

PS
SC **Social Science**
INFORMATION

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In this issue:

Education: a common concern

By P.R. SARKAR

Editor's notes

The feedback of the social science community to our newsgathering appeal has been very encouraging. We had 17 institutional correspondents and 73 individuals turning in filled-out questionnaires. Originally, we planned a 20-page second issue but we had to add eight more pages to accommodate the newsworthy information sent by readers all over the country. We have taken in some of our reader's suggestions such as more pictures and the use of the offset process to improve the layout of this issue. We do hope the two-way communication snowballs. It is indeed a pleasure working for and with a responsive social science community.

We would like to acknowledge Shrii Prabhat Rainjan Sarkar, India's revered and a foremost exponent of Spiritual Humanism; John E. Laing, head of the Family Planning Evaluation Office, UP Population Institute and Dr. John Hope Franklin, John Matthews Manly Service Professor of History, University of Chicago for their highly informative and useful feature articles.

We are also carrying a public service feature, the Social Science Placement Service and Announcements. Feel free to notify us about any position open or wanted and we will publish it without charge. That goes for important announcements too.

For our next issue we will be featuring the results of the PSSC National Survey 1973 and the initial findings of some of PSSC-supported research projects.

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The social advancement or progress of the human society cannot be an individual accomplishment. Some lend their brains, some their hands and some their legs. Expansion and breakthroughs can only be accomplished through the wholehearted cooperation of all sections of humanity. To call the legs as vile and useless and the head as all important or vice versa is detrimental to society's advancement.

Where the mentality to despise others get the better of those at the helm of society, there comes into being a sizeable catastrophe. The outlook of looking down upon others is not always born out of superiority complex. In many cases they take to ridiculing to cover up their own ignorance. No matter what the learning, intelligence, the features, the rank or age be of an individual, every man should bear in mind that the one whom he thinks is his inferior, may excel him on some other things or spheres.

An erudite scholar once said to the boatman, "You have not been able to answer a single philosophical question of mine. Half your life has been valueless." And when in the middle of the river, the boat was about to sink, the boatman asked the

scholar-philosopher, "Revered sir, help me, give me a hand please. The scholar replied, "But rowing I don't know." The boatman retorted, "I see, sir, your whole life is going to be useless now."

Among the older group of the society there are some thick set of prejudices. Indispensable as it is to remove them for the sake of social justice, these eminent people deliberately refuse to be convinced. In order not to acknowledge their defeat in the field or reasoning, they take refuge in the bulwark of their own hoary experience. In the material world, no one denies the value of experience. But it is necessary to remember that the past may not repeat itself at all times i.e. it is not necessary that the past experience will come handy everytime. True, experience helps to fix the order of events to some extent, but such experience will be of no avail, if there be no farsightedness to back it. Man has to decide on the future policy keeping his past experience in consonance with the possible clash of events that may take place in the distant future as the result of the ever changing conditions. It is but natural for the young to have greater knowledge than their elders as to the shape of things to come, for going forward is their wont. And that is why they alone have to see distant things more than anybody else.

Falling back upon experience alone as the stock-in-trade will not do, wherein society's march every moment demands formulation of a policy of progress. The happy blending of the experience of the old and the creative zeal of the young shall determine the speed of their march. Veteran and venturer shall not be separated. With due honor and justice to everyone, the human race shall have to be made to feel exalted in its own dignity and self-respect.

* *

The Philippine Social Science Council has just completed its second year of full scale operations. The Fiscal Year, 1973, was a very active year for PSSC in terms of operations. On the one hand it has engaged itself in setting up the systems and procedures necessary for the effective control and evaluation of its various programs and on the other in getting all the programs going. On the whole PSSC has achieved its set of target tasks of carrying out its general and 12 special programs of research, institutional development and publications assistance.

In the coming years PSSC hopes to provide a fuller range of services to the social science community such as: a Data Archives Program, an Awards for Travels and Seminars Program, a Placement Service, a periodic Social Scientist Directory Service, and an International Research, Teaching, and Graduate Training Fellowship Program. Some of these programs are currently under negotiations with its benefactors.



Social Science INFORMATION

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

The Council has since January 1972 been engaged in 12 special programs of research, training, and publications assistance aimed at making Philippine social science more professional, relevant, and rewarding.

PSSC Executive Board members for 1973-1974 are Frank Lynch, S. J., Mercedes B. Concepcion, Armand Fabella, Oscar Alfonso, Cristina Parel, Rodolfo Bulatao, Alfredo Lagmay, Loretta Sicut, Raul de Guzman, Dolores Lasan, Gloriz Feliciano, and Emy Pascasio. Executive Secretary is Dennis Teves

Readers' corner

Continue the good work and more power to you.

Dean Bonifacio Romero
Republic Central Colleges
Angeles City

Probably a few pictures may help carry out some message.

Ernesto Cerdinio
CDRC, UP Diliman, Q.C.

A forum for the exchange of ideas among readers could prove useful and stimulating.

Alejandro Vicente
Pop. Inst., UP

Very informative and useful to research workers, scholars and students.

Jose T. Domingo
Agrarian Reform
Inst., UP

Congratulations to PSSC on its publishing this newsletter. The maiden issue is interesting reading. Carry on.

Artemio Dolor
Phil. American
Educational Foundation

It promises to be very useful.

John J. Carroll

Congratulations to the Phil. Social Science Council for your newsletter activity.

Prof. Tullio Tentori
Italia

We are very interested in receiving your Council's newsletter, PSSC Social Science Information for the use of our research staff.

Miss Tan Sok Joo
Inst. of Southeast Asian
Studies, Singapore

Would it be possible to have the contents of the forthcoming issues of the Social Science periodicals announced a month or two before such periodicals are published? This procedure would be useful if one is more interested in the topics of a particular issue than in the periodical itself.

Mr. Victor Mariano
Local Govt Center, U.P.

Contents and style are okay.

Prof. Leonidas S. Tan
Dept. of Economics
University of San Carlos
Cebu City

Your first number of the PSSC Social Science Information came as an eye-opener.

Rev. Joseph Goertz S.V.D.
Director of Research
University of San Carlos
Cebu City

Very informative.

Lida S. Alba
Central Phil. University
Iloilo City

The initial publication of the Social Science newsletter is highly informative and also inspiring for researchers and scholars who aim at the advancement of

social sciences in the Philippines. The section PSSC placement service of the newsletter is recommendable.

Bella Albos
University of San Carlos
Cebu City

1. A review section for books/articles written about the Philippines and her people?
2. How about some photos?
3. How about an opportunity section?

Prof. Marcelino N. Maceda
University of San Carlos

The PSSC is very much welcomed by the undersigned. It more than doubles the horizon of knowledge of the reader. The articles are very enlightening and are eye-openers.

Policarpio Gina
Southern Mindanao Colleges

The article of P.R. Sarkar entitled 'A Thesis on National Unity and Diversity,' which appeared in the May, 1973 issue of the PSSC Social Science Information, is an eye-opener.

The PSSC should publish more probing and in-depth social science articles like that of Mr. Sarkar's which has public policy implications. More power to PSSC Social Science Information!

Zenaida de la Cruz
Teacher's Village
UP, Diliman, Quezon City

Thank you most kindly for sending the first issue of *Social Science Information*, which I found most useful considering my almost total lack of knowledge concerning the social sciences in the Philippines. I hope to be able to continue receiving this bulletin or newsletter.

Rodolfo Stavenhagen
Director
Center for Sociological Studies
EL COLEGIO DE MEXICO
Guanajuato 125 Mexico 7, D.F.

Correspondence

This section is reserved for comments, queries, and suggestions. Correspondents are urged to limit the length of their letters. The Editor reserves the right to select and edit submitted materials. All letters must be clearly marked for Social Science Information. Correspondence, should be typed double-space and submitted in the original and one carbon copy. Letters published reflect the views of the correspondents; their publication does not signify endorsement by the Social Science Information of the PSSC.

All comments, queries and correspondence should be addressed to:

Social Science Information
Greenhills, P.O. Box 655
Rizal, Philippines D-738

PSSC prepares directory of social scientists

The Philippine Social Science Council is currently making the first of its periodic inventories of social scientists. It expects to repeat this inquiry at least annually. But it will need the help of all social science research institutions, associations and college departments to get things started.

Eligible for inclusion in this first social-scientists' inventory are those who consider one or more of the following 13 disciplines, their field(s) of specialization: history, social statistics, social work, economics, anthropology, (social/cultural, including archaeology), sociology, psychology, demography, linguistics, mass communications, public administration, political science, and geography. Additionally, respondents should either be Filipino citizens or Philipinists (regardless of citizenship) — that is, they should regularly teach, do research, study, or write about Philippine society or culture.

The purpose of the periodic inventory is twofold: first, to provide up-to-date names and addresses which may lead to information exchange and discussion among social scientists in the Philippines and abroad; second, to make it easier for these social scientists to learn of placement and funding opportunities in the Philippines and abroad. One vehicle for this interchange and information service will be the PSSC's *Newsletter*, copies of which will be sent to all participants. There is also a plan to computerize the information, the resulting tapes to be available at the University of Hawaii and the PSSC. Specific inquiries will then be entertained at both these sites.

The periodic inventory is designed to be as "painless" as possible. Form A ("Initial Listing") was pretested before being printed: it takes an average of five minutes to complete. Form B (on current social-science interests), takes less than 10 minutes to fill out. Further information can be gotten by direct correspondence with the individual social scientist.

The PSSC earnestly requests the cooperation of the heads of social science research institution, associations, and college departments. If there is even one Filipino social-science student or faculty member at his/her institution, he/she is requested to drop a note to:

Mr. Dennis G. Teves, Executive Secretary, Philippine Social Science Council, 53-C Rocas Avenue Quezon City. Tel 99-97-64. Tell Mr. Teves how many copies of Form A are needed (one per respondent) and he will forward them at once. They can then be mailed to the PSSC, P.O. Box 655 Greenhills, Rizal D-738.

Society building forum

Education: a common concern

By P. R. SARKAR

The set accusation of the guardians that teachers don't teach anything nowadays — be it as it may, is not what I call a well-judged utterance. Rather, it is only an excuse for shirking their own responsibilities. In the same strain I add that, in comparison with the fervour and zeal that some teachers demonstrate in matters of self-interest, I seldom find in them any appreciable sense of social duty either in their activity or their outlook. Not an ounce of the energy and zeal displayed in writing "Made Easy Books" or in earning money by any blessed means under the sun, goes to the lot of social construction.

While the illiterate or semi-literate parents sometimes beat and scold their children scurrilously, the behavior of teachers in most cases is comparatively even more diabolical. Even after having dabbled or dived in books of psychology, they hurt the child's sentiments with outrageous taunts. They find the caustic language more convenient in wounding and wringing the puerile sentiment than any reformatory means. Such teachers who wound and fill the infantile mind with afflictions by ridiculing either his social situation or his father's calling by such statements as: — "Plough suits you better, not pen, my boy." "Better join your dad at the potter's wheel." — are not rare. If the boy be odd-looking, there are teachers, who would grimace at him saying, "As your looks so your intellect." Let alone the beating and the other methods of torture, we find even now that many teachers get the children to prepare their lessons through terrorism only. The day such a teacher fails to turn up at the classroom for being bed-ridden, the boys go into raptures. How many of the teachers try to awaken the yearning for knowledge among the pupils?

"The educational system itself is a money-making instrument. What on earth can we do?" Can they escape their responsibility with utterances such as these? Is money-making education no education at all? Is there no scope for acquiring knowledge in it? Doesn't the seed of human good abide in it? Surely, the teachers cannot dismiss the whole thing with a fillip by saying "To whom shall we pay our particular attention out of the crowd of two or three hundred students?"

Areas of Responsibility

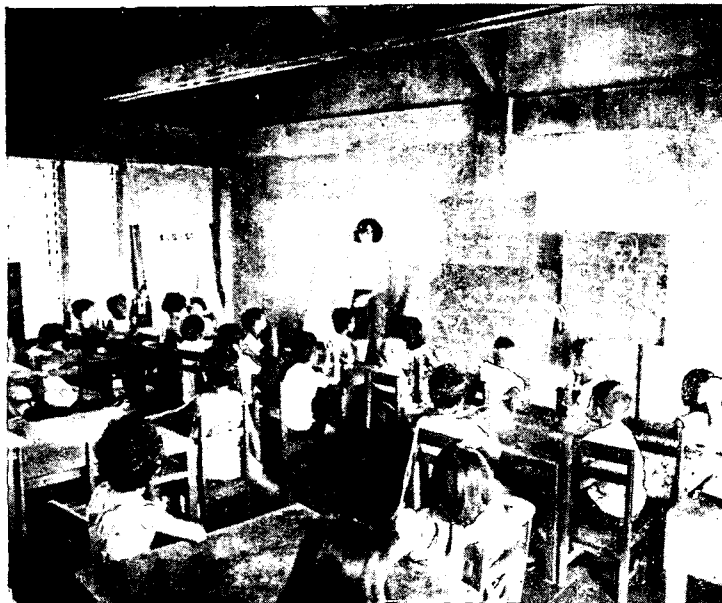
Acquisition of knowledge, discipline and united efforts in social life, are certainly the sole responsibility of the teachers. However, much of the responsibility for giving moral and spiritual education must devolve on the parents. The entire society shall have to be responsible for grooming the children of the unrighteous and depraved parents into virtuous and honest citizens. If necessary, children should be segregated from vicious parental environments.

Before I discuss at length about parental responsibilities, it is necessary to say a word or two about our teachers. Scrupulous thoroughness must be the first criterion in the selection of a teacher. Educational certificates are no passports or visas for anyone to be granted the right of teachership. Teachers have got to have such qualities as: strength of character, righteousness, social service, unselfishness, personality and leadership. Teachers are the gurus or preceptors of the society and it is for this reason why not just any man can fill the bill. The ability of the person must commensurate to the significance and gravity of the teacher's post.

Problems of Teachers

There are many such people in our society today who, recalling the days of ancient civilization, tell the starved or half-starved teachers that they have fallen from those lofty ideals and that they should take them again in a renewed vein. These glib talkers forget that mere altisonant phraseologies cannot appease the fire of hunger. If the poor, indigent teacher, compelled by hunger that "lops all cares" works as a private tutor at four or five places and then on account of his excessive fatigue, fails to discharge his responsibilities of grooming the child's mind properly, shall the whole blame be his? No, not a bit of it. In

some countries today, the cost of the monthly meat-ration given to a rich man's dog far exceeds the salary of a teacher. Under



such conditions what amount of social consciousness can we expect of such a teacher? The rate of teachers' salaries should at least be equal, if not be more, than those of the officials in the judicial and executive departments of the government. Let none forget that the sages or gurus of ancient Eastern civilizations, used to get, aside from Royal Temple Endowments and properties, regular sacerdotal fees as well. They did not have to go about from house to house begging for the subsistence of their families. The solution of their food problem was solely the government's responsibility. The government bore the burden of food and clothing of their pupils. But then the financing generally came from the reverent public.

Determination of Educational Policies

One cannot, vouch for the fact that the mere raising of the standard of teachers' living will provide them with opportunities to turn out ideal men. Today in most of the countries in the world (generally in those countries where the teachers on the whole are well-provided) the teachers have no or little power in determining the policies of the educational system. The men who determine the educational policies are generally motivated by their political affiliations. Most of them do not even have a jot of experience in the educational line. If the teachers are made to bear even the least responsibility for shaping ideal men, then, they must not only be utilized as tools for imparting education, but also be given the right of being the decision-makers of educational policies. The government may indeed place its interim or national urgent needs before the teachers but the choice of acceptance or not should be left to the teachers' discretion. Of course, if, for the sake of national security or for the good of the entire human race, the government supports any state policy, they can certainly translate it into action, because the state can always make its claim on their legitimate service.

Preponderance of political factions have become an everyday affair. In such circumstances, it is but natural for every party in power to key up the puerile mind in tune with its party policy. Such party policies need not influence the teachers in their work. Rather they should go on working, keeping always a sublimer ideal in view. No non-teacher should be allowed, within the premises of the school, to poke his nose into educational matters.

Now that we have discussed the right of determining educational policies, it should not be construed to mean that the matter ends here. In matters of school administration in several countries, it can be observed that many persons are taken or given important administrative posts only in consideration of their wealth. Weight of wealth is their only eligibility. Such things take place only in countries where the governments concerned have not been able to assume their educational responsibilities. Often times, these wealthy school administrators often consider the educated teachers as mere objects of pity. They put undue pressure on them to "pass" their brainless, dull-witted wards in examination. They interfere with the educational policies unnecessarily. When their wards are taken to task, they cast an angry frown on the teachers. The prevalence of such a condition is certainly not desirable. It does not encourage the teachers to perform their duties conscientiously. Hardpressed for want of money, the teacher, out of fear of starvation, has either to go on 'serving his term' perfunctorily day after day or one fine morning he has to resign in extreme bitterness and set out in quest of some other job to eke out his existence (the continuous thrusts on his manliness evidently proving too disparaging to put up with). In such unwholesome surroundings how can it be possible for him to have the strength of mind needed to keep his watchful eyes on his students?

Students' Problems

So these are the problems of the teachers. The students also have certain problems of their own. I have already pointed out that it is futile to exhort anything from the students through undue pressure and intimidation. *Prima facie*, the above method works out well, but the result is not beneficial and lasting. Whatever the boys learn through fear from their parents and teachers wafts into oblivion as soon as the agencies of fear move away from them. The reason is that their learning and fear had both been poised in close juxtaposition and so with the disappearance of fear, knowledge, too, disappears from the more developed recesses of the mind. When the bullying teacher leaves the classroom, the students heave a sigh of relief. Whatever they have committed to memory starts growing hazy within a few hours. For fear of the examinations, it is noticed that the students put in a lot of work in poring over books. It is also observed that they accomplish ten days work in one hour. But after the examinations, a turn at basketball or the movies, and they forget much of the subject learned because Mr. Fear is no more in command. The baneful effect of imparting education through the medium of fear is being painfully experienced by people from many countries of the world. Most of the "degree holding" educated people lose their educational ability following their entry into active field after stepping out of the confines of their schools or universities. If I am to assess the educational value of these people, I would say that most of their ability and labour had been valueless and futile.

It wouldn't do much good to impart education by bullying. Thirst for knowledge must be awakened and to allay that thirst adequate and proper education must be imparted along with it. Only then will education be worthwhile and conducive to the well-being of the students' body, mind, and spirit.

Child's Psychology

The child's psychology is greatly inclined towards play. So



the thirst for knowledge has to be awakened through the medium of plays. Through plays he must be taught. The child's mind is

also partial to stories. Through the medium of stories he can easily be taught history and geography of various countries and be initiated into the spiritual and moral practices of universal kinredship.

Love of plays and stories is almost fifty-fifty in a boy and so both must be utilized to the fullest advantage.

In the mental horizon of a teenager the dream of the future breaks like the first mellow streak of an early dawn. So without giving any indulgence to narrow-mindedness he has better be taught through the medium of idealism.

The youthful mind on the other hand, is somewhat realistically inclined. Therefore, in his case pure idealism will not do as well. In order to educate him a mixture of idealism and realism will have to be evolved.

The teacher must bear in mind that whatever are the age ranges of his students — child, boy, teenager, youth or adult — all to him are but children of different ages and that he, too, is a child like them. Keeping himself from them or always trying to don a forced gravity will undermine mutual relations. In the absence of this mutual affection, free and proper exchange of ideas will be simply impossible. Because of this lack of loving relations many boys heartily wish for the death of either their implacable teacher or their oppressive parents.

Nationalized Education

In most of the newly independent countries, attempts are noticeably made to recast the educational systems after their respective national models. Without going into the merits of such an attempt, it may undoubtedly be said that if, in such an attempt, students' requirements have not been taken into account, then, be it a national education if it pleases to be, it cannot be regarded as an education, worthy of man. Like provincialism or communalism, nationalism too, is dangerously detrimental to the child's mind. By this his crystalline power of judgment is substantially vitiated. Such perverted ideas as, "My country's product alone is good" and "I need learn nothing from others", may also become a reality any time. Then again — "Everything is in the Holy Scriptures"; "The social system that so and so great men had enjoined on us can on no account undergo even a wee bit of change — they are God's own words"; "It is after studying our Holy Scriptures that so and so country learned how to make an aeroplane" — such assertions are the resultants of those very national, religious or communal inertness that have been implanted into the students' minds.

When the exponents of educational systems are possessed by the ghost of hypersensitive nationalism, they often in the name of national characteristics, try to keep the indigenous students segregated from the rest of the world. It must always be borne in mind that the ties that afforded opportunities of mutual contact and understanding among man should never be broken but should be made stronger, for herein lies the seed of collective welfare. To give this tangible welfare a concrete shape, the passionate zeal for nationalism may suffer a little jolt in the process, but the wise man must stand up for such a set-back and get over this prejudicial zeal by all means.

Language Medium

I was referring to the ties of human unity. Well, take, for instance, the case of pre-independence days of Pakistan or India. The English language, though imported from overseas, was solely responsible for the creation of the unifying link among the diverse people of India. That is not all, the Indians were acquainted with and introduced to the rest of the world through the medium of this very language. In those days the Indian students with a tolerable knowledge of two languages, mother tongue and English, used to have the eligibility of access to the temples of learning and knowledge. In India today, if anybody tries to gag the English language, his effort at best shall be nothing short of snapping that unifying link.

It is not meet and proper by any stretch of imagination to over-burden the young mind of the student with the unwieldy load of languages just in order to satisfy the political bias of our leaders. Just imagine the fate of a Sindhi-speaking student in Pakistan today. How many languages has he got to learn? — (1) Sindhi, his mother-tongue, (2) English, the world language (3) Arabic or Persian, the religious language and (4) Urdu or Bengali, the national language or both, if a better service be in view. In

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Education: a...

other words not less than five languages are being imposed on the head of a student. Are these students supposed to learn and attain knowledge or to go about trapesing with onus of languages? On the other hand if the unbridled trend of nationalism be checked to some extent, the rest of the languages can be safely expunged from the compulsory list, retaining only two — the English and the mother-tongue. If he can awaken his thirst for knowledge thereby, then, in time to come, impelled by his own urge, he may learn, not only the other three, but ten or twenty other languages also. In schools and colleges too, it is good to have as many optional language as possible. None will have any bone to pick with such an arrangement.

A global language for the global humanity for the purpose of mutual exchange of ideas is a necessity and that language must be learnt and taught in all the countries throughout the world with equal stress and seriousness. From the standpoint of popularity, comprehensibility and power of expression, English is fit for unanimous acceptance as the global language in the present world. Hence, every man of this world without looking upon it as the language of England or the United States of America alone, should accept the English language with equanimity as the universal medium of mutual understanding and exchange of thought and expressions. By this universal acceptance, no one's mother-tongue will suffer any set-back.

If any sense of false prestige stands in the way of the cultivation of this universal language, it will certainly add no feathers to the cap of the human society. That people of one country should remain incomprehensible to those of another country is certainly not desirable. Of course, in the distant future people may select some other language as the global *lingua franca*, in place of English in accordance with the needs of that particular period. For the English language also, cannot enjoy the same privilege forever.

To impose on the younger shoulders the burden of replenishing and paying for the whimsical bias of their elders for nationalism, communalism and for that matter any 'ism', is surely the height of injustice. The policies for moulding the children of today into better citizens of tomorrow, and of upgrading the standard of education is of course, to be determined by the elders themselves. However, it is certainly not wise in the matter of determination of this principle to let the elders have the full monopoly of their caprices and conveniences. We must consider the situation and convenience of our youngsters, too.

The students go to schools and sit for the examination in order to pass. The examiners must always bear this in mind. Now to pre-determine the percentage of passing is a stupid obduracy. The examiner should take into account only the range of knowledge the student possesses and the extent of his ardour to know. He should spare himself the trouble of being extra critical over the possible omission of the dot over the head of 'i' or of the cut across the 't's' neck.

Other than the aforesaid, a word or two can be said about the teachers and the educational set-up which will be wholly idealistic in their import, and for which no excuses, such as, the failings of the educational system or the grievances of the teachers will hold water. Take, for instance, the psychological background against which knowledge is imparted to the students. Cases are not rare, where the teacher without having awakened the desire and urge for knowledge in the students, wants to extort the right answer somehow. At times he wants to be relieved of his obligation soon after delivering a lecture. Needless to say, these observations, of course, are unpleasant truths. Whether or not such a condition did exist in the past is for the historians to judge. We hope that such a condition may not exist in future. But none will deny that such a state of affairs does exist at present. May be it is due to the anti-educationist disposition of a handful of teachers that the whole teaching profession has become an object of ridicule. Still I would say that those who are really devout educationist — those who have even the least power to work or to make others work according to their own will, should adopt a very strict measure in this regard. This is possible only by those who are directly engaged in the teaching line, surely not by the inspectors of Schools. No real good will come to the human society, if, instead of awakening the thirst for knowledge in infantine mind or for that matter, in that of any student, he is

made to swallow it as quinine pills.

Discussing the topics of ideals, another thing that flashes across my mind is the moral character and behavior of the teachers. In many of the teachers, there is a flagrant lack of control over the language. There are many who, after discussing the abuses and evils of intoxicants in the class, indulge in drinking outside it, immediately after. This is setting a very bad example. If they had used them openly and normally instead of telling the students anything about the intoxicants, then the effect would not have been so bad. But this double-faced demeanour will naturally beget perversity in the students' minds. They will think that the use of the thing must be enjoyable and that is why the teachers want to enjoy it all by himself depriving them (students) thereof.

On Imparting Discipline

In many of the educational institutions there are two or more factions among the teachers, each trying to draw the students into its own fold. These teachers try to generate in the minds of the students of their group, a disposition of disrespect against the teachers of the other camp by speaking ill of them, the result of which is flagrant state of indiscipline which eventually becomes a seething reality in the students' minds. It is futile to regret, saying, "Nowadays the students are defiant of law and order." Is it the fault of the students if those who are suppose to teach them discipline, themselves do not discharge their duties honestly? A good many teachers and professors actively take part in politics and by the abuse of their personal influence they make use of these simple, idealistic young students as tools for the realization of their own political ends. How on earth can the students learn discipline under such circumstances? Politics, at least in the context of the present world, is but an instrument of mutual mudslinging. Neither goodness nor simplicity nor any sense of discipline exists herein. "Crush the adversary by hook or by crook", is its motto today. The excessive political bent of the students is the principal cause of indiscipline among them. The other causes are negligible and are dependent on the omissions and commissions of the mercenary social structure. Certainly the educational set up and the guardian's behavior are not entirely discountable in the matter of awakening the sense of discipline.

I do not think these students can now be retrieved from politics by those who, for whatever reasons, had once landed them into it, no matter how convincing their counsels be against it. At the present moment, things have come to such a state that mere marshalling of prosaic counsels will cut no ice. For this, the entire educational structure has to be recast. After a thorough grasp of the students' psychology the sense of discipline will have to be infused into their minds through the medium of proper education.

Responsibilities of Parents

With a mental outlook already moulded before going to school in a particular cast under the influence of his family's environment, the child presents himself before his teacher. As he grows, no matter what and how much good or bad he learns at school, it becomes extremely difficult for him to free himself from the influence of his family.

In the light of what he has learned from his family environment, the underdeveloped mind of the child proceeds to make acquaintance with the world, understands it and gets opportunities for emotional ingestion and language for thought expression. Without the least hesitation, he obeys mechanically whatever way and in whatever colour his elders at home want him to look at the world. Hence, the primary responsibility of acquainting the child with the world rests on his parents and guardians. Howsoever and howmuchsoever, they discharge their responsibilities in grooming the child, the society receives the child, in time to come, in the same state and with as much degree of traits and acumen. We can safely say without the least hesitation that in the world of today, the elders have not yet been able to evolve a science or any scientific method to properly mould the infantile mind. The average adults and most of the so-called refined and cultured gentlemen are either ignorant or deliberately callous about it. Their ignorance may be pardonable but how can we forgive their callousness? The family that has

owned the child as its kin, will naturally have to bear the brunt of the primary responsibility for his physico-psycho-spiritual growth.



It can well be said that in a common man's life, there are problems similar to those of the teachers. Actually the teachers' problems are but a portion of the magnitude of the social ones.

Today the guardians can rightly say: "There's hardly anything left of our vital energy after encountering life's blows and counter-blows; hence, we have no opportunity to mould our children's mind anymore with the care and the tenderness of our hearts. All the charms, all the tender desires of our minds, have been sucked dry by the hard realities of life. How in heck can we take care of our children? We cannot even provide them with the bare minimum requirements for food and clothings. How then can we judge their psychological makeup? Do we have time to judge at all? We know the children should be taught through the media of plays and amusement, both at home and outside, but are these possible for us? We have to send even our meritorious boy to the grocery to buy rice, oil, sugar, soap etc., ignoring his studies. We know it is wrong, but still there's no help, for keeping a servant is beyond our means." The statements perhaps are all true but the correctness of these statements is not the point of issue here. In order to mould in the child, a salutary conception of the world, the most important thing is stout idealism. To give this to him the guardians require only two virtues, viz., self restraint and good judgment. Let us discuss good judgment first. Accomplishing something by terrorizing the infantile mind is not the stock-in-trade of a particular section of teachers alone. The fault of confounding the child's mind is also shared by the members of the family. They terrorize the child, tell lies to him, engage themselves in scurrilous brawls before him, deceive and torment him; yet they desire that some day their child would turn out to be a respectable member of the society or that he would bring glory to his lineage. When the child is reluctant to sleep or to drink milk, he is terrorized by calling the imaginary goblin or the frightful ghost. The child is fearless, yet fear is being preternaturally enacted for and before him. By this practice the guardian scores a point for the time being, but the amount of harm done to the child cannot be compensated by life-long indemnification. When that very child attains youth, the spectre of the hobgoblin does not vacate his mind. The ghost becomes its permanent resident. When the guardian is bound for a distant country, a stage show somewhere, some pleasant function, or answers a social invitation and the child starts whining with his childish importunities to go with him, he tells lies readily and without a qualm. Any how he dupes the child and goes away. When the child discovers the falsehood, he also learns to tell lies and in order to hide his desire or his deeds from his guardian, he

gradually takes to lying more and more.

A guardian deceives the child in many ways. Calling the sweet, bitter, and the things that are fit to be enjoyed, unfit, he tries to keep things away from him. But outstepping the taboo-limit and prying inquisitively, is the wont of human nature, the child discovers the reality. Then he realizes that his guardian has so far been flagrantly deceiving him. The result is that he not only starts deceiving his guardian, but his friends and classmates as well. Thus it is evidently clear that the child gets his first lesson in the art of lies and deception from his own people at home.

Differences or opinions on various matters are usually noticed among the elders at home, yet each of them ought to find a means of rapprochement among themselves, each having regard for the other's opinion. Unfortunately it is often found that they lack this requisite mental make-up for amicable settlement, that each of them tries to establish his own viewpoint without caring for the other. The result is a paroxysm of unreasonable obstinacy wherein they lose all self-control and behave in a grossly vulgar manner. Its repercussion on the child's mind portends disaster. The child learns obstinacy from his own people at home. If obstinacy be the strong point with the mother or those with whom the child mostly remains, it becomes an apparent malady in a neglected child, which he has to put up with as a mental ailment for a long time. In some cases, if the child's wishes (if these be not unreasonable) are regularly met with, he will not find any scope to cultivate any obstinacy.

In a family where the elders have lost their peace of mind due to poverty or some other causes, they become oppressive towards their children with or without provocation. Quite naturally the small children cease to have any respect for their elders. This lack of respect further aggravates the family indiscipline and the elders have to put up with further unrest, aside from their lack of peace. The guardians (such as the high officials of Public Works or Police Departments) who have to extort work from, or superintend the manual laborers or subordinates regularly, often forget to talk sweetly. Some get habituated to the constant use of mandatory language and some to the use of abusive one. That is why the children of these people also do not get the opportunity of learning a language of restraint. Even in the society of friends they suffer from superiority complex. Loving people and constructing a nice and beautiful social environment become an impossible task for them in time to come.

There is yet another section of people who cannot be absolved from the responsibility of child-education. They are the



literateurs. Really speaking, these literateurs are a class of teachers. They are the teachers of society.

Distance lends enchantment to the human instinct, proximity bores human fancy. Mind's satisfaction is soul's abstraction. And that is why, dream's fantasy is sweeter than crude reality. The literateur reflects the image of reality on dream's visionary mirror. Hence the human mind get easily attracted to it. The influence of this dream is at the higher in the child's mind. The more he gets used to the impact of reality as he grows in age, this dreamy influence also subsides. So by bringing

(Turn to page 25)

By DR. JOHN E. LAING

(Family Planning Evaluation Office, UP Population Institute)

The role of social scientists

The purpose of the present paper is to outline the variety of ways in which social scientists can contribute to the evaluation and improvement of social action programs. This general outline is illustrated with examples from the evaluation of family planning programs.

Action programs typically go through three stages: planning, implementation, and modification. At each of these stages the social scientist, if given the opportunity, can make useful contributions. Accordingly, the discussion that follows will be arranged according to these stages.

Contribution to program planning

Helping define policy. Social action programs arise out of policies that define broad, over-arching goals. The major policy governing the family planning program in the Philippines, for instance, is to reduce the excessive rate of population growth to levels that will allow for a faster rate of economic development. Even at this level of abstraction the social scientist can help by identifying problems and gathering evidence concerning ways of dealing with them.

For instance, the recent development of anti-natalist policies in so many developing countries was brought about in large part as a result of research by demographers and economists which indicated that population growth was so high as to constitute an impediment to economic development.

Target setting. As planning becomes less abstract, moving from general principles and objectives to specific targets and modes of implementation, the role of the social scientist becomes increasingly important.

The setting of targets for the family planning program required simultaneous consideration of several different factors: the availability of funds, personnel, physical sites for clinics, and other inputs; the likely performance level per clinic terms of numbers of acceptors and continuing users; and the relationship between use of contraception and actual reduction of fertility.

The computation of targets required collection of data not already available, assumptions to allow for missing information, and application of special statistical demographic techniques. Such calculations could not have been made and adequately supported without the special skills of the social scientist.

Design of the initial pilot project. One of the weaknesses of the Philippine family planning programs in its early stages was the absence of a research perspective in the implementation of the program.

Ideally, any massive social action program or any major component of such a program should be expanded to cover the entire population only when the pilot project has been evaluated and changes have been instituted in light of the evaluation.

Unfortunately, this is rarely the case with crash programs, which tend to be viewed in terms of speed rather than efficiency. Sometimes the savings in time can be illusory: a program that gets off to a rapid but inefficient start may slow down after two or three years as a result of problems that could have been avoided by first spending a year or two in careful planning, pretesting, and evaluation. Failure to pretest will almost invariably increase the cost of a program, since some untested innovations are bound to have unexpected weaknesses.

Careful pretesting of a new program requires the collaboration of a social scientist who understands the principles of sampling and control groups. It is essential that the place or places selected for pretesting be as representative as possible of the entire area ultimately to be covered by the program.

If possible, more than one place should be selected for pretesting (in order to reduce the risk of confusing program effects with the effects of other variables) and similar places should be selected and designated as control areas if at all possible. The social scientist who is sensitive to the problems of research design is uniquely qualified to undertake these tasks.

Design of the reporting system. Finally, social scientists can be of service in the design of a record-keeping and reporting system that will assure satisfactory feedback, both for the program administrators and for the evaluators.

Designing a record-keeping system requires of foreknowledge of the research needs of the program so as to ensure that important variables will not be left unmeasured and that the record-keeping system will not be encumbered with excessive

requirements. The latter danger is often overlooked in the designing of reporting forms, particularly for government programs.

The workers who are expected to complete long, complex forms often are already so busy that the quality of their work — both the function they were hired to perform and the forms they are expected to fill out — suffer in direct proportion to the amount of paperwork they are required to do.

The social scientist can make at least four important contributions to the design of a record-keeping system: he can ensure that important variables will be measured; he can apply his knowledge of research methodology to maximize the validity of the measures; he can determine which of the myriad possible measures are not important or valid enough to include in the system and he can apply his experience in data processing to suggest time-saving devices for avoiding much of the unnecessary drudgery often encountered in record keeping.

Contribution during program implementation

Once the program is under way, the most obvious function of the evaluator is to utilize the records for measurement and analysis. A less obvious but no less important function is to design special studies for the purpose of collecting and analyzing data not obtained through routine record keeping. Here again social scientists are needed for specifying variables to be measured and how they are to be measured, selecting or devising techniques of analysis, and interpreting the results of these analyses. The variables to be measured may be divided into five types: inputs, outputs, effects, efficiency, and effectiveness.

Inputs. Program inputs are generally the most easily measured and do not necessarily require the expertise of the social scientist. For instance, in the family planning program, the most commonly-used input measures are simple enumerations of costs, personnel, clinics, trainees, production of mass communication materials, and so forth.

However, for refined analysis, social scientists can devise special input measures that go beyond the usual service statistics. For instance, a psychologist may devise techniques for measuring the staff members' commitment to program objectives, a geographer may wish to measure the nearness of clinics to the population they are supposed to serve, or a sociologist may try to measure the quality of communication between the program administration and clinic staff.

Outputs. Program outputs, like inputs, ordinarily are measured simply by counting easily-measured events and to this extent do not require much research expertise. Examples of family planning outputs are numbers of wives visited by motivators, numbers of new acceptors, numbers of old acceptors who return to family planning clinics, numbers of graduates of training courses, numbers of mass communication materials actually distributed, etc.

As with inputs, it is possible to define outputs that are not so easily measured but could be of research interest. For instance, acceptors may be tested for knowledge about contraception following their initial visit to the clinic; or an attempt may be made to measure the number of promotional pamphlets actually read or understood (rather than the number distributed).

Effects. The term "effects" is used here to refer to those consequences of the program that bear directly on goal attainment. They may be the same as outputs, but they often are different and usually involve special measurement techniques.

In family planning evaluation, the number of acceptors could be viewed as an "effect" only if the sole objective of the program were to recruit clients. However, the recruitment of clients is only a means to achieving the ultimate objective of reducing population growth. Effects are measures that help determine the extent to which the outputs contribute to the attainment of the ultimate program goals.

The measurement of inputs and outputs ordinarily is simple enough that it can be based on the routine "service statistics" produced by a well-designed and effectively administered recording and reporting system.

The measurement of effects is likely to require special

in action programs

research projects. For instance, in family planning evaluation, the measurement of continuation rates or pregnancy rates following acceptance usually requires a special survey of family planning acceptors, since the service statistics obtained from family planning clinics do not provide information on women who continue to use family planning or become pregnant but do not report to the clinic.

In order to measure changes in fertility it is necessary to utilize national vital registration data, if such data are accurate. In cases where vital registration data are known to be erroneous as in the Philippines and most other developing countries, it is necessary to measure changes in fertility by means of periodic sample surveys of the population.

Efficiency. Aside from determining the magnitudes of inputs, outputs, and effects, it is necessary to determine the efficiency of a program. Efficiency refers to the ratio of inputs to outputs or effects.

For instance, if two family planning programs recruit 50,000 acceptors per month, their outputs are equal. However, if one costs \$1 million per month while the other costs only \$500,000, the second is twice as efficient as the first; the first program's cost per acceptor is \$20, whereas that of the second program is only \$10.

Cost analysis is not as simple as this example may seem to imply. For even moderately refined analysis, it is necessary to subdivide costs according to the functions to which they are allocated and relate these costs to the number of acceptors.

Furthermore, input-output ratios are not usually as interesting or useful as ratios of inputs to effects (e.g., cost per year of contraceptive protection or cost per averted birth), which as noted above, require special research expertise.

Another type of cost analysis — one that poses especially formidable research problems — is to estimate the costs to society that would ensue if the program were not adopted and compare this cost with the cost of the program.

For instance, it has been estimated on the basis of family planning program costs in FY 1970-71 that the family planning program would eventually save Philippine society three to four times the amount that the program cost during that year. Such an analysis is highly speculative and complex, but it is often important to administrators since it helps them judge whether the program is clearly worth undertaking.

Assessment of effectiveness. The ultimate criterion for evaluating the success of a program is to compare the various measures described above with the targets established at the beginning of the program or with other standards of excellence, such as the performance of other programs that have been deemed successful. This limited, quantitative definition of success is usually termed "effectiveness" (not to be confused with the term "effects").

Once the problems of measuring inputs, outputs, effects, and efficiency have been solved, the measurement of effectiveness is a simple matter of either subtracting the targeted amount from the actual achievement or dividing the achievement by the target in order to obtain the proportion of target achieved.

Most programs will, of course, yield several measures of effectiveness which indicate performance from various standpoints. The most important single measure of effectiveness is the one that is cast in terms of the program's overall goals. For instance, in the Philippine family planning program, the ultimate determinant of success is the trend in the population growth rate.

The relevant target, recently established by the Population Commission (with the assistance of social scientists) is a reduction of nearly five point from the estimated 1970 rate of 3.01 per cent to a rate of 2.53 per cent by fiscal year 1976.

The ultimate criterion of program effectiveness will, therefore, be whether the growth rate in fact declines to this level by 1976. Nevertheless, other measures of effectiveness will be important. For instance, the growth rate decline may be achieved only at considerably greater cost than was originally expected: fertility may decline by as much as targeted but the growth rate might fail to do so because of an unanticipated acceleration in the decline of mortality; or fertility may not decline as much as expected in spite of high effectiveness in the recruitment of new acceptors (e.g., owing to a decline in the quality of contraceptive

methods accepted).

Contribution to program modification

All too often the function of the evaluator is thought to end with grading the program in terms of effectiveness. Many administrators and social scientists perceive the evaluator's role as that of a sort of statistical chronicler, recording the performance of a program but not entering directly into the decision-making process. However, there is a growing awareness that an important function of the evaluator lies in proposing and testing alternative program strategies.

Even in the most highly successful program, there are bound to be weaknesses. The evaluator, who is usually the individual most heavily exposed to feedback from the program, is often in a position to detect problems before they have reached the awareness of the administrators.

Moreover, once problems have been detected, the evaluator with his special "slant" on the program is often in a position to suggest solutions that would not be so likely to occur to administrators.

Thus, the evaluator can contribute to program reassessment and modification in three ways: (1) by seeking and identifying problems, (2) by proposing solutions, and (3) by field-testing proposed solutions prior to their incorporation into the program at large.

Identifying problems. There is no particular system prescribed whereby evaluators may go about identifying a program's weaknesses. Usually they will become apparent as a result of the evaluator's research activities.

Ideally, the opposite relationship between education and acceptance should prevail; since highly-educated women are in a better position to avail themselves of the services of a private physician. The function of the evaluator should not end with pointing out that such problems exist; he should also try to recommend solutions.

Proposing solutions. Often possible solutions are obvious from the nature of the problem. For instance, the failure to motivate less-educated women probably results from a failure to direct motivational appeals to that educational level. However, the obvious solutions are not always the best, and the evaluator should be on the alert for other possibilities. He is in a unique position to seek other possibilities in two ways.

First, he can conduct further research to inquire more deeply into the causes of the problem and therefore the features of the program that require modification. Second, he is especially likely to be exposed to research findings from other programs and can therefore contribute to the cross-fertilization of ideas between programs.

Field-testing solutions. The principles involved in field-testing of solutions to particular problems are much like those that govern the initial pilot-testing of the entire program. The proposed solution should be at least pilot-tested in one representative place, preferably in several places, and still more preferably in the context of an experimental design involving matched control groups.

In many cases the experimental design will call for the testing of two more proposed solutions (still in comparison with a control condition) in order to determine not only whether the proposed solutions result in improved performance but also which of the proposed solutions appears to work the best.

Conclusion

This brief outline of the components and objectives of applied research has been prepared in the hope that it might stimulate social scientists who are not deeply involved in or committed to a particular area of research to consider the possibility of becoming involved in applied research.

It seems that social scientists are often unlikely to consider such a possibility because they are not aware of the diverse variety of research efforts that are possible in the context of action programs or because they feel that the present state of social science methodology is still too primitive to permit social scientists to make a significant contribution to social action programs. It is hoped that this paper will help to dispel such doubts. ●

PSSC special lecture

The historians and public policy issues

By DR. JOHN HOPE FRANKLIN



Editor's note: Dr. John Hope Franklin is John Matthews Manly Service Professor of History at the University of Chicago. He recently toured Southeast Asian countries and conducted lectures under the sponsorship of the Lincoln Lectureship Program. For his lecture in Luzon, the Philippine Social Science Council helped arrange it which was held in the University of the Philippines last July 11. The following is condensed from his lecture.

In virtually every area where evidence from the past is needed to support the validity of a given current proposition, the historian can be found to provide the evidence that is needed. This is as true in a discussion of whether democratic institutions had their origins in the German forests or on the American frontier as it is in the search for a valid historical explanation for the foibles and idiosyncrasies that characterize the history of race relations in the United States.

Two examples will suffice. When Americans began to agitate to bar East Asians, from coming into the United States, they summoned the so-called facts of history to support their particular objective. Thus in 1902 the powerful American Federation of Labor declared that "the free immigration of Asians, particularly the Chinese, would be for all purposes an invasion by Asiatic barbarians, against whom civilization in Europe has been frequently defended, fortunately for us." The American Federation of Labor, of course, did not bother to examine or to acknowledge the indisputable fact that the Turks had been the ones who invaded Europe and not the Chinese or that the Chinese had developed a high level of civilization when the Europeans were still in the Stone Age.

Likewise, when there was a need to promote the interests of a particular economic group or political party, the historian was present and willing to promulgate the virtues of one party and to impugn the integrity and character of the other. In his book, *Jefferson and Hamilton: The Struggle for Democracy in America*, Claude Bowers was not so much interested in democratic institutions as he was in the immaculate conception and virtuous history of the Democratic Party. In portraying Alexander Hamilton, the first Secretary of the Treasury and the first Republican as a villain and in describing Jefferson, the first Secretary of State and the first Democrat, as the able and selfless patriot who saved the nation from the treacherous federalists, Bowers served the Democratic Party well. And when shortly after his book appeared, Franklin D. Roosevelt appointed Bowers, United States Ambassador to Chile, it can hardly be said

that partisan history does not have its own rewards.

But one must attempt to distinguish between the historian's role, on the one hand, in supporting causes or offering explanations after the fact and, on the other, of trying to assist in the search for solutions to difficult problems in the area of public policy.

The constructive role of the historian in public policy issues in the United States was suggested as early as 1908 in an important case that Louis D. Brandeis argued before the United States Supreme Court. Brandeis claimed that States had the power to prescribe maximum hours of employment of women in laundries. This imaginative student of law and history who would later sit on the United States Supreme Court, presented an enormous brief that not only pointed to the unique characteristics of woman's physique, but the historic role of women in American society. On the basis of his findings, carefully documented and supported he concluded that laws regulating the hours of women's work were fully justified. Even if the Brandeis brief would not impress the leaders of the women's liberation movement in 1973, it had a profound effect on the justices of the Supreme Court in 1908. From that point on as the Court decided for the women in this case historical as well as sociological evidence was regarded as admissible in crucial legal and constitutional questions having to do with the human condition.

Almost fifty years after Brandeis made his presentation to the United States Supreme Court, that high judicial body again directly influenced the emergence of the historian as an important participant in the determination of public policy issues. In seeking a basis for deciding the grave constitutional questions raised in the school desegregation cases in 1953 the Court asked several questions of legal counsel that historians were better prepared to answer than any other social scientists.

These searching and quite difficult questions sent legal counsel scurrying not to the history books for they would not know how to use them, but to the historians.

The historians wrote at least a score of working papers for legal counsel, had innumerable conferences and seminars for the legal staff, and made themselves available for questions as well as additional assignments coming out of the discussions.

The lawyers were then able to take the materials provided by the historians, place them in their legal setting, and by tracing legal precedents as well as changes in the political and social climate, argued quite convincingly that the original intent of the Fourteenth Amendment had indeed been nullified by the actions of its enemies, who were racial segregationists.

Under the circumstances the temptation is great indeed to argue that the historians played an important part in deciding the issue of segregation in the public schools.

In any event, they had answered the call to participate in an important public policy issue; and it would seem that their participation had been effective.

The area in which the historian participates in public policy issues has grown enormously in recent years, thanks to the increasing use made of historians by the several levels of government. Today virtually every department in the executive branch of the United States government has its staff of historians, ranging from the highly esteemed branch of historical policy research in the U.S. Department of State to the rather modest historical section in the National Park Service in the U.S. Department of the Interior. These persons, many of whom are very talented and highly trained, perform yeoman service in their roles as participants in policy formulation and decision making in their respective departments. It is, of course, important that the Department of State has experts who can provide the historical background of United States foreign policy in, say, Southeast Asia or Western Europe or South America. Surely, the need for historians and other students of Southeast Asia became obvious when the U.S. found itself deep in the morass of the internal affairs of Indo-China without an adequate understanding of the historical background on which to base a sound public policy. It is likewise important that the National Park Service know something of, say, the land conservation policies, and the way they were administered before the Park Service came into formal existence in 1916. These, however, are essentially service functions; and the historians who perform them have a relationship to their departments that is understandably supportive of the team to which they belong. It is no reflection on the ability or

integrity of official historians if one should assert that their independence in speaking out on controversial public policy issues is quite limited, especially if their views do not coincide with those of their departments. When he was President of the United States, Theodore Roosevelt was his own historian in formulating the basis for public policy issues. A close student of history and a former President of the American Historical Association, the aggressive-minded President believed that armed force and military rule were fully justified methods of dealing with "backward peoples." The Chinese, he insisted, lacked the qualities that to him spelled civilization. If the United States fell into the hands of "the futile sentimentalists of the international arbitration type," he warned, then it would be reduced to the "timidity and inefficiency" of the Chinese. This dim view of the Chinese did not stem from his ignorance of the rich culture of the Chinese, but from his intolerance of a people who failed to use their own culture and civilization to fight for a more important place in the family of nations. It was this view of the past and the present that not only influenced U.S. policy toward China for a full generation but also set the tone of U.S. foreign policy in general.

It would seem highly important, therefore, that historians with no governmental connections should participate in the discussion of public policy issues with the independence of mind and spirit that their private position affords. Indeed, from their relatively detached position, they could engage, challenge, and debate their governmental colleagues who are part of the apparatus where public policy is determined. The outsiders could raise questions about the operation of a given policy that is defended on the ground that it is in line with historical public policy in that area. Indeed, and by the same token, the

outsiders could challenge the traditional public policy if on the basis of their examination of the record they find it to be out of line with current interests and needs. They, most of all, could challenge the sanctity and validity of a traditional policy that is followed for the sake of tradition and not necessarily for the sake of the public interest.

Few areas, if any, are more important than foreign policy in the requirement that public policy issues reflect the highest integrity in their resolution and formulation. Likewise, few areas, if any, are more in need of the perspective and critical evaluation that historians can provide. Not that the United States needs to be saved from isolationism, for it has really never been isolationist. Not that it needs to be reminded of its role as keepers of the peace, for it has never been successfully cast in such a role. Not that it needs to be kept mindful of its duty as protectors of the national rights and territorial integrity of the smaller nations, for it has never consistently functioned in that role. Most of all, the issues of foreign policy of the United States or, indeed, of any nation, need to be regularly re-examined in order to define, more precisely, what its posture should be toward other nations. What is the historian's role in such an examination?

In foreign policy, perhaps more than in any other area, the world's leaders tend to speak of their own nation's historical role in encouraging peoples of the world to become self-governing and to seek the paths of peace. Quite frequently, they summon the events of the past to support their current posture. Almost invariably, it is a misleading posture. Britain was not seeking to encourage self-governments in India during her several centuries of control of the sub-continent. The Soviet Union can hardly be accused of protecting the right of self-government in its move into Hungary in 1956. The United States had no deep interest in the self-government of Haiti when the Marines moved into that country in 1916 and remained there for the next eighteen years. Without

emphasizing unnecessarily the moral dimensions of the foreign policy of nations, it is reasonable to assert that the historians ought at least to keep the record straight and make an attempt to keep their nations honest by calling attention to the disparity between historical assertion on the one hand and the facts of history on the other.

One supposes that every nation in the world wants to be regarded as peace-loving and pursues a foreign policy well calculated to preserve the peace. It is so easy for a nation to slip into a warlike posture with the claim that it has to do so in order to maintain the peace. The United States had done it many times, both in the past century and in the present one. So have many other nations. It is comfortable for a nation to assume such a high-minded posture. But there is no guarantee that the claim of being a lover of the peace and a keeper of the peace is, in fact, an accurate statement of a nation's foreign policy position. Thus, the United States has been involved in no less than seven major foreign wars since the beginning of the nineteenth century. This is not to argue that such a record qualifies the United States as a warmonger, but the record of having to resort to war so often in order to keep the peace does not qualify it as a peacemaker, either. In going to war so often in the name of peace, freedom, and democratic institutions, the record is a most difficult one to defend. The historians cannot and should not have any interest in defending such a role if, indeed, the facts suggest that innumerable considerations entered into the decision to fight not only peoples in distant lands but nearby neighbors as well.

As a nation views its history and the various positions that it has taken, it is not difficult to conclude that its postures have been mixed and existed on several levels of morality. At times, in the case of the United States, at least, its public policy has been human, healthy, and worthy; at other times, it has been bereft of many or any praiseworthy objectives. It is the function of the historian to keep before the people, with as much clarity as possible, the different lines of action that have been taken, the several, often complicated reasons for such action and to point to the conflicts and inconsistencies, the contradictions and illogicalities and to the defects and deficiencies when they exist. One might argue that the historian is the conscience of his nation, if honesty and consistency are factors that nurture the conscience. Perhaps that is too much to claim for the historian who, after all, is not in the business of protecting the morals of a people. But the historian, as the servant of the past, is in the best position to provide a rational basis for present actions.

The people, yes the people, shall judge; but they require a sound basis for making judgments. They will have that basis if and when they know what has happened, why it has happened and, consequently, how the public policies growing out of historical events or shaping those events can serve the common good. If, then, they prefer to ignore their past mistakes and prefer to live in a world of fantasy and make-believe, they will deserve to suffer the fate of repeating the grave errors that they could easily have avoided. ○

Dr. John Hope Franklin (inset) delivers a lecture before a group of students and social scientists.



News briefs

LSP HOLDS ELECTION

The directors of the Linguistics Society of the Philippines elected their officers in a meeting held last Sept. 30.

The newly-elected officers are Bonifacio Sibayan, president; Andrew Gonzales, F.S.C., vice president; Fe Aldave Yap, secretary; and Fe Otanes, treasurer. The other members of the Board of Directors are Emy Pascasio, Dan Weaver, Nelia Casambre, Fe Dacanay.

The members of the LSP elected their directors during its Fourth Annual Convention held at Ateneo Law School in Padre Faura St., Manila last June 30. The election highlighted the whole-day affair which included lecturers from three prominent linguists.

Those who delivered lectures were Dr. Teodoro A. Llamzon, S. J., Dr. Emy Pascasio, and Dr. Elmer Wolfenden.

Dr. Llamzon talked on "The Early Filipinos: Their Probable Homeland and Migration Routes: Ethnolinguistic Evidence". He traced the origin of the Philippine languages to the Austronesians people who migrated to the country between 1300 to 1500 B.C. Citing archeological studies, he noted that the Austronesians reached the country by hopping from one island to another leaving behind them their culture. On this basis, and after comparing various regional languages, Dr. Llamzon argued that the Philippine languages belong to the Austronesians family.

For her part, Dr. Pascasio introduced a new concept in linguistics when she delved on "Language in its Socio-Cultural Setting: A Socio-linguistic Approach".

The enthusiastic audience-members were all-ear and wide-grin while Dr. Pascasio was describing the sociological and psychological implications of conversations peculiar to a particular ethnic group. She attempted to study linguistics by using sociological approach.

Dr. Wolfenden of the Summer Institute of Linguistics discussed the topic "On Identifying the Genetic-Synthetic Structure in Philippine Languages".

PSA TO HOLD MEET SEPTEMBER

Statisticians will convene on September 1973 at the Philippine Columbian for the 1973 Annual Conference of the Philippines Statistical Association.

Three papers will be read with six statisticians participating as discussants in the annual meeting which will be held with the theme "Toward a More Equitable Income Distribution". Scheduled to be read are: "Some Notes on Income Disparities Among Philippine Families" (by Tito A. Mijares and Mr. Isagani Belarmino); "Tax Policies and Their Influence on Income Distribution" (by Ruben Trinidad, Director of the National Tax Research Center); "Income Distribution Through Land Reform"

(by Eustaquio O. Ordoño of the National Economic and Development Authority).

Sitting as discussants are: Dr. Cristina P. Parel, Peregrino Reyes, Filologo Pante, Adriano Dy, Dr. Burton T. Oñate and Dr. Levy Trinidad.

NSDB INCREASES SOCIAL SCIENCE AID

The National Science Development Board reported that the social sciences was given an increasing attention for the fiscal years 1966-1972.

This is contained in a special report entitled "Science and Technology: Key to National Progress."

There is a marked increase of 207.4 per cent in the NSDB expenditures allotted to social sciences from FY 1959-1965 to FY 1966-1972. It had the highest percentage of increase among all the areas of research. It constituted the fourth biggest share (P1,448,004) in the total fund (P21,404,053) allotted for research for the period, the average amount granted per year being P206,858. The other areas are: manpower training (P10,511,600); agriculture and natural resources P4,927,101; engineering, industry and trade (P3,223,504); medicine and allied sciences (P729,556); food and nutrition P47,318) and basic research P152,970).

Comparatively, in FY 1959-1965, it merited the fifth biggest slice P471,130) in the NSDB grants for research & development totalling P12,055,480. The average amount per year was P67,304.

The rationale behind the marked increase according to the report, is the growing awareness of the government of the essential role that social science research plays in laying out the fundamental basis for a dynamic formulation and implementation of national development plans.

The Research and Development Program of the NSDB recognizes the desirability of an inter-disciplinary approach to research and development. It also places significance on the role that social science research can play in smooth orchestration with the other sciences in achieving economic and social advancement.

The report adds that the thrust of the program for social sciences is to identify the social and cultural factors that hasten or retard the adoption of modern techniques in essential aspects of human endeavours.

It also aims to attain a better understanding of the sources and tendencies of Filipino behavioral patterns from the sociological, political, economic, and psychological points of view, taking into account the varied aspects of Filipino culture which affect the modernization of society.

Supported under the program are studies on methods of introducing innovations, population research, education in science, methodology research, urbanization, Philippine studies, and policy-oriented research.

NSDB Appropriations (Grants-in-Aid) for Research and Development, by Area of Research, Fiscal Year 1959-1965 and Fiscal Year 1966-1972

Area of Research	Fiscal Year 1959-1965			Fiscal Year 1966-1972			% Increase of Grant from FY 1959-1965 to FY 1966-1972
	Amount Granted	% Dist	Average Amt/yr.	Amount Granted	% Dist	Average Amt/yr.	
TOTAL	P12,055,480	100.0	P1,722,211	P21,404,053	100.00	P3,066,293	78.0
Manpower training	4,249,795	32.2	607,114	10,511,600	49.0	1,501,657	147.3
Agriculture & Natural Resources	2,406,269	20.0	343,753	4,927,101	23.0	703,872	104.8
Engineering, Industry and Trade	2,158,711	17.9	308,387	3,223,504	15.0	460,500	49.3
Medicine and Allied Sciences	429,171	3.6	61,310	729,556	3.4	104,222	70.0
Food and Nutrition	762,736	6.3	108,962	471,318	2.2	67,331	-38.2
Social Sciences	471,130	3.9	67,304	1,448,004	6.7	206,858	207.4
Basic Research	1,577,668	13.1	225,381	152,970	0.7	21,853	-90.3

FAPE BARES ASSISTANCE AREAS

The Fund for Assistance to Private Education has redefined its program areas in response to the new policy orientation embodied in Educational Development Decree of 1972 as well as the key recommendations of the Presidential Commission to Survey Philippine Education (PCSPE).

Starting fiscal year 1973-74, FAPE will concentrate assistance operations in the following program themes: accreditation, graduate education centers, student recruitment and career choice, educational policy formulation and information, private education retirement annuity plan; Exploration of development dimensions in education.

The program theme is meant to be a coherent and development program approach to specific problem areas in the higher education system. Each program is made up of projects operationally coordinated to lead to the attainment of a program theme or goal. The assistance programs have been designed as a mix of FAPE initiated assistance and of institutional sector initiated project activities.

Thus, in certain programs FAPE extends financial grants of support to projects submitted by external proponents while in others, assistance is undertaken in the form of challenge grants. Challenge grants are awarded in the form of a FAPE contribution to a financing package involving proponent and/or non-FAPE contributions to a project or projects.

FORD OFFERS FELLOWSHIP

Applications for fellowship to the Ford Foundation's Southeast Asia Fellowship Program are now being accepted.

Dr. David L. Szanton, project specialist on Asian Studies, reported that the Program provides three different types of fellowship: Graduate Training of Southeast Asians, Research and Teaching projects by Southeast Asians, and Research projects in Southeast Asia by scholars from other countries.

The Program give highest priority to social scientists with a regional or comparative perspective. It also supports studies within the context of a single nation.

In order to qualify, applicants must have already acquired disciplinary training in the social sciences or humanities and must be able to give evidence or scholarly interests beyond a single country and discipline.

Application forms and further information maybe obtained from Southeast Asia Fellowship Program, The Ford Foundation, P.O. Box 436, Bangkok, Thailand or at the Philippine Social Science Council, P.O. Box 655, Greenhills, Rizal D-738. The deadline for receipt of Graduate Training and Research and Teaching Fellowships Applications is October 1. For Research Fellowships, the deadline is November 1, 1973.

POLITICAL SCIENTISTS REORGANIZED

The Philippine Political Science Association was reactivated in a meeting held last Sept. 29, 1973 at the Faculty Center of the University of the Philippines in Diliman, Quezon City.

The set of ad hoc officers who will coordinate the organization's activities includes Dr. Remigio Agpalo, president; Dr. Wilfrido Villacorta, vice president; Dr. Emerenciana Arcellana, secretary; Dr. Estrella Solidum, treasurer; Prof. Shirley Advincula, auditor; and Dr. Eva Ventura and Prof. Quirino Carpio as directors of the Board.

Dr. Loretta Sicat is the chairman of the Board of Editors of the Philippine Political Science Journal. Assisting her are Drs. Ventura, Solidum, Villacorta, Gabriel Iglesias, and Prof. Roman Dubsy.

The general election of officers will be held in the second week of February next year at the convention of members throughout the country.

SIL GETS RM AWARD

The Summer Institute of Linguistics, Inc. received the 1973 Ramon Magsaysay Award for international understanding for its involvement in educating isolated minorities.

This scholarly missionary group is recognized for its efforts in reaching out to nonliterate tribesmen, for recording and teaching them to read their languages, and for encouraging their participation in the larger community of man.

Seminars, workshops, conferences

The UP Statistical Center sponsored a lecture series from June 18 to 20 with Dr. Theodore A. Bancroft, former chairman, of the Dept. of Statistics, Iowa State University as the guest speaker.

He discussed the topics "Sequential Deletion Procedure in Model Building Production in Regression" and "Power Analysis of Variance Text Procedure for Incompletely Specified Fixed Models"

The Philippine Normal College sponsored the Lecture Series in Philippine Literature June 15 up to August 31. The prominent Filipino writers who have served and will act as resource speakers are: Jose Garcia Villa, Salvador P. Lopez, Carlos Bulusan, Manuel Arguilla, N.V.M. Gonzales, Bienvenido Santos, Nick Joaquin, Edilberto Tiempo, Lindy Ty Casper, Alejandro Hufana, Ricaredo Demetillo, Andres Cristobal Cruz, Alejandro Roces, Celso Carunungan, Jose Quirino, Emigdio Enriquez, Isabelo Crisostomo, F. Sionil Jose, Kerima Polotan, Gregorio Brillantes and Wilfredo Nollado.

The Cebu Historical Society and Cebu PC Command jointly sponsored a seminar with the theme "The Preservation of Historical and Cultural Treasures in Cebu and the Visayas: A Challenge" on June 5 and 6 at the University of San Carlos.

The lectures took up the following topics: "Cebuano Culture"; Conservation of Nature and Natural History in Cebu"; "Monuments, Records and Preservation"; "Mass Media and Preservation of our Cultural Heritage"; and "National Heritage and Philippine Laws".

The Agrarian Reform Institute sponsored the Seminar on Agrarian Reform from July 23 to 28 at the Conference Room Melchor Hall, U.P. The theme was "Agrarian Reform in the Philippine Development: Present Trends and Future Direction."

Obituaries

The Philippine Statistical Association (PSA) lost two of its founding members with the death of Dean Enrique T. Virata, 74, and Prof. Cesar M. Lorenzo, 66.

Dean Virata was appointed as U.P. vice president emeritus just three days prior to his death last June 4. He was also then serving as executive director of the Family Planning Organization of the Philippines.

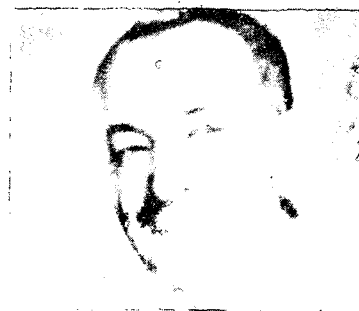
The two late academicians were among the 19 professional statisticians who organized the PSA on Dec. 22, 1951. Prof. Lorenzo was its first president and was immediate past president when he died May 16.

Meanwhile, U.P. has received donations for the establishment of an Enrique T. Virata Memorial scholarship fund and for setting up professional class in mining engineering and in geology.

Rev. Fr. Francis Senden, Director of the Asian Social Institute, died of coronary thrombosis on August 22, 1973.

He was born on June 30, 1916 at Beek, Holland and was ordained on August 31, 1942.

He was almost 40 years old when he came to the Philippines. Deeply conscious of the needs of the people he had come to love, he soon involved himself in the training of social leaders and workers. He founded the Asian Social Institute as a service to and with the wholehearted approval of the Archdiocese of Manila.



FATHER FRANCIS SENDEN



DR. ENRIQUE VIRATA

PSSC activities

Board members for 1974 elected

The members of the Executive Board of the Philippine Social Science Council for fiscal year 1973-1974 were elected during its annual meeting held at the Mutya Room of Sulo Hotel last Sept. 28.

Those elected were Frank Lynch, S.J. representing the discipline of anthropology; Mercedes B. Concepcion, demography; Armand Fabella, economics; Oscar Alfonso, history; Cristina Parel, statistics; Emy Pascasio, linguistics; Rodolfo Bulatao, sociology; Alfredo Lagmay, psychology; Loretta Sicat, political science; Raul de Guzman, public administration; Dolores Lasan, social work; and Gloria Feliciano, mass communications.

These Board members were elected by the representatives of the seven social science associations, who are currently the regular members of the PSSC. They are Aurora Silayan-Go representing the Philippine Sociological Society; Cesar Macuja, Philippine Economic Society; Marcelo Orense, Philippine Statistical Association; Bonifacio Sibayan, Philippine Linguistics Society; Gregorio Borlaza, Philippine National Historical Association; Patricia Licuanan, Psychological Association of the Philippines; and Esther Viloria, Philippine Association of Social Workers.

The members of the Executive Board will meet sometime in October to elect among themselves the officers for FY 1973-1974.

During the meeting, Dr. Lagmay, incumbent chairman of the Executive Board, read the annual report on the activities and accomplishments of PSSC.

He cited among others that "The more important developments in PSSC activities during FY 1973 included the setting up and stabilization of the necessary operating guidelines and procedures for the effective administration of the different programs; the firming up of its organization via the amendment of the By-Laws and Articles of Incorporation; the awarding of 23 research grants, 13 of which were for major researches; the training of 28 faculty members in basic and advanced survey research training courses benefitting some 14 largely provincial educational institutions; its financial and management assistance to the various social science journals of its member-associations; the publication of its newsletter; and the sponsoring of two special public lectures.



**PSSC
ANNUAL
MEET**

The Council's representatives and the members of the Executive Board of PSSC are shown during the annual meeting last Sept. 28. Shown in the picture (clockwise) are: Gregorio Borlaza, Loretta Sicat, Aurora Silayan-Go, Rodolfo Bulatao, Frank Lynch, S.J., Dennis Teves, executive secretary; Cesar Macuja; Eufonio Alip (partly hidden), Alfredo Lagmay, and Bonifacio Sibayan. Not shown in the picture are Emy Pascasio, Patricia Licuanan, and Esther Viloria.

PSSC GAINS FOUNDATION STATUS

The Philippine Social Science Council was granted the foundation status by the National Science Development Board (NSDB) on May 4, 1973.

This was given in recognition of its general and special programs of research, training and publications assistance aimed at

making Philippine social science more professional relevant, and rewarding.

By virtue of the NSDB certification No. 73-F-10, the PSSC is exempted from paying taxes out of the incomes that it may derive from its properties and investments.

Donations and contributions to the PSSC are likewise tax-exempt.

NEW PROGRAMS CONSIDERED

Three new programs which will help strengthen Philippine social science research capabilities and foster interdisciplinary exchange have been approved by the Executive Board and the Council at the Annual Council Meeting held last September 28.

The proposed activities and their objectives are:

(SP 12) Books-and-equipment grants or loans to PSSC-related research centers: (\$19,750) to increase the effectiveness of these centers involved as trainers or trainees in the Council's Research Training Program (SP 6).

(SP 13) PSSC Data Archive: (P123,816) to develop a social science data archive that will select clear, document, store and make accessible survey data on the Philippines in machine-readable form.

(SP 14) Travel Grants and Financial Aid for Conferences, Workshops and Symposia: to provide travel funding for social scientists who are invited to attend conferences and symposia, locally and abroad, and to provide some assistance to our national social science associations, in their projects, specifically in connection with their conferences, symposia and workshops.

12 SCIENTISTS PREPARE POSITION PAPERS

Twelve social scientists were commissioned by the Philippine Social Science Council to prepare position papers on the status and problems of the social science disciplines in which they are involved.

They are Rodolfo Bulatao (sociology), Gloria D. Feliciano (mass communications), Abelardo G. Samonte (public administration), Nathaniel Tablante (social work), Loretta Sicat (political science), Cristina Parel (statistics), Eufonio Alip (history), Emy Pascasio (linguistics), Mercedes Concepcion (demography), Armand Fabella (economics), Alfredo Lagmay (psychology) and Frank Lynch (anthropology).

The position paper will serve the the following purposes:

1. It will provide the PSSC with the much needed data in the formulation of sound programs in assisting the various disciplines it currently serves.

2. The data will facilitate the choice of professions by individual students.

The Fund for Assistance to Private Education has agreed to assist in defraying some of the expenses that will be incurred in the preparation of the report.

PSSC HOSTS SPECIAL LECTURES

In an effort to promote better understanding among social scientists, the Philippine Social Science Council started sponsoring special lectures by internationally known scientists.

The first in the lecture series was delivered by Dr. John Hope Franklin, a distinguished professor of History in the University of Chicago. His lecture "The Historians and Public Policy Issues" (See page .) was delivered at the University of the Philippines last July 11. The affair was also sponsored by the Philippine-American Educational Foundation and the College of Arts and Sciences, U.P.

A second lecture was held last Sept. 12. The lecturer was Dr. Alex Inkeles, a renowned professor of Sociology at the Stanford University, California, U.S.A. He lectured on the "Sociological Dimensions of Modernization and Education" also in U.P. This lecture was co-sponsored by the College of Education and Asian Center, U.P.

More special lectures will be sponsored by the PSSC in the future.

SEED GRANT AWARDED TO COUNCIL FOR LIVING TRADITIONS

The Philippine Social Science Council through the Institutional Development Committee has awarded to the Council for Living Traditions a seed grant for initial operations. The new council has for its objectives the preservation of Philippine folklore, literature and cultural patterns.

Among the organizers are Wilfredo Arce, David Baradas, Eric Casio, Roberto de los Reyes, Francisco Demetrio, Carlos Fernandez, Juan Francisco, Abdulmari Imao, F. Landa Jocano, Aurora Lim, Jose Maceda, Alfredo Rocas, Alice Reyes, Carlos Silva, and Eric Torres.

Lincoln Drilon has been appointed its Executive Secretary.

MORE GRANTEES NAMED

Twelve more scholars were added to the list of grantees of the Philippine Social Science Council. Four of the research grants are supported by Modern Philippine History Program, six by the Discretionary Research Awards, and the last two by the Research Integration Program.

The new grantees are:

Modern Philippine History Program

1. Eric Casino: "Historical Notes on the Origins and Development of Anthropology, 1901-1971" — P26,400.
2. John N. Schumacher, J.S.: "A Study of the Role of the Filipino Clergy in the Nationalist Movement, 1850-1902" — P25,710.
3. Alfredo V. Lagmay and Virgilio Enriquez: "Historical and Cultural Roots of Philippine Psychology". — P22,700
4. Celso A. Carunungan: "Literary History of the Philippines, 1901-1950" — P29,000.

Discretionary Research Awards

1. Amelia B. Alfonso — "Bilingual Free Recall of Intralingual and Interlingual Word Repetitions and Associations as a Function of Intraserial Spacing" — P1,810.
2. Carlos A. Arnaldo "A Case Study and Evaluation of the Pilot Projects of the Center Educational Television, Inc." — P2,000.
3. Wilfredo F. Arce: "A Study of the Socioeconomic Background, Attitudes, and Relationships and Performance of Filipino Workers in a Modern Factory" — P1,800.
4. Eric S. Casino: "Final typing, mimeographing, binding, and lodging of a Ph.D. thesis in Social Anthropology with the University of Sydney" — P1,750.
5. Ernesto Constantino "Preparing a Tausug — English Dictionary for Publication" — P2,000.
6. Renato M. Daquiz: "Fear Survey Schedule for Filipino College Students" — P2,000.
7. Anicia R. del Corro "Kapampangan Morphonemics" — P1,300.

Research Integration Program

1. Emy M. Pascasio: "A Critical and Annotated Bibliography of Language in Culture in the Philippines" — P31,000.
2. Wilfrido Villacorta: "An Integration of Post-War Political Research Locally Undertaken by Filipino Scholars — P31,299.

RESEARCH TRAINING MANUALS READY

Four of the six survey research training manuals which will be used in the PSSC research training program have been completed.

The Research Training program was designed to develop and standardize research capabilities in a network of twenty-five composed mostly of provincial colleges and universities which will be eventually organized into a federation of university social-science research centers. It also includes the preparation, production, and trial duplication of six survey training manuals.

Completed are:

Manual 1 (Social Survey Research Design) and Manual 4 (Data Analysis and Interpretation) prepared by Cristina P. Parel, Gloria C. Caldito, P.L. Ferrer, Generoso G. de Guzman, Ceferino S. Sinsio and Rudy H. Tan;

Manual 3 (Data Gathering by Social Survey) prepared by Perla Q. Makil and Leticia C. Covar; and

Manual 5 (The Social Survey Research Report) prepared by Esther M. Pacheco and Celine Arvisu-Quinio.

Two manuals still in process are Manual 2 (Data Gathering by Social Survey) by Frank Lynch, Mary R. Hollnsteiner and Leticia C. Covar and Manual 6 (Social Survey Research Administration) by Thelma G. Paderno.

CSS EXPANDS SERVICES

The Central Subscription Service, a project of the Philippine Social Science Council, is considering the extension of its services on an experimental basis to social science publications other than the official journals of member-associations.

Among those being considered initially are the *IPC Papers*, *Sulu Studies*, and the *Philippine Studies*. If the experiment proves fruitful, the service will be extended to other social science publications with priority to the publications of PSSC's members, regular and associate.

At present, CSS is handling the distribution of the *Journal of History*, *Philippine Journal of Psychology*, *Philippine Journal of Linguistics*, *Philippine Sociological Review*, *Social Work*, *Philippine Statistician*, and *Philippine Economic Journal*.

Exchange arrangements with publishers of foreign books and periodicals relating to social sciences is also being carried out on an experimental basis.

RESEARCH GRANTS OFFERED

PSSC is offering several research grants in the social sciences under the following programs:

Research Integration Program
Development Research Program
Discretionary Research Awards
Graduate Assistantship Program
Thesis Assistance Program

Interested scholars may secure application forms and further information on any of these programs from:

The Executive Secretary
Philippine Social Science Council
53-C Rocas Avenue, Quezon City
Telephone No. 99-97-64

PSSC NEW GRANTEES



ARCE

CARUNUNGAN

CASIO

CONSTANTINO

LAGMAY

PASCASIO

VILLACORTA

Information section

Selected non-commercial social and/or humanities research centers in the Philippines-June 1973 (Continued from last issue)

ACRONYMS	FULL NAME	CURRENT HEAD	ADDRESS/SPONSOR
AM-SU	Anthropology Museum	L. T. Chiong	Silliman University Dumaguete City
CB-DER*	Dept. of Economic Research	E. B. Bince	Central Bank of the Philippines Vito Cruz, Manila
CPA--UP	College of Public Administration	R. P. de Guzman	UP, Padre Faura
CPU-SSRU**	Social Science Research Unit	M. B. Ruiz	Central Philippine University Iloilo City
DAC-UP	Dept. of Agricultural Communications	N. Quebral	College of Agriculture UP, Los Banos
DE-USC	Dept. of Economics	L. Tan	University of San Carlos Cebu City
FPEO	Family Planning Evaluation Office	J. Laing	Luna Rosa Building 1930 Taft Avenue, Manila
ICC-RC**	ICC Research Center	Sister Mary Rose	Immaculate Concepcion College Ozamis City
ILT-UP	Institute of Language Teaching	N. Casambre	UP Diliman, Quezon City
ISO*	Institute of Social Order	E. Moran	509 P. Faura St., Manila
LSP-USC	Linguistics Studies Program	E. Verstraelen	University of San Carlos Cebu City
CYSC*	Child Youth and Study Center	A. Alcidi	940 Quezon Blvd., Ext., Quezon City
NASSA*	National Secretariat for Social Action	J. Labayen	2655 F. B. Harrison St. Pasay City
NDU-SERC**	Socio-Economic Research Center	E. K. Tan	Notre Dame University Cotabato City
NEDA	National Economic Development Authority	G. P. Sicat	Padre Faura, Manila
NTRC	National Tax Research Center	A. Yoinco	Shurdet Annex Building Intramuros, Manila
OJSRCPL	Otto Jolms Scheerer Research Center for Philippine Languages	E. Constantino	UP Faculty Center 2110 UP Diliman, Quezon City
PCAR	Philippine Council for Agricultural Research	J. P. Madamba	UP Los Banos Union Los Baños, Laguna
PChC-RC**	Research Center	L. Puno	Philippine Christian College Taft Ave., Manila
PPREO	Program Planning-Research Evaluation Office	R. Eduarte	Family Planning Organization of the Philippines Katigbak Building Mabini Street, Manila
RDC	Research & Development Center	P. P. Mendez	Centro Escolar University E. Mendiola St., Manila
RO **	Research Office	P. N. Ramos	Ateneo de Davao Davao City
RSC **	Research and Service Center	C. Cater Jr.	Ateneo de Naga Naga City
SPCTOR **	Office for Research	L. A. Romero	St. Paul College Luguegarao, Cagayan
SUSSR **	Silliman University Social Science Research	L. P. Makil	Silliman University Dumaguete City
UPC--SU	University Research Center	A. Alcalá	Silliman University Dumaguete City

ACRONYMS	FULL NAME	CURRENT HEAD	ADDRESS/SPONSOR
USC-OSR **	Office for Social Research	W. Fleiger	University of San Carlos Cebu City

* Research Centers that appeared in the last issue but have undergone changes in address or current head.

** PSSC Related Research Centers.

Fellowship grantees

GRANTOR	GRANTEE	FOR	PLACE AND PERIOD
Asia Foundation	Leandro Viloria, IP	Ad hoc study of an appropriate Urban Planning Educational System	Saigon June 4-15, 197
Colombo Plan	Lita Velmonte, UP	Ph.D in Town and Country Planning	University of Sydney March 1972-75
Colombo Plan	Carolina Rionda, UP	Ph.D in Psycho Linguistics	University of Papua and New Guinea Feb. 1972-Dec. 1974
Central Bank	Macario N. Rodriguez, CB	Training on International Courses in Small Scale Industry	India Oct. 29-Dec. 1, 1973
	Aida R. Saldua, CB	Advanced Course for Senior Statisticians	Asian Statistical Institute, Tokyo March 15-April 23, 1973
	Leopoldo J. Magpale, CB	Master in Agribusiness Management	University of the Philippines, Quezon City 1973-74
	Corazon R. Padua, CB	Extension of training grant in Economics 1973-74	University of the Philippines, Quezon City,
East West Center	Corazon T. Aragon, UPCA	M.A. in Agricultural Economics	East-West Center Hawaii, 1973-74
	Clemencia Natividad, AdDC	M.A. in Asian Studies	East-West Center Hawaii, 1973-74
	Victor Feliciano, UPCA	M.A. in Agricultural Economics	East-West Center Hawaii, 1973-74
	Manuel M. Manuel Jr., UPCA	M.A. in Experimental Statistics	East-West Center Hawaii, 1973-74
	Federico Magdalena, MSU	M.A. in Sociology	East-West Center Hawaii, 1973-74
Ford-FAPE	Adriano A. Arcelo, FAPE	Ph.D. in Educational Planning	Macquarie University Australia 1973-1976
Ford Foundation Philippines	Full: Oscar L. Atendido, FEU Edgar P. Callanta, PWC Maria Lourdes B. Crisol, UP Liberato G. Pangilinan, SCS Arturo L. Sodusta, USC Emmanuel M. Viriña, PLM Sandra Manuel, USC	M.A. in Demography ditto ditto ditto ditto ditto ditto	University of the Philippines ditto ditto ditto ditto ditto ditto
	Partial: Amelia S. Bonagua, UP Delia P. Damasco, SLU Soledad R. Llorente, CHS Rene G. Martinez, USA Arsenio O. Perez, AdM Clemencia Espiritu, PNC	ditto ditto ditto ditto ditto Certificate in Pilipino Linguistics	ditto ditto ditto ditto ditto Philippine Normal College Schoolyear-1972-1973 to First semester 1973-1974
Ford Foundation	Alberto Racho, PNC	Ph. D. Studies in Malay-Polynesian Linguistics	University of Indonesia & Ateneo/PNC Linguistics Consortium, Manila, July 1970-present:
	Carlos A. Fernandez, AdM	Ph. D. research in Anthropology in the Philippines	Palawan, Manila & University of California March 1971 — May 1972 March 1973-August 1973
Ford Foundation South-east Asia Program	Teodoro A. Llamzon, S.J. AdM	Research on Handbook of Philippine Languages	Ateneo de Manila University February 1972 — July 1973
	Eliza Uy Grino, CPU	Research on Dialects of Panay	March 1973 — March 1974
	Francisco R. Demetrio, S.J. XU	Research on Classification and Analysis of Philippine Folk Narratives	June 1972-November 1974 (Turn to next page)

GRANTOR	GRANTEE	FOR	PLACE AND PERIOD
	Mamitua D. Saber, MSD	Research on An Exploration of the Cultural Affinity of Mindanao with the Rest of Southeast Asia	Pending
	Jules deRaedt, SLU	Research on Kalinga Beliefs and Behavior	June 1972-June 1973
	Frank X. Lynch, S.J., AdM	Research on Two Models of Southeast Asian Social Organization in the Philippines and Malaysia	June 1972-March 1974
	Aram A. Yengoyan	Research on Ecological Aspects of Poverty in the Philippines	May 1973-September 1974
	Robert R. Reed, U.P.	Research on the Hill Stations of Southeast Asia: Origins, Evolution & Changing Roles	June 1973-October 1973
	William R. Preiffer	Research on a Definite Study of the Ethnic Music Cultures of Mindanao & the Visayas in the Philippines	July 1973-July 1974
	Gerard Rixhon, O.M.I.	Research on Tausug Folk Literature as Communicative Behavior	May 1973- May 1974 Cornell University & Hawaii
	Belinda Aquino, U.P.	Ph.D. research in Comparative Government	March 1972-present University of Malaya
	Esteban Magannon, U.P.	Studies in Malay Language and Anthropology	May 1972-present University of California
	Romana P. de los Reyes, AdM	Ph.D. studies in Anthropology	September 1973 University of Chicago
	Araceli C. Hidalgo, AdM	Ph.D. studies in Linguistics	September 1973 Pending
	Jesus T. Peralta, NM	Ph.D. studies in Anthropology	September 1973 University of San Carlos, Cebu City
	Rowe V. Cadelina,	Completion of M.A. thesis	Nov. 1972-Oct. 1973 Stanford University, California, 1973-74
Fulbright	Jose Y. Arcellana, UP	M.A. in Communications	Brigham, University Utah, 1973-74
	Cynthia D. Calimbas, NGA	M.A. in Statistics	University of Minnesota Minneapolis, 1973-74
	Jesus Dumagan, AdM	M.A. in Economics	University of California California, 1973-74
	Romana P. de los Reyes AdM	Ph.D. in Anthropology	State University of New York, 1973-74
	Joseph P. Enerio, X.U.	M.A. in Educational Administration	University of Washington Washington, 1973-74
	Lilian C. Garcia, USC	M.A. in Anthropology	New York University New York, 1973-74
	Jamileo T. Nibungco, U.E.	M.A. in English Education	University of Pittsburgh Pennsylvania, 1973-74
	Deogracias Romero, NDMC	M.A. in Asian Studies	Harvard University Boston, Sept. 1972 - Aug. 31, 1973
Harvard	Luzviminda B. Valencia, UP	Special Studies in Population	Tokyo June-September 1973
Japan Foundation	Lydia N. Yu, AdM	Research on Japanese Modernization and further training on Written and Formal Japanese	Harvard University Feb. 1-June 1973
USAID	Fe G. Cristobal, UP	To participate in the Harvard Trade Union Program	Hague, Netherlands October 1, 1973-May 31, 1974
Netherlands International Technical Assistance Program	Rolita Blanco, BCS	Training on Statistics and Accounting	Tokyo, Japan Aug. 1973-May 1974
United Nations Development Program	Robert Baliton, BCS	Training in Statistics	Cornell University June 1972-June 1973
United Nations Development Program	Dolores Endriga, UP	Special studies in Urban Research	Korea, Singapore, Australia, Yugoslavia
United Nations Development Program	Cesar Marquez, UP	Course in Urban Planning and Plan Implementation	November 1972-May 1973 University of the Philippines June 11, 1973 - April 15, 1974
UP Faculty	Ajit Singh Rye, UP	Ph.D. in Political Science	University of the Philippines June 22, 1971 - April 15, 1973
UP Faculty	Luzviminda B. Valencia, U.P.	Ph.D. in Education	Netherlands Sept. 1972-June 1973
UP and Netherlands United States Aid for International Development	Susana Cayco, UP	Training in Regional Development Planning	Washington, D.C. Sept. 1973-May 1974
	Lydia Baal, BCS	Service training on Measurement of Population Change	

Research projects

Current researches and projects, contemplated, ongoing, and completed for the period January to June, 1973.

Entry format: Title of research/project, project director, home institution, status of projects, 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.

ANTHROPOLOGY

Ancient Beads Found in Philippine Archaeological Sites. R. A. Santiago, NM, Ongoing.

Archaeological Foundation of Pre-Spanish Manila and Suburbs. Robert Fox. NSDB. Completed.

Cagayan Valley Archaeological Projects. Rey Flores. NM. Ongoing.

Coast-Inland Contrast in Sulu. Eric S. Casiño. NM. Completed.

Determination of Some Anthropometric and Bio-Mechanic Data of the Filipino. Luis D. Pascual. UP. Ongoing. NSDB.

Early Philippine Lime Holders. J.T. Peralta. NM. Completed.

Environmental Spirits in Cave Archaeology. Avelino Legaspi, NM. Completed.

Folkloristics and Museology. Eric S. Casiño. NM. Completed.

Fort San Pedro Historical Excavations. Marcelino Maceda. USC. Ongoing. BTTI.

History of Anthropology in Southeast Asia. Eric S. Casiño. NM. Completed.

Ifugao Wood Carving. J. T. Peralta. NM. Completed.

Iwak-The Gabi Growers of Southern Cordillera. (Preliminary) J.T. Peralta. NM. Completed.

Jama Mapun of Sulu. Eric S. Casiño. NM. Completed.

Muslim and Non-Muslim Myths from Sulu. Eric S. Casiño. NM. Completed.

Muslim Filipinos and National Integration. Eric S. Casiño. NM. Completed.

Patterns of Ethno-Ecological Adaptations in the Philippines: An Anthropological Approach to Problems of Increasing Productivity and National Development." F. Landa Jocano. U.P. Ongoing. NSDB-UP.

Pleistocene Archaeology of Cagayan Valley and the Liwanan Tool Industry. J. T. Peralta. NM. Ongoing.

Politics, Religion and Social Stratification: A Case from Cagayan de Sulu. Eric S. Casiño. NM. Completed.

Race and Racial Differences. Eric S. Casiño. NM. Completed.

Second Progress Report on the Cagayan Valley Project. Eric S. Casiño. NM. Completed.

State and Conduct of Archaeology in China. Eric S. Casiño. NM. Completed.

State of Archaeology in the Philippines. Eric S. Casiño. NM. Completed.

Stone Ornaments Before the Age of Contact with the Great Traditions of Asia. J.T. Peralta. NM. Completed.

The Agricultural Calendars of Besao, Bontoc. Mt. Province. J. T. Peralta. NM. Ongoing.

The Petroglyphs of Alab, Bontoc. Mt. Province. J. T. Peralta. NM. Ongoing.

The Petroglyphs of the Angono Rockshelter. J. T. Peralta. NM. Completed.

The Philippines in Pan-Pacific Perspectives. J. T. Peralta. NM. Completed.

Zambals of Long Ago. Avelino Legaspi. NM. Completed.

COMMUNICATIONS

An Annotated Bibliography on Mass Communications in the Philippines. Emelina de Jesus. IMC-UP. Ongoing.

Analysis of Mass Media Organizations in Relation to the Function of Press Freedom. Perfecto B. Fernandez. NSDB. Ongoing. UP-IMC.

Communication Structures in the Adoption of Agricultural Technology. Virginia P. B. Samonte. UPCA. Ongoing. NSDB-DAC.

Study of the Salary Scale of Newspapermen. Caridad R. H. Castro. IMC-UP. Ongoing. AMIC.

Review and Evaluation of the Performance of the Educational Television Center, Ateneo. Carlos Arnaldo. AdM.

Ongoing. PSSC.

COMMUNITY DEVELOPMENT

An Economic Analysis of Two Barrio Markets in Batangas: A Pilot Project. Dalmacio A. Cruz. UP-CDRC. Completed.

Child Rearing Practices and the Occurrence of Diarrhea Enteritis. Filomena C. Flores. UP-CDRC. Completed.

Decision Making Patterns of Selected Barrio Councils in Batangas. Ramon Eduarte and Luz A. Einsedel. UP-CDRC. Completed.

Evaluation Research of the PRRM Barrio Development Program in Laguna. ASI. Completed.

Factors Associated with Productivity in Philippine Communities. Aurora A. Miñosa. UP. Ongoing. NSDB.

Farm Management Potentials of Tenants in an Hacienda Barrio. Dolores A. Endriga. UP-CDRC. Completed.

Financing Community Development Projects for the Last Five-Year Period (1956-1961). Honorata Moreno. UP-CDRC. Completed.

Formal and Informal Barrio Leaders and their Roles in Community Development. Rowe Cadelina. USC. Ongoing. Ford Foundation-USC.

People's Participation: A Study of Zoto. Pham Thi Kim Lien. ISWCD.

Reaction to Health Innovations: The Case of Two Kalinga Villages. Rufino G. Tima. UP-CDRC. Completed.

The Barrio Captain: A Profile of Rural Leadership. Arsenio A. Cosico. ISWCD. Completed.

Towards New Towns in the Philippines: Large-Scale Community Development and Planning in the Manila Region. Romeo B. Ocampo and Arturo G. Racho. U.P. Ongoing. NSDB.

Urbanization in Central and Eastern Visayas. Macrina Abeñoja. Ongoing. PSSC.

Value Orientation of Filipino Families in a Suburban Community as Related to their Financial Management Practices. Erlinda N. Salcedo. UP-CDRC. Completed.

DEMOGRAPHY

Analysis of the 1970 Population Census. (Special studies on migration, urbanization, and household structure using comparative data from earlier censuses whenever possible.) Mercedes B. Concepcion. UPPI. Ongoing. UP-UC-USAID.

Evaluation of Sample Vital Legislation in the Visayas. Brigida Koppin, USSC. Ongoing. USAID and BCS.

Population Career Development Study. Ferdinand C. Yasay. IPC. Ongoing.

Study of Family Structure and Family Composition in Cebu City. Wilhelm Flieger. USC. Ongoing. ODA-PSSC.

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Agricultural Development in the Philippines. Aquino, Engwa, & Macaranas. CRC. Ongoing.

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- Regional Aspects of Growth and Development or General Regional Economic Studies on the Island of Luzon. Jesus Estanislao. CRC-NSDB.
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- Sectoral Analysis and the Size Distribution of Income in the Philippines. Mahar Mangahas. UP. Ongoing. IEDR-ILO.
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- Socio-Economic Survey of Iloilo City. Mariano U. Griño. UP. Contemplated. NSDB.
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- Trade Policies and Industrial Growth in the Philippines. Gonzalo M. Jurado. UP. Ongoing. IEDR-IBRD.

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- A Study of CPU Freshmen — Their Life Goals, Values, Reasons for Selecting their School and their Courses. Elma S. Herradura. CPU. Ongoing.
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- An Analysis of Reading Skills in Social Studies and in Science and the Preparation of Materials Based on these Skills. Fe Brillantes. PNC. Completed.
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- Analysis of Factors Relevant to School Dropouts Among the Public Assistance Clientele of the Department of Social Welfare. Esther C. Delfin. ISWCD. Completed.
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- Project Proposal in Research and Programme Development Activities in Population Education. PChC. Contemplated.
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- An Ex-Post Facto Evaluation of the Training Programs for Family Planning Service Personnel of the Philippines. Francis Senden. ASI. Ongoing. Population Commission.
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- A Socio-Political History of Cebu Province, 1900-1940. Michael M. Cullinane. USC. Ongoing.
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- Development of Filipino Nationalism. Teodoro A. Agoncillo. UP. Ongoing.
- Historical and Cultural Roots of Philippine Psychology. Alfredo V. Lagmay and Virgilio G. Enriquez. UP. Ongoing. PSSC.
- Historical Notes on the Origins and Development of Anthropology in the Philippines, 1901-1971. Eric S. Casio. NM. Ongoing. PSSC.
- Kailukuan: A Social, Cultural and Political History of the Ilocos, 1890-1946. Marcelino A. Foronda, Jr. DLSC. Ongoing. PSSC.
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- Philippine History: Focus on Panay. Regalado and Franco. CPU. Completed. Quintin Pericles Franco, Jr. Memorial Fund & CPU.
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- The Chinese in the Philippines During the Japanese Occupation, 1941-1945. Antonio S. Tan. UP. Ongoing. PSSC.
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- Bibliography on the Philippine and Asian Labor Movements. Angelina B. Sugpatan. ALEC-UP. Ongoing.
- Choice of Scientific Career: Socio-Psychological and Non-Scientific Careers. Juanita S. Burris. IPC. Completed. NSDB.
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- Scientists of the Philippines. Antonio A. Habana III. Ongoing. Filipinas Foundation-NSDB.
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- A Critical and Annotated Bibliography of Language in Culture in the Philippines. Emy M. Pascasio. ADM. Ongoing PSSC.
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 Description of Mindanao Dialects. Eugene Verstraelen. USC. Ongoing.
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- Central Luzon State University Campus Development Plan. Leandro Viloria. I.P. Completed. CLSU.
 Manila Bay Metropolitan Region Strategy Plan. Cesar O. Marquez. I.P. Ongoing. DPWTC.
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 Physical Planning Strategy of the Philippines. Jose R. Valdecaños. I.P. Ongoing. DPTWC.
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- A Comparative Study on Participation of Asian Studies in Social and Political Programs. Loretta M. Sicat and Ofelia Angangco. U.P. — Yonsei, Korea University, Ongoing. CACHEA.
 A Study of the Philippine Foreign Policy System. Nestor M. Nisperos. PEA-UP. Ongoing. NSDB.
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- Ambiguity Values of PTAT Cards: Preliminary Data a Comparative Study of Psychology Curricula Among Schools in the Greater Manila Area. Elizabeth R. Ventura. U.P. Completed.
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- Development-Orientedness of Administrators. Raul P. de Guzman. CPA-UP. Ongoing. NSDB.
 Efficiency, Effectiveness and Productivity of Filipino Administrative Institutions. Roman M. Garcia and Santiago S. Simpas. ADP & CPA. U.P. Ongoing. NSDB.
 Evaluation of Management Development Programs in the Philippines. Perla Segovia. PEA-UP. Ongoing NSDB.
 Impact of Socio-Cultural, Political and Economic Factors on Philippine Management. Niceto S. Poblador. U.P. Ongoing. NSDB.
 Incentives to Scientific Personnel. Ledivina V. Carino and Amella P. Varela. CPA & ADP, U.P. Ongoing. NSDB.
 Preliminary Survey of a System of Design to Suit the Needs of the Philippine Science Community. Guillermo D. Moreda. NSDB. Completed. COMPASS.
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- A Comparative Study of the Filipino Family Life in its Rural and Urban Orientation. Paz P. Mendez and F. Landa Jocano. FLWP-CEU. Completed. NSDB.
 A Phenomenology of Philippine Values. Antonio A. Abordo. USC. Contemplated.
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- An Evaluation Study of the Organization and Administration of Cebu Local Government. Felicitas Padilla. USC. Completed.
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- Attitudes of Selected Employers Toward the Employment of Trained Physically Disabled. Bui The Canh. ISWCD. Completed.
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- Individuality of the Filipino Children. Leonora S. de Guzman. FNCCCY. Ongoing. NSDB.
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- Other People and the Insane: A Study of a Mental Hospital. Randolph S. David and Ricardo Zarco. U.P. Ongoing.
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- Problems of College Students Staying in Residence Halls at the Diliman Campus of the University of the Philippines. Mary Stephen Betia. ISWCD. Completed.
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- Sociometric Structure of Student Groups. Rodolfo A. Bulatao. U.P. Completed. Manila Complex Research Project.
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- A Survey of Social Work Manpower Training in Family Planning. Esther C. Viloria and Thelma L. Mendoza. ISWCD. Ongoing.
- A Survey of the Hawkers in Six Southeast Asian Cities. Sylvia H. Guerrero. UP-ISWCD. Ongoing. IDRC (Canada) & U.P.
- An Analysis of College Students' Levels of Interest in the Curriculum and the Implications for the Social Worker. Constance M. Pacis. PWU. Completed.
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Entry Format: Author/Researcher. Title. Type Page No. Home Institution. Funding Institution. Where Presented. Date.

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Legends

ADM-DL — Ateneo de Manila University Dept. of Linguistics
 ADP — Agricultural Development of the Philippines
 AF — Asia Foundation
 ALEC — Asian Labor Education Center
 AMIC — Asian Mass Communications, Research, & Integration
 ASI — Asian Social Institute
 AU — Aquinas University
 BCS — Bureau of Census and Statistics
 BOI — Board of Investment
 BTTI — Board of Travel and Tourist Industry
 CACHEA — Commission for the Advancement of Christian Higher Education in Asia
 CB — Central Bank
 CDRC — Community Development Research Center
 CEU — Centro Escolar University
 CLSU — Central Luzon State University
 CP — Colombo Plan
 CPA-UP — College of Public Administration, University of the Philippines
 CPU — Central Philippine University
 CRC — Center for Research & Communication
 DAC-UP — Dept. of Agricultural Communications, U.P.
 DAR — Dept. of Agricultural Research
 DLSC — De La Salle College
 DPWTC — Dept. of Public Works, Transportation, & Communications
 EWC — East-West Center
 FAPE — Fund for Assistance to Private

Education

FAO — Food & Agricultural Organization
 FF — Ford Foundation
 FNCCY — First National Conference on Children and Youth.
 FPEO — Family Planning Evaluation Office
 IBRD — International Bank for Reconstruction & Development
 IDRC — International Development Research Center
 IEDR — Institute of Economic Development & Research
 ILO — International Labor Organization
 ILT — Institute of Language Teaching
 IMC-UP — Institute of Mass Communications, University of the Philippines
 IP — Institute of Planning
 IPC — Institute of Philippine Culture
 ISWCD — Institute of Social Work and Community Development
 LP — Lyceum of the Philippines
 LSP — Linguistics Society of the Philippines
 NEDA — National Economic Development Authority
 NGA — National Grains Authority
 NIA — National Irrigation Administration
 NM — National Museum
 NSDB — National Science Development Board
 NTC — National Teachers College
 ODA — Organization of Demographic Associates
 PAEF — Philippine-American Educational Foundation

PBSP — Philippine Business for Social Progress
 PChC — Philippine Christian College
 PEA — Philippine Executive Academy
 PNC — Philippine Normal College
 PNHS — Philippine National Historical Society
 PSA — Philippine Statistical Association
 PSS — Philippine Sociological Society
 PSSC — Philippine Social Science Council
 PWU — Philippine Women's University
 RCC — Republic Central Colleges, Angeles City
 SMC — Southern Mindanao Colleges
 SSRC — Social Science Research Council
 UA — University of America
 UC — University of Chicago
 UNRISD — United Nations Research Institute for Social Development
 UP — University of the Philippines
 UP-AC — University of the Philippines Asian Center
 UPCA — University of the Philippines College of Agriculture
 UPDA — University of the Philippines Department of Anthropology
 UPDOLL — University of the Philippines Department of Oriental Languages and Linguistics
 UPDPS — University of the Philippines Department of Political Science
 UPDS — University of the Philippines Department of Sociology
 UPPI — University of the Philippines Population Institute

*Education: a...**(Continued from page 7)*

down the mirror of dreamland nearer to reality. he wants to see the reflection of the picture of his life. But such a conception hardly exists in the child's mind. He wants to loose his Golden Pegasus towards the colorful rainbow of his visionary sky. He wants to run away to some unknown country, playing the fantoccini with the moon and the stars with both hands, and in the momentum of this run he gradually falls off to sleep, listening to the lullaby. The literateur who keeps well in mind this peculiarity of the child's psychology when he writes, easily wins his heart. And the boys and girls imbibe his tutored words and precepts of his creation quite easily. That is why I call literateurs the teachers of the society. If these teachers be alive to their responsibilities, then, in spite of the adverse home education, the children may be retrieved from the wrong path. However attractive the deep detective or adventurous novels or purely nationalistic or communalistic stories are to the youngsters, they only gradually make them bankrupt of prudent judgment.

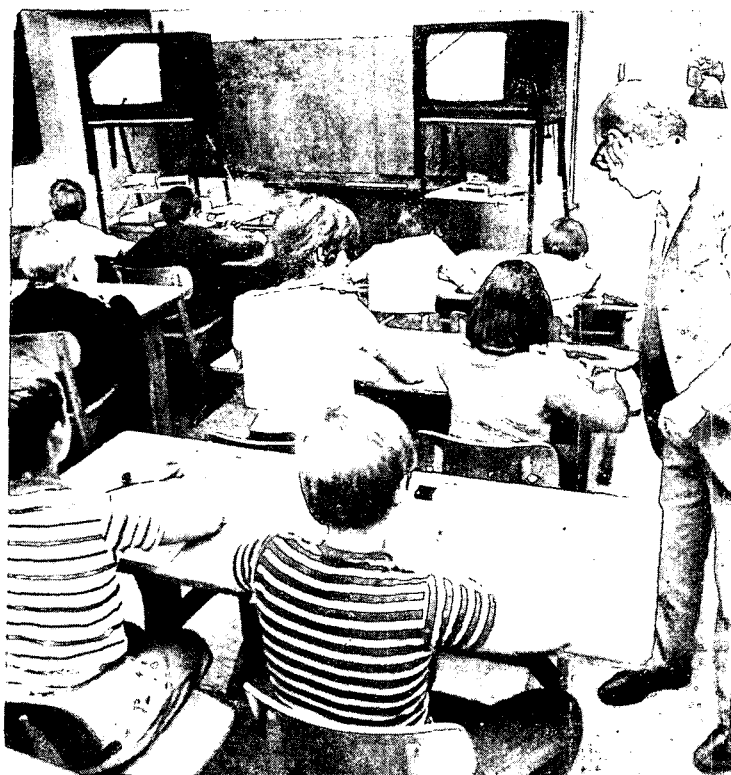
The biographies of great personages can give inspirations to the child's mind, if they are written in an easy and attractive language. Talking of great personages, I mean only those who have in mind the good of the entire mankind, I am not thinking of the great Indian, the great English, the great Russian or the great American. There is a great dearth in human society of men who can introduce themselves as real men, worthy of the appellation of all. Some due to fear or some deliberately because of their selfishness, want to see the human race divided. They want to infect the child's mind with their faulty outlook through the medium of their literature, so that in the future these children may also become their camp-followers. The literary biographer must keep his pen scrupulously clear of the influence of these non-human humans (i.e., those who make themselves known as something else other than men). The insufferable ideologies that have been set in motion in some of the countries of the world today, by the propagation of some specific communal or economic dogmas, are contaminating the children's minds through the medium of bad and perverted literature. These children in time to come may perchance turn into an asset to some community or party of any ideological affiliation; but how little will they be able to bear the testimony of manhood.

There is also a big opportunity for telling well-constructed, educative stories through the wireless medium. The wireless authorities can very easily convey to the children's ears and minds attractive but educative stories, written by the literary child-psychologists. If the guardians of most of the children are incapable of affording radio sets at home, such educative propaganda can be carried out through wireless transmission at some scheduled time in schools, parks or even playgrounds. But the problem referred to earlier remain unsolved. If the Radio Broadcasting Department be placed under the control of a particular party, it will be used more as a maker of standard-bearers of that particular party than as a maker of men. Of course there is a way to avert such a possibility. This is to entrust the administration of media to a separately constructed board, consisting of non-political, cultured educators.

Commemoration ceremonies

Sometime ago many educational institutions of the world complained that commemoration ceremonies of their great men and leaders in their countries were not being observed in a befitting manner. They implied that their memorable and distinguished men of talent and wisdom are being forgotten and thus, their countries, too, were gradually getting bereft of ideals. Their complaints are not perhaps wholly groundless. I personally don't think these ceremonies and anniversaries are worth even attending, the way they are being celebrated now. In the hope of getting a fat donation, some sordid Mr. Cut-Throat Crook or Mr. Cutpurse Leech is solicitously called into act as the chief guest or the guest of honor. The speakers make high-sounding speeches in a polished and literary language one after another often with the following addendum apiece: "The time has come to reflect anew, on the legacies that so and so left for us. Delivering speeches and hearing them will not suffice. They must be translated into action. Then and then alone will this commemoration ceremony be worth our salt." After the end of the speech he leans right and left and asks, "Well, how did I do, eh?" Evidently, he never meant to translate so and so's ideal into practice but he spoke to have the approbation and applause of his audience. I have not said

(nor will say) that these commemoration ceremonies have no value at all. If it is the genuine wish of the sponsors of these anniversaries or commemoration ceremonies to give a practical shape to the ideals of the deceased distinguished celebrity, then they should give those ideals a more pervasive outlook in these very meetings and present them before the public particularly before the children, instead of limiting them to the verbiages of speakers. This can better be accomplished through the media of pictures and dramas. The biography of great leaders in pictures or drama is more appealing and educative than biography in volumes because those who do not understand the written language, understand the linear language of the artist. After pictures comes drama. The audience catches sight of each of the characters of a well-written and well-acted drama as living and real. A beloved leader, a dear, distinguished personality, comes and speaks to the people, particularly to the children with more congenial expression and make up. Unbarring the secret barriers of their minds they then get into a mental communion, exchanging their thought freely. With respect to the spread of real education, no matter what the age of the student be, a well written and well-acted drama can do a tremendous lot of good. Today people of all ages appear to be very favourably inclined towards movies



and television. This is a welcome augury for the motion picture science to gradually reach greater and greater heights of technical perfection. The opportunities provided by the motion pictures to come nearer to the hearts of the people can very well be utilized for educational purpose.

Man, seduced by the beast that has its secret haven in the niche of his mind, give way to baser propensities. But with improved education and environment, society can help bring this beast under control and make it subordinate to the man's beck and call. To achieve this, man has to first wage war against the animal propensities within and without, which is no bed of roses. This is why the intelligent exploiter encourages his animality in order to bring him under his sway.

The cinema industry also has the same old malady. This industry is in the hands of a handful of capitalists, who produce pictures as per popular taste and demand. The thought language or picture that caters to the base animal cravings, will attract common people as a rule; the ideal of the idealist will get sandwiched or twisted beyond recognition in the vicious throng of such thoughts, language or pictures. So it is quite natural for the purely profit-minded film producers to employ human

(Turn to page 27)

Social scientists on the move

Arrivals

Dr. Rodolfo Bulatao, professor of U.P. Sociology Department, arrived recently from Hawaii after serving as consultant for one month at the East West Center.

He also attended the seminar on "Social Sciences as an International System" in Bellagio, Italy on July 16-21.

The objective of the seminar is to seek a better understanding of international social science and its future requirements particularly in the context of the growth of universities and research institutes in Asia, Africa, and Latin America.

Bro. Andrew Gonzales, F.S.C., member of the PSSC Research Committee and vice president of academic affairs of De la Salle College, left for Malaysia last June 30.

He attended the Asian Educational Conference in Petaling Jaya, Malaysia where he read two papers on "Country Paper: The Philippines", and "Orientation: The Response of the Institute to the Needs of the Youths in our Countries".

He also went to Singapore to represent Bro. Benildo Feliciano to the Asian Visitor's Meeting which was held July 25-28. From Singapore, Bro. Gonzales proceeded to Saigon, Bangkok, and Hongkong. He arrived in Manila on August 2.



DR. BULATAO **BRO. GONZALES**

Dr. Leandro Viloria, Director of the Institute of Planning, U.P. was awarded a senior research fellowship grant by the Asia Foundation.

Viloria stayed in Saigon From June 5-15 to assist the Ministry of Education in South Vietnam to conduct immediately an ad hoc study of an appropriate system of education training in urban regional planning for post-war Vietnam.

Fr. Teodoro Liamzon of the Institute of Philippine Culture read his paper entitled "The Importance of Dialect in Historical Linguistic Study: Conant's Petet Law in Philippine Languages as a Case in Point" at the 29th International Congress of Orientalists on July 16-22.

Some 3,000 participants from about 25 to 30 countries convened in Sorbonne University, Paris.

Nora C. Quebral, associate professor and chairman of the Dept. of Agricultural Communication, UP Los Baños, returned on June 8 from Bangkok where she served as expert consultant for UN Development Communication Services (Asia) in Training Curriculum and Teaching Methodology for

Development Support Communication.

Dr. Napoleon J. Casambre, associate professor of the UP History Department was appointed Visiting Associate Professor of History at the University of Kansas under the sponsorship of the Committee on International Exchange (Senior Fulbright Hays Program). He will undertake research work in the National Archive and the Library of Congress at Washington, D.C., U.S.A. to enable him to finish his research on "The Philippines During the First World War"

Dr. Jeremy Beckett, senior lecturer of anthropology at the University of Sydney has joined the Institute of Philippine Culture as a Visiting Research Associate from August to December 31, 1973.

The Philippine Christian College announced the participation of the following faculty members in various meetings:

Josie Runes, instructor, Communication Journalism, Educators Conference, Hongkong, July 4-8;

Dr. Patrocinio Ocampo, executive dean for Executive Committee and Mission Council Consultation, July 29-Aug. 30, Mexico City;

Dr. Gregorio Borlaza, educational consultant, United Board for Christian Higher Education In Asia, May 22-June 6, Seoul, Korea;

Mr. Faustino Quiocho, professor, Educators Conference in Educational Program for Muslim Mindanao, June 15-18, Davao City.

The representatives of the **World Housing and Urban Development** led by **Donald Strombon** arrived for a three-week stay in the Philippines.

Michael M. Cullinae of Ann Arbor joined the faculty of the University of San Carlos as visiting research affiliate.

Dr. Lazlo Sluimers, visiting research fellow from the University of Amsterdam arrived recently to join the UP Asian Center.

Mrs. Luzviminda Valencia of the U.P. Sociology Department returned last June 20 from special studies at Harvard University.

Evelina A. Pangalangan, assistant professor of the Institute of Social Work and Community Development arrived from Bangkok after having participated in a seven-week training course on social development and planning (May 7-June 22) under the auspices of the U.N. Asian Institute on Economic Development and Planning and the UNICEF.

Mr. Santiago S. Simpás (UP College of Public Administration) attended the steering committee meeting of the Southeast Asia Social Science Association held at Kuala Lumpur, Malaysia on June 22-24. **Dr. Gabriel V. Iglesias**, from the same college, participated in a meeting of the Administration of Rice Production Project at

the East-West Center, Hawaii on June 24-July 1, 1973. It was sponsored by SEADAG and the Rockefeller Foundation.

Miss Dionisia R. de la Paz, senior research assistant at UP Population Institute, stayed in Bangkok on May 29 - June 20 to join the training on the "Use of Computers for Population Projections" sponsored by UN and ECAFE.

Social Welfare Secretary Estefania Aldaba Lim is one of ten experts from various countries invited to an international group meeting on social welfare at the United Nations headquarters in New York City on Sept. 10-19.

The meeting, participated in by specialists from Asia, South America, Africa and Europe, is aimed principally at establishing guidelines for social welfare planning.

Teresita L. Silva, associate director of the Philippine Business for Social Progress, left for Granada, Spain to preside at the Executive Board Meeting of the International Federation of Social Workers (IFSW). Miss Silva was elected President of the IFSW at the meeting of its permanent council at the Hague, Netherlands last July 1972.

From Spain she would proceed to the



MISS SILVA

DR. LIM

United States to confer with international agencies and foundations engaged in development work.

Dr. Cristina P. Parel, dean of the UP Statistical Center, attended the 39th Session of the International Statistical Institute in Austria.

The international meeting sponsored by UNESCO was held on August 20-30.

Dr. Emy M. Pascasio is back as chairman of the Department of Linguistics AdM after an eight-month stay in East-West Center as a Senior Fellow.

Dr. Wilson Emerson Schmidt, professor and head of the department of economics at Virginia Polytechnic Institute in Virginia, gave separate lectures at the Ateneo de Manila, Development Bank of the Philippines, and Development Academy of the Philippines in the course of his recent East Asian tour.

Departures

Dr. Gustav Ranis, head of the Comprehensive Employment Strategy Mission of the International Labor Organization

(ILO), and his group left recently.

The have just finished an exhaustive study of labor and employment conditions in the country.

Dr. Ranis said his prepared labor program had suggestion for reducing the pressure of migration from the rural to the urban areas. He also hinted that his report include proposals on taxes.

Appointments

At the University of the Philippines:

Dr. Nathaniel Tablante takes over as vice-president for academic affairs while Dr. Abelardo Samonte who held that position has been appointed as chancellor of U.P. Los Banos.

Dr. Manuel S. Bonifacio, former chairman of the Sociology Department, assumes the Institute of Social Work and Community Development deanship, the position held by Dr. Tablante previous to his new appointment.

Reappointed for five-year term are Dr. Gloria D. Feliciano as dean of the Institute of Mass Communications, Dr. Ruben Santos Cuyugan, as dean of the Asian Center and Dr. Bonifacio Salamanca as dean of U.P. College in Manila.

Dr. Raul P. de Guzman is the new dean of the UP College of Public Administration. Professor Perfecto C. Padilla has assumed the headship of the Local Government Center, formerly occupied by De Guzman.

Dr. Eva Duka Ventura was reelected chairman of the Political Science Department (UP). She is to serve until April 24, 1976.

Dr. Nora C. Quebral, associate professor at the College of Agriculture, UP Los Baños, was reappointed chairman of the Department of Agricultural Communications (formerly Department of Agricultural Information and Communication) for a three-year term starting April 1973.

Dr. Oscar M. Alfonso and Dr. Bonifacio S. Salamanca were both promoted from Professor I to Professor III.

Lecnidias S. Tan heads the new Department of Economics (University of San Carlos) after the Department of Anthro-



DR. ALFONSO



DR. SALAMANCA



DR. FELICIANO



DR. CUYUGAN

pology and Economics was split into two separate offices.

Rev. Fr. Francis Huber Lambrecht, founder and first rector of the Saint Francis Xavier seminary in Baguio was awarded the degree of Doctor of Humanities, honoris causa, by the University of Baguio.

He was given the honorary award in recognition of his significant works in anthropology and Philippine ethnography.

The two epics of the Igorot tribes The Kalinga "Ullalim" and the Ifugao "Hudhud" are among his significant writings.

Fr. Karl Baumgartner, librarian at the University of San Carlos was appointed managing editor of the San Carlos Publications.

Former Senator Helena Z. Benitez has resumed her term as president of the Philippine Women's University. She gave up the post in 1967 to fulfill her responsibilities in the Senate.

She succeeded Dr. Belen E. Gutierrez who retired upon completion of her five-year term. However, Dr. Gutierrez will

continue to serve as a member of the PWU Board of Trustees.

Meanwhile, President Benitez was drafted as senior consultant on Human Settlements according to advice received from Executive Director Maurice F. Strong of the United Nations Environment Program.

Quintin Salas Doromal was installed as president of the Silliman University during its 72th Founder's Day on August 28.

He is the sixth president and the third Filipino to hold the position.

Elections

Rev. Federico O. Escaler, S.J. was elected president of the Xavier University. he assumed office on August 1 replacing Rev. Luis F. Torralba who held the post since July 1, 1967.

Father Escaler was treasurer of the Philippine Jesuit province prior to his election. He also served as rector of the Ateneo de Davao and was national chaplain of the Christian Family Movement.

Philippine Association for Language Teaching (PALT): Dr. Nelia G. Casambre (UP) president; Mrs. Emma Bernabe (BPS) vice-president; Prof. Leticia Arbis (PCC); secretary-treasurer; and Dr. Fe Dacanay (BPS), Dr. Fe Otañes (PNC) and Dr. Rosario Logan (PNC) representatives of subject areas in English, Pilipino and Spanish respectively.

Philippine Business for Social Progress (PBSP): Victor G. Guevarra, chairman, and Carlos Ledesma, vice-chairman, Sixto Roxas III, president; Howard Dee, treasurer; Antonio Infante, recording secretary.

Executive Committee members: Emilio Abello, Jose Ma. Soriano, Vicente R. Jayme, Bienvenido A. Tan Jr., David Sycip and Manuel Ylanan.

Errata in the first issue

Information section under the column Current Head: A. Alcasid should be A. Alcid.

Third paragraph under People, page 17: Angeles N. Bueva should be Angeles R. Buenaventura. Teodora T. Abrico should be Teodorico T. Abrigo.

Education: a...

(Continued from page 25)

weaknesses for their own advantage. This is what is actually being done. It is found that the youngsters generally outnumber their elders at a picture-show, marked 'A' i.e. For Adults Only. At times the words, FOR ADULTS ONLY, are so alluringly displayed that the youngsters get more tempted to scale the bar. In matters of social education such a condition cannot be permitted to thrive for long. If motion pictures are intended to be beneficial at all, then they have got to be entrusted to some non-governmental cultural body and not to the businessmen. It should not also be entrusted to the government, for in countries where such a body is under government control, there remains the possibility of employing the movie industry more for party propaganda than for the spread of education. Another great drawback of harnessing motion-pictures purely for propaganda and making that propaganda as its primary and sole object is that the beauty of both drama and literature gets greatly hampered. For then, it only goes down to the level of a megaphone, spouting

for the party's slogans.

Giving complete freedom and opportunity to experienced and finished director to make benevolent motion pictures does not yield a bad result, rather it can provide pleasure and education at the same time. This fact has been fully substantiated by a number of good motion pictures produced.

In closing, I would only like to say that those teachers, dramatic actors, directors, story writers and radio artists, etc., whose help are absolutely necessary, if we are to properly sow the seed of full-pledged manhood in the minds of the millions of children in our society and to let those tiny-tot-trees flourish in full measure with foliage, flowers and fruits, must be made immune from worldly cares by the society, so that all their energies and capabilities are fully and properly utilized. If we only go on dinning into their ears the magnitude of their responsibilities repeatedly, without ever caring for their problems, we will achieve nothing. ○

PSSC placement service

Positions wanted

- B-1 Researcher/Reporter. AB Journalism graduate (UP 1971). Single. Agreeable to provincial assignments. Available anytime. Worked as researcher with an ECAFE project. Speaks fluent English, Pilipino and conversational French and German.
- B-2 Researcher/Scriptwriter. AB Broadcast Communication graduate (UP). Enrolled in graduate communication program. Employed as researcher since 1971. Female, 23 years old, single.
- B-3 Researcher/Reporter. Female, 23 years old, single. Worked as announcer, secretary, researcher. Available anytime. Willing to accept ₱300 monthly. AB Journalism graduate 1971.
- B-4 Teacher. Desired Fields: English Grammar. Speech (Oral English)/ Literature. M.A. in English (1972) Minimum acceptable salary: ₱1,000. Available second semester 1973-74. Female, 25 years old, single.
- E-1 Researcher. Has earned 5 units for the degree MA in Teaching (Social Studies). Will accept ₱350. AB History graduate (UP 1972). Available anytime, except Saturdays. Female, 21 years old, single.
- G-1 Researcher/Instructor. AB Political Science, UP, 1970. Will complete academic requirements in MA this semester. Available for full-time work in October. Female, 23 years old, single.
- K-1 Researcher/Office worker. AB Sociology graduate, UST 1970. Presently taking up M.S. in Sociology, Asian Social Institute. Working experience: field worker (Rural Reconstruction Work) and field researcher (Philippine Rural Reconstruction Movement). Available anytime. Will accept ₱300.
- K-2 Researcher/Instructor. Female, single 26 years old. Candidate for an M.S. Degree in Sociology. Worked as secretary, interviewer, researcher, con-

sultant, lecturer, coordinator. Minimum acceptable salary: ₱600. Available on August 15, 1973.

Positions open

Faculty members

- Ph.D. or M.A. in sociology with particular competence in social science research methodology and statistics
 - Ph.D. in anthropology with particular competence in behavior patterns and values of Filipinos
- Salary: ₱1,000-P1,400/mo.
- See Brother Andrew Gonzales
Academic Affairs Vice-President
De La Salle College
Taft Ave. Manila

Research assistant

- for a one-year research project
 - at least AB pol. sc. graduate, preferably graduate student in political science
- Salary ₱400
9-12 a.m. 1-5 p.m., Mon. to Fri.
Contact Wilfrido Villacorta, Dept. of Pol. Sci., De la Salle College, Taft Ave., Mla. Submit transcript of records and curriculum vitae.

Sociologist

- M.A. degree holder
 - interested in the improvement of teacher education
- Send vita to the Dean, Graduate School
Philippine Normal College, Taft Ave., Mla.

Announcement

The PSSC Social Science Information is carrying a Placement Service to help solve the lack of information on job opportunities in the different social science disciplines. It hopes to serve professionals and students through a listing of their vitae. Entries will be coded to prevent the unnecessary disclosure of applicants' identities. Candidates in the Placement Service need not be concerned about losing

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For further details contact:

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P. O. Box 655 Greenhills
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LAMBRECHT'S BOOK SALE

Only limited copies of the book *Kalinga Ullalim: Ifugaw Orthography* by Francis Hubert Lambrecht are left.

A copy costs ₱42.00. Those interested can contact Adriel Meiban or Estrelita Peña, Igorot Culture Research Studies, c/o Patria de Baguio, Session Road, Baguio City (B-202).

RELIGIOUS GROUP MEET

The Baguio Religious Acculturation Conference will be held on December 27-29 in Baguio City with the theme "Leadership in the Philippine Setting."

All interested participants please contact Mrs. Monina Manapat at telephone 60-15-23.

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Journal of History—semi-annual publication Philippine National History Association, Subscription/year ₱12/\$6

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