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Ti Similla

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UP Baguio holds Centennial Faculty Conference

"A long view of things"

In these terms, UP Baguio Chancellor Priscilla Macansantos characterized the exercise that involved 90 faculty members of UP Baguio, drawing the two-day Faculty Conference to a close on January 27, 2008. The Conference was held at the Mount Data Lodge in Bauko, Mountain Province and was keyed by Mapua Institute of Technology President and former Dean of the UP College of Engineering, Dr. Reynaldo Vea. In a message entitled "A National University for Global Competitiveness: A Constituent University for Local Action." Dr. Vea reiterated the concept of UP as a national university, one that is "primarily responsible for the advancement and protection of national interests." This translates to anchoring University goals towards helping the country become one of the "winners in the global economy," enjoying the economic gains prominence in global competitiveness bestows.

Such prominence, Vea noted, is attained as the country reaches competitive levels of productivity. The University's role here is "to provide the human resources and the knowledge to continually improve the productivity and competitiveness of the nation's firms." Vea underscored the need to expand offerings in science and technology, at the same time that an "informed" multidisciplinary will help sustain UP Baguio's research into and engagement with life and commerce in Northern Luzon and the Cordilleras.

The Conference proper, as convened by



Vice Chancellor for Academic Affairs Maria Nela Florendo, addressed three concerns: Values and the Modern University (in papers prepared by the College of Social Sciences faculty); Evaluation of the Revised General Education Program at UP Baguio (in papers from the College of Science); and Language Issues (in papers from the College of Arts and Communication). Discussion on Values affirmed the foundation that learning at UP Baguio has built on personal and community-oriented values, and also reiterated UP's function as a social critic that must build on a memory and vision of the future. The practice of self-criticism, reevaluation of its mission, goals and programs will continue to be undertaken.

College of Science faculty demonstrated statistical and qualitative evaluation of objectives attained in their RGEF courses. Recommendations include similar assessment to be done in other Colleges. Conscious effort

is needed in tailoring course content, methodology and instructional materials to fullest approximation of RGEF objectives. College and departmental RGEF committees can be created and tasked to oversee RGEF in the three Colleges.

Faculty from the College of Arts and Communication recommend the re-installation of the "series" arrangement of language courses (in Filipino or in English, as a choice of each student) so that continuity in skills and knowledge acquisition is attained. A research model from a project of the Department of Communication will include translation of EICs in local languages. The CAC also envisions UP Baguio as a center for multilingual studies in the North (foreign language study, and studies in/of Filipino and other local languages). **From Conference Syntheses** ■

2008 Faculty Conference

Photo documentation by Dr. Julius Mendoza, Amer Amor and Arjay Arellano



Chancellor Priscilla Macansantos and keynote speaker, Dr. Reynaldo Vea, at highway highest point, Sayangan



Trooping in



Vice Chancellor for Academic Affairs Nela Florendo, Conference Convenor



Grounds at Mt. Data Lodge, Bauko, Mt. Province



CSS Panel: Values and the Modern University



CS Panel: Assessment of RGEP



CAC Panel: Wika at Komunikasyon



Mt. Data Hotel Staff in cultural performance



Prof. Rizavel Addawe does RGE statistics



Ticklish matters: head and foot massage



UP Baguio gallants



Food and comradeship

2008 Faculty Conference The Panel on Values

■ Anna Christie Torres

Of bridges, cultivations, pamantayan and lived experiences

Marie Chris Ramoya, in “A Theory of the University: A Deconstructive Approach,” uses the image of a bridge to illustrate the linking function of the university. The university as an institution needs a foundation to realize its linking and reciprocal function, and this foundation is philosophy. According to Ramoya, applying Derrida’s deconstructive approach to the theory of the university is both “relevant and uncomfortable” because it

... calls on an unceasing reflexivity that spans both the learning space and the time of this space. It makes the university confront its own reason for being, in terms of what it allows itself to mutate into, considering the social forces that are inextricably bound to it (Ramoya 6).

In other words, the university must police itself through self-criticism to avoid *centrisms* to seep into its very foundation and turn ‘bridges into towers.’

Dr. Mark Joseph Calano’s “Socratic Cultivation: Alcibiades’ Education to Virtue” dwells on an often ignored dimension which is self cultivation or the care of or an engagement with the self. Alcibiades was a charmer, a real head-turner who possessed not only good looks but also intelligence, wealth and social stature. More importantly, he aspired for political power. But it was his virtuous qualities that drew Socrates to him. According to Socrates, “the self is Alcibiades’ good thing, the one good thing that he must love before all others” (in Calano 9). Socrates likewise maintains that “a leader needs the help of a teacher to acquire power,” and so a dialectical education is in order. Both teacher and student must prioritize the need for further education at all times. Learning how to care for the self is to know the soul and this leads to learning how to care for the state.

“*Pamantayan* and Education: Integrat-

ing Values in the Academe” by Liezl Rillera-Astudillo uses F. Landa Jocano’s “Notion of Value in Filipino Culture: The Concept of *Pamantayan*” as her framework. Astudillo sees *pamantayan* as responsible for “[setting] the boundaries of freedom in education” (Astudillo 3). Together with its value sets, *pamantayan* optimizes the teaching-learning process primarily because the value concepts are localized.

Michael Franz Ang’s “Values and UP Baguio: the Lived Experiences of some Faculty Members” points to service, academic excellence, vigilance, commitment, appreciation for cultural diversity and critical thinking as the core values of UP Baguio. Likewise, Ang sees lack of visibility in the larger community and the lack of feedback and mentoring from UPB officials as stumbling blocks to a more peaceful coexistence in the UPB community. Finally, he calls attention to observations of UPB being an ivory tower where passivity and arrogance reign.

Engaged cultural studies and the transporting of methods and attitudes

This section attempts to foreground the expanding role cultural studies plays in the academe today, faculty conferences like this one included. The qualifier ‘engaged’ emphasizes its political nature. Engaged cultural studies

encourages and takes note of culture’s capacity to express and invoke less restricted (more ‘other’ counter-narrative) ways of living. It does not neutrally present debates over canons, cultural value, multiculturalism, identity-thinking and so on for students. Rather, it aims to produce knowledge from perspectives lost to and in dominant public culture, and listen to marginalized voices (During 25).

In other words, engaged cultural studies



has chosen to “remain active in and sensitive to the cultural flows and ruptures of the contemporary world system” (During 47) that is globalizing unevenly and becoming more and more consumer-oriented.

Allow me to illustrate such engagement by turning to some concepts raised by the panel members. First, in the case of values or attitudes, as the case may be, Jocano’s localized value sets may be expanded to include the popular attitudes of *pagkamadiskarte* and *pagkapasaway* among UPB students. To what extent are they “in” and “cute”? When does *madiskarte* transform into *pagiging tuso*? Who determines this? What is media’s hand in all these?

The image of the university as a bridge links not just philosophy but other forms of “subjugated knowledges that have been buried/disguised in formal systemization” (Foucault in Gordon 81-82). The bridge may also be seen as space that facilitates what Michel de Certeau calls “walking rhetorics” (de Certeau 131) which uses “both imagination and semiotic analysis to show how everyday life has particular value when it takes place in the gaps of larger power structures” (During 126), like the UP system and/or its constituent units.

UPB as a community may be viewed in the light of Anderson’s “imagined communities” where what stands out is the “deep, horizontal comradeship” (Anderson 7). Members may claim they are bound by service and commitment to the university and the people whom they serve, personal sacrifices notwithstanding. ■

2008 Faculty Conference

Part 1: The RGEP Panel

■ Jerico Bacani

*The College of
Science reviews
RGEP history and
conducts FGDs for
assessment*

Aris Reginaldo started the presentation by giving a brief history of the old General Education program until its revitalization. It was in 1958, during the time of UP President Vicente Sinco when the GE program was instituted to realize the following objectives: (1) to communicate thought effectively and to read with understanding materials of high value; (2) to think critically and to make relevant judgments; (3) to gain knowledge of the present status and past history of the culture and society of which we are a part; and (4) to gain an understanding of the nature of science as an intellectual process.

In 1971, Leopoldo Yabes, then Dean of the Graduate School, wrote: "A general education program in the basic disciplines of the arts and sciences is provided by the College of Arts and Sciences before the students go into more specialized training in any of these disciplines or into professional and technological training in the other academic units." At that time the Natural Sciences and Math GE courses included Nat Sci 1, Nat Sci 2, Nat Sci 3 and Math 11. Sometime in 1986, after the People Power uprising, the GE Program was modified and Nat Sci and Math GE courses included Math 1, Nat Sci 1, Nat Sci 2, and Science, Technology and Society (STS), making a total of 12 units for the Nat Sci cluster. All in all, students were required to take 42 units of courses from the different clusters, but the subjects were "prescribed" in the course checklist. This meant that all UP undergraduate students, whatever the course they were pursuing, had to take the same 42 units, otherwise they would not be given a degree.

From 1990 to 2000, numerous professors and officials of the University tried to improve the program's implementation. In then UP College Baguio, sometime in March 1999, *Tongtongan 2*, a Faculty Conference, was organized. The proposed topic was Evaluation of the GE Curriculum at UP College Baguio. The divisions were asked to present the unit's GE subjects, guided by questions

such as "What are the goals of a GE program, and how do the GE subjects fulfill these goals?" and "How can these GE subjects, given their givenness, enhance UPCB's focus on Northern Luzon? Within the system's parameters for syllabus and teaching methods, can we identify the space for imprinting the UPCB mark?"

The members of the organizing committee were Profs. Hernandez, Palaganas, Abedania, J. Mendoza and Castro. In 2001, President Francisco Nemenzo formed the GE council to plan the revitalized program. The council's output was the Proposed RGEP. From 2001 to 2003, the proposal was presented, re-presented, debated on, and picketed against. The debate had full coverage on print media and the internet. In July 2003, the University Council of UP Los Baños approved the RGEP framework. UP Visayas did the same in August 2003, and UP Baguio on September 26, 2003. The Board of Regents met and finally approved the RGEP on October 25, 2003. The general objectives of the program are as follows: broadening of intellectual and cultural horizons; fostering nationalism balanced by a sense of internationalism; cultivating capacity for independent, creative, and critical thinking; inspiring passion for learning with a high sense of moral & intellectual integrity; and developing oral and communication skills.

In this paper, Reginaldo reported that their research team did a student survey and focused group discussions (FGD) with students and teachers to determine whether the

RGEP courses that CS has been offering meet the RGEP objectives. All the 235 students enrolled in CS GE courses (Biology 10, Chem 1, Math 1, Physics 11) in Summer 2008 were surveyed on May 12-15, 2008.

The FGD with students was done by randomly selecting students from those who were enrolled in GE courses during the summer term. There were nine (9) students who attended the discussion. Three (3) students were from the College of Arts and Communications, four (4) from the College of Social Science and two (2) from the College of Science. The discussion was done by asking questions to clarify certain results of the survey. Follow up questions were also given to clarify points that arose from the discussion. For each assessment given by a student, the rest of the group was asked if they agreed or not.

The faculty FGD was also done by gathering as many teachers as possible who had taught or are currently teaching RGEP courses. This group consisted of senior and junior faculty members. The discussions focused on the results of the survey and issues raised during the FGD with students. The teachers were asked to comment on each issue based on the actual conduct of their courses. Assessments of course contents, course requirements, instructional devices, syllabi, problem areas, etc., necessarily came into the discussion. Additional data were obtained during the College of Science Pre-Conference Meeting where case studies were presented for each of the RGEP courses. ■

(To be continued)



2008 Faculty Conference

The Language Panel

■ Grace Subido and Ruth Tindaan

Dispensing with language courses in series has jeopardized communication both in Filipino and English

Dr. Rosalina Mendigo discussed the language policy of the University in relation to an observed decline in proficiency in both English and Filipino of UP Baguio students. According to Mendigo, the bilingual policy of the university entails equal proficiency in two languages, but it is misinterpreted as an “anarchic switching of codes” by both teachers and students. This misinterpretation results to inability for students to sustain extended discourse in a single language.

Mendigo also relates the decline in language proficiency to the institution of the Revitalized General Education Program (RGEP). Comparing the RGEP to the old General Education (GE) program of the CAC, Mendigo notes that in the RGEP, students are not required to take courses in series and in the same language. This loss of “language focus” in the RGEP, according to Mendigo, disrupts what should be a steady and progressive language skills training regimen for students.

“Communication in Action” by Prof. Faye Abalos illuminates on theory for the Department of Communication’s (DC) suggestion for a “shift in paradigm” in Communication teaching, research, and praxis. The “new” communication model which informs pedagogical practice and research departs from the vertical, unidirectional, monologic model of communication to a horizontal, bidirectional, dialogic model which provides venue for ethical communication practice. Here, the participatory nature of the communication process allows for active participation of all the stakeholders in the campaign; sender-receiver binaries are dismantled and what ensues is dialogue and negotiation. Abalos notes too that this context-specific, “non-obligatory,” dialogic paradigm which seeks primarily to allow for egalitarian ac-

cess to information further opens the possibility for the creation of “new media forms.” As such, the study of communication will be enriched and no longer limited to training in Journalism, Broadcast and Speech Communication. “(Department of) Communication Campaign: Joint Action Research Project on Environmental Awareness” by Prof. Dazzelyn Zapata exemplifies and illustrates how this theory works at ground level.

“Wika at Komunikasyon: Mga Isyu, Tugon at Tunguhin” by CAC Dean Elizabeth Calinawagan outlines the college’s possible trajectories in “The University of the Philippines Beyond the Centennial.” For teaching, she notes the importance of proper skills development “toward intellectualization of language” and the need for the language series component in the RGEP. In recognition of UPBs particular placement in a multicultural environment, Dr. Calinawagan envisions the development of courses on local languages and cultures for inclusion in the GE Program. For research, and in keeping with the DCs intention for “shift in paradigm,” she noted that the true measure of the success of a research project is in its return to the community so that the communities will be able to decide what to do with

this knowledge for themselves. Thus, she foresees the necessity for translation studies. For extension, Calinawagan believes that the UPB can make itself felt in the community through the creation of extension arms that can focus on encouraging research and various activities in foreign language studies, Northern Luzon language studies, Filipino and vernacular language studies.

In her reaction to the CAC paper presentations, Prof. Celia Austria recognized the need for the 1-language series skills training in the GE. Further, she observed that skills development training will be more effective by limiting the number of students in writing courses.

In response to the idea for “centers” for various language-related activities, Austria observed that the “seeds of these centers are already there. There is the need only to institutionalize these.”

On the DC paper presentations, Austria concurs with the shift to dialogic practice and adds that this is more ethical precisely because “respect” is there. It asserts the “essentiality of ‘respect’ in dialogue.” The effort to produce EIC materials in the language of the community is commended. ■



RA 9500: A Charter against the University of the People?

■ Erlinda Palaganas

The Academic Union (AUPAEU) and CONTEND-UP present a dissenting view on the celebrated Charter

From State to National University:

The first thing which would probably strike a casual reader of the “Centennial Charter” (RA 9500) is the replacement of the conventional label of “state university” by the term “national university.” The current nomenclature rests on the crucial distinction between Private Higher Educational Institutions (PHEIs) and State Universities and Colleges (SUCs). Indeed, the yearly General Appropriations Act (GAA) only mentions SUCs as recipients of government subsidy. What message can be read with the elimination of all mention of the term “state university” in the Charter?

UP and the Rise of a New Managerial Stratum: One salient characteristic of the Charter is the creation of a managerial stratum distinct from the existing governance structures of the University. The UP President, aside from being referred to as the “chief academic officer,” is also labeled in the text of the Charter as the Chief Executive Officer (CEO), which means no less than that she/he shall henceforth serve as the highest ranking officer of the corporate entity which is the “national university.” Since the President shall be appointed in this capacity as the head of a corporation, is this just a change of nomenclature or does it have economic implications, especially so that the Charter states that the Board shall deem it within its powers to “determine the compensation of the President of the University?” (Sec. 14).

Combining managerial and governance roles, the President shall serve simultaneously as the co-Chairperson of the Board of Regents, with the Chairperson of the Commission on Higher Education (CHED), and as the Chairperson of an Independent Trust Committee (ITC) to be made up of representatives nominated by the following private entities explicitly specified by the

Charter: Bankers Association of the Philippines (BAP), Investment Houses Association of the Philippines (IHAP), Trust Officers Association of the Philippines (TOAP) and the Financial Executive Institute of the Philippines (FINEX).



Furthermore, in case of two failed biddings these same private entities shall nominate representatives which shall make up the majority of a “third-party body” tasked with making a “fairness opinion report” (Sec. 23). The individuals making up the ITC and the “third-party body” shall be “entitled to a reasonable per diem as the Board may specify” (Sec. 23 & 24). Why are these entities inscribed in such a solemn document such as the UP Charter when these are plainly transitory private entities which do not sit well in a national public document drawn up with claims to perennality such as the UP Charter? Why does the new Charter give private business interests a preponderant role in shaping the future of the University?

Still on management, there were efforts of the promoters of the Charter to allow

the UP President to have an unprecedented two terms. Such was eventually withdrawn because of strong opposition. Quite disturbing, however, is the fact that the Chancellor of each constituent unit will not only receive an unspecified amount to be determined by the Board but will also serve an unspecified term, likewise to be determined by the Board (Sec. 18). Although President Roman said that no CU would want a Chancellor for a lifetime, a lifetime can be taken literally and figuratively. Again, what are possible implications and scenarios?

UP as a Commercial Area with an “Academic Core Zone”: Section 22 of the Charter states, “The Board may plan, design, approve and/or cause the implementation of land leases: Provided, that such mechanisms and arrangements shall ... be exclusive of the academic core zone of the campuses of the University of the Philippines.” The whole territory of the University lying outside of this so-called “academic core zone,” which is as of yet unspecified, is therefore declared as a commercial zone. Will this be one source of the **Price of Higher Wages?** The faculty has been promised higher salaries. Sec. 13 states that “any law to the contrary notwithstanding, to fix and adjust salaries and benefits of the faculty members and other employees: Provided, that salaries and other benefits of the faculty shall be equivalent to those being received by their counterparts in the private sector.” Where will these promised higher wages come from? Rising tuition fees? Commercialization? Or shall it come at the cost of undermining existing rights to tenure in the longer term and lead to a rising percentage of part-time and full-time non-tenure track teaching staff?

Profiting from the Pursuit of Truth: Sec. 3 on the “Purpose of the University” states that the University is “a community

of scholars dedicated to the search for truth and knowledge.” However Sec. 13 specifies without irony “that research and other activities funded by the University shall likewise undertake research in fields of topics that have promising commercial applications.” Can this be read as: the scholars of the University shall be dedicated to the “search for truth and knowledge” only as long as these have “promising commercial applications?”

Gains: The New Charter provides that the Faculty Regent serve a term of two years and a Staff Regent who shall represent the administrative personnel and the research, extension and professional staff. This is a welcome development although we could have wanted a Regent for the REPS as well. It puzzles us why the REPS and administrative staff are under the Staff Regent when in 1992, a Supreme Court decision was made that REPS are part of the academic sector of the University. This gain however should be coupled with a transparent process of selection similar to the selection of the Student Regent. We should be vigilant on the unseen hands and maneuverings of the administration in the entire selection process. Or else, this “gain” will be purely on paper.

Salary Increase Next In Line?: The faculty was told that the new Charter will be emancipated from the bondage of the SSL and will be given salaries competitive with the private sector. Do we see it forthcoming and will it be within the range of the compensation package of the UP President as CEO?

AUAEU and CONTEND-UP believe that the blatantly neo-liberal Charter accepts the conventional and deadly wisdom of aspiring to be “globally competitive” at the cost of erasing all traces of the University of the People. The Charter accepts the assumption that the government cannot and will not provide a sufficient budget for UP. Its main direction is to forge the transition from being a service-oriented public entity towards being a privately run corporate enterprise with its own CEO and an independent trust committee driven primarily, if not solely, by the search for profit. This Charter is nothing but the tragedy of the UP Centennial. ■

New Faculty 2008

A fresh crop of academics

Editor’s Note: [The following were able to meet the press deadline for this issue’s feature on incoming faculty members.]

College of Arts and Communication

Lynette Carpio

Lynette is a Bachelor of Science in Development Communication, UP Los Baños (1999) and is working on her masters in development communication, also from UPLB. Her thesis concerns “Narratives of Participatory Communication in a Web Forum on Community-Based Natural Resource Management.” Lynette taught at UPLB for five years and has gone back to teaching because she enjoys “interacting with students,” eager to pass on her keen interest and acquired knowledge in communication theory. Asked about career plans, “world domination,” Lynette quips, echoing Jessica Zafra.

Scott Saboy

Scott has two undergraduate degrees from Saint Louis University: in English and political science. He also obtained a degree in theology from Philippine Bible College. His undergraduate thesis was on “The Banao in the Bodong: Implications to Peace and Order and Stability in Kalinga.” Scott sees

teaching as his “biggest break,” having worked as, in his words, “a sectarian preacher, local government operations officer (LGOO), ESL/EFL teacher, ‘call boy’ (Call Center Agent), small-time textbook editor and what have you.” He cites Cordilera literature as closest to his heart, along with indigenous knowledge systems and practices, and plans on publishing a Banao-English /Filipino dictionary as a way of helping preserve the language of the Banao tribe, followed by a translation of the Bible in Banao.

Michael Jensen Garcia

Jensen is a BA in Broadcast Communication from UP Diliman (2008).

His thesis was an evaluative study on how citizen journalism was employed for ABS-CBN’s coverage of the 2007 elections. His research interests cover participatory communication, development communication and broadcasting, and analysis of mainstream broadcast programs. His other interests include debate, and music. Jensen once worked as a disc jockey on radio and thinks about doing this again, as a way of “unwinding.”

Fara Martia Manuel

Fara is a Bachelor in Fine Arts, major in Visual Communication, *cum laude*, from UP



Diliman. Her thesis, "Creative Resistance against the Fastfood Industry," used the storybook as a medium for promoting environmental awareness and animal rights. The lead character, Maki Baka, befriends a fastfood fanatic and ends up convincing the kid to turn vegetarian. On the role of visual artists, Fara writes: "... to explore symbolism and signification to further transform art as a never-ending, ever-expanding discourse of ideas."

Jose Manuel Sicat

Manolo has two undergraduate degrees from the College of Fine Arts, UP Diliman, the first in visual communication (2003) and the second, major in sculpture (2008). His first thesis focused on a tri-media campaign promoting Philippine indigenous games. His thesis on sculpture was an "exploration on how gesture created by tension could reveal a non-visible object as part of the sculptural form." For this he worked on "five life-size sculptures of workers, minus their tools, in their working gestures." Manolo now fulfills a dream of teaching at UP, and he is surprised that UP Baguio has students coming from Pangasinan, Pasig and even Quezon City.

College of Science

Melchor Cupatan

Melchor is a physics major from UP Baguio, a 2008 graduate. He is interested in undertaking research in theoretical physics that deals with such areas as string theory, extra dimensions, parallel universes or multiple realities. Subjects that thrill him are mathematical physics, relativity, and quantum mechanics because physical systems "behave so weirdly and I am the kind of person that loves distraction." Melchor thinks about eventually taking his masters in physics at

the National Institute of Physics at UP Diliman.

Marisse Asong

Marisse is a *cum laude* graduate in biology (2008) from UP Baguio. Her thesis involved a physical and microbiological analysis of the water quality of the Irisan Spring. (The Irisan dumpsite is located 400m above the Spring which is the source of water in low-lying communities such as Tadiangan.) The

component capsaicin in Chili pepper, postulated by herbalists as capable of sterilizing tooth cavities while soothing a toothache. Chili pepper can also be evaluated for its analgesic, antioxidant, chemoprotective and anticancer properties. Mark is obviously focused on microbiological research and sees zoology, genetics and microbiology as his turf.

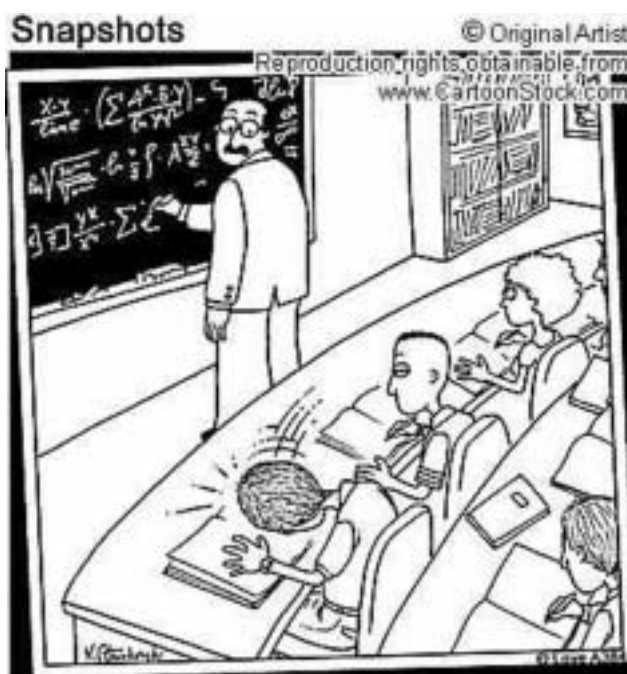
College of Social Sciences

Maria Alelie German

Alelie is a 2008 UP Baguio *cum laude* graduate, BA Social Sciences, major in economics and minor in political science. Her thesis is entitled: "Determining the Socio-Economic Implications of the Emergence of G-CASH and SMART Money and Their Uses in M-Commerce as a new Venture in Mobile Application in Baguio City." Alelie credits Plato for inculcating in her the view that learned knowledge is useful "only when it is shared and applied." Teaching accords this space for sharing and Alelie is also inspired by the "flexibility and dynamism" of the classroom situation.

Christy Palacio

Christy graduated from UP Diliman this year, BA Psychology, *cum laude*. No thesis is required of psychology majors in UPD, but Christy lists the following papers she had to produce for three method courses in psychological research: "The Effect of Failure and Leadership on Subsequent Performance," "Imahe ng Pagkalahati ng mga Lalaking Manlalaro ng DotA," and "The Effect of Personality (introvert or extrovert) and Fibonacci Paintings on the Perception of Beauty." About UP Baguio, Christy says: "UPB has a unique charm. I guess it is the cool climate, green trees, and warm and intelligent people." ■



Professor Herman paused when he heard that unmistakable thud - - another brain had imploded

study showed contamination from coliform and pathogenic organisms, and large deviation from DENR physical parameters. Marisse is intent on pursuing research on the quality of groundwater resources (and contamination) in the Philippines, and plans on doing a masters in botany or microbiology in the future.

Mark Lawrence Tirao

Mark is a 2008 biology graduate of UP Baguio. His thesis is entitled "Comparative Evaluation of the Antibacterial Action of Extract of Chili Pepper Fruit Varieties on Human Dental Microflora." The study cites

Passing through Pasadena

■ Elizabeth Lolarga

Photos by Rolando Fernandez and Mario Baluyot

On a summer trip to the US, a UP Baguio fine arts major revels in enclaves of the arts

An art critic from New York snootily describes Los Angeles as “twelve suburbs in search of a city.” Our old LA-based pal Mario Baluyot from newspaper row days will have none of that condescending tone. Always he is quick to point out there is a thriving cultural life in California beyond the twin examples of gargantuan kitsch: Disneyland and Universal Studios.

He designates himself our “taxi driver” during our stay in the West Coast, keeping a running commentary about how colonies of writers and other artists have made his sunny state their home.

He drives us from our temporary base, Torrance City in South Cal, to northern San Francisco via the ultra-scenic Pacific Coast Highway (ahhh, lush forests, yellow green meadows, pastures, soaring cliffs overlooking roaring ocean waves). We make stops along the way in Santa Barbara, the little Scandinavia called Solvang, San Simeon (renowned for the Hearst Castle), Big Sur (where I shriek like a teenage fan when I spot the Henry Miller Library) and Carmel by the Sea.

A few days before we fly home, Mario picks us up in Torrance again for a day trip to old Pasadena. We pass through a narrow, by LA standards, four-lane freeway, the very first in California and built in the 1940s. On the right, past a wire fence, stand preserved Victorian houses that make up Heritage Square.

Too early for the opening hour of the Norton Simon Museum on West Colorado Blvd., we walk under the shade of blooming jacarandas to the nearest Pinkberry store for its famed silken yogurt.

Just a few years old, Pinkberry has been

a sensation in downtown LA when an enterprising Korean woman, Hyekyung Hwang, set it up for the health-and-flavor conscious. Served like soft-serve ice cream in a cup, the yogurt “with a distinct pouty peak” is best topped with fresh fruits like blackberries, kiwi, strawberries, mangoes and blueberries—choose any three—if you are, like us, trying to keep your blood sugar to a normal



Connecting with Maillol's *Air*

level. Otherwise, go to town with chocolate chips, marshmallows and the whole armada of sweet, crinkly tidbits.

Named after the American industrialist behind such firms as Hunt Foods, Canada Dry Corp., Max Factor and Avis rent-a-car company, the Norton Simon Museum houses his collection of Old Masters, modern art and sculptures from India and Southeast Asia. The architecture is unprepossessing; it doesn't take your breath away the way better known art showcases do. And therein lies its charm. While one needs repeated visits to take in what bigger museums like the

Getty Center and the Los Angeles County Museum of Art have to offer, Norton Simon with just its main and lower levels allows for an unhurried yet comprehensive tour.

The Rodin bronzes are like sentries along the entrance walk. His cast of *The Burgbers of Calais*, the art history books teach us, commemorates the six heroic leaders of Calais, France, who offered themselves up for execution to spare their city from the onslaught of the invading English. Their lives were later spared when the English queen told her husband it would be bad for her unborn child if these men were killed.

But the sculptural works that appeal to me most are those of Aristide Maillol, also a Frenchman. The life-size ones are installed in the Sculpture Garden among such trees and plants as Lily of the Nile, Corsican Hellebore, Flax Lily, Lemon-scented Gum (a type of eucalyptus and yes, it does smell citrusy), Goodwin Creek Lavender and Tulip Tree. Maillol's women are generously endowed (I definitely identify with that!), graceful and balanced despite their uncomfortable poses.

Googled information on the artist yields this information: “What is it about Maillol's work that prompts museums to pay over a million dollars for one of his prized, large sculptures? Moreover, why is his name virtually unknown by the general public? The answer to the paradox lies in the dichotomy inherent in the artworks themselves. His works are heroic, yet subdued; masterful, yet crude, classical, yet primitive, elevated, yet humble; obvious, yet profound; harmonious, yet disturbing. Such contrasts as these can only be portrayed in the work of a great



Degas' *Little Dancer*

artist...Why Maillol is not more widely known is perhaps a testament to how thoroughly his work has filled a void we today take for granted. A void where the simple, classical abstraction of the human form can

communicate epic poems from a place of immortal stillness. Our contemporary frenzy today can no more comprehend a Maillol than the patient growth of a tree. Maillol is a sage that awaits the next chosen."

I decide to skip walls full of Renaissance works when I spy the Spaniard Baroque painter's Francisco de Zurbaran's *Still Life with Lemons, Oranges and a Rose*, an oil dated 1633. I sit before it entranced, and cannot help but agree with the experts who consider this piece one of the most perfectly composed and executed still life paintings.

Because she is a woman painting at a period (1600s) when there were few women painters, Louise Moillon's *Still Life with Cherries, Strawberries and Gooseberries* is worth a second, even third, look. The exhibit card notes that her works "embraced a different aesthetic—quieter, more contemplative and satisfying in their own right."

Edgard Degas' *Little Dancer*, the only sculpture he exhibited in his lifetime, stands bemused in a roomful of 19th-century art. Greeted with hostility when it was first publicly



Rodin's *Burghers of Calais*

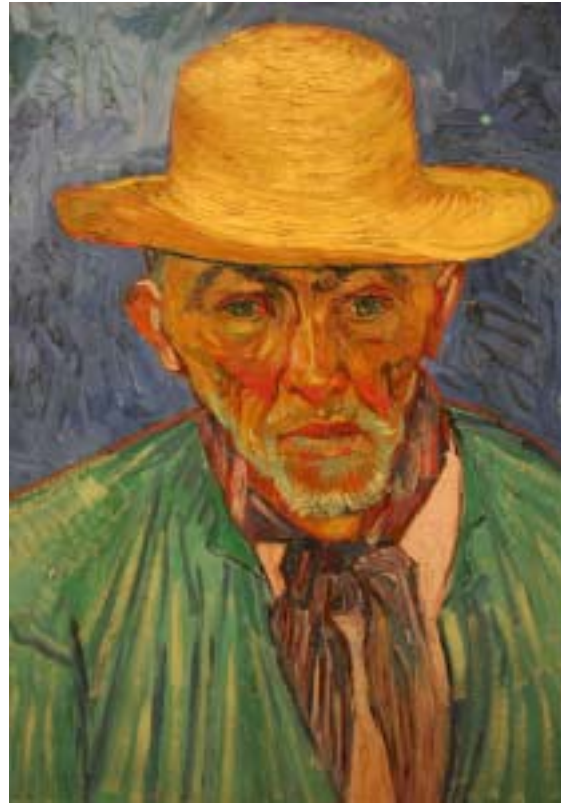
un-veiled, the

piece is a portrait of the dance student Marie von Goethem. Why the brouhaha over it? Degas not only used a wax model but also put on it an actual silk bodice, a gauze tutu, cloth slippers and a satin ribbon for the pony tail.

The Mexican Diego Rivera is represented with

his huge *The Flower Vendor* a.k.a. *Girl with Lilies*, a 1941 oil.

This is also the museum where one nods at, tip one's invisible cap to the Oriental-inspired women of Matisse whether they're sprawling languorously on a couch or danc-



Van Gogh's *Portrait of a Peasant*

ing with tambourine in hand. Van Gogh's peasant man stares back at the viewer in full dignity, the colors of his hat, suit, face as bright as the day the Dutch Post-impressionist painted them.

The Asian deities like the sandstone torso of Buddha Shakyamuni from Thailand (approximately 7th-8th century) make me wonder if there are any more of them left in situ.

But that seems to be the way of the arts these days, whether antiquities from our own continent or art of this new century. One must know their present whereabouts. God/Goddess willing, one is fortunate to have a guide like Mario to help track them down. ■

**Mary Eloisa Torres Rowshangah
(1950-2008)**

Assistant Professor in Biology



Dr. Teofina Rapanut

Vice Chancellor for Administration

Malou and I joined then UP College Baguio in January 1973 to fill in vacancies left by those who trooped to the hills. We shared one faculty room with Prof. Henry Ramos of the Physics Discipline. Malou was a very diligent teacher, spending much time reading, virtually memorizing her notes in Zoology. She studied inside the faculty room, and even by the pond area where she sprained her ankle when she sat on the cemented mushroom. She was figure, I mean, body-figure conscious so she just watched as Henry and I feasted on Henry's daily supply of imported chocolate from an admirer. She maintained daily strolls with Prof. Esperanza Macaranas, a senior chemistry professor, sometimes at John Hay or just along Session Road. Malou left to take advanced studies. Then she came back not only with a masters degree but also with a daughter, and a very robust body. She had become more outspoken, critical and argumentative. I always thought that it could be a result of sad experiences in her life and her physical condition. I tried to bring her to a personal relationship with God...She said that I can say those things because I had been close to death in an ac-

cident. I shared that we just have to learn from our experience and keep our faith in God stronger as He makes perfect His plan for us. She has gone ahead, where she is free of pains and suffering. I pray that her untimely passing will heal the hurts among us and we will keep just happy memories and lessons we have learned from her.

**Prof. Wilfredo Alanguai
Dean, College of Science**

The past year had been an extremely busy and difficult time for Malou in her efforts to finish her Ph.D. dissertation in biology. We had high hopes on her research work on colon cancer, and in fact before the accident, she told me that her paper was accepted for a presentation at another international conference on human genome which will be held in India sometime in September. She was quite excited about the prospects of the trip, plus another two-week training that will be held in the Netherlands in November which she also wanted to attend.... That's Malou, so full of grit and determination, always a fighter. She loved her profession and UP Baguio. She also loved to sing, to eat and laugh. She loved Elvis Presley and most of all, she loved her daughter Marie. ■



UP Baguio also mourns the passing of two of its other employees.

Grace Villanueva Erong who worked with the UP Baguio Library from 1969 until her retirement in 1999. She passed away on June 10, 2008.

Melecio Besara, a former gardener and Custodial Foreman of UP Baguio. Manong Bes worked at UPB from its beginnings in 1961 until he retired in 1988. He passed away last May, at the age of 80.

UP Baguio is grateful for their dedicated, lifelong service to the University.



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