編者的話

隨著著西曆和農曆新年的煙火，是更加暖和了。編編小姐把從四方搜集來的熱情誠意在這一期的《文苑》裏，祝大家有一個快樂的新春。

在接下來的假期裏，想必大家一定會經歷許多有趣的事吧。無論是拜年時的見聞，還是旅途中的雅興，這些都會成為珍貴的回憶，務必記得把他們記錄下來，並把條件提供給編編小姐，或是寄到sappy_courier@hotmail.com，讓我們聽聽你的故事吧。

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校園放大鏡(Newsletter)
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中文顧問老師
司建基老師

英文顧問老師
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編輯
程欣 6M

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陳柏榮 4D 麥偉業 3B

黃雨
吳穎怡 4B
School Major Concern (2006-2007)

A. Preparation for New Senior Secondary System

A1. “PATHS” to adulthood — Youth Enhancement Scheme

The program started for Secondary 1 classes in September 2006. It consists of the following:

1. Tier 1 Programme
   - It is a youth program aiming at promoting the holistic development of adolescence among S1 students. The program was developed by the research team from five universities in Hong Kong with the Chinese University of Hong Kong as the leading institution.
   - The 20-hour program is conducted mainly during the Life-wide Learning Periods. It comprises four 2.5-hour sessions and ten 1-hour sessions.

2. Tier 2 Programme
   - 41 S1 students nominated by teachers have already joined the Tier 2 program.
   - An introductory session for students was held on 13th December 2007 at the Student Activity Centre. Mr. Samson CHAN and Miss Teresa CHEUNG from the Hong Kong Welfare Society introduced the details of the program to our students.
   - The details are:
     - Workshop for parents: 17th January 2007 6:30-8:00 p.m.
     - Two group sessions: Group A: 23rd January to 13th February 2007 (Tuesday)
       Group B: 24th January to 14th February 2007 (Wednesday)
     - Challenge Camp: 3rd-4th April 2007
     - Adventure Day and Closing Ceremony: 12th May 2007

A2. Effective Learning and Teaching

1. I.T. Platform Pilot

Queen’s College has devoted much effort to the development of Information Technology in recent years. With the installation of wireless LANs in the School Hall and in most parts of the school premises, the provision of projection system in most classrooms and special rooms, the installation of computer system desks in some of our classrooms, together with the improvement of the two computer rooms, our students are now provided with a better I.T. education. Our school has installed an I.T. Platform for more than four years. This is a good time to extend its functions to different dimensions of teaching and learning.

2. Hardware:
   - Two more LCD projectors have been installed in classrooms and two portable projectors have been purchased for teaching.
   - More notebook computers have been purchased to replace the old ones for teachers to use in classroom.
3. eLeadership Project:
   Our school has joined the eLeadership Project since September, 2005. The participating schools are expected to share views and good practices of using I.T. in teaching and learning. We shall continue to participate in activities held in this project.

4. Students’ Cross-curricular Projects in 5.2 and 3:
   S.2 and 3 students have learned project skills taught by teachers. They started to do their projects by the end of November. Adjudication of S.2 and 3 cross-curricular projects will be held in the second term. The I.T. Team has been offering technical support to teachers and students concerning the projects.

5. Peer Lesson Observation:
   Peer lesson observation among teachers on the use of I.T. in teaching of Mathematics, Computer Studies and other subjects started in October 2006.

6. IT Platform:
   • Our school held the first Staff Development Day on 29 August 2006. Teachers attended seminars on Web 2 development and searching methods conducted by I.T. Team.
   • Teachers began to use the I.T. Platform and students began to hand in assignments through it at the end of November. Online tests for Mathematics for S.1, S.4 and S.5 have been running smoothly since November, 2006.
   • Our school website has been redesigned and updated regularly.
   • S.1 and S.2 have joined an I.T. ambassador award scheme.

Evaluation:
More hardware will be purchased in the second term, especially computers for classrooms and projector systems.

A3. Student Learning Profile
All of the Secondary One students have received the Guidelines on Submission of Student Portfolio. Two submission dates of the Student Portfolio are 22nd January 2007 and 28th June 2007. This portfolio is a record and reflection of student’s learning experience from September 2006 to May 2007.
For the first submission, students have to complete the following:
   a. Filling in Class, Name, Class No and their personal interests on the first page;
   b. Filling in an Overall Record Form (Form A) (1st term 2006–2007)
   c. Submitting all certificates obtained related to extra-curricular activities, such as courses taken and external qualifications awarded.
For the final submission, students have to complete the following:
   a. Filling in an Overall Record Form (Form A) (2nd term 2006–2007)
   b. Making sure to have Class, Name, Class No and their personal interests written on the first page;
   c. For activities, events or any work that are organized by teacher-advisors or coaches, students can ask them to assess their performance using the Assessment Table, especially for extra-curricular activities.
The Portfolio can be completed in either English or Chinese. All the pages can be downloaded from School Intranet (www.qc.edu.hk/st-school/). Class teachers are responsible for supervising students’ compilation of portfolios by collecting and scanning them. Students are responsible for keeping their own portfolios. Teacher in charge of clubs and societies or coaches will be responsible for the endorsement of the Assessment Table (Form B).

B. Promotion of School Ethos

B1. Celebrating 145th Anniversary

<table>
<thead>
<tr>
<th>Dates</th>
<th>Procedures</th>
<th>Staff/Unit Responsible</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2006</td>
<td>145th anniversary school souvenirs for guests: design</td>
<td>Mr. Lo Kon Kee Nam</td>
<td>Completed</td>
</tr>
<tr>
<td>Nov. 2006</td>
<td>145th anniversary souvenirs: design and quotation</td>
<td>Mrs. Ho Lung Kiu Ngan and Student Council</td>
<td>In progress</td>
</tr>
<tr>
<td>Dec 2006</td>
<td>QC 145th anniversary &amp; Dr. Sun Yat Sen’s birthday stamps and commemorative covers</td>
<td>Mr. Lou Kai Chi</td>
<td>Completed</td>
</tr>
<tr>
<td>Dec 2006</td>
<td>Preparation for a kick-off ceremony of QC 145th anniversary on 3rd January 2007</td>
<td>All members of the 145th Anniversary committee</td>
<td>In progress</td>
</tr>
</tbody>
</table>

B2. Promotion of School Values

The team aims at promoting brotherhood, diligence, strive for excellence, integrity and the sense of responsibility amongst students through different activities.

1. The Counselling Team has organized 2 workshops after school at the SAC, for the Counselling Prefects and Peer Counsellors, so that they can be better trained to meet the needs of the junior form students. Counselling techniques were taught during workshops. The first workshop was held on 29/09/2006, while the second workshop on 23/10/2006.

2. The First General Meeting for all Counselling Prefects, Peer Counsellors and S.1 students was held on Thursday, 19/11/2006, during the Life-wide Learning Periods. Under the guidance of 3 i Counselling Prefects and 30 Peer Counsellors, S.1 students were allocated to 61 groups according to their respective Houses. During the meeting, the Peer Concern and Guidance Programme was introduced and students were given the chance to talk and share their experiences with each other.

3. A parenting programme, jointly organized by the Counselling Team and the Moral Education Team, was held on 15/11/2006 (Wednesday). Mr. Charles Yu, who is a specialist on parent-child relationship, lively delivered the talk. The programme was very successful. Many of our colleagues and about 300 Junior Form parents participated in the function.

4. A military training camp (as a part of the Self-Challenge Scheme) for S.2 students was organized from 24/11/2006 to 25/11/2006. About 30 students were trained to promote their self-confidence, their ability to solve problems and their communication skills and to set goals for themselves. The camp was successfully conducted by two of our Counselling Teachers Ms. KU Yuk-ping and Mr. CHUNG Man-yin, and our School Social Worker Mr. CHAN Wai-sing.
Interview with Enoch Chan

Graduated in 2005  Major: Philosophy

In what respect do you think that QC has helped you the most? Which year(s) at QC proved to be the most fruitful, and why?
QC helped me to become a well-rounded person. I can no longer tell in what ways QC has changed me, but when I walk out and talk to people, they can always tell I am from QC. I am proud of our school. We are confident and sincere but never arrogant or judgmental.

The last two years in forms four and five were definitely a turning point of my life. Before that I was an immature kid who once got a B- for conduct and ran off to Victoria Park every day once the bell rang. In form four, I decided to pull myself together and make use of the resources at QC. I joined the debate team, took part in Model UN and organized a joint school charity project with two other friends. Miraculously my academic results started to improve. My social circle was enhanced together with my perspectives. That was the time when I started to realize how outstanding some of my schoolmates were, and I tried to learn from them.

Some of you who know me may think that I am successful, but there are always people better than us. QC has taught me to be humble, resilient and eager to improve myself.

What do you see as the biggest difference between school life at QC and that in the US?
There is definitely more freedom in the States especially in universities. To an international student, the social aspect of new life there is always surprising. It takes time and a lot of efforts for a foreigner to get into the Americans’ social circle. At QC, making friends is almost like second nature, while in the States one has got to be more aggressive and also attentive to the cultural differences.

Were there any obstacles for you to adapt to the new environment? And what was the greatest one? How did you cope with that?

Like I said, the greatest obstacle is cultural differences. International students usually have no problem with academic studies, but with the more basic things, like finding friends and getting involved in ECAs etc.
I tried to embrace the differences by opening up and staying open-minded. But one also has to be clear with his own principles in this situation. For example, I have friends who smoke marijuana (it’s really popular in the States). That doesn’t stop us being friends but I know I would never follow suit. On the other hand, I appreciate the bright side of their personality and build our friendships upon that.

Do you think that, in terms of hardware (campus facilities, dormitories, etc) and software (professors, student relations, etc), there are differences between the university in the UK (where you studied a year ago) and Dartmouth where you are currently studying? If yes, in which way do you think the difference is the greatest, and how?
Dartmouth is so rich and my college gave out a lot of scholarships, so it really isn’t fair to compare these two places. But even when I compare Dartmouth and Oxbridge I would still say American colleges are financially much stronger than their counterparts in the UK. American colleges are pioneers in looking for donations and British universities weren’t aware of this until a decade ago. As a result, American colleges are more resourceful in situating the best professors and providing the best surroundings for students. British universities still have their strengths though. They have strong traditions and their academic atmosphere, especially in Oxbridge, is incomparable to any other universities in the world.

It seems that many of philosophers were in fact scientists (mathematicians, like Descartes, physicists, like Einstein, etc). Is it true that an expert in science has a better prospect of becoming a philosopher? We may think that what philosophers study is somewhat detached from the real world. How would you respond to this statement? What is the driving force for you to study philosophy?

Philosophy in the last century actually started to focus on language. Being a good scientist, especially a mathematician, is always advantageous in philosophy.
Interview with Cheng Hing

Graduated in 2005
Major: Economics and Japanese Studies

In what respect do you think that QC has helped you a lot? Which year(s) at QC proved to be the most fruitful, and why?

QC is a place full of smart students. I learnt a lot from my friends rather than from textbooks, especially in the extra-curricular activities. Of course, QC boys study hard. This can be proven by our outstanding public exam records every year, but the ‘play hard’ part is also important in terms of developing my character. For example, I learnt how to communicate with teachers and fellow students when we were planning activities, how to be confident in speaking and to rely on my teammates when I participated in Speech Festivals and drama productions.

Form 6 was my best year. I guess every QC old boy may think so too. Like I said, we learnt from working with other people, and every QC boy devoted a lot of time to ELAs in Form 6 so it was the most fruitful year for me to develop my leadership skills.

What do you see as the biggest difference between school life at QC and that at the US or Japan?

I would say QC boys have diverse interests when they are participating in ECAs, but students in both Japan and the States concentrate on a few activities and devote a lot of time to each of them. For example, one typical QC Form 6 boy may be involved in 5 different clubs, being the chairman in one and the treasurer in another to show really “specialising” in anything. We help out a lot in running a club without having a special interest in its activities. In short, that’s the problem with having too many posts in Form 6. Students in Japan and the U.S. do not think a position is the most important thing. On the contrary, they achieve quite a lot in external competitions. But of course, participating in ECAs is not about having a good resume, so one should just enjoy the process and learn from others people.

Were there obstacles for you to adapt to the new environment? And what was the greatest one? How did you cope with that?

Language and cultural barriers. I think Colloquial English is different from the English we learn in Hong Kong, especially in terms and stuff like that. Well, I’m now studying Japanese and my Japanese is obviously not very good, so I’ll say the language barrier is the main problem for me to adapt to the new environment at this moment. The cultural problem is a bit worse in the U.S. because university life is totally different from life at QC. Japanese schools are similar to those in HK because apparently Japanese students watch anime, listen to J-pop like us, and students wear uniforms and have Open Days. The bad thing is that Japanese people, even students at famous universities, don’t speak good English, so communication is a problem.

Being actively involved in different social occasions is the best way to break the barrier. The more people I talk to, the more I practice my language and the better I understand the culture. Making friends with local students is very important socially.

Comparing QC students with their American / Japanese counterparts, what do QC boys lack and what do they outperform the others? What do you think should be done to make up for their differences?
Like I mentioned, QC boys focus too much on titles rather than activities themselves. QC boys are diligent when compared to American students, but they are sometimes not as confident and outgoing as their American counterparts. Japanese high school students spend a lot of time studying for university entrance exams, so I think well-rounded QC students outperform them in terms of their achievements in ECAs.

More students want to join professions that will make them rich. As a student majoring in Economics, what do you think about their choice? Is money important?

Well, the most popular major degree courses in the Ivy League is economics, and most of the economics majors want to work in Wall Street after graduation, either in investment banks or consulting firms. I would say one should not focus on the monetary return that one will receive after one has graduated from a top university. Liberal arts education provides students with a broader perspective. For example, I am doing a double major in Economics and Japanese Studies, an impossible combination in HK, and the school has offered me an excellent opportunity to spend one year in Tokyo. Therefore, exposure and experiences are much more important than money.

What do you think about your most preferable mode of learning? What advice would you give to QC students in terms of learning skills?

The HK system encourages rote learning, which involves few chances for discussions. Everything is exam-oriented, so one virtually does not need to think at all. More memorization is often not enough for future challenges at work because there’s no “syllabus” or “points” for new, unknown problems. The American approach focuses on analysis (as in writing papers) and expression (as in group discussions), and personally I find them more useful for helping me understand knowledge in relation to its social context.

Interview with Chow Yuen Kit

Graduated in 2006 Major: Economics

In what respect do you think that QC has helped you the most? Which year(s) at QC proved to be the most fruitful, and why?

Well, I spent almost a third of my life at QC, so I would say QC helped me in countless ways. In particular, the excellent academic atmosphere at QC really helped me grow intellectually. I think this is an advantage of QC over other secondary schools in Hong Kong.

I think F.6 was probably the most fruitful. It was my busiest year and I didn’t do very well academically. But I found the A-Level subjects much more intellectually stimulating. The materials covered were much more in-depth in F.6 while the courses from F.1 to F.5 were quite basic. So I learnt much more academically in form 6. I was also very proud of being able to serve the school in F.6.

What do you see as the biggest difference between school life at QC and that in the US?

There are surely many differences between the two places, which may manifest in their cultures. In the US, the atmosphere is much freer. Students can choose any courses that interest them. Discussions are common during classes. There are not many restrictions on students. People value individuality and differences can be genuinely respected. In QC, however, I think students generally lack individuality. Being different does not seem to be a good thing. Students tend to conform to the norms.

Were there obstacles for you to adapt to the new environment? And what was the greatest one? How did you cope with that?

I found the process was smooth. However, the workload is much heavier in the US. There are always endless reading and essays to do. I have three tests per week on average. And there were two to three mid-term and a final one per course in each semester. Class participation assignments may also take up ten to forty percent of the overall grade. So people have to study constantly. But in Hong Kong, I was used to study only before exams and tests. So I am extremely busy throughout a
semesters. Also I think the people in my college work generally much harder than the people at QC.

I like the diversity here a lot. There is a diversity in courses, opinions, student populations and styles. It is great fun making friends with people from around the world.

Some students groan about the need to study history, geography and even Chinese as they are not interested in these subjects and they don’t think these subjects will help them anyway in their future studies or career. What do you think about this? Do you think specialization would take place before the CE, after the CE, at university or even later? Why?

A broad knowledge base will definitely help with one’s future studies and career. This is very much emphasized in the top colleges in the US. Many of them have a liberal arts curriculum. In my college, there are various general requirements to fulfill, such as ‘arts and letters’, ‘history and tradition’, ‘humanities and social sciences’, ‘physical world’, etc. As for specialization, I think it should be left to individuals to decide. There should be sufficient choices and opportunities for different people. Though it is not good to force people to study something that they don’t like, I do think that the things that we study from F.1 to F.3 are fundamental and useful for everyday life.

There is a growing air of doubt about the values of school and a belief that almost all subjects can be learned on one’s own, and that there is no more need to go to school. When do you see as the reason to attend school? (If your classmate (or your lower form schoolmate) told you that he’s tired of going to school every day and that he wants some private space and time, what would you say to him?)

Developing self-study ability is very useful indeed. But I think it is still worth going to school. The school is a microcosm of society. Besides studying, people come to school to interact with their peers and have fun. Furthermore, I think attending lessons is usually more efficient than self-studying. It requires one more sense: our hearing. Probably you can remember better this way.

Interview with Yip Tee Yeung

Graduated in 2006 Major: Chemical Engineering

In what respect do you think that QC has shaped your development significantly? Which year(s) at QC proved to be the most fruitful to you, and why?

QC provided me with a lot of knowledge and experiences. From the science lessons, I developed an interest in chemistry, and that made me choose to pursue my career as a chemical engineer. Furthermore, I also learnt to perform my duties and interact and work with people in ECAs. Form 6 was probably the most colorful and fruitful year for me, as I learnt a lot both academically and in ECAs. I had lots of experiences and opportunities in Form 6, but these were actually built up what I had learnt in the previous 5 years.

What do you see as the biggest difference between school life at QC and that in the US?

It might not be fair to compare a secondary school with a tertiary institute. What is more suitable to me is probably the comparison of the school life at QC with that of the high school in the US. In the US, students can choose courses they like. There are requirements they have to satisfy, like 2 natural science and 3 humanity courses before students can graduate. However, the subjects they take are completely up to them. Students also have the freedom to plan their own class schedule. When there are a few classes of the same course, students can make a choice, mainly based on the instructors and their time. Because of that, there would be fewer complaints about clashes between students and teachers'. Another difference is the way students are graded. There are different assignments that count towards the final grade of the course in different proportions throughout the whole semester. These include graded homework, tests, midterm exams and final exams. Sometimes, there are also opportunities to get extra credit to make up for lost points. They make students study throughout the whole semester, and at the same time allow a buffer for students to get a good grade even if they can’t do well in a small part of the course. In the US, the average tends to be high so as to encourage students. It is more encouraging and less tense to receive education in the US style.
Were there obstacles for you to adapt to the new environment and what was the greatest one? How did you cope with that?

I am very lucky to know a QC-old boy studying at my university and so I already had somebody to talk to upon arrival. The Hong Kong Students' Association also provides lots of opportunities for me to get together with other Hong Kong people. With different tools like online radio, video conversation, instant messenger and email, I have not lost contact with Hong Kong people at all. So, I do not feel homesick and I do not get bored. There is basically no problem in my adaptation to the new place. The process of dealing with everything on my own without the aid of my parents is what has made me really grow up and become more mature as an adult.

You are studying chemical engineering, a subject that is traditionally less popular in HK. What do you think about this subject? Why does interest you so much?

After studying science for 4 years at QC, I realized that I was interested in chemistry and would like to pursue my career in this field. As I wanted to do something more practical than research, my decision was down to that among forensic science, chemical engineering and food science. When I was choosing among the three, I only knew that I would probably have more opportunities in chemical engineering than the other two. I only understood more about chemical engineering when I came to study in the US. Chemical engineering is the development of mass production plans for certain important chemicals such as drugs. One day when I was writing my chemistry lab report, I realized that I really enjoyed thinking about certain chemical processes and experiments. I then knew that I had chosen the right field for myself. It is true that there aren't many opportunities in Hong Kong for a chemistry graduate. However, there are still opportunities in the US and China.

What kind of skills do you think are necessary for effective learning? Please give examples.

As I always think that attending classes is an effective way of learning, I would say that language skills and good memory skills are the most important qualities to achieve effective learning. If you don't understand what the professor is talking about, it is the same as simply skipping the class. Attending classes helps me understand what I am learning, while taking good notes and revising after classes make me familiar with the material. Asking questions when necessary is also important as it is a much faster way to clear up ambiguous concepts than studying on one's own.

It is often heard that passive learning dominates in HK whereas active learning dominates in the US. Do you think it's true? Which one do you prefer?

Actually, whether it is active or passive learning of depends on the class and the instructor. Some instructors would encourage lots of discussions and brainstorming, while others prefer to give lectures to students. Assignments that require research and essay class reading also make the learning process more active. I have experienced both active and passive learning in HK and the US. Usually, in history classes or English classes, there are more discussions and research (active learning) in a natural and social science classes, there are more theories and models and so there is more lecturing (passive learning). To me, the difference in learning styles fits different subjects and I do not have a preference. As long as I can learn effectively, I do not mind how I learn.

Do you think QC graduates are less ready than their American counterparts at university?

Generally, HK students have less confidence in themselves than students in the US. US students seldom get discouraged from studies and that makes them less likely to give up. So, HK students might not be so strong emotionally, compared to the US students. However, educationally, Hong Kong secondary school graduates usually know much more than the high school graduates in the US. Taking chemistry and maths classes as examples, the Advanced Level Exams (HKALE) in Hong Kong cover 3-4 semesters of university education in the US. In other words, Form 7 graduates of QC already have learnt similar knowledge to what students at the second year in US universities majoring in that field learn. So, Hong Kong's education system actually prepares students for further utilization well.
讓人為你的生命加添色彩——漫談幽默隨筆

6E 彭瑾瑜

最近我讀到黃國勝先生的「反齋鏡，學幽默」，心中有感，便想寫下這篇文章與大家分享。

成功的人都渴望得到的，是有專家認定成功要素的觀念。在人際關係的百分之五十，而專長能力則佔百分之四十，但這兩項的說法並不見得正確。我認爲若要獲得成功，懂得運用須有成效的方法而博眾的思考模式來解決問題，人際關係自然會得心應手。因此要成功，首先要找出一種最有效的思考模式，而王先生推薦的是反向思考。幽默便是表達這種思維的最佳方法。

幽默並不等同於說笑話。幽默必須有目的，有情緒，而且能夠為自己甚至他人解決問題。那麼我們怎樣才是做到幽默呢？

要表現幽默，首先要從內心做起。每個人都有自己壓抑的那一時段，那時要不自然的好影響，最後是數字的影響和價值觀。就是這些價值觀對我們產生矛盾。這時，就如小安，突然對自己和周圍的人說，「我覺得好笑。」這個玩笑，別的就說是如何嗎情緒來源，因為這些情緒會在心中有著，情緒便會和睦而生，而這些情緒本來就的，就是並非Obj.自導，自然就只能表達幽默。

還有就是掌握幽默的技巧，語調是其中一種。現在先說著一個故事。

幾個朋友星期天去蕎爾夫球，大家拍攝完成拍照後賽，其中一組十分幸運，因為成員都是參加過正式球賽的高手，另組一組則這麼運氣，除了球緣不及對手，其中一個還是資深大師呢！

兩組人對賽了一天，結果居然球是球技較高的那組勝出。

這讓我們想到，幽默不僅是幽默，更是生活中的一種智慧和態度。當我們能用幽默去點燃周圍的氛圍時，便能營造出一種和諧、愉快的氛圍，讓生活更加充滿亮點。
A flying metal

4D Chan Park Sun

to soar
over the sky,
like a bird
fumbling for
pray all day
round its
engines begin
to shriek quietly,
ready for her journey outbound.

Whirl! The gliding bird has become airborne. It is the dream chaser —
carrying hopes and felicity to barren areas; it is the philanthropist, delivering money
and resources to the unprivileged; it is the carrier, bringing globetrotters to
the undiscovered corners in the world. The lights on the fuselage
are flicking, like the
lighthouses in the sea,
enable the plane to fly
through the nebulous
sky. The windows on
the fuselage are the
eyes of a man, enable
the plane to see the
breezing wind in the
incredible sky. Bump!
The wheels kiss the ground. Its weary wincing
wing flaps are sobbing on the somber day, saying
that it is inconceivably weary. But, without
bothering to stay, it
continues its endless
mission
again
校管會

1. 2006/2007學年校管會委員會成員:

主席：霍李婉雲女士
教務局首席教育主任
（教育統籌委員會及
curriculum）

委員：於鎮輝先生
梁偉強先生
班主任
羅達陽先生
朱諭慈博士
葉潤雲女士
李思然先生
梁麗儀先生
吳載培先生

2. 本學年首次校管會議於二零零六年十一月三十日舉行。席間討論並通過了上年度
2005/2006校務報告、本學年財務計劃及中
一自行校生政策。

3. 學校活動及假期報告

10/2/2007
家教日：歡迎家長到校與老師交流。中
一至中四及中六級部的家長亦會在當日
領取學子上學期考的成績表。
15/2 － 26/2/2007
農曆年假
12/2 － 6/3/2007
中七畢業試
25/2 － 19/3/2007
中五畢業試

學生會

學生會舉辦了一系列學生活動，老師及學生
的關係更密切，詳情如下：

1. 師生足球比賽

該比賽於十一月九日舉行，出席老師包括梁
維信副校長、高永祥老師及李嘉賢老師，願
聲學老師及鄭思銘先生等。賽事中雙方多番
入球，最後以七比四決勝，而教師隊以三
比二獲勝。

2. 師生辯論比賽

該活動於十一月二十日舉行，何顯基老師、
陳國泰老師及黃嘉慶老師都應邀出席。雖然
反應不如理想，但內容精彩，在場同學都拍
掌歡迎。

3. 師生籃球比賽

學生隊於十一月二十三日迎戰由李思然校
長、梁麗儀副校長、林立榮老師、黃大偉老
師、高永祥老師及郭鶴駿先生組成的隊伍。事
前老師緊張，場後，老師隊以大比數擊敗
學生隊。

4. 師生廚房

師生會會見一個創新的活動，於十一月二十一
八日在學生樓舉行，出席老師包括梁維信副校
長、古玉彤老師、李嘉賢老師、李惠珠老師
及陳顯全老師，同學反應熱烈，最後更可一
窺老師們的廚藝。

5. 師生歌唱表演

此活動乃師生月的最後一個環節，於十一月
三十日舉行，有六位老師被邀請出席，當老
師一展歌喉，同學爭相欣賞，氣氛熱烈。
1. 由本校及輔導組合辦的十一區新輔導會於九月二十二日及二十三日舉行為期兩天一夜的營會，參加的學童與學校的教育人員共同學習及了解團體生活的重要性。營會活動包括團結合作、自我肯定、領導與溝通等主題，並透過研討會、遊戲和傳達教育等多種方式，幫助學童了解團體生活的重要性。

2. 本年度雙週格言的主題圍繞以下四個範疇，包括智慧與勇氣、自我尊重與尊重、以及責任與承諾。四月開始，本校將定期把雙週格言於禮堂前的壁報板展出，並安排老師於早會或班上課作專題演講，藉此加深學生對這些格言的認識和體會。

3. 本校與輔導組合辦的年金環保比賽已於十月中旬截止，目的是培養學生的清潔意識、責任感及自律精神。十月至十一月比賽表現最佳的組別為二乙（低年級）及五丙（高年級）。

4. 班際壁報設計比賽已於十一月初劃下句點。中一至中三的同學分組於「個人成長的學生」、「學生應具備的責任感」及「兄弟情」三個主題設計出了很多別出心裁的壁報。比賽結果在職業及技術教育科的評審員中評分，獲勝組別的壁報於開幕日展出。

5. 本校與輔導組及駐校社工合作的「教育營」將於十一月十一日及十二日舉行，是次營會主題為「如何提升子女的學習動機」。營會活動包括專業計劃、團體活動以及個別輔導等多種方式，幫助學生及家長了解提升學習動機的重要性。

課外活動組 — 近期校外獎項

<table>
<thead>
<tr>
<th>月份</th>
<th>日期</th>
<th>主辦機構</th>
<th>比賽名稱</th>
<th>獲獎學生</th>
<th>獲獎者</th>
</tr>
</thead>
<tbody>
<tr>
<td>十一月</td>
<td></td>
<td>出版社</td>
<td>上網閱讀計劃</td>
<td>閱讀大獎及比賽冠軍</td>
<td>王潔俐 3B</td>
</tr>
<tr>
<td>十二月</td>
<td></td>
<td>聖言中學</td>
<td>團體比賽</td>
<td>聖言中學</td>
<td>潘穎森 4D</td>
</tr>
</tbody>
</table>
輔導組

1. 辅導組輔導推薦生選舉
   本年度輔導推薦輔導生為余德倫同學(6M)，
   副輔導推薦生為許嘉明同學(6A)，李賢和同學(6C)，
   陸詠嘉同學(6B)及王子豪同學(6M)，
   核心輔導為李家豪同學(6M)及蔡浩愷同學(6M)。

2. 挑戰自我獎勵計劃
   十月下旬，三十多名中二學生獲選參加本年度的「挑戰自我獎勵計劃」，目的是提升參加者的自信心和積極面對困難的能力，讓他們學習人際溝通和合作技巧，並訂立個人目標。兩週內的學習活動包括聽講、改進學習及開課等。這項計劃乃設立獎勵制度，鼓勵參加者完成個人目標的參加者。各參加者將於本年度期末完成他們的個人目標，並按目標的達成程度獲獎。

3. 辅導技巧訓練
   自九月二十二日上旬起，輔導組為中四輔導生及中四輔導幹員舉辦多次訓練活動，涉及範圍包括輔導技巧及輔導訓練工作坊，帶領活動者包括駐校社工及輔導組老師。

訓導組

1. 中四輔導生信心工作坊
   訓導組於零六年十二月二日上午九時至十二時在校內舉辦第一期工作坊，是次活動由訓導主任李家祺老師及訓導主任黃耀光老師策劃及主持，每梯輔導生從事小組活動，內容主要是訓練中四輔導生處理問題的技巧及方法，包括如何維持秩序和調解同儕衝突等。

2. 中四輔導生領袖訓練工作坊
   訓導組於零七年一月二十一日於學生活動中心舉行第一階段中四輔導生領袖訓練工作坊，當中包括訓練與同學團隊合作精神，是次活動高年級輔導生會參與策劃及協調工作。

升學及就業輔導組

1. 十一月九日，多倫多大學代表Miss Vincci Ching向同學介紹該大學開設的課程及申請學金等事宜。

2. 十一月十四日，本組為中七同學舉行第二次大學聰明講座，為同學提供最新的查詢消息。

3. 十一月二十一日，一班同學在國教老師的陪同下到訪香港大學，了解大學課程及大學生活。

4. 十一月二十九日，香港大學工程學系的代表到學校介紹該系的課程。

5. 升學及就業輔導組協助編製了本年度的《先導》，並於十一月二十二日的中五家長會上派發。

6. 本年度第二期的《曙光》於十二月中旬出版，為中五同學介紹中學會考參考書及採訪小組活動及個人規劃的利弊。

7. 十二月十三日，兩位嘉賓於李寶椿聯合世界書院的中五學生向有興趣報名該書院課程的中五同學講解收生要求及課程概要。
公民教育組

環保教育組

1. 十月份為本校的環保教育月，環保教育組舉行以下五項活動，成績令人驚喜。
   - 月報回收了73個，並交天城環保公司。
   - 報紙回收了671千克。
   - 綴聯回收了422個。
   - 環保議題辯論比賽，辯題為「香港應設立綠建築」。高年級學生的評判是4.5，而低年級學生的評判是2.0。
   - 本組與美術科合作舉辦了「環保袋設計比賽、環保標語設計比賽和環保海報設計比賽」，參加人數共606人。

2. 在十一月，有15位同學榮獲環境保護署頒發2005至2006年度學校環保項目計劃奬項。環保大使計劃的學生環保大使評審表結果以評估本校學生的環保知識和環保行為，參加人數共991人，結果如下：
   - 環保大使排名

全校共有81%同學的環保知識達到理想水平。

3. 在十二月份，本組重燃第二次環保教育組壁報，宣傳有關環境的知識，並於每一個課堂及特別課堂的空餘時間展出「講於室內溫度略高於攝氏26.5度才開冷氣」。目的是跟隨政府的指示。節能減碳，保護環境和節省電費。

學校社會工作服務：
招募青年網絡大使

「我一用電腦便驚人財！」

「父母不明白我們愛上網？」

「上網＝打機＝浪費時間？」

「我爸爸叫我洗澡！？」

同學，這些對話熟悉嗎？

廿一世紀是網絡化的時代，日常社交網絡遍及，網上討論群、電子社區（Xanga）、網絡溝通工具（MSN）、網絡論壇及網絡遊戲等等。一般老一輩的網絡科技發展，年青人當然十分熟悉，但他們家長可能未必完全掌握。

有見及此，學校社工所屬機構香港郵政局網絡大使研究會舉辦一個名為「青年網絡大使」的義務工作計劃，旨在招募年青人，運用自己的上網知識及經驗服務社會，減少社會上的網絡附庸。計劃內容包括指導長者上網、講解青少年流行的網上活動、分享上網經驗、技術性支負及協助籌劃活動等。

如有任何與網絡世界有關的疑問，或有意為減低社會上的網絡附庸而努力，歡迎各位同學於星期一、三、四或五月校內向學校社工陳小姐（Samson Sin）查詢及報名。