難忘的一夜
——記合唱團聯歡晚會——

不要皺着眉頭，大衆的歌手！大衆的歌手！

早知道前途滿是荆棘，

剷除它呀！只要我們還有雙手。

提防着陷阱，跌倒要爬起，

挺着胸膛走，

黑夜終有盡頭，

等待着我們的，是光明的白晝，

大衆的歌手，不要皺着眉頭！

有這樣的一首詩歌，它曾經鼓舞過不少人不要氣餒，不要向困難低頭；它曾經是某校友的座右銘，現在他也以它介紹給我們——合唱團的同學。

爲了慶祝合唱團成立一週年，就趁着新年假期中開個聯歡晚會。那天剛好是週末，難得的是許多校友和同學們都放棄了私人約會來參加，更有一位校友，雖然患着感冒，也不顧家人的阻撓，興冲冲地來了。

這次的聚會在母校的音樂室，晚上八時，校友們陸陸續續地進入「會塲」。祇見張燈結綵，好不熱鬧，據說一部份同學連晚飯也沒吃就趕着來佈置了。「會塲」中央用椅子圍了個圖圈，密密的坐滿了人，高高興興地談笑着。

「現在開始集體遊戲！」第一個節目是自我介紹，只聽得一下一下整齊的掌聲，與叫人的聲音混和着：「三十六號！」「張梅卿！十四號。」「霍早，第三號！」「馮源，第十八號！」……「馮鉅億，咦……六號！」「不行」遲了！該表演遊戲。」到底還是先記了「賬」往後慢慢「算」。

四個聲部分別表演也是十分有趣的，正是旗鼓相當，各有千秋；男低音的三幕歷史悲劇，上演時間共歷四分鐘，然而感人甚深，竟使衆人聲淚俱下——眞是笑出眼淚了也。男高音竟來了個亘型歌劇「埃及長恨傳」，角色包括男女高音及男中音，而演員卻只有一位，唱來精彩百出，恍如置身劇院焉！女低音主持的集體遊戲，大家笑得前仰後合，女高音的一曲「平安夜」，有如天使歌聲，和平普降世間。

集體遊戲過了，緊接着是女高音部主持集體舞蹈，幾位同學義務伴奏，沒有一個人不感到興高采烈，天氣雖然冷，然而室裏卻是樂融融的，再不感到寒冷。

玩得高興，竟忘了時間的溜走，不知不覺已是十時半，在人家休息的時候，一羣同學們端上來一盤盤的食物，聽說這些食物從下午便開始預備了，三文治、生果、乾果、這厘，還有沙律，豐富的節目之後還有豐富的食物，若不是合唱團的同學衷誠合作，那有這麼成功的晚會呢？

這個晚會，只是合唱團所表現同學合作的一部份，更大的目的還是在於爲建校籌款工作而努力，爲了這目的，許多校友每週抽出一個晚上來練唱，因此雖然「路途滿佈荆棘」，大家仍然不怕艱難，努力地做下去，希望爲了未來的學校，爲了許多失學的兒童，能夠得到美滿的收穫。

晚會結束了，大家似猶餘興未盡，但願「年年有今日，歲歲有今朝！」

Solutions to Puzzles

Cats and Mice It is clear that 999,919 cannot be a prime number, and that if there is to be only one answer it can have only two factors. As a matter of fact these are 991 and 1,009, both of which are primes, and as each cat killed more mice than there were cats, the correct answer is clearly that 991 cats each killed 1,009 mice.

Choosing a Site This was a little jest. He may build wherever he pleases, for if perpendiculars are drawn to the sides of an equilateral triangle from any point in the triangle, their united length will be equal to the altitude of the triangle.

At the Mountain Top The surface of water, or other liquid, is always spherical, and the greater any sphere is the less is its convexity. The spherical surface of the water must, therefore, be less above the brim of the vessel, and consequently it will hold less at the top of a mountain than at the bottom. This applies to any mountain whatever.

Perhape some of our readers would like to give the full pros and cons to this problem.

小學適用

健康教育課本

經教育司批准為課本用書

編輯要旨

一、本書係針對現實環境，根據健康教育的一般原則編纂而成。

二、全書共十二冊，每學期一冊，供小學一至六年級實施健康教育之用。

三、本書低年級課本，側重圖畫；中年級課本，圖畫文字並重；高年級課本，則側重課文，俾能循序漸進，符合學生之學習能力。

四、本書課文後，均列有問題、使學生有復習機會。

五、世界衛生組織所下之健康定義，為：「健康為身體的、心理的、及社會的一種完全安寧幸福的狀況，不僅沒有疾病或不衰弱而已。」故本書取材，對身心之健康，以及社會行為。與日常生活之正確態度與規律等，均予兼顧，藉符最新之健康教育原則。

六、健康教育科之目的，不僅在健康智識之傳授，尤重在衛生觀念與習慣之養成。故本書於編纂時，對培養學生「預防勝於治療」之觀念及養成學生之衛生習慣，特加注意。

Pressure of a fluid at a point Magnitude and direction of resultant thrust of liquids on plane and spherical surfaces	To precede A.L.A.M. More easily understood explanation	
Centres of pressure in simple cases		Definitely better and more concise explanation. Method based on the use of second moments excellent.
Resultant force of buoyancy on bodiss partially or wholly immersed		Better explanation
Elementary ideas of statistics. Frequency diagram. Calculation of the mean. Standard deviation. Standard deviation of the mean	Not treated in this book	Excellent treatise and methods. Emphasis on the topics named. but other topics such as "Auartile" also worth learning. Sheppard's correction important.

Rectilinear motion of two connected particles	Methods given by the two books should be carefully comyared	
Simple problems on the motion of projectiles	Gives definitely better methods	Gives simpler diagrams
Uniform circular motion	Both give good methods but diagrams in A. L. A. M. are more preferable	
The conical problem	Gives better method, especially the use of Binomial Theorem in calculation square roots	
Simplee harmonic motion	Explanation more easily understood	Calculus vastly emyloyed
Motion in a vertical circle under Motion of a rigid body about a fixed axis	More detailed explanation Explanation too detailed and comprehensive for Advanced Level but should be pursued if time permits	Concise and direct explanation
Dimensions. Change of units	To supplement A. L. A. M.; more stimulating problems found	Better treatise but should be supplemented by examples in S. I. M.

Determination of second moments of solid figures	Both give good methods depending on the use of Calculus	Calculus is employed to explain the principles
The laws of friction	Both give good methods but it is better to choose S. I. M. for first reading	
Relative velocity and acceleration, their resolution and composition	Very good methods suggested	
Graphical representation of relations between displacement, velocity, acceleration and time	Both give good methods	
Mass, moment, force, impulse, work, energy, and power		Gives better methods
Simple cases of direct and oblique impact	More detailed and comprehensive treatise	
Motion under the action of a constant force	More detailed and comprehensive treatise	

reference to the syllabus.

A: I certainly should like to'

(A talks on each item in the syllabus and tells B briefly how either book treats of it. Meanwhile B takes notes. Later B draws the table which is published at the end of this article. When A has finished airing his views, B finds that his friends has so completely supplied what he wants that he looks happy and satisfied.)

B: Thank you very much, Pete, for all that you have said. You've been very kind. It's really an education to know you. You feel thirsty, don't you? You must. Let's go out to have tea.

A: I have no objection — that gives me an opportunity of drinking to your good luck. (Exeunt.)

Topics	Shor Intermediate Mechanics	Advanced Level Applied Mathematics
Equilibrium of one or more bodies under the action of uniplanar forces, or of parallel forces	Both give good methods	
Smoothly jointed framewarks, including graphical solutions	One method well exylained	Two methods, the first being the same as the one explained in S. I. M.
Properties of mass centres, and their determination in simple cases	Some good common-sense methods suggested	Calculus is employed in some cases

A: We can, but with what certainty? We know the G. C. E. Exam has a uniqne position in the Commonwealth as one widely taken and recognized. So we can rest assured that the questions set in the papers had gone through very thorough consideration and weighing befcre they were finally put on print. The questions are thus fair, However, there's usually only one question on statisitics and it's usually set in the "econd paper.

B: See what's here written at the end: Slide rule may be used. That's a great help, isn't it?

A: Indeed, it is, if you can work with it skilfully. I prefer to use the tables for the calculations and check with the slide rule.

B: A bright idea, Pete. Now we come to the question of textbooks. Which one would you recommend?

A: Well, Jim. I suggest you buy "Shorter Intermediate Mechanics" by Humphrey and Topping and "Adva nced Level applied mathematics" by Lambe. They're good books and easily obtained in local book-stores. The latter is an abridgement of the bigger work "Intermediate Mechanics" by D. Humphrey and has been widely used for years. The latter is a comparatively new work. These books differ in many ways such as method, presentation, approach, but they contain many problems in common, which are of course taken from past exam papers. Lambe's book contains just enough for the G. C. E. Exam; Humphrey and Topping's embodies some parts not requried for this exam but falls short of a treatise on Statistics, of which Lambe's gives a brief and lucid account. S. I. M. begins with Dynamics of a rigid body, followed by Statics and Hydrostatics; A. L. A. M. has the first two reversed, followed by Hydrostatics and Statistics.

B: Does that mean we can either begin with Dynamics or Statics?

A: It does. It's a matter of individual taste and adaptation.

B: Thank you, Pete. You know how one feels when one begins something new. Perhaps you would make me all the more grateful by letting me see how you compare the two books with

say. Now let's get to the point. Have you got the syllabus with you?

B: Yes, I have—here it is.

(B hands A the book of Regulations and Syllabuses.)

A: (turning to the page where he finds the syllabus for Applied Mathematics.) Now you see that the syllabus for Applied Maths divides itself into four paragraphs. At the head you find "Two Papers" which means two papers of three hours' duration each. Now read the first paragraph aloud. laws of friction.

B: Equilbrium of one ar more bodies under the action of.........

A: This paragraph is abont Statics put the word on the mangin, will you? (B obeys.) Now and read the second parag raph.

B: Relative velocity aceleration......change of units.

A: Write the word "Dynamics" alongside the paragraph.

(B again obeys. In like manner, he subsequently write the words "Hydrostatics" and "Statistics" where appropriate.)

B: (wonderingly) Why no 'Hydrodynamics'?

A: Very well, that's too difficult for G.C.E. Level and so postponed for University study.

B: I see, all the more fortunate for the candidates, isn't it? Now two papers will be set on the subject; which of the parts will fall into the first paper, and which in the second?

A: Ha! Ha! Ha! How many people in the past have been fooled like you! Last year, when I went in Pure Maths for the examination, I met Bill and he said, "Today's paper will contain Algebra and Geometry; and tomorrow's, Calculus and Co Geom." He marched into the Hall full of humour and valour and came out at the end looking rueful and awful, for the questions were mixed. Of course, the letters PM did not appear after his name. So, don't fall into the same pit as Bill did. Know the whole thing well before you take them.

B: But can't we sport questions?

A: You've a logician's mind, Jim. It's true that Applied Maths contains much that's in common with what's in Physics, but Applied Maths as a subject that can be offered at Advanced Level and be pursued further has a wide field of its own. It's difficult to describe this field to you, not that I feel you're ignorant but that the description will involve the use of technical terminology which is again unfamiliar to you. You know the story of describing the sun to a blind man.

B: Don't frighten me, Pete.

A: No, I don't intend to. But it's not necessary to understand thoroughly the whole meaning of Applied Maths and what it embraces in order to study it. Generally, Applied Maths covers the various incidents where the application of Mathematics will help us to derive certain explanations and sometimes to give predictions and solutions. In particular, the Applied Maths that we study in the University includes Mechanics and Statistics. Mechanics consists of two parts: Dynamics and Statics, both of which include solids and fluids for their consideration. It's not necessary for you, as I said before, to understand these terms. Dive into the subject boldly and in course of time, through association and application, you will learn the terminology automatically. There's simplicity in and of everything, and for the G.C.E. we need to study only a small and simple portion of the whole subject Applied Maths in order to obtain a pass. Don't be misled to think that such a pass is insignificant because simplicity is the root and source of complexity and the proof that you've mastered the foundation of a useful subject must earn you both glory and pride.

B: You've given a long lecture, Pete. Please be more precise and specific about what is really essential for me.

A: Don't worry, Jim. In studying Maths you must learn to be very patient and persevering, so you must try to bear what I

A: What are the subjects you referred to besides Applied Maths?

B: They're English Language, Physics, Chemistry at Ordinary Level; Classical Chinese and Pure Maths at Advanced Level.

A: I see. You are both a scientist and a philologian. I remember at school you were very good at Science and Maths. You already studied enough of Chem and Physics and you'll need to spend only a little time recovering the old ground, won't you?

B: Yes, I shouldn't worry about Chem and Physics—nor English Language.

A: And in one issue of the Agora, you read an article by Camindo on Advanced Level Chinese. Surely you got much advice from it that you want. He got a distinction himself, so if you act faithfully on his advice, you are sure to get one too. The toughest subjects for your consideration are, then, the two Maths subjects. Isn't that right?

B: It is. But you, Pete, passed in the two subjects, didn't you?

A: On Applied Maths only. I've already had advice from another article in the Agora—by Renimaxe (the reverse of Examiner).

B: So you want my advice on them?

A: So I see. Well, then, my advice on Applied Maths. Open your question box.

B: The subject sounds rather new to me......

A: Because of the word "applied" as distinct from the word "pure" with which we're already familiar.

B: That's right. Although someone told me that what is included in Applied Maths is just what is contained in the part of Mechanics in Physics, yet I don't think it's as simple as that. If it is, then Applied Maths is but a small part of Physics and anyone who can pass in Physics might as well get a pass in a Applied Maths without additional labour, which I think is not likely.

As time went on, we learned how to please the doctors and the old nurse in order to get leave occasionally to see our families at home. We had great fun, too, at Christmas when we each contributed something to put up brilliant decorations in our ward. We also went round to the other wards greeting the young and the old and comforting the poor and the dying. It was in such circumstances and at such moments that we became aware how much we need each other's company.

I was very happy one morning to hear the coctor say that I was improving very quickly and that no surgical operation was necessary in my case. I was discharged the following week. I found that I had gained more than thirty pounds. I am glad to tell you that my body-weight has been steadily maintained since I left the hospital. I am working all right now though I miss my companions very much and would often reflect upon the merry days I had, and the good and evils we did in the hospital.

Yours sincerely,

T. B. Fan

Advanced Level Applied Mathematics

A: Hello, Jim. Glad to see you. Is there anything I can do for you?

B: Oh, yes. Thanks Pete. I wish to sit for the next London G. C. E. Exam. People sit for it as though it is good fun. I know you have much experience with this exam, so I come to ask for your advice.

A: Yes, but what advice do you want?

B: I've some difficulty in making a choice of subjects. I propose to enter three subjects at Ordinary Level and two at Advanced Level and I wonder if I should add Applied Mathematics (Advanced Level) to the list.

New fun came when one day we had several practising doctors visiting us. Later on they came to us separately. They asksd a great chain of questions and seemed to note down many details for diagnostic purposes. They were so young and inexperienced that we could not help laughing behind them at times. As an example one of them walked round the back of one patient one morning and was asked by the latter what he thought was wrong with his liver. He hesitated but after shooting a quick glance at the history chart hanging on the bed-side, gave difinite answer to the question with an air of certainly, not khowing however, that we were behind, watching every movement of his. We had many a merry hour talking of the blunders they made.

Sometimes jokes were provided by one of our friends, who was very afraid of darkness. He never went to the toilet room alone at night, and would not sleep without his arms folded across his breast. More than once I heard him cry out in the middle of the night that a ghost was riding on him. One night, the rest of us decided to play a joke on him. One of us pretended to go to the lavatory. Immediately we heard him stir and get out of bed. But our mischievous friend walked swiftly and turned sharply into a dark corner behind the door, murmuring in a low and mysterious voice. This horrified our timid companion to such degree that he immediately flew back to his bed and buried his head under layers of blankets. We all bursted into roaring laughter when he related the incident to us the next monning without the least suspicion of treachery on our part.

Every Saturday afternoon we enjoyed leaning over the fence on the verandah to count the number of 'dutiful offsprings,' we meant visitors to paients, for they all came en masse, bringing with them flowers in much the same way as people do at Ching Ming or the Double Ninth when they visit the tombs of their ancesters. And it was with great excitement that we met our own friends. By the way, please convey my heartiest thanks to the Association for sending friends and gifts to me.

exchanging our history, I learned that we all differed in occupation as well as in character. But we were all happy to be with one another in the same boat.

It took me some time to get over the repulsive feeling against the horrible sight in the hospital. I was surprised one day to hear my friends talking about different diseases and their treatment. They went into great details using long medical terms which I knew nothing of, and with such ease! I asked how they came to learn such names. They all laughed and produced piles of books hidden under their bed-sheets. Before long, I formed the hobby of reading books on lung troubles, stomach disease and the like, whenever the Sister-in-charge was not present. (It was all right with the other nurses. They loved to chat with us.)

One day, a novel idea hit me while watching my wife weaving a table cloth with a needle. "Why not pick up something useful while doing our idle talk," thought I. I started on it very soon. It was very interesting and not difficult at all. It only took time and I had plenty. Within a week, I could make simple patterns and later when I got versed in the art, I studied books on stitch-crafts brought by my wife who was exceedingly glad that I could take over her work of making socks and gloves for our children. The nurse used to laugh at me in front of my friends, but began to admire my work when I promised to make her a liitle lovely lace-work. Everybody marvelled at my results.

We used to spend our evening in playing bridge and, occasionally, poker. We did not much like gambling. But later we found it a highly exciting way to raise a little fund for refreshment at night. We bribed the attendant to smuggle in some delicious food from well-known restaurants down town every alternate evening. We had learned to tell the approaching of the Sister by her footstep and never failed to retreat to our own beds before her entry to the rooms. We renewed our games with greater zest as soon as she was gone.

Funs on the Sick-Bed

Dear Editors:

If you imagine that I had been rolling on my sick-bed restlessly for months, with an almost insufferable feeling of loneliness and spending my days like years, you are far wrong. You may not believe me if I tell you that there can be fun in a hospital. But just drop in one day and look at me. Compare my appearance to that in the group-photographs taken at any N. T. C. social function. You will see the difference — a definite improvement in health, and agree with me. I am going to tell you what it was like to be in a T. B. Ward.

It was several months ago when I was advised to be treated in a place which promised quietness and comfort. I still remember the first day when I was accompanied to my ward by my family and the nurse. I am afraid I cannot well express the state of mind I was in. I felt but like being plunged into a dell where happiness was no longer tangible. I tried to look pleased with my new environment before my folks when I saw them off. As soon as they were gone, I threw myself onto the bed pondering over my situation and anticipating the dreadful days to come. I had a terrible nightmare that evening as a consequence.

I woke up the next morning to find everything chdanged. My companion who had his day off the previous day returned in high spirit, greeting me like an old pal. Before I had time to introduce myself, he brought in two other fellows from the next room through the verandah entrance. (We used that doorway more often than we used the main door which opened to the corridor.) They were the people with whom he spent most of his time before my arrival. They all welcomed me warmly and invited me to join them at breakfast. While enjoying the morning tea, we talked freely on any topic that chanced to be raised. Through

"HIGH I. Q. LOW INCOME!"

A witty member of our Association used to Give the above comment, when he was asked about the prosbect of the teaching profession Try to prove how high your I. Q. is by solving the following puzzles.   I should think it deserves 150 if you can solve them all.   The answers are given somewhere in this issue.

1. One morning, at the breadfast - table, Profeesor Rackbrane's party were discussing organized attempts to exterminate ver-min, when the Professor suddenly said:

"If a number of cats killed between them 999,919 mice, and every cat killed an equal number of mice, how many cats must there have been?"

Somebody suggested that perhaps one cat killed the lot; but Rackbrane replied that he said "cats". Then somebody else suggested that perhaps 999,919 cats each killed one mouse, but he protested that he used the word "mice". He added, for their guidance, that each cat killed more mice than there were cats. What is the correct answer?

2. A man bought an estate enclosed by three straight roads forming an equilateral triangle.   Now, he wished to build a house somewhere on the estate so that if he should have a straight carriage - drive made from the front to each of the three roads he might be put to the least expense.   Where should he build the house?

3. "When I was in Italy I was taken to the top of a mountain and shown that a mug would hold less liquor at the top of this mountain than in the valley beneath. "Can you tell me" asked Professor Rackbrane, at the breakfast - table, "what mo-untain this might be that has so strange a property?"

gaily coloured and modernly furnished is then what I look for. It must provide spacious playground so located that it will least interfere with lessons in the classrooms.

So far, I have talked only of the building. The other aspect — the teaching staff — must be of equal, if not greater importance. It is perhaps too much to expect all teachers to be equally capable. But it is definitely desirable that the headmaster be one who has good teaching experience and is a good teacher himself; who is kind and sympathetic to his staff and pupils and one who would let the former have their head and not impose his own views on what they do. My belief is that a good headmaster will usually attract and keep a good staff while an inferior one will collect and retain unsatisfactory assistants because the better teachers if appointed, will not stay.

Not only would I look for a headmaster of whom other teachers, parents and children speak well, I should also try to find out the existing state of the school if the headmaster is new. For it takes even a very good head four or five years to pull a bad school up to a higher standard and if the initial condition is bad enough, my children may suffer.

I am speaking from the point of view of a parent and a teacher. I should be delighted to hear what other parents and teachers will say.

Parent-Teacher.

(Editors: Mr. Parent-Teacher has given us some very practical suggestions as to what our future primary school should look like. Readers are invited to send in articles on like topics, especially from the view point of a headmaster.)

On Saturday, we were greatly honoured by the presence of Mr. C. H. Cheng, Mr. H. M. Liu and other members of the Staff. With a contribution of fifty dollars they requested to hear a song by Miss. J. Tang and graciously she answered the request.

A sum of nearly six hundred dollars was raised at the Charity Ball and this together with other contributions was handed over to the Standard Sing-Tao Drive for the poor and needy. The poor want to express their hearty gratitude to all who have contributed to their cause. To all they would say that one meaningful sentence — "Kung Hei Fat Choy."

<div style="text-align:right">Francis Yeung.</div>

An Ideal Primary School

The very word 'ideal' must suggest to you that what I am going to say is impractical. I would not deny this since the word is apt to be taken as synonymous to 'impossible.' But sooner or later, you and I will have to choose a school for our children. What, then, are the principles on which we should base our choice?

Being economically-minded, I should say the nearer to my home, the better. But there is other reason for doing so besides for saving the travelling expense of the children and the amah escorting them. It is the fatigue the children must experience in travelling long distances that matters most. The boarding school is quite out of the question as I can hardly afford it.

My next consideration would be the environment of the school. To take an extreme case, it is very embarassing to the teacher and pupils to have a school in the near vicinity of a factory or a marjon school or a dancing academy. These always give uncalled-for noises, making teaching rediculous. A school which stands onits own ground, well-ventilated, artistically designed and

to harp upon. The number of N.T.C. past students sitting for the G.C.E. (if they have not already done so) and proceeding beyond thereafter, is showing a definite boost each year. They would certainly welcome information and advice of their concern. Even those not having any examinations in view would revel in seeing their folks go for them and thus unconsciously inculcate on themselves a more ready appraisal of the significance of higher education and its opportunities. To that end, then, we urge the more experienced of our readers to lavish their views and suggestions.

Larry Adler, world-famous harmonicist, said when he visited Hong Kong some three years ago, that hit tunes, with their light air and rhythm, do very well as a dessert in a menu where serious classical melodies form the heralding items. Taking his word, we attempt to include, in the pages that follow, some very interesting and stimulating crossword puzzles and riddles, which we trust you will greatly enjoy.

Kung Hei Fat Choy

In order to help the poor families to enjoy a Happy New Year, the Council of the N.T.C.S.A. arranged a special programme to raise money for them. The most spectacular item was the Charity Ball, held for two consecutive evenings on Friday, 31st January and Saturday, 1st February this year.

Although it was raining heavily on Friday, the kindness and benevolence of the students and the appealing novelty of the Ball kept up an attendance of about one hundred ladies and gentlemen. The highlight of the evening's programme came with the Life Requests bidding another student to sing with a contribution of five dollars. Among those who sang for the poor were Mr. C. W. Leong, Mr. F. Young and Miss J. Tang who sang with a sweet accord.

CONTENT

Editorial

One comment arising from the last issue in its new setting is that the English section, while putting up a far more elegant appearance than before, suffered what might seem mystic inferiority to its Chinese contemporary in the quantitaive aspect. Barely four articles (including the Editorial!) were brought out in English, as against the many more none-the-shorter attractive essays and episodes in the vernacular.

If this phenomenon calls for an explanation, it will well be said that the Editors, in their initial attempt to present the journal in its new complexion, lacked confidence that they could make a good estimate of the paper space available and hence, with excess of caution, erred on cutting the number of English contributions to be published to a dreadful minimum. The irony is that the Editorial, in its unjustified length, came out unreduced!

We propose in future, therefore, to increase our output — and to do this without loss or degradation of quality. Higher education, which to us in particular means post-N.T.C. private studies (leading to degree level or what not), is a timely and popular topic

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