

學二年級教材，「左忠毅公軼事」，方苞作」

三、整個世界，自古以來，由部落社會演進而爲君主專制社會，再進爲民主共和社會，「大同」理想，雖先後經先哲聖賢和中外學者極力提倡；但今日社會却老無所養，壯者不得其用，鰥、寡、孤、獨、廢疾者，不少無所依歸，野有餓殍，「小康」尙未能實現，更談不上「大同」。這樣來說，「大同」社會恐怕祇是「烏托邦」之類吧？（初中三或英文中學三年級教材，「大同與小康，節錄自「禮記」」）

四、「大鐵椎」這個人對當時社會到底有什麼貢獻？「大鐵椎傳」無論從形式和內容來看，都很像武俠小說，那末青年學生看武俠小說好不好呢？（初中三或英文中學四年級教材，「大鐵椎傳」，魏禧作）

怎樣指導學生預習？

那末怎樣指導學生預習呢？隨便說一聲「預習」當然不行，讓他們馬馬虎虎地看兩、三遍也沒用。因此我根據他們的程度、課餘時間，和學校的實際情況，要求他們每人準備一本編得比較好的字典，每週預習兩小時，並且具體地協助他們擬定預習的幾個步驟：

一、先把全文看幾遍，盡力找出它的大意是什麼。
二、把自己不懂或不大清楚的生字、新詞、短語、成語和深句，以及想不通的問題，先在課本上做個記號。

三、查字典、找參考書，向同學、家長或朋友請教盡可能解決上列各種困難；假如還有不能解決的話，便留待上課時提出來討論。

四、再把全文仔細地看兩三遍，每看完一段，合起書本來想，找出各段大意，接着總括全篇中心思想。

五、盡力把自己的實際情形或所見、所聞、所感的跟課文的內容聯串起來，細想想，試看自己閱讀這篇文章之後，究竟有什麼得益。

這幾項步驟，對中學低、中年級學生來說，大概會合適的。學生們的預習心得，我不讓他們寫在筆記簿上，祇叫他們先寫在課本或草稿簿裏，以便學完一課之後整理。還有他們提出的問題，我也指定幾個學生負責集中、整理，然後交給我，作爲課內討論的根據。每次看到他們提出許多生動、深刻的問題，我便感到莫大的鼓舞，便覺得自己要加倍地努力呢！

讓學生把知識變成自己思想生活的一部份

每教完一篇文章，我都要求他們把學到的知識整理、總括。這是最好的複習和寫作鍛鍊。因爲他們如果眞的弄清楚了要解決的問題，事後又加以整理、總括，便會獲得深刻印象，並且可以靈活地運用，比死背課文和教師寫在黑板上的條文好得多。開始做筆記的時候，他

們當然有困難，因此我便幫助他們寫一個簡要的提綱，內分下列各項：

一、題目的解釋。二、生字、新詞、短語、成語及深句的註釋。三、各段大意的分析。四、中心思想的綜合。五、作者生平的補充材料。六、文章體裁及寫作方法的研究。七、疑難問題：甲、關於內容方面的。乙、關於寫作方法的。八、讀後感想或心得、

這個提綱，不必強求一致，可以讓學生根據每篇文章的特點和要解決的主要問題來寫。這樣在教師耐心細緻指導之下，他們自己動腦筋、動筆寫，自然比拚命抄，死記硬背好得多；反之，他們會把剛學到的知識變成自己思想生活的一部分哩。

也許有人會問：「你担任四、五班國文，批改作文簿已經忙不過來，又怎能抽時間看學生的筆記簿呢？」老實說，我祇採取「抽查」的辦法。有時候，我每次抽查每班五、六個筆記簿，認真地看，略加批改，然後讓其他學生借那些筆記簿來跟自己的核對一下，由他們自己修改，並且盡力做到每學期最低限度把全班學生的筆記簿看過一次。有時候，我又選出班裏一些成績比較好的學生，先替他們改好筆記簿，再吩咐他們做「小先生」，也替五、六位同學修改，改好後，再交給我檢查，評定成績。

對學生的要求盡量做到明確、具體、和合理

每完成兩、三組的進度，我便分發一份「複習指導」給學生，使他們鞏固學習成果，便於日後總溫習，準備期考。我覺得在考查學生學習成績之前，如果教師不明確地提出對學生的要求，祇讓學生盲目地死背課本，實在是非常不合理的。這份「複習指導」是根據每課課文的內容，體裁和寫作方法而擬定的若干基本問題，可能比課本內討論一項所列舉的完備些。（因為篇幅關係，恕不在這裏列舉，如果大家要看的話，請告訴「老編」吧！）此外，大約在學期中間，我還會舉行一次測驗，希望能夠及時地改進教學上的缺點、提高教學效率、和更好地輔導學生學習。

以上便是我數年來不斷地摸索到的一些零碎的教學經驗和整學個學期的國文教學概況。至於課內教學情形，我也很想談談，恐怕要留待下期了。

目前的中學生，特別是英文中學生，普遍輕視國文，不肯認真地學習，除了一部分社會原因之外，教師方面似乎也得負點責任。如果教師本身也不認真地佈置工作、努力鑽研教材，改進教學技術，祇是採取隨便、敷衍的態度，試問學生又怎會認真地學習呢？



中學作文教學

編者按：因爲篇幅關係，本文分三次刊登，第一部份經在上期刊出，此次登載者乃第二部分，全文將於下期續完。

作文節數較少，難以培養學生良好的寫作態度

何以說經常限時作文，對於作文教學有不利的影响呢？

作文堂通常只用兩教節，大約七八十分鐘。學生在這七八十分鐘內，要決定主旨和段落中心，要找尋材料而加以剪裁，要思想和修詞，要起稿和謄正……要做的事很多，時間又短促，所以不得不草率從事。這樣，不但臨文謹嚴的良好寫作態度，無法培養，許多毛病也由此而生。

因臨文不謹嚴而引起的毛病，第一是思路不清。學生在作文之時，從思想到語言到文字的發展程序，由於時期限制，往往不完備，就會犯思路不清之病。

思想是不出聲的語言。我們寫作的時候，腦中先有一種意象，慢慢擴大而化爲有系統的明確的思想。思想是憑藉語言的，說不出來或者說不清楚，就是未想清楚的緣故。

這時候，如果勉強寫下來，結果或者思路不清，或者語無倫次，或者詞不達意，在所難免的了。思想語言文字三者，不但三位一體，而且由思想而語言而文字，一步比一步難。思想的時候，只是自己對自己說話，頭緒不清楚，語法不周密，自己還够明白。如果說話像這樣，別人就聽不懂。說話還有聲調姿勢表情幫助，作爲達意的輔弼，文字可不同，它失掉這些有利條件，全賴文句的結構安排條理層次來達意，所以比說話更難，凡心中的思想尙未明確的，當然說不出來，說不出來的，也就寫不出來。一定要寫，便會不通。例如下列各條，就犯了這毛病：

「用輔導的方法，使初級中學學生自己獲得門徑，鑒賞書籍，踏實治學。」（某種國文課本的編輯要旨）
「我們應當知道，教育這件事，不單指學校課本而言，此外更有所謂參考書和其他課外讀物。而且豐富和活的生命，大概是後者而不是前者所產生的。」（某讀書運動會特刊中的宣言）

「發展這些民族文化，當然不可指定就是一個民族的成績。既不可說都是華族的創造，也不可說其他民族毫不知進步。」（某歷史課本的課文）

這等文字，竟出諸課本或書刊，真是出人意表，這等文字，當然是思路不清，思路不清之故，在於語言不順，語言不順之故，又在於思想不明。

現在許多中學生，往往犯了這種毛病，作文的時

的基本問題

· 羅 慷 烈 ·

，腦中只有朦朧一團的，覺知還未成爲明確的有系統思想，就率爾見諸文字。教師看來，莫名其妙，批「詞不達意」，其實是「無意可達」。若想到一清二楚纔寫下來，雖然技術不好，亦不至於亂七八糟；但現在作者也不知道自己的文字寫的是什麼，故謂之「無意可達」。這種毛病的形成，固然一方面由於教師忽略了思想語言的訓練，只知注重文字的訓練；另一方面亦由於經常限時作文，使學生無暇顧及思想語言文字的發展程序，想到就寫，未想清楚就寫，所以文章的內容，每每錯誤百出了。

因臨文不謹嚴而引起的毛病，第二是詞句上的錯誤。經常限時作文，最易養成臨文草率，不仔細磨琢的惡習。他們往往不打稿；即使打稿，亦不暇句斟字酌，趕着謄正交卷。好像人人都是天才，文不加點，出口成章似的。久而久之，草率之習養成了，推敲的頭腦湮沒了，便有充份的寫作時間，亦不懂得怎樣修改自己的文章。這是作文程度低落的重要原因。某些極顯淺的錯誤，如寫錯字別字；用詞錯誤，重複，不明確；造句文法上殘缺、贅餘，組織不順序，詞的性質不相稱（如云：「昨夜落了一場大風雨」，「讀書和賭博都是他的嗜好」，「鶯燕蜂蝶飛舞唱歌」之類）；內容失事敘實，論

理乖張，不合邏輯，舉例不切，主旨文體不統一，裁失度等。種種毛病，有些由於學養不足，但大部份還是粗心大意所致。好似有些學生要用某個複詞，但忘記了其中一個字，他們就在文卷上空個格兒，懶得思想其他的話句傳達這個意思，又如教師改卷所用的詞句，都是他們所熟知的，但他們根本不會想過這樣運用最妥當，自己不懂修改。這種草率敷衍，不留心斟酌的習慣，最要不得。

作文訓練，可分兩種，一是迅速寫作的訓練，爲了應付日常生活上的需要，有時要急就章，一是審慎寫作的訓練，旨在使學生盡力在技術上做工夫，句斟字酌，加意鍛鍊，養成臨文謹嚴的好習慣。寫得快固然是好事情，但若不計工拙，只求快捷，文章不止沒有用，也違背了作文教學的初衷。然而要快捷又要文筆通順，就非有穩固的根基不可。這種穩固的根基，是從咬文嚼字的工夫培育出來的，換言之，即由嚴謹的臨文態度孕育成功的。我們常羨慕古人，什麼「七步成詩」，「八步成賦」，「下筆千言，倚馬可待」等文章佳話，但要知道這些天才，也曾做過許多許多咬文嚼字工夫，直到技術嫻熟，出口成句，纔能够寫得快。現在許多中學生，在兩節作文堂，儘可寫下一千幾百字的文章，快是很快了，比曹植、溫庭筠、李白更快，但是快的結果如何？就因忽畧了一段基本工夫，沒有下過咬文嚼字的苦功，寫作態度不够謹嚴所致。

這種刻意修改的，句斟字酌的謹嚴態度，必須養成，運用文字的根基，才能穩固。惟有他們自己懂得推敲，文筆就會一天比一天進步，亦惟有如此，才能够在寫作上自立。他們在學校時要作文，離開學校後仍然要作文，教師却不能一輩子跟他們修改，他們亦不能一輩子倚賴別人的修改。所以爲了現在，更爲了將來，這種技術，這種態度，非設法培養不可。要培養的話，經常限時作文之制，應該變通一下，或是多採用家課的方式，或是作文堂延到三節，一節起草，一節修改，一節謄餘。並且在起草和修改時，教師要隨時指導他們，在用字造語剪裁等工夫上，多討論，多琢磨，才能够把草率之習慣慢慢矯正，使他們懂得一些修改的竅要，然後良好的寫作態度，才會建立起來。



實習後記

中文組——新墨

大半年的理論課，什麼教育原理，教育心理，教學法之類，腦子裏總算裝的不少，然而，實行起來怎樣呢？真想試試看。

我所期望的終於到來了，我們每位同學都有連續四星期的試教機會。我在接洽好所要教的班級、科目和課程之後，心裏有着說不出的高興，却又同時發生了憂慮，憂慮的是我該怎樣開始？

或許因有了這些憂慮，使我增加了工作的熱心不少。距離試教還有三個多星期，趁着清明假日，我預先將各科的教學進度編定，又把各課的教學過程約畧打了腹稿，部份科目如健康教育、英文、手工和美術，都起草了各課的教學過程，教具的製作，也準備了一部份。

我所試教的科目有國文、英文、算術、手工、健康教育和美術等，各科之中，以教國文算最有趣味了。當我和這班五年級學生聚首一堂的時候，我簡直忘記了這是嚴肅的教學，我似乎是在跟友人一起討論和欣賞一篇文章、是輕鬆的，快樂的，然而，這只是教師感覺。至於學生呢，他們也坐得很靜，很守規矩，雖然他們對於舉手回答問題並不很熱烈，却總是屏息着氣像是很留心

教師的講解，而且從他們的回答問題和作業之中，我發現他們是能把教師的說話裝進腦袋裏了，有時還把這些話消化得很好呢。

我喜歡教散文，但更喜歡教詩歌，大概因為我本身喜讀詩歌的緣故吧。五年級的詩歌，不會太長，文字也不太深。我選了「雨夜的歌者」和「過印度洋」兩篇教學，我把牠們四次三番的朗誦，配合了圖畫，配合了手勢，學生們聽了一次，便想聽第二次，嚷着說：「先生，再給我們唸一次吧！」詩歌的內容比較散文是難教一點的，所以，我認為將詩歌逐句解釋是必要的。

我感到各課國文的教學目的除了那共同的——認識文中之生字深詞——外，其他的特殊目的，是很不容易決定的，往往要看過課文四五遍後才能發現到，例如「我的故鄉」和「釣魚」兩課，教學目的之一，就應為使兒童認識並學習它們的作法。我很注重教學目的這一項，因為整個教學過程都是針對目的而發的啊。

我爲了想獲得多一點經驗，在學生作業中我嘗試用各種方式出題目，例如，有問答，課文撮要，詞語解釋，造句，配詞，課文中心，相反詞，讀後感，唸書，將對話改寫成記敘，譯詩歌爲散文，或者從課文引申出另一篇文章，作業的平均成績雖說不上優異，但也還能令人滿意。在短短的四星期教學裏，我會把學生先後的情形比較一下，學生成績雖沒有退步，然而也不見得有進步，大概我的觀察力有點問題吧，這點我也正在疑心自

己。現時姑且撇開學生成績不講，我認為學生做過了各樣的練習，認識到各種問題的做法，這總算是一點成功吧。

至於國文教學的過程，現在且就這次教學的小小所得談一談。每當我開始講授一新課，便下一些工夫把學生的學習動機引起，在高年級，能利用該課課文（形式或內容）入手，是最適合不過的，我大部份的課文都是這麼做法，其次就是利用學生的已有經驗，從他們學過的課文入手。動機引起了後，進入發展階段，第一步驟通常是學生默讀課文，之後，不是提問內容，就是令學生報告大意，或者講述課文（特別是故事），我很喜歡由兒童合作講出，這樣做法，似乎比全由一位兒童報告更能使其他學生發生興趣，集中注意。往下便是生字新詞的研討，這是我所認為最沉悶，最不好過的階段了，檢討起來，大概是未能運用各種方法，變換方式以引起學生們的興趣吧。內容查問和深究，在教學上我雖則把牠們分爲兩欄，將各個問題列出，可是，在教的時候，我常將兩者混而爲一，因我覺得有些深究的問題，就是隨着內容而來的，若是在內容查問後，跟着便引導學生深究有關的問題，這更合乎「打鐵趁熱」與節省時間的原則。整理和欣賞這兩步驟，我用的却少。

英文教學與國文教學好像有很大的差別，我們英文教案，詳細到教師在課堂裏講的每一句話都要寫下，教國文嗎，要學生坐正一點，靜心地多用腦想，聽便行，

可是，教英文却非常注重活動遊戲，要在遊戲中使兒童學習聽和講。每堂少不免要準備大批教具如字咭，剪貼，圖畫、玩具、實物……等等，每次進入課室時，兩手總不會空着，爲的是捧抱大包小裹的教具。我教的四年乙級，是很頑皮的，在課堂管理上每感困難，然而，這班學生却又很聰明，他們的英文作業做的很好。在學習上，簡直是全班三十六人當中，沒有一個有問題的，我在最後一課所給他們的測驗，就是我現在想來，也認爲不算不深，而他們竟然沒有一個不及格，全班平均分數是八十一點六一強，教着這麼聰明的一班，雖然秩序管理上有點棘手，倒也覺得開心！

進度表在小學裏對算術這一科特別有用，我所教的是三年級的十進複名數這一單元，若照着課本的次序，十進複名數的化法和聚法要放在乘法和除法之後，我覺得這個排列方法不會比先講了化法和聚法來得自然，於是我編了進度表，規定先後進程和每節要教的東西，這一來，它竟給我教學上以意想不到的助力，學生照着這進度學去，很容易入腦，而我繕寫教案，因有了進度表作依歸，也來得特別快捷了。

健康教育一科，最易犯的毛病恐怕是只顧講明道理，忽畧督促學生實行。舉例來說，我曾教過「睡眠的衛生」一課，其中有很多細則是要學生遵守的，拿其中一

點說：睡眠的地方要沒有嘈雜的聲音，要熄滅燈光。可是，他們可有切實照這做去？有沒有困難阻碍，使得他們無法實行？這是教師所要調查，爲學生解決的，教師要調查出那些學生的情況是不合標準的，調查明白其中的原因，然後教他們去解決，困難解決了，然後鼓勵他們實行，這便容易執行了。

手工和美術，我教的都是二年級，在這兩科中，學生活動的時間佔的比重很大，加上又是二年級，秩序管理的問題是相當頭痛的。可是，我認爲在手工或美術課中，課堂的氣氛也許不妨輕鬆活潑一點，讓學生懷着愉快的心情工作。所以，我上這兩科的時候，紀律很寬，小孩子們有最大的自由，只要不妨碍別人工作，他們是允許做許多事情的，譬如做手工的時候，口裏哼着歌兒，或者索性站到桌旁彎着腰畫他的畫，可不知這種處理方法是否對呢？

回顧一下四星期的實習教學，我並不滿意自己的成績，但四星期的時光，多少教了我當教師的滋味如何，多少教了我怎樣跟學生相處，還有的是也告訴了我：教師的工作是艱巨的、辛苦的，萬不能馬虎的。

交流經驗

「學生們越來越頑皮了，處罰——得不到甚麼效果，而且一部分學校還不准留級，他們便無所懼怕，這影響了教師教學的信心；影響了對學生的教導。」——這是近來一般教師心底深處一個煩擾不已的難題。

閒談時，總會提到學生，課程，教學……等問題。許多教師都覺得縱使施行體罰——打手心，也不見得有效。一個男學生在被打後說：「這輕輕的幾下算得什麼？用力還不及我爸爸的十分之一。」甚至有些女學生，也毫不知道慚愧，先生叫了她的名字，她從容地從座位走出來，鎮靜地伸出手掌，這教當老師的如何痛心？他們竟不把這嚴厲的處分作為一種羞恥，那麼處罰的價值何在呢？

頑皮兒童的改善

體罰，不論打手心，在罵人的口上魚黑圈，或在頑皮學生的身上掛牌，都不是適當的辦法，甚至會侮辱兒童。具體來說，對頑劣兒童的教育，必須要有長期的耐心和努力。

對於頑皮兒童的教導，有幾點意見供大家參考。

一、了解情況，決定辦法——例如學生喜歡說下流話，學習精神散漫，頑皮搗蛋，不安心用功，不遵守秩序等，如果我們知道那是由於英雄主義作祟，被先生斥罵却視為英雄行徑；那麼，給他介紹正確的英雄觀念；鼓勵他改變他做一個真正的英雄。喜歡說下流的話，便當推究學習這些話的來源，嚴正地指出一個良好品德的學生，不但不應說這些話，還要教人家也不要說下去才是。

二、各科教師合作——打破級界，廢除科任教師不

負責教導的看法。大家合作，處處留意。各教師意見尤其須要劃一。

三、與家庭聯絡——有些父母太忙，沒暇照顧兒女；有些父母雖有空，亦不願管教兒女。甚至有些父母不願兒女參加學校團體活動。我們都知道：由於學校與家庭觀點不統一，造成教育上很大的困難，故此學校與家庭應加強聯絡，彼此加深了解，共同研討管教之策。

四、發揚頑皮兒童的優點——那怕這優點是點滴之微，也不應放棄，這是培養其自尊心的好方法，利用這一點來克服落後的一面。

五、使同學間互相協助——鼓勵好同學和他們做朋友，教師隨時了解其情況，隨時加以指示。有一點教師要

特別留意的是：勿讓好同學跟了他，趨頑劣，因為兒童的意志還未堅定！

六、鼓勵他們參加正當活動：頑皮兒童有多餘的精神

力，爲了發洩，故有擾亂不聽話的行爲，教師不要消極地說不許這樣，不許那樣；而要積極地指導他們去從事正當活動，或給他們對全班負一些責任，提高他們工作興趣，漸漸養成爲大家服務的觀點。

七、採用個別談話：這會使他們情緒安定，更信賴教師，也更明瞭教師對他的一番好意，往往由於感到教師的熱情，而體驗到自己的錯誤，立下決心改過。

最後，教師應以身作則，以自己的模範行動來影響兒童，用客觀環境去改造他們由於客觀環境造成的頑皮，相信會有點收效。若只靠打手心斥罵，縱有效果，也是暫時的懼懾，而非真正的遷善。

本刊今後打算配合小學課本的要求和內容經常刊登一些教學參考資料，如名人事蹟，作者生平，以便利校友們教學。本文可供四年級國語「諾貝爾」一文作補充材料。

幼年、青年

阿佛列·諾貝爾 (Alfred Bernhard Nobel) 在一八八三年十月二十一日生於瑞典的斯德哥爾摩，幼年時候，家境不好。他有兩個哥哥，諾貝爾在八歲，一八四一年的秋季時才進小學一年級。第二年春天，獲得了智力測驗A等的分數，在全班八十二人中能得這榮譽的只有三人。可是，那年秋天，全家便要遷往俄國的聖彼得堡去了。

諾貝爾到了那兒，家境好轉，才由父親請來一位瑞典教師爲他們授課，諾貝爾的成績很快便追上兩位兄長。

後來在一八五〇年，諾貝爾十六歲的

時候被父親送往美國一位瑞典工程師伊立遜那兒學習，逗留了兩年，才在一八五二年回到俄國，在他父親和朋友合辦的諾貝爾工廠任職，工作非常努力，而健康情況却愈來愈壞，以後不時要到外地休養。

諾貝爾

· 木北 ·

一八五七年，工廠經濟困難，一八五九年諾貝爾父親回到瑞典，諾貝爾因身體不好沒有同行。

炸藥、事業

一八六三年他父親寫信告訴諾貝爾說廉價的炸藥已實驗成功，叫他回瑞典幫忙一同發展，可是諾貝爾後來發現他父親的發明只是一種幻想，而他在致力於硝基甘油的研究中，頗有成績。他曾在—一八六二年夏季在他兩位兄長面前作過第一次使硝基甘油爆炸的成功試驗，而於一八六三年十月和一八六四年七月先後得到兩次專利證。

那時，在歐洲各國多採用火藥棉，但不能長期存於乾處而不分解，而當時硝基甘油只用於醫藥方面，因爲還未有方法使硝基甘油將燃燒作用轉爲爆炸。

諾貝爾從他父親的失敗中得到啓示：他先貯硝基甘油於玻璃管中，緊塞管口，然後在放兩端滿裝火藥的金屬管內，將管兩端塞住，再插入一導火管，燃着導火管，將這個混合劑擲入水中，登時水花四濺，發生劇烈爆炸，他的實驗要點是使硝基甘油受火藥的汽體加熱達到恰可爆炸的溫度。

一八六三年，諾貝爾兄弟們在斯德哥爾摩建造了一

所製造用於工業上的硝基甘油實驗室。一八六四年九月，不幸發生爆炸，死了五個人，諾貝爾的弟弟埃密犧牲了。後來，他們把炸藥場所，遷到城外，才奠定了世界始創的真正製硝基甘油的廠址，起初硝基甘油售價很高，但在轟炸工程上，却節省不少人力，因此便得到普遍應用。

一八六五年春，到德國漢堡，認識了些興趣投合的朋友，和得到一些商人的資助，組織了一所「阿佛列·諾貝爾猛炸藥股份公司」，銷路頗廣，但許多人不明炸藥的性質，以致釀成無數慘禍，使不少人又抱懷疑態度。這些慘禍使諾貝爾感動很深，但他深信自己的發明

對人類貢獻很大，所以並不消極；仍集中精神研究，後來更發現用砂藻土吸收硝基甘油可收分量輕，質純，吸收力大的效果，因而事業蒸蒸日上。

一八五七年發明了「膠」炸其爆炸力強，且價賤，所以又風行起來。一八八七年發明了無烟炸藥，且和各國抽取售賣利益。

願望、遺產

諾貝爾一生除炸藥外還對應用科學，生物學發生濃厚的興趣，此外，他又是一位文學家，但更重要的是：

他是一個致力和平運動的人。

他因發明無烟炸藥平後；見使用目的和他生平的和信念相背，良心上非常不安。他常常以「科學的進步，未嘗不可以消滅戰爭。」這種思想來自慰。

一八九六年十二月十日，這一位愛好人類的諾貝爾因心臟病猝發便與世長辭了，他的遺骸火葬後運回瑞典，他的遺囑上寫明把遺產分配為五份：分別獎給對物理學、化學、生理學及醫學、文學和促進人類和平有貢獻的人，（這項遺囑，是在一八九五年十一月廿七日定的），每名大約可獲四萬美元的獎金。

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財政報告及鳴謝

本年度到五月卅一日爲止，已經過了一半有多。目前本會財政狀況大概如下：

一、收入（包括上屆結存、會員會費、各組舉辦各項活動收入及銀行存款利息）共計：四千七百三十一元八角。

二、支出包括各組實際開支及預借週轉金共計：四千二百八十五元二角五分。

三、收支比對虧欠四百四十六元五角五分。

目前本會財政情況還不大好，而各組開支又陸續增加，甚爲困難，因此希望大家幫忙：

一、未將所負責徵收會員會費交來的通訊員，請早日委託任何一位常委或通訊委員交到本組；

二、未有通訊員聯絡的校友，請將會費直接交與任何一位常委；

三、尙未將所負責徵收會費全部收齊的通訊員，請設法繼續徵收。如有困難，請與任何一位常委或本組聯絡。

最近陸續收到各通訊員及常委轉來會費共32批，連前合共54批，請參閱通告第七號。）截至五月底爲止，共收到會員398人的會費，現謹向各通訊委員及通訊員致謝，並將芳名列後：

1. 荷里活道官校（上午）潘樹培校友

2. 巴富街官校（下午）余國雄校友。

3. 金文泰中學劉偉之校友。

4. 九龍華仁何鎮源校友。

5. 教育司署九龍分署詹精潔校友。

6. 香港仔官校（上下午）杜祖恭校友。

7. 大埔官校何紹堅校友。

8. 軒尼詩道官校（下午）梁兆球校友。

9. 廣東道警察小學屈眞梅校友

10. 摩理臣山小學（上午）趙子賢校友。

11. 教會道官校（下午）梁浩堯校友。

12. 喇沙小學謝彼得校友。

13. 長洲官校尹芷佩校友。

14. 葛量洪師範李郁和校友。

15. 紅磡官校（上午）陳琴笑校友。

16. 佐敦道官校（下午）陳淑求校友。

17. 新會商會義學徐憲清校友。

18. 聖多馬小學張耀德校友。

19. 賽馬會小學（下午）張勵勤校友。

20. 簪箕灣官校（下午）何藹然校友。

21. 福榮街官校（下午）鍾光祖校友。

22. 本會主辦夜校伍敏芳校友。

23. 東華三院義學九龍一校李良佐校友。

24. 維多利亞工專龍鎮宇校友。

25. 九龍船塢紀念學校關理明校友。

26. 佐敦道官校（上午）鄧鈞興校友。

27. 軒尼詩道官校（上午）劉端潔校友。

28. 大坑東官校（上下午）屈淑儀校友。

29. 東院道官校（上午）勞勵德校友。

30. 簪箕灣官校（上午）梁焯林校友。

31. 荷里活道官校（下午）陳佩玲校友。

32. 掃桿埔官小陳秩蘊校友。

33. 英皇中學林漢超校友。

不久以前，我的一位朋友，每到我家探訪時，一定邀我乘腳踏車去。這不過是有意向我挖苦，因為他知道我是不懂得駕腳踏車的呀。由那時起，我便下了決心，如果有機會的話，我一定要學識踏單車。不過，我却不願向那位朋友請教，我決定要秘密地學會之後，使他驚奇一下。

機會來了！校友會的通告登載了校友會開設單車訓練班的消息，我便毫不遲疑的報名參加。四月廿六日，訓練班正式在九龍紅磡鐵路小學側的一條僻靜馬路上「開課」了，當時教練及學員共有十多人，倒也相當熱鬧。在芸芸衆「生」中，筆者算是「重磅」之類，所以累得教練麥鐵華校友滿頭大汗，看他一面用雙手平衡着單車；一面又要跟着單車跑步前進，真是吃力得很。過了一刹那，忽然聽到麥教練說：「看哪！你已曉得自己踏了，我現在並沒有扶着車子呢。」說時跟着車子跑，面上露出快慰的顏色。哈！老天爺，估不到我以爲其中含着絕大奧妙，最難學懂的腳踏車，竟被我這個魯鈍的人，在短短的時間內，不知不覺的學曉了，這個真是筆者所曾經歷的奇蹟之一。

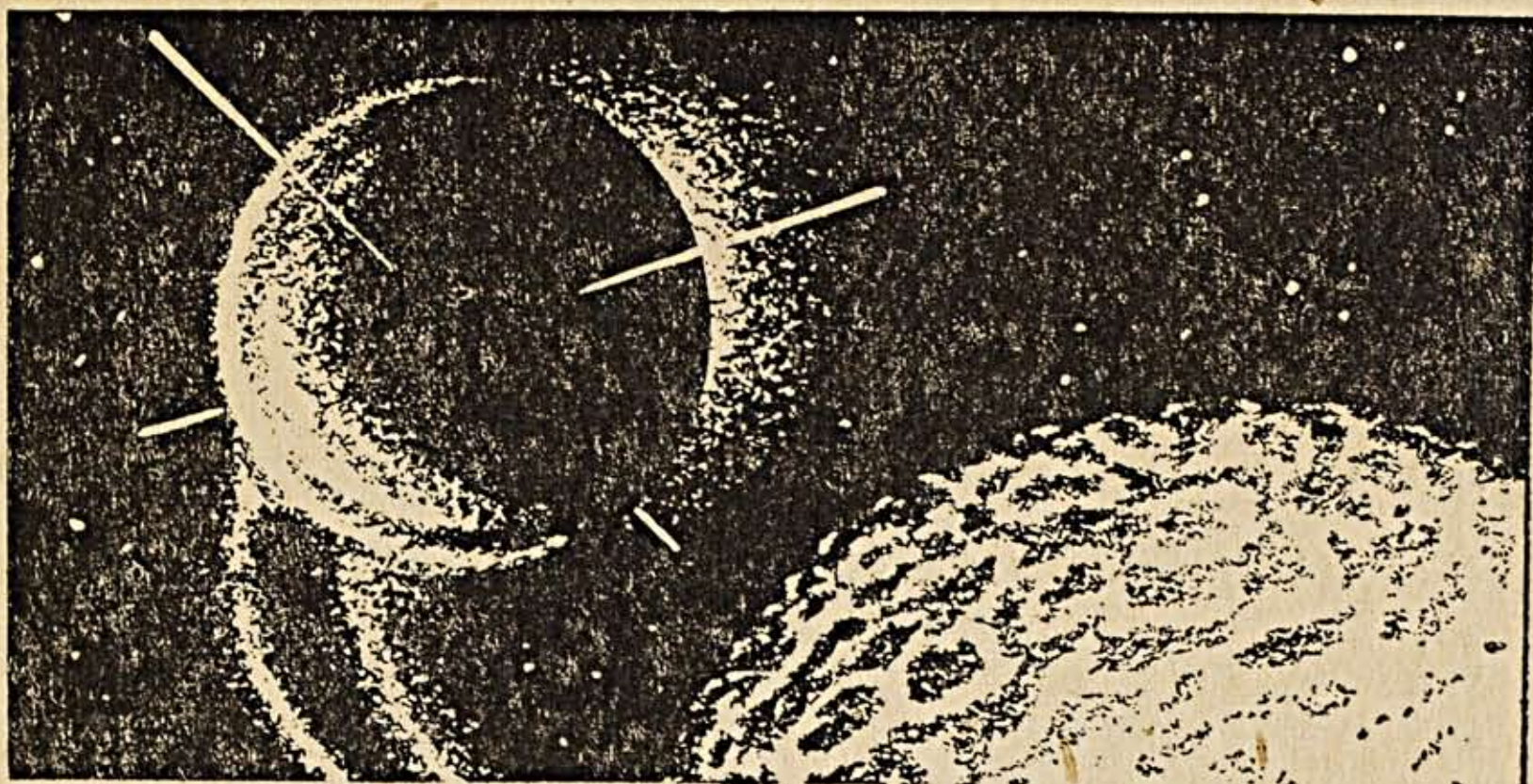
不過單是會踏還是不夠的，所以在以後的三次訓練中，

學車的地方，是在鐵路小學球場側的一條僻靜馬路，如到技術有相當成就時，更可以一直駛出海傍或新填地，該處極少車輛來往，大家可以隨意兜圈子；而在新填地倒坭頭處「跑馬仔」更是緊張刺激。教練們都是經驗豐富，技術老到的校友。既得地利，又復得人和，想學腳踏車者，此其時矣！希望在不久之將來，當下一期單車訓練開始時，能有更多的「師弟」，「師妹」們到來參加。

學「車」記

分別由連詠潔校友、王孟燊校友及陳應焜同學等指導上車、落車、轉彎……等技術，到了現在我的踏單車技術雖不敢言精，但亦總算應付得來。這一期的訓練班已順利完成，不過假如有機會的話，我還要繼續深造。

以上都是筆者身歷其境的事實，並無半點誇張，不過，這正是「如人飲水，冷暖自知」，不然，任憑筆者說盡千言萬語，也是白費唇舌，最好還是請各位有意做「學神」的校友及同學，大家都來試試，就知道一切了。



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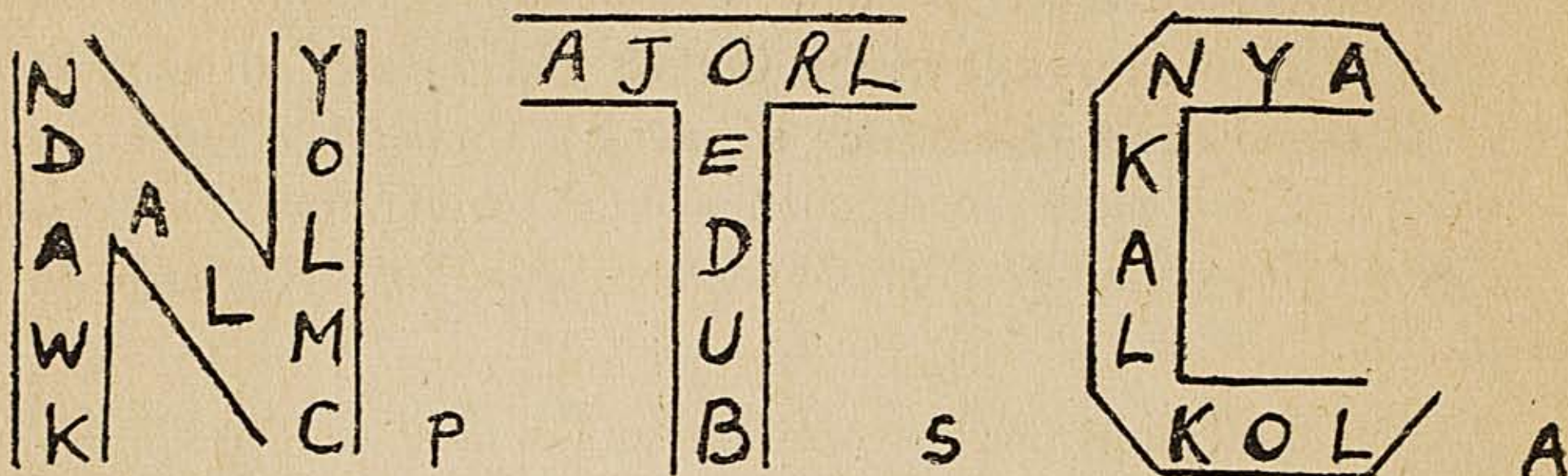
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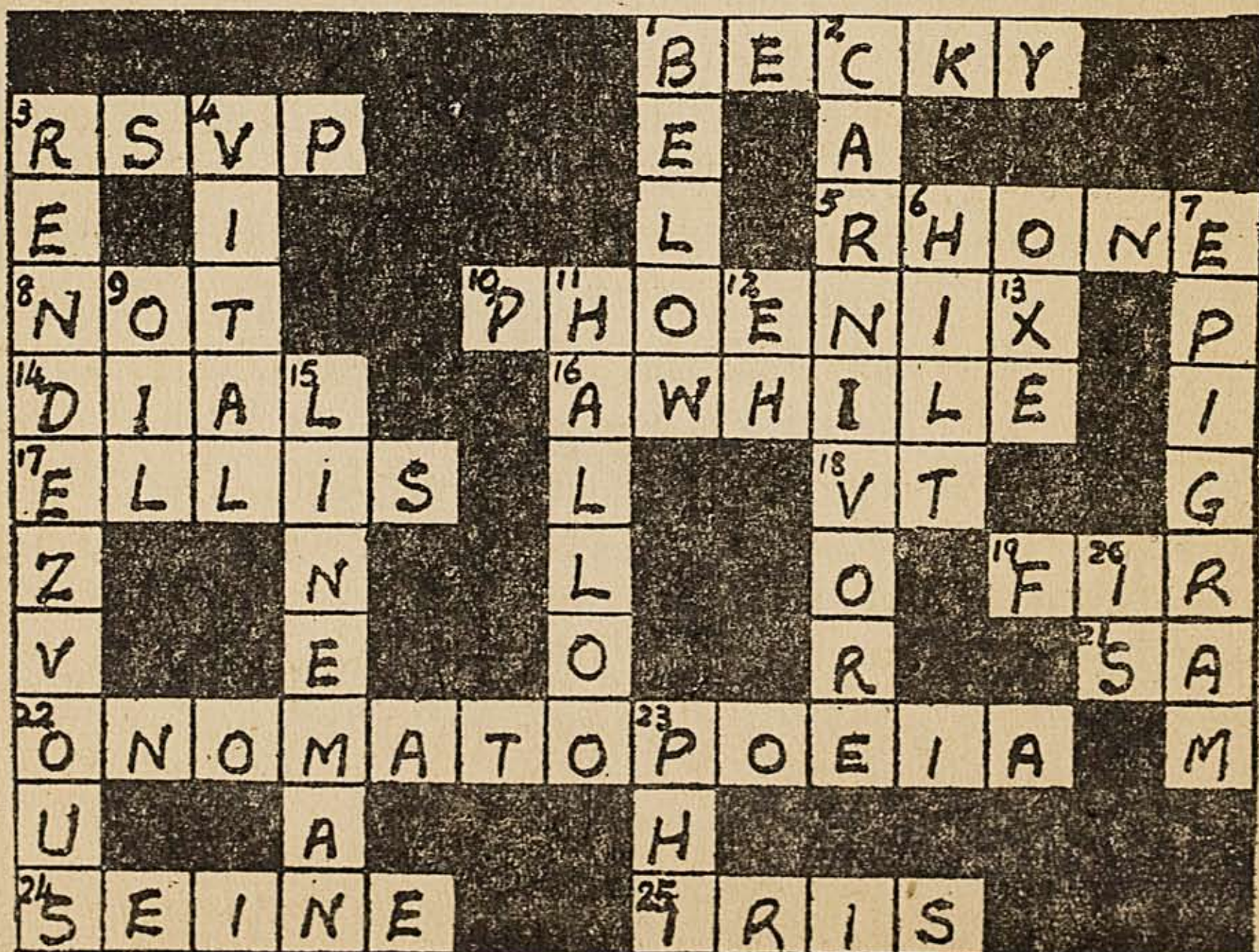
D. A. C. T. Hancock
Manager for South China

Waiting for you (Contest)

Here is an old saying disguised in the following pattern. The saying consists of all the letters in the Pattern. Write out the sentence and send it before 15th July, 1959 to the editor, c/o 12 Fung Fai Terrace, ground floor, Happy Valley, Hong Kong. Two prizes of \$5 each will be awarded to the two earliest correct entries.



**Solution to the Cross - word Puzzle published
in the last Issue**



reveal that they are not only important but also multifarious.

In the first place it taught clergymen to look on themselves as priests of God instead of as the religious officials of the state.

Secondly, it emphasized the importance of tradition and authority in matters of belief and thus checked the tendency of Christian teaching to become nothing more than the indiscriminate baptizing of the fashionable ideas of the day.

Thirdly, by stressing the duty of worship it restored beauty and dignity of the services of the Church and helped to remedy the neglect and decay into which so many churches had fallen.

Fourthly, as a natural consequence of the revival of the Catholic view of the church, many High Churchmen began to revive catholic ceremonial.

Lastly, the dignity and responsibility of the ministry was emphasized, not only in the directly religious but also in the social sphere. Their most notable achievement in the latter aspect was the settlements of the slums though they were not carried out to such a degree of satisfaction as the Christian Socialists later.

Thus the century closed with the Church of England still dominating the religious life of the English but the Tratarians might rest assured that they had done something after all.

(Questions on religious subjects such as the Oxford Movement, the Evangelical Movement, Modernism and Christian Socialists appeared ever now and again in the Advanced Level History Papers set by the University of Hong Kong or the University of London for their respective Matriculation examinations, and it is hoped that this article may serve as a guide to the solution of at least part of them.....Editor)

stand firm unless it were founded on axioms whose truth was not open to question.....in a word, on dogma. He maintained that as Christ only founded one society (the Church) endowed with the special duty of preserving and interpreting truth, the idea of unity and continuity was obviously essential. Thus he argued that in spite of the hostility of the Thirty-Nine Articles towards the Church of Rome, the Church of England had yet infinitely more in common with the Roman Catholics than she had with those Christians who rejected the whole idea of Catholicism. At this juncture, the Evangelicals, who had at first shown some sympathy with the movement now moved into decided opposition, so that Church and nation presented a united front of hostility to the Tractarians. They were accused of reviving the worst aspects of medieval religion, priestcraft and superstition. Newman, in particular, was execrated as a Roman Catholic traitor within the Church of England. The University authorities compelled him to withdraw the tracts, and he refrained from any further publications.

During his retirement in Littlemore he saw little of his old friends but his company was eagerly sought out by the younger and "hotter" members of the movement who would be satisfied with nothing less than complete submission to Rome. Their enthusiasm and the coldness of his own Church gave a decisive turn to his thought. In 1845 Newman became a Roman Catholic!

His conversion was followed by many others, including Froude, but the majority of the "Puseyites" contrived to remain within the fold of the Anglican Church. To the enemies of the movement it seemed that the battle was won, but it went on steadily expanding its influence and by the opening of the twentieth century it was the most active force in the Church.

Consequence

A scrutiny into the effects the movement brought about will

mission to take over and administer the revenues of the Church. It was obvious that a committee like this was incompetent to interpret the Church's doctrines, nor that it was within the power and capacity of a Cabinet of laymen..... who might be Dissenters or Atheists.....to institute or abolish Bishoprics according to the political exigencies of the time. On the other hand, it was seen by many apprehensive Churchmen as the first step towards Disestablishment, towards the secularization of church property, towards the destruction of the Church by the free-thinking Philosophic Radicals.

The "Tratarians"

In July, 1833 Keble therefore protested against the abolition of the eleven bishoprics in a sermon preached before the University of Oxford. This sermon, which was later published under the title of "National Apostasy", was always regarded as the starting point of the Oxford Movement. This movement was soon followed up by Edward Pusey and John Henry Newman who soon gathered round them a group of ardent followers. Meetings followed and manifestos were drawn up which were published under the title of "Tracts for the Times". The early tracts were brief, clear statements of the old High Church tradition expounded according to their views. The stir roused by the tracts was undoubtedly great and widespread, and there was no wonder about it for their authors were among the ablest and most learned men of the day.

John Henry Newman

The movement gradually focused onto one person....Newman, famed for his subtlety of thought, the beauty of his prose and the attractiveness of his voice. The core of Newman's thought was his rejection of rationalism.....that is, the view that reason is the only guide to truth, the only touchstone by which it can be recognized. In his eyes no system of religious thought could

The causes of its growth are not at all simple and the following may be regarded as the fundamental underlying ones:-

Firstly, there was the progressive decline of church life as related in the foregoing. This state of affairs was indeed cruelly exposed in Jane Austin's "Northanger Abbey" (1816) which ran like this:-

".....his name was Tilney. He seemed to be about four or five and twenty, was rather tall, had a pleasing countenance, a very lively and intelligent eye, and, if not quite handsome, was very near it. His address was good, and Catherine felt herself to be in luck.....He talked with fluency and spirit, and there was an archness and pleasantry in his manner.....Mr. Allenhad been assured of Mr. Tilney's being a clergyman, and of a very respectable family in Gloucestershire". And so his profession appeared to make no more difference to his position in society than if he were a young barrister or a subaltern in the army.

Secondly, grave misgivings among churchmen were caused by the spread of Liberalism in theology which could be roughly defined as that belief in inevitable progress which makes men feel that the Kingdom of Heaven can be realized on earth without any reference to God.

Thirdly, the works of Charles Lloyd, Sir Walter Scott and John Keble, coupled with the Romantic Movement, roused a new interest in many elements in primitive and medieval Christianity.

And last but not least, the prevailing idea of "Erastianism" brought about in 1833 the abolishment of an Archbishopric and ten Bishoprics by the Whig Government with a view to economising the revenues of the church in Ireland. This "Erastian" view was further visualized through the government's setting up of a Judicial Committee of the Privy Council as a Supreme Court of Appeal for all cases of ecclesiastical patronage and doctrine, and the setting up of a permanent Ecclesiastical Com-

four main currents, namely, the Evangelical Movement, the Oxford Movement, the activities of the Christian Socialists and the disruption of the Church of Scotland, and it is the second Movement that concerns us here most.

The Church in 1832

In order to have a better understanding of the movement we must take a glimpse over the state of affairs that existed in the Church of England before 1833 the year generally considered to be its commencement.

The Great Reform Bill of 1832 had swept, or at least had temporarily eradicated, some of the social evils that existed during the years of hardship in England in the twenties and thirties, but in the Church nothing had altered: there still existed the idleness, the ignorance, the bland worldliness of the clergy, the toadying of churchmen to politician from whom they expected preferment. All these disfigurements of the church were as abundantly present as they had been a century before. The timidity and slothfulness of the eighteenth century clergy were reflected in their submission of church wills before the power of the State and this explained why men felt obliged to look elsewhere for spiritual leadership. Part of their grievances found a vent later on in the Oxford Movement which lasted from 1833 until 1845.

The Oxford Movement

This Movement, fermented within the Church of England herself, was sometimes known as the Tractarian Movement (so named because of the publication of a series of "Tracts for the Times" by its leaders) or the Anglo-Catholic Revival because it aimed at the revival of the teaching of William Laud (1573—1645) and the seventeenth-century High Churchmen who held the view that the English Church was still a part of the Catholic Church, though not under the jurisdiction of Rome.

Of course there are a great variety of them suitable for us. Here we only described two or three.

- (a) Word-building Game: Starting with letter "A" in the alphabet, using two letters to form words, for example "as" "an", etc. Then use three letters..... four letters..... until the words are almost exhausted. Repeat with many other letters.
- (b) Word-forming Game: a variety of (a).
The teacher gives one word, say ONE, the first pupil then gives a word beginning with the last letter of the word given, viz.. "egg", or "easy". Then the next pupil goes on with another word. Round the class, this will keep them searching for words learnt.
- (c) Simple Cross-word Puzzle may be considered, as the clues together with the answers will help them to learn new words and new things.

The methods and materials introduced here are by no means exhaustive and it is the hope of the editorial staff and myself that more and better suggestions may come in enabling us to compile them for the adoption with benefit by future Primary 6 teachers.

The Oxford Movement as judged from a purely historical view-point

During the nineteenth century religious awakening popped up every now and again owing to the existence of various religious ideals and the ardour for the betterment of church life repugnant to the greater part of the religious populace of England. The main stream of religious life can be divided into

school, last year, the teachers gave one period of formal lesson on English, Chinese, and Arithmetic respectively each day, and devoted the rest of the time to cultural activities such as Handwork, Singsong, Ballgames, Drawing, etc. While one teacher in another school maintained that Algebra might be taught for the reason that it was a completely new subject and hence should attract their attention easily. In the main, the methods and materials used fall into 3 categories, and follow the principles that they must be of sufficient interest, of benefit to the pupils and enough to last the whole period.

Of the three categories, the first is Reading Material. For periods of several weeks or longer, the New Method Supplementary Readers, Simplified Series is especially suitable. The Readers are mostly taken from famous literary works of great masters, and some include fables and fairy tales.. They are also graded so that there are choices for every standard and liking. For varieties the Fundamental English Readers, First Series, by P. B. Ballard, and The Direct Method English Readers, by Eckersley and Macaulay, are recommended, as they include short pieces on a variety of topics and sufficient oral and written exercises to follow up. Dramatic Readers, however, may meet the fancy of some.

The second is Written Work. It seems that most of the teachers prefer grammar for exercises, and for this the series of Brighter Grammar, by Eckersley and Macaulay may be introduced. Occasionally interesting and easy topics may be raised for oral discussion and to be followed by written exercises.

At times, and the last of the categories, we may employ games to break the monotony of routine exercises for learning English.

may also serve well to commence an art lesson.

(f) Incentives in the form of school or class exhibitions, picture appreciation or exchanged schemes or mutual criticism are useful in stimulation or cultivating interest.

(g) The discipline in an art lesson should not be too rigid, but good class routines, especially those in connection with distributing or collecting art materials and works, should be formed.

(h) Academic methods of training should be abandoned as the ordinary school is not concerned with the training of artists.

An Outsider.

Calling.....All Teachers Of Primary 6

Now that the Joint Primary 6 Exam. is over, we teachers of Primary 6 can now pause for a breath. Very soon we shall be able to find out whether the work we did worths winning scholarships for our pupils.....the chance of one in a hundred, or getting them qualified for a secondary school..... thirty percent of the total chance, or the greater chance of bare passes, or worst of all many failures. But what's done cannot be undone, and what we are more concerned at this moment is how to make use of the remaining six weeks when the pupils have to attend school again after their examination, until the break of this school term.

No doubt many teachers have already planned their work for this period. But, as those who did in former years, we may not find our schedules to our satisfaction. This may be improved, I believe, by compiling the methods and suggestions from teachers of various schools and comparing them.

Individual enquiries show very interesting results. In one

cases bright colours should be used.

In addition to drawing and painting, modelling in clay, papertearing and paper cutting are excellent media for young children. For older pupils, pen drawing, line-cutting, potato prints, embroidery work and fillet work for girls and the making of puppets, pattern making are also recommendable.

3. The Method. No fixed and fast rules can be drawn regarding the teaching methods. But the following points may be useful at the teacher's own discretion:-

(a) Varieties and change in the approach and the choice of subject-matters as well as the scope for experimentation in the use of mixed techniques should be the underlying factors in the teaching.

(b) Subject-matters to be chosen should be closely related with the child's own experience such as those of home or school-centered aspects.

(c) Self-expression is not to be misinterpreted as letting the children do what they want to, aimlessly. Therefore the art teacher is not to be regarded as lucky enough to have taught the subject which is highly 'relaxing'. On the contrary, the new approach to art teaching involves as much planning and preparation as in any other subject and it necessitates from the teacher more attention and individual supervision than any other subject to draw out the latent powers of creativity inherent in every child.

(d) The inclusion of figures or animals which are always appealing to children is essential in picture-making which also necessitates the filling-up of spaces.

(e) Story-telling, a short discussion, or a short talk with reference to festivals, current events or significant incidents

1. The Teacher. Let us state a simple fact first. One cannot really teach art. Nobody can. Artists are born. And only those who cannot be prevented from becoming artists, who would sacrifice everything for art, can or would become artists. Perhaps one out of a thousand is an artist.

The ordinary school has nothing to do with the education or training of artists. But what the school can and should do is to encourage and not to suffocate the innate creative capacity of children. Thus the right attitude and the most important function of the teacher in an art class, and perhaps in every other class also, is to create a creative atmosphere. If he succeeds, half the game is won. How this creative atmosphere is produced is an entirely personal matter. Some will do it with a few words, or with a gesture or with some relevant questions asked. But obviously more depends on the personality of the teacher as a whole and the teacher-pupil relationship in the long run. Other factors such as love, security and significance must also be stressed in the course of teaching.

2. The Media. Varieties and change are vital in the teaching of all subjects, particularly in art. For most small children three or four media are quite sufficient, but certainly not just painting alone. Further it is certainly not advisable to confuse children with too many media at the same time. If the whole class works in one medium at the same time it is an advantage.

As to the size of the paper, large but cheap paper is ideal in most cases. But individualising is necessary at times.

Regarding the colours, watercolour is too difficult for most small children. Powder colour and poster paints are the right colours which when used should be mixed. And in most

About Art Teaching

In harmony with modern educational philosophy, art teaching to-day has its major objective——the development of the individual. This means calling forth the latent powers of creativity inherent in every school child. Through many media and in his own individual manner, he learns to express himself.

Pronounced changes in the concept of the art education programme in schools have taken place in the last decade. The day of copying the work of others, of following patterns and producing a rigid or academic type of visual art, has been supplanted by the interpretation of areas of the child's activities, interest and growth.

The approach to art nowadays is based on the learning process as it is brought about through the acquaintance with and handling of many materials. It tends to develop the child's creativity through stimulation and through his sensitiveness and feeling of appreciation of the art products which he makes or of those which he observes.

Art teaching should allow each child to grow as an individual. He is granted freedom of art expression and a full play of his imagination according to his needs. Later on the child may select art as his vocation or pursue it as an enjoyment and as part of his daily living. Thus conceived, art goes beyond the school into life and it is lived in the home and the community.

In ordinary schools the purpose of art teaching is not to train producing artists. Rather it is based on the principle that art is a part of the child's life.

As regards the actual approach to the teaching, several factors are involved and discussed separately in the following:-

For those of us who are going to prepare for the pupils for the future Joint Primary 6 Examinations, an additive burden may be felt; for news reaches us that a form of intelligence test may be introduced in the examination to select pupils for the secondary schools. Though according to psychologists, our I. Q. will not be very much increased by mere testing, yet it may be foreseen that the responsible teachers will be urged to give similar tests to the pupils before the examination so that they may know what sort a test this is to be. Setting questions for an I. Q. test is by no means impossible as there are many referable publications here. But questions suitable for the local youngsters will have to be tactfully adopted or constructed. Such a task will of course fall upon our form-masters or mistresses who are in charge of Primary 6 classes. Moreover, the confidence in the usefulness of such tests for best choice of pupils is yet another matter to be gained from our average parents. Indeed there will be much for us to do along this trend. It is another calling for our members to come together so that views or help may be ready as we have been giving in the past years in many aspects of the teaching profession.

Touching upon the subject of preparation, we cannot refrain from complaining to the poor response to the circular sent round at the beginning of this year and to the notice given in No. 42 of the Agora, in both of which our Primary 6 English teachers were requested to co-operate by sending in their respective school half-yearly examination question papers so that a revised edition of the present Supplementary tests for Primary 6 English may be produced for future use. Up to now, we have received valuable copies from one school only. Could our readers help to bring more together before our summer vacation?

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EDITORIAL

Whenever the weather is hot, our hearts are hot too. This resonance of the weather and our hearts is a product of the various examinations sat by our pupils as well as by some of our members who, besides their daily work, strive for higher qualifications by further studies and researches. To the majority of us, the setting of the annual examination question papers, the final revision with our pupils before they compete with one another, the imparting of the part left in the syllabus and later on the marking of the heaps of examination papers and the preparation for the pupils' reports.....form quite a "menu" towards the end of the school term. Yet the fruits (whether sweet or bitter) of our yearly or year after year labouring will only be gathered at quite a later date when the newspapers are packed with names so familiar to us in and out of the classrooms. What a joy! What a reminiscence!

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