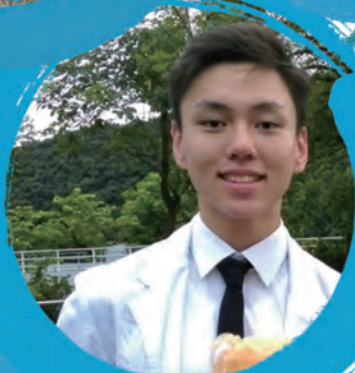


博藝

希穎署

第四十八輯第二期



總編輯的話

閒來無事，倏忽便是一年，〈博藝〉也多了兩期，而我也成長了不少.....。說實在的，我的工作量可謂銖兩分寸，最辛苦的絕對是各位編輯和顧問老師，因此我明白像總編輯一般的高層職位不是抱胸發愣便是殫精竭慮。

我明白誰都想總編輯能扛起一切，但我只好請各位把這份希望寄託於下一位有能者了，在此希冀陳力就列，不然就像我一樣「不能者止」倒也不錯。

五丁 蔡兆洋

學年結束正是〈博藝〉第二期出版的日子。匆匆道別了考試，馬上投入排版工作。我們組成的排版三子本以為經過上期的磨練，理應駕輕就熟，怎料本期才是真正挑戰難度的開始。其一是本期報道了聖母進教之佑瞻禮暨九十周年校慶感恩祭，標誌我校揭開新一頁；其二是萬眾期待的校園歌唱比賽Talent Time，我們仨如何將最精彩一面向讀者展示呢？憑着三子的通力合作，製成品已在讀者眼前，就留待各位評鑒吧！

五乙 葉津霖

〈博藝〉第四十八輯編輯委員會名單

總編輯：	5B葉津霖	5D蔡兆洋		
副總編輯：	5B文智達	5C蔡熹	5C鄧達朗	5D劉錦明
編輯：	5B林煒勤	5B梁倬熙	5C方若凡	5C夏哲良
	5C林頌堯	5D張賢達	5D李凱彥	5D梁汝海
	5D吳卓儒	4D黎煒壕	4D宋士衡	3D陳正朗
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	Miss Mayura Kim ROBERTS			

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赤壁文

呂耀榮老師

壬戌之秋，七月既望，呂子與客泛舟，游於赤壁之下。水盡如夜，同涼同色，混然一體，游乎其中，茫茫然不知所之，惟玉盤當空，三五仿佛，若沒若見，譬天人鑿蒼穹而洩天宮燈火也。客曰：「曹孟德詩云：『月明星稀』，信然。」於是飲酒樂甚，扣舷而歌之，歌曰：「道阻且長，今天一方，懷佳人兮不能忘。莫我知兮嘆奈何，舉酒凌虛兮對月光。」呂子三杯既盡，復酹江月，喟然太息，悵悵久之。客問曰：「何為其然也？」呂子曰：「蘇子《賈誼論》云：『賈生，王者之佐，而不能自用其才也。』」復云：「夫君子之所取者遠，則必有所待；所就者大，則必有所忍。古之賢人，皆負可致之才，而卒不能行其萬一者，未必皆其時君之罪，或者其自取也。」此蘇子之少作也。當是時，蘇子年方二十，以文章稱於世，意得志滿，故譏賈生懷才而不用，責其自取也。而後蘇子仕途偃蹇，屢遭遷謫，及身繫縲紲，遠貶瓊州，豈可逆料也哉！且夫赤壁，蘇子之弔孟德也，其詞曰：「『固一世之雄也，而今安在哉？』」今吾與二三子，復夜游於斯，天地之間，更無他者，惟吾儕也，況孟德、蘇子乎！人生奄忽，若孟德、蘇子者，皆少懷慷慨之志，不世之才，雖當世風流之士，無以過之，吾固知無與同儔也。聞道百，以為莫己若，是以必觀於滄海方難為水，登於泰山而小天下。今吾與子夜游，四下冥漠，乃知六合無垠，天地無盡也。古之所謂豪傑者，頽然就醉。曙色欲漸，平旦氣清，取水一瓢灌頂，始知東方之既白。

有「聲」

有「色」 Talent Time

中四丁 黎煒壕

Talent Time是我校既傳統又創新的活動，是皇者一展歌喉的舞台，讓師生、舊生共聚的盛會。

今年一月二十日Talent Time於柴灣青年廣場舉行，當晚的節目可謂「高潮迭起」。節目還未開始，場內已充滿著觀眾熱切期待的氣氛，眾人翹首以待同學竭力高歌，還有嘉賓的精彩演出。

歷練與實戰

這個讓人難忘的晚上由樂隊 KOLOR 掀起序幕，他們分別演唱了《大吟釀》、《時差》及《天地會》三首歌，而當中KOLOR更以美酒比喻為人生，時間長，酒更醇；年紀大，歷練更多。甫出場就已經令全場熱血沸騰，可謂拍起了一個又一個高漲的浪。KOLOR 表演後，則由三位風趣幽默的司儀介紹八位參賽者，替他們舒緩一下緊張的氣氛。





冠軍——黃煒凱



吳梓聰



林學宏



丁朗軒

縱使參賽者的歷練並不多，但信心卻不比任何人少，首先八位參賽者分為兩組，一同演唱 C AllStar 的《逾越生死》，他們都展示了自己獨特的風格。之後是他們獨唱的時間，每人演唱自選歌曲，各人出場時亦引起了陣陣歡呼聲及掌聲，無疑是替參賽者打了強心針。眾多參賽者中，以中三的丁朗軒最為矚目，作為最年輕的參賽者卻擁有着非凡的台風，像有種引力，令觀眾投入他演唱的歌曲——《追》，他的演出在眾多參賽者中別樹一格，令人留下深刻印象。



葉達洋



陳嘉浩



季軍——梁灝鋒

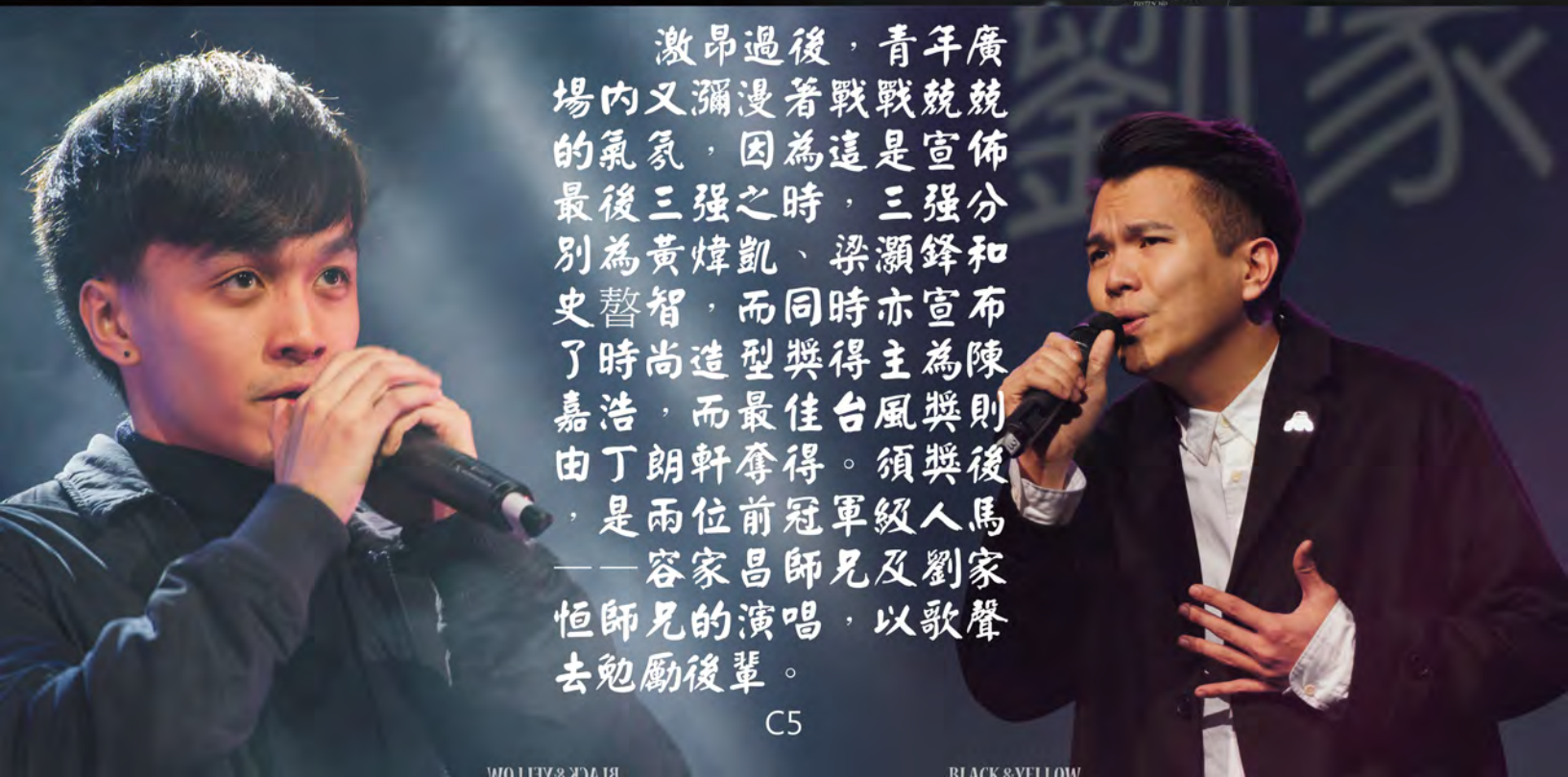


亞軍——史靨智



以身傳心

兩輪演唱後，高潮卻沒有停下，先由sp'ACE唱出《生活道》、《找片天空接受我們》及《鄭秀文經典情歌串燒》，聲振林木，他們亦藉《生活道》表達我們要在生活及生存間取得平衡之道，激昂的氣氛當然停不了；其後分別是舞蹈表演及由mixx 鄧佑剛表演 Beatbox，表演期間更不忘傳授現場觀眾基本的Beatbox技巧



激昂過後，青年廣場內又瀰漫著戰戰兢兢的氣氛，因為這是宣佈最後三強之時，三強分別為黃煒凱、梁灝鋒和史哲智，而同時亦宣布了時尚造型獎得主為陳嘉浩，而最佳台風獎則由丁朗軒奪得。頒獎後，是兩位前冠軍級人馬——容家昌師兄及劉家恒師兄的演唱，以歌聲去勉勵後輩。

狂潮

正所謂『窈窕淑女，君子好逑』，今年我們有幸邀請聖保祿學校的 Sammi Chan 為表演嘉賓，我校血氣方剛的男兒們都為之瘋狂。其後歌手陳詩欣唱出《層層疊》、《堅離地》，於歌唱期間更跳出舞台，親身走到台前與觀眾握手，男兒們都紛紛伸手以顯風度，場內亦充滿歡呼聲及尖叫聲。高處未算高，原來還有 Super Girls 獻唱《一拍即愛》、《分手的美》，此時觀眾已按捺不住，衝到舞台前，隨後 Super Girls 派發限量珍藏版 Super Girls 肖像文件夾予觀眾，更多更多的觀眾瘋狂地跑到舞台前爭相與偶像自拍、取紀念品，熱潮久久沒有散去；最後 Super Girls 唱《有事發生》，大跳嫵媚辣身舞，把全場氣氛推至極致，此時觀眾仿如着了火般尖叫著，隨動作此起彼落。

BLACK & YELLOW
LUSTEN 360



花落誰家？

司儀——石皓銘、楊世浩、莊晉賢

這個讓人難忘的晚上隨頒獎禮徐徐落幕，黃煒凱登上冠軍寶座，史磐智和梁灝鋒則分別奪得亞軍及季軍，儘管一切表現已完結，但當司儀們說下年再見，全場亦以熱烈的歡呼聲作支持，最終高潮亦漸漸消退，剩下一個美麗的晚上。



田惠民神父成就獎

(Father Deane Achievement Award)

中四丁 黃鈺荃

一樓至二樓樓梯轉角牆壁上，有一塊大家既熟悉，又陌生的木牌——那正是「Fr. Deane Achievement Award Hall of Fame」。牌上鐫刻著一個個田惠民神父成就獎得獎者的名字。究竟田惠民神父是誰？獎項又從何而來？今期博藝將為各位解惑！

由來：感念師恩 報之學弟

田惠民神父為我校第十一任校長（1962至1982教務長；1982至1988校長）。他認為學生各具所長，不能驟然判別賢愚，一直幫助同學發揮潛能，深受學生愛戴。後來田神父因帕金森氏病退休，回到愛爾蘭休養。多位田神父的學生未有忘記師恩，於是成立田惠民神父基金支付田神父的生活、療養等費用，直至田神父2007年過身。



右一：田惠民神父



右三：田惠民神父



田惠民神父成就獎獎座

楊剛（1970）、黃達培（1969）、羅達智（1991）和其他幾位師兄決定延續田神父有教無類的精神，於是以基金餘款成立田惠民神父成就獎獎學金（Father Deane Achievement Award），希望讓學弟明白「天生我才」，人人稟賦不同，不必因一時落後而氣餒。



第一屆得獎者

發展：獎勵以外 傳承培才

原本田惠民神父成就獎只頒發獎學金鼓勵對學校有貢獻的同學（例如有傑出課外活動表現），後來幾位師兄發現傳承聖類斯精神必須「以心印心」，是以於2013至2014年度增辦田惠民神父成就獎培育計畫（Father Deane Achievement Award Excel and Beyond Programme，下稱「FDEB」），旨在讓同學擴闊眼界、增強自信。FDEB計畫每年均會邀請約十二名同學參加，最大特色是師友計畫（mentorship），安排六十至千禧年代畢業的師兄作導師，以一對一或一對三的形式跟同學一起參加活動，在過程中給予輔導。至今舉辦的活動包括：訪問南海中學（國家重點中學）、基督教正生書院、工作影子計劃（參觀精工印書局、香港寬頻、L plus H fashion等機構），內容豐富，涉獵範疇亦廣。

以往辦過的活動



參觀南海中學



參觀內地玩具、塑膠製品廠



澳門—慈幼會及世遺尋根之旅

筆者有幸參加本年度FDEB，以下讓我為大家介紹一下本年度賽馬會長洲鮑思高青年中心訓練營、明愛小學生授課計畫兩個活動吧！

訓練：一日一夜 流露真我



投入討論活動



FDEB參加者匯報授課計畫



趣味英語 正式授課



商討授課計畫

本年度計畫新設明愛小學生授課計畫，我們十二個參加者被分成三組，每組均須設計一個對象為小四至小五學生的課程，在四月至五月期間到明愛賽馬會石塘咀青少年綜合服務中心授課。課程須包括四至六課，其餘如教學主題、教學方式一概自擬。第一個活動是兩日一夜的訓練營，主要目的是商討授課計畫的細節。甫到達賽馬會長洲鮑思高青年中心，我們三組便各自由舊生導師帶領討論，然後向在場各位報告教學大綱。我們三組教學主題各異，分別為：英文口語、英詩賞析、科普常識。

翌日，我們挑戰高結構繩網，嘗試克服恐懼，突破自我。我們二人一組，爬上兩層樓高的繩網陣，分別在V形鋼索的兩邊行走。過程中我們須面對面，伸手抵着對方，目標是走到另一端敲打銅鐘。地上的同學則幫忙拉繫在挑戰者身上的安全繩，確保我們不會下墜。「雖然成功的人少，」導師陳鈞堡師兄說，「但我見學弟在過程中顯露了真性情，讓大家互相有更深的認識。」



歡欣迎接繩網陣



繩網大挑戰

雖然未有人成功敲鐘，我們全部人都盡己之能走到最遠，沒有棄甲曳兵的。一輪驚恐以後是前所未有的平靜，戰勝困難的喜悅。夕陽西下，第一天看似結束，其實不然。晚飯後我們還跟一眾師兄到長洲碼頭附近大快朵頤。

教學：寓學於教 人師己師

復活節假剛完結，明愛小學生授課計畫便開始，我們要應付最為忙碌的一個月。三組陸續到本校對面的明愛賽馬會石塘咀青少年綜合服務中心教導小學生。雖然我們心中緊張，外表卻充滿自信，在電腦簡報前神采飛揚。小學生天馬行空，不斷發問出人意料的問題，有時我們也難以招架，須在場師兄出手解圍。時間過得很快，近一個月的課堂轉眼完結，從設計、備課、教學，我們可謂勞心勞力，可想到小學生日後或能運用到我們所教的東西，疲累便一掃而空。

筆者訪問了幾個別組的同學，四丁班的施俊丞總結：「經過是次活動，我學會了即使事情準備充足，也不一定成功。在第一課，我們打算教授一篇名為Monster的詩，可是不用解說，小學生已經明白，問他們課餘時間做甚麼，他們竟然回答『看英文書』，我們一時反應不過來。」他一臉無奈地說，「我們臨場構思了一些活動充實課堂。往後幾課加深難度，再預先上一節模擬課堂作準備，同類問題再也沒有出現。」

後記：教學之間 活動以外

原本抱著但試無妨的心態參加FDEB，不料活動令我獲益良多，例如在授課計畫中我首次體會到當老師的滋味。向來以為老師的工作很簡單，不過是上課，可是參加計劃後我才發現當老師是繁忙的工作，在課堂以外的時間要備課，評改課業，需要很多時間、心力。FDEB正正教懂了我易地而處，同時也拓寬了我的眼界，跟一般活動截然不同！

活動能夠順利進行，全賴明愛賽馬會石塘咀青少年綜合服務中心社工Ray和他的同事、一眾師兄大力支持，謹此致謝！

2016至2017年度田惠民神父成就獎培育計畫活動一覽

日期	活動
2016 年 10 月 28 日	中一新生簡介會校園導賞嚮導
2016 年 11 月 11 日至 11 月 13 日	賽馬會長洲鮑思高青年中心訓練營
2017 年 2 月 11 日	明愛小學生授課計畫工作坊
2017 年 4 月至 5 月	明愛小學生授課計畫
2017 年 6 月至 9 月	英語表達技巧訓練班
2017 年 11 月 11 日至 11 月 12 日	九十周年開放日學生大使

本年度田惠民神父成就獎培育計畫舊生導師

黃達培師兄 (1969)	何卓熙師兄 (2003)
李思濠師兄 (1978)	邵子恒師兄 (2003)
陳世雄師兄 (1979)	譚大衛師兄 (2003)
張焯濂師兄 (1985)	陳智偉師兄 (2004)
陳鈞堡師兄 (2003)	袁曉峰師兄 (2009)

本年度田惠民神父成就獎培育計畫參加者

4A	陳炯源
4B	吳瀚棕
4C	余振銘
4C	蘇展霆
4D	張銘源
4D	黎煒壕
4D	詹文希
4D	鄭啟鴻
4D	施俊丞
4D	黃鈺筌
4D	梁卓晞



不忘師恩 情繫母校

尖子檔案

—— 蔡顯猷

中五丙 方若凡 王志遠

每一個學生都在同樣的校園下學習和成長，但如何可成尖子，出類拔萃、傲視同儕呢？

追夢之旅

蔡顯猷為本校2016年的畢業生，現於香港中文大學修讀內外全科醫學士課程，為自己的「醫生夢」打拼。蔡師兄被醫生冷酷的外形所吸引，故自小已立志成為醫生；及至初中時候，他聽聞醫院正面對急症室人手不足的問題，而自己又救人心切，於是決心要成為醫生去幫助有需要的人，可說追夢皆由於樂於助人的性格使然。

為了追逐夢想，每日放學便會與同學到香港大學溫習至晚上十二點，港大的學習氣氛濃厚，一眾的同學為了考入大學而努力不懈地奮鬥、讀書，實是熱血！蔡師兄憶述自己考完文憑試那一刻，頓時放下心頭大石——畢竟自己為了這一次的考試籌備了足足三年。考試結束了，自己的心情亦得到放鬆，但隨後亦開始擔心自己成績未如理想，不能就讀心儀的醫科。至放榜前一刻，他坦言自己害怕得很，一時失去方向感，更不能想像自己要是不能就讀醫科該如何是好。最終皇天不負有心人，得知自己成功考入醫科後，他頓時喜極而泣，他自言那種喜悅實在是非言語所能夠表達，隨即致電父母並在哭泣聲中將喜訊告知父母，即使在掛掉電話後心情亦未能平復，哭泣良久……

姓名	蔡顯猷 Tsoi Hin Yao Tobias
就讀年份	聖類斯小學：2004-2010 聖類斯中學：2010-2016
中學文憑考試成績	中文：5* 物理：5* 英文：5 化學：5** 數學：5** 生物：5* 通識：5 M2：5**
曾獲獎項	Father Bernard Tohill Memorial Scholarship 中西區優秀學生獎 尤德夫人紀念獎 「耶魯大學宋氏實驗室研習計劃」獎學金
職務	白社社長 學生活動協進社幹事 校刊、《博藝》編輯 學長
大學及學科	香港中文大學內外全科醫學士
課外活動	港島第16旅童軍成員 香港中文大學醫學生劇社 香港中文大學醫學院會學術幹事
興趣	遠足、籃球、色土風

蔡師兄表示在追夢的過程中要感謝一眾老師、師兄和同學的幫助和鼓勵。他特別感謝呂耀桑老師，呂老師具魄力不計較，處處為學校、學生著想的待人處事態度，激發了他為校爭光的意念，希望將來如呂老師一樣可貢獻母校、貢獻社會。另外，他認為張超棋老師亦是一位很特別的老師。他憶述自己中五那一年於音樂室門外偶然聽到一位八十年代的美國歌手的樂曲，心生喜愛並衝入音樂室中細聽，並發現張超棋老師每每購買新的光碟都會與同學分享，自此自己有時放學便會到音樂室享受音樂以放鬆心情。他認為張超棋老師和自己同樣喜愛懷舊的曲目，而自己在聆聽音樂的過程中亦得到放鬆。從呂老師、張老師身上蔡師兄學會了敬業樂業的道理，一生受益。

中學點滴

蔡師兄憶述自己那一屆的學生不被看好，他表示起初聽聞這說法時稍感憤怒，內心也絕不好受。由於不甘被人小覷，該屆的學生都因此而發奮圖強，力爭上游，化悲憤為力量，證明自己以及一眾同級的學生並非烏合之眾，更令該屆的同學因而團結一致，向未來進發！

蔡師兄除了學業成績優異之外還身兼多職，他在中五時擔任白社社長及學生活動協進社委員，為校出力，生活忙碌卻充實愉快。至於被問到如何兼顧活動和學業，他指秘訣在於自律自主地切換角色的崗位，將工作、娛樂和學業都分清楚，做事絕不三心兩意，而是專心致志，腳踏實地地做好每一件事。

在奮鬥向上時也要作適時休息娛樂以舒緩緊張情緒，他每個星期日早上都會約朋友打籃球，在疲憊時則收聽一些懷舊音樂或與朋友談天紓壓，他自覺朋友之間的支持和鼓勵都是一碗碗甜美的心靈雞湯，一句簡單的「頂住呀！」、一句「加油！」無不令人抖擻精神、重新振作。作為一個文憑試考生過來人，他認為壓力的來源除了是龐大的溫習量外，還有父母的期望。他指父母一般都不懂從何協助子女渡過難關，也基於年紀差異而不瞭解子女讀書壓力沉重。因此朋輩才是最瞭解彼此的人，而朋輩間的互勵互勉能振奮人心，令一眾學生知道世界上仍然有人瞭解他、與其一同作戰！

兄弟濃情

蔡師兄在聖類斯度過了十二個寒暑，他指自己升中時並不希望入讀聖類斯中學，但也並非對其感到厭惡。及至他畢業時，卻因要離開聖類斯而感到不捨。他明白聖記雖然並非一間頂尖名校，然而他敢肯定聖記是最著重兄弟情的學校。他坦言自己曾經埋怨為何本校不如其他學校於學術上出類拔萃，現在回想過去才發現自己其實很佩服學校不去刻意追求學生的學術成績，而是更注重一個愉快的中學生活，令他能擁有一個無悔且充實的學生生涯，自覺在聖類斯的生活回憶以及兄弟情都是無價的。及至今天，他仍不時相約中學同學一同外出吃飯、遊玩、敘舊，因為即使進入大學並認識眾多朋友，但真正與己交心、真正明白自己的就只有那一班曾與己作戰的中學同學了。另外，他認為另一個聖記的特色便是老師與同學間亦師亦友的關係，不少老師閒時會跟學生一起打籃球、談笑風生，這種情景在其他學校並不常見。他認為這種師生關係實在難能可貴！

給學弟的話

蔡師兄鼓勵一眾學弟全心全意去達成自己的目標，不要被外界事物影響導致自己分心。他認為成績固然重要，但在學業上，一分耕耘未必等於一分收穫，但只要有付出就必然有收穫，他更希望的是學弟能夠享受過程，不要太過介懷成績好壞，只要問心無愧，做好本分便可。

一位尖子的「誕生」並非是一人的功勞，也有賴一眾患難之交、一班良師益友以及那所永不可忘且孕育出我們的母校—聖類斯中學！





一碗高湯麵的故事

舊生專訪—劉家耀

中五乙 文智達
中五丙 鄧達朗 蔡熹

畢業？創業？面對人工低、工時長的社會氣候，惡劣的打工環境驅使了一群年輕人嘗試創業闖出一片天。不知我校同學又有沒有幻想過自己創業做老闆？要創業的話又可以從事哪個行業？這次《博藝》編委會就訪問了一九九九年畢業的劉家耀師兄 Billy Lau，並邀請他分享其職場經驗。

不一樣的少年

我校從不缺少馳騁球場的小將，但各位帥氣入樽，離開球場後是個怎樣的人？是線上遊戲的霸主抑或縱橫情場的玩家？我校的劉師兄卻能先後兼顧甲乙兩組籃球校隊的訓練之餘還課餘兼職。有不少同學課餘曾在某跨國連鎖飲食集團工作，嘗過鏟薯條、唧雪糕的苦澀滋味。然而劉師兄的汗卻滴在茶餐廳濕滑的廚房，先不論當年對勞工的職安保障，要忍受熔爐般的廚房與日常生活中匪夷所思的骯髒環境已足以使我對師兄肅然起敬。



「出國留學，真富有！」

相信同學也聽過或說過類似的說話，但留學卻絕不等於過富裕舒適的生活。中七畢業就跟隨家人移居美國並繼續升學的劉師兄，在美國讀大學時，早上七時半到十一時上課，下課後立即兼職至下午三時，下班後三時至六時立即回到校園「再續未了堂」，下課後又回到餐館工作至店鋪打烊為止。



仍是會計師的日子

在這艱苦的生活下，劉師兄曾休學一年全心工作，之後重投校園完成會計學位，閱至此處不知有多少同學打消留學的念頭？大學畢業的師兄回到香港「四大會計師行」當會計師。花樣的年華、專業的資格加上穩定收入，簡直是港人心中的「人生勝利組」。

然而問及對該工作的感受，他坦言自己不適合死板的會計工作，亦想挑戰一下自己，於是和一群同事離開公司發展個人興趣。

初嘗創業

看準本港中式麵食一直未能打進高檔市場，相對動輒百元的日式拉麵與意大利粉，雲吞麵與牛腩麵顯得老套而寒酸。看準市場空間的劉師兄離開會計師樓後於北角開設創新的中式麵店——大熱高湯麵。傳統麵店會把麵條、湯底、餸菜整碗奉上，師兄主打的高湯麵，各類餸菜以小點精品形式輔以任君選擇的各類獨門湯底分開呈上，理所當然地為顧客帶來新體驗，更成功俘虜我校老師的胃袋呢！

「幸好我熟悉廚房工作的流程。」面對職業轉型，所幸師兄年少時一直兼職，累積了不少飲食業技能，更對廚房運作瞭如指掌。活用自己的經歷，令一眾和自己一樣渴望轉職的同事敢於跟隨。

「當然我要先做好R&D（Research & Development即資料收集及業務拓展）的工作。」面對當日的辛苦，師兄不免表露一點五味雜陳的情緒，卻見他向櫥窗外望，是一陣會心微笑，仿如在敬佩當年的自己。「還記得老闆問我們是否瘋了。」但見現在師兄事業有成，想必舊老闆大概亦只好笑而不語了。



位於北角的大熱高湯麵

獨具慧眼

隨著麵店的生意漸入佳境，劉師兄決定身兼兩職，一方面管理麵店，同時和友人合作，擔任Foodpanda財務總監一職。

如何可出人頭地？師兄的結論是要擁有明確的目標，以及分析力。所謂分析，不單是對自己業務的考慮，亦需要考慮其他公司計策。「我跟餐廳分析，午膳時間只有一個多小時，因為座位有限生意不會太多，要增聘人手成本又上漲了，如果跟我們（Foodpanda）合作問題便可解決。」

不少餐廳店主聽完師兄的介紹一拍即合，甚至越來越多餐廳要求合作，足見敏銳的生意頭腦及慧眼對於創業有巨大助益。

為配合現時的年輕人不喜歡被束縛與限制的特質，師兄認為要給予他們適當的空間發揮，也讓年輕人了解個人責任，所以他不會為同事設立一個特定的工作框架，只會要求同事在一個特定的時間裡完成其工作，越早完成其工作所得到的自由相對也會越多，這套做事方式對管理有一定的影響。例如我們在街上隨處可見的橙色poloshirt Foodpanda車手只要完成訂單，餘下的時間就可供他們自由發揮。



Foodpanda成立



Foodpanda營銷推廣

勉勵師弟

談到昔日的聖記時光，師兄旋即談及我校特質—「自由與自律」這四字真言今日已成為他做人宗旨。

「要擁有自由的代價就是要自律。要自己在兩者中取得平衡，要首先知道自己的工作 and 責任，而當完成了自己的工作就可以獲得適量的自由。」這點在Foodpanda車手的工作待遇上得到充分體現。



Foodpanda好友共聚

大洋彼岸的花花世界未有使師兄沉淪，上課上班上課再上班這種非一般生活大可以「逃避」面對，但成敗只差一線。昨天師兄嚴格律己得以積累人生經驗，在工作上收到豐碩的成果，沐浴於自由的春風裡；今天的劉師兄不但將我校精神融入管治生意的哲學中，更以自身成為此制度的楷模。現時師兄得以身兼兩職之餘還學習鋼琴，一圓少年夢。師兄寄寓一眾學弟，幸福非必然，凡事須努力。

二零一六年暑假，中六丁班蔡健行同學參加了由馬來西亞教育局、國際鳥盟BirdLife International以及馬來西亞中學SM Sains Alam Shah合辦的國際英文寫作比賽The ASiS International Essay Writing Competition 2016 (AIWC)，榮獲第三名。

良師鼓勵 細心研習

談到參賽，他憶述因收到一封觀鳥隊顧問陳駿傑老師的電郵始，「他認為我對鳥類熟悉，可嘗試參加國際賽事。」得到老師的鼓勵，蔡同學便下定決心參加比賽。

比賽分為初中組和高中組，獲獎的同學可獲得優良證書和一本鳥類專書。賽例規定參賽者需要運用數據和實證撰寫文章，因此蔡同學在賽前做了很多網上的資料蒐集，並進行實地考察，掌握具體數據；同時閱讀大量書籍，加深對香港雀鳥種類和數量的了解。撰寫專文前更要比較不同棲息地的特色，分析如何有利鳥類的生存和聚居。



蔡同學的參賽作品題為《香港的重要鳥區》(An IBA in my country)。文章主要介紹香港最廣為人知的觀鳥熱點——米埔及內后海灣拉姆薩爾濕地以及塱原濕地。文章更重點說明兩個觀鳥地點的生物多樣性，以及地理位置對遷徙鳥的影響。陳駿傑老師補充說香港有眾多大大小小的觀鳥地方，全因香港有足夠的天然資源，令鳥類有舒適的生存環境。陳老師讚賞蔡同學的文章寫得細緻詳盡，背後付出的努力有目共睹。

◀ 觀鳥隊成員

脫穎而出 受寵若驚

比賽的其中一個主辦團體為國際鳥盟，是個知名的鳥類學會，而參賽者來自世界各地，精通英語，而自己的母語非英語，因此蔡同學從沒想過自己會得獎，今次參賽得到季軍，可謂受寵若驚。



蔡同學曾是學校觀鳥隊成員，閒時熱愛踏足大自然，觀察候鳥生態，反思人與大自然的關係。今次參賽令他更加明白雀鳥面對的危機和環境保育的重要，他盼望能夠好好保護鳥類，為保育環境出一分力。蔡同學希望未來能回到母校協助舉辦觀鳥活動，帶領師弟享受觀鳥的樂趣。

瀏覽蔡健行同學的得獎作品，請掃描二維碼。

◀ 獎品



▲ 獎狀





致力培育工作 學生家長兩得益 - 家長教師會專訪

中五丁 李凱彥 吳卓儒

聖類斯中學家長教師會（下稱家教會）成立的首要目標是加強學校與家長的溝通，以提升教育效能。家長可以通過家教會這個有效渠道去了解學校事務；校方也可透過家教會招募家長義工，協助學校舉辦活動。

近年，家教會在培育工作不遺餘力，培育工作包括「家長教育」和「學生教育」兩方面。家教會把家長和學生的培育工作分開，是因為兩者的性質不同。「家長教育」可讓家長掌握與兒子相處和溝通之道，以助兒子學習和成長；「學生教育」可協助同學適應學校環境，並針對學生需要，發揮學生潛能。

家長培育 治標治本

家長教育方面，本校家教會和香港家庭福利會（下稱家福會）駐校社工合作無間，多年來協助家教會舉辦多個講座，例如：青少年壓力處理、聆聽少年心、與成長的男孩對話等。每一屆家教會選出後，培育組的成員會和駐校社工開會，商討來年的培育活動，家福會社工對講座主題提供了很多具參考價值的意見。社工指出，不少學校所成立的家教會，都把資源放在學生培育工作，忽略家長教育。以情緒輔導為例，其他學校都會集中輔導以及教育學生，進行所謂「救火式」工作，而本校家教會則兩方兼顧，既輔導學生，也從家長教育着手，此舉可收預防勝於治療之效。

家教會更成立「家長互助小組」進行家長培育工作。自第二十一屆起，家教會會長引入每年兩次的家長講座，當時發現家長反應熱烈，踴躍參與，並在講座的答問環節積極發問，所以便跟時任校長和社工商量籌組家長培育活動，最後決定以互助小組形式進行。隨即成立「家長互助小組」，以每年舉辦四個活動為目標，例如：網「樂」新紀元系列等；亦設有WhatsApp群組，讓家長溝通、學習和互相鼓勵。互助小組每次會以家長最常遇到的難題作主題，一方面讓家長對該主題深入討論以增長知識，掌握處理難題的竅門，另一方面讓家長知道有同道中人可共度難關。

家教會亦曾與舊生會Medical Link合作為家長舉行健康講座，邀請舊生講解健康知識。

搜集意見 緊貼社會

家教會在每次活動後都會派發問卷，搜集意見。並緊貼社會，留意熱門時事議題，以作為制定下一次活動主題的依據。例如針對近年越趨嚴重的學童自殺問題，家教會培育組便舉辦一連串以情緒為主題的講座活動，教導家長分辨情緒病及了解兒子的心理狀況。

學生支援 全面周到

學生教育方面，自家教會成立以來，致力為學生提供各種支援。十多年前，家教會已經與明愛及補習社合作，為中一新生舉辦暑期英語銜接課程，以助新生適應中學英語學習環境，並善用暑假閒暇充實自己。然而，一直以來，家教會在舉辦暑期銜接課程時遇到不少問題，例如學費昂貴、師資參差等，於是家教會在四年前作出改變，與校方合作，並邀請本校老師、大學畢業師兄以及中四升中五學生負責執教。這不但能夠降低成本，解決師資參差問題，更可讓中一新生從老師、學兄口中了解聖類斯，有助新生建立對學校的歸屬感。

過去三年，家教會為中四、中五學生舉辦公開演說訓練班，為期三星期。內容包括演講稿撰寫、故事演繹及演說技巧訓練。每年家教會都會在眾多學員中選出優秀表現者於暑期銜接課程畢業典禮以及

中一迎新日擔任司儀，讓他們實踐所

學，訓練膽量。此外家教會亦曾為參與領袖訓練營的學生提供訓練，以提升領導及溝通能力等。

家教會明白升讀大學競爭激烈，故積極參與校方主辦的中五學生模擬面試活動，除撥款資助外，亦會派出不同行業的家長義工，聯同舊生為中五學生進行模擬面試，分析面試涉及的話題及提示面試要注意的細節，務求他們在真正的大學面試中脫穎而出，提升入學機會。



反思現況 再闖高峰

俗語有云：萬事起頭難！過去幾年的家長、學生教育工作，家教會認為只是一個重要的起步點，因他們深信培育組的工作，沒有最好，只有更好的道理。故此，每一個新學年他們都會檢視以往的活動內容、成效等，分析可改進的地方，務求將來的活動會有新的元素、擴大進步空間，以期更貼合家長和學生的需要。除了不同活動所涵蓋的闊度之外，內容的深度更加重要。其實，學校好比一個龐大的系統，家教會、駐校社工、老師、家長和學生都是學校系統的不同組成部分，只要各個部分發揮所長，即使大家在不同的崗位，都可以循序漸進地創造出具有聖類斯精神和富特色的家長、學生培育工作，攜手邁向新紀元！



↑ 家長互助小組 (第四次活動) ~ 抑鬱情緒知多少

↓ 通識教育科研討會



Meeting the local scouts

We met up with a few local scouts on the campus. We cooked a decent meal for them and had a great time chatting together. Talking more in depth with two of them, John and Jonas, twin brothers, I learned of how the scouts had made a difference to their relationship. Though twins, they had not been particularly close, but the scouts and the challenges they were brought face-to-face with in the various tasks and activities set by their leaders helped form the bonds they did not previously have.



It brought home to me the true value of the scouts. This encounter with the twins also gave me the chance to gain real insights into the lives of people, in particular, young men of a similar age to me in another culture. Yes, there are differences in our lifestyles and thinking, but yet, here we were having a laugh and a chat together. The scouts gave me this chance, this trip gave me this chance. I realized again how lucky I am.



Reflection

It was my first time visiting Australia, an awfully awesome country. Despite the fact that some of us have been to many countries before, we all feel that there's something special about Australia.

Without a doubt, the infamous insect – flies – had accompanied me for the whole trip and I'm wildly glad I could finally be rid of them. But there are countless things I will not forget and would not want to forget, memories and experiences which will remain etched in my mind. While we were there, we could completely unwind and leave all worries behind. The rapport we developed with scout members from other groups will stay with us. The friendships will continue. It was indeed an eye-opening experience which has been woven into my life experience.



Embracing nature

Following on from our feast of the night before, it was then time to enjoy the sea, sun and sand at the beach. The sand was pure like white sugar, and lying there I breathed in the fresh salt air and gazed out with delight at the ocean view, and the never ending horizon. Heaven! The sound of the waves crashing onto the shore, surfers riding the white tips and cute little kids building sand castles all combined to make me think, yes, this is it, this is the life!

The Canoe Trip – tough but rewarding

By far the best means of enjoying the spectacular scenery is to take a canoe trip. We travelled on the Yarra River located in Warrandyte, the whole route is 20 kilometer long. It was a two-day trip. The first day was challenging as we tried something we had never encountered before, travelling along the fast-flowing water.



In groups of two, we shared a canoe, one in the back and one in the front. The one in front did most of the paddling to make the canoe move forward and the one at the back used the paddle to control the direction. In Hong Kong, we usually canoe in the sea where the water is calm and which allows us to paddle steadily. But the Yarra River is filled with rapid streams and giant rocks. Good verbal and non-verbal communication, advanced skills and courage are required to travel along the torrential river.

One of the most memorable moments for me was getting stuck in front of a giant rock, certainly the most dangerous and challenging situation I had ever experienced. The rock was right above the rapid stream. No matter how hard I tried, I could not move forward. We had to stay calm and discuss how to move forward. I emptied my mind and finally came up with a solution. I got out of the canoe, pushed it down into the rapid stream and jumped in. The water almost swallowed me, the current was so strong I felt like every inch of my body was being punched. I was soaked to the skin. Catching up with my mates, we continued our adventure.



Sight-Seeing

After the canoe trip we were all worn out. We stayed in the living hall of Melbourne University for the rest of the trip. We had a good rest and we went downtown for dinner. The next day, we visited lots of places in the city like the Victoria Police Memorial and Queen Victoria Market. We walked a lot, and spent lot, too. After a wonderful sight-seeing and shopping day, it was time to board the plane back to Hong Kong. Where had all the time gone?

Cultural Exchange Trip to Australia

By Ian Chan 5C



Hong Kong Island Western District of the Scout Association of Hong Kong organized an eight-day cultural exchange trip to Australia on 23rd of December 2016. Four venture scout members from our school participated in this event.



The preparation

A year before the trip, each scout and scout leader had started the preparation for this journey. Since the group involved a combination of scouts from different units, scout leaders held two different social services sessions for us in order to foster team spirit and get to know each individual more.



More about the trip

After a 10-hour flight, we finally arrived at the airport in Melbourne. We continued our journey to the first destination "Otway". If you ask about the exhilarating activity, zip lining, Otway would definitely be the first place people would think of. What could be more thrilling than to zip line through the forest 50 meters high from the ground?

At night, we settled down in the scout center located in "Colac". We had a whale of time cooking and chatting together. It was a wonderful night. The style of the scout center was freer compared to those in Hong Kong.

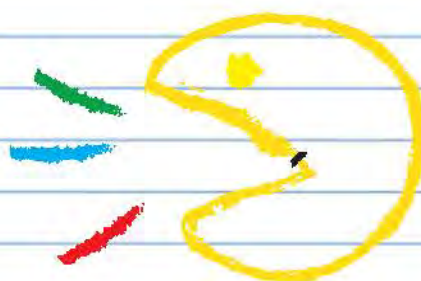


Once settled down into the lessons, Brandon also found that having lessons with non-Chinese speaking classmates, especially English-related subjects, were more enjoyable as he could use English to discuss with these students and so he can practise his English in the process. Jerry also noted that some teachers may need to explain some difficult ideas with the help of Cantonese when teaching the subjects that are supposed to be taught in English, such as Mathematics, Science, History and so on. However, if there are non-Chinese speaking students in the class, both teachers and students would tend to use English. In other words, these students have helped create a richer English environment.



Unbound by Language

In the Book of Genesis, it says that the whole world once spoke the same language. However, God eventually separated the people, scattering them throughout the world, and letting them develop distinct languages. Some would think that it was wrong to divide us, while others think it was good to bring diversity to this world. No matter which side you take, we cannot deny that we are experiencing a totally different situation from the one described in Genesis. People, regardless of races and languages, are becoming more connected. From the interviews, we learnt the gap between two different cultures is never a problem, with the shared knowledge of western culture acting as a bridge between the students. Despite not sharing native languages, the non-Chinese speaking students are able to fit in and interact with others comfortably. From them, we understand that with time and determination, language differences should not be seen as a barrier. Instead, the differences have brought a rich variety to our campus.



The importance of Chinese

Talking about the language barriers they face, most of the non-Chinese speaking students interviewed thought that Chinese proficiency is an indispensable skill to have at school and outside as most Hong Kong people communicate in their mother tongue. Being able to communicate in Cantonese is important in order to survive. Although Hong Kong is an international city and our school is an EMI school (English as Medium of Instruction), knowing the mother tongue of the locals is still essential.



JERRY

Opinions from Chinese-speaking students

As many of our students spend time with non-Chinese speaking students every day, we have also interviewed some local students who are in the same class as non-Chinese speaking students like Chalmer and Miguel.

Brandon So (4C) found that most non-Chinese speaking students speak English fluently, and once approached, can be very good-natured and talkative. Jerry Leung (4D) thinks most of them were quite sporty. Both agreed that interacting with non-Chinese speaking students enables them to use English more, even outside of lessons. However, in terms of culture sharing, Brandon has not learned much about the culture of the non-Chinese students. He explained that most of the non-Chinese speaking students he interacts with were either born in Hong Kong or came here at a young age. Jerry was of much the same opinion as Brandon. At the same time, he found that very often the non-Chinese students do not understand things about Hong Kong culture such as Cantonese swear words.



BRANDON



Different Native Languages, Same School

Speaking with
Non-Chinese Speaking Students

By Tobias Sung 4D

Philosopher Emil Cioran once said, "One does not inhabit a country; one inhabits a language. That is our country, our fatherland - and no other." Our native language, in many ways, embodies who we are, and our sense of belonging. While many of us have Cantonese as our native tongue, there are thirteen students currently studying in our school who do not speak Cantonese as their native language. Through interviews with some of them, we can understand more about their lives at school.



Entering St. Louis School

Miguel's (3D) family moved to Hong Kong when he was seven year-old, while Chalmer (4D) was born here, but he and his family moved away to the Philippines sometime afterwards, returning a few years before he entered St. Louis School. As a result, both of them did not have a lot of time to pick up and practise Cantonese, so what would they say about their school life in St. Louis?



Miguel

Chalmer



A Glimpse into Their School Lives

With language barriers to overcome, both Miguel and Chalmer have trouble communicating with classmates sometimes, although for both of them, the supplementary Chinese lessons provided by the school have helped quite a lot. When asked about the school's special arrangements for non-Chinese speaking students, both seemed satisfied, stating that it has done enough to support non-Chinese speaking students. These students have to take certain lessons that are taught in Cantonese, such as Religious Studies and Chinese History, but are they facing any difficulties? While Chalmer does not think that the lessons are too hard, provided that the teacher does not ask him too many questions, Miguel finds it hard to understand the teachers most of the time. However, generally speaking, settling into school life with the other Chinese-speaking classmates does not seem to be a problem, and they can enjoy life here just like anyone else does.

By catering teaching and learning materials to their level of proficiency, the aim is to make it easier for the non-Chinese students to assimilate into the local culture and develop interest and passion towards Chinese. The majority of what the juniors learn is practical to their daily lives, while the seniors learn and improve skills and techniques to conquer their Chinese exams. However, the end results depend all on the learning attitude of these students.



How are you recognized as NCS?

- (a) Students who have learned Chinese Language for less than 6 years while receiving primary and secondary education; or
- (b) Students who have learned Chinese Language for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in our local schools.

Do teachers receive any special training?

Basically any qualified Chinese teacher is capable of teaching these students. However, teachers need to be fluent in English to facilitate communication with the parents of NCS students for notices or special announcements.

Ms. Celia Liu, who is a qualified Chinese teacher, has attended courses where she learned methods of teaching NCS students. Since the separated classes are small, it is easier to be closer to these students and develop a friendly bond, which helps avoid a stressful atmosphere in class. However, she faces a difficulty in teaching due to the relatively small exposure to Chinese of NCS students as these students do not often use Chinese outside of the school environment.

What does the future hold?

In the past, NCS students were often able to speak fluently, but some had trouble with writing. The school would then assist them in finding classes to improve their Chinese proficiency and skills to battle the Chinese DSE.

The development of the programme has been going well and meets expectations. Last year, an NCS student completed the DSE and IGCSE, and was accepted into college with remarkable success. Hopefully, this will be the case for many years to come.

Teachers find that the current system is satisfactory. As long as the number of NCS students does not experience a significant decline, support for these students will continue growing, and improvements and new measures will continue to be implemented in the future. We are committed to being inclusive and ensuring the smooth integration of the non-Chinese speaking students into the life of the school campus.



Understanding Non-Chinese Speaking Students in St Louis

By Vince Leung 5D and Leonard Har 5C

Background

Due to the changes in the secondary school allocation system, students recognized as a non-Chinese speaker have a higher chance of being allocated to St Louis than ever before.

Since 2014, there has been a rising number of Non-Chinese Speaking (NCS) students being accepted into St Louis School, which led to a surge in the funding from the government.

EDB has always been committed to assisting NCS students in adapting to the local education system and integrating into the community as early as possible. Greater care and help from schools, teachers and parents are required because it is often the case NCS students encounter learning difficulties and adjustments problems when studying in local schools.



Over the last 3 years, with richer resources and instructions set by EDB, our school is able to extend its reach to NCS students by helping them apply for:

- **IGCSE which is accepted by all UGC-funded institutes as an alternative qualification in Chinese Language for JUPAS admission;**
- **Applied Learning Chinese [ApL(C)] upon satisfying requirements grants recognition equivalent to a Level 3 in HKDSE standards and QF certificates.**

Other arrangements have also been made within the school such as:

- **Exemptions of subjects using Chinese as medium of instruction (CMI);**
- **Junior students attending separate classes for CMI subjects and go on educational outings (supervised by Ms Celia Liu & Mr. Dennis Cheung),**
- **Senior students attending a separate class for Chinese lessons only (supervised by Ms. Celia Liu).**

What is the purpose of such arrangements?

Having a happy school life is a goal which every student would aspire to. It can be difficult to connect with others when a heavy language barrier is present. With the supportive measures taken by the school, we can help reduce this barrier, and thus, help the non-Chinese students integrate into the life of the school campus.

Students go on outings with the purpose of visiting places rich in Chinese culture, allowing them more exposure and chances to speak more Cantonese. They can study the speaking patterns, tones and vocabulary first-hand and without the pressure of the school environment. To date, they have been on trips to places like Noah's Ark, temples, the History and Science Museum, and so hopefully with a better understanding of Hong Kong's history and culture, these students can better fit into the society of Hong Kong.



This Feast Day is only the beginning of our celebration of the 90th anniversary of our school, with much more to come in the following months. Let us continue to live by the theme of the anniversary, “Re-echoing the heritage of an all-round education”, and just as the School Song states, “bring honor to thy name.”



Something Ends, Something Begins

In the preceding sermon, besides from speaking about the day's Gospel, Cardinal Tong Hon also congratulated our school on our 90th anniversary, and wished us good fortune in the many years to come. Fr. Fedrigotti also gave a speech about Don Bosco's involvement in the founding of St. Louis, talking about how Don Bosco sent priests to Hong Kong to assist the local Salesian Brothers in running our school's building, which at the time, was a reformatory. The priests would then turn the reformatory into the St. Louis School we know today.



John Tong Hon, the Cardinal



Kicking the 90th Anniversary off with different representatives

And no Feast Day would be complete without the entire school singing our school song, except this time, nearly everyone who was a part of St. Louis, be they alumni, teachers, primary students or secondary students, joined in the chorus, bursting into song as one. The song's final sentence, "Oh Hail!", marked the end of this grand occasion.



Singing the school song with the principals of primary and secondary sections

The Origins of Our School and the Feast

As soon as everyone had arrived, the mass was ready to begin. Usually, our Feast Days are only participated by students and teachers from the secondary section, but on this special occasion, we were also joined by all the members of our school's Primary Section, as well as numerous alumni and parents. All members of the St. Louis family, gathered together in front of the altar.



Attending mass in the venerable Cathedral



Our Supervisor Father Matthew Chan

With Father Chan's speech concluded, the hosting priests and the altar servers stepped up onto the altar, accompanied by the angelic voices of our school's Junior Choir as well as that of the Primary Section's. Among the priests hosting the mass, many were rather special guests, with the most notable being Cardinal John Tong Hon, the Bishop of Hong Kong. Other special guests included Fr. Lanfranco Fedrigotti, the Chinese provincial of the Salesian Society.



The



th Anniversary Celebration

MASS IN THE CATHEDRAL OF THE IMMACULATE CONCEPTION

BY TOBIAS SUNG 4D

A Change in Venue

Students mostly see Feast Days as long, boring ceremonies in which priests spout exposition about the Bible and bits of bread and wine are tossed about before being proclaimed as the Blood and Flesh of Jesus Christ. This year we weren't forced to sweat through the proceedings on the bleachers of our school's football field, but instead had to find our way to a rather secluded church on Caine Road, which is quite a distance from our school, and our familiar resident priests were not the hosts of the mass either. So what is the reason for this sudden change in venue? It's because this year's Feast Day not only celebrates Mary Help of Christians, but also our school's 90th anniversary.

Almost everyone at St. Louis knows that our school was founded by Salesian priests in the year 1927, marking this year as St. Louis School's 90th year of service. So, it would be essential to mark the beginning of this special anniversary with an equally special event, which in this case, is a very special Feast Day.

The new venue for the Feast Day, the Cathedral of Immaculate Conception is just as grand as its name, with a huge interior with a Gothic-inspired architecture, which is particularly special in Hong Kong. As students and guests filed into the cathedral, our Religious Studies teacher Mr. Yong gave an extensive introduction of the Cathedral, recounting its history which spans over 70 years, as well as describing in vivid details the various architectural features of the Cathedral, such as the numerous granite pillars surrounding the altar and tall windows situated near the roof through which sunlight shines.



Aloysians

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