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## DEVELOPMENT OF SOCIOLOGY IN THE PHILIPPINES

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Sociology in the Philippines is an outcome of decades of sociological development in Europe and the United States, a movement which began with August Comte and progressed further through Herbert Spencer, Professors Zimme, Ward, Sumner, Small, Giddings and Ellwood. For the purpose of this study, the discussion will be confined solely to the development of Sociology in the Philippines, rather than the proof of the existence of Philippine Sociology which to the writer's mind is as yet non-existent. Although on the surface, one may be led to believe that there is one in the making.

The methods used in this study are the examination of early and contemporary sociological offerings in colleges and universities and careful interpretation of the emphasis given Sociology from the earliest period to the present.

**The Early Development:** Our records reveal that this country's interest in Sociology dates back to 1899—with emphasis on *Social Philosophy* and a light interest in *Penology* and *Criminology*. In 1911, the appearance of *Social Ethics* and *General Sociology* in the curriculum of practically all private colleges and universities in Manila was noted. In the same year, the first course in Sociology was recorded in the University of the Philippines. A few years later, a section devoted to Sociology was organized under the department of Anthropology. This arrangement continued until 1946. The situation was blamed on poor facilities and the lack of well-trained Sociology instructors.

By 1919, the interest in Sociology had spread to the Visayan Islands but the textbooks used throughout the archipelago were of Occidental origin. For lack of local materials on the subject then, these textbooks met the immediate needs of the time.

In 1939, Macaraig's *Introduction to Sociology* appeared in response to a long felt need for a local approach to Sociology. The treatise revolved around the Filipino culture and its beliefs; it further elaborated on the general sociological principles of the Occident as applied in the Philippines. The book remained in demand for almost ten years. At about this time, subjects in Social Work also appeared in the State University curriculum. Meanwhile, the need for more up-to-date social data was again felt. Western Sociology textbooks provided the answers once again, but lack of locally written Sociology texts inevitably gave way to ill-prepared outlines based on textbooks from the West. Although the Western textbooks helped fill the needs then, this measure did not help to enrich our sociological "tool-kit" nor the development of social thoughts in this country. In most cases, Sociology was taught only as a purely normative subject, and the analysis of sociological principles was oftentimes, if not totally, overlooked.

**Post War Sociology.** After the war, Sociology was separated from the Anthropology department, even as Social Work in the State University was preparing for its independence because of its expanding program. Happily, such separation led toward the offering of undergraduate concentration and graduate courses in Sociology and Social Work respectively.

The growing interest in these fields led many Filipino students to go to the United States for advance training; this trend added more Filipinos to the staff in the State University's Department of Sociology. At the same time, means were taken for the changing and increasing needs of this Atomic Era. For example, in 1952 a course in Sociology as given in a local university strongly emphasized creative social living and telic social planning as a means of creating a better social order.

It is not enough that we know the facts about society, about social institutions and their problems. The facts should be used as tools in the building of a better, happier, wiser, and more peaceful society. There must be a transformation in the lives of the students of Sociology, if they are to help transform society, and if they are to take part in directing social progress. Every student should be creative, socio-centered instead of being ego-centric; he should inspire to give his best contribution to society, identifying himself with society and promoting not only his welfare and happiness, but also that of others. As each life-situation, personal and social, is met successfully and intelligently, so too the individual becomes matured and socialized.

It takes matured individuals to develop a matured society. It takes creative individuals to envision a creative society. Before a citizen can understand society, he must first solve his own personal problems. Hence, the problem approach is used in Sociology. The facts and information acquired are used as tools in problem-solving, whether personal and social; therefore never to be regarded as ends in themselves.

**Sociology and the Curriculum.** Next to be noted is the recent requirement of fifteen units in Social Science for graduation in Liberal Arts, and six units for the Education and Normal courses. This requirement naturally provides more room for the much needed broadening of and the liberalizing influence on education. Moreover, the liberal emphasis on *Rural Sociology* and *Adult Education* will open new vistas and greater opportunities or more social service.

Moreover, in the private schools and colleges, a new reawakening manifests itself. This is indicated in the increasing interest in enriching the social study requirements to not less than that of a major subject in both the undergraduate and graduate levels. Many colleges also provide for a major in Social Work. This trend gives the colleges and universities wider latitude for offering courses in Sociology, i. e., *Educational Sociology*, *Social Survey*, *History of Social Thoughts*, *Social Psychology*, *the Family*, *Sociological Foundation of Education*, *Social Pathology*, *Creative Personal and Social Living*, *Social Work*, *Social Psychology of Leadership*, *Rural Family Relations*, *Community Organization*, *Community Leadership*, *Social Change*, *Social Distance*, *Social Anthropology*; not to mention the rich offerings in Social Work.

**The Increasing Recognition of Sociology.** The importance of Sociology to national planning was first noted in 1951, when the Homemakers and Mother's Cooperative, Inc. (HOMOCO), the National Home and

Family Workshop, and organizations sponsored by different, responsible governmental and non-governmental agencies and institutions in the Philippines sought the assistance of the writer in making community surveys—a project which helped in the opening of a new vista in social planning. Again in the early part of 1952, the Philippine Council for United States Aid and the U.S. Mutual Security Agency (now the I.C.A.) invited a few Filipino and American sociologists including the writer to serve as consultants in the survey of rural communities, the findings of which were published by the Philippine government under the title *Rural Philippines*. The book contains a rich stock of social data on rural Philippines which became the bases for the equitable and adequate distribution of economic aids to various localities or regions in the Philippine Archipelago.

Increasing recognition of the importance of Sociology ultimately requires a substantial supply of well-trained sociologists. The continued lack of such sociologists means the teaching of Sociology by unprepared teachers. Poor quality in teaching will naturally result in loss of confidence in Sociology and its ultimate shadowing into a minor role in the curriculum. In answer to these problems, the Philippine Sociological Society was organized in 1952. The objectives of the Society are: (1) To increase the knowledge of social behavior of the individuals; (2) To gather data on social problems and their possible solutions; (3) To train teachers and research personnel in the field of social science and (4) To develop an increasing social understanding, awareness, and consciousness among the members.

The year 1952 may well be considered the period of ascendancy for Sociology in this country. The enthusiasm and general interest generated about the subject resulted in the publication of *Elementary Sociology*, (later printed under the title *Sociology in the Philippine Setting*), *Juvenile Delinquency and Crime*, *Patterns of Social Tension and Accommodation*, and *Sociology*, works by the writer and co-authored by his wife.

**The Golden Era of Sociology.** The emphasis on Sociology and Social Work continued to be recognized with the founding of the Philippine School of Social Work. It is still noted in the continued interest of the Unesco Philippine Commission, which registered a special interest that Stimulated further research along the following lines:

1. Encouraging studies on Social and Economic tensions as a step towards the elimination of conflicts.
2. Promoting studies on the impact of the current Economic Mobilization Programme of the Government upon the social life of the people with a view developing techniques that will reduce to the minimum social maladjustments caused by the introduction of technological knowhow, while at the same time insuring economic advancement.
3. Fostering studies on population distribution in the Philippines with the aim of helping guide policy on the land settlement programme and community development programme of sparsely populated areas, and in fostering community improvement of thickly populated areas.
4. Encouraging studies on the status of women in non-christian areas for the purpose of promoting the advancement of women therein assuming equal rights to men.
5. Encouraging studies of non-homogenous communities as a basis of formulating suggestions on their social integration.

6. Promoting studies on attitudes of the people toward their own government activities with a view of throwing light on measure needed to effect closer collaboration between the people and the government.

7. Fostering studies on the structure and functioning of agencies engaged in social service and welfare work for the purpose of securing more effective collaboration among them.

8. Encouraging studies of the reactions of socially backward peoples to amelioration measures.

It is hoped that in the future, the Sociology program will attract international minds and lead to eventual representation in the International Meetings of Social Scientists. Already a signal contribution toward this direction is the fact that in November, 1953, the Philippine Sociological Society was represented in the Science Congress held in Manila, at which Congress the writer read a paper on *Social Distance in the Philippines*. Again in 1956, the Society was represented in the International Conference on Sociology in Geneva and also at the First Biennial Convention of the Unesco Philippine Commission in Manila in which a paper on *Patterns of Social Tension and Accomodation* was read.

Happily also, there is sufficient evidence of social statistics, group dynamics, techniques of interviewing, observation, case studies, social experiments and social surveys. The Community Development Program in this country should benefit from the contribution that trained sociologists can offer in this direction. This benefit may be especially noted in the wide use of sociological tools in educational, social, and personal guidance. As a matter of fact, the case-study method is being widely used more and more in human adjustments, in classroom guidance, in mental hygiene, and in social investigation. The enthusiasm in the application of these sociological tools is so great that a school of Social Work was founded with the view of furnishing trained social workers to the welfare or caring institutions viz., the National Psychopatic Hospital, National Orthopedic Hospital, Philippine National Red Cross, Orphanage, Boys and Girls Training Schools, Boys Town, Public Welfare, Health Department, hospitals and other charitable public and private institutions. The original and creative aspects of sociological development in this country are still wanting, and continued weakness here may hamper matured development of Sociology.

**Socialization: The Goal of Sociology.** Literally, sociology means the study of human society: its origin, growth, structure, function, group life, customs, traditions, and institutions. It is sometimes defined as a science of "social engineering" in view of the fact that society benefits itself from the painstaking study and research of the Sociologist. The study of sociology is fascinating because it deals with the most interesting subjects, such as courtship and marriage, family relations, class divisions within society, race relations, customs, membership to organizations, social problems, social cooperation, community organization, world-citizenship and social welfare.

But the main function of sociology is the socialization of the individuals in human society. It develops the "we-feeling attitude", the feeling of belonging to a given group and then still a larger group. A socialized individual is a group builder. He is neither self-centered nor self-appointed, but rather he is self-effacing. The idea of autocratic, centralized au-

thority is foreign to him. His technique is neither prescriptive nor repressive, but by the use of stimulation, suggestion and inspiration, the capacity of his fellowmen is developed to the fullest extent. A socialized individual is capable of stimulating the native capacity of his fellowmen in order to arrive at the truth. His appeal and approach are varied, stimulating the best that is in the socialized personality. He inspires cooperative action which alone can help attain the common good and gain the abundant life for all.

The technique of organization of the socialized individual encourages his followers to express themselves intelligently; open up the way for his fellowmen to make their contributions to community life and to have their ideas incorporated and interwoven into the very texture of human organization. The basic principles of organization of the socialized individual consists of arousing the self-expression of individuals, and of organizing the motions of group members around a plan which will enhance the welfare of the group. In a socialized group leadership, there is intelligent use of conference methods and complete reliance on the principle of growth from within. The members are disciplined by self-imposed rules and regulations. There is a predominance of intelligent and reasonable persuasion and not unwarranted prescription and imposition. Appeal is made to public opinion, personal ideals and enlightenment, rather than to the dogmatic controlling influences of the law, customs, pomp and ceremony.

A socialized individual seeks the opinion of the authoritative and the responsible members of society of which he is an integral part. A socialized individual is not only responsive to the needs of human society, but he is also responsible for the discharge of his duties as a good citizen of the Republic. In this Atomic Era the problem is not legal, nor political, but largely ethical and social. What is needed therefore in an era which has the mixed characteristics of speed, precision, expense, usefulness and destructiveness, are men and women who think clearly and who occupy their places in human society gracefully. If these were assured, we would have contributed something vital to our age.

**Summary.** The development of Sociology in the Philippines is marked by four distinct stages of development, namely;

1. The stage where considerable effort was made in defining and determining the field of Sociology.

2. The period of considerable specialization in subject matter approach. Sociological principles were being employed as means of understanding local social conditions.

3. The stage when the problems of teaching Sociology were met with all available techniques, although greater emphasis was still needed in the discovery and analysis of social data; and on the developing, refining and perfecting of new methods of sociological investigation. Thus, the search for solutions to all these may give rise to the fourth phase of sociological development, namely;

4. The stage of research, experimental and dynamic Sociology.

A fifth stage should be devoted to the formulation of sound social philosophical thinking which will serve as the basis of future planning, a condition quite necessary in nation-building. This is one of the biggest and most serious tasks the sociologists of our time should dedicate themselves to, for all good things are products of years of dedicated life.