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## **Old Friend in New Clothes: General Sociology**

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In fact, there is little mention of religion in the entire collection of speeches. He sometimes refers to religion by the smear-word, "sectarianism" (which he wants none of in the University of the Philippines) and on one occasion is guilty of an invalid assumption when he states that the teaching of evolution is mandatory for colleges and universities "in spite of its contradiction to the biblical story of creation." It is education and not religion which can effect world harmony and unity, says President Sinco, and "sectarianism" in education is a dangerous thing because it tends to develop "a biased philosophy of moral duty resting on intolerance and egoism." But except for these passing and somewhat left-handed instances, the book is deficient not in what it says but in what it fails to say.

The good features of this book greatly outweigh its defects. Especially noteworthy are its exposition of the nature and importance of liberal education, its discussion of the relationship of schooling to experience, its plea for an increase not in the number of years of schooling but in the number and intensity of class-weeks and class-hours, its insistence on the need for combining both research and teaching. It is most heartening to find such solid educational doctrine in the influential president of the state university.

JAMES J. MEANY

## OLD FRIEND IN NEW CLOTHES

GENERAL SOCIOLOGY. By Nicholas Timasheff, Paul Facey, S.J., and John Schlerth. Milwaukee: Bruce Publishing Co., 1959. xiii, 454p.

Those who are familiar with Timasheff and Facey's *Sociology: An Introduction to Sociological Analysis* will find here in *General Sociology* an old friend in new clothes. The 1959 version is, in the opinion of this reviewer, decidedly superior to its 1949 forbear in makeup, conceptual lucidity, and technical precision.

Although most of the actual text seems not to have been substantially altered, some topics have been rearranged and expanded. In the place of thirteen chapters grouped into three somewhat hazily labeled parts, there are now twenty-four chapters grouped under four more technically intelligible headings—Social Groups, Social Processes, Culture, and Social and Cultural Changes. The advance in exactitude and clarity achieved by this reorganization of material is enhanced by the addition of thirty-two figures, mostly diagrammatic, together with some twenty one- or two-page illustrative citations from various other authors. The customary summary, discus-

sion questions, and recommended complementary readings terminate each chapter.

*General Sociology* maintains the individuality of approach that characterized the 1949 edition. A "Note to the Instructor" in the opening pages points out that this book is not a series of essays presenting "the latest and most interesting findings" of sociological research. Rather, it is, as before, an empirically derived exposition of a conceptual framework basic to a systematic analysis of society. The stress of the book is upon concept and procedure as tools in the active analysis of groups by the student.

Precisely because of the characteristics above noted, two rather important consequences follow. On the one hand, the text demands a good deal of supplementary labor in the form of reflection and research by both professor and student. On the other, emphasis upon method and the universal extends the usefulness of the text beyond one individual culture. As a matter of fact, college juniors at the Ateneo de Manila have used the 1949 text with success.

On the debit side, one gathers the impression that *General Sociology*, in an effort to avoid excessive technicality for beginners, falls on occasion into the equally deplorable trap of circumlocution. This is especially conspicuous in the early chapters.

One other defect, a small one, is noticeable to one living in the Philippines. The numbers cited in Figure 21 seem to picture the Philippines and Japan as sharing the same national pattern of literacy and agricultural employment. There is a considerable difference between the two countries along both lines. A careful inspection of Table 6 in the *Unesco Statistical Yearbook: 1957*, for example, confirms dissimilarity, not similarity in manpower percentage engaged in agriculture. Literacy level shows an equally significant divergence.

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