

Vol. 48

AN OFFICIAL PUBLICATION OF CHAN SUI KI (LA SALLE) COLLEGE PRESS CLUB

MAY, 1994

ENGLISH! ENGLISH! ENGLISH!

English is an international language. It is very important for us to have a decent standard of English so that we can communicate with people from other parts of the world and so that we can appreciate forms of entertainment and pleasure in English. What is more important is that a good standard of English is a necessary study tool.

A new school policy was introduced in October, 93: English must be used in the classroom, with the exception of lessons of Chinese Language, Chinese Literature and Chinese History.

It was a heavenly coincidence that the Language Centre had been established a month before. What good timing it was! The idea of setting up a language laboratory had been incubating for months last academic year with the sole purpose of boosting students' confidence in English, and entirely independent of the school's plan to go English. Now, the Centre should play a dual role in helping individual students and fulfilling the school's dream of becoming a genuine English medium school.

Other English projects include an English publication and the English Fun Fair, all bearing the important mission of promoting English. How do students respond to all the changes? Quite encouraging.

It has been a very lively year of English! Indeed, we have made a good start, but it is obvious that we still have a very long way to go before CSK metamorphoses into ENGLISH CSK. Let's get there a step at a time.

A NEW SCHOOL POLICY: ENGLISH AS THE MEDIUM OF INSTRUCTION

In the past, Chinese was the major teaching medium in our school. Many lessons were conducted in our mother tongue, and others in English supplemented with plenty of Chinese. Oddly enough, in fact, even some English lessons were taught in Chinese!

Researches reveal that local students fare badly in English, and it is believed that the poor performance is related to teachers using a mix of English and Cantonese in schools which claim to be English medium schools. In view of this, the Education Department has required all local schools to make a clear decision on a medium of instruction by next academic year.

CSK has opted to adopt the English medium for several reasons:

- (1) The school has the manpower (teachers) and potential (students) to go English,
- (2) Survey has indicated that the English medium is in full accordance with parental preference,
- (3) We run into the risk of receiving a heavy allocation of B4 or B5 students if we choose Chinese.

So, the decision has been made. But what is being done to effect the change? Leowlish reporters had an interview with Bro. Lawrence, our

Principal, and here is the answer.

CSK has a very hopeful standard of English. The potential is there, but the biggest weakness is speaking. Students are not willing to speak in English because they are afraid of making silly mistakes. Chinese is their mother tongue and because they can handle it better, they tend to use it instead of English. This problem can be solved by more practice.

When it comes to the flexibility of the new English policy, the school is firm but understandably lenient. It understands it cannot expect a complete switch to English overnight. Time has to be given to adjust and change. But the efforts on the part of both the teachers and students must be there, and it is the effort that the school is very earnestly looking for now. All students have the chance to choose between English and Chinese secondary schools when they are in Primary Six, and they must go by the medium used in the secondary school of their choice. If a student comes to CSK and refuses to comply to the English medium, he had better transfer to a Chinese middle school. So, language adjustment by incoming Form One students should not be a really big problem. Teachers' English abilities should not be a problem either. Bro. Lawrence feels there is no need to employ more foreign teachers to suit the new policy. He believes that the English standard of local teachers is adequate. However, he understands that the new policy may be an extra burden on some teachers who are accustomed to teaching in Chinese, but if they can make up their minds and try their best, it should not be



impossible to achieve the goal. Bro. Lawrence sincerely urges all teachers and students to make an all-out effort.

The new English policy has been the result of new restrictions set by the Education Department. Our school must change to cope with the new regulations. Bro. Lawrence is certain that given all the factors working in our favour, in approximately three years, CSK will become a genuine English medium school.

THE BRAND NEW LANGUAGE CENTRE

Language Centre
In Memory Of
Mrs. Liu Lee Siu-ming

Have you ever heard about the Language Centre? Do you know where it is? What is the purpose of setting it up? What are the programmes run by the Centre?..... Are you interested? Well, read on!

Where is the Centre?

The Language Centre is adjacent to the Scout Room. There is a staircase leading to the Centre from just outside the P.E. Office.

What was the Centre?

In the past, it used to be a store room for furniture. Thanks to the generous donation of the CSK Old Boys' Foundation, the dull and dirty room was renovated and miraculously converted into our very neat and cozy Language Centre.

Whom is the Centre for?

It is for ALL CSK boys, naturally.

What is the mission of the Centre?

It aims at arousing students' interest in English and promoting the atmosphere of speaking the language in school.

What are the facilities at the Centre?

The centre is air-conditioned. (Hurray!!!)

There are two long benches, 8 desks and 20 very comfortable, cushioned chairs. At the entrance,

there is a receptionist's station and two ceiling-height racks holding listening and oral practice materials. Along the wall on the left, there is a shelf with a lot of games and audio/visual cassette tapes. Opposite to it is a wooden stand where reading materials and language drills are neatly arranged. On the walls, there are interesting cuttings from books and newspapers, as well as English-promoting posters. The room is equipped with three cassette players, six earphones, a television set and a video player. What about teacher assistance? Yes, many teachers have kindly volunteered their expertise and time. They are Mrs. Beatrice, Mr. J. Chan, Miss S.W. Hui, Mr. T. Lai, Mr. Y.W. Lam, Bro. Lawrence, Mrs. V. Leung, Bro. Rudolf, Mrs. B. Wong, Miss Tehmi and Mr. A. Yang. (Thank you, teachers) There are always two teachers at the Centre during opening hours.

What are the programmes run by the Centre?

A number of programmes have been designed to suit the various needs of students of different levels.

1. Big Brother Programme: This is organised to take care of junior form students. Each little brother is supervised by a big brother. All big brothers are volunteers from Form Four and above. Normally, meetings are held on Tuesdays and Thursdays, but if the big brothers see the need, they will arrange for extra tutorial sessions. In addition to academic gains, the little brothers also look to their big brothers for emotional and social guidance. The close relationship between the two parties invariably helps integrate the student body.

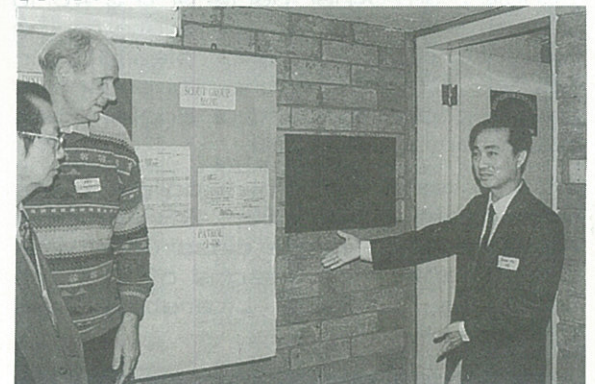
2. Listening and Oral Practice (CE and AS Levels): Many a student complains about having difficulty in handling the oral and listening papers of the Certificate and AS Level Examinations. In an attempt to ease the anxiety of students facing upcoming public exams, the Centre offers practices to F.4 to F.7 students. Exercises and past papers are provided. Students can record their oral performance on tape and submit the tape to a centre teacher for evaluation. Should anyone want to take part in this programme, please reserve a seat in advance as it is one

of the most popular services at the Centre! Reservation can be made at the reception desk.

3. Ambassador Programme: The innovative English Ambassador Programme (EAP) is one in which participants have to complete assigned tasks and duties to merit badges. The whole programme is divided into three levels and a specially designed course is provided for all participants who are selected from the best English students in F.4 and F.5. Memberships are by invitation only.

4. Lunch Time and After School Visits: The Centre is open from 12:10 to 12:55 and from 3:10 to 4:00 every Monday to Friday. A large stock of very educational games have been purchased or prepared by teachers. Students can play these games in air-conditioned comfort and at the same time, learn to communicate in English. For those who prefer visual excitement, they can spend some time in front of the TV screen. A number of short but very interesting video programmes are available. Visits during lunch time and after school require no advanced booking.

5. Joint School Forum: The Centre worked in coordination with Heep Yunn School, Wa Ying College and Hioe Tjo Yoeng College to organise this activity with a view to exposing students to a setting similar to that of the public exam in which candidates have to carry out a discussion with students from other schools. Three sessions were very successfully conducted in January and February, but very sadly, the programme was later suspended owing to the discrepancy between dismissal times of the participating schools.



The open ceremony of the Language Centre

EDITORIAL BOARD

Supervisor	: Bro. Lawrence
Teacher Advisers	: Mrs. B Wong
	Miss. Tehmi
	Mrs. Beatrice
	Mrs. B Chan
	Mr. H. S. Liu
	Mr. S. Lau
	Mr. H. T. Tang
	Mr. Y. W. Lam
	Mr. A. Yang
	Mr. P.C. Hong
Chairman	: Tang Kwok-hung, Arthur
Vice-Chairman	: Fan Man-ho, Henry
Internal Secretary	: Chan Chun-Wai
External Secretary	: Tai Wai-kin
Treasurer	: Yu Chi-ming
Photographer	: Ip Wai-chun, Herbert
Art-Designers	: Ng Wing-Ming, Patrick
	Hung Wing-kit
Computer Graphic Designer	: Kong Tin-ho

Chinese Section

Chief Editor	: Ma Sai-ho, Simon	(6A)
Editors	: Chan Chi-leung	(6B)
	Cheung Wai-lim	(6A)
	Chim Tak-yin	(6A)
	Lee Chun-ho	(6A)
	Leung Wing-chun, Keith	(6A)
	Pang Kwan-shing	(4B)
	Poon Chung-wah	(4E)
	Suen Ka-kui	(4B)
	Tsui Bing-kin	(6A)
	Wong Chak-lam	(6B)
	Yu Chi-fat	(6A)

English Section

Chief Editor	: Wong Wing-kin, Kenneth	(6A)
Editors	: Lee Kwok-wai, Eric	(6B)
	Ko Ki-fung, Cliff	(4C)
	Ng Chek-kin	(6B)
	Ng Chiu, Angus	(6A)
	Pang Kwok-hang	(6A)
	Wong chit-yu	(6A)
	Yeung Chun-kong, Anson	(4E)
	Yuen Kwok-fu, Wilson	(4D)



What does the Centre look forward to?

Physical expansion (space and equipment) would be necessary to cater for the growing number of visitors.

The Centre will continue to work for the students. It sees an important mission of assisting the school in executing its new policy - GO ENGLISH. Success will not be achieved overnight, but with concerted efforts and with all teachers and students working with one heart, it will come.

The School has painstakingly set up the Language Centre for all students. You can rightly call yourself stupid if you do not take full advantage of it!

Oasis Where Water Is Found In A Desert

In September 1993, the first issue of Oasis, a collection of essays written by CSK boys - was published by the Department of English. The aim of this publication idea is to arouse and encourage students' interest in writing as well as reading. It is named "Oasis" as it is hoped that it may refresh students' minds and quench their thirst for more English knowledge.

The project would not have been possible but for the generous donation of a parent who wishes to remain anonymous and the professional laying-out work by Mr. T. S. Wong. Our heartfelt gratitude to them!

The journal contains 89 pieces of work selected from students of all forms. They were written not only by brilliant boys but also so called "weaker" students. This journal is meant to be for ALL students who have a heart and desire to improve their English. Next September, the Department of English is going to produce the second volume of Oasis. Should you wish to share your writing experiences with fellow schoolmates, please don't hesitate to submit your work to Fan Man-ho (6A) or Chan Hoi-pong (6B). Your contribution will be very much appreciated.

The first volume was distributed to teachers and students free of charge in late September. While CSK boys were enjoying the journal, an inter-class quiz based on the publication was organised by the Get-Your-Tongue-Rolling Group and English Language Society in October. The organiser received very enthusiastic participation from F.4 to F.7 students. After a series of heats, five classes entered the final which was hosted by Mrs. B. Wong. Besides testing the contestants on the contents of the essays in Oasis, there were questions on usage, vocabulary and proof-reading as well as IQ problems. After a keen competition, F.6A became the champion. Each of the four representatives of the team was awarded a gift cheque and certificates of merit were given to all finalists. The representatives of F.6A were

Chui Chi-leung
Ho Wai-kin

Hui Chun-kit and
Tang Kwok-hung

Congratulations to these boys! It was a job well done!

English Fun Fair

The annual English Fun Fair has become a much celebrated tradition in CSK. English Fun Fair '94 was held in the school hall on 3rd and 4th March, 1994. This year, the event was a joint venture of the English Society and the Get-Your-Tongue-Rolling Group.

Fourteen fun booths and corners were set up after a lengthy preparation. They featured a great variety of English-related games based on simple vocabulary, grammar and usage. Many teachers took their students to the fair during class time, and still more boys visited the fair on their own during lunch hour and after school. All visitors received souvenirs and small prizes.

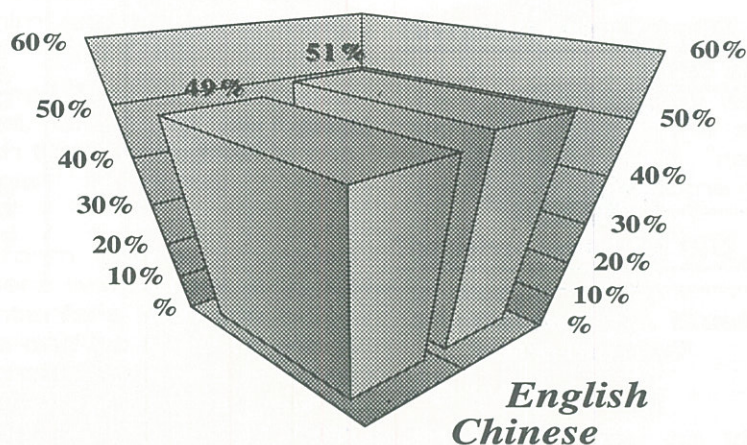
On the second day of the fair, a book show was organised. Books ranging from reference to leisure reading materials were available at a special discount. An hour before the close on the second day, many students from other schools made it to our fair. It was a challenging but rewarding experience to practise English with non-CSK members.

As in previous years, English Fun Fair '94 was a happy occasion, and many CSK boys, especially those in Form One, are already looking forward to English Fun Fair '95.

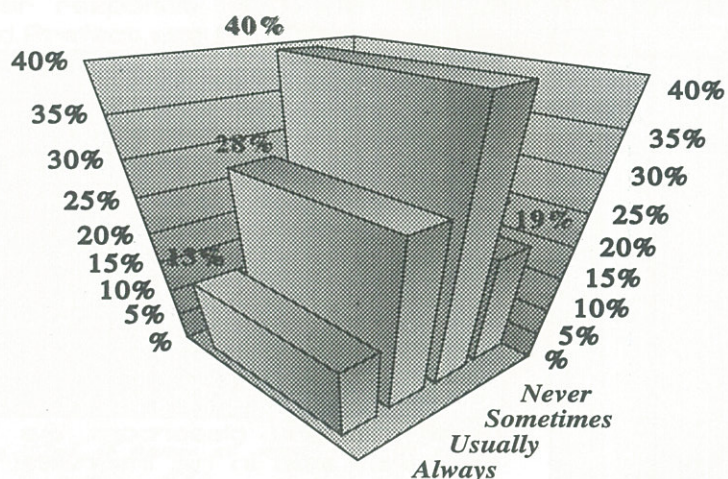
Students Give English Policy The Green Light

The Leowlish conducted a survey to get an insight into the students' reaction to the English policy. One thousand questionnaires were distributed at random, and 483 completed sets were returned. The results are as follows.

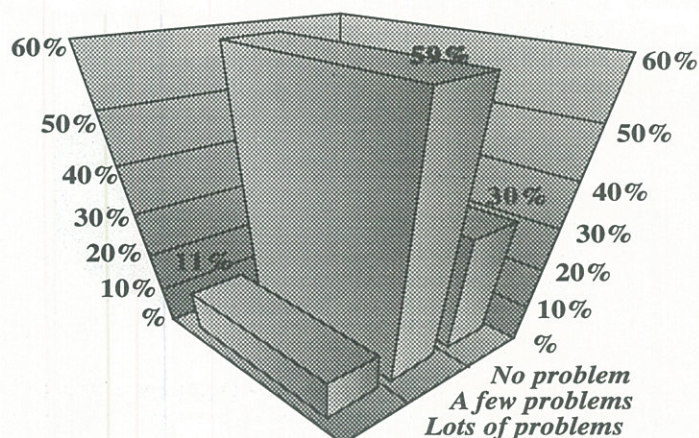
Do you prefer English or Chinese in the classroom?

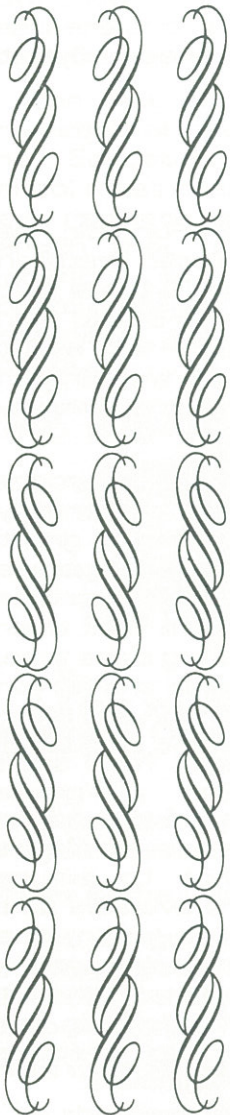


Do your teachers stick to the English medium?



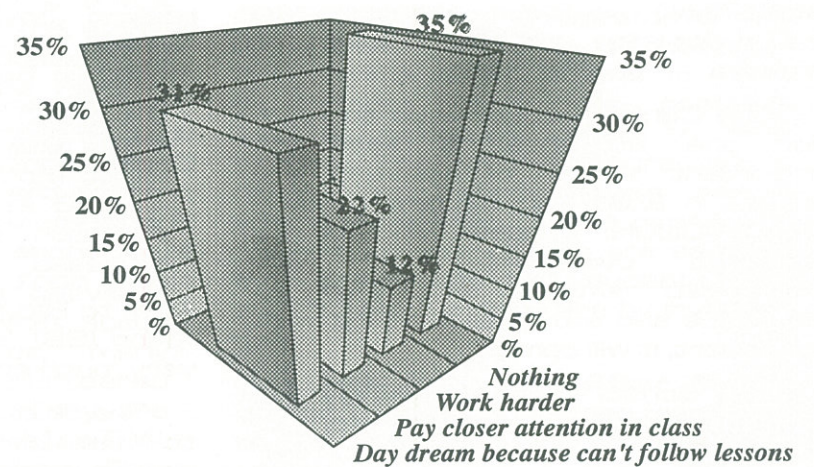
Does the English medium cause you any learning difficulty?



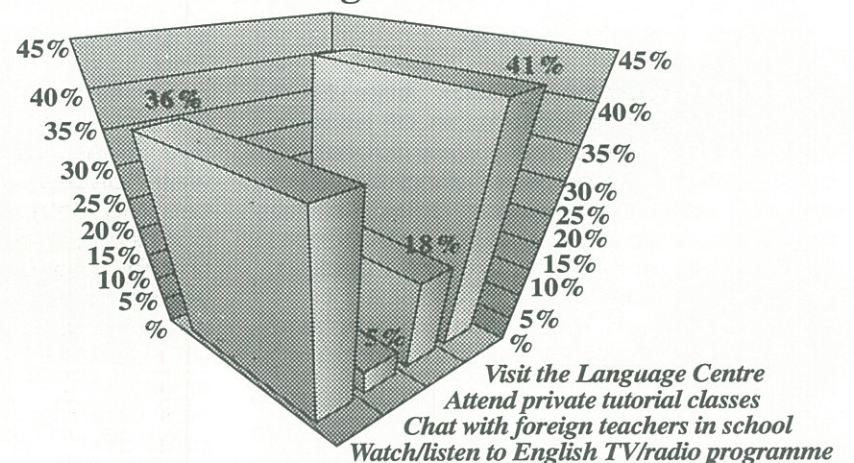


Further Analysis

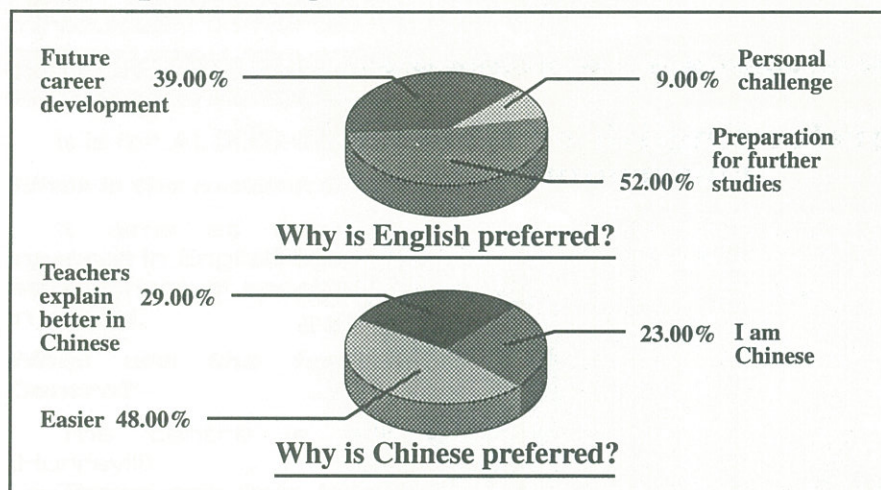
What do you do to cope with all English in class?



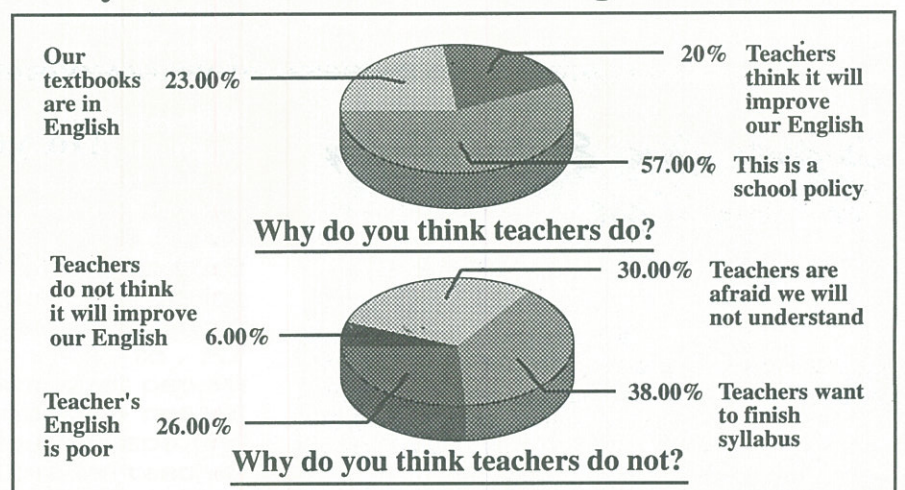
What would you do to improve your English listening skills?



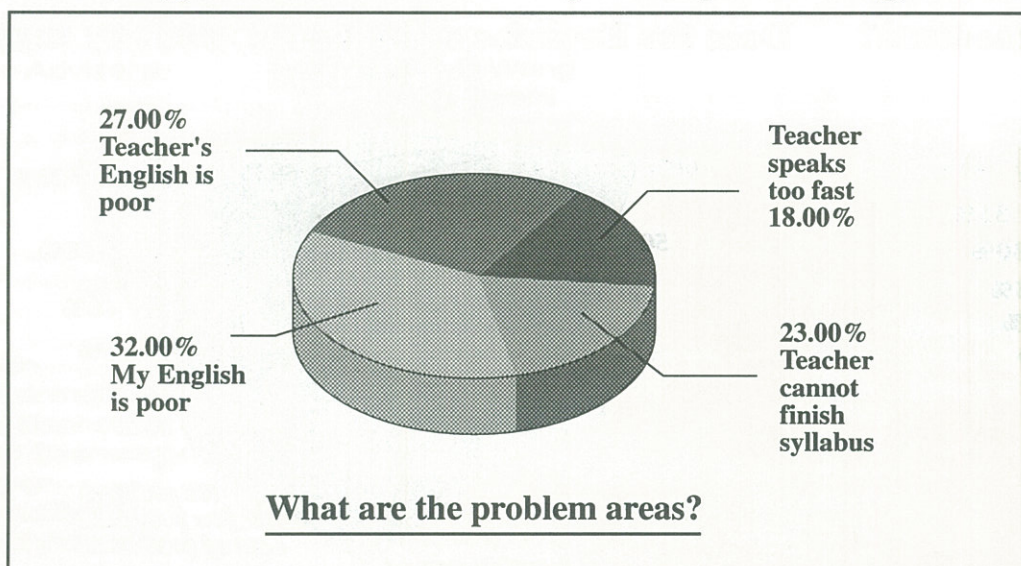
Do you prefer English or Chinese in the classroom?



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Does the English medium cause you any learning difficulty?



Although students can see why they need English, they are nervous and therefore undecided whether the English policy is a good idea. The good news is that while many students have indicated that they will give up in case they cannot cope with the English medium, others are determined to work harder. The co-operation of teachers in carrying out this policy is manifested in the low percentage of teachers not using English in the classroom. As Bro. Lawrence said in his interview with the Leowlish, the situation is hopeful. Yes, CSK will make it!



THE HIDDEN FACES OF OUR TEACHERS AND PREFECTS

FIRST TRAP

In order to test if our prefects do their best to fulfil their duties at all times, the Editorial Board set up some simple traps for them. Did they fall for them? Let's see!

Here is one of our traps.

On the sports heats day, we had five of our F.6 editors set this trap. Two of them pretended to be reading comic books in the stadium whilst the other three roared and played around them in order to draw the attention of the prefects and other passers-by.

Before taking action, we thought that our prefects would be patrolling the area and keeping discipline, and our act would soon be discovered and stopped or we would even be punished by them.

As time went by, our patience ran thinner and thinner; no prefects noticed our "deeds". We had no choice but to change our plan a little bit. We had one of our editors report the act to the prefects. It was not until we did this that a prefect took action.

Our prey was a Form Six prefect. When he came to the site where our editors were gathering, he took a look at what the gang was doing. Seeing that our editors were reading comic books, he said, "You guys are in Form Six now. Please don't read such books. If you really want to read them, don't be so noticeable. At least, you should be in places where you would not be seen." He went away before our editors had yet to give him any reply.

It took a long time before we were spotted by another red tie. It was our Head Prefect. His strong and tough manner really scared the participants. He was every inch a disciplinarian. When he found out our two editors were reading comic books, he threatened them that if they did not put the books away at once he would take away their student identification cards and give them all to Mr. C.C. Or. We got a similar response when our former Head Prefect was tested.



Tang: Put it away at once, or your student I.D. will be taken away and given to Mr. Or.



You: Give me your student I.D. at once.

Editor: Er.....Er.....

You: I said give me your student I.D.

(He did not give up until we explained the whole scam to him.)

Our fourth victim was a Form Five prefect. We again had someone report to him the "deed". He came to our editors in a soft manner and said, "Please put the books away. Don't get me into trouble. It is almost lunch break and you guys can read them at that time. If the Head Prefect were here now, I would be in great trouble." We ignored him and he went away, unnoticed.

Our trap lured five more prefects, but among all, only two of them interfered with the reading, while the other three ignored the misbehaviour.

A lower form prefect noticed what the editors were doing. He did not dare to interfere with the older boys' business and he tried to ask a senior form prefect to help him. As that senior form prefect had learnt about the trap, he refused to help and asked the poor guy to settle it by himself. This poor little prefect had no choice but to come to one editor and said, "Don't read the books for too long and put it away as soon as you have finished it." Then, he quickly ran away.



Our last target was a teacher. When we were about to end the trap, Mr. H.F. Law found out what our editors were doing.

Mr. Law, "Woo! You guys are reading comics. Do You know it is not right? Put the books away!" Our editors followed Mr. Law's instruction and our first trap had to be ended there.

Editor's words:

It is obvious that not all prefects are fulfilling their duties well. Prefects should be just to all students for favouritism and nepotism have no place in a disciplinary organization. Had lower formers been invited to perform the reading, the prefects would have taken serious action by all means.

SECOND TRAP

Would you find it puzzling when somebody asks you for money out of the blue? Perhaps you could not answer this question right away because it scarcely happens. What would you do if this situation really hit you? In an attempt to test the reaction of CSK boys, Leowlish reporters set a trap for some prefects. This was to test if CSK prefects were alert and virtuous creatures.

Here is our trap

Test 1

We invited a F.5 CSK boy to help us in this test. He walked down the street outside the school one day. When he saw a "red tie guy", he begged him for some money.

Dialogue : (P1 - borrower, P2 - prefect)

P1: Excuse me. Would you lend me some money?

P2: What?

P1: Would you be kind enough to lend me ten dollars because I have lost my wallet?

P2: Why don't you ask somebody else? First, I don't know you and also I am not sure if you are lying.

P1: Trust me ! We are both CSK boys. I would not tell lies to my schoolmates!

P2: Well, but I have only six dollars.

P1: OK. That is all right. Thank you very much. What class are you in?

P2: It not necessary to return the money to me.

Editor's words:

Maybe the prefect was afraid whether the boy was cheating. He hesitated twice before lending him the money. In fact, hesitation is a common reaction towards strangers.



Test 2

This test was similar to test 1. But this time, we wanted to borrow fifty dollars.

Dialogue:

P1: Excuse me. Would you be so kind as to lend fifty dollars to me?

P2: Sorry, I don't have enough money.

P1: I live on an outlying island and I need at least fifty dollars to go home.

P2: Why don't you ask your friends?

P1: They have all left after school. Then I realised I had lost my wallet just a moment ago.

P2: I'm in a hurry. You had better ask some other people.

P1: I am sure you are a good prefect and I think you will help me.

P2: Sorry, I am very busy. (Running away quickly!)

P1: Hey, Don't go!



Editor's words:

When the issue is about money, people are very cautious. Maybe this is characteristic of Hong Kong people. However, the prefect above simply did not demonstrate the spirit of CSK students. What he should have done was at least offer the student some advice, for example, report the case to a teacher or the general office; running away solved no problems.

Besides students, we also want to know the kindness and care of our teachers towards CSK boys.

Test 1

In this test, we asked a senior form student to help us. He waited outside our neighbouring school at 3:10. When he came across a teacher, he would approach him/her and ask for some money.



Dialogue: (B - borrower, T - Miss Tehmi)

B: Miss Tehmi, would you be kind enough to lend me some money to go home?

T: How much do you need?

B: I need ten dollars to take a taxi.

T: It is not enough! (Draws out thirty dollars without hesitation)

B: Oh! Thank you very much, Miss Tehmi.

Test 2

This test was the same as Test 1; Mr. Wong Tak-sing was the kind benefactor.

Dialogue: (B - borrower, T - Mr. Wong Tak-sing)

B: Sir, would you be kind enough to lend me ten dollars to go home by taxi?

T: Ten dollars for taxi!

B: I think it is enough.

T: As I know, the taxi fare has been raised. It costs you \$11.50 for the initial fare. (Immediately, Mr. Wong drew out thirty dollars from his wallet)

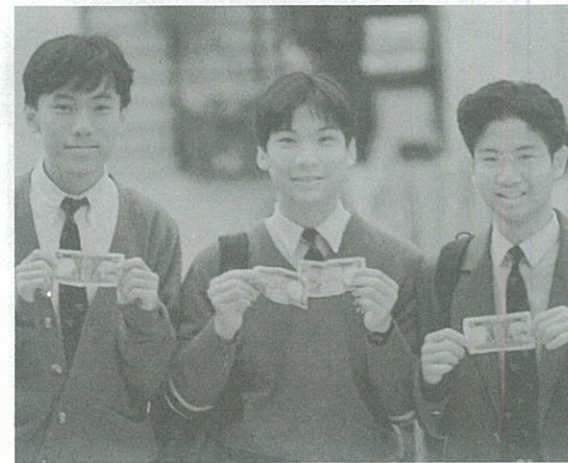
B: That's great. Thank you very much, Mr. Wong.



Editor's words:

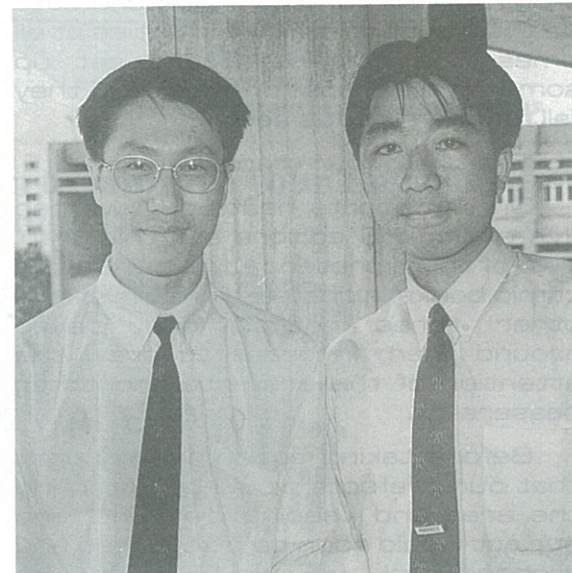
How kind they were! There was so great a difference between the teachers and the students towards this setup. In fact, Miss Tehmi and Mr. T. S. Wong are just two out of all the kind teachers in CSK.

Of course, it is easier for adults to spare us some money. On the one hand, they care about students; on the other hand, they believe students dare not cheat the teachers. Our student preys, however, might not have extra money for the borrower, but at least, as mentioned above, they should have offered some other form of help. Despite the strict manner during lessons, Leowlish editors find our teachers very friendly to students.



AN INTERVIEW WITH THE HEAD PREFECT

The funny traps seem to have shown that some prefects are not very clear about their duties. Who is responsible for this matter? Maybe prefects themselves or maybe their leader. However, we must not forget that the workload of prefects is very heavy. In order to know more about our prefects, we interviewed the Head Prefect, Tang Hei-hang.



Tang Hei-hang with the reporter.

(R - Reporter, T - Tang Hei-hang)

R: It's my pleasure to have an interview with you. First of all, why do you think you could become the Head Prefect of some one thousand students? Do you possess any special talents?

T: It is an honour for me to be interviewed by the Leowlish. Referring to your question, I don't think I have any so called talent at all. As a matter of fact, I have been an enthusiastic prefect for several years. Therefore, I have a rather clear understanding about the operation of the Prefectorial Board and have established a good relationship with other prefects. I believe that is why I was elected as the Head Prefect this year.

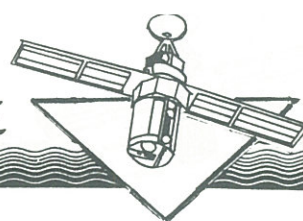
R: That's great! But after becoming the Head Prefect, what goals have you set? How many have you achieved?

T: We did make our future plans. Our predecessors were so well organised in the years before, so we proposed to follow their jobs selectively and tried to improve them at the first stage. Then we set our target according to all CSK boys' desire, if they have any.

R: I know that you have been a prefect for almost four years. Do you find any difference between being simply a prefect and the Head Prefect?

T: The mission of a prefect or the Head Prefect is absolutely the same. Nevertheless, there is a difference between the role and workload of a Head Prefect and those of a prefect. Apart from the duties of an ordinary prefect, the Head Prefect has to oversee the structure of the Board and be responsible for all board affairs. There is a much heavier workload for the Head Prefect.

LEOWLISH



R: You say that your workload is very heavy but how about other prefects?

T: The executive committee has a particularly heavy workload while other members are just performing their basic routine duties.

R: However, it has been heard that many prefects are complaining about their heavy workload. Any comments?

T: I agree with them to a certain extent. However, there is no reward without effort. I can assure all prefects that their hard work will be rewarded. For example, they can gain much invaluable working experience through the duties. Besides, much knowledge can be acquired from the duties. So all the prefects should look at the bigger picture and play an active part in the Prefectorial Board notwithstanding the heavy workload.

R: Now, let us go to another topic. I am sure that you know about the funny traps for prefects. Do you have any comments on these traps?

T: Oh! I find them very meaningful. However, I think that the designers of those traps should not be the Press Club but the Prefectorial Board because they gave us much reference value about responsibility of prefects and other intangible criteria of

being a prefect. At the same time, on behalf of the Prefectorial Board, I would like to thank the Press Club for helping us recognize our virtues and weaknesses.

R: Besides the traps, we find that the lower form prefects do not observe the school rules strictly or maybe they do not understand the rules thoroughly.

T: CSK boys are well known for their self-discipline and so there are no particular rules to confine the students' freedom. Also, the duty of a prefect is to maintain the order of the student body and not to intimidate any bad students. Therefore, encountering any bad behaviour, prefects resort to advice first. This does not mean lower form prefects do not observe the rules seriously.

R: Do you think Form One students should be chosen as prefects?

T: The businesses of prefects are not only to keep the class order, but also to bridge the gap between the school and students. So I don't think Form One prefects are dispensable.

R: That sounds great! To end the interview, would you like to say a few words to your fellow prefects?

T: I think encouragement is more important than unconstructive complaints. So it is unwise to sit

and whine. We should always remember that good performance is our goal. We should listen to advice and evaluate ourselves from time to time.

R: Thank you very much.

EDITOR'S COMMENTS:

Having read the articles, do you find the traps meaningful? Can you possibly find out about the hidden faces of the teachers and the prefects through this interesting way? In fact, what we editors are trying to do with these two traps is to reveal how our prefects react when they come across difficulties or dilemmas and to see if all of them are qualified and capable of handling difficult situations.

We will stop here for we would like to hear from you. It is important for all CSK boys to show an interest in school affairs. Apart from studying and participating in extra-curricular activities, we should put ourselves aside and look at CSK as one body. We do not want any part of the body to go wrong. So, please voice your opinion if you find the system or anything unbearable or uncomfortable.

Before concluding this section, I would like to thank all the teachers and prefects who took part in these traps. Special thanks to our schoolmates Fung Ho-tak (5C), who volunteered to pretend to be the student in trouble, and Lee Chi-kin (5D), our photographer.

INTRODUCTION OF COMPUTER SUBJECTS

The computer subject is a new item in the CSK academic curriculum this year. Do you have a lot of questions about this new addition? The information below may answer your queries.

The New Computer Room

The new computer room is located on the 4th floor of our school building. Once the F.4A classroom, it was converted into a function room last summer. In the very beginning, there were only eleven old computers and two printers which, to everybody's delight, have recently been replaced by 21 sets of brand new computers and 4 advanced printers. In addition to the provision of these machines, the Education Department also funded the renovation of the classroom, the installation of a security gate and two air-conditioners.

Teachers' Opinions

Mr. Poon feels computer subjects are very important as they are very useful in the pursuit of higher education and landing of jobs.

Mr. Law is happy with the Computer Department's success in cultivating an interest among students in learning computer knowledge. He also tells us that the introduction of computer studies will allow Form 4C students to sit for one more subject in the HKCEE.

Mr. Wong believes that the more computer knowledge the students learn, the more benefits they can get. Naturally, computer skills will help them to find a better job in future.

Students' Opinions

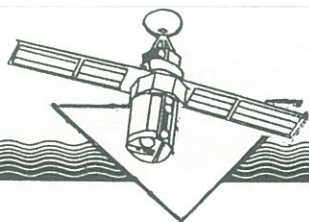
The Leowlish talked to some Form One and Form 4C students. Some of them enjoy the computer lessons very much as they think that the process of learning is interesting. A few students, on the other hand, find the subjects boring and it is sometimes difficult for them to operate the computers. However, they believe that they can overcome the problem by paying more attention in class and spending more time in front of the screen under the teachers' guidance.

Editor's View

Computer subjects are the leading student choice among all the courses offered by all the university faculties because of the fascination of young people with computer technology. Many applicants have, four AL passes at A grade. Competition for admission is therefore very keen.

Employment prospects are very good in computer-related disciplines and it is the profession that is rated most highly by immigration authorities of many overseas countries. Every year, more and more firms throughout the world are being computerized and they require skilled personnel to man them.

Thus, CSK has made a wise move to introduce computer subjects to its curriculum. It gives the students opportunities to learn new and pragmatic knowledge. It also helps them to keep pace with our rapidly progressing society and equips them with appropriate requisites for higher education.



Undergraduate Computer Courses

	Subject	Prerequisites		Subject	Prerequisites		Subject	Prerequisites	
	Computer Science	AL Pure Mathematics	AL Physics	Computer Engineering	AL Pure Mathematics	AL Physics	Computer Studies	AL Pure Mathematics	AL Physics
Hong Kong University (HKU)	✓	✓		✓	✓				
Chinese University of Hong Kong (CU)				✓	✓	✓			
Hong Kong University of Science and Technology (HKUST)	✓	✓		✓	✓	✓			
Hong Kong Polytechnic (HKP)							✓	HKCEE grade C or above in Mathematics or Additional Mathematics	

HKALE Requirements

	As Use of English	AS Chinese Language and Culture	Others
Hong Kong University (HKU)	D	E	grade E or above in 3 AL subjects
Chinese University of Hong Kong (CU)	E	E	passes in 3 AL subjects passes in 3 AL subjects
Hong Kong University of Science and Technology (HKUST)	D	E	passes in 2 AL subjects
Hong Kong Polytechnic (HKP)	E	E	grade E or above in 2 AL subjects

The above tables shed some light on computer courses in local universities and tertiary institutions. Computer Studies gives graduates a sound knowledge of the fundamental concepts of computing as well as intellectual and practical skills, to enable them to make creative contributions to the application of computers and associated technologies in the information processing activities of a business computing environment.

Courses on Computer Engineering are designed to provide a balanced and integrated coverage in both computer hardware and software to prepare the graduate to work in the field of computer engineering, software and hardware system design and information technology.

Lessons

The following table summarises the computer lessons of Form One and Form 4C students.

	Form 1	Form 4C
Teachers	Mr. C.K. Law & Mr. T.S. Wong	Mr. C.K. Law & Mr. S.K. Poon
No. of lessons per cycle	1	5
Name of the computer subject	Computer Literacy	Computer Studies
Objectives of the subject	basic computer skills	application and programming

Hong Kong University (HKU)	passes in at least seven subjects, including: i. grade E or above in at least six subjects obtained at one and the same time; ii. grade D or above in English Language (syllabus B) iii. grade E or above in Chinese Language; and iv. grade E or above in Mathematics.
Chinese University of Hong Kong (CU)	passes in at least seven subjects at a single attempt, including Chinese Language and English Language.
Hong Kong University of Science and Technology (HKUST)	passes in at least seven subjects at the first and second attempts, with passes in at least five of these subjects at a single sitting, and i. grade D or above in English Language (syllabus B); ii. three of these subjects being Mathematics, English Language and Chinese Language; and iii. grade C or above in at least two subjects.
Hong Kong Polytechnic (HKP)	passes in five subjects



The new Computer Room.

Note: Each class is taught by two teachers and divided into two groups which use the computer room alternately.

永遠懷念妳——廖太

廖太在九月五日（星期日）猝然辭世。籌備喪禮的事，由各個老師及廖太的親友組成一個治喪委員會進行。

九月六日（星期一），校內進行默哀儀式。其後於九月十一日在明報刊登兩則關於廖太逝世的消息，到了九月十二日正式出殯。到了中午十二時左右，開始進行扶靈儀式，扶靈的共有八人，包括康老師、黃繆光老師、黃德誠老師、一位舊生（公益少年團代表）祈偉鋒，另有四位廖太生前好友。之後，靈體安葬於將軍澳華人永遠墳場。

舊生基金會決定將Language Centre命名，藉以紀念廖太。廖老師後來又決定捐出六萬元作同學進步獎，用以鼓勵同學。於一月十五日C.S.K. 銀禧紀念晚會中，由舊生會馬家駿及湯建華接受。

廖太之生平

姓名：廖李兆明老師

出生日期：一九四一年六月十一日

籍貫：廣東省新會

就讀小學：四邑華僑小學

就讀中學：導群中學

就讀大學：國立台灣師範大學

家庭狀況：有兄弟姊妹十名，是家中的長女

子女：有三名孩子，大孩子在加拿大工作；二孩子在台灣大學就讀化學系四年級；三孩子在中文大學就讀MBA碩士。

志向與理想：當一名好的教師和主婦。

崇拜的偶像：父親，因他給予廖太就讀大學的機會。

宗教信仰：沒有

性格與外表：不愛化妝、打扮、不注重物質生活，愛好為人與待人態度：犧牲自己，沒有自我，以別人為重，沒有野心，安守本份，隨遇而安，積極面對人生，有強烈的生存意志，容易寬恕別人。

嗜好：好：愛看電影和聽何非帆主唱的粵曲；與舊同學組織的生活團旅行野餐，看書，搜集教學與健康的資料。

服務本校的時間：廖太畢生為教學作育英才，於一九六三年至一九九九年任教本校的夜校，到了一九九九年便任教到一九九三年，於喇沙會服務達三十年之久。

在本校任教科目：中國語文、中國文學及中國歷史。

與其他老師的關係：關係非常融洽。

對學生的態度：存着有教無類的教育態度對待學生，對學生沒有特別要求，教學以做人為主。

康寶泉老師眼中的廖太

問：你認識廖太多久？

答：我在陳瑞祺任教的第二天（即一九六九年九月初）就認識了廖太。我們共事了二十四年。

問：你認為廖太的為人怎樣？

答：廖太性格樂觀、開朗，為人大方，做事公正，樂於助人。

問：你認為廖太在公在私是個怎樣的人？

答：在公方面，廖太是一個做事公正不阿，一絲不苟的人。她很少和別人錙銖計較。在私方面，我覺得她不但是一個敦厚長者，平時對人溫順平和，儼然是一個十足可敬的姐姐。

問：你和她的情誼怎樣？

答：這些年來，我和廖太在工作上的合作最是密切。每一年，兩班中四或五的文科班班主任都是我，我和她分別擔當的。很多時我倆每每為現今文科成績的每況愈下搖頭嘆息，互吐苦水。更因她和我都是共同分擔任教兩班的中國文學課，所以我們亦很多時共同研究教學重點，擬定試題的機會。不時，她亦會擲筆而嘆，感慨時下青年少年不重視、不愛好中國文學。她的不幸離世，不單使我在工作上少了一個最佳拍檔，頗有孤單作戰之感。更令我少了一個學習和可共同研究的對象。

問：廖太有甚麼事情令你印象深刻？

答：廖太曾說過一段話，令我留下深刻的印象。她說：「我們要珍惜在校相處的時間。同事間在校相處的時間有八小時。有時較在家的時間還要長。若不能和洽共處，便不會有一個和諧的工作環境。」由這段話，可見她如何重視她的工作。可惜的是，天妒英才，她不能再作育英才。直至她離開我們的時候，她還是熱衷地工作。我和她能共同一起合作，我覺得是我們的緣份。我是很珍惜的。正是：「百年修得同船渡。」廖太：我永遠懷念妳。

潘麥淑芬老師眼中的廖太

潘太說她認識了廖太差不多兩年了。她覺得廖太為人非常平易近人，而性格則極其堅強和樂觀，她還說她不但是一位能談心話的朋友，而且更是一位能給人一些中肯意見的長者，同時她也是一位說得出，做得到的。她記得廖太在逝世前的一年，身體經常感到不適，而她卻抱着樂觀和萬分的忍耐去面對這些問題，因此廖太很多時候會在早上看過醫生，下午仍然抱着病就回校上課。這種教學的態度和責任感，實是值得我們欽佩的。問到廖太的離去她有何感覺時，潘太覺得有點失落和惆悵，她說以前常常與廖太、黃太和許小姐一起在休息時到飲堂吃東西，而現在則不能了，而只能作個永遠的回憶，而且她感到教員休息室的氣氛則減少了一些歡笑和沈寂了許多。



廖李兆明老師和公益少年團各委員關係融洽。

同學眼中的廖太

親愛的，敬愛的，妳是我校教師的佼佼者，是教師心目中的好同事，同學們心目中的良師。外表的妳，雖然很是嚴肅，真的妳，卻又是何等友善和親切。還記得每當佳節來臨，走過教員室都會聽到陣陣的歡笑聲：妳每每都親自泡製一些粽子和年糕，一方面增加了節日氣氛，一方面令教員室變得溫暖，更像一個家，我雖然只是一個學生，但是亦感受到這一切。在課堂內，妳常常都跟我們分享妳的人生經驗，豐富了我們的人生，真是不知道怎樣去謝謝妳——無奈——再見了！廖李兆明老師。

方富輝

輕輕的你走了 廖李兆明老師遺作

輕輕的你走了！

沒有半點囑咐，更不留一句遺言。

是你狠心抑是對一切已無牽念？！

輕輕的你走了！

餘下來只是一片哀愁與悽怨，

兒女們的號淘聲，你可當聽見？！

輕輕的你走了！

塵世上再難見你的踪影，

從此就失去了父愛，

兒女們怎肯甘願？！

常言道，樹欲靜而風不息，子欲養而親不在，你在天有靈，當知兒女們心中該有多少的哀怨？！

按語：

這篇散文詩是我在哀痛之餘整理明的遺物時，在她的文件夾裏發現的，當然是從沒發表過的遺作，那是她父親去世兩個多月後寫成的！她對父親說輕輕地走了，充滿無限的哀怨與悲號，孝思情懷溢於字裏行間！今天明也跟她父親離開人間，我對明的情懷，何嘗不是悲號和哀怨呢！茲特把明的遺作刊登在校報，以作誌念！

廖顯樹



廖太在推動學會活動不遺餘力。

新老師

謝綺玲老師

謝綺玲老師畢業於聖公會三一堂中學，其後在羅富國教育學院攻讀，目前，她任教中一及中三的中文科和史科。原來謝老師曾就讀陳瑞祺小學，所以在未任教本校之前，也曾聽聞陳瑞祺學生的質素很好。

她覺得本校學生的中文程度尚算不錯，但有個別學生上課時對老師的態度仍有待改善。另外，對於與其他老師和校長相處上，謝老師以和藹共處來形容，她覺得校長很關心她的教學情況，而與其他老師亦能融洽相處。

對於新推行的班主任課和早會，她十分支持。因為班主任可利用班主任課來了解學生，從而建立一個融洽的師生關係。此外，亦可教導學生做人的道理和輔導一些將要面對公開考試的學生，舒緩他們的考試壓力。最後，謝老師覺得自己這兩個多月的教學表現並不理想，更謙稱自己的表現只值四十五分。她解釋，由於自己的教學經驗尚淺，對控制課堂秩序方面仍有困難，所以仍需努力改進。



深受同學歡迎的謝綺玲老師。

盧偉濤老師

盧偉濤老師，香港中文大學化學系畢業，現時任教綜合科學、化學和物理。在陳瑞祺執教是盧老師的第一份長工。未到校任教之前，他對本校的印象並不深，只側聞本校在體育運動方面頗出色。

盧老師覺得陳瑞祺學生的學術水平和操行都不錯。此外，他亦覺得其他老師都很友善，大家都能互相幫助。學校設施方面，他認為大致上足夠，如果能添置一個室內籃球場會更好。

至於新推行的班主任課和早會，他絕對贊成，因為這樣不但可以有更多機會給班主任和學生互相交流，而且可以增加學生的歸屬感。此外，盧老師反對以英語為授課語言，他認為用英語教學不能像用廣東話般全情，而且學生的英語程度普遍不高，學生在接收方面會有困難。

對於自己兩個月的教學表現，盧老師給自己七十分，他認為自己的表現可以接受，但仍有很多方面需要改善。



籃球健將盧偉濤老師。

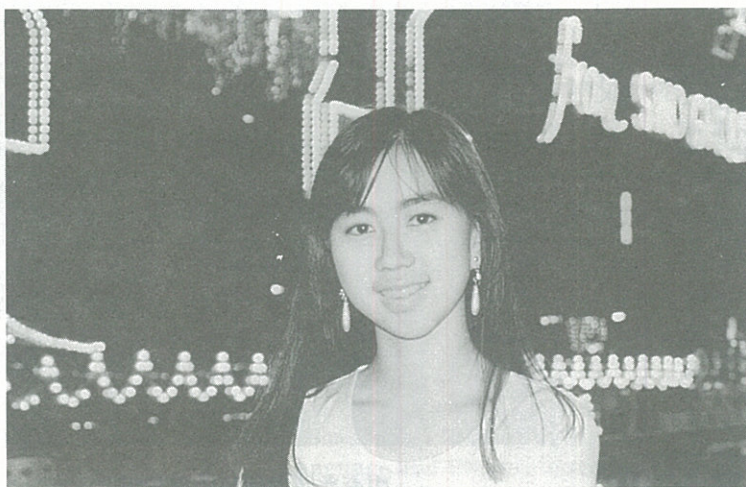
陳秀芳老師

陳秀芳老師畢業於聖潔靈女子中學，其後在羅富國教育學院攻讀。目前，她在本校任教中文科和音樂科。任教陳瑞祺之前，陳老師以為本校與喇沙書院是同一間學校，後來才知道是兩所不同的學校，但在她心目中陳瑞祺書院仍然是一所 Band 1 的學校。

陳老師認為本校學生的中文程度與其他學校差不多，但音樂方面卻偏高，而他們亦很乖，很爽朗。此外，她覺得校長很慈祥，而其他同事亦很有人情味。學校設施方面，她認為除了禮堂細了一點之外，其他設備都尚算足夠，如果圖書館的藏書量能多一點便會更好。對於新推行的英語授課政策，陳老師表示贊成，因

這可使學生有更多機會使用英語，而且亦使學生更留心聽講。但她亦覺得應否用英語授課亦要視乎學生的英語水平，因為如果學生因聽不懂英文而影響了成績，那便不太好了。

說到自己的抱負，陳老師希望將來能桃李滿門，她的學生畢業後仍會記得她是一位好老師。最後，對於自己兩個多月的教學表現，陳老師給自己五十分，她認為自己仍缺教學經驗，很多方面仍在摸索階段，但她會努力改善。



與同學打成一片的陳秀芳老師。

羅漢輝老師

羅漢輝老師於香港大學攻讀物理和數學，畢業後在一所位於九龍城區的中學任教了兩年，後來轉到陳瑞祺執教。現時羅老師任教附加數學、純數學和物理。在任教本校之前，他覺得本校的學術和體育成績都不俗，但卻覺得陳瑞祺學生較為沒有禮貌。

羅老師到本校任教後，仍然覺得本校的學生沒有禮貌，他認為這可能學生自小缺少德育方面的培養有關。此外，他覺得校長非常仁慈和有民主精神，給老師很大的自由度，而同事之間，亦相處得十分和諧、融合。

對於班主任課和早會的推行，羅老師認為這是一件好事，因為這對學生的思想和德育方面有很大的幫助，即使他們的學業成績不理想，亦能成為一個有教養的人。

對於自己的教學表現，他給自己六十五分，羅老師表示，由於自己一直以來都沒有與全男班的相處經驗，所以現在還在摸索階段。

展望將來，羅老師會繼續進修，攻讀教育碩士甚至博士課程。他亦希望能在陳瑞祺發展一套物理和數學課程，使程度高和程度低的學生都各有一套適合的課程就讀。

舊生會

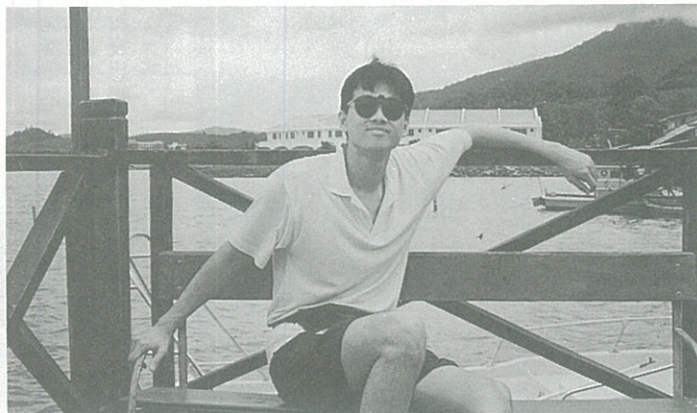


陳瑞祺舊生會會長
李國明先生。

陳瑞祺舊生會自成立至今，一直充當着各畢業同學間溝通的橋樑。在過去的日子裏，陳瑞祺舊生會曾舉辦過很多的活動，例如十九週年餐舞會，拜訪陳瑞祺先生、組團到新會參觀陳瑞祺中學及陳瑞祺書院等。各活動的舉辦都得到會員之踴躍參與及支持，充分反映了陳瑞祺舊生會作為溝通橋樑的任務。

最近，陳瑞祺舊生會進行了一次改組。新任會長由李國明先生擔任，李國明先生於一九七八年在陳瑞祺書院完成中七課程，現任職於美國友邦保險有限公司區經理，他的任期將會於一九九五年屆滿。經過一番人事變動後之陳瑞祺舊生會，秉承着以往的宗旨，並藉着舉辦更多的活動來加強各畢業同學間的聯繫和溝通，務求使各同學於畢業後仍能與陳瑞祺書院保持着聯繫。

至於加入陳瑞祺舊生會的資格可說是十分簡單，只要是於陳瑞祺書院完成中五或中七課程的同學便能自動成為陳瑞祺舊生會的一份子，會費全免。據會方透露，他們正輯錄一本舊生同學錄以及準備推出舊生領呔。



架上太陽鏡的羅漢輝老師平常難得一見。



我在陳瑞祺的日子 中五丙 馮浩德

中學生活乃人生中最燦爛的日子，每件事總是那麼難忘。

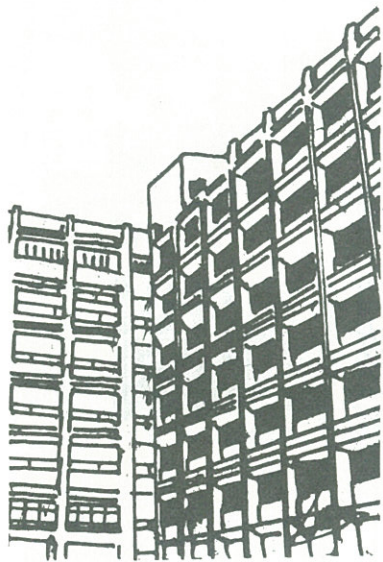
由踏入校門那一天開始，我立志成為一個出眾的學生，所以在各方面都希望突出自己，我參加各種各樣的課外活動，一絲不苟的為班貢獻；可惜，當時我沒有感到有任何人在注意我，認同我。我在短短半年間，為了找個知心朋友，得到人們的認同，我不惜與壞同學為伍，從他們身上得到一些滿足。於是「近墨者黑」，不久我的性格、操守便跟他們一樣，不但以前尊重我的同學捨我而去，他們更視我為學校的壞份子，不與我接觸。那時候，我可算是「訓導處的常客」。

我跟老師吵架、說謊、欺騙同學……，我就此白白虛度近兩年寶貴校園生活。雖然我十分出眾，但難道這是很光榮麼？在我中三學期，發生了一件嚴重的事情使我覺悟了！但太遲了！幸得訓導主任為我求情，給我一個改過自身的機會，我決心洗心革面，改過自身；成功嗎？可算成功，但路途一片崎嶇；同學的恥笑、老師的懷疑、屯積了三年荒廢的課本，怎樣面對！幸得數位老師從旁鼓勵、家人的支持；我對自己講：「要是放棄，就永不翻身」，我在學校給我無窮支持下改過，誰料兩年後的我竟會脫胎換骨呢！

學校的生活原來絕不是如我早期那麼灰暗，學校提供各種各樣的課外活動，確保成長中的學生有健全身心發展。實際上，學校的原則是要同學們有健全的人格發展，在良好環境中學習。

今年學校特別多事情發生，有悲亦有喜，首先，是一位在我校任教數拾年的老師，因癌症離開了我們。我亦有參加她的葬禮，她雖然沒有教過我任何科目，但是在平日閒談中她教了我很多人生哲理，她一生致力教導我們，如果沒有她在創校時默默的耕耘，我想，我能否至今屹立不倒？另一件事是叫人喜悅的婚禮，負責戲劇學會的教師顧問和一位本校男教師訂婚，他們也在我們課堂上盡了不少努力。

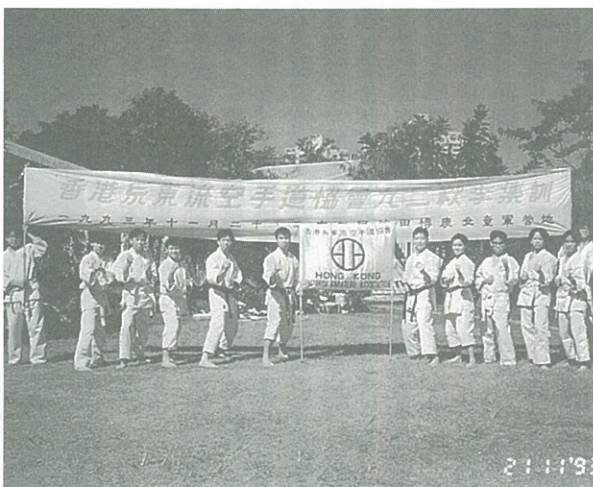
我在陳瑞祺的日子雖然與其他同學不同，但燦爛的代價你絕對領略不到，其實，是光榮的事莫過於被稱為「品學兼優」的學生。但願以後的師弟們做好本份，努力學習，為學校爭光。



新學會

空手道學會

在本年初成立的空手道學會，是屬於空手道流派中的「系東流」。此會的宗旨和精神在強調身心的修練，並注重謙卑忍讓、鍛鍊體魄，自信心和不屈不撓的精神。各會員除了在校內進行定期的操練外，還會參與一年一度的秋季集訓，藉此與各道場的師兄、師姐作交流與切磋。



空手道學會秋季集訓。

陳瑞祺巴士迷會

於今年成立的陳瑞祺巴士迷會，是全港第二個設在校內的巴士迷會。此會成立的目的，是提高同學對巴士的認識和糾正同學對巴士的誤解。在每次聚會時，各會員會分發一份關於巴士的講義，從而增進會員對巴士的知識。此外，亦組織了一次巴士廠參觀，很得到各會員的熱烈支持。在未來的日子裏，此會計劃了一連串活動，包括攝影比賽、問答比賽和數項參觀活動等。



利蘭奧林匹克十一米非冷氣版

早會



演講嘉賓侃侃陳言

今年十月二十八日，我史無前例地舉行了第一次早會及班主任課。其實教育司署早已鼓勵所有中學舉行早會，而在多年前，已經建議本校舉行早會，及上一學年度，學校的老師及校長經過多次的商議及討論，初定在十、十一月、十二月初、三及四月這五個月之中每一個月分別舉行一次早會及一次班主任課給高年級學生——中四至中七低年級學生——中一至中三。

學校為了加入早會及班主任課，分別設計了A及B計劃，A計劃是把早會放在小息之後，而B計劃就是把早會放在上課最早的時間，這兩個計劃都是為了方便不同的講者而設。學校方面亦考慮到太頻密的早會會影響正常上課時間，所以才每月舉行一次。在邀請講者方面，可以由教育署輔導組推薦，也可以由一些專業人士。



同學十分投入。

仕，本校老師，而警察公共關係科亦會派適當的人選到學校演講有關青少年的問題。

學校推行早會的目的，其實是考慮了很多方面的因素。在平時上課的時間表多是着重學科講解，而學生亦多只着重學科知識，但不要忘记學校教育不單只是教育學生學科知識，也應教育學生全人成長，包括德育、智育、體育和美育。學生應對各方面都有所認識，如果只着重學科方面，就會缺乏了很多東西，而在成長過程中，很多時由於上課時間緊迫，就不能抽時間來說有關這方面的問題，所以便有需要透過特別的途徑，去令學生知悉這樣的東西，認識一些新的知識，認識一些他們應該知道的东西。早會是有需要舉行的，因為學生能學到正確的人生觀、價值觀，對自己的身心健康、對交友的正確態度，這些東西都不能在課堂上聽到，所以透過早會希望同學有機會得到這方面的知識。

直到現在，學校已經舉行過兩次早會及兩次班主任課，基本上所遇到的困難也不算很大，鑑於學校乃是首



總學長頒贈紀念旗予早會演講嘉賓。

次試辦這些活動，有些老師會不習慣時間表的調動，而在低年級老師方面，班主任要用四十五分鐘去和學生談一些課外的問題，使有些老師感到吃力及不習慣。有些老師只覺在學校裏知識的傳授才是最重要，但這些都是純粹個人的觀點與角度不同而引至。這些問題在舉辦活動的初期是會發生的，在以後的日子問題是可迎刃而解的。

現階段的早會及班主任課乃屬試驗性質，不過將來就絕對不會取消這兩項活動，而只會作出檢討及改善，而早會及班主任課的頻密程度，時間的長短及時間的編排，亦會有待修改。

以下是一些有關同學對早會的問卷調查：調查人數約二七〇人。其中57%的學生認為早會具有存在價值和內容是恰當的；55%的學生覺得早會時間的長度適中；37%的學生認為會影響學習進度；47%的學生認為時間表的改變會引起混亂；51%的學生認為早會應繼續舉行。

絢爛

紀律問題的啟示

歸屬感

中六甲 羅家聰

常聽見老師說：「近兩年的紀律差了很多」。無怪，很多學生都會察覺到學生打架、吸煙、講粗口、看不良刊物的情況惡化了很多。這是誰的責任？我們又可以做些甚麼改善工夫？

原因是多方面的。最大的因素是社會的風氣差了——現代青年人較以往開放、早熟，能接觸到「一向以來被認為不良的事物」，如果定力不足便誤入歧途。其次是入讀本校的學生不論在成績或品行上都有下降的趨勢。陳瑞祺不再是名校而逐漸有第三級的學生出現。教署調派的學生亦有此跡象。第三便是校方的責任。無可否認，學校正實施「教化式」的訓練方法，以取代四年前的「嚴厲式」，無疑，方針上這是正確的，但策略上似乎出了問題——大部分學生都認為「校方未能控制現有的紀律問題」。現就着兩點討論一下。

大家都是陳瑞祺學生，穿陳瑞祺的校服，有誰想校譽受污？又有誰想看見陳瑞祺的學生被街坊指責？無論諸君對陳瑞祺有否歸屬感，大家亦不希望上述的事情會發生。既然如此，為何還有學生隨街打架、講粗口甚至吸煙？自己玩自己，何苦？

試想，十五年前普及教育還未實施之時，並非人人有書讀，所以學生非常珍惜讀書機會。如今，政府比學生不要着緊，學生即視之為草，我總是不明白上課戲弄老師有甚麼「過癮」之處。老師辛苦地備課，尤其是新入行的更抱着一份熱心去造福下一代，怎料不足一個回合就被打退了。要知道老師不會因學生退步而減人工，他們只會覺得自己的心血是白費了。結果是個簡單的惡性循環。老師無心機教，學生成績低了，亦間接地影響了其操行，老師更心淡了……

所謂「人之初，性本善」，有誰會生來就是個笨蛋？又有誰願意拿着滿江紅的成績表？我算連差勁的學生也想品學兼優的。無奈，社會的「魔力」實在太大了。隨街都是機舖、煙仔、色情、暴力等漫畫垂手可得，粗口更是到處可以聽見——就是因為一時抵擋不住那小小的引誘或刺激，明知是錯的也去幹了。大概會給自己一個藉口：「事後才算了！」

正如打機的一般道理，機會只得三次。無人想犧牲

任何一次機會。如果連敗兩次，打機的心情肯定會低落，並意識到「這場」輸的機會很大。其實做人的道理一樣，唯一與打機不同的是：並非經常有三次機會，有時甚至連一次都沒有。所謂「搞事」的學生由於一向給人壞印象，所以不望改進，不求上進。結果輸的是：人生——「大局」。

其實，想挽回局勢，唯一的方法是臨崖勒馬，其為時亦未晚呢！現在正是人生之春，難道他們甘心放棄一生？上了年紀的人不再去機舖打機，因為他們已看透了商人賺錢的詭計；有人會戒煙因為醫生曾經解釋過手術割肺的恐怖情況，患了性病的人會後悔其當初的行為……但往往「針不到肉不知痛」，是否真的要讓問題惡化大家才會去關注？

所以大家必須要醒起來，檢點一下自己的行為。近幾年的校風差了，這是明顯的事實，要扭轉局勢就必須要全校一同努力。說來容易做來難，今天應承了，可能明天隨即忘記。所以還要大家持之以久才行。

首先請大家反思一下：返學的意義何在。是上課，還是搗亂？或者有人會說：「返學無意義」。這引出了另一個問題：歸屬感。「為其為不知其所為」是相當痛苦的。要是這樣，何不整天睡在家中，又或是早點踏入社會賺個錢？請大家記住：「返學」一定是要花政府、納稅人、家長的錢，和自己的時間、精神的。故此，為何不主動找點樂趣、找點意義？

我發覺現在的青少年大部分只嚮往「蹦冰」、「打機」等低級趣味的玩意；對於深奧點的高級知識毫不產生興趣。坦白說句：「不入虎穴，焉得虎子」，又要入大學，又不做功，這是甚麼邏輯？

歸屬感是個人的價值與取向，只有自己才能控制、衡量。要培養歸屬感就有多參與多接觸，怕事、被動等要切戒。盡量參加課外活動，不論是為了學習、友誼、為校爭光、為名為利，一股推動力可帶你入一個有意義的境界，脫離無聊的人生——就這樣，歸屬感不知不覺地便會自動產生。

話又說回來，紀律和歸屬感其實是不可分割的。只有學生覺得學校生活有意義，他們才會愛學校；對學校產生了感情，紀律問題就自動消失啦！

不過，再講多一次，學生紀律是全校的問題，亦是長久問題，是絕對需要各同學持久的努力才行。

責任

中六甲 黃英杰

前些日子，我每在何文田一帶見到些陳瑞祺學生身穿校服在街上流離浪蕩，行為不檢，他們的口銜香烟，有的滿口粗言穢語，不時動手動腳，實在有辱陳瑞祺校譽之嫌。這只不過是我個人所見所聞，本亦不是甚麼大不了；但再加上外間的一些流言飛語，一些舊生校友的迴響，一些何文田街坊的朝夕見聞，道聽途說，那又豈可不當做一件事看待呢？

一直以來，賴於老師們的辛苦經營，才在外贏得些稱譽，在內建起校風。但近幾年，可能是由於老師薪舊交替，或由於學生良莠不齊，在學生的行為操行方面明顯有遜於往昔，街上對陳瑞祺的評價亦與以前不同了，毀譽各有。

也曾聽說現今同學對學校活動有欠積極性及少於參加，每年的明愛寶物會你有到過陳瑞祺的攤檔嗎？校運會有參加甚麼項目嗎？校隊出賽，你又有否去為自己的學校打氣呢？假如這樣一問，相信答沒有同學將比比皆是。學校也有些同學每都忙自己的事情或埋首於功課堆之中，視學校只是學習的一個場所、一種利用的工具，以期達到學業上的成功。他們往往就會對班裏、同學間至於校內的大小事情不聞不問，袖手冷眼，如若旁人。但於我想有緣來此校讀書學習，就該當自己亦是其中的一份子，學校對我們的培育還需時刻惦記，故對那些公務絕不應那般漠視冷淡的。

上述，多多少少亦反映出陳瑞祺學生是有所不足的，紀律上有缺失，尊重不足，而歸屬感亦更不堪了。學校的名譽是不容侮辱踐踏的，對陳瑞祺有情的人又豈可充耳不聞呢？防微杜漸，我們是好應努力為此事想想，改善改善所不足之處的。

於我看問題就是歸屬感。再細分，就是自我認知，自我肯定，以至自我尊重的不足，此中該是層層遞進的。首先得需教同學們認識到自己是陳瑞祺學生的身份，了解到自己的行為如果放肆，對學校及同學帶來的影響毀譽之重，則必當有所收斂，有所不為。但實在這又談何容易呢？又該當從何做起呢？試想，我等從何得知有我，是從有我及非我？從何得知有樂，是從有樂與非樂。或者這樣有點玄之又玄，但歸根究底還不過是說要從帶領同學多與外界接觸，以陳瑞祺學生身份面對非陳瑞祺學生開始。在日常生活，一般同學除卻在學校裏面或上下課時穿著校服，回家時，又有多少時候以陳瑞祺學生身份出現呢？在校內，陳瑞祺學生的味道並不濃厚，因為大家都一樣是：在校外，代表學校的機會又少之又少，故而這種感覺日益薄弱，甚至忘記了，做出一些不規矩，不負責任的亦可預見。

是以校方不妨多放些擔子給同學負：學生不妨多肩幾柄擔子，多為學校負責，做得好及不好還是次要，但至少也得嘗試，不要教人家感到陳瑞祺的學生經驗淺薄，使得貽笑大方。

這樣的經驗多了，自然就變得和陳瑞祺融而合一了，遂以陳瑞祺之榮為榮，以陳瑞祺之恥為恥，以光耀陳瑞祺為己任！

其實在這方面，學校已是下了些功夫，例如早會的設立，就是對平日缺乏道德教育的同學的一個補足，或許未能把他們玩歲日的陋習一下子洗淨，但日子有功，大家還是等著瞧吧！這當不止於陳瑞祺的歸屬感，亦更針對於個人的修養。

費舍巍巍，會因同學一己不負責任的行為而黯然失色，同時亦會為同學大家的努力耕耘而滿室增輝。此時此刻，同學必當自我警惕，事事謹慎，以防有失於行。長城不得自毀，二十五年得來的，不可喪之今朝。大家得繼往開來，從今而起，做好一個陳瑞祺學生所應做的，因為陳瑞祺就是我們的學校。

驀然回首

舊生 黃蔚澄

日子一天一天的流逝，在有意與無意之間消失得無聲無息。還記得離開香港到澳洲讀書的當日，當日的空氣、當日的環境、當日的人和物還徘徊在今天的我的周圍。但當望向日曆時，才發覺原本當日與今天已經相隔了三百多天了，而且當日的我已經不再是今天的我了。日曆每日減少一頁，就好像我們的希望一樣每日一個一個的減少，悔恨一個一個的增加，人生一步一步的向前走，當然我們的思想也一天一天的成熟！

猶記得中學一年級時，第一步踏入陳瑞祺書院時，他並沒有給我一個太好的印象。我覺得像踏進了一間古堡式的男童院，又似進了一「破廟威龍」中史泰龍被囚的監獄似的。心想這學校又怎會是朝思暮想的中學，甚麼設備也沒有，最特別的就是操場像太空館一樣，中間凸出，四邊下陷。每天上學時只想看何時才能放學，何時才到星期五呢！為免自己想得太多，只好埋頭苦幹的讀書做功課。可能同學們也有類似的想法，所以大家都好利用功課。但過了大約三個月已經開始習慣了，有時還會專程回校跟同學踢足球呢！雖然是習慣了，但還未懂得甚麼叫歸屬感。記得當年校外運動會時，聽到比自己高班的哥哥為學校打氣時大叫「CSK!」，我不明白他們總比我們叫得更雄壯更好聽，我認為是因為人家已經過了大半青春期，喉核比波子大得多，而自己的喉核就不知跑去那裏去，所以總不及人家大聲。

到了中四時，我終於明白甚麼叫歸屬感了。因為當年校外運動會時，自己叫「CSK!」時比起以前的哥哥叫得更雄壯，當然更好聽啦！我才明白並不是甚麼青春期而影響，而是因為我們的打氣是由心底裏叫出來的，所以這是有感覺有生命的叫法。當時我有一個想法，我覺得學校就好像一座正在興建的大廈，而每一個學生和老師就像建築工人一樣將這大廈慢慢的完成。我並不知道這大廈到何時才可完工，但我只知道它已經建築了二十多年，而且因為基礎打得好才可以繼續建築下去。

真可惜，真是很可惜！今年的九月我回學校時，這學校已經有了很大的轉變。轉變的原因是現在的建築工人已經跟以前的建築工人不一樣了。現在的大部份學生都有一個通病，就是把學校當作一個休息室，既不用功讀書、留心上課；更破壞校規。我並不介意別人的私生活怎樣，甚麼會員，甚麼賭聖、賭神和煙王之類；但私生活還私生活，學校始終是學校，要回校上課就要遵守這兒的規則，並不可以將私生活帶回學校，學校除了授課之外更加教人向好，如果你要賭馬為甚麼不去投注站而要上學呢？想當年我會以自己的校服而感之光榮，但現在……

我雖然離開了學校，但我還是關心學校的每一件事。因為我父親也是在陳瑞祺畢業的，我也是，我也很希望我的兒子可以在陳瑞祺裏畢業。

對中七同學的一次專訪

前言

去年陳瑞祺書院培育了一班有為的同學。他們在上一屆高級程度會考中獲取了優異的成績，繼而進往大專學府繼續他們的學業。為了表揚這班畢業同學和讓大專學府他們內心的喜悅，校報會特別邀請他們作了一次簡短的訪問。

被訪者名單：

吳江泓 (港大機械工程系)

劉恒昌 (港大工業工程系)

葉一炬 (港大電機工程)

馬文傑 (港大法律系)

蔡瑞彬 (港大電機工程)

鄧希文 (港大土木工程)

劉達俊 (港大電腦科學系) 肄業於九一年

記：你們可否與陳瑞祺書院的師弟們分享一下對讀書的心得？

馬：我認為讀書最要緊是上堂留心聽書，上課前要備課和要求自己擁有一顆平靜的心。同時，更要認真和尊重的態度去面對老師。

達：我也認為上堂留心聽書是成績好與差的關鍵，同學們千萬不可抱著「上堂唔明就番屋企自己睇明」的心態，因為這必會花上數倍的時間。同時，必須盡量將課堂的授課全部吸收並即時消化「入腦」。

劉：我覺得上堂不應做被動的一羣，不可以「老師有老師講，同學有同學聽」。相反同學應爭取主動權，勇於發問問題，這不是挑戰老師，而是積極地推動老師。由於大部份老師都希望同學對他們授課有所反應，所以發問不單可領略老師更多，更可營造課室內的良好學習氣氛。這何樂而不為呢？

葉：發問絕對是一件好事，但過多的發問只會帶來反效果，因為過多的發問可能會打擊老師的自信心，而導致老師懷疑自己的教學方法是否出現了問題。

記：你們認為同學們應怎樣應付公開考試？

鄧：我認為在考試前一個月，同學們不用再看太多課本或參考書，只要一心一意做歷年的舊試題，直至遇到有不明白的題目時，才翻看書本對照。

馬：我奉勸各位師弟千萬不要「開夜車」，考試前一晚一定要早點休息，養精蓄銳，便能以最佳的狀態應試。同時開試前數十分鐘，可做一些簡單柔軟運動，促進血液循環，鬆弛神經，使腦根清醒，有助解答題目。

蔡：一句諺語，一定要做舊試題，越多越好，因為每年的試題來來去去都是差不多，大部份只是將舊試題改頭換面。所以，只要把舊試題做熟，以後在試場上必能得心應手，無往而不利。

記：你們覺得陳瑞祺書院的師資怎樣？

劉：因為學校的大多數老師都是由創校以來教到現在，教書經驗豐富，所以師資優良。

馬：我也同意。教師的教學方式一般已能滿足學生的要求。學生取不到好成績，並不能埋怨老師，問題通常常在學生方面。

葉：有時候學生在外補習，是在所難免的，因為補習能補足學校裏所學之不足，使同學在考試期間有更大信心。

記：學校現在有多項新措施，例如以英語教學和新增設電腦科，你們對這些措施有甚麼意見？



進盡忠言的一群師兄。



訪問過程氣氛相當融洽。

蔡：我也認為學校是有需要以英語教學的，最適當是由中六開始，因為英語在大學是主要的溝通語言，同學早日適應以英語教學，以後便會遇到更少的困難。

達：不過在低年級實行英語教學也有好處。同學最初一定會感到不習慣，但是慢慢適應後，英文水準必定會提升不少。

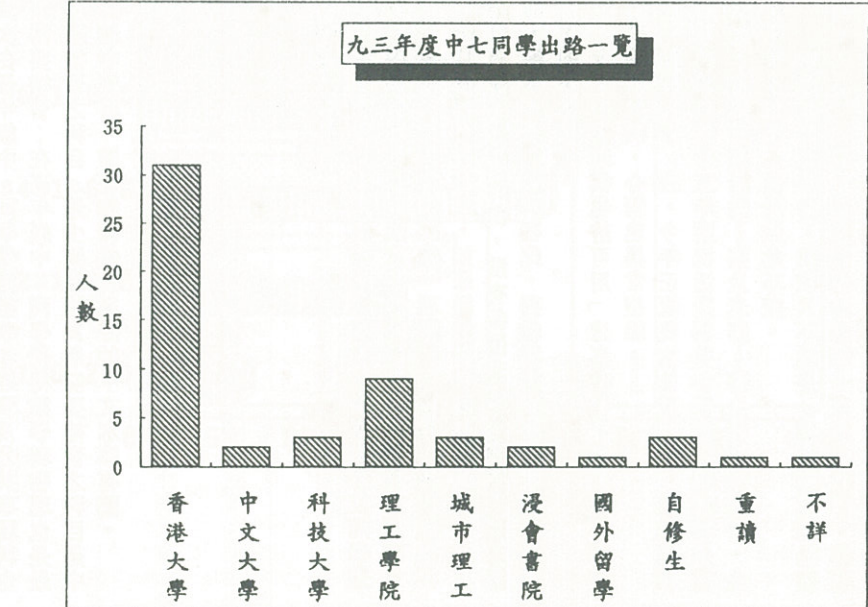
劉：我覺得不應在理科班實施，因為有很多理論都難以英文來解釋，若老師的英語能力不好，問題更顯得嚴重。

葉：對於增設電腦科，我覺得應全面性，因為電腦在未來日子裏大有用途。

吳：我也同意電腦科要全面，但我覺得附加數學也要全面，因為這一科對選科和出路有很大幫助，有更多選擇。

鄧：其實學校除了推行這些措施外，也有需要籌辦一年一度的畢業禮，頒發畢業證書給各畢業同學，以維持他們對陳瑞祺書院的歸屬感。

記：你們覺得同學們應該怎樣為自己選科呢？



蔡：有時問老師或師兄作參考都有幫助，但最重要的還是靠自己想清楚，為自己的未來打算。

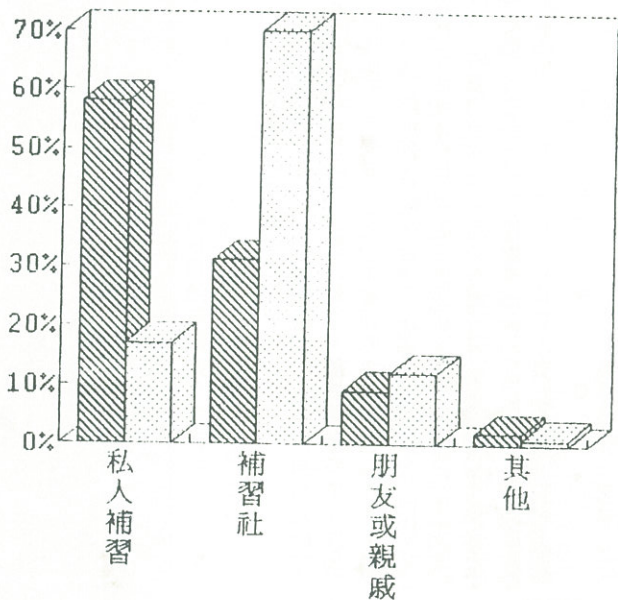
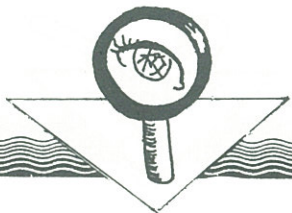
記：你們有甚麼勉勵說話贈給學校的學弟？

馬：努力讀書，處事認真，參與學會事務要考慮自己的能力，不要為名義才參與。

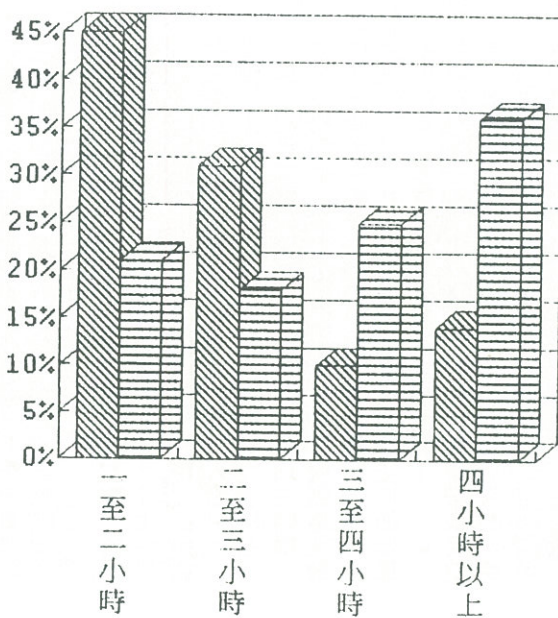
劉：陳瑞祺書院的校譽正被其學生破壞着，他們穿著校服在街上抽煙，滿口污言，大大影響學校的聲譽，有時候在街上更聽見一些家長不願給他們的兒子入讀陳瑞祺書院。

鄧：同學應該珍惜學校現時給他們的自由度，到了學校收窄自由後後悔已是太晚了。

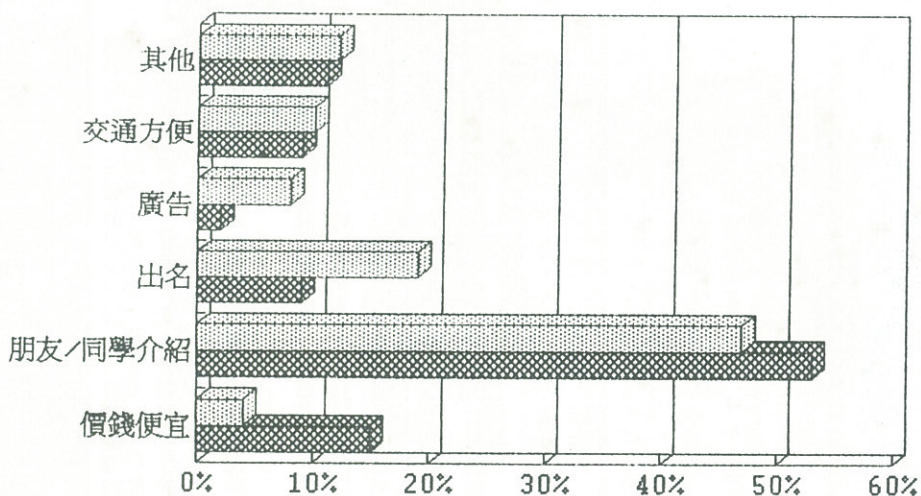
葉：學校訓導處應該加強對付那些校內的壞份子，必要時更需要趕他們出校，若校方只能對那些遲到和亂拋垃圾的學生加強懲罰，那麼便讓校內的壞份子可以繼續破壞我原有的優良校風。



表六



表五



表七

高年級
低年級

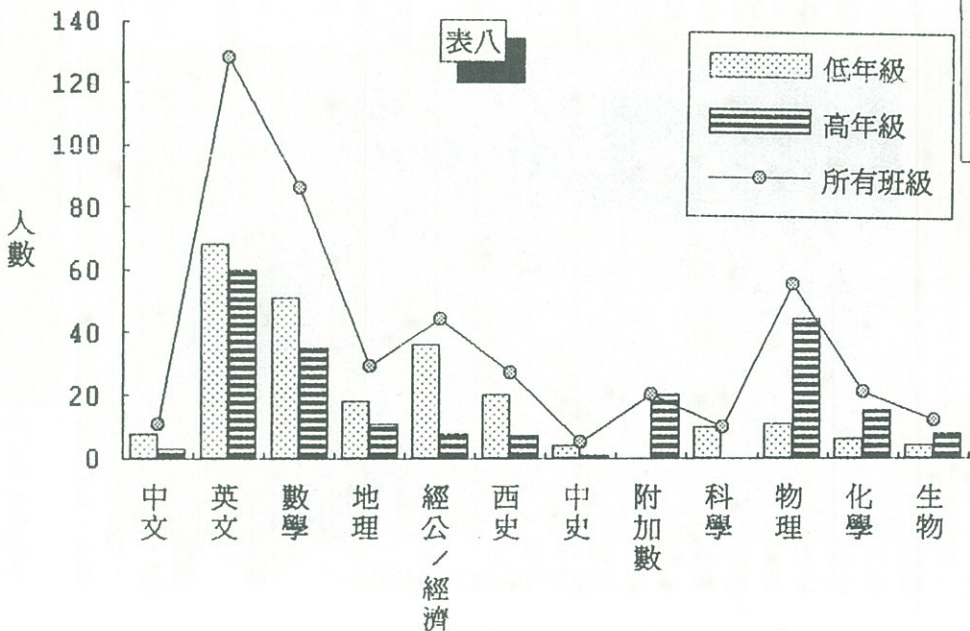
表五：同學們每週花時間於補習上
表六：同學們補習的類型
表七：同學們選擇補習社之原因
表八：同學們認為最需要補習之科目

總結，隨著同學在學業上之追求，補習對於各同學的需求也相應地提高。低年級的同學偏向於私人補習，相反高年級的同學則較為喜歡到補習社補習。無論是低年級或高年級的同學，他們大都是由朋友或同學介紹補習社，他們當中，絕大多數每月都會花四百元以上與及每星期二小時以上於課外補習，有部份低年級的同學是在家長的強迫情況之下去補習，但高年級的同學絕大多數是為覺得補習可以改善他們的成績，因此決定去補習，這顯示高年級的同學地較重視學業成績，可能因為他們要應付重要的公開試——會考和高等考試。英文是低年級和高年級同學主要補習之科目。

另一方面，在沒有補習的同學中，有考慮補習的佔四成，其餘的則沒有。同學們不去補習的最主要原因是覺得沒有補習的需要，只有小部份同學因經濟問題才沒

有補習的。另外，在問到同學們對校內的教學方法滿意程度時，約有六成同學不願置評，只有三成同學對現在的教學方法感到滿意。總括以上三部份同學的回應，有六成同學沒有考慮補習，他們覺得沒有此需要，但亦有六成同學對校內的教學方法表示沒有意見，可見有些同學並沒有認真地想過有沒有補習的需要，他們可能有點怕事，才不敢對校內的教學方法置評，有些可能是並不著重自己的學業成績，馬馬虎虎地應付算了。大多數沒有考慮過補習的同學都覺得自己不需要補習，理應是因為老師們教得好，使學生明瞭書中的知識才是，所以應該滿意教學方法才是，但減去在六成沒有考慮補習的同學中那三成滿意教學方法後，剩餘的三成同學則身處一個奇怪的境地，他們不曉得現時校內的教學方法是否適合他們，又沒有想過要去補習，這可能會對他們的學業成績有所影響，希望他們能夠注意到此點。

最後，在這些沒有補習的同學中，無論是低年級或高年級，都不約而同認為英文科是最需要補習之科目。



表八

低年級
高年級
所有班級

附註：低年級沒有附加數學科
高年級沒有綜合科學科

編者的話

今年的校報終於付梓了。首先，我謹向各位同學道歉，因為校報要遲至五月才能出版，希望各位原諒。編輯一份校報已經是一項艱巨的任務，更何況編輯一份廿五週年的校報，如果說無驚無險是騙人的，尤其是對於缺乏經驗的我，沒有各位老師和編輯們鼎力協助，根本不能成事。在此，我想和大家談談我對今年所發生的事的感想。

今年的陳瑞祺也許可用「悲喜交集」來形容，而身為總編輯的我，心情也異常複雜。

先說「喜」的，今年正值我廿五週年，由老師和同學們組成的廿五週年慶祝活動籌委會舉辦了很多精彩的活動，包括唱歌活動，與及老師、舊生和學生聚會，全校同學及教職人員均樂此不疲。

回想起廿五年前，我初到這所學校，只不過是一間設備簡陋的夜校。在這廿五載，全靠我們的老師一直悉心教導，作育英才，默默地耕耘着，我才有今天的聲名。他們的確付出不少的努力。在廿多年間，他們從來沒有離棄過陳瑞祺，與此同時，我們身為學生應給予珍惜和欣賞，或者更要作一些回報。

其次，我們也不要忘記由Mr. O'Brien及黃德誠老師帶領的「越野長跑軍」終圓「五連霸」美夢，証明了我校運動方面絕對不比學術成績遜色，也為我院校際長跑史上寫上光輝的一頁。

「悲」方面，今年學期初，任教了廿五年的廖李兆明老師突然離開了我們，更不幸的是，前任校長Bro. Eugene在數月後亦與世長辭。陳瑞祺全體教職人員和學生無不為此感到無限痛惜。兩位長輩為我服務達廿五載，對我作出不少貢獻。他們為「陳瑞祺書院」所付出的，我們永遠也不會忘記。雖然軀體消失了，但是他們的精神是不滅的，是永恒存在每個陳瑞祺學生心內。Bro. Eugene明辨無私的態度和廖太海人不倦、有教無類的精神，認識他們的師生無不感銘銘心。我們既然身為陳瑞祺的學生為了對他們表示一點尊敬就應尊師重道，用心求學，以顏回為榜樣而以宰予為恥，平時慎言篤行，去過還善。那樣才不會辜負兩位老師對我們的一番心血。就是畢業後，我們也不要忘記老師的教誨。這亦是我們校報會的一點心願。

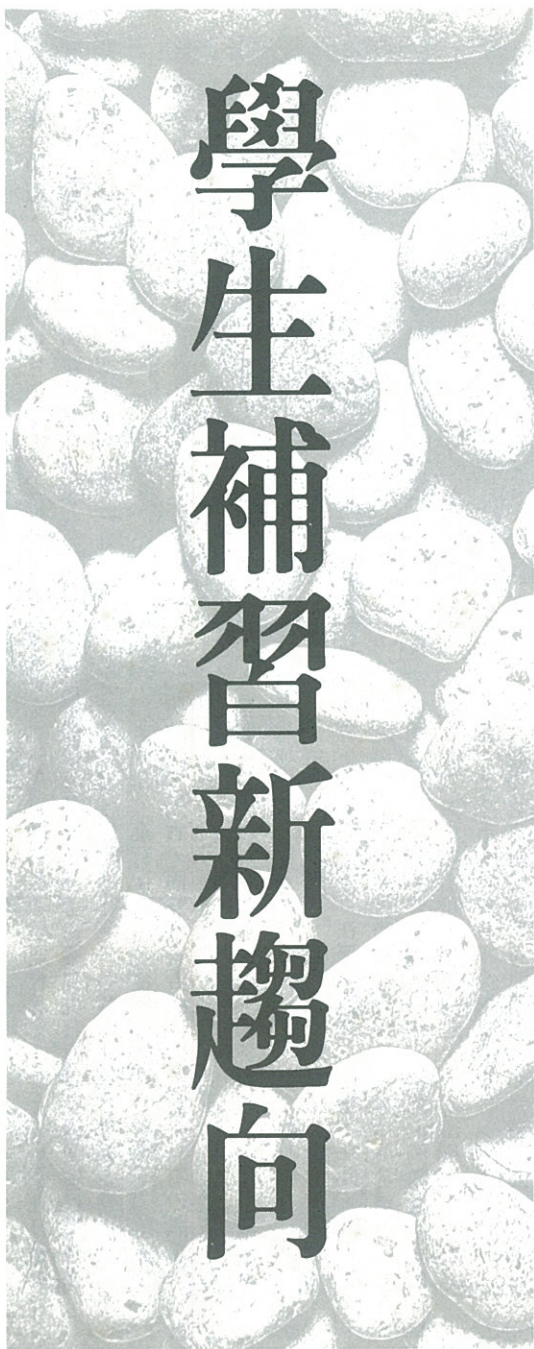
我謹向各位顧問老師、編輯們和其他協助我們的友好致萬二分感謝。沒有他們的幫助，此份校報也許不能在你們手上了。最後，我特別感謝廖顯樹老師提供有關資料，在協助期間，他克服了痛悲的心情，表現出堅強的勇氣，使我感到非常佩服。

其次在低年級中，同學覺得數學和經濟及公共事務科也最需要補習；在高年級中，同學覺得數學和物理也是最需要補習之科目。最少同學認為最需要補習之科目是中文和史科，這可能和他們良好的中文水準有關。

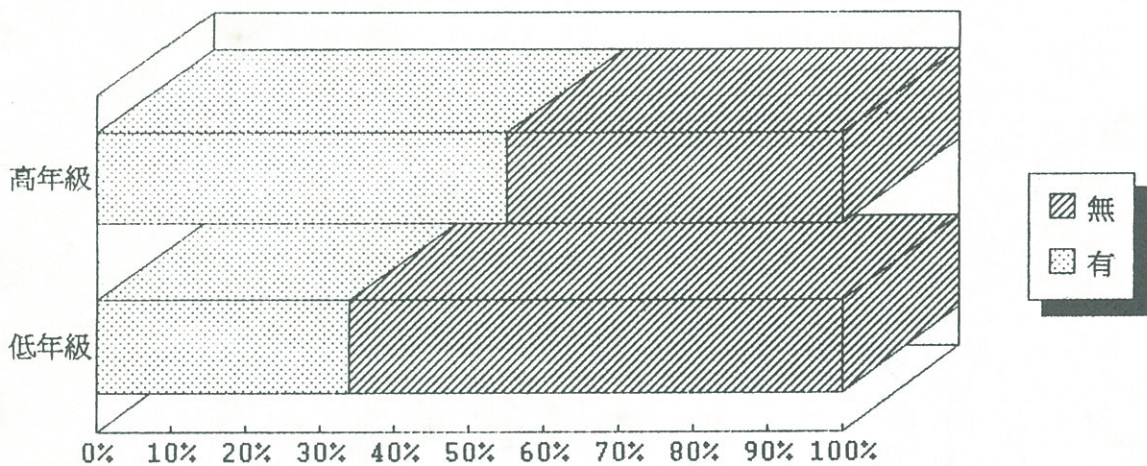
訪問人數：九四七人
低年級（中一至中三）：五一二人
高年級（中四至中七）：四三五人



學生補習新趨向



表一



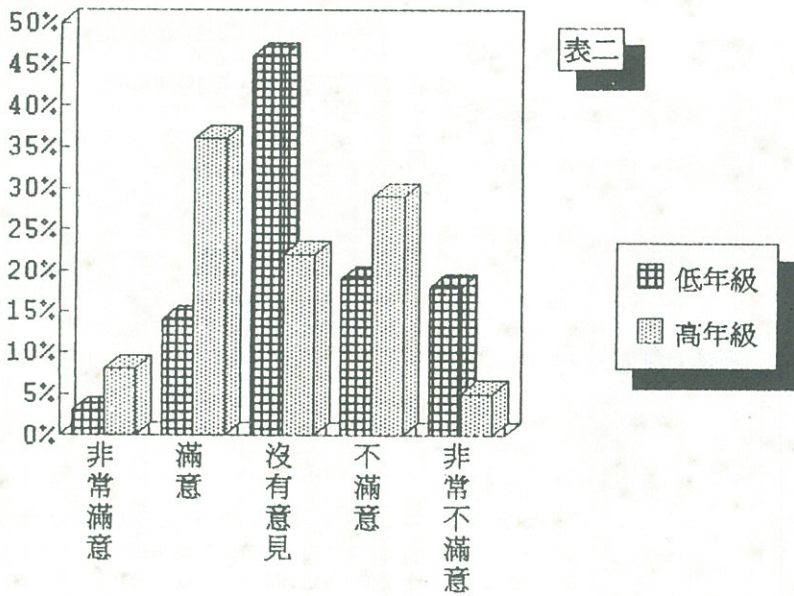
補習——一個各位都很熟悉的名字。有人說：它是讀書的「助手」，助你一臂之力，解除上課時的疑難；有人說：它是考試專家，能使各位得到較高的分數，及其他理由，多得很。不過，無論如何，補習對各位是百利而無一害的。究竟補習在本校之普及性的情況如何？同學們對補習有何看法？抱有甚麼心態？與及花多少時間、金錢於補習上？為了解開以上的疑惑，尋求一個明確的答案，讓各位的好奇心、求知慾能得到滿足，本報便作了一份問卷調查，訪問本校學生之意見。

首先，我代表本報感謝各位同學的鼎力合作，使這份問卷調查能得以完成。

據調查報告，在低年級（中一至中三）的同學中約有三份一出外補習，當中約有六成同學是私人補習，而在補習社補習的約佔三成，其餘是朋友或親友為他們補習。當問到他們補習之科目，大多數是英文，其次是數理方面。至於他們花多少時間及金錢於補習上，約有一半同學每星期用了1-2小時，三成同學用了2-3小時，也有一成用了4小時以上；金錢方面，選擇每月花八百元以上的約有三成半，四成半的同學選擇四百元至八百元。超過一半的同學是透過朋友或同學去選擇補習社之類型，其餘是因為崇尚名社和價錢便宜，甚至交通方便。最後，問他們去補習之原因，約有六成半的同學認為補習可以改善成績，但也有三成是因為受到家長之強迫，不甘心情願，無可奈何的才去補習。

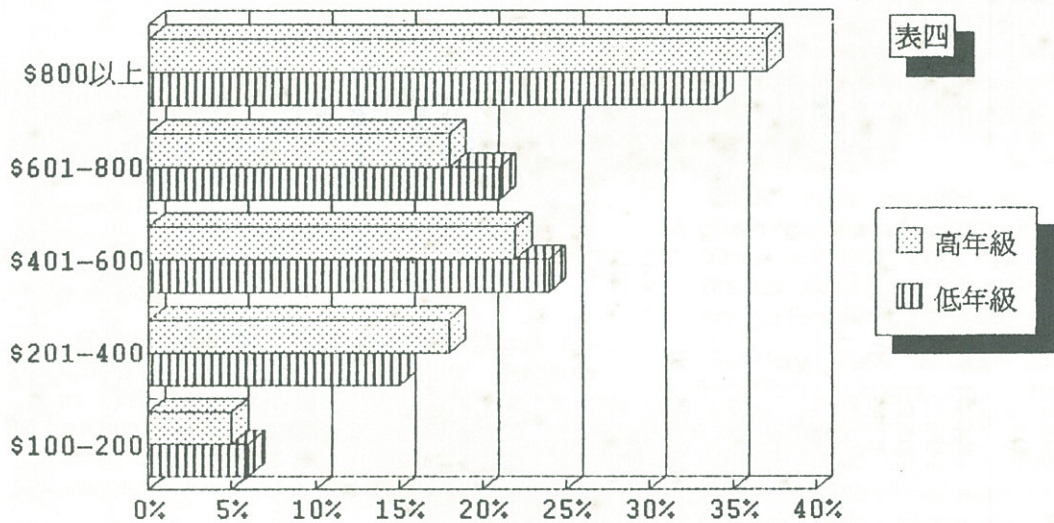
至於高年級（中四至中七）的同學有去補習的則佔了五成半，有七成的同學是在補習社補習，只有一成半的同學是私人補習。英文是大多數同學須要補習之科目。在時間方面，有三成半的同學每星期用了4小時以上補習，3-4小時的約有二成半，其餘四成用了1-3小時。在金錢方面，每用花八百元以上的約有四成，二百元至八百元的也佔四成。當問到他們如何選擇補習之類型時，約有五成的同學是透過朋友或同學介紹的，其次是選擇出名的佔有二成。最後，超過八成半的同學認為去補習可以改善他們的成績，只有不足百分之五的同學是受家長的強迫才去補習。

表二

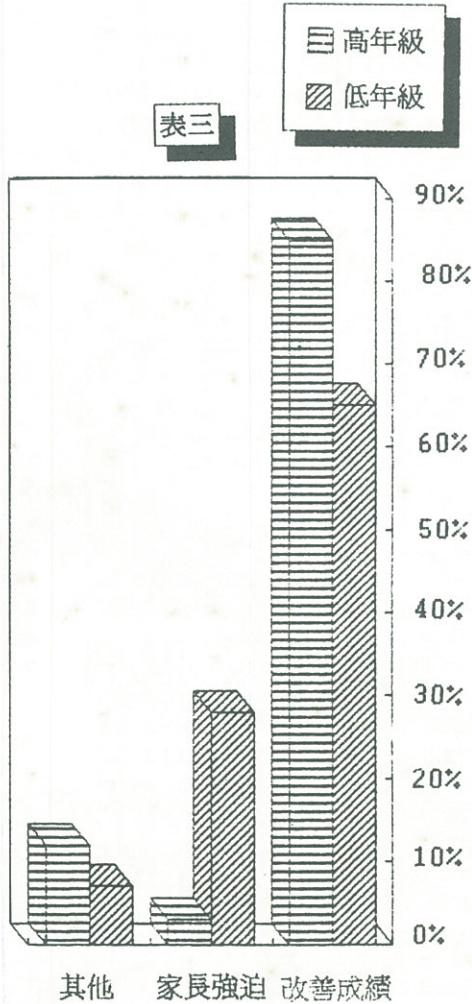


表一：同學有否出外補習
表二：同學們對校內的教學方法的滿意程度
表三：同學們去補習之原因
表四：同學們每月補習的花費

表四



表三



瞰訊



瞰訊·二十五週年銀禧紀念學生報

第四十八期

陳瑞祺(喇沙)書院

一九九四年五月

班際水運會

本年度的班際水運會在九月三十日於大環山游泳池完滿結束。一如以往，賽事分初賽和決賽兩日舉行。

初賽當日，因為清早下了一陣大雨，而且會場尚未開闢，所以較早來到的同學們被迫站在平台避雨，狼狽不堪。比賽在八時正式開始。比賽的健兒們在比賽未開始時已在池邊熱身，有的表現得信心十足，有的卻異常緊張。可惜的是，少了些精彩的競逐鏡頭，所以賽事有點乏味，除了有些望塵莫及的健兒們拼命地完成賽事，倒還贏得觀眾熱烈的掌聲，以示鼓勵外，直至師生接力賽、賽事才再一次的進入了高潮。同學不但為老師打氣，還大聲高呼他們的名字，場面好不熱鬧。

此外，初賽當日還發生了一段小插曲。由於賽事進行期間，突然又下起大雨，以致同學瑟縮在觀眾席的有蓋部分，甚至有些同學湧去飯堂內，以致秩序有點兒混亂，幸好過了不久雨停了，秩序才回復正常。

最後，甲組、乙組和丙組分別由中五丙班、中四丁班和中三戊班掄元。而中五丙班更以一百零八分之高奪得全場總冠軍，比第二位的中四丁多出二十四分呢！



中五丙水運會稱王。

班際陸運會



各健兒在灣仔運動場上競技。

一年一度的班際陸運會於十一月十一、十九日兩天假灣仔運動場舉行了初賽和決賽。各項田徑項目準時在八時十五分開場舉行。各參賽的同學看來都衝勁十足，鬥志激昂。進行比賽時，他們施展渾身解數，望能奪取獎牌，勝出者，固然欣喜若狂；落敗者，只有顯露出失望的神情，在旁輕嘆。在場的每一個運動員均充滿體育精神，全力以赴地參與每一項比賽，表現出一股陳瑞祺學生獨有的作風。

經過一番激戰後，各得獎同學從我院校長手中領過獎牌，他們的努力，在這時得到了回報。在此，希望他們能繼續努力，在校際田徑賽中為我校爭光。而今年各個組別的競爭都十分激烈，甲組、乙組、丙組及丁組的冠軍分別由中七乙班、中五丙班、中三乙班及中一丁班奪得。而中五丙班更奪得全場總冠軍。

頒獎儀式過後，本屆的陸運會亦完滿結束，盼望在明年的陸運會中同學能夠再創佳績。

校際越野賽

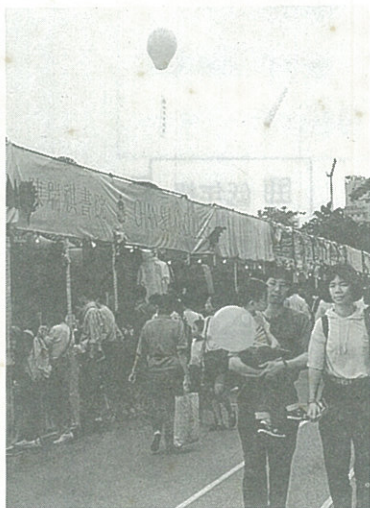
「五連霸」的美夢在這充滿意義的二十五週年實現了。

校際越野賽第一組賽事於十一月二十九日在粉嶺高爾夫球場角逐。各組賽程分別為甲、乙組比賽六點五公里，丙組則比賽五點五公里。

經過連番爭鬥之後，我甲、丙兩組分別奪得冠軍，而乙組也得到第四名。計算總成績時，我同學表現得十分緊張，因為是喇沙會的宿敵張振興書院的積分一直緊隨着我校。最後，我僅以一分之微將彼校壓倒，勝來十分驚險。

我之所以得到如此輝煌成績，實在有賴校方的支持和各同學的努力。早在學期初，隊員已馬不停蹄的練習，無論放學或午膳時間都爭取機會去保持自己的最佳狀態。他們無比堅毅的意志和永不言敗的精神，實在值得我們學習。更可喜的是隊中已培育出一班後起之秀。在不久將來，必成隊中支柱，繼續創下更多的佳績，為陳瑞祺校際的長跑史寫下光輝的一頁。

最後，很多謝各位長跑隊員為我二十五週年帶來一份最好的禮物。



明愛賣物會盛況空前。

明愛賣物會

今年的明愛賣物會於十一月七日(星期日)假太子花墟球場舉行，場面如去年一樣十分熱鬧。早在十月期間，學長們不辭勞苦地到各個工業區找贊助商捐出貨物，其中地區包括觀塘、新蒲崗、紅磡及火炭等。今年的明愛賣物會得以成功實有賴各學長的努力，老師的支持及商戶的慷慨捐助。

當日，學長們一大清早便佈置好攤位，到了九時許，會場變得擠擁。學長們向顧客推銷商品，包括玩具精品、日常服裝、家庭用品等。在烈日當空下，學長們都汗流浹背，可是為了做善事，大家都不遺餘力。

及至中午，校長、康老師、學長會顧問老師黃老師和朱老師、黎老師及潘淑芬老師都蒞臨會場為學長們打氣，他們的士氣亦隨之變得高昂起來。

最後，我們總共為明愛籌得二萬七千元。這數字除了比去年一萬四千元高出差不多一倍外，還創下了我校有史以來籌得最高的善款數字，希望明年學長們再創高峯！學長們，努力呀！

傑出學生頒獎典禮

今年的傑出學生頒獎典禮在十月二十九日舉行，儀式簡單而隆重。

頒獎前，陳經綸先生、校長和總學長分別致詞，勉勵各同學繼續努力，爭取好成績。

此選舉在今年已是第三屆，不單可以表揚傑出學生在各方面的成就，也可以為同學們樹立榜樣，可謂極具意義。

獲獎的同學 級別 名次 被提名同學 級別

蘇俊傑	一甲	一	謝世民	一乙
陳昊樑	一乙	二	黃哲皇	一甲
李嘉健	一丙	三	陳頌欣	一丙
中一：			譚智仁	一戊
何振宇	二甲	一	鄭紹祺	二丙
藍宗浩	二丙	二	張家強	二乙
盧建華	二戊	三	李瑞麟	二甲
中二：			梁頌嫻	二甲
關英偉	三甲	一	洪嘉亮	二甲
楊永佳	三甲	二	王君俊	二甲
廖楚天	三甲	三	袁國夫	三丙
中三：			彭君成	三戊
彭國程	四戊	一	梅俊傑	三乙
王緯浩	四乙	二	陳智華	三甲
辛偉賢	四丁	三	楊震江	三乙
中四：			施元璋	三丁
馮浩德	四丙	一	高文東	四丙
黎錦麟	四乙	二	黃錦成	四乙
徐兆鴻	四戊	三	袁敬業	四丁
莫君豪	四戊	四	喬偉鋒	四乙
呂家祈	四丁	五	梁智恒	五甲
何俊傑	五乙	一	李肇康	六甲
何偉健	五戊	二	余家俊	六甲
吳子鵬	五丙	三	王德揚	六乙
中五：			李永浩	六甲
彭國恒	五丁	一	中七：	
徐志良	五戊	二	陳德存	七甲
許俊傑	五丁	三	陳力恒	七甲
中六：			馬文傑	七甲
余家俊	六甲	一		
李肇康	六甲	二		
王德揚	六乙	三		
李永浩	六甲	四		
中七：				
陳德存	七甲	一		
陳力恒	七甲	二		
馬文傑	七甲	三		