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A Philippine Text: Science In Our Surroundings

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Those who have enjoyed Fr. M. Raymond's stories about his Cristercians (*THREE RELIGIOUS REBELS, THE FAMILY THAT OVERTOOK CHRIST, THE MAN WHO GOT EVEN WITH GOD*), will find in Fr. Rohrbach a kindred spirit. The style is the same: direct, imaginative, manly. Not as polished perhaps as Fr. Raymond's works, this book comes alive in every page—so alive, in fact, that the characters sometimes forget they are sixteenth-century Spanish monks, and act, instead, like twentieth-century Americans. All this, however, is on the credit side, considering the end for which the book seems written: to popularize the life of a Saint known more in his poems than in his person.

Almost no attempt is made to fathom John's mystic experiences or to understand his poetry. In fact these are mentioned only to be vigorously set aside. A regrettable lack, perhaps, but one in keeping with the purpose of the book. The author sets out to introduce the man rather than his works, and to present in vivid colors the selfless, almost reckless love which made him a saint—and in this he succeeds very well.

EDUARDO P. HONTIVEROS

A PHILIPPINE TEXT

SCIENCE IN OUR SURROUNDINGS, Book I, with EXPERIMENT AND DEMONSTRATION MANUAL. By Fe San Juan. Baguio City: Catholic School Press, 1960. 334 and 110 pp. P6.00 and P1.50.

SCIENCE IN OUR SURROUNDINGS, published under the auspices of the Belgian Fathers, is a new addition to the growing list of general science textbooks for high school students. What makes the book particularly useful is that it has been especially prepared for Filipino students and, as such, has been adapted to suit the conditions existing in the country. In many cases, local conditions have been made the background of study. The titles of Units 12 and 13, *Science and the Filipino Home* and *Science and Our Natural Resources* and the chapter heading *Weather and Climate in the Philippines* are examples of local interest. This is one advantage it has over foreign textbooks and it may well enjoy the support and encouragement of our high schools.

The book's organization is fairly conventional. It is divided into units which, in turn, are divided into chapters. At the end of each chapter are several sets of review questions, and a list of suggested

student activities aimed at developing and encouraging the student's interest in science.

The subject matter includes studies about the physical sciences (physics, astronomy, geology, etc.), as well as the biological sciences (living things and their conservation). The book also gives us some information on recent scientific advances, such as the uses of the atom.

Considering the broadness of the subject matter and the fact that this book is intended primarily for first year high school students, the author has been successful in avoiding the prolonged description of minutiae which often make textbooks dull and lengthy. Nevertheless, there are some terms that have not been sufficiently defined or explained and which, if left as they are, may lead to inaccurate conclusions.

For example, the definition of organic matter is not up-to-date. It is defined by the author as "matter that possesses life or once had life." (p. 30 and p. 305). Organic matter can no longer be limited to matter that possesses life or once had life because it can now be synthesized or artificially produced. We presently have synthetic organic compounds derived from a combination of elements that are not part of a living thing.

To cite another example, the term carbohydrate has not been accurately defined. Carbohydrate is defined by the author as "an organic food containing carbon, hydrogen and oxygen in a proportion similar to that of water" (p. 298). This definition gives the impression that the elements carbon, hydrogen and oxygen contained in carbohydrates are also present in water and that the proportion of such elements in the former is the same as in the latter. This is inaccurate since water does not contain carbon and only the elements hydrogen and oxygen are present in carbohydrates in a proportion like that in water.

These points could have been clarified without unduly lengthening the textbook's contents. However, the book has few inaccuracies of this kind.

The book has several interesting features. Among other things, it contains a list of some famous Filipino and foreign scientists, together with a short summary of their works.

It is also useful for its photographs of Philippine scenes.

The author's literary style is simple, clear and straightforward. Teachers and students will find this book interesting and profitable.

The text is accompanied by an *Experiment and Demonstration Manual*. This manual contains a long series of laboratory experi-

ments and demonstrations arranged after the order of topics in the text.

The author, who is the President of the Catholic Biology Teachers Association, has contributed a textbook well adapted to the student of general science in Philippine high schools.

JAIME C. JOAQUIN

PLANNING ECONOMIC GROWTH

PROGRAMMING TECHNIQUES FOR ECONOMIC DEVELOPMENT. United Nations Organization. Bangkok, 1960. 129p.

This book reviews and sums up theoretically-evolved approaches to and techniques of economic development planning in a language readily comprehended by many interested readers. The task was undertaken to help official planning agencies derive benefit from the rigor and precision of theoretical constructs or, more specifically, to aid towards the attainment of logical consistency in the preparation of a comprehensive development program.

The material is developed from the simplest to the more complex techniques of programming in tune with the state of the arts existing in underdeveloped countries. Thus, planning agencies can undertake programming in a systematic way even with the minimum information available, and subsequently increase its efficiency as improvement in knowledge and data makes the use of the more complex techniques feasible.

Following the above sequence, the aggregate model of Harrod-Domar is discussed first because of the small amount of information required. This model, for example, was used by the National Economic Council in formulating its latest "Three Year (FY 1960-1962) Economic and Social Development Program." The model, as used in development work, establishes the rate of savings and (for equilibrium to be attained) investment required to achieve a specific goal in terms of an increase in national income.

Subsequently, the economy is broken down into two sectors—e.g. consumption vs. investment goods sector, export vs. home market sector—and a model to account for the divergent economic characteristics of these sectors is constructed. At this stage, balance and consistency start to assert their importance. For example, an increase in the output of consumer goods requires investment not only in this