

Chinoy

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Airing out the issue
of Chinese language
education

celadon comm & pub dept **Chinoy**

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seniors: off to the big world



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Breaking Language Barriers

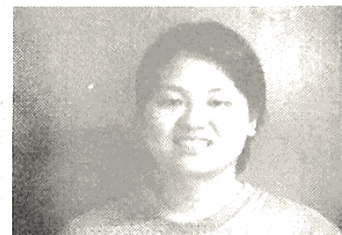
editor's letter

This issue, as our cover page suggests, delves deep into a topic that may seem irrelevant to the rest of the Filipino community. I believe however that Chinese language education influences not only the young Tsinoy but also everyone around him. We are dealing here, not only with education but more so with language. A medium of communication that, if taught properly can link barriers or at least form bridges of understanding. Because the Chinese language curriculum is a sub part of the Filipino educational system, I believe that the byproducts of such—the students—can offer a lot, not only to their future professions, but more so to the community.

As a product of thirteen years of Chinese readings, exercises and speech programs myself I am, sad to say, one of many individuals who have learned very little in speaking, reading and writing in Mandarin Chinese. While my friends and I, a few days after high school graduation, rejoice at the thought of saying goodbye to our Chinese workbooks, calligraphy kits and to *Lao She* (teacher) many, after immersing themselves in a challenging world, regret the thirteen years lost to useless memorization and an ageing teaching system. While this concern seldom goes unnoticed by the rest of the Chinese-Filipino community, especially our parents, little steps have been made to boost the quality of Chinese language education.

Perhaps such is not an easy task to undertake. It would mean looking for teachers who are not only competent in teaching the language but who are also sensitive to the current forces affecting the young Tsinoy. It would mean an overhaul with the Chinese language curriculum and even a change in teaching methods, all of which are obvious challenges to the current system. Yet baby steps *must* be made. This issue is Chinoy's attempt to begin such moves for change. If addressing the topic and providing a venue for opinions and suggestions could help, I could at least tell myself that all is not lost in the thirteen years I spent learning in high school. ☺

natalie tarce, editor-in-chief



"I believe that Chinese language education influences not only the young Tsinoy but also everyone around him."

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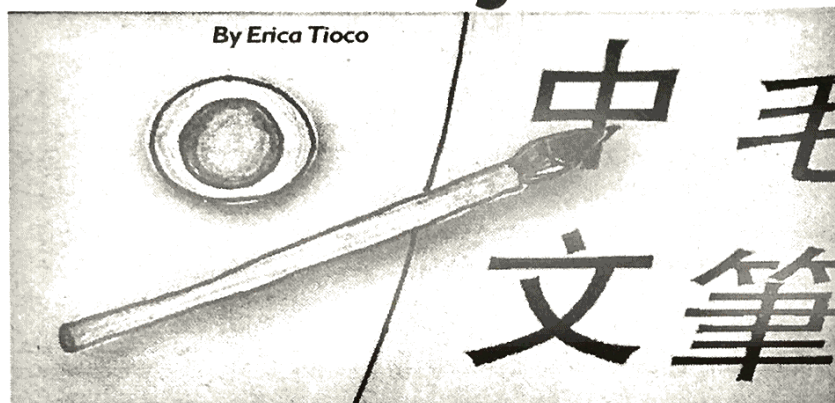
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Article contributions are
welcome. See page 24
for details.

feature story

Finding The Students' Voice:



By Erica Tioco

For many Chinese-Filipinos, having spent a great part of their young lives studying Chinese in their high schools, speaking the language should be a cinch. After all, haven't the numerous workbooks accomplished their purpose? Add to this the constant reminders from Chinese teachers (and even parents) that the students should practice speaking in Mandarin or the common Fookien dialect as often as possible. In spite of all these however, it still remains a sad reality that most students who graduate from high schools offering a Chinese curriculum merely have a finger-hold on the Chinese language.

In class: memorizing vs. understanding

The Chinese curriculum varies per school offering it. Yet it basically consists of Chinese language and arts—teaching students not only reading and writing the Chinese language but also learning about China's rich history and literature thru short stories, fables, legends and other historical accounts. Some even teach Home Economics, Math and Science in Chinese! (Dividing the class schedule with English and Filipino subjects in the morning and Chinese in the afternoon.)

The textbooks are in Mandarin but the usual medium of instruction is Fookien, which means that two dialects actually have to be learned, to the detriment of the young student who also mixes this with other English and Filipino subjects prescribed in the school's curriculum. Because of this, students often end up memorizing lengthy phrases or paragraphs in Chinese, most of which they no longer bother to understand, a problem that results to a "half-baked" and often unpleasant learning experience for the young Tsinoy.

Students are often required to memorize lengthy phrases or paragraphs in Chinese, most of which they do not even bother to understand.



"[Most of the time,] walang nakikinig sa teachers," says Bryant



most students who graduate from Chinese schools merely have a finger-hold on the Chinese language.

Digging deep into the Chinese Curriculum



"[Most of the time,] walang nakikinig sa teachers," says Bryant (I- BS MIS). Why? The reasons may vary. Some would say that they don't understand the lesson anyway and have no way of ever understanding it while others simply think it's a waste of time. Bryant adds, "Puro kopya lang naman kaya walang kuwenta." Many simply cannot muster the interest and enthusiasm for the subject and end up forcing themselves to memorize for the moment. The minute

the tests are passed, all those vocabulary words crammed for the night before fly out the window.

Many believe that Chinese schools have failed to realize that the new generations of Chinese Filipinos are very much different from the former immigrant generations. The latter lived in a close-knit Chinese community. All their friends were Chinese, they watched Chinese shows, read Chinese newspapers, and they conversed with their parents in Chinese. The new generations lack that Chinese background which supported their learning of the language. In school, they now converse with friends in Filipino and English. They watch English movies and television shows, and read novels in English. Many lack the basic foundation that will enable them to understand the Chinese stories that they read and the intricacy of the language.

Voicing it out

While many students complain about the inefficiency and backwardness of their respective Chinese

curriculums, some learn to go beyond just complaining. Bern (I-AB Comm) offers his insight, "The teachers should know how to relate with the students [to become] effective." They should also keep the lessons interesting enough that the students won't resort to doodling their teachers' faces on their Chinese workbooks during class hours."

Furthermore many feel that the Chinese language should be taught as precisely that - a language. Instead of the lengthy essays and stories to be memorized, many suggest of more conversational basics. Instead of the synonyms and antonym memorization, others see a need to learn grammar and sentence construction.

"Speaking Chinese requires practice." Says Barbie (I- AB EU). Probably one of the main reasons why many Chinese Filipinos of this generation cannot speak or write any Chinese other than their own names is because they were entrusted to the care of their *yayas*. It is from them that they converse with daily at



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...the minute the tests are passed, all those vocabulary words crammed for the night before fly out the window.

feature story

the tender and most important years of their formation.

Parents do not really admit that teaching Fookien to their children is their responsibility. The schools are there to teach Mandarin language, and if students do not have the basic Fookien-speaking ability then half the battle is already lost. Perhaps the solution should be to teach conversational Fookien to students in grade school so that at least they have a little foundation to build on.

Furthermore, the graduates of Chinese schools go on to study at local universities such as the Ateneo. There, they interact with Filipino friends, and their Chinese speaking skills, if there were any to begin with, lie stagnant.

A number do speak Fookien at home and they have an advantage because it is the first language of the older Chinese. Often, it takes a lot of prompting from parents to make their children speak in Chinese. Parents should converse with their kids in Chinese so that they get into the habit of using the language, as they grow older.

Learning to learn

Despite their admittance that the training they had in high school (and even before that) are now as useful to them as their balding *mopit* brush, many students still believe that learning the language, understanding it, and being proficient in it is extremely important. Their main reasons involve the world of business-how adeptness in the language will give them an edge in the corporate arena, and travel.

Aside from this, more important values are learned throughout the process of learning (or struggle to learn) the Chinese language. One student opined, "I learned and appreciated the values of patience and determination... *siyempre* when you don't understand what you're studying, or memorizing, *kailangan mong maghanap ng* ways to get by and learn at the same time *kung hindi, wala ka talagang matututuhan.*"

Learning the Chinese language is still as relevant today as it was in our parents' time. However, with the way things are going, finding a Filipino Chinese who can speak fluent Chinese may become as easy

as finding a needle in a haystack. This is particularly troubling because one of the most important criterion of ethnic identity is the ability to speak the language. How can we identify ourselves as Chinese if the language is lost to us? Perhaps a radical revamping of how Chinese language is taught is needed before the term Ethnic Chinese becomes nothing more than an anachronism. ●



A survey of 381 Chinese students showed:

22.95% Fluent in Mandarin

63% Fluent in English

84.58% Fluent in Filipino

47% Fluent in Hokkien

As to the language spoken at home

10% speak Chinese only at home

77% speak a mixture of Chinese and English or local dialect

38% speak only English and Tagalog.

Even if the present local born Chinese can speak in Chinese, it is an adulterated kind of Chinese mixed with Filipino prefixes and suffixes which easily distinguishes them as Philippine-Chinese.

Taken from *The Chinese in the Philippines: Problems and Perspectives*

103.5

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On The Other Side: A Chinese Teacher's World

One must give credit to the Chinese teacher. After all, it is not easy to teach such a subject to students who are already comfortable with English and Filipino and find it hard to make room for a third language, more so when most students are apathetic to learning the language.

Optimistic view

Mr. Glenn Khonghun, a Chinese teacher in Xavier School is relatively young compared to the rest of his colleagues. He graduated from Xavier School and is the first alumnus to teach Chinese there! He said that it is a challenge teaching this subject because while discussing the lessons, one must also "sell the idea" or convince the students of its importance in such a way that they would enjoy learning Chinese.

Of course, it would help if a student comes from a Chinese family or has Chinese background. Conversing in Chinese at home helps develop skills that a classroom discussion may not hone. But, according to Mr. Khonghun, it does not follow that coming from a Chinese family means one will become very fluent in the language. It also does not mean that one must be Chinese to be able to master this language quickly and sufficiently. The initiative and motivation of a student still plays a strong part in this endeavor.

Mr. Khonghun also compared the behavior of students in this generation to his saying that the current generation shows a more positive attitude towards their Chinese studies. The probable cause of this, he says, is because of the way the media such as television, movies, and the like aid in catching and sparking a student's interest. Students have also become more aware that learning this lan-

guage is not just to cultivate their roots. There are many who realize that being multi-lingual is a big factor in career opportunities. Mandarin is, after all, the most used language in the whole world.

Sad but true

The older generation of Chinese, however, are not satisfied with the way the Chinese language skills of their children are turning out. Many are disappointed that their children converse with their friends in Filipino or English but never in Chinese.

"Nowadays the students are more influenced by media, television and English movies," says Mrs. Elena Uy, a former Chinese teacher, "and since their parents are usually both working, majority are just brought up by the *yaya*. That is why they speak better Tagalog or English than Chinese."

Given the shortcomings of Chinese language education, Mrs. Elena Uy believes that it is ultimately the family's own choice whether they want to prioritize their children's Chinese language learning. "For me, it is the responsibility of the parents to teach the children to speak Chinese or expose them to Chinese media and to talk to them in Chinese. Family, is the stronger influence in making children speak Chinese"

Mrs. Uy and Mr. Khonghun offer two rich insights on the current state of the Chinese curriculum in most high schools. Mrs. Uy gives one final yet definitive observation, "In class, teachers spoon-feed the children with vocabulary. They just learn the verbatim, tests consist of writing out what you memorized. Teachers don't dare to make tests

more on application and analysis *kasi baka bumagsak pa sila*. Some try to put in some application through sentence construction type of tests but the outcome is that students just memorize the sentence and write it down during the test."

While most students feel as if they are drowning in a sea of meaningless characters and redundant memorization, these two individuals believe that more can be done to uplift the state of the current curriculum. Mr. Khonghun says that it is beginning to be more practical nowadays as the lectures taught are based on conversations. Also, for those who have a difficult time trying to connect the different and complex characters (not too mention confusing! there are more than 2000 characters to learn, some of which differ from another only by a single stroke or dot!) to their meanings and pronunciations, Pin Yin was developed. Pin Yin is used for writing. Instead of writing the Chinese characters, it is the pronunciations that are written using English letters. Surprisingly, many students favored the use of Pin Yin as they found that it helped them understand and remember their lessons more.

While teaching Chinese nowadays appears to be a futile attempt to bridge a gaping hole between ethnic and assimilated Chinese-Filipinos, it is still a comforting realization that individuals like Mr. Khonghun and Mrs. Uy dare to take the "road less traveled." Other than their current contributions to making the Chinese curriculum agreeable to the young Tsinoy, their insights and willingness to point out the changes that should be done make the learning process even richer. Both of them believe however, that while they are doing their part, the young minds they guide should also do theirs. ☺

feature story

As Ateneans, we are privileged to receive a good education, one of the best in the country. It is easy to forget however, that we are not educated for ourselves alone but for all the people that we come in contact with as well. Alay ni Ignacio reminds us what being educated is truly about.

By Marie Austin C. Tycangco

A Dream Come True for Alay

At first, the whole idea seemed almost too easy: we would gather students and impart to them what we know. Such was the early beginning of Alay ni Ignacio, and you could say that it came from a vision, one of eradicating poverty. Through founder Harvey Keh's (Philo '00) belief that there is no better way to achieve this than through education, came the birth of Alay ni Ignacio.

ANI is a summer instructional program aiming to enhance the potential of public high school students through learning inside and outside the classroom setting. It ultimately aims to increase its students' chances of entering accredited universities and colleges. The high school students are given a test and those who qualify are introduced to advanced classes in Science, Math and English, as well as, Christian Living and Enrichment. As part of creating a holistic formation, it provides activities that can further develop the students learning. This is done through various activities such as exposure trips, seminars, and recollections among others.

The whole program is run by Ateneo student volunteers. We serve as both administrators and faculty members. Everyone of us was very idealistic. The planning formally started during the sembreak of 2000. It was a three-day affair of planning while having fun and getting to know new people. Before we knew it, we were up to our necks preparing curriculums, assessing students and brushing up on high school Algebra. The preparation stage was not a joke. It sounded easy and exciting at first but when the work proper started, a few began to worry and doubt the initial expectations.

I am a part of the Christian Living Department of ANI and am still not sure why I chose to be there. It was flooded with mostly Ateneo Christian Life Community (ACLC) volunteers who knew more about catechism than I did. A year has passed and as ANI 2002 was being organized, I found myself joining the CL department once again. After some thought, I realized it does not really matter which department one belongs to. It's the service one is able to give that counts. In the end, everyone succeeds, not because they are stuck with the role, but because it is really a fulfilling and worthwhile experience. My experi-



ence in ANI has taught me more than what I impart on our students, I proudly share some of these with our readers:

A true and dedicated ANI volunteer ...

- ☒ **Wakes up early in the morning and prepares to welcome his advisory class.**

There aren't many people willing to give up precious hours of sleep for a 7:30 am class, are there? However, this summer, ANI volunteers will be doing just that, dragging themselves to school before 7:30 am for homeroom classes or general assemblies with their students. Despite the difficulty of waking up early, they will leave the classroom with great joy making the extra effort worth it.

- ☒ **Prepares lesson plans (academic team)**
- ☒ Every "student teacher" wants his or her class to be lively and interesting, and at the same time, a learning experience. They spend hours thinking of how to make each class an unforgettable one. Just like us, it is also difficult to please these students. The usual games and gimmicks we learn to stage during reporting in class will not suffice with these high school kids. What they want is substance packaged in an interesting manner, not a very easy combination to pull. These students willingly give up precious vacation days of sun and fun to learn with ANI. We in turn want to share with them what we have learned in the Ateneo to make it worth their while.

- ☒ **Prepares activities for the students (administration team)**

ANI also aims to acquaint its students with lessons not ordinarily learned in the classroom. Talks, sports events, field trips and computer exposures are prepared to further expose them



NI Ignacio



to different situations. There are so many things we can do during the summer, yet the ANI volunteers choose to spend it with the students. Even weekends are not spared since the activities are mostly held on a Saturday or a Sunday.

Spends free time with students

✓ These students look up to Ateneans as more fortunate than themselves. Although teachers and students are about the same age, most cannot help but feel hesitant. ANI volunteers aim to remove this social barrier which hinders true education which means mutual learning from each other. Just as we impart some of our knowledge to them, they are made to understand that it is also a learning experience for us as well.

ANI volunteers are not only teachers, we are also friends to our students. The typical teenager has scores of problems concerning not only schoolwork, but friends and family as well. During the duration of the program, a bond between members and volunteers is formed that endures even after "graduation day".

Alay Ni Ignacio volunteers: Future Leaders

ANI 2002 is headed by Trissa Manalastas (III – BS MECO). The Academics Department is under Anne Marie Co (III – BS MIS) while the Administration Department is under Alexandra Angeles (III- BS MECO). Most of last year's core group members are still active in the program. Vacant positions were filled in by outstanding volunteers from ANI 2001.

As part of its volunteer formation program, ANI volunteers are asked to attend

ANI activities. The first one was a National Situationer talk held last November 21. This is to be able to give the volunteers an idea of what the country's state is in right now. An ANI mass was also held last December 10, 2001. Then, the school visits followed on January 21-25. ANI volunteers visited Sta. Elena High School, a public school in Marikina, to sit-in the classes and experience for themselves the kind of education they have and be acquainted with the kind of students they can expect during the summer. The latest activity was a Jesuit Education Seminar held last February 9, 2002 that talked about the challenge that comes with service. The next activity will be the Teacher's Training seminar for the Academics team and the Mentoring seminar for the Administration team, which will be on March 2, 2002. To culminate the volunteer formation program will be a get together of the whole ANI 2002 in an event entitled: "ANight Stand" which will be on April 2 and 3. After this, the volunteers are now ready to face the challenge of being men and women for others through the ANI program, which will begin on April 8, 2002. It will be a challenge but it will definitely be one will learn to enjoy. So, to this year's ANI core and volunteers, good luck!

The Future ANI

Only a year has passed since its conception and the group's dream has already come true. Three of our students passed the Ateneo College Entrance Test (ACET) and if they choose, may be a part of the Ateneo community next school year. Currently, arrangements for scholarships are being made to accommodate the three.

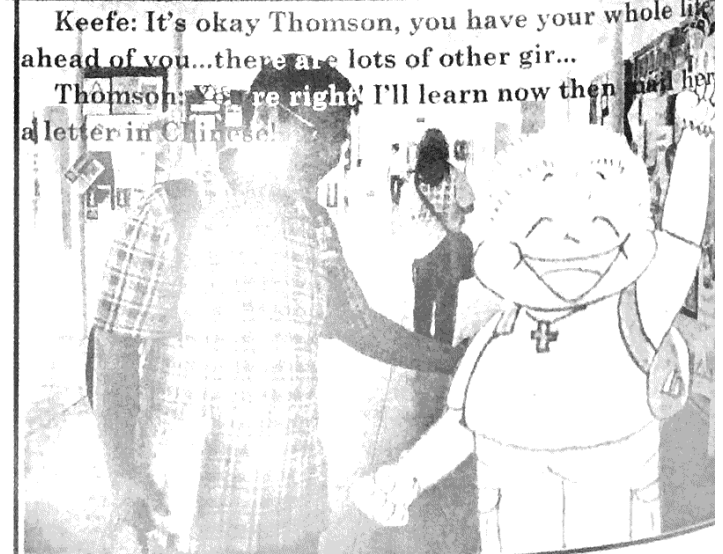
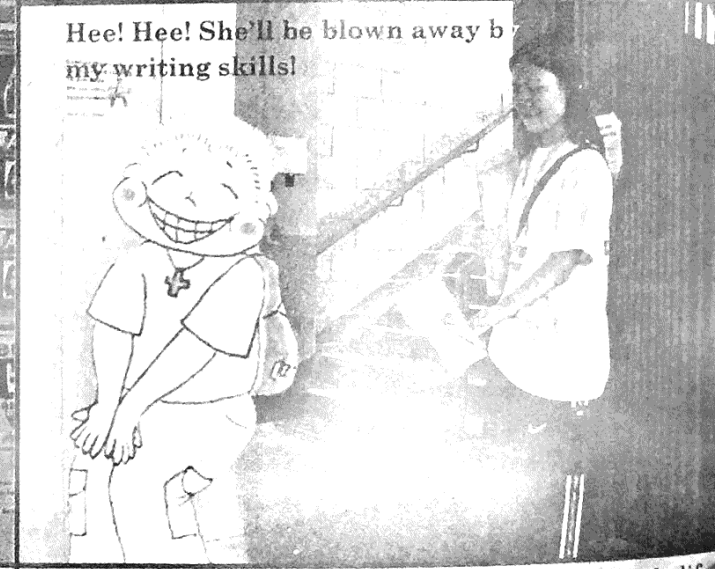
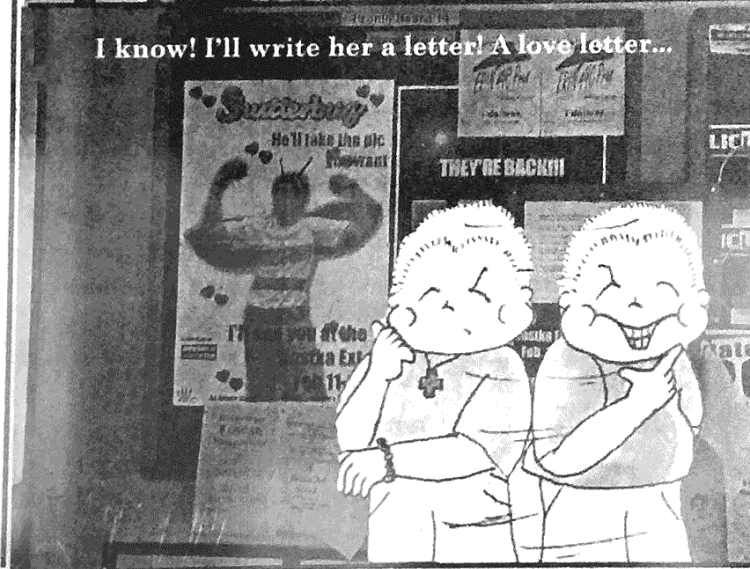
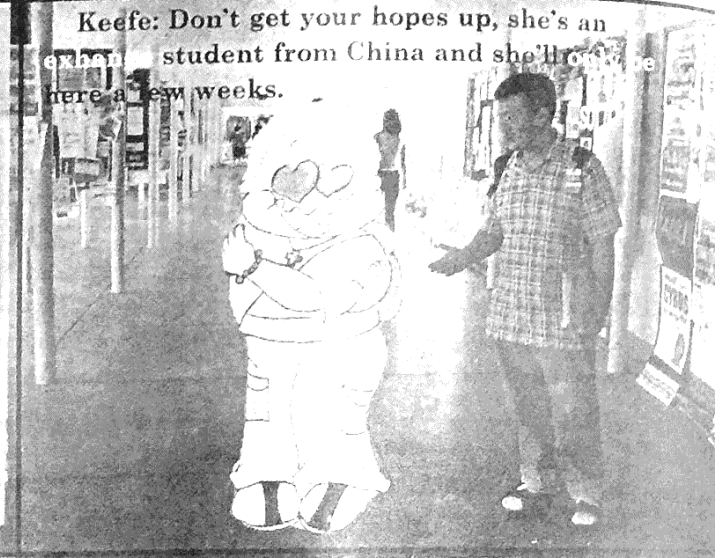
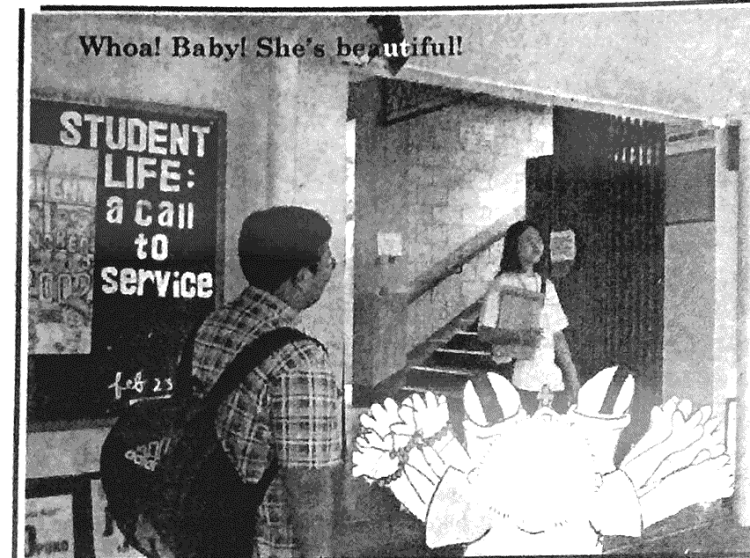
ANI still has a long way to go. It hopes to expand and be able to accommodate even more students from public high schools. We at ANI also hope to eventually be able to provide scholarships to our students.

It is with pride that we say that ANI has won this year's Vice President's Awards for Service and Excellence — Most Outstanding Project. With this, it is inspired to continue taking on the challenge of providing opportunities to the future ANI students and volunteers as well. ☺

Misadventures of Thomson

Whoever said that love was blind forgot to mention that it's deaf and mute too. Thomson shows us that love transcends all obstacles...even language barriers.

The Miseducation

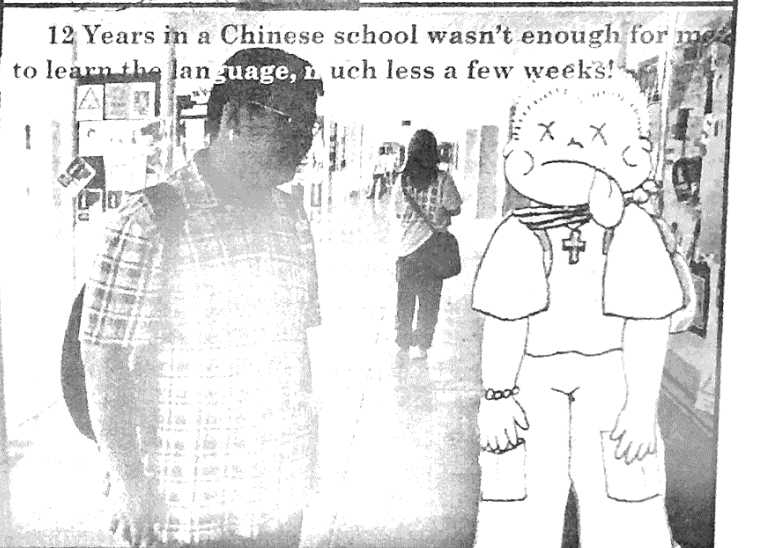
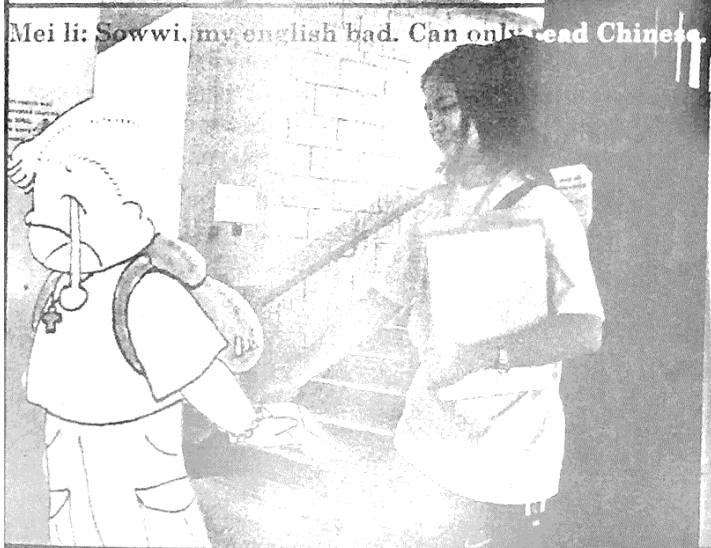
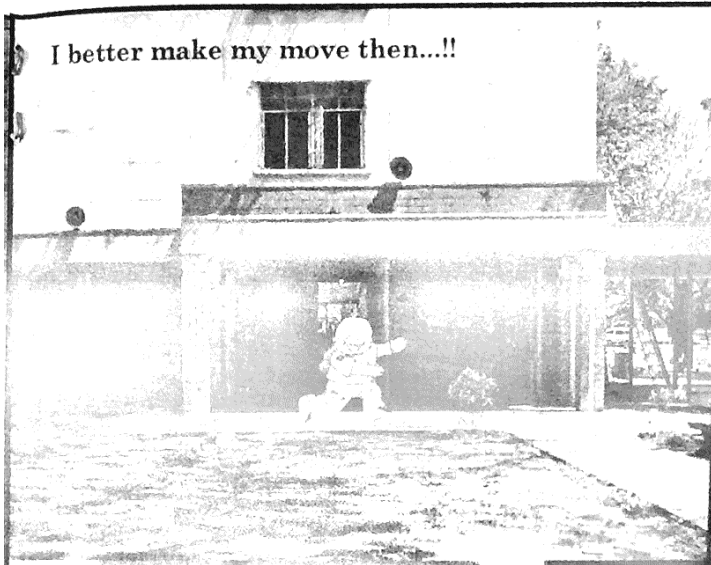


Misadventures of Thomson

of Thomson

ATENEO DE MANILA
UNIVERSITY ARCHIVES

Art by Keefe dela Cruz, Photos by Ritchelle Lim and Angelica Uy



senior's page

As SY 2001-2002 comes to an end, it becomes a time for outgoing seniors to look back at the four years they have spent in the Ateneo and in this organization. As a final salute to them, Chinoy gives the floor to four individuals aiming for one last hurrah.

It feels like yesterday when I became part of the Celadon family. I remember I was a freshman – a little confused yet a little bit daring. Ateneo seemed so large a community that you'd have to find out where you truly fit in. There are so many diverse cultures around you that it poses a challenge for you to find your true companions. I can't deny that I tried to fit myself in so many orgs, even up to this year. But somehow, I seem to be always ending up happiest with Celadon. It has been my big *barkada* in Ateneo, making me a better leader, friend, and person.

Celadon has done a lot for me in shaping my identity and character today. I used to think that Chinese culture might be passé once the different cultures clash and merge simultaneously in college life. Fortunately, I was proved wrong. My cultural values and principles actually strengthened. I learned about our Chinoy culture more than I ever had during my grade school and high school years. Primarily it was because these experiences were interactive and made sense, not just mindless mechanic routines that our culture has bestowed upon us.

I'm actually happy that Celadon is starting to break away from its usual stereotype as a Chinese org in Ateneo. In my history with Celadon, this year has the most number of Filipinos joining the org than the previous years. There's actually no difference in treatment – we treat each other as good companions with trust and loyalty. In fact, Celadon shares the org room with ASEC, and it's quite rare to see two orgs with different visions come together in this beautiful synergy of harmonious cultures. If one would come visit this small 'tambay' room, one would be surprised at how busy, noisy, fun, cramped and cozy this room can be. It's no wonder that many, including I, call it their second home.

Celadon is just one of the countless orgs in Ateneo...so why choose it? The best answer I could give is that Celadon hones your character. Celadon brings light to the mystery of our identities. It answers the question of who we truly are. The BOA orgs may take charge of your business and entrepreneurial skills. The SOA orgs make you aware of the world outside and call you to act in social justice. The GALIAN orgs inspire you to release the creativity inside you. ICE, where Celadon belongs, focuses more on you and your immediate community. I think we have to deeply know ourselves first before we can reach out. Celadon partially answers the need that BOA, SOA, and Galian cater to, yet more importantly it offers something more, at least for n.c.s. This may sound cheezy but Celadon can be thought of as food for the soul – it fills you, enriches you, and makes you long for more.

My Celadon experience has been quite a journey. I've experienced

"Celadon has been my family for my entire four years in Ateneo.

I haven't graduated yet but I miss it already."

- Tina

laughter, tears, hardships, triumphs, sleepless nights, bonding with friends and new acquaintances, and most importantly, learning from one's mistakes. I can understand how some people can be so passionate and committed in their respective orgs. Everyone wants to be the best and bring out the best in their orgs. Sometimes I can't help but empathize with the pressures and frustrations that they face when a crises arise. Then again, I smile, thinking and knowing that nothing is impossible that one cannot overcome. I know this for a fact because I have gone through these experiences in my life with Celadon. Aside from our parents and teachers, Celadon can be one of the greatest mentors that one can ever have and cherish. Thank you Celadon for a meaningful college life. I owe you a lot to what you have made me become at this moment – a better leader, person, and a friend. ☺

"Celadon can be thought of as food for the soul – it fills you, enriches you, and makes you long for more."

-Linds



Lindsay Go (IV ME)

Executive Vice President-Ateneo Celadon



As graduation nears, I can't help but let out a sigh of sadness. I'm going to miss all of this. The "real world" may be just as exciting, but it will be different. It seems just yesterday I was just starting off as a freshman. And now, the journey is already nearing the end. Ateneo has exceeded my every expectation and had given me so much, I cannot help but express my gratitude. My only wish is that, in return, you may also be proud of me.

It's true; the happiest times are in college. Back in high school, I used to equate happiness with parties, material goods, and gimmicks. But this paradigm shifted when I got into college. Happiness was found in the intangibles. I found happiness in interacting with other people, recognizing their potentials and helping them develop into future leaders, all the while developing my own self in the process. My happiest moments were when people go up to me, and say that I am doing a good job. My gimmicks are with my members, spending time with them, giving them moral support, and seeing them grow. Joy did not lie in getting high grades, prestige and fame, rather, it lay more in the service of others. Experience has always been the best teacher, and it is in orgs that you experience first hand and learn further than is possible from the four corners of the classroom.

Celadon has been my family. I haven't graduated yet but I miss it already. You

immediately feel part of a family in Celadon, with numerous *achies* (sisters) and *ahias* (brothers) present to support you, whether it be in playing a simple game of bridge, or in working together, planning and implementing another relevant project. This it is what makes Celadon different. It is in this cultural diversity that its beauty lies.

As President, there is naught a week where there is nothing to do. A typical day for me is to sit in meetings, ensuring project performance or simply giving support to the organizers. I can no longer count the times where I'd given professional or personal advice to my members. For instance, from 10:30-12:30, I'd attend two different meetings, and have another meeting from 2:30-3:30. Classes come in between, and from 4:30-6:00, I'd be attending an Atenean function or one of Celadon's projects. This is excluding the time I'd have for academic purposes such as studying, group meetings, etc.

Sure, there are times when I'd go home and drop from exhaustion. But it's all worth it. There is nothing more fulfilling than to know that you're doing these not just for yourself, but for other people, making a difference in their lives as well. It's a matter of balancing your time with academics and extra-curricular activities. You have to know your limits and prioritize. Ateneo allows us various opportunities to know ourselves and grow that it's a pity if you don't grab them. If I didn't join an org, I wouldn't have known how to take on responsibility, develop my leadership and communication skills, learn my limits, and have the chance to serve and be a woman for others.

I have no regrets. I did my best in every endeavor I've entered into, given the circumstance and the time allowed to me. I've studied hard, worked my tail off in an organization that I love, maintained a good set of friends who kept my feet on the ground, and never neglected my personal duties as a daughter. Life isn't perfect, and I have made several mistakes in the past. But these mistakes had molded me to the person that I am right now. By learning from them, I have become a better person. It is indeed in adversity that we grow stronger.

Thank you, Ateneo, for all the stress, pressures, and challenges that you have given me. Without the impossible exams, terror teachers and challenging load, I wouldn't have learned as much as I have, and developed the discipline that I possess right now. Thank you to Celadon, my second family, for making college perfect; my "all-star" Executive Board who never let me down; and my dynamic officers and members who made it all worthwhile. I love you. To my family, whose love and support I couldn't do without; my friends and my best friend who kept me sane; my mentors, who were always there to offer guidance; and to God without which all these are made possible, thank you. Life is indeed beautiful! ☺

Valentina Khoe

President-Ateneo Celadon (SY 2001-2002)

senior's page

Dear Undergrad,

Four years seems like an eternity. It is the time we wait between two Olympics, two leap years, and one thousand four hundred and sixty-one issues of the daily newspapers. We think time is at our disposal, that it can change pace at our own whim. Alas, we cannot control the hands of time. It passes by with great ease, beneath our very noses. This phenomena becomes even more noticeable as we age. We become more focused with our responsibilities thus making us forget the amount of time it took us to get them done. Before you know it, college is over.

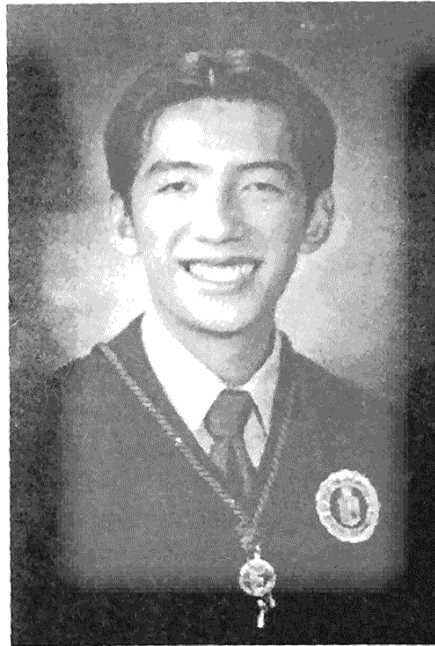
You, undergrad, are probably oblivious to the passage of time. A lot of things will happen to you in your four years here, things that many often fail to see and cherish. The first is adjustment. Everything around you undergoes a certain period of change. The places you see, the people you meet, the lessons you learn; they will all change in one way or another. These changes will make you feel uncomfortable, probably even to the point of making you nauseous. You will definitely change because of these changes. Hopefully it will be for the better.

The second is anxiety. There is no certainty to what will happen tomorrow, in the next class, or in the next minute. Sometimes we cannot anticipate the many crazy things that seem to occur for no particular reason. This element of surprise will make life more exciting but sometimes at the expense of our own sanity.

The last is joy. Everything you experience can have meaning for you, it all depends on how you want to view what you see and how you want to deal with it. We must be thankful for all that happens to us, for there is a reason behind everything that we do. Sometimes the best cure for a hard day is a simple smile that radiates happiness to everyone around.

My own four years in school have been the most important years of my life. I just don't say this because they are the most recent, but because when I compare myself between the time I started college and now, I see myself as a more mature and better person. Celadon has been a large part of my four years here, and I believe I must give back to this community that has provided me with so many memories.

I thank all of you who comprise of Celadon for a wonderful time in all of our activities. Much has also



"Everything you experience can have meaning for you, it all depends on how you want to view what you see and how you want to deal with it."

- Ian

changed in the organization for the past four years. When I joined, the members and even the officers did not have a say in the planning and implementation of the org's projects. A lot of the decision-making was centralized on the EB, and a lot felt left out of the org. We made it a point to prevent that from happening with you, and we are glad to see that the results are very much positive. More have applied for officer positions, an indication of your increasing enthusiasm for the org. I hope you continue to show your constant support and appreciation for what Celadon has done for you. As much as what I experienced here has changed me, I'm sure it will have the same effect on you.

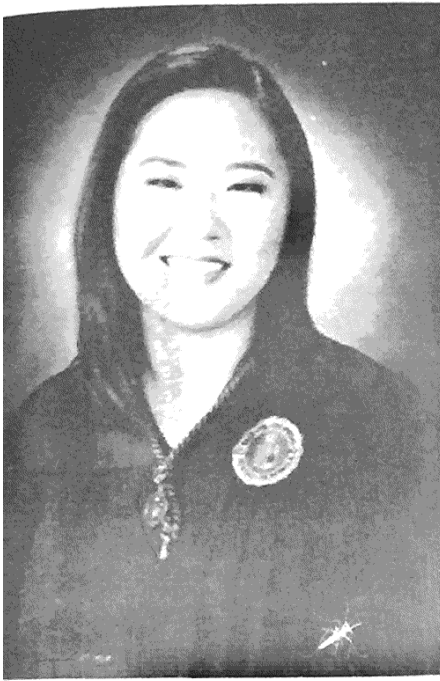
I would like to end my message to you with a sense of hope, a sense of something to look forward to. Whether it be you're an incoming senior, junior, or sophomore, you must realize that there is so much to learn yet there is so little time for you to do so. Life is just beginning for you. We have been sheltered for so many years within the walls of our homes and secondary schools, but we are now going beyond these walls. There are many choices that you will face, choices that are compelling, and even frightening to make. However this is a part of life that we have to deal with, one that will inevitably catch up on us for the duration of our lives. Don't hesitate to take the less conventional one, the one less taken. As Robert Frost said in his famous poem: "Two roads diverged in a wood, and I - I took the one less traveled by, and that has made all the difference".

I wish you the best in your upcoming and remaining years as a student, may they be full of learning and happiness as well. ☺

Regards,

Ian Cuyegkeng (IV Mgt)

VP Culturals - Ateneo Celadon



I feel full and very much *alive* because of all of these things and realized that there is no room for regret; everything was worth it.

- Jo

Graduation day is just around the corner. My last few days in the Ateneo would be difficult, as I would be struggling to finish all my academic requirements. However, I believe that what will make these last few days truly a struggle is the fact that I have to say goodbye to my friends and the security of college life.

My sentiments can be summarized in the following sentence: my stay in Ateneo changed me. I will never forget my adventures and misadventures with friends and groupmates— my Th141 immersion, playing-racing our Finance paper, baking 12 dozen cookies for a week-long food sale, taking Marketing class in the summer, crying over having difficult groupmates, failed tests, heavy Philosophy readings and an F paper. Likewise, I will also never forget the happy moments that I was able to experience—hanging out with friends at the stone benches in front of Food for Thought, helping other people, sharing stories during overnight cramming sessions for projects, org deadlines and exams, birthday surprises and pre-sem, mid-sem and post-sem gimmicks. Finally, the people I have met also changed me: Celadon's Executive Board, especially Nats and Tina; the Comm & Pub department managers, all Celadon members, my friends Girlie, Monica, Ge, Ecuia, Melay, Anne, JJ, Joni, Ma'am Marilyn Uy and Paul—all of you have never failed to make me see how much more I can do; thank you for the love and support!

I believe that everything that happened to me over the last four years, good or bad, were blessings. They aided me in my personal growth, fueled my decisions and changed my outlook in life altogether. Thus, despite of the sadness, fear and struggle of saying goodbye, I am very much looking forward to the future and willing to continue to be the best person that I can be. This is because while I admit that things will move on and I may need to say goodbye to familiar faces, places and situations, I will always carry with me the things of greater value—values formed, lessons learned and relationships fostered. Indeed, I feel full and very much *alive* because of all of these things and realized that there is no room for regret; everything was worth it.

I would like to wish all of you the best in life, and thank you for supporting *Chinoy*. To the next Celadon Executive Board and *Chinoy* Editorial Board, keep up the good work and good luck! ☺

Signing off,

Jocelyn Chua (IV MCT)

AVP-Comm / *Chinoy* Asst. Editor-in-Chief - Ateneo Celadon



VELOCITY

Feel the rush.

A Week of Culture, buhay celadon A Week of Celadon

By: Abby Lana Go

Celadon welcomed the Year of the Water Horse with a bang through the celebration of the annual Celadon Week. Appropriately tagged as *Horsing Around The New Year*, this year's event included a wide variety of activities prepared by the Cultural Affairs Department to make the New Year's celebration an ecstatic one.

Yum!

People drooled and feasted over the baked potatoes, potato kebabs, omelet, and tacos at Quad 2 during the weeklong *Pika-Pika*. Oliver Chong (III-MIS) headed the team of gourmet specialists in the preparation of the scrumptious snacks. "There was total member involvement," Oliver cheerfully spoke of his peers, "and everyone really had fun chopping the potatoes and doing all the dirty work even though it was a total hassle."

Just can't get enough...

For those who just couldn't get enough of the good food, a cooking seminar was offered last February 1. A representative from Classic Chefs, Inc. concocted a wide array of appetizing dishes such as Misua, Hot Chicken, Prawn Salad, Yang Chow Fried Rice, Beef with Broccoli, Lion's Head, and Sweet Taro Balls. Although the participants weren't able to get a hands-on experience, they still enjoyed watching and learning how cooking is done by the masters. Best of all, everyone went home with tummies full to bursting with the sumptuous

feast. It was also probably the first time that mouth-watering aromas actually permeated the air of the Chemistry Building.

Let's get physical!

The health conscious on the other hand joined the Eight Treasures Hunt instead. Calories were burned and muscles were flexed as participants brisk-walked and ran around the campus to earn points by searching for eight "treasures" in CELADON's version of the treasure hunt game. Brains were put to the test as well by the baffling and nerve-wrecking clues. After the hunt, one participant was heard as saying: "Even though we had to go to as far as the Eliazo and Bellarmine Halls, we still had fun... enjoy *pa rin naman kahit hindi nanalo ang team namin*." Aimee Co (I-MgtH) and Roanne Gonzales (I-MgtH) shared this year's first prize.

Mynameis...

Many were amused by the way the "What's Your Name" booth translated their names into Chinese. Over 125 people went over the Kostka Extension to have their Sinicized names written in Chinese calligraphy on cards and bookmarks. Some even had love letters translated – indeed a creative scheme to impress loved ones on Valentine's Day!

To the beat of the drums...

Of course, Celadon Week wouldn't be complete without the Dragon Dance. Ateneans flocked the perimeters of Quad 1 to witness the colorful "dragon" dance its way to the heart-pumping beat of the drums. A wonderful exhibition of *wushu* followed shortly after. "Even the Kostka Hall's second and third floors were not spared by the crowd," Geoffrey Yu (III-Mgt, AVP Culturals) happily commented. "You could really see the smile and awe in everyone's faces throughout the whole performance. More people were also able to witness it this year because last year it was only performed at Quad 2."

Kudos to the Cultural Affairs Department for a job well done! The whole Celadon family would also like to thank all the participants who made this year's celebration a memorable one. May all of you have a wonderful and galloping year ahead! ☺



top showing off the "what's your name" cards
bottom pika-pika at Quad 2



buhay celadon Celadon's Rose Sale: Treats for Sweethearts

By Victor Barreiro

photos by Angelica Uy

Valentine's Day gave Ateneans the chance to express their affections for one another by giving tokens of love and friendship. In line with this, Ateneo Celadon held a Rose Sale last February 11- 14 to give students a wider selection of love tokens to bequeath their respective loved ones on campus, without putting such a large strain on their wallets.

Long stemmed roses were sold at fifty pesos per piece, which was a significant decrease compared to almost twice that in most other flower shops. Special Chocolates were also sold for forty pesos a box, ensuring that a good romantic combination need not exceed a hundred pesos.

Beyond the usual roses and heart shaped chocolates, however, Celadon introduced some other romantic touches. The tokens bought would be delivered, free of charge, to anywhere on the college campus. They also sold chocolates in the shape of roses and offered free serenades, or harana, to the first

three people who chose to avail of the service for a given time slot.

Celadon's Rose Sale certainly helped bring a smile on many couples' faces with



Tina: What? Flowers for me again?



the tokens they offered, tokens that sent a simple message of three words: "I Love You."

Tokens of Love

Valentine's Day has always had tokens of love associated with it, such as flowers, hearts, and our very own *harana*. These important elements of Valentine's have had some great significance, lost in the folds of time.

Giving flowers dates back to the 18th century when flowers, and even combinations of them, were given their own distinct symbolisms. The red rose symbolized the same passion and love that it did 300 years ago. A pair of red and white roses presented together implied unity between the giver and the receiver while pansies sent the message that the receiver was always in the giver's thoughts.

The heart-shaped presents we give to another have one of the more romantic histories. Hearts, accord-

ing to scholars, were believed by our ancient ancestors to contain the soul. The Egyptians believed that the heart held the center of intelligence and reasoning. Even

cont'd on next page

continued

today, being heartsick or giving heartfelt greetings to someone reminds us that we have placed our emotions into it, and when we offer our soul to our beloved, we ought to pray dearly that they take precious care of our soul.

Our *harana*, or serenade,

was meant to express our love in a way didn't need as much money as it did courage. In the days of our great-grandparents, and even our parents perhaps, a young man would stand outside a girl's window at night and sing her a Kundiman, or traditional

buhay celadon

Filipino love song. Though the songs may have changed from the Kundiman to the Popular song, the courage to stand in the middle of the street and sing of love is still one of the most romantic gestures around.

Yes, the times may have changed, and love may even have an entirely new definition, but the way we show it has remained essentially the same for centuries. When we next give that rose, offer that heart or sing that love song, let us remember what is behind our tokens, and remember love in all its wonder and splendor. ☺

ECLAT: Blue and Green come together

By Carolyn Ang

Ever wondered how you would have turned out if you had decided to be a Green Archer instead of a Blue Eagle? If you had joined the Englicom-Celadon Leadership and Training Seminar last January 12-13 at the La Vista resort at Pansol Laguna, you would have learned just that! Celadon members met their counter-parts from La Salle in this pioneering inter-school leadership seminar. La Salle Englicom, just like Celadon is a Chinese Filipino organization dedicated to bridging the gap between the two cultures.

During the two-day seminar, the participants engaged in various activities aimed at enhancing their potential as leaders. The leadership talks were arranged by Englicom while group dynamics by Celadon. In order to facilitate the breaking of the ice between the two schools, Ateneans

and La Sallians were teamed up together for the games.

Participants were also given time to enjoy the trip with their new-found friends. Setting aside the traditional Ateneo-La Salle rivalry on the court, they swam, played billiards, ping pong, and even had a friendly game of basketball (wonder who won...?).

According to Hans Tan, one of the participants from Celadon: "*Sobrang fun! Sayang 'di kayo lahat nag-join.*" This event will definitely pave the way for further future collaboration with other schools as well. According to Daniel Lee (II ME, Externals Manager) who spearheaded the

project, together with Ivan Lee (II BMH, Externals Manager), "it was hard to coordinate schedules and talk to people who are so far from you. Too bad for the Ateneans that the event had to be scheduled during the midterms week as well because many had to cancel at the last minute." Despite these minor glitches, the event was a raging success. ☺

photos courtesy of Daniel Lee



Bonding: Ateneans and La Sallians prove the misconception wrong

Leaders: Formation through Information

By Jules Siegrid C. Ang

Last January 5 and 6, the Ateneo CELADON conducted the Leadership Training Seminar (LTS) for all aspiring leaders of the organization next school year. The seminar was spearheaded by Joseph Yuso (II ECE), Patrick Lim (III ME), and Eliza Hao Chin (IV Psy) to help interested members and future officers to further hone their leadership skills.

The Ateneo STRAINS, a leadership training organization, jump-started the seminar with a series of activities and talks. Participants learned about such relative topics as time management, motivation techniques, leadership traits, leader-follower trends, and the difference between leaders and manag-

ers to name a few. Along with this, they facilitated various games and activities like name tag-making wherein a partner whom you do not know designs a name tag for you based on your conversation. The *Bahay-Baboy-Bagyo* activity was where four volunteers were challenged to lead their members who were instructed to pretend to be either obedient, rebellious, skeptical, or mentally challenged.

The game to top all games would be the LTS Amazing Race spearheaded by the Ateneo CELADON seniors and project heads themselves. Participants were randomly grouped into six teams. Their mission: to find markers from six different designated areas all over the Ateneo campus, complete the task required and solve the riddle that would permit them passage to the next area. An example of such a riddle was: "Ding Dong! Why am I isolated?" The correct answer would be *Bellarmino Hall*, of course, it being pretty isolated from the other buildings and "ding

dong" being the sound of a Bell. The first team to sign the markers from the six designated areas and properly perform each area's task wins the game.

On the second day, JJ Tan (VP Finance) delivered a talk about marketing. She shared experiences about marketing techniques and various ways of how to get sponsors effectively and on time. Then, the teams from the race the night before were given a chance to plan and implement a project of their own. After presenting their projects, all the participants were given envelopes containing greeting messages and advice from their co-participants.

All in all, the Leadership Training Seminar was both enlightening and fun. Through this seminar, the outgoing officers would be insured that the future individuals that will handle the organization would be one step closer to success. ☺



The many faces of the promising pool of leaders of Ateneo Celadon.

The Wise Sage

back to our roots

by the Cultural Affairs Department

K'ung Ch'iu-ni is arguably the most respected and well-known figure in Chinese philosophy. Confucius to the layman, his moral philosophy has spanned continents and generations, proof that his wisdom has transcended the traditional context in which his teachings were dispensed. Although it does not qualify as a religion, Confucianism has played a major role in the gradual formation of various cultures in the East, making it a predominant set of beliefs that people adhere to.

Confucius taught a moral philosophy of which man, rather than a god, was centerpiece. His teachings emphasize moral character summed up by his idea of an ideal man: *chun tzu* (literally, "gentleman"), one who was benevolent and whose acts were in accordance with what was right. He believed that the only worthwhile endeavor any man can pursue is his search for goodness. *Chun tzu* is a state you are born into like royalty or a social class. Several virtues must first be cultivated in oneself.

The Heart

His principle of benevolence or *jen* echoes a concept that most of us Catholics are very much familiar with: "do not impose on others what you yourself do not desire" (Analects, XII.₂). At bottom, it is the same "love your fellow man". In line with *jen* is *shu* which concerns knowing what other people want or do not

want done unto them. The *shu* must also be complemented with *chung*, which concerns doing one's best in everything one does.

The Mind

A man of wisdom has the capability to distinguish between right and wrong, the ostensible and the genuine. He is also a good judge of character — a valuable asset indeed, for it is the study of man that is the only means to having a more predictable view of the future. For example, a truly wise ruler (or any man, for that matter) would choose advisers of sound character if he wishes to be secure in the future.

The most important attitude that we must possess about knowledge is being honest with ourselves. This is best expressed in one of his passages in the Analects: "To say you know when you know, and to say you do not when you do not, that is knowledge" (Analects, II.₁₇).

The Body

It is not enough to know right from wrong, actually doing what is right is the mark of the courageous. Confucius warns us, however, courage may either lead to supreme good or supreme evil. A benevolent man may possess courage, but a courageous man may not always possess benevolence.

A Confucian Philippines

For Confucius, government and politics play an important role for the people's achievement of morality. Bafflingly, Confucius states that it is only in the political sphere where man can achieve morality. Sadly, in the Philippines, it is more of the opposite — politics is often the venue for immoral acts.

In studying the principles of Confucianism, we can see that there is a lot that we can learn from these teachings. A dose of morality and of Confucian principles is what our country probably needs in order to get back on track. It is through Confucianism we learn that success and well-being can be attained through being moral, and that it must begin from the top-most level in society's hierarchy. This is what may provide us hope for a better life in the present and in the future. ●



Unlearning what I have learned

by Joe

Throughout the latter years of my formal schooling, I have come to realize that there are 5 kinds of education materials:

- Those that appear to be useful, but aren't (these I shall call "hallucinogens")

- Those that are both useless in essence, and executed poorly (the "pollutants")

- Those that are useful, but are not expounded on thoroughly nor clearly enough to merit any level of penetration by the student (the "short-changers");

- Those that appear to be useless, but are in fact priceless (the "meek genius")

- and those that are taught masterfully, enough to make a student love an otherwise ho-hum subject. (The "miracle pellets")

I unconsciously spend the first few weeks of attending classes trying to place my teachers in any of these categories. I have come up with the following rough estimates for the last 4 years of my stay in Ateneo (you may, of course, disagree with me): 10% of my classes are in the pollutants category, roughly another 15% as hallucinogens, a sad 35% in the short-changers category, 25% as meek geniuses, and 15% as miracle pellets. I shall not name names, as I'm sure we all have our own list in our minds. Sometimes, I spend time reflecting at the end of the day, or at the end of a long week, and try to recall the things I have learned. There were certain bad days when I could honestly say that even the gasoline expense I incur on my way to school cost me more than what I got back in return from attending classes.

Times like these, I wonder why I bother to go to school at all. I looked back for some reassurance, but flashes of self-help moments when I had understood the lesson better by reading the book than by attending class came to mind instead. I wonder if I am not alone, if any of you had felt the same way I did, or remotely similar at least.

Thomas Moore once said, "Education is not the piling on of learning, information, data, facts, skills, or abilities... To be educated, a person doesn't have to know much or be informed, but he or she does have to have been exposed vulnerably to the transformative events of an engaged human life... One of the greatest problems of our time is that many are schooled but

few are educated." Moore's words echoed in my mind and moved me to further reflection. We don't need to be reminded of how privileged we are to have been given the chance to stay in Ateneo. Some of us may think that due to the prestige that comes with the school name, we are more learned than the rest of the world. Yet we fail to realize that formal education, from whatever school it may come from, is useful only if it is approached in the right spirit, with an eager and open mind and a rationally skeptical attitude. Learning is not that simple, yet the rewards are endless, if done in the right way. True learning is not measured by the number of years you stay in school, but in what is retained after you have forgotten all that you have been taught. It is the groping for truth, and being open-minded enough to see it, as it is often elusive. It is the transformation of knowledge into action, the long process of building a character, the foundation of generations to come, in a society that is kept together by the learned, the ambivalent, and the fools. Indeed, "education is not the filling of a pail, but the lighting of a fire." (William Butler Yeats). So, do not be afraid if at one time or another, you find that you have forgotten some chapters or formulas. "Education is an admirable thing", says Oscar Wilde, "but it is well to remember from time to time that nothing that is worth knowing can be taught."

If I were to state the most important lesson I had learned in the last four years of my stay in the Ateneo, it is that the journey to understanding begins with misunderstanding, the answers begin with questions, that with education comes a responsibility to act with more humanness. That is all, and good luck to all of you. ☺



Ping Lun Pian is a Chinese term used to denote a written opinion or critique

Joe is a Comtech senior who hopes to do great things for mankind some day.

Write a 2-page article on your views and send it to chinoy@tsinoy.com or submit it at the Celadon Room, Colayco Hall.



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