

Tab 1

✂ LIFE AND WORKS OF RIZAL

GERIZ01X | Prof. Spencer | BS Psychology, 1st Year - Block 253 | TF 1 - 3 pm

RIZAL LAW

Who is your Hero?

- Some are martyrs who don't even want to be recognized for what they did.

Jose Protacio Rizal Mercado y Alonzo Realonda

- ★ Rizal is considered to be the first exponent of Asian nationalism, even ahead of Dr. Sun Yat Sen who founded the Nationalist People's Party of China in 1911 and Mohandas K. Gandhi, the great Indian Nationalist.
- ★ Rizal was the spirit of the first successful Asian revolution against a western colonial power.

The Making of Rizal Law (Republic Act No. 1425)

RA 1425

- ★ Its original author is Claro M. Recto, who saw the need to instill heroism among the youth.
- ★ **Bell Trade Act of 1947** - granted parity rights to Americans and allowed them to exploit the country's natural resources (the 1935 Constitution had to be amended for this).
- ★ **1955 Laurel-Langley Agreement** - ensured free entry of American products which resulted in Filipinos preferring American goods over those made in the Philippines.

Who Opposed It?

- ★ Seminars were held across the countryside denouncing the bill.
- ★ Fr. Jesus Cavanna commented that Rizal's novels belonged in the past and it would be harmful to read these because these presented a false picture of the conditions of the country at that time.
- ★ He also said that there were only 25 patriotic statements compared to 120 anti-church statements.
- ★ Jesus Paredes said that the novels contained objectionable matters and preached that Catholics had the right to refuse to read them so as not to endanger their faith.
- ★ Narciso Pimentel speculated that Recto was motivated by politics in drafting his Rizal Bill.

Notable Persons Who Tried to Block Its Approval:

- Sen. Decoroso Rosales - brother of Archbishop (Cardinal) Julio Rosales
- Francisco "Soc" Rodrigo - President of Catholic Action of the Philippines
- Sen. Mariano Cuenco - brother of Archbishop Cuenco

Republic Act No. 1425

- ★ Congressman Miguel Cuenco and Senator Francisco Rodrigo were the main voices of the Church opposition in both houses of the Congress.
- ★ After a month-long stand-off, a compromise bill was filed, authored by Senator Jose P. Laurel which was based on the proposal of Senators Roseller Lim and Emmanuel Pelaez.
- ★ On June 12, 1956, The Republic Act No. 1425 better known as the Rizal Law came into effect.

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 shall promulgate rules and regulations providing for the exemption of students for reasons of religious belief stated in a sworn written statement.

- ★ On June 12, 1956, this law was signed by President Ramon Magsaysay.
- ★ Implementation: Rizal course required for graduation in all non-degree and degree courses in tertiary education.
- ★ Includes life, works, and writings of Jose Rizal, particularly his novels *Noli Me Tangere* and *El Filibusterismo*.
- ★ President Fidel Ramos issued Presidential Memorandum Order 247 dated Dec. 26, 1994 directing DECS and CHED to immediately and fully implement R.A. 1425.
- ★ On February 15, 1996, CHED issued Memorandum Order 6 ordering all colleges and universities to offer Rizal course as a separate three-unit course fully and immediately.

Objectives of Rizal Law

1. To recognize the relevance of Jose Rizal's ideas, thoughts, teaching, and life-values to present conditions in the community and country and apply them in solving day-to-day situations and problems of contemporary life.
2. To develop an understanding and appreciation of the qualities, behavior, and character of Rizal and thus foster the development of moral character and personal discipline.
3. To develop moral character, personal discipline, civic conscience and to teach the duties of citizenship.

Definition of Hero

National Historical Institute (old name – National Heroes Commission) released criteria in 1965:

“Hero is an admirable leader towering over his peers, who serves a noble cause, possessing exceptional talent, distinguished valor and/or hold enterprise, exercising a determinative influence over the spiritual life of his people in a particular remarkable event.”

Selection And Proclamation Of National Heroes And Laws Honoring Filipino Historical Figures

No law, executive order or proclamation has been enacted or issued officially proclaiming any Filipino historical figure as a national hero. However, because of their significant roles in nation building and contributions to history, there were laws enacted and proclamations issued honoring these heroes.

Criteria for recognizing Heroes?

Teodoro Agoncillo, Adopted by the Philippines Historical Committee for the National Heroes Commission, 1965

From the Criteria for Recognizing Heroes of the National Historical Commission of the Philippines

1. The extent of a person’s sacrifices for the welfare of the country.
2. The motive and methods employed in the attainment of the ideal (welfare of the country).
 - a. Did the person sacrifice purely and exclusively for the welfare of the country, or was there any selfish/ulterior motive?
 - b. Were the methods employed morally valid?
3. The moral character of the person concerned.
 - a. Did he do anything immoral to taint his personal character?
 - b. If there was immorality, how far did it affect his work, society, or the ideal?
4. The influence of the person concerned on his age and/or the succeeding age.
5. Heroes are those who have a concept of nation and thereafter aspire and struggle for the nation’s freedom.
 - a. “One cannot aspire to be free only to sink back into bondage.”
6. Heroes are those who define and contribute to a system or life of freedom and order for a nation.
7. Heroes are those who contribute to the quality of life and destiny of a nation.
8. A hero is part of the people’s expression.
 - a. The process of a people’s internalization of a hero’s life and works takes time, with the youth forming a part of the internalization.
9. A hero thinks of the future, especially the future generations.

1 - 4: Teodoro Agoncillo

5 - 7: Onofre D. Corpuz

8 - 9: Alfredo Lagmay

RIZAL CENTURY

Rizal lived in an exciting century.

Age of Enlightenment

- ★ characterized by the thundering all throughout Europe of the ideas of freedom, liberty, and equality, the belief in the sovereignty of the people in determining their government.
- ★ The Age of Enlightenment may have marked the rise of Liberalism, but the ideas of freedom, liberty, and equality, and the belief in the sovereignty of the people in determining their government only applied to property-owning males.
- ★ Women and the working class were not included then.
- ★ This began to change in the US for by the 1830s, all white men over 21 could vote. The oldest existing political party, the Democratic Party, was born around this time.

Political Context: The Struggle of Nationalism

- ★ New Nations formed after revolutionary struggle:
 - Belgium and Greece
 - Greece: An ancient civilization recast as a nation-state
 - Belgium: Catholics and Liberals unite against Dutch Monarchy
- ★ Italian states unite into a single Italian Kingdom under the House of Savoy.
- ★ The last Italian state to fall was Rome/Papal States in 1870.
- ★ German States tried to unite into one German Empire in 1848; succeeded only in 1871 under Prussian leadership (in a more conservative form).
- ★ This German Empire would be the one Rizal visited.
- ★ Spain also lost its own Latin American colonies and new nations arose in their place:
 - Mexican Empire/Republic
 - United Provinces of Central America
 - Republic of Colombia (Ecuador, Venezuela, Colombia)
 - Peru, Argentina, Bolivia

Conditions in Europe, America and Asia

- ★ The young United States of America was flexing its muscles.
- ★ It expanded until 1853, reaching the mainland 48 states.
 - Defeated Mexico to gain the West Coast.

- Democratic Party advocated expansion and removal of Native Americans ("54-40 or Fight!").
- ★ Slavery threatened to divide the USA: Southern States defended slavery, Northern States opposed it.
- ★ 1854: Birth of the Republican Party — opposed expansion of slavery, supported free labor and big business.
- ★ President Abraham Lincoln attempted to stop slavery's expansion → triggered the Civil War (1861-1865).
 - Lincoln freed Southern Slaves in 1863 through the Emancipation Proclamation (did not apply to Southern States not in Confederacy).
- ★ Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852) became the "bible" of the Civil War.
 - "So, you're the little lady who started the great war." said Lincoln to Stowe when she was summoned to the White House.
- ★ The 13th and 14th Amendments abolished slavery and granted citizenship to African-Americans.
 - Southern States implemented Jim Crow Laws (segregation).
 - This explains why Rizal saw racism in the US
- ★ In Asia:
 - The British gained Hong Kong, forced China to open five ports after the Opium War (1839-1842).
 - Kowloon was added to Hong Kong in 1860.
 - Japan was forced open by Americans under Commodore Perry in 1845 → Meiji Restoration and industrialization.
- ★ India became a Crown Colony of Britain in 1858 after Sepoy Mutiny.
- ★ British East India Company dissolved.
- ★ Burma became a colony of Britain after three Burmese Wars (1824-1826, 1862-1863, 1885-1886).
- ★ Until 1937, Burma was administered as part of British India.

Conservatism vs. Liberalism

In Spain there was the split among the intellectuals into two irreconcilable camps, the Conservatives and the Liberals, neither of which advantaged adequate practical solutions to end all efforts.

Liberal	Conservative
Individual Freedom	Social Order Preservation
No Gov. 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: Turnismo

- ★ In the 1870s, after the collapse of the First Spanish Republic, Liberals and Conservatives agreed to take turns leading Spain.
- ★ Rigged elections to generate majorities when it was their turn.

Spanish Constitution of 1876

- ★ Cemented constitutional monarchy under Alfonso XII.
- ★ Cuba and Puerto Rico granted representation in the Cortes. Philippines was not.

The Filipinos in Rizal's Time

Victims of unjust, biased, deteriorating power (Zaide & Zaide, 2014):

Frailocracy - rule of friars.

- Friars (Augustinians, Dominicans, Franciscans) were the richest landlords, and owned the best haciendas.
- Controlled religious and educational life, later acquired political power and riches.
- Jesuits expelled in 1768, returned only in 1859.

The Filipinos in Rizal's time were unfortunate victims of the evils of an unjust, biased and deteriorating power. The following are the reasons enumerated by Zaide and Zaide (2014):

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

Secularization Movement

- ★ Since the 16th century, the King of Spain and Pope wanted parishes turned over to secular priests.
- ★ Mandated under Council of Trent.
- ★ Demands by secular clergy continued during Spanish rule.
- ★ Racism: Spanish regular clergy claimed native secular clergy were inferior.
- ★ Leaders: Fathers Pedro Pelaez, Jacinto Zamora, Mariano Gomez, Jose Burgos.

Economic Context

- ★ **Encomienda System:** Spaniards entrusted with native communities; natives gave labor/tribute in exchange for protection and education.
- ★ **Galleon Trade:** Manila galleons crossed the Pacific between Manila and Mexico; ended in the 19th century.

Sociocultural Context - Education

- ★ **Educational Decree of 1863 (Isabella II):**
 - Teacher Training School established.
 - Government supervised public schools.
 - Spanish as a medium of instruction.
 - Primary schools for boys and girls in each major town.
- ★ Glorious Revolution in Spain → reform plan: take over University of Santo Tomas, rename it University of the Philippines.
- ★ Restoration of Borbons made it moot.
- ★ Obedience to friars instilled in indios.
- ★ Rector Magnificus of UST acted as de facto education minister.
- ★ Academic freedom is non-existent.
- ★ Schools are mostly closed to natives; freedom of speech is not allowed.
- ★ Racial discrimination rampant.
- ★ Curriculum limited to 3Rs: Reading, Writing, Arithmetic.
- ★ Exception: Jesuit Ateneo Municipal de Manila taught humanities, sciences, Spanish.
- ★ Rizal noted in *El Filibusterismo* that Ateneo studied physics in the laboratory

19th Century Philippines

- ★ Ilocano insurrection under Diego Silang: aimed for more equitable social order.
- ★ The society is divided into kailanes (plebes) and babaknangs (principalia).
- ★ Last serious revolt: 1841-1842.
- ★ Apolinario de la Cruz aspired to be Dominican priest, but refused due to race.
- ★ Refused to disband *Confradia de San Jose*, popular among ordinary people, seen as threat by the Catholic Church.

