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In this issue. - From Research Priorities to Research Realities: **Building Educational Research** and Development Capacity in the Third World

Cooperative Projects in the **Training of Social Scientists** Through the Philippine Social **Science Council**

VOL. 9 NO. 3



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SOCIAL SCIENCE INFORMATION

OCTOBER-DECEMBER 1981

BATIKWAS

2/PSSC SOCIAL SCIENCE INFORMATION

editorial



In the late 1960's the Coleman Report shocked the American educational world with data on the impact of socioeconomic factors upon academic achievement. tests. The report brought to light what many had long suspected but were unable or afraid to say: schooling reinforces the socioeconomic structures of society, or in more radical parlance, schooling contributes to increasing gaps between the rich and the poor.

Scores of replication studies were undertaken in succeeding years throughout Asia and Latin America mainly by graduates of American universities. The results generally confirmed the broad findings of the original study. The social and economic background of students explain large proportions of the variance in their academic achievement test scores. The background variables were measured in different ways but they all measured the same things, e.g., parental education, occupation, status and income, ethnic identity, geographic regions within the country where the students come from, etc. All of these are surrogates of the students' antecedent socioeconomic status.

The results of these studies were then used to buttress the so-called cycle of poverty theory: the children of those who are better-off do better in tests; from better performance on tests they proceed to better degrees; thence to better jobs and income. And there the cycle would start all over again with the next generation of students but starting from wider gaps between those who have the advantage of better home backgrounds and those who don't.

In 1976 the Philippine Ministry of Education and Culture mounted a national study to assess the performance of the elementary education system through one of its agencies called the Educational Development

The Societal Factor in Academic Achievement

Jose R. Arong President Notre Dame University Cotabato City

Projects Implementing Task Force. The study was described as the "Philippines' first attempt at a selfcritical review of the performance of its educational system . . . designed to provide the decision making machinery of the government as well as researchers, planners and implementors with the learning profiles of 4th, 5th and 6th graders." The study was given the acronym Project SOUTELE from its official title, "Project to Survey the Outcomes of Elementary Education."

The results of the study read like a refrain of its American, Asian and Latin American counterparts. Societal factors like family income, the level of parents' education, the region where the student comes from, etc., account for most of the variance explained by all of the other variable put together.

Where does the educational planner go from here? Invest more money in the school facilities of the poor, train their teachers better and provide better learning materials. These will help, certainly. But this is not necessarily what the data suggests. It is home background variables that explain more of the variance rather than school quality. One could, of course, argue that background variables are surrogate measures of school quality since the rich send their children to better schools. But if school quality were equalized, those who come from favored home environments would still tend to excel in academic achievement tests.

It is the socioeconomic structure itself that must first be improved. Society gave birth to schools and supports them to transmit its basic values to succeeding generations. Equalizing access to better schools will only improve the ability of the educational system to transmit basic values that accept and support an inequitably structured society.

From Research Priorities to Research Realities: Building Educational Research and Development Capacity in the Third World

Gelia T. Castillo

In most developing countries, education in its various forms, packaged in an infinite number of combinations is almost universally regarded as a panacea or at least one answer to the problems of productivity, unemployment, inequality, poverty, malnutrition, poor health, low status of women and high levels of illiteracy. Despite this singularly important role attached to education or perhaps precisely because of it, education is blamed for or is used as an "escape goat" for many of our societal ills. Anytime we think that something or everything is wrong, we tinker with the educational system, we attempt to change it in "our" image. To the academic, the standard answer to many a problem is: "Let's do research on it!" with a less than sanguine although sometimes naive faith that research results would influence policy and that in turn, "appropriate" action would flow from policies indicated by the research. But between the definition of research priorities and the actual conduct and completion of a research project are many a heartache.

Although research and development (R and D) is regarded (rightly or wrongly) as a necessary tool in the "development kit", research capacity in the Third World is virtually non-existent, weak or at best inadequate and acquiring this capacity is not an easy task. This paper outlines the realities in building, strengthening, and maintaining such a capacity. More specifically, an attempt will be made to identify problems of strategy, institutional locus, substantive and methodological areas for research, funding styles and the search for identity and commitment.

Strategies for Building Research Capacity

Even if all the Third World countries decided that they need an R and D system, developing the capacity for such a system is neither romantic nor exactly heroic. But nonetheless, there is enough experience around the world from which certain patterns are discernible. These strategies are not mutually exclusive. As a matter of fact, all of them can be applied with complementary, supplementary and reinforcive effects. One of the most popularly known ways is to embark on a staff development program which often means sending potential researchers for M.S. and Ph.D. degrees to universities abroad usually in North America or Europe. Lately with the emergence of regionalism, certain regional centers have



This paper was written in 1979 by Gelia T. Castillo when she was a member of the Educational Research Review and Advisory Group, an international group of professionals undertaking a review of educational research in developing countries. The activities of this group were supported by the International Development Research Centre (IDRC). Dr. Castillo was a member of this group from 1977–1979. She wrote this paper because of the growing interest in networking and other strategies for developing research capacity. Although it deals with educational research, the discussion is relevant to all other kinds of research.

Dr. Castillo is a professor of rural sociology at the University of the Philippines at Los Baños. In March 1979 she became a member of the International Board of Governors of the IDRC for a term of three years. She has several publications and her latest book is Beyond Manila: Philippine Rural Problems in Perspective.

begun to take on some of the functions previously performed only by the Big Ten, Oxford, Cambridge, the Sorbonne, etc. However, prestigious individuals in educational research even in the poorest of countries still come from these Big Name Schools. In some countries, graduate degrees from the national and regional universities do not command as much of a "reward" not only in terms of salary but also in terms of position in the totem pole. The Stateside, French or English degree is still preferred even by those very leaders who denounce colonial mentality among their own people.

After 10 years of staff development via graduate studies, we could expect a "critical mass" of trained professionals who would take the lead and serve as multipliers, to be "the goose that will lay the golden egg" so to speak. One also optimistically assumes that the next "crop" of researchers could be trained locally. Unfortunately, for most countries, the reward system is often not sufficiently attractive to keep the highly trained "geese" continuously in their research pursuits. The manpower demands of development are such that trained researchers get "side-tracked" to other preoccupations and occupations. They become administrators, planners, politicians, and even international development experts. This move seems to go only one way from research to administration, etc. but the reverse flow hardly ever occurs. The broadened horizons of a highly trained and particularly a foreign-trained individual exacts its own price by way of greater expectations; changes in life style toward that of a modernizing Westernoriented Elite; dissatisfaction with one's job and the thin pay-check it brings. The temptation to "moonlight" in order to afford a relatively expensive life style is very great indeed. Staff development is not a one-way cumulative process. There are losses and acquisitions along the way with subtractions sometimes outweighing the additions.

This is not to say that every "trained soul" succumbs to the distractions and is lost to the "cause". Those who persist become the pioneers, eventually the mainstays, the Research Establishment - sometimes half-facetiously referred to as the Research Mafia. The members of this exclusive core perform the multiple functions of teaching, research entrepreneurship and management; model-building; methods testing; research diffusion and servicing of educational project and program needs. They also serve as screen and funnel for research funds, research contacts and information; and liaison with other professionals and policy-makers within and outside the country. While these multiple functions augment income, enhance prestige and power and provide primary insights into the politics and pragmatics of education, they put a limit to research productivity.

Moreover in places where there are only a few research "greats", the Prima Donna syndrome is not a rarity. Professional jealousies and parochialism can be vicious and inimical to the maximum utilization of scarce research talents. Where research collaboration exists even in minute quantities, building research capacity can be fun in a very real sense.

A second strategy involves the "import" of visiting experts through technical assistance programs from international development agencies, foundations, foreign universities and research institutes. They serve on a long or shortterm basis in different roles ranging from visiting professor, consultant, adviser, associate. fellow, colleague, counterpart, project director or manager. The warmth of their welcome and their effectiveness on the job depends upon the "wisdom" of the institutional arrangements, the political climate, mutual acceptability and respect between the local staff and visiting experts, and

maturity of the relationship even when great disparities exist in academic credentials and material circumstances. The stresses and strains inherent in this particular strategy are well known and have been the subject of many international conferences. The amount and nature of the harmony and conflict in the relationship changes as it progresses from teacher-student to that of colleagues. The growing up process has its joys as well as its pains and at certain times there are sparks of a lovehate exchange. Through all these a central concern in this strategy is to leave a viable and continuing research capacity when the foreigners depart. In international development parlance, this is known as institution-building. Among the more skeptical academics from the LDC's, this is known as something else.

A third approach is the short-term non-degree training program which is specific skills and subject-matter oriented. The approach can be accomin-country but a number of plished international and regional institutes exist partly for this purpose. Side by side or in combination with the training program is the actual conduct of research in the spirit of learning by doing via participation in the research process itself. Although expertise in research techniques and data analysis can be acquired from this strategy, research leadership is less likely to emerge from those who had undergone only this type of training. Research technicians are the more probable manpower outputs.

As a fourth strategy, research networks have recently been deliberately promoted in several ways:

(a) Bringing together educational researchers from different countries who independently of each other happen to be working on the same general research problem area. An exchange and sharing of research experiences is enhanced by this network.

- (b)Organizing researchers from several countries to investigate a research problem which somebody somewhere has conceptualized and designed. A common methodology is frequently imposed and comparability of data is a major consideration. The function of the participants is to provide data from their location which will test the model, so to speak. All the incentives are offered to attract the best possible participants from each country. In some instances, a minimum of comparable information is required and beyond that the researcher has his "degree of freedom" in what he wants to include.
- (c) Defining a research problem with the collaboration of prospective participants who eventually agree on the subject matter of investigation and the "rules of the game" for carrying out the research and publishing the results.
- (d)Commissioning researchers from different countries to study a certain problem area defined by an institution, agency, or organization. The major concern is the research output, the monograph or the book. The network is organized by the agency which commissioned the research. The participants may or may not meet each other but usually such an opportunity is provided. This type of work is strictly a contractual job with specified terms of reference agreed upon for a certain price. In delineating what will be researched, the agencies usually consult respected scholars from the LDC's as well as from the developed countries.

But even something as seductive as the network has its problems. Because the world is unequally developed, research capacity is also unequally distributed. Sometimes a network has to use the *lowest common denominator* in

order to have a common working base for operations and expectations of output. Networks created primarily for the purpose of research output could commit valuable research time to something a developing country may not need but which is carried out because the incentives offered are irresistible to the individual researcher. Furthermore, if being part of a network becomes the sine qua non for approving and funding a research project, then the network might lead to a resurgence of the old accusation on academic imperialism. However, if the research problem is something of equally high priority to the participating countries, the network could be a mutually reinforcing short-cut approach to finding answers to educational problems (except that priorities can be induced, if not seduced). The critical question therefore, is: Who decides the subject and object of the research network? In the ultimate analysis both the organizers and participants ought to benefit from the "exercise". There is no doubt that networks have a training value especially when the more junior staffmembers are encouraged to participate in their own capacity and are given a chance to be involved in all stages of the research process. But a network cannot be continuously justified on its training value alone. Sooner or later, a research output will be expected by the organizers, and of course by the funding agency. The training process is seldom acceptable as the only rationale for a research project. A product is almost always expected.

Another important problem pertains to the quality of the output. The organizers will understandably be preoccupied with international research standards which are often taken to mean, Western Developed-Country standards. If this is insisted upon, only the senior, well-established researchers will be invited into the network. Depending upon the research problem being studied, the network could lure a country's already overcommitted toplevel talents away from its own priorities. And if the funding agencies decide that network projects have a better "batting average" for support than an individual project, then the diversion of scarce talent can be potentially serious. Education has many location-specific characteristics and therefore, the international or regional research network ought to be pursued only as one of the strategies and perhaps not even the most predominant one. Probably a loose network provided as a venue for discussing and learning from each other's research might be of greater value than a tight and conceptually-closed linkage. Finally, a network is only as strong as its weakest link. Therefore unless and until the weakest link is strengthened, a network is only half a network and the strong has built-in advantages over the weak. Furthermore, after the first blush of enthusiasm, one realizes that it is not easy to extract outputs from networks.

A more encouraging development is the emergence of initiatives within certain regions to start off their own research and development projects, information exchange and other educationally-relevant linkages with financial support from their own institutions within the region. In addition to the tangible outputs usually expected from networks, there are even more important although less visible side-effects. Because many of the educational research leaders in the LDC's obtained at least their graduate schooling in universities abroad, these institutions continue for sometime to be the frame of reference for the research that they do not only in subject but also in method. For a while, and at times longer, the developed country schools of thought prevail over their graduates whether they be black, brown or yellow. On the other hand, regional networks whether

deliberate or incidental go a long way toward the substantiation of such sociopolitical concepts as Southeast Asia, East Africa, Latin America, etc. They contribute to the birth of *new reference groups* outside Stanford, London, Oxford, the Sorbonne, etc. They help establish new "mainstreams" in educational research which are not necessarily coterminous with the extant mainstreams in developed countries.

However, although the emergence of regional networks are a very positive factor in the development of regional rather than developed-country professional reference groups, we cannot deny that these groups even within the region are the educated elite of each country who probably share and can identify with each other more across countries than with the majority of rural people within their own societies.

Institutional Locus for Research and Development

If an R and D capacity is to be developed, where should it be located? The university is in many ways a natural habitat for research but it has built-in disadvantages especially where the "eggheads" are looked upon by educational policy-makers and practitioners as "ivory towers" who are not in tune with the real world. However, the university is one place where institutionalization and continuity of the R and D process is more likely to happen because teaching and research are its raison d' etre and therefore, we can expect a constant stream of trainors and trainees, of graduate students for whom research is a requisite. But universities, particularly reputable ones often play the role of social critics and consequently their connection with Ministries of Education which are responsible for much of the schooling is not always there. In some instances where professional as well as personal ties exist between ministry officials and university professors, the latter services the R and D and training needs of the ministry. It is quite common, however, to find a division or unit within the Ministry of Education which is responsible for or at least is labelled as research, evaluation, planning, and development. Collecting and collating educational statistics for administrative and other purposes is a major function of such a unit.

Lately, special research institutes either autonomous or semi-autonomous from ministries or universities have come into being sometimes as a device for avoiding or short-circuiting debilitating bureaucratic procedures.With one or two prestigious research figures as the center of action, such an institution attracts support, eventually earns credibility and soon finds itself overcommitted. If a steady flow of young staffmembers is kept coming into the system, the institute remains healthy but if for some reason, the central figure leaves and the junior ones are not prepared to step into his shoes, the institute is orphaned. It can collapse, be unproductive or impotent. If too many of these specialized research institutes are organized, too much of scarce highly-qualified manpower could be tied up with fund-raising, administrative and bureaucratic duties rather than with the creative research and development process such that a once brilliant researcher could degenerate into a mediocre research manager. The prestige of these institutes tend to rise and fall with their leadership. On the other hand, funding agencies want to put their money where the risk of nonachievement is minimal and prospects for outputs are maximum. They also prefer a near-exclusive territoriality so that their resource contributions can be clearly identified with a particular unit. A specialized research institute with a Big Name at the helm is resourceattractive. Furthermore because of its specialized nature both in function and

structure, it usually has flexibility and ability to respond to multifarious research claims until the institute acquires its own structural rigidities or loses its "leader."

One important criterion for the choice of research locale is the probability that significant and relevant research would be defined and that results would be utilized. In this connection, would the university, the specialized research institute, or the R and D unit within the Ministry be the ideal General observations suggest locus? that no one locale enjoys an inherent comparative advantage in this regard. Much depends upon the research findings, the relationship of the research unit to the policy-maker, the credibility of the research and the researcher, the timeliness of the research vis-a-vis current concerns and pressing problems, and the political and professional sensitiveness of the issue. Sometimes the research unit within the Ministry is particularly handicapped in defining what should be researched. After all, it is responsible for much of the policymaking and practically all of the implementation. Research and evaluation, therefore, can be a threat to the established policies, procedures and prac-It is interesting to note for tices. example that in one country where an important study came out with "upsetting" findings regarding schooling outcomes, serious attention to its implications came only after the retirement of the education official with whom certain policies had been identified.

Since most of the Third World is governed by some degree of restriction on political freedom, this sets the outer limits even for educational research. Some academics because of "impeccable" professional credibility are able to get away with much more than the usual limits to societal criticism but others test these limits too far and find themselves either in academic limbo, incarcerated or in politica! exile.

Substantive and Methodological Areas for Research

The world of education is not wanting in subject matter for investigation because education of one form or another permeates most of everything in development. Furthermore, schooling or training is easier to organize and implement than other strategies for attacking development problems. There are numerous attempts therefore, to establish the existence, magnitude, and nature of the connection between education, employment, poverty, inequality, malnutrition, low productivity, etc. In other words, the current interest in education lies not only in the school, in teacher effectiveness, learning outcomes, etc., but it has leaped beyond the traditional school system into "educationally-relevant" factors outside of the conventional classroom. Despite localite heterogeneity, the cultural and location-specific nature of some educational problems, there are enough "universalities" in underdevelopment which makes us realize that no matter how nil or rudimentary educational research is in a particular country, one need not start from a zero knowledge base. Across countries, there are common issues of ruralization, agriculturalization, vocationalization of elementary and secondary education; equality of access to schooling; education and employability; bilingual education; non-formal education for youth and adults, etc.

Perhaps it is not too inaccurate to say that many of the problems of schooling lies outside the school. This observation has profound implications on what research should be done and the training of researchers. In a Third World setting a certain degree of versatility is required of the researcher because of the dearth of qualified personnel. He cannot be so highly specialized that his expertise or his research repertoire is confined to educational testing or to teacher effectiveness. Development education often demands a broader knowledge base or what is more fashionably referred to as interdisciplinary or transdisciplinary orientation preferably within one skull. Research on educational problems, therefore, has attracted economists, sociologists, anthropologists, political scientists, etc. It is not an exclusive preserve of the educationists and this means that research capacity in the social sciences contributes toward research capacity in education. The relationship between social scientists and educators is not always there. It is worth noting, for example, that the Philippine Social Science Council includes 13 disciplines ranging from economics, political science, linguistics, to psychology but education is not one of them. Filipino social scientists have been very active research-wise but the Social Studies Center of the Ministry of Education writes the textbooks in Social Studies. Whatever connection there is between Social Studies and social science research is at best a loose and tenuous one. The crucial question is: What should the content of these textbooks be?

Besides substantive considerations in research there are methodological alternatives but much of what will be in vogue depends upon the researcher's academic background and the school of thought he was socialized in. As in many social science fields, greater prestige seems to accrue to research which employs the more sophisticated quantitative techniques which provide some illusion, if not actual precision in measurement. As one well-known economist remarked with respect to the differential quality of social science research and the problem of interdisciplinary collaboration which could very well apply to one type of educational research as against another:

"The conceptual framework of the social sciences, other than economics, is nowhere near the level of logicalmathematical articulation, quantification, estimation, testing and predictive capacity which modern economics has reached. The economists and noneconomists do not find it easy to work together because of this acutely felt inequality of the state of their respective arts. They share no common methodology for proving and refuting propositions. And whereas it is easy for a well-trained contemporary economist to read up and digest the noneconomic literature which seems to him to be still at a descriptive - taxonomic-speculative stage without much testable deductive theory, it is not correspondingly easy for the noneconomists to understand the work of contemporary economists. This communication gap naturally prevents collaboration.

In these circumstances, if interdisciplinary groups are commissioned to study something – say, a region – what emerges is an incoherent mixture of all kinds of facts, "factors" and judgments without scientific or operational content. And it is difficult to distinguish them from good journallistic exercises."

Graduate school has taught us that familiarity with the literature in one's field is a necessary virtue in a researcher. To some this means keeping up with international journals, books, monographs. Due to the undeveloped or underdeveloped state of educational research in the LDC's, it is often easier to find out what is going on in developed countries than it is in one's own. In some places where research has begun to accumulate and where a great deal of action is taking place, keeping up with the local, regional and international happenings in education can be a fulltime occupation. While immersion in the relevant literature is desirable, what many researchers suffer from is lack of exposure to the problems of the real world with all its unglamorous, ugly details. Sometimes they are so preoccupied with reading the literature, analyzing secondary data, building models, writing reports that they often live in a universe of variables, computer programs and neat abstractions. The greatest challenge to the researcher lies in the creative translation of practical educational problems into researchable ones which will yield answers to questions that planners, educators and other academics ask.

But what educational researchers actually do is only partly determined by what they perceive as of consequence. As one colleague candidly but crudely expressed: 'We do research where the money is." This is not really as mercenary as it sounds. It simply means that finding research money to do what one wants to do is a chore. It is easier to work on problems that have already been defined as priority by some funding agencies. This is also not to say that their priorities are not congruent with ours. As a matter of fact, many experts from LDC's are invited to participate in defining these priorities. Hence, we are as much to blame for misplaced or misappropriated priorities. In this connection, one of the most dramatic examples of a financially-induced priority is the sudden spurt of population education. Surely, there must be many other educational problems more deserving of educators' time and talent especially where science education and social studies are both being developed. But this is one area where the money presently is.

In discussions of research utilization, the obsession is to reach the policy-maker. Seldom, if ever, is it explicitly articulated that one of the most direct consumers of research results are students in education, social science, public administration, etc. both graduate and undergraduate. After all, they are prospective or current practitioners, administrators and policymakers. One of the saddest state of affairs in Third World education is the overwhelming and persistent use of foreign (usually developed country) teaching materials even when there is a growing wealth of locally produced research-based body of knowledge. Synthesized and systematically analyzed and integrated local research results organized around problem areas in education are valuable and essential inputs into courses and curricula. They can come in the form of books, monographs, and state of the art reviews which substantially add to the local research literature. Research integration likewise contributes toward the identification of research gaps, increases accessibility of hard-to-find unpublished research reports, theses, etc. and builds confidence in research achievement. At the moment, the job of research integration is seldom a recognized priority, is not regarded as creative and original and is not very fundable. In the meantime we continue "reinventing the wheel" in as costly a manner as ever before.

Funding Styles

In research as in many other aspects of life, money is not everything but it is something we cannot do without. During its infancy, educational research in the LDC's is not infrequently nursed and nurtured by funds from international sources. Funding styles include grants to individual researchers; to specific research projects defined as priorities by the source of support; to institutions who are given a broad mandate to develop their own research program; to networks of institutions or individuals conducting studies on a common or comparative research project. Some studies accompany educational projects funded by foreign loans. Some donor agencies are interested only in the research output without investing on the research infrastructure; others argue that they have spent too much

already on institution-building only to find that pressures from other competing and equally needy sectors have drained away the initial institutions which they have supported. Maintaining research capacity is often just as difficult as building it especially where demands far outstrip the supply of manpower.

Support for the building research capacity is usually based on the philosophy of building on strength (betting on the strong). This means that money goes where the research talents and facilities are. One of the assumptions is that research capacity would eventually trickle down from the Center to the less endowed places through a subsequent policy of local staff development, research consultancy, research internship, etc. with the Center playing the leadership role. This trickle process has not always happened. Rather the Center with all its "endowments" works like a magnet attracting all it could by way of funds, trained personnel, promising junior staff away from the "developing sister institutions". At present, however, some attempts to build research institutions or units outside the Center are more direct rather than "trickle down". Local networking is also a growing trend among research institutions within a country.

Perhaps it is not an exaggeration to say that in most countries, there is some degree of readiness to pay for the cost of educational research. Whether they actually do depends on how successful we are in establishing its usefulness for things that matter in education. Research has to prove itself and researchers have to earn their credibility before scarce local resources would be invested in the enterprise. An effective demand for educational research has yet to come in larger doses.

(Page 21 please)

Cooperative Projects in the Training of Social Scientists Through the Philippine Social Science Council¹

Andrew B. Gonzalez

Problems of cooperation in the Philippines

The Philippines, a country of 48 million, with a tertiary level student body of approximately one million studying in over 700 tertiary institutions (colleges and universities) faces a problem in the training of its young social scientists.

An assumption made by students of Philippine development studies is that the social sciences play a pivotal role in development (both social and economic and in general the quality of life measured by social indicators) since they provide the necessary data base for policy formulation, programming, and implementation.

The social sciences thus supply the scientific and intellectual infrastructure for the drafting of policy through legislation and for setting down of shortterm, medium-term, and long-term targets for the society and the economy. Without this important data base, policy formulation and programming will be based on a flimsy empirical foundation and the targeted results of development difficult to monitor.

Equally important, in addition to providing data for planning, is the presentation of alternatives for policy choice and strategies for implementation. We have found from painful experience that we cannot import models of development blindly from more developed countries; the social situation in many cases and the prevailing conditions in our country are different from those wherein so these models have been successful that we adopt them at tremendous risk of setting back our progress. Moreover, even technology cannot be imported; we have to choose appropriate technology and even more important adapt technology to our level of scientific and technical competence to achieve the results we want. What works for one country will not necessarily work for our country.

To be able to discover what will work for the Philippines will demand painstaking data gathering and analysis and search for the factors of success that might work in the Philippine condition. Hence, while the data gathering techniques and methodologies of the social sciences have cross-cultural and cross-national validity, their particular combinations and uses are countryspecific and must be localized. Indeed, based on past experience, countryspecific data might even suggest new methodologies and new techniques of data gathering and analysis which will enrich metascience in the social disciplines.

For this reason, we have to indigenize the social sciences in the Philippine milieu not only through the training of independent-minded social scientists who have mastered the research skills and techniques of the West but likewise through the liberated and creative use of nontraditional methods of inquiry and discovery procedures. In this thrust towards indigenization, the use of the local language is often a vital tool for research since its use sensitizes us to nuances of meaning and perception which suggest hitherto unexplored lines of inquiry.

Unfortunately, while the needs of social science for development are quite evident, the supply of trained and competent manpower in the Philippines to meet these needs is quite limited.

We have close to 25,000 (SY 1972-1973) tertiary-level faculty in the country but of these only 25% have attained advanced degrees (master's and doctoral), the rest having completed only the first degree (four years beyond secondary education) with some advanced studies towards the master's degree.

¹ This paper² was presented by Andrew B. Gonzalez to the Sixth Pacific International Seminar for Young Researchers on the Problems of Cooperation in the Pacific, Nakhodka, U.S.S.R. on August 19-24, 1981. Bro. Andrew is President of the De La Salle University and Chairman of the Executive Board of the Philippine Social Science Council.

Moreover, the competencies of the faculty differ according to fields of specialization. In the social sciences, especially the "hard" social sciences which call for meticulous empirical data collection and analytic tools of quantification, the number of trained people at the advanced (doctoral) level is quite small.

An on-going directory project of social scientists by the Philippine Social Science Council shows that the number of trained specialists is especially small in such areas as sociology, psychology, demography, statistics, geography and anthropology. More specialists are available in fields such as economics. linguistics, public administration, history, but then most of the country's economists are in private business or government service, relatively few in academia. And while there are quite a number of trained historians in the country, they devote most of their energies at present to administrative functions and teaching and little to research.

Another characteristic of the social science situation in the Philippines is the concentration of most of the country's trained social scientists in the Manila area, in government institutions such as the National Economic Development Authority, the Development Academy of the Philippines, and the Ministry of Human Settlements (and its affiliated institutions), and in the better Manila universities (private and public). Except for a few centers of excellence in specific fields, the training level of social scientists outside of Manila is comparatively low.

The necessary critical mass to provide local advanced training in the social sciences even in Metro Manila oftentimes does not exist, except in a few institutions, since the precious few senior social scientists of the country are scattered in various institutions without benefit of close interaction with their peers for carrying on advanced training and research.

Often, there is a cognitive dissonance within the social scientist in terms of his loyalty to his profession and his loyalty to his institution, which results in dispersed efforts.

This lack of interaction and relative isolation makes it difficult for funding organizations (both national and international) to choose which from among many conflicting groups and even organizations to fund for needed social research, because of competition among these agencies, which are often inadequately staffed to carry out major research projects and training programs as a result of the dispersal of manpower (and consequent dispersal of energies).

Sending our scholars abroad, usually to the West but more recently to Asia (especially Japan), does not provide a good solution, since this alternative militates against indigenization and since our present social system allows latitude to our citizens to change countries, resulting in an exodus of our scientific manpower. A friend from the Russian Embassy in Manila bluntly stated once, "You are training experts not for yourselves but for capitalist countries and in the process wasting your resources." The drain on our social scientists has not been as serious as the drain on our natural science and especially medical manpower, but it has been a severe constraint on our development. If all the Ph.D.'s we have trained abroad returned, there would be no shortage of senior social scientists in our key universities as there is now.

The Philippine Social Science Council, one attempt to meet the problem of cooperation

In focusing on the Philippine Social Science Council, I would like to stress that the agency itself is incidental to my considerations. I use it merely as acase study. More important is the isolation of factors which are responsible for a modicum of success, for it is these factors which are important in helping us develop a model of cooperation in the social sciences among certain developing countries of the Third World.

The Philippine Social Science Council started as a dream of a group of social scientists in the Philippines, each one an experienced administrator and leader in his own field; it started with an anthropologist (a non local), a demographer, a statistician, a historian, an economist, a geographer, and a lawyer.

The ingredients that are important to focus on as factors contributing to success are the following so far as the "founding fathers" are concerned: (1) people with experience as researchers (2) leaders in their own fields (3) scholars experienced in administration.

By accident, having the lawyer on the initial team helped, for it was the lawyer who obtained the necessary papers for legal incorporation as a legal entity and who went through the often bureaucratic motions demanded by the Securities and Exchange Commission in 1968.

The Philippine Social Science Council was to be a council or grouping not of people but of existing scholarly societies which were legally incorporated in their own right. No autonomy was threatened; it was a federation (in this case, Council, based on the model of the Social Science Research Council of the United States of America) of autonomous scholarly societies which to qualify for membership were to be legal entities in their own right and more important, had to be entities which were "going concerns." This quality of being active was made manifest by regular meetings (annual and periodic meetings of their executive boards) and most important of all, their scholarly publications.

Unwritten but evident throughout was the assumption that those who de-

liberated at the different boards of the Philippine Social Science, Council were there as representatives of their disciplines and not of their institutions. While institutional lovalties die hard and while there is a natural self-selection process whereby the most active and the most interested eventually end up as leaders in their own scholarly groups (often from the same institution), what was important was that scholars were on the different committees and councils of the Philippine Social Science Council as representatives of scholarly societies and not of their universities. Their loyalties, at least legally speaking, were elsewhere.

It was the scholarly societies, through their governing bodies, which appointed the members to the governing council (equivalent to membership in the corporation) and it was in turn these governing bodies which elected the members of the executive board, which was the group that met monthly and carried on the business of the council. The governing council determined policy; it was the executive board, usually composed of seasoned administrators in their own right, which oversaw the day-to-day functions of the secretariat under an executive director.

The next most important ingredient was a source of funding, in other words, for developing countries, a patron or a sponsor, since no scholarly society is financially self-sufficient or ever will have enough dues from its members to keep a full-time secretariat going. In fact, considering the relatively poor financial rewards given to most academicians in developing societies, one must count members of such scholarly societies as belonging to the less affluent sector of society.

In economies and societies which are highly centralized and planned and where resources come directly from the State, the expenses for such secretariats become a matter of annual budgeting

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and appropriation from the State. However, in societies such as the Philippines, where until now a strict separation between private and public sector has been maintained and where the State has its own priorities, research and scholarly disciplines not being one of them, resources had to be obtained from outside agencies, in this case, from foreign foundations such as the Asia Foundation and the Ford Foundation, as well as local grant-making organizations in the Philippines. It was a symbiosis of a viable group of people with clear intentions and abilities to carry out their projects and an act of faith on the part of the funding agencies which spelled success by providing funds for the secretariat and financial resources for the activities and programs of the council.

The rest is a modest success story by international standards. The secretariat functioned, capable people were selected to man the secretariat, based on their previous experience in research and in working with large research projects. What kept interest in the council going was its ability to fund research (national surveys), make small grants for smaller research projects (usually in their final stages of completion, as projects of individuals or as requirements for degrees) through the discretionary research awards, more substantial grants to senior scholars through the Philippine History project (which allowed for release time to work on the projects) and through research integration projects (which consisted of state-of-the-art reports on specific disciplines based on extensive bibliographical studies), and through training programs. Training programs were of two types: non-degree training programs (carried on over several long vacation periods, our summer) geared specifically to the non-metropolitan areas, to build expertise in the provinces or rural areas; degree programs intended to help students complete the final stages

of their dissertation work and the write-up and presentation of this research through masteral theses and doctoral dissertations. The graduates of the summer institutes became the nuclei, for a network of social science centers located in various regions of the country where students who had completed their training programs could be tapped to help carry on research at the local and regional levels; initially, these national surveys were directed from Manila. For individual scholarly societies, help was provided through provision of grants (from the National Science Development Board) as subsidies for publications and journals; subsidies for the annual conventions of the scholarly groups; and finally, research dissemination services through the establishment of a Central Subscription Service which distributed the journals and publications of scholarly societies and in turn became the clearing house for contact with other scholarly publications abroad. The latter has not only become financially selfsufficient in its operations besides providing significant service; it has likewise been able to generate funds to add to the coffers of the council.

After the founding of the council and the implementation of its startup programs and plans, the next most significant development took place in 1977 when provision was made for the continuing funding of the secretariat through an endowment from the Ford Foundation and from the Philippine Government through the National Economic Development Authority.

The grant from the Philippine government was significant in that it symbolized a conceptual breakthrough – it was the first time that the Philippine government made a substantial grant for an endowment to a private entity (which expressly sought to maintain its independence and autonomy and not to become a spokesman for government); it was also the first time that a grant was made for the social sciences, a formal public recognition from the State of the importance of expertise in the social sciences for enlightened policy making and decision.

The secretariat was housed in rented premises since its inception, until this year, when through the overseas cooperative program of the Government of Japan, a permanent secretariat will be established on public land for public purposes but under private management. Surely, for us in the Philippines, this is a structural innovation.

Thus, the main ingredients for the growth in cooperation in the social sciences in our country have been: *people, programs,* and *pecunia* (or funds). People must conceptualize and execute and implement; other people will ally themselves to an activity or a cause or a project only if the programs are exciting enough to command their interest and devotion, and only when provision for necessary financial wherewithal to execute these programs is made.

A minor item contributing to success is PSSC's acceptance that the laborer is worthy of his hire and that research must be funded and the researcher compensated for his work. Provision is made for meetings to be held at times convenient to our social scientists who are already overburdened with manifold duties mostly from their academic work; hence, most meetings are held at lunch in centrally located areas (traffic is a major problem in Manila) and adequate provision made for transportation (a major consideration as a result of oil prices and because of the congested metropolitan area where transportation is a major consideration in the execution of any project).

Thus the PSSC is a going concern, a grouping of eleven scholarly

societies all represented on the governing council and the executive board, with a permanent secretariat providing services for research dissemination (through its publication of an information bulletin and through its central subscription service), program administration (through various programs including training programs for young social scientists at a national level and through supervision of local and national research projects), liaison with other social science bodies throughout the country and throughout the world; and day-to-day administration. It has become the central clearing house for social science research information and dissemination in the country, for making contacts with other social scientists especially from outside Manila and with social scientists throughout the world as well as the liaison office for all other social science bodies.

In the future, with provision now possible for a building of its own, PSSC's dream is to go into the offering of advanced level social science courses which can lead towards the doctorate on a cooperative basis, with consortium arrangements whereby senior social scientists from the country and within Metro Manila will be able to offer courses in PSSC premises, for recognition and acceptance by all the major graduate schools in the country. In this way the limited pool of senior social scientists with ongoing research will make their talents available to all sectors, independently of institutional affiliations; their services will thus have a multiplier effect for the country. The PSSC does not intend to be a degree-giving institution, merely a physical and social locus for scientists to have an audience and to constitute a forum which in turn will directly fill the lacunae in the graduate training programs of individual institutions in Manila and outside of Manila.

Conclusions

The Philippine Social Science Council puts priority on the training of young social scientists for research.

It fulfills its purpose through summer-long training program in social science methodology and through its program of sponsored research on national and international problems. Among these problems are topics having to do with various aspects and dimensions of the Pacific region including the topics treated by the VIth Pacific Seminar: problems of development, education, culture, and the struggle for peace, security, disarmament and social progress.

Supported by the Philippine Government through encouragement and through ad hoc subsidies for its projects, it nevertheless functions as an autonomous private body free to carry on its activities without necessarily having to adhere to the ideology and prescriptions of the New Republic.

Through cooperative projects within the country, in its network of social science research units located in public and private institutions throughout the thirteen regions of the country, and through its cooperative projects outside of the country, through its linkages with the Asian Social Science Research Council (ASSREC) and the International Federation of Social Science Organizations (IFSSO) and through national bodies such as the Japanese Social Science Research Association, the Japanese Center for International Exchange, and International Development Research Centre (IDRC, Canada), it carries on research in the country,

More recently, this cooperation at the national level is carried on through joint research projects between senior and junior social scientists as well as cooperative research between Manilabased and province-based researchers in various regions of the country.

(Page 21 please)

pssc activities

New board members for CY 1982

The PSSC Executive Council, in its annual meeting held December 11, 1981 at the Philippine Center for Economic Development Hostel (PCED), elected seven (7) new members to the Executive Board for CY 1982. The new members are Mercedes B. Concepcion (demography), Romeo B. Bautista (economics), Dominador Z. Rosell (geography), Leslie E. Bauzon (history), Bonifacio Ρ. Sibayan (linguistics), Jaime C. Bulatao (psy-Elpidio D. Makanas chology) and (statistics).

The PSSC Executive Board has 15 members. Thirteen represent the social science disciplines served by PSSC. The other two members are the Executive Director, Loretta Makasiar Sicat, and the immediate past Chairman, Andrew B. Gonzalez.

Members of the Executive Board are elected on a staggered basis with an annual turnover of one half of the membership. They hold office for two consecutive years without immediate reelection. The hold-over members of the Board are: Francisco Nemenzo, Jr. (political science), Prospero R. Covar (anthropology), Paulina F. Bautista (mass communication), Romeo B. Ocampo (public administration), Saturnina L. Hamili (social work), and Ofelia R. Angangco (sociology).

New PSSC associate members

In its annual meeting on December 11, 1981, the Council admitted the following institutions as associate members: (1) Integrated Research Center, De La Salle University, (2) Pambansang Samahan sa Sikolohiyang Pilipino, (3) Development Academy of the Philippines, and (4) Law Center, University of the Philippines.

Visayas research consortium launched

The Visayas Research Consortium (VRC), a project of the PSSC under its Research Consortia Program, was formally organized with the signing of the Memorandum of Agreement by the presidents of participating schools during the first VRC Governing Body Meeting on November 20, 1981 in Cebu City. The schools were represented by Quintin Doromal, President of Silliman University in Dumaguete City, Agustin Pulido, President of Central Philippine University in Iloilo City, Raphael Donato, President of La Salle College in Bacolod City and Anselmo Bustos, Chairman of the Board of Trustees, University of San Carlos in Cebu City (representing Gregorio

Pizarro, President of USC).

The VRC Governing Body decides on policy matters of the consortium. It is composed of the school presidents and the chairman of the Regional Development Councils (regions 6 and 7).

The VRC Research Committee met on December 4, 1981 in Cebu City to review existing literature on poverty, nominate the VRC local consortium coordinator, and discuss plans for the first research project. Violeta Lopez-Gonzaga was appointed VRC coordinator by the Governing Body for calendar year 1982. She is a faculty member of La Salle College of Bacolod and has a doctorate degree in anthropology from the University of Toronto (1981).



Signing of the Memorandum of Agreement by the presidents of participating schools during the first Visayas Research Consortium Governing Body Meeting on November 20, 1981 in Cebu City.

Fourth AASSREC conference

The Fourth Association of Asian Social Science Research Councils (AASSREC) Conference was held in Bangkok, Thailand on October 19 to 24, 1981. The themes were "Challenge to the Social Sciences in the 1980's: Professionalization of the Social Sciences in Asia," and "Urbanization in Asia."

Loretta Makasiar Sicat, PSSC Executive Director and Vice-President of AASSREC, and Ernesto M. Pernia, Chairman of the PSSC Institutional Development Committee and discipline representative for demography of the Executive Board, represented the Council in this activity. Dr. Sicat presented PSSC's activities since the last AASSREC Conference in Manila in 1979 as well as the tasks and challenges perceived by the Philippine social science community. Dr. Pernia read a paper entitled "Asian Urbanization and Development: A Cross-country Perspective."

The conference was organized by the National Research Council of Thailand and the Thailand National Commission for Unesco. All eight member councils were present. During the conference, two social science councils, the Nepal Social Science Research Council and the Vietnam Social Science Committee were admitted as regular members of AASSREC.

First IFSSO general conference

On November 23 to 26, 1981, Loretta Makasiar Sicat and Andrew B. Gonzalez represented the PSSC during the First General Conference of the International Federation of Social Science Organizations in Paris, France. The theme of the general conference was "The Social Sciences on the Threshold of the Eighties." The PSSC is one of the founding members of IFSSO.

The host of the meeting was the

French Research Council, Centre National de la Recherche Scientifique (CNRS). The following were discussed: Status of the Social Sciences, Financing and Organization of the Social Sciences, Cooperation with the Disciplinary Associations, and Programme of IFSSO for 1981-83.

PSSC-IDRC workshop

On February 11-12, 1982, the *International Development Research Center* (IDRC) in collaboration with the Philippine Social Science Council will hold a national workshop on finance and administration for IDRC recipient institutions in the Philippines. The venue is at the Asian Institute of Management.

Participants will come from 15 IDRC-assisted institutions. Two persons consisting of the finance officer and a project coordinator will represent each institution and present a brief paper covering the finance and administration problems encountered on IDRCassisted projects. Resource persons from selected government ministries and agencies will also be invited to participate in this activity.

PSSC to conduct summer research training program

The Philippine Social Science Council will hold its 1982 Summer Research Training Program for faculty members from selected Philippine universities and colleges from April 14 to May 26, 1982. The training will be conducted in collaboration with the Department of Sociology and Anthropology of the Ateneo de Manila University, Loyola Heights, Quezon City. Research Strategies and Techniques and Social Statistics are the courses for this training program.

PSSC Discretionary Research Awards Program grantees

- Mary Agnes C. Serquiña "Reinterpreting Children's Dreams and Fantasies." P3,758.80
- Lilia I. Lauban
 "The Administration of the Maguindanao Adat." P4,482.70
- Lynna Maria Y. Sycip "Working Mothers: Their Problems and Coping Responses, An Exploratory Study." \$4,581.70
- 4. Rachel A. Quero "A Social Psychological Study of a Rural Fishing Village." ₱ 3,000.00
- Nora C. Narido
 "Rural-Urban Migration in Cagayan de Oro City." P5,000.00
- Ligaya R. Calna
 "Some Correlates of Language Achievement in English and Pilipino."
 \$\mathbf{P}\$2.517.75
- Ma. Asuncion Ng "Values and Personality Profiles of Workers Seeking Employment in the Middle East." ₱2,799.00
- Ma. Isabel Echanis
 "Self-disclosure among Filipino Respondents." ₱2,900.00

ICC conducts survey

The Immaculate Conception College (ICC) Research Center, a member of the PSSC Research Network, conducted a survey on the level of satisfaction of public utilities in Ozamiz City last September to October 1981 with the help of their YCAP students.

The main purpose of this study was to determine the level of satisfaction felt by the residents of the city proper towards the different public utilities of the community. The survey covered the areas of water, radio broadcasts, electric power, consumer cooperative, motorcab and pedicab transportation and electric services in the city proper. In addition, it also delved briefly on the problems as well as suggestions for the improvement of the city.

Being the first research of its kind done in Ozamiz, its findings have already been made use of by both the government and private sectors in the area. A second research on the socioeconomic problems of the barangay and recommendations for solutions might be conducted with the barangay captains of all the barrios of Ozamiz as respondents.

Seminars, workshops, and conferences

The Pambansang Samahan sa Sikolohiyang Pilipino (PSSP) held its 7th convention at the University of the Philippines in Baguio City last November, 1981.

Organized in 1975, the PSSP has been engaged in determining the application of psychology and related social sciences, education, medicine, agriculture, and industry towards the upliftment of the Filipino masses.

This year's conference focused on the needs, problems and directions of education for rural development particularly among ethnic communities and outof-school youth.

There are plans to hold the 1982 PSSP conference in Marawi City in October.

* * *

The Philippine Association of Social Workers (PASW) conducted its 13th National Biennial Conference on November 27-28, 1981 at the Adamson University in Manila. The theme was "The Social Worker and the Disabled: A Partnership in Social Action."

Topics discussed were actual case studies from the different developmental situations, problem areas in social work practice and the distinctive competence of social workers in handling the disabled persons through the use of social action.

(Page 18 please)

YOU'RE ALL INVITED

to submit articles, news items, announcements, information on recent publications, papers, research projects, etc. for possible publication in the PSSC Social Science Information. Materials should be submitted in duplicate, typewritten, double-spaced, on regular bond paper. Please send press releases to the PSSC Social Science Information, House No. 7, Purok Heneral Aguinaldo, University of the Philippines, Diliman, Quezon City.

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Publisher PHIL SOCIAL SCIENCE COUNCIL, INC	House No. 7 Purok Aguinaldo, UP
Printer BOOKMAN PRINTING HOUSE	Diliman, Quezon City 373 Quezon Ave., Q.C.
Office of Publication	
Office of Publication	House No. 7 Purok Aguinaldo, UP Diliman, Quezon City
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newsbriefs

De La Salle University, through the Integrated Research Center, (IRC) recently received a Ford Foundation Grant in the amount of \$125,000 for Phase I of a project entitled "Program on Research in Participative Development Strategies to Benefit Disadvantaged Rural Communities (with Emphasis on Upland Communities)." The duration of Phase I is 24 months, from October 1, 1981 to September 30, 1983.

The whole project will take five years. The Ford Foundation Grant for Phase I emphasizes institution building: building up a data bank, establishing linkages with communities and government agencies, conducting initial research studies, and in general, building up IRC's research and training capabilities in management and the social science. Phase II, covering three years, will build on the activities of Phase I and will constitute actual action-research projects with disadvantaged and poor groups in the Philippines and will include interactions on a long-term basis with government agencies working among upland communities.

The IRC's work will focus on the upland poverty groups: diversified and shifting cultivators, upland palay farmers, upland coconut farmers, and the landless farmers. The ultimate objectives of the program are to effect policy changes that will benefit the disadvantaged Filipinos, particularly the rural poor, and to develop people to participate in the management of their own communities. Another longreaching benefit will be to the future generations of planners and implementors who will be trained in more relevant social science and management technologies developed by the research team of faculty members.

* * *

On the theme "Towards a Better Livelihood in the Countryside," the *Philippine Council for Agriculture and Resources Research* (PCARR) at Los Baños, Laguna, commemorated its 9th anniversary on November 6. The list of speakers was headed by PCARR Director General Ramon V. Valmayor and National Science Development Board (NSDB) Minister Emil Q. Javier.

* * *

The Division of Social Sciences of the National Research Council of the Philippines held its annual symposium at the University of the Philippines in Los Baños last November 6 and 7. The symposium was co-sponsored by the Division of Social Sciences of the College of Arts and Sciences of U.P. Diliman, the Philippine Social Science Council, and the Department of Social Sciences of the College of Arts and Sciences at UPLB.

The theme of this year's symposium was "Social Science Research: An Evaluative Review." There were three subthemes: social science methodology, social science research content, and Philippine social realities and social science research.

* * *

The Department of Political Science of the University of the Philippines conducted a training seminar on "The Teaching of Political Science and Philippine Politics" on November 9-13 at the U.P. Faculty Center Conference Hall.

The seminar sought to help upgrade the teaching capabilities of about 50 college teachers in political science and related social science disciplines. It also hoped to enhance the research capabilities of social science teachers.

* * *

The Panay Island Consortium for Rural and Agricultural Development (PICRAD) conducted the second PICRAD Research Symposium at the Central Philippine University, Iloilo City on November 26-27.

The theme of the symposium was "Research for Human Development: A Regional Perspective." Twenty-four PICRAD and non-PICRAD researches and the research priorities for Panay were presented during the symposium.

* * *

The Fourth National Conference on Local History was held at the University of San Carlos and at Town and Country Hotel in Cebu City, on November 27-29. One hundred forty three (143) participants from all over the country discussed the conference theme, "Local History Perspectives on the American Period in Philippine History."

The conference was sponsored by the Ramon Aboitiz Foundation, Inc., City Government of Cebu (through the Cebu Cultural and Historical Commission), Philippine National Historical Society, and University of San Carlos (through the Cebuano Studies Center). Assistance was also extended by the Philippine Social Science Council, the Filipinas Foundation, and local Cebu institutions.

A keynote lecture on the value and methods of local history was given by Leslie E. Bauzon, President of the International Association of Historians of Asia.

Other conference activities included a tour of the University of San Carlos main campus, an exhibit on sources for local history, and a historical tour of Cebu and Mactan. Groundwork was also laid in the formation of a Consultation Group for Regional Re-

OCTOBER-DECEMBER 1981/17

search Institutions. The consultation Group aims to foster communications among regional research centers for such purposes as exchanges of materials, cooperative research projects, training in library and archival techniques and management, and others.

Inquiries concerning the Consultation Group can be addressed to: *Resil B. Mojares*, Director, Cebuano Studies Center, University of San Carlos, Cebu City, or to: *Nagasura T. Madale*, Director, Southern Philippine Center for Peace Studies, Mindanao State University, P.O. Box 5618, Iligan City.

The 13th annual general meeting of the Family Planning Organization of the Philippines (FPOP) took place on November 28 at the Quezon City Sports Center. The theme of the meeting was "Self-Reliance in Family Planning and the National Development Goals of the 80's."

On December 7-8, the *Ministry of* Labor and Employment with the assistance of the Commission on Population hosted the Fourth National Population Welfare Congress held at the Philippine International Convention Center (PICC). The theme was "Tripartism in Developing Welfare Policies and Programs."

The four main topics discussed were the following: Female labor force participation and fertility; labor migration and employment; worker's morbidity and mortality; income, productivity and family welfare. The participants were policy-makers, planners, social scientists, program managers and practitioners from government and private sectors.

The congress is convened every year as the culmination of the Family Planning Week.

The Institute of Philippine Culture (IPC), the University of the Philippines College of Law (UPCL), and the Economic and Social Commission for Asia and the Pacific (ESCAP) conducted a workshop in Baguio City on November 8-12.

The workshop's theme was "Law, Participation, and Rural Problems." It included research (case studies, documentation reports) on issues affecting rural communities in the Philippines.

The IPC – UPCL – ESCAP Workshop

A total of 35 participants came, 20 of whom were from the Philippines and 15, from other countries. The local participants were invited to prepare papers that were read during the workshop and served as take-off points in the discussions. The papers covered issues affecting two rural communities in Mindanao, one in the Visayas, and three in Luzon.



Participants from Thailand, Malaysia and Indonesia



Clockwise: Pablito Sanidad (leftmost, from the Philippines), Philip Koh (Malaysia), Virginia Miralao (Institute of Philippine Culture), and Rafael Espiritu (Ministry of Labor).

* * *

The XIX General Conference of the International Union for the Scientific Study of Population (IUSSP) was held on December 9 to 16 at the Philippine International Convention Center.

Some 700 population experts or demographers from about 100 countries exchanged scientific population information during the eight-day international conference.

* * *

The American Studies Association of the Philippines (ASAP) and the Philippine-American Educational Foundation in the Philippines (PAEF) co-sponsored an international seminar on the theme "The First Year: Perspectives on the Reagan Administration" on December 11-13. The venue was at the Development Academy of the Philippines, Tagaytay City.

A number of Filipino and American experts and specialists presented papers during the seminar.

The seminar objectives were:

- To bring together policy and opinion makers from the Philippines, other Asian countries, and the United States to discuss the philosophical foundation of the policies of the Reagan Administration;
- To examine Asian perspectives on policies of the Reagan administration which touch on Asian problems; and
- 3) To identify means by which Americans and Asians can develop greater sensitivity to each other's needs and ascertain what role the private and public sector may play in the process.

* * *

Two Philippine Business for Social Progress (PBSP) — assisted projects — one in Northern Luzon and the other in Southern Mindanao — were recently given awards for their outstanding roles in social development in their respective communities.

Baguio City officials acknowledged the contribution of the Diocesan Adult Training Center (DATC), a PBSPassisted organization, in helping the minority groups in the city. It was the recipient of the Baguio Charter Day Award given by the city government in recognition of its outstanding achievement in the "development of the human person as a useful member of his community."

Katiwala, another PBSP-assisted project, was given the Presidential Recognition of Merit by the Council for the Welfare of Children (CWC) and the Presidential Awards of Merit Committee. Katiwala provides community service through health, food production, and community building components in several villages in Southern Mindanao.

(Continued from page 15) PSSC Activities

The conference was also held to celebrate the International Year of the Disabled Persons and the Social Welfare Week.

The Philippine Economic Society held its 18th Annual Meeting on December 12, 1981 at the Sheraton Hotel, The theme was "Emerging Economic Philosophies: Which Way for the 1980s? " The sessions dealt on development planning, international economic relations and the free market. paper readers The were Seiji Naya, Vicente T. Paterno, Emanuel V. Soriano, and David Sycip.

* * *

On March 21-25, the *Philippine* Society for Public Administration will participate in the 1982 National Conference of the American Society for Public Administration in Honolulu. One of the major substantive areas addressed to in the Pacific theme program sessions is "Managing Rural Development." This session will be chaired by Raul P. de Guzman. A panel of speakers has been organized for the purpose.

The Society has tentatively scheduled a national conference on public administration in May 1982 to coincide with the 30th anniversary of public administration in the Philippines. The theme of the conference is "Public Administration in the 80s: Alternative Models for Development." Conference papers will focus on the following issues: (1) administrative and management implications of the integrated approach to development; (2) strengthening constituency organizations for more effective access to social services; (3) the community-based approach to health service delivery; (4) the democratization of decision making and (5) innovations on personnel training.

The Board of Directors of Ugnayang Pang-Aghamtao, Inc. (UGAT) has designated Nagasura T. Madale, Director of the Southern Philippine Center for Peace Studies (SPCPS) as Conference Coordinator for the Fifth Annual National Conference to be held middle of April 1982 in Iligan City. The theme will be "Anthropology and Technology." One major sponsor of the Conference is the Iligan Institute of Technology-Mindanao State University.

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social scientists on the move

PSSC Travel Awardees:

Carolina G. Hernandez and Temario C. Rivera went on a study tour to the People's Republic of China from September 30 to October 14.

The study tour was undertaken by a group of Filipino political scientists from the University of the Philippines. Its purpose was to observe the teaching of politics and international relations at selected universities in the People's Republic of China. The delegates also met with colleagues from the Chinese Academy of Social Sciences and the Institute of World Politics to exchange views on areas of common interest and to explore possible areas of cooperation. The visit was officially hosted by the Chinese People's Association for Friendship with Foreign Countries.

Another travel awardee, Perla Legaspi, training specialist at the Local Government Center of the University of the Philippines, attended a workshop on project study in Bangkok, Thailand from October 27-30. She presented a case study on "The Farming Community in the Philippines: the Process of Impoverishment and Farmer Participation."

Earl H. Fry, an associate professor of international political economics and transnationalism at Brigham Young University, conducted a lecture-discussion on "The Politics of International Investment and the New International Economic Order: The Challenge Ahead" on October 5 at the Thomas Jefferson Cultural Center.

Dr. Fry is an emerging expert on international investment, (particularly in the United States) and its impact on the American economy. His most recent book, "Financial Invasion of the U.S.A. A Threat to American Society," scrutinizes foreign investments on a region-by-region basis and their possible repercussion on the U.S. economy.

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Ricardo G. Abad, Chairman of the Department of Sociology and Anthropology, Ateneo de Manila University, and research associate of the Institute of Philippine Culture, left for Tokyo, Japan on October 11-13 to attend the "Third Conference of Asian Sociologists" at Keio University. He presented a paper entitled Community Structure, Value-Expectancies and Migration Intentions: Preliminary Results from a Survey in a Rural Philippine Province.

Andrew B. Gonzalez, President of De La Salle University and Chairman of the 1981 Executive Board of the Philippine Social Science Council left for Thailand on October 19. He assisted in the planning of a research workshop on "Social Problems in Asia: The Responsibility of Christian Higher Education" to be held in 1982.

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Some U.P. School of Economics faculty

on the move :

Florian A. Alburo travelled to the United States on October 20 to December 14 to serve as resource person in a training program on Impact Analysis of Development Projects sponsored by the Resource Systems Institute of the East-West Center in Hawaii. He also met with the staff of the World Bank and the Vista Research Corporation to discuss the progress of the various research projects he is managing as coordinator of the Economic and Social Impact Analysis/Women in Development project. Alejandro N. Herrin attended the Fifth Meeting of the ASEAN Population Programme Heads held in Chiang Mai, Thailand on November 22-29.

Gonzalo Jurado attended a conference on Development Perspectives for Asian and Pacific Countries for the 1980's held in Kuala Lumpur, Malaysia on December 6-20. This was under the sponsorship of the United Nations ASEAN and Pacific Development Centre.

Amado A. Castro attended a workshop on "Issues in Development Studies in ASEAN Countries" at the University of Malaya, Kuala Lumpur, Malaysia under the joint sponsorship of the University of Malaya and the Regional Institute of Higher Education and Development. This was held from December 13 to 17.

Eulalio G. Maturan was installed as the new President of the Dansalan Junior College on October 28. The ceremonies took place at the Van Vactor Hall (The Dansalan Center for Community Service and Research) which was inaugurated on the same day.

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Corazon Alma G. de Leon, President of the Philippine Association of Social Workers (PASW) inducted the following officers of the newly formed PASW Quezon City and Caloocan City Chapters last November 6: Sonia Dasmarinas-Ligot, President; Loreto F. Roja, Vice-President; Imelda A. Capili, Secretary; Aurora B. Mauricio, Treasurer; Loreta D. Antonio and Antonio A. Binalla, auditors. Induction took place at the Golden Acres in Quezon City. Harold Olofson, visiting Assistant Professor at the Department of Social Forestry, University of the Philippines at Los Baños, attended a workshop on manual-preparation on November 12-21 at the Environment and Policy Institute, East-West Center, Honolulu, Hawaii.

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Gloria D. Feliciano, Dean of the Institute of Mass Communication (IMC) University of the Philippines, *Reynaldo Guioguio* and *Cesar Mercado*, IMC faculty members, participated in the Third Working Group Meeting on the Project "Developing/Strengthening National Population Information Systems and Networks in ASEAN Countries." The meeting was held on November 17-23 in Chiang Mai, Thailand.

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Loretta Makasiar Sicat attended the Round Table discussion on "Societies Developing Political Modernization" of the Asian Research Committee of the International Political Science Association in Tokyo, Japan, on November 18-20. Dr. Sicat is a founding member of this Committee, having been elected to its Executive Committee when it was still only a study group. After this, she proceeded to the International Federation of Social Science Organizations (IFSSO) Conference in Paris held from November 23-26. Before coming back to Manila, she delivered seminar papers on the political dimensions of "Japan-ASEAN Relations (Philippine perspectives)" and "Foreign Investments in the Philippines," which she co-authored with Florian Alburo of the University of the Philippines School of Economics. This was held at the Institute of Southeast Asian Studies (ISEAS), Singapore, on December 4-6.

Miriam S. Chaiken, William Thomas Conelly, and James F. Eder, Visiting Research Associates of the Institute of Philippine Culture (IPC), Ateneo de Manila University, conducted separate lecture-discussions on November 27 and December 11 at the IPC lecture room.

Ms. Chaiken discussed "Bagumbayan: A Frontier Resettlement Community in Palawan, Philippines." Her lecture involved a discussion of the experience and success of spontaneously resettled migrants on the west coast of Palawan.

Mr. Conelly talked about "Economic Adaptation in an Upland Environment, Palawan, Philippines." He is a Ph.D. candidate in anthropology at the University of California, Santa Barbara. His dissertation research attempts to investigate the socio-economic consequences of agricultural modernization for the Tagbanua, an ethnic community composed of shifting cultivators living in Palawan Island.

Dr. Eder, who lectured on "Population Decline in a Philippine Negrito Group: A Preliminary Discussion of the Demographic Evidence," is an Associate Professor at the Department of Anthropology, Arizona State University. He finished his Ph.D. degree in anthroplogy in 1972 at the University of California, Santa Barbara. He has been in the Philippines since July 1980 to undertake a research on the depopulation and deculturation among the Batak of Palawan.

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Josefina U. Cabigon of the Population Institute presented a paper at the "Seminar on the Analysis of the Family Planning Module" in the Genting Highlands, Malaysia. The seminar which was held on November 30 to December 5 was sponsored by the International Union for the Scientific Study of Population.

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David Chi, Director of the Social Welfare Center of Chung-Ang University, Seoul, Korea visited the Institute of Social Work and Community Development of the University of the Philippines last December 8. He shared his experiences regarding a universitysponsored community center he established in a depressed area in Seoul for which he gained recognition from both the Korean government and international agencies. The center is currently being utilized for field instruction placements by students coming from different schools in Korea.

Lilia F. Antonio and Lydia F. Gonzales of the College of Arts and Sciences, University of the Philippines, attended a seminar of the National Association for Pilipino Psychology on December 20-24. The venue was the University of Hongkong.

Mercedes B. Concepcion has been named President of the International Union for the Scientific Study of Population (IUSSP), an organization of population experts. The IUSSP has 1,464 members from 100 countries. It was established in 1928 to promote international cooperation in coping with population problems.

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Dr. Concepcion is Dean of the Population Institute of the University of the Philippines. Her four-year term as IUSSP President starts in 1982.

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Jesucita L. G. Sodusta, Professor, Department of Anthropology, University of the Philippines is now based in Singapore as Program Coordinator of the Southeast Asian Studies Program, Institute of Southeast Asian Studies.

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Alfred W. McCoy of the University of New South Wales, Australia, is currently engaged in post-doctoral research in Iloilo, Negros and Manila. He is preparing a book on the social history of the western Visayas from 1760 to 1955. Dr. McCoy earned his Ph.D. from Yale University with a dissertation on modern Iloilo history and is the senior author of *The Politics of Heroin in Southeast Asia* (1972). He has edited a book on Philippine regional history, slated to come off the press soon.

Araceli M. Villamin recently completed the requirements for a Ph. D. in Linguistics from the Ateneo de Manila University-Philippine Normal College consortium. Her thesis was entitled "An Instructional Package in Reading for Pre-Service and In-Service Education of Teachers." She is concurrently the Director for reading center and the Chairman of reading specialization in English and Filipino of the Graduate School of the Philippine Normal College.

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G. Sidney Silliman of Chaffey College, Alta Loma, California, U.S.A., will be in the field for one year under the Fulbright Program to do a phenomenological study of Filipino conceptions of justice. He will do detailed case studies of dispute processing in a municipality in southern Cebu. A political scientist who has done work on agrarian relations and land reform in the Philippines, Dr. Silliman will be based at the Cebuano Studies Center during his stay in the country. The Board of Directors of the Psychological Association of the Philippines (PAP) recently elected its officers for 1981-1983. Elected were: Ma. Lourdes Arellano-Carandang, President; Ma. Carmen Alcuaz-Reyes, Vice-President; Rita Huang-Mataragnon, Secretary; Lina Jurilla, Treasurer, and Ma. Leonora Vasquez-de Jesus, PRO.

The other Board members are Jaime Bulatao, SJ, Alfredo Lagmay, Ma. Lourdes K. Ledesma, Noemi Catalan and Natividad Dayan.

The major objective of the activities for 1982 is the professionalization of the practice of psychology in the Philippines. Thus the PAP is currently working for the licensing of practising psychologists, the accreditation of psychology departments, and the accreditation of testing firms and agencies. Scientific meetings are also convened regularly by the clinical, industrial, and social committees of the PAP.

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(Continued from page 12) Cooperative Projects

Its particular focus of research interest in the next few years will be the dimensions of the problem of poverty in the Philippines, economic and political relations in the ASEAN sub-region, and the effectiveness of national programs such as Land Reform.

It is thus one model of *cooperation* the features of which might find applications in similar social situations in other Third World countries.

The PSSC Library is inviting organizations having social science publications to exchange their materials with our *PSSC Social Science Information*.

Proposals for exchange should be addressed to the Librarian, Philippine Social Science Council, Inc., House no. 7 Purok Heneral Aguinaldo, U.P. Diliman, Q.C.

(Continued from page 8) From Research Priorities to Research Realities

The Search for Identity and Commitment

Besides the formal training in substance and in methodology, prospective educational researchers in the Third World have to be "socialized" into the actual world of development education. Exposure to real life problems could be a more significant source of research insights than dozens of articles, monographs, and books. But more important is the need for an identity, a conviction and a feel for our own problems through some first-hand rather than vicarious familiarity. Graduate schools can provide research techniques, conceptual frameworks, data analysis - in short, the scientific base for research capacity but it takes more than academia to inspire concern.

In this era of development, the grass always looks greener on the other side and the push to move over is ever present. While "economics" explains much of our brain drain whether domestic or international, economics does not account for the "sought-after" who stay. As one Southeast Asian social scientist mused: "The only reason I can enjoy a trip abroad is because I know that after two weeks I will be home where I belong."

In the final analysis, R and D capacity in the LDC's requires of its citizens a commitment to one's country despite its minor and sometimes major imperfections, little inconveniences and many frustrations; an excitement about the development process; and a willingness to pay the price of participation in this process in exchange for the elusive fruits of development. Experience has shown that although leading Third World luminaries in R and D espouse scientific objectivity, research rigor, and academic freedom, they are seldom ever neutral as personalities in their home countries.

announcements

PBSP livelihood series

The Philippine Business for Social Progress (PBSP) is currently offering a set of training programs called the PBSP Livelihood Series. This is seen as a contribution in the nationwide effort to promote livelihood programs for the Filipino low-income sector.

Learning from its successes as well as its mistakes over the last 10 years, PBSP has developed working models and technologies for its livelihood projects. These models and technologies are embodied in PBSP's Livelihood Series. The Series includes manuals. training materials, and follow-up mechanisms for effective livelihood management. Offered to both the public and private sectors, it focuses on PBSP's five greatest areas of expertise: Small Business Management, Extension of Credit. Integrated Farming, Monitoring and Assessment, and Training of Community Volunteers.

For more information, *contact:* Coordinator, Livelihood Series Program Philippine Business for Social Progress 4th Floor, Yutivo Building Dasmariñas St., Binondo, Manila Telephone Numbers: 49-82-17; 49-82-42; 49-82-23

Teaching and research exchange fellowships

The Southeast Asian Studies Program (SEASP) is pleased to announce the commencement of an exchange program for Southeast Asian scholars in university faculties of social science and humanities within the Southeast Asian region. This exchange program is made possible by a grant from the Stiftung Volkswagenwerk.

The program objectives are: (1) To enable qualified and interested Southeast Asian scholars to teach and undertake research in other Southeast Asian countries; and (2) To enable Southeast Asian universities to acquire the teaching and research services of scholars from other Southeast Asian countries.

Eligibility of applicants: The award is open to nationals and permanent residents of all Southeast Asian countries. The minimum formal training and experience is an M.A. degree in any of the social sciences and humanities fields and teaching/research experience of at least three years.

Inquiries, indication of interest, and request for secretariat assistance in preparing a formal submission are welcome at any time. All relevant communications should be directed to:

The Program Coordinator Southeast Asian Studies Program Institute of Southeast Asian Studies Heng Mui Keng Terrace Pasir Panjang, Singapore 0511 Republic of Singapore

Ateneo graduate programs

The Ateneo de Manila University Department of Sociology and Anthropology/Social Science Program announces that it is offering three graduate programs – M.A. in Sociology, M.A. in Anthropology, and the M.S. in Applied Sociology and Anthropology. It also cooperates with other departments in offering the Bachelor of Arts degree, major in Social Sciences.

For further information on these programs, on available scholarships and tuition discounts, or on the School of Arts and Sciences in general, *contact* the Chairman, Department of Sociology and Anthropology; the Assistant Dean of the Graduate School; or the Assistant Dean of the College, c/o Ateneo de Manila University, P.O. Box 154, Manila 2801. Telephones: 99-87-21 or 99-25-41 local 151.

IPC's first publication in comics form

The Institute of Philippine Culture of the Ateneo de Manila University has come out with its first publication in comics form. "Kagawasan, A True Story." It is based on a 1979 research report entitled, "Law in the mobilization and participatory organization of the rural poor: The Kagawasan Case." It documents the formation of a community participatory organization and the extent to which law and legal resources were used by the community to their advantage. The comics is published in three languages: Cebuano, Tagalog and English. The project is in collaboration with the International Center for Law and Development. For further inquiries, contact the IPC, P.O. Box 154, Manila. Telephone numbers: 982541 or 998721.

UGAT Resource Center

The Ugnayang Pang-Aghamtao, Inc. (Anthropological Association of the Philippines) has established a *Resource Center*. It is presently located at the University of the Philippines Faculty Center Room 3051. The resource collection, composed of published and unpublished materials relevant to anthropology, is being used by graduate students and anthropologists. UGAT is building up its collection and has entered into a number of publication exchange programs with local and foreign institutions.

PBSP's booklaunching

The *Philippine Business for Social Progress* (PBSP) launched its tenth major publication in its effort to come out with reference materials for planners and implementors in the social development field.

The book entitled PBSP's Experiences in the Use of Group/Community Building as a Strategy of Development was launched on October 23, at the Manila Polo Club in Makati, Present during the launching were representatives of PBSP member-companies, members of the academe, social development practitioners and some government and private social development agencies. The affair was highlighted by the commentaries rendered by Corazon Alma de Leon of the Ministry of Social Services and Development, and Greer Alforque of the University of the Philippines Institute of Social Work and Community Development.

The book is a consolidation of PBSP projects with group/community building schemes intended to improve program operations and to keep them attuned to the dynamics of social change. *Ana Marie del Rosario-Dionela*, a research officer of PBSP, is the author of the book.

Fifth national conference on local history

The Steering Committee of the *Fifth National Conference on Local History*, to be held late 1982, has announced that it will receive proposals for papers/speakers at the conference. Conference theme is "The Commonwealth and World War II: Continuities and Discontinuities." Preference will be given to issue-oriented treatments of local-level non-military aspects of the Japanese occupation.

The Steering Committee, formed during the Fourth National Conference on Local History in Cebu City on November 27-29, 1981 is composed of the following: Marcelino Foronda, Jr., Vivencio Jose, Fred Tiamson, Nagasura Madale, Resil Mojares, Modesto Saonoy, Carlos Magtolis, Jr., Renato Reyes, Rufa Cagoco, Bonifacio Ramos, and Virgilio de la Victoria. Interim chairman is Resil Mojares.

Proposals and inquiries can be addressed to The Director, Cebuano Studies Center, University of San Carlos, Cebu City.

Statistics convention

The National Economic and Development Authority (NEDA) through its Statistical Coordination Office will sponsor the Third National Convention on Statistics. It will be held on the first week of December 1982 at the Philippine International Convention Center (PICC). This year's convention will focus on the latest developments and current issues affecting the government, academic institutions and private statistical activities.

Among the probable areas to be discussed are those related to statistical computing; market research; prices, employment, poverty and income distribution; economic and social indicators; population and other social statistics; statistics for plan preparation and model building; statistical theory and methods; surveys and survey techniques; and other fields of applied statistics.

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information section

RESEARCH PROJECTS

- Reported research projects, contemplated, ongoing, and completed for the period October to December 1981.
- Entry format: Title of project/proposal. Project director/researcher. Home institution. Status of project. Funding agency.

Status of project :

Contemplated – formal proposal drawn

Outgoing – 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 on the Process and Performance of an Information Delivery System in a Philippine Village, Leticia Z. Boniol. University of the Philippines at Los Baños. Completed. PSSC.
- A Descriptive Study of the Pattern of Social Relationship Among the Vietnamese Refugees at Refugees Center, Mandaluyong, Metro Manila. Prapha S. Thonghaw. Asian Social Institute. Completed.
- A Strategy for the Rural Workers Office
 Land Bank of the Philippines Loan Grantee Program. Dante B. Angeles.
 Asian Institute of Management. Completed.
- A Survey of Social Work and Community Development Research in the Philippines. Sylvia H. Guerrero, et al. Institute of Social Work and Community Development. Completed.
- Alternatives to Formal Schooling. Milagros Z. Reyes. University of the Philippines. Completed.
- An Analysis of the Factors Affecting the Economic Performance of the Selected Supermarkets in Metro Manila. Julita del Rosario Gomez. University of Sto. Tomas. Completed.
- An Economic Analysis of Impact of Specific

Taxation on the Performance of Beer, Other Alcoholic Drink, and Cigar and Cigarette Industries. Rodolfo G. Ledesma. Center for Research and Communication. Completed.

- An Exploratory Survey on Private Voluntary Organizations in the Philippines. Philippine Business for Social Progress (PBSP) Research and Development Unit. Ongoing.
- Ang Mithiin sa Buhay ng mga Magniniyog sa Tayabas, Quezon. Josefino Averilla Regalado. University of the Philippines. Completed. PSSC.
- Anxiety Levels, Self-Concept and Emotional States of Pregnant Single Women in Institutional Shelters. Daby D. Friedland. University of Sto. Tomas. Completed.
- Attempts at Social Credit. Maria U. Villanueva and Antonio N. de Jesus. Philippine Business for Social Progress. Completed.
- Attitudes of College Students Toward English as a Language. Julieta B. Samonte. University of Sto. Tomas. Completed.
- Child Rearing Practices Among the Mamanuas of Pangaylan, Santiago, Agusan del Norte. Nimfa S. Lagdamen. Xavier University. Completed. MSU-Iligan Institute of Technology and PSSC.
- Consumer Attitudes: Relationship Between Selected Variables and the Endorsement of Consumer Rights. Sylvia M. de Leon. Ateneo de Manila University. Completed.
- Effect of Altered States of Consciousness on Creativity and Self-Confidence. Armi S. Retirado. Ateneo de Manila University. Completed.
- Factors Affecting the Land Productivity of Rice Farm in a Resettlement Area of Agusan del Sur, Lucia B. Damolo. Asian Social Institute. Completed.
- Folk Games in Three Coastal Communities of Surigao del Norte: An Exploratory and Descriptive Study. Irenetta C. Montinola. University of San Carlos, Cebu City. Ongoing.

- Internal migration-focusing on the rural and the urban aspects of spatial development issues. Population Institute, University of the Philippines. Ongoing.
- Managerial and Communicative Behavior: Case Studies of Five Families. Aloysius Acevedo Meñez. University of the Philippines at Los Baños. Completed. PSSC.
- Pangasinan, 1800-1900. Rosario M. Cortes. University of the Philippines. Completed.
- Perceptions of Job Satisfaction of Ateneo high school teachers. Restituto D. Banico and Victorino J. Rodriguez. Social Research Office, Ateneo de Zamboanga. Completed.
- Perception of Parental Nurturance, Punitiveness, and Power by Selected Filipino Primary School Children. Amelia C. Robles. Ateneo de Manila University. Completed.
- Persistence of an Induced Attitude Change as a Function of a Continuous Supportive Environment. Cecilie H. Revilla. Ateneo de Manila University. Completed.
- Planning for indigenous irrigation communities. Robert Siy, Jr. Institute of Philippine Culture (IPC) Visiting Research Associate. Cornell University. Completed.
- Policy analysis on social forestry: A documentary study. Perla Q. Makil. Institute of Philippine Culture. Ongoing. Ford Foundation.
- Policymaker's Perceptions of Rural Development and Policy-making. Teresita R. Marquiso. Asian Center, University of the Philippines. Completed. PSSC.
- Public Utility Jeepneys in Metro Manila: Problems and Prospects, Gregorio R. Reyes. Asian Institute of Management. Completed.
- Relocation in the Andam Mouswag Project, Kalingagan, Villanueva Misamis Oriental. John McAndrew. IPC Visiting Research Associate. Maryknoll Fathers, Philippines. Ongoing.
- Social Science Research Activities in the Philippines. Loretta Makasiar Sicat, et al. Joint research project between the

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OCTOBER-DECEMBER 1981/25

PSSC and Institute of Developing Economies. Completed. IDE, Tokyo, Japan.

- Social structure of shifting cultivators in Southeast Asia, Fumitaka Yuki. IPC Visiting Research Associate. University of Tokyo, Japan. Ongoing.
- Some Personality Correlates of Internal External Control. Lota A. Teh. Ateneo de Manila University. Completed.
- Subanon Folklife as Reflected in Songs. Wilson Idio. Immaculate Conception College, Ozamiz City. Completed.
- Target Language Communication Strategies and the Comprehensibility of Oral Narrations: their Relationship. Justiniano Lopez Seroy. College of Education, University of the Philippines. Completed. PSSC.
- The Administration and Supervision of Teaching Personnel as Perceived by Faculty and Department Heads in State Colleges of Central Luzon. Eustaquio D. Rosete. Angeles University Foundation. Completed.
- The Agricultural Practices of the Rural Barangays of Ozamiz City: Their Educational Implications. Paul C. Legaspi. Immaculate Conception College, Ozamiz City. Ongoing.
- The Cebuano House as an Intersection of the Anthropological and Architectural: A Study of Lusaran Watershed Housing Practices, Cebu. Melva Rodriguez – Java. University of San Carlos, Cebu City. Completed. Funded by the Joseph Goertz Research Fellowship in Cebuano Studies, administered by the Cebuano Studies Center.
- The Construction, Validation and Standardization of Pre-Diagnostic Scale for Psychosis. Noemi S. Catalan. University of Sto. Tomas. Completed.
- The Drug Dependents at Sinag-Buhay Therapeutic Community, Angeles City, and the Dare Methods of Therapy. Antonio M. Mendoza. Angeles University Foundation. Completed.
- The general structure of variation in the Philippine and the economic specialization of Luzon. Scott Guggenheim. IPC Visiting Research Associate. Johns Hopkins University. Ongoing.

- The Image of the Filipino People As Reflected in the Novel "Without Seeing the Dawn" by Steven Javellana. Josefina B. Kong. Angeles University Foundation. Completed.
- The Japanese Occupations of Ozamiz City, 1942-1945. Remigia T. Dionson. Immaculate Conception College, Ozamiz City. Ongoing.
- The Philippine Independence Movement, 1921-1946: An Annotated Bibliography of Documents Found in the US Congressional Record and in Other Sources. Theresa B. Cruz. University of the Philippines. Completed. PSSC.
- The Relationship Between Medium of Instruction and Reading Performance in English and Pilipino Among Bilingual Deaf Pupils in the Intermediate Grades. Conchita Catao-Guinita. Philippine Normal College. Completed. PSSC.
- The socioeconomic impact of the Philippine Australian Development Assistance Program Project in Zamboanga del Sur. Milagros J. Tolentino. IPC research project. Ongoing. Australian Development Assistance Bureau.
- The Status of Basic Social Work Skills Training of the Bachelor of Science in Social Work Program in Selected Social Work Schools in Metro Manila. Winston A. Rodrigo. Asian Social Institute. Completed.
- Theories on ethnicity and the Philippine Sulu archipelago. Lanfranco B. Revelli. IPC Visiting Research Associate. Turin University, Italy. Ongoing.
- Tourism in the Philippines. Mohamad Ali Sheidall. Far Eastern University. Completed.
- Towards the Development of a Communicative Proficiency Test in Pilipino for Finishing Elementary Students: A First Attempt. Soledad Giban-Agner, PNC-Ateneo-De La Salle University Consortium. Completed. PSSC.
- Work Values of Filipino Teachers in Three Levels of Formal Educational System in Metro Manila: An Analysis. Luzviminda Baria-Valencia. University of the Philippines. Completed. PSSC.

Youth Employment in the Philippines. Rosa Linda P. Tidalgo and V.A. Teodosio. University of the Philippines. Completed.

RECENTLY REPORTED PUBLICATIONS

- Recently reported publications for the period October to December 1981.
- Entry Format: Title. Author/Editor. Home Institution. Where published (if it is an article). Vol. No. Date. Pages. Cost. Where available.

BOOKS/MONOGRAPHS

- A Primer on the Negritos of the Philippines.
 Daisy Y. Noval-Morales and James Monan.
 P50.00. Available at the Philippine Business for Social Progress.
- A Profile of Filipino Women. Isabel Rojas-Aleta, et. al., P 54.00. Available at the Philippine Business for Social Progress.
- A Short History of Zambales. Pedro Asis, Jr. 1981. 30 pp. Inquire from the Cebuano Studies Center, University of San Carlos, Cebu City.
- An Anthology of Ilianen Manobo Folktales. Hazel J. Wrigglesworth. 1981.
 299 pp. P 55 paper, P 65 hardbound. Inquire from San Carlos Publications, Cebu City.
- An Exploratory Study on Factors Affecting Repayment of PBSP Financial Advances. Maria U. Villanueva. # 16.00. Available at the Philippine Business for Social Progress.
- Areas of Concern III: Proceedings of the Discussions on Rural Organizing and Its Implications to the Institute of Social Work and Community Development (ISWCD) Field Placement Program. Contains discussion papers on trends and perceptions on rural organizing as advocated by individuals and agency-based programs. P 11.00 per copy. Available at the Institute of Social Work and Community Development (ISWCD), University of the Philippines, Diliman.
- Attempts at Social Credit. Maria U. Villanueva and Antonio de Jesus. P 19.25. Available at the Philippine Business for Social Progress.

- Cooperatives Education and Training as Strategy for Community Development: A Consolidation of PBSP's Experiences in Assisting Cooperatives Education and Training Projects. Maria U. Villanueva.
 \$\$ 6.75\$. Available at the Philippine Business for Social Progress.
- Deficit Government: Mexico and the Philippine Situado, 1606-1804. Leslie E. Bauzon. 1981. 207 pp. Inquire from the author, c/o the Philippine Social Science Council.
- Ethnic Differentials in Mortality in Hawaii, 1920-1970. By Robert W. Gardness. East-West Center. East-West Population Institute, Reprint No. 123. 1980.
- Ethnographic Atlas of Ifugao: A Study of Environment, Culture, and Society in Northern Luzon. Harold C. Conklin. 1980. 116 pp. \$75. Inquire from New Haven: Yale University Press.
- History of Cebu: Bibliographic Guide I. Resil B. Mojares and Marian P. Diosay. 1980, 90 pp. ₱ 10. Inquire from the Cebuano Studies Center, University of San Carlos, Cebu City.
- Housing Asia's Millions: Problems, Policies, and Prospects for Low-Cost Housing in Southeast Asia edited by Stephen H. K. Yeh and A. A. Laquian. International Development Research Centre. 1979.
- Ilongot Headhunting, 1883-1974: A Study in Society and History. Renato Rosaldo. 1980. 313 pp. Inquire from the Cebuano Studies Center, University of San Carlos, Cebu City.
- PBSP's Experiences in Funding and Development of Agribusiness Projects. Victoria Paz Cruz. P13.00. Available at the Philippine Business for Social Progress.
- PBSP's Experiences in the Use of Group/ Community Building as a Strategy of Development. Ana Maria del Rosario-Dionela. P 31.90. Available at the Philippine Business for Social Progress.
- Profile of Out-of-School Youths in Bukidnon. Leonardo A. Chua. Occasional Paper No. 1 NFE/WID Exchange-Asia. University of the Philippines at Los Baños. 1981.

- Rural Asian Women, Status and Environment. Robert Orr Whyte and Pauline Whyte. Institute of Southeast Asian Studies. Research Notes and Discussions Paper No. 9. 1978. Available at the PSSC Library.
- Social Welfare and Social Work. The first book of its kind in the country today, written by a social work educator with a rich background of practice. Thelma Lee-Mendoza. University of the Philippines Institute of Social Work and Community Development. 375 pp. Clothbound: P 75.00; Paperbound: P 49.95; Newsprint: P 39.95. Available at Alemar's Bookstore.
- The Bohol Guerrillas in Action. Pio B. Ferandos. 1981. 213 pp. ₱ 25. Inquire from the Cebuano Studies Center, University of San Carlos, Cebu City.
- The Organizing Process (Illustrated Community Organizing Methods). Contains illustrated community organizing techniques formulated by the Institute of Social Work and Community Development (ISWCD) faculty based from their organizing experience in a fishing village.
 P 1.00 per copy. Available at the ISWCD, University of the Philippines, Diliman.
- Tracing Your Philippine Ancestors. Lee Vance, 1980. 771 pp. Inquire from the Cebuano Studies Center, University of San Carlos, Cebu City.
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OCTOBER-DECEMBER 1981/29

PAPERS

Reported papers for the period October-December 1981.

Papers presented at the 4th National Population Welfare Congress on "Tripartism in Developing Population Welfare Policies and Programs" on December 7-8, 1981 at the Philippine International Convention Center.

- Discrimination Against Women and Employment Policies. Irene Cortes, Vice Chairman, National Commission on the Role of Filipino Women.
- Female Labor Force Participation and Fertility. Alejandro Herrin, Associate Professor, U.P. School of Economics.
- Income Distribution and Worker's Welfare. Mahar Mangahas, Vice President, Research and Development Department, Development Academy of the Philippines.
- Longevity in the Philippines. Macrina Kilaton, Population Studies, University of San Carlos.
- Migration of the Working Age Population, Philippines 1970-1975. Hector Morada, Supervising Census and Statistical Coordinator, National Census and Statistics Office.
- Mobilization of Women in Rural Development. Rachel Fidelino.

3

- Occupational Health and Compensation for Workers. Eleo Cayapas, Executive Director, Employees Compensation Commission Ministry of Labor and Employment.
- Overseas Labor Migration. Patricia Sto. Tomas, Executive Director, Institute of Manpower Studies and OIC, National Wages Council.
- Policies and Programs Influencing Internal Migration in the Philippines. Jose Lawas, Assistant Director General, National Economic and Development Authority.
- Policies and Programs Influencing Overseas Labor Migration. Jonathan dela

Cruz, Director, Bureau of Employment Services Ministry of Labor and Employment.

- Population/Family Planning Program in the Agro-Industrial Sector: A Tripartite Approach. Susan Dedel, Fe Marzan and Zorahayda Alonzo.
- Standards for Labor Protection with Emphasis on Health and Safety. Domingo Zapanta, Officer-in-Charge. Bureau of Labor Standards Ministry of Labor and Employment.
- Trends in Morbidity and Mortality Among Working Ages of the Population. Zenaida Ludovice, Chief, Statistics Division, Disease Intelligence Center Ministry of Health.
- Wages and Incomes Policy and Family Welfare. Wilfredo Nuqui, Director, Economic Planning and Research Staff, National Economic and Development Authority.
- Work Hour Losses and Fertility: A Case Study. Imelda Feranil, Assistant Professor, U.P. Population Institute.
- Work Status and Family Formation. Corazon Raymundo, Assistant Professor, U.P. Population Institute.
- Papers presented at the "Fourth National Conference on Local History" held at the University of San Carlos, Cebu City from November 27-29, 1981 with the theme, "Local History Perspectives on the American Period in Philippine History."
- A Minority Reaction to American Imperialism: Isabelo de los Reyes. William Henry Scott. 13 pp.
- American Agribusiness Interests in Northern Mindanao, 1900-1940. Renato B. Reyes, Xavier University. 25 pp.
- Historical Sources in the U.S. on Mindanao and Sulu. Alfredo T. Tiamson. 12 pp.
- Local History: Rationale, Problems, and Prospects. Leslie E. Bauzon, University of the Philippines. 9 pp.
- Philippine Railroads: Ideology of Progress in an American Colony. Michael M.

Gonzalez, University of Sydney. 16 pp.

- Recent Philippine Historiography: an Evaluative Review. Resil B. Mojares, University of San Carlos. 14 pp.
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- Towards a Local History of the Philippine-American War: the Case of Tiaong, Tayabas (Quezon) Province, 1901-1902. Reynaldo C. Ileto, University of the Philippines. 14 pp.
- Workers' Response to American Rule, 1900-1935 (trends and highlights). Vivencio R. Jose, Associate Professor and Deputy Chairman, University of the Philippines and Ph.D. Philippine Studies Program. 30 pp.
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30/PSSC SOCIAL SCIENCE INFORMATION

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OCTOBER-DECEMBER 1981/31

ISSN 0115-1169

SOCIAL SCIENCE

A quarterly newsletter published by the PHILIPPINE SOCIAL SCIENCE COUNCIL, INC. (PSSC) with offices at House No. 7 Purok Heneral Aguinaldo, University of the Philippines, Diliman, Quezon City. P. O. Box 655 Greenhills, San Juan, Metro Manila 3113, Philippines. Telephones: 972671, 978741, 976061 loc. 735

Editorial: Pilar Ramos Jimenez, Ma. Susan S. Esteban, Edna E.Labra Circulation: Sylvia V. Tan, Elvira S. Angeles, Lydia G. Wenceslao

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