

ST. LOUIS SCHOOL

ALOYSIANS

VOLUME 50 No.1

NEW VICE PRINCIPAL INTERVIEW || POLICY REVIEW
TUTORIAL CLASS ISSUE || SCHOOL ORGANISATIONS
SLS SECRETS ISSUE || NEW TEACHERS INTERVIEW

By Aloysians Editorial Board, St. Louis School in March, 2019

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SCHOOL POLICIES



The Aloysians has received students' enquiries regarding different school policies.

We have selected four most concerned policies and asked the school to respond. They are the advancement of school time, tuck shop queuing issue, summer time table and questions related to teachers' hiring procedures and support given to them.

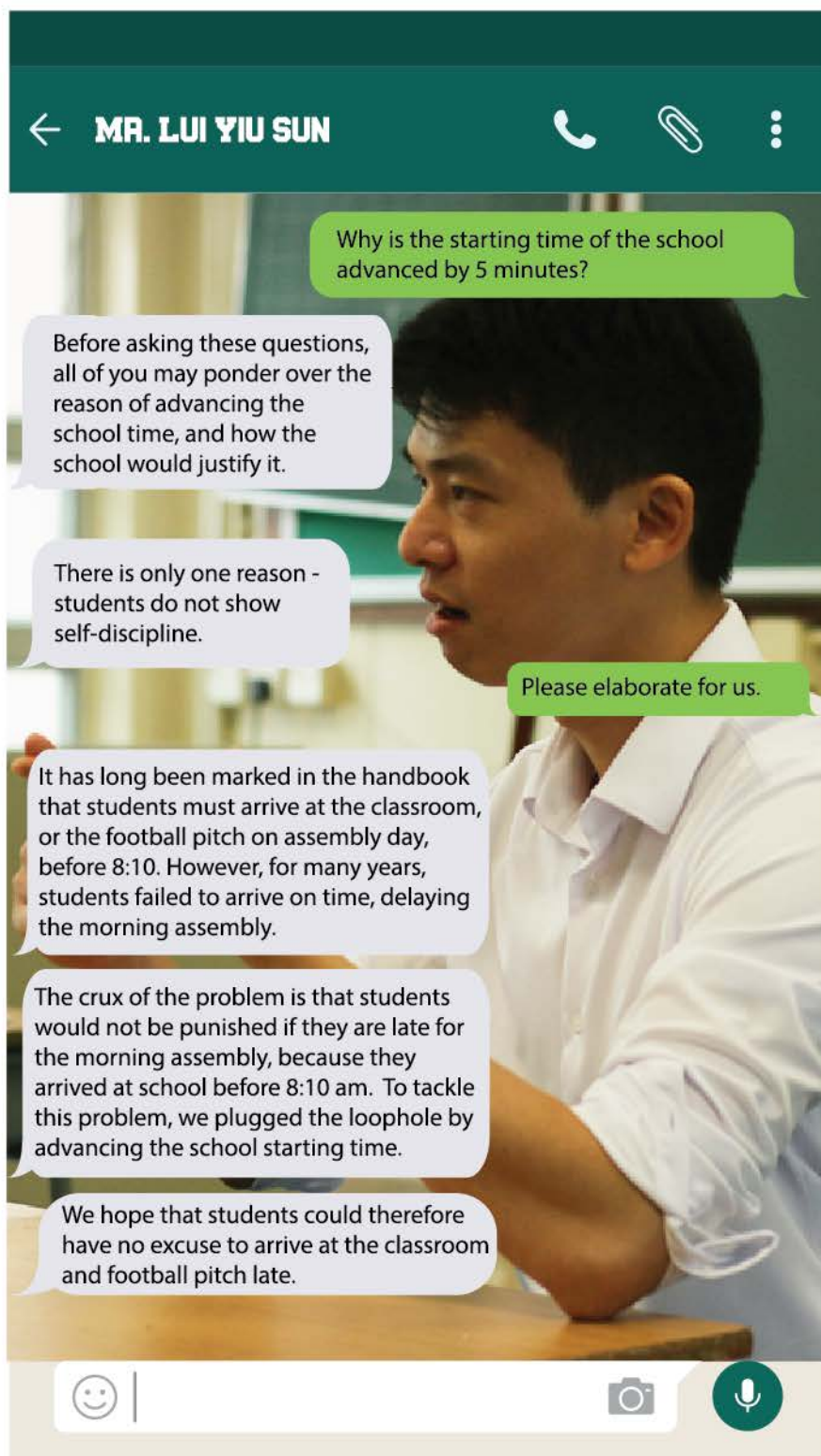
School representatives responding to the above questions are Fr. Matthew Chan Hung Kee, Mr. Yu Lap Fun, Mr. So Ho Yin and Mr. Lui Yiu Sun .

Interview:

Chan Chun Ho | Lee Cheuk Kit | Ip Ka Kit

Drafting:

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← MR. LUI YIU SUN



Why would you advance the school starting time, but not postpone the assembly starting time, to tackle this issue?

There will be latecomers if the school starts at 8:10. Similarly, there will be latecomers if the school starts at 8:05 or 8:15.

However, students should have self-consciousness that being late for school is wrong, and arriving at school on time is necessary.

They should expect themselves to do it. Moreover, we should focus on whether the rule is reasonable or not. Even if students live distant from school, I still believe that the new starting time is reasonable. If the school starting time is advanced to 6:00 a.m., I would say it is unreasonable.

But, it is not the case now. We should never just focus on our personal interest, but focus on the group interest. Following the school rules is actually beneficial to students. Students should understand that this is essential to their personal growth.

This is something I want all readers to think about at home.

Some students complained about the short accommodation period. How would you respond to this?

This is illogical. Imagine that you were an employer, and your boss required you to arrive 5 minutes earlier, would you complain about the accommodation period?

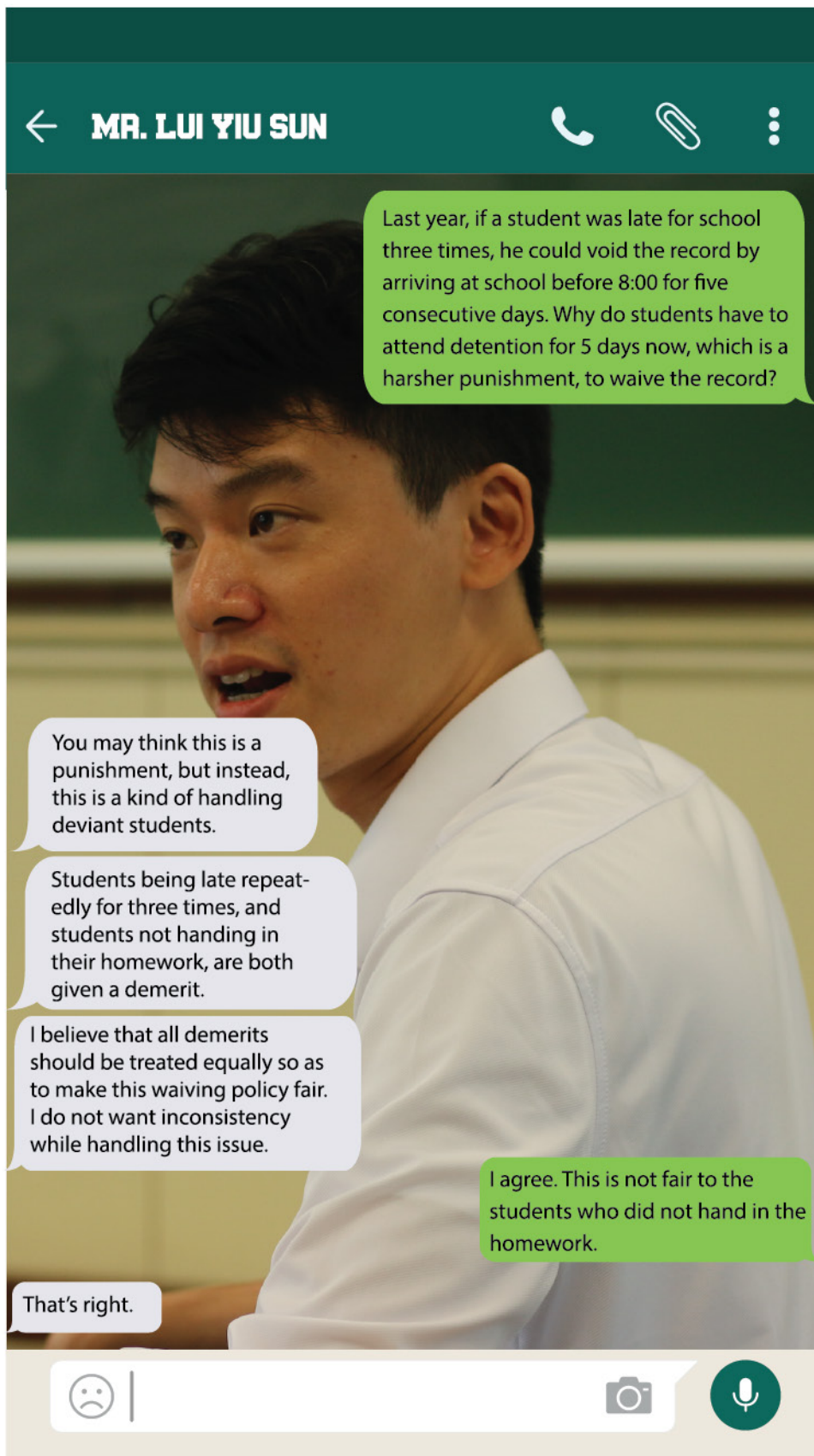


Mr. Lui also stated that the number of late students did increase during the first few weeks after we implemented this new policy. But in November, there were only about 10 students late per day. The number dropped in comparison to last year.

Mr. Lui would also like to remind all students that, only if their parents call us (the school) and inform us (the school) that they will be late due to uncontrollable circumstances, AND write to us in the handbook (Parent's correspondence - Message to school), with clear explanation. Then, we (the Discipline team) will officially study the case, and if we (the Discipline team) find out that they are not responsible for that case, we (the Discipline team) will waive the record.



Mr. Lui also responded to the delayed distribution of demerits situation to those who were late for three times, stating that, "the first thing they should've done was to find me personally. And then he should've attended the detention on Day 1,3,5,7. Moreover, he is the one being late for school, and should follow the detention rule, for which he is responsible."



TUCK SHOP QUEUING ISSUE

What measures are the school currently practising to stop students from jumping the queue?

Firstly, there are teachers on duty. Students should find those teachers for help if they witness any problems. If this is a constant problem, those teachers would have noticed. For disciplinary team, we have prefects on duty too but as prefects are chosen amongst students, they have limited power.

I have received some complaints about students jumping queue recently. As disciplinary master, I inspect the situation regularly. However, this is a MORAL PROBLEM attributing to students who are moral-deficient. Therefore, we have to educate rather than punish them.

Having said that, punishment is necessary in the short term. Nothing could be performed efficiently without punishment, right?

We have teachers on duty outside the tuck shop. We will educate, instruct and remind students about queuing. As the vice principal, I will monitor the situation in the tuck shop. I will stand in the front of the queue to remind students. We took this issue very seriously, and will take action. I know that the disciplinary master has already reminded the school to pay more attention to this issue.

How would the school solve this problem in the long term?

Firstly, through education, we will explain the cons of jumping queue to students. Our school has teachers responsible for Moral, Civil and National Education and they will handle this issue. Secondly, we have discussed it with the tuck shop supplier, VITASOY, to find out reasons. In our discussion, we have

spotted one concern - the not-so-efficient cashier who may need to handle a sudden soar in number of students during recess. Now, the tuck shop accepts octopus transaction, instead of cash, to improve efficiency. It is hoped that this would shorten the queue and solve the problem.

Will the school increase the number of teachers on duty outside the tuck shop? Will the school station more senior prefects outside the tuck shop?

We will take these suggestions and see how they work.

The tuck shop continued to sell their food even after the bell rang. How would the school tackle this problem?

We will look into this.

There are times that prefects are not present outside the tuck shop. Any comments?

I will look into this issue. I admit that some prefects may not always show up on time. I believe that is because some prefects are less devoted to our association. Moreover, some prefects have been engaged by their subject teachers, and thus cannot perform the duty as planned. In the meantime, I have been deploying more prefects outside the tuck shop to monitor the situation.

What will the school do when they see students jumping the queue?

Punishment. Demerit is never a solution. It is not a weapon. I don't know how to answer you. I will work on developing a culture that helps foster self-discipline.

I admit that there is currently no policy right now. Before answering you, I have to seek consensus from different departments. I promise I will study this thoroughly.

SUMMER TIME TABLE

In the eighties, school started at 7:50 a.m. Each lesson lasted for 35 minutes, lessons started at 8:00 a.m. and ended at around 1 pm, with two recesses but no lunchbreak.

1980s

In 2003, lunchbreak was added to the time table, and school ended at 2:40 p.m.

2003

In 2007, each lesson was extended to 55 minutes. In May, lesson was shortened to 45 minutes, and school ended at 2:30 p.m, which is the current timetable.

2007

What is the purpose of having the summer time table?

Summer timetable can spare more time for students to take part in oral practices, house competitions, practise for drama competition. They will also have more leisure time to play ball games after school, which will develop their sense of belonging to the school.



1990s
In the nineties, an extra lesson was added to the time table, and school ended at 1:25 pm. Students could join activities organised by the school, such as joint school debate competitions and inter-house competitions.

2006

In 2006, we started using cycle rotation instead of weekly rotation. School ended at 2:40 pm as before.

Some students dislike the summer timetable, saying that the lunchtime is set too early. Will the school consider cancelling the summer lunch break, and letting our students leave the school an hour earlier? Or would you reschedule the lessons to 3+3 instead of 2+2+2?



Students can express their opinions in forums organised by the Prefects Associations or compose letters and emails to me or Mr Fong. We also hope that the Prefects' Association could reorganise student forum for students to comment on school policies.

Our school adopted several different types of schedule in the past. The school is willing to adopt a different schedule in the future to enhance learning and teaching efficiency.



If teachers conduct supplementary class at weekends due to the shortened lesson time of the summer timetable, would there be any impacts on students?

Does the school have any new plans about the winter and summer timetable in the future?

The school has not had any discussions or decisions about the time table since 2016. In the academic year of 2016 and 2017, we discussed adjusting the lesson time. One suggestion is cancelling the summer timetable. We had a heated discussion but did not reach a consensus. Any idea that will enhance teaching and learning will be considered.



The decision is up to the teachers. But if the teaching and learning progress of supplementary classes is good, organising supplementary classes would be conducive to learning. For example, students tend to be more focussed in supplementary class at weekends and school holidays, because they are not affected by other lessons. Generally speaking, it increases learning and teaching efficiency.



Would the school consider setting up a channel so that students can express their opinions on this issue?

HIRING TEACHERS

Has the school investigated why there is an increasing number of teachers resigned in the recent years?



I do not think investigation is needed because when teachers resign, they submit resignation letters, which include the reasons why they leave. I have asked most of them to stay but it is up to them to make the final decision.

How will the school guarantee the teaching quality in the future?



The school has teachers' appraisal and lesson observation, as well as lesson planning with teachers together. These ensure the teaching quality matches the school's expectation. Of course, for new teachers, the school gives them time to adjust themselves since they might have come from schools with a different culture.

Some alumni, teachers and students have raised concerns over some school affairs on social media. How would the school handle and respond to this?



Teachers resigned mainly because of their own future, I would talk to them about their own development. It's a pity that some experienced teachers wanted to leave. The school would try to persuade them to stay as students' benefit is our top priority. We will try our best to retain experienced teachers.

There are rumours. Some people use social media in an attempt to get what they want. I do not think I would respond to every rumour or request posted on those social media. So, I would not put my opinions on social media and argue with those people since I do not know who they are and what they want. But if they would really like to help with the school's development, they could approach me in person.

What were the difficulties regarding human resources faced by the school in the past few years? Some teachers have been asked to teach the subjects that they are not actually familiar with.



I do not think that the teachers could only teach one subject. If they have the ability to teach other subjects, they could be assigned to teach those subjects. Before assigning them to teach particular subjects, I would consider whether the teachers have the qualifications.



I would suggest students reflecting their opinions to teachers or to me. I am willing to listen to everyone's opinions.



What are the criteria when hiring a teacher?

One of the reasons is that when there is more than one teacher teaching one subject, they can support each other. And if problems arise, the principal can support the teachers. By the way, the school will not assign teachers with inadequate subject knowledge to teach.



They should have a relevant degree and training. They should also fit in the culture of our school. These are very basic requirements. There are some more selecting principles: their teaching philosophy, experience and personal attributes.



What are the criteria of the allocation of teaching duties?

One of the difficulties is that it is hard to employ high quality teachers since the number is limited and we have to face competition with other schools in employing them. Teaching assistants are also hard to employ due to the rising demand.



Normally, the school would not ask new teachers to teach classes of S.6 since they have limited lesson time. I would also ask the vice principals and the teaching team about their situations. Besides, the school would consider if the allocation of new teachers helps them get exposed to different forms. This is also why usually more than one teacher is assigned to teach one subject. It helps the school arrange the appropriate timetable



What are the criteria of the selection of interviewees during the process of employment?



We mainly have 3 criteria upon employment of teachers: capacity, which is their own ability; character, which is their ideology of teaching; attitude, which is the way they interact with students.

What is the ideal number of lessons for teachers in one cycle?



I think the lesson time actually depends on the style and teaching mode of teachers. Although some teachers teach the same subject of the same form, different teachers spend different amount of time on teaching that subject to bring about the optimal results.



It also depends on students. If students try their best to answer the questions correctly when doing homework and hand in their homework on time, it would take less time for the teachers to collect and mark assignments.

There is an unequal number of lessons distributed to teachers. Some teachers may have less time marking assignments and doing preparation work, Is there any reasons for such an arrangement?



I think it is not correct to say that teachers have too many lessons and that because of this, they do not have enough time to mark assignments. Perhaps in one day of each cycle, some teachers have quite a lot of lessons, but it can be seen that on the other days, those teachers have only one to two. So on average, teachers should not have the problem of having too little time on their preparation time and marking assignments. If a teacher has many lessons, there must be an agreement between the school and the teacher.

Currently all teachers have less than 30 lessons per cycle. I personally believe 25 lessons per cycle would be the ideal number of lessons. The workload is different for teaching different subjects, such as teachers teaching science and languages have to pay different amount of time and efforts while marking students' homework. But reducing teacher's workload can undoubtedly increase productivity.



Some teachers are required to teach multiple subjects, some of which they might not be even familiar with, affecting teaching schedules and, potentially, the grades of students in class. What are the motives behind, and what will be done to resolve it?



If the school has more capital, the school can employ more teachers. Teachers undeniably have difficulties in dealing with discipline problems. We have considered to allow teachers to focus on one subject, but human resource is a limiting factor.

Does the school use any measures to retain quality teachers?



The school does pave the road for teachers and see if they are willing to stay. There were teachers who had got a promotion, but they chose not to stay. The rumours about the school setting barriers to retain teachers are not true.

How would the school deal with complaints regarding the quality of teaching in aspects of the vision of teaching and hiring requirements? Should they be modified?



The school has to run in accordance with the contracts, so it is not easy to ask teachers to leave a school. If some teachers are really not suitable to teach or up to the standard, the school will offer help and find out the problems.



Students should cooperate too. Since unmotivated students are not willing to learn in lessons and they may affect the learning atmosphere. If the problems cannot be solved by the school easily, the school will see whether professional training can help.



It is difficult for the school to assure that all new teachers are suitable for the school since some aspects of the teachers cannot be shown during the interviews. But there are probation and different measures to monitor the quality of teaching. In every school, there must be some good teachers who do not share the same values with the school.

Mr. Barry Chan & Ms. Vivien Ng's Wedding

~ 2018/12/01 ~



CLUB

Starting your own club?

Written by Ng Ho Pang



(Outdoor Activities Club - army provision sampling)



(Outdoor Activities Club - summer activity)

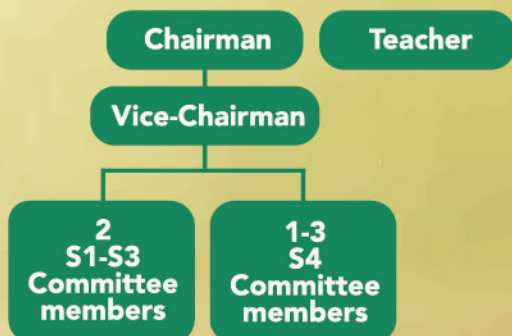


(Outdoor Activities Club - christmas activity)



(ACG Club - JCE)

Structure of a club




Have you ever thought of being a founder of a club in school? The current clubs of our school may not be your cup of tea and you may want to organize a very different club on your own. But how? Read on.

In one S4 GE lesson before the final exam, Mr. Chong Wing Kit will invite some interested students to fill in a form. That means you have to be a S4 student if you want to establish a club and you'll have to find your committee members and a teacher advisor. In the application form, you need to plan different activities that your club will hold next year. There will be a proposal which includes two to three program plans of activities and budget plan.

If the application form has been approved, the chairman of the club is requested to attend a 2-day training workshop in which skills of organising and leading an activity will be taught. As the chairman is a leader of the club, he will also learn to assign jobs to his committee members and maintain good communication. In the workshop, future leaders are not only taught with different skills but also time management, that is, how to strike a balance between club affairs and your studies. In the previous 2 years, there was also a training camp for all club chairmen and elected committee members. In the camp, they could meet others chairmen to share experience and learn how to cooperate.

GUNS ARE WHAT BOYS LL Y — —



Outdoor Activities Club (OAC) Chairman: Kan Yu Hin S5B

Boys are restless and active, Kan is no exception, and that's why he is in this club. However when he became the chairman of OAC, he started to worry if the members of OAC will be tired of the activities. Nowadays, boys are not willing to go out and meet new friends face-to-face, but they decide to meet online through games. Holding an activity that will hopefully motivate them to go out. But it would not be easy. Kan, as a new chairman of the club, first thought that the proposal submitted to the Student Activities Association was a big challenge to him as he didn't know how to handle the procedures behind organizing an activity such as writing a proper circular, promotion skills like making an announcement or putting up a poster. At last, he thanked the fellow old boys who gave him a helping hand whenever needs help.



ACG Club, Chairman: Wong Ho lam S5D

Words from the Chairman:

"ACG club had been "dead" for the last three years until I came across the Chairman of ACG last year. The ACG last year revived with a great success and I don't want to let them down so there's huge pressure that I faced. Also, I found it quite difficult to distribute workload to other members, as a result, all the work just ends piling up on my desk. I am new to the SAA system, so I am confused sometimes thinking about how I should organise an activity. My mind always swirled before an activity and I finally discovered that the schedule was a mess and ended with insults and complains. It's pretty hard to face disappointment. The last dilemma is that time is not enough for me. As an S5 student, time is barely adequate to do revision, not to mention planning activities. That's why I desperately asked for help."

And when talked about the "toxicity" of the club members, he frowned. "We, ACGers, will never fall to personal attack. We fall, get up and move forward. I know the path is tough but we'll keep moving forward. We are following our path, and we know it will be all right. Regardless of what they have said, we will never care but focus on the future road ahead. If we fight back, that means we are as shallow as they are. So, let them say that we are toxic. We believe the silent ones will win." After his sharing, I started to wonder why students comment this club as "toxic club". They are just a group of students who gathered for the same obsession. They are just like any other clubs who are passionate about their interests.

Now, do you know more about how to start your own club? Being one of the committee members of club means you are ready to devote to the club. Your chairman passed this club to you and would you take on the responsibility and pass it on to the next generation? This is what we call "inheritance".



PROCEDURES FOR VOIDING DEMERITS

Once you break a school rule in our school, you will be asked to reflect upon your wrongdoings and think of ways to improve. In these cases, other than being told off by your class teacher, you may also receive a demerit.

However, in our school, in line with the principle of preventive education by Don Bosco, the demerit could be voided through demerit-voiding procedures stated as follows:

Take lateness as an example, you will first be scolded by our discipline master--Mr. Lui. Then, you need to explain why you are late. When you have been late for than three times, you will be given a demerit. You will get two copies of "Deviant Behaviour form" in yellow - the "yellow paper". On the backside of the paper, there will be clear instructions for voiding your demerit. And there is a duplicated copy of this yellow paper for parents' signature so that your parents are informed. This copy will notify your parents the dates for detention classes. Then, you have to hand it in to discipline teachers of your form. You must be punctual for the detention classes on day 1,3,5,7 until you have completed all the classes marked on that paper.

For other serious offences such as fighting or cheating in examination, the same procedures prevail. Besides, you have to write an essay to describe the incident in

detail. All the more, you have to write a statement of penitence to reflect on your impulsive act and see if there are any alternatives in handling your emotion.

As in the case of cheating, you will get a major demerit. Besides writing a repentance letter for your act, you will be taken for an interrogation held by the discipline teachers and masters. In the worst case, you will score zero mark. So, don't ever try to risk your examination mark.

Last but not least, the number of days you have to attend the detention classes depends on the seriousness of your offences. For a light demerit, you have to stay after school for detention classes for 3 days. A minor demerit warrants you 15 days of detention. A major demerit would keep you after school for a month.

Hopefully, you'll never need to go through the procedures mentioned above!

Written by Yeung Yat Ho

A Passionate Teacher

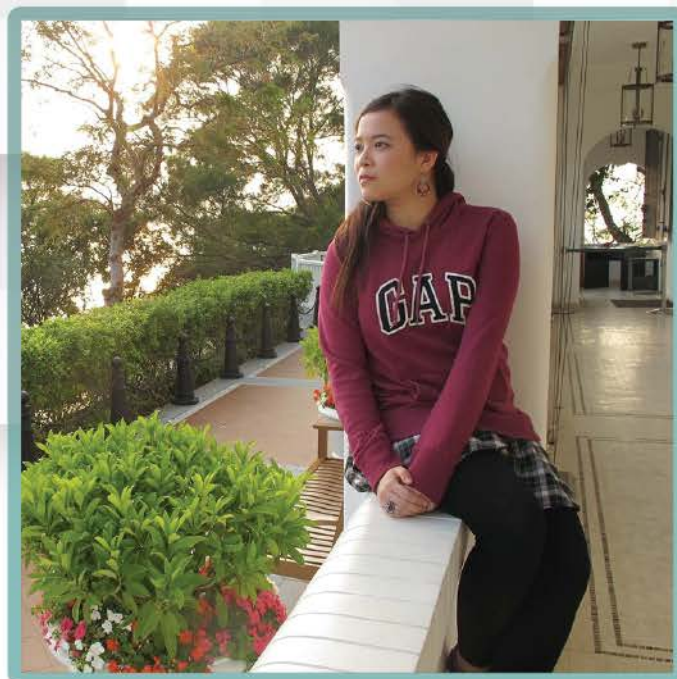
Ms. Tsui Wan Yin

Interviewers & Writers: Lam Cheuk San | Wu Kai Tik

In most recesses, we can always see a teacher standing on the sides of the aisle just outside the staff room, dealing with students' discipline problems. Junior form students may know her, she is our new English and discipline teacher – Miss Tsui.

Before being a teacher

As Miss Tsui got good results in language subjects, she took translation studies in her university life. She stated that when she was a student, she got along well with several teachers and was deeply inspired by them both academically and non-academically. Ever since she was small, it had been her career goal to become a teacher. Compared to other jobs like office work, which are more boring and monotonous, she thinks being a teacher is a lot more meaningful.



As a teacher

She thinks one of the key attributes of teachers is to step into students' shoes and understand their needs. Students have unique styles of their own, it's important to know their strengths and weaknesses, so as to make adaptations and provide them with what fit them the most.

Regarding her teaching philosophy, she often tries to create an authentic learning environment for students. She knows that students do not like boring lessons, so when she is thinking how to teach a topic, she would try to add some elements like video sharing, quiz games or songs appreciation in order to catch attention from them, and hopefully they will find the subject matters more interesting and useful.

She added that teaching junior form is quite different from teaching senior form. When teaching junior forms, she expects students to be more respectful to teachers and be more obedient. However, for senior forms she thinks the interaction between teachers and students is more like a long-lasting relationship as friends, since the teachers will be the same from form 4 to form 6 and students in senior forms are generally more mature.

As a discipline teacher, she admits that as there are quite a number of disciplinary issues this year. There's room for improvement but it takes time to change the deep-rooted culture. She hopes there will be some changes in school policies so that the measures will be more effective and students will be more well-behaved.

Speaking of her image, she described herself as 'tough love' to students. Although she is sometimes serious and strict, she believes ultimately students would appreciate and learn that things are for their own good.

Experience from teaching English and Geography

Besides being an English teacher, she is also the teacher-in-charge of the English debate team and the English Society. She stated that preparing for teaching materials and marking assignments are time-consuming but she is glad that students here have good foundation in English. However, she needs them to realize that they can still do better in many aspects. One of her main goals in this school is also related to English – to improve students' speaking skills by encouraging them to join more activities like debating, choral speaking and public speaking, etc.

Being asked a controversial question on SLS Secret Page – should our school set up an elective for Geography? She answered yes. First, Geography is highly related to science, so students have great potentials in it. Also, making it an elective would provide more linkages to the junior and senior curriculum, in that case junior form students would be more interested in this subject and pay more attention to it.

In addition, she stated that teachers should have expertise in the subjects they are teaching. Having specialized teaching ensures that the messages of all subjects can be delivered more efficiently. As teachers know the best way to teach each specific subject, students will benefit more and understand different subjects better.



Apart from being a teacher

Miss Tsui is talented in music. During her leisure time, she likes singing and playing musical instruments. She knows how to play the piano, the flute and the viola. She attained performance certificate level in piano and grades 8 in the other two instruments.

She also joined the choir and orchestra when she was studying in secondary school. She said that she was invited by Miss Ng to be a member of the orchestra in our school. She's interested in joining it, but only if she has more free time when her schedule is less packed.



“Do what you love, love what you do” - an encouragement from Miss Tsui.

Life is for you to enjoy, so enrich the life that you are living.

DO WHAT YOU LOVE,
LOVE WHAT YOU DO.

—— MISS TSUI WAN YIN

The Sower



Interviewer & Writer
Chu Kin Cheung

A gentleman stumbles into the classroom; with a stack of workbooks on his left hand, and his mic on his right. He quickly apologizes for being late; and starts the class embarrassingly. On the surface he seems like the run-of-the-mill teacher- boring, unassuming and unaware; however, in his heart he knows that through sowing the seeds of brotherhood the students will one day become his fellow companions. This is the story of Mr Lai Chung Hau Herman, and his work on redefining what a teacher is.

**MR. LAI
CHUNG HAU**

HERMAN

The beginning of a story

The story begins in a fellow Salesian school, Tang King Po School where Mr Lai graduated with an ambition of becoming a teacher for Christian schools in Hong Kong. "I've been in Christian schools all my life," he says. "And I've always wanted to be a teacher in Christian schools as well. Perhaps it's God's will that I do so."

After receiving his degree, he has taught in some Christian schools before serving St Louis School.

New Challenges

This year he has been assigned to teach English, Liberal Studies and Religious Studies, and being the class teacher of 4B, all of them are tough challenges. One obstacle he must face in particular is the problem of class discipline: how he must deal with students not listening to the teacher. To him this problem is particularly tricky. "The students here are a special bunch. They might not be listening to you when they're quiet, but they might be listening to you when they're really noisy. All in all, they're really hard to discipline, sometimes I think I'm talking to a deep pit!"

But when he leaves the classroom he puts on a new hat; he tries to blend in with the students, and temporarily leaves his work as a teacher behind.

As with any other teacher, he gets bullied and has been called names; some as offensive as "Mr Hair Loss" or being homosexual. And most often, he doesn't get mad; this also ties in with his personal beliefs: that teachers shouldn't be fierce and grumpy all the time, but kind and caring.

However, with most teachers being the former kind, he has no choice but to soldier through. "They're only used to respecting teachers when they were scolded by teacher; and since I have an entirely different mode of teaching, they might not be used to it. So, I can only wait and see if they adapt to my style."



▲ Mr. Lai and his former students.

The Motivation

But even the wisest and most gentle teachers won't have this sort of patience. To be this patient of everything requires an incentive at the end of the experience. This "reward", to Mr Lai, is companionship, loyalty and brotherhood.

"Teaching in itself isn't rewarding, no," he said. "The reward can only be seen outside the classroom." Students may come and go, but many stay with Mr Lai throughout their lives because of the seeds of trust and companionship he sowed.

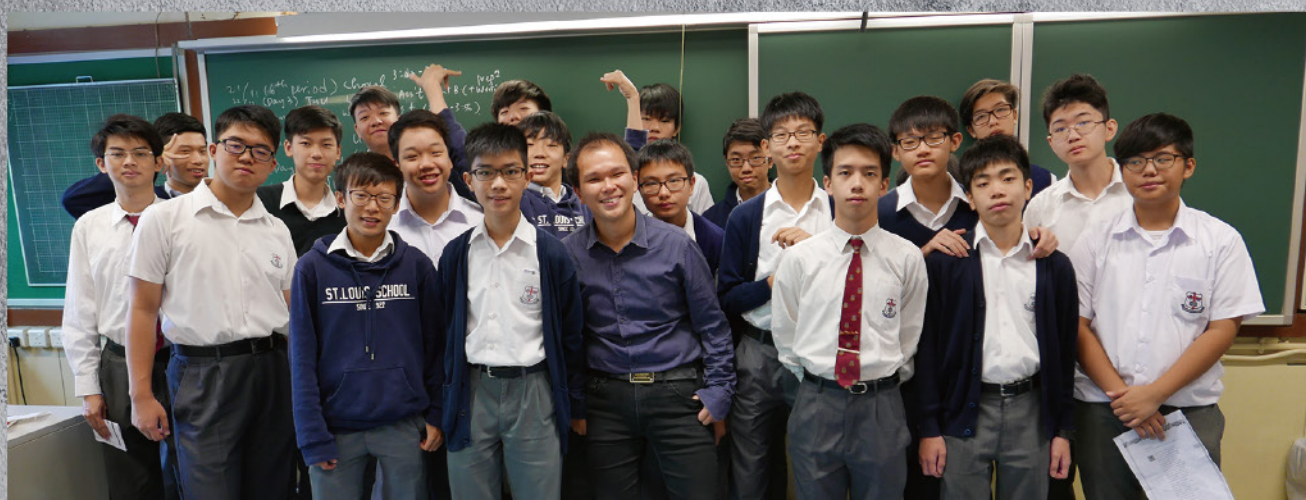
Lots of students have had lunch with him even though they've graduated years ago. A lot of the time during summer he brought students to his daily jogging sessions. Some dedicated graduates even helped him move house last year!

People may become bored listening to him rambling on in class, but visiting him after graduation is always a joyous thing for them. Most seem to miss him not when he's talking nonsense while they sleep in class, but miss him when they've been separated for a long time.

And perhaps you may forge these connections with him-or any other teacher in our humble family. Cherish the beautiful moments you have with your teachers, so you don't miss them sorely later.

The different kinds of teachers

Some teach due to their passion to pass on knowledge; others for the pay and stability the job offers. Most don't teach to sow the seeds of trust and companionship with students and the yield reaps only years later-and perhaps, that what makes Mr Lai, a sower of friendship and faith, stand out from the rest.



FROM MATH THEOREM TO LIFE PRINCIPIUM

Mr. Leung Siu Bong Kelvin

Writer: Wu Kai Tik

Interviewers: Ho Tai Hei | Wu Kai Tik

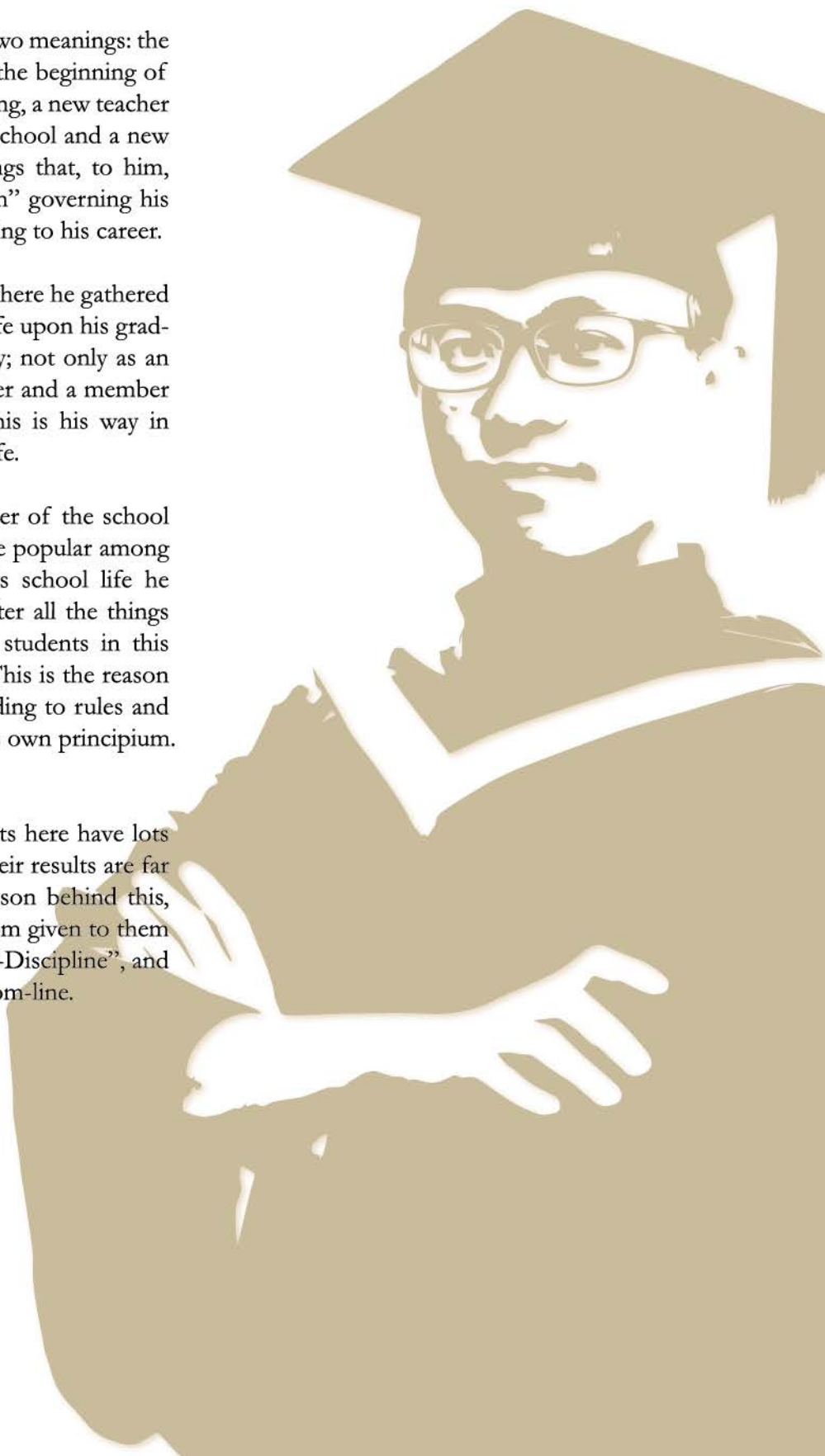
The Latin word Principum carries two meanings: the fundamental rules of a person, or the beginning of a new experience. Mr Leung Siu Bong, a new teacher to the humble family of St Louis School and a new teacher to search for the two things that, to him, mattered the most: the “principium” governing his life, and a new, life-defining beginning to his career.

Mr Leung came back to the place where he gathered the most precious memory in his life upon his graduation from the Chinese University; not only as an alumnus, but also as a Math Teacher and a member of the discipline team. Perhaps this is his way in search of a new beginning of his life.

He will also be serving as a member of the school discipline team, which might not be popular among students; but after the end of his school life he understood an important thing: after all the things you might do for the benefit of students in this school, they might not even care. This is the reason that he believes he must act according to rules and with that, he will eventually find his own principium.

Self-Learning School

Mr. Leung thinks all of the students here have lots of potential down the road. Yet, their results are far from perfect. He said that the reason behind this, was that students abuses the freedom given to them in the motto of “Freedom and Self-Discipline”, and that the students are lacking a bottom-line.



He pointed out that students may think it is alright for them to chat and spend time doing other things during lessons, and may think that they can self-learn and understand the concepts behind the formulae and questions. “This is obviously not going to work,” he said.

He stated it is crucial for students to set themselves a bottom line. “They (students) must be more participative in class, instead of constantly chit-chatting with their neighbours.” It is clear that some principles are quite difficult to understand, and the only way to master it, is to pay attention in class. “Students must be well-balanced in exercising both freedom and self-discipline, in order to succeed,” he said.

“It’s just like the soaring number of students being late,” Mr Leung continued, saying he was initially shocked by the high number of students being late this year. He thinks it is especially outrageous when comparing the number to the time when he was a student. “If they have set themselves a bottom line and have a clear standard in themselves, I am sure the number will decrease.”

Teaching beyond PowerPoint

“Never recite Math.” This is the motto Mr. Leung insists his students have to follow. To him, Mathematics requires students to understand the logics behind the theorem and formulae. To do that, he rarely uses PowerPoint, a popular teaching tool. PowerPoints are crammed with words and this only forces the students to recite those words and some may take it as a life-saver, but not Mr. Leung. Instead, he gives real life examples, so students can actually relate to the theories.

Only then, students will absorb the knowledge, and boost their confidence in learning Mathematics. Mr. Leung also conducts his lesson at a rather slow pace. He thinks every step should be shown clearly, taking the needs of those weaker students because he understands that there’s a big performance gap. “The stronger students will ask me to test them with complicated questions, while the average students will ask about the basics, so the gap does exist.”

Leading an adventurous life

This year he has been assigned to be the teacher in charge of the FDAA (Father Deane Achievement



▲ Traveling with another old boy

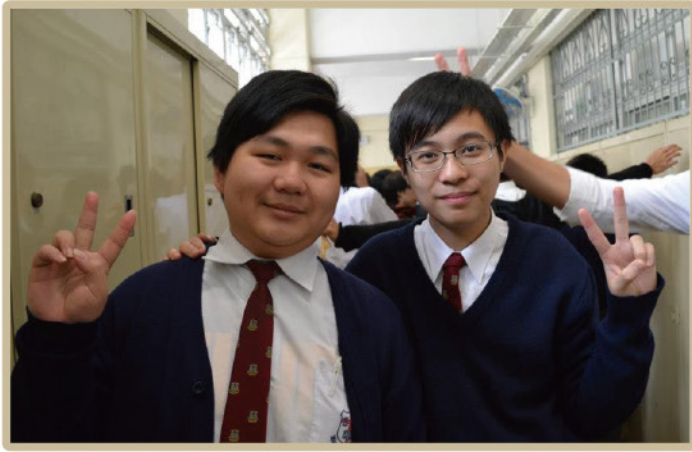
Award), a rather impressive feat for such a young teacher. In addition to several complicated procedures in the program, there is even an extra program, the FDEB (Father Deane Excel and Beyond programme). There are far more details to be concerned than what meets our eyes.

He is also able to enjoy things beyond his work. One of them interacting with students outside the classroom. As an old boy, he also takes on the role of a mentor, giving advice and sharing experiences to students.

Mr Leung is also training up to be a leader of the Scouts in the near future. It is a tough process to relearn everything from the beginning; however he trusts that there will be light at the end of the tunnel, and that he could make remarkable progress for himself in the school. If he can become a leader of the Scouts, he might have more opportunities to know more about the school and the students, thus build a better reputation for himself.

Dude-plomacy

Despite his strict look during lesson, Mr. Leung tries to maintain a friendly relationship with the students outside of the classroom.



▲ The last school day

Embarking on a new journey of university ▼



“It is a mutual benefit to both the students and teachers,” said Mr. Leung. Students can share their thoughts, so he can know their difficulties, and adjust his lessons according to the feedback; while students can understand the reasons behind Mr. Leung’s teaching in class, which minimizes misunderstanding.

“Students are less likely to be scared to ask questions, during lesson or afterschool if I am a friend to them,” added to Mr. Leung. As there is limited lesson time, having a good relationship means the students will be more willing to ask questions. He also welcomes comments, for the betterment of himself. “By that, I can easily find out what I can do from a student’s perspective.”

Words to students

Mr. Leung hopes that students will respect everyone, no matter you like that person or not. Don’t be biased and judgmental.

He thinks students should at least understand the bigger picture before they begin criticising or complaining about someone or something, so as to succeed.

With his previous Math teacher, Mr. So Ho Yin ▼



不宜妄自菲薄

與其臨淵羨魚

不如退而結網



欲成大事 先易後難

提及應試，李耀宏老師欲提醒學生，如僅憑答題技巧，只能取得一般分數；要獲取佳績，則須依靠興趣，由心而發地了解知識的奧妙，這樣各式的題型才可運之掌上。

李老師會盡量給學生嘗試的機會、答錯的機會，鼓勵學生學會自己尋找答案，答案錯了也不用怕面子不保，營造互學的學習氛圍。此舉有助學生累積成功經驗，增強自信心，一如他過往學習中文的歷程。此外，他鼓勵學生從小事做起，例如準時完成一份習作、細心創作一則標語，甚至多花時間，多寫隨筆讓老師評價……成功沒有捷徑，欲成大事者，須先量力而為，用心做好每件小事。只有在學科中建立成功感，而非挫敗感，才能一步一步向前邁進。李老師最後寄語各位學生「不宜妄自菲薄，與其臨淵羨魚，不如退而結網」。





初來報到 溫情洋溢

李耀宏老師乍到聖類斯，認為本校在區內早有聲譽——不單校風較自由開放，老師和學生也亦師亦友。他有时批改習作，忙中有錯，學生會直接投訴，不轉彎抹角。整體而言，李老師覺得聖記學生都是積極學習的，與預期相近。課外時的師生相處，學生則比想像更友好，有的學生甚至會請他吃零食。惟遇到學生不交功課、不專心上課等情況，他表示生氣和失望在所難免。但念及學生並無惡意，也不是放棄學習，李老師總會打消懲罰的念頭，重歸於好。此外，其他同事對李老師亦多有關照，友善提點這位新成員，讓他更快適應聖類斯的生活。

自比導遊 教學有方

在教學方面，李耀宏老師自比為學生的導遊，就如景點行程有先有後，學習解難亦是同理。他認為學習應由淺入深，太難的概念可先擱起，待學生根基穩固、行有餘力，再作討論。他更會以當下的熱門遊戲為喻，以學生熟悉的遊戲情節，換上課文的人名、地名，令課堂不致沉悶。

李老師不反對補習，認為學生重視成績是好事，但反對「跟風」。他補充道：「學習需要自覺，『跟風』就是本末倒置。若是為學而學，則多好的老師都無濟於事。」就著學生的想法，李老師在課文以外，也會向學生提供額外的模擬試題，教授作答技巧。



棄理從文 立定志向

李耀宏老師雖然任教中文，惟他在高中的選修科目是化學和物理。他回想當年選科，自己尚未有明確方向，只想著修讀熱門學科。高中三年過去，他才尋找到自己的興趣，毅然棄理從文。儘管他成功入讀心儀的大學主修，但起步就難免比其他文科生遜色。

被問及為何選擇中文教育系而非中文系，李老師直言起初已立下志向當教師，皆因能把工作寓於興趣。他認為自己對中文的熱愛，源於以往成功經驗。譬如在考試答題時，自己的思考結果與老師的標準答案相近、獲得詩詞創作比賽獎項等。以上的成功感，令他相信學好中文非可望而不可即。

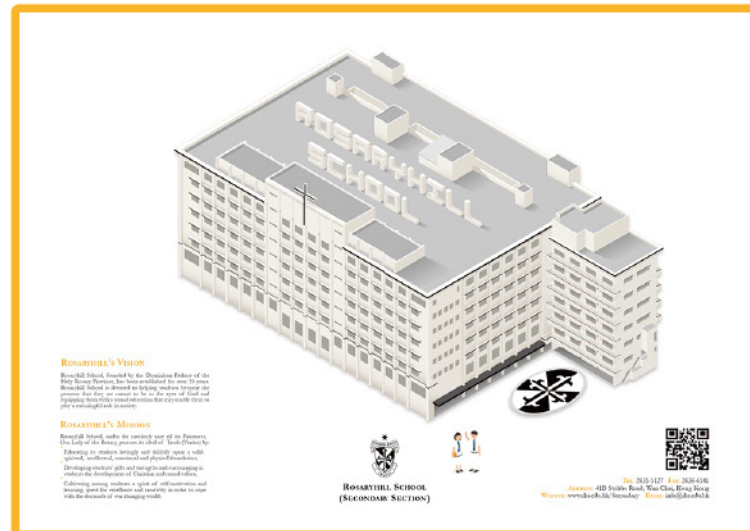
畢業於香港中文大學，主修中國語文研究(文學士)及中國語文教育(教育學士)

任教科目：中國語文、中國歷史、普通話

由「李」從文

撰文：梁紀威 採訪：梁紀威、郭德良





▲ 黃老師到聖類斯任教前，是一位平面設計師，曾為不同機構設計海報、刊物、LOGO等。



▲ 黃老師攻讀藝術系時，以中國篆刻為媒介，創作了一系列的粵語篆刻。圖為中學好友到場支持他的畢業展覽。



▲ 黃老師是《聖類斯中學九十周年特刊》的設計師。該書最近獲得「第三十屆香港印製大獎」學校組別優異獎。

黃老師愛用「勸」和「誘」的方法處理學生問題。他知道青春叛逆期的學生，最講的就是面子。若然每每當眾責罵，學生下不了台、惱羞成怒，他們即使知道自己錯了，也會反抗下去，這反而窒礙了教學。當然，這絕不是放任自流，課室的基本規矩也是要恪守的。假若學生上課搞亂秩序，他必定處理。現在學生摸清了黃老師的性格和要求，也能自覺配合教學。

反觀「精英組」，又是另一個景況。學生自律自覺，對自身成績甚有要求。黃老師亦不吝課餘時間為他們補課、準備溫習筆記。此外，黃老師亦會在書本以外分享學習經驗與價值觀，皆因教書是死的，教人才是活的。中文科在他眼裡是在讀聖賢書，人文的思想和哲學是不可或缺的。

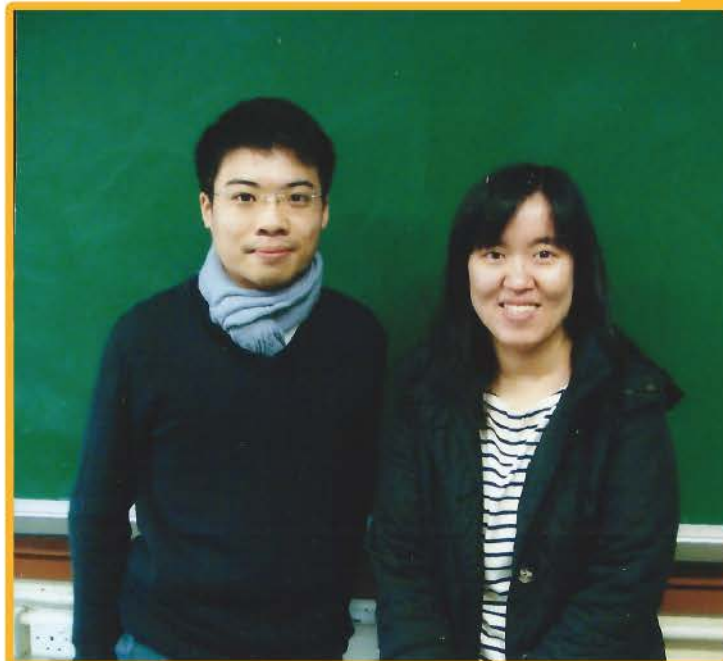
態度重於成績

在黃老師眼裡，差班學生只是把天份放在其他地方了。黃老師以創建遊戲人物為喻，每個角色都有一些天賦點，可以點在攻擊、防禦、血量，而他的學生只是沒有把天賦點在中文。因此決定一個學生的高度，不應只是成績，更重要的是態度。他不能容忍學生說自己是垃圾，更不願他們放棄學習，只要肯努力必有小成。

成功須緊記「3S」

「3S」是黃老師成功法門，分別指Suffer、Struggle、Success。黃老師直言，任何成功都不可能是舒舒服服的。人如果要成功，就一定要把自己放在痛苦(Suffer)之中。如想得到大的成功，就須經歷大的痛苦。當然，痛苦不是成功的唯一要點，痛苦的過程須要努力掙扎(Struggle)，要有不甘後人的決心。「在掙扎的過程，有人會熬不過去；但有人會獲得最後的成功，這個就是轉捩點了。」

黃老師直言時下的師弟「太舒服」，如果老是抱着「Hea下Hea下」的心態過六年中學，便是對自己的未來不負責任。或許你和我都會一嘗僥倖，不努力就獲得成功，但那只是偶然的「符碌」，而沒有人可以「符碌」一輩子的。黃老師以此與諸君共勉。



▲ 張秀珠老師是黃誠傑老師預科的中國語文及文化科老師。二人同樣畢業於中大中文系，黃老師笑言和「師姐」一起教書感覺奇妙。



▲ 黃老師代表2010年中五畢業班，在畢業禮上致辭。

如果你覺得讀書好舒服，
我想你應該讀得不太好。

深於文 博於藝

黃誠傑老師畢業於聖類斯中學（2012年中七畢業），是各位同學的師兄。他在高中時選修理科，大學時轉為主修中國語言及文學。問及箇中因由，他笑言「會考和高考都是中文成績較為突出，其實是科揀我，而不是我揀科。」若言黃老師喜愛中文，其實不大準確。他表示自己真正喜歡的是思考，語言只是表達邏輯思維的工具。

黃老師在中文系找到自己的天地——語言文字學。他擁有理科出身的背景，所以語法、聲韻等「較為科學」的文科與他一拍即合。他的畢業論文研究粵語語法，該論文更在「第二十屆國際粵方言研討會」發表，並擊敗同場的碩士生，以本科生身分奪得「香港語言學學會粵語語言學傑出學生論文獎」。

在中文以外，黃老師在大學還主修藝術。他表示自幼喜歡藝術，可惜小時家境貧困，只能斷斷續續參

加興趣班。中學時想自修視覺藝術，惟學校制度不容許。所以到了大學就決定一圓自己的藝術夢。黃老師表示自己要與時間競賽，因為他要在四年內完成兩個主修。舊制下完成一個大學主修要三年時間，兩個主修便理應要五至六年的時間。但政府只會資助本地學生完成第一個學位（三年制），每年學費四萬二千一；第二個學位就必須自資，每年學費十二萬。所以他必須用最快的時間完成雙主修。

黃老師直言媽媽當年反對，表示「讀黎把鬼咁銀紙」。但他當時硬著頭皮說會有獎學金資助，但須先向親戚借錢交學費。事實是，他在沒有任何保證的情況誇下海口。皇天不負有心人，黃老師最終獲得一個英國的獎學金，全額資助一年十二萬的學費。他也於2016年順利畢業，該屆香港中文大學文學院畢業生名錄中，只有他一位擁有雙主修學歷。

學生不是螢幕的像素，
不能要求他們每點都完美

因材施教 順勢而為

黃老師今年主力任教三級初中中文（中一普通組、中二精靈組、中三精英組）。他曾是平面設計師，一向秉持完美主義，事事追求盡善盡美、一絲不苟。但面對有血有肉的學生，黃老師要拋開以往的行事方式，因為人並不是螢幕上的像素，不是他可以完美操控的。

黃老師今年接手了一班中文「最差」的學生，該批學生令教員室聞風變色。甫開學，他便着力誘導他們，而不是設下重重的枷鎖。他提到最重要的一環，是與學生建立關係。「精靈組」學生希望開設一個中文科WhatsApp群組，讓他們可以問問功課，黃老師馬上同意了。從善如流的背後，源於他希望做到亦師亦友。黃老師直言學生可能「唔聽佢支笛」，但老師的付出，學生也是會感受得到。再差的學生也會偶然「良心發現」，給老師面子而自律，關係便是如此建立起來。



▲ 黃老師於「第二十屆國際粵方言研討會」發表論文後留影。他同時擔任該研討會的平面設計師，手上拿著的是他的作品。



SLS
新榮師兄
黃誠保

採訪：郭德良、梁紀威
撰文：郭德良



畢業於香港中文大學，雙主修中國語言及文學、藝術
任教科目：中國語文、中國歷史

仕途多舛 難執教鞭

做了幾年課程主任，潘老師因政府政策的原因離職而只好重執教鞭。職場上難免有人忌才，無論潘老師到任何一間學校教書，際遇也不是太好。潘老師很感恩今年可以來到聖類斯中學。他認為學校對老師十分信任和支持，令他有一個愉快的工作環境。

潘老師認為現在教育環境已經轉差，學生比以前的年代少，但教師卻比以前的多（有八大院校），導致教師的地位下降，競爭也大大提高。他坦言不建議年輕人入行。教師每年的薪酬起跳就像吸毒一樣，最終令自己難以轉行。現在的制度也產生了同工不同酬問題，難以吸引人才。教師的生存空間如此的低，導致老師會有抑鬱等精神問題。

初到老校 略有所感

潘老師指加入聖類斯中學是一個奇遇。今年暑假有兩間學校約潘老師面試。潘老師自信以他的資歷，成功的機會是很大的。可是，潘老師在內地旅遊時，意外受傷住院，錯過了面試機會。巧合地，聖類斯中學的一位老師突然辭職，校方便致電潘老師詢問有沒有興趣面試。在面試過後，學校便立即聘請了潘老師。

潘老師表示自己與校監有緣分。原來，潘老師以前在長洲教學時，校監就曾經去到潘老師任教的學校演講，而潘老師當時是負責接待校監的，他們便因此認識。當兩人在聖類斯中學相認的時候，潘老師便向他說明加入的原因。聽到原因後，校監感嘆說：「這都是神的旨意啊！」

潘老師加入本校後，便開始了他的工作——教授非華語學生中文。與本校的非華語學生相處了幾個月，潘老師從他們身上找到了與別不同的學習動機。他指出本校非華語學生中文水平雖然參差，但他們的學習態度可能比本地學生還要好。潘老師會鼓勵他的學生「能力和基礎並不是最重要，態度才是最重要。」只要你有一個好的態度和在學習上付出心思，便一定有進步。

對聖類斯學生的鼓勵

潘老師直言聖類斯學生不應妄自菲薄。加入聖類斯的短短幾個月，潘老師已經感受到學校瀰漫著這種不良氣氛，學生會貶低自己，甚至做出一些不是第一組別學校學生的行為。他認為名牌學校就和名牌產品一樣，要品質好，還要經得起時間的考驗。要維持聖類斯這個名牌學校的名聲，我們的學生就必



▲ 任編劇兼監制的潘老師與教育電視演員樊維思合照



▲ 右：香港電台演員方瑩



▲ 潘老師至今仍珍藏當年在教育署及香港電台工作的證件

須對自己有信心。我們的學生就等於名牌的產品，要對自己有嚴格的品質保證，要做好品質監控，做好一個名牌學校的學生應該做到的事。靠大家的共同努力，每一個人做好自己的本分已可以使聖類斯更好的了。不要問學校能給你什麼，是你能給學校什麼。就算有再好的老師，也難以「點鐵成金」，同學如果想要成功，自我勉勵，奮勇向上是一個不可缺少的因素。

才高塞無畏

潘詩旭老師

採訪：劉衍德、胡啓迪
撰文：劉衍德

新老師專訪

1990年畢業於香港中文大學，主修中國語言及文學，擁有二十九年豐富教學經驗
任教科目：中國語文(非華語)

棄醫從文 平步青雲

1985年，潘老師在廣州暨南大學讀醫，後來因為出於對中文的興趣，便毅然回港修讀中國語言及文學，現在回望，悔不當初。因同學任醫生極吃香，教師則為夕陽行業。

當老師並非潘老師職業的首選，而是潘老師的第三選擇。潘老師的第一選擇是做一名中文主任(也即翻譯主任)，但可惜面試時間正是大學考試的日子，潘老師被逼放棄機會。第二選擇便是做督察了，當時潘老師幾乎可以考到了，可惜卻在最後一個程序失敗了，那就是政治審查，因為大哥在國內做生意，使到潘老師過不了最後這一關。這兩個選擇都做不成，潘老師便決定成為一名教師，那是什麼原因令他選擇了走教師這條路呢？

首先，潘老師出生於教師世家，潘老師的父親、叔叔、甚至舅父都是教師，所以他認為這個行業與他很有淵源。潘老師也指出了當年做教師的待遇與今天不可同日而語，當年重視教師的程度和今時今日是完全不同的。根據潘老師的描述，當年校長看到老師要點頭問好。極力地想討好老師，不是校長面試老師，而是老師面試校長。在教書八年之後，經同事的介紹下認識了另一個職業——課程主任。這是一份高薪的工作，潘老師知道後便立即前往投考，最後贏了九千多名對手，成為課程主任，負責到香港電台拍教育電視。



▲ 潘老師在所屬的聯合書院與好友畢業合照

潘老師在拍教育電視時曾遇上一些特別的經歷，就是在電視台發掘了不少藝人。相信大家也知道鄧紫棋，她就是被潘老師發掘出來的。當年潘老師在電視台訓練她的普通話和唱歌的能力，結果今天她成為了一位巨星。除鄧紫棋之外，還發掘了楊思琦。潘老師指出其實楊思琦當年從來沒想過加入娛樂圈，只是機緣巧合下，被潘老師邀請去拍教育電視。當年潘老師和導演們都覺得她很有天分，所以便叫她去選香港小姐，結果獲得了冠軍。楊思琦曾在報紙上表明本想過刻板(故意諧音黑板)生活，卻「被姓潘的教官，發掘加入娛樂圈。」

第二十五屆會務簡報如下：

家長委員選舉	2017年8月25日	舉行第二十五屆執行委員會家長委員選舉
分級家長資訊日(與學校合辦)	2017年9月30日	中六主題：新高中畢業生多元出路，出席家長32位 中五主題：新高中畢業生多元出路，出席家長53位 中四主題：學業和課外活動的平衡，出席家長55位
	2017年10月14日	中三主題：為高中課程作準備，出席家長102位
	2017年10月21日	中二主題：協助青少年面對逆境，出席家長77位 中一主題：培育孩子的品格優勢，出席家長81位
家長互助小組講座(三次)	2017年11月25日	由駐校教育心理學家韓婉華女士主講「培養子女成長型思維模式以提升個人堅毅力」，48位家長出席。
	2018年1月6日	由電影、報刊及物品管理辦事處主辦，香港家庭福利會協辦的「推廣過濾軟件家長工作坊」，共18位家長出席。
	2018年1月6日	由廖廣申醫生主講「成就情緒智能」，25位家長出席。
2017年12月22日	舉辦「家教會廿五週年會慶暨聖誕聯歡會」，共 128位參加者。	
2018年3月4日	舉辦「環境教育親子遊」，參觀菠蘿園，錦上路跳蚤市場，河上鄉豆品廠，共86位參加者。	
2018年7月20日	舉辦「公開說話技巧訓練課程」，由永遠榮譽會員戴鴻瑜先生主講，三天課程共九小時，14位中三至中五學生報名。表現優秀的學員，獲邀於「升中家長講座」擔任司儀。	
2018年7月26日		
2018年8月3日		
2018年7月31日至8月10日	與學校合辦「中一暑期英語銜接課程」。	
2018年8月11日	與學校合辦「升中家長講座」，出席家長 138位，義工6位。	
執行委員會會議(六次)	2017年10月20日	召開17-18年度執行委員會第一次會議。
	2017年12月18日	召開17-18年度執行委員會第二次會議。
	2018年2月9日	召開17-18年度執行委員會第三次會議。
	2018年4月27日	召開17-18年度執行委員會第四次會議。
	2018年6月29日	召開17-18年度執行委員會第五次會議。
	2018年8月24日	召開17-18年度執行委員會第六次會議。

協助學校活動

2017年11月11日	九十周年校慶開放日暨中一新生家長資訊日，全體家委及38位家長義工出席。
2017年11月12日	
2018年5月12日	參與學校90週年感恩節晚會話劇演出，家委及家長義工共12位。
2018年5月19日	家長校董選舉，全體家委及4位家長義工出席。
2018年7月12日	學校「中一新生註冊日」，執委及家長義工共9 位出席。

資助學生報出版

2018年2月17日	《博藝》本學年第一期出版。
2018年7月10日	《博藝》本學年第二期出版。



香港聖類斯中學家長教師會
第二十五屆執行委員會(2017/2018)會務報告

各位會員：

本人謹代表「香港聖類斯中學家長教師會」歡迎和感謝各位蒞臨參加周年會員大會。本年度的周年會員大會，十分高興邀得校監陳鴻基神父蒞臨主禮，並與大家分享「加國之旅迴響」。現在讓本人簡略報告去年本會各項工作重點。

過去一年，是充滿喜樂的一年，既是學校九十周年校慶，亦是本會成立二十五周年，在此富紀念意義的年度，十分感恩和榮幸能夠一同籌備及參與各項慶祝活動，發揮我們是一家的慈幼精神，活動包括「九十周年校慶開放日」活動攤位、「家教會廿五週年會慶暨聖誕聯歡會」、「九十周年校慶感恩節」話劇製作及演出。衷心感謝校監陳鴻基神父及余立勳校長的指導、各位顧問老師的協助、更多謝全體執行委員會委員，各位永遠榮譽會長、永遠榮譽會員，榮譽會員和家長義工們歷年來熱心支持及參與本會舉辦的活動。

我們致力實踐親子共融，家校合作的精神。並與學校及社區組織合作，包括「分級家長資訊日」、「中一簡介會」、「家長互助小組」聚會及講座、「2018環境教育親子遊」、「公開說話技巧課程」、「中一暑期英語銜接課程」和「升中家長講座」等，分別與老師、本校社工、駐校心理學家、舊生會、本校港島第十六旅童軍合作，校外團體包括香港家庭福利會，醫療輔助隊少年團、香港航空青年團，慈幼會屬校家教會聯會等。

在聯繫家長方面，本年度「家長互助小組」WhatsApp 群組有超過 140 位家長參與，藉講座、工作坊與家長互相交流育兒心得，發揮助人自助的精神；本會亦積極協助學校推行活動，成立「家長義工組」共招募了87位家長義工，並邀請兩位長期熱心協助本會活動的舊生家長梁翠儀女士及尹桂萍女士成為本年度榮譽會員，感謝各位的支持，令活動圓滿。

在善用資源方面，除了撥款資助學生參與課外活動的交通費及膳食開支，鼓勵同學參與全方位學習外，亦資助印刷出版『博藝』學生報，最新出版的一輯『博藝』，以家教會廿五載回顧及展望為主題，並承蒙永遠榮譽會長林仲偉神父、永遠榮譽會員譚敬齡副校長、永遠榮譽會員郭瑞華老師親自撰文及提供珍貴的照片，承先啓後，見證學校、家長和家教會之間衷誠合作，協助學校為青少年提供全人教育，達致優質教育目標。

最後，本人再次代表家長教師會感謝學校及全體老師、各家長委員、家長義工和家長會員的支持，更歡迎各位新任委員，希望大家繼續熱心參與會務，加強學校與家長的溝通和聯繫。

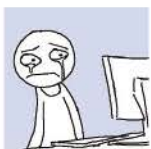
祝願各位生活愉快，工作順利，主佑！

會長 何蘭蕙 謹啓
2018年 9 月 22 日



改里也

1. 各校是否因經費，致人感嘆人清一
 是在春工動盪，是否各校皆立立？
 2. 校內有否斃死人，自慰身品太可惜，
 3. 是否因經費問題，好新必留舊因金，
 4. 因經費太短，致各校管理有困難，
 5. 行化五十元者八，價值雖低身上故，
 6. 是否會校給人，他何原因自斃故，
 7. 校內學生自斃死，是否校中書不足？
 8. 是否令其自斃，致國中人人知。



SLS Secrets created a post

67 octillion years ago

隨著科技的急速發展，新一代年輕人喜歡使用網絡平台發表自己對事物的看法，facebook中以「Secrets」為標題的秘密專頁遂應運而生，貼文者以匿名方式將「秘密」貼上面書。因使用了Google Form做貼文中介，所以不能以註冊電郵或IP地址追蹤身份，令貼文者可以大膽洩密，將內心平時不敢講的秘聞盡情發洩。秘密專頁最初在外國興起，於2013年4月引入香港並開始流行，用於揭示秘史。近期面書出現了一個非校方認可，名為「SLS Secrets」的專頁，讓人發表對學校的不滿或看法。然而這個專頁的誕生，究竟對學校孰好孰壞？

SLS Secrets的設立未必是壞事。自學校民主牆消失後，學生表達意見的渠道少了。當學生在校內遇到不公義的事，自然想表達意見，並與同伴一起爭取權益。秘密專頁提供一個讓學生發表意見的平台，同時讓其他人留言，互相交流討論。正如早前有關高中中史科及通識科教學質素問題，也因為SLS Secrets的討論越演越烈，引起校方關注，迅速處理事件。可見秘密專頁有監察校方和團結學生的作用。

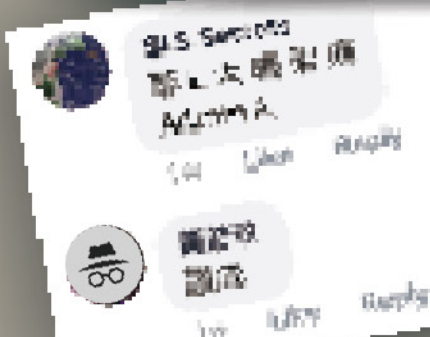
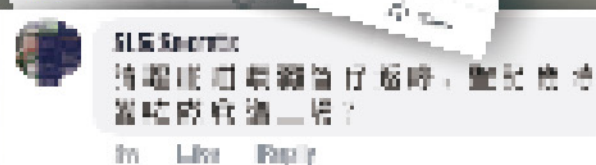
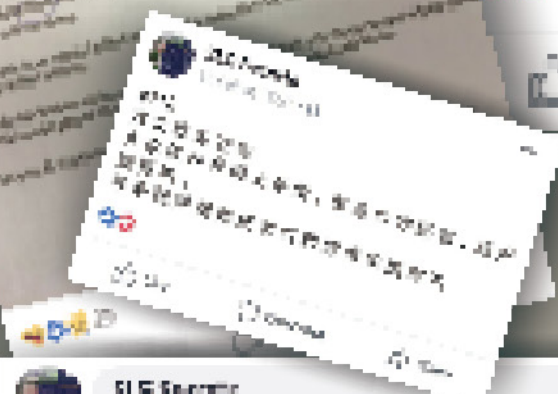
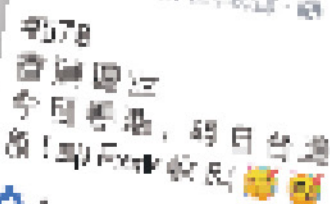
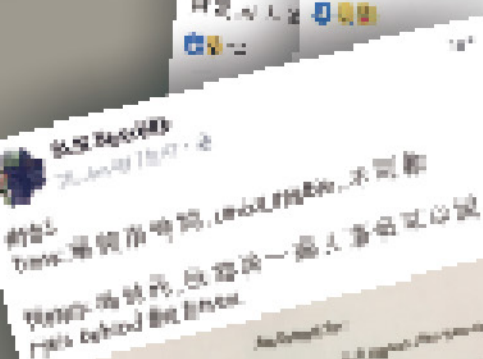
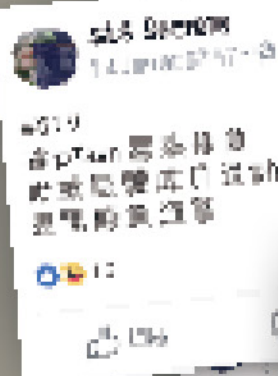
然而SLS Secrets也有不少爭議點。首先，它不是一個收集學生對學校意見及建議的校方認可專頁，因此是否真能監察校方和團結學生的成效存疑。其次，管理員的身份和對貼文的管理方式也屢遭詬病。管理員聲稱不篩選貼文，結果則是SLS Secrets變成不考究真相，互相謾罵的場地，而學生可能偏聽一方而誤信流言。在管理員身份不明的情況下，我們無從得知他設立秘密專頁的動機為何，想在校內搞事？還是想提供渠道宣洩？至於秘密專頁匿名的功能，表面上可以保護貼文者，但同時令貼文者為所欲為，以為不用為個人言論負責，進而胡亂發表攻擊性言論。(編者按：例如咒罵別人落地獄、惡意指責其他同學等貼文)

近日，SLS Secrets 上的貼文越來越偏激，甚至出現有違道德的內容，成為學生發洩或取笑別人的場地。公開他人私隱、點評師生外貌等主題實在有違道德。其實不論現實世界還是網路世界，學生必須為自己言論負責，不應自以為匿名便胡作非為。言者無心，聽者有意，一時興起的言論會在有意無意之間構成網路欺凌，況且一般散佈仇恨的言論為道德所不容，不單影響他人聲譽，更可能觸犯法律。因此筆者希望同學慎言，不要發表未經證實的言論。

SLS Secrets逐漸偏離本意，淪為八卦平台，筆者深感可惜。本來理性討論應當鼓勵，然而偏聽或者無理取鬧的貼文卻越來越多。有時同學做錯事或學習態度差而被老師責罵，下課後便上Secrets詆毀老師，旁人不知因由便先入為主認定老師失當，聲譽受損，更影響老師教學。筆者只能說，此風不可長，望同學明辨是非，在追究他人責任之前先做好自己。

談面書秘密專頁

SLS Secrets



日校教師談補習 (專訪馮柏彰老師)

一般來說，補習都有一個比較負面的形象，因為部分學生恃着課後補習，日間上課不留心，引起日校老師的反感。但教授高中通識科的馮柏彰老師卻對補習持正面看法，為甚麼呢？

馮老師表示他原則上支持學生補習，因為補習可以讓學生花更多時間去接觸及處理自身學業問題。然而他認為要真正掌握學問，始終需要學懂自行解難，補習班只是輔助工具。補習導師致力濃縮學習內容，直接讓學生吞進肚子裏，故又稱「雞精班」。如果學生長期依賴補習，又如何能獨立呢？即使有幸考上大學，也會無所適從，踏入社會後又如何處世呢？如果只靠補習這種被動的學習模式，日子久了會養成依賴心態。大學要求自由與自律，學生不主動學習，將一無所得。馮老師直言：「日校認真學習，補習輔助溫習，Sure win!」

身為教師，馮老師認為補習其實是一把雙刃劍，有得有失，成效如何，則見仁見智。他表示若學生能好好善用時間，溫故知新，補習能幫助學生改善成績。重點在於學生自身能否善用工具。

被問到「你多大程度同意補習文化對學生帶來的影響弊多於利」時，他笑說答案剛好相反，應該是利多於弊。因為學生願意補習代表他們有心爭取佳績，如此自然對學科知識加深了解，所以補習對學生而言未嘗不是一件好事。可是有些學生抱羊群心理，以人有我有的心態上補習課，又或是父母強迫，如此補習便會浪費青春，得不償失。馮老師發現本校學生補習多屬羊群心理，體現了香港人「唔執輸」的心態。加上大型補習社的營銷效應和補習老師明星化，補習似乎變成「必要」，仿如強制教育。

有五年教學經驗的馮老師認為補習也不一定是必須的。以通識科為例，學生可以透過多看雜誌(例如通SIX)、瀏覽網上大量的學習資源(例如youtube)、大量熱心人士所編寫的網頁、大學的課程、Coursera、edX等方式自學；近年大行其道的「小卒論壇」、「DSE00」也能為準備應試的學生提供資訊；現在科技發達，學生在課後可以在WhatsApp, Messenger 甚至Snapchat問老師功課；應用程式例如Snapask和補習社提供的WhatsApp問功課服務令隨身補習老師不再是夢。學生可以通過上述途徑隨時隨地學習，以起裨補闕漏之效。

Isforum

edX

coursera

snapask
It begins with a question.

DSE00

【編按】人雖清志知己長，亦知己短方立身。要與六萬準考生逐鹿中原，確實不是易事。還請諸生銘記於心：不改初衷，勿忘至此耗費過的心力，謹守如誓言般堅決的意志，去追逐心中不甘平凡的夢，去謳歌青春，在有限人生中做出正確的選擇，再堅持一會吧！等待，並心懷希望，跨過了，就是海闊天空！

寫於邊界以外的答案，將不予評閱。

寫於邊界以外的答案，將不予評閱。

寫於邊界以外的答案，將不予評閱。

七／八席

通識

~~中文科名師~~

可能係

P. C. FUNG

瀟灑完勝

補習浪潮 歷久常新

爲了解本校同學的補習情況，博藝編輯委員會以問卷形式進行調查，分別訪問了初中和高中學生，談談對補習的支持度以及補習的目的。

初中學生對補習的支持度有68%，其中22%是因爲學校學習環境欠理想，48%是奉父母之命，7%爲了追求更佳成績，而23%受訪者回答「不知道」。

部分初中學生認爲「補習浪費時間!」、「補習冇用!」、「好煩!」。派問卷時更有人大聲疾呼「畀錢我補習不如畀錢我打機啦!」。調查發現初中反對補習的人約50%，數量偏高；卻又有62%人正在補習，更有51%人補習兩科或以上。初中學生反對的原因是「爲勢所逼」，受到家長「威逼利誘」，無奈不能不遵從，對補習產生反感，無力感令他們對未來失去希望。也有學生反映，「補習」是成績不佳的代名詞，一個負面標籤。

至於高中學生方面，高達82%支持補習，73%的高中學生補習兩科或以上。原因大多是爲了應考中學文憑試。「以前初中，怎會對DSE有危機感!現在，再不補就死定了!」一位高中學生笑言。事實上文憑試對高中學生來說的確是遠在天邊，近在眼前。基於危機感及責任感，大部分高中學生補習都是自願的。案上一份份僅僅及格的試卷，另一端卻是一座座城牆。在高牆之下，補習能否化腐朽爲神奇?則不得而知。

聖類斯中學
博藝問卷調查

1.請問你是：初中/高中

2.你有沒有補習：有/沒有

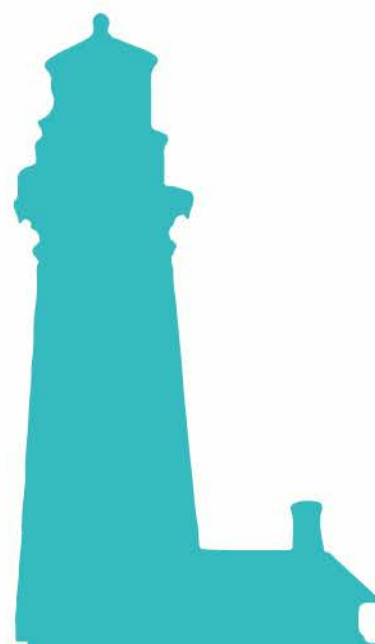
3.形式：私補 / 補習社 / 其他：/

4.補習原因：不知道!!!

5.你是否支持補習？原因？
應該支持。幾ok

感謝你的參與!!!

▲ 受訪者接受問卷調查時典型的回應



漫談補習文化

撰文：梁家肇 問卷調查：黃浩霖

中學生總有一個夢：在文憑試放榜日數星星，然後身處港大圖書館、中大宿舍、科大實驗室。有夢最美，卻遙不可及。法國作家大仲馬《基督山伯爵》：「上帝給了人有限的力量，卻給了人們無限的慾望」，曾經立誓要考進港大，卻低估了文憑試難度，終「如願以償」，進了HKU「Space」，可惜太空人始終也要返回地球。

物競天擇，適者生存。全港學子面對的，是文憑試。它決定了你未來的高度：飛往高處？還是在深谷掙扎？這時候眼前出現了一條跑道，由名師、天王帶領你振翅飛翔——這就是補習，由比拼成績衍生出來的產業。



補習始祖 源於母校

隨着香港急速發展、學歷的要求日益提高，升讀大學的公開考試變得極為重要，補習的需求也因而急速上升。五十至六十年代的補習屬小規模運作，當時主要是中學生為小學生作功課輔導。直至1972年的西營盤第三街聖類斯預科夜校成立，大規模的補習社才漸漸興起。

所謂補習是為學生提供課業上的支援，以助成績較遜的學生追上課程，其後演變為重視應試技巧、操練試題、甚至預測考題等模式。

佛洛德說：「人生如弈棋，一步之誤，全盤皆落索。這是令人悲哀之事；而且人生還不如弈棋，不可能再來一局，也不能悔棋。」

一試定生死，考文憑試不補習會否令你後悔？請君自行斟酌吧！

五十年前第三街有補習社始祖——聖類斯預科夜校，那麼今日的聖類斯，補習文化又如何？





搏盡無悔「緣」途有你





恪守「三公」 「三長」齊下

蘇副校行事有三大原則——公平、公道、公開。只有這樣，領導者方能服眾，得到下屬的信任。新人事新作風，校園必定出現變革，影響不同的持分者。蘇副校會預早向同事諮詢，把他的理念、方向及指示清晰表達。即使有意見相左，只要動機是為聖記同學好的，他都認為「有得傾」。他深信只要情理兼備、對事不對人，所有的分歧均可以磨合。

蘇副校與余校長及方副校的合作尚算順利。例如每個循環周第七天的第一堂，三位便會聚首一堂，針對校政互相交流。同時各人交代自己負責的項目，確保所有事情與行政程序和辦學理念不相悖。以中一收生資訊日為例，三位便提早溝通，以確保所述的範疇沒有重複，和回答家長的提問一致。「余方蘇」三長齊下，聖類斯的發展方能邁步向前。

固本圖強 迎難而上

教育政策朝夕改，聖類斯亦難逃時代的洪流。面對未來的挑戰，蘇副校分析學校的強弱機危後，指出當下有四大目標，分別是：營造學習氣氛、維持傳統價值、貫徹辦學理念、提升同學成績。為此，蘇副校在課餘時不忘進修，把校外所學分享給同學和老師。

蘇副校在訪問期間，經常提到在聖類斯教書「好好玩」，表情洋溢著在母校工作的滿足感。他提到「快樂不是你擁有幾多，而是你計較得少。」，正是這份「等我嚟」的精神，使他一直向前，與聖類斯結下不解緣。《博藝》在此由衷祝福蘇副校政通人和，伙同管理層、師長和全體學生，帶領聖類斯邁向光輝的未來。SO FAR SO GOOD！





越級挑戰 「賢」者居之

蘇副校表示，沒想過會這麼快接勞志榮副校長的棒。他雖有志成為副校長，但一直認為會有一、兩位前輩先扛起大旗，而自己仍需時間浸淫和歷練。也許是主的安排，他身邊有不少舊生、老師建議他大膽嘗試，越級挑戰申請副校長（主要負責教務）一職。他最終憑藉自身豐富的行政經驗和熟悉學與教的工作，馬到成功。

蘇副校位高權高，惟年資未算高，難免高處不勝寒。他表示自己有顆戰戰兢兢的心，害怕自己未能做到最好。因此他經常與資深老師交流，汲取經驗。「沒有最好，只有更好！」蘇副校相信只要結合前輩的智慧和後輩的幹勁，任何難題都可以迎刃而解。

多元經驗 貼地副校

副校長並不是優差，須兼顧各方面的行政工作。幸好蘇副校早有不少人際脈絡與行政經驗。如他瞭解同儕的專長和特點，在編排教師課擔、上課時間表、校曆表等，自然得心應手。此外，蘇副校曾是升學及就業輔導組的成員，也擔任學與教小組副主席一職。因此他在籌劃聖類斯的初中和高中課程時，就更能緊貼現時教育界的趨勢，與時並進。蘇副校為人隨和、從善如流，且多次協助香港童軍總會籌辦大型活動，具豐富的團隊合作經驗。

蘇副校希望自己是一位「貼地」的副校長。「校情無小事，每件事都十分重要！」他表示會到學校的不同角落巡察，有時甚至身先士卒，如看見有蓋操場的彩虹枱上有垃圾，他會主動清理，以身作則。他更希望自己能夠成為同學與老師、神長甚至管理層之間的橋樑，從而達到上情下達、下情上達的效果。

ST. LOUIS



在他的案頭，有著一句發人深省的話——「思維決定行爲，心境決定環境」。這句念茲在茲的格言，使當天在第三街179號畢業的黃毛小子，魚躍龍門，成爲聖類斯中學的副校長。他，就是蘇浩賢副校長。

自小结緣 屢遇伯樂

蘇副校小學派位未如理想，一家人四處奔波，但難覓心儀學校。幸得友人推介到聖類斯一試。黃光照神父面試時即一鎚定音，爽快地批准了蘇副校入學。「沒有當年黃神父，就沒有今日的蘇浩賢。」蘇副校再三肯定。

在聖類斯度過了溫馨和煦的十三年，蘇副校順利升上大學並主修數學。一天，他因十六旅童軍事務，輕裝回校，校門前偶遇同窗。同窗詢問他有沒有興趣回聖記做兼職行政助理。蘇副校隨便的應了一聲「好」。

「鈴鈴鈴……」蘇副校左青菜、右鮮魚，身穿白底衫、下穿短腳褲、腳踏人字拖。電話的另一邊原來是白耀燦老師，他邀蘇副校馬上回校商量工作的事。蘇副校先是愕然，後感尷尬，畢竟自己的穿著猶如大老粗。但白老師不拘小節，「不要怕，只要來！」及後白老師和蘇副校會面了一小時，最後蘇副校一口答應。無心插柳柳成蔭，他再次重投聖類斯的懷抱。「蘇助理」新來乍到，昔日二樓的恩師，如今是自己的同儕。突如其來的轉變，令他不習慣。幸而蘇副校認識了時任校長秘書郭智英小姐（SUSANNA），令他很快便掌握到文書處理和人際關係的技巧，對此他一直銘記於心。

蘇浩賢副校長

撰文／採訪：馮嘉熙、卓奕豪

- 畢業於香港城市大學，
主修計算數學 (COMPUTING MATHEMATICS)
- 中小學均畢業於聖類斯學校，
爲2001年中五畢業生、2003年中七畢業生
- 任教科目：數學、數學延伸部分單元一
- 行政經驗：曾任職中學部校務處行政助理、升學及就業輔導組副主管、學與教小組副主席、香港童軍總會港島西區童軍區長、現任我校教師校董、港島第十六旅童軍旅長、學與教小組主席

妒忌有很多近義詞彙，嫉妒、妒恨、恨怨；粵語則稱之為「唔抵得」。潮語更出現了「葡萄」一詞，應出自「吃不到的葡萄是酸的」一句，片言隻語，輒把酸溜溜的感覺刻畫出來。惟我最喜歡「妒忌」一詞，先嫉妒而後忌恨，至為準確。

《說文》曰：「妒，婦妒夫也。」「妒」的本義為婦女相妒。白居易《琵琶行》便有云：「曲罷曾教善才伏，妝成每被秋娘妒。五陵年少爭纏頭，一曲紅綃不知數。」琵琶女才貌雙絕，長安的富家子弟爭相給她賞賜，其他的歌伎豈不嫉妒？嫉妒之情，人皆有之，西方世界更納之為七大原罪（envy）。

這裡要先區分「羨慕」和「嫉妒」。《少林足球》二師兄高喊：「點解我老豆唔係李嘉誠？」我們會「羨慕」李氏公子，而不是「嫉妒」他們，因彼此家庭背景猶如天與地，可仰而不可及耳！一眾凡人只能接受現實，遠遠稱羨。那何時才是「嫉妒」呢？就是當與擁有相似背景的人比較之時。

印度電影《三個傻瓜》有一台詞：「你朋友不合格，你感覺很糟；你朋友考第一，你感覺更糟。」人讀書，我讀書，為何成績會跟朋友相差十萬八千里？如果友人考得好的科目，正是你的弱項，那你只會心生羨慕，怪幸運之神不眷顧，沒給予你相應的天份。如果相反，友人在自己擅長的領域優於己，哪怕只是高出一分，那份酸澀也不足為外人道！自己付出了類似的努力，卻得不到相近的成果。嫉妒之情，由此而起。

人若希望能得到類似別人的成功，絕非乖戾。我們透過競爭、比較，反思自身不足、鞭策自己前進，那嫉妒是令人發奮圖強的動力。不過，有多少人能做到吾日三省吾身？更甚者，會由「妒」漸趨「忌」，再而生「恨」，他們容不得別人比自己正確、受不了別人比自己風光。他們最希望的，就是見到別人失敗，更會不惜一切處處詆毀、傷害、打壓他人，只求摘下別人成功的光環。

對以上心態，英語稱之為「green-eyed」，漢語則稱之為「眼紅」，不論東西方用甚麼顏色形容，都是指人被忌恨蒙蔽時，眼睛就不再雪白，會做出不理性的行為。戰國龐涓，與孫臏同拜鬼谷子門下。因妒忌同窗之才，龐涓竟在魏王前誣讒孫臏，臏其足、黥其顏，令人髮指。秦末項羽，天下無雙，惟妒賢嫉能。有功者害之；賢者疑之，卒敗於劉邦。美國愛迪生，曾力推直流電，但手下特斯拉另闢蹊徑，發明更安全的交流電。偏偏

黃
誠
傑
老
師

嫉妒

愛迪生妒忌同行，處處排擠。發明大王頭腦雖大，卻心胸狹隘，教人側目。可見由嫉妒生忌恨，古今中外亦然。

心存妒忌之人，往往既自負，又自卑。他們一時自認不凡，視旁人如無物，一看到別人成功，不問緣由，馬上憎恨，恨不得身邊的獎項榮耀都是他一人的囊中物。要從他們口中撬出讚美他人的言辭，難於上青天；一時自以為賤，比不上他人之時，便自云運氣不佳、際遇不好。問其自強之道，又無以為對，把成敗得失看成六合彩之屬。他們看不到別人的付出，只看到自己的不幸，更覺得別人不值得擁有成功。

《運命論》曰：「木秀於林，風必摧之；堆出於岸，流必湍之；行高於人，眾必非之。」被妒忌者，是可歎的。他們才華出眾，必定無辜招來別人的忌恨。論能力，妒忌者一定比不上被妒忌者。那妒忌者只好千方百計鑽空子人身攻擊，讓他人懷疑空穴來風，被妒忌者則百口莫辯。被妒忌者，也是可喜的。若是庸庸碌碌之輩，哪會引來妒忌？他們有如年三十的涼菜，有它也過年，無它也過年。有諺曰：「能受天磨真鐵漢，不遭人忌是庸才。」知我罪我，一任諸君！



總編輯的話

WORDS FROM EIC

陳正朗

自中二起，我已加入《博藝》編委會。由最初擔任編輯，至今年擢升為總編輯，只一字之差，要肩負的職責卻有天壤之別。昔日完成採訪及撰稿，便可功成身退；今日卻要主動接觸負責各專題的同學，檢視進度並提供建議。猶記得期考前夕，協助編輯修改採訪問題至夜深；又有某些專題因人手不足，要臨危受命。幸好今年能和現任副頭男陳俊昕同學一同出任要職，為《博藝》出版出一分力。

今年適逢《博藝》五十周年誌慶，能在這歷史時刻出任總編輯實在榮幸，今年我將會和編委會各成員搜尋更多校園趣味、軼事見聞，務求令《博藝》更添魅力。

ERIC CHAN

It is an abrupt but honorable transition from being a passive reader to an active role as the editor-in-chief this year. It is a truly massive role shift. Starting from scratch as a novice, to learning to design a page layout, to collecting articles and working with a team of reporters, editors and teachers would be challenging, yet fulfilling.

It is my great honor to be assigned for this post while celebrating the Aloysians's fiftieth anniversary. It depends on all the concerted effort from our editorial team to deliver and present all the articles promptly, and this year, we have to balance "our history" and "our present", which makes the setting of theme for the two issues more challenging.

While anyone can criticise anything anonymously anytime, the insurmountable pressure is often borne by the students who drafted and proofread the scripts. On that note, I thank the tremendous amount of hard work contributed by all of our editors, especially the other Editor-In-Chief, with gratitude.

《博藝》第五十輯編輯委員會名單

總編輯

5B 陳俊昕 | 5D 陳正朗

副總編輯

5B 朱建璋 | 5D 李錦斌 | 4D 楊逸豪

編輯

5C 呂澤天 | 5C 梁力生 | 5D 黃瀉霖 | 5D 李卓杰 | 5D 葉家傑 | 5D 馮嘉熙 | 5D 梁家肇 | 5D 卓奕豪
5D 陳俊豪 | 4D 郭德良 | 4D 林灼榮 | 4D 劉衍德 | 4D 梁紀威 | 4D 伍皓鵬 | 4D 胡啓迪 | 4D 何大熙

攝影

5B 陳俊昕 | 5C 李兆軒 | 5D 卓奕豪 | 5D 梁家肇 | 4D 魏子維

顧問老師

張秀珠 何偉良
馬寶婉 王寶珊 黃誠傑

設計及排版

5B 陳俊昕 | 5B 江澤懷 | 5C 呂澤天 |
5D 李錦斌 | 5D 廖敬之 | 5D 梁家肇 | 5D 馮嘉熙

Approved For Release 2019/3/XX :SLS-SD217925460117

ST. LOU 博藝

希穎署

第五十輯第一期

SO FAR SO GOOD

蘇浩賢副校長專訪