

New Revised Edition

Avelina J. Gil Nila B. Cay



Beyond Philippine Shores

Grade VI

Avelina Juan Gil, B.S.E., M.A. Vice-Chairman, English Department University of the East

Nila Barlaan Cay, E.T.C., B.S.E., M.A. Former Coordinator, Reading Center University of the East

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Illustrated by Jun Santillan

Cover design by Bobot V. Fontanilla



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Foreword

In this time of national renewal for the establishment of a New Society, a great deal is required of readers for Filipino children and young adolescents. First of all, the reading books must offer actual experiences that Filipino children and youth can call truly their own. No experience is more meaningful than what one has lived. Secondly, in line with one of the major goals of the Educational Development Decree of 1972, the books must "strengthen national consciousness and promote desirable cultural values among our people." They must be expressive of genuine Filipino culture while striving to raise the quality of classroom instruction and upgrade academic standards.

Aware of the exacting criteria and heavy responsibility of educational development and the crying need to Filipinize our textbooks, Alemar-Phoenix Publishing House organized a team of forward-looking, highly competent Filipino reading teachers from the Ateneo de Manila University, De La Salle College, the Philippine Normal College, Xavier School, the University of Santo Tomas, the University of the East, and the University of the Philippines. The teacher-authors, experts all in the field of children's reading, met the challenge of producing a new reading series for the Filipino child. After several years of hard but inspiring work, they finished these completely new Philippine readers, the Reading for Learning and Living series from Nursery School through Grade VII, arranged in progression consonant with modern but well-tested pedagogical principles.

This series owes its paternity to the enlightened publishing statesmanship of Dr. Ernesto Y. Sibal, President of Alemar-Phoenix Publishing House, Inc. In a speech before the Quezon City Rotary Club as far back as 1963, he stressed our children's need for more books expressly prepared for them. I understand that the reprint rights to an imported reading series were

subsequently offered to him but he declined, knowing that though widely used the series was not meant for Filipino children and its continued use was therefore not making our children better Filipinos.

Even a cursory perusal of the contents of this new series quickly shows that it affords a journey into the child's and the young adolescent's world. It starts off with a picture of the child's microcosm where he sees himself at work, play, and study with his family, neighbors, and friends. As he grows and develops, his world widens and he meets other children of his parish, his hometown, and his province.

The series next leads the child, by then in his final year in the primary grades, to discover and savor his Filipino identity and his people's products and culture under Philippine skies. It gives him a deeper insight into himself and his own country and people and arouses his involvement that is at once nationalistic, democracy-inspired, devout, and magnanimous.

The child's journey through reading goes on as the series leads him to explore new horizons which are part of the young adolescent's macrocosm. It gives him an awareness of other young boys and girls living and meeting the challenges of their own worlds. Finally, it makes him feel at one with all the peoples of the world in a stream called humanity and a continuum called the universe, all in the spirit of brotherhood and human understanding.

JUAN L. MANUEL Secretary of Education and Culture

Manila February 1, 1973

Preface

Reading has emerged as a right and a responsibility in our century. The printed word that is everywhere and that rolls off the presses at the rate of millions of pages per day can be informative, entertaining, and enriching. But it can be deceptive and the modern reader must be wary of the phony argument and the flashy appeal of the medium. Speed, accuracy, selectivity, and perception must characterize his response to the word.

No wonder then that the schools are deeply concerned to equip their ward with an inventory of reading skills. In the lower grades teachers develop the child's basic skills. As the child grows older reading assumes greater importance in answering his many questions about himself, the other people and the world. The child is taught to read to identify himself, to acquire information, to recreate, to understand how people have struggled and survived and to assimilate the proper attitudes and habits.

Thus reading plays a major role in orienting the individual. In a developing country like the Philippines it should help answer an urgent need to make the people aware of and involved in the issue of the day. It is unfortunate that the readers being used in our schools have failed to contribute to our people's politicalization, and even more unfortunate is the fact that only a few of our authors have shown the willingness and the enterprise to improve the situation.

The Alemar-Phoenix Reading for Learning and Living Series comes as a welcome attempt to put together relevant local reading materials specially meant for the Filipino child. Produced by a staff of experienced teacher-authors, the series is committed to the development of the reading power of every pupil. It is a double-orientation—one designed to promote love of country through selections reflecting our culture and

values and extolling the lives of great Filipinos, the other, designed to develop inter-world brotherhood and cooperation

to promote lasting peace among all peoples.

This series is meant to be either basal or supplementary material for use in reading classes on the elementary level. The teachers will find here ample materials for building skills and for developing social and literary appreciation as well. The pupils will have ready opportunities to work on wide assortment of selections intended to meet the varied interests and needs of young people. It is our fervent hope that this series will contribute toward making our pupils happier human beings and well-formed, well-informed Filipinos and world citizens.

EDILBERTO P. DAGOT
Vice-President for Academic Affairs,
Former Director of the Reading
Laboratory,
Philippine Normal College

JESUS C. PALMA
Asst. Headmaster, Ateneo de Manila
Grade School

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ALEMAR-PHOENIX READING RLL FOR LEARNING AND LIVING SERIES

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General Editors:

EDILBERTO P. DAGOT, ED. D. Dean, Graduate School, Philippine Normal College IESUS C. PALMA, Ed.D.

Asst. Headmaster, Ateneo de Manila University Grade

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Basal Readers and Accompanying Skillbooks and Teacher's Guides

Silver Pesos for Carlos

A Story of Mexico By Louise E. Baldwin

Carlos stood on tiptoe at the fountain. It was hard work to fill the big gasoline cans his mother had scrubbed clean and shiny to hold water. He heard a click behind him and looked around.

"Pouff!" he said. "It's an American taking pictures!"
Upon his shoulders Carlos fixed the wooden bar from which the two cans of water swung heavily.

"There! That is a good picture. Hold it, boy."

Carlos did not understand the words of the tall American, but he saw the camera and knew he should stand still. He thought American tourists who visited his town did strange things. But whenever they made you stand still for a picture, no matter what you might be doing, they usually slipped a copper centavo into your pocket. And Carlos had need of many centavos.

Yes, the tourist put a centavo into Carlos's pocket. Away the boy went as fast as the cans would let him. He staggered into the house, spilling water over the red brick floor.

"Oh, Carlos, be careful," cried his mother.

Carlos hurried out into the courtyard to add his centavo to the pennies already hidden in a deep crack of the crumbling adobe walls. Humming happily, he pulled out his penny and, without looking, thrust a hand into the crack in the shadowy corner. His hand struck something hard. Carlos looked up, startled. The crack had been completely filled in. His father had found the secret hole where he hid not only his pennies but his drawing paper, his pencils, his crayons, and

the finished pictures for the maestro as well.

Everything was gone! Carlos's heart stood still. Blindly he started out of the yard and down the narrow, crooked street to the plaza. Suddenly he realized that he had forgotten to meet the bus from Mexico City. Now he missed it and the passengers were gone. Often he earned a few centavos by carrying bags to the hotels for visitors who came on the bus. Today he was too late. Everything was going wrong.

It was Saturday, market day in Taxco. Indians had come from the hills to sell red pepper, silver jewelry, toys, and all manner of things. In the crowd Carlos saw his sisters, Maria and Anita, in their best clothes. Maria wore white stockings and black strap slippers. Anita pattered softly along barefoot.

Carlos walked slowly over to them. Maria stopped at a counter of gaudy beads. Nearby was a pile of shiny black strap slippers.

"Look, Carlos," sighed Anita. "If only I had pesos to buy a pair of those beautiful slippers and white stockings."

"You won't need shoes until you are as old as Maria,"

said Carlos.

"The foreign ladies and their little girls who come here wear shoes all the time, Carlos. I want to be dressed up, too."

Carlos laughed and wiggled his brown toes. "Shoes are stiff and squeaky, 'Nita. They pinch your toes. I would not ever want a pair."

"What would you like to have best of all?" asked Anita.

Carlos suddenly winked hard to dry an unmanly wetness in his eyes. "More than anything I'd like some more drawing paper and crayons."

"You've been home?" Anita asked.

Her brother nodded.

"Don't worry, Carlos. Everything's all right. I hid your things under the stone steps."

"What!" cried Carlos, not daring to believe.

"Don't shout so!" exclaimed Anita. "Father decided it

was mending-wall time. He took your crack first and found it full of your pictures. My, was he angry! He said you were not to become a wandering artist but a respected tinsmith."

Carlos had heard his father say that before.

"Then he pointed to the pile of your things. And, oh, Carlos, he told me to burn them."

"But you didn't?"

"No. I was scared and sorry to disobey. But I remembered the space under the doorstep and hid them there. Your pennies too."

Carlos drew a long breath of relief. "I'm hollow inside with excitement," he said. "Let's get a dulce with my penny."

They bargained with an old woman squatting beside a tray of cakes, for a fat, sweet bun.

As they started home, Carlos ate slowly, for his thoughts were slow. He did not know how to thank Anita for saving his pennies and his crayons. Then his eyes began to shine.

"What have you thought of-a picture?" asked his sis-

ter.

"No, 'Nita, a secret," Carlos smiled happily. When he had earned enough centavos, he would buy, not more drawing paper and pencils for himself, but...

"What? Tell me, Carlos."

"It's about you; so I can't tell. Wait and see."

Halfway up the street was an artist painting. It was Don Martin, who had taught Carlos how to draw his thought on paper. He greeted the children and Carlos stopped to study the picture. The little terraced streets of Taxco, with their rows of houses under red-tiled roofs, looked beautiful. Carlos nod-ded dreamily. Some day he would do some fine work.

Although school was closed, the maestro still helped Carlos with his drawing. So now he said, "Carlos, tomorrow you must bring me the pictures you have made."