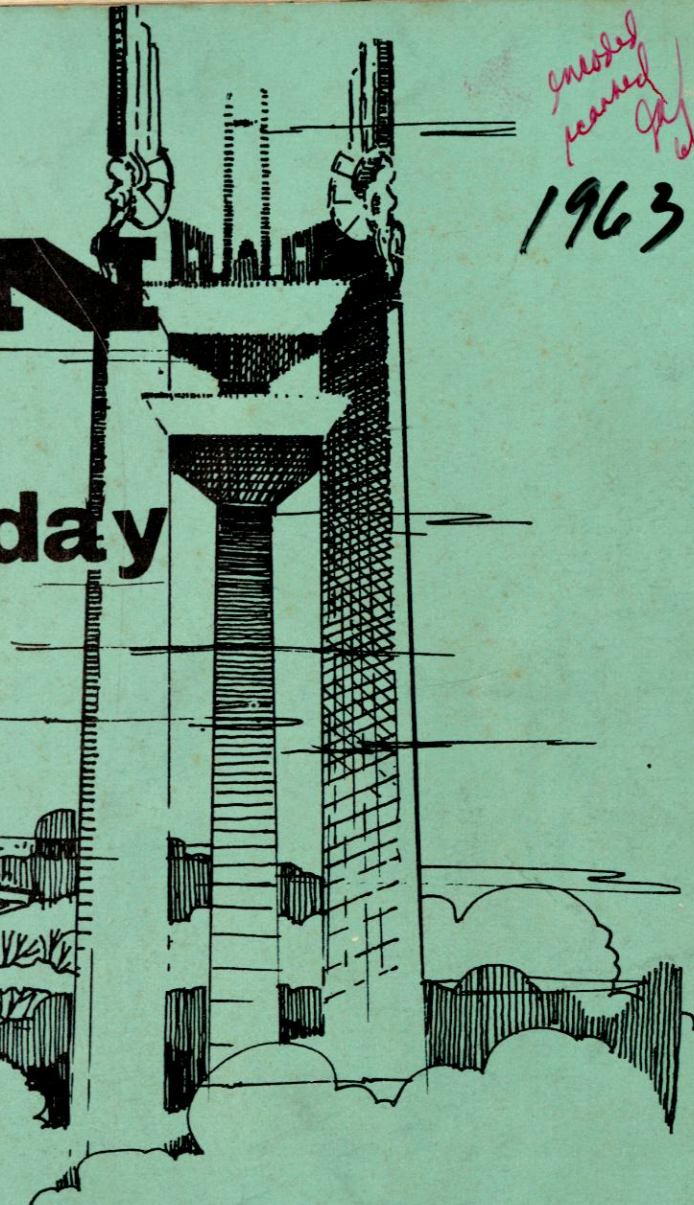


# QUEZON CITY

## Public Schools Today



*checked  
revised  
4/17/2000*  
1963

**Message**

**President Macapagal**

**Foreword**

**Supt. Alfredo J. Andal**

**Public Education for a Better Capitol City**

**Vitalized Classroom Activities**

**Language Teaching**

**New Trends in Science**

**Vitalized Social Studies Program**

**Vocational and Work Education**

**Home Economics Area**

**Physical Education and Athletics**

**Scouting**

**Guidance and Counseling**

**Accomplishments: 1950 - 1963**

**School Publications**

**Cooperating Activities**

**Pilot Schools**

**BPS — Peace Corps Summer Institute**

**PNC — Quezon City Practicum**

**on Administration and Supervision**

**In-Service Education**

**QCPSTA Inc.**

**PRINSA**

**School Sites and Buildings**

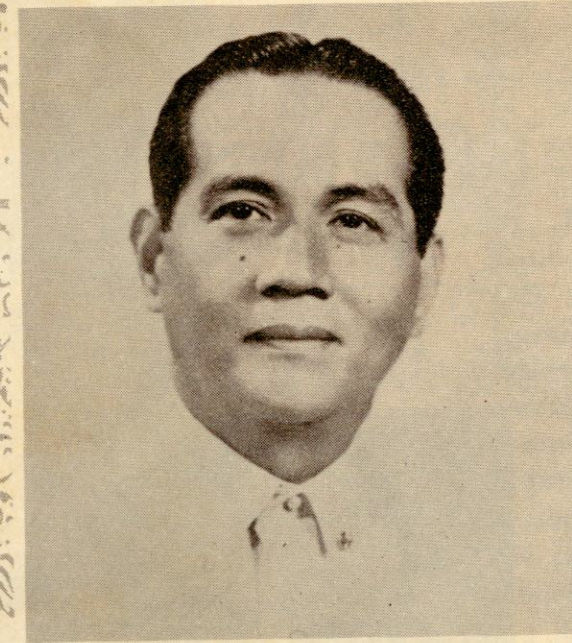
**Statistics**

**Five Year School Site and Building Program**

**Quezon City School Officials**

**Comparative Data on School Enrolment and Personnel**

**Comparison of the Operational Finances of the Schools**



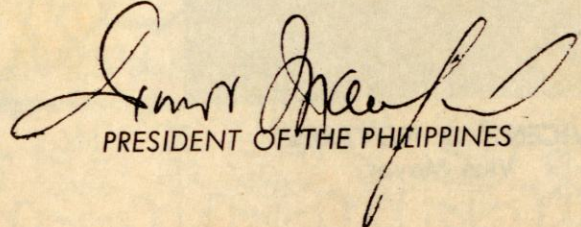
**Office of the President  
of the Philippines**

**Message**

*As the men and women of the Division of Quezon City of the Bureau of Public Schools review the achievements of this division, I would like to take this opportunity to point out the role played by education in our country's march to progress.*

*Among the determinants of progress are the skill and productivity of our people, which can only be brought about by proper education and training. For this reason, one of the primary objectives of my Administration is to remove some of the roadblocks to a more enlightened and well-informed citizenry by creating an atmosphere that is conducive to the proper education of the Filipino youth.*

*It is my sincere hope that the men and women of the Division of Quezon City Schools will dedicate their efforts towards the attainment of this end.*

  
PRESIDENT OF THE PHILIPPINES



**VICENTE O. NOVALES**  
Vice Mayor



**NORBERTO S. AMORANTO**  
City Mayor

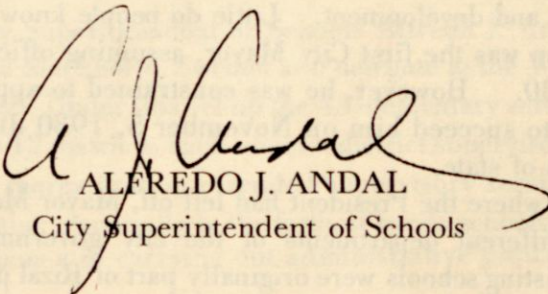


**ALFREDO J. ANDAL**  
City Superintendent of Schools

## *Foreword*

This brochure attempts to present a picture of the Quezon City public schools today so that their contribution to the progress of this City may be better understood and appreciated by our people. It traces the growth of the Division of Quezon City Schools in a little over a decade and gives the reader a peek into schoolroom and community activities. At best, it is a report to the people on the accomplishments, problems, and plans of the Division in the light of present day views and notions about public education. Incidentally, the long-felt need for a periodical that would keep the parents and the public well-informed on the educational program of the city schools, is partly answered with this initial publication.

It is hoped that this brochure, in the hands of officials and laymen in the diverse communities of this City, would bring about the utmost cooperation in the sacred task of educating the youth of Quezon City.

  
**ALFREDO J. ANDAL**  
City Superintendent of Schools

## An emerging school division

# PUBLIC EDUCATION FOR A BETTER CAPITOL CITY

When the late President Manuel L. Quezon signed the charter of this city which he fondly named after him, he envisioned a model city — the country's capitol city. The dream has outlived the illustrious man; it lives in the minds of its cosmopolitan populace. It is reflected in the aspirations of its residents, the motives of its civic groups, and the public acts of its officials. Towards this end the city schools, too, are contributing no small measure. They are laying the groundwork for an enlightened citizenry from which can be drawn the future leaders, not only of this city, but also of the country.

The history of public education in Quezon City dates back to the creation of this city. Indeed, it went hand in hand with the city's growth and development. Little do people know that President Quezon was the first City Mayor, assuming office on October 12, 1930. However, he was constrained to appoint Tomas Morato to succeed him on November 5, 1930 due to pressing matters of state.

Picking up where the President had left off, Mayor Morato organized the different departments of the city government. Since the few existing schools were originally part of Rizal province, the office of the city schools was placed under the admi-

nistration of Mr. Benito Pangilinan, Division Superintendent of Rizal. Mr. Isidro Figuracion was assigned City Supervisor and later succeeded by Mr. <sup>Jose</sup> Pedro Y. Tuazon.

During the Japanese occupation, the city was absorbed by Greater Manila. Consequently, the administration and supervision of the schools was handled by Dr. Cecilio Putong, City Superintendent of Schools of Manila. After liberation, the schools which were few and far between in a sprawling and sparsely populated city were supervised by Mr. Servillano Dunglao, City Supervisor.

The schools continued to be under the administrative-supervisory responsibility of the City Schools of Manila until July 25, 1950 when Quezon City was made a separate division with the assumption to office of Mr. Pablo P. Reyes as the first City Superintendent. At that time there was only one high school, the Quezon City High School, and eight elementary schools, namely: Santol Galas (now A.A. Quezon), Bonifacio Memorial, Cubao, Kamuning, La Loma, San Francisco, Talipapa (now Tandang Sora), and Novaliches elementary schools. With an

eye for expansion, Supt. Reyes embarked on an ambitious program of acquisition of school sites and construction of buildings. In 13 years, the number of elementary schools has increased from 8 to 43 and the high schools to 5. Through the generosity of the City Council and the cooperation of the PTA's the number of school buildings has increased from 33 to 240 in 1963.

The high schools were established much later than the elementary schools. The Quezon City High School was put up in 1947 during the incumbency of Mayor Ponciano Bernardo. Starting with two classes, this maiden high school soon outgrew its premises. Annexes therefore, were opened in Rocas in 1951; La Loma, 1952; Cubao, 1953; San Francisco, 1954; Quirino, 1955; and several more later. The last four were made independent high schools simultaneously in 1958.

All the schools inevitably expanded in a division whose territory is five times that of Manila and whose population is steadily rising due to the influx of homeseekers from all parts of the country. Figure 1 shows the tremendous increase in the total enrolment from 20,458 in 1950 to 66,550 in 1962. The ever-growing school population has brought the total number of teachers and division personnel to 2,606 in 1962 as compared to 431 in 1950. One significant achievement of the division is that, every year, no pupil or student seeking admission has ever been refused accommodation.

To bring about a more dynamic educational leadership, a new administrative and supervisory set-up was effected by



Chart shows the growth of the school population in the division of Quezon City from 1950 to 1963.

City Superintendent of Schools Alfredo J. Andal on his return from Stockholm, Sweden as a delegate to the WCOTP in August, 1962. Under this set-up the 43 elementary schools were divided into 12 districts, each under a district supervisor. Undoubtedly, the reorganization extended supervisory services to the largest number, especially to the farthest barrio schools, and achieved expediency in carrying out administrative policies.

Turn to page 19

## Learning Communication skills

# LANGUAGE

# TEACHING

## English

The teaching of English in Quezon City has taken advantage of the modern trends of teaching and learning languages.

As early as 1956, teachers have been exposed to the principles, philosophy, and techniques of the new approach through continuous in-service training on school and division levels. Moreover, demonstration lessons have enabled the teachers to grasp the know-how and try it out better. The pilot schools are also used to the fullest advantage through regular visitation by the teachers.

Of great help to the teachers are the Teachers' Guides in Grades I to IV and from the first to fourth years in the high school. To bridge the gap in the intermediate grades owing to the lack of guides, the teachers' ingenuity and resourcefulness have to be depended upon to strengthen the language habits taught in the lower grades. The use of the guides, however, does not preclude the creative teacher from modifying lessons in old textbooks. The teacher as a model of speech has not been overlooked. Whenever practicable, speech improvement lessons are conducted for teachers.



Visual aids facilitate pupils' oral expression in English.

To supplement the listening activities some schools have procured teaching aids like phonographs and tape recorders. A few schools are recipients of radio sets donated by the Australian Government under the Colombo Plan. Teachers of classes listening to radio broadcasts have found them effective as instructional aid. The annual operetta, pageants, and declamation contests have proved excellent means of training for better speech and facility of expression. High school students engage in debates on current or raging issues. Symposiums and open forums that provide students with experience in group dynamics and script writing which have tapped the student's creativity, have all contributed to the education of the youth in Quezon City.

In terms of pupil growth and performance, the result of language teaching in the division is very rewarding.

## Pilipino

The Division of Quezon City has made considerable strides in the teaching and propagation of Pilipino.

To improve teaching competencies, teachers were drawn in the cooperative planning of the in-service education program. Out of thinking together, a strong dynamic group of Pilipino teachers has emerged — a more cohesive group bent on improving the teaching-learning situation in Pilipino.

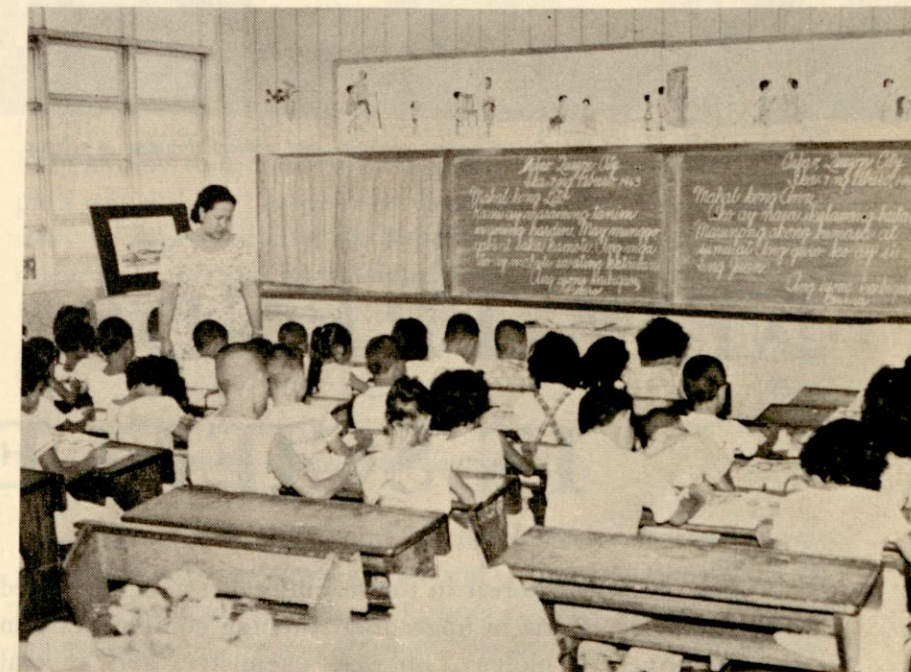
Progress was evident in both the elementary and secondary levels. This could be attributed to the rigid in-service training, closer supervision, the issuance of bulletins on modern trends and techniques in the teaching of language and the growing interest of high school teachers in creative writing.

Evidences of improved classroom instruction were shown in the marked reading ability among Grade I pupils even before the end of the first semester because of the effective use of the revised ABAKADA and the fair degree of accuracy in writing paragraphs from dictation by Grade II pupils.

In the upper grades discussion of events and ideas brought up in the reading and sharing periods have enriched the language. The intermediate pupils have found enjoyment and satisfaction in writing poems, essays, and short stories on experiences of interest to them. Instruction in creative writing in Pilipino was given impetus, especially in the high schools where some of the best articles have found their way to

the school publications. Attempts were made at newswriting which in the past, has been neglected in favor of literary writing.

Indeed, Pilipino is popularly used everywhere in the city. It may, therefore, be said that the teaching of Pilipino has succeeded in welding the residents of Quezon City who come from different parts of the country.



Writing letters in Pilipino fosters love for the native tongue.



*Miniature laboratories like this stimulate curiosity and critical thinking in science.*

## NEW TRENDS IN SCIENCE

The growing interest in the teaching of science directed more intensive efforts in upgrading teaching competencies in the disciplines of biology, physics, chemistry, and general science through a series of conferences, seminars, and work-

shops in the division. Lecture-demonstrations on selected areas of science like heat, air pressure, electricity, and light helped the teachers "catch" new ideas and dimensions in science teaching. Towards the end of the last school year, newer approaches like the PSSC (Physical Science Study Committee) in physics and BSCS (Biological Science and Curriculum Study) in biology were introduced and undertaken on an experimental basis.

The spirit of inquiry and creative thinking are stimulated through demonstration and experimentation so that the children are made to discover for themselves the particular concept or principle involved. An important aspect of the newer approaches is that of helping the children acquire skill in the use and manipulation of simple laboratory equipment. Some home-made apparatus, constructed from local materials, attest to the students' creativity.

Through the years, science fairs and exhibits spread science consciousness from the schools to the communities. School museums, aviaries, aquariums, and rock gardens are some of the interesting projects of science classes. In addition, teachers vitalize science activities through field trips, excursions, and organization of clubs.

Science teaching got a boost three years ago when teacher-scholars in science and mathematics were chosen on a competitive basis by the NSDB for a six-week summer institute at the Ateneo University. Physics teachers have been similarly picked for a year's training at the U.P. under the AID-NEC Program.

## VITALIZED SOCIAL STUDIES PROGRAM

The social studies program in the division aims to promote good human relationship through acquisition of better sense of values and understanding of the essence and practice of democracy. Instructional materials and learning activities, therefore, are selected and organized to meet the needs of the youth and the community.



*Democratic teaching finds expression in panel discussions which provide training in group processes.*

Within the framework of their subject matter which is drawn from the allied fields of social studies like geography, economics, history, sociology and others the teachers direct learning towards the development of the individual's social and civic efficiency. Thus, the stress in social studies teaching is no longer on "dry, cold" facts but on functional information which would help students acquire positive attitudes, habits, and behavioral patterns. Memorization of facts has given way to critical analysis and interpretation. In geography, stress has been shifted to the effects of land and water forms on the people's way of life. Aside from chronological facts, history deals with the appreciation of the heritage of the past and awareness to current local and international problems. Emphasis, too, is laid on the biographies of our national heroes and stories of great Filipinos that students may draw inspiration from their lives. Moreover, field trips to historical and scenic places make students gain better acquaintance with their native land and instill in them a sense of national pride.

Classroom instruction is further extended through the organization of social studies clubs and school governments where students learn to participate in group processes and take on responsibilities in the government, the local and world communities.

## *Towards the socio-economic program*

# VOCATIONAL and WORK EDUCATION

The vocational education program in Quezon City includes fundamental arts and crafts in Grades I to IV; elementary agriculture and industrial arts in Grades V to VI. On the high school level, the program is geared towards achieving vocational efficiency through the specialized courses under the 2-2 Plan.

**Fundamental Arts and Crafts.** In the primary grades, fundamental handwork aims to develop in the growing child the right attitude towards work so that he will acquire the elementary skills and abilities in the use of simple tools and raw mate-

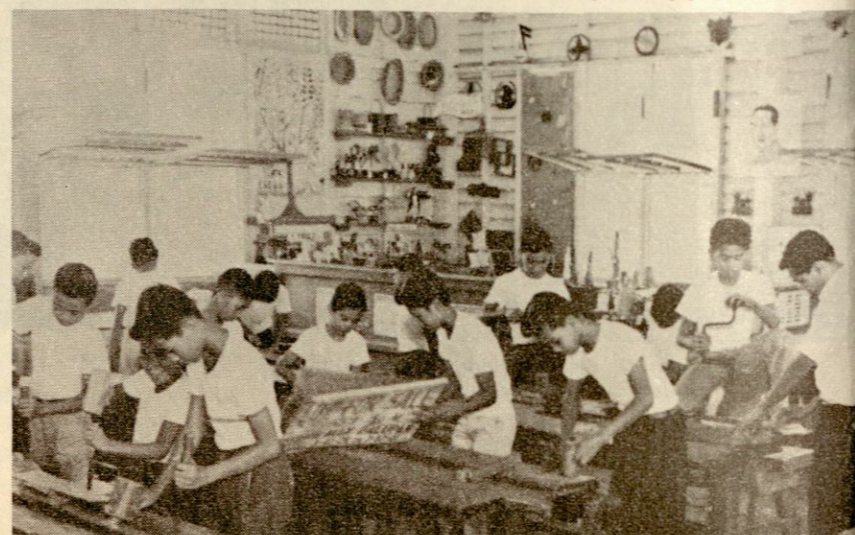
*Bago-Bantay Elem. School pupils gleefully harvest string beans from the school garden.*



rials available in the community. Many classes, especially those with advanced skills, have produced articles of economic value.

**Elementary Agriculture.** Every boy in Grade V is introduced to the fundamental knowledge and skills required in agricultural pursuit. As a consumer, he is taught the value of farm products in the home. Projects like poultry raising, vegetable gardening, mushroom culture, fruit growing and others have become profitable in many homes as a result of this offering.

*A class in woodworking at the Magsaysay Elem. School is busy with toy projects.*



**Practical Arts.** This course is offered in the general secondary schools along three areas: Agricultural Arts, Industrial Arts, and Business Arts. These courses aim to enrich the life of the students by providing them with opportunities to gain valuable work experiences. The students are taught how to make articles or products wisely and economically. The carry-over to the homes of such knowledge on production and utilization, greatly contribute towards improved community life.

**Industrial Arts.** The program is premised on the principle of making the students "earn while they learn." The areas covered include all phases connected with the transformation of raw materials into articles for direct consumption.

Students and Grade VI pupils are oriented to wood-working, metal working, elementary electricity, and elementary concrete work to enable them to make a choice of any of these activities as their future occupation or avocation. Handicraft has been noted to be the broadest and most interesting field of industrial arts.

**Specialized Vocational Courses.** In the 2-2 Plan of the general high school, offerings in special vocational courses answer the needs of the industrialization and socio-economic program. The various short courses such as automotive, electricity, woodworking and others aim to produce a ready supply of graduates from whose ranks the workers of industry can be drawn.



*Future workers of industry gain training in the fundamentals of electricity (above) and automotive (below) which are specialization courses in the high schools.*



## Future homemakers

# HOME ECONOMICS AREA

The core of teaching in the home economics area is the promotion of worthy home membership. The program aims to make daily living more meaningful and satisfying through an understanding of the problems of home and family life.

In both the elementary and high school levels, the program is made functional by providing the young girls with experiences which they would carry over to their homes. Home economics classes simulate the home through practical lessons in homemaking like food preparation, dressmaking, handicraft, and child care. In the cooking classes, the girls learn to whip up a well-balanced meal, some delicacies, pastries, and cookies.

The 2-2 Plan in the general secondary curriculum, offers specialization courses designed to equip the girls with technical knowledge and skills that would enable them to make a livelihood like dressmaking and designing, cosmetology, and advanced foods.

The measure of the results of teaching in this area is seen in improved community living. Services of the home economics department to the community are carried out through such projects as milk feeding, handicraft demonstrations, mothers' classes, and others.

Most of the schools in Quezon City have well-designed home economics buildings which serve as "practice houses" for the future homemakers.

*Girls learn the rudiments of worthy home living. Work habits in the kitchen are observed in food preparation.*



*Specialization courses for girls like dressmaking and designing (above) and cosmetology (below), provide training for likely job opportunities.*



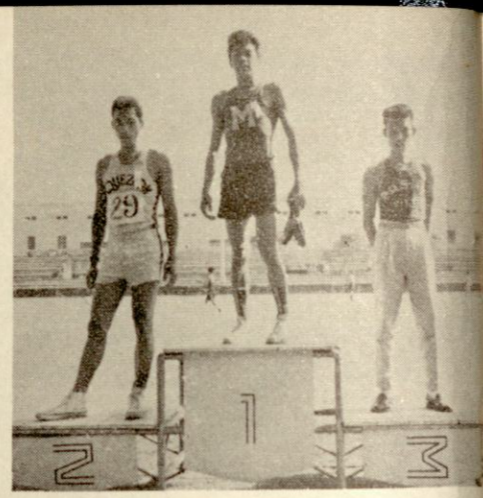
# ART EDUCATION

Art Education in Quezon City is planned and organized as a series of authentic, social, and technical experience with a view to developing a richer, better, and fuller life. The program aims to provide children with varied experience in creative work, stressing not so much the product of the creative activity as the value of the experience.

An adequate art education background of elementary school teachers is of paramount importance in the development of the art education program. Steps towards this end have been taken in the form of teachers' conferences, open forums, art workshops, seminars, and demonstration lessons. A very heartening indication of a growing interest in and awareness of the value of the art education program is the increased desire of all concerned to know more and better ways of teaching art. As a consequence, creativity, originality, and individuality have become apparent in all phases of children's art work.

Presently, there is every indication in Quezon City Schools which in the past has been consistently neglected, that art education would gain more headway in the years to come.





Varied physical education activities like calisthenics, left, and pyramid building, center, develop sound health and wholesome attitude towards recreation. Right, Quezon City actively participates in the annual MPCQCAA Meet.

## PHYSICAL EDUCATION and ATHLETICS

The development of sound health and physique is the goal of physical education instruction in the division.

To achieve this, the physical education program is geared to the needs and interests of the students. It is so organized that the activities increase in complexity and difficulty of skills as the children grow in maturity and ability. In keeping with widely accepted trends and practices, physical education includes activities that are part of the children's life experiences — games, rhythmic, athletics, sports, and dances. To these activities are added other phases of physical education, creative group work, and specialized athletics for Grades V, VI, and the high school.

The physical education period is utilized for the development of physical efficiency, acquisition of skills, attitudes and habits of good health. Provision is made for periods of free or supervised play as well as integration of physical education

activities with other phases of the curriculum. Inter-high school games develop physical prowess and foster sportsmanship among the students.

For the first time, physical education teachers got together and mulled over the problems in their teaching during the Regional Work-Conference on Physical Education and Recreation held at the Quezon City High School in 1961. In the work sessions, courses of study in physical education were re-examined and enriched. Coaching, as well as teaching specialized athletics, was upgraded through sports clinics.

Field day activities in the different districts are attractions that draw the parents and the public to the schools. Culminating activities like the annual division athletic meet and the MPCQCAA Meet provide release from the strain and stress of school work and opportunity to enhance good public relations with the community.

## Character building through SCOUTING

That scouting is now a curricular activity prescribed in public and private schools is a recognition of the invaluable contribution of scouting in the character building and citizenship training of our boys and girls.

Fifteen years of scouting in the city has brought thousands of boys of school age under its fold. From 33rd rank, Quezon City rose to first place in membership in 1956. Starting with 53 scouters and 389 boy scouts in 1947, the Council has reached the total of 818 scouters and 5,525 boy scouts as of August, 1962. The goal is yet to be attained: to make every boy of scouting age in the capitol city a boy scout.

The QCBS Council saw the peak of scouting activities in 1956. It established the World Hiking Record when 37 indefatigable hikers covered a distance of 1,526 kilometers through northern Luzon in 27 days and nights. It also played host to the First National Boy Scout Jamboree in Balara.

On the other hand, the girl scouts are being trained for responsible womanhood. Girl scouting in Quezon City has embraced 5,678 brownies and "girls in green" broken down into 135 packs, 128 intermediate troops, and 26 senior troops.



Field trips and excursions develop love of nature and of outdoor life.



Boy and girl scouts of the Aurora Quezon Elementary School lead the daily flag ritual.

The Quezon City Girl Scout Council has to its credit the plaque for "First in Accomplishment" which was awarded in the recent national convention in recognition of its manifold activities and service projects.

Quality scouting has been advanced through a program of leadership training. Outstanding girl scouts are picked for the Senior Planning Board a number of whom have been recipients of the Juliet Low scholarship.

When every boy and girl shall have been embraced in the movement, this city shall be a better place to live in.

## Understanding the child

# GUIDANCE and COUNSELING

The guidance and counseling program in the division is directed towards the development of the school child's personality so that he would be a worthy member of the home, school, and community.

For a more effective and functional set-up, a guidance counselor has been assigned to each school. During the first years, the need for background knowledge on guidance and counseling was keenly felt in starting the guidance program in the schools. Improvement of guidance services, therefore, has been carried out through continuous in-service training. Seminars and workshops have gone far in selling the guidance idea to the teachers, parents, and the community as well.

In every school, the guidance counselor coordinates total effort to promote the students' welfare. All teachers are involved in effectively utilizing the potentialities of the homeroom period for guidance. To give assistance to as many students as possible, psychological tests are administered and interpreted for the students. Interviews, conferences, and home visits help to discover and remedy causes of failures, juvenile delinquency, truancy, and drop-outs. In the high schools, the first year students are aided to get adjusted to their new environment, the second and third year students are assisted in the choice of elective subjects and vocational courses, and the graduating students are helped in deciding their future plans.

To see every school child happy and well-adjusted is the goal of the guidance program in the city.

*Vocational guidance is carried out through a study of students' abilities and inclination. Left, guidance counselor interviews students on their vocational choices.*

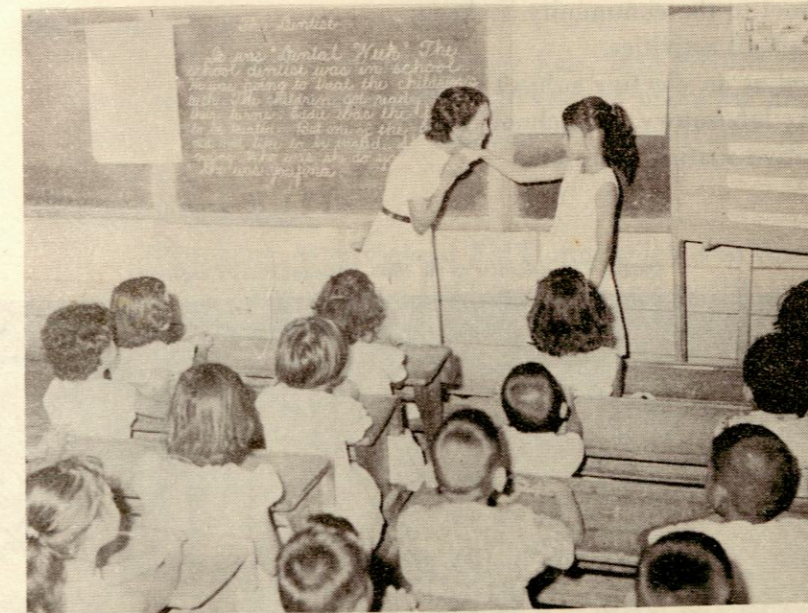


*Home visits establish friendly footing with the child and his parents.*



## SPECIAL CLASSES FOR EXCEPTIONAL CHILDREN

Instruction in the schools is geared to the "normal" child leaving the handicapped children to manage as best they could. To meet this need, Murphy Elementary School offers a special class for these educable children. Teachers who have had special training in teaching the handicapped, take care of children with defective speech, impaired hearing, partial sight, the mentally retarded, and the crippled.



*Handicapped children are taught by specially trained teachers.*

## Public Education . . . (From page 7)

Every school, no matter how small, has endeavored to reach out to the community. Over the years the economic, social, and cultural advancement of the rural areas have claimed the attention of the public schools. Community education has always been bolstered through adult education classes, parent-study groups, beautification and health projects. Where in the past, this city was more rural than urban, now it is being urbanized without losing its rustic appeal. It is urban with a high literacy which is the hallmark of a city well on the road to progress.

Academic instruction is geared towards achieving an all-round development of the youngsters. A visit to many of the schools gives one a picture of miniature laboratories busy with the high trust of training the citizens of tomorrow. Student governments are little democracies that give insights into government procedures. While talented students vie for honors in the various scholastic activities, the average student is the recipient of rich curricular offerings and varied student activities.

Quezon City is not behind in the trend towards free education. In a magnanimous act of public service, the City Council abolished tuition fees in the public high schools effective this school year. Indeed, the dawn of an era brought on by the enlightened masses of this city is not far.

With the untiring efforts of its school officials and the active support of its education-conscious city officials, public education in Quezon City will be a continuing venture in the overall scheme of building a better capitol city.

## Creative writing

# SCHOOL PUBLICATIONS

All high schools and a few elementary schools in the division publish school organs, varying from tabloids to newsletters. The enthusiasm with which these publications are received in their respective schools and communities is very encouraging.

If one wishes to feel the pulse of the school, he has only to read the school paper. Indeed, it mirrors student life and conduct. Its chief value lies in fostering a high "esprit de corps" in the student body. As an avenue to good public relations, it links the school to the community by keeping the parents periodically informed of the school activities.

Since 1959, journalism has been offered as an elective subject in the third and fourth years in the high school. As laboratory, the school paper is a convenient vehicle for the students' creative writing abilities.

School organs of Quezon City high schools.



Quezon City delegates to the 1963 National Press Conference.



### ● Science Talent Search Scholarships

The Division now has five Science Talent Search Scholarship grantees who are pursuing various science courses in U.P. and other universities and colleges.

STS scholars are: Ernesto del Rosario and Edgar Enanoza of Cubao High School; Apolonio Ortiguera, San Francisco High; Raquel Lansigan, Quezon City High; and Edgardo Nebrija, Quirino High School. Of the first grantees, Ernesto del Rosario maintained his scholarship for four years graduating as *magna cum laude* from the U.P. last March.

### ● Science Fair

In the 1960 National Science Fair, Jose Medina of Quezon City High School copped second place for his entry, "Mirror Silvering," among 12 participants in chemistry.

### ● PMT Competition

The Cubao High School PMT unit which won first place in the 1962 National PMT Competition over 10 unit finalists in Manila and the suburbs was awarded the PMT trophy at the New Luneta.

### ● International Art Competition

Romulo Fortunato of Quirino High School won in the Shankar International Children's Art Competition for two consecutive years (1958 and 1960), out of more than 65,000 entries from children of 68 countries.

Two other students, Gregorio Mondragon and Leila Ilan of E. Rodriguez High School, won in this world-wide art competition.

### ● Essay Contests

(1) Gloria Carreon of Cubao High School won first place in the Rizal Centennial essay contest in 1961.

(2) Winners in the national essay contest on the United Nations are: Edgar Enanoza, first place, 1960; Irineo Villano, second place, 1961; and Gloria Carreon, first place, 1962 — all of Cubao High School.

(3) Nilda Vasquez of Quezon City High School was a finalist in the New York Herald Forum in 1955.

(4) Lily Jaramilla and Abelardo Caparros of Quezon City High placed second in the 1955 Barrio Farmer's Week and the Bonifacio Day essay tilt, respectively.

### ● National Thrift Contest

In the 6th National Thrift Contest, Jaime Morales, Jr. and Marilou Sipin, pupils from Aurora A. Quezon Elementary School were adjudged the most thrifty elementary school boy and girl, respectively. Other winners on the city level are: Isauro C. del Rosario and Thelma Rosal, high school students of E. Rodriguez Jr. and Quirino high schools, respectively.

### ● National Safety Poster Contest

Three pupils of Crame Elementary School copped top places in the 1961 National Safety Poster Contest. Winners were: Timoteo Valle, Grade VI, first place, primary level; Jose Neptali, Grade I, second place, primary level; and Antonio Villarino, Grade VI, third place, intermediate level.

# Tomorrow's Leaders

Quezon City schools are building for tomorrow. They are shaping the destiny of countless boys and girls from whose ranks will emerge the leaders of our country.

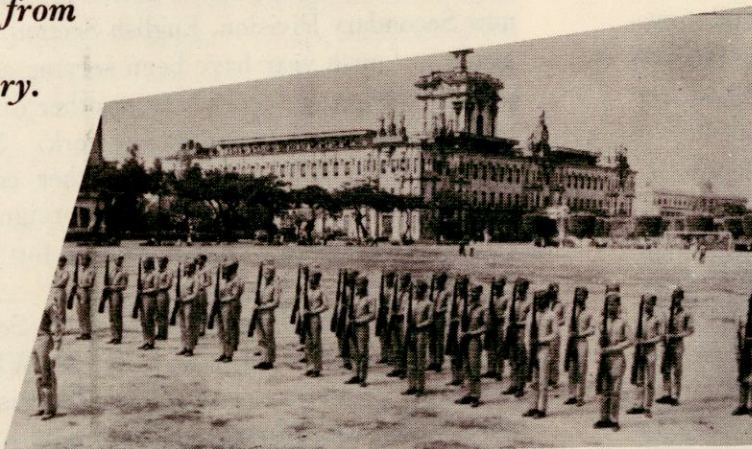
Varied activities on these pages show the spirit and tradition of the youth.



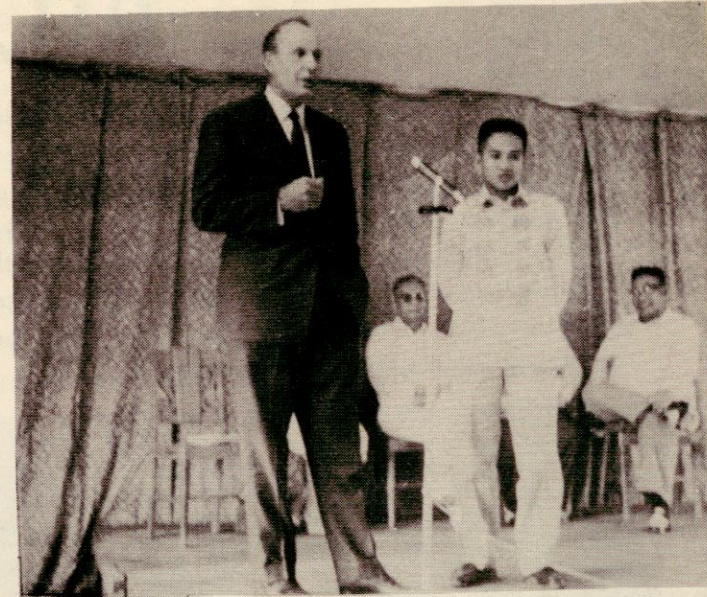
Elementary and high school students led by Boy Mayor Edgardo Nebrija of Quirino High School, took over the reins of the city government in the 1962 Boys and Girls Week celebration.



Dramatic talents are tapped in many a school play as in "Told in a Chinese Garden," staged by high school students.



Cubao High School's model platoon copped the first place in the 1962 national PMT competition.



Mr. Robert Linder, CARE representative, presents award to Edgar Enanoza of Cubao High School, first prize winner in the United Nations national essay contest for 1960.



Upper left, Licurgo Estrada, 1959 AFS scholar, poses with his foster parents in Wallington, New York. Lower left, Quezon City High School delegation, welcomes home Elvira Manuel, another AFS grantee.



Right, Debate on the Red China issue provided training in group dynamics which is the essence of democratic processes.



Left, City Mayor Norberto S. Amoranto poses with the winners of the 1962 essay contest on Justice Pedro Tuason's biography. The annual tilt is one of Quezon City's campaign for model citizens.

Right, Isauro C. del Rosario of E. Rodriguez Jr. High School who was chosen "Most Thrifty Boy" on the city level in 1962, receives his award from Postal Savings Bank Supt. Lopez.



## Cooperating Activities

# PILOT SCHOOLS

In cooperation with the Bureau of Public Schools and other agencies, much has been accomplished towards updating teaching and improving the teaching-learning environment in this division. To date, three schools are involved in pilot projects. The Kamuning Elementary School and the Quezon City High School are doing remarkable work in the teaching of English as a second language, while the E. Rodriguez High School is paving the way for school health education.

The two pilot schools in language teaching are the joint exclusive project of the Division of Quezon City and the then English Section, Instruction Division, Bureau of Public Schools, now Secondary Division, English Section. Classes from the first grade to fourth year have been serving as show windows of the new technique. Teachers from other divisions had the opportunity of seeing the technique at work. Students from the University of the Philippines and other colleges have observed these classes. Educators from foreign countries, including language experts here, have lauded the teachers for their fine performance.

In 1962, E. Rodriguez, Jr. High School was chosen pilot school in health under the UNICEF-WHO Assisted Training program. This secondary pilot school is attached to the Graduate College of Education, University of the Philippines as a demonstration center. Started only a year ago, the project aims to use the school as a springboard to bring about improved sanitation in the community. A two-way project, the pilot school is the recipient of varied literature on health, clinic and vocational equipment. Health services such as mass X-ray and deworming of students are intensively conducted. Teaching guides in health education which would be used in the first to fourth years were also evolved.

The annual division and national press conferences give the staff members the rare opportunity of listening to top newspaperman in the country from whom they cull pointers for good, disciplined writing. They learn the "tricks of the trade," so to speak, from their elders. Delegates of the five high schools have consistently won in the on-the-spot writing contests from among a field of about 300 participants in the national press conference. Among those who have won laurels for the division, mention is made of: Antonia Rosca, editor-in-chief of *The Capitol*, who was singled out in the 1961 press conference when her winning piece in feature writing was read at the awards program and Apolonio Ortiguera, editor of *The Scroll*, who was the highest pointer in 1960 by winning first place in interview and third place in editorial writing. Other outstanding winners were: Amelia Vasquez and Raquel Lansigan of *The Capitol*, first place in editorial and feature writing, respectively; Helen Ilan, editor of *The Heights*, first place in news writing; and Licurgo Estrada, Jr. and Rudyard Enanoza of *The Apprentice*, second place in sports writing and copyreading, respectively.

Every year, Quezon City high school organs romp away with major prizes. This year, four out of the five high schools topped in Brackets A and B in the national press conference held in San Juan, Rizal. *The Apprentice* distinguished itself by sweeping all but one of the prizes in the top bracket of school publications throughout the country. It was adjudged first place in layout, editorial, news and sports reporting, and literary page, and second place in Pilipino section. Other winning papers were: *The Capitol*, fourth place, Bracket A; *The Leadon*, second, and *The Scroll*, fifth, both of Bracket B.

Cognizant of the value of school organs, the elementary schools put out small-sized newspapers once or twice a year.

The school organs in the division are: *The Apprentice*, Cubao High School; *The Capitol*, Quezon City High School; *The Heights*, E. Rodriguez Jr. High School; *The Leadon*, Quirino High School; *The Scroll*, San Francisco High School; *The Busy Bee*, Cubao Elementary School; *The Frisco Gems*, San Francisco Elementary School; *The QES Newsette*, Quirino Elementary School; *The Bugle*, Gen. Roxas Elementary School; *The Voice of Aurora*, A.A. Quezon Elementary School; *Crame Highlights*, Crame Elementary School and *The BES Newsette*, Balara Elementary School



Gloria Carreon, editor of Cubao High School's *The Apprentice*, receives the trophy for the best school newspaper in the 1963 National Press Conference in San Juan, Rizal



UNICEF-AID FOR PILOT SCHOOL — City Mayor Norberto S. Amoranto and Asst. City Engineer Pantaleon Tabora, chairman of the Implementing Committee, receive the donation of books, tools and equipment for the E. Rodriguez High School from Mr. Paul Edwards, UNICEF representative. Acting Director Vitaliano Bernardino looks on.

# ACCOMPLISHMENTS: 1950-1963

In the brief span of 13 years, the Division has made creditable showing in the national educational scene. The performance of the schools in general, as well as of individual students, may be judged by the results of the national exami-

nations, educational surveys, achievement tests and contests on the national level. Quezon City takes justifiable pride in its record of outstanding accomplishments among which are:

## ● *BPS ICA-NEC Survey*

Quezon City ranked first among six cities in the BPS ICA-NEC Survey on General Education in 1950 based on the results of achievement tests in Reading, Language, and Arithmetic.

## ● *National Examinations*

(1) Quezon City has consistently garnered one of the top ten places in the National Examinations for Grade IV.

(2) The composite median for the Division in the National Exams for Fourth Year High School is higher than the national median and above that of the 32 private schools in Quezon City.

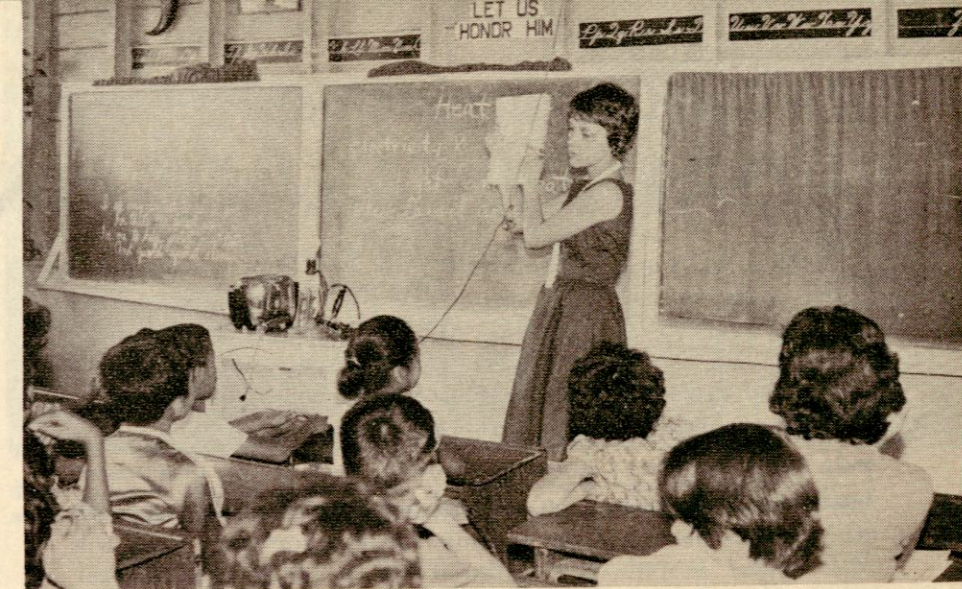
## ● *AFS Scholars*

Nine high school students have been sent for a year's study in the United States as American Field Service scholars, namely: Licurgo Estrada Jr. and Jaime Vargas of Cubao High School; Erlinda Caro and Gregorio Tolentino, Quirino High School; Dolores Abelardo, Elizabeth Jose and Elvira Manuel, Quezon City High School; Leila Ilan and Helen Ilan, E. Rodriguez Jr. High School.

# BPS — PEACE CORPS SUMMER INSTITUTE

The Peace Corps Summer Institute which has been held in Balara Elementary School for the last two years, aims to utilize the resources of the volunteers to improve the teaching of English in the country. Familiarity with the prevailing methods and classroom conditions obtaining in the field is necessary for the American volunteers to be of better assistance as resource aides in the provinces where they are assigned. Hence, the Peace Corps volunteer and the cooperating teacher of each division participated in a month's training on the various phases of language teaching. The demonstration lessons gave the volunteers an insight into the nagging problems of language teaching and learning. The first of its kind, the Peace Corps Summer Institute may be the model of English institutes throughout the country.

An Implementing Committee and a School Health Council serve as the steering body behind all the community projects. Members of these committees were drawn from the community representing different agencies that play a vital role in the total school-community health program: the city government, the local health department, civic organizations, barrio council, the PTA, laymen, and practitioners.



(Above) Mrs. Lianne Scherr, Peace Corps Resource Aide, conducts a demonstration lesson at the Balara Elementary School. (Below) Participants in the 1962 summer institute pose with their consultants and critics.



## PNC-QC Practicum on ADMINISTRATION and SUPERVISION

Modern trends in administration and supervision got a boost in the Division of Quezon City in its cooperative project with the PNC Graduate School for 1963 - 1964.

The "Practicum Administration and Supervision" which is a series of demonstrations and conferences, would help principals and supervisors draw up a sound, useful, and practicable basis for their work. To enhance the teaching-learning situation various phases of the administrative-supervisory work will



Dr. Pedro Orata, Dean of Graduate Studies, PNC, conducts a post-conference with supervisors and principals.

be demonstrated by principals and supervisors scheduled every Saturday as follows:

- |  |   |
|--|---|
| <i>Phase A - Planning the Year's Work</i>  | — Mrs. Zosima Martin  |
| <i>Phase B - Individualizing Supervision</i>   | — Mrs. Simplicia Salcedo  |
| <i>Phase C - Conducting a Staff Meeting</i>  | — Mrs. Rosario Solis<br>(elementary)<br>Mrs. Juanita Reyes<br>(high school) |
| <i>Phase D - Follow-Up Supervision</i>   | — Mrs. Simplicia Salcedo  |
| <i>Phase E - Action Research</i>   | — Mr. Pio Gatus   |
| <i>Phase F - In-Service Education and Promotion of Personnel</i>                       | — Mr. Pedro Cuartina  |
| <i>Phase G - Administration of the School Plant</i>                                    | — Mrs. Norberta La Madrid   |
| <i>Phase H - Administration of the School Business Affairs</i>                         | — Miss Laura Gorospe  |
| <i>Phase I - Instructional Materials, Supplies and Equipment</i>                       | — Mrs. Deni Wasan   |
| <i>Phase J - Evaluation of Principles Evolved and Formulation of an Action Program</i> | — Mr. Mariano Plan  |

In addition to the Practicum Administration and Supervision, demonstration in the teaching of science and social studies as a way of life for better living will also be undertaken by this joint project. The Quirino High School and the Cubao Elementary School were chosen pilot centers for the secondary and elementary levels, respectively.

## Teachers' growth IN-SERVICE EDUCATION

With the change in the school calendar, the practice of holding institutes before the school year begins, has been revived. Teachers, realizing more than ever that they need to grow professionally because they form the cog in the vast educational machinery, feel they must give their best to the young ones under their care. Hence, this eagerness to improve.

The division has always encouraged professional growth and research. With the increasing number of teachers, effort has been continually exerted to improve the quality of instruction. A year-round schedule of conferences, workshops, and seminars have been held on school, district, and division levels. Consultant services and resource persons from the Bureau of Public Schools and leading universities and colleges have been invited to ascertain principles and evolve better teaching procedures. Other features were group work, discussions, open forums, and demonstration teaching by grades or by subjects. These in-service activities have promoted teacher growth and personality development through better relationship with school personnel, lively discussion, and sharing of professional literature.

Among the in-service activities attended by teachers in the division were the following: the First National Secondary Eng-



Supt. Tomas B. Maglaya of the Bureau of Public Schools, right, gives pointers on modern techniques of teaching during the first division institute held at the Cubao High School.

lish Institute at the U.P.; National Workshop at Cubao High School; Regional Work-Conference on Physical Education and Recreation at the Quezon City High School; Work-Conference on Effective Science Teaching at the San Francisco High School; Seminar on Arithmetic Teaching at the U.P. conducted by Dr. Clyde Corle, an exchange professor; Seminar on "The Life and Works of Dr. Jose Rizal"; ECHO Family Conference; Workshop on the Use of Audio-Visual Aids; and the Refresher Course on the Teaching of English for School Administrators.

While the percentage of unqualified teachers in the division is nil, the attendance of teachers in colleges and universities is high due to the proximity of the division to these teacher-training institutions.

Moreover, the democratic supervision obtaining in the division, has helped teachers to know their strengths and weaknesses.

## Of teachers' organizations QCPSTA Inc.

The QCPSTA (Quezon City Public School Teachers Association) was born out of a feeling of oneness in the service and a desire to develop faculty leadership.

The nucleus of what is now a sizable teachers' organization was formed after a general meeting called by the then Academic Supervisor, Mr. Servillano Dunglao, sometime in 1949. In the election that followed, Mrs. Simplicia Salcedo was voted president.

On its first year, the most important accomplishment of the association was the drafting of the constitution. From the outset, the organization pledged to work for the teachers' welfare. Succeeding presidents like Mr. Margarito Binuya, Mr. Raymundo V. Aldana, Mrs. Catalina Gloria, Mrs. Conmemoracion Concepcion, Mr. Mariano Plan, Mr. Pio Gatus, and Mr. Saturnino R. Magturo have carried on the betterment of the teachers' lot. Today the association counts with 2,014 active members who are increasingly aware of its welfare projects.



*Education Secretary Alejandro Roces speaks before a large gathering of Quezon City teachers in one of the cultural programs sponsored by the QCPSTA.*

To strengthen its personality as an entity, the QCPSTA was incorporated in 1959 during the term of Mr. Mariano Plan. Its by-laws, therefore, were revised to conform to the corporation law and later ratified by a representative assembly at the Bonifacio Elementary School on June 24, 1959.

The QCPSTA has patterned its Mutual Aid System after that of the PPSTA. Under the new system the amount of mutual aid benefit for the beneficiaries was raised to a minimum of 2,000 which is based on the number of active members of the Mutual Aid. Relentlessly plugging for salary increases, the QCPSTA was instrumental in working for the general increase in 1961 pegging the basic pay of intermediate teachers at ₱200 and that of high school teachers to ₱215.

A long-range project designed to ease the housing problem of the teachers is the Teachers' Village which may be realized soon.

The influence of the organization was greatly felt when its candidate, Superintendent Alfredo J. Andal, was unanimously elected president of the PPSTA in May, 1963.



## PRINSA

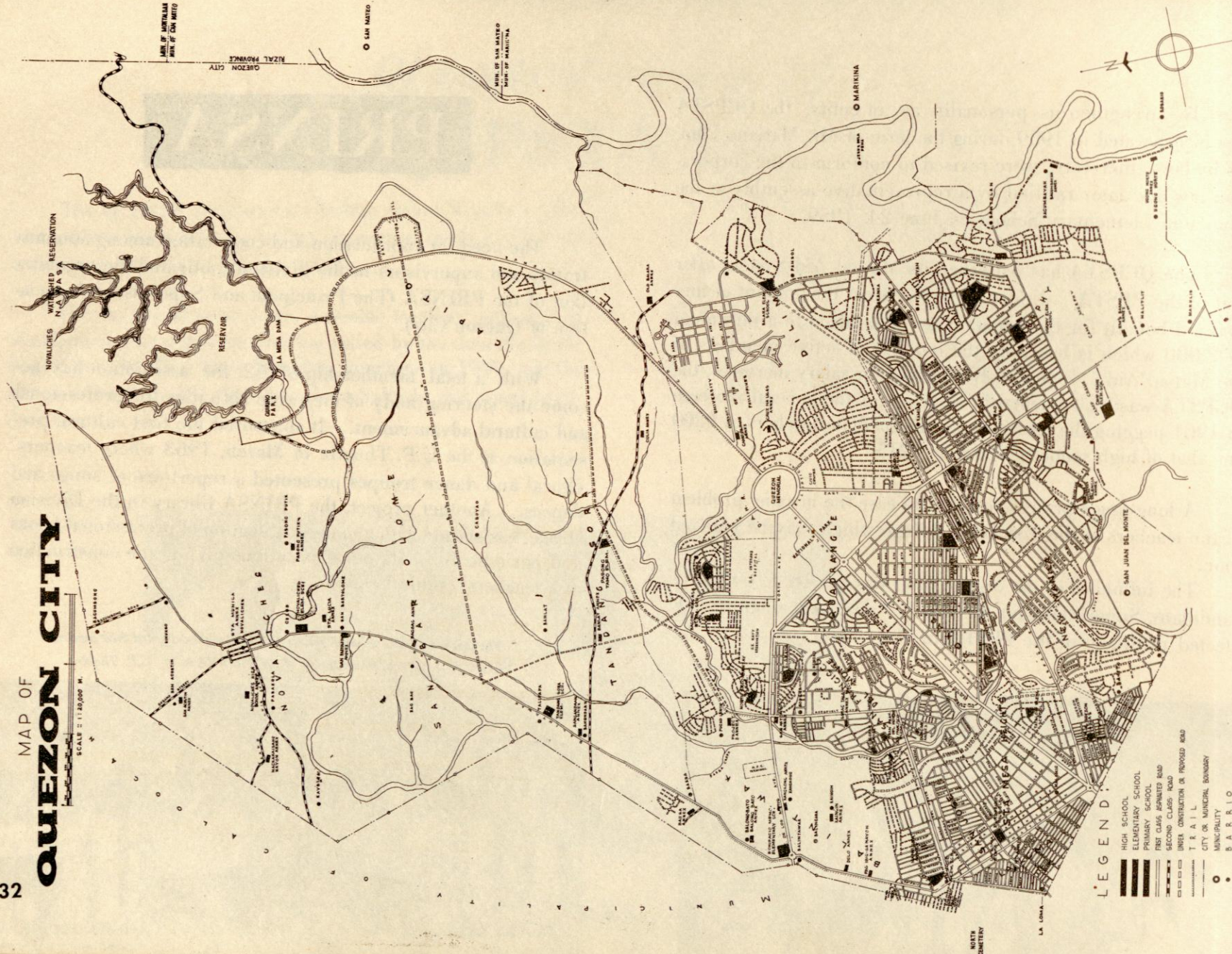
The need for coordination and cooperation among administrators and supervisors in the division motivated the organization of the PRINSA (The Principals and Supervisors Association of Quezon City).

With a total membership of 62, the association has become the steering body of city-wide activities for professional and cultural advancement. It sponsored the first cultural presentation at the U.P. Theatre in March, 1963 where teachers' choral and dance troupes presented a repertoire of songs and dances. Another project, the PRINSA library in the Division Office, has started with a modest collection of professional books and periodicals. Its more ambitious plan is the construction of a teachers' cultural center.

*The teachers' dance number left, and chorus, right, delighted their audience in the first cultural presentation of the PRINSA at the U.P. Theatre.*







# SCHOOL SITES and BUILDINGS

The tremendous growth in the school population in Quezon City has made the acquisition of school sites and construction of permanent buildings imperative. To make room for thousands of school children every year, school buildings, have been repaired or rebuilt with additional rooms. Two-storey academic buildings with modern architecture now dot the skyline in many districts.

For more than a decade, the Division has somehow been able to cope with the ever-increasing enrolment. By using the emergency plan in the elementary schools, resorting to the evening classes in the high schools, and renting private buildings, all children of school age are accommodated every year. At present there are 370 classrooms being rented on which the city government spends P185,000 every year. To reduce the amount spent for rentals, representations have been made with the City Council for the purchase of school sites and construction of permanent buildings. Of the 43 elementary schools, only 24 have sites and buildings; and of the five high schools, one has not yet acquired its lot. Four school sites which are being acquired would bring the total to 28.

The Division, too, has made great strides in improving the school plants. Schools have endeavored to beautify the grounds, put up fences, and lay out concrete pathways.

With appropriations from the City Council standard school buildings on old and newly acquired lots have been constructed. A few home economics buildings, shops, clinics, cafeteria have been put up by the PTA's. In schools with government-

owned lots, pre-fabricated buildings have alleviated the shortage of classrooms.

To solve the perennial housing problems, the Division has submitted a five-year building and one-year school site program to the City Council. Table I shows the total number of permanent, semi-permanent, and rented buildings; Table II, the summary of the five-year building program; and Table III the proposed school sites to be acquired under the one-year program.

(See pages 38 to 40 for the tables)

YEAR	ELEMENTARY SCHOOLS	HIGH SCHOOLS
1946	▲▲▲	▲
1948	▲▲▲	▲
1950	▲▲▲▲	▲
1952	▲▲▲▲▲▲▲	▲
1954	▲▲▲▲▲▲▲▲	▲
1956	▲▲▲▲▲▲▲▲▲	▲
1958	▲▲▲▲▲▲▲▲▲▲	▲▲▲
1960	▲▲▲▲▲▲▲▲▲▲▲	▲▲▲
1962	▲▲▲▲▲▲▲▲▲▲▲▲	▲▲▲

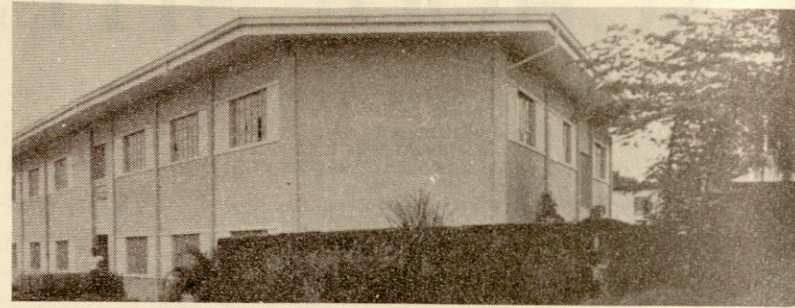
▲ = 2 PUBLIC SCHOOLS

The number of schools has correspondingly increased with the steadily rising enrolment as shown in this graph.

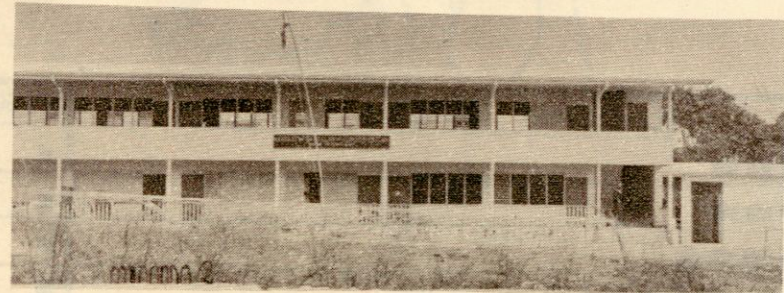
# ACADEMIC BUILDINGS OF SECONDARY SCHOOLS



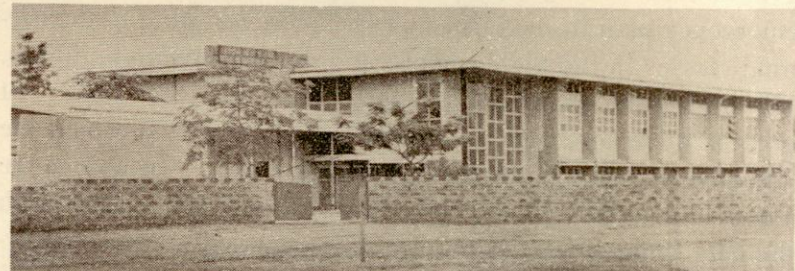
*Quezon City High School*



*Cubao High School (Rented)*



*Quezon City High School, Novaliches Annex*



*Quirino High School*



*San Francisco High School (Rented)*



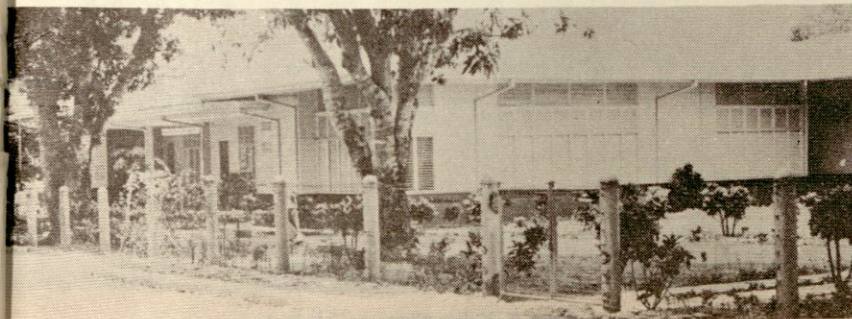
*Eulogio Rodriguez Jr. High School*



*Cubao Elementary School*

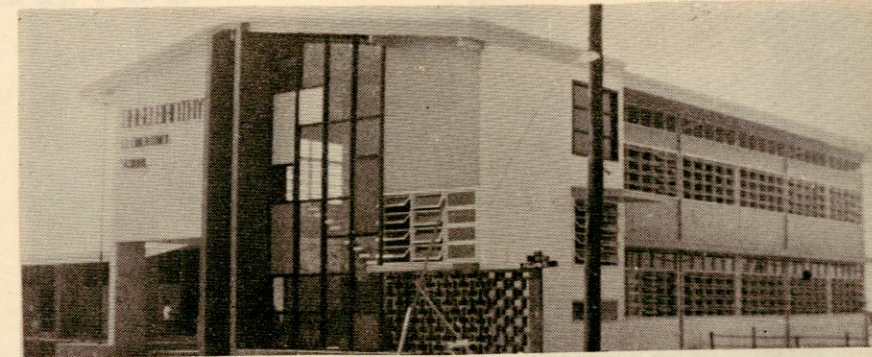


*Quirino Elementary School*



*Balara Elementary School*

# ELEMENTARY SCHOOLS



*Esteban Abada Elementary School*



*Pura Kalaw Elementary School*

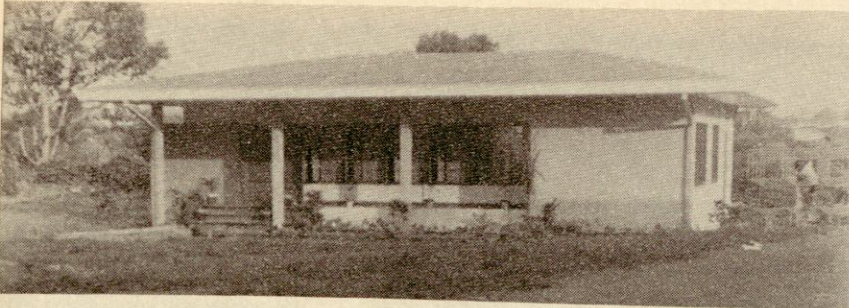


*Camp Crame Elementary School (Pre-fabricated building)*

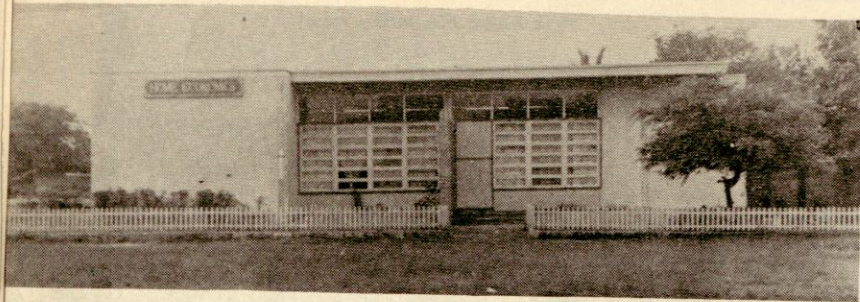
# HOME ECONOMICS BUILDINGS



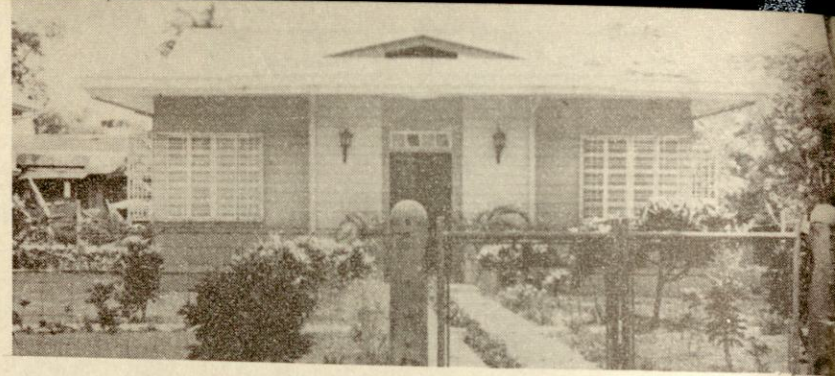
*Quezon City High School*



*Ponciano Bernardo Elementary School*



*Quirino High School*



*Balara Elementary School*



*Bonifacio Memorial Elementary School*



*Pura V. Kalaw Elementary School*

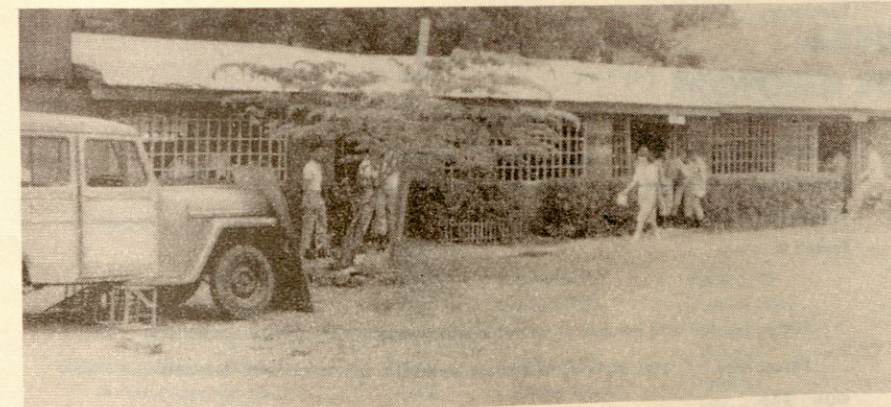
# SHOP BUILDINGS



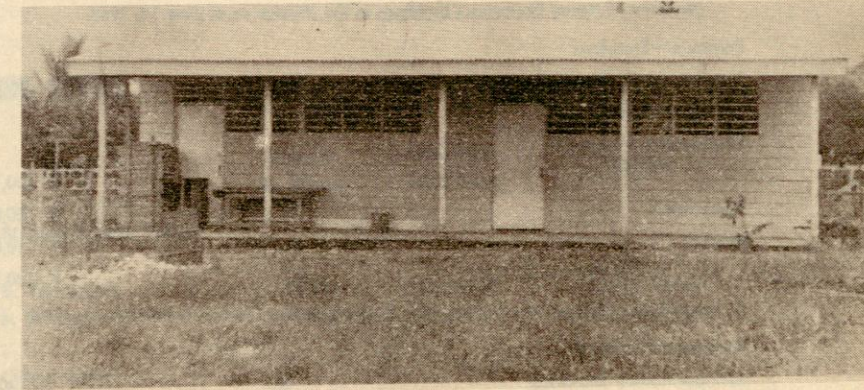
*Quezon City High School*



*Bonifacio Elementary School*



*E. Rodriguez Jr. High School*



*Esteban Abada Elementary School*

**TABLE I**  
**REPORT ON PERMANENT AND SEMIPERMANENT BUILDINGS**  
**SCHOOL YEAR — 1962-1963**

SUMMARY					
Number of Academic Buildings in the Division as of June 14, 1962:					
	Number	Cost		Number	Cost
Permanent Standard			Temporary	14	P 70,000.00
Semipermanent-Standard	30	P2,830,679.73	Rented	1	P 500.00
Permanent-Special			<b>GRAND TOTAL</b>		
Semipermanent-Special	210	733,185.00		18	P 110,500.00
<b>TOTAL</b>	<b>240</b>	<b>P3,563,814.73</b>	Number of classrooms in the division as of June 14, 1962:		
Temporary			Permanent-Standard	192	
Rented	202	P4977,814.73	Semipermanent-Standard	192	
Rented	202	P1,414,000.00	Permanent-Special		
<b>GRAND TOTAL</b>	<b>442</b>	<b>P4,977,814.73</b>	Semipermanent-Special	384	
			<b>TOTAL</b>	<b>540</b>	
Number of Home Economics buildings in the division as of June 14, 1963:					
Permanent-Standard			Temporary		
Semipermanent-Standard	12	P 160,155.00	Rented	370	
Permanent-Special			<b>GRAND TOTAL</b>		
Semipermanent-Special				910	
<b>TOTAL</b>	<b>12</b>	<b>P 160,155.00</b>	Number of Classes as of June 14, 1962		
Temporary	12	P 60,000.00	Permanent Buildings		
Rented	2	P 10,000.00	Semipermanent-Buildings	904	
<b>GRAND TOTAL</b>	<b>26</b>	<b>P 230,155.00</b>	Temporary Buildings	42	
			Rented Buildings	708	
			<b>TOTAL</b>	<b>1,654</b>	
Number of Elementary School Shop Buildings in the Division as of June 14, 1962:					
Permanent-Standard			Percentage of total number of schools which are permanent and semipermanent: 45%.		
Semipermanent-Standard	3	P 40,000.00	Percentage of total number of classes housed in permanent and semipermanent buildings: 55%.		
Permanent-Special					
Semipermanent-Special					
<b>TOTAL</b>	<b>3</b>	<b>P 40,000.00</b>			

**TABLE II**  
**SUMMARY OF THE FIVE-YEAR SCHOOL BUILDING PROGRAM**  
**1963-1964**

Kind of Building Unit	Estimated Unit Cost	SCHOOL YEAR									
		1963-1964		1964-1965		1965-1966		1966-1967		1967-1968	
		No.	Estimated	No.	Estimated	No.	Estimated	No.	Estimated	No.	Estimated
Classroom	P10,000.00	351	P3,510,000	200	2,000,000	185	P1,850,000	170	P1,700,000	166	1,660,000
Home Economics	25,000.00	16	384,000	19	456,000	5	110,000	1	24,000		
Shop	15,000.00	43	540,000	20	430,000	3	45,000				
Canteen	10,000.00	5	54,000	17	204,000	15	152,000	7	70,000		
Adm. Building	24,000.00	3	72,000	5	120,000	3	72,000				
Toilet	10,000.00	4	40,000			8	120,000	5	36,000		
Stage				3	60,000	2	44,000	2	44,000		22,000
Bodega	10,000.00		10,000								
<b>TOTAL</b>			<b>P4,610,000</b>		<b>P3,270,000</b>		<b>P2,393,000</b>		<b>P1,874,000</b>		<b>1,682,000</b>

**TABLE III**  
**PROPOSED SCHOOL SITES**

School	Area in Sq. Meters	Estimated Total Price	Location	School	Area in Sq. Meters	Estimated Total Price	Location
I — Balintawak District				II — Bagong Pagasa District			
a. Bonifacio Elem. Sch.	2,000	P 60,000.00	Behind the present sites	a. Old Balara	15,000	P225,000.00	Luzon Avenue
b. Dulong Kalsada	8,000	P240,000.00	Balingasa St.	b. B. Pagasa Elem. Sch.	15,000	P.H.H.C.	Bagong Pagasa
c. C. Kaingin Barrio	5,000	150,000.00	Kaingin Parkway	III — Cubao District			
d. Kangkong Barrio	15,000	Open Space	Village Subd.	a. 15th Avenue	8,150	P326,000.00	15th Avenue
e. Pag-ibig sa Nayon	5,000	250,000.00	Pagibig sa Nayon	b. Pinatubo	60,000	Alien Property	Arayat Banahaw

## STATION LIST OF DISTRICT SUPERVISORS AND PRINCIPALS

1963-64

NAME OF DISTRICT	NAME	ASSIGNMENT
I. Bagong Pagasa	Mr. Jose Teodoro	District Supervisor
1. Bagong Pagasa	Mrs. Felisa Doria	Principal
2. Project 6	Mrs. Pacita M. Manlapig	Principal
a. Road 9	Mrs. Cristina Marbella	Head Teacher
3. Old Balara	Miss Monserrat Octaviano	Principal
4. Pasong Tamo	Mr. Demetrio-de la Paz	Principal
II. Balintawak	Miss Isabel Francisco	Incharge
1. San Jose	Miss Isabel Francisco	Principal
2. Dulong Kalsada	Mrs. Felicitas Bacosa	Principal
3. Bonifacio Memorial	Mrs. Deni Wasan	Principal
a. Balonbato		
b. Kangkong		
c. Pagibig sa Nayon	Mrs. Presentacion Cabrera	Head Teacher
d. Kaingin		
e. Guzman	Miss Maria Muynila	Head Teacher
III. Cubao	Mrs. Natividad Raquel	District Supervisor
1. Cubao	Mrs. Caridad Dumlao	Principal
2. Crame	Mrs. Estrella Fernandez	Principal
3. P. Bernardo	Mrs. Amparo Bonicillo	Principal
4. Pinatubo	Mrs. Magdalena Perez	Incharge
5. 15th Avenue	Mrs. Rosalinda Dancel	Principal
IV. Galas	Mr. Tiburcio Morales	District Supervisor
1. A. A. Quezon	Mrs. Norberta la Madrid	Principal
a. Santol Annex		
2. Gen. Roxas	Mrs. Maria de Luna	Principal
3. Tatalon	Miss Carmen Mallari	Principal
4. Tiongson	Mrs. Vicenta Marquez	Principal

- V. Kamuning
1. Kamuning
  2. K - C
  3. K - D
  4. Piñahan

Mrs. Simplicia Salcedo  
Miss Milagros Umali  
Mrs. Camila Bongco  
Mrs. Lorenza Ilagan  
Mrs. Rosario Congco

District Supervisor  
Principal  
Principal  
Principal  
Principal

- VI. Murphy
1. Murphy - I
  2. Old Central
  3. Cachero - III
  4. Dizon - IV
  5. EM's Barrio

Mr. Mariano Plan  
Mrs. Rosario Solis  
Mrs. Adoracion Catolico  
Mrs. Maxima Diaz  
Mrs. Susana Adalim  
Miss Cristina Ochoza

District Supervisor  
Principal  
Principal  
Principal  
Principal  
Principal

- VII. Project 4
1. P. V. Kalaw
    - a. Kalantiyaw
  2. Libis
    - a. Rivero
    - b. Escopa
    - c. Bagumbayan
    - d. Ugong Norte

Mrs. Catalina Gloria  
Miss Laura Gorospe

District Supervisor  
Principal

Mrs. Socorro Alindogan

Principal

- VIII. Novaliches
1. Novaliches
    - a. San Agustin
    - b. Sta. Monica
    - c. Nagkaisang Nayon
    - d. Pasong Tamo
    - e. Kaligayahan
  2. Tandang Sora
    - a. Sitio 4
    - b. Bagbag
    - c. Sauyo
    - d. Sangandaan
    - e. Banlat
  3. San Bartolome
    - a. Sta. Lucia
  4. Baesa

Mr. Pedro Cuartina  
Mr. Francisco Joves

District Supervisor  
Principal

Mrs. Catalina Bartolome

Principal

Mrs. Carmen Domingo

Principal

Mrs. Joaquin Nuñez

Principal

- IX. Quirino  
 1. Quirino  
 2. Project 3  
 3. Balara  
 4. Cruz na Ligas  
 5. Diliman

Mrs. Cecilia Rodriguez  
 Mrs. Zosima Martin  
 Miss Adela Estrada  
 Mrs. Teresa de Leon  
 Mr. Josue Manongdo

District Supervisor  
 Principal  
 Principal  
 Principal  
 Principal

- X. La Loma  
 1. Magsaysay  
 a. Ipo  
 b. Halcon

Mrs. Victoria Peralta  
 Mrs. Josefa C. Cuevas  
 Mrs. Flora Ledesma  
 Mrs. Florencia Maliwanag

District Supervisor  
 Principal  
 Head Teacher  
 Head Teacher

- XI. San Francisco  
 1. San Francisco  
 a. Sinagtala  
 b. Dungao  
 c. Cabrera  
 d. Masambong  
 2. Paltok  
 3. Dalupan

Mr. Pio D. Gatus  
 Mrs. Geronima Pacis  
 Mrs. Consuelo Calderon  
 Mrs. Eufemia Reyes  
 Mrs. Filomena Fernandez  
 Mrs. Azucena Palileo  
 Mrs. Maria Santos

District Supervisor  
 Principal  
 Head Teacher  
 Head Teacher  
 Head Teacher  
 Principal  
 Principal

- XII. Project 7  
 1. Esteban Abada  
 a. Bakawan  
 2. North Bago Bantay  
 a. Namarco  
 b. Tugbo  
 c. Macaraeg  
 d. Guansing  
 e. Belmonte, f. Agbalo  
 3. Project 8  
 4. San Antonio

Mr. Saturnino Magturo  
 Mrs. Melecia Carpio  
 Mrs. Vicenta Tabujara  
 Mrs. Rosenda Arriola  
 Mrs. Generosa Soriano

District Supervisor  
 Principal  
 Principal  
 Principal  
 Principal

### COMPARATIVE DATA ON SCHOOL ENROLMENT AND PERSONNEL FOR QUEZON CITY PUBLIC SCHOOLS

I T E M	SCHOOL YEAR						
	1950-51	1952-53	1954-55	1956-57	1958-59	1960-61	1962-63
<b>1. Enrolment:</b>							
Primary .....	14246	15813	21071	26652	31696	35740	42721
Intermediate .....	5807	5889	6979	8348	11489	13772	15579
Secondary .....	403	995	2126	3344	4481	5616	8250
TOTAL .....	20,456	22,697	30,176	38,354	47,666	55,128	66,550
<b>2. School:</b>							
Elementary .....	8	13	17	17	18	22	43
Secondary .....	1	1	1	1	5	5	5
TOTAL .....	9	14	18	18	23	27	48
<b>3. Classroom Teacher:</b>							
High School Head Teacher .....	0	0	4	4	0	0	0
Elementary Head Teacher .....	0	0	0	0	0	29	8
Primary .....	272	301	383	512	686	833	1165
Intermediate .....	194	235	286	319	411	501	652
Secondary .....	17	43	94	148	249	335	491
TOTAL .....	483	579	767	983	1346	1698	2316
<b>4. Supervisors and Principals:</b>							
Asst. Elementary Principal .....	0	0	2	3	3	10	0
Elementary .....	8	13	17	17	18	22	42
Secondary .....	1	1	1	1	5	5	5
District Supervisor .....	0	0	0	0	0	0	12
Division Supervisor .....	1	3	5	5	7	8	10
TOTAL .....	10	17	25	26	33	45	69

I T E M	SCHOOL YEAR						
	1950-51	1952-53	1954-55	1956-57	1958-59	1960-61	1962-63
<b>5. Health Personnel:</b>							
Physician .....	0	0	0	0	0	2	6
School Dentist .....	2	2	2	4	6	7	10
Dental Helper .....	2	2	2	3	5	7	10
Teacher-Nurse .....	1	5	6	6	6	9	12
TOTAL .....	5	9	10	13	17	25	38
<b>6. School Janitor .....</b>	21	25	61	76	94	101	153
School Laborer Helper .....	0	0	0	1	1	1	1
TOTAL .....	21	25	61	77	95	102	154
<b>7. Division Office:</b>							
City Superintendent .....	1	1	1	1	1	1	1
Assistant Superintendent .....	0	0	0	0	0	1	1
Administrative Assistant .....	1	1	1	1	1	1	1
Chief of Section .....	0	0	5	5	5	5	5
Clerk .....	12	8	6	9	9	13	16
Special Investigator .....	0	0	0	1	1	1	1
Laborer Helper .....	0	0	0	1	5	5	5
Janitor-Messenger .....	1	1	3	3	3	3	4
Emergency Laborer Helper .....	0	0	0	0	0	0	3
Driver .....	1	1	1	1	1	1	2
TOTAL .....	16	12	17	22	26	31	39
GRAND TOTAL, Officials, Employees, Laborers .....	535	642	880	1121	1517	1901	2616

### COMPARISON OF THE OPERATIONAL FINANCES OF THE QUEZON CITY PUBLIC SCHOOLS

	1950-51	1952-53	1954-55	1956-57	1958-59	1960-61	1962-63
Appropriation for:							
High School .....	P 44,922.92	P118,584.00	P 248,134.00	P 392,130.00	653,973.32	970,262.32	1,565,984.92
Intermediate .....	449,886.38	564,834.00	764,730.00	904,070.00	1,186,650.00	1,489,940.00	2,338,913.20
TOTAL .....	494,809.30	P683,418.00	P1,012,864.00	P1,296,200.00	1,840,623.32	2,460,202.32	3,904,898.12
Appropriation for:							
Primary .....	560,868.98	P563,540.00	722,338.00	P1,121,849.00	P1,399,100.00	2,078,517.00	3,312,806.00
Per Capita Cost for:							
High School .....	111.47	P 119.18	P 116.92	P 116.91	145.96	172.77	189.82
Intermediate .....	77.47	97.22	109.58	108.29	103.27	108.18	150.13
Primary .....	39.37	35.87	34.28	42.09	44.13	58.16	77.54
Average Per Capita Cost per pupil/student ... P	51.61	P 54.94	P 57.34	P 63.05	68.16	82.33	108.45

*“A nation is as strong as its citizenry...”*

— Manuel L. Quezon

