

# 通訊

編姐：

（某女校友從英國的來信）

我已安抵英國了，謝謝你那天到機場送行。

我真後悔答應給你寫稿，否則我現在無須在幾天疲乏的旅程後還要「開夜車」。

首先給你講講旅途的情形罷，乘飛機是最浪費的旅行方法：不僅浪費金錢，而且還浪費了遊覽沿途各著名城市的機會，飛機經常在二萬多呎高空飛行，惟一可以給我欣賞的就是雲：棉花似的卷雲層，層層疊疊的雲，白灰一片的積雲，最美麗的是遠處天邊的雲，被太陽光射在上面，反射出一片金黃的光芒，現出高貴，驕傲而又帶着點神秘的神氣，飛機在中途停站時，降落和起飛

那段短暫的低空飛行的時間，是我僅有的欣賞風景的機會，在曼谷，我見到廣闊的肥沃的稻田，在加爾各塔附近，看到河流交錯的恆河三角洲地帶，在過了喀拉刺以後，看到的是黃灰一片的荒蕪的半沙漠，乏味得很，我想，要是在我們中國那山明水秀的景色的上空飛行，那多好啊！我也經過人類文化的搖籃底格里斯河和幼發拉底河河谷，碧綠的亞德里亞海海岸。而最氣人的是在深夜飛過羅馬的上空，損失了俯視這歷史名城的眼福。最令我難忘的是在瑞士上空，這天剛亮，飛機在白茫茫的雲層中飛翔，偶然地雲層漏出了一個空隙，我看到了一個在晨光熹微中寧靜的瑞士山村，雖然是驚鴻一瞥，但正像是我們以前在電影「小孤女」裏所看到的景色。

抵達倫敦的時候，愛門和會寧斯先生早已在機場等着我了，我在倫敦停留這段時間，就做會寧斯先生的客人。我的主人一見面就叫我：「要是你到早一天就好了，我可以利用今天假期帶你到處去逛。你打算在這裡停留多少天？」我答道：「還不知道，回頭我還要找旅行社辦事處詢問我的行程」。他一邊替我揀着行李一邊說：「先到我家

裡，我的妻子和兒子很盼望和你會面，吃過了午飯，我帶你到附近的溫莎堡（Windsor Castle）去逛。會寧斯先生住在倫敦的西郊亞士福鎮，從他家裡乘公共汽車到溫莎去要半個多鐘頭，在車上，因為我是教員，

他和我談起英國學校的情形，英國的小學教育是強迫性和免費的，任何的孩子都有受小學教育的機會，但小學畢業生的升學，由于中學不足也逐漸成爲問題了。他說：「我的兒子今年剛小學畢業，還算他好運氣考進了中學」，這時車子經過著名的伊頓學院（Eton College），上來了一個戴着高禮帽，穿着傳統的禮服式制服的伊頓學生，我問道：「要考進這所學校不容易罷」，他回答：「這是貴族的子弟學校不是我們的孩子進的」。

溫莎堡現在是英國皇室的別墅，最初的城堡是十一世紀威廉大帝設計建築的，四面是堅固的城牆，泰晤士河流過它的東面和北面，作爲它的護城河，最引人注目的是中央的一座圓塔（Round Tower）著名的亞佛皇的圓桌武士就是這座圓塔裡開圓桌會議的，我們到的時候，圓塔升起了旗，據說英女皇這時在堡內，因此堡的內院不開放，我們祇能在房子的外面觀看建築物的外形和牆上的飾物，會寧斯先生指點着那些諾曼帝王（Norman Kings）遺留下來的古蹟和他們的戰利品給我看，他開着玩笑說：「我們英國人就是不會建築，羅馬人侵進英國替我們建築了不少城市，然後給我們趕出去，諾曼人來了，給我們建築了溫莎堡，然後給我們同化，可惜這次德國人沒有進來，

# 一年制同學生活點滴

·鬼·

## ——母校通訊之二——

一年制的同學，凡一百九十六名之多，所以課室不敷應用，假借英皇書院上課，轉堂時由羅富國到英皇，一會兒又跑回羅富國上課，真有「僕僕風塵」之感。

× × ×  
一年制選科共有七項，每人選修一科，計有體育、音樂、英文、自然、美術、手工、家政，以上七科中，每一科都有女同學，但男同學却不是每一科都有參加，靜靜地告訴你，男同學沒有選家政啊！

× × ×  
七科選修科中，人數最多的是英文，計有七十多名，最少的是音樂，只有十一位。

× × ×  
我們的一班可謂人材濟濟，請看以下例子，可見一斑：A同學（福爾摩斯）——電台名廣播員。B同學（談談）——文壇名作家。C同學（姑諱其名，以存忠厚）現役兵甲組名手。D同學——現役甲組籃球隊主將。E同學——某報館編輯。其他的有名人物尚不勝枚舉。

× × ×  
小統計：有私家車回校者兩位。其家長為教師者二十七位。曾正式為教師者，三十一位。全套西服上課者十九位。有眼鏡階級九十一位。

按：以上數字，均非官方報導，可靠性僅佔百分之五十點一云。

× × ×  
以下是各同學休息時之百態：有埋頭猛抄筆記者、有創課室管理法者、有下棋者、玩乒乓球者、念玫瑰經者、研究教案者、沉思而不屑旁顧者、談笑風生、哼時代曲或歐西流行曲者、坐在水池邊顧影自憐者、躲於一隅、沉沉睡去、一似三日三夜未眠者、引吭高歌、旁若無人者。真可為萬態千妍、罄竹難書。

× × ×  
同學的住宅，分處於新界、香港仔、鯉魚門、筲箕灣，遠近不一，但均能依時返校上課，求學精神，殊堪嘉尚。

否則可以看看他們替我們留下些什麼」。我問道：「你希望些怎樣的禮物？」他這次嚴肅地說：「幸而他們沒有進來，否則：」這時城堡門口兩個衛兵正在行換班的儀式，大羣的遊客圍着站在高處，拍這些衛兵就是著名的英皇室的御林軍，穿着紅的制服，帶着高高的黑帽子，他們奉命不能向遊客發怒的，我們的御林軍加上其他的古蹟，每年替我問：「他不會反對嗎？」他答：「不會的，他們奉命不能向遊客發怒的，我們的御林軍加上其他的古蹟，每年替我帶來不少的遊客。」

在回家的途中，迎面來了一羣留長頭髮，穿窄管褲的「泰弟仔」(Teddy Boys)——英國型的「阿飛」，這是美國電影影响的惡果，我相信香港也有同樣情形的罷？」我說：「還要猖狂得多。」

寧斯先生說：「這是令人傷心的英國青年」，我問道：「沒有辦法消滅這種風氣麼？」他搖頭說：「社會風氣，這是美國電影影响的惡果，我相信香港也有同樣情形的罷？」我說：「還要猖狂得多。」

這是我今天的見聞，我不再「開車」下去了，就此擱筆

蘭

月

日



# 看！我們的新血

第十三屆會員羣像

Luisa Mahner 品性

豪爽，舉止活潑，待人接物，落落大方。年紀雖小，處世經驗却很豐富，交際手腕靈活。精通多種時髦玩意，舞術尤佳。讀書方面，也不後人。

謝彼得曾任學治會主席，一切

會務，皆親力親為，熱心積極，辦事負責。個子雖小，但食量過人。

周緒熹是一位品性敦厚、重實際而不尚浮誇的青年。個性愛靜，常見他埋首書本。在運動場中，却很少露面。他的繪畫工夫很好，是本屆圖畫組的組長。每逢有叙會慶祝、裝飾佈置禮堂的工作，必不可少他的份兒。

鄭貴源是一個多做事，少說話的人。為人沉默，辦事認真，這或由於他處世經驗與學問修養並優，深諳

「君子敏於行，而訥於言」的緣故吧！

何兆權是一個站在時代尖端的翩翩男兒，一切時髦玩意無不精通，尤以舞術為最，何君讀書毫不自滿，畢業後已負笈東洋，再求深造。

林家明精通一切球類，為一運動健將。中英文方面都有很深的造詣，堪稱為一位文武全材學貫中西的時代青年。而林君仍不自滿，已到加拿大去再求深造，前途真無可限量。

鍾光祖品性樸實，不尚浮華，平時不大愛說話，但偶而爆出幾句妙語，常使人捧腹笑絕，是一名演劇能手。前年在聖誕聯歡晚會「中了馬票」一劇中，扮演教員溫先生一角，舉手投足，唯俏唯妙，及今回思，印象

尤新。

潘鎮邦平時不大好說話，總是聽多於講，辦起事來，有條不紊，敏捷妥當。對於各項運動，件件皆能，練就一副強壯的好身手，學問修養和戲劇藝術也有很好的造詣。

Felix Asome 一位聰明英俊的小伙子，性情爽朗，善交際，好運動舉凡田徑、足球、籃球、乒乓球、游泳，件件皆能。

梁耀民對人和藹，做事認真負責，熱心助人，性沉默，不大參加課外活動，對乒乓球特感興趣。喜愛數學、科學，對雷學尤有心得。

關福賢：圓圓臉兒，樣子很「福氣」，待人和藹可親可親，同學們都叫她「伯母」，比較胆小，所以實習成績雖然很好，但只要導師大駕光臨，她便不期然「心震」起來，看來是一位壯健的小姐，但只要一陣突然的涼風，便能把她吹病了。

蘇寶蓮：有大家姐丰度，態度嫻靜，做事鎮靜、認真，教書很有方法，是一位優良教師，有一次示範教學時，有人批評說，她竟像一位有數年教學經驗的教員，雙手能幹，一身的衣服都是自己縫的。

莫楚婷：善於辭令，容易與同學結交，頗喜參加課外活動，懂得多

方面的運動，性情爽直、樂觀，做事很有決斷能力。

吳稚冰：外表沉靜寡言，對老朋友却談笑自若，學問很好，尤長於美術及手工，課餘時喜歡看電影。

陳偉昌：在人叢中很容易把他認出來，爲的是他個子很高，待人溫

文有禮，談吐文雅，使人有出口成文之感，文章寫得很好，乒乓球技也很高超，樂於幫助同學。

編者按：本期因篇幅所限，羣像未能全部刊登，餘下的一部分祇得留待下期續載，特此致歉。

## 夜校工作報告更正

(壹) 前言部份第一段第一行「兩年前，當夜友們：」應改爲「兩年前，當校友們：」；

(貳) 學校工作部份第一段第四行「畢路藍縷，以啓山抹」應改爲「筆路藍縷，以啓山林」；

第一段第四行「樹立，了夜校的規模」應改爲「樹立了夜校的規模」；

第三段第一行「現舉其犖犖者如下」應改爲「現舉其犖犖大者」如下；

甲 教職員表上學期內「黃普來」應改爲「黃晉來」，「余斐」應改爲余煒，「陳得容」應改爲「陳德容」；下學期內「黃普來」應改爲「黃晉來」，「余斐」應改爲「余煒」——教務主任」。

乙、學生人數統計表內「註：申請清貧獎學金獲准之學生包括在繳費生內」后應加「免費生則爲品學兼優獲獎之學生」；

「原因有下列數點。」應改爲「原因有下列數點：」  
二、學生活動項內第二行「本學年選舉行過風紀隊旅行及……」應改爲「本學年會舉行過風紀隊旅行及……」；

三、會考項內第四行「夜校會蒙校友阮加慧先生」后應加「兄妹」兩字；

丙 增設清貧獎學金項內第二段第三行「王潔珍先生」后應添上「龍鎮宇先生」，「任廷君先生」應改爲「伍廷君先生」；第四行「謹一併在此誌致」應改爲「謹一併在此誌謝。」；

丁、財政狀況附表三漏登，應刊出如下：

# 夜校管理委員會財政報告

一九五六年九月一日至一九五七年八月卅一日

進		支	
摘要	金額	摘要	金額
上期撥存經費	\$ 5301.25	教員校役薪金	\$ 12960.00
學費收入	6835.20	雜費	329.20
政府津貼	4530.00	獎金	455.00
		本期結存 (撥入下期)	2952.25
	\$ 16696.45		\$ 16696.45

夜校管理委員會

主席：李援華  
委員：錢福年、潘如珍、黃晉來  
財政：龍鎮宇

大家合作，「；上第二行「比較能使我」后漏「們」字，上第三行「滿意」后漏「的」字；第二段第四行「常委會特提議將已前」應改為「常委會特提議將以前」；「應改為「常委會特提議將以前」

編者按：上期校對未周，錯漏不少，謹向校友們致歉：

戊、若干教務工作的檢討：  
(二)項「如今後」應改為「為今後」；  
(六)項中「校友和師生合作報導」應改為「校友日，師生合作報導」；  
(三)「在學校行政設施及」應改為「在學校行政設施及」；  
「；第二十六頁上第一行「這些都是人們大家合作，」應改為「這些都是校友們」

## 一舉兩得，何樂不為？

賣物會籌委會

賣物會將於明年(一九五八年)十二月內舉行，所以因演出工作忙碌而暫停的「玩具」，「童裝」和「編織組」工作又將在明年二月再開始，並加開陶瓷石膏組。希望大家踴躍參加，支持！

現在把各組情況略為介紹：

1. 玩具組：由製造玩具能手林泳娥校友負責教導，(據說她的手藝是以前在上海用五元美金一小時的代價學回來的)現在已製就的有小白兔，德國短腳狗、斑馬、坐貓、白羊和巨型的棕兔，都是手工老師的好教材。

2. 童裝組：由剪裁能手李香珠校友負責教導，她動剪刀就能裁出各種款式不同的小童裙、嬰孩衣服、小童沙灘服、恤衫、手提袋等。

3. 編織組：由陳佩玲梁兆球校友負責，這一組是分頭請校友製造各種成品。

4. 陶瓷石膏組：由李援華校友負責教導，在這位名家的指導下，大家當可製出各種美妙的藝術品。機會難逢，不要錯過。既可以學習工藝又可以替建校籌款，來吧！開班詳情，請看通告。

by the Euclid's Division Algorithm. We ask the pupils to divide the greater of the two given numbers by the smaller, then divide this smaller number by the first remainder, and then repeatedly divide one remainder by the one immediately next to it until the last remainder vanishes. The last but one remainder is the required H.C.F. If there are more than two numbers whose H.C.F. is required, the method remains the same, but the process has to be repeatedly used.

Proof: —

Let the greater of the two given numbers be  $F$  and the other be  $G$ , and the various quotients and remainders be  $Q, Q_1, Q_2, \dots$  and  $R, R_1, R_2, \dots$  respectively, then the process may be represented by the following equations: —

$$\begin{aligned} F &= QG + R, \\ G &= Q_1 R + R_1, \\ R &= Q_2 R_1 + R_2, \end{aligned}$$

.....

$$\begin{aligned} R_{p-3} &= Q_{p-1} R_{p-2} + R_{p-1}, \\ R_{p-2} &= Q_p R_{p-1} + R_p, \end{aligned}$$

$$\text{where } R_p = 0$$

$R_{p-1}$  must either be 1 or a number other than 1, Since  $R_p = 0$ ,  $R_{p-1}$  is a factor of  $R_{p-2}$ , Let  $R_{p-2} = (S)R_{p-1}$ , say,

$$\begin{aligned} \text{therefore } R_{p-3} &= (Q_{p-1})(S)R_{p-1} + R_{p-1}, \\ &= (SQ_{p-1} + 1) R_{p-1} \end{aligned}$$

after extractiing the common factor  $R_{p-1}$ .

Hence  $R_{p-1}$  is also a factor of  $R_{p-3}$ .

Similarly, it can be proved that  $R_{p-1}$  is a factor of all the left-hand members of the above equations.

Conversely, any factors common to  $F$  and  $G$  must be contained in this  $R_{p-1}$  which is therefore the required H.C.F. In case it is equal to 1, the two numbers  $F$  and  $G$  must be prime to each other.

only require them in your revision. Then you will find "old wine in new bottles" tastes good. You may test yourself by doing some (not all) of the questions in your reference books.

Talking about exercise, it is a good idea to do your questions as quickly as possible. What you want is to know how to solve the problem. Mind nothing about detailed explanations. You know how to put them down in the examination if you know your book well.

A slide rule is NOT necessary. Its main use is for checking results. If you work through your exercise by using Log. tables, you will be good at this art of reading from tables which is indispensable in the examination.

Before I stop, let me remind you that you need only to solve correctly 6 questions out of the 10 in hours 3 for each of the two papers to get a distinction!

RENIMAXE

### **What is the Euclid's Division Algorithm?**

If the topic dealt with in the last issue of the Agora, viz. Why Double Negative Makes Positive sounds a bit too advanced for even Form V students, the one that I am going to introduce should appear more so. But the fact is that it can be understood even by Primary VI pupils, for it is none other than the G.C.M. or the H.C.F. process. The proof of the method is based simply on the extraction of common factors, the importance of which cannot be over-stressed even in the primaries since the formation of a number of useful formulae depends on the knowledge of it. For instance, the Interest Formula:  $A = P(1 + R\%)$  is derived from  $A = P + PR\%$ .

To find the H.C.F. of two or more numbers, we can always do so by breaking them each up into prime factors and then collect the common ones. The product of these yields the required number. But when the given numbers are big, a quicker method is provided

experience has shown that for the G. C. E. examination, one needs to know only the meaning of each topic and its simple, very simple application.

Considering the text books, you may follow any recommendation given to Form 6 students here in Hong Kong or you may consult a correspondence college. But the following may serve a good introduction:

Algebra: "A School Algebra" by Hall,

Geometry: "A School Geometry" by Hall and Steven,

Trigonometry: "New Trigonometry for Schools" by Brochardt  
and Perrott,

Co-ordinate Geometry: "The Right Line and Circle" by Briggs  
and Bryan,

Calculus: "Elementary Calculus, Vol. I & II" by Durell and  
Robson (You need only two chapters in Vol. II)

For general reading and revision: "Advanced Level Pure  
Mathematics" by Tranter.

No doubt you possess most of the books. For you required them when you were at school. Do you remember you did not finish the **WHOLE** book? For this advanced level course, you take the parts you have not yet done.

If you have already made up your mind, the following may be found useful:—

When you are reading your text-books, you must try to know the subject matter thoroughly. Study bit by bit (for you are in no hurry), then revise as frequently as possible. The principles of learning state that this is the best way to learn.

Leave **HALF** of your time for revision.

Don't read too many books at the beginning of your course. Keep to your **TEXT-BOOKS**. Reference books are useful. But you



their application in computing the probability of your winning the Cash Sweep. Your interest in Mathematics will be much increased when you found yourself able to expand the expression  $(a+b)^n$ , where  $n$  is integral or fractional, positive or negative. A little bit of "Partial Fractions" will end the syllabus on Algebra.

In plane geometry, you need only to know how to "enlarge maps proportionally", to see what similarity there is "between you and your photograph" and the school-day mensuration of areas and volumes of solids like the sphere, cone, cylinder and the tetrahedron. Here you do more arithmetic and that is all.

Do you remember your "Right Line and Circle"? We study the book at N. T. C. You have to know everything in it, and better, if you learn something about the other lines (or curves, to be more exact) — the parabola, ellipse and hyperbola.

You will find nothing new in trigonometry. As for formulae, you will find a lot, like the names of pupils you have to remember in your class. How do you manage with those names? Do the same to your trigonometrical formulae. Have a seating plan; call upon them often; know the characteristics of each,....., then you will be able to handle each of them successfully in your class.

Finally, there comes an entirely new subject—— Calculus. But here again, you need have no fear. Read through what you have to know and then you will see that this magnificent branch is a little more than mere substitution into formulae. One writer on Calculus remarks: "What one fool can do, another can." And what not if your I. Q. is supposed to be more than 120!?

Having seen what the syllabus roughly comprises, some may say that there must be a great deal more on each branch of the subject mentioned. Of course one has to go into a little more detail, but

## Advanced Level Pure Mathematics

“The Pure Mathematics required (for the G.C.E. Examination) is not usually found to be hard and students who have reached the Ordinary Level standard will be well able to carry through the work to this further stage”.

The above is from the General Advice given by London University to students taking advanced level Pure Mathematics at the G. C. E. Examination. The aim of this article is to show how EASY the subject is.

If you took Mathematics at N. T. C., or if you are interested in Mathematics, you may call yourself qualified for Matriculation Mathematics at the Ordinary Level<sup>1</sup>. If you have already passed Matriculation Mathematics at ordinary level in Hong Kong, you are already in this Advanced Level Pure Mathematics Course for G. C. E. The better off ones are those who passed the Chinese School Certificate Examination here in Hong Kong taking Group A Mathematics, for they have almost covered the whole syllabus for the subject.

The only trouble they have to overcome is to make themselves familiar with the mathematical language in English.

To start with, let us divide the syllabus for this subject into the following groups: (1) algebra, (2) plane geometry with simple solid mensurations, (3) co-ordinate geometry, (4) plane trigonometry and (5) calculus. You will soon see that there is nothing terrible once you make up your mind to take up the subject.

At N. T. C. you have, no doubt, learned the tricks on progressions, ratios and the theory on quadratic equations in algebra. What you require is to go over these parts again and then face the “more common-sense than Mathematics” permutations and combinations and

unit of three to five words is given to pupils daily, with every fifth day for revision, and after twelve or sixteen units have been learnt, a short given Dictation passage containing words (not necessarily all) in the units can be tried. There are indications showing which units of words are involved in a particular passage.

The following illustration will clarify the point:

man		get		run
can		wet		gun
ran		let		sun
	met	fun	ant	
red		did		hot
bed		hid		not
fed		lid		blot
	spot	led	lip	
had		bud		tell
sad		mud		fell
glad		rug		bell
R1	dug	well	has	

R1 here signifies that Dictation passage R1 can now be used. Here it is: "The red bud fell on the wet mud, so the ant ran and hid in it. He cannot get into the well the man dug, for the lid is on it."

One cannot but admit that this is a systematic method of teaching spelling although we doubt whether the results yielded will come up to our expectation, and, what is more important, whether and to what extent the method and the compiled list can be effectively applied in Hong Kong with Chinese children. Let us hope that a similar research will in future be undertaken locally among Anglo-Chinese and other schools and a new list of words most essential for local pupils drawn up on similar lines.

(a) associating words of similar auditory and visual elements, eg.

power  
shower  
tower

(b) associating words of similar visual, but slightly dissimilar. auditory elements, e.g.

stove  
glove  
prove

(c) combining words according to common elements and context, e.g.

needle  
thimble  
button  
cotton

(d) grouping according to a common silent letter, e.g.

comb  
crumb  
thumb  
climb.

Four units form one set, the first three being printed vertically while the fourth horizontally because the words in it are similar in structure to those studied on the three previous days.

It is believed that words thus grouped make a more effective appeal to the learner than in a discriminate list. The author much condemns the teaching of homonyms on the ground that they easily create confusion. Having described results of some tests of spelling with graded Dictation passages, he goes on to suggest some useful methods of teaching spelling by means of the compiled list. One

what God has put together, no man put asunder!"

The scene now closes. Henceforth C and A will be one. You readers have been eye-witnesses of their wedding, the wedding of two who in the looming future, when they call on you, will call together and never separately. And you will naturally share in wishing them a pleasurable and prosperous life-long contract. A marriage based on long understanding and readiness to co-operate, to guide and encourage mutually, and to tolerate, will necessarily be one that leads to bliss and joy. Let it be within access to each of us all!

But who exactly are Mr C and Miss? They are no other than MR COMMON ROOM and MISS AGORA.

## BOOK REVIEW

### **"Essentials in Teaching and Testing Spelling"** **by Fred J. Schonell (Macmillan)**

The author of this book has long been famous for his assessment tests in English and Arithmetic applied to backward children. The present work is the outcome of a research carried out with English children between seven and twelve and of average social grade. A total of 3200 words found most necessary for children of this age range have been compiled and these, after being graded in order of relative difficulty, are distributed into six main groups, the number of words in each group increasing from 400 in the first to 600 in the last. While the groups themselves are in ascending order of difficulty, the words in each group also become, in the main, successively harder and are arranged in small units of three to five. The putting of words in one unit is based on the following principles:

Now they are kneeling down before the priest. He's murmuring words from that big book — Bible, I suppose. I never read one, you know. What charming light from the candles the altar boys are holding! It makes the happy couple look ruddier than ever. Now they're standing up. Listen!

"..... do you take this woman as your wife?"

"Yes, I do."

"And you ....."

"I do."

They spoke with such absolute certainty! Hurray! they're married! They now change their rings — and their hearts. They're married! What quick work.

Now they're coming this way. See what the people do? They sprinkle a sort of silver powder on them. They're beaming, like Buddhists. The wedding song is being played on the organ. Oh! what a warmth seeing people smile at the married couple. They've tears of delight. I'm completely overwhelmed with joy at this nuptial union. I think to go through marriage is quite easy but to prepare for it is difficult. What a tense moment it must have been to say to her, "I love you dear, very, VERY much, and I ask you to be my ....." On that note she would have made a reluctant face and shyly swung her bowed head. But in the end when you started to run away, you felt you were caught with the greatest universal tension. Proposing is sure good fun! But you can't have it too often, you know.

Well, let's join in greeting the new couple. Say together with me:

"Congratulations! C and A. We wish you both success and happiness and longevity. May you bring forth good fruit. Let

wrote about the Marriage of Mark and Irene rather casually but it produced an effect that far exceeded his anticipation.

Well, Mr C and Miss A are to be married. You feel jealous of them, don't you? You do, but that's selfish. Don't have that unlawful sentiment in your mind. In fact you needn't be jealous. Follow the traditional saying: "instead of staying by the stream and watching the fish in admiration, retire to your abode and make a net." Now be with me. Wish C and A success and happiness and longevity. They'll sure bring forth noble offspring.

What date is today? What? That's the date they are married. What time? Oh! the invitation card states that the ceremony will start at two. That's half an hour from now. We must go at once, or we shan't be able to see the two young people put together by God. Let's get into my car, shall we? Don't be afraid! I'm a first-class driver, although I got my driving licence only three days ago after paying ..... Oh! let's hurry.

Ah! here it is! What a splendid church, with that sky-touching steeple! And those multi-coloured windows and aisles and pews, and look! There's the altar lighted up with candles. Look above your head! You see that big organ? Oh! I must keep quiet in a church. In Rome we must behave as the Romans do. What a big crowd, or congregation. Let's get in here, shall we?

Fine, lovely music! Sounds like Handel's Messiah. But is it not? A church is sure a wonderful place to get married at. Now comes the procession. Pretty long, though. How very pretty is she in her wedding gown holding a bouquet! That old man by her side must be her father. That's right. I'm right. Don't you see Mr C waiting there? He never looked so nervous, except perhaps when he was doing practical teaching before the lecturers. Such an important and meaningful day for him, and for her too.

They surely had a long friendship, in place of which now they have another substance termed LOVE. They are citizens, good citizens, of our community, for they devote their lives (No! life, l-i-f-e, life. They lead one life, the same life. I beg your pardon.) — they devote their life to education. Fine people! They are N. T. C. products, you know.

Mr C, as you will remember, is a Chinese and speaks and writes perfect Chinese. Of course I know he occasionally puts English words and phrases in between the lines, but that is all very good: the meaning is made clearer than crystal. Many wise people do that, including you and me. Hem! Hem! Miss A claims to be English but you say her English has sometimes got a Chinese flavour. Oh! that's no wonder. She's had long associations with Chinese literature, Chinese newspapers and magazines, Chinese customs, Chinese drinks and diet, and what not. But we understand what they say, I mean what Mr C and Miss A say, don't we? And they, between themselves, can straighten things out much more remarkably — with eyes and not with mouths.

We all admire Mr C, and Miss A, almost by instinct. They surely look great together. Mr C is no less handsome than Rock Hudson. Miss A — she is really a swan in this world of geese! And that fact makes her all the more fascinating by contrast. How much older is Mr C than Miss A did you say? Two years or so? I see. Their difference of age is surely far more fortunate than that between Mike and Elizabeth.

They know each other for years, Mr C and Miss A. They've had many memorable meetings no doubt. They wanted to make their love-making a long, gradual process. Once they even showed stagnation or rift. The Ed himself became an ant on a hot pan and did his best to fan up the fire between the two elves. He



# EDITORIAL

— With due apology to the fair sex. —

Didn't the Ed in the last issue mention a marriage of some sort? Oh, yes. But in fact he should have mentioned one thousand and one others too. Anthony Chow and Ida Lee, for instance, sealed their hearts in August. They belong to the 1955 batch. And there was Jenni Li of 1957; she married an oversea Chinese who travelled over land and sea to look for her. Marriage has become in vogue in this age when a second Sputnik shoots its way up to the firmament to chase the first. Those who are uninspired by solid examples such as the above and still insist on living singly are social cowards, anti-social heroes, hindrance to civilization, advocator of backwardness; they are dutiless, selfish, carefree, unhelpful, unsympathetic, inactive, inconsiderate..... (let us look for more adjectives from the Oxford Dictionary). How many times is it necessary to din it into their ears that "in thought as well as in deed, two heads are better than one?"

Anyhow, the advice that we gave out on the last occasion has not gone without effect. The Ed has just received an invitation to the wedding of Mr C and Miss A, who expressly signify that this course of action they so boldly take has been to a great measure due to our influence. The Press is sure influential!

I know Mr C and Miss A well, and so do you readers. They have been, are, and will be our regular visitors, sometimes coming together and at other times separately. But are they welcome? Somehow or other, you couldn't (and I couldn't either) stop them entering the house.

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