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Chiapas Ruins

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CHIAPAS RUINS

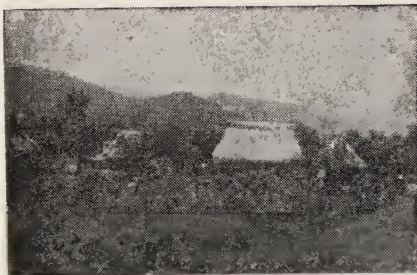
By Charles E. Dibble

MEXICO's southernmost state, Chiapas, is dotted with ruins, most of them well covered with vegetation and as yet unstudied. These ruins belong to the ancient culture of the Maya. Excavation and research in the region of the Maya has established with reasonable certainty a number of facts regarding these *monticulos* or "little mountains":

First: The mountain of earth represents the last structure and usually covers two or three earlier structures.

Second: The pyramid-shaped structure represents only the foundation or base of a building. The summit was never pointed but leveled off, and over a small square was erected a small temple with walls of wood, adobe or stone. The rooms were small and few in number, sometimes only one or two. Windows or openings for light were not very common, and when they did occur they were very small and usually in the form of a "T".

Third: These ruins do not represent the inhabited part of the ancient cities but rather the civic and religious centers of the people. The Maya of a thousand years ago lived and built their homes much as do the present-day natives. A framework of slender poles securely bound together is covered with palm leaves. The palm leaves are so placed that the smoke from the fire within filters through the roof, but the rain torrents from without seldom enter.



A NATIVE VILLAGE OF TODAY, OR OF 1000 A. D.



A MOUND STILL COVERED WITH VEGETATION IN HUIXTLA, CHIAPAS.

Ten Commandments

FOR TEACHERS

By HECTOR LEE



THERE are "first-nighters" in Church classes as there are in the courses offered in secular education—"first-nighters" who feel the need for further advancement in understanding the Gospel or for enlightenment in any form, but who quickly lose interest for one cause or another and simply don't bother to come again. There are always the faithful, who "endure to the end," but the greater number are not so determined. Skillful teaching can win and keep these "first-nighters." Here is a decalogue which may remind a people who are primarily a teaching people to cross the "t" and dot the "i" in "teaching."

1. Be interested in your students—sincerely, not superficially; individually, not collectively. Be alert to their ambitions, desires, and tastes; be sympathetic when they are in distress. Be their friend, and they will be yours.

2. Be interested in their course. Prepare your lessons. Know your material so well that your students will respect you for your knowledge and have confidence in you as a teacher. The student who is able to see the bottom of a teacher's knowledge soon loses interest.

3. Be patient. Never forget that learning is elaborate and painful toil for some people and that you are their master in knowledge only, their servant in all else.

4. Be honest. If you don't know the answer, don't try to bluff. . . . Another kind of honesty is keeping promises; don't forget to bring those pictures or that chart you promised last week. And don't fail to attend your own class regularly and punctually.

5. Be cheerful. If the teacher is long-faced, the class will be dull; and no

matter how packed with information it is, the course will bog down. Learn to see the humor of your subject and your students will enjoy you.

6. Be yourself. Affectations of dress, speech, or manner arouse disgust, not admiration. If necessary, seek out that rare friend who will tell you the truth, take him to visit your class; get him to describe honestly your teaching personality, and then believe everything bad he tells you. And remember that affectations of thought, poses in attitude and opinion, are to the man of sense just as nauseating as any other form of insincerity.

7. Be sensible. Look in the mirror occasionally and see. Listen to your voice occasionally and hear. One can be neat even if he is not handsome; one can show good taste even if he is very poor.

8. Be loyal to your superiors and to the other teachers. People do not respect a person who criticizes his superiors. If you do not agree with a policy or method, the best you can do is keep your mouth shut when around your students. There will be other—proper—times and places for you to assert your dissatisfaction.

9. Be progressive. Try to keep up with the world and always keep ahead of your students—in your own field, anyway.

10. Be optimistic. "There is nothing either good or bad, but thinking makes it so." (*Adult Education Bulletin*, April, 1941.)