

Colonial Transformations, late 18th-19thc.



Municipal School, Quiapo, Manila, Philippines, 1870s



Overview

What were some of the more important changes?

- a) Liberalization of economic policy
 - o shift in colonial **economy from subsistence to commercial agriculture**
 - o created new linkages to world capitalist markets
- b) **technological innovations** bring colony in greater touch with outside world
 - o Communication, transportation, manufacturing, education
- c) rise of new **mestizo and indio bourgeoisie**
- d) beginnings of a **nationalist consciousness**



POLITICAL AND ECONOMIC CHANGES



Global Context

Events in Spain and the Americas

- A) dynastic change: the **Bourbons** replaced the Hapsburgs, 1700 (Philip V, 1683-1746)
- inspired by French Enlightenment
 - initiate reforms in the colonies



Seven Years War (1756-63)

- B) results in major loss for Spanish empire
- Spain forced to retreat from parts of N. America
 - Manila & Havana occupied by British troops, 1762-64
 - Led to native revolts, especially Diego and Gabriela Silang in Ilocos region



Treaty of Paris:

- return of Manila and Havana to Spain
- Effect on Spanish Crown: renewed impetus for reform
- Aim: protect and expand Spanish empire
 - Expand into California with missions
 - Required military build up to match British
 - Meant maximizing profits from colonies



Napoleon invades Spain (1808-14)

C) forces of King to flee

- sets off a century of crisis
- inflames Spanish resistance (first guerilla warfare)

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Francisco Goya, "Disasters of War" (around 1808)



Napoleonic invasion and Spanish resistance:
triggers long history of political conflict in Spain
pits **liberals**

- pro-republican, anti-monarchy, anti-friar
- vs.

conservatives

- pro-monarchy, anti-republican, pro-Church

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1820s: **Wars of Independence** in Latin America

Triggered by Napoleonic invasion of Spain, loss of monarchical authority, long history of tensions between Spaniards and Creoles

- inspired by revolutionary events in US and Europe
- Long series of revolts, 1810-1820

Lead to New Nation states in Latin America

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By 1821: Spain's American empire is gone

Left with an **archipelagic empire**:

- Canary Islands,
- Cuba,
- Puerto Rico,
- Carolinas,
- Guam,
- Philippines

Penal Colonies in North and West African Coast

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Spanish empire: before 1820s



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Spanish archipelagic empire (in red): after 1820



only island colonies left: Cuba, Puerto Rico, Guam, Carolinas, Philippines with penal colonies in parts of North & West African coast



Effects of these events on the Philippines

loss of Americas: drove Spain to intensify colonization & exploitation of remaining colonies

- o Meant increasing its military power
- Liberalizing its economic policies
- o often following British examples
- opening up to world trade: shifting to more liberal policies



By 1830s, foreign trade in the Philippines

- British,
- North American,
- French,
- German,
- Chinese

Liberalized Trade Policies have an enormous effect.



Crown also established state monopolies over

- Wine-making
- Gambling
- o e.g. cockfighting
- Tobacco



Selling fighting cocks, 1860s



Caring for cocks, early 20th c



Cockfights today



Card game; billiards, 1860s



Tobacco Monopoly (1771-1882)

most profitable venture for colonial state

- concentrated in the north, Cagayan Valley
- system of **forced cultivation** and **delivery** of tobacco
- Only grow tobacco, no other crops
- Sell tobacco to government agencies, not open market
- Best crop exported, inferior leaves to local markets



Growing tobacco



Police to guard against Smuggling of tobacco



Women processing tobacco, early 20th



Rolling some weed, early 20th; inspecting tobacco, early 20thc.



Betel nut and tobacco: getting high, 19thc



The popularity of tobacco, early 20thc



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Smoking is sublime, early 20thc.



Enormous Tobacco Profits for Spain

- but prone to **abuses & smuggling**
- opened up **commercial cultivation** of other crops:
- Abaca (hemp), sugar, coffee, coconuts
- but these were under private rather than government control

1882: Tobacco Monopoly sold to private Spanish company, *Tabacalera*

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1834: Liberalization of trade

came in response to end of Galleon Trade
 Opened ports to **British, American, and other European** merchants
 Anglo-American **merchants linked** to larger trading houses in Europe and US, many with branches in Shanghai

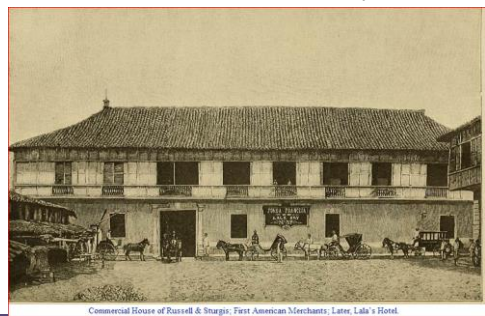
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1834: Liberalization of trade

- Anglo merchants **advanced credit** to farmers to plant crops
- relied on **Chinese middlemen**
- Bought crops and shipped them** to rest of the world
- Included hemp, tobacco, rice, sugar, coconuts, etc.

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American trading house, Russell & Sturgis, Co., late 19th century



Commercial House of Russell & Sturgis. First American Merchants. Later, Lala's Store.

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Hemp warehouse, Manila, 19th



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Scenes of trade in Manila Ports, 19th



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Scenes of trade in Manila Ports, 19th



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Boats playing their trade outside of Governor General's palace, Manila 19th



Intensifying pace of commerce, 19thc Manila



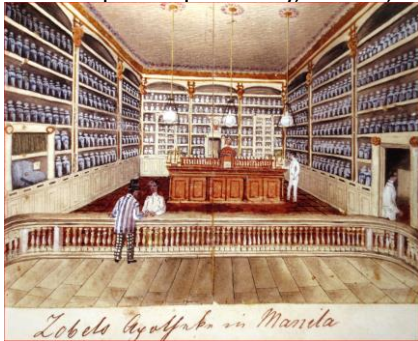
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Busy street, Manila, 19thc.

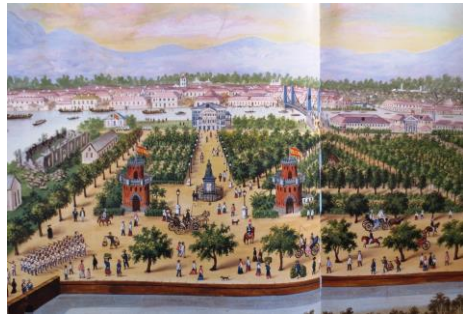


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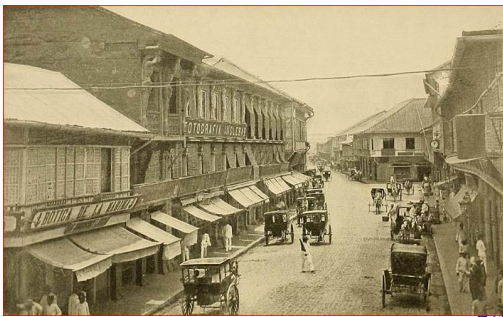
German-Spanish pharmacy, Manila, 19th



Bird's eye-view of Manila, 19th: bustling, cosmopolitan city



Escolta street, main commercial district, Manila, late 19th century



key role of Chinese as middlemen

- linked foreign merchants with **indio** and **mestizo** farmers

Chinese briefly expelled for siding with British during British Occupation of Manila, 1762-64

- allowed back in given their indispensable role in the economy



key role of Chinese as middlemen

established network of retail outlets called **sari sari** stores (i.e., variety stores)

Stores also served as **rural banks**:

- extended **credit** to farmers
- sold goods
- collected crops for delivery to foreign merchants



Chinese merchant; sari-sari store, late 19thc.



Sari sari stores, early 20thc.



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In Sum:

by 1830s, **agricultural revolution** had occurred

- Linked colony to **world capitalist markets**
- marked by **decisive shift** from *subsistence* to **cash cropping** for export

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Economic Growth

also meant greater flow of imported, **Western, goods** into every part of the colony

Philippines in effect became a “**dual colony**” by 19thc.

- under Spanish Crown
- but dependent on Anglo-American and Chinese commerce

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TECHNOLOGICAL & EDUCATIONAL CHANGES

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Technological & educational changes

prior to 19thc., rudimentary infrastructures:

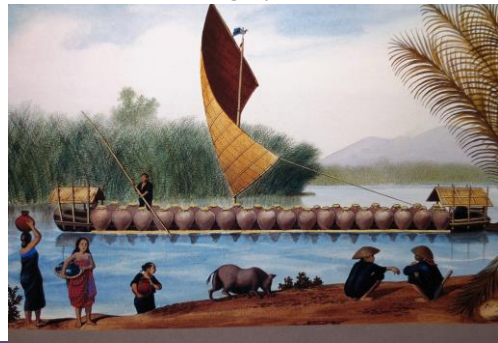
- Travel mostly by water
- Unpaved roads, hard to reach interior

Energy sources:

- from nature: wind, animal
- and human muscle power

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Traveling by river, 1850s



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Carabao energy, 1850s



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New Technologies Introduced

by late 19thc.:

International travel dramatically changes with opening of the **Suez Canal, 1869**

- cut travel time from Philippines to Europe to 30 days



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Suez Canal shortens route to Europe



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New energy source: coal

Gives rise to Steam engines

- Used initially for military purposes: naval ships to conquer Moros

But also used for transporting goods and people

- Speeds up inter-island and international travel

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Other developments:

- inter-island and overseas **telegraphy, 1880s**
- expansion of **print** technology with easing of censorship
- **street lighting**: alters night life
- **railroad system, 1893** (limited to North of Manila)
- **Telephony, late 1890s** (limited to Manila till 20th)

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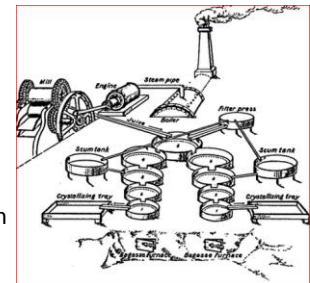
New machineries of production

Sugar mills

- especially in C. Luzon & Visayas

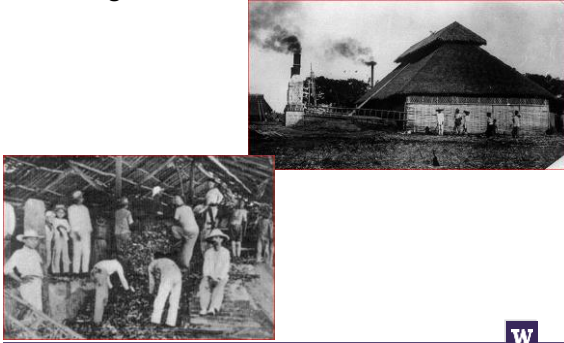
Distilleries

- introduced by British and German merchants



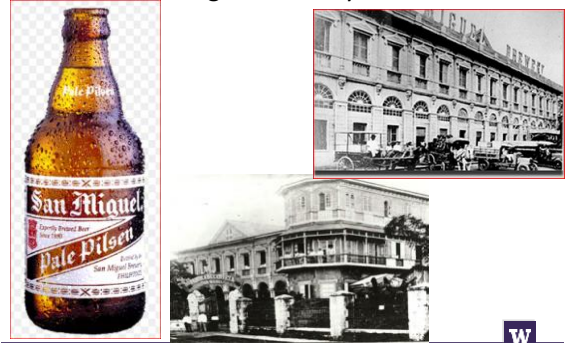
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Sugar Mills, Central Luzon, late 19th



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San Miguel brewery, 1890s



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Mass Media

Emergence of **newspapers** in both Spanish and vernacular languages

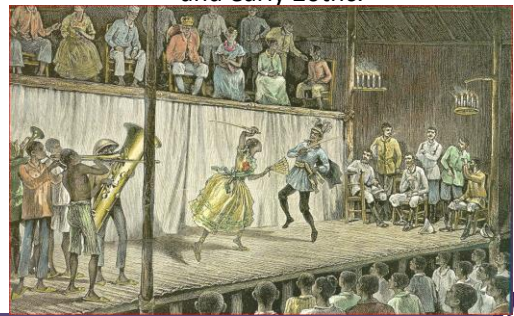
- Carried news from all over the world

Emergence of **secular popular theater as mass entertainment**

- “*comedia*” and “*moro-moro*”

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Comedia or “moro-moro” Performance, 19th and early 20th c.



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Comedia or “moro-moro” Performance, 19th and early 20th c.



Secular Public Sphere

Introduction of **freemasonry** by Spanish and British liberals

- Later joined by creoles, mestizos, indios

Masonic Lodges designed to be **self-governing mutual help societies**

- drew up constitutions, had elections
- For Filipinos, provided first experience in self-government

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Free Masonry

also **critical** of the Church

- Considered subversive by colonial state
- had to meet in secret,
- became more politicized

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Combined Effect

Altogether, newspapers, popular theater, masonic lodges: led to emergence of **alternative secular public sphere**

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Developments in colonial education:

prior to 19thc.:

- limited educational opportunities for indios and mestizo

by 19th:

- series of important developments and reforms:

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1859: return of the Jesuits

Had been difficult to control by King, exiled from colonies, 1768

- Allowed to return 1859

But restricted to secondary education in Manila

- opened the **Ateneo** Municipal and improved secondary education
- Most famous student: **Jose Rizal**

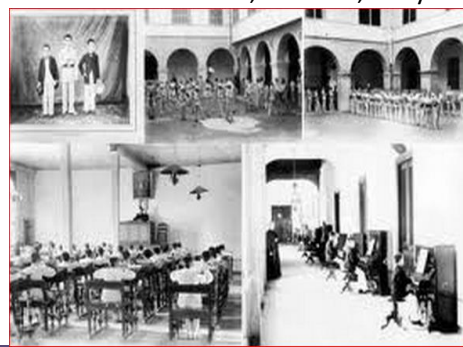
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Jesuit school, Ateneo de Manila, early 20th.



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Interior of the Ateneo, late 19th, early 20th



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Jesuit Padre Faura, founder of Manila Observatory, 19thc



1863: educational reforms

Attempt to set up system of secular public schools controlled by State, not Church

- provided for training of Filipino teachers in Normal Schools

Mandated teaching of Spanish

- but resisted by Spanish friars

Many of the teachers would join Revolution



Municipal school, Manila, 1867



Reforms in higher education

new courses of study introduced at universities:

- Law
- Medicine
- Pharmacy
- Art (painting, sculpture, etc.)

Universities also opened up to more indio and mestizo students who could afford it



Faculty of Escuelas de Bellas Artes



The University of Santo Tomas, early 20thc.



Better Seminary Training for Secular Priests

- now run by Jesuits

Intensified tensions between Seculars & Regular priests

- Spanish regulars **discriminated** against Filipino seculars on basis of race

But with better seminary training, secular priests now more educated

- Now openly protested racism of Spanish priests
- Religious-racial conflict became key element in rise of nationalist consciousness



SOCIAL AND CULTURAL IMPACT OF CHANGES



Mestizo and Indio bourgeoisie

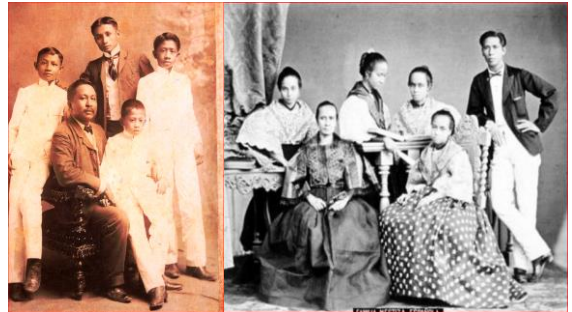
Rise of a small, mostly wealthy, educated, multi-racial **middle class**

- beneficiaries of commercial revolution of 1830s
- unlike majority of natives, **fluent in Spanish**
- could talk with & back to authorities
- By-pass friar authority

Men had access to universities, women to secondary schools



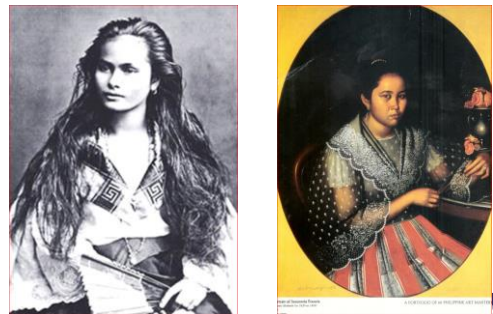
New mixed race middle class in the Philippines, late 19th, early 20th c.



Middle class students, Manila 19th c



Wealthy Chinese mestiza and India women, 19th c



Mestiza and Creole women, 19thc.



Societal Changes: Men

money and education stimulated their aspiration

- Allowed wealthier men to travel to Europe to study

absorbed **liberal ideas** of equality and progress

- **Radicalized** by gap they saw between Spain and rest of Europe



Filipino students in Spain, 1880s, with Rizal



Middle-class Men

tended to be **anti-friar** (but not anti-Catholic)

- saw friars as obstacles to modernity

demanding **reforms and equal rights**

- Came to be the first generation of **Filipino nationalists**



Spanish response:

Typically reactionary, given loss of Spanish empire in Latin America

- Resisted all calls for reforms
- Racist regard for Filipinos as “immature”
 - Indio, Mestizo, and Creole Middle class



Spanish Friars:

State doubles down on its dependence on Spanish friars to maintain colonial power

- Only the Friars can hold back such a primitive people

Spaniards became more **paranoid**, fearing loss of colony

- Feared rebellion and loss of the colony



Spanish Policies:

Adopted policy of **censorship and repression**

- Extensive spying and surveillance
- torture and exile

Public execution of 'subversives'



Cavite Mutiny, 1872

minor uprising of creole and indio soldiers at Cavite shipyards

But had major consequences:

three Filipino secular priests accused of leading this revolt

- **Mariano Gomez,**
- **Jose Burgos**
- **Jacinto Zamora**

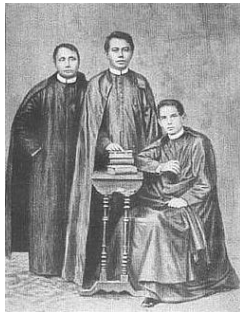


GomBurZa

Record of defying Spanish clerical authority

- Accused of masterminding the revolt

Tried and publicly executed by garrote in 1872.



GomBurZa

Became an inspiration for Rizal and other nationalists



Summing up:

Economic, technological, educational, and social changes brought about growing political tensions

- Social Revolution in Colonial Society

would set the stage for the rise of nationalism and Revolution by late 19thc



Lesson 3 Continues

End of Colonial Transformations





The Rise of Filipino Nationalism, 1880s-1890s

Juan Luna, España y Filipinas, 1886s



Context

late 18th -19th c. socio-economic transformations

rise of new colonial middle class

beneficiaries of economic and educational changes,

influenced by Enlightenment and liberal ideas from Europe



ANTI-COLONIAL SENTIMENTS



Ilustrados

or the enlightened

Part of new racially mixed middle class

university educated & youthful

- fluent in Spanish and other languages
- all male
- regarded themselves as embodiments of modernity
- felt **entitled** to but **excluded** from political participation in colonial affairs



The National Identity

sought equality with Spaniards,

- but instead met with racial discrimination

out of their *novel and ambiguous* position crystallized a national identity: **"Filipino"**

- previously oppressed by Spaniards and prevented from rising higher
- now calling for reform and demanding equality



The New Filipino Identity

at once inclusionary & exclusionary

- Included all **colonized and Christianized subjects**, regardless of class or gender
- But excluded **non-Christian, Muslim and Chinese** within the colony



Ilustrado Liberalism

1. Private property = Individual Freedom
2. Owning property = Equality before the law
3. Shared governance & representative gov't
4. However, meant excluding or marginalizing those without property
5. United in their opposition to power of Friar Orders

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The Ilustrados

- Elitist and the First Filipinos
 - Liberal, patriarchal
- Marginalized and excluded in the colony
- Campaigned for change in the Philippines
 - But were repressed, imprisoned, exiled, and executed
- Launched a campaign for reforms in Europe to escape persecution in the Philippines

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THE PROPAGANDA MOVEMENT

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The Propaganda Movement

- cosmopolitan** movement for reforms
- based in Manila, Barcelona, and Madrid
- Had links to Paris, London, Hong Kong
- organized political clubs
 - published newspapers
 - Lobbied Spanish government for reforms

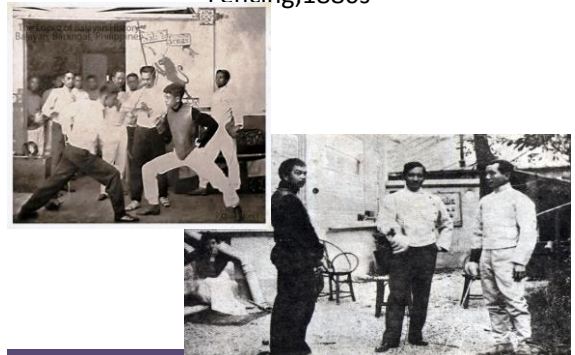
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Filipino nationalist in Madrid, 1880s



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Fencing, 1880s



studying in Europe, 1880s



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La Solidaridad (1889-1895)

most important newspaper

was edited by **Graciano Lopez Jaena,**

Marcelo H. del Pilar,

Mariano Ponce

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Aims of the Propaganda Movement

1. called for reforms of colonial government

– Secularization of clergy, end to friar power

2. Liberalization of education

– Common language: Spanish

– for greater political participation and social advancement

3. Economic reforms

– Remove burdensome taxes

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Colonial Equality

4. demanded an end to discrimination

and assimilation of Filipinos as citizens of Spain

- Representation in the Spanish parliament
 - Since 1812, Spain gave representation to members of their colonies in Cuba and Puerto Rico.
- The Cortez was taken away and never restored
 - To racially mixed and incapable of political participation

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**Dreams of assimilation:
España y
Filipinas, by Juan Luna, 1880s**

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Spanish Response

refused to recognize ilustrado demands

Saw Filipinos as racially inferior, excluded them from Spanish Parliament

- Also fearful of losing what remained of its empire

branded ilustrados as *filibusteros*, or subversives

- harassed their families,
- jailed, exiled and executed some of its members



Radicalization

by mid-1890s, some ilustrados became more radicalized

- gave up idea of assimilation
- Some began to call for separation and independence from Spain

Most important figure: Jose Rizal (1861-1896)



THE LIFE OF JOSE RIZAL



Jose Rizal (June 19, 1861- Dec. 30, 1896)

“father of Filipino nation”

Born: **Calamba, Laguna** (south of Manila)

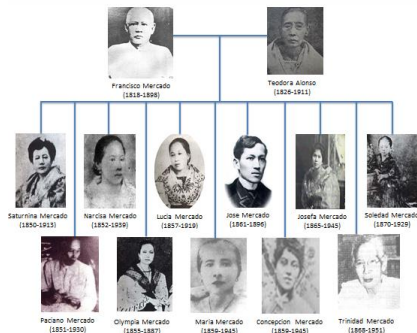
- large family of 11 children

Parents part of new middle class: well-off & educated

- Fifth generation Chinese mestizo



Rizal Family Tree



Rizal's education in Manila

Secondary school: Ateneo de Manila (Jesuit)

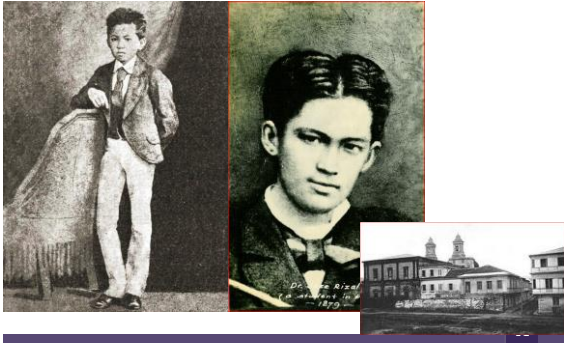
then Univ. of Santo Tomas (Dominican)

developed into a polymath:

- Doctor
- Writer
- Artist (painter, sculptor, cartoonist)
- linguist
- teacher



Rizal at the Ateneo, 1870s



Travels (1882-87)

- travels to Spain to study medicine in Madrid
 - Then travels through Western Europe
- Travel has a transformative experience on him
- Allowed him to compare Spain with other countries
 - Establish friendship with European, mostly German scholars
 - Gain a critical perspective on Spanish colonial rule



Rizal in Madrid and Paris, 1880s



Rizal with fellow Propagandists, Paris, 1880s



Bohemian-German Ferdinand Blumentritt, close friend and correspondent of Rizal



Time in Berlin
 moves to Berlin to study ophthalmology,



Rizal operating on his mother





Cover of Noli me tangere, 1886

Time in Berlin

all the while working with the Propaganda Movement

- 1886: writes **Noli me tangere** in Spanish, finishing it in Berlin



Travel to Philippines

1887: returns briefly to the Philippines

- accused of being a subversive
- forced to leave, while *Noli* is banned



Back to Europe

Travels to Europe via USA

- lives and studies in London;
 - *A History of the Philippine Islands* with annotated footnotes
 - On to Paris and then Germany
 - has strained relationship with other Filipinos in Europe
- while his family faces persecution in the Philippines from Spanish friars



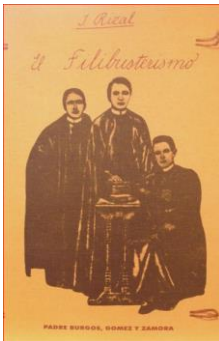
Continued Writing

1891: writes sequel to *Noli*, *El filibusterismo* (“The Subversive”)

- published in Ghent (in Belgium)
- smuggled into the Philippines (via Hong Kong)



Cover of “El Filibusterismo” (1891)



poster for movie, 1950s



Rizal, Noli mi tangere, Dedication to “My Motherland”

In the annals of human adversity, there is etched a cancer, of a breed so malignant that the least contact exacerbates it and stirs in it the sharpest of pains. And thus, many times amidst modern cultures I have wanted to evoke you, sometimes for memories of you to keep me company, other times, to compare you with other nations—many times your beloved image appears to me afflicted with a social cancer of similar malignancy.

Desiring your well-being, which is our own, and searching for the best cure, I will do with you as the ancients of old did with their afflicted: expose them on the steps of the temple so that each one who would come to invoke the Divine, would propose a cure for them.

And to this end, I will attempt to faithfully reproduce your condition without much ado. It will lift part of the shroud that conceals your illness, sacrificing to the truth everything, even my own self-respect, for, as your son, I also suffer in your defects and failings.

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As a Nationalist

1891: **rejects assimilation** as a goal;

becomes convinced that struggle must now be waged in the Philippines,

and that Filipinos must be educated and prepared for eventual independence

- Free and virtuous (free from corruption)
- Break domination
 - Economic, spiritual, ideological

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Return of a Nationalist

1891: leaves Europe to live and work in Hong Kong for a year while plotting his return

1892: returns to the Philippines

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Nationalist Organization

organizes a political organization, ***La Liga Filipina*** (The Philippine League)

- Conceived as a mutual help society
 - Sought to prepare Filipinos for independence
- arrested exiled to **Dapitan** (in Mindanao) where he lives till 1896

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1892-1896: exiled in Dapitan, in Mindanao

Wins lottery and has enough money to do projects

- builds a school,
- farms,
- does experiments,
- writes,
- practices medicine
- lives with common law wife, **Josephine Bracken**

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Josephine Bracken,
Rizal's Anglo-Chinese
partner, 1890s

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1896: Revolution erupts

Katipunan is inspired by Rizal's writings

- Rizal denounces the revolution

Rizal instead volunteers to go to Cuba as a Doctor

- Spaniards arrest him, bring him back to Manila tried & executed on Dec. 30 at age of 35
- his death intensifies Revolution



Rizal's execution, Dec. 30, 1896 at Bagumbayan Field, Manila



Statue of Rizal, Luneta park, Manila



Rizal Monument, Rizal Park, Seattle, WA



Summing Up:

The enlightened Filipino Middle-class sought:

- Assimilation with Spain
- Government Reforms

But discrimination and harassment led to Nationalist/Revolution stirrings:

- Newspaper *La Solidaridad*
- Novels by Jose Rizal



End of Lesson 3

The Rise of Filipino Nationalism & Jose Rizal

