

OFFICIAL STUDENT PUBLICATION \* NORTHWESTERN UNIVERSITY \* LAOAG CITY

# REVIEW

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## The Legacy of *Nurturing Teachers*

The Review pays tribute to the “instruments” of a LOVING GOD  
who mentored students to become responsible citizens





the **Review**  
OFFICIAL STUDENT PUBLICATION  
NORTHWESTERN UNIVERSITY

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# The Review and the Legacy

Over the years, the *Review* has set benchmarks on Northwestern University's history. It continues to leave footprints that will not be washed by the waves of greed, failure or any power. It continues to be a shining beacon for students who prize respect, responsibility and freedom. It is an important entity that the legacy has nurtured.

The press freedom that the *Review* enjoyed for years is a testimony of the institution's enduring values of a free press. Its independence has honed the skills of those who served and still serve the student population. The *Review* has not only reaped awards in various writing contests but has also brought many student writers to where they are now. If many of them are now excelling in their own chosen careers, it's because the *Review* has equipped them not only the necessary skills in writing but more importantly things that cannot be found in the books.

President Ben Nicolas had been the catalyst of growth in the student publication. Like his father, he became the patron of press freedom, respecting the autonomy of the paper. He never intervened nor dictated in its operation.

The whole "R" staff bestows its deepest gratitude to him for, in life, he chose to be with the institution, sharing his vision and his leadership, with his untiring desire to continue what had been started by the founders who toiled a lot to make education available to the financially handicapped.

The mark of his leadership is demonstrated on his respect for the independence of the *Review*, a product of the *Legacy*. The legacy that was passed on to its writers will surely be etched in their very hearts as it taught and still teaches responsibility, excellence and, above all, honor. And we, as the staff, will continue to be committed to our duties and responsibilities. We may have lost a leader like Sir Ben but his legacy remains as he and all of us believe that The *Review* is the voice of every student.

Fiat Lux! The light of truth will continue to shine on Northwestern for more years to come.

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## About the Cover

As Northwesternians mark the institution's 79<sup>th</sup> foundation anniversary, they pause to pay tribute to the men and women who sacrificed and worked hard to build a school for the young who could hardly afford education in the Big City. The founders' dreams seemed impossible but they never gave up. They just put everything in their faith in God.



These men sustained the spark that lit the institution's horizons. The next generation carried it on, preserved it and left it to the new leaders to serve as a challenge.

Let the light continue to illumine our institution's horizons for the generations to come.

Cover Design                      Concept by  
**Analiza Agliam**                      **Jonard Evangelista**





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From the Editors

## The Legacy and the Challenge

*As Northwestern ushers in another milestone, it is only proper that we remember the men and women who dreamed dreams for the young who wanted to acquire education.*

*The Review deems fit that it remembers them with gratitude as it puts out this special issue as a tribute to them - the founders of Northwestern University. For almost eight decades of service to the Ilocanos, Northwestern, its founders and those who took over the helm, are worth to be accorded honor and respect for their contribution to society and to the world as a whole. Special mention goes to the founders who made dreams of every student into reality. From just a single candle lit, the light multiplied and spread all over the place surrounding the institution which changed and continues to change many lives.*

*Time goes by so swiftly, people come and go but one thing is sure: the legacy lives on and will never cease. How to keep the fire of service burning is a big challenge to the new generation of administrators. This is a tall order for it is in their care that they will have to maintain the fire burning to continue lighting the path of those who seek education in the bosom of the institution.*

*The founders always had the interest of the students foremost in their minds. The generation after them nurtured that selfless service. This was realized in concrete terms: the late president Ben Nicolas recognized the importance of the students whom he called the "lifeblood of the institution."*

*May the generation who took the helm after President Ben Nicolas always remember this and take a cue from the dreamers and the visionaries of the past. May they always keep themselves attuned to the times and needs of the students. May they be sensitive to even the smallest cry to prevent the exodus of the bright and the determined. May they be humble to emulate the good deeds of their predecessors who gave all the best in the service of the students.*

*May we lock arms and continue the legacy of spreading the light.*

*Fiat Lux... Soli deo Gloria!!! To God alone be the glory!*





\*Criselle Joy Sebastian

# Keep the Fire Burning

*“The legacy that these men left is that poverty is not a hindrance to obtain an education. They kept the flame burning to light the paths of the students to be able to reach greater heights.”*

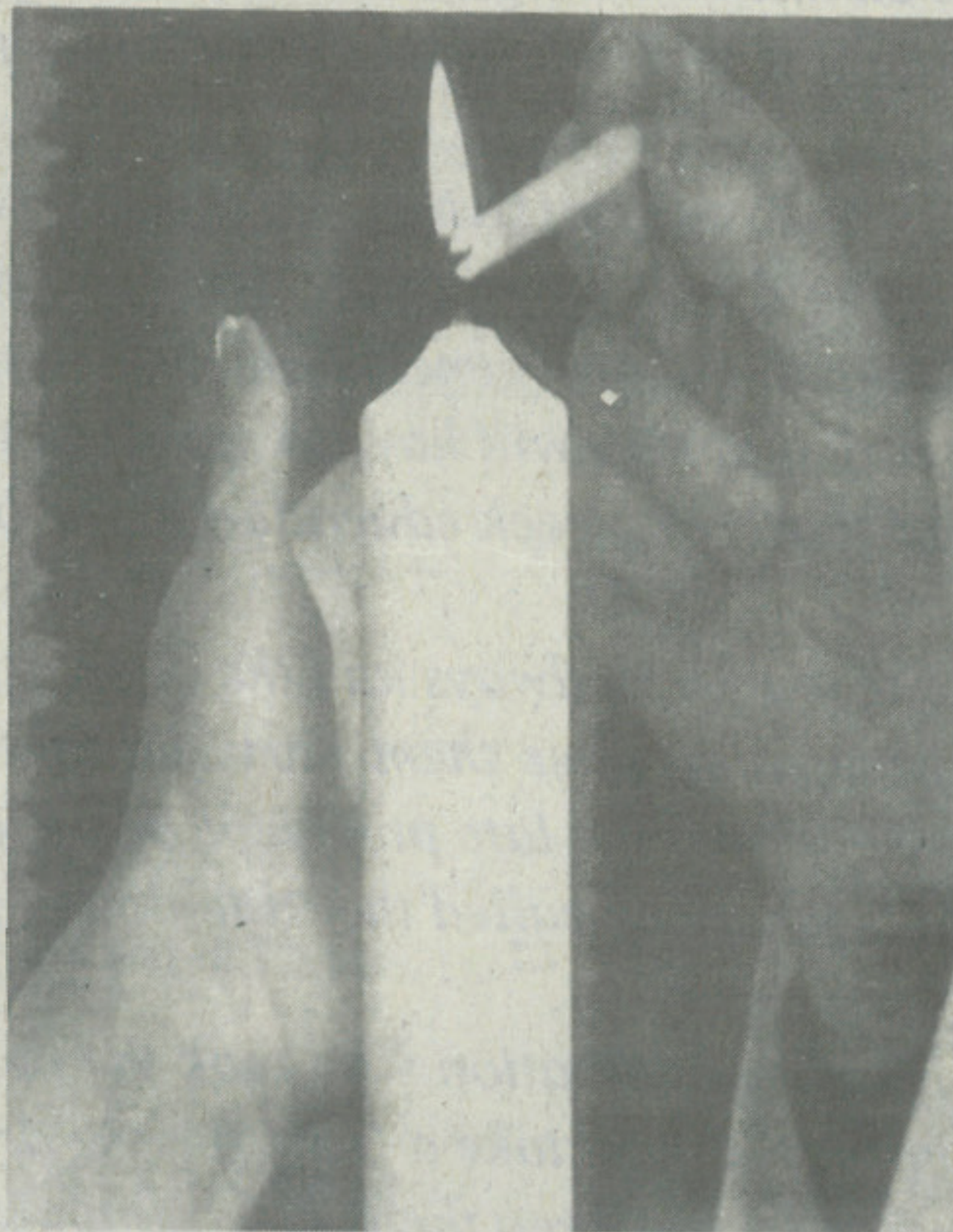
I felt the love of the founders of Northwestern University for an ordinary student like me as I read the book *Legacy*. I felt how Nicolas N. Nicolas, Maximo A. Caday and Cresencio J. Barangan dedicated their lives to build an institution that made individuals productive members of the society. They inculcated in the hearts of the students the value of education.

Given the limited resources, they still worked together to put their dream-to establish an educational institution - into reality. They marshaled their resources and energies, laced with hardwork and faith, to build an educational institution for the young people in the community who could not afford to enroll. There was nothing impossible with them because they sought guidance from the Holy Hand. Students who were financially-handicapped could still obtain education at Northwestern. Students then would just make a promissory note so that they could enroll and some paid their dues in kind such as farm products and

livestock. The flame that was started by these men helped many people to realize their dreams. It came to a point that they did not receive any salary because they were the guarantors of these students who were determined to study but had limited resources. There were times they were not even sure if they would receive their salary - when, and how much. Despite this uncertainty, they still focused their sights on their dream to help people reach the top without expecting anything in return.

Nicolas, Caday and Barangan and the other founders devoted their lives to Northwestern helping young people nurture their dreams. Despite the stumbling blocks that came along their way, they never stopped serving people who needed them. Their zealousness and dedication served as an inspiration to many people.

The legacy that these men left is that poverty is not a hindrance to obtain an education. They kept the flame burning to light the paths of the students to be able to reach greater heights.

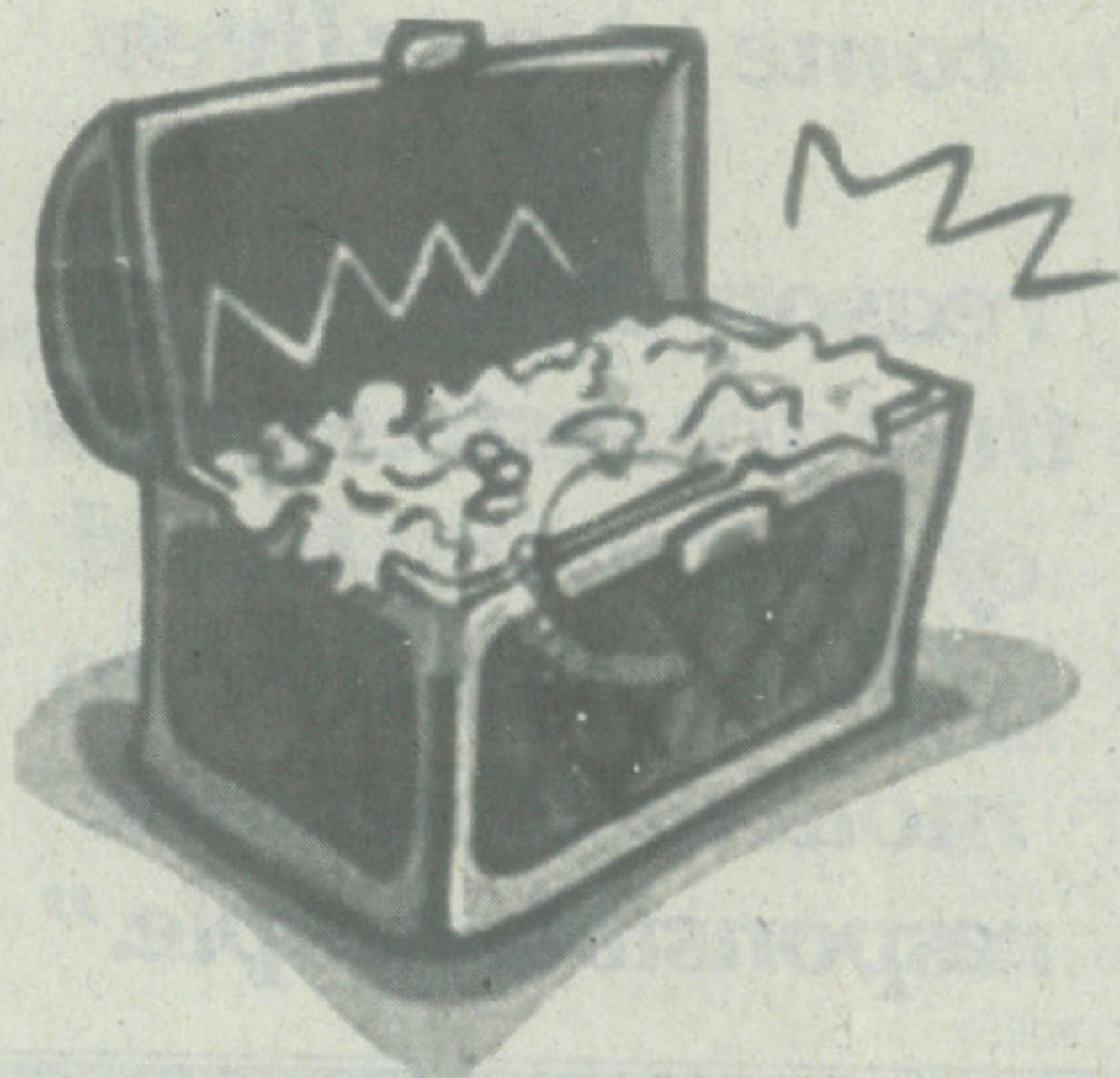






# Nurturing the Gift

***“The founders’ self denial just to establish a channel that would illumine the minds of the bearers of the precious heritage is an understatement. It is more than self-abnegation that beneficiaries of the fruits of their labor should take pride and cherish.”***



**H**eritage serves as an anchor to build a meaningful life. The affluent leave their money, house and lot and properties. The poor break their back to provide education to their offspring. But whatever the heritage, it is important that one appreciates it and learns to value and cherish it.

The heritage that Northwestern founders left is more than any riches. It is priceless and rare like a diamond. Like David who defeated Goliath, the institution that is to become the heritage of thousands of people, also fought its battles and surmounted the odds to reach its glory.

The founders’ self denial just to establish a channel that would illumine the minds of the bearers of the precious heritage is an understatement. It is more than self-abnegation that beneficiaries of the fruits of their labor should take pride and cherish.

We enjoy what they had set to build but let us not forget that, we, who are beneficiaries of their sweat, blood and tears, have the responsibility to nurture it for

those who will come after us. We are accountable to the founders who placed above self their love and concern for the young to get education. Henceforth, we have the responsibility to look after the institution so that it may continue to serve the young. We have to do it because we cannot afford to compromise the future of the next generation. To abandon the responsibility is a betrayal of the founders’ confidence in those who would take the helm.

Our generation may not have witnessed all the events that took place in the history of Northwestern but the book ‘Legacy’ gives us the picture of the events that made Northwestern University. But this generation fails to appreciate our history. Believe it or not, the book is very inspiring, a must-read book. It features our university’s extraordinary history made by ordinary people who are molded by circumstances.

Unless we get to know the institution’s beginnings, we will never appreciate its importance. As we exert effort to get to know it, we come to realize that all the people, events and places that led to the making of a great university are just instruments of God to fulfill His purpose. The founders’ faith and love for God is the result of the good things that happened to the school as what Saint Paul also pointed out in Romans 8:28, *“And we know that all things work together for good to them that love God, to them who are called according to his purpose.”*

Indeed, everything in the world doesn’t happen by chance but it all happens because it is the will of God. This heritage from God bestowed through his chosen people is a blessing that must be nurtured for the benefit of everyone who needs a share of the institution’s bounty. Our salute to all the founders of Northwestern University who were chosen as the channel of God’s blessings who carried out the light victoriously.

Let us all be proud Northwesternians. Let us be proud of our heritage.





\* Romelyn de la Cruz

# The Legacy of Nurturing Teachers

**W**e seldom meet people who make a difference in our lives. People who have made a significant mark in our lives left memories that are worth remembering - they played important roles in shaping our personality that determines the kind of individuals we are right now.

In our journey to life, there are points that we feel down and vulnerable. People we know give us pieces of advice but those who stand remarkable to our minds are those who did not offer us shoulders to cry on and comforted us but those who have cried with us, those who said "Go girl you can do it! We believe in you" and not those who said "don't worry everything will be fine."

We live in a not-so-perfect world. We oftentimes rub elbows with people we don't like. Sometimes we swear they will never become our friends. But we never know we will end up the best of friends, or even mentors.

Aside from our families, we always look for a group with whom we can express our thoughts and opinions without worrying they'll judge us, a company with whom we can be ourselves and whom we can cry out loud at times we are hurting.

We meet people who do not share our values and philosophy. We misinterpret their ways at times. We hate them when they tell on our face our mistakes and flaws. We insist we are right and we believe what we think is right. We tend to be egoistic or self righteous or all-knowing. That's how absurd we could be at times. But what we fail to see is the real intention of the person. Maybe they just want to wake us up from dreaming and bring us to reality. Maybe they only intend to bring out a better person in us if not the best. That's tough love.

We misunderstand the intentions of these well-meaning people that we do things that push them away from us. We only come to realize their importance when we already lose them.

People pass by in our lives. Some play a significant role, others do not leave a mark but

one thing is sure: they come to our lives for a reason. Unwittingly, they are instruments of the Loving Hand who are destined to mold us to become responsible people.

Some of these "instruments," the nurturing mentors of the successful men and women of the *Legacy* are found here in Northwestern.

In the following pages are stories about the "instruments" of the legacy that the *Review* identified in the course of interviews with students and graduates.

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***"People pass by in our lives. Some play a significant role, others do not leave a mark but one thing is sure: they come to our lives for a reason. Unwittingly, they are instruments of the Loving Hand who are destined to mold us to become responsible people."***

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Erlinda M. Gloria

# The Beacon of the Legacy

**“Many of her students are now excelling in their chosen fields. The things they learned from her became their swords in battling the hardships in life. Her undoubted support and belief in their capability gave them the courage to go on and achieve their dreams and be who they want to be. A great and inspiring person she is.”**

**G**reat grandmother of Northwestern University. A figure who consistently portrays the character of selfless service, determination, and dedication. That is Erlinda Gloria.

A fulfilled woman but yet still working – not only for her benefit but also for others - she continues to show the way and serve as beacon to the many whose lives she had touched and changed.

She had served the institution for almost 42 years - from a high school teacher to assistant principal and later on principal; from a college instructor to a professor, dean of student affairs to vice president for academic affairs and academic consultant and member of the board of directors.

She has spent half of her life serving Northwestern not to mention the good things she has done for this University.

She is regarded by her former students as a lady with a strong personality but a loving one. She is a bit of a strict teacher yet kind and reasonable. She is perfectionist but gives criticisms in a light, loving, and constructive manner. A rare breed of wonderful teacher who can mesmerize anyone she talks with, she has her own way of handling students particularly those who are “troublesome.” She has this strategy of bringing out the best in them and makes them exemplary performers in their own fields. She knows how to break the barrier between her and her students without losing their respect and this enables her to be a great influence in shaping their personalities and apparently their lives.



Mrs. Gloria had nurtured not only one person. Many of her students are now excelling in their chosen fields. The things they learned from her became their swords in battling the hardships in life. Her undoubted support and belief in their capability gave them the courage to go on and achieve their dreams and be who they want to be. A great and inspiring person she is.

This does not end the history of a nurturing teacher in the person of Erlinda Gloria, an epitome of knowledge and loyalty. Northwestern University is indeed blessed to have one Erlinda Gloria in its fold - a precious gem in a mount of sand, a one in a million kind. The beacon of the *Legacy*.

**-Romelyn de la Cruz**





## The Nurturing Teachers

Carolina Valera

### The Committed Teacher

**R**arely do we find teachers nowadays who nurture their students to grow in wisdom. Some teachers are just contented to discuss the lessons not minding what they can contribute to the student's total personal development. Yes, the teachers might have taught the students a lot of things but it will be useless if the students will become problems in the society in the future.

One example of a teacher who inspires and possesses a nurturing character is Ms. Carolina Valera. An instructor of the College of Arts and Sciences and a former principal of the NWU Laboratory High School, and now the assistant manager of the university



canteen, Ms. Valera is known for her commitment in the teaching profession.

Her students appreciate her for allowing them to grow to reach their full potentials. She does not underestimate the students' capabilities unlike other teachers who do not share a little of their time. She has made a difference to the many who have come to know her.

Ms. Valera's ways are worth emulating. Students should look at her example as a good and nurturing teacher – the mark of a one nurtured under the tutelage of the Legacy.

*-Jonard Evangelista*

Rosario Dejolde

### A Blessing to Students

**T**he truism that a person who nurtures people always leaves a mark in the latter's lives holds true to a teacher from the College of Teacher Education who has played a significant role in the lives of her students. Everyone knows this one-of-a-kind instructor who possesses the quality of an extraordinary lady. An undeniably bright teacher who displays competence in her subject matter, this loving and caring person is Mrs. Rosario Dejolde, a dignified personality in her profession.

To some teachers, it is enough to present their lessons and follow the syllabus. But for Mrs. Dejolde, she sees to it that everyone in the class is enlightened. She discusses every single detail of the lesson and she does not proceed to the next topic unless everything is understood. To some students, such is a boring atmosphere, but for many who want to learn, everything is fun and exciting and at the same time fulfilling.

Aside from being a good teacher,



Mrs. Dejolde is also a mother figure not only to those who major in her field of specialization but to all students she interacts with. She is sensitive to the needs of her students that she knows when one is not feeling good and when one is carrying something inside him/her. No matter how one hides and pretends, she notices it. Students just find

themselves confessing to her about their problems. This soft spoken lady has her own way of letting one open up. The feeling of having a company in facing one's problem gives a sense of security and confidence.

She is good in uplifting the students' confidence and nurturing their innate talents and skills. Her words of appreciation inspire her students. This pushes them to excel and achieve better. She knows how to build a strong foundation of confidence in her students. Her words, though not directly uttered, speak belief and persuasion.

Mrs. Dejolde may only be a regular instructor here at Northwestern University but she occupies a wide space in the hearts of her students. Many may not know it, Mrs. Dejolde is devoted to her profession and to her aspiration to touch the lives of many people. This institution is blessed to have her here at Northwestern.

*-Romelyn de la Cruz*





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## The Nurturing Teachers

### Remedios Blankas

# The Mark Of a Legacy

**E**ducation is the best armor in facing life's challenges. This is what I've learned from an instructor who wanted to bring out the best in me. I learned from her the value of education which I once took for granted. I'm so blessed because I met someone who inspired me and my classmates in her own simple way. She planted us in a rich soil and did her best to gather a good harvest. Somehow, in her own little ways, she changed the way we see life.

I still remember my first class with Prof. Remedios Blankas. I remember the noisy classroom suddenly turned into a silent one after she entered. We were all scared of her that time. In that moment, we had a clear picture of a 'terror' teacher – eyes wide open and eyebrows meet. We found her "scary." She would always scold us even if we had all passed our requirements as she was not satisfied with our work. We actually hated her because we saw her as someone who didn't know how to smile. We dubbed her *Ma'am Talababa* after we laughed out loud on her class when she introduced the word *talababa* to us which actually means 'footnote'. We hated her so much that when we'd see her at the lobby, we would turn back and walk as if we never saw her. She would always nag us when we don't have assignments. Sometimes, she'd give surprise quizzes and we hated her for that.

When sharing ideas and memories with my classmates, there is one thing we have in common - that we will never forget *Ma'am*

*Blankas* and everything about her. We always remember how she scolded us when we took our '*Pamanahong Papel*' for granted. We will never forget her reaction when she got dismayed with some possible titles for our term paper and rejected them at the end of the day. She would always pressure us to submit our paper works on or before the deadline with no extension. With this, we ended up working all night for our term paper.

She maybe strict inside the classroom but when you're outside the class, she's like a *barkada* whom you can exchange your "hi's" and "hello's". She can be a real friend with whom you can open up your problems regarding everything under the sun. She's like a mother who

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“I realized  
that having a  
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*Ma'am Blankas*  
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helps you solve on some life's problems and concerns, comforts you, and even directs you to the right path when you seem to reach a dead end. *Ma'am Blankas* would always encourage us to continue working on what we have set to do and to never give up because she wanted us to get out from our shells. I learned to visit the library as I had to do the requirements she asked from me.

I realize that I am indeed very blessed for I was nurtured by *Ma'am Blankas*. I am grateful for those times she scolded me when I was not listening to her lectures, not taking down notes, not doing my assignments and absenting myself from her class. I learned to beat deadlines. I learned to give myself enough time to review my notes. I learned to be resourceful because of those activities that she gave us. I realized that having a teacher like *Ma'am Blankas* is like having a rare precious gem, that one who has this is blessed. Luckily, I'm one of them. In the two semesters that I was under her, I learned many lessons - lessons that I will never find in the books stacked at the library. Thank you is an understatement to express how grateful I am to be her student. I'm very proud because I was once a student of a great instructor who wanted to bring out the best from her students. And that is the mark of the *Legacy*.

-Criselle Joy Sebastian





## The Nurturing Teachers

Calixto Barut

# The Encourager

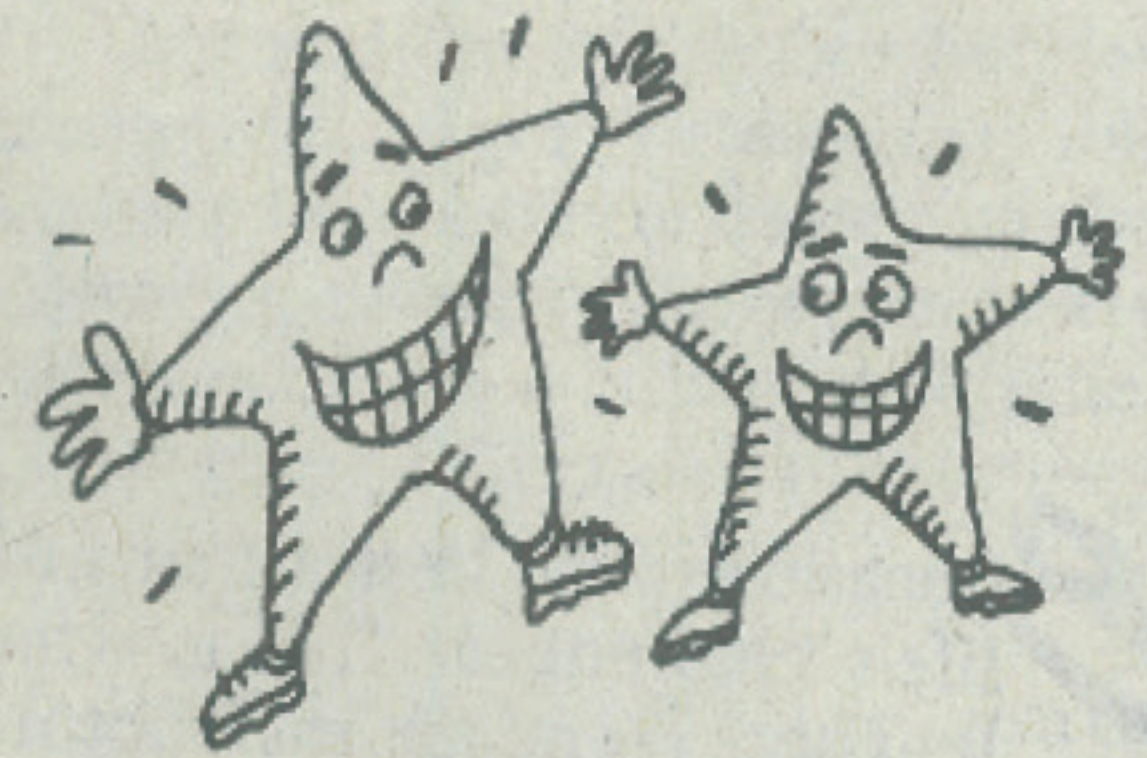
**H**e gives the impression that he is a terror instructor. Students who take the subject under him also think the course is hard and might be boring. But the department head of Marine Engineering has a way of debunking that impression. The perception changes once he starts teaching.

Chief Engineer Calixto Barut has this way of getting the attention of his students. He starts a new lesson with stories about his experiences as a seaman. We find the stories to be relevant as these give us the idea of working in a ship.

His stories expose us to the realities in working out there in the sea. His experiences bring out the common things and problems we will face after graduation. His lectures prepare us to appreciate little things.

He is very patient in teaching his students. When his students give wrong answers, he patiently repeats the lesson until the students understand him.

C/E Barut always reminds us that the lessons we learn in the four corners of the classroom are small compared to the lessons we



will learn in the real world. His philosophy keeps us comfortable.

I wish there are more C/E Barut in the school campus who appreciate the potential of every student.

*-Teddy Tangente*

## And More Nurturing Teachers

**O**ther mentors are also noted for their sincere dedication in molding the students into better citizens. Their invaluable contribution in that aspect has shaped many lives. They have not only molded them with their chunks of wisdom but also steered them to excel in their own chosen fields. They make sure that students excel within the limits of their capability. Such mentors are what Northwestern needs.

One of the instructors that mold students is **Engr. Glorina Curammeng**, an ins-

tructor of the College of Engineering, Architecture and Technology, who encourages her students to be aware of their responsibilities and rights. Another is **Mrs. Josephine Bolusan**, the university's chief cashier and also an instructor, who listens to her students' sentiments and gives motherly advice.

**Dr. Elsie Pilar**, the director of University Center for Research and Development, also an instructor who fights for the students' sake, encourages and

motivates them to do better not for the department's glorification but for the students'.

**Mr. Rodante Ramos**, accountancy instructor of the College of Business Education, makes sure his students acquire knowledge beyond the four corners of the classroom. He once told his students: "we don't teach you to excel in your profession but mold you to be a better citizen of the society."

*-the Review Staff*





◆ Charwin Belisario

## Words from Someone Who Was Once a “Lifeblood of the University”

**“His administration never censored the paper’s contents. That’s one thing, we, in the editorial board, are proud of during press conferences.”**

**W**ith the departure of President Ben A. Nicolas, Northwestern lost an exemplary leader. But I prefer to look at it in a different way. It’s better to think that the university was blessed to have had such a man of valor. His boldness led him to bring his ambitions to life and drew new designs to this academe. He was given an institution of distraught and nursed it to full health so that it could stand on its own two feet without his helping hand until the day he was to be reunited with his Creator. But even then, he continues to inspire students with his memories—precious things that define him and his legacy.

I am one of the few Northwesternians granted with the *Loyalty Award*, meaning I spent my entire academic life being taught by the wise owl. When I first stepped into this institution of learning to practice my ABCs, the school had yet to have its champion. Although it could no longer be considered to be in its infancy, it could have, in a few accounts, been better with an ample amount of improvement.

As an elementary pupil, I saw college students expressing their sentiments in what is now called the Freedom Wall. They even made a coffin, to make their point crystal clear, which we played with during the aftermath. Unconscious college students being rushed to the clinic was not uncommon during those days. Aside from these problems, rumors had it that there were also some disagreements within the administrative body of the university.

When the military-man-turned-president came, he immediately commenced his valiant operation to change Northwestern University into a quality education provider that can compete in the global arena. The Science Stream Class was formed when I was in high school—our batch is the first SSC students in the history of NWU! He also established ties

with another university in Asia and cemented the ties when this Asian university became Northwestern’s sister university. With the support of the board of directors, he put up several buildings and made repairs and reconstructions: from the gravelly paths to concrete roads, from oven-hot rooms to air-conditioned classrooms, from a short list of courses to a multitude of choices, from a cow-manure-laden oval to a green and well-maintained grounds.

Being a part of this institution since my elementary days, I saw the school grow into what it is now. I witnessed how President Ben A. Nicolas fostered the university like a loving father would raise a child. I had the opportunity to grow with the university with Col. Ben Nicolas as the father of this second home.

Aside from being a student, I had the privilege to serve the campus as a journalist. I devoted three years of my life as member of the editorial staff of *“The Review”*. As a campus journalist, my colleagues and I would often look for dirt in the university—dirt we can help to clean. We were the voice of our fellow students. We listen to their grievances and try our best to serve as a bridge to the administration. And as such, writing opinions disparate from the people running the school was almost always the case.

But the president never detested those who disagreed with him—a quality that measures the efficacy of an excellent leader. He could have threatened us (as some administrators did), or at least gave us a hint that he abhorred our articles, or to restrict the whole editorial staff from writing against some of the administration’s policies but he never did. Even after exposing some scandalous affairs in print, we barely felt the heat from him! That’s why I

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\* Fernando Agudo

## An Encounter with the Man who carried the torch

One of my most unforgettable assignments at the *Review* was when Rommel Angngasing, my editor-in-chief during the school year 2005-2006, and I (then the news editor) interviewed then university president Col. Ben A. Nicolas. At that time, he was one of the outstanding alumni of the Philippine Military Academy (PMA), a recipient of the award for his contribution and accomplishment in the field of education.

Even before we entered the office of the president, I was already nervous, my knees and hands were trembling. That was the first time I had a one-on-one interview with the president. It actually never crossed my mind that such interaction would happen at his office. The event erased my perception that the office of the president is only for notable people.

The session turned out to be very pleasant. The president showed his form as very accommodating person. He made us feel comfortable, contrary to what I have thought that he would "be tough to handle." He was very articulate in answering all the questions, displaying a countenance that no budding journalist like me at that time would feel humiliated or intimidated. It was also at the interview that the president's heart for the students unfolded. The president had been supporting and encouraging programs that uplift the students' welfare. The experience was a breakthrough – it broke communication barriers between the university president and the students. I had a taste of his hospitality, contrary to most students' perception that he was unapproachable. Since then I felt comfortable each time I saw him in the campus. The fear was gone and I was inspired to write with passion articles on matters of student interest.

In 2006, I became the editor-in-chief of the *Review* after passing the qualifying examinations given by the selection committee. As a member of the *Review*, I had to conform to the role of the paper as watchdog. With this function, the *Review* served as the voice of the students. It reported is-

such as the tuition fee hike, poor internet service, fast turnover of teachers, to name a few. While very critical to the administration's policies, our voices were nevertheless heard as we tried to amplify the issues for the administration to look at things in their proper perspective. The president never took those issues against us. Instead, he allowed the student writers to articulate their ideas and sentiments so that campus press freedom may continue to flourish.

In one of the paper's issues, the staff overlooked a certain news story headline that did not escape notice from the president. Upon learning the matter, I entertained the idea that the president would summon me in his office (as what other administrators had done) to clarify the matter. He never did. Instead, he wrote a letter to the *Review* pointing out that there was an "error" on that particular headline and asked if we could set the matter right. He also provided documents that supported his argument. He put everything in black-and-white. To me, that was a display of the true essence of professionalism.

Calling my attention to point out such error was a confirmation that the president had read the paper. To quote Mrs. Erlinda Gloria in a rare conversation with her: "Disagree with us if you think we are wrong so that at the end of the day we have something to think about. The President (Ben Nicolas) reads the *Review* from cover to cover because he wants to know the pulse of the students, and that will be his basis in decision making." Knowing that the president reads the paper encouraged me to keep on writing, bringing to his attention the sentiments of the students.

Of course, we also did not spare the president from deadlines. Whenever we requested from him messages - either a Christmas message or message to the graduates - he willingly complied. And whenever the *Review* reported the awards and citations re-

ceived from various competitions, the president was very generous in his compliments. While not all who read the issues we published in the *Review* were pleased, (as some administrators during that time demanded explanations for stories not suited to their taste, charging the *Review* as anti-administration, anti-Supreme Student Council), the president observed the free exercise of campus press freedom, never giving a hint of disdain for the stories.

The existence of campus press freedom is the envy of student-writers from different colleges and universities whom I have met in various seminars and conferences I attended. And while some colleges and universities harassed and threatened student writers, padlocked school publications, reprimanded editors, and worst expelled them, the president never attempted to do things that would make the students cower in fear nor tried to influence the content of the paper. He observed maximum tolerance, giving the *Review* all the freedom and never using the resources of his office to stop the brave and idealistic student writers who only think of the greater good before self.

On a more personal note, dear Mr. President, though you are now at the other side of this world, please continue to shower your guidance so that campus press freedom shall continue to thrive. My heart will forever grieve if one day the campus press freedom that your father had nurtured and that which you yourself continued to uphold will vanish. I have known you not just a man with many accomplishments and accolades received, but as an ally and icon of campus freedom, the freedom that I have enjoyed when I was part of the *Review*.

Fiat Lux, Mr. President!

(Mr. Fernando Agudo is the 2006-2007 *Review* Editor. He is now a faculty member of Divine Word College of Laoag teaching English and Mass Communication subjects)





◆ Paul Danilo Garrido

## Thank You, Sir for the

# Gift of *Love* and *Respect* for the **Campus Press**

**I** was in my first year in the Criminology program when I started contributing articles in the Review, the institution that the man, who would become the patron of the campus press next to his father, had so much respect for.

Oftentimes, when I wrote my articles, I would always see him as the man who gave importance to the university's clients – the students – whom he always referred to as the life-blood of the university. That gave me the courage to air the sentiments of the students because I knew he would act on every complaint without the students knowing it. I learned this from a staff of the office of the president who informed that the president would get feed-

***“I am blessed and grateful that when I was a student-journalist, I enjoyed the spirit of press freedom, a freedom he valued much as he valued the institution that he nurtured.”***

backs from the paper and would always call the attention of the office or department to act on the complaints.

I remember him as the president who is the protector of campus press freedom. For this man – Ben A. Nicolas – like his father, saw to it that press freedom was upheld.

I am blessed and grateful that when I was a student-journalist, I enjoyed the spirit of press freedom, a freedom he valued much as he valued the institution that he nurtured. As I wrote my articles, I found myself critiquing some of his policies, but he never called our attention unlike other administrators. Instead, he allowed us to articulate our ideas, something that I would not have experienced in other schools.

I was called a thorn by some of the self-serving people around  
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\*John Javier

## An Example of a Good Christian

**I** or six school years (two school years in high school and four years in college) I spent with Northwestern University, I can barely count with my fingers the times I met Sir Ben. Never in my entire college years that I was able to talk to him personally only a shake hand each time we had programs and awarding ceremonies. Though he was not that very visible to students at that time, still, he earned my respect for a time, and in his passing, such respect will be forever.

In his administration as a university president, a lot of scholarship programs were granted to poor but deserving students. I was one of those recipients of the Alumni Scholarship program to which I attribute the achievements I am reaping now.

For over a decade, when I revisited my Alma Mater, much of what I saw at Northwestern University is the result of his vision – massive building program, good facilities, quality education and well rounded students, not only academically but most of all, spiritually.

Sir Ben is one good example of a good Christian. He loved everybody, and he respected everybody. Even though he had all these degrees and achievements, he was just an ordinary and faithful man. He will be in the hearts of a lot of people forever.

*(John Javier is the former Managing Editor of the Review, 1999-2000. He now works at Metrobank-Laoag as Branch Operations Officer).*

***“Though he was not that very visible to students at that time, still, he earned my respect for a time, and in his passing, such respect will be forever.”***





## **“Will uphold Campus Journalism but will not compromise *discipline*”**

( Following is the speech of the late President Ben A. Nicolas during the First Review Advisers and Editors Reunion in January 2004. The speech was first published in the Review in 2004 and is reprinted here for its relevance in the light of the publication's role in the marketplace of ideas. )

***“An institution of learning should not lose sight of the fact that it exists primarily for the students and as president I felt it was and it is my bounded duty to provide a learning environment that will bring out the best in them, mold and hone them to become responsible leaders and citizens.”***

**P**ardon me for waxing sentimentalities as my way of welcoming you to the 72<sup>nd</sup> foundation anniversary and to this campus journalist's forum. After all, it is a homecoming for you and if there is one beautiful thing about it, it is the reminiscing of the good times spent and recalling the experiences, whether pleasant or otherwise.

If my father were alive today to welcome you home and listen to your views and insights on the topics you expounded this afternoon, he would be grinning from ear to ear. And at the same time teary-eyed with joy. If there was anything he was always proud of, underneath the stern countenance, it is the achievement of his family which you are part of. As you would exchange banter today, you would probably recall together how you made things difficult for him every time he read the *Review* and every time you would go to his office, to argue your case. But he had a good grasp of the psychology of the young, giving in when he believed in the legitimacy and propriety of your demands and at the same time deny you when he knew you were going out of bounds.

Your publication was then the freest and the noisiest school organ in town - uncensored no matter how unpalatable the contents were to the administration. I know for a fact that he never stood on your way when you ventilated your views, your opinions and your criticisms. He provided a climate of campus press freedom long before the Campus Journalism Act was passed. And while you were given

this freedom, he would always remind you with the sense of responsibility that goes with it. The search for truth can never flourish without recognizing and respecting student rights and so it did not come as a surprise when Northwestern then became a seat of student activism during the first quarter storm. Many of you became political prisoners, an experience that toughened and wizened you to become what you are today: leaders of your calling, still daring and fearless in defense of truth and justice.

At the back of your mind, you probably would like to ask me, “How far have you upheld press freedom under your term as president?” This much I can say fellow Northwesternians. My father would not turn on his grave to accuse me of squandering the legacy he left behind. When I assumed the presidency for the first time in 1982, the first official act I did was to revive the official publication, the first in the region to do so since martial law. Simultaneous to this was the revival of the student council and again Northwestern was among the few institutions in the country to do so. What I read in the *Review* and what the officers aired during my dialog with them became feedback mechanisms that provided valuable inputs to reforms when we overhauled the system. Believe it or not, I read every item in the *Review* except the Tagalog poems. Through the SSC and the *Review*, I felt the pulse of the studentry. Our battlecry and guiding principle was “student welfare above all.” An institution of learning should not lose sight of the

fact that it exists primarily for the students and as president I felt it was and it is my bounded duty to provide a learning environment that will bring out the best in them, mold and hone them to become responsible leaders and citizens.

It was a strange paradox though that I, an advocate of press freedom, was accused of suppressing the same and violating the Campus Journalism Act of 1991. I stood firm on my ground in upholding the institution's right, clothed by no less than the constitution of the land. Educational institutions are mandated “to protect the right and duties of citizenship, strengthen ethical and spiritual values, develop moral characters and personal discipline” and this is also articulated in no less than the declaration of policy under the Campus Journalism Act.

In upholding the Campus Journalism Act, I will not compromise the right to discipline otherwise I would be abdicating my leadership role as president of this educational institution. Discipline is non-negotiable if we are to produce responsible journalists and leaders who will be true and honest to their calling. Happily, the position I took was upheld by higher authorities. And I am happy to let you know that we have a new breed of campus writers fearless as you were during your time and at the same time respecting authority and institutional rights having learned lessons from the experience of their predecessors.

I was told that some of you traveled miles to attend this homecoming. Let me not miss you sharing the blessings of Northwestern that led to its stature as a university, an Alma Mater you can be proud of.

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## Patron of the Campus Press

### Nicolas N. Nicolas: Larger than Life

*(The Review is reprinting this article of Ms. Juliet Pascual for its relevance in the paper's tribute to the institution's founders. The article first appeared in the Gazette in January 2000 and reprinted in the book Legacy)*

***"If there are professional journalists now who keep their feet on the ground as they make their mark both in the national and international scene, it is because Nicolas Nicolas showed them humility."***

**T**he real mark of a man is seen in how he treats people who have no more use to him."

To most student writers who witnessed his stewardship of the school, Nicolas N. Nicolas was an administrator who easily became the pillar of an institution called the press although he had never been one of its members.

For the man, who in his golden years was nurtured by the wisdom of his calling, showed to the young that in the marketplace of ideas, people can grow in spirit and wisdom as long as they are given wide latitude to express their sentiments. He had proven this in so many ways that student writers who gained from the experience can look back with gratitude and credit him for his contribution to their growth as professional writers and journalists.

I am one of those student journalists who witnessed the productive years of campus journalism in Nicolas N. Nicolas' time. I saw a healthy and professional interplay of ideas in the campus press that spontaneously flourished because the man saw to it that this kind of arrangement was not to be disturbed.

I saw campus press that veered towards professionalism because the man who was the fair game of comment showed his statesmanlike approach to the issues presented before him. Unlike some admi-

nistrators I had known when I was adviser of the paper in 1990-1991 who subjected the staff to humiliation because student editors viewed things in a different perspective, Mr. Nicolas N. Nicolas was one who respected the student writers' way of seeing things. He never admonished them. He never called for them nor their advisers to ask about stories that were critical of his policies. He never made it hard for them to run the paper nor did he tell the advisers to censor the articles. He adapted liberal stance vis-à-vis the students' writings because he believed the students and the advisers were responsible enough to know the issues.

He never personalized nor trivialized issues brought to his attention. I cannot recall any of the editors that came before me to have complained of a restrictive policy under his administration or one of the advisers telling us "that we were nitpicky." Instead of cautioning the students and the advisers with what they wrote, Mr. Nicolas showed his appreciation of the discussion of the issues. Never one to dismiss the students' complaints, he would look into the issues raised and would address them with quiet fortitude.

His professional disposition over contentious issues, never showing any sign of annoyance, endeared him to student writers who found him to be open and level-headed to critical opinions. He showed his confidence in the advisers and the staff and

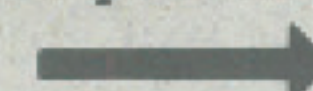
encouraged them to continue their work. To him, the student writers were the school's "assets" whose ability to express their sentiments was the best advertisement of good, professional institution. This earned him the respect of anyone who had the opportunity to deal with him.

In hindsight, student writers who chose the journalism profession learned from his professional discipline. They always looked up to him as the "patron of the campus press."

#### **High tolerance level**

He was not only a professional, level-headed administrator. He had this trait that many appreciated: a high level of tolerance. Student writers who locked horns with him could attest to that. He had a way of conveying his message that drove one to retreat in "exasperation" because he could not be provoked. Not that he was insensitive to the students' cry for attention, his actions, we came to learn as we exchanged notes about the students' problems, demonstrated that only gentleness and calmness could put reason in a discussion and break a deadlock.

His quite mien in handling the issues could have been mistaken for insensitivity if the students' restlessness were to be gauged. But unknown to many, Nicolas N. Nicolas was one administrator who had all ears for complaints but not one to flaunt his power to address the problems. I







should know because as the student editor, I had the privilege to closely coordinate with his office the day-to-day problems brought before the staff.

He had always maintained and believed that student writers should enjoy high level of independence. In one of our occasional exchange of ideas (this would take place when I'd visit him at his shared office with the late Mr. Maximo Caday for some paper signing), Mr. Nicolas would take pride in telling me that he was glad Northwestern upholds the independence of the student press emphasizing that we continue to nurture the finest traditions of professional journalism.

Little did the man know that the seeds of independence and professionalism that he encouraged to flourish would grow in the hearts and minds of the student writers "who loved locking horns with him," especially those who chose journalism as their career.

### **Humility, he showed**

How he handled the bunch of aggressive, idealistic writers with gentleness was no surprise to some student writers who had experienced dealing with him. He was not only professional but he was also humble to accept his shortcomings as an administrator and humble to admit the inadequacies of the school. If there are professional journalists now who keep their feet on the ground as they make their mark both in the national and international scene, it is because Nicolas Nicolas showed them humility.

The real mark of the man came into play when he tried to reach out to students who were perceived to be obstinate and maverick "who would only bring harm than good to the school because they were very vocal."

I was one of those branded as "maverick" who had no qualms to speak out her mind on policy issues.

Many believed then that my position as a student writer would never get me nearer to Northwestern as far as work was concerned. With that kind of ribbings from friends getting into my consciousness, I promised to join Northwestern only when I "shall have something to offer, when I shall have something to bring right to its bosom."

But barely three months feeling my way in my first job at a community newspaper, Mr. Nicolas N. Nicolas came, dangling a tempting job offer for a fresh graduate like me at my alma mater. He invited me to join Northwestern as he had great plans for the school and would I like to join him to help the school, he said.

He was serious with his offer that he went to the extent of talking with my publisher and discussed the possibility of working only on a part-time basis with the paper "as the school was taking me to its fold." I was not only surprised but I was awed by this man who, during my years as student editor, showed understanding and patience even in the midst of student restlessness.

I asked myself if this man who was the favorite staple of student leaders and colleagues in the paper really wanted me to join Northwestern. But before I could search for answers, he visited my publisher and again revived the offer but at that point in time I was bent to pursue my journalism career. I politely declined his offer and thanked him for his confidence and trust in my ability as a writer.

I thought it was the end of his persistence in taking me as one of his staff members. Failing to get me, he would every now and then visit my office and would ask permission from my publisher to "borrow" time from my work. He would ask me to edit his official letters. At some point, he would "ask" me what would be good for the school insofar as the alumni were concerned.

I was humbled by his gesture. There he was, visiting my publisher and not failing to remind that my talent should not go to waste and that if I joined the school, my "unlimited potential," he said, would be tapped to the maximum. I believed that his persistence to take me to the fold of the school was anchored on a philosophy we both shared: the commitment to the ideals of the institution.

### **On a Personal Note**

Poverty did not allow this writer to enter college. But she managed to get a college education because the late Mr. Nicolas N. Nicolas accepted her 10-peso enrolment fee instead of the 30-peso-required registration. And he barely knew her at that time. Perhaps, the best thing she could offer to his memory is an achievement that he helped realize through his encouragement.

She wished he got to know that the product of his school whom he persistently wanted to get into his fold made it to an Ivy League university in the United States, winning a competitive journalism fellowship because of the training she got at Northwestern under his stewardship.

*(Juliet S. Pascual is the first woman editor of the Review at 17. While editor of the paper, she was also writing for a community newspaper. Using her experience in the Review, she pursued a journalism career that brought her to Columbia University in New York City through a journalism fellowship.*

*She now occasionally writes for national and international news organizations like Reuters after she chose mentoring aspiring journalists. Some of those she mentored are now successful and award-winning journalists).*





### **Will uphold...from p. 14**

Over and above the sprawling campus, with green and manicured grounds, buildings, facilities, that must have warmed your hearts when you entered the gates, with humility, we offer you on your homecoming that Northwestern today stands tall among other higher educational institutions.

Northwestern University is one of few institutions to have been granted a deregulated status—a trademark of quality, responsiveness and excellence in education by the Commission on Higher Education.

We have the most number of accredited programs in Region I and the third throughout the country.

We are ISO-CERTIFIED 9001:2000, by an international accreditation agency, the only educational institution north of San Fernando to be certified—which is our graduates' passport to the global market.

We are in the process of subjecting our remaining programs for accreditation.

Northwestern enjoys an integrity that has restored the trust and respect of community. We can no longer be accused of being a diploma mill as we have weeded out and brought to court undesirable, unscrupulous students and employees who dared trample the good name of the institution.

We have established linkages with other foreign institutions to enhance global competitiveness of our faculty and staff.

We have put up an office of alumni affairs that keeps track of our products. An alumni center is under construction and I ask you not to miss visiting the same while you are here where alumni can bond together and will serve as your second home when you are in the city.

*And let it not be said fellow Northwesternians that the greatest source*

*of pride of your Alma Mater are you, the alumni and your contribution to the country's development and progress. Continue to excel in your respective field and continue fighting the good fight and the cause you started in the campus, setting the pace by being the models, if not the icons in your field, of the future generation of Northwesternians. Keep the idealism burning and do not allow it to be swallowed by a system of corruption where self-interest becomes the primordial consideration.*

As you reap blessings; I enjoin you to be a part of our development progress. You have a wide array of choices. In so doing you will relish the joy of passing on to others God's blessings unto you.

Enjoy the fellowship and make most out of your homecoming and let this occasion signal the beginning of a closer relationship with your Alma Mater.

### **Thank you, Sir.....from p. 13**

him but he never haunted my concentration. And I was contented that, not attempting to shatter my pen, he saw our point and instituted changes.

It is sad to think that while centering my writings on his policies, I never had the chance as a student-writer to talk to him.

Even if I disagreed with some of his policies, I always found him to be appreciative of our work, not showing any signs of resentment towards us. While we disagreed,

one thing can never be disputed: he led the university with dedication, with the students' interests always on his mind and there is no doubt about that.

He would always pat our shoulder for our efforts in calling the administration's attention regarding the students' concerns. That gesture will always be etched in our memory. I thank him for that. I still remember his speech that "the students' interest," he said, "is above all, the priority of his

administration." Even in his last few months, I saw his leadership never faltering, never stopping serving Northwestern.

I thank him for the gift of love and respect for the institution for which we both hold dear in our hearts.

*(Paul Danilo Garrido is the former editor-in-chief of the Review, 2008-2009. He is a law student and at the same time an employee of the University).*

### **Words from someone... p.11**

have high reverence for the man because he respected campus journalism. Instead of looking at it as a seditious act, he used it as a tool to connect with "the lifeblood of the university". Knowing this, we used *The Review* to the advantage of the students whom he so cherished.

His administration never censored the paper's contents. That's one thing, we, in the editorial board, were proud of during press conferences. Most editors from other schools with whom we had the chance to acquaint with would say that someone from their school administration would review their articles first before having them printed for distribution. We were

proud to say that our president never even implied anything of the sort. We were the ones in control of what we wrote. We were never challenged by his authority to restrain us from our opposing opinions. On the contrary, he welcomed them so that he could learn the needs and yearnings of his students.

Through his leadership, many witnessed how Northwestern University grew to an esteemed educational institution. His contributions to the university cannot be measured by the buildings he put up, by the university awards he helped garner, by the programs he implemented, no. It would be an offense to his memory because what he

did was far greater than any leader of this university has ever done.

President Ben A. Nicolas represents change—great changes that have led the school to where it is now. He has led the university to international recognition, and if you were to give this school its own eyes, it would be weeping in grief with the loss of its father. He is the kind of man that even this country would be proud of.

A rare breed he was.

*(Charwin Belisario is the former Managing Editor of the Review 2006-2007. He is now a registered nurse and does volunteer work at the Laoag City General Hospital).*





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## A Dream Sprung from a little Seed

Kathleen L. Gajultos

They once dreamed a dream  
And clinched a seed among the stars  
But it was impossible for the seed to grow  
In an arid land of suffering and sorrow

Yet the dream was made from a passionate heart  
That was sown with confidence in every man's spirit  
The love that grew from the shining seed  
Was perceived to grow after struggling years

Then the plant came out from the shining seed  
Glimmering with care and touched by so much love  
Enriched by the warmth of the tender hands  
That were toughened in deep concern for mankind

The seed had sprouted and grew into a tree  
Nourished with love before it set free  
To nurture the next generation of seeds  
That was placed in its shadows of its placidness

And the tree that was once sown in faith  
Seated in fame, as it grew prolific  
Casting away the pains of humanities  
That painted a heavenly smile into the men's heart





# 79th Foundation Anniversary

## Rise of the Champions



*Clockwise: Northwestern University President Liza Nicolas together with the school's administrators unveils the new logo of NWU. ABS-CBN's Showtime grand champions Laoag City Gymnastic group's dance number. The violet team in their cheerdance performance during the employees' sports fest. The winners in the Creative Poetry recital take time out to pose with the judges. Students and employees browse for reference at the book fair. University president Liza Nicolas exchange notes with the school's administrators after the pass-in-review. (Photos courtesy of CMRC)*



## **"The Mourning Star"**

**Stephanie S. Co**

**The silent battering of wings  
Echoed the song as butterfly sings  
For the crimson tide of dawning sky  
Forbids the day to cry**

**In the hills of sun-drenched slope  
Bestows the richness of my hope  
For in this barren wasted lands  
Displays my raw unearthed wounds**

**The sounds of deafening silence  
Bellows my distant aching sighs  
These whispered words of sorrow  
are lifted from my heart of hollow**

**Where are you, my love and all?  
Should I reach for you and fall?  
If I could lay my life and sacrifice  
I'd choose the heaven's orifice**

**There is nothing left to lose  
Or any strength I could use  
I have mourned them all away  
And no more left to stay**

**I am a star shining your light  
Shadowing your love in lustrous night  
From all of me, in everlasting, you remain...  
What I have lost, forever I gain.**