



Social Science INFORMATION

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for bilingual education survey

Editor's notes

Freedom comes through struggle. Nobody just dishes it out to anyone on a silver platter, for freedom is no charity. It is one's birth-right. But the right that women have lost today at least so it seems in most of the countries of the world, — when put to socio-psychoanalysis, shows, that the women have not really lost their freedom, but that they have delegated their own destiny into the hands of man as a sacred trust and on good faith. This is the plain truth. I cannot but laugh, when I see a pedantic lady, with a proud uplift of her nose, entrusting her children to the charge of the maid-servant or *yaya*, goes about in her husband-earned motor-car, attending meetings and making tall speeches on woman's emancipation. Frankly speaking, when there is no question of women's right having been snatched away at all, it hardly calls for an agitation, reminiscent of the trade union. Whatever responsibility there be on this account, it is entirely man's own. If any agitation is called for at all, the initiative must come from the men themselves. Today, having recognized the necessity and interest of the woman, it now devolves on the men to gradually restore to her, her rights, which one day she had surrendered to him in a weak moment of helplessness or in obedience to her inner bidding.

* * *

In most of the countries of the world the human families are based on paternal lineage or ancestry. The basis of paternal lineage is a little more convenient than

maternal one. There are two main advantages of this patrilineal system. First, the determination of the father's identity is harder than that of the mother and in the absence of any direct blood relationship the mother's affection is generally greater than that of the father. In these circumstances the paternal ancestry is much better in order to properly awaken the sense of responsibility in the father for his children, for it prevents the possibility of the child's natal identity remaining unknown or concealed. Under pressure of circumstances (Amongst creatures inferior to man, the fathers never bother about their offsprings, because of the absence of this sort of circumstantial compulsion) the father, being compelled to take the responsibility of bringing up his child, becomes careful to properly preserve the domestic framework. The second advantage of the patrilineal order is complementary to the first. The relationship between the father and the child, not being unknown, the mother does not feel entirely helpless in rearing up the child. The physical and mental construction of a woman is such that in spite of her having the requisite ability in the fullest measure for the upbringing of the child it is extremely inconvenient and difficult for her to give her child an all-round grooming and make adequate provision for food, clothes, education and medical aid. And yet she must needs keep her child with or about her, or else it becomes difficult for the child to survive. Hence in this respect if man, instead of woman, takes over the main responsibility of food and clothes and in possible cases or in cases of necessity if the woman, after duly attending to the needs of the child, earns money in exchange of her labour either at home or outside, nei-

ther the child nor the society is put to any inconvenience.

* * *

By giving equal rights to the women in all spheres of life, there are people who want them to be engaged in un-woman-like heavy and labourious physical and mental jobs. Such a mental outlook is highly deplorable. It must be admitted that physically and neurally women are weaker than men and so the spheres of work cannot be identical for both. Apart from this, constitutionally women cannot work every day in the month. During pregnancy and post-delivery period the scope of their working ability becomes very much restricted—these points must not be lost sight of.

Due to ideological extravagance there are many who think that the mere making of a few women ministers or members of the congress or senate will serve as the glaring examples of equal rights and feminine progress. But is this a correct outlook?

Will this not be detrimental to the whole society, if, by acknowledging a right or by going in all out for the growth of progress as a matter of principle, we wink at the competent and overlook their claim? The recognition of rights is a legal as well as a collective psychological phenomenon. To expedite progress, expeditious educational system is the only way. A woman of any country becoming a prime minister or an ambassador is no index to the real status of the women of that country. To elevate women's dignity in the society is neither so easy nor so cheap.

Social Science INFORMATION

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A quarterly newsletter published by the PHILIPPINE SOCIAL SCIENCE COUNCIL (PSSC) 53 — C, Rocas Avenue, Quezon City; P.O. Box 655, Greenhills, Rizal 3113. Tel. No. 99-97-64.

The PSSC is a nonstock, nonprofit, private association of Philippine social science organizations. Incorporated in 1968, it was NSDB-certified as a tax exempt science foundation in 1973.

The Council has since January 1972 been engaged in 13 special programs of research, training, and publications assistance aimed at making Philippine social science more professional, relevant, and rewarding.

The PSSC Executive Board for 1974 are: *Armand V. Fabella*, chairman; *Loretta M. Sicat*, vice-chairman; *Oscar M. Alfonso*, secretary-treasurer; and *Rodolfo A. Bulatao*, *Mercedes B. Concepcion*, *Consuelo L. Gutierrez*, *Raul P. de Guzman*, *Gloria D. Feliciano*, *Patricia B. Licuanan*, *Telesforo W. Luna, Jr.*, *Frank Lynch*, *Cristina P. Parel* and *Emy M. Pascasio*, members. Executive Secretary is *Dennis G. Teves*.

Readers' corner

Very much enjoyed *Social Science Information* Vol. II, No. 4 and particularly the article on the 1974 PSSC National Survey. Some of the findings were of great interest given that the data was collected more than a year into Martial Law.

On the other hand, I was very much troubled by the cover photo. Presumably it shows a survey worker collecting data. She is probably a pretty gutsy old lady being interviewed, but given the two very white collar interviewers — one a westerner no less — I would suspect that there is a fair level of intimidation involved and that her responses were far more likely to be what she thought they wanted to hear, rather, than an expression of her own attitudes or ideas. The interviewers look like they are trying to be sympathetic, but the anthropologist in me cries out that the basic structure of the situation is going to distort the data being collected. Or was the intent of the picture to be a subtle attack on survey research?

David L. Szanton
Staff Associate
Social Science Research Council
New York

I have been reading your publication since its first issue and have found it invaluable for keeping informed as to what social scientists throughout the country are doing. Congratulations on a good idea being well carried out.

Peter G. Gowing
Director
Dansalan Research Center
P.O. Box 5430, Iligan City

CORRESPONDENCE

Readers are invited to write in their comments, suggestions and queries to the editor with the hope of establishing a forum for the exchange of ideas among readers.

Say it with sweetness
Say it with bitterness
But you must have your say.

Editor

Calendar

April 7 — 30 — Teacher training seminar on bilingual education at the University of Santo Tomas. Sponsor: UST Graduate School.

April 14 — May 10 — Summer Linguistic Institute at the Philippine Normal College. Sponsors: Linguistic Society of the Philippines and the Department of Education and Culture.

April 28 — May 9 — 2nd National Seminar on Bilingual Education at the Philippine Normal College. Sponsor: Ateneo de Manila-Philippine Normal College Language Consortium.

May 22 — Socio-Technical Research Symposia at the NSDB Science Pavilion, 1 p.m., "A Sub-System Model for Budgetary Projections and Control," and "Towards New Towns in the Philippines: Large Scale Community Planning and Development in the Manila Region." Sponsor: Office of Research Coordination, University of the Philippines.

June — Follow-up conference on international migration from the Philippines to be held at the East-West Center, Honolulu.

June 6 — Socio-Technical Research Symposia at the Little Theater, Rizal Hall, 1 p.m., "Political Factors in National Development"; "Philippine Foreign Policy as an Instrument of National Development." Sponsor: Office of Research Coordination, UP.

June 19 — 21 — Annual ASPAC meeting at the University of Hawaii in Honolulu.

June 26 — Socio-Technical Research Symposia at the NSDB Science Pavilion, 1 p.m., "Identifying Elements of Filipino Innovativeness: A Case Study of Transfer of Technology"; "A Study of Efficiency, Effectiveness and Productivity of Filipino Administrative Agencies." Sponsor: Office of Research Coordination, UP.

July 10 — Socio-Technical Research Symposia at the NSDB Science Pavilion, 1 p.m., "Development Research in Behavior Modification for Psychological Education and Medical Personnel," Sponsor: Office of Research Coordination, UP.

PSSC placement service

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Manpower and materials resources for bilingual education survey *

By Andrew Gonzalez, FSC

Department Order No. 9, s. 1973, dated March 16, 1973, states that "the National Board of Education supports the policy of developing a bilingual nation able to communicate in Pilipino as well as in English."

In a meeting of the National Board of Education on September 4, 1973, Bureau of Public Schools Director Liceria B. Soriano was designated chairman of a committee to prepare guidelines for the implementation of the National Board of Education policy on the use of Pilipino and English as media of instruction.¹

One of the first questions which the Soriano Committee had to answer was the precise meaning of "bilingualism" in President Marcos' earlier directive.²

For schooling purposes, the Committee adopted as a working definition the use of Pilipino and English as media of instruction from Grade 3 on, since the vernaculars are used in Grades 1 and 2 under current policy.³

With English already in use, considerations can then be narrowed down to the expanded use of Pilipino as a medium of instruction from Grade 3 on — including the secondary and tertiary levels.

It soon became evident to the Committee that if implementing guidelines were to be drawn up on a rational basis, the following questions had likewise to be answered:

- How widely used is Pilipino as a medium of instruction in various areas and regions?
- What kind of materials in Pilipino are available?
- How ready are our teachers to

begin using Pilipino as a medium of instruction?

- What manpower resources are available in retraining teachers to use Pilipino as a medium of instruction?
- What kind of a training program for teachers should be instituted to enable them to use Pilipino as a medium of instruction?

If the above questions were to be given empirical bases upon which to give an answer and eventually to make a decision and a timetable of implementation, a systematic survey of available resources (existing programs, materials and manpower) had to be carried out. For this purpose, a sub-committee chaired by Andrew Gonzalez, FSC and designated as the "Survey Committee on Bilingual Education" (hereinafter referred to as SCOB E) was commissioned to draft the instrument.⁴

From a survey in 1970 of 39 divisions in 25 cities including 7,230 government school teachers (see Bureau of Public Schools Bulletin No. 1, s. 1973, dated March 20, 1973, entitled "A Study of Teacher Preferences on the Use of Pilipino as a Medium of Instruction"), two problems were pointed out again and again as deterrent factors to the use of Pilipino as a medium of instruction: inadequate preparation of teachers and lack of instructional materials. Hence, SCOB E focused on these two resources in its inquiry.

Having drafted its instrument, SCOB E presented it to Director Soriano, who forthwith commissioned Melba Tugade,

Assistant Chief and Officer-in-Charge, Research, Evaluation and Guidance Division, Bureau of Public Schools, to administer the survey through the research, evaluation and guidance division supervisors.

Because of the urgent need to have the necessary research data in time for the opening of the school year 1974-1975, Director Soriano, made representations with the Philippine Public School Teachers Association (PPSTA) to reproduce and donate to the Department four of the five parts of the questionnaire, including the questionnaire for teachers, which necessitated a sampling of 20,000.

The questionnaires were prepared in time for the Bureau of Public Schools work-conference on research, evaluation and guidance attended by division supervisors in these areas, held at the Padre Gomez Elementary School, Manila, from February 4 to 15, 1974. Substantial savings in time and money for transportation expenses of researchers were thus effected when the research instruments (questionnaires) were distributed to the research supervisors on February 16, 1974.

In a Department Memorandum signed by Secretary Juan Manuel, the public schools Division Superintendent of Schools and Division Supervisor of Research, Evaluation and Guidance were designated Chairman and Co-Chairman, respectively, of the Survey on Bilingual Education to be undertaken in their school division. As such, they were designated to take charge of the conduct of the survey (sampling of possible respondents, distribution of questionnaires, explanation of their contents, collection of accomplished questionnaires) in public schools as well as in private schools. To expedite the survey, however, Private Schools Director Yballe issued a general letter to each private school area superintendent to take charge of the survey in all the schools under his or her jurisdiction.

First returns of the nationwide survey began coming in as of March 15, 1974; no returns were tabulated after May 31, 1974. Tabulation of the data and analysis were supervised by Melba Tugade, Andrew Gonzalez, FSC, and Leticia Postrado. Financing of the survey was made possible by the



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He obtained his PhD in linguistics from the University of California, Berkeley in 1970, his MA from the Catholic University of America in 1960 and his BA from St. Mary's College, Minnesota, *summa cum laude*.

* A summary report

Educational Development Program Implementation Task Force (EDPITAF) under Waldo S. Perfecto and Fund for Assistance to Private Education (FAPE) under Abraham Felipe.

CONTENT ANALYSIS OF THE INSTRUMENTS

Survey form on existing bilingual programs in the government elementary schools of the Philippines

This instrument, intended for superintendents of the divisions, was intended to update and complete the data provided by the responses to the BPS General Letter No. 49, s. 1973, dated March 22, 1973, in which the number of classes using Pilipino as medium of instruction at various grade levels was reported. It will be recalled that Department Order No. 9, s. 1973, dated March 16, 1973, reiterated the policy on the vernacular (for the first two grades) and the use of English beginning in Grade 3, with the stipulation, however, that "the use of Pilipino as medium of instruction from Grade 3 up in certain subjects where learning may be facilitated by the use of the said language, may be allowed provided the following conditions are met: 1) the teacher has the competence to teach in Pilipino; 2) there are adequate teaching materials and; 3) there is readiness on the part of the pupils to learn in Pilipino."

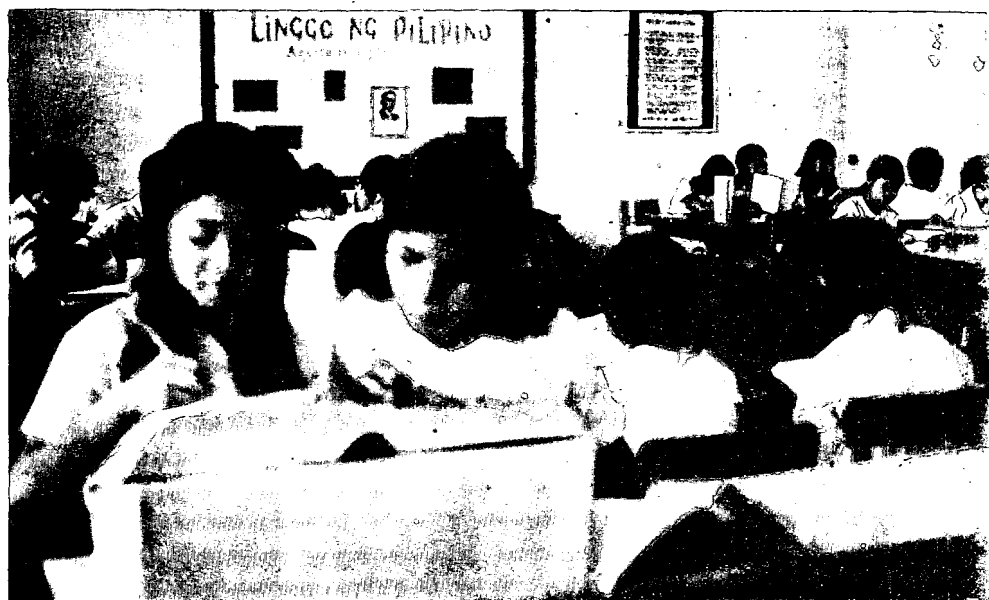
Included in the questionnaire were a listing of vernaculars used, the subjects taught in Pilipino by grade and by year, the availability of reading materials in Pilipino for these subjects, and whether or not testing was given in Pilipino.

For planning purposes, the National Board of Education had to be informed on the extent of the use of Pilipino, for which subjects and which grades and which divisions, to enable it to assess on-going practice and above all to arrive at various models for consideration.

Not included in the survey but worthy of consideration was a formal evaluation of these on-going programs which may be considered pilot programs and the experiences from which would provide us with guidelines when a nationwide policy was to be drafted and implemented.

Survey form on teaching materials in Pilipino (TMP)

This instrument, intended for supervisors of Pilipino at the elementary and secondary levels, was intended to provide a



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complete inventory of teaching materials in Pilipino for various content subjects and at various grade/year levels in published or unpublished form, at the local, divisional, and national levels, including number available (whether original or translation), number actually used, grades in which actually used — the information to be obtained was not only for basal textbooks but also for supplementary materials.

To facilitate this rather detailed and involved questionnaire, lists of materials for which the Chief of the Pilipino Division has official records and has given official approval, were given in the questionnaire, with space provided for materials as yet not officially listed.

It was imperative that we obtain a complete inventory of current teaching materials if we were to begin on a nationwide teaching program using Pilipino as the medium of instruction.

Again, not included in the survey but likewise needing follow-up was an evaluation of these materials to gauge their suitability for our objectives.

Questionnaire for teachers on their ability to teach in Pilipino (ATP)

This questionnaire attempted to gather quantified information on manpower resources, the chief factor in the success of any instructional program involving a change of medium of instruction.

It was likewise the most difficult to gauge since the ones asked to evaluate their readiness to use Pilipino as a medium of instruction for the most part had not yet used Pilipino as a medium of instruction.

Moreover, to obtain objective empirical data, the best instrument would have been a test measuring ability to listen to, speak, read, and write Literary Pilipino at a level of mastery equal to the level of sophistication of the concepts and materials to be taught. Since for the most part, such conceptualization demanded an intellectualization and standardization of the language which as yet had not come to be, it was doubly difficult to do any kind of measuring beyond a minimum of communicative competence in Pilipino measuring not knowledge of *balarila* but, reading comprehension and ability to compose themes in Pilipino. However, even for this minimum requirement, we had no validated and standardized tests available.

For want of these objective data, we had to use a type of self-rating scale as well as measurable indices (far from being accurate) of actual internalization of knowledge, such as attendance at seminars and number of units earned in Pilipino.

With a 1974 population of close to 400,000, sampling would have been a problem. We targeted a sample of 20,000, using stratified sampling for each region, but we obtained final returns of 15,989 with all regions satisfactorily represented.

We asked for number of units earned in Pilipino (undergraduate and graduate), types of courses (literature, grammar and composition, linguistics), hours of in-service training (by description, dates, institutions), a self-rating (five-point scale) as to readiness to use Pilipino as a medium of instruction, for which grades/years and for which subjects, preference for teaching in Pilipino, willingness to undergo training in

teaching in Pilipino and in writing materials in Pilipino.

In this way, we thought we had quantified information on the magnitude of the re-training task that had to be embarked upon when we did make the switch from English to Pilipino.

The returns on the questionnaire should have been electronically data processed; resources did not permit computerization and hence we had to process the materials manually, which brought in an added time factor as well as greater possibility of human error in tabulating.

Questionnaire on available faculty to teach in Pilipino and to translate author books in Pilipino at the Tertiary (college/university) level (AFT)

For the massive and gigantic task of re-training our present group of teachers and giving our education students a new type of program, we need manpower resources at the tertiary level to conduct instruction in Pilipino, to translate scholarly works and college textbooks into Pilipino, and to author original works (especially textbooks) in Pilipino. We thought of narrowing down our population to the Tagalog-speaking regions since it would be in these regions where statistically the probability of locating this type of resource would be greater, but some regions registered some potential manpower resources that may also be tapped.

We addressed ourselves to Deans of Schools and Colleges to name those faculty members on their staff who have had the experience of using Pilipino as a medium of instruction at an advanced level, those in their opinion who were capable of this but who for some reason or other had not done so, and to name those staff members who

were proficient enough in Pilipino to translate scholarly works as well as to compose original works of a scholarly nature. Thus we would be able to build a data bank of manpower resources, staff whom we could call upon in the future for our retraining programs, our textbook writing programs, and as instructors for a newly oriented teacher-training program (pre-service).

Questionnaire on teacher training programs (TP)

The fifth and last questionnaire was addressed to Deans of Colleges or Schools of Education as well as Superintendents of Normal Schools to ask their opinions on the type of curriculum restructuring that would be necessary to train teachers for the system who would be able to use Pilipino as a medium of instruction, the types of courses to be given, rank ordering of priorities for materials preparation for these courses, and the opinion of these heads as to the timetable to be required for preparing teachers for this new system.

FINDINGS OF THE SURVEY

Existing bilingual programs in Philippine schools (EBP)

Respondents of the survey were 131 superintendents (89 or 67.94% from the Bureau of Public Schools, 10 or 7.63% from the Bureau of Private Schools, and 32 or 24.4% from the Bureau of Vocational Education). In the entire system, there is a total of 124 superintendents in the Bureau of Public Schools, 40 superintendents in the Private Schools, 77 superintendents in the Bureau of Vocational Education.

In the public schools, the vernaculars are used in Grades 1 and 2. Among the private schools, only Regions 7, 11, and 3 seem to use the vernaculars; among the vocational schools, only Region 8

seems to use the vernacular.

The vernaculars used are: Ilocano, Ibanag, Malaweg, Itawes, Pangasinan, Bicol, Hiligaynon, Cebuano, Samareño, Leyteño, Waray, and Chabacano. Cebuano is extensively used in Regions 7, 8, 9, 10, and 11.

The use of Pilipino for testing in subjects other than in Pilipino Wika is sporadic, especially at the secondary level. Many divisions give tests using Pilipino for different subjects in public Grades 1 and 2, mostly in Social Studies and Character Education.

There are few Pilipino reading materials available in public elementary schools for all subjects in Grades 1, 2 and 3, while there are generally no available books for Grades 4, 5, and 6. There are practically no available reading materials in Pilipino for any subject and year in public secondary schools and in vocational schools. In the private elementary and secondary schools, there are practically no books in almost all subjects. The number of available books in Pilipino in the eleven regions varies according to subject and grade. Surprisingly, Region 8 (Eastern Visayas) is the only region where teaching materials in Pilipino are available in all grades and subjects although few in number.

Teaching materials in Pilipino (TMP)

Data were supplied by 75 Pilipino Supervisors from 11 regions of the country (public elementary and secondary schools). There are a total of 116 Pilipino Supervisors in the system.

The survey reveals availability of a large number of instructional guides for all subjects.

From the student-book ratios, a fairly large number of basal books of Reading and Rizal in Pilipino are available for Grades 1 and 2; few books and supplementary materials are available for other subjects.

An almost 1:1 student-book ratio in Pilipino subject exists for Grades 1 and 5.

The number of persons per book differs by region in every subject and grade.

At the secondary level, there are practically no materials available other than Pilipino Subject books and some origin-



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al books in Character Education. There are a few supplementary materials in Pilipino for Social Studies, Science, Character Education, Mathematics, and Citizen Army Training.

Ability of teachers to teach in Pilipino (ATP)

Using a stratified sampling procedure (with random sampling for each sampling subset), with schools stratified as either central or barrio, mother high school or pilot barrio high school, urban and rural private school, a target sampling of 5% of the teacher population was aimed for. English and Pilipino subject teachers were excluded from the sample; hence, the respondents were content subject teachers.

Responses were obtained from 15,989 teachers from province, public and vocational schools representing 11 regions of the country with a combined number of 98 divisions. Southern Tagalog (Region 4), followed by Central Luzon (Region 3), had the biggest representation, 4,020 teachers or 25.14% and 3,186 or 19.93% respectively.

Of the total 15,989 teachers, 85.81% or 13,672 were females. In terms of teaching experience, 4,976 or 31.12% have had 5-9 years of experience; 3,146 or 19.68% have had 10-14 years. Less than a fifth (2,852 teachers or 17.84% have had less than five years of teaching experience. Most teachers in Philippine schools today fall within the 25-34 age bracket (7,291 or 45.60%). Only 1,159 or 7.25% are below 25 years of age.

7,311 or 45.73% of the respondents hold BSEE degrees and 2,909 or 18.19% have BSE degrees. Another 2,460 or 15.39% hold the BSE (inverted) degree, while 2,051 or 12.83% are ETC Graduates.

There are only 423 or 2.65% of the sample from all schools with a Master's degree.

Among the respondents, only 2.86% or 458 majored in Pilipino. 503 or 3.15% minored in Pilipino.

Marginal numbers in all school systems and at all levels have earned graduate units in Pilipino. 94.78% or 15,147 have had no graduate units in Pilipino at all. At the undergraduate level, 2,402 teachers or 6.09% have not taken any courses in Pilipino.



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70.98% or 11,350 teachers have taken no in-service training in Pilipino.

On their self-rated ability to teach in Pilipino and English:

Teachers from all systems perceive their ability to teach in English as 'good'.

Public elementary teachers from Central Luzon and Southern Tagalog are confident that they can teach elementary school subjects at any grade level well regardless of the language used. Southern Mindanao teachers consider themselves 'good' in teaching elementary subjects using Pilipino as the medium of instruction.

Ilocos, Cagayan Valley, Central and Eastern Visayas and Western and Northern Mindanao rate themselves 'fair' if Pilipino is the language of instruction in elementary subjects.

Grade 5 teachers from the Eastern Visayas say they have 'very little ability' to teach Mathematics, Social Studies and Science in Pilipino.

Bicol region teachers vary in their perceived ability to teach in Pilipino but agree that Character Education and Work Education are easy to teach in Pilipino.

At the secondary level, public secondary teachers from the Cagayan Valley, Visayas and Mindanao indicate 'very little ability' to teach secondary subjects in Pilipino. Ilocano teachers rated themselves 'fair'. Central Luzon and Tagalog teachers consider Social Science, Character Education, Philippine Community Life, World History as relatively easier to teach than Math and Science. Bicol teachers think that Character Education and Philippine Community Life are the only subjects they can teach well in Pilipino.

Among the private school teachers, elementary school teachers rate themselves 'fair' in their ability to teach elementary subjects in Pilipino except for the Ilocano teachers in rural schools, who show great self-confidence.

Private secondary teachers from all regions generally rate themselves 'fair' and with 'very little ability' to teach secondary subjects in Pilipino. Perceived to be most difficult to teach are Mathematics and Sciences; easier would be subjects such as Practical Arts, Home Economics, Health, and Youth Development Training.

Among the vocational school teachers, except for the teachers in the Tagalog-speaking areas, who show great self-confidence, and the Southern Mindanao respondents, who rate themselves 'fair', the rest perceive themselves as having 'no ability' or 'little ability' to teach vocational subjects in Pilipino, especially Mathematics and the Sciences.

Mathematics and Science are the subjects considered difficult to teach in Pilipino by all respondents regardless of region and type of schools.

On the perceived ability, therefore, there are significant differences according to region, subject, and grade among public elementary teachers and significant differences according to region and subject among public and private secondary teachers as well as private elementary teachers.

No significant correlation was discovered between public elementary teachers' perceived ability to teach all subjects in Pilipino (except Character Education) and MA units; between elementary teachers' ability to teach all sub-

(Turn to next page)

jects in Pilipino and number of courses in Pilipino taken; between public elementary teachers' ability to teach all subjects in Pilipino and length of in-service training; between private elementary and vocational school teachers' ability to teach all subjects in Pilipino and the three variables: MA units, number of courses taken, in-service training. However, a highly significant and positive correlation was discovered between public and private secondary teachers' ability to teach in Pilipino and MA units in Pilipino.

Teachers from all systems show a favorable attitude towards re-training, in the following rank ordering of favorable attitude: private elementary teachers, public elementary teachers, private secondary teachers, public secondary teachers, and vocational teachers.

Southern Mindanao and Bicol public elementary school teachers register the most favorable attitude (22:1 and 19:1) while Central and Eastern Visayas have a low favorable ratio of 6:1.

Ilocano public secondary school teachers showed the most favorable ratio (15:1), while Western and Central Visayas showed the least favorable ratio (2:1).

Private elementary teachers in the Ilocos and Cagayan Valley showed 100% positive attitude, while Western and Eastern Visayas showed low favorable ratios (5:1 and 4:1).

Private secondary teachers in the Ilocos Region showed the highest favorable ratio while the rest of the 11 regions showed relatively low favorable ratios.

The majority of the respondents would like to try using Pilipino while English, as presently used, would still be employed.

There are significant differences in the degree of preference for English or for Pilipino among teachers in each school system, grade level, and region. The Southern Tagalog respondents show an expected strong preference for Pilipino.

Except in the public elementary schools, where Pilipino is used more extensively, the trend is towards the use of Pilipino as auxiliary to English (approximately half of the time).



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There are a small number of teachers who consider themselves 'ready' or 'quite ready' to translate teaching materials into Pilipino — at all levels, for all subjects, and in all systems. However, very few feel themselves ready to compose original materials in Pilipino.

Available faculty to teach in Pilipino and to translate/author books in Pilipino at the college level (AFT)

236 Deans of Colleges and Universities and Department Chairmen from the different regions of the country participated in the survey, with Southern Tagalog having the biggest number of respondents (112 or 47.46%).

The total number of tertiary level institutions in the country, private and state, is 696.

The approximate total number of college-level teachers from which the respondents based their responses is 6,509. There is an increasing trend of faculty members using Pilipino in Mathematics, Economics, Rizal, Psychology, Political Science, Business and Marketing over the three-year period (1971-1974).

Surprisingly, there are more teachers who have been and are using Pilipino as medium of instruction in subjects such as Mathematics and Physics at the tertiary level than in subjects such as Political Science and Behavioral Sciences, Arts, and others.

In the perception of department chairmen, the highest number of faculty members who have the ability and willingness to teach in Pilipino is found among history instructors, social science instructors and economics instructors in that order.

Very few faculty members were listed as having the ability and willingness to author books in Pilipino. A few more

may be found who have the willingness and the ability to translate works in Pilipino. Likewise very few are the number of faculty members listed who can do both: author original works and translate existing works.

The faculty members listed are for the most part from the Tagalog-speaking regions.

Teacher training programs (TP)

Respondents are 147 Deans of Colleges of Education and Superintendents of Normal Schools representing the eleven regions of the country, who were queried on their opinions concerning desirable modifications of teacher training programs for bilingual education. In the entire country, there are a total of 371 Deans of Colleges of Education and Superintendents of Normal Schools.⁵

Southern Tagalog had the biggest number of respondents (38 or 25.85%).

Changes suggested for the BSEEd curriculum (in rank order of frequency) are:

1. Proficiency test in Pilipino Language Arts before graduation
2. More units in Pilipino Literature
3. More units in Pilipino Grammar and Composition
4. More units in Pilipino Linguistics
5. Readings in major subjects in Pilipino
6. More units to be taught in Pilipino
7. Tests and exams in major subjects in Pilipino
8. For additional units, the most frequent number is 5-9, for each area (Literature, Grammar and Composition, Linguistics).

Other modifications are:

1. More oral conversations which are practical in nature
2. Practice teaching subjects other than Pilipino should be done in Pilipino.
3. Translation work
4. Proficiency test upon admission so that those proficient may skip basic courses
5. More functional approach to language teaching using dialogues, programs, and conversations
6. More teaching materials to be made available in Pilipino
7. Three units of public speaking in a speech clinic in Pilipino
8. Replace Spanish subjects by Pilipino

Changes suggested for the BSE curriculum (in rank order of frequency) are:

1. Proficiency test in Pilipino Language Arts before graduation
2. More units in Pilipino Grammar and Composition
3. More units in Pilipino linguistics
4. More units in Pilipino literature
5. Readings in major subjects in Pilipino

6. More subjects to be taught in Pilipino

Other modifications are:

1. More oral conversations which are practical in nature
2. Practice teaching subjects other than Pilipino to be done in Pilipino
3. One year internship
4. Replace Spanish units by Pilipino
5. Speech laboratory should be made available
6. More books and teaching materials in Pilipino
7. Technical writing and reporting in Pilipino including translation work
8. Seminar in Pilipino as a required course

There are regional variations on the rank ordering in frequency of these modifications.

The majority of respondents suggest 5-9 units to be added to the BSE curriculum in all three Pilipino course types (Literature, Grammar and Composition, and Linguistics).

A significant number, 91.84% or 135, favor organizing in-service training programs for teachers in the field to effect the transition in the medium of instruction. All but 10 respondents or 6.8% agree to the teachers' relearning the content in the major subjects in Pilipino with accompanying reading, reporting and writing exercises.

For intensive courses, the most frequent suggestion made is several summer sessions (42.54%) with one summer session and one full year coming next (26.86% and 21.64% respectively). The range of number of summer sessions is 2-6, with

2-4 the preference of the majority.

87.07% of the respondents or 128 agree that teachers should be certified before teaching in Pilipino. The most frequent bases cited are a combination of formal course work and a proficiency test.

Content for formal course work should include (rank ordered in frequency): Pilipino Grammar and Composition, Pilipino Literature, Internship in Pilipino as Medium of Instruction, Translation, Materials Preparation, Content Courses in Major Subjects using Pilipino as Medium. There are regional variations in the rank ordering. The most frequent suggested number of units for each category is 5-9 units except for Translation and Materials Preparation where the most frequently suggested number is 0-4 units.

51.02% or 50 respondents consider one semester of internship enough. The range is from 5-8 weeks to 52 weeks.

Rank ordered for priorities in materials preparation in Pilipino to be used in teacher training programs are the following: Social Studies, Humanities (Literature), Work Education/Vocational, Character Education, Science, Mathematics, Music and Arts, PE and Health. There are regional variations in this rank ordering.

The length of time for implementation suggested to start the bilingual education program is 3-5 years for the elementary school (44.22% or 65 respondents) and for the secondary schools (44.22% or 65 respondents); other answers show a range of 1-2 to 12 and above.

FOOTNOTES:

¹ The Committee, constituted by Dr. Soriano, was designated as the "Committee to Prepare Guidelines for the Implementation of the NBE Policy on the Use of Pilipino and English as Media of Instruction" (hereinafter referred to as the Soriano Committee) and was composed of the following: Dr. Liceria Brillantes Soriano, Dr. Bonifacio P. Sibayan, Dr. Andrew Gonzalez, FSC, Dr. Nelia Casambre, Dr. Fe Otones, Dr. Genoveva E. Matute, Miss Adelaida Paterno, Miss Beatrice Low, Mrs. Catalina Velasquez-Ty, Mrs. Fermina G. Gatal, Mrs. Dolores T. Dungo, Mrs. Ester Tuy, Miss Lorenza Abellera, Dr. Melba Tugade, Dr. Fe Dacanay, and Dr. Rufino Alejandro.

² "Maliwanag na itinatadhanang magkaroon ng dalawang wikang opisyal: Pilipino at Ingles . . . Samakatuwid, nakatalaga ang ating pamahalaan sa patakaran ng pagkakaroon ng dalawang wika: Pilipino at Ingles . . . Kaya, lalong dapat linawin

ng Pambansang Lupon sa Edukasyon at ng Kagawaran ng Edukasyon at Kultura ang pagpapatupad sa patakarang ito: Pilipino para sa ating pambansang pangangailangan, bilang bukod ng pagkakaisa at tatak ng ating kaangkinang pambansa; at Ingles, para sa ating pakikipagtalasang pandaigdig." (Mula sa talumpati ng Pangulo sa pampinid na palatuntunan ng Ika-9 na Pambansang Gawaing-Kapulungan sa Pilipino na idinaos sa MSAT, Marikina, Rizal, noong Mayo 7-11, 1973).

"I am pleased with the decision of the National Board of Education passed just seven days ago. This concerns the bilingual use of Pilipino and English as media of instruction, aside from being separate subjects from elementary grades up. This decision, in fact, is in accordance with my wish I made in a statement before the supervisors and teachers of the national language in their conference last May. We might wish it were Pilipino alone but practical considerations demand that we should also train our youth in English for other particular needs I hope those concerned

will formulate the necessary guidelines for the implementation of the way policy. This step, I wish to stress, is one of the reforms being undertaken by the Administration."

(Translation of the President's speech at the opening program of the National Language Week held at the MLQU University, August 13, 1973).

³ Department Order No. 1, s. 1957, Revised Philippine Education Program.

⁴ The members of SCODE, in addition to the chairman, were as follows: Fe T. Otones, Vice-Chairman; Fe R. Dacanay, Secretary; Esperanza Gonzales, Ester Tuy.

⁵ In the Directory of Authorized Private Schools and Courses for the school year 1970-71, as of July 6, 1970, 254 private colleges offering the Education program are listed. Subsequently, a supplement to the 1970-71 report added another 113 to the list. There are in addition 4 government Normal Schools. The total number (as of 1971-1972) from the statistics available thus far, therefore, is 371.

Research reports

Implications of the PSSC National Survey 1974

By Mary Hollnsteiner
and Emma Porio

Editor's notes: This is the continuation of the 1974 PSSC National Survey report on Selected Areas of National Development published in the PSSC Social Science Information, vol. II, no. 4, January 1975.

The article has been prepared on the basis of a preliminary report of the survey submitted to the PSSC in December 1974.

The interview schedule was prepared by Ms. Pilar Ramos-Jimenez, a former PSSC trainee from Ateneo de Davao and currently the PSSC research network coordinator.

The authors also acknowledge with thanks the dedicated efforts of the research staff of the PSSC centers.

While the foregoing results of the survey on national development are still preliminary and undergoing further refinement, certain trends can be delineated that have significant implications for the lives of Filipinos and the development of their society.

Family life

Writers on family life have noted that in societies with a large traditional peasant base, patterns of interaction between parents and children tend to be authoritarian. Accordingly, parents make decisions for their children. Moreover, the pattern of one spouse's, usually the husband, making specific decisions for the family supersedes a joint decision-making strategy involving communication between husband and wife.

The survey findings show interesting departures from the traditional modes in the direction of greater freedom for children in certain areas of choice, and high rates of joint decision-making and communication between the spouses. As one might expect, urban residents generally reflect more liberal attitudes on this score than their rural counterparts. Nonetheless, barrio dwellers do not diverge too greatly from the urbanites. The gap between these two groups is

not as large as often thought, at least in the matter of decision-making.

Allowing children to choose their own course of studies implies that parents see their children as individuals and not merely as extensions of the family subject to family decisions in all matters. They trust their children's ability to choose friends. Most parents apparently recognize that personal aptitudes are best fostered by allowing the children to have their way in study plans. Alternatively, parents may simply feel less competent to decide on somewhat technical matters with which they are not too familiar.

Selecting the appropriate school, however, remains a parental prerogative, perhaps because it is parents who are responsible for paying tuition where it is charged, or because they realize that the school one attends influences the kinds of friends he acquires. Whatever the reason, it is clear that parents feel knowledgeable about available schools and, accordingly, make the choice for their children.

The joint decision-making pattern of husband and wife emerges of course in those areas considered to be chiefly of parental concern. Thus, planning family investments and business ventures, choosing a school for the children and disciplining them fall into this domain. The importance of sex-role models in parent-child interaction appears in the alternate tendency of fathers to deal with sons, and mothers with daughters.

While the planning of the family's prospective investments and other business ventures constitutes a joint conjugal task, the implementation of the family budget generally remains in the hands of the wife-mother. Nor does she seem to be surrendering this function as the society modernizes: more urban wives than rural wives handle household expenditures by themselves. The resilience of this cultural pattern is particularly striking in view of shared decision-making in the other domains investigated.

Aside from telling us that certain traditional interaction modes seem to be loosening up as social change and mobility create more opportunities for choice, the findings on family life have more specific implications. With the current national government emphasis on technical and vocational education as departures from the previous conventional professional and white-collar orientations in Philippine education, a great need arises to focus this reorientation program both on students and their parents.

Students can be helped to make more appropriate choices in their course of study through well-planned school career guidance programs. But their parents should not be neglected, since the decision as to whether their children are to attend a primarily technical-vocational or professional school remains theirs. Concrete information regarding employment opportunities and pay scales, especially if they are high, in the technical-vocational sector will encourage both student and parent to reconsider more conventional career plans and move to the technical-vocational sphere. Where discipline is required of children in schools, teachers or counsellors would do well to discuss the child's needs with the parent of the same sex as the child.

For government extension programs and marketing organizations, focusing on everything from fertilizer promotion and credit extension to the purchase of consumer items like sewing machines or transistor radios, and the realization that business ventures in the family call for joint consultation suggests the need to involve both spouses in campaigns fostering certain types of financial investment. Where actual collection of funds is entailed, or choosing from a variety of standard household items however, the wife rather than the husband remains the person to approach.

Family activities, child rearing values and attitudes toward working mothers

If companionship with one's spouse and children are an index of healthy family life, as family life experts suggest, then our respondents can be judged favorably. A substantial majority of spouses share social, recreational, and religious activities with each other and with their children. One cannot, however, ignore the relatively large 30 percent minority that does not engage in joint activities beyond those undertaken on the household premises. A further investigation could establish the degree to which this minority pattern expresses a kind of fragmentation in the family stemming from a lack of interest in one another beyond the routine exigencies of daily living. If this is so, the family is indeed in trouble because it is failing to provide the sense of emotional security and modified control that are its functions.

Despite the drift toward adopting new outlooks, respondents still emphasize the

traditional values of trusting in God and rendering obedience to parents as primary ones to be inculcated into the child. Honesty and justice rank lower than parental obedience, but higher than the achievement and interpersonal affiliation values. Individual enjoyment of life ranks lowest. Insofar as the expressed exhortation to trust in God represents a more traditional, sacred view of life than secular societies would ordinarily display, this together with the parental obedience norm suggest a tense future. As the younger generations move into a secularizing, modernizing society, they will certainly find these two values in clear conflict with new norms, at least in terms of priorities. Yet the anxiety need not be great judging from the fourth-ranked placement of achievement or succeeding in life. The relatively low priority given to getting along well with others, or the affiliation value, suggests again a modern trend toward individual achievement norms rather than ascriptive ones most functional in traditional societies. Yet the respondents maintain the desirability of social orientation toward others in rating it higher than personal enjoyment.

In summary, while traditional child-rearing norms prevail, cognizance of the importance given to inculcating desirable individual qualities oriented to personal and family success and to enhancing relationship with others suggest a flexibility of norms that help cushion the shocks of a changing society. At the same time, psychologists and psychiatrists, counselors, priests, and social workers might well prepare themselves for a clientele increasingly besieged by the conflicts that arise from the ambiguities and contradictory norms impinging on individuals and groups attempting the appropriate adaptations.

This kind of tension might well emerge especially sharply among women, especially working mothers. Although a majority of both men and women favor mothers working, this majority has only a slight edge over those who believe the woman should remain in the strictly housewife role. Moreover, even those who favor her working assume that she will do so without sacrificing the proper running of the household. Although both men and women think it is a good idea for women to work, the women respondents' being significantly more positive here again indicates possible clashes in the future where the diverged pattern occurs in particular couples. Nonetheless, since the financial benefits obtained by working women are often cited, and given inflationary pressures on single-earner

households, one can predict that norms opposed to working mothers will give way to those norms favoring a higher level of living for families — even if it means women must contribute directly to household earnings.

Perceptions of personal and national situation and socioeconomic conditions

Respondents assess the national situation and their personal situation differently. Four out of five state they are happy, with most giving a medium rating to their current personal situation. Life today is slightly better than it was a decade ago and will improve somewhat in 5 to 10 years, they say. This optimism about personal progress largely characterizes urban residents. Rural dwellers, however, see little or no change from an already poor past.

National progress is more readily apparent, judging from the above-medium ratings accorded it. Both rural and urban residents report improvement on this score over the past decade, but again rural respondents have experienced less of it than have their urban counterparts. Apparently visible large-scale development projects and broad media coverage of national development efforts have promoted awareness of these efforts. But the "trickle down" effects in terms of direct, tangible results in their personal lives are less recognized.

This perceived difference between national development and personal progress gives cause for concern, especially considering that two comparable research reports five and ten years ago show opposite trends. The de Jesus and Benitez study (1970) and the Cantril (1965) work revealed that assessments of one's personal life received higher ratings than the national situation. The 1974 PSSC survey, on the other hand, suggests that a trade-off has occurred, with noted improvements perceived at the national development level somewhat offset by perceptions of less marked improvement or even a decline at the family or household level. Clearly those development projects already underway need to produce more concrete and tangible effects at the grassroots level faster than is currently the case. The effort represents an uphill struggle, however, even if positive results are in fact trickling down, since their impact is blunted and their effect diffused by the ever increasing size of the needy population.

Comparisons of past and present socioeconomic conditions as seen by the respon-

dents bring additional insights into their slightly negative evaluations of personal situations. A majority or at least a plurality see deterioration in those conditions generated by societal forces and government policy, namely prices, availability of spending money and of jobs, chances for advancement, social equity, entertainment opportunities, places for sick people in hospitals or clinics, and general contentment.

On the other hand, their faith in the personal qualities of Filipinos makes them especially laudatory about people's increased willingness to work hard and to help their fellow men. They are about equally divided in seeing or not seeing change for the better in community participation, getting along well with others, and respect for the elderly. Into this divided category also fall the number of sick people today and housing efforts.

Yet they remain either very or somewhat optimistic about future improvement. Only in three of the 15 conditions is pessimism expressed: respect for elders, the general contentment of the populace, and especially prices. Although resigned to continuing inflation spirals over the next 10 years, they nonetheless are unhappy at the prospect.

The optimism displayed by respondents can be interpreted both positively and negatively in the context of a developing society. On the one hand, an optimistic population gives policy-makers and administrators some leeway in devising and implementing proposed programs. On the other, it cautions against too hasty complacency on their part as high expectations that remain unfulfilled for long can ultimately foster serious unrest. In this sense governments are damned whether they do or they don't. But the safer alternative is to do in such a way that results appear quickly at the family and household levels.

Awareness of and perceived priorities among government programs

Government programs that require immediate attention of the people tend to be better known by them, perhaps because of the intensive information programs that accompany them. Thus the NCEE is well known by parents with high school children affected by it. Similarly most respondents have heard of the land reform program. The YCAP, manpower training programs fare less well in this communications sense.

(Turn to next page)

The knowledgeable majority express favorable attitudes toward these programs. This assessment is insufficient for understanding the impact of these programs on the populace, especially when one notes that few respondents know people who have actually benefited from these programs. Land reform emerges best among all the programs, with one out of four respondents being able to cite concrete beneficiaries. As for the handling of squatters, respondents favor a generally lenient approach by government. Those strategies that take on a punitive character do not gain the respondents' approval. Rather sympathy resides with the squatters and their need for better economic and social opportunities to improve their lot and get them out of the squatter category.

When confronted with the 18 top priority government programs, respondents propose their own ranking scheme that places at the top those programs which most closely affect their daily lives and at the bottom the more remote ones. Not surprisingly, the control of prices occupies far and above the leading position. Peace and order coupled with the rice program round out the top three items. Put another way, the reasonable availability of food, and the other daily necessities of life utilized in a secure environment constitute the focal concerns of our respondents. Of least interests are foreign investments, YCAP, and at the very bottom, tourism.

The message of the survey is clear: the Filipino is well aware of national development efforts but can personally relate to only a few of them. When they impinge directly on his consciousness at the family and neighborhood level, then he begins to consider seriously the appropriate response. The range of attitudes and behaviors he displays in the family and community context suggests a flexibility in the populace which augurs well for change programs.

The challenge posed to planners and administrators by the data therefore, involves devising programs that can produce fast results at the grassroots level. This suggests that together with long-range plans, the nation's leaders need to formulate short- and middle-range impact strategies. Not only will this give the average Filipino a clear share in the fruits of national development without his having to wait too long; it will also convince him that he himself must participate in efforts at development and contribute to the national future.

Dimensions of development and decentralization in the Philippines

By Belinda A. Aquino

This dissertation study seeks to analyze the dynamics of decentralization in the Philippines and define the nature of its relationship to the development process using the province as the unit of analysis. The choice of this problem was made on the basis of its theoretical and policy significance. Its main theoretical concern is an explication of the underlying dimensions of decentralization which has been defined as the extent to which the province has the capacity to perform functions and services relevant to its needs. Existing studies emphasize power relationships and administrative arrangements between the national and local governments as the explanatory variables for the decentralization phenomenon. This research emphasizes the structural requirements of decentralization and hypothesizes that it is a function of the province's level of socio-economic development.

From the policy standpoint, this study examines the problem of how much autonomy the provinces should have based on their capacity to govern and how functions, services and revenues could be reasonably allocated between the national and provincial units. A selective scheme of decentralization which differentiates degrees of autonomy on the basis of the varying conditions in the provinces is proposed as an alternative to the present system which prescribes universal and uniform standards for local governments regardless of their institutional and resource capabilities.

Fifty variables from aggregate economic, social, political and financial data for 1970 on the provinces were utilized for two factor analysis programs to delineate the major dimensions of decentralization and socio-economic development. The factors that emerged as underlying decentralization are Local Government, Financial Capacity, Social Services, Civil Service and Public Enterprise. Likewise, five salient factors characterize provincial development, i.e. Urbanization, Rural Employment, Landlordism, Migration and Economic Inactivity. These factors should be viewed as suggestive and tentative rather than definitive in view of the nature of the original variables which are mostly structural and the fact that they pertain to only one point in time.

Through multiple regression analysis, the decentralization dimensions were predicted from the development variables. Local Government was predicted highly by Rural Employment and Financial Capacity by Urbanization. Most of the predicting variables were weak or at best moderate which suggests that there are influences of a non-economic nature that affect the extent to which decentralization may be carried out. Among these are political practices based on patronage, kinship, and other informal considerations, the orientation of the local decision-makers, current administrative practices in local bureaucracies, and historical or traditional factors that have inhibited local populations from effective participation in governmental affairs.

The dissertation also focuses on the actual experiences of provinces in applying decentralization in their respective jurisdictions. The main finding is that decentralization has had limited success. A general observation is that provinces are generally unable to generate viable sources of revenue in the absence of taxing powers and consequently cannot undertake functions that require substantial social or economic investment. However, it is noted that the provinces do have potential utility in the face of little governing authority, because of their intermediate location in the political system which allows them to mediate center-periphery relationships.

The study concludes that decentralization is no panacea for the malfunctioning of political institutions but is only one of a number of options that could contribute to popular participation, equity, social responsiveness, and similar goals. More fundamental changes like the transformation of the social structure, a new political vision that rationalizes the distribution of benefits and assures protection of the disadvantaged, and land tenancy reform are some of the preconditions for effective decentralization.

Source: Dimensions of Decentralization and Development in the Philippines, a Ph.D. dissertation presented at the Department of Government, Cornell University in January 1974. Belinda A. Aquino is coordinator of Operation Manong, a volunteer project using University of Hawaii students to assist Filipino immigrant students in Hawaii. She is also a member of the Steering Committee of the proposed Philippine Studies Program in the University of Hawaii System.

A study of eleven housing units in the 'university belt'

By Teresita U. Quirino

The greatest number of provincial students who enroll in Manila will live in boarding houses and dormitories in the vicinity of the "university belt," where all the big universities and colleges are located.

Since the end of World War II, dormitories and boarding houses in the City of Manila have continually increased in number to meet the housing demands of students. Ordinance 4765 enacted on June 13, 1963 governs the operation of boarding houses and dormitories in Manila. For the past 12 years, this Ordinance has not been amended in spite of the pressing demands of student boarders for improved housing facilities.

Before the advent of martial law, the press published exposes on the sub-human living conditions of students in boarding houses and dormitories. As a consequence, in 1970, a crackdown on dormitories and boarding houses was ordered by then Mayor Antonio Villegas. Criminal charges were filed against 29 dormitories but with no visible outcome. The same dormitories are still in operation. Taking all these conditions into consideration, the writer deemed it necessary to undertake a more intensive study on housing in the university belt.

Past studies on housing were on the women boarders because society places a stricter moral code for women. This study includes both male and female boarders as respondents. It aims to answer three basic questions: 1) What are the present conditions in dormitories and boarding houses in the university belt? 2) What role does the landlady play in meeting the basic needs of her boarders? 3) What guidance services in the school are made available to boarders?

The study covers six universities and two colleges within the university belt and includes a survey of their guidance offices and their student boarders. The most important part of the study is the survey of 11 boarding houses and dormitories and their operators operating in the university belt from which a proposed City Ordinance will be derived.

The results of this study show that the living conditions in the boarding houses and dormitories in the university belt are

far from ideal. Accommodations and food are unsatisfactory, discipline is lax and the dormitory environment is not conducive to study. The landladies hardly have any personal contact with their boarders and do not have the initiative or disposition to offer guidance and help. On the other hand, the schools offer little or no guidance at all to students in the dormitory. Only the religious-operated dormitories can come close to the ideal in terms of discipline and accommodations.



Houses renting room and bedspace to students were found to have the poorest facilities and accommodations. Students staying in these houses were exposed to dangers affecting their moral, physical and mental health.

The living unit of the student is without question the determining factor for the academic success of the non-resident student in the city. There is an immediate need to enact and enforce a new City ordinance to improve housing conditions. This new ordinance should include not only dormitories and boarding houses but also housing units renting rooms and bedspace to students.

For schools it is recommended that they implement off-campus housing programs and/or householders program to accomplish the following objectives:

- 1) the supervision and control of housing for students through the publication of approved lists of houses; 2) the awakening of ladies or matrons to their responsibilities as guardians through meetings; and (3) the extension of the school guidance services to help students meet problems in their respective boarding houses or dormitories.

Teresita U. Quirino is currently the president of the Technological Institute of the Philippines. She holds a Ph.D. in Education from the University of Santo Tomas.

Articles solicited

Interested parties may submit articles and other news materials for publication in the **PSSC Social Science Information** to:

The Editor
PSSC Social Science Information
P.O. Box 655
Greenhills, Rizal 3113

Feature articles should be relevant, of general interest and expressed in a language simple enough to be understood by all social scientists as well as non-social scientists.

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PSSC activities

New grantees

The Philippine Social Science Council has awarded seven more grants to research proposals under the Discretionary Research Awards Program for the period January to March 1975.

The new grantees are:

1. Lorna E. Barile: A study of the Role of Jorge B. Vargas during the Japanese Occupation of the Philippines;

2. Daniel Barizo: The Making and Establishment of the First Philippine Assembly;



BARIZO



BUENAVENTURA

3. Cristina L. Buenaventura: The Theater in Manila, 1868-1898;



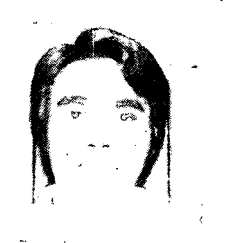
GATCHALIAN



MALICSI

4. Jose Gatchalian: The Comparative Effectiveness of Two Communication Strategies of the Family Planning KAP of Rural Workers in Laguna;

5. Jonathan Malicsi: The World View of the Sambal Aetas;



RIMON



TORRES

6. Jose Rimón II: A Proposal for An Integrative and Development-oriented Communication Programme; and

7. Cristina E. Torres: The Role of the American Catholic Hierarchy in the Implementation of the Benevolent Assimilation Policy, 1898-1910.

Research Committee invites bids for 1975 national survey

The PSSC Research Committee is inviting academic-based research centers to send in their bids for undertaking the 1975 PSSC National Survey on the general theme the status or role of women in the Philippines.

The amount available for the research project is P200,000. The survey will have to utilize the services of all the 23 PSSC-related research centers throughout the country.

So far, three groups have expressed interest in handling the next national survey, to wit: the UP Statistical Center, the Social Science Research Center and the Institute of Philippine Culture, Ateneo de Manila University.

Bids or inquiries can be addressed to the National Survey Committee c/o the PSSC Executive Secretary, 53-C, A. Rocas Ave., Q.C. or P.O. Box 655, Greenhills, Rizal 3113. Telephone No. 99-97-64.

Deadline for submission is May 15, 1975.

Asia Foundation renews grant to CSS

The Asia Foundation has renewed a grant to PSSC's Central Subscription Service (CSS) in the amount of P15,000 for calendar 1975.

The CSS is a special project of PSSC meant to assist the social science journals of member-associations attain financial independence by increasing sales.

PSSC to support Bilingual Education Seminar

The Executive Board recently approved a grant in the amount of P6,000 to the Linguistic Society of the Philippines to support the Second National Seminar on Bilingual Education on the theme "Strategies for the Assessment and Writing of Materials in Pilipino and English for the Effective Implementation of the New Bilingual Policy"

The seminar will be held on April 28 to May 8, 1975 at the Philippine Normal College.

Research grants offered

The Philippine Social Science Council

(PSSC) is offering several grant programs for researches in the social science disciplines. These grants are intended to help scholars undertake studies that will not only contribute significantly to national development but will also be instrumental in filling recognized gaps in existing social science knowledge.

PSSC specifically offers research grants under the following programs:

a) *Research Integration Program* which aims to support scholars interested in compiling annotated bibliographies of empirical studies made in major development problem-areas and writing up a major integrative essay built upon such bibliographies;

b) *Discretionary Research Awards* which are primarily meant to enable scholars to complete ongoing research projects by providing them immediate supplementary funds not exceeding P2,500 upon their request.

c) *Modern Philippine History Grant* awards major researches which have a multidisciplinary focus on Modern Philippine history covering the period from the mid-19th century when the Philippines was opened to rapid social change up to the present.

For further information on any of the grants offered, interested parties may write to:

*Philippine Social Science Council
53-C Rocas Avenue, Q.C.
or P.O. Box 655, Greenhills
San Juan, Rizal
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News briefs

Seminar on research management held

The Management Education Council of UP sponsored a seminar on research management held last March 8 at the UP Law Center.

The seminar focused on such topics as how to ensure the completion of research projects, causes of failure to submit final results on time, an evaluation of researches in terms of how findings were utilized and disseminated and in terms of their significant contributions to society and government.

The guest speaker, UP President Onofre D. Corpuz, discussed the research policy of the University. He maintained that there are only two goals to which any social science researcher should work for and these are: 1) the pursuit of research must be looked upon as a quest for new wisdom and 2) research should be done with a prudent regard for the environment, i.e. research must be made up to the needs and values of the national community.

Among the speakers were: Dr. Mahar Mangahas, director of the UP Institute of Economic Development and Research who talked on "Research at the UP School of Economics," Dr. Joventino Soriano, director, UP Office of Research Coordination, "Problems of Research Coordination," Dr. Pedro Sandoval, executive director, Center for Policy and Development Studies, UP at Los Baños, "Research Management and Some Problem Areas," and Dr. Ledivina Cariño, director of research, UP College of Public Administration, "Research Management at the College of Public Administration."

Dr. Agustin Kintanar, Jr., executive director of the National Development Research Center and Dr. Raul de Guzman, chairman of the Management Education Council and dean of the UP College of Public Administration served as moderators in the morning and afternoon sessions respectively.

2nd national seminar on bilingual education set

Guidelines and criteria for the assessment and writing of materials for the effective implementation of the new bilingual policy will be the chief objective of

the second national seminar on bilingual education.

Sponsored by the Ateneo University - Philippine Normal College Consortium, the seminar is scheduled for two weeks, from April 28 to May 9, 1975.

Working on the theme "Strategies for the Assessment and Writing in Pilipino and English for the Effective Implementation of the New Bilingual Policy," the seminar aims to: 1. formulate guidelines for the development and preparation of pilot materials in both Pilipino and English; 2. provide criteria for the assessment of the available materials in English and Pilipino; and 3. to prepare syllabi and teacher's guides appropriate for the bilingual education program designed for one's particular school.

Among the invited speakers are: Bonifacio Sibayan, Andrew Gonzalez, Susan Nerney, Nelia Casambre, Jean Shand, Ediberto Dagot and Ponciano Pineda. Seminar directors are Emy Pascasio for Ateneo University and Fe Otañes for Philippine Normal College.

Third World confer on community development

Ways and means by which efforts of African and Asian nations toward rural reconstruction and development can be integrated were the main topics of discussion in the recently-concluded 5th Afro-Asian Rural Reconstruction Organization (AARRO) conference held at the Philippine Village Hotel in late February.

The first of its kind to be held in the country, the conference was presided by Secretary Jose Roño of Local Governments and Community Development who said that the Philippines was chosen as conference site because of its successful community development program.

The conference discussed, among others, rural reconstruction through the organization of cooperatives, promotion of small-and medium-scale industries, and implementation of more rural development projects. It was attended by ministers on economics and agriculture and other dignitaries from 18 Asian and African nations.

OCE seminar steps up skills and knowledge in social research

The Office of Continuing Education of the Institute of Social Work and Com-

munity Development, University of the Philippines convened faculty members, field instructors and other interested parties to its Seminar in Social Research on March 24-26.

The five major areas tackled were: Action Research, Research Instrument Development, Participant-Observation and the Biographical Methods, The Survey as a Research Methodology and Evaluation Research.

The ISWCD Office of Continuing Education was set up three years ago to develop and implement short-term training courses as well as non-degree educational programs to meet the need of social work and community development practitioners for continuing education. It has sponsored seminars, workshops and other informal training programs to meet the demand for additional competencies on the part of these practitioners.

PAEF underwrites seminar on innovations

The 10th American Studies Seminar under the auspices of the Philippine American Educational Foundation will have for its theme "Innovations in Educational Practice and Technology." It will be held at the Nalinac Beach Hotel in Bauang, La Union on April 6 to 11. Dr. Robert D. Strom, chairman of the Department of Education of Arizona State University, was invited as the keynote lecturer. His lecture will be on "Education for a Technological Leisure Society" and "Lifespan Competency for a Technological Leisure Society."

Other papers prepared for the sessions are: Scientific Dimensions of Technological Innovations in Education: The Philippine Case by Librador Ibe, commissioner, Philippine Atomic Energy Commission; Aspects of Adaptation in Technological Education, Waldo Perfecto, director general, Educational Development Projects Implementing Task Force (EDPITAF) and Problems of Accreditation in Technological Education; Abraham I. Felipe, president, Fund for Assistance to Private Education (FAPE).

Dansalan Research Center offers courses in Muslim culture

The Dansalan Research Center under the auspices of Dansalan College at Marawi City, Lanao del Sur is offering this summer

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two courses for teachers in Mindanao and Sulu.

The courses which start on March 31 and last up to April 25 are on the "Religious Heritage of Filipino Muslims" and "Filipino Muslim Society, Culture and Law." Occasional field trips in the Lake Lanao area and an evening lecture series focusing on affairs in the Muslim region of the Philippines will be undertaken to supplement the courses.

Dumagat dictionary off the press soon

A dictionary of a Philippine Negrito language will come off the press soon. Compiled by Thomas and Janet Headland of the Philippine Branch of the Summer Institute of Linguistics (SIL), the dictionary is the first of its kind to be printed.

Entitled *A Dumagat (Casiguran) - English Dictionary*, it consists of linguistic and semantic descriptions of Dumagat, a Negrito language spoken on the eastern coast of Luzon. Definitions for about 4,700 Dumagat items are provided as well as brief ethnographic notes which will definitely be of benefit to anthropologists and other scholars interested in Negrito languages and culture.

The dictionary will be available in April at the SIL publications office at No. 12, Big Horseshoe Drive, Horseshoe Village, Quezon City for about P25. per copy.

Symposia ongoing on NSDB-UP integrated research program

The Socio-Technical Research Symposia, a weekly seminar series sponsored by the Office of Research Coordination (ORC), University of the Philippines from March 7 to July 17, is being held to discuss the projects under the NSDB-UP Integrated Research Program.

Dr. Joventino D. Soriano, ORC director and deputy program coordinator, stated that the symposia are for purposes of project evaluation and extension. Speakers at the symposia are professors and researchers of the University whose works are being financed by the National Science Development Board.

IDRC, UPCA convene meeting on behavior and development

The UP College of Public Administration (UP CPA) hosted the recently con-

cluded project development meeting on bureaucratic behavior and development held in Manila and Baguio City.

Funded by the International Development Research Centre (IDRC), the meeting was convened to give participants from eight Asian countries an opportunity to discuss the feasibility of, and the benefits that could be derived from, a prospective comparative regional research on the effects of graft and corruption on the participating countries' efforts toward development.

Feasibility report favors Philippine Studies Program

There is a move among the Filipino community and foreign scholars on the Philippines within the University of Hawaii System to establish a Philippine Studies Program that would eventually promote greater understanding of Filipino culture and society.

In March 1974, the Hawaii State Legislative passed Senate Concurrent Resolution No. 14 requesting the University of Hawaii to conduct a program analysis to determine the feasibility of establishing a Philippine Studies Program within the University System. In line with this resolution, individuals from the faculty, student body and community formed a 40-member Task Force for Philippine Studies who later approved the formation of a smaller Steering Committee in July 1974 to conduct a feasibility study.

After conducting surveys and inquiries to determine support and resources for such a program, the Steering Committee, in February 1975, came out with its final feasibility report which proposes that a Philippine Studies Program in the University of Hawaii would be one of the areas of selective excellence in the University for several reasons among which are the following:

First, the resources needed for such a program already exist, i.e. more than 60 faculty members have been identified as involved in teaching and research relative to various aspects of Philippine Studies; there are a number of UH Philippine specialists who are nationally and internationally well-known; there are 10 Filipinos who have Ph.D's and whose specializations could make a real beginning in Philippine Studies.

Second, the UH faculty may be said to be exceptionally qualified to handle such a program since there are about 20 courses

dealing directly with the Philippines in various academic disciplines, 59 courses have been identified as having some Philippine content and 22 more courses could have some relation to the Philippines and the Filipinos.

Third, the UH has a good library upon which an excellent collection can be built and it has at least one librarian scholar whose specialty is Philippine materials.

Fourth, the proposed Philippine Studies Program could serve as a medium for the development of understanding and appreciation of the unique multi-ethnic composition of Hawaii.

The Steering Committee, in its final report, states that the immediate reward for the establishment of a Philippine Studies Program in the UH system is in bringing together all resources now available in the University and community into a concerted program that will enable not only the University but also the community to learn about the Philippines and Filipinos more thoroughly and thoughtfully than in the past.

DLSC conducts series on international relations

The Lecture Series on International Relations at the De La Salle College started last January and ended up last March.

This is in line with the off-the-book, straight-to-the-authorities approach being developed by the Political Science department to enliven interest among the students on developments in the international scene.

The roster of guest lecturers include: For January — on Malaysia, Consul Hamid Yasin, Information Attache, Malaysian Embassy; on Pakistan, Consul B. Malik, Second Secretary, Pakistani Embassy, and on Egypt, Minister Naguib Fakhry, Egyptian Embassy; for the month of February on France, Henri Lacheze, Cultural Attache, French Embassy, on China, Marita Manuel, Editor of the Evening Express who was a member of the Press Corps during Mrs. Marcos' trip to the People's Republic of China; on the United States, Stevan Horning, Assistant Cultural Officer and Dr. Robert Pringle, Political Officer, American Embassy; and on Israel, Mr. Yoram Benzey, Assistant to the Ambassador of the Israeli Embassy. For March, the Lecture Series had Canadian Ambassador Clark for its guest lecturer.

Discuss priority programs for the social sciences

Major substantive areas, in particular those relating to social and economic problems which have been the object of special programmes launched by social science councils around the world, will be the main point of discussions in the forthcoming Third Meeting of representatives of National Social Science Councils and analogous bodies of the International Social Science Council (ISSC).

The meeting will be held at UNESCO in Paris from October 6 to 9, 1975. It is hoped that the exchange of information and viewpoints concerning these areas will lay the groundwork for collaboration between councils in the planning and execution of programmes.

The participants are also expected to consider the establishment of an association of councils and analogous bodies, i.e. science councils and science academies, as an autonomous body of the ISSC to be named the Conference of National Social Science Councils and Analogous Bodies.

Lectures highlight Amsterdam festival of social sciences

The Free University and the Netherland University's Joint Social Science Research Center (SISWO) have organized the Amsterdam Festival of Social Sciences to celebrate the 700th anniversary of the founding of the Dutch capital.

Planned on the initiative of Alvin W. Gouldner, the festival will be held from April 7 to 18, 1975.

There will be an intense and concentrated series of lectures by leading social scientists from throughout the world, focusing on developments in certain basic paradigms in the social sciences like communication theory, linguistics and semiotics, neo-Marxism, critical theory, ethno-methodology and phenomenological sociology.

IPC staff development program

The Institute of Philippine Culture starts its 1975 staff development program in April with a three-month course in secondary analysis of data which will be a cooperative venture among the IPC, the Commission on Population, and the Population Center Foundation. Twenty participants from the three institutions will meet weekly and utilize the data bank items of the cooperating agencies as their practice materials.

Seminars, workshops, conferences

The University of Santo Tomas Faculty of Arts and Letters sponsored on February 12 the *Eighth Thomas More Lecture* on the occasion of the feast day of its patron saint. Invited as guest speaker was former Senator Jovito Salonga who delivered a lecture on multinational corporations.

A *Seminar on Development Education* highlighted the observation of the 29th anniversary of West Negros College held on Feb. 14 and 15, 1975. Invited to talk were Dr. Faustino Quiocho, program director of the Fund for Assistance to Private Education (FAPE) and Edgar Borbon.

De La Salle College conducted a lecture series on *Problems of Development* held at the college campus on January 22, 23, 27 and February 4. Coordinator for the lecture series was senior instructor Jose Merin.

The UP Local Government Center, the Bureau of Local Government and the International Metropolitan Association Manila Group sponsored a *Conference on Metropolitan Governance and Development* last February 17 and 18 to clarify various issues involved and to study the alternative schemes in reorganizing the political structure of Metropolitan Manila. The main topics discussed were: "Restructuring Government in Metro Manila," "Local Governments and Metro Planning" and "Inter-Governmental Fiscal Relations."

The Samahan ng Mag-aaral ng PCAS and the Association for Philippines-China Understanding of UP jointly sponsored a lecture series on *An Introduction to the People's Republic of China*. The lectures covered the following topics: The May Fourth Movement and the Origins of Chinese Marxism, Chinese Political Economy, Chinese Art and Archaeology, the Great Proletarian Cultural Revolution Phase I and Phase II, Contemporary Chinese Art, and Educational Reform in China. Films on China were shown as part of the lecture series.

A *Symposium on the Dam and the Damning of the Kalingas* was conducted by the UP Consultative Committee on Student Affairs, the UP Anthropological Society and the Samahan ng Mag-aaral ng PCAS last February 5, 1975. The speakers, Esteban Magannon, a Kalinga and instructor at the Philippine Center for Advanced Studies, Randolph David, a UP Sociology professor, Mariflor Parpan, a Ph. D. candidate in anthropology and Rufino Tima, a Kalinga anthropologist discussed

the effect of the proposed Chico river basin hydroelectric project on Kalinga society and culture. The symposium was held at the UP Arts and Sciences theater.

A symposium entitled *American Contributions to the Third World: The Case of the Philippines* was held at the annual convention of the Association of Asian Studies on March 24 to 26, 1975 in San Francisco, California. Milton W. Meyer of Los Angeles State University served as chairman with Daniel B. Schirmer, Charles O. Houston, Mario D. Zamora, Michael P. Onorato and Gerald E. Wheeler as participants.

A seminar on volunteer service in urban areas was held recently at the YMCA Institute in Hongkong. Entitled *A Humanizing Force in Development*, the 25-day seminar was attended by over 30 delegates from 16 countries. The Philippines was represented by Lilia Santos-Villa of De La Salle College, Teresita Palacios of the University of the Philippines and Evangeline Manjares and Aurora Baquirin of the Philippine National Red Cross.

The Association of Southeast Asian Institutions of Higher Learning sponsored a *Seminar on Scholarly Publishing in Southeast Asia* held in Kuala Lumpur last January 16 to 18, 1975.

The *Center for Southeast Asian Studies* of Northern Illinois University recently sponsored a lecture where Prof. David Sturtevant of Muskingum College discussed "Social Banditry in the Philippines." Another speaker at the same institution was Prof. Henry Lewis, University of Edmonton, who spoke on "Patterns of Internal Migration in the Philippines." He studied this topic among Ilokano and is the author of "Ilocano Rice Farmers: A comparative Study of Two Philippine Villages."

Social scientists on the move

Alberto L. Racho, instructor of linguistics at the Philippine Normal College arrived recently from Leiden, Holland after undergoing graduate training on Malayo-Polynesian linguistics. He stayed in Holland for ten months.

Aurelio B. Calderon, political science department head of De La Salle College (DLSC) has been designated liaison officer of their institution with the Southeast Asian Social Science Association. DLSC joins other Asian institutions of learning in

promoting the advancement of social science and regional cooperation in South-east Asia.

Elmer Wolfenden will formally assume the chairmanship of the linguistics department of the Summer Institute of Linguistics Philippine Branch in mid-July 1975. He will succeed *Richard Gieser*.

The San Francisco-based Philippine Studies Council has announced the election of *Donn V. Hart*, director of the Center for Southeast Asian Studies at Northern Illinois University, as its new Executive Secretary for a three-year term commencing on May 1, 1975. He has taught at the University of the Philippines and Silliman University as a Fulbright Exchange Professor and has been a consultant for the State Department on educational exchange between the United States and the Philippines. He succeeds *Michael Paul Onorato* who held the post since May 1972.

Teresita U. Quirino has assumed the presidency of the Technological Institute of the Philippines after her election to the post. Prior to her present position, she was vice president for academic affairs of the same institution. She is a holder of a doctorate degree in education from the University of Santo Tomas.

At the same time, the TIP president also announced the appointment of *Rafael Piguing*, formerly dean of commerce of Adamson University, as dean of TIP's College of Commerce. He holds a Ph.D. in Economics from the Michigan State University.

Armand Fabella, chairman of the government's reorganization commission and PSSC executive board chairman, was conferred the honorary degree of doctor of economics by the Philippine Women's University during its 52nd commencement exercises held in mid-March. He was also the commencement speaker.

Mercedes B. Concepcion, dean, UP Population Institute, was recently reelected chairman of the UN Population Commission. She has headed the 27-nation commission since 1973 and holds the distinction of being the first woman representative to preside over the sessions of the commission.

Margaret Hardiman, a lecturer at the London School of Economics and Political Science visited the University of the Philippines on March 10 to 13.

She gave a lecture on "Education and Training for Social Development" under the sponsorship of the College of Education and the Department of Sociology.

Announcements

EWCI invites IEC officials to family planning programs

The East-West Communication Institute announces Modular Professional Development in Population and Family Planning Information, Education and Communication to be held at Honolulu and in Asia October 20-December 13, 1975. Space is available for up to thirty mid-career IEC officials in Asian, Pacific, and American family planning programs.

Deadline for application is July 1, 1975.

Address communication to:

*East-West Communication Institute
Honolulu, Hawaii*

Culture study grants offered

The Council for Living Traditions (CLT) has made available small grants for specialists and scholars who wish to undertake research or development projects in various areas in the field of cultural traditions.

The specific areas of study include ethnic arts and crafts, written and oral traditions and museology.

Deadlines for the submission of project proposals this year are on March 15, May 15 and September 15. Processing of proposals will be made immediately after each deadline date and applicants will be notified of the results.

For further information, interested applicants may call up CLT Coordinator Lincoln Rex Drilon at telephone nos. 585302, 585319 or 506767.

CLT is a non-stock, non-profit organization for the promotion of humanities and the social sciences in the Philippines.

Summer Linguistics Institute offers courses for Ph. D.

The Linguistic Society of the Philippines (LSP) and the Department of Education and Culture with the cooperation of the Ateneo de Manila-Philippine Normal College Consortium will sponsor the first Summer Linguistic Institute to be held at the PNC Health Center auditorium on April 14 to May 10, 1975.

The Institute aims to provide Filipino language educators with the most recent scholarship in the fields of 1) sociology of bilingual education, 2) language and nationalism, 3) language policy and planning, and 4) psycho-linguistics.

The instructional staff will be composed of leading Filipino educators in linguistics as well as several distinguished international scholars of bilingualism. The visiting faculty will be brought to the Philippines through the assistance of Ford Foundation.

Interested scholars are advised to address all inquiries relative to the Institute to:

*Linguistic Society of the Philippines
c/o Philippine Normal College
Taft Avenue, Manila*

Courses offered in the Institute may be used by qualified participants for or towards a degree either in the PNC or the PNC-Ateneo Consortium for a Ph.D. in Linguistics.

Scholarship in linguistics available at Ateneo U

The Ateneo de Manila University Dept. of Language and Linguistics has announced the availability of scholarships leading to a Ph. D. in Linguistics, an M.A. in Language Teaching and a Certificate in Language Teaching beginning schoolyear 1975-1976.

The scholarships cover tuition for 60 academic units for the Ph. D., 42 academic units for M. A. and 18 academic units for the Certificate. They also cover library fees and thesis writing allowance.

The following are the requirements for admittance under the scholarship program:

1. Present the M.A. transcript of records (for the Ph. D.) or a copy of the undergraduate transcript (for the M.A. and the Certificate Programs);

2. Submit a letter of recommendation from the principal or dean of the school where the applicant is presently teaching on or before April 15, 1975; and

3. Pass the Ateneo Scholarship examination to be given on the following dates: March 1 (9 a.m.) or April 2 (2 p.m.) at the Central Guidance, Bellarmine Hall, Loyola Heights, Quezon City or on May 3 either at Xavier University, Cagayan de Oro City or Ateneo de Davao. Details on testing time and procedures may be obtained by writing directly to the testing centers.

Ph. D. applicants must have an M.A. degree with a minimum of at least five graduate courses in basic linguistics; applicants for M.A. degree 18 undergraduate

Information section

Grantees

Reported list of grantees as of March 1975. Entry format: Grantee. Nature of grant. Place. Date. Grantor.

Dolores Arboleda. Courses work and travel. Spanish Culture and Civilization. April-September 1975. Spanish Government.

Maria Lourdes Bautista. Postgraduate research in Sociolinguistics. Georgetown University and Pennsylvania State University. Ford Foundation.

Delia Barcelona. Modular Professional Development Program in Population Information, Education and Communication. East-West Communication Institute, Honolulu, Hawaii. February 10 - April 1975.

Aurelio Calderon. To lecture for one month on Philippine History and Philippine International Relations as an Exchange Professor. Waseda University, Tokyo. April - May 1975. Philippine - Japan Friendship Society.

Department of Education and Culture. Printing of Literacy Materials for Philippine Minority Groups. Asia Foundation.

Andrew Gonzales, FSC. Asian - Wide La Salle Brothers Workshop on Educational Planning Strategies for Asia. Saigon. July 14-18, 1975 CEBEMO (Dutch Foundation).

- do - Conference, International Federation of Catholic Universities. New Delhi. August 14-17, 1975.

- do - Conference, International Association of Universities. Moscow. August 25-30, 1975. Institutional and local funding.

- do - Visit to various Linguistics Centres in Britain. September-October, 1975. British Council.

Institute of Philippine Culture Staff. Ateneo de Manila University. Partial study costs for staff members pursuing graduate degrees overseas. Asia Foundation.

Victor Ordoñez. Organize month-long educational planning workshop for some Korean Universities. March- November 1975. Luce Foundation.

Research projects

Exaltacion C. Ramos. Urban Research workshop. Singapore. IDRC.

Reported current researches and projects contemplated, ongoing and completed for the period - January to March 1975.

Entry format: Title of research/project. Project director. Home institution. Status of project. Source of funding.

Status of research project:
Contemplated - formal proposal drawn
Ongoing - from preparatory activities after proposal is approved to the stage before completion of final write-up.
Completed - final write-up accomplished.

A Comparative Study of Filipino Family and Community Life in Its Rural and Urban Orientation. Paz P. Mendez. Completed. NSDB.

A Study of Involvement Needs of Youth in Socio-Economic Cultural and Political Development. Aurora B. Alcid. NCCSDFCY. Completed. NSDB.

Barangay Research Project. Reynaldo Kintanar, project leader. UPLGC. Ongoing. DLGCD.

Communication Structure in the Adoption of Agricultural Innovations in Selected Philippine Barrios. Virginia P.R. Samonte. Completed. NSDB.

Economic Study on the Commercial Production of Cotton in the Philippines. Glicerio Garcia. Bureau of Plant Industry. Completed. NSDB.

Educational and Social Characteristics of Manila Migrants. Susan Lopez-Nerney. IPC. Ongoing. UNESCO-Bangkok.

Factors Associated with Productivity in Philippine Communities. Aurora Miñosa. Completed. NSDB.

Feasibility Study for Commercial Development of the Tiwi Geothermal Field for Power and Industrial Purposes. Arturo Alcaraz. Commission on Volcanology (COMVOL). Ongoing. NSDB.

Filipino Political Participation in Hawaii. Belinda A. Aquino and Amefil A. Cahill. UH. Contemplated. Personal funds.

Individuality of Filipino Children. Leonora de Guzman, ICCY. Completed. NSDB.

Individuality of the Filipino Children (Immanent Justice Among Filipino Children and the Development of Time Concept in Filipino Children) Leonora de Guzman. Completed. NSDB.

Local Autonomy and the New Society. Belinda A. Aquino. UH. Ongoing. Personal funds.

Management Information System in a Municipal Government. Elena M. Pangniban, project leader. UP LGC. Ongoing. DLGCD.

National Economic Atlas of the Philippines. Cayetano Palma. Bureau of Coast and Geodetic Surveys. NSDB.

Patterns of Ethno-Ecological Adaptations in the Philippines: An Anthropological Approach to Problems of Increasing Productivity and National Development. Felipe Landa Jocano. Completed. NSDB.

Perception of the Younger Generation of Filipino Scientists of their Roles in Modernization and Development. Mary Hollnsteiner. Completed. NSDB.

Philippine Foreign Policy. Alejandro M. Fernandez. Completed. NSDB.

Political Factors in Philippine National Development. Loreta Makasiar-Sicat. Completed. NSDB.

Profile of Filipino Children. Aurora B. Alcid. NCCSDFCY. Completed. NSDB.

Reciprocal Economic Role Expectations of Low-Income Parents and Children. Jude B. Paat. IPC. Ongoing.

Regional Aspects of Growth and Development or General Regional Economic Studies on the island of Luzon. Jesus P. Estanislao. Completed. NSDB.

Samahang Nasyon Project. Perla Legaspi, project leader. UP LGC. Ongoing. DLGCD.

Social Values of Catholic College Students. Bi Chin Uy. UNO-R. Ongoing. ACUP

Socio-Economic Survey of Quezon City. Jesus P. Perlas Jr. Completed. NSDB.

Socio-Psychological Correlates of Scientific and Non-Scientific Careers. Juanita S. Burris. Completed. NSDB.

Socio-economic Changes After Eleven Years of Agrarian Reform: A Resurvey of Plaridel (Bulacan) Farmers - Phase I. Josephine C. Angsico. IPC. Ongoing.

Study of Cognitive Socialization in Early Childhood in Changing Urban Community. Juanita S. Burris. Completed. NSDB.

Tariff Reforms (Including Studies and Researches on the Restructuring of the Philippine Tariff System). Oscar Bati. Completed. NSDB.

Textbook Production Project. Fe T. Otañes, project director, PNC. Ongoing. EDPITAF.

The Archaeological Foundation of Pre-Spanish Manila and Suburbs. Maria Teresa Roxas. Research Foundation in Anthropology and Archaeology, Inc. Completed. NSDB.

The Relation Between Social Change and Regional Development. Telesforo W. Luna, Jr. Completed. NSDB.

The Social Dynamics of Communal Irrigation Systems. Normando de Leon. Ongoing IPC.

Towards New Towns in the Philippines: Large-Scale Community Planning and Development in the Manila Region. Romeo B. Ocampo. Completed. NSDB.

Recent publications

Reported publications for the period January to March 1975.

Entry format: Title. Author/Editor. Type. Where published (if it is an article). Vol. no. Date. Page no. Home institution. Price. Where available. Publisher.

A Dumagat (Casiguran) - English Dictionary. Thomas and Janet Headland. 1975. SIL. P25 per copy. SIL publications office. Australian National University.

Agrarian Modernization and Modernization in the Philippines. Belinda A. Aquino, Dov Weintraub and Miriam Shapiro. Monograph. 1973. UH. Israel: Jerusalem Academy Press.

An Annotated Bibliography of Philippine Bibliographies: 1964-1974. Donn V. Hart. Occasional Paper No. 4. 1975. 163 pp. Center for Southeast Asian Studies, DeKalb, Illinois.

Communication and Decision-Making Behavior of Information, Education and Communication in Family Planning Administrators in the Philippines and Malaysia. Florangel Rosario and Huber Ellingsworth. EWCI Case Study Series Nos. 1 - 4. 1975. UH.

Intensive Ilocano Course. Howard McKaughan and Jannette Forster, eds. Mimeograph. SIL. P6.40 per copy. SIL publications office. Santa Ana, California: SIL.

Intensive Tagalog Conversation Course. Elmer Wolfenden, Jr. and Rufino Alejandro, eds. Book. 175 pp. SIL. P6.50 per copy. SIL publications office. Manila: SIL and INL.

Major Grammatical Patterns of Western Bukidnon Manobo. Richard E. Elkins. 76 pp. SIL. P11 per copy. SIL publications office. University of Oklahoma: SIL.

Notes on Mansaka Grammar. Gordon Svelmoe and Thelma Svelmoe. Monograph. Language Data, Asian-Pacific Series 6. 1974. 138 pp. Huntington Beach, California. P10.40 per copy. SIL publications office.

Philippine Discourse and Paragraph Studies in Memory of Betty McLachlin. Robert E. Longacre, ed. Book. Pacific Linguistics Series C, 22, 366 pp. SIL. P21.50 per copy. SIL publications office. Canberra: Australian National University.

Philippine Minor Languages: Word Lists and Phonologies. Lawrence A. Reid, ed. Book. Oceanic Linguistics Special No. 8. 241 pp. SIL. P21.50 per copy. Honolulu: University Press of Hawaii.

Philippine Studies on the Psychology of Language: Series of 1971 - 1974. Virgilio G. Enriquez, ed. Book. 1974. 227 pp. UPDP. P12.50 per copy. UP Book Center.

Prehistoric Relations of the Philippines with Asiatic and Southeast Asiatic Countries. Wilhelm G. Solheim II. In press. 1975. UH.

Sikolingwistang Pilipino. Virgilio G. Enriquez, ed. Book. 1974. 209 pp. UPDP. P13.50 per copy. UP Book Center.

Tao at Lipunan. Virgilio G. Enriquez, Pemari Banzuela and Ma. Carmen Galang, eds. Book. 1974. 310 pp. UPDP. P22 per copy. UP Book Center.

"A Preliminary Proto-Manobo Word List." Richard E. Elkins. Article. *Philippine Journal of Linguistics*. 1973-1974. LSP. P15 per copy. CSS. LSP.

"Agrarian Conditions Since the Huk Rebellion: A Barrio in Central Luzon." Ben Kerkvliet. Article. *Political Change in the Philippines: Studies of Local Politics Prior to Martial Law*. UH. 1974. Honolulu: University Press of Hawaii.

"All Show, No Go: Land Reform in the Philippines." Ben Kerkvliet. Article. *The Nation*. May 11, 1974. UH.

"Alternative Communication Strategies in Rural Family Planning: Testing the Adaptive Approach." Juan M. Flavie, Pat B. Mariano and Rosendo R. Capul. Article. *Philippine Sociological Review*. Vol. 21 No. 2. IIRR. P9 per copy, US \$2.50. CSS. PSS.

"Ambiguities in Maranao Social Rank Differentiation." David Baradas. Article. *Philippine Sociological Review*. Vol. 21 Nos. 3 and 4. P15, US \$3.60 per copy. CSS. PSS/NSDB.

"An Outline of Siocon Subanon Sentence Structure." William C. Hall. Article. *Philippine Journal of Linguistics*. 1973 - 1974. LSP. P15. per copy. CSS. LSP.

"Birth and Death Rates from a Dual-Records System in the Philippines." Francis C. Madigan. Article. *Philippine Sociological Review*. Vol. 21 No. 2. XU. P9, US \$2.50 per copy. CSS. PSS.

"Broadcasting in the Philippines." Florangel Rosario, John Lent and Josefina Patron. One chapter. *Broadcasting in Asia*. 1974. Temple University Press. UH.

"City, Province or Relocation Site? Options for Manila's Squatters." Mary R. Hollnsteiner. Article. *Philippine Sociological Review*. Vol. 21 Nos. 3 and 4. IPC. P15, US \$3.60. CSS. PSS/NSDB.

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Partial inventory of social scientists

Editor's note: This is the continuation of the initial inventory of social scientists based on the accomplished directory forms sent back to the PSSC and from data made available to us by educational institutions and research centers. This listing is by no means exhaustive and we are reiterating our call to all social scientists and social science centers that have not yet been sent forms to kindly contact the:

Executive Secretary
Philippine Social Science Council
53-C, A. Roces Ave., Q.C.

Please indicate the number of forms you need.

Entry format: Name, highest degree obtained, institution where degree was obtained, present position, institutional affiliation.

ANTHROPOLOGY

BRANDEWIE, Ernest SVD, Ph D Anthro,
U of Chicago

COMMUNICATION

JUNTADO, G. Loreto, Ph D English Lang,
U of Michigan

HARTING, Wolf Leo, Ph D Com, Free
University of West Berlin

ECONOMICS

MACAPAGAL, Diosdado, Ph D Econ UST
McPHELIN, Michael, SJ, Ph D Econ Har-
vard

MIRANDA, Gregorio, Ph D Econ UST

MONTEMAYOR, Jesus, SJ, Ph D Delhi
Institute of Econ

NICHOLSON, William, SJ, Ph D Econ St.
Louis U

TRINIDAD, Levy A., Ph D Econ Purdue U
ZABLAN, Florendo, Ph D Ag Econ Cornell
U

HISTORY

MERINO, William, Ph D Hist Catholic U of
America

PATERNO, Roberto, Ph D Hist Harvard U
QUINTOS, Rolando, Ph D Hist U of Pen-
nsylvania

SCOTT, William, Ph D Hist UST

POLITICAL SCIENCE

ALDANA, Manuel S., Ph D Pol Sci U of

Minnesota
REYES, Jose S., Ph D Pol Sci Columbia U
SIMBULAN, Dante, Ph D Pol Sci Austra-
lian National U

PSYCHOLOGY

KAMATOY, Amparo, Ph D Ed Psycho
UST

SAMSON LUIS, Roberto R., Ph. D. Psycho
UST

PUBLIC ADMINISTRATION

HERMANO, Ramon Ph D Intl Affairs East-
West Center

LIM, Avelino, Ph D Pub Ad Syracuse U

SOCIAL WORK

ALMANZOR, Angelina C., Ph D Social
Welfare

SOCIOLOGY

CATAPUSAN, Benecio Ph D Socio U of
Southern California

CORRALES, Ramon, Ph D cand Socio U
of Minnesota

DOHERTY, John, SJ, Ph D Socio Ford-
ham, U

ESHLEMAN, J. Ross, Ph D Socio Ohio
State U

Legend:

ACUP	—	Association of Catholic Universities of the Philippines
Adem	—	Ateneo de Manila University
Assoc Prof	—	Associate Professor
Asst Prof	—	Assistant Professor
CDRC	—	Community Development Research Council
CISC	—	Coordinated Investigation of Sulu Culture
CSS	—	Central Subscription Service
DLGCD	—	Department of Local Governments and Commu- nity Development
DLSC	—	De La Salle College
DRC	—	Dansalan Research Center
ECO	—	Economics
EDPITAF	—	Educational Development Projects Implementing Task Force
EWCI	—	East West Communication Institute
FPEO	—	Family Planning Evaluation Office
ICCY	—	Inter Department Committee of Children and Youth
IIRR	—	International Institute of Rural Reconstruction
ILT	—	Institute for Language Teaching
INL	—	Institute of National Language
IPC	—	Institute of Philippine Culture
LADP	—	Local Administration and Development Program
LSP	—	Linguistic Society of the Philippines
MA	—	Master of Arts
MEDA	—	Mindanao Executive Development Authority
NCCSDFCY	—	National Coordinating Center for the Study and Development of Filipino Children and Youth
NIU	—	Northern Illinois University
NSDB	—	National Science Development Board
PhD	—	Doctor of Philosophy
PNC	—	Philippine Normal College
PPSA	—	Philippine Political Science Association
SIL	—	Summer Institute of Linguistics
U	—	University
UCC	—	United Church of Christ
UH	—	University of Hawaii
UNO-R	—	University of Negros Occidental-Recoletos
UP	—	University of the Philippines
UPCPA	—	UP College of Public Administration
UPDA	—	UP Department of Anthropology
UPDP	—	UP Department of Psychology
UP ISWCD	—	UP Institute of Social Work and Community Development
UPDS	—	UP Department of Sociology
UPLGC	—	UP Local Government Center
UPPI	—	UP Population Institute
UST	—	University of Santo Tomas
XU	—	Xavier University

ANNOUNCEMENTS

(Continued from p. 18)

units in education; and applicants for the Certificate Program must have a B.S.E., B.S., A.B. or B.S. degree.

Research fellowship programme at ISEAS

The Institute of Southeast Asian Studies has a regular Research Fellowship Programme. This Programme is particularly suitable for candidates at the tail-end of their respective research projects and who are looking for appropriate facilities and the necessary freedom from other responsibilities to complete the *writing-up* of their final reports or monographs/books.

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Fulbright, East-West grants competition open

The Philippine-American Educational Foundation (PAEF) has announced the opening of competitions for the Mutual Educational and Cultural Exchange Program (Fulbright-Hays) 1976-1977 scholarships grants and the East-West Center 1976-1977 graduate study grants.

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For application forms and further information, interested scholars may contact:

*The Executive Director
Philippine-American Educational Foundation
Teodorica Apartments
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Graduate course in demography offered at Georgetown U

The Department of Sociology and the Center for Population Research of Georgetown University is currently offering courses leading to a master's degree in demography to provide intensive graduate training in the discipline and other closely related disciplines.

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3. At least one course in statistics;
4. For foreign students only: English proficiency examination, e.g. TOEFL or ALIGU; and
5. Satisfaction of the requirements of Georgetown University's Graduate School.

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