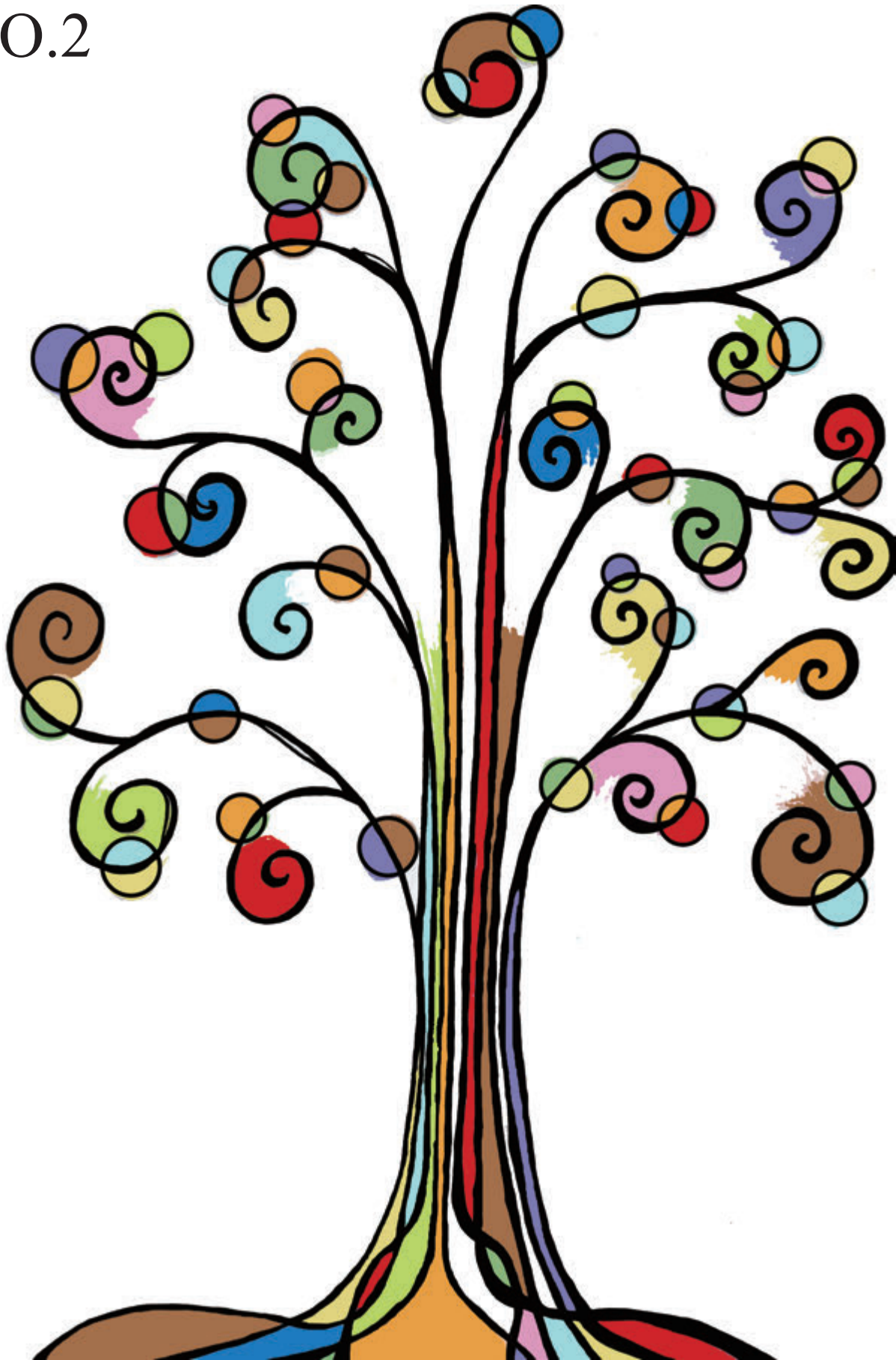


# ALOYSIANS

VOLUME 45

NO.2



PRESENTED BY  
ST. LOUIS SCHOOL  
**TALENT  
TIME  
2014**

青年廣場Y綜藝館







# TALENT TIME 2014

**CHAN HAU CHUN (5D)**  
**WONG SHING HUNG (5E)**







▲ Pang Man Hong amazed us in the most awesome way.



▲ Hung Yuen Ho is performing and holding the gigantic monkey doll from his fans.



▲ Yik Mong Yu fills his heart with music.



▲ Ling Tsz Hong is displaying his singing talent to the crowd.



▲ A breathless performance from Lam Tsz Kiu on the stage.



Second Runner-up,  
Wan Chi Hang

Champion,  
Szeto Tsz Him

First Runner-up,  
Chan Tsz Chun



▲ Tsang Long Ting brings us music that strikes fire from the heart.

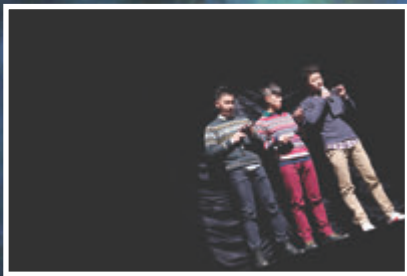


▲ Lai Yuk Sing (left1) and Szeto Tsz Him (left2) are the winners of the Best Stage Performance Prize.



▲ Ng Wing Yip wins the most fashionable Singer's prize.

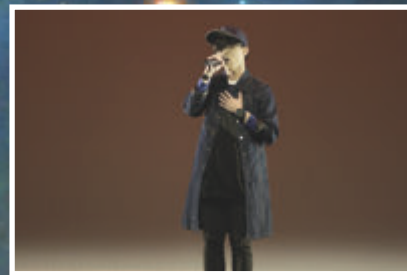




▲ The Masters of Ceremonies, Cheung Ching Yin, Su Jun Hong and Lam Wui Hei are standing on the stage confidently.



▲ A stunning performance from Cheung Tsun Wing, the champion of last year's Talent Time.



▲ Return to his first stage, Mr. Li Chor Yip sings with deep feeling.

The Talent Time in previous years had been a great success. In 2014, Talent Time continued showing no compromise to the singers' pursuit of perfection. Once again, it has become another record-breaker this year. It attracted more than 550 audience in total, which is the highest ever in Talent Time history. Throughout the show, there was no boredom on the stage. Instead, climaxes, surprises, and glittering points kept popping up intermittently. It is obvious that this year's Talent Time has once again proved itself to be the most welcoming show that has ever taken place in school.

This year, we were pleased to invite some honorable guests to join our event. Two rock bands - TONICK and Kolor - performed together on stage for a lively and energetic opening. Afterwards, an episode of machine-gun-like rapping by MastaMic, and TVB Actor Corinna Chamberlain with her dancers lubed up the crowd with their charged rapping and angelic voice. Drawing to an end, our old boys, Li Chor Yip and Lau Ka Hang amused us with their professional singing performances.

12 student finalists' performances were something that went beyond our expectations. In the first round, they performed "Music Colony" with special dance moves choreographed by the old boys Au Chun Hin and Chan Chun Ming. And every contestant was required to express the steps according to different feelings of songs. Their paradisiacal performances melted the hearts of the audience.

With the incredible performances by the guests and finalists, everyone was left with unforgettable experience memory. Same as the previous years, Talent Time ended with the singing of School Song performed by the majestic voices of students.

Countless thanks should be given to the student workers and Mr. Kelvin Cheung for contributing much effort to Talent Time. If anyone is looking for a legendary singing contest organized by a secondary school, undoubtedly, Talent Time would be the first choice for them.

Talent Time – a legendary performance proudly presented by St. Louis School.







Kolor and ToNick playing on stage together with band instruments and equipment for the first time.



Corinna Chamberlain singing and dancing enthusiastically with her dancers.



MastaMic injects some dynamic energy to the audience by his fast rapping.



# SLOB A

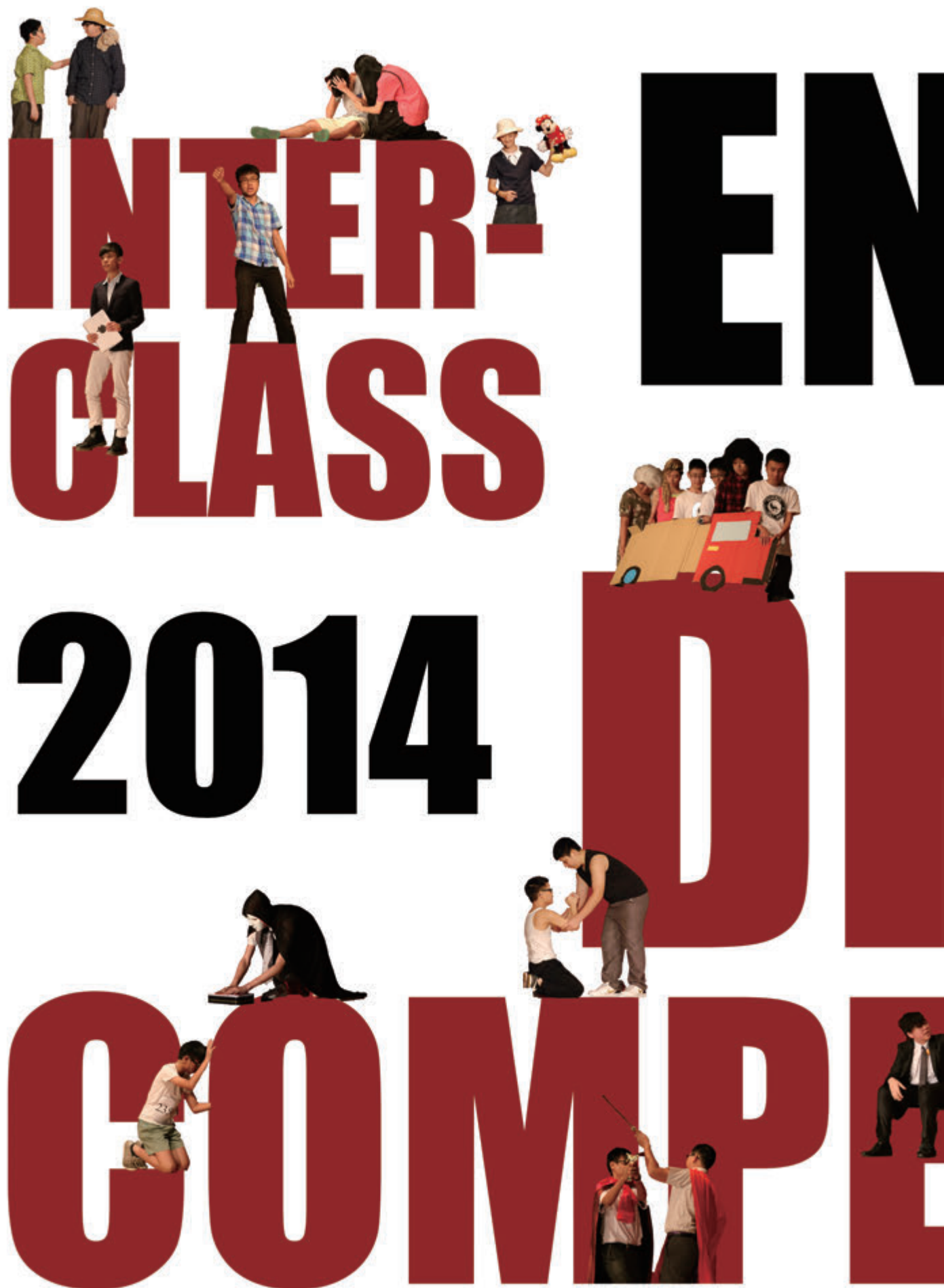


## Fr. John Foster

Father Rector and Principal of St. Louis School (1964 to 1970),  
was dining with a group of 1966 St. Louis graduates  
on 30<sup>th</sup> May 2014 in Dublin, Ireland.

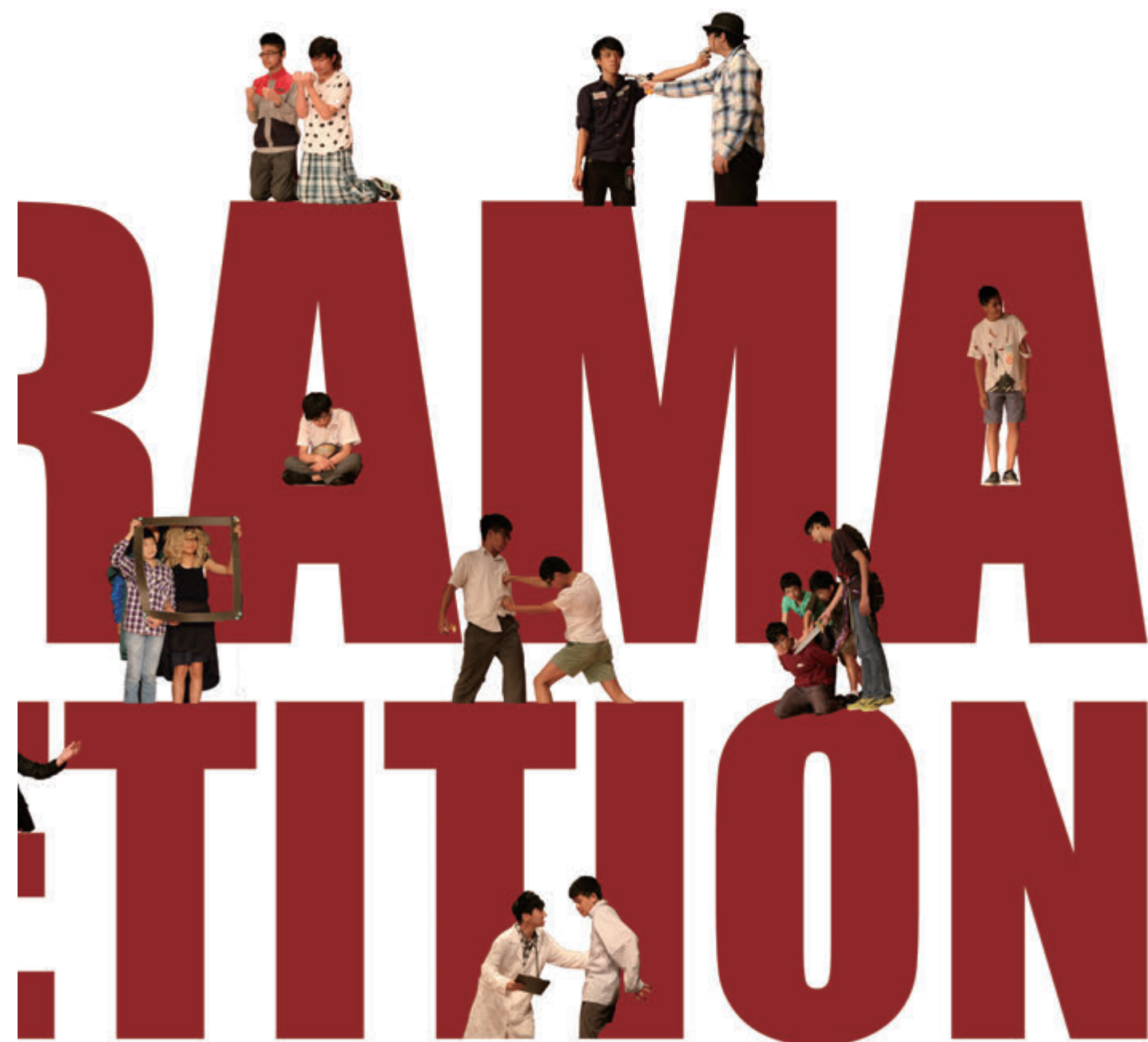
These Old Boys travelled from all corners of the world to Dublin  
to pay tribute to Fr. Foster, before their tour around Ireland.

In 2006, the Old Boys of 1966 also invited Fr. Foster to Hong Kong  
to celebrate the 40<sup>th</sup> anniversary of their graduations from St. Louis.





# IGLISH



# F1

## LEARN SOMETHING THROUGH DRAMA

MONG CHEUK HEI, JACKSON (5B)



**Their acting is irrefutably worth praising, but don't overlook their meticulous-made costume!**

**Peter Chan (Right), Form 1 best actor, is being arrested. He is showing his apprehensive-ness through his sophisticated facial expression.**



I remember when I first participated in inter-class drama competition in S1, I anticipated that, yet, thousands of butterflies were fluttering in my stomach. Rumor has it, we can learn English or maybe even improve oral English through participating in the drama competition. So, when teacher asked who wanted to join the competition, I raised my hand and volunteered myself, "Count me in!" Fortunately, my teacher granted me the chance. But when I was on the stage, so nervous was I that I nearly forgot my lines. However, I had a feigned confidence, not letting others penetrate my fear. It had been fun albeit tough. But the sense of success propelled me to strike for perfection.

This time, I interviewed Miss Chan Man Ying, Crystal and her student, Peter Chan, who got the best actor award.

"Through participating in Drama, I improve my English," Peter Chan answered, "We seldom speak in English in daily life. Through taking part in drama, I got more chances to speak in English." He is right as most of our friends speak Cantonese, we don't have much opportunity to practice our spoken English. Luckily, inter-class drama competition gives us a chance to speak. Having some practices, we may perform better in spoken English.

Miss Chan reckoned through drama competition, students could develop a sense of responsibility. "Most students came to practice punctually," she pointed out. I am glad to hear that as inter-class drama is a whole-class business. We endeavor to strike the best, bringing honor to our class. This is the reason why the students want to do well and practise diligently. Subsequently, it is believed that we can develop a sense of responsibility when taking part in drama.

Being responsible is vitally important, isn't it? If a pilot is not responsible, the plane may crash; if our chief executive is not responsible, it may leave the future of Hong Kong at peril; if a teacher is not responsible, students learn less than expected.

So students in St Louis School are blessed as they are given so many opportunities to develop a sense of responsibility.

Back to the drama competition, all actors and helpers need to cooperate well in an attempt to do well in the competition. The best actor, Peter Chan, agreed that they can learn to be cooperative when practising or performing their masterpiece. "We actors need to cooperate well with the backstage helpers as well as the lighting and sound effect coordinators. If we don't, we can't perform according to our rehearsed plan." That totally makes sense. Imagine a scene if an actor strided off the stage without following the instructions, the props and the lighting were out of place, how embarrassing it would be. Actors may be accused of being "under-rehearsed."

During this uphill battle, they learnt to be responsible and cooperative. After the special drama training, I believe that whenever they come across obstacles, they can make a concerted effort with their friends and deal with the problems squarely.

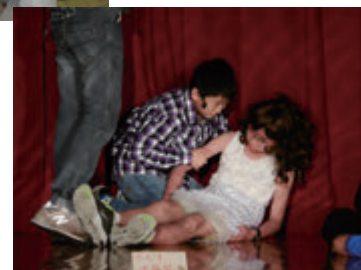
After all, they will not get the first place if they don't have a creative script, will they? So a well-written script is significant. Peter also mentioned that their creativity can be enhanced. Sitting in a group, forming a circle, the boys discussed their plot attentively, trying to come up with an impressive plot.

Through inventing the story, students have to force themselves to be more imaginative and think out of the box.

I've learnt a lot from the S1 drama competition. What about you? If you clench a microscope and scanned the drama performance, you can find that you can get loads of wonders and surprises from them.



**Students love learning English through drama!**



**Wow! There's a pretty girl right there!**

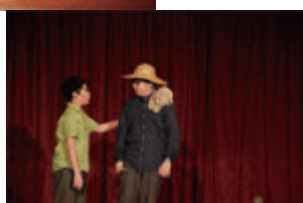
**Actors are engaged in the performance**



**What are you looking at?**



**Friendship is a somewhat vital element in a drama**





# F2 WILL "ACTIONS" MAKE OUR DRAMA BETTER?

MONG CHEUK HEI, JACKSON (5B)

Students enjoy "actions"



**Zombies are approaching! Scared, huh?**



**Unrelenting "actions" exist in nearly every drama!**

I enjoyed the S2 inter-class drama competition this year and I wholeheartedly believe that they have done a marvelous job. But if you watched their drama intently, you could effortlessly find "actions" throughout nearly all of their drama. I also come to the fact that most of the boys enjoyed "actions" in their drama very much. Hence, I wonder why they added actions into drama. To clear my doubts, I asked my classmate, an S2 boy and a teacher this question: Why do you think they should add "actions" into their drama?

"It can grab audience's attention for sure," said an S2 boy. That's true... Looking at the audience, I saw a group of zombies leaping towards the protagonists. The audience would then gaze at the actors with a faint smile. Thence, a burst of laughter filled the school hall. Those who were yawning a minute ago, when they spotted a group of zombies on stage or the protagonists

wide open, gluing to the stage. Tension was built not only on the

among the audience.

pointed at her. Guess how the audience would react? Sadly, they could do nothing. All they could do was to follow

the development of the story, keeping their fingers crossed, wishing that the protagonist would be okay and remain alive. This is the power of actions.

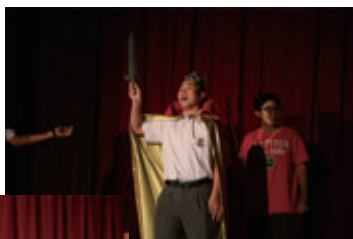
Not only did audience enjoy the "actions" in the drama but also the actors. An S5 told us, "We don't have any chance to fight in daily life, do we? We want to experience something that seldom happens in reality! That's why we added lots of actions, in order to have a taste of fighting, a "legal battle"." I couldn't agree more. Lately I watched an interview with a prominent star whose acting skill is world-acclaimed. She mentioned that one of the elements that made her fall in love with acting is that she could try different characters with various personalities. What she said echoed the opinions expressed by the S5 student. Granted, it is a precious chance to have a taste of something almost impossible to happen in daily life. If we flip through our students' handbook, fighting is strictly prohibited. That contributes to the reason that students desire to put actions into their drama performances - to fulfill their inquisitiveness.

What about the opinions of the English teachers? "Sometimes we don't deliberately add actions into drama, instead, we do it only when needed," a teacher pointed out. She might be right. Even in animations for kids like Snow White, there are actions--- that spiteful queen asked a soldier to kill Snow White and put her heart into a box. This can prove "actions" are inevitable in all stories. Let me illustrate with one more example. Have you watched Toy Story? There is no real actor in the story of course but this award-winning animation contains "actions" in their movie too: Andy, those toys' mater, indulges in his new toy gadget- Buzz Light year. Here comes the problem- Woody, who used to be Andy's favorite toy, is jealous of Buzz Light year. Then, Woody hauled Buzz Light year out of the window. It contains a series of exciting actions. See? The teacher is right. Sometimes, it is inevitable to add actions into a drama or movie regardless of its genre.

This phenomenon, adding actions into a and overtly violent actions would breed please don't get too Louis

drama, may draw our concern, as the bloody more violence amongst our students. But worried, I believe students in St

**Why are you so happy with a knife?**



School know and can justify what is right from the wrongdoings; what they should do from the dark side. After all, we are boys. Boys love leaping, moving, yelling... So they merely want to display their energetic side of youth in the drama...

**"Action" appears in our drama again!**

I enjoyed the drama presented by S2 boys and I'm looking forward to the performances next year.



**Actors enjoy using their props**

**The costumes are vivid**



# F3

## BURN YOUR SOULS, YOUNGSTERS! PERFORM YOUR SKY IN FRONT OF EVERYONE!

TSE TZE WAI, MATTHEW (5E)



**'What? I have a brother! Linus is shocked**

What do you feel when you are watching or being an actor in a beautiful, extraordinary drama? For me, I feel like flying freely in the sky, it is like the sky belongs to you. It fills with so much imagination.

The interclass drama competition has been successfully held in middle of May. Congratulations, Class 3D and thank you for all the workers and teachers, especially Mr Ho, the person in charge putting so much effort in this annual drama competition. This is a great chance for students to perform the "true-self", to show their friends and others how big their skies are.

Talking about drama, students from Form 3 have a totally different sky from mine'. 'Their sky is with much more passion, much crazier than mine'. Every performance they performed can totally reflect their thoughts inside them. The realistic gun scenes, the intense fighting, it is quite stunning! And every performance has its own unique style or theme, just like people have their own personality. How beautiful it is! Form 3A's performance is quite magical. They showed us a poor kid named Linus does not have any success in his life, but he changes his life by accidentally eating some 'powerful pills'. I think the message of this drama is that fate can only be changed with our own hands, but not using any shortcuts.

Form 3B's performance has resonated my heart. The main story plot is that four friends, Matthew, Nico, Ronald and Kiva compete to be the boyfriend of a new comer, Rebecca. They need to choose between friendship and love. It was quite exciting when I was watching them as it really showed us how life goes while you are a secondary school student.

Form 3D's performance is a fierce battle between the majority and the minority. The battle between the weak and the strong. The plot is Jack, a kid with a poor life needs to fight the king who controlled the city in order to survive and save his family. This battle really showed how a son fights for the fate of their family and changes the world.

Form 3S's performance is quite different from the others. There were not much fighting or violence. Their drama is covered with funniness and brought a lot of joy to us. It is very funny, indeed.

Last but not least, Form 3C's performance is very realistic. The story is based on the invasion of Japanese in 1930s. The gun scenes, the escaping of the Chinese from the Japanese, Those are very intense and brought us to think about how hard it was during the occupation.

**'You will never going to defeat us!'**



**Linus and his brother in psychiatric hospital**



**'Why are you playing the guitar?' Kiva asked**



**Brothers or enemies**

The performances are great, but behind these great achievements, there are always tears and sweat. The actors put their effort into performing, but we should not forget the effort of the workers in the backstage and the ones who organized the whole drama.

Leung Ka Chun, director of class 3C as well as one of the props makers, said 'the drama competition is challenging and interesting because you need to consider many things on the stage before the competition. 'This year class 3C got the second runner up in the drama competition, best props and costumes and the best light and sound award. As we asked about what he thinks about the competition, he said that it was quite challenging, because the crew (Class 3C students) did not have so much time to prepare for the drama. But he continues that he learned how to manage time in a more efficient way and learned how to think more deeply, to consider more things before taking the next step. When asked about if he is satisfied with the result, he said 'Winning the drama isn't the most important, the most important is that we have tried our best to achieve what we want. We did not feel regretful, because we have tried our best! And the champion class (class 3D) had a brilliant performance and I think there were a lot things that I need to learn from them. 'As class 3C also got the best props and costumes and the best sound and light award, we also asked about the idea of the props and he effects used in the drama competition,' he replied that he wanted to make the scenes more lively and more interesting, they have found some weapons and wardrobe, which is used for war-gaming, and truck that used for the escaping was handmade, with some leatheroid.

The drama competition is a great success, but there is an issue that we can really dig in. That is the theme of most of the dramas in Form 3 involve some killings and violence. Why do these scenes appear before our eyes? Is it because our minds are much more open than before or the society is filled with violence, hatred and darkness? We should think about it.

At the end, the drama competition is a great opportunity for them to perform themselves, to bring in the masterpieces to life, to burn their souls and perform their skies in front of everyone. And once more, thank you Mr. Ho and all the teachers who have put their effort into this great competition!



**'Freeze! Stop moving!' as the Japanese soldiers point guns at them**



**Congratulations, 3D!**



**Best Actor**

**Moses Ng**



# F4 THE END OF THIS MIRACULOUS JOURNEY

E v -

everything  
must have  
an ending,  
your childhood,

**TSE TZE WAI,  
MATTHEW  
(5E)**

**Mr. Louis,  
'NO, NO'**

your career and even  
yourself. Drama is the same. **'Hi, my name is  
Zeus'**

It is like adding a 'full-stop' to the  
very end of your essay, it ends just in  
one blink of an eye. But this ending can  
be a new beginning of another new journey.

This is the last year for Secondary 4 Boys to partici-  
pate in the drama competition, and they worked with their  
spirit and their heart to give a 'full-stop' and a perfect ending to  
this gorgeous and joyful journey.

This year, Secondary 4 Drama Competition can be summarized in a  
few words: First, magnificent actors' emotions. Their actions are much  
more sophisticated and refined than the junior form. The combination of their

emotions and their actions can reflect the characters' personalities. Second,  
epic—the sound effects and the lights mixed well and in the right proportion. Third,

creative—the themes of the drama are different from the ones in junior forms, their themes  
covered a wider range, just like school, serial killing and history. So much creativity and diversity  
in the ideas!

Class 4A had one of the most mysterious and captivating plays in the series. The incident took place 40  
years ago. It was about the dark history of St Francis' school in which a serial killer has killed 30 boys, but still,  
the killed has not yet been found. So as time passed, the case still remained unsolved, but on the 90th birthday of  
the school, the truth was finally revealed. I like the unexpected ending, which gave me a surprise.

Class 4B's performances is about Greek mythology and a boy's school life. The boy's name was John who always  
claimed that he was Zeus and he believed that he could do anything with his Pandora's Box, but why did he believe in this  
myth? The drama tells us all the truth. And behind the story, there is a message telling us that we cannot escape from reality,  
so we need to face it.

Class 4C's performance is quite refreshing. The theme of their drama is an alternative to others as it was about a computer virus  
that could destroy the human world. I think this theme is very special because it is hard to imagine how the boys act it out in the  
drama. And I think the ending with everyone putting up a great pose. It is something of an epic!

Class 4D's performances is about some brotherhood and gangsters. In the story, Owen and Patrick were brothers, but because of an  
incident, they joined a mafia led by a boss. They earned lots. And at the end, they found out that the deception between them was made  
by a police officer, and they reunited and fought their enemy! The whole drama was quite serious. But there was a funny scene—a crew  
member was stabbed from behind and got shot twice, still he was alive! That part is nonsense but funny. I think they did it deliberately.  
Last but not least, class 4S's performance is about a family survived from a terrible ship wrecked and they reunited after a long separation.  
It is quite touching when the family members reunited. I almost cried...

This year, I think the most attractive drama is the one performed by class 4C. The theme is quite special, combining computer viruses and  
gangsters, bringing gangster drama to another level. As I wanted to dig in more about the drama, I asked the director of class 4C, Jeff Man,  
about his feelings on the last drama competition that he produced. He said that this was the first time he became the director of a drama. He  
continued that he enjoyed every moment on the stage and every moment of the last drama. And then we asked him about the idea of the  
drama, he pointed out that the main idea is not just to give a chance to his classmates to shine but to spread some the-good-will-al-  
ways-win moral messages. He added that the main challenge they faced was a shortage of props, 'we only got them ready in the last  
minute before our show' he replied. And he was not quite satisfied with the results, they got the second runner up in this year's compe-  
tition and the best lighting and sound effect award. 'Maybe I'm too ambitious. I agree with the motto "Ambition motivates you to  
improve", being ambitious is the key for us to be excel. That's what we need for improvement.' And when asked about the  
message brought by their drama, he said with confidence that everyone will pay for what they have done and a small thing you  
made can result in unexpected consequence which can even change the whole world. 'This may not be a hot topic in  
school, nor outside school, but I would like to jump out of the ordinary themes of bullying and school events.

And we are also trying to express satires and criticisms towards the people whose  
sayings doesn't match what they actually do.' And he finishes the interview with a  
quite meaningful quote, 'Drama  
dust, but it never  
Dream will never  
face dusk, but  
dawn.'

Having watched this  
year's Form 4 drama  
competition, I regret that

I did not participate in any  
event of the drama competi-  
tion. After seeing the perfor-  
mances given by Form 4 boys, I  
think they have written themselves  
better ending of their Form 4 school life  
than I have. So the miraculous journey ends

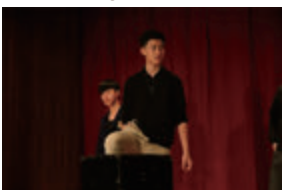


**'Our parents died a long  
time ago...'**

**'What is this?'**  
**'A tin box.'**  
**'What's  
inside?'**

**'Give the  
virus to  
me, or I  
will KILL  
YOU!'**

**So Epic!!!**



**Reunion, at last**



**'Everyone stay  
back!'**



**'NO, NO! DON'T DIE!'**

# Thanksgiving Nite 2014

**Zhang Sheng Jia Jake (5D)**

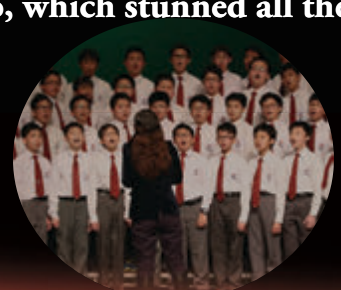
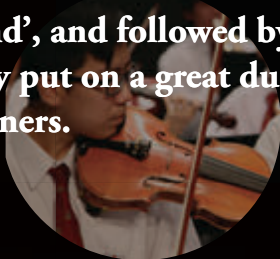


**“Always be grateful.” This is such a meaningful statement, and is well remembered by every St. Louis student. So every year, our students gather themselves to organize a big show, in the way of various performances, to express sincere thankfulness to our Fathers, teachers, parents, fellow schoolmates and any other benefactors who have ever lent helping hand to them. That is the annual Thanksgiving Nite.**

**This year, this unique tradition passes on. The Thanksgiving Nite was held on 7th March at Sheung Wan Civic Centre. This memorable night started with speeches from the three masters of ceremony: Wong Pat Sum and Tsoi Ka Po of form 5, and Yeung Chung Yin of form 4. Behaving professionally as the hosts of the show, they introduced the theme of this year’s Thanksgiving Nite – Touching Your Heart with Our Cherished Love, of which our students express the great thankfulness they valued to our benefactors.**

**The first performance was delivered by our Junior Choir, which is well known of their unbelievable angelic voices from the choir members—and this year, again they let nobody down. Their first song was ‘Mansions in the sky’. All the members presented its folk song-like melody well with their soft silky voices. Yet in the second half, they just reversed the way of expression, and sang the song ‘Lightning’ in an exciting fast-paced rhythm, which brought the audiences to another level of music.**

**After the choir, the enjoyment didn’t die down when 2 form 5 music enthusiasts, together with our music teacher, Mr Cheung Chiu Kee. Their first song was ‘Now, in the Wind’, and followed by ‘Sonata for Piano Four-Hands in D K. 381/123a (1st movement)’. They put on a great duo performance with their recorder and piano, which stunned all the listeners.**





As the music performances ended, a group of costumed junior students walked onto stage. They were performers from our primary section, and this year, what they delivered was a beautiful drama. With the innocent look, their excellent actions won the heart of everyone in the auditorium, as well as their claps at the end.

However, the drama series seemed to be going on. The next drama was contributed by students, teachers and parents. In the performance, again, our teachers Mr Lui Yiu Sun and Mr Poon Kai Chun were included as performers. Yet for this year, the appearance of Ms Chan Man Ying was definitely a boiling point in the whole performance. Together with other members, they performed a great show, which finally ended in strong claps from our audiences.

Right after the intermission, our show reopened with performance from the Chinese Orchestra. They brought us two memorable traditional Chinese songs, '故園敘事曲' and '醒獅'. The songs were played in a smooth brisk tone. The members input themselves a lot into the performance, and won great applause from the audiences.

Following that, our Chamber Orchestra delivered their unique performance. Conducted by Ms Aniel Emma Chaudhuri, these music-lovers perfectly played two movements from the orchestral suite – the Minuet and La Rejouissance, once again arrested all the attending guests in the world of musical notes.

According to the booklet, the coming program would be a student drama. However, out of everyone expectations, it was the appearance of two teachers Mr Leung Shing Piu and Ms Yao Lu Lu. Together with 2 students, they contributed a stand-up comedy, which immediately pushed the show to a climax, and won non-stopping cheers. They really deserved the name of Secret Guests.

Before the audience calmed down, the famous student drama had arrived. Same as ones in the past years, its funny but touching storyline keep the atmosphere on the ridge. Every audience concentrated in the performance of actors from our Student Activity Association, and burst into claps.

Lastly, the stage belonged to our top 3 winners of the annual Talent Time. Parallel to those professional singers, they brought to their fans another form of enjoyment. The melody even infected the crowds down the stage, humming after the performers. Suddenly, the hall was enveloped in a serene heavenly ambience—no chatting, no laughing, everyone was just following the tunes of the singers, and humming the same melody altogether.

In the air of excitement, laughter and claps, 2014 Thanksgiving Nite finally came to its end. However, nobody were let down—as everyone knows, our tradition, as well as the Thanksgiving Nite, will keep going on in future. No matter what the programs will be, the meaning conveyed at the back will always remain the same: a gathering for all St. Louis chaps to present our gratitude to those benefactors.

## 如何確定自己是同性戀？

青少年對「性」好奇，乃是理所當然及亙古不變的事實。正因而他們對「性」並不熟悉，才會對此出現錯覺或誤會。社會上研究「同性戀」的學者均指出，青少年大都難以確認自己的性取向。特別是就讀男校或女校同學，他們長期與同性相處、交往，缺乏與異性接觸的機會，加上對「戀愛」及「性」的憧憬與渴望，繼而便會對身邊的同性朋友產生「仰慕」情感，因而誤以為自己是同性戀。可是，也有人認為「同性戀」是與生俱來的。有研究發現，同卵雙胞胎由於共有一個基因型，皆為同性戀者的比率高達百分之百，這顯示「同性戀」大概與個人基因有關。

對於如何確定自己是同性戀與否，專家認為需要待脫離青春期中後方可確認。當中需要考量的是性取向的程度，輕重、形成的原因及外顯行為。

## 看待同性戀者的態度

尊重他人的選擇，是我們應該持有的基本態度。毋庸置疑，人是喜歡與自己性情相近的人相處，對於跟自己有「不同」的人，通常均會有「先入為主」的假設。正如我們或會認為同性戀者「不正常」，認為他們都是「心理變態」，可我們有否想過，這些我們「自以為是」的概念，對他們造成多大的心理影響？我們該互相尊重對方的生命，所謂「己所不欲，勿施於人」，不論什麼事情，作出判斷前，我們都該易地而處，設身處地在別人的處境思考。

沒有人會希望自己的選擇會遭受別人的批評和非議，尤其在如「同性戀」這種沒絕對對錯的事情上。

我們都該明白，任何形式的戀愛，不論同性或異性，背後都源自同一種理念及核心一愛。想必每個人都曾感受「愛」的力量，不管是親人之間，朋友之間或者戀人之間。

既然我們都追求愛，都渴望被愛包圍。那麼，以什麼形式去愛，真的那麼重要嗎？



# 《勞斯·萊斯》——談校園同性戀

洪遠皓

中五戊

## 校園內存在同性戀者嗎？

無可否認，校園內確實存在。生於現今這個多元社會，「同性戀」三字彷彿不再是禁忌。我們不乏於電視新聞或是報章報道中，看見他們站出來，自豪地高呼「我是同志！」，爭取屬於自己應有的權利。不論你對他們的感覺如何，在判別自己在這事的立場前，是否該先問問自己對「同性戀」認識多少？

校園與社會的情況恰好相反。我們從沒看過有學生勇敢高呼「我是同志」等宣言，也沒看過他們爭取什麼與他人不同的待遇，屬「少數」的他們大都默不作聲，默默承受著難以啟齒的一切。

## 同性戀是什麼？

「同性戀」是指相同性別之間所產生的愛慕、情感的現象。其實遠於古代，「同性戀」現象就已出現。在古代，中國人會以隱諱的詞語來表達，如「斷袖」、「龍陽」及「餘桃」；在古希臘時期，同性戀在社會盛行，人們對同性戀的美學推崇備至，相關題材泛見於繪畫、雕塑及文學中。發展至19世紀，「同性戀」成為了一種罪行，例如於德國納粹黨執政期間，曾發生屠殺同性戀事件。而「同性戀」更被列為精神病的一種，直至1973年才從精神列表中剔除。

此外，社會上仍然有不少人對同性戀者存在誤解。例如不少人會把同性戀者與愛滋病患者劃上等號，但實情是同性戀者與異性戀者有同等的機率患上愛滋病。另外，同性戀者並不討厭異性，由於感情並不是如此對立，故他們仍能和異性有正常的交往。



跳下來，我毫無感覺，反正塵世老早已經將他壓得血肉模糊。所以我從來不去弄醒正在沉睡的人。

結業禮完了以後照例是發成績單的時候。完成了中五學年，意味著距離公開試大概只剩下半年，於是人們對於成績單上面一連串的數字便倍加緊張，我彷彿看見一個個行走中的人背後都拉著一箱盛滿數字的負累，步履蹣跚，在最應當放歌的歲月裡眉頭緊閉，最應當為著夢想而大踏步迎向挑戰的時候躊躇不前，爭相追問自己的前程，自己在公開試的位置，及其他更枯燥乏味的問題；畢竟人們只因為擔心將來而焦躁不安，只因為過往的失敗而憂心忡忡，但從不為著現在的匱乏而悲哀。原諒我的自負，只是當我接過成績單，看看烙印在上面的這個分數和那個排名，其時我正在憂慮漸密的雨會打掉海傍的杜鵑花。我亦不懂得所謂「規劃未來」，大學開放日的那天，我已經忘記是否有雨，只想立即跑到音樂系，問到底是音樂家的指揮棒跟著音樂，抑或是音樂跟著指揮棒？

踏著昨日的足印回家，一直滿懷一種無以名狀的感覺，或者是因為今天的天氣很糟，或者是其他我說不出的原因，這個已經不再重要，反正任控訴的人再喊得聲嘶力竭，最終都必定沉寂在這充滿壓迫與扭曲的城市裡。密密麻麻的人擠在一起而毫無活力，黑色的傘和灰色的臉，活脫脫是個送喪的行列，或者我亦免不了身陷其中，但我時時都認為真正的烏托邦，應該有人在爭論美人魚雕塑的幾條眉毛怎樣雕才恰當，免得誤會了安徒生的本意。



# 陰霾下的一些聯想 盧景陽

天氣預報忘記了報告今天早上的一場雨，所以街上的人就狼狽起來，尤其是沒有帶傘的情侶，匆匆趕到簷下，然後激烈地擁抱，我訝異他們怎麼老早就起床，同時討厭這座城裡滋生的所有愛情，因為這裡欠缺愛情應有的元素，例如新詩、星夜、鐵塔、降雪的傍晚、河畔的手風箱、遠離煙火的除夕；反而只有潮濕和聒噪。熱戀的人就像在磚塊間生長的黴菌一樣，擠著。

我不再多管閒事。踏上公交車，雨斷斷續續地灑了幾束，在車窗外畫了一筆，嚇壞坐在窗旁托著腮的女人，她濃妝艷抹，試圖掩蓋臉上的紋路，那代表了歲月，告別了青春的皺紋在人的眼中彷彿是罪行，必須要用盡一切方法加以掩飾；我於是想起某種禿鷹，以自己頭上和頸項的皺紋來表示地位，擁有愈是皺的紋的鷹，愈是趾高氣揚。正在嘗試在女人和禿鷹之間的分別中剖析一個結論之際，一抹強而帶刺的香水味撲鼻而來，似曾相識又極為陌生，那是對花朵最大的褻瀆。

除此以外，一切如常，連步伐都一樣，我踏著昨天的足印回到學校，日復一日，那五年來一模一樣的步伐已經刻在地上，不是雨水所能夠沖開。但偶然一塊洋紫荊從樹上飄落，在空中旋轉，於是我才抬頭望望高而藍的天空，那種無法捕捉的距離感，剎時之間我感覺到自己也旋轉起來，縱然沒有起伏的旋律，我竟然感受到自由，像西班牙舞曲一樣的渴望著，雨點滴到臉上就像撫琴人的手指；就只在那一刻，然後一切都消散，隨著我又踏進舊日的步伐，隨著看見往常我喜愛流連的咖啡廳如今只剩下沉甸甸的鐵閘。

於是結業禮就在一片陰霾之下進行，一切都在固定中歸於其位：椅子呆著，講台已經放置妥當，人們緊跟著應走的路步行到應坐的位置上坐下來，應該領獎項的人上台領獎，各人各自發表冗長的講辭，在應當拍掌的時間漫不經心地拍掌，沉默的時候目無表情地沉默。然後忽然一隻鳥劃破沉默在某邊起飛，才有幾個沉重的頭抬了起來，從異想天開的夢中猛然抽身，一如早上踢開被子，朦朦朧朧，有人一生就如此過去：真實只是夢，夢才是真實，選擇陷入虛構的人生，在夢中重塑屬於自己的城市；一旦夢中之城崩潰，便一躍而下，背棄一切，投向窗外永遠的夢中。那天似乎也下著雨，當我看見那堆頭骨爆裂、內臟流滿一地的屍體，人們驚惶失措地說他從二十三樓

## 成功非必然，積累更關鍵

其實，盧同學優異的寫作能力絕非一朝一夕，而是長年積累而成。他由小學六年級開始已經養成寫日記的習慣，持之以恆地改善自己的寫作能力。另一方面，盧同學也積極地閱讀古今中外的名作家的著作，從中學習如何寫出精煉優美的文字。盧同學在中一接觸他至今仍十分喜愛的詩歌 - 辛波斯卡的《一見鍾情》。他認為這首詩歌不但簡單、有趣，還能感染他人，引發內心的共鳴。即使在不同的時期觀看，也有不一樣的韻味。學校中文科的導賞文章，例如魯迅的《風箏》等，也增廣了他的閱讀層面和數量。盧同學也鍾愛西方的現代文學，例如卡夫卡的《變形記》等。可是，他最感謝的仍然是雙親，他們從不吝嗇買書的金錢，還鼓勵他嘗試不同方面的寫作。因此，得悉獲獎之際，盧同學也立刻和父母分享這份喜悅。

## 考試與寫作

盧同學認為中國語文作文考試的形式雖然有所限制，但只要能清楚並緊扣題目便能達到要求。而且三道不同種類的題目也有足夠空間讓同學發揮，不會扼殺寫作思維。他建議同學多閱讀，更重要的是多寫作。因為愛上寫作，才會進步。

## 想做記者的作家

問及將來的發展時，盧同學表示自己不一定以文學創作為事業，但一定會堅持寫作，不會放棄自己的愛好。由於曾經是博藝主編，他對從事新聞行業興趣濃厚，也打算以此為事業方向。

以下是盧景陽推介的一些作家以及作品：

龍應台《目送》

余光中《聽聽那冷雨》、《憑一張地圖》

張愛玲《傾城之戀》

白先勇《寂寞的十七歲》

也斯《後殖民食物與愛情》

林海音《城南舊事》

莫言《生死疲勞》、《檀香刑》

卡夫卡《變形記》

昆德拉《生命中不能承受之輕》

辛波絲卡《結束與開始》、《橋上的人們》

村上春樹《海邊的卡夫卡》

盧景陽喜愛的詩歌：

《一見鍾情》 辛波絲卡（節錄）

既然從未見過面，所以他們確定彼此並無任何瓜葛。  
但是聽聽自街道、樓梯、走廊傳出的話語——  
他倆或許擦肩而過一百萬次了吧？

我想問他們  
是否記不得了——  
在旋轉門  
面對面那一刻？  
或者在人群中喃喃說出的「對不起」？  
或者在聽筒截獲的唐突的「打錯了」？  
然而我早知他們的答案。  
是的，他們記不得了。

他們會感到詫異，倘若得知  
緣分已玩弄他們  
多年。



# 沉醉書海 熱愛寫作

## 青年文學獎散文組季軍得主 盧景陽

陳冠豪

中五丁



第四十屆青年文學獎散文初級組的季軍獎《陰霾下的一些聯想》。獲得這項殊榮的人，筆名叫紅棉，但更為聖類斯學生所熟悉的名字是 - 盧景陽。

未雨綢繆，早作準備

中六丁班盧同學為了撰寫這篇散文花上了近半個月的時間準備，堅持和認真的程度可見一斑。這篇散文取材於盧同學的親身經歷 - 中學的結業禮，但是盧同學認為要吸引讀者仍然有所不足。於是，他參考了諾貝爾文學獎得主莫言的作品以及哥倫比亞文學家馬奎斯的《百年孤寂》，模仿當中的魔幻現實主義，即是在現實情節中加入魔幻元素，故意把故事中的人物刻劃得毫不在意這些不尋常，藉以加強現實生活中的矛盾。例如把學生上學時背負的書包寫成一串串數字，強調了學生受成績所困的社會狀況。



俗語云：「考場如戰場」要在這個槍林彈雨的廢墟中存活下

來，但要處處提防「擾敵」戰術，更要避過不同「陰濕」設下的陷阱。在比賽中獲得「最佳律師」的廖宴鋒同學就提到比賽期間的一次慘痛經歷：「猶記得第四場比賽的日期是四月，剛巧是學校的學期測驗，我們既要兼顧學業，又要準備比賽，非常辛苦。」可惜幸運女神沒有眷顧他們，他們在準決賽中落敗，無緣問鼎冠、亞軍。「那次比賽我們太注重深入研究案情，忽略了時間控制，結果失分很多。」他形容第四場比賽輸得十分不值，至今猶感遺憾，不過這一次的挫折並沒有使他們自暴自棄，反而激發鬥志，最終擊敗另一所學校，奪得季軍。廖同學總結是次比賽：「我認為最重要學到如何有邏輯地思考，如何在字裏行間發現對方的漏洞並大膽提出。」

#### 幕後功臣 功不可沒

成功之道在於專業指導，今次學生背後的功臣是勞穎豪律師，他是勞志榮副校長的兒子，也是我們的師兄。他除了每個星期六特地抽空回校協助同學練習，還替同學準備大量的參考資料。

勞律師闊別母校多年，今次回來幫助師弟，勞律師又有甚麼感受呢？「今次有機會回到母校，可以為師弟出一分力，感到非常榮幸。師弟能活用我教導的技巧，我對他們的表現十分滿意。」他微微揚起嘴角：「很高興見到同學透過比賽變得更有自信，並能樂在其中。」他提醒師弟道：「最重要是享受整個過程，獲取經驗，千萬不要過於注重輸贏。」最後，他期望師弟將來可以回饋母校，為母校出一分力，將聖類斯的精神傳揚下去。



葉校長與勞律師合照





## 傳揚公義 引「法」潛能

羅健威 中五戊

「法官大……咳……咳……」相信大家對這個家傳戶曉的廣告並不陌生，不知道大家對真實的法庭又有多少認識呢？日前，我校同學參加了由香港善導會舉辦的「模擬法庭・公義教育計劃」，親身到高等法院感受法庭的莊嚴，我們更奪得了銀盃賽的季軍。

幾可亂真 毫不馬虎

「模擬法庭・公義教育計劃」已踏入第七屆了，經過篩選，共有三十間學校參加。每間學校可以派出20名由學生組成的團隊參加比賽，與另外一隊參加者在法庭上唇槍舌劍。當中4人扮演律師，3人扮演證人，1人擔任計時員，其餘則組成「公義智囊團」。計劃從10月開始，每間學校會有一位法律導師（必須為執業律師）協助同學。每間學校收到模擬案件後，會有2至3個星期時間準備，然後到高等法院比賽，直至五月的頒獎禮，「2013至2014年度模擬法庭・公義教育計劃」宣告圓滿結束。

雖然計劃的對象是中學生，但是內容絕不兒戲。除了借用了高等法院的法庭外，更模擬法庭程序進行比賽。首先由控方進行開案陳詞，然後控方律師傳召控方證人進行主問，接著辯方會盤問同一證人。控方律師進行覆問後，下一位證人即被傳召。當控方律師傳召完所有證人後，辯方律師就會進行開案陳詞並傳召辯方證人。所有證人完成傳召程序後，雙方律師會進行結案陳詞。至此，法庭的程序就結束了。最後是「公義智囊團」的環節，「公義智囊團」需要就案件作出約10分鐘的分析和反思，並會解答青少年提出的問題，同時分享個人意見。

費盡心力 終有收成

比賽看似十分簡單，卻殊不簡單。「小律師」在陪審團監察下，面對真實的法官，心理壓力極大；證人堅守立場，奮力應付對方律師的窮追猛打，絕不輕鬆；「公義智囊團」為了贏取更多分數，施展渾身解數。細心分析。這次比賽，我校同學為了精益求精，犧牲周末及課後休息時間，回校特訓。終於，皇天不負有心人，我校過五關斬六將，在重重名校中脫穎而出，奪得銀盃賽季軍。



# 聖類斯中學家長教師會

## 家教會架構

家長及教師一向是教育中不可忽視的一環，對同學的個人成長擔任重要的角色。家教會除了常規職位外，還分設各個工作小組，負責不同活動和事務。

包括：

培育小組：負責教育及協助家長和同學，如家長教育講座及大學站自修室計劃。

慶典小組：負責慶祝活動時的工作，如感恩節晚會話劇表演。

活動小組：負責家教會其他活動，如親子旅行。

聯絡小組：負責聯絡家長，邀請他們為家教會出一分力。

## 用心經營 漸見成效

「有時候同學不會把家教會的通告交給家長，可能他們認為活動並不重要，家長不去也罷。」陳玉英會長表示，這只是同學對家教會活動的誤會，也是家教會今年着意解決的一大問題。她解釋，家教會舉辦的活動並不是家長之間的閒話家常，而是提供正確知識，讓家長明白更多親子教育資訊以及與子女溝通相處之道。

這個問題存在已久，以致以往家教會的各項活動參與人數經常不足，有時還需要請舊家長來支撐場面。可幸的是今年情況有所改善，參加人數相比以往增長不少，甚至差點出現篩選參加者的情況。陳會長感謝老師協助他們收取通告，使家長有機會查閱通告，加深了解家教會的各項職能。

陳會長在各個活動中有不少機會與家長溝通，她發現大多數家長對兒子認識不深，因此今年家教會成立了家長互助小組以及舉辦一系列的家長講座，目的是協助家長認識現今青少年的特點和想法，以便與孩子融洽相處。這樣對同學及學校也會帶來好處。「若果同學得到家長支持，做事自然會事半功倍，更能發揮個人潛能！」

## 繼往開來 更下一城

雖然陳女士首次擔任家教會會長，但因為有家教會工作的經驗，所以並無遇上太大難題。陳會長坦言今年家教會的確取得一大進步，不單是參與活動人數上升，她更可以從各項活動，明白家長的想法及憂慮。除此以外，她發現不少家長也很熱心參與學校義務工作，今年的義工數目由以往十多人增加至五十多人。

「沒有最理想！」縱使在各方面有進步，陳會長認為仍然不夠好。她表示還有很多地方需要改善。她承諾未來會繼續努力，增加與其他組織合作，辦好會務，為聖類斯中學出一分力！



家教會會長陳玉英女士



## 家教會及

也有家長幫忙，使同學得到更多寶貴經驗；感恩節晚會的家教會話劇表演，得到舊生粉墨登場，生色不少。至於暑假將舉行的中一英語銜接班也得到同學會支援。兩會合作，猶如兩河匯聚一江，發揮聖類斯一家親的精神。

「同學會及家教會已準備就緒，隨時候命。」羅會長指出，眾舊生及家長不在學校工作，對急速改變的教育政策並不完全明白，因此有賴學校提供清晰的方向、明確的指引，指導他們如何去協助學校發展和變革。

羅會長在訪問中一再強調學校需要在大環境中作果斷的決定，至於所需的一切資源，包括人力和資金，聖類斯的舊生及家長會全力支持。

## 家長教師會活動及服務一覽

中五升學模擬面試

家長互助小組

親子網球比賽

家長教育講座

家長資訊日

聖誕聯歡會

環境教育親子遊

中一暑期英語銜接課程

圖書館管理員





## 同學會專訪

梁家樂 中五戊

一部機器需要不同組件才可以運作，一個人也賴以不同器官才可生存。那麼，一間學校又怎少得不同組職在背後默默支持？

隨着時代和教育制度的轉變，學校面對形形色色的挑戰。幸好聖類斯中學家長教師會(簡稱家教會)及聖類斯同學會(簡稱同學會)一直在背後支援學校。不少同學不熟悉兩會的運作，現在讓我為大家介紹與我們息息相關的家教會及同學會吧！

### 兩會合作 隨時候命

今年，同學會與家教會加強合作，致使兩會活動更趨多元，擦出火花。例如：中五模擬面試除了有舊生參與外，

## 聖類斯中學同學會

相信大家對同學會並不陌生。聖類斯中學建校多年，不同屆別的舊生在各界取得不少成就。不少舊生為了聖類斯中學的前景出力，當學校需要協助，不論是金錢或是人力，同學會都義無反顧提供支援。只要母校受益，同學會各成員必鼎力支持。

### 發展基金 發展潛能

同學會在二零一零年協助學校設立了學校發展基金，目的是讓學校在作出教育變革時有充足資源去大力發展。可能同學覺得發展基金與自己距離甚遠，但其實同學不知不覺地在校園內受惠，例如童軍、Talent Time等也得到基金的支持。同時，同學若然在學業或活動遇到金錢上的困難，也可向學校申請資金。同學會會長羅達智先生強調，同學得不到其他機構協助才合資格申請，以免雙重受惠，使需要受助者得不到支援。此外，同學會希望鼓勵更多老師申請發展基金，以開拓更多適合青少年的教育模式、活動或方法。

### 毋忘恩情 薪火相傳

與所有聖類斯舊生一樣，羅會長希望把聖類斯的傳統一代一代傳承下去。不少舊生樂意回母校關顧學生成長，陪伴他們生活，就是基於對學校的一份歸屬感。現在有不少舊生也回到聖類斯中學任教，平日可以在教員室看到他們的面孔。至於各校隊或學校組織，例如乒乓球隊、田徑隊等也不難看見舊生的蹤影。可見舊生希望把聖類斯精神教導後輩，薪火相傳。

除了香港有同學會組織外，在世界各地的舊生也常常聚首一堂，更有些舊生另立組織，負起召集當地舊生的工作。他們擁有同一信念，就是毋忘聖類斯的恩情。他們聚集起來的其中一個意義，便是每逢有聖類斯同學或舊生在當地需要協助，他們便可助他一臂之力，這就是每位同學在聖類斯感受到的兄弟情。雖然同學會與各地組織沒有直接關係，但羅會長深信所有聖類斯舊生也關心聖類斯未來。

### 同學會活動及服務一覽

耶魯大學宋氏實驗室研習計劃  
Father Deane Achievement Award  
升學及就業講座  
Sharing Session on CV Writing  
中五升學模擬面試  
Sharing on Financial Industry  
S1 Admission Information Day  
夫子盃乒乓球比賽  
聖類斯舊生盃足球聯賽  
Homecoming



同學會會長羅達智先生

梁凱博 五丁  
年資：五年  
職位：乒乓球學會主席

中一時，被當年的校隊成員鄧博文師兄挑選入隊。年幼時在父母鼓勵下，初次接觸乒乓球，繼而進入球會學習，故可說是從小便在乒乓球的薰陶下成長。

當年加入球隊時，校隊成績較為遜色，「一切由零開始」。可他認為，球隊整體的士氣不錯，隊員的關係良好，充滿熱誠。即使練習和比賽「一浪接一浪」，但他仍能於乒乓球訓練及學業間取得平衡，達到雙向的發展。



戴汶龍 五丙  
年資：五年  
職位：乒乓球隊隊長

因著對乒乓球的熱誠，使他由足球隊成員搖身一變成為乒乓球隊隊長，且全程投入。乒乓球隊為他帶來的一切，實在不少。他表示非常重視乒乓球隊這「第二個家」，有時練習完畢後還不願意離開。他擅長於比賽中面對對手的情況下，調節心理，盡力發揮水準。更重要的是，他十分享受比賽的過程，遇強愈強，且懂得從失誤中學習。



劉永濠 四丁  
年資：四年  
職位：乒乓球學會副主席

童稚時期的他，每天把課業完成後，均會找乒乓球教練進行練習，可謂「養兵千日」。每回比賽後，即使失敗也會以平常心面對。倘若凱旋而歸，他便會感觸良多，感覺他所付出的努力沒有白費。球隊日常訓練時，對球隊歸屬感甚深的他，亦會積極指導師弟，實踐「傳承」精神。



李志恆 三甲  
年資：三年  
職位：乒乓球隊隊員

加入球會後正式學習乒乓球的他，非常用心練習，望以改善自己不足之處，尋求更大的進步空間。除了日常訓練，他亦好於在空閒時抽時間練習。其父母均支持他在乒乓球這方面的發展。



陳彥略 二丁  
年資：兩年  
職位：乒乓球隊隊員

希望能使自己球技有所提升的他，毅然放棄一直熱衷的長跑訓練，決定加入球會。他年資雖淺，然而樂於失敗中汲取教訓，且尋求解決方法。與其他隊員無異，他擁有時間管理的能力，能夠好好分配時間於學習及球隊練習上，因而得到父母的大力支持。他更被其他隊員視為「明日之星」。



與友校進行友誼賽



林老師即席與同學進行練習





## 乒乓球隊人物剪影

### 乒乓精英 重返群雄

經過數年奮鬥的汗水交織，我校的乒乓球隊於學校、舊生的支援下，重回闊別數載的第一組別，證明我校乒乓球隊風采依然，卧龍伏虎，一鳴驚人。

#### 鄧舜祥醫生

鄧醫生一直熱心於母校大小活動，四年前聽師兄聯絡他時一口答應奮力支持，其後一直陪伴著聖類斯的乒乓球隊一步一步往上爬，原因很簡單－希望校隊由低谷反彈，重回當年的顛峰地位。因此，鄧醫生亦表示日後仍會繼續支持球隊的發展，使球隊更上一層樓。

小編：訪問後的一頓午飯，見到鄧醫生與隊員談笑風生，講學習、論將來，全無隔閡。



#### 葉偉明校長

校長對球隊成績固然滿意，皆因隊伍上下一心，盡力表現，發揮水準。校長希望隊員能夠從過程中學習，取得經驗，從而令自己成長；更希望球隊隊員能互相支持鼓勵，貫徹「快樂乒乓」的理念。

小編：能夠和一眾志同道合的隊友拼鬥，的確比勝利更快樂。



#### 林灝陽老師 乒乓球隊領隊老師

由前任領隊老師介紹進入球隊的林 Sir，本身亦是一位乒乓球愛好者。他認為打乒乓球時獲得的快樂比勝負來得重要，須抱著「不可能長勝」的心態出賽。球員應在比賽場上，發揮日常的表現，盡力而戰，從中擴展自己的進步空間。最令林 Sir 欣賞的，是球員均不會於練習期間「按電話」，以認真且尊重的心態進行訓練。他看見不少隊員均能於訓練及學業間取得平衡，他非常安心。



## 升級歷程 汗的付出

聰師兄剛擔任聖類斯義務領隊一職時，是球隊正處於中學學界港九區第三組別 (D3) 的時期。可經過四年的努力與奮鬥，現在我校乒乓球隊已在第一組別 (D1) 中佔一席位，成為全港九排列首十二名的學校之一。在這同時，亦證明了我校球員的實力，在沒有「明星」球員的情況下，自行訓練及打造一眾球壇新星，體現「不假外求」的傳統精神。

數年來，對聰師兄最具意義的，莫過於我校勇奪第二組別 (D2) 冠軍，象徵著球隊能重返第一組別 (D1) 的舞台，亦印證著我校隊員全力以赴的回報。他認為致勝之道主要有二：心態和策略。心態方面，球員竭盡全力，不管對手強弱，以十二分的拼勁「應戰」；策略方面，則是應對不同「打法」的對手時，派出相應打法的球員應戰及於賽前作策略分析及心理準備。

小編有幸一睹球隊練習時的情況，高年級球員拍拍鏗鏘、敲桌而響。低年級隊員卻面不改容，目光凌厲，仿如正在進行正式比賽，態度認真投入。此外，聰師兄亦為球隊安排不少友校對賽，務求使隊員有更多機會汲取實戰經驗。

## 打破隔膜 上下一心

相比起「梁領隊」，球員都較愛稱呼這位虎背熊腰的男士為「聰師兄」。小編於採訪期間，面前的他們不似是領隊和學員，而是打成一片同門而出的兄弟。此外，不少曾是球隊成員的舊生，也熱衷於比賽時到場打氣及出席慶功宴。現役球員則踴躍地協助自家舉辦的比賽（如夫子盃乒乓球比賽）。這都充分表現出我校乒乓球球隊成員（無論現役及歷屆球隊成員）對球隊有十分高的歸屬感。

## 堅持傳統 不假外求

每年學期初，乒乓球隊均會舉行選拔，對象為中一、二年級的同學。而擔任選拔評判這重任的人，正是現役乒乓球隊的全體成員。而球隊的日常訓練，主要由外聘教練帶領，提升球員的球技及應戰策略；聰師兄則負責安排與友校合辦友誼賽，及與林灝陽老師安排球隊的工作。聰師兄一直主張「不假外求」，認為球品及學業成績較球技重要。絕對不會為了爭取佳績，而「邀請」「強手」入校。因此球隊一直自行訓練，以師兄輔助師弟的傳承方式引領球員進步。

## 多方支援 展望將來

乒乓球隊的練習場地主要是室內活動中心及社區體育館。舊生會亦全力支援乒乓球隊的發展，例如：協辦夫子盃乒乓球比賽。不少舊生均會於比賽前回校替隊員進行指導，比賽當天亦會到場替師弟們吶喊助威。聰師兄十分感激為校隊付出及提供援助的人。包括學校、師兄鄧舜祥醫生、舊生會、歷屆隊員、領隊老師及一眾現役球員。

聰師兄寄望球隊能維持現有於學界的席位，並招攬更多球隊「新血」，壯大陣容。同時，繼續貫徹聖類斯乒乓球球隊的傳統及宗旨：不假外求，薪火相傳；品重技輕，無類而師。





# 乒乓球校隊專訪

文榮堃 中五乙



## 人物專訪 — 梁敏聰師兄

面對這位師兄，大概他在聖類斯中學畢業時，我還沒出生。可在是在次訪問期間，我卻沒感到絲毫尷尬、代溝，反而有一份親切感。或許就是他擁有的這份親切感，令他能順利帶領我校乒乓球隊由第三組別 (D3)，躍升至第一組別 (D1)，使隊員均以他馬首是瞻，打出一片天。

### 重回母校 源於熱愛

學生時期的聰師兄，受恩師黎德偉老師啟蒙後，開始了他的乒乓球生涯。當時的他，以作為聖類斯乒乓球隊一員而感到自豪，視之為榮耀。投身社會後，聰師兄的身份由球隊一員轉為業餘的愛好者及乒乓球總會的裁判。直至 2009 年，他獲當時校長吳多祿神父的邀請，重返聖類斯乒乓球隊，以義務領隊身份指導師弟。他指出，與當年比較起來，現時的球隊不論在資源或實力上，也比當年更勝一籌。唯一不變的，是聖類斯「不假外求」及學生懷著滿腹鬥心代表學校參賽的精神。



梁敏聰師兄(左二)  
攝於乒乓球校隊慶功宴



球員用心進行練習



## 雛鵲之初·可造之才

昔日在聖類斯中學就讀的鍾先生，不時在足球場上、籃球場上、乒乓球桌旁打滾，但還是較鍾情於畫畫，每每在班際壁報設計比賽中奪獎。然而，有藝術情操的人往往是神秘的，不只是在人眼中，在自己心中也如是。

鍾先生在中高時選擇了倍感興趣的物理。當時還未學會飛的他並不知道自己已是隻鵲，也不知道自己的路。有一次同學跟他說：「你有想過建築系嗎？」緣分就這樣來了。

當時建築系是門冷門科，但緣分來了，難道放它走？然而這是件難事。成績還是其次，這個系最看重面試和能力傾向測驗。藝術之才，幾何之力，觀察之能，都是「入學條件」。大學共六年的課程和一年實習，日夜顛倒，設計研習；畢業後通過一年的實習，才有資格報考建築師牌照。嚴謹的考試和面試，不是一次兩次便能過關。鍾先生一次通過考試，兩次後通過面試，已經了得非常。不知不覺間，他已化出羽毛，終成鵲鵲。

## 初出茅廬·尋壑經丘

七年的磨練後，總算走到日出之時。他第一步便踏進了香港建築界最具規模的工程師樓——何顯毅建築工程師樓，任職副建築師。但畢竟是間知名公司，以管理為主導而非設計，只對設計有興趣的他在這間公司工作了三年便請辭了，轉而入股加入一間小型建築師樓。然而，他在這所公司只工作了一年，原因是公司資源有限，甚麼事都要親力親為，當市道不景之時，自己還要「食穀種」，實在難受。離開後投身於另一間致力設計創作的公司——許李嚴建築師事務所有限公司。兩年後加入政府建築署，至今已工作了十七年。建築署的工程項目類型繁多，而且創意空間較大。這是在香港私人公司中難求的綠洲，也是鍾先生心窩中「較理想」之地。

沒錯，對一只鵲來說，這個綠洲是個「較理想」的立足之地，因為它的工作不再可能只是設計，而是要與行政部門處理行政事務，實際設計時間其實不多。有時候建築師只是有機會設計目前大半部分，後半部分由行政部門完成，最終作品變得怪不拉噠的。最好當然是「珠聯璧合」，但奈何只有「一時半刻」。然而，相比起一個不自由，或「一脚踢」的設計師，這確實是較理想的。世上無完美之事，這是鍾先生「較理想」的，也就是他「理想」的了。

## 敬業樂業·日理萬機

顧問、開會、函覆、監管和視察，都是鍾先生的工作範圍。「七成做合約，三成做設計」成了建築師的原則。每天朝九晚七，時有趕工連日，時要出埠辦事。

政府每年撥款予建築署作建設。當政府需要建設時，立法會會批予建築署工程項目，並視乎項目的重要性排期。一項工程的開點，建築師須根據法例作一個設計初步圖，給予屋宇署審批。獲批後，建築師便要為工程細節之處作施工圖，包括建築物用料、內部結構等，然後出標，進而動工，直至竣工，起碼花三四年。

為何他是鵲鵲？以功能出發的建築，鵲鵲也能設計出來。鵲鵲獨到之處就是將建築化成生命，賦予它靈魂；有思想的，有感情的，有價值的，有美感的。同時能腳踏實地，不弄虛作假。

鍾先生設計的和合石靈灰安置所正是個美麗的例子。這項耗資五億的工程於二零一二年竣工。安置所位於粉嶺和合石墳場，那兒環境清幽，鍾先生善用地理條件，營造一種花園式的平靜，安撫家屬的悲傷；庭院中有一個大水池，人看著水中的臉龐，洗滌心中雜念，平復心中的波濤；另一面有一個層層下陷的草坪，象徵著輪迴轉世，望著它，深信先人已投胎成陌路人，只能懷著一串思念歸去。四萬三千個靈灰安置位被條木外牆保護著，在遠處若隱若現的，化解村民不安的心，化造酣暢之境；化實和上香的都在低座大樓，這確是打破了傳統，但問誰甘心打破先人的香夢？只是走幾步而已。

## 似水流年·百感交集

「做設計不能盲目跟風，而是要推高一步。」這是從事建築師二十載的鍾先生所說的。「做設計最令人陶醉的地方就是站在邊緣，嘗試新事物的快感。」設計需要創新，令完成了的產物帶來不能言喻的滿足感。抄仿別人，總是良心不安，不論在製作中有多苦，也毫無滿足感，因為那只是為客戶生產的產品，你如同工人。

鍾先生現育有一子，亦愛繪畫，小少年紀便能畫出絢麗的彩繪。不知這是否遺傳於父呢？若是，他日必成另一隻鵲鵲。



# 鵲巢

陳思沛

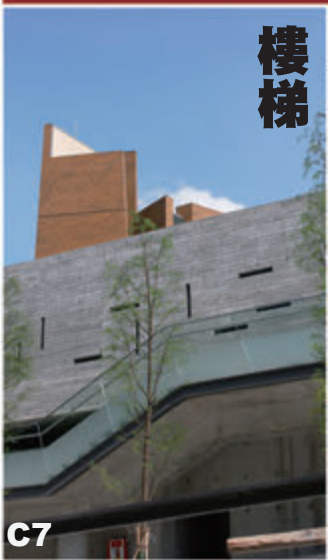
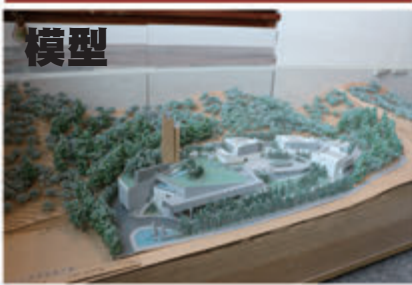
中五戊

## 舊生專訪——鍾鳴昌先生

鳩鵲從不為自己築巢，只會佔居於鵲鵲所築的巢。這非鳩鵲的霸道自私，而是鵲鵲的寬宏大度。從前，人類也是如鵲鵲自建茅廬；現在，築巢的責任落到會築巢的人身上，然後以買賣交易互利。這不能責怪不會築巢的人碌碌無能，只是會築巢的人卓爾不凡罷了。

現在的巢，可以容納兩三戶、過百戶、甚至過千戶；可以是私人房屋、大眾設施，甚至是一個都會。面對如此浩大的工程，不同能力勝任不同的崗位。用臂力一枝一木建築的是家雀，用腦力一絲一點創建的是鵲鵲。我們的校友鍾鳴昌先生就是後者了。







與家長交談十分有用。另外，為應付前線急速的工作，我經常協助兩位副校長在短時間內編撰和校對文件。由於很多文件需即時對外公佈而不能出錯，故此用字和內容的鋪排要十分精準。在這種緊湊的環境下，正正提升我的中、英語水平和培育我做事認真的態度。

二零零六年八月，我在校務處工作了兩年，剛好大學畢業，準備尋找理想的工作——中學數學教師。恰巧地，聖記於來年有數學教席空缺，白副校長鼓勵我不妨留在聖記執教鞭。對於校方來說，她本可聘請一名經驗豐富和學歷高的人填補空缺。可是，她竟然讓一名剛大學畢業而完全沒有任何教學經驗的黃毛小子進入課室教書，這種安排以當年講求問責的大趨勢下是十分難得的。過了這麼多年，我衷心感謝當時校方對我的信任。

初執教鞭，心情緊張，經常出現「哈碌」的場面，例如運算錯誤或用字不當等。感謝學弟們對我的包容，仍能乖巧地參與每一節課。為了提升教學效果，我經常請教初中數學科科主任黎德偉老師。感謝前輩黎老師給予我很多切實的建議，令我獲益良多。

除教學工作外，我有幸能與多名學弟參與數個由校方牽頭的境外遊學團，包括前往澳洲玩浮潛、愛爾蘭和英國環島遊、高雄大露營、北京和武漢作歷史考察。參與遊學團令我學會出發前預備妥當行政工作、在旅途中處理突發事情和與學弟協作處理行程安排，這一切的經驗都是在課堂教學學不到的，對提升危機處理的技巧十分有用。除了參與上述遊學團，我和一眾老師閒時一起旅遊，例如前往珠海浸溫泉、在佛山參觀名勝、在澳門品嚐美食和於深圳書城購買勵志書

籍。我很珍惜與老師真摯的友誼，能在工作以外同舟共濟遊遍大江南北。

童軍生活是我在聖記不可或缺的一部份。感謝舊生領袖們多年來與我並肩作戰，透過舉辦不同活動培育學弟們成為出色的童軍，為旅團和學校服務。同時，近年本旅成員在公開比賽屢獲殊榮，領袖們無微不至的教導和成員的努力是備受肯定的。除了籌備活動和參與比賽，領袖們亦是我的知心友。二零一二年中，由於在一些事情的安排上與校方的處理手法不同，那段時期是在我聖記工作感到最困難的日子，整個人變得消極和心情煩躁。領袖們遂與我出埠散心和開解我，令我不再鑽牛角尖。

二零一二年九月，校長葉偉明博士加盟聖記，為聖記添上新的氣象。感謝葉博士的提攜和副校長勞志榮老師的分享，令我慢慢走出年中的陰霾，重拾工作的動力。同年，我的中學好友陳駿傑成為本校老師，我與他互相幫忙，一起把事情辦妥和分享教學心得，令我的工作變得更愉快。

去年年底，我很榮幸當上了教師會會長一職，成為老師與校方之間的橋樑。上任至今，校方、多位神長和老師們都給予我很大的支持，在不同事情的安排上作出協調，從而令我在工作上更得心應手，把校方和老師的關係拉得更近。同時，感謝四位教師會的幹事默默付出，與我把教師會的會務辦理妥當。

曾有人問我，怎樣可以在這十年很有衝勁地把千篇一律的教學和文件工作辦好而不覺沉悶？我想答案很簡單，就是對身邊的人和事保持新鮮感、多嘗試在千篇一律的工作中尋求突破和保持樂觀的心態，這樣便可令自己感覺每一天的事情都是新的挑戰而盡力把他們辦妥。

人生就像電視劇，自己擔當了主角和編劇的工作，每天都博盡，從而令自己的生活不會枉過。願天主繼續保守我，好讓我在聖記活出更多個精彩的十年，為聖記寫下更多精彩的歷史。

蘇老師與陳駿傑老師中七時期的合照  
(攝於2003年2月)





## 2004 11月

初入職時的職員近照



## 2007 9月

在聖記工作了3年的職員近照



驀然回首，我在聖類斯中學（下稱「聖記」）服務了十年。感謝校方頒贈十周年長期服務獎給我，以肯定我多年來的工作。回看十年來的經歷，彷彿在觀看一齣「電視劇」，情節緊湊動人，令人百看不厭。

二零零四年八月，當我完成了大學一年級的課程，輾轉從友人口中得知聖記於新學年聘請兼職行政助理，旨在協助校方處理行政工作。那時入世未深的我，連求職信和個人履歷表都沒有，便充滿傻氣嚷著要自薦，幸得兩位前副校長白耀燦老師和譚敬齡老師的器重，我

## 2005 8月

早期校務處職員的合照

很快便被錄用了。

以當年的際遇，對於我這種大學生來說是相當不錯的。每星期只需值班一天半，遇上大學考試更可申請休假，於試後補回上班的節數，從而不會太影響學習的時間。另外，每月支薪穩定，獲取的薪金能應付交通費用、書簿費用、入住宿舍的費用和玩樂的費用。這比

起一般大學生擔任私補工作，舟車勞頓和收入不穩舒適得多。

入職初期，我被編配在校務處工作，那兒真是名副其實的「木人巷」，兩年的訓練對我日後的發展奠定重要的基礎。





# 在聖類斯的每一天 ——第一個十年

蘇浩賢老師

2009 5月

與一眾老師往中山旅行



2014 1月

「十六旅」多年的摯友

2014 4月

與「十六旅」現役成員的聚會

2011 8月

歷史考察團

在校務處工作，首要克服的挑戰是學會有效地接聽電話。對於完全不諳學校內部運作的我來說，如何回答來電者的提問或投訴的壓力是非常大的。感謝校務處同事的幫忙，我用了兩個月的時間便慢慢學會接聽電話的技巧，這種磨鍊對於我日後







他們就這樣過了半年多，嚴厲的訓練或多或少使他們技能提升了，但更重要的是，心態是否已經調節好？領袖及訓練員的憂慮在他們的努力表現下一一消除。再一次證明，參加嘉爾頓錦標賽少不了堅忍與耐勞的精神。

俗語有云：「創業難，守業更難。」他們能否保持堅忍與耐勞的心態去迎接緊隨的賽事才是至勝的關鍵，結果不負眾望，他們奪取了以下的獎杯：

二零一三年十月十九日至二十日—港島地域賽，十二隊之中，狼小隊成為全場總亞軍，更獲得營地建設、繩結及先鋒工程和原野及營地烹飪三個分項獎。

二零一四年四月十九日至二十日—嘉爾頓錦標賽，十五隊脫穎而出的勁旅之中，我們十六旅的水牛小隊終於重奪冠軍殊榮，更取下野外挑戰、營地烹飪及營藝三項單項冠軍。

雖說區賽才是最艱辛的，但他們其後的路亦並非康莊大道。若果要用一詞去概括，我想應該是磨「煉」。

「磨」可引伸作消耗時間。嘉爾頓是一場持久戰。兩個星期一個日營、一個月一個訓練營、平日各項目的訓練，再加上校內的功課作業小測考試，真使人應接不暇，還未計算課外活動呢。無錯，是耗時的，但並不是浪費的，更不是虛度的。他們帶着共同的目標去完成口中、手中、腦中的承諾、事項、計劃，一同仰望那甜美的果實。總比漫無目的地回校、行屍走肉地生活好。周星馳有云：「沒有夢想的人跟鹹魚有什麼分別？」

「煉」，顧名思義，指提煉、昇華。隨着一路上的晉級，總不能原地踏步、不思進取，這是小孩子也能參透的道理。有見及此，一眾參賽隊員力求改進，精益求精，凡事也要華實兼備。在這大前提下，進步如何？容我舉兩個例子說明。當你以為露營膳食只為飽肚時，他們已烹調出精巧細緻的小籠包；當你以為露營住宿但求「有瓦遮頭」時，他們已能打造三房一廳的舒適營區。當然還有不少令人嘩然的事，恕我未能一一盡述。由此證明，成敗着重於堅持，質素首重於對自己的高要求。

我相信某部份人會說這是一眾領袖及訓練員逼出來的成果，沒什麼值得驕傲。若果這是對領袖及我們這一班訓練員說的話，這未免太抬舉我們了。須知道，如果他們不願意，任我們使出渾身解數也強迫不到；若果這是對參賽成員說的話，那便是一種侮辱。事實上，嘉爾頓錦標賽愈到後期，訓練員的介入便愈少。參賽者要自己安排訓練、自己檢討、自己處事，領袖極其量充當幕後角色，成敗與否盡握在參賽者手中。十六旅的嘉爾頓並不只是要訓練冠軍，而是要令他們成長，成為處事獨當一面的學生，得到的是終身受用的知識及技巧。

我相信，嘉爾頓並非只是一個比賽，更是一種精神。一種複雜的、堅忍的、盡善的精神。每個人也要重拾這個信念，尋回對自己的要求，尊重自己才能受人景仰，充實自己才能豐盛人生。

港島地域賽—狼小隊：

黎俊軒（隊長）、楊仲賢（隊副）、陳偉傑、梁家俊、孫德希、符永博、黃凱威

嘉爾頓錦標賽—水牛小隊：

黎俊軒（隊長）、陳偉傑（隊副）、李承灋、梁家俊、孫德希、符永博、黃凱威

三年前的他們，傻兮兮的；現在的他們在同輩眼中顯得老練。很快，新一輪的訓練即將開始。昨天的我，今天的你。傻兮兮的小子又會訓練新一批更傻兮兮的小子，川流不息，一屆接一屆，一代接一代。

這就是十六旅生生不息的傳承，這就是一場永不結幕的表演。





# 磨「煉」與堅持 十六旅重奪嘉爾頓錦標賽冠軍寶座

郭穎圖 中五戊

兩年一度、為期一年的嘉爾頓錦標賽分為區賽、地域賽及總會賽。考驗內容包括野外挑戰、團隊機智及各類童軍技能。這項童軍盛事每屆也吸引眾多旅團參與，最後只有十五隊能晉身總決賽，角逐殊榮。

這些年，嘉爾頓錦標賽帶給本校十六旅有笑有淚的寶貴經歷。笑，莫過於成為全港最佳小隊，為旅團贏得榮譽，使十六旅的名字牢牢地刻在歷史上，肯定長久以來各成員的付出及努力。淚，當然是上一屆的落敗，失去了全港第一的美名，無法衛冕。旁人會安慰道：成敗得失別看重。然而，他們不是因為失了冠軍而流淚，而是因為他們覺得自己辜負了背後的一班人，因為嘉爾頓錦標賽從來不只是一隊人的事，而是一旅人的事！

二零一二年十二月二十三日，多名童軍被召集到童軍室中，不同資歷的訓練員聚首一堂，細細觀察這群新血。當天領袖的一番話勾起了我們的回憶……「大家好，你們是由隊長提名，經嚴格挑選出來的十四位童軍精英，但是，我不得不告訴你們嘉爾頓錦標賽是辛苦的、是費時的、是認真的，如果有哪一位不能承受艱辛的訓練，可以轉身離開，沒有人會怪責你。」堅定與疑惑的眼神錯綜複雜地交流過後，領袖笑言：「沒有人走？那就記住你今天決定留下的原因吧！」隨即把十四人編入兩個小隊。

眼鏡蛇小隊：

黎俊軒（隊長）、楊仲賢（隊副）、陳偉傑、黃宇森、孫德希、符永博、黃凱威

牡鹿小隊：

鄧梓豪（隊長）、林澤峰（隊副）、吳晉鋒、梁家俊、李承澧、郭耀忠、藍鎮軒

錦標賽的序幕悄悄地揭開了。

二零一三年八月三十一日至九月一日—西區區賽，六隊之中，眼鏡蛇小隊榮獲冠軍，而牡鹿小隊亦取得亞軍佳績。

與其觀賞他們的演出，倒不如窺探一下他們在後臺的準備吧！歷屆參賽隊伍也說區賽是最艱辛的。爭物資、爭地方乃每日常事，兩隊之間的爭吵不下百次，再加上基本功不足，每次的訓練也被罵得垂頭喪氣。每次的訓練營，飯也煮不熟、事工又未能完成，結果捱罵收場。





## 嘉爾頓錦標賽冠軍 - 港島第十六旅童軍團

### Buffalo小隊

黎俊軒(隊長)、陳偉傑(副隊長)

隊員：符永博、孫德希、黃凱威、李承灋、梁家俊

### 獎項：

嘉爾頓錦標賽總冠軍

分項冠軍：

- 營藝
- 野外烹飪
- 野外挑戰





總編輯：洪遠皓 陳思沛

副總編輯：  
王成鴻 文榮堃 張聖嘉

編輯：  
梁家樂 謝子維 羅健威  
廖宴鋒 蒙桌晞 陳冠豪  
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何偉良老師 王寶珊老師

資訊科技支援：  
鄧瑞祺先生  
黃安華先生

## 《總編輯的話》 陳思沛 緣分

眼簾下的夕陽，令人感慨萬千。看著緣分將盡，依依不捨，唏噓不已。

猶記得去年，洪遠皓同學邀請我一起擔任《博藝》總編輯。那一刻我有點猶豫，究竟我的能力能否勝任這個職位？最後我決定接受挑戰，這大概就是緣分的牽引吧！

漸漸地，我發現這是個不賴的工作——能用宏大的思想進行創作。總編輯的名銜只是多了個「總」字，蓋著「總」字其實也是編輯，壓力並非想像般大。我最愛的是費盡心思、耗盡時間的排版工作，這項由零開始的任務使我非常滿足。

第一輯《博藝》在二月底出版，我愛不釋手，已熱切盼望製作下一輯了。可是，第二輯的文章在期考前截稿，所以期考後只有數日的時間排版，實在令人喘不過氣。定稿送往印刷廠的那天，如暴雨後黃昏，紫霞在夕陽前聚散。回憶過去，察覺原來已屆緣分的盡頭，「留下只有思念，一串串，永遠纏」。

## 《總編輯的話》洪遠皓

時間像一把握在手上的沙子，無論你如何牢牢抓緊，它仍然會不受控制地迅速溜走。

「啊！這樣又一年了。」我們總會對時間流逝的速度太快、錯失的光陰太多而發出慨嘆。本學年已屆尾聲，究竟自己有否後悔擔任《博藝》總編輯及扶輪社主席？製作一本《博藝》要兼顧的事情比預期多，除了寫稿、收稿，還有與時間競賽的排版工作，再加上兼任扶輪社主席，忙碌得不可開交，分身乏術。一度出現失落、不安、煩躁及想要放棄的時刻，但是每當我想起最初決定辦《博藝》是爲了圓夢，想到一衆好兄弟和我並肩作戰、克服困難，頓時一切煩惱煙消雲散。

本人在此由衷感謝一衆勞苦功高的編輯、盡心盡力的顧問老師以及對我們不離不棄的讀者。亦藉此機會感謝扶輪社對我的包容和帶給我的一切，願我們未來的路有更好的風光。這一年來，我們辛苦了，同時我們成長了。願我們都無忘初衷，共勉之。

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