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## The Philippine Social Science Council

Loretta Makasiar Sicat  
Chairman  
PSSC Executive Board

(Discussion paper prepared for the Symposium on Research Trends, Needs and Resources sponsored by the Child and Youth Research Center, 18 June 1976, Quezon City)

### I. Organizational Structure, Objectives and Functions

Time was when the social sciences used to be rather isolated from each other. It was not until January 1971, when the Philippine Social Science Council (hereafter designated simply as PSSC), was formally established, that the practitioners of the different social science disciplines began to closely interact with one another.

A private, non-sectarian, nonstock, nonprofit organization, the PSSC is designated to promote better quality of research and professional development in the social sciences. It intends to consolidate the resources of local social scientists and hopes to provide the

leadership likely to enhance their impact on the development of the nation, and to formulate appropriate policies and undertake relevant projects to achieve this end.

At present, the PSSC is a federation of social science associations and its functions through an executive board composed of representatives of 13 disciplines. Through foundation support, the PSSC maintains a secretariat, and a central subscription service and puts out a regular newsletter. Through its research and other committees, it evaluates and funds various research proposals, conducts research training, funds travel for academic purposes, and sponsors local seminars and lecture-symposia, especially those with an inter-disciplinary orientation.

A reading of Article II of its By-Laws will give us a more concrete idea of the purposes of the organization. Thus, PSSC shall undertake measures:

- a) To seek, and take the necessary actions to cultivate among the different social-science associations and disciplines, areas of common interest that concern national problems and go beyond the specific interest of any particular association, discipline, or profession;
- b) To strengthen the voice of the social-science disciplines, associations, and professionals by promoting and assisting their various journals through the creation of a central subscription service, through press releases, news bulletins, special publications, and the sponsoring of public symposia and forums;
- c) To offer to the government, business, and other sectors assistance in social-science research and education, policy formulation, and program development.
- d) To develop, stimulate, support, or

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The PSSC is a non-stock, non-profit, 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.

encourage social-science research projects particularly those of a cooperative and multi-disciplinary nature, that tend to meet national problems;

- e) To suggest priorities for the funding of research projects undertaken by social scientists;
- f) To offer advice on priorities in questions of thesis and dissertation support, graduate assistantship, faculty exchange programs, social science faculty development programs, and fellowship programs for advanced studies;
- g) To serve as a clearinghouse for the collection and exchange of information on research and other related activities in the social sciences;
- h) To assist persons engaged or interested in the social sciences with respect to placement opportunities and similar information, such as the strengths of various training institutions and the availability of grants and scholarships locally and abroad.

Naturally, the apparatus to discharge all these functions had to be set up, so perhaps a brief description of the organizational structure of the Council is in order at this point.

#### A. The Council and the Executive Board

The PSSC is a private, professional, non-sectarian, nonstock, non-profit organization. Its membership is composed, not of individuals, but of discipline associations or professional societies ("regular members") and independent research institutions ("associate members"). These organizations collectively elect (1 society or discipline, 1 vote) the discipline representatives to the Executive Board. The present By-Laws provide for 13 social science disciplines, whose respective representatives serve for a staggered 2-year term on the Executive Board which, for all practical purposes, is the policy-making body/administrator/work-horse — all rolled into one! — of the PSSC. But of course the Council proper is consulted and has to ratify policy decisions.

#### B. The Committee

The PSSC carries on its various functions through *standing* and *special*, or *ad*

*hoc* committees, each of which is charged with administering the different programs and projects adopted by the Council. For membership to these committees, the PSSC draws on all recognized professionals all over the Archipelago whenever possible.

#### C. The Secretariat

Headed by a full-time Executive Secretary, this is the real working arm of the PSSC.

### II. Programs and Projects

To date there are about a dozen programs being implemented by the different committees of the PSSC, all of which either directly or indirectly promote research in the Philippines, and which in a way reflect our priorities. Among them are the following:

#### A. Research Training and Institutional Development

The Institutional Development Committee has the task of administering at least two different programs — the research training program and the institutional development program.

There are three major components to the research training program: (1) the preparation of research manuals, (2) the summer training program, and (3) the books and equipment assistance program. The first of these components is obviously instrumental in the implementation of the second, even though the manuals being prepared are, at this point, still in the "draft, limited-circulation stage" (for "comment" and trial purposes). However, five of the 6 projected manuals are ready for final editing and printing, and are already in demand from many institutions which are interested in using them.

The second component has expanded in the few years of the PSSC's life thus far. Starting out with little more than 15 trainees and less than 10 participating institutions in the summer of 1971, the project "grew" to 40 trainees in the summer of 1975, 36 of whom were faculty members from some 21 schools spread out over the Islands. Last summer, the program trained qualified personnel from 22 universities and colleges from all regions in the country on the

techniques of social survey research.

The complete program covers three summers — the first is a basic course aimed at training the faculty to become competent field supervisors; the second is an advanced course, which deals with research design and data analysis and report writing. The third is a special course which affords the trainee a choice of the field in which he is interested. Thus, training is given on basic, advanced and specialized courses in social research methods, utilizing the facilities and staff of the Ateneo de Manila University (private) and the University of the Philippines Statistical Center (state university). The participating institutions function also as research centers that administer the national surveys being undertaken by the PSSC.

The mechanics of the training program may be further spelled out this way: Prior to the training, a Letter of Agreement is signed between the PSSC and the participating schools. The main agreement covers sending of faculty members to the entire summer sessions, payment of their summer salaries while on training, cutting down teaching load to half so the teacher can spend the other half of his time on research, allowing the trainee to teach a course on social research in the home institution, and participating in the field work of the PSSC's national survey. The school further agrees to provide office facilities for research activities, and commits the teachers to the school for the next two years. These terms have been met for the most part by the participating institutions, with some modifications for the less affluent ones. PSSC in turn pays for travel, per diems, tuition and fees, books and other incidental expenses. To provide some initial assistance to the research offices, a books-and-equipment grant (up to a certain ceiling) is given to qualified schools.

As an offshoot of the training program, the member institutions have set up, since December 29, 1974, what we call the PSSC Research Network. PSSC believes that this facilitates that development of regional research nodes to provide services to public and private agencies, both on regional and national levels. The Network has contracted sev-

eral projects already, mostly on data gathering. The system is such that the client deals solely with the Research Coordinator while the latter deals with all the research centers involved.

As already intimated, the third component is designed to equip the research centers.

#### B. Graduate Training and Thesis Assistance

The PSSC promotes graduate training indirectly, by way of assisting private foundations in the evaluation of applications for graduate/fellowships/, and scholarships either in the country or abroad. Where these selections are governed by explicit criteria given by the sponsoring foundations, "priorities", needless to say, tend to be fairly well confined within these explicitly-expressed "boundaries." Incidentally, there are some rather specialized training programs (which involve the teaching of research methodology, as in "development economics") which are carried out through university consortia — both foreign and local — or through collaboration between some government agencies and higher educational institutions — e.g., the government agency (or department) finances the scholarships while the State University provides the training service through specifically-designed curricula. While these set-ups function *outside* the jurisdiction of the PSSC, nevertheless the PSSC has at times been instrumental in bringing about the necessary *contacts* between the significant personnel of these outside institutions.

#### C. Research Program

Two main areas covered by the PSSC research program, which straddles the areas of concern of two principal committees: One, the research training program, already described in detail above, is administered by the Institutional Development Committee. The other is the evaluation and funding of research projects, which is the task of the Research Committee.

Actually, there are four categories that fall under this program, three of which are handled by the Research Committee, namely, (1) the National Survey, (2) Research Integration, and

(3) the Discretionary Research Award. A fourth research-promotion project, called the Modern Philippine History Program, is administered by a committee of the same name.

The research grants have been among the most popular and most successful programs of the PSSC. Easily the front-runner on the different categories is the Discretionary Research Award, which was intended to furnish a rapid, direct, and flexible response for requests for small amounts of research funds from local social scientists. The maximum allowable grant is P3,000. There are 62 awardees to date. Of these, more than half have completed their studies. It is worthwhile noting that the majority of the awardees' studies were for masteral theses in different social science disciplines.

The Research Integration Program was drawn to pool together and assess existing research and point out important gaps and new directions for exploration. Areas which are given priority are land reform, unemployment and underemployment, income/wealth/distribution and savings habits, culture-based responses to family planning, language and interethnic relations.

Through its Discretionary Awards (short-term, limited scope) and its Research Integration Awards (longer-term, broader scope), the PSSC Research Committee has been able to generate considerable interest in local research both on the part of senior-level academicians as well as graduate students. For research outside the country, the PSSC — up until last year — assisted foreign foundations in evaluating project proposals through its Southeast Asia Fellowship Program. From the time the Research Integration Program was implemented, however, only four scholars have conducted such studies. Since there have been few takers, PSSC decided to discontinue the program.

Thus far, what has been described is the *indirect* participation of the PSSC in research activity, by way of research promotion or funding. The way in which PSSC *directly* engages in research is through its National Survey Research Program. This is commissioned research, yet all the while PSSC maintains close supervisions and control by seeing to it

that the project director is a reputable social scientist and by reviewing the research design and even the survey instrument itself.

The program was designed to generate new data on significant national development problems while simultaneously providing the new network of research center trained under the Research Training Program with confidence and public credibility as capable research organizations.

Up to this time, four national surveys have been conducted under the PSSC's auspices. The research designs were drawn up here in Manila by academic research organizations and the field work was implemented by research centers mentioned earlier. The following research organizations have conducted the following studies for us:

1. UP Social Research Laboratory: "Interregional Ethnic Relations Survey"
2. IPC, Ateneo de Manila: "A Survey on National Development"
3. UP Statistical Center: "A Survey on the Filipino Family Household: Consumption and Expenditure Patterns (1974)"
4. UP Social Research Laboratory: "Status and the Roles of Women in the Philippines."

The first three national surveys are completed. The total allotment amounted to about half a million pesos.

In any case, it is hoped that the National Survey project is performing double-duty in the sense of enhancing the research capabilities of social scientists and also of furnishing some baseline data that can be useful to government policy-makers and academicians alike. But since this particular undertaking makes use of the research centers mentioned earlier, care must be taken that the personnel manning these centers do not eventually develop the feeling that they are merely being "exploited". Hopefully, the new-found capacity to contract research activities on their own will off-set this. A not-so-hopeful thing to note however, is that funds for the national survey and the discretionary awards programs have been exhausted. However, additional funding is being sought from Ford Foundation to continue support for these worthwhile endea-

vors.

The Modern Philippine History Program awards grants to deserving Philippine scholars for major researches on contemporary Philippine history. The "modern period" is defined as starting from the mid-nineteenth century when the Philippines was opened to rapid social change. It is hoped that the research done in this area will help fill serious gaps in existing historical knowledge, contribute to an understanding of the present-day Philippine situation and assist in the cultural, social, and economic development of the country.

To date, 11 awardees have availed themselves of this program. There are still available funds for it. However, there is a requirement for counterpart funding, to be provided either by the individual or the organization which he represents or by some other sponsoring agency.

To qualify for our research grants, the applicant must fill up an application form which can be secured from our Secretariat at 53-C, A. Roces Avenue, Q.C. The proposal is referred to an authority in the discipline the applicant belongs to and then reviewed by the Research Committee for final action.

#### D. Publications Subsidy Program

As the name suggests, this is designed to enable struggling professional associations or societies to fulfill their responsibility of publishing a journal.

#### E. Membership Program

In a way, this may be said to fall under institutional development. The PSSC would like to encourage practitioners of academic disciplines to form organizations or formal societies in order to strengthen (professionalize?) their respective disciplines.

#### F. Seminar, Conference and Travel Awards

This, again, is in keeping with the aim of institution-building to improve the insights, broaden professional horizons, and therefore also enhance the research abilities of our social scientists.

### III. Funding

PSSC gets more of its financial support from outside sources. Only a

"token" percentage of its funds comes from the membership fees of its members (a mere fifty pesos a year from each professional association!). Furthermore, each sponsoring organization supports a particular program of the PSSC. For instance, Ford Foundation (foreign) carries the bulk of the financial burden which funds many of the projects. The Fund for Assistance to Private Education (FAPE: joint Philippine-US government) supports the thesis assistance grants and honoraria for discipline position papers, while the National Science Development Board (NSDB: government) funds the publications subsidy. Asia Foundation (Foreign) underwrites the operations of the Central Subscription Service (CSS).

The National Economic and Development Authority (NEDA: government) has also promised assistance, particularly in regard to the putting up of a modest building to serve as a Social Science Center. This arrangement of course raises a number of problems, among them: (1) how to find other sources of funding, since these grants will not continue forever; (2) how to resist the natural desire of these funding agencies to control the activities of the PSSC and thus preserve "academic freedom" (this aspect naturally impinges on the ability of PSSC to adopt its own priorities); and (3) how, therefore, to devise ways of raising funds that will be self-generating so as not to jeopardize the program?

### IV. General Trends in the Selection of Research Topics

Research priorities as such have evolved in three major ways:

- (1) Deliberate solicitation by the PSSC, through a questionnaire, of suggestions from social scientists themselves. Interestingly enough, their suggestions on priority areas of investigation have tended to coincide with those of the public in general and with those of governmental agencies in particular;
- (2) Largely in terms of which disciplines were perceived by the PSSC to be in need of help insofar as professional "development" was concerned;

- (3) Priorities more or less spelled out as a result of the funding given by outside sources (both public or governmental and private) to specific programs of the PSSC.

Sometimes, priorities have also been defined by:

- (4) The tasks assigned, as when PSSC assisted a private foundation in the selection of grantees for its Southeast Asia Fellowship Program.

Not to be overlooked, of course, is the very real effect of other factors on the setting up of priorities, such as:

- (5) The political milieu —

- (a) There may be very subtle but nevertheless keenly-felt self-inhibiting effects of a particular political regime on the perceived range of options with respect to "proper" areas of investigation;

- (b) The priorities may in fact be explicitly delimited by the government or by some government agencies themselves.

Yet the real quandary of the PSSC at the moment is that it should hopefully not be forced into adopting "sequential" priorities in the face of the urgent need to continue what have been very successful programs so far — i.e., the need to do everything all at once: discipline development, support for basic research, "relevance" with respect to "applied research" or "problem-solving research" with respect to current issues confronting society — as against the painful reality of dwindling financial resources.

### V. General Areas in the Social Sciences for Further Exploration or Investigation

To round up this presentation, it will suffice to enumerate the general areas of concern to the social sciences at present:

#### A. National and local levels

1. Need to disseminate findings of research studies to proper end users — probably through lecture series, symposia, study groups, barangay level;
2. Need to update and upgrade

*Turn to page 21*

# A Survey on Filipino Family Households: Distribution of Income and Consumption Expenditure Patterns, 1974

By GLORIA C. CALDITO and CRISTINA P. PAREL

## Introduction

It is widely recognized by government planners that paramount in a country's social and economic welfare goals is the equitable distribution of income and wealth among its people. The income and wealth of a nation are not only gauged by the per capita income but are also reflected primarily in the distribution of income among its people. The wide gap between the low and high income groups within a country or among countries is causing much worldwide concern as increased economic inequality could lead to social and political unrest.

Inequalities in income affect economic activity. What and how people buy depend largely on the income. Consumption patterns vary greatly among income groups. These variations largely affect the composition of output and allocation of economic resources. In view of these, spreading wealth is one of the main problems of developing countries like the Philippines.

Data on family income and expenditure provide a measure of the level of living of the people in any country. These data are especially useful in ascertaining how equitably the output of goods and services of the economy are being shared by family households. They also disclose extreme cases of poverty and affluence among the people. The aggregate income of a family household sets the "standard of living" of that household. Income and income fluctuation condition both personal and social well-being. Families and individuals worry a great deal about the size and security of their income, and how they can make both ends meet.

The Bureau of Census and Statistics (now the National Census and Statistics Office) regularly collects information on family household incomes and expenditures on a quinquennial basis; the last survey was conducted in May 1971. However, the next survey on income and expenditures is planned in late 1976.

The present survey conducted under the

auspices of the Philippine Social Science Council (PSSC) aimed primarily to ascertain the distribution of income and wealth among Philippine family households — urban and rural. It also attempted to determine expenditure patterns of urban and rural family households. With this information, it hoped to examine further the possible causes of income inequalities and to study the levels of living of urban and rural family households in terms of how they allocate their income among the expenditure items.

As part of the PSSC program the national surveys conducted under its auspices are envisioned to supplement the training program in research methods for research personnel of 18 research centers currently affiliated (at the time of the survey) with the PSSC. In consonance with this objective, the present study was designed to cover areas where the research centers are located. These research centers, through the research training participants, made a listing of the households in their respective areas from which the sample households were chosen.

## Definitions of concepts used

For the objectives of the study, the following operational definitions were followed:

1. *Urban areas* include chartered cities and provincial capitals, "poblaciones" of municipalities, other than provincial capitals. A "poblacion" is where the local government is located and is usually the commercial and education center.

2. *Rural areas* include all barrios/sitios of municipalities and cities that are at least 5 kilometers from the city or town proper.

3. *Family household* consists of a group of persons related by blood, marriage or



PAREL



CALDITO

The article is a summary of the findings of the 1975 PSSC National Survey entitled "A Survey on Filipino Family Households: Distribution of Income and Consumption Expenditure Patterns, 1974" co-authored by Dr. Cristina P. Parel and Ms. Gloria C. Caldito.

Dr. Parel is Dean and Professor of Statistics at the Statistical Center, University of the Philippines. She obtained her Ph. D. in Math. Statistics from the University of Michigan and has been professor of statistics at the state university for more than 20 years.

Ms. Caldito is Assistant Professor of Statistics at the same institution. She obtained her Master of Arts in Statistics from the University of the Philippines and took up graduate courses in statistics at the Australian National University, Canberra, Australia.

adoption and living together under the same roof and "sharing the same pot" (i.e. providing expenses for food, etc.).

4. *Family household income* consists of the income which accrued during the preceding year (October 1, 1973 to September 30, 1974) to the family household members constituting the nucleus of the household: a) the head; and b) other household members related to the head by blood, marriage or adoption. Boarders, guests and domestic helpers are excluded.

5. *Income* includes: a) income from work (e.g. wages and salaries); b) income from sources other than work like income from farm products, rentals of property, etc.

6. *Consumption expenditure patterns* are in terms of total amount of household expenditures and percentage allocation of total household expenditure on different items during the preceding year.

### Methodology

*The sample.* The survey areas for the study are the towns and cities where the 18 participating research centers are located with the barrios surrounding or neighboring each town or city. Of these 18 survey areas, seven are in Luzon, five are in the Visayas, and six in Mindanao. A total sample of 1770 households was distributed among the 18 survey areas as follows: 140 households were allocated to each of the following areas — Metro Manila, Davao City, Bacolod City and Cebu City; 40 households for Jolo; and 90 households each for the rest. The sample was limited to 1770 households due to budget constraints.

The population of households was stratified into urban and rural and the sample was equally divided between these strata except in Cotabato and Jolo where more urban households were selected in view of the prevailing situation in the areas at the time of the field interviews.

*Sampling scheme.* Systematic sampling with a random start was employed in every survey area except in Jolo where the sampling was selected from certain points of the town deemed safe by the field supervisors.

Purposive sampling was thus used to select the households; hence the sample was not integrated with the rest of the sample. For other survey areas, the sample was equally divided between the urban and rural sections. The towns or city center, excluding the commercial center was considered the urban section while the neighboring barrios that are at least five kilometers from the town or city proper were considered the rural section.

*Limitations of the study.* Among the limitations of the study are:

1. The survey covered households only in those areas where the PSSC-affiliated research centers are located. While the research centers may be located all over the country, research centers are not located in all the twelve regions of the country. For example, there is no PSSC-affiliated research center in the Ilocos region; hence households in this region are not represented. Survey results cannot therefore be validly generalized to the Philippine population of households.

2. The sample chosen by the participating research centers are not strictly representative of the provinces or regions where they are located, for not all the households in the provinces were listed. Samples were chosen only from those areas "mapped" by the research centers. A "mapped" area from which the sample households were selected is referred to as a survey area for the study.

3. A number of difficulties were reported by the research centers in the conduct of the fieldwork. Among the major ones are the following:

a. In many of the survey areas, the fieldwork was marred by heavy rains and a series of typhoons so that data collection had to be extended over a considerable period of time. This introduced some bias into the uniformity of the data gathered — time-wise.

b. The peace and order situation in Isabela, Zamboanga, Jolo, Davao and Cotabato at the time of the interviews made it impossible for the field workers to visit some barrios selected for the sample. Substitutes were taken for such barrios. Also, because of the social and political unrest in these areas, some res-

pondents were reported to be suspicious and uncooperative in giving information.

4. Some respondents refused to answer certain questions especially those concerning income. The nonresponse rate is noted to be higher for the urban than for the rural households. This is due to the fact that the rural respondents were more willing and cooperative in giving information particularly with regard to income. Thus in comparing the rural and urban populations, one has to keep in mind that the comparisons are made on the basis of information provided by the responding families only and withheld information from the nonrespondents could have affected the results of the comparisons.

*Estimation procedure.* Data given for the different information gathered in this study are based on a population total estimated from the sample with the application of "raising factors" obtained from the sampling intervals used. A total 42,986 households are estimated to have been covered by the survey, 27,129 (or 63.11 per cent) of which are rural households.

### Findings

*Urban and rural household income.* Urban households, on the average, earn higher total income than rural households. Median annual household income is P5590 for the urban households and P4222 for the rural households; mean annual income is P10539 for the urban and P8011 for the rural households. This difference in the income levels of urban and rural households is partly due to the better employment situation in the urban than in the rural areas. In terms of the average number of employed members per household, the rate of employment is higher among urban household members which implies that the dependency ratio is higher among rural than among urban households. The proportion of employed household members with regular employment is also higher in the urban than in the rural areas. Furthermore, the rate of underemployment is higher among the rural population where there is higher proportion of employed persons who were working for less than 11 months during the year.

Other factors contributing to the in-

10,000 20,000 30,000 40,000 50,000 60,000 70,000 80,000 90,000

equality of urban and rural household income levels are: the household size, the educational level of the household head and other employed members. These factors are found to be associated with household income such that income tends to increase with the number of household members and the educational level of the head and other employed members; households whose heads and employed members are in the managerial and professional occupations have higher incomes than those whose heads and employed members are engaged in clerical, service, and subordinate occupations. Among the occupational groups, those engaged in subordinate technical occupations earn the lowest incomes. Urban households are found to be a little larger, on the average, than the rural households. Data on the percentage distribution of household heads and employed household members by their educational level show higher proportion of those belonging to the higher educational levels among the rural population. Data also show that while the proportion of household heads and other employed members in the managerial and professional occupations is higher for

the urban than for the rural population, the proportion of those in subordinate technical occupations is higher for the rural than for the urban population, that is, majority of the rural work force are engaged in the so-called "blue collar" jobs which pay less than the "white collar" jobs usually engaged in by employed urban dwellers.

Possible sources of household income looked into to determine total household income for the year are: salaries and wages of employed household members, operation of a family business, farming, poultry and livestock raising, fishing and hunting and lease of land, buildings and vehicles owned by the family. Urban households earn higher incomes than rural households from each of the sources of income.

While the proportion of salary and wage earning households is higher in the urban than in the rural areas, the proportion of entrepreneurial households is considerably higher in the rural than in the urban areas. A household is considered entrepreneurial if most of the household income comes

from farming or from the operation of a business activity. Most business activities engaged in by Filipino family households are on a small scale most common of which are small shop operation, sari-sari store, and buy-and-sell.

Besides earning higher incomes than rural households, urban households are also wealthier in terms of real property and ownership of houses and vehicles. Aside from a higher proportion of urban households owning lands and houses or buildings other than that occupied by the family, the assessed value of such property is, on the average, higher for an urban than for a rural household. Urban families also have higher assets than rural families with regard to vehicle ownership with the proportion of vehicle-owning families with more than one vehicle higher among the urban than among the rural households.

The disparity in wealth between urban and rural households may even be much more with regard to other family assets such as bonds, savings and bank accounts. Data on these, however, are extremely dif-

Percentage distribution of households by total yearly expenditure

Expenditure Class	Population		
	Combined	Rural	Urban
Under P100	0.02	0.03	—
100 — 199	—	—	—
200 — 399	0.05	0.08	—
400 — 599	0.10	0.15	—
600 — 799	—	—	—
800 — 999	0.64	0.58	0.75
1,000 — 1,999	3.47	5.01	0.79
2,000 — 2,999	7.20	9.23	3.66
3,000 — 3,999	10.75	12.24	8.16
4,000 — 4,999	9.45	10.81	7.08
5,000 — 5,999	8.97	9.35	8.32
6,000 — 6,999	7.29	6.72	8.30
7,000 — 7,999	5.49	4.95	6.44
8,000 — 8,999	6.22	6.18	6.28
9,000 — 9,999	5.72	4.78	7.35
10,000 — 19,999	22.23	18.22	29.20
20,000 — 29,999	7.01	7.06	6.92
30,000 and over	5.39	4.62	6.75
TOTAL	100.00 (42,986)	100.00 (27,129)	100.00 (15,857)



ficult to obtain with a sample survey because of their highly confidential nature; hence they were not included in the present survey.

*The income situation.* Results of the nationwide Survey of Households on Family Income and Family Living Expenditures<sup>1</sup> conducted by the Bureau of Census and Statistics in 1971 covering the period from May 1970 to April 1971 give a mean family income of P3736 and a median income of P2454. Data gathered for this survey give a mean family income of P8901 and a median income of P4586. If the population of households covered by the present study can be considered to be typical of the Philippine population of family households, then the mean income of the Filipino family household has risen by P5165 or 138.3 per cent and the median income by P2132 or 86.9 per cent. These would seem to be tremendous increases within a span of only 3½ years if not taken in the light of important developments affecting the economy which took place after 1971 notably the very large increase in prices of commodities

families receiving 24 per cent of the total income; the top 10 per cent, 37 per cent of all incomes; and the top 20 per cent, 57 per cent of all incomes. Results of the present survey reveal that the top four per cent of the family households receive as much as 30 per cent of the total income; the top eight per cent, 42 per cent of the total income; and the top 20 per cent, 57 per cent of all incomes. This could be taken as indicative of a greater maldistribution of wealth now and a worsening of the income situation if the population of households covered by the survey can be considered typical of the Philippine population of households. It could be that the effect of the land reform program is not being felt yet. Or perhaps, a better implementation of the land reform program and expansion of its coverage to include all parts of the country would result in a more equitable sharing of resources. The present trend in the Philippines — the extension of public ownership of industry — may also be the right step in this direction.

Comparing the rural and urban pop-

ulation get about 62 per cent while the top 20 per cent of the urban population get about 58 per cent of all incomes. This runs counter to the analyses of income distribution in the past years.

In his analysis of the 1956-1957 income data of the Philippines, Barbers, C.L.<sup>2</sup> found that family income is more equitably distributed in the rural than in the urban areas. For the rural areas, the top 10 per cent of all families receive some 30 per cent of the total family income compared with 35.6 per cent for the top decile in the urban areas outside Metro Manila and 39.4 per cent in the country as a whole. For all deciles below the top two, the share received in the rural areas was larger than that received in either Metro Manila or in urban areas outside Manila. Parel<sup>3</sup>, like Barbers, found a more equitable distribution of the 1965 family income in the rural than in the urban areas of the Philippines. The discrepancy between the findings of the present survey and that of Barbers and Parel as to where there is greater

Percentage distribution of households by total yearly income				Median household annual income by household size			
Income Class	Combined	Rural	Urban	Population			
Below P1,000	10.67	10.14	4.80	Household size	Combined	Rural	Urban
P1,000 — 4,999	41.23	43.20	37.86	1 — 3	P 2,694	P 2,385	P 3,322
5,000 — 9,999	23.61	23.45	23.88	4 — 6	4,163	3,858	4,751
10,000 — 19,999	11.44	9.99	13.92	7 — 9	4,847	4,523	6,178
20,000 — 29,999	4.04	3.58	4.83	10 — 12	7,241	6,907	7,809
30,000 — 39,999	1.04	.79	1.46	13 — 15	4,935	4,729	7,166
40,000 — 49,999	.75	.45	1.26	More than 15	51,500	54,999	10,666
50,000 — 59,999	.68	.60	.81	OVERALL	P 4,586	P 4,222	P 5,590
60,000 — 69,999	.27	.02	.70				
70,000 — 79,999	.19	.22	.14				
80,000 — 89,999	.20	.24	.13				
90,000 — 99,999	.12	.19	—				
100,000 and above	.99	.93	1.10				
No Response	4.77	2.24	9.09				
TOTAL	100.00 (42,986)	100.00 (27,129)	100.00 (15,857)				

brought about by the oil crisis in 1973.

A better gauge of the betterment or worsening of the income situation is the distribution of the total income among households. Data gathered by the 1971 survey show an inequitable distribution of income with the top 5 per cent of Filipino

ulations, data show a more equitable income distribution among urban than among rural households. While the top eight per cent of rural households receive as much as 57 per cent of the total income, the upper eight per cent of urban households receive only 38 per cent of the total income. The top 20 per cent of the rural

income inequality can be due to either the unrepresentativeness of the households surveyed by this study or a shift of greater income inequality from the urban to the rural areas. A higher proportion of rural households are also noted to live below the poverty line if an annual income of P5000 is taken as the poverty line.

*Household consumption expenditure patterns.* Consumption expenditure patterns also differ between rural and urban households with the rural households allocating a greater portion of their total expenditure on food than the urban households. Average per cent of total expenditure allocated for food is 43.8 per cent for rural, 37.6 per cent for urban, and 40.5 per cent for all households. The 1971 survey on family incomes and expenditures give 53.7 per cent as the percentage allocation for food for all households. Thus, if a higher proportion of the total household expenditure allotted for food is taken to be indicative of a lower level of living, it can be said that the households covered by the present survey are more affluent than the rest of the Filipino family households. This is confirmed by their higher average yearly income and expenditure as compared to

the estimated average yearly income and expenditure of all Filipino family households as obtained from the 1971 Bureau of Census and Statistics survey. A higher proportion of food expenditure suggests a lower level of living for generally, a high proportion of expenditure on food is associated with a low overall expenditure level.

Among food items, rice comes first in relative importance comprising, on the average, 40 per cent of the total household food expenditure. Rice and corn make up more than 50 per cent of the food consumption of an average household. The percentage of rice and corn to the total food consumption is higher for rural households with about 56 per cent as compared to 48 per cent for urban households. This difference is "made up" for with a higher percentage of bread, fish and meat, vege-

tables and fruits for the urban households. It would seem from the average percentage distribution of total household food consumption that the average Filipino diet consists mostly of carbohydrates — rich foods such as rice, corn, bread, pastries and native cakes which comprise 70 per cent of the total household food expenditure. Protein-rich foods like fish and meat comprise only 13 per cent, and vegetables and fruits; only seven per cent of a household's food consumption.

The level of expenditure on practically all items of expenditure is lower for the rural than for the urban households. For many households, total expenditure exceeds total income. While the average total household income is ₱4586, the average total household expenditure is ₱7375. The average ratio of expenditure to income is

*Turn to page 21*

#### Item expenditure as a percentage of total household expenditure

Item of Expenditure	Population		
	Combined	Rural	Urban
<b>BASIC</b>			
Food	40.49	43.82	37.65
Clothing and Footwear	11.54	11.93	10.97
Rent	4.83	3.40	5.93
Utilities	4.93	4.74	5.17
Electricity	2.30	2.64	2.57
Wood	0.52	.58	.44
Gas	1.59	1.59	1.58
Water	.52	.53	.58
<b>MISCELLANEOUS</b>			
Education	7.12	5.44	9.49
Medical Care	4.49	4.48	4.50
Recreation	4.33	3.94	4.89
Transportation	7.12	7.28	6.91
Personal Effects	4.65	4.25	5.21
Alcohol	.64	0.67	.58
Tobacco, Cigarettes	1.70	1.92	1.58
Other Items	7.78	7.91	7.14
All Items	99.63	99.78	100.02

## Jobs, income, and poverty: Selected observations on the Bicol River Basin, Camarines Sur

By JEANNE FRANCES I. ILLO

The Bicol River Basin's economy is basically agricultural: farms absorb about 56 per cent of the area's labor force. Nevertheless, it also has a marked semi-urban sector, found in Naga and Iriga cities and the politically designated municipal centers (or *poblaciones*). For while agriculture is the main occupation of the barrio population, nonfarm-nonagricultural activities characterize the *poblaciones*. This marked duality of the Basin economy is further reflected in the significantly lower average annual rural household income (P2,416) vis-a-vis the poblacion household's P5,174 (Illo and Lynch 1975:3). This disparity seems to have taken place in spite of the significantly higher employment rate in the barrio, which is four percentage points higher than the poblacion's 88.9 per cent.

A consequence of the observed income difference is a notable variation in the diets of Basin households. While barrio households generally take vegetables with rice, poblacion households tend to eat fish or meat with their rice (Samson and Lynch 1975). Again the percentage of rural children (10-14 years old) in the labor force (24.8 per cent) is higher than that of the poblacion children (11.7 per cent), and the former's employment rate is higher (86.8 vs. 66.4 per cent). This is explained in part by another rural-urban difference: while 52 per cent of the labor force nonparticipants residing in the poblacion are studying, only 37 per cent of the rural nonworkers are similarly engaged. The

available data seem to indicate that poblacion families are either more education-oriented than rural families, or can more easily afford to do without the additional income which a working child might bring home. Since several studies of the rural Philippines (Castillo 1973, and Lynch 1974) show that parents *desire* higher education for their children, their not sending children to school in larger numbers is apparently explained less by apathy toward education than by a lack of the cash needed to finance this undertaking.

As was earlier observed, the higher employment rate in the barrios does not result in a higher average income. What happens rather is that the rural agricultural workers are employed for little remuneration or none, while those who work in the poblacion are generally better paid, and usually in cash. In both the barrio and the poblacion, however, there is a chronic surplus of labor, with discernible differences by years of formal training: the greatest unemployment is among those with six to 13 years of education, while those with fewer than six or more than 13 years are much more likely to find jobs.

This paper will discuss at length two groups of workers found in the Bicol River Basin — the *educated* unemployed and the *poor*.

1. *Education and employability.* Educated unemployment can be defined as a situation in which the better educated are

less frequently employed than others. Available data indicate that this situation is found in the Bicol River Basin. For with the exception of college graduates (who suffer, not from educated unemployment but from educated *underemployment*), those with more than six years of formal education show higher unemployment rates than those with less education or none at all (see Table 1).

Several explanations have been offered for this pattern of unemployment. Among the antecedents identified to date are the employers, the schools, the workers themselves, and the structure of the labor and capital markets (Tan 1973; Piron 1972; and Illo and Lynch 1974). The employers, faced with an increasing surplus of college graduates, are said to have increased the educational requirements for positions once held by non-college graduates. Clerical positions, both in the public and private sector, are classic examples where educational requirements have gone up. This in turn may be explained by the same positions now being perceived as demanding greater sophistication and knowledge than they formerly did.

Workers with an incomplete college education may, on the other hand, have evaluated the available jobs as "beneath them," and opted for voluntary unemployment. With a lower ceiling of absorption capacity, the nonfarm white collar occupations would have employed a diminishing proportion of the new batch of educated labor entering the market. On the average, however, Basin data reveal that at least after the six-year elementary course, the worker's chances of landing a white-collar job increase with higher levels of education completed (see Table 1). Perhaps coupled with the education-occupation association that workers cherish, members of the labor force may have perceived (correctly) that among employed workers, especially in nonfarm occupations, income increases with education (Illo and Lynch 1974:32).

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Table 1

Education	Employment rate <sup>a</sup>	Percentage in white-collar occupation <sup>b</sup>
None	94.5%	6%
Some elementary	95.1	5
Elementary grad./some H.S.	90.4	8
H.S. grad./some college	87.5	31
College graduate	93.2	86

<sup>a</sup>Illo and Lynch 1974:33

<sup>b</sup>Illo 1975:48

These facts could have reinforced the aspirations for higher education and white-collar employment, and so offset the dampening effect of displayed increasing unemployability of the middle educated.

Tan (1973:624-25) suggests that this type of unemployment is possibly caused by "imperfections in the market that result in a larger supply of educated labor than can be absorbed by the market at the going

wage rates." These imperfections come in the form of imperfection in knowledge in both the education and labor markets, and in imperfect knowledge about the nature of different types of education (e.g., broad, vocational, and higher education). Students who wish to study have no criteria by level and by field on which to base their choice of the best course to take. Costs-and-returns data are far from accurate. In addition, the unavailability of loan funds for education bars poor but deserving students from pursuing higher education. Enrollment at good quality schools and in

good quality programs appears to be very much dependent on market and price mechanisms.

Education, however, seems to be just one of several factors affecting a person's chances in the labor market. For while education and employment rates display a U-shaped relationship, age, on the other hand, persistently shows a *positive* correlation with employability until age 54 years. That is, all other things being equal, the older the worker is, the more likely he is to be employed. However, every age class of workers is generally less well educated than their juniors (see Table 2). Using age as a proxy for experience and maturity, it looks as though these factors, more than formal education, determine one's employment chances. (Indeed, the average employer — public and private — appears to be biased against young applicants. Among private employers, the usual hiring age for non-managerial positions is 18-21 years old; the general upper limit, 30-35 years old [Piron 1972:342].)

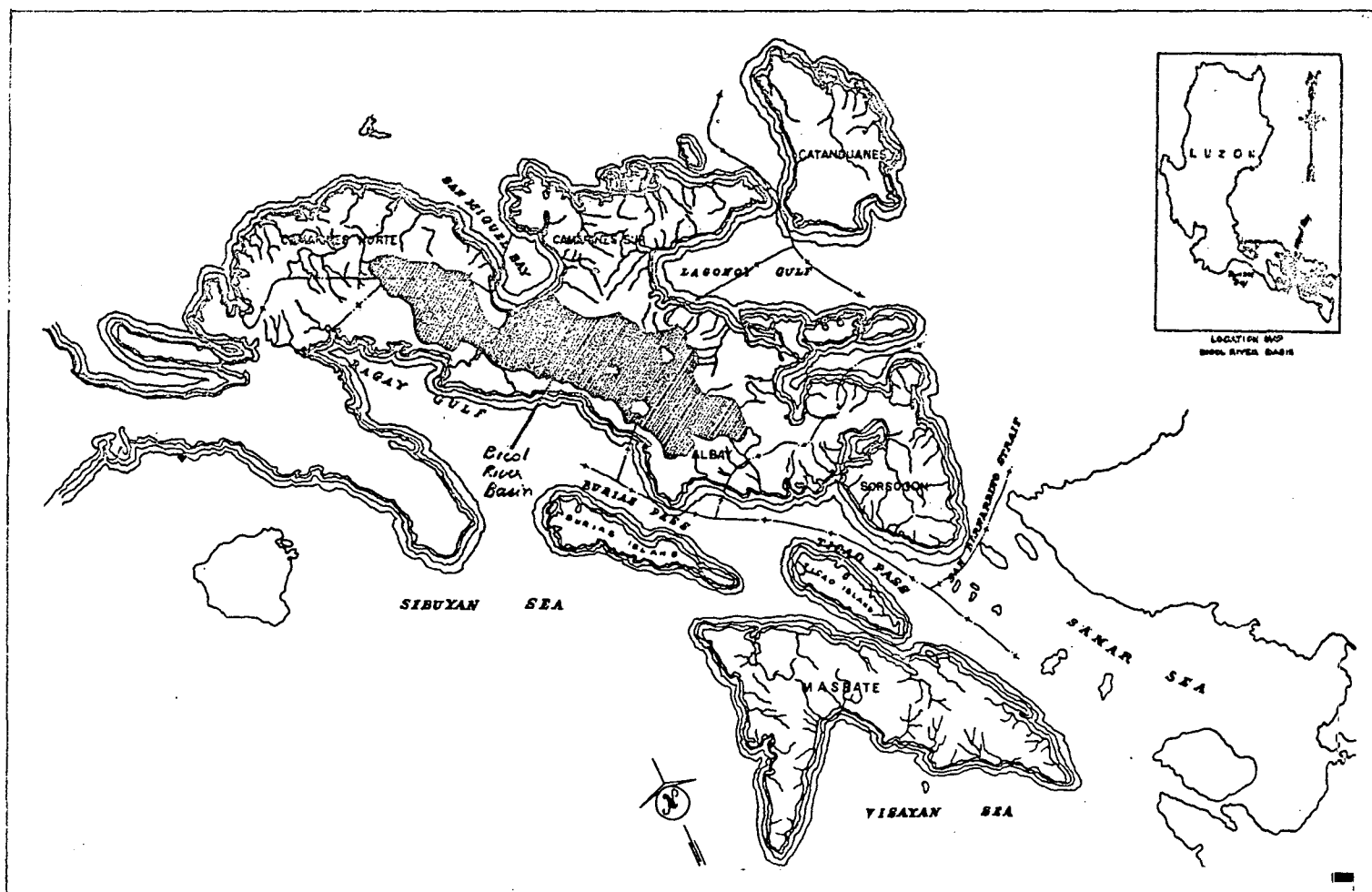


Table 2. Percentages of labor-force members employed with a complete high school education, classified by age (Bicol River Basin, Camarines Sur, April 1974)

Age	Employment rate	Percentage with complete high school education
10-14 years	84.9%	—
15-24	86.2	—
25-34	94.2	26.0%
35-44	97.3	23.0
45-54	98.6	12.0
55-64	96.4	10.0
65 and over	98.0	8.0
Total	92.3%	18.0%

Checking the above observations against available *poblacion* labor force data, where we crosstabulated age with education classes, employment rates consistently increased with every higher age class until the 45-54 class among people with the same educational attainment (see Table 3 below).

When we controlled for age, however, the observed parabolic education-employment relationship appears to be true in none of the age classes except for the 30-49 age group.

We venture to explain educated unemployment, then, not so much in terms

of the arguments stated earlier, but as a result of *post-war educational inflation* in the Philippines (Ilo and Lynch 1974:39-41). By educational inflation is meant that phenomenon whereby the content of education in most Philippine schools has, especially since World War II, become progressively less substantial.

The result is (it is commonly said) that today's average high school graduate knows about as much as a pre-war grade school graduate, while the average college-degree holder of today compares (some would say, unfavorably) with the holder of a pre-1942 high school diploma.

That *some inflation is a fact* has been demonstrated by several post-war studies which replicate in part the Monroe Survey

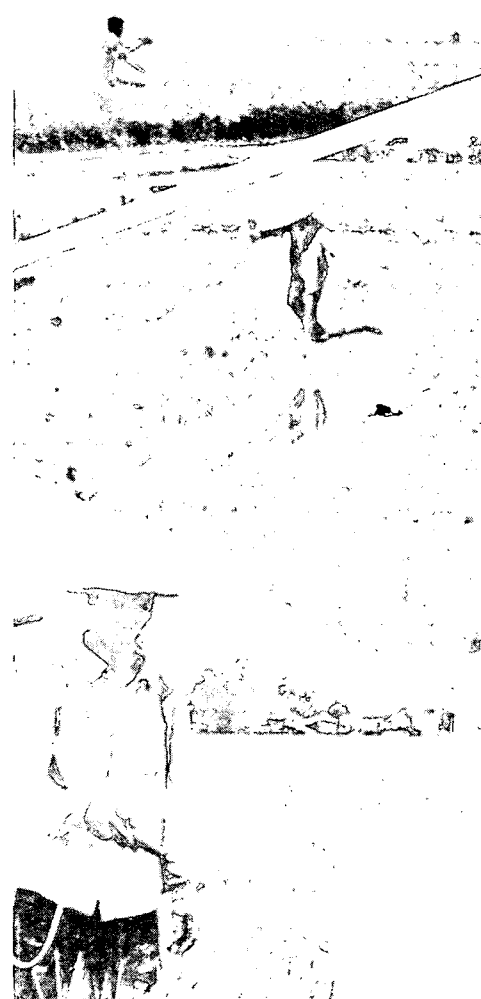
Table 3. Percentages of labor-force members employed, classified by age and by education (Bicol River Basin *poblaciones*, Camarines Sur, April 1974)<sup>a</sup>

Age (in years)	EDUCATION					Total
	None	Some elem	Elem. grad/ some H.S.	H.S. grad/ some coll.	Coll. grad.	
10-19 years	57.1%	61.7%	69.7%	48.1%	(b)	63.8%
20-29	100.0 <sup>c</sup>	78.7	79.0	76.0	83.0%	79.4
30-49	100.0	92.2	90.6	93.3	97.9	93.4
50-64	94.4	97.5	95.0	92.3	100.0	96.3
65 and over	95.7	76.5	100.0	81.8	83.3	86.4
Total	87.6%	89.8%	86.4%	87.2%	84.2%	94.2%

<sup>a</sup>Table IV.2 (Ilo 1975:42)

<sup>b</sup>No college graduates have been reported for this age group

<sup>c</sup>Group size is too small (n = 4)



of 1925.<sup>1</sup> Of special interest is the so-called Swanson Report (1960), which compares the performance of sixth graders in 1925, 1947, and 1959 on the same tests. (For the 1925 and 1959 cohorts, the Stanford reading, arithmetic, and languages tests were used; for the 1947 and 1959 cohorts, the Philippine Achievement Test in Arithmetic, reading, and language and dictation. See a survey of the public schools of the Philippines - 1960 [called the "Swanson Report," after J. Chester Swanson, staff leader, Manila: USOM/Philippines, 1960], pp. 44-46. See also the section entitled "Deterioration of the instruction in English" [pp. 94-97]. In the general elementary schools and community schools selected by superintendents for the purpose (Swanson Report, p. 44), the 1959 pupils (who were presumably better than most public school sixth-graders of the time) were one grade below the 1925 group in reading, almost two grades below in arithmetic, and more than two grades in arithmetic reasoning. In the last 15 years, the critics say, the situation has gone from bad to worse.

That this post-war educational inflation is at work, contributing to the unemployment of the middle educated, is suggested by a fact mentioned earlier. It may be recalled that the only age class in which the middle educated are (as of 1974) significantly more employed than others is the 30-49-year category. If we do a little arithmetic, we discover that of this age group, a) only the eldest (those who were 47-49 years old in 1974) are likely to have had many of their high school training before 1942, and b) one-half of the group (those 39 years and younger) had all their schooling after the Japanese Occupation of the Philippines (beginning early 1942). (Children enter Philippine public schools [where most go for the elementary level] at seven years. During the pre-war period, there were eight elementary grades and four of high school. After the war, the grade school period was cut to six years.) In other words, this evidence points to low-quality training as a root cause of greater unemployment among the middle educated.

A possible objection to this interpretation is the observation that, while it is true that the middle educated are notably unemployed only among the 30-39 year-

olds, one cannot blame post-war schooling for this, since the younger middle educated (under 30) were also trained in the post-war era, yet they are not significantly more unemployed than their age follows. The objection has merit. However, those younger groups (especially those aged 10-24) have such generally low employment rates that one suspects that the major influence at work in employment is age (see again Table 2). It would seem that only from about 25 years on does education become an important consideration in employability.

2. *The poor workers.* The unemployed pose a problem related to both poverty and idleness. If we assume that they are involuntarily unemployed, imposed idleness ushers in unwanted material deprivation, or poverty. That these jobless workers do survive, however, reveals one function of the Filipino family, which is support of the very young, the very old, and the unemployed. Indeed, in a country where there are no state-operated unemployment insurance schemes, the family has traditionally embraced this role — crippling, as a result, investment potentials in average families.

More deceptive, however, is the case of people who appear to be employed (that is, are holding a job) but, using Krishna's income criterion (1974), receive an income so inadequate as to provide the worker with less than minimum needs. They are sometimes known as underemployed, in the sense of being underpaid, workers. (The seven possible underemployment categories discussed by Krishna are as follows: Poor [income], idle [time], willing [willingness], poor and idle [income plus time], poor and willing [income plus willingness], idle and willing [time and willingness], and idle, poor and willing [time, income and willingness criteria combined]. The main criteria as can be deduced, are the income, time, and willingness criteria. The fourth, or productivity, criterion has not been considered because of the paucity of data in this aspect.)

What is the minimum income level, below which one should be classified as poor? For the Philippines, Abrera reviews (1975) the past attempts of public and private institutions to define this minimum level; as well, she discusses two experimental poverty thresholds — food and to-

tal — as estimated by the Development Academy of the Philippines' Social Indicators Project. Using the total threshold defined by the DAP for the Bicol Region (and the Bicol River Basin), we discover that, more than partial idleness or the willingness to work more, it is poverty that characterizes the employed labor force of the Bicol River Basin. Empirically, to maintain himself alone, the worker must earn not less than P2,335 annually if he resides in the poblacion; or P2,014, if he lives in the barrio. In weekly terms, these poverty thresholds are estimated at P45 and P39, respectively, figures barely attained by the legal minimum wage, which is P40 per week for a 40-hour week, or P44, for a 44-hour week.

Comparing the percentage of poor workers with that of the partly idle (working less than 40 hours per week), we find that the former is almost twice the size of the latter (Table 4). In other words, the employment problem in the Basin is not merely a shortage of jobs, but a shortage of reasonably well-paid jobs. It follows that generating employment per se may become a futile exercise unless the jobs that are created pay well enough to keep workers above the poverty line.





Table 4. *All* employed workers classified by type underemployment (Bicol River Basin, Camarines Sur, April 1975)<sup>a</sup>

Underemployment category	Pop. est. (000)	% to total employed	% to total labor force
Poor workers	190	63.0	58.2
Idle workers	108	35.8	33.1
Willing workers	67	22.4	20.6
Poor and idle	83	27.6	25.5
Poor and willing	46	15.2	14.0
Idle and willing	29	9.6	8.7
Poor, idle and willing	23	7.7	7.1

<sup>a</sup>Illo (1975:69)

For as can be noted, whole 63 per cent of employed workers are poor, more than half of this group is working full time. Providing full-time work, in other words, does not solve the problem of poverty among the employed. Perhaps a persistent excess of labor supply over demand pushes wages so low that even workers engaged 40 hours a week or longer have to content themselves with a low income, the alternative probably being no income at all. Poverty, it seems, cannot be averted by simple job-generation — unless the number of jobs being created far exceeds the labor supply (which can be expected to keep increasing) and so pulls wages above the poverty line.

Were we to take into account the dependents on worker's income, the picture would naturally look more bleak, for the household's poverty threshold rises with every added person who must be supported (see Table 5 for comparative figures).

If every worker had to support two other unemployed people, about three-fourths of the employed workers would be classifiable as poor. In other words, a big majority of workers (78.9 per cent) receive less than the average income of P75 per week (or P300 per month) required to support themselves and their dependents (see Table 6).

Viewed from this angle, the need to general well-paid jobs become, more urgent;

and the problem, more alarming.

#### Selected conclusions and recommendations

On grounds of the Bicol River Basin data discussed above, we can suggest the following conclusions and plans of action.

*First*, the most alarming problem among workers in the study area is not unemployment or underemployment, but poverty. To present the data once more — while 7.7 per cent are unemployed and 20.6 per cent are underemployed (e.g., employed but willing to work more), 58.2 per cent of the Basins's labor force are receiving incomes below the total poverty threshold for the worker alone. Adding to the underpaid the nonpaid unemployed workers, the propor-

Table 5. Comparative total poverty threshold by household size (Bicol River Basin, Camarines Sur, April 1974)

Household size	Poblacion	Barrio	Average
One	P45	P39	P42
Two <sup>a</sup>	56	48	52
Three <sup>b</sup>	82	71	75

<sup>a</sup>Dependency ratio for the Bicol River Basin is 1:1<sup>b</sup>Proportion of non-employed workers to employed ones is 2:1

Table 6. Percentage of poor workers, based on different poverty thresholds, to total employed and total labor force (Bicol River Basin, Camarines Sur, April 1974)

Household size	% to total employed	% to total labor force
One	63.0%	58.2%
Two <sup>a</sup>	67.7	62.5
Three <sup>b</sup>	78.9	72.9

<sup>a,b</sup>See notes, Table 5

tion of poor workers increases to 65.9 per cent — almost two-and-a-half times the magnitude of the unemployed and underemployed.

Unemployment, it is true, can be arrested by creating more jobs in the area. Lest the unemployed turn underemployed (in the sense of being underpaid) upon employment, these jobs have to pay reasonably well. Barring direct government intervention in the form of legislated high wages (which may indeed occur), the number of jobs to be created must be such that the demand of labor exceeds the supply (which is presently in surplus). Expanding the demand *faster* than the increase in the work force could work at improving, as well, the wages paid by currently available jobs. Under this condition both unemployment and underemployment may be resolved.

*Second*, experience and maturity (proried by age) appear to be as highly valued by Basin employers as by their counterparts elsewhere in the country. As Piron (1972:342) has observed,

No company (among 28 surveyed in Manila) would accept an applicant who was less than 18 years old. In general, the usual hiring ages of all positions other than management is 18-21 years old. Upper cut-off limits depend on the particular position in question but generally, however, should fall between 30-35 years old.

This bias must have accounted for the general youthfulness of the unemployed, not

only of the Basin, but of the Philippines as well.

*Third*, the employment scene in the Bicol River Basin is likewise characterized by notable unemployment of the middle educated, that is, workers who were graduated from elementary and/or high schools but did not finish college. Alternative explanations of this phenomenon are a) employers' raising the educational requirement for many white-collar jobs to the college-degree level in the face of an increasing supply of college graduates, b) the middle-educated workers' unwillingness to accept anything but a white-collar job, c) imperfections in the labor, education and capital markets, or d) post-war educational inflation, which results in a large number of middle-educated workers' not having the skills needed for many white-collar jobs. It is likely, we believe, that all four factors are involved in educated unemployment.

The employment strategy to be followed in the Basin must address itself, therefore, to the problem of general unemployment (and underemployment) as well as to the unemployment of the young and the middle educated. The Bicol River Basin Development Program's agribusiness and industrial projects and physical infrastructure and agricultural schemes are expected to open opportunities to all workers — unskilled, semi-skilled, skilled, and professional. Assuming that such jobs will be available, educated unemployment may be partly resolved by the schools' (especially at secondary, vocational and college level) reckoning with the types of skills/training that will be needed.

We recognize that schools provide the students general skills — comprehension, expression and the like — which help them adapt to the demands of specific conditions. Specialized or particular skills are best learned, we suggest, on the job. If schools intend to teach such particular skills, however, it would be most realistic to couple the theoretical discussion of practical skills with in-plant training. In this way we can minimize whatever lag may occur between skills learned in school and those actually demanded in the students' future work.

To prevent educational inflation from worsening, there should be an improvement of educational facilities at all levels — elementary, secondary, and college — and for all schools, private and public. The improvement of *elementary* education — public and private — is suggested as a cure for the educational inflation document at the elementary level (Swanson Report 1960). On the *secondary* level, similar (though perhaps not documented) deterioration may exist. Thus, rather than establish more high schools (as a panél of Camarines rice farmers would like — see Lynch 1973:10-11), we suggest that the facilities — instructional, physical, and curricular — of existing schools be improved *first*.

The combined general education and in-plant training program may be started at this level so that students who have to quit after high school will not be handicapped by their lack of practical skills or of that broader knowledge which is provided by general secondary education (*not* vocationalized secondary education). With better-quality education, moreover, students stand to earn more, perhaps not in white-collar jobs but in a better-paid blue-collar





occupation. The expectation of higher-paid blue-collar activities vis-a-vis some white-collar occupations can hopefully offset the middle-educated workers' bias against blue-collar activities.

Attacking poverty through employment strategies can, therefore, result in people

not only being *less poor*, but, as well, more satisfied with their life. As Salazar and Lynch (1974:1) have noted:

The average Bicolano appears to be basically content but not entirely so — he is not very happy nor free of worry, his feelings lukewarm, as it were . . . So-

cial acceptance and smooth interpersonal relations are the most valued areas of life, while *the key to overall sense of life satisfaction appears to be a well-paid job*. (Underscoring ours.)

SSRU data seem to suggest, that increased incomes make several things possible — a better diet (Samson and Lynch 1974), greater access to school training beyond the primary and elementary levels (Illo and Lynch 1975), and a happier life in general (Salazar and Lynch 1974). Employment projects, because they provide more income, may resolve the problem of educated unemployment *at the root*. For households will be able to provide their children the sustenance they need to develop their mental capacities during the formative years, and to finance their education at relatively better-quality schools. Thus, we would hope that with the upgrading of education — public and private — they would strike a better bargain, especially for their children.

#### FOOTNOTE

- <sup>1</sup>Paul Monroe, *A Survey of the Education System of the Philippine Islands* (Manila: Bureau of Printing, 1925).

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1972 The educated unemployed. *Philippine Sociological Review* 20 (4): 338-346
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1974 The perceived quality of Bicol life in the 70s. SSRU Research Report Series, No. 12. Naga City, Social Survey Research Unit, Ateneo de Naga
- Samson, Marion F., and Frank Lynch  
1974 Health services and nutrition in the Bicol River Basin. SSRU Research Report Series, No. 11. Naga City, Social Survey Research Unit, Ateneo de Naga
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## **PSSC activities**

### **PSSC hosts Southeast Asian workshop**

The Philippine Social Science Council has invited social scientists from Indonesia, Malaysia, Philippines, Singapore and Thailand to participate in the PSSC-sponsored First Workshop of Southeast Asian Social Scientists on July 29-31.

The workshop's theme is "Enhancing the Roles of Social Scientists in Southeast Asia". Their roles could be those of a teacher, researcher, administrator, technocrat, consultant and others in either public or private agencies.

Sessions will be held at the University of the Philippines, Ateneo de Manila University and Population Center Foundation.

Among those who have been invited are:

Indonesia: Alfian, Andi Hakim Nasoetion and Nico L. Kana;

Malaysia: Stephen Chee, Khoo Kay Kim, Mohammad Haji Salleh;

Singapore: Ooi Jin Bee, Tham Seong Chee;

Thailand: Sombat Chantornvong, Patya Saihoo and Tawat Wichaidit.

Observers are allowed to attend. The four invited observers are: Estefania Aldaba-Lim, Department of Social Welfare; Ralph Retzlaff, Agricultural Development Council, Inc.; Harry T. Oshima, School of Economics, University of the Philippines and Jacques Amyot, International Development Research Center.

Each participating delegation will present one country paper.

Dr. Rodolfo A. Bulatao, PSSC Executive Board member, coordinates the preparation of the country paper of the Philippine delegation. The other participants from the Philippines are: Bonifacio S. Salamanca, Zelda C. Zablan, Gloria D. Feliciano, Consuelo L. Gutierrez, Loretta Makasiar-Sicat, Vicente B. Valdepeñas, Jr., Abraham I. Felipe, and Andrew B. Gonzalez.

Others members of the Executive Board and Council representatives of the various social science professional organizations are welcome.

The Ford Foundation and UNESCO Philippines will underwrite this workshop.

### **8 more receive PSSC grants**

Two Discretionary Research Awards and six travel assistance requests were awarded recently by the Philippine Social Science Council.

The Discretionary Awardees are:

Mrs. Violeta H. Adorable, University of the Philippines Baguio: "The Barangay and Political Modernization: A Case of Political Participation in the City of Baguio"; and

Maria Luz D. Ruiz, Institute of Mass Communication, University of the Philippines: "History of the Pampango Press".

Under the Travel and Seminars Grants the grantees are:

1. Amelia B. Alfonso, University of the Philippines Department of Psychology: Participation in the XXIst International Congress of Psychology in Paris, France, July 18-25, 1976;

2. Renato M. Daquiz, University of the Philippines: Participation in the XXIst International Congress of Psychology, Paris, July 18-25, 1976;

3. Virgilio G. Enriquez, University of the Philippines Department of Psychology: Participation in the a) Seminar on Test Construction with social reference to developing countries, Vrije Universiteit in Amsterdam, Netherlands, July 6-10, 1976; b) Meetings of the International Council of Psychologists as Area Representative of the Philippines, Paris, France, July 18, 1976;

4. Alfonso de Guzman II, Ateneo de Manila University Press: Participation in the a) 20th Congress of the International Publishers Association (IPA); b) Resident's Conference of the International Association of Scholarly Publishers (IASP) Kyoto, Japan, May 23 - June 1, 1976;

5. Bonifacio S. Salamanca, UP College Manila: Participation in the International Seminar in Contribution to the American Bicentennial sponsored by East-West Center, University of Hawaii, Honolulu, June 28 - July 1, 1976.

### **27 trainees complete Summer Training Program**

Twenty-seven participants in the 1976 PSSC Summer Training Program received

their certificates of attendance at the closing ceremony held on May 14 at the East Asian Pastoral Institute Covered Terrace, Ateneo de Manila University, Quezon City. Dr. Loretta Makasiar Sicat, PSSC Executive Board chairman, awarded the certificates and Board Member Dr. Frank Lynch, S. J. gave an inspirational talk.

The Research Training Program is designed to develop and standardize research capabilities in a network of 25 largely provincial colleges and universities to be eventually organized into a federation of social science research centers.

The classes for both advanced-level and special level trainees were held from April 6 to May 14, 1976. Of the 27 participants, two were from the Institute of Community and Family Health while the rest were research personnel from the different PSSC-affiliated research centers.

The participants for the Special-Level were: Restituto D. Banico (Ateneo de Zamboanga); Idris K. Kuhutan (Palawan Teachers College); Betty C. Abregana and Marilou de la Cruz-Jobillo (La Salle College, Bacolod); Ionee A. Belasoto (University of Negros Occidental-Recoletos); Primitiva B. Marcos (St. Ferdinand College, Isabela); Melani M. Regis (Ateneo de Naga); Teresita G. Rementeria and Renato C. Villanueva (Aguinas University, Legazpi City); Norma N. Malilay (Divine Word College, Occidental Mindoro); and Alma Cruz and Leticia Justiniani (Institute of Community and Family Health).

The advanced-level trainees were: Lourdes J. Mamaed (Ateneo de Davao); Reynaldo Yap (Palawan Teachers College); Nonito S. Relatado and Alfredo M. Rodaje (Holy Cross College of Digos, Davao del Sur); Charito B. Ato and Wilma B. Balmocena (Urios College, Butuan City); Daniel P. Dinopol (Silliman University, Dumaguete City); Venancio B. Ardales (Central Philippine University, Iloilo); Lolita C. Cantorna (St. Paul College, Tuguegarao); Remedios Yuzon (St. Ferdinand College, Isabela); Victor M. Hernandez, Jr. and Esperanza O. Alvarez-Roco (Ateneo de Naga); Lydia Dacanay and Raidis Jose (University of the Philippines, Baguio City); and Antonietta P. Bondoc (Angeles University, Pampanga).

## Status report on PSSC grantees

This is a continuation of the status report on PSSC grantees printed in Vol. III No. 4, February 1976 issue of the PSSC Social Science Information.

### NATIONAL SURVEY PROGRAM

Project Director /Home Institution	Title	Amount	Date Granted	Status
Rodolfo A. Bulatao Social Research Laboratory University of the Philippines	1972-73 National Survey: Ethnic Attitudes in Five Philippine Cities	₱ 60,000.00	October 1, 1972	Completed
Mary R. Hollnsteiner Institute of Philippine Culture Ateneo de Manila University	1973-74 National Survey: The Filipino Family, Community and Nation: The Same Yesterday, Today and Tomorrow?	120,000.00	October 1, 1973	Completed
Gloria C. Caldito The Statistical Center University of the Philippines	1974-75 National Survey: A Survey of Filipino Family Households: Distribution of Wealth and and Consumption Patterns	125,000.00	August 15, 1974	Completed
Rodolfo A. Bulatao Social Research Laboratory University of the Philippines	1975-76 National Survey: A Survey on the Role and Status of Women in the Philippines	200,000.00	July 24, 1975	Ongoing

### TRAVEL PROGRAM

Grantee	Conference Attended	Inclusive Dates	Place	Status of Report
Alfredo V. Lagmay	American Studies Seminar, Sept. 5 - 7, 1974	Sept. 3-20, 1974	Songnisan, Choongnam Prov. Korea	Submitted
Alfonso de Guzman II	Training in scholarly book-editing and design, Sept. 16-Nov. 15, 1974	Sept. 13-Nov. 30, 1974	University of Tokyo Press Japan	Submitted
Raul de Guzman	Philippine Studies Council Annual Meeting, March 24-26, 1975	March 24-26, 1975	San Francisco, California	Submitted
Eva Duka Ventura	International Seminar on Inter- Regional Cooperation in South and Southeast Asia. Jan. 2-5	Jan. 2-31, 1975	Hyderabad, India	
Joseph Baumgartner, SVD	Seminar on Scholarly Publishing in Southeast Asia, Jan. 30- Feb. 1	Jan. 30-Feb. 1975	Kuala Lumpur, Malaysia	Submitted
Cristina P. Parel	Conference on International Migration, June 1-6	May 30-June 15, 1975	East-West Center, Hawaii	Submitted
Estrella D. Solidum	Annual Convention of the American Political Science Association, Sept. 2-5	Sept. 1-6, 1975	San Francisco, California	Submitted

Ledivina V. Cariño	Second Conference on International Migration, June 2-6	June 1-30, 1975	East-West Center, Hawaii	
Rodolfo A. Bulatao	Conference on Measurement of Preferences for Number and Sex of Children, June 2-7	June 1-30, 1975	East-West Center, Hawaii	Submitted
Gloria D. Feliciano	Meeting of Five Heads of Institutes of Social Research and/or Communication, Aug. 12-23	Aug. 11-30, 1975	Nairobi, Kenya	
Telesforo W. Luna	13th Pacific Science Congress, Aug. 18-30, 1975	Aug. 18-30, 1975	Vancouver, British Columbia	Submitted
Leslie E. Bauzon	XIVth International Congress of Historical Sciences, Aug. 22-29.	Aug. 22-29, 1975	San Francisco, Cal.	
Bonifacio Salamanca	Asian-Pacific Conference of American Studies Specialists, Sept. 4-7	Sept. 4-7, 1975	Fujinomiya City, Japan	
Loretta Makasiar Sicut	Conference of National Social Science Councils and Analogous Bodies, Oct. 6-9	Oct. 6-9, 1975	Paris, France	Submitted
Renato M. Daquiz	XXIst International Congress of Psychology, July 18-25	July 18-25, 1976	Paris, France	
Bonifacio S. Salamanca	International Seminar on Contribution to the American Bicentennial, June 28-July 1	June 28-July 1, 1976	East-West Center, Hawaii	
Amelia B. Alfonso	XXIst International Congress of Psychology, July 18-25	July 18-25, 1976	Paris, France	
Domingo C. Salita	25th Anniversary of the Dept. of Geography and Geology, University of Hong Kong, June 21-25	June 21-25, 1976	Hong Kong	
Alfonso de Guzman II	20th Congress of the International Publishers Association and President's Conference of the International Association of Scholarly Publishers, May 23-June 1	May 23-June 1, 1976	Tokyo and Kyoto, Japan	

## SEMINAR AWARDS

Association	Purpose	Date	Amount
Philippine Sociological Society	Assistance for the conduct of the PSS 1975 Public Lecture Series, January 16 to February 20, 1975	January 15-March 30, 1975	₱ 6,000.00
Linguistic Society of the Philippines	Assistance for the conduct of the 2nd National Seminar on Bilingual Education, May 28-May 9, 1975	April 28-May 15, 1975	6,000.00



Psychological Association of the Philippines	Reimbursement for expenses incurred October 13, 1975 during the 12th Annual Convention of the PAP, May 9 and 10, 1975		1,740.00
Philippine Association of Social Workers	Assistance for the conduct of the PASW symposia on the theme "The Law: An Instrument for Social Development"	April 29, 1976	6,000.00
Philippine Sociological Society	Assistance to subsidize expenses to be incurred in the preparation of study materials for the PSS Study Groups	June 8, 1976	4,200.00
Philippine Political Science Association	Assistance for the conduct of PPSA's conference, June 26 and 27, 1976	June 8, 1976	12,000.00

### The PSSC

*From page 5*

the teaching of Social Sciences on the collegiate level — probably through Teacher training program, this aim can be attained;

3. Need to produce inexpensive updated social science collegiate reading materials;
4. Need to avail of the services of the PSSC research centers in the 22 colleges and universities all over the country. This will enhance the distribution of research expertise and lessen the dependence on Manila-based research offices;
5. Need to undertake more development oriented studies and researches which analyze/evaluate present day socio-political events (if this is at all possible).

### B. Regional/International Levels

1. Need to relate with other social science councils. This shall enhance sharing of similarities and differences in objectives and methodologies. Through workshops, comparative research, done on a cross-national team basis;
2. Need for further dialogue with social science councils for developed and underdeveloped countries.

### A Survey on Filipino Family Households

*From page 10*

1.15 for all households, 1.18 for rural and 1.10 for urban households. Thus, the rural households which earn smaller incomes incur higher deficits in their expenditures. Moreover, the proportion of deficit spenders is higher among the lower income households than among the higher income families. Unless this is just a mere case of understated earnings and overestimated expenses, a serious economic problem exists for it means that a large percentage of Filipino family households spend on credit. The problem is made even worse by the fact that the deficit spenders are mostly the low income households. This is confirmed by the finding that compared with the higher income classes, the lower income groups, particularly the "Below P1000" group of households have a much higher proportion of their expenditures allocated for expenditure on other items besides those mentioned in the questionnaire notably "paying debts."

### Summary and conclusion

Indicators of household level of living such as income and expenditure levels and consumption expenditure patterns point to a higher "standard of living" enjoyed by the urban households. Other data indicate a greater concentration of wealth on the urban population. Moreover, greater income inequality is noted for the rural than for the urban population. Survey data also show that a higher proportion of rural households live below the poverty line taking an annual household income of

P5000 as the poverty line.

Taking these into consideration plus the fact that the greater bulk of the country's population live in the rural areas, the development of the rural economy aimed at a more equitable sharing of the nation's wealth and resources between rural and urban households should be among the primary concerns of government policy makers.

### References

- <sup>1</sup>Bureau of the Census and Statistics, Republic of the Philippines, *1971 Survey of Households on Family Income and Living Expenditures*, Special Release Series of 1972, October 1972.
  - <sup>2</sup>Barbers, Clarence L., "Some Notes on Income Distribution in the Philippines," *The Philippine Statistician*, Vol. IX, No. 2, June 1960, pp. 46-57.
  - <sup>3</sup>Parel, Cristina P., "Distribution of Income in the Philippines," *The Philippine Statistician*, Vol. XVIII Nos. 1-2, January-August 1969, pp. 1-20
- Stone, Richard, *Measurement of Consumer Expenditures and Behaviour*, Cambridge University Press, 1954
- United Nations, *International Definition and Measurement of Standards and Levels of Living*, New York, 1954.
- International Labour Office, *Methods of Family Living Studies*, Geneva, 1949.

## News briefs

### Political and national development up for discussion at PPSA conference

Foremost Philippine political scientists tackled issues in political science and Philippine politics and national development in the second national conference of the Philippine Political Science Association.

Held at the UP Faculty Center Conference Room on June 26 and 27, 1976, the conference presented the following papers revolving on the theme "Political Science and Philippine Politics and National Development":

The invited discussants were Dr. Gabriel Iglesias, Dr. Lourdes Gomez, Prof. Avelino Tendero, Atty. Segundina Navarro, Prof. Dolores Magnaye-Makalintal, Dr. Raul P. de Guzman, Dean Jose T. Almonte, Dr. Jose V. Abueva, and Prof. Felicitas Y. Padilla.

The conference was the first one that the PPSA held since it conducted its first conference on March 16, 1963.

The second national conference of the Philippine Political Science Association was capped by the election of officers for 1976-1977. Elected were: Dr. Gabriel J. Iglesias (UP), president; Dr. Wilfrido Villacorta (DLSU), vice-president; Prof. Clarita Carlos (UP), treasurer; Ms. Ma. Lourdes Genato (UP), secretary; Prof. A. Tendero (FEU and Ateneo), auditor; Prof. Malaya Ronas (UP), public relations officer; Dr. Augusto Caesar Espiritu (UP), legal officer; and Mr. Arthur Romero (UP), student representative.

The editorial board of the Philippine Political Science Journal is composed of Dr. Loretta Makasiar Sicut (UP), chairman; and Prof. Isagani Yuzon (DLSU), Prof. Elsa Jurado (UP), Prof. Dolores Makalintal (UE), and Prof. Shirley Advincula (Ateneo), members.

### Psychological methods and approaches discussed

The 13th Annual National Convention of the Psychological Association of the Philippines kicked off with a panel discussion on methods and approaches.

"A Reexamination of Concepts and

Methods of Western-oriented Psychology" was the theme of the conference held on April 23 and 24, 1976 at the Paulino J. Garcia Auditorium, NSDB.

### Linguistic Summer Institute has two special lecturers

The Linguistic Summer Institute had Hans Kaehler and James Harris as special lecturers this summer.

Prof. Kaehler, director since 1957 of the Seminar für Indonesische und Südsee-Sprachen of the University of Hamburg, taught a course on Comparative Austronesian (Malayo-Polynesian) Morphology and Syntax from April 15 to May 15. The course was held at the Philippine Normal College under the sponsorship of the Ateneo de Manila - PNC Consortium in Linguistics.

He also gave two public lectures.

Dr. Harris, a Ford Foundation Linguistics Specialist stationed in Bangkok, lectured on field methods in linguistics. Lectures were held at the PNC.

### PSS organizes study groups

As one of its projects for 1976, the Philippine Sociological Society (PSS) has organized six study groups to discuss various problem areas concerning Philippine society that are of interest to social scientists.

The six groups convened are: the Ethnicity Group, the Social Access Group, the

Dependence and Poverty Group, the Ethics and Principles Group, the Sex Roles Group, and the Social Science Teaching Group.

Membership in study groups is open to PSS members with requirements being the ability to attend meetings faithfully and to complete the assigned readings prior to each scheduled discussion.

These groups are open to all interested social scientists, regardless of whether they are PSS members or not.

### New masteral groups in social sciences

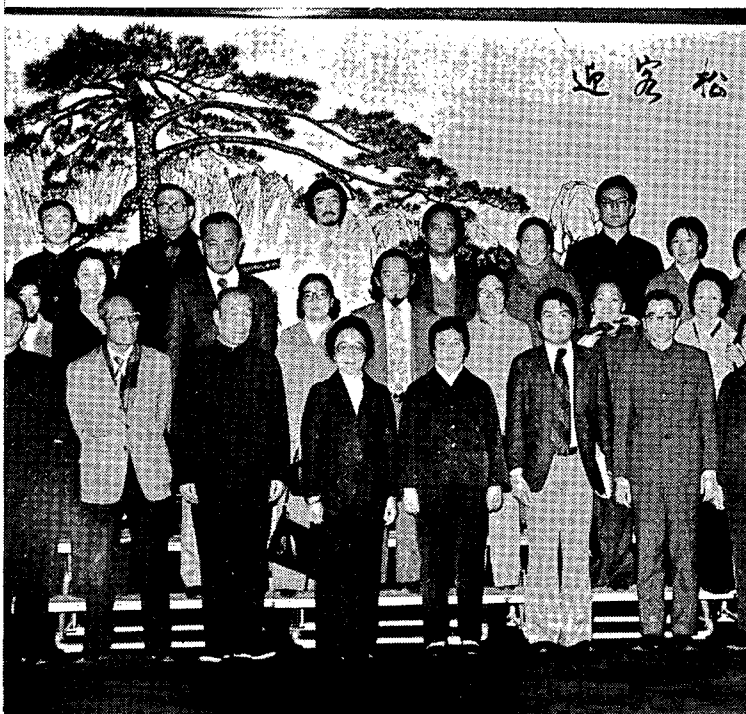
De La Salle University has launched a master's degree program in social sciences to complement its social science education program. The new curriculum emphasizes research in the social sciences.

Two majors — in the disciplines of economics and behavioral sciences — will soon be offered. Scholarships covering tuition, book allowance, and living stipend, are available to deserving applicants.

### RP delegation observes Chinese educational system

The Minister of Education of the People's Republic of China invited a delegation sponsored by the Department of Education and Culture to observe and study the Chinese educational system.

The delegation composed mostly of officials from the DEC and officers of the Phi Delta Kappa left last March 25.



*The group of Filipino educators who went on an observation tour of the People's Republic of China pose with ranking officials of the Chinese Ministries of Education and Foreign Affairs.*

## Social scientists on the move

*Raul P. de Guzman* was chosen one of five outstanding University researchers contributing most to national development for his research project entitled "A Study on the Development-orientedness of Filipino Administrators. This research has led to the establishment of indicators of development-orientedness among officials of the public service thereby promoting efficient and effective service to the people and nation.

The awardees were selected by a joint NSDB-UP committee headed by *Melecio S. Magno*, NSDB chairman.

*Dr. de Guzman* is the dean of the College of Public Administration, University of the Philippines and a member of the PSSC Executive Board.

*Vicente B. Valdepeñas, Jr.* Chairman of the Ateneo University Department of Economics and Secretary-Treasurer of the Philippine Social Science Council's Executive Board, was recently appointed Undersecretary of Trade. Upon his assumption to office, he acted as Officer-in-Charge of the Department of Trade in the absence of Trade Secretary *Troadio Quiazon, Jr.*

*Frank Lynch, S.J.*, resident consultant of the Institute of Philippine Culture attended a brief consultation meeting in Singapore sponsored by the Agricultural Development Council (ADC) on February 25 to 29, 1976. The meeting was called to discuss with other Asian countries the ADC's program of research-methodology publications.

The Board of Regents of the University of the Philippines recently approved the appointment of *Francisco A. Nemenzo, Jr.* as dean of the UP College of Arts and Sciences effective May 1, 1976. The new dean is a Ph.D. holder in political science from the University of Manchester. At the same time the Board of Regents also approved the designation of Prof. *Teodoro A. Agoncillo* of the UP Department of History and Dean *Leopoldo Y. Yabes* of the UP Department of Filipino and Philippine Literature as university professors, the highest academic rank in the university.

Institute of Philippine Culture Director *Mary Racelis Hollnsteiner* will be conferred

the degree of Doctor of Philosophy in the Social Sciences, Honoris Causa, by the De La Salle University at its commencement exercises on June 20, 1976. Ms. Hollnsteiner will address the graduates after receiving her honorary degree. The award will be given in recognition of her outstanding work as a researcher and social scientist as well as a research administrator. Ms. Hollnsteiner will also attend the United Nations Habitat Conference in Vancouver, Canada to be held May 30 to June 11. She will represent Caritas international.

*Melecio Magno*, professor at the University of the Philippines has been named Chairman of the National Science Development Board. He is the holder of a doctorate degree from the John Hopkins University. He succeeds *Florencio Medina*.

*Eva Duka Ventura*, professor of political science at the University of the Philippines, was awarded a one-year fellowship by the Institute of Southeast Asian Studies in Singapore.

*Maria Elena Lopez*, research associate of the Institute of Philippine Culture, represented IPC in the meeting of the Institute of Society, Ethics and the Life Sciences held in New York on March 25 to 27, 1976. The meeting was in connection with the IPC project "Cultural Values and Population Policy" which is part of a cross-national study involving Egypt, Kenya and the Philippines.

*Crispin C. Maslog*, director of the School of Journalism and Communications at Silliman University, was chosen recently as one of the international advisory editors of the Southeast Asian Journal of Social Science. The panel of advisory editors is

composed of 14 heads of schools and colleges and professors in universities in Southeast Asia and other countries, who are experts in their respective fields.

*Abdullah T. Madale*, dean of the Mindanao State University's College of Education and concurrently a presidential assistant on development and planning, has recently been designated deputy executive director of the Philippine Muslim Information Center, Mindanao Operations.

*Peter Gowing*, director of the Dansalan Research Center in Marawi City, will leave in July 1976 for a three-month's stay in the United States. He will attend the 30th International Congress on Human Sciences in Asia and North Africa in Mexico City to be held August 3 to 8, 1976. He will present a paper on "Moros and Indians: Commonalities of Purpose, Policy and Practice in the American Government of Two Hostile Subject Peoples."

*Aurora B. Alcid*, assistant director of the Child and Youth Research Center (CYRC), was recently elected member of the Board of Philippine Association for the Retarded. She was also elected Vice-President for Programs of the same organization.

*Josefina V. Estolas*, CYRC Chief of Programs and Research Coordination Division, was appointed Vice-Chairman of the Sub-Committee on Staff Development in the third regular meeting of the Inter-Agency Committee on Education Statistics held at the National Economic and Development Authority.

### ERRATA

Mrs. *Zelda Zablan's* name was inadvertently omitted in the list of Research Committee members on page 14 of the February 1976 issue of the PSSC Social Science Information.

The University of the Philippines also offers the Ph. D. in Sociology. Xavier University is not the only school offering this course. We stand corrected.

The following is the list of members of PSSC Membership Committee which was also inadvertently omitted on page 14 of the February 1976 issue:

*Dr. Raul P. de Guzman*, chairman  
*Mrs. Consuelo L. Gutierrez*, member  
*Dr. Mariano D. Obias*, member  
*Dr. Domingo C. Salita*, member  
*Mrs. Zelda C. Zablan*, member

## Information section

### Research projects

Reported current researches and projects contemplated, ongoing and completed for the period October 1975 to January 1976.

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.

*Baseline Study Report on the Continuing Education Program.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Dansalan College Community Service.

*Baseline Study Reports on the DCCS Functional Educational Program.* Victoria Tolentino. Dansalan Research Center. Completed. DRC Community Projects Research and Evaluation Program.

*Biographical Dictionary of Prominent Indonesian Chinese in the Twentieth Century.* Leo Suryadinata. Institute of Southeast Asian Studies, Singapore. Ongoing.

*Cognitive Development of Some Filipino Children.* Child and Youth Research Center. Completed. Child and Youth Research Center.

*Dynamic Migrational, Employment and Residential Patterns of Chinese in Philippine Urban Areas, 1886-1896.* Daniel F. Doeppers. University of Wisconsin-Madison, USA. Ongoing. No current funding.

*Education and Unemployment: The Philippine Case.* Harry T. Oshima and Ruperto Alonzo. UP School of Economics. Ongoing. Council for Asian Manpower Studies, Ltd.

*Effectivity of Agricultural Demonstrations in Bubong and Marantao Municipalities, Lanao del Sur.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Dansalan College Community Service.

*Effectivity of Community Organization as a Tool in the Initiation of Projects in DCSS-Assisted Municipalities in Lanao del Sur.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Dansalan College Community Service.

*Enrollment Trends in Marawi City Schools in the 1965-1975 Decade.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Academic Division, Dansalan College.

*Ethnographic Study on Maranao Beliefs and Practices on Population — Related Matters.* Victoria Tolentino, M. Barabandan, H. Basman and M. Mamacal. Dansalan Research Center. Completed. Population Education Program, Dept. of Education and Culture.

*Filipino Women as Partners of Men in Progress and Development: A Survey of Empirical Data.* Anna Miren Gonzalez. Institute of Philippine Culture. Ongoing. Department of Education and Culture.

*Follow-Up Study on Family Planning Drop-outs, January-December, 1975.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Dansalan College Community Service.

*Katetabanga: Cooperation Among Maranao Muslims.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Dansalan College Community Service.

*Landless and Other Rural Workers.* Lorna P. Makil. Institute of Philippine Culture. Phase I Ongoing. Department of Labor.

*Low-Income Consumer Profiles and Problems: Implications for Consumer Education.* Cristina Montiel. Institute of Philippine Culture. Ongoing. Ramon Magsaysay Award Foundation and Kilusan ng mga Mamimili ng Pilipinas, Inc.

*Migration in Bo. Granada, Bacolod.* Ionee Belasoto. University of Negros Occidental — Recoletos. Philippine Social Science Council.

*Offshore Oil Resources in Southeast Asia.* Corazon Siddayao. Institute of Southeast Asia Studies. Singapore. Ongoing.

*Options, Information and Decision-Making Skills: A Study of Filipino Rice Farmers*

*in a Central Luzon Barrio.* James Beebe. SIDEG, Stanford University and UP Science Education Center. Ongoing. Social Science Research Council.

*Patterns of Recreational Activities in Bo. Granada, Bacolod.* Elizabeth Mosquera. University of Negros Occidental — Recoletos. Ongoing. Philippine Social Science Council.

*Philippine International Trade: An Evaluation of the Linkage Effect of the Tariff Structure on Farmer-Producers of Exportable/Importable Farm Products.* Philippine College of Commerce. Ongoing. Philippine Council for Agriculture and Resources Research.

*Political Maturity of Filipino Youth (18—21 Years).* Child and Youth Research Center. Completed. Child and Youth Research Center.

*Prospects of the "Lanao Progress" as a Community Newspaper.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Dansalan College Community Service.

*The Effectivity of a Remedial and Enrichment Program for Secondary Schools in Marawi City.* Victoria Tolentino. DRC Community Projects Research and Evaluation Program. Ongoing. Fund for Assistance to Private Education.

*The "Fixed Do" Approach and the "Movable Do" Approach in Teaching Sight-Reading of Notes to Grades I—Seven Years Old Children.* Child and Youth Research Center. Completed. Child and Youth Research Center.

*The Peranakan Chinese Search for Political and Cultural Identity in Indonesia from 1917 to 1942.* Leo Suryadinata. Institute of Southeast Asian Studies, Singapore. Ongoing.

*Towards a Common Grammar.* Bro. Andrew Gonzalez, FSC. De La Salle University. Completed.

*Trends in Family Planning Acceptance, Dansalan College Clinic, 1969-1974.* Pag-asa Santos. Dansalan Research Center. Completed. DRC Community Projects Research and Evaluation Program.



## Recent publications

Reported publications for the period January to April 1975.

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

*ASEAN: Problems and Prospects.* Occasional Papers. No. 338. Hans H. Indorf. 1975. 62 pp. S\$5.00 Institute of Southeast Asian Studies, Cluny Road, Singapore 10.

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*The Philippine Economic Journal*. Special Issue on "Multiple-Cropping in Asian Development". Official publication of the Philippine Economic Society. Mahar Mangahas, ed. UP Institute of Eco-

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*Philippine Geographical Journal*. Official publication of the Philippine Geographical Society. Dominador Z. Rosell ed. January-March 1975. Vol. XIX No. 1.

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*Philippine Journal of Child-Youth Development*. Available at the Child and Youth Research Center, 921 Quezon Blvd. Extension, Quezon City. Price — P8.00/copy.

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## Unpublished papers

Reported unpublished papers for the period February 1976 to April 1976.

Entry format: Title. Author. Home institution Type.

Funding institution. Where presented Date.

A *Case Study of the Accounts Receivable System of a Petroleum Marketing Company in the Philippines*. Eulogio S. Castillo. Ateneo de Manila University. Thesis. 1976.

A *Case Study of the Reciprocity Arrangement of Petroleum Companies*. Jose M. Cruz, Jr., Ateneo de Manila University. Thesis. 1975.

A *Comparative Study of Selected Forces Affecting the Choice of a Language of Education for Development in South-east Asian Nations*. Maria Dolores Aspilera Arboleda. De La Salle University. Ph. D. dissertation. Philippine Women's University Graduate School. 1975.

A *Comparison of the Listening and Reading Abilities of Children in the Upper Grades*. Rosemary P. Gellor. Centro Escolar University. Thesis. 1976.

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A *Proposed Five-Year Educational Plan for the Public Elementary Education Development of Lanao del Norte*. Gloria C. Besaga. Centro Escolar University. Thesis. 1976.

A *Study of the Socio-Economic Characteristics and Values of a School Community*. Jesus C. Palma. Centro Escolar University. Thesis. 1976.

- A Survey of the Common School Problems of Intermediate Pupils in Seven Barrio Schools in the District of Rosario, Division of Cavite* for the School Year 1971-1972. Myrna A. Concepcion. Centro Escolar University. Thesis. 1976.
- A Survey on the Socio-Economic Status and Motivation of Public Elementary School Teachers in Catarman, Northern Samar and Its Implications for Educational Administration.* Toribio G. Sorio. Centro Escolar University. Thesis. 1976.
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- Factory Line Approach in the Teaching of Practical Arts: An Action Research Conducted in Eulogio Rodriguez Jr. High School.* Julita B. Blas. Centro Escolar University. Thesis. 1976.
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- Portrait of the Filipino as a Writer in the New Society.* Luwalhati A. Kendrick. Centro Escolar University. MA thesis. 1976.
- Profile of the Department of Social Welfare Administrators of FY 1973-1974. The Existing Administrative and Supervisory Practices and Some Selected Factors.* Avelina U. Baltazar. Centro Escolar University. MA thesis. 1976.
- Proposed Behavioral Outcomes Oriented Curriculum.* Cristeta M. Montano. Philippine Christian College. MA thesis. 1976.
- Recreational Needs and Interest of Public Elementary School Children in Selected Central Schools of Quezon II.* Mamerta R. Mendoza. Centro Escolar University. MA thesis. 1976.
- Socio-Economic Background, Personality, Interest and Study Orientation as Predictors in the Choice of Lifework: Implications for High School Curricular and Co-Curricular Program.* Eufrocina V. Capili. Centro Escolar University. Dissertation. 1976.
- Socio-Economic Status, Intelligence and the Self-Esteem of Filipino Twelve-Year Olds in Five Selected Urban Schools.* Rosalinda C. Sanchez. Centro Escolar University. MA thesis. 1976.
- Tax Research: The Philippine Experience.* Angel Q. Yoingco. Centro Escolar University. Dissertation. 1976.
- The Batak Customs and Traditions and their Implications to Education.* Rosita V. Arrieta. Centro Escolar University. Thesis. 1976.
- The Continuous Progression Scheme in Selected Public Elementary Schools During the School Year 1973-74: The Problems Met and Attitudes of Teachers and Administrators.* Purification F. Kanoy. Centro Escolar University. Dissertation. 1976.
- The Food Culture of the People in Sugod, a Coastal Barrio in Masbate: Its Implication to Nutrition Education.* Nerissa A. Almirañez. Centro Escolar University. M.A. Thesis. 1976.
- The Management of an Educational Innovation on the Division of Bulacan: A Case Study (The In School-Off School Approach).* Felicita G. Bernardino. Centro Escolar University. Dissertation. 1976.
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- The Operations of the Bureau of Treasury as a Vital Aspect of Philippine Fiscal Administration.* Mariano U. Palisoc. Centro Escolar University. Dissertation. 1976.
- The Perceived Roles of Filipino Clergy.* Jose C. Gamboa, Jr. Centro Escolar University. Dissertation. 1976.
- The Philippine Constabulary: Its History, Function and Achievements.* Arturo G. Roa. Centro Escolar University. MA thesis. 1976.
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- The Relationships of Problems of Teachers in the Philippine College of Commerce to their Attitudes and Personal Social Traits.* Fe Mateo-Duque. Philippine College of Commerce. Ph.D. Dissertation. University of Santo Tomas.
- The Rural Improvement Club (RIC) Children Center: Status, Prospects, and Implications for National Development.* Rufina R. Ancheta. Centro Escolar University. MA thesis. 1976.
- The Social and Cultural Milieu of a Barrio School: A Case Study.* Alice Ilalo S. Baun. Centro Escolar University. Dissertation. 1976.
- The Socio-Economic Profile of Nueva Ecija and the Role Played by National Agencies in its Development.* Tomas G. Naagas. Centro Escolar University. Paper. 1976.

## Partial inventory of social scientists

Note: This is the continuation of the initial inventory of social scientists based on information 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 science centers and social scientists who have not yet been included to please write the Philippine Social Science Council, 53-C, Alejandro Rocas Avenue, Quezon, City. Please include all the necessary information.



Entry format: Name, degree, date granted, institution where the degree was obtained, present position, institutional affiliation

### DEMOGRAPHY

NUÑEZ, Domingo B.  
MA cand Demog, U of the Philippines  
Senior Child-Youth Researcher, Child and Youth Research Center

### ECONOMICS

ALFONSO, Felipe B.  
MBA, New York U  
Faculty member, Asian Institute of Management

ANTONIO, Emilio Jr. T.  
MS Industrial Econ 1972, Center for Research and Communication  
Asst. Prof/Economist, Center for Research and Communication

AZANZA, Rafael J.  
MBA, Harvard Graduate School of Business Administration  
Faculty member, Asian Institute of Management

BAGTAS, Cynthia Festin  
MA Econ Ed 1974, Center for Research and Communication  
Faculty member, Center for Research and Communication

BERNARDO, Francisco Jr. P.  
MBA, Stanford U Graduate School of Business  
Faculty member, Asian Institute of Management

CANTO, Buenaventura III  
MBA, Ateneo U  
Faculty member, Asian Institute of Management

DE GUZMAN, R. Primitivo B.  
Ph D, Harvard U  
Faculty member, Asian Institute of Management

DONELAN, James F., S.J.  
Postgraduate studies, Oxford U  
Faculty member, Asian Institute of Management

ESTANISLAO, Jesus P.  
Ph D Econ, Harvard U  
Executive Director, Center for Research and Communication

GARCIA, Edgardo  
MS Industrial Econ cand 1975, Center for Research and Communication  
Research tutor, Center for Research and Communication

GARRUCHO, Peter Jr. D.  
MBA, Stanford U  
Faculty member, Asian Institute of Management

GO, Delfin S.  
MS Industrial Econ cand 1975, Center for Research and Communication  
Research tutor, Center for Research and Communication

HAO, Alexander H.  
Master of Philosophy in Urban Design and Regional Planning 1975, University of Edinburg  
Asst Prof and Economist, Center for Research and Communication

LADORES, Albert M.  
Ph D. cand, Ohio State U  
Faculty member, Asian Institute of Management

MENDOZA, Gabino A.  
MBA, Harvard U  
Dean, Asian Institute of Management

MONTES, Vaughn F.  
MS Industrial Econ 1973, Center for Research and Communication  
Asst Prof and Economist, Center for Research and Communication

ORTIGAS, Gaston Z.  
MBA 1974, Harvard U  
Associate Dean, Asian Institute of Management

PALUSZKA, Robert A.  
Ph D Econ cand 1965, Georgetown U  
Research Director, Special Projects, Center for Research and Communication

RODRIGUEZ, Rolando A.  
MS Industrial Econ cand 1975, Center for Research and Communication  
Research tutor, Center for Research and Communication

ROMAN, Francisco Jr. L.  
Ph D Econ cand  
Faculty member, Asian Institute of Management

TORRALBA, Antonio N  
MA Econ Ed 1974 Center for Research and Communication  
Research tutor, Center for Research and Communication

VALENCIA, Arturo A.  
MS Industrial Econ cand 1975, Center for Research and Communication  
Research tutor, Center for Research and Communication

VILLEGAS, Bernardo M.  
Ph D Econ 1963 Harvard U  
Deputy Executive Director, Center for Research and Communication

### GEOGRAPHY

TAMESIS, Florencio  
MSF 1923, U of Washington  
Dean Emeritus, U of the Philippines

### HISTORY

ATIENZA, Obdulia L.  
MA, U of Santo Tomas  
Professor, U of the East

BALANAG, Vincent  
MA History, Washington U  
Professor, U of the East

BRAVO, Cirilo A.  
MA History, Far Eastern U  
Associate Professor, U of the East

GABRIEL, Ceferino  
MS History, National Teachers College  
Assist Professor, U of the East

GARCIA, Mariano J.  
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Professor, U of the East

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MA History, Far Eastern U  
Associate Professor, U of the East

JESUS, Edilberto de C.  
PhD Modern Southeast Asian History, 1973, Yale U  
Faculty member, Asian Institute of Management

## Calendar

June 18 — Symposium on Research Trends, Needs and Resources to be held at the Conference Hall of the Child and Youth Research Center, Quezon Blvd. Ext., Quezon City. Sponsor: Child and Youth Research Center

June 21-26 — Labor Supply Seminar sponsored by the Council for Asian Manpower Studies, Ltd. and the Organization of Demographic Associates

June 26-27 — PPSA Conference to be held at the UP Faculty Center Conference Hall on the theme "Political Science and Philippine Politics and National Progress." Sponsor: Philippine Political Science Association.

July 29-31 — Southeast Asian Workshop on the theme "Enhancing the Roles of the Social Scientists in Southeast Asia." Sponsor: Philippine Social Science Council.

## PSSC placement service

### Position open

*Editorial assistant.* Full time for the Editorial and Information unit of the Institute of Philippine Culture. Applicant must have an AB degree in Journalism or English with experience in editing, proofreading and other publication work. Apply at:

Institute of Philippine Culture  
2nd Floor, Bellarmine Hall  
Ateneo de Manila University  
Loyola Heights, Quezon City

## Announcements

### Scholarship grants at DLSU for MA social science ed

Several scholarship grants for teachers who would like to work for an M.A. in social science education have been made

available by the Association of American College Women to graduate school of De La Salle University.

Interested applicants may submit their applications and transcripts to Prof. Amable Tuibeo, summer coordinator for the social science program, at the DLSU Graduate School, Taft Avenue, Manila.

### ISEAS fellowship, grants announced

The Institute of Southeast Asian Studies (ISEAS) is offering several fellowship grants to scholars who are looking for appropriate facilities and the necessary freedom from other responsibilities to complete the writing-up of their final reports, books or monographs.

**RESEARCH FELLOWSHIP PROGRAMME.** This is limited to applicants of Asian origin, preferably nationals of Southeast Asian countries. Preference is given to candidates with Ph. D. or equivalent qualifications who are in a position to complete their projects in the stipulated period of the award. Area of research can be any topic within the Social Sciences or Humanities with special emphasis on Modern Southeast Asia. Closing date for applications for this Programme is October 31 of each year with the funds being released commencing April 1 of the following year.

**VISITING FELLOWSHIP PROGRAMME.** This is open to Southeast Asian scholars or other specialists who may want to spend all or part of their sabbaticals or other forms of leave at the ISEAS. A Visiting Fellow status allows a Fellow to share in the Institute's community life of seminars and informal discussions in addition to some office space and access to library facilities and secretarial help.

**RESEARCH GRANTS.** These grants are aimed to enable scholars to complete on-going research projects. Applications would be judged on the merits of each case. These grants do not require that the scholar concerned must physically be at the Institute during the term of the grant.

The number of applicants to be accepted for these three programmes will depend

on the availability of funds for the purpose.

Further information may be obtained from the *Executive Secretary, Institute of Southeast Asian Studies, Cluny Road, Singapore 10.*

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Managing Editor

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