



Social Science *INFORMATION*

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Social Science
INFORMATION



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Using satellites for education gives more people access to in-school or out-of-school training even in very remote areas. It can place the best teachers with the best curriculum within the reach of large audiences in different areas, simultaneously. Thus, satellite education can prove to be a potentially cheaper solution to countries bogged down by problems of terrain and distance. The space link costs the same regardless of the distance the message travels.

Editor's notes

Guest Editorial – "International Bayanihan" in the Social Sciences



"Cooperation" is by no means unique to Filipino culture nor to the field of international relations. If it is indeed the byword that seems to have gained currency in diplomatic negotiations, it is no less a guiding principle in the present world of academe.

Recent developments seem to augur well particularly for the social sciences in this regard. Although the International Social Science Council (ISSC) has been in existence for some time now, its membership has been largely confined to councils promoting social science research in Western countries. Having felt the need for broader participation and a greater degree of intellectual sharing on a wider geographical level, yet at the same time feeling constricted about its latitude for action under its present constitutional framework, the ISSC, in the cooperation with UNESCO, sponsored and established the Conference of National Social Science Councils and Analogous Bodies with delegates coming from Asia and other countries outside of Western Europe at a meeting held in Paris in October 1975. The following January (1976), the Association of Asian Social Science Research Council was formally organized at a meeting in Tehran. Its itinerant base follows the country hosting its biannual conference. In fact, the Philip-

Dr. LORETTA MAKASIAR SICAT
Chairman

PSSC Executive Board 1976

ines is slated to host either its next conference two years from now as an alternate to Korea or, at the latest, definitely the third one four years from now. In both supra-national associations, the Philippine Social Science Council can take pride in being able to call itself a founding member.

Zeroing in on the region, the Philippine Social Science Council is being asked to take the lead in organizing a similar association in Southeast Asia. A workshop to this effect is slated to be held toward the end of this year.

On a more concrete project level, the PSSC is also spearheading the expansion of its research training program from the national level to a Southeast Asian regional scale. The mechanics of this project are now being mapped out by the appropriate committee of the PSSC, with the cooperation and logistical support of the Philippine National Commission of the UNESCO. PSSC of course gets most of its financial support for its different research and institution-building projects from private foundations (like Ford and Asia Foundations) as well as from the National Science

Development Board.

All these developments carry salutary implications, both for the social sciences in general, as well as for the PSSC in particular. For the social sciences, they collectively signify additional steps taken away from what might be called the epoch of "splendid isolationism" — an isolationism which, again as in the realm of foreign policy, could never be quite complete nor all that splendid, for non-communication and distance only tended to foster professional jealousy. One need not expound at length on how interdisciplinary dialogue facilitates that kind of cross-fertilization of ideas that can only be conducive to wide dissemination of knowledge and a more speedy and efficient transfer of skills. At the same time, it signals that there is growing recognition being accorded the PSSC as an active agent in the promotion of improved research capability in the social sciences. It was a pleasant surprise to find out that its activities and undertakings have elicited wide commendation abroad.

We may pardonably yield to the temptation to crow that, prestige-wise perhaps, "The PSSC has 'arrived'." Yet, after well-

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PS SC Social Science **INFORMATION**

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

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

Calendar

February 21 — Seminar on Career in Psychology to be held at the NSDB Pavillion, corner of Taft Avenue and Pedro Gil Street, Manila. Sponsor: Psychological Association of the Philippines

April 16-18 — Mines Research Workshop. Baguio City. Sponsor: Philippine Council for Agricultural and Resources Research (PCARR)

April 23-24 — 13th Annual Convention of the Psychological Association of the Philippines to be held at the NSDB Pavillion, corner of Taft Avenue and Pedro Gil Street, Manila. Theme: Re-examination of concepts and methods developed elsewhere in Philippine setting

April 21-May 12 — 2nd Annual Summer Session on Mindanao and Sulu Cultures to be held at the De Los Santos Science Hall, Dansalan College Campus, Marawi City, Lanao del Sur

May 1975 — Seminar-Workshop on Behavior Modification for Psychologists and Guidance and Counseling Personnel to be held at the Philippine Normal College, Taft Avenue, Manila. Sponsor: Psychological Association of the Philippines

PSSC placement service

POSITION OPEN

Sociology teacher

To handle fourth year Sociology class for schoolyear 1976-1977

AB or BS students graduating in March considered.

Apply personally from 8:00 a.m. to 4:00 p.m. or

Send letter of application to:
Sr. Josefina F. Nebres or
Miss Estilita F. Salamanca
St. Theresa's College, Quezon City

Announcements

Awards available for population research

The Rockefeller and the Ford Foundations jointly announce the sixth year of a worldwide program of awards in support of social science research relevant to the formulation and implementation of population policy.

In this year's program, the Foundations wish to emphasize projects focused on the reciprocal relationships between population policy and social and economic development.

Proposals should focus on: 1) empirical relationships between development processes and population trends; 2) reciprocal effects of development and population policies; and 3) means of modifying development processes and population trends to achieve improvements in human welfare. There are no specific eligibility criteria, but demonstrated research ability, knowledge of population and development issues are preferred. Previous experience in these and closely related fields are likely to be minimally necessary for individuals to be competitive. The program is open to researchers at various points in their career development, including junior scholars and graduate students. However, it must be pointed out that this is not a graduate fellowship program and tuition support will not be provided.

The proposed research should begin in 1977 (on or after January 1) and be fully completed within two years. Preference will be given to projects that also have some support from the institution with which the applicant is affiliated and to proposals seeking a relatively modest amount of funding.

Three copies of all proposals and attachments must be submitted and 1) must contain in detail all information necessary to allow proper evaluation of the purpose, scope and methodology of the study; 2) must have a title page indicating the heading, title of the research project, names, titles, disciplines, mailing addresses and institutional affiliations of all principal investigators; total amount of funding sought for the project; the duration of the project in months with specific dates; 3) must be accompanied by an abstract of not more than one typewritten page; 4) must contain an itemized budget showing all costs; 5) must contain the resumes and bibliographies of all principal investigators; 6) must

indicate whether the research is to be conducted in or focused on a country other than that of current institutional affiliation; and 7) must be typewritten, double-spaced and in the English language.

Proposals from the Philippines may be sent on or before July 1, 1976 to:

Ozzie Simmons
The Ford Foundation
M.C.C. P.O. Box 740
Makati, Rizal

or

Harry T. Oshima
P.O. Box 43
UP Diliman Post Office
Quezon City

World Bank Group seeks candidates for Young Professionals Program

The World Bank Group, consisting of four financing institutions is currently conducting a program to recruit young men and women for careers in economic development. The professional staff which totals approximately 1,700 highly-trained individuals, now includes about 250 who have joined through the Young Professionals Program since its inception in 1963. They serve in a wide variety of specialist and generalist fields, including economics, finance, law, administration and engineering.

The following are the requisites for application to the Young Professionals Program:

1. The equivalent of a Master's Degree (as defined in the United States) in a field related to the work of the Bank Group.

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Acknowledgements

Our thanks to Mr. Adriano Candaza of the Thomas Jefferson Cultural Center, USIS Manila for some of the photos used in the article on communications satellites.

Erratum

October 1975 issue

P. 21. Venancio Ardales was inadvertently listed as Venancio Cirdales. He is a research associate of the Social Science Research Unit of the Central Philippine University.

Toward a scientific conscience: Why social scientists should be committed to the reduction of poverty and inequity in our society

JOSE VELOSO ABUEVA

Note: This is the complete text of a paper presented at the Annual Convention of the Philippine Sociological Society held on January 23-25, 1976 at the Faculty Center Conference Hall, University of the Philippines, Diliman, Quezon City. We would like to thank the author and the Board members of the PSS for granting us the permission to print this paper.

It is my honor and profit to be invited to participate in this closing session of your 1976 Convention. I come before you as an off-and-on social scientist — I'm afraid I've been more off than on in time and target — as a *Balikbayan*, and an unsponsored *Balik-Scientist*. I shall speak here as an individual Filipino, not as a member of the Southeast Asia regional staff of the Ford Foundation.

Being away for almost three years and working in the two other less developed countries of Nepal and Thailand, while periodically visiting the home country, give me certain perspectives which I might not have gained had I watched the Philippine scene alone as it has daily unfolded.

For one, I am impressed by the markedly relaxed atmosphere of public comment and even criticism compared to only a year ago. This is dramatically exemplified by the circulation of the 61-page "A

Message of Hope for Filipinos Who Care", the 81-page "The State of the Nation After Three Years of Martial Law" and the state university's *Philippine Collegian*. Although the mass media have avoided publicizing their content, I also note that criticisms of certain government policies and official shortcomings appear now and then in the press. Perhaps, this relative openness is also reflected in the candid statement of President Marcos himself in his third anniversary speech on the institution of martial law when he said: "we are in fact a nation divided against itself — divided between urban and rural, rich and poor, majorities and minorities, privileged and underprivileged." Of singular relevance to the subject of this Convention, the President went on to say: "Among some of the poor, there is still the nagging fear that they have, again, been left behind, and that we have liquidated an oligarchy only to set up a new oligarchy... there is the feeling that all the sacrifice is not shared by all, that others are profiting from the situation at the expense of the people."

As a concerned citizen, but also a detached observer by profession, location and affiliation, I have observed that social scientists in the last three years have engaged more vigorously in development-and-poverty-related research in academe and in

government and in the publication of findings and conclusions many of which are forthright and critical in the best scholarly tradition. Even though, as I said, their contents are not disseminated by the mass media, and although political science research is at its lowest ebb, the relative academic freedom that has been gradually allowed has produced scientific knowledge and policy advice which the decision-makers could use if they wanted. In part, this evolving situation offsets the view held by a number of scholars that social scientists are free only to be coopted by the government, to be innocuous and to be inconsequential. But still I hear that "academic freedom is constrained", that scholars have been inhibited in their teaching and research on subjects that are deemed taboo, that an unverified number of non-conformist scholars and students are languishing in detention without being given due process, that student dissenters are being invited or picked up for questioning, and that the editorial staff of the *Philippine Collegian* is under mounting pressure to soften its militancy and outspokenness.

I should also report that on the basis of my travels and talks with scholars in Southeast Asia, and of the observations of Ford Foundation staff I work with, I believe the Philippines leads most countries in the region in the development of the social sciences as a whole and in its various disciplines, and in the rapport between its practitioners and government officials. The Philippine Social Science Council is the best organized and most active interdisciplinary association of its kind in this part of the world. Of course, we Filipinos have enjoyed many advantages over our neighbors and many problems still lie ahead in strengthening the social sciences especially outside Metro Manila. I might add that agricultural and industrial research is also experiencing a boom in the country.

For the moment what is important to us is that we in this Convention are not only free to share our thoughts in the exercise of our academic freedom, but are also en-



Dr. Jose Abueva is Project Specialist on Asian Studies of the Ford Foundation. Based in the Foundation's regional office in Bangkok, he is responsible for the Southeast Asia Fellowship Program in the social sciences and humanities. For 20 years he was a U.P. professor and was honored with the Distinguished Scholar Award of the University of the Philippines in 1968. He has also taught at Yale University and the City University of New York as Visiting Professor of Political Science. After serving as Secretary of the Constitutional Convention (1971-1973), Dr. Abueva joined the Ford Foundation as advisor to the Center for Economic Development and Administration in Nepal.

couraged and reinforced by our academic solidarity in addressing a long-standing, continuing, complex and seemingly intractable national problem. I would, therefore, like to interpret the last session theme, "Toward a Scientific Conscience", within the larger context of the Convention theme, "Poverty: Illusion and Reality", in terms of an imperative commitment of all social scientists in the Philippines, individually and collectively. *I suggest that we all commit ourselves to promote and improve knowledge, understanding and problem-solving addressed to the majority of our countrymen who fall under the total threshold of poverty we have been talking about, and who are therefore, in many ways deprived, disadvantaged and underprivileged.*

With this professional and personal commitment and value orientation, I suggest that increasing numbers of our colleagues assume the following roles with adaptability, dedication and courage:

1. *We should analyze and evaluate the nature, the extent and the causes and consequences of poverty in our society.* As this Convention has shown, much has been done in recent years which needs to be extended and sustained.

2. *We should evaluate the relevance, effectiveness, cost-benefit and viability of policies, programs and other efforts to improve the status and conditions of our poor countrymen.* This certainly includes evaluating their impact over the short and long term upon the livelihood, living conditions, status, mobility and self-image of our poor countrymen.

Here it is disturbing to observe that on the basis of our experience since independence there is ample reason to hypothesize as follows: 1) The more governmental power has accumulated and become concentrated in the Philippines, the greater the pervasiveness and harshness of poverty; 2) The greater the national wealth produced in terms of rising GNP and per capita income, accompanied by our high population growth rate, the greater the numbers of Filipinos who are impoverished; 3) These positive correlations between enlarged and centralized national power and expanded and mal-distributed national wealth on the one hand and the incidence of poverty and inequality on the other, have occurred with increasing inputs of science and technology — which is also

to say with greater participation of social scientists and technocrats in national decision-making. To the extent that the ideas and advice of social scientists have influenced national policies and decisions and resulted in these grave imbalances, we should examine our roles in relation to the neglected goals of our over-all national development. It seems that we have contributed to the growth strategy of development, the centralization of power, the impoverishment of our people and the increasing inequity in our society. To put it somewhat differently, if we social scientists are not helping provide the right solutions to our national problems, then we are one of those problems.

3. *We should assist our leaders, in and outside the government, in conceptualizing the problems and processes of modernization and development particularly as these involve and affect our poor countrymen, and in devising or revising pertinent policies, programs and solutions.*

4. *We should call to the attention of our leaders, to those in the mass media, and to fellow academics, students and others within our reach, those policies, rules and practices and those myths and illusions that discriminate against the poor in favor of the well-to-do, that jeopardize further the precarious existence and subsistence of the poor or that otherwise excuse, justify and aggravate their problems and disadvantages.*

5. *We should contribute to greater public understanding and knowledge by the dissemination of research — through teaching, training, publication, and speaking forums — concerning our poor countrymen, the nature, extent, and consequences of their poverty, and the results of the evaluation already suggested above.* Here I wish to stress the importance of reporting, explaining and interpreting our research findings to the poor who provide us with our data and insights. This is at once an obligation of reciprocity and goodwill valued by our culture and a singular opportunity for sharing with them the meaning of our studies so that they may deepen and widen their understanding of their circumstances and inform their actions.

6. *We should build concepts, theories and measures that are relevant, valid and reliable when applied to the problems of poverty and their proposed solutions and design models of modernization and development that give high priority to the rapid*

alleviation of poverty and the enrichment of culture in our country. The measures of welfare and deprivation that we devise and employ will go a long way to separate the social realities we perceive as objective students of man and society from the illusions, propaganda and rhetoric of national development. (I am reminded that one good indicator of the level of development in any country is what I call the *talk-action* ratio or the *salita-gawa* index: the higher the proportion of word to action, the less developed the country.) What we do theoretically and analytically would be helpful to other peoples and societies similarly burdened with poverty. In this way, we would also contribute to the global enterprise of producing and exchanging useful knowledge.

7. *We should enhance our methodological skills and professional capabilities by known ways and others still to be innovated or discovered, especially in direct involvement with and learning from the people in the cities and the countryside.* Here we have to redefine our roles as scholars in an underdeveloped country and not simply ape our colleagues in the developed countries — much as we share with them certain universal standards of science and professional conduct. The survey research training and operations network of the PSSC which engages younger scholars in widely dispersed universities outside Metro Manila is a good example of innovation in upgrading research capabilities. Textbook writing, which is avoided by most serious scholars in the West, happens to be a critical need in our educational system and deserves the urgent response of our best social scientists. Weak and scattered graduate programs in our major cities could be greatly improved by establishing consortiums among the institutions involved.

8. *We should enlarge the humane and libertarian content of our culture and value system as Filipinos through our speech, writing and actions, and convey to our people the historical and international context of our social experience as a nation.* Here I believe there is ample scope for the convergence and symbiosis of the social sciences and the humanities and the arts, and we have much to do to begin to realize their inestimable benefits. Our social scientists have a responsibility of educating Filipinos to the end that they develop "minds that are open and probing, that suspend judgment until evidence is at hand, and that avoids or counteracts prejudices."

9. *We should protect our integrity as scholars against those who may, in their well-meaning, if misguided, concern for our national security, mistake our roles as independent and impartial and yet committed social scientists for hostility towards the authorities if not for subversion of our government and state.* Indeed, there are, as there ought to be, countless and diverse ways of serving our country. However, some of these are unfamiliar, unorthodox and critical of the status quo, and therefore, their practitioners are easily suspect and misunderstood by the uninitiated, the suspicious and the insecure.

10. *We should help our social science and other academic colleagues and students who are reportedly being detained without being charged and tried of the offenses that presumably led to their arrest* — first by organizing to identify who they are, then to contribute to the subsistence of their families and/or towards their speedy trial and release if innocent. I suggest that our political scientists investigate the issues and problems of human rights in our society which should also be of concern to those in authority and to the citizenry at large. Where truth is obscure as it appears to be in this area, so much anguish and suspicion and insecurity are engendered and the government's legitimacy and credibility suffer. We must examine the state of our civil rights and liberties in the total context of the U.N. Declaration of Human Rights which includes economic, social and cultural rights. There is room for approaching the human rights issues in a more "preventive and diagnostic nature" in addition to the usual corrective or remedial manner. However, it is well to heed the reminder of Gastorn Thorn when he spoke in the U.N. General Assembly on Human Rights Day last year: the rights "to freedom, to equality before the law, to freedom of movement, of thought, of expression and of association, which are proclaimed in the Universal Declaration are the rights of all men and women. Violation of these rights cannot, depending on frontiers or systems, be contemptible in one place and commendable in another. The right to protest against injustice must not become the prerogative of the strongest or the most numerous."

11. *We should contribute directly, as far as practicable, to the alleviation of poverty and to the just and considerate treatment of the poor in our own households, neighborhoods or communities, for its intrinsic and exemplary worth as an affirmation of*

the human values we hold. By this, we put ourselves to the immediate and daily test of our professed convictions. There is the added benefit that our experience will sharpen our insights into the phenomenon of poverty and its reduction, or into the processes of expanding and sharing income and wealth.

By, and through all these actions and activities that I respectfully propose, we social scientists shall become clearly, unequivocally, and visibly committed to advancing the cause of the greatest number of our people who are presently (and regretfully will be for some time to come) materially deprived, economically disadvantaged, socially underprivileged, perhaps culturally impoverished, and politically weak or non-participant.

There are two sets of reasons why I believe that we social scientists should take a stand in favor of and work for greater opportunities and welfare for the poor among our people.

The first set lies in the status and conditions of the poor themselves.

1) As social scientists, we are concerned with people as individuals and groups, their social relations and their institution. The poor comprise the great majority of our countrymen. Therefore, we cannot fail to be concerned with the poor, whether we are primarily interested in the economy, the society, the polity, the culture or any other aspects of our nation and country.

2) In relation to the rest of society the poor by definition have less food, clothing and shelter and few material things and possessions. They tend to be undernourished and more easily get sick, and are not able to obtain the medical services they need. They have larger families. They have less information and knowledge, low social status and esteem, a low political awareness and political efficacy, and a low upward social and political mobility. Although they usually do not pay income tax they pay more for the things they buy in small quantities or on credit and are hit worst by indirect taxes. When we talk of injustice and exploitation and political manipulation we more often than not speak of the poor around us as victims. They are the neediest Filipinos by almost any reckoning.

3) Since we became a politically independent nation, our political and business leaders have invariably avowed their com-

mitment to the betterment of the lot of the *tao* or common man. Political campaigns were waged and elections won with the expenditure of enormous resources and with even more promises to ameliorate poverty and provide employment and a better life for the poor. As shown by the results of several social science studies, as lately compiled by the Social Indicators Project of the Development Academy of the Philippines, mass poverty in our country has actually worsened despite all the development plans and programs, and it could be argued because of the wrong priorities and strategies, as well as our dependency on and vulnerability to the industrialized countries and to the oil-rich countries. This distressing phenomenon deserves our utmost scholarly attention and challenges our competence and sense of responsibility for evolving ideas and theories of modernization and development so that sooner rather than later we could design and apply a suitable Filipino model of development that enlarges the opportunities and welfare of all citizens economically, socially and politically.

4) Insofar as the poor are not able to contribute more to national development, and are in fact victims of past development strategies and errant leaders, our progress as a nation in an increasingly competitive world is retarded and our security endangered from within as well as from the outside. We social scientists need to help the poor to get their due as fellow citizens so that they may improve their status and skills and participation in decision-making and in turn increase their contribution to our national development.

5) Because of their preoccupation with bare survival, their limited education, and their dependency on those who are wealthy and powerful, many of our people were taken advantage of by politicians seeking their support and legitimacy in exchange for official assistance often given them as personal favors, and patronage. These short term benefits to the poor have enabled many politicians and their business or landlord partners to gain and maintain power without really attending to long-range improvements in the lives of the people, in the development of the country, and in the structure of relationships and institutions. Unorganized, the poor become even more vulnerable to those who would exploit and manipulate them.

From past, sobering experience we so-

cial scientists know that the lives and fortunes of the poor cannot and will not be improved by a dominant free enterprise buttressed by a conservative government interested mainly in political stability and the continuity in power and authority of its incumbents. Our poor countrymen need our informed, critical and articulate support if they are to advance their interests vis-a-vis those who make decisions that vitally affect their lives.

The second set of reasons why we social scientists should help our poor springs from our own status and roles in society.

Most of us belong to the middle classes of our society and a few of us even belong to the top five per cent of the highest-income families in the country. In the prevalent two-class stratification in the smaller cities and towns where regional and provincial social scientists work, they belong to the upper class. We certainly are among the best educated in the land, and most of us obtained our education with the help of the state or some benevolent donor so that we in turn may serve people as we learn from them. We enjoy some stature and prestige in the community and some of the best among us command the respect and recognition of our decision-makers. In fact a few of us are at the same time decision-makers in the government. Many of us who remain in academe have the reputation of being non-partisan and disinterested career social scientists who do not seek wealth or positions of power. Although we are not poor, many among us come from families of modest means; some of us actually come from poor families. We can therefore easily identify with and understand the plight of our poor countrymen. Whether as subject matter of our various disciplines, or as victims of our faulty ideas and wrong policy advice, or as fellow citizens, as *kapwa-tao*, as co-believers in God or Allah or whatever faith, the poor among our countrymen merit our deep and abiding concern. This is to say also that concern for our poor is consistent with and should be reinforced by our democratic ideology (whether we be capitalist or socialist, evolutionist or revolutionary), by our religious beliefs, by our humanitarian impulses and our philosophical bent.

For all of these reasons of our unique status, roles and outlook in society, we can and should expand and improve the available and accessible knowledge, understanding and problem-solving capabilities

related to mass poverty, stand up for the rights of the poor, and help create opportunities for maximizing their welfare or minimizing their hardships.

In suggesting the performance of our intellectual and scholarly roles with a particular value orientation, I certainly do not imply that we downgrade our scientific or professional standards. Far from it. I am simply recognizing that scientists, especially social scientists, do make value choices and judgments even in their scholarly and professional work — as when they select subjects or problems for investigation; when, often unconsciously, they prefer one philosophical or ideological framework to another; when they recommend or imply particular courses of action to decision-makers or when they react to infringements on their freedom or to other inhibitions on their capabilities as scholars. Moreover, as informed and articulate persons they also have a responsibility arising from their particular fields of specialization to share relevant knowledge and perspectives with interested and/or responsible countrymen. Even as educated laymen social scientists have an obligation to contribute to the understanding and decisions of their fellow citizens or host population on problems not necessarily falling within their fields of scholarly competence, particularly if their views are sought. *For all of us then our interest in and concern for the poor and for the reduction of poverty and inequity should be a matter of scientific reason and civic passion. This is the commitment we should all expect of the social scientist in the Philippines whatever his field of specialization or nationality, but especially if he is Filipino.*

In engaging in this worthy and noble preoccupation, we do not pretend to be alone in our concerns even though our roles are distinctive and distinguishable from those of others.

Progressive students, intellectuals and labor and peasant leaders have been in the front lines in the struggle against poverty and the advancement of minority rights, and many have paid dearly for their convictions.

Churches and religious groups in the Philippines and in other parts of the world have worked and continue to work for the poor and the oppressed.

Radical scholars have formed the Third

World Forum to call attention to the plight of poor countries in what they believe to be a world in which neo-imperialism and neo-colonialism are real and dominant forces.

The so-called Third World countries, with the help of enlightened leaders from the First and Second Worlds, are agitating and organizing to bring about the so-called New Economic Order so as to narrow the gap between the developed North and the underdeveloped South of the globe.

International organizations, friendly governments, private foundations, the World Bank and the Asian Development Bank have either provided forums for relevant reflection, channeled resources in this direction, or both.

President Marcos speaks of "the revolution of the poor" as the hallmark of the era and of "the conquest of poverty" as the aim of New Society reforms. There is profound disagreement on the actual role of the poor in the contemporary reform process and the effectiveness of the national development strategy and means in improving their livelihood and living conditions. This imposes a heavy responsibility upon the social scientists to provide enlightenment and solutions without being drawn into partisanship.

It is easy, for example, to criticize the compromises and the slowing down of the government's land reform, but it is a verifiable fact that at no other time in our history have we made the advances in agrarian reform of the last three years. Some of the most vocal critics now were among the most indifferent to land reform if not its strongest opponents in the past. Under no administration have more and higher taxes been collected more effectively so that the government might do more than it ever had. The peace and order situation has manifestly improved in most places since its deterioration during the fifth to the seventh year of the Marcos presidency. It should be evident that the quest for truth and the advancement of the poor are not served when scholars discount or ignore either the achievements or the failures of the government of the day.

If I may speak for one moment as an individual staff member of the Ford Foundation, I would like to add that the Foundation is also trying, as it has for several years, to contribute to the cause of the

Possibilities on the use of satellites for education and communication

GLORIA D. FELICIANO (UP-IMC), JOHN A. LAUENGCO (Philcomsat)

ENRIQUE L. VICTORIANO (Philcomsat) and VIVIAN O. MARIANO (UP-IMC)

This is a summary of background Paper No. 2 prepared for the Workshop on Communications Technology for Education in the Philippines held at the El Grande Hotel, Parañaque, July 20-26, 1975.

Rapid development of satellite communication

Among the advanced communications technology, none can compare with the satellite in its unique technological capabilities and the opportunities it offers for wide and varied applications in education and information. Such a recognition, it seems, contributed to its rapid growth and development in a span of less than two decades.

Since the launching of the first artificial earth satellite — the USSR's Sputnik I and the US's Explorer I — in 1958, many others have been launched, paving the way for the technological advance toward practical satellite communication. After several experiments with low-orbit satellites, the first high-orbit synchronous or geostationary satellites were launched in 1963 to handle telephone, telex and data reproduction traffic between Africa, Europe and the United States. The satellites that were launched after this time successfully handled world-wide airborne communication.

Cooperative effort among national and international agencies such as the NASA, the COMSAT, Hughes Aircraft Co., the Intelsat and the UNESCO, have further accelerated progress in satellite communication technology. An agreement signed between Telesat Canada and Hughes Aircraft Co. of California in September 1970, for instance,

initiated the world's first domestic system, which uses synchronous satellites orbiting 22,300 miles above the equator.

The USSR Soyuz and US Apollo space link-up project, launched in July of last year, is another example of a collaborative venture between two nations. This endeavor resulted in the first "handclasp in space," exchange of experience and the conduct of "scientific and medical experiments" and has been described as "a new dimension in international cooperation."

Two types

Multi-purpose satellites for education and information are of two types: the distribution-type satellites and the broadcast-type.

Distribution-type satellites are generally low-powered and require moderate-sized earth stations. They provide long-distance communications services to earth-based communications facilities such as TV and radio broadcast stations and local telephone centers.

One possible use for education and information is simultaneous radio program distribution to radio rebroadcast stations located in many parts of the country. Several radio channels can be allocated to carry different radio programs, educational and informational.

Using satellites for education gives more people access to in-school or out-of-school training even in very remote areas. It can place the best teachers with the best curricula within the reach of large audiences in different areas, simultaneously. Thus, satellites in education can prove to be a potentially cheaper solution to countries bogged down by problems of terrain and distance. The space link costs the same regardless of the distance the message travels.

Another possible use is simultaneous

multi-destination television service to standard TV rebroadcast transmitters. An educational or informational television production center sends one or more TV programs through the satellite: earth stations at remote locations receive the signal and then route the television programs to a standard TV transmitter for local rebroadcast. It is also possible to send different language versions with the common visual component of the TV program to enable the selection of the appropriate channel in each remote service area. Since video-tape recorders are equipped with two audio-tracks, two language versions can readily be incorporated.

Two or more earth stations can simultaneously hook-up to a satellite for a radio or TV conference. This is possible because a satellite has multiple access capability and large communications capacity of 12 simultaneous color TV broadcasts or 9,000 two-way telephone conversations. Thus, the use of communication satellites can broaden the perspective of audiences from national to regional to international, as they become more and more exposed to world events.

A communications satellite likewise offers varied applications for feedback purposes. It has a "demand access" service capability wherein a two-way telephone circuit can be provided between two-demand access stations as the need arises. In educational TV or educational radio, this will enable the receiver to "talk back" to the sender of the message on real-time.

The system has also proven to be useful for news transmissions. Satellites can balance the flow of visual news within the area of coverage. They make facsimile pictorial transmission possible in a very rapid and potentially cheaper way. They can also be used to develop reliable teletype news service to areas where radio reception is not so reliable.

UP-IMC — University of the Philippines Institute of Mass Communication

PHILCOMSAT — Philippine Communications Satellite

Broadcast-type satellites, on the other hand, are generally high-powered and require small, simple and inexpensive ground terminals. Referred to as direct delivery systems, they provide communications services directly to small communities or individual homes. This system does not depend on the network of earth-based rebroadcast stations but instead, can make use of simple, inexpensive receiving equipment on the ground which makes possible a total nationwide TV coverage including the most remote and usually inaccessible communities.

A possible application is to send a TV program from a central production through the satellite to many community stations. For remote terminals, television programs distributed via satellite can be recorded in inexpensive videotape to be "played-back" for reception at a convenient time-slot.

Direct radio broadcasts from the satellite to isolated communities is also possible. In areas where many communities are served by a local radio station, however, it may be more economical to equip the radio station for rebroadcasting rather than to equip individual communities for direct reception.

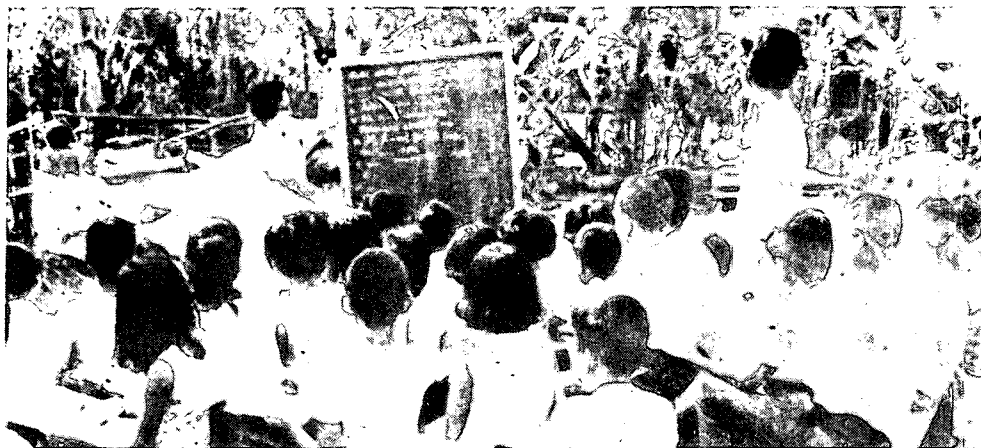
Many specialized applications are possible with a sophisticated and powerful broadcast satellite system. One is for direct distribution between schools or listening centers with a central library of audio lessons.

Another application is in the area of data storage and retrieval. An educational or informational data center can be accessed by a remote terminal through the satellite for information transfer.

Are satellites applicable to developing countries?

The UN General Assembly has formally recognized "that the use of satellite-borne television for educational and training purposes, particularly in the developing countries can, in many instances, contribute toward national programs of integration and community development and economic, social and cultural development in such areas as formal and adult education, agriculture, health and family welfare planning."

Toward this end, regional studies on satellite communications have been undertaken in the developing countries.



In 1970, for example, a joint UNESCO/ITU expert mission visited the Middle East after preliminary studies were made by the League of Arab States and the Arab States Broadcasting Union. The report showed the potential of satellites to link the Arab countries and to deliver TV programs over the whole area based on the requirements of individuals or groups of countries.

It has been said that satellites seem to be cut out for Indonesia, too. Its 3,000 islands are stretched over an area of 735,268 sq. miles. Moreover, the population distribution and the scattered locations of major economic activities seem to corroborate this statement.

Indonesian authorities in cooperation with UNESCO, the ITU and through bilateral arrangements, have taken certain immediate steps for the planning of the educational applications of communication satellite systems and the training of the staff.

In the light of the foregoing, would the use of satellites for education and information be applicable to the Philippines? Several factors come into consideration.

The need for education

The imminent introduction of a domestic satellite for communications raises new possibilities for both formal and non-formal education in the Philippines.

The Philippines belongs to the third world — that group of developing countries that are in poverty not only in terms of material wealth but also in the state of underdevelopment or underdevelopment in terms of their material and human resources.

It was thought at one time that this

state of underdevelopment might be remedied by the infusion of the mechanical and electronic devices that abound in developed countries. However, a determined effort to pull the Asian and African countries to the same level of economic development as Europe and the United States left the countryside of the Third World littered with rusting tractors and vehicles, unfinished dams and irrigation systems.

Apparently, the people of the developing nations were not only different from those in the more industrially advanced countries in their poverty and underdevelopment. They had their own culture, attitudes and modes of thinking, and the need for material progress was not readily understood and accepted. Nevertheless, their poverty especially in times of calamity led the more affluent world to institute and carry out massive programs of assistance in food and other commodities.

However, it became clear that the affluent nations could not be expected to feed the economically depressed ones *ad infinitum*. An evaluation of the assistance program resulted not only in an effort to provide food in times of need but also to educate people in food production and other needed skills.

The need for mass education

The usual concept of education is that of formal classroom instruction. But for the poor in Asia and in the other developing countries, education has to be made accessible to millions, who speak different languages and are scattered over a vastly separated terrain.

Due to both the increase in population and the increasing number who qualify for education, the number of children getting

into the Philippine educational system increases every year. The national government's massive school building project has considerably eased the problem of overcrowding in, and dearth of, classrooms. However, there is still a pressing need for more rooms to accommodate the enrollees. The problem has had detrimental effects on the quality of education students acquire.

The problem of inducing quality into Philippine education is partly due to the dearth of competent teachers, the lack of funds and programming for teacher and supervisor in-service training, and the continuing shortage of textbooks, teaching materials and facilities. There is also the difficulty of bringing about educational reform due to lack of funds and expertise for continuing education research.

The educational system produces a great number of graduates, most of whom, however, gain knowledge and skills not specially needed for development. Vocational and technical courses can only give superficial training, and competent manpower for agricultural and industrial development is still severely lacking.

There is a need for an educational approach that would be geared toward developing the untapped skills of those who have had little or no formal schooling, as an attempt to offset the possibility of living in poverty for lack of a diploma. There is a need to develop a more relevant and development-oriented educational system to alleviate the country's socio-economic problems which include rapid population growth, malnutrition, poor health and housing conditions, as well as careless exploitation of resources.

Undoubtedly, the use of advanced educational technology would be helpful and communications satellites would be especially useful with their inherent capability to relay information to the most remote and widely distributed areas simultaneously.

In formal education, the electronic media—especially radio and television—can supplement classroom teaching particularly in experimental sciences and history. On the other hand, non-formal education would include the acquisition of occupational and household skills, the assimilation and use of information on sanitation, health care, nutrition, family welfare planning and

others. The aim would be to help the Filipino find ways of articulating his needs and those of his community, mobilize resources to meet those needs, and equip himself toward self-realization and fulfillment.

The uses of educational technology in the Philippines

Formal education. The public school broadcast program was launched in the Philippines on August 3, 1959 with the assistance of the Australian government which donated radio receiving sets to 500 schools in Luzon where the radio signals were clear and the facilities available. The number of listening schools quickly increased as the Philippine Broadcasting Service (PBS) relay stations were established in the Visayas and Mindanao private schools were soon enjoined to tune in.

At present, there are 19 radio stations in the country carrying the school broadcasts compared to only four in 1959.

Educational television (ETV) programs were initiated by the Bureau of Public Schools (BPS) and the PBS in 1962 but were discontinued when the latter stopped telecasting. These programs were resumed in 1971. In 1974, the Bureau of Broadcasts aired ETV programs on Channel 4 in cooperation with the Division of City Schools, Manila, Quezon City, Pasay City and the Division of Cavite.

Meanwhile, the Ateneo de Manila University which inaugurated in May 1964 the Closed Circuit Television Pilot Project extended its broadcast of ETV programs to some 30 public and private schools in Metro Manila. This became the Center for Educational Television (a Ford Foundation ETV Pilot Project) and was later incorporated with the Securities and Exchange Commission and accredited by the National Science Development Board.

The three-year-period from 1969-1972 saw some major policy decisions. The Board of Trustees decided that ETV on a nation-wide scale must be primarily the responsibility of the government because the majority of the elementary and secondary schools being serviced by the Center were government schools.

Non-formal education and information. Radio programs designed to educate the rural population on farming and related subjects began in 1946 with the govern-

ment's campaign to step up its food production campaign. Agricultural and allied information broadcasts to farmers by the Rural Broadcasters' Council (RBC) were not only found to create audience awareness but also to increase their knowledge and change their behavior.

However, the findings of the UNESCO-sponsored Radio-TV study done in 1971 show that instructional and educational programs take less than 10 hours of radio airtime each week and television devotes much less. This means that at the time the survey was conducted, radio and television were not being fully exploited, and their potentials in affecting audience attitudes and behavior were not being fully harnessed.

At present, courses in modern farming techniques, vegetable and poultry raising as well as in handicrafts are being broadcast over the radio. Audience feedback shows a need for more of these. Lack of funds, however, has all too often caused some non-formal educational programs to stop going on the air or to resort to replaying old tapes. This has resulted in lack of interest on the part of the audience and competent crew members.

Limitations of educational technology

The reader is cautioned, however, that the use of educational technology is still in an experimental stage. What is unexpected might still come to be. Its uses must then be integrated within an educational system and given a reasonably sustained effort and support.

An understanding and analysis of three basic elements in the communication process could help forestall possible difficulties. These elements are the *sender* of the message, the *medium* through which the message is sent, and the *receiver* of the message. A fourth one is feedback.

Problems and needs of the sender

To be effective, the uses of educational technology must be the result of departmental policy and not of the isolated initiative of individuals. To provide a comfortable venue within which the *sender* can prepare his message and project it, the following are considered essential: production studios and equipment; personnel and "talents" trained for the specific work;

trained ancillary personnel; clear time slots without interference over the frequencies and channels of the electronic media; proper incentives in the form of salaries and training; protection from harassment; assurance of continued support and backing; and a research and evaluation section.

Problems and needs of the receivers

Unless equal attention and effort are given to the *receiver* of the message, however, the efforts of the sender and the costs in time and money of operating the satellite transponders will come to naught.

For formal education it has been found that radio and television receivers had these needs: proper maintenance of equipment to provide for optimum listening and viewing by the students; and necessary support from local school superintendents and principals for students to have the best atmosphere for learning. When lessons were broadcast over weak stations or the frequencies were being crowded by stronger signals, reception was defective and the learning process badly affected. There is a great need for definite hours over radio and/or television that are relatively convenient for the target audience. Definite frequencies must also be set aside.

An analysis of educational and informational programs aired over radio and television points out the following needs: school facilities for radio-TV aids; more coordination among the agencies or sponsors to avoid overlapping of goals; more informational programs for urban audiences; livening and spicing up of programs to encourage listeners and viewers; and a feedback method for the audience.

Possibilities on the use of communication satellites

We have used satellites in the Philippines since 1966 for international communication when they were still in their early stages of growth. Today, with more powerful satellites already available and with new earth station technology being developed, plans have been made to use satellites here for domestic purposes.

DOMSAT, Philippines

A network of earth stations to be linked via satellite is planned for operation by early 1980 in the Philippines. It

will be owned and operated by a new corporation, Domestic Satellite Philippines Corporation (DOMSAT, Phil.) and space capacity will be leased from INTELSAT or possibly the Indonesian Satellite (INDON-SAT) system.

The DOMSAT system will provide varied communications services including multi-destination television distribution from Metro Manila to remote earth stations simultaneously. It can also originate a television broadcast from a remote earth station using a transportable TV — transmit module. Several telecommunication circuits will be made available for long-distance telephone, telegraph, telex, facsimile and data communications.

DOMSAT, Philippines will use existing and planned terrestrial radio links to provide as much coverage as possible. Further extension of coverage is still an open recourse.

Application possibilities for education and information

There are immediate opportunities and long-range possibilities on the use of communications satellites for education and information in the Philippines.

The short-term possibilities related to the use of distribution-type satellites includes the use of satellite talk-back circuit where a viewer, say in Davao, can communicate with the sender of the message in Manila. This feature can be incorporated in remote sites with message-transmit capacity.

Origination of a TV broadcast from points other than Manila is also possible by using a transportable TV-transmit module incorporated with a remote station. This module can be transported to the remote site as the need arises.

During non-actual telecast periods, the TV channel could be used for program distribution from say, Metro-Manila, and recorded at some or all of the remote sites using video-cassette recorders; the playback could then be set at some convenient time for small group viewing.

The satellite's telecommunication circuits can be applied for nationwide radio hook-up with program materials originating from different sites. A radio "conference" on the air is also possible with switching arrangements at the program originating center in Metro-Manila. Likewise, these circuits when provided with facsimile equipment, can transmit photo and graphics materials for news service or wherever needed.

The primary origination center proposed is Metro Manila. This center provides the bulk of the program requirement and serves as the network control center as well. A selected number of secondary origination points is envisioned in regional centers and key cities. When incorporated with the TV-transmit module, TV programs can originate from these multi-purpose stations. Smaller stations are also envisioned for different broadcast-media receive-only applications.

Long-term projections include the pos-

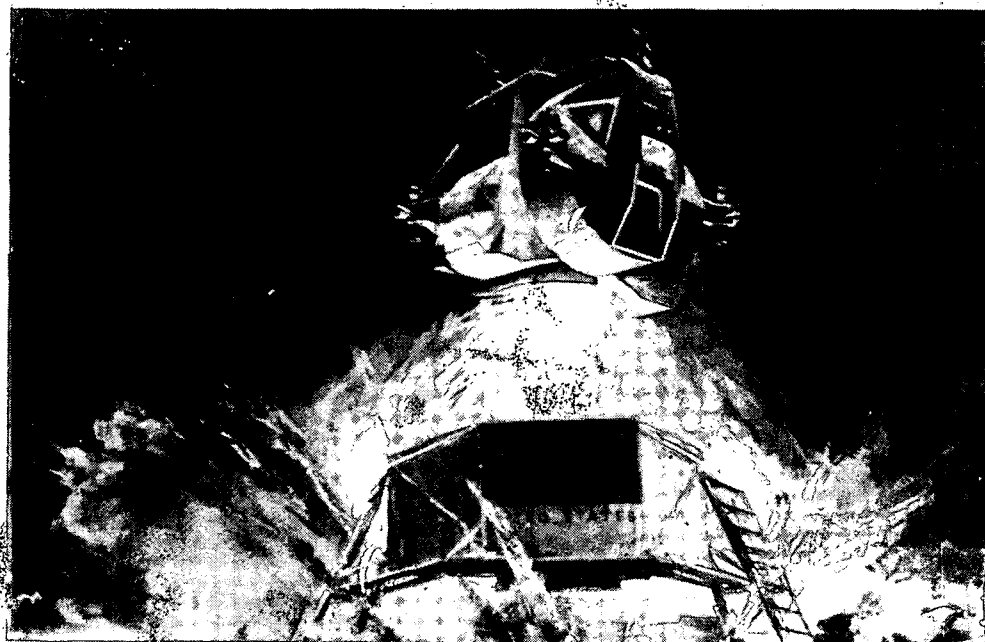


Photo credit: Man on the Moon

sibility of launching a broadcast satellite for our own use. Another possibility is a shared satellite — i.e., owned and operated by Southeast Asian countries. The decision will depend to a large extent on the proposed aggregate demand for satellite-derived services.

A broadcast satellite launched in the expansion phase would provide an economical means of reaching the remote isolated communities *via* television. One powerful, direct broadcast TV channel could be set aside for this purpose. Low-power satellite transponders (receiver-converter/amplifier-transmitter complex) could be incorporated for indirect reception as in the distribution-type satellite. Our broadcast satellite could therefore be configured as a hybrid between a broadcast and distribution satellite. This is said to be technically feasible using existing launch vehicles. Using this hybrid broadcast satellite, advanced application techniques might be considered such as individualized computer-aided learning *via* satellite.

Implications

Any country planning to use satellites for education and information would be faced with administrative, methodological and cultural, financial and technical tasks attendant to the undertaking of such an innovative venture.

Formal and non-formal education *via* radio and television on a large scale requires close coordination and cooperation among the government, the media agencies and educational institutes. The educational use of a satellite would require careful and skillful administrative planning, a considerable effort to train the classroom teacher for her new role, as well as a large staff of workers, supervisors, and counsellors to liaise between central administration and programming, the schools, and out-of-school sites for the non-formal education broadcasts.

Methodological and cultural requirements of a project using satellites

for education and information likewise have to be met. These would include, among other things, the problems and needs of the broad network of educational technology institutions which have to undertake research, develop and produce broadcast programs and educational/informational materials, and evaluate communication. Media personnel and target audience profiles have to be analyzed for greater message effectivity.

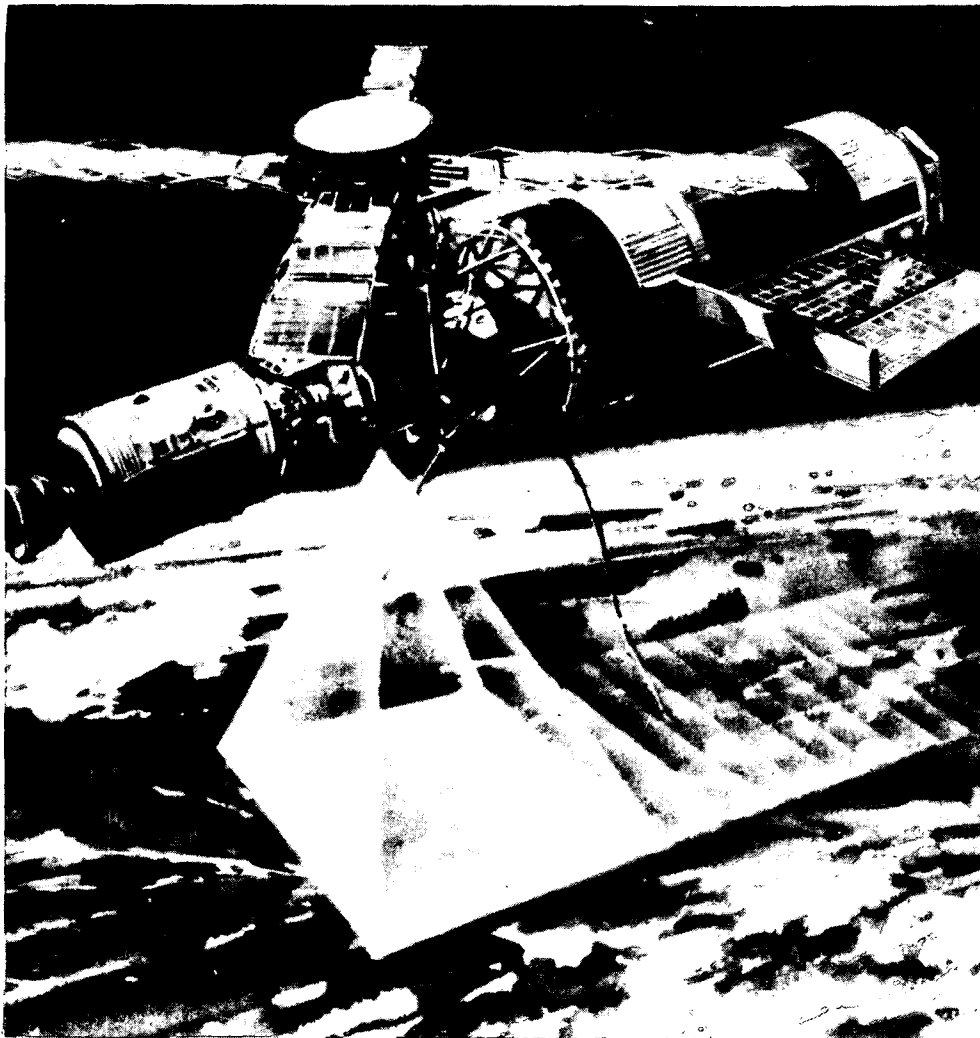
Financial considerations also enter the picture for the cost of launching satellites are enormous. In 1971, it cost about \$10.5 million to put a 1240-pound satellite in orbit. The costs are magnified when one considers that channel capacity is limited, and satellites have a short life span of five years.

It may be possible that for a large developing country like Indonesia, a TV system based on satellite links might ultimately prove cheaper than traditional methods. However, the annual cost of programming could be many times the cost of putting up and maintaining a satellite distribution system.

If an entire developing country like the Philippines could be served by direct broadcast, it would be possible to leap over the stage of building local stations. A large part of the ground cost, however, would still have to be taken care of. Equipment and electric power would still need to be procured and provided and there would have to be provision for maintenance in the villages and the cities, and some electronic components and units would either have to be manufactured or bought with foreign exchange.

Technical difficulties would likewise have to be surmounted before a satellite for education and information project could be considered. There would be a need for a great number of receiving sets and antennae plus provision for maintenance in the villages, towns and cities. The over-crowded local radio spectrum would likewise have to be corrected. Frequencies have to be found and problems of interference with and by terrestrial networks would have to be met.

It would appear that we would still need to develop further our earth-based communications systems to the point where we would be able to effectively use satellite linkages.



Research report

Socio-economic profile of tenants and landlords/landowners in the Philippines

THOMAS G. FLORES and
FRANCISCO A. CLEMENTE*

This study was designed to: 1) find out the profile of the tenant and landlord/landowner population; 2) provide guidelines for policy decisions with respect to the agrarian reform program of the government; and 3) collect and present data which can serve as bench-mark information for subsequent research and evaluation studies on the agrarian reform program in the Philippines.

A total of 794 respondents randomly selected from ten Operation Land Transfer (OLT) pilot municipalities were included in the survey.

Survey data were collected from February to April 1975 through personal interviews using a prepared interview schedule.

In order to satisfy the objectives of the study, the analytical procedure consisted of tabular analysis of variance of a completely randomized design and regression analysis.

The respondents were classified into six tenure groups: the owner-non-operators, owner-operators, share-tenants, lease tenants, amortizing owners and combinations of these.

The majority were male, married, with a mean age of about 51 years. Most had reached the elementary school level and had started farming at the age of eighteen years.

A majority of all tenure classifications, excepting the landlords, resided in the barrio where their farms are located.

Most households belonged to the nuclear type. The size of households were roughly the same with an average of 6 to 7 members. The size of farm varied with tenure with the owner-non-operators

having a larger average (9.60 ha.) than the rest. The combinations had 5.89 ha., followed by the owner-operators with 3.50 ha.; the amortizing owners, 3.15 ha.; lease tenants with 2.60 ha.; and lastly, the share tenants with the smallest average farm size of 2.28 hectares. Altogether, the average size of farm was 4.53 hectares.

The farmholdings of almost all the respondents in the study were utilized only for rice production. A few, specially among the combinations, devoted portions of their farmholdings to other crops.

In the study, the yield per hectare varied with tenure. Amortizing owners had the lowest production per hectare at 42.28 cav/cropping season. Lease tenants had the highest productivity at 58.99 cavans.

The most common source of income of the respondents was the rice farm. The average annual household income of the owner-non-operators was ₱21,161.96, which is the highest among the tenure groups. The main reason for this is that aside from their share of the produce, their incomes were augmented with salaries usually from employment and sometimes earnings from a small business. The next in rank were the combinations with ₱12,230.56 due mostly to larger average farm size. Close behind were the owner-operators with ₱11,549.67, amortizing owners, ₱6,290.72, share tenants with ₱6,282.93, and finally, the lease tenants with ₱5,961.26.

As for annual household expenditure, owner-non-operators spent ₱11,397.69; owner-operators, ₱7,992.59; combinations, ₱7,446.64; amortizing owners, ₱6,993.79; lease tenants, ₱5,769.43; and share tenants, ₱4,402.48.

The most common problems reported by farm operators were: 1) supply of credit and repayment; 2) irrigation/drainage and control of pests and diseases, and 3) low prices for their produce.

Economic stability was the most important aspiration in life of most of the respondents. However, this was expressed more by tenants and amortizing owners than landlords and owner-operators. This is

because there were more landowners who were already economically stable and they, therefore, had other aspirations, e.g., to travel or become successful in business.

A large part of the tenant groups including amortizing owners expressed that they do not expect any of their children to become farmers. Also, most of the respondents in all classifications expressed that they would rather invest in non-farm projects than farm projects if given the opportunity.

World Bank group . . .

continued from page 3

This is the minimum academic requirement.

2. Some training in economics or finance.

3. Age on joining the Bank, not more than 30 years.

Initial salaries of the participants are based on academic qualifications and relevant experience. At present, Young Professional salaries range between \$11,000 and \$14,000 per year, net of income taxes. In cases where salaries are taxable, the amount paid in taxation by the staff member on his Bank salary is reimbursed by the Bank. Salaries are reviewed annually in accordance with individual merit and level of responsibility. They are also adjusted periodically to reflect changes in the cost of living and other factors.

Qualified persons interested in employment with the Bank Group, through the Young Professionals Program, should address their inquiries to the Personnel Department, World Bank, 1818 H. Street, N.W., Washington, D.C. 20433, U.S.A. Candidates should:

1. Submit typewritten personal history forms (provided by the Bank);

2. Include among their references the names and faculties of at least three professors familiar with their work;

3. Request the universities or equivalent academic institutions they have attended to forward directly to the Bank copies of transcripts or diplomas describing the nature and quality of their academic records;

4. Ensure that their applications and complete documentation (transcripts and reference information) are received by the Bank at least two months prior to the date of the selection. Selections are normally made in February, June and October of each year.

*Thomas G. Flores is currently the dean of the UP at Los Baños Agrarian Reform Institute. Francisco A. Clemente is a research assistant with the same institution.

The article was reprinted from the *Monitor*, Vol. IV, No. 1, January 1976. This is a monthly publication of the Philippine Council for Agriculture and Resources Research.

PSSC activities

PSSC to host regional workshop

The Philippine Social Science Council will play host to delegates from Southeast Asian countries in June when it convenes a workshop on the promotion of the social sciences in the region.

The three-day seminar workshop will have for its theme: How do we enhance the roles of social scientists in Southeast Asia?

Another topic that was proposed for discussion is the role of professional associations and interdisciplinary councils, in terms of how they could enhance the role or roles of social scientists whether as educators, researchers, policy makers, participant or as citizen in their respective countries.

Proposed date for the workshop is about the middle of June 1976 with either the University of the Philippines or the Ateneo de Manila University as the workshop site.

This was planned on the encouragement of the Ford Foundation which awarded the Council a grant in support of the workshop.

It has been suggested that a maximum of two delegates from each participating country will be invited. These delegates will be determined by the social science councils of each country, if there are any.

Committee members appointed

The PSSC Executive Board recently ratified the appointment of the following chairmen and members of PSSC committees for Fiscal Year 1976:

Finance Committee – Vicente B. Valdepeñas, Jr., chairman; Burton T. Oñate, Bonifacio S. Salamanca and Frank Lynch, S.J., members;

Institutional Development Committee – Frank Lynch, S.J., chairman; Rodolfo A. Bulatao, Eric S. Casiño, Ernesto O. Javier, S.J. and Robert J. Suchan, S.J. members;

Modern Philippine History Program Committee – Oscar M. Alfonso, chairman; Bonifacio S. Salamanca, co-chairman; Marcelino A. Foronda, Telesforo W. Luna, Celedonio O. Resurreccion, Julita Sta. Romana, Josefa Sanieel and John N. Schumacher, S.J., members;

Publications Committee – Burton T. Oñate, chairman, with editors of journals of member associations as members;

Research Committee – Gloria D. Feliciano, chairman; Wilfredo F. Arce, Mercedes B. Concepcion, Armand V. Fabella, Telesforo W. Luna, Josefa Sanieel, Emy Pascasio, Loretta Makasiar Sicut, Virgilio Enriquez, Ledivina Cariño, Consuelo L. Gutierrez, Ofelia R. Angangco, Rodolfo A. Bulatao and Cristina P. Parel, members;

Social Science Center Committee – Vicente B. Valdepeñas, Jr., chairman; Burton T. Oñate, Bonifacio S. Salamanca and Frank Lynch, S.J. members; and

Southeast Asia Fellowship Program Committee – Loretta Makasiar Sicut, chairman; Bonifacio S. Salamanca, Vicente B. Valdepeñas, Jr., Frank Lynch, S.J. and Raul P. de Guzman, members.

5 theses grants available from FAPE

The Fund for Assistance to Private Education and the Philippine Social Science Council have made an arrangement for the allocation of 5 theses grants for the school-year 1975-1976. No grant has been awarded to date.

The guidelines governing the selection of FAPE grantees are:

1. The applicant must be a faculty member/administrator of a private educational institution duly sponsored by the school head;

2. The thesis proposal shall have been approved and that all academic and language requirements have been passed at the time of application;

3. The applicant will be asked to present an evidence of certainty that the thesis can be completed within 5 months (including defense);

4. The applicant, if approved must be released from all teaching and/or administrative assignments during the period of the grant; and

5. The sponsoring institution shall agree to provide its financial counterpart to the grantee during the grant period.

Thesis grantees will be entitled to the following privileges:

1. a monthly living allowance of ₱300

for five months in addition to the sponsoring institution's financial counterpart support;

2. thesis allowance to cover cost of research, typing and binding expenses (based on applicant's estimate of expenditures): the amount will be determined on a case-to-case basis;

3. advisers' fee in addition to what PSSC pays, but not more than ₱400. This amount is paid directly to thesis advisers.

Interested parties may write to the Institutional Development Committee, P.O. Box 655 Greenhills, Rizal 3113.

Research Network undertakes fieldwork for FSDC baseline survey

The Farm Systems Development Corporation (FSDC) has engaged the services of the PSSC Research Network for the field phase of its study entitled "A Baseline Survey of Irrigation Service Association (ISA) Farmers."

The field project will be undertaken from February to May 1976. Seven PSSC-related research centers will participate in the project. The survey will cover 90 barrios in 15 provinces with 450 farmers and provincial government officials as respondents.

The seven participating PSSC-related research centers are: Philippine Christian College Research Center (Manila), St. Ferdinand College Research Center (Isabela), Angeles University Research and Planning Center (Angeles City), Ateneo de Naga Research and Service Center (Naga City), UP at Baguio Center for Research (Baguio City), Central Philippine University Social Science Research Unit (Iloilo City), and Urios College Socio-Economic Research Center (Butuan City).

Nine research associates from these research centers attended the training for field supervisors held at the FSDC office in early February 1976. They were: Victor Hernandez of the Ateneo de Naga; Primitiva Marcos, St. Ferdinand College; Lorna de Vera and Ligaya Bautista, Philippine Christian College; Antonieta Bondoc, Angeles University; Virginia Abiad, UP at Baguio; Fely David and Venancio Ardales, Central Philippine University; and Dionisio Yumo, Urios College.

New grantees

The Philippine Social Science Council awarded three more grants under two of its research programs.

Granted a research award under the Modern Philippine History Program was Reynaldo Silvestre, a Ph.D. candidate at the University of the Philippines. His project is entitled "The Philippine Radical Tradition: A Study of Filipino Ideas of Revolution."

Two others were given grants under the Discretionary Research Awards Program. They were:

1. Virginia D. Libang, Maryknoll College: "Arzobispado de Manila Archives: A Preliminary Guide"; and

2. Rosie D. Lim, University of the Philippines Department of Psychology: "Changes in Category Size as a Function of Age and the Language Used."

ANNOUNCEMENT

Ms. Pilar Ramos — Jimenez is the officer-in-charge of the PSSC Secretariat. She replaces Mr. Dennis G. Teves, former Executive Secretary.

Please address all correspondence accordingly.

Editor's notes

continued from page 2

nigh seven years of dogged persistence, the Council's growing pains are far from over. At a time when so many of its projects are going so well — projects designed to elevate still further the standards of teaching and research in the different academic disciplines — the PSSC is confronted with the problem of how to keep these worthwhile activities going in the face of dwindling resources.

Now, more than ever, we need not only the cooperation of sister disciplines, both here and abroad in strengthening our programs, but the active encouragement and support of other quarters. Surely, an endeavor motivated by the selfless desire to equip qualified members of society with the necessary expertise with which to understand better — and thus cope more adequately with — the demands, needs, and goals of these societies should merit the dedicated attention of all, especially those who are in a position to further these objectives. We are pinning our hopes in them, even as we also acknowledge that they are helping us so we can help ourselves.



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Rodolfo A. Bulatao, Florian Alburo, Cristina P. Parel, Frank Lynch, S.J., Vicente B. Valdepeñas, Domingo C. Salita, Jr.



John Breshnan, Ozzie Simmons.

January 21, Conference Room, Vinzons Hall, University of the Philippines. Some past and present members of the PSSC Executive Board discuss with representatives of Ford Foundation the accomplishments and future projects of the Council.



Alfredo V. Lagmay, Bonifacio S. Salamanca, Raul P. de Guzman, Pilar Ramos-Jimenez, Jose Abueva.



Eufronio Alip, Consuelo V. Gutierrez, Mariano D. Obias.

Status report on PSSC grantees

The following is a complete list of all PSSC research grantees and the status of their respective projects.

MODERN PHILIPPINE HISTORY PROGRAM

Grantee	Title	Amount	Date Granted	Date Due.
Marcelino A. Foronda, Jr.	Kailukuan: A Social, Cultural and Political History of the Ilocos, 1890-1946	P33,000.	11/1/72	12/31/74
Prospero R. Covar	The Historico-Anthropological Study of Indigenous Religious Movements in the Philippines	21,800.	11/16/72	Completed
Maria Fe H. Romero	Negros Occidental Between Two Powers	25,100.	11/20/72	Completed
Leslie E. Bauzon	The Beginnings and Development of the Negros Hacienda Complex, 1850-1900	20,580.	1/8/73	6/30/75
Michael O. Mastura	The Condition, Status and Destiny of the Muslim South (Maguindanao, Maranao, Tausug) 1880-1971	28,380.	4/1/73	11/30/75
Antonio Tan	The Chinese in the Philippines During the Japanese Occupation, 1941-1945	22,880.	5/1/73	Completed
Eric S. Casiño	Historical Notes on the Origins and Development of Anthropology in the Philippines, 1901-1971	26,400.	7/1/73	12/30/74
John Schumacher, S.J.	A Study of the Role of the Filipino Clergy in the Nationalist Movement	25,710.	7/16/73	7/15/75
Celso AL. Carunungan	The Tagalog Literary History of the Philippines, 1901-1950	29,000.	8/15/73	8/30/75
Alfredo V. Lagmay and Virgilio G. Enriquez	Historical and Cultural Roots of Philippine Psychology	22,700.	8/15/73	11/15/74*
Marcelino A. Foronda, Jr.	Kailukuan: A Social.	7,400	11/1/74	4/30/75
	(Extension of an earlier grant)			

RESEARCH INTEGRATION PROGRAM

Emy M. Pascasio	A Critical and Annotated Bibliography of Language in Culture in the Philippines	31,000.	10/1/73	9/30/75
Wilfrido Villacorta	An Integration of Post-War Political Research Locally Undertaken by Filipino Scholars	31,299.	10/16/73	6/76

* Dr. Enriquez has submitted his part of the research project.

Leven S. Puno	An Assessment and Evaluation of Local Government Researches in the Philippines	31,750.	1/1/74	7/5/75
Virgilio G. Enriquez	Philippine Psychology: A Research Integration	25,500.	12/1/74	11/30/75

DISCRETIONARY RESEARCH AWARDS

Veronica Roco Villavicencio	A Socio-economic Survey: The Prediction of Total Family Income	1,336.	10/15/72	Completed
Robert Suchan, S.J.	Union Catalog Feasibility Study	2,000.	12/16/72	Completed
Eric S. Casiño	Urgent Publications	2,000.	3/1/73	Completed
Renato Daquiz	Fear Survey Schedule for Filipino College Students	2,000	3/1/73	Completed
Eric S. Casiño	Final Typing, mimeographing, binding and lodging of his Ph.D. thesis in social anthropology with the University of Sydney	1,750	6/1/73	Completed
Wilfredo F. Arce	A Study of the Socio-economic Background, Attitudes and Relationships and Performance of Filipino Workers in a Modern Society	1,800.	6/15/73	Completed
Ernesto Constantino	Preparing a Tausug-English Dictionary for Publication	2,000.	8/1/73	1/31/74
Anicia del Corro	Kapampangan Morphophonemics	1,300.	8/1/73	Completed
Amelia B. Alfonso	Bilingual Free Recall of Intra-lingual and Interlingual Word Repetitions and Associations as a Function of Intraserial Spacing	1,810.	8/1/73	Completed
Macrina K. Abenoja	Thesis Research — On Urbanization in Central and Eastern Visayas	2,000. 2,000.	8/1/73	Completed
Carlos Arnaldo	A Case Study and Evaluation of Pilot Projects of the Center for Educational Television, Inc.	2,000.	8/15/73	Completed
Angeles Buenaventura	An Analysis of Philippine Economy Using Input-Output Techniques	1,800.	10/1/73	1/31/74
Frank Lynch, S.J.	Re-Doing of All Maps for the Bicol River Basin Development Project	2,000.	12/11/73	6/30/74
Mariano E. Garcia	A Study of the Application of the Bayesian Methods of Statistical Estimation in Social Science Research	1,913.	12/1/73	3/31/76

Rufino G. Tima	Reactions to Health Innovations	1,700.	1/7/74	3/30/74
Edvilla Talaroc	A Study of the Socio-Economic and Religious Life of the Higonons of Misamis Oriental	2,000.	6/1/73	4/30/74
Virginia Castillejos	Study of Manpower Needs of Southern Cagayan	2,000.	1/23/74	Completed
Ruby Roque-Villa	The Effect of the Level of Female Employment on the Number and Spacing of Children in the Philippines	2,000.	11/1/73	4/30/75
Floriane P. Jacob	The Theory of Complementary Needs as Related to Satisfactory Marital Interaction Among Filipino Couples	750.	8/1/73	Completed
Angelita Tangco	The Effect of Frustration on the Flexibility of Internals vs. Externals	2,000.	11/1/73	6/30/74
Rosita Galang	The Greater Manila Area Speech Community: Bilingual or Diglossic	2,000.	1/30/74	Completed
Amaryllis T. Torres	A Systematic Study of Social Processes in Training Groups	2,000.	3/16/74	Completed
Lucia S. Tan	Social Development Activities of Religious Aid Centers in Cebu City: Their Relevance to National Development Policies	2,000.	5/74	10/30/74
Angelo Baybay	A Proposal for an Initial ITV (Instructional Television) Video-cassette Distribution System for Selected Universities in the Greater Manila Area	2,000.	6/6/74	Completed
Casilda E. Luzares	A Cebuano Verb Grammar: A case Grammar Analysis	1,946.45	6/1/74	3/31/75
Lucita Lazo	Scaling of the Philippine Thematic Apperception Test (PTAT)	P2,000.	6/15/74	Completed
Fay L. Dumagat	Social Change in an Itneg (Tinggian) Community: 1723-1941	2,000.	6/15/74	Completed
Malaya C. Ronas	Philippine Foreign Policy vis-a-vis Egypt	2,000.	3/1/74	11/30/74
Gloria Chan-Yap	Hokkien Chinese Loanwords in Tagalog	1,962.40	8/1/74	Completed
Ma. Lourdes S. Bautista	The Filipino Bilingual's Linguistic Competence: A Model Based on an Analysis of Code Switching	2,000.	7/25/74	3/31/75
Angelo de los Reyes	Baseline Study and Project Progress	1,947.	8/15/74	Completed

Reports of/in Malibay (Pasay City) and Leveriza (Manila)				
Leticia S. Aquino	Experimental Use of Behavior Modification Techniques in Remediating Classroom Behavior Problems	2,006.	11/30/74	Completed
Tersito Aliposa	The Tabo (Market): Its Socio-economic and Cultural Implications in the Development of the Municipality of Hinabagan, Western Samar, Philippines	2,000.	11/8/74	Completed
Violeta Lopez	Cultural Minority Responses to Lowland Pressures — The Case of the Mangyans of Mindoro	2,000.	11/8/74	Completed
Ruben P. Chavez, Jr.	Social Factors Related to Vocational Selection Among Senior Students of the College of Arts and Sciences, Silliman University	1,663.20	11/8/74	7/14/75
Geoffrey G. Salgado	The Socio-Political Implications of a Religious Confrontation in a Cebuano Community: Santa Fe, Cebu (1903–1940)	2,100.	11/8/74	6/8/75
Purita B. Hipol	A Study of the Public Schools Division Superintendency in the Philippines	1,844.10	11/30/74	Completed
Rosa P. Soberano	Marinduque Tagalog: A Dialectological Survey	2,500.	11/8/74	3/8/75
Antonio L. Santos	Local Autonomy in the New Constitution: A Study in Decision Making	2,060.45	12/16/74	8/17/75
Ma. Lourdes G. Genato	The Perceptions of the Religious Elite of the Development Goals of the Government 1974–1977	2,751.00	12/16/74	4/76
Laverne Y. Peralta	The 1946 Philippine Presidential Election	2,000.	1/6/75	Completed
Daniel S. Barizo	The Making and Establishment of the First Philippine Assembly	2,366.	2/1/75	4/76
Jonathan C. Malicsi	The World View of the Sambal Aetas	2,924.	2/1/75	3/31/75
Cristina E. Torres	The Role of the American Catholic Hierarchy in the Implementation of the Benevolent Assimilation Policy, 1898–1910	2,331.	2/1/75	2/1/76
Cristina Buenaventura	The Theater in Manila: 1868–1898	2,500.	4/1/75	6/30/76

Jose Gatchalian	The Comparative Effectiveness of Two Communication Strategies on the Family Planning KAP of Rural Workers in Laguna	2,700.	2/1/75	Completed
Jose Rimón II	A Proposal for an Integrative and Development-oriented Communication Programme	1,870.	2/1/75	1/76
Antonia S.L. Santos	The Methodist Principle of Church and State in the Philippine History from 1900 to 1940	2,500.	6/3/75	12/75
Jesucita L. Sodusta	Agricultural Rituals in Jamoyawon, Northeastern Mindanao	3,000.	4/10/75	9/30/75
Jeanne Frances Illo	Thesis on the Unemployment Situation in the Bicol River Basin Area	3,000.	4/4/75	Completed
Sis. Jude of the Holy Spirit Paat	Reciprocal Economic Role Expectations of Low-Income Parents and Children	2,796.	4/11/75	6/76
Eduardo R. Ramos	The Use of Orthogonal Contrasts in the Analysis of Covariance with Applications	918.85	6/20/75	Completed
Elvira C. Vergara	Subcategorization and Selectional Restrictions of English Verbs and Bilingualism	2,618.	5/26/75	Completed
Gerard Rixhon, O.M.I.	Translation and Preparation for Publication in the Philippines Sociological Review of: <i>An Ethnography of the Palawan</i> by Dr. Ch. MacDonald	3,000.	5/26/75	11/30/75
Violeta B. Lopez	The Mangyans of Mindoro in Historical Perspective: A Study of an Ethnic Community's Responses to Culture Contact	250.00	Extension of an earlier grant	Completed
Josephine C. Angsico	Some Factors Related to the Adoption of Leaseholds	2,460.	8/1/75	10/31/75
Rosita G. Galang	The Acquisition of the Tagalog Verb Morphology	2,850.	9/1/75	5/31/76
Madeline G. Mag-uyon	Perceived Information Needs and Information-Seeking Behavior of Household Heads in Selected Urban Communities	2,529.30	8/30/75	3/31/76

News briefs

Deadline for PAP convention papers set

The Program Committee for the 13th Annual Convention of the Psychological Association of the Philippines (PAP) has set March 1, 1975 as the deadline for the submission of titles and abstracts of papers to be read at the PAP annual convention. The convention is scheduled to be held on April 23 and 24, 1976 at the N.S.D.B. Pavillion, Pedro Gil Street, Manila.

This year's convention will focus on the re-examination of the validity of concepts and methods developed elsewhere in Philippine setting.

The titles of papers and abstracts of the same intended to be read at the convention should be sent to the P.A.P. Secretariat, P.O. Box 113, U.P. Diliman, Quezon City, attn: Program Committee, 13th Annual Convention.

DRC holds 2nd summer session on Mindanao and Sulu cultures

The Dansalan Research Center will hold its 2nd Annual Summer Session on Mindanao and Sulu Cultures from April 21 to May 12, 1976.

This year's courses focus on 1) *The Life and Culture of the Maranao* — a description of the social organization, economic activities, customs, material life, literature and music of the Maranao Muslims of Lanao; 2) *Introduction to Islam* — an introduction to the central beliefs and practices of Islam and the Muslim community in the Philippines, from the advent of Islam in Southeast Asia, and 3) *Historical and Cultural Perspectives* — a survey of the cultural characteristics, social organization and economic activities of three ethnic groups in the Sulu Archipelago: the Tausug, the Samal and the Bajau.

The Summer Session will be held in the De Los Santos Science Hall, Dansalan College Campus, Marawi City, Lanao del Sur.

To supplement the above courses there will be occasional field trips in the Lanao area and a series of special lectures by outstanding specialists on affairs in the Muslim region.

The session is open to teachers and non-teachers. Tuition fee is ₱150.00, board and room at ₱475.00 (₱19.00 per day for 25 days per student).

Further information may be obtained from the Director, Dansalan Research Center, P.O. Box 5430, Iligan City 8801. Letters of application must be received at the given address not later than March 1, 1976.

USC opens center on Cebuano studies

In response to the increasing interest in local history and literature, as well as local and regional studies of all varieties, the University of San Carlos recently established a Cebuano Studies Center (CSC). The Center was formally opened on December 13, 1975.

At the outset, the CSC will consist of a research room complete with modern facilities including microfilm/microfiche equipment, and the University Library's Cebuana holdings.

In cooperation with other facilities of USC such as the University Library, the Instructional Media Center and the San Carlos Publications, the CSC hopes to adequately serve the needs of all scholars and researchers interested in the field of Cebuano studies.

The Center is administered by the USC Office of Research. Further information may be obtained from: Rev. Joseph Goertz, S.V.D., Cebuano Studies Center, Office of Research, University of San Carlos, Cebu City, Philippines.

XU offers Ph.D. in Sociology

Xavier University started offering a Doctor of Philosophy degree in Sociology in the summer of school year 1975-1976.

The only school in the country to offer this degree, the XU Sociology-Anthropology department has among its faculty Fr. Francis C. Madigan, S.J., Alejandro Herrin and Alfonso del Fierro, all with Ph.D.s. Lines of major concentration offered are General Sociology, Rural Sociology, Family Planning Operations and Evaluation, Demography and Population Studies.

A minor in anthropology is being offered which is expected to be built up into a complete major in several years.

Tausug-English dictionary off the press

The Tausug-English Dictionary, a joint publication of the Summer Institute of Linguistics and the Coordinated Investigation of Sulu Culture may now be secured from the PSSC Central Subscription Service, 53-C, Rocas Avenue, Quezon City.

This dictionary is also published as Sulu Studies 4. It is the product of many years of work by Seymour and Lois Ashley of the Summer Institute of Linguistics who initiated their Tausug research in 1958. In 1973 and 1974, they teamed up with Irene Hassan of the Coordinated Investigation of Sulu Culture, Nurhadan Halud and a small group of teachers from the Bureau of Public Schools, Sulu Division to produce this dictionary that will help facilitate the use of the Tausug language in educational and cultural activities.

PCAR is now PCARR

The Philippine Council for Agricultural Research (PCAR) was changed to Philippine Council for Agriculture and Resources Research (PCARR) by P.D. 864.

The new decree which amends P.D. 48 was issued to expand the functions of the institution to include mines research. Upon its creation in 1972, it was entrusted with the task of providing for the attainment and upgrading of a national research capability in agriculture, forestry and fisheries through a systematic approach in the planning, coordination, direction and conduct of the national research program.

MSU to host seminar on Muslim culture

History of the Moros will be the main thrust of discussion when participants to the 9th Annual Seminar on Mindanao and Sulu Cultures meet in August 1976.

The seminar to be hosted by the Mindanao State University at Marawi City, is tentatively scheduled on August 18 to 20, 1976.

The following topics shall be discussed: Contact History of the Moros, Philippine History Re-Defined, Moro Wars and Philippine Nationalism, Bibliography in Moro History, Sultan Kudarat in Moro History.

Secession as a Reaction Pattern of Minority to Government Policies and Programs, Educational Implications in Moro History, and Muslim Response to the New Society.

Interested parties may secure further information from:

Prof. Nagasura T. Madale
Chairman, History Department
Mindanao State University
Marawi City 9014

Book on development communication released

Development communication, a concept that is becoming more and more a byword among local communication practitioners both in the government and private sectors, has finally found itself articulated and explained in a book entitled *Readings in Development Communication*.

The book constitutes the first attempt to organize and present definitive ideas about the emerging concept of development communication.

Edited by Dr. Juan F. Jamias, professor of development communication at UP Los Baños, the book would be of interest to development workers, teachers and scholars, information and communication services administrators, and policy makers. It includes 12 articles written by persons who have worked directly in information and communication practice, teaching, training, research and communication management in the developing countries.

PSS National Convention null poverty

Poverty: the illusion and the reality was the main thrust of the 1976 National Convention of the Philippine Sociological Society. Sponsored by the UP Department of Sociology, it was held on January 23-25 at the Faculty Center Conference Room, UP Diliman.

Researchers, administrators, social scientists and members of community organizations were invited to speak. They were:

The permanent poor?

Mahar Mangahas, Poverty, Income Inequality and Equity; Anna Miren Gonzales, Filipino Women in Development: The Impact of Poverty; Carlos A. Fernandez II, Poverty: The Tribal Situation; David B.

Baradas, The Social Structural Bases of Institutionalized Poverty: The Maranao Case;

Breakthroughs and breakdowns

Susan Evangelista, Massage Attendants: Mainstream or Deviants?; Monica R. Shotwell, Weary of Life — at Fifteen; Ricardo M. Zarco, The Vanishing Heroin Menace; Priscilla S. Manalang, Bahay Kawilihan: A Tale of Two Drug Users;

Poverty against man: rural

Carmen E. Santiago, Ang mga Hangarin ng mga Taga-Nayon, Katupara't Kabiguan at Pagdadala ng Kabiguan: Isang Pasi-mulang Pananaliksik; Timoteo S. Oracion, Rural Poverty; Jeanne Frances I. Illo; Jobs, Income and Poverty: Selected Observations in the Bicol River Basin; Alejandro N. Her-rin, Socio-Economic Impact of Rural Elec-trification Upon Western Misamis Oriental; J. Eliseo Rocamora, The Failure of Govern-ment Rural Development Efforts: A Prob-lem of Perspective;

Poverty against man: urban

Laura L. Samson, Mga Mukha ng Kahi-rapan; Maria Elena Lopez, Adapting to Poverty: Like in a Manila Neighborhood; Randolph S. David, Urban Studies Reconsi-dered;

Man against poverty

Teresa B. Almonte, Aspect of Data Gathering Among Low-Income Res-pondents; Fernando Aquino and Emiliana de Leon, "Ito ang Aming Buhay; Teresita S. Palacios, People's Organization: An In-strument Against Poverty;

Toward a Scientific Conscience

Jose V. Abueva, The Committed Social Scientist in the Philippines. Reaction papers were prepared by Jose Roberto Arong, O.M.I.; Rosario S. Cabrera, M. Reinhold Mapanao and Francisco Nemenzo, Jr.

The PSS elected four new members of the Board to complete its 7-member composition. They are: Randolph S. David, Maria Elena Lopez, Frank Lynch and Isabel Panopio.

At the recent meeting of the PSS Board, the following were elected as officers: Lourdes Quisumbing, president; Ester B. de la Cruz, vice-president; Maria Elena Lopez, secretary; Frank Lynch, S.J., treasurer and Isabel Panopio, Rodolfo A. Bulatao, Ran-dolf David, members.

ARTICLES SOLICITED

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

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

Feature articles should be of interest to the social science community and written in a language simple enough to be under-stood by non-social scientists as well.

Republic of the Philippines

Department of Public Works,
Transportations and Communications
BUREAU OF POSTS
Manila

The undersigned, Rebecca T. Ducusin, managing editor of *PSSC Social Science In-formation*, published quarterly in English at Quezon City, after having been duly sworn in accordance with law, hereby submits the fol-lowing statement of ownership, management, circulation, etc., which is required by Act 2580, as amended by Commonwealth Act No. 201.

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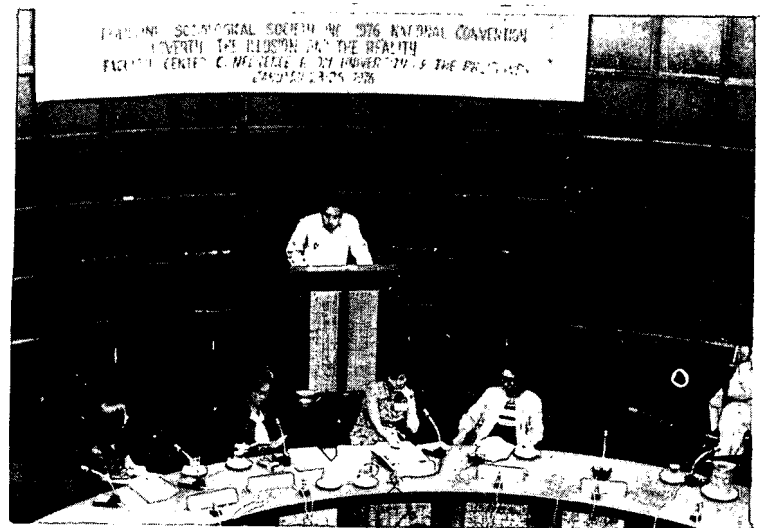
T O T A L 1,000

(SGD.) REBECCA T. DUCUSIN
Managing Editor

SUBSCRIBED AND SWORN to before me this 21st day of November 1975 at Manila, the affiant exhibiting her Residence Certificate No. A-574928 issued at Quezon City on Jan. 6, 1975.

SGD. RODRIGO G. MANAOG
(Officer administering oath)

NOTE: This form is exempt from the pay-ment of documentary stamp tax.



1976 National Convention of the Philippine Sociological Society

Research associates from 7 PSSC research centers in a briefing session for a new project



Seminars, workshops, conferences

The *Philippine Association of Social Workers* held the 11th Biennial Conference of Social Workers at the Silliman University, Dumaguete City on November 27-29, 1975. Around 500 participants from all over the country attended the conference. DSW Director Sylvia P. Montes, and chairman of the association's executive committee said the conference was the first decentralized conference in the more than 25 years of existence of the PASW and served as an occasion for the participants to view and assess the pace of development going on in the countryside.

Curriculum development on population education was the subject of a seminar conducted November 10-15, 1975 by the University of the Philippines *Asian Labor Education Center* and the *International Labor Organization* at the UP ALEC hall in Diliman, Quezon City. The six-day workshop aimed to improve the effectiveness of education and training activities on family planning for organized groups. It was attended by about 30 representatives from labor, management, the government, and voluntary organizations.

Key economic issues confronting the country today were discussed in a broad dialogue on "Philippine Economic Problems in Perspective" in November and December 1975. Jointly sponsored by the *UP School of Economics*, *Genbancor Development Corporation* and the *Private Development Corporation of the Philippines*, the four-week dialogue held at the San Miguel Auditorium covered the following topics: natural resources, food problem, population problem, unemployment and underemployment, inflation, income distribution, foreign trade and external debt, and industrialization and agricultural development. The speakers included leading economists from both the public and private sectors.

The *Development Academy of the Philippines* and the *Institute of Philippine Culture* jointly sponsored a workshop aimed at formulating a cooperative action research program on ethnicity problems. Held at the DAP Tagaytay Training Center in Tagaytay City, November 13-16, 1975, the workshop was participated in by some 35 social scientists from local and foreign institu-

tions. Carlos Fernandez II of DAP and Gerard Rixhon, O.M.I., IPC resident research associate, organized the four-day workshop. It consisted of seven sessions, each focusing on a specific aspect of ethnicity. The workshop will act as a model for a Southeast Asian research project to be supported by a grant from the International Development Research Centre, Ottawa, Canada, through its regional office in Singapore.

The 2nd Asian Conference on Mental Retardation under the sponsorship of the *Asian Federation on Mental Retardation* was held in mid-November 1975 in Tokyo, Japan. The main theme of the conference was "Equal Rights for the Retarded." It wheeled off on a total of five plenary sessions, seven workshops, and two days of study tours, plus the usual opening and closing ceremonies. Philippine participant Dr. Aurora B. Alcid reports that she gathered information on the different country policies, programs and services for the retarded. This information has served to further accent the rather distant place that the Philippines occupies as compared to Japan and even some developing Asian countries. It also provided eye-openers for possible areas of exploration in the hope of giving a little boost to an apparently neglected segment of the population. Dr. Alcid suggests that it is a basic priority to arouse greater awareness, interest and concern of as many segments of the population on the present status of mental retardation in the country today. Next in priority would be a strengthening of training programs for the wide range of personnel involved in the services.

Social scientists on the move

Leticia Asuzano, chairman of the Graduate School Guidance and Counselling Department of De La Salle University is currently on a tour of Asian countries in preparation for the forthcoming Guidance and Counselling Asian Conference to be hosted by La Salle and the Philippine Christian College. She will spot participants and will make case study researches for the conference. Her itinerary includes Kuala Lumpur, Jakarta, Hongkong, Tokyo, Seoul, Taipei, and Singapore.

Nestor N. Pilar, assistant professor at the UP College of Public Administration arrived from Bangkok where he attended the meeting of National Study Directors

for the Study on the Administration of Family Planning Programmes in the ESCAP region. The meeting was sponsored by the Economic and Social Commission for Asia and the Pacific (ESCAP).

Estefania Aldaba-Lim, social welfare secretary, was named a member of the seven-man committee on world social science development. This committee was given the task of reviewing a wide range of alternative strategies in the building of stronger networks of cooperation among the social scientists of the Third World. It will also review the over-all program of the International Social Science Council and make proposals for expansions and fresh initiatives designed to increase Third World participants.

Mahar Mangahas, director of the UP Institute of Economic Development and Research, was one of the participants in a Consultative Group Meeting on Social Indicators for Planning and Programming held in Bangkok last December. The meeting was sponsored by the UN Asian Development Institute.

Paul Hebert, F.S.C., De La Salle University Vice President for Development and Research, left in December for Asia, Europe and the United States on a follow-up mission for the institution's on-going projects. He will be visiting contact foundations, and funding agencies abroad on future joint development programs.

Eva Duka Ventura, chairman of the UP Department of Political Science, participated in the October War Symposium in Cairo under the joint auspices of the Egyptian Government and Cairo University.

Estrella D. Solidum, a professor at the same department, delivered a paper for the International Symposium on "The ASEAN: Problems and Prospects in a Changing World" held in Bangkok last December.

Carlos Ramos, professor, Philippine Executive Academy, met with the UN Asian Development Institute as Secretary-General of the Eastern Regional Organization for Public Administration (EROPA) and to assist in the review of current activities of the Urban Environmental Research Center. He also assisted in recommending feasibility development management consulting services for Indonesian

municipalities under the auspices of Ford Foundation. He was out of the country for more than a month.

Teresita L. Silva, Associate Director of the Philippine Business for Social Progress (PBSP) recently accepted an offer for a short-term position as Regional Consultant on the Asian Project for the Integration of Women in Development. The project is sponsored by ESCAP. As regional consultant, she will be travelling extensively around the countries of Asia to generate support from the governments of these countries for the project and to provide these governments technical assistance to develop programs to integrate women in development.

Vicente B. Paqueo, assistant professor at the UP School of Economics arrived recently from Colombia where he participated in a workshop on Population Impact of Colombian Policies and Problems. The workshop was sponsored by the ICP/Smithsonian Institution and Colciencias Colombia and was held at the Villa De Leyva, Boyaca, Colombia.

Rolando I. Galano, assistant professor at De La Salle University, was recently appointed chairman of DLSU's Department of Economics. He assumed the position of chairmanship from Dr. Patricio Ceballos who took over the office temporarily for former department head Frank Tahanan.

Felipe V. Oamar, director of the UP Local Government Center (UP LGC) conducted in early December 1975 a survey of local government training needs in the ESCAP region in preparation for a local government development program jointly being undertaken by the Asian Development Institute, Asian Center for Development Administration (ACDA) and the UP College of Public Administration. With him were *Perfecto Padilla*, LGC deputy director and *Aurora T. Payad*, chief, Special Research Projects, LGC.

Benjamin S. Austria, assistant professor of the department of Geology and Geography, University of the Philippines visited Japan in November under the auspices of the Japanese government. He acquainted himself with the developments in the geothermometry laboratory of Dr. Take-nouchi; visited mines in the vicinity of Tokyo and attended the symposium of the 90th anniversary of the Mining and Metal-

lurgical Institute of Japan.

Raul P. de Guzman, professor and dean of the UP College of Public Administration, participated in the meeting of the Regional Advisory Committee of the Southeast Asia Fellowship Program of the Ford Foundation in Kuala Lumpur on November 25-28, 1975.

He presented at the second day of the meeting a proposal for a regional workshop in April to be hosted by the Philippine Social Science Council.

Mercedes B. Concepcion, dean of the UP Population Institute joined the consultative meeting organized by the International Labor Organization on its Population of Labor Policies Program in Geneva on December 15-19, 1975.

Reynaldo V. Guioguio, faculty member of the Institute of Mass Communication, University of the Philippines read his paper "Mass Media Habits of Urban Filipinos in Metro Manila" at the 2nd Asian Mass Communication Information and Research Centre-UP IMC Conference on Cooperative Research.

Loretta Makasiar Sicat, chairman of the PSSC Executive Board and professor at

the UP Dept. of Political Science, attended the conference on "Fertility Control Beyond Family Planning Measures" held in Penang, Malaysia from January 26 to 29, 1976. The conference was sponsored by the Penang Intergovernmental Coordinating Committee, US Agency for International Development, Economic and Social Commission for Asia and the Pacific, and the Asian Center for Development Administration (ACDA). Three other Filipinos also attended the conference. They were: *Francis Madigan*, S.J., of the Research Institute for Mindanao Culture, Xavier University; *Arturo Batenga* of the Commission on Population; and *Ramon Eduarte* of the Family Planning Organization of the Philippines.

Earlier, she was elected joint secretary of the Association of Asian Social Science Research Councils (AASREC) in a conference held at Teheran, Iran on January 21 to 25, 1976. At the start of the conference, she was elected to serve as one of the three vice-chairmen who coordinated the meeting. As official representative of the PSSC, she read a paper entitled "Status of Social Science Teaching and Research in Relation to the Developing Needs of the Philippines."

Toward a scientific. . .

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neediest Filipinos by working with leaders, scientists and young scholars in our country and providing needed assistance in education, agriculture, management development and population control.

Let me emphasize that my appeal for a commitment to scholarship for the benefit of our poor is largely inspired by excellent work already done by social scientists I am privileged to know personally or at least through their recent works. They have made their mark on the scholarly scene if not also in decision-making. I have in mind particularly the works of Mary Hollnsteiner and Frank Lynch and their associates at the Ateneo Institute of Philippine Culture, those of Gelia Castillo and other U.P. professors in rural and agricultural development, those of Bernardo Villegas and his group at the Center for Research and Communication, those of Mercedes Concepcion and other demographers, those of Jose Encarnacion and Mahar Mangahas and Edita Tan on employment and income distribution, and of Gonzalo Jurado on labor-capital relations, those of Robert A. Hackenberg on economic and demographic aspects of Davao, those of Francis Madigan

and his associates at Xavier University, those of Raul de Guzman and the staff of the U.P. College of Public Administration on local government and citizen participation, the mass communication studies of Gloria Feliciano and her colleagues, and the research at or sponsored by the Development Academy of the Philippines under O.D. Corpuz. Ledivina Cariño's leadership in this Convention has produced papers which together would be a landmark in the scholarly contributions to the subject.

I look forward to the concluding discussions on the scholarly and practical implications of all the presentations; and exchanges made to this point in the Convention. I end with an expression of gratitude for the opportunity that the Philippine Sociological Society has afforded me and the reiteration of my conviction that through our scholarly commitment and investigations and the communication of the results of our research to all who are or ought to be concerned, we can help our poor countrymen in ways that no others can, and in ways that will enable all others to do more and better.

Information section

Grantees

Entry format: Name. Nature of grant. Place. Date. Grantor.

Carmelito Edera. Thesis grant. University of San Carlos. Schoolyear 1975-76. University of San Carlos-MISEREOR.

Raul V. Fabella. Ph. D. in Economics. Yale University. September 1, 1975-May 31, 1976. Rockefeller Foundation.

Jose Gatchalian. Diploma Course in Industrial Relations. The Hague, Netherlands. October 1, 1975-April 1, 1976. Bilateral Agreement.

Conchita Jabines. Thesis grant. University of San Carlos. Schoolyear 1975-76. University of San Carlos-MISEREOR.

Modesto S. Lagman. Graduate Courses in Development Communication. Institute of Development Studies, University of Wisconsin. September 1, 1975-August 31, 1976. Joint UP Institute of Mass Communication, Commission on Population and UN Fund for Population Activities grant.

Anunciacion Lara. Ph. D. in Research Methods. University of Virginia, Charlottesville. August 15, 1975-August 14, 1976. Mutual Education Exchange grant.

Benjamin Lozare. Graduate Courses in Development Journalism. Department of Agricultural Journalism, University of Wisconsin. September 1, 1975-August 31, 1976. UP Institute of Mass Communication, UN Fund for Population Activities, Population Commission joint grant.

Aurora Molion. Thesis grant. University of San Carlos. Schoolyear 1975-76. University of San Carlos-MISEREOR.

Luzviminda B. Valencia. Training on Acceptability of Fertility Regulating Methods. University of Exeter, England. September 1, 1975-May 31, 1976. UP Fellowship.

Ricardo Yuhico. Thesis writing grant. Uni-

versity of San Carlos. October 1975-April 1976. Population Center Foundation.

Philippine Association of Newspapers and Print Media. Support to enable a representative to attend a special workshop on "How to Meet the Rising Costs of Newspaper Publishing." Tokyo, Japan. Asia Foundation.

University of Santo Tomas. Support to enable the University to conduct a survey on the feasibility of establishing an Institute of Higher Education Administration. Asia Foundation.

University of the Philippines Law Center. Support to enable the Head of the Division of Research and Law Reform to undertake study visits to Singapore, Indonesia and Japan in connection with the drafting of a proposed Commercial Code for the Philippines. Asia Foundation.

Research projects

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

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

Status of research project:

Contemplated — formal proposal drawn
Ongoing — from preparatory activities after proposal is approved to the stage before completion of final write-up.

Completed — final write-up accomplished.

An In-Depth Study of the Management Practices of Agricultural Machinery Manufacturing Firms in Relation to Technological Change. J. Salvaña and E. Roman. Council for Asian Manpower Studies, Ltd. Contemplated. Council for Asian Manpower Studies, Ltd.

A Study of the Education Value of the Activities of the Campus Organization in Relation to the Development Growth of the Students in the USC During the Pre-Martial Law School Year 1969-72. Conchita Jabines. University of San Carlos. Ongoing. University of San Carlos — MISEREOR.

A Study of the Socio-economic Structure of the Philippine Village Community. Hiromitsu Umehara. Institute of Developing Economies, Tokyo. Ongoing. Institute of Philippine Culture.

A Study of Workers' Housing Needs and Aspirations. Fr. William J. Keyes, S.J. Institute of Philippine Culture. Ongoing. Institute of Philippine Culture.

A Survey of the Realities of Marriage. Joseph P. Vancio, P.I.M.E. Institute of Philippine Culture. Ongoing. Gregorio Araneta Foundation.

A Systems Study of the Technological Practices on Agri-Machine Manufacturers in the Philippines. Luis Pascual and H.H. Jamaluddin. Council for Asian Manpower Studies, Ltd. Contemplated. Council for Asian Manpower Studies, Ltd.

Development and the Low-Income Strata: A Study in Three Asian Countries. J. Eliseo Rocamora. Institute of Philippine Culture. Ongoing. United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) — Bangkok.

Development of a Teacher Attitude and Behavior Inventory. Leticia Postrado. De La Salle University. Contemplated. DLSU Science Foundation.

Educational Implications of the Study of Supernatural Beings in a Tagalog Village. Alta Grace de Gracia. Centro Escolar University. Ongoing.

Employment Impact of Mechanization of Rice Production Processes. N. Demampo and R. Torres. Council for Asian Manpower Studies, Ltd. Contemplated. Council for Asian Manpower Studies, Ltd.

Factors Affecting Ecumenical Mobility in Education as Perceived by the Different Religious Groups in the Greater Manila Area: Its Implications. Sister Margaret Mary Bondoc. Philippine Christian College. Ongoing. United Board of Christian Higher Education in Asia.

Family and Community Life in a Central Luzon Tagalog Barrio: A Case Study in Education and Culture. Ester Baylon. Centro Escolar University.

Fertility Levels and Fertility Determinants in Negros and Panay, Philippines. The Office for Population Studies, U.S.C. Sociology-Anthropology Dept. University of San Carlos. Ongoing. Commission on Population.

Income, Education, Fertility and Labor Force Participation: Philippines, 1973. Jose Encarnacion, Jr. and Dante Canlas.

Income, Expenditures and Employment in Rural Philippines. Harry T. Oshima and Elizabeth Bahena. Council for Asian Manpower Studies, Ltd. Contemplated. Council for Asian Manpower Studies, Ltd.

Instructional Development and Graduate Studies for Manpower Resources in the Population Program (Experimental Phase). Conrado Lorenzo, Jr. for De La Salle University's Department of Behavioral Sciences. Ongoing. Population Center Foundation.

Kapampangan Folklore. Fidel Galang. Centro Escolar University. Ongoing.

Poverty Profiles in Six Selected Towns. Madeleine A. Sembrano. Institute of Philippine Culture. Ongoing. Institute of Philippine Culture.

Social Changes in a Bacarra Community. Felimon Lagom. Centro Escolar University. Ongoing.

Socialization Patterns in a Tagalog Community: A Case Study. Florentina Raviña. Centro Escolar University. Ongoing.

Social Reforms in Political Development: A Brief Study of the Political Obstacles and the Policy Consequences of Philippine Land Reform: 1954-74. David O. D. Wurfel. University of Windsor, Ontario. Ongoing.

Social Structure of a Philippine City. Fletcher Manlove. University of California Behavioral Science Department. Ongoing. Fulbright/Hays.

Study of the Resettlement in the Philippines: Status and Evaluation of Selected Agencies and Settlements. Rogelio Lopez and Exaltacion Ramos. De La Salle University. Ongoing. International Development Research Centre.

The Health and Economic Impact of Improved Water Supply Systems on Prov-

incial Cities. Rosalinda Garcia Yangas. Institute of Philippine Culture. Ongoing. Local Water Utilities Administration and the US Agency for International Development.

Recent publications

Reported publications for the period October to December 1975.

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

Alternatives for Rural Youth: Three Village-Level Case Studies in the Philippines. Gelia T. Castillo, et. al. CAMS Discussion Paper No. 75-02. August 1975. UP College of Agriculture. Available at the Council for Asian Manpower Studies, Ltd., No. 4 Purok Aguinaldo, University of the Philippines, Diliman, Quezon City, Philippines.

Horizontal Mobility in Central Luzon. Otto D. van den Muyzenberg. Publication No. 19, Department of South and Southeast Asian Studies, University of Amsterdam. 1973. In Dutch with English summary.

Muslims in the Philippines. Cesar Adib Majul. Book. 2nd edition. 1973. University of the Philippines. Cloth — ₱47.00, US\$15.70; Paper — ₱19.50, US \$6.50. Mail orders to Central Subscription Service, P.O. Box 655 Greenhills, Rizal, 3113, Philippines.

Orientalism in the American Labor Market. Alfonso del Fierro, George Wilber, Daniel Jacob, Robert Hogan. Xavier University.

Philippine Agrarian Reform 1880-1965: The Revolution That Never Was. Leslie E. Bauzon. Occasional Paper. UP Department of History. S\$4.00. Available at the Institute of Southeast Asian Studies, Cluny Road, Singapore 10.

Philippine Agriculture Fact Book and Buyers' Guide. Book. Philippine Almanac Publishing Corp.

Politics of Oil in the Philippines. M. Rajarethnam. Field Report Series. 1973. Institute of Southeast Asian Studies, Singapore. S\$6.00. Available at the Institute

of Southeast Asian Studies, Cluny Road, Singapore 10.

The Filipino Family in its Rural and Urban Orientation: Two Case Studies. Reprint. Centro Escolar University, Mendiola, Manila.

The Muslim Filipinos: Their History, Society and Contemporary Problems. Gowing and McAmis, eds. Book. 1974. Manila: Solidaridad Publishing House.

The Rise and Fall of Antonio Luna. Vivenzio R. Jose. Book. November 1975. University of the Philippines. Please contact the author at the Department of English, College of Arts and Sciences, University of the Philippines, Diliman, Quezon City, Philippines.

The Social World of the Tausug. Reprint. Centro Escolar University, Mendiola, Manila.

"A Critique of the Psychological Approach to Modernization: Focus on Aspirational Levels." Victoria M. Arcega. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 2. April 1974. Please refer to Journal Listing.

"An Appraisal of Presidential Decree No. 27's Purposes and Accomplishments with Concentration on the Province of Nueva Ecija." James Bryne. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 2. April 1974. Please refer to Journal Listing.

"An Econometric Model of the Philippines." G.V.L. Narasimham and L.E. Santos. Article. *Econometrics Studies Branch*, U.S. Department of Commerce and the UN Conference on Trade and Development. *The Philippine Economic Journal*. Vol. XIII No. 1. First Trimester 1974. Please refer to Journal Listing.

"A Statistical Test of Two-Country Activity Productive Differences." Florian A. Alburo. Article. *The Philippine Statistician*. Cristina P. Parei, ed. Vol. XXIII Nos. 3-4. July-December 1974. Please refer to Journal Listing.

"A Way of Thinking and Living Called Chinese." Manuel B. Dy. Article. *Philippine Studies*. First and Second Quarters, 1975. Vol. 23. Please refer to Journal Listing.

- "Conception, Gestation and Delivery According to Some Mananabang of Cebu." Arthur Rubel, Karen Weller Fahy and Mimi Trosdal. Article. *University of San Carlos. Philippine Quarterly of Culture and Society*. Vol. 3 Nos. 2-3. June-September 1975. Please refer to Journal Listing.
- "Conjugal Relations and Family Planning." Ira W. Hutchison. Article. *Philippine Quarterly of Culture and Society*. Vol. 3 Nos. 2-3. June-September 1975. Please refer to Journal Listing.
- "Consensus Orientation and the Indirect Style of the Japanese Press." Lydia N. Yu. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 1. January 1974. Ateneo de Manila University Department of Political Science. Please refer to Journal Listing.
- "Contemporary Models of Public Administration: An Assessment of Their Utility and Exposition of Inherent Fallacies." Kishan Khanna. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 2. April 1974. Northern Illinois University. Please refer to Journal Listing.
- "Courtship in an Urban Visayan Setting." Leo W. Pinard II. Article. *Philippine Quarterly of Culture and Society*. Vol. 3 Nos. 2-3. June-September 1975. California Polytechnic State College. Please refer to Journal Listing.
- "Development and Maintenance of the Sample Vital Registration System in the Philippines." Tito A. Mijares. Article. *The Philippine Statistician*. Cristina P. Parel, ed. Vol. XXIII Nos. 3-4. July-December 1974. National Census and Statistics Office. Please refer to Journal Listing.
- "Dimensions of Government Spending, 1946-1973." Vicente B. Valdepeñas, Jr. Article. *Philippine Studies*. 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "Economic Returns from Fertilizer Application in Tropical Rice in Relation to Solar Energy Level." Carl B. Montañón and Randolph Barker. *The Philippine Economic Journal*. Vol. XIII No. 1. First Trimester 1974. UP Agrarian Reform Institute and International Rice Research Institute. Please refer to Journal Listing.
- nal Listing.
- "Government Taxation of Private Education." Thomas R. Fitzpatrick. Special Report. *Philippine Studies*. Third Quarter 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "Governor Anda and the Liquidation of Jesuit Temporalities in the Philippines, 1770-1776." Salvador P. Escoto. Article. *Philippine Studies*. Third Quarter, 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "How Many Muslims Has the Philippines?" Thomas J. O'Shaughnessy. Notes and Comments. *Philippine Studies*. Third Quarter 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "Human Development as Human." Vitaliano R. Gorospe, S.J. Article. *Philippine Studies*. First and Second Quarters, 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "Income Distribution and Employment in Labor Redundant Economies." James W. Land and Ronald Soligo. Article. *The Philippine Economic Journal*. Vol. XIII No. 1. First Trimester 1974. Please refer to Journal Listing.
- "Involution or Evolution in Central Luzon?" Otto van den Muyzenberg. *Current Anthropology in the Netherlands*. Peter Kloos and Henri J.M. Claessen, eds. Rotterdam, Netherlands Sociological and Anthropological Society. 1975.
- "Language Use and Rural Change: Observations on Farmer Education in a Philippine Town." Rachel Gadiane Silliman. Article. *Silliman Journal*. Vol. 22. Third Quarter 1975. Please contact the author at 852 W. Bonita Ave., M. Claremont, Ca 91711, U.S.A.
- "Measuring Interpersonal Organizational Relationship in Development Administration." Prahlad Narsi Mathur and Chandrika Prasad. Research Notes. *Philippine Journal of Public Administration*. Vol. XVIII No. 1. January 1974. Please refer to Journal Listing.
- "Past and Present Postures in Christian-Muslim Relations in Insular Southeast Asia." Peter Gowing. Article. *Dansalan Research Center Occasional Papers*. No. 2. August 1975. PSSC Social Science Information. Vol. III No. 3. October 1975.
- "Philippine Higher Education and the Origins of Nationalism." John N. Schumacher, S.J. Article. *Philippine Studies*. First and Second Quarters, 1975. Vol. 23. Please refer to Journal Listing.
- "Philippine Inflation, 1967-1974." Vicente B. Valdepeñas, Jr. Article. *Philippine Studies*. Third Quarter 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "Proposed Innovations in Graduate Education." Lino Q. Arquiza. Article. *PChC Journal of Educational Research*. Vol. 12 No. 1. October 1975. Philippine Christian College. Please refer to Journal Listing.
- "Religion and Personality Development in Barrio Palapala." Jose Gamboa, Jr. Research paper. *PChC Journal of Educational Research*. Vol. 12 No. 1. October 1975. Philippine Christian College. Please refer to Journal Listing.
- "Religion Teachers' Attitude Toward the Integration of Family Life Education in Catechetics as Manifested in Some Catholic Secondary Schools in the Greater Manila Area: An Analysis." Sister Margaret Mary Bondoc, C.F.I.C. Abstract. *PChC Journal of Educational Research*. Vol. 12 No. 1. October 1975. Please refer to Journal Listing.
- "Reorganization of the Nigerian Federation: Its Background and Administrative Problems." Oyeleye Oyediran. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 3. July 1974. Please see Journal Listing.
- "Si Apolinario Mabini at ang Pilipinas sa Kasalukuyan." Gregorio C. Borlaza. Paper. Philippine Christian College. *PChC Journal of Educational Research*. Vol. 12 No. 1. October 1975. Please refer to Journal Listing.
- "Some Notes on College and University Planning." Daniel H. Perlman. Article. *PChC Journal of Educational Research*. Vol. 12 No. 1. October 1975. Roosevelt University, Chicago.
- "Some Tests for a Shift in the Mean of a

- Normal Distribution Occuring at Unknown Time Points." Henry F. Magalit and L. D. Broemeling. Article. *The Philippine Statistician*. Vol. XIII Nos. 3-4. July-December 1974. Please refer to Journal Listing.
- "Structure of the Philippine Economy: A Comparative Study of the 1961 and 1965 Input-Output Tables." Ellen H. Palanca. Article. *The Philippine Economic Journal*. Vol. XIII No. 1. First Trimester 1974. Ateneo de Manila University. Please refer to Journal Listing.
- "Symbolism, Sterility and Reorganization: The U.S. Experience in Administrative and Urban Consolidation." John Reh-fuss. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 3. July 1974. Northern Illinois University. Please refer to Journal Listing.
- "The Early Years of the Philippine Economic Society." Gerardo P. Sicat. Article. *The Philippine Economic Journal*. Vol. XIII No. 1. First Trimester 1974. National Economic and Development Authority. Please refer to Journal Listing.
- "The Fiesta Plays of Bohol." Patricio R. Ceballos. Article. *Philippine Studies*. First and Second Quarters, 1975. Vol. 23. Please refer to Journal Listing.
- "The History of the Philippine Islands in the Late Eighteenth Century: Problems and Prospects." David Routledge. Article. *Philippine Studies*. First and Second Quarters 1975. Vol. 23. Please refer to Journal Listing.
- "The Institutionalizing of Social Conduct and the New Society in the Philippines (Part I)." Roman Dubsky. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 1. January 1974. University of the Philippines. Please refer to Journal Listing.
- "The Institutionalizing of Social Conduct and the New Society in the Philippines (Part II)." Roman Dubsky. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 2. April 1974. Please refer to Journal Listing.
- "The Muslim Problems and the Government's Response." Mohammed Fatthy Mahmoud. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 3. July 1974. Supreme Council of Islamic Affairs, Arab Republic of Egypt. Please refer to Journal Listing.
- "The Philippine Statistical Development Program for FY 1975-1978." Program Proposal to the National Economic and Development Authority for inclusion in the revised Four-Year Development Program. *The Philippine Statistician*. Vol. XXIII Nos. 3-4. July-December 1974. Please refer to Journal Listing.
- "The Planning Machinery in Indonesia." Nimrod Raphaeli. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 3. July 1974. International Bank for Rural Development. Please refer to Journal Listing.
- "The Role of the Filipino Bilinguals in the Modern World." Emy M. Pascasio. Notes and Comments. *Philippine Studies*. Third Quarter 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal Listing.
- "The Significance of the Heterophilous Structure in Communication Flows." Robert W. Duff and William T. Liu. Article. *Philippine Quarterly of Culture and Society*. Vol. 3 Nos. 2-3. June-September 1975. University of Portland and University of Notre Dame. Please refer to Journal Listing.
- "The Structure of Kinship and Family Influence in Cebuano Culture." Ernest Brandewie. Article. *Philippine Quarterly of Culture and Society*. Vol. 3 Nos. 2-3. June-September 1975. Indiana University, South Bend. Please refer to Journal Listing.
- "The Wake and Last Rites Over H. Otley Beyer." E. Arsenio Manuel. Article. *Philippine Studies*. First and Second Quarters 1975. Vol. 23. University of the Philippines. Please refer to Journal Listing.
- "Third World Environment: A Background Study for Policy Analysis." Erlinda Vil-lamayor. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 1. January 1974. UP College of Public Administration. Please refer to Journal Listing.
- "Traditions and Themes in the Tagalog Novel." Soledad S. Reyes. Article. *Philippine Studies*. Third Quarter 1975. Vol. 23. Please refer to Journal Listing.
- "Trans-Pacific Distribution of the Hono-rific 'apu'." John S. Carrol. Article. *Philippine Studies*. First and Second Quar-ters 1975. Vol. 23. Ateneo de Manila University. Please refer to Journal List-ing.
- "Variations of the Cebuano Family." Elena S.H. Yu. Article. *Philippine Quarterly of Culture and Society*. Vol. 3 Nos. 2-3. June-September 1975. University of Victoria. Please refer to Journal Listing.
- "Variations on the Metro Manila Reform Theme." Arturo Pacho. Article. *Philippine Journal of Public Administration*. Vol. XVIII No. 2. April 1974. UP Local Government Center. Please refer to Journal Listing.

JOURNALS

PChC Journal of Educational Research. Juan C. Nabong, Jr., ed. October 1975. Vol. 12 No. 1. Subscription rate — P15.00/year. Single copy — P7.50. Place orders with The Business Manager, PChC Journal of Educational Research, 4th Floor, Main Building, Philippine Christian College, Taft Avenue, Manila, Philippines.

Philippine Journal of Public Administration. Lediviña V. Cariño, ed. Vol. XVIII Nos. 1, 2 and 3. January, April and July 1974. Subscription rates: Philippines — P30.00/year; Foreign — US\$10.00 /year. Single copy — P8.00, \$3.00. Place orders with the Business Manager, Philippine Journal of Public Administration, P.O. Box 474, Manila.

Philippine Quarterly of Culture and Socie-ty. Rudolf Rahmann, S.V.D., ed. Vol. 3 Nos. 2-3. June-September 1975. Sub-scription rates: Philippines — P24.00/year; Southeast Asian countries — US\$6.00/year; all other countries — US\$9.00. Single copy: Philippines — P7.00; SEA countries — US\$2.00; all other countries — US\$2.50. Place orders with The Managing Editor, University of San Carlos, Cebu City 6401 Philippines.

Philippine Studies. Roque J. Ferriols, S.J., ed. First and Second Quarters 1975. Vol. 23. Subscription rates: Philippines — P36.00/year; other countries — US\$12.00/year. Single copy — P9.00,

US\$3.00. Place orders with The Ateneo University Press, P.O. Box 154, Manila 2801, Philippines.

Philippine Studies. John N. Schumacher, S.J., ed. Third Quarter, 1975. Vol. 23. Subscription rates: Philippines — P56.00/year; other countries — US\$12/year. Single copy — P9.00, US\$3.00. Place orders with The Ateneo University Press, P.O. Box 154, Manila 2801, Philippines.

The Philippine Economic Journal. Mahar K. Mangahas, ed. Vol. XIII No. 1. First Trimester 1974. Subscription rates: P60/3 issues and US\$10.50/3 issues. Place orders with the Central Subscription Service, P.O. Box 655, Greenhills, Rizal 3113, Philippines. (Note: Beginning with the 1975 volume, the Journal will be issued quarterly with yearly subscription rates of P80.00 and US\$14.00. Single copy is P20.00.)

The Philippine Statistician. Cristina P. Parel, ed. Vol. XXIII Nos. 3-4. July-December 1974. Subscription rates: P15/year; US\$4.00/year. Place orders with the Central Subscription Service, P.O. Box 655, Greenhills, Rizal 3113, Philippines.

Unpublished papers

Reported unpublished papers for the period October 1975 to January 1976.

Entry format: Title. Author. Type. Page no. Home institution. Funding institution. Where presented. Date.

A Comparison of Christian and Islamic Beliefs. Clemens Wein, S.V.D. Lecture Paper. University of San Carlos. USC Graduate School Colloquia, 1975-1976.

Agribusiness: Its Scope and Need for Research. Leonidas Tan. Paper. University of San Carlos. Agricultural Research Congress for Central and Eastern Visayas, Cebu City. November 24-26, 1975.

A Proposed Textbook in Philippine Community Life Using the Conceptual Approach. Felicitas T. Leogardo. Centro Escolar University.

A Study of Parental Attitudes Toward Sex Education in Co-Educational Catholic

High Schools in Cebu City. Medardo A. Durmiendo, O.S.A. M.A. thesis. University of San Carlos. May 1975.

A Study of the Existing Guidance Services of the Dipolog Public Elementary Schools Under the Continuous Progression Scheme. Rosa Canastra. M.A. thesis. University of San Carlos. June 1975.

Cebuano and Maranao Marriage: A Contrastive Analysis. Lucia P. de los Santos. Seminar Paper in fulfillment of the requirements for the degree of Master of Arts. University of the Philippines.

Class Relations and Patronage in Central Luzon. William G. Wolters. Ph.D. dissertation. University of Amsterdam. 1975.

Cultural Milieu in a Rural School: A Case Study. Ireneo B. Mendoza. Centro Escolar University.

Education and the Behavioral Sciences. Lourdes R. Quisumbing. Lecture paper. University of San Carlos. USC Graduate School Colloquia, 1975-1976.

Family and Community Life in a Central Luzon Tagalog Barrio: A Case Study in Education and Culture. Ester Baylon. Centro Escolar University.

People Power: Community Participation in the Planning and Implementation of Housing Programmes and the Management of Housing Estates. Mary R. Hollsteiner. Lecture paper. Institute of Philippine Culture. United Nations Centre for Housing, Building and Planning (New York) and the Government of Denmark. International Seminar on Social Aspects of Housing, Holte, Denmark, September 14-27, 1975.

Recharting Directions on Language Teaching. Lourdes Varela. Paper. University of San Carlos. 9th Annual Convention—College English Teachers Association at Silliman University. October 10-12, 1975.

The Asian Intellectual and Technical Community: Learning Opportunities for Americans. Mary R. Hollsteiner. Lecture paper. Institute of Philippine Culture. Asia Foundation. The Asia Foundation Field Representatives Conference. November 4, 1975.

The Hostesses of Angeles City: Their Life

Style. Gonzalo F. Lachica and Persia Sicat. Centro Escolar University.

The Perceived Roles of the Filipino Protestant Clergy. Jose C. Gamboa, Jr. Centro Escolar University.

The School in an Ilocano Community. Ernesto Ma. Cadiz. Centro Escolar University.

The Socio-Economic Background of Public Elementary School Unmarried Women Teachers in Manila. Edita P. Valera. Centro Escolar University.

The Socio-Economic Background of Women Teachers of the Public Elementary Schools at Tondo. Librada Ysip. Centro Escolar University.

Partial inventory of social scientists

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

Philippine Social Science Council
53-C, A. Rocas Ave., Q.C.

Please indicate the number of forms you need.

ANTHROPOLOGY

BARADAS, David
Ph D 1971, U of Chicago

CLAVER, Francisco
Ph D 1973, U of Colorado

FOX, ROBERT B.
Ph D 1955, U of Chicago

LORRIN, Rosario
Ph D and U of Paris

PERALTA, Jesus T.
Ph D and, U of California
at Davis

ZIALCITA, Fernando
MA and 1976, U of Hawaii



Social Science
INFORMATION



Philippine Social Science Council

53-C, A. Roces Ave., Q.C. Tel. 99-97-64

P.O. Box 655, Greenhills, Rizal 3113