

## 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

**Ellwood Patterson Cubberley**



## **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 Organiza** 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

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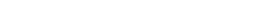

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