

LESSON I. THE RIZAL LAW

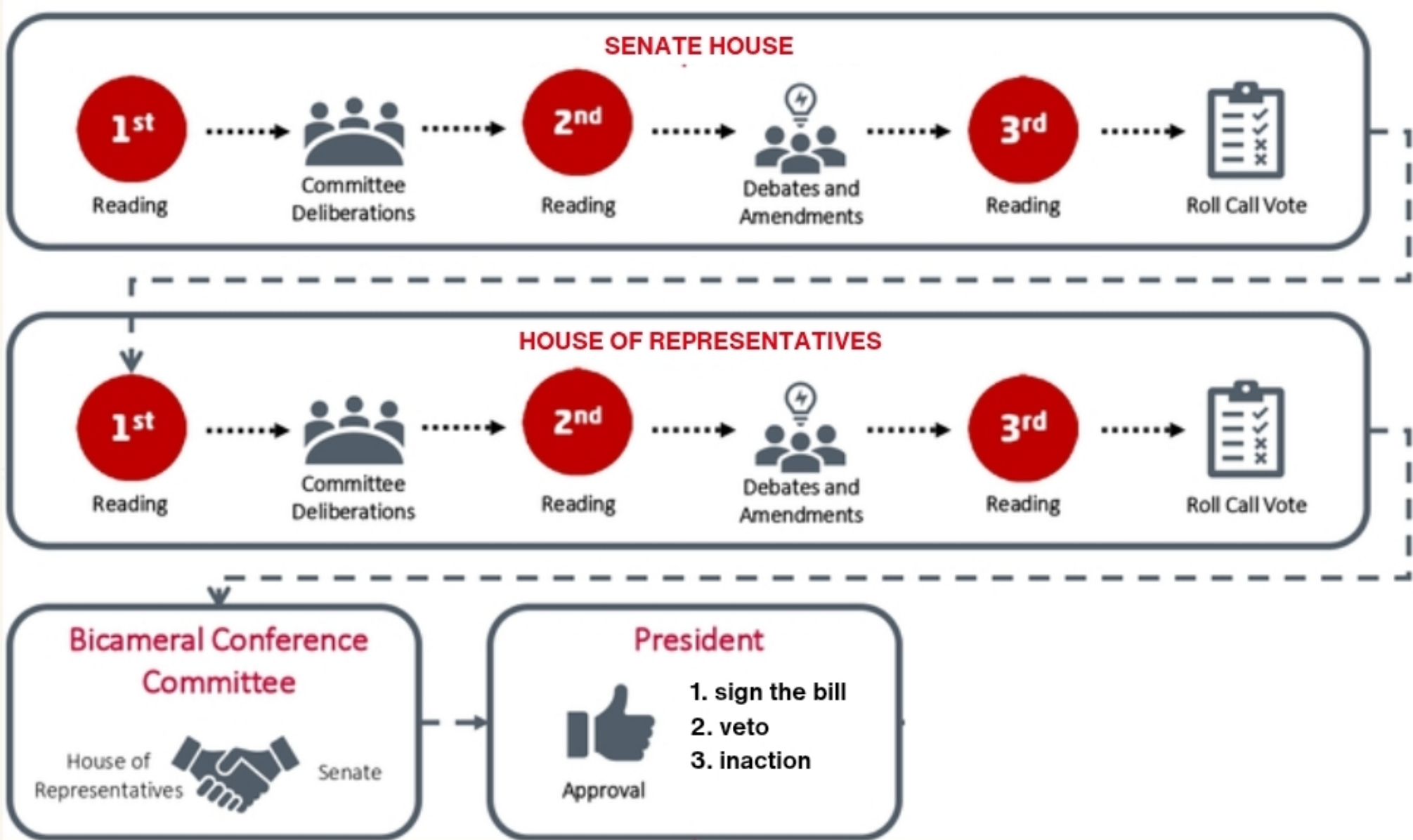
Part I

1. Philippine Legislative Process
2. The Trials of Rizal Bill
3. The Rizal Law

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A Hero and a Nation

1. **Members of the bureaucracy** eventually moved to **unify the people** within the state to build the nation-state.
2. **Intellectuals and scholars laid the foundations of a nation** and worked towards the formation of political and, eventually, diplomatic recognition to create a nation-state.
3. Usually taken by the Asian and African people: **Breaking off from a colonial relationship**, especially after the WWII when a series of decolonization and nation-(re)building occurred. They **assert their identity to form a nation and build their own state from the fragments of the broken colonial ties**.
4. Secession: There is **a group of people who refused to or could not identify with the rest of the population, built a nation, asserted their own identity, and demanded recognition**.



Philippines, 1956

- Aftermath of World War II (1941-1945)
- HUKBALAHAP
- Call for nation-building
- Strong church influence in the Congress
- *Rizal's Retraction*
- Rizal Bill

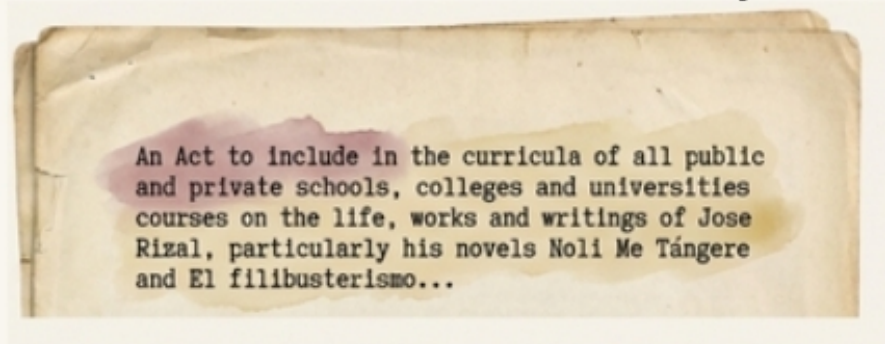


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April 3, 1956

Senator Claro M. Recto introduced **Senate Bill 438**, later known as the **Rizal Bill**. Sen. Recto claims that studying *Noli* and *Fili* is necessary. However, Recto was dubbed a communist and Anti-Catholic by his critics.



- Require the **inclusion of Jose Rizal's life, works, writings** – particularly his novels, *Noli Me Tangere* and *El Filibusterismo* – in the curricula of **all** public and private schools, colleges, and universities.
- This mandate for **compulsory reading** was immediately seen as a direct challenge by the Catholic Church, which argued that **the novels humiliated and attacked Catholic dogmas**.



Sen. Claro M. Recto

ART. XIV, 1935 CONSTITUTION

SECTION 5.

ALL EDUCATIONAL INSTITUTIONS SHALL BE UNDER THE **SUPERVISION OF AND SUBJECT TO REGULATION BY THE STATE.** THE GOVERNMENT SHALL ESTABLISH AND MAINTAIN A COMPLETE AND ADEQUATE SYSTEM OF PUBLIC EDUCATION, AND SHALL PROVIDE AT LEAST FREE PUBLIC PRIMARY INSTRUCTION, AND CITIZENSHIP TRAINING TO ADULT CITIZENS.

The Proponents: The Champions of Nationalism

Key Figures

Senator Claro M. Recto

The bill's author.



Sen. Jose P. Laurel

Chairman of the Committee on Education and the bill's sponsor.

Other Legislative Allies

Senators Lorenso Tanada, Quintin Paredes, Domocao Alonto; Congressmen Jacobo Gonzales, Emilio Cortez, Mario Bengson, and others.

Key Supporters



Mayor Arsenio
Lacson of Manila



General Emilio
Aguinaldo



Knights of Rizal



Philippine Veterans
Legion



College Editors' Guild
& Philippine School
Teachers' Association

The Opponents: The Defenders of the Faith

Key Figures

Senator Francisco 'Soc' Rodrigo
Former Catholic Action President.



Senator Mariano Cuenco & Senator Decoroso Rosales
Brother of an archbishop.

Other Legislative Opponents

Congressmen Ramon Durano, Miguel Cuenco, Carmen Consing, and others.

Key Institutions



The Catholic Church &
The Catholic Bishops
Conference of the
Philippines (CBCP)



Catholic Action of
the Philippines



Knights of
Columbus



Legion of Mary



Daughters of Isabela



The Champions of Nationalism

Argued for the necessity of instilling Rizal's patriotic and nationalist values in the youth to foster a strong Filipino identity.

Led by: Legislators and secular groups.



The Defenders of the Faith

Argued that the state-mandated reading of Rizal's anti-clerical novels was an attack on Catholic faith and a violation of religious freedom.

Led by: The Catholic Church and its allied organizations.

The Defense: A Fight for Rizal, Not Against Religion

1. **The Sole Objective:** The bill's only goal is to keep the memory of the national hero alive in every Filipino's mind and heart.
2. **Emanating a Hero:** The aim is for students to emanate Rizal as he **peacefully fought** for freedom and dignity.
3. **Not Anti-Religion:** Proponents, including Recto and Laurel, **staunchly** defended the the bill as a **tool for nationalism**, not an instrument against religion.

A Staunch Ally



Mayor Arsenio Lacson called the opposition “bigoted and intolerant” and famously walked out of a mass where a pastoral letter denouncing the bill was read.

The Case Against: An Assault on Conscience and Religion

Core Arguments

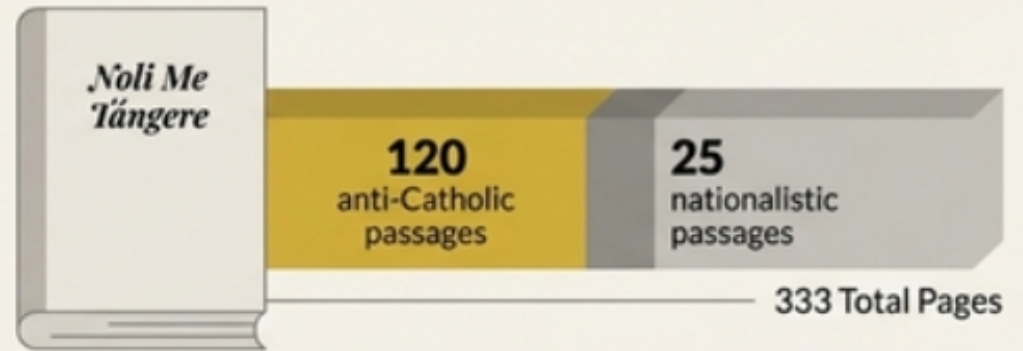
Violation of Freedom: The bill would go against the freedom of conscience and religion.

Breach of Canon Law: The CBCP cited Canon Law 1399, which forbids books that “attack or ridicule the catholic doctrine and practices.”

Rizal’s Own Admission: Opponents pointed out that Rizal admitted he was not only attacking the friars but the Catholic faith itself.

The Argument in Numbers

Passage Analysis of Rizal’s Novels



170

Passages in *Noli Me Tángere* identified as being 'against catholic faith'.

50

Passages in *El Filibusterismo* identified as being 'against catholic faith'.

The Battle Escalates: From Words to Threats

The debate spilled out from the legislative floor, becoming a national firestorm.



Physical Altercation

A debate between Cebu Rep. Ramon Durano and Pampanga Rep. Emilio Cortes ended in a fistfight in Congress.



Ecclesiastical Pressure

Bacolod Bishop Manuel Yap threatened to “campaign against pro-rizal bill legislators and to punish them in future elections.”



Institutional Threat

Catholic school representatives threatened to close down their schools entirely if the Rizal Bill was passed.



Recto's Counter: An Unflinching Response

He publicly declared that if the Catholic schools followed through on their threat to close, the State could and would nationalize them to ensure students' education was not disrupted.



When a proposal was made to use "expurgated" (censored) versions of the novels for students, Recto flatly rejected the amendment, setting the stage for his most famous declaration on the matter.



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The Path to Compromise: Forging a Middle Ground

With the debate at a seeming impasse, a series of amendments were formulated to address the core concerns of both sides. This effort, led by key senators, paved the way for the bill's final passage.



(The Substitute Bill) *

The Key Architects of the ~~Compromise~~

Senator Jose P. Laurel Sr.

Senator Roseller Lim

Senator Cipriano Primicias





Laurel's Amendment: Redefining the Scope

The requirement to read Rizal's works was expanded to include not just the two novels, but also other works written by Rizal and works written by others *about* Rizal. The reading of the *unexpurgated* novels was made compulsory only at the college level, not for elementary and secondary students.



Lim's Amendment: The Exemption Clause

Students could be exempted from reading the two novels if they felt it would "negatively affect his or her faith."



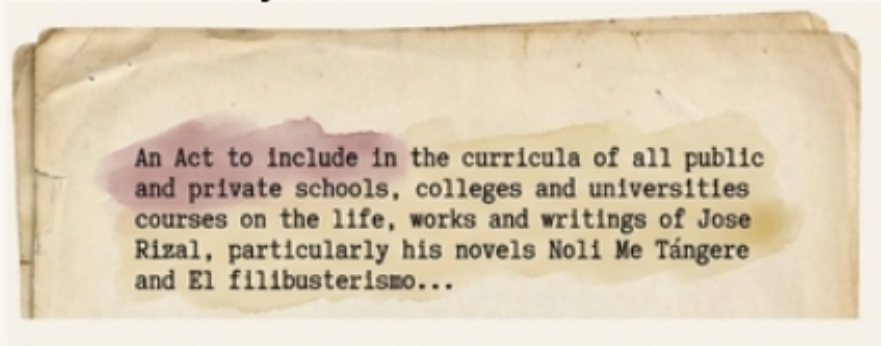
Primicias' Amendment: The Procedure

The exemption was not automatic. It required a written statement or affidavit.

Crucially, this exempted a student only from reading the novels, not from taking the Rizal Course itself.

April 3, 1956

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Sen. Claro M. Recto

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April 17, 1956

Jose P. Laurel, then *Chair of the Senate Committee on Education*, sponsored the Rizal bill and began delivering speeches in support of the proposed legislation. This bill proposes the study of the life and works of Rizal.

Soon after, **the bill became controversial as the powerful Catholic Church began to express opposition against its passage.**

April 19, 1956

These debates also ensued in the House of Representatives when **HB 5561 (an identical version of SB 438)** was filed by **Rep. Jacobo Z. Gonzales**



April 23, 1956

Claro M. Recto, the main author of **SB 438**, engages in a fierce battle for the passage of the bill as the influence of the Church is heavily felt in the Senate with some members expressing stark opposition.



May 2, 1956

HB 5561 was approved by the House Committee on Education without amendments.

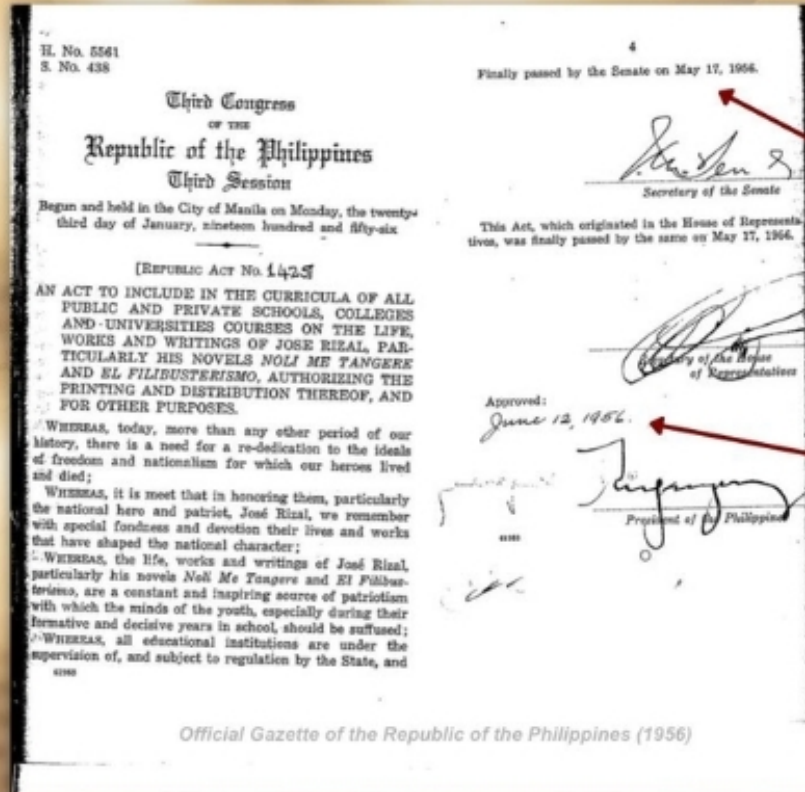
May 9, 1956

To move the process to the next step, Sen. Jose P. Laurel proposed amendments to the bill (*The Substitute Bill*).





RIZAL BILL PASSED IN THE SENATE



On May 17, 1956 the 3rd Congress of the Philippines passed the Rizal Bill for the approval of the President

Hence, on June 12, 1956 President Ramon Magsaysay signed this and now enacted as RIZAL LAW



THREE OBJECTIVES OF RIZAL LAW

1. To rededicate the lives of youth to the ideals of freedom and nationalism for which our heroes lived and died.
2. To pay tribute to our national hero for devoting his life and works in shaping the Filipino character; and
3. To gain an inspiring source of patriotism through the study of Rizal's life works and writings.

According to Laurel, as cited by Manebog (p. 2), **Rizal Law has three (3) objectives.**

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

THE RIZAL LAW

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

Be it enacted by the Senate and House of Representatives of the Philippine Congress Assembled:

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; Now, therefore:

THE RIZAL LAW

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 of 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 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.

THE RIZAL LAW

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.

Approved: June 12, 1956.

WHY RIZAL IS THE NATIONAL HERO?

1. Rizal could have lived beyond December 30, 1896, if he had simply stayed out of the Philippines and its politics.
2. Rizal was a quiet, peaceful man who willfully and calmly walked to his death for his convictions.
3. He explained to his letter (to be opened and published after my death) that he was returning to the Philippines to show by example that Filipinos knew how to die for principles.

According to
Ambeth Ocampo...

PROMINENT PEOPLE WHO GAVE
APPRECIATION ON WHAT RIZAL HAD DONE
AS A GREAT LEADER OF FILIPINO NATION:

EMILIO AGUINALDO

As President of the Philippine Revolutionary Government declared on Dec. 30, 1898 a nationwide observance and enjoined the Filipinos to observe it as a day of "national mourning". He respected Rizal's advocacy to liberty and his adherence to his Motherland.



**PROMINENT PEOPLE WHO GAVE
APPRECIATION ON WHAT RIZAL HAD DONE
AS A GREAT LEADER OF FILIPINO NATION:**

WILLIAM HOWARD TAFT

Taft is the Head of the Second Philippine Commission who approved on June 11, 1901 Act No. 137, transforming the "politico-military district of Morong" into the province of Rizal not for any other consideration but to honor Rizal, "the most illustrious Filipino and most illustrious Tagalog the Islands had ever known."



**PROMINENT PEOPLE WHO GAVE
APPRECIATION ON WHAT RIZAL HAD DONE
AS A GREAT LEADER OF FILIPINO NATION:**

GODOFRIDO RIVERA, SR.

Rivera was a Filipino columnist said that Rizal gathered all the lost territories and placed them together and then rallied all the people.

CARLOS P. GARCIA

Garcia said that Rizal is entitled for recognition to be called as the "Father of Asian Nationalism"



**PROMINENT PEOPLE WHO GAVE
APPRECIATION ON WHAT RIZAL HAD DONE
AS A GREAT LEADER OF FILIPINO NATION:**

DON LORENZO TUELLES

He expressed that "before Rizal, there was no Philippines, after Rizal, there was a country called the Philippines, that the history of the Philippines began with Rizal".

**PROMINENT PEOPLE WHO GAVE
APPRECIATION ON WHAT RIZAL HAD DONE
AS A GREAT LEADER OF FILIPINO NATION:**

ACTING GOV-GEN. BUTTE

He ordained and proclaimed on April 9, 1931 that June 19th, the anniversary of the birth of Dr. Jose Rizal, shall hereafter be solemnly celebrated beginning on June 19, 1931 in all schools of the Philippine Islands subject to the jurisdiction of the Secretary of Public Instruction.



**PROMINENT PEOPLE WHO GAVE
APPRECIATION ON WHAT RIZAL HAD DONE
AS A GREAT LEADER OF FILIPINO NATION:**

LUTHER B. BEWLEY

The Director of Education issued a circular on May 29, 1931 enjoining the school heads to hold on June 19 of every year appropriate programs "with a view of instilling in the minds of the youth, the spirit of service and the love of country that made Rizal the idol of the people.



"I have always loved my poor country, and I am sure that I shall love her until my last moment. Perhaps some people will be unjust to me; well, my future, my life, my joys, everything, I have sacrificed for love of her. Whatever my fate may be, I shall die blessing my country and wishing her the dawn of her redemption."

Jose Rizal

(to be opened and published after my death)

LESSON I. RIZAL AS A BAYANI

Part II

1. Bayani and Hero
2. Hero, Nation, and Nationalism
3. Rizal as a Hero

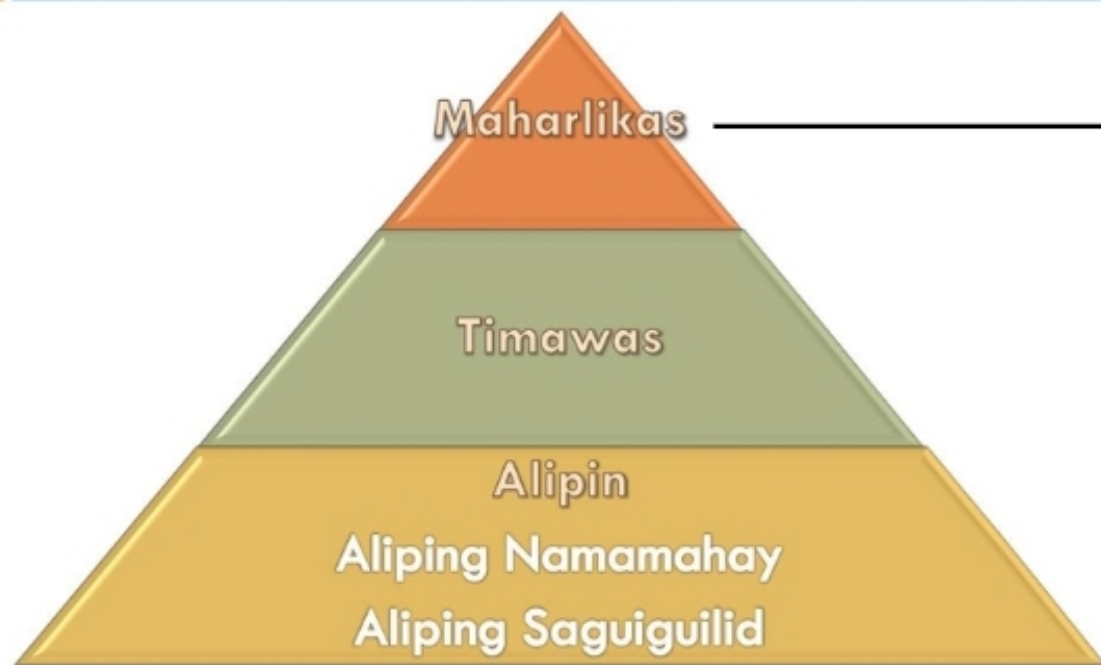
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CONCEPT OF HERO IN FILIPINO CULTURE

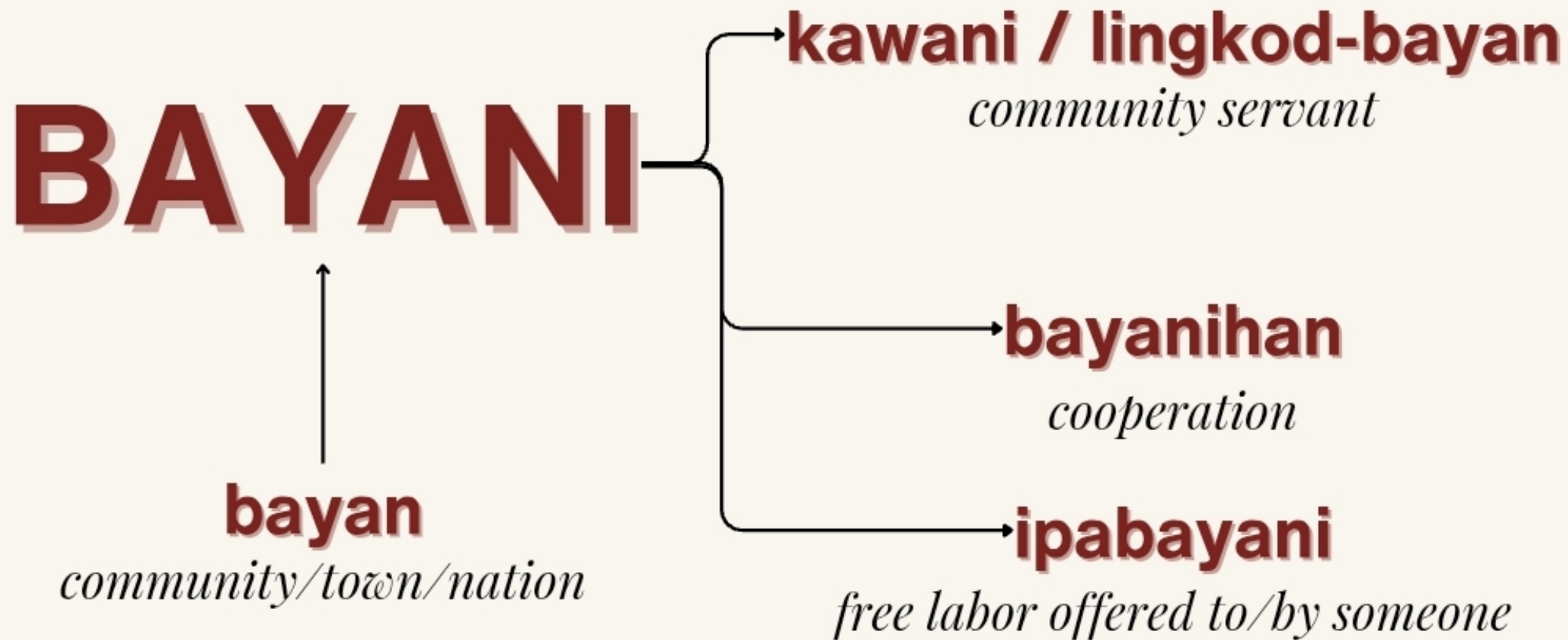
Pre-Colonial: Social Classes



→ *Bayani, Bagani, Magani, Wani*
- simple tasks based on daily needs
of the society: *pangangayaw*
(raiding of unallied territory)

1. secure resources, ranging from the occasional use of goods or bounty to human slaves;
2. to avenge a personal affront or family honor;
3. to fulfil mourning requirements to which the life of enemies must be sacrificed;
4. for personal prominence or mercenary reward.

CONCEPT OF HERO IN FILIPINO CULTURE



CONCEPT OF HERO IN FILIPINO CULTURE

courageous

matapang

**a person who
fears no one**

walang-takot

firm

matibay

BAYANI

calm

mahinahon

bold

mapangahas

quiet

tahimik

CRITERIA FOR RECOGNIZING HEROES

According to

TEODORO AGONCILLO (1965)

1. The extent of a person's sacrifice for the welfare of the country;
2. the motive and methods employed in the attainment of the ideal welfare of the country;
3. the moral character of the persons concerned;
4. the influence of the person concerned on his/her age and or the succeeding age.



CRITERIA FOR RECOGNIZING HEROES

According to

ONOFRE D. CORPUZ (1993)

1. Those who have a concept of the nation and thereafter aspire and struggle for the nation's freedom;
2. Those who define and contribute to a system of life of freedom and order for a nation;
3. Those who contribute to the quality of life and destiny of a nation.



CRITERIA FOR RECOGNIZING HEROES

According to
ALFREDO LAGMAY (1995)

1. a part of the people's expression;
2. A person who thinks of the future, especially the future generations;
3. The choice of a hero involves not only recounting an episode or event in history, but also the entire process that made this particular person a hero.



RIZAL AS FILIPINO HERO

Aguinaldo's Rizal Day Decree, 1898

5/30/2011

[2 Comments](#)

General Emilio Aguinaldo decrees December 30, 1898 as a national day of mourning



The execution of Dr Jose Rizal at Bagumbayan (Luneta now Rizal Park).

First commemoration of Rizal's death (12.30.1898)

RIZAL AS FILIPINO HERO



RIZAL



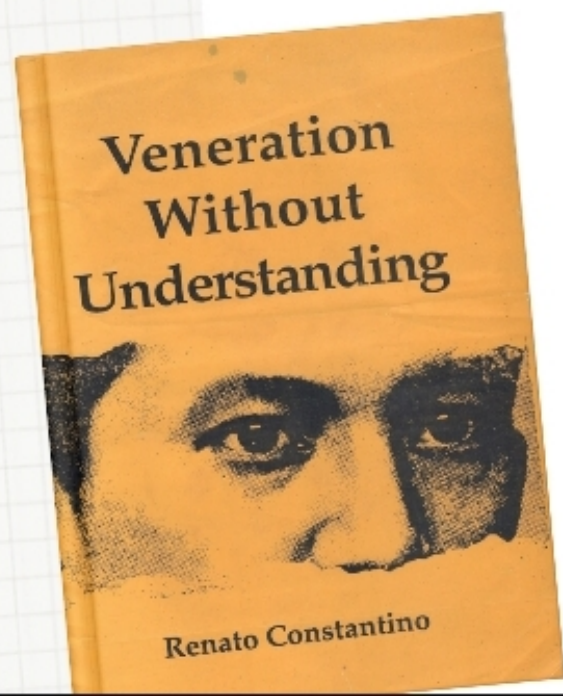
BONIFACIO



During the meetings of the Katipunan, a portrait of Rizal was hanging in the room where member were made to believe that Rizal was an honorary member of the secret society.

RIZAL: AN AMERICAN-SPONSORED HERO?

1. a hero who is **not violent and militant**, and if possible, preferred peaceful means like education;
2. a hero who had **no qualms on American imperialism**; and
3. a hero who is **already dead**.



RIZAL: AN AMERICAN-SPONSORED HERO?

No actual law was created during the American regime which explicitly declared Rizal as the official hero of the country. Rizal's heroism was promoted through the following:

1. The creation of **Rizal Province**;
2. The erection of **Rizal Monument**; and
3. The **declaration of Rizal Day on December 30** as a public holiday.

**RECOMMENDED NATIONAL HEROES
BY THE NATIONAL HEROES
COMMITTEE (1995)**

1. Jose Rizal
2. Andres Bonifacio
3. Emilio Aguinaldo
4. Apolinario Mabini
5. Marcelo H. Del Pilar
6. Sultan Dipatuan Kudarat
7. Juan Luna
8. Melchora Aquino
9. Gabriela Silang



In 1995, the National Heroes Committee created by Pres. Ramos a list of **recommended** national heroes.

RIZAL: AN AMERICAN-SPONSORED HERO?

In the present, there are four major national celebrations with Rizal as an important subject:

1. **June 12** (Independence Day)
2. **June 19** (Birth Anniversary)
3. **Last *Monday* of August** (National Heroes Week/Day)
4. **December 30** (Rizal Day)