



(二)圖



(一)圖



(三)圖



(五)圖



(四)圖





# 夏日旅行好去處

曙光

某星期六早上，「哈囉！那兒去？」

「還有那兒處，今天長週。」

「巧得很，今天不用上課，我們校裏預備去長洲，不如一道去。」

「不，我是說我今天要上六寶，沒有你那樣的閒情逸緻。」

「沒關係，綠寶容易之致，就算七喜也沒有問題，一於我做東道。」

「你搭錯線了，你看看我像是去旅行嗎？拿着這一大疊學生作業，噢！我趕著乘這班船，不然學校就要上課了。」

「好，讓我去過後向你報導。」

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長洲，在香港島西面，相距約四英里，為漁船根據地，商業已經發展得頗繁盛，人口亦多，在島的南部，大部份已經開拓，而北部則較荒蕪。島上的海岸線非常曲折，海灣很多，誠然是海浴的好去處。

島上有下列幾處可供遊覽：

東灣

在長洲灣背後，由市區東行，越過街市，步出東灣路，五分鐘總便可到達。水清沙白，非常適宜於海浴人士。

觀音灣

在東灣右側，那兒還要幽靜得多。

西灣

在市區西南，近天后宮，沙灘頗佳。

蒲魚灣

這兒沙灘不大，但幽雅非常。

大鬼灣

在市區西北，沙灘非常好，這兒附近還有一個小鬼灣。

玉虛宮

是長洲主要的廟宇，在北社街尾，具有幾百年歷史，每年農曆二月初三北帝誕，在廟前演劇賀誕，熱鬧萬分。

洪聖廟

在市區南面，也是島上重要廟宇。

天后宮

在西灣山上，廟宇較細小，然為長洲主廟之一，每年建醮則扛神像出遊。

花瓶石

由觀音灣向南走，二十分鐘即達。

人頭石

距花瓶石約八、九十步，酷肖人頭。

五行石

近蒲魚灣，在石床上承着三塊大石。

蟹仔洞

在長洲西南角石林，近天后宮，入口只一，



出口處有二，內面寬大，可容納幾十人。

除了以上的名勝外，每年農曆四月，該島還有一項令人一新耳目的醮會巡遊，一連三天，當地人一律素食，遊客也得隨俗，最特色的是「飽山」，將飽子砌成高塔，最少三座，大約高六、七十呎，最後有搶「飽山」的節目，誰人若搶到，則表示該年萬事如意吉祥。

至於交通方面：

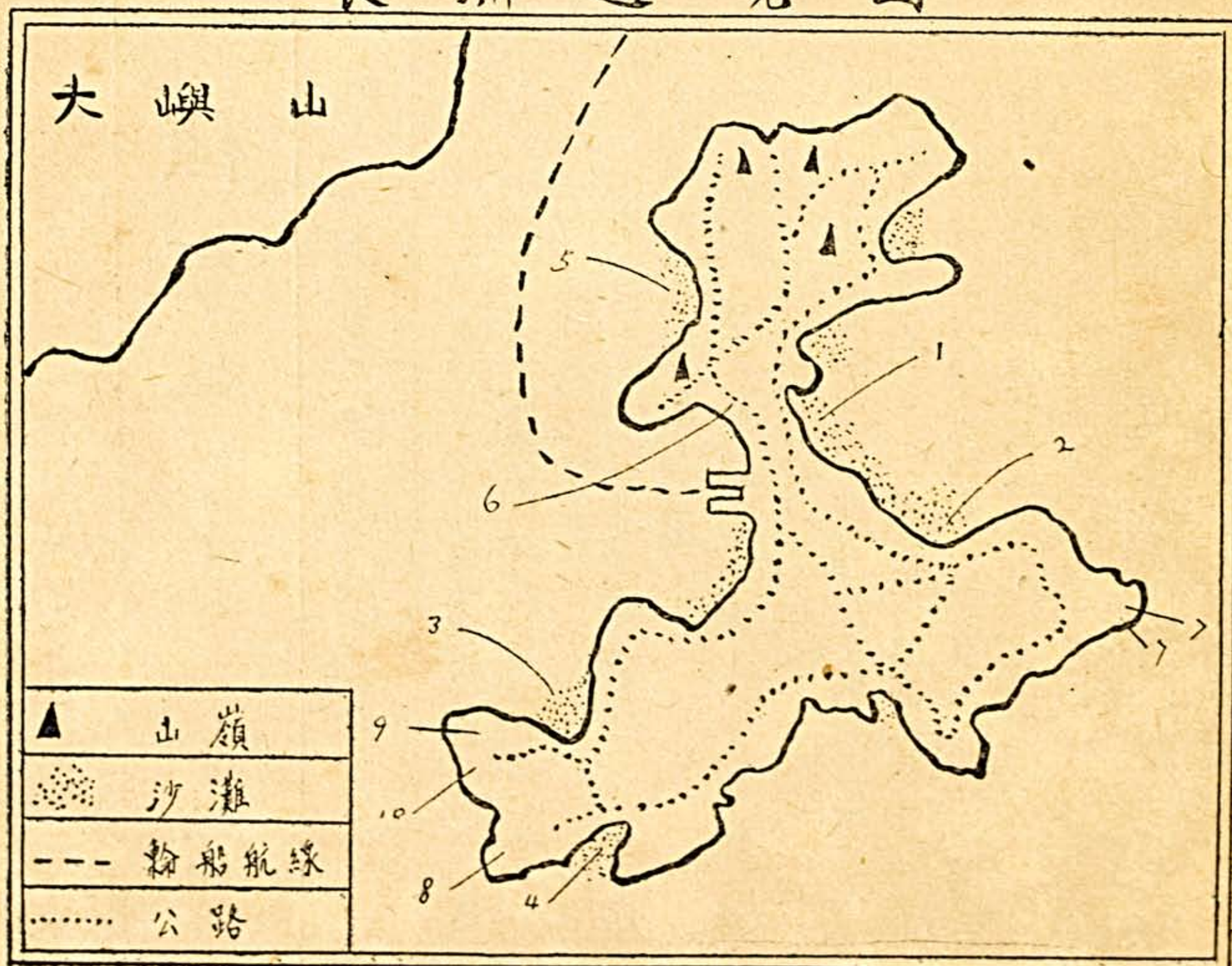
水路：香港長洲線小輪，從統一碼頭開行，直航長洲碼頭，廻航則須經坪洲、梅窩，直航需時一小時十五分鐘，船費分爲一元二與一元。

陸路：道路四通八達，環島公路，過東灣山腳起，向上行，曲折經山頂球場，繞向西，經山頂區，由思親亭，蒲魚灣，經西園農場，落西灣，出水坑，過大石口，轉大菜園新住宅區，直到東灣路長安街市，成環島狀，接通幾處及海灘遊覽地點。

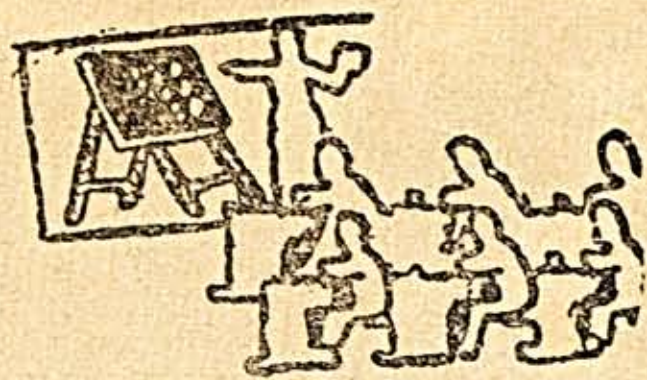
## 長洲遊覽圖解

1. 東灣
2. 觀音灣
3. 西灣
4. 蒲魚灣
5. 大鬼灣
6. 玉虛宮
7. 花瓶石及人頭石
8. 五行石
9. 天后宮
10. 張保仔洞

## 長洲遊覽圖







## 校園內外

# 教學是一種享受！

甘佩珊

### 一位女教師內心的喜悅

#### (一) 前言

當我參加口試時，對主考官們說：「教學是一種享受」，他們不禁錯愕起來，抬頭望着我，露出「何所見而云然」？的神情，經我解釋後，他們滿意地點頭，鬚道：「准卿所奏」。

事實上，我不必舌挢蓮花，巧言如簧，硬着頭皮來說這一句話。在教學的生活中，我真的感到是一種享受，下面我將告訴你，在課室裏的趣事。

#### (二) 食鹹蛋，好奇咩？

當我講解一課書的時候，王學生突然舉起手來，表示他有事情要向我說，我便問他，是什麼事？

「甘先生，我口渴」！他站起來對我說。

初時，我覺得他近乎無理取鬧，「口渴」有什麼大

不了？便回答他：「現在還未下堂，且忍受一下，待休息時，才去喝茶吧！」

「但我十分口渴」，他說「十分」時很用力，我發現他圓圓的臉孔漲紅得很厲害。

這時候，有幾位同學大笑起來，其中一個對我說：「甘先生，王同學剛才吃了一隻鹹蛋！」

「王同學吃鹹蛋時，我們笑他，他對我們說：『食鹹蛋，好奇咩？』……」另一位同學插咀說。

但他還未說完，滿臉通紅的王學生，哇的一聲哭起來，晶瑩豆大的淚珠簌簌而下。

這樣，我怎麼辦呢？

當然是准許他到校務處喝茶啦！

#### (三) 先生愛聽「帝女花」嗎？



放學了，學生們魚貫地離開課室，步出操場，等待各人的家長們來接返家裏。

我正想踏出校門時，幾位學生們急步趨前。他們似乎有事對我說，但又不敢開口，大家在打眼色，我乘機教訓他們，不要吞吞吐吐，欲言又止。

到底都是一位女學生有勇氣，她說：「甘先生，妳愛聽『帝女花』粵曲嗎？」

她的問話使我一怔，我問她道：「歡喜聽，便怎樣呢？」

「我們大家想在香港電台，點這一首歌給妳聽！」另一位學生說。

我撫摸着她們的秀髮，表達了對她們的謝意，

#### （四）我以後聽妳的話啊！

有時，碰着倔強的學生，不服從自己時，難免不會「怒從心上起」，就要命令他站在黑板前示衆。

這一次，一位學生犯規了，我便叫他出來『罰企』，但他顯出了輕視的樣子，我開始有些氣憤了，一定要他出來，他站在黑板前，竟敢向我扮鬼臉。

下課時，我沒有「開釋」他。在休息室裏，有一位同學過來問我：「甘先生，×同學叫我問妳，准許不准許他返回座位嗎！」我拒絕了。

下一堂，也是最後一堂，仍是由我講授，我仍讓那位同學站着。我對他說：「今晚你要留堂罰寫字。」

放學了，他哭起來，對我哀求：「先生，我以後聽你的話啊！」

「怎樣聽？是不是叫你出來也不肯？是不是捉弄同學們？」我問他，他連忙頻頻搖頭，口裏說：「不是，不是。」

「爲了你將來好，今晚你要留堂。」我嚇他。他大哭道：「先生，接我回家的司機不等我的。」

「你自己坐巴士回去好了。」

「但我沒有錢呀！」

「我給你一角錢車資吧！」

「先生，我也不識搭那輛巴士呀！」

「那麼，你抄好『我以後要聽從師長的訓話』十一行的字，我送你回家吧！」

「先生，不要留我堂吧！許我回家抄啦！我以後聽妳的話啊！……」

結果，他在翌日交上罰抄的字給我，寫得很整齊。

#### （五）暫且擱筆

這些生活花絮，要說起來，還有很多的。如果你喜歡的話，遲一些我再告訴你吧！



我喜歡教國語，尤其喜歡教作文，在孩子的作文中，我感到有無窮的樂趣。

## ！ 悅 喜 的 文 作 教

· 靈 ·

記得一個五年級的學生曾在一篇「我的老師」的作文後段中，寫到他後來又見到這個以前教過他的老師，他高興得連媽媽叫他買牛奶的事也忘了，連忙跑過去打招呼，可是老師看不到他，走遠了。他在作文中這樣結束：「……我跟在後面跑着，大聲叫着，雖然她聽不到，我還是十分高興啊！」試看字裏行間充份流露了那一份天真而又真摯的感情，只要見到老師，大聲叫過老師，就覺得十分高興啦！

另一個也是五年級的學生在描寫到她與舊友重逢時說：「……啊！遠遠地，我看見她那件紅冷衫了，我連忙跑過去……」雖是短短兩

句，也可想見她和舊友的深厚感情了。對朋友那件紅冷衫能在心中有一個如此明顯的印象：遠遠地就看見了，就跑過去了……，可知對朋友本身怎樣呢！這種含蓄的寫法大可比美于王維用「來日綺窗前，寒梅著花未？」來抒寫思鄉之情了。值得人咀嚼，而又沒有絲毫的做作。上面所寫的只是個別的例子，值得我回味的孩子的作文真是不勝枚舉。例如一個四年級的學生在他那首「詠白雪」的新詩中有這樣的句子：

「……：

一見太陽呱呱叫，  
帶着淚水慢慢消；  
不見太陽嘻嘻笑，  
堆得使人掃不了。」

×

×

×

另一個在「春風的自述」中這麼說：

「……：

鳥兒跟着我飛，  
草兒對我點頭，  
河水也向我招手。

……：

×

×

×

「我是太陽」中則這樣寫着：

「……：



整天發出紅紅的火光，  
人們在炎夏見我就害怕，  
我却坐在天邊笑哈哈！

……

用孩子的眼光去看大自然時，他們自有自己的想像，看起來真是有趣呢！

有些學生作文，第一句就很生動，能抓住人家的注意，好像：一個小四的學生在記敘學校舉行美術比賽時這樣開始：「好消息！……」另一個這樣開始「小鳥的自述」——「吱吱吱！……」

有些學生很善於選擇題材，作日記、週記以及「學校新聞」這一類，是他們有用武之地了。當我把他們的作品讀給全班聽時，常引起熱烈的笑聲，大家爲聽到自己生活裏多麼親切的事情被描寫出來而高興。

我會把在坊間買的什麼「兒童作文範本」「小學生作文模範」等讀給學生聽，可是不大能引起他們的興趣。我又曾試過在教學生作週記時，自己模仿孩子的口吻先作了一篇讀給他們聽，效果也不見得好。成年人的作品終究是距離他們的心靈了。後來我把他們自己的作品讀給他們聽，果然受到歡迎，而且對他們作文也有顯著的幫助。這不但因爲作者本人受到鼓勵，而且因爲聽得

多了，對於如何選擇題材，如何表達自己的情感等，都有了具體的領會。無形中學生的作品就成爲我教作文的上好教材和教具了。

每一次作文後我總選出十多篇甚至廿多篇來讀給全班聽，也許並非是全篇作文都好的，但只要一篇作文之中有一點好處，我便提出來向大家推荐。之後，還把這些好作品釘成本裝，給他們傳閱。全班中沒有那一個的作文不被推荐過，不是這一篇，就是那一篇，他們總有機會表現出自己的才能來。單是說那本詩歌吧，就已裝釘了將近卅個小詩人的佳作了。

是不是我太好運氣，教的學生儘是作文天才？抑或是我自己教導有方，能把學生的成績教好？我想，兩者都不是。關鍵是：孩子的作品確有其可愛的地方。只要我們成年人不抱有那種先入爲主的想法：孩子作文難得好的；尤其是對那些成績一向差的學生，更不要看不到他們間中也會有的改善；不要因孩子作文常有的詞句不通而忽略了這篇作文的其他優點。（如選擇題材、結構、含意、開端、結束、表達方法，甚至某一段某一句等）總而言之，不要像要求成年人那樣要求孩子的作品，孩子是他們自己的心靈的；愛惜他們的作品，就會從中獲得喜悅。



雖則說人的生存目的是爲了榮主救靈，然而，有時我總不免有茫無所歸之感。人生，唉！……人生就是如此地充滿曲折離奇的故事的了。有時候，你會覺得快樂；快樂之後，你又覺得悲哀。

甚麼是人世間最鐫永的事呢？是愛嗎？我懷疑！我會經熱烈地去愛過人，也會經被人熱烈地愛過了，如果說愛是幸福的話，那，我實在不知道得到些甚麼幸福；如果說愛是罪過的話，那，我又不知道自己有何甚麼罪過！在今天，男女間的私愛，再沒有莎士比亞筆下的羅蜜歐與茱麗葉的故事了，也不會有神話中雙星的感情。於是，開始領悟：愛一個人，你會失望；愛所有的人，你不會失望。

## 心靈的感受

我有聖召嗎？這是一個大問號！以前，我的確曾經如此地想過了；今天，我已再沒有這個妄想。不管如何，如果一個人祇爲了偶爾失意而放棄了世俗的愛，這種情感是絕不可靠的，在未來的日子裏能否潔身自守尙成疑問。司鐸的工作是何等尊貴！但司鐸所走的路又是何等難行！我自信沒有這種力量，更何況我的情感豐富而又脆弱呢！縱使我能拋卻人世間虛偽的冠冕，決心在主的葡萄園裏做一個平凡而勤謹的工作者，我又將何以安慰我的母親？她愛我，她又不是一个奉教人，她願意我離開她去做一些一般頭腦陳舊的中國人所不願意去做的

事嗎？我并不是故意說出自己有何聖召然後又找出一些理由來爲自己辯護不追隨聖召的原因，志在人面前炫耀，因爲這是最無聊的事！我祇相信，跟我一樣處境的人一定很多，而取捨之間，又往往令她們頭痛。

於是，我放棄了這個意念，又心甘情願去追求另外的一個目標。我一直相信，人不應有莊周的出世之想，因爲人不能離群獨居，所以入世應世是不可避免的事。一個真正的強者都是入世而不是出世，他永不會在現實的生活中逃避現實，或者醉生夢死於幻想之宮，從夢裏的人生去追求虛渺的彩虹。又何況世物本身不會令人墮

### 潛龍

落，祇有人自甘墮落，如果我善用人世物，以服務人羣爲人生目的，

在天主面前，我又有甚麼罪呢？

我承認，由於現實生活的驅使，人的眼光都祇看到當前的物慾需求，而忽略了永恆的福樂，使到頭腦清醒的人都不禁有一亂哄哄，你方唱罷我登場，反認他鄉是故鄉」的感覺！好些時，我有很大的感觸，特別當我看到出殯的行列的時候！人，空手而來，結果也空手而去。生前縱能贏得輕裘肥馬，金玉滿堂，到頭來還不是三寸桐棺，一抔黃土？你從土而來，結果要歸於土。人，永不能逃過這個最後的命運！

所以，人就要清茶淡飯，無罪而終嗎？我知道，不



少人都同意這個說法；但，我卻反對！我相信，處於風浪中的生命，愈顯出它的存在價值，溫室裏的花朵，祇足以點綴昇平；雪中寒梅，纔能表現出它的獨立的生命。所以，我不願意駐足流連，而願意帶著幾分蠻勁繼續摸索前進。有時，我會回想著過去的日子。十二年前，我過的生活是奢侈豪華的生活；後來，我與父母來到香港，我過的生活是艱苦貧乏的生活，爲此，我做過學徒，也當過後生，最後以三年的時間完成了我的中學階段。我唸中學時，成績很好，那絕不是由於我明悟過人，祇大過因爲我會備嘗艱苦，因而知所發憤求學，以冀他日能飛龍在天，干青雲而直上也。中學畢業那年，我又考進了師範，如今，已是爲人師表了，算來，亦已差不多一年了。最近，我又投考某大學的入學試，一方面要教書，另一方面又要自修，爲公爲私，使到精神和體力上的負擔都感到相當吃力，關懷我的朋友都勸我不要把生命的弦線拉得太緊。事實，我有時也覺得自己很矛盾，甚至在一日之中，我的思想和情緒也數度轉變，我不知道我爲甚麼會這樣！我雖然不同意爲了競競浮華而浮沉於慾海，但我卻願意永遠航行於這汹涌不平的風浪世海中，直到我安息的日子來到。我似乎看到我的前途，但卻不大清楚，然而，在我還未獲得解答之前，我願意繼續摸索前進，因爲，我又怎知道，明天又會有什麼事情發生呢？

# ART AND CRAFT

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the hard facts of life but it is quicker and better that he should receive instruction in it direct. In this way he will be spared many of the knocks of life. Those who deride logic as an instrument are generally those who are not applying it correctly, do not know its limitations or expect too much of it. Those who use it wisely find it gives power to their thought.

J. L. H.

## **PRESENTATION OF A TELEPHONE EXCHANGE LINE TO THE NEW COLLEGE BY THE N. T. C. P. S. A.**

The new building of the Northcote Training College at Pokfulam was officially opened on 31st May, 1962. On this great occasion, the Executive Committee of the N. T. C. P. S. A. took the opportunity of presenting a telephone exchange line to the College. The following is a letter of thanks from Mr. Charles Lowe, the Principal, N. T. C.

8th June, 1962.

The President,  
Northcote Training College  
Past Students' Association.  
Dear Mrs. Suen,

I wish to express my gratitude to the Association for so generously presented to the College an Internal Telephone System. It is indeed a most valuable contribution to the College and is in constant use. I can think of nothing that could have been of more practical value. Please convey my grateful thanks and my very best wishes to the Past Students' Association.

Yours sincerely,

(C. J. G. Lowe)

Principal.



new knowledge that "Xerxes is good". It is sometimes argued that in order to know the statement "All Kings are good" he must in fact know that "Xerxes is good". This argument is valid but psychologically an individual may know both statements individually and have never himself joined them together and therefore in his personal case at least he has advanced to new knowledge.

Lastly there is the power that comes from the conscious as opposed to the unconscious application of logic. An individual who is conscious of his mental process, can control and direct. He does not blindly adopt a trial and error process sometimes called fumble and success. He rather consciously sets about to collect facts, analyse them, synthesize them, sort out assumptions from acts, theories from facts, detect presuppositions, be on the look out for fallacies, appreciate the difference between hypothesis and verified conclusions, etc., etc. It is sometimes said that Mill's canons are obvious to anyone. But are they? If they were, why is that much of present day science was not discovered long ago. In practice it would rather appear that they have only been discovered by an detailed analysis of the work of the most eminent scientists of the past. These men not only made great discoveries in their own fields but they discovered and fashioned an instrument for the discovery of knowledge generally in all fields. Bacon described his methods as the "Novum Organum." He taught the world the empirical approach to knowledge. Does not the little boy of to-day require to be taught the same approach? Do not sometimes our own Government administrators spin schemes which are mere word juggling and have no relation to facts?

Logic is therefore the instrument which the individual applies to whatever problem he is tackling. It is equally applicable to all subject matters. It is a normative science to guide him and help in his work. It helps to mould and develop his mind in a manner which according to Dewey, represents the natural basis of development. He may acquire logic by means of contact with



process of argument and makes clear what conclusions may be obtained from what grounds.

A second reason for the learning of logic is the help it provides in either expounding an argument or testing an argument. Everybody accept the common sense notion that an argument is based on reasons. A knowledge of logic enables an individual so to arrange the material into a pattern so that the reader may move from one ground to the next proximate ground in an progressive chain of reasoning. The structure of the argument is clearly demonstrated and the reader who wishes to check the validity of the reasoning, has little difficulty in so doing whereas if the argument was presented as jumble of facts of which the logical connections were not clearly displayed, then he would have far greater difficulty in weighing or understanding the argument.

The third benefit which a study of logic conveys on the student is psychological in nature. Gestalt psychologicalists have proved that material is presented to the senses, the mind adds its contribution to the data presented and apprehends the material in a definite pattern. For instance when an individual says "there is my brother" there is nothing in the sense presentation other than that of person of the male sex. He has added to this sense impression from memory the knowledge that the object seen by him is not only a male but also his brother. Again when looking at a picture one individual may see a face, another individual may see an orange with spots on it. The sense impressions are the same but each individual has apprehended the impressions under a different "pattern". So likewise the student who is familiar with logical patterns, will tend to apprehend the material presented to him in those logical patterns and aided by his knowledge of the inter relations of the various patterns, his thinking will become greatly facilitated and will move in a logical manner. He knows that "if p then q" is equivalent to "not both p and not q" and his mind moves swiftly from "No Kings are good" to "No good people are Kings". Again "If all Kings are good" and "Xerxes is a King", he knows that because of the nature of the two statements and their mutual relationship, he can advance to the



one factor, then that single factor in which the instances differ is the cause of the phenomenon. The listener has again unconsciously applied a certain pattern of reasoning which may be symbolically represented as:

abcd      ' ' ' '

abc      ' ' ' '

Granted therefore that people do naturally employ logic in their everyday life, it may be asked what is the value of learning logic. The succeeding paragraphs will set out arguments to show that there is great value.

In the first place although people do unconsciously argue in a logical manner, their logic is often faulty or in logical terminology, they often commit a fallacy. To return to the instance given in the first paragraph suppose that someone had said "the birds will be singing" and when asked to give his reason for this assertion, he had replied "because it is not raining" and when pressed to expand his assertion still further, he says "Well, if it rains, the birds will not sing but it is not raining and therefore they will sing". At a first glance this appears to be a pretty reasonable argument but the argument is actually invalid as it commits what is technically known as "denying the antecedent". Furthermore on further inspection the fallacy becomes obvious as everybody knows that birds do not sing the whole time that it is not raining. There are many other factors which are necessary before birds will be drawn to sing though there is one factor at least which will always prevent their singing, i.e. rain.

Again in the second instance the listener may imagine that the only change in the situation was the change of the record. He may have overlooked that in changing the record he slightly moved the needle of the gramophone arm which had become wedged to one side of the cartridge holder and when this happens, experience shows that a grating noise results. In his ignorance of this factor therefore he has in practice attributed to the record a fault which he should have attributed to the machine.

A knowledge of logic therefore teaches an individual to be circumspect in his reasonings. It teaches him what conditions must be fulfilled if his reasoning is to be valid. It dissects the



# THE VALUE OF LEARNING LOGIC FOR THE SAKE OF ITS APPLICATION TO PROBLEMS IN EVERYDAY LIFE

Everyone employs logic but few realise that they do. When someone says "the birds won't be singing because it is raining", he is really using an abbreviated form of syllogistic logical argument which if set out formally would run:

"If it rains, the birds will not sing.

It is raining

Therefore the birds will not sing."

Moreover he is not only arguing logically in this particular case but he would also be arguing logically in any case which had the same pattern, i. e. :

If P, then Q

P

Therefore Q

In the above illustration an example has been given of everyday reasoning of the deductive type. But people frequently reason unconsciously in the manner in which is known in logic as induction. When for instance a grating sound is heard in the radiogram, memory immediately suggests the sound may be due to some defect either in the machine or in the record. In order to determine which of the above suggestions (or in more logical terminology, hypothesis) is correct, the listener decides he will change the record for a new record which he knows is perfect. He puts on this latter record. The grating stops. He concludes that the cause of the grating was that the former record was faulty. Now in this case this listener has in a rough way applied one of Mill's canons of induction, i.e. if two instances, one in which a phenomenon occurs and one in which a phenomenon does not occur have everything in common except



but their work is not now finished and the Association and the School will only flourish if they receive the maximum support and enthusias of the past students. The recurrent needs of this school, and of the night school on Hong Kong Island will provide a focus and a purpose on which many Association activities must be based, for I am sure that as time passes, if the school is to be of first rate quality, many additional facilities will be required; for a school is by no means complete once it is built and opened. I hope that the bonds between the school, the Association and the College will be as close as possible, and I assure the school of the vigorous and the wholehearted support of the College and of myself. Support not interference. The bond between the Association and the College is close, and I wish to extend a personal invitation to the school authorities and the staff to come to the College Open Day on July 20th and 21st, and to look over the building, and to the Past Students to come to the Past Students Home Coming Day on July 21st.

The Association is in a sense the child of the College, but in another sense, it is, owing to the comparatively long existence of the College, a kind of elder brother wise and experienced, on whose advice I very much rely. In conclusion I congratulate to the Association on their achievement in establishing this fine school, established by a happy coincidence in the same academic year as the College's move to the magnificent new building at Pokfulem. I wish the Association and the Northcote Training College Past Students' Association's School, both pupils and staff the very best of luck for the future.



especially in Chinese. This may or may not be true, but even a stationary standard is unsatisfactory. A rising standard is absolutely essential not only in academic subjects, but also in social training if the pupils are to be adequately educated for life in the 20th Century. This can only be achieved by the sense of vocation, the idealism the practical hardwork of the teacher in the classroom, the teacher with a strong sense of loyalty to the school, and a deepseated interest in the training and the progress of the pupils. These vital points I make no excuse for introducing for at our Opening Ceremony His Excellency the Governor emphasized then most strongly.

It is my hope and I am sure it will happen that this school will develop into one of the best of the subsidized schools pointing the way ahead. In this connection I am very pleased that the school is of optimum size; for a great deal of atmosphere is lost in the larger schools and it is very difficult for the Headmaster to impress his personality on such school and supervise the details of day to day operation as closely as is required. With this advantage I hope it will be possible for the school to succeed in some degree in combining the maturity, the social and moral training, the sense of balance and harmony of traditional Chinese Education together with the activities, the mental curiosity and the practical work of the English tradition. This I am sure is the only way in which pupils can be fitted for the Chinese European environment of the Hong Kong in the mid-twentieth Century. As teachers today that is our problem and our overriding responsibility.

The successful completion of this school is a great tribute to the strength and vigour of the Past Students' Association,



two hundred and twenty thousand dollars and an interest free loan of one hundred and thirty thousand dollars. For our special thanks are due to the Development Section who obtained such financial assistance for us and who no doubt reduced the lengthy and intricate procedures to a minimum. We are indeed lucky to be able to welcome the Head of the Development Section, Mr. Gamble, here today in a dual capacity as he is also representing the Director of Education on this important occasion. Mr. C. K. Tang's presence on the platform enables me to express the hope that Government will be no less generous in considering the recurrent needs of the school within the frame work of the Subsidy Code. It is the recurrent needs that really affect the work of the school.

In organisation the school is a 12 classroom two sessional primary school. There is also a general purpose room for Music and Handwork equipped with an excellent piano. The present enrolment is 700 in 16 classes Primary 1—4. In September, 1962 it is intended to open 8 additional classes. The school will then function to capacity. There are 19 teachers all from Northcote Training College graduates of the full time course and the In-Service Training Course, working under the able guidance and leadership of Mr. Wong Pak Hoe, the Headmaster.

This school is part of the great Primary School Expansion programme. In this expansion the responsibilities of the subsidized schools are extremely heavy. They cover no less than 37% of Primary School enrolment compared with government schools 13%, and private schools 49%. Such expansion necessarily has its dangers. There are suggestions of falling standards



**LONG LIVE THE COLLEGE!**

**LONG LIVE THE ASSOCIATION!**

**LONG LIVE THE SCHOOL!**

(Speech of Mr. Lowe, Principal, N. T. C. delivered  
at Official Opening Ceremony of N. T. C. P. S. A. School)

Ladies and Gentlemen,

It is indeed a privilege to be invited to open the Northcote Training College Past Students' Association Subsidized Primary School. For it is a notable contribution to Education in Hong Kong. Its completion is the result of the hardwork of many people and organisations and I wish to take this opportunity to thank the Education Department, the Public Works Department, the Contractors and Architects, the President of the Association Mrs. Suen, Mr. Lee Woon Wah, the Supervisor, the Board of Directors, the Past Students' Association and the numerous committee members. Not least are we grateful for the guidance and inspiration of my predecessor Mr. C. H. Cheng. The building scheme was first proposed in 1956. The school incorporated in 1959 was opened for classes in September, 1961. The Association by donations, the performance of plays Chinese and English, a concert and a bazaar, succeeded in raising one hundred and twenty five thousand dollars, a magnificent effort and I am most grateful to every body concerned in the arduous work of fund raising. This fine school with all its equipment cost approximately four hundred and seventy thousand dollars. For the balance we are indebted to the generosity of Government in giving a capital subsidy of



and new friends who will be working side by side with us in the next school term.

The 'Summer Camp'—the high-light of all activities, will be held in Cheung Chou, a land of sunshine and sea-water, during the period 31st July to 3rd August. Those who were there six years ago will remember what fun they had had. To those who wish to share this group life, we can promise and guarantee an unforgettable week.

Swimming is easily the most enjoyable and inexpensive sports. It is the only exercise in which we exert ourselves strenuously without feeling the sweat in the hot summer. And it will cost us nothing at all if we make use of the Room No. 6 of Sea View, Repulse Bay between the 1st and 31st of August.

Finally, we are happy to declare this to be the last issue of the present school year. So to everybody, we wish 49 days of joy! May Agora appear again in September with renewed zest and vigour!

## HOME COMING DAY

Saturday, 21st July, 1962

from 4.00—10.30 p.m.

- |                            |                  |
|----------------------------|------------------|
| 1. <i>Tea Party</i>        | 4.00 — 5.00 p.m. |
| 2. <i>Exhibition</i>       | 5.00 — 6.30 p.m. |
| 3. <i>Annual Dinner</i>    | 6.30 — 8.00 p.m. |
| 4. <i>A Three-Act Play</i> | 8.00—10.30 p.m.  |
| <i>in Chinese</i>          |                  |
| <i>"In the Same Boat"</i>  |                  |



# Editorial

The academic year 1961 / 62 is a milestone in the history of the Association——it marks the completion and opening of our own school. Despite the great difficulties we encountered during the past six years in raising funds for the building, it is most gratifying to see it functioning so smoothly right from the start. While enjoying this complacency, let us not forget that the building of the school is not the be-all and end-all business; rather it is the beginning of our yet more essential task——educating the children.

Our school comes into being at an happy hour, 'happy' because it is more needed now than ever. It is also launched into this world at a difficult time, 'difficult' owing to the existence of many educational problems. It is of utmost importance that we should be able to see these problems, and see them in their true perspective. For only then can anything useful be done in those directions. On the other hand, we must not think that these difficulties are unsurmountable. With our sense of duty, devotion to our task and constant application of self-criticism of our own standards, as suggested by Mr. Charles Lowe, Principal, N. T. C. at a conference of the Past Students' Association of the In-service Course of Training for Teachers, we can hope to master them eventually. And with this confidence, let us turn now to something more pleasant——our summer vacation——our well-earned holiday!

First and foremost, we shall announce the happy news of the Past Students Home Coming Day which is to be held on 21st July in the magnificent new building of our Alma Mater on Sassoon Road. There we shall meet our old acquaintance



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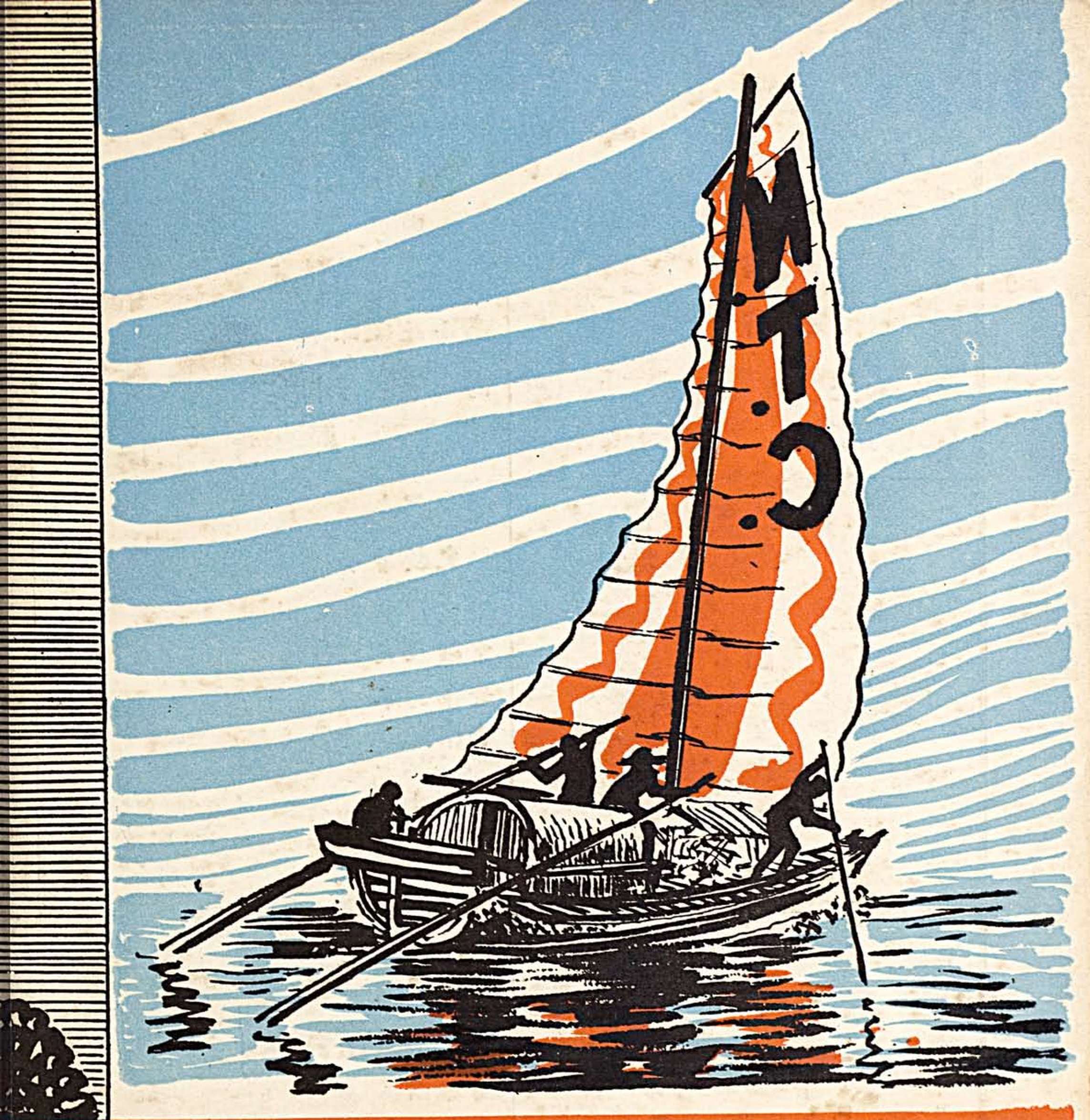
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