

The University of the Philippines In Defense of Spanish¹

Wystan de la Peña

Today, unforgettable personally for me because of the meaning of this ceremony we are holding, I would like to share with you the little-known story of how the University of the Philippines (U.P.) has taken up the cudgels for Spanish, of Hispanic culture and of the Fil-hispanic identity; in other words, how an educational institution established in 1908 by the Americans to, among other things, propagate English as part of their colonization strategy, became the bulwark of the very same language which had been eyed for marginalization.

I will talk today as an eyewitness to the last two decades and as an active participant in the unfolding of many events related to the teaching of Spanish here, and the affirmation of the Fil-hispanic cultural identity in the university's academic activities. Through this historical review, I would like to highlight the important points which have marked the development of the mindset which premised the university's defense of the Spanish language.

The Recto Doctrine

For starters, I quote what the great Filipino hispanist, writer and legislator, Claro Recto, told the members of the Club Cervantino, a student organization in the university, in 1927:

*Cumplió la ley del destino de todos los imperialismos el imperialismo de Carlos V, pero, al ser expulsado de su último reducto en esta parte del globo, nos dejó...el legado espiritual de su idioma que...ha sido desde entonces, como será en lo sucesivo...componente inseparable del conjunto de afirmaciones que forman el sistema básico, sustantivo, de nuestra nacionalidad...*²

In 1980, Fil-hispanic writer Enrique Fernandez Lumba, a former member of this Academy and who died only twelve years ago, reminded U.P. faculty and students how, up to the last years of his life, Recto maintained the idea of hispanism as an affirmation of the Filipino identity. Fernandez Lumba would resurrect Recto's words, uttered in two occasions during the 1950s when he was hardly known as the young Fil-hispanic writer that he had been but as the senator critical of a foreign policy subservient to the United States. Fernandez Lumba brought to life again Recto's voice during the

First Congress of Philippine Hispanists in 1950, when he quoted the following (Recto, quoted in Fernández Lumba [1980, 8]):

No nos mueve ningún sentimiento de exclusividad a favor del español. Sólo aspiramos a asegurar la franca convivencia de ambos idiomas a fin de amalgamar lo óptimo del pasado con lo mejor del presente, consolidar nuestras instituciones y acrecentar más rápidamente el caudal de nuestra cultura sumándonos a las diversas corrientes del progreso mediante esos dos vehículos de pensamiento, el español y el inglés. ³

In another occasion, during a banquet in 1953 held in honor of Don Alberto Martín Artajo, the then Spanish Foreign Minister who was in Manila for a visit, Recto said (Recto, quoted in Fernández Lumba [1980, 3-4]):

nuestro hispanismo... poco tiene que ver con España y mucho con nosotros mismos, porque el español, por cuya conservación y difusión luchamos, que a eso se reduce, a fin de cuentas, nuestro hispanismo, es algo que ha llegado a ser nuestro, propio, consustancial, por fuera de historia y de espiritualidad, por razones del presente y por exigencias del futuro, que sin él quedaría grandemente menguado el inventario de valores de nuestro patrimonio cultural y desconjugada toda prefiguración de nuestra nacionalidad. ⁴

Recto's statements, because his voice was the most articulate, the strongest, the most combative, have become the theme of the literary discourse in favor of Spanish. I call it the Recto Doctrine, a doctrine which establishes, affirms and defends the presence of Spanish and of Hispanic culture which the Spaniards left behind and which the Filipinos acquired and assimilated into the Philippine cultural identity.

This doctrine was the ideology which gave life to the literary production during the American period, and the moving force behind the anti-Americanization campaign of our writers in Spanish. Fernández Lumba would call this tendency *hispanofilia filipina* (Filipino love for things Hispanic), the same title of an anthology of his of essays and poems which won in 1954 the Premio Zobel, then the highest award given to a Fil-hispanic writer.

Unfortunately, the Recto Doctrine, which inspired the enactment of laws which, among other things, imposed the obligatory teaching of Spanish in the universities to preserve the spiritual Spanish legacy, including the Spanish language, did not enjoy, although it was of good intentions, the necessary means for its effective implementation. Three of the principal reasons for the failure of this legislative initiative were: 1) the lack of adequately-trained teachers; 2) the lack of logistical support from university administrators; and 3) the negative impression held of Spanish as a remnant of the colonial past. This last factor was due to the resurgence of post-war nationalism when

colonized countries from Africa to Asia freed themselves from imperialists, and consequently, anything trace of the colonial period was taboo. An example of this attitude is seen in the following quote from a book of a geologist who was a lead actor during the Pinatubo eruption in 1991 (Rodolfo 1995, 29):

I flunked some physics and math also, and Spanish, too, for good measure, my excuse being that the Spaniards had been evil colonizers, so why should I study their language? Stupid, yes; willful, arrogant ignorance.

I submit today that the key to the success of the University of the Philippines' defense of Spanish has been its acting beyond the parameters of the Recto Doctrine. This doctrine, which reflected the attitude of a generation born and educated during a colonial setting and which fought against the marginalization of the Hispanic culture which it had already thought of as its own, needed some modifications during the post-Recto era, that is, after 1960, a tragic year for Philippine letters in Spanish, being a witness to the deaths of two giants of Fil-hispanic literature, Recto himself and the poet Manuel Bernabe.

These two deaths, strong blows to Fil-hispanic literature which was already then on the decline, inaugurated the decade of the 60s which saw the partial triumph of the anti-españolistas in the educational sector. Although the *antis* fell short of getting the teaching of Spanish scrapped, the obligatory teaching in the university was reduced from 24 to 12 units in 1967. Section 2 of the amended law prescribed the teaching of Philippine literature in Spanish as the final phase of the mandatory instruction.

According to Prof. Edgardo Tiamson, former chair of the Department of European Languages of the University of the Philippines (1983-1990, 1996-1999), this prescription was due not to the desire for mandatory study of Spanish but to facilitate the teaching of our literature in its original version, the first nine units serving as preparation for the students for reading activity (Tiamson 1987). However, this legislative prescription was based on a thinking, which, from a pedagogical perspective, was erroneous, as it conveniently forgot the fact that nine units was not enough linguistic preparation to read works written in a foreign language.

For the University of the Philippines, 1987 was the year it really took up the cudgels for Spanish. That year, with the elimination of Spanish as an official language due to a constitutional provision and the repeal of the law which imposed its mandatory teaching, U.P., with its 25 or so Spanish-language faculty, became the champion of the language of Cervantes, as other universities, even those considered prestigious ones, decided to take out Spanish language courses from their curriculum.

This defense was done from several fronts. I will talk about the three areas from where this defense is done: a) in administration; b) in teaching; and c) in intellectual discourse.

Administration

As I have said, the repeal of the law (R.A. 5182) led to a chain reaction of events which led to the elimination of Spanish language classes in educational institutions. In other universities, the 12 units of Spanish were converted into 12 more units in the specialization of the students. But Quezon Hall – the building which houses central administration and the administration of the Diliman campus, from where we get their nicknames – did not impose any change. Instead, it allowed the retention in some colleges of 12 units of language study, after changing the status of Spanish language learning from obligatory to optional; other colleges gave their students the option to study 12 units of one language or study two languages at 6 units each.

This last development, despite the apprehension of many, favored us, as it resulted in a marked improvement in the quality of our Spanish classes. For the first time, students came to our classes not because of legislative imposition, but because of free will, because of interest; and the reduction in the size of classes that came as a consequence of the abrogation of R.A. 5182 made the classes more manageable, in conformity with teaching principles. I will talk about this in detail later.

Another important show of support for Spanish on the part of the university was the provision in 1991 during the first term of Chancellor Emerlinda Roman of a space inside the Faculty Center building for the formal creation of a library to house the collection of books received as donations by the Department of European Languages. It was called the *Biblioteca Pablo Botor*, after a former department chair and the first dean of the College of Arts and Letters, a college whose 20th anniversary we celebrate this year. Being a multilingual library, it currently has some 13,000 titles in Spanish, French, German, Italian, Portuguese, Russian, English and Filipino. Half of the collection is in Spanish, a big part of which is on Hispanic literature; the entire Spanish section, especially the acquisition during the last 12 years, we owe to the Spanish embassy, which has donated continues to donate books during the many years of cooperation with the university. We have to highlight the donation of more than 3,000 books by the Spanish embassy during the 1990s.

In 2000, with a subsidy of half a million pesos from the *Agencia Española de Cooperación Internacional* (Spanish Agency for Internacional Cooperation, or AECI), the entity through which Filipino institutions concretize cooperation with the Spanish government, the library was renovated with the installation of a new air-conditioning unit, new shelves and a couple of computers and printers for better management.

Also through the AECI, the university, since the mid-1990s, has enjoyed the services of *lectores* (which in U.P. we call “visiting professors”) who teach language, Hispanic literature and culture classes. Their contribution to the university’s mission is not small. For example, the series of film showings of English-subtitled Spanish films

which the Department of European Languages offers weekly and through which the U.P. community has access to the movies of the Spanish-speaking world, we owe to the indefatigable work of the current *lector*, Prof. Francisco Mancebo, who has been teaching here for the past two years.⁵

The Spanish government's generosity is something we are very familiar with. Hardly two months after the democratic restoration in 1986, the university, represented by its then president, Edgardo Angara, and the Spanish embassy, represented by the then ambassador, Pedro Ortiz Armengol, signed an agreement through which the university accepted funds from the embassy to establish a Fil-hispanic professorial chair for the funding of more research in Spanish language and culture.

These past few years, central administration, which we call U.P. System here, and the administration of the Diliman campus have signed various cooperation agreements with other educational institutions and cultural entities in the Hispanic world at an impressive pace. Agreements have been signed with the AECI (we just signed a new one on August 27), the Instituto Cervantes, the Fundación Fernando Rielo, the Universidad de Salamanca, the Universidad de Rosario in Argentina, the Universidad de Havana and the Universidad Central de Venezuela (U.P. Office of Institutional Linkages 2003; U.P. Diliman College of Arts and Letters, Department of European Languages "MOA" folder).

An example of the close cooperation between the Instituto Cervantes and the U.P. is the organization of various lectures by our professors and visiting Spanish academics on Fil-hispanic literature and Spanish culture and history. Since 1999, there has been an ongoing exchange of faculty between the Instituto Cervantes and U.P.

As the Philippine contribution to the East Asia-Latin American Forum, a forum where the Philippines, being an Asian and Hispanic country, aspires to be the principal connecting point between the two regions united by the Pacific, the PACLAS, the Philippine Academic Consortium for Latin American Studies, has been established. The University of the Philippines is a member of that consortium, in which I have had the opportunity to represent the president, Dr. Francisco Nemenzo, and the Assistant Vice President for Administration, Dr. Jose Balmaceda, several times in its meetings. In 1999, at the initiative of U.P., some of the universities which would form this group – the University of the Philippines, the Ateneo de Manila University, Adamson University, the University of Santo Tomas – signed, together with the Department of Foreign Affairs, the AECI and the Spanish embassy, a "Toast to Friendship and Cooperation with Spain." The text of the document, prepared in Spanish, English and Filipino, reads:

Por la presente, nosotros, los abajo firmantes, nos comprometemos a promover con nuestro apoyo la AMISTAD y la COOPERACION entre ESPAÑA y FILIPINAS, a través de nuestras respectivas instituciones, a fin de que la lengua y cultura españolas lleguen a ser un elemento más dinámico y vibrante del patrimonio filipino.

Tagalog version: *“Kaming mga nakalagda sa ibaba ay sumusumpa na tutulong sa pagtataguyod ng PAGKAKAIBIGAN at PAGTUTULUNGAN ng ESPANYA at PILIPINAS sa pamamagitan ng mga institusyong kinakatawan ng bawat isa sa amin upang ang wika at kulturang Kastila ay maging higit na matinkad na bahagi ng Mana ng Pilipinas.”*

English version: *“We, the undersigned, hereby pledge our support to promote FRIENDSHIP and COOPERATION between SPAIN and the PHILIPPINES through our respective institutions so that the Spanish language and culture become a more vibrant component of Philippine heritage.”*

The said toast was signed on 25 January 1999, the day the exhibit *De Santander a Sevilla: Brindis a la Amistad y Cooperación Española* was opened. The exhibit served as a photography chronicle of the trip to Spain eight months earlier by the first of three groups of professors who received scholarships from the Spanish government to attend a three-week seminar on contemporary Spanish language and culture at the Universidad Internacional Menéndez Pelayo, in the northern Spanish city of Santander.

In 2000, in cooperation with the AECI and the Instituto Cervantes, Dr. Cristina Sanz, a professor at the University of Georgetown in Washington, an expert in the teaching of Spanish as a second language, came and stayed for a month to conduct a graduate class on current techniques of communicative teaching.

Through an agreement with the Fundación Fernando Rielo, we have been enjoying for the past seven years the services of a visiting Spanish professor— who is currently Prof. Felipe Rufes, who read the invocation for this ceremony – and a P300,000 professorial chair endowment to fund more researches on Fil-hispanic literature, which have been published as articles in academic journals or read as papers in national and international conferences.⁶

The university has also worked with various cultural institutions and programs which has resulted not only in the propagation of Spanish, but also of Hispanic culture through different cultural activities, and the dissemination of intellectual discourse on things Hispanic. I will talk in detail about this topic later and it should suffice to say at this point that among the offices in the university, the following stand out in their logistical support in the promotion of the study of Spanish: Office of the President, Office of Institutional Linkages, Office of the Diliman Chancellor, Office of the Diliman Vice Chancellor for Academic Affairs, and the Office of Extension Coordination. This last office is under the helm of Dr. Cynthia Grace Gregorio, who, aside from having a PhD in Chemistry, is currently studying for a Master’s in Spanish.

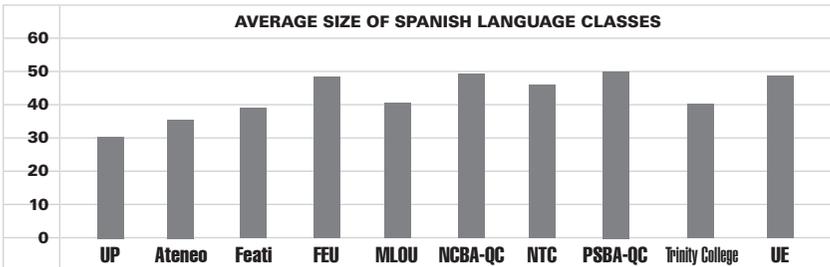
Teaching

Up to now, Spanish is the preferred language of students for their language electives or required foreign language studies. As Ambassador Rosario González de Manalo observed in her acceptance speech for the Premio Zobel of 2000 (Manalo 2000, 8):

La Universidad de Filipinas es Centro de Excelencia en lenguas extranjeras. Allí se ofrecen el chino, el japonés, el indonés, el latín, el español, el persa, el portugués, el francés, el italiano, el ruso y el alemán. Como dice el refrán ‘en la variedad está el gusto.’ En esto radica la fuerza de la Universidad de Filipinas y de su programa de español. De los doce idiomas extranjeros que se ofrecen, es el español el idioma que atrae al mayor número de universitarios. ⁷

Of course, there was a time when students tried the novelty of French, German, and Italian. But the data does not deny the preference for Spanish. Students usually give the lexical proximity between Spanish and the Philippine languages as an explanation. This is confirmed by the following data: 1) From the period 1990–2003, four out of every five graduate students who take the foreign language reading proficiency exam choose Spanish; and 2) Enrollment in Spanish language classes is higher than in the other languages. ⁸

In 1987, the maximum class size of Spanish language classes in the university was 35 students. As far as I know, the university led other universities in this aspect, as can be seen in a study made in 1984 (de la Peña 1984). The change of status from obligatory to optional reduced to 25 the maximum class size. Later, during the first half of the 1990s, the administration allowed us to lower the ceiling to 15. Result: the opportunity to introduce an innovation difficult to achieve until then – the communicative approach the way it had been conceived, making students talk and express themselves, accepting their errors as an important part of the learning process, and abandoning the strategy of memorizing the different morphological endings to learn verb conjugations, a strategy popular known as the O-AS-A-AMOS-AIS-AN/O-ES-E-EMOS-EIS-EN method. With smaller classes, it was possible to combine local and foreign-published texts, so learning could be accompanied by the introduction of Ibero-American culture, not only of the Fil-hispanic. With this new framework, students were made to see the use the Spanish language not only as a remnant of the colonial past transformed into part of the national patrimony, as Recto had affirmed, but also as a second international language the Philippines needs to communicate with twenty-countries who form a big potential market.



Source: de la Peña (1984)

But beyond the introduction of new teaching methods, the principal key to success in the defense of Spanish lies in two important points: the multi-lingual training of the faculty and their new attitude towards teaching, this alter one in turn responsible for the positive attitude among students in the learning of Spanish.

I have to say that the present generation of professors is a group which is very different from those who preceded them. While generally, previous generations of professors trained exclusively in Spanish, the current crop has a more diverse training. Most of the group, because they already have finished their Master's and Ph.D. studies, have professor-level ranks: assistant professor, associate professor or full professor. Only a handful of young instructors are still pursuing their Master's degree, some in the Philippines, others in Spain. For more than half of the faculty, Spanish is not the only language they teach. There are those who also teach French, German, Italian, Portuguese, Russian and Latin.

The diversity in training of the Spanish language faculty of the Department of European Languages allows experimentation in pedagogical methods, making use of lessons learned in the teaching of other European languages. This expertise is further enriched with extension services for the non-U.P. community. Language classes given under the Extramurals Program have become laboratories where experiments in teaching – whether in instructional materials or in methods – and the innovations seen there are adopted in the regular classes with university students.

Always desiring to update their knowledge and teaching skills, the Spanish language faculty have attended seminars conducted by pedagogy experts invited by the Instituto Cervantes, or have availed of scholarships to participate in short-term seminars in Spain. These seminars provide the faculty the opportunity to learn about new methods, acquire new books and multi-media materials. The scholarships allow them to deepen their knowledge of contemporary Spanish culture and society. For those who do not study abroad, the *lector* of the AECI manages a center for teaching resources so they may have access to new things in teaching.

Since 1999, the Department of European Languages has been recognized as a Center for Excellence in Foreign Languages by Center for Higher Education (CHED). With an annual million-peso award given for a three-year period, the Department has been able to grant scholarships to some graduate students, acquire new equipment for the office and build a multi-media language laboratory for interactive learning. This last project represents the innovative attitude which we would like to believe makes the Department of European Languages deserving of the honor of being a Center for Excellence.

In the end, the best measurement of the performance of any educational institution is in the quality of its students and in what they do alter their studies. With much pride, we can say that many of our former students are now in the working world using their

knowledge of Spanish. Among others, they are in the university and other educational centers, already professors; they are in the different embassies of the Hispanic world and multi-lateral institutions as personnel with different functions; they are in the different embassies of the country, as diplomats of the Philippines; they are in the archives, as researchers or translators; and they are in the customer service centers, popularly known as call centers. These call centers, the result of the breaking down of a monopoly in the telecommunications sector and the introduction of new technology, is a new industry which has brought foreign capital into the country to the tune of P856.6 million in 2000 and P3.34 million in 2001 (Marcon and Isla 2003).

So, while we professors of Spanish remain here in the university, agonizing over cuts in our budget because some of our legislators think that U.P. is a pampered cow, our students leave the classrooms armed with a training which we continually strive to improve and premised on a culture and mindset of academic excellence.

Intellectual Discourse

This last area in the defense of Spanish is what the university will leave for posterity. With the intellectual discourse produced by the faculty, a corpus of texts is created which links the present generation to the preceding and to the succeeding ones. In the end, what is important is not in what is being done today which will be forgotten tomorrow; what should be done is to strengthen in the minds of a lot of people, if not everyone, the consciousness over the presence of Fil-hispanic culture in the totality of the concept of being Filipino, a concept which changes from generation to generation. This strengthening is done with much impact in the centers of discourse like the universities, where young and idealist minds can be found.

Efforts of the University of the Philippines towards the creation of a discourse which defends Spanish can be classified to wit: 1) Compilation and anthology works; 2) Translation; 3) Research; 4) Work for mass dissemination; 5) Papers in local and international conferences; and 6) Theater productions and film showings of works in the Hispanic world.

The significance of these efforts is shown by the recognition given to some Works of translation and research. For those in research, one has to highlight prizes won by the university in the Manuel Bernabe Research Contest ⁹organized by the now-extinct Centro Cultural de la Embajada de España and the National Book Award given by the Manila Critics Circle.

One should at this point identify the different university units responsible for the production of a discourse defending Spanish: the Office of the Vice Chancellor for Research and Development, the Sentro ng Wikang Filipino, the College of Arts and Letters, the Department of History, and the U.P. Press.

It will be not right to not mention important institutional allies which the university relies on in its cultural and academic labor: the National Commission for Culture and the Arts, the National Historical Institute, and the Towards a Common Future Program, a cultural cooperation program between the AECI and Philippine universities.

In any war, we need allies.

Conclusion

Last year, the university made the historic decision of abolishing the B.A. Spanish program. There were some professors who opposed this move, citing sentimental reasons. But given the reality of state universities which have to fight for ever-diminishing financial resources, there was no other option. That decision, however, did not mean at any time the abandonment of Spanish. Students no longer see themselves as future professionals with only Spanish as the language of specialization. They prefer to go into the B.A. European Languages program where they can study two European languages. This tendency reflects the present realities of the world. One should not forget that the globalization process which all economies are now experiencing and the sharper delineation of the world between North and South, stress the importance of a professional who is at least bilingual, an individual who, while defending his/her maternal culture, participates in the discourse of the international community.

Here is where the University of the Philippines has gone beyond the Recto Doctrine. Recto was born and lived in a colonial period during which the native culture was being threatened, thus there was the need to defend it during his time. Defend and cultivate it we have done so; and we have done more: we have advocated the study of Spanish not only to better defend Fil-hispanic identity but also that students acquire a broader view of the globe, so that they have a consciousness that while they are Filipinos, they are also citizens of the world. We live in an era where our economic realities show us the need to have a stronger presence in the international community. The Hispanic world, which the youth of today have discovered through Thalía and the telenovelas, Ricky Martín, Enrique Iglesias, Jennifer López, Shakira, Antonio Banderas, and Penélope Cruz is an important part of that global community.

I remember the words of Javier Galván, the present director of the Instituto Cervantes¹⁰ (2002):

*La sociedad filipina mira hacia atrás en busca de sus señas de identidad y encuentra su pasado vinculado a España; pero también evoluciona, mira hacia delante, y ve un mundo cada vez más comunicado, en el que 400 millones de personas se expresan en español. ...El español en Filipinas dejó de ser lengua materna de una minoría, para ser la lengua preferida que muchos filipinos eligen libremente aprender.*¹¹

Before I conclude, I would like to say that in no time did it occur to me that this signal honor which is given to me today, this honor of being inducted into the Academia Filipina – an honor which, to my knowledge, no professor of the University of the Philippines has had for at least the last thirty years – is due only to my professional merits. This honor also recognizes the efforts of the University of the Philippines to defend the place Spanish has occupied in its academic mission. I belong to this institution, and without it, it would have not been possible to accomplish what I have done up to this point and for which I am being generously recognized today.

Thank you very much.

Endnotes

- 1 Translation of induction speech delivered in Spanish before the *Academia Filipina de la Lengua Española*, Philippine affiliate of the *Real Academia Española*, 01 September 2003, University of the Philippines Diliman. Some parts of the text were shown in Filipino translation through a powerpoint presentation.
- 2 Recto quote cited by Fernández Lumba (1980, 7). Filipino translation: “*Umiral para sa imperalismo ni Carlos V ang batas ng kasaysayan na nakatakda para sa labat ng uri ng imperalismo, ngunit nang mapatalik sa pinakabuling balwarte nito sa babaging ito ng mundo, iniwan nito sa atin...ang espirtual na pamana ng kanyang wika na...buhat noon at maging sa darating na panahon, ay magiging di-marawalay na bahagi ng mga kaisipang pundamental at makahulugan sa konsepto ng ating pagiging bansa.*”
- 3 Filipino translation: “*Hindi natin obhetibo ang eksklusibidad na pabor sa kastila. Nais lang nating tiyakin ang tunay na pagsasama ng parehong wika upang pagbuklurin ang pinakamaganda mula sa nakaraan at ang pinakamagaling mula sa panahon ngayon, palakasin ang ating mga institusyon at bigit na pabilisin ang paglarwak sa yaman ng ating kultura sa pamamagitan ng pagsakay sa iba-ibang agos tungo sa progreso gamit ang dalawang wika sa diskursong intelektual, ang kastila at ang ingles.*”
- 4 Filipino translation: “*ang ating hispanismo...ay bigit na may kinalaman sa atin kaysa Espanya, dahil ang español, na ipinaglalaban nating kumalat at hindi marwala, bagay na kung tutuusin ang pinakabuod ng ating hispanismo, ay atin na, sariling atin, bahagi na natin, ayon sa batas ng kasaysayan at espirtualidad, dahil sa mga pangangailangan ng kasalukuyan at ng kinabukasan. Kung wala ito, lilit ang ating kabang cultural at hindi magiging buo ang ating pagkabansa.*”
- 5 Editor’s note: Francisco Mancebo has since returned to Spain after his U.P. stint.
- 6 Holders of the Fundación Fernando Rielo Professorial Chair Lecture Grants from 1999 to 2003 and the lectures delivered: Wytan de la Peña, “The Spanish-English Language War: Perspectives from the *El Renacimiento*” (1999–2000 [inaugural lecture]); Wytan de la Peña, “From the *Noli* and *Fili* to *Bancarrota de Almas* and *Se Deshojó la Flor: The Paradigm Shift in the Early Philippine Novels in Spanish*” (2000–2001); Erwin Thaddeus Bautista, “Lorenzo Perez Tuells – Joya Modernista de la Literatura Hispano-Filipina” (2001–2002); and Ma. Paz Hidalgo, “Análisis Crítico-Literario de los Anti-heroes en la Prosa Filhispana (Desde las Novelas de Rizal Hasta las Obras Contemporáneas)” (2002–2003).
- 7 From the English version provided by Manalo herself: “*The University of the Philippines is the Center of Excellence in foreign languages. It offers Chinese, Japanese, Bahasa-Indonesia, Latin, Spanish, Persian, Portuguese, French, Italian, Russian and German. As the proverb says, “variety is the spice of life.” From here stems the force of the University of the Philippines and its Spanish program. Of the twelve foreign languages being offered, it is the Spanish language that attracts the majority of college students. (“The Spanish Language in the Philippines in the Twenty-First Century” [7])*

- 8 Enrollment figures for 1992-1995: Spanish—9,428; French—3,255; German—1,896; Italian—537; Latin—238; Portuguese—79; and Russian—70. Enrollment figures for 1998-2002: Spanish—12,388; French—5,454; German—2,755; Italian—2,345; Latin—649; Russian—449; and Portuguese—309.
- 9 Editor's note: U.P. winners in the last years of the Manuel Bernabé Research Writing Contest were or would later serve as chairs of the Department of European Languages: Erwin Thaddeus Bautista (Accesit [no 1st prize awarded], 1988: "*Reflejos del Modernismo en la Poesía de Manuel Bernabé*"), Edgardo Tiamson (1st prize, 1990: "*Los Conquistadores de Filipinas Ante los Ojos de Claro M. Recto y Manuel Bernabé*"), and 1st prize, 1991: "*Filipinas a Cristobal Colon*"), Ma. Elinora Imson (1st prize, 1992: "*The Poetry of Manuel Bernabé: Prologomena to Reading a Cultural Text*") and Wytan de la Peña (Accesit prize, 1993: "*La Fémína en Transición: La Mujer en Lecturas Feministas de los Cuentos de Evangelina Guerrero-Zacarías (1928-1939)*").
- 10 Editor's note: Galvan left Manila for a new posting in 2006 after spearheading the construction of an Instituto Cervantes building beside the Casino Español along Kalaw St. in Manila. The current director of Instituto Cervantes de Manila is Jose Rodriguez, a long-time resident of Manila, former regional bureau chief for Southeast Asia of the Spanish news agency *Agencia EFE*, and former director of the Academia Filipina.
- 11 Filipino translation: "*Hinabanap ng lipunang Filipino ang identidad nito at nakikita nitong nakakabit ang kasaysayan niya sa Espanya. Ngunit dahil ito ay umuunlad at nakatuon ang paningin sa kinabukasan, nakikita nito ang isang mundong bigit na nagiging magkaugnay, isang mundong kung saan 400 milyong tao ang nagsasalita sa kastila....Nawala ang kastila sa Pilipinas bilang inang wika ng isang minorya upang maging pangunahing wikang malayang pinipili ng maraming Filipino na pag-aralan.*"

Bibliography

- DE LA PEÑA, Wytan S.** 1984. *A Profile Study of Teachers of Spanish in Nine Universities and Colleges in Manila and Quezon City*. B.A. thesis. University of the Philippines Diliman.
- FERNÁNDEZ LUMBA, Enrique.** 1980. "Claro M. Recto: Personificación del Hispanismo Filipino," *Punto y Coma*, (Departamento de Lenguas Europeas, Facultad de Artes y Ciencias, Universidad de Filipinas Dilimán).
- _____. n.d. *Hispanofilia Filipina*.
- FONS, Jose Ma.** 2003. "Lo Mejor Está Por Llegar' – Ignacio Sagaz, Embajador de España." *Reseña* (agosto-septiembre), 30: 13.
- GALVAN GUIJO, Javier.** 2002. "Boom del Español en Filipinas," *La Razón*, 7 marzo.
- MANALO, Rosario G.** 2000. *El Español en Filipinas en el Siglo XXI*. Acceptance Speech for the Premio Zobel. Manila Intercontinental Hotel, Makati. 27 April.
- MARCON, Meryl Mae S. and Paul Anthony A. ISLA.** 2003. "Call Centers: An Emerging Industry," *Manila Times*, 6 August, B1, B8.
- RODOLFO, Kelfin S.** 1995. *Pinatubo and the Politics of Labor: Eruption and Aftermath, 1991*. Quezon City: University of the Philippines Press and U.P. Center for Integrative and Development Studies Pinatubo Studies Program.
- TIAMSON, Edgardo M.** 1987. *The Spirit of R.A. 5182*. Paper read during the seminar "Rx for Foreign Language Teaching." University of the Philippines Dilimán. 30-31 March.
- UNIVERSITY OF THE PHILIPPINES DILIMAN. COLLEGE OF ARTS AND LETTERS. DEPARTMENT OF EUROPEAN LANGUAGES.** *MOA folder*.
- UNIVERSITY OF THE PHILIPPINES SYSTEM. OFFICE OF INSTITUTIONAL LINKAGES.** 2003. *Memorandum of Agreement By Country* (As of 4 August 2003).