

ATENE0 DE MANILA UNIVERSITY PRESS



An Introduction to Philippine History

Jose S. Arcilla S.J.

SECOND EDITION
ENLARGED



An Introduction to Philippine History

SECOND EDITION, ENLARGED

JOSÉ S. ARCILLA, S.J.



ATENEO DE MANILA UNIVERSITY PRESS
Quezon City

Copyright 1971, 1973 by the Ateneo de Manila University Press. All rights reserved.
Second edition, enlarged, published 1973

Library of Congress Catalog Card Number 75-161985

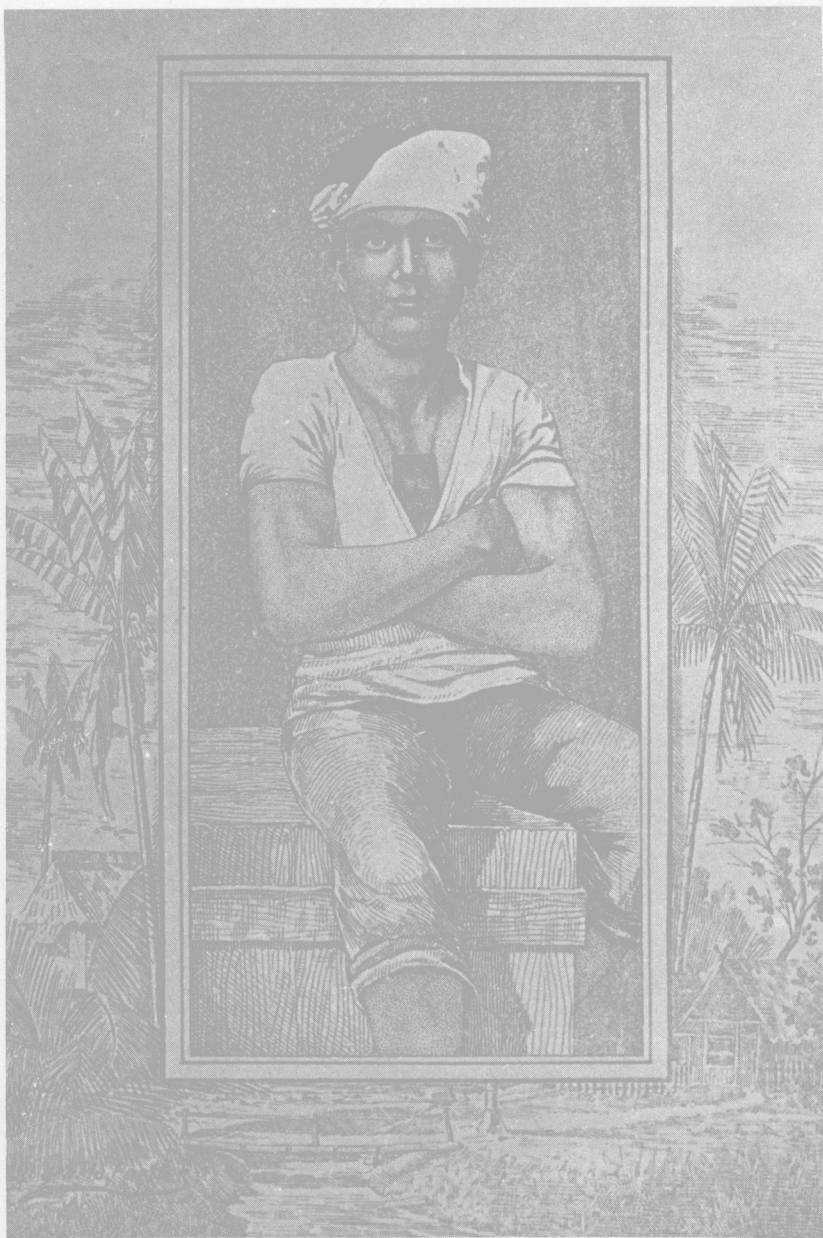
Fig. 7 courtesy of the Dominican Archives. All other figures courtesy
of the Ateneo de Manila Archives.

Cover art by Girl Friday

Typeset by JMC Press

Printed in the Philippines by Bustamante Press

INTRODUCTION TO PHILIPPINE HISTORY



1 — The Native Filipino

From a nineteenth-century print

PREFACE TO THE SECOND EDITION

The present edition remains unchanged, except for a number of minor changes and several illustrations. Although I have been asked to provide a teacher's guide to accompany the text, I am still hesitant to do so. Teaching is an art, and no amount of methodological principles or classroom aids will help if the teacher cannot communicate or inspire. I have witnessed several instances when the teacher was so hemmed in by teaching "methods" that the class hour turned out to be sheer mechanical drill that hampered the transfer of knowledge.

On the other hand, undeveloped art, like untrained natural talent, is not enough. I have therefore summarized what I would call basic points in teaching history.

It is always useful to begin with an outline. A concise *total* picture of the subject for the entire semester (or year) will help to orient the student. This also serves as a framework within which the teacher can add the details as the term goes on.

It is also useful, especially at the start of a new lesson, to provide a strong framework of dates, names, important events, such as those that appeal to the imagination and challenge the students' reasoning power. But this is not the core of the lesson; it is merely the outline. Like the cast of characters in a play or movie, it helps the students to identify certain key ideas or actors of the story, but in the order of their importance. Another advantage of the outline is that it helps the students to connect one fact with another, one character with another historical figure. For example, the tobacco monopoly (1781-1881) was a project of Governor Basco, who was a product of the Enlightenment. It was therefore perfectly understandable during that age of absolutism, or mercantilism.

Charts, wall maps, chalk diagrams, and other graphic aids have their place in classroom teaching. But, even if asking the

students to draw their own maps has its own uses, this can be abused. It is always better for the student to spend his study period reading and digesting the lesson than drawing a map. Maps are easily available in bookstores.

Part of the discipline of history is the effort to trace cause and effect, or knowing *why* or *how* something happened. It is not yet history if all that the teacher points out to his class is *what* happened or *who* did something. This is the first step; but the student must be taught to search out the motives behind men's actions.

There are many ways of arousing the students' interest during the class hour. Above all, the teacher must always keep in mind that he "infects" the class with his own attitudes. If he is tired, bored, or disinterested, or (worse) unprepared, the students react correspondingly; they become restless and disinterested.

Much of the difficulty of the students seems to stem from their lack of proper study methods. The teacher of history can help to remedy this by proper use of the class hour. First, he should indicate clearly the problem or problems that need solution. Studying one's lesson, after all, is disciplined reading, by which one makes the book answer one's questions. The teacher's role is to formulate for the student the questions to ask. Thus, he must distinguish, with the class, the big ideas from the merely supporting or illustrative facts, the gist of the story from the mere details that give flesh and reality to the skeleton. For example, during the change from the Spanish to the American government in the Philippines, the question of the friars' estates was just an incident in the bigger question of the ending of the Philippine-American war, or the separation of Church and State in the new government. If properly guided, the students will gradually be able to make their own outlines or summaries of the lesson. If this happens, the teacher shall have fulfilled his role because he has taught his students how to think clearly.

It now remains for me to thank all who have helped in the reissue of this short work, especially those who have bothered to give me their suggestions on how to improve the work. It would unnecessarily lengthen this preface were I to list their names here.

JOSÉ S. ARCILLA, S.J.

Ateneo de Manila
Feast of Saint Pius X
21 August 1973

PREFACE

This modest work was written as an over-view rather than as a detailed account of events. Intended as an introductory manual for class use, I have tried to present the history of the Philippines briefly as a story to be read, and not a calendar to be memorized. "Facts" of history have not been emphasized as much as the flow of development. Many issues which would have demanded more detailed treatment have thus been briefly summarized; otherwise, the beginner or the student of history may miss the total picture of how the Philippines grew into a nation. It is up to the student or the teacher to single out those issues of interest and delve deeper as necessary either in class discussions or in library work. Since this is intended as an introductory text, I have thought it better not to include footnotes. I trust the student or the teacher will have the initiative to consult references or resource persons for verification or for additional information.

It will immediately become evident that there is very little originality in this book—except perhaps the way I marshalled the content of Philippine history. However, I would like to acknowledge my indebtedness to, first, the Faura Research Center, Inc., for the support it has given me when I began writing the book. Second, I would like to thank Father Pablo Fernandez, O.P., the archivist of the Dominican archives, for his unfailing kindness and interest, shown by opening to me the still untapped riches of the manuscript collection of the Dominican Order in the Philippines. I would like to include my Jesuit colleagues, who in one way or another have helped me. Finally, I would like to thank the staff of the Ateneo University Publication Office, especially Mr. Manuel E. Valdehuesa, Jr. and Mrs. Gloria V. Sevilla, for their unnumbered courtesies on many occasions.

Ateneo de Manila
Feast of Saints Peter and Paul
29 June 1971

JOSÉ S. ARCILLA, S.J.

INTRODUCTION TO PHILIPPINE HISTORY

CONTENTS

Preface to the Second Edition . . . *xi*

Preface . . . *xiii*

1 Introduction . . . *1*

2 Pre-Hispanic Islands . . . *3*

TOOLS

INFLUENCES

SOCIAL ORGANIZATION

CUSTOMS AND MANNERS

3 The Coming of the Spaniards . . . *9*

VOYAGE OF DISCOVERY

EXPEDITIONS

FIRST SETTLEMENT

PACIFICATION AND CONQUEST

4 The Manila Synod . . . *18*

ENCOMIENDA SYSTEM

PROBLEMS OF THE COLONY

CLASH BETWEEN CHURCH AND GOVERNMENT

GOVERNMENT BECOMES A BUSINESS

5 The Colonial Government . . . *24*

THE PHILIPPINE COLONY

LOCAL ADMINISTRATION

NATIVE GOVERNMENT RETAINED
ROLE OF THE MISSIONARY

- 6 The Early Work of the Church . . . 31
- CIVIL POWER OVER THE CHURCH
CHURCH UNDER THE KING
THE CATECHISM AS MEDIUM OF INSTRUCTION
CHURCH VERSUS GOVERNOR
- 7 The Early Economy of the Philippines . . . 38
- NATIVE INDUSTRIES AND BAYANIHAN
PREVIEW OF THE WHITE-COLLAR COMPLEX
FILIPINO-CHINESE INTERMARRIAGES
GALLEON TRADE AND ECONOMIC PROSPERITY
- 8 A Triple Danger . . . 44
- FIRST ATTEMPT TO CONQUER MINDANAO
THE MUSLIMS HIT BACK
DUTCH THREAT
UPRISINGS
- 9 A New Society . . . 51
- MELTING POT
FORCED LABOR AND SLAVERY
LIFE IN MANILA
SPANISH AND NATIVE CULTURES
- 10 Two Important Events . . . 59
- UPRISINGS
GROWTH OF DOMESTIC TRADE
EXPULSION OF THE JESUITS
PROBLEM OF THE NATIVE PRIESTS
- 11 Economic Progress . . . 66
- THE FIRST EXPORTS
- vi AN INTRODUCTION TO PHILIPPINE HISTORY

	GROWTH OF THE SUGAR INDUSTRY	
	LANDOWNERS	
	RURAL FOLK AND TOWN DWELLERS	
12	Nineteenth-Century Philippines . . .	73
	PROVINCIAL AND TOWN OFFICIALS	
	NATIVE PRIESTS	
	EDUCATIONAL SYSTEM AND SOCIAL LIFE	
13	Propaganda and Nationhood . . .	81
	RISE AND FALL OF LIBERALISM	
	VOICES OF PROTEST	
	THREE MARTYRED PRIESTS	
	PROPAGANDA FOR REFORMS	
14	Rizal . . .	88
	THE MARTYRED HERO	
	WRITINGS	
	RIZAL AND DEL PILAR	
	THE RETURN HOME	
15	Armed Revolution . . .	96
	THE FREE MASONS	
	LIGA FILIPINA	
	KATIPUNAN	
	BONIFACIO AND AGUINALDO	
16	The Work of Aguinaldo . . .	105
	PACT OF BIAK-NA-BATO	
	INDEPENDENCE	
	APOLINARIO MABINI	
	FILIPINO-AMERICAN WAR	
17	The American System . . .	113
	AMERICAN EDUCATIONAL SYSTEM	

PHILIPPINE CONSTITUTION

AMERICANIZATION

A NEW CHURCH

18 The Last Test . . . 122

ECONOMIC DIFFICULTIES

FALL OF BATAAN

PHILIPPINES UNDER JAPAN

LIBERATION

19 The Republic of the Philippines . . . 130

REHABILITATION

COMMUNISM

GROWING PAINS

CONSTITUTIONAL PROCESS

Appendix . . . 138

FOUR SAMPLE LESSONS

List of Figures

FRONTISPIECE

- 1 The native Filipino

FOLLOWING PAGE 80

- 2 Fray Domingo de Salazar
- 3 Spanish explorations in the Pacific
- 4 Native Tondo aristocracy
- 5 Gobernadorcillo
- 6 Mestiza
- 7 Eighteenth-century Pangasinan manuscript
- 8 Archbishop Pedro Pajo, O.P.
- 9 Tuguegarao town hall and primary school
- 10 Vigan, Ilocos Sur, central plaza
- 11 Chapel of the Cavite arsenal
- 12 Legaspi, Albay, native houses
13. Oton, Iloilo, church
- 14 Partial view of Cebu
- 15 Mango vendor
- 16 Lottery-ticket vendor
- 17 Typical Filipino occupations
- 18 Filipinos at devotions

1

INTRODUCTION

When you apply for a job, one of the questions they will ask will be: "What is your past experience?" Or, "What studies have you completed?"

This question about your past is important. Your future employer will be interested in your background or your personal history because he will want to know you. In other words, he will need to know your past in order to understand you.

In a similar way, history, which is research into the past, makes us understand the present. A person who does not know his country's history will not really understand the society he lives in.

History is studying the past. The historian's first task is to look for things that survived from the past wherever they can be found. He then goes on to ascertain whether these remnants or relics are really from the past, that they are genuine artifacts and not fake. Thirdly, the historian tries to interpret what these survivors of the past mean. And finally, he tries to relate them to one another, such that an idea or mental picture is made of the past.

The ideal student of history, therefore, spends his time learning how to search into the past. In this process, his first tool or guide is the class manual. The manual will give him the important dates, events, places and persons that form the skeleton of history. Because history is seldom an accidental chain of unconnected factors, the student's main task is to see how one event is related to another. Until this relation has been *traced and understood*, the student cannot be said to know the history he is investigating. Any book, for example will tell us that Legazpi conquered Manila in 1571. This is not yet history: this is merely *one fact* of history. The student has to look back and trace, factor by factor, the series of circumstances that ends with the

victory of a foreign adventurer over the Moslem confederacy in Manila. History, in other words, is the story of how things happened in the past.

The student, therefore, has a double task: that of identifying and relating basic historical factors. He needs the guidance of the teacher who, above all, must point out to him the sources or references of history. More importantly, in order to arrive at a valid conclusion, the student should seek his teacher's guidance towards that particular combination of incidents and reasons that starts the events of history.

This book is meant to be an introduction to Philippine history. Emphasis has been to correct the error that history is a calendar to be memorized. With today's flood of printed materials, reference books and outlines are easily obtainable to provide the beginner with the dates, events, persons, and places which are needed in the study of history. At this stage, it is more important for the student to learn how to analyze, and through analysis, understand the past, rather than merely memorize dates, events, persons or places.

One task the student must do: READ. A class manual is the start, not the end of the discussion. Provision should be made so that parallel reading materials are at hand. History, after all, is a mental discipline that aims to *understand* how men lived in the past. It is an exercise in judgment, so that in the end we can say, "So this is what happened."

2 PRE-HISPANIC ISLANDS

The Republic of the Philippines is located close to 120 degrees east longitude and between 4 and 21 degrees north latitude. It is an archipelago with more than 7,000 islands whose total land area is about 120,000 square kilometers: smaller than Japan, but bigger than the British Isles. With Luzon as the largest, only 2,441 islands in the archipelago have been surveyed and named, and only 463 islands have a size of one square kilometer or more.

The Philippines is not only broken up geographically, its islands are rugged, with irregular coasts providing numerous harbors of all sizes. The land is mountainous with heavily forested mountain ranges close to the coasts, leaving narrow coastal plains. Between the mountains, however, are flat alluvial plains. While large rivers are few, there are many short but swift streams, as well as a number of lakes.

Located in the tropic zone, the climate is characterized by periodic changes in wind directions: from January to June, the northeast winds bring rain to the eastern coasts; from July to December, the southwest winds bring rain to the western coasts. Its temperature varies between 75 to 85 degrees Fahrenheit, (25 to 30 degrees Centigrade) during the year.

1. *Early Tools*

There is still much to be known about the country before the Spaniards came. Research and continuing excavation, however, have given us an idea of how the people lived long ago. The archipelago was originally a margin of the Asian continent until the period when the ice melted and the water rose, cutting off from the present Asian continent the existing islands of the Philip-