The Quest for Quality School Management



Published by the Quezon City Public Elementary
School Principals Association
Quezon City, Philippines

80

QUALITY EDUCATION

Quality education is dependent on the quality of leadership and quality school management style among school administrators. To them, education for change is more than a democratic aspiration. It is necessity and it is envisioned to serve several functions:

- as an agent of change in the development of our nation;
- as a means to achieve national unity and stability;
- as a valuable adjunct to social action;
- as a vehicle for social mobility and success:
- as an instrument for the economic progress of society;
- as a central force for social transformation and moral rehabilitation; and
- as a witness to what is right, true and beautiful.

MALACAÑAN PALACE
MANILA



MESSAGE

My warmest congratulations to the Quezon City Public Elementary School Principals Association (QC-PESPA) for hosting the PESPA's 14th Biennial Convention.

This administration is deeply committed to bring the broadest segment of our population into the mainstream of our education system. We recognize that our nation can only rise to the level of our people's competence and learning. Our efforts to alleviate poverty and to empower our people can only be meaningful to the extent we are able to save our children from hunger and free them from the tyranny of ignorance and poverty to a life of dignity and well-being.

As public elementary school principals, you are therefore a vital cog not only in the country's public education system but also in empowering the young in its fullest intellectual, social, moral, and economic sense. And because it is today's youth who will determine the course of tomorrow's development, you also play a significant role in ensuring that these young children will grow up as responsible leaders and citizens of the future.

MABUHAY KAYONG LAHAT!

MANILA
1994



REPUBLIC OF THE PHILIPPINES
OFFICE OF THE VICE PRESIDENT
PHILIPPINE INTERNATIONAL CONVENTION CENTER
CULTURAL CENTER OF THE PHILIPPINE COMPLEX
MANILA

MESSAGE

My warm and sincere greetings to the Philippine Elementary School Principals Association as it hold its 14th Biennial Convention to be hosted by the Quezon City Public Elementary School Principals Association.

As we face the challenges of a developing nation, government is compelled to draw on the support, involvement and cooperation of organizations such as yours in generating a momentum of change and progress in our country. No less than the concerted effort of every sector and the willingness of every citizen to contribute meaningfully to our development as a people and a nation can push this country forward.

With these thoughts, I urge all of you as dedicated and proud citizens of the Republic to work towards the realization of our dreams and aspirations for a prosperous and peaceful Philippines.

May your 14th Biennial Convention be a successful and meaningful undertaking.

BEST WISHES AND MABUHAY !

JOSEPH EJERCITO ESTRADA

REPUBLIC OF THE PHILIPPINES
Senate
MANILA



Edgardo J. Angara
Senate President

MESSAGE

It is heartwarming to grace this souvenir program marking the 14th Biennial Convention of the Philippine Elementary School Principals Association, which gathers the foremost administrators of education in the country.

The efforts of the Quezon City Public Elementary School Principals Association (QC-PESPA) to host and oversee this noteworthy event deserves commendation.

May this Convention inspire the participants to carry out, with the same undaunted sense of dedication and service, the task of educating the millions of Filipino youth. May it strengthen the commitment of the principals to mold noble and responsible individuals out of the millions of schoolchildren all over the country. May they bring out the potentials of the youth who shall reap the fruits of all the current national effort for long lasting peace and sustainable progress.

I rally all school educators to help Government build a brighter future for the Filipinos.

EDGARDO J. ANGARA



Jose de Venecia, Jr.
Speaker

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

MESSAGE

I am deeply honored to extend my warm greetings and felicitations to the officers and members of the Quezon City Public Elementary School Principals Association on the occasion of their 14th Biennial Convention.

I laud and commend you for your dedication and commitment in imparting the necessary knowledge and tools to the youth who will be the country's pillars of tomorrow.

Our nation stands at the crossroads of change. And if we are to make positive and meaningful changes happen, we must maximize the utilization of all our resources.

Indeed, we must continue to work together in order to pull off Asia's next economic dragon and destroy once and for all the Philippine image as the sick man of Asia. Therefore, let us now move with urgency and discipline to conquer the various challenges as the Philippines transits to the year 2000 and the new century.

In this same spirit, let us also work together in concert with President Ramos' efforts to reach the goals we seek for our country. Let us unite our actions with single-minded dedication to make the Philippines the new economic miracle in this part of the world.

JOSE DE VENECIA, JR.

Republic of the Philippines
Senate
Manila



Leticia Ramos Shahani
Senate President Pro-Tempore
Chairperson, Committee on Education,
Arts and Culture

MESSAGE

I warmly greet the Quezon City Public Elementary School Principals Association (QC-PESPA) for hosting the 14th Biennial Convention of the Philippine Elementary School Principals Association.

As chairperson of the Senate Committee on Education, Arts and Culture, I am proud that your association is embarking on worthwhile projects designed to better informed the public on reforms and changes in the country's educational system and what the government is doing to implement these changes and reforms. Surely, your book will be a good source of reference materials, not only on matters pertaining to education , but on the history of Quezon City and its congressional districts and what the city government is doing for its constituents, more specifically in the field of education.

These information, I believe, will come in handy during your 14th Biennial Convention whose outcome, as in the past events, will focus on the much-needed educational reforms for the present and future generations of the country. I know PESPA to be an association of educators that extends full support and cooperation to the government's vision of quality education for all, and it is for this reason that I commend the officers and members of your organization. Keep up the good work!

Mabuhay ang PESPA! Mabuhay tayong lahat!

LETICIA RAMOS SHAHANI



Republika ng Pilipinas
(Republic of the Philippines)
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
(DEPARTMENT OF EDUCATION, CULTURE and SPORTS)
PAMBANSANG PUNONG RELIHIYON
(NATIONAL CAPITAL REGION)
Daang Misamis, Bago Bantay, Lungsod Quezon
(Misamis St., Bago Bantay, Quezon City)

MESSAGE

With warmth and pleasure, I wish to greet you - the officers and members of the Philippine Elementary School Principals Association (PESPA) on the occassion of your 14th Biennal Convention.

Once again you have come together to fulfill one of your responsibilities as a professional organization. As a collegial body, you are a very potent force in improving elementary education in the country, especially in gearing educational endeavors towards the vision of Philippines 2000.

On your own initiative, you continuously and assiduously seek to improve the quality of your professional expertise. This you have proven all these years.

We take note with deep appreciation and gratitude your commitment to insure quality education in our system. We wish to assure you once more that the Department of Education, Culture and Sports - National Capital Region, is behind you in all your undertakings, because we know you make the difference.

Congratulations and more success to all of you. . .

Godspeed!

NILO L. ROSAS
Director IV

Republika ng Pilipinas
Lungsod Quezon
Tanggapan ng Punong Lungsod
(OFFICE OF THE CITY MAYOR)



MESSAGE

As Metro Manila Authority Chairman and Quezon City Mayor I have always reiterated that the country's growth and development is anchored on a sound and effective educational system.

And it is in this regard that the city government has affirmed its commitment to improve the system in the belief that education is very vital in the upliftment of one's life towards success.

Indeed, the best way to uplift the Filipino's quality of life is to make them capable through education.

I am optimistic that the holding of the 14th Biennial Convention of the National Public Elementary School Principals Association, in which the QC-PESPA will serve as host, will be instrumental in further intensifying the government's efforts of improving the educational system not only in the city but in the entire country as well.

I am confident that the deeply committed members of the QC-PESPA will continue to do their share in fostering a high sense of moral value among the city's students as well as in making education available even to our less fortunate folk in Quezon City.

One more, my congratulations to you all!

ISMAEL A. MATHAY JR.
Quezon City Mayor
and MMA Chairman



Republika ng Pilipinas
Lungsod Quezon
Tanggapan ng Pangalawang Punong Lungsod
(OFFICE OF THE VICE MAYOR)

MESSAGE

To the officers and members of the Quezon City Elementary School Principals (QC-PESPA), for taking the significant task of hosting the 14th Biennial Convention of the National PESPA, my warmest greetings and congratulations.

An organization like PESPA, given its vital role in the vast and complex field of education must always deserve the support and recognition of the people. To a larger extent, the matter of producing worthy graduates from our grade to secondary institutions, the leverage is on the kind of leadership that our school administrators and principals do provide.

In this National Biennial Convention of PESPA, it bears to recognize the effort towards the presentation of the accomplishments of the organization and what it hopes to achieve, to include the history and foundation of Quezon City and its Congressional Districts. Very certain, these are efforts aimed to accentuate theinevitable role of PESPA to provide quality education for the people.

Again, my felicitation for a successful event.

CHARITO L. PLANAS
Vice Mayor

Republika ng Pilipinas
Lungsod Quezon
Tanggapan ng Tagapangasiwang Panglunsod
(OFFICE OF THE CITY ADMINISTRATOR)



MESSAGE

According to Henry Adams, "a teacher affects eternity' he can never tell where his influence stops." As persons who manage teachers and schools, we can just imagine the magnitude and immensity of the principal's influence in their respective communities, the country and the world at large.

For this reason, I always hold the public school principals in high esteem. Their perseverance, industry, diligence, talents and skills are simply remarkable. Their lofty vision for the youth and their selfless dedication to work are worth emulating by the professionals and executives in other fields.

Their organization in our beloved city — the Quezon City Public Elementary School Principals Association (QC-PESPA) — has clearly demonstrated the school administrators' capabilities to spearhead and conduct activities. First, it played host to the national convention of the Philippine Elementary School Principals Association; and now, it embarked on a very worthy project: publishing a magazine which records the events and activities of the said convention and features write-ups about our beloved city and other interesting topics.

Verily, I tip off my hat to the twin accomplishments of the QC-PESPA even as I enjoin them to continue striving for quality education which is directly needed if the goals and vision of Philippines 2000 are to be achieved.

Again, congratulations and more power. Mabuhay ang mga punong-guro at ang sambayanang Pilipino!

MANUEL S. ALBA, Ph.D.
City Administrator



Republic of the Philippines
Department of Education, Culture and Sports
National Capital Region
DIVISION OF CITY SCHOOLS
Quezon City, 2nd District, Metro Manila

MESSAGE

It is a pleasure to send my sincere greeting to the officers and members of the Quezon City Public Elementary School Principals Association (QC-PESPA) and the participants to the 14th Biennial Convention of the National PESPA.

I am happy to note your continuing dedicated efforts to contribute to the professional growth and development of the elementary school principals. This convention is a step in the right direction, for you play a crucial role in the improvement of the quality of education and the uplifment of the masses. Research has revealed that the school principal is a pivotal figure in a school-the one who most affects the quality of teacher performance and student achievement. It has been said that "if a schooi is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost point to the principal's leadership as the key to success". So, what the school is, the principal is.

It is my fervent hope that you will continue to harness your talents and energies for the enhancement of the leadership role that the principal must provide for sustained educational improvement.

Good luck and more power!

BIENVENIDO A. ICASIANO
Schools Division Superintendent



MESSAGE

I wish to extend my warmest greetings and sincerest commendation to the officers and members of the Quezon City Public Elementary School Principals Association (QC - PESPA) for taking the initiative in publishing this magazine which chronicles the activities of the 14th Anniversary of the Philippine Elementary School Principals Association.

It is inspiring to note that this publication also features articles about Quezon City and its leaders, vision, aspirations and achievements as well as other write-ups on education, values and other related subject matters.

As the years go by, this magazine will continue to serve as a repository of the memories of a well planned and ably executed activities vis-a-vis the PESPA national convention. For this alone, the QC-PESPA certainly deserves our thanks and appreciation.

Again, congratulations! Keep on striving for quality school management. As school principals, you can do no less.

Mabuhay ang edukasyong Pilipino!

PERLA B. MENGUITO
Assistant Schools Division Superintendent



PAGBATI

Isang malaking kagalakan sa inyong lingkod ang maipaabot sa lahat ng mga punung-guro sa buong kapuluan ng ating bansa ang isang mataos pusong pagbati sa matagumpay na pagdaraos ng Ika - 14 na Ikalawang Taunang Konbensyon ng PESPA sa pangunguna ng mga punong-guro sa Sangay ng mga Paaralang Panglungsod, Lungsod Quezon.

Ang pagsasakatuparan ng lathalaing pang-alaalang palatuntunan na nagtatampok ng kasaysayan ng pagkakatatag ng Lungsod Quezon ganoon din naman ang mga proyektong naisagawa sa nasabing Lungsod ay maituturing na isang magandang ala-ala na naglalahad ng mga mithiing naisakatuparan ng mga pinuno ng Lungsod Quezon kabalikat ang mga pinuno at kaguruan ng mga paaralan.

Kalakip ng pagbating ito ang isang hangarin na ang mga punong-guro na siyang mahalagang susi sa lagusan ng pag-unlad ng mga paaralan ay hindi manghihinawang ipagpatuloy ang pag-aalay ng kanilang talino, kakayahan, kaalaman, at ginintuang panahon sa paglhubog ng pagkatao ng mga kabataang Filipino sa Lungsod Quezon tungo sa landas ng ating inaadhikang pag-unlad ng ating bayan-PILIPINAS 2000.

LORENZO M. RUFIN
Pangalawang Tagapamanihala
ng mga Paaralang Panlungsod

DIVISION OF CITY SCHOOLS

Quezon City, 2nd District, Metro Manila

OFFICIALS

DR. BIENVENIDO A. ICASIANO
Schools Division Superintendent

MR. LORENZO M. RUFIN
Asst. Schools Division Superintendent
Elementary

DR. PERLA B. MENGUITO
Asst. Schools Division Superintendent
Elementary

DIVISION SUBJECT AREA SUPERVISORS

MR. REMEDIOS R. ABARY	-	Health
MRS. BELEN J. CASTRO	-	Nonformal Education
MRS. EVANGELINA CUARESMA	-	Science
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MRS. LILIA Q. SINGSON	-	English
MRS. ZENAIDA R. VARQUEZ	-	Guidance,Research and Special Education

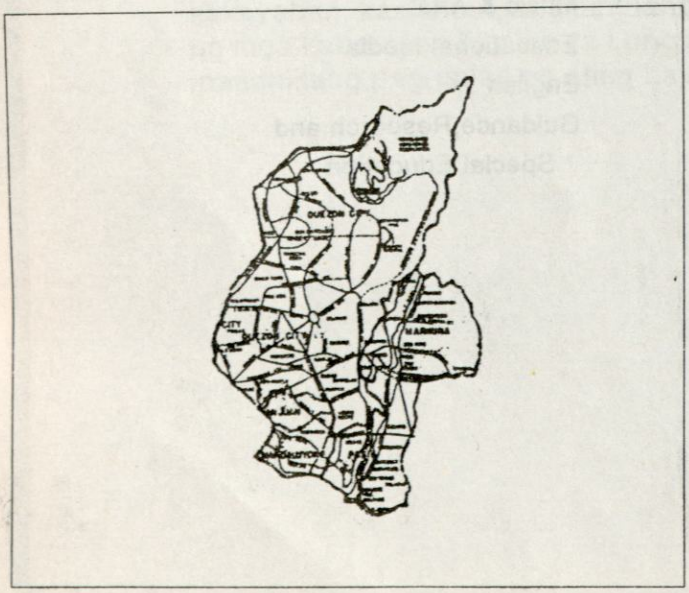
DIVISION OF CITY SCHOOLS QUEZON CITY

The Division of City Schools, Quezon City, exercises jurisdiction over all schools in the second educational district of Metro Manila (NCR), comprising Quezon City, and the Rizal municipalities of Mandaluyong, Marikina, Pasig and San Juan. These five geographical components occupy a total land area of 272.5 square kilometers and a total population of 2,813,280 estimated in 1989. The population of 7.15 school-ground age is about 506,980. Following is the breakdown by component:

	Area (sq. kms)	Population (Est. 1989) Total	7-15 yrs. old
Quezon City	166.2	1,640, 919	292,248
Mandaluyong	26.0	257,150	48,936
Marikina	38.9	331,674	59,005
Pasig	31.0	438,190	79,926
San Juan	10.4	145,347	26,865
TOTAL	272.5	2,813,280	506,980

The Division's catchment area covers the largest portion of Metro Manila or the National Capital Region (NCR) encompassing 42.8% of the total land area and 33.5% of the total population of the region.

QUEZON CITY. Founded by the late President Manuel L. Quezon and granted its charter on October 12,1939, Quezon City stands on what used to be hilly valley northeast of Manila. With the influx of population from Manila and other parts of the country, its large tracts of land, once generally agricultural, are now occupied by a university zone, government buildings, commercial and industrial centers, hospitals, and communication centers. Having retained much of its rustic air, the city has become largely a suburban residential area. With its open rolling terrain, it is most liberally endowed with green belts and least threatened by pollution in the entire Metropolis.



THE INTEGRATED MUNICIPALITIES. Integrated into Metro Manila in 1975, Mandaluyong, Marikina, Pasig and San Juan lend an aura of rural living to Quezon City's more urban atmosphere. Historic Mandaluyong and San Juan have hilly land structures south of Quezon City, while Marikina, famous as the "Shoe capital of the Philippines," is a square-shaped valley situated at the foot of the hills east of the City. Pasig, formerly the capital of Rizal province, is located on a low portion of the province along the legendary Pasig River southeast of the city.

Proximity to Manila and Quezon City, the conversion of agricultural land into residential areas, and the growth of business and industrial establishments in these municipalities have resulted in the rapid expansion of their population and in fast modernization.

HISTORIC GROWTH

The Schools Division of Quezon City was made a separate and distinct division from the Manila City Schools on July 25, 1950 with Mr. Pablo T. Reyes as the first schools superintendent. The Division started with 20,593 pupils in eight elementary schools and 310 students in one secondary school, with 478 teachers manning both levels. Since then the school population has grown by leaps and bounds inspite of the original and persistent problems of lack of standard school sites and school buildings.

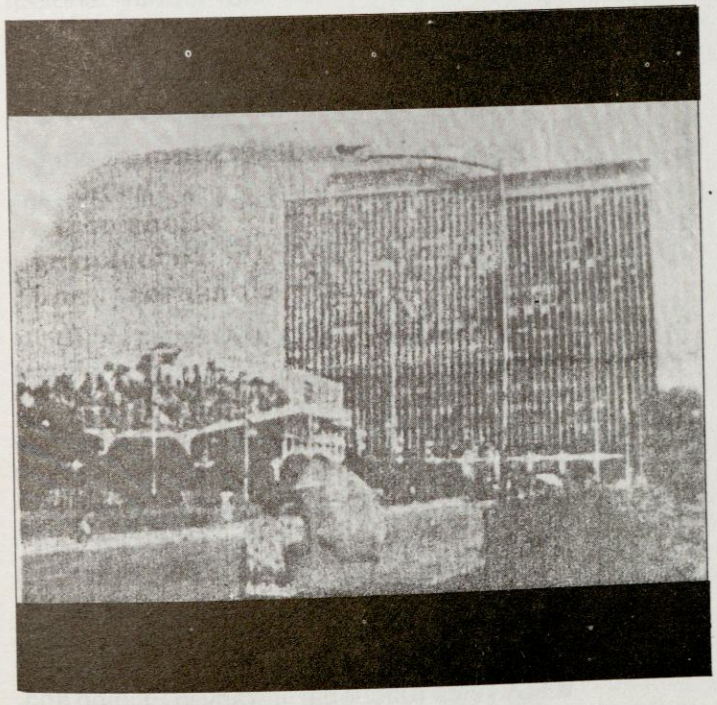
In 37 years, the Division greatly expanded due to the steady population growth of Quezon City and the influx of homeseekers from various parts of the country. By 1962, when Mr. Alfredo J. Andal became schools superitendent, the Division had 43 complete elementary schools (plus 52 annexes) in twelve supervisory districts, and five complete high schools (with 11 annexes). The enrolment rose to 58,300 elementary pupils and 8,250 high school teachers.

With the appointment of Mrs. Commemoracion M. Concepcion to the superintendency in 1969, the Divi-

sion had grown to 63 elementary schools (in 16 districts) with 33,537 students. The teaching force had increased to 2,888 elementary grades teachers and 911 high school teachers. By 1975, the public school enrolment multiplied by 26.3% to 111,372 elementary pupils and 47,799 high school students.

The integration of four of the former municipalities of Rizal (Mandaluyong, Marikina, Pasig and San Juan) into the Quezon City Schools Division in 1975 brought the total number of public elementary school population soared to 205,607 elementary pupils with 6,579 teachers and 77,181 high school students with 3,090 teachers. The elementary schools comprise 32 school districts: 19 of which are in Quezon City, three in Mandaluyong, three in Marikina, Five in Pasig and two in San Juan.

During the administration of Dr. Edna B. Azurin who became schools superintendent in 1980, there are 142 public elementary schools (plus 4 annexes) in the Division, 82 in Quezon City, 13 in Mandaluyong, 16 in Marikina, 22 in Pasig and 9 in San Juan. These schools have a combined population of 266,559 pupils with 7,364 elementary teachers.



There are now 34 public high school, with 8 annexes, 30 in Quezon City, and one in each of the four integrated municipalities. The total population has gone up to 103,863 students with 2,742 teachers. The Rizal High School in Pasig, reputed to be the largest secondary school in the country, has a student population of 16,168. The Marikina High School was opened in July 1977 as a "Balik-Aral Program" in response to the need to accomodate working students who had dropped out of school for as long as three to five years.

Similarly, Mandaluyong High School was opened to further democratize access to education. Whenever necessary, elementary school classrooms are used for late afternoon or evening classes. The other secondary school is the San Juan Municipal High School.

Since the reorganization of the Department of Education and Culture in 1975, this Division has exercisedgeneral supervision over private schools that offer thefirst two levels of educational services. There are 178 private schools offering elementary education, with 71,307 pupils; and 67 schools with secondary education and a population of 49,482. Two division private schools supervisors have been designated to coordinate the activities of these schools.

Upon its inception, the Division Office was located in the old City Hall along Epifanio delos Santos Avenue, Cubao, Quezon City. When the new City Hall was constructed along the Quezon Memorial Circle (Elliptical Road) in Diliman in 1970, the Division Office was transferred there, together with the other offices of the city government. At present, the Division of City Schools occupies the 5th floor of the City Hall.

ORGANIZATIONAL STRUCTURE

The Division of City Schools, Quezon City is headed by the Schools Division Superintendent, in the person of Dr. Bienvenido A. Icasiano who is a presidential appointee. He exercises general superintendence over the schools and school interests in the Division. This superintendence involves planning, budgeting, staffing and evaluation of all facets that go into the first two levels of the formal and informal educative process.

To be able to discharge effectively such a great

responsibility of general superintendence over 150 public elementary and 34 public secondary schools, and about 200 one and two level private schools in the Division, the Schools Division Superintendent is assisted by four assistant superintendents, who are incharge of elementary schools, (Dr. Perla B. Menguito and Mr. Lorenzo M. Rufin) secondary schools (Dr. Alma Bella O. Bautista) and (Dr. Pedro A. ramos) respectively. Under them are 34 general education supervisors, 15 for elemetary schools and 19 for a secondary schools, each one responsible for a special learning area or program. In addition, the Division Office exercises direct supervision over 32 elementary school districts (19 in Quezon City, 3 in Mandaluyong, 3 in Marikina, 5 in Pasig and 2 in San Juan). The school district supervisors in turn are responsible for the operation, maintenance and performance of the elementary schools in their respective jurisdiction.

Performing tasks which are pivoted in the administration of the Division Office is the Adminstrative Officer, (Mrs. Aurora C. Valenzuela) who sees the effective and efficient management of the DO, and exercises supervision over the personnel, records, finance, property, and general services units. These units are manned by clerks, aides and utility workers under their respective section chiefs.

The medical and dental services in the DO, as well as in the different schools are taken care of by a set of medical and dental officers, nurses and aides, headed by a Division Medical Officer and a Dental Program Supervisor.

The legal matters, on the other hand, are attended to by a legal officer with the assistance of a stenographer, and who is under the supervision of the assistant superintendent for special program and projects.

The Division has its own Planning Unit consisting of a senior planning officer, education researchers and staticians, headed by the Supervising Planning Officer.

DIVISION GOALS AND OBJECTIVES

Educational endeavors in the Division of City Schools, Quezon City, 2nd District, Metro Manila have always been geared towards continuing human resource development, with pupils and students as the main targets and subjects of such effort. This is in line with the national and regional development goals all through the years.

1. Elementary Education

1.1 Goals

a. Provided a strong and functional basic education through the implementation of the New Elementary School Curriculum (NESC); and
b. Effect social transformation among school officals, teachers. and other employees and pupils, and community people.

1.2 Objectives

a. Produce a Filipino Child imbued with a high sense of spiritual and moral values, an abiding faith in God, and a genuine love of country and fellowmen and who is capable of critical thinking, economic productivity and self-reliance for effective participation in family living and com munity and national development.
b. Acquire fundamental knowledge, attitudes, habits, and skills necessary to do independent thinking, and coping with life's realities.
c. Gain a basic understanding of Filipino culture with the noble traditions and as pirations of the Filipino people vital to fostering national consciousness and solidarity.
d. Develop functional literacy in Filipino and in English as basic tools for further learn ing and for meaningful group interaction and communication.

From the founder to the steward: Mathay completes MLQ's vision for Quezon City



MANUEL L. QUEZON was already his country's president in one of its most crucial periods yet - when his obsession with social justice drove him to build a new city in the vast cogonal fields of Diliman estate.

His responsibilities as national leader did not prevent him from giving full, dedicated attention to building up the new city, later named after him, and he virtually served as its first mayor.

Now, 54 years later, his dream lives on, as the city's present crop of leaders are determined to make it the premier city, despite the awesome challenges of urbanization.

The city which became the seat of two revolutions - the cry of Pugad Lawin n August 23, 1896, and the EDSA People Power Revolt in 1986 - is now also waging its own revolution against poverty, environmental degradation, and urban blight.

If Mayor Ismael Mathay, Jr.'s plans for its development do not miscarry, Quezon City may well be the next economic and business capital of the country.

The development of a business and commercial center in the heart of the city, from which would grow five-star hotels, a convention center, shopping center, and amusement spots, is still a vision now, but not for long.

Moreover, the city administration's plans affirm its conviction for the city to be a land of opportunity both for the rich and more especially - the poor.

Already, it has set into motion the development of the Payatas area, the transformation of the slum colonies in the sprawling land into a model urban settlement, where basic services and amenities are available for the poor; where joblessness is greatly reduced; and an overall improvement in the quality of life is perceptible.

After all, areas like Payatas must be made part of the great vision that once consumed the city' great founder. Fifty-four years ago, Manuel L.

Quezon had envisioned a "capital city that politically shall be the seat of government' aesthetically, the showcase of the nation - a place where thousands of people will come as the epitome of the future and the spirit of the country; socially, a dignified concentration of human life, aspirations, endeavors and achievements; economically, a productive, self-contained community."

It is perhaps propitious that the task to continue this vision has fallen on someone like Mel Mathay, Jr., who was born and raised in Quezon City, and whose father once worked with the late president.

It is perhaps propitious that the task to continue this vision has fallen on someone like Mel Mathay, Jr., who was born and raised in Quezon City, and whose father once worked with the late president.

Mathay, indeed, knows Quezon City well, and loves it. He once served as its vice-mayor during the term of Norberto Amoranto (1967-1973); and then represented it in the House of Representatives in the 1987-1992 Congress.

Mathay was elected mayor of Quezon City on the basis of a simple campaign strategy - back to the basics, a commitment of round-the-clock delivery of basic services.

Together with Vice Mayor Charito Planas and a team of hardworking managers, as well as the support of the city's councilors, he has given unstinting priority to this commitment from Day One of this administration.

High-impact delivery of basic social services, livelihood generation, and priority to key infrastructure works that could speed up the city's bid to be transformed as the next financial and business capital after Makati and Cebu, are the concrete stategies for doing this.

But Mathay inevitably goes back to the original vision of Quezon, to provide a city of equal opportunities for all, whether rich or poor. Thus, side by side with improving the infrastructure in the already established "growth areas," the city administration has embarked on a massive program to develop new growth areas from out of the burgeoning slum colonies elsewhere in the city, notably Payatas.

"We have to work hard for the city that we want, for the city we deserve." This is Mathay exhorting his constituents. It might as well have been spoken by the indefatigable visionary, urban planner and worker who founded QC 54 years ago.

MANUEL L. QUEZON

Father of a nation, and a Great City

The name Manuel Luis Quezon has always been synonymous with statesmanship, a strong character, and determination to lead his countrymen to a better future. But it has also evoked awe for the larger-than-life figure, which has sometimes been shrouded in mystique.

This year, as with every year past, August 19 is commemorated to honor a president who, indeed, ruled with an imperial air and was even idolized by former president Marcos-but who did not end up the dictator that Marcos became. As with every celebration of his birth anniversary, we attempt to discover more about this man who strove to lead his country to its much dreamt-of-independence.



The late president (seated) with some of his key aides, notably Ismael Mathay Sr. (2nd from left), whose son has inherited the mantle of governing the city Quezon loved so well.

Born in Baler, Quezon on August 19, 1878, Manuel L. Quezon grew up under his parent's tutelage and supervision. At age seven, he studied under the guidance of Fr. Teodoro Fernandez, the parish priest of Baler.

His later studies were spent at the Colegio de San Juan de Letran, where he more than satisfactorily completed the instruction course.

It was in the University of Santo Tomas where the young Quezon wanted to study and finish law-his great passion at the time. And with the help of his former professor Father Tamayo, he enrolled at the UST and was given free tuition and lodging.

But the war in 1898 put a stop to his studies and he joined General Aguinaldo's army as major. Even then, he displayed the courage and strength of character that would later on distinguish his political career.

After the war, he received the results of the Bar examinations which he had passed without any difficulty. After a succession of jobs in several law firms and becoming prosecuting attorney, he decided to run for provincial governor of his home province in 1904.

From that point on, his political career took off.

He became a member of the first Philippine Assembly and was subsequently elected as Resident Commissioner at Washington. It was while he held this position that he demonstrated the determination to defend the Philippines' position and that of its people at all times.

While he was Resident Commissioner, the Jones Law-which placed on record, for the first time, the United States' promise to grant the country its long-awaited independence-was passed. Much of the effort in having this passed came from Quezon himself, who lobbied the US Congress for the bill's approval.

With this achievement, he was elected Senate president in 1916.

His marriage to Aurora Aragon barely two years later was blessed with four children.

He fought against the Hare-Hawes-Cutting Act in the 1930s, because he did not believe it would achieve its avowed goal to grant independence to the country. Firm in his conviction that the measure would not benefit the Filipino people, he campaigned hard for the non-passage of the measure and won.

This was followed by the Tydings-McDuffie Law, a bill containing almost the same benefits espoused by the Hare-Hawes-Cutting Act, but which Quezon believed would be better for the people.

In 1935, he was elected president of the Philipine Commonwealth-a position which he held for 10 years, one of the longest tenures of a president in the country's history.

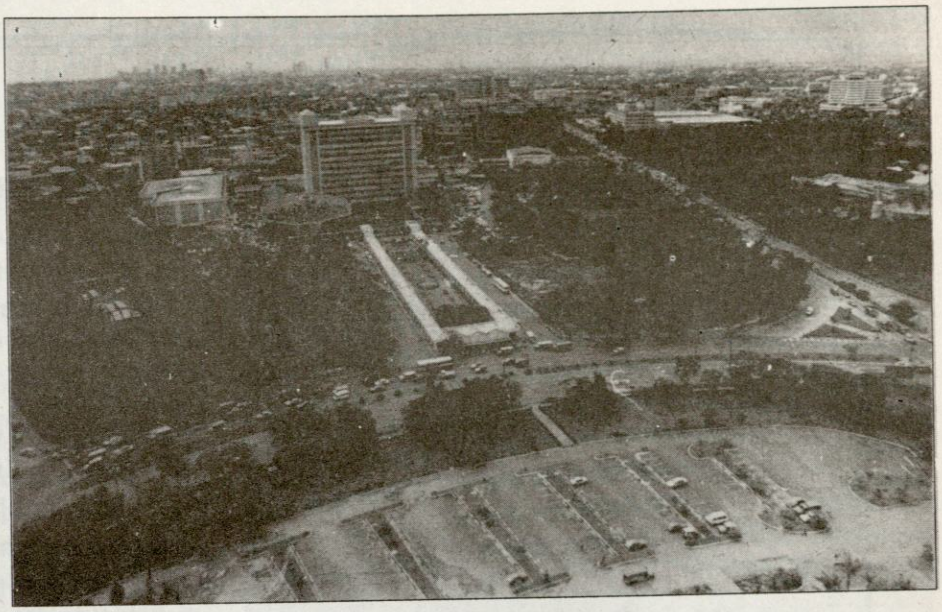
As president, he fought what he perceived were efforts by the Americans to curtail his powers as president despite their promises to give Filipino leaders full reign over the country's affairs.

This conflict with Leonard Wood, then governor general, sparked Quezon's now-famous remark that it is "Better to have a government run like hell by Filipinos than a government run like haven by Americans."

His 10 years as president also saw the construction of several public buildings in Manila and provincial capitals, and a steady increase in the number of roads, schools, hospitals and other vital infrastructure throughout the country.

Many historians have also analyzed Quezon's presidency as one that was very close to the masses, in spite of his being mestizo, and the fact that he was rubbing elbows with world leaders.





And even as he was regarded by many as aloof and imperial in manner, President Quezon, as one close friend described him, was humble and readily admitted his mistakes-a quality that is sorely missing in some of today's politicians.

Another ideal which Quezon held sacred was justice. For him, social justice was "not love, not generosity, not charity, but plain justice. I am not asking the rich to give charity to the poor. I am asking them to do justice to the poor."

One morning in July 1938, he set out on a mission to give flesh to his obsession with social justice. He and good friend Don Alejandro Roces contemplated over breakfast the idea of governement buying a big tract of land outside Manila, and then subsidizing this and selling the parcels to workers.

Thus was born the first massive, government-financed worker's paradise, and the first completed settlement was aptly called "Barrio Obrero" (now Kamuning). But the vision of President Quezon stretched farther into the horizon. The hub of low-cost housing would also be,in his dream, government and educational center. He would spend the next few years cajoling the rest of government to fulfill that dream , even up to the eve of the Second World War.

After the outbreak of the war, Quezon had no choice but to leave the country, but not after he had given out instructions to his subordinates nationwide. In the United States, he continued working for more American aid to the country and its eventual liberation.

But a lingering illness soon cut short his work and on August 1,1944, Quezon died in Saranac, New York.

The sad thing about it was that he did not even see his country's liberation from foreign invaders and its full independence.

He also did not live to see the full fruition of his labors to build the "new Filipino metropolis" that was named after him. But today, all the best reminders of this great man are reposed in the center of the city monument stands proudly over all those he wanted to be gathered, like immigrants, in her warm bosom.

Code of Ethics of President Manuel L. Quezon

I. Have faith in Drive Providence that guides the destinies of men and nations.

II. Love your country for it is the home of your people, the seat of your affections, and the source of your happiness and well-being. Its defense is your primary duty. Be ready at all times to sacrifice and die for it if necessary.

III. Respect the Constitution which is the expression of your sovereign will. The government is your government. It has been established for your safety and welfare. Obey the laws and see that they are observed by all and that officials comply with their duties.

IV. Pay your taxes willingly and promptly. Citizenship implies not only rights but also obligations.

V. Safeguard the purity of suffrage and abide by the decisions of the major ity.

VI. Love and respect your parents. It is your duty to serve them gratefully and well.

VII. Value your honor as you value your life. Poverty with honor is preferable to wealth with dishonor.

VIII. Be truthful and be honest in thought and in action. Be just and charitable, courteous but dignified in your dealings with your fellowmen.

IX. Lead a clean and frugal life. Do not indulge in frivolity or pretense. Be simple in your dress and modest in your behavior.

X. Live up to the noble traditions of your people. Veberate the memory of our heroes. Their lives point the way to duty and honor.

XI. Be industrious. Be not afraid or ashamed to do manual labor. Productive toil is conducive to economic security and adds to the wealth of the nation.

XII. Rely on your own efforts for your progress and hapiness. Be not easily discouraged. Persevere in the pursuit of your legitimate ambitions.

XIII. Do your work cheerfully, thoroughly and well. Work badly done done is worse than work undone. Do not leave for tomorrow what you can do today.

XIV. Contribute to the welfare of your community and promote social justice. You do not live for yourselves and for your families alone. You are part of society to which you owe definite responsibilities.

XV. Cultivate the habit of using goods made in the Philippines. Patronize the products and trades of your countrymen.

XVI. Use and develop our natural resources and conserve them for posterity. They are the inalienable heritage of the people. Do not traffic with your citizen ship.

THE 'BLUE CAPS' OF QUEZON CITY
- A potent youth organization

In the past, young activists took to the streets to fight for their rights and for a voice in government. Today, they have emerged as a potent force in the task of nation-building.

Empowering the youth as effective partners in propelling the country to progress and development was one of the positive approaches that Metro Manila Authority Chairman and Quezon City Mayor Ismael Mathay, Jr. initiated after he took over the QC City Hall. For Mathay, the youth no longer merely represents the future but is a part of TODAY.

In fulfillment of the vision of the late President Manuel Luis Quezon, its founder and father, to make the city a center of the acedeme, culture and arts, Mathay gave top priority to the local education program to maximize the development of the city's youth and make them responsible members of the society.

Towards that goal, the mayor organized the "Blue Caps," a dynamic organization of nationalist, brilliant and young leaders committed to make Quezon City the premier city of the country.

The organization, formed in November 1992, aims to unite and mobilize student leaders for noteworthy activities and to harness them for various social, economic, cultural and educational projects.

To date, over 200 student leaders from the city's public and private secondary schools have been mobilized. These students are officers of their student councils, or editors of the school paper.

Aside from training and seminars, the "Blue Caps" members are involved in youth exchange programs; writing skills development programs and linkages with school authorities, civic, religious and business groups.

Barely a year after its organization, the "Blue Caps" proved its potential as a vital force even in scholastic excellence.

During the recent "Youth Week" in Quezon City, Francis Bonnevie, a "Blue Caps" member and high school senior of Don Quintin Paredes High School, was elected as "y outh mayor." Bonnevie was also the president of the first batch of student leaders who attended the leadership training seminar sponsored by Mathay.

Elected "youth vice mayor" was Rowena Marcelo, a student of Camp Crame high school, also a "Blue Capper."

Five other Blue Caps members chosen as "city officials" were Jelly Vinta of Sergio Osmeña high school, Rachel Malapit of Camp General Aguinaldo,



Girlie Encallado of Ramon Magsaysay high school in Cubao, Mavie Acompanado of Flora Ylagan and Francis Wakefield of Roces high school.

Wakefield who capped first place in sports-writing in the recent QC Schools Division Press Conference was assigned to the Public Affairs and Information Services Office (PAISO). The four others were assigned to councilors Albeto Galarpe, Mike Defensor, Joseph Peter Sison and Ramon "Bu" Mathay, respectively.

The "Blue Caps" youths welcome the opportunity for them to help the city government in its efforts to address the needs of its constituents, particularly those in the youth sector.

Mayor Mathay also invited Bonnevie to be a member of the Mayor's Advisory Council - the group of private and public sector representative who help in planning the local programs. Its members include UP professor/city administrator Dr. Manuel Alba, former CB Gov. Jaime Laya and former education minister O.D. Corpuz.

Other members of the Blue Caps who were recently given citations and awars for excellen in various academic field are:

Gener Ansaldo and Nina Abanco of San Francisco High School who landed 8th and 2nd place in editorial writing in Filipino and copyreading in English, respectively at the QC Schools Division Secondary Press Conference; Francis Wakefield, first place in sportswriting; Leila Laurisse Sagalla of St. Anthony Learning Center, 6th place in editorial writing.

Noeme Jaye Alvear and Rochelle Gajete, meanwhile, were elected as commission heads of the Junior Council National Executive Board of the Childrens' Museum and Library, Inc.

A SALUTE TO QUEZON CITY

- Full text of President Fidel V. Ramos's speech on QC's 54th foundation anniversary



In 1939, when President Manuel Luis Quezon proposed the creation of a new capital city for the Philippines, he envisioned not only a new seat for the national government but also a place that would be "aesthetically the showplace of the nation - a place that thousands of people will come (to) and visit as the epitome of culture and spirit of the country; socially, a dignified concentration of human life, aspirations and endeavors and achievements; and economically, as a productive, self-contained community."

Although the honor of serving as the national capital has been reverted to the City of Manila, Quezon City has undoubtedly gained national preeminence that is second to none. In the once grassy hill just beyond Manila, we now have here this bustling city that is home or the jobsite to nearly two million people from different walks of life, with diverse cultures, interest and beliefs. It can justly lay claim to being our educational capital, since it is home to some of our finest institutions of learning. It is the site of numerous government institutions and is a vital center of commerce and manufacturing. This city has clearly been one of our most progressive and dynamic. But because of its growth, Quezon City has become prey to the massive urban problems such as urban crowding, slums, transportation and the incessant pressure on basic public services.

To say this on this commemorative occasion is not to take away from this city's many achievements. It is simply to recognize the nature of present and emerging challenges, which we all you in the city government and I in the presidency - must address in common.

My administration fully accepts its lead role in the effort to foster economic growth and development in this city and throughout the country. We see you of Quezon City as our critical partner in building and winning the future.

One side of this partnership has to do with the relationship of the national government to local governments like your own.

Along this line we look to the vital and potent role of local governments to ensure effective administration within their jurisdictions - by providing vital public services, by seeing to it that laws are duly enforced and followed, and by planning the continued development of your local community.

As citizens and public officials know only too well, these essential services are far from easy to fill. And they are many times more complex in the context of a city as big as Quezon City. To cite just one example, even the collection of garbage, as we all know, is a formidable challenge, and it is only now that we are effectively meeting this problem in Metro Manila on a sustained basis.

The otherside of this partnership is between the national leadership and our local citizenry. We make the mistake sometimes of thinking of our cities and local communities mainly in terms of their local governments and local government officials. But in truth, communities like Quezon City are finally the citizens who constitute them - the families who live there, the entrepreneurs who do business there, the professionals and craftsmen and traders who work there. It is they who constitute the community. And when they act in concert - for purposes relating to community aspirations and goals - there are no limits to what can be attained.

I cannot stress enough the need for the union of efforts among us - between the national and local government, between this city and the larger community that is our country. In the past, we tended to think that development was an inevitable competition among the many regions of our country - a competition for the largesse and resources of government. But the result of that scramble was merely distorted and uneven development, that in turn produced the nightmarish migration of millions to our metropolitan capital.

Today, we know better.

Today, we realize that there can be no development unless it is development for all - of both city and countryside, and of all regions of our country from north to south.

When we commence the building of a new growth triangle with our Indonesian and Malaysian neighbors

through Mindanao, that is a development that the entire nation welcomes. For in its success will follow many benefits that surely will help the rest of the country.

Similarly, here in Luzon, it will be of interest to residents of Metro Manila to know the development strategy that we are following. We are creating new growth corridors that will enable our metropolis to modernize much faster and plan the future better. To the north, we are creating a quadrangle of opportunity encompassing Ilocandia and Pangasinan, a major growth zone in Subic, and relatedly in the former Clark Air Base and Angeles City. To the south, we are developing another major growth center - the Calabarzon and with Batangas City as its principal harbor.

These major corridors will help relieve the pressure of population on Metro Manila. It will relieve the present imbalances between numbers and essential services. And when they are fully developed, we envision the linking of these growth zones with Metro Manila via a modern rail system.

I speak of all this now so that you can see that the national government has a clear-sighted plan in which your interests are fully recognized and in which you must take part.

This city will play a major part in the realization of our program for "Philippines 2000!!!" - in the transformation of our country into a newly industrializing country at the turn of the century. Quezon City will be a center of training, of commerce, of manufacturing, of finance - in sum, of many activities vital to the modernization effort.

I am certain that the highly literate people of Quezon City, who today occupy positions of major leadership and influence in our country, will contribute heavily to the success of this great endeavor.

Over the past year, we have had some success - nationally and locally - in promoting a business environment conducive to economic growth. Let me emphasize here, if I may, the need for you in the city government to constantly support this effort.

Business growth and investments will be vital to the future of Quezon City, so every effort should be made to encourage them. We should nurture harmonious industrial relations wherein management and labor can see each other as co-workers in promoting economic growth and development.

In the same spirit, I emphasize the importance of ecolgy in our drive towards modernization. We should not commit the fatal error of hurrying into modernization at the expense of losing our God-given natural resources. To do so would be to lose more than we will gain. In this effort, let us join hands. Let Quezon City become an example for the rest of the metropolis and the country to follow.

In a way, Quezon City is most fortunate in having as its mayor someone like Mayor Mel Mathay whose name is synonymous to modern city administration in our country. In his long career, he has embarked on may programs designed to meet the complex problems of a modern city. He understands the need for planning, for organization, for prudent management of resources to achieve goals. And this has redounded to the good of your city.

At this point, I would also like to personally commend Mayor Mathay and the city government for what they have done for Mr. Felipe Tiberio Natano and his family - Mang Pandoy to all — and others like him. The SMILE program has given Mang Pandoy the necessary technical skill and the financial and marketing assistance to become self-reliant. Mang Pandoy's Waterhole Producers Cooperative can serve as a model of hardwork and a constant reminder to all of us of what can be attained through joint government and non-governmental efforts.

I am also glad to learn the Quezon City government has entered into an agreement with the Manila Electric Company for the full implementation of the Depressed Area Electrification Program. With this agreement, the underprivileged communities of this city will be provided with electric service. And considering that we are finally licking the brownout problem, this is especially meaningful.

Finally, I wish to commend this city for having recently entered into an agreement with the National Food Authority on a very innovative program. I wish my name were not on it, but must say that "Smile with FVR" has placed on the plates of the poor residents of this city three affordable basic commodities - fruits, vegetables, and rice.

The dynamic growth of this city in just half a century, its many achievements in so many fields - all these are worthy tribute to the dynamic leader whose name it bears, Quezon. This city is a story of transformation, development and growth. It is also a living illustration of the continuous and daily struggle with complex problems that every modern city is victim of, and which only effective leadership and administration can handle.

On this red-letter day therefore, it is a pleasure to offer my sincere congratulations to all of you, the officials, workers and residents of Quezon City. Though you have accomplished much, I know that the best is still to come.

Mabuhay kayong lahat at maraming salamat po!

LIFE IN THE CITY

From a gleam in Quezon's eye

FIFTY-THREE years ago, Quezon City was a mere stretch of barren land. It has neither a historical past nor a clear discernible future. Yet upon this vast expanse of land, the late President Manuel L. Quezon foresaw the vision of a modern metropolis rising from the distance.

It was a time when the country was taking great strides in the art of self-reliance. Quezon, who was then President of the Commonwealth of the Philippines, had to wean away the government from the vestiges of colonial rule. Perhaps the idea that was to culminate in the creation of Quezon City was a most fitting expression of self-rule, in the spirit of social justice that was to be the hallmark of Quezon's legacy to his people.

So it happened over the breakfast table, one fine morning of July 1938, when President Quezon conferred with Don Alejandro Roces and tossed the question that had obsessed him for long, "what would be an ideal project to give social justice a tangible reality in Manila?"

"I believe that the best thing to do", said Don Alejandro, "would be for the government to buy a big tract of land, not far from Manila. Then we subdivide the land into small lots to sell to the people at a price so low it would be within their reach".

That idea was the impetus that galvanized Quezon into action. In less than two months, he was able to assemble the people who would run the homesite corporation in



charge of the housing plan. The initial financial problem was hurdled when an unused P 3 million under the National Development Company was made available. This was used to purchase some 1,600 hectares of rolling hills in Diliman Estate from the Tuazon family at five centavos per sq. meter.

Quezon pushed through the initial housing project with much enthusiam. He contracted the Bureau of Public Works and the illustrious architect Juan Arellano to lay down the plan and design for a low-cost housing program. The first of these model homes was known as Barrio Obrero, now Kamuning. It was a pioneering but ardous task for the early settlers as they stood firmly on their new home despite the absence of a school, market or church. Quezon had to order a bus line to ply the Kamuning-Divisoria route to enable the people to purchase their basic necessities.

> He was so awed and inspired by the view of the land that stretched before him that he exclaimed: " This is where I would like to build a real Filipino metropolis."

The homesite project pushed the idea of establishing a new "city" in Quezon's mental horizon. This became clear to him one day in July 1939 when he took a stroll near the Diliman estate one morning with his friends including Eulogio Rodriguez, Alejandro Roces, Jose Paez, and Antonio Sison. Standing on an elevated plane, not far from where Morato Avenue is now, he has so awed and inspired by the view of the land that stretched be -

fore him that he exclaimed: I fore him that he exclaimed: "This I would like to build a real Filipino metropolis."

The country was on the verge of a full-scale Japanese invasion, but even this could not deflect Quezon from building his "dream city." On the day when the tension of war gripped the country, he sent an urgent message to the Second National Assembly proposing to "create a new city embracing an area extending from the northeast boundary of the city of Manila to the Marikina river, chartered to do all things necessary to the health, safety and happiness of the inhabitants."

With his unusual gift of persuasion, Quezon was able to convince the National Assembly to pass a bill creating the new city which was named after him. For a while there was a heated argument on the name Quezon City prompting Quezon to comment, "why can't you wait till I'm dead before you name anything after me?"

Commonwealth Act No. 502 known as "An Act to create Quezon City", specified the boundaries of the new city; included in its 7,355 hectares - one third of which was owned by the government - were the following places: the barrios of Galas, La Loma, Sta. Mesa Heights, San Jose, Balintawak, and Kaingin, all of which were taken from Caloocan, the barrios of New Manila, Cubao, San Francisco del Monte, Kamuning and what is now known as Roxas Housing Project or Project 1 which were all taken from San Juan del Monte; barrios of Jesus dela Pena, lower Barranca, the U.P. site, Krus na Ligas, Balara and Varsity Hills, all taken from Marikina, Barrios of Ugong Norte and Santolan Libis, taken from Pasig and the Wack Wack Golf and Country Club area, which was taken from Mandaluyong. Also included were the 150 hectares of Camp Murphy and Camp Crame.

Eight big estates were acquired in the forming of the new city. These were the Diliman Estate, Santa Mesa Estate, Mandaluyong Estate, Magdalena Estate, Piedad Estate, Maysilo Estate and the San Francisco Estate. All the land inclusions brought the total land area of Quezon City to over 15,359 hectares.

Quezon began scouting for people to administer his newly created Quezon City. To do this, he simply gathered his trusted friends about him and without much ado or fanfare appointed them to office. Because of his great impatience to start governing the city he had to do the job of the mayor himself. In justifying the haste with which he appointed the city officials, one of his colleagues commented that "he actually laid the administrative foundations so that the great edifice of government might arise from it."

With the appointed officials ready in place, Quezon set his sight on establishing the future seat of national government in the place where Quezon Memorial Circle is now located. The larger plan had begun to emerge. Having seen Washington D.C. while serving as Philippine Commissioner to the United States, Quezon thought of replicating Washington D.C. at Quezon City. He wanted to see a concentration of national government offices all in one place, lined up in one avenue.

Thus, when he contracted Harry T. Frost, a well-known American architect whose specialization was city planning, Quezon wanter an architectural design in the style of Washington D.C.

The Frost masterplan called for an immense quadrangle in the very heart of the city from which would emanate, like the sun'srays, four avenues on the east, west, north and south, extending radially from the center to the city's perimeter. There would be eight rotundas, the largest and most outstanding of which was a 26-hectare elliptical center which is now known as the Quezon Memorial Circle. The Frost Committee also drafted a zoning ordinance for the proper and orderly development of the city.

Today, the city has remained faithful to the masterplan, despite the complex problem that goes with urbanization. Quezon City is now heir to the title of a national government center and a university center. With over 1.7 million population, Quezon City is five times bigger than Manila.

The present plan is to develop the business side of Quezon City. There are still large tracts of land particularly East and North Triangles which are ideals sites for large commercial ventures. Mayor Ismael Mathay, Jr. has focused his sight on developing these areas in order to raise revenues to deliver the basic services expected by the residents and to generate employment for the vast number of the city's unemployed.

AT 92, QUEZON CITY TEACHER STILL MOLDING YOUTH

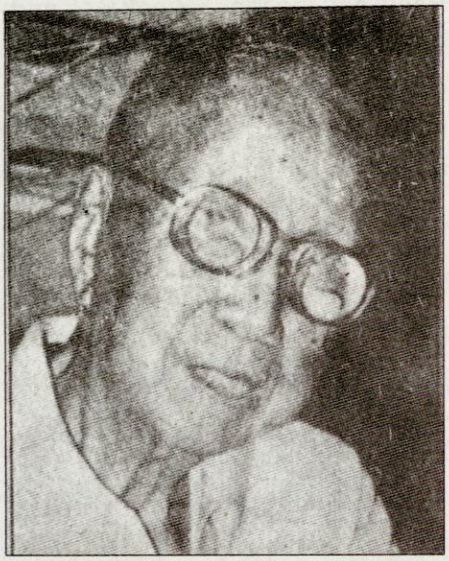
ANTONIO Isidro, a long time resident of Quezon City, started teaching educational psychology in 1926. Today, almost seven decades later, he is still at it. And, except for the slow and careful walk, there is hardly anything that betrays his age. For one thing, he manifests the same idealism and burning fervor one may see in any young, struggling college instructor.

These days, the good professior no loner does classroom teaching. But he remains deeply involved in the delicate task of educating the youth, a mission which to him never really ends.

Today, I am 92 years, 2 months and 2 days old," he said on the day of the interview. And he sounded like he could live on for another 90.

Not only has he continued working, disrupting what should have been a quiet retirement; he has even gone into educational experimentation at the Roosevelt College in Marikina, which tapped his long experience and knowledge seven years ago.

At Roosevelt, Isidro set up a Center for Teacher Education (CTE) from what was then the existing Institute of Education and Graduate Studies. The CTE would be unique in that it would breed teachers who are not only academically competent, but also good catalyst for community development.



There is an almost philosophical passion with which the professor regards the teacher's role in society. The teacher we breed, he said, should lead and motivate the community, expecially poor communities, to increase productivity in their livelihood activities, and eventually, their quality of life. Teachers are in the best position to do this, according to him, because:

First, teachers are spread out all over the archipelago, and reach remote areas and communities; and

Second, teachers are respected and believed in all communities, even among unschooled hinterland tribes.

Isidro noted that "over the centuries, teacher have proved to be effective agents for social reconstruction."

Moreover, he added, the two major characteristics of Filipinos -" Christian and democratic" - were legacies of teachers.

If they can do that, it is easy for teachers to teach people how to live profitability."

But he added, a new breed of teachers is needed, one who can blend classroom instruction and poverty alleviation at the same time.

He (the teacher) must convince, awaken, and help the people to realize opportunities in their surroundings," he explained.

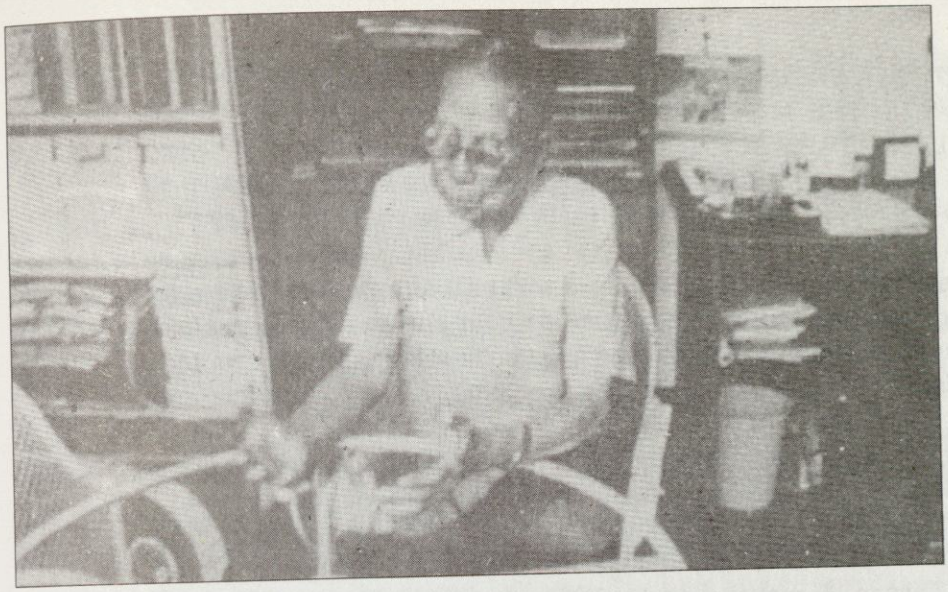
This he envisioned to happen under Roosevelt College's unique teacher training program, carried out under a project called "Improvement of Education and Alleviation of Poverty Through Teachers Participation."

Under the program, Isidro said, they aim to bring together the three key ingredients for breeding teachers cum community leaders; brilliant students, excellent faculty; and a dynamic, relevant curriculum.

Choosing the best students

Every year, the Roosevelt College Foundation which runs the CTE actively scouts around for poor but academically superior students willing to undergo the four-year teaching training program.

Scholarships amounting to a total of P 10,000 per schoolyear per student are offered to those who meet the stiff requirements. Stipends are also given to students who perform well during the schoolyear.



The CTE is able to offer generous scholarships because, being run by a foundation, it can source funds from socially-oriented private business, donor agencies, or philanthropists; or from various fund-raising projects.

Only the best faculty

True to his word, Isidro put together the best faculty possible to train the future teachers. How did he do it? He simply plucked them from the University of the Philippines, asked them to teach at the CTE during their off hours from UP, and paid them the same rates as the state university.

"One day, I talked to (former UP president Jose) Pepe Abueva, and told him of my vision to set up a model teacher training center. He agreed to let me recruit teachers from UP on condition that I pay them the same rates," Isidro recalled.

Indeed, the faculty core at the CTE reads like a "Who's who?" of academic greats. The list of professors reflects the CTE's emphasis on science and mathematics, and on language, reading comprehension and analytical skills. These form the core of tradional subjects that are complemented by practical skills.

Apart from getting professors from UP's faculty in the Colleges of Arts and Letter, Education, Social Sciences and Philosophy, the CTE has availed itself of the expertise of the Institute of Science and Mathematics Educational Development (ISMED).

A dynamic curriculum

Following Isidro's vision, the curriculum of th CTE puts emphasis not only on academic competence, but on community development as well.

"We have lined up special courses within the Community Development and Livelihood Education component of our curriculum," Isidro said. Among these courses are: community development problems, agri-business, entrepreneurial management of small and medium industries, cooperativism; and nutrition, community health and family planning.

No rest for this 'ninety-ner'

Isidro could have simply rested and enjoyed the fruits of his long years of toil after building a house on Mayaman Street in UP Village, on a modest lot acquired under the late president Quezon's social housing program.

But this city resident of almost 60 years (he moved here in 1935 from Marikina) thinks age is just a state of mind.

He could have retired after capping a long career at UP in 1952, when he served as its vice president for academic affairs; or after helping organize and run the Mindanao State University (MSU) in Marawi in the late 1950s, when Mindanao was still the great frontier, and few pwoplw were willing to work in Muslim territories.

He could have rested after retiring from the University of the East. But the call to service has proven stronger for the teacher for all seasons.

And so today, he goes on with his work, treating each day as a new challenge, each mission as a new frontier to be opened. One of these days, he swears, he will even publish a sequel to a book he wrote years ago, "Aging and the art of staying young." The title of the sequel? Why, "Life in the Nineties (pun intended), of course.

SPEECH OF SENATE PRESIDENT EDGARDO J. ANGARA
DURING THE 14TH CONVENTION OF THE
PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION
ON MAY 26, 1993, 8:30 A.M. XAVIER SCHOOL, GREENHILLS, SAN JUAN

I wish to extend my best wishes to all the principals and to thank the organizers for inviting me to this occasion. It is, indeed, a nice gesture on your part to ask me to share with you my vision on education. The role of education must be in relation to the country's desire to be a new industrializing economy; and you, as principals, will have a crucial role to play.

What is the meaning of new industrializing economy? You are all educators but many of you may not be so familiar with the term. Let me articulate this in concrete terms.

For those of you who have gone to our neighbors in Asia and those who have read papers or periodicals about them you can readily identify the new industrializing economies. These are South Korea, Taiwan, Hongkong and Singapore. What are the common characteristics of these countries? People in these countries have high per capita income. Taiwan has US $15,150, Hongkong US $15,750, Korea US $6,635, and Singapore US $15,030. They have high literacy rate, cities with beautiful buildings, environment that is conducive to healthy life, people who are able to participate and benefit from the fruits of development. The average salary of teachers in these countries is quite high. In Singapore it is US $9,700, Hongkong US $21,100 ,Kuala Lumpur US $4,300. In Manila it is just approximately US $2,000 a year. Hence, we want to be a new industrializing economy in order that the economy can pay a higher salary to our fine teachers and of course, principals like yourselves.

In terms of the present Government's plan, to be a new industrializing economy means an improvement of the per capita income of Filipinos from roughly US $ 835 now to US $1,000 by 1998. Literacy rate has to be improved from the present level of 95% to 98% in 1998. Functional literacy which is very low at roughly 73% will be given emphasis, because how can our country develop if more than 1/4 of the population is not functionally literate? If a person is not functionally literate, he cannot meaningfully participate in the economic, social and political activities in society. To a person who is not functionally literate, democracy has no meaning.

Improving the functional literacy of all the Filipinos will mean the preservation of democracy and enabling the people to contribute to the realization of the country's developmental objective of becoming a new industrializing economy. In the process, one is able to reduce from 55% to a 30% the number of families who belong to the poverty threshold level which has been defined by the National Census and Statistics Board as a family income of a little over P 44,100 a year of P 3,675 a month at current prices.

What is the role of the principals in realizing the country's developmental objective?

You are the instructional manager in your respective schools. Eventually, you will move up in the administrative ladder in the education sector. Thus, your responsibility now of managing a school would mean a move to the management of a district, a division or a region. Or may be the whole DECS. Who knows, some of you may become outstanding achievers, shining in the national scene, and qualify to be DECS Secretary. That is not a remote possibility.

As school manager, you have the responsibility to make sure that educational logistics are made available to you and to produce pupils of outstanding quality. In short, each of your pupils could be the living symbol of excellence in education. By the way, if you cannot offer excellence, you are not complying with the Constitutional requirement of providing each Filipino access to qualify education.

You may tell me that educational logistics such as classrooms, books, teacher's pay, etc. are inadequate. This is true and DECS is now addressing this problem. Of course I, as your Senator, have always been supportive of providing a bigger budget to DECS. I have a soft heart when it comes to education.

However, inspite of the inadequacy of educational logistics available to DECS, there are may public schools that are very beautiful — as beautifui as the exclusive sectarian schools where pupils often demonstrate what quality education can be. DECS has identified many elementary schools in all regions that are quite outstanding. Every year, Avon also selects the outstanding principals who are based in schools of exceptional quality. The main reason why such schools are outstanding is the principal.

The outstanding principals are the ones who articulate the vision of the school. They share this vision with the parents, the teachers and the community. They are in constant dialogue with the members of the community, the town officials and the barangay leaders in the articulation of the vision and in defining ways and means to realize the desired vision for the school and the school children. Because of a consensus in the vision for the school, all members of the community become receptive in contributing to the realization of the vision of the school.

If all of you are as visionary as the outstanding principals, then all our schools can produce outstanding pupils. We won't have the problem of a low percentage of functional literacy. Rather, we will have citizens who can contribute to paving the way to a new industrializing economy. We will have real people power and the government will step in only in certain aspects or areas beyond our capabilities.

What are these areas?

I am sure you are now familiar with the EDCOM Report. In this Report, we said that the government should pay special focus on basic education. In this regard, DECS will establish a public school in all barangays and the 11,800 incomplete schools will have complete offerings from grades I to VI.

This program of the government entails hiring more teachers and having more principals. The quality of teachers will have to be improved and that is your duty. The duty of the government is to provide the funding for this program. I am very receptive in increasing the pay of teachers, and correspondingly, the principals. In the EDCOM Report, we recommended an increase in salary to over P=5,000 a month. As soon as the finances of the government allows, this pay will materialize. In fact, we have began to implement it this year by the grant of P=5000 a month and will be fully implemented by 1995.

The infrastructure program of the government includes the construction of all school buildings throughout the country. I urge you to take a closer look at the buildings being constructed. It should be of high quality with atmosphere conducive to providing education.

Books will also be provided. This is an essential part of the DECS program.

Another important area is values education. We need people who have the desirable values to develop our country and to preserve democracy. As principals, you should be the model inculcating values beginning with the teachers down to the pupils. As school manager, you have to adhere to participatory management and not practice a monolithic type of management which is dictatorial and not consistent with the practice of democracy.

With you as visionary principals exercising educational leadership in your respective communities and we, in the Senate, working in tandem with you in the pursuit of providing quality education, I am very optimistic we can attain our developmental objective of becoming a new industrializing economy. You and all the Filipine people wil be the beneficiary of this development.

Thank you very much and best wishes to all.

(Excerpts from a Keynote Address of Hon. Armand V. Fabella, Secretary, DECS - 14th PESPA-DECS, BEE Biennial Convention and Seminar Conference on May 24-29, 1993, Xavier School.Greenhills, San Juan, Metro Manila)

Our educational system can not be compared with other countries especially in the regions because we have the largest sector of private schools all over the world.

We must have government reforms, and for this there are three major areas: 1. Elementary Education 2. Secondary Education 3. and National Colleges/Universities. Basic eduction is in elementary and secondary education. But if we look at it, elementary is more important than secondary education. Quality education is for secondary and equity in elementary education is more important. And in equity, there are two major aspects; access and improving the quality of education.

I am for equity person. Quality is important but for elementary level, equity is more important. I do not want any child who is unable to go to school because there is no school to go to, which is not the same thing as saying he does not want to go to school. If he does not want to go to school, it's not my problem, but if he likes to go to school and there is none - then, it's a big problem, that is why we are embarking on some of the changes which are government problems. Of the 30,000 barangays we think about 8,000 needs schools. What we need are for the remote areas. The DECS is thinking of - for example - What is the test for a new school? the pupils must not walk for more than 4 kms. We are now thinking, it will take us three years at least to cover up to finish all schools. So, there must be an effective plan. So we have to develop our skills in multigrade teaching as well as combination classes.

I recently know that we have 11,000 elementary schools which are incomplete. Out of 1/2 of 33 elementary schools do not offer Gr. I-VI, again that's a problem. In addition to the provision of schools in those areas without schools there is a certain problem of converting or increasing the capacity of those incomplete schools. You are in a better position to know which school be greared to be at this step. It's hard to catch 11,000 pupils in terms of one year, so I estimated it to three years, before it can be converted into complete schools. So, these are priorities with respect to what have to be done first. We are at the big shortage of multigrade teachers and combination teachers.

Now, the question of quality. When I was young during the Spanish time, I got angry because the time of some of our subjects were lessened. And I asked, why did they lessen the time? What will the children do? Hindi daw kaya ng mga bata. So now, from 185 school days to 200 school days that is still within from June to March.

As an output of this convention, list down the reports which you think you have to submit and the reports you want to remove, there will be a minimum report from each teacher, but the most difficult for them is the computation of grades. It's killing them. But the computation of grades does not improve the quality of information. So that's your output, that is also the main reason - on August you will have for the first time a National Elementary Achievement Test -(NEAT), but you will not give it. It will be teachers from other schools who will conduct the test in your schools because "I don't trust you!" But that will enable me to specifically measure the student, and you will say "Bahala na kayo". But that will be included in the grades so matatakot sila. So, I need the quality of the academic output. I want to know by June if the pupils of your school receive a quota of 1 textbook per child.

Now, I've gone to equity. to quality and let's go to some aspects about administration. How much do you spend in your own? Starting June, it will be a customary - you will receive a "coffee money". But it bothers me to know that there are principals without a school assignment, it can not be. A principal is a principal.

Supervisors as I told you, I am removing the supervisors as a decision making layer but I am retaining the supervisor at a set of position. Kung wala ang supervisor position, paano kayo aasenso? Not all of you can not be superintendents right away. What are we going to do in the elementary level? I do not want to prevent any child from studying. And NCEE is not a requirement for these to be able to go to college, although it is also important to measure. I am removing that, because if you have money to go to college and you are deprived to enroll because of your failure to NCEE, where will you spend it? Maski bulok ang instructor, I still would consider that rather than not go to school.

With these I think I have covered enough. Before you finish this convention, individualy, give me a list of the reports which you think the elementary principals should consider to submit. What are the activities which you should permit the teachers to leave the classroom and why? What are the reports which you think should be submitted whether monthly, quarterly, or annually to higher authorities?

So the two outputs which I expect to get at the end of the convention, and I am not ungrateful if you could give me these, I would be grateful to you in a financial manner.

I still have the dream that a poor boy in the mountain can go to a multigrade level, combination - and probably be the president of the Philippines. But it can happen.

On June 12, we have finally returned independence day to the people who should. It will be ran by the DECS especially the NCR. I told the Regional Director, DR. NILO ROSAS, I don't care what system you get. I want the grandstand full, I want the audience plenty. So, remember hakot in the grandstand, hakot among the audience but at the same time the majority is the school children, the concept is: "Hail, youth of the Fatherland!" and all the glitters of the parade. There wil be a maximum participation!

ON FISCAL AUTONOMY AND PRINCIPALS' ACCOUNTABILITY

EXCERPTS FROM THE SPEECH OF MRS. JOSEFINA B. NISPERAS

As a manager, the Principal's command of authority in school is exercised in functions of planning, organizing, staffing and decision-making similar to the principal's counterpart in industry. While the objective of counterpart in industry is profit, the principal's objective is training young people, moulding the minds of the young who will be leaders of tomorrow, and getting teachers trained, but most of all fostering the right attitude for love of country and love of God.

We are not very far from the very high-tech countries. It is only now that they are introducing the concept of the Master Teachers - that of giving due recognition to teachers dedicated to work but can not be promoted to principals because there are a few positions for principal in the Personal Services Itemization. The government has been trying to cope with the demands of teacher needs.

The task of a school manager - the principal, may be summarized as follows:

1. To achive the objective or purpose with the minimum of input of money, time, effort, materials, and human dissatisfaction.

2. To accomplish as much of the mission as possi ble, in delivering quality educational services; knowing what is the budget, living within the budget and to pursue the goals or objectives that the principals are tasked to do.

The major complaint in giving fiscal autonomy to elementary schools, of which there 32,449 nationwide is the inability of the government to provide the administrative staff that is needed for a school to be autonomous. This is brought about by the streamlining of government bureaucracy and staff reduction of bureaucracy.

A scenario of a fully autonomous school is this: In that Elementary School, the principal will be doing a lot of planning and budgeting, programming projects and formulating strategies for meeting these projects. The principal will be involved in a multitude of task. He is the personnel officer, record officer, legal officer, the procurement officer and supply officer, and accounting officer and the budget and accounting officer all rolled in one. So, government will provide administrative support people to help the principals in running an autonomous elementary school with an enrolment of 6,000 to 7,000 in the urban area. The principal, as the financial manager, should start reviewing what a M D S is (Modified Disbursement System), what in NCA is (Norice of Cash Allocation), what is advice of allotment, etc... He should also be armed with at least the basic knowledge of the budget process because he will be authorized to sign disbursement vouchers, contract, plantilla of personnel, cheques, payrools and other documents involving cash outlays. Therefore, a working knowledge of some of the accounting principles and auditing procedures is a must for a principal who is preparing himself to becoming the head of a fully autonomous school.

Budget is often associated with money or financial-transaction and the like. Budgeting may also be viewed as a task which needs the development of an allocation system for a fair and equitable distribution of resources.

Financial management involved a lot of planning. A budget is actually a work plan that is translated into money value and a guide to the amount of money that is to be made available every month, every quarter and at the dirty work of recording because the Principal is accountable for every government centavo that comes from the government and for each piece of property given. It is not an easy task to be principal and financial manager all at the same time, that is why, people are needed to work for him. But even then, he is still responsible for everything that goes on in his school.

Because of inflation and because of increase in demand for educational services, government is not able to bridge the gap that exists between what is needed and the amount of money available to provide all of educational services to be able to fulfill the mission of providing quality educational services to the whole country.

(Excerpts from a Speech delivered by DR. MILANDRE B. RUSGAL, President, Magbasa Kita Foundation Inc., Literacy as a Vehicle for People Empowerment during the 14th PESPA-DECS, BEE Biennial Convention and Seminar Conference, May 24-29, 1993 - Xavier School Greenhills, San Juan, Metro Manila)

The literacy program that we offer under Magbasa Kita are Reading, Writing and Numeracy, in addition to that we also give them livelihood project. What are the implications to all of these with respect to school principals and the primemovers of the education system of the Philippines? When we enter the bar examinations, they say that the mentality for the bar examination was very weak because the students were not equipped with the proper language proficiency to pass the bar.

These people in college blame the high school teachers, and the high teachers also blame the elementary teachers. Where is literacy most needed and where are we supposed to be trained for that? In Grade I, that is the reason why I started asking you what is the survival rate of your Grade I entrance for Grade II to Grade III? The statistics are significant, maybe we are only speaking of what we call percentages. .00% manage to go from Grade I to Grade II and put it into members, how many are they? In Metro Manila where literacy program does not seem to get the impact unlike folks in Basilan where the literacy rate is 19.9%, in Sulu 18.24% literacy rate, Manila 98% but for the 350,000 population of Sulu where the literacy is 56% it means that 140,000 from among the Tausugs are illiterates. In Metro Manila 98%, what percent are illiterates? But you have 8 million Filipinos in Metro Manila. What is 2% of that? It will be more than that of Sulu, What are you doing about it? And we are talking not only of those who never have schooling, but specifically for those who went thru Grade I, Grade II, Grade III and who lacks literacy. That is your normal responsibility. That when the pupils go into Grade I they shall be equipped with the literacy reading, writing and numeracy literacy so that they can participate actively in society. Therefore, as principals what are expected of you? You are planners and therefore you plan for all of these. Literacy for whom? Why? Children? and how? Maybe as principals you are already involved and you knoe the administrative functions of doing these and that- monitoring these trachers, monitoring that, seeing to it that this teacher will not go with this married guy and soon and so forth. You are not sentinels and ombudsman, you are planners and one of the basic things that you should do is plan for the literacy of the pupils that will pass to your school. Don't let me be prospective, but I'm talking from experience, here we are able to see pupils or students go from Grade I to Grade II without care of those with special aptitudes for studying, they forget the less fortunate in lufe. That is a responsibility of the school principal. That those who are less intelligent and less priviledged shall become the recipient not of special education, not of special attention but of moral responsibility for them to be able to participate actively in the educational process. So what I am saying ladies and gentlemen is, that literacy is a vehicle for empowerment. Can it help the economic development? Yes, let's remember that as Filipinos, we have that diploma disease. No diploma, no employment.

When you apply for a job, the first question which will be asked is; what school did you come from? We should be happy that in some provinces, who are the people leading them? They are the product of the public school. If you only open your eyes and find out the impact that the public elementary school system has, you will not anymore say that we are not at the disadvantaged. Maybe in terms of salary the public school teachers and the principals are the disadvantaged. However, in terms of the movement on nation building and in the building of human lives the public school teachers are the real heroes of what the country shall be.....

So, Ladies and gentlemen, let me end in closing by throwing the challenge-literacy os a potent vehicle of people empowerment. What are you going to do with those who will have illiteracy? Do you have program? Do you have street children around your school? And for above illiteracy? And for the parents of pupils who have never gone to school?

Remember that the level of education of the mother is of significant determinants for the educational potency of the children. I'm not saying that the fathers do not exert any influence but what I'm saying is delegation of the feet that what they often say 50% of the inteligence of the child comes from the mother and 50% comes from the father. That's not true. 75% of the intelligence of the child comes from the mother so that when a child is bright you can clap your hands, but when the child is not bright, the bright can clap their hands.

Ladies and gentlemen, this is the great challenge to all of you. You are the prime movers for nation building, will you accept the challenge and start building this country to a more public school system?

Speech delivered by Dr. Alberto P. Mendoza
Director III, Bureau of Secondary Education,
DECS On 14th PESPA-DECS, BEE
Biennial Convention and Seminar Conference

IMPACT OF EDUCATION ON ECONOMIC DEVELOPMENT

I have been asked to talk on a topic which I think is very broad and too vague for our immediate consumption. So, let me focus on "Impact of Education on Economic Development."

As early as the time when I was writing my thesis for a Master of Arts degree, the concept of education as a business enterprise has dawned on my conciousness. However, its impact did not hit me except during the last few years when I became a principal, an assistant superintendent and later, an assistant director. For the concept loudly proclaims that there is should be a high correlation between education and the economic status of country.

During the late 50s, econmists began to focus their views on the productive capacity of human manpower in the development process and treated the improvement of the human workforce as a capital investment. Thus, was born the human capital theory which postulates that the most efficient path to national development is through the development of a country's population, its human capital. In 1960, Theodore Scgultz enunciated that education was not to be viewed only as a form of consumption but as a productive investment. This justifies the huge expenditure of education.

This economists view of education consider a person/citizen as a an economic resource who can add to the education a person has, the more he earns and therefore the more productive he is for himself and for his country. Very succintly, it points out the relationship among learning, productivity, and earnings. The human capital concept contends that education brings a person to a set of jobs that will allow him to be more productive and thus to earn more. Or, stated in another way, education brings a person to a set of productive jobs that allow him to earn more. However, as the human person is considered a resource, then for every child who gets educated in school, the country pays for the opportunity cost i.e. the earnings that he could have if he were not studying.

Since education is human investment, it must yield returns which be beneficial to the state. This is known as the rate of return of investment. Over-all, the rate of return on educational investment is highest at the elementary level and lowest at the tertiary level. Considering that per student cost is P2,215 (public)/P 1,655 (private) in the elementary level; P3,041 (public)/ P 2,071 (private) in the secondary level; and, P16,521 (public)/P 7,088 (private) in the tertiary level, it is ironic that government spends so much for every tertiary school student.

Economic growth can be achieved not only by the exploitation of natural resources, but of the human resources as well. Brought down to barest essentials, it means that a nation of educated citizens are more productive, and therefore can contribute much to the wealth of the nation. Ultimately, the nation benefits from the high level of productivity which results in economic development, in national development.

But let us consider the education scenario at present. Are all the ingredients of development according to the human capital theory, working the way they should? Since education catalyzes the development syndrome, does it turn out the pupils/students that could be productive citizens of the country?

If one is to think of an educated population then, he must think not only of quality in the educational service, but more importantly of the coverage aspect, or access. The participation rate for elementary is 95.26% (1991) and for secondary, 56.92% (1992). This means that approximately 3.5 million of the school-age population are not in school. While the literacy rate improved to 93.4% (1990), there are still 4 million that are illiterate. These sectors of the population are at-risk. This situation may not be entirely the fault of the youth/ students concerned but due to a melange of circumstances obtaining at present.

Of the 43,000 barangays in the country, 11,600 have no elementary school and among the elementary schools, 1,800 are incomplete. Of the 1,800 municipalities in the country, 61 municipalities still do not have a secondary school, and 175 without a public secondary school which offers free high school education.

Quality-wise, education outputs are not something to crow about. The achievement level in both elementary and secondary school in all subjects, but particularly in English, Science and Mathematics barely reached 50% compared against the criterion of 75%. This could be because of many reasons: the quality of studlent-input into the teaching profession, the pre-

service preparation of teachers, the inservice training programs provided the short academic year and the 10-year basic education in the country. The inadequate infrastructure facilities (schoolbuldings and classroms 8,000: 3,900 in the elementary and 4,100 in the secondary) could be contributory to the existing situation. However, the curriculum factor could have been the most telling reason for the problem. The reduction in contact hours for academic subjects under the new elementary and secondary education curricula aggravated by the loss of contact hours due to involvement of teachers in non-academic activities were reasons cited. Teacher-lack of about 1,500 in the secondary and dearth of qualified teachers especially in the fields of Science and Mathematics in high school could also be mentioned.

Public investment in education is a mere 2.8% of the GNP, the lowest among the southeast Asian countries. The budget in education which peaked at 13.2% in 1989 but declined to 11.7% in 1991 could cope with expansion needs because 70% of it goes to Personal Services.

The language issue, it is claimed, worked against quality and relevance of educational services offered.

Can theses situation indicators work toward high-level productivity and increased earning on the basis of the education acquired in the schools? Certainly not.

The Medium-Term Philippine Development Plat (MTPDP): 1993-1998 which puts very much emphasis on the Human Resource Development Sector as the key to economic and national development, aims to put our human capital on an international competitiveness basis with other countries. The Strategic Plan for Education for the same period, conceptualized and set in place by Secretary Armand V. Fabella, seeks to remedy the situation through a combination of three schemes: Administrative measures, a legislative agenda and a financial program that falls back on the DECS budget and a public investment program.

Some bold steps taken or in the process of deliberation as far as basic education is concerned, are:

1. A school for every barangay/municipality (elem/sec)
2. Multigrade teaching (elem)
3. Eleven years of basic education (elem/sec)
4. Entry age of 6 years (elem)
5. Stepped up construction of schoolbuildings\ classrooms
6. Alternative delivery schemes (ele/sec)
7. Introduction of Science in grades 1 and II
8. Lengthening of schoolyear to 200 days (elem/sec)
9. Reducing the required reports to the minimum (elem/sec)
10. NEAT/NSAT and the projected abolition of the NCEE
11. Replacement of Values Education in the Third and Fourth Years by subjects in English, Math and Science (private)
12. Increase of pupils daily contact (English: 40-60 in all grade : Math: 40-60 in I-III: Science: 40 in I & II)

The nation looks forward to the year 2000 as the time of reckoning for its success or failure in achieving the much ballyhooed Newly Industrializing Economy status. It is apparent that this will remain an elusive dream if the productivity level of its human capital is not raised. Between now and the turn of the century, education has to do its homework of improving the quality of its service to the greatest number of the population.It is necessary that the government invest more in education so that schools can improve in turn the quality of its performance in terms of outputs that are literate and productive. More than than, the schools of New Age should produce people who are able to move into different job situations over their lifetime in order that productivity gains achieved can be sustained.

The questions are: Do we in the education sector have the necessary preparation to do this? Are we in fact preparing our pupils and students to become versatile on the basis on their being individually an economic resource?

The Philippine Elementary School Principals Association should lead its members in doing this professional introspection. PESPA should lead the way in establishing its credibility with the Department so that it can contribute immensely in policy formulation. Remember, what you do or not do today will determine whether the country shall attain its goal of national development by the year 2000. Don't just be a name, a professional aggrupation; be a force to reckon with in helping achieve that almost impossible dream through the vast potentials of the country's human capital.

WELCOME ADDRESS BY
HON. JINGGOY E. ESTRADA
MAYOR, SAN JUAN, METRO MANILAON THE
14TH PHILIPPINE ELEMENTARY SCHOOL
PRINCIPALS ASSOCIATION,
MAY 24, 1993, 8:30 A.M.
XAVIER SCHOOL, GREENHILLS,
SAN JUAN METRO MANILA

Sa kagalang-galang na Secretary ARMAND FAVELLA, Director NILO ROSAS, Mayor and Governor ISMAEL MATHAY, Dr. BIENVENIDO A. ICASIANO, Distinguished Guests, our most honored Principals, Ladies, Gentlemen, gayon din sa ating mga Kababayan, Magandang Umaga Po sa Inyong Lahat.

It is a great honor and privilege for your humble servant to welcome you all in this national event commemorating the 14th PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION'S CONVENTION AND SEMINAR CONFERENCE.

Ipagpaumanhin po ninyo ang kaliitan ng bayan ng San Juan. Sa tutoo lang po, San Juan is the smallest town within the metropolis in terms of land area. However, I am proud to say that perhaps, despite its being the smallest town of the metropolis, the Department of Education, Culture and Sports, and its predecessors has blessed this town with such number of schools, elementary and high school, comparatively higher than other municipalities, not only in the metropolis but perhaps, nationwide.

For such reason, it is truly an honor for us, as an incumbent leaders of this municipality, to inform you that our town, however shall it may be, has managed to graduate thousands of school children, both in the elementary and high school.

Your association's choice, to hold your 14th CONVENTION AND SEMINAR CONFERENCE in this relatively small town, has all the more bolstered our pride, that San Juan is a peaceful and progressive town, where conferences and conventions of such magnitude, can be conducted.

Sa aking mga lubos na iginagalang na mga punong-guro, maraming salamat sa inyong pagtitiwala sa bayan ng San Juan, na dito ganapin ang inyong kombensiyon at seminar. Sana po inyong ipagpaumanhin ang maliit naming makakayanan upang mapanatiling matahimik at matiwasay ang kaganapang ito. Ako po ay umaasa, pati na ang bayan ng San Juan, na ang inyong kombesiyon at seminar na ito ay walang ibang bagay at layunin, kundi ang palawakin at pag-ibayuhin ang pagseserbisyo o paglilingkod bayan na nakatuon sa isang quality school management program. Verily, principals of the elementary schools of San Juan and the people of San Juan in general, will naturally be among the recipients of the good prospects that your convention and seminar has hoped to achieve.

It is an honor and pleasure for me as the mayor of this municipality to welcome you all on this occasion, and I would like to express our gratitude to our distiguished guests for gracing this occasion. Ladies and gentlemen, with the people of San Juan, thank you for allowing this occasion to hold through, and we are looking forward at this event will lead to a better and most prosperous but more importantly of the quality school management, all of which will redound to the general welfare and benefit of our nation as a whole.

Ako po ay nagpapasalamat, lubos na gumagalang, at bumabati sa inyong lahat ng isang Magandang Umaga. Nawa'y maging matagumpay ang pagdaraos ng inyong 14th PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION NATIONAL BIENNIAL CONVENTION AND SEMINAR CONFERENCE.

Magandang umaga pong muli and I welcome you all. Thank you.

HON. JINGGOY E. ESTRADA
Mayor

UPDATING ON THE ROLE OF THE PRINCIPAL

Excerpts from the Pulong-Guro sa Punong-Guro with
Dr. Marcelina M. Miguel
Director, DECS-BEE

For a Principal to be effective, he must have a clear vision because having a clear vision stimulates progress. The school is viewed as the unit of concern of education with teachers in the frontline and the school children as their targets for education.

The book from the World Bank entitled "Improving Instruction in the Primary Education in Developing Countries" mentioned of 2 variables which contribute to quality education in these developing countries. These 2 sets of factors are:

1. School-related factors. These are the things that arise from the school that are manipulable.
2. Non-school related factors - those that come from the home and from out side the school.

The curriculum should be first looked into by the Principal. He should know if the teachers are aware of what to teach. Do they have enough materials to assist them in instruction? If PRODED did not come up with the desired results, it is because of 10 variables, 9 of which are teachers factors and 1 teacher-related factor. This is because there is no focus and our vision is not clear.

Materials - The only curriculum materials that gets into the pupils are the textbooks. These are the most single, important materials in the barrio schools and their presence and absence spells the difference in quality education.

Learning time - the more time you give to anything, the more is accomplished. DECS Ord. # 1 lengthens the time of schooling to 200 days. It is also best for the Principal to find out how his teachers are using learning time; what she is doing and if she is using it maximally.

Teaching - Much is talked about GOIM but this is not being applied.

Pre-School Preference - It has been found out that pupils with pre-schooling have higher achievement than those who have not had any.

Health and Nutrition - a malnourished child is restless, inattentive, easily gets tired and has short span of attention.

For a Principal to be effective and to have an effective school he should have a clear vision of what his school should be.

(Excerpts from the Speech of Former DECS Secretary ISIDRO D. CARIÑO, during the 14th PESPA DECS-BEE National Seminar-Conference on May 24-28, 1993 Xavier School, San Juan, Metro Manila)

Principal is the most important position in any country. Just like the army, principals are like sergeants in the war. We Filipinos, are very good in planning — but very poor in implementation. In education, the implementors are the principals. We desire that there is a need for district supervisors and division supervisors will be co-terminus. Why? Because I feel that when the problems occur, the one in-charge should settle the problem. When the problems occur within the school, it should be settled by the principal because that is a way of management, Now, whether you are doing that or not, is what I am going to talk to you about.

In mangement, there are two very important dimensions; one is what you call the administrative management.... that the school should maintain to the basics, this is what we call tactical management. We call the principal as the administrative manager and at the same time the academic manager of the school. In addition to the administrative management of the school, there is also what we call as the strategic management.

What is your dream and what is your vision of education? Let me give you an example. In 1990, I know I will be in DECS for 2 years. An so, I asked! What will I do after 2 1/2 years. What will I want DECS to be after 2 1/2 years? That was my strategic management for 2 1/2 years - so that at the end of my term on June 13, 1992 - I say, have I succeeded in my dream? Have I succeeded in my vision? Have I realized my vision, my plans and objectives? And I say not so. I did not realize my vision but I started my vision so that the incoming administration hopefully will continue and share my vision and my dreams.

This malignant disease in DECS that everybody expects the DECS Secretary to make all the decisions - That's the reason why I decided making the regions autonomous, and the regions in-charge to make the division autonomous and I expect the divisions to lay down the organization that the principals become the academic and administrative managers of their own particular schools. And my vision, these principals, in order to be effective, must be given all the powers for academic, financial and curricular freedom. I understand that the financial aspect has not been given to you. As I said, the principals should be given a budget of at least P=500.00 per classroom as a beginning, but time flies so fast and I think it was not implemented.

So in the same manner that I create and hold my vision, I say that today you should dream and meditate for your own particular vision.

DIVISION SUBJECT AREA SUPERVISORS

• DIVISION OF QUEZON CITY •



REMEDIOS R. ABARY
Health



BELEN J. CASTRO
Nonformal Education



EVANGELINA V. CUARESMA
Science



SOLEDAD T. DAYOAN
Nutrition



CECILIA C. GERONIMO
Filipino



VIDA E. MENDIOLA
Home Economics



YOLANDA L. PATRICIO
Mathematics



MILAGROS V. REFERENTE
Music



REYNALDO F. SAN DIEGO
Media



LILIA Q. SINGSON
English



ZENAIDA R. VASQUEZ
Guidance & Research

DISTRICT SUPERVISORS

• QUEZON CITY •



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District II



FLORDELIZA N. MORALES
District III



LORNA A. DiCCION
District IV



CONCHITA LL. INES
District VI



ROGELIO M. GALMAN
District VIII



PAZ T. QUEJADA
District X



EDITHA J. MENDOZA
District XI

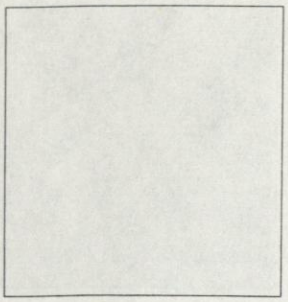


JOSEFINA E. SAN JUAN
District XVIII



HONORATA N. NANO
District XIX

• MANDALUYONG, MARIKINA, PASIG, SAN JUAN •



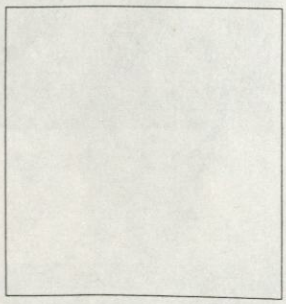
EMELITA D. MAGSALIN
District XX



ROMEO F. ZAPANTA
District XXII



EPIFANIA M. SANCHEZ
District XXIII



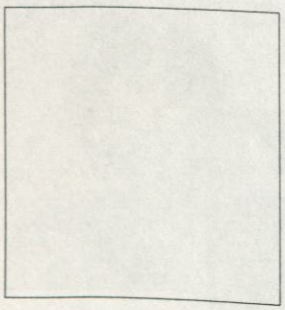
EDITHA A. DOBLADA
District XXV



AURORA S. CONTRERAS
District XXVI



MARIA O. REYES
District XXXVII



MILAGROS L. Cruz
District XXVIII



FELICITAS S. TEODORO
District XXXI



AIDA C. NOCETE
District XXXII

REPUBLIC OF THE PHILIPPINES

Department of Education, Culture and Sports

National Capital Region

DIVISION of CITY SCHOOLS

Quezon City, 2nd District, Metro Manila

Public Elementary School Principals Directory

SY 1992-1993

• QUEZON CITY •



PERFECTO P. MANANSALA
Ramon Magsaysay Elem. School
Don Manuel St. La Loma,
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Tel. No. 731-78-93



DOLORES C. CAPALUNGAN
San Jose Elem. School
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ALICIA O. REYES
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HELEN F. DELOS SAN TOS
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CLARITA P. PINILI
San Francisco Elem. School
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SFDM, Quezon City
Tel. No. 99-36-56



PETRONILA G. GARCIA
Balumbato Elem. School
Balumbato, Balintawak,
Quezon City
Tel. No. 34-39-19



EDGARDO V. MORALES
Damayan Elem. School
F. Bautista St., SFDM
Quezon City, M.M.
Tel. No. 99-62-86



DIONISIA H. DISTOR
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Bungad Elem. School
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ELPIDIO C. LEONES
Bayanihan Elem. School
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ROSEBELL E. SIAZON
Paltok Elementary School
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Rd. 6 Proj. 6
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MELEDA H. POLITA
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Quezon City
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FAUSTA M. MARQUESES
Sto. Cristo Elem. School
Corregidor St., Bago Bantay
Quezon City
Tel. No. 97-51-51

LILIA V. LAZO
Mines Elem. School
Mines St., Proj. 6.
Quezon City , M.M.
Tel. No. 97-51-72



JULIET G. NAVARRA
GSIS Village Elem. School
Premium St., Proj. 8
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Tel. No.98-60-95



VICTORIA G. TROPEL
Culiat Elem. School
Tandang Sora Ave., Culiat
Quezon City



SONIA M. PERFECTO
Pasong Tamo Elem. School
Tandang Sora Ave.,
Pasong Tamo,
Quezon City



HELEN A. ALDEA
New Era Elem. School
INK Cpd., Culiat
Quezon City



MANUEL J. SOLIVEN
Banlat Elem. School
Barangay Banlat, Novaliches
Quezon City



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ZENAIDA R. SAN DIEGO
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MINDA A. JARVATAN
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Quirino Hi-way, Talipapa,
Novaliches, Quezon City



WINEFRIDA M. GLINO
San Bartoleme Elem. School
San Bartoleme, Novaliches,
Quezon City



LILIA A. GALVEZ
Odelco Elem. School
San Bartoleme,Novaliches,
Quezon City



ADALIA R. ALHAMBRA
Bagbag Elem. School
Quirino Hi-way, Brgy. Bagbag,
Novaliches, Quezon City



SHIRLEY L. GUILLERMO
Sauyo Elem. School
Del Nacia Ville, Sauyo
Novaliches, Quezon City,
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ELIZA H. DARIO
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T.S. Cruz Subd., Baesa
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ERLINDA L. AQUINO
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Doña Rosario, Novaliches,
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CORAZON E. VALENA
San Gabriel Elem. School
Sta. Lucia, Novaliches
Quezon City, Metro Manila



JESUS Q. SAGUN
Villa Verde Elem. School
Villa Verde Subd.,
Novaliches, Quezon City



SOFONIAS A. DE GUZMAN
Lagro Elem. School
GSIS La Mesa Homesite,
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Kaligayahan Elem. School
Rivera Cpd., Novaliches
Quezon City



MILAGROS O. LUANG
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Doña Amparo-Capri,
Novaliches, Quezon City



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Dominic Subd.,Novaliches,
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Fairlane St., Fairview Park
Quezon City



EMMA Z. BELINO
Payatas (A) Elem. School
Ilang-ilang St., Brgy. Payatas
Quezon City



VIOLETA B. MABAET
Payatas B Elem. School
Group II Area B, Brgy. Payatas
Quezon City

DOLORES H. QUINTO
Commonwealth Elem. School
Commonwealth Avenue,
Quezon City

LUZVIMINDA A. CACHUELA
Batasan Hills Elem. School
Ibaba, Brgy. Batasan Hills
Quezon City



MA. PAZ BELEN V. GONZALES
Holy Spirit Elem. School
Artillery Rd. Holy Spirit
Quezon City

ROSARIO T. BARRIOS
Doña Juana Elem. School
Doña Juana Homes Brgy.
Holy Spirit,Quezon City



EFREN R. GARVIDA
Bagong Silangan Elem. School
Brgy., B. Silangan
Quezon City



SOLEDAD D. DOCTOR
Balara Elem. School
Balara Filters, Balara
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Tel. No. 98-74-44

EFIGENIA J. PEREZ
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Tandang Sora Avenue
Quezon City



ESCARLITA B. BANDONG
Bagumbayan Elem. School
San Roque St., Bagumbayan,
Quezon City



AGUSTIN S. SUGATAN JR.
Libis Elem. School
B. Serrano Rd., Libis
Quezon City



ESTELA M. LINGAN
Ugong Norte Elem. School
INC. Cmpd., Ortigas Ave.
Ugong Norte, Quezon City



ROSARIO L. GARCIA
Cubao Elem. School
Aurora Blvd., Cubao
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Tel. No. 99-95-67



RIZALINA E. ESTAVILLO
Quirino Elem. School
Anonas St. Proj. 3
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E. Rodriguez Sr. Elem. School
E.E. Garcia St., Cubao
Quezon City
Tel. No. 95-24-10



NENITA M. NANIONG
P.V. Kalaw Elem. School
Salallila St., Proj. 4,
Quezon City
Tel. No. 70-96-82



LOURDES Y. ARRIOLA
T. Alonzo Elem. School
Legaspi St., Proj. 4,
Quezon City
Tel No. 922-00-10



DEMERLIE B. BADILLO
Belarmino Elem. School
Belarmino St., Proj.4,
Quezon City



BENITO C. BERAN
Kalantiyaw Elem. School
Kalantiyaw St., Proj. 4,
Quezon City
Tel. No. 921-03-90



MYRNA N. EVANGELISTA
Proj. 3 Elem. School
Molave St., Proj. 3
Quezon City
Tel. No. 99-09-34



PERLITA M. JAMORALIN
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Batino St., Proj. 3
Quezon City



ELISA B. FRANCIA
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15th Ave., Cubao
Cubao, Quezon City
Tel. No. 921-00-45



REBECCA S. RIVERA
Fort Aguinaldo Elem. School
EP Village Camp Aguinaldo
Quezon City



NIDAR A. SAVELLA
Doña J. E. Marcos Elem. School
18th Avenue, Murphy
Quezon City



AVELINA P. SALVADOR
Camarilla Elem. School
6th Avenue, Murphy
Quezon City



NIMFA B. TOLENTINO
Aguinaldo Elem. School
18th Ave. Murphy
Quezon City



EMILIANA R. DELMORO
Pinyahan Elem. School
Masigasig - Mabilis St.,
Pinyahan, Quezon City
Tel. No. 921-18-47



ESTELITA G. OBILLO
San Vicente Elem. School
Brgy. San Vicente, Diliman
Quezon City



ELY B. VALEROSO
Cruz Na Ligas Elem. School
Cruz Na Ligas, Diliman
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Tel. No. 921-57-64



PATRIA P. ROJAS
Malaya Elem. School
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Quezon City



MILA C. LAVARES
P. Bernardo Elem. School
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LOLITA A. BENGCO
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HPC Cpd. Camp Crame
Quezon City
Tel. No. 70-12-87



MARIVIC C. PANGANIBAN
P. Tuazon Elem. School
P. Tuazon St., Cubao
Quezon City



DARNA C. DIMAYA
Valencia Elem. School
Granada St., Quezon City



DIONISIO V. VILLAPANDO
Kamuning Elem. School
Sct. Torillo St., Kamuning,
Quezon City



ANITA P. BAYLON
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M. H. Del Pilar Elem. School
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Tel. No. 97-68-88



EMILDA H. PERUCHO
T. Morato Elem. School
Gener St., Kamuning,
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EVELIA E. DUREMDES
A.A. Quezon Elem. School
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Quezon City
Tel. No. 712-15-43

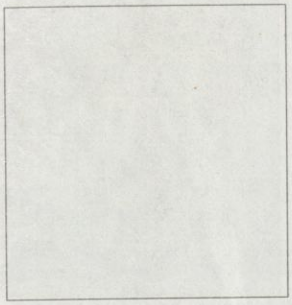


FLORENTINA A. SANTOS
Doña Imelda Elem. School
Cor. Butuan Bayani St.,
Araneta Ave., Quezon City
Tel. No. 731-70-46



JOSEPH B. ACIO
Tatalon Elem. School
Victory Avenue, Tatalon,
Quezon City
Tel. No. 712-30-23

• MANDALUYONG •



FELICITAS S. VENTURA
Mandaluyong Elem. School
F. Blumentrit St., Mandaluyong
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Tel. No. 78-17-41



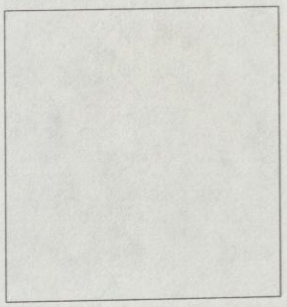
ALMA D. DIVINA
F.P. Javier Elem. School
Bo. San Jose,
Mandaluyong, M.M.



REMEDIOS R. OLAVIDEZ
Doña B. Yangco E.S.
Castaneda Street
Mandaluyong, M.M.



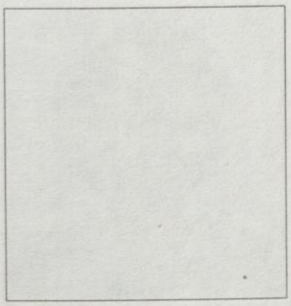
NATIVIDAD C. PUNZAL
Isaac Lopez Elem. School
Elino - Cruz Street
Mandaluyong, M.M.
Tel No. 78-58-58



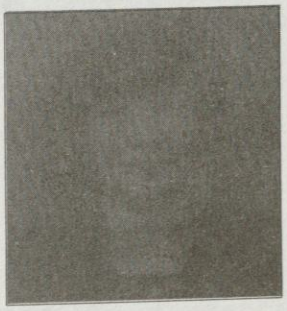
ESTER C. VILLAREAL
Highway Hills Elem. School
Calbayog Street
Mandaluyong, M.M.
Tel No. 79-59-41



RUTH S. BAUTISTA
A.T. Reyes Elem. School
Brgy. Buwayang Bato,
Mandaluyong, M.M.
Tel. No. 632-94-96



JOSE P. QUINTOS
Ilaya Barangka Elem. School
Lion's Road,
Mandaluyong, M.M.

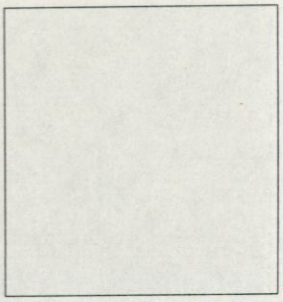


VENERANDA A. RAZ
Jolo Elem. School
E. Panteleon Street
Mandaluyong, M.M.
Tel No. 77-32-31



REMEDIOS A. SOLEDAD
Bonifacio Javier Elem. School
Barangka Drive,
Mandaluyong, M.M.

• MANDALUYONG •



JOSE B. CRUZ
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Ginhawa Street, Mandaluyong,
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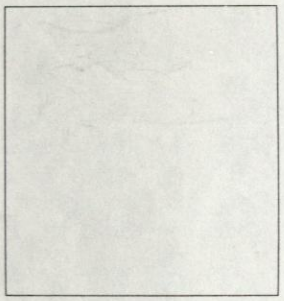

AGUSTIN V. GERCERA
Doña Pilar Elem. School
San Rafael Street
Mandaluyong, M.M.



SYLVIA C. LIWANAG
Plainview Elem. School
San Rafael Street
Mandaluyong, M.M.



PARALUMAN C. VICENCIO
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• MARIKINA •



GENEROSA T. TENEFRANCIA
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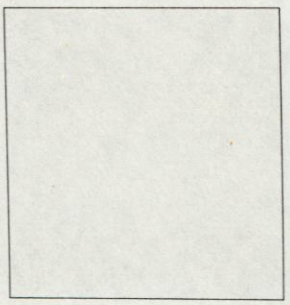

CARMELITA L. PALABAY
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GLORIA P. ROMAN
Kapitan Moy Elem. School
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• MARIKINA •



ASUNCION M. MATIAS
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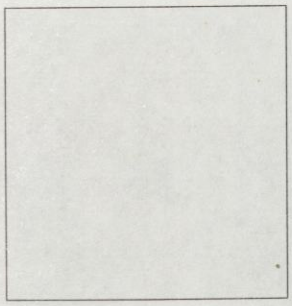

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RODOLFO J. DE GUZMAN
H. Bautista Elem. School
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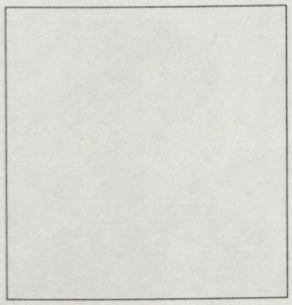
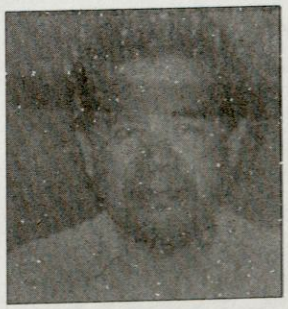
MARINO T. CALIBARA
Malanday Elem. School
Malanday, Marikina, M.M.
Tel. No. 947-33-74



ROLENDA M. SARMIENTO
Nangka Elem. School
Nangka, Marikina, M.M.



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MYRNA R. ALBERTO
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Sto. Niño, Marikina, M.M.
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• MARIKINA •



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REBECCA S. SANTOS
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Parang, Marikina, M.M.
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AURORA O. DIVINO
Fortune Elem. School
Parang, Marikina, M.M.



BENJAMIN N. EVANGELISTA
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SSS Village, Concepción
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ARTEMIO C. TAJAN
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DIVINA B. GAERLAN
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Caruncho Ave., Pasig, M.M.



ALMA D. SANTOS
Palatiw Elem. School
Palatiw, Pasig, Metro Manila
Tel. No. 682-64-60



JEANETTE S. GAO
Pinagbuhatan Elem. School
Pinagbuhatan, Pasig,
Metro Manila



MAMERTO S. CAÑITA
San Joaquin Elem. School
Eliseo Rd., San Joaquin,
Pasig, Metro Manila
Tel. No. 641-11-05

• PASIG •



SUSANA G. TORIBIO
Buting Elem. School
Buting, Pasig, M.M.
Tel. No. 693-55-11



ILUMINADA C. LERIO
Kalawaan Elem. School
Kalawaan, Pasig, M.M.
Tel. No. 682-05-83



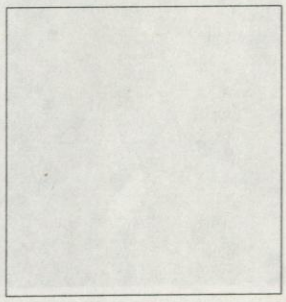
ROSALINA S. ESTEBAN
Dr. S. Antonio Elem. School
S. Antonio Ave., Pasig, M.M.
Tel. No. 682-67-89



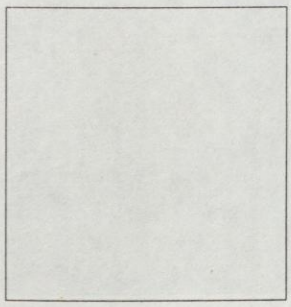
FELIX L. BONIFACIO
Bambang Elem. School
V. Puzon Street., Pasig,
Metro Manila



FELICITAS S. MESA
Bagong Ilog Elem. School
Velasquez St., Bagong Ilog,
Pasig, Metro Manila
Tel. No. 673-39-51



AURORA G. REJANTE
F. Legaspi Elem. School
Dimasalang St., Ugong
Pasig, Metro Manila
Tel. No. 682-60-43



PACITA C. PALOMA
Oranbo Elem. School
Oranbo Drive, Pasig, M.M.
Tel. No. 682-74-66



ANGELINA L. CAGALINGAN
Pineda Elem. School
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Tel. No. 693-40-84



JOSEFINA A. ALVAREZ
Rosario Elem. School
Rosario, Pasig, M.M.
Tel. No. 641-28-40

• PASIG •



LUZ S. SAN BUENAVENTURA
De La Paz Elem. School
De La Paz, Pasig, M.M.



MELQUIADES P. CALUGAY
Manggahan Elem. School
Manggahan, Pasig, M.M.
Tel. No. 947-92-97



BERNARDITA C. BAUTISTA
San Lorenzo Ruiz Elem. School.
Manggahan, Pasig, M.M.



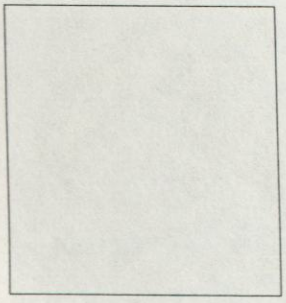
LIGAYA F. BANAAG
Santolan Elem. School
Santolan, Pasig, M.M.
Tel. No. 947-94-52



FELICITAS P. ASUNCION
Caniogan Elem. School
Caniogan, Pasig, M.M.
Tel. No. 641-25-82



FLORENTINA R. LIZANO
San Miguel Elem. School
San Miguel, Pasig, M.M.
Tel. No.641-22-35



AVELINA P. PORLEY
De Castro Elem. School
Castro Subd., Sta. Lucia
Pasig, M.M.
Tel. No. 655-24-73



OFELIA D. SISON
Maybunga Elem. Sch.
Maybunga, Pasig, M.M.
Tel. No. 641-24-15



ANGELITA L. STA. ANA.
San Juan Elem. School
N. Domingo A. Luna St.,
San Juan, Metro Manila
Tel. No. 70-65-68

• SAN JUAN •



TERESITA S. PASCUAL
Pedro Cruz Elem. School
Lope K. Santos St., San Juan,
Metro Manila
Tel. No. 79-45-37



LOURDES M. RUBIA
Salapan Elem. School
H. Lozada St., San Juan
Metro Manila
Tel. No. 70-34-81



ENGRACIA A. RAMIREZ
San Perfecto Elem. School
San Perfecto - San Vicencio St.,
San Juan, Metro Manila
Tel. No. 78-56-64



REBECCA B. CHAVEZ
Pinaglabanan Elem. School
Pinaglabanan St., San Juan,
Metro Manila
Tel. No. 70-66-12



ROLANDO M. DE LEMOS
Nicanor C. Ibuña Elem. School
Rizal St., Once, San Juan,
Metro Manila



LYDIA S. EUSTAQUIO
Sta. Lucia Elem. School
Francisco St., Sta. Lucia
San Juan, M.M.
Tel. No. 79-09-64



LEONOR E. DUMPIT
Kabayan Elem. School
I. Venancio St., Sta. Lucia
San Juan, Metro Manila
Tel. No. 70-16-18



LYDIA C. ABEJA
Addition Hills Elem. School
Ortega St., San Juan, M.M.
Tel. No. 79-33-72



GERTUDES C. MADRIAGA
Ilugin Annex, Pinagbuhatan
Pasig, Metro Manila

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Malate, Metro Manila

RESOLUTION NO. 1, Series 1993

RESOLUTION REQUESTING APPROPRIATION FOR THE CONSTRUCTION OF A NATIONAL OFFICE FOR THE PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION (PESPA)

WHEREAS, the Philippine Elementary School Principals Association has been in existence for the past twenty-five (25) years without a home office;

WHEREAS, the Philippine Elementary School Principals Association being a national organization needs a Home Office which is of vital importance to give the different regional representative a place where they could convene in times of consultation, formal and non-formal gatherings, and more importantly a place to keep records pertaining to the organization;

WHEREAS, a National Home Office is of prime importance for the effective dissemination of information and communication regarding PESPA;

WHEREAS, Quezon City was chosen as the site of said Home Office being the most strategic place accessible to the different regions because of its proximity to the DECS Control Office;

WHEREAS, an appropriation in the amount of Three Million Pesos (P 3,000,000.00) is needed to meet the requirement for the construction of said Home Office; and

WHEREAS, the Members of the Board of Directors of the PESPA deem it wise to seek the assistance of the Senate for the funding of said project;

NOW, THEREFORE, BE IT RESOLVED AS IT IS RESOLVED that the Senate, through the representation of Senator EDGARDO J. ANGARA, allocate the amount THREE MILLION PESOS (P 3,000,000.00) from their contingency fund to enable the Philippine Elementary School Principals Association (PESPA) National Organization, to put up its National Office at Diliman, Quezon City.

UNANIMOUSLY APPROVED, this 28th day of May, 1993 in Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINO A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar/Conference Director

MARINO T. CALIBARA
President, PESPA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Metro Manila

Resolution No. 2, Series 1993

RESOLUTION GRANTING FISCAL AUTONOMY TO
PUBLIC ELEMENTARY SCHOOL PRINCIPALS EFFECTIVE
SCHOOL YEAR 1994 - 1995

WHEREAS, the granting of Fiscal Autonomy to Public Elementary School Principals is People Empowerment in itself.

WHEREAS, Fiscal Autonomy to Public School Principals will practically eliminate the glaring disparity in position and salary with that of the Secondary School Principals who have been granted the Fiscal Autonomy long before.

WHEREAS, Fiscal Autonomy to Public School Principals will redowned to the immediate solution of problems imvolving human and physical resources.

WHEREAS, Fiscal Autonomy to Public School Principals will make them more efficient and effective in the swift delivery of the basic educational services;

WHEREAS, Fiscal Autonomy to Public Schol Principals is of primodial importance to decentralize the very Bureaucratic System of the DECS;

WHEREAS, Fiscal Autonomy to Public School Principals will make them self-governing and independent in running internal affairs;

WHEREAS, Fiscal Autonomy will make Public School Principals truly effective administrative managers;

WHEREAS, Fiscal Autonomy to Public School Principals will transform them into a total School manager vis-a-vis. Management is concerned because it is truly believed that whatever entity/agency, private or public school have direct control over its finances;

NOW, THEREFORE, BE IT RESOVED, as it is hereby resolved that the DECS should immediately implement the granting of Fiscal Autonomy to Public Elementary School Principals effective, School Year 1994 - 1995.

UNANIMOUSLY APPROVED this 28th day of May, 1993 in Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar-Conference Director

MARINO T. CALIBARA
President, PESPA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Malate, Metro Manila

RESOLUTION NO. 3, Series 1993

RESOLUTION ON THE GRANTING OF SALARY EQUALIZATION TO ELEMENTARY SCHOOL PRINCIPALS WITH THAT OF THE SECONDARY SCHOOL PRINCIPALS

WHEREAS, the educational qualifications and trainings of Elementary School Principals and Secondary School Principals are just at par with each other;

WHEREAS, the supervisory and administrative functions of Elementary School Principals and the Secondary School Principals are of equal importance;

WHEREAS, their duties and responsibilities/accountabilities are comparably the same;

WHEREAS, the expectations from both the Elementary School Principals and Secondary School Principals as school heads by community leaders/civic organizations are of equal nature and degrees;

WHEREAS, to maintain the prestige and integrity of the position; and to uplift the morale as Elementary School Principals, equalization of salary be granted and implemented effective CY 1994 to be at par with that of the Secondary School Principals;

NOW, THEREFORE, BE IT RESOLVED, as it is hereby resolved to request the Senate and House of Representative through their respective Chairmen of Education Committee, to allocate the amount required with the granting and implementation of the needed Salary Increase of Elementary School Principals for equalization with that of the Secondary School Principals.

UNANIMOUSLY APPROVED this 26th day of May, 1993 in Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar/Conference Director

MARINO T. CALIBARA
President, PESPA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Malate, Metro Manila

RESOLUTION NO. 4, Series 1993

RESOLUTION TO AMEND THE CIVIL SERVICE LAW REQUIRING PUBLICATION OF VACANT ITEMS AND POSITIONS IN GOVERNMENT OFFICES BEFORE HIRING OF REPLACEMENT;

WHEREAS, the Civil Service law requiring the publication of vacant items and positions prior to the filling of vacant positions, unnecessarily delay the process of hiring teachers;

WHEREAS, the delay is detrimental to the service since the pupils are left unattended to in the schools pending the assisgnment/replacement of the teachers; and

WHEREAS, publication of vacant items are done in bunch which further aggravates the delay of hiring teachers and adversely affects school management and prolong the suffering and agony of the pupils as well as the parents and most specifically teachers who are made to temporarily take charge of the pupils waiting for the teachers to be hired;

NOW, THEREFORE, BE IT RESOLVED, as it is hereby resolved that the Department of Education, Culture and Sports be exempted from the Civil Service Law requiring publication of vacant items and positions in government offices before the hiring of teachers replacements.

UNANIMOUSLY APPROVED, by the Philippine Elementary School Principals Association (PESPA) during the 14th PESPA DECS-BEE National Biennial Convention held at Xavier School, Greenhills, San Juan, Metro Manila, this 28th day of May, 1993.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar/Conference
Director

MARINO T. CALIBARA
President, PESPA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION
Aurora A. Quezon Elementary School, Malate Metro Manila

Resolution No. 5 Series, 1993

RESOLUTION INVOLVING MULTI-SECTORAL AGENCIES IN LIEU OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN THE CONDUCT OF LOCAL AND NATIONAL ELECTIONS

WHEREAS, there is a need to increase contact time of teachers and pupils;

WHEREAS, frequent absences of teachers in the classrooms affects the quality of education;

WHEREAS, the public elementary school teachers are already burdened with too much paper work and other community related activities;

WHEREAS, the cloud of suspicion attributed to teachers during elections would be totally erased;

WHEREAS, public elementary schools are not fully equipped with modern facilities and equipments needed in the tabulation of election results which the multi-sectoral agencies have;

NOW, THEREFORE, BE IT RESOLVED as it is hereby resolved that Public Elementary School Teachers and School Principals be exempted from election duty in the conduct of local and national elections, and instead involved the multi-sectoral agencies.

UNANIMOUSLY APPROVED by the PESPA this 28th day of May, 1993 during the 14th PESPA-DECS-BEE Biennial National Convention at Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar-Conference Director

MARINO T. CALIBARA
President, PESPA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Malate, Metro Manila

RESOLUTION NO. 6, Series 1993

RESOLUTION GRANTING FIVE (5) STEP INCREASE IN THE BASIC SALARY OF NEW ELEMENTARY SCHOOL PRINCIPALS, HIGHER THAN THEIR MASTER TEACHER COUNTERPARTS

WHEREAS, the Elementary School Principals has assume great responsibility/ accountability as compared with that of their Master Teachers counterparts;

WHEREAS, the Elementary School Principals perform managerial and supervisory functions which the Master Teachers do not;

WHEREAS, the Master Teachers are under the guidance and supervision of the Elementary School Principals:

WHEREAS, the Elementary School Principals are the Institutional Supervisors in-charged of the over-all success of the school while the Master Teachers are implementors and accountable only for their own classes; and

WHEREAS, Elementary School Principals dignity, prestige and social status is downgraded due to the equal compensation with that of the Master Teachers;

NOW THEREFORE, BE IT RESOLVED, as it is hereby resolved that the Five-Step Increase in the Basic Salary of the Elementary School Principals, higher than their Master Teachers counterparts be granted and implemented effective CY 1994.

UNANIMOUSLY APPROVED, this 28th day of May 1993 at Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar/Conference
Director

MARINO T. CALIBARA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION
Aurora A. Quezon Elementary School, Malate,Metro Manila

Resolution No. 7, Series 1993

RESOLUTION ON THE RESUMPTION OF NEAP
TRAINING FOR PUBLIC SCHOOL PRINCIPALS

WHEREAS, the resumption of NEAP Training for Public Elementary School Principals will equip the PESPs with the necessary knowledge/skills for effective school management.

WHEREAS, the NEAP training for Public School Principals, would ensure for the immediate implementation of Fiscal Autonomy to PESPA;

WHEREAS, the NEAP-Training for Public School Principals will improve the administrative and supervisory competence/capabilities of PESPs all over the country;

WHEREAS, the NEAP-Training for PESPs will eventually meet and address the main thrusts of quality education; and

WHEREAS, the NEAP-Training answers the need of every PESPs to become strategic school managers ready to cope with the scenario in year 2000.

NOW, THEREFORE, BE IT RESOLVED, as it is hereby resolved that DECS should resume NEAP-Training for PESPs effective SY 1993-1994 regardless of age, length of service and other discriminatory constraints.

UNANIMOUSLY APPROVED this 28th day of May, 1993, at Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar-Conference Director

MARINO T. CALIBARA
President, PESPA

PUBLIC ELEMENTARY SCHOOLS PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Metro Manila

Resolution No. 8 Series, 1993

RESOLUTION ON THE HIRING OF UTILITY PERSONNEL ON CONTRACTUAL BASIS AND INCREASING THEIR BASIC SALARY BASED ON THE MINIMUM WAGE LAW

WHEREAS, the Civil Service policy on the Security of Tenure of National paid employees which includes the Utility personnel has kept them to retrogress and become unproductive and ineffective for the past years;

WHEREAS, the hiring of utility personnel on contractual basis will make them strive to be more efficient and effective in the performance of their duties;

WHEREAS, the hiring of utility personnel on contractual basis will make them consistently aware of the possibility of their termination if they do not perform their duties and responsibilities satisfactorily;

WHEREAS, the hiring of utility personnei on contractual basis will give the Elementary School Principals the option increase their salary on the basis pay received by the utility personnel is very, very law to meet their family basic needs; and

WHEREAS, the hiring of utility personnel on contractual basis will give the PESPs the authority/control/terminate them in case of remiss in their responsibilities even before the expiration of their contract;

NOW, THEREFORE, BE IT RESOLVED, as it is hereby resolved that the hiring of utility personnel on contractual basis and increasing their basic salary based on the minimum wage law be implemented immediately effective SY 1995 - 1996.

UNANIMOUSLY APPRVED this 28th day of May, 1993, Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutins

ELIZABETH C. SAN DIEGO
Seminar-Conference Director

MARINO T. CALIBARA
President, PESPA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION
Aurora A. Quezon Elementary School, Malate, Metro Manila

RESOLUTION NO. 9, Series 1993

RESOLUTION REQUESTING FOR A ONE RANGE HIGHER IN THE SALARY OF EDUCATIONAL PERSONNEL UPON RETIREMENT

WHEREAS, the devaluation of peso has caught up with the salary of educational personnel such that its buying power has been diminished;

WHEREAS, the continued increase of prices of commodities and utility service has burdened the educational personnel particularly at the time of retirement; and

WHEREAS, the take home pay and other benefits of retiring personnel is ceased upon retirement;

THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED TO REQUEST that as a humane gesture towards retiring personnel their salary grade be issued one range higher so that it will be used as the basic for retirement benefit computation;

FURTHER, BE IT RESOLVED, as it is hereby resolved to request that the salary grade of educational personnel be raised one range higher upon retirement.

UNANIMOUSLY APPROVED, this 28th day of May, 1993 at Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar/Conference
Director

MARINO T. CALIBARA

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

Aurora A. Quezon Elementary School, Malate, Metro Manila

RESOLUTION NO. 10, Series 1993

RESOLUTION REQUESTING FOR THE IMMEDIATE IMPLEMENTATION OF FORMER SECRETARY ISIDRO CARIÑOS ORDER FOR THE UPGRADING THE SALARIES OF NEAP - TRAINED PRINCIPALS

WHEREAS, former Secretary Isidro Cariño's Order for the immediate implementation for the upgrading of salaris of NEAP-Trained Principals will inspire and boost their morale to attain greater feats to achieve quality education;

WHEREAS, the immediate implementation for the upgrading of salaries of NEAP-Trained Principals as contained in DECS Memo dated August, 1992 invoking 1 step salary increase; and

WHEREAS, the immediate implementation for the upgrading of the salaries of NEAP-Trained Principals automatically will encourage more principals all over the country to undergo the very rigorous and yet very fulfilling and rewarding NEAP-Trained Principals;

NOW THEREFORE, BE IT RESOLVED, as it is hereby resolved that DECS Memo dated August, 1992 re: invoking 1 step salary increase for NEAP Trained Principals be implemented effective SY 1993 - 1994.

UNANIMOUSLY APPROVED, this 28th day of May, 1993 at Xavier School, Greenhills, San Juan, Metro Manila.

FLORENTINA A. SANTOS
Chairman on Resolutions

ELIZABETH C. SAN DIEGO
Seminar/Conference Director

MARINO T. CALIBARA
President, PESPA

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94

(As of August, 1993)

CITY/ MUNICIPALITY	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED		NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
QUEZON CITY	1	22	4	620	4	546	14	531	30	500	52	2197	46	490	45	494	91	984	149	321	27	299	0	6	176	626	319	3807	4126
CD–I	0	5	0	133	0	113	1	112	9	103	10	461	15	100	6	109	21	209	32	78	3	69	0	2	35	149	66	819	885
CD–II	0	6	3	275	3	246	7	236	15	224	28	981	19	215	24	207	43	422	52	113	13	100	0	0	65	213	136	1616	1752
CD–III	0	5	0	106	0	95	3	91	1	88	4	380	8	87	10	89	18	176	34	82	5	70	0	4	39	156	61	712	773
CD–IV	1	6	1	106	1	92	3	92	5	85	10	375	4	88	5	89	9	177	31	48	6	60	0	0	37	108	56	660	716
MANDALUYONG	0	4	0	100	0	87	3	84	6	81	9	352	9	76	9	70	18	146	17	67	7	43	2	4	26	114	53	612	665
MARIKINA	0	7	1	143	0	131	1	125	2	121	4	520	14	109	11	117	25	226	37	81	12	66	0	0	49	147	78	893	971
PASIG	0	14	0	158	0	140	1	143	4	135	5	576	10	127	11	135	21	262	39	145	3	22	1	1	43	168	69	1006	1075
SAN JUAN	0	12	0	45	0	40	0	39	0	41	0	165	0	40	0	42	0	82	10	59	0	6	0	1	10	66	10	313	323
DIVISION	1	59	5	1066	4	944	19	922	42	878	70	3810	79	842	76	858	155	1700	252	673	49	436	3	12	304	1121	529	6631	7160

PL/atl/9–16–93

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94

(As of August, 1993)

MANDALUYONG School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED		NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–I																															
1 R. Magsaysay E. S.	0	2	0	9	0	8	0	8	0	8	0	33	0	8	0	8	0	16	4	4	0	2	0	0	4	6	4	55	59
2 San Jose E. S.	0	0	0	8	0	6	0	7	1	5	1	26	2	5	0	8	2	13	2	6	0	4	0	0	2	10	5	49	54
3 D. Tuazon E. S.	0	0	0	4	0	3	0	3	0	3	0	13	0	3	0	3	0	6	0	4	0	2	0	0	0	6	0	25	25
4 Balingasa E. S.	0	1	0	6	0	5	0	5	0	5	0	21	2	3	1	4	3	7	1	4	1	2	0	0	2	6	5	34	39
Total	0	3	0	27	0	22	0	23	1	21	1	93	4	19	1	23	5	42	7	18	1	10	0	0	8	28	14	163	177
SD–II																													
5 San Francisco E. S.	0	0	0	10	0	8	0	8	0	8	0	34	1	7	1	8	2	15	1	9	0	8	0	0	1	17	3	66	69
6 Masambong E. S.	0	1	0	11	0	10	0	9	1	9	1	39	2	8	0	10	2	18	6	2	0	4	0	0	6	6	9	63	72
7 Damayan E. S.	0	0	0	4	0	3	0	3	0	3	0	13	0	3	0	3	0	6	0	4	0	3	0	0	0	7	0	26	26
8 Dalupan E. S.	0	0	0	2	0	3	0	2	0	2	0	9	0	2	0	2	0	4	1	1	0	1	0	0	1	2	1	15	16
Total	0	1	0	27	0	24	0	22	1	22	1	95	3	20	1	23	4	43	8	16	0	16	0	0	8	32	13	170	183
SD–III																													
9 E. Abada E. S.	0	0	0	7	0	6	0	7	1	5	1	25	3	3	3	3	6	6	2	5	0	5	0	0	2	10	9	41	50
10 Bungad E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	0	2	0	2	0	0	0	4	0	16	16
11 Bayanihan E. S.	0	0	0	3	0	3	0	3	0	3	0	12	0	2	0	3	0	5	0	3	0	2	0	0	0	5	0	22	22
12 Paltok E. S.	0	0	0	5	0	4	0	3	0	4	0	16	1	3	0	4	1	7	2	1	0	3	0	0	2	4	3	27	30
13 Sinag–tala E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	1	5	0	3	0	0	1	8	1	20	21
Total	0	0	0	19	0	17	0	17	1	16	1	69	4	12	3	14	7	26	5	16	0	15	0	0	5	31	13	126	139
SD–IV																													
14 Bago Bantay E. S.	0	1	0	9	0	9	0	9	1	8	1	35	0	9	0	9	0	18	3	8	0	6	0	2	3	16	4	69	73
15 Bungad E. S.	0	0	0	16	0	13	0	12	2	11	2	52	2	11	0	11	2	22	2	8	0	4	0	0	2	12	6	86	92
16 San Antonio E. S.	0	0	0	8	0	7	0	8	0	7	0	30	0	8	0	8	0	16	2	4	0	5	0	0	2	9	2	55	57
Total	0	1	0	33	0	29	0	29	3	26	3	117	2	28	0	28	2	56	7	20	0	15	0	2	7	37	12	210	222
SD–V																													
17 Project 6 E. S.	0	0	0	10	0	7	1	7	1	6	2	30	1	7	0	7	1	14	1	2	0	3	0	0	1	5	4	49	53
18 Bagong Pag–asa E. S.	0	0	0	9	0	7	0	7	2	5	2	28	0	7	0	7	0	14	3	3	1	5	0	0	4	8	6	50	56
19 Sto Cristo E. S.	0	0	0	4	0	4	0	4	0	4	0	16	0	4	0	4	0	8	1	2	1	2	0	0	2	4	2	28	30
20 Mines E. S.	0	0	0	4	0	3	0	3	0	3	0	13	1	3	1	3	2	6	0	1	0	3	0	0	0	4	2	23	25
Total	0	0	0	27	0	21	1	21	3	18	4	87	2	21	1	21	3	42	5	8	2	13	0	0	7	21	14	150	164
TOTAL	0	5	0	133	0	113	1	112	9	103	10	461	15	100	6	109	21	209	32	78	3	69	0	2	35	149	66	819	885

PL/atl/9–16–93

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94
(As of August, 1993)

CONGR. DISTRICT II School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS											
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED NG		TOTAL		GRAND TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T	
SD–VI																													
1 GSIS Village E. S.	0	0	0	10	0	8	0	9	0	9	0	36	1	8	1	7	2	15	0	5	1	2	0	0	1	7	3	58	61
2 Culiat E. S.	0	0	0	10	3	8	1	9	0	8	4	35	0	9	2	7	2	16	2	4	0	4	0	0	2	8	8	59	67
3 Pasong Tamo E. S.	0	1	0	8	0	7	0	6	0	7	0	28	2	5	1	6	3	11	1	5	0	2	0	0	1	7	4	46	50
4 New Era E. S.	0	1	0	6	0	5	0	5	1	4	1	20	0	5	0	5	0	10	2	2	0	3	0	0	2	5	3	35	38
5 Banlat E. S.	0	0	0	6	0	6	0	6	0	6	0	24	0	6	0	4	0	10	2	3	0	2	0	0	2	5	2	39	41
Total	0	2	0	40	3	34	1	35	1	34	5	143	3	33	4	29	7	62	7	19	1	13	0	0	8	32	20	237	257
SD–VII																													
6 Bonifacio E. S.	0	0	0	12	0	12	1	10	0	11	1	45	2	9	1	10	3	19	4	7	0	7	0	0	4	14	8	78	86
7 Balumbato E. S.	0	0	0	4	0	3	0	3	0	4	0	14	0	4	0	4	0	8	2	4	1	2	0	0	3	6	3	28	31
8 L. R. Pascual E. S.	0	0	0	9	0	8	0	8	0	8	0	33	0	8	1	7	1	15	3	6	1	8	0	0	4	14	5	62	67
9 A. Samson E. S.	0	0	1	4	0	5	0	5	0	5	1	19	0	4	0	5	0	9	2	6	1	6	0	0	3	12	4	40	44
Total	0	0	1	29	0	28	1	26	0	28	2	111	2	25	2	26	4	51	11	23	3	23	0	0	14	46	20	208	228
SD–VIII																													
10 P. Del Mundo E. S.	0	0	0	20	0	17	0	16	1	14	1	67	0	14	2	14	2	28	2	5	1	4	0	0	3	9	6	104	110
11 San Bartolome E. S.	0	0	0	10	0	8	0	8	0	7	0	33	1	7	0	7	1	14	1	3	1	2	0	0	2	5	3	52	55
12 Odelco E. S.	0	0	0	4	0	2	0	3	1	2	1	11	0	3	0	3	0	6	0	0	0	0	0	0	0	0	1	17	18
13 Bagbag E. S.	0	0	1	6	0	5	0	5	0	5	1	21	0	6	2	3	2	9	1	3	0	3	0	0	1	6	4	36	40
Goodwill Annex	0	0	0	3	0	2	0	2	0	2	0	9	0	2	0	1	0	3	0	0	0	0	0	0	0	0	0	12	12
14 Sauyo E. S.	0	0	0	5	0	4	0	6	0	5	0	20	1	4	0	5	1	9	1	3	0	2	0	0	1	5	2	34	3(
15 L. B. Santos E. S.	0	0	0	3	0	3	0	3	0	3	0	12	0	3	0	3	0	6	0	3	1	2	0	0	1	5	1	23	24
Total	0	0	1	51	0	41	0	43	2	38	3	173	2	39	4	36	6	75	5	17	3	13	0	0	8	30	17	278	295
SD–IX																													
16 Novaliches E. S.	0	4	0	20	0	20	0	20	3	17	3	77	0	21	2	18	2	39	3	12	1	11	0	0	4	23	9	139	148
17 Doña Rosario E. S.	0	0	1	5	0	5	0	5	1	4	2	19	0	5	0	5	0	10	1	1	1	2	0	0	2	3	4	32	36
18 San Gabriel E. S.	0	0	0	8	0	8	2	5	2	4	4	25	1	5	0	6	1	11	2	1	0	2	0	0	2	3	7	39	46
19 Villa Verde E. S.	0	0	0	4	0	3	0	3	0	3	0	13	0	3	0	3	0	6	0	3	0	2	0	0	0	5	0	24	24
Total	0	4	1	37	0	36	2	33	6	28	9	134	1	34	2	32	3	66	6	17	2	17	0	0	8	34	20	234	254
SD–X																													
20 Lagro E. S.	0	0	0	9	0	9	0	9	0	10	0	37	0	9	0	10	0	19	3	5	0	7	0	0	3	12	3	68	71
21 Kaligayahan E. S.	0	0	0	5	0	4	0	5	0	5	0	19	0	4	0	4	0	8	4	0	0	3	0	0	4	3	4	30	34
22 Nagkaisang Nayon E. S.	0	0	0	10	0	8	0	10	1	8	1	36	1	7	0	8	1	15	2	5	1	4	0	0	3	9	5	60	65
23 San Agustin E. S.	0	0	0	10	0	10	0	9	0	9	0	38	1	9	0	8	1	17	3	2	0	0	0	0	3	2	4	57	61
24 D. M. Geraldez E. S.	0	0	0	2	0	2	0	3	2	1	2	8	1	4	2	3	3	7	0	0	0	0	0	0	0	0	5	15	20
Maligaya Park Annex	0	0	0	4	0	4	1	2	0	2	1	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	12	13
Total	0	0	0	40	0	37	1	38	3	35	4	150	3	33	2	33	5	66	12	12	1	14	0	0	13	26	22	242	264
SD–XI																													
25 Fairview E. S.	0	0	0	9	0	6	0	7	0	7	0	29	0	8	0	8	0	16	3	6	0	4	0	0	3	10	3	55	58
North Fairview Annex	0	0	0	2	0	3	0	2	0	2	0	9	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	10	10
26 Payatas A E. S.	0	0	0	7	0	7	0	6	0	6	0	26	1	4	2	3	3	7	0	0	1	2	0	0	1	2	4	35	39
27 Payatas B E. S.	0	0	0	3	0	3	0	3	0	3	0	12	0	5	1	3	1	8	1	3	1	3	0	0	2	6	3	26	29
Lupang Hinirang Ann.	0	0	0	3	0	1	0	0	0	2	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	6
28 Commonwealth E. S.	0	0	0	23	0	22	1	17	2	13	3	75	1	16	2	15	3	31	4	9	0	3	0	0	4	12	10	118	128
29 Batasan Hills E. S.	0	0	0	6	0	5	0	5	0	4	0	20	1	4	1	4	2	8	0	2	0	3	0	0	0	5	2	33	35
San Diego Annex	0	0	0	2	0	1	0	2	0	3	0	8	1	1	0	2	1	3	0	0	0	1	0	0	0	1	1	12	13
30 Holy Spirit E. S.	0	0	0	6	0	8	0	6	1	7	1	27	2	4	1	7	3	11	0	2	0	2	0	0	0	4	4	42	46
31 Doña Juana E. S.	0	0	0	9	0	7	0	8	0	7	0	31	1	5	2	4	3	9	1	1	1	1	0	0	2	2	5	42	47
32 Bagong Silangan E. S.	0	0	0	8	0	7	1	5	0	7	1	27	1	4	1	4	2	8	2	2	0	1	0	0	2	3	5	38	43
Total	0	0	0	78	0	70	2	61	3	61	5	270	8	51	10	51	18	102	11	25	3	20	0	0	14	45	37	417	454
TOTAL	0	6	3	275	3	246	7	236	15	224	28	981	19	215	24	207	43	422	52	113	13	100	0	0	65	213	136	1616	1752

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94
(As of August, 1993)

CONGR. DISTRICT III / School District / School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–XII																													
1 Balara E. S.	0	0	0	12	0	11	0	12	0	9	0	44	1	10	4	8	5	18	1	8	0	6	0	0	1	14	6	76	82
2 Old Balara E. S.	0	0	0	12	0	12	0	10	0	7	0	41	1	9	1	9	2	18	3	8	0	5	0	0	3	13	5	72	77
3 Bagumbayan E. S.	0	1	0	3	0	2	0	2	0	2	0	9	0	2	0	2	0	4	1	2	0	1	0	0	1	3	1	16	17
4 Libis E. S.	0	0	0	5	0	5	0	5	0	4	0	19	0	5	1	3	1	8	1	4	0	1	0	0	1	5	2	32	34
5 Ugong Norte E. S.	0	0	0	1	0	1	0	1	0	1	0	4	0	1	0	1	0	2	0	0	0	1	0	0	0	1	0	7	7
Total	0	1	0	33	0	31	0	30	0	23	0	117	2	27	6	23	8	50	6	22	0	14	0	0	6	36	14	203	217
SD–XIII																													
6 Cubao E. S.	0	0	0	12	0	8	1	8	0	10	1	38	0	9	0	10	0	19	2	7	1	8	0	0	3	15	4	72	76
SPED	0	0	0	0	0	2	0	2	0	2	0	6	0	2	0	2	0	4	0	0	0	0	0	0	0	0	0	10	10
7 Quirino E. S.	0	0	0	12	0	10	0	10	0	9	0	41	2	9	0	11	2	20	5	9	0	7	0	0	5	16	7	77	84
SPED	0	0	0	1	0	2	0	2	0	2	0	7	1	1	0	2	1	3	0	0	0	0	0	0	0	0	1	10	11
8 E. Rodriguez E. S.	0	0	0	6	0	5	0	5	0	5	0	21	0	5	1	4	1	9	2	5	1	6	0	0	3	11	4	41	45
Total	0	0	0	31	0	27	1	27	0	28	1	113	3	26	1	29	4	55	9	21	2	21	0	0	11	42	16	210	226
SD–XIV																													
9 P. V. Kalaw E. S.	0	2	0	9	0	8	1	6	0	7	1	30	2	5	1	6	3	11	1	3	1	7	0	0	2	10	6	51	57
10 T. Alonzo E. S.	0	0	0	4	0	3	0	3	0	4	0	14	0	3	0	4	0	7	1	4	0	2	0	0	1	6	1	27	28
11 Belarmino E. S.	0	0	0	3	0	2	1	1	0	3	1	9	0	3	0	3	0	6	3	2	0	4	0	0	3	6	4	21	25
12 Kalantiyaw E. S.	0	1	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	1	1	0	4	0	0	1	5	1	17	18
13 Project 3 E. S.	0	0	0	3	0	3	0	2	0	3	0	11	0	3	0	3	0	6	5	8	1	2	0	0	6	10	6	27	33
14 Batino E. S.	0	0	0	2	0	2	0	1	0	1	0	6	0	2	0	2	0	4	1	3	0	3	0	0	1	6	1	16	17
SPED	0	0	0	1	0	1	0	2	0	2	0	6	0	1	1	2	1	3	0	0	0	0	0	4	0	4	1	13	14
Total	0	3	0	24	0	21	2	17	0	22	2	84	2	19	2	22	4	41	12	21	2	22	0	4	14	47	20	172	192
SD–XV																													
10 15 th Avenue E. S.	0	1	0	3	0	3	0	3	0	3	0	12	0	3	0	3	0	6	2	5	0	5	0	0	2	10	2	28	30
16 Fort Aguinaldo E. S.	0	0	0	2	0	2	0	2	0	2	0	8	1	1	0	2	1	3	0	3	0	0	0	0	0	3	1	14	15
17 Doña J. E. Marcos E. S.	0	0	0	6	0	4	0	5	1	3	1	18	0	4	0	4	0	8	2	4	0	4	0	0	2	8	3	34	37
18 Camarilla E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	0	3	0	1	0	0	0	4	0	16	16
19 Aguinaldo E. S.	0	0	0	5	0	5	0	5	0	5	0	20	0	5	1	4	1	9	3	3	1	3	0	0	4	6	5	35	40
Total	0	1	0	18	0	16	0	17	1	15	1	66	1	15	1	15	2	30	7	18	1	13	0	0	8	31	11	127	138
TOTAL	0	5	0	106	0	95	3	91	1	88	4	380	8	87	10	89	18	176	34	82	5	70	0	4	39	156	61	712	773

PL/atl/9–16–93

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94

(As of August, 1993)

CONGR. DISTRICT IV School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–XVI																													
1 Pinyahan E. S.	0	0	0	11	1	9	0	10	0	10	1	40	0	10	2	7	2	17	2	6	0	7	0	0	2	13	5	70	75
2 San Vicente E. S.	0	1	0	5	0	4	0	4	0	3	0	16	0	3	1	3	1	6	0	0	1	0	0	0	1	0	2	22	24
SPED	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
3 Cruz na Ligas E. S.	0	0	0	7	0	5	0	5	0	5	0	22	0	5	0	5	0	10	2	3	0	2	0	0	2	5	2	37	39
4 Malaya E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	0	0	0	1	0	0	0	1	0	13	13
Total	0	1	1	25	1	20	0	21	0	20	2	86	0	20	3	17	3	37	4	9	1	10	0	0	5	19	10	142	152
SD–XVII																													
5 P. Bernardo E. S.	0	2	0	6	0	5	0	5	0	5	0	21	0	6	1	4	1	10	3	3	1	5	0	0	4	8	5	39	44
6 Camp Crame E. S.	0	0	0	7	0	6	0	6	0	5	0	24	0	7	0	7	0	14	3	6	1	8	0	0	4	14	4	52	56
7 P. Tuazon E. S.	0	0	0	1	0	2	0	2	0	2	0	7	0	2	0	1	0	3	1	1	0	1	0	0	1	2	1	12	13
8 Valencia E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	1	0	2	0	3	1	1	1	1	0	0	2	2	2	13	15
Total	0	2	0	16	0	15	0	15	0	14	0	60	0	16	1	14	1	30	8	11	3	15	0	0	11	26	12	116	128
SD–XVIII																													
9 Kamuning E. S.	0	0	0	9	0	10	1	8	1	7	2	34	1	7	0	8	1	15	2	3	0	5	0	0	2	8	5	57	62
10 Gen. Roxas E. S.	0	0	0	8	0	7	0	8	1	8	1	31	0	8	0	8	0	16	1	4	1	6	0	0	2	10	3	57	60
11 M. H. Del Pilar E. S.	0	0	0	8	0	7	2	6	1	6	3	27	1	6	0	7	1	13	3	4	1	4	0	0	4	8	8	48	56
12 T. Morato E. S.	0	0	0	6	0	5	0	5	1	5	1	21	0	6	0	6	0	12	2	1	0	4	0	0	2	5	3	38	41
Total	0	0	0	31	0	29	3	27	4	26	7	113	2	27	0	29	2	56	8	12	2	19	0	0	10	31	19	200	219
SD–XIX																													
13 A. A. Quezon E. S.	0	0	0	10	0	9	0	9	1	7	1	35	1	9	1	8	2	17	4	6	0	9	0	0	4	15	7	67	74
14 Doña Imelda E. S.	0	0	0	8	0	6	0	7	0	5	0	26	0	5	0	7	0	12	1	4	0	3	0	0	1	7	1	45	46
15 Tatalon E. S.	1	3	0	16	0	13	0	13	0	13	0	55	1	11	0	14	1	25	6	6	0	4	0	0	6	10	7	90	97
Total	1	3	0	34	0	28	0	29	1	25	1	116	2	25	1	29	3	54	11	16	0	16	0	0	11	32	15	202	217
TOTAL	1	6	1	106	1	92	3	92	5	85	10	375	4	88	5	89	9	177	31	48	6	60	0	0	37	108	56	660	716

PL/atl/9–16–93

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94
(As of August, 1993)

MANDALUYONG School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–XX																													
1 Mandaluyong E. S.	0	0	0	13	0	10	0	11	1	10	1	44	1	10	1	10	2	20	2	9	0	8	0	0	2	17	5	81	86
Renato Lopez Annex	0	0	0	7	0	6	0	6	0	6	0	25	0	6	0	5	0	11	1	5	0	5	0	0	1	10	1	46	47
2 F. P. Javier E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	0	2	0	1	0	0	0	3	0	15	15
3 Doña B. Yangco E. S.	0	0	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	0	2	0	1	0	0	0	3	0	15	15
4 Malaya E. S.	0	0	0	7	0	6	0	6	0	6	0	25	0	6	0	5	0	11	1	5	0	5	0	0	1	10	1	46	47
Total	0	0	0	31	0	26	0	27	1	26	1	110	1	26	1	24	2	50	4	23	0	20	0	0	4	43	7	203	210
SD–XXI																													
5 Highway Hills E. S.	0	0	0	11	0	9	1	8	1	8	2	36	0	9	2	7	2	16	2	7	2	4	0	0	4	11	8	63	71
6 A. T. Reyes E. S.	0	0	0	1	0	1	0	1	0	1	0	4	0	1	0	1	0	2	0	0	1	0	0	0	1	0	1	6	7
7 Ilaya–Barangka E. S.	0	0	0	6	0	5	0	5	0	5	0	21	0	5	0	5	0	10	2	4	1	3	0	0	3	7	3	38	41
8 Jolo E. S.	0	0	0	4	0	5	0	4	2	3	2	16	2	2	1	3	3	5	1	2	1	1	0	0	2	3	7	24	31
9 Bonifacio Javier E. S.	0	0	0	5	0	5	0	4	0	4	0	18	2	2	0	4	2	6	2	3	1	3	0	0	3	6	5	30	35
10 Pedro P. Cruz E. S.	0	0	0	9	0	9	0	7	0	7	0	32	2	5	4	3	6	8	1	7	1	2	0	0	2	9	8	49	57
Total	0	0	0	36	0	34	1	29	3	28	4	127	6	24	7	23	13	47	8	23	7	13	0	0	15	36	32	210	242
SD–XXII																													
11 E. Rodriguez E. S.	0	0	0	12	0	8	0	9	1	10	1	39	0	10	0	10	0	20	3	8	0	3	0	1	3	12	4	71	75
12 Andres Bonifacio E. S.	0	2	0	5	0	4	1	4	0	4	1	17	1	3	0	4	1	7	0	1	0	0	1	1	1	2	3	26	29
13 Doña Pilar E. S.	0	0	0	4	0	4	0	4	0	4	0	16	0	4	0	4	0	8	0	7	0	0	1	2	1	9	1	33	34
14 Plainview E. S.	0	0	0	6	0	6	0	6	1	3	1	21	1	4	1	3	2	7	1	3	0	4	0	0	1	7	4	35	39
15 Nueve de Febrero E. S.	0	2	0	6	0	5	1	5	0	6	1	22	0	5	0	2	0	7	1	2	0	3	0	0	1	5	2	34	36
Total	0	4	0	33	0	27	2	28	2	27	4	115	2	26	1	23	3	49	5	21	0	10	2	4	7	35	14	199	213
TOTAL	0	4	0	100	0	87	3	84	6	81	9	352	9	76	9	70	18	146	17	67	7	43	2	4	26	114	53	612	665

PL/atl/9–16–93

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94
(As of August, 1993)

MARIKINA School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS										
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED		NG		TOTAL		GRAND TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–XXIII																															
1 Marikina E. S.	0	0	0	14	0	11	1	9	0	10	1	44	1	10	2	9	3	19	5	4	0	6	0	0	5	10	9	73	82
2 Calumpang E. S.	0	0	0	8	0	8	0	7	0	7	0	30	0	7	0	8	0	15	4	6	0	4	0	0	4	10	4	55	59
3 Kapitan May E. S.	0	0	0	7	0	7	0	7	0	7	0	28	1	5	1	5	2	10	5	4	0	2	0	0	5	6	7	44	51
4 San Roque E. S.	0	0	0	3	0	3	0	3	0	3	0	12	1	2	0	3	1	5	0	3	0	2	0	0	0	5	1	22	23
5 Industrial Valley E. S.	0	0	0	4	0	3	0	3	0	3	0	13	0	3	0	3	0	6	0	1	1	1	0	0	1	2	1	21	22
Total	0	0	0	36	0	32	1	29	0	30	1	127	3	27	3	28	6	55	14	18	1	15	0	0	15	33	22	215	237
SD–XXIV																															
6 L. Victorino E. S.	0	2	0	6	0	5	0	4	0	5	0	20	0	4	3	2	3	6	1	5	0	2	0	0	1	7	4	33	37
7 Barangka E. S.	0	0	0	9	0	8	0	9	0	9	0	35	1	8	0	9	1	17	3	6	2	5	0	0	5	11	6	63	69
8 H. Bautista E. S.	0	1	0	7	0	6	0	6	0	6	0	25	0	4	1	5	1	9	0	4	0	2	0	0	0	6	1	40	41
9 Malanday E. S.	0	0	0	13	0	12	0	11	0	10	0	46	3	7	2	8	5	15	0	6	2	5	0	0	2	11	7	72	79
10 Nangka E. S.	0	1	0	7	0	6	0	6	0	5	0	24	2	4	1	5	3	9	0	3	0	4	0	0	0	7	3	40	43
11 St. Mary's E. S.	0	0	0	3	0	2	0	2	1	1	1	8	1	1	0	2	1	3	0	1	0	1	0	0	0	2	2	13	15
12 Tañong E. S.	0	3	0	3	0	3	0	3	0	3	0	12	0	3	0	3	0	6	0	2	1	2	0	0	1	4	1	22	23
Total	0	7	0	48	0	42	0	41	1	39	1	170	7	31	7	34	14	65	4	27	5	21	0	0	9	48	24	283	307
SD–XXV																															
13 Sto. Niño E. S.	0	0	0	11	0	11	0	10	0	10	0	42	0	11	0	11	0	22	3	8	1	10	0	0	4	18	4	82	86
14 Concepcion E. S.	0	0	0	14	0	13	0	13	0	13	0	53	2	9	0	12	2	21	3	10	0	6	0	0	3	16	5	90	95
15 Parang E. S.	0	0	1	19	0	18	0	18	0	18	1	73	0	17	0	17	0	34	8	10	3	7	0	0	11	17	12	124	136
16 Fortune E. S.	0	0	0	6	0	6	0	5	1	3	1	20	1	5	1	5	2	10	1	2	2	3	0	0	3	5	6	35	41
17 SSS Village E. S.	0	0	0	9	0	9	0	9	0	8	0	35	1	9	0	10	1	19	4	6	0	4	0	0	4	10	5	64	69
Total	0	0	1	59	0	57	0	55	1	52	2	223	4	51	1	55	5	106	19	36	6	30	0	0	25	66	32	395	427
TOTAL	0	7	1	143	0	131	1	125	2	121	4	520	14	109	11	117	25	226	37	81	12	66	0	0	49	147	78	893	971

PL/atl/9–16–93

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94

(As of August, 1993)

PASIG School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–XXVI																													
1 Pasig E. S.	0	0	0	12	0	12	0	10	2	8	2	42	1	9	1	9	2	18	2	14	0	2	0	1	2	17	6	77	83
2 Liberato Damian E. S.	0	0	0	5	0	5	0	5	0	5	0	20	1	4	0	5	1	9	1	5	0	2	0	0	1	7	2	36	38
3 Palatiw E. S.	0	0	0	6	0	6	0	6	0	7	0	25	0	6	0	6	0	12	1	5	0	1	0	0	1	6	1	43	44
4 Pinagbuhatan E. S.	0	0	0	9	0	8	1	7	0	8	1	32	2	6	1	7	3	13	2	8	0	1	0	0	2	9	6	54	60
5 Ilugin E. S.	0	0	0	4	0	3	0	2	0	2	0	11	1	1	0	2	1	3	0	2	0	1	0	0	0	3	1	17	18
Total	0	0	0	36	0	34	1	30	2	30	3	130	5	26	2	29	7	55	6	34	0	7	0	1	6	42	16	227	243
SD–XXVII																													
6 San Joaquin E. S.	0	0	0	9	0	7	0	9	0	8	0	33	0	7	0	9	0	16	5	4	0	1	0	0	5	5	5	54	59
7 Buting E. S.	0	0	0	6	0	5	0	5	0	5	0	21	0	5	0	6	0	11	2	6	0	1	0	0	2	7	2	39	41
8 Kalawaan E. S.	0	0	0	5	0	5	0	5	0	4	0	19	0	4	1	4	1	8	2	6	0	1	0	0	2	7	3	34	37
9 Dr. S. Santos E. S.	0	3	0	4	0	4	0	4	1	3	1	15	0	4	0	4	0	8	2	4	1	0	0	0	3	4	4	27	31
10 Bambang E. S.	0	0	0	6	0	6	0	5	0	6	0	23	0	5	1	5	1	10	2	4	1	0	0	0	3	4	4	37	41
Total	0	3	0	30	0	27	0	28	1	26	1	111	0	25	2	28	2	53	13	24	2	3	0	0	15	27	18	191	209
SD–XXVIII																													
11 Bagong Ilog E. S.	0	0	0	8	0	6	0	6	1	5	1	25	1	5	1	6	2	11	2	8	0	1	0	0	2	9	5	45	50
12 F. Legaspi E. S.	0	3	0	3	0	3	0	4	0	3	0	13	0	3	0	4	0	7	1	5	1	0	0	0	2	5	2	25	27
13 Oranbo E. S.	0	2	0	3	0	3	0	3	0	3	0	12	1	2	1	2	2	4	0	5	0	1	0	0	0	6	2	22	24
14 Pineda E. S.	0	0	0	8	0	7	0	7	0	6	0	28	0	7	0	6	0	13	3	7	0	1	0	0	3	8	3	49	52
Total	0	5	0	22	0	19	0	20	1	17	1	78	2	17	2	18	4	35	6	25	1	3	0	0	7	28	12	141	153
SD–XXIX																													
15 Rosario E. S.	0	0	0	12	0	10	0	14	0	14	0	50	0	14	2	12	2	26	3	13	0	1	0	0	3	14	5	90	95
16 De la Paz E. S.	0	0	0	2	0	2	0	1	0	1	0	6	0	1	1	1	1	2	0	2	0	1	0	0	0	3	1	11	12
17 Manggahan E. S.	0	0	0	10	0	8	0	8	0	8	0	34	1	6	0	8	1	14	2	8	0	1	0	0	2	9	3	57	60
18 San Lorenzo Luis E. S.	0	0	0	4	0	3	0	4	0	3	0	14	0	3	0	3	0	6	2	1	0	1	0	0	2	2	2	22	24
[illegible]	0	0	0	10	0	10	0	10	0	10	0	40	1	9	1	8	2	17	1	13	0	1	0	0	1	14	3	71	74
[illegible]	0	0	0	38	0	33	0	37	0	36	0	144	2	33	4	32	6	65	8	37	0	5	0	0	8	42	14	251	265
	0	0	0	10	0	8	0	8	0	8	0	34	1	7	1	7	2	14	1	10	0	1	0	0	1	11	3	59	62
	0	1	0	6	0	6	0	6	0	6	0	24	0	6	0	6	0	12	1	4	0	1	0	0	1	5	1	41	42
	0	3	0	11	0	8	0	9	0	8	0	36	0	9	0	10	0	19	3	7	0	1	1	0	4	8	4	63	67
	0	2	0	5	0	5	0	5	0	4	0	19	0	4	0	5	0	9	1	4	0	1	0	0	1	5	1	33	34
	0	6	0	32	0	27	0	28	0	26	0	113	1	26	1	28	2	54	6	25	0	4	1	0	7	29	9	196	205
			0	158	0	140	1	143	4	135	5	576	10	127	11	135	21	262	39	145	3	22	1	1	43	168	69	1006	1075

REGION: NCR
DIVISION: Quezon City

ACTUAL NUMBER OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS BY CONGREGATIONAL DISTRICT, BY GRADE LEVEL AND BY SEX

SY 1993–94

(As of August, 1993)

SAN JUAN School District/ School	PRIMARY												INTERMEDIATE						SPECIAL TEACHERS								GRAND TOTAL		
	PREP		GR. I		GR. II		GR. III		GR. IV		TOTAL(I–IV)		GR. V		GR. VI		TOTAL(V–VI)		SUBJ.		ANC. SERV		SPED NG		TOTAL				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
SD–XXXI																													
1 San Juan E. S.	0	0	0	10	0	10	0	9	0	8	0	37	0	8	0	9	0	17	5	15	0	1	0	0	5	16	5	70	75
SPED	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0	3	3
2 Pedro Cruz E. S.	0	1	0	2	0	2	0	1	0	1	0	6	0	1	0	1	0	2	0	3	0	0	0	0	0	3	0	11	11
3 Salapan E. S.	0	1	0	3	0	3	0	3	0	4	0	13	0	4	0	4	0	8	1	3	0	1	0	1	1	5	1	26	27
4 San Perfecto E. S.	0	3	0	7	0	5	0	5	0	6	0	23	0	6	0	6	0	12	1	7	0	1	0	0	1	8	1	43	44
Total	0	5	0	22	0	20	0	18	0	20	0	80	0	20	0	21	0	41	7	28	0	3	0	1	7	32	7	153	160
SD–XXXII																													
5 Pnaglabanan E. S.	0	3	0	12	0	10	0	10	0	10	0	42	0	10	0	10	0	20	2	18	0	2	0	0	2	20	2	82	84
6 Nicanor C. Ibuna E. S.	0	1	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	0	4	0	0	0	0	0	4	0	16	16
7 Sta. Lucia E. S.	0	1	0	3	0	2	0	3	0	3	0	11	0	2	0	3	0	5	0	4	0	0	0	0	0	4	0	20	20
8 Kabayanan E. S.	0	1	0	4	0	4	0	4	0	4	0	16	0	4	0	4	0	8	0	4	0	1	0	0	0	5	0	29	29
9 Addition Hills E. S.	0	1	0	2	0	2	0	2	0	2	0	8	0	2	0	2	0	4	1	1	0	0	0	0	1	1	1	13	14
Total	0	7	0	23	0	20	0	21	0	21	0	85	0	20	0	21	0	41	3	31	0	3	0	0	3	34	3	160	163
TOTAL	0	12	0	45	0	40	0	39	0	41	0	165	0	40	0	42	0	82	10	59	0	6	0	1	10	66	10	313	323

PL/atl/9–16–93

The Mathay Administration's
HIGHLIGHTS OF ACHIEVEMENTS
(Following from the Ten Pillar Prescriptions)

1. **CIVIC ORDER AND SAFETY**. Citywide lighting that has brightened even the nooks and corners; enhanced incentive to the uniformed police and provision of mobile equipment for improved response capabilities; fielding of more traffic enforcers and assistance of Junior police. Improved coordination with national agencies of traffic control and regulations, now with Mayor and MMA Chairman as Traffic Czar. Clean up and closures of illegal and improper nightlife activities in City main avenues; drive against drug addiction and trafficking. Sustained drive against illegal sidewalk vending. The City Peace and Order Coucil already set up with operating units down to the barangays.

2. **EFFICIENT AND ADEQUATE PUBLIC SERVICE.** Improved infrastructures, contruction of new roads and repairs of existing ones, opening of interneighborhood roads, declogging and drainage facilities, deepwells for communities, depressed area electrification implemented.

   Clean and Green Program rid city of unhygienic and unsanitary garbage accumulation; smoke-belching campaign among most effective in Metro Manila.

   SMILE PROGRAM viably acting as intervention program for livelihood, basic services and environmental improvement concerns.

3. **EDUCATIONAL, SOCIAL, AND HEALHT AND MEDICAL SERVICES.**

   a. Top priority for human capital development, and primarily through education: about 40 school buildings during the last two years - of some 460 classrooms; teacher incentives; auxiliary teachers to fill up shortages; free in-service training for both elementary and high school teachers, benefitting no less 1,300 teachers; enhanced school board financed for classroom, pupil and teacher needs, including school-based cultural and sports development. Continuing program with the University of the Philippines.

      City scholarship and youth development program benefit no less than 2700 college students; and special cutltural and educational program for street children;

      Enhanced skills training benefitting close to 7,500 trainees to date.

      Launching of the Quezon City Polytechnic for technician manpower development.

      Soon to be put up an Instructional and Learning Resource Center to benefit 90 elementary and 30 secondary schools with state of the art instructional technologies.

Expanded sports development program with barangay based sports and athletic activities and enhancement of program for competitive sports; and total renovation of Amoranto Sports Complex.

b. Expanded health services through the CIty's Department of Health, the biggest in Metro Manila LGU health department: implemented immunization programs in coor dination with national government; primary health care program for control of communicable diseases; outreach programs with civic and professional organiza tions and through increased number of barangay health centers.

Improvement and enhancement of Quezon City General Hospital and establishment of two more district hospitals - in Novaliches and Payatas. Referral system to be operationalized with other government and private hospitals.

c. Expanded social services reaching out to the underprivileged youth, the elderly (with Senior Citizens program now in full operation), the handicapped, the street children and the urban poor and depressed communities. Expanded Yakap program for preschoolers and juvenile delinquents and offenders; improvement of prison condi tions; enhancement of mortuary and burial assistance.

4. **IMPROVED PUBLIC ASSISTANCE SERVICES.** A mechanism is in place for quick response in times of calamities, particularly during typhoons and fires (a noticeable reduced incidence this year). Disaster Coordinating Council already in place with mobili zation capabilities down to the barangays.

Streamlining of public assistance services (including computerization) of constituency services - in civil registry matters, soon for business permits and licenses (in addition to simplifications), real estate assessment and tax payments.

Public Assistance Center Office created for the purpose. Industrial Relations Office mounted four Job Fairs to date and succeeded in placements of over a thousand jobseekers; Livelihood training provided by both SMILE and Negosiyete Clubs.

5. **ECONOMIC AND BUSINESS DEVELOPMENT.** Passage of Local Revenue Code with strong pro-business features; Business Development Project to showcase best of Quezon City and attract investors to city; development of business center sites; land use plan formulation; tax amnesty and other incentives to business; closer coordination with trade and industry associations; enhancement of services.

6. **CULTURAL, CIVIC AND ACADEMIC ENHANCEMENT.** As site of top universities, cultural and educational cooperation arrangements entered into with the UP, and soon with other Universities; tourism sites for development identified; in the works are plans

for National Museum of Arts and Museum of Natural History. Enhanced development of Quezon Memorial Circle as venue for cultural and artistic performances and demonstra tions.

The QC Bulwagan has become new venue for cultural academic and civic gatherings and presentation, but Convention facilities are planned to be put up.

7. **PROGRAM FOR THE URBAN POOR.** The City's basic services benefit significantly the large urban poor sector. On top of this, public assistance specifically for the sector have been more systematically organized with the reorganization of urban poor affairs office into a People's Bureau attending to the special needs of urban poor and squatters; more effective and viable relocation and resettlement programs now being implemented; improvement housing and shelter services better coordinated and implemented.

8. **THE YOUTH's SPECIAL PLACE IN THE CITY.** About 65 percent of the City's population are 25 and below. In addition to educational services in the City's public schools, the expanded sports program of the City essesntially benefitting the youth, significant support and assistance being given to the Sangguinian Kabataan federation (training and public assistance services), programs for the street children, pre-schoolers; summer jobs for the youth; involvement in the City's programs by QC Scholarship corp., the organization of the Blue Cap, and suppor to the Alliance of Student Councils; the Girl and Boy Scouts programs.

9. **IMPROVED FISCAL AND FINANCIAL MANAGEMENT.** The City's revenues, increasing by more than 43 percent, have more than doubled during the last two years; credit facilities available through the government financial institutions to support massive infrastructure and basic services programs of the City; revenue enhancement measures in place with implementation of local revenue code and enhanced collection campaign. Aggressive business development to expand long-long term revenue base.

   Institution of measures to improve administrative fiscal management. Support of private sector through Mayor's initiatives being gained.

10. **IMPROVED ADMINISTRATIVE OPERATIONS.** Essentially through effective leadership and viable management style of the Mayor and the support of the City Council, above accomplishments were possible.

    Improvement in administrative systems - organizational structure and systems and procedures, make programs and projects implementation more effective and efficient. Streamlining and improved personnel productivity (helped by incentives with the City now having among the highest personnel financial benefits), manifest better results on overall efficiency of administration.

A Report from the Senate

By: Hon. Blas E. Ople
Senator

Distinguished members of PESPA, my friends.

On Wednesday next week, the Ninth Congress will conclude its first regular session for a one and a half months recess. This means that your Congressmen and Senators will be go back to their constituencies to report on their legislative accomplishments.

May I beg your indulgence then if I go ahead of my colleagues and report to you now the initial work of the Senate Committee on Civil Service and Government Reorganization of which I am the Chairman.

For a backgrounder, the Committtee on Civil Service and Government Reorganization is one of the Senate's largest, not in terms of budget or staff composition, but in terms of number of people affected by its work. It has to deal with legislative concerns affecting some 1.3 million state workers who often have competing and conflicting interests. When I accepted the Chairmanship of this committe, I readied myself for the barrage of bills that the members of the Senate, not exluding their counterparts in the Lower House, will toss at the Committee's lap for urgent deliberations. An true eneough, after just one year, 117 Senate bills; 2 Hous bills; 5 Senate resolutions and one Concurrent resolution have been filed at the committee. you will agree with me if I say that we have an embarassment of bills in the Committee.

Many of the bills, would you believe call for increased salaries of government workers while the rest deal with bureaucraticreforms and other policy issues. If at all, this is an indication of you lawmakers industry in looking after your interest. How many of these bills will pass the rigorous scrutiny of Congress is not a subject of conjecture but I am sure, some of these will not even merit a committee hearing and before the authors know it will be consigned to gather cobwebs at the legislative archives. That is the intricate nature of legislating and one must understand it to appreciate it.

During the first regular session, the Civil Service Committee has deliberated and conducted public hearings for twenty (20) civil-service related bills. Out of these, eight deal with pensions; five deal with retirement and other incentives; and the remaining seven deal with professionalizing the career service ranks.

The Committee has already drafted seven committee reports all of which are ready for signature of its members. These reports will then be calendared by the Majority Floor Leader for floor debates. It is my duty as Chairman to defend these reports and steer them towards adoption. Let me assure you I will actively participate in these debates, however acrimonious, not for personal gratification, but for my bounden duty as a legislator to legislate laws that enhance, protect and promote the welfare of the Filipinos.

But the raging and contentious issue that continue to occupy discussion tables in various for a today is not how bills become laws but, to my view, the issue of survival. I refer to the bread-and-butter issue of government salaries.

In 1989, many government workers, teachers included, heaved a sigh of relief when RA 6758 (The Salary Standardization Law) took effect. The Aquino Administration then basked in profuse glory of self-congratulation over its enactment, claiming it is the most substantial upgrading in Philippine civil service history of government salaries to realistic levels.

This was probably correct in 1989. But today is 1993 and we are under the Ramos administration. Yet, up to this time, the glaring imperfections and shortcomings of the Salary Standardization Law has not been corrected. The P2,000 base pay provided for under RA 6758 is no longer realistic. It is ridiculous for it doesnt even approximate the minimum of P118.00 as mandated by the Minimum Wage Law. The monster called inflation, which has been running in double-digit figure for the last two years, has entirely wiped out whatever gain the law has brought about. The public school teachers have not been spared. You have not been spared.

In this vein, you will wonder why public school teachers remain to be underpaid when the EDCOM Report which has been disseminated and discussed in so many for a (and which I understand was Senate President Edgardo Angara's topic this morning), calls for a budgetary appropriation for the Department of Education, Culture and Sports. There is something scandalous in such a state of affairs, particularly in a developing country like the Philippines whose national leadership calls for increased literacy while neglecting the very people who could help realize this goal.

It is easy to see the result of this benign neglect. the EDCOM report points out that "this is the chief contributory cause to the decline of the educational system," which in turn perpetuate the predicament of the Philippines as East Asia's economic basket case.

The objective of the Salary Standardization Law — to institute a single pay scale structure for government workers — has been tried and found wanting. Not only has it outlived its usefulness : it has also stunted the capacityof the bureaucracy to absorb who desire to join the ranks of public servants. Many public school teachers, finding its difficult to survive on meager government pay have trooped to foreign shores where they find high paying jobs either as domestics helpers or entertainers. This has contributed to the growing lack of school teachers to the detriment of our young population.

Since we started discussions of the various bills at the committee level, my office has been receiving numerous letters of complaints in the inequities of the Salary Standardization Law. Some ccall for its total scrapping while others call for its immediate amendment. To these views are added various claims for unpaid salaries and benefits and other civil service related issues which if taken all at once will definitely keep the mind boggling.

Finding a consensus for these surfeit of claims is difficult. That is why as early as lat year, I have sounded the call for a comprehensive review of RA 6758 to make it more realistic and more attuned with present economic conditions. The President has already issued such an order to the Department of Budget and Management. The Senate Committe on Civil Service which I chair will conduct its seperate review with the goal of amending it.

In the meantime, I have spelled the strategy of taking from the tyranny of the Slary Standardization Law the teachers which cionstitue the bulk of state workers. So long as they are under this structure, the move to raise the level of teacher's pay in proportion to their strategic role cannot prosper. I have a ready draft bill prescribing a seperate salary schedule for public school teachers and professors in state colleges and universities. Hopefully, this will be filed as soon as my technical staff have completed further studies to ensure its passing.

I want to emphasize that I remain committed to work for the doubling of the pay of public school teachers from the present level of some P3,000 to P6,000.

As for other reforms, these can go hand in hand with the review. The bottom line is for government workers to be at par with their private sector counterparts in terms of pay and other benefits to stem the exodus of able and dedicated workers from the bureaucracy to private stables.

Thank you very much.

EFFECTIVE FOOTPRINTS TO FOLLOW IN ACHIEVING SUCCESS

By Prof. LAMBERTO R. ZOLETA

All of us want to become successful, But what is success? Success is fulfillment of our goals, presence of peace of mind, contentment and happines. To attain success, we have to follow these footprints.

In other words, we should have our GOAL or objectives. There are people whose goals are: To serve humanity; to discover or invent something useful; to become a president or barangay chairman; a Mr. or Miss Universe; even become a good follower of GOD or even a servant of God; a doctoral degree or M.A. But let us remeber that the pursuance and completion of education is like a ladder only that will facilitate the attainment of our goal.

In setting our goals, let us remember the word SMART:

Specific, Measurable, Attainable, Realistic, Time-measured.

Let us remember that a journey of a thousand miles begins with a single step - and this as setting our goal.

In other words, you should have reachable goals based on your past experiences and performaces. With your series of successes, your confidence will grow. Not only that - other people's confidence in you also will increase. Then you can aim higher and higher.

When you have a goal, there is direction. There is order. When you have a goal, you want to change, to improve and to have a purpose in life.

Once we have a goal, the next footprint to follow is PLAN.

In planning, we have to consider our resources. We have to make an inventory of our physical and mental attributes. The economic capacity of an individual has to be taken into consideration also.

If you want to get rich by means of buying stocks or shares, we have to study the security companies, the brokers with outstanding batting averages, the history of the companies in terms of profits, when to buy and sell your shares.

Remember one of the formulas of success of Winston Churchill: "Be sure all the necessary preparations have been made."

Living from day to day is taking risks everyday. In order to achive anything, one has to take risks. But it is true that thinking your way into action is the safest course to take.

When you have nothing to lose, you might act your way of thinking. But when the stakes are high, your goal or your life is at stake - thinking or planning seriously might prove the easier and surest way.

In planning, always expect the unexpected. Be prepared with plans adequate enough to meet the emergency. In other words, you should be ready with your Plan A, Plan B, and Plan C.

It is true that opportunity knocks but once, but you should not wait for an opportunity. Make the opportunity yourself to achieve your goal.

We should not only plan our work but should also work out our plan. And the time is NOW.

Paeng Nepomuceno and other world class athletes do not only practise their athletic skills, they also condition their minds to achive their goals.

The next footprint to follow is SELF-FULFILLING PROPHECY.

Examples:

MONEY. "I now have all the money in my vault, and in the bank, available for whatever pupose I have in mind.

STUDY. "Anything I read or listened, I can easily understand and comprehend. I can easily recall all that I read and listened without any effort on my part."

ALL-PURPOSE. "This food that I will eat will make me healthier, more intelligent, handsomer and live longer."

In short, we are building our thoughts in our subconscious mind by verbalizing it again, again and again.

Remember our subconscious mind is our hidden big boss. It is correct to state that our conscious mind control our conscious action, but it is our subconscious mind that dictates the pattern of our action.

The next footprint to follow is PERSISTENCE.

There are instant photos, instant vinegar, instant coat, instant tokwa and even instant salabat. But there is no instant success. Success takes time and persistence.

In learning to think big, it helps tremendously to imagine yourself as a big man or big woman in the campus, in business, in your profession or in your job - and then give you all but outstanding performance.

Avoid the "ningas-kogon" mentality. Filipinos are fond of eagerly starting any big project with full spirit but later lacks the perseverance to finish it. This "ningas-kogon" mentality shows that you haven't thoroughly study your goals and plans.

This is what Og Mandino says:

"I will persist until I succeed.

"I was not delivered in this world in defect, nor does failure course in my veins.

"I am not a sheep waiting to be prodded by my shepherd. I am a lion and I refuse to talk, to walk, to sleep with the sheeps.

"The slaughterhouse of failure is not my destiny'

"I will persist until I succeed".

Setting a time limit for a specific accomplishment is a vast aid in attaining your goal despite any obstacle.

The next footprint to follow is TIME MANAGEMENT.

Each minute of your time is worth P 50 or more.

Are you preparing yourself now to collect the money that is due you?

Take care of your minutes and watch your bank account, prestige and accomplishments begin to grow.

One of the effective ways to use your minutes efficiently is to develop day by day, month by month. And year by year plan of actions with emphasis on achieving your goal.

We should eliminate unnecessary activities that will not in any way contribute towards the accomplishment of your goal.

Handle similar tasks at the same time. Separate work that requires special treatment. Do things simultaneously whenever possible like the late Doroy Valencia, travelling and dictating his articles. The Scandinavian woman can do four things at the same time.

Assign a time limit to each task and don't hesitate to go to your superior and co-workers for management advice.

Remember, each of us, whether we are rich or poor, genius or MR. handsome or never mind; muscular or thin; each of us is alloted 24 hours a day. Whether we spend it or not, it will be spent. So we have to spend out time wisely.

We are not God nor Superman who can do everything. Even the President of the Philippines or officers of the Toastmasters Club or managers have to rely on other men.

We don't only have bank accounts of money. The next footprint is INCREASE BANK ACCOUNT OF PEOPLE.

In building bank account of contacts, don't be reluctant to start at the better. Remember, today's minor employees or clerks could be tomorrow's presidents of companies and directors of government agencies.

It is necessary to learn and practice the five Dynamics of Human Relations. There are : Appreciation; Service beyond the call of duty; Consideration for the other person; the value of Inspiration and Understanding heart.

With these five dynamics of human relations you will be able to increase your bank account of people tremendously.

For every contact, put a value on him or her, let's say P10,000 each.

Remember, too, that this plan of action is a two-way street. You are probably on someone's list right now. You have to give in order to get a big account of people increases our chances of attaining our goal tremendously.

Remember also that from among your contacts, choose a role model for inspiration and guidance.

We should also associate with happy and successful people. By associating with these type of people, we also become happy and successful. Why? Because those happy and successful people generate invisible and powerful energy that affect the people around them.

When sex is seen and used as the great creative force of life, it can be at the right time. It should be focused away from the physical act and become a great source of life-long achievement.

The next footprint to follow in achieving success is TRANSMUTE SEX ENERGY TO ACHIEVEMENT POWER.

Great men, artists, scientists and workmen are highly sexed. Many men made their works and open the world by transmutting sex energy into the energy of their individual achievement.

Even if you follow faithfully these footprints, you are not fully assured of success. There is still one more step necessary. This step should be actually the first footprint - SEEK GOD'S HELP AND GUIDANCE:

In Marks 11:24 "Whatever you ask in prayer, believe that you have it, and will be yours." In Matthew 7:7, "Ask and it shall be given."

But please remember that God is not our waiter. God is not our servant to give us everything we want.

Remember God helps those who help themselves. "Nasa Diyos ang awa, nasa tao ang gawa."

So long as it is possible to pray, there is always hope and courage. Without prayer you can do little; with it, all things are possible.

It is also written in Zechariah 4:6-7, "You will succeed, not by military might or by your own strength, but my spirit. Obstacles as great as mountains will disappear before you".

Remember, if God is with us, who will be against us? If God is with us, we will certainly become successful in any endeavor. We will certainly achieve our goal.

These are my secrets of success. Follow these footsteps faithfully and you are assured of attaining SUCCESS systematically.

These are my secrets of attaining success. As a summary, these steps are:

1. We should have our GOAL;
2. Think carefully of our PLAN;
3. Commit the SELF-FULFILLINF PROPHECY;
4. Our planned actions should be done with EN THUSIASM;
5. The planned actions should be PERSISTENCE;
6. Carefully practice TIME MANAGEMENT;
7. TRANSMUTE SEX ENERGY INTO ACHIEVE MENT POWER; and
8. SEEK GOD'S HELP AND GUIDANCE.

If you follow these steps faithfully, I assure you 99.9% that you will become successful whatever is your goal.

THE COMMUNICATION PROCESS

STEPS IN THE COMMUNICATION PROCESS

1. A **SENDER**, who has the idea he/she wants to get across somehow to another person...
2. **ENCODES** the idea is some symbol, word, gesture, ets., which is then...
3. **TRANSMITTED** to the other person. Upon receipt, the message is...
4. **DECODED** by ...
5. The **RECEIVER**, so that it now is a thought in the receiver's mind, awaiting some kind of...
6. **FEEDBACK** mechanism, which will verify if the thought now in the head of the receiver corresponds to the idea originally intended by the sender.

RANK ORDER OF COMMUNICATION MISTAKES

1. Failing to notify me of something I should have known.
2. Giving me incomplete information.
3. Telling me about something too late.
4. Using the wrong method... e.g., oral when it should have been written, etc.
5. Bypassing me in the chain of command.
6. Giving me the wrong information.
7. Communicating in a sarcastic, hostile, or emotionally-loaded manner.
8. Talking over my head... e.g., in the use of terms, overly-technical words, etc.,
9. Criticizing me in front of others.
10. Acting inconsistently with communications received.

HOW TO GIVE ORDERS

Giving orders is an important part of any supervisor's job. But you can achieve better results with the people in your department if you accept the fact that some of them are going to misunderstand your orders at least some of the time. To avoid this, make your order clear and complete by asking yourself the following questions.

W H O?

- o Does your order clearly state who is to carry it out?
- o Does it leave loopholes for passing the buck?
- o Does it define who is responsible for results?
- o Does it delegate sufficient authority to the right person?

W H A T?

- o What exactly is to be done?
- o What supplies must be requisitioned?
- o What equipment is to be used?
- o What results are expected?

W H E R E?

- Where are the materials located?
- Where is the work to be done?
- Where is it to delivered?

W H E N?

- When is the job to start?
- When is the work to be finished or delivered?
- Does your order reflect the urgency of the job?

H O W?

- How is the work to be done?
- Does your order allow sufficient leeway?
- Are your instructions understandable?
- Are special details clearly outlines and understood?

W H Y?

- Why is the order necessary?
- Why is a certain method being used?
- Why have special requirements (if any) been made?

ORAL AND WRITTEN INSTRUCTIONS: WHEN TO USE THEM

ORAL INSTRUCTIONS ARE OFTEN APPROPRIATE

1. For minor details
2. In giving assistance
3. To clarify a written order.
4. In an emergency
5. To keep the worker on the job
6. To stimulate worker interest

WRITTEN INSTRUCTIONS ARE OFTEN APPROPRIATE

1. When transmitting orders to another location.
2. When a worker is slow in understanding or is forgetful.
3. When precise figures or complicated details are involved
4. When you desire to hold the worker strictly accoutable.

THE ART OF SPEAKING AND BEING HEARD

By: ANA CAROLINA R. MATANGCAY
MAVE Faculty, IDE
Center for Research and Communication

It's one thing to deliver a good message and another thing to persuade or simply get the attention of your listener. More often, people have the material for their speech but have difficulty transmitting it to a particular audience.

But, for most experts, the secret of being an effective speaker is to "be yourself". It is a lot easier to be yourself than to be somebody else. According to Dennis Becker, president of a speech company in Massachusetts, to "be yourself" simply means to be at your best. Though there may be factors whch greatly affect success in public speaking, Becker stressed that to be an effective public speaker requires "sincerity, consideration for your audience, and simple clarity in the expression of ideas."

Be credible

Speaking is an art. And, to be a speaker and an artist at the same time, you need to make yourself attractive to your audience to sustain their attention and interest in what you have to present. You must display a credible and respectable character that is worth listening to. People must have the impression that you know what you are talking about and that you have the purpose clear in your mind. Unless you have succeeded in establishing your credibility, you will not get your audience's approval. "People who are the targets of communications (sic.) often decide either to ignore or to accept recommendations because they are presented by a spokesman whom they either distrust or respect."

Unlike in writing, you cannot go back to correct or improve what you have said at a given moment. As a speaker, you can only improve your speech for the next occasion. More often, to correct what you have already delivered will only confuse the listeners and lead them to think that you do not really know what you are talking about. A prepared speech, however, is a different story.

The same is true for the listener who has to do the job of listening righ there and then. As a listener, you can't always demand from the speaker to rpeat what has already been said. As a reader, however, you can go back, reread, and take your time to understand what has been written. As Mortimer Adler puts it, "The time span of speaking and listening coincide (sic.). Both begin and end together.

Be Clear and Easy to Understand

As a speaker, it is imperative to make your speech clear and easy to understand, even if you are heard for the first time. However, you must not understimate the audience's level of understanding since this will also cause some negative reactions from them. Just say what you really know and what you think they should know. Even it you think they already know what you know, your manner of delivering the speech can always give it a new flavor. Presentations can vary from one type of audience to another, depending on the audience's attitudes toward the issue, but the speaker's point of view will not be altered.

It may happen that, regardless of the value of what you are saying, you get a positive or negative response because of the way you deliver your ideas, of your confidence, and of your body language. This does not mean, however, that the sense of purpose of your talk is of little interest to your audience. It simply means that any form of communication involves the entire person. The speaker is the source and the speech is only the medium.

Humor helps stress a point. Though it is not obligatory in every speech, humor can made the audience feel relaxed with a heavy topic being discussed. Witty remarks have proven also to be very effective. It leaves a favorable impression of the speaker. However, humor "can be disastrously inappropriate on certain occasions... In that case, don't feel that you have to put (it) into your talk just because (it's) expected. Better to be known for seriousness of purpose than for inept humor."

Be Yourself

PIn public speaking, your overall appearance reflects your personality, which affects your attitudes toward yourself and your audience. That's "being yourself". Assuming different personalities will simply not work. The audience can tell whether you are sincere or not.

A speaker who is confident will look and sound confident. To look and sound confident will greatly depend on how convinced you are that what have to say is true and important. Truth, by nature, is very powerful. But you have to believe that you possess the truth. It is easy to be sincere when you know you have the truth. This makes public speaking a lot easier.

Credibility and sincerity are two main ingredients in establishing a good impression. Before you can command your audience's attention, you must first have secured from them that positive or favorable attitude toward you as a person. This will move them to be more receptive and open to your goals. It will encourage them to look at the issue on the same direction and with the same perspectives.

There is need for rhetoric in public speaking to express one's thoughts and feelings. Often, grammar and logic are not enough. If we wish to be effective speakers, we "almost always have to try to persuade them not only to listed to what we have to say, but also to agree with us and to think or act accordingly." However, this kind of persuasion must be accompanied by sincerity if you want to sustain your audience to the end of the speech. Unlike political personalitis, there should be no need for reassurance of your sincerity about the issues.

Though it has been said that credibility, sincerity, and overall appearance influence the audience's attitude toward the speaker and the speech, success in public speaking still greatly depends on the ideas presented by the speaker and how those ideas earn their own merit. As long as your audience considers your speech purposeful and objectively valuable for their own personal needs, they will listen. There is nothing better than hearing the truth from a sincere and honest person.

PLEDGE OF COMMITMENT IN SUPPORT OF THE CLEAN AND GREEN PROGRAM

I vow to care
In so many ways
For green grass and trees
For clean grass and trees
For clean yards and streets.

Not to cut trees
But plant more
The branches - for birds to nest on
The shade - for us to enjoy.

I vow to care
For the fragrance of the flowers
For verdant fields and mountains
For clear streams and rivers.

To work hard for a environment
that is clean, green and safe
where my family and friends
Can work, laugh, love and play.

Dear Fellow Administrators,

I am writing to say how much I care for you. I want you to know me better. When you awoke this morning I exploded a brilliant sunrise through your window, hoping to get your attention, but you didn't even notice. Later, when you were walking with friends, I bathed you in warm sunshine and perfumed the air with flowers. Still, you didn't even look.

I spoke to you through thunder, and you didn't hear me. Then I sent floods and floods all over, you were shaken only a little bit. You didn't mind, you have roofs over your heads, you are warm and cozy in your beds. Those who are out there in the cold; why bother! They shiver with only sacks of cloth over their heads; their push carts wallowing in the floods. There, there, you don't care.

Afterwards I painted a beautiful rainbow for you but you didn't even notice.

At night, I spilled moonlight on your face and sent a cool breeze to refresh you. And as you slept, I shared your thoughts, but you were unaware of my presence.

I hope you will talk to me soon. When you're ready. I will be near. I love you very much.

Your friend,

JESUS

Compliments of
Mar P. Guzman
Principal
J. Zamora Elem. School

DECS SECRETARY FABELLA

A Profile of an Educator



Harvard-educated Arman Fabella has under his hands the biggest and one of the most difficult agencies of the government - the Department of Education, Culture and Sports (DECS). Made up of 440,163 people and serving more than 17 million students, DECS also has the biggest share in the national budget.

But Fabella is hardly daunted. His excellent academic backgound and extensive experience in the public and private sectors make him most prepared for the job.

Armand Fabella was born on April 21, 1930 in one of the most elegant capitals of the world, Paris, France. He graduated cum laude in economics from the Harvard University in 1951. He took up his masters in economics at the Jose Rizal College and post graduate studies at the London School of Economics.

Dr. Fabella is no stranger to government service having served in the Macapagal and Marcos Administration. In the former as assistant executive secretary from 1962-1965, and as chairman of the Presidential Commission on Reorganization and Presidential Commission to Survey Philippine Education in the early 1970s.

He was also a member of many international mission, including the Philippine economic and trade mission to Indonesia, the RP delegation to the First UNCTAD, held in Geneva, and the RP negotiating panel to the World Bank. He considers his work in Laos, as an economic adviser, one of his rarest and most privileged stint. He was the team leader of the Asian Development Bank that helped map out the Lao monetary and banking system in 1989 and draft the Lao Third Five - Year Plan in May 1990 to November 1991.

In 1962 he was named one of the Ten Outstanding Young Men of the Philippines.

Fabella was once the president of Jose Rizal College, a privately-owned university. Now at the helm of the public education sector, he vows to revitalize public elementary education, deregulate the private school sector and rationalize the conversion of colleges to state universities.

He is confident that in one year, the quality of elementary education would reach its maximum level of efficiency and development.

PLEDGE OF COMMITMENT

We, the officers and members of the Philippine Elementary School Principals Association, bound together by one common goal, one aspiration, one dream, one hope and one ideal, do hereby declare with all sincerity and dedication our pledge of commitment:

1. To serve as instruments to educate the children and the citizenry so that each one can use his talents and skills for the economic development of our country;

2. To help eradicate illiteracy as we move towards people empowerment;

3. To strengthen our faith and master our management skills so that we can serve with self-confidence and more dedication;

4. To strive to live exemplary lives beyond reproach and take responsibility for all our acts whether official or personal;

5. To work closely with government and non-government agencies in our quest for better, safer, cleaner and more beautiful communities;

6. To make no compromise with things which are unjust, unlawful and inhuman;

7. To stand up to the truth even it superiors and colleagues think otherwise;

8. To put the welfare of the educational system above our comfort and convenience;

9. To keep the bond of friendship and camaraderie as we work together for the welfare of elementary school principals throughout the country;

10. To implore the guidance and blessing of the Lord Almighty as we carry out noble plans so that the dreams and visions we have today will become realities tomorrow.

SO HELP US GOD.

_____

Signature of Participant
(Print Name)

_____

Region

PLEDGE AND COMMITMENT TO SERVICE OF THE QUEZON CITY PUBLIC ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION (QC - PESPA)

We, the officers and members of the Quezon City Public Elementary School Principals Association, bound together by one common goal, one aspiration, one dream, one hope and one ideal do hereby declare with all sincerity and dedication our pledge and commitment:

1. To help develop the children, the youth and the citizenry, in general, so that they obey and uphold, the constitution of our country.

2. To strive to live exemplary lives which will be beyond reproach in obeying the laws and legal orders of those elected or chosen to lead the government and take responsibility for all official and personal acts in our own personal and public lives.

3. To keep the bond of love and friendship not only among ourselves but with higher school officials and teachers and to willingly work for a better life for us and that of our children for tomorrow.

4. To preserve the dignity and honor of our profession and position as Public Elementary School Principals.

5. To respect our government officials and cooperate with them in their quest for a safer, cleaner and a more beautiful place.

6. To dedicate ourselves in developing our children, the youth and our countrymen to abide with the principle of justice, freedom and democracy by becoming living examples for others to emulate.

7. To strive for the uplift of our Educational System without considering any personal aggrandizement.

8. To make no compromise with things which are unjust and inhuman.

9. To stand up to the truth no matter who gets hurt; and, above all.

10. To always implore the guidance and blessing of the Lord Almighty so help us carry out all our noble plans so that the dreams we have today will become realities tomorrow.

SO HELP US GOD

The Principal as a Professional and the Professional Principal

By NIDAR A. SEVILLA
Secretary, QC - PESPA

Most of us are entirely comfortable when the word professional is used as an adjective (as in professional management or professional preparation). But using the word as a noun professional (as in I'm a professional and you are not) disagreements and contentions inevitably arise. How we differ in our reaction reflects the extraordinary power of words and the challenge of communicating even among ourselves. The difference also reflects the fact that we principals are more inclined to prefer a product over a progress. Professionals as an adjective implies the process of professionalizing while professional as a noun denotes an end product that has been arrived for and achieved.

What seems to happen all too often is that individuals use the same words but define it differently while at other times we use different words to mean the same thing.

If we pose this question: "Are you as a principal a professional? Or are you a professional principal?"

In the first question, the word connotes a status or a social standing. On the other hand, the second question suggests the manner and behavior a principal manifests as she performs her tasks and duties.

To be able to answer the first question in the affirmative we can picture ourselves as one going through different stages of preparation, which may include training for a bachelor degree or the undergraduate course followed by the Master degree or Graduate level. It is going through different experiences as a teacher under the guidance of different people higher in rank than yours such as the school principal, District Supervisors and those belonging to the upper echelon of authority. We are motivated with the desire for self advance and finally, self fulfillment and recognition. We aim for a position, a place where we can claim authority and respect. As a principal, you have reached the first stage which does not end there since our desire never reaches its final contentment except for some who consider themselves as having reached their peak now that they are principals. The length of years and experience count a lot to say "Yes I am now a professional being a principal."

Viewing it on the context of the second question, professional (as an adjective) conveys many different positive images. It tends to imply dedicated, knowledgeable, specialized, educated and ethical individuals. These individuals are deemed to be beyond reproach and with altruistic nature to desire the good of others though it may mean sacrifice on their part. They are the individuals whose words can be relied upon, who put character above wealth. There are the people who believe that they have to say NO even if everybody says yes, as long as he is right. These are the professional principals.

Are we professionals? Yes we are. But are you a professional principal? Let us hope and do our best to be one.

Towards Management and Leadeship Excellence

Management and leadership are twin concept that flesh out the thrust of the Department of Education, Culture and Sports in the performance of its Constitutional mandate. Quality teaching is premised on quality management of schools. Efficient management demands a kind of leadership that makes teachers and other school staff perform willingly and capably. That is excellence.

Excellence is leadership that sets high standards for oneself and for other who collaboratively perform a job assignment. Excellence is management that orchestrates efforts directed at the different aspects of school operations to achive the instructional goals of the institution. It does this despite constraints operating within and without the system; it achieves this without disregarding the humanity of the teachers and other school workers.

Leadership and management are a MUST in schools; excellence is a WANT that legitimizes the position of the school principal.

To require excellence in his teachers and support personnel is to demand excellence in himself, a principal, as a person and as a professional. Leadership and management excellence is a quality of the performance of a professional, not of a mere practitioner. A professional upholds the high traditions of his calling; a practitioner goes through the motions of performing to meet expectations.

Staff development programs like the AMDP, enrich the professional background of principals and other school heads. It makes these officials more aware of their responsibility to make themselves decide and actually learn for the benefit of the schools they manage. It also underscores their obligation to the Department to bridge the gap between theory and application in their management functions.

It was said once by an educational leader of note, that the last decade of the twentieth century shall see continuing strategic planning and the concepts of synergism growing roots in the educational system, and shall occasion a renaissance in learning in the educational system. Educational leaders shall be guided by a clear and enlightened vision of the kind of Filipinos the schools should turn out. School administrators shall go into self-renewal activities to improve their management skills. Teachers shall become more dedicated and conscientious in the performance of their teaching duties. Supervisors shall update themselves in the field of instructional supervision so that they are able to extend greater assistance to the field. And the students - the be-all in the total educational undertaking - shall develop their capabilities through relevant instructional programs that challenge their natural desire and eagerness to learn and grow. Is this a vision? Can we transform it into a reality?

Only you and I, WE can tell. Only time can judge!

LOYALTY

If you WORK for a man.
In heaven's name WORK for him.
Speak WELL of him.
And STAND by the institution he represents
Remember - an ounce of Loyalty
Is WORTH a pound of Cleverness ...
If you must GROWL, condemn
And eternally find FAULT.
Why - RESIGN your position
And when You are on the outside.
Damn to your HEARTS content -
But as long as you
Are a part of the institution
Do NOT condemn it.
If YOU do.
The FIRST high WIND
That COMES along
Will BLOW you away.
And probably You will never know why.

BAYAN MUNA BAGO ANG SARILI

MISSION: Provide basic educational opportunities to school children and youth to make them enlightened, disciplined, nationalistic, God-loving, self-reliant, and productive citizens in a national community

VISION : A dynamic, progressive and humane society of Filipinos deeply committed to the ideals of love of God and country, united and peace loving and enjoying the desired quality of life

THEME : ***BAYAN MUNA BAGO AND SARILI; ISANG MATAPAT AT MAKABULUHANG PAGLILINGKOD PANG-EDUKASYON***

PHILIPPINE ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION

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