

LEOWLISH

1990-1998

陳瑞祺書院圖書館



本集僅餘期數：

- |      |        |                                    |
|------|--------|------------------------------------|
| 冊 44 | 90年7月  |                                    |
| 冊 46 | 92年3月  |                                    |
| 冊 47 | 93年3月  |                                    |
| 冊 48 | 94年5月  | (CSK 25 <sup>th</sup> anniversary) |
| 冊 49 | 95年4月  |                                    |
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# LEOWLISH

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

## Cheer for Our School

Let us give our grateful thanks to the Prefectorial Board and teachers for their help in promoting the "Cheer for Our School" programme.

The programme aimed at raising our athletes' morale on the final day of the Inter-School Athletics Meet (Div. I) which fell on 16th March, 1990.

Lots had been done to make the programme a success. Posters could be seen everywhere in our school. A slogan competition was also held. The response was encouraging. Out of the many entries, the ones from Chan Man Chun of F.2D and Wong Wing Kit of F.2B were chosen. They were printed and then were distributed to our schoolmates. Colourful flags and banners were also made by the Prefectorial Board. There was a flag presentation ceremony the day before the Meet, and the flags were presented to the team leaders.

As Wan Chai Sports Stadium was on the Hong Kong side, the Prefectorial Board hired 10 double-deckers to take supporters to the Stadium. Bus tickets were \$3 each. More than 800 tickets were sold. What an unexpected response!

Everybody was waiting for that day to come.

At long last, the final day of the Inter-School Athletics Meet was here. School ended at 9:25 a.m. Students gathered in the playground. Within a few minutes, all the ten double deckers were packed. One after another, the buses started to head for the Stadium. Upon reaching the Stadium, we CSK boys shouted the slogans and sang our school song. There were so many of us that we filled three spectator stands.

'CSK! CSK!' All students were shouting the same thing. Every time one of our athletes succeeded in the event of high jump or long

jump, students burst out yelling and applauding. It came to the event of C grade 100m Hurdle. Sprinter Ma Kin-Kwok stopped the clock with a time of 14 seconds. It was a new record, both for CSK and Inter-School, Div. I. Our schoolmates rejoiced over his success. It was a very exciting moment. Another memorable event was the C grade 100m. Our C grade team leader, Chan Siu-ming, did touch the hearts of our schoolmates. Though injured, he managed to finish the race, showing much sportsmanship. His action won praises from the students.

Imperceptibly, the moment for lunch came. Many students left the Stadium for lunch. After an hour or so, nearly all students returned to the Stadium. The students were then more energetic. Their support gave more strength to our athletes. After the relay races, the day came to an end. At prize presentation, our students sang our old and new school songs and shouted the slogans. It was the time when our students and athletes were nervous. Could we get the results we had expected? We were the 2nd runner-up in C grade and in B grade. Finally, it was the announcement of the overall Championship. "The 2nd runner-up of the Inter-School Athletics Meet 89/90 is.... St. Stephen's College." "Oh!" all CSK students sighed. We had missed the banner by just 17 points.

Never give up! We will someday get what we want.



## An interview with Mr. T. S. Wong

R: Reporter

W: Mr. T. S. Wong

R: How do you feel about our results in the Athletics Meet?

W: The results were quite satisfactory. For C grade, we did not get what we had expected as some athletes were injured. If they had not been injured, we should have got the 1st runner-up and even championship. Getting the 2nd runner-up in B grade was expected.

R: How about the athletes? Do you think that they had done their best?

W: B and C grades athletes are better. This can be shown through their performance and enthusiasm in training.

R: Are there any reasons for the poor results of A grades?

W: More intensive training means better results. This is very true. You can see that the results of A grade were not good; this was mainly due to the lack of training. So, what should be done is that A grade members should go to training sessions more frequently and faithfully.

R: For what reasons do you think the A grade boys did not go to training?

W: To the members, studying is more important. But I do not think this is true. I could see many A grade athletes playing basketball after school instead of going to training. These athletes might think that training was not interesting or they might think the chance of winning was rather slim, so they just kind of gave up.



R: How can you tackle this problem?

W: I am not the only one in charge of athletics. What I am now doing is to keep the interest of the team members especially that of B and C grades. I hope that they can understand that their effort will pay off some day. For A grade members, they are old enough to decide for themselves. I do not think it is necessary to force them.



R: Some athletes complain that they have been forced to enter the school team. Is that true?  
 W: If a student's performance is good in the inter-class competition, we certainly hope that he can contribute to the school by entering the school team. But I do not force the student to enter. The student may choose to enter the team or otherwise. If he is not willing to enter, I will persuade him. If he say a definite no, I usually just respect his decision.  
 R: Do you use any new training technique?  
 W: It cannot be considered to be a new method. I am doing a lot to boost the confidence of the athletes so that they can unfold their abilities to the fullest.  
 R: Is there any chance of beating DBS and LSC?  
 W: It is not totally impossible to beat these two schools, but it is not within our means in the next two or three years. We can expect to get the C grade championship this year. When these C grade members are promoted to A and B grades, we can definitely expect better A grade results which hopefully can become the beginning of a chain reaction, encouraging younger team members and keeping a good tradition going. But this will take at least 3 or 4 years. At that time, we can compete with LSC for the overall championship. Getting the 2nd runner-up in overall is not impossible next year. Chances do exist.



## A brief talk with the team captains

R: Reporters

A: A grade captain, Wun Cheuk-pun

B: B grade captain, To Sze-wai

C: C grade captain, Chan Siu-ming

Here we have the opportunity to have a brief talk with the team captains who will express their opinions about the Athletics Meet and our school.

R: How do you rate the performance of yourself and your team members?

A: I am not satisfied with the performance, either of myself or of the A grade team. Many of us had not spent enough time on training.

B: I am content with my performance.

C: I am, of course, not satisfied with my result. If I had not been injured, I would have done better.

R: Do you think that the students' support was of help?

A: Yes, their support was of great help.

B: Our athletes would try better because of the support of the students.

R: If there were a F.6 Arts Class in our school, do you think we would get even better results in athletics?

A: I think that will be of help as some athletes are arts students. We would have a stronger A grade team then.

B: I don't agree with Wun's idea. The main reason for the poor result in A grade is low morale. Even though if there were F.6 Arts classes, students would tend to study instead of going to training sessions.

R: Does your training affect your academic results?

C: Training and studying are two different things. There seems to be no connection between them. So I do not believe that training can adversely affect my academic results.

R: Do you think that the facilities of our school are adequate?

A: When compared with DBS and LSC, our school facilities are not enough. Their athletes can train at any time, but our training periods are limited.

C: Better equipment means better results. We have to depend on the training ground in LSC.

R: What expectation do you have on the future athletic result of CSK?

A: I do not think we can defeat DBS and LSC in the near future. But I think that our C grade team has the potential to win the championship next year. I am confident that we can beat SSC next year and get the overall 2nd runner-up.

B: There is little chance in beating DBS and LSC in overall. They have good facilities and they are good, but beating them in a single grade is possible. Our B grade will be very strong next year, and the chance of winning is great. Also, beating SSC in overall next year is possible.

C: A grade results will be better next year as many B grade team members this year will be promoted to A grade. Generally speaking, there will be improvement next year.

R: Does the sense of belonging exist among our athletes and students? If not, what do you think can be done to stimulate the sense of belonging?

A: Right at this moment, the sense of belonging is not very strong. Participation is very important. If students participate more in school activities, the sense of belonging will surely be strengthened.

B: I think the sense of belonging has increased a lot in the past few years. Better athletic results may help raise the sense of belonging of the students.

C: Not enough. Our school should hold more activities. Promotion is also important. Students should be encouraged to take part in the activities of our school.

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**rejected and sadly, their sense of belonging towards the school may become shaky. This indeed is what we are not willing to see. There is no guarantee that a student association will bridge the gap between the school authority and the students, but we honestly feel we should give it a shot.**

**There is no doubt that we all are proud to be C.S.K. boys. This feeling of patriotism is deeply rooted. Although there are times when some of us may get very unhappy about some school policies, we love our school all the same. We owe much to our school for all it has done for us over all these years. We hope that through Leowlish, a greater sense of belonging can be cultivated among C.S.K. students and that with the establishment of a student association, a better understanding and communication between the school and the students can be developed.**

Finally, we would like to express our gratitude to all teacher advisers, students and friends; without their invaluable advice, support and assistance, this issue of Leowlish would not have been possible.

—By the editorial board



## Editorial



We are very honoured and proud to be the editors of the Leowlish. We are honoured because we are given the opportunity to serve the school and we are proud because it is the school we love so very much. We have challenged ourselves to do a good job, to make the newspaper one that truly belongs to all C.S.K. boys and to be fair and honest to our readers. Not only are we to include good news in Leowlish, but we are aslo to leave room for bad news, complaints and unfavourable criticisms. We welcome any suggestion as long as it may help to improve our school. Therefore, in this issue, we made a bold attempt to become the mouthpiece of the students—we conducted a survey and allowed the boys to voice

their opinions, positive or negative, on the school.

As a matter of fact, the majority of the student population feel a very strong appreciation of the school. However, many complained that the school authority is rather conservative and is never receptive to student suggestion. Perhaps the school considers the students to be too young and immature to poke their noses into administrative affairs. Accordingly, students have no say on what their campus life should be like. To a certain extent, this strikes a sad note for many students, especially the older ones who are eager to contribute ideas. Lacking the channels to make their ideas known, they may feel



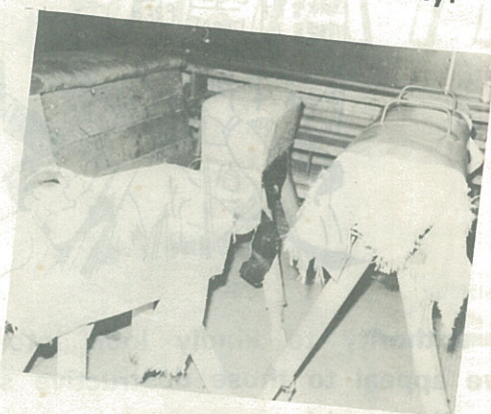
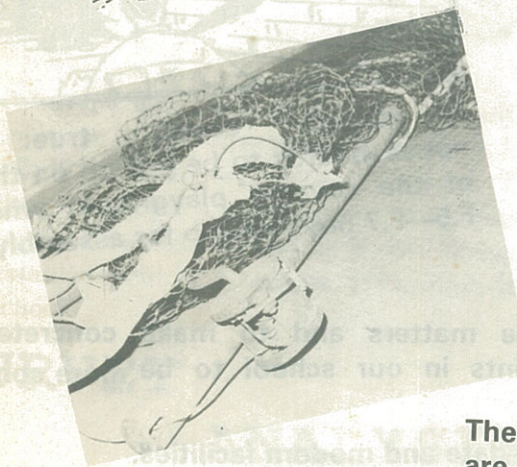
# FACILITIES OF C.S.K.

Many students complain that our school facilities are far from being perfect and that there are indeed many problems. Here we would like to raise a few questions.

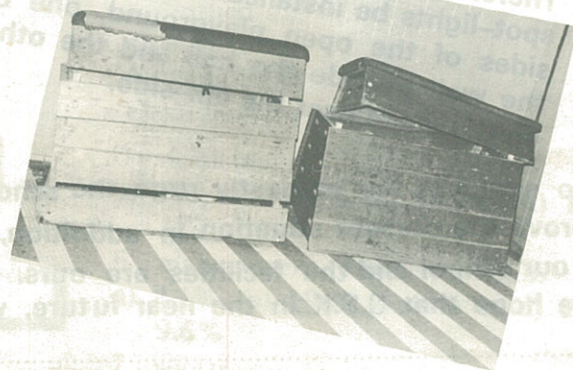
There are large cracks on the ground of the open playground. They are a nuisance when we play tennis and basketball. Is the school authority aware of this?



A: "I can hardly hear what the head prefect is saying!"  
B: "Neither can I. There is only one loudspeaker at that corner on the ceiling and it is not working properly!"



The pommel horse, vault and tennis net are rather old and worn out. Will replacements be purchased in the near future?



## Basketball

In basketball, the three-point system has been in practice for years. Will lines be drawn on the basketball courts to designate the three-point area?



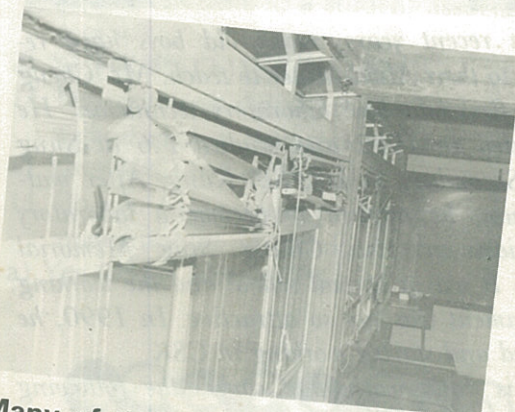
We notice that parallel bars have been sitting at a corner of the canteen for a long time. Since they are very heavy, we can hardly take them out and use them.

Does it mean that school has abandoned the equipment?

Many benches and stools in the Art Room are broken. We all know that new furniture items were purchased for the Geography Room years ago. Will the Art

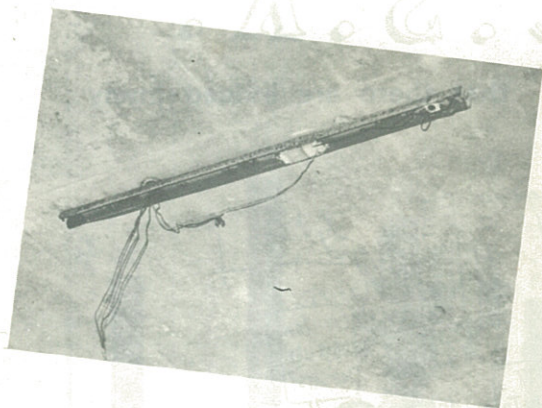


Room enjoy the same privilege? Moreover, is it possible to open the Geography Room to students during lunch time and recess? The Geography Room can be an ideal study room.



Many of the venetian blinds in the classrooms are not working properly. It can get to be rather embarrassing especially when the boys are getting dressed for P.E. lessons.



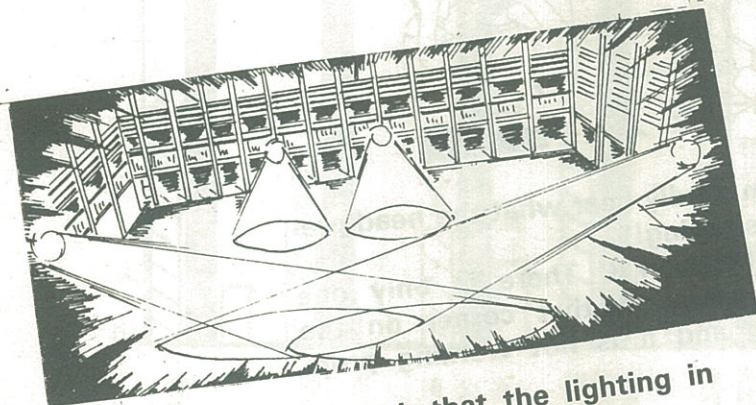


The remains of fluorescent lightings on the ceiling of the covered playground are an eyesore. Could they be removed?

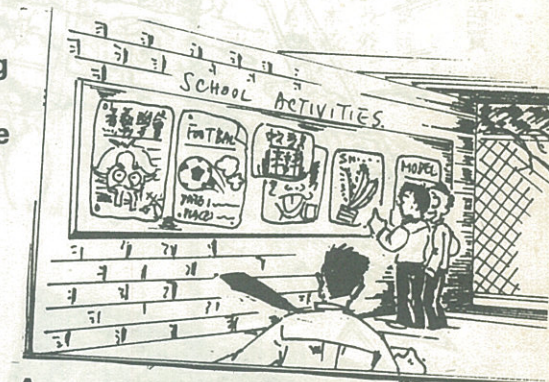
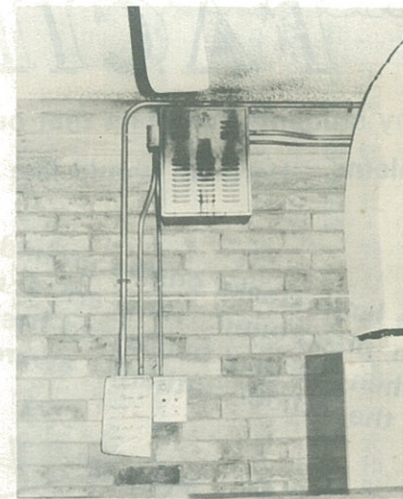
The screen — the large white wall — in the Lecture Room is quite dirty. Should something be done about this? The air-conditioner in the Lecture Room has been out of order for a long time. When will it be fixed?

A: "Oh, look! What are they fighting for?"

B: "Maybe that small area on the notice-board!"



Honestly, we think that the lighting in the playground is far from adequate. Therefore, we suggest that two sets of spot-lights be installed on two opposite sides of the open playground, one on the wall outside the hall and the other on the stairs near the hill-side.



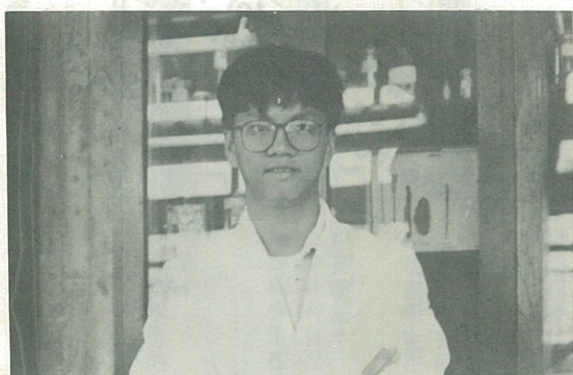
A dream comes true: more notice-boards to be put up on the walls of the covered playground where the F.5—F.7 boys line up for assembly.

To sum up, we earnestly urge the school authority to kindly look into these matters and to make concrete efforts to improve the present situation. In addition, we appeal to those destructive students in our school to be more considerate. This is our school and the facilities are ours. Use them with loving care!

We hope that C.S.K., in the near future, will be sufficiently equipped with up-to-date and modern facilities.

## An Introduction To The New Laboratory Technician

If you visit the 4/F laboratory, you will probably notice a new face. He is the new laboratory technician, a very hardworking one — Cheng Chi Hing.



In recent years, many old boys have returned to their Alma Mater to teach. Mr. Cheng is our first 'old boy' laboratory technician. He graduated in 1982 and studied F.6 at Sung Tsun Secondary School, Sai Kung. After matriculation, he applied to become a laboratory technician in Hui Chung Sing Memorial School. It was a special school and the working environment was not so attractive. In 1990, he resigned and started working in CSK.

His daily work here covers the following aspects: prepare laboratory work for the students, make purchase and read manuals of experiments in advance. To him, the work is of extreme interest and he enjoys it very much.

When asked what changes he had observed about life in CSK, he said it was the enthusiasm in interschool athletic events. He told us that he is very excited to see a revival in the spirit of

C.S.K. in sports. He feels the students nowadays are far too concerned about their studies and have ignored the importance of joining extra-curricular activities. He is glad to see that the prefectural board has taken up the lead and challenge to revitalise the school.

In his time, volleyball was not popular among students, quite a contrast to the present situation when boys of practically all forms are crazy about the game.

Now, let's talk about his hobbies. He claims he has many. He is interested in ball-games such as football and basketball as well as fishing and bridge. Also, he is keen on reading magazines, especially those about automobiles.

As a very hardworking man, he never fails to strive to reach higher plateaux of knowledge. He is now taking a course which will eventually lead him to the Higher Certificate of Laboratory Technique, and he is interested in taking a course leading to Endorsement Certificate.

You may think that he is very young but the fact is that he is already married.

He lives in Sai Kung and the daily drive to work takes about 30 minutes.

Finally, he would like to take the opportunity here in this newspaper to encourage students to participate more in extra-curricular activities.

His advice: Work and play are of equal importance.



## Editorial Board

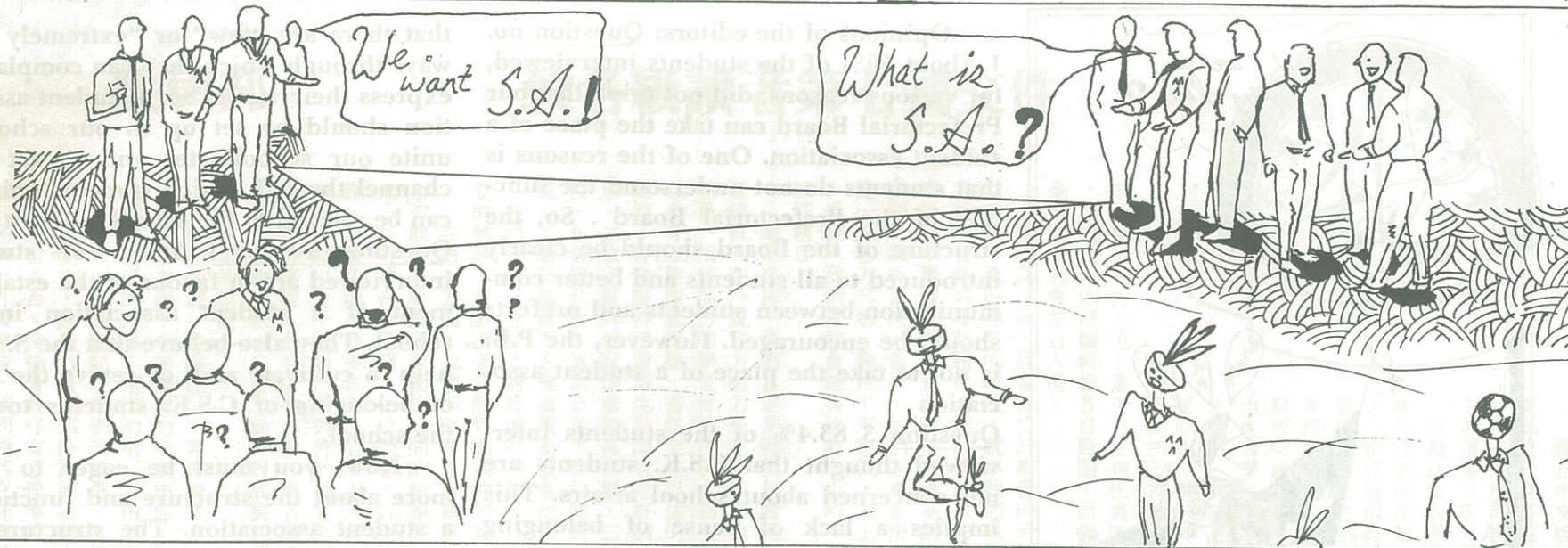
Supervisor : Rev. Bro. Eugene F. S. C.  
Teacher Advisors: Mrs. B. Wong  
Miss B. Chow  
Miss Tehmi  
Bro. Francis  
Mr. P. C. Hong  
Mr. C. K. Lau  
Mr. H. S. Liu  
Mr. M. Y. Tam

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Treasurer : Wong Ka Fai (6A)  
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Chan Chi Wing (6B)  
Photographer : Ma Chi Wah (6B)

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To Hon Man (6B)  
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Wong Kwok Chu (6B)  
Yik Chi Chung (6A)

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Editors : Chan Man Fung (6A)  
Cheung Wing Tim (6B)  
Chiu Ching Chiu (6B)  
Soo Lee Ying (6B)  
Tsang Wing Keung (6A)  
Wong Wing Hei (6A)





# WHAT IS A STUDENT ASSOCIATION?

A survey was conducted in early April. The purpose of the survey was to find out 1) how CSK students feel about the school, 2) whether they have a strong sense of belonging towards the school, and 3) if they favour the establishment of a student association in the school.

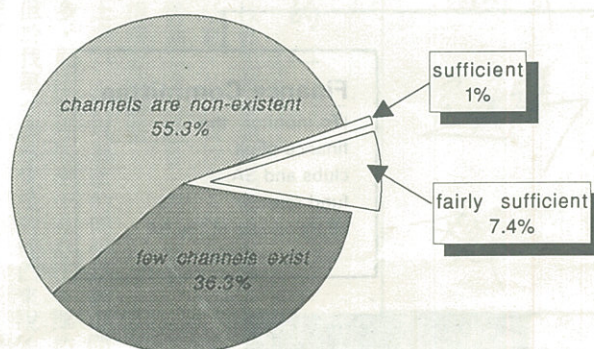
## SURVEY

## ANALYSIS

Background of the survey:

Date: 2nd-4th, April.

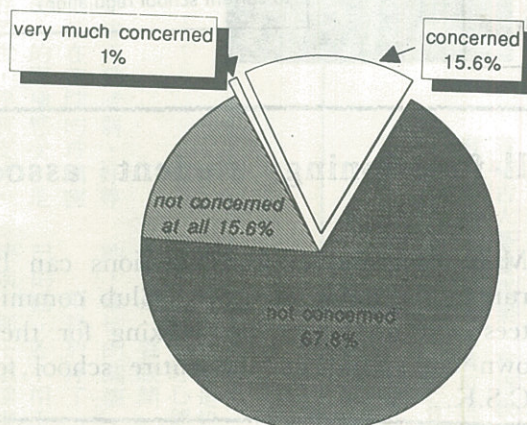
Total no of students interviewed: 94, F.3: 35 students, F.4: 27 students, F.6: 32 students



Few channels exist for students to express opinions

4. Do you think that C.S.K. students have sufficient channels through which they can express their views or lodge complaints?

- a) Yes, extremely sufficient (0%)
- b) Yes, sufficient (1%)
- c) fairly sufficient (7.4%)
- d) No, few channels exist (36.3%)
- e) No, channels do not exist at all (55.3%)



Students' attitudes towards happenings in school

(Q5-Q9) Are you satisfied with the school in the following areas? When you answer, consider such things as facilities, curriculum, achievements, etc.

- a) extremely satisfied
- b) satisfied
- c) so-so
- d) not satisfied
- e) extremely dissatisfied

- 5. academic  
a) 1%, b) 25.4%, c) 59.9%, d) 12.7%, e) 1%
- 6. management of societies/ clubs  
a) 2.1%, b) 19.1%, c) 41.5%, d) 27.7%, e) 9.6%
- 7. sports  
a) 11.7%, b) 49.8%, c) 19.1%, d) 13.8%, e) 5.6%
- 8. art  
a) 1%, b) 5.6%, c) 36.3%, d) 36.3%, e) 20.4%
- 9. civic education  
a) 0%, b) 0%, c) 25.5%, d) 28.7%, e) 45.8%
- 10. Do you think that the establishment of a student association will help to cultivate and/ or revive the students' sense of belonging towards the school?  
a) No (21.3%) b) Yes (78.7%)
- 11. Do you think that the establishment of a student association will help to enhance the reputation of our school?  
a) No (21.3%) b) Yes (78.7%)
- 12. Do you think that in order to become a prestigious school, a student association is a must?  
a) No (47.9%) b) Yes (52.1%)
- 13. Do you think that a student association is a good idea in our school?  
a) Yes (84%) b) No (16%)
- 14. Do you support the proposal of a student association in our school next year?  
a) Yes (83%) b) No (17%)

## QUESTIONS ASKED AT THE INTERVIEW AND THE RESPONSES

All students interviewed were selected at random.

1. Do you think the Prefectorial Board can take the place of a student association?

- a) Yes (9.6%)
- b) maybe (34%)
- c) maybe not (34.4%)
- d) absolutely not (17%)

2. If your answer is c or d, why?

- a) The Prefectorial Board has too little power over student affairs (12%\*)
- b) The Prefectorial Board has too much power over student affairs (21.3%\*)
- c) The Prefectorial Board cannot represent all the students (38.9%\*)
- d) The duties of prefects are too diverse (17.3%\*)
- e) The prefects have a very narrow range of duties

\*These figures are calculated basing on the 53 students whose answers to question 1 are c or d.

3. Do you think that C.S.K. students are concerned about the happenings at school?

- a) very much concerned (1%)
- b) fairly concerned (15.6%)
- c) not concerned (67.8%)
- d) not concerned at all (15.6%)







**Opinions of the editors: Question no. 1** About 50% of the students interviewed, for various reasons, did not think that our Prefectorial Board can take the place of a student association. One of the reasons is that students do not understand the function of the Prefectorial Board. So, the structure of the Board should be clearly introduced to all students and better communication between students and prefects should be encouraged. However, the P.B. is not to take the place of a student association

**Question 3** 83.4% of the students interviewed thought that C.S.K. students are not concerned about school affairs. This implies a lack of sense of belonging among our students. This is an undeniable fact. Therefore, what we should do is to cultivate it.

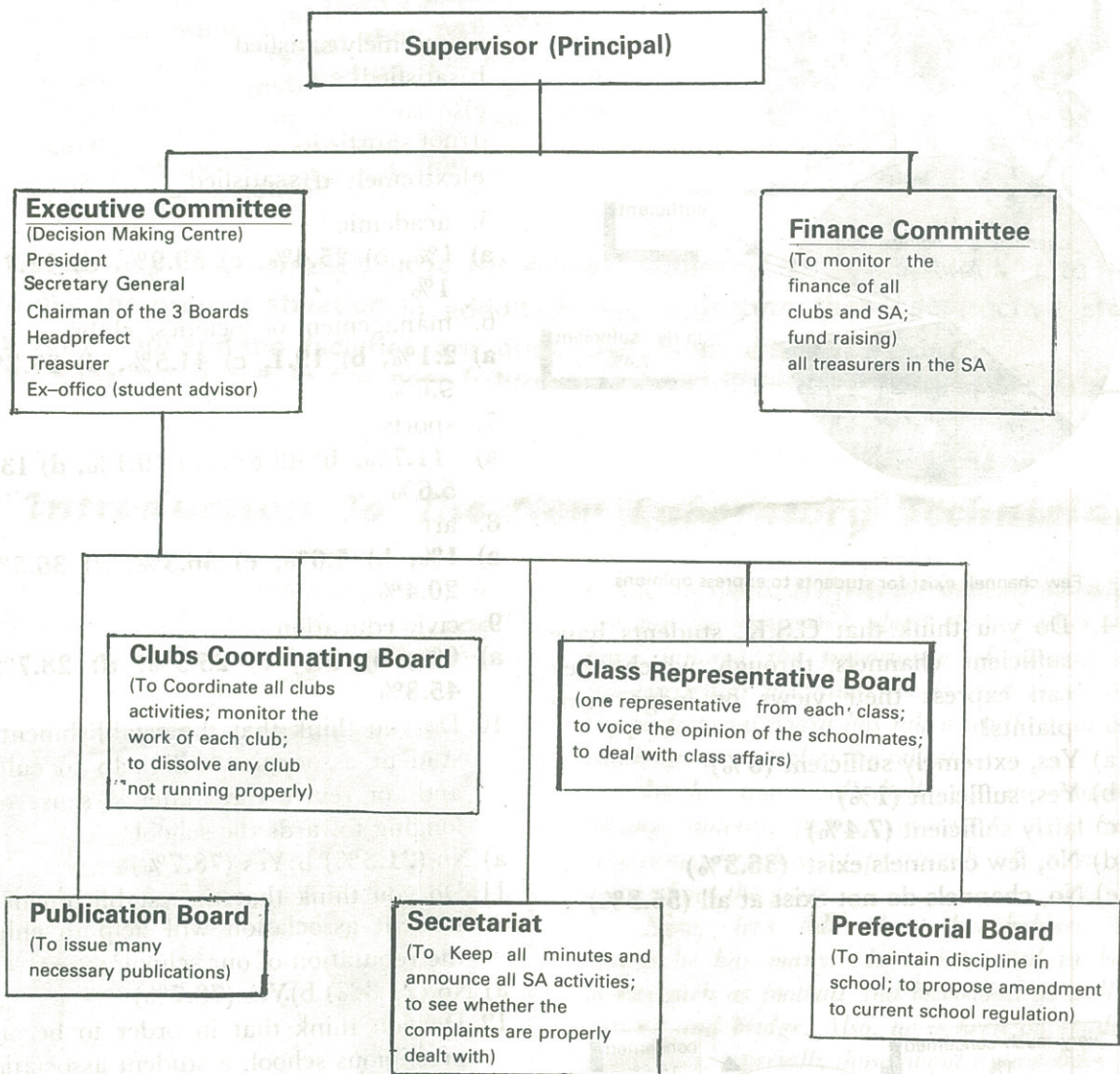
**Question 4** There is no easy way for students to voice their opinions. About 91.6% of students interviewed thought

that there are "few" or "extremely few" ways through which they can complain or express their views. So, a student association should be set up in our school to unite our schoolmates and to act as a channel through which students opinions can be relayed to the school authority.

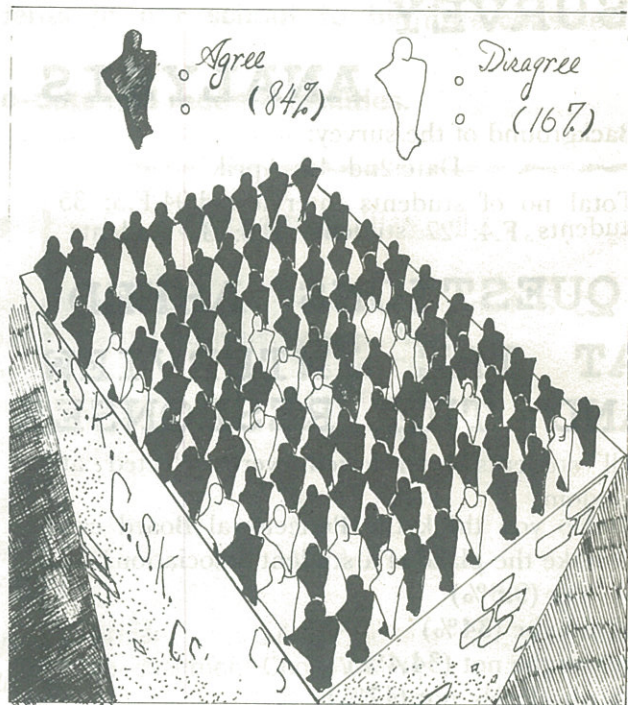
**Questions 10 and 14** About 84% students interviewed are in favour of the establishment of a student association in our school. They also believe that the S.A can help to cultivate and/ or revive the sense of belonging of C.S.K. students towards the school.

Now, you must be eager to know more about the structure and function of a student association. The structure and function of a student association vary from school to school. Study the following structural diagram carefully. It works very well in a local school. Do you think it will work in our school?

※ **Structure** ※



Setting up a S.A.



What will a well-functioning student association give us?

—The students' sense of belonging can be enhanced

—More programmes and functions can be run in the name of C.S.K. Club committees will no longer be working for their own clubs, but for the entire school, for C.S.K.

—Stronger unity and better coordination can be expected since all school clubs are under the supervision of the student association.

**Objectives of S.A.**

- To represent students.
- To give assistance and to make recommendation to the school on matters related to student affairs.
- To promote the welfare of students
- To help bring about better autonomy among students.

**Balance of power**

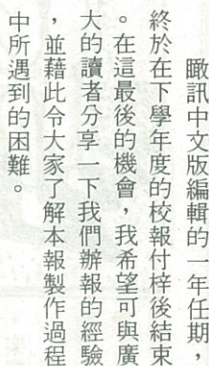
- \* —Each F4–F7 student has one vote.
- \* —Each proposed cabinet will compete with other proposed cabinets for the place of Executive Committee.

**Method of election**

- \* —The student association has power over all school clubs and students and is responsible for advising the school authority. Nevertheless, the principal has the power to veto any decision reached by the Association.



# 致各級讀者第七號文件



塵埃落定後，就是提交計劃書的時間，亦是考驗你面對功虧一簣的勇氣的時候。就以我們為例，曾幾何時提出過幾個有趣的專題題材，好像請風水先生到校園看風水、統計全年學會活動數目從而選出最差的學會等，均一一被顧問老師所否決。當然，他們亦有否決的理由，敝訊始終是一份官方刊物，題材不可越軌，當上編輯就要面對現實。為此，我們曾開會總共達數十小時，為的只是去講思一個好題目。

在另一方面，我們卻堅持原作精神；一個誠懇的編輯永不欺場。要諷刺像某些坊間的校報一般，抄錄報章雜誌上一些所謂奇珍異聞、IQ問題，以求快捷地完成編輯工作，浪費版面，我等實在於心不忍。反之，我們四出聯絡走訪，發出近千張對內和對外的問卷作調查，發動人力物力，以最客觀、最科學的態度，為各讀者帶來最新、最真實、最全面的資訊。辛苦之餘，對成果亦頗感欣慰。我想這才是辦報的態度。

說到絢爛（音圈爛，不要再讀錯！）方面，一般文章來源有三方面：老師推薦的學生佳作，學生向我們投稿，和編輯自己的作品。選文的第一步由個別編輯負責，去蕪存菁之後，再由顧問老師刪改挑選，當然期間少不免有意見上的衝突，許多時會為部份被剔除的文章據理力爭，但最後刊出與否，投稿者最好有心理準備。

所有稿件收集後，我們便將之托與植字 司植字，這又是另一惡夢的開始：植字後的初稿錯字多如繁星，匪夷所

## 聯簽

陈建 数理区 张祥 宣祥 薛 英

最近參加了本校社工黃小姐辦的一個名為「說話的藝術」的活動，於一頁作業上瞥見「如何與你的女朋友溝通」這一題目，再三思量，認為是一件頗值得深究的課題。

真的，自從升上中六，發現週遭的同學談論這個問題的次數比以往高出很多，而認真程度更不在話下。雖然這些都是閒時的討論，但於我第一個感覺是對他們來說，學業已成了次一位的目標了。

偶而扭開收音機，發覺不單身邊的「朋友」，就連電台的節目也愛談及男女感情的事，而致電到電台的事，不外乎是十多廿歲的青年男女。節目的內容大都千篇一律，

聽的人又入耳而不煩，真是令人費解。

雖說「哪個少女不懷春，哪個少年不鍾情」，但身處這瞬息萬變，每分每秒都在競爭的



而節目時間往往長達三數句鐘。但主持的人卻樂此而不疲，收爲這時代巨輪所拋棄。所以現在且讓感情事退居次位，收拾心情，好好學習如何應付日後的事，不要再執迷不悟，獨個兒當其「寂寞的心」了。

陳建

「粗口」的普遍，大家留心聽聽四周人的談話，我想是不難印證的。有些人對「粗口」皺眉蹙額，但本人認為，只要在適當的條件環境下，「粗口」是可以理解及接受的。

不要以爲本人提倡「粗口運動」，破壞禮教，我說的條件，總括來說，有兩大點。其一是環境對象的選擇：如在公衆場所，大聲細聲的「金木水火土」，那是十分的不要得的，不但破壞自己形象，也惹人討厭，再者女孩子對這些髒東西十分不悅的。其二就要看講者的語言技巧，打個比譬，一首好歌，也不是人人都唱得動聽的。有些人講得來十分的生澀刺耳，他們往往把這些助詞死堆爛砌的鑲入句子內就算完事，而忽略了句子整體的韻律協調。講起來時，既無抑揚頓挫，也不注重節奏。其實「粗口」不是人人都講得好的，以我一個朋友爲例，這人本來就不專長這方面，但近來附庸風雅的學講上來，老實說一句，他講得很刺耳，要重的不重，要快的欠快。於是聽上來就十分

副刊

坐在醫院 大堂的卡位上，不斷祈求雨勢減弱，好等我盡早離開。但雨點依然像箭一般，狠插在高闊的玻璃窗上，也狠插在我的心上。失去了至親的人的那種感受，是不能言喻的；從今之後，便孤零零生存於世，沒有支持，沒有鼓勵，也沒有分享……，只有刺痛——眼裏流下來的不是熱淚，而是鮮血。

黑沉沉的天空，奔雷劃電，似要將天上的烏雲都帶下來，化做愁雲慘霧，籠罩大地。驀地回頭，只見一名女子幽幽的坐在對面，不知何時來了。黑色的長裙，精緻的臉，長髮都挽上了頭上去……但見風一吹，衣袂髮絲便無力地飄了起來。她卻永遠地低下了頭，失神地望牢地板。不知何解，只感到她也是一個剛失去了親人的傷心客。

我也不知不覺地低下了頭，陷入無垠的追憶中，想到的都是那已離去的人的好處，相處的時候，有開心也有不開心，但始終是一起渡過的，感受也就特別深了。但忽然，所有的回憶都在眼前飛快地流逝，最後只浮現着被白布覆蓋着頭臉的那一幕……。啊啊，難道在以後的歲月中，我也要在如此折磨裏渡過？

平空來了一個轟雷，驚醒了我的魂魄，便猛地抬起了頭，只見她也被驚起了，抬高了臉。就在那四目交投的一剎，突然感到一陣暖意從對方眼神中透過來，心緒也不禁

的造作，引人反感。至於我另一位朋友，其語言技巧出類拔萃，一句普通的粗口，經他親口講出來，實在另有一番風味。如果不是留神聽，是很難發覺他句子上的助語詞。這都歸榮於他用字之準，落字之對，及表達技巧之已臻化境。

有時三五豬羣狗隊在一起，你一句、我一句，說得起興，一句半句「粗口」也無妨，既可以助興，也可以混入人堆。最後一提粗口還有一種鮮爲人道之效——暢懷舒抱，昔時古人憂憂喜樂，有詩歌舒懷；今日我們喜怒哀樂，也有「粗口」達意。兩者可說實有異曲同工之效是也。

雖然有時「粗口」能有效地表達感情，但站在道德立場上，我認爲「粗口」都是少說爲好。



寧靜下來，像是忽然遇見一個知己，深深地明白對方。兩人的心便找到了依憑，找到了鼓勵。雖然只是一瞥眼間，彼此都不含深意，但卻是深刻的，親切的關懷。

雨終於停了，兩人也都振作起來，繼續走自己的路，各不相干。我相信那是緣份，在那一個時候，那一個環境，相遇了；一起渡過了那段艱難黑暗的時間，之後便又各散東西。我和她迎面地向着相反方向走，越來越近；是的，那是一張陌生的臉，過去是，現在是，將來也是。我很感激她，但既然緣盡了，又何必刻意追求？

我倆就這樣擦身而過，各奔前程。

曾永強  
克己集





中六乙 趙正超

繁星照地，黃葉紛飛，四週的漆黑只顯出這幢建築物的光亮，「明德格物」四字深深的刻在外牆上。一切都已經隱沒在寂靜之中，沒有人會有心情去理會這座實驗室內所發生的事情，沒有人會去理會這七個人所幹的一切。

月黑風高殺人夜，但「造」人卻比殺人更困難。連續數小時對着電腦螢幕工作使我感到有點暈眩。迷惘中，我把電線貼在我的頭上。合上眼稍稍休息一下，腦海裏又再次浮現個多月前的景象……

「根據理論幽靈是由於死者遺留在空氣中的腦電波被活人所接收到而造成的。如果我没有計算錯誤，同時利用七個人的腦電波便可以突破二次空間界限，利用元素組成一個活生生的人……」熙頓了一頓，又道：「一方面為科學研究，另一方面為紀念我們八年來的友誼，我希望各位能利用我們所擁有的知識，共同製造出一個『人』來，以表示我們友情永固，終生不變。不知道大家有沒有反對？」

答案是一致的，而且大家情緒高漲，洶湧澎湃。

「但『他』叫什麼名字好呢？」

樂齊：處身於百樂餐廳之中，齊集七個青年人的衝動，樂齊在不知不覺中孕育在衆人的心底裏。

這是一個十分龐大的計劃，但對於七個分別是數學、物理、化學、生物、醫學、工程及電腦系研究院高材生來說，這並不是一件不可能的事。由中學以至研究院，我們都是七位一體，在校院中橫行霸道，所以當我們同時以

年之後在大學裏，我和那裏的校花正熱戀當中，沒有人不認為我倆是金童玉女。但當我了解到對方是深深地愛着我時，我就無故的和她分手。此舉傷透了她的心，並因此而自殺。結果，在她的喪禮中，我跪在她的墳前痛哭起來，在別人眼裏我是何等悲苦，但在我心中卻無限快意……

從來，沒有人懷疑過我，因為我是一個好孩子，一個聽從父母話，樣樣做到最好的乖孩子。

這一天，我約好了麗玲，現正驅車往那相候的咖啡店。到達後不久，她就來了。我早已習慣了和麗玲一起時旁人投來的羨慕目光，只因麗玲是這樣一個漂亮而溫柔的美女。其時她翻着雜誌，自言着：「……第三宗了，一樣的手法，受害人均被毀容，真可怕……」她像是看到我面上的異樣，向我道：「怎麼了？你！」然我不答，只輕輕按着她的手，柔聲道：「麗玲！」

在市郊的別墅中，壁爐火光的映照下，麗玲酡紅上臉，越發的嬌俏動人。我倆正在熱吻，麗玲的喉際發着曖昧的聲音……然後一切都突然靜止了，只餘下燃燒着的木柴所發出的「壁卜」，和我手中握着的短刀將麗玲的鮮血滴到地上的聲音。我道：「很快便有第四宗了。」

壁爐的火舌亂竄，照得我的影子晃來晃去。但實在它是感到了我心中的興奮和快意而狂歌亂舞。

曾永強 中六甲

任，難道你把他殺了不成。」

文道：「我們開始時沒有深入考慮過他存在後的一切問題，這是一個錯誤。這點，我們必須要意見一致，否則，他的生存便會失去意義。」

「這句說話帶來了沉默，沉默卻解決不了什麼，只會增加人與人的隔膜。空氣是冷清的，像結了冰一樣。」

添先開口道：「既然要造他出來，他一切都要完美，包括外表、性格、他要是一個完人。」

蘇生道：「什麼叫完美？這根本沒有一個標準。」

蘇生接着道：「我倒希望他能成為政治領袖。」

有數人齊聲道：「不，反對。」

「反對」這聲音接着一又一次的出現在這小小房間之中，七個人各持己見，固執、主觀都沒放下，硬要把自己的意念成為主流。可惜，爭論卻使問題更複雜、更難統一。

突然，實驗室裏傳出「砰」的一聲，我們慌忙奔過去，但一切都已經太遲，這裏的情景實在恐怖得難以形容，七個人所能做的只有顫抖和尖叫。叫聲在實驗室中傳來回響。

樂齊……不，我不能再稱他為樂齊，因為他不再是一個，而是七份。七份被不規則撕開的身體在地上蠕動着。血和內臟把一切染紅色。但最駭人的是，這七份身體還在地上扭打着。手在拼命地扼着頸，帶着盆骨的腿在纏繞着身體。它們互相攻擊，像要弄到對方再沒有半點血肉為止。

和煦的陽光，從車窗之中透進來，令我有渾身舒泰的感覺，也使我暫時忘記了那些大學研究室的工作。整天地泡在那所房間中，的確不是好滋味；但當我想到我在那裏所做出來的成績時，一切都是值得的。我那一套等離子體理論剛發表，就引起了科學界的哄動，並認為我是本年諾貝爾物理學獎得主熱門人選。的確，我在科學上的成就就是舉世推崇的；而現在，我只不過是三十五歲。

進了市區，經過了那一幢跨國化工企業的總部大樓時，一種自豪感不期然又湧上心頭——擔任了幾間如此龐大的跨國工業的科學顧問總不是件易事吧。昨天，當我接受「時代」雜誌的訪問時，他們問我有如此社會地位有何感受，嘿……總之，我在旁人眼中是優秀的，出類拔萃的。

在一交通燈前停車，看見了一對夫婦正抱着他們的兒子在逛街。那孩子喜悅的笑容，使我心頭起了一陣異樣——我的父親是一個大財團的高級行政人員，母親是琴聲國際的小提琴家，故此我的家庭背景是第一流的。我是獨子，父母對我的溺愛可想而知，而自小我就在他們的計劃下，約束下成長。他們要我進某一所學校，結交某一些朋友，進大學時選某一科目……沒有一樣我不是照做的，也沒有一樣我不是做到最好的。故此，他們引我以為豪，而其他人也羨慕着有如此一個乖孩子。

我的父母是大忙人，經常出外，家中只剩下我和保姆。但只要我在他們的規範下，依他們的時間表來過日子，我的父母就認為我正健康的成長着。他們不許我輕易地接觸別人，連朋友都是他們安排給我的，他們認為其他人會把我帶壞，我在他們的薰染下，也漸漸相信了我確是高人一等。在學校裏，不論學業、運動，我無一不是最出色的。一個，照理，我應感到滿足才是；但實在，並不如此。我的心反而像是欠缺了些什麼似的。而每當我見到同學們在和朋友一起時燦爛的笑容，在下雨天，同學的母親撐着傘

年之後在大學裏，我和那裏的校花正熱戀當中，沒有人不認為我倆是金童玉女。但當我了解到對方是深深地愛着我時，我就無故的和她分手。此舉傷透了她的心，並因此而自殺。結果，在她的喪禮中，我跪在她的墳前痛哭起來，在別人眼裏我是何等悲苦，但在我心中卻無限快意……

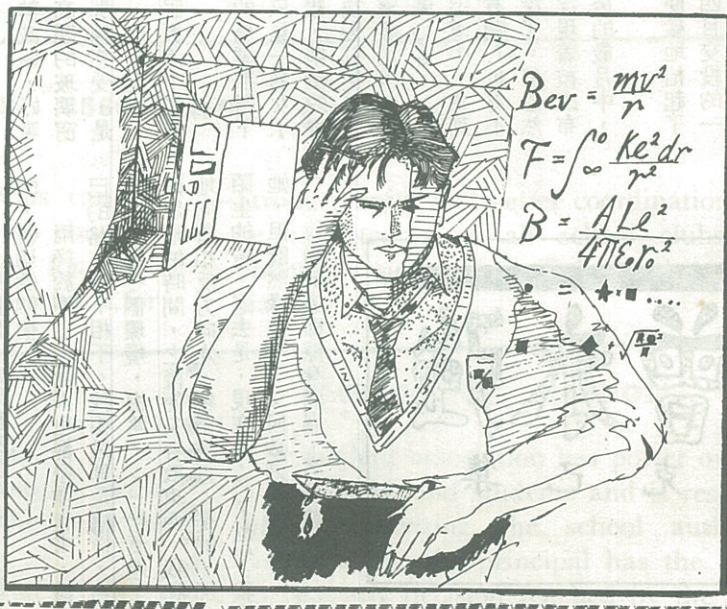
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曾永強 中六甲





絢爛(三) 喧  
有文彩貌，如  
文詞絢爛。《論語·八佾》  
絢兮。皮日休《雨中游  
詩：「松門五里，碧  
原稿

絢爛

李達輝

零晨五時許，無情的北風依然像利刀狠狠地刮着，灰暗的天空，不斷地下着如一片薄紗般的微細雨，偶爾也能聽到幾聲雷響，純真的月兒亦都害羞地躲在層層的雲霧中，使這無際的夜空充滿着一片冷感。

## 船

走了，換來的是旭日初升，光芒萬丈，漁船終於都勝利了！

其實做人的道理亦是一樣的，每個人所走的道路各有不同，有的平坦康莊，有的荆棘滿途。有些人認為路一定是平坦而闊大的，不用心去走和留意身旁的事物，結果便被一棵小小的石子摔了一大跤，有些能夠爬起來的便繼續走，但有些走得急的便摔得愈重，亦沒法從新爬起來，不能自拔，當真後悔莫及！

也許你現在被重重的困難包圍着，或者已經摔了一大跤，但如果你就這樣便放棄，又豈能得到成功的眷顧呢！漁船上的員工都抱着一樣的宗旨，就是「堅毅不屈，勇往直前」，而這句話亦都正好作為我們的座右銘，只要我們堅持着自己的原則，努力向上，成功始終是屬於我們的。

## 暴雨

原作：添

初稿於八九年十一月

前言  
以下故事，純屬創作，因題材略帶敏感，曾大幅刪改。但作為作者的，亦希望能盡量突破以往叻訊的創作自由度。唯望沒有明日黃花之感。

滂沱大雨下，我們每位組織的成員都已經衣衫濕透，但是寒冷徹骨的雨水並沒有將我們沸騰的熱血冷卻，反而使我們的戰意更高漲。縱使人數並不是太多，但大家的呼喊是多麼的雄偉響亮，因為我們理直氣壯，因為我們慷慨激昂。我仰望手持的巨形橫額，「血債血償」四字已漸漸被雨水溶解了，化成一灘模糊不清的血水。但我們參與這次遊行的組織成員，對理想和目的仍然是清晰的，堅定的。

就在口號與漸瀝雨聲交錯之中，前面忽然出現大批警察與鐵馬，只見他們迅速地結成一道人牆，似乎是特別為阻止我們的前進而來的。正沒做理會處，一名警官手執大擴音器，兇神惡煞地道：「……你們已違反示威牌照上所示之規定，違反公安修訂條例第××條，你們現正進行非法集會，希望你們與警方合作，立即掉頭或解散離開，否則警方將採取行動制止……」

我高漲的情緒被沖擊得更高，心中咒罵着港英政府竟爾出動到武警去對付手無寸鐵的示威者去討好法西斯政權。情況登時變得羣情洶湧，大家一起呼喝「華警讓開！」，但他們是多麼的冷漠和冷酷啊！愈來愈僵之下，有幾名組織的成員已擦過我的身邊，向前衝激人牆了，激情掀動我已燃燒的每一個細胞，我一聲大喝，雨花撲面劈來，顫動的身軀就向前衝……

加入這個激進組織，多少是因為他的名字：是的，我喜歡行動，我討厭評論家式的一味「齊唱」，乾說不做；我也討厭一味觀望，優柔寡斷；這些只會使人變得保守和退縮。有不滿，要訴諸行動；有決定，更要立即行動。激情激進是我的生活態度，世界充滿對立，妥協是無聊多餘的，一派胡言的假冷靜只是懦弱與退縮的藉口。

當八九學運爆發的時候，我與組織的成員對這場波瀾壯闊的運動是抱有多麼大的期望。可惜，一夜的槍聲，滿地的肉泥，一切都結束了。最初我們是多麼希望，這只是黎明前的黑暗……

可是，客觀的事實是不以我們主觀的意志而轉移的。創子手依然磨刀霍霍，黑白分明的慘案呈現灰色地帶——人民！淡忘了！

人民對血腥鎮壓習慣了！人民對黑白顛倒麻木了！

愛國有罪，成立了。

工廠的工友們已回復昔日的末世心態，支持民運在他們的心目中，有如潮流玩藝；而老闆就變本加厲的反動，他一向就不喜歡我，害怕我，仇視我，爭取工人權益的積極性，他與黨官有大量生意來往，對民運的態度也無需多費唇舌。三星期前我已離開了，是自已退縮的，我義無反悔。

不過，她亦離開我。這是九月廿四日傍晚，我不會忘記這一天。

「誠，對不起，我要走了，忘記我吧！JANE。」我提起這張字條，將之撕成粉碎。嘿！好！我喜歡爽快，一張字條，十六個字，就可結束五年的愛，省回大批不必要的爭吵。真的，其實無需多費唇舌，離開我的原因就是因为性格不合，她是保守的、溫順的，沒有主見又怕事，學運時她已不喜歡我和組織的成員搞集會遊行，在她腦海中沒有國家民族，她需要的，是絕對穩定。這在五年前我可辦到，今日，我辦不到，也不勉強。我想，她一生之中最激烈的行動，就是和我同居兩年，和，與我分手。

這一晚××道組織的總部裏熱血沸騰，各成員都議論着兩名同伙貼街招時被票控的事，大家都一致同意港英政府正進一步收緊言論，妨礙我們對屠夫的鬥爭。為此，我們誓要參加酒會晚的遊行示威，以顯示我們對認同暴政的人的鄙視和怨恨。

雨水又大又重，狠狠擊打我的面龐。身邊都是同伙，大家都一擁而上，喝令警察讓開，而結實的人牆在人羣澎湃的推擁與拉扯下，也達到了最大的張力，但是他們始終沒有被沖散，面前的警察與我擠得多緊，他是多麼的年輕，但他連四月廿七日的北京武警也比不上呀！

左手邊有同伙在喊「警察打人呀！」「暴力鎮壓呀！」我的憤怒已達到頂點，記者的閃光燈之下，我已見到有人滾倒在地……

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致意

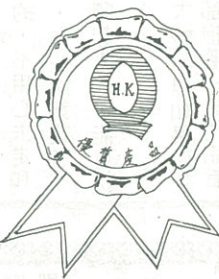
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序

學生是學校的財富。財富的多少，乃有繫於學生的質素加上言行舉止及態度的修養。

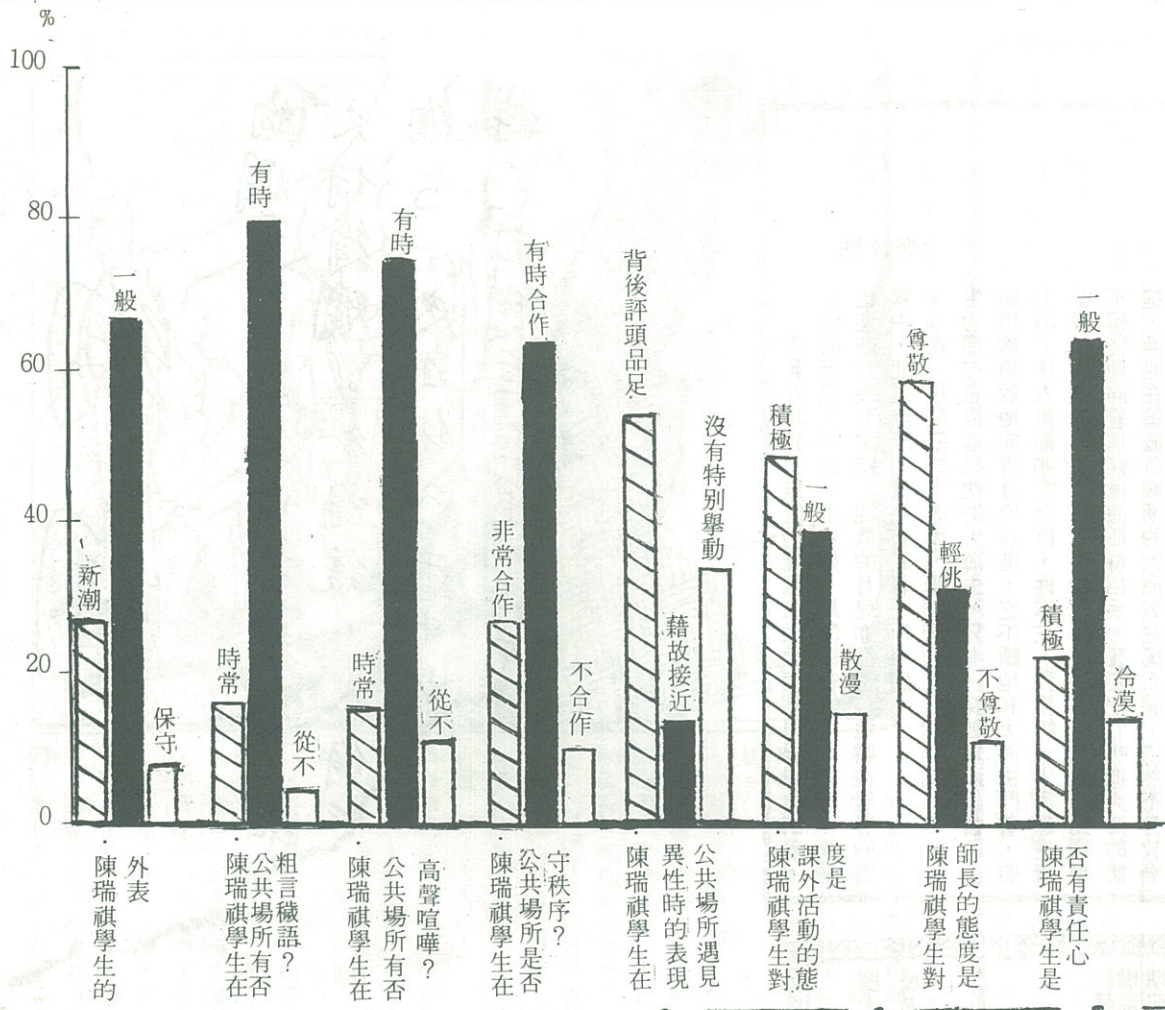
本報有鑒於此，特別作出一連串調查和資料的蒐集統計，通過「學術成績」、「學界運動成績」與「內部及外部對我學校學生的觀感」三方面，實在地探討本校學生的質素及品行，務求引起學校每一份子對這方面的關注和重視。



### 內部調查

這調查是以問卷方式進行。問卷派給中一至中四的乙班及戊班的同學，目的也是為了明瞭他們對陳瑞祺學生在某幾方面表現的看法及觀感。

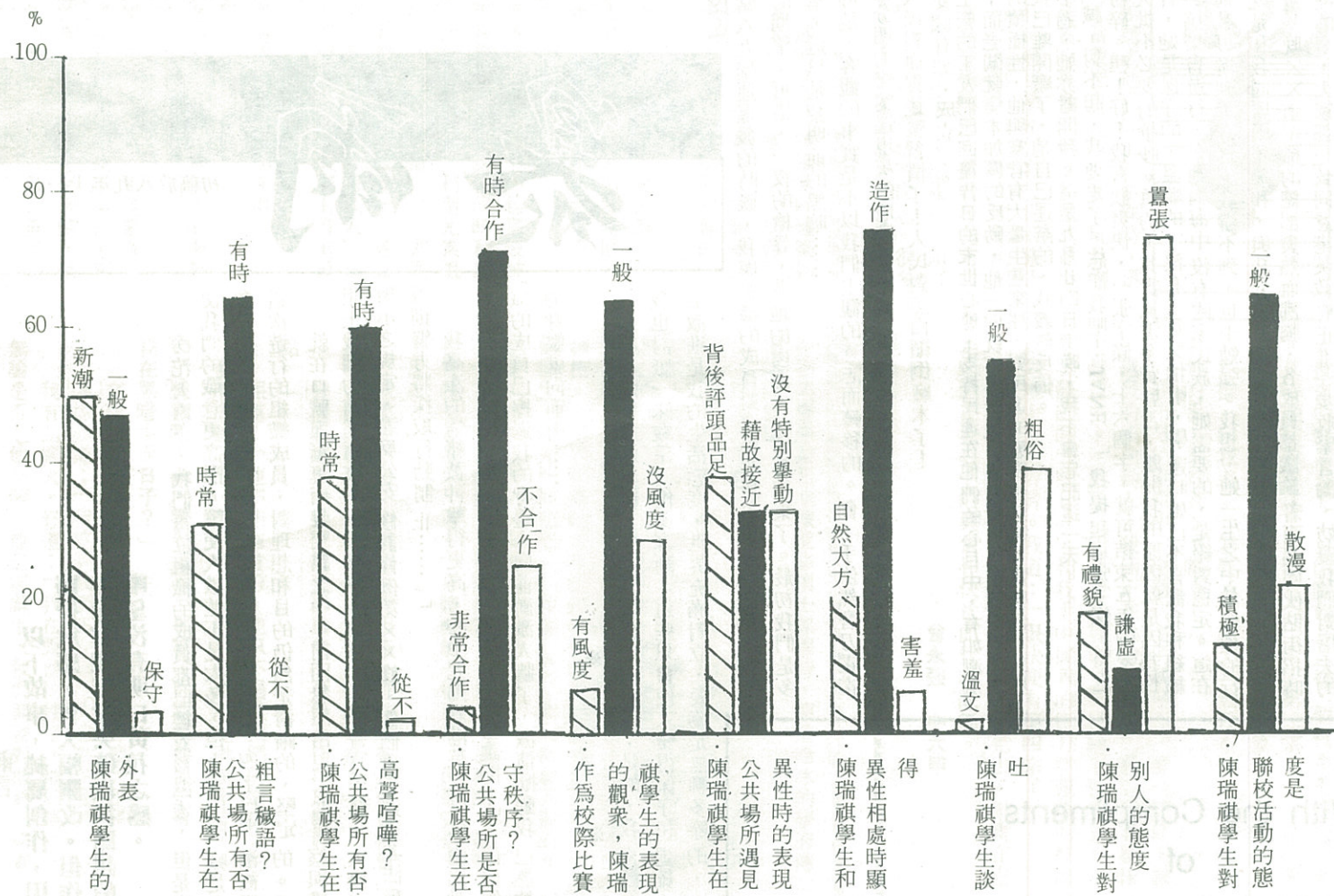
本報發出三百三十份，收回三百份。經統計後，結果如下：



### 外部調查

這次調查是以問卷方式進行，對象是丘佐榮中學、華英中學和旅港開平商會中學的中四至中六學生，目的旨在了解他們對陳瑞祺學生在某幾方面表現的看法及觀感。

本報發出六百份問卷，收回五百一十份。經統計後，結果如下：



發掘及培養人才未見積極，未能切實地體察到校隊身處的困難。

其實我基本上沒有場地缺乏和設備不足的困難，而學生的運動素質亦不差，發展潛質是有的，希望在未來幾年內能有突破性的發展，再次為學校揭開光輝的一頁。

### (三) 學生品行

根據調查的結果，可以歸納為以下五點

(甲) 我一般向沒有像其他學校那樣嚴格規限學生的衣著打扮，所以在外面的學生眼中，陳瑞祺學生的外表比較新潮(一半的鄰校學生都認同)，反之本校學生則只覺一般(55%的鄰校學生認同)。

(乙) 本校學生一般都有純男校的特徵。就平常對話言語來說，通常都比較粗豪、不加修飾。但有接近四成的鄰校學生認為我學生談吐粗俗，這是值得檢討的。而遇到異性時本校學生似乎喜歡背後評頭品足(鄰校有55%而本校有55%的學生認為如是)。我學生由於比較少與異性接觸，所以相處時不能適當地表達自己，偏偏又想引人注意，突出自我，處處要表現自己，終變得造作(有45%的鄰校學生覺得如此)。正因不懂得相處之道，給人的印象自然不佳，所以在有異性的場合中，本校學生多被誤會有藉故接近異性的傾向。(有三成的鄰校學生認為陳瑞祺學生有藉故接近的舉動)。

(丙) 在調查中有關本校學生在公共場所的表現的問題中，大部份學生都選了中庸的答案。但仍有三成的鄰校學生認為我學生在公共場所時常粗言穢語和高聲喧嘩，而本校學生則不自覺。還有四分之一的鄰校學生覺得我學生不守秩序，其實，這情況可從午膳時間飯堂的混亂狀況得見。

(丁) 從調查結果得知，超過七成的鄰校學生認為我學生態度置張，而有接近三成覺得陳瑞祺學生在校際比賽中作為觀眾時表現欠缺風度，更甚的是，在一間與我有多次友誼比賽的學校裏，有將近一半的學生認為我們沒有風度，可見本校學生應在態度方面檢討一下。

(戊) 在內部調查中，有55%的學生認為本校學生參與課外活動時表現積極，但在對外調查中，大部分學生(55%)對於我學生參與聯校活動的積極性只覺一般，而本校學生的責任心也只是一般(65%認同)。

「納言比進言更需要勇氣」。本報編輯本着一份愛校心切的熱誠，毅然踏出艱難的一步，客觀地、認真地、不偏不倚地為各位揭示出本校學生的質素及品行上的一些值得關注正視的問題。惟望我們的努力不會白費。

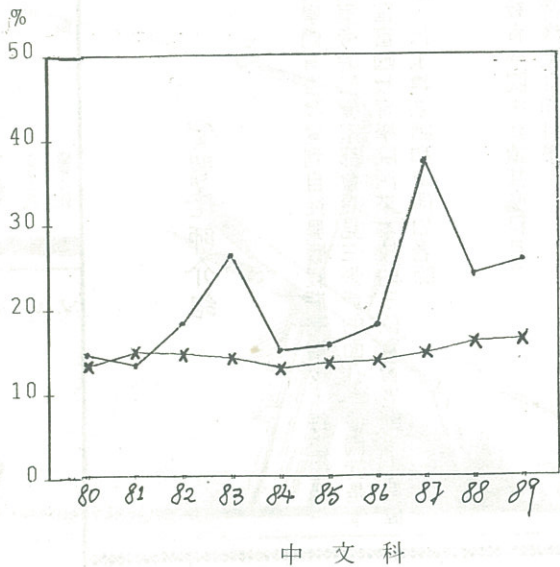


學術成績

學術成績是學生質素的主要指標。因此，本報收集了近十年本校學生在中五會考的成績表現，而且分別為中文科、英文科、數學科、理科（包括物理、化學、生物和附加數）及文科（包括地理、經濟、中史、中國文學及西史）各作一成績圖表。

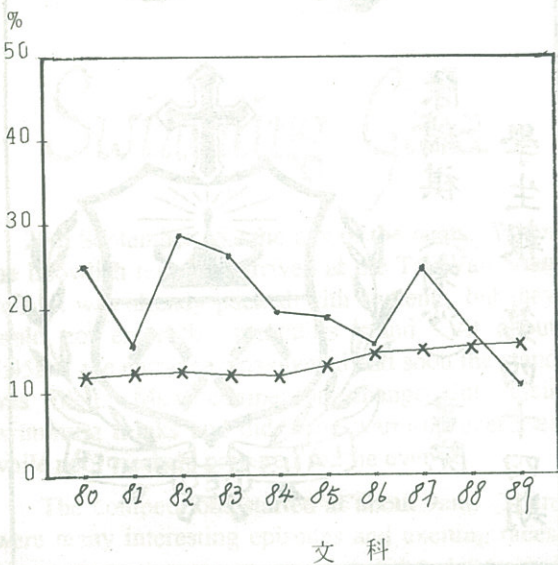
註：理科的百分比是物理、化學、生物及附加數的百分比的平均數。  
文科的百分比是地理、經濟、中史、中國文學及西史的百分比的平均數。

代表本校學生得C級或以上的百分比  
代表全港學生得C級或以上的百分比

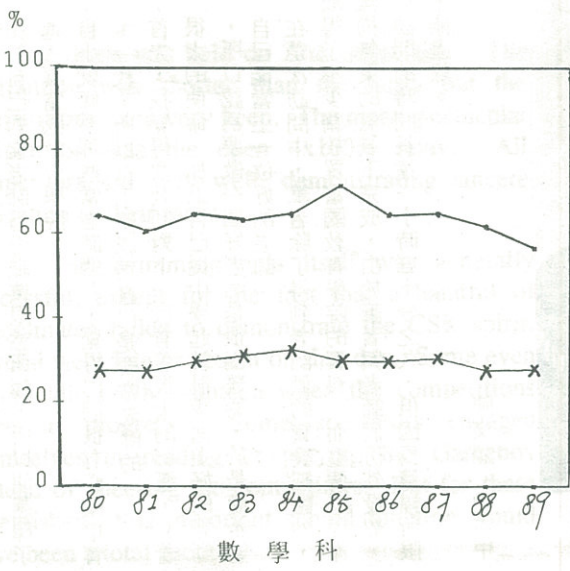


中文科

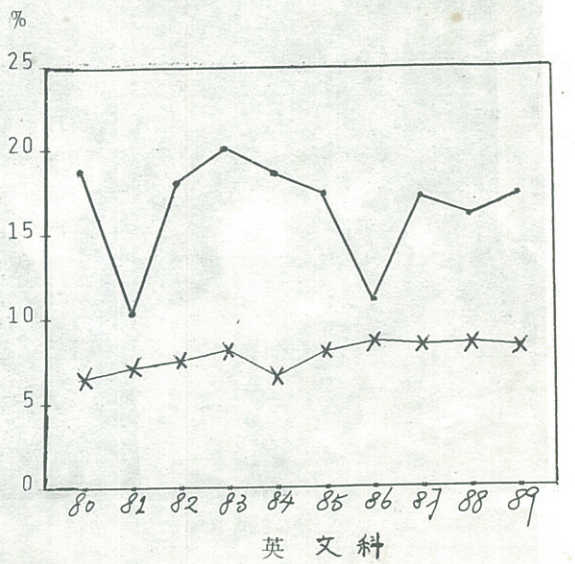
優質檢定  
陳瑞祺學生  
質素及品行檢討



英文科



數學科



理科

學界運動成績

本校在過去十年參加不少的運動比賽，成績各有參差，為使各同學能對本校運動發展有一個概括的認識，本報特地揀取了幾項比較有代表性的類別以作簡述。

足球：

本校足球隊曾在七九年及八一年奪得兩次第二組的總冠軍，但自八二年升上第一組後，成績只在第六位至第八位之間徘徊。可喜的是，在八七至八八年度中有了較佳的表現，贏得殿軍而回，在八八至八九年度亦能奪得季軍，今年更奪得亞軍，可見足球成績漸呈上升趨勢。

田徑：

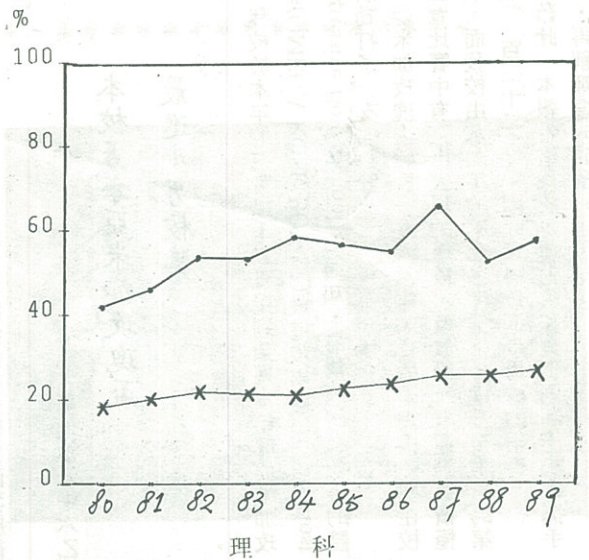
本校在過去十年的聯校田徑賽中之成績，概括來說，屬於普通一類，只在第五名至第九名中浮沉；但在本年度則十分優異，除了勇奪乙、丙組的季軍外，還獲得總成績第四名，打破過去在這方面的沉寂。

籃球：

在芸芸的項目中，籃球的表现相信頗令人失望。在七十年代，本校的籃球隊曾經有過輝煌時期；但自八十年代中期開始，水準便很參差。在八二至八三年度，本校籃球隊由第一組降至第二組；在八八至八九年度，更下跌至第三組，之間雖偶有別隊有突出表現，例如八八年度乙組冠軍，甲組第三；本年度丙組籃球隊奪得冠軍。但總括而言，在過去十年，籃球成績實在差強人意，已到岌岌可危的境地。

至於其他方面，羽毛球、乒乓球及游泳在過去十年則只是維持一般水平，但在越野長跑方面本校有優異的成績，今年度勇奪總冠軍。

綜合而論自八七年足球方面有了較佳成績之後，其他主要運動項目均有進步。本年度我報更獲得奧米加玫瑰杯之最進步學校獎及第三的榮譽，一振過往幾年頹落之勢。本報編輯謹盼此趨勢能繼續下去。



物理科

就以上資料，我們可從三方面作討論：

(一)學術成績

以圖表所提供的資料作分析後，有幾點是值得注意的。

(甲)中文成績有顯著的進步

自八四年，本校中文科成績都呈上升的趨勢。八四年時，本校學生得C級或以上的百分比是55%，到了八九年時則有65%，升10.5%。

(乙)英文成績一般

近十年來本校的英文科成績波動甚大。八五年得C級或以上的百分比是17.4%，八六年時跌至11.1%，八七年又升至17.3%，上落達6%。

(丙)數理兩科成績有下跌的跡象

以本校學生得C級或以上的百分比和全港學生得C級或以上的百分比作比較，八五年時本校在數學方面有42%的優勢，八七年時則有34.6%，到了八九年時就只有28.8%。

理科亦然。八四年時本校有35.5%的優勢，八六年時跌至31.1%，到了八九年時就只有30.7%。

(丁)文科成績有急退的現象

本校文科水準的下降是十分明顯。八二年時本校學生得C級或以上的百分比是38.7%，八四年時得19.5%，八六年時則只有15.5%，到了八九年更滑至10.5%，比全港學生得C級或以上的百分比還低5%。

總觀各點，以文理數水準的下降最值得關注。至於問題的癥結究竟在於學生質素的低落，還是學生讀書態度的改變，抑或有另一些更重要的因素呢？在此本報未敢斷言，但希望這個問題能得到正視，而不致於惡化下去。

(二)學界運動成績

本校對運動的限制不多，而學生一般也十分活躍好動，運動潛質一向不差，從當年奪奧米加玫瑰杯亞軍，及近兩三年本校在足球、田徑和越野長跑項目中獲得優異成績可見一斑。

但是，為甚麼某些運動如籃球、排球或游泳，一是未能盡其發展，一是已走下坡呢？

原因是十分複雜。

當然，運動員的質素下降是其中一個重要的因素。相信每一項運動都需要一班質素高的運動員的參與才能興起及得到突出的成績。

然而，運動員能否保持他們對該項運動的熱忱衝動，也是不可忽視。功課的壓力，考試的逼迫，加上得不到適當的援手，令運動員一份熱誠投入感逐漸褪色冷卻，最後不得不放棄。

所以，從某些運動的息微低落可見一些存在的問題



# 瞰訊



陳瑞祺 (喇沙) 書院

學生報 第四十四期

## 實習老師介紹

同學們有否發覺到自從農曆假期完結後，每逢經過一樓教員室旁的醫療室都會看見三張新的面孔。他們就是本學年被羅富國教育學院派來本校的三位實習老師——吳偉力老師、呂玉嫦老師和陳倩如老師。

問：在教育學院中修讀甚麼科目？

吳：我選修體育和科學。

呂：我選修英文和經公（經濟及公共事務）

陳：我選讀了中文和中史。

問：未到校任教前對本校有否認識？那時對本校的印象又是怎樣？

陳：曾經聽聞過，但由於居住得較遠，所以認識不多。第一個感覺是這會是一間頗具聲譽的學校。

呂：自小已知有此校的存在，覺得學術成績和程度都屬中上。

吳：因為我是選修體育的，所以對體育方面比較留意，未來任教之前已經知道你們學校的校際體育成績不差，尤其是足球方面。而學業成績方面，就只知道是中上罷了。

問：到這裡來實習，你們對本校的印象又是怎樣？

呂：環境和校舍都不差，而且環境很寧靜，一般的學習氣氛亦頗濃厚。學生方面也比较活潑。

吳：我初來了一兩星期就覺得這裏的校規很嚴。由於我自己是教低年班的，所以對他們比較清楚。我覺得校方對他們很嚴厲，所以低班的同學是沒有其他學校的學生一般頑皮。

陳：我覺得這裏的學生很友善和很服從，而且上課時很留心。



左起：呂玉嫦，陳倩如，吳偉力

問：為何會選擇教書為職業呢？

呂：由於自己對當老師這份職業很感興趣，所以便選擇了進入羅富國教育學院。

陳：自小就傾慕那些當老師的人，覺得他們很有心機培育下一代，所以自小便認為自己是要當老師的。

吳：首先，我覺得當老師對下一代有着很大的影響，有着很大的使命。加上自己從中學起就很少遇上好的老師，所以認為要做一個好老師是很困難的，於是便希望自己能當上一位好的老師。

在是次訪問中，筆者除了得到老師們的寶貴經驗外，還取得了不少關於羅富國教育學院的資料。而整個過程亦在無拘無束的氣氛下完成，由於筆者與老師們份外投契，所以訪問的時間長達一小時五十分之久，但因為篇幅所限，未能盡錄。

陳文豐 中六甲



麻省理工物理系畢業生

胡成筠任教本校 音樂

本年我來了一位新的音樂老師——胡成筠老師。胡老師畢業於拔萃男書院，後升讀美國麻省理工學院，主修物理。回港後曾任教物理科，但其後覺得教師一職令他未能在物理研究方面有進一步的發展，當時他對音樂亦發生了濃厚的興趣，所以毅然放下教鞭，重回校園，在中大修讀音樂，結業後曾在東華三院李潤田紀念中學任教，今年轉到本校教授音樂。

胡老師加入陳瑞祺大家庭已有幾個月。他覺得本校學生一般表現不錯，但有時也甚頑皮，而普遍來說，同學們都熱衷於音樂科，個別同學更有特別濃厚的興趣。他亦指出本校的音樂科室數比一般學校的多，使學生有更多機會接觸音樂。不過，本校部份的音響器材已日漸殘舊，不時會發生故障，而本校的樂器亦多有毛病的，而且數量及種類都不足夠。胡老師為了讓同學們能欣賞到更佳音質的音樂，特地私人借出一部雷射唱盤，以供教學。

說到個人興趣方面，胡老師除了鍾情於音樂外，也喜歡參與戶外活動，例如風帆，遠足及露營等，可說是動靜皆宜。

最後，本報希望胡老師能幫助我校在音樂方面發展得更好。

蘇理盈 中六乙

## 本校勇奪亞米加玫瑰盃

### 最進步男校獎

我於本年五月二十五日接到榮獲本年度亞米加玫瑰盃(OMEGA ROSE BOWL)最進步男校獎(The Most Progressive Boys School)的通知，為我沈寂多年的體育活動打了一支強心針。

亞米加玫瑰盃始於一九六六年，目的是表揚一些在校際體育比賽中有突出表現的學校，及鼓勵所有運動員積極進取。而我校由八七年的第七名(八十分)躍升至本年的第三名(一百三十二分)，因此奪得最進步男校的榮譽。

藉此，本報希望我各運動員和負責老師能繼續攜手努力，再創輝煌的成績。

## 文化之夜

由九龍華仁書院及聖羅撒書院籌辦的文化之夜(CULTURE NIGHT)在本年的四月二十一日，假座九龍華仁禮堂，順利舉行。

是次活動由多間中學參與，以歌舞及話劇的形式表達出大會之主題——古典與現代。於當日下午六時，已有大批觀眾雲集九華禮堂對開，而我校亦有不少同學到場，支持本校中四同學所演的話劇——希望。

而是次活動亦於一片熱烈的掌聲中圓滿結束。

陳文豐 中六甲



## 吳志成老師小登科之喜

吳志成老師與劉錦芳小姐經多年愛情長跑，終於在本年五月二十日共諧連理。婚禮於當日上午十一時卅分假沙田大會堂舉行，儀式簡單而隆重，出席的觀禮嘉賓達數十人，當中包括本校部份教職員及學生。本報全人謹祝吳氏伉儷白頭到老，永結同心。

記者：張永添



吳志成老師伉儷