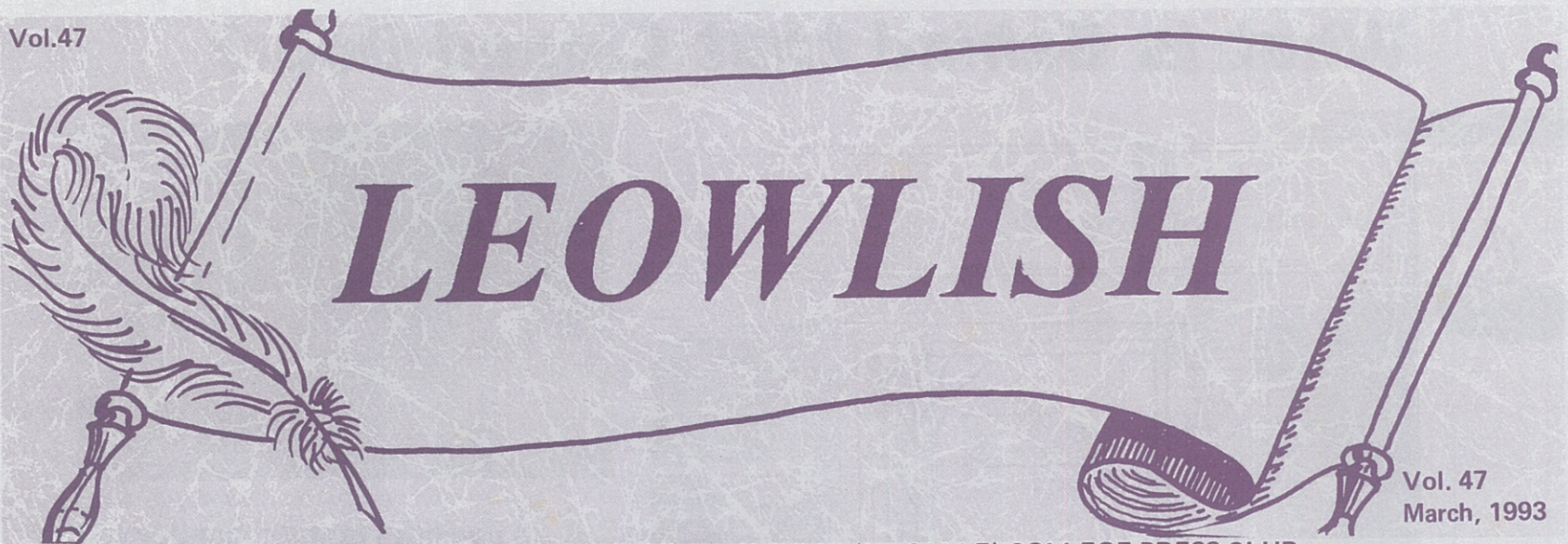


Vol.47

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March, 1993

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## The Guidance Team is Here to Help!

You need not be in trouble to go to the Guidance Team. Sometimes, you may be upset with what your friends are doing, disappointed with your academic performance, frustrated with the ever-mounting pressure from your parents and teachers ..... or you simply feel lonely and want to talk. Do you know that there is a guidance team run by very concerned teachers who are always ready to listen and offer help?

Years ago, the education system in Hong Kong placed a very strong emphasis on academic achievements and unknowingly made light of the importance of emotional development of school children. With our society becoming very materialistic and with family bonds shattering, school children today are burdened with emotional problems foreign to their counterparts in the past, and our education system has to shift its direction to cater for the psychological needs of the younger generation. The shift inevitably calls for the establishment

of formal guidance groups in primary and secondary schools. The CSK guidance group was initially formed in 1987, and re-organised last July under the leadership of Mr. C. K. Law. Its members include Mr. P. C. Hong, Mr. T. Lai, Mr. Y. W. Lam, Miss B. Chow and Miss A. Yeung, all of whom have taken training courses of the Education Department on counselling skills and are genuinely interested in students' emotional welfare.

What are the methodologies adopted by these teachers? Through guidance activities, they strive to introduce to students the correct values of life, and to enhance their self-confidence and self-esteem. It is hoped that students also learn to realise where their strengths and weaknesses lie and make decisions accordingly. The team aims not at solving problems for students, but at helping students to help themselves.

Does the team have a heavy caseload? No. But the team is not optimistic. The saying "No news is good news" does not

apply here. The small number of cases the team has handled this year could very well be an indication of the boys' mistrust of the group; students might not want to seek help even when they are in trouble. Actually, all cases so far this year have been referred to the team by the Disciplinary Board or other teachers. According to Mr. C. K. Law, referrals are not what the team prefers; the team would rather students learned to admit that they need help and contact the team directly. Mr. C. K. Law also tells the Leowlish that one rule of thumb in counselling is that all cases must be kept in the strictest confidence. Students should trust the team because absolute confidentiality is guaranteed.

The team also works in close conjunction with the school social worker, Miss Lau, collaborating with her to hold guidance activities and directing cases to her when the intervention of Social Welfare Department becomes necessary.

The Guidance Team is **Here to Help!**  
**USE IT!!**

A Guidance Game: Say something about the message in each box.

ABSOLUTE  
CONFIDENTIALITY  
GUARANTEED

What are your strengths and weaknesses?

There must be a  
SOLUTION  
to your problem!

Self esteem

The Guidance Team  
means to help!

Growing pains

Social predicament

Positive Thinking

Some people avoid their problems.  
Others look for solutions.

It is NOT a shame  
to seek help.

The Guidance Team will  
help YOU to HELP yourself!  
You are the MASTER!

Correct values of life

Face Your Problem  
Head-On!

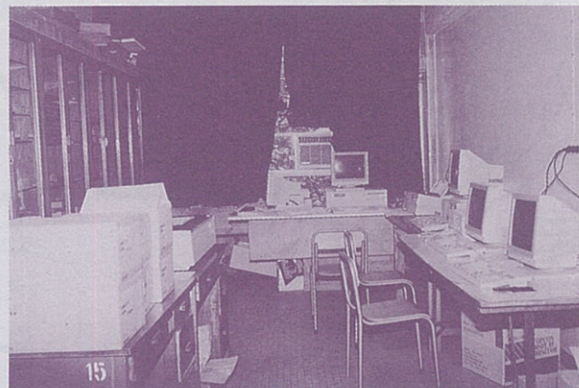
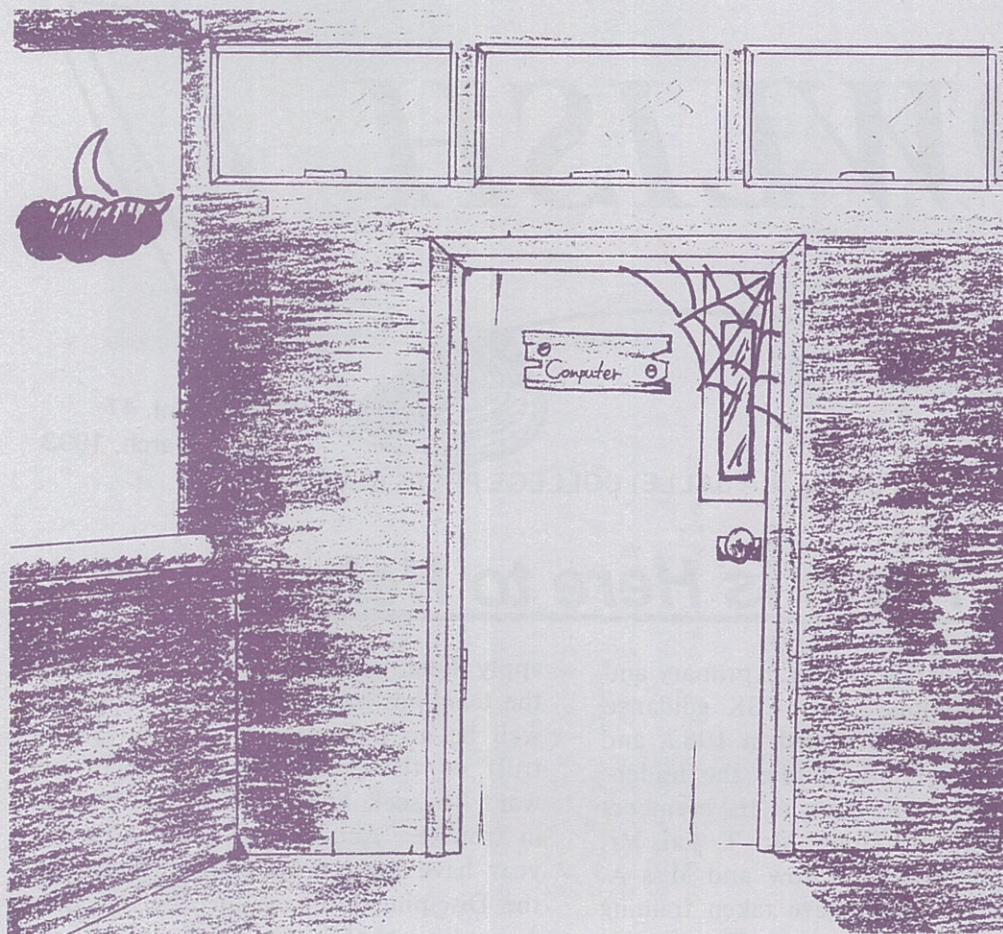
Self-confidence

Learning difficulties

Family Problems



## What is Behind that Closed Door?



Facilities in the computer centre



The door next to the Geography Room on the 1st floor is perpetually closed. What is behind this door? The room seems so secretive and spooky! Could it be a haunted room?

This past summer, two-fifths of the huge Geography Room were partitioned off to make room for a computer nook. As the word 'nook' implies, our new computer centre is not as large as we would like it to be. But it is well equipped with 5 sets of computers and a printer, courtesy of a CSK old boy and funding from the Education Department. What's more, the room is cozily air conditioned.

Why then is the door closed? Obviou-

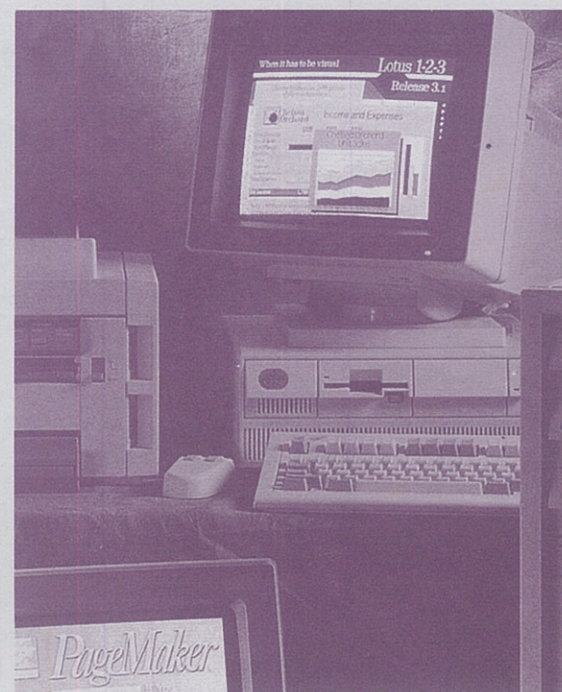
sly, the computer centre is limited to the use by teachers and office staff members; students do not have access to the computer equipment unless they have the permission of Mr. C. K. Law, the teacher-in-charge.

Mr. C. K. Law told the Leowlish that the centre is mainly for administrative purposes, that is to say, students records and report cards preparation are now computerised. This idea is endorsed by most teachers, especially class teachers, as computerisation definitely lightens their workloads. Hopefully, the centre will also assist teachers in sorting out notes and other teaching materials in the future.

Will the privilege of the centre be extended to include students, considering that the school is currently contemplating a computer science course at the Certificate Level and a beginners' computer literacy class for junior form students? Unfortunately the answer is NO. But don't be disappointed. The Education Department is going to provide funding for a standard computer room for teaching purposes, one that will be a lot more proper than the little nook teachers now enjoy. Boys will then be able to fiddle with the equipment and learn the technology to their hearts' content. Just keep your fingers crossed!

### A Few Facts About Our Computer Centre

<b>LOCATION:</b>	Next to the Geography Room
<b>EQUIPMENT:</b>	4 sets of 8088 PC 1 set of 80386DX PC 1 Epson 1170 printer
<b>FUNDING:</b>	By the Education Department and a CSK old boy.
<b>COMPUTER CENTRE COMMITTEE:</b>	Mr. C. K. Law Mr. S. K. Poon Mr. M. H. Chung Mr. Y. M. Lam Mrs. B Wong
<b>USERS:</b>	Teachers and office staff members.
<b>PURPOSE:</b>	Administrative work e.g. report cards preparation and student records.
<b>FUTURE PLANS:</b>	<ul style="list-style-type: none"> <li>-To solicit sponsorship for more and better equipment.</li> <li>-To assist teachers to compile teaching materials.</li> <li>-To run computer courses for interested teachers.</li> <li>-To cultivate a school-wide enthusiasm in computer.</li> </ul>





## DO YOU OWN A COMPUTER?

Computers are becoming more and more common nowadays. The Leowlish conducted a survey on the popularity of computers among CSK students. 400 questionnaires were distributed to students in Form 3 to Form 7, and 394 returned. The following is the result of the survey.

### Question 1 : Do you own a computer?

Graph A shows that nearly half of the students own a computer. More than half of the students, who do not have a computer, plan to buy one. Only about one fourth of the students are not interested in buying a computer. This shows that computer is quite popular in our school.

### Question 2 : How do you use your computer?

From graph B, it is very clear that the majority of students use computers to play games. Some of them use computers to type letters and to draw graphs. Only a small number of the students write programmes with computers. This shows that many computer users in our school consider their computers as family computers, like Sega and Nintendo, and use them for entertainment rather than academic purposes.

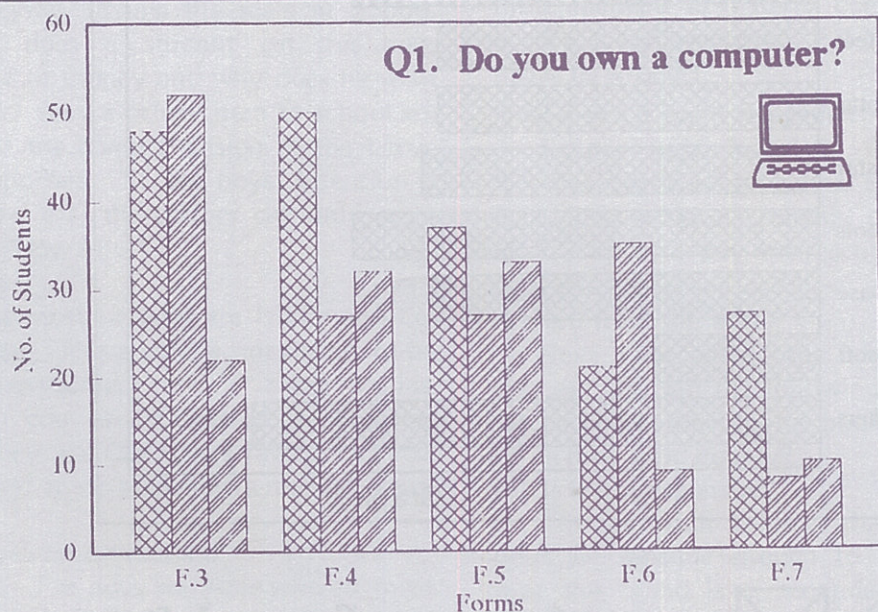
### Question 3 : How much time do you spend on computer tasks each week?

Graph C reveals a decline in time spent on computer tasks as the student goes to higher forms. One possible reason is the increase of public examination pressure. However some students spend more than 10 hours on their computers a week doing leisure activities. One student even boasted '35 hours a week' He is really a typical 'computer fan'! Hope he is also a computer WIZARD!

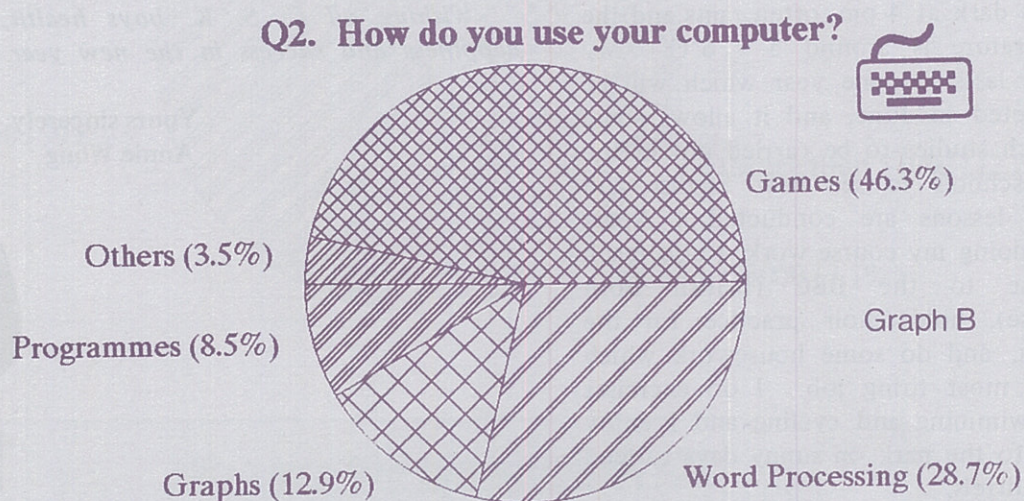
### Question 4 : What computer softwares do you use?

Graph D indicates that Windows, Word Perfect, Lotus, PC Tools, Wordstar and D-base are widely used. They are the 'super star' softwares in our school.

Undoubtedly, computers can help us a lot. We should use it in a sensible way, both for leisure and studies, and should not spend too much time on it.

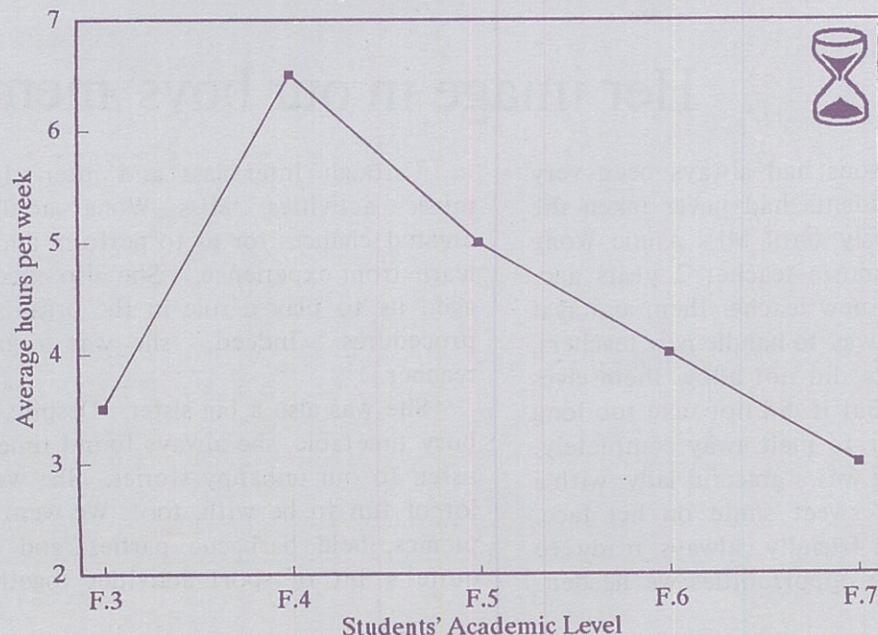


Graph A



Graph B

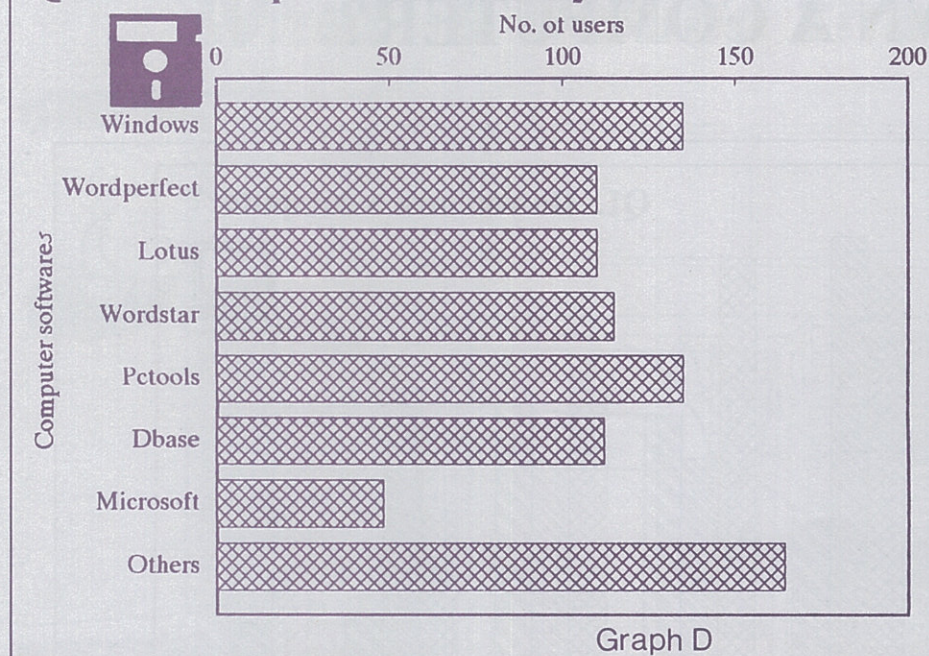
### Q3. How much time do you spend on computer tasks each week?



Graph C



## Q4. What computer softwares do you use?



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Teacher advisors	: Mrs. B. Wong	
	: Miss Tehmi	
	: Miss B. Chow	
	: Mr. Y. W. Lam	
	: Mr. P. C. Hong	
	: Mr. S. Lau	
	: Mr. H. S. Liu	
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## A letter from Miss A. Wong



Kung He Fat Choi! Thank you very much for writing to me on behalf of the editorial board of the Leowlish.

I've been in U. K. for 4 months, right now I'm staying with my sister who is a resident here, and everything is alright. I am quite adapted to the life here except the food and weather. Now it gets dark at 4 pm, often rains and the temperature is around 5 - 6°C. My course lasts for one year which will be completed in June, and it allows some research studies to be carried out in the local schools to see how English and Music lessons are conducted. Apart from doing my course work, I also teach Chinese to the BBC (British Born Chinese), hold choir practice for the church, and do some housework which is the most tiring job. I do exercises like swimming and cycling and I enjoy going to the park on sunny days to feed the squirrels.

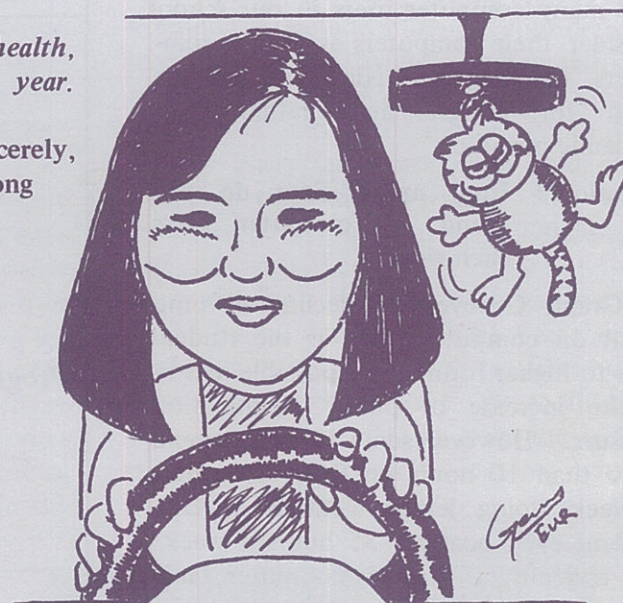
I was delighted to hear that our boys had tried very hard preparing for the Speech Festival and they all made pro-

gress this year. I'm very proud of them! Not only they've set a good example for others, they've also showed their love for the school in striving for its reputation.

I will have a short trip around England and France in July, then I will come back to teach ... Shall see you soon.

*Wishing all C. S. K. boys health, happiness and success in the new year.*

Yours sincerely,  
Annie Wong



## Her image in our boys' memory.....

Music lessons had always been very noisy and students had never taken the subject seriously until Miss Annie Wong became our music teacher 2 years ago.

She was a new teacher then, and as it was the usual way to handle new teachers, many students did not allow themselves to like her. But it did not take too long for the barrier to melt away completely, for Miss Wong was a graceful lady, with a never-go-away sweet smile on her face. She was very friendly, always ready to give us all the opportunities we needed.

Through inter-class and inter-school music activities, Miss Wong actually created chances for us to perform and to learn from experience. She also encouraged us to play a role in the organising procedures. Indeed, she was a great teacher.

She was also a big sister. Despite her busy timetable, she always found time to listen to our unhappy stories. She was a lot of fun to be with, too! We went on picnics, held barbecue parties, and did quite a bit of sport activities together.

Oh, in case you don't know, she was also our little sister! We always teased her about the tons of stuffed animals in her car. This little sister was quite an eater as well; chocolate, ice-cream, sweet cakes were all her favourites!

We miss our teacher, big sister and little sister all in one. We look forward to the day when this 3-in-1 lady returns to CSK, and we know it won't be long!

Music Club



## FAMOUS BRAND BAGS SWEEP OUR CAMPUS!

Unlike in the past when students carried their books in very inexpensive canvas bags, a major expenditure of today's secondary school students is on famous brand back-packs. With a view to seeing if designer bags are popular with CSK boys, the Leowlish conducted survey on the subject. Questionnaires were distributed to students from F.3 to F.7. The findings are summarised as follows:

### **Number of bags**

The average number of bags each CSK boy has is 2.78. One bag is all a student needs. What do the boys do with the other "changes" of bags? While this is not an easy question, what is more amazing is that a CSK boy owns TWELVE school bags. He must be a bag collector!

### **Cost of bags**

The average cost per bag is \$480, with

the highest tipping the scale at \$5000. Where does a student get this huge amount of money and why does he want to carry such a pricey item to school are beyond the comprehension of the Leowlish reporters. If the boys' intention is to show off, the editors can only comment, "How silly!"

### **Brands**

The most popular are Nikko and LeSportsac. This article is not meant to be an advertisement selling these brands. So, if you are interested in knowing why they are CSK boy's favourites, you will need to do some extra research yourselves.

### **Who spend most money?**

F.4 - F.5 boys are those who are most willing to spend money on school bags. The Leowlish interprets the finding as a sad indication that our F.4 boys are

more inclined to material comforts than academic achievements. F.4 boys, please prove us wrong!!

### **How much is spent altogether?**

School bags found in the F.3 to F.7 classrooms are estimated to be worth \$210,000, which is roughly enough for all F.7 boys to pay their school fees for an entire year.

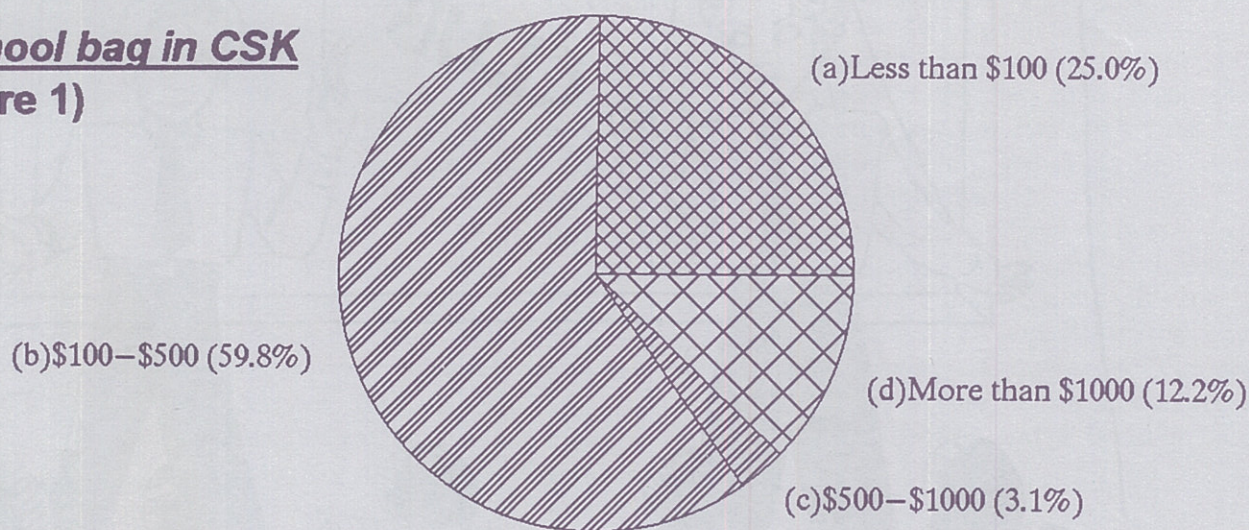
### **A word from the editor**

Next time when you buy a school bag, ask yourself the following questions:

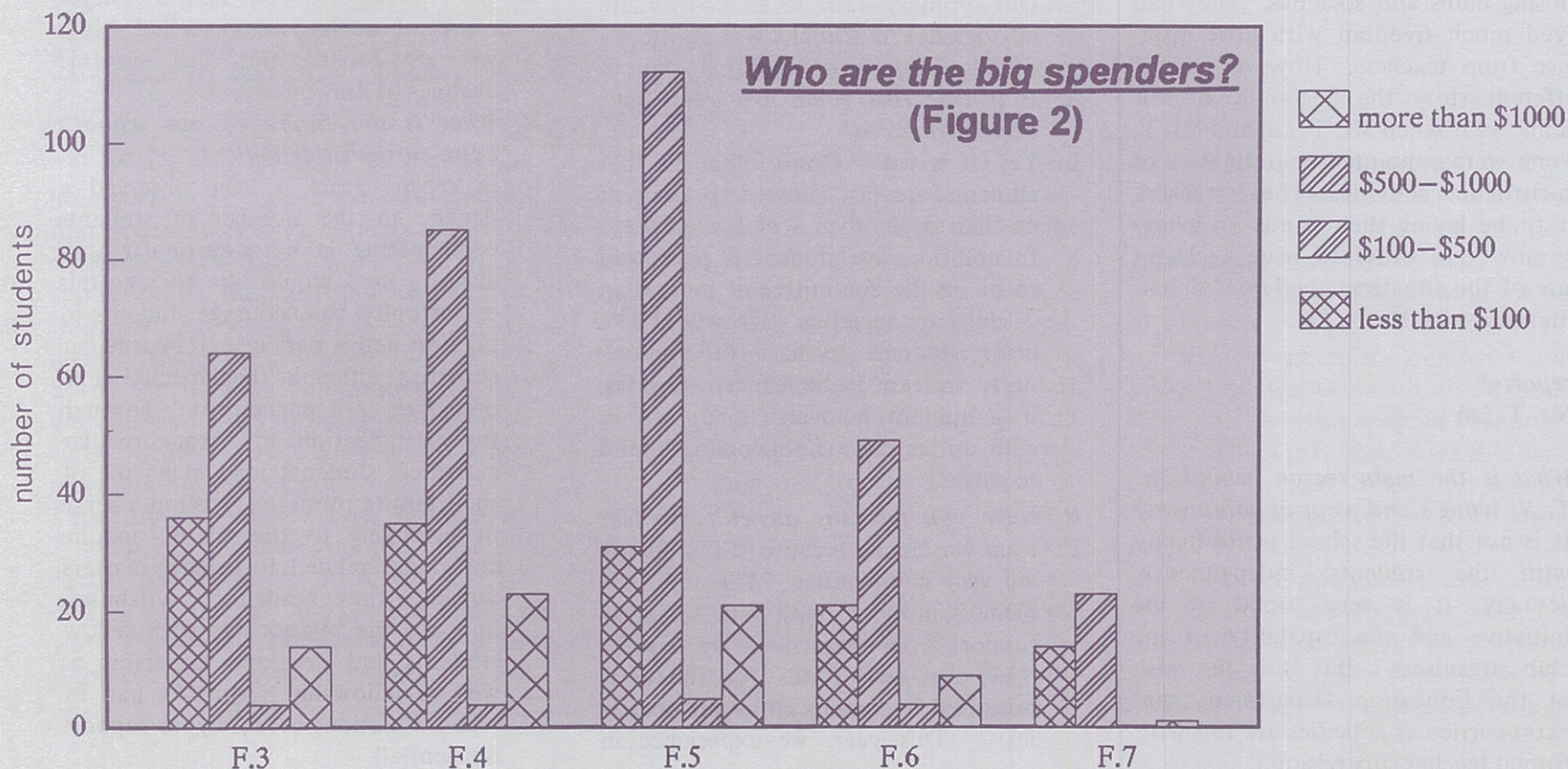
- (1) Is it big enough for my books?
- (2) Is it of good quality?
- (3) Is it too expensive?

The Leowlish believes that all CSK boys are sensible enough to understand that the brand is of secondary importance. We can tell what a good bag is not by judging from its brand name, but its practicality.

**The cost of a school bag in CSK**  
(Figure 1)

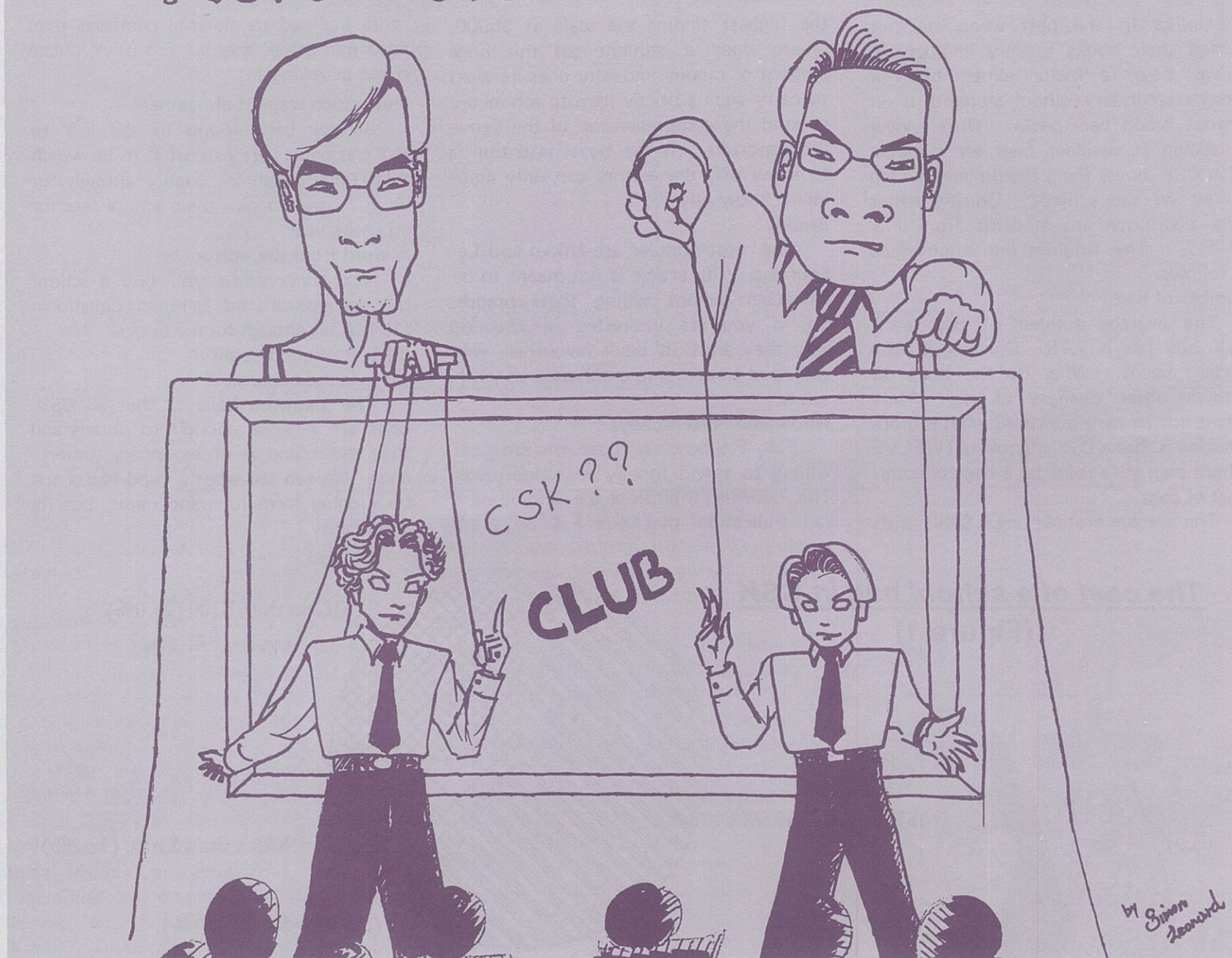


**Who are the big spenders?**  
(Figure 2)





## WHO HAS CONTROL OVER CLUB AFFAIRS?



CSK boys had always been great in organising clubs and societies. They had enjoyed much freedom with little interference from teachers. However, it was a different story the beginning of this academic year when Mr. T. Lai and Mr. T. S. Wong were appointed co-ordinators of extra-curricular activities. The 2 teachers seem to be laying their hands on everything now. In order to have a clearer picture of the situation, the Leowlish had an interview with Mr. T. Lai.

**R: reporter**

**L: Mr. T. Lai**

**R: What is the main reason behind Mr. T. S. Wong's and your appointment?**

**L:** It is not that the school is not happy with the students' independence; actually, it is very proud of the initiative and the capability of the club organisers. But it is the wish of the Education Department that extra-curricular activities are run with formal teacher supervision.

**R: Can you tell us about your job?**

**L:** Our primary task is to co-ordinate all societies in school. We are the so-called bridge of communication.

**R: Is it true that some new rules have been introduced?**

**L:** Yes, it is true. One of them is that students are not allowed to chair or co-chair more than 1 club or society. In addition, no student is permitted to be on the committee of more than 2 clubs or societies. We would like more students to have the opportunity to learn to be leaders. Besides, if a student is overly engrossed in club duties, his schoolwork is bound to suffer.

**R: Have you met any difficulty so far?**

**L:** I am very lucky because CSK students are very co-operative. The only problem is money. With little financial support from the school, we have to raise our own funds for functions organised by various clubs and societies. This year, we experience an

even more difficult time because the Annual Christmas Ball, the major source of income, was cancelled. Now we are looking into all possible avenues to draw money.

**R: What is the future of our school's extra-curricular activities?**

**L:** In recent years, I have observed a decline in the number of students participating in extra-curricular activities. So I would like to take this opportunity to encourage students to take an active part in extra-curricular activities, either in the capacity as an organiser or a participant. Through the participation in extra-curricular activities, students may make use of their leisure properly, develop a sense of belonging to the school, acquire knowledge related to subject matters outside the academic syllabuses, improve the relationship with fellow students and develop leadership as well as fellowship. Do take part in school functions because your support is essential!



# *Back to Primary School*

**An interview with Mr. C.C. Or to discuss our school's new regulations.**

R: Reporter

O: Mr. C.C. Or

- R: Starting this year, Form 1 & 2 students have to use a student diary. Mr. Or, what is the function of this diary?
- O: We use this diary to improve the communication between the school and parents. Also, it may help to remind the boys of their academic responsibilities. Included in this diary are the history of our school, class time-table, school regulations, holiday list and school functions schedule. If this diary proves to be useful, we would consider extending it to the higher forms.
- R: The Leowlish has conducted a survey to collect the opinions of Form 1 & 2 students about this diary, and it is revealed that most students dislike the idea. Most of them think that the diary can be done without. What do you think about this opinion?
- O: I must say that Form 1 & 2 boys are still very young and their judgement may not be correct. I think they have misunderstood the function of the diary. Secondly, most of them have used it improperly. In this case, how could they appreciate the usefulness of this diary?
- R: Form 1 to Form 4 boys must empty their desks for the weekend. Why?
- O: This regulation certainly leads to cleaner classrooms. We do want a better school environment, don't we? Also, many students leave all their books in school all the time and never take them home for revision. So we use the regulation to encourage the proper use of the books.
- R: This regulation applies only to the lower form students. Could you tell me why?
- O: We trust that the higher form students know what is best for themselves.
- R: Mr. Or, Form 6 & 7 schoolmates are no longer required to assemble in the covered playground. Instead, they go directly to their classrooms. Could you tell us the rationale behind this regulation?
- O: There are a lot of reasons. First of all, Form 6 & 7 students have a lot of homework to do. The new regulation can give them more time to handle their homework. Also, they could have more time to prepare for their lessons. The second reason is the shortage of assembly area in the covered playground; fewer classes can solve this problem, and we can manage the discipline more easily.
- R: Do you think the new regulation is unfair to the lower form students?
- O: I don't think so. The junior form students have a lighter workload and they will be Form 6 & 7 students in the future. When they do, they will enjoy the same privilege.
- R: During assembly, the discipline of some classes is not very good. How would you tackle this problem?
- O: Now, we have prefects to lead the classes into the classrooms. Prefects are only there to assist. They are not watch-dogs. We expect the students to have self-discipline.
- R: Another new regulation in our school is the class rules. Each class should set up their own rules and follow them. What do you think about this change?
- O: Each class may have its own unique problems. This is why we encourage class rules drawn up by the students themselves because it is the boys who clearly know where the problems lie. Also, class rules may mean class identity and a boost in class spirit.

## **A New Superstar in the Library-- The Self-Service Photocopier**



If you have been to the school library recently, you must have noticed that there is always a long queue of students waiting to use the new photocopier. The number of students there who want to make photocopies is even greater than the number of students borrowing books. This is an interesting yet common sight during recess and lunch time. Students may be eager to know more about this copying machine. The Leowlish has collected some information.

The self-service photocopier is rented by the school to replace the old one in the library. We asked the office staff about the reasons for renting the photocopier. The first reason was that

the old one was unsatisfactory. The second reason was that the old one wasted hours of manpower, because the model had to be operated for the students by a member of the staff. The new machine, in fact, can save students plenty of time. Copies are now ready instantly while in the past students had to leave originals with the machine operator and pick up the copies only hours or days later.

The response from the students is generally good. They find the new service convenient. They also think that the charges are reasonable. Since September, nearly 40,000 photocopies have been made.

There are instructions telling you


how to operate the machine. This is very simple: just insert coins in the machine and it will show you the number of photocopies that can be made. We can choose the size of the paper at the touch of a button.

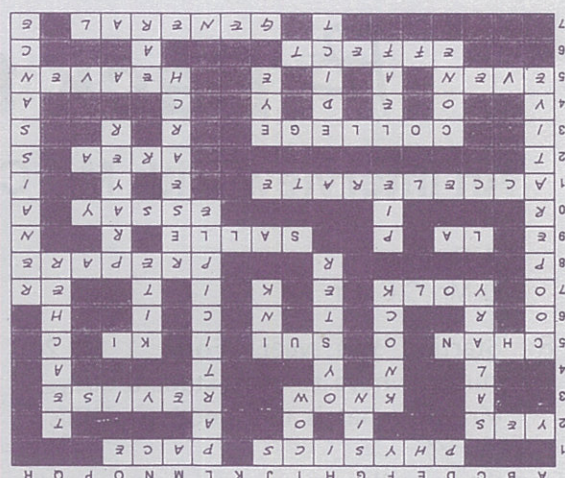
Some students complain about minor technical problems of the machine. When the Leowlish directed the complaint to the school office, we were told that the situation would improve when the students learned to use the machine properly.


The fact that some teachers also use the machine shows that it is widely accepted as a convenience. Students are encouraged to make more use of the machine to cover the necessary expenses.






 **ANSWERS**



 The new photocopier is smarter and more efficient than the old one.

## For your brains only--Vocabulary Challenge

 Can you complete this puzzle within 10 minutes? (Answers on this page)

### DOWN

- A5 HELPFUL  
C2 WAGE  
D13 A SOLID WITH A ROUND BASE AND A POINT AT THE TOP  
F3 TO STRIKE SOMETHING WITH A BLOW  
F9 AN OFTEN ROUND PASTRY CASE FILLED WITH MEAT OR FRUIT  
F13 A GREEN FLAT BLADE WHERE PHOTOSYNTHESIS TAKE PLACE  
G1 THE BREAKING OF A RELIGIOUS OR MORAL LAW  
H3 A PEARL-PRODUCING SHELLFISH  
H13 AN ORDER OR COMMAND  
I1 TO FRIGHTEN AND INTIMIDATE  
J5 COLOURED LIQUID USED FOR WRITING  
J13 ORGAN OF SIGHT  
L1 VERB USED AS ADJECTIVE  
M8 ADVANCED STUDY OF AN OBJECT  
N5 A BIRD  
N15 ORGAN OF HEARING  
O8 SOLEMN REQUEST TO GOD

### Q2

INSTRUCTOR OR COACH

### R7

THE PERIOD 1350 - 1600 IN EUROPE

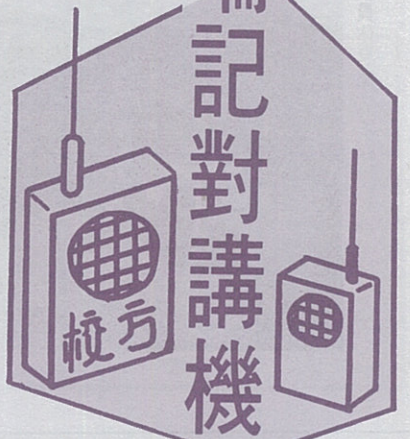
### ACROSS

- 1D THE STUDY OF MATTER AND NATURAL FORCES  
1L TO TALK WITH SLOW REGULAR STEPS  
2A NAME OF A TEENAGERS' MAGAZINE  
3F TO HAVE INFORMATION IN THE MIND  
3C TO RE-EXAMINE IN ORDER TO CORRECT AND IMPROVE  
7C THE YELLOW CENTRAL PART OF AN EGG  
8L TO PUT SOMETHING IN A CONDITION READY FOR A PURPOSE  
10L A PIECE OF WRITING ON A GIVEN TOPIC  
11A INCREASE THE SPEED OF SOMETHING  
12M THE SIZE OF A SURFACE  
15A REGULAR OR UNCHANGING  
15M THE PLACE WHERE GOD LIVES  
16D THE RESULT AND ITS INFLUENCE  
17J THE OFFICER OF A VERY HIGH RANK IN THE AMERICAN ARMY





## 瑞記對講機



## 不平鳴

在衆多的稿件當中，不平鳴部分所收到的竟佔全部稿件的一半，告訴了我們原來本校學生對我校懷着一顆關切的心。他們在不同方面也有點意見，證明我亦有需要進行某些方面的改善。在此真的希望校方注意一下！

我時常發現本校的佈告版空空如也；而且有些海報已經過期，還仍然張貼在那裏。尤其在飯堂那幾塊佈告版，版上只有那幾個學會的名字，長期掛在那裏，甚少有甚麼告示或海報的出現，敬希各學會留意。還有請大家不要爭着使用飲水器附近的那一塊佈告版，我發現海報時常一張張重疊在那裏，看上去很不舒服。因我自己亦是某學會的會長，當發現自己學會的海報被其他學會的海報所遮蓋時，不禁泛起一陣陣的心酸，一怒之下，把這些沒規矩的海報撕下來，貼在其他地方，在此爲我的一時衝動而道歉，不過亦希望各學會負責張貼的同學留意，多謝！

\*\*\*  
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\*\*\*  
會長

本人由本學年開始，留意到六樓的洗手間有一隔廁所的門，橫放於其內，遲遲仍未拿開。是否廁所不能使用，所以故意把門橫放。令致每日小息時候廁所擠得水泄不通，大排長龍。希望有關方面能盡快解決這個問題，使我們在六樓的學生不致不方便。

此外，在五樓與四樓之間的廁所，亦長期未修理，爲甚麼整年內仍未有改善呢？希望早日能解決這個問題。

18號  
C仔  
答：因爲請工人來修理廁所，絕不能見一次破爛便請一次工人來，因爲人工是很昂貴的。而適逢一樓教師用之廁所需要修理，便順道將其其他破爛的也

同時修理。不過校方非常憤怒，因爲一個新修理好的水箱，又被某些頑劣的同學破壞，這是絕對非一般受過教育的學生所爲，希望各同學自律！

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本人希望投訴一下飯堂的衛生情況，在幾年的學校生活中，從未見過在小息及午膳時飯堂的桌子有過一塵不染的情況；就算經過清潔後，拍面還是油膩得很呢！同時亦希望各同學合作一下，將用後的廢物紙屑投入垃圾箱，不要棄置在飯堂的桌子上。另外，我希望那些飲水器改善一下，可能是水壓不足吧，我們往往要等它們「親吻」才能喝得少少甘露，好不辛苦！

華倫斯

答：經過我們編輯的反映後，校方已通知飯堂部問題的重要性及其執行的迫切，而飯堂方面亦在第二日用洗潔精清潔拍面，取代了以往只用布抹拍面的方法。至於飲水機方面，校方亦已加強了水壓，故「親吻」情況必不會再出現了。校方亦建議飯堂在每張枱上放置一個塑膠製的盤子，讓各同學棄置廢物；而在午膳時間，亦會放置大型膠筒讓我們們用後的飯盤放在其中，此時飯堂的衛生問題必迎刃而解了。

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本人現欲投訴某些學生對衛生太忽視。某些同學在如廁後往往不沖廁，以致洗手間傳出令人噁心的臭味，加上同學們看見後更加有噁吐之感。這些行爲不只是幾位同學所爲，基本上在每一層樓之洗手間亦有此情況出現。最近，六樓之洗手間亦出現同樣缺德之行爲。我深信大家都是受過教育的，尤其在六樓之學生，千萬再不要做出如此羞家的行爲。最後，我盼望校方能改善水箱注水的速度，同學們往往要等一輩子的時間才能候水箱注滿水。這亦可能是同學如廁後不沖廁的原因之一。

大雄

答：經過親身的查看後，校方發現投訴絕無虛言。他們已打算在校內每一個廁所內也裝設抽氣扇設備，經費也已預備好了。而校長亦要求同學不要太頑皮，將一些臭味劑當足球玩耍，這是白費了校方的一番心機的。注水速度方面，因樓高水壓不足的原因，五樓和六樓的廁所注水速度的確是慢了，校方已盡力將水壓調較至最大，希望不會令各同學再感不便。

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本人來函欲向校方反映校內設施的問題。在近洗手間的樓梯底棄置了數座鞍馬，這些鞍馬已破爛不堪，所有用皮製的部份已腐爛，一些同學更將報紙、飲品盒放在那裏。與其讓那些鞍馬作爲「垃圾站」，何不把它收補或棄置呢？另一方面，學校雖然有六張乒乓球桌，但半數以上都不能使用，爲何不忍心地把它

們拋掉，這樣可增加食堂的地方來放置多些飯桌，因爲許多同學都要站着來吃午餐，難度之高許多同學都領教過。此外，順帶一提，希望校方能禁止同學在十一時四十五分至十二時這段午飯時間打乒乓球，因爲那些乒乓球往往會飛進飯或飲品內，構成同學間不必要的麻煩甚至爭執。最後，學校操場地面的毀壞程度已十分嚴重，同學在進行任何運動時都會有扭傷之危險，希望校方能正視這些問題及施予改善。

小雄

答：那些鞍馬不是棄置在樓梯底，而是放置在樓梯底，而校方亦對同學們破壞公物的行爲感到憤怒。不過有鑒於此，校方亦打算在待新體育室隔鄰鐵網造好後，才把數座鞍馬放在那裏。飯堂內一些破爛不堪的乒乓球桌已經拋掉，剩下來的是可以使用的。而校方亦將圖書館的兩張枱搬了下來，當作飯堂的枱用，希望能減少站着吃飯同學的數目。而校長亦宣報了在十一時四十五分至十二時正這段時間內，禁止同學使用乒乓球桌。至於地板方面，其實校方已經修補了很多次，但因技術上的問題，修補後的地板在不到兩星期又再次破爛，所以校方打算在復活節假期或暑假時重鋪破爛的地板一次，或掘得深一些，避免石板再因地質緣故又再次重新破裂。

## 隨筆

## 釣魚記

今天，一個風和日麗的早晨，海灘旁傳來一陣歡笑聲。一定是他！我憑着他那種溫柔慈祥的聲音，足以斷定是他了，但爲甚麼這樣早他就坐在灘旁垂釣呢？啊！我明白了！是水漲，一定是水漲了。

我漫不經心地走到他那處去。他穿着一件舊外衣，深灰色的，這是他的特徵；一條長長的灰褲子和他那舊外衣互相映襯；頭上的一頂大草帽；一對黑色的布鞋，我就可以肯定是他了。他住在我隔壁的霍老伯。他很喜歡大自然。他是釣魚的能手。在他那枝竹藤所編成的魚竿，就不知有多少魚兒被它從水中釣上來了。我走到他身旁，向他請了安，看看他的竹籬，已差不多有數十條大魚了，令我不自覺地發出驚訝的聲音。其實雖然很多，但在他眼中，這只是少數而已，但爲甚麼我會驚訝呢？他釣魚的數目之多，我已不是意料中事了，不過在一個少見多怪的人眼中來看，這就是一個驚天動地的紀錄。

我望着那藍魚兒，呆了好久才坐在他身旁。我正想和他說話時，水花在水面濺出，潑在我的臉上。又一尾了，一尾比藍中的魚還大的大魚在水面上掙扎着，但他沒法掙斷那堅韌的魚絲。看霍老伯不費吹灰之力就把大魚釣上來，真是令我羨慕。他用靈巧的一隻手把鈎子從魚口中抽出來，看看鈎子，便很不滿

意地啐了一口，說：「死傢伙，竟把我上等的餌子吞掉去，今晚非吃你不可！」接着，便從口袋裏取出一條小蟲兒，鈎在魚鈎上作餌，望一望海，仔細地定下目標，就把鈎子拋出去了，「呼」的一聲，鈎子已飛到老遠。「讓你試試吧！」他溫和地對我說。於是我老實不客氣把魚竿接過，靜候魚兒上鈎。過了一會，魚竿動了，我猛力地一拉，結果拉得一個空。他笑說：「這只不過是風把魚絲吹動而已。」這樣，我便再來一次。先看看海面上有沒有魚羣，他在以前已教我怎樣看魚羣。我見到了！一拋，把鈎子拋出去，但落點不準，算數吧！我耐心等待，過了不久，魚竿動了。我自信地絲毫不動魚竿，我猜想這也是風吹罷，但霍老伯焦急地說：「還不把魚兒拉上來？」那麼，我用力一扯。啊！鈎到了！不過……不過只是一尾小小的魚兒，比起他所釣的，簡直是差太遠了。他哈哈大笑地說：「都是我來吧！」我把魚竿交給他。遠處傳來媽媽喚我返家吃飯的聲音。我就向霍老伯請辭。臨別時，他還給我所有魚，要我帶給媽媽當在今晚的晚餐。我也不再推辭了，因爲他每天都會送給我們魚兒的。

六甲 梁俊青

生命有何意義？我們差不多由吸第一口氣至呼最後一口氣都在「追求」着。平凡人追求名利，有名利的追求清幽；失敗者追求成功，而一切成功的又追求更高的難度（幾乎接近自殺），死亡邊緣的則追求生存，似乎人生存就要追求……

話又說回來，莊子都有追求罷：他追求平凡。以筆者見解，生命不過是無數追求的總和，其實亦可看做一個循環，所謂「出於土歸於土」呀！正如人生的旅程中不斷重演「平凡」及「極端」兩個階段。

人生就是這樣的了。所謂「世界輪流轉」亦爲此而言。但不可不看輕這「追求」，我想如果沒有了「它」，人們也會「求生不得，求死不能」了。

因爲「它」的存在，人才有了鬥志，有了勇氣；而亦有了「一種很重要的副產品」——感情。人由失落轉爲快樂，就如賭贏了一局，會促使你賭下一局，縱然輸了，亦有此效果。

就此，人生才有了意義。有些人，尤其年少一輩的，可能已經半睡了。但此文之目的希望讀者能建立「獨立思維」，做個真正的自己；我對跟風是非常反感的，請君記着：大家是萬物之靈，不是萬靈之物！

五丁 羅家聰



## 實驗預備室

實驗預備室是一間儲藏和預備實驗儀器和材料的地方，不過有些特別的，它是複式的，三、四樓各佔一間房和相通，不過裏面有一條旋轉式的樓梯連接，當然爲了方便，三樓那部份與綜合科學和物理實驗室相通，四樓那部份與化學和生物實驗室相通，而實驗室管理員則在那裏爲我們學生預備和分配做實驗的材料，那裏也有些貴重和危險的化學物品、生物標本和儀器。

四戊 彭國程



充滿貴重器材的實驗預備室



一樓教員休息室

## 教員休息室

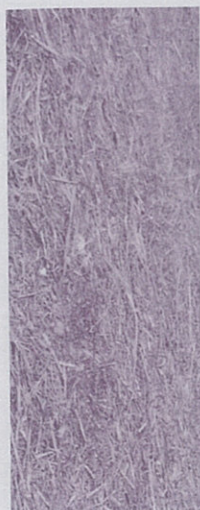
位於美術室及辦公室隔鄰的，分別是五樓及一樓的教員休息室。顧名思義，這兩處地方都是給老師們休息的。當然，他們日常的工作亦是在這裏進行的：批閱同學的功課、上課前的預備工作、策劃學會的活動及應付同學們的種種問題，還有用膳呢！

當我一走進這兩間只有四百尺左右的房間，只看到一張張排列得密密麻麻的桌子，不單只這樣，每一張桌子上均被不同科目、不同大小的書籍所霸佔，雖然有點不整齊，但卻暗示出我們老師的日常工作是多麼的繁多、他們是多麼勞苦功高。而事實上，老師進出時也時常因通道狹窄的原故而感到少許不方便。在同學們還未上課的時候，教員休息室門外總是結集了一些同學，尤其在小息時，教員休息室內外更是擠得水洩不通，教師和同學們混在一起，好不熱鬧。有些同學留在那裏，就像歌迷守在電視台外，等候着各老師爲他們的學會簽個名字，有些等得滿頭大汗，很是着急，那種情況實在有趣。























六甲 黃文忠























五樓教員休息室



一樓教員休息室

 袁鉅銘老師	 劉銘恩老師	 羅中權老師	 鍾晚豪老師
 MR A. YANG	 黃綺薇老師	 劉惠儀老師	 施健羣老師
 潘太	 楊美芳老師	 霍兆霖老師	 林益和老師
 許少華老師	 朱國銘老師	 陳健雄老師	 陳鎮源老師
 鄧豪達老師	 廖李兆明老師	 曾守源老師	 黎偉文老師
		 黃繆輞光老師	 鄧姚寶珠老師

 MISS TEHMI	 李寶安老師	 許郭桂芬老師	 梁吳冰妍老師
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 卓奇略老師	 潘林媛芬老師	 李秀鏞老師	 MR K.S. RAVI
 潘世強老師	 梁潔儀老師	 劉聲老師	 林傑欽老師
 廖顯樹老師	 李炳強老師	 周露雲老師	 康寶泉老師

茶水部  
MRS BEATRICE

BRO · RUDOLF

五樓教員休息室



# 禁地專訪



## 校長室及秘書房

大家對這個地方熟悉嗎？其實我在採訪之前，對這房間只是一知半解。大多數被校長邀請進去參觀的，亦將會被校長嚴加指導一番的。不過也有例外的，一些為學校爭光的學生，校長也會邀請他們會見他的。其實各同學切勿被校長魁梧的身材及冷漠的面孔所誤導，以為他是個冷血校長，那便大錯特錯了，原來他是個友善、隨和且幽默感的人，以後大家若有甚麼問題即管預約進校長室見他吧！



寬敞舒適的校長室

設備整全的秘書房



校長的桌子比起一般在教員休息室的為大，當然啦，每天要處理的事情多不勝數。日理萬機的他，如沒有一位能幹的秘書幫他一把、助他一臂，必定不能應付，所以秘書所工作的地方亦是重要的。位於校長室和辦公室中間的，就是秘書房了。歐陽太已經當了這份工二年了，她每天就是為校長預備好一切，開會、接見老師、報告及其他文件等，都是由她為校長安排的。

六甲 黃文忠

## 升降機

各位同學有沒有乘搭過升降機呢？答案我也不用說。但是位於轉角樓梯位的那一部呈綠色的類似升降機的東西，各同學有沒有使用過呢？我想大多都是沒有的了。其實那是一部專為老師而設的升降機，其活動範圍是由地下至五樓。這部升降機是要用鑰匙才能啟動的，先進吧！

這一部升降機已經為學校服務了廿四年，「她」還比我們更年長，是一件古董呢！當我置身其中時，尤如自己變成了老師，有點飄飄然的感觉。不過這部升降機比其他我們常見的那些不同的，就是在按鈕板上沒有了「開」和「關」，當然沒有電眼啦，所以我亦很奇怪，希望各老師不會被門夾傷吧！

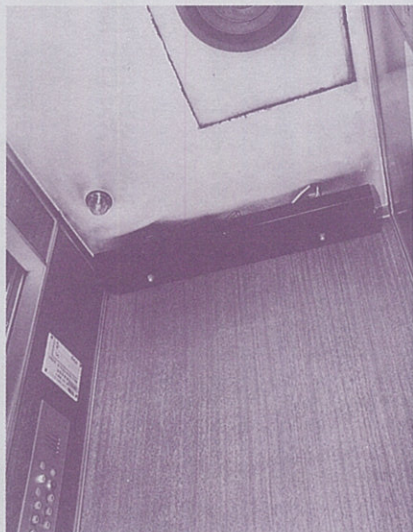
六甲 黃文忠

## 黑房

黑房座落於四樓和五樓之間的洗手間裏，主要的用途是灑校利用的班相和學會的全體照，而其他的時間是供攝影學會的會員用，黑房平均每星期用兩至三次，近期曾裝修過，將冷氣和電線翻新，而在新灑相設備到後，本校便不單可灑黑白相，還可灑彩色相，而使用黑房的同學則期望能將黑房中牆上的那些漏光的小洞補好，使灑相時效果更好。

四戊 彭國程

升降機內觀一瞥



麻雀雖少五臟俱全的黑房



## 童軍室

童軍室是本校九龍第二百零五旅的大本營，在今年曾修過，其中較為特別的是裝有電視等電器用品，童軍星期六開會時除了有活動時在操場外，其他時間大都在童軍室裏，本校的童軍是本港其中一支比較大和好的童軍組織，因為可從童軍房裏的玻璃櫃裏放着很多的獎項中得知。

四戊 彭國程



美倫美奐的童軍室

## 余伯之家

余伯，是本校的一位資深的校工，由於他是本校的看更，所以他的家是在本校的，由他口中得知他是在一九七八年起在本校任職，他平時的工作主要是看更和打理校園的草木，余伯在本校居住和煮食，菜則自己做，而平時閑餘的消遣是看報和聽收音機，他說在本校最深刻的事是本校二十周年，那天很多舊生回校探望他和其他老師，而他對本校學生的印象幾好，他希望學生在週六回校時應帶學生證，正如社會的身份證一樣，希望學生明白和合作。

四戊 彭國程



## 班際陸運會

一年一度的班際陸運會在九二年十一月五日和十三日在灣仔運動場舉行了初賽和決賽。以往各樣項目的進行都是在比較清涼的天氣下進行，而今年的秋季好像珊珊來遲，氣溫也比往年溫暖得多，雖然這樣，但卻沒有絲毫影響參加的人數及成績。

今年各個組別的競爭都十分激烈，分數的距離也十分之接近，甲組，乙組，丙組及丁組的冠軍分別由中六乙班，中四丁班，中三甲班及中一甲班奪得，而中六乙班更打破了以往由中五所長期保持的全場總冠軍，奪取了這最高榮譽，證明了陳瑞祺的學生是文武全材的。

在決賽的當天，高潮在四乘一百米的邀請賽，我邀請了多間友校的隊員來競逐，在比賽的過程中，在看台的同學都看得如痴如醉，衝線的一剎更使同學們的情緒高漲；我們也邀請了前任校長 Bro. Eugene 為我們的頒獎嘉賓，相信從 Bro. Eugene 手中所頒發的獎項在得獎的同學的心中更加有特別的意義和感受，深刻難忘！

六乙 張耀光



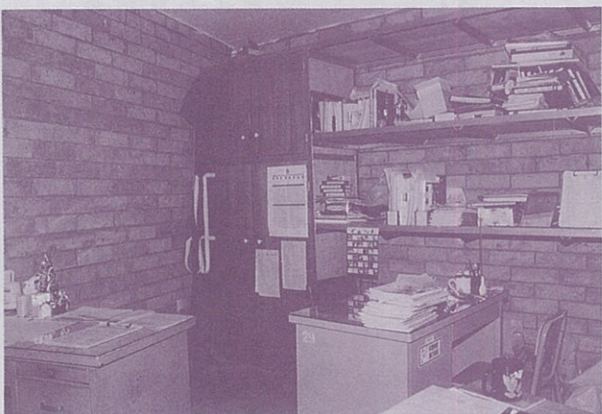
得獎的同學們

## 新教員室及體育室

各位同學會否知道，由今年開始，學校多了一個教員室。這個教員室其實是以以前的體育室，主要是為學校任教體育的老師而設的。

現時有三位老師在這裏辦公，他們包括黃德誠老師，Mr. O'Brien 和楊烈達老師。而那些體育用具則放在飯堂的洗手間內，以前用來沖身的一個頗大的地方內。這個教員室的環境頗為清靜，而且地方十分寬敞舒適，不像一樓和五樓的教員室般常常集結了很多學生。倘若各同學希望借用學校的運動場地時，不妨到這裏看看。

六乙 林偉恩



新體育部教書室

## 傑出學生選舉

每年一度的傑出學生選舉已經圓滿地結束了。一如以往，今年有很多嘉賓出席這個盛大頒獎典禮，例如陳經綸先生。他一出現，就引來不少的歡呼聲，為這個典禮添上不少色彩。

今年的選舉辦法跟以往的有少許分別。年前的一屆，每級只有一位學生得獎，中一至中三的得獎同學，每人可得一千五百元的獎學金及獎狀一張，中四至中五的同學，每人可得三千元的獎學金及獎狀一張，至於中六及中七的同學，則可得到三千五百元獎學金及獎狀一張。但由今年開始，每級都分設三名，

得到第一的同學可以獲得獎學金以示鼓勵，其餘的則可獲得獎狀一張。

由於今年的爭持十分激烈，所以有很多級別都有兩名同學得到第三名。在此，希望這些同學能繼續努力，保持良好的成績。

得獎名單：

年級	第一名	第二名	第三名
中一	藍宗皓	何振宇	鄭立祈
中二	關英偉	廖楚天	梅俊傑
中三	莫君豪	彭國程	呂家祈
中四	何俊傑	徐志良	彭國烜
中五	余家俊	楊俊豪	羅一龍
中六	黃偉光	陳力烜	馮志恒
中七	金昌達	張宇	陳永康

六乙 林偉恩



各位傑出學生

## 舊生聚餐

本校在這廿多年來培育了不少人材，其中有很多已經成為了傑出人仕，在社會有頗多的貢獻。陳瑞祺舊生會的成立更把他們之間的友誼拉近。而舊生會更於去年十一月七日，假座尖沙咀新世界酒店舉辦了一個舊生聚餐。當晚 Bro. Lawrence 和 Bro. Hachin 均以西裝打扮出場，眾人乃是第一次看到，而出席的師生亦很多，其中包括李炳強老師、康

寶泉老師、劉聲老師以及廖顯樹老師等，更有些是持師生雙重身份出席的，那就是黃德誠老師和楊烈達老師。

當晚節目非常精彩，Bro. Hachin 更開腔唱了一首英文歌。其中的一個環節，就是由舊生逐一上台分享他們離校後的生活與遭遇，場面突然變得很感人，台下的老師也為之感動。當晚最引人注意的節目，卻是臨時加設的，是由一名舊生即席表演一齣脫衣舞，結果為舊生會籌得十一萬元，而整個聚餐亦在晚上十一時半圓滿地結束。

六甲 黃文忠



陳經綸先生正在發表他的講詞



# 校園軼事

## 本校游泳隊榮升第一組

本校之游泳隊歷年都在第二組角逐，今年在馮志恒總隊長的帶領下甲組和丙組都分別奪取輝煌的成績，兩組皆奪得第二名，並以總排名第二位榮升第一組。

鑑於學校的設施不足，校隊們平時只能跟從一些泳會操練而今次能奪得此項佳績，同學和老師的功勞皆不可沒。

註：本校之拯溺隊在校際之拯溺比賽中面對強勁的對手亦能奪得季軍，僅屈居於聖若瑟中學及拔萃男書院。

六乙 吳鴻冠

## 明愛賣物會

本年度之明愛賣物會由以往的花墟球場改為在長沙灣運動場並未因此而冷清，反有過之而無不及之感。



彭定康在攤位總負責人黃嘉俊的陪同下選購物品

## 聯校中文週

由陳瑞祺（喇沙）書院中文學會與培正中學、德蘭中學、女青年會丘佐榮中學合辦之聯校中文週將於二月十五日開始。此中文週為期兩週而其內容包括講故事及朗誦比賽、中文書法比賽、聯校中文比賽、聯校辯論比賽以及展覽。

鑑於有某些項目每所學校只能派一名代表出席，而本校之同學反應卻異常熱烈，所以在甄選我校友代表之時，也許會令某些同學失望，在此謹向同學致歉。

六乙 吳鴻冠

學長們正努力地推銷貨品



十一月一日，賣物會當日，早上八時許，本校之旗幟已在大會的空氣中飄揚。為使本校之攤位能在眾多攤位之中脫穎而出，學長們均出盡法寶，有些在叫口號，有些和顧客在討價還價。而最為高興的是本校之攤位能得到港督彭定康先生之讚賞，港督更購買了價值二十元之聖誕禮物，而他的駕臨更為整個活動打了支強心針。

總觀本年度之賣物會能籌得破紀錄成績合共港幣一萬四千九百九十五元正，全賴商戶的合作及學長們的努力，而展望明年在各方面的通力合作下能再創佳績。

## 聯校科展

同時時亦盼望本校之代表能在各比賽中奪得優異的成績。

六乙 吳鴻冠

在上屆聯校科展中，本校獲得了第三名。在這次科展中共有三十四間學校參加。這次的科展分成三個階段，第一階段是建議書甄選，從中選出三十間學校進入第二階段的評選；而第二階段的評選在科學館進行，再從中挑選出最優秀的九間學校，進入最後階段——銀禧展。

這次科展的主題是「掙扎求存」。因這主題比以往的題目較為狹窄，在發揮上也比較困難，而在參加的作品中，更有相同或相近的題目出現。縱然如此，本校的參加作品——「海底城市」卻可從芸芸作品中突圍而出，必有其獨特之處。本校的作品無論在可行性（因曾有前人做實驗而且成功）和理解性及表達方法上，也較其他學校優勝，所以奪取這項獎項也是實至名歸的。

在這次科展中獲獎，也有另一重意義，我們陳瑞祺的學生不單只可以在運動場上顯身手，在學術上，尤其在理科方面，更可以和其他學校一較高下，奪魁而歸，實在可喜可賀。

六乙 張耀光



BRO. EUGENE 陪同勝利的同學

## 班際水運會

本年度之班際水運會已於九月二十五日在大環山游泳池順利地結束。比賽分為初賽和決賽兩天，決賽當日，天氣良好，大家一早便到達泳池觀戰，比賽在早上八時許便正式開始，各參賽者都磨拳擦掌，準備比賽。由於是次比賽是關乎獎牌的爭奪，故健兒們完全地投入比賽；反觀台上的同學卻好不辛苦地才推上幾分鐘，呆呆望着比賽進行，而比賽亦比較沉悶，少有激烈競爭情況。直至有些惹笑的跳水鏡頭及游泳姿式出現，才能吸引他們的注意。另外有一些同學，努力為自己班的健兒打氣，希望贏得賽事。比賽的高潮由師生接力賽帶起，因同學們平常很少看見老師運動一面，便一改他們冷淡的反應，全力為老師們打氣，有些叫得聲沙力竭，有些卻手舞足蹈，為這次比賽生色不少。

最後經過一輪激戰後，甲乙丙組冠軍分別由中七乙班、中四丁班及中三丙班所奪得。

六乙 吳鴻冠

## 家長老師日九三

為了使家長了解其子弟在學校的學業成績及校內行為，校方在一九九三年一月十七日舉行了家長教師聚會，並且即日派發了第一次評核成績。與以往有所不同，今年並不是所有家長一起在課室與班主任傾談，而是採取單獨接見形式，家長需在約定之時間到課室與老師會面。這樣，老師便能更直接和更詳細與個別家長講述個別學生在學校的表現。可能今年是首次採用這方式去進行家長會，某些地方筆者認為有待改善。例如一些高年級學生的家長，要上多層樓梯才能到班房，部份家長會感到吃力，加上當日天氣非常寒冷，滋味確是不好受。另外，今年的成績表與往年亦有分別，今年全張都是電腦印製，以配合學校近來來的電腦化政策。

六甲 朱耀麟



# 新老師介紹

## 劉惠儀老師

劉惠儀老師畢業於柏立基教育學院，現在還進修大學課程。未在本校任教之前，也聽聞本校的學生和教師的質素都很好。

她覺得本校的學生普遍的程度都不錯，當她發問一些有關美術知識及理論的問題時，大部份同學的表現都很好，所以美術的水準都算中上。她覺得美術室的設備相當殘舊，很多東西都要更換，例如窗簾和做版畫時的壓印機。另外劉老師認為每一層都應有兩部或以上的電視機供給不同科目的老師去使用。

劉老師認為在中學各級都應設有美術科，因為美術科可以培養學生的審美能力，提高學生對事物的敏銳及觀察能力。對於教學方法，她則認為任教高年級及低年級的方法不盡相同，因為教法要按學生的程度，年齡不同而施教。至於師生關係，任教低年級的同學，她會用多些時間引導學生，畢竟他們是從小學升上中學，需要老師細心指導。

最後，劉老師覺得本校的校長十分關心同學，對同學的態度很好，是一位為學生設想的好校長。

六乙 林偉恩



## 梁吳冰妍老師

梁吳冰妍老師，理工學院語言系畢業。曾在一所女校任教。梁老師未正式成為本校老師之前，也曾聽聞本校學生的質素不算差，而她也想轉換工作環境，所以便出任本校的老師。

她對於本校的學生，覺得大至不是難教。至於學校設備方面，她認為應把課室內殘舊的椅子換掉，因為很多學生的褲都被它勾穿了。另外，她認為學校應要有指定的電腦給老師使用。至於今年所新增設的測驗政策，她則覺得有好處，也有壞處。好的是現今香港的學生，大都是填鴨式教育下的產品，如果沒有測驗和考試，他們大部份都不會自動自覺地讀書，所以這個政策，可以推動學生讀書。壞的方面，可能會給學生一種壓力。

在老師和學生的關係上，她覺得要保持一定程度的距離，這樣就比較易辦事。最後，她覺得本校的同事很好，相處融洽，校長也好，可以給老師很大的自由去發揮。

六乙 林偉恩



## 卓奇略老師

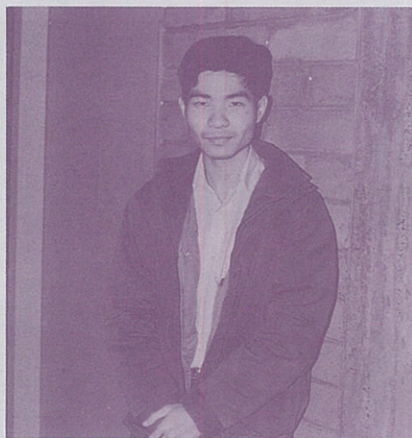
卓奇略老師，畢業於香港中文大學，主修數學，也曾任教育學院修讀了一年。在未正式任教本校之前，亦聽聞本校是一間頗好的中學，尤其是在運動方面特別出色。

對於本校學生，他認為是活躍的一羣，可能是課外活動比較多。而他覺得多課外活動不一定會影響學生的成績，只要好好分配時間，還可以得到均衡的發展。從整體上而言，他覺得本校學生上課時都十分主動發問，遇到不明白的地方，下課時都會找他。

學校設備方面，他不大清楚，但他覺得運動器材

方面都算足夠。至於新的測驗政策，他覺得很好，因為可以給學生一個正確的評估和知道自己的吸收能力。對於校長，他覺得校長十分關心學生，用說理的方式去教導頑皮的學生是一種很好的方法。

六乙 林偉恩



## 林傑欽老師

林傑欽老師曾就讀於九龍協同中學。畢業後在母校任職實驗室技術員。在工作期間，他一面修讀一些有關實驗室工作的課程；一面也報考高級程度會考（A-Level Exam.），之後便在理工學院攻讀六年制的在職學位課程，主修物理，化學。完成該課程之後便來到本校任教。

他認為本校學生十分好動，校長非常注重紀律，而且採用說教方式去道出學生之錯處，讓其改過。他與同事之間的關係亦是十分良好。

談到師生關係，林老師認為應該從兩方面去看；在課室，老師應嚴肅些，保持着老師的形象，這樣學生才會守規則；但當下課後，師生可以親近些，輕鬆些，就像朋友一般。

林老師現任教中二的綜合科學和中三、中四的化學科。他覺得本校成績不錯，但卻偏重於理科方面。他認為學校的新測驗制度很好，因為現今社會外界引誘太多，如不催促學生努力讀書，他們就較難進步。最後，林老師認為實驗室最好設置擴音設備，以便老師在這麼大的地方授課時也不會覺得吃力。

六甲 朱耀麟

## 陳念慈老師(洋名 Punice)

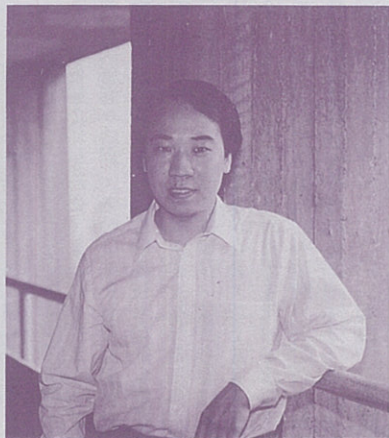
陳念慈老師剛畢業於香港大學，主修音樂，副修德文及德國文化。他喜歡插花，跳舞和旅遊。

陳老師來本校執教之前，側聞其他人說陳瑞祺書院在體育運動的成績非常優異，對其他方面則比較陌生。但經過這數月來和同學的接觸後，她覺得陳瑞祺學生性格開朗，活潑好動，組織能力強而且自律性頗高。她也察覺到有些學生平時在課室裏頑皮，但當他們離開學校，在外面的地方會表現得頗斯文和守規矩。而且同學對校外活動也是十分積極。現在陳老師是音樂學會的顧問老師和合唱團的負責老師。

她個人認為老師和同學可保持一個像朋友般的關係，但在適當場合，學生犯了錯，老師應給予適當的懲罰。此外她認為同事之間也相處得相當融洽；而校長更十分注重學校的紀律問題和關懷學生。

她認為學校唯一須要改善的是清潔問題，尤其是在食堂。但她相信只要同學們合作，問題定能容易解決。

六甲 朱耀麟





# 對劉聲老師 的一次訪問



去寫作，所以，比起初的語文教育，更有效、更多元化。

記：劉老師為何會接受這份新的工作呢？

劉：因為我本身很喜歡學習新的事物，亦喜歡接受新的挑戰，況且作為一個中國人及中文老師，推廣中國文化亦是我應盡之責任。我希望在英文中學就讀的同學，不要忘卻中國文化之可貴，多些去了解及學習我們自己的文化。或者在將來同學們更可以在海外推廣我國的文化。

記：此科目在今年突然推行，會否覺得很急呢？

劉：是有這種感覺的。我認為如果先推出來試教，會比較合適，但要急於應付考試則比較困難，由於初次推行，試題的方式、內容，其實存有不少要考慮清楚的。例如讀書報告的考核，就出現了同學間互相抄襲，或借助坊間的書本，使教署想令同學多閱讀課外書本的目的，變成徒勞。又另一面，學校對於任教中文老師的安排，顯然亦有困難。任教此課程，需要一些資歷及經驗較深的教師，因為他們在蒐集教材及施教方面比新任教師勝任，故此人手不足就是推行此課程的最大問題。本校亦曾遇到這類問題，很多學校的老師亦曾向教署反映，但還未得到適當的指引。

記：有否希望校方能作出相應的措施？

劉：主要希望校方能提供較新型的高映片放映機（可投射書本或節錄的參考材料），使教師能省却影印的時間。同時希望校方能提供多些有關的參考書。

記：任教時，有否發現有甚麼困難之處？

劉：主要是在尋找一些有趣的題材給同學，使教學時不致枯燥乏味，加上同學功課及考試都很忙，他們未必會自動去搜集學習的材料，故目前備課較忙，工作量亦頗重。明年更會增添兩班，加上任教此課需要受訓，到時人手問題，亦將會更嚴重了。

記：最後，請問有甚麼忠告給與各位同學？

劉：希望各同學能夠多些自我準備，了解此課程的目的，養成自己去比較、研究、參考的習慣，多些參與教師給與的活動，一定會得益不少，而對於將來升學及自我修養，都會有幫助。

六乙 魯琪

## 編者的話



對不起！這一句說話是我在這時必須向很多同學及老師說的。今年度這一份在你們手上熱燙燙的校報，真正正正的是「有血有淚」的。當上了這個總編輯，起初希望挑戰一下自己，替學校出一點力。過程中，不斷的失敗和挫折令我甚失望和洩氣，幸好在衆編輯的精神及行動支持下，我克服了這些困難，到今天，算是鬆了一口氣了，多謝！

這份工作實在具挑戰性。在過去的八個月裏，時間簡直像音樂騎師手上的唱片一樣，時快時慢。寫稿趕稿時，時間必溜得特別快，而在等待印刷廠送回來植好字的初稿時，一班編輯委員便急得像熱鍋上的螞蟻，差點被煎死了。現在回想起那時的一點一滴，真的悲喜交雜：彼此勉勵時的溫馨片段，被迫交稿時的委屈表情，一一在我腦海中重現。不過，在這八個月裏，我真的學會了很多課堂裏班房中學不到的東西。在此我特意鼓勵各同學在未來的日子，若有機會嘗試一下這份工作！

最後我需向康寶泉老師、廖顯樹老師及劉聲老師致謝，多謝他們在百忙中也協助評閱稿件的工作；尤其是劉聲老師，更給予我很大的支持和協助。但整份校報的完成，則是有賴全學校老師職員以及學生的每一分力量，沒有他們，你們現在手上的這份校報便會失色不少了，多謝！

總編輯六甲黃文忠

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# 瞰訊

一九九三年三月



陳瑞祺（喇沙）書院 學生報 第四十七期

## 教署搞邊科

### 中六文科舊風波 插班同學一籬籬



陳瑞祺向教署申請開設文科預科班多年，但尚未能成功開辦，究竟背後的原因何在？而將來又能否增設呢？另外，插班生近年來不斷增加，無可避免地使學校質素下降，究竟又是甚麼原因呢？我們校報會就這兩個問題訪問了現任副校長李炳強老師，訪問如下：（李：李炳強老師，記：記者）

記：學校多年來不能增設文科班，到底是甚麼原因呢？

李：增設開辦文科班，須要得教署的批准。早年教署曾以教育經費不足為理由，不批准本校的申請。近年教育經費改善了，教署又認為本區中學中六文科班學位充足，本校增設中六文科班已不大需要。如果本校仍然要開辦中六文科班，則要把中六數學班和生物班合併為一。這是本校不願意接納的（李老師解釋：一、違反我們增設文科班的原意使更多本校中五學生能在原校升讀中六。二、合併會減少了中六理科班的學額及增加行政困難）。此外學校亦有內在的困難，第一是課室不足夠，因為增設文科預科班最少需要兩個課

室，又本校因籌辦開設電腦科，需要徵用一課室改建為電腦室。第二是合資格升讀中六的文科生不足夠，加上近年來喇沙會的其他中學願意接收本校合資格的文科學生入讀中六，故開設中六文科班不是當前急務。

記：既然獲准開設文科班的機會渺茫，學校會否放棄或繼續這項申請？

李：這個問題我一時未能答覆。如果我們能解決曾提及的內在問題，校方會繼續申請增設中六文科班。

記：我們學校有否造成重理輕文的現象呢？

李：沒有中六文科班是會使人有這樣的誤會，但希望各同學留意到校方對中四、中五文科班重視那方面，為增加中五文科同學入讀中六的機會，已向屬會其他學校：喇沙書院、聖約瑟書院、張振興中學及粉嶺喇沙中學要求及已獲得接納本校中五文科生在中學會考放榜當日申請入讀該校中六文科生。

記：如果開了文科班，本校在師資方面會否有問題？

李：沒有，絕對沒有。事實上本校仍然有很多位資深文科老師如劉聲老師、廖顯樹老師、廖李兆明老師、鍾晚豪老師、康寶泉老師、黃德誠老師、施老師、黃太及周小姐；而校方亦有意安排各科科主任及已有經驗的教師教授中四、五文科班。

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記：現在我們轉一轉話題，就是關於近來插班生湧入的問題，究竟造成問題的原因何在？

李：最主要原因是學校受移民風氣的影響，如前年因陸續有中三學生因移民退學，以致教署安排了三十多個其他學校中三學生來填滿本校中四的空



缺。由於學校是由政府資助的，故不能不接收這批外來學生。

記：這些插班生對我們學校造成甚麼影響？

李：這些學生不能在他們原校升讀中四，主要是他們的學業成績很低或操行有問題；他們不良的學習態度早已養成，而又來到了另一陌生的學校，要改造他們，有一定程度的困難。

記：那麼學校方面有何解決方法？

李：一方面安排有經驗的老師教這批插班生，希望盡量使他們在操行和學習方面有所改善。另一方面，招收中一、二插班生來填補因學生移民而產生的空缺，希望他們能早些適應學校的學習和生活環境，如去年已收了十多個中二和中三的插班生，但由於去年暑假內又有十幾個升讀中三的學生移居外國，故今年九月又會有十多個中四插班生。

記：去年學校主動招收學生的反應怎樣？在中四大量插班生湧入這問題上有何幫助？

李：去年由於宣傳工作不夠全面和報名時間不夠長，所以投考的學生不多。而且在招收下年度中三插班生，有技術上的困難，因不能準確地知道有多少本校中二學生會在升讀中三時離去。總結去年經驗我們會在今年提早開始招收下年度中二、中三插班生，通知本校學生和家長，校外張貼招生通告，希望有更多外校學生申請入讀。

記：多謝李老師為插班生和開設文科班問題上作出詳細的講解。多謝！

六乙許耀鵬