

TEACHING AMERICAN HISTORY PROJECT
A Case of Guilt, Shame, or Amnesia?
The Philippine-American War
By: Kevin Mariano

Grade – High School level, (some mature content)

Length of class period - 2 periods depending on level + assessment

Inquiry – What lessons can be learned from studying the Philippine-American War and should it be more of a focus in American public education? Explain.

Objectives --

Students will utilize the primary sources to explain the impact that guerilla tactics had on both the Americans and Filipinos.

Students will analyze why Gen. Emilio Aguinaldo tried to appeal to both the American government and the American public.

Students will evaluate the Inquiry Question and determine if the Philippine-American war is a case of "Guilt, Shame, or Amnesia" for the American public and how this should be addressed.

Students will examine the use of learning with textbooks and learning with primary sources: why is it valuable to learn from different sources and why are textbooks often limited in their information?

Materials

Class Text Book

Philippine - American War PowerPoint

San Juan Jr. "US Genocide in the Philippines." 22 March 2005.

Primary Sources Packet

Activities

*Prior Knowledge: Students should have a solid understanding of the causes of the Spanish - American War, the reasons for/against American Imperialism at this point, and have covered the following events: US annexation of Cuba, General "Butcher" Weyler, Yellow Journalism, DeLome Letter Scandal, sinking of the USS Maine, and the Treaty of Paris.

DAY 1

1. Write the Inquiry Question on the board. Ask students to number 1-5 on their page and title this "Opening Questions". These will be referred to throughout :
: if they are aware the US fought a three year war in the Philippines?

- : if they could point to the Philippines on a world map?
- : why they US might try to colonize these islands?
- : describe potential problems colonizing these islands?
- : when you think of the US military, give five words that come to mind.

2. Instruct the students to take out their classroom text book, and find/read the section on the Philippine - American War. Ask them to take notes and title this section, "The Text Book Teaches...". Ask how well the text described the war, including the outcomes. What holes are there, if any? What else would they like to know?

3. Hand out the San Juan Jr. Article and read as a class. Have students take notes and entitle this section, "E. San Juan Jr. teaches...". Ask if they still have questions? Did he answer any of them from the text book?

*What is genocide and how does he make the case that the Americans committed genocide in the Philippines?

*The Five Focus Questions are attached to the end of this document.

4. Make a venn diagram on the board and have students work in pairs to find similarities/differences between the text and San Juan. Have one student fill in the bubbles on the board based on the different groups' findings. Discuss.

5. Move the desks into a circle, (or change up the seats), to give the students a quick break and a new perspective.

6. BRIEFLY go through the Powerpoint through Slide 8. [Inform that there are Five Focus Questions that the students will need to examine for this lesson, which are found on Slide 2, and after the San Juan article]. Students may/may not take notes. Answer any questions, and ask students to work with someone near them to brainstorm new questions they may have, or things they would like to know.

7. As the students brainstorm, hand out the Primary Sources Packet. Have students thumb through the packet to get acquainted. Inform students that we will "go through these documents in smaller chunks so as not to overwhelm them and that they should keep the Five Focus Questions handy as a reference."

8. Sources 1+2. Allow around six to eight minutes for the students to scan each document and answer:

- what is the purpose for the US to colonize the Philippines?
- how did the US get the Philippines?
- according to McKinley, what is the duty of the US? What interesting words are used?
- how will cooperating/non cooperating folk be handled?

9. Homework Assignment

Have students read Sources 3 + 4 and on a separate page, write a paragraph for the following Focus Question:

- Why did Gen. Emilio Aguinaldo try to appeal to both the American government and the

American public?

DAY 2

1. Have students take out the Five Focus Questions, their HW, and their Opening Questions from the day before. Check HW and discuss with class (spend no more than five minutes discussing).

2. Show Slide 9 from the PowerPoint and have the students open to Source 5 and 6 in their packet. Discuss what they see in Source 5. Read the caption. Ask what they can infer from this photo, and based on McKinley's Proclamation (Source 2), why might these two Filipinos have been killed?

3. Examine Source 6 and point out how the US media is playing a role in this war. How does the cartoon show the USA compared to the Filipinos? How might this impact the American public? Inform the students that this US military dominance will be a theme of the day.

4. View Slides 10 and 11, comparing the US and Filipino military/artillery. What is this foreshadowing? For Slide 11, students should copy the definition of guerilla warfare. Below that, copy the Focus Question: **Explain the impact that guerilla tactics had on both the Americans and Filipinos.** Have students take notes (teacher can keep track on the board) on tactics, events, and results of the following primary sources.

5. Read Source 7 as a group, and take notes and **model** what type of information is covered in the report. Have students read Source 8 independently, take notes, and report (allow just a few minutes). Read Source 9 together, and note that this is from the Filipino perspective. Ask, why is it crucial to survey the Filipino perspective? And, why aren't there more available?

Author note: It was difficult finding any other Filipino soldier letters/perspectives. You may want to research that yourself and include more here.

6. Break your class up into 5 groups. Choose the student whose birthday is coming up next to be the General of their group (reporter) and have them select a Lieutenant (to take notes). Each group is to read a certain quote(s)/section. Students should read out loud, and fill in their notes as they discuss. Allow 10 minutes for this, and 20 minutes to report/discuss as a class. The following is a possible way to do this (by group)

- Source 10
- Source 11
- Source 12: General Reeve, Sergeant Elliott
- Source 12: Olson, Davis
- Source 12: Conley, Maxwell

7. Have students use their notes/class notes to answer the Focus Question in their own words.

8. As a class, instruct that toward the end of the war, there were still groups of Americans and Filipinos that "got along." It was not just atrocity after atrocity, so to speak. Use the beginning

of Slide 12 to drive this point home (Balingiga Massacre). Continue through Slide 14. The final part of Slide 14 is "Hypocrisy?" Ask the students how the US might have been hypocritical in its actions toward the Filipino people. Have them write down several words about the US military DURING THE PHILIPPINE -AMERICAN WAR (only) and compare them to the five words they came up with during yesterday's Opening Questions.

9. Have students write in their notes: "Costs, Statistics, and Effects" and read Source 13 as a class. View Slide 15.

- Recall your text book's summary of the war, and read the slide.
- If students are interested in the effects of water boarding torture, use the link in the slide show. You will find modern accounts of people (willingly trying it) explaining the feeling. This is also a good debate in regards to modern day torture use (Guantanamo Bay).
- Recall the question of genocide posed by the San Juan Jr. article yesterday. Can San Juan's argument be supported? Negated? How? Discuss/debate.

10. Debate the Focus Question: Examine the use of learning with textbooks and learning with primary sources: why is it valuable to learn from different sources and why are textbooks often limited in their information?

- possible responses include: publishers' bias, sad/difficult topic, unpatriotic?, the cost of printing text books, "who decides what is published?", etc.

Assessment

(Use at least four sources overall) With this background knowledge, use the primary sources, and the San Juan Jr. Article, to answer either of the following Inquiry Questions in essay format:

- ❖ What lessons can be learned from studying the Philippine-American War and should it be more of a focus in American public education? Explain.
- ❖ Determine if the Philippine-American war is a case of "Guilt, Shame, or Amnesia" for the American public and how this should be addressed

Connecticut Framework Performance Standards

1.3.17 - Explain imperialism's causes and impact.

1.9.45 - Analyze historical and contemporary examples of the need to ensure human rights at the national and international level.

U.S. Genocide in the Philippines

A Case of Guilt, Shame, or Amnesia?

Tuesday March 22nd, 2005, by E. San Juan, Jr.

About the author: E. San Juan Jr. is a known Filipino American literary academic, mentor, cultural reviewer, civic intellectual, activist, writer, essayist, video/film maker, editor, and poet whose works related to the Filipino Diaspora in English and Filipino languages have been translated into German, Russian, French, Italian, and Chinese. As an author of books on race and cultural studies, he was a “major influence on the academic world”. He was the director of the Philippines Cultural Studies Center in Storrs, Connecticut, in the United States. In 1999, San Juan, Jr. received the Centennial Award for Achievement in Literature from the Cultural Center of the Philippines because of his contributions to Filipino and Filipino American Studies. (www.wikipedia.com)

“Very few people know what the Filipino-American War of 1899-1902 was all about, even though historian Bernard Fall called it America’s “First Vietnam.” Amid the war in Iraq following the invasion of Afghanistan, can we still learn from history?

Except during the sixties when the Filipino-American War of 1899-1902 was referred to as “the first Vietnam,” the death of 1.4 million Filipinos has been usually accounted for as either collateral damage or victims of insurrection against the imperial authority of the United States. The first Filipino scholar to make a thorough documentation of the carnage is the late Luzviminda Francisco in her contribution to *The Philippines: The End of An Illusion* (London, 1973).

This fact is not even mentioned in the tiny paragraph or so in most U.S. history textbooks. Stanley Karnow’s *In Our Image* (1989), the acclaimed history of this intervention, quotes the figure of 200,000 Filipinos killed in outright fighting. Among historians, only Howard Zinn and Gabriel Kolko have dwelt on the “genocidal” character of the catastrophe. Kolko, in his magisterial *Main Currents in Modern American History* (1976), reflects on the context of the mass murder: “Violence reached a crescendo against the Indian after the Civil War and found a yet bloodier manifestation during the protracted conquest of the Philippines from 1898 until well into the next decade, when anywhere from 200,000 to 600,000 Filipinos were killed in an orgy of racist slaughter that evoked much congratulation and approval...” Zinn’s *A People’s History of the United States* (1980) cites 300,000 Filipinos killed in Batangas alone, while William Pomeroy’s *American Neo-Colonialism* (1970) cites 600,000 Filipinos dead in Luzon alone by 1902. The actual figure of 1.4 million covers the period from 1899 to 1905 when resistance by the Filipino revolutionary forces mutated from outright combat in battle to guerilla skirmishes; it doesn’t include the thousands of Moros (Filipino Muslims) killed in the first two decades of U.S. colonial domination.

The first Philippine Republic led by Emilio Aguinaldo, which had already waged a successful war against the Spanish colonizers, mounted a determined nationwide opposition against U.S. invading forces. It continued for two more decades after Aguinaldo's capture in 1901. Several provinces resisted to the point where the U.S. had to employ scorched-earth tactics, and hamletting or "reconcentration" to quarantine the populace from the guerillas, resulting in widespread torture, disease, and mass starvation. In *The Specter of Genocide: Mass Murder in Historical Perspective* (2003), Prof. Gavan McCormack argues that the outright counter-guerilla operations launched by the U.S. against the Filipinos, an integral part of its violent pacification program, constitutes genocide. He refers to Jean Paul Sartre's contention that as in Vietnam, "the only anti-guerilla strategy which will be effective is the destruction of the people, in other words, the civilians, women and children." That is what happened in the Philippines in the first half of the bloody twentieth century.

As defined by the UN 1948 "Convention on the Prevention and Punishment of the Crime of Genocide," genocide means acts "committed with intention to destroy, in whole or in part, a national, ethnical, racial or religious group." It is clear that the U.S. colonial conquest of the Philippines deliberately sought to destroy the national sovereignty of the Filipinos. The intent of the U.S. perpetrators included the dissolution of the ethnic identity of the Filipinos manifest in the rhetoric, policies, and disciplinary regimes enunciated and executed by legislators, politicians, military personnel, and other apparatuses. The original proponents of the UN document on genocide conceived of genocide as including acts or policies aimed at "preventing the preservation or development" of "racial, national, linguistic, religious, or political groups." That would include "all forms of propaganda tending by their systematic and hateful character to provoke genocide, or tending to make it appear as a necessary, legitimate, or excusable act." What the UN had in mind, namely, genocide as cultural or social death of targeted groups, was purged from the final document due to the political interests of the nation-states that then dominated the world body.

What was deleted in the original draft of the UN document are practices considered genocidal in their collective effect. Some of them were carried out in the Philippines by the United States from 1899 up to 1946 when the country was finally granted formal independence. As with the American Indians, U.S. colonization involved, among others, the "destruction of the specific character of a persecuted group by forced transfer of children, forced exile, prohibition of the use of the national language, destruction of books, documents, monuments, and objects of historical, artistic or religious value." The goal of all colonialism is the cultural and social death of the conquered natives, in effect, genocide.

In a recent article, "Genocide and America" (New York Review of Books, March 14, 2002), Samantha Power observes that US officials "had genuine difficulty distinguishing the deliberate massacre of civilians from the casualties incurred in conventional conflict." It is precisely the blurring of this distinction in colonial wars through racializing discourses and practices that proves how genocide cannot be fully grasped without analyzing the way the victimizer (the colonizing state power) categorizes the victims (target populations) in totalizing and naturalizing modes unique perhaps to the civilizational drives of modernity. Within the modern period, in particular, the messianic impulse to genocide springs from the imperative of capital accumulation-the imperative to reduce humans to commodified labor-power, to saleable goods/services. U.S. "primitive accumulation" began with the early colonies in New England and Virginia, and culminated in the 19th century with the conquest and annexation of Puerto Rico, Cuba, Guam, Hawaii, and the Philippines. With the historical background of the U.S. campaigns against the American Indians in particular, and the treatment of African slaves and Chicanos in general, there is a need for future scholars and researchers to concretize this idea of genocide (as byproduct of imperial expansion) by exemplary illustrations from the U.S. colonial adventure in the Philippines".

5 Focus Questions + Assessment

- What lessons can be learned from studying the Philippine-American War and should it be more of a focus in American public education? Explain.
- Explain the impact that guerilla tactics had on both the Americans and Filipinos.
- Why did Gen. Emilio Aguinaldo try to appeal to both the American government and the American public?
- Determine if the Philippine-American war is a case of "Guilt, Shame, or Amnesia" for the American public and how this should be addressed?
- Examine the use of learning with textbooks and learning with primary sources: why is it valuable to learn from different sources and why are textbooks often limited in their information?

Assessment (use at least four sources overall)

With this background knowledge, use the primary sources, and the San Juan Jr. Article, to answer either of the following Inquiry Questions in essay format:

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Philippine – American War Primary Sources

Source 1: Article III of the Treaty of Paris, December 10, 1898

Article III.

Spain cedes to the United States the archipelago known as the Philippine Islands, and comprehending the islands lying within the following line:

line running from west to east along or near the twentieth parallel of north latitude, and through the middle of the navigable channel of Bachi, from the one hundred and eighteenth (118th) to the one hundred and twenty-seventh (127th) degree meridian of longitude east of Greenwich, thence along the one hundred and twenty seventh (127th) degree meridian of longitude east of Greenwich to the parallel of four degrees and forty five minutes (4° 45') north latitude, thence along the parallel of four degrees and forty five minutes (4° 45') north latitude to its intersection with the meridian of longitude one hundred and nineteen degrees and thirty five minutes (119° 35') east of Greenwich, thence along the meridian of longitude one hundred and nineteen degrees and thirty five minutes (119° 35') east of Greenwich to the parallel of latitude seven degrees and forty minutes (7° 40') north, thence along the parallel of latitude of seven degrees and forty minutes (7° 40') north to its intersection with the one hundred and sixteenth (116th) degree meridian of longitude east of Greenwich, thence by a direct line to the intersection of the tenth (10th) degree parallel of north latitude with the one hundred and eighteenth (118th) degree meridian of longitude east of Greenwich, and thence along the one hundred and eighteenth (118th) degree meridian of longitude east of Greenwich to the point of beginning.

The United States will pay to Spain the sum of twenty million dollars (\$20,000,000) within three months after the exchange of the ratifications of the present treaty.

Source 2: The Benevolent Assimilation Proclamation by William McKinley

**President William McKinley of the United States
December 21, 1898**

In performing this duty [the extension of American sovereignty throughout the Philippines by means of force] the military commander of the United States is enjoined to make known to the inhabitants of the Philippine Islands that in succeeding to the sovereignty of Spain, in severing the former political relations, and in establishing a new political power, the authority of the United States is to be exerted for the securing of the persons and property of the people of the Islands and for the confirmation of all private rights and relations. It will be the duty of the commander of the forces of occupation to announce and proclaim in the most public manner that we come not as invaders or conquerors, but as friends, to protect the natives in their homes, in their employment, and

in their personal and religious rights. All persons who, either by active aid or by honest submission, cooperate with the Government of the United States to give effect to these beneficent purposes will receive the reward of its support and protection. All others will be brought within the lawful rule we have assumed, with firmness if need be, but without severity, so far as may be possible....

Finally, it should be the earnest and paramount aim of the military administration to win the confidence, respect, and affection of the inhabitants of the Philippines by assuring them in every possible way that full measure of individual rights and liberties which is the heritage of a free people, and by assuring them in every possible way that full measure of individual rights and liberties which is the heritage of a free people, and by proving to them that the mission of the United States is one of the benevolent assimilation, substituting the mild sway of justice and right for arbitrary rule. In the fulfillment of this high mission, supporting the temperate administration of affairs for the greatest good of the governed, there must be sedulously maintained the strong arm of authority, to repress disturbance and to overcome all obstacles to the bestowal of the blessings of good and stable government upon the people of the Philippine Islands under the flag of the United States.

Source: The Statutes At Large of the United States of America from March 1897 to March 1899 and Recent Treaties, Conventions, Executive Proclamations, and The Concurrent Resolutions of the Two Houses of Congress, Volume XXX, published by the U.S. Government Printing Office, 1899. Copy courtesy of the U.S. Library of Congress, Asian Division.

Source 3: Gen. Emilio Aguinaldo's Manifesto of Jan 5, 1899

General Otis is proclaimed Military Governor of the Philippines and I protest a thousand times and with all the force in my soul against such pretension. I solemnly declare that neither in Singapore nor in Hongkong nor in Manila did I agree to recognize verbally nor in writing, American domination over our beloved country. I declare that while I was transported to Cavite on board one of their naval vessels, I immediately made known in a Manifesto addressed to the Filipinos, my determination to wage war against Spain to win our independence. I reiterated this on the day when for the first time, I hoisted our flag, the emblem of our legitimate aspirations.

In the Manifesto of General Merritt addressed to the Filipinos a few days before he called upon the Spaniards to leave Manila, he said that he did not ignore the noble objective that we wanted to attain; he also declared clearly and without any conditions that the land army and navy of the United States came to the Philippines to deliver us, like in Cuba, from the Spanish yoke. Natives and foreigners have witnessed that American soldiers have rendered publicly on many occasions, military honors to our flag, recognizing us as belligerents.

As it is stated in the **Proclamation of General Otis** that in accordance with the instructions of the President of the United States they will be engaged in the internal administration of the archipelago. I protest in the name of God, based upon justice and law, that I have been visibly designated to lead my countrymen in the task for their regeneration against this American intrusion. I also protest in the name of all the people in the Philippines; these people have chosen me to lead their destiny; my duty is therefore to fight until my last breath for her independence.

For the last time, I protest again, because of my former relations with the Americans who conducted me from Hongkong to Cavite not to wage war against the Spaniards for their benefit but for us, against their unexpected claim to dominate us.

And it is for this, my dear countrymen you should understand that in the end, united by indissoluble ties, we will not retrogress from the glorious way which is open to us.

Source : **Emilio Aguinaldo. First Philippine President 1898 - 1901.** Pacifico Castro/Henri Turot.

Source 4: Gen. Emilio Aguinaldo's Appeal to the American People

Oh! intelligent people of America! the Filipinos and their untrained army have admired profoundly the courage displayed by your Generals and your soldiers. We are weak in comparison to Titanic machinery, the ambitious Cesarian policy of your government and we judge it difficult to resist their courageous massacres. Our military resources are limited, but we will continue this unjust, bloody and unequal war, not for the love of war which we abhor but for the defense of our inalienable rights of liberty and independence, so dearly won in a war with Spain, to defend our territory threatened by the ambition of a Party that tries to subjugate us.

Yes, war is terrible: its ravages fills us with horror. The unfortunate Filipinos succumb in the din or battle leaving behind them mothers, widows and children. America cannot be indifferent to all the calamities that overwhelm us: but what it cannot desire is to continue to sacrifice her own children, to spread the fright and agony in the hearts of mothers, of widows, of American women to satisfy her caprice to pursue a war contrary to all the traditions bequeathed by Washington and Jefferson.

Return, therefore , oh people of the United States to your times of authentic liberty! Place your hands over your hearts and answer me: what will you say if, in the course of time, North America will find herself in the painful condition of a people weak and oppressed, if the Philippines a free and powerful nation then at war with an oppressor would ask you to join her , promising to deliver you from the yoke as crushing, and if, having defeated her enemies with your aid, she will subjugate you and refuse you the liberation promised?

I affirm the truth of these facts on my honor as President of the Republic, on the honor of a population of eight million souls, on the honor of a people, who for more than three

centuries, had sacrificed property and life of its invincible children to obtain the recognition of the most legitimate rights of man, liberty and independence.

Source: <http://www.msc.edu.ph/centennial/philamdocuments.html>

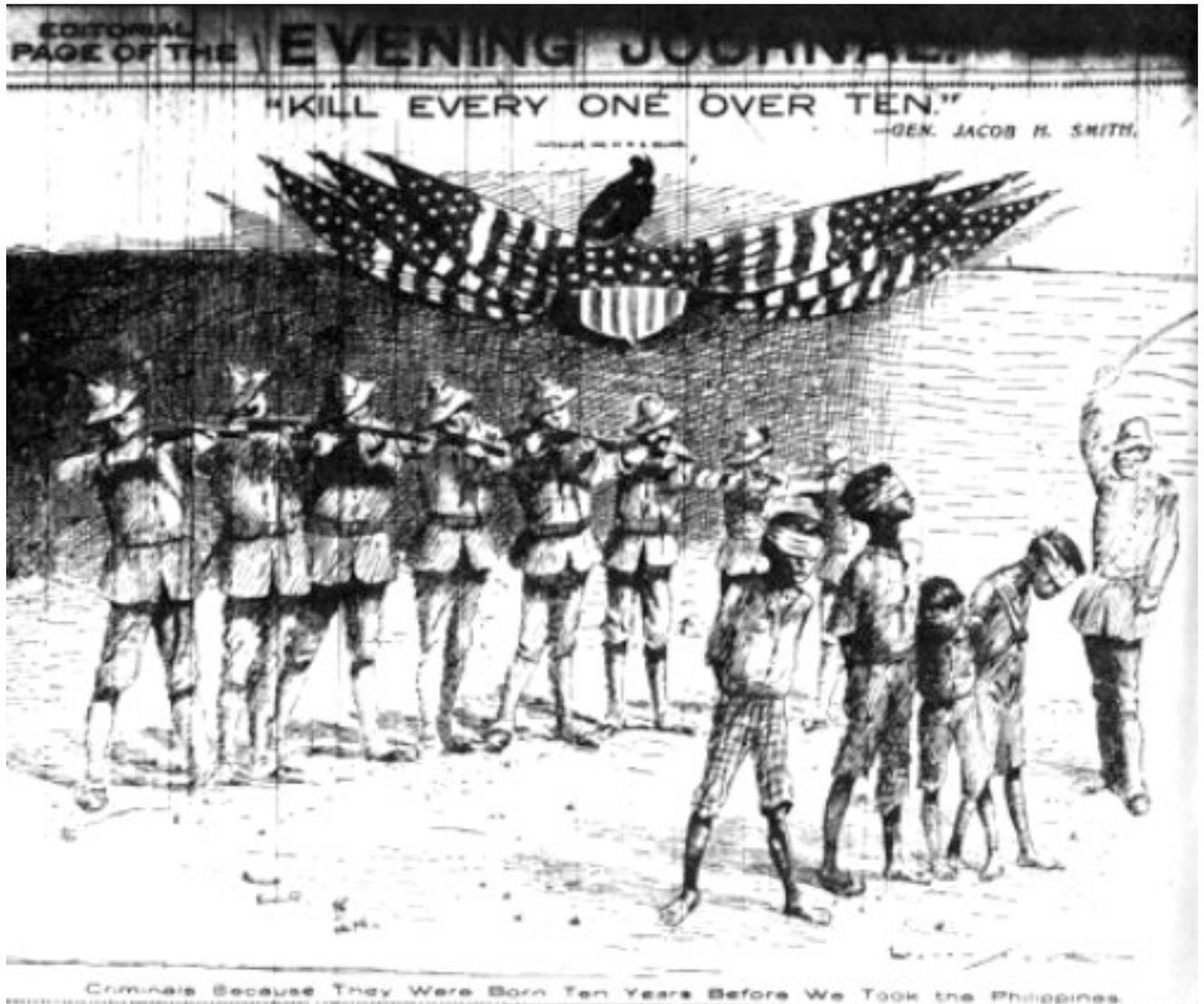
Source 5: Father and son killed by Americans. Photo. 1899.



Photo taken in 1899, location not specified. A U.S. Red Cross worker reported seeing, “horribly mutilated Filipino bodies,” and said, “American soldiers are determined to kill every Filipino in sight.” A soldier from Washington wrote of bloodthirsty “sights you could hardly believe,” and concluded, “A white man seems to forget that he is human.”

<http://philippineamericanwar.webs.com/guerillawarfare1899.htm>

Source 6: Political Cartoon. *New York Journal* cartoon on May 5, 1902.



Brig. Gen. Jacob H. Smith's infamous order "KILL EVERYONE OVER TEN" was the caption in the *New York Journal* cartoon on May 5, 1902. The Old Glory draped an American shield on which a vulture replaced the bald eagle. The bottom caption exclaimed, "Criminals Because They Were Born Ten Years Before We Took the Philippines."

Source 7: Between January and June 1902, the Senate conducted hearings on the war in the Philippines. The excerpts below come from testimony given at those hearings.

Testimony of Corporal Richard O'Brien

"It was on the 27th day of December, the anniversary of my birth, and I shall never forget the scenes I witnessed on that day. As we approached the town the word passed along the line that there would be no prisoners taken. It meant that we were to shoot every living thing in sight—man, woman, and child. The first shot was fired by the then first sergeant of our company. His target was a mere boy, who was coming down the mountain path into the town astride of a caribou. The boy was not struck by the bullet, but that was not the sergeant's fault. The little Filipino boy slid from the back of his caribou and fled in terror up the mountain side. Half a dozen shots were fired after him. The shooting now had attracted the villagers, who came out of their homes in alarm, wondering what it all meant. They offered no offense, did not display a weapon, made no hostile movement whatsoever, but they were ruthlessly shot down in cold blood—men, women, and children. The poor natives huddled together or fled in terror. Many were pursued and killed on the spot.

"Two old men, bearing between them a white flag and clasping hands like two brothers, approached the lines. Their hair was white. They fairly tottered, they were so feeble under the weight of years. To my horror and that of the other men in the command, the order was given to fire, and the two old men were shot down in their tracks. We entered the village. A man who had been on a sick-bed appeared at the doorway of his home. He received a bullet in the abdomen and fell dead in the doorway. Dum-dum bullets were used in that massacre, but we were not told the name of the bullets. We didn't have to be told. We knew what they were.

"In another part of the village a mother with a babe at her breast and two young children at her side pleaded for mercy. She feared to leave her home, which had just been fired—accidentally, I believe. She faced the flames with her children, and not a hand was raised to save her or the little ones. They perished miserably. It was sure death if she left the house—it was sure death if she remained. She feared the American soldiers, however, worse than the devouring flames."

Source 8: Testimony to the U.S. Senate on the use of the water cure torture in the Philippines. "Affairs in the Philippine Islands," Senate Committee on the Philippines, 57th Congress, 1st Session, April 1902.

Testimony of Corporal Daniel J. Evans

One of the Americans took one of the men by the head and jerked his head back, and then they took a tomato can and poured water down his throat until he could hold no more,

and during this time one of the natives [who supported the Americans] had a whip and he struck him on the face and on the bare back And when this native could hold no more water, then they forced a gag into his mouth; they stood him up and tied his hands behind him, they stood him up against a post Then one man, an American soldier, who was over six feet tall, and who was very strong, too, struck this native in the pit of the stomach as hard as he could strike him, just as rapidly as he could. It seemed as if he didn't get tired of striking him.

http://sheg.stanford.edu/upload/Lessons/Unit%207_American%20Imperialism/Soldiers%20in%20the%20Philippines%20Lesson%20Plan1_1.pdf

Source 9: Filipino soldier's report to Aguinaldo's government, 1899.

The guerillas, in violation of Aguinaldo's orders and circulars, treated captured Americans with barbaric cruelty. Noses and ears were lopped off and bleeding wounds treated with salt. In some cases, American prisoners were buried alive. Kicking, slapping, spitting at the faces of American prisoners were common, the hatred of the American being such that the guerillas forgot or conveniently forgot Aguinaldo's injunctions regarding the good treatment to be accorded the prisoners.

http://sheg.stanford.edu/upload/Lessons/Unit%207_American%20Imperialism/Soldiers%20in%20the%20Philippines%20Lesson%20Plan1_1.pdf

Source 10: Frederick Funston: fought in 19 battles in the Philippines in less than a year and was involved in an undercover operation that led him to the headquarters of Philippine President Emilio Aquinaldo. He earned a Medal of Honor and returned to the US a national hero for his actions in the Philippines. In 1902, Funston toured the United States to increase public support of the Philippine-American War.

I am afraid that some people at home will lie awake [at] night worrying about the ethics of this war, thinking that our enemy is fighting for the right to self-government. They are as a rule an illiterate, semi-savage people who are waging war, not against tyranny, but against Anglo-Saxon order and decency. I personally strung up thirty-five Filipinos without trial, so what was all the fuss over Waller's 'dispatching' a few 'treacherous savages'? If more [people who did this], the war would have been over long ago. For starters, all Americans who had recently petitioned Congress to sue for peace in the Philippines should be dragged out of their homes and lynched.

Source: *New York Sun*, March 10, 1902 as quoted in Stuart Creighton Miller, *Benevolent Assimilation*, (New Haven and London, Yale University Press, 1982).

http://sheg.stanford.edu/upload/Lessons/Unit%207_American%20Imperialism/Soldiers%20in%20the%20Philippines%20Lesson%20Plan1_1.pdf

Source 11. Clarence Clowe: letter to Senator Hoar. 1901. Purpose: methods on how to find insurgent "arms and ammunition" including torture, beating, and outright killing.

At any time I am liable to be called upon to go out and bind and gag helpless prisoners, to strike them in the face, to knock them down when so bound, to bear them away from wife and children, at their very door, who are shrieking pitifully the while, or kneeling and kissing the hands of our officers, imploring mercy from those who seem not to know what it is, and then, with a crowd of soldiers, hold our helpless victim head downward in a tub of water in his own yard, or bind him hand and foot, attaching ropes to head and feet, and then lowering him into the depths of a well of water till life is well-nigh choked out, and the bitterness of a death is tasted, and our poor, gasping victims ask us for the poor boon of being finished off, in mercy to themselves.

All these things have been done at one time or another by our men, generally in cases of trying to obtain information as to the location of arms and ammunition.

Nor can it be said that there is any general repulsion on the part of the enlisted men to taking part in these doings. I regret to have to say that, on the contrary, the majority of soldiers take a keen delight in them, and rush with joy to the making of this latest development of a Roman holiday.

<http://www.worldfuturefund.org/wffmaster/Reading/war.crimes/US/U.S.Philippines.htm#16> co

Source 12: Anti-Imperialist League. Excerpts from *Soldiers Letters: Being Materials for a History of a War of Criminal Aggression*. 1899.

Note: Historian Jim Zwick wrote that the publication, "...was immediately controversial. Supporters of the war discounted the accounts of atrocities as the boasting of soldiers wanting to impress their friends and families at home or, because the identities of some of the writers were withheld from publication, as outright fabrications." Historymatters found that these accounts can be backed up, however.

<http://historymatters.gmu.edu/d/58/>

➤ General Reeve, lately Colonel of the Thirteenth Minnesota Regiment:

I deprecate this war, this slaughter of our own boys and of the Filipinos, because it seems to me that we are doing something that is contrary to our principles in the past. Certainly we are doing something that we should have shrunk from not so very long ago.

➤ Sergeant Elliott, of Company G, Kansas Regiment:

Most of the general officers think it will take years, and a large force of soldiers, to thoroughly subjugate the natives. And the unpleasant feature of this is that unless the conditions change radically there will be few soldiers who will care to stay there. There's no use trying to conceal the fact that many of the men over there now, especially the volunteers, are homesick, and tired of fighting way off there, with nothing in particular to gain. There is not one man in the whole army now in the Philippines who would not willingly give up his life for the flag if it was necessary, but it isn't pleasant to think about dying at the hands of a foe little better than a savage, and so far away from home. And the thought of its not ending for several years is not an especially pleasant one, either.

➤ Martin P. Olson, of the Fourteenth Regulars:

We can lick them, but it will take us a long time, because there are about 150,000 of the dagos back in the hills, and as soon as one of them gets killed or wounded there is a man to take his place at once; and we have but a few men in the first place, but we are expecting about 8,000 more soldiers every day, and I hope they will soon get here, or we will all be tired out and sick. . . . This is an awful bad climate and there have been from two to four funerals every day. The boys have chronic diarrhea and dysentery, and it just knocks the poor boys out. You mustn't feel uneasy about me, because I don't think there is a Spanish bullet made to kill me; it is disease that I am most afraid of.

➤ Ellis G. Davis, Company A, 20th Kansas:

They will never surrender until their whole race is exterminated. They are fighting for a good cause, and the Americans should be the last of all nations to transgress upon such rights. Their independence is dearer to them than life, as ours was in years gone by, and is today. They should have their independence, and would have had it if those who make the laws in America had not been so slow in deciding the Philippine question. Of course, we have to fight now to protect the honor of our country but there is not a man who enlisted to fight these people, and should the United States annex these islands, none but the most bloodthirsty will claim himself a hero. This is not a lack of patriotism, but my honest belief.

➤ Theodore Conley, of a Kansas Regiment:

Talk about dead Indians! Why, they are lying everywhere. The trenches are full of them.....More harrowing still: think of the brave men from this country, men who were willing to sacrifice their lives for the freedom of Cuba, dying in battle and from disease, in a war waged for the purpose of conquering people who are fighting as the Cubans fought against Spanish tyranny and misrule. There is not a feature of the whole miserable business that a patriotic American citizen, one who loves to read of the brave deeds of the American colonists in the splendid struggle for American independence, can look upon with complacency, much less with pride. This war is reversing history. It places the

American people and the government of the United States in the position occupied by Great Britain in 1776. It is an utterly causeless and defenseless war, and it should be abandoned by this government without delay. The longer it is continued, the greater crime it becomes—a crime against human liberty as well as against Christianity and civilization.....Those not killed in the trenches were killed when they tried to come out.....No wonder they can't shoot, with that light thrown on them; shells bursting and infantry pouring in lead all the time. Honest to God, I feel sorry for them.

➤ Robert D. Maxwell, Corporal Co. A, Twentieth Kansas:

Sometimes we stopped to make sure a native was dead and not lying down to escape injury. Some of them would fall as though dead and, after we had passed, would climb a tree and shoot every soldier that passed that way. Even the wounded would rise up and shoot after we passed. This led to an order to take no prisoners, but to shoot all.

Source: *Soldier's Letters*, pamphlet (Anti-Imperialist League, 1899). Reprinted in Philip S. Foner and Richard Winchester, *The Anti-Imperialist Reader: A Documentary History of Anti-Imperialism in the United States*, Vol. 1 (New York: Holmes and Meier, 1984), 316–323.

Source 13: John Gates: Historian on the Death Toll of the Philippine – American War

"Of some 125,000 Americans who fought in the Islands at one time or another, almost 4,000 died there. Of the non-Muslim Filipino population, which numbered approximately 6,700,000, at least 34,000 lost their lives as a direct result of the war, and as many as 200,000 may have died as a result of the cholera epidemic at the war's end. The U. S. Army's death rate in the Philippine-American War (32/1000) was the equivalent of the nation having lost over 86,000 (of roughly 2,700,000 engaged) during the Vietnam war instead of approximately 58,000 who were lost in that conflict. For the Filipinos, the loss of 34,000 lives was equivalent to the United States losing over a million people from a population of roughly 250 million, and if the cholera deaths are also attributed to the war, the equivalent death toll for the United States would be over 8,000,000. This war about which one hears so little was not a minor skirmish."

<http://www.worldfuturefund.org/wffmaster/Reading/war.crimes/US/U.S.Philippines.htm#16>