

## READINGS IN PHILIPPINE HISTORY (INDIGENOUS PEOPLE EDUCATION)

### INTRODUCTION TO READINGS IN PHILIPPINE HISTORY (INDIGENOUS PEOPLE EDUCATION)

This course critically analyzes Philippine history from multiple perspectives through the lens of selected primary sources. Priority will be given to primary sources that describe the important turning points in Philippine history from prehistoric times up to the contemporary period and articulate various perspective.

The approach, though historical, will deal with interdisciplinary subjects so as to broaden and deepen the student's understanding of Philippine political, economic, social and cultural history and equip the learner with the competencies necessary to analyze and evaluate different types of information: print, visual and audio-visual, and quantitative. The end goal is to develop the historical and critical consciousness of the students so that they will become versatile, broadminded, morally upright and responsible citizens.

#### UNDERSTANDING HISTORY

**History is the study of life in society in the past**, in all its aspect, in relation to present developments and future hopes. It is the story of man in time, an inquiry into the past based on evidence. Indeed, evidence is the raw material of history teaching and learning. It is an inquiry into the inevitable changes in human affairs in the past and the ways these changes affect, influence or determine the patterns of life in the society. History is, or should be an attempt to re-think the past.

History aims at helping students to understand the present existing social, political, religious and economic conditions of the people. Without the knowledge of history, we cannot have the background of our religion, customs institutions, administration and so on. The teaching of history helps the students to explain the present, to analyze it and to trace its source. Cause-and effect relationship between the past and the present is lively presented in the history. History thus helps us to understand the present day problems both at the national and international level accurately and objectively.



**History** – is a science and it studies the past of humanity.

- History **does not study the present or the future**, which nobody can study, because it has never existed, or stories invented by human beings.
- History **studies only real things that happened to humans in the past**.
- The word history originally means **the search for knowledge and truth**.
- The word history is derived from the Greek term "**historia**" which means "**inquiry or research**". Thus, the term history refers to accounts or inquiries of events that happened in the past and are narrated in a chronological order.

**Who is the father of history?** > **Herodotus (484 B.C. – 425 B.C.)**

He has sometimes been labeled "**The Father of Lies**" because of his tendency to report fanciful information. Much of the information that others subsequently reported about him is just as fanciful and some of its vindictive or blatantly absurd, yet it is interesting and therefor worth reporting. He himself reported dubious information if it was interesting, sometimes adding his own opinion about its reliability.

**Reasons to study the past**

- curiosity
- to understand what happened in the past in order to know where we are.
- to preserve our knowledge about the past for the future generations so that they also know who they are.
- to know what happened in the past, so that we don't make the same mistakes again in the future.



**Who make history?**

**Historian**- writes and studies the records of the past.

**Cryptographer**- deciphers the meanings of ancient writings.

**Archeologist**- studies the remains of ancient civilizations.

**Anthropologist**- gives a background on the cultural history of ancient peoples.

**Paleontologist**- provides data regarding fossils of plants and animals that primitive people encountered.

**Geologist**- analyzes fossils and give estimate on the condition of the earth during the specific historical era.

**Importance of History**

1. Helps every person to draw conclusion from the past events helping the person to understand himself by being acquainted with other people.



# Readings In The History Of Education

**Arthur Orlo Norton**



## **Readings In The History Of Education:**

**Readings in the History of Education** Ellwood Patterson Cubberley, 1920      *Readings in the History of Education: A Collection of Sources and Readings to Illustrate the Development of Educational Practice, Theory, and Organization* Ellwood P. Cubberley, 2015-07-03 Excerpt from Readings in the History of Education A Collection of Sources and Readings to Illustrate the Development of Educational Practice Theory and Organization The Readings which this volume reproduces have been collected from time to time by the author in connection with the instruction of university classes in the general history of education and have been used with students as reading supplemental to a lecture course on the subject They are now gathered together and organized into the present volume and made to run parallel with and to supplement the authors textbook on the History of Education published at this same time The chapter arrangement of the two books is the same and the different Readings are referred to by cross reference R 172 etc throughout the History volume At the same time the selections are of such a general nature have been so organized and arranged and their importance and significance are so explained in the chapter introductions that the volume of Readings may be used as a reference volume of sources by instructors using other texts on the history of education The Readings have been selected and arranged primarily with a view to illustrating the history of educational practice and progress and organization rather than the history of educational theory though a number of typical and illustrative selections from the more important writers on educational theory and particularly modern theory have been included They have also been selected with a view to illustrating that aspect of the history of educational progress which conceives of educational development as being a phase of the rise and preservation and spread of our western civilization About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works      Readings in the History of Education Arthur O. Norton, 1909      **READINGS IN THE HISTORY OF EDUCATION** ELLWOOD P. CUBBERLEY, 2018      Readings in the History of Education Ellwood Patterson Cubberley, 1920      **Readings in the History of Education** O. Arthur Norton, 2008-11-01      Readings in the History of Education Ellwood Patterson Cubberley, 1934      *Readings in the History of Education* Ellwood P. Cubberley, 2019

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*Readings in The History of Education* offers a comprehensive collection of historical texts relevant to the development of educational thought and practice Compiled by Arthur O Norton this anthology provides invaluable insights into the evolution of pedagogical principles school systems and the intellectual foundations that underpin modern education Spanning a wide range of eras and cultures the readings shed light on influential figures landmark documents and pivotal moments that have shaped the course of education This book serves as an essential resource for students educators and anyone interested in understanding the historical roots of contemporary educational paradigms Norton's selections provide a rich tapestry of perspectives making this volume an enduring contribution to the field of educational history This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant

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Excerpt from *Readings in the History of Education* Mediaeval Universities These readings in the history of mediaeval universities are the first installment of a series which I have planned with the view of illustrating mainly from the sources the history of modern education in Europe and America They are intended for use after the manner of the source books or collections of documents which have so vastly improved the teaching of general history in recent years No argument is needed as to the importance of such a collection for effective teaching of the history of education but I would urge that the subject requires in a peculiar degree rich and full illustration from the sources The life of school college or university is varied vivid even dramatic while we live it but once it has passed it becomes thinner and more spectral than almost any other historical fact Its original records are in all conscience thin enough the situation is still worse when they are worked over at third or fourth hand flattened out smoothed down and desiccated in the pages of a modern history of education Such

histories are of course necessary to effective teaching of the subject but the records alone can clothe the dry bones of fact with flesh and blood About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works      **Readings in the History of Education** Ellwood Patterson Cubberley,1920

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## **Readings In The History Of Education** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has become more evident than ever. They have the capacity to inspire, provoke, and ignite change. Such is the essence of the book **Readings In The History Of Education**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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