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# **Thank goodness you specialized in a social science instead of medicine**

**MAHAR K. MANGAHAS**  
Vice-Chairman, PSSC Executive Board



*The lucky few Filipinos who will get their Ph.D. in the social sciences this year must pity the brand-new M.D. After four years of medical school, one year of internship, and hurdling a board exam, he's still considered a rookie, competent for a few minor ailments perhaps. Granted, he's of above-average intelligence; but, alas, not a foundation-supported 'scholar'. He had to pay his way through school, make do without stipend, and the matter of recovering his investment must become one of his less dignified concerns. Now he has to compete not with two or three other rookies, but with several hundred of them, not to mention the corps of established physicians.*

*The average new M.D. is by no means a specialist yet. He will have to try to join some medical center where he can learn further skills from working with senior colleagues (rather than by conveniently spending more time in the medical library). Initially, at least, he must be contented to be a practitioner. He cannot expect a teaching or research offer; and to become the director of a research project is quite unimaginable. His degree will not rate him a genius, about to unravel the secrets of dreadful terminal diseases. In spite of it, in fact, not a few people will be wary that he may be one of those incompetents who pass their exams somehow and then perform surgical blunders for the entertainment of newspaper readers. And as for the credibility of the near-but-not quite M.D., there is no need to say a word.*

*But anyway, these rookie M.D.'s are well below*

*age 30 and there is still time for them to learn. The sick may place themselves in the care of senior physicians, who will decide what tasks they may responsibly delegate to their juniors. Frequently, the senior man will even refer them to another senior man, thus admitting what he cannot handle; such is the inexactitude of their science. There is no taboo against patients' seeking a second or third opinion (though it is regarded as a shade improper for one physician to be gratuitously critical of the expertise of another). And the medical research councils, if such do exist, are not overly concerned about duplication of research efforts. Curiously, the more serious the medical problem, the more research teams are encouraged to simultaneously look for a solution, and failure to find a solution after one year is no real disgrace — obviously this is where the medical research scientists could learn a thing or two about management from the experts who oversee social science research.*

*It may be that this style of conducting the profession is the result of an oversupply of physicians, thus encouraging many of them to assume administrative responsibilities, find work abroad, switch from medicine to private business, and even die. But, judging from the National Science Development Board's opinion that it is sufficient to hand out 15 master's and 5 doctoral scholarships per year, our social scientists usually decline such indulgences. Thanks be to the laws of nature that curing the sick requires one physician per 2000 persons, but only 200 social science Ph.D.'s for one society.*

# The effect of a theatre arts program on the self-esteem of a group of filipino institutionalized adolescents

MARY JOAN V. FAJARDO

The use of the arts, not primarily as art forms, but as a therapeutic tool is observed in the rehabilitation of the mentally, physically, and emotionally handicapped (Gaston, 1968; Lowenfeld, 1959; Mason, 1974; Nordoff and Robbins, 1965; Orzechowski, 1959; del Rosario, 1975; Schaefer-Simmern, 1961). Music, dance/movement, art, drama, and poetry or a combination of these, are employed in many hospitals, rehabilitation centers, and correctional institutions in the United States either as therapy or as an adjunct to psychotherapy. In the Philippines, there is hardly any evidence on the application of the arts as a form of therapy. While theatre or the other arts are known to be used in some rehabilitative centers in the country, none or few empirical investigations have been undertaken to observe its effects on their wards.

Presently, there is a theatre program (that integrates all the arts) that is existing under the auspices of the Philippine Educational Theatre Association-Central Institute of Theatre Arts in Southeast Asia (PETA-CITASA). It gives workshops to different types of people or groups all over the country with the main purpose of fostering the development of community theatre groups that can reflect the social needs of its constituents.

However, it was observed through the years that the nature and characteristics of the program have also seemed to bring about effective personality changes in the participants, e.g., becoming more relaxed, being able to verbally and/or physically express themselves more openly to the group, being able to lessen inhibitions, to name a few. Thus through this type of theatre workshop, a participant can find

expression for his inner self. It can also provide him with an indirect means for self-enhancement and better personal adjustments. In this sense, therefore, it can be used as a medium for therapy or rehabilitation. Therapy or rehabilitation, here, is defined as a method or process of aiding persons to grow psychologically and to develop and improve themselves to become fully functioning individuals and useful members of society.

To determine the effectiveness of this particular theatre program as a rehabilitative tool, the measure used was the personality variable, self-esteem. This variable has been observed to emerge commonly among participants in most of PETA-CITASA's past workshops. In this study, self-esteem refers to a feeling that one values himself as a result of his confidence and worth as a person. (Self-confi-



*This article is condensed from the author's thesis for a master's degree in psychology submitted to the Ateneo de Manila University. Ms. Fajardo is an artist-teacher at the Central Institute of Theatre Arts in Southeast Asia, Philippine Educational Theatre Association, Manila. Her job involves giving theatre arts workshops to communities in Metro Manila and in the provinces. She obtained her A.B. from the Philippine Women's University in 1972. She has served as a psychometician in the Central Guidance Bureau of the Ateneo from 1974-1979. Her masteral dissertation was funded by the Philippine Social Science Council under its Discretionary Research Awards Program.*



*A visual arts session included making diary covers using brushes, paints, and kraft paper.*



*The participants enjoyed trying their hands at shadow puppetry. Carillo puppets made were different kinds of animals which were made to move against colored cellophane landscapes.*

dence refers to a person's feeling of competence as he thinks and/or acts independently as well as interacts effectively with others; and self-worth refers to the positive perception of oneself.)

#### **Theatre Arts Program (TAP)**

The TAP, as used in this study, included two phases. Phase A was a five-consecutive-day training program labelled as Theatre Arts Workshop (TAW). It was designed to stimulate and lead the participants into an experience of the creative process and expression. Games and exercises in Creative Drama, Creative Writing, Visual Arts, Body Movement, and Creative Music/Sounds were used, all of which draw out the universal elements of expression that are present in all the arts, i.e., space, line, shape, rhythm, sound, movement, texture, and color.

The thematic approach was also utilized to make the creative exercises more relevant and meaningful to the participants. At the end of each day, a recapitulation of the cumulative lessons was accentuated with a short (even if rough) improvised production or "mini-showcase." The improvisations were presented to highlight different theatre forms and to provide the participants with actual theatre experience. It was also a chance for them to better understand the day's activities and, more important, to feel a sense of personal accomplishment as a result of their work.

Four artist-teachers acted as workshop facilitators. The TAW activities were structured after the activities from syllabi prepared by the different teams of PETA-CITASA staff-artists for the various theatre workshops given in the past.

Phase B was the Follow-Up Program (FUP) which consisted of six consecutive Sundays of two-hour sessions each. The element of time was included as an incubation period for the theatre training to take effect on the participants. It involved preparations in production work towards a final presentation.

The general objective of the TAP is to make use of the theatre arts disciplines to aid the participants in developing all levels of the self and in gaining skills for self-improvement. One of its end goals is an increased self-esteem. The specific objectives of the program are the following:

1. Awareness and self-discovery
2. Physical/emotional/artistic release
3. Risk-taking and self-assertion
4. Communication skills
5. Responsibility to oneself
6. Responsibility within the group

#### **Problem and hypotheses**

The following question was asked: Can the Theatre Arts Program, as used in this study, increase self-esteem among a group of Filipino institutionalized adolescents? Hence, it was hypothesized that:

1. There will be an increase in self-esteem among the group of Filipino insti-

tutionalized adolescents who participate in the TAP.

2. There will be a significant difference in the self-esteem of a group of Filipino institutionalized adolescents who participate in the TAP as compared to another group of Filipino institutionalized adolescents who do not participate in the program.

## **Method**

### **Subjects**

The subjects were taken from a government institution within Metro Manila. It is an institution established to provide care, protection, and education for homeless, neglected, or indigent boys and girls without responsible parents or guardians. Only residents who were supposed to "live-out" during the Christmas vacation (period of experimentation) were included. The reason for this was to study only those residents who had an alternative to remaining in the institution during the Christmas vacation.

An assumption was made at this stage, i.e., it was assumed that being allowed to spend the Christmas holidays with one's family, relatives, guardians, and/or friends was as meaningful an experience as being selected to join a special activity held in the institution during this time. Thus it can be said that subjects selected for the activity were not deprived of the pleasant-



*Through the Space Travelogue exercise, the participants were able to use their imagination and move as animals or as people within the environments suggested by the moderator.*

ness that the holidays bring but instead would undergo an equally delightful experience through participation in a theatre arts activity. Moreover, all the subjects would each benefit from a special kind of attention. Those on vacation would get such attention from their significant others while those participants in the TAP would be given attention by the institution's staff, cottage/house parents, and TAP facilitators.

From 58 possible subjects, 26 males and 26 females were randomly chosen and assigned to the Experimental (E) and Control (C) groups. However, due to the inability of some subjects to fully participate in the program or to take the required tests, only 24 remained in each of the groups (11 males and 13 females).

Their ages ranged from 13 to 18 years and their length of institutionalization covered a span of less than six months to 10 years. Based on the Self-Esteem Inventory in Pilipino (SEIP), the instrument used in this study, the E and C groups did not differ in their pretest scores ( $t = 0.454$ ) so the subjects were comparable at the initial time of testing.

All of the subjects were high school students enrolled in a public school situated within the institution compound. Moreover, all are residents of Manila and come from a low socio-economic status group. They were institutionalized for

reasons of: (1) economic or financial difficulties of their parents or guardians; and/or (2) lack of or no parental guidance and supervision, or death of parent(s).

#### Instruments

##### 1. Self-Esteem Inventory in Pilipino (SEIP)

The SEIP is a self-report checklist that measures self-esteem. It was constructed for use in the present study. Majority of the items were either lifted from or patterned after some items of American scales and inventories that are, in one way or another, related to self-esteem. However,

for easy comprehensibility of the Filipino sample for which the inventory was intended, these items were adapted and translated into Pilipino.

To test for construct and content validity, 72 items were presented to four practicing psychologists for individual review, using as guidelines the definitions of Self-Confidence, Self-Worth, and Self-Esteem. Items that were judged to be ambiguous, repetitious, or about which there was disagreement among the judges, were eliminated. Sixty items were finally chosen to comprise the scale for item validation.

To test for item validity, the 60-item checklist was pretested on 60 boys and girls from a private high school in Metro Manila. This school serves the lower-middle and lower socio-economic bracket groups. The students were chosen through stratified random sampling to include all four years in high school.

The item analysis was done using the phi coefficient ( $\phi$ ). Each of the items was tested for discrimination against the upper 27 percent and the lower 27 percent of the 60 cases. Through the index of discrimination, only 17 items were found to be significant at the .05 level of significance. These were the items included in the SEIP used in this study.

Standard norms were based on raw scores on the 17 items taken from a second batch of 60 high school students from the same private high school. These students were also selected through stratified random sampling.

A test-retest reliability on the SEIP was done based on the scores of this sec-



*Two groups of participants were asked to transform the rooms into a carnival and a jungle. The picture here shows some of the participants going through the jungle space.*

ond sample ( $n = 56$ ). Time span between testing was three and a half months. A reliability coefficient ( $r$ ) of .41 between retest scores was significant at the .01 level.

## 2. Self-Report Evaluations (SREs)

The two types of Self-Report Evaluations,  $SRE_1$  and  $SRE_2$ , consist of three questions each stated in Pilipino. They attempted to draw out the participants' insights, reflections, feelings, etc. brought about by their experiences. This essay-type assessment was also constructed to find out whether having been allowed to spend the Christmas holidays with family and friends would bring about comparable meaningful experiences between the groups.

## Procedure

**Pre-Treatment Phase.** The SEIP was given to the sample one week before the scheduled workshop. A proctor, other than the researcher, administered the self-report inventory in order to avoid any association by the subjects between the testing and the workshop. Preliminary instructions in Pilipino, that the inventory is not a test and that results will remain confidential, were given to minimize anxiety.

**Treatment Phase.** There were two parts to this nine-week treatment phase, *Part 1*: The E group participated in the TAW and lived-in at the institution during the workshop. On the other hand, the C group lived outside of the institution for the Christmas vacation and did not participate in any theatre activity.

The SREs were given to the two groups. The E group answered the  $SRE_1$  questions immediately after the workshop while the C group answered the  $SRE_2$  questions as soon as they arrived at the institution from their vacation.

*Part 2*: All the subjects lived-in at the institution and went through their regular activities with an additional FUP for the E group.

**Post-Treatment Phase.** A second administration of the SEIP was given to the sample two days after the last follow-up session. The same administrator handled the posttesting.



*The rosary was one popular subject chosen by the participants for their poems during the creative writing sessions.*

## Experimental design and statistical analysis

The experimental design used in this study was the Pretest-Posttest Control Group Design. To test the effect of the TAP, a one-tailed  $t$  test was used. Specifically, the statistical tool used to determine the difference within the E group was the  $t$  test for paired observations while that of between E and C groups was the  $t$  test for two randomized groups. The level of significance for rejection of the null hypotheses was set at  $p < .05$ .

## Results and interpretation

### Quantitative data analysis

The means, standard deviations, and  $t$  ratios of the E and C groups before and after the TAP are presented in Table 1. Moreover, Table 2 shows the quantitative summary of the E and C groups after the TAP.

Table 1 indicates the separate analysis of the E and C groups. Looking at the pre- and posttest means of the E group, alone, it is evident that there was a gain in scores. Thus, when the positive trend in scores was tested for significance, the finding showed that there was a significant differ-

ence at the .05 level. Since the E subjects underwent the TAP, i.e., the treatment under study, the positive change in mean scores was effected by the program. In other words, the E subjects increased in self-esteem from two points of measure as a result of their participation in the TAP.

In contrast, the results of the C group did not reveal any significant difference between the two testing periods. It is interesting to note that while a difference was observed within the C group, and in a negative direction at that, this difference was minimal to be reliable at the .05 level of significance.

As shown in Table 2, the posttest mean of the E subjects is higher than that of the C subjects. Hence, the difference between the two treatment conditions was verified to be significant at the .05 level. After implementation of the TAP, the E subjects increased in their self-esteem as compared to the C subjects who did not. Thus the positive change in self-esteem, likewise, was due to the participation of the E subjects in the TAP.

### Descriptive data analysis

The descriptive data from the Self-Report Evaluations (SREs) of the subjects support the assumption set for Part 1

TABLE 1

*The Means, Standard Deviations, and t test Values of the Experimental and Control Groups Before and After TAP*

| Treatment Condition | Pretest<br>Mean | SD   | Posttest<br>Mean | SD   | Mean of<br>Diff. | t Test<br>value |
|---------------------|-----------------|------|------------------|------|------------------|-----------------|
| Experimental        | 8.29            | 2.20 | 9.71             | 2.29 | 1.42             | 2.538*          |
| Control             | 8.58            | 2.22 | 7.88             | 2.47 | .75              | -1.169          |

\*  $p < .05$

TABLE 2

*The Means, Standard Deviations, and t test Values of the Experimental and Control Groups After the TAP*

| Treatment Condition | Posttest<br>Mean | SD   | t test value |
|---------------------|------------------|------|--------------|
| Experimental        | 9.71             | 2.29 | 2.653*       |
| Control             | 7.88             | 2.47 |              |

\*  $p < .05$

of the treatment phase, that having been selected to join the activity and being allowed to spend Christmas vacation with family and friends were equally meaningful experiences. However, further analysis confirmed the quantitative findings that workshop participants had more meaningful experiences compared to those who did not participate in the workshop.

A *post hoc* analysis was also done, with the help of three practicing psychologists who judged or classified workshop participants' responses based on their additional essays. The analysis revealed that the objectives of the TAP were achieved in this workshop except one, Risk-taking and Self-assertion. The reason for this was probably because the ability to assert oneself and take risks requires a deeper self-responsibility which could not have been attained at this initial stage of the work-

shop. These adolescent-participants to the TAP were still at a level of slowly unfolding themselves, i.e., discovering and exploring their hidden capacities, which normally takes time. Thus if the TAP were extended over a longer period of time, this objective will probably be achieved.

### Conclusions and discussion

The study shows that the problem stated earlier is answered positively. The investigation discloses that the nine-week TAP was effective in increasing the self-esteem of a group of Filipino institutionalized adolescents. Particularly, the program was instrumental in bringing about a positive change in the self-confidence and self-worth of its participants.

Due to the fact that participants in the program were helped to the extent of im-

proving an aspect of their personalities, i.e., in increasing self-esteem, TAP could be used as a therapeutic or rehabilitative tool. Hence, the use of TAP in this study sheds light on the possible use of the program as a form of therapy.

Although the program was successful in increasing self-esteem, it cannot be definite as to which of its particular aspects brought about the positive change. Apparently, the study illustrates that the TAP as a whole accounted for the increment in self-esteem.

### Implications to psychology and education

Through the use of the integrated arts, not only one but many aspects of an individual within a single situation can be tapped — the total experience counts in the enhancement of the whole personality.

*TAP's experiential approach in the theatre activities is a possible means not only to make students learn English, Mathematics,*

*Biology, etc. in a more interesting and penetrating manner inside the classroom, but also to aid them in maximizing their creative resources and applying these to practical, everyday life.*

As shown in this study, TAP effected a positive change among participants which suggests that indeed, the science of Psychology can benefit a lot from the arts.

TAP is, likewise, regarded as an educational medium because of its experiential learning approach. Several occasions during the workshop disclosed the difficulty of participants in expressing themselves through movement and/or art works. In other words, they had been observed as wanting in the use of their creative potentials. A speculation is, therefore, at hand. Perhaps one reason for their difficulty to create and be original in their performance is a lack in the guidance or facilitation of creative growth in formal schooling. The school system, in general, appears to focus more on rote learning and/or rigid approach in teaching, thereby causing stereotyped thinking and/or shallow understanding of subject matter.

Most Filipinos among the middle and the lower income groups tend to hope in their children's education to deliver them from their present condition to somewhere higher on the socio-economic ladder. Hence, all efforts are geared towards sending children to school. As a consequence, children spend most of their formative years in school. It is in this light that the educational system must carefully look into its responsibility as a mold of future citizens. Therefore it is deemed necessary for educators to continually reassess their past performances and present functions as well as constantly seek better means of helping the students to become more humane, mature, and reflective individuals.

TAP's experiential approach in the theatre activities is a possible means not only to make students learn English, Mathematics, Biology, etc., in a more interesting and penetrating manner inside the classroom, but also to aid them in maximizing their creative resources and applying these to practical, everyday life.

Correspondingly, the teachers must strive to continuously improve themselves not only in their role as educators but as human beings as well. TAP can help in this area if they can go through the creative experiences upheld in the program.

#### Significance of the study

1. Considering the impact theatre and

other arts therapies have had on institutionalized individuals in the United States, their Filipino counterparts can also avail of a similar program adapted to their needs that can be used to their best interests.

2. Because of the program's indirect psychological thrust and informal atmosphere, it is enjoyable and non-threatening unlike other forms of therapy.

3. Since the program focuses mainly on group-oriented exercises, more individuals can benefit from participating in it.

4. Workshop facilitators only need basic training in theatre arts techniques and skills plus the prerequisite of having a genuine interest and desire to help as well as a sensitive ability to see and understand people. There is no need to be graduates of psychology.

5. Finally, with a dearth of empirical studies available on the arts and therapy, this pioneer investigation attempted to further bring light to clinical psychology research and the arts, particularly theatre arts, especially because it was conducted on a Filipino sample.

#### Limitations of the study

While the results of the study reveal an unmistakable evidence for the use of the TAP as a therapeutic tool in personality development, generalization of findings is necessarily limited by some technical aspects:

1. Although it had been initially planned to work with a three-group design, i.e., to include another experimental group subjected to a totally different program for control of attention (by staff) and selection effects, institution rules and unavailability of subjects made the investigator settle for a two-group design. The reader then may be left with the nagging question as to whether results would really have been this significant had another group, maybe subjected to a sports program, been included in the design. In relation to this, the assumption set prior to the experiment — that "selection of participants to the program held at the institution" and "being allowed to spend the Christmas holidays outside of the institution" were comparable experiences — was an arbitrary one. It lessened control factors between the treatment conditions at Part 1 of the treatment phase.

2. It was also possible that all subjects

living-in at the institution during Part 2 of the treatment phase may have produced contamination effects between the E and C groups that could have influenced the results one way or another.

3. It should also be noted that the SEIP, the main instrument used to measure the personality variable studied here, is in its initial phase of standardization and requires further refinements.

4. Additionally, while the TAP was mostly made up of theatre activities, the offer of free snacks during the workshop may have been more appealing to the participants than if there was none. Thus, this factor may have contributed to effecting a positive evaluation of the workshop.

With these limitations in mind, generalization of results in this study must be limited to this particular sample worked on. Generalization of findings to other populations similar to these wards residing in a government institution must be made with caution.

#### Suggestions for further research

First of all, it is suggested that follow-up studies be conducted using the same TAP on similar or varied groups to verify and confirm the positive results noted in this research. Secondly, the instrument used in this study warrants attention due to its novelty and lack of standard norms. Thus it is encouraged to further standardize the SEIP by subjecting it to more tests on validity and reliability so that it becomes a more accurate instrument in measuring self-esteem. Finally, in line with the methodology, a three-group design (E<sub>1</sub>, E<sub>2</sub>, and C) can be used in follow-up or confirmatory studies. This design provides better extraneous variable control and can elicit more accurate data by isolating the independent variable under investigation.

#### Recommendations

It is recommended that continuous theatre training be extended to the institutionalized adolescents investigated here, preferably through a theatre group established within the institution. It is further suggested that institutions similar to the one under study hold theatre workshops

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## pssc activities

### Scenario of the Social Sciences for the 80's



(L to R): Dominador Z. Rosell, Pilar Ramos Jimenez, Adelwisa Agas-Weller, Raul P. de Guzman, Ponciano L. Bennagen, Ricardo G. Abad, Wilfrido V. Villacorta, Mahar K. Mangahas, Loretta Makasiar Sicat, Manuel S. Alba and Bonifacio S. Salamanca. The workshop was held at the Central Bank, Metro Manila.

On February 9, 1980, the PSSC conducted its first workshop on the topic "Scenario of the Social Sciences for the 80's." A draft paper prepared by Loretta Makasiar Sicat, PSSC Executive Director, and Manuel S. Alba, Deputy Director-General of the National Economic and Development Authority, served as discussion material during the workshop.

This workshop was attended by the members of the Executive Board and the Executive Council. The PSSC plans to hold a series of workshops and dialogues this year on this topic with other members and institutions in the social science community.

### PSSC to conduct summer Research Training Program

The PSSC will hold its 1980 Research Training Program for faculty members from selected Philippine universities and colleges from April 14 to May 16, 1980.

The training will be conducted in collaboration with the Department of Sociology and Anthropology of the Ateneo de Manila University. The venue is at the Ateneo de Manila University, Loyola Heights, Quezon City.

Two levels of training will be provided — special-level and basic-level. The special-level training program will include courses in intermediate statistics, evaluative research, and a computer course on the Statistical Package for the Social Sciences. The courses of the basic-level training program are Introductory Social Statistics, Social Research Design, and Social Research Techniques.

Participants to the special-level training programs are faculty members who are currently the research staffs of the centers of the PSSC Research Network and have received earlier training from the PSSC. The basic level training program participants are mostly faculty members from the Network who have not received previous training from PSSC.

### UNESCO-PSSC research training seminar

In collaboration with the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the PSSC will conduct a research training seminar for junior social scientists from Asia and the Pacific on April 14 to 26, 1980. The topic of the training workshop is "Mathematics for the Social Sciences." The venue of the seminar will be at the Social Welfare and Development Center for Asia and the Pacific, South Superhighway, Makati, Metro Manila.

Foreign as well as Philippine social scientists will serve as lecturers in the seminar. Around 20 foreign participants are expected to join the training seminar.

### PSSC in Book Expo '80

The PSSC participated in Book Expo '80 held at the Philcite from March 22 to

March 30, 1980.

The grand exhibit and sale of books was held to awaken book consciousness by making available at discounted prices all books published and distributed in the Philippines.

Seminars, forums on book industry concerns, raffles, book launchings and autographing were the other features of the book exposition.

Book Expo '80, the first of its kind in the Philippines, was participated in by 32 exhibitors, among them bookstores and publishing houses. It was sponsored by the Book Development Association of the Philippines (BDAP) in cooperation with the Philippine Center for International Trade and Exhibitions.

BDAP, formally incorporated this year, is a non-profit organization of book publishers, authors, book designers, printers, booksellers, and allied professionals united in a concerted effort to upgrade and professionalize the various sectors of the book industry.

### CSS joins AAS publication exhibit

The PSSC Central Subscription Service was invited to exhibit Philippine social science publications in the 32nd Annual Meeting of the Association for Asian Studies, Inc. held March 21-23, 1980 at the Washington Hilton Hotel, Washington, D.C.

At about the same time last year, the PSSC-CSS participated in the same exhibit. Said participation proved beneficial because it increased the foreign subscription and sales of PSSC-CSS publications by 50%.

Since the AAS exhibit is an excellent means for promoting publication materials, the Executive Board agreed to send Leni S. Diaz, editor of the PSSC Social Science Information, and Sylvia V. Tan, CSS Business Coordinator, to Washington, D.C. to man the PSSC-CSS booth at the exhibit.

### PSSC research grantees

Twenty-three more research proposals were approved by the Research Committee

to be granted financial assistance, 19 for Discretionary Research Awards and four for the Modern Philippine History Program.

The **Discretionary Research Awards** is intended to provide a rapid, direct and flexible response to requests of social scientists for small amounts of research funds.

The **Modern Philippine History Grants** are awarded to major research projects having a multidisciplinary focus on Modern Philippine History and which covers the period from the mid-19th century when the Philippines was opened to rapid social change up to the present.

The grantees are:

1. Romeo Cruz, *et al.*, University of the Philippines: "Local History of Pampanga" P19,440.00

2. Resil Mojares, University of San Carlos: "The Valladolid Linambay, 1900-1940: The Socio-cultural History of a Rural Community in Cebu" P15,160.00

3. Nicanor Tiongson, University of the Philippines: "History of Malolos: 1580-1980" P15,530.25

4. Bonifacio S. Salamanca, University of the Philippines: "A Social History of the War Damage Special Fund for Education" P36,200.00

### Discretionary Research Awards Program

1. Juanico Meliton  
"Agricultural Land Use Planning with Reference to Slope, Elevation, Climate and Soil" P3,500.00

2. Filomena A. Javier  
"Production Arrangements in a Rice Farming Barrio of Quezon Province" P5,000.00

3. Lucia B. Damolo  
"Factors Affecting Land Productivity in Rice Production" P3,550.00

4. Arturo Javier  
"Petroleum-Induced Inflation Dynamics in an Inter-Industry Setting" P3,867

5. Eula E. Dejarne  
"The Social Work Practitioner's Perception on the Applicability of the Principle of Client Self-Determina-

tion"  
P3,000.00

6. Aida G. Hernandez  
"Psycho-social Stress and Coping Patterns Among Drug-dependent Adolescents" P1,830.00

7. Fernando C. Josef  
"The Effect of Theatre Arts Training on the Self-Concept of U.P. Freshmen at Kalayaan Hall" P3,700.00

8. Luzviminda B. Valencia  
"A Study of Work Values of Teachers in the Three Levels of the Formal Educational System" P4,750.00

9. Lina Nepomuceno  
"Behavior Modification as an Approach to Problem Behaviors Encountered Among Elementary School Children" P3,158.10

10. Teresita A. Perez  
"The Dynamics of Code Switching in the Business Sector in the Philippine Context - Metro Manila area." P4,105.40

11. Amor Q. de Torres  
"The Dynamics of Code Switching in the Business Domain in the Philippine Context" P4,605.40

12. Jessica C. Salas  
"A Study of the Organizational Climate of Large Sugar Centrals in Western Visayas" P4,942.00

13. Emma A. Pujalte  
"Land Use Planning and Development: An Approach to Better Human Settlements" P3,000.00

14. Cesar A. Hidalgo  
"Philippine Lexicography" P4,750.00

15. Romana Q. Fabregas  
"Language Use and Needs of various occupations in a Pangasinan Setting" P4,406.00

16. Soledad G. Agner  
"A Communicative Proficiency Test in Pilipino for Finishing Elementary Students" P4,072.00

## PSSC REPRESENTATIVES VISIT VIET NAM

Upon the invitation of the Committee of Social Sciences of the Socialist Republic of Viet Nam, four representatives from the Philippine Social Science Council visited Viet Nam on February 15-27, 1980. The PSSC delegation was headed by Loretta Makasiar Sicat, Executive Director. The other representatives were Wilfrido V. Villacorta, Chairman of the PSSC Executive Board, Virgilio G. Enriquez, Discipline Representative for Psychology in the PSSC Executive Board, and Pilar Ramos Jimenez, Program Coordinator.

The main objective of the visit was to foster better understanding between the social scientists of the Philippines and Viet Nam. It also aimed at finding areas of cooperation between the PSSC and the Vietnamese Committee of Social Sciences and to provide a first-hand experience to PSSC's representatives on present Viet Nam.

The PSSC delegation had the opportunity to observe the celebration of the Vietnamese Lunar or Tet Festival. They were also able to visit other areas of interest such as a farm cooperative at Ha Ninh Minh province, the Ho Chi Minh Mausoleum, various museums, some academic institutions, and a nursery.

The four representatives were received by the Chief of the Propaganda Unit of the Communist Party and the Vice-Premier of the Republic. They also held dialogues with the various social scientists in the different institutes of Ha Noi's Committee of Social Sciences.

The major areas of cooperation agreed upon between the PSSC's representatives and the officials of the Vietnamese Committee of Social Sciences include exchange of information through social science publications, exchange of senior scholars, training of junior personnel, both on short-



*Dialogue between Loretta Makasiar Sicat and Nguyen Huu Tho, Vice-President of the Socialist Republic of Viet Nam*

term and long-term basis, and possible collaborative research on contemporary

problems of each country and Southeast Asia.

## IMPRESSIONS ON VIET NAM

*Editor's Note: This is a brief report of the PSSC delegation that visited Viet Nam recently. Those interested in a more detailed report may visit the PSSC library or write to Loretta Makasiar Sicat, PSSC Executive Director and head of the delegation.*

The Third General Conference of the Association of Asian Social Science Research Councils (AASSREC), which was held in Manila from 12-17 September 1979, provided the occasion for the Vietnamese Committee of Social Sciences to invite the Philippine Social Science Council (PSSC) to send a small delegation to visit the Socialist Republic of Viet Nam. The event marked two "firsts": it was the first time Viet Nam ever participated in an AASSREC Conference and ours was the

first delegation of social scientists to be invited to Viet Nam.

Our visit was timed to coincide with two socio-cultural events — the 50th anniversary of the Vietnamese Communist Party and the Tet or Lunar New Year.

The Vietnamese Communist Party just celebrated its 50th anniversary a few days earlier. Banners, billboards, and a gigantic "50" sign made up of neon bulbs proclaiming the occasion were displayed in the streets. There was some reshuffling in the





The days following the festivities brought us back to the realities of a country that has just emerged from three decades of war . . . . Everywhere however, we saw people working in the fields . . . . The Vietnamese people seemed determined to put their country back on its feet.

*Dinner hosted by the Committee of Social Sciences for the PSSC delegation on the eve of the Vietnamese Lunar Festival.*

top leadership, although it was not known during our arrival just what exactly the changes were.

The Tet or the Lunar New Year marked the beginning of the Spring Festival. We arrived on the eve of Tet (analogous to our New Year's Eve), and after the formal dinner tendered for us by the Committee of Social Sciences, we were accompanied by some of our hosts on a long stroll through the main avenues of the city, principally along the wide boulevard around Sword or Small Lake — which was large and beautiful despite its name — to witness how the Vietnamese observed this particular holiday.

Witnessing the Tet and the Spring Festival was a very informative and enriching sociological experience. It is very much like our Christmas and New Year celebrations — with a lot of holiday revellers, either on foot or on bicycles, carrying bouquets of flowers. Other than their own two legs, the Vietnamese use the bicycle as their principal means of locomotion. And flowers are a traditional way of signifying festivities; men and women "brandish" them in one hand while gingerly maneuvering their bicycles with the other hand. Instead of Christmas trees, they had their own peach bushes with pretty cherry-pink flowers. The mandarin orange bush, which bears fruits closely resembling

our native *calamansi* in size but bright orange in color is also used as a symbol of the Spring Festival. It was a strangely familiar sight to see: lights, lanterns, bunnings strung across the streets; food being sold by sidewalk vendors; fireworks and a lot of noise (only, their firecrackers seemed to be safer — they do not blow your fingers off your hands!), and even an "open-air" musical program reminiscent of our town plaza "amateur programs," where American and other Western tunes were sung in Vietnamese. The song "Those were the Days, My Friends" appeared to be a favorite.

Since it was the Spring Festival, we were brought to the Flower Exhibit at Unification Park, which is also a botanical garden. We observed a type of consumer behavior that could be a crude indicator of the level of economic development — while the local festival-goers had to rely on snapshot merchants for their photographic souvenirs, our group, the "wasteful foreigners," each had a camera with which to record pictorial mementoes.

The days following the festivities brought us back to the realities of a country that has just emerged from three decades of war. We passed through the ruins of bombed bridges and buildings. We were informed about shortages in food, fuel and medicine. Everywhere,

however, we saw people working in the fields. The Vietnamese people seemed determined to put their country back on its feet.

Yet, in their Museum of Fine Arts and other places, we observed very amusing and subtle examples of humor in ancient and contemporary folk art, side by side with more serious works. This sense of humor, which seems to be common among Southeast Asians, was present among the sturdy workers we saw. It seemed to emerge in almost every aspect of their life, from the more common folk art to high-level military strategy. Whether at work or at play, their smiles seemed to reflect the innate optimism of the Vietnamese in the face of crisis. While enlarged photos of Ho Chi Minh were all over the place, regimentation was not apparent. In fact, "freedom" as understood in capitalist countries was very much in evidence. People did not wear uniforms. Singing groups abounded in parks. There were many worshippers in the churches and temples. It should be added that religion is tolerated in this society because clergymen were also compatriots during the resistance movement against the invaders. Drivers, especially on highways, were reckless even by Manila standards. The unspoiled populace still relished the simple joys of sitting around the park

with their loved ones after a hard day's work and of feasting with their families during traditional festivals. They also had their "noche-buena" of rice cakes at the stroke of midnight.

We observed that the Vietnamese have a special fondness for children. Books, paintings and prints for children were widely circulated and featured in their museums. In recreational places, special sections were built specially for them. "Uncle Ho," as Ho Chi Minh is fondly called, is said to have longed for a family of children. Hence, he wanted party officials to construct another residence for the succeeding President and reserve the palace (the grand residence of the former French Governor, and which Mr. Ho declined for his own use in favor of a

modest cottage situated in a quiet part of the palace grounds) for Vietnamese children. But the country cannot yet afford that. Indeed, during our visit to an agricultural cooperative in Ha Nam Ninh province, we were followed by throngs of curious, wide-eyed children, trailed by their equally curious elders, all the way into and out of the sanctuary of a Catholic Church.

One more evidence of the Vietnamese's concern for children is the fact that they have a Central Committee for the Protection of Women and Children, a government organization established in 1971.

This committee assists the government in formulating policies for women and children. Specifically, it provides special health care to children (particularly those

who are 36 months and below), educates mothers on child care, organizes and manages kindergartens.

There are 1,180,000 children in 44,000 kindergarten institutions. The number of children in these kindergartens range from 30 to 300. Kindergartens are based in the rural areas, factories, and offices. Around 150,000 nurses take care of the children. There are also kindergartens for special cases — when mothers work at night, or if mothers are sent abroad, care is given to children for the time that they are away.

We had the opportunity to visit the Rose Kindergarten, considered to be one of the best schools in the country. The age range of the children there is from 3 to 36 months. They appeared healthy, chubby, rosy-cheeked, and well taken care of. The Director, however, complained about the lack of competent personnel to help take care of their wards.

In the Hanoi Museum of Art, we came across many artifacts that confirm the close affinity the Philippines has with Vietnamese culture. Replicas of houses of ethnic minorities and their handicraft reminded us of their parallels in T'boli, Ifugao and other cultural communities in our country. Also found in the museum are stone statues and inscriptions which reflect the Mahayana Buddhist influence in traditional Vietnamese society. Its impact on politics was described in an official pamphlet: "Buddhism, as a state religion, provided the ruling class with supernatural prestige, and the people with extraterrestrial consolation."

The study of culture occupies an important place in the present educational system. The policy, as enunciated by Le Duan, Party Central Committee General Secretary, is "to turn every cultural value into the common property of the people and provide the conditions for them to directly create cultural values." Vietnamese scholars are now trying to establish their distinct cultural identity. Recent archaeological findings of the Committee of Social Sciences bolster the Vietnamese assertion that theirs was a distinct culture and not merely an offshoot of Chinese culture, as claimed by most Western



*Outside the Catholic Cathedral in a farm cooperative at Ha Nam Ninh Province. Photo shows PSSC delegation with officials and children from the cooperative, and officers of the Committee of Social Sciences.*

scholars.

We had frank and stimulating discussions with the president, other officials, and staff of the Committee of Social Sciences on topics ranging from contemporary political issues in the region to prospects for scholarly exchange, particularly on mutual cooperation, between PSSC and their Committee. It was agreed that it would be best to proceed slowly. Since the immediate interest is exchange of information and visits — we will start with an exchange of publications and other social science materials, and probably an exchange of visiting professors, fellows, and scholars who will study the local language and culture. After our "exchange visitors" have had the opportunity to assess the congeniality of their host colleagues and the commonality of research interests, collaborative research will logically follow.

This meeting was followed by a lively discussion with some of the directors of their institutes and their research officers. The organization and functions of the Committee were explained to us. The 13 research institutes are classified into four groups:

- Group I : philosophy, sociology, economics, law
- Group II : literature, folklore, linguistics, paleography

Group III : history, ethnology, geography, Southeast Asian studies

Group IV : social science information

In Ho Chi Minh City (formerly Saigon), there is an Institute of Social Sciences with two main concerns: socialist reconstruction and religion.

The Southeast Asian Studies Institute in Hanoi covers Laos and Cambodia, and has yet to develop its resources and capability in the study of other Southeast Asian nations. The Institute desires to gather more data on contemporary problems in the region.

The Committee works closely with the Institute of Pedagogical Sciences of the Ministry of Culture, which concerns itself with educational psychology and pedagogy. The Committee's Institute of Literature maintains liaison with the Ministry of Culture. The Center for Statistics of the Census Office provides data to the Committee. For cooperative research ventures, Committee officials represent different ministries and people's associations in consultative meetings with national policymakers. Its institutes do not conduct training but engage in research. Their philosophy of research is that theory must serve life. To them, the distinction

between applied and theoretical research becomes important only if both have attained a high level of development. The formation of the "New Man" is a subject of ongoing interdisciplinary research. Another project which pools the resources of different institutes is a study on "Revolution and Science."

Although school was suspended because of the Lunar Festival, we had the opportunity to meet with the Vice-Minister for Higher Education and some social science faculty of the University of Hanoi. We were briefed about Viet Nam's higher educational system. We were particularly impressed by their educational system's flexibility in allowing people who were out of school to have access to advanced educational work. Their non-formal education feeds back into the formal system of education.

At party headquarters, we were received by the Director for Propaganda and Recruitment of the Communist Party of Viet Nam. He is concurrently the Editor of the Party Journal. He explained to us the political socialization and recruitment techniques of the Party.

We also enjoyed a very flattering experience. We were received by the Vice-President of the Republic at the Palace of the former French Governor which is now being used primarily as a ceremonial pa-

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**We were particularly impressed by their educational system's flexibility in allowing people who were out of school to have access to advanced educational work.**

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*Dialogue between Loretta Makaslar Sicut and Mr. Hoang Tung, Chief of the Propaganda and Training Section Central Committee of the Communist Party and Editor-in-chief of the People, the main publication of the SRVN Communist Party.*







# Philippine Social Science Council

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DEAR READER,

Thank you for reading this copy of the PSSC Social Science Information. We hope you find this newsletter informative and challenging as we aim it to be. However, to keep it as a regular and comprehensive inventory of information and a catalyst of discussion, we need your cooperation in filling out the information sheet below.

This form is a regular insert of this newsletter. It is intended to cover information on projects, researches, publications, and other activities that occur within your institution a month before and two months after your receipt of this newsletter.

Please fill out this form as completely as possible and mail to the above address. Thank you.

ACTING EDITOR

## DATA ON CORRESPONDENT

Date .....

Name of reader-correspondent .....  
PROPER TITLE FIRST LAST MIDDLE

Profession ..... Position .....

Address ..... Tel. No. ....

Name and address of institution affiliated with .....

## PSSC NEWSGATHERING SHEET

(Use additional sheets if necessary.)

- ANNOUNCEMENTS** (Seminars, symposia, conferences, special lecture series, meetings, [Indicate theme and agenda with inclusive dates time, and location.]). **Note:** We consider the speech/lecture of ..... worthy of publication. Hence, we have attached hereto a copy of his/her speech/lecture for your evaluation.
- RECENT PUBLICATIONS** (Indicate title, author, editor, type of publication, number of pages, sponsor, a brief description of contest, price, where available, etc.) **Note:** We enclose herewith a copy of ..... for your evaluation. You may extract or reprint part of this publication without obligation.
- UNPUBLISHED PAPERS** (Theses, dissertations, term papers, discussion papers, monographs, etc. [Indicate full title, date, type, author, sponsor, where it was/will be presented, where available, a brief description of content, etc.]). **Note:** For your evaluation, we are enclosing herewith a copy of ..... which you may reprint without obligation.
- RESEARCH PROJECTS** (Indicate title, and objective, project director, status [contemplated, ongoing completed], source of funding, date, staff, etc.)

5. **NEW COURSES/PROGRAMS OFFERED** (Indicate title and objective of program/course, date offered, subject matter, staff, name of institution, etc.)

6. **FELLOWSHIPS/GRANTS GIVEN AND/OR RECEIVED** (Indicate name of grantor, grantee, title of the award period covered, location, purpose, amount of grant, etc.)

7. **DEPARTURES/ARRIVALS** (Indicate name and designation, date, sponsor, length of stay abroad/here, destination, purpose, etc.)

8. **PROMOTIONS OR ELECTIONS** (Indicate name, previous and present designation, office, tenure, date of election/oath-taking, etc.)

9. **NEW RECRUITS** (Indicate name, designation, highest educational attainment, previous work, date recruited, etc.)

10. **OTHERS** (Not covered by this information sheet)

11. **FEATURE ARTICLES NEWS ITEMS** (Editor's note: You may send us copy/ies of your institution/staff/students' papers and/or interviews, personality profiles which you consider will be of interest to the general readers of this newsletter. Publication of any article is to the discretion of the Editorial Board.)

12. **COMMENTS** (Please feel free to give comment and/or recommendations regarding the contents and style of the PSSC Social Science Information.)

DEADLINE FOR THE SUBMISSION  
OF THIS SHEET

AUG 30, 1980

SIGNATURE OF READER-CORRESPONDENT

DATE



*Dialogue on possible areas of cooperation between the Vietnamese Committee of Social Sciences and the PSSC delegation.*

*Photo, from left to right: Tham Huy Thong, Vice-President of the Vietnamese Social Sciences; Nguyen Quoc Hung, interpreter; Wilfrido V. Villacorta, Chairman, PSSC Executive Board; Loretta Makasiar Sicat, PSSC Executive Director; Nguyen Khanh Toan, President, Vietnamese Committee of Social Sciences; Pilar Ramos Jimenez, PSSC Program Coordinator; and Virgilio G. Enriquez, PSSC discipline representative for psychology.*

lace. We had not asked for his audience, and it therefore came as a pleasant surprise to us when our hosts informed us that the Vice-President wished to see us. This event was shown on local television and published in the Vietnamese newspapers.

The day we were supposed to depart for home, the "normal" Vietnamese weather during that season of the year returned; we experienced heavy rain and thick fog which refused to lift. That was the start of our being stranded for five days in Hanoi.

We tried to make the most of those additional five days. In-between anxious but always fruitless attempts to go to the airport, only to return to the hotel later (the process consumed around three hours each time), our hosts managed to

let us see the Historical Museum, Ho Chi Minh's Mausoleum — a visit marked with the utmost solemnity — and their fascinating Army Museum where, among other things, they staged a mechanical drama of the liberation of Ho Chi Minh City and thus attained the final unification of the country.

We even had the opportunity to have a second session with our Vietnamese colleagues at the Commission's Bureau of Information, this time with our disciplinary counterparts, in which we learned more about their individual academic situations after we had obliged them with a short briefing of our own set-up.

They do not have a separate institute or even subjects formally designated as political science because they believe that politics permeates the whole of

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The Vietnamese are a very hard-working people, self-sacrificing, and doing their best to recover from their war-torn history, yet still able to retain their equanimity and sense of humor.

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• society and penetrates all understanding. So that, in effect, all that they are doing — in Southeast Asian and Far Eastern studies, in philosophy, economics, international relations, and others — is encompassed in political science.

Neither is there any institute of psychology. Reportedly, some psycholinguistics is done in the Institute of Linguistics. In addition, social psychology is included as a section of the Institute of Sociology while child psychology is handled by an Institute of Pedagogy. Child psychology as a discipline is likely to develop because of the importance attached by the Vietnamese to children.

Our hosts tried to make our anxiety of being stranded more bearable. In all, we stayed in Vietnam from 15-27 February 1980. Our impressions of the people and the country are that the Vietnamese are very hardworking people, self-sacrificing, and doing their best to recover from their war-torn history, yet still able to retain their equanimity and sense of humor.



## newsbriefs

### The Philippine Folklore Society

In 1958, the Philippine Folklore Society (PFS) was organized by a handful of Filipino anthropologists. Considered as the society's founding fathers are Dr. E. Arsenio Manuel, Prof. Leopoldo Yabes, Prof. Armando Malay, Mr. Mauro Garcia; and the Filipino historians, Prof. Esteban de Ocampo and Prof. Teodoro Agoncillo.

Two major activities of the PFS are the publication of important works of its members and the holding of quadrennial conferences on folklore. Among these PFS publications are: *Balitaw* by Carol Malay; *Aswang Syncrasy* by Maximo Ramos and *Proverb Lore* by Damiana Eugenio. *Maharadia Lawana* by Dr. Juan R. Francisco is a monograph tracing the Maranao epic originally titled *Radia Mangandiri* as one of the long Philippine epics with strong historico cultural relationships with the Indian epic, *Ramayana*. PFS President *emeritus* Dr. E. Arsenio Manuel wrote and published the following: *Tuwang*; *Philippine Folklore Bibliography*; *Bagobo Narratives*; *Bagobo Riddles* and the *Agyu Tales*.

The PFS holds a seminar/meeting every two months to maintain communication among its more than 200 members. At least two papers are presented on these occasions. Through the efforts and encouragement of individual members of the PFS, many M.A. theses and dissertations have been written on folkloric topics. According to PFS, comparisons of folklore works in the fifties and earlier usually suffer from lack of, or weak methodologies.

A follow-up project of the 1980 Folklore Congress is the creation of a proposed Philippine Folklore Commission. Planned as a semi-government institution, the PFC will be an institution that will centralize and closely coordinate research and publications on Philippine folklore.

The Fourth National Folklore Congress will be convened on July 4-6, 1980 at the University of the Philippines, Diliman. Co-sponsor of the Congress is the Filipinas Foundation, Inc.

### Training program on ecology and human settlement

The Philippine Christian University will be the venue of the seminar-workshop on "Ecology and Human Settlement" to be held on April 21 to May 17, 1980.

The training program, to run for four weeks of full-time study, will be conducted through the University's Department of Behavioral Science and its Research Center.

Specifically, the objectives of this training program are to enable participants to:

1. Acquire training in urban and rural development through the proper use and management of human ecological resources;
2. Develop skills in formulating categories and technological know-how in planning, and implementing programs for maximum use of man's environment in human settlements;
3. Develop a Christian perspective and a Christian awareness on the church's mission in human settlements.

The four-week seminar-workshop will conduct lecture-discussions, workshops and field trips.

Among the topics to be covered are: introduction to urban and regional planning; research methods in planning communities; human settlement planning strategies focusing on land use, economic base and transportation planning; plan formulation for town/city; human behavior in organizations'; sensitivity and group psychodynamics in community structures; and a Christian perspective in human settlements.

Qualified to apply for admission are: church women leaders, deaconess, lay leaders involved in community work and

human settlement, and those between the 25 to 45 years age range, who are willing to do practices in a field project and who are willing to complete the entire sessions and requirements.

### 11th Summer Seminar in Population

The Commission on Population and the Population Center Foundation will play host to the East-West Population Institute's 11th Summer Seminar in Population this year.

To be held June 2 - July 4, 1980, about 65 seminar participants will attend workshops on specific population topics. The first three weeks, June 2-28, will be held at the East-West Center in Honolulu, Hawaii. The participants will spend the final week of the Seminar from June 29-July 4 in Manila studying the Philippine population programme and demographic research activity.

The first 10 Summer Seminars provided a similar programme with a final week of field experience in the Republic of Korea. Most of the participants are population-related professionals from Asian and Pacific countries.

### Congress on "Human Resources, Employment and Development"

The Sixth World Congress of Economists will be held in Mexico City from August 4-8, 1980. The Congress which will focus on "Human Resources, Employment and Development" is organized by the International Economic Association with the support of the Colegio Nacional de Economistas of Mexico, under the auspices of the President of Mexico.

Full information concerning the Congress will be available on application to the LOC, Colegio Nacional de Economistas, Antonio Caso 86, Mexico 4, D.F., Mexico.

## Four scholars invited to Philippine Studies meeting

Four historians from the Philippines have been invited to attend the Philippine Studies Conference to be held in Kalamazoo, Michigan, USA on May 29-31, 1980. Western Michigan University is the host of this year's conference. This annual conference is organized by the Philippine Studies Committee of the Association for Asian Studies.

Those invited are: Napoleon J. Casambre, Department of History, University of the Philippines, Diliman; Marcelino A. Foronda, Jr., Department of History, De La Salle University; Lewis E. Gleeck, editor, *Bulletin of the American Historical Collection*, Manila; and Resil B. Mojares, Cebuano Studies Center, University of San Carlos. The four will deliver papers at a panel entitled "The State of Historical Research in the Philippines."

This will be the first time that participants coming directly from the Philippines will be joining this annual conference.

Plans for the May meeting include panels on regional, business and religious history in the Philippines with papers to be presented by such Philippine specialists as Jeremy Beckett, Michael Cullinane, Frank Golay, John Larkin, Alfred McCoy, Norman Owen, Robert Youngblood, and others.

Travel grants for the Philippine participants will be provided by the Philippine-American Educational Foundations.

Interested research institutions are encouraged to become associate members of the Philippine Social Science Council. Please get in touch with the PSSC Program Coordinator, Ms. Pilar Ramos Jimenez for details.

## ***seminars, workshops, conferences***

The *Institute of Philippine Culture* and the *Department of Sociology and Anthropology* of *Ateneo de Manila University* in cooperation with the *German Cultural Center* presented Dr. Rainer Lepsius in a lecture-discussion on "Social Stratification, Interest Intermediation and the Political Order." In the lecture held March 3, 1980 at the ETV Studio, IPC Building, Dr. Lepsius discussed how developments in the post-war period have changed the stratification system and how these developments had an impact on the interrelations between social change and the political order. Dr. Lepsius received his Ph.D. at Munich and Cologne Universities and has taught at Columbia University and the University of Pittsburgh.

February 9 and the following four Saturdays thereafter were scheduled for a seminar-workshop on the various aspects of Social Science Research. Sponsored by

the *Inter-Institutional Consortium (IIC)* and *De La Salle University's Integrated Research Center*, funds came from the Board for Christian Higher Education in Asia.

Workshop speakers included the following: Bro. Andrew Gonzales, FSC, Dr. Wilfrido Villacorta, Dr. Aprodicio Laquian, Prof. Ponciano Bennagen, Associate Prof. Rolando Galano, Dr. Aurelio Calderon, Assistant Prof. Jennifer Lauby, Assistant Prof. Robert Salazar, Dr. Perla Makil, Mrs. Patricia Tiongson, Dr. Ricardo Abad, and Dr. Ma. Lourdes Bautista. Robert Salazar acted as seminar coordinator.

During the second session of the workshop, participants were asked to present their research problems for discussion. During the last session, they were asked to present their research proposals, after which a dialogue with funding agencies followed.

## **TO OUR VALUED READERS**

***we're doing our best to update  
your journals...***

***thank you for bearing with us!***

journal of history  
philippine economic journal  
phil. geographical journal  
phil. journal of linguistics  
phil. journal of psychology  
phil. political science journal  
phil. sociological review  
social work  
phil. statistician

## social scientists on the move

*Ir. Egbert E. Kling* will join the Dansalan Research Center as Research Training Officer starting April 1980. He will coordinate the training of seven Muslim research Interns in basic-applicable social science, development-oriented research theory, methods and skills to be conducted by a consortium of the Dansalan Research Center and the Graduate School of the University of San Carlos.

Kling is a graduate of the Faculty of Agricultural Sciences of the Agricultural University of Wageningen, the Netherlands with a major in the Sociology of Non-Western Societies. He holds the title "Ingenieur" which indicates nearly (all but dissertation) a doctoral equivalency in his field.

For seven years, he was on the staff of the Interuniversity Institute of Values and Norms in Rotterdam, Holland.

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Several members of the Institute of Philippine Culture and the Department of Sociology and Anthropology, Ateneo de Manila University were invited for various lectures. IPC Chief of Operations *Virginia Miralao* enplaned for Bangkok last November 28, 1979 to deliver a paper entitled, "Female employment and the age at first marriage" for a workshop on fertility impacts sponsored by the Agricultural Development Council. IPC Research Associates *Romana de los Reyes* and *Ma. Elena C. Javier* spoke on "Issues and implications in upgrading a communal irrigation system through popular participation: The BSIA case" in a workshop organized by the National Irrigation Administration and conducted in Baguio City last December 8-10, 1979.

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*Francisco E. Nemenzo*, dean of the UP College of Arts and Sciences, left for New Delhi, India in February to participate in the conference on "Political Systems and Development in South and Southeast Asia." The conference was convened on February 24 to March 2, 1980 under the aegis of the Indian Council of Social Science Research and Centre for Policy Research.

*Edilberto Dagot*, vice-president for academic affairs of the Philippine Normal College, served as a speaker in a seminar on intercultural communications last October 24-28, 1979. The seminar was held in Kodiak, Alaska.

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*Ricardo G. Abad*, IPC director and acting chairman of the Ateneo University Department of Sociology and Anthropology spoke on "Statistics in Archaeology" before a group of Southeast Asian researchers who attended a six-week seminar supervised by the Division of Anthropology of the National Museum.

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*Lourdes K. Ledesma* has been appointed professor in Graduate Guidance at De La Salle University. She holds an M.Ed. and a Ph.D. in Counselling Psychology from Boston College. Prior to her present appointment, Dr. Ledesma was a clinical fellow in psychology at the Department of Psychiatry of the Harvard University School of Medicine.

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*Carmen Enrile-Santiago*, Institute of Philippine Culture research associate, spent two weeks in Geneva last November to attend a work conference on fertility regulating methods at the World Health Organization.

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*Domingo C. Salita*, of the UP College of Arts and Sciences, presented a paper at the Second European Conference in Environmental Education held in Berne, Switzerland on March 27 to April 4. The conference was sponsored by the Institute of Environmental Sciences and the World Environment and Resources Council.

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*Gabriel C. Alvarez*, faculty member of the University of the Philippines College of Business Administration, participated in the workshop on Social Indicators held in Trolak, Malaysia in March 1980.

\*\*\*

*Marie E. Aganon* of the UP Asian Labor Education Center participated in a

TCDC Program on Labor and Manpower sponsored by the Friedrich-Ebert-Stiftung in cooperation with the ILO and the ASEAN Regional Secretariat in Indonesia.

\*\*\*

*Gloria D. Feliciano*, dean of the University of the Philippines Institute of Mass Communication, attended a working group meeting held in Denpasar, Indonesia on February 6-8, 1980. The meeting was convened by the United Nations - Food Agricultural Organization and the BKKI, Indonesia as part of the technical workshop for Priority Area I under the ASEAN Population/Rural Development Programme.

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*Mario D. Zamora*, professor of anthropology, Department of Anthropology, College of William and Mary, Williamsburg, Va., USA, has won the Outstanding Filipino Overseas Award for 1979 in the field of education. He will fly to Manila later this year to receive official recognition of this honor from Philippine President Ferdinand E. Marcos.

Ten awards are given annually to Filipinos overseas who have excelled in the fields of medicine, education, law, business, science, agriculture, public office, sports and humanities. The project is a joint undertaking of the Ministry of Tourism and the Philippine Jaycees. Philippine embassies and consulates throughout the world participate in the program.

Dr. Zamora joined the faculty of the College in 1973 as visiting professor of anthropology. He was formerly Dean of the University of the Philippines at Baguio City and was also Director General of the Philippine government's National Research Center for Ethnic Minorities and in charge of the Museum and Institute of Ethnology and Archaeology at the University of the Philippines. He serves as external examiner for the Ph.D. degree in anthropology at Ranchi University, Bihar, India.

An alumnus of the University of the Philippines, he received his doctorate from Cornell University.



## information section

### RESEARCH PROJECTS

Reported researches, contemplated, ongoing, and completed for the period January-March 1980.

Entry format: Title of project/proposal. Project director/researcher. Home institution. Status of project. Funding agency.

#### Status of project:

Contemplated — — formal proposal drawn

Ongoing — — preparatory activities after proposal is drawn to the stage before the completion of the final write-up

Completed — — final write-up accomplished.

*A Case Study of Casual Employment in the Philippine Government: The Ministry of Public Highways.* Virginia A. Teodosio. Asian Labor Education Center, U.P. Completed.

*Anatomy of Classroom Communication Skills.* Bichin Uy. University of Negros Occidental-Recoletos. Completed.

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#### Director, Southern Philippine Center for Peace Studies

*Job description:* The Director is the head of SPCPS, whose power and responsibility are at the level of the Deans of Colleges/ Director of Semi-academic/administrative units. He prepares short and long range programs of activities and submits them to the Council (a governing and consultative body) for clearance. Such programs are broadly outlined in the BOR Resolution authorizing the creation of SPCPS. As the Chief Executive of this unit, the Director is mainly responsible for implementation of all programs duly cleared by the Council, and as such will render a yearly report of accomplishments to that body which then endorses it to the President of the University. For a greater impact of these programs, he shall coordinate with agencies, public and private, whose objectives are directly related to those of SPCPS.

#### *Qualifications:*

1. At least an MA degree in Social Science or Humanities.
2. Three or more years of administrative experience.
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Qualification: Bachelor's degree  
Annual Salary: P12,000

#### *Contact:*

Dr. Robert McAmis  
Consultant on Research and Development  
Office of the President  
Mindanao State University  
P.O. Box 5437, Iligan City, Philippines

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The Institute of Southeast Asian Studies (ISEAS) is inviting suitably qualified Asian nationals for Research Appointments in the Institute.

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tion. Subject to review, awards may be extended to as long as four years.

#### AWARD REQUIREMENTS

Students are expected to fulfill the academic requirements of their University department and to include a specialization in population as part of their master's or doctoral degree program. Students on Population Institute master's awards must take three population studies courses, and students on doctoral awards must choose two more population studies courses from an approved list. Doctoral students are expected also to take a comprehensive examination in population studies, which, if passed, entitles them to a Population Studies Certificate, supplementing their departmental master's or doctoral degree.

The Population Studies Certificate is offered by the University's Population Studies Program, involving the cooperation and participation of several University departments. Courses applicable toward the Certificate include courses by departments as well as by the Population Studies Program itself.

Students are also expected to attend the Institute's weekly seminar series. Theses and dissertations must be on population-related topics.

#### FIELD RESEARCH OPPORTUNITIES

Students on Institute graduate study awards are eligible to apply for additional support for fieldwork in locations outside Hawaii in conjunction with thesis or dissertation research. Applications are judged competitively, and students must complete the Population Studies Certi-

ificate, described above, before field research can begin. Field research grants provide round-trip air fare to the field location and up to US\$3,000 for master's theses and US\$6,000 for doctoral dissertations for research costs, stipends, and incidentals.

#### APPLICATION PROCEDURES

Applicants must be citizens or legal permanent residents of an Asian or Pacific country or the United States. In conducting its annual award competition for Asian and Pacific students, the Institute works cooperatively with in-country representatives; Americans apply directly to the East-West Center. Non-American award recipients must meet all exchange visitor (J-1) visa regulations.

Citizens or legal permanent residents of the Philippines may obtain application forms by writing to:

Executive Director  
Philippine-American Educational  
Foundation  
R-301, Teodorica Apartment  
1148 Roxas Boulevard  
Manila 2801, Philippines

Applications must be returned to the above address as soon as possible.

Applicants receive an application packet that includes, besides application forms for both the East-West Center and the University of Hawaii, materials describing in more detail the programs of the Institute, the Center, the University's Population Studies Program, and cooperating University departments. Awards begin in August 1981.

### **6th Annual Summer Session on Mindanao and Sulu Cultures**

The Dansalan Research Center of the Dansalan Junior College in Marawi City announces the Sixth Annual Summer Session on Mindanao and Sulu Cultures to be held from April 14 through May 9, 1980. The Summer Session is being conducted by the research center in cooperation with the Graduate School of Xavier University, Cagayan de Oro City.

The summer session will consist of field trips and special lectures by specialists focusing on affairs in the Muslim region of the southern Philippines.

All enrollees who complete the summer session will be issued a Certificate of Attendance. In addition, qualified enrollees can be awarded 6 units of graduate

credit from Xavier University.

Dr. Peter Gowing, director of the Dansalan Research Center, is Coordinator of the summer session.

Two new instructors will join those who will handle the sessions: Dr. Robert McAmis, who will teach a section of the course "Islam in the Philippines," and Dr. Hilario Gomez, who will give lectures on "Issues in Muslim-Christian Dialogue."

For further information on these and other publications and activities of the DRC write to:

Dr. Peter G. Gowing  
DRC Director  
Dansalan Junior College  
P.O. Box 5430, Iligan City

### **WHO Research Training Grants**

World Health Organization (WHO) Research Training Grants are available for post-graduate training for research on psychosocial factors affecting family planning. The training may be through a degree or a non-degree course at an established educational center. The grants are restricted to trainees from developing countries.

Interested candidates should write to the Psychosocial Task Force, World Health Organization, 1211 Geneva 27, Switzerland. They should describe what specific research training is requested, why it would be useful, and where it would be undertaken; a curriculum vitae should be attached. Eligible candidates will be sent material for formal application.

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## The Effect of a Theater Arts Program

(Continued from page 8)

and, likewise, form theatre guilds to benefit its residents as it did the participants in this study.

Since TAP was effective as a means for personal growth and could be used as an educational medium of communication, it is also recommended that individuals in the social service professions, such as teachers, social workers, nurses, doctors, and psychologists, undergo the TAP experience. In order that these professionals can fully gain from the program, it is further recommended that the course, Theatre Arts, be included in the Bachelor's degree curriculum. The usefulness of TAP can be readily applied to ordinary life situations. Thus, for instance, teachers can directly use the theatre techniques learned for classroom purposes.

In sum, therefore, it is hoped that these recommendations would be implemented and that further research would be conducted to test the effectiveness of the TAP on different groups of people. There is more work to be done on the TAP since it brings a promising source of therapeutic possibilities.

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## PSSC Research Grantees

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17. Esperanza Alvarez-Roco  
"Morbidity, Mortality, and Illness Behavior in the Bicol Basin"  
P4,830.00
18. Steve Z. Aseniero  
"The Diversity and Productivity of Agriculture in Batangas: A Geographic Interpretation"  
P4,989.00
19. Lorenzo L. Mariano  
"The Christian Institution of Higher Learning as Instruments to Foster Better Muslim-Christian Relations in Mindanao"  
P1,370.00

## CALENDAR

April 21 - May 17, 1980

Seminar-Workshop on "Ecology and Human Settlement"

Venue: Philippine Christian University, Taft Avenue, Manila

May 5, 1980

Lecture-discussion on "Developing Goals for Development" by Ronald Provencher, Ph.D.

Venue: College Auditorium (Science 307), Ateneo de Manila University, Quezon City

July 4 - 6, 1980

Fourth National Folklore Congress,  
Venue: University of the Philippines, Diliman, Quezon City

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