

RIZAL PRELIM REVIEWER

Week 2:

Purpose: To include courses on José Rizal's life, works, particularly *Noli Me Tangere* and *El Filibusterismo*, in all schools, to promote nationalism and patriotism.

Republic Act No.1425

An Act to Include in the Curricula of All Public 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 Clauses:

- there is a need for a re-dedication to the ideals of freedom and nationalism
- honoring them, particularly the national hero and patriot, Jose Rizal,
- 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
- all schools are enjoined to develop moral character, personal discipline, civic conscience and to teach the duties of citizenship.

Key Provisions:

- **Section 1:** The study of *Noli* and *Fili* is mandatory, using unexpurgated editions in college.
- **Section 2:** Schools must maintain adequate copies of Rizal's works in their libraries.
- **Section 3:** Translation and distribution of these works in local languages should be supported.
- **Issues in the 1950s:** The law faced opposition, mainly from the Catholic Church, arguing against the anti-clerical content in Rizal's novels.

Why Study the Rizal Subject?

Esteban A. de Ocampo describes José Rizal as the greatest Filipino hero and martyr, whose life represents the fight for Filipino independence from Spanish colonizers. There are two main reasons to study the Rizal subject:

1. **Mandated by Law:** It ensures that the life, works, and writings of Rizal are studied to inspire the youth to actively participate in nation-building, similar to Rizal's own contributions.
2. **Lessons from the Course:**
 - Recognize Rizal's importance in modern society.
 - Apply his ideals to current societal and personal issues.
 - Deepen appreciation for his sacrifices.
 - Encourage Filipino youth to engage in good governance and citizenship.

As Rizal said, **"The youth is the hope of the fatherland."**

Historical Context (19th Century Philippines):

- **Political Conditions:** Rizal grew up witnessing abuses under Spanish colonial rule: maladministration of justice, racial discrimination, forced labor (polo y servicio), and the friar-dominated government (frailocracy). The absence of Filipino representation in the Spanish Cortes contributed to social unrest.
- **Economic Changes:** The Suez Canal's opening shortened travel time between Spain and the Philippines, benefiting the *ilustrados*, including Rizal, who gained access to European education and ideas of freedom and reform.
- **Socio-Cultural Changes:** The Enlightenment spread across Europe, leading to the rise of secularism and liberalism, influencing Rizal's ideas of reform and nationalism.

Would Rizal be who he is today if the Philippine context in the 19th century were different?

Rizal, as a product of the 19th century, used his knowledge to improve the Philippines. The political and social issues of his time, such as injustice and discrimination, motivated him to challenge Spanish rule through his writings and the Propaganda Movement. His vision of a Filipino nation was shaped by these events, leading to the fight for justice, equality, and freedom. The independence and democracy enjoyed today are the result of Rizal and other heroes' sacrifices.

Week5:

Rizal's Ancestry:



Birth of Jose Rizal

- **Date:** June 19, 1861
- **Place:** Calamba, Laguna
- **Full Name:** José Protacio Rizal Mercado y Alonzo Realonda
- **Baptized:** June 22, 1861, by Father Rufino Collantes
- **Godfather:** Father Pedro Casanas
- **Parents:** Francisco Mercado Rizal (father) and Teodora Alonzo Realonda (mother)
- **Siblings:** Rizal was the seventh of eleven children in his family.

Family of Jose Rizal

- **Paternal Ascendant: Domingo Lam-co**, a full-blood Chinese from Amoy, China. Lamco is originally from Amoy, China who came to the Philippines in the mid-17th century and married a half-Chinese, **Inez de la Rosa**. He took the name Mercado in early 17th century.
- **Father: Francisco Mercado Rizal** was a well-educated and prosperous farmer from Biñan, Laguna. He was hardworking and taught his children the importance of education. Born in Binan, Laguna on May 11, 1818. He studies Latin and Philosophy at the College of San Jose in Manila. Became a tenant-farmer of the Dominican-owned hacienda. He was hardworking and independent-minded who talked less but worked more and valiant spirit. Died in Manila on January 5, 1898 at the age of 80 Rizal affectionately called him “**A model of fathers**”.

- **Mother: Teodora Alonzo Realonda** was a highly educated woman from Manila, Rizal's first teacher. She influenced Rizal's love for learning and literature. Mother of Jose Rizal who was the second child of Lorenzo Alonso and Brijida de Quintos. She studied at the Colegio de Santa Rosa. She was a business-minded woman, courteous, religious, hard-working and well-read. Born in Sta. Cruz Manila on November 8, 1826. She studied at Colegio de Sta. Rosa in Manila. A remarkable woman, possessing refined culture, literary talent, business ability, and the fortitude of Spartan women. Is a woman of more than ordinary culture; she knows literature and speaks Spanish according to Rizal. Died in Manila on August 1, 1911 at the age of 85

- **Siblings:**
 - **SATURNINA RIZAL** (1850-1913)
Eldest child of the Rizal-Alonzo marriage. Married Manuel Timoteo Hidalgo of Tanauan, Batangas.
 - **PACIANO RIZAL** (1851-1930)
Only brother of Jose Rizal and the second child. Studied at San Jose College in Manila; became a farmer and later a general of the Philippine Revolution.
 - **NARCISA RIZAL** (1852-1939)
The third child. married Antonio Lopez at Morong, Rizal; a teacher and musician.
 - **OLYMPIA RIZAL** (1855-1887)
The fourth child. Married Silvestre Ubaldo; died in 1887 from childbirth.
 - **LUCIA RIZAL** (1857-1919)
The fifth child. Married Matriano Herbosa.
 - **MARIA RIZAL** (1859-1945)
The sixth child. Married Daniel Faustino Cruz of Biñan, Laguna.
 - **JOSE RIZAL** (1861-1896)
The second son and the seventh child. He was executed by the Spaniards on December 30, 1896.
 - **CONCEPCION RIZAL** (1862-1865)
Died at age 3, an experience that deeply affected Rizal
 - **JOSEFA RIZAL** (1865-1945)
The ninth child. An epileptic, died a spinster.
 - **TRINIDAD RIZAL** (1868-1951)
The tenth child. Died a spinster and the last of the family to die.
 - **SOLEDAD RIZAL** (1870-1929)
The youngest child married Pantaleon Quintero.

- **They belonged to the middle class or principalia class or creoles class.**
- **They had a large 2-storey stone house**
- **They had a vast private library home of 1,000 and more books**
- **They owned a carriage and horses**
- **All of them were educated in Manila and still their parents could afford to hire private tutor**

Significant Childhood Experiences

- **Death of Concepcion (1865):** At the age of four, Rizal experienced a tragic loss when his younger sister Concepcion (Concha) died at the age of three. This event deeply affected him and was his first encounter with personal grief.
- **Learning the Alphabet and Early Reading (1864):** By the age of three, Rizal was already being taught by his mother, Teodora. She taught him the alphabet, how to read, and encouraged his love for books. This early education laid the foundation for his academic excellence later in life.
- **First Teacher – His Mother (1864-1870):** Teodora Alonzo was not only Rizal's first teacher but also one of the biggest influences in his life. She guided his education, particularly in literature and religion. Rizal often spoke highly of his mother's role in shaping his intellectual development.
- **Story of the Moth (circa 1865):** Rizal's mother read him the story of the moth, which had a lasting impact on him. He later recalled this tale as the moment when he learned about the consequences of pursuing one's desires too recklessly, yet he was inspired by the courage of the moth.
- **First Poem at 8 Years Old (1869):** Rizal wrote his first poem, "Sa Aking Mga Kabata" ("To My Fellow Children"), at the age of eight. The poem expressed his early nationalistic ideas and his love for the Filipino language.
- **Sketching and Sculpting:** Even as a young child, Rizal demonstrated an early aptitude for the arts. He enjoyed sketching and molding clay figures, showing a talent for both drawing and sculpting that would remain with him throughout his life.
- **Reading Spanish:** At the age of five, he was able to read the Spanish bible with the help of his mother
- His parents employed an aya (nurse maid) who looked after his comfort. His aya told him a lot of stories about the fairies, asuang, the nuno and the tikbalang
- Another childhood memory was the daily praying of Angelus. By nightfall, Rizal related, his mother gathered all the children at their altar to pray the Angelus
- Another memory of Rizal's infancy was the nocturnal walk
- Un Cuerdo A Mi Pueblo (In Memory of My Town). A poem about Rizal's beloved town written by Rizal in 1876 when he was 15 years old and was student in the Ateneo de Manila
- At the age of three (3), he began to join religious processions, novena in the Church

Educational Background

- **Biñan School (1870-1871):** At the age of nine, Rizal was sent by his father to Biñan, Laguna, to study under the tutelage of Justiniano Aquino Cruz. Rizal showed remarkable intelligence, often outperforming older classmates. He learned Latin and Spanish and developed his artistic abilities further during his time here.
- **Ateneo Municipal de Manila (1872-1877):** At the age of 11, Rizal transferred to Ateneo Municipal in Intramuros, Manila, where he boarded in the house of a relative. He excelled in academics, earning several awards and distinctions. He completed his

secondary education at Ateneo in 1877, graduating with honors and the title "Sobresaliente" (Outstanding). Rizal's Jesuit teachers had a strong influence on his intellectual growth, and he was especially interested in classical literature and philosophy.

- **Bachelor of Arts, Ateneo Municipal (March 23, 1877):** Rizal graduated with a Bachelor of Arts degree from Ateneo at the age of 16, receiving high honors. He was considered one of the best students in his class.
- **University of Santo Tomas (1877-1882):** After Ateneo, Rizal enrolled at the University of Santo Tomas (UST). Initially, he studied Philosophy and Letters, but later shifted to Medicine to better help his mother, who was losing her sight. He was also an active member of the literary society and contributed essays and poems. However, Rizal became disillusioned with the UST system, feeling that it was discriminatory towards Filipino students.
- **Travel to Spain (May 3, 1882):** In 1882, Rizal left the Philippines for Spain to continue his studies. His decision was motivated by his desire to broaden his knowledge and to escape the discrimination he experienced at UST.
- **Universidad Central de Madrid (1882-1885):** Rizal enrolled at Universidad Central de Madrid, where he studied medicine, specializing in ophthalmology. He completed his medical degree in 1884 at the age of 23. In the same year, he also earned a degree in Philosophy and Letters. His time in Spain exposed him to liberal and progressive ideas that fueled his reformist stance for the Philippines.
- **Heidelberg, Germany (1886):** In 1886, Rizal went to Heidelberg, Germany, to study under renowned ophthalmologists like Dr. Otto Becker. He completed his training in ophthalmology there, deepening his expertise to treat his mother's failing eyesight. During this time, Rizal also became fluent in German and furthered his studies in humanities and sciences.
- **Other Academic Pursuits:** Throughout his time in Europe, Rizal continued to expand his knowledge. He visited Paris, where he worked with other famous ophthalmologists, and he also stayed in Berlin, where he continued to hone his writing skills and where he published his famous novel "Noli Me Tangere" in 1887.

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Early Education in Calamba & Biñan

- **Maestro Celestino:** Rizal's first tutor.
- **Maestro Lucas Padua:** His second tutor.
- **Leon Monroy:** A former classmate of Rizal's father, he lived with the Rizal family and taught José Spanish and Latin but passed away after five months.
- **June 1869:** At age 8, Rizal left Calamba to study in Biñan.
- **Maestro Justiniano Cruz:** His teacher in Biñan who used both reward and punishment to discipline students.
- **Pedro:** A classmate who Rizal challenged to a fight.

- **Juancho:** A teacher in painting who influenced Rizal's artistic talents.
- **Return to Calamba:** In December 1870, Rizal received a letter from his sister Saturnina advising him to take the steamer *Talim* to return home. He reached Calamba on December 17, 1870.

Higher Education

Ateneo Municipal

- **Entrance:** Rizal entered Ateneo at age 11, four months after the execution of Gomburza, with his mother still in prison. His father initially wanted him to study at Colegio de San Juan de Letran but chose Ateneo instead. He adopted the surname "Rizal" to avoid suspicion from Spanish authorities.
- **Education System:** Jesuits imposed rigid discipline and religious instruction. Classes were divided into two groups—**Romans** (boarding students) and **Carthaginians** (non-boarding students)—and students competed academically.

Academic Performance:

- In his first year, he started at the bottom of his class but quickly rose to the top. He was awarded a religious prize and excelled academically.
- He took private Spanish lessons at Santa Isabel College to improve his language skills.
- At the end of his second year, he received a gold medal and read "The Count of Monte Cristo" by Alexandre Dumas, which left a strong impression on him.
- His performance remained excellent, and in his fourth year, he won five medals.
- He graduated with a Bachelor of Arts degree on March 23, 1877, with highest honors.
- **Extra-curricular Activities:** Rizal was active in religious confraternities and literary societies and took painting and sculpture lessons. He was able to carve an image of the Virgin Mary and the Sacred Heart of Jesus.

University of Santo Tomas (UST)

- **Enrollment:** Rizal initially enrolled in Philosophy and Letters because it was his father's choice, but he later shifted to medicine due to his mother's failing eyesight.

Academic Experience:

- His performance at UST was not as stellar as in Ateneo. He faced racial discrimination from Dominican professors, outdated teaching methods, and repressive instruction.
- Rizal also experienced his first romantic relationships during this time, which distracted him from his studies.

Literary Works at UST:

- **A La Juventud Filipina (To the Filipino Youth)** encouraged Filipino youth to develop their talents for the nation.
- **El Consejo de los Dioses (The Council of the Gods)** praised Cervantes as an equal to Homer and Virgil but exposed racial bias when the award was instead given to a Spaniard.
- **Activism:** Rizal criticized the teaching methods at UST and the discrimination against Filipino students. He organized a secret society called "Companerismo", or "Companions of Jehu", to unite Filipino students against their Spanish detractors.

Rizal, The Romantic

- **Segunda Katigbak:** Rizal's puppy love. She was engaged to Manuel Luz, a townmate, which ended their brief romance.
- **Leonor Valenzuela:** A tall girl from Pagsanjan, Laguna. Rizal sent her love notes written in invisible ink, decipherable only when exposed to a lamp's warmth.
- **Leonor Rivera:**
 - She was Rizal's sweetheart for 11 years and played a crucial role in keeping him from falling in love with other women during his travels.
 - Leonor's mother disapproved of their relationship due to Rizal's status as a known *filibustero* (revolutionary), hiding Rizal's letters from her. Believing Rizal had forgotten her, Leonor eventually married the Englishman Henry Kipping, whom her mother preferred.
- **Consuelo Ortiga y Rey:**
 - Consuelo, the daughter of Don Pablo Ortiga, fell in love with Rizal while he frequented their residence in Madrid. Rizal wrote a poem dedicated to her titled "A La Señorita C.O. y R."
 - Rizal did not pursue the relationship further out of loyalty to Leonor Rivera and to avoid hurting his friend Eduardo de Lete, who was also in love with Consuelo.
- **O-Sei-San:**
 - O-Sei-San was a Japanese woman and the daughter of a samurai. She taught Rizal Japanese art and helped him improve his knowledge of the Japanese language.
 - Rizal considered staying in Japan and marrying O-Sei-San, but his patriotic mission called him to leave for Europe.
- **Gertrude Beckett:**
 - In London, Rizal stayed with the Beckett family, where Gertrude ("Tottie") fell in love with him. She helped Rizal with his painting and sculpture. Rizal eventually left London to avoid deepening their relationship, leaving Gertrude with a group carving he made of the Beckett sisters.

- **Nellie Boustead:**
 - While staying at the Boustead residence in Biarritz, Rizal became close to the two Boustead sisters. Nellie Boustead was infatuated with Rizal, and their relationship almost led to marriage.
 - The romance did not culminate in marriage due to religious differences—Nellie wanted Rizal to convert to Protestantism—and objections from Nellie's mother about Rizal's profession.
- **Suzanne Jacoby:**
 - While living in Brussels, Rizal met and fell in love with Suzanne Jacoby, a woman who lived in the same boarding house. When Rizal left for Madrid, Suzanne wrote him letters expressing her love and longing for him.
- **Josephine Bracken:**
 - In February 1895, while in Dapitan, Rizal met Josephine Bracken, an 18-year-old Irish girl who sought Rizal's medical expertise for her adoptive father, George Tauger. Rizal and Josephine fell in love.
 - Rizal proposed to Josephine, but they could not marry in the church because Rizal refused to retract his anti-clerical views. They lived together as husband and wife, and Josephine gave birth to a stillborn child.