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APERTURA DE LA SESIÓN

Se abre la sesion a las 9:30 a.m, ocupando el estrado el Presidente, Hon. Claro M. Recto.

EL PRESIDENTE: Se abre la sesión.

DISPENSACION DE LA LECTURA DE LA LISTA

SR. OSIAS: Señor Presidente.

EL PRESIDENTE: Sr. Delegado.

SR. OSIAS: Pido que se dispense la lectura de la lista de los Delegados y que se presuma la existencia de un **quorum**.

EL PRESIDENTE: Si no hay objeción, así se acuerda. **(No hubo objeción).**

APROBACIÓN DEL ACTA

Se lee el acta de la sesión correspondiente al día 24 de Agosto de 1934, la cual es aprobada.

SR. OSIAS: Sr. Presidente.

EL PRESIDENTE: Sr. Delegado.

SR. OSIAS: Tengo una resolución que obra en poder del Secretario, la cual pido que se lea.

EL PRESIDENTE: Léase el título.

EL SECRETARIO, **leyendo:**

RESOLUTION EXPRESSING THE SENSE OF THE CONSTITUTIONAL CONVENTION THAT THE CONSTITUTION TO BE DRAFTED AND FORMULATED SHALL BE A CONSTITUTION FOR THE COMMONWEALTH AND THE PHILIPPINE REPUBLIC TO BE KNOWN AS "THE CONSTITUTION OF THE PHILIPPINE ISLANDS."

EL PRESIDENTE: Si no hay objeción, se señala para el martes, día 28 del actual, la consideración de esta resolución. **(No hubo objeción.)**

THE PRESIDENT: The Delegate from Siquijor.

MR. JUMAUAN: Mr. President.

MR. JUMAUAN: Mr. President, I believe that the time or period within which the Committee on Rules should submit the rules for this Chamber has expired. For this reason, Mr. President, as a humble Member of this Constitutional Convention, and not being aware of the rules of a deliberative body like this, and in order to

participate in the debates when the reports of the different committees are submitted, I call for the submission of the report on the rules as soon as possible. The Committee on Rules has been given time twice already.

EL PRESIDENTE: Qué dice el Comité de Reglamentos a lo manifestado por el Delegado por Negros Oriental?

SR. KAPUNAN: Sr. Presidente, deseamos tener información acerca de lo que ha dicho el Delegado Sr. Jumauan.

EL PRESIDENTE: El Delegado Jumauan ha dicho que el tiempo concedido al Comité de Reglamentos ha expirado y dicho Comité no ha presentado hasta ahora el proyecto de Reglamento.

SR. KAPUNAN: En la ausencia del Presidente del Comité de Reglamentos y de los **"ranking members"** del mismo, tengo el honor de informar a esta Convención y especialmente al Delegado Jumauan que el referido comité ha sometido ya su informe correspondiente; lo que pasa, creo yo, es que el personal no ha terminado de ronear el proyecto para su distribución a los Miembros de esta Convención.

MR. JUMAUAAN: Mr. President, if we are to set an example to the public to comply with our obligations, inasmuch as the members of the Committee were the ones who asked for the extension of time, they must present the set of rules to the Chamber.

THE PRESIDENT: Did the Gentleman understand the answer of the Committee?

MR. JUMAUAAN: I understand that the set of rules has been already indorsed to the Secretary, but it is not the fault of the House that the rules are not in the hands of the Delegates. As a matter of course, in accordance with the terms of the resolution the set of rules must be submitted to us, not to the Secretary of the Convention, within ten days,

EL PRESIDENTE: La Mesa siente tener que decir que las últimas manifestaciones del Delegado por Negros Oriental, Sr. Jumauan, están fuera de orden.

SR. MARAMARA: Sr. Presidente.

THE PRESIDENT: The Gentleman from Cebu has the floor.

SPEECH OF MR. MARAMARA

MR. MARAMARA: Mr. President and Gentlemen of the Convention:

I rise in order to raise my voice in behalf of the great multitude of our inhabitants, both old and young, who are hopelessly drifting in doubt and in uncertainty with respect to their life career and whose welfare and well-being the government which they have established has the sacred obligation to pursue. This group has the misfortune of playing a very inconsequential part in laying the foundation and directing the educational policy and progress of our country. Yet they are the ones who need our care, who need our wise and careful judgment and solicitous consideration, especially at this time when we are about to consider the enactment

of a charter which shall be the basis of the law of the land.

Gentlemen of the Convention, as we proceed to analyze the needs of the people, we should neither lose faith in God nor forget to be guided by what we believe to be the best interests of these people. I therefore invite your attention, lest you overlook it, to one of the outstanding problems in the building of an educational program: the problem of effective functional vocational education, that branch of learning which possibly has been given the least attention by the educated of the world, and until recently practically neglected.

Mr. President, there have been in the past four years so many innovations in our educational system, so many changes in methods, so many new principles, new aims and new ideals, that the average educator, particularly he who is responsible for the development of a curriculum, is confronted with a task that is more or less confusing. What to accept, what to adopt, what to reject, how much of the old is worth keeping, and how much of the new is worth trying—these are questions which are constantly coming up into the minds of those who have the educational interests of the country at heart.

Mr. President, the same situation confronts this august Body when it discusses an educational policy and a worthwhile educational program for the Commonwealth government. Too often, novelties either fail in their purpose or they seem to be out of proportion to the benefits derived. It is, therefore, imperative that both the educator and the delegate who are interested in educational problems must go slow in their choosing and must be conservative in their decision. However, we must remember that it often happens that a policy that is too conservative is more than apt to result in educational impotence and stagnation.

Behind the maze of present-day experiments, however, there is one tendency which has been observed in recent years, and that is the tendency to coordinate learning and thinking with life and living. On this, there seems to be no quarrel. It is only in applying it to the specific needs of the schoolroom that discussion arises and opinion varies, and it is in this connection that I have before me the general aim of linking together the child's vocational and educational growth. Hence, I wish to discuss here today the problems of vocational education and its importance not only to our economic prosperity but even to our national existence.

Mr. President, there are times when we are charged with indifference to the education of our children — charges that are true to some extent. We have been accused of sending school children into the great world of competition, children who know absolutely nothing except to look forward to a haven in the world of white-collar jobs. In the past few years, there has been a tendency to create in the minds of the young of the country a perverted sense of values, a lopsided idea that the Philippines must be a nation of lawyers. This has resulted in so many of our young men being obsessed with a craving to become the legal lights of tomorrow. This is not casting an aspersion on the integrity of our lawyers nor minimizing the importance of this honored profession, but I am only presenting facts as I see them. This tendency is not the fault of our children, or our own nor that of education. Be that as it may, we cannot deny that it is ingrained in the very spirit of the country, and that education has failed to eradicate this belief to the extent that it should have.. . .

Mr. President, there is a need to change the attitude to the end that the mind of the young people, the "ambiente," and the quickening of the spirit manifest itself in directions pointed not only towards the classic halls but also towards activities which contribute to the economic development of our country. We must realize that a nation must stand four-square, and we as a new nation must also stand four-square; that is, we should develop a nation which not only needs spiritual leaders, physicians and lawyers but also businessmen, farmers, teachers, skilled workers and artisans. Besides, we have to consider whether the educational philosophy of the country is based upon the needs of special interests or the needs of the democratic mass.

Is a system of education truly democratic when it serves only the interests of a chosen few, and especially when these have more than their share of worldly goods and material opportunities? Should not the sons of agricultural and industrial workers have equivalent opportunities offered to them in the schools of the country as are offered to the sons of men who are working in the learned and professional world? The concept that training is necessary for the man who works with his hands in the field and in the workshop is still so new that the schools have only recently admitted that the control of natural things of life is an essential part of knowledge. Until very recently, the schools have neglected the class of people who are numerically the largest, the class upon which the remaining minority depends for food, shelter, sustenance and necessities.

In a true democracy, schools are not created to take care exclusively of the needs of a special class. They are organized to serve the interests of the vast majority, those who, in every country and clime, are the ones who turn the wheels of the industrial, commercial and agricultural mechanism of that country—a mechanism which is, after all, the basis of all economic development and of all social problems.

It is true, and no one will deny, that we have opened wide the door of opportunity for the children of parents with the financial resources necessary to send them to the university, but we have sadly neglected the needs of children whose parents earn a mere pittance, a very meager salary, and who do not and will never have enough funds to send their boys and girls to a university or to any other institution of high learning. As an example, I will cite to you the City of Manila where we find over 8,000 students enrolled in four secondary high schools, and each one of these boys and girls is taking a straight academic, college-preparatory course. It is true that this course most effectively serves the best interest of the children whose parents can send them to college, but you will not disagree with me when I say that such course is absolutely of no use to the children of parents who cannot have them continue their education in institutions of higher learning. Strange as it seems, the City of Manila—the largest city in the archipelago, the center of industry and commerce—offers to the children of poor inhabitants no courses in industry, no courses in commerce, no courses in home economics, and no courses in special branches which would be of material benefit to the children of the man who earns a peso or just a little more a day but who is not financially able to support his children through a four-year course in the learned professions.

Mr. President, there is only one solution to this problem, and that is to coordinate more efficiently and correlate more intimately our educational policies with the life activities and the economic needs of our country. Let us hope sincerely that in formulating the educational policy and the progress for our Commonwealth, we shall