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UP President Alfredo Pascual visits UP Baguio

Cites academic and operational excellence as pillars of his administration

■ Jimmy Fong

New UP president Alfredo Pascual visited UP Baguio on Friday, September 2, 2011 to dialogue with the members of the community, an activity organized by the All-UP Workers Union, UP Baguio Chapter, as part of the president's pre-investiture activities.

After recognizing the achievements of UP Baguio as a constituent university under the UP System, Pascual responded to issues presented by representatives of the faculty, non-academic personnel and students. These concerns included the implementation of the collective negotiation agreements, workers' welfare and benefits, tuition fees, and the UP budget, among others.

On the issue of budget cuts and the government's obligation to give more money to UP, Pascual asserted that the university needs to clarify its role in making the Philippines globally competitive. "We should show what we are doing to those who decide the budget," he said. "Why do we deserve more state subsidy?" He added that UP must lead in "creating wealth for the country, to establish businesses and industry." His administration is supporting the development of science and technology to create "a mental frame of innovation and creativity...to produce value out of almost nothing, so we are not



dependent on foreign investments." Pascual also challenged those in the social sciences and humanities to "shape and articulate our national identity." The General Education program, he said, must help students prepare to live in the real world, with high ethical standards.

Aside from academic excellence, Pascual also said that UP needs to focus on "operational excellence." He explained that UP must show the country how to unite and to serve as a model community where democratic governance works and where transparency, accountability and collegiality are truly practiced. He said that having 70 organizations at UP Baguio which has only 2,000 students may not be a good sign of unity but of splintering. "We should show the country we can be one," he said.

Pascual admitted that UP employees deserve better benefits, including health and housing, but that these need to be supported by sustainable resources, or that arrangements need to be made with other institutions. He cited that one of his tasks is to look at wasteful expenses that can be prevented and to decide on where savings can be made. He noted that UP spends much on utilities due to water leaks, and on security measures that are not always dependable.

On tuition fees, Pascual said that UP should explore ways to help poor but bright students to pass the UPCAT so that they can avail of the STFAP, UP's solution to democratize admission. He said UP can no longer go back to imposing only one tuition rate for all students who, he emphasized, are all subsidized. He explained that even the students who pay the P600 to P1,000 tuition still receive a substantial government subsidy. Management professor Erlinda Palaganas suggested that UP review its admission policy and that a program be institutionalized to help deserving students to enter UP.

Pascual is the 20th president of UP since its establishment in 1908. A nine-page vitae on the Internet has the following information: he was born in Caloocan on

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Tree planting at UP Baguio grounds

July 7, 1948, and is married to Carmen Martinez (BFA, UP, 1971). They have three children.

He has a BS in Chemistry (*cum laude*, 1969) and a Master of Business Administration (1972) from UP. He was an instructor at the UP Department of Chemistry from 1969 to 1970 and lecturer at the Department of Management Engineering (1973-76) and Department of Business



With faculty and administrative personnel

Management (1977-78) at the Ateneo de Manila University. At the Asian Institute of Management, from 1980 to 1989, he was a partner in the Asian Consulting and Training Group, director of the Advanced Bank Management Program, faculty chair of the Master in Business Management I Program, and American Express Foundation Professor of Financial Management.

Pascual is a member of the Rotary Club of Makati, the Management Association of the Philippines and life member of the Financial Executives Institute

of the Philippines. He worked in banking, finance and management for 27 years, starting at Procter and Gamble, then RCBC to the State Investment House. Nineteen of the 27 years were spent at various positions at the Asian Development Bank from 1989 to 2008. At the ADB, he initiated the bank's first loan denominated in local currency, a departure from the traditional loan funding in

US dollar or some other hard currency. This was a pioneering loan mode that can protect borrowers from foreign exchange risk. He also supervised the design and launching of the Trade Finance Facilitation Program, the first region-wide program undertaken by ADB to help banks in Asia to assist importers and exporters. Pascual also devised a private sector development strategy, which, for the first time in 1999, provided an ADB framework to promote the private sector as an engine of growth in support of the ADB vision of an Asia and Pacific free of poverty.

President Pascual has also served in the board of several banks and financial institutions in China, Hong Kong, India, The Netherlands and the Philippines.

His publications in international journals and books concern financial institutions and markets in the Philippines, risk and the multinational enterprise, and private sector participation in infrastructure development in Asia. Among his recent speeches are: "The Models

and Processes of Public-Private Partnership in Infrastructure Development" and "The Issues and Risks of The Automated Election System" in relation to the May 2010 presidential elections, he being the lead convener of the Automated Election System Watch.

President Pascual was head of finance of the North Luzon Expressway Project, cited as Project of the Year by Project Finance International, London, in 2001. He was also the project team director of the



With Chancellor Priscilla Macansantos and Prof. Delfin Tolentino at launching of the third issue of *The Cordillera Review*

Small and Medium Enterprise Sector Development Program in Pakistan which received an Innovation Award in 2003. He is a Distinguished Alumnus of the U.P. College of Business Administration. Before his selection as U.P. President, he was a member of the UP Board of Regents and President of the U.P. Alumni Association, both since 2009. ■



After UP Baguio, a visit at the Philippine Military Academy; here with PMA Superintendent M/Gen. Nonato Peralta

Timek Part I

This is a condensed version of a paper written by Dr. Ciencia for the 2010-2011 NCIP Assessment Project Report

Governance and the National Commission on Indigenous Peoples (NCIP)

■ Alejandro Ciencia Jr.

On 29 October 1997, then Philippine President Fidel V. Ramos signed into law Republic Act No. 8371, more commonly known as the “Indigenous Peoples Rights Act” (IPRA) which provided for the recognition of the rights of Indigenous Cultural Communities (ICCs)/Indigenous Peoples (IPs). The IPRA also created a new governmental body, the National

Commission on Indigenous Peoples (NCIP), which will serve as the lead implementer of the said law. For Senator Juan Flavio Velasco, one of its principal sponsors in Congress, the IPRA was “primarily a social justice measure legislated with the perspective of ensuring protection for a group of people who have long been denied their rightful place in history” (PANLIPI 2005: 5). The IPRA was enacted to rectify historical injustices committed against ICCs/IPs in the Philippines.

In this article, I offer an assessment of the NCIP’s performance as the lead governing body on matters pertaining to ICCs/IPs in the Philippines. If “governance” is understood as “the way those with power use that power” (McCawley 2005: 2), the enactment of the IPRA may be seen as providing the NCIP with the power to protect and uphold the rights of ICCs/IPs, that is, the power to “govern” in matters pertaining to ICCs/IPs. Since its inception in 1997 the NCIP and its implementation of the IPRA has been the subject of a number of evaluation studies (e.g., Garilao [2002], Rovillos and Morales [2005], PANLIPI [2005], Asian Indigenous and Tribal Peoples Network (AITPN) [2008], Lusterio-Rico, R. et al. [2009], etc.) which differed in focus, scope, and qual-



Brigitte Pawid now at NCIP helm

ity. Yet, despite their differences, these studies produced the general finding that the NCIP’s performance or “governance” has been dismal. The NCIP’s poor implementation of the IPRA was generally attributed to inadequacies in financial, logistical, and human resources. These inadequacies have been compounded by inefficient organizational arrangements, flawed rules governing appointments and removals, shortcomings in leadership (or managerial skills), in addition to a debilitating mind-set among NCIP personnel and other government officials who seem to lack an appreciation of the NCIP’s important mission.

I agree with the aforementioned general assessment but I will try to avoid the tendency of past evaluation studies to unfairly put all the blame on the NCIP for the poor implementation of the IPRA and to portray the said agency as if it existed in a vacuum. It might be more fruitful to treat the NCIP as an “organism” that exists and operates within a historical, institutional, social, and political context. I therefore propose a more nuanced evaluation of the NCIP – that is, an assessment which takes into account the historical, institutional, political, and social context within which the NCIP performed its mandate.

The assessment entailed the examination of secondary data – mostly news reports about the NCIP. To facilitate the acquisition of relevant news reports on the NCIP, the study largely relied on *BusinessWorld (BW)* news articles which are available online via proquest. I complemented these with data obtained from other published materials. In conducting the study, I at-

tempted to identify the factors that bore significantly on the NCIP’s performance. As will be observed, this nuanced account takes the form of a narrative which highlights the interaction of the NCIP, as an institution, with the Philippine president, other governmental bodies, and non-governmental entities.

The following were identified as having considerably influenced the NCIP’s institutional behavior and performance: (a) presidential leadership and commitment to specific policy options; (b) the nature of the agency’s relationship with other relevant governmental bodies; and (c) the susceptibility or vulnerability of governmental bodies and decision-makers to external pressures from interest groups (e.g., mining interests) and other sources. Due to space constraints, I will discuss only the impact of presidential leadership on the NCIP’s implementation of the IPRA.

Fidel Ramos (1992-1998)

The IPRA, the legal basis for the creation of the NCIP, was enacted during the presidency of Fidel V. Ramos who pursued the promotion of indigenous peoples’ rights as part of his Social Reform Agenda (SRA). Pres. Ramos essentially saw the advancement of IP rights

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and the resolution of IP issues, including the recognition of ancestral domains, as a precondition to the attainment of “peace” in the Philippines (Lusterio-Rico 2006: 160). Interestingly, Pres. Ramos also supported the revitalization of Philippine mining by signing into law R.A. 7942, or the Philippine Mining Act on March 3, 1995. For many advocates and activists the promotion of mining and the advancement of IP rights are diametrically-opposed policies. It appears however that for Pres. Ramos, the two policy positions are reconcilable. In any event, Pres. Ramos publicly articulated a vision of development that was premised on the liberalization of the economy, including the mining industry, and the resolution of social conflicts, including IP issues. As to his approach to policy-making, Ramos encouraged multisectoral consultations and dialogues, and the participation of civil society organizations.

Unlike Pres. Ramos, pro-mining advocates, led by the Chamber of Mines of the Philippines (CMP), saw the passage of the IPRA and the creation of the NCIP as alarming developments. Only a few days after the enactment of the IPRA, mining executives were reported in the news as fearing that the IPRA’s proposed Implementing Rules and Regulations (IRR) might “unduly jeopardize” existing mining rights and projects (“FOCUS: Delay in FTAA contract clouds mining outlook”, *BW*, Nov 10, 1997). Just a few months after IPRA’s enactment - and only a few days after Ramos relinquished the presidency, the CMP was already contemplating the filing of a case before the Supreme Court in the hope of invalidating the IPRA (“Mining firms plan to take IPRA issue to High Court,” *BW*, June 29, 1998; “FOCUS: Major roadblock thrown in mining industry’s path,” *BW*, Aug 11, 1998).

Joseph Estrada (1998-2001)

In 1998 Fidel Ramos was succeeded by the populist leader, Joseph Estrada. Unlike Ramos, Estrada employed a more personalistic approach to decision-making. A cursory appraisal of some of his policy pronouncements would give the impression that he was pro-IP rights and anti-mining. Scrutiny of his actions would however suggest otherwise.

In August 1999, he was reported as threat-

ening to work for the Mining Act’s repeal primarily because it is “disadvantageous to the country’s indigenous peoples” (“Mining sector alarmed over moves to scrap law”, *BW*, Aug 2, 1999). But earlier, on September 21, 1998, Pres. Estrada’s Executive Secretary, Ronaldo Zamora, issued Memorandum Order No. 21 (MO 21), “Creating an Ad Hoc Committee to study issues relative to the constitution and administrative set up and operation of the National Commission on Indigenous Peoples” which instructed the Department of Budget and Management (DBM) to withhold the release of the NCIP’s Maintenance and Other Operating Expenses pending the result of investigations involving NCIP commissioners. One may see this as the beginning of the emasculation of the NCIP.

On September 28, 1998, retired Justice Isagani Cruz filed a petition before the Supreme Court challenging the constitutionality of the IPRA (“Supreme Court asked to nullify ancestral land law,” *BW*, Sept 29, 1998). In 1999, the Department of Budget and Management (DBM), slashed the NCIP’s proposed budget from an original budget of P979.963 million to P351.918 million (“National budget biased against indigenous groups,” *BW*, October 28, 1999). Retired Justice Cruz’ petition against the IPRA alongside Executive Secretary Zamora’s Memorandum No. 21 and other subsequent similar issuances and decisions thwarted the full implementation of the IPRA in its first three years. The Estrada presidency had effectively paralyzed the NCIP (Bello et. al. 2004: 229).

Interest group lobbying intensified during Estrada’s assumption of the presidency. Earlier, in October 1998, amidst warnings that mining firms would pull out their investments in response to the unfavorable policy environment created by the passage of the IPRA, the Estrada government constituted a task force “to harmonize the conflicting provisions” of the Mining Act and the IPRA (“Gov’t creates task force to guide miners’ concerns to prevent further investment withdrawals,” *BW*, Oct 7, 1998). Succumbing to the pressure exerted by mining interests, the NCIP in the last quarter of 1998 released supplemental guidelines which aimed to reconcile the provisions

of the IPRA and the Mining Act. A highlight of the NCIP-released guidelines was the clarification that the DENR will retain the power to issue mining permits (“Issuance of mining permits to remain DENR function,” *BW*, Oct 16, 1998). The NCIP guidelines also stipulated that “all (existing) permits, licenses, and all other contracts” will be recognized (“Gov’t recognizes mining contracts in ancestral lands,” *BW*, Oct 23, 1998). The Estrada presidency was short-lived but it paved the way for the crippling of the NCIP. It bears noting that the pro-mining bloc appeared to have already established a foothold in the DENR and MGB during the Estrada administration.

Gloria Macapagal-Arroyo (2001-2010)

Arroyo’s assumption of the presidency initially gave the impression that her administration will be a continuation of the Ramos presidency – i.e., that she will continue to rely on civil society participation, dialogues and consultations in the formulation of policies. This would be a short-lived hope. The “people power” coalition which facilitated her assumption of the presidency would eventually become highly critical of her. A quick assessment of her policy pronouncements would also give the impression that she strongly shared Ramos’ view that mining interests and IP rights can co-exist. Pres. Arroyo paid lip service to advancing IP rights but soon it became very clear that she was more committed to reviving the Philippine mining industry.

Still, in the earliest days of her presidency, Pres. Arroyo showed keen interest in breathing life into the NCIP. On February 20, 2001, she issued Executive Order 1 which placed the NCIP under the supervision of the Office of the Presidential Adviser on Indigenous Peoples (OPAIPA). Former Ambassador to the Vatican, Howard Dee, was appointed Presidential Adviser on IP Affairs. The OPAIPA was to exist and operate up to 2002. ■

Solid Waste Management and Behavioral Modeling

■ Evangeline Ram

The College of Social Sciences and the Climate Change Program of the Cordillera Studies Center co-sponsored a lecture on “Enhancing Solid Waste Management Capabilities through Behavioral Modeling” on Thursday, 28 July 2011 at the CSS AVR. Attended by students and faculty of the CSS and some representatives of local NGOs and GO’s particularly the City Environment and Parks Management Office (CEPMO), the lecture of Maria Cleto presented the complex layers of psychological factors that determine people’s likely engagement in a given behavior, in this case: waste segregation. It is well known by now that an anthropocentric explanation to the long list of serious environmental issues we confront has been repeatedly underscored in various documents, foremost of which are those of the Intergovernmental Panel on Climate Change (IPCC). The challenge among behavioral scientists, specifically environmental psychologists, is to unravel the psychosocial correlates in people’s attitude towards the environment.

Cleto adopted Icek Ajzen’s Theory of Planned Behavior (TPB) which considers attitude, subjective norms, perceived social control and behavioral intention as related determinants of the actual practice of waste segregation. Cleto extended this theory to include the role of the affective component in determining the practice of waste segregation in two urban areas in Baguio City and five rural areas in La Trinidad. She employed both the survey method as well as key informant interviews to gather her data.

Specifically, Cleto constructed a questionnaire to measure the five variables of the TPB along the steps suggested in one of Ajzen’s (2009) articles. The inclusion of the affective component was based on an article of Hinds & Sparks (2008) which suggested that exposure to the natural environment was an important determinant in developing a sense of place/place attachment and relatedly a sense of concern for one’s environment. Cleto’s study included childhood location and current loca-

tion as well as childhood exposure and current exposure as measures of the affective component.

The lecture, which is based on Cleto’s master’s thesis in Urban Planning at UP Diliman, explored the interface of Urban Planning with its emphasis on the management and use of land and the subfield of Environmental Psychology which is defined as a study of the interactions of contextual factors and human behavior and mental processes (Winkel, Seigart & Evans, 2009). It also considers the finding of Steg & Fleg, 2009, that successful behavioral interventions target behavioral antecedents. Predicated on the idea that “meeting conservation challenges requires the integration of scientific methods with societal values,” (Johnson, Poulin & Graham, 2003) the objective of Cleto’s study was to determine how a behavioral model can potentially enhance environmental planning programs.

The study used sophisticated statistical treatments such as the multiple analysis of variance (MANOVA), regression analysis and discriminant analysis. In the data analysis, Cleto’s study revealed that the attitude and behavior towards waste segregation is indeed not a simple straightforward relationship. For example Cleto found that affective connection and current location of residence have significant, independent predictive effect on segregation behavior. She also found that even the most proximal variable— behavior intention to segregate - was not a reliable predictor of actual segregation behavior. Specifically, urban dwellers who may have had more access to information on segregation report higher intention to segregate than rural dwellers, but a follow up after a month showed that rural dwellers have 100% segregation behavior compared to only 60 % of urban dwellers. In this context, Cleto also underscores the cultural nuances of sustainability/environmental related behavior because of the fact that a number of the rural

Rural dwellers report 100% segregation behavior success



respondents report that segregation has been a long standing and enduring habit that is culturally influenced. They have practiced it and knew of its benefits long before informational interventions, in the form of government sponsored educational campaigns (IECs), have been made.

Among the variables in the Extended Theory of Planned Behavior model (ETPB) the affective component was seen as a significant singular predictor of segregation behavior. Based on this, Cleto reports and also recommends that people be encouraged to spend more time outdoors and be exposed to the natural environment because this enhances their environmental consciousness. For structural interventions she reminds planners to be conscious about the creation and design of “adequate, accessible, and safe open spaces, community parks and gardens as well as ‘walkable’ communities.” This she says will greatly contribute to their outdoor exposure and correspondingly develop people’s emotional attachment to and concern for the environment.

Maria Cleto graduated with a B.S. Psychology, *magna cum laude*, from UP Diliman in 2005 where she pursued her masters degree in Urban Planning. She is currently affiliated as a research consultant with Tebtebba, an international NGO that works with indigenous peoples. She is now in Vietnam for a three-month special consultancy work. ■

Nottingham University's Ingenuity Workshop goes to UP Baguio

■ Corazon Abansi

A problem solving model is applied to marketing, water conservation, health policy, consultancy, and extension service

The Institute of Management hosted an Ingenuity Workshop at the Abraham F. Sarmiento Hall, UP Baguio Alumni Center, on June 25, 2011. The workshop was conducted by Maris Farquharson, a professor of Entrepreneurship and Innovation in Nottingham University at Ningbo, China. Prior to her stint at

Nottingham Ningbo, Farquharson was a professor at Nottingham University, United Kingdom and also served as a development worker in Sierra Leone and with the UNDP in Botswana.

The Ingenuity Workshop explored a creative model of problem solving and learning towards identifying entrepreneurial opportunities. This is a model which Nottingham University uses at its business schools in the United Kingdom, China and Malaysia. Attendees to the workshop were twenty students of Master of Management at the Institute of Management. These students are already in roles of responsibility, leadership and supervisory management posts. The class consisted of entrepreneurs, including one promoting organic coffee from Baguio, on-line self-employed professionals, consultants, a bank manager, development workers, an engineer, one surgeon, one doctor, a number of (ex) nurses, several governmental workers and representatives from the tourism and hospitality trade.

The participants were divided into groups according to individual thinking preferences, using Ned Hermann's brain



Participants with Dr. Corazon Abansi, Dr. Maris Farquharson and Dr. Erlinda Palaganas.

dominance categorizations, in an attempt to mix logical, administrative, risk-taking and creative thinkers in each group. Although Ingenuity was originally designed for entrepreneurship education in business schools to stimulate creation of new business or product ideas, this class chose to use the model for different purposes such as (1) finding a marketing solution for a product in a niche market; (2) coming up with a new product related to water conservation; (3) proposing policy change in relation to a health issue; (4) offering consultancy service programmes for children, and an extension educational program. Each group followed a similar path in searching for a problem, identifying potential solutions and evaluating best solutions.

An interesting part of the workshop was the middle section, where divergent and lateral thinking was preceded by a number of games to stimulate creative thinking. Encouraging individuals and groups to embrace creative thinking (for whatever end result) is a process which relies on the generation of tacit knowledge. The Ingenuity Workshop promotes

an experiential and integrated learning approach. Students actively engage in the processes of developing tacit knowledge and awareness about opportunities (or problems), identifying the root causes of these problems, creative initiative, lateral solution generation, synthesis, selection, judgment and implementation. The

Ingenuity model attempts to do just this by improving peoples' capabilities in terms of creative problem solving, invention and innovation. The model serves not only individuals interested in or engaged in entrepreneurship but also works for employability purposes and at an organizational level, across public and private sectors seeking solutions to specific challenges.

The workshop culminated with short presentations from each group on their own projects. Central to the learning exercise was Ingenuity which was seen by the participants as a structured way of enabling unstructured thinking. The workshop was co-facilitated by Drs. Corazon Abansi and Erlinda Palaganas. ■

PEN Workshops on teaching Philippine literature in high school and college

How (not) to Teach Literature

■ Elinor Imson

Workshops propose an informed, multi-pronged approach to literary texts; Tolentino foregrounds aesthetics

“Thousands of teachers in the Philippines teach literature, but they do not know how to teach it,” declared Delfin L. Tolentino Jr., facilitator of “Workshop I” on “Teaching Poetry.” Listeners in UP Baguio’s Juan Luna Hall were jolted enough to sit up straighter, intent on listening more closely to the morning’s first speaker. The statement had certainly caught their attention.

The event was a lecture-forum entitled “For Love of the Word: Workshops on Teaching Philippine Literature in High School and College,” organized by the Philippine Center of International PEN (Poets, Playwrights, Essayists, Novelists) in cooperation with UP Baguio. As Philippine PEN’s National Secretary Lito Zulueta explained in his opening remarks, the lecture-forum was but one in a series of seminars funded by the Swedish International Development Cooperation Agency (SIDA) and International PEN London, aimed at improving literature teaching in the country. An allied project is the publishing of quality translations of works into local Philippine languages to foster appreciation of literature. It is hoped that such activities would prevent language from deteriorating into “gibberish.”

Although Prof. Tolentino soon revealed that his opening statement was a quote from someone else, he left the audience in no doubt that he agreed with the observation. Indeed, he went on, the teaching of literature in Philippine classrooms was more often than not reduced to students being asked for their subjective impression of a literary piece — as shown by such questions or comments as “Did you like it?” “Did you not like it?” “It’s depressing” or “It’s so sad” —. Students might then be asked to write a sum-



mary of the text, or to extract the text’s moral lesson. At other times, the class would simply content itself with a discussion of information extrinsic to the piece as the socio-political context or perhaps the literary period when the piece was written. Sometimes the biography of the author of the piece would suffice. Knowledge of all of these things will of course contribute greatly to a better understanding of the literary work, but for literature to be taught as it should be, the teacher must focus on teaching students HOW TO READ a literary text.

Tolentino then went on to detail a step-by-step procedure to be followed in teaching literature:

1. Determine the context: are the students in elementary, high school or college? If the students belong to the college level, the next thing to do is to determine whether the literature course is to be taught in a language or communication class to explain and illustrate the language’s grammar, rhetoric or vocabulary. Or perhaps, is it a subject meant for students specializing in other disciplines such as history, philosophy, or sociology? Or is literature to be taught *qua* literature, that is, for its own sake?
2. Given the last context, literature must

be taught as an art form, which means that students must be taught the concepts or principles of literary analysis, the procedures of reading; the specific conventions of the various genres; the critical vocabulary or jargon of literary studies, such as the various figures of speech, tropes or images; literary history and traditions; the literary and other influences on the literary piece; details of the biographical context that will help students clarify or interpret the literary work; the work’s social and historical contexts; and the various ways to read a literary piece — Marxist, Feminist, Structuralist, Poststructuralist, Postcolonial, Postmodern, to mention a few.

3. The first reading of the literary work must, of course, be a close reading as the New Critics understand the concept. Students must be taught to look at the text as an “organic unity,” the text as a complete, unified whole, with various parts that work and fit together. Then, since literature is symbolic, reading it must not stop at the first literal, denotative level, but must be carried on to a higher level of meaning that is, the connotative, the symbolic.

4. And how does one do a close reading? The first step is to fully understand the words in the text: their denotation, connotation and their polysemy. Next, look for structures, patterns in the text’s grammar, syntax, imagery, figurative as well as sound devices. Finally, establish the internal logic of the text, the inter-relationships of the parts and their significance.

Tolentino concluded his presentation by discussing some poems to illustrate the points he had made. Thus, he demonstrated how Ricaredo Demetillo’s “My Neighbor” portrays wealth as a prison cell;

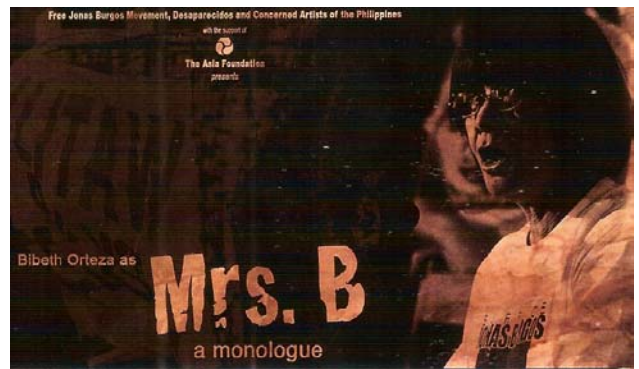
why Jose Juan Alvarez dela Rosa's "Sa Moviola" is still a poem despite its "non-poem" appearance, for it uses all the conventional techniques of poetry; and how voice is used in Emmanuel Torres' "On the Suicide of a Neighbor at Apartment D."

Writer, painter, sculptor, film documentarist, and professor Jun Cruz Reyes took center stage at precisely 1:30 in the afternoon to facilitate "Workshop II" on "Teaching Fiction." Like Prof. Tolentino before him, Reyes began by talking about how literature should not be taught. The Romantic approach which came to the Philippines via the Spaniards and was used for the propagation of religion imposes a very limited view, he said, with its question "What is the moral lesson of the literary work?" "As far as contemporary literature is concerned, the better question to ask is "What is the writer saying?" for indeed, Reyes asserts, there is communication between the writer and the reader. Besides, he adds, not all written pieces have a moral story. The weakness of American Formalism, on the other hand, is that "you cannot say that a person is a person just because he/she/it looks like a person; the outer form is not enough, there must be an essence, content."

What then? How then must fiction be taught? Since literature, like technology, also changes with time, the teacher must also change, retooled to learn to use new approaches and newer, more contemporary readings. The time has come, Reyes reveals, to break free from our limitations that dictated the idea that literature and literary criticism had to be "Christian, male and white." He suggests that in this postmodern, neo-liberal age, we should explore another view, that of the women instead of the male, the Christian. There is a need to rethink. Instead of the concept of "postcolonial," Reyes prefers the cultural studies approach — because "when two cultures meet there is cultural amalgamation. There is no such thing as a pure culture." The question to ask when faced with a literary work therefore is "Where is the poet coming from?" ■

One mother's story

■ Victoria Costina



"Mrs. B" stands for Edita Burgos, mother of young farmer-activist Jonas Burgos who was abducted four years ago. She too is the widow of freedom fighter, agriculturist and publisher Jose Burgos, Jr. who put out the *We Forum* and *Ang Pabayagang Malaya* during the Marcos dictatorship. The monologue was written by Joi Barrios-Leblanc, Rowena Festin and Grundy Constantino and directed by Socrates Jose. It foregrounds a woman's story, attaining maximum impact because it is that of motherhood taking on the most extreme of possible suffering from the abduction and disappearance of a beloved son.

Brilliantly portrayed by Bibeth Orteza (in the UP Baguio staging), the play enacts the story of a typical mother in close watch over her brood, happily presiding over family get-togethers around her home-cooked meals. When her sons began to attend rallies, she was most anxious about their safety, but at that time she took refuge in humor, as a line in the play goes, addressed to the military: "Huwag kayong magkamaling saktan ang anak ko. Tutusukin ko kayo ng aking mga... knitting needles!" She repeats how her husband encouraged her sons' militancy, saying that fighting for freedom and justice was what he "trained" them for. The play develops how Mrs. Burgos herself is transformed, seeing the necessity for resistance to state-directed violence against political activists. She knows how she is now under surveillance herself and so she gives pointers (like steps from her own expert kitchen recipes) on vigilance against these watchers.

These are the lighter moments in the

play. The action heightens in Mrs. Burgos's recall of her desperate search for her son in hospitals, morgues, jails and military camps. She is angered by military officials' evasiveness. The searching is fruitless, the unknown is a daily torment. She contends with loss and she now speaks the language of suffering. Mrs. Burgos is a secular Carmelite nun and she cites her favorite image of the Virgin Mary as the one of her bearing witness to the crucified Son.

The play's most intense point is the enactment of a dream Mrs. Burgos had of Jonas being tortured by soldiers. "Halika rito, gagamutin kita," is her cry in utter anguish. The torture scene is acted out in the shadows; the song "Sa Ugoy ng Duyan" is played; photo montages of Jonas in his boyhood and youth are flashed in the background; and in the finale, a chorus of family members of desaparecidos recites "Litanya ng Paghahanap" by Joi Barrios. "Hinahanap ko siyang nawawala." Mrs. Burgos's saga is a shared grief.

Such dramaturgical elements are Brechtian in their alienation effect. Action is retarded, "interrupted," as Walter Benjamin terms it, so that distance shatters illusion and results in critical thought. Adding to the power of effect from this play, granted its narrow range as a monologue, is fullness of characterization from a well-made script and masterful direction. Delineation frees the material from the sterility and didacticism of political theatre. What is manifested in one instance here instead is what Georg Lukacs calls the "creation of living human beings grappling with the forces of their environment." ■

12th Annual Convention: Media Ecology Association (MEA)

Summer in McLuhan Country

■ Anna Christie Torres

And a paper read on politics of space and homebase Baguio

The 12th annual convention of the Media Ecology Association (MEA) was a fitting tribute to a beloved son of Canada, media analyst and professor Herbert Marshall McLuhan (1911-1980). The University of Alberta in Edmonton graciously offered its facilities to over a hundred participants from North and South America, Europe and Asia who all wrote around the theme “Space, Place and the McLuhan Legacy.”

From ‘global village’ to ‘wireless city’

In his website, there is an interesting story about McLuhan’s seminal work on reading media, *The Medium is the Massage* (1967). The title was actually a result of a typesetter’s slip, “message” was erroneously set as “massage.” McLuhan refused to have the typo rectified and claimed that the error was “right on target.” “Message” and “Mess Age?” “Massage” and “Mass Age?” Go figure.

McLuhan described the world we live in as a ‘global village’ and suggested that the process of globalization had blurred the spatio-temporal boundaries, allowing people to communicate with each other simultaneously. Decades later, McLuhan scholars now equate the global village to a ‘wireless city’ that operates on new frontiers of space and time. The ‘city’ is a counter-environment where an interface of the real and virtual exists. And in the production of space, Google maps, for instance allow us to (re)create layer upon layer of history and draw on landscapes, both real and imagined.

The human body figures prominently in the production of space. In the wireless city, it is probed, disembodied, mutated. In video/digital art, for example, the body is not flesh and blood but presence which is performed. This then blurs inner and outer space on one hand, and material and immaterial experience on the other. Simply put, through art, the body becomes an ultra or post-human body, a cyborg.

Baguio and the politics of space

My presentation focused on the politics of space in/and Baguio and how creativity



and innovation figure in a continuously globalizing world. Presently in Baguio, past space productions are unceasingly negotiated by new and changing spatialities. Ackbar Abbas, in his study of Hong Kong architecture and colonial space uses the trope of “para-site,” to describe the former Crown colony’s dependence on flows of people, commodities, capital, marketing strategies, fashions, etc. as a world-hub of what Arjun Appadurai terms as “scapes” (2003). In many ways, Baguio is the same. Like Hong Kong, Baguio is building on disappearance. First, its colonial past is wittingly or unwittingly erased, absorbed and transformed by market forces largely brought about by tourism. Second, its natural and constructed environments are constantly destroyed by catastrophes; its streets, buildings and other natural landmarks are being demolished, renamed or built into something else. Streets are only a few remaining markers of the original *Kafagway* landscape, yet some of these are being changed to make way for new signifieds. A case in point is *Bokawkan* Road, now Buhagan. New side streets are also being carved out of existing roads to designate new

signifiers, like Nanoy Illusorio Street to mark nouveau players in the business playing field.

In contrast to the spacious, open and tightly-regulated urban spaces and imposing structures which connote order are the everyday pedestrian spaces like the Baguio public market. In a Popular Culture course I taught last semester, I took my class on a tour of the market, to feel, firsthand and on foot, in true de Certeauan fashion, the city’s pulse. The labyrinthine alleys and *eskinitas* of the market not only defy and decenter the prescribed order of urban spaces like Shoe Mart (SM) but are home to creative and innovative spatialities. By this I mean the inventive capacity to make something new by “breaking away from tradition or constructing new forms” (Hall, 2010).

In Kayang, individual identities continue to be negotiated through various cultural expressions like karaoke bars. The names of establishments, laid out in triple decker style suggest this. In the past, *Adivay* corresponded to ‘fellowship’ but today as an interpellating strategy, it connotes ‘joyful celebration,’ for the Ibaloi it is a ‘hideaway,’ a personal ‘cozy nook’ or *Ayuyang* for the Kalinga and ‘Wowowee’ (after Willie Revillame’s defunct noon-time show) for the pop culture savvy. This spatial practice effectively captures the nature and challenge of globalization.

‘Soul’ fever?

But enough of spatialities and politics. While summer beckoned in North America, the semester had just begun in UP Baguio. Was it time for this academic pedestrian to pack her bags and head home? Certainly not. It was time to walk the wide, clean streets of downtown Edmonton and Toronto, visit impressive museums, gaze at the snow-capped peaks of Banff National Park and celebrate life with friends and family. It was time, as a top University official would later admonish, to ‘nurture’ the soul. I was glad to do just that. Thank heavens for vacation leaves. ■

2nd International Symposium on Underutilized Plant Species
Kuala Lumpur June 27-28, 2011

A Food Security Conference in Malaysia ■ Teodora Balangcod

Biology professor reads a paper on Benguet root crops that can be turned into flour

The 2nd International Symposium on Underutilized Plant Species focused on “Crops for the Future-- Beyond Food Security.” This symposium is a follow-up of the first one held in Arusha, Tanzania in 2008. These conferences have served as venues for presenting research outputs on promising underutilized food and non-food crops. The second symposium’s focus was on the potential role of these plant species in contributing to global food security and nutrition, buffering the consequences of climate change and increasing agricultural biodiversity.

The symposium was organized by the University of Nottingham Malaysia Campus with the support of various international organizations such as the International Society for Horticultural Science (ISHS), the ISHS Working Group on Underutilized Plant Genetic Resources, and the Food and Agriculture Organization of the United Nations.

The plane touched Malaysian soil on that sunny Friday afternoon of June 25. The air was humid, much like Manila. My family and I got off the plane, following the hand gestures of the airport crew. There was still no indication of our being in another country until the signage came into view, KLIA, the Kuala Lumpur International Airport. On our way to find the money changer, we noticed how close some phrases and words are to our own: *Selamat jalan* (Goodbye or Safe Journey), *Lima* (Five), *Lelaki* (Male), to name a few. Being first timers in Kuala Lumpur, we



Filipinas working at the Rajah Chulan; photo with Dr. Lorenza Lirio of BSU (2nd from left), Dr. Balangcod (2nd from right) and Karen Ballada (extreme right)

had to get a taxi to our hotel. That was easy because we just had to follow the arrows for *Teksi*, meaning taxi.

Our destination was Hotel Sempurna, a budget hotel at Jalan Imbi. *Jalan* we learned, is Bahasa Malaysia for “road.” English is no problem for most people, Malaysia being an ex-British colony. We freshened up and got ready to explore the nearby sights. First we tried the local tea and plum juice from a nearby street-side café and the local “pancit.” We strolled along Jalan Imbi, marveling at the night scene of the busiest streets of Kuala Lumpur. We also had a good view of the Petronas Twin Towers and the KL Tower, both dazzling in vibrant lights.

We had the whole day to explore the city. Our first agenda was the Twin Towers, this being the most famous landmark in KL. We opted to walk from our hotel so we got to see the KL Tourism Center. It was a great source of free pamphlets,

maps and brochures. We reached the 88-storey Petronas Twin Towers and had a stunning close-up view of the structure. Both towers were built exactly the same with a bridge connecting the two. At the foot of the tower is the Suria Kuala Lumpur City Center (KLCC), a six-storey crescent-shaped mall. Lunch at the food court offered a variety of dishes, from Thai to Indian to Malaysian fare. Most of the dishes were chicken, noodles, and seafood but hardly any pork. Majority of the people we encountered were Malay, Indian and Chinese.

In the afternoon, we rode the monorail towards Imbi, the station nearest our hotel. The Imbi station is just across the Berjaya Times Square, one of the largest malls in the world. It houses an amusement park with a rollercoaster. We spent the rest of the afternoon exploring Bukit Bintang, the heart of Kuala Lumpur’s golden triangle. Numerous hotels, shopping malls and restaurants fill the area. Crossing the roads of KL was no easy task, however. You have to be quick on your feet when the sign says “Go” because motorists are unruly. Late at night, we reached the hotel with very tired feet but we were satisfied.

My companions for the symposium arrived at the same hotel the night before the event. Dr. Lorenza Lirio, Mr. and Mrs. Gonzales of Benguet University and Karen Ballada of UP Baguio and I went to the venue the following day.

More than 250 participants from over 45 countries attended the symposium. The first day featured plenary talks on underutilized and neglected plants and



The Berjaya Times Square, one of the largest malls in the world, housing an indoor amusement park

several keynote addresses which included Dr. Hannah Jaenicke's talk on "Research and development of underutilized plant species: crops for the future - beyond food security." Dr. Jaenicke was the director of the International Centre for Underutilized Crops (ICUC) and Global Coordinator of Crops for the Future (CFF) until 2010. She was also convenor of the First Symposium on Underutilized Plants which I attended in Tanzania.

One of the highlights of the symposium was the official launching ceremony of the Crops for the Future Research Center which is based at the University of Nottingham, Malaysia. Leading the ceremony was the Prime Minister of Malaysia, Najib Tun Razak.

Crops for the Future aims to initiate a paradigm shift by looking into the hidden potential of neglected and underutilized crops to help people in facing world malnutrition and the challenge of climate change. Even if we did not see the physical structure, the digital images of the Research Center were really stunning. I could not help but wish that a similar structure could also be built in the Cordillera.

The succeeding talks were set in parallel sessions. We chose sessions where our

co-Filipinos, more than ten of them, were giving their lectures. One observation which I can boast of is that Filipinos are very smart presenters relative to our Asian counterparts. We speak the English language fluently.

I read a paper on a research project I co-authored with Prof. Vilma Vallejo, a colleague from the UP Baguio College of Science. The research is entitled "Harnessing the potential of underutilized root tubers in Benguet province, Luzon, Philippines as substitute for wheat flour to enhance food security."

In this study, flour was produced from underutilized root tubers in Benguet province, namely gabi (*Colocasia esculenta*), wild gabi (*Xanthosoma saggitifolia*), ube or yam (*Dioscorea alata*), and camote (*Ipomoea batatas*). Ash and

moisture content of the flour from the four tubers were analyzed using gravimetric and forced draft oven methods, respectively.

Comparatively, *Xanthosoma saggitifolia*, commonly known as *galiang*, contains a relatively high amount of minerals, yet in most communities of the Cordillera the tubers are usually fed to hogs. Most indigenous communities lack the technical knowledge to produce flour from available plants, particularly the underutilized ones. If such a lack is met, the study can help solve the need for carbohydrate sources of these communities, especially in times of rice shortage. ■

Public apology published in *UPB Outcrop*, *Ti Similla*, Tumblr and Facebook

Ito ang pinakamalaking leksyong natutunan ko sa loob ng akademya.

Ako si PLARLENE JULIANE A. VALENTOS, estudyante ng Journalism mula sa Kolehiyo ng Arte at Komunikasyon ay taos-pusong humihingi ng kapatawaran kay BB. JENNIFER SANTOS. Si BB. SANTOS ay ang aking dating instructor sa mga kursong Journalism 104, Journalism 106 at Communication 199. Nitong nakaraang Pebrero 2011 ay naglathala ako sa aking Facebook at Tumblr account na moneyfamefortune.tumblr.com ng mga salitang nakasakit sa damdamin at nakasira sa reputasyon ni BB. SANTOS. Batid kong mali at nakakabastos ang aking ginawa na naging dahilan ng pagkasira ng reputasyon ni BB. SANTOS sa loob ng Unibersidad, sa aking kapwa mga estudyante at sa lahat ng taong nakabasa ng aking mga sinulat sa nasabing social networking sites. Ang aking nagawa ay sumasalungat sa etiko ng malayang

pamamahayag at responsableng pagsusulat.

Kaugnay nito, inaamin ko na nagkasala at binastos ko din sa mga nasabing account ang aking mga naging butihing propesor na sina GNG. EPIFANIA CLAUUR mula sa Human Kinetics Department, G. AMER AMOR at G. CRISTIAN CARLO SULLER na mula naman sa Kolehiyo ng Arte at Komunikasyon. Batid kong lumagpas ako sa limitasyon ko bilang kanilang estudyante kaya nabastos ko sila sa pamamagitan ng mga nakasakit na salita.

Muli, humihingi ako ng lubos na kapatawaran sa mga taong nabanggit at sumusumpa sa ngalan ng Panginoon na hindang-hindi na ako uulit sa aking ginawa. Lubos kong pinagsisisihan ang aking nagawa kay BB. SANTOS at nawa'y mapatawad niya ako. Maraming salamat po.

Interdisciplinary physics

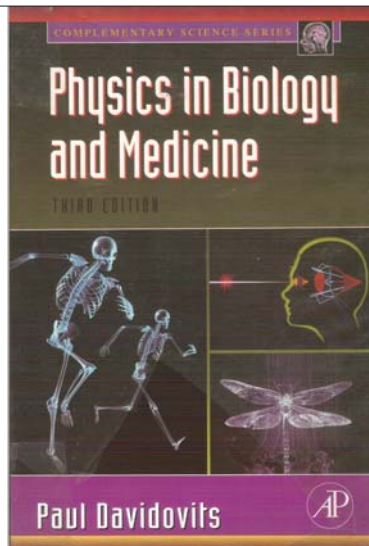
A reference book explains biological applications of physics concepts

■ Quantum Lubrica

Physics is a fundamental science so it can explain the other sciences like chemistry, geology, biology, and every other discipline. However, it's not automatic for a person to see the connections. Paul Davidovits helps provide the connection with his book: *Physics in Biology and Medicine*, 2008 (3rd edition). Specifically, Davidovits covers the topics included in basic college physics texts: solid mechanics, fluid mechanics, thermodynamics, sound, electricity, optics, and atomic and nuclear physics in seventeen chapters consisting of 301 pages.

Each chapter gives an adequate background of the physics concepts that are prerequisites to understanding the biological applications. As an example, in a chapter about the motion of fluids, Bernoulli's equation, viscosity and turbulent flows were discussed briefly before the discussion of circulation of blood in a human body. The necessary formulas were provided and explained. After the discussion of blood circulation, he went on to discuss how blood pressure changes within the body. He then used this concept to explain why a person may feel momentarily dizzy after suddenly getting up from a reclined position. The physics behind the use of sphygmomanometers – how blood pressure is typically measured in clinics, is also tackled along with more advanced topics. Based on my teaching, what I see is that practical examples like these help students see in a more concrete way that physics is present in everyday life and biological systems in particular.

In the preface Davidovits also mentioned that “no previous knowledge of biology is assumed” and that “the biological systems to be



discussed are described in as much detail as necessary for physical analysis” which makes this a perfect fit for an instructor teaching physics to biology majors. It's good that he provides, in a nutshell and with helpful figures, what is needed for the instructor to be able to relate and explain the various concepts. There is an ample array of exercises at the end of each chapter. Most follow directly from the examples presented. For instance, Davidovits states that “In the feet, 130cm below the heart, the arterial pressure is 200 torr (see Exercise 8-4b).” This is a good strategy because two birds are hit with one stone by keeping the discussion smooth and the reader is given the chance to verify what was asserted. At the latter part of the book, there's a list of answers to all the exercises which makes it a good source of problems for exams and assignments.

The book is definitely a powerful tool for any biophysics course. However, it can't stand as the sole reference because there are some concepts that require everyday examples that are not exclusive to biology. Davidovits' approach is to discuss the physics concepts such that integration with the succeeding biological applications is optimal. Thus, he leaves out some basic ideas that can potentially help the learning student grasp the concept more deeply. My recommendation is to use other references like *Physics Principles with Application* by David Giancoli and *Conceptual Physics* by Paul Hewitt to build a sound foundation of the physics before using Davidovits' book to explicitly show the biological applications. One minor problem with this strategy, however, is Davidovits' use of the cgs units erg (instead of the SI unit Joule) and occasionally dyne (instead of Newton) when referring to Work and Force, respectively. This can be cumbersome when the reader has a good grasp of the SI units and can't as readily imagine how large or small an erg (or dyne) is.

To its credit, however, the book contains an appendix of basic physics concepts in mechanics, electricity, and optics. It's essentially a listing of the various definitions (words and equations) and should therefore be enough as a review for a reader already familiar with the topics but isn't adequate for trying to teach beginners to intermediate level. Overall, the book is a helpful, straightforward reference that complements a standard textbook in teaching (and learning) both basic (college level) and advanced (medicine) biophysics. ■



OFFICE OF PUBLIC AFFAIRS
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Ti Similla

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