



RIZL111: BSN 4TH YEAR 1ST SEMESTER PRELIM 2023 Bachelor of Science in Nursing 4Y1

Exam Week

06

Professor: Percival M. Manuel

Prelim Topics:

- Introduction on the life and works of Dr. Jose Rizal
- The Philippines in the 19th Century as Rizal's Context
- Rizal's Family, Childhood and Early Education
- Injustice, Liberalism and Gomburza Martyrdom
- Madrid Studies to Tour of Europe

INTRODUCTION ON THE LIFE AND WORKS OF DR. RIZAL

Rizal Law – R. A. 1425

Author: Claro M. Recto

Sponsored the bill in the senate: Jose P. Laurel

Signed: June 12, 1956

- An act to include in the curricula of all and private schools, colleges and universities courses on the life, works and writings of Jose Rizal, particularly his novels *Noli Me Tangere* and *El Filibusterismo*, authorizing the printing and distribution thereof and for other purposes.
- **Whereas**, today, more than any other period of our history, there is a need for a re-dedication to the ideals of freedom and nationalism for which our heroes lived and died
- **Whereas**, it is meet that in honoring them, particularly the national hero and patriot, Jose Rizal, we remember with special fondness and devotion their lives and works that have shaped the national character
- **Whereas**, the life, works and writing of Jose Rizal, particularly his novels *Noli Me Tangere* and *El Filibusterismo*, are a constant and inspiring source of patriotism with which the minds of the youth, especially during their formative and decisive years in school, should be suffused
- **Whereas**, all educational institutions are under the supervision of, and subject to regulation by the State, and all schools are enjoined to develop moral character, personal discipline, civic conscience and to teach the duties of citizenship

Section 1

- Courses on the life, works and writings of Jose Rizal, particularly his novel *Noli Me Tangere* and *El Filibusterismo*, shall be included in the curricula of all schools, colleges and universities, public or private: Provided, that in the collegiate courses, the original or unexpurgated editions of the *Noli Me Tangere* and *El Filibusterismo* or their English translation shall be used as basic texts.
- The Board of National Education is hereby authorized and directed to adopt forthwith measures to implement and carry out the provisions of this Section, including the writing and printing of appropriate primers, readers and textbooks. The Board shall, within sixty (60) days from the effectivity of this Act, promulgate rules and regulations, including those of a disciplinary nature, to carry out and enforce the provisions of this Act.
- The Board shall promulgate rules and regulations providing for the exemption of students for reasons of religious belief

stated in a sworn written statement, from the requirement of the provision contained in the second part of the first paragraph of this section; but not from taking the course provided for in the first part of said paragraph. Said rules and regulations shall take effect thirty (30) days after their publication in the Official Gazette.

Section 2

- It shall be obligatory on all schools, colleges and universities to keep in their libraries an adequate number of copies of the original and unexpurgated editions of the *Noli Me Tangere* and *El Filibusterismo*, as well as of Rizal's other works and biography. The said unexpurgated editions of the *Noli Me Tangere* and *El Filibusterismo* or their translations in English as well as other writings of Rizal shall be included in the list of approved books for required reading in all public or private schools, colleges and universities.
- The Board of National Education shall determine the adequacy of the number of books, depending upon the enrollment of the school, college or university.

Section 3

- The Board of National Education shall cause the translation of the *Noli Me Tangere* and *El Filibusterismo*, as well as other writings of Jose Rizal into English, Tagalog and the principal Philippine dialects; cause them to be printed in cheap, popular editions; and cause them to be distributed, free of charge, to persons desiring to read them, through the Purok organizations and Barrio Councils throughout the country.

Section 4

- Nothing in this Act shall be construed as amendment or repealing section nine hundred twenty-seven of the Administrative Code, prohibiting the discussion of religious doctrines by public school teachers and other person engaged in any public school.

Section 5

- The sum of three hundred thousand pesos is hereby authorized to be appropriated out of any fund not otherwise appropriated in the National Treasury to carry out the purposes of this Act.

Section 6

- This Act shall take effect upon its approval.

The Story of the Rizal Law

- THE FILING OF THE RIZAL BILL – In 1956, Sen. Claro M. Recto filed a measure which became the original Rizal Bill. Under the bill it shall be obligatory for college and university students to study the life and works of Rizal.
- Senator Claro M. Recto was the main proponent of the Rizal Bill. He sought to sponsor the bill at Congress. However, this was met with stiff opposition from the Catholic Church.

- During the 1955 Senate election, the church charged Recto with being a communist and an anti-Catholic. After Recto's election, the Church continued to oppose the bill mandating the reading of Rizal's novels *Noli Me Tángere* and *El Filibusterismo*, claiming it would violate freedom of conscience and religion.
- On May 12, 1956, a compromise inserted by Committee on Education Chairman Jose P. Laurel that accommodated the objections of the Catholic Church was approved unanimously.
- The bill specified that only college (university) students would have the option of reading unexpurgated versions of clerically-contested reading material, such as *Noli Me Tángere* and *El Filibusterismo*.
- On June 12, 1956, the bill was approved by the Philippine Legislature as Republic Act 1425; otherwise known as Rizal Law. Incidentally, June 12 was declared as Flag Day.

Critical Analysis of the Rizal Law

Positive Effect

- According to Hernando Abaya, 1984, the nationalist reawakening began on the UP campus, sparked by the teaching of Rizal's life and his writings made compulsory by the Noli-Fili law, co-authored by Recto and Laurel.
- This is a statement from a person who was able to witness the condition of the country before and after the Rizal law was implemented. He saw the change and the positive effect of the law to our country back then.
- The youth was made aware of the contributions and the principled life of Jose Rizal who was an emblem of substantial nationalism and unconditional love for the country. He embodies brilliance coupled with humility and prestige that goes along with service. This Republic Act has pushed for Rizal to be a role model for the youth of this country.
- Through this republic act the essence of freedom and independence was emphasized to the youth. Also, it has been implied through this act that national identity is a very important legacy that our heroes have achieved through sacrificing their own lives. They have passed it on to us, and it is our role to nurture and protect it.

Negative Effect

- The R. A. 1425 just caused havoc within educational institutions. Take the case of UP a couple of years after this law's implementation. The UP Student Catholic Action and numerous publications and students were pushed to go against their President, Dr. Singco because they feel that the University is starting to become godless. It has just caused a mass confusion between faith and nationalism.
- The faith of the people is being compromised. This law is endangering the Christian growth of the students who are still in their formative years. This can drive the youth to question the credibility of the church and its teachings and traditions.
- According to a survey that we have conducted in our university, the Rizal course is not actually significant for the students. It has just been a laborious subject that adds

unnecessary work load to students, and it sometimes drives the students to lose focus on their majors.

Why Study Rizal?

- It is of great importance that students understand the rationale behind having to take up a Rizal course in college. For high school students, the *Noli Me Tangere* and the *El Filibusterismo* are injected into the Filipino subject as part of the overall curriculum. In tertiary education, however, Rizal is a subject required of any course, in any college or university in the Philippines.
 - 1) Because it is mandated by law
 - The Rizal Law, enacted in 1956, seeks to accomplish the following goals
 - To rededicate the lives of youth to the ideals of freedom and nationalism, for which our heroes lived and died
 - To pay tribute to our national hero for devoting his life and works in shaping the Filipino character
 - To gain an inspiring source of patriotism through the study of Rizal's life, works, and writings.
 - 2) Because of the lesson contained within the course
 - To recognize the importance of Rizal's ideals and teachings in relation to present conditions and situations in the society.
 - To encourage the application of such ideals in current social and personal problems and issues.
 - To develop an appreciation and deeper understanding of all that Rizal fought and died for.
 - To foster the development of the Filipino youth in all aspects of citizenship.

19TH CENTURY AS RIZAL'S CONTEXT

The Philippines before Rizal

Conditions of the Philippines

- 1) More than 300 years of Spanish Suppressive colonial rule
- 2) Several attempts, through revolts or uprisings by the natives to drive the foreign rulers were all futile
- 3) The lack of unity and nationalism seemed to be the culprit

Philippines under Spain

- Spain expedition on March 17, 1521 under the Ferdinand Magellan arrived in the Philippines. He was sent by King Charles I.
- Spain and Portugal competing on claims over the Moluccas and the Philippine Islands, the Spaniards were only able to return to the Philippines in 1543 under the expedition of Ruy Lopez de Villalobos who named the islands as "Filipinas". The Villalobos expedition exacted the location of the Philippines.

The Conquest

- In 1565: Miguel Lopez de Legazpi was sent to the Philippines by Phillip II, the new king of Spain, and also Portugal.
- Legazpi became the first Governor General of the Philippines.
- He also established the Encomienda system. Likewise, he founded the city of Manila under Spain in 1571 after taking it from Rajah Sulayman.

Political Condition

- **Viceroy of Mexico** – ruled the Philippines indirectly as the representative of the Spanish King
- **Governor General** – heads the national government.
 - chief executive in the whole archipelago
 - head of the state & church
 - commander in chief of the military
 - as the power to pardon prisoners & to decide about the issues in the country
 - power of clemency
 - Visitador & Residencia
- **Alcalde Mayor** - head in the provincial level
- **Gobernadorcillo** – head of the town or pueblo
 - his power is limited in the town but it is the same with the Governor General
 - Indulto de Comercio
- **Cabeza de Barangay** – head of the barrio government
- **Gobernadorcillo & Cabeza de Barangay** are the only positions a Filipino can have in the Spanish Colonial period
 - Must be 23 years old and above
 - Must be educated
 - at least owns a 500 pesos worth of property/money

Supremacy of the Spanish Friars

- The religious orders had a huge contribution in the colonization process which is why the friarocracy had a lot of power
- Friars could control the society & Governor General
- Regular priests were able to control the different parishes and had dominion over the Secular priests (Filipino priests)
- the enemy of the church will be considered as the enemy of the government

Abuses of the Spanish Government Officials

The excessive power & privileges made the governor generals weak & undisciplined

- punishes those who aren't happy with his administration
- gives too much favors to his friends & family

The provincial government, headed by the alcalde mayor, was the most corrupt branch of the government

Corrupt Government Officials in The 19th century

- **Gen. Rafael de Izquierdo (1871-1873)** – gave the order to kill GOMBURZA.
- **Admiral Jose Malcampo (1874-1877)** – he was a great soldier but as a governor general, his administration was weak due to his incompetency.
- **Gen. Fernando Primo de Rivera** – took the position twice; 1880-1883 & 1897-1898. Took bribes from casino operators in Manila
- **Gen. Valeriano Weyler (1888-1891)** – a cruel and corrupt official; a tyrant who killed the Calamba tenants and is called the Butcher by the Cubans
- **Gen. Camilo de Polavieja (1896-1897)** – ordered the execution of Dr. Jose Rizal

Systems and Policies under Spain

- 1) **Polo** - the enforced or compulsory manual labor required for every male native between 16 to 60 years of age. FALLA refers to payment exacted by anyone to be exempted from work
- 2) **Encomienda** - The first government system adopted by Spain in the islands. This system is based on land occupation entrusted to private persons who contributed to the conquest of the islands, the Catholic Church and the royal government.
- 3) **Tribute** - tax imposed by Spain to every family annually. It came in the form of produce or money. Tax imposed on every individual or family to pay to the colonial government as a symbol of vassalage to Spain.
- 4) **Frailocracy** - the rule of the friars; Spanish missionaries or regular priests which resulted to grave abuses among civilians. Most abusers were the "cura paroco" (parish priests).
- 5) **Patronato real** - royal patronage; the unity of Spain and the Catholic Church. This system puts the Church under the authority of the government as agreed by both the king and the Pope. This gave the clergy national and local political authority referred to as "frailocracy".
- 6) **Isolation policy** - as a result of Spain's insecurity with the other Southeast Asian colonizers like the British in Malaya and the Dutch in Indonesia, the Philippines was secluded from the rest of Asia and trade was confined to the Galleon trade. The Mexico-Philippines exchange.
- 7) **Divide and rule** - the colonizers provoked the natives to fight among themselves thus, strengthening their hold of power.

Events leading to the Change of Government System

- Intellectual Revolution (Enlightenment)
- Industrial Revolution
- Age of Explorations and Discoveries
- The Opening of the Philippines to World Trade

Intellectual Revolution (Enlightenment)

- Enlightenment, French (literally "century of the Enlightened"), a European intellectual movement of the 17th and 18th centuries in which ideas concerning God, reason, nature, and humanity were synthesized into a worldview that gained wide assent in the West and that instigated revolutionary developments in art, philosophy, and politics.
- Central to Enlightenment thought were the use and celebration of reason, the power by which humans understand the universe and improve their own condition. The goals of rational humanity were considered to be knowledge, freedom, and happiness.
- From theocentrism to anthropocentrism
- Reformation of the Protestants and the Counter-Reformation of the Catholics.
- The Scientific Revolution and the rise of Copernicus 1473 – 1543, Galileo 1564 – 1642 and Newton. The Renaissance, the revival of the arts and humanities rediscovering the knowledge of the Greeks and the Roman. It was the rise of masters Michelangelo and Leonardo de Vinci.

- The Enlightenment was both a movement and a state of mind. The term represents a phase in the intellectual history of Europe, but it also serves to define programs of reform in which influential literati, inspired by a common faith in the possibility of a better world, outlined specific targets for criticism and proposals for action.
- **18th Century:**
 - The Rights for Women.
 - Growth of Literacy and Reading. The age for the printing press.
 - The rise of modern philosophers like John Locke, writers and artists.
 - Discussions on life, liberty and equality.
 - Promotes progress, secularization and individualism.
 - Society became anti divine right, favored the separation of church and state, and the proliferation of social classes.
 - The emancipation of black slaves in the United States by President Lincoln.

Industrial Revolution

- The Industrial Revolution was a period of major industrialization that took place during the late 1700s and early 1800s. The Industrial Revolution began in Great Britain and quickly spread throughout the world; the American Industrial Revolution, commonly referred to as the second Industrial Revolution, started sometime between 1820 and 1870.
- This time period saw the mechanization of agriculture and textile manufacturing and a revolution in power, including steam ships and railroads, which effected social, cultural and economic conditions.
- **Breaking Down Industrial Revolution**
 - Although the Industrial Revolution occurred approximately 200 years ago, it is a period in time that left a profound impact on how people lived and the way businesses operated. Arguably, factory systems developed during the Industrial Revolution are responsible for the creation of capitalism and the modern cities of today.
 - Production efficiency improved during the Industrial Revolution with inventions such as the steam engine, which dramatically reduced the time it took to manufacture products.
 - More efficient production subsequently reduced prices for products, primarily due to lower labor costs. Cheaper steel prices encouraged the development of infrastructure such as railroads and bridges during the American Industrial Revolution.
- **Increased Employment and Innovation**
 - The Industrial Revolution created an increase in employment opportunities. As factories became more prolific, managers and employees were required to operate them; this had a flow-on effect of new and innovative products emerging. Increased innovation led to higher levels of motivation and education that resulted in several ground-breaking inventions that are still used today such as the telephone, X-ray, lightbulb, calculator and anesthesia. The Industrial Revolution

improved people's lives. Due to Industrial Revolution advancements, there were improvements in nutrition, health care and education.

Pitfalls of the Industrial Revolution

- Several major pitfalls developed as the Industrial Revolution progressed. There was a reduction in agriculture as people were abandoning their farms to work in city factories where they could earn a higher income. This led to a shortage a food produced on farms. Increased pollution was a pitfall of the Industrial Revolution. Before the sharp increase in factory numbers, there was a limited amount of pollution generated in the world as production was predominantly manual. The Industrial Revolution provided an incentive to increase profits, and as a result, working conditions in factories deteriorated. Long hours, inadequate remuneration and minimal breaks became the norm. This subsequently led to health issues for many factory workers. Labor movements in the United States developed momentum from the late 19th century in response to poor working conditions that developed during the Industrial Revolution.

Age of Explorations and Discoveries

- The Age of Exploration, also known as the Age of Discovery, is the period in European history when overseas exploration began to grow in popularity.
- This era began in the late 1400s and lasted through the 1700s. It is responsible for influencing European culture, initiating globalization, and introducing colonialism around the world. For many Europeans, the Age of Exploration signifies a time when new lands were discovered. However, for many others, the Age of Exploration is remembered as a time their lands were invaded and settled by newcomers.
- **Events Leading Up to the Age of Exploration**
 - From the late 13th to early 15th century (the Middle Ages), some explorers traveled by land from Eurasia and beyond, using pre-existing trade routes from Eurasia to the Middle East to China. These trips were carried out by Italian traders, Christian missionaries, and Russian royalty.
 - In the mid-14th century, a Moroccan scholar set out to several regions, including: North Africa, West Africa, the Sahara Desert, the Horn of Africa, Southern and Eastern Europe, and China. During the early 15th century, Arab and Chinese traders traveled along the Indian Ocean and to present-day India, Thailand, East Africa, Arabia, and Southeast Asia. When the Young Emperor of China died, however, the new Emperor advocated isolationism and abolished international exploration and trade. Several books were published about travel accounts, feeding the greater of the world and its undiscovered places.
- **The First Discoveries of the Age of Exploration**
 - Portuguese exploration parties traveled down the west coast of Africa and eventually to the Cape of Good Hope and into the Indian Ocean by 1488. A decade later, Vasco de Gama discovered the way around the Cape of Good Hope and to India, which established the first sea

route between Portugal and India. Portuguese exploration continued to Japan in 1542 and to Brazil in 1500.

- **The First Discoveries of the Age of Exploration**

- Late in the 15th century, Spain became involved in sea exploration as well in order to overcome the monopoly that Portugal held over the West African trade route. In 1492, Christopher Columbus left Spain, manning 3 ships, and crossed the Atlantic Ocean. His exploration crew first landed in the already inhabited Canary Islands before proceeding to the Bahamas. He erroneously believed that he had landed in the West Indies.
- By the beginning of the 1500's, the governments of other countries commissioned explorers to search for a shorter route to the "West Indies". This resulted in the North Atlantic route to present-day Newfoundland in North America. Doubts began to raise that this new Atlantic path was actually leading to Asia. Explorers began to learn significantly more about these new lands and by 1513, the Pacific Ocean was reached by crossing the Isthmus of Panama.

- **Exploring the Pacific Ocean and Beyond**

- Discovering that the Pacific Ocean is located on the other side of the New World led to a renewed desire to explore. Between 1515 and 1516, Spanish crews sailed the west coast of South America, while the Portuguese were exploring off the coast of Southeast Asia.

- **Exploring the Pacific Ocean and Beyond**

- This exploration resulted in the first circumnavigation of the world in 1519. Magellan took off from Seville with a fleet of 5 ships, sailing south toward South America and navigating around the southern tip known as Tierra del Fuego. The crew continued across the Pacific Ocean, landed in the Spice Islands in 1521, and returned to Spain in September of 1522.

- **Legacy of The Age of Exploration**

- The Age of Exploration has had perhaps one of the greatest impacts on global relations of any other historic period or event.
- Because of this widespread discovery and exploration movement, New World and Old World products were exchanged. This brought horses, cows, and sheep from Europe to the New World and tobacco, cotton, potatoes, and corn to the Old World. The slave trade grew significantly which had a profound impact on the economy and on society as a whole

The Opening of the Philippines to World Trade

- The world turns its eyes on the Philippines when, the Royal Company of the Philippines, or in Spanish, the Real Compañía de Filipinas Governor-General Félix Berenguer de Marquina recommended that the King of Spain to open Manila to world commerce. Furthermore, the bankruptcy of the Real Compañía de Filipinas (Royal Company of the Philippines) catapulted the Spanish king to open Manila to world trade.

- In a royal decree issued on September 6, 1834, the privileges of the company were revoked and the port of Manila was opened to trade.
- Because Manila was a great harbor (the shape of the bay protected trade boats from rough waters) it became one of the best cities to trade with, luring American, British and other European and Asian merchants to its shores. As a result, Spain's economic supremacy lost its footing in the region.
- Modern methods of production and transportation, notably sugar mills and steamships, opened the Philippines for economic development. British, French, Dutch, and North American traders began to demand Philippine agricultural products, including sugar, cigars, and abaca (Manila hemp). Sugar became the leading export crop
- **What is the impact of opening the port to world trade to all Filipinos?**
 - a) When world trades open to the Philippines, it has caused for the Spaniards to sell more product to other countries. Since the materials came from the Philippines. They use our resources and do not repay us as they sell more things we grow to have less resources. But the positive is that our economy increases.
 - b) The economy of the Philippines rose rapidly and its local industries developed to satisfy the rising demands of an industrializing Europe.
 - c) Manila and the Philippines garnered great economic growth around this time. Many shops opened in the Binondo and the rest of the "Extramuros" area (the areas outside of Intramuros). The best part of this was that some were also owned by Filipino businessmen who were knowledgeable in finance and consumer retail. Manila itself expanded – more people came to settle in the city and grew rich through profit from trade.
 - d) In short by 19th and 20th century, the opening of the port and the other parts of the Philippine to foreign trade brought not only economic prosperity to the country but also remarkable transformation in the life of the Filipinos. As the people prospered, their standard of living improved.

Some of the Filipino Revolts against Spanish Rule

16th century

- Lakandula and Sulayman Revolt (1574) or the Tagalog revolt against the Legazpi and Lavezares administrations.
- Pampanga Revolt (1585) of Datus against Encomenderos.
- Conspiracy of the Maharlikas in Tondo (1587-1588).
- The Cagayan and Dingras (1589) Revolts against Tribute.
- Magalat Revolt (1596) led by Magalat, a Cagayano rebel.

17th century

- Igorot Revolt (1601) against conversion to Christianity.
- Bancao Revolt (1621-1622) for religious freedom in Leyte.
- Sumuroy Revolt (1649-50) of Warays of Northern Samar.
- Maniago Revolt (1660-1661) in Pampanga against friar and government abuses.
- Malong Revolt (1660-1661) in Pangasinan with Maniago.
- Chinese Resistance of 1662 against pirate Koxinga.
- Panay Revolt (1663) by Tapara religious pagan.

- Zambales Revolt (1681-1683) by Chieftains.

18th century

- Agrarian Revolt of 1745 of Batangas, Laguna and Cavite.
- Dagohoy Rebellion of 88 years (1744-1829) in Bohol.
- Diego and Gabriela Silang Revolt (1762-1763) in Ilocos.
- Palaris Revolt (1762-1764) during the British invasion.

19th century

- Novales Revolt (1823) in Manila against peninsulares.
- Palmero Conspiracy (1828) a failed plot against Spain
- Hermano Pule Religious Revolt (1840-1843) in Tayabas

Causes of the Filipinos Defeat

- 1) Disunity because of lack of national identity. The divide and rule strategy was an obstacle.
- 2) Loyalty crisis because of ethnic differences.
- 3) Self-interest.
- 4) Lack of preparation and training.
- 5) Absence of sufficient weapons and firepower.
- 6) Geographical isolation and separation.
- 7) Communication gap due to language differences.

BIRTH, FAMILY, AND ANCESTRY OF DR. RIZAL

The Mercado Family

Jose Protacio Rizal Mercado Y Alonzo Realonda "Pepe"

- Born on June 19, 1861, in Calamba, Laguna
- He was the seventh in a brood of eleven children of Francisco Mercado and Teodora Alonzo.
- He was baptized three days later by Father Rufino Collantes in the Catholic church of Calamba. Father Pedro Casañas stood as his godfather (ninong).

Francisco Mercado

- (b. May 11, 1818 – d. January 5, 1898)
- Father of Jose Rizal and considered the patriarch of the family, was a native of Biñan, Laguna.
- He was an educated and industrious farmer who studied Latin and Philosophy at Colegio de San Jose in Manila. Of Chinese ancestry, his great grandfather Domingo Lam-co was a native of Amoy (now Guanzhou), China who married the Filipina Ines de la Rosa.
- Both Francisco's father, Juan, and grandfather, became Capitanes or town mayors of Biñan. Upon the death of his mother, Francisco moved to Calamba where he became a tenant and farmer of a large Dominican estate.
- On 28 June 1848, he married Teodora Alonzo Realonda. In 1849, when Gov. Narciso Claveria issued the decree on the Hispanization of Filipino names, he chose the new surname
- Rizal, from the Latin word "ricial" meaning "rice field."
- In 1850 he petitioned the court to change the family name to Rizal, with all their children being surnamed as such.

Teodora Alonzo Realonda

- (b. November 8, 1826 – d. August 16, 1911)
- The mother of Jose Rizal, a Manileña, was a highly educated Filipina who graduated from the Colegio de Santa Rosa.
- Of Spanish and Japanese ancestry, Teodora was a talented woman whose interests lay in literature, culture, and business, and was well-versed in Spanish.

- She helped her husband in farming and in their business. She devoted herself to the children's education and growth as morally-upright individuals.
- Teodora's lineage can be traced to Lakandula, the greatest ruler of Tondo. Her great grandfather, who was of Japanese blood, was Eugenio Ursua (Ochoa). Her maternal grandfather was Manuel de Quintos who was a popular lawyer in his time, while her paternal grandfather was Cipriano Alonzo who belonged to Biñan's long list of Capitanes.
- Teodora was second child of Lorenzo Alberto Alonzo, an engineer and a recipient of the most sought decoration, the Knight of the Grand Order of Isabella and the Catholic Order of Carlos III; and Brígida de Quintos, a fair and well-educated lady.
- When Governor Claveria issued the decree for the revision and adoption of new names, the children of Alberto Alonzo adopted the surname Realonda. Thus, the name Teodora Alonzo became Teodora Alonzo Realonda

The Rizal Family

- The marriage of Francisco and Teodora was blessed with eleven children – two boys and nine girls.
- **Saturnina "Neneng" 1850 – 1913**
 - She is the eldest.
 - She became the wife of Manuel Hidalgo of Tanawan, Batangas.
- **Paciano 1851 – 1930**
 - He was the family caretaker.
 - After his younger brother's execution, he joined the Philippine Revolution.
 - He retired to his farm in Los Baños where he lived as a farmer.
 - He had 2 children by his common-law wife (Severina Decena) - a boy and a girl.
- **Narcisa "Sisa" 1852 – 1939**
 - She was married to Antonio Lopez, a school teacher of Morong, Rizal.
- **Olimpia "Ipiang" 1855 – 1887**
 - She became the wife of Silvestre Ubaldo, a telegraph operator of Manila.
 - She died in 1887 from childbirth.
- **Lucia 1857 – 1919**
 - She became the wife of Mariano Herbosa, a town mate from Calamba.
 - Herbosa died of cholera and was denied Christian burial because he was a brother-in-law of Dr. Jose Rizal
- **Maria "Biang" 1859 – 1945**
 - She became the wife of Daniel Faustino Cruz of Biñan, Laguna.
- **Jose Protacio "Pepe" 1861 – 1896**
 - The seventh child in the family.
 - He was married to a Scottish girl named Josephine Bracken.
- **Concepcion "Concha" 1862 – 1865**
 - She died at the age of three (3) due to illness.
- **Josefa "Panggy" 1865 – 1945**
 - She was an epileptic.

- She died at the age of 80 as a spinster.
- **Trinidad “Trining” 1868 – 1951**
 - She was also a spinster.
 - She died at the age of 83.
 - She inherited much of Rizal’s property in Dapitan.
- **Soledad “Loleng” 1870 – 1929**
 - She was the youngest in the family.
 - She became the wife of Pantaleon Quintero also from Calamba.

Childhood Memories of Jose Rizal The Rizal Ancestral House in Calamba

- The Rizal house was large, a two-storey building built of adobe stones, hardwood and tiled roof.
- Calamba, Laguna was a special place for Jose Rizal.
- It is here where he was born, raised and spent his early childhood.
- Even when Rizal was already in Europe he would remember this town as the place where he spent some of the most joyous times of his life.
- The Rizal house was large, a two-storey building built of adobe stones, hardwood and tiled roof.
- It had many rooms: for the girls, the boys, another for the couple, and quarters for servants.
- The family had a huge dining table and a big ceiling fan.
- They also had a library of more than a thousand volumes of Latin and Spanish books.
- In their backyard there is a nipa hut, a native house whose roof was made of thatched cogon grass and bamboo wall, where the children played.
- Many fruit-bearing trees surrounded the house.
- The Rizal family also had a library of more than a thousand volumes of Latin and Spanish books.

Partial View of The Rizal Family's Library with More than A Thousand Volumes Of Latin And Spanish Books.

- Rizal’s family was one of the richest families in Calamba. Indeed, they belonged to the principalia, a town aristocracy in Spanish Philippines.
- The main source of their livelihood was the sugarcane plantation which was being rented from the Dominicans
- The farm also had coconut (copra), rice fields, fruit-bearing trees and a large turkey farm.
- Moreover, the family milled their sugar and had a ham press.
- The Rizal family was also the first native family in Calamba to own a horse-drawn carriage, called the carruaje.
- Doña Lolay, fond name for Doña Teodora, who belonged to an affluent family was relatively popular in Calamba and in Binan, and was well respected by the town folks.
- The Rizal family owned a horse-drawn carriage, called the carruaje.
- At an early age Pepe (nickname of Jose) proved to be a truly gifted boy.
- His mother was his first teacher.
- At the age of three he was already taught how to read the Latin and Spanish alphabets.

- He was trained to work fast and efficiently, to be honest at all times, and to always pray to God.
- His younger sister Concepcion, fondly called Concha, his playmate and best friend, died of a sickness at the age of three.
- His younger sister Concepcion, fondly called Concha, his playmate and best friend, died of a sickness at the age of three.
- Jose was four years old at the time. Josefa, the next sister, should have taken the place of Concha, but with her health condition, being an epileptic.
- Jose was probably more of a caretaker to her rather than a playmate.
- Trinidad or Trining, the sibling next to Josefa, was even much closer to Jose. She was a girl with a strong character. It is as if Jose had a new younger brother.
- “The Moth and the Flame” from the book, El Amigo de los Ninos.
- Jose learned many stories and legends even at a young age.
- He remembered his “yaya” (Tagalog word: nanny) would always frighten him through her stories of freaky night creatures.
- However, of all the stories told, he would never forget the story of “The Moth and the Flame” from the book, El Amigo de los Ninos.
- Some of those who became very influential to Jose when he was young were the three brothers of his mother.
- They were uncles Gregorio, Manuel and Jose Alberto.
- Pepe would always come along to his uncles who taught him things that would benefit him in the future.
- Jose Alberto, an artist, would teach Pepe skills in sketching and drawing through the use of a pencil or charcoal.
- Manuel, being an athlete, would instruct him the rudiments of fencing and wrestling.
- Lastly, his uncle Gregorio, who was a lover of books and a writer, would instill in him a passion for writing and an appreciation to poetry and literature.

Jose Alberto Alonzo

- an artist, would teach Jose skills in sketching and drawing through the use of a pencil or charcoal.
- When Doña Teodora gave birth to Soledad, the eleventh child in the family, Don Francisco together with Jose went to Antipolo for a pilgrimage.
- Jose was then seven years old.
- Afterwards, they proceeded to Manila where they visited Saturnina who was then a boarding student at La Concordia College in Sta. Ana.
- When Jose reached the age of eight, he wrote an untitled poem about his love for the native tongue or language.
- In the poem, he expressed that Tagalog is of equal importance with Latin, Spanish, or any other language.
- He lamented the fact that his fellow youth preferred to study and use the foreign languages while they have their own to use and be proud of.
- As a young critic, he added that a man who does not love his own language was worse than a beast or an evil-smelling fish.

- Scholars would later entitle this early masterpiece “Sa Aking Mga Kababata.”
- However, some writers contended that the title should have been “Sa Aking Katutubong Wika” since the poem is about language, and not about the youth.

Biñan Studies

- At the age of nine, Jose would be sent by his parents to Biñan to continue his primary education under the instruction of Maestro Justiniano Aquino Cruz.
- Maestro Justiniano was a renowned teacher adept in Latin and Spanish grammar.
- In fact, he was a former teacher of his brother Paciano.
- In the first weeks of his studies in Biñan, he would receive ruler blows on his palms for his mistakes and misbehavior.
- The pain of Maestro Justiniano’s punishment helped him to take his studies seriously. Maestro Justiniano was of the old school who believed in the maxim “Spare the rod and spoil the child.”
- Later on, Jose would be able to catch up quickly and win many prizes in competitions held by the maestro. He had practically beaten all his Biñan schoolmates.
- Maestro Justiniano, though a strict disciplinarian, was also a conscientious instructor.
- The teacher told Jose, who had been only a few months under his care, that he already knew as much as his master.
- Thus, he advised his parents that Jose be sent to Manila to pursue higher education.
- Being physically frail and thin, Jose was initially bullied by his classmates.
- One of them was a boy named Pedro whom he remembered as the first one he had a brawl with.
- Another one was Andres Salandanan who almost broke his arm during a “bunong braso” or arm-wrestling match.
- Arm-wrestling is a sport with two participants. Each participant places one arm, both put either the right or left, on a surface, with their elbows bent and touching the surface, and they grip each other's hand. The goal is to pin the other's arm onto the surface, with the winner's arm over the loser's arm.
- Biñan had been a valuable experience for young Rizal. There he had met a host of relatives and from them heard much of the past of his father's family.
- He befriended Leandro, his cousin's son. His best friend in the class, though, was Jose Guevarra, his painting partner in the class of a painting guru Mang Juancho, the ageing father-in-law of Maestro Justiniano.
- Jose also received instructions from Maestro Lucas Padua and from Leon Monroy, his tutor in Latin.

INJUSTICE, LIBERALISM AND GOMBURZA MARTYRDOM

The Imprisonment of Rizal’s Mother

- One of the turning points of Jose Rizal’s life, which had a profound influence on his becoming a political activist later on, was the unjust arrest of his mother.
- His mother based on a malicious and concocted charge was accused to have conspired with her brother, Jose Alberto, in an attempt to kill the latter’s wife by poisoning, despite the lack of evidence against her.
- But what made the arrest even worse was her humiliating treatment at the hands of authorities who made her walk all the way from Calamba to the provincial jail in Santa Cruz, which was 50 kilometers far.
- (It was payback time for the arresting Spanish officials who had some grudges with Don Kikoy (nickname of Don Francisco.) There she was imprisoned for two years before gaining her freedom.
- All these she took with calm and quiet dignity, which Rizal though only a child of eleven about to embark on secondary school in Manila would remember.
- The case could have ended before 1873 and Teodora should have been freed by then, but because of the intervention of Mayor Antonio Vivencio del Rosario the case was reopened in the Royal Audiencia.
- Don Francisco had to hire two of some of the best lawyers from Manila as defense lawyers for her wife’s case.

Liberalism and the Reign of Terror

- In 1868, a revolution broke out in Spain in defiance against the oppressive reign of Queen Isabel II. This was staged and led by two of her generals, Marshals Francisco Serrano and Juan Prim. The Spanish people called it as ‘Revolucion de Disgusto’ or ‘Revolution of Disgust’.
- At the end of the event, Queen Isabel II was ousted and took refuge in France. Francisco Serrano became the Marshal Regent of Spain.
- Eventually, with the will of the people, Serrano created a republican form of government and ended absolute monarchy in Spain.
- This move started to pave the way for liberal reforms to be introduced not only in Spain but also in the colonies. A new Governor General was named for the Philippines, Carlos Ma. dela Torre.
- **Gov. Carlos Ma. Dela Torre** was probably the best administrator the Philippines had ever had during dela Torre’s reign his liberal policies would highly favor the people of Manila and the rest of the territory. Censorship was abolished and government criticisms were also accepted. Reforms recommended by various sectors were welcomed.

Some of the reforms that were considered or introduced by the new administration were as follows:

- 1) The Filipinization of Parishes: the handing down of parishes to secular priests once the missionaries are transferred to new assignments
- 2) The abolition of polo in Cavite which affected the agricultural economy of the province and the people themselves

- 3) The lifting of heavy taxes to native military servicemen and other reforms in the army
- 4) The Education Decree of 1869 which placed all schools under government supervision. This paved the way for many natives' children to enter college or university
- 5) The creation of the Guardia Civil which was truly intended for the protection of the civilians from bandits, pirates and ordinary criminals.

The Secularization Movement

- The Secularization of the Parishes was pioneered by Fr. Pedro Pelaez.
- It was a move to give opportunities for the secular Filipino priests to occupy parishes, the occupation of which they were really trained to do.
- Since the beginning of the colonial period parishes have been traditionally awarded to missionaries, the regular Spanish priests. This was due to the Spanish distrust among natives.
- The only time natives experienced to take care of parishes was during the expulsion of the Jesuits from the Philippines.
- This was short-lived because it was cut right after the Jesuits returned to service.
- After the death of Pedro Pelaez, his follower Fr. Jose Burgos took his place to champion the seculars. Fr. Mariano Gomez and the young Fr. Jacinto Zamora later joined him.

A Reversal of Fortune

- The founding of the republic in Spain created issues that would take the Philippines back to the old ways. One of these issues was that Spain cannot be a Spanish kingdom without a traditional monarch, and so, they made one in the person of Amadeo of Savoy, the new king under the new Spanish Constitution.
- Another issue was that the liberalism achieved by Spain must only be confined in Spain while the colonies must still have separate set of laws that would not endanger Spanish interests.
- With Serrano's power in government already transferred to the Spanish Cortes, the lawmaking body, a new administrative policy was implemented for the colonies.

The Restoration of Terror

- Military rule was restored in the Philippines as a new Governor-General arrived to replace Gov. Carlos Ma. dela Torre.
- With a vow to erase from the minds of the Filipinos the joys of the liberalism and a dream for a future independence, military action was executed by Governor-General Rafael de Izquierdo.
- He immediately reversed all the reforms of the former governor and used the Guardia Civil to protect the interests of the government from the civilian population.
- As a consequence, he attracted enemies from various sectors which were affected by his new policies.

The Cavite Mutiny and Martyrdom

- The Cavite Mutiny took place at an arsenal in Cavite, on January 20, 1872.
- Around 200 Filipino soldiers and laborers rose up against Spanish oppression in the hope of starting a national uprising.
- The mutiny was unsuccessful, and the Spanish executed many of the participants and began to crack down on a growing nationalist movement.
- Located at the compound of the Phil. Navy, this 16th century fort is dedicated to San Felipe Neri. The place where the Cavite Mutiny 1872 occurred when Filipino workers were implicated in the armed uprising against the Spaniards.
- The primary cause of the mutiny was believed to be on the order of Governor-General Rafael de Izquierdo to subject the Filipino laborers in the Engineering and Artillery Corps in Cavite to pay personal taxes, from which they were previously exempt during the term of Governor-General Carlos Ma. dela Torre.
- The taxes required them to pay a monetary sum and to perform forced labor (*polo*) as well.
- The mutiny started on January 20, when the laborers received their pay and realized that the taxes and the *falla*, the fine one paid to be exempt from forced labor, were deducted from them.
- The mutiny, led by a certain Filipino soldier Sgt. Lamadrid, was used by Spanish colonial government to implicate three Filipino priests, Mariano Gomez, Jose Burgos and Jacinto Zamora, collectively known as GOMBURZA and other Filipino leaders.
- The three were avid advocates of the Secularization of the Parishes.
- On January 27, 1872 Governor-General Izquierdo approved the death sentences on forty-one of the mutineers.
- On February 6, eleven more were sentenced to death, but these were commuted to life imprisonment. Others were exiled to Guam.
- Those who were exiled were able to make their way to more progressive places like London, Hong Kong, or Tokyo.
- They were able to start small movements that were to help the Philippine Revolution.
- These executions, particularly those of the GOMBURZA have significant effects on the people because of the shadowy nature of the trials.
- The martyrdom of GOMBURZA and the injustice committed against his mother made Rizal truly aware of the evils of Spanish tyranny, and that even priests get executed as long as they are not Spaniards.

Teenage Atenean to UST Studies and other Social Activities

- Jose Rizal dedicated his second novel, *El Filibusterismo* to the executed priests. **The Teenage Atenean**
- On June 10, 1872, Jose was accompanied by Paciano to take the entrance examination for the secondary course at the Colegio de San Juan de Letran.
- The examinations included Christian Doctrine, Arithmetic and Reading. Rizal passed the examinations and returned

- to Calamba to stay with his family for a few more days and perhaps to attend the town fiesta.
- Upon his return to Manila, he was accompanied again by Paciano. But instead of going back to Letran, the latter enrolled Jose at the Ateneo Municipal.
- At first, the college registrar Father Magin Ferrando refused to admit Rizal for he was too small for his age, physically weak and being too late to enroll. However, through the mediation of Manuel Xeres Burgos, a nephew of Father Burgos, Rizal was allowed to enroll.
- Jose used the surname Rizal when he registered at Ateneo. This was the decision of Paciano because their family name Mercado had been under the suspicion of the Spanish authorities being the surname used by Paciano at the College of San Jose where he was known as Father Burgos' favorite student and helper.
- Though Jose was confused of why would he ever need a different surname, Paciano did not explain further and just told him that it would be better for him that way.
- At the time, Ateneo was located in Intramuros, within the walls of Manila. It was formerly called *Escuela Pia*. When it was administered by the Jesuits it assumed its new name.
- Being more liberal than the Dominican who supervised Letran, Paciano was more confident of his brother's safety.
- Scenes at the secondary school *Ateneo Municipal de Manila*, Intramuros district, Manila, in 1887. Now known as the Ateneo de Manila University, a private coed institution run by the Jesuits.
- Rizal first boarded in a house outside Intramuros, at Caraballo Street, a few minutes' walk from the college. This was owned by Doña Titay, a spinster who owed the Mercado family 300 pesos.
- Because he was boarding outside Ateneo, he was referred to as an „externo". Those who stayed-in were called "internos". His course was Bachelor of Arts and his first professor was Father Jose Bech.
- At first, he was placed at the rear of the class because he was a new comer. There were two sections, the Romans and the Carthaginians. Rizal was assigned to the Carthaginian occupying the end of the line.
- After the first week, Jose progressed rapidly and became an emperor at the end of the month. He was the brightest pupil in the class and being so he received prizes for his triumphs.
- Rizal also took private tutorial lessons at Santa Isabel College during his vacant periods to improve his skill in the Spanish language. He paid three pesos for each session.
- In the second half of his first year, he resented some remarks of his professor which had greatly affected his academic standing. At the end of the year, he was only in second place but still maintained all his excellent grades or "sobresaliente".
- Rizal returned to Calamba at the end of the school year. He did not enjoy his vacation because his mother was still in prison. To cheer him up, his sister Saturnina brought him to Tanawan, Batangas. Then he still went to Santa Cruz to visit his mother.
- Rizal told her of his brilliant grades in the college. He embraced her to show how he missed her. Doña Teodora advised him to be strong and not to worry much about her.
- The summer vacation ended and Rizal returned to Manila for his second year term in Ateneo.
- Jose boarded at a house in Magallanes Street owned by Doña Pepay an old widow who had a widowed daughter with four sons. He was still an "externo."
- Unlike the previous semester, Jose studied harder to regain his lost class leadership. Once more he became emperor. At the end of the year, he received a gold medal and excellent grades in all his subjects. He returned to Calamba for his summer vacation.
- Jose visited again his mother in jail. He told her about his scholastic triumphs and funny tales about his professors and fellow students. His mother was happy for his splendid progress in Ateneo. While they were having a conversation, his mother told him about a dream she had. Rizal interpreted the dream, that his mother would be released from prison in three months' time.
- Jose's prophecy was about to come true. After Jose had left for Manila, a fiesta was held in Calamba.
- Incidentally, at that time, Gov. Izquierdo was on a provincial visit to Laguna. Learning of the occasion, he proceeded to Calamba.
- A warm welcome was made by the townfolks. One of the dances presented to him was that of the little children.
- While watching, Izquierdo got fond of one of the little girls. He called for her and asked her to dance again.
- When she refused, Gov. Izquierdo, not wanting to be turned down, offered the girl a deal. If she would dance once more, then he would grant her any wish.
- The girl with a sad tone, wished to have her mother come home for she had been in prison for a long time. Izquierdo told her that she may go home and her mother will be there soon. Doña Teodora was released that day. The girl was Soledad.
- After his vacation, Jose returned to Ateneo for his junior year. Shortly after the opening of the classes, he was surprised by his mother's visit. He was very happy for his mother.
- At the end of the year, although all his grades remained excellent, he was dissatisfied because he failed to earn the medal in Spanish.
- The reason for this was because he was not able to speak Spanish in its accent fluently as compared with his Spanish classmates.
- He only received one medal in Latin.
- He returned to Calamba for his summer vacation not impressed with his scholastic work.
- After Rizal's summer vacation, he went back to Ateneo to continue studies. One of his professors was Father Francisco de Paula Sanchez, a literature teacher. He inspired Rizal to study harder and to write poetry. He was the one who discovered Rizal's God-given genius in writing; he became Rizal's most favorite and beloved teacher.
- Another professor of Rizal who became very influential to him and who have watched closely his abilities was Padre Jose Vilaclara. He was Jose's professor in Science and

Philosophy. Although Vilaclara invited him to major on the more practical Science and Philosophy he still preferred Literature for it was under Fr. Sanchez" supervision.

- Through the fatherly guidance of Padre Sanchez, Jose was inspired to resume his studies with vigor and zest. He topped in all his subjects and won five medals. At the end of the school term, Rizal returned to Calamba happily.
- Rizal returned to Manila for his last year in the course. He continued his studies with fire in order to maintain his standing. At the end of the school year he still excelled in all subjects. He was at the blaze of glory as he was the most brilliant Atenean of his time.
- He finished his last year in Ateneo at the top of his class; he was truly the pride of the Jesuits. Although there were only few who graduated, he had achieved more in terms of grades and achievements than the rest of his class. He graduated on March 23, 1877 at the age of 16 and received the degree of Bachelor of Arts with highest honors. His family was very proud of him.

Academic and Extra-Curricular Activities

- Rizal was very active in school. He was always curious of joining extra-curricular activities in Ateneo. He became an active member, later a secretary, of Marian Congregation, a religious society because of his devotion to Our Lady of the Immaculate Concepcion, the college patroness. Later, he likewise joined the Academy of Natural Sciences.
- Rizal devoted some of his spare time to fine arts. Part of it, he studied painting under Agustin Saez, a famous Spanish painter and sculpture under Romualdo de Jesus, a Filipino sculptor.
- Many Jesuit professors were impressed by Rizal's artistic skills. One of his most loved works in Ateneo was an image of the Virgin Mary which he carved from a *batikuling* wood with a pocket-knife.
- Father Leonart was amazed at the beauty and grace of the image that he requested Rizal to carve him an image of the Sacred Heart of Jesus. Rizal made it and gave it to Fr. Leonart who thanked him for the wonderful work.
- The priest wanted to take the image to Spain but when he left he forgot to do so because of his absent-mindedness
- The Atenians later decided to better display the image by the door of their dormitory where it stayed there for several years.
- Some of the favorite readings of Rizal while in Ateneo were Cesar Cantu's "*Historia Universal*", which was bought for him by his father, and "*The Count of Monte Cristo*" by Alexander Dumas, which became his favorite novel. Another one that interested him was "*Travels in the Philippines*" by Dr. Feodor Jagor.
- **1874:** Rizal began to become an ardent lover of poetry. By the time he graduated, he had already written so many. Many of such works were made out of passion and inspiration, although a few may have been required from him since his major was literature. Nevertheless, grace and refinement distinguished most of his works which was truly amazing because even as a teenager he was able to accomplish such a feat.

- Rizal's first poem in Ateneo was entitled "*Mi Primera Inspiracion*" (My First Inspiration). It was solemnly dedicated to his mother on the occasion of her birthday.
- On the occasion of Christmas in that same year, he wrote "A la Virgen Maria" and "Al Niño Jesus".
- **The others that he wrote in the following years were as follows:**

• 1875:

- o "Felicitacion": dedicated to his brother-in-law Antonio Lopez
- o "El Embarque: Himno a la Flota de Magallanes," a tribute to Magellan
- o "Y Es Español: Elcano, el Primero en dar la Vuelta el Mundo," a tribute to the circumnavigator of the world.
- o "El Combate: Urbiztondo, Terror de Jolo," a historical account

• 1876:

- o "La Tragedia de San Eustaquio," which recounted the tragic story of St. Eustace, a Spanish martyr of the church.
- o "Un Recuerdo a Mi Pueblo," a description of his town as he saw it in his childhood days
- o "La Alianza Intima Entre la Religion y la Buena Educacion," on the importance of education and religion to the salvation of man
- o "Por La Educacion Recibe Lustre La Patria," on the benefits that mankind derives from education.
- o "El Cautiverio y El Triunto: Batalla de Lucena y La Prison de Boabdil," an account on a 16th century Spanish event
- o "La Entrada Triunfal de los Reyes Catolicos en Granada," which recounted a Spanish Triumph over the Moors.

• 1877:

- o "El Heroismo de Colon," a tribute to Columbus
- o "Colon y Juan II," another Columbian tribute
- o "Gran Consuelo en La Mayor Desdicha," on the discovery of America
- o "Un Dialogo Alusivo a La Despedida de los Colegiales," a farewell poem for his Atenean colleagues.

University Life at UST

- After graduation, Paciano and their father planned to send Jose to the university. His mother was not in favor of him studying any further. Francisco even had to persuade her. However, if he were to study at all, she wanted him to take agriculture. After all, the family's livelihood is in farming.
- Rizal was uncertain on what course to take. He had written to Padre Pablo Ramon, Rector of Ateneo, asking for his advice on what choice of career he must pursue. Unfortunately, the priest was in Mindanao and Jose's letter took a long time to reach him. When he received P. Ramon's response he was already enrolled at UST taking the course Philosophy and Letters as suggested by his father. After finishing the first year of the course in

Philosophy and Letters (1877-780), he transferred to a medical course.

- During the year of his studies in the university, which was under the Dominicans, rival education of the Jesuits, he remained loyal to Ateneo, where he continued to participate in extra-curricular activities and where he completed the education course in surveying. He studied Cosmology, Metaphysics, Theodicy and History of Agrimensor (Land Surveyor) to please his mother. Here, he excelled in all his subjects obtaining gold medals in agriculture and topography. At the age of 17 he passed the final examination but the title as surveyor was issued to him only on November 25, 1881 when he was already 20 years old.
- **The reasons why he studied medicine were:**
 - 1) He wanted to be a physician so that he may cure his mother's failing eyesight.
 - 2) The father rector of the university, whom he consulted for a choice of career, finally answered his letter, and recommended medicine.
- In Padre roman's response, he advised Rizal to take medicine. He believed that it would be best for him since he was intelligent enough to take it. He also said that it would be safer since it would derail him from politics and also was a lucrative career.
- Most importantly, it would benefit his family and would be helpful to other unfortunate people.
- As a Thomasian, he won more literary laurels, had more romances with girls, and fought against Spanish students.
- While a student at the UST, Rizal continued to take active part in many of the activities at the Ateneo. He kept on writing poems and plays for his friends because he was loyal to Ateneo.
- He loved the Jesuit professors because they inspired him to scale greater heights of learning.
- **1879:** Rizal wrote a poem entitled "A La Juventud Filipina." He submitted it to the Liceo Artistico Literario de Manila, a society of literary men and artists which held a literary contest that was also open to natives or mestizos alike.
- The judges, who were all pure-blooded Spaniards, gave the poem First Prize. The prize included a feather-shaped silver pen decorated with a gold ribbon.
- The poem "A La Juventud Filipina" was addressed to the Filipino youth who should strive to contribute to the arts of humanity, to use their God-given genius and talents --- become great singers, poets, and painters and most of all.
- More importantly, is to be grateful to God for the precious gifts they possess. He quoted this most memorable phrase, "Oh youth, fair hope of the Fatherland..."
- **1880:** the Artistic Literary Lyceum opened another contest to celebrate the fifth centennial of Cervantes' death. Miguel Cervantes, who was the author of Don Quixote de la Mancha, is regarded as one of the greatest Spanish writers. The contest was open to both Filipinos and Spaniards.
- The prize was a gold ring bearing the engraved bust of Cervantes. Rizal won the first prize with his allegory in prose "El Consejo de los Dioses" but his certificate showed he was a second prize winner.
- The first place was awarded to a Spaniard.

- The one thing he would never forget was on how the predominantly Spanish audience reacted during the awarding ceremony when they found out that the winner of the Cervantes award was a native. The applause paused to a deep silence. Right there and then, Rizal decided never to join again in the society's competition.
- The allegory described the gathering of the gods and goddesses at Mt. Olympus. They discussed the comparative merits of Homer, Virgil and Cervantes.
- They have three prizes ready. They decided to give the trumpet to Homer, the lyre to Virgil and the laurel to Cervantes.

Other works of Rizal

- In Ateneo, he also produced A stage drama "Junto al Pasig" on December 8, 1880 on the occasion of the annual celebration of the Feast day of Abd-el Azis Y Mahoma" for the same occasion. It was presented as A stage play directed by his friend Manuel Fernandez.
- He also wrote a sonnet entitled "To the Filipino Artist" which encouraged Filipino artists to glorify the Philippines in every work they do.

Womanizing and Fraternities

Julia

- When Jose was fifteen he saw a pretty, young girl wearing a red skirt trying to catch two butterflies.
- As she was daintily sitting by the Los Banos river, Rizal approached her and lovingly offered her as many butterflies as she wished.
- Jose and Julia were just way too young and innocent to have a real relationship at that time so they eventually forgot about one another.

Segunda Katigbak

- Rizal came to know Segunda more intimately during his weekly visit to La Concordia College, where his sister Olimpia was a boarding student. Olimpia was a close friend of Segunda. That was apparent that Rizal and Segunda loved each other. Theirs was indeed "a love at first sight". But it was hopeless since the very beginning because Segunda was already engage to be married to her townmate, Manuel Luz. Segunda had manifested by insinuation and deeds, her affection for him, but Rizal timidly failed to propose.

Miss L

- Shortly, after his last meeting with Segunda Katigbak, Rizal found a new interest. Her name was Ms. L. He described her as a very attractive girl with seductive eyes. She probably have melted him when they first met the Rizal was at their home on a daily basis for two consecutive weeks. He discontinued seeing the girl because of the advice of his mother. Whatever L. meant, be it Ligaya, Liwayway, Lakamabini or Lagunding or probably another.

Leonor Valenzuela

- When Rizal started to take up Medicine, he figured out that it would be better to move to somewhere near the school. And so, he boarded in the house of Doña Concha Leyva. Here, he met his neighbor *Leonor Valenzuela*, daughter of Juan and Capitana Sarday Valenzuela. He courted her and the two became steady.

Leonor Rivera

- While having a relationship with Leonor V., the next year, Rizal moved to Casa Tomasina, a dormitory for males which was just beside the school. It was owned by an uncle, Antonio Rivera. Here he met his lovely cousin (not in the first degree) Leonor Rivera. The two became friends until they found out that they have fallen in love. In this case, the word „again“ may be added to Rizal’s account.
- The two would keep their secret well hidden not wishing wrath of aunt Silvestra, Leonor’s mother, to pour on them and the „forbidden“ relationship. Rizal would name Leonor as *Taimis* in his coded letters to her. This affair would last for 11 years.
- **1880:** an incident occurred one night during Jose’s summer vacation in Calamba. After visiting some friends and on his way home, a shadow in the darkness passed him by. Not knowing that it was a Spanish lieutenant that passed him, he went on walking. But it was not over for the Spaniard, with all anger, turned to him and, with all force, brutally slashed him at his back with his whip. Allegedly, the soldier was infuriated with Rizal’s lack of courtesy that he would not even say, “*Buenas noches, Senor!*” The victim’s wound and pain lingered for more than a week. He reported the incident to the office of the Governor- General in Manila but no action was taken.
- In UST the gap between the natives and the *creollos*, Spanish born in the Philippines, was easily recognizable. Antagonism was in the air since the native started to pour in. Rizal who could not stand being ridiculed himself, became the champion of the Filipino students in the frequent fights against the arrogant Spanish students who insulted the Filipinos as “*Indios, Chongo!*” In return, the Filipino students would shout “*Kastila, Bangus!*” Such encounters would inevitably result to brawls which were truly bloody at times. There was a time when Rizal went home to Casa Tomasina wounded and was bleeding all over his face. The pain vanished once Leonor Rivera started to nurse him. To protect further his comrades, Rizal formed a fraternal society of Filipino students called *Compañerismo*. *Galicano Apacible* was the right hand man and secretary of the society.
- Rizal started to grow unhappy at UST. In the five years of his stay at the university he had seen the most disappointing times in his life. His aggressive attitude towards Spanish students who discriminated and ridiculed him and his friends did not escape the eyes of the Dominicans as they began to become hostile to him.
- Stories of students from abroad brought him to a realization that teachings in UST were not any more up-to-date. Rizal has lost his first scholastic honors. Although his grades in the philosophy course during his first year were excellent, his 4 years in the medical course were not that impressive.
- After Jose Rizal’s fourth year in medical studies in Santo Tomas, the University of Higher Learning in the Philippines whom Rizal was disgusted of its primitive method of instruction and the racial prejudice of Dominican Professors against Filipino students, he was brought to

realization that pursuing further studies abroad will be much better.

- During that time the government of Spain was constitutional monarchy where human rights were protected and considered specifically freedom of speech, of press, and of assembly that were all denied in the Philippines. Such atmosphere of freedom lured Jose Rizal to travel to Spain not only to study but also to carry out his secret mission that he long been conceived with the approval of his brother Paciano.

MADRID STUDIES TO TOUR OF EUROPE

Rizal’s First Travel Abroad

- Rizal’s departure for Spain was kept secret.
- The people who knew about this were:
 - Paciano – who gave him 700 pesos and promised a monthly allowance of 35 pesos
 - Uncle Antonio Rivera – who encouraged him to seek his luck abroad
 - Saturnina – his sister who gave her diamond ring.
- Rizal used his cousin’s passport named Jose Mercado.
- He was accompanied by his brother Paciano and brother in law Manuel Hidalgo to Manila.
- He visited the Jesuits in Ateneo.
- He bade farewell to the Valenzuela family.
- He failed to say goodbye to Leonor.

The Voyage

- **May 3, 1882** – Rizal boarded the *Salvadora*. His friend Chenggoy was the one who see him off. He took a last glance of Manila.
- **May 8, 1882** – the steamship reached Singapore.
- Rizal was impressed by the progress and beauty of this English colony.
- He stayed at Hotel de Paz.
- Transferred to the French steamer *Djemnah* bound for Europe.
- **May 15, 1882** – the steamer reached Point de Galle, Ceylon.
- **May 18, 1882 PM** – the ship reached Colombo, Ceylon.
- He observed the backwardness of the city: sleepy and without much progress.
- From here, the ship crossed the Indian Ocean.
- The ship crossed the Indian Ocean towards Cape Guardafui in Somalia, Africa.
- The steamer encountered a stormy weather.
- The ship reached Aden, a seaport city in Yemen, located by the eastern approach to the Red Sea.
- Rizal felt the terrible heat of the Arabian Desert.
- **June 2, 1882** – the steamer reached the Suez Canal, the terminal of the Red Sea.
- Rizal was reminded of the beautiful sights of Calamba, Laguna during the night.
- De Lesseps, Ferdinand Marie, (19 November 1805 – 7 December 1894) was the French developer of the Suez Canal, which joined the Mediterranean and Red Seas in 1869, and substantially reduced sailing distances and times between the West and the East.

- At Port Said, the Mediterranean Sea terminal, Rizal disembarked to visit some tourist spots.
- Port Said is a city that lies in north east Egypt extending about 30 km along the coast of the Mediterranean Sea, north of the Suez Canal, with an approximate population of 603,787 (2010).
- The city was established in 1859 during the building of the Suez Canal.
- **June 11, 1882** – Rizal reached the city of Naples on Italy.
- Naples is a city in Southern Italy, situated on the country's west coast by the Gulf of Naples.
- Lying between two notable volcanic regions, Mount Vesuvius and the Phlegraean Fields, it is the capital of the region of Campania and of the province of Naples.
- **June 12, 1882** – the steamer docked at the French harbor Marseilles. He visited the famous city landmark Chateau d'If where Dantes, the hero of the "Count of Monte Cristo" was imprisoned.

Barcelona Spain

- From Marseilles, Rizal took a train to Barcelona, the 2nd largest Spanish city in the province of Cataluña, which he thought was ugly, dirty and the people inhospitable.
- Later, he loved the city's free atmosphere and liberalism.
- The people were open-hearted, warm and brave.
- He was warmly welcomed by his paisanos, countrymen, at the Plaza Cataluña.

Articles Written Abroad

- Rizal was asked to contribute an article to the Diariong Tagalog by Basilio Teodoro Moran, an editorial staffer.
- He wrote an essay entitled "Amor Patrio" using "Laong Laan" as his pen name.
- The newspaper was founded by Marcelo H. del Pilar in Manila.
- Francisco Calvo, the editor praised Rizal, and asked him to contribute more.
- Rizal wrote another article, "Los Viajes."
- His last article "Revista de Madrid" was not published because the newspaper ceased publication.

Sad News from Home

- An epidemic broke out in the Philippines
- A cholera had killed many lives of Filipinos
- Leonor was very much depressed because of his departure
- Paciano advised him to take his studies seriously.
- Cholera is an infectious disease that can cause severe diarrhea, dehydration, and death.
- Cholera is an infection of the small intestine that is caused by the bacterium *Vibrio cholerae*.
- Rizal left Barcelona and established himself in Madrid. **A**

Student of Madrid

- **November 3, 1882** - Rizal enrolled at the Universidad Central de Madrid
- He enrolled Medicine and Philosophy and Letters.
- He also studied painting and sculpture
- Took language lessons in French, German, and English at the Academy of San Carlos

- Honed his fencing and shooting skills at the Hall of Arms Sanz y Carbonell.
- He lived frugally and managed his time wisely.
- He occasionally drank when he was in the company of his friends.
- He sparingly bet on the lottery.

Thorn between Two Lovers

- Rizal was welcomed in the house of Don Pablo Ortiga y Rey, a former civil governor in Manila.
- Don Pablo has a Filipina wife and two daughters: Pilar and Consuelo.
- It was Consuelo who awakened the heart of Rizal to love anew.
- He did not pursue his love for Consuelo because he still loved Leonor and he was planning to leave Madrid after his studies.
- Consuelo chose Eduardo de Lete over Rizal.

Joining the Propaganda

- In 1882 Rizal joined the Circulo Hispano-Filipina, composed of Filipinos and Spaniards who advocated reforms to the Philippine government.
- It was founded by Juan Atayde.
- He wrote the poem "Mi Piden Versos" for the society.
- He collected second hand books on medicine, philosophy, languages, geography, etc.
- He loved the books "Uncle Tom's Cabin" by Harry Beecher Stowe and "The Wandering Jew" by Eugene Sue.

The Propaganda Movement

- Between 1872 and 1892, a national consciousness was growing among the Filipino émigrés who had settled in Europe. In the freer atmosphere of Europe, these émigrés—liberal sexiled in 1872 and students attending European universities--formed the Propaganda Movement.
- Organized for literary and cultural purposes more than for political ends, the Propagandists, who included upper-class Filipinos from all the lowland Christian areas, strove to "awaken the sleeping intellect of the Spaniard to the needs of our country" and to create a closer, more equal association of the islands and the motherland.
- **Among their specific goals were:**
 - representation of the Philippines in the Cortes, or Spanish parliament;
 - secularization of the clergy;
 - legalization of Spanish and Filipino equality;
 - creation of a public school system independent of the friars;
- abolition of the polo (labor service) and vandala (forced sale of local products to the government);
- guarantee of basic freedoms of speech and association;
- and equal opportunity for Filipinos and Spanish to enter government service.

Jose Rizal, The Propagandist

- In 1882, shortly after his arrival in Madrid, Rizal, joined the Circulo-Hispano-Filipina. This circle was composed of Filipinos and Spaniards who believed that reforms be introduced in the Philippines. Its founder was Juan Atayde.
- Upon the request of the members of the society, he wrote a poem entitled Mi Piden Versos (They Asked Me For Verses).
- His love for books encouraged him to economize his living expenses and soon, with great diligence, he was able to build a fair-sized private library, consisting mostly of second-hand books bought from a bookstore owned by a certain Señor Roses.
- His collections of numerous books were on medicine, philosophy, languages, geography and the arts among others.
- Rizal was deeply affected by Beecher Stowe's Uncle Tom's Cabin and Eugene Sue's The Wandering Jew. These books aroused his sympathy for his oppressed people.
- His love for books encouraged him to economize his living expenses and soon, with great diligence, he was able to build a fair-sized private library, consisting mostly of second-hand books bought from a bookstore owned by a certain Señor Roses.
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Other Important Propagandists

- **Graciano Lopez Jaena**, a noted orator and pamphleteer who had left the islands for Spain in 1880 after the publication of his satirical short novel, Fray Botod (Brother Fatso), an unflattering portrait of a provincial friar.
- **Dr. Ferdinand Blumentritt**, an Austrian geographer and ethnologist whom Rizal had met in Germany;
- **Marcelo del Pilar**, a reform-minded lawyer. Del Pilar was active in the anti-friar movement in the islands until obliged to flee to Spain in 1888, where he became editor of La Solidaridad and assumed leadership of the Filipino community in Spain.

Joining the Masons

- In 1883, Rizal joined the Masons, a group of liberal and republican thinkers.
- He was impressed by their attacks on the government.
- He joined the Masonic Lodge Acacia in Madrid.
- He used Dimasalang as his Masonic name.

More Bad News from Home

- Philippine situation turned from bad to worse.
- Harvest was down.
- Rent was raised exorbitantly by the Dominican Estate.
- His regular allowance was decreased.
- Juan Luna's "Spoliarium" won the gold in the National Exposition of Fine Arts in Madrid.

- Felix Hidalgo's Christian Virgins Exposed to the Populace" garnered the silver.
- Rizal paid tribute to the two.

A Doctor and Philosopher

- June, 21, 1884 – Rizal completed his studies in Medicine.
- From 1884-1885, he studied and passed all the subjects leading to the degree of Doctor of Medicine.
- Did not pass the thesis required for graduation.
- He did not pay the graduation fees.
- He was not awarded his doctor's diploma. He also finished the degree Philosophy and Letters. On his 24th birthday, he was awarded the diploma. His rating was excellent.

Rizal's Parisian Life of Tou of Europe

- After graduation, Rizal prepared for a journey to Paris. He dropped by Barcelona to see his friend Maximo Viola, a wealthy medical student who hails from San Miguel, Bulacan. He was introduced to Señor Eusebio Corominas, editor of La Publicidad. Corominas introduced him to the owner Don Miguel Morayta. He submitted the article Carolines Questions for publication.
- In Paris, he worked as an assistant to Dr. Louis de Wecker, a French ophthalmologist
- He also visited the Pardo de Taveras (Trinidad, Paz and Felix)
- He visited the studio of Juan Luna and posed as an Egyptian priest in the painting "Death of Cleopatra."
- Juan Luna posed as "Cleopatra" himself
- On February 8, 1886, he left Paris due to the high cost of living there
- He proceeded to Germany.
- In Heidelberg, the historic German city famous for its sold university and other medieval structures, he stayed in a boarding house .
- Later, he transferred to the house of Pastor Karl Ullmer, a Lutheran minister.
- They had discussions about the merits of religion
- Here in Heidelberg, Rizal worked as an assistant ophthalmologist in the clinic of Dr. Javier Galezowski.
- He also took lessons in medicine at the University under the instruction of Dr. Otto Becker.
- As an admiration to the scenic beauty of the countryside, Rizal wrote a poem "To the Flowers of Heidelberg"
- His favorite flower was the bluish "forget-me-not"
- He loved to stroll beside the Neckar River
- July 31, 1886, Rizal wrote a letter to Professor Ferdinand Blumentritt, Director of the Ateneo de Leitmertz in Austria.
- Rizal gave him a book entitled "Arithmetica" by Rufino Baltazar Hernandez Blumentritt gave him a set of books in return
- This was the start of a lasting friendship between the two.
- On August 6, 1886, Rizal witnessed the grand Quincentennial Anniversary celebration of the University of Heidelberg.
- He left Heidelberg and went to Leipzig, Germany. He befriended Prof. Friedrich Ratzel, a German historian and psychologist at the University of Leipzig.
- Also attended lectures at the university.

- He translated “William Tell” and the Tales of Christian Andersen into Tagalog

Leipzig University,

- In Dresden, Rizal met Dr. Adolf B. Meyer, director of the Anthropological and Ethnological Museum.

Dresden Anthropological Museum

- **BERLIN, GERMANY**, Rizal was amazed with the scientific atmosphere of Berlin, the capital of Germany. He also noticed the absence of racial prejudice there.
- **Rizal’s Favorite Writer**, He met for the first time his favorite writer/scientist Dr. Feodor Jagor, author of the “Travels in the Philippines”. Rizal was introduced to Dr. Rudolf Virchow, a famous German anthropologist and his son Dr. Hans Virchow, professor of Anatomy.

Works Under German ophthalmologist

- He also worked at the clinic of Dr. R. Schulzer, a German ophthalmologist.
- Dr. Virchow invited him to give a lecture on the Tagalog language
- Rizal wrote a scholarly paper entitled “Tagalische Verskunst” which he lectured to the anthropological society
- **Reasons for staying in Berlin:**
 - 1) To finish writing and later publish his first novel “Noli Me Tangere”
 - 2) To promote the existence of the Filipinos and to share their political conditions to the Germans.
 - 3) To expose the plight of the Filipinos under Spanish rule and their desire for independence
- **A SPARTAN-LIKE LIFE...**
 - He kept himself physically fit by frequenting the Berlin Gymnasium
 - He took private lessons in French under Madame Lucie Gerdolle
 - Rizal suffered physical, social and financial pains here in Berlin
 - Financially, his allowance had not arrived from Calamba.
 - He had to pawn his sister’s diamond ring and sold some of his books to have money
 - His diet, he ate bread and vegetable soup only once a day.
 - Physically, his body began to break down due to malnourishment.
 - He thought he had TB because of constant coughing
 - He felt no one at this point could help him.
 - In his desperation, Rizal threw the manuscript of the Noli Me Tangere into the fireplace. But retrieved it right away upon coming to his senses.
 - In his suffering of cold and hunger, he felt discouraged and desperate.

An “Angel” Arrived

- In the midst of his agonizing moment an “angel” arrived.
- His friend Maximo Viola arrived. He paid all his financial obligations and needs. He also financed the initial printing of the Noli
- Truly, Viola was Rizal’s “savior!”

- Viola came to fulfill his promise that he and Rizal would tour Europe
- Before they proceeded on the tour, Rizal had the novel be printed first

RIZAL’S ALLOWANCE ARRIVES

- After the Noli came off the press, the two embarked for the tour.
- Before the tour, Rizal received his long-delayed allowance of P1,000 from his brother Paciano through Juan Lun a from Paris.
- Rizal paid Viola immediately. The rest, he spent for the tour expenses.
- **POTSDAM** – A city near Berlin made famous by Frederick the Great
- Rizal visited Dr. A. B. Meyer at the Dresden Art Museum. He also met Dr. Feodor Jagor.
- TESCHEN, Rizal wired Dr. Blumentritt to inform of his visit to Leitmeritz

Leitmeritz, Austria

In Leitmeritz, they were picked up by Blumentritt and brought to his home.

- The two were introduced to Blumentritt’s wife Rosa and their children Dorita, Conrad and Fritz
- The two were brought to Hotel Krebs for accommodation
- They were treated with the famous beer hausen
- They also tasted the Bohemian beer, the best beer in Europe
- Rizal met the burgomaster or town mayor who was impressed by Rizal’s facility in learning the German language in just 11 months
- The two attended the Tourists Club of Leitmeritz where Blumentritt was the Secretary

Scientists Interested in Filipino culture

They met a few scientists who were interested about the Filipino life and culture

- Dr. Czepelak
- Prof. Klutschak

In Prague, a historic city of Czech Republic, Rizal and Viola proceeded to the University of Prague. There they met Dr. Wilkomm, a natural history professor.

Tourist Spots in Prague

They were toured to some sights in Prague

Tomb of Copernicus

- Museum of Natural History
- Cave of San Juan Nepomuceno, Catholic martyr

Vienna, Austria

- Also called the “Queen of the Danube”
- They stayed at the Hotel Metropole Met Norfenfals, a famous Austrian novelist.
- The two cruised the Danube River

Other Tourist Attractions in Europe

- NOTE: Salzburg is the start of land travel
- Munich is called the “City of Beers” because beer was found anytime and anywhere in the entire city.
- Nuremburg, Germany was the site of the infamous Catholic Holy Inquisition for Catholic heretics.
- Ulm is a German city famous for its largest and tallest cathedral in the country
- RHEINFALL is the last German stop. It is also famous for its waterfalls.
- TOUR OF SWITZERLAND, In Schaffhausen, they stayed there for two days. In Basel and Bern, nothing significant took place there Lausanne is the Swiss winter capital
- GENEVA, SWITZERLAND: one of the most beautiful cities of Europe Rizal celebrated his 26th birthday here. They stayed here for 15 days. The two parted ways; Viola had to return to Barcelona; Rizal would continue his tour alone. Rizal would continue his trip south to Italy
- Rizal visited the cities of Turin, Milan, Venice, and Florence, birthplaces of the Renaissance, the period of revival of classical Greek and Roman cultures.
- ROME: THE “ETERNAL CITY”. Rome is the capital city of Italy. It is also called the “City of the Caesars.”
- VATICAN CITY: THE “HOLY SEE”. Vatican City is the capital of the Roman Catholic Church. It is also called the “City of Popes.”

Inquisition Procedure

- The Inquisition was an ecclesiastical court and process of the Roman Catholic Church setup for the purpose towards the discovery and punishment of heresy which wielded immense power and brutality in medieval and early modern times.
- The Inquisitions function was principally assembled to repress all heretics of rights, depriving them of their estate and assets which became subject to the ownership of the Catholic treasury, with each relentlessly sought to destroy anyone who spoke, or even thought differently to the Catholic Church.
- This system for close to over six centuries became the legal framework throughout most of Europe that orchestrated one of the most confound religious orders in the course of mankind.

Methods of Punishments to Heretics:

The Pulley

- The pulley is known as the strappado or the garrucha this was the first method of torture the Inquisition usually applied.
- Executioners would hoist the victim up to the ceiling using a rope with their hands tied securely behind their back. They were then suspended about six feet from the floor.
- In this position, heavy iron weights, usually amounting to about 45 kg, were attached to their feet.
- The executioners would then pull on the rope, then suddenly allowing it to slack causing the victim to fall.

The Rack

- The rack is a favorite of the Inquisition. A rectangular frame, with a roller at one or both ends.
- The victim's ankles are fastened to one roller and the wrists are chained to the other handle and ratchet mechanism attached to the top roller are used to very gradually increase the tension on the chains, inducing excruciating pain, straining the ropes until the sufferer's joints were dislocated and eventually separated.
- Additionally, if muscle fibres are stretched excessively they lose their ability to contract, rendering them ineffective.

‘The Pear of Anguish’

- ‘The Pear of Anguish’ is quite possibly one of the most gruesome and painful methods.
- This device would be inserted into an appropriate orifice – those accused of Blasphemy the mouth, those accused of sodomy into the anus, and women accused of adultery, incest or of ‘sexual union with Satan or his familiars’ in the vagina.
- There was no set mode of use for generic Heretics, with freedom bestowed upon the Torturer. The instrument would then be progressively expanded, and I’m sure not much is left to the imagination.....

‘The Turtle’

- ‘The Turtle’ is a method wherein the accused Heretic would be placed under a wooden board, and large stones placed on top, causing crushing pain and slow suffocation.

‘The Iron Boot’

- ‘The Iron Boot’ affectionately known as bootikens is designed to crush the foot and legs. These were boots that went from the person's ankles to knees. Wedges were hammered up the length of the boot into the person's leg, breaking and crushing bones as it went.

‘The Breast Ripper’

- ‘The Breast Ripper’ or the ‘Spanish Spider’ the name of this device speaks for itself. Women condemned of heresy, blasphemy, adultery, and witchcraft often felt the wrath of this device as it violently tore a breast from their torso.

The ‘Judas Cradle’

- The ‘Judas Cradle’ is another particularly painful and humiliating torture. The victim was stripped, hoisted and hung over this pointed pyramid with iron belts.
- Their legs were stretched out frontwards, or their ankles pulled down by weights.
- The tormentor would then drop the accused onto the pyramid penetrating both orifices. With their muscles contracted, they were usually unable to relax and fall asleep.

The ‘Head crusher’

- The ‘Head crusher’ is a brutal torture device commonly used only by the Spanish Inquisition. The person's chin was placed over a bottom bar and the head under an upper metal cap.
- The executioner then slowly turned the screw, gradually compressing the head between the bar and cap. Teeth and the jaw would often break first, with the eyes slightly later – it was such an effective method as the pain could be extended for as long as the torturer wished, or as long as it took for a confession.

'The Heretics fork'

- 'The Heretics fork' is a metal rod with two prongs at both ends attached to a leather strap worn around the neck. The top fork was placed on the fleshy part under the chin, while the other end dug into the bone of the sternum, keeping the neck stretched and the head erect at all times.
- Ensuring optimal agony was simple. A person wearing the heretic's fork was kept from lying down by either being hung from the ceiling or suspended in some manner that proved distressing.
- Those wearing the device were only able to murmur to their torturers; any movement of the jaw would force the sharp prongs to further penetrate their skin. It was effective for long use because victims usually died of sleep deprivation and fatigue.

'Toca'

- 'Toca' or Waterboarding is a method of torture wherein the victim's face is covered with a cloth, and water is poured onto the cloth, so that they had the impression of drowning.

Gooooood luccccckkk pipol!