitute one panel, elementary teachers another. For the teachers workshops such as have been held by the National Catholic Educational Association of America would probably be more profitable than

discussions. In these workshops outstanding teachers give demonstrations in methods of handling special subjects like Reading, Language and Arithmetic and thus new classroom ideas are explored; detailed explanations are also given of the use of various audio-visual aids — and where and how to get them.

Since pre-service training had been adequately covered by Sister Annunciata in her paper, the high-school panel discussion focussed principally on in-service training. Here the model was the work of the Bicol Association of Catholic Schools (BACS) which for the past several years has organized summer programs in guidance. This has now become an annual summer training program offering its participants regular units. Similar regional associations, it was suggested, could be formed and a cooperating college could set up summer workshops to add to skills already possessed and to keep working teachers abreast of the latest trends in each one's field. As a beginning the panel proposed that the CEAP take the initiative by persuading universities to offer special summer programs for the development of science and mathematics teachers.

In-service training during the school year includes classroom visitations by supervisors and faculty meetings and seminars. Comments from panel members spotlighted some of the difficulties in making these operations fruitful: lack of cooperation on the part of the teachers, the tendency of administrators to dominate discussions, the timidity which keeps teachers from presenting their problems completely and honestly. To offset somewhat the sacrifices involved in attending these in-service training sessions teachers were urged to look upon them as renewals of their spirit of dedication and administrators urged to set up unit-earning courses, grant extra-time compensation and, particularly, manifest more openness to staff suggestions. In line with this there was discussion of the perennial problems of getting competent people to take up teaching as a lifework in view of the inadequacy of teachers' salaries.

In the college panel discussions various suggestions for improving college-instructor preparation were explored. Among

these were: summer workshops; courses in educational philosophy and history, methods and testing; combined degree courses leading to the A.B. and B.S.E.; speech laboratory courses for teachers deficient in oral English; science workshops; practical training in test construction. The work of the Catholic Teachers' Guild was commended as a stimulant of interest in good teaching. However, the disparity between Manila and provincial colleges made it difficult to find any true common ground in the discussions.

The traditional reluctance of Liberal Arts people to grant educationists a hand in the training of college instructors appeared in the coolness shown to the requirement of specific courses in education as a badge of preparation for college teaching. This group believed that the ranks of college teachers should be filled by products of good college teaching. These new instructors should be taken into a department and within the department prepared through continuing study in the company of fellow scholars, through mutual interest in the problems of effectively communicating their subjects, through growing realization that methods of presentation are intimately linked with the organization of the content of each course. If a new teacher has a good grasp of his subject, knows the objectives and can present the matter as a series of important problems, he will learn to teach effectively. But this is the work of each department with the older members helping in the formation of new teachers and all joining in a continuing revision of the content of their field. To have this growth interfered with by the intrusion of education courses is not welcomed by a department which has shown its capacity for handling its own instructional problems. Hence the reluctance to accept in-service training that would smack of courses in a school of education.

These strictures apply particularly to the preparation of professors for upper-division college courses. However, for instructors of the first two years, some orientation is probably desirable. Then too special jobs require special training. Teachers involved in remedying language defects from earlier for-

mation should know the techniques of the second-language method; theology professors should keep up with developments in the field of theology for the laity, mathematics instructors with the approaches of the "new mathematics". There is still question, however, whether even here the induction and maturing of a college teacher would not better result from developed departmental organization than from an administrative plan for introducing formal educational courses. Only for colleges that do not have departmental chairmen or older professors of outstanding competence would the general help given by traditional educational courses be a desideratum.

SUPERVISION AND REGULATION

Father James Meany, S.J., Vice-President of the CEAP and President of the Philippine Association for the Accrediting of Schools, Colleges and Universities, read the paper on supervision and regulation. It summarized the working notes he had prepared for pre-convention study.

Father Meany began by showing that the framers of the Philippine Constitution did not intend to claim for the State those regulatory powers in the field of education which have actually been assumed in practice. The mind of the Constitutional Convention was that supervision is distinct from regulation and does not necessarily include it. The term "regulation" which appears in the Constitution was substituted by a stylist for the term "laws" in the phrase "subject to the laws of the State". Thus the constitutional phrase "subject to the regulation of the State" was really meant merely to affirm the police power of the State over education and not complete control over all aspects of the educational process.

In support of his contention that the role of the State should be confined to safeguarding the common good and the prior right of parents in the education of their children, Father Meany cited the 1955 address of the late Gregorio Hernández, Jr., then Secretary of Education, to the General Assembly of the CEAP. Applying the principle of subsidiarity to education, Secretary Hernández said that "the State should

not attempt to do what private citizens or groups of citizens within the State can do just as well or even better." And "when private schools are providing educational opportunities for their students adequately and efficiently and with benefit to the welfare of the whole, and their activities are in conformity with the aims expressed in the Constitution, then the Department of Education rejoices; in accordance with the principle of subsidiarity it will not thrust itself into their peculiar concerns and their organization lest their development and vitality be choked to the root."

Father Meany went on to say that the principle of subsidiarity is not only a principle of good management which all successful social organizations follow to a greater or less degree. It is also necessary for the preservation of individual freedom, initiative and dignity. Its application to the field of education means that legislative enactments regarding schools or the directives of government agencies charged with the supervision of schools should meet the following two-fold test: (1) the enactment or directive is a necessary measure of aid and support to parents in the exercise of their right and duty to educate their children; or (2) it is necessary to the performance of an educational function which cannot be done as well or better by private educators, private schools, or private school organizations.

Father Meany then took up the subject of government-sponsored examinations for private schools. The objection to such examinations, he said, rests on the fact that to accept the examining power of the State is to accept its ultimate and effective control of syllabi, textbooks, and hence of thought itself. It is bad enough that government regulation, as at present practised, imposes on schools curricula that leave no room for the pursuit of a school's peculiar objectives or for desirable experimentation and initiative. The existing regimentation of schools, achieved through the uniform application of rules, regulations and directives, tends to suppress with a heavy hand individual differences legitimately existing among schools and thus to impoverish education itself. If government-

sponsored examinations are added to all this, the result will not be excellence but bankruptcy.

Officials of the Department of Education are among the first to realize this, and they have consistently upheld the principle that whenever possible supervision should not violate the freedom consonant with good educational practice. But they are continually being faced with the problem that if schools do not supervise themselves, then some external agency must do so in order to safeguard standards of excellence. Father Meany contended, however, that this agency need not be a governmental one. He suggested that the appropriate instrument to safeguard and elevate standards and stimulate progress in the private sector of education is the accrediting association. Such accrediting associations should therefore be encouraged with a view to having eventually a single national accrediting association which would accredit all schools and colleges in the Philippines desirous of a recognized status of autonomy and capable of meeting the requirements of such status.

The panel discussions of Father Meany's paper confirmed the fact that government regulation of private schools as at present practiced is a pressing problem. Schools are not being allowed to develop according to their resources and in relation to their local or regional contexts. In the high-school panel, for instance, it was brought out that the so-called 2-2 Plan is creating almost insoluble problems of time distribution. The fear was frequently expressed that Department of Education examinations, if continued, will quickly reduce all schools to a dead level of conformity and conformism. For this reason high-school representatives expressed the desire that the advantages of accreditation be extended to high schools also, and not merely to colleges and universities.

THE RESOLUTIONS

It is impossible for a report of this nature to communicate the strong impression made on the observer by the sight of so many dedicated teachers and educators from all over the country gathered together in one place. The inspiring addresses

to the assembly, the carefully prepared papers, the active participation of delegates in the panel discussions, made visible the solidarity which makes the CEAP a living organization, made everyone more conscious of the problems that confront education in the Philippines, and opened up avenues for the cooperative solution of these problems.

The major concerns of the Convention are reflected in the resolutions which it adopted. They are as follows:

Conscious of its responsibility to God, to Catholic parents and to the future of the nation, the Catholic Educational Association of the Philippines has devoted this, its Seventh National Convention, to the study of ways and means for the raising of standards in Philippine education. The discussions and deliberations of this Convention have deepened the realization in Catholic educators of the pressing need to strive for greater excellence in all sectors of education both private and public but so to strive that the totality of the Christian philosophy of education is revered in action. In a spirit of harmonious cooperation with the educational authorities of the State, the Convention makes its recommendations — some of them pertaining specifically to the activities of the Catholic Educational Association itself, some of them pertaining to all educational institutions in the Philippines, and all of them having as their goal the improvement of the Philippine educational system for the increased temporal and eternal good of the youth of this nation and the greater glory of God.

Be it, therefore, resolved by this Convention:

1. That the CEAP recommend to the Department of Education that it reduce its minimum curricula requirements so as to leave room for a school to develop its own objectives and to maintain its own identity.
2. That the high school and elementary school departments of the CEAP formulate and present for the approval of the Department of Education a list of minimum curricula requirements which are in conformity with the objectives of CEAP schools.
3. That there be a re-study of the Spanish course requirements with a view to modification.
4. That the CEAP adopt measures to encourage faculty members in the preparation of textbooks intended for Philippine students.
5. That ways and means be devised to attract talented students, especially male, to the teaching profession.

6. That individual institutions screen candidates for admission to teacher training on the basis not only of intellectual qualifications but also of character and personality traits.

7. That the CEAP encourage and assist schools to institute a thorough program of in-service training aimed at the continuous improvement of their teachers.

8. That prospective college instructors be given the opportunity to acquire the knowledge and skills whereby they may adapt their teaching to their students and develop a better understanding of the mentality and aptitude of the college-age youth with whom they have to deal.

9. That the CEAP seek ways and means to encourage colleges and universities to set up summer programs for the training of science and mathematics teachers.

10. That the CEAP Elementary School Department be commended for its preparation of syllabi and textbooks for Character Education and be encouraged to carry through this work to completion.

11. That syllabi and textbooks for Character Education be prepared separately for Girls' and Boys' High Schools for the benefit of those schools which wish to use them.

12. That the CEAP affirm the right and duty of every school, college and university to have its own policy of admission in conformity with its stated objectives.

13. That the CEAP reaffirm its objections to compulsory government examinations of private school students whether for the purpose of promotion or evaluation, primarily on the grounds that such examinations tend towards complete governmental control of private schools.

14. That the CEAP endorse the plan for autonomy of private institutions as proposed by the Committee on Higher Education of the Board of National Education and urged by Senator Decoroso Rosales in his address to this Convention.

15. That a similar plan for autonomy status be devised for the other levels of education.

16. That for the purpose of improving our educational standards and at the same time providing a satisfactory substitute for specific and detailed governmental supervision and regulation, the CEAP intensify its efforts towards a more effective program of self-supervision and self-regulation through the instrumentality of the Diocesan

Superintendents and Prefects of Studies of religious congregations and through extension of its work of accreditation to other courses and to other levels.

17. That the CEAP establish a technical committee to provide for the adequate consideration of educational problems specific to provincial areas.

From these resolutions it is immediately apparent that the greatest present need of Philippine private schools, if they are to achieve the desired standard of excellence, is a true and effective freedom from unnecessary regulation. The member schools of the CEAP want freedom to plan, administer and appraise their own educational effort. Their experience of government regulation is that it stifles initiative and destroys flexibility to meet the challenge of varying local conditions. At the same time, they fully realize that they will achieve the freedom they desire in the measure that they give evidence of the capacity to govern themselves.

It is also apparent from the Convention resolutions that individual schools within the Association realize that many of their problems can be solved only with the aid of other schools. Hence the frequently expressed wish that the Association itself and member universities provide assistance in formulating syllabi, writing textbooks and conducting teacher-training institutes. It is only by such mutual aid and close cooperation that excellence can be achieved.