



# The Capiz Times

THE VOICE OF THE CAPICEÑO

**TO SERVE AND PROTECT**

Family members and friends help the newly promoted officers of the Capiz Provincial Police Office don their new insignias in Camp Teodorico Apil in Lanot, Roxas City Aug. 17. *Ralph John Mijares*

## Inmates' dishwashing liquid for sale

INMATES OF Mambusao District Jail (MDJ) based in Barangay Bula in Mambusao town now produce dishwashing liquid, now available in calamansi and lemon scents.

The production of dishwashing liquid came after a skills training on dishwashing liquid making for 24 interested MDJ inmates early this month.

MDJ Inmates Welfare and Development Officer JO3 Ernie Olendo said that the new product is in addition to the tropical perfume and herbal liniment oil which were also launched in time with the Micro Small and Medium Enterprises (MSME) Week celebration in July.

"Tropical perfume has five scents," noted Olendo.

The inmates also produce eight different nito-based designs, paper mache products and rosary beads, among others.

The livelihood intervention among the jail's 67 inmates has the support of the Department of Trade and Industry - Provincial Office through its product development and furnishing on labeling and packaging.

"These products are being displayed for sale at MDJ's Display Center, My Souvenir Shop at Paseo de Cathedral here and in some marketing events at the provincial, regional and national levels," stressed Olendo.

**INMATES / 4**

# '5,000 jobs in 5 yrs'

By *Ralph John Mijares*

ROXAS CITY—The Capiz Information and Communication Technology (ICT) Council envisions some 5,000 Information Technology-Business Process Management (IT-BPM) jobs in Capiz in the next five years.

One of the steps to fulfilling this vision was the IT-BPM Roadshow in the Next Wave Cities: Showing Digital Opportunities in the Countryside held Aug. 13-14 at the El Circulo Convention Center in Pueblo de Panay, a commercial cum residential township here.

A collaborative endeavor of the Information Technology and Business Process Association of the Philippines (IBPAP), The Next Wave

Cities Program focuses on developing the IT-BPM industry in regional cities of the Philippines.

The Department of Science and Technology Informations and Communications Office (DOST-ICTO) collaborates with the local government units (LGUs), government agencies, the academe, industry players, and members of the National ICT Confederation of the

Philippines (NICP).

The Capiz ICT Council, a group helping lure IT-BPM investments to the province, is also a member of the NICP.

On the last day of the same roadshow, stakeholders from the academe, communications, government, IT-BPM, business sectors and the media brainstormed to create a booming IT-BPM industry in the province.

One of the topics discussed was how to provide Capiz students education that will get them employed in the IT-BPM industry.

Jose Nery Ong, chief executive officer of the Capiz ICT Council, advised the council and other stakeholders that this and other succeeding activities are only "baby steps" towards achieving the said vision—and therefore there

is a need to "get their acts together" in any subsequent endeavor.

Ong, chief executive officer of Pueblo de Panay, also cited the value of the collaboration of the council with schools to create Capiceños employable in the IT-BPM industry. Skills mapping and development of students was also suggested.

**JOBS / 3**

**FILAMER CHRISTIAN UNIVERSITY**  
Roxas Avenue, Roxas City

*Highlights:*

**111<sup>th</sup> Foundation Anniversary Celebration**  
August 25-29, 2015

- August 18 (PM, FCU Gym)
- August 22 (whole day, Roblee Hall)
- August 24 (PM, Roblee Hall)
- August 25 (AM, FCU Gym)
- August 26 (PM, Roblee Hall)
- August 27 (PM, Roblee Hall)
- August 28 (PM, FCU Gym)

- Sports Opening Program
- Alumni General Assembly
- Commemoration Service
- Grand Parade & Opening Ceremony
- Cheer Dance Competition
- Literary Competition
- Musical-Dance Competition
- Search for Miss Filamer 2015

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## BSP Capiz conferred Lorillard Spenser award

ROXAS CITY—According to Scouter Mark Anthony G. Ortiz, council chairman of the Boy Scouts of the Philippines (BSP) Capiz, the local BSP Council was the recipient of the Lorillard Spenser Award, a Special Plaque of Recognition for its best performance on Scout Advancement (Class "C" Council).

Ortiz said the award was conferred by the BSP National Office during a scouting conference held at the Big 8 Corporate Hotel in Tagum City on May 22, 2015. The award was received by Rodil F. Estrellan, Council Scout Executive.

The award was named after Lorillard Spenser (1883-1939) born in New York City to Caroline Spenser, an American charity worker in Sulu who initiated the organization of the boy scout troops together with a young US Navy officer, Sherman L. Kiser.

The earliest Filipino Boy Scout troop recorded in history was named after him due to the monetary support provided by his mother.

The Lorillard Spenser Trophy serves as the perpetual award to a local Boy Scout council in the Philippines obtaining the highest record of advancement and membership for the year.

The award is inscribed with "The Lorillard Spenser Trophy Presented by His Mother in Loving Memory of a Loyal Scouter" (wikipedia). *B. Cortes*

**24/7 DESTINATION OF CHOICE AT THE SEAFOOD CAPITAL**

## The Capiz Times THE VOICE OF THE CAPICEÑO

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## Paningsingad

### Ang Bugal sang Capiceño

**N**ag-antos kag nagtimakas: ang mga bagay nga ginubra ni Dr. George Oleo Cortel, ang acting president sang Filamer Christian University (FCU) para mabutong iya sarili halin sa kapigadohon.

Naghalin simple nga pangabuhi sa pangunguma, nagtimakas sa pag-eskwela si Cortel, nagtrabaho sa uma kag bilang working student kag ginpadayon iya pagka-working student sa isa naman ka unibersidad sa Manila para makakuha sang masteral, nga nakabulig sa iya sa pagsaka sang ranko niya sa Filamer.

Ang istorya nga ini, gin-suggest nga ubrahan article sang publisher sang The Capiz Times kag nagguwa sa BackStories section sang nasambit nga newspaper sang July 6 to 12, 2015 issue.

Samatang ginaubra ang istorya, gintimakan sang mga nagsulat kag naginterview nga makaubra sang manami nga article ang isa ka kabuhi nga makahatag inspirasyon sa tanan. Nakalabot sa duha ka beses ang interview kay para makakuha sang tanan nga detalye nga kinanglan sa isa ka espesyal nga istorya.

Gintinguhaan nga maglain ang anggulo sang mga istorya paagi sang pagpamangkot sang lain nga set sang mga pamangkot kay hindi lang taga The Capiz Times ang naka-scoop, pati ang correspondent sang Philippine Daily Inquirer nga gaubra man sa nauna nga newspaper.

Pagkatapos sang pila ka semana nga nagguwa ang istorya sa The Capiz Times, nagguwa sa front page sang national daily newspaper nga Philippine Daily Inquirer sang August 16, 2015.

Ang mga istorya nga makahatag sang inspirasyon pareho sang kay Dr. Cortel, mas may pulos kaysa sa hinabuyanay higko sang mga pulitiko. Kis-a manami makaeskapo sa mga istorya nga may inaway kag makabasa na lang sa mga istorya nga makapangisi sa imo kag makahatag sang bugal para sa mga kasimanwa mo.

Hindi lang pirmi malain ang gakatabo sa Capiz. Hindi lang aswang ang mahibaloan mo nga istorya sa Capiz.

## DISCLAIMER

All views, opinions and persuasions of the columnists published here do not necessarily reflect those of *The Capiz Times*.

## Teaching Successfully: A Learning Experience

**I**wish to commend the article titled "What Makes A Teacher Successful" by Remia Barnatos published in *The Capiz Times* of July 20–26 issue, Miss Barnatos, teacher-in-charge at Buntod Elementary School in Roxas City holds that "Teachers can really be called successful when learners are able to understand what they have learned."

She points to the inadequacy of True/False and Multiple choice questions, saying that students should be encouraged to express themselves in essay type questions. So true!

But you can also make multiple choice questions tricky, this makes the students think before ticking off their replies. For example, T/F Jose Rizal was an ilustrado and a peninsulares. False. Rizal was certainly an ilustrado but not Spanish, as peninsulares was the label for Spaniards at that time, paene insula (an almost island) meaning peninsula, the Iberian peninsula or Spain!

### TUTUUSIN NA NGA



CARLOS ARNALDO

But essay questions bring out so much more. In my midterm exams on the Life and Works of Jose Rizal, we used the book of Leon Maria Guerrero, *The First Filipino*. So my first question was, who was the first Filipino and why? I got two surprising responses.

The first was Doña Teodora Alonzo, Pepe's mother, for if she didn't teach him his alphabet and how to read, understand and write Spanish poetry, who would write the *Noli Me Tangere*?

The second was Paciano Rizal, for he witnessed the garroting of Fr. Burgos of the GOMBURZA trio, he studied with Fr. Burgos at UST and San Jose Seminary and was kicked out of UST for his friendship with Burgos. He encouraged Rizal to write revolutionary essays in *La Solidaridad*, and create the *Noli* as his master work. After Rizal's death, Paciano as brigadier general led the guerrillas in the ensuing revolution.

Though not the expected answer, I not only accepted these replies but gave double credit for original thinking!

Like Ms. Remia, I also believe in encouraging students to improved self-expression. Once I had a Korean boy in class who could barely speak English. He was part of a small group that had to present their work in front of a class of 50. He read poorly from a paper, stuttering, bumbling words and repeating.

ARNALDO /3

## Kapag Tubig ang Inutang

**A**ng ginumpisahan sang utang sang MRWD, halin 900 million kag karon naglab-ot na sa 1.2 billion.

"We left you a healthy water district, and now it has become sick." Amo ini ang mga tinaga nga ginbuy-an ni Carmen Andrade, ang anay nga chairman of the Board sang Metro Roxas Water District (MRWD) kag subong interim economic affairs officer sang aton siyudad.

Kon inyo madumduman sang nagligad nga simana nagpatigayon sang committee hearing sa tunga sang mga opisyal sang aton siyudad kag sa talatapan sang MRWD nahanungod sa dugang naman nga balayran sa aton tubig sa

### MANGAPE TA



EDALYN ACTA

bulan sang Setyembre.

For example, subong ang aton ginabayran sa residential may minimum kita nga P229.00 sa suod nyo nga bill magahimo na ina sang P403 sa 10 cubic lang ina naton nga usar kon magsobra ka dira umpisa 11 cubic meter hasta 20 ang imo P403.00 dugangan sang 30.45 and so on and so forth.

Didto gin esplikar ni Engr. Glen Delgado ang General Manager sang MRWD nga gusto ta man kag sa indi obligado gid sang talatapan nila nga magpataas tungod ginasukot na sila sang ila loan sa Local Water Utilities Administration (LWUA) nga ngalab-ot na subong sang masobra 1.2 billion pesos.

Sang naistorya ko si Andrade, iya ginhambal nga sang ginturn-over nila ang ila financial statement sang 2005, *it was a healthy district* kag may retained earnings pa sila nga 136-million kag nakabayad pa sila sang equity nga 75-million.

Suno pa gid kay Andrade, sang una nga tion wala gid sang gusto mag myembro sang board kay ang tubig maitom, mapait, ukon wala gid sang kuha-an sang tubig.

ACTA /3

## Kwartang Ginpanghatag gikan sa Iban Nga Bahin sang Kalibutan Nakadulot Ayhan sang Kaayuhan sa Tanan?

**N**obyembre 8, 2013—Adlaw nga mabudlay dulaon sa balatyagon naton tanan, bangud ini ang adlaw sa diin madamo ang nadulaan sang puloy-an, labaw sa tanan ang kabuhi sang iban nga katawhan.

Kasubo kaayo kon aton madumduman bangud tanan nga napondar naalimunaw lang. Si bagyong Yolanda kapariho man kay bagyong undang nag ataki sa amo man nga bulan malawig na nga tinuig ang nalapuwasan apang apesar sini tanan yara pa ang tuman kasakit sa dughan. Tuman kadamo nga kabuhi puloy-an kag palangabuhian ang iya ginhalitan.

Bagay nga sang tion nga si Yolanda nagpangpapas naman

### DOBLE-KARA



NENA BARRERA ANDA

sa aton tanan indi manigar nga si bagyong undang liwat nga madumduman. Ginasambit ang kon ano nga kahalitan ang iya nahimuan. Sa akon matandaan kami tanan nagatlangison sa amon puloy-an wala ang amon ginikanan bangud tinda sa banwa sang pontivedra.

Nagkalainlain nga singitan imo nabatian bangud kami wala nasang makapyutan ako nuebe anyus palang gin- alsa amo puloy-an bangud sang tuman ka dako nga balud nagpapas sa amon tanan, naglangoy kami sang akon magulang wala ako sang nakita kondi ang tuman ka dagko nga balod na lang kapariho nga yara kami sa kalalawran indi maintindihan kon mabuhi pa kami tanan—"Diyos ko! Diyos ko!" ang imo mabatian.

Ako kag akon mga kauturan ang nabuhi man. Helicopter akon nakita nga nagadul-ong pagkaon namon tanan apang mga bangkay sang iban nagakuray lang tuman kasakit sang amon nabatyagan. Indi kapariho subong apisar sang pagpanghalit ni Yolanda gin-intendi na kita may ginhatag nga kwarta, balay kag pagkaon sa katawhan nga biktima.

ANDA /4

## Street Fighters

### STRIKETHROUGH



RALPH JOHN MIJARES

**W**hile browsing through some comments on an article shared by Inquirer.net about the life story of Dr. George Cortel, acting president of Filamer Christian University, I saw one reaction that struck me: he's not like the people who protested in the streets.

"This guy (Cortel) did his best in order to grow instead of wasting his time on the street to protesting the system of government that we have in our country," a netizen said.

I do not remember if Cortel indeed took to the streets to fight against the evils, inefficiencies, and ignorance of those in government, but what I am sure of is I have mixed sentiments about the netizen's comment — it is of agreement and opposition.

Having protesters in the streets is okay because there is a

need for gutsy people to tell the government what they need to work on and informing people of anomalies and errors by officials.

However, if they do not do their research well, not acknowledge the good the government has done for them (because some protesters could have benefited from the government through 4Ps and other programs), took bribes before protesting, not know what they are fighting for, and keep blaming the government for being poor and not working hard to reverse their fortunes, that is another story.

I am not saying that the militant groups do not know what they are talking about and are ingrateful because as I have said we need people to be vocal against corruption, services being deprived from the people, etc., but the best representatives of the poor, oppressed, and stolen of benefits and equal progress by the powers that be are the ones who are competent and determined enough to fight such injustices in the government as well as the everyday problems of a Filipino struggling for survival — especially those who do things with no strings attached.

Let us not look down on all protesters immediately.

## The Global Pantry

### FLASHBACK



**BIENVENIDO  
CORTES**

Based on the research works of Canada's International Development Research Center, they came out through their Searching Series updates of the Global Pantry.

"Before you finish eating your breakfast this morning, you will have depended on half of the world. This is the way our universe is structured. We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."—Martin Luther King Jr.

The world's pantry is far from here. But each year there are more people in the world who do not get enough to eat.

According to the United Nations Development Programme (UNDP), some 800 million people go to sleep hungry every night. In 1991, one in three children—about 180 million—were severely undernourished, putting their healthy development and lives at risk. These numbers are likely to keep on growing.

The causes of hunger are many and complex: rapid population growth, uneven distribution of food, inadequate domestic agricultural production, and natural disasters, among others.

But as the UNDP's Human Development Report 1991 stresses, it is due above all to poverty, or lack of financial resources to buy the needed food: countries and families that can afford it purchase the food they need.

The problem, simply stated, is that many people do not have enough to eat, although there is food enough for all. We have failed, not to produce food, but to give people the opportunity and means of securing it.

This section examines how food is distributed around the globe and some of the ways in which the South is denied access to the world's storehouse.

### HALF-EMPTY, HALF-FULL

Between 1950 and 1984, world cereal production steadily outstripped population growth: between 1965 and 1985, cereal

production increased from around 700 million tons to more than 1,800 million tons, an increase of 65% or above 2.7% annually. Production of tubers also increased by 24%.

Some of this gain was realized by bringing new lands into production. Between the mid-60s and mid-80s, an additional one per cent per year of the world's forest was cleared for pastures and cropland: only Europe reversed the trend.

New lands have been opened up on which to grow staple crops: between 1950 and 1980, for instance, grain growing areas, which now occupy 70% of all croplands, expanded by 25%. Half of that expansion was in the USSR where "virgin lands" were brought under the plow.

The rest was made up of the recultivation of 20 million idle hectares in the US and an extension of arable lands in Argentina, Brazil, Nigeria, and other developing countries.

More of the increase, however, was due to higher yields per hectare as a result of the massive use of fertilizers and pesticides, extensive development of irrigation, and the introduction of high-yielding, fast-maturing varieties, particularly in developing countries.

It was also the direct result of heavy global investment in agricultural research that yielded the "Green Revolution" in wheat and rice, led by multidonor investments in research at the International Wheat and Maize Research Center in Mexico and the International Rice Research Institute in the Philippines.

These increase in world food production may have staved off starvation in Asia, but they were far from equitably spread: in the centrally planned economies of Asia (China, Kampuchea, Mongolia, North Korea, and Vietnam), per capital food production in 1981-84 was 135% what it had been in 1961-64, in Africa, it was 88%.

This growth of production in some areas, and of demand everywhere, altered the pattern of world trade in foods, particularly cereals. Before World War II, North America exported barely 5 million tons of food grains a year. In the Africa. Three countries—China, Japan, and the USSR—took half of the world exports in the early 1980s.

Much of the rest went to relatively wealthy developing countries, such as Middle Eastern oil exporters.

## Does God Have A Right?

### THE WORDS OF LIFE



**ELVIRO  
BERMEJO**

"These men who were hired last worked only one hour, they said, and you have made them equal to us who have borne the burden of work and the heat of the day." But he answered one of them, friend, I am not being unfair to you. Didn't you agree to work for a denarius? Take your pay and get. I want to give the man who was hired last the same I gave you. Don't I have the right to do what I want with my own money? Or are you envious because I am generous? (Matt. 20:12-15)

At a certain state university, there was a freshman English class with the typical variety of students. On the one hand, there were a few conscientious and well-disciplined students who had learned good study habits in high school. They consistently did assignments, studied well for tests, and turned in well-prepared term papers on time. At the opposite end of the spectrum were the typical "party boys" who did just enough work to get by. They rarely did assignments, hardly studied for tests and never turned in a term paper on time, and as is typical in such a class, the vast majority of students were somewhere in between.

At last final exam day arrived. As expected, the disciplined students all did well and the party boys all did poorly. After a couple of days, the professor posted the grades outside his office door. As the students crowded around to see what grade they had received, they were all stunned to see that everyone in the class had received an "A." The party boys could hardly believe their good fortune, and the good students were outraged to realize that those who deserved to fail had received the same top grade as they had.

If you saw any credibility in this story you probably shared

### ARNALDO /2

My co-teacher scolded him in front of everyone for such a shabby performance. But I pulled her aside and said, "Ma'am, this fellow can barely speak English, these are the first words he has uttered in English to his class. I can give him a low grade for performance, but I think I should give him a high grade for trying to express himself!"

I asked my star pupil, who later wrote on Philippine history for high schools, and served as vice-chancellor of a big university, "Paul, did you learn anything in my class?"

He thought a while, shook his head, and said, "No, I can't remember a thing!" I felt I was dropping fifty stories in a high-speed elevator. "But, oh yes, you did teach us how to think and make decisions on our own."

Now, that's learning!

in the outrage of the hardworking students. It certainly does seem unfair that the class "good-offs" should receive the same grade as those who actually earned "A." But what you have read is simply a modern-day version of the Parable of the Generous Landowner we considered. Although I have recast the story in terms of a present day setting, the essential elements of the two stories are identical. In both versions, a group of people got for more than they deserved and received as much reward as those who had actually worked for theirs.

The message even of the biblical parable strikes many people as unfair and the vast majority of people have felt the landowner was unfair. People agree with those workers who labored a full twelve hours, right through the heat of the day; that they should be paid more than those who worked only one hour. In the strict context of labor relations (or of class grades in the modern parable) they are right. A person should be paid in proportions to his work. The landowner and the English professor both seem unfair.

But Jesus was not teaching principles of labor relations. He was teaching principles of grace. He said "The Kingdom of Heaven is like..." and proceeded to tell the parable, in effect. He said to Peter, "In the Kingdom of Heaven the operative principle is not merit, but grace."

One group of people did not think the landowner was unfair; the laborers who worked only one hour. Jesus did not tell us their reaction, but we can easily assume they were elated and grateful. As the day had worn on, leaving them standing unemployed in the marketplace, their hope for any pay and hence any food for their families for the day had gradually eroded. At five o'clock in the afternoon they faced an evening with no supper. Finally they were given an opportunity to earn what they assumed would be a mere pittance, one-twelfth of a day's wage, not merely enough to buy food for their families. It's not hard to imagine, their joy upon receiving a full day's wages enough to feed their families that day. They did not think about any unfairness on the part of the landowner, they considered him very generous.

### JOBS /1

One of the participants shared about the Service Management Program which is currently being offered in seven state universities and colleges in the Philippines. Said program covers soft skills including business communication and critical-thinking skills.

Dr. George Cortel, acting president of Filamer Christian University, cited the importance of faculty training,

configuration of computer laboratories in schools, aside from the development of values, skills and knowledge.

After some two years, the Philippine Economic Zone Authority (PEZA) declared the seven-hectare Pueblo de Panay TechnoPark as a Special Economic Zone (ECOZONE) on May 21 this year, as per Proclamation No. 1034 of President Benigno Aquino III. Adjacent to the

## Foods for Thought

Be careful what you eat or drink if you wish to attain great age without being an old and broken machine.

Use your body carefully and you will have much pleasure.

A drunken man is a voluntary lunatic.

He that asks for good advice and refuses to be guided by it cannot be assisted.—By Chas. Francis



**MARY  
NOLASCO TAN**

## Plastic Cups, Dishes, Containers

### WHAT'S COOKING?

#### MARY FERUBY TAN

#### SPONGE

To renew and freshen, soak overnight in salt or baking soda water. Wash. — By Mary Ellen's

#### STAINS

Coffee or tea stains can be scoured out with baking soda. You can also do so by filling the stained cup with hot water and drop in a few denture cleanser tablets. Soak for 1 hour.

To rid foul odors from plastic containers, place crumpled newspaper (black and white only) into the container. Cover tightly and leave overnight.

### ACTA /2

Apang nangin maswerte kita sang nagpungko nga congressman si Dinggoy Roxas. Dason sang pag-abot sang administrasyon ni Pres. Cory Aquino, nagbaylo man ang administrator sang LWUA kag nagpungko si Alma Jose.

Tungod kuno nga amiga man sang iya amiga si Jose, iya ginkaduan kag ginhambal nga ang Water District sang Roxas City unique kay may ara nga treatment plant pero wala sang water survey, kag suno sa ila nga survey, indi kita makasarang magbayad sang aton tubig. Pero that time kuno, nag-boom ang aton produkto sang lukon diri sa Capiz iya ginhambal ang taga LWUA nga wala pa gani na isa ka guhit sang sugpo ang ginasukot ninyo sa amon.

Dason ginlantaw nila ang mga record kag didto nakita nga isa kita sa pinakamanubo nga water district.

Sang 1987-1988, didto gin-rekomendar ni Alma Jose nga mag-soft loan ang Water District sang 58-million para sa pagpaobra sang treatment plant sa Arcabalo. Diri suno kay konsiderar nila nag-"Miracle Water District" kay na-awards sila sang most improve and outstanding Water District. Dason nahimo nga MRWD sang nag-abot si Senator Rumulo kag naghatag sang 10-million gingamit nila para sa pagpaobra sang transmission pakadto sa Panay.

"Samtang nagadamo ang konsumidor kag naga-improve ang MRWD ang 10,000 cubic meter nga Arcabalo treatment plant indi na mag-igo mag-supply sa Roxas City lang.

"Gani ginhambalan kami sang LWUA kag JICA nga maobra kami sang project nga nagabalor sang 700 Million. Didto dayon nag-hire ang MRWD sang consultant agud magtuon kon paano maincrease ang water production.

"Tungod nga nagaluko na ang transmission lane tungod sang water hammer there were always water interruption sang tubig, kay ang source sang tubig sa Paslang lang, worried kami nga after 10 years wala na tubig. Ang 700-million nga ina ipaobra sang 30,000-cubic-meter Water Treatment Plant sa Paslang.

"Pero sectional ang pag-release sang kwarta, 10,000 kon indi man lang kinahanglanon kag 30,000 kung kinahanglanon gid. So ang 700 million nga loan plus 10-percent interest mahimo nga 900-million.

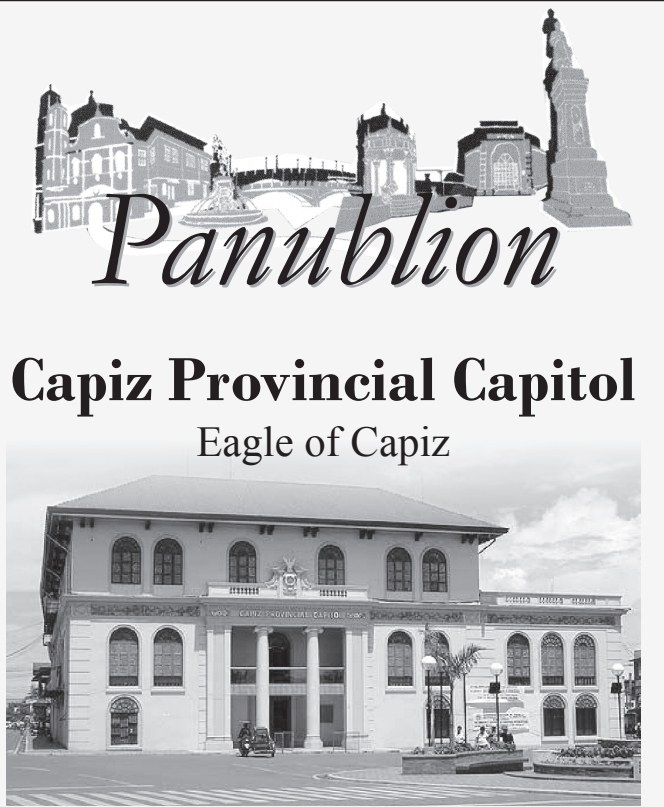
"Sang natapos na ang Treatment Plant sa Paslang, nag-umpisa na kinagamo ang Water District; gintugyan namon sa LWUA kag sila ang nagmanage sato kag amon gin-turnover namon amon Financial Statement sang 2005, healthy ang business.

"Pagkatapos sina, daw nag-suggest si Sec. Mar Roxas nga nagpangayo sa sang moratorium kay abi ya indi masarangan bayad sang MRWD ang loan sa sulod sang 5-ka tuig.

"So may pundo nga 58 million kag may loan pa nga 900 million na ang ginbayaan namon sa MRWD. Pagkatapos sina, wala na ako nakabalo kon anon na ang natabo nga naglab-ot na sa masobra 1.2 billion subong."

Sang Martes, Agosto 18, akon gintext si Mr. Dante Arcangeles, ang Information Officer sang MRWD agud interviewhon tani si Engr. Glen Delgado, apang masyado gid ini kuno kasako."

educational and leisure ECOZONE is the first IT park zones of the township, the in Northern Panay.



Capiz, April 15, 1901—Minutes of the session of the Second Philippine Commission in Capiz noted that the assembly was called to order at 4 p.m. In the said Session, the bill establishing the provincial government of Capiz was unanimously passed, with the Hon. Simplicio Jugo being named provincial governor.

Under Jugo's term, the provincial government held office in a two-floor wooden house situated in the same place which has eventually become the site of the present-day provincial Capitol.

In 1911, during the term of Gov. Jose Cortez Altavas, the wooden building was replaced with concrete. Between 1945 to 1949, another floor was added to the existing provincial house.

Among the most prominent features of the building has been the eagle insignia, an identifying mark which at the time symbolized the American presence and influence in the province. To this day, it remains emblazoned on the building's façade.

# KALADLAWAN

## NAG-AARAL PA SIYA

BINATA: Ale, liligawan ko po ang anak nyo.  
ALE: Huwag muna. Nag-aaral pa sya.  
BINATA: Sige po, kapag uwian na lang nila.

## MATH CLASS

TEACHER: Class, find the value of x.  
JUAN: Ay sus! Ma'am, hindi na dapat hinahanap ang value ng X. X na nga eh! Dapat ang ituturo mo po sa amin, kung paano mag MOVE ON! Hindi kung anu-ano ang ipinapaalala mo po sa amin! Past is past—no need to discuss.

## ANONG ENGLISH NG TAGALOG?

Mapapa-isip ka talaga kung ano ang mga Tagalog nito at siguradong mapapahagkak ka pag naumpisahan mong basahin ang mga patok na jokes na to!

TO WAITER: Isang uri ng social network site na pwede kang magfollow at mag-to wait.

SURVEY TEST: Yung tagalog ng ICE CREAM.

TIMELINE: Malungkot o walang sigla.. "Bakit ang TIMELINE mo?"

I SCREAM: eto yung tinatawag nilang sorbetes.

FOLLOWED: Ang sasabihin mo sa tindera ng load.

FEARFUL: ung isa pang tawag sa color violet.

KOREAN TEA: Yan yung nawawala pag nag-brown out.

A TRUST: yung lalakad ng pabalik at kabaliktaran ng abante.

MAKE DOUGH: Kalaban ng Jollibee.

LAUGH IS: Yan yung ginagamit pang sulat.

TWO WHILE YEAH: Yung ginagamit after maligo.

SICK RATE: Mga bagay na hindi mo maaring sabihin sa iba.

SI BEN 11: yung convenience store kung san ka bumibili ng slurpee.

SHE FEEL YOU: Yan yung gamit mo pangtoothbrush.

PERSUADING: Ito yung unang kasal.

VAIN TEA: Yan ang presyo ng Cornetto.

GRABE TEH!: Is the force that causes two

particles to pull towards each other.

LOW FEET: Sinasabi kapag nakakita ng astig na pangyayari o bagay. Ang Low Feet!

DEDUCT: Ang Pato.  
CHECK IN: Kadalasang ginawang adobo at afritada. English term ng Manok.

DUE CARE: Kalaban ni Batman.  
SHE KISS: Dyan makakabili ng pizza. Kalaban ng Pizza Hut.

DEPRESS: Yan yung English term ng "Ang Pari".

HAVE A: Yan yung sinasabi kapag maganda at benta yung joke.

MALICIOUS: Yung mali yung nasuot mong sapatos.

MY DOLL: Yan yung tinatanggap ng mga matatalinong mag-aaral.

THE VALUE: Yung susunod sa letrang "V".  
CALL THERE OH!: Yung gamit sa pagluluto ng kanin.

LOVE BEEN THERE: Favorite color ko. Light color ng violet

STD: Yung hindi ka gagalaw.  
FAUCET: Isang uri ng lamang dagat na may galamay.

IN SEX: Example nito ay ants, bees, bugs etc  
SHE CAN: English term ng manok.

CITY: Ito ay bago mag-Otsu. City.  
A LIE: Sinasabi ng mga Chinese kapag nasasaktan.

LOVING A NAME: Yan yung kasunod sa Labinlima.

TO WAIT: tunog na nililikha ng ibon. To wait, to wait.

INNER ROW: Yan yung kasunod ng Pebrerow, Marsow, Abril, Mayow.

THE EGG: Kapag mag magaling siya sa iyo. The Egg ka niya.

CONTEMPLATE: Kapag hindi ganun karami ang mga plato sa kusina niyo. Contemplate.

COCONUT: Yan ang mangyayari sa chicharong nakabukas ng matagal.

EFFORT: Dito lumalapag ang airplane.

COPY PASTE BOOK: Kapag sobra ka sa pagpeFACEBOOK, sasabihin sayo ng nanay mo "Itigil mo na nga yang Copy Paste Book Mo!"

## Exam Day

### HEALTH TIPS!



KINGFORD TAN

Recent was the schedule for the 2015 Physician Licensure Examination. Looking back with my own test experience, I can fairly say, luck favors the prepared. But during the exam day, how do you prepare for it? Whether it would be for the physician exam, bar exam, college entrance exam, the preparation is basically the same.

Stress that occurs during preparation for an exam is related primarily to anxiety over the possibility of failing the exam and its consequences. The best way to deal with this is through adequate preparation and the use of practice tests to demonstrate preparedness. There are a number of techniques for dealing with the remaining anxiety and stress. If anxiety interferes with the study process, meditation, relaxation exercises, and massage can be helpful. Many individuals find that aerobic exercise works best.

If you begin to panic during test preparation or the test itself, it is helpful to focus your attention away from the anxiety-provoking topic. Breathing exercises, with concentration on breathing alone, can be beneficial.

Negative thoughts about the exam can increase anxiety and fear, increase catecholamine levels, and interfere with

performance. Mental practice or mental rehearsal, a technique often used by athletes, can replace negative thoughts, and can be adapted to the examination process. Visualize yourself sitting in the exam setting calmly and confidently, focusing all your attention on the examination. You will thus create a vivid mental image of positive outcomes, such as successfully answering a question.

On the day of the exam, avoid last-minute cramming. It is probably best not to study at all in the last hours before the exam. You may want to avoid caffeine, even if you use it regularly, as the combination of examination anxiety and caffeine may produce over-stimulation.

Arrive at the examination site early enough that you are not rushed or stressed. Assess the number of questions and calculate the amount of time you can spend per question. Read the directions carefully. For examinees who are prone to test anxiety, it may be helpful to read through but not answer difficult questions initially, answering the easier questions first.

This technique provides momentum and confidence to complete the exam. Succeeding items may provide cues for answering skipped items. Answer all questions unless there is a penalty for wrong answers. Use all of the allotted time. Rework difficult questions and look for errors on easy questions, such as selection of the wrong letter or misreading of the item.

—"Test Preparation and Planning", Pain Medicine and Management by Wallace and Starts, 2005  
king.guerrilla@gmail.com

### ANDA /2

Ini dapat ang mangin paalangiran naton tanan nga kita nga mga nilalang maabot ang tion madula man sining kalibutan pati ang aton mga pagkabutang. Apang sa baylo nga kita ang mag-usoy sang tadlong nga dalan nangin kabaliktaran bangud sa akon naobserbahan madamo ang nangin suwapang sa rason nga luyag nangin mangaran apesar nga malaw- ay sa mata sang kadam-an.

Ano nalang ini man? Kwaan basi nalang sining ginapanagtag nga bulig gikan sa iban nga pungsod nga naluoy man sa aton nadangatan, tubtub karon wala pa sang katapusan? ambot kon sa ano nga rason nga kon imo hunahunaon madali manlang tapuson kay listahan sang barangay kompleto man, ngaman biktima nga yara sa total o partial indi makilan-an?

Hay! lulubog lilitaw man ang pangalan kon indi pa matalupandan nada ka abyan kwarta nga dapat imo matilawan daw hangin lang nga indi mo mauyatan. Sa akon pagpadulong sa DSWD nga

talatapan reklamo halos magkapariho lang, hambal sang duha ka ginang may yara sang wala magub-an, iban wala puloy-an kag kabulig sa balay nakakuha man ay hambal sang iban hating kapatid yan. Ibutang imo ngalan pagkakuha ihatag na ang kon pila nga ginkasugtan.

Sa magkanong dahilan ini tanan? Ngaman nagakatabu ang makahuloya nga tikang para makaangkon lang sang kantidad nga indi halin sa imo pinamalhasan. Konsabagay indi na kita bag-o sini tanan bangud siguro duna na sa iban apesar ginbuligan pero ini ang wala ginhatagan balor sang natungdan.

Kabay nga sa paghingapos sining ginapanghatag nga kwarta sa kabarangayan aton pagahalongan bangud ini indi magdugay kon indi sa kaayuhan ibutang. Tani matalupangdan man sang iban nga indi pag-ihikaw ang grasya nga imo mat ilawan. Dulaon na ang kahisa nga nabatyagan para sakatawhayan sang imo dughan.

Gani para mapalayo sa kalalat-an samtang may oras kapa sining dutang luhaan hinulsuli na ang mga malain nga binuhatan ilabi na ang pagpamigos sa iban nga katawhan.

### INMATES /1

He added that the livelihood trainings and corresponding raw material support on the various projects demonstrate BJMP's concern for the rehabilitation and

development of the inmates to become productive citizens of the society.

Recently, MDJ was adjudged as Best Municipal Jail of the Year 2015 while its

Municipal Jail Warden SJO4 Rodel P. Morales was cited as best warden for 2015 during the 24th BJMP anniversary in Bacolod City. (JCM/AAL/PIA6 Capiz)

## WORD SEARCH

Search up, down, forward, backward, and diagonal to find the hidden words.

### ABS-CBN SOAP OPERA

T H E L E G A L W I F E L M D  
I A G D A L L E B A R I M Y I  
D N N A B A G I T O T S E L S  
N A A D E S O T B W E S V I E  
A K M M A G O T O E E H E T D  
S N A A D Z O W H B O A I T E  
S I L E G E I T E N R E L L C  
E Z W R R V O L E Y N V E E R  
C U A D E R E S A G H E B J E  
N M K S B M T N M N N K O U M  
I A I D A O A K A A N B T A A  
R B U P U R E L O V E A T N I  
P B M E R O M R E V E R O F R  
H A W A K K A M A Y Y N G O A  
I R A E R I S E D F O N O O M

ANAK NI ZUMA  
ANNALIZA  
ARYANA  
BAGITO  
BUD BROTHERS

DREAM DAD  
DYESEBEL  
FOREVERMORE  
GOT TO BELIEVE  
HAWAK-KAMAY

HONESTO  
IKAW LAMANG  
MARIA MERCEDES  
MIRABELLA  
MOON OF DESIRE

MY LITTLE JUAN  
PRINCESS AND I  
PURE LOVE  
THE LEGAL WIFE  
TWO WIVES



### Quick Quiz 11

Ang artistang ito ang gumanap sa title role sa Honesto.

KAKIRO OTEAM



# Teaching Students the Three States of Matter

By Maureen Frias, Teacher I  
Doña Victorina Cortes Dais Elementary School  
Pontevedra, Capiz

Science teachers are given the important role of teaching our students about Matter. For one, it would be very useful if we could teach them how to distinguish the three states of matter.

For this article, I took the liberty of sharing my own way of teaching how these three can be distinguished from one another.

First, introduce to them about molecules and atoms and how they make up everything that can be found in the surroundings.

Then ask them to name things made of atoms—desks, classmates, balloons, softdrinks, and so on.

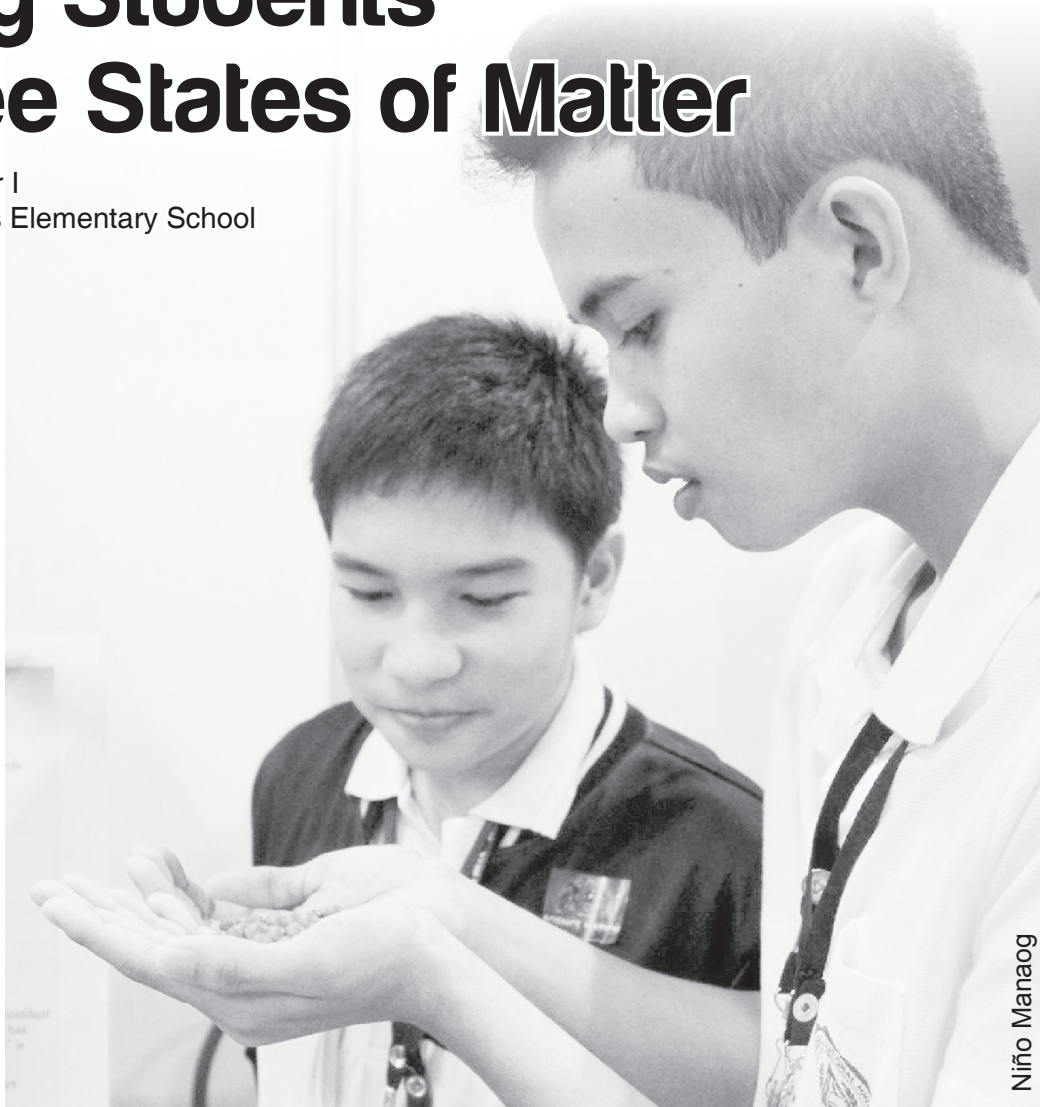
Then talk about how the molecules and atoms are always moving. Sometimes they are packed tightly together and can move very little.

For this, you can have the kids get up and be molecules. (Mark a 3-foot circle on the floor with masking tape before starting.)

Have students cluster close together and jiggle. Then, call out STOP! and ask them to look at where they are standing. Ask them: How heavy do you think the circle is right now? Tell them this is how a solid acts. *It is usually pretty heavy because the molecules are packed so close together.*

In solids, atoms are bonded fairly firmly together, though they do move about a bit.

Now, you need to "heat things up" by having the kids move a little more. As they move apart, call STOP! once more. Now ask them: How heavy is the circle? Tell them it is lighter because



Niño Manaog

there are less people (molecules) standing there, just as a liquid is usually less dense than a solid.

In liquids, the atoms are more randomly arranged and a little bit further apart (but not all that much). The forces between them are weaker and they can jiggle about and flow past one another quite easily. That's why liquids pour.

Now ask them to really move further! Then call STOP! once more and again, have them look back at the circle. Usually there's only one person in it at this point. Tell them that it's really light, just like a gas.

Gases have much more randomly arranged atoms than either liquids or solids. The forces between the atoms are very weak, so the atoms can speed around freely with lots of energy.

## Araling Panlipunan toward Sustainable Development

By Lorenzo Atinon, Master Teacher I, Capiz National High School, Roxas City

Sustainable development is one of the topics on the Grade 10 subject of Araling Panlipunan, focusing on contemporary issues.

The World Commission on Environment and Development's (the Brundtland Commission) defined sustainable development in their report "Our Common Future" (Oxford: Oxford University Press, 1987) as "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs." (taken from the website of the World Bank)

The World Bank further said sustainable development is attained when there is social mobility (the movement of individuals or groups in the social hierarchy, as per britannica.com), labor efficiency, and preservation of nature and cultures to name a few.

With irresponsible business practices that harm and inefficiently use our natural resources and exploit people, it is high time that we educate our youth not to follow suit.

As per a downloadable curriculum guide from the Department

of Education website, the learning competencies related to sustainable development lessons in Araling Panlipunan are as follows: explaining the concept of sustainable development; discussing the history of sustainable development; explaining the connection between actions and choices made by people to the constantly changing environment; studying on different challenges encountered in pursuing sustainable development such as consumerism, energy sustainability, poverty, and health inequalities; comparing sustainable development strategies and policies implemented in the Philippines and abroad; and making a case study on how to achieve sustainable development in their community.

By inculcating sustainable development practices to the youth and explaining the consequences of applying the same practices or otherwise, we, teachers can help in maintaining and possibly supplement in the resources we still have as we will benefit from more advancements in the future.

## Araling Panlipunan in High School

By Lorenzo Atinon, Master Teacher I, Capiz National High School, Roxas City

A wide range of topics are included in the Araling Panlipunan subject from Grades 7 to 10: Asian history and culture, world history, economics and contemporary issues.

With information sourced from a downloadable Araling Panlipunan curriculum guide from the Department of Education website, below are a set of topics to be discussed.

For starters, in Grade 7, there is Araling Asyano, which teaches students about government systems, history, societies, economy, geography, and culture of Asian nations. Some of the topics are: natural resources in Asia, colonization in East and South Asia, how nationalism contributed to the creation of countries in South and West Asia.

Upon reaching Grade 8, the scope gets broader with Kasaysayan ng Daigdig, as the pre-historical era, rise of the Catholic Church, World War I, and global organizations such as

the World Bank, European Union, etc. are being discussed to name a few.

As the student goes through his last two years of Junior High School, the topics he/she encounters get less territorial in scope. In Grade 9, he/she gets to learn about Ekonomiks. Some of the lessons are: needs and wants, allocation, monetary policies, law of supply and demand, microeconomics, and macroeconomics.

Meanwhile, Grade 10 students get to be enlightened about Mga Kontemporaryong Isyu such as: climate change, disaster risk reduction, unemployment, sustainable development, graft and corruption, human rights, and education issues to name a few.

The lessons that the students will be learning for the next four years will further make them aware of what is going on around them and make more intelligible opinions and decisions because of the addition of the contemporary issues course.

# Helping Slow Learners Keep Up

By Monserrat Escalada, Teacher III  
Baliuagan National High School, Roxas City

Personalities, intelligences, and pace in absorbing information are some of the many things people have differences in.

The same truth applies in the classroom. Not every learner can keep up with your teaching pace and this is something that the teacher must adjust to.

How can we give everyone a better chance to understand what we are teaching?

Give them more time. Invest time on your slow learners. Tutor them after class, suite your lessons to their pace. (inspired by Dorothy Hastings, blog.firstschool.net)

Make adjustments. Give more detailed explanations; guide them as they go through exercises; suite your teaching to how they learn, i.e. use of images and videos such as person wearing loose pants and a video of a missed game winning shot by a basketball player (which means they lost) to distinguish words such as loose and lose. Observe and ask how they learn.

Give them emotional support. Tell them that failure is a part of learning because you can learn from them by trial and error. Tell what the learner needs to work on and suggest ways to make things better; do not make descriptions of your learners. Tell them the worst failure of all is not trying. (inspired by Kathy Houk, ministry127.com) As their teacher, you need to inspire confidence in them. To show any form of impatience on them could damage their self-esteem; you need to be diligent in handling them.

Since education is a right of every human being, teachers must do their part in giving quality education to every learner, which also includes exerting more effort to make sure everybody is able to keep up.

Republic of the Philippines  
Province of Capiz  
**MUNICIPALITY OF DUMALAG**

# THE HEART PROGRAM

Oday's 3-Year Platform of Governance

**5 Performance Muscles**

- H – ealth
- E – nvironmental Management
- A – Agriculture
- R – Revenue Generation
- T - ourism

**MUNISIPALIDAD SANG PILAR**

**BULUTUHAN SANG LAMHARON NGA MGA ISDA KAG MAANYAG NGA KADAGATAN; GA TIB-ONG SANG MAAYO KAG GA DUMILI SANG SAYOP NGA PANGBUHI.**  
**"STOP ILLEGAL FISHING, LOGGING, MINING, GAMBLING AND DRUGS"**

1. BAYBAYON KAG MGA PRODUKTO SANG KADAGATAN HIMPIT NGA GINA HANGAYAN; PAGDUMILI SA INDI MAAYONG BUHAT MAPAG-ON NGA GINA PANGAPTAN – STOP ILLEGAL FISHING
2. DUNANG MANGGAD NGA GIN BUGAY SA AMON BULUTUHAN, PROTEKTADO, GINA PRESERBAHAN KAG GINA HANGAYAN – STOP ILLEGAL LOGGING AND MINING
3. MAAYO NGA PAMAAGI SA PANGABUY-ANAN LARAGWAY SANG AMON BINUHATAN – STOP ILLEGAL GAMBLING
4. PAGPALANGGA SANG TAGSA SA IYA KAUGALINGON NAGA PAKITA SANG AMON PAGKAMATARONG – STOP ILLEGAL DRUGS

**A FRIENDLY REMINDER FROM:  
MAYOR GIDEON IKE R. PATRICIO  
"PILAR PADAYON SA KAUSWAGAN"**

Republic of the Philippines  
OFFICE OF THE CITY CIVIL REGISTRAR  
City of Roxas

In the Matter for Correction of Date of Birth  
**AYESHAC OBERES**  
Petitioner

**NOTICE TO PUBLICATION**  
CCE-00075-2015

In Compliance with the publication requirement and pursuant to OCRG Memorandum Circular No. 2013-1 Guidelines in the Implementation of the Administrative Order No. 1 Series of 2012 (IRR on R.A. 10172), Notice is hereby served to the public that **AYESA CAMACHO** has filed with this Office, a petition for Correction of entry in the Date of Birth from **“NOV. 29, 1955”** to **“NOVEMBER 10, 1955”** under R.A. 10172 in the Certificate of Live Birth of **AYESA CAMACHO at Roxas City, Capiz** and whose parents are **POLICARPIO CAMACHO and BEATRIZ ABARTE**.

Any person adversely affected by the said petition may file his/her written opposition with this Office not later than **(14)days** from the date of this notice.

(Sgd.) **ALI-SALVIO A. ALBAÑA**  
City Civil Registrar

**The Capiz Times**  
August 10 & 17, 2015

Republic of the Philippines  
OFFICE OF THE CITY CIVIL REGISTRAR  
City of Roxas

In the Matter for change of SEX of  
**ARJAY MOLINA VIDAL**  
Petitioner

**NOTICE TO PUBLICATION**  
CCE-00078-2015

In Compliance with the publication requirement and pursuant to OCRG Memorandum Circular No. 2013-1 Guidelines in the Implementation of the Administrative Order No. 1 Series of 2012 (IRR on R.A. 10172), Notice is hereby served to the public that **ARJAY MOLINA VIDAL** has filed with this Office, a petition for Correction of entry in the SEX from **“FEMALE”** to **“MALE”** under R.A. 10172 in the Certificate of Live Birth of **ARJAY MOLINA VIDAL at Roxas City, Capiz** and whose parents are **ARNULFO BAGUYO VIDAL and JOSEPHINE CABAYA MOLINA**.

Any person adversely affected by the said petition may file his/her written opposition with this Office not later than **(14)days** from the date of this notice.

(Sgd.) **ALI-SALVIO A. ALBAÑA**  
City Civil Registrar

**The Capiz Times**  
August 10 & 17, 2015

**DEED OF ADJUDICATION WITH SALE OF VEHICLE**

Notice is hereby given that **LETICIA BIBAR GONZALES** was the surviving wife of the late **REYNALDO GONZALES** of which the registered owner of **ISUZU ELF STAKE** with Motor No. 153504; Chassis No. K-26-4839950, Plate No. GKD-18 under O.R. No. 66234922.

That for and in consideration of the amount of **ONE HUNDRED THOUSAND PESOS (P100,000.00)**, paid by **ADRIAN CALUCAB** to the surviving wife of the deceased, the said vehicle hereby **SELL, CONVEY and TRANSFER**, by Way of Absolute Sale unto said vendee.

Entered under the Notary Public of Atty. Roso M. Dorado as per deed entered as Doc. No. 6060, Page No. 3, Book No. **IXVI**. Series of 2015.

**The Capiz Times**  
August 17, 24 & 31, 2015

**EXTRAJUDICIAL SETTLEMENT OF ESTATE WITH SALE**

Notice is hereby given that the estate of the late **VALENTIN MARTINEZ BENGAN** and **PILAR BASINANG BENGAN** was left a parcel of land known as Lot No. 1188-I-10, of the subdivision plan, (LRC) Psd-886-18, being a portion of Lot no. 1188-I, Psd-71220. LRC Cad. Record No. 336, situated in the Barrio of Dayao, City of Roxas containing an area of **TWO HUNDRED FIFTY (250) SQUARE METERS** more or less, covered under TCT No. T-32251. That the said property was divided and partitioned pursuant to the provisions of Sec. 1 of Rule 74 of the Revised Rules of Court in equal shares among the parties in pro indiviso. And after adjudicating by the heirs among themselves over the said property, the same property hereby sell, transfer and convey full and absolute ownership unto **SHARMEN D. GALLENERO-BILLONES**, vendee, in the amount of **FIVE HUNDRED THOUSAND PESOS (P500,000.00) ONLY**. The Estate Taxes due and all other taxes, fees, charges, costs, and expenses for the transfer of ownership of the said property to the heirs of the said deceased including the payment of all existing obligations and debts of the decedents should be paid by the vendee and deducted from the purchase priced as stated. The vendee also shall pay for all the taxes and charges in connection with the transfer of ownership from the heirs to her, including but not limited to the Capital Gain Tax, the Doc. Stamps Tax, the Transfer tax registration fees, and other expenses which may be necessary to register the title in the name of the vendee.

Authenticated on July 31, 2015 by **Voltaire O.C. Mauricio**, Consul of the Philippines in London, United Kingdom as per Doc. No. 6618, Service No. 18812, Official Receipt No. 0156. For Roxas City, entered under the Notary Public of Atty. Marcelo Augusto A. Cosgayon as per deed entered as Doc. No. 9, Page No. 3, Book No. **XCVIII**, Series of 2015.

**The Capiz Times**  
August 17, 24 & 31, 2015

Republic of the Philippines  
REGIONAL TRIAL COURT  
6TH Judicial Region  
BRANCH 17  
Roxas City

IN THE MATTER OF THE PETITION FOR CANCELLATION OF THE SECOND CERTIFICATE OF LIVE BIRTH OF **JESON BORRO**, ALSO KNOWN AS **JESON BORO ALBA**, CORRECTION OF ENTRIES IN THE ORIGINAL CERTIFICATE OF LIVE BIRTH OF **JESON BORRO**, ALSO KNOWN AS **JESON BORO ALBA**, AND ANNOTATION IN THE CORRECTED CERTIFICATE OF LIVE BIRTH OF THE STATUS OF **JESON BORRO**, ALSO KNOWN AS **JESON BORRO ALBA**, AS LEGITIMATED CHILD OF SPOUSES **NIDA D. BORRO** AND **JEFFRY A. ALBA**,

**JESON BORRO** ALSO KNOWN AS **JESON BORRO ALBA**,  
Petitioner,

-versus-

THE OFFICE OF THE CITY CIVIL REGISTRAR OF **ROXAS CITY, CAPIZ**, and **NATIONAL STATISTICS OFFICE**,

Respondents

X ----- X

**ORDER**

This is a verified petition filed with this Court on 06 July 2015 praying that after due notice and hearing, an Order be issued mandating both the Local Civil Registry of Roxas City and the National Statistics Office to:

1. Cancel the second certificate of live birth of **Jeson Borro Alba**, under Registry No. 95-1806 (Leg. Reg. No. 2000-46); and
2. Correct erroneous entries in petitioner’s original certificate of live birth under Registry No. 95-1806, concerning the following:
  - a. His date of birth, from **“MAY 19, 1994”** to **“MAY 19, 1995”**;
  - b. The middle name of his mother from **“DESALIS”** to **“DESALES”**
  - c. The first name of his father, from **“JEFRY”** to **“JEFFRY”** and;
  - d. The middle name of his father, from **“ACEPCION”** to **“ACEPCION”**, and
3. Annotate on the corrected petitioner’s certificate of live birth his present status as a **LEGITIMATED CHILD**.

The petition is set for hearing on the 24th day of September 2015 at 8:30 o’clock in the morning.

At petitioner’s expenses, let this Order be published once a week for three consecutive weeks in a newspaper of general circulation in the City of Roxas, to be chosen by raffle, before the date of hearing, so that any person having or claiming any interest under the entries sought to be corrected may file his/her opposition thereto and be heard thereon.

Notify the Solicitor General, the City Prosecutor of Roxas City, the Local Civil Registrar of Roxas City, the National Statistics Office, the petitioner and the Public Attorney’s Office.

**SO ORDERED**  
Roxas City, Capiz, Philippines; 29 July 2015.

(Sgd.) **LORENCITO B. DIAZ**  
Presiding Judge

**The Capiz Times**  
August 10, 17 & 24, 2015

Republic of the Philippines  
Province of Capiz  
Municipality of Tapaz

**NOTICE TO THE PUBLIC**

In compliance with the publication requirement and pursuant to OCRG Memorandum Circular No. 2013-1 Guidelines in the implementation of the Administrative Order No. Series of 2012 (IRR on R.A. 10172). Notice is hereby served to the public that **Nelva G. Esteva** has filed with this office, a petition for correction of entry in sex from **“male”** to **“female”** in the certificate of live birth of **Nelva G Esteva** at Tapaz, Capiz and whose parents are **Nicolas L. Esteva** and **Nelly F. Gabor**.

Any person adversely affected by said petition may file his written opposition with this office not later than 14 days from the date of this notice.

(Sgd.) **NOEL C. GARDOSE**  
Municipal Civil Registrar

**The Capiz Times**  
August 10 & 17, 2015

**AFFIDAVIT OF CLAIM WITH WAIVER OF RIGHTS**

Notice is hereby given that the estate of the late **TESSIE A. FARAON** was left a Savings Deposit Account with the Philippine Veterans Bank Roxas Branch under Savings Account No. 0049-866309-608 with a balance of **P29,134.23**.

That the heirs of the said deceased hereby request the Philippine Veterans Bank Roxas Branch to release the balanced of the said deposit account in favor of **NILO H. FARAON**.

Entered under the Notary Public of Atty. Soteo Gardose as per deed entered as Doc. No. 362, Page No. 74, Book No. **XXVIII**, series of 2015.

**The Capiz Times**  
August 17, 24 & 31, 2015

Republic of the Philippines  
Province of Capiz  
Local Civil Registry  
Municipality of Panay

**NOTICE TO THE PUBLIC**

In compliance with Section 5 R.A. Act No. 9048, a notice is hereby served to the public that **MYKA BALATAYO** has filed with the office a petition for change of first name from **ERIC to DANNY** in the Birth Certificate of **ERIC ACEJAS BALATAYO** who was born on November 1, 1969 at Panay, Capiz and whose parents are **Panfilo B. Balatayo** and **Angelina B. Acejas**.

Any person adversely affected by said petition may file his written opposition with this Office not later than fourteen (14) days from the date of this notice.

(Sgd.) **FRANKLIN B. BILLANES**  
Municipal Civil Registrar

**The Capiz Times**  
August 10 & 17, 2015

**EXTRAJUDICIAL ADJUDICATION OF PROPERTY**

Notice is hereby given that the estate of the late **SIMEON LEDESMA** has left a parcel of land known as Lot 1733, Psc-27, Mambusao, Cadastre situated in Barangay Pangpang Norte, Mambusao, Capiz, covered under Tax Declaration No. 8815 and under Original Certificate Title No. P-16092, containing an area of **Thirteen Thousand Three Hundred Seventy (13,370) square meters**, more or less.

That pursuant to Section 1, Rule 74 of the Rules of Court of the Philippines, the parties hereby adjudicated among themselves over he said parcel of land.

Entered under the Notary Public of Atty. Billy Joe Bulaclac as per deed entered as Doc. No. 371, Page No. 76, Book No. **XLI**, series of 2015.

**The Capiz Times**  
August 17, 24 & 31, 2015

Republic of the Philippines  
Province of Capiz  
Local Civil Registry  
Municipality of Panay

**NOTICE TO THE PUBLIC**

In compliance with Section 5 R.A. Act No. 9048, a notice is hereby served to the public that **BERNARD B. BERDUGO** has filed with the office a petition for change of first name from **JOSE BERNARD** to **BERNARD** in the Birth Certificate of **JOSE BERNARD BAGUIO BERDUGO** who was born on January 9, 1964 at Panay, Capiz and whose parents are **Loreto B. Berdugo** and **Gloria L. Baguio**.

Any person adversely affected by said petition may file his written opposition with this Office not later than fourteen (14) days from the date of this notice.

(Sgd.) **FRANKLIN B. BILLANES**  
Municipal Civil Registrar

**The Capiz Times**  
August 10 & 17, 2015

**EXTRA-JUDICIAL SETTLEMENT WITH SALE**

Notice is hereby given that the estate of the late Spouses **Igmedio Barroa** and **Aracili Andrada** was left One-half (1/2) undivided share of a parcel of land known as Lot No. 1474-E, Psd-061914-024815 covered under TCT No. T-294416 situated in Barrio of Cogon, City of Roxas containing an area of **NINETY SIX (96) sq.m.** more. That invoking to Sec. 1, Rule 74 of the Rules of Court, the parties hereby extra-judicially settle and adjudicate unto themselves over the sad parcel of land and in the sum of **TWENTY FIVE THOUSAND PESOS (25,000.00)** Philippinc currency, paid by **MERCEDITA ADONAY TANO** to the entire satisfaction to the parties, the said parcel of land hereby **SELL, CEDE, TRANSFER and CONVEY** over the said vendee.

Entered under the Notary Public of Atty. Rodriguez Dadvivas as per deed entered as Doc. No. 259, Page No. 53, Book No. **XC**, series of 2015

**The Capiz Times**  
August 10, 17 & 24, 2015

Republic of the Philippines  
Province of Capiz  
Local Civil Registry  
Municipality of Panitan

**NOTICE TO THE PUBLIC**  
CCE-0034-2015 R.A. 10172

In compliance with the publication requirement and pursuant to OCRG Memorandum Circular No. 2013-1, Guidelines in the Implementation of the Administration Order No. 1 Series of 2012 (IRR on R.A. 10172), Notice is hereby served to the public that **JARIANNE ESTONINA VALENTINO** has filed with this Office, a petition for Correction of Entry in Sex from **“FEMALE”** to **“MALE”**; Correction of Clerical Error of Child’s Father’s First Name from **“JIMMY”** to **“JOSE JEMMY”**, in the Birth Certificate of **JARIANNE ESTONINA VALENTINO** at Panitan, Capiz and whose parents are **JIMMY VALENTINO** and **GUILLERMA ESTONINA**.

Any person adversely affected by said petition may file his written opposition with this Office not later than fourteen (14) days from the date of this notice.

(Sgd.) **JEAN D. DESEO**  
Municipal Civil Registrar

**The Capiz Times**  
August 10 & 17, 2015

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**Gilayon nga i-report ang ini nga mga problema sa linya sa tanan nga CAPELCO Area Offices okon mag-Text sa 09216327054 (SMART) and 09273546815 (GLOBE)**

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## Teaching Our Students How to Read Well

By Kristene Guto, Teacher III  
Capiz National High School  
Roxas City



“Read today, lead tomorrow,” read one of our posters on our classroom wall. But what does it mean?

This four-word adage, though brief, best sums up the advantage that reading can afford our students—as we prepare them for their future, as we prepare them for life.

Or it easily says that reading is important because it will help the reader himself achieve success in his life.

But how do our students achieve success if they do not read—or worse—don’t even know how to read well. We teachers need to be aware that reading is crucial to their learning. That is why we need to determine how our students really read.

Because reading for comprehension is one of our skills in English which must be enhanced in our classes, let us be guided by these reading strategies to help them read more effectively.

**Before reading, ask questions.** Before you start reading a book, have a basic idea of what the book or the article is about. This allows you to ask yourself three simple questions before you start reading: “What do I already know?” “What more do I want to know?” “And I wonder if...” Answers to these questions will give you something to build on and something which you’re looking to get out of the reading material. This means you’re not just reading without an objective, but instead you’re actively looking to learn something from it.

**When you are reading, take pauses and ask more questions.** During reading, you need to take small and intermittent pauses to ensure that what you’re reading is really sticking (to your mind). Again ask yourself questions, and now these: “Does this make sense?” “How does this information connect to what I already know?” You can also ask “What does the writer say about...?” or “What does the writer mean about...?” or “I still need to know more about—” By asking yourself these questions as you read, you are constantly evaluating what is being read, what is being said. And by looking at what the author is saying, you will understand it better. You will also be helped on more specific information about what can be said next.

**When reading, take a longer pause after a difficult section.** You want to make sure you are fully understanding what is being said, so when you come across a particularly difficult part of the text, it’s important to pause and think about what was discussed. Then, break the text into smaller chunks; and look up words which you didn’t understand. Most important, you must make a brief summary of what you read and discuss what you read with someone. Doing so will make sure you have understood this section before moving on.

**Visualize when you’re reading.** To better understand what you’re reading, make visual representations of what is being discussed picturing how things that are said might look like, or by creating a mental image of a system or a process working. Doing so will help you remember not only what you read and understood, but how it looks as it is working.

**Take notes when you’re reading.** The best way to take notes during reading is to look for the main ideas and focus on those, using the words you understand. Make your notes as brief as possible and use simple headings and sub headings to organize them. You can also review, add and revise as necessary as you continue reading.

**When you’re through reading, find the main ideas.** After you’ve read the article or book, made notes, took time to understand as you read and asked yourself good questions as you read, now you need to think about the important ideas in it. Ask yourself: “What is the most important thing you remember about it? What is the main message? What do the ideas relate to? What did it leave out? This last question will give you the opportunity to do some research and find another book to continue your learning, make connections, and continue to read more effectively.

## Classroom Discipline Made Simple

By Cherry Day Menor, Teacher III, Capiz National High School, Roxas City

Disciplining students in school is a perennial issue that should be properly addressed by any classroom teacher. Without guidance and the foresight, a teacher faces the dilemma of falling into the trap of displeasing not only the students and their parents but also the school administration—even if it has never been their intention to do so.

What should be done in order to handle rowdy students? How does a teacher cope with unruly behavior in class? What are the best practicable ways to ward off possible misbehavior by our students?

Of course, there are best ways to handle student behavior in class. So if ever we have no idea how to address it, we can be guided by the following foresights and insights.

**Let us always speak to our students in a normal, natural voice.** Are we teaching in our normal voice? Raising our voice to get the attention of students does not work; the stress it causes and the vibe it puts in the room just isn’t worth it. The students will mirror our voice level, so we must avoid using that semi-shouting voice. If we want them to talk at a normal, pleasant volume, we must do the same.

We may also need to vary the tone of our voice according to our intentions. If we are asking students to put away their notebooks and start working in groups, we must do so by using a declarative, matter-of-fact tone. Then, accordingly, if we ask them about a character in a story, we need to use an inviting, conversational tone.

**Let us speak only when the students are quiet and ready to listen.** It has been said that we should just wait and then wait some more until all students are quiet. Let us fight the temptation to talk; and wait much longer than we think we could hold out for. Slowly but surely, our students would cue each other, say: “Sshh, she’s trying to tell us something.” “Come on, stop talking,” or

“Hey guys, be quiet.” (It is proven to work.)

Not only will our patience pay off; we will also get to keep our voice.

**We must address any untoward behavior quickly and wisely.** Let us make sure to address an issue between we and a student or between two students as quickly as possible because bad feelings—on our part or those of our students—can quickly grow.

We and the student should step away from the other students, say, just in the doorway of the classroom. We wait until after instruction if possible to avoid disruption of the lesson. Then we ask questions like, “How might I help you?” We must not accuse the child of anything. We need to act as if we do care, even if we have the opposite feeling at that moment.

He or she will usually become disarmed because she might be expecting us to be angry and confrontational. And, if we must address bad behavior during instruction, we take the positive approach, saying: “It looks like you have a question” rather than, “Why are you so noisy?”

When students have conflicts with each other, we can arrange for them to meet with us during the break or after or before school. Here, we must use neutral language because we are their mediator. We need to help them resolve the problem peacefully, or at least settle amicably.

**We need to have a well-designed and an engaging lesson always.** We must always overplan. In other words, it’s better for us to run out of time than to run short on a lesson. After all, bored students means trouble. If our lesson is poorly planned, there is often way too much talking and telling from us and not enough hands-on learning and discovery by the students. We all know engaging lessons take both serious mind and time to plan. And for many reasons they are certainly worth it.

## ‘Class, Pay Attention’

By Monserrat Escalada, Teacher III, Balijuagan National High School, Roxas City

One of the hardest tasks of teachers is keeping the learners attentive throughout the class. As a teacher, you are competing against outside noise, talkative classmates, gadgets, and the possibility of boredom that the learners may feel while you teach.

We need to keep the learners attentive during the class because they will be able to understand the lessons better when they are focused. The three tips to achieving this are as follows:

**Prevent Distractions.** One of the reasons learners do not pay attention is because of distractions such as outside noise, talkative classmates, and their gadgets.

We cannot do anything against the outside noise, but we can order the learners look only in front and sit straight as they are seated during the class to make sure that they are focused.

As for group activities, teachers can implement time limit and consequences for going beyond it like less points for the

activity.

These tips will work best with proper monitoring.

**Get Learners Involved.** When the learners get to participate in discussions or activities, they are more likely to concentrate because they want to learn for themselves, too.

It does not matter what the activity is. If it is a game, role-playing, debates, creating your own radio show to develop your ability to speak eloquently, experiments, group case studies, etc.

It is okay as long as there is participation on the part of the learners and they would not wait for their name to be called just to pay attention.

You can be more concise in discussing your lesson and incorporate any learner-centered activity.

In anything we do, concentration is the key to our success. When it comes training people to maintain focus, you have to start at their early age.

## Araling Panlipunan and Ethics

By Lorenzo Atinon, Master Teacher I, Capiz National High School, Roxas City

Whenever we hear the word “ethics” we usually associate it with Values Education or the subject with the same name, but it exists in everything — even in the subject of Araling Panlipunan.

According to the downloadable Araling Panlipunan curriculum guide (K to 12 version) from the Department of Education website, one can learn five things.

One, understanding one’s own rights and obligations of being a citizen to be productive in the community, country, or the whole world. It is all about making good use of your privileges by not crossing the line and always adhering your responsibilities as a citizen.

Two, respecting the differences among people and the human rights they are entitled to, communities, cultures, and beliefs. People get stereotyped, odd stares, discriminated, bullied, and deprived of their human rights for differences in

race, religion, culture, etc., which is sickening. We need to accept the differences of people because we are all different.

Three, being careful when expressing your desires, beliefs and opinions. Four, respecting and showing fair treatment for people even if their opinions may repulse you. I connected these two because it is about people’s thoughts.

First, we need to be tactful before we release our thoughts. Do I have enough evidence? How will it affect the ones who hear it or my subject? What impression will people give me after they heard what I said? Second, we need to respect the opinion of other people because they are entitled to it.

Last, acknowledging sources when doing reaction papers, essays, and similar projects. It is all about respect the intellectual property rights of the person(s) who came up with the idea first.

We can learn something good from anything—even the most unlikely of things.

## Three Qualities of A Good Teacher

By Darwin Pahayculay, Master Teacher I, Palaguan Elementary School, Maayon, Capiz

A good teacher is not necessarily born but made. For me, teachers are individuals not only having the patience and other good qualities in them; they are also those nurtured by their environment through time.

A good teacher possesses qualities that he or she must continually enhance each day. Every one of his or her most desirable traits can be learned through experience and self-reflection. Whether they come naturally or through life experience, the great teachers—the ones worth emulating—have these rare qualities.

**They have a sense of purpose.** Many people hold on to their jobs for the sole purpose of making money. Teaching is not one of them. There is too much at stake. A teacher is one who is privileged to hold a job that has direct impact on other people’s lives in their most formative years. They put kids first. The questions to be asked are: For whom are you here—yourself or the kids? But some teachers use the students in their classroom to fulfill their

own emotional needs for attention. They want them to like them more than they want the kids to learn from them. A teacher is there for the kids, not himself or herself.

**They have sense of humor.** Humor is a universal language that can create strong bonds between a teacher and their students. A good teacher looks for and appreciates the silliness of kids and the situations they get themselves into, and laugh along with them. He or she infuses their teaching with humor to maintain their attention. He or she knows that a good sense of humor can make a huge difference in their enjoyment of the job, and sometimes it’s the only thing that will get them through a long day.

Those who very well understand the art of humor will also have no fear of the ridiculous and will feel free to be silly in front of the children, willing to act out roles in a drama skit, or do funny voices during oral readings and similar other stuff.

After all, for them, it is their students that matter more, and not their egos.