

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

November 28, 1980

MEC O R D E R
No. 53, s. 1980

TRAVEL EXPENSES FOR PHYSICAL EDUCATION TEACHERS,
COORDINATORS AND SUPERVISORS

To: Bureau Directors
Regional Directors
Schools Superintendents
Vocational School Administrators

1. The government recognizes as a national policy the importance of sports development among our youth. It is sad to note, however, that the teachers and school officials involved in the promotion of sports development and who give much of their time and energy still have to spend their personal money.
2. In fairness to these teachers and school officials, and to strengthen the promotion of the sports development program under this Ministry, physical education teachers, coordinators and supervisors shall be entitled to travel expenses while training athletic teams during Saturdays, Sundays and holidays and when rendering service in athletic competitions and participating in physical education seminars and workshops.
3. Travel expenses for the above-mentioned purposes shall be charged against the municipal/city/provincial school board funds, as the case may be, subject to the usual accounting and auditing regulations, and shall regularly be provided in the budget of the local school board as allotment for the promotion of physical education and athletic meets in accordance with Republic Act No. 5447. Teachers and officials concerned in government vocational schools may charge their travel expenses for the purposes mentioned above against their school funds, subject to availability and the auditing rules and regulations.
4. This MEC Order shall take effect on January 1, 1981.
5. Immediate and wide dissemination of this MEC Order is desired.

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

Reference:

SPS Circular: No. 7, s. 1969

Allotment: 1-2--(D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

ATHLETICS
EXPENSES
FUNDS
LEGISLATION
OFFICIALS
TEACHERS
TRAVEL

Bull Terrier

BULLETINS

1980

- No. 1 - Approval and Change in Price of
Certain Approved Books and
Magazine May 5
- 2 - Abstracts of Population Educa-
tion Researches/Studies May 23
- 3 - Approval and Change in Price
of Certain Approved Books June 5
- 4 - Approval and Change in Price
of Certain Approved Books,
Magazines and Periodicals,
and Teaching Aids Aug. 15
- 5 - Approval and Change in Price
of Certain Approved Books,
Magazine and Periodicals, and
Teaching Aids Oct. 3

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
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Maynila

May 5, 1980

BULLETIN
No. 1, s. 1980

APPROVAL AND CHANGE IN PRICE OF CERTAIN
APPROVED BOOKS AND MAGAZINE

To: Bureau Directors
Regional Directors
Schools Superintendents

Listed below are books and magazine which have been approved
for use in the schools:

GENERAL REFERENCE
(For all Levels)

Child Health Encyclopedia; the complete Guide for Parents (1 vol.)
New York: Dell Publishing Co. c1975. Distributed by Felta
Book Sales Inc., Quezon City, at P82.50 per foldcote cover,
bookpaper copy of 599 p. (Reference material in Health Edu-
cation for students and teachers in the upper elementary,
secondary and tertiary levels and as a general reference for
library use)

Collier's Encyclopedia (24 vols.) 1979 ed. Distributed by Filway,
Inc., Cubao, Quezon City from P5,985.00 to P6,595.00 per set.
(Change in price, Bulletin No. 11, s. 1979).

Merit Students Encyclopedia (20 vols.) 1975 ed. Distributed by
Filway, Inc., Cubao, Quezon City from P5,985.00 to P6,595.00
per set. (Change in price, Bulletin No. 11, s. 1979)

PRE-ELEMENTARY

Communication Arts (Pilipino)

Academia, Ester P. Handa Ka na Ba. . . Manila: Crisman Merchandising,
1979, 105 p. P22.00 per foldcote cover (colored), newsprint
copy. (Supplementary book for pupils and instructional resource
material for teachers in Communication Arts (Pilipino) in the
pre-elementary and Grade I classes)

Elementary Mathematics

Cabansay, Myrna A. and others. (Philippine Adaptation) Elements in Mathematics in the Grade School, Pre-Primer. Quezon City: Abiva Publishing House, Inc., 1973. 102 p. P17.00 per coated papercover, newsprint copy with colored illustration. (Reference and instructional resource material in Elementary Mathematics for pupils and teachers in kindergarten and Grade I)

ELEMENTARY

Communication Arts (Pilipino)

Academia, Ester P. Handa Ka Na Ba Manila: Crisman Merchandising 1979. 105 p. P22.00 per foldcote cover (colored), newsprint copy. (Supplementary book for pupils and instructional resource material for teachers in Communication Arts (Pilipino) in the Pre-elementary and Grade I classes).

Tablan, Andrea Amor. Mga Alamat at Mga Kuwento; Legends and Stories. Quezon City: Abiva Publishing House, 1980. 126 p. (7" x 10") P13.00 per foldcote cover, newsprint copy. (Instructional resource material for teachers in Communication Arts (Pilipino) in upper elementary and secondary levels and as a library book for home reading)

Elementary Mathematics

Cabansay, Myrna A. and others. (Philippine Adaptation) Elements of Mathematics in the Grade School, Primer. Quezon City: Abiva Publishing House, 1978. 148 p. P23.50 per coated papercover, newsprint copy with colored illus. (Reference and instructional resource material in Elementary Mathematics for pupils and teachers in Grade I)

Cruz, Flora G. and others. (Philippine Adaptation) Elements of Mathematics in the Grade School. Quezon City: Abiva Publishing House, 1979. 358 p. P45.00 per coated papercover, newsprint copy with colored illus. (Reference and instructional resource material in Elementary Mathematics for pupils and teachers in Grade V)

Health Education

Child Health Encyclopedia; the Complete Guide for Parents (1 vol)
New York: Dell Publishing Co., c1975. Distributed by Felta Book Sales Inc., Quezon City at P82.50 per foldcote cover, bookpaper copy of 589 p. (Reference material in Health Education for students and teachers in the upper elementary level)

Social Studies

Nituda, Victor G. and others. Patnubay sa Sinusugang 1973 Saligang-Batas ng Pilipinas. Manila; Vicord Book Co., 1979. 102 p. P7.95 per papercover, newsprint copy. (Reference and instructional resource material in Social Studies for pupils and teachers respectively in the upper elementary level)

Home Reading

Tablan, Andrea Amor. Mga Alamat at Mga Kuwento; Legends and Stories. Quezon City: Abiva Publishing House, 1980. 126 p. (7" x 10") P13.00 per foldcote cover, newsprint copy. (Instructional resource material for teachers in Communication Arts (Pilipino) in upper elementary and secondary levels and as a library book for home reading)

SECONDARY

Communication Arts (English)

Carunungan, Celso Al. and others. Communication Arts for Social Living, First Year. Parañaque, Metro Manila: Social Studies Publications, 1978. 200 p. (8" x 11") P21.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers respectively in the first year, secondary level)

Carunungan, Celso Al. and others. Communication Arts for Social Living, Second Year. Parañaque, Metro Manila: Social Studies Publications, 1978. 190 p. (8" x 11") P21.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers respectively in the second year, secondary level)

Carunungan, Celso Al. and others. Communication Arts for Social Living, Third Year. Parañaque, Metro Manila: Social Studies Publications, 1978. 185 p. (8" x 11") P21.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers respectively in the third year, secondary level)

Carunungan, Celso Al. and others. Communication Arts for Social Living, Fourth Year. Parañaque, Metro Manila: Social Studies Publications, 1978. 208 p. (8" x 11") P22.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers respectively in the fourth year, secondary level)

Communication Arts (Pilipino)

- Bisa, Simplicio P. Mabisang Pagpapahayag sa Kaisahang Bansa, 1.
Manila: Social Studies Publications, Inc., 1977. 226 p.
(7" x 10") P21.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino) for students and teachers respectively in the first year, secondary level)
- Bisa, Simplicio P. Mabisang Pagpapahayag sa Kaisahang Bansa, 2.
Manila: Social Studies Publications, Inc., 1977. 258 p.
(7" x 10") P22.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino) for students and teachers respectively in the second year, secondary level)
- Bisa, Simplicio P. Mabisang Pagpapahayag sa Kaisahang Bansa, 3.
Manila: Social Studies Publications, Inc., 1977. 240 p.
(7" x 10") P22.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino) for students and teachers respectively in the third year, secondary level).
- Bisa, Simplicio P. Mabisang Pagpapahayag sa Kaisahang Bansa, 4.
Manila: Social Studies Publications, Inc., 1977. 245 p.
(7" x 10") P22.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino) for students and teachers respectively in the fourth year, secondary level)
- Tablan, Andrea Amor. Mga Alamat at Mga Kuwento: Legends and Stories.
Quezon City: Abiva Publishing House, 1980. 126 p. (7" x 10")
P13.00 per foldcote cover, newsprint copy. Instructional resource material for teachers in Communication Arts (Pilipino) in secondary level).

Health Education

- Child Health Encyclopedia: the complete Guide for Parents. (1 vol.)
New York: Dell Publishing Co., ©1975. Distributed by Felta Book Sales Inc., Quezon City at P82.50 per foldcote cover, bookpaper copy of 599 p. (Reference material in Health Education for students and teachers in the secondary level)
- Dumaul, Rocio R. and Catalina Madamba, comp. Essentials of Child Care
Quezon City: Abiva Publishing House, 1974. 254 p. (6" x 9")
P19.30 per foldcote cover, newsprint copy. Reference for students and instructional resource material for teachers in Home Economics (Child Care) and Health Education in the secondary level)

Home Economics

- Dumaul, Rocio R. and Catalina Madamba, comp. Essentials of Child Care. Quezon City: Abiva Publishing House, 1974. 254 p. (6" x 9") P19.30 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Home Economics (Child Care) and Health Education in the secondary level)

Social Studies

- De la Cruz, Leonardo and others. Ang Pamayanan; Araling Panlipunan 1. Manila: Social Studies Publications, Inc., 1977. 124 p. (8 1/2" x 11") P20.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Social Studies for students and teachers respectively in the first year, secondary level)
- Zaide, Gregorio. Ang Bansa; Araling Panlipunan 2. Manila: Social Studies Publications, Inc., 1977. 177 p. (8 1/2" x 11") P21.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Social Studies for students and teachers respectively in the second year, secondary level)
- Abeleda, Alberto S. and others. Pagsulong at Pag-Unlad; Araling Panlipunan 3. Manila: Social Studies Publications, Inc., 1977. 203 p. (8 1/2" x 11") P24.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Social Studies for students and teachers respectively in the second year, secondary level).
- Zaide, Gregorio F. and Leonardo D. de la Cruz. Ang Daigdig; Isang Pangkalinangang Pananaw, Araling Panlipunan 4. Manila: Social Studies Publications, Inc., 1979. 215 p. (8 1/2" x 11") P22.50 per foldcote cover, newsprint copy. (Reference and instructional resource material in Social Studies for students and teachers respectively in the fourth year, secondary level)
- Nituda, Victor G. and others. Patnubay sa Sinusugang 1973 Saligang-Batas ng Pilipinas. ed. 1979. Manila: Vicord Book Co., 1979. 102 p. P7.95 per papercover, newsprint copy. (Reference and instructional resource material in Social Studies for students and teachers respectively in the secondary level)

Home Reading

- Tablan, Andrea Amor. Mga Alamat at Mga Kuwento; Legends and Stories. Quezon City: Abiva Publishing House, 1980. 126 p. (7" x 10") P13.00 per foldcote cover, newsprint copy. (Library book for home reading)

TERTIARY

Health Education

Child Health Encyclopedia; the Complete Guide for Parents (1 vol.)
New York: Dell Publishing Co., c1975. Distributed by Felta
Book Sales, Inc., Quezon City at P82.50 per foldcote cover,
bookpaper copy of 599 p. (Reference material in Health Edu-
cation for students and teachers in the tertiary level)

Dumaua, Rocio R. and Catalina Madamba, comp. Essentials of Child
Care. Quezon City: Abiva Publishing House, 1974. 254 p.
(6" x 9") P19.30 per foldcote cover, newsprint copy. Refer-
ence for students and instructional resource material for
teachers in Home Economics (Child Care) and Health Education
in the tertiary level)

Philippine Government

Nituda, Victor G. and others. Patnubay sa Sinusugang 1973 Saligang-
Batas ng Pilipinas. ed. 1979. Manila: Vicord Book Co.,
1979. 102 p. P7.95 per papercover, newsprint copy. (Refer-
ence and instructional resource material in Philippine Govern-
ment for students and teachers respectively in the tertiary
level)

MAGAZINE

The Modern Teacher. Published monthly except April and May by In the
Grade School, Inc., Quiapo, Manila, from P24.00 to P30.00 for
a full publication of ten monthly issues effective January 1980.
(Change in subscription rate, Bulletin No. 2, s. 1977)

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

References:

As cited above

Allotment: 1--(D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

BOOKS
MAGAZINES
PRICES

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

May 23, 1980

B U L L E T I N
No. 2, s. 1980

ABSTRACTS OF POPULATION EDUCATION RESEARCHES/STUDIES

To: Bureau Directors
Regional Directors
Schools Superintendents
Presidents, State Colleges and Universities
Vocational School Administrators

1. Inclosed are abstracts of researches/studies conducted by the Population Education Program from 1972 to 1979.
2. These research materials contain significant findings on population education issues in formal and non-formal education. These may serve as ready reference for teachers in enriching their teaching competencies and in making more effective the implementation of population education. Similarly, these research abstracts are useful in developing local curriculum materials for both teachers and pupils/students and for training programs in population education at all school levels.
3. It is suggested that the contents of this Bulletin be brought to the attention of teachers, Supervisory Training Teams (SSTs), research evaluation supervisors, regional population education coordinators, and school administrators.

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

Incls.:
As stated

Reference:
None

Allotment: 1-2-3-4--(D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

OFFICIALS
POPULATION EDUCATION
PUPILS

RESEARCH or STUDIES
STUDENTS
TEACHERS

Title: AN ANALYSIS OF THE POPULATION CONTENT OF CURRENT TEXTBOOKS IN THE PHILIPPINE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

Date: September, 1972 to January, 1973

Background Information:

The study serves as baseline data for curriculum and textbook writers in the preparation of the scope and sequence of curriculum and textbook content on population education by subject areas and school levels in the Philippines.

The Problem:

The study sought to investigate the extent of topics in population education included in the current textbooks, the extent of topics and sub-topics covered in each subject area and school level, and treatment and classification of the presentation of population topics in each book.

Methodology:

A. Documentary Analysis

The subject matter related to population education read on every page of each current textbook for Grades I, III, and V for the elementary level and First and Third Years for the secondary level were identified, analyzed, and tallied. The number of sentences devoted to population education were counted and converted to pages on the basis of the mean number of lines per page computed for every book.

Qualitative population discussion in a specific text was rated as either pre-natal, anti-natal, or neutral. The treatment of population content in a specific text was rated as "systematic", "semi-systematic", "casual", or "non-systematic", according to a 4-point scale. The unit of analysis was the textbook or volume. Seventy-four (74) volumes of books were examined.

B. The Sample

The textbooks in Grades I and III for the primary level, Grade V for the intermediate level, and First and Third Years for the secondary level were utilized as samples in this study.

Findings:

Of the 22,600 pages analyzed in 74 volumes of current textbooks used in the elementary and secondary

(CON'T. AN ANALYSIS OF THE POPULATION CONTENT ...)

levels in the Bureau of Public Schools, 2.13 per cent contain population concepts, of which .63 per cent on consequences and .34 per cent on sexuality. Specifically, the findings on this study may be summarized as follows:

1. In the primary level 2.45 per cent of the 6,310 pages examined contain population concepts.

2. In the intermediate level population concepts are contained in 2.46 per cent of the 6,972 pages analyzed, of which .66 per cent are on demography; .98 per cent on determinants; and .44 per cent on consequences and .38 per cent are on sexuality. For every 100 pages of the current textbooks examined nearly 2/3 pages contain population concepts of which 2/3 pages is on demography. About one page is on determinants, a little more than 2/5 is on consequences and a little less than 2/5 is on sexuality.

3. In the secondary level 1.65 per cent of 9,318 pages analyzed contain population concepts broken down into:

determinants	- - - .64 %	consequences	- - .33%
demography	- - - .40 %	sexuality	- - .27%

On every 100 pages of the current textbooks examined about 1 2/3 pages have population concepts nearly 2/3 page of which is on determinants; 2/5 page on demography, almost 1/5 page is on consequences and approximately 1/4 page is on sexuality.

The findings of the study also indicate that the population content in Social Studies is more systematically treated than in any of the other subjects.

Recommendations:

1. Curriculum writers shall prepare curriculum materials and prototype units based on Social Studies as it is the most fertile ground for the dissemination of population content which treats population content systematically in the elementary and secondary levels.

2. Curriculum writers shall work closely with textbook writers in order to effectively implement population education in the school system.

3. As a vital process in population dynamics, population content emphasizing rural-urban migration shall be considered as one of the major pro-

(CON'T . AN ANALYSIS OF THE POPULATION CONTENT)

blems of the Philippines.

4. Further research studies in population education which are relevant in the improvement of Philippine situations shall be encouraged.

Title: STUDY ON REACTIONS OF PARENTS, TEACHERS, LAYMEN AND OTHER SEGMENTS OF SOCIETY TOWARDS CERTAIN POTENTIALLY CONTROVERSIAL POPULATION CONTENT

Date: January, 1973 to March, 1973

Background Information:

The reactions of parents and teachers, including laymen and other segments of society, revealed in this study serve as baseline data upon which appropriate teaching guides are to be developed. Likewise, the reactions serve as bases in determining ways and means on how to overcome existing or expected oppositions in deciding content and methodology in the teaching of population education.

The Problem:

The study aims to determine the favorable and unfavorable reactions of parents, teachers, laymen and other segments of society on certain controversial contents of population education, reasons for their registered objections to specific controversial population education content and areas of controversy in population education teaching guides, and solicits suggestions on the appropriate age/grade/year level to introduce the controversial topics.

Methodology:

A. Sampling - Selected school divisions in DEC Regions I to XII were made sites of forum assemblies which were attended separately by 2,093 parents - 570 males and 1,625 females - and 2,110 elementary and secondary school teachers - 668 males and 1,442 females - residing in cities, towns and barrios representing the different age groups, socio-economic status and educational background.

B. Selecting and training researchers. Twelve (12) researchers from the different ethnolinguistic groups in twelve (12) DEC regions were trained to conduct the forum assemblies, translate the questionnaire in the different dialects, and administer the questionnaire to target subjects.

C. Gathering data. - The researchers guided the forum discussions of groups of parents and/or teachers ranging from 15 to 25 participants per group. Controversial topics were discussed to elicit pertinent information that would serve as baseline data in the preparation of appropriate teaching guides in population education.

(Cont. Study On Reactions of Parents, Teachers, Laymen and Other segments

Findings:

1. Of the 2,093 parents in this city, 1,882 or 89.92 per cent favored naming sex terms and/or showing pictures and illustrations of the sex organs; 1,869 or 89.30 per cent favored naming and showing the different contraceptive devices; 1,953 or 93.31 per cent favored the inclusion of controversial topics related to family size norms and 1,484 or 70.90 per cent of the controversial topics related to the promotion of death in the school curricula.

2. Of the 2,110 teachers, over 83 per cent favored the inclusion of the controversial topics in the school curricula, while 8.36 per cent responded unfavorably.

3. There is a higher percentage of the secondary school teachers over those of the elementary school teachers and parents that favored the inclusion of the controversial topics in the school curricula.

4. Of the 6,644 subjects, 179 or 2.69 per cent objected to the inclusion of the controversial topic related to family size norm; only 381 or 5.73 per cent objected to the topic related to sex; 445 or 6.69 per cent objected to family planning; and 1,228 or 18.48 per cent objected to the promotion of death.

5. About $\frac{1}{2}$ of the elementary school teachers and $\frac{1}{3}$ of the parents and secondary school teachers favored the teaching of topics related to sex starting in Grade I; most parents favored the introduction of topics on contraceptives (family planning), family size norm and promotion of death in the First Year High School, while the elementary school teachers favored the introduction of family planning in the Fourth Year and Family Size norm in the promotion of death in Grades V and VI, respectively.

6. Most sample city and town residents favored the introduction of topics related to sex in Grade I and topics related to family planning, family size norm and promoting death in the First Year, while the sample barrio residents favored the teaching of topics related to the promotion of death in Grade VI.

7. Teachers and parents favored the teaching of topics related to sex in Grade I, while other controversial topics taught only in the First Year.

(Con't. Study On Reactions of Parents, Teachers, Laymen and Other Segments

Recommendations:

1. Controversial topics in population education be taught in the order of their frequency by integration in the curricula, as separate course, by unit method, and as a "Mini Course".
2. Maximize the in-service training programs on population education for teachers, school officials, and laymen.
3. Provide all schools with teaching guides and visual aids to enrich the teaching of population.
4. Coordinate with the mass media in the dissemination and implementation of the objectives and activities of the population education program.
5. The results of this study determined the appropriate subjects of which population education concepts are to be integrated. Hence, curriculum and textbook writers must be guided accordingly.
6. Implement the population education program in all schools in the country.

Title: STUDY OF STUDENTS' KNOWLEDGE AND ATTITUDES ON POPULATION MATTERS
IN SELECTED SCHOOLS

Date: February to April, 1973

Background Information:

The study attempts to evaluate population education as implemented in the elementary and secondary levels of the formal school system and to gather necessary data for the improvement of population education curriculum materials.

The Problem:

The study aimed to investigate the effectiveness of two population education approaches - that of the Philippine Wesleyan College implemented in Tarlac and the Population Education Program as implemented in Pangasinan.

Methodology:

Sample pupils and students for each grade/year level drawn at random from schools in the school divisions of Tarlac and Pangasinan were divided into three main categories as follows:

1. Level 1 composed of 180 pupils at 60 pupils each for Grades I - III
2. Level 2 composed of 600 pupils at 200 pupils each for Grades IV - VI
3. Level 3 composed of 800 secondary school students at 200 students each for 1st - 4th year.

Three kinds of questionnaires, one for each level, were administered which gathered the data on the demographic variables considered in the study and the knowledge and attitudes of the sample subjects.

Findings:

After a thorough analysis and interpretation of the data gathered, the findings in the study may be summarized as follows:

1. Level 1 - The initial knowledge on population matters of pupils and students in the school divisions of Tarlac and Pangasinan is more or less the same;
2. Level 2 - The mean scores of Tarlac and Pangasinan pupils possess equal knowledge on population matters;

(Cont. Study of Students' Knowledge and Attitudes on Population Matters In Selected Schools)

Level 3 - The students in Tarlac obtained a mean of 8.82, while the Pangasinan students obtained 8.01. The difference of 0.81 proved significant when subjected to the T-Test.

2. Based on compared mean scores within academic levels in both provinces, Grade I and II pupils possess an equivalent of knowledge on population matters. The same is also true of the mean scores between Grades I and III. However, a significant difference of 0.90 in favor of Grade III as compared to Grade II pupils exists. This could be due to the fact that Grade III pupils are more senior and have acquired more information and knowledge concerning population matters.

3. The demographic variables considered in the study namely, sex, religion, parity, and school type did not function as determinants affecting test scores.

Summary

Concepts known to more than one-half of the pupils are:

- (1) where babies come from
- (2) femaleness and maleness
- (3) Philippine population will continue
- (4) rapid population stimulates inventions
- (5) menstruation is a sign of puberty
- (6) kissing does not make one pregnant
- (7) population of a place is compose of the people living permanently in the place

Recommendations:

1. Post-testing of accomplishments after two years of exposure to population education be conducted to measure the effectiveness of the two population education approaches and of knowledge and attitude changes achieved by pupils and students.
2. The results of this study shall be utilized as baseline data in the preparation of students/pupils materials in population suited to their needs and revision and improvement of currently used curriculum materials.

Title: STUDY ON THE FERTILITY BEHAVIOR OF MALE AND FEMALE
TEACHER-TRAINEES ON POPULATION EDUCATION

Date: February, 1973 to March, 1974

Background Information:

This is a survey administered to participants in the one-week training programs conducted in different regions of the country.

The Problems:

The study sought to determine the fertility rate of married supervisors, principals, and teachers who participated in one-week training programs conducted in different regions of the country; to know the methods of family planning used by them; and to gather data on demographic factors such as age at marriage, religion, socio-economic and educational background and family structure.

Methodology:

A survey instrument was administered to 1,086 participants - 295 males and 791 females - randomly selected from the 11 regions of the country.

Findings:

1. The average number of children of the teacher-trainees who attended the 5-day seminars in population education is 4.

2. The family planning methods known to the participants are:

rhythm	- - - - -	78.64%
foam	- - - - -	19.43%
pill	- - - - -	74.77%
condom	- - - - -	60.31%
withdrawal	- - - - -	41.44%
diaphragm	- - - - -	25.60%

The family limitation method used:

rhythm	- - - - -	46.22%
no method	- - - - -	32.69%
pill	- - - - -	12.98%

(CONT. STUDY OF THE FERTILITY BEHAVIOR OF MALE AND FEMALE...)

3. Mean age at marriage of the participants is 25.9; or 26 and 26.59 or 27 for the spouse

4. A very high percentage of the respondents and their spouses are Catholics.

5. Majority of the respondents belong to low income families thus making them decide not to accept any relative-boarder and if so, just one or two.

6. A very high percentage of the spouses come from the field of education and the least is service-men.

7. Most of the participants are bachelors degree holders. Same is true with their spouses but they represent different fields of concentration.

8. Both participants and their spouses attended non-sectarian institutions in all levels.

Recommendations:

1. The average number of children which is 4 must be reduced to 2.

2. Filipino couples must be exposed to more reliable methods of family planning.

Title: HOW CHILDREN DEVELOP CONCEPTS OF FAMILY SIZE

Date : June, 1973 to June, 1974

Background Information:

The purpose of the study was to gather information data to serve as bases for the development and streamlining of curriculum material and textbooks in population education in all fields of elementary and secondary education taking into consideration the ethno-cultural characteristics which vary from group to group of Filipinos.

The Problem:

The results of the study will serve as baseline data for curriculum and textbook writers in the development of population education curricula which are relevant to children's school needs as perceived from an understanding of the cultural basis of concept formation and possible revisions and improvements of currently existing curriculum materials.

Methodology:

The case study method was used in barrios situated approximately five (5) kilometers away from selected towns of the following twelve (12) linguistic regions:

- | | |
|-------------------------|-------------------------|
| 1. Ilocos | 7. Cebu |
| 2. Pangasinan | 8. Hiligaynon-Kinaray-a |
| 3. Pampanga | 9. Aklan |
| 4. Bicol | 10. Marawi |
| 5. Tagalog | 11. Tausug |
| 6. Waray (Samar, Leyte) | 12. Maguindanao |

Selected teacher-researchers from the twelve (12) linguistic regions were trained by PEP to enable them conduct the 10-month intensive research work. The process of data-gathering involved both intensive observation of people, events and surroundings, and in-depth interviews with people in the community. Each researchers was provided with complete guidelines to help him determine the type of data to gather, the questions to ask, and things to observe.

Findings:

The twelve teacher-researchers submitted their

(CON'T. HOW CHILDREN DEVELOP CONCEPTS OF FAMILY SIZE)

field reports in rough form after the 10-month data-gathering period. The reports, each averages 300 pages and typed double spaced on standard-size bond paper, were edited and printed. The new data serves as reference points in the revision of the elementary and secondary curriculum materials.

The following models emerged as basis to the development of the concept of size among children:

1. Environmental model. - this refers to observations made on sexual reproduction among domestic plants like vegetables and fruits.
2. Parental instruction model. - this refers to what parents tell their children when inquiries relative to the coming of children/siblings are asked. Subsumed under this category is the peer-groups through teasing, conversation, cursing, etc.
3. Cultural model. - this refers to the use of folktales in order to illustrate the concepts of size, the normative "oughts" and "don't" in verbal references to sex; and use of language to identify basic elements of social organization.

Recommendation:

Curriculum and textbook writers shall utilize the results of this study as baseline data in the preparation of suitable curriculum materials in population education and also in the revision and improvement of currently used materials.

Title: FAMILY SIZE PREFERENCES OF FILIPINO ADOLESCENTS:
AN EXPLORATORY SURVEY

Date: 1974

Background Information:

This study was a national exploratory survey on Family Size Preferences of Filipino Adolescents conducted among in-school and out-of-school adolescents in rural and urban places in the eleven (11) administrative regions in the country.

The Problems:

The study sought to investigate the various factors in a young person's environment affecting his preferred family size notions and fertility behavior.

Methodology:

A survey questionnaire was administered to randomly selected 3,256 in-school (private-public) adolescents, aged 11 to 16 years, while interview technique was used for the 1,145 out-of-school adolescents, also aged 11 to 16 years.

Findings:

An analysis of the data revealed that:

1. A majority of the total subjects had given thought about their preferred number of children of an average Filipino couple and for themselves.
2. The in-school subjects opted for two to four as their ideal number of children, while the out-of-school adolescents chose the two to five range for the average Filipino couple and that their ideal number for themselves is three.
3. The students-respondents considered that on the average 8.69 children make up a large family and 2.91 is a small family, while the out-of-school-respondents considered 8.83 as large and 2.66 children making up a small family size.
4. The difference in the mean FSP for self given by the IS sample which is 3.45 and for the total sample which is 3.33 is due to the demographic and socio-economic factors; types of school (private-public), urban-rural residence and socio-economic class according to parents' occupation were the variables that did not statistically show clear and definite associations with the FSPs of the respondents; the association of FDP with sex and religion was

(CON'T FAMILY SIZE PREFERENCES ...)

notable; interaction between the variables of age and FSPs of both groups was significant, but the patterns of relationships was erratic; the relationship of family size of orientation with FSP of IS respondents showed a clear direct relationship, while that of the OS was erratic.

5. The mean FSPs showed an indirect relationship with father's educational attainment for both IS and OS respondents, while a slight to indirect to uneven patterns was shown between mother's educational attainment and FSPs of respondents as a whole; factors such as types of families, sibling position, and liking to care for younger children showed significant relations with the FSPs of respondents.

This study supports the view that ideas about size of one's family are formed very early in the individual's life cycle, and that he can actually verbalize a desirable number of children for himself; that certain factors in a young person's environment - size of family of orientation, religion, sex, socio-economic status, type of family, etc. are related to this family size preferences; that parents, their friends, etc. have some influence on the adolescents' family size preference; and as a whole, this study supports the theory that only socialization of the young affects his preferred family size notions and most probably his later fertility.

Summary:

FAMILY SIZE PREFERENCES

<u>SIZE</u>	<u>IN-SCHOOL</u>	<u>OUT-OF-SCHOOL</u>
Large family	8.69	8.83
Small family	2.91	2.66
Family size preferences for self	3.45	3.33

Recommendations:

1. Longitudinal studies shall be concerned to gain fuller understanding of the process of family size ideals among the young.
2. The family size ideals of parents, relatives, friends and the youth shall be further investigated.
3. Likewise, the mass media, especially the radio, the movies, and the television on the formation of concepts and aspirations regarding family size shall also be investigated in order to give a more adequate picture of the process of forming family size ideals

(CON'T: FAMILY SIZE PREFERENCES...)

among the youth.

4. The results of this study shall be utilized by curriculum and textbook writers in the preparation of suitable population education materials and also in the revision and improvement of currently used materials.

Implications of this study for the Population Education Program:

1. A quantitative research on human behavior such as this and supported by qualitative research is valuable to the program.

2. The results of this study anticipate a need for revision of the Population Education Program to underscore the co-equal responsibility of both sexes in planning and implementing quality family living.

Title: SURVEY ON THE AVAILABILITY OF TEACHING GUIDES

Date: November, 1974

Background Information:

This survey was conducted in the Schools Divisions of Batangas, Bulacan, Nueva Ecija, Pampanga, Quezon II, Pasay City, Caloocan City, Quezon City, and Manila.

The Problem:

The study sought to determine the availability and type of teaching guides in five subject areas - Social Studies, Science, Health, Home Economics and Mathematics - integrating population which are currently used in the elementary and secondary levels.

Methodology:

Three PEP Educational Researchers interviewed seven hundred eighty-two (782) elementary school teachers and four hundred fifty-seven (457) secondary school teachers on the availability and type of teaching guides used in teaching population education in their respective school divisions.

Findings:

1. More than 50 per cent of the teachers teaching Social Studies, Health, Science, Home Economics and Mathematics in the School Divisions of Batangas, Bulacan, Pasay City and Nueva Ecija have "mother" guides.
2. Social Studies, Health, and Science teachers in the elementary level in the Division of Pampanga do not have "mother" guides for classroom use. In Quezon II, Health and Social Studies teachers have no "mother" guides, while the Home Economics Science and Mathematics teachers used "mother guides. Several elementary school teachers in Manila and Caloocan do not have teaching guides in Health. Except in Home Economics, Quezon City teachers do not possess teaching guides.
3. More than $\frac{1}{2}$ of the teachers teaching Social Studies, Health, Science, Home Economics and Mathematics in Batangas, Bulacan, and Nueva Ecija availed themselves of the guides, but no guides were available in Pampanga and Quezon II.

Summary:

Elementary

- 1) 90.72% have guides in Social Studies
- 2) 54.10% have guides in Health

(Con't. Survey on the Availability of Teaching Guides)

- 3) 95.89% have guides in Science
- 4) 100% have guides in Home Economics
- 5) 92.22% have guides in Mathematics

Secondary

- 1) 82.35% have guides in Health
- 2) 80% have guides in Science
- 3) 79.31% have guides in Home Economics
- 4) 65.22% have guides in Mathematics
- 5) 85.71% have guides in Social Studies

Recommendations:

1. For an effective integration of Population Education in Social Studies, Science, Health, Home Economics and Mathematics, it is strongly recommended that "mother" guides be made available to all teachers assigned to teach the subjects.

2. Curriculum workshops must be held in the Division and District levels to enable school administrators and teachers to produce suitable guides in the five subject areas.

3. It is also recommended that sub-units in the five subject areas be made "self-contained" so that the guides will be less dependent on the "mother" guides.

Research Utilization on Population Education
Curriculum Development

a) Title: CASE STUDIES OF PHILIPPINE EXPERIENCE IN POPULATION CURRICULUM DEVELOPMENT

Date : 1975

Background Information:

Teachers, supervisors, policy planners, and researchers in joint session assembled at the Population Center Foundation Building in 1975 discussed and agreed that population education be introduced at the elementary, secondary and collegiate levels in all public, private, and vocational schools starting from Grade I. It was also agreed that the integration approach shall be used in introducing population content into existing mother subjects.

The Problem:

Which should receive priority in the implementation of the Population Education Program and how should population be introduced into the college and high school curricula? What are the variables which enhance or inhibit population education efforts in different schools and other institutions?

Methodology:

Discussions and analyses of problems surrounding population issues by policy makers, curriculum planners, teachers and supervisors.

Findings:

The teachers favored giving priority to the teaching of population education in the elementary level primarily because (a) most Filipino school children drop out of schools after Grade V or VI and (b) these same children are already exposed to sexual matters and develop attitudes toward sex at an early age, while the supervisors, researchers and policy planners favored simultaneously the integration of population education into all levels of the school system. As such, population education has been made a requirement for graduation in high schools, colleges, and vocational schools.

Suitable teachers' guides in teaching population education in five subject areas - Social Studies, Science, Mathematics, Health and Home Economics - in the elementary

(Cont. Case Studies of Philippine Experience In Population Curriculum Development)

and high school are to be prepared. In addition to the curriculum materials and teaching aids prepared and disseminated to the field by the Population Education Program, teachers are being encouraged to devise their own instructional materials using available resources in the community and to conduct researches that would improve the teaching of population education.

Ideally, integration needs a continuous permeation or weaving of population concepts into the whole curriculum along a conceptual framework. A continuous revision of the curriculum is needed to improve curriculum instruction.

New textbooks and curricula prepared in the national curriculum centers in coordination with the Population Education Program and the Educational Development Projects Implementing Task Force (EDPITAF) are being supplied to program implementors.

Research studies are conducted to re-examine and evaluate curriculum materials produced and training programs conducted with the end in view to improving the activities of the Population Education Program.

Recommendations:

1. Adequate relevant curriculum guides to meet the needs of teachers, pupils and students in various regions should be prepared.

2. Teachers and school administrators should be involved in writing curriculum guides and prepare suitable teaching materials. Teachers would know best of the student's needs. As such they can integrate local, ethnically suitable materials into the curriculum. With this scheme, there can be assurance of the use of the curriculum guides and materials prepared.

3. Localized curriculum guides and materials should be developed by the Regional Staff Development Centers.

4. Regional workshops to be held by teachers, together with parents, youth and technical experts, for the integration of local materials into the general guides prepared by the PEP.

5. State colleges should conduct research studies in population education at the regional level: Agricultural

(Con't. Case Studies of Philippine Experience in Population Curriculum Development)

and fishery colleges should do research on population education relevant to the culture and needs of farming and fishing villages; and trades and arts schools should conduct studies on urban and industrial areas.

6. School administrators should make linkages with the out-of-school population education programs held by other concerned agencies.

7. Parent-Teacher Association (PTA) meetings be held to acquaint parents with, and consulting them on population education.

8. Adult education teachers should strive to reach more parents in the rural areas by holding family workshops and mothers' and home economics classes, to help soften parents' hostility towards, and make them more receptive to, the population education program.

9. Family life should be used as starting point for the subject in the elementary grades and population concepts be integrated into elementary students' activities at home by helping parents with household or farm chores.

b) Title: ON THE EFFECTIVENESS OF THE DISCOVERY APPROACH AS A TEACHING METHOD FOR POPULATION EDUCATION

Date : 1976

Background Information:

The Research Utilization Program facilitated the effective use of the Discovery Approach as a teaching method for population education based on the issues of course objectives and curriculum content.

The Problem:

That the Discovery Approach is the most effective teaching method for population education.

Methodology:

In a seminar-workshop at the PCF Research Utilization Center, selected teachers, supervisors, policy-planners and researchers involved in the Philippine population education program discussed the issues of course objectives and content, the teaching methods used and learning activities, and justified the effectiveness of the Discovery Approach as a teaching method for population education. The method has been designed to allow a student exert control over the learning process with the teacher playing a facilitative role.

Findings:

After a thorough discussion of curriculum planners, supervisors and teachers on the merits of the Discovery Approach, it was unanimously concluded that such method is a more effective approach than the traditional expository approach particularly to student learning, retention and transfer. Students taught by the discovery approach are more critical in their thinking and to participate more in classroom activities, than those taught by the traditional approach. The brighter students shall benefit more than slower students. It is observed that more time is involved in the use of the discovery approach than the traditional expository approach.

Recommendation:

That the discovery approach be utilized in teaching population education as it challenges the minds of students. However, fewer and easier concepts shall be taught to allow learners, while more complex concepts be taught to fast learners. A test therefore shall be given to students at the beginning of the school year to determine their profiles and levels of mental ability, i.e., to distinguish between slow and fast learners.

c) Title: INTRODUCING HUMAN SEXUALITY INTO THE POPULATION EDUCATION CURRICULUM

Date : 1976

Background Information:

Curriculum planners do not all agree on the inclusion of human sexuality as a main approach in teaching population education for fear that it might jeopardize the acceptance of the program in areas where the community has reservations regarding the topics involved therein. The majority maintains that a better educational outcome in terms of more rational desirable sexual and fertility behavior through the integration of demography, family living and sex education into the population education curriculum through the inclusion of human sexuality, while the minority maintains that sex education be considered either as a separate curriculum or integrated into more relevant courses like biology and medicine.

The Problem:

Human sexuality with its biological, psychological, and sociological component can be introduced more effectively by integrating population education into sexuality and human reproduction.

Methodology:

Through a research utilization conference, a group of selected teachers and supervisors from twelve regions of the country and curriculum planners and writers were convened to resolve the problem.

Findings:

The basic understanding of the human sexuality with its biological, psychological, and sociological component can be introduced to the field more effectively by integrating population education into sexuality and human reproduction. Policy planners and researchers support the PEP viewpoint that apprehensions about and controversions about and controversies surrounding the teaching of human sexuality may spring only from hang-ups of Western origin. It is observed that Filipinos are, in fact, more open and desensitized to sex as shown by their sexual-culture practices.

Recommendation:

Curriculum planners/writers should prepare materials introducing human sexuality into the population education

(Con't. Introducing Human Sexuality Into The Population Education Curriculum)

curriculum based on the knowledge, attitudes and behavior of students, teachers and parents regarding sex education, vocabulary, teacher competence, parents' involvement and teaching aids.

Title: RESEARCH STUDY ON THE PERFORMANCE OF THE TRAINED AND UN-
TRAINED TEACHERS IN TEACHING POPULATION EDUCATION IN THE
DIVISION OF BATANGAS CITY

Date : June 1975 to March 1977

Background Information:

It is the Ministry of Education and Culture (MEC) policy through the Population Education Program (PEP) that only teachers trained in anyone of the PEP's training scheme may teach population education. A problem posed by this conditioned is the fact that the pupil's continued exposure to population education is never assured since not all teachers have undergone population education training inspite of the adequate quantity of teaching-learning materials prepared by the PEP-MEC.

The Problem:

This study was conducted with the aim in view of comparing the teaching effectiveness of selected trained and untrained teachers in population education using existing PEP prepared Teacher's Guides in Mathematics, Social Studies, Science, Health Education and Home Economics through an analysis of their pupil's achievement.

Thus, this study attempts to

- a. determine teacher competency of both trained and untrained teachers in teaching population education with the use of PEP-prepared Teacher's Guides.
- b. assess teacher reaction towards these Teacher's Guides.

Methodology:

In June 1975, the experiment was launched but actual experimentation started in September 1975 and lasted until March 1977. The planning stage included a series of orientation conferences with school officials of Batangas City and the actual selection of the subjects of the study. Nineteen (19) pairs of Grade II to Grade VI teachers were equated on the basis of the following variables: population education training, average performance for the past three years, sex, subject and grade level taught and years of experience. Likewise, the classes of pupils were equated with the use of the Otis Lenon Mental Ability Test for Primary Grades and its Form J for the Intermediate Pupils. The teacher-pairs prepared the achievement test for pupils at the start of the experiment.

While the experiment was in progress, interim evaluation was conducted with the use of formative tests and constant

(Con't RESEARCH STUDY ON THE PERFORMANCE . . .)

reference to the teacher's log book where they kept a record of their observation.

The mean and SD of the scores of both control and experimental groups were computed.

a. On the teacher performance as reflected by the achievement scores of pupils:

	Mathematics	Science	Social Studies	Health Educ.	Home Economics
Grade II	TT	TT	NS	TT	
III	UT	NS	NS	UT	
IV	NS	TT	TT	TT	
V	TT	NS	NS	NS	NS
VI	NA	NS	NS	UT	NS

TT - classes in the grade level taught by trained teachers in population education performed significantly better.

UT - classes in this grade level taught by untrained teachers performed significantly better.

NU - no significant difference exists between scores of classes taught by trained and untrained teachers

This table shows that in 7 instances the trained teachers performed better as evidenced by better achievement scores of pupils in those classes.

In only 3 instances did the untrained teachers perform better than the trained teachers as evidenced by better achievement scores of pupils in those classes.

In 12 instances, no significant difference was observed in the performance of both trained and untrained teachers.

On the whole therefore, the classes taught by trained teachers performed better than classes taught by untrained teachers although the difference was not significant in all levels.

b. On Teacher's Guides. Both trained and untrained teachers agreed on the suitability of concepts to the grade levels, statements of objectives and suitability of activities to pupil's needs.

c. On Evaluation Procedures. More trained teachers employed varied evaluation techniques than the untrained teachers although the difference was not significant.

(Con't RESEARCH STUDY ON THE PERFORMANCE)

Recommendations:

1. Untrained teachers in population education if provided with adequate teaching learning materials could be made to teach population education.

2. The portions on evaluation techniques in the PEP Teacher's Guides need to be enriched.

Title: POPULATION LEARNING AMONG FILIPINO YOUTH

Date : June 1975 to June 1977

Background Information:

The study provides curriculum writers with appropriate directions in the development of teacher and pupil materials in population education and strategies suited to local needs and culture.

The Problem:

The study aimed to determine what population related matters young people know, where did such knowledge come from, how was the knowledge communicated to them, and how did such knowledge of population related matters influence their attitudes and behavior.

Methodology:

Designed to investigate how young people learn about population matters, the study was conducted among selected eight major ethnolinguistic groups in the Philippines, namely: Ilocano, Tagalog, Pampango, Pangasinan, Bicol, Hiligaynon, Leyte-Samar (Waray), and Maranao. Within these areas, three types of communities were selected based on the major occupation of the residents. These were: (1) a farming village, (2) a fishing village, and (3) a poblacion.

Two types of research techniques were used in gathering data for the study. These were the anthropological and the descriptive methods of research.

For the anthropological study of the community, trained teachers gathered information through intensive observation, interviews, formal and informal communication with parents, teachers, children and other members of the community being studied. This approach yielded eight monographs, one for each study area.

The descriptive method of research made use of a 96-item interview schedule to elicit responses from the subjects of the study. The same teacher-researchers were employed in the conduct of the interview.

The subject of the study were randomly selected from the youths both in-school and out-of-school belonging to the 11 to 18 age group in each of the communities selected. As a result of the initial test sampling, the sample was broken down to 50 males and 50 females for each of the 11-14 and 15-18 years age group or a total of 200 respondents for each community. This means that a research area composed of three

(Con't POPULATION LEARNING AMONG YOUTH)

types of community have 600 respondents.

Findings:

On the bases of data gathered from the study, the following items of information were obtained:

A. Knowledge on Population Related Matters

The study revealed the extent of youth's knowledge on the consequences of population growth, human sexuality, and family planning.

In general, the respondents considered having too many people a disadvantage, except those from Lanad who believed that having too many people in their community would be advantageous. As a whole, the first three important problems identified with too many people were related to food, work, and social organization.

More than half of the respondents did not have any knowledge on the period when a woman is most likely to become pregnant.

Majority of the total respondents know of family planning methods which keep a woman from being pregnant. The use of the pill, the condom, foam and the IUD were among the family planning methods best known to the respondents. The three family planning methods least known were abortion, abstinence and withdrawal.

B. Source of Knowledge/Communication Media

The respondents identified the "family planning workers", "teachers in the school", and their "parents" as the three primary sources from whom they have learned most about family planning methods.

"Mother", "teacher" and "father" were identified as the three persons they often heard discussing the best family size. They were also considered the most influential among the different interpersonal sources.

The "radio" was pointed out to be the communication medium from which respondents learned that population could bring about problems to the country. The other two mass media, where such learning was attributed were "family planning films" and the "television".

(Con't POPULATION LEARNING AMONG FILIPINO YOUTH)

The three primary sources of their learning about sexual intercourse were "talk with peers", "school study", and "observation".

C. Knowledge and Its Influence

The link between the youths' learning on population related matters and their attitudes, perceptions, expectations and decision were studied. Reflected in the study were important decisions arrived at, particularly on planned family size, age at marriage, spacing of children, and the use of family planning methods and their alternatives. Their attitudes toward children reflected significant attitudes as well as values held prominently in the different research areas.

Recommendations:

1. Curricular development. Reflected in the study were the varying extent of youths' knowledge on population-related matters. In the preparation of curriculum materials, more stress should be placed on issues that most of the youths do not have much knowledge of.

2. Curricular innovation. Specific learning needs were identified in the different types of communities, as well as in different regional research areas, calling for diversified curriculum materials. Recognizing the differences in occupational milieu, as well as in cultural orientation, revisions in existing instructional materials should be made relevant to identified needs.

3. Value clarification. A number of respondents were observed to abstain from decision making and reacting on population related issues. The positive relationship between knowledge and attitudes as well as intended behavior was not very discernable. Value indicators as reflected by youths' perceptions, expectations, attitudes, and decisions, that have emerged pointed out a need for clarification. The teaching of population education should, therefore, use to the utmost advantage value clarification techniques. To be able to do this, teachers should be given adequate training in the use of value clarification techniques as well as in the identification of value-laden issues.

4. Parent education. Parents, as well as peers of the youth-respondents, were identified to be effective communication sources of learning on population-related matters. Both mother and father were credited to be very influential in the youths' decision making as population-related issues.

(Con't POPULATION LEARNING AMONG FILIPINO YOUTH)

To increase the outreach of education to the youth, parents should be equipped with adequate knowledge on population matters. Non-formal population education classes for parents and other adults in the community would be relevant in meeting the need for added knowledge on population-related matters. This could be a joint effort of the school system and the community officials for a better enlightened citizenry.

5. Continuing Research. The foregoing programs for curriculum development and enrichment, valuing process, and non-formal population education classes require a continuous research and evaluation work to determine program inputs, effects, and direction.

RESEARCH UTILIZATION ON POPED TEACHER TRAINING

a) Title: Training Schemes for Teachers in Population Education

Date: 1976

Background Information:

Training schemes for teachers in population education are necessary to maximize the teaching of population education in this country. An assessment of the different training schemes being utilized was made by population education experts to determine their effectiveness in speeding up the implementation of curricular innovations.

The Problem:

The training schemes for teachers in population education are inadequate to sustain a speedy implementation of curricular innovations.

Methodology:

Conferences with teachers, supervisors and school administrators were held. Field personnel who observed the implementation of the 5-week training program for Supervisory Training Teams and the 5-day training scheme for teachers provided the feedback for the appraisal of the schemes.

Findings:

1. Both the 5-week training program for Supervisory Training Teams and the 5-day training program for teachers proved inadequate to sustain a speedy implementation of curricular innovations.
2. Teachers are too much loaded with many subjects to teach with limited time to teach the concepts of population education.
3. Most teachers lack working knowledge, competence and skills in teaching population education.
4. The training programs do not adequately produce desired behavioral changes in teachers.

Recommendations:

1. The training program must be lengthened and vitalized to provide participants adequate time to learn the basic concepts and strategies in the teaching of population education.

2. Reduce the load of teachers to the minimum to enable them teach population education successfully.

3. Population education courses be made a requirement for graduation in any degree and non-degree courses in the tertiary level, especially to teacher training institutions.

4. Population Education Training Centers be established in selected teacher training institutions in all DEC regions.

5. Policy makers and researchers shall provide the needed expertise in the establishment of the centers and to allocate adequate funds therefor.

RESEARCH UTILIZATION ON POPED TEACHER TRAINING

b) Title : Effective Evaluation of Teacher Training in Population Education

Date: 1976

Background Information:

The DEC-PEP has a "built-in" evaluation system which assesses accomplishments primarily in the light of objectives laid-out, and gathers feedback useful in improving future training programs. Programs evaluation is the best tool towards rational decision-making by which program managers can meet the demands of accountability. The quality of programs rest on the quality of decisions made at such stage of program development. Decisions can only be as sound as the information available to decision makers.

The Problem:

The evaluation tools utilized measure the effects of the program against its original goals and arrive at immediate or larger-range decisions about the program.

Methodology:

The knowledge and methodology of social science to the process of evaluation applied is exemplified in the teacher training program of the Population Education Program (PEP) of the Department of Education and Culture. It measures the three training dimensions: before, during, and after each training course.

Pre-training evaluation is done by administering a pre-test at the beginning of each course to measure trainees' baseline knowledge and attitudes. The result of the pre-test enables the trainer to determine how the course should proceed.

Assessments are made through steering committee meetings held at the end of a week or a day for the five-and-one-week courses, respectively. The meetings identify the weaknesses requiring immediate or future course revisions.

A post-test is given to measure positive or negative changes in the trainees' knowledge and attitudes. Additional qualitative information is collected through evaluation sheet containing open-ended questions on different aspects of the course.

These include the extent of which objectives are achieved, the effectiveness of the techniques, materials and facilities used, and suggestions for the improvement of succeeding programs.

Findings:

By and large the evaluation techniques used are good. However, there are conflicting statements about the use of pre-and post-tests which may be summarized as follows:

1. Some teachers are subject to the tests, while a considerable number are not.
2. There are lack of test materials for field personnel.
3. Teachers and trainers in the field do not believe that the results of the pre-and post-tests are utilized for the improvement of the program because teachers are directed to follow the training manual.
4. Some superintendents question the validity and credibility of the tests as basis for decision-making.
5. Lack of follow up on classroom performance.
6. Evaluation is not stressed as an integral part of the training activities.

Recommendations:

Supervisory training teams and school heads who as consultants and trainers should be trained further on:

- a) the "how", "when", and "what" of training evaluation;
- b) preparation of self-made tests that suit local conditions;
- c) a body of propositions and theories from which a conceptual framework for evaluation can be built; and
- d) develop positive attitudes towards training evaluation.

A genuine and systematic evaluation of this massive training program is imperative.

c) Title: MODELS OF STRATEGIES FOR VALUE CLARIFICATION IN POPULATION EDUCATION

Date: 1976

Background Information:

The Population Center Foundation conceived some strategies for value clarification in an effort to make the teaching of population education more effective.

The Problem:

Value clarification is an effective effort to further strengthen the population education program.

Methodology:

Aimed at further strengthening the population education program, policy makers, school administrators, researchers, and teachers were convened at the Population Center Foundation in 1976 to discuss value dilemmas which were brought about by new technology and innovations and the strategies hopefully to solve the problems.

Findings:

1. The confusing values, values against tradition, valuing process: cognitive versus affective, student-teacher participation, resources/materials for value clarification, effectiveness of value clarification and teacher competence and personality were discussed, analyzed, evaluated and interpreted.
2. Teachers, trainers and administrators agreed to the fusing of the affective and cognitive value processes in implementing the value clarification strategy.
3. Authorities and researchers are in a quandary over the degree of student-teacher involvement in the successful implementation of a value clarification strategy.
4. Some strategies consider value processing an end in itself.
5. A more closed-ended strategy calls for active participation of the teacher in resolving conflicting ideas and positions among students.
6. The teachers admitted that in value processing, open-endedness or neutrality is theoretically and

ideally the best strategy to use.

7. Teachers must possess the following characteristics in order to be able to conduct value clarification effectively:

- a) willingness to discuss conflicting and controversial issues;
- b) willingness to subject his own values to examination;
- c) willingness to accept the values of his own pupils even if they clash with his own.

8. Competence and personality of a teacher are most vital to the effective implementation of the value clarification process.

Recommendations:

1. Value clarification strategies should be made an integral part of the teacher training program.

2. Teachers should familiarize themselves with existing values of students and their immediate environment or community.

3. Planners, curriculum writers, trainers, and teachers should adopt a variety of value clarification strategies, such as role-playing and simulation.

4. PEP and POPCOM should provide materials to assist teachers deal with controversial issues or value dilemmas that may arise in the classroom.

5. A 3-unit course on population offered in the tertiary level should include value clarification and evaluation. The course content should have more on: A) laboratory experiences, b) valuing or value-processing, c) decision-making and problem-oriented exercises, d) sessions on integration of population education into pertinent subject areas to develop teaching competencies.

6. Value clarification should be made an integral part of the pre-service education of teachers.

PEP's RESPONSE

The PEP has taken up the following steps and drawn up future plans in response to the above recommendations:

1. A package of value clarification models

and strategies has been distributed by PEP to the field training supervisors for implementation in their respective station assignments.

2. A list of Filipino values to serve as guides in teaching value-laden population issues will soon be disseminated to the field.

3. The Secretary of Education and Culture will send out instructions to the field: a) requiring teachers and administrators to hold regular dialogues on controversial and value-laden population issues, b) requiring guidance counsellor and homeroom teachers to participate in helping students solve value clarification problems, and c) requiring teachers to confer with parents to help clarify value conflicts between the school and the home.

4. The 3-unit course on population education has been improved to include laboratory experiences, valuing process, decision-making and problem-oriented exercises, and sessions on integration of population education into pertinent subject areas.

Title: CONTEMPORARY FILIPINO LIFE AND POPULATION EDUCATION PROJECT

Date: June 1976 to May 1978

Background Information:

The project which was started in June 1976 involved De La Salle University as the pilot project's implementing arm and the PEP as the funding source.

It has two (2) distinctive characteristics:

1. It is non-formal since it is outside of the formal academic curriculum implemented regularly inside a classroom. Though designed for regular studies, the activities are not geared to earning grades but towards inculcation of proper attitudes regarding family life and population. Activities are open to all students on a voluntary basis.
2. It is a modular type of program. The project was implemented by modules which has 4 specific components, namely:
 - 2.1 population and demography
 - 2.2 human reproduction and sexuality
 - 2.3 health and population
 - 2.4 Filipino family life and marriage

Problem:

Realizing the limited and inadequate efforts being done in the tertiary level on Population Education, De La Salle University and the PEP, MEC, on joint venture initiated a cooperative program for population education in the collegiate level. It is an experimental campus project involving issues in contemporary Filipino family life and population education.

Methodology:

The study made used of the experimented method involving 13 colleges, namely: Northern Luzon State University, Angeles University, Pamantasan ng Lunsod ng Maynila, De La Salle University (Bacolod), Leyte State College, Zamboanga State College, University of Northern Philippines, Central Luzon State University, Feati University, Bicol University, West Visayas State College, Divine Word University (Tacloban City), and Zamboanga A.E. College, as try out schools.

(Cont. Contemporary Filipino Life and Population Education Project)

For each of the four (4) project components, a module was drawn that specified ten (10) various related topics which has its corresponding activity to operationalize the topics. The (4) module topics were to be implemented during School Year 1976 to 1978 or for 4 semesters. Two activities were scheduled every month which were evaluated by the attending students with the use of standardized evaluation form.

The project as experimented in De La Salle University was presented and discussed with selected faculty and administrators from 13 schools all over the Philippines. After which their cooperation was solicited to try out and test the effectivity of the non-formal approach to population education in their respective schools using the two (2) completed modules as instructional materials. The schools who were to experiment one of the two modules were:

For module 1	For module 2
1. NLSC	1. UNP
2. AU	2. CLSU
3. FIM	3. FU
4. DLSU (Bacolod)	4. BU
5. LSC	5. WVSC
6. ZSC	6. DWU (Tacloban City)
	7. ZAE College

Findings:

In the light of the De La Salle University experience, noteworthy was the observation that students found the activities such as panel and group discussions, debate, most useful and meaningful. Most activities were generally well-attended and supported by a satisfactory number of students which required more preparation and maximum involvement of the staff themselves.

The problems faced by the thirteen (13) implementing institutions are as follows:

Module I

1. Lack of proper communication between the head of the schools and the PEP-MEC.
2. Lack of time to implement the entire module
3. Dispersed schedule of students
4. Lack of funds
5. Inadequate resources to implement desired activities

(Con't. Contemporary Filipino Life and Population Education Project)

Module 2

1. Lack of funds
2. Lack of proper allocation of time for activities
3. Inadequate supplies and materials

Further, in consideration of the feedback reports received, an extension phase of the project was deemed necessary to incorporate the suggestions for improving the pre-tested modules. Consultations were made and a staff was formed to revise the modules.

Suggestion/Recommendation:

1. For a more realistic, viable and effective Population Education in the tertiary level, a combined formal and non-formal scheme may be used.
2. Printing of modules (1 to 4) for dissemination and implementation by interested institutions.

Title: THE RELATIVE EFFECTIVENESS OF THE INTEGRATED AND MINI-COURSE APPROACHES IN THE TEACHING OF POPULATION EDUCATION IN GRADES I TO VI IN THE DIVISION OF NUEVA ECIJA

Date : August 1976 to March 1977

Background Information:

Innovation is an essential element of progress. Accordingly, the Division of Nueva Ecija envisioned a research project that would introduce a new idea in population education that, if proved, would maximize pupil learning in this field of knowledge. Thus, this project was launched to compare the present curriculum strategy of integration with the mini-course approach where population education is treated as a separate and distinct subject.

The Problem:

In an attempt to compare the relative effectiveness of the two strategies (Integrated and Mini-Course) the study aimed to analyze the effects of these methods on pupil achievement and attitude.

Methodology:

Two pilot districts, Muñoz and Gapan, were selected for the study. The schools involved were 2 central schools and 2 complete barrio elementary schools in each district. Two groups of classes were organized in each grade level (Grades I to VI) in these schools.

The pupils who composed each class were selected at random after being equated on the basis of age and sex. The teachers were likewise equated on the basis of the following variables: length of teaching experience, age, educational qualifications, performance ratings, civil service eligibility and civil status.

The control group taught under the integration approach used the Teacher's Guides where population education sub-units are integrated in the 5 subject areas, namely: Social Studies, Science, Mathematics, Health Education, and Home Economics. The experimental group, on the other hand, taught under the mini-course approach used the restructured Teacher's Guides.

A pre-test and post-test on knowledge were administered respectively at the beginning and at the end of the study while a post-test for attitude was given to the pupils.

Findings:

1. On Knowledge

On the whole, there was a significant difference between the scores of pupils taught under the integrated

(Con't THE RELATIVE EFFECTIVENESS)

approach and those taught under the mini-course approach for all grade levels. The groups taught under the mini-course approach performed better in the knowledge test for population education.

2. On Attitude

On the whole, there was a significant difference between the attitude of pupils taught under the integrated approach and those taught under the mini-course for all grade levels. The groups taught under the mini-course approach performed better in the attitude test for population education.

Recommendations:

If only to prove the effectivity of an alternative and innovative method in imparting knowledge and attitude related to population education, the mini-course as an alternative teaching method is highly recommended.

Date : December 1976 to January 1978

Background Information:

Population education is value laden. Acceptable and effective teaching of population education depends upon how population education teachers impart population concepts and value laden issues. There is a need to study what the value clarification strategies are and to know if teachers use them.

The Population Education Program (PEP) in coordination with the Child and Youth Research Center (CYRC) conducted a study to answer this need. The study generally aimed to explore the value clarification components used by teachers in the teaching of population education and how these were related to the personality traits of the teachers and/or affected by other variables.

Methodology:

The descriptive method of research was utilized engaging the participation of 2285 public elementary and secondary school teachers who were randomly selected from the twelve regional school divisions. The Bernreuter Personality Inventory and Value Clarification Inventory were used to collect the needed information. The data were treated statistically using percentage analysis, ranking, chi-square test and Z-test between proportions.

Findings:

The findings are categorized as follows:

1) Use of value clarification components

- a) The valuing preferred by the highest percentage of POPED teachers was a combination of both affective and cognitive processes.
- b) Valuing instruction appeared to be student-centered.
- c) Majority of the POPED teachers practiced the open-ended outcomes of valuing.
- d) Valuing resources used seem to be a combination of discussion, paper-pencil, and role play techniques.
- e) No POPED teacher seemed to evidence direct disagreement on the use of the valuing components, but the group of teachers who was in doubt in the application of the

(Con't VALUE CLARIFICATION IN POPULATION EDUCATION)

components presented a notable proportion.

2. Personality traits of POPED teachers

- a) Majority of the POPED teachers belonged to the normal band.
- b) The tendency for neurosis was significantly related to type of community.
- c) Self-sufficiency trait was significantly related to school level and educational attainment.
- d) Developing introversion/extroversion was significantly related to civil status, age group, length of handling POPED, educational attainment, and type of community.
- e) The tendency for dominance/submission was significantly related to school level and type of community.
- f) School level and type of community were significant factors in developing self-consciousness.
- g) Sociability trait was significantly related to age group.

3. Personality traits and value clarification components

- a) The application of the major components of value clarification was significantly related to personality traits.
- b) Teachers who had the tendencies for emotional unstability, lowness in self-sufficiency, introversion, submissiveness, and inferiority manifested doubt in applying the major components of valuing.

4. Use of value clarification components by specific variables.

- a) Sex was a significant factor in the use of valuing outcomes and valuing resources.
- b) Civil status was significantly related to valuing processes, valuing instructions, and valuing resources.
- c) Age group was highly related to the use

(Con't VALUE CLARIFICATION IN POPULATION EDUCATION)

of the four major component of valuing.

- d) School level was significantly related to valuing instructions and valuing outcomes.
- e) Length of handling POPED was highly related to the use of the four major components of valuing.
- f) Educational attainment was a significant factor in the use of valuing instructions and valuing outcomes.
- g) Religion was significantly related to the use of valuing outcomes.
- h) Type of community was significantly related to the use of the four major component of valuing.

Recommendations:

1. The preparation of teachers in population education, whether at the pre or in-service level should be strengthened more on the aspect of value clarification or valuing skills.
2. Programs on mental hygiene must be an integral part of teacher development to improve their personality traits.
3. Different teaching models for elementary and secondary levels on value clarification should be evolved, tried, and experimented on in the field. These experiments must be evaluated systematically.
4. Teachers must be given freedom in choosing the teaching models they are most comfortable with. Hence, teaching models should mainly be suggestive rather than prescriptive in nature.
5. Teachers must be subjected to personality tests from time to time. Those who are found to have weak and negative traits should be helped accordingly.
6. The school guidance program should provide service not only to students but to teachers as well. This will mean the employment of skilled personnel to handle the job.
7. Further research on value clarification in population education should be conducted using other samples, instruments, and/or methodology.

Title: STATUS SURVEY IN POPULATION EDUCATION

Date : January, 1977 to January, 1979

Background Information:

In 1972, the Population Education Program (PEP) Unit of the Ministry of Education and Culture (MEC) was established with financial assistance from the United Nations Fund for Population Activities (UNFPA) for a period covering five years from 1972-1977. The PEP became a permanent unit in the Office of the Minister in 1974 with the Government taking over all the positions and allocating a yearly Budget for the continuation of the Program.

The goals and objectives of the PEP were formulated with due consideration to the national development goals, the educational goals (PD 6-A, sec. 3), as well as the national population goals. The broad objectives of the Population Education Program as derived from these demands, were expressed more specifically and set within a shorter time frame. Hence, a set of medium range objectives was formulated within a 5-year time perspective. These objectives expressed the program concerns of teacher training, curriculum development and research and evaluation. These objectives were:

1. to train both public (general and vocational) and private elementary and secondary school teachers (or 100% of total) and selected instructors in arts and sciences and teacher-training institutions;
2. to develop curriculum materials in population education for elementary, secondary, and tertiary levels for public and private schools; and
3. to provide the necessary basis for more definite curricular changes and teacher training decision in population education.

The Problem:

The PEP, at the end of the 5-year, conducted a status survey in order to evaluate implementation of the population education program. The data gathered from this survey may surface needs and gaps in population education useful for program planning and direction.

Among other things, the survey elicited data on the following:

1. On Training
 - 1.1 Number of trained and untrained teachers and administrators;
 - 1.2 Usefulness of training program in terms of knowledge and skills gained by participants;
 - 1.3 Problems met in training.

(Con't STATUS SURVEY IN POPULATION EDUCATION)

2. On Curriculum

- 2.1 Number of trained teachers and administrators who received the Teacher's Guides;
- 2.2 Adequacy of the concepts in the Guides;
- 2.2 Suggested concepts for inclusion in the teaching units.

3. On Research and Evaluation

- 3.1 Research studies conducted;
- 3.2 Evaluation techniques/instruments used;
- 3.3 Problems met;
- 3.4 Suggestions for improvement.

Methodology:

The survey was conducted in all the school divisions in the 13 MEC regions on January, 1977. A survey questionnaire was designed to gather information on the implementation of population education in terms of teacher training, curriculum development, and research and evaluation.

The questionnaire consisted of four (4) different forms which are meant for the different groups of respondents. Form A was administered to the trained teachers; Form B to the trained administrators; Form C to the trained college instructors; and Form D to the untrained teachers.

The respondents in the survey included all the teachers and administrators in the various school division in the 13 MEC regions. The Population Education trained college instructors in colleges and universities in the 13 MEC regions were also included.

Findings:

The survey revealed the following findings which may be illustrative of needs and gaps in population. These are categorized into the three major program activities-training, curriculum and research and evaluation.

The findings presented here are the data gathered from 92 school division or 74 percent of the school divisions in the 13 regions. Thirty-three school divisions or 26 percent failed to return the questionnaires. These are the following: Region I - Mt. Province, Ilocos Sur and Laoag City; Region II - Ifugao, Isabela and Quirino; NCR - Caloocan City; Region III - Angeles City and Pampanga; Region IV - Batangas, Oriental Mindoro, Occidental Mindoro, Romblon, Aurora, Lipa City and San Pablo City;

(Con't STATUS SURVEY IN POPULATION EDUCATION)

Region V - Albay and Legaspi City; Region VI - Aklan, San Carlos City, Bogo City and Roxas City; Region VII - Bohol, Negros Oriental and Siquijor; Region IX - Basilan and Tawi-Tawi; Region X - Bukidnon; Region XI - Davao Oriental, South Cotabato and Surigao del Sur; Region XII - Sultan Kudarat and Iligan City.

On Training

1. In the 92 school divisions in the 13 regions, 176,744 or 64 percent of the total 271,723 elementary and secondary teachers were trained to teach population education, 14,449 or 76 percent of the total 15,661 school administrators underwent training in population education and 124 college instructors trained in teaching population education in the tertiary level.
2. Almost 100 percent of the 64 percent teacher respondents, 76 percent school administrators and 29 college instructors who received population education training and responded to the survey questionnaires, stated that have gained enough knowledge in population education. These number also stated that they gained enough skills in teaching the subject.
3. All the three groups mentioned above indicated the following problems met in teaching population education, arranged in their rank order; short/tight schedule, insufficient materials/visual aids, inadequate training facilities/human resources, and administrative constraints.
4. Thirty-six percent of teachers not trained in population education revealed they are teaching the subject. They stated that they learned their population education contents from the following sources, arranged in their rank order: PEP prepared materials, professional readings, co-teacher and college education.

On Curriculum Development

1. The respondents categorized into; 56 percent teachers, 61 percent school administrators and 71 percent college instructors, stated they received and used the teachers guide and reference materials in population education.
2. Two-thirds of both teacher and school administrator respondents indicated that contents of the population education guide are adequate. However, more concepts of the following topics are suggested:

Determinants and Consequences of Population Growth
Demography
Human Sexuality and Reproduction
Population Policy, and
Planning for the Future

(Con't STATUS SURVEY IN POPULATION EDUCATION)

On Research

1. Only 10 percent teacher respondents and 9 percent school administrators respondents conducted research/studies in population education while among the college instructors, no one attempted to do any research.
2. The respondents stated the following reasons for not undertaking research or studies, arranged in their rank order: time constraints, not interested and not required.
3. The evaluation instruments/techniques used most by the respondents (teachers, school administrators and college instructors) are tests and observation, and the least used are recitation and interview.
4. Almost all the school administrators met problems in the evaluation and implementation of population education.
 - 4.1 Problems in evaluation and research, in their rank order: lack of evaluation instruments, lack of knowledge in evaluation process and laborious process in evaluation.
 - 4.2 Problem in the implementation of population education arranged in their rank order: time constraints, lack of funds and work overload.

Recommendation:

To facilitate the effective implementation of the program, the following are being suggested:

- a. Conduct refresher courses and seminars in population education
- b. Hold frequent interaction and feed back sessions
- c. Make intensive follow up of the program
- d. Distribute more materials and visual aids in population education
- e. Initiate closer coordination, and
- f. Allocate more funds for the program

Title: UNESCO Case Studies of Philippine Experience in Population Curriculum Development

Date: 1977

Background Information:

The case study was part of a UNESCO project undertaken in several Asean countries to examine and compare the nature, scope, and development of out-of-school programs in population education, in order to generate a collection of meaningful country experience that might serve as a useful tool in designing future population education activities in the out-of-school sector.

Problem:

The Philippine paper examines the country's experience in that area in the light of the various experiences of the different agencies and organization involved in population education for out-of-school target groups all over the country.

Methodology:

In gathering the needed data, the documentary analysis and interview techniques were used. The rationale, objectives, content, methodologies and other aspects of out-of-school population education programs were looked into; differences in the implementation of independent as against integrated population education programs as well as generalizations occasionally illustrated with references to occurrences in the actual experience of specific programs were pointed out.

Findings:

1. **Rationale and objectives:**
A common assumption is that the Philippines is faced with a population problem; the concern of programs seems to make people see the threat of rapid population growth and to influence them to have smaller families through practising family planning.
2. **Approach:**
The general approach taken is the micro-level approach, with programs emphasizing the effects that population especially fertility-related-factors have on the individual, the family and the immediately surrounding community.
3. **Content:**
There is a heavy concentration of population content in out-of-school programs on fertility and fertility related factors, especially as these affect quality of life aspects

(Cont. UNESCO Case Studies of Philippine Experience in Population

such as food, clothing, shelter, health, and education. In addition, focus of discussion is on the need for family planning and population control. The kind and amount of population education content vary according to specific natures of programs.

4. Strategies and materials

Lectures are still in use. Emphasis is placed on participatory activities with participants being encouraged to relate personal experiences and community events to concepts being taken up in population education programs.

5. Evaluation

Evaluation has not gone very far. A major difficulty is identifying specific evaluation for population education among integrated programs.

Recommendation:

To guide the more systematic development of out-of-school population education programs, greater coordination among separate programs, more substantial community involvement, greater focus on training and research, and evaluation activities with more direction, and a more systematic framework should be developed.

Title: NON-FORMAL EDUCATION FOR PARENTS AND OUT-OF-SCHOOL YOUTHS
IN POPULATION EDUCATION: A FEASIBILITY STUDY

Date: July-August, 1978

Background Information:

A non-formal education program was launched by the Ministry of Education and Culture in each provincial and city school division all over the country. This program caters to the several million out-of-school youths and adults whose needs in skills development and citizenship training are met.

These people are believed to have dropped out of school before population education was infused into the curriculum. Considering this factor, the Population Education Program endeavors to make them realize the threat of rapid population growth and hopes to influence them to opt for smaller families by practicing family planning. To find out if population education concepts are integrated into the NFE curriculum and to gather relevant information about the NFE centers, the Program deemed it necessary to conduct a feasibility study in selected regions in the country.

The study looked into the rationale, objectives, content, methodologies, and other aspects of the non-formal education centers in selected regions of the country. The data gathered will serve as the empirical bases in the preparation of non-formal population education program materials structured according to the needs of several ethnic groups.

Methodology:

The instrument used in data-gathering was the questionnaire. NFE regional and division coordinators were interviewed by several members of the Research Unit. The latter, likewise, interviewed the teachers, visited the NFE centers, and observed actual NFE classes in the different regions of the country.

The regions sampled in this study were selected divisions in Regions I, IV, V, and VII.

Findings:

A. Organizational Structure

Each of the school division has an operational NFE program under the direct supervision of the division NFE coordinator who is assisted by an NFE coordinator from the regional office of the ministry. Every district in the division has its own NFE training center and one of these districts is selected as the pilot center of the division. The NFE center in each district is managed by a district NFE coordinator who may or may not teach although he may handle a course if it is along

his area of specialization. The courses offered were dress-making, tailoring, cosmetology, practical electricity, etc. Population Education was hardly taught at all and it was taught incidentally only.

The teachers taught by lecturing and demonstrating to the students the method and intricacies of the projects they are doing. Resource persons from the community were at times invited.

The instructors for the different courses offered were either regular teachers of adult members of the community who were graduates of vocational courses. The regular teachers were given honoraria and the latter who teach full time were paid salaries. Fundings may come severally from the national MEC-NFE office, the MLGCD, Sangguniang Bayan, NACIDA, POPCOM, MSSD, and other civic organizations.

Classes were usually held on Saturdays and Sundays, although there were those which were held on weekdays. The duration of each course was from three to six months.

B. Objectives of the Centers

The specific objectives of the centers were; the improvement of community life in all its aspects to enhance the standard of living, the eradication of illiteracy, the provision of vocational training to meet the increasing need for skilled labor, and citizenship training.

C. Target Clientele

The NFE Center catered to the needs of out-of-school youths and adults who may or may not be married and whose ages ranged from six to sixty. They were mostly school drop-outs who came from the low income groups. The enrollees were quite interested in their chosen courses hence, attendance was very satisfactory and absences were nil.

E. Evaluation

The enrollees in the NFE courses were evaluated through their performance or projects they accomplished. The graduates usually find employment in small scale industries or they may be self-employed. The coordinators at times may find job placement for their deserving graduates.

F. Problems Met

The major problems of the NFE centers were the lack of curriculum materials, supplies, equipment, inadequate classroom facilities, and incentive pay for the personnel assigned to the centers.

Recommendations:

1. Curriculum materials relevant to the courses offered should be produce and dessiminated to the NFE centers.
2. Equipment, supplies, and tools needed should be provided.
3. Adequate classroom facilities for the training centers should be built.
4. The Ministry of Education and Culture should set aside a part of its budget to finance the NFE centers.
5. The expertise of people skilled in the various courses offered should be made available to barrio folks in the rural areas.
6. Full administrative support from the barangay people should be given to the people behind the centers to insure a more substantial community involvement.

Title: THE CONTRIBUTION OF POPULATION EDUCATION TO EDUCATIONAL RENEWAL

Date: School Year 1978-1979

Background Information:

A case study of Philippine experience on how the population education program was planned, implemented and contributed to educational renewal was jointly sponsored of the PEP and UNESCO Office for Education in Asia during the school year 1978-1979.

The Problem:

The study proposed to analyze the impact of population education on educational renewal in the Philippines. It sought to identify the contributions of population education curricular revision, development of learning materials, teaching strategies and methodologies, teacher training, research and evaluation and the educational structure.

Methodology:

A. Documentary Analysis

To gather the necessary information for the study, a documentary analysis of all relevant materials, such as documents on the PEP changes recorded in the curricula; teaching/learning materials and methods; reports on research studies and other relevant materials on the program was made.

The paper presented a description of the origin and background of the population country project including official population policy, the socio-economic characteristics of the Philippines, the educational system, inputs of governmental and international organizations in the planning and implementation of population project, and findings of some researches undertaken in connection with the planning and implementation of the population education program. To identify and describe the innovatory and renovatory aspects of our population education program two terms were defined, namely;

1. Innovatory. Innovative - characterized by, tending to or introducing innovations. Innovation - the introducing innovations. Innovation - the introduction of something new; something that deviates from established doctrine or practice; something that differs from existing forms.
2. Renovatory. Renovation - the act or process of renovating; making over. Renovate - to restore to life, vigor or activity, renew, make over, to inglorate.

(Cont THE CONTRIBUTION OF POPULATION EDUCATION TO EDUCATIONAL RENEWAL)

Findings:

Some of the innovatory/renovatory aspects of the population education program include the following:

1. A 3 to 5 - week training seminar was conducted by PEP to update the competencies for research and evaluation in population education of Research and Evaluation Supervisors (RES) from the various school divisions of the country. The skills acquired by them from the training seminars were subsequently utilized in conducting research and evaluation studies in other subject areas, such as Social Studies, Health and Science.

2. The PEP conducted 5 - week training seminars in population for instructors in teacher education institutions. The instructors were expected to offer population education in the preservice teacher education curriculum. Population Education is now offered as a 3-unit course not only to education students but also to all other college students in most of our universities in the country.

3. Four (4) Regional Population Education Centers for training and research were organized by the PEP. The PEP assisted these centers develop their staff by granting a 12-month scholarship to two (2) members of their faculty for a Master of Population Studies at the University of the Philippines. The Population Center Foundation (PCF) through its Institutional Development Program has organized Faculty Training Centers at the University of the Philippines, University of San Carlos and Xavier University. It has granted 6-month scholarships to three (3) members of the faculty of each of twelve (12) selected regional Student Training Centers which are based in colleges and universities for graduate courses in Demography, Statistics and Population Education in the Faculty Training Centers.

4. The UNESCO Regional Mobile Team conducted five (5) 3-day training seminars in population education for faculty of teacher education institutions in the Philippines. This served as model and motivation for the PEP Regional Training Centers to organize training seminars in population education for instructors, barangay leaders, field workers of agencies with population education programs and school administrators.

5. Considered a 3-level face to face activity is the PEP training program involving PEP to Supervisory Training Teams (STTs), STTs to supervisors and principals, Supervisors/Principals to teachers. To reach teachers in far flung places and those who cannot be relieved of their day to day work, the PEP prepared 12 training self-learning modules as an alternative

t THE CONTRIBUTION OF POPULATION EDUCATION TO EDUCATIONAL RENEWAL)

to the face to face training activity.

6. The PEP conducted 5-week and 1 week training seminars on population education for school supervisors, principals and teachers. These trained school personnel could be utilized to serve as counsellors to prospective brides and grooms to satisfy the pre-marriage counselling and family planning required in a Presidential Decree.

7. Sub-units in population education were prepared by the PEP. These are integrated in existing subjects in the elementary and secondary schools. They are contained in Teacher's Guides which were distributed to all schools in the country. Likewise, EDPIITAF in the preparation of new textbooks incorporated some population education concepts in Science and Social Studies.

8. Research materials were also produced by the PEP. These include the Manual on Population Education for Research and Evaluation Supervisors. This manual was prepared by twenty-four (24) selected Research and Evaluation Supervisors who attended the first Six-Week Training Program for Research Utilization in Population Education to serve as a major source of reference for systematizing population education research and research utilization in the field, and as training materials for conducting training programmes for the said group. The other research materials include reports/abstracts of studies and evaluation conducted by the Research Unit. Other materials were prepared by the PEP to provide adequate information flow regarding the programme to both the in-school target and the public.

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APPROVAL AND CHANGE IN PRICE OF CERTAIN APPROVED BOOKS

To: Bureau Directors
Regional Directors
Schools Superintendents

Listed below are books which have been approved for use in the schools:

GENERAL REFERENCE
(For all Levels)

Santos, Vito C. First Viscassan's Filipino-English Dictionary. Manila: Published and distributed by National Book Store, Inc., c1978 by the author. 2,705 p. P160.00 per linmaster, bookpaper copy. (General reference for students and teachers in upper elementary, secondary and tertiary levels)

ELEMENTARY

Communication Arts (English)

Enriquez, Lina P. and others. Let's Learn Through English, Communication Arts V. Manila: Bookman, c1979. 216 p. P22.50 per foldcote cover, bookpaper copy; P18.50 per newsprint copy. (Reference and instructional resource material in Communication Arts (English) for pupils and teachers respectively in Grade V)

Enriquez, Lina P. and others. Let's Learn Through English, Communication Arts VI. Manila: Bookman, c1979. 213 p. P22.00 per foldcote cover, bookpaper copy; P18.25 per newsprint copy. (Reference and instructional resource material in Communication Arts (English) for pupils and teachers respectively in Grade VI)

Communication Arts (English-Reading)

Enriquez, Lina P. and others. Let's Learn Through Reading, Communication Arts V. Manila: Bookman, c1979. 238 p. P23.90 per foliocote cover, bookpaper copy; P19.90 per newsprint copy. (Reference and instructional resource material in Communication Arts (English-Reading) for pupils and teachers respectively in Grade V)

Enriquez, Lina P. and others. Let's Learn Through Reading, Communication Arts VI. Manila: Bookman, c1979. 203 p. P20.65 per foliocote cover, bookpaper copy; P16.65 per newsprint copy. (Reference and instructional resource material in Communication Arts (English-Reading) for pupils and teachers respectively in Grade VI)

Logue, Concordia C. and others. Developing Reading Power, Grade I as reference material in Communication Arts (English-Reading). Manila: Saint Mary's Publishing, at the following prices per papercover, newsprint copy:

- Book A - Getting the General Significance of a Selection; 54 p. P3.80
- Book B - Noting Details; 84 p. P4.50
- Book C - Predicting the Outcome of a Given Event and Making Inferences; 76 p. P4.00
- Book D - Reading to Follow Precise Directions; 50 p. P3.50

Logue, Concordia and others. Developing Reading Power, Grade II. Book B - Noting Details. Manila: Saint Mary's Publishing, c1978. 86 p. P4.50 per foliocote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English-Reading) in Grade II)

Villaflores, Nieves and Eunice Cañete. Let's Read: Communication Arts Series for the Elementary School, Grade IV Reader. Manila: Saint Mary's Publishing, c1978. 250 p. P20.00 per foliocote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English-Reading) in Grade IV)

Villaflores, Nieves and Eunice Cañete. Skillbook for Let's Read; Communication Arts Series for the Elementary Schools, Grade IV Reader. Manila: Saint Mary's Publishing, c1978. 208 p. P18.20 per foliocote cover, newsprint copy. (Workbook to accompany the book, Let's Read Communication Series for pupils in Grade IV)

Communication Arts (Pilipino)

Gansanay, Luz Carreon and Dana Cortez Tablan. Manual Para sa Kamuwangan (Wika) Mababang paaralan, Baitang IV; Manila: Saint Mary's Publishing, 76 p. P4.80 per paper cover, newsprint copy. (Teacher's guide in the use of the book, Kamuwangan (Wika))

Valenzuela, Justina G. and Others. Tanglaw I. Panimulang Aklat (Pre-Primer) Quezon City: Abiva Publishing House, c1978. 117 p. P13.50 per foldcote cover, newsprint copy. (Supplementary reading material in Communication Arts (Pilipino) for pupils in Grade I)

Communication Arts (Pilipino-Pagbasa)

Javier, Remedios and Lourdes Arellano. Diwa ng Makabagong Pilipino III. (Aklat sa Pagbasa). Quezon City: Mission Commercial Corp., c1979. 212 p. P21.00 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino-Pagbasa) for pupils and teachers respectively in Grade III)

Mendoza, Rosa Cheng and Remedios Cayari. Babasahing Aklat sa Bagong Lipunan, Unang Baitang. Manila: Bookman, c1979. 204 p. P14.20 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino-Pagbasa) for pupils and teachers respectively in Grade I)

Communication Arts (Pilipino-Wika)

Javier, Remedios and Lourdes Arellano. Diwa ng Makabagong Pilipino - Sining ng Komunikasyon III. (Aklat sa Wika). Manila: Mission Commercial Corp., c1979. 182 p. P18.70 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino-Wika) for pupils and teachers respectively in Grade III)

Matute, Genoveva Edrosa and others. Wikang Pilipino sa Bagong Demokrasya. (Ikaapat na Baitang); Manila: Bookman, c1978. 272 p. P26.25 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (Pilipino-Wika) for pupils and teachers respectively in Grade IV)

Music

Velasco, Joaquin R. (Tinipon at Isinaayos) Ang Musika; mga Awit na Pampaaralang Elementarya. Biñan, Laguna: Ernaes General Merchandising & Marketing, c1975 by Emilio Pa. Estanislao. 125 p. From P8.50 to P14.50 per foldcote cover, newsprint copy. (Teachers and pupils reference in Music) (Change in price, Bulletin No. 6, s. 1977)

Pilipino

Gagelonia, Leticia S. Guzman. Hamon sa Kagitingan. (Marcos ng Silangan) Talambuhay na Patula. Caloccan City: Ricsons Enterprises, c1972 by Ricardo F. Samson. 148 p. From P12.00 to P14.80 per foldcote cover, bookpaper copy; P11.80 per newsprint copy. (Pupils' reference in Pilipino in Grade VI and for general reading from Grade VI to High School)

General Reading

Gagelonia, Leticia S. Guzman. Hamon sa Kagitingan. (Marcos ng Silangan) Talambuhay na Patula. Caloccan City: Ricsons Enterprises, c1972. 149 p. From P12.00 to P14.80 per foldcote cover, bookpaper copy; P11.80 per newsprint copy. (Pupils' reference in Pilipino in Grade VI and for general reading from Grade VI to High School)

SECONDARY

History

Capino, Diosdado G. and others. Rizal's Life and Writings; Their Impact on our National Identity. Quezon City: JMC Press, c1977 by the authors. 291 p. P22.50 per tagboard cover, newsprint copy. (Reference and instructional resource material in Philippine History and in Rizal Course for students and teachers in the secondary and tertiary levels)

General Reading

Gagelonia, Leticia S. Guzman. Hamon sa Kagitingan. (Marcos ng Silangan) Talambuhay na Patula. Caloccan City: Ricsons Enterprises, c1972. 149 p. From P12.00 to P14.80 per foldcote cover, bookpaper copy; P11.80 per newsprint copy. (Pupils' reference in Pilipino in Grade VI and for High School)

Peña, Valeriano Hernandez. Ang Kasaysayan ng Makalibang si Nena at si Nening. Quezon City: Manlapaz Publishing, c1975. From P8.00 to P10.00 per papercover, newsprint copy. (General reading in the secondary level) (Change in price, Bulletin No. 8, s. 1976)

TERTIARY

Algebra

Doval Santos, Esther Z. College Algebra, Part 2. Parañaque, Metro Manila: ERA Philippines, Inc., c1979. 196 p. P18.00 per foldcote cover, newsprint copy. (Reference and instructional resource material for students and teachers respectively)

History

Capino, Diosdado G. and others. Rizal's Life and Writings; Their Impact on our National Identity. Quezon City: JMC Press, c1977 by the authors. 291 p. P22.50 per tagboard cover, newsprint copy. (Reference and instructional resource material in Philippine History and in Rizal Course for students and teachers in the secondary and tertiary levels)

Rizal Course

Capino, Diosdado G. and others. Rizal's Life and Writings; Their Impact on our National Identity. Quezon City: JMC Press, c1977 by the authors. 291 p. P22.50 per tagboard cover, newsprint copy. (Reference and instructional resource material in Philippine History and in Rizal Course for students and teachers in the secondary and tertiary levels)

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

References:

As cited above

Allotment: 1- - (D.O. 1-76)

To be indicated in the Perpetual Index
under the following subjects:

BOOKS
CHANGE
PRICES

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

August 15, 1980

B U L L E T I N
No. 4, s. 1980

APPROVAL AND CHANGE IN PRICE OF CERTAIN APPROVED BOOKS,
MAGAZINES AND PERIODICALS, AND TEACHING AIDS

To: Bureau Directors
Regional Directors
Schools Superintendents

Listed below are books, magazines and periodicals
and teaching aids for use in the schools:

PRE-ELEMENTARY

Mathematics

Cabansay, Myrna A. and others. (Philippine Adaptation)
Elements of Mathematics in the Grade School (Pre-
Primer). Manila: Abiva Publishing House, 1979. 102 p.
₱17.00 per coated papercover, newsprint copy with
colored illus. (Reference and instructional resource
material in Elementary Mathematics for pupils and
teachers in Kindergarten and Grade I)

ELEMENTARY

Communication Arts (Pilipino)

Rasul, Santanina Tillah. Tayo'y Bumasa. Manila: Saint Mary's
Publishing, c1979 by the Author. 130 p. ₱14.50 per
foldcote cover, newsprint copy. (Reference material
for pupils and instructional resource material for
teachers in Communication Arts (Pilipino) in Grade I)

Mathematics

Cabansay, Myrna A. and others. (Philippine adaptation)
Elements of Mathematics in the Grade School, 2. Manila:
Abiva Publishing House, 1979. 266 p. ₱38.00 per
coated papercover, newsprint copy with colored illus.
(Reference and instructional resource material in
Elementary Mathematics for pupils and teachers in
Grade II)

Cabansay, Myrna A. and others. (Philippine adaptation)
Elements of Mathematics in the Grade School (Pre-
Primer) Manila: Abiva Publishing House, 1979. 102 p.
₱17.00 per coated papercover, newsprint copy with
colored illus. (Reference and instructional resource
material in Elementary Mathematics for pupils and
teachers in Kindergarten and Grade I)

Cabansay, Myrna A. and others. (Philippine adaptation)
Elements of Mathematics in the Grade School (Primer)
Manila: Abiva Publishing House, 1979. 148 p. ₱23.50
per coated papercover, newsprint copy with colored
illus. (Reference and instructional resource materi-
al in Elementary Mathematics for pupils and teachers
in Grade I)

Cabansay, Myrna A. and others. (Philippine adaptation)
Elements of Mathematics in the Grade School, 5. Manila
Abiva Publishing House, 1979. 358 p. ₱45.00 per
coated papercover, newsprint copy with colored illus.
(Reference and instructional resource material in
Elementary Mathematics for pupils and teachers in
Grade V)

Physical Education

Miel, Juan C. Samar Folk Dances. Published by the Provin-
cial Government of Samar, c1973 by the author. 175 p.
(22" x 30") ₱50.00 per foldcote cover, bookpaper
copy. (Reference for students in secondary and tertia-
levels (teacher training institution) and instructiona
resource material in Physical Education for teachers
in the elementary, secondary and tertiary levels)

Social Studies

Cortez, Rosario and Milwida Guevarra. Ang Pamilya Rito at sa Buong Mundo; Unang Baitang. Manila: Abiva Publishing House, Inc., c1975. 198 p. From ₱10.50 to ₱12.60 per foldcote cover, newsprint copy. 499.211045 Babasahing Pilipino. (Reference material for teachers and pupils in Grade I) (Change in price, Bulletin No. 5, s. 1978)

Cortez, Rosario and Milwida Guevarra. Ang Nagbabagong Pamayanan, Ikalawang Baitang. Manila: Abiva Publishing House, Inc., c1975. 218 p. From ₱11.50 to ₱13.80 per foldcote cover, newsprint copy. 372.83 Social Studies. (Reference material for teachers and pupils in Grade II) (Change in price, Bulletin No. 5, s. 1978)

Dizon, Anacleto I. Ferdinand E. Marcos, Man of Destiny. Quezon City: Malaya Publishing Corp., c1979 by the author. ₱30.00 per foldcote cover, newsprint copy of 245 p. and 30 p. (bookpaper) with colored illus. (Reference for students and instructional resource material for teachers in Social Studies in the upper elementary and secondary levels)

Nituda, Victor G. The Young Marcos. Manila: Foresight International, Inc., c1979 by the author. 208 p. From ₱25.50 to ₱29.50 per foldcote cover, bookpaper copy. (For General Reading for students and teachers in the secondary and tertiary levels and as instructional resource material in Social Studies for teachers in elementary and secondary levels) (Change in price, Bulletin No. 8, s. 1979)

General Reading

Dizon, Anacleto I. Ferdinand E. Marcos, Man of Destiny. Quezon City: Malaya Publishing Corp., c1979 by the author. ₱30.00 per foldcote cover, newsprint copy of 245 p. and 30 p. (bookpaper) with colored illus. (Library book for general reading in all levels)

Home Reading

Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, MacMillan, c1979 by Brig. A. Marking, 359 p. (Reprinted under authority of PD No. 285 as amended by P. S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. ₱35.00 per fold-cote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)

SECONDARY

Character Education

Monsanto, Carmen Pernia. In Silence. Manila: GPM Publishing House, c1980. 63 p. (6" x 9") ₱7.50 per foldcote cover, newsprint copy. (Reference in Character Education for students and instructional resource material for teachers in the secondary and tertiary levels and a library book for home reading, secondary level)

Citizens Army Training (CAT)

Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, MacMillan, c1979 by Brig. A. Marking. 359 p. (Reprinted under authority of PD No. 285 as amended by P.S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. ₱35.00 per fold-cote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)

Communication Arts (English)

Gonzales, Rosemarie V. and Helen P. Ladera. Adventures in Communication for Philippine High Schools, 1. Quezon City: Abiva Publishing House, Inc., c1976. 383 p. From ₱22.85 to ₱27.40 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers in the first year, secondary level) (Change in price, Letter of Minister Manuel, dated June 4, 1979)

Ladera, Helen P. and Rosemarie V. Gonzales. Adventures in Communication for Philippine High Schools, 2. Quezon City: Abiva Publishing House, Inc., c1976. 368 p. From ₱22.00 to ₱26.40 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers in the second year, secondary level) (Change in price, Letter of Minister Manuel, dated July 3, 1979)

Barcelona, Herminia M. and others. Adventures in Communication for Philippine High Schools, 3. Quezon City: Abiva Publishing House, Inc., c1978. 402 p. From ₱19.00 to ₱22.80 per papercover, newsprint copy. (Reference and instructional resource material for students and teachers respectively in the Third Year) (Change in price, Bulletin No. 4, s. 1979)

Barcelona, Herminia M. and others. Adventures in Communication for Philippine High Schools, 4. Quezon City: Abiva Publishing House, Inc., c1978. 394 p. From ₱23.25 to ₱27.90 per foldcote cover, newsprint copy. (Reference and instructional resource material in Communication Arts (English) for students and teachers in the fourth year, secondary level) (Change in price, Letter of Minister Manuel, dated June 4, 1979)

Communication Arts (Pilipino)

Salazar, Angel E., Sr. Wika ng Lahi I. Manila: Published and distributed by Rex Book Store, c1979 by Rex Book Store and the author. 377 p. ₱24.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Communication Arts (Pilipino) in the first year, secondary level)

Salazar, Angel E., Sr. Wika ng Lahi II. Manila: Published and distributed by Rex Book Store, c1979 by Rex Book Store and the author. 369 p. P23.50 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Communication Arts (Pilipino) in the second year, secondary level)

Salazar, Angel E., Sr. Wika ng Lahi III. Manila: Published and distributed by Rex Book Store, c1979 by Rex Book Store and the author. 341 p. P23.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Communication Arts (Pilipino) in the third year, secondary level)

Salazar, Angel E., Sr. Wika ng Lahi IV. Manila: Published and distributed by Rex Book Store, c1979 by Rex Book Store and the author. 431 p. P26.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Communication Arts (Pilipino) in the fourth year, secondary level)

Mathematics (Algebra & Trigonometry)

Perez, Carolina and others. Modern Mathematics, Algebra 2 and Trigonometry. Quezon City: Abiva Publishing House, Inc., c1968. 487 p. From P20.10 to P24.10 per paper-cover, newsprint copy. (Reference material in Mathematics (Algebra and Trigonometry) for students and teachers in the third year, secondary level) (Change in price, Letter of Assistant Director Guerrero, dated May 7, 1979)

Physical Education

Miel, Juan C. Samar Folk Dances. Published by the Provincial Government of Samar, c1973 by the author. 175 p. (22" x 30") P50.00 per foldcote cover, bookpaper copy. (Reference for students in secondary and tertiary levels (Teacher training institution) and instructional resource material in Physical Education for teachers in the elementary, secondary and tertiary levels)

Pilipino

- Monleon, Fernando B., comp. Hiyas I. Manila: Abiva Publishing House, Inc., c1965. 205 p. From P11.20 to P13.50 per paperback, newsprint copy. (Teachers' and students' reference, First Year) (Change in price, Bulletin No. 6, s. 1979)
- Monleon, Fernando B., comp. Hiyas II. Manila: Abiva Publishing House, Inc., c1965. 218 p. From P12.10 to P14.50 per paperback, newsprint copy. (Teachers' and students' reference, Second Year) (Change in price, Bulletin No. 6, s. 1979)
- Monleon, Fernando B., comp. Hiyas III. Manila: Abiva Publishing House, Inc., c1965. 245 p. From P13.30 to P16.00 per paperback, newsprint copy. (Teachers' and students' reference, Third Year) (Change in price, Bulletin No. 6, s. 1979)
- Monleon, Fernando B., comp. Hiyas IV. Manila: Abiva Publishing House Inc., c1967. 353 p. From P18.00 to P21.60 per paperback, newsprint copy. (Teachers' and students' reference, Fourth Year) (Change in price, Bulletin No. 6, s. 1979)

Social Studies

- Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, Macmillan, c1979 by Brig. A. Marking. 359 p. (Reprinted under authority of P.D. No. 285 as amended by P. S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. P35.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)
- Dizon, Anacleto I. Ferdinand E. Marcos, Man of Destiny. Quezon City: Malaya Publishing Corp., c1979 by the author. P30.00 per foldcote cover, newsprint copy of 245 p. and 30 p. (bookpaper) with colored illus. (Reference for students and instructional resource material for teachers in Social Studies in the upper elementary and secondary levels)

Nituda, Victor G. The Young Marcos. Manila: Foresight International, Inc., c1979 by the author. 208 p. From P25.50 to P29.50 per foldcote cover, bookpaper copy. (For general reading for students and teachers in the secondary and tertiary levels and as instructional resource material in Social Studies for teachers in elementary and secondary levels) (Change in price, Bulletin No. 8, s. 1979)

General Reading

Dizon, Anacleto I. Ferdinand E. Marcos, Man of Destiny. Quezon City: Malaya Publishing Corp., c1979 by the author. P30.00 per foldcote cover, newsprint copy of 245 p. and 30 p. (bookpaper) with colored illus. (Library book for general reading in all levels)

Nituda, Victor G. The Young Marcos. Manila: Foresight International, Inc., c1979 by the author. 208 p. From P25.50 to P29.50 per foldcote cover, bookpaper copy. (For general reading for students and teachers in the secondary and tertiary levels and as instructional resource material in Social Studies for teachers in elementary and secondary levels) (Change in price, Bulletin No. 8, s. 1979)

Home Reading

Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, MacMillan, c1979 by Brig. A. Marking. 359 p. (Reprinted under authority of P.D. No. 285 as amended by P.S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. P35.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)

Monsanto, Carmen Pernia. In Silence. Manila: CPM Publishing House, c1980. 63 p. (6" x 9") P7.50 per foldcote cover, newsprint copy. (Reference in Character Education for students and instructional resource material for teachers in the secondary and tertiary levels and a library book for home reading, secondary level)

TERTIARY

Character Education

Monsanto, Carmen Pernia. In Silence. Manila: CPM Publishing House, c1980. 63 p. (6" x 9") P7.50 per foldcote cover, newsprint copy. (Reference in Character Education for students and instructional resource material for teachers in the secondary and tertiary levels and a library book for home reading, secondary level)

Physical Education

Miel, Juan C. Samar Folk Dances. Published by the Provincial Government of Samar, c1973 by the author. 175 p. (22" x 30") P50.00 per foldcote cover, bookpaper copy. (Reference for students in secondary and tertiary levels (teacher training institution) and instructional resource material in Physical Education for teachers in the elementary, secondary and tertiary levels)

ROTC

Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, McMillan, c1979 by Brig. A. Marking. 359 p. (Reprinted under authority of P.D. No. 285 as amended by P.S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. P35.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)

Social Sciences

Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, McMillan, c1979 by Brig. A. Marking. 359 p. (Reprinted under authority of P.D. No. 285 as amended by P.S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. P35.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)

General Reading

- Dizon, Anacleto I. Ferdinand E. Marcos, Man of Destiny. Quezon City: Malaya Publishing Corp., c1979 by the author. P30.00 per foldcote cover, newsprint copy of 245 p. and 30 p. (bookpaper) with colored illus. (Library book for general reading in all levels)
- Nituda, Victor G. The Young Marcos. Manila: Foresight International, Inc., c1979 by the author. 208 p. From P25.50 to P29.50 per foldcote cover, bookpaper copy. (For general reading for students and teachers in the secondary and tertiary levels and as instructional resource material in Social Studies for teachers in elementary and secondary levels) (Change in price, Bulletin No. 8, s. 1979)

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- Colonel Yay, (Yay Panlilio) Marking. (Originally titled "The Crucible") New York, MacMillan, c1979 by Brig. A. Marking. 359 p. (Reprinted under authority of P.D. No. 285 as amended by P.S. No. 400 by Venceremos Enterprises, Pasig, Metro Manila. P35.00 per foldcote cover, newsprint copy. (Reference for students and instructional resource material for teachers in Citizens Army Training (CAT), ROTC and in Social Studies in the secondary and collegiate levels and as a library book for home reading in all levels)

MAGAZINES AND PERIODICALS

- Current Events Reader, together with the Teacher's Edition (Weekly) published by Concept Publisher, Kalentong, Mandaluyong, Metro Manila at P0.40 per copy or P12.50 per subscription with a total of 32 issues annually of not less than 8 pages. (Supplementary material for students in Social Studies in the upper elementary and secondary levels)
- The Philippine Journal of Education. Published monthly except May and June. P.O. Box 1576, Manila. From P28.00 to P34.00 for a publication of ten monthly issues of at least 56 pages. (Change in price, Bulletin No. 2, s. 1977)

Student Guide, Elementary edition (Magazine). Published by St. Jude Publication, Quezon City. Approved as reference and instructional resource materials in Work Education for pupils and teachers in the elementary and secondary levels respectively at the following subscription rate: (Change in price, Bulletin No. 7, s. 1979)

Student Guide Elementary (Weekly)	From	To
Price per copy	P0.40	P0.50
Six months (20 weeks).	P7.50	P9.50
One Year (40 weeks).	P15.00	P19.00

Current Events Digest; Elementary, Junior and Senior Editions, has been approved from P11.90 to P14.40 each annually for a full publication of 34 issues of at least 8 pages. (Change in price, letter of Vice-Chairman Pablo E. Natividad dated July 24, 1979)

TEACHING AIDS

Sound Way to Easy Reading Four (4) (Record) -33½ rpm records, 1 pupils' book, 1 parents' guide and 7 printed charts for use in beginning reading in English Grade I, speech correction, Felta Book Sales Co. (Change in price, Bulletin No. 6, s. 1977) From P79.00 to P165.00 per set.

Around the World in Song. (Record) Long playing record with accompanying booklet for use in Music and Physical Education classes for Grades I-VI. (Change in price, Bulletin No. 6, s. 1977) From P50.00 to P75.00 per set.

Musical Multiplication Tables. (Record) 5 rpm Disc Records, Multiplication tables from 2 to 12, 11 quiz cards, for use in P.E. and Music classes for Grades I-VI for recreation purposes. Felta Book Sales Co. (Change in price, Bulletin No. 6, s. 1977) From P46.00 to P85.00 per set.

Record 45 rpm with songs "Abakada" and "ABC Disco" approved as teaching aid in Music and Physical Education for teachers in the pre-elementary and elementary levels at P4.50 per rpm record.

(SGD.) ONOFRE D. CORPUZ
Minister of Education and Culture

References: As cited above
Allotment: 1-- (D.O. 1-76),
To be indicated in the Perpetual Index
under the following subjects:

BOOKS	MAGAZINES	TEACHING AIDS
CHANGES	PRICES	

Republika ng Pilipinas
(Republic of the Philippines)
MINISTRI NG EDUKASYON AT KULTURA
(MINISTRY OF EDUCATION AND CULTURE)
Maynila

October 3, 1980

B U L L E T I N
No. 5, s. 1980

APPROVAL AND CHANGE IN PRICE OF CERTAIN APPROVED BOOKS,
MAGAZINE AND PERIODICALS, AND TEACHING AIDS

To: Bureau Directors
Regional Directors
Schools Superintendents

Listed below are books, magazine, periodicals
and teaching aids for use in the schools:

GENERAL REFERENCE
(For All Levels)

Chamber's Encyclopedia, new rev. ed. (15 vols) London: Inter-
national Learning Systems Corp., Limited, c1973. Dis-
tributed by IBC Philippines, Inc., Makati, Metro Manila
at ₱5,000 per set. (General reference material for
library use in the elementary, secondary and tertiary
levels)

The New Illustrated Columbia Encyclopedia (24 vols) New York:
Columbia University Press, c1979. Distributed by Mon-
dragon Industries Inc., Makati, Metro Manila at ₱1,500.00
per set. (General reference material for library use in
the elementary, secondary and tertiary levels).

PRE-ELEMENTARY

Communication Arts (Pilipino)

Children's Communication Center. Isang Taon na si Beth.
(Aklat Adarna Series) Metro Manila: Cultural Center
of the Philippines, 30 p. at ₱4.95 per newsprint copy.
(Instructional resource material for teachers in the
kindergarten and primary levels in Communication Arts
(Pilipino))

ELEMENTARY

Communication Arts (English)

Enriquez, Lina P. and others. Easy Steps to English for Filipino Children, 3. Quezon City: Bookman, Inc., c1979. 433 p. ₱26.60 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Communication Arts (English) in Grade III)

Enriquez, Lina P. and others. Easy Steps to English for Filipino Children, 4. Quezon City: Bookman, Inc., c1979. 399 p. ₱26.90 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Communication Arts (English) in Grade IV)

Science Research Associates (SRA) Reading Laboratory Kits IA, IB and IC. Quezon City: Abiva Publishing House, Inc. For increase in price as follows:

	FROM	TO
1. SRA KIT IA	₱646.00	₱807.50
2. SRA KIT IB	₱646.00	₱807.50
3. SRA KIT IC	₱646.00	₱807.50

(Supplementary and instructional resource material in Communication Arts, English for pupils and teachers respectively in the primary grades.) (Change in price, Bulletin No. 2, s. 1979)

Tantuico, Francisco S., Jr. (Comp.) Leyte Towns, histories and legends. Tacloban City: c1980 by the compiler. 204 p. at ₱24.65 per foldcote cover, bookpaper copy. (Reference material for teachers in Social Studies and in Communication Arts (English) in the upper elementary and secondary levels)

Villafloraes, Nieves S. and Eunice M. Canete. Integrated English, 4. Manila: Saint Mary's Publishing, c1978. 210 p. ₱20.00 per foldcote cover, newsprint copy. (Reference material for teachers in Communication Arts (English) Grade IV)

Communication Arts (Filipino)

Cansanay, Luz Carreon and Veronika Rabian-Potano. Babalanghagong Bagong Kayumanggi, 6. Manila: Saint Mary's Publishing, c1979. 311 p. ₱60.00 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Communication Arts (Filipino) in Grade VI)

Cansanay, Luz Carreon and Veronika Rabian-Potano. Aklat-Sanayan sa Bagong Kayumanggi, 6. Manila: Saint Mary's Publishing, c1979. 135 p. ₱13.75 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Communication Arts (Filipino) in Grade VI)

Mabagos, Gavino J. and others. Mag-aral Tayong Bumasa. Manila: Saint Mary's Publishing, c1979. ₱14.00 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Communication Arts (Filipino) for Grade I)

Mathematics

Africa, Severo G. and others. (Philippine adaptation) Elements of Mathematics in the Grade School, 3. Quezon City: Abiva Publishing House, Inc., c1980. 327 p. ₱32.00 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Mathematics Grade III)

Africa, Severo G. and others. (Philippine adaptation) Elements of Mathematics in the Grade School, 4. Quezon City: Abiva Publishing House, Inc., c1980. 344 p. ₱33.50 per foldcote cover, newsprint copy. (Reference material for pupils and instructional resource material for teachers in Mathematics Grade IV)

Ocampo, Nenita C. and others. (Philippine adaptation) Elements of Mathematics in the Grade School, 6. Quezon City: Abiva Publishing House, Inc., c1979. 332 p. ₱32.00 per foldcote cover, newsprint copy. (Reference material for teachers in Mathematics Grade VI)

Reading (Pilipino)

Lucero, Rosa Satina. Madaling Pagbasa at Pagsulat sa Unang Baitang. Tagum, Davao: c1978 by the author. 80 p. ₱6.00 per papercover, newsprint copy. (Supplementary material in Reading (Pilipino) for beginners)

Social Studies

Failagao, Elias N. History of Miagao (1716-1979). Miagao, Iloilo: c1979 by the author. 401 p. ₱42.00 per foldcote cover, bookpaper copy. (Reference material for students and instructional resource material for teachers in History (Iloilo) and a library reading material in the upper elementary and secondary levels)

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Communication Arts (Pilipino)

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Guidance

Bremer, Sidney N. Successful Achievement Program "Synchronics." Manila: Published by the author. (Reference and audio-visual instructional resource material for students and teachers in Management and Personality Development consisting of a package of 20 long playing cassettes, a 5 volume set of Successful Achievement Program and five (5) other books listed below at the price of ₱3,999.00 per package set:

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Mathematics (Algebra)

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Agbayani, Aguedo F. Handbook on the New Constitution. Manila: National Book Store, Inc., c1980 by the author. 460 p. ₱24.95 per foldcote cover, newsprint copy. (Reference and instructional resource material for students and teachers in Social Studies and Philippine Government in the secondary and collegiate levels)

Tantuico, Francisco S., Jr. (comp.) Leyte Towns: histories and legends. Tacloban City: c1980 by the compiler. 204 p. at ₱24.65 per foldcote cover, bookpaper copy. (Reference material for teachers in Social Studies and in Communication Arts (English) in the upper elementary and secondary levels)

Vocational Education (Automotive)

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Measurement and Evaluation

Manarang, Rosario H. and Leoncio Y. Manarang. Educational Measurement and Evaluation. Quezon City: L.Y. Manarang, c1979 by the author. 130 p. ₱23.00 per fold-cote cover, newsprint copy. (Reference material for students and instructional resource material for instructors in Measurement and Evaluation, tertiary levels)

Philippine Government

Agbayani, Aguedo F. Handbook on the New Constitution. Manila: National Book Store, Inc., c1980 by the author. 460 p. ₱24.95 per foldcote cover, newsprint copy. (Reference and instructional resource material for students and teachers in Social Studies and Philippine Government in the secondary and collegiate levels)

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