



THE OFFICIAL NEWSLETTER OF
DE LA SALLE UNIVERSITY-MANILA

2401 (tweñ'tē fōr'ō, wun) is a landmark number along Taft Avenue. It is the location of De La Salle University-Manila, home to outstanding faculty and students, and birthplace of luminaries in business, public service, education, the arts, and science. And 2401 is now the new name of the official newsletter of DLSU-Manila, featuring developments and stories of interest in the University.

3 OCTOBER 2005. VOLUME 37. NUMBER 18. 12 PAGES

In Recognition of the Chief Builder

DLSU-Manila confers President Emeritus title to Br. Andrew



La Salle top administrators DLSU System President Br. Armin Lustrero FSC (left), Brother Visitor Edmundo Fernandez FSC, and Dr. Carmelita Quebengeo (right) applaud Br. Andrew Gonzalez FSC during the President Emeritus conferment ceremony

As a fitting honor to its prime builder, De La Salle University-Manila conferred upon Br. Andrew Gonzalez FSC the title of President Emeritus on September 28 at the Chapel of the Most Blessed Sacrament.

To further show its gratitude to its former president, the institution also made a surprise announcement that the University's General Education/College of Education/ and Asia Pacific Center for Teacher's Education (ACTED) Building would be named the Br. Andrew Gonzalez Hall. The 20-storey building is located along Taft Avenue, right across the University's Enrique Razon Sports Complex.

During Br. Andrew's tenure as president, from 1979 to 1991 and from 1994 to 1998, DLSU underwent significant developments as an institution of higher learning, particularly in the areas of research and faculty and program development. He pursued his vision of making DLSU not only a center of teaching excellence but also a research university. He sought research funding for faculty and laid the groundwork for transforming the institution into a world-class university by fostering research and creative work.

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8 Field Notes: Questions and Reflections by Voltaire Mistades





BehaSci faculty article in migration encyclopedia

The article "Filipino Diaspora" by Behavioral Sciences Department Associate Professor Stella Go has been included in the recently published three-volume encyclopedia, *Immigration and Asylum, From 1900 to the Present*, of ABC-CLIO.

ABC-CLIO is a publisher of educational and reference materials. The company focuses on history and social studies resources for the scholar, student, teacher, and librarian in universities and secondary schools.

Go is the only scholar from Southeast Asia who was invited by the editors and the editorial board to contribute an entry in the encyclopedia. The pool of contributors is composed of a team of 137 international experts including leading immigration scholars around the world.

Edited by Matthew Gibney of the University of Oxford and Randall Hansen of the University of Toronto, the encyclopedia is said to be the most comprehensive and up-to-date reference on immigration and asylum and the only encyclopedic work to cover these issues from a global perspective.

It contains nearly 200 alphabetically organized entries centered around four themes: immigration and asylum; the major migrating groups around the world; expulsions and other forced population movements; and the politics of migration. It also has a separate volume of primary source documents, which includes legislation, treaties, speeches, and United Nations documents.

21 Greenovation Milestones



October 3, 1921
First class day at the Taft campus

21 Global Resource

This section highlights Lasallian educators with outstanding research projects. Experts in their respective fields, they share their new ideas and learning in national and international discussions on various areas.

E-COMMERCE

Dr. Luz Suplico, Marketing Management Department associate professor, presented her paper "Factors Affecting the Firms' Electronic Commerce Adoption" during the Africa-Asia-Australasia Regional Conference in Perth, Australia last August 28-30.

EDUCATION

Dr. Miguel Rapatan, Communication Department associate professor, delivered the keynote address, "Teacher Role Definitions and the Re-shaping of the Inquiry Space in Selected Cases of Philippine Schools Doing Problem-based Learning," in the 2005 Global Problem-Based Learning Forum and Exhibition held in Kaohsiung, Taiwan on September 9.

ENGINEERING

Alexis Fillone, Civil Engineering Department associate professor, presented his paper "Assessing Urban Travel: A Structure Equations Modeling (SEM) Approach" at the Eastern Asia Society for Transportation Studies (EASTS) in Bangkok, Thailand from September 21 to 24.

INTERNATIONAL STUDIES

Dr. Renato De Castro, International Studies Department chair, discussed his paper "The Dynamics of 21st Century Chinese Military Modernization and Statecraft in East Asia" in a conference on "Contending Perspectives: Southeast Asian and American Views of a

Alumnus beefs up CBE scholarship fund

The College of Business and Economics is the beneficiary of a P1 M endowment received recently by the De La Salle University Science Foundation, Inc. It was given by La Salle alumnus and current DLS-Professional Schools, Inc. Doctorate in Business Administration student Michael Romero (AB in Management major in Human Resources '93).

The donation will fund the Reghis M. Romero II Scholarship Endowment for Entrepreneurship Development in CBE. Named after the donor's father, the fund was formally established on September 7 at the Multi-purpose Room of the Don Enrique T. Yuchengco Hall.

Romero is the chief executive officer of Harbour Centre Port Terminals, Inc. (HCPTI). It is one of the three commercial port terminals in Manila catering to both domestic and

international bulk vessels.

Meanwhile, Romero II is the founder and chairman of the Board of R-II Builders, Inc. He is known as an innovator who revolutionized construction technology in the country by introducing the formworks system and pioneered the build-operate-transfer scheme for low-cost housing projects with the Philippine government.

Among the attendees of the said event were Executive Vice President Dr. Carmelita Quebengco, Science Foundation President Rene Fuentes, CBE Dean Dr. Michael Alba, Vice President for Academics and Research Dr. Julius Maridable, and La Salle Green Hills President Br. Bernardo Oca FSC.

DLSU-Manila Vice President for Development Jose Kalaw facilitated the donation.



From left: VPAR Dr. Julius Maridable, donor's father Reghis Romero II, donor Michael Romero, Science Foundation President Rene Fuentes, and EVP Dr. Carmelita Quebengco sign the Deed of Donation and Acceptance for the Reghis M. Romero II Scholarship Endowment for Entrepreneurship Development

“Greatest is the one who serves”

A homily by Br. Edmundo Fernandez FSC

President Emeritus Conferment Ceremony

Br. Andrew Gonzalez FSC

Blessed Sacrament Chapel

28 September 2005

“Who is the greatest among us?” This is a question we all ask, whether aloud or in the silence of our hearts.

This was the dispute that arose among the apostles during the last supper, when the disciples were yet unaware of the importance of the breaking of the bread that just took place and ignorant of the passion that was to come.

It was also the same argument that came up in Luke 9:46-48. “Who is the greatest among us?” At that time, Jesus answered by taking a little child and saying: “Whoever welcomes this child in my name welcomes me, and whoever welcomes me welcomes the one who sent me; the least among all of you is the greatest.” But it seemed this answer was not understood and so the same dispute came up again.

In today’s Gospel reading, Jesus’ answer was essentially the same, but much more specific. He used the meal, the last supper, as his answer. Normally, he said, the greatest was the one who sat at the table and was served. But in this meal, Jesus was the one who served. Therefore, Jesus said, “the greatest one among you must become like the youngest, and the leader like one who serves.”

The Merriam-Webster Online Dictionary defines greatness as being “markedly superior in character or quality,” and also being “chief or preeminent over others.” That is exactly how we measure greatness in this world. If we use just that measure, we can already say that today’s honoree, Br. Andrew Gonzalez, is indeed a great man, perhaps one of the greatest not just among the Filipino Brothers but also perhaps among Filipino educators.

His accomplishments are a testimony to his greatness. He was an excellent classroom teacher. At an early age, he took on positions of great responsibility. He accumulated numerous academic degrees. He became vice president for Academics, then president of the DLSU-Manila. He built up the DLSU System and became its president. Today’s reputation of DLSU Manila as one of the best schools in the region and in the Institute is without a doubt because of his vision. He was the first to conceptualize

in the country a school system later on copied and emulated by other congregations and private institutions, albeit poorly. Later, he served as Secretary of the Department of Education, Culture and Sports.

My dear friends, I do not need to belabor this point: Andrew is clearly a man of vision and a man who had a clear mission. He is an institution builder, a man who saw the big picture and thought big; yet, he was also a man who understood details and the day-to-day running of schools. He is truly a man of extreme intelligence, of gigantic intellect, and today he casts such a large shadow on the District. His achievements will be remembered long, long after we are all gone. He is larger than life and for a time, literally.

Yet, our Gospel today tells us that that is not how God measures greatness. The least and the servant is the greatest. The disciples had to grapple with this definition of “greatness.”

Among those followers was a man named Andrew, not the Andrew we are honoring today but the Andrew who is the son of John and the brother of Simon Peter. Andrew (which in Greek, *andreia*, means manhood or valor) was known as the “Protocletus” (or the First Called) because he was the first Apostle to be summoned by Jesus into His service. He was originally a disciple of John the Baptizer and was among the first to recognize Jesus as the Messiah. He is always mentioned as among the first four apostles (as in Peter, John, James and Andrew) and is considered among Jesus’ closest friends. Tradition says St. Andrew was crucified on an X-shaped cross (called a decussate cross or St. Andrew’s cross) “with his body upside down so that he saw neither the earth nor his executioners, but only the sky which he glorified as the heaven in which he would meet his Lord.”

If it had been our Br. Andrew who was present at the last supper instead of the apostle, he would have participated heartily in the dispute and discussion on greatness, and he would have prepared a long and probably convincing dissertation on the topic “Who is the greatest among us?” But after hearing Jesus’ answer,

“(He is a) disciple and citizen, prophet and professional, who brings the transforming power of the Gospel to bear on every human endeavor in order to realize God’s kingdom of truth, justice, love and peace.”

I believe that Br. Andrew would have dropped his dissertation and would have followed whatever the Master said. Like the apostle, Br. Andrew was willing to drop everything to follow the Lord.

But perhaps Br. Andrew is more like the person speaking in the first reading. The author of the Book of Wisdom speaks in the person of the wise King Solomon. Like Br. Andrew, Solomon was a man way ahead of his time. He was also a great builder of the temple and of palaces. He presided over the glory years of the kingdom of Israel. But this king knew his priorities. Over riches and great wealth, he asked the Lord for the spirit of wisdom. In our first reading, the author puts these words in Solomon's mouth: "I learned without guile and I impart without grudging; I do not hide her wealth for it is an unfailling treasure for mortals." In the same way, Br. Andrew did not hide wisdom's wealth and made good use of his prodigious gifts to build up the System. And like the wise king, he also realized that "both we and our words are in his hands, as are all understanding and skill in craft," echoing the words of our beloved founder John Baptist de La Salle: "Domine, opus tuum."

Our Gospel reading today says that greatness is attained through service and the greatest is the one who serves. With this definition, Jesus turned things upside down. The Apostle Andrew took Jesus' teaching to heart and died on an X-cross upside down. Br. Andrew took Jesus' teaching to heart and became a teacher and Brother, building for God's glory, not for his own; at times suffering persecution and misunderstanding instead of reaping personal glory.

Our responsorial psalm says: "Give thanks to the Lord, his love is everlasting." I believe that Br. Andrew has indeed been giving thanks to the Lord for all his gifts by offering them back in service. He has used his superior intelligence and balanced this with a heart for the youth and for the poor. We know that his greatest concern is to be of service. This is clearly seen in his willingness to serve after his stint as DECS Secretary, even as Vice President for Academics and Research, and later as Presidential Adviser. Many would have considered this a demotion. But he only saw it as an opportunity to continue serving. Let me state this for the record: Br. Andrew's real greatness is in his selfless service.

Today we ask, what are the rewards for such kind of greatness? The Book of Wisdom gives us the answer: "all good things came to me along with her and in her hands uncounted wealth." Br. Andrew can testify that this has been true for him

for he has enjoyed many good things in life. He has also received many honors, including this one which we shall confer on him this morning.

But aside from these, John Baptist de La Salle in his Meditations says God gives two kinds of rewards for faithful service. First is an abundance of grace. Second is a more extended ministry and a greater ability to procure the conversion of souls. Br. Andrew has certainly received a lot of graces in his life and his ministry has indeed expanded, at one point even to all Filipino youth, with the accompanying ability to serve.

Jesus, in the Gospel reading, spells out the reward for such service: "I confer on you, just as my Father has conferred on me, a kingdom." Jesus adds, and this I think will delight our

Br. Andrew, "so that you may eat and drink at my table in the kingdom, and you will sit on thrones judging the twelve tribes of Israel."

Br. Andrew has truly attained greatness through his service, and through this work, his holiness. He is best described by paraphrasing the description of an ideal Lasallian in the Guiding Principles of the Philippine Lasallian Family: "disciple and citizen, prophet and professional, who brings the transforming power of the Gospel to bear on every human endeavor in order to realize God's kingdom of truth, justice, love and peace." In this manner, while we still cannot call him saint, he is, to my eyes, certainly a very holy man. He sees his suffering as part of the way things God has ordained things to be and yet I have never heard him complain. Through his works, he has made us and countless Filipinos holy. Today, Br. Andrew, I say to you: you



Br. Edmundo Fernandez, FSC

are a holy man.

Andy, on behalf of the De La Salle Brothers and the Philippine Lasallian Family, I congratulate you for this honor that De La Salle University-Manila is bestowing on you. While DLSU confers on you the title President Emeritus, I can hear Jesus saying: "I confer on you, my dear Brother Andrew, just as my Father has conferred on me, a kingdom. Come, eat and drink at my table." Congratulations Andy and let me assure you of our continued love and support!

May Jesus continue to live in your heart Andy and in the hearts of those you have touched and continue to touch.

*Conferment of the Title President Emeritus
28 September 2005, 9:00 a.m.
Chapel of the Most Blessed Sacrament
De La Salle University-Manila*

By Br. Andrew Gonzalez FSC

Friends and colleagues:

To quote the psalmist “My cup overflows today” (Psalm 23:5).

On semi-retirement and looking on the past 65 years of my life, I consider two high points of my work in the vineyard of the Lord.

The first was my election to the National Academy of Science and Technology in 1996, representing the field of Linguistics and hoping to be a worthy successor of my mentor and friend, Prof. Cecilio Lopez, who was the first member of the Academy to represent the field of Linguistics.

In my value system as an intellectual, I consider my election to the Academy a far more significant attainment than the completion of a doctorate from the University of California at Berkeley.

Election to the Academy means achievement beyond the basic training of a scholar and researcher. In general, few academicians will be remembered after they leave the scene. I would like to think that my contributions to the development of our national language and its long history of conflicts together with those of my colleague and friend, Bonifacio P. Sibayan will at least merit a footnote in the history of the social sciences in the Philippines.



The second highlight of my work has been my contribution to the build up of De La Salle University as one of the great institutions of higher education in our country.

We have developed from a college of business and engineering beginning in 1965 to our present strength in 2005 not only as a system of tertiary level institutions but also the beginning of a system of basic education institutions to fit into our requirements and to offer doctoral programs in some key fields needed for our country’s development. For such an achievement, I claim no exclusive credit

for my contribution but would like to take this occasion by having invited you to this ceremony to pay tribute to your work and the build up of De La Salle University.

The official biography of Fr. Theodore M. Hesburgh who was President of Notre Dame since he was 35 and retired a few years when he was 70 is entitled “God, Country, Notre Dame” and as one biographer noted, it is not an unworthy aim in life to devolve all your talents and energies to building up a great institution. If there is one thing I have learned from the experience of managing schools since

I was 24 it is this: It takes time, long periods of learning, to be able to become a good academic administrator. I therefore believe in long terms of office or repeated reappointments once you are able to locate a person who has the potential to be such as an administrator or leader. The Medieval view that has somehow filtered into Canon Law and the customs of the religious life is the offshoot of Jansenist mentality that says: “if you enjoy your job, you must be changed, lest you become too attached you lose your religious spirit.” I believed that is one of the pre-Vatican II sayings that will not hold water in Philippine culture.

My advise is that you systematically train people by pinpointing them, build a career path for them and keep them in office with modifications as long as possible as it is very hard to get a good and able administrator in higher education in the Philippines.

The would-be leader will be misunderstood and, worst, will be suspected of feathering his own nest and will be a threat to people who do not want the institution to move because of a *petit-bourgeois* mentality that wants everything to remain the same even if circumstances change, that it is no longer possible to keep things as they are before because of changes in the world.

One must be willing to struggle and to fight controversies in one’s institution if you want to move—a current term is to be an entrepreneur.

It is not an easy task and one must be ready to struggle with might and main.

A special meaning to me today of the ceremony is that time and results have proven that *We, you and I* who engineered many of the changes that have taken place took the right steps when the opportunities presented themselves:

“There is a tide in the affairs of men. Which taken at the flood, leads on to

fortune; Omitted, all the voyage of their life is bound in shallows and in miseries,” to quote Cassius’ in Shakespeare’s *Julius Caesar*.

We have proven ourselves right and we thank God for that and that what we had sought to do was not empire building or the whims of an edifice complex but seeing the work of God in the Philippines flourish.

Still a third insight I would like to share with you this morning is something I have repeated again and again to the point of being tiresome. A great university is made possible by bright minds being instituted by equally bright minds. All else is secondary. Plato’s academy had no buildings and fancy gardens but brilliant minds who excited other brilliant minds. That is all that is necessary to begin with.

CONCLUSION

I descend from a line of educators beginning with my grandfather, Dr. Joaquin Gonzalez, who was the first president of the Universidad Literaria de Filipinas under the Malolos Republic. My uncle, Bienvenido Ma. Gonzalez, used to be the Dean of the College of Agriculture of the University of the Philippines in Los Baños and was President of the University of the Philippines at its critical transfer from P. Faura to Quezon City. Like the others before him and after him, he had to align himself to the traditional path and then to make his own path. My own cousin, Eva Gonzalez, was at one time the Dean of the College of Home Economics

“Time and results have proven that *We, you, and I* who engineered many of the changes that have taken place, took the right steps when the opportunities presented themselves”

at the University of the Philippines, an innovator in some of the programs of the College. Because of historical circumstances, I took the path of private education, still with the same objectives. My own cousin Gabriel Gonzalez is working for a doctorate in literature as a Jesuit and his sister Celeste is presently a professor of education at the

Ateneo. Bishop Federico Escaler is my father’s nephew and put Xavier University in Cagayan on a sound footing. I hope that there will be a generation of Gonzalezes after us who will make a contribution in education. For as I said of Fr. Hesburgh “It is not an unworthy mission to devote one’s life to the build-up of a great educational institution.”

Thank you for joining me this morning.

Questions and Reflections

By Voltaire Mistades

Two months ago, I had the honor to be the resource person of the Francisco Benitez Lecture at the College of Education, University of the Philippines-Diliman. The lecture was part of the College Foundation Week celebration at U.P. and of the Philippine Physics community's commemoration of the International Year of Physics. The inspiration for this essay and my presentation two months ago came from an article in the June 2004 issue of the Science Education journal.

Researchers from the Physics Department of the University of Oslo, Norway documented students' and teachers' views of Physics and Physics teaching. They posited interesting recommendations as they gave an assessment of the status of Physics education in their country. They called for a stronger emphasis on the content of science, a shift towards a more pupil-centered instruction inside the classroom, and a strengthening of the integration of Mathematics in the Physics courses. They also proposed two "tracks" of Physics in secondary schools – the first track will be taken by students who will eventually go to the sciences, engineering, and allied fields; the second will highlight appreciation of Physics for those intending to go to business and the arts.

The insights put forward by the Norwegian Physics educators challenged me to step back and reflect on my

own Physics teaching.

During the first session of my Introductory Physics classes, I ask students to write down (at least) two questions that they want to be answered as the trimester progresses. This is my way of finding out what topics my students are interested in. Over the past years, I have encountered questions like, "Why is the sky blue?", "Is a circular rainbow possible?", "Is there life in other places in the universe?", "Is time travel possible?", and "Can we create a machine that can convert our garbage into useful energy?". The questions our students ask also reflect their level of social awareness, take for instance the question I got two years ago: "How can advances in science and technology end world hunger?".

By encouraging my students to ask questions, I am telling them, "science is not just a collection of factual knowledge that students 'take in' and 'give back'



FIELD NOTES. What in the world is going on? We ask our faculty members to make sense of what we need to know, understand, and reflect upon.

They agree to share insights and observations about their respective fields or special interests. Field Notes serves as a window to different worlds where we all belong.

to the teacher when examination time comes.” Rather, “to do science means to continuously explore, discover, inquire, and yes, ask questions.” Aristotle, Democritus, and the ancient Greek philosophers [to whom much of the study of Physics owes its beginnings] spent a lifetime trying to answer the questions, “What is life? What is the essence of my existence?”. In their journey of finding the answer to those questions, they had to provide an explanation for the cause of motion, they had to devise their interpretation of the basic elements that composed matter (earth, wind, fire, water). And yet, up to this day, we continue to wrestle with the same questions.

I also get students’ questions that deal with the pragmatic aspect of the teaching-learning process – questions like “Will I get something out of this course?” and “Is it really necessary to take Physics?”.

Physicists, physics educators, and cognitive psychologists, working together over the last decade and a half, have documented how students enter our classrooms with “prior knowledge” they have created as a result of their experience of the physical world. The Physics Education Research Group of the University of Maryland posits that what students expect will happen in their Introductory Physics course plays a critical role on how they will respond to the course. Students’ understanding of what science is about and what goes on in a science class affects what information they will listen to (and what they will ignore) given the (often) large amount of material we, their teachers, flood them with. If we are to achieve our goal of increasing students’ appreciation and understanding of science, we need to look at how our students view science and how we could use these initial conceptions to our advantage in our science classrooms.

Over the past two years, I have kept track of the ‘entry-level’ beliefs of my students. I have learned that even before going through their Introductory Physics course in college, students have



a pretty good idea of the effort needed to learn Physics and an understanding that Physics is related to their real-world experience. At the end of one trimester, students appreciate the value of learning the underlying concepts in Physics (as against simply memorizing equations). There is still room to improve, though, in the manner by which students see the link between Mathematics and Physics, and in how students see the connections between the various concepts learned in class.

A month ago, during the Annual Faculty Recognition ceremony, I received from the University a gold pin to commemorate my ten years of service to the Lasallian academic community. I am very grateful to my home department, the Physics Department, and to the College of Science for the support and encouragement extended to me as I explore with my students innovative and creative ways of learning and doing Physics – using concept maps as alternative assessment instruments, in-class and out-of-class demonstrations, maximizing the use of information technology in the

classroom [IVLE as supplement to class activities and the use of Physlets (short Physics animations written in Java Applet)], and the occasional visit to Enchanted Kingdom.

As we begin journeying together to discover the wonders of the physical world, are there any questions?

Voltaire Mistades, assistant professor of the Physics Department, is the vice dean of the College of Science. He is also this year’s recipient of the Gawad sa Kagalingan sa Pagtuturo: Alay ng mga Anak nina Jose at Angelina Reyes. The award is given annually by the Office of the Vice President for Academics and Research to outstanding junior faculty members known for their innovative teaching strategies and ability to inspire students to value learning consistent with the ideals of Lasallian education.

October 9

Saints-Martyred Brothers of Asturias, Spain



Saint Cirilo Bertrán
Saint Marciano José
Saint Julián Alfredo
Saint Victoriano Pío
Saint Benjamín Julián

Saint Augusto Andrés
Saint Benito de Jesús
Saint Aniceto Adolfo
Saint Inocencio de la Inmaculada Canoure, CP

In 1934, Turón, a coal-mining town in the Asturias Province in Northwestern Spain, was the center of anti-government and anticlerical hostility in the years prior to the outbreak of the Spanish Civil War.

The Brothers' school was an irritant to the radicals in charge of the town because of the religious influence it exerted on the young. The Brothers were known to defy the ban on teaching religion and they openly escorted their students to Sunday Mass.

On the First Friday of October, the authorities broke into the Brothers' house on the pretext that arms had been hidden there.

Father Inocencio de la Inmaculada Canoure, CP, a Passionist, (also canonized, along with the Brothers), who had come the night before, was preparing to say Mass for the Brothers. The Brothers and their chaplain were arrested, detained over the weekend without trial, and then in the middle of the night were marched out to the cemetery where they were summarily shot.

Pope John Paul II canonized them on November 21, 1999.

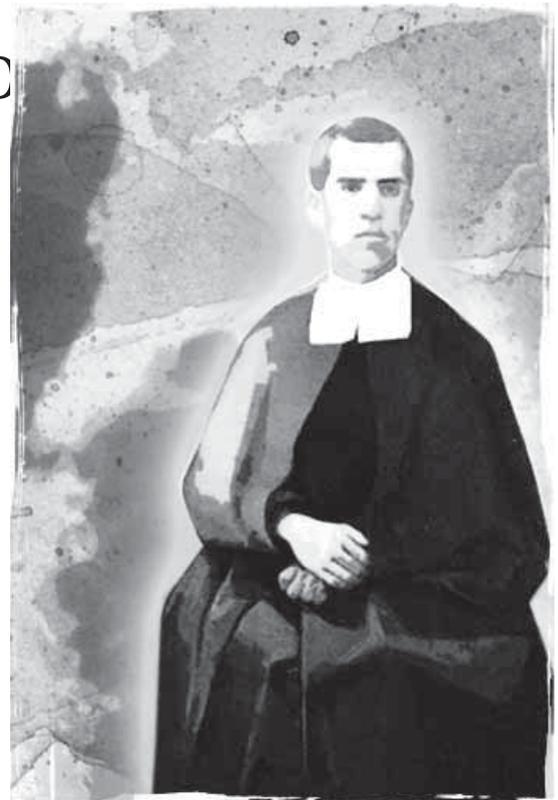
(Excerpt from <http://www.lasalle.org>)

October 9

Saint Brother Jaime Hilario

Brother Jaime Hilario (Manuel Barbal Cosan) was born on January 2, 1898 in Enviny, a small town at the foot of the Pyrenees in northern Spain. Known for his serious nature, he was only 12 years old when, with the blessing of his devout and hardworking parents, he entered the minor seminary of the diocese of Urgel. He soon developed hearing problems and was advised to return home. Convinced that God was calling him, he was overjoyed in 1917 to learn that the Institute of the Brothers would accept him in the novitiate at Irun, Spain. After sixteen years in various teaching assignments, his hearing problems forced him to abandon the classroom to work in the garden at the house of formation at San José, in Tarragona.

In July of 1936 Brother Jaime was at Mollerosa on his way to visit his family at Enviny when the civil war broke out. Recognized as a Brother, he was arrested and jailed. In December he was transferred to Tarragona and confined in a prison ship with several other Brothers. He was given a summary trial on January 15, 1937. Though he could have been freed by claiming to be only a gardener, he insisted on his identity as a religious and thereby sealed his fate. He was brought to the cemetery known as the Mount of Olives on January 18 to face execution. His last words to his assailants were "To die for Christ, my young friends, is to live." Brother Jaime Hilario was canonized on November 21, 1999.



Excerpt from <http://www.lasalle.org>

Yuchengco Center conducts faculty training in

The Yuchengco Center conducted a research training seminar in Vientiane, Laos for the faculty members of the National University of Laos on August 29-September 2.

The training seminar is the third of the three-year project, "Research Capacity-Building at the National University of Laos (NUOL)," undertaken by the Yuchengco Center with funding from the Sasakawa Peace Foundation. It sought to upgrade the research capabilities of the faculty members, specifically in the areas of

advanced research methods and case writing.

The project team from the Yuchengco Center is composed of Edwin Santiago, Yuchengco Center Fellow and University Registrar of DLSU-Manila, as project director; research training specialists Dr. Eric Vincent Batalla, director of the Zonal Research Center of the Commission on Higher Education and faculty member of the Political Science Department; and Rene Hapitan, vice dean of the College of Business and Economics and faculty

member of the Financial Management Department.

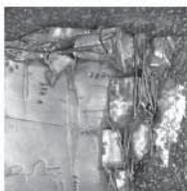
Some 25 faculty members participated in the seminar, which was formally opened on August 29 by Khamlusa Nouansavan, dean of the Faculty of Economics and Management of the NUOL and Santiago.

Hapitan conducted the training on advanced research methods involving statistical software. Batalla, on the other hand, handled the seminar on case writing.



SCAPES

images of
time and place



Featuring works from the
Will and Doreen Fernandez Art Collection
and photographs of 60 artists from 6 cities

Up to 10 December 2005



Br. Andrew, continued from page 1

He was responsible for the construction of many of the buildings at DLSU-M, such as the Br. Gabriel Connon Hall, Velasco Hall, Library, and Gokongwei Building. He also instituted the trimestral system to attract and retain faculty by matching the salaries of the industry. He doubled the student population to keep pace with the growing population of the country and its need for a bigger base of well-trained engineers, computer scientists, entrepreneurs, scientists, writers, teachers, and researchers.

Br Andrew likewise promoted graduate education, instituting new master's and doctoral degree programs and developed consortia arrangements to sustain them. He built up the University's endowments. In addition, he founded the College of Saint Benilde as a center for innovative teaching. He acquired a College of Medicine to meet the demand for trained doctors and

DLSU-Dasmariñas to serve a sector of the rural population.

In his response speech during the ceremony, Br. Andrew paid tribute to Lasallian administrators who have also worked hard to help build DLSU into being the institution that it is now. He affirmed them that they "who engineered many of the changes that have taken place took the right steps when the opportunities presented themselves."

The ceremony was led by Brother Visitor Br. Edmundo Fernandez FSC, DLSU System President Br. Armin Lustrero FSC, and DLSU-Manila Executive Vice President Dr. Carmelita Quebengco.

As President Emeritus, Br. Andrew Gonzalez FSC will work closely with the DLSU System president and serve as presidential adviser and ambassador of the University System.

DLSU-M profs win National Book Awards

In recognition of their outstanding published works, the Manila Critics Circle gave awards to four DLSU-Manila faculty members during the 24th National Book Awards. Dr. Jose de Mesa, Dr. Fanny Garcia, Vicente Groyon III, and Dinah Roma bagged the Best Book honors during the awards ceremonies held on September 4 during the 26th Manila International Book Fair at the World Trade Center.

The event was sponsored by the Manila Critics Circle (MCC) in cooperation with the National Commission for Culture and the Arts, and Primetrade Asia, Inc.

The publication *Mga Aral sa Daan: Dulog at Paraang Kultural sa Kristolohiya* by de Mesa, full Professor at the Theology and Religious Education Department, was cited as the Best Book in Theology and Religion. It was published in 2004 by the DLSU Press.

Garcia, associate professor at the Filipino Department, was awarded for her book *Erick Slumbook: Paglalakbay Kasama ang Anak Kong Autistic* in the Biography/Autobiography category.

On Cursed Grounds and Other Stories by Groyon, Communication Department assistant professor, is the Best Book in Short Fiction. Roma's *A Feast of Origins* received the award for the Poetry category. Roma is an assistant professor at the Literature Department.

Meanwhile, *What the Water Said: Alon Poems* also received the award for Best Anthology. It is a collection of poetry of La Salle writers including Ronald Baytan, Ernesto Carandang, Vicente Garcia Groyon, Shirley Lua, John Iremil Teodoro, Isidoro Cruz, Alice Sun-Cua, and

Sid Gomez Hildawa.

The Manila Critics Circle gives the National Book Awards to the best books written, designed, and published in the Philippines, and is composed of professional literary critics and newspaper columnists to encourage authors and publishers to come up with quality books in various disciplines such as arts, business, children's literature, among others.

