

behind me. He was of huge build and was wearing a black overcoat. I hastened my steps. Suddenly, I felt a powerful and strong grip on me. Then, a pointed object, cold and hard, was against my back. I was struck with terror and ventured to scream for help. But before any word could be articulated, my mouth was tightly gagged. I tried to free myself from his grip, but in vain. "Keep quiet!" a hoarse voice commanded imperiously. I was by now too frightened to utter even a single syllable.

He turned me round so that I was face to face with him. I could see the vicious look on his face and the sharp knife in his hand. "Now listen; give me all you have," he ordered, looking even fiercer than before. I was petrified. There was little hope of escape.

I did nothing for the moment. As he gave the command again, I obeyed desperately and passed him my purse and my gold watch with trembling hands. He took them and fumbled in my purse. I seized the one and only chance. I gathered myself together and attacked him with my Judo skill. This action was so swift and sudden that for a moment he did not realize what was going on. For this reason, I was able to knock him down. He dropped his knife. I caught hold of my possessions and made the best use of my feet. I dared not look around or even have a peep. I could hear the quick and heavy steps on the pavement behind me. But I knew very well that once I had turned into the main street, I would be safe. This thought filled me with hope and courage and my steps quickened.

To my greatest relief, a car turned the corner and was coming in our direction. No more sound was heard at my back. I made a sign to the car to stop and explained to the driver about my adventure. The driver drove me home in his car. Since this terrifying experience, I have not had the courage to go out alone at night again.

GLORIA SIU KIN PING

## THE SEA

One bleak winter morning, I was strolling along the beach, lost in thought. There I found a sharp contrast to what I had seen in summer. There had been the colourful parasols among the gaily painted tents, the crowded people and the children playing on the sand and building their castles in the air. Enjoying the soft breezes, the light ripples and the merry air, everyone was in ecstasy. Furthermore, the rustling leaves above, with occasional chirping of birds, formed an excellent orchestra.

At this moment, gone was the merriment! I was a solitary figure trudging over the deserted summer resort with the vast stretch of undisturbed sands and pebbles. The wind roared. The sea echoed, pushing its breakers one after another against the rugged rocks. What a rueful symphony it was!

"I must go down to the seas again, for the call of the running tide  
Is a wild call and a clear call that may not be denied . . ."

Recalled were the words of John Masefield in my mind when I stepped down the zigzag path leading to the sea. It was so peaceful and so lovely at sunset! The sea glittered and the running tide was in dazzling gold, robbing Apollo of his rich colour. The water splashed onshore, then, slipped back into the bosom of the sea. The singing breezes kissed my face and fluttered my garments. This fanciful scenery did stir my emotion.

Life! Life in this world is just like the sea — so tender, so peaceful and so fanciful one moment and then fuming and raging the next!

ADA CHAN



purse in his hand. It was obvious that he was unaware of my presence in the attic. I had to do something and I felt that my parents' eyes were appealing to me for help. But what could I do? Now the robber was just below me searching my father's wallet. I was not unaware of the knife by his side. If he discovered that I was spying on him, he would certainly stab me. However, I had to do something I looked round and found that there was an old rusty alarm clock within reach. I seized it, but, to my surprise, the alarm went off. The robber was terrified, and looked up, with the knife in his hand. I knew I could not choose but throw the clock at him with all my might before he realized what the matter was. For once I could throw things accurately and it struck him unconscious. Meanwhile my father managed to free himself and I could hear him say "Well done!" before I too lost consciousness.

SALLY WONG

## CAUGHT IN THE RAIN

It rained quite often this summer, I did not like wet days because they always spoiled our picnics and out-door games. It was very inconvenient to go out with an umbrella. Mother used to bid me bring one, but I never listened to her. Then an incident broke my obstinacy and the umbrella becomes my constant companion.

Anne, my dearest friend, was about to go to America with her family some time ago. She told me, the day before her departure, that they had changed their plan and would go a day earlier. I had not yet sent her a present. So I went walking along Nathan Road, trying to choose something for her.

At first the sun was shining brilliantly, but later some grey clouds appeared in the sky and shut out its rays. The sky became very gloomy after I had bought what I wanted. When I was crossing the road, it began to rain. In a minute, it was raining cats and dogs. If I kept standing there till the rain stopped, I might miss Anne because the plane was going to leave soon. At that very moment, a thought struck me. I could take a taxi. But I was disappointed to find that all the taxis were taken. How could I let Anne go away without saying good-bye? She was my dearest friend and there might be no chance for us to meet again. In this mood I walked up and down the pavement like a cat on hot bricks.

Suddenly, to my indescribable joy, I caught sight of my cousin's car. Noticing me, he stopped. He agreed to drive me to the air port. I could not find Anne anywhere. Dear me! She had already gone!

Ever since that event, I have never refused to take an umbrella when I go out. And I have found out that the umbrella proves to be useful not only on rainy but sunny days as well.

ADA YAN

## A NARROW ESCAPE

It was already mid-night when I left Auntie's house. I was asked to stay the night with her, but, as I was going to have a picnic with my friends the following day, I insisted on going home by myself even at that time of night.

The street was quiet and still, with only a few dim street-lights glittering in the darkness. I made my way hastily towards the bus-stop, which was a few blocks away from Auntie's dwelling. I was rather scared and so I looked frequently behind me. As I approached the bus-stop, I was horrified to discover that an unknown person was close



Gone are their glamour, gone are their glitter, leaving behind only the sparkle of irony. Oh! stars, my friendly stars! How can you be so relentless? How can you mock at my loneliness in such a cruel way? My eyes touched the far corner again. But where are our stars now? The stars belong to us no more. May be they have already fallen into the deepest part of the ocean, may be they have already been split up into thousands of tiny pieces, may be . . . Ah, upon the fringe of the black broad velvet, there is a star glowing in lonesome dimness. Its brightness is fainting away by degrees until at last it disappears almost completely behind the dark grey curtain. Can it be my solitary star?

T., when will you come back to me? I have searched for your star in vain to-night, but, I wonder if you would be looking for mine.

HO LAI PING, ANGELA

## EQUAL PAY EQUAL WORK

It seems quite unjust to pay a man and a woman different wages for doing the same work. Although they are equally skilled and equally fast workers, a man is paid more than a woman for the same work. The employer's argument is that men usually have a wife and children to support and women usually have not. They say that most women workers are either unmarried and have no one to support or have husbands who also work and bring home the house-keeping money. So, it would be unjust for them to be paid as much as a man who has a wife who does not work because she has several children at home to look after.

This, of course, is quite true; but you do find some men workers who are single and without dependents, and some women workers who are widows and have children to support. Other women workers, though they have no children, may have to support old or sick parents and pay for the education of brothers and sisters.

The fact is that the problem of paying workers according to their family needs cannot be solved simply by giving the men more and the women less. The answer is to pay both alike, and to leave it to the government to see that justice is done by means of taxation and allowances.

LO PING TONG

## A MORNING ROBBERY

One morning I woke up and found myself in the attic. I could not understand how I happened to be there! Then I remembered that the previous day was my mother's birthday and that my cousins were playing in my room. Since I had to attend classes early in the morning I left them in their state of bliss and went up to sleep in the attic.

I looked at my watch and found that it was seven o'clock. What surprised me most was that I could not hear the usual screaming and shouting of my brothers and sisters. Could it be that they were intoxicated, as I had discovered them stealing father's brandy the previous evening? But what about mother? She was not cooking our breakfast as I could not hear the noise of her cooking utensils. I could sense that something unusual was in the air — I had to go down and investigate.

As I was preparing to descend by the ladder I was stunned to see my whole family sitting on the floor with their hands and feet bound and their mouths gagged. The whole house was turned upside down, with drawers pulled out, trunks emptied and clothes lying here and there. I realized then that it was a robbery. But where was the robber? Could he have gone already? No, he had just come out of my parent's room with mother's



## THE LOST STAR

I was once deeply in love with the sky when its magnificent countenance hid behind a flimsy black veil. She was lying up above, so sweetly, peacefully and sentimentally, like a beautiful poem, or Beethoven's music.

It never said a word, but its silence oozed in to my heart, softening my soul, and soothing my desperate senses. What need was there for words when it had an overpowering force that subdued me from top to toe?

I crazily adored the glimmering stars too, as their superb charm beautified the mysterious darkness of the sky with lovely brightness.

I remember there was such a star-lit night when I rambled under the sky with T. We lay down together on the green. The night was tranquil, and the cool air mingled with the silvery light. The sky we espied was a black expanse of velvet magically adorned by the hand of Nature with shimmering diamonds.

T. sweetly murmured the old nursery,

“Star light.  
Star bright.  
Every star I see to-night.  
I wish I may.  
I wish I might.  
Have the wish I wish to-night.”

“T. What is your wish?” I asked.

“My wish and my destiny are hung upon the star.” She smiled and answered with an intense look in her eyes.

Our wishes were hung upon different stars.

“Which and where are our stars?” I asked earnestly.

T., still with her eyes gazing at the distant sky, did not answer directly, but said, “Let us search for our star now.” So from the east to the west we started to search the celestial spaces. We kept watching those changeable and shifting clouds and glittering stars until we were very perplexed. What we could espy was nothing but heaps of sparkling and dazzling objects against black velvet. Gradually, the bright objects seemed to dance away delightfully in pairs, sometimes they gathered round the moon as if to deprive her of her gorgeous splendour.

T. suddenly burst out with amazement as if she had discovered something miraculous, “Look! There are our stars!!!”

At the far corner, upon the fringe of the broad black velvet, there lay a pair of bright stars winking silently and passionately exchanging deep hidden thoughts. There was a veritable perfection with spirit answering to spirit and soul echoing to soul. They smiled and shone with their brightness illuminating the whole universe, covering it with light of love and true friendship, and overwhelmed us with a brilliancy of perpetual delight.

“They are the miniature of you and me!” T. cried joyfully and we could not help laughing simultaneously and wholeheartedly.

But, to-night, I am on the balcony alone. T. left me to go to France two months ago to further her studies. Stars light up the grey dark wilderness as splendidly as they had done formerly when we wandered hand in hand in those days of endless joy. Now, their glittering eyes enchant me no more. Their smile is not as sweet as before. I feel nothing and my soul is empty. I seem to see drops of tears dripping down from the deep shining eyes of the stars.



## A VISIT TO THE DENTIST

Once I got a toothache, and went to see the dentist. When I entered the waiting room, I was almost frightened to death. Golly! What a picture! Most patients were sitting like statues, looking sad and pale. Some had swollen cheeks and others were supporting their heads with their hands.

I was reading a magazine when I heard a shrill cry. My heart sank. I was scared of the dentist in his gauze mask working with his needle, forceps, and drills.

My turn came at last. I sat on that terrible chair. I dare not look at the dentist, I just tried to calm myself by gazing at the ceiling with my eyes wide-open. I told the dentist which tooth was giving me pain and he began to examine it. He told me that there was no need to extract the tooth, but I did not hear him for I was so scared. He drilled the tooth miles and miles down and had it filled. He blew something into it and gave me a glass of water to rinse my mouth.

After I had paid my bill, I ran out of the room where I had spent three-quarters of an hour in agony. What an experience! Do you have any experience like that?

CHIU MEI YIN, DORIS

### "LET'S THANK HIM!"

By MAY FLOWER

On Sunday last,  
Warm and sunny was the day.

Together with two or three,  
Out in the open did I play.

When we felt hungry,  
Fruit was brought on a tray.

We ate ravenously  
After having prayed

To thank Him sincerely  
For all the things he made.

FUNG FOOK-KUN

### LIFE IS BUT AN EMPTY DREAM

What is the meaning of life? This question is rather puzzling. Most people die without understanding it. In their life-time, they just do their best to satisfy their desires. When we are young, we always think that life is very long. While at school, we have beautiful visions and noble aims, but as soon as we are thrown into the Society, all our noble ambitions disappear. At that time, we think of the past, as a broken dream that has vanished into the air.

As we have only a short span of life, we should not be so anxious about worldly affairs, we ought to be satisfied with what we have. Do not waste all our time in getting and spending money, for when we die, we cannot take it with us. We are born to this world without bringing anything and so we should leave it empty-handed.

When a man is in the grave, he no longer exists and life passes away just like a dream.

Though our lives are limited, we should do something worth-while. Consider a rice plant from a seedling to the time of harvesting. Though it dies at last, yet it has left some rice to sustain men. So let us take this as an example, and leave some good to later generations. Do not say that, "Since life is but an empty dream, let us while away the speeding hours."

POON YUEN LEE



characters who, in spite of all the tremendous forces and temptations, would never break their promises, nor betray their friends, nor do any vice, which might damage their good name in front of their acquaintances.

When pride is over-developed, where education fails to refine the dense egotism, it will change into a vice — arrogance. Often, an individual who possesses unusual beauty, or enormous wealth, or extraordinary speed in learning, will accelerate this development.

The arrogant person who is always "blowing his own trumpet" has the instinctive reaction to contradict people and look contemptuously at those who approach him with suggestions. And as a rule, he is very jealous of his opponent whom he wishes to crush at any cost. He would not ask anyone for any advice for he thinks the world of himself. Unconsciously he becomes rather dogmatic without realizing how dogmatic he is. As Paul F. Gilbert said, "An egotist is a person who is always letting off esteem." Gradually people who have experienced his resentful manner while giving honest advice, leave him to his errors. On the other hand, flatteries rise to match his own flaunts. Alas! Arrogance drags him to a miserable downfall!

Can we say that our great scholar Confucius had no pride? Certainly not! Yet, was he arrogant? The answer is, "No." He himself said this, "I am not concerned that I am not known, I seek to be worthy to be known" (不患莫己知, 求爲可知也).

We ought to widen our view to understand that we are but a tiny object in this immense universe. We may excel in certain things but do very badly in others. We must regulate our pride and not let that poisonous component, arrogance, stay and stain our hearts!

ALICE LAM YEUK SHUN  
2nd Year.

## SPEECH IS SILVER, SILENCE IS GOLD

Speech is one of the most wonderful gifts bestowed on us by God. Through speech, we can express our innermost sentiments and exchange ideas with our fellow men. Many a wounded heart or a desperate soul has been cured by a kind and sympathetic word.

But to our great sorrow, this wonderful gift of God is often abused by men. We lie for the sake of profit or avoid trouble. We calumniate and bear false witness against our neighbour. We injure the reputation of other people by uncharitable gossip and idle talks, and very often, instead of praising the wonders of creation, we curse them. If we read the history of mankind and examine our daily life, we should realize how much harm and mischief have been caused through abusing the gift of speech. That is why there is a saying, "Speech is silver, silence is gold", which means that though speech is useful, sometimes in certain circumstances, silence is more desirable.

When, then, should we keep silent? We should do so when we are in the company of those who are engaged in uncharitable talk, in business which does not concern us or which we have no right to interfere with. When we are blinded by anger, words spoken can never be kind. Very often, we are too ready to give excuses for the mistakes we make. We should listen in silence and humility to the advice of others. Last of all, but not the least, we should keep silent when we are falsely accused. This does not mean that we are cowards who dare not speak up, but rather, that we are showing heroic patience. After all, the truth will eventually be known.

Let us, then, remember to use the gift of speech in the right way, and keep silent when it is better to do so.

ALICE WONG MAN WAN



In some Colleges a fair amount of time is given to teaching Anatomy and Physiology. In other Colleges the students are required to read structure and function for themselves without guidance; the majority of women students have taken 'O' level Biology and this gives a reasonable background to the subject. Social aspects are stressed and deviations from the normal should be recognized.

Examination in General Theory of Education consists of two three-hour papers, one of which is devoted to questions on Health Education. The thirty-three Colleges in the London Institute are divided into six groups for the purpose of examination and common papers are taken by the Colleges within each of the groups. The College assessment of each student is sent to the Institute. A candidate who fails in any one written paper is required to retake the whole examination in the Theory of Education. The external examiners may be educationalists or people with medical and educational experience.

### Observations and Comments.

It is noted that there is a great variety in the treatment and content of Health Education in the Training Colleges studied by us. This is naturally so in view of the educational system and traditions of this country (i.e. England), as well as the varying degree of importance given to Health Education by the different Colleges. In nearly every item it is almost impossible to draw any general conclusion and even to attempt at larger groupings is hardly practicable. However, bearing in mind the small number in our Study Group and the very limited experience we have had, we do feel that there is a lot more being done in the way of Health Education in Training Colleges to-day compared with that which we experienced during our Training College days. It is encouraging to find that more whole-time separate Health Education lecturers are being employed, much more and better teaching aids are being used, and greater weight is attached to the subject of Health Education in the professional examinations.

In spite of the variety of text-books and reference materials being used, there is still an outcry for an up-to-date and suitable text-book in Health Education for the use of students in training. It is also envisaged that if better opportunities can be provided for the practising teachers to handle Health Education during their school practice, their confidence in their future career would be much greater.

It seems to us that we have chosen a good subject to study which leads to better insight into the work in the field of Health Education; at the same time we realize that we have chosen too big a subject for our limited time and man-power available. The questionnaire we devised helped to derive much useful information in the process of observation and interview, but we found that some questions were too vague and general. These defects, however, were mostly remedied in the course of questioning and conversation.

We were invariably warmly received by the lecturers concerned with Health Education in the Colleges, to them we are very grateful.

## PRIDE AND ARROGANCE

Everyone has pride. This quality is innate. A lad would defend himself or feel angry when you made a fool of him; an adult would turn indignant or ashy white if his weak-points were exposed in public.

Pride is also an element which urges us to pursue a fuller life. It drives us to have the thirst to be more accomplished and to educate ourselves. In the family, it makes us do our work well in order to gain respect from our little brothers and sisters. At school, it urges us on to study harder. In our work, it stimulates us to fulfil our duty and maintain a good impression among our colleagues. Pride paves the way for competitions and improvements. In fact, civilization is the result of pride which inspires human beings to conquer their situations and emerge victors.

I will say that when a person has no pride, honour disappears at the same time. If pride is well developed, it leads to a spiritual pursuit which transforms us into honourable



### Library Provision.

Good ... ..	10 Colleges
Fair ... ..	8 „

(An allowance of £20 per annum in one College, £25 in another.)

### Journals on Health.

Good ... ..	11 Colleges
Fair ... ..	7 „

### Visits Connected with the Course.

Special schools, clinics, a dairy, food factory, public health departments and a nursery are visited by the students from some Colleges. Special preparation for health exhibitions and a special vacation study are required by another College.

### Essays.

The amount of written work expected from the students varies in the same way as the time given to tutorials. In some cases we obtained details of how the work is arranged, in others the answers were rather vague.

### Health Education on School Practice.

The students in a College providing a Nursery Course spend one term in residence in a Children's Home. Health Education is not taken in many schools as a separate subject. Sometimes it is included in a Biology Course; sometimes hygiene is taught.

### Use of Visual Aids in Health Teaching in the Colleges.

Films, film-strips, chart, models used in (In one of these Colleges the visual aids are used a great deal, in another the clothing of dolls are taken as models.)	11 Colleges
Films, film-strips, charts	3 „
Films, film-strips, models but very few charts, photographs used instead	1 College
Films, film-strips	1 „
Very little used, films occasionally	1 „
None	1 „

### Syllabus and Examination.

The Syllabus is common to all the Colleges in the London University Institute of Education. Health Education is included in the General Theory of Education; within the framework of the Syllabus attention may be directed to particular aspects according to the different age-groups which the students are preparing to teach. The headings of the topics given in the Syllabus are listed as follows:—

1. The physiological growth and development of the child.
2. (a) Factors upon which sound nutrition depends.  
(b) Factors which influence behaviour, progress and learning in school.  
(c) Environmental conditions which influence health.  
(d) The Public Health Services.  
(e) Signs of departure from health; causes of ill-health.
3. Methods and materials used in Health Education.



## Lecturer in Health Education.

In the over-whelming majority of the colleges visited (to be exact, the number is 16 out of 18), the lectureship in Health Education is taken up by an educationalist. In one college, the post is taken up by a medical practitioner and, in another, by a trained nurse. None of the lecturers has as yet gone through the Health Education Course of the London University which was started in 1953.

## Allocation of Time.

### 1. Lectures.

One lecture a week is given in the majority of Colleges, usually the students in one year are divided into two or three groups. Twelve Colleges provide a one-hour or a forty-five minutes' period per week. One College gives one hour per week for the First and Second years, but two lectures per week for the Third-Year students.

### 2. Tutorials.

Only a rough assessment can be made on the time given to tutorials, as this is dependent on so many variables. The number of tutors engaged on Health Education, the number of students, the relative importance given to the subject by different Colleges all determine the amount of time spent on tutorials. Also it is obvious that this will vary during any one year and will vary with the calibre of students in any given year.

The answers we obtained are listed below:—

Arranged individually as required ... ..	3 Colleges
Block Education time available ... ..	2 "
One hour given weekly ... ..	2 "
Elastic, increases in the Second Year ... ..	1 College
Group tutorials follow special topics ... ..	1 "
Discussion at the end of lectures ... ..	1 "
Time cannot be estimated ... ..	8 Colleges

## Text-Books.

In two Colleges the students are not required to buy any text-books and no one book is particularly recommended. These two Colleges have very good library provision for Health Education. The purchase of a text-book is optional in another College. Otherwise the following text-books are compulsory:—

* Gamlin, Bibby, Ministry of Education Pamphlet 31 ... ..	3 Colleges
Ministry of Education Pamphlet 31 ... ..	2 "
Gamlin, Bibby ... ..	2 "
Davies, Gamlin ... ..	1 College
Bibby ... ..	1 "
Gamlin, Bibby, Manual of Nutrition, Ministry of Education Pamphlet 31 ... ..	1 "
Gamlin, Ministry of Education Pamphlet 31 ... ..	1 "
Ministry of Education Pamphlet 31, Physical Health of Children — Kelly ... ..	1 "
Davies or Gamlin, Human Affairs — Garnet Hardin ... ..	1 "
Davies ... ..	1 "
Gamlin or Davies, Bibby ... ..	1 "

- \* Gamlin = Modern School Hygiene by R. Gamlin published by Nisbet in 1950 (472 pp.)  
Bibby = Health Education by C. Bibby published by Heinemann in 1957 (222 pp.)  
Davies = Hygiene and Health Education for Training Colleges by M. B. Davies published by Longmans in 1959, 8th ed. (438 pp.)  
Ministry of Education Pamphlet 31 = Suggestions on Health Education issued by Board of Education published by Her Majesty's Stationery Office in 1939 (118 pp.)



# HEALTH EDUCATION IN TRAINING COLLEGES IN THE UNITED KINGDOM

by Mr. M. P. LUK

What has been going on in the field of Health Education in the training colleges in the United Kingdom? This problem would be of interest to those who are connected with teaching in general and with health education in particular.

An attempt was made by a group of students of the Health Education Course of the University of London Institute of Education to find at least a partial answer to the problem. The study was carried out in 1961 and it would seem rather belated to publish the report now. However, as is pointed out in the 'Observations and Comments' at the end of the Report, we can perhaps get some idea of the trend of development by way of comparison. The following is the summary of their findings.

<b>Total Number of Colleges Studied:—</b>		18
Mixed	... ..	6
Women	... ..	10
Men	... ..	2

<b>Number of Places in the Colleges:—</b>		
Over 100 less than 200	... ..	2
Over 200 less than 300	... ..	5
Over 300 less than 400	... ..	6
Over 400 less than 500	... ..	2
Over 500	... ..	3
		18

<b>Courses for Age Ranges:—</b>		
(N = Nursery School, 1 = Infants, 2 = Junior, 3 = Secondary.)		
N, 1, 2, and 3	... ..	3
N, 1, and 2	... ..	1
1, 2, and 3	... ..	11
2, and 3	... ..	2
3 only	... ..	1
		18

<b>Colleges maintained by:—</b>		
(L.E.A. = Local Education Authority, C.E. = Church of England, Meth. = Methodist Education Committee, R.C. = Catholic Education Council, P. = Privately maintained.)		
L.E.A.	... ..	11
C.E.	... ..	3
R.C.	... ..	2
Meth.	... ..	1
P.	... ..	1
		18

<b>Length of Health Education Course in Colleges Studied:—</b>		
Three years	... ..	14
Two years	... ..	2
One year	... ..	2
		18



- 3 Preceded by a voiced sound the letter s as an inflexion is pronounced /z/ (voiced):  
rubs, cubs, cards, legs, waves, breathes, combs, sons, songs, balls, pencils, places,  
seizes, teachers, plays, goes, lies, cows, boys, fears, chairs, doors, tours.

- 4 /s/ and /z/ In the following /z/ is underlined.

The zink will sink.

Grease z it with grease.

These pens z cost a few pence.

Your button z getting loose, don't lose it.

The door z close to the window.

Close z the door.

My house z big enough to house z all your spare books.

Two zbras z are in the zoo.

Has z Sami z seen the zbras yet?

Mary's z lost two season z tickets.

Seize z these opportunities z at once.

- 5 Link the final /s/ or /z/ gently to the next vowel in the same phrase. Let the pronunciation of each of the following be a continuous and uninterrupted flow of sounds. Practise each utterance as a single word.

*Example:* 'A piece of chalk = apieceofchalk. 'p' and 'ch' are stressed.

/s/ This evening. Twice over. The grace of God. The glance of the Lord.

/z/ When is it? /'we ni zit/. Who is it? Why is it? When was it?

Snows of many years. Stars on the sea. The leaves of the forest.

' But if the while I think on thee, dear friend,

All losses are restored and sorrows end.'

(Shakespeare)

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material selected from

Lesson 34

SPEECH TRAINING by Raymond Huang (in preparation)

For the different diagrams of /s/ and /z/, see page 144.

English Pronunciation Explained with Diagrams by Raymond Huang  
(H.K.U. Press).



of the same month, all our students visited the British Engineering Display at the Ocean Terminal Building. A total of 300 students assisted with the statistical work of the Secondary Schools Entrance Examination on 26th, 27th and 31st May. Soon after that, 247 students volunteered for the training for the posts of Enumerators, and 31 students for the post of Chief Enumerators in connection with the By-Census.

In connection with research work carried out by one of our staff in Nature Study, I would like to report that a brief preliminary study of 50 common fresh herbs has been made. It is useful for the teacher to know not only the ways in which these plants can help people who cannot afford the service of a physician, but also how to answer children questions about these herbs. So if the children ask, "What is Wong Lo Kat Leung Ch'a (王老吉涼茶)?", the teacher will at least be able to say that the plant *lygodium flexuosum* (climbing fern) is the chief constituent of this well-known Chinese herb tea.

Some of the local herbs have quite different accounts of their names and uses and the Chinese materia medica. Many of these herbs contain elements identical with those of modern medicine. The details of these plants, their morphology, geographical distribution, common English names and general methods of preparation for use in treating diseases have been studied and recorded. This helps the understanding of Chinese herbs.

Now, I would like to say a few words about the movements and activities of our staff. On 1st September, 1965 Mr. Chan Kai-sun, Lecturer in Education, was seconded to the Chinese University of Hong Kong. We were sorry to lose him. On 23rd of the same month, Miss Rosaline Chiu, Lecturer in English, left for the United Kingdom on the award of the Sino-British Fellowship Trust Scholarship. After gaining her diploma in the Teaching of English as a Foreign Language with distinction at the University of London, she is now studying for her M.A. degree.

Early last year, Mr. Tai Kwok-choi, Lecturer in Chinese, acted as judge in the Hong Kong Youth Oratorical Contest; Mrs. Wong Ma Miu-Lin, Lecturer in Physical Education, was invited as adjudicator at the E.D. Folk Dance Festival. During the summer vacation, three lecturers in English of the College took an active part in conducting two Phonetics Courses for teachers of English for the Department of Extra-Mural Studies of the University of Hong Kong. Mr. Raymond Huang was again the Director of Studies for the courses; Mr. William Cheng and Mrs. Lu Wang Yuan-chen assisted as tutors. Mrs. Wong Ma Miu-lin organised and assisted at the Modern Educational Dance at Belilios Public School from 25th of July to the 29th. On 4th and 5th August, Miss Lo Chee-po, Lecturer in Health Education, was guest speaker on the use of visual-aids at the Health Education Seminar Conference for government school teachers. Mr. Chan Ka-yu, Lecturer in Nature Study and Supervisor of the In-service Course of Training for Teachers, retired from service at the end of August.

This College is indeed fortunate to have such an active and willing staff; it has been a great pleasure for me to serve with them. For that I am both grateful and thankful. I would like to mention also many other people outside this College to whom we are much indebted for their assistance throughout the year.

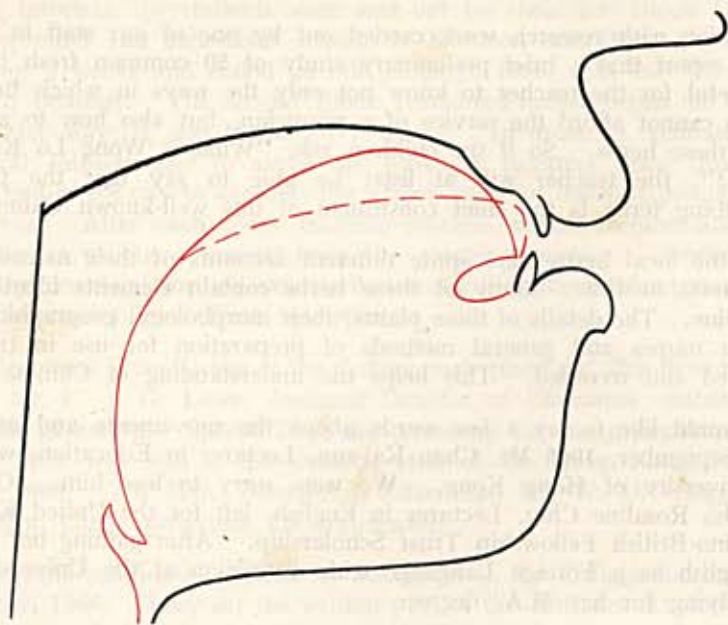
Outstanding among them are my colleagues in the Public Works Department and the Medical Department, and the heads, staff, and pupils of all the schools where our students do their practice-teaching. A word of special thanks goes to the Principal and lecturers in Music of Grantham Training College; they co-operated most splendidly by permitting our music students to attend lectures there four afternoons a week when our own Lecturer in Music, Mrs. Cho Kan Yuk-kit, went on leave in the middle of February last year.

To all our guests, we thank you heartily for your interest in the College and your kind presence here this evening. We once again offer our special thanks to our guests of honour, Sir Sik-nin for addressing the assembly and presenting the certificates; and Mr. Gregg, the Hon. Director of Education, for taking the chair. Thank you.



# LESSON MATERIAL FOR THE TEACHING OF /s/ and /z/

(RAYMOND HUANG)



For the English /s/ or /z/ a light contact is made between a) the blade, rims of the tongue and b) the upper teeth ridge. But for the Cantonese /s/ the contact is between a) the blade, rims of the tongue and b) the upper teeth. The tongue position of the Cantonese /s/ is indicated by the dotted line in the above diagram.

For /s/ the vocal cords are not in vibration, but for /z/, they are; e.g. ice/ais/, eyes/aiz/.

## EXERCISES

1 Compare /s/ and /z/ in the following:

seal, zeal; sink, zinc; niece, knees; peace, peas; grease (noun), grease (verb); fleece, fleas; pence, pens; fence, fens; false, falls; use (n), use (v); loose (adjective), lose (v); hearse, hers; lace, lays; place, plays; face, phase; race, rays; race, raise; pace, pays; base, bays; grace, graze; trace, trays.

close (a), close (v); gross, grows; dose, doze; rice, rise; price, prize; house (n), house (v); scarce, scares; de cease/di'si:s/, disease/di'zi:z/; excuse (n), excuse (v); passing, parsing; fussy, fuzzy; racer, razor.

/s/ say, cent, city, cinema, cycle, essay, ice, nice.

/z/ hesitate, husband, thousand, deserve, pleasing, dissolve, scissors.

2 Preceded by a voiceless sound the letter s as an inflexion is pronounced /s/ (voiceless):

eats, sleeps, ships, helps, cats, coats, likes, lakes, coughs, breaths, months.



2 or more credits in the Hong Kong School Certificate Examinations. Of these 323 students, 311 stayed to the end of the academic year in July, 1966, with 268 graduating as One-Year Course students, and 43 remaining for the 2nd year of the Two-Year Course.

On 29th November, after 12 weeks of concentrated training, with lectures, demonstration lessons, tutorials, the students were sent out for their first Block Teaching-Practice at various government and subsidised schools in Kowloon and Hong Kong. The block-practice lasted for 5 weeks and ended on 8th January, 1966, with the Christmas and New Year holidays in between. The second Block Teaching-Practice began on 18th April, 1966 and ended on 21st May; it also lasted for 5 weeks. In order to facilitate supervision in regard to general subjects and to avoid the waste of lecturers' time through having to travel from one end of the city to another, the schools used for teaching-practice were grouped under seven areas. After each block teaching-practice, special lectures and tutorials were conducted to discuss problems arising from the teaching-practice. Students found such sessions extremely beneficial for self-examination and criticism, and for points of suggestions for future improvement offered them by lecturers.

The 5th Informal Prize-Giving of the College took place on 26th November at Queen's College Hall. Mr. C. J. G. Lowe, Assistant Director of Education, distributed the prizes and addressed the gathering. Speech Day, the ceremony for the presentation of certificates to graduates of 1963, was held in the Keswick Hall of the Hong Kong Technical College on 31st March, 1966. The Hon. Director of Education, Mr. W. D. Gregg, addressed the assembly and Mrs. Gregg presented the certificates.

A total of 2433 candidates applied for admission to the College for the new academic year in September, 1966. They sat the written part of the Entrance Examination in March. 1816 of them were selected for interviews, and 376 of them were finally admitted for training.

The College Open Day was held on 15th and 16th July, 1966. There were exhibitions of audio-visual aids for all school subjects. In addition, demonstration lessons were given on English, Chinese, Arithmetic, Nature Study, Social Studies and P.E. Over 2,000 guests attended the well-organised function, and the whole student body of our sister colleges, Northcote Training College and Grantham Training College, turned out to give us support for which we were grateful.

During this academic year, a number of distinguished guests visited the College, and some of them gave talks to the students. On 16th March, Prof. Genzo Ohno of Aichi Gakugei University, Japan visited us with several students from that university. The Hon. Director of Education was at the College on 19th April. On 24th May, Mr. K. M. A. Barnett, Commissioner of Census and Statistical Planning, visited the College in the company of Prof. Edmund M. Murphy of the University of Chicago and Mrs. Murphy. Mr. Barnett subsequently gave his opening address to the Chief Enumerators for the Census. On 5th July, Mr. K. L. Stumpf, O.B.E., Chairman of the Education and Publicity Sub-Committee of the Action Committee against Narcotics, gave a talk on 'Drug Addiction'. On the same day, Mr. Li Shi-yi, President of the Hong Kong Teachers Association, addressed the students.

As usual, apart from their work and studies for teacher-training, our students took interest in and found time for numerous extra-curricular activities, amongst which I shall single out the following for special mentioning: The College won the Individual Women's Championship at the Aquatic Meet held by the Hong Kong Post-Secondary Colleges Athletic Association on 30th October, 1965. On 26th November, the College won the Men's Invitation Relay race at the Grantham Training College Athletic Meet. In response to the Blood Donation Campaign of the British Red Cross, 24 of our students donated blood on 18th February, 1966. On 7th March, 1966, at the Sports Rally held in honour of H.R.H. Princess Margaret, 72 students from our College volunteered to act as ushers. On the 12th



A good teacher is always humble, and readily admits that there is much he doesn't know, and much he must yet learn, witness the humble spirit of the greatest teachers in the history of mankind — Christ himself and our own Confucius. Confucius when asked to define a "cultured" man said "he is diligent and fond of learning, but he does not blush to learn from his inferiors". If you would aim to be cultured and a good teacher, remember these simple yet profound words of Confucius. The wisest man and the youngest child can teach you something. Keep your mind open, and be anxious and willing to gain from every new experience, and so maintain your fitness to teach the young, not only matters intellectual, but to teach them also the ability to distinguish between what is true and what is false, what is moral and what is immoral. Yours is the most honourable profession, yours is the most sacred of duties. Be worthy of the trust that is placed in you, and of the teachings of your preceptors.

You have exceptional opportunities to render public service in all directions, and this is particularly true when we remember the traditional respect accorded to teachers by the Chinese people. The fulfilment of this duty calls for high moral as well as intellectual qualities, and demands absolute integrity. Your responsibilities do not end in the classroom. The social responsibilities when school work is over are equally important, and it is here that moral character and sense of civic duty can best be developed.

And so with these few words I would like to express my very best wishes for the success of the mission that you are undertaking in the world.

## REPORT OF SIR ROBERT BLACK TRAINING COLLEGE, 1965-66

Sir Sik-nin Chau, the Hon. Director of Education, Ladies and Gentlemen, graduates and students:

It is a great pleasure to welcome you all to the 4th Annual Speech Day of Sir Robert Black Training College, and particularly Sir Sik-nin Chau. Even though Sir Sik-nin was trained as a medical doctor, he has made himself well known as a leader in a quite different field, the Hong Kong industry. In addition to his many important posts he is the Chairman of the Hong Kong Trade Development Council and also Chairman of the Hong Kong Management Council. The miraculous economic survival of Hong Kong in the recent years without outside help has depended mainly on its success in developing and expanding industry, for which Sir Sik-nin has played a very important part. It was most befitting for the Federation of Hong Kong Industries to honour his work and devotion by establishing the Sir Sik-nin Chau Foundation, a new project, aiming at research to help Hong Kong industry move into higher technologies, better qualities, and new and original products. Hong Kong's future economy is closely bound up with this new Foundation, whose aims, when realised, will in turn help creating challenging and rewarding job opportunities for Hong Kong youths from secondary schools or universities. To build more schools for children to study in, and to train more teachers to teach them are only part of the big problem to be solved in an over-populated city like Hong Kong. All children one day become adults. Upon leaving schools or universities, they must find jobs to do. Many of them have had to seek their careers abroad. Hong Kong can ill afford to lose the best brains, to have its talented young people go elsewhere for livelihood. With the establishment of Sir Sik-nin Chau Foundation, we may begin to hope that for the labour we put in educating our youths, we may reap and keep the harvest here for the benefit of this community.

The new term of the academic year 1965-66 commenced with a total enrolment of 323 students. This figure of enrolment included 43 students for the Two-Year Course in Chinese, a new course inaugurated in September, 1965 for students who had obtained



SPEECH BY DR. THE HON. SIR SIK-NIN CHAU AT  
THE PRESENTATION OF CERTIFICATES OF THE  
SIR ROBERT BLACK TRAINING COLLEGE  
on 7th March, 1967

It gives me great pleasure to be here today and I consider it a great honour to be invited to participate in this important ceremony. I have listened with interest to the report which the principal Mr. Ng has made on the work of the College and I must say that I am greatly impressed with what has been done.

The Sir Robert Black Training College was opened as a branch of the Grantham Training College and became an independent College in September 1961.

From its small beginning, with its small enrolment and occupying two floors of a Government primary school, the College has now grown to 423 students with a staff of 41 and occupies 30 class rooms in the Kowloon Docks Memorial School where it will remain until its own new premises are built. It has trained the large number of 1,800 primary school teachers in its full time one year course, indicating how important and urgent the problem of primary teachers is to education in Hong Kong. I note with interest that in addition to the one year course there are 306 people who are already teaching, but unqualified, taking a part-time two year course to enable them to qualify as primary teachers.

Quantitative strength does not, of course, give us the true measure of a good college, but it does indicate the growing demand for teachers from these colleges, and this in itself is evidence of the quality of teaching that takes place within them. I am sure you would wish to join me in expressing appreciation to the Principal, lecturers and staff of the College for the high standard they maintain, and for a worthy job well done.

I am particularly impressed with the emphasis which is laid on demonstration lessons, tutorials, project work and practical teaching, and happy that an increasing amount of attention is being paid to the study of Chinese language and literature. I also understand that through the Students' Association and the promotion of extra curricular activities, training in co-operation and leadership is given.

Looking further into the future the time will come when a fuller lengthened training course should be instituted in an endeavour to give students time to develop both as educated persons and as teachers. With our programme of primary school expansion, it is evident that we must continue to concentrate on one and two-year courses for the time being, in order to have the teachers available to staff the many new schools being built, in pursuance of the policy of affording every child at least a primary school education. School buildings, text books and other teaching aids are, however, but the tools with which the teacher works, and without teachers they are just empty symbols of education. Today's programmes are planned to meet the exigencies of today, but the ideal of a fully trained teaching staff must be ever kept before us.

Our teachers are among the most important people in our community. In their hands, and I address these words particularly to you young people who are receiving your certificates today, we place the wealth of our society — our children. Yours is the privilege and responsibility of moulding young minds, and setting the pattern of behaviour that they will emulate. The responsibility is great as next to the home, school is of primary importance in training a child's mind and outlook, but I am sure that with the excellent training you have received here in College you will fulfil your responsibilities with credit. Training however is just the beginning — the key to the door of experience and learning — what you achieve from now on is entirely in your hands. You must not feel that in educating others, your own education has ceased, you must strive all the time to improve your knowledge and be willing to learn from everyone and every experience.



Lau Siu Hee

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