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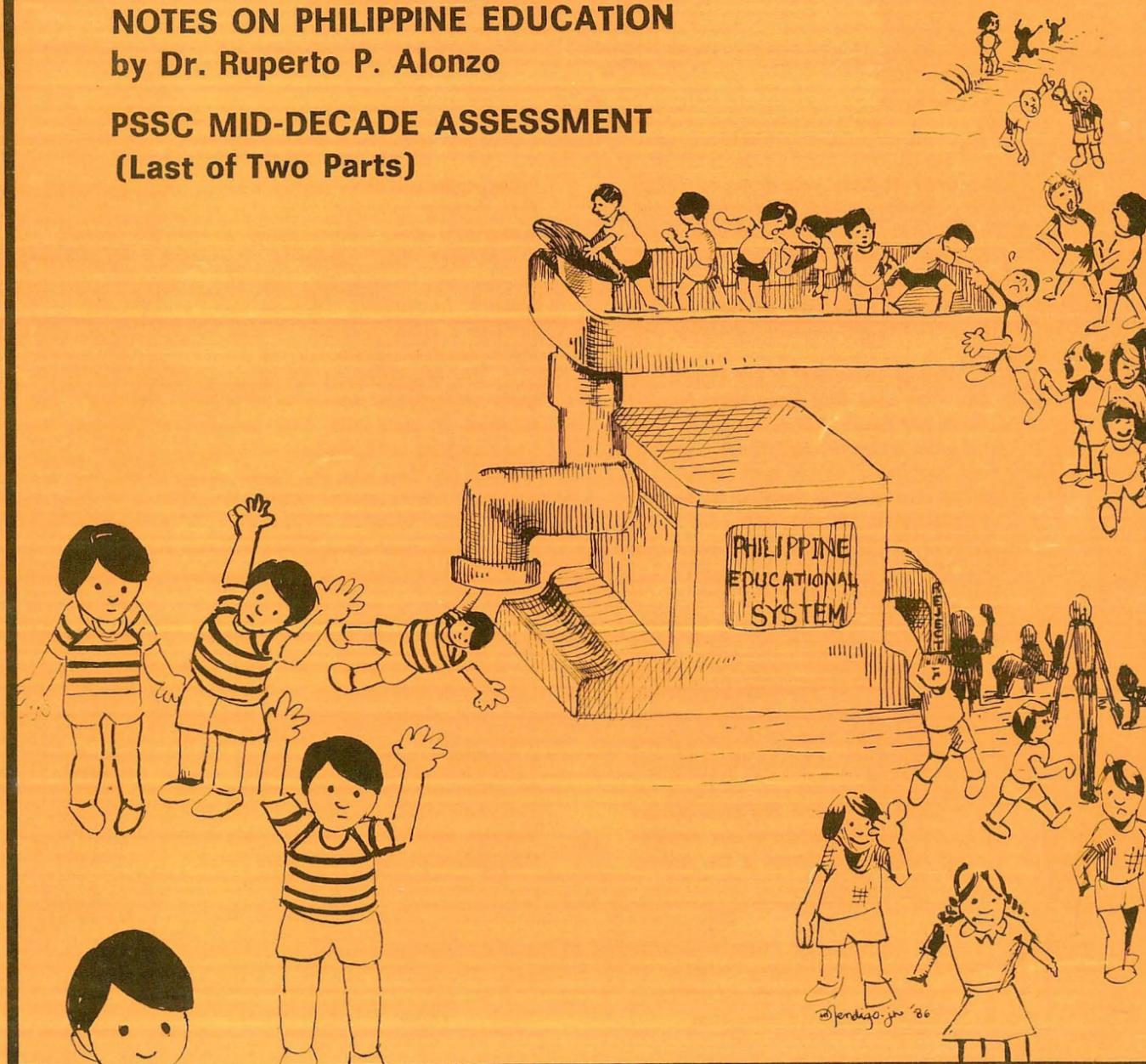
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APRIL — JUNE 1986

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by Dr. Ruperto P. Alonzo

PSSC MID-DECADE ASSESSMENT
(Last of Two Parts)



editorial



KNOWLEDGE AND SOCIAL SCIENCE INFORMATION NETWORKS

LORNA P. MAKIL *

As the second quarter of every year draws to a close in the month of June, Filipinos prepare for another school-year. Their next 10 months will be organized around the whole educational system. Yet for many, the real purpose of education will be forgotten amidst the flurry of school activities. The result is what is depicted in our cover: a harvest of graduates who have lost their individuality and human uniqueness.

The original purpose of education is the acquisition of knowledge. It has been said that knowledge has increasingly become the major resource in society. Living in today's modern world more and more calls for the wisdom that knowledge brings, and knowledge in turn depends on the kind of information that is made available to people. Deficiencies in information lead to faulty and poor integration of knowledge, and this, to stunted human and social development.

When the PSSC was founded in 1968, one of its important objectives was to increase and make available information in the social sciences. It was the dream of its founding members that dissemination of social science information in the country would improve and would contribute to the well-being of Philippine society in particular and of the world in general. Today, 18 years later, we still have much to cover in the efficient dissemination of this kind of information in the country.

For the PSSC, information sharing has been carried out through the various journal publications of our member organizations, this social science newsletter, a few books,

monographs and other written reports, together with public fora, lectures and conferences. But at the same time we are aware that these efforts barely scratch the surface. We realize that PSSC cannot do this alone because our resources are limited. We need the cooperation of other research institutions, libraries and documentation centers through a networking system that will produce and deliver information more systematically.

The opportunities for information networking in the social sciences are promising. PSSC has a national research network, to start with. This summer PSSC participated in the launching of a regional information network in social sciences for Asia and the Pacific. Both of these programs are described in greater detail in this issue of the newsletter. Other plans in which PSSC will be involved are in the pipeline, such as a Database Network of the Association of Foundations to facilitate sharing of information resources.

Related to this are steps being undertaken by the National Economic and Development Authority (NEDA) to improve the production and dissemination of social statistics in the country.

All of these are steps in the right direction towards making PSSC more responsive to the need for better sharing of knowledge and culture. We will be helping in the education of our citizens to realize their human and social potentials which will benefit the country and the region, thereby promoting better understanding and the attainment of social justice and peace for all.

* Mrs. Lorna P. Makil is the Program Coordinator of the PSSC Information and Special Services Division and the current Secretary-Treasurer of the Philippine Sociological Society. She was formerly Research Associate of the Institute of Philippine Culture of the Ateneo de Manila University and the Ramon Magsaysay Awards Foundation.

Notes on Philippine Education*

Ruperto P. Alonzo, Ph. D.**

1. Education as a National Concern

Education has long occupied a dominant position in the list of basic concerns valued highly by most societies, the Philippines among them. To many people, it is both an end in itself and a means towards the fulfillment of other ends. Across all strata of Philippine society, one of the most important aspirations shared by parents is to have their children reach the highest level of schooling that they could afford to give them. It is thus not uncommon to find the son of a farm tenant or the daughter of a manual worker going to college. Schooling in the Philippines has indeed served as a vehicle of social mobility for a significant proportion of the population.

This important national regard for education is in fact embodied as a constitutional mandate and is reflected in official policies and pronouncements. As most government documents put it, a recognized objective of educational policy is "to provide

for a broad general education that will assist each individual, in the peculiar ecology of his own society, to: (1) attain his potential as a human being, (2) enhance the range and quality of individual and group participation in the basic functions of society, and (3) acquire the essential educational foundation for his development into a productive and versatile citizen." Such a general statement of educational goals easily fits the dual role of education as consumption and investment. How it gets translated into specific, operational policies is of course another matter.

In the sixties, particularly in the early half, national sentiments found full expression as enrollments at all levels of schooling increased at tremendous rates. These gains were achieved through huge commitments of public as well as private resources. Education's share of government expenditures during the period was as high as thirty percent, constituting the biggest single item in the national budget.

By the start of the seventies, however, a chasm apparently began to develop between popular sentiments and the government's interpretation of educational objectives. The Presidential Commission to Survey Philippine Education (PCSPE) set the tone in 1970: "As a direct input into the development efforts of a nation is by no means the only purpose to which education can be applied. In a developing economy with limited resources, however, education must be viewed in this light." Thus, whereas before, education was implicitly considered a "basic need," in the seventies the focus shifted to the role of education as an economic tool to serve "developmental goals." Of course, there need not be a conflict between the pursuit of "economic development" and people's perceptions of education as consumption. But that seemed to be how the educational authorities viewed the situation then, and this official feeling seems to carry over until the present.



*An earlier version of this paper was presented at the 9th session of the PSSC Lecture and Forum Series held last August 23, 1985 with the cooperation of the Philippine Economic Society.

These notes are extracted from an unpublished report submitted to the Center for Policy Studies for its project on Policy Directions for the 1980's. Although the report was written some time ago, the issues discussed are essentially the same issues confronting the educational sector at present.

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What were the conditions prevailing then which may have triggered this concern that not all was well in the education sector? Student activism in the late sixties and early seventies probably contributed significantly to the feeling that the schools were not performing their basic missions. This feeling was "scientifically" legitimized by statistics which showed that school leavers, especially at the post-secondary level, were having difficulties finding jobs in the labor market. Benefit-cost calculations also showed that rates of return to all levels of schooling in the Philippines looked low relative to estimated rates of return in other developing countries. There was also the belief that the colleges and universities in the Manila area were attracting a lot of students from other areas who would eventually stay even after graduation, adding on to urban congestion.

The PCSPE study which laid the foundations of educational policies in the 1970's thus placed a heavy stress on the "vocational" mission of schooling, perhaps to the detriment of the pursuit of basic learning needs. To be sure, the Commission covered all aspects of education, from curriculum appraisal to educational finance; its proposals encompassed nonformal education as well as formal schooling. However, in terms of the major policies and programs which emerged in the seventies, the emphasis has clearly been on post-secondary schooling.

2. Higher Education and the Labor Market

The feeling pervading higher education in the seventies was that it was overexpanded, that the quality of the schools left much to be desired, that the students were in the wrong fields, that there was an overconcentration of institutions in Metro Manila. The policies initiated to address these problems therefore included the limitation of college enrollments

through the National College Entrance Examination (NCEE); the encouragement of accreditation among schools; the redirection of students to courses deemed to be of more social significance, such as science and technology.

There was, however, the realization, especially after the outcome of the first NCEE results, that there appeared to be discrimination against those from lower income classes, rural areas, and depressed regions. High school graduates with such characteristics consistently fared worse in the NCEE than their more advantaged counterparts. There were thus initial suggestions of regional and family income cut-offs to equalize access to higher education. The suggestions were dropped, however, perhaps because if the NCEE results were indeed valid, those marginal students admitted on a "democratization" basis would have poor chances of finishing college unless remedial classes and other measures were taken. But the government simply did not have, or did not want to commit, the resources needed to pursue such remedial measures. It was therefore tantamount to an admission of low priority to quality of access to higher education as an official policy objective.

How effective has the NCEE been as a screening device? Sadly, there has been no direct evaluation of the impact of this major policy instrument. In terms of finding out whether retention rates in college have improved, there was a statement issued by the NCEE administrators sometime ago that certain programs in certain institutions did show fewer drop-outs than before, but the evidence did not seem robust. In terms of the effects on enrollment growth, the NCEE may have had a wide impact, as the sudden drop in college enrollments in 1974 would show. However, controlling the flow of college students per se is not really the ultimate objective of the NCEE; it is, rather, improving the labor market performance of the graduates. On this

score, there is as yet no direct evaluation, although the Higher Education and Labor Market Study (HELMS) completed in 1979 indicates only minor differences in labor market experiences between the graduates of 1970 and those of 1978 (the first batch of NCEE examinees) on the year after their graduation.

The attempt to improve the quality of institutions through official accreditation is on a voluntary basis, with some "incentives" for the participants by way of semi-official grants coursed through the Fund for Assistance to Private Education (FAPE). Accreditation is supposed to guide students, parents, and prospective employers on the quality of schools. The schools which remain without accreditation, however, still find a wide market of students for their educational services.

Another issue which had been a nagging concern of educationists in the seventies and continues to present major problems is educational finance. Most higher education institutions rely on student fees as the major source of revenues. With the inflation of the seventies and tight control on fee increases (for political reasons), the private institutions began to feel the pinch. Certainly, part of the decline in enrollment growth could be attributed to the retrenchment caused by student fee regulations.

On the redirection of students to the more "relevant" courses, there has been an observed shift in enrollments towards those programs that the educationists felt to be more supportive of "national development goals." It cannot really be ascertained, however, if this trend has been the effect of conscious government policy or simply the outcome of rational student response to perceived changes in labor market signals. The HELMS Report shows that students do have a good idea of the programs which are in demand by the labor market in



terms of employability and earnings. There is also evidence that in the choice of field of study, considerations of future pay are not all that matter; this suggests that income differentials across jobs may contain significant compensating differences.

Finally, the government's scholarships and loans programs, which address the problem of unequal access directly, do not seem to have been vigorously pursued in the seventies. The National Scholarship Center, since its inception in 1964, has supported only a little more than a thousand students per year on the average. The Study-Now-Pay Later Plan, started in 1976, has extended assistance to only about six thousand students in three years. These figures are probably just trickles relative to the volume of "poor but deserving" high school students who aspire to go to college.

From an overall perspective, therefore, there is no clear evidence that

the policies initiated in the higher education sector in the seventies have in any way helped the unemployment and labor market problems of school leavers. The unemployment problem, in particular, has been taken somewhat out of context and disproportionately blown up as an education issue. College graduates in fact fare better than college dropouts and high school graduates in terms of finding employment opportunities, as the NCSO labor force surveys show. Moreover, the bulk of the unemployed are inexperienced and new entrants into the labor force; with the postwar expansion in enrollments at all levels, it is not surprising then to find that these new entrants looking for jobs would possess relatively high educational attainments.

Perhaps the efforts of the education planners have been misdirected; those efforts address what is fundamentally an employment problem, for which solutions have to be comprehensive, requiring policy prescriptions *outside* the education sector. The issues that are

being discussed at present by the education authorities are basically the same problems that the PCSPE perceived then. There is thus hardly any change after more than a decade, in spite of all the resources, human and material, which were put into the study of the higher education sector.

In the meantime, equality of access to higher education may have suffered some serious setbacks. No significant effort has been done to correct the biases attendant to the restrictions in college enrollments. The tuition fee regulations, while egalitarian on the surface, may even be working adversely, as "good" institutions retrench and "bad" ones expand to fill in the gap. The scholarships and loans programs are very meager in scope and coverage. The irony of it all is, whereas before, there was apparently more equal access to a college education that the authorities did not consider all that worthwhile, now there is biased access to a college education that the officials are trying hard to make worthwhile.

3. The Provision of Basic Education

It seems more than coincidental that, after the shift in emphasis on the goals of education to meet "national development objectives" instead of "social demand," there came about a shift in the government budget away from educational expenditures. The public outlay per pupil enrolled in public schools has been declining significantly in real terms since the declaration of Martial Law. As a percentage of the national budget, education expenditures have fallen from 30 percent in the late sixties to less than 12 percent at the start of the eighties. As most of the education budget goes to the provision of elementary schooling, such figures are an indication of the deterioration in the state of basic education.

There has of course been no explicit policy pronouncement saying that basic education should be contracted, the intent simply becomes apparent from the direction in which the public funds have gone. This may have been due to the fear that producing more elementary graduates would simply mean more pressure on the upper levels. In other words, concern about education having to meet "national development goals," expressed operationally through the focus on the "vocational" nature of education, may have overridden the objective of education as providing for basic learning needs.

The statistics on elementary enrollments coming from the Ministry of Education and Culture may also have contributed to this relative neglect of basic education: the enrollment ratios reported to be exceeding 100 percent were taken to mean that elementary education in the Philippines was already universal. But census figures reveal otherwise; in 1970, for example, only about 80 percent of eight Year-olds were in fact in school. The 1980 census, reporting highest grade completed rather than enrollment status, shows

that only 84 percent of the eight year-olds in 1980 had completed some elementary schooling. Even the Education Ministry's own figures on retention rates show a high incidence of drop-outs before students get to complete sixth grade.

Thus, the policies in the seventies dealing with basic education have focused on curriculum reform, teacher

training, and the search for more cost-effective teaching methodologies. While these programs are desirable in themselves, they also tend to divert attention from the issue of *access* to basic education. Elementary schooling is not really as universal as most people would want to think. The drop-out problem is very much of a problem, especially since educators themselves claim that basic



learning needs are achieved only after at least six years of elementary schooling. The urgency of these issues is heightened by the fact that the people left out are often the ones who are also deprived of other "basic needs." The pupils who drop out or never even get to school are likely to be the same ones who come from poor families, whose levels of nutrition are sub-standard, whose home environments do not allow them full participation in this "national development" that education planners are so concerned about.

The education administrators in the field do appear to have a clear appreciation of what the problems confronting elementary education are in their respective areas. Sometime ago, through the Program for Decentralized Educational Development, the different regional offices were asked to prepare a five-year development plan for the education sector in their regions, and the documents show a clear perception of what the problem areas are, with proposals on how to cope with the problems thus identified. But if the education sector as a whole is not getting the resources, those plans are not likely to get implemented at all.

Funds will come only if the national government appreciates the basic need for elementary education, irrespective of what it perceives to be this sub-sector's economic value. There need not of course be any inherent contradiction between basic needs and development goals, especially for the target populations in the heavily depressed areas. Thus far, practically all Philippines studies which show that the economic returns to the elementary education are low suffer from methodological as well as empirical misgivings and should not be used as bases for educational policy.

There are of course some bright notes of achievement with respect to the provision of basic education. The strengthening of the planning and

management capabilities of regional administrators through the Program for Decentralized Educational Development, may have its beneficial effects felt in the eighties. There is continuing in-service training for public school teachers. There is also the massive textbook project which has reduced the textbook deficiency from an appallingly low ratio of one book for eight pupils just a few years back to its current level of one book for two pupils. Needless to say, such programs deserve all the support they can get.

4. Secondary Education: The Uncertain Mission

It is often admitted in most education studies that secondary schooling represents the weakest link in the education ladder. The problem seems to stem from the uncertainty as to what the "mission" of secondary education really is. On the one hand, high schools are said to continue the function of elementary schools in preparing the student for the pursuit of further education; on the other, one finds pronouncements which place secondary education as a terminal program from which the student would be equipped with the skills needed for work. This ambiguity is not at all unique to the Philippines; most other societies in the same stage of development have trouble figuring out what to do with their adolescents, who appear old enough to be out of school but too young to find a place at work.

If secondary education were to be viewed mainly as "consumption" or "social demand," how would recent Philippine performance with respect to the provision of this "good" be assessed? Secondary education has, for the past two decades, been the fastest growing level in the formal education stream. In the seventies, the expansion in high school enrollments has been accommodated through the public schools, with the share of the private

sector in enrollments having gone down from 61 percent in 1969 to 42 percent by 1982. The increase in public school enrollments, however, is not necessarily an indication of the *national* government's commitment to secondary education, for much of the initiative and finance for the expansion has come from *local* government sources.

The quality of secondary schooling, measured in terms of school resources, varies widely across institutions, such variations are probably wider than those among elementary institutions. In terms of student achievement, there is no regular monitoring, so that trends in schooling outcomes cannot be established. The NCEE offers a potential measure by which to gauge changes in achievement as well as aptitude levels of secondary school graduates. However, the test instruments have been undergoing annual revisions so that the NCEE scores' movements over time may not really be indicative of actual trends.

What the NCEE scores indicate are the wide disparities in achievement among the secondary school graduates, disparities which are systematically associated with family income, parents' education, and place of upbringing. Certain characteristics of the distribution of the 1974 NCEE scores are by now well known: only 64 percent of the examinees with family income below ₱100 a month qualified, while the corresponding proportion for those with family income of at least ₱1,000 a month was above 85 percent; the students brought up in a farm or barrio had only a 67 percent qualifying rate, compared to 85 percent for city dwellers; across regions, students from poorer areas like Eastern Visayas and Northern Mindanao did very poorly with only 67 percent passing, while the ones from Manila and suburbs did relatively well with an 86 percent passing rate.

Do such inequalities reflect inequities? Here is where a clear definition of the mission of secondary education

becomes important. If secondary education is just like any other consumption good, then the differences in consumption levels are of significance only to the extent that they reflect differences in income levels. If it is a basic need, then its provision becomes an equity concern. Finally, if at the same time it is a primary tool for economic mobility and income inequality in its function as human investment, then equality of access to it also becomes a relevant equity concern.

Official pronouncements and policies governing secondary education seem to lean on the notions that secondary education does not constitute a basic need, that it is not an economically worthwhile investment, and that therefore it does not build up to an equity issue. But are these notions justified? On secondary education as investment, there simply is no robust evidence that it is uneconomic; each rate of return study says something different from the others. Whether or not it constitutes a basic need is something which still requires further study: what are the minimum learning needs of adolescents, and how does secondary education fit into the provision of those needs?

In any case, perhaps the best way to characterize progress in the seventies with respect to secondary education is that there has been an expansion in quantity (in terms of enrollments), and an expansion in enrollments would mean more equality of access. This expansion, however, has not been matched by any significant equality in outcomes. In fact, the move towards decentralization of funding for high schools may have aggravated equality in outcomes, as fiscal capabilities of local governments vary widely.

5. Non-Formal Education

In principle, non-formal education encompasses all activities which contribute to the further learning of the

population. In the words of the ILO Report (*Sharing in Development*, 1974), it includes in the Philippine context "such things as cooperative youth settlement schemes, cottage industry training courses, adult literacy programs, leaflets on family planning, radio talks on nutrition, motherhood classes, agricultural extension, and a large number of short-term vocational courses such as dressmaking, drawing courses, and so on; in short, anything that aims to convey bits of information to particular target populations outside the school system." Taking an inventory of such diverse activities is of course an impossible task, so that the focus on most government efforts at non-formal education evaluation has been on vocational training.

What has been the Philippine experience with vocational training? That coming from the private sector seems to be encountering very little problems, as the students have not been complaining and the sector has even been growing. The public sector's efforts to engage in middle-level skills development, however, appear to be groping around. Graduates from the early NMYC programs found difficulty finding jobs which matched the training that they received.

6. Policy Directions

The review of the developments in the education sector over the past decade has revealed a heightened official concern for the role of education in national development, a concern which seems to have been overemphasized. This concern apparently has been behind the reduction in real expenditures devoted by the national government to the provision of basic learning needs. While there may have been an expansion in the coverage of basic education in spite of the drop in real expenditures, progress in equality of access has not been met with parallel

progress in equality of outcomes. With respect to the vocational role of education, the problems being tossed around at the start of the eighties remain basically the same as the ones that were "identified" at the beginning of the seventies: college drop-outs and graduates are having difficulty finding the "right" jobs; the quality of schools, and therefore the quality of their graduates, leave much to be desired; there is an excess of concentration of schools in Metro Manila. There is even the added problem now of equality of access to higher education with the institution of the NCEE. Perhaps the only good note that higher education authorities could credit themselves with is the significant shift in enrollment away from those fields traditionally thought to be overcrowded, into those programs which are felt to be more relevant. But this development is probably less attributable to any single policy or even combination of policies than to the rational response of the students themselves to perceived labor market signals.

Perhaps the first step to be taken towards a rational set of policies is to put education in its proper perspective: in relation to development, educational policy cannot single-handedly be expected to solve labor market problems. Issues like unemployment require a set of policies most of which lie outside the education sector itself. It is funny how educationists seem to be more concerned than economists are about the absorption of school leavers. What should be faulted is the demand structure. Especially in an education system that is predominantly private, the response of students and institutions to wage incentives is swift enough. Even wage differentials per se are not necessarily indicative of relative profitabilities of occupations, as such differentials may be reflecting compensating differences, especially when one compares earnings across detailed occupa-

tion categories. Of course, one could argue that individual preferences are not necessarily reflective of national goals, but that in itself would be a personal viewpoint.

What is probably the safest course of action, in the absence of any definitive evidence that Philippine educational expansion has been uneconomic, is to heed "social demand" and emphasize on the provision of basic educational needs. The term "social demand" has been somewhat maligned in the seventies to represent something "counterdevelopmental." But this social demand captures more than the desire for a white-collar job or the need for social prestige; it includes as well the non-market productivity of education perceived by the people but left out in the conventional calculations of economic returns. In an educational system where the secondary and tertiary levels are financed mainly by the students themselves, it is difficult to identify sources of divergence between the private and the social productivity of educational investments.

The economic rates of return to education that several studies have generated are therefore conservative estimates of the real productivity of educational investments, for they reflect only market returns. As such, these measured rates, when they are high, are supportive of expansion; but when they are low, as in the Philippine case, one cannot assert that they call for contraction, even on purely economic grounds, for they exclude the non-market returns. Moreover, even if such rates captured all forms of economic returns, it is perhaps safer to lean towards overexpansion than underexpansion of the education system. The education planners themselves are the first to emphasize the importance of avoiding bottlenecks caused by shortages in particular skills. In fact, such projections of Philippine manpower needs by education level show that if the economy were to achieve its growth targets, enrollments at all levels

would have to expand at rates much higher than recent trends. The economic losses brought about by such shortages are probably going to be higher than the economic costs attendant to manpower surpluses of a given type.

With the economic role of education suggesting that fears of educational overexpansion may be unwarranted, the focus on basic educational needs is then in order. There is much empirical support for the notion that Filipino families do hold the schooling of their children in high regard. The demand for schooling goes beyond purely economic or utilitarian considerations. It is also well recognized that even for elementary education, Filipino families are faced with constraints, especially in the form of financial resources.

Basic schooling needs, moreover, do not stop at being able to find a place in any type of school. Basic needs should be measured in outcomes, so that quality of instruction does matter. There is also the problem of keeping the child in school, especially in rural areas where drop-out rates are very high.

A basic needs approach is not inherently incompatible with developmental goals. Poverty groups have low opportunity costs. Returns to investment in quality of schooling may also be significant. Especially among the poor, moreover, education has positive non-market productivity effects which are increasingly getting documented in developing countries, the Philippines among them. Education is positively associated with fertility decline and with improved child welfare and nutrition.

How would such a basic needs approach be implemented? First of all, the contraction of government spending on education should be reversed. The focus of increased spending should be on the underprivileged groups which are not really that difficult to identify. As mentioned earlier, the Program for Regional Development of Education has

recently undertaken an inventory of education problems down to the district level. What remains to be done is to take a serious look at those regional studies and commit funds to their implementation. Steps to be done in the health sector would also complement the basic education drive: in particular, school feeding programs should help raise achievement levels and keep children in school.

Finally, there should perhaps be less preoccupations with higher education than what is presently being devoted to it. The more controls and regulations there are, the less responsive will the system be to changes in labor market signals. "Bad" potential college graduates, if weeded out through restrictive admissions policies imposed from above (such as through the NCEE), would probably be even "worse" high school graduates. "Success" with present efforts in higher education would probably even be detrimental to equity considerations (if success is taken to mean higher earnings for college graduates, which is what "relevance" translates into in labor market terminology) as the college students get to be more homogenous in terms of family background.

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MID-DECADE ASSESSMENT

(LAST OF TWO PARTS)

The achievements made by the Council as of 1986 can be reviewed based on the four key areas of concern identified in the Agenda for the 80's, namely, training, professionalization, research, collaboration and linkage.

In the area of training, the Council has rendered assistance to universities and other academic institutions in expanding and strengthening their graduate programs. Assistance has also been extended to universities outside Metro Manila by encouraging the establishment of research consortia among faculties of several schools. Furthermore, PSSC has administered foreign fellowship programs since 1979 in schools like the University of the Philippines in Diliman and Los Baños and the Ateneo de Manila University. To date, the Council has already assisted 265 fellows under these programs.

With regard to professionalization, PSSC has assisted in the funding or underwriting of conferences, workshops and seminars of disciplinal organizations. From 1980 to 1981, the Council had been able to give travel grants to 24 grantees from different academic institutions. A very significant event in the area of professionalization was the holding of the First National Social Science Congress on November 17-19, 1983, with the aim of formulating new directions for Philippine social sciences and of strengthening the role of social scientists in the various areas of national life.

The enhancement of its research objectives has been pursued by PSSC through large-scale poverty researches being conducted under its Research Consortia Program, and through assistance to both junior and senior social scientists under its Discretionary Research Awards Program (DRAP).

In 1980, the Philippines, through the PSSC, participated in a cross-national field study on ethnicity and fertility among ASEAN countries.

Another major research project was conducted in September 1985, the holding of the first of a series of quick-count socio-political polls called the Measuring the Public Pulse Project (MPP). The MPP was conceived to monitor processes and analyze public perceptions on key national issues through the use of survey instruments.

IV. COLLABORATION AND LINKAGE

a. *"PSSC is presently undertaking a Research Consortia Program involving 10 out of 25 PSSC Research Network Centers."*

The complexity of socioeconomic problems and issues require much interaction and collaboration among social scientists. Thus far, the need for cooperative effort in research is gradually and surely fulfilled by the PSSC Research Consortia Program.

This program, which involves 10 regionally proximate members of PSSC's 25 research centers around the country, aims to foster collaborative research efforts between centers

by encouraging them to undertake joint researches on issues that are peculiar to their regions or locality. Since its inception in 1981, five research projects have been undertaken by the participating institutions. This collaborative approach is useful in the sense that it utilizes the field work or data collection skills of one center and the analytical or theoretical expertise of another.

Of PSSC's established projects, the Research Consortia Program has proven itself to be a prime example of relevant and sustained research which directly benefits the provincial centers. Through this program, PSSC continues to keep its commitment of decentralizing research or reducing the so-called Manila monopoly of research talent. More important, the program has established

the groundwork for cooperative research efforts and formalized or strengthened linkages among academe, government and non-government organizations.

B. *"The PSSC-Chinese Academy of Social Sciences Exchange Program was established in 1980 to give Filipino social scientists the opportunity to learn about the philosophy and status of social science teaching and research in China and to further develop and strengthen cultural exchange between the two countries."*

In 1980, the PSSC signed an exchange program with the Chinese Academy of Social Sciences to provide for an exchange of scholars between the two countries.

In 1980, thirteen officers from the PSSC Executive Board and the Secretariat made an observation tour of the People's Republic of China for ten days. While there, the delegation attended several symposia about China's philosophy and modernization organized on their behalf. In 1981, eight officers from the Chinese Academy of Social Science visited the Philippines for fourteen days. The PSSC hosted the delegation and organized visits to major research institutions, universities and government agencies.

In essence, the exchange visits were aimed to foster a better understanding of each country's philosophy and culture and to share information about the social sciences in both countries.

C. *"The Social Issues Committee conceived of the Resources for People Program (RPP) to help establish linkages between the social science community and the disadvantaged groups of Philippine society."*

The RPP is a service bureau through which the research, training and consultancy services of individuals or groups of social scientists are made available to disadvantaged groups who heretofore have rarely been direct clients of social science efforts. Specifically, the RPP aims to achieve the following objectives: 1) to put social science expertise at the direct service of disadvantaged groups in Philippine society; 2) to provide social scientists with an opportunity to have first-hand contact with some of the problems of Philippine society; 3) to assist in the development of alternative career paths for social science students; and 4) to assist in the development of a more relevant, more activist, more militant Philippine social science.

The RPP will endeavor to promote a partnership between volunteer social scientists and volunteers from people-oriented organizations who will constitute a service pool. Together, these partners will provide various services, except funding, to clients.

D. *"The Publications Subsidy Program was established in 1979 in order to help strengthen the capabilities of member associations and promote professional competence through publication."*

The PSSC set up a formula to financially support social science journals primarily through the sponsorship of the National Science and Technology Authority.

For the duration of the program, each of the eleven journals was granted ₱20,000.00 per year to help defray publication costs to help them become self-supporting as quickly as possible. Unfortunately, most of these journals had not become financially self-sufficient by the time funding was terminated in 1983 due to tight budgetary limitations of NSTA.

E. *"The PSSC Lecture-Forum Series was organized to provide a venue for continuing dialogue among the government, academic and private sectors."*

In 1984, PSSC launched a Forum Series on "Social Science and Government" primarily to establish and strengthen ties among the different sectors of Philippine society. The over-all objective of the project was to inform and influence policy makers concerning critical social science issues.

Each regular member association of PSSC was requested to submit papers to the Social Issues Committee, the committee tasked with coordinating the series. The papers were then assessed for their relevance and timeliness and were presented in cooperation with the member association involved. This cooperative effort helped reinforce PSSC's links with its members as well as opened its doors to interested groups and organizations both local and international.

The following papers were presented in these monthly forums:

1. "Survey of Opinions of the Membership of the Philippine Economic

Society on the Current Economic Crisis" (Philippine Economic Society).

2. "A Statement of Concern and Proposals for Social Change" (Philippine Social Science Council)
3. "Information Control and Corruption Economics" (Philippine Statistical Association)
4. "The Socialization of Students into a National Identity Through the Public Elementary School System" (Social Issues Committee)
5. "National Minorities: The Continuing Struggle for Survival and Self-Determination" (UGAT)
6. "Conservation of Our National Resources: A Vital Environmental Issue in the Philippines" (Philippine Geographical Society).
7. "Social-Psychological Factor in Philippine National Development" (Philippine Economic Society)
8. "Language: The Limits of the Legislatable" (Linguistic Society of the Philippines)
9. "Tertiary Education: Policy Issues and Prospects. (Philippine Economic Society)

F. *"In line with its advocacy thrust, the Council formulated a statement paper entitled 'A Statement of Concern and Proposals for Social Change,' which embodied the collective stand of the Council on national issues considered of great importance."*

During the Midyear Council Meeting of July 21, 1984, both the regular and associate member associations submitted recommendations for national policymaking and on issues of specific relevance to their disciplines. An *ad hoc* Task Force chaired by Dr. Gabriel U. Iglesias was subsequently organized to consolidate and synthesize the recommendations.

The "Statement of Concern and Proposals for Social Change" is the output of a series of workshops held by the *ad hoc* Task Force. The document contains the Council's consen-

sual statements and views on the eight major issues identified during the Midyear Council Meeting: National Minorities, Natural Resources Conservation, General Amnesty for Political Offenders, Public Accountability, Judicial Reforms, Repeal/Abrogation of Amendment No. 6 and the Presidential Immunity from Suit.

Other specific recommendations pertaining to the respective concerns of the member associations are also appended to the document. The papers were contributed by the various member associations that were more directly concerned with the issues.

The statement paper was first presented to the public in the second session of the PSSC Lecture-Forum Series held last September 15, 1984. Based on the suggestions given during the forum, the paper was revised and expanded, and was presented for approval to the social science community in the Annual Meeting of December 15, 1984. It was subsequently approved and ratified during the said meeting.

G. *"The Central Subscription Service (CSS), a major service program of PSSC, was set up primarily to help member associations expand the readership of their respective journals and publications through a central system of marketing and distribution."*

As conceived, the CSS was to deal with member associations' problems of weak subscription services and limited expertise to promote the sale and distribution of the journals. By pooling together the mailing lists of the different associations, the CSS is envisioned to widen the market for all the journals. Today, CSS has expanded its services to include a wide range of

social science books and publications. It is hoped that eventually it will become a one-stop shop for all social science publication needs.

ORGANIZATIONAL DEVELOPMENT

A major concern of the PSSC but one which is not explicitly stated in the Agenda is related to the development of PSSC both as a Council and as a clearinghouse or nerve center of all social science activities. Prior to 1983, PSSC was hampered by certain organizational problems. It has an Executive Council which met only once a year and minimally interacted with the Executive Board; its Secretariat was understaffed and could not adequately cope with the increasing demands of the Council's growing membership; its associate organizations were rapidly expanding but the operational linkages between them and the Council were still to be defined clearly; and the PSSC itself urgently needed a reasonably large office space to be able to carry out its rapidly expanding functions effectively and efficiently.

I. Establishment of the Philippine Social Science Center

For a long time, PSSC members looked forward to the prospect of having a central structure to house the facilities and services of the Council, its member associations and related associations. The construction of a center will provide adequate space for the collection and dissemination of information, as well as office space for the activities of the Secretariat, Central Subscription Service, a planned computer center, and PSSC member organizations. Furthermore, with a house of its own, the PSSC will be able

to complete the necessary support facilities such as a library, classrooms and seminar rooms, auditorium and cafeteria and enhance its efforts towards the centralization and coordination of social science activities all over the country.

Finally, after extensive planning and preparations on the part of the Social Science Center Committee, the final proposal was submitted by the PSSC to the Japanese Government through the National Economic and Development Authority (NEDA). In line with Japan's policy on human resource development especially in the Asian region, the proposal was subsequently approved and construction was immediately started. The land along Don Mariano Marcos Avenue on which it was built was provided by the University of the Philippines.

The Center underwent construction from June 1982 to March 1983, and completed within a record time of 9 months. The Taisei Corporation was the contractor and the Asia Konstrukt was its Philippine counterpart. In the final month of construction, the center was subjected to actual technical inspection by both Japanese and Filipino media representatives before its formal turn-over to the U P and the PSSC.

May 16, 1983 marks the inauguration of the Center, which stands as a visible symbol of academic exchange and cooperation between the Philippines and Japan. The Center now permanently serves as the home of the social sciences in the Philippines.

II. Secretariat Reorganization

As early as May 1984, the Executive Board had focused its attention on the long-felt need to reorganize the PSSC

Secretariat. Over the years, the Secretariat has performed basically supportive and coordinating functions. Most of the program conceptualization function was assumed by the various working committees whose members served very short terms. This kind of set-up was not conducive for program continuity. Moreover, the technical skills of the Secretariat could not be utilized fully.

Consequently, the Executive Board, through its Finance Committee, addressed itself to this problem and came up with a restructuring plan for the Secretariat. The scheme was implemented in September 1985.

The revised plan primarily aims to maintain an efficient staff who will serve the programs and the administrative requirements of the Executive Board and its Working Committees in the pursuance of the objectives and policies of the PSSC Governing Council. Specifically, the plan aims to: 1) fully harness the skills of the staff in the planning, execution and monitoring of PSSC programs and projects; 2) delineate the functions, authority and responsibilities of each unit and personnel to avoid duplication and conflict; 3) determine the optimum personnel complement, a rational ranking of positions and the correspondent compensation plan to promote an efficient personnel administration and optimize performance.

The new set-up not only ensures a more expeditious PSSC operation but also lays the ground for building a competent, professional staff who can contribute significantly in the planning, implementation and evaluation of Council programs.

CONCERNS FOR THE FUTURE

At a glance, PSSC's Mid-Decade Assessment reveals that the Philippine Social Science Council has achieved modest success towards establishing itself as a viable coordinating body

of social science activities and operations. Its pioneering achievements are indeed a tribute to those social scientists who were mainly responsible for the growth and development of the social sciences and the status they have earned in the Philippines today.

The same assessment, however, indicates the need for a more holistic consideration of PSSC's programs and projects to make it more responsive to the needs of Philippine society. For instance, it should be pointed out that there are proposals for social science projects contained in the "Agenda for the 80's" and the "First National Social Science Congress" which have not been pursued yet as envisioned. Furthermore, some observations on the PSSC's on-going programs and projects indicate that new programs need to be conceptualized. In this regard, the working committee of the Executive Board which is presently deliberating on the "Mid-Decade Assessment" is expected to come up with more definite proposals on this matter. Hopefully, all these would enable the PSSC to respond effectively to the needs of the social scientists in the country.

A tentative enumeration of the programs and projects of the PSSC is presented below:

I. Present Activities:

A. *"There is a need to hire more personnel to maximize the potentials and capabilities of the PSSC Secretariat."*

The restructuring of the Secretariat in 1985 to ensure its efficient operations as a partner of the PSSC Working Committees (composed of *ad hoc* members), has created a need for four additional "junior" social scientists. The present members of the staff are mainly sociologists, anthropologists and mass communication graduates. There are plans to hire more personnel from the fields of political science, geography, economics, and public administration. A graduate train-

ing program to develop the Secretariat into a professional core of social scientists is also envisioned.

B. *"As expected, maintenance, supplies and equipment shall cut into a greater portion of the Council's budget in the future."*

With the proposed expanded program of the Council, it is expected that the housekeeping expenses will also increase. The cost of maintaining the PSSC Center will also go up with the passage of time.

C. *"It is imperative that the existing programs and projects be sustained and developed so that the Council can further achieve its objectives."*

1. *Working Committee Meetings* (per diem) — Due to a substantial increase in the number of programs and projects that the PSSC pursued this year, the Working Committees have been conducting more frequent planning sessions at the Center. This calls for an increase in the budgetary allocation for meeting expenses and the transportation allowances of Committees members.

2. *Conference Assistance* — In its capacity as umbrella organization, the PSSC, to the fullest extent as possible, assists its regular members in the dissemination and exchange of scholarly information by providing financial support for conferences, workshops, and seminars of member associations. In the past 5 years, PSSC has shelled out a total amount of ₱220,074 to its regular members in conference support alone.

3. *Forum Series* — To fulfill its advocacy function as articulated in the First National Social Science Congress Resolutions and to strengthen ties among the policy, academic and action-oriented sectors in Philippine society, the PSSC sponsored and will continue to support its Forum Series Program.

4. *Resources for People Program* — Conceived as a service bureau through which the research, training and consultancy services of individuals or groups

of social scientists can be made available to disadvantaged groups in society, the Resources for People Program will need a substantial amount of initial financial support before it can eventually evolve into a self-sustaining program of PSSC.

5. *Graduate Assistance and Discretionary Research Awards* — In line with PSSC's goal to develop as many social scientists as possible and support quality and relevant research, the PSSC will continue to maintain and implement this program which, at the present time, is one of the most popular and the longest running program of the Council.

6. *Publications Subsidy* — In order to meet the publication needs of its member associations, the PSSC plans to continue providing financial and technical support for the publication of social science journals.

7. *Research Consortia (Expansion)* — In response to a widespread clamor for the expansion and establishment of a research consortium in other regions of the Philippines, the PSSC will organize active members of its research network and band them together into regional consortia similar to those in the Visayas and Mindanao.

D. *"New Programs are also being envisioned to respond to evolving challenges and the demand for excellence and relevance to Philippine social science undertakings."*

1. *Information Network* — A major recommendation of the First National Social Science Congress was the setting up of a nationwide information network for the social sciences. Towards this end, the PSSC has come up with a program proposal which shall utilize its existing mechanisms and structures in establishing a data bank on social science studies which can be rendered accessible to academic institutions, researchers, planning agencies, private organizations, and other relevant institutions.

The objectives of the program are:

- a. Long-term objective — to develop the Philippine Social Science Council Research Network into a Philippine Social Science Research and Information Network which will serve the social science information needs of academic, government and private sectors in the country.
- b. Short-term objectives
 1. To develop a system of determining the social science information supply and demands of the various sources and channels on the national and local levels.
 2. To establish and strengthen linkages between the member-institutions of the PSSC Research Network and the channel and user institutions to ensure the dissemination and utilization of social science information.
 3. To establish a data bank on social sciences at the PSSC and selected PSSC-member institutions and to develop a system of material collection, documentation, processing, dissemination, transformation, and bibliographic linkages and control.
 4. To strengthen the human resource and service capability of the different members of the Social Science Information Network.
 5. To develop a system of monitoring and evaluating the performance of the network and the impact of social science information on the plans and decision-making process of the user institutions and individuals.

The PSSC Information Network Project (PSSC INFONET) shall utilize the existing data bases of the PSSC-member institutions. Though member-institutions participate mainly through research, their respective libraries shall be strengthened while participating in this project by involving themselves in research dissemination and related information services. In this regard, selected personnel in the different libraries will be trained to provide these services.

Eventually, linkages will be estab-

lished among academic, government and private agencies to ensure that there are end-users, channels, as well as producers of knowledge within the system. Project activities will include research, training, systems development and testing, production of information materials, networking, and monitoring and evaluation.

The PSSC has invited some agencies, such as the NEDA, NSTA, some private agencies and international funding agencies to jointly finance the project. At present, the International Development Research Centre (IRDC) of Canada has expressed interest in the project. It has committed partial funding for a preliminary survey of existing social science literature and scholarship among the participating PSSC Network libraries. Negotiations are underway between PSSC, IDRC and other local institutions concerning the additional funding.

2. *Full Scholarship Program* — To cover a much greater number of deserving social science students, special attention shall be given to manpower development outside Metro Manila. Furthermore, the PSSC shall put more efforts towards full, rather than partial scholarships or fellowships.

3. *Metro Manila Faculty Consortia* — The rationale behind the faculty consortia currently being proposed by the PSSC's Institutional Development Committee is based on the need to upgrade the professional capabilities of social scientists in the Greater Manila area. It is primarily aimed at providing training in social science research by tapping the capabilities of faculty members in private schools.

4. *Computerization Program* — PSSC is proposing to modernize its operations through a computerization program. This is also in anticipation of its future role as a national center of the information networks being set up, the INFONET and the APINESS (Asia-Pacific Information Network in the Social Sciences)

(continued on page 26)

pssc activities

PSSC Book on Poverty Launched

PSSC's book publication, *Faces of Philippine Poverty: Four Cases from the Visayas*, was formally launched to the public in a simple ceremony held at the PSSCenter Auditorium on May 23, 1986.

During the ceremony, Dr. Ricardo Abad and Dr. Violeta Lopez-Gonzaga, two of the book editors, gave brief remarks on the process, problems and events encountered in the making of the book. Dr. Carolina G. Hernandez, 1986 Executive Board Chairman, made the concluding remarks in behalf of the PSSC, while Prof. Ruben F. Trinidad, Executive Director, served as Master of Ceremonies. A highlight of the activity was the symbolic turnover of the first copy of the book to Fr. Theodore Murnane, as a gesture of appreciation for the primary role played by the Visayas Research Consortium in the book project.

The book is a compilation of research reports on a study on regional poverty conducted by the Visayas Research Consortium of PSSC, through the collaborative effort of four academic institutions in the Visayas: the Central Philippine University (CPU) in Iloilo City; Silliman University (SU) in Dumaguete City; University of San Carlos (USC) in Cebu; and La Salle College (LSC) in Bacolod. The study compares the socioeconomic conditions of four livelihood-based sectors in the Visayas with the main assertion that the differences in the nature and extent of poverty among these groups are due to the opportunities available to them. The findings are discussed extensively in the book as follows:

Chapter 1 — *The Poverty Condition of Artisanal Fishermen in Iloilo Province* by Venancio B. Ardales and Fely P. David;

Chapter 2 — *Mechanization, Labor Employment and Poverty in Negros: Sugarcane Workers' Response to Tech-*



*Dr. Carolina G. Hernandez (Executive Board Chairman) presents the first copy of the PSSC book *Faces of Philippine Poverty: Four Cases from the Visayas* to Fr. Theodore Murnane (Visayas Research Consortium Coordinator) during a launching activity held last May 23, 1986 at the PSSCenter.*

nological Change in Sugar Farming by Violeta Lopez-Gonzaga;

Chapter 3 — *Scavengers in Cebu City: A Case Study of Urban Poverty* by Joseph Fernandez and Amalia de la Torre;

Chapter 4 — *Poverty in the Upland: Lowland Migrant Swiddeners in the Balinsasayao Forest, Negros Oriental* by Rowe V. Cadeliña;

Chapter 5 — *Philippine Poverty Studies: Concepts, Problems and an Alternative Approach* by Rowe V. Cadeliña.

Aside from Dr. Ricardo G. Abad (Chairman, Department of Sociology and Anthropology, Ateneo de Manila University) and Dr. Violeta Lopez-Gonzaga (Director, La Salle College Research Center), the other editor of the book is Dr. Rowe V. Cadeliña (Director, Silliman University Research Center).

The book costs ₱65.00 a copy. Interested parties may forward their orders and inquiries to the Central Subscription Service, PSSCenter, Don Mariano Marcos Ave., Diliman, Quezon

City or by calling up tel. no. 9229621 loc. 324.

Search for PSSC-CASS Exchange Scholar

The Philippine Social Science Council and the Chinese Academy of Social Science wish to announce the search for a Filipino exchange scholar to the People's Republic of China for CY 1986. The exchange program covers a one-month stay in the People's Republic of China tentatively set for the month of October 1986.

The candidate must possess the following qualifications: 1) natural-born Filipino citizen; 2) must show indications of commitment to Chinese Studies, e.g., evidence of previous serious work; 3) must specialize in a discipline in the arts and sciences; and 4) must have an institutional base (academic, government, etc.), preferably be a member of an organization affiliated with PSSC.

Candidates must submit the following requirements on or before *July 30, 1986*: 1) letter of application; 2) curriculum vitae; 3) a brief proposal on what the candidate intends to do and how he/she thinks the trip will benefit his/her interests in Chinese Studies; and 4) letters of endorsement from the candidate's institutional base and from his/her professional association.

Applications may be sent to:
The Institutional Development
Committee
Philippine Social Science Council
Don Mariano Marcos Avenue
Diliman, Quezon City or
P.O. Box 205 UP Post Office
Diliman, Quezon City
Tel. No. 9229621

* * *

Panel Discussion Series: Towards a Just and Democratic Philippine Society

Towards a Just and Democratic Philippine Society was the theme of a series of panel discussions organized by the Council under the leadership of the Social Issues Committee. Three panel-discussion sessions were conducted on three equally-relevant topics.

The first panel discussion was held on April 15 at the PSSCenter Seminar Room on the topic "Political and Constitutional Reforms Toward a Just and Democratic Society." The Philippine Political Science Association (PPSA) was the lead group of the said activity. Invited as speakers were Dr. Carolina G. Hernandez, Dr. Emmanuel C. Lallana and Dr. Rene C. Mendoza. Atty. Musib Buat and Dr. Nemesio E. Prudente participated as discussants. Prof. Carmencita T. Aguilar, vice-president of PPSA served as the moderator.

The second panel discussion on April 17 at the PSSC Seminar Room tackled "Government Reforms and Reorganization: National and Local Aspects". It was co-sponsored by the Philippine Society for Public Administration. Speakers were Dr. Raul P. de Guzman who talked on "General Con-

cepts and Principles in Government Reforms and Reorganization", Dr. Amelia Ancog, and Ms. Perla Segovia on "Government Reforms and Reorganization: Structural Aspects", Prof. Ma. Concepcion P. Alfiler on "Government Reforms and Reorganization: Ethical and Accountability Aspects", and Dr. Romeo B. Ocampo on "Local Government Reforms." Also present as discussants during the session were Min. Luis Villafuerte, Hon. Raul M. Gonzalez, Director Oscar C. Aniceto and Datu Michael O. Mastura. The incumbent president of PSPA, Dr. Gabriel U. Iglesias, gave the welcome remarks and served as the moderator.

The last panel discussion dealt on "Organizing People's Power." The session was conducted on April 12 at the PSSCenter Seminar Room, with the assistance of the Philippine Association of Social Workers, Philippine Sociological Society, Psychological Association of the Philippines and the Ugnayang Pang-Aghamtao, Inc. A paper entitled "People's Power Toward a Just and Democratic Philippine Society" by Prof. Ponciano L. Bennagen was the main focus for discussion. Min. Mita Pardo de Tavera, Mr. Agapito Aquino and Mr. Jaime Tadeo spoke as discussants. The panel discussion was introduced and moderated by Dr. Sylvia H. Guerrero.

* * *

Seminar-Workshop on State Violence

The much-awaited seminar-workshop on state violence was finally conducted on May 9 and 10 at the PSSCenter Auditorium through the initiatives of the PSSC Social Issues Committee. Entitled "Anatomy of State Violence: The Philippine Experience," the activity had the following as main speakers: Dr. Rosario M. Cortes, Mr. Jose Maria Sison, Hon. Jose W. Diokno and Dr. Armando S. Malay, Jr.

The two-day seminar was culminated by a workshop which addressed various issues on violence, specifically, the role

of social scientists in the social restructuring of a polarized and radicalized Philippine society.

The first speaker, Dr. Rosario M. Cortes, gave a historical account of state violence in the Philippines, dating back to the Spanish Period when internal migrations started into the frontier areas of Luzon and the Visayas. She said that the pioneers who came to "tame the frontiers", were economically miserable and had to financially rely on the foreigners, and native *principales*, who later became their landlords. The dislocations and excesses committed created a quasi-patriarchal set-up between the landlord and his subservients, and brought about social unrest which was manifested in various forms: banditry, folk religious movements with millenarian and utopian overtones, and the Philippine Revolution of 1872-1902.

According to Dr. Cortes, peasant movements increased in the 1920's due to the disputes between Friar owners of the great estates and their tenants. Eventually, the peasants involved in these groups became the backbone of the Huk movement during and following the second World War. After its defeat in the 1950's, the Huks were succeeded by the NPA's.

Dr. Cortes also stated that late in 1969, there had emerged an organized and militant movement for change, which involved different sectors of society. The movement has generated nationwide support through massive demonstrations and teach-ins. Their activities, however, were later used by Mr. Marcos to justify the declaration of martial law.

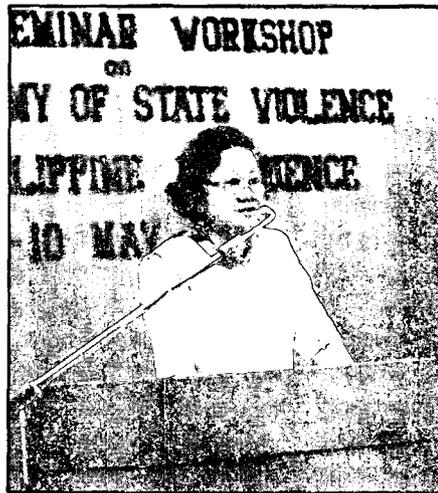
At this point, she said, the primary role played by the Philippine Military during the Martial Law Period cannot be ignored. Mr. Marcos had effectively utilized the Armed Forces as a political tool. To maintain the period of fascist dictatorship, the military was used to oppress rather than to protect the people. In return, Marcos placed the

military at the top and center of national life, rewarding it with positions, privileges and prerequisites. It was probably inevitable that the military organization would develop a keen awareness of its importance.

Jose Maria Sison, the second speaker dealt on the topic "The Social Basis of a Fascist State." He started with the assertion that among capitalist countries, there comes a point when the capitalist class sheds off the trappings of democracy to preserve the exploitative relations in society, adopts an open rule of terror and launches wars of aggression to divide the world. World Wars I and II were the results of this general crisis being experienced by capitalist states. The U.S. has so far avoided becoming an outright fascist state and has so far been able to afford the trappings of democracy at home because it has continuously benefited from imperialist plunder.

Mr. Sison also identified basic and essential features which characterizes a fascist state: 1) the ruling clique had risen to power or fortified its rule by taking a rabid anticommunist and chauvinist line, thereby getting the support of the big bourgeoisie and other reactionary forces; 2) the coercive apparatuses of the state, often in collaboration with the armed gangs of the fascist party, were used to wipe out bourgeois democratic rights and to destroy democratic forces; and 3) to gain a mass following, the fascist clique engaged in revolutionary phrase mongering while attacking and suppressing the communists, working class and other democratic forces.

The second part of Mr. Sison's paper pertained to the rise of the Marcos fascist dictatorship. He enumerated the root causes of fascist dictatorship: U.S. monopoly, capitalism, feudalism and bureaucrat capitalism. So long as these remain, the reemergence of a fascist dictatorship is a strong possibility. He then recommended that if the Aquino government would like to face up to the



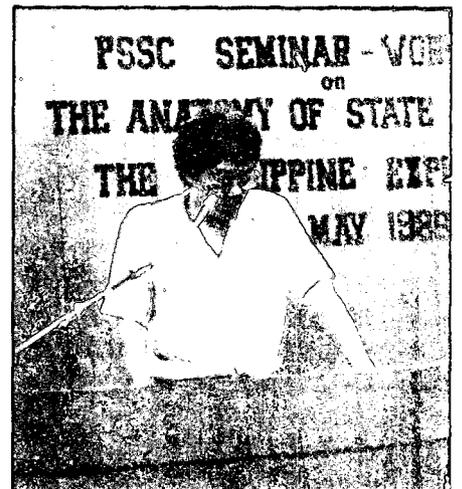
Dr. Rosario M. Cortes on "State Violence: A Historical Perspective."



Mr. Jose Ma. Sison on "The Social Basis of a Fascist State." Seated beside him is Dr. Carolina G. Hernandez, 1986 PSSC Executive Board Chairman.



Hon. Jose W. Diokno on "The Rule of Law and State Violence."



Dr. Armando S. Malay, Jr. on "Revolutionary Violence"

basic problems of the people, it ought to encourage and participate in a broad democratic alliance of the people — including the revolutionary forces, instead of submitting to the pressures from the U.S., the Enrile-Ramos bloc and the Marcos forces.

The third paper of the seminar-workshop was delivered by Sen. Jose W. Diokno. He began by giving a brief background on the rule of law. The doctrine of the rule of law, which in

layman's language is the rule of fair play, was drafted by Western lawyers after World War II, to be enforced by a government whose authority the people recognize as legitimate. The rule of law required that legal changes come only through recognized political processes; that governments have a monopoly on force; and that any defiance of the law has to be dealt with firmly. In exchange, theoretically speaking, government has to use force only to prevent

force from being used against the people and only as a last resort.

He said that this is in contrary to the Philippine situation where state violence is not new. Political detention, torture, disappearances, extra-legal killings and hamletting were practiced then as they were practiced during the Marcos regime.

Sen. Diokno traced the occurrence of state violence to some fundamental causes: imperialist interests aligned with the local elites, the failure of the economic system to fulfill the basic needs of the people, a government that does not represent the majority poor, the use of propaganda tools and government elements to propagate the notion that anyone who oppose the prevailing system is a subversive/communist and therefore, must be deprived of his basic rights. By identifying the causes, one can at least see some concrete solutions.

Sen. Diokno proposed for more participation in the drafting of the new constitution so that the powerless groups will be represented. He also urged for removal of foreign bases in the country, the cancellation of the nuclear plant, and eventual wipe-out of foreign intervention. Lastly, he called for the formation of more organizations which will be united towards a common nationalist cause.

The fourth paper presented by Dr. Armando S. Malay, Jr. enunciated on the problematic of revolutionary violence in the Philippines. The revolutionary myth of the Philippine Radical Left possesses some characteristics which set it apart from its predecessors: 1) the concept of revolutionary violence as a moral response to "State Violence" gained credence with the Marcos regime's abusive resort to armed repression; 2) the CPP-NPA-NDF's agreement for revolutionary violence was more often than not articulated within the framework of the party's polemic with the "revisionist" PKP and to a lesser extent, with the Christian Democrats

because the need to assert revolutionary legitimacy conferred a particular combativeness to the party's ideological stance; and 3) the radical Left's praxis of revolutionary violence stressed the catalyzing effect of the judicious employment of arms. The classic Marxist imagery of violence as the midwife of historical change, has always accompanied the orthodox discourse of the CPP. At any rate, this was the crux of the party's interpretation of the imminence of armed struggle and revolution: "not a single movement or party of the proletariat has ever seized political power without following the principle of armed revolution."

Dr. Malay said that the imposition of martial law in 1972 was viewed by the NPA as favorable, in a sense. Under Martial Law, Philippine society became a laboratory where the dialectics of armed struggle can be tested under optimal conditions.

He then discussed the reemergence of the adherents of a pacifist "third way" in the steadily constricting political spectrum. The third force's main contradiction with the NDF lies in their persistence in "giving democracy one last chance" through peaceful means. The assassination of Ninoy Aquino emboldened many more in their belief in a pacifist third alternative. Moreover, the overwhelming majority of "concerned citizens" who trooped to EDSA last February 22 to 25 made a victory of the "third force" possible at last.

Furthermore, Dr. Malay stated that a reformist civilian government has indeed come to power, thanks in part to a military rebellion. Judging from the tenor of goodwill emanating from the radical Left, the new dispensation stands a good chance of defusing the causes of the Communist-led insurgency, if not eradicating it completely. Aquino's ascendancy has brought a lot of pleasant surprises, and only a few negative factors. Yet these negative factors make up for their meager quantifiability by their well-entrenched structural character.

The fundamental problems that still remain to be solved may present a justification for revolutionary violence. On one hand, the heightened appreciation of the use of concerted mass action which the recent resurgence of "people's power" has brought about may pave the way for the social revolution that was allegedly missing in the EDSA rebellion.

One question is posed by Dr. Malay: Will this not improbable social revolution be as non-violent?

* * *

APINESS Launching

The Asia-Pacific Information Network in Social Sciences (APINESS) was launched during the Regional Meeting of Experts of the United Nations Educational Scientific and Cultural Organization (UNESCO) and the Association of Asian Social Science Research Councils (AASSREC) which was held in Bangkok from May 12 to 16, 1986. Mrs. Lorna P. Makil, Program Coordinator of the PSSC Information and Special Services Division, represented the Philippines in this meeting.

PSSC's participation in APINESS started in October 1985 upon receipt from UNESCO of a preliminary feasibility study on the establishment of a regional information network. The possibility of making PSSC the national contact point of APINESS in the Philippines was brought up.

On April 18, 1986, the UNESCO National Commission in Manila invited PSSC representatives to join heads of other libraries and information units in a meeting to discuss the concept of APINESS in preparation for the Bangkok launching. It was in this meeting where the decision to make PSSC the national contact point of APINESS was finalized.

Held at the UNESCO Principal Regional Office for Asia and the Pacific, the launching was witnessed by 16 participants representing the various

Social Science Research Councils in the region.

The Agenda of the meeting-launching was as follows:

- a) Briefing on the proposed network and presentation of background documents;
- b) Country situation on social science information and documentation centers;
- c) Institutional framework and governing structure of APINESS;
- d) Program of activities and proposals for 1986-1989;
- e) Conclusions and Recommendations;
- f) Adoption of the Report

With regard to the Country Situation on Social Science Information and Documentation Centers, Mrs. Lorna P. Makil delivered a seven-paged report which emphasized PSSC's information dissemination program. The said report was complemented by an earlier country report prepared for UNESCO by Mrs. Belen Angeles of the UP School of Economics.

A very substantial output of the meeting was the identification of proposed activities of the Network. The proposed activities for the period 1986-1989 are: 1) development of resources and capabilities; 2) adoption and development of norms and standards of information handling; 3) development of linkages and cooperative activities; 4) training of social scientists/users of social science information; 5) publication of the state-of-the-art reports on social science subjects; 6) processing and repackaging of social science information/research data for policymakers; 7) bilateral agreements; 8) development/integration of specialized sub-networks into APINESS; and 9) publication of APINESS newsletter and publicity of APINESS in similar bulletins.

Aside from Mrs. Makil, Dr. Ursula Picache of the U.P. Institute of Library Science attended the APINESS launching as one of the resource speakers.

Bennagen and Villacorta in ConCom

Prof. Ponciano L. Bennagen, President of the Ugnayang Pang-Aghamtao, Inc. (Anthropological Association of the Philippines) and Professor of the UP Department of Anthropology and Dr. Wilfredo V. Villacorta, Public Relations Officer of the Philippine Political Science Association and Dean of the DLSU College of Arts and Sciences, were recently appointed by President Corazon Aquino as members of the Constitutional Commission which was convened last June 2 at the Batasang Pambansa in Quezon City.

Prof. Bennagen was appointed to represent the academe and the cultural minorities while Dean Villacorta was chosen to also represent the academe.

* * *

PSSC ConCom Task Force

To manifest support to the endeavors of the Constitutional Commission (ConCom), the PSSC has created a special Task Force Committee which will serve as a resource base for members of the appointive body. The PSSC Task Force on the Constitutional Commission is a multi-disciplinary group of social scientists whose aim is to consolidate studies, researches or position papers that directly pertain to the work of relevant committees within the Commission. It is headed by Mr. Cesar P. Macuja, immediate past chairman of the PSSC Executive Board.

The ConCom Committees to be assisted are: 1) Form of Government; 2) Citizenship, Bill of Rights, Political Rights and Obligations; 3) Constitutional Commissions; 4) Accountability of Public Officials; 5) National Economy and Patrimony; 6) General Provisions; 7) Amendments and Transitory Provisions; 8) Human Resources; and 9) Social Justice.

As of date, the PSSC has already joined the Convenors' steering committee for the Regional Public Consultations being held in 43 provinces,

cities and towns in the country. Accordingly, the PSSC has designated and fielded resource coordinators/facilitators in nine identified sites for the public consultations. In areas where PSSC have no fielded coordinators, some members of the Task Force have volunteered to join to be able to render assistance.

The Council has also submitted resource statements to the nine identified committees and to the individual Commissioners. To constantly respond to their resource needs, the PSSC attends plenary sessions and public hearings, and maintain close contact with the individual Commissioners.

* * *

RPP Update

The Resources for People Program (RPP) of the PSSC, in cooperation with the Forum for Rural Concerns, held a forum entitled "Genuine Land Reform: Its Essence and Content" last May 17 at the PSSC Seminar Room. The forum was aimed at the dissemination of information in order to update other sectors on the status of land reform, in the country specifically, with regard to the government's concept of land reform, vis-a-vis the farmers' views on the issue.

Main speakers were Director Severino Madronio of the Ministry of Agrarian Reform and Mr. Felicisimo Patayan (alias *Ka Memong*), of the Kilusang Magbubukid sa Pilipinas. Mr. Eugenio Lopez of the Forum for Rural Concerns was the moderator.

Director Madronio discussed the government's land reform program, more particularly, the Operation Land Transfer and the Operation Leasehold. He stressed that the Ministry's concept of land reform is not only limited to mere land distribution but also includes the delivery of a package of services that complement land distribution to ensure further security of tenure.

He also expressed the intention of the government to expand the coverage of the program to include sugar and

(Continued on page 22)

announcements

Call for Contributions: Anthology on the 1986 Revolution

The 1986 Peaceful Revolution as viewed by the country's creative writers will be the subject of a literary anthology to be released before the year ends. A German edition of the book will be published in Germany three months after publication of the Philippine edition.

Production of the anthology will be managed by Philippine book publishers and cooperating German book experts at the Publishing Workshop in Manila, to be sponsored by the Frankfurt Book Fair International Division on December 1 to 10, 1986. Philippine coordinator for the workshop and the anthology project is Mrs. Esther M. Pacheco, Philippine book expert and director of the Ateneo de Manila University Press.

Entitled *Words of Love and Hate: Filipino Writers View the 1986 Revolution*, the anthology will include contributions in various genres — poetry, drama, short story, essay. Contributions may be in English and in any other Philippine vernacular and preferably unpublished. A piece in a Philippine vernacular, however, must include an English translation.

Each contributor may send in not more than five poems, one short story, one play, or one essay. An editorial board made up of eminent Filipino writers will select the pieces for the anthology. The authors of the contributions accepted will be entitled to honoraria from the publishers.

Contributions should be sent not later than 1 September 1986 to:
Words of Love and Hate, Anthology
c/o Mrs. Esther M. Pacheco
Ateneo de Manila University Press
P.O. Box 154, Manila 2801

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DLSU Annual Awards for Outstanding Journal Articles

The Research Center of De La Salle University plans to encourage scholarly, creative and professional publications with the establishment of the Annual Awards for Outstanding Articles. The competition is open to writers of articles published in the various journals of the University. One winner every year will be selected from each of the seven categories: Social Sciences, Humanities, Sciences, Business and Economics, Engineering, Computer Science and Pilipino.

Articles will be judged according to the following criteria: quality of research, contribution to the discipline, organization and presentation, and readership appeal. Each category will have its respective panel of judges composed of three members, one of whom will come from outside of De La Salle University.

Authors of the winning articles will be awarded plaques of merit.

The award will be given every year, starting S.Y. 1986-87.

* * *

International Statistical Training Program

The International Statistical Program Center of the United States Bureau of the Census recently announced the holding of a one-year statistical training program and a three-week summer workshop on microcomputer applications for demographic statistics. The training program shall run from September 2, 1986 to July 31, 1987, while the workshop will begin on June 30, 1986.

The demographic statistics curriculum is designed to provide participants with the knowledge and skills required to collect demographic data needed in research work or in data analysis. It teaches trainees techniques for developing demographic measures from incomplete and defective data; as well as

methods for improving the overall quality of demographic data and their collection.

Inquiries about fellowships for the workshop and/or training programme may be directed to the USAID Mission in readers' countries or the United Nations Representative there. For further information about the statistical program, readers may write to: The Chief, Training Branch, International Statistical Training Program Center, U.S. Bureau of the Census, Washington, D.C. 20233, U.S.A.

* * *

World Conference on Technology and Education

The World Conference on Technology and Education will be held in Manila at the Philippine Plaza Hotel from July 28 to August 1, 1986.

One thousand participants from the U.S. and Europe, the Southeast Asian countries and other parts of the world are expected to attend the conference, making it one of the biggest to be held this year in Manila. Education Minister Lourdes Quisumbing will be the keynote speaker.

The conference is sponsored by the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Educational Innovation and Technology (INNOTECH), in cooperation with the University of South Carolina and the School of Technical Careers of the Southern Illinois University.

A conference fee of \$50.00 will be charged from each participant from Asia and the Pacific, and \$90.00 will be charged from each participant from U.S.A. and Europe.

Additional inquiries may be forwarded to:

INNOTECH

Don Mariano Marcos Avenue
U.P. Diliman, Quezon City
Tel. Nos. 982591 and 982592.

* * *

McNamara Fellowship Program

The World Bank-sponsored Roberto S. McNamara Fellowship Program is now accepting applications for school-year 1987-88.

A limited number of fellowships will be awarded for a one-year period beginning July 1, 1987 for full-time work at the post-graduate level in fields related to economic development and institution-building. Applications will be considered from individuals, as well as from small groups of not more than five persons who come from the same institution and who can jointly undertake a specific project. The innovative or imaginative character of the work to be done will be a major basis for selection.

The fellowship will include a stipend to cover subsistence and accommodation, travel, book allowance and cost of residence. To qualify, an applicant must be: 1) a national of a Bank-member country; 2) 35 years of age or under; 3) a holder of a Master's degree or its equivalent; and 4) in a position to carry out the fellowship work in a country other than the candidate's own.

Deadline for submission of applications is November 1, 1986. Inquiries can be forwarded to:

McNamara Fellowship Program
Economic Development Institute
The World Bank
1818 M. Street, N.W.
Washington, D.C. 20433 U.S.A.

* * *

International Conference on Input-Output Techniques

The 8th International Conference on Input-Output Techniques will be held in Sapporo, Japan from July 28 to August 2 this year.

The conference has ten plenary sessions and twenty workshops in its line-up of activities. Other on-the-spot workshops will also be arranged.

The sessions will be focused on the following topics: 1) Applications of

Input-Output Techniques in Japan; 2) Special Problems of Input-Output Applications in Developing Countries; 3) Input-Output and Technological Change; 4) Input-Output in Statistics; 5) Input-Output and Econometric Models; 6) Regional Development and Structure of the Hokkaido Economy; 7) Human and Natural Resources in Input-Output Models; 8) Linkages: Regional and International; 9) Input-Output and Planning; and 10) Input-Output and Mathematical Economics.

Spearheading the activity is the Local Organizing Committee of Japan for the conference and the United Nations Industrial Development Organization.

* * *

Advanced Research Fellowship in Foreign Policy Studies

The Social Science Research Council, with the assistance of the Ford Foundation, has announced the opening of its Research Fellowship Program on Foreign Policy Studies. The program aims to extend research on U.S. foreign policy-making processes beyond the conventional agencies of the U.S. federal executive. Specifically, it seeks to encourage empirical research that 1) analyze how institutions, groups, sectors, or broad societal forces bear on U.S. relations with other countries; 2) compare the making of contemporary U.S. foreign policy to policy-making processes across historical periods, issues or countries; and 3) make use of theories and insights from diverse social science disciplines.

The program supports one to two years of research. Awards include a stipend as well as limited funds to cover research expenses, totalling an amount within the range of \$25,000 - \$30,000 per year. Additional funds will be available for expenses incurred in attending periodic conferences.

Fellowships are awarded with the clear expectation that fellows will complete publication-worthy research manuscripts within the duration period

of their award.

With regard to qualification requirements, applicants with scholarly or academic experience must hold a Ph.D. or an equivalent research degree; while those with professional background in law, journalism or government must evidence a degree of accomplishment equivalent to the Ph.D., typically demonstrated by the publication of articles or books which contribute to research literature. Selection of awardees will be made on the basis of evaluations and recommendations of a Council-appointed Committee on Foreign Policy Studies.

The deadline for application is October 1, 1986. The awardees will be announced in February 1987. Further information can be obtained from: The Social Science Research Council, Program in Foreign Policy Studies, 605 Third Avenue, New York, New York. tel. no. (212) 661-0280.

* * *

Course on Disarmament and Conflict Research

The International School on Disarmament and Research on Conflicts will hold its eleventh course on August 20 to 30 in San Miniato, Pisa, Italy. The course is intended for those who have a professional interest on these problems or those who would like to play a more active and technically competent role in this area of endeavor. It will have an interdisciplinary character and extend its subject matter from the technical and scientific side of the problem to its sociological and political implications.

The main topics are "The Arms Race and Prospects for Arms Control" and "Peace Teaching and Peace Research at University Level."

Eminent scientists from all over the world will act as principal lecturers. The course consists of formal lectures delivered by the principal lecturers, seminars organized by the participants themselves, round-table and general open discussions.

An admission fee of Lit. 600,00 (approx. U.S. \$400) will be charged from each participant to cover attendance, accomodation and full board expenses.

A limited number of scholarships covering the admission fees only is available for those who do not receive support from other source. Applicants unable to pay the admission fees should indicate this in their letter of application.

Interested parties must submit the following information: 1) full name, date and place of birth, sex, full address, nationality; 2) degree and other academic qualifications; 3) present professional activity and address of place of work; 4) list of publications and fields of interest; and 5) recommendations or letter of reference. Applications should be received not later than July 20, 1986 at the following address:

Prof. Carlo Schaerf
Dipartimento di fisica
Universita degli Studi di Roma
Piazzale Aldo Moro, 2

1-00185 Roma, Italia
Tel. (39-6) 4976350/4976320
Telex 613255 INFNRO I

New Publications

Ethnicity and Fertility in the Philippines

The Institute of Southeast Asian Studies of Singapore (ISEAS) recently published a book entitled *Ethnicity and Fertility in the Philippines* by Pilar Ramos-Jimenez and Ma. Cecilia Gastardo-Conaco, Research Associate and Behavioral Sciences faculty member of De La Salle University, and Department of Psychology faculty member of the University of the Philippines, respectively. The book is one of the six country reports of the ASEAN in a three-year (1980-82) crosscultural project on ethnicity and fertility in Southeast Asia. The entire project was coordinated by the ISEAS.

Role of East Asia in World Peace

Now available is *The Role of East Asia in World Peace*, a compilation of

papers and proceedings of the 14th International Conference on World Peace held in Baguio City from August 1 to 4, 1985. The book contains papers written by leading social and political scientists from Japan, Korea, China, U.S.A., Malaysia and the Philippines.

According to Bro. Andrew Gonzalez, President of De La Salle University, the book presents a cross-section of the perceptions and research findings of reputable scholars in the countries involved. While there is a diversity of views, what brings them together is a sense of realism and a realization that if world peace is to be achieved, the different countries in East Asia must take an active and self-initiating role to bring this peace about.

The papers from the Philippines, contributed by active political scientists of the country, give an update on current thinking in Philippine foreign policy and is recommended for reading by students, teachers and researchers who are interested in the problems of world peace.

pssc activities

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coconut lands. He also called for a review of land transfer policies because the 4.49 million hectares of arable land is definitely insufficient for distribution to an ever-increasing landless farming population.

In comparison, Mr. Patayan or Ka Memong discussed the exploitation and hardships experienced by Filipino peasants due to factors such as the presence of multinational corporations, local landowners of large tracts of land and intense military operations.

Ka Memong enumerated eleven specific demands of the farmers addressed to the Aquino government. He expressed hope that the new government would not stress ownership by title but instead reward the efforts of the people directly responsible for creating wealth from the land. He urged the

administration to constantly make the rights and welfare of farmers their primary consideration in the review of the land reform program.

* * *

Consortia Update

The Visayas Research Consortium (VRC) and the Eastern Mindanao Area Research Consortium (EMARC) conducted their consultation-workshops at the PSSCenter from May 19 to 24.

The two groups met with their PSSC consultants to discuss the current status of the projects as well as to determine the steps that will be undertaken in the future.

The VRC met with Dr. Cynthia Bautista and Dr. Rosario Ballecas to discuss and assess the activities of the first year of the research consortia pro-

gram, particularly the documentation and survey aspects. The consortium also devoted time for planning matters that are necessary for future action.

The EMARC presented the regional profiles prepared by each research center to serve as research leads for the concretization of its project on "The Impact of Current Development Strategies on Rural Households in Mindanao." Also discussed was the Preliminary Integrated Report of the said research project. The consortium likewise undertook planning sessions for the possible publication of "Dimensions and Determinants of Poverty among Coastal Fishermen in Eastern Mindanao."

Present during the consultation-workshops as consultants were Dr. Cynthia Bautista, Dr. Rosario Ballecas, Dr. Pilar Jimenez and Dr. Carlito Anofuevo.

newsbriefs

Workshop on Upland Resources Development

The Research Center of De La Salle University (DLSU), together with the Program on Environmental Science and Management of the University of the Philippines at Los Baños, (UPLB), co-sponsored the Upland Resource Development Policy Workshop last March 18 at the Asian Institute of Tourism in Diliman. Held through the assistance of the Ford Foundation, the aim of the workshop was to prepare a set of policy recommendations on natural resources, particularly on the upland issues of forestry, land use, agriculture and community development. The outputs of the workshop were submitted for consideration to Natural Resources Minister Ernesto Maceda.

Dr. Rosemary Aquino, Director of the Participatory Uplands Management Program, coordinated the workshop on behalf of DLSU Research Center.

New DAP Computer Center

The Micro Center for Computer Education and Application Software Development of the Development Academy of the Philippines (DAP) was formally opened in simple ceremonies held last June 10 at the DAP Building in Pasig, Metro Manila. Lourdes Quisumbing, Education Minister and concurrent DAP President and Tadashi Yoshioka, Executive Director of the Center of the International Cooperation for Computerization (CICC) were the guests of honor.

The center is established to support various efforts to improve government service using computer technology. It is envisioned to develop into a "system laboratory" where government managers and end-users may experiment with proto-type computer-based solutions to government system problems.

As a manifestation of support for DAP's efforts, the CICC pledged to donate 15 units of 16-BIT Fujitsu microcomputers, peripherals and software packages for the use of the center.



1986 Outstanding Social Scientist

Dr. Bonifacio P. Sibayan was the recipient of the 1986 Outstanding Scientist Award, (social sciences) conferred by the National Research Council of the Philippines (NRCP) during its 53rd Annual Meeting last March 15, 1986. Also honored were nine scientists from other fields: Dr. Ernesto Domingo (medical sciences); Dr. Purificacion S. Suaco (pharmaceutical sciences); Dr. Ruben B. Aspiras (biological sciences); Dr. Ramon C. Barba (agriculture and forestry); Dr. Ruben A. Garcia (engineering and industrial research); Dr. Jose A. Magpantay (physics); Dr. Armando F. Kapauan (chemical sciences); Prof. Alfredo B. Saulo (humanities) and Dr. Jorge de las Alas (earth sciences).

Budget Minister Alberto Romulo was the guest speaker during the meeting which was attended by 700 scientists. He said that the Aquino government will make the development of science and technology a priority objective to speed up the country's economic recovery and narrow the tremendous gap between the rich and the poor. He also noted that while the government is willing to support science and technology it cannot make any commitment

at this time because of budgetary constraints.

He urged, however, the science community to accelerate the pace of research activities and maximize the use of financial and manpower resources for science and technology by making accessible the results of researches to the rural areas.

Aside from the presentation of awards, the NRCP also held its annual elections. Prof. Ofelia R. Angangco was chosen as Member-at-Large of the NRCP Governing Board. Elected as chairmen of the divisions of the NRCP were: Dr. Angel Q. Yoingco - Division 1: Government, Education and International Policies; Dr. Mercedes B. Concepcion - Division VIII: Social Sciences; and Dr. Emerenciana Y. Arcelana - Division IX: Humanities.

ASAP Annual Seminar and Assembly

The American Studies Association of the Philippines (ASAP) held its 1986 Annual Seminar and Assembly last June 14 at the Ramon Magsaysay Center on Roxas Boulevard, Manila.

The seminar focused on the theme "The U.S. Constitution and Philippine Democracy." Raul S. Manglapus, diplomat and political analyst, keynoted the activity. Other speakers were Prof. Carmencita Aguilar of the University of the Philippines; Prof. Socorro Reyes of De La Salle University; Dr. Milton Cantor of the University of Massachusetts of Amherst; and Dr. Graham Madox of the University of New England, Australia.

Conference on the Manileño Culture

Papers on the Manileño culture were presented in a conference held at Casa Manila last April 11 and 12. Leading Filipino scholars shared their views

and findings on Manila's history, society and culture. Among them are Dr. Patricia B. Licuanan (psychologist), Dr. Socorro Reyes (political scientist), Soledad Reyes (literary critic), and Dr. Milagros Guerrero (historian). Dr. Alejandro Roces of the Presidential Commission on Good Government also presented his latest findings on "fiestas" in Manila.

New Central Bank Information Center

The Central Bank announced the establishment of the Central Bank Center for Statistical Information to immediately and effectively respond to the needs of the general public for statistical data.

The center consists of a specialized data bank managed by data managers from the research sector and a researchers' bay which is the access area. Data available at the center include the latest money and banking statistics, as well as trade and payments data generated and compiled by the various departments of the CB.

The establishment of the center is in line with CB's continuing efforts to inform the public on current statistics on money and banking and international trade and payments. It is also intended to encourage research in monetary and international economics.

The center is located at Room 401-A, Central Bank Complex, A. Mabini corner Vito Cruz streets, Manila and is open from Mondays through Fridays, except holidays, from 9:a.m. to 12 noon and from 1 to 4 p.m.

Public Information System Proposal

Benjamin V. Lozare, Special Assistant to Information Minister Teodoro Locsin and member of the PSSC Ex-

ecutive Board, is recommending the setting up of mini "public information agencies" under the Information Ministry to make government publications easily accessible to the general public.

The information agencies will be scattered initially among the key commercial areas in Metro Manila, such as Cubao, Makati and the University Belt. Each unit shall house government publications which can be lent for room use or sold at minimal prices. Outside Metro Manila, regional centers where studies and statistics publications can be obtained will also be set up.

The agency, as envisioned, shall have three basic programs: research, institutional development and program development. Under research, the agency can undertake opinion polls which can aid the government in addressing some basic national issues. In terms of institutional development, the agency can provide training on information skills to information officers of the various ministries and particularly, to rural broadcasters and journalists. Rural, and even urban, information campaigns can also be initiated for program development.

If effectively pursued, the public information agencies proposed will be the nucleus of a very small but hopefully effective Ministry of Information.

Forums on Church-State Relations

Several church leaders were the resource speakers at a forum on "Church State Relations from the Viewpoint of Various Religions" held on March 22 at De La Salle University. The speakers were Msgr. Moises Andrada on Roman Catholicism; Bro. Ulrich Volkel on the Unification Church; Dr. Jose Fuliga on the Lutheran Church; Dr. Rodrigo Tano on the Evangelical Church; Rev. Ciriaco Lagunzad, Jr.

on the Episcopalian Church; Dr. Shaida Jeffrey on Islamic Tradition; Dr. Wilfrido Villacorta on Thai Buddhism; and Dr. Alfredo Co on Confucianism. The keynote address was given by the Most Reverend Bruno Torpigliani, Papal Nuncio to the Philippines.

The activity was sponsored by the DLSU Science Foundation and the Inter-Faith Center for Religion and Culture, in cooperation with the Religious Studies Department and the Religious Education Department of the Graduate School of Arts, Education and Science.

A similar discussion was held last May 8 at the Law Complex of the University of the Philippines. The U.P. Academy of Asean Law and Jurisprudence and the UP College of Social Sciences and Philosophy co-sponsored a lecture forum on "Constitutional Revision, Theory and Practice: The Relationship of Church and State." Dr. A.E. Dick Howard was the main speaker while some noted Filipino constitutionalists were the discussants of the said activity.

Dr. A.E. Dick Howard is a distinguished Professor of Law and Public Affairs at the University of Virginia, Consultant to the U.S. Senate Subcommittee on Constitutional Rights, and an expert on the theory and practice of constitutional revision.

Latest NCSO Statistics on Family Income

Latest statistics on family income and expenditures showed an apparent increase in average annual income of Filipino families. These findings were announced by the National Census and Statistics Office (NCSO) based on the preliminary results of the Family Income and Expenditure Survey which were released last June 6. The final results of the survey will be ready by early 1987.

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social scientists on the move

Dr. Rosario M. Cortes of the U.P. Department of History left for the United States last June 1 to undertake research at the Washington D.C. archives under a Toyota Foundation international grant on a project entitled, "A History of Pangasinan, A Province in Northern Philippines, 1901-1972." She will be back on May 31, 1987.

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Dr. Tirso B. Paris, Jr. of U.P. at Los Baños, (UPLB) is the new dean of the UPLB College of Development Economics and Management. He succeeded Pedro R. Sandoval, dean of the college for the last ten years.

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Teresa S. Encarnacion of the U.P. Third World Studies Center will be based at the University of Pennsylvania until the end of the year to pursue advanced training in International Relations under a University Fellowship Grant from the United Nations.

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Cornelia D. Fabito of the U.P. Third World Studies Center went to Sydney, Australia last April 1 to participate in the training program of the Bibliographic Information in Southeast Asia (BISA). The training program is now being conducted at the University of Sidney until October 31.

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Dr. Elizabeth P. Marcelino of the U.P. Department of Psychology had just returned from Denmark where she had a meeting with the members of the Danish Hirtshal Education Committee to discuss her research activities at the Children's Rehabilitation Center and to explore possible areas of cooperation in the field of child psychology. Her stint abroad lasted from April 1 to 30.

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Dr. Estrella D. Solidum of the U.P. Department of Political Science was a recipient of a European Community Working Unit to Brussels, Belgium under the auspices of *Friedrich Ebert Stiftung* (FES). Her stay in Brussels lasted from April 1 to May 15.

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Dr. Jose Encarnacion of the U.P. School of Economics joined a meeting of the Executive Committee of the East Asian Economic Association, which was held in Kyoto, Japan from April 6 to 9.

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Prof. Natalia M.L.M. Morales of the U.P. Department of Political Science gave a lecture on "Post-Marcos Philippines: Challenges and Prospects and the Role of the Filipino Women" on April 6 in Ochanomizu, Tokyo.

The lecture was part of a panel symposium sponsored by the Toshima Women's Peace Association in Tokyo.

Prof. Morales who is presently a visiting foreign researcher at Saitama University recently obtained her Ph.D. in Political Science from the U.P. Graduate School.

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Dr. Bonifacio P. Salamanca of the U.P. Department of History conducted a research study in Singapore and Bangkok from April 6 to 12 to gather data on the history of the Southeast Asian Ministers of Education Organization (SEAMEO) Center for Educational Innovation and Technology (INNOTECH). The trip, under the auspices of INNOTECH, enabled Dr. Salamanca to acquire important documents on the background and early beginnings of INNOTECH. Singapore and Bangkok were two of the first three "homes" of INNOTECH.

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Dean Wilfrido V. Villacorta of the D.L.S.U. College of Liberal Arts and *Dr. Virgilio Enriquez*, Visiting Professor of the D.L.S.U. Department of Behavioral Sciences were elected Section Chairman for Political Science and Public Administration, and Section Chairman for Psychology and Philosophy, respectively, of the Social Science Division of the National Research Council of the Philippines (NRCP). The election was conducted during a meeting of the NRCP at the University of the Philippines last April 7.

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Dr. Jose M. Endriga of the U.P. College of Public Administration attended the American Studies Conference held in Taipei from April 11 to 14.

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Dr. Fe R. Arcinas of the U.P. Department of Sociology participated in a workshop for the second phase of a project called "Asian Migrant Workers to the Gulf Region." The workshop was held in Colombo, Sri Lanka last April 16.

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Dr. Francisco M. Nemenzo of the U.P. Department of Political Science left for Australia last April 16 on a lecture tour. He returned last May 2.

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Dr. Ledevina V. Cariño of the U.P. College of Public Administration went to Chungmai, Thailand to participate in a meeting of case study writers held from April 20 to 27.

* * *

Dr. Jose Vivencio of the U.P. Philippine Studies Program attended the Session of the World Peace Council (WPC) held in Sofia, Bulgaria from April 21 to 27.

Dr. Raul P. de Guzman of the U.P. College of Public Administration has now begun to serve his term as Full Chancellor of the University of the Philippines at Los Baños, (UPLB) effective April 24, 1986 to April 30, 1991. He had been serving as UPLB's Acting Chancellor since November 4 last year.

Dr. de Guzman has been actively involved with the PSSC having been an Executive Board Member (1971-72 and 1974-76); Chairman of the Membership Committee (1971, 1981-82); and member of the Finance and Business Affairs Committee (1984-86). He is presently the head of the U.P. Management Education Council and the Secretary-General of the Eastern Regional Organization for Public Administration (EROPA).

Training Specialists Sonia T. Aquino and *Paz H. Diaz* of the U.P. Institute of Small-Scale Industries (ISSI) served as resource persons in the Small Business Trainer's Workshop of the Malaysian Institute of Management (MIM). The workshop was held in Kuala Lumpur, Malaysia from April 30 to May 11.

Dr. Irene R. Cortes was recently appointed as Executive Vice-President of the University of the Philippines, effective May 1, 1986. She will serve concurrently as Vice-President for Academic Affairs.

Dr. Cortes, a law professor and former dean of the U.P. College of Law, succeeded Dr. Oscar M. Alfonso.

Dean Sylvia H. Guerrero of the U.P. Institute of Social Work and Community Development presented papers at two international gatherings in Sidney, Australia: the Symposium on Industrialization and Development in Southeast Asia and the Conference of Asian Studies Association of Australia. Dean Guerrero was in Sidney from May 10 to 17.

Prof. Luis V. Teodoro of the U.P. Institute of Mass Communication attended the 2nd Journalist Exchange Program of *Dienste in Ubersee* in Hamburg, Federal Republic of Germany. The program ran from May 15 to June 12.

Prof. Dante B. Canlas of the U.P. School of Economics attended a meeting on "Trade Protectionism and Industrial Adjustments" held in Singapore from May 19 to 21.

Director Lorna Z. Segovia, of the Philippine Normal College (PNC) Research Center headed a delegation of five researchers who went on an observation and study tour of research and educational institutions in five cities of the People's Republic of China from May 31 to June 15, 1986 under the Cultural Exchange Program of Agreement between the Philippines and the People's Republic of China.

Other members of the delegation were *Prof. Esther C. Vitoria* of the UP Institute of Social Work and Community Development, *Profs. Victoria V. Uvas* and *Lolita H. Nava* of the PNC Research Center and *Prof. Rosalinda Basas* of the Poveda Learning Center.

Dr. Luzviminda B. Valencia of the U.P. Department of Sociology was in Kuala Lumpur from June 16 to 19 to attend the 29th SEAMEO-TROP-MED Seminar on Socio-Economic Researches in Tropical Discourses in Southeast Asia.

Afterwards, Dr. Valencia will proceed to Bahia, Brazil from August 3 to 7 to participate in a meeting on the "Use of Social Science Researches in Improving Education for Tropical Discourse Control."

newsbriefs

(Continued from page 24)

The survey revealed that the annual average income of Filipino families in 1985 was ₱30,748.00 almost ten times more than the average annual income of ₱3,736 in 1971. But in real terms, this average income is only worth ₱3,471 compared to that of 1971.

In urban areas, the average annual income of ₱46,209 was twice the rural annual average income of ₱21,409. The average annual expenditures in the rural areas was likewise less, ₱19,323 as compared to ₱38,949 of the urban areas.

Average family income and expenditures are highest in the National Capital Region (Metro Manila), ₱58,179 and ₱48,475 respectively. Both family income and expenditures are lowest in the Eastern Visayas (Region VIII), with only ₱17,795 for each category.

MID-DECADE ASSESSMENT

(Continued from page 14)

II. Financial Requirements

To a large extent, the success of PSSC in pursuing a holistic approach to social science programs will depend on adequate funding. The majority of the on-going programs are now funded by local and international agencies. However, none of these programs are viable enough at this time to be self-sustaining. The Council and the Secretariat operational requirements are insufficiently funded from investment earnings (foundation grants), rental earnings at the PSSC building, and other minimal incomes. It is therefore important for the Council to have its foundation grants increased if the programs and projects have to be continued effectively as planned.



SUPPLEMENT

information section**RESEARCH PROJECTS**

Reported research projects, contemplated, ongoing, and completed for the period April-June 1986.

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

Status of project:

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

An Assessment of the Quality/Productivity Improvement Circles Program in the Philippines. Maria Carmen Galang, Completed. PSSC.

Community Impacts of Silica Mining: A Case Study. Elsa G. Palao. Completed. PSSC.

Hypnotherapy in the Treatment of Chronic Headaches. Maria Lourdes M. Llaneza-Ramos. Completed. PSSC and FAPE.

Philippine Women's Search for Liberation 1898-1946. Wilhelmina Orozco. Completed. PSSC.

RECENTLY REPORTED PUBLICATIONS

Recently reported publications for the period April-June 1986.

Entry format: Title. Author/editor. Home institution. Vol (No.) Date. Pages. Cost. Where available (*PSSC Library unless specified otherwise*).

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The Information Section is compiled by Godelia E.S. Ricalde of the PSSC Library. Organizations with social science publications may exchange their materials with the PSSC Social Science Information.

Please address proposals for exchange to: The Librarian, Philippine Social Science Council, Inc., PSSCenter, Don Mariano Marcos Avenue, Diliman, Quezon City.

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