



Among DLSU-D fans and admirers, TV and movie star Marian Rivera looks around DLSU-D's College of Liberal Arts and Communication grounds as GMA TV host Jessica Soho tapes Rivera's homecoming as part of an episode of "Kapuso Mo, Jessica Soho," December 15. Rivera is a DLSU-D alumnae with a degree in BS Psychology.

After getting Level IV reaccreditation, DE LA SALLE-DASMA GEARS FOR PAASCU INST'L ACCREDITATION

CLOSE AT THE HEELS of most of its programs' Level IV reaccreditation, De La Salle University-Dasmariñas is now preparing for institutional accreditation with PAASCU (Philippine Accrediting Association of Schools, Colleges and Universities).

Says Lucille Rivera-Calairo, head of DLSU-D's QAO (Quality Assurance Office), the University is now eligible for institutional accreditation since 86.1 percent of the school's programs are currently PAASCU-accredited. This beats the 75 percent that PAASCU requires.

To compute for this percentage, the University's number of accredited programs was divided by the total number of its "accreditable" programs. By PAASCU's definition, "accreditable programs" are only those that (1) PAASCU has the instruments to evaluate programs with, and (2) have had at least two batches of graduates.

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QAO is in charge of preparing all the needed reports and documents for submission to PAASCU. Calairo says the University's institutional accreditation will not require a visit by PAASCU accreditors. However, DLSU-D has to show in its reports and documents that it has "adequate well-developed internal quality assurance mechanisms" in place.

Emphasis on quality

"This time, there is real emphasis on IQA (internal quality assurance)," says Calairo. "These are the processes, guidelines, activities that the University does overall to manage, assure, and enhance the quality of our programs and activities."

An example of IQA is the school's evaluation and monitoring activities: faculty evaluation, academic staff evaluation, class observations, etc.

"They (PAASCU) will also look into the results of our board exams," Calairo adds, "so we are submitting to them our track record for the past three years because, for them, it's strong proof of the effectiveness of our classroom instruction, etc."

Calairo says her deadline for submitting all the documents and reports is before the end of March 2015, in time for May in which PAASCU's first-of-two commission meetings for the year is conducted. In this meeting, PAASCU will deliberate the University's bid for institutional accreditation. If the commission approves, they will then endorse it to FAAP (Federation of Accrediting Agencies in the Philippines), the body authorized by the country's Commission on Higher Education to certify an accreditation.

"Hopefully, by June-July, we will have

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Office Admin students, PASOA champs

DLSU-D students emerged champions in two competitions in the 11th PASOA (Philippine Association of Students in Office Administration) National Convention, held November 21 at the Don Mariano Marcos Memorial State University in Agoo, La Union.

The students, taking up Office Administration under the College of Business Administration and Accountancy's Business Management Department, were Kristine Ann Bonete, John Michael Gerona and Alyssa Victoria Remo, who were Quiz Bee champions; and Charlene Joy Tapia (coached by Prof. Presentacion Bolario) who was champion in the Shorthand Competition.

PASOA's 11th national convention was themed "PASOA @ 11: Empowering Office Administration Students for ASEAN 2015."



the results,” says Calairo.

Benefits

When asked about the benefits for DLSU-D being institutionally accredited, Calairo says it’s a linked series of benefits to the school’s standing. “It will help maintain our Autonomous and University Statuses.”

She explains that a point system is used, with 85-95 points at least, in order for a school to earn or maintain the said statuses. Institutional accreditation would earn for DLSU-D 20 points.

Besides this, it also adds prestige to the University to be institutionally accredited since, in the Philippines, only 11 schools are institutionally accredited, including De La Salle University-Manila, Ateneo de Manila University and University of Sto. Tomas.

Once the University is institutionally

accredited, Calairo says it doesn’t end there. “You have to maintain it—that’s the challenge there. There’s a chance that you could lose it after five years. We cannot rest on our laurels. Quality assurance is something we need to do on a daily basis. It should be a regular part of our academic life—part of our consciousness.”

Late November 2014, PAASCU reaccredited DLSU-D’s Colleges of Liberal Arts; Science; Elementary and Secondary Education; Business Administration and Accountancy; and Computer Science programs for five years (until November 2019). It also granted initial three-year (or until November 2017) accreditation to the programs Hotel and Restaurant Management; Tourism Management; Criminal Justice Education; Civil, Industrial and Mechanical Engineering.

Meanwhile, the University’s Electrical and Electronics Engineering and Information Technology programs have been assessed as “eligible to apply for a Formal Survey” in 2015, “provided that the recommendations of the PAASCU team have been substantially implemented.”

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Economics students shine at international confab

Themed “The Collapse of Industrial Civilization: What Should Asia Do?” the 12th Economix international conference not only had DLSU-D’s delegates (all BSBA Economics students under College of Business Administration and Accountancy’s Allied Business Department) learning about various challenges to Asian economies, but also showing their academic and performing skills in the competitive events.

Conference debaters Bryan Ayen, Rhenzy Ann Crema, Joseph Marvin Estillore, Francis Kevin Garcia, Alyssa Angelou Guerrero, Keanne Marrione Gealogo, Presiney Mascardo and Arjennel Sustal were finalists in the said event while Franzie Marie Velasco received honorable mention. In team competition, James Victor Santos and Randolph Ilawan were

also finalists. On cultural night, however, DLSU-D received “Best Performance” with their folk dance presentation.

The students were coached by Economics

faculty Dr. Alice Valerio.

The conference was held at the Faculty of Economics Universitas Indonesia in Depok, Indonesia on November 16-20.



DLSU-D and SCU Indonesia Student Exchange Program



Students from SCU (Soegijapranata Catholic University, Semarang Indonesia) and DLSU-D watch intently as DLSU-D Visual Arts Professor Eduardo Rubi II demonstrates hand painting during the Visual Communications/BGM Workshop (Day 1) of the week-long Architecture and Visual Communications Workshops hosted by DLSU-D, December 6-12. The workshops were the third installment of the academic linkage program between the two universities, and had SCU professors Architects Maria Damiana Nestri Kiswari and Robert Rianto Wijaya (together with some of their students) visiting DLSU-D and facilitating the workshops with DLSU-D Architecture and BGM professors. Invited guest lecturers in the Architectural Design Workshop were Ar. Clarito Mabituin, president of UAP Cavite Chapter, and Ar. Dinky Florentino, who spoke on Global Practice in Architecture. The first installment of the linkage program involved SCU's Ar. Aant Moediartianto visiting DLSU-D for a month-long lecture on tropical architecture in the first semester of the previous school year. The second installment, which happened in Summer 2014, had DLSU-D's Architects Scissel Naing and Antonio Gutierrez Jr. joining their counterparts in SCU as facilitators and lecturers for the Eco-Architecture Workshop. Eight DLSU-D Architecture students also participated in the workshop.

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DLSU-D, POEA team up vs illegal recruitment, human trafficking

Due to the worsening problems of illegal recruitment and human trafficking in the country, De La Salle University-Dasmariñas and POEA (Philippine Overseas Employment Administration) have teamed up to intensify the drive against these social maladies.

An MOU (memorandum of understanding) was signed between the two, with DLSU-D serving as a channel for POEA's information campaign and the latter providing the University with updated information, seminars/training and materials for the purpose.

Specifically, POEA shall provide resource speakers to conduct PEOS (Pre-employment Orientation Seminars) and AIR/ATIP (Anti-illegal Recruitment/Anti-trafficking in Persons) Seminars at DLSU-D. They will also conduct capability enhancement training to develop and empower DLSU-D personnel in conducting the said seminars, particularly PEOS which will be an institutional activity for DLSU-D students.

The MOU between the two parties was signed on November 11, at the Severino delas Alas Hall (Alumni Building).

Dev Studies student stands out at ASEAN-ROK forum

Besting over 200 applicants from all over the country to become delegates to the 5th AKFF (ASEAN-Korea Frontier Forum), senior AB Development Studies student Janyn Lumanglas was among the only three selected to represent the Philippines.

Started in 2010, AKFF discuss directions and joint actions of ASEAN-Korea for achieving “mutual prosperity.” The Philippine team participated in the forum’s main program “Model ASEAN-Korea Summit,” in which the expanding cooperative relations between ASEAN and Korea were discussed. Here, Lumanglas won “Best Position Paper” for Tourism and Development

Committee and “Best Delegation” for the Philippine team (with fellow delegates DLSU-Manila’s Julio Fajardo and UP Los Baños’ Jason Gavina). For these awards, Lumanglas received a plaque and an LG iPod.

The 5th AKFF was held November 24-29 in Bexco, Busan, Korea.



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Maria Teresa Delos Santos, OIC of POEA's Workers Education Division, enlightens DLSU-D participants during POEA's Compatibility Enhancement Training, November 11.



TSINELAS CHUMS. College of Business Administration and Accountancy's Management Professors (*l-r, left photo*) Eпитacio "Pete" Mendiola, Dr. Jacqueline Morta, Dr. Ronald Pancho, and Dr. Oscar Lacap show off their feet clad only in *tsinelas* (rubber slippers) in support of "Tsinelas Tuesday." Tsinelas Tuesday was part of the week-long series of eco-challenges (i.e., Meatless Monday, Wa-fi Wednesday, No Tsikot Thursday, and Meet-less Friday) that the DLSU-D community was enjoined to observe November 24-28, highlighting DLSU-D's celebration of Environment Month. As a token for their support and participation, our cool and fashionable "Tsinelas Chums" each received a seedling of a fruit-bearing tree from the University's Environmental Resource Management Center (*right photo*).

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August 2014 LET results DLSU-D's 1st-time takers post 76% and 73% in exams

The August 2014 Licensure Examination for Teachers resulted in first-time takers among DLSU-D's alumni posting 75.86-percent and 72.92-percent passing rates at the Bachelor of Elementary Education and Bachelor of Secondary Education board exams, respectively. The national passing rates for the said exams were 35.18 percent and 34.41 percent.

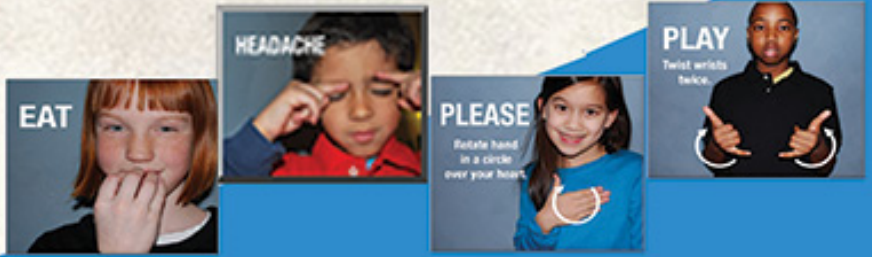
The successful examinees in the Bachelor of Elementary Education licensure, posting an overall

52-percent passing rate, were Cora Tanudra Agregado, Sarahlyn Reyes Apduhan, Jasmin Abellera Benedicto, Ferdinand Antazo Buenaventura, Jamina Olarte Bucud, Rosario Flores Cabaluna, Airene Zherelle Francisco Canque, Faith Patricia Velchez Dela Cruz, Micah Lee Orcasitas Gaupo, Cazeil Bolaton Geonzon, Kyryn Aeiou Ulanday Hernaez, Ma. Bianca Magno Juntilla, Loraine Ann Tapawan Legaspi, Juliet Andrade Mantilla, Son Leira Saquilayan

Medina, Justine Majan Mendoza, Maltina Reduca Nepomuceno, Charlotted Anne Gregorio Olalia, Janine Pia Orongan, Christia Angela Reyes Plarisan, Liezl Pugeda Raymundo, Sandra Africa Ronquillo, Jan Miguel Dela Torre Salazar, Hadhaza Gelilio Salvo, Kamille Marie Antenor-Cruz Santos, and Ruby Liza Jundis Tantuan.

Meanwhile, the successful examinees in the Bachelor of Secondary Education licensure,

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IN
SIGN LANGUAGE
(Basic and Advanced)



Summer 2015

April 11, 18, 25, May 2, 9, 16, 23 & 30, 2015

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CERTIFICATE IN TEACHING
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(Basic Course and Advanced Course)



Summer 2015

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posting a passing rate of 56.06 percent overall, were Alyssa Mae Alquillera, Marvic Amadure, Joseph Cosa Ambat, Heilene Ethel Vedar Angcaya, Bien Macalinga Añonuevo, Crystel Anne Aquino, Emmanuel Asuncion, Kristine Angcao Auditor, Erica Austria Banate, Ma. Krisanta Abad Basa, Arabel Belmonte, Irra Joy Bobadilla, Alvin Cacayuran, Nela Mae Gallardo Cachapero, Krystel Hiyas Silla Camerino, Sabrina Capones Camora, Normie Bacero Canales, Alicia Louise Romero Catibayan, Elijah Joy Bardilas Claro, Gian Karla Crisostomo, Michelle Dabu, Madelyn Rostata Decierdo, Cherie Lou Adan Dedase, Leana Mispah Lares De Leon, Christine Navarrosa De Guzman, Ricris Deposoy, Analiza Grumal Dueñas, Mark

Jayson Espinosa, Eunice Ivory Fegalan, Patrish Irylaine Villavert Ferrer, Keris Filipino, Ma. Julienne Flores, Regine Ganiolon, Aljohn Villarante Gañalongo, Khristine Yu Gumatay, Cherilyn Jurado, Ma. Theresa Carmela Kanlapan, Celine Esperanza Laroza, Ellein Stephanie Almeda Lava, Rhea Aliz Leaño, Apolla Josefa Cipriano Liwanag, Tiffany Amago Memoria, Jeryll Kim Bibat Mercado, Charlayne Anne Narzabal, Spica Albelda Ocampo, Eileen Pagaduan, Edenlee Pallugna, Marivic Palomares, Ma. Charmaine Verano Palomo, Marlon Cartera Pareja, Mariz Perio, Dannelene Carampot Phi, Eunice Perez Pinto, Mon Ferdinand Prado, Geralyn Josol Precia, Betty Equipado Puzon, Queen Annacelle Anay Reosa, Lenie Olimpiada Reyes,

Edna Lyn Hulipas Ricafort, Ma. Eloisa Herrera Rodil, Nalla Anncy Rosarda, Mary Grace Inocencio Rubiano, Poccholo Marquez Rudio, Sarah Oliveros Ruiz, Charmie Joy Sacdalan, Paul Kenneth Salazar, Rachell Ann Santos, Zer Joshua Abelard Serrano, JC Bell Torres, Raymond Manliguez Verana, Leah Salcedo Villa, Sheralyn Valderama Villar, Aina Urbano Villegas, Jirah Micah Calamba Zaldua.

‘Keep studying in the school of hard knocks,’ Cesar Virata tells October grads

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“Your education has given you a head start over those who have not been as fortunate—an advantage you can lose by lack of application or by falling behind new developments. So, continue to study and to learn in the school of hard knocks. Learning is a lifelong activity.”

Thus, Rizal Commercial Banking Corporation Vice Chairman and the country’s former Prime Minister Cesar E. A. Virata advised DLSU-D’s October 2014 graduates at the 35th Commencement Exercises, November 22.

“You are commencing to enter the market to find work or business opportunities,” he said. However, it is also “entering a world when globalization has taken hold.” Virata expounded that, with globalization, changes have brought forth both opportunities and challenges to Filipino workers.

Benefits and challenges

While scientific advancements have been mostly beneficial in the creation of new jobs and the opening of service opportunities to the world-at-large, the challenge to keep abreast with these advancements also looms: “There are those who are resisting these changes—[those] who cannot march in time with progress. They want to be protected like babies in walkers or in cribs. But they need to learn to walk and run on their own. They cannot allow themselves to be left behind by progress.”

He furthered: “One must keep up with developments and be competitive or run the risk of failure... If you do not learn new technology and keep up your productivity, you will lose out to those who do.”

Besides the need to learn new technology, Virata also emphasized the importance of having the necessary communication and language skills.

“A distinguishing characteristic of an educated person is the ability to express and write his thoughts clearly, to be convincing, to be able to reason, and to explain methods and procedures—in other words—to communicate effectively.”

Echoing the sentiments of many company personnel officers from industry, he said that “language proficiency is a big factor in an employee’s ability to get promoted.”

Love of country

Almost immediately, upon venturing out into the world, graduates are faced with unemployment and underemployment. Virata relates this chiefly to high population growth and the lack of business investments in the country. But other problems he cited are not far off: inadequate food production, overexploited natural resources, government’s indecisiveness on environmental issues, poverty, and a high corruption level in government—“as if love of country and its people have been substituted by greed, lust for power, a very short outlook and lack of concern for the future.”

“Once again I must point out the need for the Philippines to get its act together and

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GMA 7's Mike Enriquez: To be successful is to be 'a person of value'

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When Miguel Castro Enriquez was starting out as a voice on the radio back in 1969, his monthly salary was just P80 a month. "It should have been P120," he said, but the labor laws were not strictly enforced then.

When Martial Law was declared all over the country in 1972, radio and TV stations were closed down and Enriquez lost his job. "The first car that I was paying for with my own money, the sheriff repossessed..."

He applied for a job with Johnson & Johnson. He was told the only job available was that of driver-salesman: driving his own truck full of Johnson & Johnson products and selling those to the markets. It was clearly a job he could do. But the manager turned him down anyway, because he was "overqualified."

And so, when he and his girlfriend (now wife Lizabeth "Baby" Yumping) went out on dates then, they had to stretch what little money they had: instead of going to the movies, they went to the verdant UP grounds ("it's free of charge there") and contented themselves with *siniguelas* for snack.

Loser? By his own proud admission, yes. So, what's a loser doing as speaker in DLSU-D's Success Stories Series?

Obviously, Mike Enriquez—now a



famous TV and radio news anchor, a GMA Network executive, and a staple in Philippine TV viewing these days—overcame his "losses" and became a success.

The truly successful

"You will not win all the time," Enriquez told his La Salle-Dasma audience to repeat as mantra. "It never

happens. Even Jesus Christ had to lose sometimes."

"But you must keep going, as I kept going when I lost my job," he added. "History has demonstrated that the most notable winners usually encountered heart-breaking obstacles before they triumphed. They won because they refused to become discouraged by their defeat."

It takes guts, he said, with guts defined by D.A. Benton as "a combination of confidence, courage, conviction, strength of character, stick-to-itiveness, pugnaciousness (having a quarrelsome or combative nature), backbone and intestinal fortitude (*'tibay ng sikmura'*). They are mandatory for anyone who wants to get to and stay at the top."

Through short video presentations and a chain of engaging anecdotes told with his unmistakable Tagalog accent (Bulacan? Quezon? Batangas?) and at-times-self-deprecatory ("The joke in the news room is, among all newscasters, the biggest budget for makeup in GMA News is for me"), at-times-self-affirming ("I was mistaken for Dingdong Dantes once") sense of humor, Enriquez informed and entertained.

He said the truly successful "won't

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map out a definite and unified program of development that will provide the basic needs of our people,” he said. “Otherwise many people will be consigned to poverty or the middle-income trap.”

Alluding to history, Virata reminded the audience what our national heroes had to say about love of country:

“Love your country after God and your honor, and more than you love yourself, because your country is the only paradise that God has given you in this life; the only patrimony of your race; the only inheritance from your ancestors; and the only future of your descendants: because of your country you have life, love and interests; happiness, honor and God” (Apolinario Mabini).

“...Love of country is never effaced once it has penetrated the heart because it carries with it a divine stamp which renders it eternal and imperishable. Well then, if all loves that of country is the

greatest, the most heroic and the most disinterested” (Jose Rizal).

Privileged

He mentioned how the province of Cavite produced national leaders “who sacrificed for liberty and justice, for the independence of our country and for its right to shape its own future.”

DLSU-D, he said, was part of the battle ground for our independence. “Now it is a campus for human development following Christian values.”

Being college graduates, he categorized the 555 graduates he was addressing as belonging to “a privileged class,” citing the statistic that “only one out of six pupils who start Grade 1 is able to finish college.”

“With this privilege goes the responsibility to be guided by the values of honesty, truthfulness, integrity, discipline, courage, patience, faith, hard work, love and caring [for our country and for each

other]...” he said, adding that only by adhering to [these] values can Filipinos pose a solution to the country’s problems.

“Yes, you have heard this time and again and have not had many examples to follow. But there is no other way. We cannot keep blaming others for our country’s woes. We cannot dictate what others do but we can be responsible for what we do ourselves as individuals. We alone are responsible for our future.”

In conclusion, Virata congratulated the graduates and wished they will “find your journey through life interesting and fulfilling, that you will be able to navigate through the obstacles that you will find before you, that you will stay focused towards those goals you have set for yourselves, and that you will achieve the success you seek.”

DLSU-D’s 35th Commencement Exercises was held at Ugnayang La Salle.

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talk to you about money.” Instead, “they will talk to you about their vision, about their dream, about what they want to happen.”

“They will not say, *Magkano ba ang kikitain natin dyan? Meron ba tayo d’yan?*” (How much money do we get out of it? Is there money in it for us?)” He said those who, foremost, concern themselves about these things are usually the corrupt, thieves and swindlers.

With so many people equating success to fame, power and possessions, Enriquez offered a contrasting perspective—one that is centered on success by having values and being of value.

The Kapuso story

To illustrate this, he related how, years ago, GMA 7, which was then just the No. 2 TV station in the country, devised a plan to become No. 1. For this objective, a six-man “corporate

equity team” (serving as some kind of think tank, which included Enriquez himself) was formed to answer the basic question, “What makes the Filipino tick?”

After three days (and nights) of intense and grueling closed-door brainstorming, the team emerged with the answer: *Puso* (heart). They explained: before Filipinos decide on anything, they not only use their heads, they also consider what their hearts tell them.

“That was the birth of [GMA 7’s] Kapuso,” he said. And thus, the TV network projected its “value” to its viewers, with the Filipino prefix “ka-” indicating the network’s positioning as being “one at heart” with the Filipino people.

Besides Kapuso, the team also prodded the network management to revive the company’s core values—formulated years earlier—and actually live them out. “Because—we told

them—as long as we don’t live out those values, nothing’s going to happen to us.”

The TV network’s core values, re-launched and instilled once again in the company’s work life, are: (1) We place God above all; (2) We believe that the viewer is Boss; (3) We value our People as our best assets; (4) We uphold Integrity and Transparency; (5) We are driven by our Passion for Excellence; (6) We strive for Efficiency in everything we do; and (7) We pursue Creativity and Innovation.

“You will have to have values that you will follow,” Enriquez asserted, “and the rest will follow.” True enough, after implementing the team’s recommendations (among other reforms), GMA 7’s ratings started going up. Along with it were the numerous awards and recognitions both local and international that have since distinguished the network, its shows and people.

The least of my brethren

But high ratings and recognitions aside, Enriquez asserts that there is so much more to the job than just being successful at it.

This realization, he said, dawned on him while he was on assignment in Kuwait during the Gulf War. He was shooting footages of the aftermath of a shopping mall explosion there, when some Filipinos working at the mall asked him to broadcast his footage of them on TV—“*para alam nilang okay kami* (so that our relatives and loved ones back home would know we are safe here).” Hearing this request, it was then that he realized, “So, this is what it’s all about...”

What it is all about: the responsibility, the accountability to “the least of my brethren,” as mentioned in the Gospel passage, “What you do unto the least of my brethren, you do unto me” (Matthew 25:40)—it is a lesson that he said he still realizes everyday...

“...[Whenever] people come to our station...[when] they cannot bury a loved one because they don’t have enough money; [when] somebody’s dying of cancer—they don’t have medicine, they’ve been turned down by hospitals; ...because three-year-old girls were raped by their own fathers... These are things we [in the media] should not be doing...[these are] things that are supposed to be done by the institutions like the police, the prosecutors... Yet, they come to us. Because they trust us.”

“You must learn to love and take care of each other,” he said. By “each other,” he meant “all human beings, all of God’s creatures.”

“I always tell our people, ‘If you could make just one person smile... just one heavy-hearted person feel comforted just for the day, then you’ve already done okay for the day’s work.’”

A person who is valuable

Thus, Enriquez established how being a person of value is tantamount to being a person of success.

*Rather than
focusing on
becoming a
person of success,
one should
instead focus
on becoming a
‘person who is
valuable.’*

However, quoting Albert Einstein and Henry David Thoreau, he furthered that, rather than focusing on becoming a person of success, one should instead focus on becoming “a person who is valuable.”

And how does one measure one’s value? Not in terms of cars, condominiums, credit cards or trips abroad, he said. Instead, he hopes that Ralph Waldo Emerson’s listing would hold more meaning to his young audience as they age in mind and spirit:

“To laugh often and much; to win the respect of intelligent people and the affection of children; to earn the appreciation of honest critics and endure the betrayal of false friends; to appreciate beauty, to find the best in others; to leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded.”

No to politics

Notwithstanding his fame and influence, Enriquez, who could have chosen to be a Franciscan priest or a De La Salle Brother if he was not with media, said he does not have any plans at all to run for public office. He was “seriously invited” to run twice, he said, but he declined. “My only interest in politics is because I’m a media person and I need to report what’s happening.”

To do well in any field, one must be excited about the field, he added, and being in politics just does not excite him as much as when he wakes up at 4:30 in the morning to get ready for work with media.

When asked by an audience member about the biggest challenge yet in his career, Enriquez waxed philosophical and answered, “The biggest eventually was myself.” When he was young, he said he had had a lot of issues against almost everyone—his professors, his school, society, the government. So taken was he by these issues that he forgot “the biggest issue was me.”

“We tend to look at other people, other things outside of ourselves, we forget to look at our own issues,” he said. That was what was wrong with GMA 7 before, he explained. They kept monitoring what the competition was doing when, all along, the solution was within GMA 7 itself. That is why, he said, he supports the move for *chacha*—“character change.”

Enriquez ended his talk by bestowing An Irish Blessing upon his audience: “May the road rise up to meet you. May the wind be always at your back. May the sun shine warm upon your face. May the rain fall soft upon your fields. And until we meet again, may God hold all of you in the palm of His hand.”

The Mike Enriquez edition of the DLSU-D Success Stories Series was held November 10 at Severino Delas Alas Auditorium and organized by AB Communicatin and Broadcast Journalism Program Councils. [n](#)

Cavite's next 50 years

and academic research at DLSU-D

i n t e r v i e w

By Orlando A. Oliveros

In the year 2061—47 years from the time this was being written, this scenario could happen to Cavite:

An extension of Metro Manila, Cavite would have become a highly urbanized “province”: Overcrowded and congested with humanity and their poorly mapped establishments and traffic. Highly dependent on its neighboring “provinces” for water, health and nutritional needs—what with its agricultural and aquatic resources heavily damaged by pollution and abuse. While citified and highly industrialized, it is nevertheless peopled by generations of Caviteños who either have no longer any inkling of their past or, if at all, are pining away with just a hazy memory of their province’s valiant role in the history of this country’s nationalism and independence.

At present, all around, there have been signs of this scenario unfolding.

The alarmingly rapid rise in the province’s population in recent years was the first indicator. The widespread land conversion—from agricultural to residential/industrial—came in second. The current struggle for water for the high-rises in Tagaytay is, right now, the most apparent.

Seeing these signs as he came to Cavite in 2007, DLSU-D President/Chancellor Br. Gus Boquer FSC was inspired to field in DLSU-D to help address these problems. The result? CDRP—Cavite Development Research Program.

Newsette interviewed Dr. Willington Onuh, DLSU-D’s assistant vice chancellor for research and head of CDRP, for updates on the 50-year research program and how it is changing the research environment at DLSU-D.

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CDRP is designed to encourage our faculty and students to collaborate with other scholars in the Philippines and around the world to use quality research to engage Cavite's problems.

Newslette: You said earlier that the rapid rise in Cavite's population is fueled by both in-migration and urbanization, and there are those (particularly in media) who already categorize the province as part of "Mega Manila." What implications does this have on Cavite, and how did these warrant the creation of CDRP (Cavite Development Research Program)?

Willington Onuh (WO): First of all, I must point out that CDRP is the brainchild of Br. Gus, our president. When he moved to DLSU-D from Bacolod in 2007, he saw the inevitable competition of human interaction with fixed resources such as land, water, etc. and understood the need to use research to improve the wellbeing and promote sustainability for all stakeholders in the province. Spatially, the proximity of Cavite to Manila leads to the expansion of cities and municipalities in the province and the looming environmental problems.

If you look at what the figures are saying, it wasn't very long ago that the population of the province was 1 million, then 2 million in 2000 and then a little over 3 million according to the 2010 Census of Population and Housing. We are now headed to the 4 million ranges. This increase makes Cavite province as the most populous and densely populated in the country. What this tells us is that there is bound to be problems with water resources, housing, traffic, urbanization, migration, etc.

Take water, for example: according to Cavite Integrated Water Resources Management, the current water supply

may not meet future demand by 2020. Against this backdrop, Cavite used to be an agriculture-based economy. With industrialization and development happening simultaneously in all areas, many land conversion—from agricultural to industrial—has taken place. As agricultural land is decreasing, other dimensions like food security, nutrition and health must be addressed as well. When you look at these confluences of factors, there is bound to be problems and there must be some form of intervention.

CDRP was launched in 2011 and designed to create an environment that will encourage our faculty and students to collaborate with other scholars in the Philippines and around the world to use quality research to engage these critical problems that confront the province.

CDRP provides a roadmap that defines four clusters of DLSU-D research thrust areas: (1) Agriculture, land use and environmental impacts especially on water and neutral carbon footprint; (2) Urban systems and applied technology; (3) Eco-tourism and enterprise development; and (4) Good governance, education and cultural heritage analysis.

These four key areas capture the problems facing Cavite, and as Br. Gus put it, "CDRP serves as DLSU-D's creative initiative in response to the problems of the province of Cavite." In other words CDRP proposes evidence-based policy obtained through quality and credible research for the province of Cavite.

Newslette: How exactly does CDRP work with the local/provincial government of Cavite? What has it achieved so far since its creation three years ago?

WO: Before CDRP was created, we looked at the research interests of the DLSU-D community and did a bit of

background check on the priorities of the provincial government, cities and municipalities in Cavite. We knew that we can't just show up and say, "You have got to change your priorities and follow what we think was best for you." We launched CDRP in September 2011 on our campus. We launched it again at the provincial government office of Cavite, then in Imus and various municipalities in Cavite.

I visited all 23 municipalities and cities in Cavite with the directors and coordinators of DLSU-D's University Research Office and Cavite Studies Center. We talked with the planning divisions and mayors of all municipalities and cities to understand their five-year and 10-year development plans. We evaluated what their problems were in terms of what they wanted to do. Our conversation with these local government officials helped us to put together implementation pathways for CDRP. Essentially, CDRP was well received by the province of Cavite.

Although CDRP is a 50-year research program, we have divided it up into five strategic phases of 10 years each. In our first 10-year strategic plan from 2011-2021, we set out on a strict five-year strategic series of activities (from 2011-2017). This included: (1) workshops to enhance institutional capacities in conducting quality research; (2) networking with the 23 municipalities and signing agreements with national and international funding agencies; (3) disseminating results of findings to stakeholders in Cavite; and (4) establishing the DLSU-D Institutional Patent Office to protect our faculty, students and the University's invention.

In terms of where we are on the 50-year research plan, I would say that we are right on track. We have received grants from both national and international sources. We have received international funding from United Board in New York, and Deutsche Gesellschaft für Internationale Zusammenarbeit. We have had collaborative research arrangements with St. Mary's College of California

and St. Mary's University Minnesota, with focus on CDRP's research themes. Locally, we have received funding from the National Commission for Culture and Arts, and the Philippine Council for Health Research and Development under DOST.

In terms of research done, we have done quite a bit on the other areas, but I will mention here only the ones we have done on Cavite's water resources. As you know, water is the most critical problem facing the province now. The lowland parts of Cavite stretching from Bacoor to Imus and all the way to Rosario are dependent on surface water resources while the midland (including Dasmariñas) to upland areas are dependent on groundwater.

The problem with surface water is that the river ecosystem is threatened by constant pollution. CDRP's research has focused on waste load analysis on Maragondon River. We have also analyzed the chemical properties of water in Taal Lake; monitored microbiological agents in our drinking water; and designed a water treatment prototype for removing pollutants in lake water.

Currently, we're doing research on groundwater. This includes determining how much of our groundwater is left by using GIS (Geographic Information System) technology to undertake accurate mapping. Faculty members from St. Mary's University in Minnesota have expressed interest to collaborate on GIS technology. Groundwater takes about 40 years to replenish. So we are actually racing against time. In terms

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I believe that our research must create impact and value on society. The best way we think we can do that is to help our local and provincial governments make evidence-based decisions.

of conservation, we are partnering with DLSU-D's ERMaC (Environment Resource Management Center) to undertake research on water catchment and recycling systems.

Since 2011, I have presented CDRP in different universities abroad: La Salle Barcelona, St. Mary's College of California, St. Mary's University Minnesota and Indiana University Southeast, Indiana. My motivation for doing this is to bring the best minds together to focus on critical problems that confront Cavite province. If we can attract foreign universities with connections and deep pockets for funding in developing countries, then we would have succeeded in putting Cavite on the world map through CDRP.

Incidentally, CDRP was cited in the ISCN (International Sustainable Campus Network) best campuses network during the World Economic Forum Annual Meeting 2015 in Switzerland along with top universities like MIT, Harvard, John Hopkins, University of Cambridge etc. We are steadily getting the recognition needed to create awareness about what we are doing in Cavite.

Newsette: There are those who criticize CDRP for having an “unrealistic” timetable that does not—or so it seems to critics—take into account how politics and politicians run their course in the country. In the first place, why 50 years? How do you counter these criticisms? How should one envision the program and the province as the 50-year deadline nears?

WO: According to an Indian poet, Rabindranath Tagore, “You can't cross the sea merely by standing and staring at the water.” We are doing what universities are supposed to do—bring great academic minds together to undertake research that may impact on society. We are a Catholic university with a social transformation objective. So how do you translate that into research?

I believe that our research must create

We are a Catholic university with a social transformation objective.



value and impact on society. The best way we think we can do that is to help local and provincial governments make evidence-based decisions. We believe that our role is purely in research to aid policy-making. After a research is done, we try to communicate the findings to the stakeholders concerned. We just tell them, “The evidence obtained in our study might help inform policy making.” We do this knowing that research reduces trial-and-error, and saves time and money.

Whenever I hear criticisms on how unrealistic and ambitious CDRP is, I am encouraged by Br. Gus’ reference to Singapore. An island nation with odds stacked against her, with no natural resources including water and with land area smaller than Cavite province. Singapore did it through research and innovation in conservation practices. I believe we can do the same in Cavite.

Why 50 years? As I mentioned earlier, the 50 years have been divided into five phases of 10 years each. The 50 years is more about having a research agenda that everybody can identify with. It is envisioned as a long-term research effort spanning many years. Essentially, 50 years is both a long-term research commitment and call for action that may be modified to take account of regional, national and international dynamics.

Newsette: The creation of CDRP somehow provided DLSU-D faculty with a direction on research topics and objectives. Given your background and experience, tell us: what qualities does a good research have? What conditions must a university setting such as DLSU-D have in place in order to ensure our researchers produce only high-quality research outputs?

WO: When you are in a university and when you have ambitions about

research, you want to conduct research works that are on the frontiers of new knowledge. What are the latest innovative things about education? What is it about food these days? What is it about poverty? These are on the frontiers of new knowledge.

A good research must be relevant—possessing the capacity to solve real-world problems. It must also be scientifically sound and has been reviewed by peers. It should be compliant with ethical compliance dimensions, and can be published in professional journals.

We have a modest research infrastructure and one that can be improved. More investment is needed for laboratory in the sciences and engineering to bring our equipment to the level of world-class. We have an outstanding research incentive system for faculty that is comparable to any good university in the Philippines. A faculty can get about P40,000 for publishing in high-end journals. Additionally, we encourage faculty to attend re-tooling workshops and support faculty paper presentation in international conferences.

Doing good research requires strong technical background. We must continue to encourage faculty to complete terminal degrees from reputable universities in the Philippines and abroad.

Newsette: In light of DLSU-D’s University status and Level IV accreditation with PAASCU, how do you assess the current research culture at DLSU-D? If it was all up to you, how would you improve on this?

WO: There is no doubt that we have improved tremendously over the years—both in quality and in awareness.

When you are in a university with ambitions about research, you want to conduct research works that are on the frontiers of new knowledge.

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But, when you are autonomous and with Level IV PAASCU accreditation, teaching alone is not enough. Research is an important part of the University's trifocal function, i.e., research, teaching and community service.

Of the three, research is actually the starting point because this is where we generate the knowledge. It's not enough to teach theories. We have to know, how do the theories relate to reality? The point where we generate this knowledge is actually in research. And then, we disseminate the knowledge when we teach, making teaching evidence-based. And the application of the research happens when we extend community service.

To maintain DLSU-D's Autonomous status, a certain percentage of our fulltime faculty must be actively engaged in research. So, it is not like we have any choice: we have to engage in research—and come up with quality research—if we have to keep our accreditations at the highest levels.

To improve upon where we are now will definitely take more than a one-pronged strategy, so a two-pronged approach makes sense. To improve on DLSU-D's current research, I would like to see more resources devoted to helping faculty members “raise the bar”

(raise the standards) in research.

The other approach is to require research skills as a condition upon hiring new faculty. From the start of their employment, new faculty should be conditioned to publish. So, when somebody comes in here and say, “I want to be employed to teach Psychology,” he should be asked, “Have you published a paper in Psychology?” If he says “yes,” then he makes a good candidate.

Now, let me address the first point on raising the bar. There is no question that universities are multi-purpose organizations requiring many outputs: research, teaching, community service. Essentially, faculty must balance their roles as teachers and researchers. What we have done in the research office is give our faculty the option to get a reduced teaching load in exchange for doing research. I believe that this strategy is one pathway to help our faculty produce quality research in an environment where faculty must devote time for both research and teaching.

Another area that we need to focus on is increase endowment for research. Good researchers with outstanding track record in research are attracted by research endowments. As we venture into international accreditations, at the very least, we are going to have to “raise the bar” in research even more.

Newssette: What tips/advice would you give researchers and would-be researchers if they want to pursue—and do good with—a CDRP research?

WO: CDRP has many research topics that are either interconnected requiring interdisciplinary collaboration or single-discipline focused topics. There is something for everyone. As a way of advice, let me say a few things that work for me. I have noticed over the years that my level of interest in a research area is usually a good predictor of my commitment to the research work.

Secondly, I would evaluate whether

We have to engage in research, and come up with quality research, if we have to keep DLSU-D's accreditations at the highest levels.



the research would make reasonable contributions—“Can this research solve a specific problem?” Because basically, the questions I’d like to ask a researcher when I see his work are, “What are you trying to do? What exactly do you want to achieve with this?” At that point, it’s not about the research’s title; it’s about the research objective. When you publish in high-impact journals, the editors want to hear a good story, a new story. Something that has the capacity to contribute. Something that has the “so what?” factor.

Finally, a good research is a done research. There must be accurate allocation of time and resources available to get the research done. **n**

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He was a visiting researcher at the Institute of Comparative Culture, Sophia University (1993-1995); visiting professor at the Social Science Research Institute, International Christian University, Mitaka, Tokyo (2004); visiting research fellow at the Institute of Developing Economies and Japan External Trade Organization (2005); and visiting professor at the School of Economics and Business Administration, St. Mary’s College of California in 2008 and 2009.

Bakit ba hindi na lamang Enero–Setyembre ang klase sa mga paaralan?

o p i n y o n

Ni Orlando A. Oliveros

Ilang taon na ring isyu ito: Kung kailan nga ba dapat magsimula ang araw ng pasukan sa eskwela. Sa Setyembre nga ba, gaya ng kalendaryong pang-akademiko na sinusunod sa Estados Unidos? O Agosto, gaya ng kalendaryong sinimulan nitong 2014 sa University of the Philippines System at Ateneo de Manila University? O panatilihin pa rin ito sa Hunyo, na makailang beses na rin namang pinupuna dahil nga kasabay rin nito ang pagsisimula ng tag-ulan dito sa Pilipinas?

Dalawang artikulo sa pahayagang *Philippine Daily Inquirer* ang nailathala (noong Agosto 26, 2012) bilang pagtalakay sa usaping ito. Ang mga ito ay ang “*September opening of classes: It’s about time*” ni Sen. Franklin Drilon, at ang “*Roces tried, scrapped it in ‘60s*” ni Billy Formoso.

Maganda naman ang intensyon ni Sen. Drilon kung bakit gusto niyang ilipat sa Setyembre ang pagbubukas ng mga klase. Nakakaawa nga naman kasi ang mga bata sa tuwing maulan at inaabot sila ng baha at kawalang-masasakyan sa daan. Ang kaso, iisa lang naman ang iniunlad nito mula sa kasalukuyang kalendaryo: maiiwasan lang nito ang mga naunang tatlong buwan (Hunyo, Hulyo at Agosto) ng Tag-ulan, *ergo*, mababawasan ang mga araw na walang pasok dahil dito.

Mas kakaunti ang mga matitinding bagyong humahagupit sa Pilipinas sa mga buwan ng Hunyo, Hulyo at Agosto. Ang siste, ang mga buwang ito pa ang hindi iniwasan ng kalendaryong sinusunod ngayon ng UP System at Ateneo de Manila University.

‘Yun nga lang, hindi naman nito naiwasan ang mas maulang panahon ng Setyembre, Oktubre, Nobyembre, at Disyembre kung kailan mas malalakas ang mga bagyo at mas madalas na tumatama ang mga ito sa kalupaan ng Pilipinas.

Panahon ng bagyo

Ayon sa website na *typhoon2000.com*, mula 1990 hanggang 2009, ang pinakamalalakas na mga bagyong tumama sa Pilipinas ay sina Ruping (Nob. 10-14, 1990), Uring (Nob. 2-7, 1991), Rosing (Okt. 30-Nob. 4, 1995), Loleng (Okt. 14-24, 1998), Reming (Nob. 26-Dis. 1, 2006), Frank (Hun. 18-23, 2008), at Pepeng (Set. 30-Okt. 11, 2009).

Samantala, ayon sa *website* na *Wikipedia*, ang mga bagyong nagdulot ng pinakamalalaking pinsala at gastos sa bansa ay ang mga sumusunod: Yolanda (Nob. 3-11, 2013; P89.6 bilyon), Pablo (Nob. 25-Dis. 9, 2012; P42.2 bilyon), Pepeng (Okt. 2-10, 2009; P27.3 bilyon), Pedring (Set. 26-28, 2011; P15 bilyon), Frank (Hun. 20-23, 2008; P13.5 bilyon), Ondoy (Set. 25-27, 2009; P11 bilyon), Ruping (Nob. 10-14, 1990, P10.8 bilyon), Rosing (Okt. 30-Nob. 4, 1995; P10.8 bilyon), Kadiang (Okt. 2-6, 1993; P8.75 bilyon), at Juan (Okt. 18-21, 2010; P8.32 bilyon). (*Tingnan ang graphs sa kasunod na pahina.*)

Kung isasama nating suriin ang mga bagyong dumating sa bansa kamakailan lamang, mapapansin natin na tanging ang mga bagyong “Frank” (Hun. 20-23, 2008) at “Glenda” (Hul. 13-16, 2014) lamang ang tumama sa

Pilipinas BAGO mag-Setyembre. Ibig sabihin, MAS KAKAUNTI ang mga matitinding bagyong humahagupit sa Pilipinas sa mga buwan ng Hunyo, Hulyo at Agosto. Ang siste, ang mga buwang ito pa ang hindi iniwasan ng kalendaryong sinusunod ngayon ng UP System at Ateneo de Manila University.

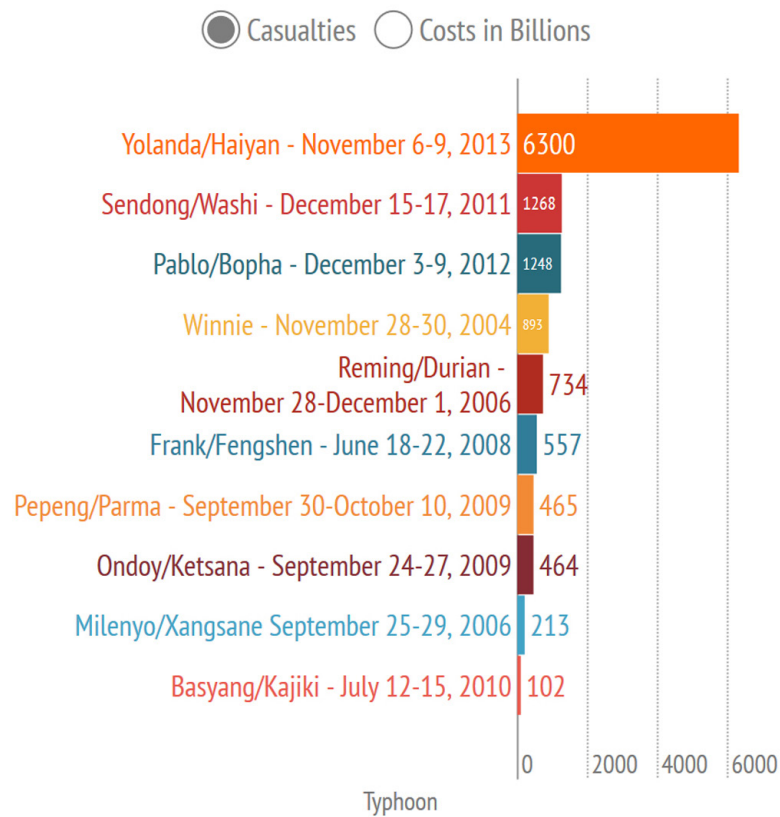
Naninibago

Pero bakit nga ba parang doble (o kung minsan, triple pa) ang hirap na nararanasan ng mga Pilipino sa panahon ng pasukan tuwing Hunyo?

Ang paliwanag dyan, sa aking palagay, ay may kinalaman sa “paninibago” ng mga tao sa pagsapit ng ganitong panahon. Naninibago saan?

Unang-una, sa paggising sa umaga. Noong bakasyon kasi, tanghali nang magsigising ang mga bata, at hindi rin gaano maaga gumising ang kanilang mga magulang kahit pa may pinapasukang trabaho ang mga ito.

Pero pagdating ng pasukan, kinakailangan ng mga magulang na gumising nang mas maaga kaysa sa



Ang sampung pinakamalalakas na bagyong humagupit sa Pilipinas simula taong 2000 ayon sa bilang ng mga namatay (itaas na graph) at ayon sa halaga ng pinsala (ibabang graph).

source: www.gmanetwork.com infographic



nakasanayan nila noong bakasyon. Bakit? Dahil kailangan pa nilang ihanda ang mga bata sa pagpasok sa eskwela: ang almusal at baon ng mga ito, ang uniporme at mga gamit pang-eskwela, ang paghatid-sundo sa mga ito, atbp. Ang mga bagay na ito, kasabay ng sarili nilang paghahanda sa pagpasok sa trabaho, ay mga alalahaning kailangan nilang makasanayang muli sa pagbubukas ng paaralan tuwing Hunyo.

Ang siste, hindi lamang dito nagtatapos ang *adjustment* na kailangan nilang gawin. Dahil Hunyo ang simula ng Tag-ulan, paglabas ng mga magulang at ng mga bata mula sa kanilang bahay, kailangan naman nilang bunuin ngayon ang buhos ng ulan, ang maputik o ‘di kaya’y bahang kalsada, ang mabigat na daloy ng trapiko (dahil pasukan na ulit sa mga eskwela), at kung minsan ang kawalan ng masasakyan.

Tuloy, ang mga magulang hindi

sundan sa pahina 22

*Kawawa naman daw
ang mga pasyalan,
ang mga beach at
swimming pool resort
dahil hihina raw ang
turismo sa bansa.
Pero ang tanong: May
kinalaman ba talaga
ang mga eskwelahan
sa 'problemang' ito?
Sa pagkakatanda
ko, problema ito ng
Department of Tourism,
HINDI ng DepEd.*

maiwasang mag-alala. May baon bang payong ang mga bata? May ekstrang tsinelas para sa paglusob sa baha? Nakakapag-ngitngit nga naman kapag lagi ka na lang naninibago—at doble-doble pa ang sakripisyong kailangang gawin mo para rito.

Ito ang mga “hirap” na kailangang pakibagayan ni Juan dela Cruz sa tuwing magbubukas ang klase sa buwan ng Hunyo. At dahil nakaka-*high blood* nga, sino ba naman ang hindi mag-iisip na ilipat na lamang sa ibang buwan ang pagbubukas ng eskwela?

Hindi natuloy

Sinubukan na raw ito ni Alejandro Roces (dating kalihim ng Kagawaran ng Edukasyon) noong 1960s. Ayon sa sanaysay ni Formoso, sinubukan daw ni Roces na gawing Setyembre hanggang Hunyo ang *school calendar* natin. Pero marami rin ang bumatikos dito kung kaya’t ‘di nagtagal ay ibinalik din ito sa dati—mas pinaboran pa rin ang kalendaryong ipinamana sa atin ng mga Kastila (sa bisa ng isang batas noong 1863) at mga Amerikano: na ang bakasyon ay dapat pumatak sa pinakamaiinit na buwan ng taon (Marso, Abril, Mayo).

Marami pang ibang kadahilanang lumutang kung bakit hindi raw dapat baguhin ang kasalukuyang kalendaryo ng eskwela.

Kawawa naman daw ang mga pasyalan, ang mga *beach* at *swimming pool resort* sa ating bansa—hihina raw ang turismo kasi raw may pasok ang mga bata ‘pag Tag-araw. At ang tradisyon ng pista at Santacruzang tiyak daw na mas pipiliin ng kabataang lumiban na lamang sa klase huwag lang hindi makalahok sa mga okasyong ito.

Pero ang tanong: May kinalaman ba talaga ang mga eskwelahan sa mga “problemang” ito? Sa huling pagkakatanda ko, problema ito ng Department of Tourism, HINDI ng DepEd. Bukod pa riyang, hindi naman mawawala ang mga tabing-dagat

natin; andyan pa rin ang mga iyan—pupuntahan at pupuntahan pa rin. Mas dapat nating pag-ukulan ng pansin ang pagkawala ng pagbabaha sa ating mga silid-aralan sa panahon ng eskwela.

At ang mga pista at Santacruzang Pilipinas ang isa sa mga bansang may pinakamaraming *holiday*. Sigurado akong magdedeklara ng “walang pasok” si Mayor o si Gob sa panahon ng pista at Santacruzang. Sila, kasama na ang kabataang Pilipino—hindi sila magpapaawat pagdating sa mga ganitong okasyon. Bakasyon man o may pasok ang mga eskwela—tuloy ang ligaya!

Mainit

Masyado nga bang mainit ang mga buwan ng Abril at Mayo kung kaya’t hirap ang mga batang matuto ng kanilang leksyon sa loob ng silid-aralan? Oo naman. Lalo na kung ang bubong ng silid-aralan ay gawa sa yero, at wala pang kisame. Syempre pa, kasalanan ito ng arkitektong nag-disenyo ng naturang silid, HINDI ng klima sa bansa.

Pero sa pangkalahatan, *valid* lamang ang argumentong ito NOON. Noon daw kasi, sa sobrang init tuwing Tag-araw, kahit ang mga opisina nagha-*half day* na lang (Dr. Maria Bernadette Abrera, *The Academic Calendar in the Philippines: A Historical Review*). Ito ‘yong mga panahong hindi pa uso ang *airconditioning* at iba pang mga pamamaraan (natural man o elektrikal) upang maibsan ang init ng sikat ng araw at ang alinsangan ng hangin.

Ang tanong: Totoo pa rin ba ito sa ngayon? Sa ngayon kasi, WALA pa akong alam na opisina o tanggapan—mapa-gobyerno man o pribado—ang napipilitang mag-*half day* ng trabaho dahil lang sa init ng panahon tuwing Tag-araw. Bukod pa riyang, para anupa’t marami tayong arkitekto at inhinyerong Pilipino at hindi natin kayang masolusyunan ito? Dangan kasi’y gawa tayo nang gawa ng mga

bahay at iba pang istrukturang hindi naman akma sa klima ng ating bansa.

Ayon nga sa kasabihan, “Mas mainam pang magsindi ng kandila sa gitna ng karimlan, kaysa isumpa ang dilim.” Ibig sabihin, kaysa magreklamo nang magreklamo tungkol sa init ng panahon, mas mainam pang solusyunan na lamang ito, lalupa’t sa panahon ngayon, napakarami nang pamamaraan para rito—mula paglalagay ng bentilasyon sa atip ng bubong ng isang gusali, pagpapalaman ng *insulator* sa kisame, hanggang sa pagtatanim ng puno at mga halaman sa paligid kahit pa sa mismong bubungan ng isang gusali.

Bukod pa rito, alin bang panahon ang mas higit na nakakagambala sa mga klase? Tag-araw o Tag-ulan? At alin ba sa dalawang problema ang mas madaling solusyunan: mainit na silid-aralan o binabagyang paaralan?

ASEAN Integration?

Sa kabila ng mga kadahilanang ito, pinili pa rin ng UP System at Ateneo na ibahin ang kalendaryong pang-akademiko nila, bagamat subok lamang daw. Ngayon nga, ang klase sa mga pamantasang ito ay Agosto-Disyembre (para sa unang semestre) at Enero-Mayo (para sa ikalawang semestre), samantalang Hunyo-Hulyo naman ang para sa mga mas maiikling kurso (o ‘yung mga nakagawian nating “*summer courses*”).

May bentahe rin naman ang kalendaryong ito kahit paano. Pinag-isa na kasi nito ang *semestral break* at

ang *Christmas break* ng mga mag-aaral. Tipid na nga naman sa pamasaha, tipid pa sa panahon. (Maliban na lang siguro kung may malakas na bagyong dumating ulit, at ilang araw o linggo na namang mawawalan ng klase ang mga bata.)

Pero ang mas pangunahing dahilan kung bakit daw nila binago ang kanilang kalendaryo ay ang ASEAN *Integration* na sisimulan ngayong 2015. [Sa ASEAN *Integration*, magkakaroon ng “malayang palitan” ng mga produkto at serbisyo (*free trade of goods and services*) ang mga bansang kasapi ng ASEAN (*Association of Southeast Asian Nations*), at kasama ang edukasyon sa tinutukoy na “serbisyo” sa *integration*.] Sa pamamagitan daw nito, mas maia-abante ng UP at Ateneo ang “internasyonalisasyon” nila.

Dito sa De La Salle University-Dasmariñas, ang mga banyagang mag-aaral ay nasa 161 ngayong pangalawang semestre (AY 2014-2015). Bumubuo sila ng 1.13 porsyento lamang ng kabuuang dami ng *enrolled students* sa Unibersidad. Ibig bang sabihin, kapag iginaya rin ng La Salle-Dasma ang kalendaryo niya sa kalendaryo ng UP at Ateneo, tiyak bang lolobo rin ang populasyon ng *foreign students* na mag-aaral dito? At kung sakaling lumobo nga, gaano naman kaya kalaki ang diperensya (*significance*) nito sa kabuuang populasyon ng Unibersidad?

Kung hindi naman ganoon kalaki (at sa tingin ko ay hindi naman nga ganoon kalaki), e karapat-dapat lang ba na

[sundan sa pahina 24](#)

Alin bang panahon ang mas higit na nakakagambala sa klase? Tag-araw o Tag-ulan?

Pangunahin pa rin dapat sa LAHAT ng paaralan ang nation building. Pangalawa o pangatlo na lamang siguro ang international relations building.

baguhin din natin ang ating kalendaryo para lang sa ganitong kadahilanan?

Isa pang tanong: Gaano karaming estudyante kaya mula sa mga bansang ASEAN ang pupunta sa Pilipinas upang piliing mag-aral sa bansa? Sa ngayon kasi, dito sa La Salle-Dasma, karamihan sa mga *foreign students* ay mula sa bansang Korea (105 estudyante), sinusundan ng India (13), Estados Unidos (8), Nigeria (8), at Japan (7), samantalang ang mga bilang ng estudyante mula sa mga bansang ASEAN ay hindi lalagpas sa lima (5) lamang.

Hindi sa minamaliit ko ang kontribusyon ng *foreign students* dito sa ating pamantasan. Sa kasalukuyan kasing estado ng DLSU-D, nasa tamang panahon na rin naman upang isipin nito ang internasyonal na reputasyon nito. Dangan lamang kasi, sa pagkakaintindi ko, pangunahin pa rin dapat sa LAHAT ng paaralan—mapa-elementarya, -sekondarya o -kolehiyo man—ang *nation building*. Pangalawa o pangatlo na lamang siguro ang *international relations building*.

Iba pang pasubali

Ikatlong pasubali. Sa pag-aaral ni Noel de Dios ng UP School of Economics, tinanong niya: Gaano nga ba ka-importante ang *school calendar* sa internasyonalisasyon at *global standing* ng UP? Ang sagot? Isang malaking “NO” (base ito sa pagkakasulat ni Solita Monsod na lumabas sa *Philippine Daily Inquirer* noong Pebrero 14, 2014).

Ibig sabihin, sa pagpili nila ng

eskwelahang mapapasukan sa ibang bansa, ang mga *international students* at *international faculty* ay HINDI naman daw tumitingin sa *school calendar* ng isang unibersidad (“*academic calendar influence is never statistically significant*”). Bagkus, mas nakaka-akit daw sa mga *international students* ang kalidad ng *research* na inilalabas ng mga guro sa nasabing pamantasan. Samantala, sa mga *international faculty* naman, mas nakakahatak daw sa kanila ang (1) kalidad ng *research* na inilalabas ng mga guro ng pamantasan, (2) dami ng naka-*enroll* na *international students*, at (3) ang *student-faculty ratio* sa silid-aralan.

Ika-apat na pasubali. Ang bagong *school calendar* na ginagamit ngayon sa UP System at Ateneo ay hindi umiwas sa mga buwang Setyembre, Oktubre, Nobyembre at Disyembre. Uulitin ko: ang mga buwang nabanggit ay panahon ng mas malalakas na bagyong tumatama sa kalupaan ng Pilipinas. Mas malaki ang tsansa na magka-aberya sa pasok sa mga eskwela sa mga ganitong buwan, at dahil dyan, posibleng ma-*extend* pa ang mga klase (ng 1st sem) kahit sa panahon ng Kapaskuhan.

Ngayon, kung ayaw nilang mag-*extend* ng klase (dahil abala na sila para sa kani-kanilang *Christmas party*), pwede rin naman sigurong sa Enero na lang sila mag-*extend*. ‘Yon nga lang, alanganin. Kasi oras na matapos na ang *extended* na 1st semester, kailangan namang magkaroon ng *sem break* (panahon para sa bigayan ng grado, pirmahan ng *clearance, enrollment* para sa ikalawang semestre, atbp.). At kailan naman kaya iyon? Sa Enero rin? Parang nakakatawang nakakainis naman ‘ata ‘yon. Kakatapos lang ng *Christmas break, break* na naman?

Dapat din sigurong tandaan ng mga taga-DepEd at mga administrador ng mga pamantasan: ‘Di hamak na MAS MARAMING BAGYO ang tumatama sa Pilipinas kaysa sa alinmang bansa sa ASEAN. Kung kaligtasan at seguridad mula sa mga bagyo at baha rin lang ang

Sa pagpili nila ng eskwelahang mapapasukan sa ibang bansa, ang mga international students at faculty ay HINDI naman daw tumitingin sa school calendar ng isang unibersidad.

pag-uusapan, mas iisipin pa siguro ng maraming *foreign students* ang mag-aral na lang sa mga ASEAN countries na hindi gaanong sinasalanta ng bagyo. Sa ibang salita, kung aspektong *safety and security* para sa mga *international students* ang pag-uusapan, baka malagay pa sa DEHADO ang reputasyon ng Pilipinas kapag lahat ng pamantasan sa bansa ay susunod sa kalendaryo ng UP System at Ateneo.

Kung tutuusin, hindi naman Pilipinas lang ang namumrublema sa klima. Oras na lumabas na ng Pilipinas ang isang bagyo, may mga pagkakataong tumatama rin ito sa mga kalapit nating bansa gaya ng Taiwan, Vietnam, Japan, atbp. Mas mapaminsala rin ang Tag-ulan sa iba pang mga bansang ASEAN. Halimbawa, itinuturing na *typhoon season* ang Setyembre-Disyembre sa Indonesia. Gayundin sa Vietnam, kung saan bukod sa pagdating ng mga bagyo mula Setyembre hanggang Nobyembre, may “taunang pagbabaha” (*annual flooding*) din sa kanilang *central coast*.

Kung talagang kailangan nating magkaroon ng ASEAN Integration sa larangan ng edukasyon, hindi ba puwedeng pumili tayo ng *school calendar* na higit na umaayon sa klima ng lahat ng mga bansa sa rehiyon?

Para sa agrikultura?

Kailan lang, inihayag ng *The Varsitarian* (opisyal na publikasyong pang-mag-aaral ng UST o University of Santo Tomas) sa kanilang editoryal (“*Academic calendar shift is pro-Philippines*,” Disyembre 5, 2014) na, higit pa sa usaping globalisasyon at ASEAN integration, sang-ayon daw sila sa pagpapalit ng *school calendar* nila dahil “maka-Pilipinas” daw ito.

Kaya naman para sa AY 2014-2015, imbes na sa buwan ng Hunyo, ang klase sa UST ay nagbukas noong Hulyo. Sa susunod na taon (AY 2015-2016), iuuring muli ng UST ang pagbubukas nila ng klase sa Agosto, katulad na rin ng sa UP System at Ateneo de Manila.

Pero bakit nga ba nila nasabing “maka-Pilipinas” ang kanilang binagong *school calendar*? E kasi raw,

ita-tama raw nito ang “*historically lopsided*” na mga polisiya laban sa pag-aagrikultura sa bansa.

“*Socio-economic policies of the Philippines have historically been against its main strength—agriculture. Our educational system has raised an overpopulation of lawyers, executives, clerks, bureaucrats, careerists, and white-collar workers. Meanwhile, the engineers and physicians, nurses, health and other professionals that we need have found more gainful living abroad because of the low payment they receive here so that the labor department is now thinking of importing foreign workers to fill in the brain drain in those very important professions. Meanwhile our agricultural lands languish or are being given over to greedy developers*” (*The Varsitarian*, Disyembre 5, 2014).

Muling binuhay ng *The Varsitarian* ang pananaw ni Roces noong 1960s na mas makakatulong sa ekonomiya ng bansa kung sa tuwing Tag-ulan, nasa bakasyon ang mga bata at katukulong ng kanilang pamilya sa panahon ng pagtatanim (mga buwang Hunyo-Agosto).

Pero mas akma lamang ang pananaw na ito NOON—noong hindi pa ganun kaunlad at ka-popular ang kaalaman at teknolohiya sa larangan ng pag-aagrikultura. Sa ngayon kasi, ang panahon ng pagtatanim ay hindi na tuwing Hunyo-Agosto lamang. Dumidepende ito sa maraming bagay: kung anong tipo ng klima mayroon ang isang lugar (mayroong *Type 1* hanggang *Type 4*); kung *upland*, *lowland* o palagad ba ang lugar na pagtataniman; kung anong klase ba ng pananim ang ipupunla sa lupa; kung may irigasyon (patubig) ba ang taniman; atbp.

Halimbawa, sa Nueva Ecija (itinuturing na “*Rice Bowl*” ng bansa), maraming palayan ngayon ang mayroon nang irigasyon kung kaya naman dalawang beses sa isang taon daw kung magtanim ng palay ang mga magsasaka roon. Una, tuwing Agosto—kapag tuloy-tuloy na ang

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Kung talagang kailangan nating magkaroon ng ASEAN Integration, hindi ba puwedeng pumili tayo ng school calendar na umaayon sa klima ng lahat ng mga bansa sa ASEAN region?

Ang academic
calendar na
Enero-Setyembre
ay mas nakabase
sa aktuwal na
pangangailangan
ng mga
mag-aaral at sa
pangmatagalang
kapakinabangan
ng sambayanan.

pag-uulan at nakalubog na nang bahagya sa tubig ang mga palayan. Pangalawa, tuwing Disyembre—gamit ang patubig na nagmumula sa Anggat Dam. [Paunawa: ang impormasyong kababasa n'yo lamang ay mula sa aming kapit-bahay na nagpapatanim ng palay sa kaniyang lupain sa Nueva Ecija.]

Sa *upland* ng Davao del Norte naman, ang pagtatanim daw ng palay ay tuwing Abril at Mayo. Ito naman ay ayon sa report ng Department of Agriculture na “*Costs and Returns: Palay Production by Seed Type and Class in Nueva Ecija, Leyte and Davao del Norte*” (Bureau of Agricultural Statistics, Mayo 2006). Marahil, tanging ang mga bukirin na lamang na nakadepende sa biyaya ng Tag-ulan nagtatanim ang mga magsasaka tuwing Hunyo-Agosto.

Pero ang tanong: Bakit ba sa pag-aagrikultura isesentro ang usapin ng kalendaryong pang-akademiko? Gaya ng argumento ko sa posibleng suliranin ng turismo sa bansa sakaling mapalitan ang kasalukuyang *school calendar*, ang problema ng bansa sa pag-aagrikultura ay HINDI dapat pasanin ng DepEd o ng mga eskwelahan. Ergo, bago siguro natin isa-alang-alang ang kapakanan ng mga magsasaka sa usaping ito, siguro mas dapat na isipin muna natin ang kapakanan ng mga mag-aaral. Sa palagay ko, sa ngayon, maraming mag-aaral ang hindi na naman galing sa pamilyang nagsasaka. *At least*, sa ngayon.

Enero-Setyembre

Dadako na ako ngayon sa ipinapanukala kong *school calendar*. Sa kalendaryong ito, magbubukas ang klase sa unang linggo ng Enero at magtatapos nang Setyembre (nasa 36 na linggo, naka-awas na ang isang linggong bakasyon para sa Mahal na Araw at dalawang linggo naman para sa *sem break*). Sa aking palagay, ang *academic calendar* na ito ay mas nakabase sa aktuwal na pangangailangan ng mga mag-aaral at sa pangmatagalang

kapakinabangan na rin ng sambayanan. Dahil ito sa mga sumusunod:

(1) Tatlong buwan ng maulang panahon ang inalis sa kalendaryong ito. At higit na mainam pa, ang inalis na mga buwan (Oktubre, Nobyembre at Disyembre) ay ‘yong nasa huling bahagi ng Tag-ulan kung kailan mas madalas na tumatama sa kalupaan ng Pilipinas ang higit na malalakas na mga bagyo. Dahil d’yan, mas malaki ang tsansa na mababawasan nang husto ang bilang ng mga suspendidong araw ng klase.

(2) Hindi na doble-doble ang *adjustment* na kakaharapin ng mga magulang sa tuwing dumarating ang Tag-ulan. Sa pagsapit kasi ng Hunyo, sanay na silang gumising nang maaga (kasi nga, Enero pa lang, nakagawian na nila ang paggising nang maaga). Sanay na silang ihanda ang kanilang mga anak para sa ekwela. Sanay na rin sila sa pagbiyahe. Ang tanging *adjustment* na gagawin na lamang nila ay ang pagiging handa sa oras na magsimula na ang Tag-ulan at magsimula na ring lumitaw ang mga problemang kasabay nito (i.e. pagpuputik at pagbabaha ng mga kalsada, pagbigat ng trapiko, atbp.).

(3) Sa kalendaryong ito, ang enrollment ay papatak sa Disyembre, kung kailan MAY SAPAT NA PERA ang mga tao na mailalagak para sa edukasyon ng kanilang mga anak. [Hindi ko maintindihan kung bakit tanging ang mga *shopping malls*, tiangge, at Metro Manila Film Festival lang ang naka-isip na samantalain ang “bumabahang pera” ng mga tao tuwing Disyembre. Bakit kaya ang mga eskwelahan, hindi naisip ito?]

(4) Mas magiging “matalino” ang mga mamamayan sa paggasta ng kanilang pera. Mas mapag-iisipan nila nang husto ang kanilang mga prioridad sa buhay. Imbes na maglabis-labis na handaan tuwing Pasko at Bagong Taon, bakit hindi unahin muna ang mga gastos pang-eskwela bago maglabas ng salapi sa sobra-sobrang pagkain? Mas dapat bang unahin ang mga kwitis at



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paputok kaysa sa mga gamit pang-eskwela? Bakit sapatos na pamasko lang?—hindi ba pwedeng sapatos na pamasko na pwedeng pamasok na rin? Pamaskong regalo sa inaanak—kung hindi man *educational* na mga laruan, bakit hindi na lang gamit sa eskwela? Ang punto nito, mas may pagkakataon ang mga magulang upang timbang-timbangin ang mga bagay-bagay bago sila gumasta. Hindi sila basta-basta na lang magiging biktima ng komersyo at takaw-matang pamimili.

(5) *Flexible* ang kalendaryong ito. Pwedeng matapos agad sa mas maikling panahon ang eskwela dahil nga hindi naman nito sakop ang mga mahahabang *holiday* (i.e. Pasko at Bagong Taon). Kung sakali mang kailanganing *i-extend* ang kalendaryo (dahil sa mga *class suspension* dulot ng pagbabaha sa simula ng Tag-ulan, halimbawa), wala ring problema. Setyembre kasi ang huling buwan nito—hindi alanganing buwan gaya ng Disyembre.

(6) Ang *semestral break* sa ipinapanukala kong *school calendar* ay papatak sa kalagitnaan ng buwan ng Mayo, kung kailan ginaganap ang mga pambansang eleksyon. Ang lalong ikinainam pa nito, bago pa sumapit ang araw ng eleksyon, ang mga mag-aaral na botante (edad 18 pataas) ay pumapasok pa sa eskwela, kung saan mas may pagkakataon silang pag-aralan o pag-usapan sa mas matalinong paraan ang tamang pagpili sa mga kandidatong kanilang iboboto.

Positibo

(7) Sa teoria (*theory*) ko, maaaring may positibong sikolohikal na epekto ang ganitong *school calendar* sa mga mag-aaral. Bakit? Una kasi, nakasabay ang simula ng pasukan sa pagpasok ng bagong taon. Sa mga survey na isinasagawa kada katapusan ng taon, mas malimit sinasabi ng mga tao na *optimistic* sila at puno ng pag-asa tuwing papasok ang bagong taon. Itong sentimyentong ito, maaaring totoo rin sa mga estudyante pagdating sa kanilang pag-aaral. Bakit? Mas madali kasing maging *optimistic* sa isang bagay o adhikain kung sisimulan mo pa lang ito. Sabi nga: Bagong simula, bagong pag-asa.

Pangalawa: dahil ang mga unang buwan ng pasukan ay hindi naman inuulan—o binabaha o binabagyo o ina-aberya ng kahit na anong *class disruption*—tuluy-tuloy lang ang mga estudyante sa pagpasok nila sa eskwela. *Smooth sailing* lang, kumbaga. Hanggang sa hindi nila namamalayan, nakakailang buwan na pala sila. Dumating man ang tag-ulan at mga bagyo sa bandang huling bahagi ng *school calendar*, maa-aburido pa ba sila? Magpapa-apekto pa rin ba sila sa mga *class disruption* ng Tag-ulan samantalang ilang buwan na lang naman ang natitira at matatapos na nila ang taon?

(8) Sa panahon ng Tag-araw (Marso-Mayo), kapiling ng mga mag-aaral sa elementary at high school ang kanilang

mga guro—guro na magpapa-intindi sa kanila tungkol, halimbawa, sa *Fire Prevention Month*, o ‘di kaya, tungkol sa kanilang kalusugan, o sa pagiging handa at ligtas oras na dumating na ang panahon ng mga bagyo at pagbabaha. Sa ganang akin, mas mainam na nasa eskwelahan ang mga bata sa mga panahong nagpapalit ng *season* (Taglamig papuntang Tag-araw papuntang Tag-ulan) dahil magagabayan sila ng husto ng kanilang mga guro sa mga usaping pangkalusugan at kaligtasan (*safety*).

(9) Hindi ba’t mas mainam kung ang mga bata ay naka-bakasyon na at ligtas na nasa bahay na lamang habang nagbabanta ang mas malalakas na bagyo sa huling bahagi ng taon? Hindi ba’t mas mainam kung, sa panahon ng Kapaskuhan, ang mga eskwelahan ay hindi na nakakadagdag pa sa pagbibigat ng daloy ng trapiko sa mga pangunahing lansangan sa mga siyudad?

Mga oportunidad

(10) Ang mga buwan ng Oktubre, Nobyembre at Disyembre ay punong-puno ng pagkakaabalahan sa larangan ng negosyo at komersyo. Ibig sabihin, mas maraming oportunidad tuwing ganitong panahon para makahanap ang mga nakabakasyong estudyante ng *part-time* na trabaho o ‘di kaya’y *apprenticeship* sa mga kumpanyang

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hindi magkamayaw sa dami ng kanilang mga aktibidad tuwing ganitong panahon. Maaaring magtulungan ang mga eskwelahan at mga kumpanya kaugnay nito.

(11) Ang mga buwan ng Oktubre, Nobyembre at Disyembre ay mainam na panahon din upang sanayin at hasain ng mga estudyante ang kanilang *business/entrepreneurship skills*. Sa dami ng mga okasyon at *events* na nangyayari tuwing ganitong panahon, magandang pagkakataon ito para matutunan ng mga bata ang kahalagahan ng pagsisikap, tapat na pagtatrabaho, at kitang pinaghirapan sa malinis na paraan. Gaya ng sa (10), maaari ring magtulungan ang mga eskwelahan at mga kumpanya para rito. Maaaring magbukas ng mga maiikling kurso tungkol sa pagnenegosyo ang mga eskwelahan, katuwang ang mga kinatawan ng iba't ibang industriya.

(12) Bukod sa mga *part-time* na trabaho, negosyo at iba pang pagkakakitaan, maaari rin namang gawing *outreach months* ang Oktubre-Disyembre. Sa kasalukuyang *school calendar* kasi, ang bakasyon ng mga bata ay tuwing Tag-araw—kung kailan mas naiisip pa ng mga kabataan ang magpunta na lamang sa *beach* at sa iba pang pasyalan. Sa ipinapanukala kong kalendaryo, ang bakasyon ng mga bata ay papatak sa panahon kung kailan maraming bagyong tumatama sa bansa. May panahon pa rin naman sila para sa pamamasyal. Pero dahil bakasyon naman at marami pa silang oras, maraming kabataan ang maaaring mahikayat o maka-isip na magboluntaryo ng kanilang oras at tulong para sa iba't ibang pagkakawang-gawa bilang katuwang ng iba't ibang kumpanya at ahensya ng pamahalaan.

(13) Kung sa kabutihang-palad ay wala namang matinding bagyo o anumang kalamidad na humagupit sa isang lugar, ang mga paaralan (lalo na 'yong mga pampublikong paaralan sa mahihirap na lugar) ay maaaring magsilbing *event centers* ng isang komunidad, lalupa't papalapit ang Kapaskuhan. Maaaring ipa-renta ang isang bahagi ng eskwelahan para sa mga pagtitipon-tipon; gawin itong pansamantalang pamilihan (tiangge, halimbawa, kung saan pwede rin magbenta ng mga pinaglumaang gamit sa eskwela); o 'di kaya'y



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sentrong pang-isports o pang-kultura (na tumataguyod sa mga pinahalagang tradisyon at *values* ng isang komunidad). Ang malilikom na kita mula sa renta ay maaaring gamitin din ng paaralan para sa pagpapa-ayos ng mga sirang pasilidad nito, o 'di kaya'y pambili ng mga kagamitan o aparato na magagamit sa mas mahusay pang pagkatuto ng mga estudyante.

Ilan lamang ang mga nabanggit sa naisip kong dahilan kung bakit dito sa Pilipinas, mas mainam na ipatupad SA LAHAT NG ANTAS ang kalendaryong Enero-Setyembre. Buong kababaang-loob ko itong ipinapanukala sa kinauukulan. Nawa ay patnubayan at pagpalain tayong lahat ng Maykapal sa ating mga pagsisikap! [n](#)



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