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EDITORIAL

Language and Policy: Ambivalence in Bilingualism?



WILFREDO L. ALBERCA, Ph.D.

A joke almost irreverently told by a graft-busting former Cabinet official may be instructive. "It is said that God actually took a long time to decide whether to create the Philippines or not, and when He finally uttered, 'Let there be Philippines,' the country immediately divided itself into 7,100 islands."

The joke's point is evident: the country's geography is fragmented as much as its people. Nationalism is, in fact, an issue the country's leaders have, for years, been debating and attempting to instill in the minds—and hearts—of the people.

About half a century after its dissociation from Mother America, the Philippines continues to grapple with the problem of retaining or abandoning English, the language of colonialism. As ticklish as the issue of maintaining or forsaking English is, of course, the national language issue. Ever since Commonwealth Pres. Manuel L. Quezon decreed that Tagalog should form the basis of the national language, efforts to implement a national language policy have always been met with opposition or resistance. When Pres. Corazon C. Aquino issued Executive Order 335, which only aimed to encourage the use of Filipino in transmitting correspondence among government offices in order to enhance the language cultivation process, the Cebuano sector was quick to oppose the order. Quite expectedly, the opposition was abetted by a few non-Cebuano English-writing mediamen who would interpret any diminution of the role of English in any domain as a diminution of their clientele.

What is interesting to note is that when the 1987 Constitution was being deliberated, there was not much heated discussion on the validity or non-validity of making Filipino the national language. The Cebuano opposition was, in fact, almost unexpressed. Easily, one may explain this fact as attributable to the feeling of oneness generated by the 1986 EDSA Revolution, but it also confirms the view that a national language may yet prove to be acceptable to all ethnic constituents of the country.

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SOCIAL SCIENCE INFORMATION

The PSSC SOCIAL SCIENCE INFORMATION primarily seeks to serve as a clearinghouse for the exchange of information, documentation, research activities, and news on people involved in the social sciences. Since 1973, it has endeavored to be a regular and comprehensive inventory of information and a catalyst of discussion.

Unless so indicated, the views expressed by the authors of articles in this publication do not necessarily reflect the policies of the Philippine Social Science Council, Inc.

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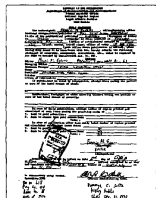
Editorial:

Francis M. Egenias

Circulation:

Lydia G. Wenceslao

Emily G. Tuzon



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CONTENTS

*Prepared with the assistance of the
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SPECIAL FEATURES

4

**Language and Policy:
Caution on Filipino-only as Language of Instruction**
By Bonifacio P. Sibayan

7

**An Empirical Study of Language
and Identity in the Philippines**
by Emy M. Pascasio

12

**Language and Policy:
The Lessons of History**
by Andrew B. Gonzalez, F.S.C.

REGULARS

14

Newsbriefs

18

New Publications

Language and Policy:

Caution on

Filipino-only

as Language

of Instruction

by *Bonifacio P. Sibayan, Ph.D.**

The purpose of this essay is twofold: first, to point out some of the dangers of a policy of a total shift to Filipino from English as the only language of instruction in all subjects; second, to suggest what needs to be done with Filipino so that its use as a language of instruction in higher education may be accelerated.

First consideration is that knowledge and information in any subject field or discipline is cumulative and that this cumulative knowledge is stored and retrievable in its recorded form. There are two main ways of storing knowledge at present: books and other publications and during the recent past, about twenty to thirty years, on automated electronic information banks.

The reader will be interested to know the following historical facts regarding the storage of scientific knowledge and information. I quote pertinent portions of an article written on the subject:

"More than forty years ago, a set of events coincided which have defined these data bases and the way they operate. First, World War II had an enormous effect on the practice of science in the developed nations. The scientific capacity of many of the combatant nations was significantly reduced because scientific facilities were destroyed, because the practice of science was directed at military needs, because scientists were killed or migrated, because new

The Filipino scholar who expects to advance knowledge and information through Filipino has to be a very good bilingual in English and Filipino.

generations of scientists were not trained as a result of the fact that young men and women entered military service. At the end of the war, only the United States emerged with its scientific and educational infrastructure essentially intact and economically prepared for rapid growth. Germany and Japan had their scientific establishments essentially destroyed and Britain, France and the Soviet Union had suffered significant damage and the loss of manpower.

"Second, the end of the war and the political settlement which followed it coincided with the development of the first generation computers, which in turn made possible the rapid storage and dissemination of scientific and technological information. The political settlement represented in the emergence of the United Nations and its subsidiary

agencies (UNESCO, ALSED, FID, etc.), produced an agreement that information could be stored only in four languages — the languages of the victorious allies.

"A technical problem, however, eliminated information storage in Chinese, simply because the hardware of the period was not capable of dealing with Chinese characters. As a consequence, virtually all information storage since the middle of the 1940s has been accomplished in English, French, and Russian. (Although German was not one of the original languages, the existence of a great body of scientific information in German and the rapid evolution of Germany into a modern industrial power combined to create an environment in which German was added to the list of acceptable languages.)

"Although Japan also evolved

very rapidly, the fact that there was no great body of science in Japanese, the fact that Japanese is not a well-known language, and the fact that the computer could not deal with the Japanese syllabaries all combined to prevent the entry of Japanese into the list.

"As the data bases evolved, the cumulative characteristic of science... gave rise to a new set of corollaries. Those who are doing the greatest amount of scientific research tend to become the most frequent users of the electronic data bases." (Kaplan 1989:49)

It is quite obvious from the foregoing information that advanced knowledge and information which is the main business of a university would be severely blacked out from students if Filipino becomes the main, and later the only language of instruction. There is very little, if any, advanced knowledge and information available in Filipino through books and other publications and electronic data banks.

The proponents of the policy on the shift to the exclusive use of Filipino are often heard to say, "But we have to start somewhere." I fully agree. That is exactly what my students and I did as early as a quarter of a century ago at the Philippine Normal College. I initiated the use of Filipino in writing theses and other research work at the Philippine Normal College.

I soon realized two things, how-

We need to have a body of works in Filipino that can be used to retrieve past knowledge in all disciplines. Until we have such a body of works, there is no escaping the need for a foreign or second language that makes the world's knowledge accessible to the Filipino. For obvious reasons, that language has to be mainly the English language.

ever: one, that because there is practically no recorded past knowledge in Filipino (except in creative literature), for example in linguistics, one had to depend on English for references; second, that making knowledge and information in Filipino is an extremely slow and excruciating and expensive process.

The Filipino scholar who expects to advance knowledge and information through Filipino has to be a very good bilingual in English and Filipino. He must be able to read well in English and speak and write well in Filipino. If possible, he should be a good translator.

The Filipino scholar who knows only Filipino won't be able to have access to the world's fund of ad-

vanced knowledge and information. That would be the fate of the Filipino who is taught only in Filipino. The program of conducting all instruction in Filipino as initiated at the University of the Philippines must take a long time. It cannot be done in five years. I don't even think it can be done in fifty or one hundred if the goal is total instruction in Filipino.

I am afraid that our colleges and universities will have to be taught bilingually in English and Filipino in all subjects that are taken up in a university of repute, but most especially in science and mathematics almost indefinitely.

To accelerate the use of Filipino as language of instruction and eventually as main language of the control-

ling domains of language such as those of government and the private sector, Filipino scholars in all subjects and disciplines must either translate what have been called the classical works (I prefer to call them definitive works) in their disciplines or write original research and writing in Filipino. We need to have a body of works in Filipino that can be used to retrieve past knowledge in all disciplines. Until we have such a body of works, there is no escaping the need for a foreign or second language that makes the world's knowledge accessible to the Filipino. For obvious reasons, that language has to be mainly the English language.

Many of my nationalistic and nationalist friends will not like what I say here but it is a very realistic statement.

Reference

Kaplan, Robert B. 1989. English as Language of Science. *Vox*. Journal of the Australian Council on Languages and Multisectoral Education. Issue No. 2, 1989. 49-53.

"Dr. Bonifacio P. Sibayan is a former President of the Philippine Normal College and was Chairman of the PSSC Executive Board in 1982.

He was also the President of the Linguistic Society of the Philippines in 1986.

An Empirical Study of Language and Identity in the Philippines

*Emy M. Pascasio, Ph.D.**

Ateneo de Manila University

The relationship between language and identity has been studied in some form or another in a number of disciplines, but such studies have not been interdisciplinary in nature and thus, no adequate interconnections have been made. Although linguists agree that language, culture and identity are related, the precise nature of this relationship is still being explored. Furthermore, whatever the disciplinary perspective, attention has not been paid to the confirmation of academic findings on the nature of the language-identity link in the real world. If we wish to understand the dynamics of such a link as it exists in the lives of ordinary speakers, empirical studies are needed. This paper presents

an empirical study of language and identity in the Philippine context by looking at the significant variables affecting the relationship between language and identity.

Methodology

In this particular study, five instruments were developed and used to gather the data namely: 1) language background questionnaire (LBQ); 2) language use in the domains of home, school, and community between different interlocutors or: formal and informal topics; 3) language attitude scale consisting of perceptions, motivations and beliefs in terms of sentimental and instrumental attachments to English

Specifically, the sentimental attachments to Filipino are expressed in the language's ability to express the Filipino bilingual's needs, feelings, sentiments and aspirations; in perpetuating the cultural heritage, and in becoming an effective Filipino leader.

and Filipino or the other vernaculars; 4) ethnic and cultural identity; and 5) national identity. These were administered to two types of sampling: 1) for the academic/school community-300 college and graduate students from the Ateneo de Manila University; 116 respondents (Rs) from the University of the Philippines at Diliman, Quezon City; 168 Rs from the University of the East; a total of 584 Rs. The other type of sampling was an actual community where 120 households which had three generations within each household were interviewed. A total of 360 respondents were interviewed, 3 from each household representing 3 generation levels - parents, grandparents and children. For this paper only the results of the academic community will be presented since

this study is still ongoing and the results on the actual community are not yet available.

Findings

1. The variables that significantly correlate with language proficiency.

Of the total sample of 584 Rs, they rated themselves with a slightly higher average proficiency in Filipino with a mean of 3.35 than in English with a mean of 3.25.

Five sets of factors were correlated with language proficiency: demographic factors, socio-economic factors, R's language background, parents' language background and mass media variables. More of these factors were corre-

lated with English than with Filipino proficiency.

English proficiency is positively and significantly related to the following demographic factors: age, year in college and number of organizations joined. Students born in Metro Manila are also more likely to have higher English proficiency levels than those born elsewhere. Of the various socio-economic factors, the strongest one related to English proficiency is the type of school: students who attended or are presently attending private sectarian schools are more likely to have higher English proficiency levels than those who come from public or private non-sectarian schools. The higher the social class, the more proficient in English.

R's language background is also important: English proficiency is high when R's first language is English, when English is most natural to him/her, and when English is spoken to *barkada* members. Equally important are parents' language background. All indicators in this category are significantly related to English language proficiency. Also significant is mass media exposure: the more one is exposed to mass media in English, the higher the English proficiency level.

Filipino proficiency is also strongly associated with R's language background in Filipino, parents' language background in Filipino and mass media exposure in

Filipino. Demographic characteristics, however, are not significantly related to Filipino proficiency, and of the eight measures of socio-economic status, only two were statistically significant—the type of elementary school and type of college. Students who come from public schools are more likely to speak Filipino better than their counterparts in private schools, sectarian or non-sectarian.

Specifically the Ateneo respondents report a higher proficiency in English than in Filipino. They rank themselves about “very good” in English, and only a little better than “good” in Filipino.

There is a slight, though significant, correlation between proficiency in English and Filipino. The correlation is positive, suggesting that students who report themselves proficient in English also report themselves as proficient in Filipino. But this correlation applies only to reading and understanding and to some extent writing. When it comes to speaking, there is hardly a relationship between proficiency in English and in Filipino.

As for the effects of specific types of mass media they vary by proficiency. The printed media is generally more effective for English language proficiency, while both printed and nonprinted mass media influence higher proficiency in Filipino. Note, however, that for both English and Filipino, exposure to

films has no association with proficiency.

2. Instrumental and sentimental attachments to English and Filipino.

The data on the respondents' attitudes, perceptions, beliefs and motivations in terms of their sentimental and instrumental attachments to Filipino and English show that there are more instrumental attachments to English (mean = 3.45) than to Filipino (mean = 3.19). This difference is statistically significant. In turn, there are more sentimental attachments to Filipino (mean = 3.64) than to English (mean = 3.23). The difference is again statistically significant.

Specifically, the sentimental attachments to Filipino are expressed in the language's ability to express the Filipino bilingual's needs, feelings, sentiments and aspirations; in perpetuating the cultural heritage, and in becoming an effective Filipino leader.

The instrumental attachments to English lie in the way knowledge of English hastens material success, modernization and advancement; English serves as the primary link to the rest of the world and increases one's ability to think critically.

The data also show that there are instrumental attachments to Filipino as well as sentimental attachments to English. The instrumental attachments to English are expressed as a

means of national unity (69% of the Rs said that Filipino should be the official language of the country), as the media of instruction in the lower grades, and as a mode of communication to get things accomplished. On the other hand, the sentimental attachments to English are expressed in the ability of the language to impress others, to show high status, and to get around in non-Tagalog speaking regions.

In the Philippine language situation, both sentimental and instrumental considerations are likely to reinforce each other. Filipino, the national language, has both instrumental and sentimental attachments.

3. The significant variables attributed to cultural or ethnic identity.

Ethnic identity was measured according to its instrumental and sentimental dimensions, each of which was correlated with thirteen demographic and socioeconomic variables. Of these variables, only the type of college was significantly correlated with ethnic identity: students from private nonsectarian schools were more likely to have a stronger ethnic identity (instrumental and sentimental) than those from public or private sectarian schools. There is also a tendency, though not significant, for students born outside the National Capital Region (NCR) to have a stronger sense of

The instrumental attachments to English lie in the way knowledge of English hastens material success, modernization and advancement; English serves as the primary link to the rest of the world and increases one's ability to think critically.

ethnic identity than those born in the NCR.

4. The significant variable attributed to national identity.

Six sets of factors were related to national identity: demographic factors, socio-economic factors, R's language background, parents' language background, mass media exposure and ethnic identity. All in all, these six sets of factors covered 36 separate variables. Of these, only one was significantly related to national identity, that is, mass media exposure in Filipino. The greater the mass media exposure in Filipino, the greater the sense of national

identity. These results are preliminary, we need more time to study our items and our indicators.

5. The relationship of language proficiency to national and ethnic identity.

The data show that there is a slight tendency for those proficient in Filipino to have a stronger national identity than those who are less proficient in the language. However, the correlation between these two variables is only .21 and it is not statistically significant.

6. Does the Manileño (Manila born) have a stronger sense of

national identity than an ethnic identity? If so, what are those significant indices that show this strong national identity?

Yes. Manileños have a stronger sense of national identity (mean = 1.89) — than ethnic identity (mean for instrumental = 0.74; mean for sentimental = 0.66). These differences are statistically significant. Note, too, that the same significant differences appear for the entire sample as well. Only 3 out of 36 variables are strongly associated with national identity among the Manileño subsample: age, year in college and exposure to mass media in Filipino. All variables are positively or directly related to the Manileño's sense of national identity.

Conclusion

From the preliminary findings, the presence of so many ambivalent factors is a clear indication that complex interactions between partially contributory factors (rather than a single overpowering factor) must frequently be involved especially in socio-cultural phenomena which are extremely complex like the relationship of language and identity.

The Filipino will continue to be multilingual whether he is in the urban or rural setting. His use of the languages are in complementary

distribution and will remain to be so for a while. For as long as he does not uproot himself from his original region, then his local vernacular is assured of its place and its domain. He loses this vernacular only in the process of de-ethnicization that inevitably follows migration and urbanization. His use of Filipino, the national language (as mandated by the 1987 Constitution), will serve not only as a vehicle for achieving the goal of national identity and unity but also facilitate communication and understanding as well as promote the Filipino people's collective participation in nation building. His competence in English will be maintained for as long as economic and social mobility, more opportunities for pursuing higher and better quality of education, more involvement in international affairs are perceived as advantages and rewards are assured. Maintenance of English is not incompatible with a genuinely nationalistic bilingual education in the Philippines.

There is a need, therefore, to frame an appropriate language policy which can materially assist in social and national integration as well as economic upliftment of the Filipinos as members of Philippine society keeping a balance between internal needs and external necessities in the modern world.

If we recognize the important role of language in nation-building we should map out a research agenda

for linguists, language educators and social scientists to explore further the various dimensions of the language issue in the Philippines. The Filipino's language skills are as important as the economic and political development for national progress. More creative and relevant language research studies should therefore be conducted to enable our policy-makers to have clear and definite directions when formulating language policies that

will contribute to national development and to minimize emotional debates on the language issue.

**Dr. Pascasio is Professor of Linguistics at the Ateneo de Manila University. She was also Chairman of the Ateneo Department of Linguistics.*

This research was funded by the National Research Council of the Philippines and partly by Ateneo de Manila.



Language and Policy: The Lessons of History

Andrew B. Gonzalez, F.S.C., Ph.D.*
De La Salle University

If one were to characterize the history of language and policy in the Philippines, one would have to state that the Hispanic period was one of repetitive decrees on teaching the Indio the Spanish language, the repetition itself a dramatic sign that the policy was not being implemented and therefore a failure; that the American period was so successful in teaching so many Filipinos the English language and making it such a feature of Philippine life that we are trying to live this success down at present in the interests of nationalism; that the Independence period has been characterized by a series of starts with apparently little or unsuccessful follow-up. Perhaps the modern language situation at pres-

ent, on behalf of Filipino, is an object lesson in Philippine planning in general: a series of starts with little to show for actually reaching our destination....

Taking a cue from some of our development economists and theorists as well as the business managers behind Kalakalan 20, I am beginning to think that the only model of development that will work in our society at least for the initial phase is one based on the Italian model, with its positive and negative features. Like the Italian, the Filipino thrives best in an environment of *laissez faire*, that things work out best when the Filipino is left alone, in a situation of seeming chaos, that our people are masters of the art of im-

provisation, what Claude Levi Strauss, the anthropologist, calls *bricolage*, that things work out with a minimum of legislation and government control, that somehow we are able to muddle through.

The implication of this is that if one wants things NOT to work, then the best way to succeed is to give them to a government agency, which will ensure their non-success.

I am, of course, caricaturing, for even in Italy, certain projects cannot be done by the private sector, that there have to be some interventions. The interventions that will work, I declare, are those where the State exercises minimal control, gives incentives, then lets the private sector do the rest.

The same goes for language policy, it seems to me.

There are certain sociolinguistic forces in Philippine society at present that are 'ineluctable', to use a favorite Joycean term. I doubt if one can stop them just like Canute couldn't command the waves to halt. The English language while not in danger of extinction among the elites is definitely on the wane. It is likewise developing a local variety that after a while will not be mutually intelligible with other varieties. The elites will of course always be understood, but not the hoi polloi.

The last inter-census indicates about 75% with some conversational competence in Pilipino (or Filipino); I predicted more than a decade ago that by the year 2000, the end of this decade, 98% of Filipinos will speak some variety of Pilipino or a form of lingua franca that is Manila-based, ultimately, Tagalog-based with many loans from other Philippine languages.

Taglish is being used in Philippine classrooms especially in Tagalog-speaking areas; one predicts that English will last longer in non-Tagalog speaking areas since it does not have to contend as much with Pilipino in these latter areas. Those in charge of schooling will realize soon enough that a more efficient alternative would be to use Pilipino more and more, even for science at the primary level after they ensure that those using the language know the

... certain projects cannot be done by the private sector, that there have to be some interventions. The interventions that will work. . . are those where the State exercises minimal control, gives incentives, then lets the private sector do the rest.

content of their subject matter.

Literature in Pilipino is flourishing; so is Pilipino flourishing in the mass media. There is no need to intervene.

The intervention, as I see it, will be necessary only in those subject areas that do not lend themselves as readily to Pilipino domination, the subject areas of science and mathematics at higher levels, and higher education in general in all areas except literature.

Here, some intervention is called for if we wish to speed up the process. But intervention demands outlay of resources, human and financial. Given our present financial situation, I do not honestly see the political will to allocate extra resources in these key areas or domains of language. What money is available will

be used for raising teachers' salaries and repairing school buildings. Idealistic professors and teachers will take the initiative but one foresees that their efforts will be limited in effectiveness.

One will then have a situation not like Malaysia or Indonesia or Israel but more like the situation of Norway and in the nineteenth century, many of the other modernizing European countries other than England, Germany and France (the languages of these three countries had been modernized by that century).

Is that so bad?

**Bro. Andrew Gonzalez, F.S.C., is the President of De La Salle University. He is also the Executive Secretary of the Linguistic Society of the Philippines.*

NEWSBRIEFS

PSSC Annual Meeting

The Annual Meeting of the PSSC was held last February 17, 1990 at the Alip Auditorium of the PSSC Center.

Presented was the President's Report of the Council, delivered by Dr. Allen Tan, which included the Treasurer's Report indicating the financial health of PSSC. An integrated report of the activities of regular and associate members was also given.

New members of the Executive Board were also elected. They are Hector Morada (Demography), Evelina Pangalangan (Social Work), Emma Porio (Sociology), and Ramon Cardenas (Economics).

The highlight of the affair was the recognition of some members of the PSSC Secretariat who were given service awards for their loyal service to PSSC. Ten-year service awardees are Marcial M. Frias, Irma J. Gonzales, Elvira S. Angeles, Araceli M. Fampo, Mary Ann B. Blas and Lydia G. Wenceslao. Five-year service awardees are Placido G. Lazaro, Blandina S. Pabelo, Alana S. Goro-spe, and Susan A. Evangelista.

The Office of Research and Institutional Studies of the Pamantasan ng Lungsod ng Maynila was formally inducted as associate member during the meeting.

An open forum followed the integrated report of associate members. All questions and recommendations given revolved around the



Executive Board President Dr. Allen Tan delivers PSSC's Annual Report



Dr. Allen Tan (left), PSSC President, inducts the new members of the Executive Board: (right to left) Evelina Pangalangan (Social Work), Emma Porio (Sociology), and Hector Morada (demography). Another new member not in photo is Ramon Cardenas (economics). The induction took place during the Executive Board meeting on Feb. 28, 1990.

need to prioritize PSSC projects and activities so PSSC's limited resources can be appropriated accordingly.

Mr. Cesar Macuja, PSSC Executive Board Chairman in 1985, moderated the open forum.

PSSC-RPP GENERAL ASSEMBLY

The PSSC Resources for People Program (PSSC-RPP) and its partner-NGOs held a general assembly last January 31, 1990. The outcome of the NEDA-TDI funded roundtable discussions and the fora series which were co-sponsored by PSSC-RPP and the partner-NGOs were reported. Problems and issues were raised and recommendations were made for policy planning and implementation. Dr. Ponciano Intal and Ms. Edith Villanueva of the National Economic and Development Authority and Development Issues Project (NEDA-TDI) also graced the assembly.

LSP bares 1990 program

The Linguistic Society of the Philippines (LSP) has prepared a program of lectures and workshops for 1990.

The first activity was a lecture on "Proto-Austronesian Grammatical Reconstruction" held last February. Resource person was Lawrence Reid.

Two workshops on reading will be conducted in summer. Tentatively set for April 16-27, 1990, the first workshop, "Recent Trends in Reading at the Lower Level," will be conducted by a British specialist, Roger Bread. The second workshop, "Recent Trends in Reading at the Secondary and Collegiate Levels," is tentatively scheduled for April 30-May 10, 1990. This will be conducted



PSSC and NGO representatives listen closely as Dr. Ponciano Intal, assistant Director-General of the NEDA-TDI (using microphone), stresses a point during the PSSC-RPP general assembly on Jan. 31, 1990.

by a still unnamed American specialist.

Sen. Santanina Rasul has been invited to deliver the keynote address, "Linguistic Rights of the Minority," at the LSP annual convention scheduled on May 12, 1990. A tentative list of paper presentors has been drawn

up for the convention: Lydia Lalunio on "Literacy," Clemencia Espiritu on "Silence," Thelma Jambalos on "English Across Generations," Araceli Kaluag on "Source of Balarila," Len Newell on "Lexicography," and Emy Pascasio on "Language and Identity."

SICOM Chairman gets US fellowship

Dr. Socorro L. Reyes, 1989 Chair of the Social Issues Committee (SICOM), received a fellowship to the 1990 Seminar on the Foreign Policy-Making Process at the University of Maryland School of Public Affairs. The seminar runs from January 9 to July 12, 1990 and it provides a comprehensive overview of US foreign policy-making processes and institutions.

PPSJ Editor now a UP Vice-Chancellor

Dr. Olivia Caoili, a member of the PSSC Publications Committee and concurrent Editor of the Philippine Political Science Journal (PPSJ) was recently appointed Vice-Chancellor for Student Affairs of the University of the Philippines, Diliman. She succeeded Prof. Salvador Carlota of UP College of Law.

Dr. Robert Salazar delivers inaugural lecture.

Dr. Robert C. Salazar, a member of the PSSC Research Committee, delivered the inaugural lecture of the Francisco Ortigas, Sr. Professorial Chair Lecture in Philippine Studies on March 9, 1990 at the Lara Seminar Room of De La Salle University. He is the Director of De La Salle's Research Center.

New PSSC Associate Member

The Office of Research and Institutional Studies, the research center of the Pamantasan ng Lungsod ng Maynila (ORIS-PLM), was formally inducted into associate membership at the Annual Meeting of the PSSC last February 17, 1990, bringing to 35 the total number of associate members. Dr. Natividad Nacienceno is the Director of ORIS.

ORIS is the clearinghouse of researches conducted in PLM and serves as the research arm of the city government of Manila.

Seminar-Workshop on Research Methods

The Institutional Development Committee of the PSSC conducted a seminar-workshop on Basic and Applied Field Research Methods and Procedures for Evaluative Studies for the Upland Access Project staff of the Department of Local Government from February 18 to 21, 1990, at the Concepcion Seminar Room of the PSSC Center. This seminar-workshop included fieldwork at Alfonso, Cavite.

Resource persons were Dr. Robert Salazar, Dr. Perfecto Abaya, Dr. Pilar Ramos-Jimenez, Prof. Julita Baldissimo, and Prof. Exaltacion Balceren, all from De La Salle University; Ms. Salve Borlagdan of Ateneo de Manila University; Dr. Virginia Miralao of PSSC and Mr. Roland Tungpalan of NEDA.

"Linggo ng Sosyolohiya"

The Department of Sociology, the College of Social Science and Philosophy, and the Sociology Society of UP Diliman celebrated the "Linggo ng Sosyolohiya (Sociology Week) on February 26 - March 2, 1990. The Week's activities included an exhibit from sociology majors, a dialogue on the teaching and research in sociology, and a panel discussion on the "Challenges and Prospects for Sociology in the 1990's." The speakers on the panel discussion were Dr. Ledivina Carino, Prof. Karina David, Prof. Mario Lopez, and Dean Ofelia Angangco.

Symposium on "Drug Prices, Patents, etc."

A symposium on "Drug Prices, Patents, etc. (After Generics, What?)" was held last February 27, 1990 at the Auditorium of the College of Public Health in UP Manila. The invited panel discussants included Senators Orlando Mercado, Joseph Estrada, Aquilino Pimentel, Jr., and Rep. Emigdio Tanjuatco, Jr.

Sponsors of the symposium were the Health Action Information Network (HAIN), Bukluran Para sa Kalusugan ng Sambayanan (BUKAS), Citizens Alliance for Consumer Protection (CACAP), Center for Science and Technology Studies (CSTS), and the Filipino Drug Association (FIDA)

Women Power

The Center for Women's Studies, a newly-formed unit of the University of the Philippines, Diliman, spearheaded the UP Women's Week Celebration last January 22-26, 1990. The activities included colloquia on women, a panel discussion on the current national crisis and women's response, the launching of the Cen-

ter and the opening of Women's Exhibits.

* * * * *

The 1990 National Conference and Festival on Women was held last February 2 to 4 at the Manila Film Center and the Folk Arts Theater, Cultural Center of the Philippines (CCP) Complex.

With the theme "Women's Power in Us: Reflecting on Philippine

Feminism," the event aimed to provide an avenue for women to have creative and popular celebrations of and reflections on feminism towards enlightening it from a Philippine and Third World experience and perspective as well.

The Conference and Festival had exhibits on arts, video, books and crafts of women, and a roundtable discussion on global feminism.



The PSSC conducted another seminar-workshop on technical report writing and dissemination for the Bureau of Agricultural Statistics on February 26-March 2, 1990. The participants are shown here with the training's project director, Dr. Amaryllis Torres (Front row, fourth from right).

NEW PUBLICATIONS

Forum for Rural Concerns Journal

Volume 1, Third Quarter, 1989.

This issue contains different viewpoints on the Comprehensive Agrarian Reform Law, from: legislators - Rep. Hortensia Starke, Sen. Rene Saguisag, and Rep. Bonifacio Gillego; a social scientist - Dr. Mahar Mangahas; nongovernmental organizations (NGOs) - the Congress for People's Agrarian Reform (CPAR), the Philippine Peasant Institute (PPI); and private organizations - the Bishops-Businessmen's Conference (BBC), and the Ramon Magsaysay Awards Foundation (RMAF).

Volume 1, Last Quarter, 1989.

This issue discusses human rights violations at the countryside. With articles from Sen. Ernesto Maceda, Comm. Hesiquio Manlillin of the Commission on Human Rights, and several cause-oriented groups.

LANGUAGE USE AND PROFICIENCY IN A MULTILINGUAL SETTING. A Sociolinguistic Survey of Agutaynen Speakers in Palawan, Philippines. John Stephen Quakenbush. Linguistic Society of the Philippines. 1989.

This book is a study concerning patterns of language use and proficiency in multilingual speech community in Palawan. The speech community includes all speakers of Agutaynen as a first language, yet the survey deals only with those living in 3 towns in northern Palawan.

Language Use is an indispensable tool to the language planner and the policy-maker who would certainly be interested in the spread of English and Filipino, and the maintenance of Agutaynen and Cuyonon.

A VOICE FROM THE HILLS. Francisco Colom Polenda. Translated and edited by Richard E. Elkins. Linguistic Society of the Philippines. 1989.

A Voice from the Hills is a collection of essays on the culture and world

view of the Manobo people of Western Bukidnon.

SAMPLING SURVEYS AND APPLICATIONS. Burton T. Oñate and Julia Mercedes O. Bader. 1989.

Sampling Surveys covers topics such as sampling methods and applications, basic probability sampling designs, changes in estimation procedures, stratified multi-stage sampling or sub-sampling, and variance and cost-functions in stratified multi-stage sampling designs.

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Television and urban adolescent conventionality. -- QC: UP College of Mass Communications, 1989.

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Credit policies affecting the small farmer: Lessons from the past and the present strategy.

16 p. (ACPC Staff Paper 89-01)

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Growth perspective and challenges for Asia: areas for policy review and research. -- Manila: Asian Development Bank, 1989.

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Alternatives to U.S. facilities in the Philippines. -- Manila: Foreign Service Institute, c1989.

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The foreign debt problem: trends and prospects.

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Directory of resource agencies for Philippine NGOs. -- QC: PHILDHRAA, 1989.

52 p.: ill.

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Economic development of ASEAN countries and their prospects for NIC status. -- QC: UP School Of Economics, 1989.

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Oil price declines and structural adjustment policies in Indonesia: a static CGE analysis for 1980 and 1985. -- QC: UP School of Economics, 1989.
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Pulling together: the International Monetary Fund in a multipolar world. -- New Brunswick (USA): Transaction Books, c1989.

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Lamberte, Mario B., et. al.

A study of the export financing system in the Philippines. -- Philippine Institute for Development Studies.

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Genetic engineering and biotechnology monitor, issue #26, December 1989.

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"Digest of BIR Tax Rulings." 28-30.

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Logman, Edsel C.

"Rural development through land reform." 1-3.

Rempillo, Marcelo R. and Sison Jarapa

"Tax sparing under conflicting supreme court decisions: a case review." 4-15.

Sy, Dante V.

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Olofson, Harold and James Up

"Folklore in Matutingo," 309-322.

Shinzo, Hayase

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Zialcita, Fernando N.

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Javellana, Rene B. (S.J.)

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Bodzio, Babafemi

"Bhutto and the PPPs socialism." 240-252.

Chopra, H.S.

"Improving Indo-British relations." 155-187.

GopalKrishnan, R.

"Afghanistan's foreign policy: patterns and problems." 228-239.

Kapur, K.D.

"Nuclear non-proliferation regime and the Soviet Union." 188-225/

Thakur, Ramesh

"The South Pacific nuclear free zone." 253-269.

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Ho-Dyeong, Yoon

'Modern Korean poets' concepts of poetic language in an Age of National Crisis 1910-1945." 4-16.

Kong, Sae

'Ritual meal and the eucharist.' 28-37.

Surim, Songdam

'What is karma? a dharma talk for laymen.' 46-55.

Yoon, Hyungsok

'Rethinking traditional marriage in Korea.' 17-27.

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Li, Vladimir F.

'Korean studies in the Soviet Union: a turning point.' 38-41.

Sorensen, Henrik H.

'Korean Buddhist journals during early Japanese colonial rule.' 17-27.

Yang, Chul Sung

'Two democracies' in Korea: inherent versus imposed political values.' 4-16.

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Bentley, G. Carter

'Implicit evangelism: American education among the Muslim Maranaos.' 73-86.

Copinath, Arima

'Filipino Muslims in the commonwealth era, 1935-1942: a disregarded minority.' 97-116.

Hirtz, Frank

'Rural population in the Philippines and the role of state intervention' in rural social policies." 55-72.

Stauffer, Robert B

'Structural continuities in Philippine development: the international context and the Aquino administration.' 3-34

Warfel, David A.

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ASI Option Ths, 9(4), Dec. 1989. Published by the Asian Social Institute.

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KHDI Newsletter, no. 24, Autumn 1989. Published by the Korean Women's Development Institute.

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Shalom, no. 2, 1989. Published by the Society for Transfer of Technology.

SIP Newsletter from Sweden, no. 29, Jan. 1990. Published by the Swedish International Press Bureau.

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World Development Forum, 8(5), March 15, 1990. Published by the Hunger Project

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