

# PHILOSOPHICAL THOUGHTS ON EDUCATION

CHAPTER I

## Learning Outcomes



At the end of this lesson the students are expected to be able to:

- ✓ Learn and discuss the philosophical thoughts on Education, and;
- ✓ Find its relevance to real life situations.



**Activity:** Read the conversation then answer the question in the Analysis phase of this lesson.

In a Grade III Class:

Teacher: What is the function of the mouth?

Student: To break the food into smaller pieces.

Teacher: Very good! What about the stomach?

Student: To digest the food.

Teacher: Very good! Perfect! And the small intestines?

Student: To absorb the food nutrients.

**Analysis:** what classroom scenario is/are being depicted by the comic strip and the teacher- student question and answer?

**Isolated Facts and Banking Method** (Arcangel LPT PhD, Corpuz LPT PhD & Prieto LPT PhD, 2019)

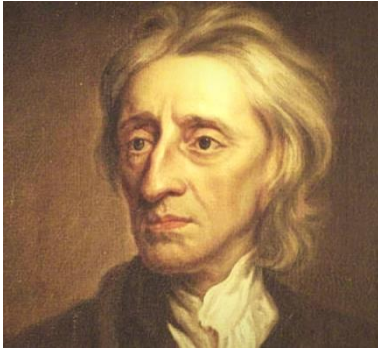
In the conversation, between the question and answer proceedings conducted by the teacher, can be observed that it depicts the usual scenario inside the classroom. The teacher rely the most on asking low-level questions and students answering them with what they've memorized the night before. It is just like, a teacher will deposit these facts a day before then withdraws them during their next meeting. It is the kind of banking system of education that Paulo Friere is very much against as this does not make students reflect and relate whatever he/she was taught to real life situations.

It is not that we neglect facts. But isolated facts makes no sense and only become meaningful when seen in relation to other facts. Through further questioning thus connects the fact which in return may help the learner see its meaning and relevance to his/her life. Example: Students learned that food is broken down into pieces inside the mouth, which is digested by the stomach and is absorbed by the intestines. To further connect these facts, teacher may ask **what & what ifs**.

In relation to the given scenario above, the philosophical thoughts on education serves as the supporting framework for teachers on how he/she may handle his/her lesson, the learner or even the approach of teaching which will focus on the two areas:

- What should be taught
- How learners should be taught

## Summaries of Thoughts of Education Philosophers (Arcangel LPT PhD, Corpuz LPT PhD & Prieto LPT PhD, 2019)



### John Locke (1632-1704)

#### The Empiricist Educator

English philosopher whose works lie at the foundation of modern philosophical empiricism and political liberalism. He was an inspirer of both the European Enlightenment and the Constitution of the United States. English philosopher whose works lie at the foundation of modern philosophical empiricism and political liberalism. He was an inspirer of both the European Enlightenment and the Constitution of the United States.

- Acquire knowledge about the world through senses –learning by doing and interacting with the environment.
- Simple ideas become complex through complex comparison, reflection and generalization—the inductive method.
- Questioned that long traditional view that knowledge came exclusively from literary sources, particularly the Greek and Latin classics.
- Opposed the “divine right of kings” theory that the monarch had the right to be unquestioned and is absolute.
- Political order should be based on a contract between the gov’t and the people.
- Aristocrats are not destined by birth to be rulers. Civic education is necessary.
- People should be educated to govern themselves intelligently and responsibly. (Ornstein, 1984).

#### Remember:

- For John Locke, education is not acquisition of knowledge contained only on the **great books**. It is learning interacting with concrete experiences comparing and reflecting. The learner is an active not passive agent of his/her own learning.
- Education helps the citizen to actively and intelligently participate in the society. Establishing their government, choosing among themselves because they are convinced that no person is destined to be ruler forever.

### Herbert Spencer (1820-1903)



#### Utilitarian Education

Spencer’s concept of “Survival of the Fittest” means that human development had gone through an evolutionary series of stages from the simple to the complex and from the uniform to more specialized kind of activity.

Social development had taken place according to an evolutionary process by which simple homogeneous societies had evolved to more complex societal systems characterized with humanistic and classical education.

- Industrialized society require vocational and professional education based on scientific and practical (utilitarian) objectives rather than on the very general education goals associated with humanistic and classical education.
- Curriculum should emphasize the practical, utilitarian and scientific subjects that helped human kind master the environment.
- Was not inclined to rote learning; schooling must be related to life and to the activities needed to earn a living.
- Curriculum must be arranged according to their contribution to human survival and progress.
- Science and other subjects that sustained human life and prosperity should have curricular priority since it aids in the performance of the life activities.
- Individual competition leads to social progress. He who is fittest survives. (Ornstein, 1984)

**Remember:**

Specialized Education of Spencer vs. General Education

- To survive in a complex society, Spencer favors specialized education over that of general education. We are in need of social engineers who can combine harmoniously the findings of specialized knowledge. This is particularly true in the field of medicine.
- The expert who concentrates on a limited field is useful, but if he loses sight of the interdependence of things he becomes a man who knows more and more about less and less.

**Spencer’s Survival of the Fittest**

- He who is the fittest survives. Individual competition leads to social progress. The competition in class is what advocates of whole-child approach and Socio-emotional Learning (SEL) atmosphere negate. The whole child approach is powerful tool for SELF-focused schools has as tenets – “each student learns in an environment that is physically and emotionally safe for students and adults” and “each student has access to personalized learning and is supported by qualified and caring adults...” (Frey, N. 2019)



**John Dewey (1859-1952)**

**Learning through Experience**

American philosopher and educator who was a founder of the philosophical movement known as pragmatism, a pioneer in functional psychology, and a leader of the progressive movement in education in the United States.

- Education is a social process and so school is intimately related to the society it serves.
- Children are socially active human beings who want to explore their environment and gained control over it.
- Education is a social process in which the immature members of the group, especially the children are brought to participate in the society.
- The school is a special environment established by members of the society, in the purpose of simplifying, purifying, and integrating the social experience of the group so that it can be understood, examined and used by its children.

- Sole purpose of education is to contribute to the personal and social growth of individuals.
- Steps of the scientific or reflective method of Dewey's Educational Theory:
  1. Learner has a "genuine situation of experience"
  2. Within the experience, the learner has "genuine problem"
  3. Does research to acquire information needed to solve the problem.
  4. Develops possible and tentative solution.
  5. The learner tests the solution by applying them to the problem.
- The accumulated wisdom of the cultural heritage if it served human purposes, becomes part of the "reconstructed experience".
- The school is social. A miniature society as a means of bringing children into social participation.
- The learner acquires disposition and procedures associated with scientific or reflective thinking and acting.
- The school is democratic as they are free to test all ideas, beliefs and values.
- School should be used by all, it is a democratic institution.
- Authoritarian or coercive administration is no longer applicable as it blocks genuine inquiry and dialogue.
  
- Education is a social activity and social agency that helps shape human character and behavior.
- Values are relative but sharing, cooperation and democracy are significant human values that should be encouraged by schools. (Ornstein, 1984).

**Remember:**

- Ideal learner is not just one who can learn by doing, e.g., conduct an experiment but one who can connect accumulated wisdom of the past to the present.
- Schools are for the people and by the people.



**George Counts (1889 - 1974)**

**Building a New Social Order**

George Sylvester Counts (born in December 9, 1889 at Baldwin City, Kansas, U.S. and died on November 10, 1974 at Belleville, Illinois) is an American educator and activist who believed that schools should bring about social change. **Social change** refers

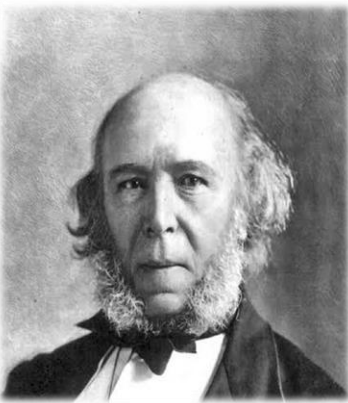
to any significant alteration over time in behavior patterns and cultural values and norms. For example: the abolition of slavery and the feminist movement.

- Counts believed that education is not based on eternal truths but is relative to a particular society living at a given time and place.
- Schools should cope with social change that arises from technology.

- There is a cultural lag between material progress and social institutions and ethical values.
- Instruction should incorporate a content of a socially useful nature and a problem-solving methodology. Students are encouraged to work on problems that have social significance.
- Schools become instrument for social improvement rather than an agency for preserving the status quo.
- Teachers should lead society rather than follow it. Teachers are agents of change.
- Teachers are called on to make important choices in the controversial areas of economics, politics and morality because if they failed to do so, others would make the decisions for them.
- Schools ought to provide an education that affords equal learning opportunities to all students. (Ornstein, A. 1984)

**Remember:**

- For George Counts, schools and teachers should be agents of change. Schools are considered instruments for social improvement rather than as agencies for preserving the status quo. Whatever change we work for should always be change for the better not just for the sake of change.
- Teachers are called to make decisions on controversial issues. Not to make a decision is to actually making a decision.
- Like Dewey, problem solving, should be the dominant method for instruction.



**Theodore Brameld (1904-1987)**

**Social Reconstruction**

As the name implies, social Reconstructionist is a philosophy that emphasizes the reformation of society. The social Reconstructionist contend that: Humankind has moved from an agricultural and rural society to an urban and technological society... there is a serious lag in cultural adaptation to the realities of a technological society.

Humankind had yet to reconstruct its values in order to catch up with the changes in the technological order, and organized education has a major role to play in reducing the gap between the values of the culture and technology. (Ornstein, 1984)

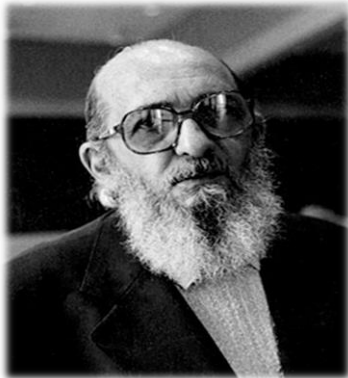
So the social Reconstructionist asserts that schools should:

- Critically examine present culture and resolve inconsistencies, controversies and conflicts to build a new society not just change society, do more than reform the social and educational status quo. It should seek to create a new society. Humankind is in a state of profound cultural crisis. If schools reflect the dominant social values, then organized education will merely transmit the social ills that are symptoms of the pervasive problems and afflictions that beset humankind. The only legitimate goal of a truly human education is to create a world order in which people are in control of their own destiny. In an era of nuclear weapons, the social Reconstructionist see an urgent need for society to reconstruct itself before it destroys itself. (Ornstein, A. 1984)

- Technological era is an era of interdependence and so education must be international in scope for global citizenship.
- For the social Reconstructionist, education is designed “to awaken the students’ consciousness about social problems and to engage them actively in problem solving”. (Ornstein, 1984)
- Social Reconstructionist are firmly committed to equality and equity in both society and education. Barriers of socio-economic class and racial discrimination should be eradicated.
- They also emphasize the idea of an interdependent world. The quality of life needs to be considered and enhanced on a global basis. (Ornstein, 1984)

**Remember:**

- Like John Dewey and George Counts, social Reconstructionist Brameld believe in active problem-solving as the method of teaching and learning.
- Social Reconstructionist are convinced that education is not a privilege of the few but a right to be enjoyed by all.
- Education is a right that all citizens regardless of race and social status must enjoy



**Paulo Freire (1921-1997) – Critical Pedagogy**  
**Critical Pedagogy and Dialogue vs. the Banking Model of Education**

For education, Freire implies a dialogic exchange between teachers and students, where both learn, both question, both reflect and both participate in meaning-making.

- Paulo Freire was one of the most influential philosophers of education of the twentieth century. A critical theorist, like social Reconstructionist, believed that systems must be changed to overcome oppression and improve human conditions.
- Education and literacy are the vehicle for social change. In his view, humans must learn to resist oppression and not become its victims, nor oppress others. To do so requires dialogue and critical consciousness, the development of awareness to overcome domination and oppression.
- Rather than “teaching as banking,” in which the educator deposits information into students’ heads, Freire saw teaching and learning as a process of inquiry in which the child must reinvent the world.
- Teachers must not see themselves as the sole possessors of knowledge and their students as empty receptacles. He calls this pedagogical approach the “banking method” of education.
- A democratic relationship between the teacher and her students is necessary in order for the conscientization process to take place.
- Freire’s critical pedagogy is problem-posing education.
- A central element of Freire’s pedagogy is dialogue. It is love and respect that allow us to engage people in dialogue and to discover ourselves in the process and learn from one another. By its nature, dialogue is not something that can be imposed. Instead, genuine dialogue is characterized by respect of the parties involved toward one another. Dialogue means the

presence of equality, mutual recognition, affirmation of people, a sense of solidarity with people, and remaining open to questions.

- Dialogue is the basis for critical problem-posing pedagogy, as opposed to banking education, where there is no discussion, only the imposition of the teacher's ideas on the students. (Ornstein,1984)

### Remember:

- All of these education philosophers, point to need of interacting with others and of creating a "community of inquiry" as Charles Sanders Peirce put it. The community of inquiry as "a group of persons involved in inquiry, investigating more or less the same question or problem, and developing through their exchanges a better understanding both of the question as well as the probable solutions." (Lee,2010) A community of inquiry will engage learners in active problem solving.

### Application- Let's Apply

1. The modern explosion of knowledge has led to an age of specialization with this concomitant quip:

*A specialist knows more about less and less.  
An expert knows more about less and less  
Until he or she knows everything about nothing.  
A related joke cleverly twist this saying:*

*A generalist knows more about more and more  
Until he or she knows nothing about everything.*

Should school produce generalists or specialists? Defend your answer:

**Answer:** For me, school must favor specialist education but must not totally reject generalist view. I'll used Spencer's philosophy to defend my answer because for him, in order for us survive in a complex society, we need specialized education. An expert according to him that concentrates on a limited field is useful but must not forget the connections or interrelatedness of things as this leads to someone who knows more and more about less and less. What I'm trying to emphasize is, to stay at balance because over- specialization is also not good.

2. Spencer is convinced that he who is most fit survives and so encouraged individual competition. Read this article about Singaporean education today and find out which whom you agree- Spencer's educational system or Singaporean education system where competition is not encouraged.

**Learning is not a competition: No more 1<sup>st</sup>, 2<sup>nd</sup> or last in class for primary and secondary students**  
SINGAPORE – Whether a child finishes first or last will no longer be indicated in primary and secondary school reports books from next year- a move with Education Minister Ong Ye Kung hopes will show students that "Learning is not a competition". Report books will not just stop showing student's position in relation to class or cohort.  
The information to be drop includes:

- Class and level mean
- Minimum and maximum marks
- Underlining/ coloring of failing marks
- Pass/fail for end- of- year result
- Mean subject grades
- Overall total marks
- L1R5, L1R4, EMB3, EMB1 for secondary levels

The ministry of education said on Friday (sept. 28) that the change is to allow each students to focus on his/her learning progress and discourage them from being overly concerned about comparisons.  
From next year examinations for P1 and 2 pupils will also be removed, and whatever forms of assessment they have will not count towards an overall grade. #

*Amelia Teng*  
Education correspondent

**Answer:** I agree on Spencer's individual competition as this leads to social progress. According to Spencer, this advocates a whole-child approach and socio-emotional atmosphere. An approach that is physically and emotionally safe, supervised by the qualified and caring adult. Through this method, students get to experience the real image of the world, the real situation of the society, where improvement is oneself is necessary. This approach also leads to better eagerness of students to learn more and excel in whatever field he or she chose, in other words students urge to seek for self-improvement. This also promotes personalized learning, but still this competition, must be maintained healthy and fairly for over-all student's progress.

3. The following is an excerpt of the keynote Address of Senator Shahani before the National Academy of Science and Technology at its 15<sup>th</sup> Annual Scientific meeting, 7 July 1993, Manila. Read it. Underline those parts that emphasize development in moral and ethical values most necessary to effect change. Do you agree with her thoughts in these underlined words?

*In essence, the Moral Recovery Program is a movement which aims to mobilize Filipinos for nation-building through practical exercise of human values in our daily lives as citizens, and to awaken us to the power of these values in achieving our individual and national goals. Those values are free of charge; we do not have to borrow, nor to beg regularly and constantly from the outside world to obtain them; we only have to look inward, internalize these values for our own self transformation, and then externalize them for our individual lives and for building our nation. To use current terminology, the Moral Recovery Program seeks to empower people - the poor, the middle-class and the rich - through the sustained application of human values and virtues to overcome our problems and build our country in accordance with our collective vision. We can also see the Program as an attempt to complete the complex picture of nationalism. If nation-building has its political, economic and cultural dimensions, it also has its moral and ethical imperative. This imperative is a most compelling dimension of nation-building. It goes beyond mere legislation of anti-graft measures or Congressional investigations of wrongdoing in the Government. We need to go back to the basics and ask the fundamental questions: what is our vision of ourselves and of Filipino society? How do we achieve that vision despite overwhelming odds? What key values are needed to attain our goals? I submit that this vision and the strategies and political will needed to realize it should constitute the main framework to build this nation. Nothing less will do. This combination of vision and action is the key to our national survival, rebirth and renewal. In this context, the Moral Recovery Program becomes a major ingredient of an alternative strategy for national development.*

#### **Ethics and Politics**

*The close interrelationship between ethics and politics is obvious in our many problems -our large foreign debt; the state of permanent disrepair of our roads and public toilets; graft and corruption in Government; the perennial squabbling and intramurals between Government bodies; and bureaucratic inefficiency. Chronic problems in such vital areas as agriculture and industry, rural development and land reform could be overcome if some of the values such as love of country, discipline, honesty, accountability and teamwork were practiced on a daily basis in Government offices and political circles, as well as by the people themselves.*

#### **Vision**

*The over-all vision I have for our country has the following essential elements: reverence for all forms of life and the primacy of human values; a priority given to cultivation of the spiritual and cultural life of the nation; the democratization of power, resources and wealth; the right combination of a free market economy and Government intervention in appropriate areas at appropriate stages to provide for the basic needs of its citizens; a Government which works for the good of the people, the development of our agricultural resources and an environmentally conscious industrialization plan; a well-implemented agrarian reform program; respect for human rights, including the rights of women; and an independent foreign policy within the framework of global cooperation. In other words, we should have a vision which represents strong combination of human dignity, sustainable development and appropriate economic growth; national interest; and global orientation. A tall order indeed, but a vision must inspire over the long-term, shed light in the midst of darkness and make possible the seemingly impossible.*

#### **Individual and National Transformation**

*At this point, we come to the question: what is to be transformed or changed - the structures of society or the individual? In my view, both should be transformed, each dynamically affecting the other, but the starting point is always the individual, or a group of individuals within institutions. The empowerment of the poor must come from the poor themselves; the poor must help themselves; others can only help them to help themselves. There is a welcome opportunity in this country to help empower the poor, and such empowerment is vital to the creation of more just social and economic structures.*

#### **Human Values: Powerful Building Blocks**

*It is obvious from what I have said that human values are powerful building blocks in the development of a nation. Yet the non-economic and non-budgetary dimensions of progress and growth, i.e., the moral and cultural elements, have been conveniently overlooked or disregarded by the learned technocrats and theoreticians of development perhaps to make way for smooth, non-controversial discussions of the development process. The technocratic and neutral language of development, which has evolved from the agenda of international institutions, has eclipsed the moral choices which have to be made in the development process. Terms like equity, social justice, distributive justice when repeated over and over again without any explanation of the painful ethical choices which have to be made by individuals and governments in order to achieve them cannot touch the hearts and minds of the popular - the rich, the middle-class and the poor, on whom the burden of transformation rests. Development is, after all, a grassroots-oriented process and a challenge in mass mobilization, for the people and not for political expediency.*

**Answer:** Yes, because on the general view of Senator Shahani, she wanted to emphasize development in our nation through mobilization of man's moral and ethical values. What I've underlined in her speech is a must have for us individuals who wanted to live in a peaceful and progressive nation. Traits that must be embodied by all of us and should start from within us that is if we really seek for change. We just can't depend on our government's action then blame them after of all the misfortunes happening in our life, because nothing will really happen if we on ourselves are not even supporting them and working to contribute change. Senator Shahani elaborated her ideas of improvement and development by inspiring one of us to start change in ourselves.

4. "If you cannot bring the learners to the world, bring the world to the classroom." Will this go with John Dewey's philosophy of education: Explain your answer

**Answer:** Yes, Dewey is a philosopher who introduced the idea of "learning which is through experience", according to him education is a social process and so school is intimately related to the society. By this statement, it proves that whatever activities inside the school is anchored on what is happening in the society. Learning through experience means that children are exposed to real- life context, they may perform experiment or actual activities that reflects or represent the real world. So it's true that in John Dewey's philosophy, learners can learn the ideas of the world even just inside the classroom.

5. Considering DepEd mission statement, "to protect and promote the right of every Filipino to quality, equitable, culture- based and complete basic education" can we say that Philippine Educational System is in a sense equitable? What actions and what recent legislations are proofs that the Philippines gives equal access to quality education to its citizen?

**Answer:** Philippine educational system is in the process of fulfilling the equitable quality education for all. Many programs are implemented to address these various goals of our educational system, not just for the benefit of the organization but for the learners as well. One proof is the implementation of K-12 program which aims to produce globally competent learners and does offers different specialization or track to cater individual needs. This is because learners has their own different intelligences and fields where they excel the most. Another is the ALS or Alternative Learning System, where students who want to enroll on vocational courses are catered which offers advanced training for certain fields as a preparation for their future career.

6. Is free tertiary education really pro- poor in the sense that it is the poor who are indeed benefited? Justify your answer.

**Answer:** Yes, because nowadays many families especially here in our country who belong in the poverty line, when their children turns to college, they tend not to continue because of financial problems, thus leads to unemployment afterwards. So this free tertiary education is really beneficial especially to poor families who are unable to sustain the needs of the family. Through these, their children can continue to college and finish their target profession. Not just they are benefited but also the government, because in return, when these students become professional, it elevates our economic status and reduces the increase number of unemployment at the same time, they also stand as the pride of our country.

7. Friere opposed the Banking method of education and favored critical pedagogy. Why? The banking method is characterized as a vertical relationship while critical pedagogy is characterized by a horizontal type of relationship.

**Answer:** Because Banking method is a mere relationship of student and teacher where teacher deposits an information to students mind through memorization then collects it on the following day, it shows that there is no reflections, applications or true learning in the classroom with this kind of method. While the critical pedagogy of Friere, students tend to critically think about what they learned, ponder for reflections, it is a relationship where students learn as well as the teacher. This is also where real- life context are integrated to every lesson.

Let's check for Understanding!

Explain in a sentence why each education philosopher was associated with these given words:

**Answer:**

**a) John Locke- the empiricist**

He offered an empiricist theory in which we acquire ideas through our experiences in the world. He is also the founder of school of thought/ British Empiricism.

**b) Spencer- the utilitarianist**

Spencer's concept of "survival of the fittest" means the competition between individuals can lead to social progress.

**c) John Dewey- experience**

Dewey believed that experience; past ideas, experiments, discoveries are accumulated wisdom from the past that connects to the future.

**d) George Counts- Building a new social order**

For Counts, education is not based on eternal truths but is relative to a particular society living at a given time and place. Schools become instrument for social improvements and teachers should lead the society.

**e) Theodore Brameld- the Social Reconstructionist**

Brameld as Social Reconstructionist believes that problem-solving is a method of teaching and learning. He also point out that education is a right to be enjoyed by all regardless of race and social status.

**f) Paulo Freire- Critical pedagogy vs. Banking method**

Banking method for Freire is when teacher is the sole distributor of knowledge and the learner is the object of learning process but not the subject.

1.) Make a table summary of the philosophies of education.

<b>Philosopher</b>	<b>Philosophy on Aim/s and Method/s of education</b>	<b>Classroom/School Application</b>
John Locke	Students acquire knowledge through experiences	Field Trips & Physical Activities
Herbert Spencer	"survival of the fittest" students should compete with each other to create progress	Debates & Competitions
John Dewey	A democracy in education	Unity in Diversity programs
George Counts	Education is an instrument for social improvements	Seminars that rise awareness ex. Slavery topic
Theodore Brameld	problem-solving is a method of teaching and learning	Activities that can be used in solving real problems
Paulo Freire	Education can develop students' open-mindedness	Talks & Seminars

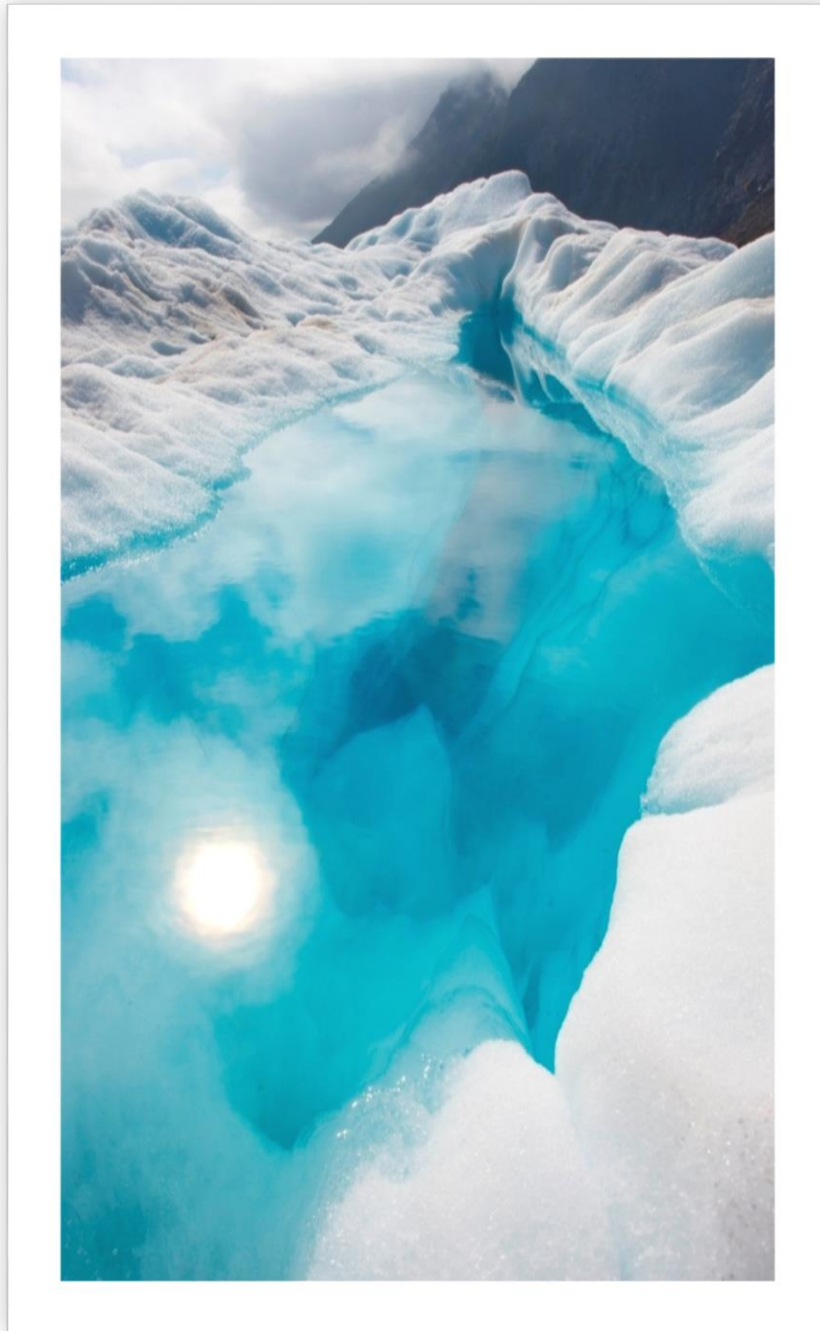
## Let's Reflect

Two Things I Learned from this Chapter	My thoughts or Reactions
The different philosophical theories of education	<p>Philosophy means "love of wisdom." It is made up of two Greek words, philo, means love, and sophos means wisdom. Philosophy helps teachers to reflect on key issues and concepts in education for them to easily understand and reflect on the actions of the students that they encounter every day. All of the philosophical thoughts of the philosophers: John Locke, Herbert Spencer, John Dewey, George Count, Theodore Brameld, and Paulo Freire, had a big impact on our educational system. as what I had said, through these philosophical thoughts of the different philosophers, the learners, and also the teachers learn a lot on how to live and to act in different events, and how to react in different situations that they were in. also, the philosophical theories has been the guide of all teachers not just here in the Philippines, but also, worldwide. The sources of the educational philosophy is your experiences in life, the values that you have, the environment where you live in and also, your interaction with the different person around you. The educational philosophies will help you to determine and shape your own educational philosophy.</p>
The Importance of having Philosophical Theories of Education	<p>Teachers are mentors and play an active role in inculcating independent thinking in students. Students always look up to their teacher and therefore, it becomes necessary for the teachers to have thoughts to inspire them. We all know that teachers are the nurseries of our future citizens of the state, therefore teaching philosophy has become the path for the educators to move ahead. It is not possible to make the students learn something until the teacher knows why and how he/she wants to teach. Once the educators know their path, they will be helping the students to plan to reach their destinations. Lastly, by learning philosophies the teachers will be able to view and analyze the perspective of their students. Apart from understanding why students are behaving in a particular way, teachers would also be able to know how students perceive their actions. This helps them adapt better and faster teaching strategies and guidance on how to handle their students and eventually resulting in improved results. Best of all, a teacher would be able to analyze his/her actions and understand the positives and negatives of the methods they're using inside the classroom</p>

## LET Clinchers

1. Which is NOT TRUE of social reconstructionists?
  - A. Use of problem-solving
  - B. Study of the Great Books
  - C. School as an agent of change
  - D. Introduce a new society
  
2. Which teaching practice goes with the "banking system" of education which was contrary to Paulo Freire's educational thought?
  - A. Rote memorization

- B. Project-based learning
  - C. Problem-based learning
  - D. Community of inquiry
3. For which teaching will social reconstructionists be?
- A. Stress on isolationism
  - B. Inequality and inequity as normal for an international society
  - C. Building of an independent world that is international in scope
  - D. Narrow concept of nationalism
4. Why is Spencer's educational thought described as utilitarian?
- A. He emphasized vocational and professional education based on scientific and practical.
  - B. He stressed on general educational goals associated with humanistic and classical education.
  - C. He stressed a balance of specialized and general education in the curriculum.
  - D. He eliminated the vocational and professional education component of the curriculum.
5. For which educational practice was John Dewey?
- A. Problem-solving
  - B. Banking method
  - C. Emphasis on humanities
  - D. Teaching of classics



# HISTORICAL FOUNDATION OF EDUCATION

CHAPTER II



## Learning Outcomes

At the end of this lesson the students are expected to be able to:

- ✓ Prove that schools transmit cultural values by stating facts from education history in the world and the Philippines
- ✓ Explain the meaning of socialization.



## Activity: Let's read these:



“When a school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, and providing him with the instruments of effective self- direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious.”

**Analysis:** Answer the following questions:

1. What is the function of school according to John Dewey's statement?
2. Who create schools?
3. What is the relationship between schools and society?

## Abstraction:

Education or school is an institution created by the society. Education is a function of a society and as such arises from the nature and character of society itself. Society seeks to preserve itself and to do this it maintains its functions and institutions, one of which is education, to assure its survival, stability and convenience.

What John Dewey has claimed, is the so- called socialization process which will be discuss later on. Role learning that prepares us for future roles is termed **Anticipatory socialization**, because of this most of us are more or less prepared for our future roles like spouse, agent, parent, professional teacher. (Brinkerhoff, D., 198)

## History of the Philippine Educational System

(Arcangel LPT PhD, Corpuz LPT PhD & Prieto LPT PhD, 2019)

Let us also see the nature and character of Philippine society are reflected in the education process in different periods of Philippine history. As you study the summary of the Philippine educational system, just remember this sociological concept, which is the focus of this Chapter - that education is a function of society and as such what are taught in schools arise from the nature and character of the society itself. What society considers important is what school teach. Be ready to answer this question at the end: what was/were the focus of education or schools during the: 1) pre-colonial period, 2) Spanish period, 3) American regime, 4) Japanese occupation and 5) post-colonial period.

## Education in Primitive Society

In primitive societies, preliterate persons faced the problem of survival. To survive, human beings needed food, shelter, warmth and clothing. To transform a hostile environment into one that is life-sustaining, humankind developed life skill that eventually became **cultural patterns**. (Brinkerhoof 1989)

### Life skills includes:

1. Tool or instrument making.
2. Adherence to the moral behavior code of group life
3. Language

Early humankind found security in group life based on kinship and tribal patterns. Life in the human group was educational as children observed and learned from the elders. For these cultural patterns to continue, the adults had to teach these skills and values to their children.

**Socialization**- function of education in society. A process by which individuals internalize the norms and values of society and cultural continuity are attained. This is also **informal education** in action.

### KEY PERIODS IN EDUCATIONAL HISTORY

Historical group or period	Educational Goals	Curriculum	Agents	Influences on Western Education
<b>Roman 750 B.C- 450 A.D.</b>	To develop sense of civic responsibility for the republic and then empire; to develop administrative and military skills.	Reading, writing, laws of twelve Tablets, law, philosophy.	Private schools and teachers; school of rhetoric.	Emphasis on the ability to use education for practical administrative skills; relating education to civic responsibility.
<b>Arabic 700- 1350 A.D.</b>	To cultivate religious commitment to Islamic beliefs; To develop expertise in mathematics, medicine and science.	Reading, writing, mathematics, religious literature; scientific studies.	Mosques; court schools	Arabic numerals and computation; re-entry of classical materials on science and medicine

<b>Renaissance</b> <b>A.D. 1350-</b> <b>A.D. 1500</b>	To cultivate a humanist who was expert in the classics-Greek and Latin; to prepare courtiers for service to dynastic leaders.	Latin, Greek, classical literature, poetry, art.	Classical humanist educators and schools such as lycee, gymnasium, Latin grammar school.	An emphasis on literary knowledge, excellence, and style as expressed in classical literature; a two track system of schools.
<b>Reformation</b> <b>A.D 1500-</b> <b>A.D 1600</b>	To cultivate a sense of commitment to a particular religious denomination; to cultivate general literacy.	Reading, writing, arithmetic, catechism, religious concepts and rituals; Latin and Greek; theology.	Vernacular elementary schools for the masses; classical schools for the upper classes.	A commitment to universal education to provide literacy to the masses; the origins of school systems with supervision to ensure doctrinal conformity.

- In **Primitive societies** survival against natural forces was the need and so what were taught were survival skills and values to cultivate group cohesiveness.
- For the **Athenian in ancient Greece**, what mattered most in education was the rounded development of every individual; For the Spartan, it was the development of soldiers and, military.
- For the **early Romans**, schools needed to develop a sense of civic responsibility and to develop administrative and military skills as citizens of the Roman Empire.
- For the **ancient Arabic world** where Islam rose the most important concern of education was to cultivate religious commitment to Islamic beliefs.
- During the **Medieval period**, schools were concern with the development of religious commitment, knowledge and ritual to establish order.
- **Renaissance period** had was a fervent period of European Cultural, artistic, political and economic “rebirth” following the Middle Ages. Education was focused on the rediscovery of classical philosophy, literature and art.
- The **Reformation period** had as for its educational goals the cultivation of a sense of commitment to a particular religious’ denomination and general literacy.

### Education during the Pre-Colonial period

Education was informal and unstructured, decentralize. Fathers taught their sons how to look for food and other means of livelihood. Mothers taught their girls to do the household chores. This education basically prepared their children to become good husband and wives. Children were provided more vocational training but lesser academics. Teachers were tribal tutors (Babaylan or Katalonan).

**Education was in form of:**

- Oral
- Practical
- Hands on

**Mothers Educate their Female Children**

- Housekeeping
- Weaving

**Fathers trained their Male children in**

- Hunting
- Carpentry

**Education during the Spanish Era**

Education was formal and organized. It was authoritarian in nature. Tribal tutors of the pre-Spanish period were replaced by Spanish missionaries. Pupils attended formal schooling in the parochial school. Instruction was Religion oriented. Christian doctrines, sacred songs and music and prayers were taught because they aere required for confession and communion. There was separate school for boys and girls. Wealthy Filipinos or the ilustrados were accommodated in the schools.

**Education during the American Regime 1898-1946**

The Americans promoted democratic ideals and the democratic way of life. The schools maintained by the Spaniards for more than three centuries were closed but were reopened on August 29, 1898 by the secretary of the interior. A system of free and compulsory elementary education was established by the Malolos constitution (Political Constitution of 1899).

In May 1898, the first American school was established in Corregidor, and shortly after the capture of Manila in 1899, seven schools were opened in the city. Training was done through the schools both public and secular manned by chaplains and Military Officers of the U.S Army.

Thomasites arrived in the Philippines on August 23, 1901. The University of the Philippines was founded on 1908. UP was the first state school of university status.

The Department of Public Instruction set up a three level school system. The first level considered a four-year primary and three-year intermediate or seven-year elementary curriculum. The second level was a four-year junior college and later a four year program.

**Education system during American Regime with regards to the 4 Pillars of Learning**

<b>Learning to Know</b>	<b>Learning to Do</b>	<b>Learning to Be</b>	<b>Learning to Live Together</b>
- Education is free for all -Education is a mean of giving orientation toward democracy	-Gives importance to the technical Vocational skills.	-Education emphasize on democracy and importance of people-	-Induction of good manners and right conduct.

-Teaching English language  -Emphasize 3 R's (Reading, Writing and Arithmetic)		participation of decision making.	
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### **Commonwealth Period (1935 -1942)**

- Free education in public schools was provided all over the country, in accordance with the 1935 Constitution.
- Vocational education and some household activities like sewing, cooking, and farming were also given importance.
- Education also emphasized nationalism so the students were taught about the life of the Filipino heroes.
- Vocational education and some household activities were also given importance. Good manners and discipline were also taught to the students.
- The institute of private education was established in order to observe private schools.
- Formal adult education was also given.
- Executive Order No. 134 (of 1936) was signed by Pres. Manuel L. Quezon designating Tagalog as our National Language.
- Executive Order No. 217 otherwise known as the Quezon Code of Ethics was taught in schools.
- Executive No. 263 in (1940) required the teaching of the Filipino, national language in the senior year of all high schools and in all years in the normal schools.
- The Education Act of 1940 (C.A. 586) was approved by Philippine assembly on August 7, 1940, which provided for the following:
  - Reduction of the 7 year elementary course to 6 years
  - Fixing the school entrance age at 7
  - National support for elementary education
  - Compulsory attendance of primary children enrolled in Grade 1

### **The Japanese Occupation**

- Aims of education during Japanese Occupation:
  - Make the people understand the position of the Philippines as a member of East Asia Co-Prosperity Sphere.
  - Eradication of the Filipino ideas of reliance upon Western States especially the United States.
  - Fostering a Filipino culture based on the consciousness of the people as Orientals
  - Elevating the morals of the people giving up over emphasis on materialism.
- Diffusion of elementary education, giving emphasis on vocational education.
- Learning and adaptation of Niponggo and emphasizing the love of the Filipinos to their own local language and the termination of the English language in schools.

- Developing in the people of the love of labor.

**Education system during Japanese Occupation with regards to the 4 Pillars of Learning**

<b>Learning to Know</b>	<b>Learning to Do</b>	<b>Learning to Be</b>	<b>Learning to Live Together</b>
Learning and adaptation of Niponggo.  -Importance of basic education through elementary education.	-Education emphasize the love of work.	-Orient Filipinos about the position of the Philippines as a member of East Asia Co-Prosperity Sphere.	-Education elevate the morals of the people.

**Post- Colonial Period**

Education aimed at the full of realization of the democratic ideals and way of life.

- The Civil Service Eligibility of teachers was made permanent pursuant to R.A 1079 in June 15, 1954.
- A daily flag ceremony was made compulsory in all schools including the singing of the National Anthem pursuant to R.A 1265 approved on June 11, 1955.
- Curricular offerings in all schools, the life, the works and writings of Jose Rizal especially the Noli Me Tangere and El Filibusterismo shall be included in all levels.
- Elementary education was nationalized and matriculation fees were abolished.
- Magna Carta for Teachers was passed into law by virtue of R.A 4670

The fundamental aims of education in the 1973 Constitution are:

- Foster love of the county
- Teach the duties of citizenship
- Develop moral character
- Self-discipline; and
- Scientific, technological and vocational efficiency

**Other Developments:**

- Integration of values in all learning areas
- Emphasis on mastery learning
- YDT and CAT introduced ass new courses Media od Instruction-Bilingual Education Policy: Mandates the use of English and Filipino separately as media of instruction in schools.
- Education Act pf 1982 – created the Ministry of Education, Culture and Sports.

- NCEE – National College Entrance Examination introduced – Executive Order No. 117 – President Corazon C. Aquino renamed Ministry of Education, Culture and Sports (DECS) in 1987
- Creation of the Board for Professional Teachers composed of 5 under PRC
- Replacement of PBET (Professional Board Examination for Teachers) by LET (licensure Examination for Teachers)
- Transfer of authority of administering the LET from CSC and DECS to the Board of Professional Teachers under PRC
- Trifocalization of Educational System.
- The Trifocal Education system refocused DECS' mandate to basic education which covers elementary, secondary and non-formal education, including culture and sports. TESDA now administers the post-secondary, middle-level manpower training and development R.A 7796 – Technical Education and Skills Development Act of 1994.
- CHED is responsible for Higher Education. R.A 7722 – Higher Education Act of 1994
- In August 2001, Republic Act 9155, otherwise called the Governance of Basic Education Act, was passed transforming the name Department of Education, Culture and Sports (DECS) to the Department of Education (DepEd) and redefining the role of field offices (regional offices, division offices, district offices and schools). R.A 9155 provide the overall framework for:
  - school head empowerment by strengthening their leadership roles
  - School based management within the context of transparency and local accountability.
 The goal of basic education is to provide the school age population and young adults with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens.
- Governance of Basic Education Act (R.A 9155); was passed renaming the DECS to DepEd and redefining the role of field offices which include the regional offices, division offices, district offices and schools.
- Values Education is offered as a separate subject in NSEC and integrated in all subject areas in both curricula – Implementation of New Secondary Curriculum (NSEC)
- R.A 10157, Jan. 20, 2012 – Kindergarten Act, an act institutionalizing the kindergarten education into the basic education system.

K-to-12 Program (R.A 10533), May 15, 2013 – The K-to-12 Program covers Kindergarten to 12 years in basic education (six years of primary education, four years of Junior High School. And two years of Senior High school (SHS) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment and entrepreneurship

### **The Varied Goals of Education in Different Historical periods of Philippine History**

(Arcangel LPT PhD, Corpuz LPT PhD & Prieto LPT PhD, 2019)

What was considered important in each historical period of the country was also the focus or direction of the education of the Filipino.

#### **Pre-colonial Period**

The economic situation during the pre-colonial times was the great contributor and a major factor in the system of education in the Philippines. Primitive Communal to Asiatic feudalism were the types

of society present before Spanish colonization. With their practical and subsistent mode of production they had to provide education that was plain and simple. The medium of instruction used was Alibata, the native alphabet.

- During the precolonial period, students were given vocational training but lesser academics for them to be a good parent. The educators or the teacher during this period were babaylan and katalonan.
- Education was used to preserve cultural heritage of the country.
- The purpose of this type of education was to prepare both boys and girls to become good husbands and wives in the future
- Pre-Hispanic education in the Philippines was not formal
- Education was oral, practical, and hands on.
- The objective was basically to promote reverence for and adoration of Bathala, respect for laws, customs, and authorities represented by parents and elders.
- When the Spaniards arrive in the Philippines they encountered Islanders who knew how to read and write.

### **Spanish period**

- Schools focused on religious formation to help them live the Christian faith.
- Complete system of education in the country has been found comprising elementary, secondary, and college level.
- The establishment of teacher training institutions.

### **Educational Aim**

The Royal decree of 1555 mandated these goals of Spanish education in the country:

- Indoctrination of Christianity
- Promotion of the Spanish goals of Spanish language.
- Imposition of Spanish culture

### **Teaching methods:**

- Dictation
- Memorization

### **Type of education**

- Authoritarianism

### **American Regime**

During the American period in the Philippines, the United States government was in charge of providing education in the Philippines. It became a very important issue for the United States colonial government, since it allowed it to spread their cultural values, particularly the English language to the Filipino people.

## **Educational Goals**

Educational goal during the American period is to promote democratic ideals and way of life; formation of good citizens, including the rights and responsibilities of people. Aside from that, during this regime, Thomasites taught Filipinos about Economics, Politics, History, Language, Literature, and Culture. But religion was not included in the curriculum of the schools.

### **Remember:**

Education under American colonization led to a widespread Americanization of the Philippines. Through education, Americans had influenced many Filipinos in terms of what they like, eat, culture, and demand on westernized products and lifestyle.

## **Japanese Regime**

Under the Japanese regime, the teaching of Tagalog, Philippine History, and character education was reserved for Filipinos. They taught and emphasized love of harbor and dignity.

## **Post-colonial Period**

The educational system of post-colonial period was devoted to the following:

- Foster love of country
- Teach the duties of citizenship
- Develop moral character self-discipline.
- Scientific, technological and vocational efficiency.

### **Present time:**

The DepEd vision and mission statement and core values and the fourth mission of the Commission on higher education add light to the present goals of Philippine education.

To promote thoughtful graduates imbued with:

1. Values reflective of a humanist orientation (e.g fundamental respect for others as human beings with intrinsic rights, cultural rootedness, avocation to serve)
2. Analytical and problem solving skills
3. The ability to think through the ethical and social implication of a given source of action
4. The competency to learn continuously throughout life that will enable them to live meaningfully in a complex, rapidly changing and globalized world while engaging their community and the nations development issue and concern.— Commission on Higher Education

### **DepEd Vision:**

We dream of Filipinos

Who passionately love their country

and whose competencies enable them to realize their full potential

and contribute meaningfully to building the nation.

### **DepEd Mission:**

To protect and promote the right of every Filipino to quality, equitable, culture- based, and complete basic education where:

**Students** learn in a child-friendly, gender- sensitive, safe and motivating environment.

**Teachers** facilitate learning and constantly nurture every learner.

**Administrators and staff**, as stewards of institution, ensure an enabling and supportive environment for effective learning to happen.

**Family, community, and other stakeholders** are actively engaged and share responsibility for developing lifelong learners.

#### **Our Core Values:**

Maka-Diyos

Maka-tao

Makakalikasan

Makabansa

#### **The Importance of Studying History of Education**

Why do we have to bother with the educational goals of the past and so we can no longer undo?

Dewey explains why a study of the history of education is valuable:

1. Educational issues and problems are often rooted in the past; the study of educational history can help us to understand and solve today's problems.
2. Realistic effort to reform education begin with present conditions which are a product of our past; by using our past, we can shape the future.
3. The study of education's past provides a perspective that explains and illuminates our present activities such as teachers.

#### Let's Apply

1. Why was the focus of education different for different groups of people in different places and at different periods in world history? What does this point to regarding relationship of schools and society?

##### **Answer:**

- The education was different in every groups in different places and period because every groups had different objectives on what they want to teach to their fellow people. The education in every period evolve and was improving from time to time. The availability of instructional materials that help the agents of learning to easily input lesson to the learners had also change. The way of delivering the lessons and the techniques of teaching slowly improve compare to what the kind of teaching primitive society had taught us. Even the equipment's and learning material had been convenient nowadays to the learners because we are now in a 21st where technology exist
2. Given the different characteristics of the different periods in Philippine history, what were the goals of education/schools during the:

##### **Answer:**

##### **a) Pre-colonial**

- This education basically prepared their children to become good husband and wives.
- Children were provided more vocational training but lesser academics.

##### **b) Spanish period**

- The educational instruction was Religion-oriented which means that their goal is to widely spread Christianity upon learning their language, writing systems and their cultures.
- Christian doctrines, sacred songs and music and prayers were taught because they were required for confession and communion.

**c) American period**

- Education is a mean of giving orientation toward democracy
- They also emphasizes the 3R's (Reading, Writing and Arithmetic)
- Gives importance to the technical and vocational skills
- Education emphasize on democracy and importance of people-participation of decision-making
- Induction of good manners and right conduct

**d) Japanese period**

- Make the people understand the position of the Philippines as a member of the East Asia Co-Prosperity Sphere
- Eradication of the idea of reliance upon Western States particularly the US and Great Britain
- Fostering a new Filipino culture based on the consciousness of the people as Orientals
- Elevating the moral of the people giving up over-emphasis on materialism
- Diffusion of elementary education and promotion of vocation education
- Striving for the diffusion of the Japanese language in the Philippines and the termination of the use of English in schools
- Developing in people the love of labor

**e) Post-colonial period**

- The fundamental aims of education in the 1973 Constitution are: - foster love of country – teach the duties of citizenship – develop moral character, self-discipline and scientific, technological and vocational efficiency.
- Education aimed at the full realization of the democratic ideals and way of life
- Nationalizing elementary education and the abolishment of matriculation fees

3. Was equal access to quality education met during the following periods up to the present?

**Answer:**

a. **Pre-colonial**

- No, because education in this period is informal and unstructured, decentralized. Instead of focusing on the whole-child approach, fathers taught their sons on how to look for food and other means of livelihood and mothers taught their daughters how to do household chores. They give less focus on the academics which disregard the cognitive learning of the child.

b. **Spanish period**

- No, they may have such formal and organized education in this period but there was a separation of schools for boys and girls. Wealthy Filipinos and ilustrados were given much priority in the school accommodation.

c. **American period**

- Yes, because the Americans promoted democratic ideals and democratic way of life. They also had a system of free and compulsory elementary education that was established by the Malolos Constitution

d. **Japanese period**

- Yes because of their goals for elevating the morals of the people giving up over-emphasis on materialism

e. **Post-colonial period**

- Yes, because in this period, the education aimed at the full realization of the democratic ideals and way of life.

4. DepEd's mission is to "protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education." Has the Philippine educational system from

pre-colonial to present given equal access to quality, culture-based and complete basic education? Or was it a privilege of a few? Explain your answer.

**Answer:**

- As what I have observed in the Philippine educational system. Everybody has the right to education. The government had provided and funded big amount of money for the education sector. They have programs to help the parents who are struggling to support the studies of their children. They have scholarships and a lot of programs to help improve the educational system in the Philippines but there are still lapses on it. As we look around us, there are still street children and children who choose to stay at home because they failed to go. Yes, Philippine had provided for education but really it is not enough.

5. Read the article below. What does job-skills mismatch imply about the relevance of schools to present society? Are schools' effective agents of socialization in preparing Filipino graduates for the job roles?

**DOLE urged to address job-skills mismatch**

Published: June 19, 2018

By: Vanne Ellaine Terrazola

*Senator Joel Villanueva on Tuesday prodded the Department of Labor and Employment (DOLE) and other concerned agencies to report on the status of its programs aimed at addressing job-skills mismatch. Sen. Joel Villanueva (Senate of the Philippine Facebook page / MANILA BULLETIN)*

*Villanueva, chairperson of the Senate Committee on labor, employment, and human resources development, made the appeal as he called anew on the government to make sure that the workers who will be employed under the "Build, Build, Build" infrastructure programs are skills-ready. "It has been our consistent call on the concerned government agencies – Commission on Higher education (CHED), Department of Labor and Employment (DOLE), Department of Education (DepEd), and Technical Education and Skills Development Authority (TESDA) – to up-skill our workers and address the problem of job-skills mismatch which becomes imperative with the implementation of the administration's Build-Build-Build program," Villanueva said in a statement.*

**Answer:**

➤ *It was said that education is a function of society and school is an institution created by it. Society seeks to preserve itself and to do this it maintains its functions and institutions, one of which is education, to ensure its survival, stability and convenience. Schools provide career advices that help the students define their skills and attributes and understand how these match different career options which later on helps in building the society by doing their function. According to John Dewey, it is the school that introduces and trains the child into membership with the spirit of service. When the school succeeds to do so, he said that "we shall have the deepest and best guaranty of a larger society which is worthy, harmonious and lovely."*

➤ *Socialization is a lifelong process and school is an effective agent of socialization in preparing Filipino graduates for the job roles because education in the first place is usually seen as affecting society by socializing individuals. That is why we have educational organizations that help us for the development of human resources to make the graduates ready for their job roles based on their skills and capabilities on their specific fields. Role learning that prepares us for future roles is termed anticipatory socialization and because of it, most of us are more or less prepared for our future roles like spouse, parent and a professional teacher.*

6. Education is a function of society. Considering the positive and negative elements of 21<sup>st</sup> century:

- **State the educational goals that 21<sup>st</sup> century schools should pursue;**

**Answer:**

1. NCEE – National College Entrance Examination introduced – executive order No. 117 – President Corazon C. Aquino renamed Ministry of Education, Culture and Sports (DECS) in 1987
2. Creation of the Board for Professional Teachers composed of 5 under PRC

3. Trifocalization of Educational system
  4. Integration of values in all learning areas
  5. Emphasis on mastery learning
- **Describe the ideal 21<sup>st</sup> century graduate;**

**Answer:**

The ideal 21<sup>st</sup> century graduate will be more like flexible, mastered with critical thinking skills, and has the ability to easily adapt and enact to change. We all know that any industry is capable of changing at a moment's notice and it is now regularly disrupted with new ideas and methodologies. With that in mind of the graduates, the world has entered an era where nothing is guaranteed. As a result, graduates must learn to guide the change that'll inundate their lives. At the very least, they learn how to react to it.

Graduates in the 21<sup>st</sup> century world can be versatile who has the capability in applying the depth of skill to a progressively widening scope of situations and experiences, gaining new competencies and assuming new roles.

- **Describe the education delivery mode**

**Answer:**

The education delivery mode that we have in the 21<sup>st</sup> century is that we are now exposed to the using of technology. Technologies have a big factor on helping the agents of education deliver their lessons creatively, accurately and clearly. For examples, when the teacher wants to teach a certain procedure, she can easily flash a video to help clearly see the procedures on how to make it. It also helps the students easily recall information because as we see, learner's in 21<sup>st</sup> century are usual visual and audio learners. Compare to what the educational materials our ancestors had use in the past, what we have today is one of the convenient way of learning. It became faster for us to gather information's that we needed because of the help of the technologies.

Will the survival skills taught in primitive societies suffice for the citizens of a 21<sup>st</sup> century world?

- Yes, survival skills taught in primitive societies suffice for the citizens of a 21<sup>st</sup> century world as what we can see, the ways of our ancestor in the past are still present and still visible in this era. In our everyday life, we are struggling to survive even though the setting is different compare to the past but we can still associate our actions because we also look for ways to survive for the day and that manner is what we've learn it from our ancestor. It is just different compare to the past because there is a lot of ways and materials that can be used today.
- Survival skills that are taught in the primitive societies most especially the socialization process is adequate and enough for the 21<sup>st</sup> century citizens to enjoy regardless of the great leap in literacy which in turn had tremendous educational consequences.

**Let's check for Understanding**

1. In not more than two sentences, state the relationship of society and schools.

**Answer:**

School and society are interconnected in way that school is an institution created by society. Education or school is a function of society and as such arises from the nature and character of society itself.

2. What is meant by socialization as a function of schools?

**Answer:**

Socialization define as "the process of learning the roles, statuses and values necessary for participation in social institutions. ..." (Brinkerhoff, D., 1989) Socialization is a lifelong process which occurs primarily during childhood but as we progress from infancy to old age we shed old roles and adopt new ones. The school is also an important agent of socialization. It is an institution charged by society to impart specific knowledge and skills necessary for functioning in a society.

3. Can school change the socializing effect of family, the primary agent of socialization? Can an excellent school undo the socializing effect of an extremely deprived home?

**Answer:**

Yes. Keep in mind, however, that families do not socialize children in a vacuum. Many social factors affect the way a family raises its children. For example, we can use sociological imagination to recognize that individual behaviors are affected by the historical period in which they take place. This may occur because working-class parents have less education and more repetitive-task jobs for which it is helpful to be able to follow rules and conform. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as “family,” others as “friends,” still others as “strangers” or “teachers” or “neighbors”); and how the world works (what is “real” and what is “imagined”). As you are aware, either from your own experience as a child or from your role in helping to raise one, socialization includes teaching and learning about an unending array of objects and ideas.

4. In the Philippines, was education a privilege enjoyed by all Filipinos since the pre-colonial period? Why or why not?

**Answer:**

Yes. But the education is informal and unstructured, decentralized. On the other hand the economic situation during the pre-colonial times was the great contributor and a major factor in the system of education in the Philippines. With their practical and subsistent mode of production they had to provide education that was plain and simple. The medium of instruction used was (Alibata) Baybayin, the native alphabet. Education was truly valued by the early Filipinos. The fathers trained their sons in how to hunt and other means of maintaining a livelihood.

5. Was the National College Entrance Examination (NCEE) in support of equal access to quality education? Why was it abolished when it did exactly what Filipinos then wanted?

**Answer:**

NCEE, which was the only assessment system that provided national measures of achievement. It was intended to address the rising problem of graduate unemployment and the imbalance between labor market needs and the training of graduates (Cardozier, 1984). The NCEE was abolished in 1994 by then Education Secretary Raul Roco who said he wanted all high school students to be able to enter college and have a chance of a better career in the future. Though it is only implemented in 2006, the DepEd chief said the public is slowly taking cognizance of the NCAE and its importance. The NCEE was abolished in 1994 by then Education Secretary Raul Roco who said he wanted all high school students to be able to enter college and have a chance of a better career in the future. Though it is only implemented in 2006, the DepEd chief said the public is slowly taking cognizance of the NCAE and its importance

Let's Reflect

1. Should college education be for all? Or should it be only to those who are intellectually capable of college education? Those who are not should be directed to technical education. Isn't giving access to college education for one who is not intellectually capable a waste of time and resources?

Was that not the very purpose of the National College Entrance Examination the - to redirect to technical vocational courses those who were not capable of a college course?

Write your reflections.

**Answer:** In my humble opinion, college education should be for all who wants to study. No, it should not be only to those students who are intellectually capable of college education because it doesn't mean that if you fail to pass that examination meaning you are considered and labeled as not intellectually capable. What if that time when took the exam you have a sickness where you cannot concentrate? Or what if you cannot focus because of some family problem? Supposing

that if the students is not intellectually capable, it should not be an excuse to reject them from schooling. "Those who are not should be directed to technical education", in this phrase I can tell that I am not in favor because what if the students doesn't really want that and are eager to pursue higher education no matter what? Are they just going to leave them like that and tell that "you are not intellectually capable in studying college education you should proceed studying in techvoc" in which it's kind of not good. A students who are not intellectually capable is not a waste of time and resources if they are given an access to college education as long as they are willing and eager to study hard then that "intellectually capable" thing should not be the bases if the students are eligible to take college education anyways, what is the essence of being a teacher? Isn't it to facilitate and help the students learn and grow not just in academic but help the students grow as a person? If the student cannot really make it and fail in every subject then that's the time that he/she starts considering other options but it is not appropriate to jump into conclusion that advising them to proceed in techvoc education. Besides, we never know unless we try. Maybe that was the very purpose of the National College Entrance Examination the - to redirect to technical vocational courses those who were not capable of a college course because for sure not all students who will take the exam will pass.

2. Should we bring back the NCEE? Why or why not?

**Answer:** No, we should not bring back the NCEE because if you fail to pass in this examination you have no chance to study at any school during that time. Everyone deserves to study anywhere they want. They have the free will, just like nowadays, in where to continue their studies which they think they can and align in their preference.

3. Of the developments in the Philippine education in the post-colonial period, which to you is most important?

**Answer:** For me, out of all the developments in the Philippine education in the post-colonial period the most important is the "develop moral character self-discipline". By having this one, we can have a harmonious and better society.

### Talking it to the Net

1. In the Philippine education from elementary to secondary education is free. What law made tertiary education free? Research on the tertiary education of other countries. Is it also free or "only in the Philippines? Share your findings in class.

**Answer:** Education from elementary to secondary education is free in the Philippines. Recently, there's a law made to make tertiary a free education as well. Free higher education act 10931 or universal access to quality tertiary education ensures government full subsidy to student who intend to earn tertiary or technical avocational education. Republic act no.10931 is an act promoting universal access to quality tertiary education by providing for free tuition and other school fees in state university and colleges, local universities and colleges and state-run technical-vocational institutions, establishing the tertiary education subsidy and student loan programs, strengthening the unified student financial assistance system for tertiary education, and appropriating fund therefore. Aside from Philippines free tertiary education there are also other countries that has free higher education. Free higher education like Norway, Finland, Sweden, Germany and France.

2. Life skills were taught to primitive society, as these life skills for primitive society the same life skills for the 21st century? Find out.

**Answer:** Primitive skills is the first skills, the knowledge and wisdom that was utilized by human beings around the globe in their daily life. We define primitive skills as those that were accomplished with only stone tools. Life skills taught to primitive society are survival skills like practical skills of hunting, fishing and food gathering. This life skills of primitive society is different life skills for 21st century as technology arise it's enable the people to cope with the change brought by technology and other application or skills in life. The life skills before are different in this 21st century life, the 21st Century skills are Critical thinking, Creativity, Collaboration, Communication, Information literacy, Media literacy, Technology literacy, Flexibility, Leadership,

Initiative, Productivity, Social skills. These skills are necessary to succeed in school, work and life. Applying every skill and experience to survive in life.

### LET Clinchers

1. Education is a function of society. What does this imply?
  - I. Citizens are taught what society considered most important.
  - II. Society determines curriculum to be taught.
  - III. Those in education taught what they believed should be taught regardless of society's need.
  - a. I only
  - b. I and II.**
  - c. II and III
  - d. III only
2. If education is a function of a society then it has to be \_\_\_\_\_.
  - a. Relevant**
  - b. Complete.
  - c. for a selected few
  - d. free
3. Complete an analogy. Athenian education: well- rounded development of individuals, Spartan education: \_\_\_\_\_.
  - a. Military training**
  - b. religious formation
  - c. Liberally educated
  - d. holistically developed person
4. While the Japanese taught the Filipinos love for labor, the American's taught the Filipino \_\_\_\_\_.
  - a. Citizenship in a democratic country**
  - b. Survival skills
  - c. Love for country
  - d. Dignity of labor
5. Schools are tasked to for socialization. Which is correct explanation for socialization?
  - a. Developing the young to become socialite
  - b. Learning the roles, statuses and values necessary for participation in society.**
  - c. Developing speaking and relating skills
  - d. Developing the socialite to remain forever young.

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