

LESSON 1: R.A 1425 (RIZAL LAW)

Rizal Law

- CLARO M. RECTO – Original author.
- JUNE 12, 1956 – Signed by PRES. RAMON MAGSAYSAY.
- Reason: Instilling nationalism.
- BELL TRADE ACT OF 1947 – Americans' parity rights allowed them to exploit the country's natural resources.
- LAUREL – LANGLEY AGREEMENT OF 1955 – Entry of American products became possible.

Objectives of the Law:

1. Recognize the relevance of Rizal's teachings in the community.
2. Develop an understanding and appreciation of Rizal's character and discipline.
3. Develop moral character, personal discipline, and civic conscience.

Approved by:

1. EULOGIO "AMANG" A. RODRIGUEZ – Senate President.
2. JOSE P. LAUREL – House of the Representatives Speaker
3. H.E RAMON MAGSAYSAY – Philippine President

Oppositions:

1. *CATHOLIC CHURCH (CONG. MIGUEL CUENCO & SEN. FRANCISCO RODRIGO were the main voices)*
 - a. The novel criticizes the church doctrines.
 - b. It might jeopardize the faith of people.
- APRIL 21, 1956 – The Catholic church paid homage to Rizal by saying "*he devoted his life to his country and countrymen.*"
2. *SEN. FRANCISCO "SOC" RODRIGO – President of Catholic Action of the Philippines*
 - a. Use of compulsion.
 - b. Against the conscience of the Catholics.
 - c. Endangers the harmony of the state and the church.
 - d. Measures are unjust for the church.
3. *SEN. DECOROSO ROSALES – Brother of Archbishop Julio Rosales*
 - a. Closure of Catholic school all throughout the country.
 - b. Political parties may come to light.
4. FR. JESUS CAVANNA
 - a. Rizal's novels belong to the past.
 - b. There are 120 anti-church statements and only 25 were patriotic remarks.
5. JESUS PAREDES
 - a. The novels had objectionable matter, and the Catholics had the rights to refuse to read it.
6. NARCISO PIMENTEL

a. Recto was just politically motivated.

7. SEN. MARIANO CUENCO – Brother of Archbishop Cuenco

Supporters:

1. SEN. CLARO M. RECTO

a. Catholic schools would never close since they are the church's main source of income.

PRO's - Communists, collaborators (WWII), self-proclaimed patriots.

ANTI's – Anti-Rizal, unnationalistic, traitors of the country, servants of the church.

Sponsorship of Senate Bill No. 438 by SEN. JOSE P. LAUREL

- Sponsorship date: April 17, 1956
- An act of compulsion for the availability of Rizal's novels in all schools.
- Based on the proposal of Sen. Roseller Lim and Sen. Emmanuel Pelaez.

Reasons:

1. Rizal's love for the country can only be appreciated if youth have adequate knowledge about the injustices before.
2. His writings are an eye-opener.
3. Know how to live the Rizal way.
4. It should be considered as a sacred duty to study the novels.
5. This should be a law—a torch of guidance.

Sponsorship of House Bill No. 5561 by CONG. JACOBO GONZALES

SEC. 1: It should be included in the curricula.

- **Sponsorship date: April 19, 1956**
- **Bore the title of Senate Bill No. 438.**

Opposition:

1. CONG. JESUS PAREDES

a. It violates Sec. 927 of the Revised Administrative Code.

- SEC. 927 – Prohibits educators to criticize the doctrines of the church an in attempt to influence the students.

Supporter:

1. CONG. TITONG ROCES

a. A way to counter-compulsion nationalism.

Amendment of the Two Bills

- **“Compulsory” to “included”**
- **CONG. ARTURO TOLENTINO – Said that both sides should meet in the middle ground.**

Provisions of the Amendment Versions:

1. DELETED – Penalty to those who failed to comply.
2. REPLACED WITH – Authorization for the appropriation of 300,000.00 for distribution of copies.
3. ADDED – Nothing in the act shall be construed as amending or repealing Sec. 927.

4. PROVIDED – Board of National Education is authorized to adopt measures to carry out the provisions of Sec. 1.

OTHERS

PRES. FIDEL RAMOS – Issued Presidential Memorandum order 247 on Dec. 26, 1994 for the implementation of RA 1425.

CHED – Issued Memorandum Order 6 on Feb. 15, 1996 containing Rizal course as a separate three-unit course.

1983 – JAIME C. LAYA issued a Memorandum for the subject to be a component of history, literature, and other allied subjects.

DEC. 1988 – During the FIRST RIZAL FACULTY CONGRESS, it was learned that:

a. It is just a “filler.”

b. Used to glorify Bonifacio, hence the division (Rizal vs Bonifacio).

DEFINITION OF A HERO BY NATIONAL HISTORICAL INSTITUTE

(NATIONAL HEROES COMMISSION IN 1965)

- Influences people and serves a noble cause.

CRITERIA FOR RECOGNIZING HEROES

A. TEODORO AGONCILLO

1. Extent of the sacrifice for the country’s welfare.
2. Motive and methods employed.
3. Moral character of the person.
4. Influence of the person.

B. ONOFRE D. CORPUZ

5. Has a concept of nation and aspire and struggle for the nation’s freedom.
6. Defines and contributes to a system.
7. Contributes to the quality of life and destiny of a nation.

C. ALFREDO LAGMAY

8. Part of the people’s expression.
9. Thinks of the future.
10. Not only a recounting moment, but the entire process that made a person a hero.

LESSON 2: HIS CENTURY

- AGE OF ENLIGHTENMENT – Freedom, liberty, and equality.
- Women and the working class were not included.
- Began to change in 1830s when all white men over 21 could vote.
- DEMOCRATIC PARTY – Oldest existing political party was born.

Political Context: Struggles of Nationalism

- The French Revolution inspired a wave of uprisings across Europe from 1789–1848, as people challenged absolute monarchies and demanded more representative governments.
- The Revolutions of 1848 spread across Europe but ultimately failed due to divisions between middle-class liberals and working-class radicals, though they weakened absolutism long-term.

- AUSTRIA - Survived revolutions but later formed a dual monarchy with Hungary to ease nationalist tensions.
- ITALY - Unified into one kingdom under the House of Savoy (completed in 1870 with the fall of Rome)
- GERMANY - Attempted unification in 1848 failed; succeeded later in 1871 under Prussia (more conservative).
- New nations formed:
 1. Belgium (Catholics + liberals vs. Dutch rule)
 2. Greece (reborn as a modern nation-state)
 3. Outside Europe (Latin America)
 - Spain lost its colonies, leading to new independent nations:
 1. Mexico
 2. United Provinces of Central America
 3. Gran Colombia (Ecuador, Venezuela, Colombia)
 4. Peru, Argentina, Bolivia

Conditions in Europe, America, and Asia (19th Century)

United States

- The United States expanded across the continent, reaching its present mainland size by 1853, partly by defeating Mexico.
- Expansion was supported by the Democratic Party, which also promoted Native American removal.
- The nation became divided over slavery:
 1. Southern states supported it as a way of life.
 2. Northern states opposed its expansion into new territories
- In 1854, the Republican Party was founded, opposing slavery's expansion and supporting free labor.
- Conflict led to the American Civil War:
 - Led by President Abraham Lincoln
 - The Emancipation Proclamation freed slaves in Confederate states (1863)
 - Inspired partly by Uncle Tom's Cabin (1852)
- After the war:
 - 13th & 14th Amendments ended slavery and granted citizenship to African Americans. However, Jim Crow laws enforced segregation, limiting real equality
- Asia
 - CHINA
 - a. Defeated in the First Opium War by United Kingdom.
 - b. Forced to open ports and cede Hong Kong (expanded with Kowloon in 1860)
 - JAPAN
 - a. Opened to the West by Matthew Perry

b. Modernized rapidly during the Meiji Restoration

- INDIA

a. Became a British Crown colony in 1858 after the Sepoy Mutiny

b. The British East India Company was dissolved

- BURMA/ MYANMAR

a. Conquered by Britain after three wars:

1824–1826, 1852–1853, 1885–1886

b. Governed as part of British India until 1937

LIBERAL	CONSERVATIVE
Individual Freedom	Social Order Preservation
No Government Interference	Governmental Action
No Taxes	Taxes
Laissez-Faire	Governmental Restrictions
Individuals are rational and prudent	Individuals are in need of assistance-imprudent, incapacitated, victimized
Individuals are self-interested	Social Welfare is primary interest

Conservatism vs. Liberalism in Spain (Turnismo System)

- After the fall of the First Spanish Republic, Spain restored the monarchy under Alfonso XII.
- The Spanish Constitution of 1876 established a constitutional monarchy.
- A system called Turnismo was created:
 - The Liberals and Conservatives agreed to alternate in power
 - Elections were rigged to ensure each party's victory when it was their turn
- Colonial Representation
 - Cuba and Puerto Rico were given representation in the Spanish Cortes
 - The Philippines was denied representation, worsening inequality

1. Instability of colonial administration	7. Racial Discrimination
2. Corrupt Colonial Officials	8. Frailocracy
3. No Philippine Representation in Spanish Cortes	9. Forced Labor
4. Human Rights Denied to Filipinos	10. Haciendas Owned by the Friars
5. No Equality Before the Law	11. The Guardia Civil
6. Maladministration of Justice	

Frailocracy (Rule of the Friars)

The Society of Jesus (Jesuits):

- a. Were expelled in 1768
- b. Returned in 1859, so they had less accumulated power compared to other orders

Secularization Movement (Philippines)

- Since the 16th century, both the Spanish Crown and the Church (through the Council of Trent) supported secularization—the transfer of parishes from religious orders (regular clergy) to secular priests.
- Despite this, Spanish friars resisted, and the policy was not fully implemented in the Philippines.
- Leaders were: Pedro Pelaez, Jose Burgos, Jacinto Zamora, Marianno Gomez

Economic Context

1. Encomienda System – Spanish: Encomendar (to entrust). Prominent Spaniards were entrusted with native communities in exchange for labor and tribute.
2. Galleon Trade – carried in Manila galleons (Spanish ship) that crossed the Pacific between Manila. Ended in the 19th century.

Sociocultural Context

Philippine Education System during Spanish Time:

- a. Educational Decree of 1893 issued by Isabella II
 1. Establishments of Teacher Training School
 2. Government supervises the public school system
 3. Use of Spanish as medium of instruction in all schools
 4. Establishment of one primary schools for boys and for girls in each of major town
- b. The Glorious Revolution in Spain caused another Reform
 1. The Spanish Provisional Government planned to take over the University of Santo Tomas and rename it to University of the Philippines
 2. The restoration of the Borbons rendered it moot.
- c. Others...
 1. In the **Philippines**, Filipinos were taught to obey friars and viewed as inferior
 2. Education was controlled by the Church, led by the **University of Santo Tomas**
 3. No academic freedom or free speech; natives were often excluded from schools
 4. Learning was limited to the basic **3Rs (reading, writing, arithmetic)**
 5. Exception: **Ateneo Municipal de Manila** offered a more advanced curriculum (humanities and sciences)

19th Century Philippines

- The Ilocano revolt led by Diego Silang was one of the most persistent uprisings, aiming to create a fairer social system against inequality between the kailanes (commoners) and babaknangs (elite).
- One of the last major revolts occurred in 1841–1842, led by Apolinario de la Cruz (Hermano Pule).
- He was denied entry into the priesthood due to racial discrimination by Spanish authorities.
- He founded the Confradia de San Jose, which became popular among the masses but was seen as a threat by the Catholic Church.

Lesson 3: Rizal's Life

Jose Protacio Rizal Mercado y Alonso Realonda

- Nickname: Pepe/ Pepito
- Born on June 19, 1861 in Calamba, Laguna
- Died on Dec. 30, 1896

Parents:

1. Francisco Mercado Rizal – “Model of fathers”
2. Teodora Alonso Realonda – “A woman of more than ordinary culture”

Siblings:

1. Saturnina Rizal (1850–1913) – Nicknamed "Neneng," she was the eldest child and helped

finance Jose's studies in Europe.

2. Paciano Rizal (1851–1930) – The only brother besides Jose. He was a second father to Rizal, a general in the Philippine Revolution, and a close advisor. Pilosopo Tasio. “Most noble of Filipinos”
3. Narcisa Rizal (1852–1939) – Nicknamed "Sisa," she was a teacher and musician who helped search for her brother's body after his execution.
4. Olimpia Rizal (1855–1887) – Nicknamed "Ypia," she married Silvestre Ubaldo and died from childbirth complications.
5. Lucia Rizal (1857–1919) – Married Mariano Herbosa, who was denied a Christian burial because he was Rizal's brother-in-law.
6. Maria Rizal (1859–1945) – Nicknamed "Biang," she was a confidant of Jose, and he discussed his personal life and plans with her.
7. Jose Rizal (1861–1896) - Son was Francisco.
8. Concepcion Rizal (1862–1865) – Nicknamed "Concha," she died at the age of three, which caused Rizal his first profound sorrow.
9. Josefa Rizal (1865–1945) – Nicknamed "Panggoy," she was an epileptic and a spinster. She was one of the original members of the Katipunan.
10. Trinidad Rizal (1868–1951) – Nicknamed "Trining," she was the custodian of Rizal's final poem, "Mi Ultimo Adios," and a spinster.
11. Soledad Rizal (1870–1929) – Nicknamed "Choleng," she was the youngest sibling and was considered the best educated among the sisters.

Early childhood:

- At 5, he was able to read the Spanish family bible “historia sagrada”
- Sculpture: Batikuling (Philippine hardwood)
- 2 religious poems:
 1. Al Nino Jesus (To the child Jesus)
 2. A La Virgen Maria (To the Virgin Mary)
- Composed Alianza Intima La Religion y la Educacion (An intimate Alliance between Religion and Education) in Ateneo.
- Inspired by the Story of the Moth.
- Black Dog: Usman

Sa Aking Mga Kabata

- Virgilio Almarino – it first appeared in the book KUNG SINO ANG KUMATHA NG FLORANTE by HERMENIGILDO CRUZ in 1909 (A research on Balagtas and his book Florante at Laura)
- Rizal wrote the poem in 1869, he was just 8
- “kalayaan” did not exist before
- Rizal and TRINIDAD PARDO DE TAVERA developed the current way of writing Tagalog

Educational Background:

1. His mother was his first teacher.
2. His uncles—GREGORIO ALBERTO (work hard, think for himself), JOSE (arts), and MANUEL (sports), are his inspo

3. MAESTRO JUSTINIANO AQUINO CRUZ (former teacher of Paciano) – Someone who was quick to discipline his students. First formal teacher.

UNFORTUNATE EVENTS:

A Guardia Civil officer got offended when Francisco Mercado-Rizal refused to give horse fodder. Francisco was also accused by a friar manager of a land dispute over a sugar mill.

Their son Paciano Rizal was suspected because of his connection with Father José Burgos.

Teodora Alonso was later falsely accused of trying to poison her half-brother José Alberto's wife, along with a Guardia Civil officer. She was arrested by **Mayor Antonio Vivencio del Rosario** and forced to walk 50 km to prison in Santa Cruz, Laguna, where she stayed for two and a half years.

She was later freed after her daughter Soledad Rizal pleaded with the Governor-General during a fiesta, which led to her release and acquittal.

DAYS IN ATENEO

- Former name: Escuela Pia (1817) to Ateneo Municipal to Ateneo de Manila
- From Padre Faura to Katipunan Avenue.
- Finest school that time. It was under the supervision of Spanish Jesuits.
- Won a special prize for “A La Juventad Filipina”
- At 11, he enrolled.

JUNE 10, 1872 – With Paciano, they went to Manila.

FR. MAGIN FERRANDO – College registrar who refused to admit Rizal because:

1. Late for registration.
2. Sickly and undersized for his age.

MANUEL XEREZ BURGOS – connections, admitted.

- (1st yr) Rizal took lessons in Santa Isabel College for three pesos for Spanish lessons.
- (3rd yr) Only one medal in Latin.
- March 1875, he returned to Calamba.
- (4th yr) June 16, 1875 – Interno.
- PADRE FRANCISCO DE PAULA SANCHEZ – inspired him to study poetry.
- 5 medals at the end of the school term.
- (last yr) FATHER JOSE VILACLARA – advised Rizal to stop communing with the muse and just study.
- AGUSTIN SAEZ and sculpture under ROMUALDO DE JESUS
- FR. LLEONART – requested to carve an image of Sacred Heart of Jesus

UST MEDICAL STUDIES

- APRIL 1877 – At almost 16, took Philosophy and Letters because his father like it and he was still uncertain of a career.
- He transferred to a medical course because (1) cure his mother and (2) advise of Fr. Pablo Ramon and Fr. Rector of Ateneo.
- During his first yr here, he also studied in ateneo and took the vocational course leading to the title of PERITO AGIRMENSO (expert surveyor)
- NOV. 25, 1881 – the title was given to him
- COMPANERISMO (COMRADESHIP) – founded by Rizal in 1880.

- THE COUNT OF MONTE CRISTO BY ALEXANDER DUMAS – first favorite novel
- UNIVERSAL HISTORY BY CESAR CANTU – Rizal persuaded his father to buy him this set.
- DR. FEODOR JAGOR – German scientist who wrote TRAVELS IN THE PHILIPPINES

Rizal was impressed of this book because:

1. Defects of Spanish colonization observations
2. Spain would lose the Philippines and American will come next prophecy

- Rizal was unhappy in this Dominican institution because:

1. Professors were hostile to him
2. Filipino students were racially discriminated
3. Methods of instruction was obsolete and repressive

POEMS

1. MI PRIMERA INSPIRACION (MY FIRST INSPIRATION) IN 1874

- First poem written in Ateneo

- For his mother

- Wrote it before 14

2. ALIANZA INTIMA ENTRE LA RELIGION Y EDUCACION (INTIMATE ALLIANCE BETWEEN RELIGION AND GOOD EDUCATION)

3. AL NINO JESUS (TO THE CHILD JESUS) in 1875

- At 14, a brief ode

4. A LA VIRGEN MARIA (TO THE VIRGEN MARY)

5. UN RECUERDO A MI PUEBLO (IN MEMORY OF MY TOWN)

6. A LA JUVENTAD FILIPINA (TO THE FILIPINO YOUTH)

- Written at 18

- Won because:

- a. In Spanish, written by a filipino
- b. Expressed the first nationalistic concept