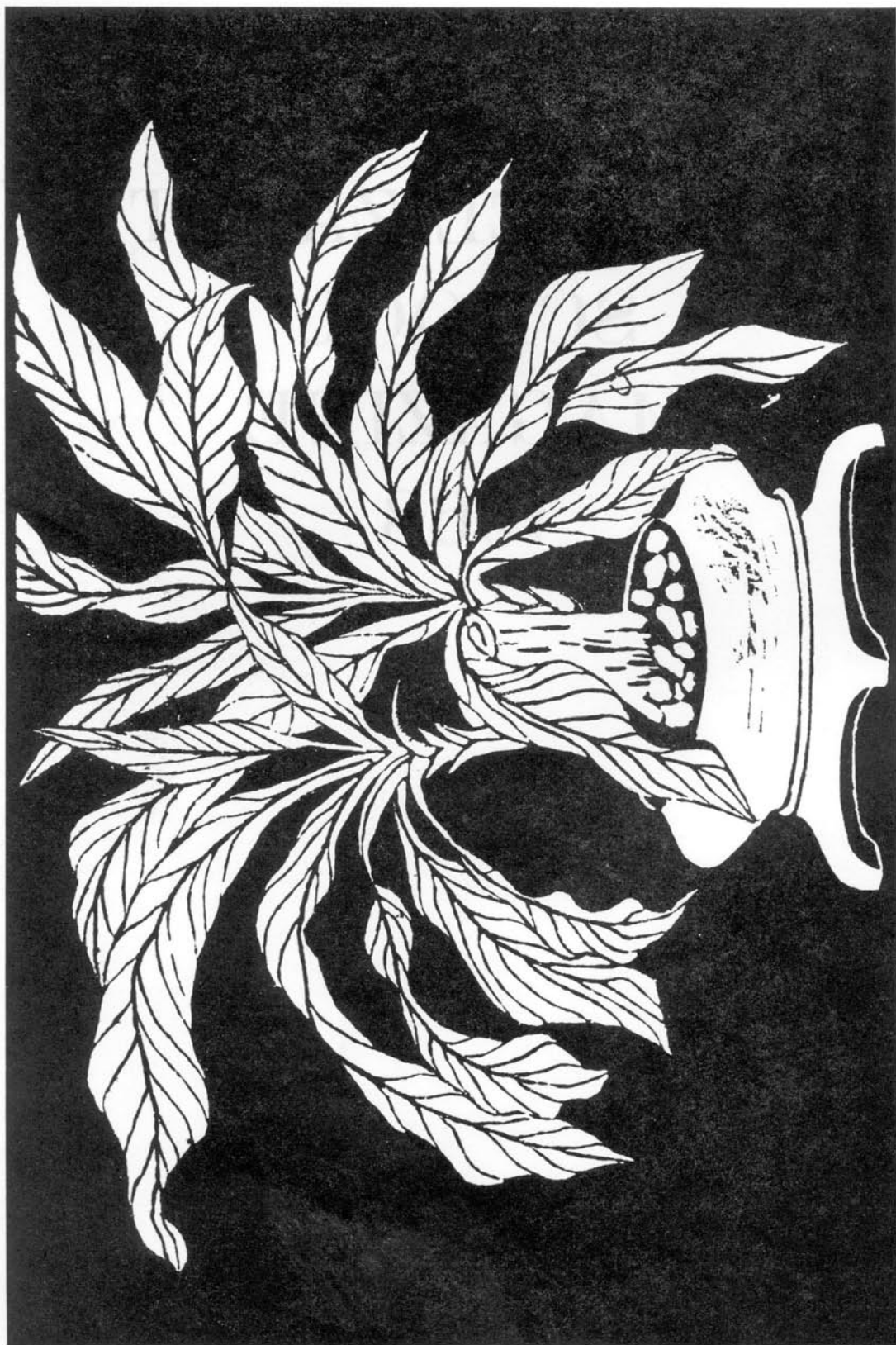




**QUEEN ELIZABETH SCHOOL  
MAGAZINE 1968**

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1968



3A Wai Hing Wah age: 16

# The Queen Elizabeth School Magazine

Vol. 4 No. 1

July, 1968.

## EDITORIAL

A School Magazine is indispensable if the school is to have a tradition: for without historical records there can be no history, and what is tradition but history recollected? Queen Elizabeth School is fourteen years old now. She is still very young compared with many other schools in the Colony, yet she has already acquired a reputable tradition — an impossible achievement if not for the fact that she has been under the guidance of a very able Principal during the past eight years. Now, however, Mr. Arthur Hinton has been transferred to Northcote College of Education, and the School has been deprived of his leadership, though not, it is hoped, of his advice.

Mr. Hinton joined the School from her foundation in 1954. For five years he was the Senior Master, becoming Principal on the retirement of Mr. Cheong Wai Fung, the first Principal, in 1959. In all these thirteen years in Q.E.S. (except for the time he went on leave), Mr. Hinton has shown himself to be an all-round person and a very able leader. Besides carrying out administrative work he has been greatly concerned with the academic standards in the School and few will forget the lively lessons he conducted with dull history and English textbooks.

One of the most noticeable features of the School's tradition is the emphasis Mr. Hinton has placed on extracurricular activities. Q.E.S. was among the first schools in the Colony to advocate extracurricular activities as being part of a complete education. Mr. Hinton has energetically encouraged such activities, urging staff and students alike to participate in them. He has always welcomed suggestions and been willing to try out new ideas. He has personally partici-

ated in the social life of the School, attending student functions such as House parties, class parties, Scouts' and Guides' gatherings and reunions of old students; playing badminton, folk-dancing and leading campfire games in the School Camp. He has, in short, given encouragement to all the activities which can help to educate a healthy and responsible citizen and build up a happy and successful school.

In acknowledging our debt to Mr. Hinton, we must not forget his wife who has not, as many wives usually do, prevented her husband from devoting so much of his time to his work. In fact, Mrs. Hinton often attended and encouraged many of our functions. We take this opportunity of wishing them both good luck again and wishing Mr. Hinton every success in his new post as Principal of Northcote College of Education. We are sure that the future of the College is in safe hands and there will be better teachers for the generations to come.

As I mentioned earlier, it would have been impossible for the school to acquire a good tradition in merely fourteen years without Mr. Hinton. However, it would be equally impossible to keep up such a good tradition under a new Principal if he did not happen to be Mr. T. McC. Chamberlain.

Mr. Chamberlain was one of the staff when the present school buildings were opened in 1955 and was teaching mathematics and oral English here till 1962 when he was transferred to Northcote College of Education. Hence he was well prepared for the post when he came back last September as Principal.

During his first six years here, he was an enthusiastic supporter of Mr. Hinton's principles which he is adhering to now. However, he is by no means content with merely following what has been laid down. Mr. Chamberlain started the Meteorological Society whose members, mostly senior students, benefited a lot by sharing his knowledge and experience gained in the Navy and the Royal Observatory. He also personally prepared the establishment of the Club Chairmen Association to coordinate student activities. He has, in short, not only kept up the good tradition Mr. Hinton acquired for the School, but also added much to it. We are sure that the School will be smoothly run by him in the years to come.

Besides having a new Principal, 1966-67 has also been a new academic year in many respects. Swimming lessons were started. The first School Paper, the Jester, was published. Prefects have done a good job in running the very meaningful Student Bulletin and organizing the Combined Programme with three other schools. The Parents-Teachers' Association has organized an Essay Competition to arouse the students' interest in writing. Finally, the School Magazine has made some radical changes.

School Magazine editors, unlike newspaper editors, can afford, and are tempted, to experiment; and they are justified in experimenting if what they produce fits the aims of a school magazine better than the work of their predecessors. Furthermore, the Magazine does not have to attract buyers!

In this issue of the School Magazine, we have omitted reports by individual clubs and societies whose activities are both instructive and recreational for the participants but lose much of their gaiety and colour when reported in black and white. Instead, we have just published the lists of office-bearers as a sort of record and so that those who wish to make suggestions about any of the activities will know whom to go to. Moreover, we have tried to take a deeper look into extracurricular activities generally. Results of a questionnaire have been analysed and published

for future activity-organizers, teachers and students, to refer to for improvements.

It is a truism that a school magazine, while being a convenient record in compact form of the achievements and activities of a school, is also in some measure a mirror of its literary life and serves as an outlet for the literary aspirations of its pupils so that any potential talent in this field may not "blush unseen" or "waste its sweetness on the desert air". However, we do not have very satisfactory results towards this end. Neither did we find any contribution which is of the "letting off steam" type. Perhaps fellow-schoolmates are not used to this way of expression; but I do hope that they will find it a better way than going around bullying their younger brothers and sisters, or just sitting moodily with a few moody friends.

The tradition of a school and its good reputation cannot be really good without the support of old students. We must admit that, because of the newness of the school, the "oldest" old student is not more than forty years old and so we shall not expect any great financial support from old students. However, there are dozens of other ways for them to show their support, one of which is to contribute to the School Magazine so that present students and those old students who read the Magazine will know how their old friends are getting on. However, this issue of the Magazine has not achieved the aim of being a link between old students and the mother School. We had very few contributions from old students besides the formal reports of the Old Students' Association which has, obviously, not been getting on very well due to lack of support from old students. To all old students and old-students-to-be I wish to make a plea: support the Old Students' Association and the mother School!

Finally, I wish to take this opportunity to thank all those concerned in making this publication of the School Magazine possible: Mr. Chamberlain, our principal, Miss Stead, the Teacher-in-charge, Mr. So, the Business Manager, Mrs. Lim, the former Teacher-in-charge who has been transferred to Sir Robert Black College of Education, and all the advertisers.

# The Queen Elizabeth School Magazine

Vol. 4 No. 1

July, 1968.

## 1968 SCHOOL MAGAZINE

### Staff Editorial Board

<i>Teacher-in-charge</i>	Miss S. Stead
<i>Art Adviser:</i>	Mr. Pang Tsin Mo
<i>Photography Adviser:</i>	Mr. Tam Woon Man
<i>Business Manager:</i>	Mr. So Yan Kin

### Student Editorial Board

<i>Editor:</i>	Tsoi Tai Sang	U6B
<i>Deputy Editor:</i>	Che Man Yuk	L6A
<i>Sub-Editors:</i>		
<i>Articles:</i>	Susan Pons	L6A
	(Asst.) Ng Wai Yee	L6B
	Wong Yin Kiu	5A
	Wei Wun Kwong	4A
	Tang Sau Chun	4D
<i>Activities</i>	Poon Yuek Man	L6A
	(Asst.) Lin Li Na	5A
	Leung Chung Ming	5A
	Fung Shuk Ying	4A
	Yick Kwan Ying	4A
	Ho Sai Hea	4A
<i>Old Students:</i>	Yuen Kwai Wah	L6A
<i>Cartoonists:</i>	Chan Siu Wai	4C
	Tsang Hing Sum	4A
<i>Photographers</i>	Pang Kwok Keung	L6A
	Lam Kuen Kwong	4A
<i>Asst. Business Manager:</i>	Wong Leung Wing	L6B

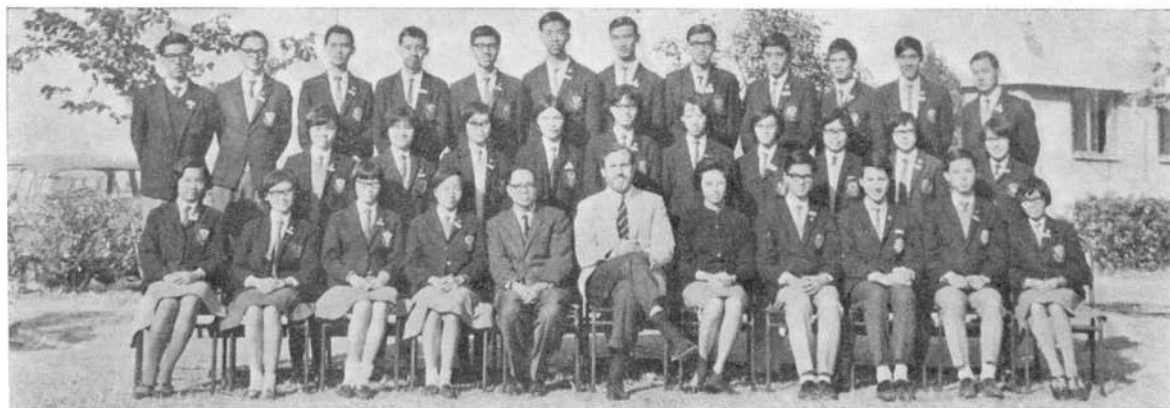


### THE STAFF

**Front Row:** Mrs. A. Wong, Mrs. E. Wong, Miss Y. Sitt, Miss Y.N. Choy, Miss S.Y. Lo, Mr. Chu Ka Fai (Senior Master), Mr. T. McC. Chamberlain (Principal), Miss R. Wong (Senior Mistress), Miss K. Wu, Miss A. Lam, Mrs. S. Liao, Miss M.F. Lau, Mrs. M.C. Wong.

**2nd Row:** Messrs. W.M. Tam, C.F. Li, S.M. Tsui, Y. Gee, G. Button; Mrs. B. Li, Miss J. Tse, Mrs. B. Lim, Mrs. P. Chow, Mr. K.M. Liu, Mr. K.P. Chow, Mr. H.S. Tsoi, Mr. Y.K. Kwok.

**Back Row:** Messrs. B.L. Lui, T.C. Ip, T.M. Pang, H.K. Lee, H.K. Kwan, H.P. Chow, G.J. Kent, P.N. Fok, W.T. Poon, P. Cheung, K.H. Choy, Y.K. So, H.C. Hung, C.F. Chui.



### THE PREFECTS

**Front Row:** Mak Yee Ming, Lee Sik Yin, Fung Pui Han (Dep. Head Girl), Cheng Ngai Lung (Head Girl), Mr. K.F. Chu, Mr. T. McC. Chamberlain, Miss R. Wong, Chu Pui Hing (Head Boy), Lau King Sau (Dep. Head Boy), Shek Kang Chuen, Chan Yuet Ngor.

**2nd Row:** Yau Ka Bick, Ng Wai Yee, Lee Yuk Har, Yu Yee Wah, Ma Kwei Yee, Wong Hung Wan, Wong Wing Kau, Yick Chiu Yen, Siu Siu Woon, Susan Pons.

**Back Row:** Or Tak Lap, Wong Leung Wing, Lui Sung Yee, Leung Chung Ming, Yan Ting Foon, Hui Wah Sinn, Ngai Yau Cheong, Wong Chi Chiu, Lau Shiu Man, Lee Kwok Kwan, Ching Kwok Ping, Yuen Kwai Wah.

# SCHOOL DIARY 1967-68

4/9/67 School reopened with the following staff:  
 Mr. T.McC. Chamberlain—Principal  
 Mr. Chu Ka Fai — Senior Master  
 Miss Ruth Wong — Senior Mistress  
 Mr. George Button  
 Mr. Cheung Poon  
 Mr. Chow Hing Po  
 Mr. Chow Kung Po  
 Mrs. P. Chow  
 Mr. Choy Koon Hip  
 Miss Choy Yuk Ngan  
 Mr. Fok Po Nam  
 Mr. Gee Yick  
 Mr. Raymond Hung  
 Mr. Ip Tung Chun  
 Mr. G.J. Kent  
 Mr. Kwan Hung Kit  
 Miss Lau Man Fong  
 Mr. Lee Hing Kiu  
 Mrs. Betty Li  
 Mr. Li Chien Fei  
 Mrs. S. Liao  
 Mrs. B. Lim  
 Mr. Liu King Man  
 Mr. Lui Bing Lam  
 Miss Lo Shin Yee  
 Mr. Pang Tsin Mo  
 Mr. Poon Wai Tong  
 Miss Sitt Ying  
 Mr. So Yan Kin  
 Mr. Tam Woon Man  
 Miss Tse Chiu Yee  
 Mr. Tsoi Heung Sang  
 Mr. Tsui See Ming  
 Mrs. Wong Lai Yu Cheung  
 Mrs. Wong Li Shuen Pui  
 Mrs. Wong Wang Man Ching  
 Miss K. Wu  
 Mr. Kwok Ying Kay  
 Mr. Chui Chan Fai  
 Mr. Jerry Wong  
 Mr. Sung Chi Him, James.

4/9/67 Election of monitors and house officials

8/9/67 Prefects appointed following election:-

## Upper VI

Chu Pui-hing (Head Boy)  
 Lau King-sau (Deputy Head Boy)  
 Ching Kwok-ping  
 Lui Sung-yee  
 Shek Kang-chuen  
 Cheng Ngai-lung (Head Girl)  
 Fung Pui-han (Deputy Head Girl)  
 Chan Yuet-ngor  
 Lee Sik-yin  
 Mak Yee-ming

## Lower VI

Hui Wah-sin  
 Or Tak-lap  
 Wong Chi-chiu  
 Wong Leung-wing  
 Yuen Kwai-wah  
 Ng Wai-yee  
 Pons, Susan  
 Siu Siu-woon  
 Wong Wing-kau  
 Yick Chiu-yen

## Form V

Lau Shiu-man  
 Lee Kwok-kwan  
 Leung Chung-ming  
 Ngai Yau-cheung  
 Yan Ting-foon  
 Lee Yuk-har  
 Ma Kwai-yee  
 Wong Hung-wan  
 Yau Ka-bick  
 Yu Yee-wah

8/9/67 Past & present members of staff held a dinner to say farewell to Mr. A. Hinton and to Mr. Li Kai-yeung & to welcome Mr. T. Chamberlain.

16/9/67- Dramatic Society presented 2 one-act plays,

17/9/67 one in English & one in Cantonese.

24/9/67 Miss Alice Yau Shuk-ki left on scholarship to the United Kingdom.



- 27/9/67 Miss Anna Lam Bick-lin joined the staff
- 29/9/67 Swimming Heats at the Kwoloon Tsai Swimming Pool
- 5/10/67 Swimming Gala. Mr. J. Gillard presented the trophies
- 20/10/67 Speech Day, with Mr. & Mrs. Peter Chew of the Canadian Club of Hong Kong as guests of honour.
- 14/11/67 Winter timetable commenced
- 20/11/67 6 NCE students commenced their teaching practice in the School.
- 27/11/67 26 students volunteered to donate blood to the Red Cross.
- 27/11/67 Malaysian week was held. Various speakers visited the School and films, music, posters & flags introducing various aspects of Malaysian culture were enjoyed.
- 1/12/67
- 6/12/67 Heats of the Athletic Sports were held at Boundary St.
- 13/12/67 Finals of the Athletic Sports. Mr. A. Hinton presented the trophies.
- 19/12/67 P.T.A. Careers Evening was attended by about 70 parents.
- 21/12/67 Christmas Concert run by the prefects
- 21/12/67 Christmas party for handicapped children run by the Red Cross Link.
- 22/12/67-
- 2/1/68 Christmas Holidays.
- 22/12/67 Party for more than 200 under-privileged children run by the Christian Fellowship.
- 23/12/67 Scouts & Guides Christmas Party.
- 25/12/67 Old Students Association held their Christmas Dance.
- 27/12/67 Junior Party with games followed by folk-dancing.
- 28/12/67 Senior Party.
- 30/12/67 The Graduates of Q.E.S. of 1956 held a Reunion Party in the School Hall.
- 3/1/68 Mrs. Brenda Lim was transferred to Sir Robert Black College, Miss Sheila Stead joined the Staff.
- 8/1/68-
- 17/1/68 Mid-year Examinations.
- 24/1/68 2nd Annual Cross-Country Run.
- 26/1/68-
- 4/2/68 Chinese New Year holiday.
- 5/2/68 Mr. G. Button transferred to Sir Robert Black College  
Mr. Raymond Chan joined the Staff.
- 26/2/68 House Folk-Dance Competition.
- 1/3/68 Red Cross Blood Collection Team visited the School — 14 donors.
- 5/3/68 The School Folk-Dance Team won the first prize in the Inter-school Folk-Dance Competition.
- 8/3/68 P.T.A. Dinner.
- 14/3/68 Mrs. Evelyn Dickins joined the Staff.
- 15/3/68 The new Assistant Prefects were appointed.
- 22/3/68 Form Picnics held
- 28/3/68-
- 29/3/68 School Art Exhibition — 193 visitors.
- 3/4/68-
- 15/4/68 Easter & Ching Ming Holidays
- 18/4/68- Open Day & School Exhibition — 724 visitors.
- 19/4/68
- 29/4/68- 7 N.C.E. students did their teaching practice in the School.
- 24/5/68
- 30/4/68 Swimming lessons for form 2 commenced
- 6/5/68 Cholera inoculations by a team from the Medical Dept.
- 10/5/68- Form IV Civics Exhibition..... "The Preventive Service."
- 11/5/68
- 13/5/68 Mrs. P. Chow left. Summer time table commenced
- 1/7/68-
- 9/7/68 Annual Examinations.
- 16/7/68 End of School Year.



# QUEEN ELIZABETH SCHOOL SPEECH DAY, 20-10-67

## THE PRINCIPAL'S SPEECH

Mr. & Mrs. Chew, Ladies & Gentlemen, Boys & Girls, it gives me great pleasure this evening to welcome Mr. & Mrs. Chew. Mr. Chew is the President of the Canadian Club of Hong Kong, and this School has good reason to be grateful to this Club. Since January 1963 the Canadian Club has been awarding scholarships to deserving students in the School, who are both good academically and who are also active in extra-curricular activities. This year no less than 25 students are receiving scholarships from the club, covering their school fees and their medical fees. Not only this, but the club takes an active interest in the progress of the individual students and entertains them regularly. Since I rejoined this School 7 weeks ago I have been fortunate enough to attend one of these entertainments and enjoyed myself thoroughly.

The club has helped us in other ways as, when the school ran a Canadian Week last year, it was the members of the Canadian club who rallied round and assisted us in all sorts of different ways.

We would like to take this opportunity now of thanking Mr. & Mrs. Chew, as representatives of the Canadian Club, for all this generosity.

I am also happy to welcome our other guests who by their presence show their interest in the school and, in particular, Mr. Wong Hau-yuen, who is an old friend and has been serving as the P.T.A. Chairman for many years, even when I was serving as a junior staff member on the P.T.A. Committee. Also I am happy to welcome Mr. Tong Wai-ki, the President of the Old Students' Association, Last, but by no means least, I am happy to welcome Mr. Hinton back in what is perhaps a slightly embarrassing change of roles (since at the last five speech days in this school it has been I who sat in the audience and Mr. Hinton who officiated up here). When Mr. Hinton left this school it was a sad day both for

the school and for Mr. Hinton, and his departure left a gap which it will be impossible to fill. He joined the school at its very foundation and remained on the staff, first as Senior Master under the able guidance of Mr. Cheung Wai-fung, and then, on Mr. Cheung's retirement in 1959, he became Principal and has continued as such until September this year. This continuity of service, from one whose devotion and good influence has been exceptional, has resulted in the excellent spirit and friendly atmosphere which exists in the school to-day. It is daunting for me to have to try to fill his place.

Now the report in your hand is really Mr. Hinton's report since throughout the whole year covered in it, he was the Principal here. But the statistics in the report are just bare numbers which cannot do justice to the spirit of the school. One can boast of the number of clubs and activities in the school — the actual number is about 50 — but unless one can see all these activities going on and see the numbers of students taking part, and the enthusiastic way in which they are supporting the activities, one cannot realize how much the students are gaining from them. Not only are the students' energies being put to constructive purposes, but it is really only in the extra-curricular activities that the important aspect of character and personality can be developed. We believe, in this school, in educating the "whole man" and we cannot do this properly unless we have a full range of extra-curricular activities. Among other things these develop a sense of responsibility, a sense of cooperation, of friendliness among the students, and also between staff and students, and a community spirit that we can only hope will be carried over to everyday life when our students leave school. We are particularly keen on those activities which encourage students to take part in community service, such as the Red Cross, the Boy Scouts, the Girl Guides, the Camp Wardens and other such groups.

In this connection, in the five years that I was away from this school, I have been working at Northcote Training College where I have met the products of many of the schools in Hong Kong. It was quite noticeable that the students from schools which laid emphasis on extra-curricular activities were, in general, much more active and public-spirited than those that did not. I am happy to say that students from this school stood up well to comparison with students from other schools.

For this great variety of activities I have to thank all the members of staff for the enthusiastic way in which they organize and supervise them. Some of these activities are carried on over the weekend or during the holidays but members of staff have gladly offered their services regardless of this.

Another aspect of these activities is that our students are fortunate in having comparatively good space and facilities in the school. I think that shortage of space for sports and activities is one of the main handicaps to any youth development scheme in Hong Kong, and one way to overcome this is to ensure that what facilities

there are are fully utilised. We make every effort here to ensure that this is done, and in particular we are encouraging our students to make full use of our camp at Tsam Chuk Wan, as we are still the only school to have such a camp.

I would like to close by thanking all those who have helped to make the last year so successful:- firstly the teaching staff, whose work has been rewarded with such good results in external examinations as well as in other fields. In particular I wish to thank the Senior Master Mr. Chu Ka-fai, and the Senior Mistress, Miss Ruth Wong, on both of whom I have been able to rely heavily in my early days of duty here. Also I wish to thank the Parent-Teacher Association, under the Chairmanship of Mr. Wong, for all they have done for the school and we are very fortunate in having such a helpful P.T.A. The Chairman and committee of the Old Students Association are also very deserving of our thanks as it is still rather a young association and they have done a lot to develop it and maintain the spirit. And finally thank you all for coming here this evening to support the School and make this function a success.



*Mrs. Chew  
being accompanied  
by the Principal*

## MR. CHEW'S SPEECH

Mr. Principal, Members of the Staff, Boys and Girls, Ladies and Gentlemen, my wife and I feel privileged to have been asked by your Principal, Mr. Chamberlain to join in your important Speech Day ceremony today. Speaking on behalf of the Canadian Club of Hong Kong, we thank you for this great honour. As to the kind things Mr. Chamberlain said about the Canadian Club's modest scholarship programmes, let me say that all our members are proud to be associated with Queen Elizabeth School.

Yours is a great institution. I say this with all sincerity. I am a citizen of a young country which only this year is celebrating its one hundredth birthday. The creation of Canada as a nation was brought about by the courage and fortitude of its early settlers. We respect and admire the pioneer. Queen Elizabeth School, from its very beginnings, has been the foremost pioneer in secondary schooling in Hong Kong. With the guidance of a series of remarkably gifted principals and that of a dedicated staff, this School has blazed glorious trails in liberal education. While maintaining excellent academic standards, it has attempted to extend the educational process beyond the narrow confines of book learning. Through its unusually broad range of extra-curricular activities, it has sought to set free the amazing vitality inherent in youth and to channel it into useful, constructive pursuits. Judging by the self-confident manner of the boys and the charming poise of the girls I have had the pleasure of talking to, I would say these attempts to cultivate the 'whole man' have been most successful.

To me, the 'whole man' is not only one who has done well in his schoolwork but one who has developed to the fullest extent his own qualities as an individual. After all, you are not just so many faces in a crowd. You are all different, each with your own personalities, ambitions and ideals. When you leave this school, as some of you will be doing today, the outside world will not take your measure entirely on the basis of your academic record. You will be assessed on your ability to think for yourself, your initiative, your ability to get

along with others, your character and even your hobbies.

On the clear understanding that I am not an educator nor a sociologist, but merely a layman, I would like to say a few more words on the subject of thinking for one's self. Recently there has been a great deal of talk about discontent among the younger generation in Hong Kong. This is not strange, for even in the most prosperous countries of the world, like the United States and Canada, youth is seriously discontented. It is in the very nature of youth to be impatient for social reform and betterment. No progress can be expected of a society with a younger generation that is apathetic and complacent. Real progress can only be sustained by the unfettered imagination and vigour of the young. I am confident that all of you, the fine products of this liberal institution will, each in your own way, funnel your hopes for a better future into lives that are both rewarding to yourselves and constructive to the community.

It is quite common for an upcoming generation to feel that their fathers have left the world in pretty much of a mess. I, for one, do not think this is true of Hong Kong. I was here in 1950-51. Refugees by the millions had surged in. Despite the Government's valiant efforts, the living conditions for many were most deplorable. Tens of thousands slept on the streets, and as many more, on rooftops. Unemployment was massive, for Hong Kong had relatively little in the way of industry. To some, the problems seemed insurmountable. There were pessimists then who said Hong Kong was finished, going down the drain. Of course, they were wrong. Not only did Hong Kong survive, but it came through with flying colours. The transformation of Hong Kong into a leading industrial and trading centre, accompanied by rapid strides made in raising the standards of living, education, housing and welfare, has been hailed by the outside world as 'a miracle' in self-help. The key to this 'miracle' has been the indomitable spirit of your fathers. May all of you face the future with the same spirit.

# SCHOLARSHIP & PRIZE-LIST, 1966-1967

Grantham Scholarship tenable at Hong Kong University:-

Chan Chi Hung

Government Scholarship tenable at Hong Kong University:-

Chan Siu May  
Shum Man Ching  
Lam Wan Chung

Government Bursaries tenable at Hong Kong University:-

Yau Ching Yuen  
Mak Ping Sun  
Hui Siu Kwan  
Lau Po Chau

New American Women Aid Scholarships:-

Chan Chi Sun  
Chan Shu Keung  
Cheng Ngai Lung  
Lee Sik Yin  
Wong Kit Ching  
Chan Wai Shang  
Ho Fook Hong

New Li Po Chun Trust Fund Scholarships:-

F. 16	Kan Charn Huen
F. 5	Wong Kam Tim
F. 4	Yick Kwan Ying
F. 3	Yuen Kin Sun
F. 2	Szeto So Wah
F. 1	Tse Chi Kin

New Canadian Club Scholarships:-

Wong Ching Man  
Lee Kam Yuen  
Cheung Tse Hung  
Ho Yiu Wah

Cheong Wai Fung Scholarships:-

F. 5	Lung Wun Cheong
F. 4	Wong Pang Ying
F. 3	Cheung Yee Wan
F. 2	Yeung Kwok Kuen
F. 1	Cheung Tse Hung

Yeung Wing Hong Memorial Prize:-

Chan Chi Hung

Prize for the best student in Form 5:-

Lung Wun Cheong

Special Prizes:-

Head Prefects: Head Boy : Shum Man Ching  
Head Girl : Yeung Shuk Yin

Service to the School:

So Man Yee  
Cheng Ngai Lung

Champion House:

North House.

Class Prizes:-

F. L6A	Cheng Ngai Lung
F. L6B	Kan Charn Huen

Class Prizes:-

F. 4A	Wong Yin Kiu
F. 4B	Chu Yam Ki
F. 4C	Szeto Mei Fun
F. 4D	Yeung See Shing
F. 3A	Kwan Man San
F. 3B	Lau Wai Ping
F. 3C	Sit Shu Po
F. 3D	Lee Kwong Bui
F. 2A	Tang Lai Mei
F. 2B	Yam Yuet Ming
F. 2C	Leung Siu Kee
F. 2D	Ki Wing Wah
F. 1A	Helen Lau
F. 1B	Wong Ka Man
F. 1C	Li Shuk Yu
F. 1D	Kwan Miu Hing

Progress Prizes:-

F. 4A	Mok Shin Hing
F. 4B	Lo Tai Fai
F. 4C	Lam Pui Kwan
F. 4D	Wong Hung Wan
F. 3A	Yick Kwan Ying
F. 3B	Cheng Hing Lee
F. 3C	Wong Wai Ming
F. 3D	Leung Kit Sum

Subjects	Form 1	Form 2
English Language	1 Helen Lau 2 So Che Keung	1 Wong Ying Tao 2 Kwok Chi Ming
Chinese Language	1 Wong Ka Man 2 Chiu Li Yan	1 Tang Lai Mee 2 Tsoi Yeuk Lin
History & Geography	1 Lee Luen Chau 2 Wong Wai Yee	1 Au Yee Kee 2 Tang Lai Mee
Mathematics	1 Cheung Tse Hung 2 Lee Kam Yuen	1 Yeung Kwok Kuen 2 Au Yee Kee
General Science	1 Cheung Po Kuen 2 To tak Fun	1 Yeung Kwok Kuen 2 Ho Yip Hung
Domestic Science	Helen Lau	Tang Lai Mee
Art	1 Leung Kwai Ling 2 Fong Chui Lin	1 Yuen Kuen 2 Poon Wai Han
Woodwork	Chu Kuen Kwok	Lum Bing Yen
Music	1 Wong Ching Man 2 Poon Shiu Man	1 Chung Wai Yee 2 Ho Yip Hung

Subjects	Form 3	Form 4
English Language	1 Wei Wun Kwong 2 Kwan Sik Yiu	1 Wong Yin Kiu 2 Lin Li Na
Chinese Language Literature	1 Kwan Man San 2 Fong Fong	1 Chiu Ling Bun 2 Chan Chow Ling
History	1 Wong Wai Ming 2 Yau Hon Hung	1 Wong Kam Tim 2 Mok Shin Hing
Geography	1 Yau Wah Hong 2 Kwan Sik Yiu	1 Chan Chow Ling 2 Chiu Ling Bun
Mathematics	1 Yuen Mei Yee 2 Kwan Man San	1 Wong Kam Tim 2 Hung Chain May
Physics	1 Ho Sai Hea 2 Yick Kwan Ying	1 Chu Yam Ki 2 Chung King Hai
Chemistry	1 Cheung Yee Wan 2 Chan Hon Kwong	1 Chan Chow Ling 2 Chiu Ling Bun
Biology	1 Yau Hong Hung 2 Yick Kwan Ying	1 Chan Chow Ling 2 Wong Yin Kiu
Domestic Science	Kwan Man San	Luk Shui Wan
Woodwork	Kong Kwok Ching	
Art	1 Woo Wing Yung 2 Lui Mei Fong	1 Wong Tsee Sun 2 Kwong Ngai Ling
Music	1 Tong Yee May 2 Poon Chui Ha	1 Leung Chung Ming 2 Chau Ping Yan

Subjects	Form 5
English Language	1 Lee Kit Lan 2 Cheung Ting Po
Chinese Language & Literature	1 Chan Yuet Lin 2 Pang Kwok Keung
Chinese History	1 Pons, Susan 2 Chan Chun Wing
History	1 Kwan Tat Yin 2 Tsui Shuk Ying
Geography	1 Tsui Shuk Ying 2 Ho Kwok Cheung
Mathematics	1 Cheung Ting Po 2 Yiu Lai Ping
Physics	1 Cheung Ting Po 2 Lung Wun Cheong

Chemistry	1 Yick Siu Ming
	2 Cheung Ting Po
Biology	1 Lung Wun Cheong
	2 Wong Ping Yee
Domestic Science	Tong Mui Fan
English Literature	Che Man Yuk
Additional Mathematics	Wong Shiu Chun

Subjects	Form U6	Form L6
Use of English	1 Kan Yat Sing	1 Tsoi Tai Sang
	2 Cheung Yiu Mo	2 Tam Sik Wing
English Literature	Yau Ching Yuen	Wong Siu Lun
Chinese Language & Literature	Shum Man Ching	Cheng Ngai Lung
Chinese History	Shum Man Ching	Chan Shu Keung
History	Chan Siu May	Wong Siu Lun
Geography	Chan Siu May	Ng Shin Kong
Pure Mathematics	Chan Chi Hung	Kan Charn Huen
Applied Mathematics	Chan Chi Hung	Ho Fook Hong
Physics	Wong Wai Nang	Lam Tai Yiu
Chemistry	Cheung Tin King	Lam Tai Yiu
Biology	Chan Kwong Fai	Fung Pui Han

Achievement Prizes: These prizes are awarded to the best students in each class, to a maximum of four, who have passed in all subjects but have not gained any other prize.

Form 1	A	Seto So Wah	Leung Hing Chiu	
		Chan Lee Lee	Cheng Ling	
	B	Yick Tsyi Ying	Lam Wing Shu	
		Chow Siu Chung	Kwan Wai Keung	
	C	Ho Yiu Wah	Pang Lo Mei	
		Leung Mui Fun	Lau Sai Kit	
	D	Lam Kin Kau	Leung Hin Tat	
		Shum Chui Yuk	Cheng King Yin	
Form 2	A	Yuen Kin Sang	Tam Mei Ming	
		Lui Mei Sheung	Leung Lai Ling	
	B	Tse Chun Hing	Tam Ping Leung	
		Wong Chi Ming	Tang Yin Lin	
	C	Lee Fuk Kwok	Cheung Chiu Fan	
		Cheung Man Hoi	Fong Siu Chu	
	D	Chow Chi Keung		
		Chan Kwong Wai	Liu Chi Foo	
Form 3	A	Tang Lui	Lau Lai Lin	
	B	Chan Kai Wing	Lee Kwong Shiu	
		Au Yim Kam	Chan Wai King	
	D	Chan Kee Choi	Wong Ka Yin	
	Form 4	A	Yu Cheong Cho	Chow Sek Kuen
		Li Chi Mui	Leung Ping Chiu	
	B	Lee Ching Ming	Wong Sun	
		Ng Siu Cheung		
	Form L6	A	Cheng Yi Yim	Chan Yuet Ngor
		Au Ka Bick	Lee Sik Yin	
	B	Liu Woon Tim	Chan Wai Shang	

# MATRICULATION EXAMINATION RESULTS, 1967

N.B. : 'M' indicates completed Matriculation Requirements. 'A.L.' Advanced Level  
 'UE' Use of English (not a subject at Advanced Level, but required for  
 fulfilment of University Entrance Requirements).

Name in English	No. of Distinctions (A.L.)	No. of Credits (A.L.)	No. of Passes	Name in English	No. of Distinctions (A.L.)	No. of Credits (A.L.)	No. of Passes
Chan Chi-hung	3	1	- M	Shum Man-ching	2	2	- M
Chan Kai-chuen	-	3	-1 M	Tam Yan-pui	-	-	3 M
Chan Kam-wing	-	3	1 —	Tang Ping-sum	-	-	(1UE)—
Chan Kwan-hoi	-	-	2 —	Tsin Tsang-bik	1	1	2 M
Chan Kwong-fai, Laurence	1	1	1 M	Wong Kin-pong	-	-	3 M
Cheung Lik-hang, David.	-	1	3 M	Wong Wai-nang, Johnny.	4	-	- M
Cheung Tin-king, Peter.	1	3	- M	Yau Ching-yuen	1	3	- M
Cheung Yiu-mo	-	2	2 M	Yau Sau-leung	1	1	2 M
Chiu Sin-bun	-	1	2 M	Au-Yeung Yuen-han, Annie.	-	2	2 M
Chow Siu-cheung	1	1	2 M	Chan Siu-may	2	1	1 M
Dea Lee-him (1 UE)	-	-	- —	Chan Wai-king	-	1	3 M
Ho Chung-nin, Louis.	-	1	2 M	Chik Lai-ngan, Lillian.	-	-	4 M
Ho Kam-lim	-	2	2 M	Choy Yee-ping, Priscilla.	-	-	4 —
Kan Yat-sing, Simon.	2	2	- M	Fung Lai fun, Clara.	-	1	3 —
Kwok Chee-hang	-	-	3 —	Hui Siu-kwan	1	1	2 M
Lai Hing-kwan	-	1	3 M	Ku Yin-kay, Kay.	-	1	3 M
Lam Wan-chung	2	2	- M	Lai May-ling	-	2	2 M
Lau Kai-chiu	2	-	1 M	Li Sook-tan	-	-	4 M
Lau-Po-chau, James.	-	2	2 M	Lo Shuk-hing, Joesphine.	-	-	4 M
Lau Wan-yee	1	2	- M	Ng Ho-yee	1	1	2 M
Lee Ka-kit	-	2	1 M	Wong Pui-ling, Angelina.	1	-	2 M
Lee Kai ming	-	2	2 M	Wong Yuen-ping, Rina.	-	-	2 M
Lee Yiu-chung	-	1	2 M	Woo Ying-kay, Grace	-	-	4 —
Li Siu-fung	-	2	2 M	Yeung Shuk-yin, Christina.	-	-	3 —
Mak chai	-	-	4 M	Yu Mo-hung	-	2	2 M
Mak Ping-sun	1	1	2 M				
Mak Siu-ming	1	2	1 M				
Nak Wing-sing	-	3	1 —				
Ng Pok-man	-	-	4 —				
Ng Yau-yung	-	2	1 M				



# HONG KONG SCHOOL CERTIFICATE EXAMINATION

## RESULTS. 1967

Name in English	No. of Distinctions (A.L.)	No. of Credits (A.L.)	No. of Passes	Name in English	No. of Distinctions (A.L.)	No. of Credits (A.L.)	No. of Passes
Au Shing-tai	—	1	6	Lam Hup-ho, F.	—	3	5
Chak Sheung-man, Philip.	1	—	5	Lau Ko Tai	—	—	3
Chan Chiu-wah, Joseph	—	2	5	Lau Ming-ki, N.	—	—	8
Chan Choi-kuen, Carlo.	—	1	7	Lau Sing	—	3	4
Chan Chun-wing	1	6	1	Lau Tim-nam, T.	—	2	5
Chan Kit-chee, Kenneth	—	1	6	Lau Wai-pang	—	3	4
Chan Kwok-wai	—	6	2	Lau Yin-loong, D.	—	—	3
Chan Man-chi, H.	—	2	6	Lee Sai-keung	—	5	4
Chan Siu-tong	—	3	5	Lee Tat Man, G.	—	2	5
Chan Sui-chin	—	4	4	Lee Yu-tung	—	9	—
Chan Wing-yau, F.	—	2	4	Lee Yun-cheong	—	6	2
Chan Yim-chun	1	6	1	Leung Kwok-hung	—	2	4
Che Man-yuk, R.	2	5	—	Leung Yiu-chi	—	1	6
Cheng Sai-chiu, C.	—	6	2	Li Chung-leung	—	5	3
Cheung Chan-fai	—	4	5	Li Man-wai	—	1	4
Cheung Sun-yeung	—	1	7	Li Wing Chiu	—	—	4
Cheung Ting-po, S.	2	5	2	Lo Ping Chu	—	4	2
Chin Wai-keung	—	4	4	Lok Kwok-man	—	1	5
Ching Chun-kow	—	1	5	Luke Hung-pong	—	3	4
Chong Hok-shan	1	5	2	Lung Wun-cheong	3	4	1
Chow Kai-mou	—	2	3	Leung Kin-ying	—	5	3
Choy Yat-man	—	2	5	Mak Kai-sum	1	5	2
Choy Yue-suen	—	2	6	Ng Ching-Man	—	2	6
Chu Lap-yan	—	4	4	Ng Shin-kau	—	5	3
Chu Siu-man	1	—	4	Ng Sin-kwong	—	—	5
Chu Tim	—	—	5	Or Tak-lap	—	5	3
Chung Kin-fun, J.	—	2	5	Pang Kwok-keung	4	6	1
Chung Ming-kai, H.	—	2	5	Pang Tat-wan	—	4	3
Fan Kwok-yin	1	6	1	Poon Kwong-mo	—	1	4
Hau Hei-hong	—	—	5	Pun Hon-hing	—	1	2
Ho Kwok-cheung	2	5	1	Shek-To-leung, (Shek Po)	—	4	3
Ho Po-lo, P.	—	—	5	Sit Wah-Ip	—	5	3
Ho Yui-Leung, C.	—	4	4	So Man-yea	—	1	4
Hui Wah-sinn	—	3	5	Sun Leung-sik	—	2	4
Hui Yue-ping	1	3	3	Tang Fu-wah	—	—	3
Ku Siu-hun	—	3	5	Ting Cho-fai	1	5	3
Kwan Tat-yin, O.	2	5	1	Tse Shu-fan	1	5	3
Lai Chi-keung, A.	—	3	5	Tsui Wah-tak	—	3	4
				Wan Wai-keung	—	3	4

Name in English	No. of Distinctions (A.L.)	No. of Credits (A.L.)	No. of Passes	Name in English	No. of Distinctions (A.L.)	No. of Credits (A.L.)	No. of Passes
Wong Chi-chiu	—	4	4	Lee Shuet-fee	—	1	6
Wong Hon-chuen	—	1	6	Lee Yin-ching	—	1	6
Wong Kuen	1	7	1	Leung Siu-yue	—	—	6
Wong Leung-wing	1	5	3	Leung Wai-yu	1	1	6
Wong Man-kee	—	1	6	Leung Yuen-han	—	—	8
Wong Ping-yee	1	3	4	Leung Yuk-may	—	2	5
Wong Shiu-chan	—	6	2	Lo Choi-mei	—	4	4
Wong shu-leung	—	3	5	Lo Tan-wah	—	1	6
Woo Pak-yiu	—	3	5	Luk Juliana,	—	2	6
Woo Tun-oy	—	5	3	Michelle			
Woo Wing-wah	—	5	2	Ma Chi-yin	—	4	3
Woo Yee-yan	—	2	5	Ma Choi-mei	—	1	5
Wun Wai-yep	—	—	8	Man Wing-woh	—	1	5
Yam Yat-shan	—	5	2	Ng, Amy	—	—	6
Yeung Po-yiu	1	6	1	Ng Po-chun	—	6	3
Yik Siu-ming	1	3	4	Ng Shuet-ngan	—	4	4
Yiu Sing-nam	—	5	4	Ng Wai-yee	—	8	1
Young Lap-ming	—	5	2	Pang Kit-ging	—	1	6
Yuen Kwai-wah	—	3	4	Pang May-lin	—	2	6
An Mei-yee	—	2	4	Pons, Susan.	1	5	2
Au Wai-Fong	—	—	7	Poon Yeuk-man	—	5	2
Chan Suk-lan	—	—	5	Shum Kar-wan	—	2	6
Chan Yee-wan	—	3	5	Siu Siu-woon	—	5	2
Chan Yuet-hing	—	2	6	Sung Chun-yee	—	1	6
Chan Yuet-lai	—	—	6	Tang Kit-yee	—	1	7
Chan Yuet-lin	1	5	1	Tong Mui-fan	1	3	4
Chan Yuk ching	—	6	2	Tsang Lai-lai	—	—	8
Cheng Sau-lan	—	4	4	Tsang Lin-mui	—	—	4
Cheung Chi-lan	—	2	5	Tsang Sui-ping	—	2	5
Cheung Shuk-ching	—	1	7	Tse Sui-to	—	—	5
Chik Lai-ming	—	2	6	Tse Yuen-wan	—	2	5
Fong Kwai-ying	—	3	3	Tse Yung-ping	—	1	6
Fung Lin-foon	—	4	4	Tsui Shuk-ying	2	3	3
Fung Loy, S.	—	—	7	Wan Shuk-yee	—	2	5
Ho Suk-ching	—	2	5	Wong Lai-lin	—	4	5
Ho Yuet-fung	—	—	5	Wong Shine-ngor	—	3	4
Kam Yuck-hang	—	3	4	Wong Suk-yee	—	2	6
Kong Wai-mui	—	4	3	Wong Wing-kou	—	5	2
Kwok Chui-fun	—	5	3	Wu Hai-mui	—	—	2
Lai Wai-yin	—	1	6	Yau Siu-fee	—	2	4
Lam Charm-nah	—	1	4	Yeung Mo-wai	—	6	2
Lam Lai-ha	—	4	3	Yick Chiu-yen	1	4	3
Lau Katherine, Angela	—	3	4	Yip Mo-ching	—	—	6
Lau Wai-han	—	2	5	Yiu Lai-ping	1	7	1
Law Sin-hung	—	1	7	Yu Chuen-ying	—	1	7
Lee Kit-lan	1	4	3	Yu Shun-yin	—	4	4

# UNIVERSITY EXAMINATION RESULTS-1968

Congratulations to the following old students on their success in the examinations held by the University of Hong Kong:—

## **B.Sc. Degree (Special)**

*Third Class Honours:*

Mr. Wong Wing Hong

## **B.Sc. Degree (General)**

*Second Class Honours:*

Miss Auyeung Woon Chi

Mr. Lai Chee Yan

Mr. Lai Wing Kan

Miss Luk Shuet Lee

Mr. Sin Wai Ching

## **B.Sc. (Engineering) Degree**

*First Class Honours:*

Mr. Kan Chun Hung

*Second Class Honours:*

Mr. Ko Chan Gock

## **Diploma of Education**

*Credits in teaching theory and practice:*

Miss Wong Yuen Ching

## **M.B., B.S. Degree**

Mr. Cheng Muk Noong

Mr. Kan Kwok Choi

## **B.A. Degree**

*First Class Honours:*

Mr. Leung Chung Kin

Mr. Woo Yam Ting

*Second Class Honours, 1st division:*

Miss Fung Yu Han

Miss Ho Seck Fun

Miss Tse May Ling

*Second Class Honours, 2nd division:*

Mr. Yeung Shu Kan

*Third Class Honours:*

Mr. Iu Chap Wing

*Pass:*

Mr. Chow Ki

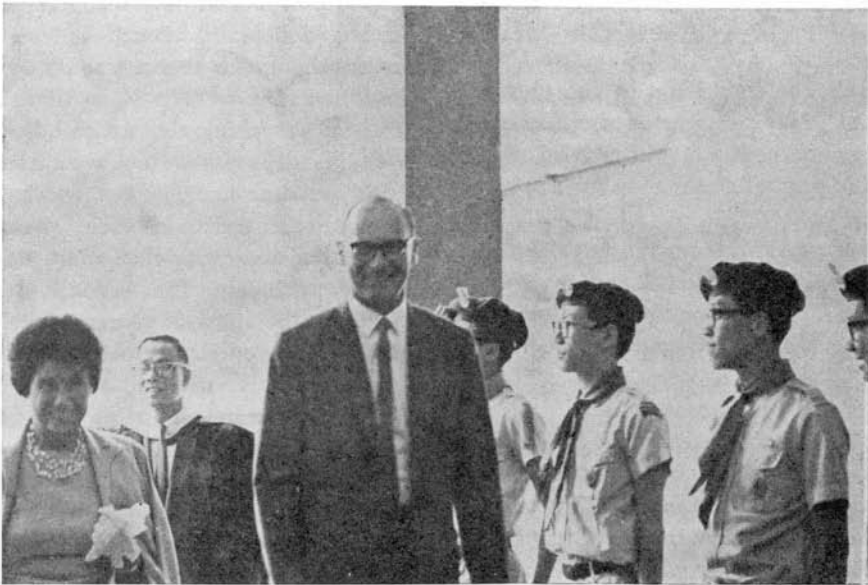
Miss Kam Sau Ling

Miss Ma Wan Ming

Mr. Tang Hin Chak



*"Long live.....(?)"*



*Mr. & Mrs. Hinton attending as guests—the first time in 14 years*

# THE THIRTEEN YEARS



“The official opening of Queen Elizabeth School took place on 6th September, 1954. On this occasion the whole staff and all the students assembled in the Hall and the Hon. L.G. Morgan, Acting Director of Education, addressed the school. He mentioned the fact that this school was the first Anglo-Chinese Co-educational Secondary School,\* and stressed three points which he hoped that the school would bear in mind — scholarship, discipline and courtesy.”

In these words the first issue of the Queen Elizabeth School Magazine records the opening of the school, a simple ceremony in which I took part as Senior Master of the new school.

On 4th September, 1967, almost exactly thirteen years later, at an assembly of staff and students, I introduced Mr. T. McC. Chamberlain, the new Principal of the school, and ceased to be a member of the staff.

The Editor has asked me to write an article about the intervening years, yet I carry so many memories of that period that it is difficult to write anything coherent. My first impression is that my membership of the Queen Elizabeth School community cannot have lasted as long as thirteen

years, for the time has sped by so quickly. But mathematicians assure me that there really were thirteen years between September, 1954, and September, 1967, so I must accept the fact though I insist that they were very short years.

The swift passage of this time is an indication that this was a very happy period for me and perhaps my reference to the Q.E.S. *community* helps to explain this. Community implies life in association with others; it suggests a closer and more meaningful association than a simple classroom teaching-learning connection, and in Q.E.S. we did, I believe, very early achieve a relationship which was, on the whole, friendly and cooperative. This friendly relationship, evident both among members of the staff and between teachers and pupils, undoubtedly contributed much to the happiness of my work in the school.

September 6th, 1954, was the first occasion on which the staff met the pupils, who had been drawn mainly from four schools, Wanchai Government School, Yaumati Government School, Ellis Kadoorie School and Northcote Training College Primary School. The staff had met a few days earlier, though in the course of those few days there had already been some changes, but most of us knew nothing about each other and I recall how difficult it was to draw up a time-table when I had no clear knowledge of what subjects the different teachers could teach. I remember that a tentative suggestion that one teacher might be able to teach some P.E. reduced her to tears; I withdrew the suggestion immediately. What is amazing is the speed with which the school settled down despite the difficulties, which included the fact that we were occupying borrowed premises (King's College) in the afternoons only and the fact that our class organization was unusual, consisting of four Forms IV, nine Forms III and eight Forms II. Mr. Cheong Wai Fung, our Principal, had not only to deal with the internal problems of the school but with the diplomatic problems involved in sharing the facilities of another school, with our current needs for equipment

\* This was not correct, but Q.E.S. was the first *Government* Anglo-Chinese Co-educational Secondary School

and stores and with the ordering of equipment and many other matters concerning the new school building which was being constructed for us. I cannot but admire the calm and efficient way in which he dealt with the problems during this difficult period.

The school did settle down very quickly and showed great signs of activity even within its first year. That first year saw the election of school prefects by their fellow students — possibly a precedent for Hong Kong schools, the establishment of a House system, the adoption of a school uniform, participation in inter-school sports and games, the formation of a Harmonica Band and a Mixed Voice Choir (which came fourth out of eight in the School Music Festival that year), the holding of a school concert, the organization of several outside visits and also of various picnics, the founding of our Girl Guide Company, a display of school work at an Open Day exhibition, the constitution of the Parents-Teachers' Association and the publication of the first Queen Elizabeth School Magazine. These activities — and the list is by no means complete — represent no mean achievement for a new school operating in shared premises.

At the beginning of its second year the school was still located in King's College and classroom space was so limited that we had three classes meeting in the Hall and two in the Lecture Room. Imagine three different lessons being taught at the same time in different corners of the Hall! One of the present teachers was a pupil in one of those classes and I recently overheard him reminiscing about it with his form teacher of that time. But fortunately this did not last for long, for on October 10th, 1955, we moved into the present building which, two weeks later, was officially opened by Lady Grantham.

We speedily made use of the facilities now available to us. Thanks to hard work, often until 7 p.m. and sometimes later, by the teachers in charge of the library and a devoted group of students, the many books which had arrived were unpacked and catalogued and the library was opened for use within a remarkably short space

of time. In November students started borrowing books. A play was produced at short notice for the Inter-school Drama Competition and an Inter-house Drama Contest was organized. A Scout Troop was established, a Public-Speaking and Debating Club was started and various other extra-curricular activities got under way. Our first Christmas Party was held and I vividly remember this. The music started and no one began dancing, so I felt it my duty to try to get things started. So I bravely — or brazenly? — began dancing with an unfortunate student, but no one else joined in. Another record went on and still we danced, a lone couple demonstrating how not to dance. Then a prefect suggested that it might be better if some of the lights were dimmed — and the effect was immediate. My first partner at that first dance is now married and in America; I shall be seeing her again before this magazine appears and doubtless we shall remember this occasion among others.

Our choir that year won the Mixed Voice Challenge Cup in the Schools Musical Festival and our sports teams began to become known. We also began to take a more active interest in social work and not only assisted in the sale of flags for charitable purposes, as we had done in the first year, but organized a Christmas party for poor children and collected money and clothes for distribution to the needy at Chinese New Year, while our Harmonica Band gave a performance for the blind. This interest in social work has continued and grown over the years and many of our students have gained tremendously from the experience of giving their services for the benefit of others.

The end of that second year saw our first participation in the Hong Kong School Certificate Examination, in which we achieved results far better than we had anticipated, 72.8% of our candidates passing, gaining a large number of distinctions and credits and six Government scholarships for the Matriculation course.

By now the school was firmly established. Two years later, in 1958, our first students matriculated and several of them entered Hong Kong

University. In that same year we had our first Form I, but it was not until 1960 that the school assumed its present symmetrical shape of a four stream school with four classes in each of the Forms I—V, two lower VI classes and two Upper VI.

Even in the first year of the school's existence, many of its students showed themselves active and responsible and these qualities have always been encouraged in the school. The number of activities has increased over the years, some being started because of the keenness of teachers but several owing their birth to the enthusiasm of students. Some activities have disappeared from the scene through lack of support but changes are a healthy sign for they suggest that the activities do accord with the interests of the students and are not artificially kept alive.

What changes have I seen in the thirteen years? I have the impression that students now are more willing to ask questions than in the past, yet I can remember several thoughtful and questioning students right from the first month. I feel that more students are thinking about the society in which they live, considering its problems and eager to contribute towards their solution; there were always a few such students but I believe — and hope — that there are more now. A far larger proportion of students now participate in school activities than was previously the case and I notice a growing eagerness to show initiative and to shoulder responsibility. This last tendency is hard to judge for it varies from year to year, depending usually on a small group of leaders, but I think it is growing. Or is this wishful thinking on my part? Another encouraging change is that, though students continue to take examinations very seriously, many of them play games and take part in activities right up to the examinations, working hard but keeping a sensible balance between work and play.

The staff has contributed to these developments by showing a greater willingness to give the students more responsibility in organizing their activities, in training their club members, in producing their own plays, and so on. The

students do want to play a greater part in dealing with various facets of school life and this eagerness to be involved, this readiness to share in responsibility, is to my mind an excellent development. I have often heard it said that students in Hong Kong are not interested in extra-curricular activities, show no initiative, lack personality and are afraid of taking responsibility. The experience of Queen Elizabeth School shows this to be absolute nonsense.

On a lighter note I must record that I have noticed a change in the girls' hair styles and dress. What we Europeans irreverently and impolitely call pigtailed were very common among girls in lower forms and not uncommon among those in upper forms in our early years, but now it is comparatively rare to see pigtailed even among the younger girls. This is a pity, not only from the point of view of appearance but also because I always took a friendly delight in giving them a gentle tug. I wonder if that is why they have disappeared? As regards dress, we now hardly ever see a "cheongsam" at a school party and the blouses and skirts of a few years ago have been largely replaced by dresses. I record this, not primarily as a matter of regret — though I do find the "cheongsam" a most attractive garment — but as a matter of fact. The important thing is that girls should look attractive whatever they wear.

Other changes concern physical activities. Though we have always had a few girls who were good athletes and keen on sport, there is generally much more enthusiasm now than thirteen years ago. This may be due, in part, to a growing interest in such activities among girls in general but it is undoubtedly due in large measure to a succession of particularly keen and able teachers of Physical Education. Perhaps it is a consequence of this increased enthusiasm among the girls that we have noticed in the past few years a greatly increased tendency for girls and boys to play together at basketball and table-tennis during recess and before and after school. Previously girls played with girls and boys with boys, but now they can often be seen playing together.

For some years folk dancing was almost entirely a girls' activity, and though we tried hard to get the boys to participate only a few would do so. The number increased somewhat when folk dancing became part of the camp wardens' training but real progress was made only when a short introductory course in folk dancing was given for boys alone. This helped them overcome their embarrassment and now the pleasure of folk dancing is enjoyed on many occasions by large numbers of boys and girls and several teachers.

Boys and girls have also worked side by side at the various chores in the school camp at Tsam Chuk Wan, the establishment of which, due to the keen support of the Parents-Teachers' Association and a number of enthusiastic teachers, is one of the important achievements of the school.

My recollections of the thirteen years are all bound up with memories of people, colleagues and students. When I think of an event such as a play, a sports meeting, an excursion, a weekend at camp, a party or a lesson, it is always of the event in relation to people. I remember this student playing the harmonica, that student singing at a concert, another speaking at the Schools Musical Festival, yet another teaching me the "cha cha" (several have tried this without great success), this one asking questions and that one falling asleep in class. I remember one teacher enjoying a picnic, another playing badminton, and others helping with verse-speaking, plays, projects and so on. Throughout the thirteen years teachers and students have been exceedingly kind to me and I have appreciated and enjoyed their friendship, whether they have been older experienced teachers or younger nervous ones, whether they have been Sixth-formers who have known me for years or new Form I pupils who very nervously said "Good morning" to me, bobbing their heads as they did so or, in the case of some of the girls, putting out their tongues in the curious way some of them have.

People very often regard a teacher only as one who gives to the students, passing on information; in the worst ideas about teaching — ideas which

still unfortunately affect the practice of many teachers, though not in Q.E.S.— the teacher is regarded as a kind of teapot, pouring facts into his tea-cup pupils. But basic to real education is the relationship between teacher and student, and what I remember most and shall always remember about Queen Elizabeth School is the closeness of this relationship in so many cases and the mutual benefit it brought. Where there is a good relationship between teachers and students, then both sides gain, and I certainly never felt that I was simply giving to students and receiving nothing in return. All the time I was in Q.E.S. I was being educated quite as much as I was educating.

The quotation with which I began this article states that Mr. Morgan "stressed three points which he hoped that the school would bear in mind — scholarship, discipline and courtesy." Let me in conclusion glance at these three points.

From the point of view of scholarship the school has undoubtedly done well and has achieved a high reputation. As regards discipline we have never needed to resort to a school system of punishment. Individual teachers have, of course, needed to punish certain students on occasions but we have never needed a detention class, never given corporal punishment and never, to the best of my recollection, expelled a student. We have tried to lead, encourage and sometimes shame our students into good behaviour, and I think the standards of behaviour and the degree of self-discipline compare favourably with those of any school in Hong Kong. In the matter of courtesy we have not perhaps achieved a high degree of polished politeness but we have, I believe, achieved a measure of friendliness which goes deeper and is more meaningful than superficial courtesy.

As a result of thirteen years spent in Queen Elizabeth School I am too emotionally bound up with its fortunes to be able to pass any unbiassed judgement on its achievements and its present standing. I can state, however, without hesitation that those years were very happy ones for me. I hope that that happiness has been shared by teachers and students and that the future of our school will be bright, happy and valuable.



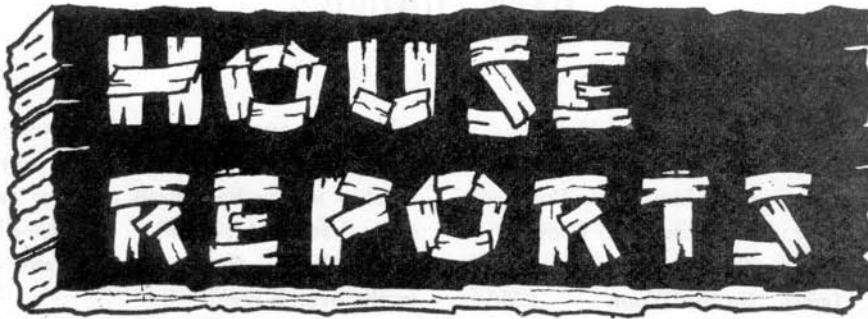
## "FAREWELL, MR. HINTON"



*Mr. Hinton  
Signing an album*



*The Head Prefect  
Presenting a souvenir  
to Mr. Hinton.*



## NORTH HOUSE

<i>House Master:</i>	Mr. Fok Po Nam
<i>House Mistress:</i>	Miss Sitt Ying
<i>Asst. House Master:</i>	Mr. Ip Tung Chun
<i>Asst. House Mistress:</i>	Mrs. Agnes Wong

The academic year of 1967-68 begins with the general election. The following office-bearers were chosen:

<i>House Captain</i>	(boy) Ho Kwok Cheng	L.6A
	(girl) Yu Shun Yin	L.6B
<i>Vice Hou. Capt.</i>	(boy) Lee Yu Tung	L.6B
	(girl) Ng Wai Yee	L.6B
<i>Hon. Secretary</i>	Ng Ching Man	L.6A
	Cheung Sai Chiu	L.6B
<i>Hon. Treasurer</i>	Chow Sik Kuen	5A
<i>Sports Capt. (boy)</i>	Lee Hon Keung	4C
	(girl) Katherine Lau	L.6A
<i>Football Captain</i>	Luk Koon Hung	5D
<i>Basketball Capt. (boy)</i>	Pau Tak Ming	U.6B
	(girl) Chan Wai Sum	5C
<i>Badminton Capt. (boy)</i>	Fong Kai Kong	3C
	(girl) Yau Hau Chu	3B
<i>Table-tennis Capt. (boy)</i>	Chow Ping Yan	U6B
	(girl) Cheung Yee Wan	4A
<i>Swimming Capt.</i>	Kwong Kwok Ching	4A
<i>Folk Dance Capt.</i>	Mui Mui Jui	4C
<i>Volley Ball Capt.</i>	Lo Heung Man	5B
<i>Dramatic Representative</i>	Chan Kai Wing	4A
<i>Public Speaking Repre.</i>	Lina Lin	5A

At the beginning of the year, a House tea-party was held with the intention of introducing the officials to the members. It proved to be a success.

We were most enthusiastic over the Swimming Gala, for forty-three of us took part in the events. Our efforts were not wasted, as we were the runner-up, with both our C and D grades doing tremendously well.

We did very well in the ball games competitions, coming first in football, second in basketball, volley-ball and badminton.

We were third in the Chinese Public Speaking competition. Tam Miu Yung in the Junior Section gave a dramatic performance and came first.

The Sports Championship came to us not as a surprise; credit should be given to our captains for their good leadership and to our junior members for their keen support.

At the end of the first term, we had another success in the cross-country competition, where we came first in the overall result. We also managed to gain a second place in the Quiz competition.

We performed a play called 'Shivering Shocks' in the dramatic competition and were lucky to gain second place.

In the free choice section of the Folk Dance Competition, we chose the 'Klappdance'. Our team-work was well appreciated, there was good variety in our formations and steps. The other dance, 'The Cat Flowers' also proved to be a success in co-operation, and our team came second in the overall results.

On the whole, the members of the House, especially the junior members, contributed to make this a memorable year. However co-ordination is needed among the officials themselves, some of whom, we regret to say, have not tried their best to promote the general welfare of the House.

# EAST HOUSE

<i>House Master:</i>	Mr. Raymond Hung	
<i>House Mistress:</i>	Mrs. P. Chow	
<i>Assist. House Master:</i>	Mr. Chow Kung Po	
<i>Assist. House Mistress:</i>	Miss Lau Man Fong	
<i>House Captain:</i>	(boy) Che Man Yuk	L.6A
	(girl) Siu Siu Woon	L.6A
<i>Vice House Capt.</i>	(boy) Ting Cho Fai	L.6A
	(girl) Leung Wai Yue	L.6A
<i>Hon. Secretary:</i>	Thomas Yuen	L.6A
<i>Hon. Treasurer:</i>	Mak Kai Sum	L.6A
<i>Sports Capt.</i>	(boy) Lung Wan Cheong	L.6A
	(girl) Chan Yuk Ching	L.6A
<i>Football Captain:</i>	Kwan Tak Yin	L.6A
<i>Basketball Capt.</i>	(boy): Lam Chat Yue	4A
	(girl): Cheung Siu Wan	4D
<i>Volleyball Captain:</i>	Wu Lung Chi	U.6B
<i>Table-tennis Capt.</i>	(boy): Kong Kai Fai	4C
	(girl): Lau Chiu Hung	4B
<i>Badminton Capt.</i>	(boy): Pang Yuen Kwan	4C
	(girl): Ng Yuk	4D
<i>Swimming Capt.</i>	(boy): Lo Kim Ming	U.6A
<i>Public Speaking Representative:</i>		
<i>Senior</i>	Lau Wai Pang	L.6A
<i>Junior:</i>	Tong Pik Yee	3B
<i>Folk Dance Captain:</i>	Lau Lai Lin	4A
<i>Dramatic Rep.</i>	Poon Chui Ha	4B

With the election of our House Captains, the above committee for this year was formed. This year, the office-bearers were chosen by the House Captains.

The Inter-House Competitions began with the Swimming Gala. On the Heats day, we came third. It was expected that we could keep it up. But we were much disappointed. Our House lost entirely in the Finals. However, we look forward to our energetic junior members doing much better in the years to come.

The results of the ball games were unsatisfactory. We lost in the football, badminton and

table-tennis competitions. However, there is one consolation. Our boys and girls won the championship in the basketball matches and our girls came first in table-tennis. We also did quite well in the Chinese Public Speaking and were second in the overall result.

Perhaps, the most tragic event for us this year was the annual Sports Meet. This event used to be the trump card of East House. But Fate seemed to be against us this year. We came second in the Heats and were quite optimistic and certain that we could manage to win back our traditional victory in the Finals which were to be held on December 13th, 1967. So we planned to have our first house gathering on that afternoon for celebrating and relaxing. But the result turned out to be depressing. We came third. As a result, despair cast gloom over the gathering held reluctantly on that unlucky, miserable black Friday.

In the Inter-House Dramatic Competition, we came equal second with North and South. The result of the Post Mid-year Exam. Quiz was fair.

The main event in the second term was the Folk Dance Competition and our house was the Champion. Our team, being the winner, gave performances to the parents during the P.T.A. Annual Dinner Party.

On the whole, this year has not been a successful one for our House. We will be third in the overall results of the four houses. It seems that the ones who worked, learned and gained much are our House Captains. And high house-spirit and co-operation are required among the house members.

But, cheer up and have courage: defeats this year may mean victory next year!

# SOUTH HOUSE

*House Master:* Mr. Lui Ping Lam  
*House Mistress:* Mrs. Shirley Liao  
*Assist. House Master:* Mr. Kwan Hong Kit  
*Assist. House Mistress:* Mrs. Edith Wong

On the first day of this academic year, House captains were elected as follows:

<i>House Captain:</i>	<i>(boy)</i>	Wong Kuen	L.6B
	<i>(girl)</i>	Susan Pons	L.6A
<i>Vice House Capt.</i>	<i>(boy)</i>	Cheung Ting Po	L.6B
	<i>(girl)</i>	Wong Wing Kou	L.6A

In October, Wong Wing Kou resigned. Chan Yuet Lin of L.6A was the substitute.

House officials were elected by the House Captain and class representatives as follows:

<i>Hon. Secretary:</i>		Cheung Chan Fai	L.6A
<i>Hon. Treasurer:</i>		Wong Chi Chiu	L.6B
<i>Sports Captain:</i>	<i>(boy)</i>	Lee Sai Keung	L.6B
	<i>(girl)</i>	Amy Tong	4B
<i>Football Captain</i>		Wong Sun	5A
<i>Basketball Capt.</i>	<i>(boy)</i>	Lee Yan Cheong	L.6B
	<i>(girl)</i>	Chan Choi Har	4C
<i>Table-tennis Capt.</i>	<i>(boy)</i>	Wei Wan Kwong	4A
	<i>(girl)</i>	Lam Wei Ying	5C
<i>Badminton Capt.</i>	<i>(boy)</i>	Foo Chun Ping	3A
	<i>(girl)</i>	Yuen Kwan	3A
<i>Swimming Capt.</i>	<i>(boy)</i>	Tang Lui	4A
	<i>(girl)</i>	Chan Yuet Lin	L.6A
<i>Dramatic representative</i>		Fung Shuk Ying	4A
<i>Folk-dance Capt.</i>	<i>(boy)</i>	Cheung Chan Fai	L.6A
	<i>(girl)</i>	Suen Seung Hung	3D
<i>Volleyball Captain</i>		Tang Lui	4A
<i>Public Speaking and Debating representative</i>			
	<i>(senior)</i>	Wei Wan Kwong	4A
	<i>(junior)</i>	Au Yee Kee	3A

The results of the Inter-House activities were discouraging at the beginning though we had tried our best. We came third in the Swimming Gala, third in football and again third in basketball. Then we gradually got better results.

We won the Chinese Public Speaking, badminton, table-tennis and quiz competitions. We got a number of seconds: in the athletic meet, cross-country, volley ball and dramatic competition.

We lost severely in the Folk Dance contest. If not, we should have obtained a better result in the final. The reason for the House's failure to win was due to a lack of co-ordination of the various activities. Now we are hoping to get a second place.



*Beautiful!*

# WEST HOUSE

<i>House Master:</i>	Mr. Gee Yick	
<i>House Mistress:</i>	Mrs. Brenda Lim	
<i>Asst. House Master:</i>	Mr. Li Chien Fai	
<i>Asst. House Mistress:</i>	Miss Choy Yuk Ngan	
<i>House Captain (boy)</i>	Or Tak Lap	L.6A
<i>(girl)</i>	Yiu Lai Ping	L.6B
<i>Vice House Capt. (boy)</i>	Yeung Lap Ming	L.6A
<i>(girl)</i>	Chan Wai King	4B
<i>Hon. Secretary</i>	Chan Chun Wing	L.6A
<i>Hon. Treasurer</i>	Wong Shiu Chun	L.6B
<i>Sports Captain (boy)</i>	Chin Wai Keung	L.6A
<i>(girl)</i>	Lau Wai Ping	4A
<i>Football Captain</i>	Yeung Po Chin	5D
<i>Basketball Capt. (boy)</i>	Yiu Sing Nam	L.6B
<i>(girl)</i>	Ko Wai Yin	5C
<i>Badminton Capt. (boy)</i>	Ho Sai Hea	4A
<i>(girl)</i>	Kwok Wai Hing	2D
<i>Table-tennis Capt. (boy)</i>	Tung Kwong Ping	4D
<i>(girl)</i>	Chow Yin Hung	3B
<i>Volleyball Captain</i>	Lam Kuen Kwong	4A
<i>Swimming Capt. (boy)</i>	Lan Hin Kwong	4B
<i>(girl)</i>	Yick Tsui Ying	2B
<i>Folk Dance Captian</i>	Chan Yuet Wah	4D
<i>Public Speaking &amp; Debating Representative</i>		
<i>Junior</i>	Seto So Wah	2A
<i>Senior</i>	Wong Yin Kiu	5A
<i>Quiz Capt. (senior)</i>	Yu Cheong Cho	5A
<i>(junior)</i>	Yeung Kwok Kuen	3A
<i>Dramatic Rep.</i>	Tang Sau Chun	4D

This year, we had a different form of election of House officials. The House Captains were elected in the general meeting and the other officials were elected later by the class representatives.

We had a very good start in the first term. In the Swimming Gala which raised the curtain of this year's inter-house competition, we won both the boys and girls overall championship and were, of course, the champion house. It really came as a great surprise as we had been last the previous year. Our junior members were surprisingly co-operative under the leadership of our house captain who won the individual championship himself.

A party was held afterwards to celebrate our first success and over half of the members attended.

Our house has been traditionally weak in sports and this year was no exception, though we tried our best and started our training long in advance. However, the enthusiasm shown was much appreciated.

Later, we won another major event. "The Enchanted Christmas Tree" in the Dramatic Competition brought us five prizes out of eight, but unfortunately, we had a different marking scale this year and instead of one hundred points as in previous years, only twenty points were awarded to the champion house.

The volleyball team proved to be another great success. Our team, though inexperienced, came first due to excellent team spirit.

Last of all, we would like to express our thanks to our house master and mistress for their valuable advice and encouragement. Witnessing the improvement made, we have great confidence in obtaining better results next year!

## HOUSE PLAYS

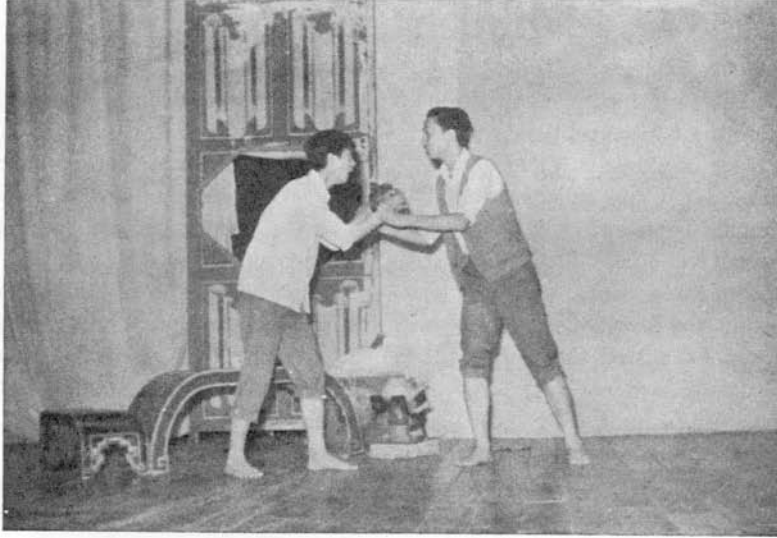
Unlike last year, the house play competition was held early, before the Christmas holidays. A few other changes were also made. The choice of plays was made by Mr. Choy and distributed to the respective houses by drawing lots. Each play lasted for about half an hour. The rehearsing time was also limited to three weeks. Because of this short, limited time, the four house producers worked very hard and exhausted themselves till the plays were staged.

On the 18th December, a light comedy "Secretary Trouble" was presented by South House. As usual, the restless impatience of the audience could not be avoided during the first half of the performance. Perhaps this is the main disadvantage of being the first performer. The play tells how a manager suffers from secretary troubles. The costumes and sets were very attractive, especially the sofa. The door frame was also a very good idea for simplifying the set. On the whole, the actor and actress were able to deliver their speeches clearly, but many humorous lines and comic situations in Scene 2 were not properly delivered or managed. A common defect of the actors was that their hand movements tended to be rather mechanical.

A very bold attempt was made in "The Milk of Human Kindness" presented by East House. A scene of a poor Chinese household of 300 B.C. was set up using unpainted boards and curtains. This was economical and saved a lot of trouble in setting up the stage. Their costumes were simply modified from the school uniform, and this was so well done that we were hardly conscious of it. The part of the Grandmother was quite touching. It seemed funny to hear the actors speaking English in a Chinese style. (The play was translated from Chinese). It was a tragedy with a philosophical theme. Therefore it is easy to see how difficult it is to present this kind of play. The actors spoke rather too softly except Chris, who spoke quite loudly (but was too energetic for an old man). The stage movement was restricted owing to the mid-curtain, the table and the bed which occupied considerable space. During entrance or exit, the actors were forced to line up one by one in order not to overlap one another. I think it would have been better to move the mid-curtain a little bit upstage.



South House: "Secretary Trouble"



*East House: "Milk of Human Kindness"*

An exciting detective story "Shivering Shocks" was presented by North House. It tells how a scientist, Hughes, cleverly delivered his formula to the War Office in spite of threats from dangerous spies. The back wall was painted muddy yellow with a window on the right side. The stage looked pleasant though it was rather too symmetrical. The telephone desk and the window frame could have been improved. I think it would have been better to use a raked set. Though the cast came mainly from the junior students, their performances were good. The parts of Shepherd, the Captain and Rowley were nicely acted.

"The Enchanted Christmas Tree" presented by West House came first in the four house plays. It was a show of well-co-operated production. The theme of the play was simple and suitable at the time of performance. The large cast consisted of students from various forms. The producer was careful to avoid confusing situations in grouping, especially in the dream of the Bentons. The part of Mrs. Benton was particularly well

played and deserved the best actress honour. On the whole the setting was quite attractive, but the table need not have been placed at the centre. The sound effects were inferior to those of the other houses.

The results of this year were unusual: West House was the Champion with eighty-seven points and the other three Houses all came second with seventy-seven points. Maybe it was really very difficult to judge or it was a way to avoid fighting and quarrelling!

One thing can be seen from the competition—the choice of play and the order of performance were the deciding factors. The general standard of this year's productions was up to that of previous years. Students seemed to be less interested in house plays, perhaps because marks for the drama competition are such a small proportion of total house marks or maybe younger students have their interest in more active physical activities.

by Ashem.



*West House : "The Enchanted Christmas Tree"  
(Best Production)*



*North House : "Shivering Shocks"*





# FOLK DANCE COMPETITION

The sound of music could be heard everywhere during lunch, after school and of course, every holiday too. Every corner in the school became a dancing ground, for the Inter-house Folk Dance Competition was to be held on the 28th February. All the four houses were ready to fight for the available gramophones and the boxes of sweets too.

On this day, the hall was full of pupils. They were all waiting impatiently for the performance which was supposed to start at 2 p.m. and which actually began at half-past two, after the arrival of the three adjudicators. Slight changes were being made this year. The time for rehearsal was cut down, the compulsory dance was cancelled and all the four Houses used the same piece of music for the "music and movement" section.

The first section was a free-choice dance. The first team to appear on the stage was West House. All the dancers kept good rhythm and pointed their toes. But unfortunately, some of the dancers forgot to look at their partners and the formation was rather dull and simple, so the result was not so good as expected.

East House was the winner for this section. They had good facial expression. The girls curtsied, the boys bowed, the girls smiled so sweetly that some boys nearly forgot their steps. The formation of the dance was especially good and thus it gained a lot of extra marks from the adjudicators. The performance of this showed that they had put a lot of effort into it. The beginning of the dance had only one pair of dancers in the centre of the stage and all the rest came out

from the wings as the music started, which was a good idea. There were many variations in the formation and steps. Though there were many pairs of dancers on the stage, there was no sense of confusion.

The North House folk-dancers were all smartly dressed — the boys wore white shirts, red ties and white trousers, the girls wore pale green Scottish dress. They performed rather nicely and gained the second place. But they were the most unfortunate house because there was something wrong with the gramophone and it was not until the fourth attempt that they could really start the dance.

If the formation of the dance of South House had not been so monotonous, they might have had the chance of getting higher marks, because their steps were rather good: they followed the music, they looked at their partners while they danced, they smiled and were happy. It looked as if they all enjoyed the dancing.

Although the music for the "music and movement" section was the same, each house had a different interpretation. With its "The Forbidden Apple", East House again succeeded in gaining the first place. West House's "Fate" came second. Third was "The Cat-flower" performed by North House. South House's "A Dance" came last.

The high standard of previous years was maintained. The three adjudicators expressed both their appreciation and encouragement for further trial and improvement.

By a Reporter

# SWIMMING GALA



*Don't be too nervous!*

We celebrated our third swimming gala anniversary at the Kowloon Tsai Swimming Pool on the 29th of September (morning) and had the final on the 5th of October (afternoon).

Sitting under the shelter on the official stand, the teachers were seen talking and laughing cheerfully with one another. We eight-hundred students being boiled under the burning sun concluded that it was better to be a teacher than a student.

Some of the life-savers who probably graduated recently, walked up and down the edge of the swimming pool with their noses in the air. Whenever a competitor showed a slight sign of difficulty or just slowed down for a while, they would dive into the water in no time. With what intention — really want to help? To show off? Or they were feeling too hot and wanted to have a cold bath in the pool? Nobody knew.

The school authority had been very considerate to the life-savers. Seeing that they seldom had any chance to show off, a life saving demonstration was given by them this year.

It seemed that South House would have to give up in the C-grade Boys' 4 by 50 metres relay because only two C-grade boys could swim moderately well. At last it was decided that each of them would swim 100 metres. All the students applauded when they finished the competition and South House came second in this event owing to the efforts of the two boys. Now who dare say that students in Q.E.S. have no house spirit?

Most of the new lady teachers were good swimmers. A new event, 4 by 25 metres was specially arranged between them and the girl prefects. Both the women staff and the men staff won their races. This proves that teachers are better than students, doesn't it?

After being champion for two years, South House finally met its Waterloo. West House which has usually been last was the dark horse this year. This time all the members didn't hide their badges and instead they were proud to show other people their newly bought badges.

In the next Swimming Gala, one thing is certain—there will be more competitors owing to the new swimming class for F.2 students.



## SENIOR CHORAL SPEAKING

Every Tuesday after assembly and every Friday morning, we had our choral speaking rehearsal for the Musical Festival in the hall. This year the poem was "Orpheus" by Sir Osbert Sitwell.

About thirty "volunteers" from L.6A and L.6B participated in this choral speaking. We started our practice rather late — only about a month before the Musical Festival. We sacrificed many of our English lessons and occasionally one or two lessons of other subjects.

Under the supervision and guidance of Mr. Kent and Mr. So, we made a lot of progress. At first we were just hopeless, without expression, without volume and not together. As time went on, and through more practice, we became more and more hopeful. But the trouble was always the boys, who were not always together.

In order to have more variation, we did not just stand in rows, but in such a way that a V-shape was formed. Mr. So asked us, "What does V stand for?" "Victory!" everybody shouted. But the result was disappointing. We only got a certificate of merit with eighty-three points. This did not mean that our performance was no good, but we were just unfortunate in having a different interpretation from the adjudicator — he liked to emphasize rhythm and sound while we concentrated on the words.

## THE JUNIOR GIRLS' CHOIR

This year, the Junior Girls' Choir had about sixty members. Originally the choir was under the guidance of Mrs. Wong, our music teacher. Later, a student from Lower Six became the conductor of the choir, when Mrs. Wong went on maternity leave two weeks before the performance.

The choir usually rehearsed weekly every Thursday after school. During those last two weeks, when Mrs. Wong was away, the choir practised more frequently, and twice its members rehearsed at Mrs. Wong's house. (A week before the day of our performance, Mrs. Wong returned home from hospital.)

On 27th March, the choir gave its performance at the Concert Hall of City Hall. There were altogether twenty-two choirs taking part in the competition. The first song the choir sang was "Nymphs and Shepherds Come Away!" which is joyous and lively. The pronunciation of our choir was very good, but the speed was too slow. Next the choir sang "Donkey Riding", a strongly rhythmical song of the sailors. Our choir was able to express it well. In general, the choir did quite well, though it failed to gain any place. To our consolation, its performance was rewarded with a certificate of merit.

By a member of the Choir.

# MIXED VOICE CHOIR

We came second in the competition, as we often have in the past. But this time, something happened which made this "usual second" somewhat unusual.

16th March was the great day, and twelve days before it our conductor Mrs. Wong fell ill suddenly and was sent to hospital.

For the next few days we were at a loss, having no practice at all, and not knowing what to do. By the time our new conductor, Hui Wah Sinn, took up his post, it was already 9th March, just seven days before the competition.

The week that followed was an interesting one, in which the conductor trained the choir and the choir trained the conductor. There were times when we sang very poorly; but all of us worked hard; we tried our best to improve and we showed great cooperation.

The 16th March found us in the highest of spirits. In the morning we came back to school

for a final rehearsal; we drank the traditional Chinese medicinal tea—this time it was prepared by Miss Ruth Wong; and we all read the letter which Mrs. Wong had written to us the day before — encouraging us and reminding us to sing with smiling faces.

We were full of confidence when we assembled in the City Hall that evening. There were altogether seven choirs taking part in the event. Hui Wah Sinn was the only student conductor, but he showed that he was as good as the other old experienced conductors, by leading us to perform our best. Indeed, we sang the two songs—"Come, join the Fife and Drum" and "To a wild rose"—in correct time and at correct speed from beginning to end.

We did not win the trophy, yet we were the happiest after the results were announced; for second was the correct place for us — a place which we deserved, a place which we won because of our cooperation.

By NG WEI YEE L6A



# THE STRING ORCHESTRA

"What? You want me to conduct the string orchestra? Over my dead body!" I exclaimed.

"Why not?" the Chairman of the Music Association retorted, "I know you are the right man for the job, and I won't accept any excuse."

"This is absolutely ridiculous. I can't even tell the difference between a violin and viola. I just refuse to make a fool of myself."

"Look here," said the Chairman indignantly. "You must remember your duty and obligation to the school, and anybody who has a sense of belonging would never let down the whole school like this."

"Don't waste your breath, Mr. Chairman. I'm not going to let you talk me into it."

One month later, I was to be found trembling all over on the stage of the City Hall Theatre, waiting for the adjudicator to ring the bell to announce the "moment of truth". At long last, I heard the signal to start, and immediately my heart began to beat as quickly and as vigorously as the tempo of the march. But, once we had started to play, my fear and excitement suddenly vanished into thin air, and before I knew what was happening, our performance had already come to an end. I took a deep breath, and sat back to enjoy others' performances.

It was not long before my heart began to beat again like a drum, for the adjudicator was going up on the stage to announce the results. Finally, I

heard him saying, "As for no.3, Queen Elizabeth School, an excellent performance." My heart leaped on hearing this.

"The phrasing is good," he continued. "There is much variation which is very well handled; a beautiful rhythm; and this is one of the few orchestras which ends in such a way that you know they have finished playing. A most impressive performance."

This time my heart nearly jumped out of my mouth.

"They have scored 88 marks for the first piece, a total of 176 marks and they come..." The adjudicator gave a dramatic pause which nearly took my breath away.

"Second," he announced loudly.

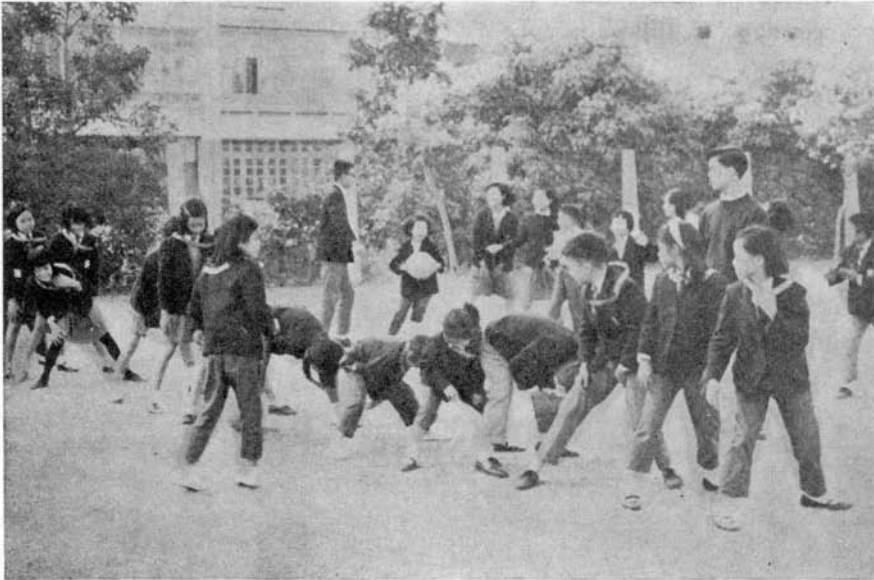
My heart sank as I sank back into the seat.

Although I knew very well that the true spirit of competition was not winning but participating, I had to admit that for a moment, I could not get over the smarting feeling of defeat and disappointment. But we have not been discouraged and we will not give up. We learned much from this year's festival, gained much experience and we know we have to put in much greater effort. And one thing is sure — next year, we will try again.

Chong Hok Shan (L6B)

# LARTIES

## UNDER-PRIVILEGED CHILDREN'S PARTY



*Games in the football field*

"I've had a more joyous and meaningful X'mas", one who had helped in the under-privileged children's party said.

The party was for entertaining under-privileged children in the resettlement blocks or the squatter areas. The Social Department found about two-hundred children for us. The money for the party came from the generous donation of the students and staff. This year, it amounted to more than \$300. Moreover, we were grateful to Mr. Tong Wai-Ki, the previous president of the Q.E.S.O.S.A. for his kind donation of plastic toys; to Amoy Canning Corporation Ltd. for

supplying us with free drink and pencils for the presents.

The party was held on 22nd December, 1967 from 2 p.m. to 5:30 p.m. The programme included singing, a film show, group games and performances.

The children sang with broad smiles and watched the film attentively. They were very keen to play games. They were very excited and shouted at the tops of their voices. They were rather reluctant to have the games ended. However, when they moved up the hall, their attention was

attracted by the funny and excellent performances by the gymnastic club and Chinese boxing club. Refreshments followed.

The climax came when Santa Claus suddenly appeared on the gallery and descended by a rope with a big bag of presents. The children were all taken by surprise and were very excited. After some conversation with the children, Santa Claus murmured a few words to the translator. The translator then said, "He has presents to give to you, children." He continued, "He will go out of the hall and—" He had not finished when the children began to rush towards Santa Claus fearing that if he went away they would not get any presents. In a second, all was in confusion. We were pushed backwards and forwards. With much difficulty, order was restored. After a short while, each child had two packets in his hands, and a contented smile on his face.

The children came as quiet, timid little ones and all went away with laughter and excitement. Surely they had enjoyed themselves very much. We, though tired, were just as happy for we'd done something worthwhile.



*Santa is coming!*

## THE CHRISTMAS PARTY

The sun shone brightly on the 27th of December. The day was warm, the smiles of the people were warm and the greeting "Merry Christmas" was still warmer.

The Christmas Party started at 2 p.m. and about 150 smartly dressed boys and girls rushed into the hall. The stalls were all set up and everybody was sweating (on a winter day) just for a pencil or a sweet. But the more attractive reward was the pride you got from winning the game.

The refreshment was more than just refreshing; it was enough to feed the same number of starving people after a famine. As a result, many of us were able to carry on playing and folk-dancing until half past ten without having our dinner.

After refreshment we had some very interesting group games. We were also greatly honoured to have a duet "The Squares" from Kowloon Wah Yan College to give a very fine performance of folk singing.

The most important programme — folk dancing — started at 7 p.m. The number of students had doubled. About 300 students came back to practise for the Marathon Race and to keep their feet in good shape. The hall was shaking with all the stamping of feet. Everybody was red in face and wet with sweat. In fact, the craziest two were the tallest two — Mr. Hinton and Mr. Chamberlain.

In every way, the Christmas Party was a success, especially in improving the relationship of boys and girls in the school.

# ANNUAL BALL

The annual ball was held on 1st Feb., 1968 sponsored by the prefects who sincerely hoped that it would provide fellow students a good chance to relax and dance together light-heartedly.

Two hours before 7:30 p.m. that day (the time the ball was supposed to start) the prefects were still not certain whether they could achieve what they aimed at. It was a rainy and unusually cold day; and only about twenty tickets were sold. Moreover it was the third day of the Chinese New Year and it seemed unlikely that many students would come.

But half an hour before 7:30 p.m., people rushed towards the booking office and crowded round it. Among the many energetic and enthusiastic young students were former members of the school who may be less 'young' but not a bit less enthusiastic.

The ball did not start at 7:30 as planned, for the bands were late. So before 9:30 the ball was but an appreciation of record music.

By 9:30 p.m., when the ball was formally started, there were over three hundred people. Among the crowd we saw the tall figure of our principal, Mr. Hinton, and Mr. Chamberlain—one old, one new; one wearing glasses and one wearing a beard. This was a rare chance to find the two heads coming together on such a pleasant, light-hearted occasion.

The stage showed a strange mixture. Its blue background was decorated with red papers with Chinese characters such as "Kung Hei Fat Choi" etc. In the front of the stage stood the two smart bands with their shining instruments, providing us with first rate dance music.

It was purely a social dancing party for senior students for we did not have one single folk dance that evening. Anyway it seemed that what was

achieved was more than what had been originally aimed at. For it was more than a chance of getting students together, it was a gathering where old members of the school mixed with the new. Moreover whether new or old, they all danced happily, ate happily (when refreshment was served at 10:30 p.m.) and were most reluctant to leave at 11:30 p.m. when the ball came to an end.





# SOCIAL WORK IN SUMMER



## SOCIAL WELFARE WORK AT LEI CHENG UK RESETTLEMENT AREA

The Summer Programme at the Lei Cheng Uk Friendly Centre is planned to give students the opportunity for group experience and to supervise recreation for children during school holidays in the month of August.

This year, the Programme was staffed by ten Chung Chi College students as Senior Counsellors and sixty secondary school students (thirteen came from our school) as Junior Counsellors. We worked under the guidance of the American Friends Service Committee staff.

Before the actual course was run, a three-day residential orientation course was arranged at Junk Bay Camp. During these three days, we learnt first aid, how to lead games and songs, how to teach crafts and folk-dance, and how to deal with children. The lectures were sometimes boring but we much appreciated the folk dance night and folk song singing.

There were five hundred children, aged from eight to fifteen, participating in this programme. They were divided into groups. Three or four counsellors were assigned to a particular group of twenty-five children as a team. We enjoyed having such an opportunity to observe and understand children as they really are.

The two weeks were both enjoyable and profitable. We paid visits to the Pepsi Cola Company, the Garden Bakery Company and the Ocean Terminal.

Also we had a launch picnic to Lamma Island. We held a Sports Day for children to compete among themselves. You would be amazed to see how pleased they were when they were awarded 'tin-foil paper' trophies and 'gold-foil paper' badges. They felt as victorious as if they had won a battle. On the last day of this period, we arranged the Parents' Day to display the children's work. The parents were invited to see their own children's performances. We felt rewarded when we saw the proud faces of the parents and the innocent smiles of the children.

After this, all the Counsellors had a two-day Reunion held at Chung Chi College at Ma Liu Shui. We danced, sang and chattered as if we were good old friends. Everyone enjoyed the atmosphere of gaiety, youthfulness and friendship.

Anyway, we gained some useful knowledge not obtainable from books. We had made friends with some of those lovely children as well as students from other schools. Lastly we were grateful to the American Friends Service Committee for giving us the chance to learn to be co-operative, to be patient and to serve our society, though on a small scale. I am sure you would all like to do something benefitting yourself while at the same time meaningful to others. So, do join us in the coming year!

By MA KWAI YEE, 5B

# TEACHING IN HAY LING CHAU

As we all know, Hay Ling Chau is a place for people who are so unfortunate as to get leprosy. Some of the patients are very eager to learn, so some of us Q.E.S. students organized a teaching group (under the guidance of Miss Ruth Wong) to go and teach them every Saturday.

There are altogether five classes: the Senior, Intermediate, Junior I and II, and the New Junior. The New Junior started only recently. There are four or five teachers for each class, so we have to go only once a month. The "Hay Ling" carries us to Hay Ling Chau every Saturday. It takes about one hour and a quarter for the journey. We disembark from the boat at two p.m. sharp. If we are late, the boat will not wait for us. So if we miss the boat, the students will miss their lesson.

The students are convalescent. They do not look ugly, so please do not be frightened by the name "Hay Ling Chau" — for those who are seriously sick are not allowed to come out. The students are generally older than us, some of them

over twenty years old. They are very eager to learn, and attentive. At first they did not respond well, but now they are getting along with us very well. We all care for them and they show their affection towards us too. We are just like friends and we sometimes even forget that they have leprosy. They are very good students.

Each lesson lasts for one and a half hours. During that time, we have to teach them grammar, oral, composition, comprehension and reading also. So very often, the time is not enough and we have to rush. They do not study any subjects other than English. So we give them homework to do. We have to mark their exercise books and write reports.

All of us Hay Ling Chau teachers heartily welcome those who are willing to take over our job next term. Dear fellow schoolmates, please do come and your kindness will be greatly appreciated!

By YVONNE CHAN, L6A



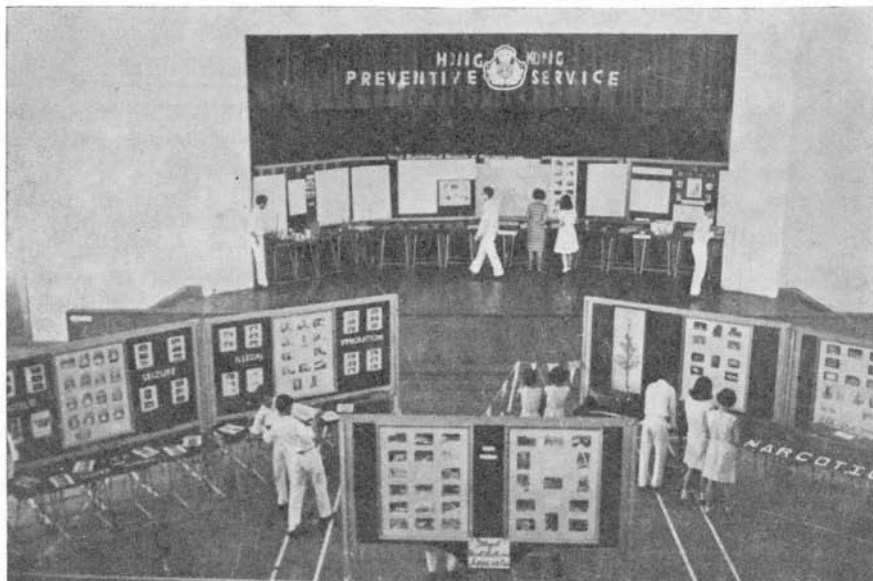


## CIVICS PROJECT EXHIBITION

Every year the Form IV students of our school stage an exhibition in connection with the economic and public affairs of Hong Kong. The aims of this project are to enlighten the pupils with the sense of civic responsibility and co-operation, to broaden their outlook on social life, and to acquaint them with the knowledge of actual conditions in Hong Kong. Previously, students have worked on a wide range of subjects, such as resettlement areas, transport, tourism, economic resources and so on.

This year, however, our topic for study was "The Hong Kong Preventive Service".

The P.S. is a government department in charge of numerous duties. It helps the police to maintain law and order in import and export affairs. It detects and prevents the illicit existence of distilleries, dangerous drugs, narcotics, hydrocarbon oils, illegal immigration and many others.



*Form 4 Civics Exhibition on the Preventive Service*

Early in Sept., 1967 at a meeting of the whole form, a student committee, responsible for the planning and coordinating of the project was elected.

<i>Chairman:</i>	Tam Wing Oi	4C
<i>Vice-chairman:</i>	Chan Wai King	4B
<i>Hon. Secretaries:</i>	Huang Le Yuen	4C
	Poon Mo Sau	4C
<i>Hon. Treasurer:</i>	Mak Yiu Hay	4C
<i>Class Representatives:</i>	Lee Cheung Kwong	4A
	Lau Kwong Tat	4D

For the past eight months, from Sept., 1967 to May 1968, the whole form was busy in winding up the preparation work for the exhibition:

stencilling, painting, modelling, drawing charts, taking photographs and paying visits to the various organizations concerned. We especially enjoyed ourselves with the fact-finding tours, because this kind of work was so new to us and so exciting an experience.

Indeed, we owe our boundless thanks to the officers of the Preventive Service. Without their kind assistance and advice, the exhibition would not have been possible. May we, therefore, take this opportunity to express our gratitude to all of them. We are also grateful to the various organizations that have provided us with all kinds of valuable information and precious data.

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## ART EXHIBITION





Lino Print "Mother and Child"

3A Poon Wai Han age: 16

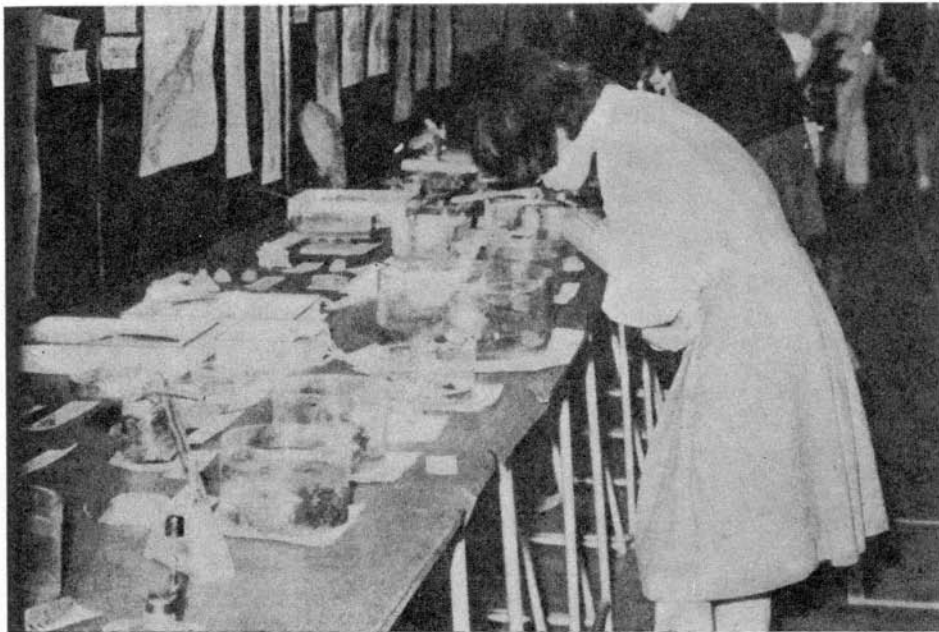
# OPEN DAY

"Lobsters, Oysters, Crabs, dishes for to-day?" These were all in the Biology section. This year, marine animals were the main topic of the Biology display. Most of the animals were caught by the students of L.6B during their field trip to Sandy Beach.

"Danger! Radioactive! Keep at least three feet away from this desk." Opposite the Biology section was the work by the Physics and Chemistry Clubs. The danger came from the "Cloud Chamber" experiment, because a piece of radioac-

tive carbon 14 was put inside a round-bottom flask.

"Hurrah for the Guides of Q.E.S., Hurrah for the Guides of Q.E.S., We are loyal guides of our Company." The stage was the world of the Guides of the 11th Kowloon Company. The above was the chorus of their new Company Song, broadcast during the exhibition, and it became the only "sound effect". Besides the introduction of their new song, the Guide uniform, needle-work, and photographs of their various activities were displayed.



*Open Day*

"This is Orion, and this Scorpio, you know, Orion was a hunter and one day he was bitten by Scorpio..."

This was not the story-telling section but the Astronomy Club. The above introduction is of a story in Greek Mythology; Orion and Scorpio are two sets of stars in the dark blue sky. The display in this section was to show the relationship between Greek Mythology and the stars.

"2 canoes, one motor boat."

Here was presented the brilliant work of our students. Under the guidance of our woodwork teacher, Mr. Choy, the canoes in our Sai Kung Camp were mainly constructed by us. These two canoes were the newly made products of Q.E.S. Besides canoes, we had our first endeavour to make a motor boat. It had been finished and was ready for her maiden voyage. Sooner or later, we may construct a "home-made" submarine!

The History Society had its usual spot in the centre of the hall. The main topic, this year, was

"History through the Ages" presented by Form 4 students. L.6A had also done a good job on the topic of "Social and Economic life in mid-19th century Europe."

Before leaving the hall, you must have been attracted by the good presentation of the Geography project, "Some Aspects of Geography in Hong Kong", which was chiefly done by L.6A. They divided themselves into groups and each group was responsible for one aspect. The project covered a wide variety of topics, including Afforestation in Hong Kong, Weathering, Water Supply and Reservoirs, and Urban Geography. "Our work was very much appreciated by a geography inspector from E.D. He was especially interested in our Urban Geography," said Mr. Tam, our geography master, "and hence you are told to do the Project again." Once again, the Groups were ready to be sent out for their mission — a Street Survey from Kennedy Town to Shau-keiwan, and Tsuen Wan to Kun Tong.

CHEUNG CHAN FAI L6A



*A publicity team of the Hong Kong Tourist Association Visiting the school  
(Courtesy of the H.K. Tourist Association)*

# PERFORMANCES





# DRAMATICS

## SUMMER CLASS PLAY

During the long summer holiday the Dramatic Society once again plunged into activity. Three drama classes were assigned to three different groups of members for their own particular study of drama. Members of the Producers' Class explored the past history of drama as well as

on the actual production of a play. As a result, two scripts were prepared and the committee started to work on the scheme. Three long weeks of hard struggle brought the two barely shaped plays "The King's Cream Puff" and "Whose Fault is this?" on stage. The result was far from satisfactory but it is nice to know that all the work was done by the recruits themselves. These energetic young workers encountered many difficulties at the very beginning. As time went on, they succeeded in overcoming the greatest hindrance to their progress: lack of experience. The production had at last turned them into enterprising and useful members.

(by a Producer)



contemporary drama. A series of lectures on stage craft and management of a play were given. Members of the Intermediate Class concentrated on more specialised techniques and back-stage management, while the young brothers and sisters of the Beginners' Class were lectured on the basis of drama.

Once the recruits had finished with their theories they began their other part of study practice. All were eager to try their art



# SCHOOL CAMP

Among the great variety of interests in the school, camping is undoubtedly one of the most popular. Our proud possession of a school camp has long created a love for camping in the students. Last year, more than sixty parties, totalling about 2,000 campers, made use of the the camp during weekends and holidays. Campers enjoyed work and play in the camp and benefited from the experience of independence and co-operation. Thus the school camp plays an important part in the education of a student.

Much has been done to improve the camp during the year to satisfy the general demand of the students. Four new canoes and a sampan have been constructed by students themselves under the guidance of the teachers concerned. The camp is now in possession of 12 canoes and a seven-foot sampan. The construction of a new canoe launchway was also completed to replace the old jetty. We can now launch a canoe much faster and more safely than before. In addition to the above, the path to the jetty has been widened and cemented. This was completed in a work camp organized in May and attended by some thirty students.

Our future plans aim at the construction of a new canoe shed, an incinerator and a cement layout for the reservoir. We hope to complete these tasks in the summer holidays and the early part of the next academic year.

On the whole, more students have made good use of the camp throughout the year and improvements have been made. This, however, does not mean that the camp is much better off than before. Careless handling has led to the damage of much useful and important equipment in the camp. Campers seemed to take little interest in maintaining the good condition of the camp and often resented this responsibility. This is particularly obvious with old students.

The relationship between campers and camp wardens has been improved. The anti-authority feeling of the campers and their indifference towards camp wardens no longer existed except for a few isolated cases. However, the campers still resented the wardens' assignment of duties and this often led to the misbehaviour of the camping party and complaints from the people in charge. This problem should be solved in order to have smooth running of the camp in future.

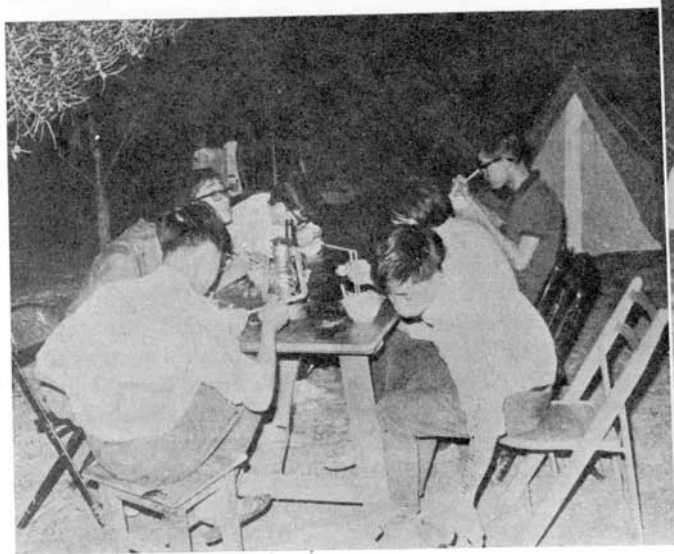


*Working hard*

## **5th Camp Warden Training Course:**

The demand for camp wardens increased with the increasing demand for the use of the camp. A new group of recruits consisting of 10 boys and 9 girls started training in the second term. These wardens-in-training (WIT's) will attend lectures on leadership training and management of the camp and general techniques such as first-aid. This group of WIT's from Form 2 has so far shown great enthusiasm and ability and we hope they will all become good camp wardens at the end of their training next academic year.

WEI WUN KWONG (4A)





## OLD STUDENTS' ASSOCIATION

### Annual Report 1967-68

Because of the disturbances last year, this session started rather late. The first Committee meeting was then convened on November 4, 1967 for the purpose of electing office-bearers. The cabinet consists of the following members:

<i>Hon. President:</i>	Mr. T. McC. Chamberlain
<i>President:</i>	Mr. Li Shui Ki
<i>Vice-presidents:</i>	Mr. Tong Wai Ki Mr. Pang Chung
<i>Hon. Secretary:</i>	Mr. Shum Man Ching
<i>Asst. Hon. Secretary:</i>	Mr. Mak Chai
<i>Hon. Treasurer:</i>	Miss Lai Yuen Ming
<i>Social Convenor:</i>	Miss Au Yeung Yuen Han
<i>Committee Members:</i>	Mr. Ho Sai To Miss Lam Tak Hing Miss Koo Yin Kay Mr. Yeung Yau Cheung Mr. So Man Yee
<i>School Representatives:</i>	Mr. Chu Pui Hing Miss Cheng Ngai Lung

We strongly believe that the Association serves as the best means of communication between past students and the school. However it annoys us

very much that past students do not value its validity or its presence. Once they have left school, they have left her for ever. They are indifferent to this means of communication.

We realize that the Association cannot do as much as expected. The weakness is mainly due to lack of support from past students as shown by the comparatively small number of members in the Association and insufficient communication among the members. In view of these facts, we started a membership campaign immediately after the election. We were fortunate enough to recruit many new members and 'recapture' many old ones. We also revised the records of members, keeping as much fresh information about individuals as possible.

This year was quite an active one. We started our first function by welcoming Mr. Chamberlain to the school. The Executive Committee had invited the principal to a dinner before the party began. We had much talk about the O.S.A. and received valuable advice from him. At the party we had the great honour of a Costume Parade organized by the History Society of the school.

On January 20, 1968, the O.S.A. organized another get-together Folk Dance Party in the School Hall. We hoped that by doing so, the relationship between old and present students would become closer. The response was however not as good as expected; maybe the old students were really feeling 'old' themselves and thus reluctant to come back.

Chinese New Year was celebrated by the Annual Ball on February 3, 1968.

During the Easter holidays, we had a barbecue in Coffee Bay.

One must not assume that the O.S.A. is just doing these few things. We have long-term plans. The Association is anticipating the set-up of a

Club House to allow expansion and the execution of the Association's affairs. However, we realize that the disturbance last year interfered with the carrying out of most activities. What is most urgent is to get back former members and past students. We therefore advocate more current activities as propaganda.

We believe that the running of an Alumni Association is not as easy as ABC. It needs the enthusiastic support of the members and of the school. Q.E.S. is comparatively new and the Association is young by any standards. It needs cultivation. I am often embarrassed when students (past or present) ask "What can the O.S.A. offer me?" Well, it is difficult to answer. But would it be better re-phrased as "What can you contribute to the O.S.A.?"

## A CAREER AS A WEATHERMAN

'Nothing is more changeable than the weather.' This is an old saying which well describes the interesting nature of the work in the Royal Observatory. To those secondary school graduates who hate monotonous office work, the Observatory offers them a chance for a change. Every now and then, you will find advertisements in the newspapers inviting applications from those who have passed the English School Certificate with credits in science subjects to take up posts as scientific assistants in the Observatory. This is the basic grade in the field of meteorology in all countries alike.

When one has been selected for the post one will be given some elementary training for about three months before being put on the job. The work of a scientific assistant is varied and demanding. It consists of plotting weather charts, taking weather observations, radar wind and radiosonde findings, climatological returns, maintaining autographic instruments and seismograms etc. One

is normally posted according to individual ability and academic background. Often a change will be effected once in a while to ensure that all scientific assistants know something about the various jobs within the department.

The more brilliant assistants who have completed 4 years' service may sit for a competitive examination for selection for training overseas, in the field of weather forecasting or other scientific work. After that, they are eligible for promotion to experimental officer status. Those who fail to be selected in the examination have to wait for promotion, according to seniority, to Senior Scientific Assistant.

However, those who stay in the weather service often have to work on shift outside office hours. So, be sure that you do not mind working on Sundays or Public Holidays before taking up a career as a weatherman!

— An Old Student —

## Q.E.S. STUDENTS IN H.K.U.

“Where have all the Q.E.S. students gone, Long time passing?”

Sometimes one cannot help asking such a question. Every year our school “releases” a certain fraction of student recruits. These students are then free to choose their “roads” leading to the future. Among the “roads”, a special one leads to a bigger school — the University of Hong Kong. At present, roughly one hundred Q.E.S. students are studying in that well known “ivory tower”, calling themselves undergraduates.

When in school, students have already been divided into arts and science classes. In the university, further specialization is pursued — your old classmate may take up quite different subjects, and will eventually be “processed” to be a geologist while you become a social scientist, a doctor or an engineer. The following table aims to show you the dispersion of Q.E.S. students among the different Faculties:

	MEDICINE	ENGINEERING	SCIENCE	ARCHITECTURE	ARTS	SOCIAL SCIENCE	TOTAL
1st Year	6	4	5	0	14	10	39
2nd Year	7	1	3	2	14		27
3rd Year	7	3	5	0	9		24
4th Year	6		2	0	0		8
5th Year	2			0			2
TOTAL	28	8	15	2	37	10	100

From the table, we can see that about 1/3 of our Q.E.S. students in H.K.U. are Arts students, seconded by the Medical students. It seems that few like to become architects. The Social Sciences Faculty has just been established, and we managed to occupy 10 places among a total of 120. This is not bad at all. Also from the table, we can see an encouraging trend — in each of the past three years, more Q.E.S. students obtain admission into H.K.U. than the previous year. Whether this trend will continue depends much on the efforts of our present students. So, fellow schoolmates do try your best.

A very colourful aspect of University education is hostel living. “Greenhorns” are especially worried about the first few weeks in a new hostel. “Ragging” is a very famous, or rather notorious, feature of hostel life. These orientations may take the form of shocking quizzes, embarrassing errands, indecent jokes and securing signatures from senior or “hard-to-deal-with” persons in other hostels. You may be asked to sing solo in another hostel at meal time, or you may be asked to give a display of the hairs on your legs, etc. In a word, you will be asked to do many unexpected things. Don’t be scared, girls—ladies are seldom ragged.

About 1/3 of our Q.E.S. students in H.K.U. live in hostels, as shown by the following table:

	MORRISON	LUGARD	ST. JOHN'S	RICCI	HO TUNG	TOTAL
1st Year	3	1	0	5	5	14
2nd Year	2	2	3	1	3	11
3rd Year	9	2	1	1	1	14
TOTAL	14	5	4	7	9	39

Lady Ho Tung Hall is the only women’s hostel and St. John’s is the only co-educational one. Another men’s hostel, University Hall, is not shown in the table because it seems that no Q.E.S. students reside there.

You may wonder what happens to the other Q.E.S. students. They become non-resident members of Halls such as Duchess of Kent Hall and Hornell Hall. These non-resident members may at times play very active parts in the various hostel activities e.g. social gatherings, balls, sports, singing etc. But this generalization depends much on individual differences and you will often find that active affiliated members are the minority rather than the majority.

Where do these non-resident students reside? Some of them live at home. Each day they travel by buses, ferries or even by train to the University.

They will have to get up very early if they have to attend 8:30 a.m. lectures, and have to stay for lunch if there are afternoon lectures. Students do not usually have a full time-table; so between lectures, the places they usually go to are the Union Canteen, the Library, the Lily-pond and other outdoor places in the campus. For some, the library is indeed a most indispensable place where they work, study, read, copy, day-dream, sleep and chat.

There are still other students who rent rooms in houses situated at walking distance from the University Campus so that they do not have to struggle their way through buses and ferries. But to be away from home and live in strangers' houses is a trying experience for young students. They have to solve the problem of meals, get the necessary things, know when to put on more clothes, wash things after use and keep things tidy and orderly (as for tidiness, sometimes the opposite may be true). In a word, they are no longer "mamma's boys or girls" but adults who take care of themselves. This has to be so because circumstances demand independence in order to make satisfactory adjustments.

A large majority of students in H.K.U. have part-time jobs which are mostly private tuition and part-time teaching. This is more true for the Arts and Social Sciences Faculties than the other Faculties such as Medicine and Architecture. Q.E.S. students are no exception in this respect. There are multiple answers to why they work a number of hours each week for money. Some may have to earn their own university fees, others wish to show their financial independence from their parents, some may want to earn more to finance their extra expenditure in the University while still others work simply because other people work. It is not unusual that students who did not take up part-time jobs in their secondary school days have some sort of "employment" once they enter University. One would wonder how they can afford the time; but by hook or by crook, they just do survive.

Q.E.S. is famous for the large number of extra-curricular activities offered at school. At the University, still more varieties are found. Some of the Q.E.S. students who have been active at school continue to be active or more active in H.K.U. They may run for posts in student-run Faculty societies, clubs, associations, or take active part in functions organised by clubs, societies and hostels, as well as in sports and singing. Other students active in Q.E.S. may become less active while a few of the quiet students at school may make their voices heard everywhere in the University. However, because of the many individual differences in adjustment, it is very difficult to generalize.

If by chance you meet any old Q.E.S. students in H.K.U. you may feel that they have changed. They may have build and features as before, but as persons they may be somehow different. This is inevitable because they have been "socialized" into the University for some time. They are placed in a very much bigger environment with different values and traditions from that of the school. They have more opportunities to meet a diverse range of people, to see and experience more, and are encouraged and taught to think for themselves without being led by the nose. It has often been said that going to Universities makes people start asking questions again. To what degree they are successful depends again on individual differences... This paragraph can be expanded to fill a book, which is beyond my ability, so I shall say no more.

I think a few words of warning both legitimate and necessary. The above account gives only my personal views and impressions which may have no correlation with the facts. There are areas where knowledge is sorely lacking because it is only by a sudden fancy that I embark on writing some sort of report which is backed by hasty observations and dim memories. I have filled many gaps with more imagination. So you had better take this as a story rather than a report.

KU YIN KAY

# AN OLD STUDENT'S LETTER

1211, Pico Building, Apt. 7,  
Santa Monica,  
Calif. 90405,  
U.S.A.  
March, 22, 1968.

Dear fellow schoolmates,

I am now a junior (year 3) in Electrical Engineering at U.C.L.A. Dea Lee-Him is majoring in Bacteriology. He is living in the dormitory and I am sharing an apartment with a graduate student from Taiwan.

Last September, I met two of my old classmates in San Francisco. They are Chan Nei-Hin (60-63) of Stanford University and Wong On (60-63) of U.C. Berkeley. They are both majoring in Engineering. Last Christmas, Kan Yet-Sing flew from Minnesota to Los Angeles and stayed in my apartment for two weeks. We have visited Disneyland, San Diego, and many other places, and there was a lot of fun.

Life is hard in the States. Those who wish to come should think carefully before they decide to do so.

Sincerely,  
Wong Wai-Nang (60-67)

*Editor: This is the only letter we have received.  
We hope that we shall have more next year.*

To all old students:-

*Have you joined your Old Students'  
Association?*

*Contributions to the School Magazine  
and the School Paper are welcomed.*

*We are always eager to know how you  
are getting on!*





# CLUB OFFICIALS 1967-68

## Art Club

<i>Chairman:</i>	Tsoi Chong Tat	4A
<i>Vice-chairman:</i>	Wu Wing Yung	4C
<i>Hon. Secretary:</i>	Tsang Hing Sum	4A
	Yau Hon Hung	4A
<i>Hon. Treasurer:</i>	Cheung Chi Jen	4B

## Athletics Club

<i>Chairman:</i>	Che Wai Kwun	U6A
<i>Vice-chairman:</i>	Kwan Tat Yin	L6B
<i>Hon. Secretary:</i>	Che Man Yuk	L6A

### Instructors:

#### Short distance:

*Senior:* Lung Wun Cheong L6B

*Junior:* Chin Wai Keung L6A

*Long distance:* Pau Tak Ming U6B

*Long Jump:* Che Wai Kwun U6A

*High Jump:* Yeung Po Chin 5D

*Shot put:* Luk Koon Hung 5D

*Hurdles:* Chin Wai Keung L6A

*Discus:* Lung Wun Cheong L6B

*Javelin:* Jim Kwok Kwong U6A

Ching Kwok Ping U6A

*Triple Jump:* Lee Hon Keung 4C

#### Relay:

*A grade:* Kwan Tat Yin L6B

*B grade:* Chin Wai Keung L6A

*C grade:* Lung Wun Cheong L6B

## Badminton Club

<i>Chairman:</i>	Raymond Young	L6A
<i>Hon. Secretary:</i>	Cheung Chan Fai	L6A
<i>Hon. Treasurer:</i>	Wei Wun Kwong	4A
<i>Committee members:</i>	Yuen Kuen	3A
	Lam Ping Yen	3B
	Fong Kui Kwong	3C
	Tam Kar Chuen	3D
	Cheung Chi Hung	2C

## Bridge Club

<i>Chairman:</i>	Oliver Kwan	L6B
<i>Hon. Secretary:</i>	Lee Sai Keung	L6B
<i>Hon. Treasurer:</i>	Lo Ka Lung	5A
<i>Captain:</i>	Chan Chow Ling	5A

## Catholic Society

<i>Chairman:</i>	Anne Tsui	L6A
<i>Vice-chairman:</i>	Chung Yuen Yee	5C
<i>Hon. Secretary:</i>	Amy Tong	4B
<i>Activity:</i>	Poon Chui Har	4B
<i>Hon. Treasurer:</i>	Law Man Tat	1A

## Camp Warden Association

<i>Chairman:</i>	Lau Wai Pang	L6A
<i>Vice-chairman:</i>	Lau Siu Man	5C
<i>Hon. Secretary:</i>	Lam Pui Kwan	5C
<i>Ass. Secretary:</i>	Lui May Fong	4A
<i>Hon. Treasurer:</i>	Lee Hon Keung	4C
<i>Social Convenor:</i>	Chow Sik Kuen	5A

## Chess Club

<i>Chairman:</i>	Hui Wah Sinn	L6B
<i>Vice-chairman:</i>	Lee Kwong Biu	4B
<i>Hon. Secretary:</i>	Yu Kun Mong	4B
<i>Treasurer:</i>	Lau Sing	4B

## Chinese Boxing

<i>Chairman:</i>	Fong Fong	4B
<i>Vice-chairman:</i>	Lee Pui Lin	2D
<i>Hon. Secretary:</i>	Lam Kuen Kwong	4A
<i>Hon. Treasurer:</i>	Fong Kim Kiu	4C

## Christian Fellowship

<i>Committee members:</i>	Ng Shin Kong	U6A
	Lau Chun Lok	U6B
	Wong Lai Lin	L6B
	Kong Wai Mui	L6A

## Cross Country Club

<i>Chairman:</i>	Tang Lui	4A
<i>Hon. Secretary:</i>	Lee Chung Him	4B
<i>Hon. Treasurer:</i>	Lau Tao Chuen	4A

## Dramatic Society

<i>Chairman:</i>	Mr. Tsoi Heung Sang	
<i>Hon. Secretary:</i>	Lina Lin	5A
<i>Committee members:</i>	Chan Wai King	4B
	Chow Sik Kuen	5A
	Tang Sau Chun	4D
	Chan Kai Wing	4A
	Fung Shuk Ying	4A
	Poon Chui Ha	4B

**Folk Dance Club**

<i>Chairman:</i>	Leung Wai Yu	L6A
<i>Vice-chairman:</i>	Raymond Young	L6A
<i>Hon. Secretary:</i>	Chan Kai Choy	4B

**Geography Society**

<i>Chairman:</i>	Ng Shin Kong	U6A
<i>Vice-chairman:</i>	Kong Wai Mui	L6A
<i>Hon. Secretary:</i>	Ho Kwok Cheung	L6A
<i>Hon. Treasurer:</i>	Ho Sai Hea	4A

**Guides** 11th Kowloon Company

<i>Guider:</i>	Miss Jenny Tse
<i>Patrols:</i>	Forget-me-not; Lily; Pansy; Rose;

*Patrol Leaders:*

<i>Pansy:</i>	Au Yim Kam	4A
<i>Forget-me-not:</i>	Huang Le Yuen	4C
<i>Lily:</i>	Mui Miu Jiu	4C
<i>Rose:</i>	Yip Shuet Yee	4D

*Patrol Seconds:*

<i>Pansy:</i>	Law Put Lan	3C
<i>Forget-me-not:</i>	Yeung Shau Ying	3A
<i>Lily:</i>	Luk Yum Chou	3C
<i>Rose:</i>	Chiang Kin Yee	4C

*Librarians:*

<i>Pansy:</i>	Au Wan Yee	2A
<i>Lily:</i>	Lo Mei Po	2A

*Secretary:*

<i>Pansy:</i>	Au Wan Yee	2A
<i>Lily:</i>	Lo Mei Po	2A

**Gymnastics Club**

<i>Chairman:</i>	Liu Chi Foo	4A
<i>Vice-chairman:</i>	Wong Wai Ming	4B
<i>Hon. Secretary:</i>	Tang Lui	4A

**Harmonica Club**

<i>Chairman:</i>	Wong Leung Wing	L6B
<i>Vice-chairman:</i>	Liu Chee Keung	5A
<i>Hon. Secretary:</i>	Yiu Sing Nam	L6B
<i>Hon. Treasurer:</i>	Lui Chun Wah	5A

**History Society**

<i>Chairman:</i>	Chan Chi Sun	U6A
<i>Vice-chairman:</i>	Anne Tsui	L6A
<i>Hon. Secretary:</i>	Ng Ching Man	L6A

**Junior Red Cross**

<i>Chairman:</i>	Lo Tam Ching	4B
<i>Vice-chairman:</i>	Hong Lok Shin	4D
<i>Hon. Secretary:</i>	Poon Lai Chun	4C
<i>Hon. Treasurer:</i>	Ng Chun Yau	3B

**Life Saving Club**

<i>Patron:</i>	Mr. T. McC. Chamberlain	
<i>Promoter:</i>	Mr. Poon Wai Tong	
<i>Adviser:</i>	Yeung Chi To (old Student)	
<i>President:</i>	Lo Kim Ming	U6A
<i>Vice-President:</i>	Ng Shin Kwong (Old Student)	
<i>Hon. Secretary:</i>	Ching Kwok Ping	U6B
<i>Hon. Treasurer:</i>	Wu Lung Chi	U6B
<i>Service Captain:</i>	Chiu Sek On	U6B
<i>Chief instructor:</i>	Kong Kwok Ching	4A

**Mathematics Club**

<i>Chairman:</i>	Yeung Po Yiu	L6B
<i>Vice-chairman:</i>	Yiu Lai Ping	L6B
<i>Hon. Secretary:</i>	Wong Siu Chun	L6B
<i>Hon. Treasurer:</i>	Yam Yat San	L6B
<i>Committee members:</i>	Ting Cho Fai	L6B
	Kong Kam Charn	4B
	Lam Ping Yan	3B
	Ng Wing Kam	2A
	Chan Wai Fun	1A

**Meteorology Club**

<i>Chairman:</i>	Shek Kan Chuen	U6A
<i>Vice-chairman:</i>	Thomas Yuen	L6A
<i>Hon. Secretary:</i>	Wong Siu Lun	U6A
<i>Hon. Treasurer:</i>	Chan Yuet Ngor	U6A

**Music Association**

<i>Chairman:</i>	Hui Wah Sinn	L6B
<i>Vice-chairman:</i>	Lam Yuk Sau	U6A
<i>Hon. Secretary:</i>	Ho Kwok Cheung	L6A
<i>Hon. Treasurer:</i>	Liu Chee Keung	5A
<i>Front Stage Manager:</i>	Poon Chui Har	4B
<i>String Orchestra:</i>	Leung Chung Ming	5A
<i>Harmonica Band:</i>	Wong Leung Wing	L6B

**Pen Pal Club**

<i>Chairman:</i>	Kan Fung Yee	4A
<i>Vice-chairman:</i>	Kwan Sik Yiu	4A
<i>Hon. Secretary:</i>	Yick Kwan Ying	4A
<i>Hon. Treasurer:</i>	Yeung Po Yin	4D

**Photographic Club**

<i>Chairman:</i>	Pang Kwok Keung	L6A
<i>Vice-chairman:</i>	Tsui King Sun	5C
<i>Hon. Secretary:</i>	Leung Wai Yu	L6A
<i>Hon. Treasurer:</i>	Lam Kuen Kwong	4A
<i>Dark-Room manager:</i>	Ng Ching Man	L6A

**Quiz Club**

<i>Chairman:</i>	Clarence Cheng	L6B
<i>Vice-chairman:</i>	Wong Lai Lin	L6B
<i>Hon. Secretary:</i>	Kwan Man San	4A
<i>Hon. Treasurer:</i>	Chan Shuk Lan	4A

**Science Society**

<i>President:</i>	Lee Yu Tung	L6B
<i>Vice-President:</i>	Hui Wah Sinn	L6B
<i>Hon. Secretary:</i>	Clarence Cheng	L6B
<i>Hon. Treasurer:</i>	Ho Sai Hea	4A

**Astronomy Club**

<i>Chairman:</i>	Lee Yu Tung	L6B
<i>Vice-chairman:</i>	Wong Kuen	L6B
<i>Hon. Secretary:</i>	Chan Yim Chun	L6B
<i>Hon. Treasurer:</i>	Yeung Kwok Kuen	3A

**Biology Club**

<i>Chairman:</i>	Oliver Kwan	L6B
<i>Vice-chairman:</i>	Fung Lin Foon	L6B
<i>Hon. Secretary:</i>	Wei Wun Kwong	4A
<i>Hon. Treasurer:</i>	Ho Sai Hea	4A
<i>Committee members:</i>	Wong Lai Lin	L6B
	Yu Shun Yin	L6B
	Wong Leung Wing	L6B
	Tse Siu Fung	4A
	Li Cheong Kwong	4A

**Chemistry Club**

<i>Chairman:</i>	Fan Kwok Yin	L6B
<i>Vice-chairman:</i>	Wong Siu Chun	L6B
<i>Hon. Secretary:</i>	Clarence Cheng	L6B
<i>Hon. Treasurer:</i>	Cheung Yee Wan	4A
<i>Committee members:</i>	Ting Cho Fai	L6B
	Lo Choi Mei	L6B
	Mak Kai Sum	L6B

**Physics Club**

<i>Chairman:</i>	Ting Cho Fai	L6B
<i>Hon. Secretary:</i>	Mak Kai Sum	L6B
<i>Hon. Treasurer:</i>	Lo Choi Mei	L6B

**Wireless Club**

<i>Chairman:</i>	Hui Wah Sinn	L6B
<i>Vice-chairman:</i>	Liu Chee Keung	5A
<i>Hon. Secretary:</i>	Wong Kai Yiu	U6B
<i>Hon. Treasurer:</i>	Yeung Kwok Kuen	3A

**Scouts 20th Kowloon Group**

<i>Group Scout Master:</i>	Mr. Tam Woon Man	
<i>Junior:</i>		
<i>Scout master:</i>	Mr. Chow Shiu Cheung (Old Student)	
<i>Asst. Scout master:</i>	Mr. Choy Koon Hip	
	Cheung Chan Fai	L6A
<i>Instructor:</i>	Che Man Yuk	L6A
<i>Troop leader:</i>	Yau Wah Hong	4B
<i>Quarter master:</i>	Chung Chiu Kwong	4B
<i>Senior:</i>		
<i>Senior Scout leader:</i>	Mr. Gee Yick	
<i>Instructor:</i>	Lee Sai Keung	L6B

**Stamp Collecting Club**

<i>Chairman:</i>	Joseph Li	L6B
<i>Vice-chairman:</i>	Kwan Sik Yiu	4A
<i>Hon. Secretary:</i>	Kenneth Yeung	L6B
<i>Hon. Treasurer:</i>	Lai Kwok Chan	5A
<i>Committee members:</i>	So Wing Chi	3A
	Solomon Tse	L6B

**Student Welfare Unit**

<i>Chairman:</i>	Thomas Yuen	L6A
<i>Hon. Secretary:</i>	Or Tak Lap	L6A
<i>Convenor:</i>	Wong Lai Lin	L6B

**Table Tennis Club**

<i>Boys:</i>		
<i>Captain:</i>	Kwan Sik Yiu	4A
<i>Vice-captain:</i>	Lam Wing Shui	2B
<i>Girls:</i>		
<i>Captain:</i>	Cheung Yee Wan	4A
<i>Vice-captain:</i>	Lau Chiu Hung	4B
<i>Hon. Secretary:</i>	Tse Ng Hang	2D
<i>Hon. Treasurer:</i>	So Chi Keung	2D

**Teens Club**

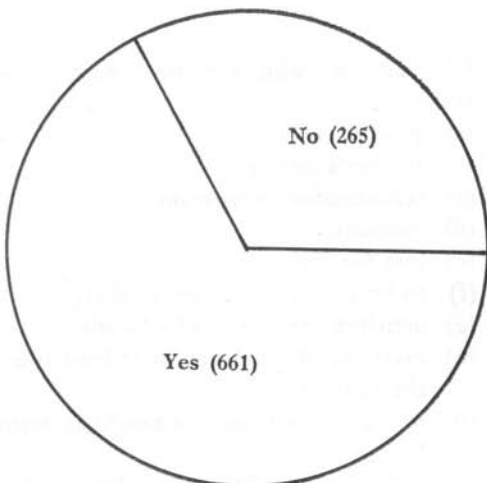
<i>Chairman:</i>	Sylvia Yau	L6A
<i>Hon. Secretary:</i>	Juliana Lam	L6A
<i>Hon. Treasurer:</i>	Katherine Lau	L6A
<i>Social Convener:</i>	Gloria Ng	L6A

# ACTIVITY QUESTIONNAIRE

Our School is famous for its extracurricular activities which have a history of more than ten years. Most of the activities follow the traditional organization laid down in previous years by teachers-in-charge and student organizers, with the addition of more and more new items as years pass by. So far nothing has ever been done to find out the opinions of pupils about these activities — whether they find them beneficial or useless, whether they find the organization good or corrupt. This year an activity questionnaire enabled us to make a detailed survey of present conditions and students' opinions, in the hope that their suggestions would make present activities even better.

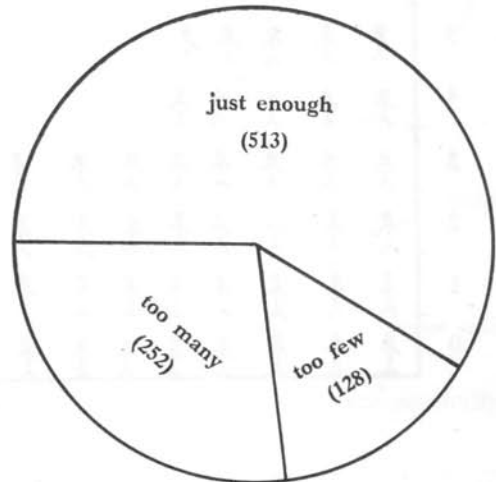
## The number of activities in our school

(1) Are you proud of the great number of activities in our school?



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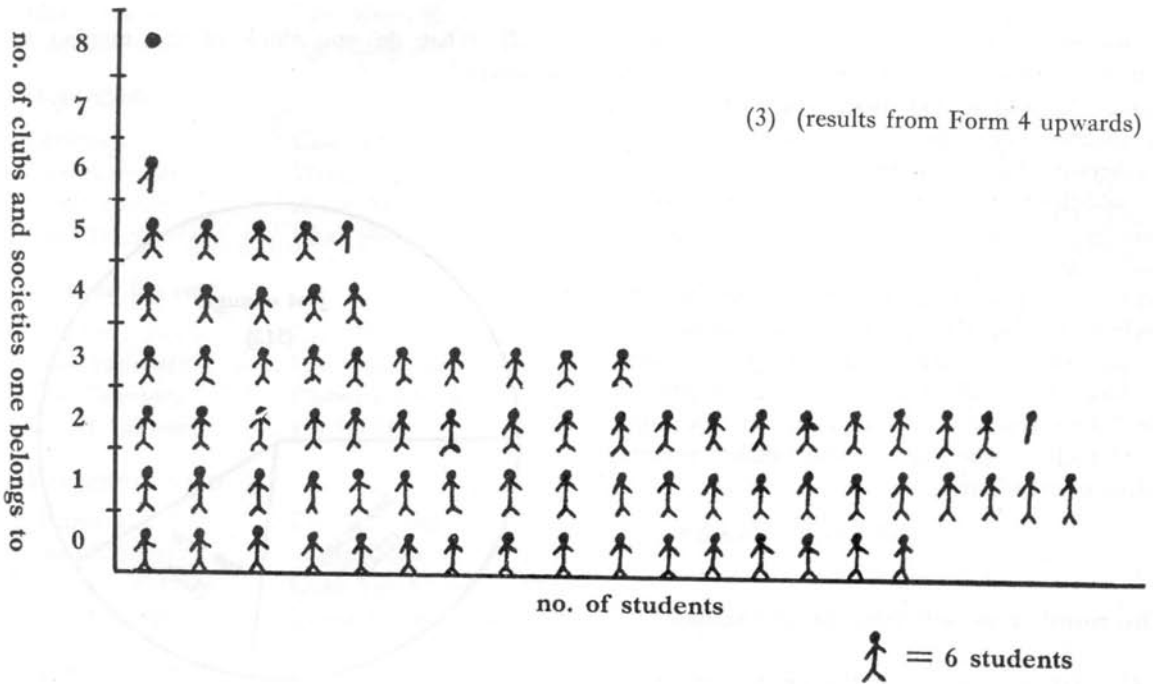
(2) What do you think of the number of activities?



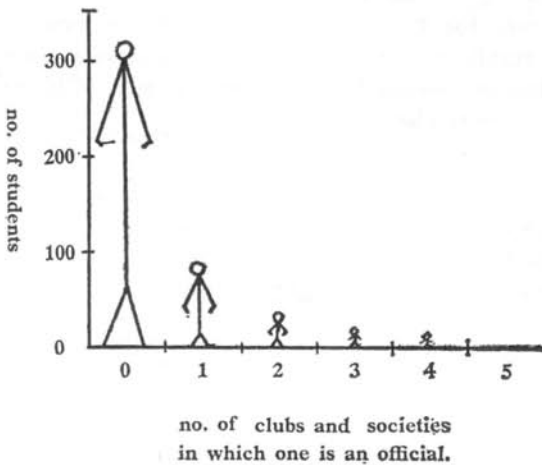
(2) What do you think of the number of activities?

Two-thirds of the students were proud of the great number of activities in our school. About half considered the number of activities just enough. One-seventh of them thought they were too few and suggested that we need to organize some new activities such as fencing, judo, boxing, swimming, language classes, Chinese literature classes etc.

Students' participation in the activities.

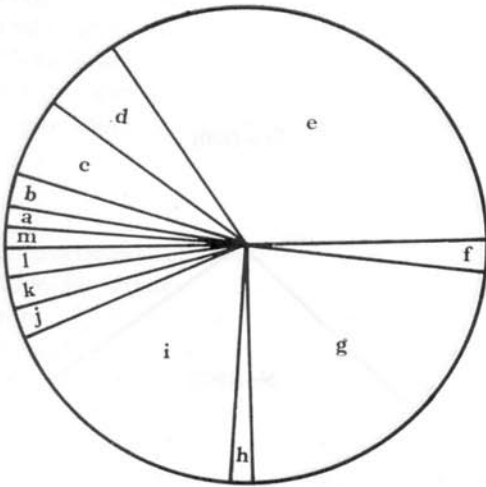


(4) (results from Form 4 upwards)

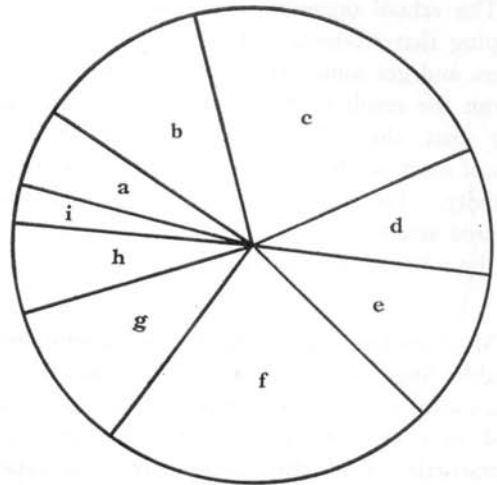


(5) Chief reason why you took part in any activities.

- parent's advice
- teacher's advice
- schoolmates' persuasion
- curiosity
- just for fun
- to have a chance to serve others
- activities are a part of education
- everyone else belongs to at least one of the activities
- to learn something not taught in formal lessons
- to learn more about an academic subject
- to have something to go down in the record
- to have more friends
- other reasons



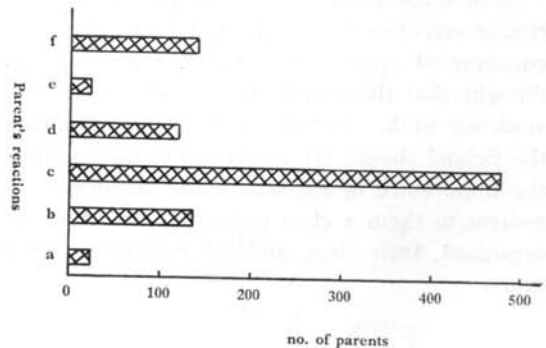
(5)  
Chief reason why you took part in any activities.



(6)  
Chief reason why you are not taking part in any activity.

- (6) Chief reason why you are not taking part in any activity.
- (a) you have to work or give private tuition after school because of financial difficulties
  - (b) you have to go home earlier to do homework
  - (c) parents do not like you going home late.
  - (d) extracurricular activities are not important in education
  - (e) the activities are uninteresting and unattractive
  - (f) the activities seem to be dominated by a small group of students only
  - (g) you are afraid that academic results will deteriorate after taking part in any activities
  - (h) you are weak in academic work
  - (i) other reasons

- (7) What do your parents think of your taking part in activities?
- (a) they encourage you enthusiastically
  - (b) they encourage you
  - (c) they do not care
  - (d) they discourage you
  - (e) they do not allow you to do so
  - (f) they do not know you have taken part in activities



(7)  
What do your parents think of your taking part in activities?

The school organizes extracurricular activities hoping that students will take an active part in them and get some benefit through participation. From the result of this questionnaire, one must say that the school has achieved its aim, since most students take part in at least one activity. The average was about two. Some even offered help in organizing them and offered service to the school and schoolmates.

Most students take part in the activities with healthy intentions — for curiosity, for fun, to learn something not being taught in formal lessons and to have a more complete education since extracurricular activities are a part of education. Some pupils, though only very few, put down the statement “to have something to put down in the record.” On the testimonial which every student may have on leaving school, these matters as well as the academic standards are written down because employers are not interested only in examination results, but are also interested in character and personality. Some students have the wrong impression that the more extracurricular activities one puts down, the more active and capable one is. If one does not show sincerity in participation in extracurricular activities, there is no effect on one’s character, personality or ability.

Some students who do not take part in extracurricular activities were not inert themselves, but encountered opposition from their parents who thought that these activities would hinder their academic work. In order to help these students, the School should try to explain to these parents the importance of extracurricular activities, and present to them a clear picture of how they are organized, their aims, and achievements in past years.

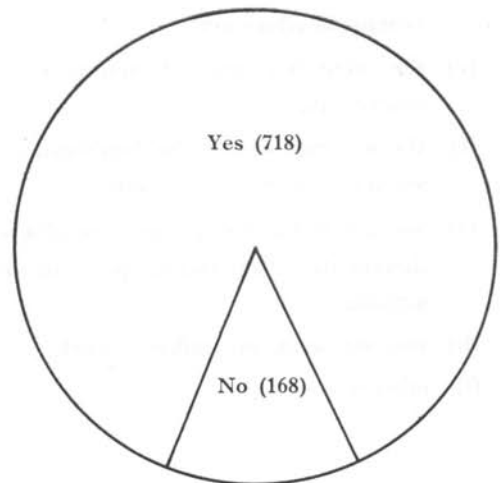
**The relationship between extracurricular activities and academic work.**

(8) Does participation in activities cheer you up, refresh your mind and enable you to work more efficiently?



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(9) Do you think that under the present highly competitive system of education students can still find time for activities?



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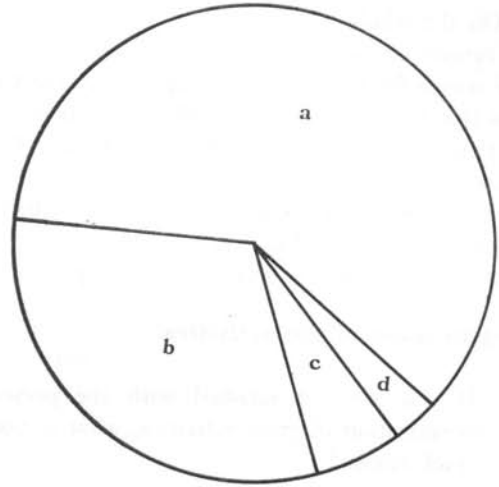
Though under the pressure of internal and external examinations (the School Certificate taken by Form V and the Matriculation Examination taken by Upper VI), students in our school can still spare some of their time for extracurricular activities.

Extracurricular activities do reduce the time available for academic study. This cannot be gainsaid. In many cases, the participation of a boy or girl in dramatics, in singing, in sports and games, the spending of a week-end in camp, does mean less time spent on academic work. That's why most parents are unwilling to see their children taking part in these activities. Some of them even discourage them. But long hours of studying do not mean that one's academic work improves. Furthermore, a student who works too hard becomes tired and bored by his long hours of study. He is likely to grow up into a dull uninteresting person who carries out every job in a dull, unimaginative way.

The worry that your academic work will deteriorate if you take part in extracurricular activities should not bother you much because the experience of most of those who have taken part in extracurricular activities is that activities help you to relax and you can work more efficiently afterwards. Students who work hard for a reasonable number of hours and also relax by playing games and taking part in activities often do better in examinations than students who work for excessively long hours. Provided that you work and study steadily, extracurricular activities will do you good.

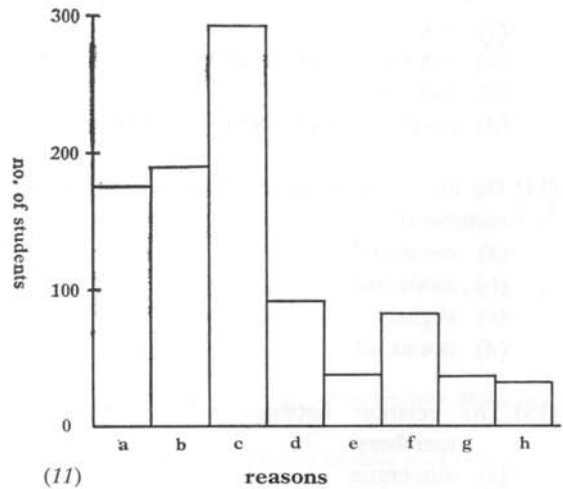
### Attendance

- (10) Do you attend meetings of your activities regularly?
- (a) regularly (8 in 10)
  - (b) not regularly (5-8 in 10)
  - (c) very irregularly (<5 in 10)
  - (d) not at all.



(10)  
Do you attend meetings of your activities regularly?

- (11) If you are absent from a meeting, what usually is your chief reason?
- (a) you have another meeting to attend
  - (b) you have something else to do in school
  - (c) you have special reasons to go home earlier
  - (d) you are tired of these meetings
  - (e) your friends are not attending the meeting
  - (f) you have a test or an exam very soon
  - (g) you are sometimes irresponsible
  - (h) other reasons



(11)  
If you are absent from a meeting, what usually is your chief reason?



On the whole, the attendance of the member of various clubs and societies was good. Usually the reason for a member's absence from a meeting was that he was occupied by other work in school or that he had another meeting to attend. This showed that the co-ordination between various clubs and societies was loose. With the establishment of the "Club Chairmen Association" it is hoped that such conditions will be improved.

### Organization of the activities.

(12) If you are not satisfied with the present organization of your activities, what is your chief reason?

- (a) you are not on the committee
- (b) the officials of the clubs are not enthusiastic
- (c) handicapped by inadequate facilities, e.g. not enough space to accommodate all the students who are interested
- (d) the student organizers are not experienced enough
- (e) the activities of various clubs and societies are not well coordinated
- (f) the club officials do not pay enough attention to the tastes, needs and interests of the members
- (g) other reasons.

(13) The relationship among members.

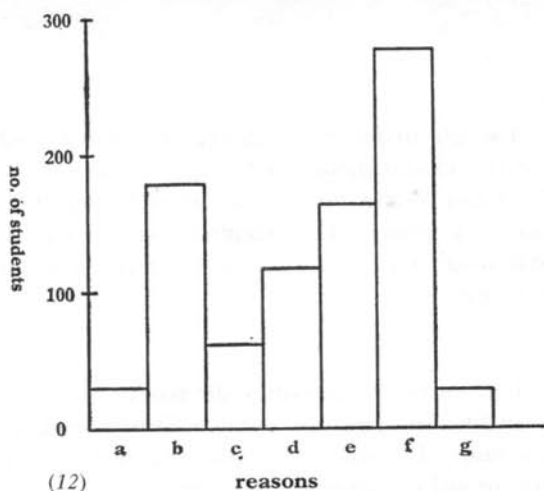
- (a) friendly
- (b) not particularly friendly
- (c) indifferent
- (d) no chance to know each other well

(14) Do the senior members dominate the junior members?

- (a) completely
- (b) moderately
- (c) slightly
- (d) not at all

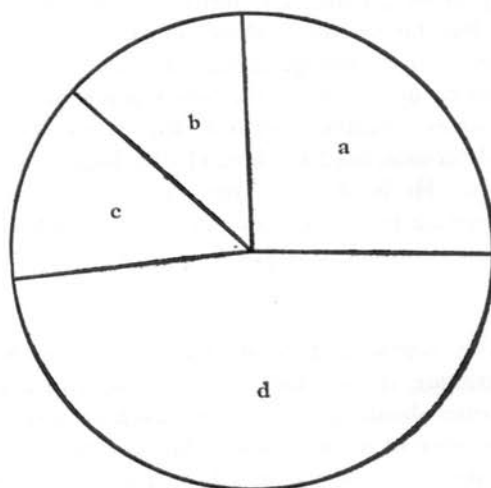
(15) The relation between office-bearers and members.

- (a) autocratic
- (b) laissez-faire
- (c) democratic

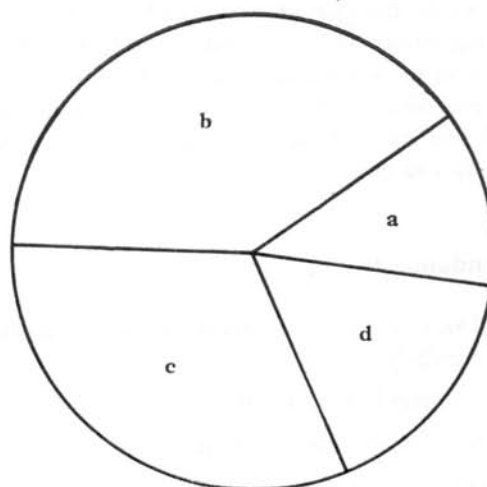


(12)

If you are not satisfied with the present organization of your activities, what is your chief reason?

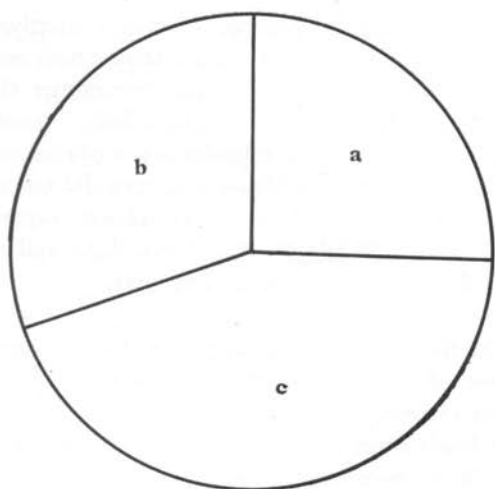


(13) The relationship among members.



(14)

Do the senior members dominate the junior members?



(15)

*The relation between office — bearers and members.*

Members of various clubs and societies were dissatisfied with the present organization of the activities, because the officials and chairmen of the clubs were not enthusiastic themselves, they were not experienced enough and paid no attention to members' suggestions. The blame that was put on the officials was just too much. The members should also be blamed. Were they enthusiastic themselves? Did they ever give suggestions to the officials?

In order to promote enthusiasm among the officials, there should be a limit to the number of activities for which one person may be an official. In this way he can concentrate on certain particular activities. A chairman of three clubs was regarded by his schoolmates as incapable of running the activities well. Since the student organizers are sometimes inexperienced, a teacher adviser will do the clubs and societies a lot of good.

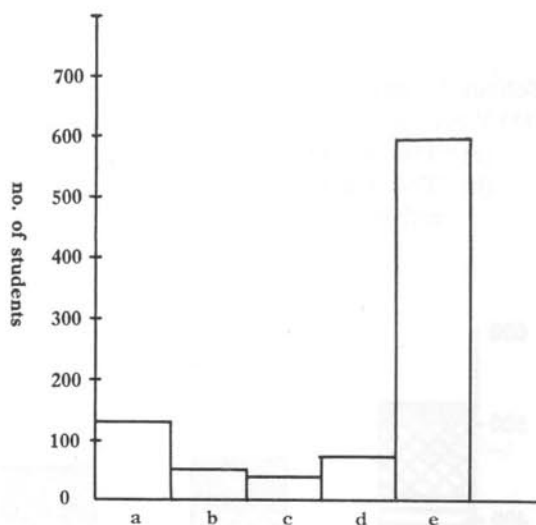
Officials complained about the inadequacy of facilities. They could hardly borrow any school properties, e.g. stencils, glue, staples etc., from the general office without the help of a teacher because the workers in the general office were very "powerful". They could hardly get something such as lectures, or club magazines printed. All the officials hoped whole-heartedly that some improvements would be made in this respect in the future.

On the whole, the relationship among club members and officials was friendly, but most of the schoolmates got the feeling that they had no chance to know each other well.

### House System

(16) What do you think of the House System?

- (a) too routine-like
- (b) useless
- (c) harmful
- (d) meaningful
- (e) meaningful but students have taken the competitions too seriously and the aims (promotion of group spirit, cooperativeness, sportsmanship, etc.) are often lost.

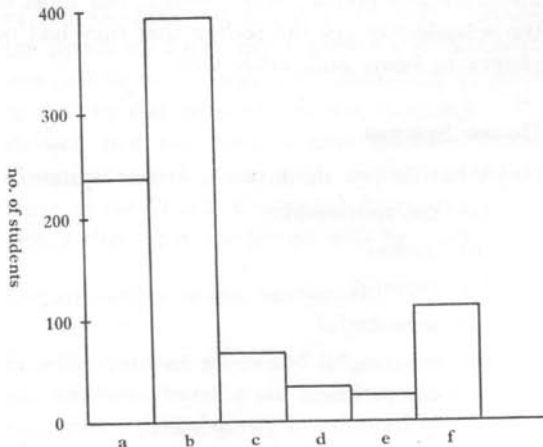


(16)

*What do you think of the House System?*

(17) How do you treat your House activities?

- (a) try to take an active part
- (b) cheer for your members even though you do not take part
- (c) pay no attention
- (d) occupied by other activities and cannot take part
- (e) you have refused to take part when asked
- (f) you are not interested but you have been forced to take part.



(17)

*How do you treat your House activities?*

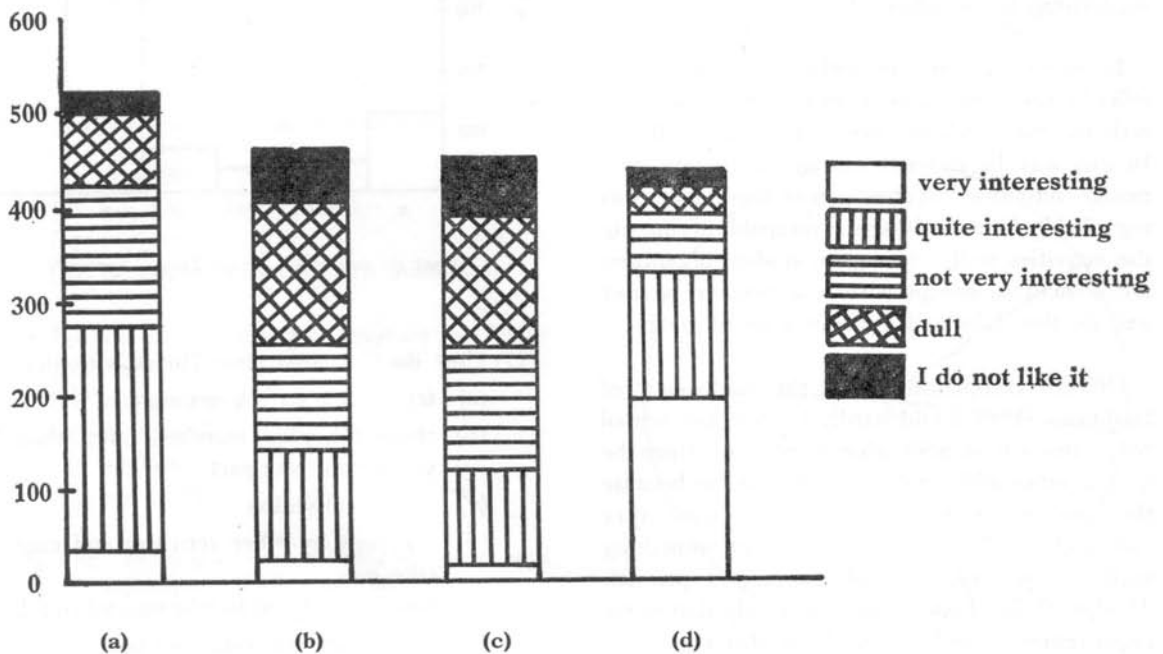
Schoolmates in general responded inertly to House activities. They did not show much sense of belonging to their House. Sometimes they refused to take part even when asked. Possible explanations for these schoolmates' attitudes were that they found the House activities did not suit their interests, or maybe the House captains and House officials could not get along well and coordinate with the House members.

Methods of improvement are to cultivate a sense of belonging in the lower forms. Arouse their interest in House activities. This may help the lower form students to take up House responsibilities more readily in the future. Another method is to organize House activities which appeal to most schoolmates.

### School Magazine

(18) What do you think of the School Magazine?

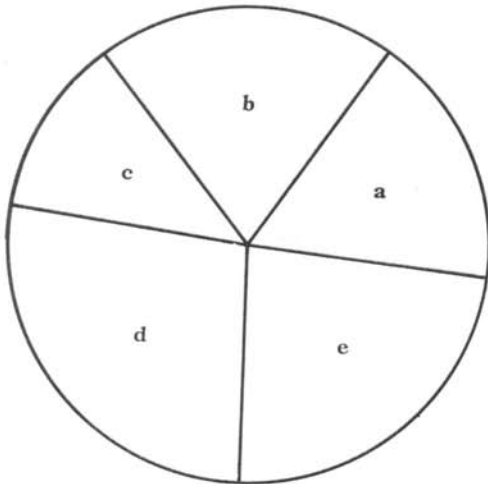
- (a) The articles
- (b) The report on school functions and activities
- (c) The section on "clubs and societies"
- (d) The photographs and pictures



(18)

*What do you think of the School Magazine?*

- (19) If you have not sent in any contribution this year, it is because:
- (a) you are too lazy to write
  - (b) you think you have nothing to write about
  - (c) you have no time to do so
  - (d) You do not think you can write anything interesting
  - (e) you think it is useless writing to the magazine because no one will read your masterpiece anyway



(19)

*If you have not sent in any contribution this year, it is because:-*

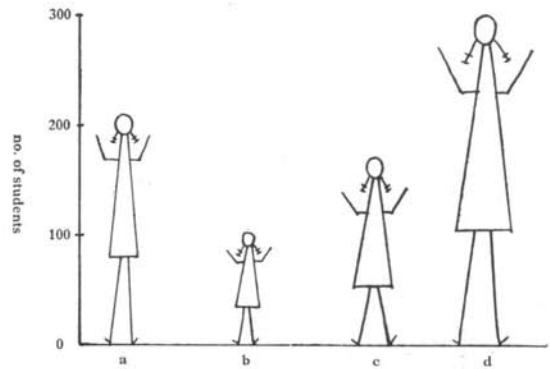
Almost all pupils were dissatisfied with the school magazine. First of all, they complained about the cover design and would like to see it changed every year. For this, some explanation is needed. For financial reasons, the cover design is changed only every five years. So in order to be economical, the colour of the cover was changed instead of the design.

Schoolmates in general would like to include in the school magazine more cartoons and photos, comics, class photos, and puzzles in order to make the content more attractive and interesting. They would also like to have the Chinese section expanded and have the addition of a careers section.

The editorial board of the school magazine will try their best to make changes in the school magazine according to the suggestions of pupils. But the success of the school magazine still depends largely on enthusiastic support and contributions.

### Miscellaneous about the school

- (20) What do you think of the school parties?
- (a) too many
  - (b) should have more social-dance parties
  - (c) should have more folk dance parties.
  - (d) should have more "mixed" parties (i.e. social/folk dance party)

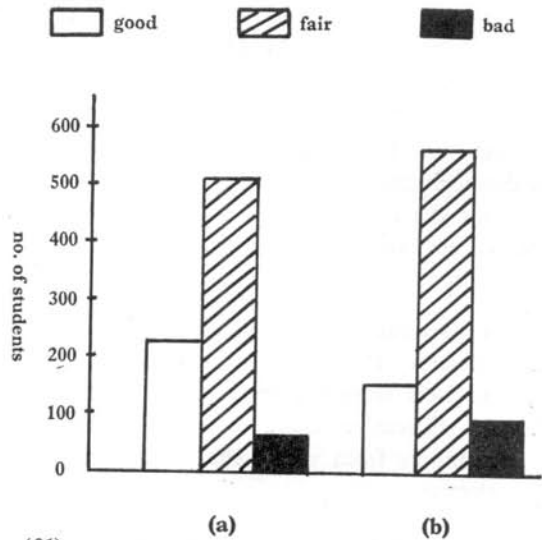


(20)

*What do you think of the school parties?*

- (21) What do you think of our discipline?

- (a) inside the school
- (b) outside the school

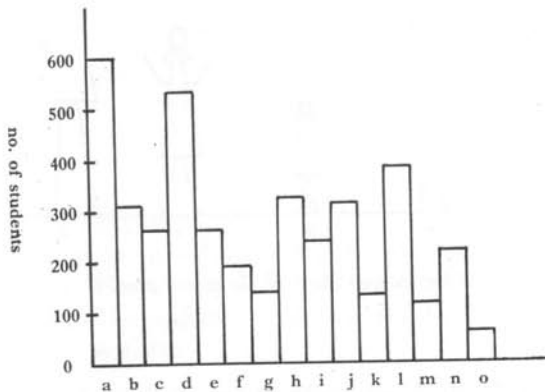


(21)

*What do you think of our discipline?*

(22) Which 5 of the following describe our school best?

- (a) good academic results
- (b) good school spirit
- (c) students happy and secure
- (d) the school is very democratic
- (e) students have good co-operation even outside the school
- (f) students very obedient
- (g) students prepared for society
- (h) students too "bookish"



(22) Which of the following 5 describe our school best?

- (i) students show good leadership
- (j) teacher-pupil relationship a happy one
- (k) teachers concerned about students
- (l) students very active
- (m) students very healthy
- (n) students well-behaved
- (o) students well-mannered.

### Conclusions

From the results of this questionnaire, we can clearly see that our school is a happy school, with a lot of happy students. Most pupils have taken an active part in extracurricular activities with a willingness to learn and make friends. At present, most activities are flourishing and well-organized. Still there is a lot of space for improvement and we hope the officials will realize this fact and try their best to make the activities even better and more successful. Anyway, the students all realize the importance of extracurricular activities and they have put it on an equal footing with their academic work.

In conclusion, we are proud of our School, proud of the activities, the good academic results and the good name of our School, and we are all very very happy to be studying in it.

## CLUB CHAIRMEN ASSOCIATION

The Club Chairmen Association was formed at the beginning of March this year. The chairman (or the equivalent) of the various clubs in the school are included as members of the Association.

The Association is organized as follows:-

1. Honorary President — the Principal
2. Advisers from the staff
3. An Executive Committee consisting of 8 members from which the office-bearers are elected

The officials of the Association include:

1. a chairman

2. a vice-chairman
3. a secretary
4. a treasurer

Our school is often regarded as one of the leading schools in Hong Kong which are famous for their extracurricular activities. There are at present about thirty-five clubs in the school. In fact many of these activities are running quite smoothly, but there are also some which are not so well organized.

The inexperience of the student organizers may account for the failure of the activities. The failure may also be due to the fact that the club

members are not enthusiastic towards the activities in which they take part. Every now and then we hear complaints from the club chairmen about the poor attendance at their meetings. Some students have joined more than three clubs, but they seldom attend the meetings.

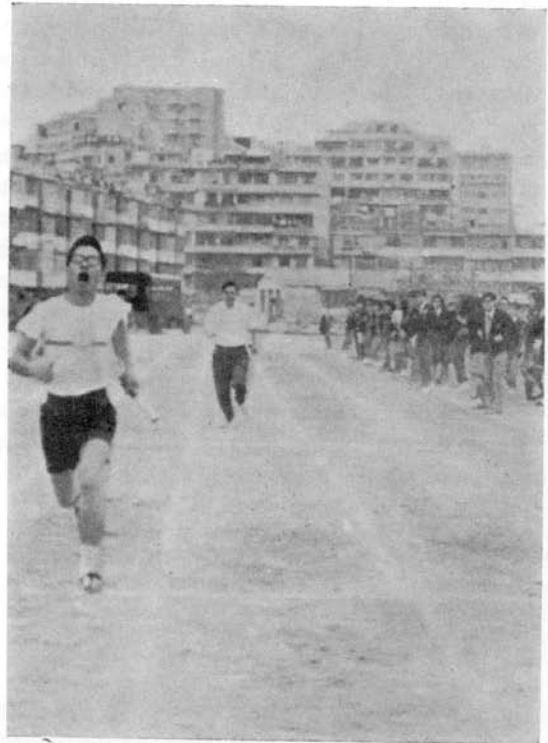
The club chairmen may also meet problems like having a clash in the time and place of the meetings of the individual clubs. It is hoped that the newly formed Club Chairmen Association will help to remedy the defects mentioned above. It will help to improve co-ordination among the various clubs in the school. By the joint action

of all chairmen, it will serve as a means to advise and to help the individual clubs. The Association may give advice to the school on the necessity of setting up or dissolving a club. It will also co-ordinate with the House captains in organizing various activities.

The Association will not make much progress this year because there is not much time left this term. However we are sure that the establishment of such an association will make a great improvement in the extracurricular activities of the school.



*Oh, I see.....*



*Breaking the tape.....?*

## A FEW WORDS FROM THE PREFECTS

It has long been a problem to exercise authority without arousing undue hostility, and to run new programmes with really good response. This was not so acute in our school, but I would not hesitate to admit that we Prefects did get stuck at times. Fortunately, all our Prefects were very co-operative and promptly overcame the challenges.

As usual, we had daily duties throughout the school year. We sponsored film-shows, concerts and parties. We were ushers and policemen during various school functions. We were ball-game players who pleased the staff by losing all the matches to them. It was only in the relay race that we decided to beat our teachers.

Besides these activities, some new ones were organized and all the Prefects gave their enthusiastic support. The first of these was the issuing of the Students' Bulletin. Our aims were to introduce more of the outside world to the students and to provide them with opportunities to voice their opinions. The Bulletin was not too successful, probably because we were not good at editorial affairs. But then the School Paper was issued and I believe that it will serve the purpose better than our Bulletin.

We had more contact with Prefects of other schools this year. Our girl prefects were invited to tea by the prefects of Diocesan Girls' School and the possibility of a combined variety show was discussed. The Head Girls' of D.G.S. and Maryknoll Convent School as well as two prefects from Kowloon Wah Yan College paid us a visit during Christmas and three of them stayed to join the folk-dance party in the evening. Early this year, the Wah Yan prefects invited us to a party in which they showed genuine eagerness to learn folk dancing. Through these meetings, we learned more about life in other schools.

From December onwards, we had been discussing the putting forth of a combined programme sponsored jointly by students of D.G.S., M.C.S.,

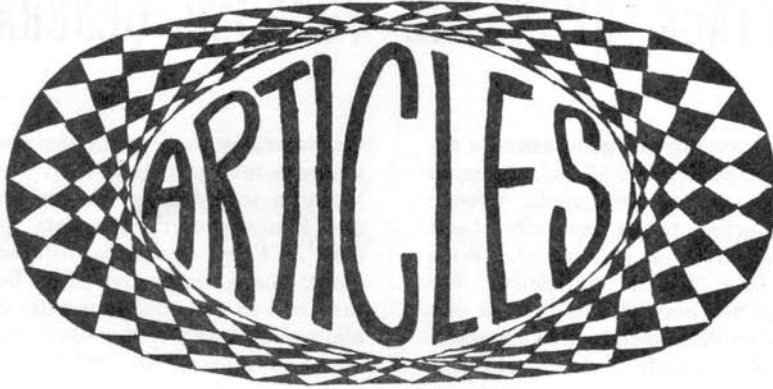
W.Y.K., and Q.E.S. A working committee was formed in February and it worked fervently in preparation for the performance in May. At the same time that we applauded a closer link between the four schools involved, we marvelled at the Show which was itself a real success.

Another of our main concerns was the behaviour of our fellow schoolmates. Early in September, we had a School Uniform Inspection Week, intending to urge pupils to wear full uniforms. Later, we were asked by the Students' Welfare Unit to help organize a Campaign Week which aimed at keeping the school compound tidy and clean. We gladly did our part. At the same time, a Prefects' Council was set up to deal with the so-called "trouble-makers" who violated school regulations. This Council was not supposed to take any action against upper form students since it was our belief that they could behave properly by themselves.

We have been involved in many activities. It is my hope that our Prefects can also have more activities for themselves besides looking after our fellowschoolmates.

CHU PUI HING (U6B)  
Head Prefect





## LEE PO KING: A FRIEND WE SHALL REMEMBER

There was a song in every heart, a spring in every step, on the heavenly morning of school re-opening last year. It was a great joy to meet all one's old friends again after the long summer vacation. But this happiness did not last long. During assembly, when our whole class was still happy and cheerful, a great shock fell upon us. We were told that our best friend, Lee Po King, had passed away the night before in Queen Elizabeth Hospital. We were absolutely stunned by the news. We stared at our teacher unbelievably; but we knew, in our hearts, that this was the cruel fact. Tears began to brim round our eyes. We tried our best to hold them back. But when the assembly was over, we could bear it no longer. We fled to the car park and cried our hearts out.

As tears streamed down our cheeks, memories of the old and happy days came back to us. We could still remember how often we had come to play in this car park a year ago. The place had been our favourite spot for all sorts of games, and thought these games might have been childish, we had enjoyed every minute of them. Although Lee Po King was a cripple, she had never felt a bit conscious of it. She had always been her gay and cheerful self, joining in every game we played. Sometimes, she even 'invented' games for us. She was very keen on singing. Very often we just went to the car park and sang for hours. We went so far as to compose songs and short poems ourselves. Though these masterpieces of ours never scored any great success, we were all very proud of them.

We did not waste all our precious time playing. We also studied together. Every day after school,

we went to our favourite spot and revised the day's work. Lee Po King was very good at Mathematics and she helped us a lot in our difficult problems. She really was very keen on helping others. She told us, after she had joined the Social Service Unit, that she had never been so happy before. She said that though she was an invalid and could not be of much use, she would try her very best to help in every way. Her words, though simple, were so impressive that eventually more than half of our class had joined the Social Service Unit.

Yet, luck was not with this unfortunate girl. Very soon, a shadow was cast over her happiness — the doctor told her that she had got lung cancer. It was a dreadful shock for us all, but she refused to be sent to hospital because the final examination was drawing very near. When at last the examination was over, she was so weak that she had to go to hospital at once.

During the summer holidays, our teacher arranged our class into groups to go and visit her at the hospital. Our hearts could not help sinking every time we saw her: she was getting very pale and weak. But still she tried her best to look cheerful and strong. She told us that she had become a Christian during her stay in the hospital. When we bought her a Bible as a gift, she was so happy and grateful to us that she cried. It was then that we asked ourselves why fate should be so cruel to such an innocent girl. We could never forget our visits to her. But each of us had had only three chances before we finally heard of our great loss.

A MEMBER OF 2A



# AN ATTACK UPON THE YOUNGER GENERATION

In every century the younger generation is regarded as the most troublesome of all. Juvenile delinquency, the 'lost generation', mob violence and many other notorious terms have often been associated with this particular generation. With the emergence of the 'Hippy' movement, the modern young man has been generalised as one who is always condemning society but can contribute nothing to it.

The above statement is not without truth. For when you get a close-up look at the younger generation of today, you will realise that it is they who want to get 'lost', and who deserve to be 'lost'. One bunch of them condemn their homes and say that their elders are engaged in unworthwhile activities, such as gambling, and thus neglect their duties as parents and guardians. They may be right sometimes in saying so, but just look at them: most of them treat their parents as strangers and behave toward them in their usual crude manner. They say family discords have hindered them from having a close relationship with their parents. But in fact it is they who have made their parents worry and their troublesome ways which have contributed to family discords. Many of them thus turn away from their own families only to find themselves cast away in the wilderness of society. Hence the rapid increase in juvenile delinquency.

While one bunch condemns family ties, another group is constantly asserting their profound hatred of the materialistic world. They mock at modern inventions through microphones and amplifiers (which, incidentally, are SOME of the modern inventions). The San Francisco hippies are tired of materialism and the present disastrous situation, and try to find another world of their own by taking dangerous drugs such as L.S.D. Yet, strange as it seems, most of the younger generation in spite of their hatred of materialism still do not believe in the existence of God. Everyone, of course, maintains his own right of believing or disbelieving in God; however, what is utterly wrong with the younger generation is that they will not take the initiative in finding remedies for their sorrows, but instead, immerse themselves completely in exuberant and useless activities such as dancing and aimless protests. Under such conditions, Existentialism emerges as a favourite

movement in the eyes of the younger generation, who are madly in love with the philosophy that 'nothing would exist for me had I not existed, and hence everything exists for me because I exist'. They, as faithful followers of this movement, hence disapprove of all laws and rules and turn out to be hooligans who disrupt the peace and quiet of society.

The shouting of the 'Death of God' by young people of today also results in tragedy. Moral standards that are closely connected with religion are often abandoned by the younger generation of today. Faith and morals, on the one hand, mean nothing to them; on the other hand, they are constantly engaged in sensual and pleasurable activities. Hence rapes, robberies and all sorts of violence seem all right to them since 'subjectivity' is their only criterion of behaviour.

There are also those young people who pose as nationalists. On the surface, they look charmingly attractive, being a group of patriots. Yet, they think only think of destruction and Utopian ideals. Very few can come out with reasonable arguments or constructive measures. They can hardly be blamed for having such high ideals, for after all, adolescence is a time when one can afford to be idealistic. But what strikes one as most nonsensical is that once the adolescent grows up, his ideals are left behind, a legacy for the following age. What faces him now is the problem of how to make more money, and how to enjoy life more. Nationalism at this stage is too 'expensive' for him.

Thus a typical member of the younger generation is constantly condemning society for its bad consequences which he can never seek to remove, he is constantly longing for another world over which he could preside (and constantly coming back to the existing materialistic world for resources once things do not turn out right), and finally after a struggle between idealism and reality, the 'hero' from the younger generation realises the importance of reality (which makes money) and comes back from a dream in his thirties to conform to a world to which he has contributed little.

PARRISH, L6A

# A DEFENCE OF THE YOUNGER GENERATION

“What do you think of the younger generation of to-day?” “Oh! Terrible. They are useless, good for nothing, parasitic and non-constructive.” This is the view of the general public towards the younger generation of to-day.

The younger generation is a stage between the older generation and the generation of small children. Thus the youngsters are between fifteen and about twenty-two. We are adolescents.

Since we are adolescents, we possess every characteristic of adolescents. We are energetic, exuberant, easily happy, easily sad, easily agitated and sentimental. Merely because we possess these qualities we are objects of attack. People think that we are the moody ones who can do nothing.

We get no understanding from the older generation which is a ‘square’ generation. These ‘squares’ do not attempt to rub off their corners. Even if they do try they do not succeed. Of course small children do not understand us. Thus we can get sympathy from neither the grown-ups nor small children.

The grown-ups always tell us what they were like when they were adolescents. They were obedient and good-natured. They always use themselves as standards to judge us by, thus thinking that we are too free, with no manners, rebellious and disobedient. One thing still worse is that they think children should be seen but not heard. In fact this is no longer practicable. We, adolescents, should have a chance of expressing our opinions. We should have freedom of speech.

Adolescents have just emerged from the world of small children into a different world, yet not the world of grown-ups. We have strange feelings. We seem to be in a misty and strange world. However, the ‘square’ generation does not understand our situation. They still regard

us as small children, yet we are not. They think that we should only think of schooling, lessons, books, exercises, examinations and nothing else. However, it is not so. Besides school education, we have to take other things into consideration, for example, extra-curricular activities, books on different topics, philosophy, religion. If we pay attention to these things, they will think that we are lazy and do not try our best. They think that we are wasting their money and disregard their love towards us.

When they were adolescents, it was in the early twentieth century. However, we are adolescents of the mid-twentieth century. Time passes on and with it come changes, rapid changes in many aspects of life. The older generation thinks that we should be the same kind of adolescents as they once were. However, we should make reasonable changes whenever necessary as time passes by. If a system is bad we need to reform it slowly. The ‘square’ generation think that we should be satisfied with all systems established and the present society as long as we have the chance to go to school, get enough food and clothes. They do not feel the necessity of change and neglect the benefits that reasonable changes will bring.

Parents usually want their youngsters to stay at home after school and during holidays. They do not appreciate very much our joining group activities since it takes up more of our time and shortens the hours we stay at home. Sometimes they even say, “These adolescents do not love their home. They always stay away from home, regarding their home as an hotel.”

We need the older generation to give us advice. However, they seem unable to share our happiness and grief. We hope we can have their support so that we can become a group “good-for-something” in their eyes.

KONG WAI MUI, L6A

# MY VIEWS ON SCHOOL PUNISHMENTS

To some teachers, punishing students is the greatest joy in the world, but to me, punishment is a horrible thing that makes you feel inferior to the other members of the class and is sometimes very painful too.

Teachers often give excuses for punishing students by saying that they are forced to do so. But judging from the frequent use of punishment and the many different methods employed, I am convinced that most teachers use punishments as a sort of weapon to suppress students' rebellious nature and give themselves so-called dignity as a result. Sometimes they even use punishments as a way to entertain themselves when they have no money to go to the movies. Also, some teachers who indulge in gambling may find a way of giving vent to their anger after they have had a great loss at Happy Valley by giving their students punishments. In fact, one can be sure that the teacher who punishes pupils most often is the most cruel creature on earth.

Most teachers say that they punish students in order to prevent them from doing something wrong again. But I think this good result is not often achieved. Instead, the students punished will try to do that thing again owing to their rebellious nature. Moreover, to punish a student in front of the whole class is very cruel. The punished student will feel that he is inferior to

his classmates and everybody seems to despise him. This will give him the impression that the world is cruel to him and he may seek revenge one day by destroying the world. Sometimes punishing a student may destroy his morale and he will become a timid person who will never dare express his ideas openly and soon all students will become dummies.

My views above are only valid for students that one can reason with. Those students that are not reasonable will have to be punished in order to make them know that they have done something wrong. So it is obvious that some punishments ought to be given in lower classes where the children are naughtier and their thoughts are not so mature. But the punishments used must not produce any bad physical or psychological effects on the child and the punishment should be one that can make him see what wrong he has done. Of course, punishments like writing lines, sitting on the platform, wearing a dunce's cap, etc. should not be used and it is up to the teachers to devise new methods of punishment that do not have bad effects.

In conclusion, I must stress that punishments should only be given sparingly and that it should have no bad effects on the students and it should give no joy to the teacher.

YU CHEUNG CHO, 5A

## CHILDHOOD FEARS

All people have fears of some kind. Children are no exception.

Most children are frightened when they are in the dark. Usually, they hear about stories in which monsters begin their activities at night. They are afraid that there is something evil in the dark, ready at any moment to leap at them. Then they would have to follow them and become little devils.

What they fear is largely due to shadows. Usually children have lots of fancies about shadows. At least I had. When I was small, I hated shadows. They changed their shape all the time, and I thought that ghosts must have many shapes and forms too. The most hateful thing for me to do was to go out alone. There was always a shadow following me. This made me very uneasy. Whenever I went out, I usually ran all the way and would not stop until I reached home.

And however fast I ran, the shadow never failed to catch up with me. How foolish I was at that time!

Children have a great affection for their mothers. Mothers, they think, belong to them only. They cannot bear to see anyone being too close to their mothers. Of course this includes their fathers. To a child, mother is the most reliable, protective, understanding and important person in the world. Losing her would mean losing everything in this world. Would she, some day, stop loving her child? This is the question clouding his mind.

Some weeks ago, one night, Auntie was away, and her four-year-old girl was left in our care. She kept asking us about her mother. When she knew that her mother was away, she cried loudly. No matter how hard we tried, we could not comfort her, and we were helpless. Luckily, Auntie returned that night and our cousin was happy once more, but already her eyes were like two big walnuts.

Small children are not accustomed to loud

noises, such as thunder-claps and the letting off of fire-crackers. Their mothers, always very gentle, usually tell their children to be calm whenever they are frightened by such noises. But fathers may not be so considerate.

One day, my little cousin was sitting on the ground, shouting at the top of his voice, expecting someone to come and give him what he wanted, when my uncle returned. He was sometimes very bad-tempered. When he saw that his son was in such a tantrum, he roared out in his thunderous voice. After this incident, my cousin suddenly fell ill. The doctor was sent for and said that his illness was caused by fright. My uncle had to spend quite a large sum of money before his son recovered. From then onwards, he never spoke too loudly in front of his son, not even before other people.

As we see, children are just children. Their fears seem to us very foolish and sometimes unnecessary. But we ought to teach them not to be afraid of things that are not real.

WU LAI SEUNG, 5A

## ADVERTISEMENTS

Take a tall, handsome and pleasant young man, a dark-eyed girl with sleek, silky hair, some persuasive and impressive catch-phrases and warm intelligent humour and we have all the ingredients for a piece of successful advertising.

Man today can hardly escape the influence of advertisements. They fill up the walls in the streets, shop windows, newspapers and magazines. They prevail on the television and radio and deprive man of the sanctity and quietness of home-life. Even when we are coming home from a day's hard work, the advertisements that utterly cover up the piers and ferries and buses are sure to pounce on our strained eyes.

The genius behind all these posters understands our subtlest thoughts and makes the fullest use of this knowledge. He works on our fears. Cold will affect your whole family unless you take this medicine; if you feed your baby with any other brand of milk, he will certainly not grow up into the sturdy-looking baby in the picture. He attacks our sense of comfort. Why not use our

brand of washing-machine? You can save the time and energy to enjoy playing mah-jong; put your money into our bank, you are guaranteed a good education and a comfortable life; have an X, things go better with X. He makes use of our vanity. Try using this brand of soap; you can look as fairy-like as Audrey Hepburn. Our make of cars is the king on the road, see how majestic it looks; use our brand of cosmetics, you will be surrounded by as many boys as the glamorous girl in the picture. Sometimes our superiority complex is aroused too. Only wise people choose so correctly; only leaders in today's world wear this watch; beautiful girls eat this kind of orange or apple to make their complexion even finer.

Advertisements are clever devices of today's progressing world. They give pied beauty and varied sounds to the world. They can remain as blessings so long as we are able to resist their temptations. Try always to remember this motto, "to desire other than necessity, is evil."

CHUI LAI PING, 5B

# HEALTH, WEALTH OR WISDOM-----WHICH WOULD YOU CHOOSE?

Health, wealth and wisdom. They are the goals of mankind but only the luckiest in the world can possess all three. If a fairy grants me a gift, I would like it to be wisdom.

Who are the people that can be forever remembered? It is rare for men of particularly good health to be honoured. People can be famous for their wealth, but few can make such fame exist after their life-time. Men of great talents and wisdom live forever. We know who Beethoven, Shakespeare, Edison and Abraham Lincoln are. We know what they have contributed to the world in various ways. It is such men that help to make progress in the world, that help to make people enjoy their lives better through the ages. What have healthy and rich people done? Surely the world's potential power comes from them, but it is wisdom that can make use of such power.

Wealth can be the root of all evils, especially when it is used unwisely. Wealth can be the focus of jealousies, plots and sinful designs. The owners of great wealth enjoy almost nothing but luxury. Whether luxury, or wealth is the source of happiness is still doubtful. We cannot be

happy with wealth only. We want many things more, for example, wisdom, in order to make wealth really a blessing.

Neither are people satisfied with health only. If we are very healthy and live long lives, we are no better than cows. If we do not know how to appreciate life, how can life be precious? If a healthy person is unwise sometimes, he might kill himself after failure in his examinations. If he has wisdom, he may find some alternative to destroying his healthy body.

Wisdom can exist alone. Great philosophers have set an example for us. They can live without wealth, though not the necessities of life. Some despise wealth. Health is not necessary for talented people. Great men such as Beethoven and Edison had difficulties in hearing; Mozart died in his thirties and Byron was lame. Wisdom helps people spiritually to struggle against these misfortunes.

If I cannot be so lucky as to possess health, wealth and wisdom, I would like to have just wisdom.

LUI SHAU KING, 5B

## DRAMA

All the world's a stage! — Shakespeare  
— Slap —

“Dear me! How does the actress feel? He slapped her so violently.”

Don't be afraid, dear audience. Do you know that they have a method of slapping — sound but no pain! I will tell you how to do it but please do not try on your little brothers or sisters, otherwise you'll really be slapped.

Curl your hand like a cup as in the diagram and slap the face near the ear.



TRY IT ON YOURSELF. SEE IF IT WORKS!

When you see a Chinese play of the old times, do you notice how the actors and actresses point at things?

For actresses — the middle fingertouches the thumb, use the other fingers to point.



For actors — second and third fingers stick together and point.



There are lots of interesting things, like those mentioned above, which you can learn from our Drama Class in the summer holidays!!

You have seen the Drama Competition. Do know what the workers felt?

A producer: I was wanted here, and I was wanted there. I felt exhausted both with the work on stage, back stage and front stage. Three weeks' time is a bit too short.

A F. 1 actor: I was forced to read the whole script in which I had only two sentences.

A. F. 2 actress: I had rehearsal in the morning, in the lunch hour and after school. I slept little and ate little, but I enjoyed it.

A F. 3 actor: I played a difficult part. I tried my best to act but the producer never seemed to be satisfied.

A F. 4 actress: I have lots of homework and schoolwork but I had to attend rehearsals. Luckily it was finished in three weeks.

A F. 6 actor I was told to walk there, to sit here. I was told to act like this and speak like that by a F.4 student!

A back-stage worker: The producer gave me the stage design just a week before the performance. My speed of finishing was amazing!

A front-stage worker: I was asked to make programmes, to design posters, to see to the curtains, to see to the seats. I was busy but it was fun.

This is drama. You work for it. No matter whether you are an upper or lower form student, you all work together, enjoy yourselves together, laugh together and play together. Do you know how they felt after the performance? Ask them yourself, but I am sure they will say, "Oh! it's fun and I enjoyed it."

4D ON-LOOKER

# 'MODERN' MATHEMATICS

"Mathematics is the Queen of Science."

But What is 'Modern Mathematics'?

Just as Brand's is the essence of chicken, Modern Mathematics is the essence of the knowledge discovered in the past. It excludes useless things like the conversion of dollar into pound (what's the use of practising it thousands of times when the machines can tell us the result in just a thousandth of a second?); the calculation of bank rates; the proving of a line to be the bisector of an angle, etc. It also includes some new mathematical concepts like the Theory of Sets, functions, probability, topology, and many others like the hypothetico-deductive system, inductivity, etc. So the work of the student is still the same, but he has already received more mathematical knowledge than the former secondary student.

Thus we should not take Modern Mathematics to be a fashion (like the miniskirt or long hair) introduced to modern youth. In fact, some of these so-called new mathematics like probability are even older than our oldest grandfather.

Another reason for the introduction of Modern Mathematics is to develop powers of understanding and analysing relations of quantity and of space and to develop habits of thought and of action which will make these powers effective in the life of the individual.

In America Modern Mathematics was introduced more than ten years ago, but in Hong Kong it is only a few years old. Our school is the first secondary school in the colony to experiment with this teaching. I have had the chance to talk with some of our students. Although their opinion cannot represent all students, by listening to them we can have some idea of their study of new mathematics.

Chan Wai Fun is studying in Form 1. She says, "Modern Mathematics is rather hard for us students who have just finished the primary school... Most of us come from Chinese primary schools, and the English text books are hard to understand with our little knowledge of the English language... In our primary schools we learn about things like addition, subtraction, multiplication, division, percentage, discount, ratio, etc., of which, if you are hard working and have a brain, you can do over a hundred examples in just a short while (She means the Secondary School Entrance Exam)... But now when we are studying Modern Mathematics, the case is different. It contains so many formulae, symbols and theories like Commutative Law, Distributive Law, etc. This is really too much for us. Besides, when we have troubles we can find no help at home, for our elder brothers and sisters are all studying 'old' maths... However, when we meet some interesting topics like 'how to find the code of a passage by considering the frequency table', our interest will be aroused and we begin to love this subject..."

This I think, is a typical opinion of Form 1 students towards Modern Maths. On the one hand they are scared by this new aspect of Mathematics and the difficulties they are facing; but on the other hand find it interesting.

Then we come Form 2. I cannot get the opinion of any particular student. Instead I got their general opinion through talks. "After a year's study," they said, "we have found it interesting. But the fact is, except for obvious things like Statistics we can't see how Modern Mathematics is useful in our everyday life. And in shopping we still have to use the 'old' maths we learned in primary school."

This doubt about the practical use of modern mathematics always troubles them, even when they are in Form 3. Take Lam Ping Yan as an example, who said, "What's the use of Sets and Logic? Why should we bother to know that the negation of the negation of a proposition is the proposition itself?..."

However, they have found fun in this branch of knowledge. With their increasing ability to read English and their curiosity in modern maths, they begin to find reference books from the library. From them they get a vague distinction between 'old' and modern maths. Wong Chi Ming, a mathematics-loving Form 3 student, said, "...Although it is so-called modern mathematics, it consists of a lot of old maths, e.g. the logarithm calculation, the trigonometrical functions, old geometry, algebra, etc.... The teaching of modern maths is very different from that of old maths; we must think before we can get the results, but in old maths we don't have to think so much and can give the answers rapidly. (As a student studying the so-called 'old' maths, I assure those who are studying the 'new' maths that this is a wrong idea — Author) Somebody says that it is more difficult to learn modern maths than old maths, but I think that it is more worthwhile to learn modern maths."

Form 4 is the highest form in our school learning modern mathematics now. So their opinions should best reflect this experimental teaching. I find the ideas of Kong Kum Charn, if not typical of all Form 4 students' opinions, at least worth listening to.

He said that he is very fond of mathematics, both new and old. Thus he gets a clear idea about the introduction of the new form of maths: it abandons some out-dated topics such as bank rates and includes and emphasises many new topics such as slide-rule, set notation, geometrical transformation, Cartesian plan, matrices, vectors, etc. He sneers at those studying 'old' maths who only know how to sing the 3 songs: Geometry, Trigonometry, and Algebra. However, he is dissatisfied at the fact that though they learn a lot more topics, none of them are taught thoroughly. Take factorization as an example: he has learned it in his course, but when he opens an 'old' algebra text book, he discovers that what they have learned is in fact very little.

After listening to these remarks, I think we can have some idea of the trend of Modern mathematics in our school.

## YOUTH SPEAKS

*A Regional Youth Workshop was held in Hong Kong last November, attended by youth workers from Australia, New Zealand and 19 Asian countries. The theme of the workshop was "Youth in a rapidly changing world".*

*One of the programmes for the workshop was a forum entitled "Youth Speaks" in which 10 young people of Hong Kong expressed their opinion on various topics so that the youth*

*workers could know what young people actually thought.*

*In order to choose these ten people from sixty representatives from various schools, social centres and youth organizations, a preparation meeting was organized by the Council of Social Services in October. Helen Cheng, Trevor Chu and Tony Tsoi of our school went and the first two took part in the actual forum as well. The following is an outline of what was discussed.*



The preparation meeting was held at the Diocesan Youth Centre and lasted exactly 24 hours, including 7 hours of group discussions and mock forums. The headings for discussion were Home and Family, Education, Government and Community, Employment, Entertainment, and Behaviour and Ideals, the most talked of being the first three.

Most of us thought that parents did not understand us well enough. They were more realistic, perhaps because of the fact that they had learned by experience that they had to be practical in order to survive. On the other hand, we youths were more idealistic and naturally a bit rebellious and so would disagree with them on many subjects. Hence there existed a barrier between parents and the youth who could not approach the parents when in trouble and preferred talking to a friend of his age-group instead. It was suggested that the barrier might also be due to the difference in standards of education, particularly if the parents had never learned English. They might develop a sense of inferiority and think their children marvellous and expect them to become doctors, scientists and millionaires while in fact the children had their own ideal, usually something nobler, such as dedication to society.

Some parents forbade their children to discuss politics. Generally the youngsters were content with this since they knew little about politics and many were socially unaware. However, most of those in the meeting were exceptions. We all agreed that Hong Kong was a very peculiar place and most people here were not sure whether they were British, Chinese, or "Hongkong-ese"; and, if Chinese, which China?

We also discussed the barrier between the present government and the people and suggested remedies, such as enlarging the franchise of the three Councils and making Chinese an official language. Someone also suggested forming political parties for young people and displacing the elders.

As to the problems of education, we agreed that we lacked really dedicated teachers. Pupils

generally would not take the initiative of going to a teacher for advice when in trouble, and teachers did not understand the pupils because they seldom had the chance of getting together outside the classroom. Not many pupils took part in extracurricular activities and not every teacher accepted extracurricular activities as being part of education. Besides teaching what was in textbooks, teachers should try to arouse social awareness in the pupils, and modified civics education was suggested.

On the whole, the meeting was very successful. We all enjoyed it and learned a lot from other representatives in the way they thought and judged things. Some had curious ideas while others had the ambition of dedication to the community for social services.

The actual forum was even more successful. All those concerned were greatly impressed by the ten panel members — their frankness and outspokenness were most appreciated. In fact, soon afterwards, Radio Hong Kong started a weekly programme called "Youth Speaks" of a similar nature, at first on the English Channel and now on the Chinese Channel.

To arrange for this programme, those who attended the meeting met again. All of us agreed that we should try to advocate "Youth Speaks" while people were still interested in listening to us and memories of the Workshop Forum were still fresh in their minds. Preparation of a "Youth Forum Group" was interrupted because the Council of Social Services proposed the establishment of a Youth Council instead. So representatives from youth clubs and social centres joined forces with the Youth Forum Group in the Preparation Committee of the Youth Council which is still in the planning stage.

It is obvious that people here are becoming more and more aware of the younger generation. The government is planning a full-scale programme of summer activities for youth — pop-in's, launch picnics, camps and tours. Although there is a difference in opinion among the general public

*(continued on page 81)*

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*(continued from page 78)*

about the programmes, it is very encouraging to see a dozen letters daily in the newspapers, criticizing the pop-in, because it shows that people are really aware of youth.

On the other hand, what should we youngsters do to help ourselves? Shall we just sit and wait to be fed like babies? Surely not! We should take the major role because actually we understand our problems best and we know what we need. We should tell the adults how they can help us. We should speak up!

However, we are often too disgruntled and cannot find a proper way to express ourselves. Hence we may be easily persuaded or inflamed to go around waving a little booklet and shouting antigovernment slogans — which is, of course, the incorrect way to express grievances. Actually, many of us are quite sensible and can make good, convincing suggestions if we put them through the proper channels—such as the School Magazine, the School Paper, youth magazines, correspondence columns in newspapers, or, in future, the Youth Council. I was very glad to find that recently some of our Lower Six students have been writing to the South China Morning Post, giving their opinions and sensible suggestions concerning various problems.

But, shall we just sit there and criticize? No, we should take action. We can start with the youth leaders, leading their groups to do something useful, to let young people utilize their excess energy and general enthusiasm in public services and things more meaningful and constructive than merely criticizing and waiting for the community to help us. In fact, this is a very effective way to persuade adults into thinking

that we youths are really an essential part of society and can be sensible and helpful, so they will respect our suggestions and opinions more.

On one occasion, an English couple on holiday visited the school and a number of us had a little discussion with them. Mr. Dickson was from the Overseas Voluntary Service and was interested in students in public services and social work. Some of the things he mentioned which were going on in England were very meaningful though seemingly trivial, but we have never dreamt of such things. One example is that some students in England leave home for school 15 minutes earlier than is necessary and go to an old people's home in which each student shaves an old man and chats with him, telling him what is happening outside and cheering him up generally for the rest of the day. Hence if we want to help others, we need not think of very noble projects; a small thing also helps though its result may not be obvious or immediate. If everybody does a small thing, the result will be marvellous.

However, we lack pioneers; and there are barriers as well. Teachers and parents may think that we would waste our time and fail in the School Certificate Exam. (present circumstances demand good examination results for better living). But I believe in the saying that where there is a will, there is a way, and that the authorities and people concerned will be willing to help us through.

I think, with the joint effort of the government and the general public, old and young, the younger generation will be a happy and healthy one, and the future of Hong Kong will be in safe hands.

TONY TSOI (U6B)

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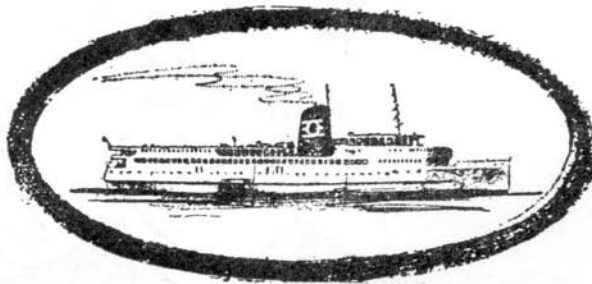
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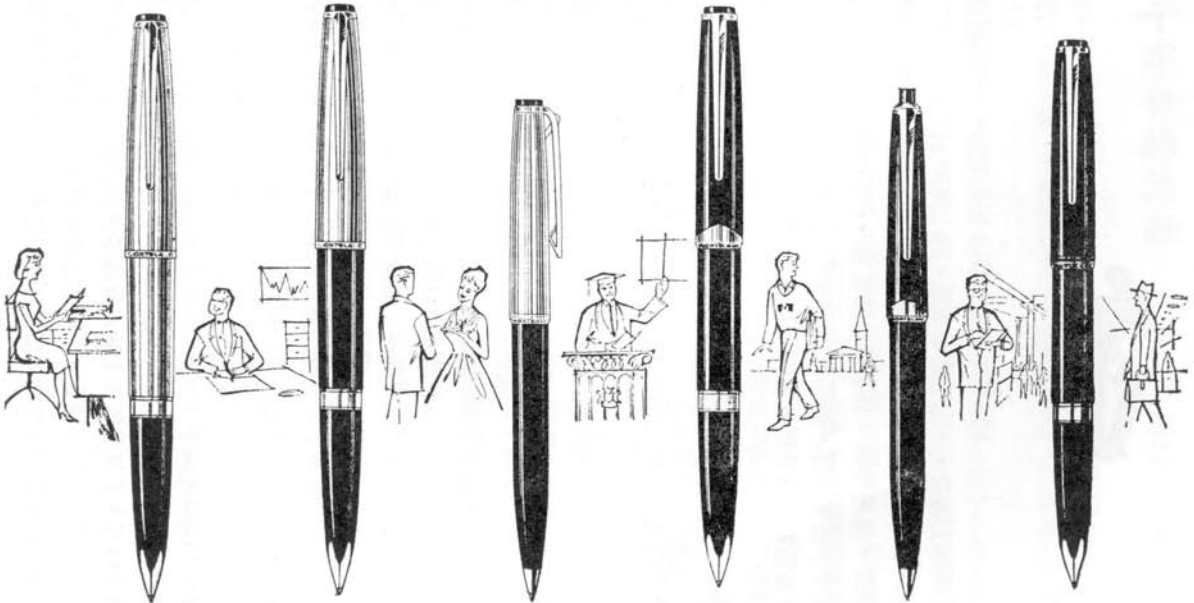
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木工組的男同學們真了不起，那兩隻流線型的獨木舟，吸引了一批又一批的觀眾，再加上那隻電動的小木船，更令我們女孩子無限的羨慕呢！歷史會的展出令人拍案叫絕，那些模型房屋，唯有唯妙，每樣作品，皆栩栩如生，至於由中二同學做的帆船，却有「大件夾好看」之感！我們的營地又將會擴建了，站在營地的範圍內，聽那些 camp-warden 向你解釋擴建計劃時，恨不得又再飛回營去——雖然我剛剛出來！

虧我們的女童軍想得到，那首清脆悅耳的團歌，給會場增色不少！她們的佈置吸引不少觀眾，「我下半年一定參加女童軍的！」一位低班的小妹妹對她的友人說。

無線電組的通訊機，不時發出響聲。

「喂喂，你『藕了線』嗎？」

「我們是『無線』的，怎會『藕』啊！」

「哈！哈！哈！」

地理會，中文會，天文會等等的佈置，也花巧悅目，看完今年的開放日，增加了不少知識，來年的開放日，我想將會有更進步的展出的！



## 紅十字會的活動

三乙 沈淑儀

我加入紅十字會快兩年了，當初對紅十字會沒有甚麼認識，只想學點救傷常識而已。加入後，才知道紅十字會的主要宗旨，是幫助及同情遭遇不幸的人。

紅十字會是歡迎男女同學參加的。但奇怪得很，加入紅十字會在我們這所男女中學中，似乎成了女同學的專利，或許男同學們對這類事情不感興趣吧！起初還有一兩個男會員點綴點綴，最近已不見蹤影了。

每星期五放學後，我們分組輪流到荔枝角醫院探訪病童。一些會員很樂意去，但一些卻認為浪費時間，而視為苦差，往往要各組長到處捉人，才湊足人數成行。

一進病室，「姐姐！」「姐姐！」熱情的呼聲此起彼落。放下書包，我們馬上和小朋友們玩遊戲，講故事，給他們解釋書本上的難題。碰到年幼的孩子哭了，我們便趕忙拿玩具去哄他。一些行動不方便的孩子口渴了，我們替他們取開水。在孩子的笑聲裏，看着他們暫時減輕了疾病帶來的痛苦，時間便不經不覺的過去了。

每年聖誕節，紅十字會都開茶會來招待病童。記得去年的聖誕日一清早大家便聚集在家政室裏，製三文治的，烘蛋糕的，佈置地方的，都忙得不亦樂乎。醫院的車子準時到了，四個男女護士，抱下了廿多個扎着繃帶，敷上石膏的小孩。孩子們甫進禮堂，便給戴上奇形怪狀的帽子，樣子滑稽極了。跟着響起了聖誕歌聲，各種有趣的遊戲過後，一羣國技班的同學也來表演助興。一輪刀來劍往，拳打腳踢，直看得孩子們眉飛色舞，躍躍欲動。聖誕老人穿着大紅衣，頂着大肚皮，背着大布袋，也從「天」而降。他老人家接受了孩子們熱烈的歡迎和訪問後，便逐一派發禮物。

紅十字會總部規定每個紅十字會員都要參加操練。去年夏天大夥兒曾冒着火熱的陽光，聽着「左」「右」「左」的口令，昂首挺腰在草地上來回邁進。一些會員心情緊張張偶然會有左手左脚一齊出動的情形。兩小時操練完畢後，腰酸背痛的仿如老年人一樣。在回家路上，手和腳也慣性地向前直操。

今年的主席鑑於往常開會的氣氛沉悶，故此唱歌，跳土風舞，打球，遠足旅行等活動紛紛舉行，使本會越來越有生氣了。



## 舊生舞會散記

古媽琪

一九六七年十月四日，幾個「新」舊生與幾個「舊」舊生，在學校以前的教師「中間房」，即現在的「英文室」集合。不知他們要甚麼把戲，但他們的態度却相當嚴肅。奇怪！細探之下，原來是伊中舊會生的第一次常務幹事委員會議……「悶」在「中間房」大半天之後，只見房門一開，跟着出來的是新會長——帶着他「左右手」，「左右脚」，「左右耳」等出現。

舊生會第一砲便投向我校的新校長張伯倫先生；他們趁聖誕節推出一個聯歡會，迎接新任校長。舞會之前，舊生會首先在紅寶石，來一個迎新宴。適逢聖誕夜，於是非吃「聖誕大餐」不可（因為沒有其他餐吃），那知價錢特昂，餐却特細；雖然大叫上當，却也無可奈何；只有將附送的玩具來洩氣——吹的吹，彈的彈，拉的拉，轉的轉，戴的戴——有聲有色，熱「鬧」非常。

言歸正傳，話說舊生聯歡舞會開始了。開場時，「旁觀者衆，起舞者寡」，照例是「表演賽」。時間一分一分的過去，工作人員亦漸漸着急起來了。後來發覺射燈「明如白晝」，破壞氣氛，於是立刻採取行動。隨着燈光一暗，「旁觀者」便不約而同地手舞足蹈起來了。

燈光是暗了，氣氛是夠了，人們是跳多了，但舊生會會長在這時却不見了——莫非他怕黑？不。原來他正在某處，焦急地等待一個「新人」降臨——準備做父親去也。

香港在盛行最新穎的時裝表演，但我們在舞會中却加插了「過氣」時裝的表演。看到的雖是歐西古裝，亦帶給在場的人一個「新」的印象。最後還有些「王子」、「勇士」，上台邀請那些古代「公主」、「美人」共舞。張伯倫校長亦不甘後人，但經過一輪爭奪之後，剩下的「公主」、「美人」已經「絕無僅有」，眼看要空手而回，幸好皇天不負有心人，到底他還能奪得最後的一位「公主」。

舞會的氣氛越來越熱鬧，後來有位業餘歌手被拉上台唱歌，每當他唱完一首，台下的便大喊「Encore」，使得他欲罷不能。參加舞會的人不知是否真正欣賞別人的歌舞，還是想自己發洩一下；因為跳得興起

時，便不自覺的大拍手高聲呼喊。於是跳呀，舞的，叫呀，笑的，拍呀，喊的，唱呀，聽的，……完場時已是凌晨一時了。

一月二十日，有一班舊生在學校禮堂大跳「阿福捉埋」（FOLK DANCE）。在學校讀書時，一些有「福」之人是很喜愛跳這種「福舞」的；想不到離開學校後，還是愛做有福之人；於是爲人爲己，便在學校舉行一個新舊同學的「福舞」會。

舞會中有老有幼，有新有舊，有高有矮，有肥有瘦，有男有女；他們濟濟一堂，熱鬧非常。你不會發覺有「大欺細」，「細欺大」的現象出現，因此「舊生」情形非常良好……

一九六八年二月三日，正是農曆新春。人逢喜事精神爽，況且是猴年？於是舊生會便開一個「跳跳禁」的舞會來迎春。

雖然是天寒地凍，但溫暖仍在人間。學校禮堂擁得滿滿的男女，人氣正好當作暖氣，妙哉！

這一晚，人頭湧湧，人多椅少，於是一些男仕們便在禮堂外搬椅入內，但當他們坐定時，才暗叫不妙；原來不少是「穿窿襪」——逼得原裝搬走，再想辦法！

當晚新舊校長亦有到場；兩雄相遇，並沒有大打出手，反而談笑甚洽。新校長有事早走，於是便由舊校長韓敦先生扮演幸運之神，主持抽獎。

舞會進行到高潮時，人們各適其適。一些陶醉在貼面舞、掛頸舞、睡覺舞、拍脚舞中；而另外一些却活躍於亞哥亞妹舞、動武舞和一些發脾氣舞——踩薯仔啦、拍青瓜啦、用腳盡力踏地啦、渾身顫啦、似要拋掉所有頭髮啦，還有不少無法形容的新花樣。舞會中曾經幾度有人龍（或人蛇）出現，在舞池中亂撞一通，跟着音樂的拍子，作其「遊埠」之舉；情況熱鬧非常，人們玩至十二時半才各自散去。



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甲：「運動會實在十分沒趣，我們不參加的整天都要呆在這裏，天冷要抵受着凜冽的寒風，天時熱也要受烈日的煎熬，滋味實在不好受。」

乙：「假的。我認爲運動會開得越多越好，我可『蛇王』兩天，不用上課，我說推少很多苦才對。」

甲：「我說沒趣！」

乙：「我說好玩！」

× × ×

今年的獎牌於每一項目競賽完畢之後立即頒發，故此賽後沒有頒獎典禮。眼看運動會將要完畢，於是便一溜溜入更衣室，那裏是全場最和暖的地方，故此在裏面的人也特別多，亂哄哄的，人聲嘈雜，好不熱鬧。忽然聽見有人說起今年的獎牌，雖然在人馬雜遝中不能分辨出是誰的議論，但既是和運動會有關的，亦姑且照錄可也：

甲：「喂！怎麼那些獎牌和往年一樣的，好像是去年改裝的，實在不甚美觀！學校當局也一成不變！」

乙：「你不要這麼挑剔吧！我在他校的邀請賽中得的獎牌不知多麼難看，本校的已算精緻美觀的了，心足些吧！」

丙：「今年的頒獎方法實在不甚好，我辛辛苦苦才得到一個名次，滿心以爲可以在領獎時炫耀一下，想不到領獎時却靜悄悄的，沒有人知，也沒有人拍掌，正是光榮何價？」

丁：「我的意見却和你不同，記得去年我是堂堂男子甲組一千五百公尺的冠軍，怎知取得的獎牌却是女子丙組六十公尺的，你說氣結不？但今年比賽後即頒獎，便不會攪亂了。」

想不到在更衣室中也有如此寶貴的意見，可惜女子的更衣室我無法進入，否則當可獲得更多精彩的資料。

## 開放日花絮

四丁 鄧秀珍

今年本校開放日，展出的作業，比往年更精彩，這證明我們是在進步了！

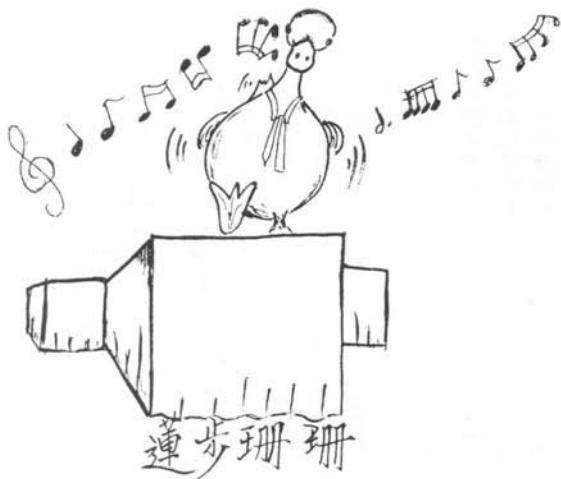
開放日那天，加插一項服裝展覽，可算得上別開生面的，可惜那幾位擔任服裝模特兒的女同學，不知爲了什麼好像不大高興似的，我真想上前去對她們說：「乖乖，不要哭，我給糖果你吃！」

響亮的音樂聲中，走出一位美人兒來，她蓮步珊珊的走到台前，突然把腳一叉，分個八字，真美，讓我拍一張！

一位當日回校參觀的舊生說：「我好像隔了一個世紀沒回校了。」光陰似箭，歲月如流，看有人還敢稱我們大番薯不！

生物學會的展出確是眞材實料，一盆盆的植物展出來，任你看個痛快，那陣陣香氣隨風而至，更令你爲之精神一振。

數學會展出的或然率中的「魚、蝦、蟹」，骰寶的「大、小」，遠看還以爲是開賭檔，但是——它教你不要賭錢，因爲逢賭必輸，不賭是贏錢啊！



某社的一位老師，對該社的成績特別熱心，每次決賽時，總站在終點，祇要看他面部表情，即可測知其社員的勝負。

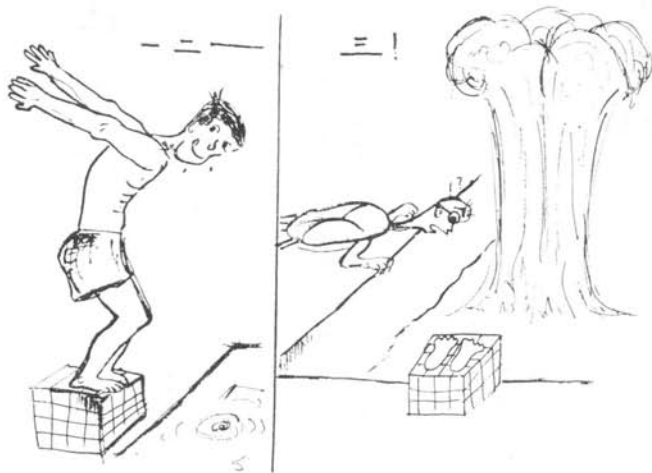
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壓軸戲是邀請外隊賽。但見水面捲起條條白浪，選手們皆奮迅向前，速度之高，使人佩服不已。若本校也能有多名如此的游泳選手，則不難揚威本港矣！

× × ×

看來，本校的游泳水準，確較別校為差，主要原因還是沒有適當的游泳地方；若能建一座游泳池，舉辦游泳班，這當是一個最好而又使人興奮的方法，切望學校當局能予以考慮！

編者按：本校舉辦水運會的時日尚淺，故成績未能令人滿意。校方亦意見及此，已於本年四月實施游泳訓練計劃。目前由於欠缺適當的泳場，只有中二級同學獲得訓練機會。希望將來能普及全校各級。屆時本校游泳水準定為大大提高，而奪取學界泳賽冠軍，將指日可待！



## 陸運會採訪記

五甲 王春明

採訪員九時才起床（慘，遲到！），從車上搶下車來，進得會場，但見旗幟處處飄揚，計有紅、藍、黃、褐四枝社旗，也有男女童軍旗，但却獨獨缺少了本校的一枝校旗，怪！

閒話休提，書歸正傳，此時男子四百公尺剛賽完，於是上前向得冠軍的同學訪問：

「恭喜你得到冠軍！請你說一說你跑此程的經驗如何？」

「首先多謝你。我認為四百公尺的運動員最好有修長的身型，賽跑時步伐要大。以我個人經驗，前二百公尺要放出，以後畧留氣，最後的一百公尺要鼓足衝勁。」

「除了四百公尺之外，請問你最喜歡的是那一項目？為什麼？」

「我最喜歡接力賽，因為這項目，除了個人的能耐，更須有整體的合作，同時對於四位合作的同學應走那一棒，亦先要有妥善的安排，方能得到勝利。」

「多謝你寶貴的意見。」

這時，最後達到終點的一位同學已喘息完畢，正在向我行來。

「請問你為甚麼會參加這一項目呢？」

「唏！說起來，這次真被社長害死了，我都說不參加的了，但他又求，又勸，又嚇，甚至還拿「社」的生死存亡來責我大義，正是懷柔、高壓、激勵三管齊下，結果要我包尾，出盡大醜！」

「其實你那種祇求參加，不問勝負的體育精神，是令人十分佩服的！多謝你接受訪問！」

× × ×

游目四顧，也看不見有什麼可訪問的對象，而當天也實在大風，採訪員暴露在寒風之下，祇得一個「震」字。於是乃快步跑上看台，適逢有數位同學正在「口沫橫飛」地大發議論，為着要採訪多些資料，亦祇有冒着密麻麻的雨彈，慷慨就義地接近他們。

被邀到督憲府，歡迎從各地來的代表，電視，電台訪問，播送我們的談話，報章上也出現了我們的名字。幾個「小娃兒」風頭甚勁，原來是全憑一張咀。可惜的是：我們雖名為「代表」，別的也以我們為青年人的「代表」，實際上，我們不過是一小撮適逢其會的「青年學生」吧了。

我們中間也有一部份人省覺了，便希望真正地替青年做些事。在另一個週末聚會中，我們成立了一個小組，向着「組織起全港青年」這方向進發，我們已得到一些「半大人物」的支持，相信這個小組是能擴大和達成它的目標的。

後記：我們這一羣「代表」，相約以參與「青年談話」的經驗。告訴其他相熟的青年人，希望有更多人一起認識到青年一代的任務，及對社會的責任，大家多想、多幹。

## 水運會花絮

四甲 陳淑蘭

本校第三屆水運會，已分別在九月廿九日與十月五日，假九龍仔游泳池舉行。

比賽的兩天，天氣悶熱，對於下水比賽的同學，無疑是一件快事；但却苦了作壁上觀的同學，遭受上晒下蒸之苦，着實使人吃不消。因而太陽傘齊開，五彩繽紛，蔚為奇觀。

在一項男子初賽項目中，一位比賽健兒作了個美妙姿勢，縱身跳入水後，竟歷數秒仍未浮起，旁觀者無不大驚失色；原來，他祇是表演潛泳技術罷了！

踢浮板賽，應是最精彩的一幕了。當比賽槍號響過後，有些因心緒緊張，老是拿不到浮板；有些沈着應戰，穩定前進；然而最受救生員注

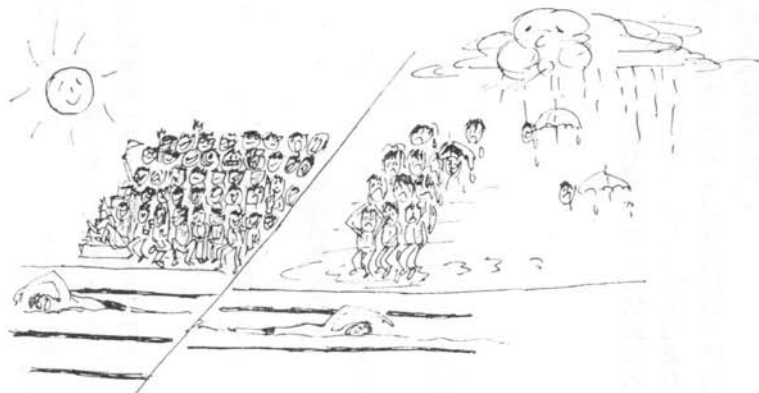
意的，却是那些在半途停止前進的。

決賽日，那些比賽者的速度自然快了不少，旁觀的同學的情緒也大大提高了，吶喊聲與司令台的宣佈聲浪，混成一片。

在一項女子一百公尺蛙泳中，祇有一位同學參加。由於她坐穩了冠軍寶座，所以過程也就比較輕鬆得多。

本年度加插的新節目，就是拯溺技術表演。那些串演遇溺者爲了表演逼真起見，喝數口水自然在所不免。而一位拯救的却因奮身救人，抵達終點時却撞在池邊，還幸無意外發生。

丙組男子接力賽中，有一個社不知是人材缺乏，還是該社的人沒有興趣參加；有一位小同學竟要連游兩次，然而面不改容，真是後生可畏！



。死唔浸水，死淋雨落，死曬天好

# 活動散記

## 「青年談話」散記

高六乙 朱培慶

(一) 籌備會議 (一九六七年十月二十五日於香港明愛青年中心)

與香港「青年節」同時，東南亞十國青年工作者代表雲集本港，開展了「青年工作研討會」。這些「青年工作支持者」可能是恐怕自己思想落伍，追不上時代青年，便安排了一段時間，讓「真正的青年」們在會議中發言。這便是「青年談話」的起源。

我和另外兩位同學，被選派為學校「代表」，參加了第一次會議。與會者約五十人，國籍則中西均備，可惜大多是「書院仔」，或是代表學校，或是代表一些青年組織，從工商廠號來的，簡直完全沒有，這註定了「青年談話」之不足以代表所有青年的意見。

會議最初是中英並用，但後來却全部用了英文，因每當「中文繙譯」時，與會者都各自傾談；實際上，這些代表們都懂得英語，毋須中譯。主持會議者四人，一位是修女，一位是校長，一位是社會福利署的「高級官員」，另一位是「青年協會」的總幹事，當然，最搶鏡頭而又令人難忘的便是這位「總幹事」了。他的大笑，在會眾當中，別豎一幟；李察波頓在「馴悍記」中雖說笑得精彩，也難望得其項背。此公一笑，全場大笑。最後，會議也在歡笑中結束。

(二) 週末的短聚 (一九六七年十月二十八日至二十九日於薄扶林拔萃青年中心)

十月中旬，一行五十餘人，來到薄扶林的一個教區中心，逗留二十四小時，主要的目的是選拔十個代表出席「青年談話」。二十四小時的節目安排得很適當，這要歸功對領導者的苦心計劃和與會者的熱誠合作。

在小組討論中，我們接觸到的問題很多，由政治觀念教育制度，以

至頹廢派和迷你裙，幾乎無所不談。我很驚訝於各人意見之分歧程度及發言之大胆，和一眾青年的熱誠，顯示出香港的青年尚是有希望的。另有一段時間，由各組在大會中討論某一問題，與會的人均可以發問。那些支持者當然是用足眼力，去選取十個「幸運兒」。最有趣的是由「修女」所領導的那一組，談的是「理想」，一時間 Ideal, perfection, Inferiority complex 之聲四起，有些却低首沉思，若遺世獨立；也有些認為理想「不足為外人道」表示討厭這個「High-sounding」的問題而沉默抗議。

與會者有些好大聲厲呼，有些謙恭隨和；因着各人的性格不同，使得各組的討論生色不少。在大會結束時，大多數人都認為這次討論的時間太短，未能暢所欲言；但無可否認，這次會議對各人來說，是一次寶貴的經驗，我更希望香港的青年工作會因這次而進入一個新紀元。

(三) 在會議席上 (一九六七年十一月二十五日於九龍窩打老道青年會)

十個「幸運兒」被選出了，他們主要的任務是在一個討論會中，發表對各種問題的意見，主持者是香港電台的節目負責人。定了要討論的問題，各人便忙於準備到時「演出」了。

我們的話題，主要是教育和社會上的一般情況，意見很多，也抨擊了很多人。最精彩的是伊利沙伯中學鄭同學之呼籲各社會工作部門星期日不休假，博來滿堂掌聲，我自己也抨擊一般長輩，只顧「命令」或「要求」青年人，而不加「勸導」，結果是全場譁然，（不知是喝采或是倒台）。發表意見的人在我記憶中印象最深刻的有兩位：一是紅十字會的陸同學，主張節儉力行，一派悲天憫人口氣；另一是聖約瑟的吳同學，大肆抨擊香港人的政治意識，並聲言因課外活動關係，他已準備在大學入學試中「肥佬」了，確是語驚四座。

討論會的小插曲，是一位名叫 PATTY 的小姐，走上台來，責罵我們只尚空談，忽視社會下層的不幸人們，說得聲淚俱下，全場感動。

事後據人說：我們這次大膽發言，已引起一般社會工作者的震驚，認為這類給青年人發表意見的討論會，以後應繼續舉辦云云。

(四) 大人物與小組

我們這十個「幸運兒」，在會議前後數週，儼然成了大人物。我們

師大規模的譯書工作實爲介紹印度思想最有力的人物。玄奘法師實爲中國史上留學生的第一人，亦是最佳模範。

### 七、玄奘西行與西遊記的關係

#### 西遊記——故事的來源與演化

此書內容大部出自虛構，但亦根據真實歷史，而加以神話性的渲染。慧玄撰寫的大慈恩寺三藏法師傳對玄奘到天竺取經事有很詳細的記載，此書充滿濃厚的宗教神秘氣氛，加上玄奘取經的事蹟本來就是一個奇跡，於是這個歷史事件便具備了演爲民間傳說的最佳條件。

從宋初所輯的太平廣記中引獨異志及唐新語所記玄奘事蹟的斷片看來，可知自玄奘死後，取經故事已逐漸脫離史實，遞嬗演變成神話了。不過，神話的內容，直至南宋才首次有文字的記錄。神話的內容，見於宋元間興起的民間文藝——平話與戲曲。見於平話的有大唐三藏取經詩話一種；另名大唐三藏法師取經記。此書卷末中有「中瓦子張家印」六字，經王國維攷證，此乃南宋臨安書舖的牌號（魯迅懷疑此書亦可能刊於元代，因爲中瓦子張家舖不一定在宋亡後即關門）。此書雖然部份殘缺，但內容尚稱完備。書中記猴行者從法師西行至天竺取經的經過，途中遇到妖魔鬼怪，全仗猴行者的法力才度過險阻。這個猴行者就是西遊記中的孫行者，在詩話中已給創造出來了。雖然書中沒有豬八戒的前身，及西遊記所敘玄奘出世，太宗入冥，魏徵斬龍等情節，但詩話已被公認爲是西遊記的祖本。

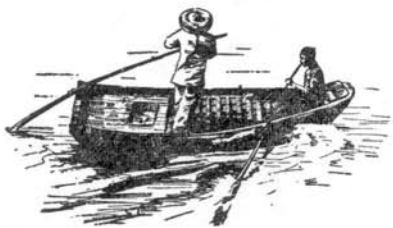
至於神話如何由取經事蹟蛻變出來，亦畧有蛛絲馬跡可尋。詩話中的女人國顯然脫胎於大唐西域記裏的東女國和西女國，而詩話中所記國名地名，不僅從敦煌發現的妙法蓮花經變文和佛本行集經變本裏可以見到，即故事梗概亦有近似之處。至於詩話中的孫行者，在早於詩話的典籍裏找不到根據。胡適與鄭振鐸皆以爲是來自印度的傳說，因爲印度大史詩拉馬耶那裏，敘有一個名叫哈奴曼的猴中之強，幫助拉馬征魔而大

鬥魔宮，和猴行者的形相與故事極爲類似。

除詩話外，北平圖書館殘存的永樂大典中有一部古本西遊記，其中有一條「魏徵夢斬逕河龍」的文字，和今本西遊記第十回「老龍王拙計犯天條」，無論文字或情節都極爲相近。可惜全書已佚，我們不能斷定它是否包括有吳著西遊記的全部，不過只就此一條文字來看，可知魏徵斬龍的傳說已經被當作取經緣由的一部份被吸到取經故事裏去。

取經故事見於戲曲中亦多，但影響吳著西遊記不大，故從畧。

就上所言，西遊記受平話的影響甚大，吳承恩主要是依據大唐三藏取經詩話及永樂大典所據以引文的古本西遊記，旁採民間神話傳說及宋元間的戲曲，審慎抉擇，斟酌去取，更加以豐富的想像，把取經故事內容擴大，着力鋪陳描寫，纔完成這一部巨著的。



今新疆境內，再經伊吾、高昌、焉耆、龜茲、跋祿迦、向西北行，於勃達嶺度天山，到熱海，北行到素葉城，西到千泉、坦羅斯、經石國、康國、史國、吐火羅國，東南過大雪山，到梵衍那，迦畢試，入健陀邏，由此入印度，遍遊各寺，從高僧求學，主要是在中印度摩揭陀國那爛陀寺，從名僧戒賢學法，刻苦努力，成績卓越，最後竟然代戒賢爲衆僧講法，在印度留學十五年，到貞觀十七年（公元六四三年），自曲女城起程回國，取道帕米爾、疏勒、葉爾羌、于闐等地，十九年初抵長安。

## 五、玄奘西行的時代背景

玄奘是在唐太宗貞觀年間西行，當時正值東突厥問題嚴重之時，這與玄奘出關西行，途經西北諸國的路程都有不少關係。原來突厥族在隋之前勢力已逐漸強大，北齊北周曾爭相結納，到隋文帝即位，沙鉢略可汗爲周復仇，於開皇二年起兵四十萬入侵，爲隋軍擊敗，突厥更因內部分裂，西突厥脫離獨立，隋便用離間收買政策，使突厥不能進擾，西北邊境因而得到一個時期的安寧。

東突厥雖服屬於隋，但隋對它的統治極鬆懈，突厥的勢力又暗中強大起來。隋末羣雄併起，竇建德、薛舉、李軌、郭子和、梁師都、劉武周都極力爭取突厥的援助，所以東突厥當時在東亞一帶是一武力強盛的國家。李淵起兵時亦與突厥結盟求援，向它稱臣。到唐建國後，突厥恃功對唐不敬。公元六二零年冬，頡利繼處羅立爲可汗。有併吞中國之志，圖謀立煬帝孫楊政道，恢復隋朝，藉此控制中國，他一方面派使往長安，諸多詐索；一面時常入侵邊境，大肆殺掠，長安時遭威脅，李淵曾欲焚毀長安、遷都以避突厥的騷擾，因李世民反對而作罷。

在東突厥威脅之下，唐爲着自衛而準備反擊。太宗即位以後，國內安定，經濟恢復，太宗一向主張抵抗突厥，所以他每日率領將士數百人，在宮殿習射，準備對突厥用兵。就在這戰事一觸即發、西北邊境告急之時，玄奘居然有西行之舉，他的果敢堅毅的精神，與及探求佛經真理

的意志，實在可嘉。幸好他處處得人相助，如在涼州時的佛教領袖派弟子暗送他西行，瓜州刺史獨孤和其他州吏的相助，玄奘此後幾經艱難險阻，孑然一身，終達印度。

貞觀三年，太宗派李靖李勣進攻東突厥，敗之於陰山，復擒頡利可汗於寧夏，東突厥患遂平。唐又在西域置守，設不少軍、府、兵鎮，加上天可汗制度的建立，大唐聲威遠播西域，西域各國皆臣服於唐太宗，尊他爲天可汗。西域要道通行無阻，所以玄奘回國時（貞觀十七年至十九年），遠較往印度時順利。

## 六、玄奘對中國學術思想及佛教的貢獻

玄奘法師是中國佛學史上出國留學的第一人，亦是中國留學生中的聖人，孤征求法，歷十九年，周遊印度，遍參各大師，親受業於戒賢、智光，盡得其所傳。所至各國皆待之以國師之禮，他所齎歸經籍之富，爲前此所無，而翻譯佛經的成就，亦造峯極，誠中國佛教史上空前絕後的人物。

玄奘一生最大的成就當然是經典翻譯，但唐玄奘在學術上尚有許多其他方面的貢獻和成就。由於他跋涉西域，遠赴天竺求學，自西至東，自北極南，周遊印度，實爲今日一切印度學家的博學的嚮導。今日學者得以整理七世紀印度不明瞭的歷史地理，不但使黑暗世紀中稍放光明，更成爲後世研究唐代國際交通的重要資料。

唐代的文學和數學，均受天竺的影響，而其媒介便是佛教徒。宗教與天文學有密切關係，天文與數學亦不可分，因此不少這類書籍，亦隨着玄奘的返國途徑中傳入，醫學亦隨佛教輸入中國，此外如催眠術、按摩法、長生術等，也是由天竺傳入的。

近人說宋明理學的勃興，是受老莊與印度思想的影響，而不爲所轉移，復益充實光輝，蔚爲我國學術的正宗。就此義言，可謂中國真正的文藝復興。由此可知，唐代佛學的昌明，乃兩宋理學的先驅，而玄奘法



高宗麟德六年，玄奘病逝，享年六十五歲。高宗聞訊曰：「朕失國寶矣。」

### 三、玄奘西行年代考

玄奘出發西行的年代，諸書所記，多謂在貞觀三年八月，而舊唐書則說是貞觀元年，據羅香林教授考證，認為是貞觀元年比較真確，他提四點理由來支持這論點：

①許多傳狀之所以說玄奘西遊是始於貞觀三年八月，是因為他是在貞觀十九年歸國，而他自己說過「歷覽周遊、一十七載」的話，但這句話始見於其歸途至于闐時所上表，而這表文是作於貞觀十八年之春夏之間，從三年八月至十八年春，實在未足十七年，所以這說法不合。

②玄奘出發西行時，唐政府因貞觀立國未久，而突厥勢力正大，時入寇西北，所以禁止百姓出藩。而玄奘所以能冒禁越境成功，是因為當年正值霜災年荒，太宗特准飢民隨豐四出，玄奘就以流亡者身份出國，雜入飢民行列中，因以西行得達印度。據新唐書太宗記載：「貞觀元年八月，關東及河南隴右，沿邊諸州，霜害秋稼。」這段史實與當日事勢正合，若在貞觀三年，則無霜災年荒的事情。

③玄奘西行，初抵河西涼州時，開講攝論與般若經等，深得商胡與居民歡載（事見慈恩傳）。若玄奘真的在貞觀三年出發，則其時太宗已決定對東突厥用兵，河西必亦戒嚴，三年十一月，東突厥且已先寇河西（見資治通鑑唐紀九），兵爭時會，河西一帶，何能更容許人民通行？又何能容許玄奘在那裏集眾講經，這亦是這說法不合的地方。

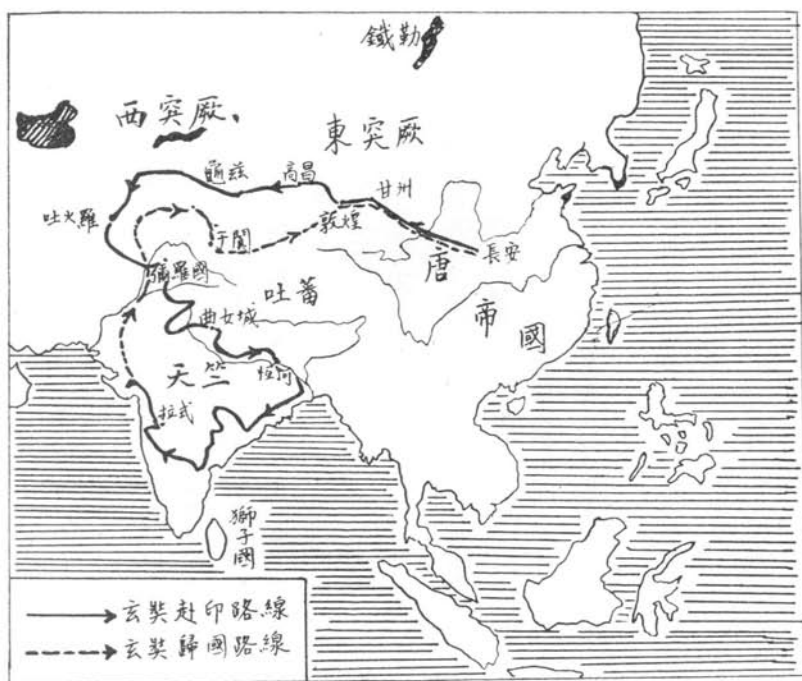
④又玄奘西行，曾得高昌王函介，於碎葉川碎葉城謁見西突厥的統葉護可汗，得其助而能通行西域各國。而此統葉護可汗，據新唐書卷二百七十下薛延陀傳，謂其歿於貞觀二年，還有資治通鑑二百九十三唐紀九，則記統葉護於貞觀二年冬為其伯父所殺，西突厥由是分裂為二。若玄奘果於貞觀三年八月始出發，便沒有可能見及統葉護可汗，所以說玄

奘是於貞觀元年出發西行，比較可信。

此外，梁啟超又在「支那內學院精校本玄奘傳書後」，及「歷史研究法」等書中，考定玄奘西行是始於貞觀元年，這說法當無疑異。

### 四、玄奘西行往返路線簡述

貞觀元年（公元六二七年）八月秋起程，當年他正是三十二歲，由長安出發，歷秦州、蘭州，以至河西涼州，瓜州，由瓜州出玉門關，入



塵垢。你瞧着這些斜斜的雨簾，遂想起：「自在飛花輕似夢，無邊絲雨細如愁」的句子。

——心版上將永遠鐫刻上一幅幅花的圖畫：

三月裏，淡粉紅、濃粉紅，純白的杜鵑花笑得整個校園的小山岡滿是春天。

四月裏的玉蘭樹（還是玉簪？只怪那不牢靠的寫上名稱的木牌。）綻開了它雪白的花，一樹的繁密密的淡雅，多醉人，多芳馨。

五月裏的夾竹桃馥郁的、愛嬌的嫣紅，讓人瞧上久久都不忍轉瞬。自然還有那株巨大的洋紫荊，從十一月一直燦爛到四月。

自然還有圖畫裏的人物：女孩子們穿上雪白的襯衣、嫩藍的裙子，平添幾許活潑潑的俏皮在畫面上。

——而一切終將過去！——你悠然地嘆息。在你的緬懷中，時光已經流去幾個鐘點了。光陰不會靜止，是離開的時候了。

你決然站起，穿上雨衣。你恍然環視。你挪動脚步。你開始步下斜坡。

——五年前你懷著向智慧之山朝聖的心，攀上這斜坡。五年來你悠悠地游於知識的大海，學問已營養了你。現在你得離去，繼續生命的旅程，並且貢獻你自己。誰曾說過：「這社會黑墨墨的，讓烏鴉見到也要慚愧。」你心裏隱然有被擡出伊甸園的感覺。可是轉念人生原是一個不停前進的過程，而生存乃是最可謳歌的喜悅，你的心遂扯起鼓鼓的希望之帆。

——「前路或許是風暴雨驟，然而我的信念將是我護衛的指針。我會向前，而且堅挺。」——  
你開始邁步離開學校。



## 春 雨

三乙 劉文儀

它，把天和地連成了朦朧的一片。

望着窗外被雨霧揉成一團的景物，淒清蕭索，看來外出是無望的了。誰會願意在這斜風細雨的天氣底下，無目的地閒逛？

「斜風細雨乍春寒」，這幾天可真的寒呢！晚飯後，雨仍是滴滴落落的打着窗戶，單調得令人生厭；可是，不用暴露在寒雨中，却使我有一份舒適的安閒。瞧到了滴着水珠的路燈，在雨中發抖的行人，還能不格外地感到家的溫暖和可愛嗎？還會嫌屋子太小，滿足不了那飛揚的心？

他們奇怪我為什麼喜歡雨，它單調得像支沒有伴奏的低音獨唱；那知道只有親切輕柔的它，才能把我帶到更遙遠的世界去，使我孤寂的遐思飄向四方。

看！風把白色微粒的細雨吹起來，風把如霧般的輕紗播弄着，凌空飄舞，如浪花的濺起空中，飄着，飄着，落到地上時，又如遺世的小星一般，消失了。

樹的枝頭，掛滿了水珠，一滴兩滴，每一滴都孕育着一個夢，瑰麗而新奇；但當它從枝頭跌下時，却消散了，夢也粉碎了。多少的水珠消散了，多少的夢也碎了，美景良辰，該是多麼遙遠的事！難道，雨滴也就是人生？

天微微的亮了，雨編織成一張大網，白茫茫的，把天和地都籠在一起；雨聲敲碎了夜，也使我一夜無眠，望着窗子由淡灰色漸變成魚肚白，又是一天的即將開始。

太陽不會永遠躲着，冬眠也有甦醒的一天，霜雪也會給阿波羅的馬車碾碎；當然雨更不會無休止的下着。但願我能以無比的信心和希望去睡一覺，明朝可以去看綠秧的初發，去嗅嗅雨後新草的濃香，去重溫晴天白雲那有朝氣的人生，須知我是一個不願失落自己的人，一個想摘星星的女孩子啊！

# 海灣與我

三丙 陳芷苓

雨，一絲絲地落着；這，是一個煙雨濛濛的午後，天上陰霾滿佈，但却阻不了我對海的探訪。於是穿起雨衣，漫步出門。

雨，不停地地下着。海灣的四周冷清清地，只有一兩雙情侶在漫步，我不因此而感到孤寂。遠看羣山環抱，山上草木鬱鬱，蒼綠而又肅穆，它靜靜地聳立着，日夕與海相依，就像是守護神一樣。雨漸漸停了，於是我輕輕將帽子摘下，向滄海和羣山致敬。

仰觀雲霧在空中飄浮，忽濃忽淡，忽高忽低，變幻無窮，不啻造物主在告訴我們宇宙的奧秘，天地的玄妙。

我拖着輕鬆的步伐踱至巖石旁邊，依舊站在老位置上，看着那洶湧的波濤向脚下湧來，轉瞬又平靜的退去。一次又一次……這樣湧來退去，使我平靜的心境感到迷惘陶醉，飄飄欲仙。連綿不絕的海水，頑固地沖擊着那屹立的巖石，飛濺起銀白的水花，層層的水波，從不同的角度一遍遍地沖上岸邊，奏着輕快的大自然的曲調。我深深地吸着暑帶鹽味的清新空氣，輕輕地撥弄着被海風吹起舞的散髮，心裏有着說不出的舒暢，整個遐思皆神遊在海天之間，整個心靈都投在大自然的懷抱裏。

雨，仍不斷地下着。極目一看，海水茫茫，天海一色，我看不到海的盡頭；那遼闊深遠的海是那麽浩瀚，只有點點的漁船在遠處忽隱忽現；那豪邁的海洋，透過雨絲，特別顯得神秘而可愛，可惜我不是詩人，寫不出脫俗的麗句來形容它。

時間在怡悅中溜走，我不得不帶着依依不捨的心情與這令人神往的海灣暫別；雨，仍然在下着，一絲絲，一絲絲的輕撫着大地。

## 懷念

二甲 司徒蘇華

昨天收拾書桌，在抽屜裏發現了一張已經變黃的紙，上面寫著「逍遙樂」，是她——李寶瓊的筆跡。記得在一年前，我們和葉老師合作，

把 BORN FREE 這首歌譯為中文，葉老師譯了一大段，她和我合譯了另一段，譯完後大家嘻哈的唱了一番。這些事正如昨天發生，然而現在笑臉都消失了，剩下的只是懷念和惆悵！

一年前，我們在讀中一，那時她已經失去了右腳，但她並不以此為憾事，她很樂觀，常和我們一同讀書，一同遊戲，嘻嘻哈哈的過日子。

我們愛唱歌，也愛玩。每天早上，總可以看見我們圍成圓圈，在停車場上玩「打傻瓜」，或者「擲俘擄」，有時圍著老師的汽車唱歌，不論什麼歌曲，只要是我們喜歡的，便隨意哼起來。午膳時，我們幾個在學校「捱」麪包，隨後一塊兒唱歌，或是談天說地。記得有次我們大談掌紋，說及將來的命運，她說她會很早死，未待她說完我們便大笑說她迷信，誰料這竟然是……。

她很有公德心，有次，我和她經過走廊，那裏有兩個空汽水瓶，我看見，她却彎身拾起來，你試想想我那時是多麼的慚愧！她又參加學校的「學生福利服務組」，她曾對我說過：「我雖然幫不了什麼，但我有一顆心！」我真是感動得差點兒滴下淚來！

放暑假時，她進了醫院，我們曾探過她三次。我帶了一本聖經給她，但怕她會笑我，她說：「我怎會笑你呢？我已信了！」

最後一次見她時，她瘦了很多，很蒼白，氣喘得很厲害，她媽媽哭著告訴我們說她的病況很嚴重。可是她却極力裝作輕鬆，還跟我們談笑，不料說話太多，又咳又喘，我們都很難過；她却滿不在乎似的。啊！她太倔強了！

開學那一天，聽到她的噩耗，我哭了，這是我第一次在別人面前哭，也是第一次流出真正悲哀的淚，因為我失去了一位良友！主啊！請接納她的靈魂，讓她安息吧！



# 讀書報告

## 由僧玄奘傳談到玄奘西行取經

初六甲 何國彰、彭國強

### 一、舊唐書僧玄奘傳釋義

玄奘法師是中國佛教的偉人，他的生平事蹟，不特影響唐代佛教的發展，即在印度講論的價值，亦永不可滅；而民間流傳關於玄奘西行求法的故事，更是家喻戶曉，婦孺皆知。

僧玄奘傳，是五代石晉時劉昫奉勅撰舊唐書卷一百九十一方伎列傳中的一篇，大抵亦採自唐人修國史的玄奘傳，而畧加整理。唐人所作有關玄奘的典籍，以釋慧立撰釋彥棕箋之大慈恩寺三藏法師傳十卷為最詳，其次為釋冥詳所作玄奘法師行狀，釋道宣之續玄奘傳，而玄奘自述門人辯機所筆錄之大唐西域記十二卷，亦為敘述玄奘西行事蹟的絕好史籍。慧立和彥棕皆玄奘門人，他們撰述其師的傳記，自然是詳備可喜，但其中亦有不足之處，如沒有提及玄奘卒時年歲，便是例子。

上述典籍中，舊唐書僧玄奘傳，是記述玄奘事蹟最簡短的一篇，而它能統括玄奘事蹟的重點，方便學子記誦。後來宋人宋祁與歐陽修等，奉旨修新唐書，將僧傳刪去，雖然新唐書文章，確比舊唐書優勝，但刪除關係極大的僧傳，的確是新唐書美中不足的地方。

玄奘既然與中國佛教發展的關係很大，又有上述各傳狀為他記述，玄奘西行取經的傳說，便大盛於民間。到宋朝，有一大唐三藏取經詩話

「一類的話本印行，戲劇曲本中則有金代院本中的「唐三藏」，吳昌齡的「唐三藏西天取經記」等，下及明代，則有揚志和編撰的四十一回本小說西遊記，及吳承恩的一百回本章回小說西遊記，而以吳承恩所撰為最風行，為學子所津津樂道。

### 二、唐玄奘的家世和生平大略

玄奘俗姓陳氏，名禪，為東漢太丘陳實之後。先世居潁川，後徙河南洛川。父親名慧，性恬簡，有節操，郡舉孝廉，拜陳留令，又遷江陵；母廣平宋氏。玄奘為第四子，生於隋文帝開皇十六年，幼而瑋璋特達，聰悟不羣，愛古尚賢，又少知色養，溫情淳謹。

玄奘二兄陳素在洛陽出家，住淨土寺。煬帝大業四年，玄奘從他於淨土寺學佛，時年十三歲。他記憶力特強，經籍過目不忘，四五年間，究通諸部。後離蜀東返，又於長安從道岳習俱舍論，復從法常問學，由是馳譽道林。大業十二年，始受具戒，時年二十歲。

玄奘未出發往印度前，已遍謁眾師，只是國內攝論宗諸師所論法相，有所疑惑，為想探求真本，以澈底研究。求取瑜伽師地論，所以西行印度。在那爛陀寺為戒賢大師賞識，盡得所傳。後來更代戒賢大師向眾僧講論，所以玄奘早期的博學，對於他日後的西行取經，實有很大幫助。

玄奘曾聯合眾僧侶向唐皇陳表，欲西行求法，然詔不許，他不甘就此罷休，終於在貞觀元年秋八月首途，年卅歲。至涼州得河西領袖慧威法師之助，密遣二弟子竊送向西。一路歷盡艱險，迂迴穿越新疆、天山、熱海、阿富汗而終抵印度。

玄奘留印凡十七年，主要在那爛陀寺鑽研。貞觀十九年返抵長安，至高宗龍朔三年的十九年間，玄奘悉心翻譯經典，未嘗一日停輟，譯成佛經七十四部，一千三百三十五卷，在佛經翻譯史上開創一新局面，亦改正前人的不少錯誤。

## 臨歧語

【一】

五甲 黎國燦

時光荏苒，下星期我們便要離開母校各奔前程了，大家都依依不捨地惜別五年的同窗和母校。

拿起中一時的校刊，數數現在還在母校任教的老師，不過十多二十人；聽說今年又有一批老師也要離開了！記得中一時有一位外籍女教師，對學生管教非常嚴格，鐵面無私，被我們在她背後批評攻擊不留餘地；可是現在看看頑皮不羈的中一同學（可能當年我們也是這樣）又不禁感嘆她不在本校了！

本校的校風雖然民主却偏於保守，因此有些同學對本校的「青年會」教化粧穿衣，及最近舉辦的「服裝表演」，也都不無微詞，也許時代進步了，或者一些同學比較保守吧！

最後想向低年級同學進一言，直至中三以前功課還算是空閒的，大家宜趁中一至中三時盡量玩耍，不然升上中四後，就會發覺功課正壓迫得你透不過氣來呢！

【二】

五甲 譚玉文

五年了！

啊！從我初踏上那條兩旁掛著綠蔭的斜道開始，已經是整整的五年了。在這五年中，我體驗到與小學時完全不同的學校生活；其中有快樂的一面，也有苦惱的一面。

我為母校感到驕傲，因為我們有著極極民主的校長、老師和純樸的校風。

我祈望，母校會永遠地堅守著她的傳統，而不因時間的過去而變化。更希望畢業後，他日重回母校時，她會伸開親切的雙臂，像五年前一樣的歡迎我！

## 春歸如過翼

五乙 徐麗萍

——快樂的日子是歇上了翅膀的小鳥，你才一駐足，一凝眸，牠已羽聲翩翩的飛走了——

你獨個兒坐在 Covered Playground 的中央，心裏漲滿感觸。天玄濛濛似一幅潑了太多墨的山水畫——這原是一個有風球的日子啊。往日的自己是多麼雀躍於這一類額外的假期。是什麼驅使自己回校，在這一個沒有人上學的日子？——是眼前校園的綠嗎？這淡樸的、寧謐的綠，讓人纏綿了五年到今日仍然難捨的綠？

——自然不止這綠，銘心的還有那些笑靨粲然如春日薰風的日子——你神馳地追懷：

起初是懵懵的。從不敢缺一天的課。從不敢見了老師不行禮。給老師責備了，直難過得要哭。一年級的時候給中文老師救賜了一個「天字第一號大懶蟲」的封號，下學期的成績竟進步了二十二名。

無星牽的二、三年班。英文老師都是你所喜愛的，唸英文格外起勁。有一回被叫起來背誦 W. B. Yeats 的 "When you are old"，老師讚嘆說：Just Marvellous 你興奮得整夜睡不着。

四年級是你快樂日子裏的一個噩夢——那些時常讓你差點兒「捧蛋」的數理坑害你——你被編入 D 班。上課時談得來的朋友皆不見了，你的微笑雖閃爍著鋒芒，裏面却長滿憂鬱的鏽。恆常孑然踽踽在校園，捧著書本，撫拾知識的微粒。或者沉緬在喜愛的文學作品裏。仰視穹蒼無垠，極目廣袤深海的藍，宇宙的芬芳遂寧靜你鬱結的心。

那一年舞會也開的最多，彷彿所有的疏狂歡笑都必須透支完盡似的。你却從不參加，因為你得趕着「家課」去，而且你對跳舞有一種根植的反感。

升上了五年班，你是被架上輓的耕牛，套著父母的期望，師長的期望，你自己前途的榮辱，你艱難地、孜孜地踱過這一年。會考前後思想總是不聽使喚的浪蕩，朦朧地憧憬將來，臆測那些未知是風雨如晦還是麗日煦陽的來日。

風雨開始交加，風暴終於來了。這呼嘯的天籟，落地地洗滌大地的

弟一起哭叫，父親對他們狂喝一聲，小弟哭得更厲害，小妹却停止了哭聲，臉色直轉；父親却捉着小弟，不停地打他；更還有兇惡地催促父親還清他的酒債的聲音。小萍麻木地走出屋外，屋裏的哭聲，罵聲在她腦中盤旋，她痛苦極了，往海旁直奔。坐在海邊的大石上，一陣陣的海風，小萍較清醒了。她打開手裏的一封信：「小萍老師：分別了很久，十分掛念，幗雯老師常說你不好，我們都不喜歡她，希望你快回來教我們。你的學生上」，那幼稚的字句，工整的字體，使小萍憶起那一羣活潑天真的小學生。她展開另一封信，那是幗雯寫給她的，上面全是諷刺的字句，在信的下面，寫着幾個大字：「往時，你比我強，如今怎麼樣。」小萍看罷兩封信，失常地站起來，手裏揚着那兩頁信紙，操着似哭非哭，似笑非笑的聲音說：「誰說我沒有文憑，這不是我的證書！？但我需要它，一紙文憑，我撕了你！」說着，她把信紙撕得片片碎。跟着，從身旁拾起些砂石，高聲說：「弟弟，妹妹，藥啊！奶粉啊！」跟着用手掌裝起一掌海水，撥向身後的樹叢，說道：「爹，你的酒！」她瘋狂地從海灘一頭跑到另一頭，再從那一頭跑到這一頭，不停地高聲叫着，哭着，笑着……。

## 抒情文

### 大哥，你好嗎？

高六甲 鄭綺艷

我目送你走進閘口，你拐個彎便消失了。我沒有甚麼特殊的感覺，不雀躍，亦不哀傷。就像往常我們在學校樓梯間分手般，你不轉頭張望，我也直向前走。只是，今次你說了聲「再見」。

看台擠滿了眼眶潤濕的送別者，我被推了好幾把才找到個角落。但我沒有再見到你。我不知你坐在那一個窗旁，也不理會你是否已入了

機艙，只是向那邊揮了揮手，心中突然有個很奇怪的念頭——想凌空飛到你的窗外，向你作個鬼臉！哈，怎麼我仍是如許俏皮！

你走後，家裏沒有什麼異樣，更談不上變動，各人仍是照常地工作、上學、吃飯、睡覺。看，你何曾是個V.I.P.？

以前與你共據的書桌，現在已被我獨霸了。晚上埋首做功課時，不覺又把書本越推越遠，為什麼對面沒有一股「反抗」的力量推回來呢？抬頭一望，我不禁啞然，燈下那還有別的影子！好，就乾脆把書本推置到桌子的另一方吧！我索性在桌下舒活一下雙腿，沒有人胆敢踩我的腳了，我用力踢了踢，對面的椅子原來是空的！

每晚十一時左右，我總是在「半昏迷狀態」之中，正想像往日般伏在桌上偷懶一會，突然記起沒有人再會敲響桌子來吵醒我了，只好在呵欠中重振精神。想着，想着，還是有你坐在對面的好！

午間放學返家，我再用不着急不及待地走向冰箱，因為我深知那些水果一定會安穩地躺在那裏；我不吃，還有誰會在不察覺時偷偷拿走？但是，當我狠狠地咬着萍果時，却有些兒淡然無味！

你擁有的兩列書架，現在也是我的了。那十多本笨重的化學物理不見了，我底單薄的英文小說堂堂正正地站在你的書架上。奇怪，我從來只到怨放書的地方太狹小，那堆小說就是擺四五排也不夠哩！但如今，它們疏落地躺在你那兩排上，竟然還有些空隙餘下，所以，書架顯得有點冷清清，架上的書籍更覺孤寂。

我們以前經常爭搶的，現在一切都歸於我，但我並不覺得太滿足，太高興。不錯，我所佔的空間大了、多了，房內塞滿「我」的物品，這不是我一直渴望的嗎？只是，偶爾環視四週，觸目都是我的書籍、我的習作、我的筆、我的紙，它們零星地散佈在我的檯上，我的椅上，和我的抽屜裏，彷彿有些兒徬徨不知所措。沒有了你的物件，地方太寬敞太空洞了。

你不在，我仍是依樣「糊塗」：頑皮、愛鬧、淘氣。但，似乎很久沒有人在背後揪我的頭髮了；也沒有誰胆敢戲弄我，把我弄得哭笑不得；派成績表時更沒有人和我一比高下，是我的「最後勝利」吧，還是、還是因為你已經遠離了我！？

媽，我……

三甲 羅梓明

小萍瘋了

二丙 黃儀娟

媽，我恨你！我恨你整日囉囉唆唆，不是告訴我物價貴騰，便訴說一些無關痛癢的瑣事。我討厭你在市場中與小販們討價還價，因一二毫而吵得面紅耳熱。我更恨你不許我參加任何課外活動；儘管我說得如何興高采烈，口沫橫飛，你總是迎頭給我澆上冷水，你一句甚麼求學時期，還是多用功吧，便把我從飄飄的天際扯了下來。但當我一卷在手，朗朗誦讀時，你又噲噲囁囁地怪我只顧功課，把家庭雜務棄諸不理。媽，每天三小時家務，難道還算不理家嗎？家中的洗滌，早晚兩膳，還不是由我一手包辦？你彷彿忘了我還在求學時間，忘記了我還有學校功課要做。一天到晚絮絮不休真使我吃不消。媽，為何你竟變成一個如斯蠻不講理的俗婦人呢？你太不諒解女兒了，你真使我失望，我恨透了！

但每當我看見淡黃的燈光下，俯著背的你還在一針一針地繼續你的刺繡工作，我心裏却油然而生了無限憐愛。你那灰白的頭髮映入了我的眼簾，更刺痛了我心靈的底處，是誰令你在此更闌人靜的時分還在辛勤工作？唉，還不是我們這羣累贅物——你的兒女們嗎？一股強烈的歉意湧上心頭，兩行淚珠不自制地流出了眼角，癢癢地落在面頰上。

辛勞的生活加深了你眼尾的皺紋，添密了你頭上的白髮，催人的歲月使你失去了從前醉人的風韻。爲了多博一點少得可憐的金錢，你節衣縮食，日以繼夜地不停工作，更把你唯一的消遣和嗜好——上電影院，也棄除了。過份刻苦的工作剝蝕了你那曾使我佩服得五體投地的修養工夫，你的脾氣變得很暴躁，動不動便大發脾氣，這一切一切都是爲了維持家計，爲了多掙一點錢好供給我們一點小小的「享受」。一念及此，我還能怪你蠻不講理，脾氣暴躁嗎？滿腔的不滿和怨恨都早已冰消瓦解，洋溢於心房的只是一般溫暖……

媽，我恨你。但我更愛您！

小萍瘋了，真的瘋了，住在精神病院裏。

一家數口，小萍居長，那酗酒的父親，欠了人家的債就帶着債主回家吵着要錢；母親本是個紗廠女工，但近月來市況不景，工廠倒閉了；還有那整天生病，整天要藥的小妹……一家生活十分拮据。小萍是個中學生，今年要參加畢業試了，她很用功，她知道，一家子都希望她畢業後賺錢；小弟希望奶粉，小妹希望藥，父親希望酒。

小萍緊張地坐在往試場的巴士上，今天是考試的第一天，以後還有幾天的時間，要小萍去奮鬥，去掙扎。巴士在路上飛馳，突然，汽車轟然一聲，撞到一棵大樹上去！小萍失了知覺；當她醒來時，她已在醫院裏沉睡了四十八小時。而護士告訴她，還有四天才能離開醫院。她失望地墜下眼淚來，她知道她不能參加畢業試，更難有機會滿足一家人的希望。

離開醫院後小萍在親友的幫助下，好容易才在一家小學裏當起教師，雖然薪金不高，但也能暫時滿足家人的希望。

畢業生領取畢業文憑的日子到了，那一大羣手持畢業證書的學生，湧到社會裏求職；不幸的，小萍的職位，給一個合格的畢業生奪了過去，適巧的，那不是別人，正是小萍舊日的同學幟雯。幟雯過去在班裏，不論功課、品德，都比不上小萍，因此，她嫉忌小萍；今天，她們又見面了，在校務室裏，幟雯有意無意地對小萍揚揚證書，作一個勝利的微笑，小萍差點被氣得昏過去。

父親知道小萍失業，咆吼地罵小萍沒用，小萍難過死了，也悶死了。合格的畢業生填滿了一切中等的職位，失業後的小萍，天天失望地回家；而父親的酒債越積越高，小弟的奶粉越來越少，小妹的藥瓶一早已空了。今天，小萍又帶着失望的心，慢慢地回家，在路上，家人的臉孔一張張活現在小萍眼前：父親憤怒的目光，母親悲哀的臉孔，小弟張大等喝奶的嘴吧，小妹睜着眼等藥吃的表情，還有父親的債主……她走到門前，檢起信箱裏給自己的兩封信，踏進屋裏，剛才的幻覺都實現了。父親罵小萍罵得很兇，小弟餓得高聲哭叫，小妹嚇得兩眼無光，和小

發生爭執，而他理虧時，就聲言說以後再不和那人做朋友（可是却必定言出不行）。他是一個標準戲迷，凡是有新片上映，必會抽空去看；如果遇着另外一個「同志」，他可以一談數小時，而且口沫橫飛，眉飛色舞。他在我們班中是一位忙人，擔當數個學會的財政，秘書等職，真是能者多勞。他雖然不很肥胖，但這樣年紀却有了一「啤酒肚」，他是我們之中模樣最出眾的一個。

我們這一羣的性格實在各不相同，有時候冷眼旁觀，分析一下，或比較一下其中的異同，倒也饒有趣味，常令人發出會心的微笑來！

## 音樂室風光

四乙 陶德仁

「媽——呀——」

「不行，聲音像破鑼，明年怎能去參加比賽呢？唱歌時最要注重的呼吸，你們要把自己當作一支牙膏，把吸進的空氣像擠牙膏似地慢慢擠出來，這樣聲音才會圓潤。」

於是我們縱然不是牙膏，也得乖乖地擠着唱出來。

音樂老師一面指揮，一面還表情十足，時而展顏微笑，時而緊蹙雙眉，技藝的確不凡。

「你們唱歌時要注入自己的感情，留意歌詞的內容。歡樂的地方要輕快，哀怨的地方要憂傷，同時面部表情要隨着歌詞轉變，這才是『活歌』，也就是取勝的秘訣！」

爲了要達到老師的要求，我們都拼命作狀，有時同學表現得更出色，七情上面，理應頒予金像獎一具。

唱呀唱的，不知過了多少個世紀，那可愛的休止符號終於降臨：「好，今天到此爲止！」

窗外灰藍色的天空忽然變得非常晴朗。

「明天聖誕假期開始，假期裏千萬要回來排練，現在請各位抄下排練時間表。」



天空上又有一朵烏雲慢慢地遮過太陽。

「HEAVENS！」不知那位勇敢的同學大聲地說。

「什麼，你說什麼？」老師立刻圓睜杏眼。

「啊！我不過是說他罷了。」那位同學不但勇敢，而且機變，手指順勢指向鄰座的一位同學。

「聽着，如果你們合作一點，假期裏回來排練，也許我會請你們喝汽水。」

這一招果然生效，只見同學們都乖乖地抄下時間表。一待老師說了「再會」，大家便一哄而散。



# 「陋巷」觀後感

一甲 余柔惠

從四月二十六日至二十八日一連三晚，禁毒常務委員會公演「陋巷」一劇，到場觀看的相當擠擁。

「陋巷」是描寫一羣天性純良的人，因為染上毒癮，而致被毒販逼害的經過。後來在他們自己的醒覺之下，與警方合作，終於把毒販一網成擒，而他們也得到了新生。從內容上說，這樣的故事是很有教育意義的。

「陋巷」中的演員很多，大家都演得十分出色，很能表現出每個人獨特的性格，切合他們的身份，造型生動。而曾癩公更是全場最佳的一位，他飾演一名道友，神氣舉止被他演得維肖維妙。劇中除提及一些關於禁毒的常識外，還隱藏着很深的意義。例如，它借女伶白萍，指出一些人的虛偽，雖已成過氣老倌，但偶爾碰着記者，就極力砌詞為自己掩飾。又對某些吝嗇的富豪，寧願將一張伍佰元紙幣給兒子玩耍，也不拿來做一些對社會和人羣有益的事，更刻劃入微。此外亦說出一般小孩子的心理，他們充滿着希望，幻想一個美好的世界，天真無邪，不知道世途的險惡。此劇亦藉着曾癩公這一個本是讀書人的道友，尖刻地諷刺這社會的風氣，藉着這人物說出他所以屈處在這陋巷的原因是由於文章不值錢！他討厭外面社會中的那一副人與人之間的假臉孔及那一種「各家自掃門前雪」的態度，他在陋巷中的一班朋友雖是道友，但却很有義氣；雖是窮苦，但大家却能互相扶持，互相幫助。

「陋巷」全劇共分八幕，過場並不落幕，亦不換佈景，全用燈光控制場與場之間的轉換，收到相當良好的效果。燈光和佈景也十分配合，惟音響方面欠佳，這是我對此劇的演出唯一感到為憾的。

總括來說：「陋巷」是成功的，不但宣傳了吸毒的害處，更對當今社會上很多不正常現象極盡諷刺之能事，可謂寓意甚深。



## 描述文

### 人物素描

四甲 李祥光

在我們班裏四十人之中，各人的性格、模樣、愛好都不同，現在我只談述一下幾位認識比較清楚而要好的同學。

在我們這一羣中，最好靜的便是「××威」。他為人沈默寡言。我們閒談的時候，他很少插嘴，只是默默的聽着，或是茫茫然望着四周。我們玩球的時候，他雖然參加，但却是懶洋洋的不大走動；大家已玩至大汗淋漓，而他却好像沒有玩過似的。他對人十分隨和，別人提出的建議，他很少反對；但也不表示自己的意見。他對什麼事情都像漠不關心；學校裏繁多的課外活動，他一樣也沒有參加。他像一個離羣獨處的隱士，雖然算是我們這一羣，但却時常被別人忽畧。

我們當中最好動的便是「××富」。他生得短小精悍，更是一個運動能手。雖然已是中四的學生了，還喜歡和中一的同學爭勝，放學後便和他們玩「膠波」。他的性情極為爽朗，答應過人的事，一定履行。他是我們班中唯一沒有英文名字的人，因為他不喜歡洋名字，而且認為自己的中文名字更好。有一點他經常引以為榮的，便是當了「全校柔軟體操會」的主席。

「游水」是我們之中成績最好的，每個學年都獲得數項獎品，而且必定題名三甲。他為人寬宏大量，不拘小節，盡責任又樂於幫助別人。他又富有幽默感，所說的話經常使人笑不可仰，和他在一起，真是其樂無窮。他走路的姿勢，活像一隻小笨象，又喜歡搔頭抓耳，模樣十分滑稽。由於他平時很少玩球，所以初學玩時，時常擺烏龍，但現在已是班裏的籃球和足球選手呢！

「××希」是經常被我們捉弄的一個。他為人極之小器，別人和他

都告訴你「新年」到了。最富有新春氣息的，就是「噼噼啪啪」的鞭炮聲，清脆俐落，由于夜到清晨，再由白天到黃昏，總是不絕於耳。或會有些頑皮小鬼故意把你嚇了一大跳，或會不小心燒破了你的新衣，但一年一度，管它呢？

每年的陽曆新年，我通常會是在埋頭苦讀，因為新曆年過後，大考隨即開始，僅有的一點熱鬧氣氛，都給考試的陰影沖淡了。並且過新曆年時，既沒有豐富的菜餚，也沒有什麼特別的消遣節目，最多只是到餐館來一個「新年大餐」，不飽也不餓，真不上算。舊曆年可不同了，那時期考已完畢，不論成績好壞，肩頭總算放下了一塊大石，可以大玩特玩，無牽無掛；況且，舊曆年又是那麼的熱鬧。我愛那熱鬧的氣氛，因為它洋溢着喜氣，它能使我感到興奮萬分，使我忘記了過去一年中的煩惱。那誘人的油角煎堆，那人見人愛的「利是」，都令我愛不釋「口」和手。尤其是穿上了新裙子，在鏡前來一個灑脫的三百六十度旋轉，是多麼的開心啊！聽着別人說「恭祝您比去年更聰明，更伶俐。」我的心也笑了。可惜的是今年政府爲了防止「不可思議」之入製造炸彈，不許燃放炮竹，大大減低了新年的氣氛。我雙手癢癢的，心裏更不好過，過新年而沒有鞭炮那裏還是新年？更正如過聖誕而沒有禮物一樣嘛。元旦後的幾日我在鄰居的門上看到「爆竹一聲除舊，桃符萬象更新」的春聯。原來爆竹在這裏！

或許有等「時髦人物」崇尚洋化，認爲只要有陽曆新年便夠了，何必再要陰曆新年呢！我並不反對洋化，別人好的東西我們固然要學習，但陰曆新年是一個熱鬧的，高興的日子，爲什麼要摒棄？中國一向奉行陰曆已有幾千年了，一年中每一個節日，都是富有歷史性，紀念性的，是經過中國文化的滲潤結晶而成的，不是一時一刻可以製造出來的。從陰曆新年裏，我們可見中國傳統的習俗已經根深蒂固，像種子一般長在人們的心裏。就是清貧人家，不論平日怎樣省吃儉用，到了陰曆新年，也樂得花費大大慶祝一番。如果你想廢除陰曆新年，或希望陽曆新年比陰曆新年更熱鬧，那是不可能的！

## 假如我患上了絕症

三乙 林玉娟

連日來，心裏總覺空空洞洞，好像缺少了些什麼，又好像感覺到人生的旅途原來是如此的虛渺，終日鬱鬱寡歡；這大約是受了所謂「悲觀主義」的作家所影響吧！一個人赤裸裸地來到這世上，過了一段短暫的日子，跟着又要兩手空空地離開人間，遺給後人的只是悲愴和難過。試問在這段旅途中，你曾做過什麼轟轟烈烈的事？你曾替世人服務嗎？你曾切切實實地利用過你生的一段時光嗎？我可保證：除了極少數的人外，其餘的都是彷彿彷彿地虛渡了此生。既然如此，又何必慨嘆生命之神的殘酷，慨嘆人生的短暫呢？

生命之歌中有云：『真實的生命不怕短促，荒廢的生命，即使悠長，亦是空虛的。』假如我是一個身患絕症的人，我亦不會感到絕望和悲觀的。我會利用我生命的餘輝，去領略人生的一切奧妙；我會盡自己的能力去幫助別人，我更會毫不猶豫地去參加任何的福利組織，用工作來填補心靈的空虛；而且在工作之餘，我更不會放鬆一分一秒的時刻，利用它來享受人生，享受家庭的溫暖。同時更會用心地去讀書，在父母面前，我要顯得比以前更快樂，全心全意去敬愛他們；在兄弟姊妹間，我會忘掉以往的不和，從新建立起一份手足情。

雖或我是一個身患絕症的人，但我的生命却是充實的，並不是荒廢的；那麼，我還有什麼不滿足呢？較之那些耗費了生命的人，不知幸福得多少倍呢？所以，假如我是一個絕症患者，我會和死神抗爭，我會利用我短暫的生命來創造一番燦爛的事業！



## 談課外活動

五甲 林麗娜

我初中中學的兩年裏，總是放學的鐘聲一響過，就挽著書包回家，日日如是。那個時候，在爸媽的眼中，我是一個頂頂乖的好孩子；可是，學校裏的一個老師却對我下這樣的評語：『只曉得埋頭書堆的書獃子！』

上了中三，開始參加課外活動，才知道學校所舉辦的課外活動多得使你旋轉，不知往那兒歇脚才是。「書獃子」不再是獃子了，母親埋怨我「把家當作旅店」除了在其中吃喝休息，就不見人影」。父親本來不太短的臉拉得更長了，「看你考試時考出個什麼來！」

少年十五二十的時候，無論心理上和生理上都有着顯著的變化和成熟——這是由孩提轉入成年必經的階段。少年人是特別敏感，情感特別容易衝動，又特別容易心緒紛繁的。他們對於「什麼就是正確的行爲」感到困惑懷疑，往往惶惶恐恐不知所措。同時，他們有著旺盛的精力，既不能整天坐著，彎著腰往書堆裏鑽來消磨時日，而且著實需要機會舒活舒活筋骨。課外活動不單供給他們活動的機會，並且使他們的行爲在紀律控制之下，得到正常的發展！

一個學校裏的青少年人，誰也在學習著去利用他的精力，嘗試著去尋找發揮自己能力的機會；希望能按照自己的意念去行事，急於被他人接納爲其中的一員，需要機會與其他人共同工作。於是，在課外活動之中，我們得著與人接觸的機會，學習到待人接物之道；不但學習去做一個良好的「隨從者」，也學會去做一個健全的「領導者」。既有負責任的機會，更有自由去安排自己活動的程序。當然，這些課外活動，必須不在負責老師的完全控制之下，否則，學生們就失却施展才能和實習領導的機會，課外活動也就失却其真正的意義了。

少年人缺乏正確的方向，他需要別人的幫助、勸告、同情和鼓勵。他們時常被許多問題困擾：或愁生活，或在學習上遇到難題，或家庭中發生糾紛，或鬧羅曼史，或健康發生障礙，他們許多時需要同伴的幫助和同情。課外活動能將學校裏的高年級和低年級的同學拉在一起，低年級的同學若有難題，可以向高年級的聽取意見；高年級的在各方面，尤

其是學業上和人情世故上，都可以給低年級的許多幫助。

有時，學生們需要年長的，比較有經驗的一輩指導開解他們的問題。老師與學生多接觸，才能知道學生困惑的癥結，幫助他們解決難題。負責各種學生活動的老師們，都會發現這是一個最容易去瞭解學生，和學生打成一片的機會。老師要能和學生打成一片，學校裏的氣氛才能友善、輕鬆、愉快。

學校的課外活動既然有著這許多良好作用和意義，自然會使人樂此不疲了，不知是誰說的：『樣樣活動都有她的份兒！』這回，「書獃子」成了「朝天鼻」了。我向不贊成同學們憑課外活動出風頭，更不同意同學爲了參加過多的課外活動而使學業成績退步，想不到自己却成攻擊的對象。也許任何活動都有好壞兩方面，至於怎樣去堅持我們向上的發展，避免歧路的溢出，這或者是課外活動對我的另一種意義！

## 兩個新年

三甲 鄧麗薇

一年之中，在香港我們會過兩個新年，一爲陰曆新年，一爲陽曆新年。而我却只喜歡陰曆新年。

雖然香港華洋雜處，沾染了不少洋習，可是陽曆新年仍然比不上陰曆新年的熱鬧。陽曆新年的時候，人們仍像往常的例假一樣，到郊外走走，或者看一場電影；頂多在家裏或學校裏用彩紙、汽球裝飾一下，慶祝一番就算了事；而且陽曆新年似乎只限於元旦那天，元旦過後，一點新年的氣息都消失了。

在我的心目中，我不以爲陽曆新年是一個「新年」，或者那只是外國人的新年而已；陰曆新年才是我們真正的新年。才踏入臘月，人們便開始籌辦年貨了。主婦們忙着炸油角，煎堆，「還神」又「謝灶」，到處都喜洋洋的，使你不知不覺地也感染到那份喜悅和繁忙。由除夕一直到元宵，都可稱作「新年」，其中尤以元旦的頭幾天最爲熱鬧。除夕晚上豐富的團年飯，擠擁的年宵市場，大年初一聲聲的「恭喜發財」，親友們的互賀新禧，長輩們的紅封包，以至身上的新衣新鞋，這一切一切，

論會等辛苦排練和預備，工作營裏疲中帶樂流盡汗的工作。這些都是會給我無窮的樂趣和永遠值得回味的記憶。在感謝這些活動之餘，當然希望它們能變得更完善，使更多同學樂意參加，更多人能分享到其中的樂趣和益處。

## 迷 惘

初六甲 陳鎮榮

據說，每一代的青年人，都是社會的基柱，換句話說，每一個人都有作為基柱的機會，因為他們也曾作過青年人，或將要作青年人。但我們這一代，似乎被人批評得最多，「迷失的一代」是我們常得的評語，我是一個青年，自然和這時代有扯不斷的關係，我是屬於這時代的，讓我來替「迷失的一代」說出它的迷惘。

無論現代東方或西方的青年，都有茫然無所依歸之感，西方近世紀來的物質生活有高度發展，科學進步，一日千里。但精神方面的進展便相形見拙了，拼命追求科學進步的結果，物質上，沒有錯，是滿足了，但精神生活却空洞貧乏，青年人不知何去何從，再加上兩次世界大戰的洗禮，傳統的價值觀念，道德標準都受到懷疑，繼而揚棄，但新的價值觀念和道德標準卻無從建立，精神生活方面，青黃不接，比較肯思想的如海明威、沙特等都感到極度苦悶，開始注意到人的根本存在的問題而創立了佔近代思潮重要一頁的「存在主義」。次一等的便成了「嬉癡士」，吸食大麻，縱情放慾；也有大叫大嚷的「披頭四」風靡一時的畸現現象，新的一代不信任老的一輩，老的一輩更不放心讓這些狂叫狂嚷的小子去放手做事，兩代互不信任的結果，使青年人更感苦悶，孤獨。

西方的青年人如此，讓我們轉過來看一下東方的又怎樣。近百年來因西方文化傳入的影響，使固有文化受到極大的沖擊，由於表面上外洋武器的優越，使東方人處處碰壁，閉關自守的時代已成過去，東方青年在物質上處處遇到比他們超卓的西方科學，開始產生自卑感或崇外的思想，對傳統的一切都發生懷疑，千多年來的道德文化都拋却了，準備去接受心目中認為高超的西洋文化，但西方的道德標準也正在青黃不接的時候，所以東方青年思想便處於真空，更容易產生迷惘的情緒來了。

在這些青年人中，中國的青年人受的苦要更深。他們很多若無根的浮萍，只對今天的存在感到興趣，對未來都抱著懷疑，在這樣的情況下，他們對付生活的方法約有四種：

「尋求歡樂吧！」他們說：「人生本來便是一個過程，一個沒有目的的過程，享受過程吧！到手的快樂是要抓緊的。你看，每個人都在尋求快樂，讀書人喜愛書本，因為書本給予他們最大的快樂；出家人愛誦梵經佛偈，因為這是他們最大的快樂；政治舞台上的人物爭權奪利，因為權力和利益給予他們最大的快樂；哲學家喜愛思索，因為思索給予他們最大的快樂，我們也只不過在尋求快樂，但形式不同罷了。」於是他們沉醉於瘋狂的節拍中盡情享受兩性間愛的追逐的滋味，讓這些本來不過是人生一小部分的东西佔據他們整個生活。藉着從愛的追追逐逐中產生的幻覺來尋求安慰，這是一類的生活方法。

有些青年因為缺乏理想，精神無所依附而寄情於宗教，「未知生，焉知死。」可是他們就把生命中最絢爛最光采的時光浪費在這些無可捉摸的东西上，因為他們發覺現實更難捉摸。

有另外一類的青年人，因為現實給他的教訓太多；追求，幻滅；希望，落空；滋生，毀滅；憧憬，絕望；而要向現實妥協。他們認為奮鬥只不過是再在這些圈子中多循環幾次罷了。他們本能地活着，因循苟且得過且過，沒有理想，也沒有寄託，像豬一般的活着。

可是他們的人生觀都是錯誤的。他們的思想和生活態度，一言以蔽之，是逃避；他們沉淪於放縱的歡樂中，逃避責任，甚至乾脆地放棄責任。我看，他們的人生觀都不正確，只要你肯奮鬥，我就不信會終於幻滅，生命會拼不出火花，發不出光芒，當壓力在面前呈現時，逃避並非是最好的辦法，轉過身來和壓力掙扎，可還有些希望，這是第四類的人生觀，也就是我的看法。

舊的過去了，新的要待我們來創造，要生存就先得肯定生存的價值，生命是自己的，當然可任意花用，但浪費是無可饒恕的罪過啊！「奮鬥就是生活，人生只有前進。」對顛沛流離的生活，我們不應有任何怨艾或自憐，這是磨鍊意志的最好機會，時代的巨輪是要我們年青的一代來推動的，我們實在責無旁貸。

學

生

習

作

## 論說文

### 談本校課外活動

高六甲 黃紹倫

課外活動究竟好不好？這該是值得想想的吧。課外活動對個人品德修養的改善，辦事能力的鍛鍊，已經有很多人討論過，而無可否認，在這方面它是有一定的價值的。至於別的益處呢？就個人來說，如果我不是在伊利沙伯學校讀書，又沒有參加課外活動的話，我大概不會是現在的樣子，或許我會是個每天按時回家，埋頭苦讀，使父母覺得驕傲的好學生，乖兒子，而不會像現在「整天不見人，不黏家」那樣不成器；不過我亦不會享受到學校生活的趣味，不能結交別的朋友，不能領畧得學校像個家庭的親切感覺。就像一般學生一樣，在完成中學階段時，我將毫無留戀的離去，而不會覺得在校時光的寶貴。

但如果留心一下校內的課外活動，將會發現一些不甚正常的情况。有些同學整天在校內開這會，開那會，忙過不了；有些才放學便不見踪影，回家去了，對課外活動敬而遠之。兩者何以各走極端呢？有些在參加了一段時期後，便抽身引退，和課外活動從此絕緣。這又爲了甚麼呢？我雖以課外活動聞名，參加的同學大多也能獲得些益處，但從這些現象看來，我校的活動必有些不完善的地方。

看看活動報告版，課外活動組織之多，足以使你驚歎。學術性的，非學術性的，關乎嗜好的，林林總總，究竟數目共有多少，恕我不大清

楚。一個新會社的成立，不論它是否有成立的需要，只要有師長負責便可。舊的活動，除非沒有人參加，否則不會被取消。這些有增無減的會社，加上社際，班內的活動，真可說是「百花齊放」。不過是否單純花多便是果多呢？究竟培養出來一大叢弱小的花兒好呢？還是栽種數量少，但是茁壯，能結出碩大果實的花朶上算？由於活動多的緣故，會社的社員便少了，因而組織上時常現出鬆散的現象。同學往往缺乏積極支持和參與的熱誠，不能主動地展開活動的發展，甚至掛名了事。在負責領導的同學來說，有能力的好像凡事非親力親爲不可，因爲很多同學都錯誤地認爲活動組織的職員是選出來當「一脚踢」的，於是便造成一些「忙人」。但同時有些同學却沒有事做，因此很多曾參加過會社的同學連自己的會社究竟進行了些甚麼活動也不甚了了。

和活動過多同時產生的另一弊端就是因爲很多同學不甘後人的參加。據說在學校紀錄表上沒有參加活動的履歷是會吃虧的；而高年級同學也非在活動中取得幾個主席秘書的職位便不像樣。做成這種觀念和弊端，課外活動的濫多實難逃部份之責。既然如此，爲甚麼不把活動的數量加以限制，更着重質素，使組織上嚴密些，使參加的同學能得到更多的益處呢？

除了組織上的缺點，在活動的實施上也有些不妥善。在對待初參加的同學，似是着重發掘有能力的，而不常給予大多數同學同等鍛鍊和發揮潛能的機會。現在的情形是會社的職位常爲一小撮較活躍和有能力的同學所專有，於是做成一部份同學職務繁多，忙個不了，甚至影響功課；而一部份却感到不受重視，熱心漸漸冷却而退出。這情形是否應改善，使多些同學有機會嘗試主持活動的進行，從而獲得訓練和經驗呢？

如果能夠認清課外活動的缺點，加以改善，相信說課外活動浪費時間的抨擊便會減少。固然活動是費些時間，但我們是得到益處的，雖然這些不是考試的成績，只要不是毫無節制，課外活動對功課是沒有大礙的，而且在教育的觀點來看，只是錄在家中死啃課本，也並不是理想的教育。

最後，課外活動雖有未妥善的地方，我認爲它是有意義，值得參加的。中學生生活最使我留戀的，將不會是頒獎日登台領獎，而是話劇，辯

的藏書不多，因此常為同學們所批評。這或者是興趣不同的緣故，因為有幾類書籍確實很少，或者是適合他們程度的不多吧！

中一至中五的同學們在每週都有圖書閱借堂，使他們有機會在圖書室閱讀雜誌或圖書，而六年級的同學們借閱圖書的時間則在放學後的半小時，多數高年級同學都嫌時間較短，希望能延長為一小時，但有可能嗎？

圖書室是一個很好的集會地方，校刊編輯委員會常在此處進行集會，商量編印的事宜。

我校的圖書室規範不算大，借書的同學也少，除了上圖書閱讀課時，同學們很少到圖書室去，也許他們都忙着參加其他的課外活動吧！

圖書室下面便是校長室，所以在這裏，經常都要保持特別肅靜，搬動桌椅都得輕聲些。

#### 十四、家政室

家政室是女孩子們的天地，也就是男同學望而却步的地方，相信他們除了偶然從門前懷着好奇的態度窺探過外，壓根兒就不知道家政室究竟是怎樣的。

家政室位於三樓，與縫紉室及洗手間毗連，靠西是一列玻璃窗，在那裏可以望見窗外一片墨綠的搖曳的松樹，環境頗為幽雅。

家政室的面積比課室要大上兩倍。入口處的左邊有兩間貯物室，一切必需的烹飪用具都放在那裏。右邊是黑板及教壇，對面是一列木櫃及洗碗盆等，煤氣爐、電爐及冰箱，就分別放置在室內的四個角落上。



圖書室

當上家政課時，每人都佔有一張桌子（一張特製的書桌），桌子表面是用防火膠板製成的，有一個抽屜及一個櫃子，用以容納必需的用具，還有放砧板的暗格，真是設備齊全。

女同學們日常弄的菜式繁多：簡單如一杯檸檬茶，複雜至如一個「餐」。雖然味道不一定好，但由於「菜是自己弄的好」，她們還是吃得津津有味，樂此不疲。

家政室的生涯有苦有樂。有說不完的趣事，數不盡的「烏龍」；但每次上課都要不少花費，也實在不大合經濟原則！而且除了做錯事要受老師指責外，平時還要忍受「家政室女皇」的嘮嘮，往往叫人一肚子悶氣。

#### 十五、音樂室

音樂室位於北座三樓靠東的盡頭，一踏入門，便看見各式各樣的樂器。一塊大黑板的前面是兩行的椅子。平時上音樂課，多是兩班的男生或女生一起上的，然而上到音樂室將要坐下時，則很自然的兩班各據一方，大有河水不犯井水之概。

坐椅的後面牆壁上排列着一張張的獎狀，這裏可看出本校在音樂方面的「輝煌」成就——原來這些都是本校的合唱團歷年來參加音樂節所獲得的成績。

音樂室與其他課室最大的分別是當老師尚未到時，這裏不但有嘈雜的人聲，更兼雜有吵耳的鋼琴聲。

還有，音樂室的溫度比外面似乎特別低，夏天這裏似乎比較涼快，冬天則特別寒冷，未知同學們有沒有這感覺！

裏面的一切都是極饒趣味的，加上同學們的分工合作，樂趣就更爲增加了。

有人認爲實驗室是危險的地方，因爲在這裏隨時都有發生意外的可能。不過，只要同學們按照老師的指導，小心謹慎的去做，那便無危險可言了。況且我校實驗室的意外率從來就是極低的，希望以後各實驗室仍保持過往的安全性便好了。

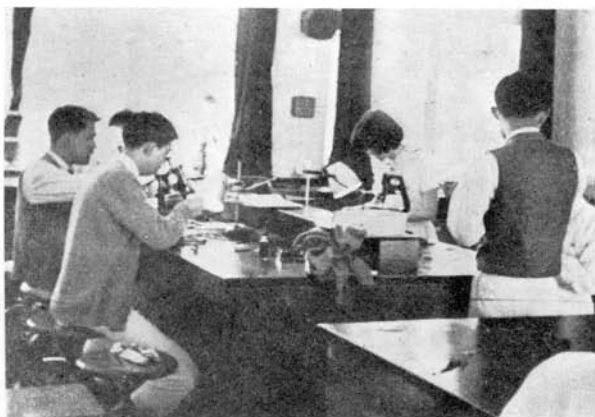
## 十、禮堂

位於足球場和籃球場之間，是一座兩層的建築物：下層是有蓋運動場，上層便是學校的核心——禮堂。

這可算是一個理想的禮堂，遠離街上的喧鬧，環境亦清靜。禮堂的面積相當寬敞，大約可容納一千人，在這寸金尺土的香港，已算難得了。

禮堂中間劃分成兩個羽毛球場，兩旁及後幅牆前均設有各種器械體操的器具。故此禮堂除了用作週會外，亦兼作室內運動場。羽毛球會和健身會經常在此集會或練習，舞台上除有燈光及音響設備外，亦擺放了一座鋼琴，故音樂會、戲劇及舞蹈表演，也常在禮堂內舉行。

就是因爲我們有着這樣的一個禮堂，於是它常被外間借用，例如音樂節、會考、校際羽毛球賽、乒乓球賽等等。一年中，便只有當地板打臘時才看到禮堂是空閒着的。



實驗室

## 十一、教員室

學校共有兩個教員室，位於二樓而面對洗衣街。兩個教員室足可容納四十多位老師。兩室的設備都很現代化，冬天有可移動的暖爐，夏天有風扇。室內排着四行書桌，每位老師的桌大小相等，各擁有一座小書架，只要看看書架上的書，便知那位老師擔任那種學科。老師的書桌上，往往堆滿了學生的習作簿，老師們埋首於高高的書簿叢中，有時真有不見天日之感。

小息時，走進教員室便可看到老師百態。有些老師在小息時進點心，惹得學生們垂涎三尺；有些老師和學生繼續討論在課室裏的問題；有些在說說笑笑；有些在閉目養神；有些却連一刻時間也不肯浪費，手不停揮的在改簿。

教員室是老師們工作和休息的地方，我們做學生的，除有事外，是很少到教員室去的。

## 十二、縫紉室

縫紉室是在家政室的鄰壁，面積也超過一個課室，裏面裝置了數架電動及腳踏的衣車，室中擺着幾張寬闊的檯，近窗口處有着一座高與人齊的試衣鏡。上課時女同學們忙着裁剪、設計，忙個不亦樂乎，但當看着自己完成的新衣時，心中的喜慰則是莫可形容的。

這裏也是男同學足跡少到的地方，相信除了天主教社開會，有幾位信天主教的男同學能入內參觀一番外，似乎很少有男同學踏入過門口半步。

縫紉室環境清靜，是課餘開會最好的地方，女童軍、紅十字會和新開辦的青年會（Teens Club）等都在此舉行集會，使這房間增加不少熱鬧。

## 十三、圖書室

圖書室與家政室和縫紉室並列在三樓，面積與課室相差無幾。這裏



場 動 運

## 五、有蓋運動場

(Covered Playground)

在夏天酷熱的日子裏，四面風來，這裏就是學校中的洞天福地。近年來，乒乓球桌很少擺放在這裏，但仍舊保持它的熱鬧——不是嗎？看看小息後這裏的紙屑、廢物 and 空樽！

冬天，這裏雖比較寒冷，但熱鬧氣氛仍不稍減。許多同學喜歡擠到人羣中取暖，或嚐一枝熱「維他奶」。

指揮的話，打到實驗室的玻璃窗上時，那就惹來麻煩了。

排球場的隔鄰便是籃球場，除了給人玩籃球之外，還可以玩「膠波」。最近增置了四個籃球場，據說是為了便利我們練習，可是仍有人認為是不敷需求，而中間的場地沙多地滑，又沒有明顯的畫界，場地欠標準。

另一方面，籃球架的增設，可苦了玩「膠波」的同學們，他們一向是橫行無忌的，過路的常吃「波餅」，如今他們有所恐懼了，怕的是要嚐「飛天籃球波餅」，可算是報應了。

## 八、三樓學生自修處

位於三樓正樓梯的盡處，約有兩個班房大小，校方放置了十多張長桌椅，給予同學們作自修之用，此外另有一座鋼琴，每天正午時候很多同學都會在這兒用膳，偶爾有些「未來音樂家」彈上一兩首動聽的音樂，使你的胃口也為之大增，但亦有些頑皮的同學把譜子亂彈，使你那頓中飯也早些吃完。

放學後，這兒更是熱鬧非常。玩球、讀書、彈琴，混雜了不同形式的情調和活動，不是嗎？——這裏有運動、文學和藝術……。

此外，還有些在那兒趕功課的同學，看他們手忙腳亂的情形，雖有「臨急抱佛脚」之嫌，但也是值得同情的。

## 九、實驗室

本校四所實驗室均位於樓下。實驗室裏面的設備頗為完善，只可惜儀器用具不夠供給每一個學生使用，所以當做實驗時，同學們便要分成若干小組。

我們都慶幸校內有實驗室的設備，這使學生們對化學、生物、物理三科的興趣增加。在聽罷老師講解那些呆板的定義及公式後，能有機會親自實驗，使學生對所學的有更深刻的印象及了解。實驗室

## 六、食物部

「給我一枝寶利！唏，我要回那汽水蓋，可換獎品的呢！」

食物部附近在小息或未上課前，常是水洩不通的。冬天時，有些同學不是買東西吃，仍拼命的往人羣裏擠，其實這也是一個取暖方法呢！有些同學辛辛苦苦的才買來了一枝汽水、一個麪包或一包流行的「衛生腸粉」，正準備……上堂鐘就響了。

## 七、籃球場、排球場

校舍圍着的是一塊方形的空地，劃分成幾個籃球和排球場。在實驗室對開是兩個排球場，這本是羽毛球場，可是在露天的地方玩羽毛球常受大風的限制，而且因為近年來排球比較普遍，於是加上棕色的新界線，改成排球場。很多高年級的同學有時會偷閒玩排球，但如果排球不聽





停車場

從停車場望過去，便看見一個小型草地足球場，地上平鋪着一片如茵的綠草。球場的左面是一小丘，右面是一排矮樹；進口處還種了一列鮮豔奪目的大紅花，左邊角落有一個用鐵絲網圍着的魚池。球場的兩端豎立了兩個龍門，這兒便是學校的足球健將們顯身手的地方了。除了玩足球之外，這裏也是小

### 三、足球場

不退避三舍吧！放學後，這裏又會變成另一個天地了。十幾位低年級的男同學在那兒玩「膠波」，騎單車。有時國術會在這兒操練，許多未來武師都在這裏大顯身手，拳來腳往，平時柔弱的女同學竟然也拿起刀槍，束起腰帶，英姿凜凜，使旁人投以欽羨的眼光呢！

舍，這兒的間牆設計得很美觀，圖形亦很特別，每隔三呎左右就是一堵格牆，構成了一排獨立的「斗室」，離地兩呎左右，有一塊土敏土築成的石座，在那兒趕功課，真是最理想的地方。（下雨天當然是例外）停車場的左面是一排松樹，陰涼而清新。每天早上，那裏一片鶯聲燕語，不少女同學集中在那裏打話，洋溢着歡樂的氣息。老師們停泊在那兒的汽車，有時也成了她們的臨時寫字檯。但到了小息的時候，這裏會變得冷清清的，因為多數的同學都擠到食物部去。在正午時候，這裏便成爲同學們用膳的地方，看上去真像露天餐廳。但奇怪的是，這裏很少男同學的踪跡，大概是看見羣雌粥粥，不得

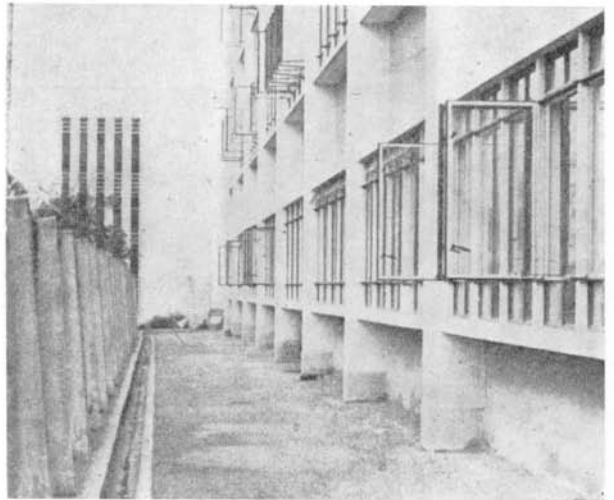
息時散步的好地方。很多同學喜歡三五成羣地坐在草地上聊天，談這說那的，上課時專心的精神不覺鬆弛下來了。

放學後，這裏有時用作童軍集會的地點。看他們個個精神奕奕的，迅速地排成了整齊的隊型。嚴肅的升旗禮過後，跟着便是由隊長領導隊員作一系列有趣的活動。接近陸運會的時候，更常看到同學們在動力練習田徑，如推鉛球、跳高、跳遠、跳欄、賽跑等項目。球場兩旁各種着一行台灣相思樹，在清涼的樹蔭下看書，又是別有一番情趣。

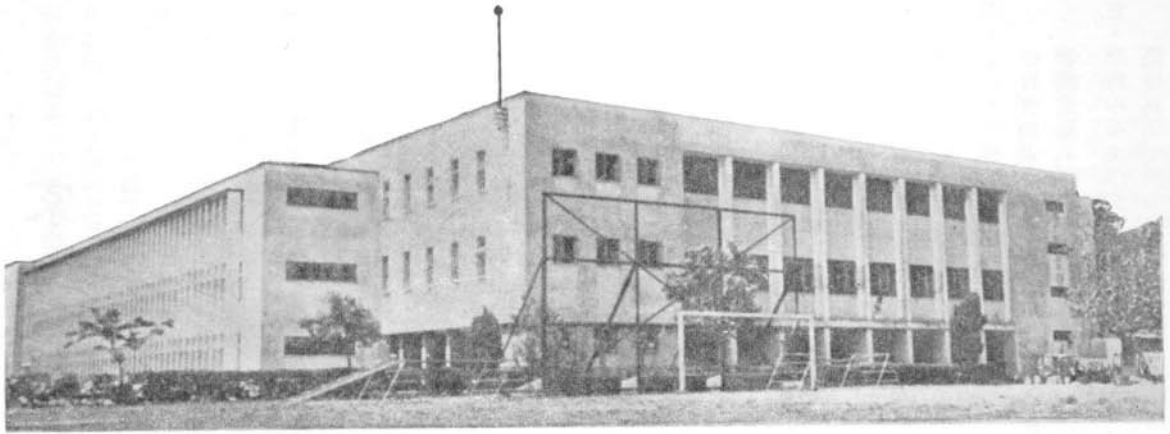
### 四、靠北的長廊

本校北座課室的背後，是一條柏油長廊。從這裏可以閒眺太子道上的情景，看到來往的車輛及人們。這兒是校園中較爲恬靜的地方，在炎夏涼快得使人舒暢，可說是避暑的勝地；所以夏天早上及下午上課之前，都會有一些同學到那兒看書、用膳，甚至有些低年級的同學在那兒下棋。

但到了冬天，由於刮北風的緣故，這兒特別寒冷。往常在這長廊上流連的同學們都轉到別些地方去了。



廊長北靠



## 專 題

# 我們的學校

近幾年來  
的校刊，有人  
批評說內容千  
篇一律，單調  
乏味。我們負  
責編輯工作的

一羣同學也有  
同感，於是經  
過一番商討和  
徵集同學的意  
見後，我們發  
覺大部份同學  
建議校刊應多  
設專題，而這  
專題一定要有  
趣味同時與我  
們有關係的，  
所以這一期的  
校刊我們嘗試  
介紹一個專題  
——我們的學  
校。由於來稿  
不多，一部份  
的稿件迫得由

編輯同學執筆，未能廣集合各位同學的意見，這是我們所最感遺憾的。  
對於學校的校舍，校園裏的一草一木，高年級的同學早已看慣見熟，倒沒有什麼奇特，但也許有些地方，他們從未真正留意過。在另一方面，低年級的同學，由於在學校的時間尚短，好些地方可能是他們從未步觸過的，故此，本文擬將校中自成一「獨立園地」的各地方，以輕鬆的筆調來描寫該地，更着重於在該處所舉行的活動及同學們的動態。

### 一、外貌

在太子道與洗衣街交界的小丘上，屹立着一幢三層高的建築物，點綴着些青松翠樹，使人有宏偉壯觀的感覺。

從洗衣街的斜路走上去，路旁種着的多是馬尾松，幽雅非常。說起這條斜路，遲到的同學相信會認識得最清楚！據說這條路有個不成文的規定——「男右女左」，走錯了路線，有時是頗尷尬的！

### 二、停車場

（又名「女生營地」）  
走上了斜路，就是停車場。停車場的右面是校



# 家長教師聯誼會

## 一九六七—六八年度會務報告

### 一、第十二屆委員，常務委員及各職員之產生

本年度開始即依章由全體家長會員票選委員一百名，復由當選委員票選常委十式名聯同教師互選常委六名暨校長及男女副校長為當然常委組成常務委員會，並互選各職員如下：

主席：吳多泰

副主席：甘日新 張伯倫

義務秘書：雷炳霖 劉敏方

義務司庫：梁美源 章榮

常 委：麥杰平 伍錫禧 楊芳 陳繼新 余啓良

陳文焯 梁文聰 姚莘農 易靜中 朱家輝

王恩魁 李心安 許劍冰 蔡香生

### 二、補助學生課外活動及福利費用：

本年度撥支叁仟伍佰元作為補助學生課外活動之用，該款佔會費收入百分之七十五。

### 三、楊永康紀念獎學金：

為紀念故主席楊永康先生每年撥支式拾元在頒獎日給予初六班理科優異生一名。

### 四、家長教師會談：

除於會員大會同日舉行會談外，歡迎各家長隨時蒞校與各教師交換管教意見，充份發揮本會精神。

### 五、舉辦中英文作文比賽：

為提高學生對中英文之寫作興趣起見，特撥支陸佰元分別獎給優勝

者。參加學生達式佰陸拾捌名，分別由蘇恩健，葉冬榮，S. M. STEAD（英文組）章榮，李慶駒，雷炳霖（中文組）評定優勝者名單如下：

#### 高級組 題目：現代青年的困惱

中文 ① 袁貴華 ② 黃雪娥 ③ 陳淑君

優異獎：彭國強 陳啓寬 蔡若蓮 陳淑蘭

英文 ① 潘素行 ② 黃子新 ③ 余綺華

優異獎：邱小菲 車文郁 簡鳳儀 關文珊

#### 中級組 題目：課外活動與我

中文 ① 鄧秀珍 ② 明麗娟 ③ 嚴芳卿

優勝獎：司徒蘇華 陳德成 甄庭歡 陳鎮榮

英文 ① 楊國權 ② 李思靖 ③ 鄧麗薇

優勝獎：岑翠玉 李潔蘭 黎國慶 關錫堯

#### 初級組 題目：我們的學校

中文 ① 黎秋鳴 ② 陳碧篁 ③ 陳愛珠

優異獎：岑月華 陳浩源 韓珍蓮 廖慕蘭

英文 ① 趙莉茵 ② 劉寶賜 ③ 嚴夏陵

優異獎：李祥光 陳燕薇 梁顯達 梁慶照

合格百分率： 二五

升讀中大人數： 一名

一九六六年香港英文中學會考  
本校全部五年級生均參加會考

投考人數： 一六八名

合格人數： 一六一名

合格百分率： 九五·八

優異數目： 三六

良好數目： 四七〇

### 校內考試

學生若結業期考不及格便須留級，但若教師認為該生程度仍可追及，則准升級。本校常勸告程度較差之學生留級再讀，但如彼等自願升級者，亦准其升級。該等學生為將來着想，常自願留級以鞏固基礎。學生如已留級而再次不合格，且程度太差，便須離校。但本校只若認為某一學生資質過劣，且對學業缺乏興趣，方着其離校，而所有離校學生，必已達合法工作年齡，有等學生被着令離校後，仍強自入私立學校再讀，繼續接受失敗之打擊，此舉誠屬遺憾。

班別	與考人數	合格人數	特准升級人數	升級百分率
預科一年	六五	四八	一七	一〇〇
四年級	一五七	一二三	三六	一〇〇
三年級	一六〇	一四四	一三	九八
二年級	一六二	一四九	一一	九九
一年級	一六〇	一四八	一〇	九九

## 十二、家長教師會

有以為家長教師會之設立，足以阻礙學校教務之進行，本校家長教師會不但未有阻礙學校之教務，且不斷給予本校協助與鼓勵，本校殊為感激。

家長教師會週年同人大會於一九六七年三月十七日舉行，隨後有家長教師會談，各家長得藉此機會與教師討論其子弟之學業問題，最後舉行聯誼聚餐，出席人數眾多。

## 十三、伊利沙伯中學舊生會

本校校齡較淺，舊生多仍繼續深造，或正開始就業，甚或初嘗結婚家庭生活，故舊生會會員人數仍令人失望，幸得主席及各委員之努力，使舊生有機會參加各種活動，如週年餐舞會，及同學歡送會等，本校舊生共諧秦晉者不少，相信舊生會將要考慮應否接納彼等之子女為附屬會員！

## 十四、鳴謝

本校備承各界協助與鼓勵，如家長教師會，舊生會，香港加拿大僑會及美國婦女會之捐贈獎學金；英國文化委員會，美國聯邦新聞處，日本領事館，蜆殼石油公司，德士古石油公司及其他機構之惠贈刊物，圖表及供應影片；世界宗教服務中心之捐贈餅乾及奶粉予營養不良之學童，香港汽水廠及屈臣氏汽水公司於各社交聚會中報効汽水；牛奶公司以三角五分之特價廉售牛奶予各學童；聖約翰救傷隊於週年運動會臨場當值，各大公司惠贈校刊廣告，使成本減低；各學校書院及大學惠贈其刊物，各界賢達惠臨演講；各機構給予本校學生訪問時種種便利；及教育司署官員之指導，謹致謝忱。

此外本校教職員自男女副校長至各教工之衷誠合作，使校務得以順利進行，本人殊為感激。由於政府推行教育政策之影響，本校被減削教員二名，但校務絲毫不受影響，此點更足見本校教師之忠誠服務，努力不懈。

夏曉漫女士及丘淑琦女士榮獲獎學金往英深造，謹祝彼等旅程愉快，相信彼等必生活愉快。

在此年中，余等失去不少良師，計有李啓颺先生之榮休，張馮寶中女士之離校，任教於香港中文大學，吳健生先生調任為羅富國師範學院之助理社監兼講師，葉孔浩先生之榮任英皇書院副校長及何傑達先生之調任皇仁書院，余等對彼等之離去，深感遺憾，最後謹賀彼等及已離校之教職員及同學事業順境，快樂無疆。

本校之歷史及地理學會，繼續出版其壁報，刊出不少實用及富趣味性之知識，而數學及英文壁報，亦按期刊登。

### 九、展覽會

日本週（一九六七年三月六日至十日）

此為一新嘗試，目的在增進學生對某一地區，尤其是遠東方面之認識。在舉辦之一週內，所有活動均與該地區有關。日本被選為第一個介紹區域。在該週內，除展出與日本有關之廣告畫及圖片外，並於午膳時間及放學後放映日本電影。此外，尚有柔道講座及示範表演，以及一日本兒童合唱團之演唱。

加拿大週（一九六七年七月四日至七日）

由於日本週之成功，本校乃再接再勵，舉辦加拿大週，承蒙香港加拿大僑會予以幫助，為本校安排標貼，廣告畫，演講及放映電影，謹此致謝。

開放日展覽（一九六七年三月三十日及三十一日）

此次展覽介紹本校多面性之教育及學生對各項課程之濃厚興趣，參觀人數約四百人。

美術展覽（一九六七年五月五日及六日）

此次為本校第五屆美術展覽，前來參觀者約三百五十名，來賓對展出之作品之水準及種類，均留下極深刻之印象。此次展出，承蒙葛量洪師範學院講師郭樵亮先生擔任評判，謹此致謝。

公民科展覽（一九六七年五月二十日及二十一日）

本年度四年級公民科設計教學，題目為「香港之主要出品」，學生曾向有關方面作多次訪問，聆聽多次演講，並作深入調查，而將所得資料展出。參觀者除本校學生外，共有一千一百人，此次展出，內容充實，而趣味濃郁，極為各界讚賞。

### 十、獎學金及免費學額

本校學生大多家境清貧，幸而彼等多獲下列獎學金或免費學額以為資助。本年因成績優良或家境清貧而獲下列獎助學額者如下：

政府獎學金：八四名

葛量洪獎學金：九名

免全費學額：二六九名

免半費學額：二三〇名

警察福利獎學金：七名

加拿大僑會獎學金：二二名

美國婦女輔助獎學金：九名

白蘭士雞精獎學金：四名

太古輪船公司獎學金：一名

陳興發獎學金：三名

胡禧堂獎學金：一名

梅真理獎學金：一名

共：六四〇名

此外獲政府升讀大學預科助學金者五十三名（每名金額自二百元至一千元不等）。獲李寶椿書籍助學金者三十名（金額每名自二十元至四百元不等）。

### 十一、考試

一九六六年香港大學入學試

所有預科二年級生均參加港大入學試

投考人數：

五五名

合格人數：

四四名

合格百分率：

八〇・〇

優異數目：

二九

升讀港大人數：

三三名

一九六六年香港中文大學入學試

本校並無特為投考中大入學試而設之課程，但有等預科一、二年級學生亦報名投考。

投考人數：

八名

合格人數：

二名

## 五、課外活動

本校課外活動範圍廣闊，由運動至集郵，戲劇至天文，音樂至棋象，均包括在內。此等活動之經營，學生佔一重要地位，但若非得教師之熱心推動，並願意以相當時間照料，此部份之學校生活，必不能如許成功。學生參加此等活動，均能得到培養自發精神，組織能力，領導能力及互相合作之機會。

在過去一年中，本校斬竹灣已充份地被利用。大多數學生亦已曾享受其所給予之良好設備，得蒙教師協助監督及帶領各組學生前往營地，謹此致謝。同時亦感謝營地管理員之協助。是年另一批營地管理員亦已受訓完畢，準備服務。除此，在暑期中，完成了四隻獨木舟之製作，現可供營地使用。

## 六、社會工作

在本學年之早期，校方已認識到部份學生生活，極為困苦，甚至有礙於其學業者，為幫助此等學生，同時亦為使其他學生對彼等明瞭，同情及幫助，於一九六六年十一月間，由教師及學生合力組成一「學生福利組」以便調查學生所遇到之各種困難，以及幫助彼等解決難題，使其能專心於學業之上。

為經營此有意義的工作，本校之家長教師聯誼會曾撥出款項資助，而戲劇及音樂組亦為襄助此舉，特舉行表演籌款。通過此組織，部份學生，在經過調查之後，已得到輔助。

少年紅十字會於是年殊為活躍，會員經常接受訓練，並屢作醫院訪問，慰問病童及舉辦聖誕遊藝會招待殘廢兒童，於暑假期間，會員每週均前往荔枝角醫院探訪該處之小病人，並協助在紅十字會舉辦之賣物會，及參加在喇沙書院舉行之「紅十字日」。

在過往一年中，本校學生屢為各慈善機構售旗籌款，並繼續舉辦一年一度之聖誕遊藝會，招待二百貧童。由於舉辦這次遊藝會之成功，本校幾位學生因而被大坑東社會服務中心邀請前往協助一同一性質之遊藝會。

在暑期中，本校有二十五位學生參加協助由美國公誼互助會推行之義務工作人員訓練營，藉此鍛鍊自己成為青年領袖。此外，尚有三十七位學生參加由社會福利署主辦之夏令計劃，計有（一）義務工作人員訓練營（二）工作營（三）領袖訓練班，及（四）青年營。

在一由港九軍部主辦之青年康樂計劃本校之體育教師畢頓先生擔任教育司署聯絡官。在二千多位參加者中，有二十五位為本校學生。

此外，若干本校學生及舊生繼續輪流於週末下午前往喜靈洲為少年癲瘋患者教授英語。有等則曾志願捐血予病人。此等社會服務工作，對參與之學生及受協助者均獲益不淺。

## 七、職業及生活指導

本校男女職業指導員於是年曾作多次訪問，並獲得許多有關各行業情況之資料，因而得以指導及協助學生尋求或選擇職業。協助學生離校後求職，殊為困難。本校主要仍賴報章上聘請欄之廣告，從而協助求職者申請，余以為本港早應有為聯繫求職者與聘請者而成立之青年職業介紹所。

本校對協助學生解決困難之工作乃在並無規式之處理，學生有困難時便向教師申訴，但有時則只憑老師發覺，但在任何情形下，學校均極力協助學生，解決彼等面對之困難。

學生若非對教師信賴，則必將困難隱瞞，因此教師與學生之關係必須和洽，兩者才有機會作親密而不拘形式之接觸，此為課外活動重要性之另一原因。此等活動，減除了教師與學生間之隔膜，進而加強兩者之認識。

## 八、聲報及校刊

一九六七年度校刊，已於本年七月出版，該校刊對過去一年之校務作一概要介紹。各位可向校方購買，每本三元。對各學生與教師之安排策劃，本校謹此致謝，而蒙各界惠登廣告，使成本減低，尤為感激。

# 一九六六年至六七年校務報告

## 一、教職員

本校於一九六六年九月五日開學時，在校教職員如下：——

校長：韓敦先生  
副校長：朱家輝先生  
女副校長：王恩魁女士  
教師：畢頤先生

陳錫康先生

張馮寶中女士

章榮先生

周慶溥先生

周公溥先生

周許劍冰女士

蔡觀協先生

霍寶楠先生

朱益先生

何襟達先生

夏曉縵女士

洪海劍先生

葉冬葵先生

劉敏芳女士

李越等先生

李心安女士

李啓颺先生

實驗室助理員：  
郭應機先生

書記：  
黃思萬先生

利劍飛先生

廖易紹蘭女士

林尹紹媛女士

廖境文先生

雷炳霖先生

吳健生先生

彭展模先生

潘煒棠先生

薛瑩女士

蘇恩健先生

譚煥文先生

徐思明先生

黃頴如璋女士

黃李璇佩女士

王汪文清女士

吳嘉蓮女士

丘淑琦女士

李蘭濱先生

宋子謙先生

## 二、學生

本校年初共有學生九四零人，男生五零五人，女生四三五人，本年度有新生一六三人，其中一五八人乃根據升中試成績派入本校一年級肄業。另二年級有插班生二人，四年級有插班生三人。於此學年中，學生名額絕少變動，至一九六七年七月，共有學生九三二人。

班級編制一如以往，自一年級至五年級，每級四班，預科一、二年級，文理各一班。

全年學生出席情況甚佳，雖因動亂及公共交通之擠逼而受些微影響，然情況大致良好。

## 三、健康

是年共有一三七人參加學生保健計劃，本校再蒙簡國彥醫生擔任為校醫，殊為榮幸，學生患病率不高，但頗多營養不良，而有近視及牙患者極多。世界宗教服務中心，本年繼續供應牛奶及餅乾予營養欠佳之學童，殊為感激。

## 四、領袖生

依例學生自五年級及六年級同學中選出領袖生三十名，男女各半，並由領袖生互選男、女首席領袖生各一人，於四月至七月，因預科二年級及五年級學生需離校應考大學入學試或中學會考，故另自四年級學生中選出助理領袖生十六人接替工作。

此領袖生之選舉制度，自一九五四年間開始實行以來，極為成功。學生比教師更能認識各同學之品格，故能知所選擇，學生自任遴選執行糾察權力之領袖生之責，較之由校方委任為佳。

領袖生對學校幫助至大，不但使學生遵守校規，更常鼓勵學生提出寶貴意見，故可視作溝通教師與學生關係之橋樑。

# 校長張伯倫先生演詞

趙先生，趙夫人，各位來賓，各位同學：

今日本校舉行頒獎典禮，得蒙趙先生夫婦蒞臨，至為感激。趙先生為本港加拿大僑會會長，而該會歷年對本校幫助至大。自一九六三年一月以來，該會均每年捐助獎學金予本校在學業及課外活動方面有特殊表現之學生。今年共有二十五人榮獲該項獎學金，該項獎學金乃以支付全年學費及保健費，該會對各獲獎人之學業關懷備至，且經常設茶會招待，本人自七週前接長此校，曾一次出席此類之招待會而得盡興而返。

該會在其他方面對本校亦有協助：例如本校去年舉辦加拿大週，幸得該會會員鼎力支持，始克有成。該會之慷慨捐輸與熱心幫忙，本人謹向代表該會之趙先生夫婦深致謝忱！

至在座各位能於百忙中抽暇出席，足證各位對本校之關懷，本人亦無限感激，特別為擔任本校家長教師會主席多年之王校源先生及舊生會會長湯偉祺先生，當本人數年前為家長教師會委員時，王先生已任主席職，而湯君於本校四年級肄業期間，已與本人稔熟，其時湯君為本人所組織之本校曲棍球隊隊員。最後，由於身份之變替，本人以頗為異樣之心情歡迎韓敦先生蒞臨。（過去五年之頒獎典禮均由韓敦先生主持，而本人則以來賓身份列席。）韓敦先生離校，對彼及本校而言，均頗感難過，韓敦先生之他調，實乃本校一難以補償之損失，在本校創辦時期，韓敦先生已在本校任職，初時乃在張維豐先生賢明領導下充任副校長，一九五九年張先生退休，韓敦先生即接長此校，直至本年九月為止，韓敦先生之長期服務，其為人之忠誠與其人格之感染乃促成本校今日所具有之優良之精神和洽之氣氛，本人繼為校長，頗有不自量力之感！

由於過去一年韓敦先生為本校校長，故各位手中之校務報告，實乃韓敦先生之報名，該報告中所作統計，僅為若干數字而已，並不足以披

露本校之真面目。各位或以本校會社及課外活動之多（約有五十項）而加以讚譽，但若非各位親觀此類活動進行之情形，學生參加之衆，支持之熱烈，各位諒難體會此等活動對學生之益。此等活動不但使學生精力得以作建設性之發洩，且亦實為培育學生品格之良方。本校對學生施予「全面性」教育，若無此衆多之課外活動，實難以進行。此等課外活動可培育學生之責任感，合作精神，學生間及教師與學生間之友愛與本校冀望各學生於離校後能繼續保有之團體意識，本校尤特別注重鼓勵學生為社會服務之活動，如紅十字會，男女童軍，營地管理員等等。

過去五年中，本人奉調離校任教於羅富國師範學院，因而得接觸來自本港各中學之學生，本人察覺某校若注重課外活動，一般而言，其學生必較為活躍及有公共意識，而本校學生於此方面而言，實毫不遜色。本人須感謝本校教師之熱心策劃及督導此等繁多之課外活動之進行，有等課外活動乃於週末或假期中繼續舉行，而各該教師均樂意服務而不以為嫌。

在進行此類活動，本校學生幸而有足夠之場地及設備以供利用，在本港少年發展計劃而言，運動或活動場地之不足，實為一大阻礙，解決辦法之一為盡量利用可供應用之場地及其設備，本校於此點已盡力實行，本校尤特別鼓勵學生充份利用目前仍為各中學中，為本校僅有之斬竹灣工作營地。

最後，本人謹為過去一年之成功向各有關方面致謝；本校教員勤於工作，故學生於各方面如校外考試等均獲良好成績，朱家輝及王恩魁兩位副校長，於本人任職之初，幫助至大，故尤為感激。本人更須感謝在王校源先生領導下之家長教師會之多方面協助。本校舊生會成立未久，幸得該會主席及委員等努力，會務得以展開，本人亦甚感激。最後，各位今日蒞臨參加，關懷本校，謹再致謝忱！



## 專 載

# 本校頒獎典禮香港加拿大 僑會主席趙遠鵬先生演詞

校長，各位老師，男女同學以及諸位來賓：

今日為貴校隆重的頒獎典禮，我夫婦承校長張伯倫先生之邀，今天代表香港加拿大僑會，在這裏講話，本人深感欣慰，而香港加拿大僑會能在貴校設置免費學額，給予有為的青年們一點幫助，加拿大僑會全體會員，猶覺無限榮幸。

貴校為本港一間著名的教育機構，情形有若加拿大國家的發展一樣，本人為加拿大公民，加拿大是一個年輕的國家，今年渡過立國的一百週年，加拿大的成長是由早期的先輩以無比的勇氣和毅力，辛苦耕耘的成果。伊利沙伯中學今日在香港中等學校中，有了這樣崇高的地位，是經過歷屆傑出校長的領導和誨人不倦的老師們，以其勇氣與毅力為自由教育作育人才，始能有這樣光輝的成就。貴校不但在學業方面，具高度水準，而且引導各位在個性，理想，作充份的發展，從在座各同學充滿信心的態度和活潑可愛的表現，學校對你們已盡了成功的教育，你們在離開校門以後，要本着在校時好學的精神，盡你們最大的努力，為人羣貢獻你們的能力，造福社會，庶不負師長們對你們的期望，社會對你們的期待。

近來在香港，常會談到青年對現狀不滿的問題，這是不足驚異的，世界上已臻十分發展的國家，像美國和加拿大，也有青年不滿現狀的問題。因為青年對社會的改進，期望過殷，缺乏忍耐，但社會的改進是要年青的一代，以自己的毅力與奮發，為社會中公衆的利益，逐漸推進向最好的境界。我深信，各位同學，你們都已受了良好的自由社會的教育，你們一定會為香港社會，拿出無比的勇氣，以「捨我其誰」的態度為社會作建設性的改進。

一九五〇年至五一年我曾居留香港，當時難民數以百萬計湧入香港，生活極端艱苦，多少人無處棲宿，而露宿街頭，當時香港的工業發展有限，到處是失業的人羣，悲觀者的心目中，香港幾乎是完了。然而後來證明這樣悲觀的看法是錯誤的，香港不但逐步改進，而且達到卓越的成就，香港竟然成為工商業領導的中心，生活水準大大提高，貧苦大眾的居住情形全面改觀，這完全由於自救而創造出來的奇蹟，你們父兄輩的一代，已經以自救的努力創造出一個奇蹟，未來幸福的奇蹟有待你們的繼往開來，作百尺竿頭更進一步的努力！

十一月廿七日  
十一月廿七日  
至十二月一日

廿六位同學志願捐血與紅十字會。  
馬來西亞週，數位學者蒞臨本校演說及參觀。以電影、音樂、海報、旗幟介紹馬來西亞之文化及風土人情。

十二月六日  
十二月十三日

於市政運動場舉行陸運會初賽。  
陸運會決賽。

十二月十九日

請韓敦先生蒞臨頒獎。  
家長教師聯誼會討論學生就業問題，到會家長約七十餘人。

十二月廿一日

領袖生主持聖誕遊藝會。

十二月廿二日

少年紅十字會為殘廢兒童舉行聖誕遊藝會。  
聖誕假期開始。

十二月廿三日

基督徒團契為二百貧苦兒童舉行聖誕遊藝會。  
男女童軍聖誕遊藝會。

十二月廿五日

舊生會舉行聖誕餐舞會。

十二月廿七日

低年級同學遊藝會，節目包括土風舞及集體遊戲。

十二月廿八日

高年級同學舞會。

十二月卅日

一九六五年度畢業生於禮堂舉行聯歡舞會。

## 一九六八年

一月三日

林尹紹孃女士調任柏立基師範學院講師，由史德女士接替。

一月八日至  
一月十七日

上學年考試。

一月廿四日

第二屆越野賽。

一月廿六日至  
二月四日

農曆新年假期。

二月五日

畢頓先生調任柏立基師範學院講師，由陳永晃先生接替。

二月廿六日

社際土風舞比賽。

三月一日

紅十字會服務隊到校，十四位同學志願捐血。

三月五日

本校土風舞隊榮獲校際土風舞比賽冠軍。

三月八日

家長教師聯誼會聚餐。

三月十四日

狄更斯女士到任。

三月十五日

助理領袖生選舉。

三月廿二日

各班旅行日。

三月廿八日至  
三月廿九日

美術展覽。

四月三日至  
四月十五日

清明及復活節假期。

四月十八日至  
四月十九日

本校開放日。

四月廿九日至  
五月廿四日

七位羅富國師範學院學生在本校作教學實習。

四月卅日

中二同學游泳課程開始。

五月六日

醫務衛生處派員到校作預防霍亂注射。

五月十日  
五月十一日

中四同學公民科展覽——題為「香港緝私隊」。

五月十三日

周許劍冰女士離校往加。

五月十三日

夏季上課時間表開始實行。

七月一日至  
七月九日

本學年度結業試。

七月九日

本學年完畢。

七月十六日

本學年完畢。

本

校

大

事

記

【一九六七——一九六八】

一九六七年

九月四日

學年開始。

選舉班長及社職員。

九月八日

推選領袖生，名單如下：

首席領袖生(男) 朱培慶

(女) 鄭艾倫

副首席領袖生(男) 劉敬修

(女) 馮佩嫻

高六

程國平

陳月娥

呂崇義

李適焉

石鏡泉

麥懿明

初六

許華先

吳惠怡

柯德立

潘素嫻

王志超

蕭兆媛

黃良榮

黃頌求

袁貴華

易超然

中五

劉肇文

李玉霞

李國焜

馬瑰儀

梁仲明

黃洪運

倪友昌

邱家碧

甄庭歡

余綺華

(新舊教職員聚餐，饒別韓敦先生，李啓颺先生及歡迎張伯倫先生。)

戲劇社演出中英文獨幕劇各一齣。

丘淑琦女士榮獲獎學金赴英深造。

林碧蓮女士到任。

於九龍仔游泳池舉行水運會初賽。

水運會決賽。

由基勒先生(Mr. Grillard)頒獎。

頒獎日，由香港加拿大僑會趙遠鵬先生致詞並趙夫人頒獎。

人頒獎。

冬季上課時間表開始。

六位羅富國師範學院同學在本校作教學實習。

十月廿日  
十月廿四日  
十一月十四日  
十一月廿日



員委輯編版文中

中文版編輯委員會

主席：程國平 高六甲

委員：彭國強 初六甲

蕭兆媛 初六甲

徐麗萍 五乙

王春明 五甲

陳惠瓊 四乙

陳啓榮 四甲

袁羣 三甲

區初輝 三甲

郭慧卿 二丁

顧問：霍寶楠先生

章槃先生

# 第十四期 一九六八年七月出版

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伊 利 沙 伯  
中 學 校 刊