子心所 被血有 , 成少 良力 共 材 量 同 了啊 願 , ! 望 想教師 , 他們,該是不 了 , 該是不 多 何會等白 教 等 衷費 都 心的曾 的 付 , 出 悦多多!孩少

子例然 了 學業和工 敎 師 的 品說 收 品格在走下坡4、被獲,有良材 成長是多麼複雜 , 雜 從 這的座種事談 趨 , 會 不上

藥 , 並 進索 步 下 能 這 種趨 爲 社 會培 勢 的 養原更 多的 , 將 良有 材 助 吧 於教 ! 師 們 對 症 下

× × X

X

因 短 的是 , 這是 五: 外是有 個 頭的許外引多 神 散 誘太多了原因的,但 , 漫 在 因,的無 生活裡還不多了。但不能 力心 是一個學生除了在學交, 一個最根本 色 校本 好 的 那的 東短原門

擇, 更巷畫為巴電問懂尾報奇小 影媽得到,看媽花處孩 報小 孩 畫看 更 , 要毫聞們沒得 , , 本名。 一点,是每個孩子都懂得的 一点,是每個孩子都懂得的 一点,是每個孩子都懂得的 一点,是每個孩子都懂得的 一点,是每個孩子都懂得的 一些色情片之 一些色情片之 有 一色孩容次的子易 分 辨 非 的 能 力 9 無烈情知的片 意 的印子的孩象, 也是常事;街 , 便 是 是 是 是 着 到了 0 些是肉怎 的,一黄不張 電 了 感 , 頭

> 還佔 了 0 公去了孩子的? 外界 心不 只 靈 佔 ! 去了 子 的 時 間 , 更 可 怕 的 是 ,

許看得 設 艶、 肉感 想 的學 目瞪 ! , , 滿恐 生就 ,是 見 學與學是 交舞 。於是 口呆 的 . 是什麼,對於是以男女問人是什麼的場面就是以男女問 足怕 , 更 不 場面り繪 就 什 值 會是 業什 墮 世 是未可厚思的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面畫出來的場面 是受了 嬷 落到熄燈 黄 色 形繪 的 , 非囘課出的 色毒 舞種色, 院心毒更的校的來關漸地害 去情害何,借興作係漸寫了發的况但地趣弄來是出 , 發的况但地趣弄來是出在 。展結,是方竟別取好來某 以下果有小開轉人笑奇起電 後去,些小Pa 型啦同了起電 ,初影 方這啦依孩 . 面說,依千畫 真意此所竟?來明甚稀們報 不志去以醉本了孩至稀也中

見 , 凌無到別半這 猛入 別半這,孩有人點樣並子人 甚同的無心說 以形人 色殘事爲們樣學 了忍,了,的「中, 上孩取有一英所 ,子得一種雄歌 以 門有他人脚レっ雄 爲些的, 踢呢英是遊學口他的? 雄最 戲生勇可本往一足 娛在敢以領往的以

, 中 份 會 視走們 的上 問亞 展 題飛 啊的去 會 墮 落之途 ,樣 而的 照人 近呢 年? 來很 趨明 勢顯

西

2

,

對幼稚

子

沉

迷也

中比

,不是教師、學校、父母,而是外界的引是 是受到外界多大的影响,更說明了愛護孩 是的,這都說明了孩子本身的無辜,說明 難教」的原因,更有人提到關於家庭方面 是是難,受的教有 氣 , 認爲敎師是 ,而不是導致孩子變壞 難敎」,甚至變壞了?還 的 根本因素 0

,腐蝕 些成年人 向 成年**人**的心靈也被 學甚至走入歧途的 了 可諱言, ・並 反過 也有 來 然用影响到孩子的成员 的,從這點更可見外因 的,從這點更可見外因 一色的東西迷惑了八影响而變得無心 長 0

2 不 · 是外界的引誘 。 是 原 溯 始 , 侵 常 ,侵害孩子的 ,社會不良的 心 靈 風氣 ,使 他們變得 ,是什麽? 「難 教し

論

世 界中旣 ,那麼,作爲一個教師 然學生不單生活在學校 中,也 ,有信 也生活在五光十色的 ? 的

談 到這 裡 , 展開了有趣的爭論 :

的 下 努决有 ヶ 那就 會盡 !因爲一個教師要愛護學生, 自己的努力 ,並相信自己

> 信 更多 心 0 同來關 ク教師 教師不單可以表 ,羣策羣力,因此應該有盡自己的努力,並可鼓勵

僅 如 果 僅 但「應該有信心」,並不等無要求做到把學生培育成良材學、學生在學校不惹是生態性要求學生在學校不惹是生態 小等於「眞是有信心」 上 應該有信心! 無數有信心! 上 與 別 怎樣的程度四年, 那 是 較 有 把 與 不 等 於 「 真 是 有 信 心 了 是較有信心了。 然的程度吧, ,如果 但

心 _ 呀 1

生 氛就 嗎 ?這是值得教師們去想想究竟有信心教好學生嗎? 更形熱烈了 0 的,因此,這時的討論氣也就是究竟有可能敎好學

任 心 了。 ,如是後者則 後者則有信心教好學問,造成學生難教的 生,如是前者,則沒有信是社會責任還是教師的責

談

下去,有人認爲自己的 信心是半有半無,時有時

×

×

X

X

們是 否有 穫啊!這次未參加座談會的校友、同學,好風氣呢?這些答案的內容實在太豐富了好風氣呢?這些答案的內容實在太豐富了好風氣呢?這些答案的內容實在太豐富了良好風氣呢?這些答案的內容實在太豐富了良好風氣。在找出了不良影响的基礎上又良好風氣。 H , 到 赴 會,使收穫 更美滿 吧

一個時期,一個訓導中心。

廿四班的學校訓導工作經驗點滴



廿四班的學校,由於規模大,人數多,學生成份複雜,管教上自會產生較多的問題,訓導工作也顯得特別重要了。確實,千多人的一間學校,訓導方面要做的工作何其多,究竟應從那里入手呢?我們覺得:與其五隻手指分散去抓,每樣做一些,倒不如合攏起來,捏成拳頭,力量會更大,効果會更佳。因此,我們推行了「訓導中心」制。就還在一個時期內,集中精神全校一致去實施製訂出來的中心工作。

這個「訓導中心」制的推行過程大致是這樣:

我們把一學期分爲四、五個時期,每個時期定出一個「訓導中心」。每個中心的確定,都是由上下午學校負責訓導工作的教師,根據學校的實際情况和行政方針——校長意圖,加以反覆研究後訂出的。

中心確定了,上下午學校各就學校的實情,進一步各自擬出實施的方法和步驟,寫成工作施行的計劃草案。

跟着,在全校的總值日教師會議中(註一),專題討論這個「計劃草案」。這一方面可以使各總值日教師明確中心內容,(轉下頁)

արությանը արարանան արարդությանը արարդանին արարդանին արարդանին արարդանին արարդանին արարդանին արարդանին արարդանի



別讓你可愛的孩子無辜受害啊! 島害他健康和心靈的東西?想想吧! 長着?在他的實際生活裡有沒有可能 長着?在他的實際生活裡有沒有可能 長着?在他的實際生活裡有沒有可能 長着。在他的實際生活裡有沒有可能

六版

(承上頁)將來能有効地協助推行;另一方面通過討論,也可以把計劃補充修 訂得更完整更實際可行。計劃修訂完畢,送交校長批閱,然後印發給各教師參 閱和執行。

在分發計劃的時候,各個總值日教師分別向幾位教師詳細闡明計劃的內容、要求,及執行的步驟和要求。使到實施時,全體教師都能一齊動手,形成一股力量,而不只是一兩個「主任」在孤軍作戰呢!

計劃執行了,首先在集會上把中心內容,具體要求明確地向全體學生提出。以後,在每天第一次集隊 (註二) 入課室前由專責教師化短短幾分鐘的時間,向學生談話,檢討昨天的執行情况,對成績好的班級或學生,加以讚揚;對成績差的,則給予勸誠,幷提出卽日的要求,鼓勵學生努力達成。這樣持續地天天提示,時時督促,讓學生們每天一回到學校,腦海裏就記住了要怎樣做才對。

其次,儘可能使各科加以配合。如訓導中心是「清潔」,便酌量請圖畫科 設計標語;作文科以清潔爲題。衞生科進行清潔檢查……等,如條件許可,舉 行週會時演出和中心有關的短劇或傀儡戲等。

還要充份發揚級長、糾察、衞生員等學生的自治能力。他們都是教師良好的小助手,恰當地推動他們協助工作,常會產生良好的効果。當然教師們也斟給以有力的支持,如當糾察協助維持上落樓梯的秩序時,有個特別頑皮學生不聽勸告,我們就不惜跟糾察到課室去[認人」,然後給犯規者以嚴正的處理。對各級較頑劣的學生,我們也分批地分別予以個別的規勸或警誡。

此外,上下午負責訓導工作的教師經常聯絡,促使推行步調的一致,對整個「中心」的實施,也是很有幫助的 ÷

當每一期最後的一两週時,就舉行一個符合「訓導中心」要求的比賽,作為成績的總檢討,也藉此在學生中掀起一個高潮來結束本期的工作。

每期結束前夕,我們再開一個總值日教師會議,對全期實施情况,予以全面的檢討,並在這個基礎上爲下一期的訓導中心,提出了初步的意見。

以上是我們推行「訓導中心」制的情况。簡直談不上什麼經驗,不過,我 們覺得目前,擁有廿四班的學校還不多,而看趨勢,將來是會越來越多的,趁 現在來談談這類「大」學校的訓導經驗,那怕是很不成熟的,也有點兒意思吧 !因此不揣幼稚寫了出來,一則希望能得大家的指正;再則希望能引出更多更 寶貴的經驗來!

註一: 廿四班的學校,每天總編訂好幾位教師值日的,其中選定一位作總負責人,卽總值日,或稱值日組長,

註二:廿四班的學校因人數多,學生上課入課室及放學時大多數是排 隊的。

紙短情長

五百句。吾幼



訴我們新校的一切,但今天情形却例外,他一聲不响 着他整晚不停地抄,既疲乏,又焦急,還担心着明天的功 拿着一張紙 和鄰座談話 打釆地抄寫 這樣處罰我的學生 去想想這教育了他們什麼呢?從弟弟「猛抄、猛抄」的神 腄 學生抄了一整晚 心疼,不禁想到自己一直在犯的錯誤:以前我也常 ,直到深夜仍不能去睡。看着他那可憐的樣子,真敎 ,他們怎能不怕?怎能以後沒有戒心?但是我卻沒 弟弟剛轉了學校 不祗沒 ,我就體會到他祇是機械 試問 同樣辦法去罰他,後果將會怎樣呢?我以前想也 好 り偸偸 有用處 ,給先生發覺了就罰他寫五百句「罰字」,看 。我走過去問問,才知道他在上課時 的格言 一個小孩子抄到筋疲力盡後 倘若下一天因爲功課不好 ,不錯 地躱在屋角看,跟着就伏在桌上無精 ,不祇手都酸軟了,還不能去玩 ,還損害到孩子的健康 ,都不能深印在他腦海中的,這樣 ,每天放學囘家,總是高高興興告 ,這辦法眞是既簡單而又有效 地在搬字過紙 ,怎能 ,精神不振 ,影响到他 ,無論那 円有精 ,因 ク去 而 有 神 何 的 的

> 幫助 沒 他們 他們 ,但要眞正做到却不容 改 問 好 題 「幼吾幼,以及 的 ク學 ,但却沒有 生精 易啊! 像疼愛自己子弟一樣去關懷 散,功課不交齊,我是想去 人之幼」這句話的含意看似

五仙一注

波濤

在內 是那整天打架、生事 不過十一、二歲,最小的還 的沉 驚心 着 處分似的 式各樣的壞引誘呢 還給發覺得早,他們受毒嘗 該是天眞無邪 ,爲了五仙而不顧 培養他們堅强的意志 ,五仙 决心改過了 , 9 循循善誘地 淪 原來那羣 。祇見他們垂頭喪氣地 ,而最令我們痛心的還 羣小學生因犯事而被 ,我們 一注 ,訓育主任神色 作教師 ,不過 的 ,十歲左右的 在勸導着 小孩子會沾 子躱在 ?這實在 一切地在 、特 ,以後我們要怎樣教他們辨別善惡 的 ,而 他 有 厠 帶到教員室裡,他們最大的 是一年級的小學生,除了又 異,不再像往常一樣和額悅 值得我們深深思索啊! 使有足够力量去抵抗外界各 未深,經教師訓導後,都答 拼個你死我活,看到下一代 是他們更爲小利而大打出手 所內賭博 們,他沉痛,嚴厲地在責備 站立着,像在等待最嚴厲的 頭劣的幾個外,還有其他的 小孩子懂得了賭博已使我們 染到這壞嗜好?幸而這情况 不沉痛憂傷?爲什麽本來應 ,他們賭「十三張

拿畢業証書 府試用兩年行將期滿,再等候導師和視學官光臨 於製作敎具 五個星期,應付筆試,在六月宣告畢業。如今,給政 在兩年前的今天,我正在準備最後一次的實習 ,忙於翻參考書。然後,等候導師光臨 ,希望 ,捱

0

挫折 力,唯他人之命是聽嗎 舉。然而 小的工作 絕對兩樣 ,使我不期然想到有人說過要講「是」字乃輕而易 這種考試的過程是一樣的,但是 ,我們應該放棄自己的想法,放棄爲理想而努 ,無時無刻不被考驗。有時候,受了阻力而 。事實上,我們出來做事 ? ,每做一件或大 ,前後的應考心 或 遭

事。朋友,你能對他們說「是的 卷,就去休息,不應該再抽時間去教育學生課本以外的 是成功。有人以爲,我們每週上課三十餘節,有空就改 有些人! 以爲,敎學生得到大量知識,會考成績高 ,你的話很對」嗎

有時候 o 最近,我試設立理想,目標鮮明 ,仍然對工作有厭倦的感覺 派部」平淡刻板的感覺 ,學校的假期雖然多 。這裡面似乎是缺少了一點 ,不発有「上課下課) ,可是,放假之後囘到 ,那就興緻盎然

> 標吧? 意改善 越做 他們幾種 越有勁 0 例如 壞習慣 ,在某短期內給學生做個比賽,銳 ,都 可以作爲一個小小的教育目

俯伏地上,對着黯淡的燈火 槁 ,衣衫殘破的人 每逢經過這樓梯的轉角 ,蹲在那裡,傴僂着身子,差不多是 ,吸取支持他們生命的「動 處,總會見到三兩個形容枯

廹視 邊,他是在等候位置吧!那憔悴的面容,嬴瘠的身軀 次叫我注意的是一個穿上西 不像是有生命的活人,只像一具繪在牆上的骷髏 不知道,因爲每次看到這情景,惶亂與難過,敎我不敢 今晚 ,而且光綫暗晦,不曾端詳過他們的相貌 ,又再見到了,每次看見的是否同是那幾 裝的人,神色疲勞地倚在牆 ,但這 ! 人 却

成這罪惡的社會? 命!是社會的罪惡引致他們 靈魂上的汚穢 只是其中之一吧!其他思想上的,行爲上的不良習染, 壞習慣引致墮落,今日社會上的壞風氣何其多!這) 喪 監 幾 許 有 用 人 才 ! 糟 撻 多 少 寶 貴 的 生 的墮落?還是人類的渣滓做

X

×

×

費多好

到他手裡 …」他低下頭不好意思的說 唉!」他皺着眉頭輕歎着 「老師 ,不够錢交舉費 「老師 ,你…… 0 ,怎辦?還差十元 0 我把十元鈔票塞 「老師,你能

」這句話,我聽他說了不知多少 如果學校 不用收費多好 !

!這次却引起了我底囘憶

是一個炎夏的晚上,深夜,經過

個印度看更人,在大聲呼喝 人來,面色馆惶,每人手裡都挾着樂器,後面追着一 大同酒家的門前,突然從樓上奔下幾 。這幾個人中挾着小提琴的

個

授 拉着手匆忙地離開了!這是一個難忘 不好意思的 小伙子,怪熟悉的 的學生。也許是因爲剛才那股狼狽相給我看了,他怪 富榮!」 , 連招呼也忘了, 有點不知所措, 被同行的 ,突然轉 不期脫口而出。他竟是我日間 過身來 的印象 1 所教

和父母 父親和其他「行家」」也一同擊板 翌日上課 一起到酒家賣唱的 ,祇不過是十元二十元的酬勞,平均分攤每人二 , 找他談話, 才知道底蘊 。母親 相 唱曲 和 。從晚上八時唱到深 ,他伴奏小提 。原來他 每 季 晚都

> , 接不到生意時 (註 0 每天下午四 意,如果慢一點,顧客便會給別人佔去天下午四時吃了飯,便趕到各酒家接治 他們一家就靠這些錢過活

然贊成他讀書,但是接不到生意的時候,聽了這些話 有乜辦法唔「執輸」呀!有些「行家」更憤怒地甚至搶奪 用等候生意的時間,便站在走廊一角處溫習閱讀,托着 子也不給他們坐。所以他祇方 上,爲甚麼總是橫着不少的荆棘尖石 3 少不免也拿他來洩氣。這可 ,番屋企嘆吧啦 一塊細小的 時,「行家們往往拿他來 所以把書本 的書本, つ舵轰晒!書へ輸), 我問 加倍的困難 他那裡有時間做功課?他說:時間總是不够的 「冇錢就咪學人哋讀書,要讀書就咪出嚟撈 一快把」板來計算數學 ,筆記 -」 掌櫃的不時也冷嘲熱諷 ? ,練習簿等也携去酒家處溫習,利 洩氣」··一日都喺蛇仔(富榮 有站着來做功課 遇到「聞濕 書,書,見親都執住本書 憐的孩子,在他的學習道路 ,因爲一些酒家連椅 ,較諸同年的同學 。他父親雖 , ,

級上學期末 模範生」的優越稱號 很吃力,但是由于勤學的原故,一年後,竟也獲得 爲了早日完成學業,減 ,他大胆地進入一間私立中學讀初中一。 ,最重要的就是獲得免費。他滿以 輕家庭對學費的負担,在六年 功

歎:「唉 但是每月還得交牛費 了 東奔西跑 他竟在被削減之列 現的事 那 要勤 當局經 知 升 ,但是,他還是這樣天眞的盼望 , ,結果還是毫無頭緒 如果學校不用收費多好!」雖然這是無可能 上初中三的時候 ,今後不用 濟發 生困難 ,經過苦苦 ,十多元 再爲學費而 ,大量削 , 哀求後 一個月 因爲學生日 ,他帶着絕望的 減 担 ,從那兒來的 憂 ,校 **免費學額** ,可 長應允 漸減 0 以 心情在 ,不 專 少 幫 的 錢 助 幸 原 概 的

距

地

下决

心要升

學

!

終於 ,他停學了!

見 像 同學們底熱情幫助下,他重又上學 東凑酉凑的 感到自己成 ,自咎底心情下上課幾 (的問題 鬼似 幾天後 那 有這樣快樂的:是的 初 ,學校給 學智族 張 中畢業了 的 初 而感到煩惱 纏繞在這十五歲孩子的心 爲同學的負累 中文憑到處給 ,替他凑足了學費 ,忽然有個同學來找他,原來初三的 程 他 !這值得 一個半工半讀的 , 怎 不發他高 , — 個月 高興的 ,太不 方面又想學習,另一方 ,這幾經艱辛,曲折 師長們看 ,他讀得並不痛快,爲了學 興呢?這是值得他驕傲地 ,並且已經代交了 應該 機 日子!滿臉春風 會 。在充滿感激 ,狂喜奔放 ,困難 靈上,無法 。這種矛盾 才得 ,才走完 , 從未 同學們 ,羞怯 的 擺 的 面 解 1 就 却 他 决 脫 叉 , 0 0

的 放暑假了!突然傳來一個惡劣消息 畢竟困 難征 服不了他 ,學校停辦高中

巴

,

横豎都是這樣完成的 碰 着 情很快 了 障 , 地 , 道還差這個高中的難關不成? 他在想:好吧:小學 便被陰霾掩蓋了!在他的學習 , 中學

祇有官立學校 十元 整個假 的 う 他開 期 始 內 才有辦法 感到環境 ,跑遍了各大中學,學費沒有少過三四 可 愈來愈不許可他繼續攻讀了! 想,於是 , 又是東奔西跑的

校不用 六個 竟然僥倖地給他取得 石,總是 學期辦安學生的免費學 月的 開學了!他連忙向校 收費 搬不勝搬的:難怪他又在慨歎:「唉,如果學 學費怎辦 多好 1 ? 學費! 一個機會進入官立中學 額,下學期才能够接辦 長申請免費,可是學校 這是他學業上最大的絆脚 早已 而

就是 些老 商店貼 五 到了今天 第一 月……… 師們凑足錢給他的,第三個月, 街招賺來的 個 月的 ,以後 學費,總算應付過去,是他在暑假中替 怎麼辦 · 第二個月,是一 ,第 四個月,第

我祈望 会註 担 着 , 聞濕」即 總總 有一天 歎惜。 ,他不 不到「水」 · 再 爲

× 聞 到 × 些濕 氣 ×

ANUFACTURERSLIFE

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punished forgot again and again. Nor is the second reason sound, for if the child's writing is improved purely on account of this punishment, then the whole class should as well be benefited by being punished in the same way for no other reason; and if the teacher accepts scribble, it does nothing but perpetuates bad habits and ill-formed writing, detrimental to the child's penmanship for life.

Let us look at the problem under better light. we can see nothing wrong in the act of forgetting itself. It is sometimes even desirable and necessary to forget things. For instance, it is hardly desirable that our mischief and blunders be never forgotten. And a learned person must get very mixed up as everything he learned holds equally important place in his brain. In short, we all wish to be able to forget irrelevant details like our past mistakes, our friends' wrong and sad experience. Moreover, good memory depends on a number of factors in the learning process, such as intensity, association, frequency and practice. The child himself can do very little to improve his or her memory if he does not understand and apply the above principles. The responsibility lies rather with the one who imparts the knowledge or delivers the instruction.

Thus, before contemplating any punishment, the teacher should consider how far the child is held responsible for forgetting what he forgot-whether the assignments have been clearly explained, whether the work has been made meaningful to him and whether there are other external causes affecting him, like ill health or other business occupying his mind at the moment. Where it involves lies, willingness, ability and interest, the case must be carefully distinguished and dealt with differently. In general, the child who apologizes sincerely and who realizes the trouble or inconvenience he causes by his forgetfulness should he readily forgiven, for after all, "to forget is natural, (a human trait), to forgive, divine."

On Forgetting

To punish or not to punish?

A pupil forgot to do his homework. The teacher asked him to copy a certain sentence ten times in the hope of making him remember next time. He came back the next morning forgetting to do what he was required to do. He was chidden for his bad memory, but in vain, for he failed again to bring his work the next day. He was asked "Why?" but he could give no better reason than "I have forgotton." This hardly satisfied the teacher and his penalty was doubly redoubled. This time he did remember and managed to produce half the prescribed amount of writing. Reviewing the scribble handed in, the teacher had no difficulty in discerning the helping hands of a number of other pupils in the class. Nevertheless, he accepted it for fear of aggravating the crime. Both the teacher and pupil felt greatly relieved!

The above is a common occurrence in the classrooms. Far too many teachers fall into easy belief that a little extra work or trouble in a sense, will cause the child to remember well next time. They even order the forgetful pupils to do the labour of cleaning the floor, or other humiliating act such as putting on clips on their ears or noses. A little trouble may serve to make the child think it undesirable to forget the teacher's instruction next time, but the above examples of punishment will surely institute wrong sentiments in him or her. Some teachers are very fond of prescribing long sentences thinking that the extra work will not only cause the pupils to be more attentive to their assignments but at the same time improves their writing. This is not true. Many of the pupils thus

All these are psychologically satisfactory. Yet if the pupil are shown the hidden treasure, beauty and infinite mystey, and mathematics teachers themselves shake off the severe, dreadful face but act as romantic artists or cheerful jugglers, the subject will be more welcome.

- SQUARE -

I. Q Test again?

Some of our readers may have proved their I. Q. to be 150 by solving all the problems put forth in our last issue. Here are some more "easier" ones for those who are interested. The answers may be found somewhere in this issue.

1. "You see, sir," said the motorcar salesman, "at present the fore wheel of the car I am selling you makes four revolutions more than the hind wheel in going 120 yards; but if you have the circumference of each wheel reduced by 3 feet, it would make as many as six revolutions more than the hind wheel in the same distance."

Why the buyer wished that the difference in the number of revolutions between the two wheels should not be increased does not concern us. The puzzle is to discover the circumference of each wheel in the first case. It is quite easy.

- 2. If apples were sold by the cubic inch, how could we really find the exact number of cubic inches in, say, a dozen apples?
- 3. "Between two and three o'clock yesterday," said Colonel Crackham, "I looked at the clock and mistook the minute hand for the hour hand, and consequently the time appeared to be fifty-five minutes earlier than it actually was. What was the correct time?"

Of course to a school child, this necessity of mathematics is not at all obvious. It is a teacher's job to demonstrate to the pupils the importance of the subject in the school curriculum. But he should never do it by way of passing examinations alone. At present, too little has been said to our pupils that it is not a surprise to find pupils who fail to answer correctly why they study mathematics.

Yet the aim of studying mathematics is not merely for its world-wide applications. Too much of the technique in problem solving may eventually turn the subject into a tool. Most teachers teach pupils how to make use of the tool and try to help them to apply this powerful implement. Pupils practising this trade and finding it workable regard it as an instrument, like a pair of scissors to cut or a ruler to measure. It is true that to be able to make use of a thing is an important aim of learning it, But one must remember that mathematics is not such an instrument; it is the sediment of a fine art seived through the generations; it has been universally developed, refined and crystallised and has become the proud fruit of the prolonged study of human beings. There is in itself a beauty, a completeness of its own, a charm and a mystery. Some of these properties may even be observed in quite elementary stages. To mention a few: square numbers, triangular numbers, symmetries, recurring decimals, circles of the triangle, colliniarities. One of the duties of a teacher of mathematics should be to reveal to the pupils this prodigious aspect and encourage pupils to look for some more by themselves so that mathematics is not merely regarded as a tool but also as a piece of fine art.

To many who know that mathematics is absolutely necessary, this kind of appreciation is never felt. The subject is thought of as a dry one. Teachers try to tell stories, point out its significance and uses in order to arouse interest in the subject.

learn the elementary technique in solving simple mathematical problems and exercise a lot on the mathematical process they acquire. But what actually is the aim of learning mathematics is often disregarded and in most cases, neglected.

Later on, as a pupil begins his formal study of other scientific subjects, he realizes the importance of the use of mathematics in experiments and applications. By constant contact with mathematics in every branch of human activity, e. g. in statistical representations in many exhibitions etc., he knows that the subject he has been learning from his primary school does give an enormous advantage in the interpretation of everyday phenomena. Though the importance of the subject in examinations still holds its place, a secondary school pupil knows why he must learn mathematics. Yet the aim of learning mathematics and the teachers teaching it is far beyond this application.

When our pupils study more about mathematics and are confronted with the interesting and appealing aspects of mathematics, some are fascinated by the beauty and the powerful application of the subject. A few gifted ones eventually take it as a principal subject in a College study and thus become specialists.

For the majority, mathematics becomes indispensable. From presidents whose responsibility is to plan and conduct for the common good of the community to the hawkers in the street, mathematics never runs away from their heads. Millionaires have to count, if not calculate how rich they are; statesmen, lawyers, researchers, architects, draftsmen, teachers, accountants, doctors, housewives and whatever professionals you may name can never do their work properly without the elements of mathematics at their command. Even philosophers admit the essence of mathematics. Nowadays, no sane person may exist without some knowledge of mathematics.

The Shadow of the Glen'," wrote Synge in 1907, "I got more aid than any learning could have given me from a chink in the floor of the old wicklow house where I was staying, that let me hear what was being said by the servant girls in the kitchen. This matter, I think, is of importance, for in countries where the imagination of the people, and the language they use, is rich and living, it is possible for a writer to be rich and copious in his words, and at the same time to give the reality, which is the root of all poetry, in a comprehensive and natural form. In a good play every speech should be as fully flavoured as a nut or an apple, and such speeches cannot be written by anyone who works among people who have shut their lips on poetry."

The Production: The play is produced, as "An Affair of Art", by Mr John Maclean, Lecturer in English, and the settings are by Mr John Warner, Lecturer in Art, Northcote Training College.

In order to achieve accuracy in the speaking of the lines with authentic Irish intonation and pronunciation, the players have had special training which includes listening to recordings by the actors of the Abbey Theatre, Dublin, of Synge's major play, "The Playboy of the Western World".

MATHEMATICS CORNER

Shall We Add a Stroke Here?

It is interesting to investigate how the average man looks upon the subject of Mathematics. In school, pupils regard the subject as an important one in examinations. For failure in Mathematics usually means a complete failure in an examination and hence promotion to a higher form is most unlikely. Pupils

- b. Soprano Solo by Miss Irene Yu, L. R. S. M. with Miss Lucy Lau, L. R. S. M. at the piano. Songs by Handel, Mozart, Gluck, etc.
- 3. A play in English: "The Shadow of the Glen" by J.

 M. Synge. For details of this play, please refer to an article which appears elsewhere in this issue.

Introducing "The Shadow of the Glen"

The Author: John Millington Synge was born near Dublin, Ireland, in 1871. After graduating from the Royal Irish Academy of Music, he went to Germany to continue his music studies in the hope of becoming a professional musician, but he soon abandoned this ambition and moved to Paris. There he met the great Irish poet W. B. Yeats and it was largely in consequence of this friendship that Synge turned his attention to writing about Irish peasant life. The first of his remarkable plays which led to a big revival of Irish Drama at the Abbey Theatre, Dublin, was "The Shadow of the Glen."

The Play: "The Shadow of the Glen" reflects Synge's certainty of his touch and method. His handling is surer in this play than in any other. It gives one immediate insight into his peculiar power and achievement.

The play takes as its central incident the simulation of death by an elderly husband in order to trap his young wife with her lover. This kind of incident is not unusual in naturalist comedy. But what distinguishes Synge's play from all others and sets it on a level by itself is the poetic beauty of the language. Synge was an assiduous collector of the imaginative speech of the Irish countryman and used it with great poetic and dramatic effect in his plays. But it is a literary product that has und-

ted to each of you through your school correspondent or otherwise. We cannot help hoping that you will give further generous support to the fund-raising project by both buying some tickets for yourselves and yours and selling some more to those you can approach.

O that all dip deep the oar Into the sea of philanthropy!

BEAR IT IN MIND!

By this time it should be well known that our next move in raising more money for our School Construction Fund is the production of "An Evening of Plays and Music." This grand new attempt will leave a brilliant mark in the history of N. T. C. P. S. A. and N. T. C. S. A. The unsparing and prolonged effort put forth by our members is to be exhibited in LOKE YEW HALL, Hong Kong University, by the end of this month.

APRIL 25, 26, 27 are drawing nearer and we are appealing for your support.....by selling as many tickets as you may. More tickets at \$20, \$10, \$5 are available from either (1) Mr. Stephen Leung of Java Street Government A. M. School, tele. No. 78434 or home tele. No. 77592 or (2) Mr. Chan Hon Kwong of Java Street Government P. M. School, home tel. No. 40650.

The Agora has the greatest honour to reveal the contents of the programme of the gala evening:

- 1. A play in English: "An affair of Art" by Joyce Dennys.
- 2. Music items:
 - a. 4 songs in English and 2 in Chinese by famous composers N. T. C. P. S. A. and S. A. Choir.

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EDITORIAL

Owing to the exigency of time, we regret that we are not able at this issue to push out many English articles. That much we can print is found in the following pages.

The pre-dated appearance of this issue is prompted by one purpose: that of making some propaganda in connection with the production of two English plays with some intervening musical items on April 25th, 26th and 27th. The word "propaganda" is perbaps too strong-"publicity" is more fitting. Propaganda is necessary only when other means of stirring the spirits fail, and is thus frequently applied in time of war or tumult. We hardly need that sort of thing. We know very well—and need no propagada to teach us to do so-that the putting up of the English plays is a further step towards raising funds for the construction of a school for poor children, and this is a very meaningful and noble act—one that we, the teachers in particular, can be more than proud of.

Tickets for the two evenings have, we trust, been distribu-

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