



CONTEMPORARY
PHILIPPINE
PROBLEMS

Ricardo C. Galang
Rex D. Drilon
Dolores S. Francisco
Lourdes C. Reyes
Teofilo T. Azada

R.C.A. RICE
this ANTA
And he

giving this
country to
the foreign
army

the force
businessmen
Drive
ref

war, devastations
floods never came
the destructive
have reached it
+ becomes r

ss Leaders

Disperse the universities

The lack of reputable universities in the provinces has caused an exodus of students to Manila. The Manila fetish is charming.

Haphazard
Drive

on Drive
war, devastations
floods never came
the destructive
have reached it
+ becomes a

GOV'T MEN
GOT MONEY

To Improve ^{the} Railway System

as a
criminal?
How many of
thundered to
University

Farming la

are overpriced
Rights of the minority
and rule of the majority

...that the essence of dem
rule of the maj
ation of the
vidual. Th
edoms ex
atever m
o. And lon
io Antoni
to exp
onance

**Growth
Rate**

**T MEN
MONEY?**

ECONOMIS

As
Misc
CAGA

Contemporary Philippine Problems

SOCIAL STUDIES TEXTBOOK FOR
THIRD YEAR HIGH SCHOOL

Ricardo C. Galang

Rex D. Drilon

Dolores S. Francisco

Lourdes C. Reyes

Teofilo T. Azada



Alemar-Phoenix Publishing House, Inc.
Quezon City

Sole Distributor



769 Rizal Avenue, Manila

Copyright 1966 by Phoenix Publishing House, Inc. and Ricardo C. Galang, Rex D. Drilon, Dolores S. Francisco, Lourdes C. Reyes, Teofilo T. Azada.

All rights reserved. No part of this book may be reproduced in any form without the written permission of the publisher.

Any copy of this book without the Signature of the publisher and a corresponding number on this page proceeds from an illegal source or is possessed by one who has no authority to hold or dispose of the same.

1974 Printing

PRINTED BY PHOENIX PRESS, INC.
Quezon City, Philippines

4567890APPH654321

PREFACE

The authors of this book present a perspective of the contemporary Philippine scene and its major social, economic, educational, and political problems. Some of these problems are rooted in pre-twentieth-century Philippines, re-emerged in the late forties immediately after independence, and have become acute in the fifties and sixties. The very nature of these problems indicates that they will be urgent and pressing to the end of this century and even beyond. In addition, newer problems inherent in a country that is rapidly expanding within its own shores and establishing status in the world community of nations have arisen.

The book is organized around six major units. Unit I deals with the definitions and identification of social problems. The basic approaches in attacking a problem are there outlined.

Unit II discusses the social, physical, and emotional adjustments of the adolescent as he asserts his independence and seeks recognition from his peers, his elders, and other elements in his widening circle.

Unit III explores the area of population growth. While this has not yet reached the stage of "population explosion," this has already become a critical area as it relates to housing, educational, and recreational facilities, and adequate food supply in both urban and rural communities. Also included in this unit is the integration of minority groups and relationships with aliens in our country.

Unit IV examines the educational set-up in the public and private

schools. Aside from the basic questions regarding instruction and finance, new phases of education are treated in detail: library facilities, promotion of culture, Filipinism, and research.

Unit V aims to give the student an understanding of the problems of running the government. The high school student has had experience in student government and the workings of the municipal and the provincial government. This unit will help him examine the larger and more complex machinery that makes the national government run its course.

Unit VI presents the problems of managing the national economy which to a great extent determines the direction that the government takes. It discusses the increasing labor problem, the local and international markets, and the disparity between the country's rich natural resources and its output or production.

Since this is a text in Philippine problems, the unit structure and organization have been fitted to the methodology of the problem approach. Units have here been developed into chapters and each chapter has been divided into problems. A check-up at the end of each problem discussed helps the student to review what he has read. This provides for effective learning; it is a purposeful recall at proper intervals of what has been read.

This kind of unit structure and organization has the following advantages:

1. It increases the teachability of the text. The old practice of developing and presenting long chapters in a text has become outmoded in social studies on the secondary school level. A long chapter without problem divisions and breaks is here avoided to promote reader interest. In this text, students do not wait to finish a chapter to recall what they have read. At every check-up they are set for systematic recall.

2. This technique also adds to the readability of the text because it promotes discussion. The student is guided to think over what he has read at the end of every problem discussion. Rest periods make learning more effective.

3. It also helps the teacher. It makes daily problem assignments more specific.

A course in Philippine problems has, however, a higher responsibility than other courses in social studies. In history, the discourse is mainly narrative; in government (Philippine Government, the United Nations, UNESCO, etc.), it is mostly descriptive of organization and structure. In the study of Philippine problems, the

discourse consists of analysis of alternative social possibilities and corresponding social values; the end of an inquiry is not neutralism but personal commitment, and therefore the intellectual process is more agonizing and complicated. But it develops citizenship of the highest quality.

The teacher should always bear in mind, therefore, that a recitation in social problems should be carried on in continuous logical discourse. He should promote opportunities for language mastery by encouraging students to respond in complete sentences in order to develop clearness of expression, precision of meaning, and complete thought which are so essential in social studies learning and growth.

It is hoped that this text will develop an intelligent understanding of urgent Philippine problems among high school students. The teacher is expected to develop cooperative attitudes that will promote the maximum welfare of individuals and groups in his community and country in the improvement of their physical and social environments.

R. C. G.
R. D. D.
D. S. F.
L. C. R.
T. T. A.

Contemporary Philippine Problems

TABLE OF CONTENTS

UNIT I—OUR SOCIAL PROBLEMS AND HOW WE CAN MEET THEM

PREFACE		vii
Chapter 1	<i>What Is a Social Problem?</i>	3
Chapter 2	<i>Understanding Social Problems</i>	14
Chapter 3	<i>Coping with the Social Problems</i>	23

UNIT II—THE ADOLESCENT IN OUR SOCIETY

Chapter 4	Characteristics of an Adolescent	31
Chapter 5	Adolescent Problems and Explorations in Adjustment	42
Chapter 6	The Happy Adolescent and Mental Health	51

UNIT III—UNDERSTANDING PROBLEMS OF POPULATION PRESSURE AND SOCIAL CONTROL

Chapter 7	Problem of Population Growth in the Philippines	61
Chapter 8	Social and Moral Problems	67
Chapter 9	Improving the Urban and Rural Areas	73
Chapter 10	Developing Effective Inter-Group and International Relations	82

UNIT IV—OUR COUNTRY'S EDUCATIONAL PROBLEMS

Chapter 11	Problems of Improving Instruction for Children and Adults	90
Chapter 12	Better Libraries and General and Vocational Education	108
Chapter 13	Supervising the Private Schools and Promoting Culture	125
Chapter 14	The National Tongue, Filipinism, School Support, and Research	137

UNIT V—UNDERSTANDING THE PROBLEMS OF MANAGING THE GOVERNMENT

Chapter 15	Greater Autonomy and Support for Welfare Services	159
Chapter 16	Political Education, Support for Democracy, and Government Efficiency	165
Chapter 17	National Relations Problems in a Troubled World	181

UNIT VI—UNDERSTANDING PROBLEMS OF THE NATIONAL ECONOMY

Chapter 18	Problems of Conservation	191
Chapter 19	Population, Unemployment, and Labor Problems	200
Chapter 20	Capital for Production and Credit Facilities	215
Chapter 21	Free Enterprise and Government in Business	221

Chapter 22	<i>Production Problems</i>	231
Chapter 23	<i>Marketing Problems</i>	246
Chapter 24	<i>Monetary Problems</i>	253
INDEX		265

UNIT I

OUR SOCIAL PROBLEMS AND HOW WE CAN MEET THEM

Contemporary Philippine Problems is a text which discusses in a simple manner suitable for high school students most of the social, economic, political, and educational problems faced by our country as we know them in 1964. Since problems arise and thrive in a world historical context where men and nations are in a continuous struggle for survival, existence, influence, or power dominance, the problems of men and nations are changing from day to day and year to year. Some of these problems may have been solved, set aside, forgotten, or replaced by more urgent problems by the time you lay your hands on this book. Also, some problems may be rising on the horizon and may soon claim our major attention. This is simply to say that some problems are being met. Others are arising and newer ones, still unsuspected today, may appear tomorrow. Are we prepared to meet them?

Since these problems are not only individual but also local, national, or even international, these are the problems for most statesmen, moralists, philosophers, social scientists, and teachers to solve. In his late adolescence and early adult life, the student is therefore fortunate to meet real problems which his elders are already

trying to solve. Soon to become a full-fledged adult and urged to help solve adult problems, he is now being introduced to problems of the real world, a dynamic, pulsing, changing world, a world which he cannot escape if he is to make use of most of his possibilities, a world where his manhood, his professional life, will be made and tested. His education in these problems is thus to learn to take part in the greater life of the Great Society. And if he participates well, his happiness in our society rests on a strong foundation.

This unit introduces the student to the problems of our society.

Chapter 1 deals with the concept of social problems and social values and the personal commitments involved in understanding these problems.

Chapter 2 tells how social problems arise, the agents and instruments of change, and the attitudes that individuals and groups should cultivate in order to facilitate change.

Chapter 3 clarifies the attitudes and processes which we should use in making social decisions to meet social problems or to effect changes, of which the most important is the

scientific method of arriving at social decisions.

Thus we understand the problems of man and his social life. We understand what is meant to be social. A man needs to communicate his ideas and plans to his fellow men. He wants to hear the other fellow's reaction to his thoughts.

A man needs to share some of the good things he has with his fellows so that they, too, will appreciate these things. In turn, he expects to be offered a share of some of the good

things they have.

A man feels he is strong if he is free and independent. He feels stronger if he teams up with others, so he joins groups.

A man feels he is dependent upon others because he cannot produce, possess, or acquire all the things he needs; he needs the help, sympathy, and kindness of others.

A study of Philippine problems will enlighten one on how each man's life can be made richer, whether alone or in association with other persons.

CHAPTER I

WHAT IS A SOCIAL PROBLEM?

Developing individuals and nations have many problems. Their main difficulty is to meet these problems and solve them intelligently. Only backward and unprogressive peoples do not have problems. Or if they do, they just meet a few of these problems. In general, their condition of life is stagnant. The intelligent solution of problems is the lifeblood of progressive persons and nations.

Problems are of three kinds: (1) technological problems, or those arising from the use of science in industry and economic life and from the making and use of machines; (2) personal problems, or those arising from personal needs; and (3) social problems, or those arising from the problems of society such as dependence, social conflicts, education, economic needs, and management of government. This textbook deals with Philippine social problems. In this chapter we shall study these problems:

1. What are social problems? What are social values?
2. What are some of the more common Philippine problems?
3. What can we do about these problems?

1. *What is a social problem?* The term *social problem* has been defined by various authorities in different ways.

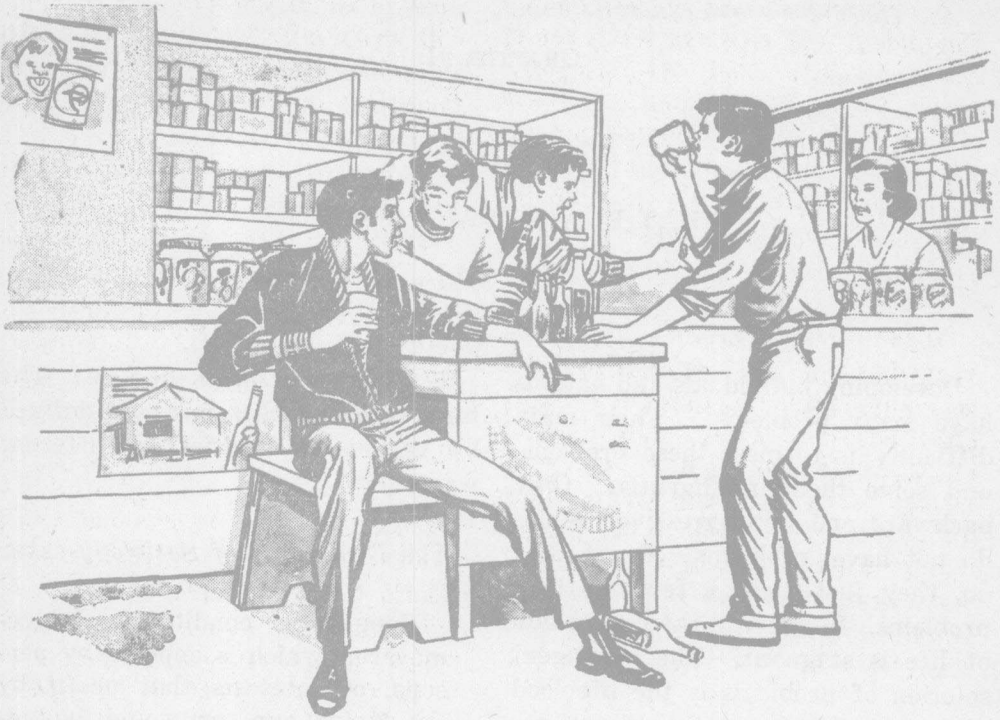
The *Dictionary of Sociology* says:

Remediable conditions, the removal of which is opposed by persons, or interests that profit by the status quo, or would be adversely affected by this removal.

A social problem is a phenomenon or situation, for the appearance of which no one individual or a few individuals are responsible, which threatens injurious results for many persons, and the removal of which is completely beyond the ability of one person or a few individuals . . . Any difficulty or misbehavior of a fairly large number of persons which we wish to remove or correct . . . bits of concrete reality united on the basis of the immediate situation in which action is necessary.

From the *Dictionary of Social Welfare*:

A social problem [is] any social situation which some group re-



Drinking sprees among teenagers usually result into crime.

gards as in need of adjustment by collective action.

From the *Dictionary of Education*:

A social problem is a question resulting from recurring and widely prevalent maladjustments and that thrusts itself upon the attention of the community, evokes agitation, calls for reform, and usually leads to attempts at societal solution.

From what has been said above, we find these common elements:

a. *Several related facts happen together and produce a set of conditions or situations.* Parents and their children fail to understand each other and end up in a clash of ideas that

may lead to unfortunate incidents.

b. *There are unfavorable effects on group living.* Instead of having peace and cooperation among its members, the family goes through emotional crises which reduce its ability and effort to contribute to the good of the community and, in many instances, may even cause serious trouble to society.

c. *There are threats to the social values upheld by the group.* The expectations of the group are: (a) exemplary parental conduct, (b) respect for life and property and similar social and moral norms. Since a family going through the problems cited above cannot fulfill society's expectations, group relations in the community are likely to be disturbed.

d. *There is serious concern among thoughtful and common members of the community about the social disturbance here mentioned:* There should be group discussions by parents, teachers, and other professional leaders necessary to pinpoint the disturbance and counteract it by positive measures.

Social problems occur in all groups, regardless of age, attainment, and economic status. Sometimes the mal-adjusted youth go through a period of "juvenile delinquency," wayward women fail to cultivate virtue and a number of them sell their bodies, derelict bureaucrats become grafters, and many others do not follow accepted ways of civilized life and become enemies of society.

Sometimes the newspapers, the radio, the movies, and the television cater to lower tastes and thereby aggravate our social ills. Cockfighting, mahjong, and other forms of gambling have cast a curse upon many families. Some government officials throw their weight around, and, instead of being the public servants they swore an oath to be, they become the masters of the public. Many so-called educators run their schools for profit. They even pirate lecture notes and write plagiarized textbooks for sale at exorbitant prices to the students. Too many of our schools and colleges hand out diplomas and degrees without giving adequate education.

All this, however, may be just a passing stage of our development as a nation. The fact that we are conscious of these shortcomings shows

that we are disturbed about them and will eventually correct them. The more discontented we are with actual conditions in our society, the greater is the hope that we shall find ways to improve those conditions.

What are social values? A value to a person is what that person is interested in. He is interested in getting an education, in admiring a beautiful scene or sunset, or a beautiful girl. These are personal values to him.

Social values are personal values applied in a larger setting, in social relations. Social values are ideas, beliefs, practices, or activities that enhance one's personality, promote his social relations, increase his capacity to live or survive, or compete in social activities, to realize a goal, or to satisfy a need. Examples are: Honesty is a value; he gets the trust, confidence, and friendship of his fellow men. Industry is a value; it procures income and security for him. Belief in chastity, purity, and faithfulness promotes family solidarity and social order. The practice of saving promotes security and increases social capital. There are hundreds of social values.

When social values are endangered, social problems arise. The attempt to solve a social problem is the attempt to restore the social value endangered in the community. Juvenile delinquency is a social problem. It endangers peace and order, social discipline, and morality in the community. When society has solved it, the endangered social values are restored

and social peace in the community results.

Check Up

1. Mention (a) one of your personal problems which you want solved, (b) a problem of your family, (c) a problem of your barrio council.
2. State the social value which each problem mentioned endangers or is concerned with.
3. State the answer in your own words:

What is a social problem?

What is a social value?

2. *What are some common Philippine social problems?* In analyzing our social problems, we must distinguish between those that have existed in our country for centuries and those of recent origin. As revealed in the works of Rizal, for example, our long experience with Spain was not happy. Our happy association with the United States restored to us the dignity and hope that Spain had taken away from us for more than 300 years. Today we are on our own, and we must do our best to solve the problems we inherited from the past and also the problems of today. Some vices of the past are hard to eradicate and we still have to wrestle with them. The conditions of the present day have sprouted their own brood of evils, and these we, as a free people, must meet. For whether our present difficulties are the result of an unhappy past or of the present, we have to face them with courage and

vision and find adequate solutions for them.

a. Contemporary social problems.

Let us consider five of the most thorny problems of Philippine society today:

(1) *There is a conflict between the older and younger people.* Many well-meaning parents dictate what they think best for their children. They think mostly in terms of their own standards of behavior, some of which may no longer be appropriate in the present setting where the youth must live. For example, some parents insist that children should kiss the hand of their elders but the children think the habit may not be sanitary. In turn, the youth commit errors because of their limited experience, so they select lesser values instead of worthwhile ones. To children who have not had their elders' upbringing in the classics, jazz is the only music worth listening to, and on the other hand, few parents bother to study the new ideas inherent in jazz.

Because of such differing viewpoints, the two age groups often clash.

(2) *General educational standards have gone down.* The emergence of poor schools is shown in the incompetence of many college graduates, in social misbehavior, and in the lowering of moral and spiritual values in daily life. Too many a supposed leader loses decency and self-respect, as when he accepts bribes. Facts are twisted for selfish ends, as in the large-scale falsification of public documents. Human



Law enforcement agents should win the confidence of the public by their example.

dignity is violated when certain persons pressure voters. In many cases education has been lowered to the level of a business racket, clearly seen in many "diploma mills."

(3) *Filipino businessmen have poor public relations.* A very common proof of our poor public relations in business as a people is seen in our continually losing out to aliens. Most of our people patronize alien stores where they receive more courteous treatment. Many Filipino businessmen make their customers feel indebted to them for their patronage. Few of us have patience, thrift, and diligence needed in slow but sure business growth; we use get-rich-quick methods, such as overpricing or lowering the quality of our products as soon as we find that the public likes them.

(4) *Delinquency and crime are increasing.* Because of many factors, especially unemployment, rising prices, loss of faith in the government, and big gaps between our wants and our ability to pay, many of us Filipinos, old and young, become anti-social. Many of us in high office, on the sidewalks, and on street corners have lost faith in the good society. Some agents of the law, students, and members of the socio-economic upper class join the underprivileged in breaking the laws of the land. People get so disgusted with the poor behavior of some officials that they perform anti-social acts to get even with the government. This makes them hate the government agents, such as the police and the constabulary. Toward the arms of the state, such as the law, regula-

tions, and ordinances, they express their grudge and resentment by disobedience.

(5) *Officials have poor leadership qualities.* When some members of Congress, some officials in the Executive Departments, and other high officials abuse their power, the people lose their respect and themselves often do wrong. For we are a nation of followers. We look up to our leaders for exemplary behavior. We wait and suffer as long as we can; and this patience is abused by bureaucrats.

That is why some members of Congress are frequently absent, pay no attention to the discussions on the floor, and vote on legislation at the last hour without serious study or thought. Some executives ignore public opinion and even the judgment of the courts. These evils exist because we, the people, place these officials and leaders in positions of power which they do not deserve. In some cases we cannot complain because we owe them favors for getting us jobs. One favor for another, on unworthy grounds, forms a vicious circle.

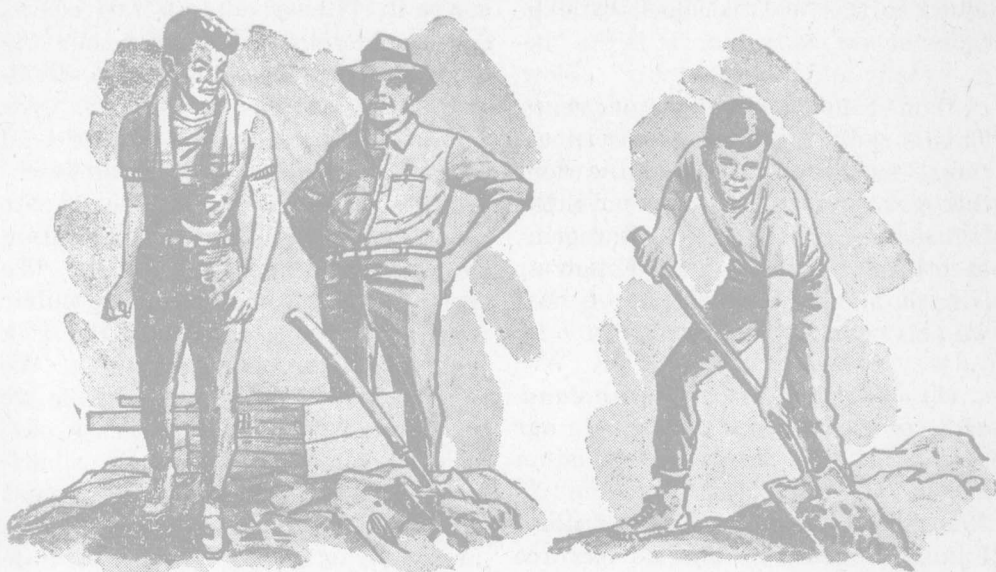
(6) *Traditional social handicaps.* Let us now turn to problems that have plagued us for a longer time and hurt our national life deeper. We refer to our traditional social problems, difficulties that have hindered our progress for generations.

(a) *Our practice of hospitality is more than enough.* We as a people have long been praised for our hospitality. But we have practised this trait to excess and the practice has

hurt us. We give the best to our guest, sacrificing our own welfare for his sake. Hospitality within reasonable limits is good. But when we borrow, overspend, and even risk the future of our children to put up a good show, we commit a mistake. We are no longer true to ourselves, we are guilty of false values, we become pretentious. This is so, for example, when with secret suffering we give too much entertainment for guests. In this way we are not true to ourselves, and what we give is an empty gift.

(b) *Our practice of family unity harms the individual.* To us, family unity requires that we defend our family whether it is right or wrong. We often blink the truth to keep ourselves together. We kill individual initiative and thus keep a person from the full use of his power when we decide his personal affairs for him. If we choose a student's course, select his friends, tell him where he should invest his money and decide what he should do, we imprison his spirit. We choke him with what we think is love but is really domination. As a free citizen in a free country, each of us should be helped to learn to decide most of what influences our own destiny.

(c) *There is a narrow and limited concept in the practice of religion.* In our religious beliefs and practices, we often flatter ourselves with our zeal. We often become too emotional and blind. We sow division rather than union in worshipping God. We believe that our own religious beliefs are the only true ones. We exclude, discriminate against, and even per-



*LEFT: Management-Labor is a common problem today.
RIGHT: Manual labor is looked down as lowly. Do you agree?*

secute those who differ from us. "Let us not hire him. He is not of our church," we say. "Lost soul" we call him; we sincerely try to convert him into our own idea of God-man relationships. In spite of this century's enlightenment, we often fail to get the essence of religion as a way of daily life; we limit it to Sunday, holiday rituals, and sectarian propaganda. We overlook the essence of the Ten Commandments: Love of God shown in the love for our fellow men.

(d) *Manual labor is disdained.* One unfortunate result of our colonial experience under Spain is our dislike for manual labor. Many a man would rather go hungry on an office messenger's job than be a mechanic or a carpenter earning a lot more. Many little things around

us could be turned into things of beauty or utility if we would just tinker with them for a few minutes of our leisure time: providing some support for the crawling vine, tying the loose ends of a broken fence, draining the surplus water in a ditch outside our fence. We dread being seen with a package of groceries or a market bag; we feel belittled when seen in soiled work clothes. We ignore or forget that man's salvation is by prayers coupled with work.

(e) *Our enthusiasm and interest are often shortlived.* We are excellent at starting things. Almost spontaneously we group together, form a club, set by ambitious goals, elect officers, inaugurate ourselves with a widely publicized dance and induction program — and we end there. After a year, all our initial enthusiasm is