

rating sheet. We picked out the winners, giving first place to the contestant getting the lowest numerical sum, and so forth. (This is highly accurate, and it does away with the subjectivity involved where the individual ratings are taken into account.) There-with we accomplished the decision sheet, signing our names below.

That finished our work. Reclining on our seats, we watched the rest of the show at our leisure.

On stage, a declaimer was going through the imaginary act of plugging a leak in the dike with a mere arm, hoarsely calling for help. My eyes wandered among the tired and sleepy faces of the contestants. I only shot a passing glance at the familiar figure of a boy, a pupil of mine, who was impatiently squirming in his seat. All of a sudden something flashed in my mind, causing my eyes to jerk back, as if pushed by a spring, to the boy.

The boy was Warlito, my own contestant in the song contest. He was the best bet of the lot. He romped off easily with the top prize in the previous year's song contest. His winning first place in the current song contest was a conceded matter. It was all in the bag, in a manner of speaking.

What unnerved me was the fact that Warlito had not yet rendered his number. And we have already finalized our decision as to the winners. I turned to the mimeographed program and scanned the pages furiously. Warlito's name was nowhere to be found there. Then it dawned on me. In my frenzy of framing the program, I all but remembered to include the name of my own contestant in the entries for the song contest!

There was nothing I could do anymore. Officially, the song contest was already concluded. I could not raise the issue of the inadvertent non-inclusion of Warlito's name in the program. It might boomerang to my utter carelessness.

If anybody was at fault, it was I. I personally framed, finalized, and cut the stencil for the program.

"What's the matter?" a fellow judge inquired. "Are you sick?"

"I forgot to include Warlito in the program," I answered curtly.

"Oh!" she exclaimed. She turned her eyes to the boy on the stage. The other judge followed. Warlito was watching the emcee who was approaching the microphone. He was obviously still waiting for his number to be called.

"What shall we do?" my fellow-judge asked.

"What shall we do?" I tossed the question back. "We can't start the contest all over again, can we?"

"But he must yet be waiting for his turn to sing."

That brought me back to my senses. I tore out the blank portion of a used sheet and hurriedly scribbled a note to the emcee. It read: "Please announce a special number while the other board of judges are deliberating on their decisions. Call on Warlito, last year's winner in the song contest, to render a vocal solo."

So it was that Warlito's part constituted the finale of the show. He sang "Sol Mio" in his distinct, enrapturing voice—soft, pliant, and almost feminine, as yet unaffected by adolescence. The applause that followed when he finished was spontaneous. If the audience's reaction was any gauge at all of the song's quality, then Warlito's was the best that evening. He would have easily deserved the top prize again.

Throughout that applause, I seemed to have been the only one unaffected. I sat there unmoving and morose, like a school child who has just been chided in front of his fellows. For then in my mind, I was busy thinking out a plausible reason to tell Warlito, short of an outright lie.

# Collection of Maxims on Education

By Victor C. Malolot

1. The great end of education is to discipline rather than to furnish the mind, to train it to the use of its own powers, rather than fill it with the accumulations of others.—Tyron Edwards.
2. The aim of education should be to teach us rather how to think than what to think—rather to improve our minds so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.—Beattie.
3. Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.—Ruskin.
4. Educate your children to self-control, to the habit of holding passion and prejudice and evil tendencies subject to an upright and reasoning will, and you have done much to abolish misery from their future lives and crimes from society. — Daniel Webster.

5. Knowledge does not comprise all which is contained in the large term of education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled, and pure morality inculcated under all circumstances. All this is comprised in education.—Daniel Webster.
6. Education is a companion which no misfortune can depress—no crime destroy—no enemy alienate—no despotism enslave, at home, a friend; abroad, an introduction; in solitude, a solace; and in society, an ornament. Without it, what is man?—a splendid slave, a reasoning savage.—Varle.
7. Modern education too often covers the fingers with rings, and at the same time cuts the sinews at the wrists—Sterling.
8. Education should be a conscious, methodical application of the best means in the wisdom of the ages to the end that youth may know how to live completely.—Malley.
9. Education is the only cure for certain diseases the modern world has engendered, but if you don't find the disease, the remedy is superfluous.—John Buchan.
10. The whole object of education is, or should be to develop mind. The mind should be a thing that works. It should be able to pass judgment on events as they arise, make decisions.—Sherwood Anderson.
11. The problem of education is twofold: first to know, and then to utter. Everyone who lives any semblance of an inner life thinks more nobly and profoundly than he speaks.—R. L. Stevenson.
12. Observation more than books, experience rather than persons, are the prime educators.—A. B. Alcott.
13. Character development is the great, if not the sole, aim of education.—O'Shea.
14. There are five tests of the evidence of education — correctness and precision in the use of the mother tongue; refined and gentle manners, the result of fixed habits of thought and action; sound standards of appreciation of beauty and of worth, and a character based on those standards; power and habit of reflection; efficiency or the power to do.—Nicholas Murray Butler.
15. The true order of learning should be, first, what is necessary; second, what is useful; and third, what is ornamental — To reverse this arrangement, is like beginning to build at the top of the edifice.—Mrs. Sigourney
16. If we work upon marble, it will perish; if on brass, time will efface it; if we rear temples they will crumble into dust; but if we work upon immortal minds, and imbue them with principles with the just fear of God and love of our fellow-men, we engrave on those tables something that will brighten to all eternity.—Daniel Webster.
17. The more purely intellectual aim of education should be the endeavor to make us see and imagine the world in an objective manner as far as possible as it really is in itself, and not merely through the distorting medium of personal desires.—Bertrand Russell.

# Teacher Monopoly: An Educational Waste

By Francisco C. Alcantara

**O**FTEN has it been said that a bright teacher begets bright children. In a limited sense, this may be true, depending upon the method of presentation that the teacher uses. But the question arises: Can pupils' mental ability be improved? Or, psychologically wording it, can one's I. Q. be improved? Some educators are of the belief that one's mentality or his index of brightness remains constant despite the increase in his chronological age. A number of edu-

cators, however, are of the belief that one's mental ability can be improved. The teacher's technique, the use of effective teaching aids and devices, the creation of proper learning atmosphere, and many other factors, tend to improve mental ability as claimed by the latter school of thought.

Some teachers are inclined to believe in the plausibility of these factors. In so believing they are apt to have a monopoly of classroom and off-campus acti-