

REDISCOVERING INTRAMUROS BORDERLINES: A Proposal to Create a Database for the Establishment of Letran Center for Intramuros Studies (LCIS)

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The rational aim of life... is to contribute value to the future, in principle the entire future, beyond any finite time limit.

Charles Hartshorne
“The Ethics of Contributionism”

History by appraising (citizens) of the past, will enable them to judge the future: it will avail them of the experiences of other times and other nations: it will qualify them as judges of the actions of men.”

Thomas Jefferson

What is new? What is hot? Intellectuals tend to look for the novel idea; the sparks that will make them shout “Eureka!” But an idea cannot be taken in isolation. Along side with it comes the what-it-is-not; and it consequently contributes to the what-it-is. So for a new thing to emerge, there are tons and tons of what-has-been, things that already emerged if not dilapidated or scorned and abandoned. New things are actually offshoots of the old things. But the question is what should be done to the old things? Practically speaking, one could with ease say throw them or worse set them into the flames for they are hazards and liabilities to attain par excellence or ISO standards; and their ashes will mark a fresh start for something new. But how could one throw away something of great historical significance? How could one afford to abandon a locale of marvelous cultural legacy? This perhaps is the dilemma why the Philippine government took effort to preserve the Intramuros ruins.

This paper is a proposal to create a database for the establishment of the **Letran Center for Intramuros Studies (LCIS)**. The Colegio de San Juan de Letran is one of the few institutions which saw how Intramuros was reduced, from a colonial capital city into a struggling remnant of a world war. The fact that the Colegio is the only remaining educational institution

established in the area during the Spanish era compels her to bear witness to the significance of the place through the establishment of said center.

Generally, a center is an organization within an institution which serves as the coordinating body for the participation of several academic disciplines or programs in a unified endeavor with a unique mission involving research, education, or service (or a combination of these). The mission of such units is consistent with that of the institution. Many campuses have centers under a number of different names, aimed at various purposes, manned by faculty or administrators and some clerical staff. They are created for the promotion of advanced study, research, community development and/or instruction in specified fields. A center might also be formed to focus public attention on a mission of the institution.

According to Charles Hartshorne, life is all about contributing value to the future. Preserving the worth of the past, systematically through a center, is likewise a value that can be contributed for the betterment of the future. Thomas Jefferson also, once said: "It is the duty of every good citizen to use all the opportunities which occur to him, for preserving documents relating to the history of your country."

Creating a Data Base: Scope, Limitation and Significance

Creating a database for the establishment of the Letran Center for Intramuros Studies will demonstrate the systematic approach towards its desired advocacies. The process of collecting, treating, that is, sorting, labeling and shelving of data, and later on, through the center, broadcasting them to the general public, ensures preservation of historical treasures and cultural heritage. The study will serve as the ground breaking for the proposed center. Being the pioneer study, it will serve as oasis for future endeavors in different fields. To come up with the said database, the following items must necessarily be addressed:

1. Collection and treatment of all the studies, in different disciplines, about the reconstruction, preservation, and development of the Walled City of Intramuros
2. Identification and definition of the cultural heritage of Intramuros; and
3. Classification and epochal division of the historical data of Intramuros

In this paper, elaborate paradigms for the establishment of the Letran Center for Intramuros Studies are presented. It has to be noted, however, that the creation of database is only covered by the first phase of the whole process. The phase has two important components: Data Base Creation and Policy Formation. Policy Formation will not be discussed in this paper.

The other component, Creation of Data Base, consists of two parts.

The first is the creation of software to facilitate comprehensive and systematic data management. Future researchers and potential clienteles of the Center will definitely benefit from this study. User-friendly criteria will definitely be of priority in the formulation of the system. However, the computer systems and software that will be utilized for the purposes of this research will be discussed as to how they will be used. The technicalities however, will no longer be discussed. Technical assistance of computer experts will be asked as well.

The second part is the gathering of data. The study will be guided by the experience of established centers, both here and abroad. Premium will be given to the centers established by academic institutions and those whose advocacies are similar to that of the Letran Center for Intramuros Studies: Promotion of historical awareness, Preservation of cultural heritage and Participation in Community Development. Comparison will be taken cared of on the ground that Intramuros is a special community with its own local residents enjoying unique economic and socio-cultural activities.

Historical facts will be verified through cross-referencing. The data written in languages and dialects other than English and Filipino will be kept as miscellaneous data. However, available translations either in English or Filipino will definitely be utilized in the study.

Quest for a Paradigm: A Survey on Related Literatures

The idea is to create a center for the historical and cultural studies of Intramuros. In establishing a center, one must have a clear concept. Therefore, questions like what is a center? What constitutes a center? Who runs a center? And what is the purpose of a center must first be clarified. These questions must not be presumed, but rather be concretely answered. Instead of starting from scratch, this study finds it practical to ponder the

development of existing centers, here and abroad. After a comparative analysis, the researcher will highlight the common denominator of these centers and some of their unique aspects, thus creating a paradigm that lays the blue print for the Letran Center for Intramuros Studies. There are six points to be considered.

First, the initiative to create a center must be traced. Other centers are created to formally put an agency to address the common interest and efforts of a group of faculty members coming from different areas or disciplines. This is true to the case experience by Indiana University Center for the Study of History and Memory. The center started in 1968, when the Oscar O. Winther established “Oral History Project.” According the center’s official website:

It (IUCSHM) was founded by as an initiative to collect the history of the University itself. The enormous potential of oral history as a research and pedagogical tool was quickly apparent, and the project expanded as other research studies were added to its growing archive. (<http://www.indiana.edu/~cshm/> Downloaded on March 27, 2007)

Similar is the case of The Third World Studies Center (TWSC). This center is an academic research institute based at the College of Social Sciences and Philosophy (CSSP) of the University of the Philippines. The objective of the center is to analyze and develop alternative perspectives on Philippine, regional and global issues. As stated in the official website of the center:

The TWSC evolved from an inter-disciplinary colloquium of faculty members from different disciplines, brought together by shared perspectives sensitive to realities in the Third World. In 1977, the TWSC began to operate as a program affiliated with the Office of the Dean of the College of Arts and Sciences. The program started out with a small resource collection, a research team, a production unit for supplementary instructional materials, and a physical center for alternative discourse. On 29 March 1979, the TWSC was lodged as a unit in the CSSP. In 1999, the College Assembly

endorsed the formal recognition of the Third World Studies Program as a full-pledged research center of the college. This was officially approved by the Board of Regents in 2000. Since its establishment, the Center has committed itself to the pursuit of intellectual competence in political economy, democracy and development, and to the promotion of progressive policy alternatives. (http://www.upd.edu.ph/~twsc/about_us.html, March 21, 2007)

On the other hand, some centers are put up as response to extramural funding of foreign and national associations or governments. This is articulated by the Indiana University Purdue University Indianapolis (IUPUI) in their guidelines for campus-wide centers: "Some centers are created as a result of external funding opportunities, and other centers originate in response to a group of faculty interested in formally working together."

In the case of establishing the Letran Center for Intramuros Studies, the initiative springs from the action plan of the Colegio for the school year 2006-2007, whose aim is to make the Colegio de San Juan de Letran be identified as the bastion of cultural and historical studies about the Walled City of Intramuros. This objective is motivated by the fact that the Colegio is the oldest educational institution in the area. Backed by its close to 400 years of tradition in education, it is likewise demanded by the mission of forming dynamic builders and leaders of communities and herself as responsive to the needs of the 21st century.

Although, the initiative is not coming from the grassroots, the creation of a center may entice the intellectual hunger and research interest of some students and faculty members. Moreover, it may provide occasion for possible partnerships with international agencies and governments like the *Instituto Cervantes* of the Government of Spain which provide funding for meritable studies, projects and advocacies about Hispanic Heritage, of which Intramuros is rich.

In addition to the discussion on initiative, **justification for the creation of the center must also be declared.** In the guidelines for presentation of proposal to the board of regents of the University of Alaska, the following are set to articulate the justification:

1. advantages of separation from existing established university programs in terms of management or focus of activity;
2. advantages for applications for grants and contracts;
3. advantages of close association of faculty, other professional employees and students; and
4. advantages of dedicating space to the projects and programs of the center or institute. (<http://www.uaf.edu/osp/policy/centers.html>)

There are several centers and departments in the Colegio that generally cater to the study of Intramuros. One of these is the Research, Planning and Development Center (RPDC). This office, in cooperation with the in-house and allied foundations, as well as the different colleges and departments, takes care of any research that aids the administrators in their policy and decision-making. If this center already takes care of the research part, why is there a need to duplicate it with the creation of a new center? The idea of putting up a Letran Center for Intramuros Studies is not really to duplicate the function of RPDC but to prioritize the urgent need to gather data and diagnose the deteriorating resources for the history of Intramuros. It is a fact that the history of Intramuros is a big chunk of the country's history. In addition, the center will be different from the other similar agencies, government and private, for the reason that it is focused only about Intramuros. The center will also serve as collaborator of the Research Department of the Intramuros Administration.

Putting up the LCIS will allow opportunities for the Colegio to receive endowment from individuals, organizations, and agencies both foreign and local. This will in return give opportunity for researchers - students and faculty - to actively participate in the advocacies of the center.

On the onset, a little clarification about the description of the center must be done. What are we trying to do? Is it a Center for Intramuros Studies in Letran or are we making Letran the Center for Intramuros Studies. The researcher thinks that establishing a center inside Letran is the start. If the efforts of the proposed center will accelerate the development of the community, better promote the cultural heritage of the locale and increase

the historical awareness of the stakeholders and visitors of the area, then the acknowledgement of Letran as the Center for Intramuros Studies will follow.

Second, **the advocacy of the center must be defined.** Advocacy is the act of arguing (can be for or against) on behalf of a particular issue, idea or person. Individuals, organizations, businesses, and governments can engage in advocacy. The advocacies, objectives and reason for existence of the various centers established in every university and college vary as well. The table below showcases the different advocacies of some centers found in the country.

Table 1: Advocacies of some School-based Centers

Center	Institution	Advocacy
Third World Studies Center	University of the Philippines	to analyze and develop alternative perspectives on Philippine, regional and global issues
Ateneo Center for Social Policy and Public Affairs	Ateneo de Manila University	to contribute to the deepening of political and economic democracy
Center for Intercultural Studies	University of Santo Tomas	The research programs of the Center are focused on the following areas: Philippine Studies, Asian Studies, European Studies (with a special emphasis on Spanish language and culture), Women Studies, Culture Studies, and Latin American Studies.
Center for Educational Research and Development	University of Santo Tomas	to develop responsible and socially-committed Christian educators
Center for Family Ministries	Ateneo de Manila University	to empower the Filipino family become a community of love, justice and peace both in the home and in its social role and responsibility to the nation and to the world.

Looking at periphery of the present situation of Intramuros and the mandate of the some government agencies set for the restoration of the

locale and mission of the Colegio as a Dominican institution of learning, the proposed Letran Center for Intramuros Studies may zero in, in what the researcher calls “**3P Advocacies**”:

1. Promotion of historical awareness,
2. Preservation of cultural heritage; and
3. Participation in community development.

In the rationale of the Criteria Checklist for Historical Awareness of the University of Arizona, increasing the historical awareness of today's students is given significant value. As it states,

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. (<http://www.asu.edu/duas/genstudies/H.pdf>
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In the same way, the Center is being put up by the Colegio to provide Letranites a meaningful and unique brand learning that will clothe them with the correct armor as they trail blaze in different areas; “*Conquistar por tu honor nuevas glorias*” (To conquer for your honor new glory).

In the website of UST Center of Intercultural Studies, it is stated that, “Cultural Heritage includes all the products of human activities, which has a bearing on development, progress, history, community/social and

personal identity." Since Intramuros, has been the capital of the country for centuries, it became the bastion of national heritage. Salvaging these little pieces of treasure is saving the national identity of the Filipino. As emphasized by the glorious tradition of Deus, Patria, Letran, the Colegio accepts her role as prime mover in preserving the miscellany of Intramuros' history. Obviously, Hispanic tradition still reverberates in the Colegio as manifested by its official hymn, which is written in Spanish. Songs, dances, art pieces, religious symbols, architectures and other things that will lead readers into the tracing of lifestyle and way of life of the people that passed through the *puertas* of Intramuros will be revived and relived through different activities set by the LCIS.

Being true as well to the tripartite objectives of any educational institution – instruction, research and service – the Colegio seeks to be more engaging in the social problems of the area. Sixty years after the Second World War, Intramuros, has minimally recovered. Letran, being the survivor, has the unwritten duty to see to it the Intramuros will regain its bastardized prominence. Apart from the different programs for our host community, like livelihood workshops and seminars; feeding program, catechism and adopt-a-school program, the center will also engage in the evaluation of public policies that hamper the development of Intramuros as a historical district.

Third, possible programs and specific services to be offered by the center must be laid down. Every center caters to specific needs of the general public. These services also cascade the advocacies of the center. Some of them even become the trademark of the center; like the Center for Family Ministries of the Ateneo de Manila University, which pioneers in a psycho-spiritual approach for counseling service, growth seminars and academic training programs. The Third Word Studies Center sponsors activities that provide support for class instruction, especially in courses requiring discussions on contemporary social, political and economic concerns. The center offers the following: Certificate Courses, Policy Dialogue Series Public Lectures, Public Forums, Workshops and Conferences and Roundtable Discussions. In like manner, the Letran Center for Intramuros Studies must determine the means to uphold her advocacies.

Fourth, **sources in funding the center must be identified.** Financial sources for any center come from either intramural or extramural, or both. Either the school administration allocates fund for the center and/or other agencies will donate funds for the purposes of the center. Normally, research grants are facilitated through the Research, Planning and Development Center, whose tie-up with foundations and organizations provides financial assistance to students, faculty members and administrators doing relevant research for the Colegio.

Fifth, **the organizational structure of the center must be drawn.** Definitely, there must be a person to work in the center. John McMahon, (1998) in his article entitled, "*Six P's for Establishing a Center for Teaching Excellence,*" narrates that the Center for Instructional Advancement and Technology (CIAT) at Towson University (TU) gradually developed.

The demand for programs created a need for additional personnel. When we got a new Associate Vice President, the Center went from a staff of one half-time faculty member to a Director, a .75 FTE faculty Program Coordinator, and an administrative assistant in one semester, adding a full time instructional designer in the second semester, a head of multi-media services and a support staff over the summer, and a full-time technical consultant and contractual clerical worker by the end of the first year. By the end of the fourth semester, it is expected that there will be two-three additional professionals and an expansion of the physical facilities. (<http://www.towson.edu/~mcmahon/workshop/6Pmodel.html> Downloaded on March 29, 2007)

Other centers, like the Third World Studies Center, have fulltime employees in two departments: Academic and Administrative. This is perhaps due to the growth that the center had. Academic personnel as researchers and technical advisors also assist some centers.

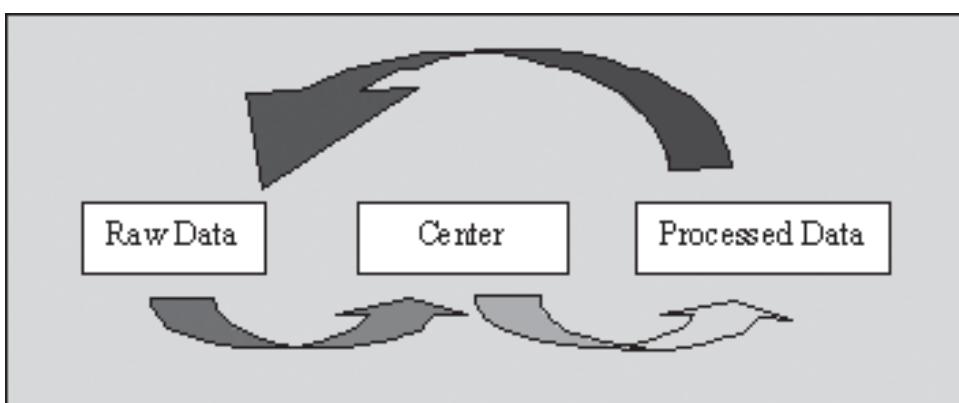
Sixth, **tenure or life span of the center** must be determined. Depending on the policy of the school, a center may exist in a specified time frame. Others use the timeframe to secure quality output and demand

quality operation from the center. In the procedure set by the University of North Texas for the establishment of centers and institutes, it is mentioned that:

New centers and institutes, once approved, will be given a three-year probationary status after which they will be reviewed for full, active status. Although activity can begin immediately after a new center or institute is approved, the time line for the three-year probationary period will begin the first day of the next fiscal year. When a center or institute is approved for active status, it will be scheduled for sunset review within five years. http://www.unt.edu/policy/UNT_Policy/volume3/16_8.html

With these kinds of guidelines, the host university or college has a kind of security assurance that the center will reach its full potential and divest all resources allotted in strategic and fruitful endeavors.

These six points are but some of the possible things the proponent of the Letran Center for Intramuros Studies must consider. One more important thing that must be present is a reliable system of archiving. Centers are also information banks. Diagram below shows a general idea of data flow in these centers.



The community contains data that are raw. The raw data will then be processed and archived in the center. When any opportunity for information exchange via academic service or instruction, the processed data are released as requested or voluntarily through publications. These processed data will again become raw data for future studies and researches to be pursued by the center. The cycle will go on and on. Thus, the center in a way monopolizes information regarding its own specific advocacy.

Brick Laying: A Conceptual Framework for LCIS

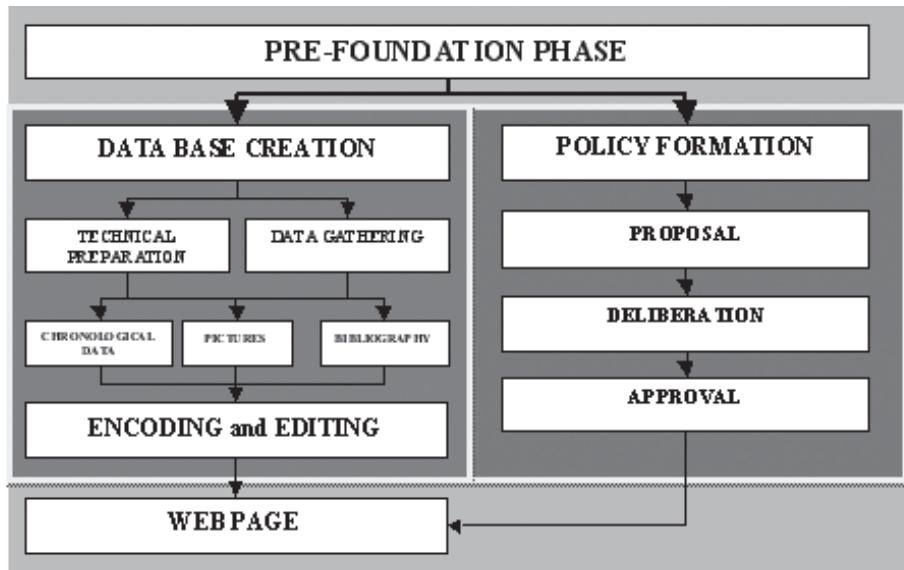
The framework in creating a database for the Letran Center for Intramuros Studies is a guide not only for the proponent but for future researchers as well. The whole process of establishing the center is composed of four phases. They come like bricks in erecting a sturdy wall; one after the others.

(4) PROBATIONARY PHASE	
(2) LAUNCHING PHASE	(3) OPERATIONAL PHASE
(1) PRE-FOUNDATION PHASE	

The first phase in establishing the center is the Pre-foundation phase which serves as the preparation stage. It entails two major endeavors: creation of a data base and formation of governing policies

Two areas will constitute the creation of a database. The first is the technical preparation which involves creation of software that will facilitate efficient data management. Since the center is geared toward cultural and historical awareness, software for indexing bibliographic references, chronological data and pictures are necessary. This will therefore employ the expertise of the Letran Information Technology Center (LITC). Second and simultaneous with the creation of software, is the gathering of data. The proponent and all researchers enjoined for the endeavor will collect data from archives, libraries, agencies in different institutions inside Intramuros. All institutions, in one way or another, were and/or are related to Intramuros will also serve as research locale. The data gathered will then be encoded and edited using the software. After editing the data will be

stored in the data bank for future publication and exchange of information. Moreover, a web page will be designed for the center and will become a parcel of the Colegio's website. In this page, all abstracts, articles and



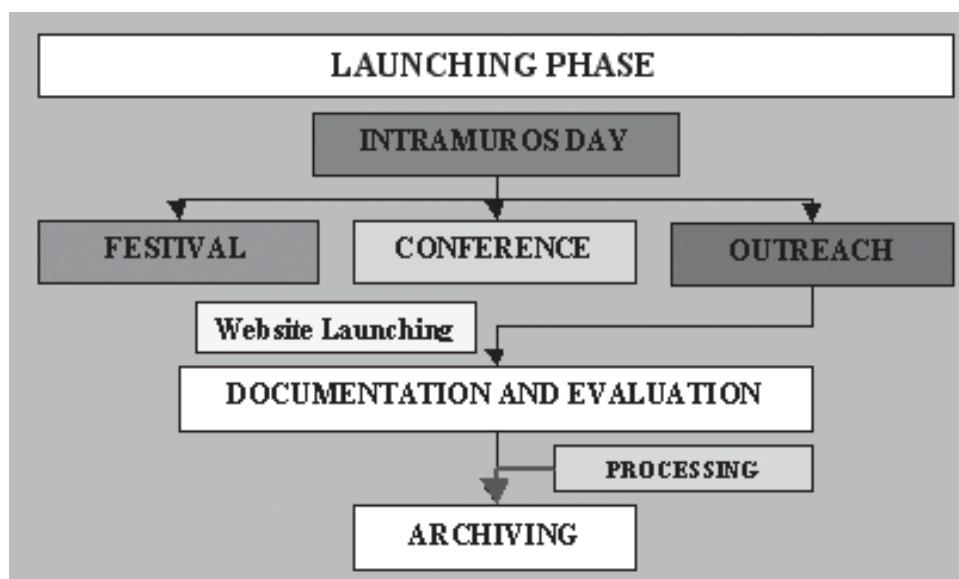
photos related to the advocacies of the center will be uploaded. The page will only become operational once the center gains approval.

With regard to the policy formation, three major procedures are needed. First is the formulation of proposal for creating the Letran Center for Intramuros Studies. The proposal must be in cognizance with the institutional objectives of the Colegio. Justification, personnel endorsement and financial feasibility must be considered as well. Second, authorities concerned with approval of such creation will deliberate the merits of the proposal. They will also issue a memorandum that approves the proposal.

The second phase in establishing the Letran Center for Intramuros Studies is the Launching.

This phase is the formal launching of the Letran Center for Intramuros Studies. It is composed of three activities: Festival, Conference and Outreach. Since one of the center's advocacies is to preserve the cultural heritage of Intramuros, cultural shows that will showcase the past and present

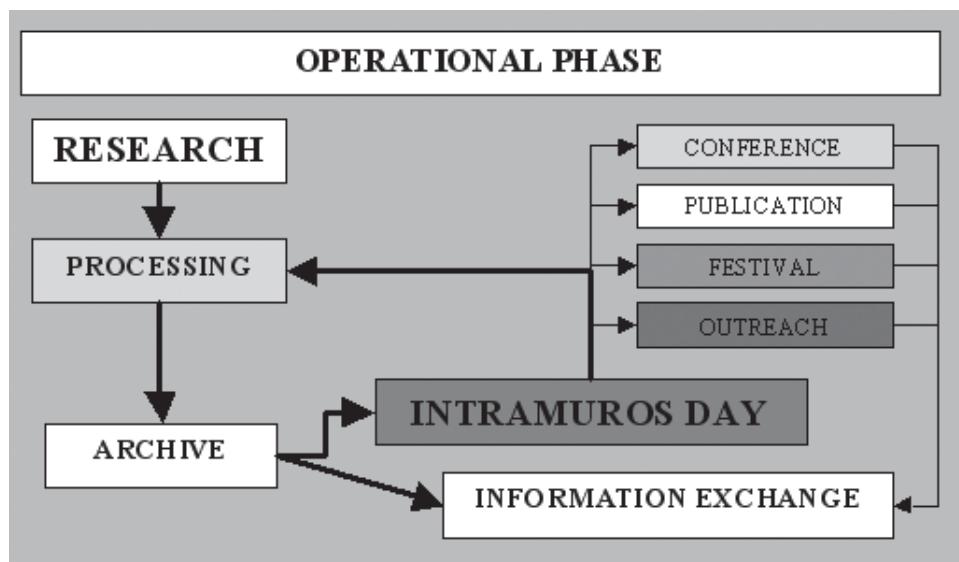
way of life of the Intramuros Community. This activity will be in partnership with the Colegio's Office of Student Affairs and Cultural Affairs, (OSACA) and the Academic Division, specifically the areas of P.E. and Humanities. Along side with the presentations, the occasion will highlight the launching of the Center and its web page. Another activity that will highlight the launching of the Center is the conference. This activity will provide venue to read papers and re-echo relevant studies. Competent resource persons, historians and development planners and other authorities will be invited. Since one of the advocacies of the center will be community development, the third activity, Outreach, will try to address present needs of the Intramuros



Community. Each of the activities will be properly evaluated and documented. The data gathered will be processed and then stored to the center's data bank or archive. The archive will serve as reservoir for future publications.

The third phase in establishing the Letran Center for Intramuros Studies is the operational phase. In this phase, the normalcy of the basic operation of the center, anchored with its advocacies will be implemented and monitored. Inputs will be gathered through systematic and scholarly research. Data will be processed and then stored in the center's archive.

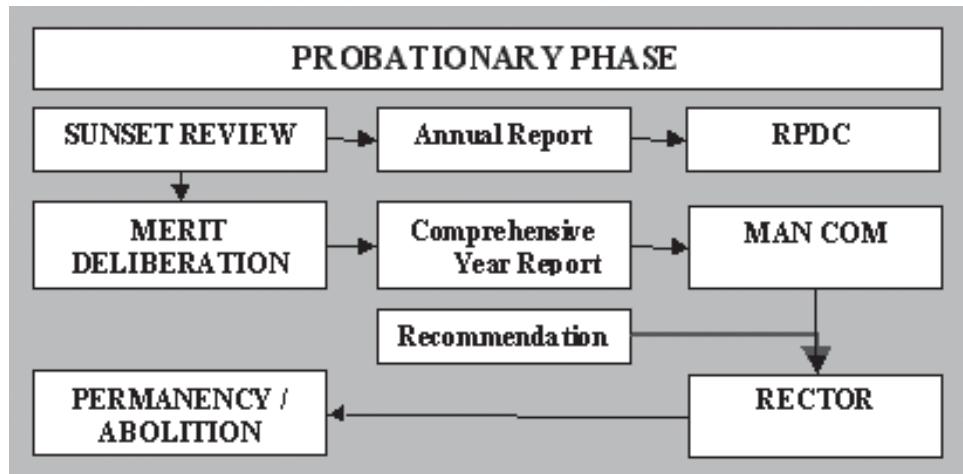
Research outputs will be presented in formal forums and activities during the annual Intramuros Day celebrations. Aside from the festival, conference and outreach, an additional activity which is loosely entitled here as publication to refer to formal launching of any product output, such as book, audio-video presentation, manuals, etc. Exchange of information however can take place even after the celebration. Documents and evaluation



gathered during the celebration will also be processed and stored in the center's archive. Possible linkages from different but related agencies, organizations and institutions, inside and outside Intramuros will also be possible through the exchange of information.

The fourth phase in establishing the Letran Center for Intramuros Studies is the Probationary Phase. In this phase, the center will be subjected to scrutiny and deliberation. Annually, the center will produce report to be submitted to the Research Planning and Development Center. After three years, or as mandated by memorandum creating it, the center will submit a comprehensive report. The Colegio's Man Com will then deliberate on the merits of the Center. Recommendations for improvement will be issued by the Management Committee (ManComm). Another Merit Deliberation will

take place after two years. By then, the ManComm will forward a recommendation to the Office of the Rector and President. The Rector and President will issue a memo whether the center will cease operation or continue giving service.



Methodology and Organization

To successfully carry out the objectives of this study, a sound methodology must be employed. As a qualitative type of research, this study will rummage all available texts that will lead readers to reconstruct the historical events in Intramuros. For the present physical condition of the area, recent photographs will be utilized. Existing records and files from different archives and offices will likewise be made the most of. As a historical research, systematic and critical inquiry on the veracity of the data is uncompromising.

The whole study is divided into four chapters.

The first chapter deals with the problem this study is trying to answer. It presents the background for which the study is undertaken. Justification for it is also presented. A survey of related literature, from which the

structuring of the proposed center will arise, will situate the necessity for the study to be undertaken.

Two chapters are devoted for the body of the study. One is concerned with the presentation of the data management system and the other with the classification and periodization of the data gathered. Since this study is a pioneering endeavor, the analysis and presentation of historical findings will be general in nature. With regard to the bibliographic indexing of studies done in the area, the proponent will use APA style. Proper citation of references for the chronological presentation of historical facts will likewise be used. Photographs of the area will also be given annotation and proper citation of the producers or photographers.

The last chapter is devoted for the summary, conclusion, and recommendations.

Key terms: *Center for Intramuros Studies; Intramuros; Historical and Cultural Studies; Database*

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