



路德會啓聾學校
圖書館

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路德會望覺啓聾學校校刊

MONGKOK LUTHERAN SCHOOL FOR THE DEAF

ANNUAL REPORT

1978-1979

九龍聾啞區會許明堅牧師擔任義務校牧，堂校關係更趨密切。在各同工積極協助下，已於本年四月一日舉行主日學迎新會及自四月二十二日開設教師查經班。由一九七八年六月十八日至一九七九年四月十五日，本校先後有八位同學領受堅振禮，十一位同學領受洗禮。希望各同工能爲此事工多多禱告。

(教務介紹)

本校採用暗示性發音法，更積極推行活動教學法，輔以視聽器材，使兒童在學習上有所改進，對於有特別需要的學生，我們會兼用手語教學。

爲改進教務及增強同工之間的聯繫，本校每週均舉行行政人員會議和教師座談會，此外定期舉行的教務活動包括有：教學研討會議、新教師輔導課程、教師教學示範、暑期教師研討班、暗示性發音法研討課程、各科課程修訂及編寫會議（特別是多類弱能兒童課程修訂），教具製作會議、圖書整理及借閱、中學生替小學生輔導計劃及家長輔導計劃等。

本校各同工更積極參加教育司署、特殊教育組、社會服務聯會、香港聾人福利促進會、本會教育事工促進會、特能童軍會和家庭計劃指導會主辦之進修課程及講座。每年度本校教師均參加教署主辦之在職教師特殊教育訓練班或往本地及海外深造，如陳真珠老師於羅富國教育學院深造三年制數學，胡麗玲老師及本人於澳洲維多利亞省省立大學深造聾童教育及特殊教育，皆已先後回校繼續服務。此外，羅紹隆先生亦將自英國學成歸來，本年九月徐美玲老師將派往倫敦大學深造，望其早日修業完畢，更有效地替聾童服務。在此，謹代表校方多謝香港聾人福利促進會及賽馬會捐贈獎學金，支持本校教師進修計劃。

本年度先後舉辦之學藝活動計有：中英文書法比賽、默劇比賽、中文作文比賽、音樂比賽、中英文朗誦比賽、宗教常識問答比賽、數學常識問答比賽、聖誕聯歡日、聖誕咭設計比賽、水運會場刊封面設計比賽。我們通過各種活動，務求使兒童在靈、德、智、體、羣、美育上，作全面之發展。

and Sign Language (only for those who find it absolutely necessary), supplemented with the fullest use of audio-visual aids.

Weekly meetings of the Administrative Staff, Seminars for Teachers, regular meetings of Senior Teachers are held to improve teaching efficiency and to establish rapport among teachers. These meetings implement and coordinate such activities as Teacher Observation and Seminar on Teaching, Guidance for New Teachers, Cued Speech Class, Curriculum Development (particularly for the multiple-handicapped students), Production and Purchase of Teaching Aids, Subject Panel Meetings, Library Administration, Student Counselling, Parent Guidance and Summer Training Course for Teachers.

Teachers have attended courses and lectures sponsored by the Education Department and various Social Services Agencies. Local and overseas training for teachers is encouraged: Miss C. C. Chan completed a full-time Thrid Year Course in Mathematics at Northcote College of Education; Miss L. L. Woo and the Principal completed Courses on Special Education (Deaf) at Burwood State College, Victoria, Australia; Mr. S. L. Law is at present on study-leave at the University of London; and in September Miss M. L. Tsui is to go to the same University for a one-year training. The Principal thanks the Hong Kong Society for the Deaf and the Royal Hong Kong Jockey Club for giving out scholarships.

The School co-sponsors a Seminar on "Sexuality and the Mentally Retarded" with the Family Planning Association and takes part in seminars on Curriculum Development and Communication held by the Special Education Section of the Education Department.

Student activities within the year included the following: contests in Calligraphy, Pantomime, Design of Christmas Cards, Recitation (Chinese and English), Composition, Singing and Cover Design for Swimming Gala Programme; and quizzes in Biblical knowledge and Mathematics. These activities are designed to enhance the intellectual, physical, artistic and spiritual development of students.

(課外活動及社會服務)

爲使兒童對社會有所認識，身心得到平均的發展，以建立健全的人格，故舉辦課外活動和社會服務，本年度先後舉辦的活動有：

一九七八年九月廿四日：本校參加香港聾人福利促進會及港島青年商會主辦之「聖誕咭設計比賽」；

十一月十日本校師生往金山郊野公園作秋季旅行；

十一月十六日往真鐸啓暗學校參加陸運會接力賽，本校榮獲季軍；

十一月十七日參加啓聲學校陸運會接力賽，本校男女子組各得亞軍；

十一月十九日參加包美達中心換物遊藝攤位；

十一月及十二月參加全港天才表演比賽，成績令人滿意；

十二月八日參加達言學校陸運會接力賽，本校中學部男子組和小學組皆獲季軍；

十二月廿三日，本校舉行聖誕節聯歡日，師生共同迎接救主降臨；

一九七九年二月十八日荃灣雅麗珊服務中心爲本校學生舉辦攤位遊戲，在各同工協助下，學生皆興盡而返；

二月廿五日師生參加公益金百萬行，學生對公益事工，更能有較深入體會；

二三月份舉辦乒乓球比賽；

三月四日本校幼童軍參加一九七八年度總監挑戰盾比賽，榮獲優異獎；

三月十七日本校應邀參加聾人福利促進會九龍中心開幕日之表演；

三月廿五日香港傷殘協會免費招待本校學生觀看電影；

三月三十一日爲響應國際兒童年，香港鄧鏡波書院及聖瑪利書院爲本校學生安排遊戲節目，是日大家歡聚一堂；

四月十六日本校幼童軍及女童軍參加鄧鏡波書院主辦之「綠野仙踪」，成績美滿；

六月二十日本校舉行水運會，蒙北九龍獅子會捐贈獎品，

Extra-curricular Activities and Social Services

Within the year students were invited to take part in sports meets, games days, variety shows, and contests held by various Social Service Agencies and allied schools. On most occasions students achieved satisfactory results.

There were Inter-Class Competitions in Cleanliness and Discipline. Extra-curricular activities included Horse-riding, Board-games, Ball-games, Domestic Science, Swimming, Ribbon Flowers, Knitting, Model-making and Reading, etc. The Summer Programme consisted of various activities with the help of organization and other schools. Students are taught to use leisure wisely and profitably.

Typewriters were donated by the City Lions Club of Hong Kong and sewing machines by the American Women's Fellowship for typewriting and sewing classes. The Principal warmly thanks them.

Safety Education and Medical Services

Fire Drills are regularly held to give safety training. Road safety training is conducted by teachers with the help of minor staff. Student health is insured with participation in the Government's School Medical Service Scheme and with the assistance of Nurse Sun of Schoolchild Nursing Programme of the Synod who stations two days per week at the School to conduct physical examinations and eyesight tests and supervise dental care. The importance of protection against German Measles was propagandized and female students were inoculated against it by Medical and Health Department personnel. Slide-projection sessions on physiological and psychological hygiene were held with the willing participation of parents.

Technical Service

The School employs two technicians whose duties are the maintenance and servicing of audio-visual equipment and individual hearing aids of students, making of ear-moulds

會長黎曦先生致詞及頒獎，香港荳品有限公司贈送飲品，各友校派員參加助興，本校深表謝意。

除此以外，本校經常舉辦清潔及秩序比賽、女童軍及幼童軍活動、游泳訓練、騎馬活動、球類、棋藝、飛機模型製作、家政、絲帶花製作、編織、烹飪、節奏樂、圖書閱讀等等。

蒙紅十字會、聖約瑟書院、瑪利諾學校等協助，暑期間更舉辦各樣活動，使各同學能善用餘暇，本校深表謝意。

又蒙香港城市獅子會捐贈打字機及美國婦女會贈送衣車，相信來年度更能加強對聾童服務，本人謹代表校方向上述機構再三致謝。

(安全及醫療服務)

為學生安全着想，本校經常舉行防火演習，並得警務處交通部及各同工協助，學生能有正確道路安全知識。

本校學生除參加政府舉辦之學童保健計劃外，並得本會學童護理部辛姑娘協助（每週駐校二天），為各生作定時檢查體格、視力和牙齒健康等。為配合醫務衛生處所推行之德國麻疹預防注射運動，本校放映幻燈片和講解德國麻疹之預防措施，並舉行生理及心理衛生講座。藉此機會，多謝各家長在過去對此事工的支持。

(技術服務)

本校現有兩位技工，專門負責視聽器材之保養服務、替學生製造耳模，修理耳機及指導學生有關配戴耳機的方法；此外，校方更幫助有需要的同學辦理轉換助聽機及安排重新作聽力測驗等事宜。

(學生及家長輔導)

在聾童教育上，家長的地位佔着重要的一環，為此，本校分別在去年十二月六日及八日在正校及分校舉辦了全校性的家長會。自本年五月起，更為小學部家長開設家長輔導課程，家長們可來校親身體驗其子女在校之狀況，使家長對其子女之管教更有幫助。同時，本校亦經常為小學預備班家長開設座談會。

此外，本校教師及行政人員經常與家長作個別談話，又與

and instructing students in the best possible use of their own aid. The School too makes arrangements for hearing tests and applications for new hearing aids on behalf of students whose aids are too worn for use.

Student and Parent Counselling

Parent Counselling sessions were regularly held within the year, particularly and more frequently for parents of Primary Preparatory students. A Parent Guidance Programme has been initiated since May whereby parents of Primary students can personally observe actual classroom teaching to enable them to extend similar learning activities to the home.

Individual counselling for parents and students are frequent and usual. Home visits were scheduled. In short the combined efforts of parents and teachers have been effective in eradicating undesirable ideologies and life-styles in students and improving their academic achievement.

Further Education and Employment

A number of parent-teacher seminars have been held to discuss this problem facing school-leavers and overaged students. Visits to various training centres have been arranged for them. For those whose hearing is slightly impaired arrangements have been made for them to be placed in Partially-hearing classes.

In the coming academic year social workers will be employed to deal particularly with this problem of further education and employment. It is hoped that the deaf will be better served by the Education Authority in opening training centres for them in Technical Colleges.

Visits to the School

Interest in and concern for the deaf have been expressed by various visiting bodies among them the local universities, colleges, schools, the Lions Club of North Kowloon Radio Hong Kong and the press.

學生作個別輔導，更推行家庭探訪計劃；在校方及家庭的合作下，兒童大大改進了以往不良的思想及生活態度，增進了學習和參與聖工的興趣。

(升學與就業)

對學童之升學與就業方面，本校由一九七九年二月廿四日起，已先後多次與超齡生及將離校生開辦了多次家長會，並安排其參觀工業學院、官塘職業訓練中心、世界復康基金會訓練中心和製衣業訓練中心；此外，對於已離校之學生，本校亦經常與其保持聯絡。另一方面，本校亦從速安排適當的學生往弱聽班就讀，家長對以上安排甚感滿意。在來年度，本校將多聘社會工作者，對學生升學及就業輔導方面，將更有所改善。

此外，更希望教育當局能在工業學院加設特為聾童而設之中心，對聾童作更有效的服務。

(外界參觀)

本年度蒙各界人士蒞臨本校參觀，使本校獲益良多，參觀者有來自香港大學、香港中文大學、浸會書院、協同中學、民生書院、聖約瑟書院、瑪利諾書院、聖瑪利書院、鄧鏡波書院、北九龍獅子會、美國婦女會、紅十字會、荃灣雅麗珊中心、香港電台、星島日報等機構，本校對其深切之關懷及指導，深表謝意。

(教育司署的協助)

本校自創辦以來，蒙教育司署多方面協助及指導，得在正校及分校增設課室及特別室，並添購各種器材教具。本年度添置的器材計有：音樂器材、電影機、迴環電影機、版畫機、科學器材、圖書一批及分校安全設備等等。現時小學部學生接受半日制教育，中學部則全日制。為使弱能人士能按其弱能的情形儘量發揮其體力、智力及社交能力，教育司署特批准本校為多種弱能聾童服務，在此，本人謹代表校方、學生及家長向教育司署致萬二分謝意。

(社會福利署的協助)

本校蒙社會福利署熱心協助，本年度（一九七八年九月至

Assistance from the Education Department

Assistance from the Department is two-thronged: counselling from the Inspectorate; grants and subsidies to provide for more classrooms and special rooms and to effect purchases of equipment and teaching aids. Purchases for the year included musical instruments, a 16mm film projector, a loop film projector, laboratory equipment, books for the library and safety devices. The Department has also permitted the opening of classes for the multiple-handicapped deaf to fully develop their potential as far as their capabilities allow.

Assistance from the Social Services Department

The Department has granted the purchase of 13 individual hearing aids to the amount of \$6,245. It has also donated to the School audiological equipment to the value of \$236,540.00

Other Assistance

The School thanks individuals and organizations, local and abroad, for their generous contributions in the purchase of equipment, assistance for needy students and financial backing for teacher-training overseas.

Looking into the Future

Plans have been made in the following areas:

1. Implementation of religious education
2. Implementation of full-day education for both Primary and Secondary Section (M1—M5)
3. Special emphasis on practical subjects, employment guidance and work experience education.
4. Integration with ordinary schoolchildren.
5. Development of and improvement in the education for the multiple-handicapped deaf.
6. Provision of social services; better liaison between the Home and School.
7. Intensive teacher-training to improve on teaching methods and existing curriculum; upgrading of extra-curricular

今年五月止)共有十三位學生每人獲個別助聽機一部,費用共達六千二百四十五元正,此外購置合組助聽機及其他助聽器材,價值達二十三萬六千五百四十元正。本校設備日益完善,教學效能增強,本人衷心銘感。

(其他機構贊助)

本校為政府津貼之非牟利特殊學校,年中除獲政府贊助外,並獲本港及海外熱心人士多方面協助,使本校能添置器材,照顧學童福利及協助教師作進一步進修,本校對其熱心社會公益,深表敬意。

(展望)

本校未來的展望有以下各點:

- ①推行宗教教育,加強學校與堂會之聯繫;
- ②發展完整之中小學全日制教育;
- ③增強實用科目、職業輔導及工作經驗課程;
- ④推行混合教育;
- ⑤發展及改良多種弱能兒童教育。本年度得教育司署批准本校聘請言語治療專家,但因本港這方面的人材缺乏,望教育司署能早日代為解決;
- ⑥提供社工服務,增強家庭與學校之聯繫;
- ⑦加強教學研討,使教學法和課程能有改進;
- ⑧推展家長輔導計劃,改善課外活動。

為推行以上計劃,本校雖然現今受到諸多限制,有許多地方仍不甚理想,但我們仍努力不懈的朝理想的方向邁進,亦希望有關當局給予協助,社會人士給予支持,總會及教育委員會主內弟兄姊妹為此事工代禱,使校舍擴展、設備和師資訓練等問題上得到解決,使我們為聾童所提供的教育服務更能擴大和日趨完善。

(結語)

最後,多謝各工作小組及各同工一年來之努力,適藉今年是國際兒童年,讓我們檢討過去,計劃將來,於來年更能為聾童作進一步的努力,為主作更佳的見證,傳揚福音。謝謝!

並祝大家平安!

activities.

8. Implementation of Parent Counselling

The School is working hard to realise the above goals, but impediment to progress arises from the most defeating problems of teacher-training and school extension. And until these problems are solved, we cannot hope to offer fuller services to the deaf. We therefore appeal to the authorities, our Church-the Lutheran Church H.K. Synod, Christian Education Committee and members of the community to give help.

Conclusion

Finally the Principal thanks his colleagues and staff for their work during the year. He hopes to learn from the past and plan for the future, for the benefit of the Deaf as a testimony of His love to the handicapped.



Some people brought him a man who was deaf and could hardly speak, and they begged Jesus to place his hands on him. So Jesus took him off alone, away from the crowd, put his fingers in the man's ears, spat, and touched the man's tongue. Then Jesus looked up to heaven, gave a deep groan, and said to the man, "Ephphatha," which means, "Open up!" At once the man was able to hear, his speech impediment was removed, and he began to talk without any trouble.

(Mark 7: 32-35)

有人帶着一個耳聾舌結的人、來見耶穌、求他按手在他身上。耶穌領他離開衆人,到一邊去,就用指頭探他的耳朵,吐唾沫抹他的舌頭,望天歎息,對他說,以法大,就是說,開了罷。他的耳朵就開了,舌結也解了,說話也清楚了。

(馬可福音 第七章三十二至三十五節)

本校校董芳名錄

張勝球牧師 (校監)
許明堅牧師
董壽年先生
張寬先生
窩禮士先生
辛熹白牧師
黃一明牧師

教職員一覽表

校長：吳國華

主任：陳錦霞
李安琪
陳國權

義務校牧：

許明堅牧師

教師：區雪霞
陳真珠
陳芳
鄭治國
鄭笑微
錢耀昌
徐佩貞
方淑玉

Name List of Board of Managers

Rev. Cheung Sing Kau
Rev. Hui Ming Kin
Mr. Tung Sau Lin
Mr. Cheung Foon
Mr. Darrell Wallis
Rev. Herbert Hinz
Rev. Wong Yat Ming

Name List of Teaching Staff

Principal:
Ng Kwok Wah

Dean:
Chan Kam Ha
Lee On Kee
Chan Kowk Kuen

Voluntary School Chaplain:

Rev. Hui Ming Kin

Teachers:
Au Sheut Ha
Chan Chun Chu
Chan Fong
Cheng Chee Kwok
Cheng Siu Mei
Chin Yiu Cheong
Chui Pui Ching
Fong Shuk Yuk

項偉傑
簡麗貞
黎本立
劉超祺
劉松基
羅紹隆
李淑貞
李瑞娟
梁穎賢
梁燕玲
李詠芬
陸婉貞
吳秀鳳
吳育珍
敖潔雲
孫秀英
戴桂端
譚蘭芳
徐美玲
黃潔貞
王官勝
王淑妮
王培文

Hong Wai Kit
Kan Lai Ching
Lai Boon Lap
Lau Chiu Kay
Lau Chung Kee
Law Siu Lung
Lee Sook Ching
Lee Sui Kuen
Leung Wing Yin
Leung Yin Ling
Li Wing Fun
Luk Yuen Ching
Ng Sau Fung
Ng Yuk Chun
Ngo Kit Wan
Sun Sau Ying
Tai Kwai Tuen
Tam Lan Fong
Tsui May Ling
Wong Kit Ching
Wong Koon Shing
Wong Suk Nei
Wong Pui Man

胡麗玲
黎建基
(代課教師)

Woo Lei Ling

Lai Kin Kee

(Temporary Teacher)

校護
School Nurse

辛賜卿
Sun Chi Hing

書記
Clerk

潘麗卿
Poon Lai Hing

何翠美
Ho Chui Mei

技工
Laboratory Technicians

郭元昌
Kwok Yuen Cheong

郭元龍
Kwok Yuen Lung

工友
Minor Staff

陳仲
Chan Chung

陳國龍
Chan Kwok Lung

陳裕信
Chan Yee Shun

鄭賢松
Cheng Yin Chung

錢耀武
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本校多類弱能聾童教育的過去和現況

陳國權主任

依據在一九七七年發表的「羣策羣力協助弱能人士更生」白皮書有關教育及訓練的第四章所指出：「……有些兒童患有兩種或以上的弱能缺陷，故可能需要更多照料才可以充份從特殊教育中獲得裨益和全面發揮潛力。安置這些兒童入學時通常以其主要的弱能缺陷為根據標準，但在他們就讀的特殊學校內，將有專為他們而設的特殊班或單位。」對於聾童學校而言，多類弱能的學生就是指那些除了失聰之外，還有其他例如：身體弱能、弱智、弱視和情緒問題等缺陷的兒童，而失聰則為較嚴重的缺陷。

在現階段的特殊教育發展過程中，政府設有不同類型的特殊學校提供不同類別及不同程度的特殊教育服務，而依照上述白皮書的建議，照顧多類弱能聾童的責任是需要聾童學校特別去承擔的。當然，我們把多類弱能聾童作這樣的安排時，我們是考慮學生學習的適應性；我們的論據是若果將他們放置在其他類型的特殊學校，他們在學習上所遭遇到的問題會更多，更不易解決，而他們的得益會較少。

本校創辦時已開始收容了第一位身體弱能的聾童，經年以來，我們都嘗試在照顧多類弱能聾童教育方面作最大的努力。在幾年前，本會亦曾擬出一項詳盡的計劃發展學習遲緩聾童的教育，雖然後來因為種種客觀因素而未能實現，但是我們在有限條件下提供的教育服務始終都沒有中止。近兩年來，在本校就讀的多類弱能聾童漸漸增多。在本年度最近的一次統計中，有關資料顯示本校實際上收容了各類型的弱能聾童：

類 別	人 數
學習遲緩聾童	25
身體弱能聾童	10
情緒問題聾童	2
弱視聾童	2

EDUCATION FOR MULTI-HANDICAPPED DEAF, PAST AND PRESENT

Mr. Chan Kwok Kuen

The fourth chapter, Education and Training, of the White Paper on Integrating the Disabled into the Community: A United Effort, 1977, has the following to say about education for the multi-handicapped, "A Number of children have two or more disabilities. They may require extra attention to enable them to derive the maximum benefit from special education and to develop their full potential. Placement for these children is generally based on their major disability, but special classes or units will be provided for them within the special schools to which they have been admitted." In a school for the deaf, multi-handicap means, besides hearing impairment, such disabilities as physical disability, mental retardation, low intelligence, weak-sightedness and maladjustment. Hearing impairment, of course, is the primary handicap. Caring for these multi-handicapped deaf, the White Paper suggests, is the responsibility of schools for the deaf, though there are various types of special schools in operation. The rationale behind this suggestion is that if they are placed in other special schools they will profit less — the problems they meet in learning will likewise be not as easily solved.

We have been caring for multi-handicapped deaf since the School was first started. A few years back we had a detailed plan tabulated, but owing to circumstances beyond our control, it was not seen through; but educational services for them in a limited way has not altogether ceased. Enrolment of multi-handicapped deaf in the School had in fact been on the rise for the past two years. The table below sets out the enrolment figures for current academic year:

Type of Handicap	Enrolment
Slow learning ¹	25
Physical disability ²	10
Maladjustment ³	2
Weak-sightedness ⁴	2

這些數字是依據兩方面的參考資料得到的：其一是學生曾經接受過醫生或專家的診斷或甄別而得出的驗證結果；其一是來自有關教師的實際參加教學，經常與學生接觸，從觀察而歸納得到的意見。學習遲緩的學生包括有三數位是智商在50以下的，十餘位的智商是50至80之間和有部份未經甄別而教師從觀察其學習中懷疑其智力遲緩。身體弱能的學生有一些亦同時是弱智的，一些是輕微痙攣的手足不靈和部份是腦麻痺而需要藥物的治療。情緒問題的兩位學生都是經常性發作和有侵犯性的行為。弱視的兩位學生都是患上嚴重的近視，其中一位的左眼是先天性失明，右眼近視度是1050°；另一位左眼近視度是1600°，右眼是1700°。

按本校現今的情況和客觀條件限制來看，最大數目而最需要特別照顧的多類弱能兒童是學習遲緩的學生，最不易解決的是情緒問題學生的困難。本校現有特別班四班，主要是按該等學生的學習能力而編班。處理多類弱能學生的問題是由三個小組合作負責的，它們是：由行政人員及特別班班主任組成的教學小組，由資深教師和社會工作者組成的輔導組和本會學童護理部兼任校護的護理組，不過，無論在教學上和輔導工作上，我們都深感人手不足，就輔導工作來說，在以往的幾年中，本會曾先後以特殊事工部名義聘用社會工作者，曾邀請其他機構的義務社工和教育司署委派的教育輔導員參與處理輔導事宜。本年度的輔導工作只是由幾位經驗豐富的教師兼任而已。

在協助那兩位患嚴重近視的學生的輔導工作上，我們除了在課室光線、座位安排、教師書寫的字體，學生作業的格式等各方面作適當的處理外，還經常有輔導教師及校護與其家長保持聯絡，一方面是解決他們因學習困難而引起的情緒問題，另一方面是要使他們及其家人認識照顧眼睛健康，避免眼疾惡化。舉例來說，有一位學生經校方的安排接受檢驗，得到醫生建議因其近視度太深而需要配戴隱形眼鏡後再加上普通鏡框的眼鏡。

Notes.:

1. Three with I.Q. below 50; more than ten with I.Q. between 50 and 80; the rest suspected of mental retardation.
2. Part mentally retarded; part with problem in muscular co-ordination due to cerebral palsy still under treatment.
3. Recurrently aggressive in behaviour.
4. Both heavily short-sighted: One blind in left eye congenitally, right 1050 short-sighted; the other left 1600; right 1700.

The slow-learners are largest in number and need particular attention. The maladjusted offer difficult cases. Placement in the four special classes we have is based on learning ability, with three sub-committees jointly in charge: Teaching Sub-committee of class teachers and administrators, Guidance Sub-committee of experienced teachers and social workers and Health-Nursing Sub-committee. We are under-staffed in counseling service for students and parents, especially this year with no social workers.

For those with serious myopia we have made every arrangement possible in classroom lighting and seating, bigger chalkboard lettering and suitable form of written work. Student counsellors and nurses are in constant touch with their parents, to solve any emotional problems that may arise from difficulties in learning and to inform parents in the care of their eyes to avoid further deterioration. One student in particular was recommended by the doctor in a consultation arranged by the School to use both contact lenses and eyeglasses!

The physically disabled are integrated with other deaf students, with teachers offering timely guidance. Their difficulties include illegible but painfully slow hand-writing, learning incompatibility with other children in such subjects as Physical Training, Art and Dance, and infacility in the use of Cued Speech involving broken speech rhythms. Largely they can surmount these difficulties with the teachers correcting and guiding them individually.

本校身體弱能的聾童大部份都只是輕微的手足欠靈活、肌能活動配合失調。對他們來說，我們都只是按其學習能力編班，讓他們跟其他聾童一起學習，而教師只需要在某程度上的照應，例如：他們書寫字體較潦草、速度較慢；在體育、美術、舞蹈等科目學習上有困難，與同班學生較難配合；在使用暗示性發音運用手號時欠靈活影響發音的節奏等等。這些問題都易於解決，因為教師可以就其較難適應的課程作個別的修改和輔導，他們大都可以應付得來。

另一部份較嚴重的身體弱能聾童兼是弱智的學生，他們不僅是學習能力遲緩，而在感官知覺和肌能活動方面都較弱，有一些還需要借助藥物性的治療，因此我們的責任更為吃重，無論在課程編製，組織活動，施行教學和個別輔導等各項工作上都需要相當的設備和人手。

人手不足的情形在處理情緒問題學生時更感嚴重，通常來說，我們是以個案方式，由班主任和負責輔導工作的教師合作處理，透過個別輔導，家訪等形式去解決問題，一方面誘導學生與人融洽相處，另一方面亦使其家長協助其子弟建立良好的人際關係。應付這些問題着實不易，往往會因人手不足而顧此失彼，未能有效地即時解決！

本校多類弱能聾童教育的展望

綜觀上述各點和結合過去的經驗，在發展多類弱能聾童教育服務我們所遭遇到而需要切實解決的問題是多方面的：

(一) 行政方面：現行的特殊教育資助則例中，沒有因多類弱能聾童的班級而相應地減少每班學生人數的條例，因此，在編班時，即使是多類弱能的聾童仍然會是每班十位學生。這樣，教師在分組教學或個別教學的照應上都十分吃力，往往得不到預期的教學效果。另一方面我們會盡量考慮將多類弱能的學生與普通聾童混合上課，這樣的安排是需要增強對每位學生的個別輔導服務。在處理情緒問題學生時更是需要個別教師的

Those who are physically disabled and mentally retarded are not only slow-learners, but are also weak in muscular co-ordination and sense awareness, some to the extent that they need medical treatment. In caring for these we meet immense difficulties with the lack of proper facilities and the shortness of qualified staff. Shortness of staff is particularly acute in our care for maladjusted students. Class-teachers and student counsellors cooperate in individual counselling, visits to the home etc. to teach them to live harmoniously with others and to build up enduring inter-personal relationships.

Our efforts in this respect seem somewhat chaotic with the shortness of staff!

Looking into the Future

In the development of education for the multi-handicapped deaf, we have to find solutions to the following problems:

A. In administration: The current Subsidy Code for Special Schools makes no provision for the reduction in the number of students in a class for the multi-handicapped. Therefore in group or individual teaching the teacher finds a full complement of ten students per class particularly exhausting. Teaching aims are not usually realised. On the other hand integration of the multi-handicapped with normal deaf children calls for more frequent and effective individual teaching. Counselling the maladjusted is likewise a heavy responsibility for the teacher. Though the newly-adopted Subsidy Code makes provision for the employment of a speech therapist, two assistant speech therapists and 1.75 social workers, it is silent on such matter as teacher multi-handicapped student ratio and the availability of professional services of nurses and physical therapists etc. We hope an amendment on this will be made in the future.

B. In facilities: The primary handicap is present school premises impose restrictions on time and space, e.g., teaching conducted on session basis is far from satisfactory, the

專責。最近，依據新頒佈的則例，本校可獲准增聘一位言語治療專家，兩位言語治療助理員和1.75名社會工作者，我們希望在增添人手後，一切工作更能順利。不過，我們寄望有關當局在每班多類弱能聾童的人數上、教師比例上和其他專業性人手方面，例如：校護，物理治療員等作適當的條例修訂。

(二) 設備方面：本校因校舍條件的局限，無論在時間和空間上都受了嚴重的限制，譬如：半日制授課的情形並不理想；身體弱能的學生要上落百餘級的樓梯到達現處五樓的校址；許多輔導性的活動不能圓滿地進行；沒有足夠的地方讓身體弱能的學生作治療性的活動和遊戲；沒有空置的房間來處理情緒問題的學生，因此，更談不上購置適當的設備。這實在是當前急務，本會就這方面多次作出努力向教育司署申請獨立校舍，希望有關當局能切實的協助解決！

(三) 課程方面：本校教務組已搜集了相當豐富的資料，正全面性的檢討和修訂有關學習遲緩聾童的課程。實際上，這課程不只局限於學習遲緩聾童的學習，因為其內容是整體性的學習程序，包括有：學科、術科、感知發展課程、個別輔導課程、社交發展課程、家庭生活課程等等，由最基本的自我照顧能力的練習、與人溝通的訓練、社會適應性的培養以至職業性的訓練都詳細依次由淺入深地列出，然後，在測驗過每位學生適應能力所達到的某一點開始，給予適當的個別訓練課程。這是相當艱鉅的工作，但我們正埋首進行中。

(四) 師資方面：雖然在聾童組的師資訓練課程亦有涉及其他類型弱能的教學，但我們在實際施行時仍感到相當的不足，而社會工作者在這方面的知識亦頗貧乏，為此，我們除了從過往的經驗中去吸取資料外，亦計劃選派教師及社工在本港或海外進修有關多類弱能教育的課程。

(五) 其他方面：家長輔導的計劃、學童交通問題、職業先修的訓練安排等等都是我們需要設法解決的問題，我們正與各

school's being situated on the fourth floor (without a lift, of course) presents physically disabled students with flights of stair to climb, counselling services falter for lack of proper space, no adequate space for the feeble-bodied to conduct therapeutic activities and play, no spare room in which to advise maladjusted students, etc. Added to these adequate and proper equipment is sadly lacking. It is therefore absolutely necessary for the Education Department to approve our repeated application for school premises of our own.

C. In Curriculum planning: The Teaching Sub-Committee has amassed more than adequate material for a full-scale revision of programmes for the slow learners. These revised programmes are suitable for other types of handicapped children as well, for they make provision for every stage of the learning process: full syllabuses for academic and practical subjects, sense awareness development, individual teaching, social development, family health programme, etc. Indeed they includes basic training in the ability of caring for the self, training in communication, social adaptability and a vocation of own choice. Tests are conducted to find out the degree of adaptability reached by each individual child, the results of which indicating suitable starting points for relevant individual teaching. We are at present engaged in compiling these syllabuses.

D. In staff training: Though teachers have undergone training in teaching the deaf as well as other handicapped students, yet in actual teaching they have found themselves poorly equipped for the task. Workable knowledge of the multi-handicapped among social workers is likewise fragmentary. Therefore, besides gaining familiarity with them through constant contact, we have also made plans for selected teachers and social workers to go abroad for training in education for the multi-handicapped deaf.

E. Others: Negotiations with relevant organizations are under way for the implementation of Parent Counselling

有關機構商討，謀求適當的處理辦法！

甄別弱能——適當地安置——供應良好課程——評估教學效果等等的整個階段是連鎖性的，而從事這一連串事工的人士是需要多方面的彼此合作，交流經驗和檢討研究的。本校現今受到諸多限制的情況下，有許多地方仍不甚理想，但我們仍是努力不懈的朝理想的方向邁進，亦希望有關當局給予協助，社會人士給予支持，在校舍擴展、設備、師資訓練等問題上得到解決，使我們為多類弱能聾童所提供的教育服務更能擴大和日趨完善！

Programme, a solution to the road-safety problem of handicapped students and the arrangement of pre-vocational training for school-leavers.

Conclusion

Though education for the multi-handicapped in the School is far from satisfactory due to circumstances beyond our control, nevertheless we are striving to do our best. We sincerely hope that the authorities concerned and members of the community will give us their full support in respect of school extension, equipment and staff training to enable us to offer fuller and better educational services for the multi-handicapped.

畢業生致謝詞

中三高：陳雪寶

各位來賓、各位老師、各位同學：

今日我很高興能夠代表中三高全體同學向各位說話。

時間過得很快，四年的中學已經過去了，今年是本校第二屆畢業典禮。首先多謝主多年來的愛顧，我們又多謝校長、老師在這個臨別的時候，給我們的教訓和鼓勵，以及各位來賓光臨指導，我們非常感激。

我們很高興看到學校的設備一日比一日完善，譬如現在已經有木工室，科學室、運動器材和合組助聽機，幫助我們更容易學習，這些都是學校以前所未有的。我們更不能夠忘記老師們的循循善誘，雖然學生在學習上遇到困難，他們不但沒有責罵我們，而且不厭其煩地教導我們，除了正式上課外，老師還為我們舉辦了許多課外活動和各項康樂比賽，例如旅行，參觀及運動會等。

與各位同學幾年來和洽相處，現在要分別了，實在有些依依不捨。

我希望母校能夠儘早有一所新校舍和完整的設備，使我們聾人有更好的學習環境。

最後，我極希望各位留校的同學努力學習，為母校爭光。敬祝

母校前程遠大！

願主常與我們同在！

多謝各位。

淺談暗示性發音

胡麗玲老師

聽覺正常的人，假設不靠聽覺，單靠讀唇去學習一種外國語言，當然困難。這樣，沒有語言基礎的聾童，靠讀唇來學習語言，其困難則不難想像了。

堅尼地認為大部份嚴重失聰兒童所配戴的助聽器多不適當。又法農在一九七五年的一份報告中指出：超過半數聾童的聾度是八十五分貝爾或以上，而絕難靠聽覺學習語言。羅衛爾早在一九五九年研究指出：一個優秀的讀唇者，在一對一的情況下，也只能明白百份之廿六的說話內容。

「純口語」教學法，雖然在聾人教育上有權威性的地位，但基於上述困難，為了彌補其不足之處，聾人教育專家歌納，在一九六五年九月開始，蒐集各種方法之優點，去蕪存菁，終於在一九六六年九月，將「暗示性發音」方法介紹給一位兩歲深度失聰的兒童及其父母，其後發覺在一年內，該聾童的受語量由零增至四百五十個字彙。

歌納認為，暗示性發音方法能使深度失聰的兒童克服下列各問題：

- 一) 在幼年期，因有限的與人溝通，導致人格之不健全發展及社交遲緩成熟。
- 二) 遲緩獲得口語化之言語；
- 三) 不能準確獲得語言化之思考形式；
- 四) 誤解發音——讀唇錯誤。

本校自一九六九年以來，採用了這種交談方法，雖沒有系統性的統計，但無可置疑，這種方法在教學上，比較用純口語



Cued Speech — An Introduction

Miss Woo Lei Ling

A deaf child without any linguistic foundation in his early age will find learning a language through speechreading very difficult. Speechreading is essentially invisible or, at best, ambiguous. We can imagine how confused it would be if a hearing person is to learn a foreign language without hearing it.

In 1975, Kennedy reported that most severely and profoundly deaf children were wearing inappropriate hearing aids. Vernon stated in 1975 that over 50 percent of deaf children who had hearing losses of 85 dB or above could never learn language or speech by hearing it regardless of how intense the amplification was. Lowell also stated in 1959, that the best speechreaders in one-to-one situation understood only 26 percent of what was said.

Even though the oral method has the official recognition in deaf education, it has the demerit of relying too much on speechreading. In 1965, Dr. R. Orin Cornett, Vice President of Gallaudet College developed a new method of communication for the deaf. It has all the advantages but not the shortcomings of methods of communication with the deaf. In September 1966 Dr. Cornett introduced "Cued Speech" to a two-year-old profoundly deaf child and her parents. Within a year, the deaf child's receptive vocabulary had grown from zero to 450 words.

Dr. Cornett states that Cued Speech is designed to overcome the following problems encountered by a large majority of children with severe hearing impairment.

- (1) The problem of limited communication in the early year, resulting in retarded personality development and delayed social maturation.
- (2) The problem of delayed acquisition of verbal language.
- (3) Failure to acquire an accurate mental model of the spoken language.

化教學法更能使兒童快捷地在口語化環境中獲得語言，加速其與家庭成員、教師及朋友間之溝通，從而建立其自信。

何謂暗示性發音？

一) 定義：

這種交談方法，是運用手的不同位置及手號的變化，作為暗示，幫助聾童發音，互相溝通，故稱為「暗示性發音」，簡稱為「Q 語」，但並非是「手語」。

二) 方法：

甲 母音：

在廣州話中，有三個不同的手助式的位置。以表示各組不同的母音，（英文有四個，在廣州話中，母音之稍長稍短並不影響字義，故將長短音如 / I / 及 / i /，/ U / 及 / u / 合併）。

(1) 基本位置

下巴位置

口邊位置



(圖一)

字例

字例

字例

開口 a (花)

o (波)

i (耳)

口的形狀 自然平鬆 Δ (筆)

ε (車)

œ (靴)

圓形 o u (布)

u (夫)

y (魚)

乙 複合元音：

由兩個母音併合而成，故在暗示性發音中，也是將兩個母音的位置合併。



(圖二)

字例

字例

字例

字例

字例

字例

ei (飛)

ai (街)

ai (雞)

au (狗)

iu (銀)

ui (妹)

oi (愛)

au (交)

œ y (去)

丙 輔音：

(4) The misunderstanding of pronunciation which leads to confusion in speechreading.

Though we have been using "Cued Speech" in our teaching at Mongkok Lutheran School for the Deaf since 1969, we have no statistical data to prove its superiority in comparison with the pure oral method. Yet in our experience "Cued Speech" has enabled deaf children to acquire language in a conversational environment with speed and to communicate with family members, teachers and friends with ease. It has built up their confidence in learning and using language.

What is Cued Speech?

(1) Definition:

Cued Speech is a communication method which employs different hand shapes and positions as a cue to supplement speechreading of the spoken language. It is not sign language.

(2) How to use Cued Speech:

(A) vowels:—

In Cantonese, there are three different hand positions which identify groups of visually-contrastive vowels. (There are four hand positions in English. In Cantonese the duration of the vowel sounds does not affect the meaning of the word. So the long vowel /i/ with the short vowel /I/ and the /U/ with the /u/ are combined.

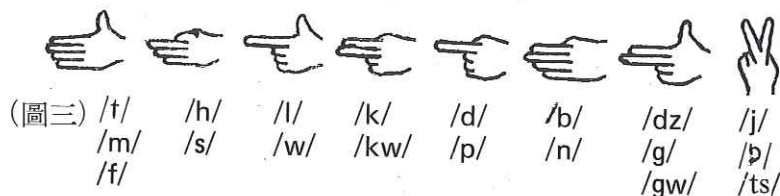
(B) Diphthongs:—

Diphthongs are treated as pairs of vowels cued in synchronization with lip movements.

(C) Consonants:

There are eight hand configurations as cues for the nineteen Cantonese consonants.

廣州話中十九個輔音是由八個手號表示：



例：如要用Q語說出「波」(bo)，是用第六個手號，放在下巴，同時說出「波」即可。若有尾音的字，如「線」，用第二個手號放在唇邊指示出(si)，尾音(n)則將手轉換為第六個手號而漸漸轉移至基本的位置。(手號及位置之轉換同時進行)。

(三) 運用之技巧：

在廣州話中，只有九個母音，十九個輔音，尾音只有六個，除 kw 和 gw 外，並沒有複輔音，所以在運用上比較容易。在運用上要注意以下各點：

- ①手指應合攏，以使手號清晰；
- ②指示母音的位置要明確；
- ③手掌心應對向講者，故讀語者能清楚看到手號；
- ④說話的速度與手的動作應互相配合；
- ⑤教師應純熟及有信心地運用。

四) 運用之困難：

暗示性發音，運用在廣州話中，有很多困難地方尚待解決，例如：廣州話中的聲調轉變，可直接影響字義，而「Q語」未能將聲調的變化表達出來。歌納於一九七七年曾致函筆者，表示在這方面甚有興趣加以探究。另一方面，「Q語」是根據語音學系統為基礎，故香港一般家長學習感到困難，此等困難尚待有關專家加以研究及解決，或發明一種比「Q語」更易運用之新方法！

(3) The Technique:

In Cantonese, there are nine vowels and nineteen consonants, with six consonant in the final position. There are no blends besides /kw/ and /gw/.

I believe that using Cued Speech in Cantonese is much easier than in English. When we use Cued Speech, we have to remember:

- (A) Fingers have to be close to each other to make the cue clear.
- (B) To show the exact positions to cue the vowels.
- (C) The palm of the hand facing the speaker so that the speechreader can see the back of the hand.
- (D) The Cues synchronize the lip movements.
- (E) Teachers should have confidence and proficiency in cuing.

(4) The following are difficulties in using Cued Speech in Cantonese:

- (A) Cued Speech does not show the different intonations which alter the meaning of the words. (Dr. Cornett has written to the present writer that he will study this problem).
- (B) Cued Speech is based on phonetics, the fundamentals of which most parents find very difficult to master. Practice with the children at home is inadequate as they have to go to work. Educators or experts should work out a solution to these problems or invent yet another simpler communication method to benefit all deaf individuals.



第二屆初級中學畢業同學

(1978-79) *Junior Secondary Graduates*

第六屆小學畢業同學

(1978-79) *Primary Graduates*



家長輔導服務



Parent Guidance Service



幼 童 軍

女 童 軍

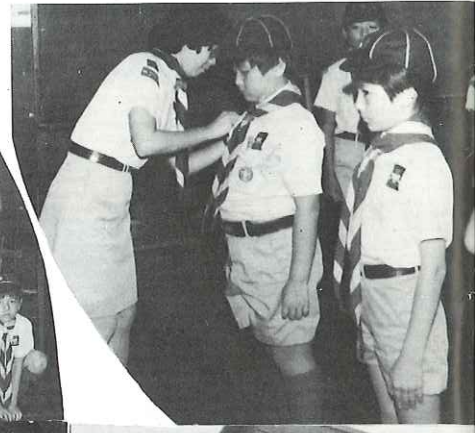
男 童 軍



Cub-scouts

Girl-guides

Boy-scouts



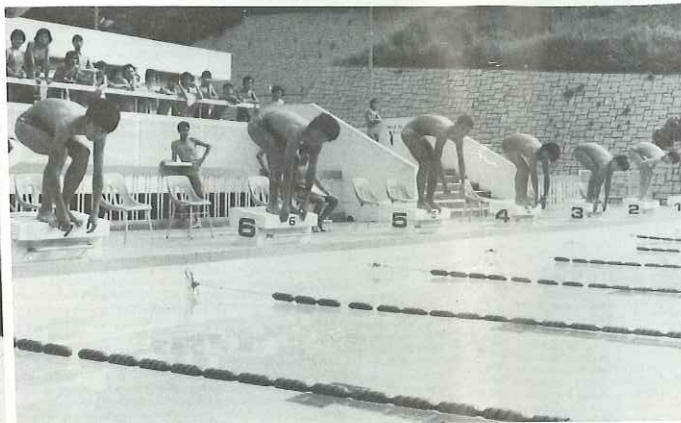


.....老師教導我們！



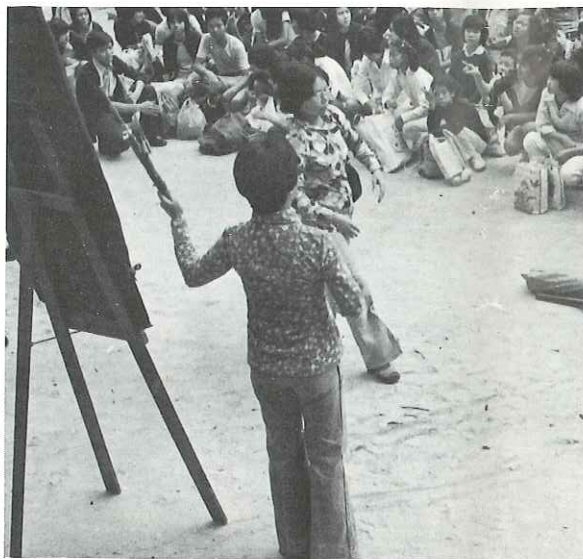
.....teachers teach us!





課 外 活 動

Extra-curricular activities



戶
外
學
習



Outdoor Study



班際比賽活動剪影

Snapshots of Inter-class Competitions



我們的小學預備班學生



Our Primary Preparatory Children



合利漁業
以馬內利堂
約翰戴尼斯療養院
建安印務有限公司
觀塘職業訓練中心
北九龍獅子會
香港福音道路德會
路德會基督教教育委員會
路德會九龍聾啞區會
路德會學童護理部
美國密蘇尼路德會
路德會聾人之友
世界信義宗
路德會米路鎮聾童學校
瑪利諾書院
民生書院
香港菲利浦有限公司
香港傷殘協會
雅麗珊社區服務中心
傑芬尼聾人主日學班
香港皇家賽馬會
路德會沙崙學校
南澳洲聾人協會
芝加哥聖約翰路德會
聖約瑟學校
路德會聖馬太堂
嘉諾撒聖瑪利書院
路德會聖保羅婦女團契
美國電話先驅者協會
能費利圖書服務有限公司
香港童軍總會
路德會聖三一堂
倫敦大學教育學院
啓聲學校
世界康復基金會中心
英華書院

(本刊英文稿件由黎本立老師翻譯及訂正)

Hop Lee Fisheries
Immanuel Lutheran Church
John Tracy Clinic
Kin On Printing Co. Ltd.
Kwun Tong Vocational Training Centre
Lions Club of North Kowloon
Lutheran Church-HK Synod
LC-HKS (Christian Education Committee)
LC-HKS (Kowloon Deaf Congregation)
LC-HKS (School Health Nursing Program)
Lutheran Church-Missouri-Synod
Lutheran Friends of the Deaf
Lutheran World Service
Mill Neck Manor Lutheran School for the Deaf
Maryknoll Convent School
Munsang College
Philips HK Limited
Physical Handicapped Association
Princess Alexandra-Community Centre
R. Giffin's Deaf Sunday School Class
Royal Hong Kong Jockey Club (Charities)
Sharon Lutheran Primary School
South Australian Deaf Society
St. John's Lutheran School, Chicago
St. Joseph College
St. Mark's Lutheran Church
St. Mary's Canossian College
St. Paul's Lutheran Women's Fellowship
Telephone Pioneers of America
The Ranfurly Library Service Limited
The Scout Association of HK
Trinity Lutheran Church
University of London, Institute of Education
Victoria Park School for the Deaf
World Rehabilitation Fund Day Centre
Ying Wa Collage

(The English version is translated and reviewed by Mr. Lai Boon Lap)

鳴謝

本校蒙下列熱心人士及機構支持和協助，特此致謝。

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香港教育司署特殊教育組首席督學陳國熙先生
香港路德會會長丘恩處博士
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伍楚生博士
謝路易牧師
傑芬尼先生
茲諾奇／羅蘭先生

機構

香港美國婦女會
區思坦德家庭
英國陸軍醫院
主內弟兄姊妹組織
澳洲維多利亞省省立大學
東平原鎮各各他路德會
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香港城市獅子會
九龍路德會協同中學
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路德會善牧學校
寶血會上智英文書院
香港國際學校
香港真鐸啓暗學校
香港上海滙豐銀行有限公司
香港聾人福利促進會
香港荳品有限公司
香港鄧鏡波書院

Acknowledgements

The school is indebted to the following individuals and organizations for their assistance and support.

Individuals

Mr. K. H. Chan, Lucas,
Principal Inspector of Special Education Section, Education Department.
Dr. Andrew Chiu,
President of LC-HKS.
Mr. Daniel Lee,
Chairman of Christian Education Committee, LC-HKS.
Dr. Chauncey Ng
Rev. Louis R. Jasper
Mr. Richard H. Giffin
Gertrude W. Gerke & Carolyn E. Nolan, Esq.

Organizations

American Women's Association of HK Ltd.
Austander Family
British Military Hospital
Brothers and Sisters in Christ
Burwood State College, Victoria
Calvary Lutheran Church of East Meadow
Canossa School for the Deaf
City Lions Club of HK
Concordia Lutheran Middle School
External Mercy Lutheran Church for the Deaf
Good Shepherd Lutheran School
Holy Trinity College
HK International School
Hong Kong School for the Deaf
HK & Shanghai Banking Corporation Ltd.
HK Society for the Deaf
Hong Kong Soya Bean Products Co. Ltd.
HK Tang King Po College

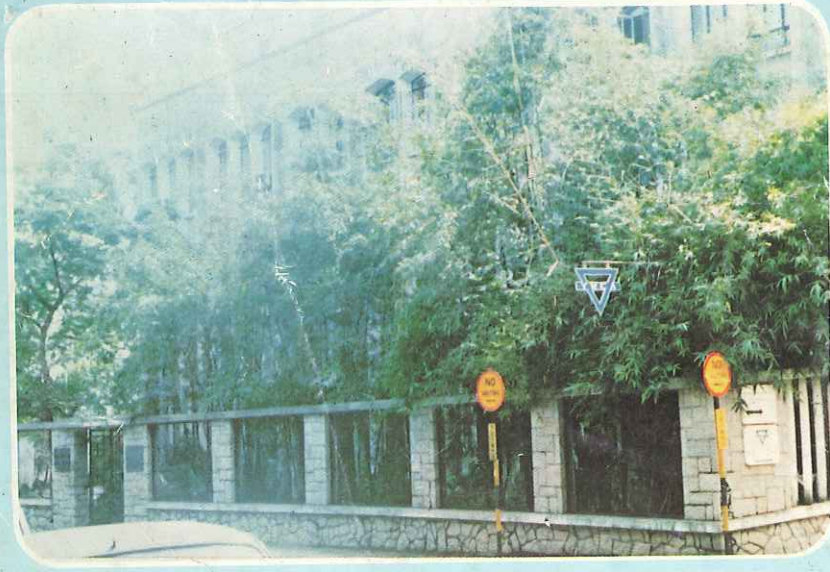


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本校簡史

路德會望覺啟聾學校為香港路德會主辦之政府津貼學校。學童在上帝恩典下得以享受免費教育。本校於一九六八年假救主學校創辦，那時只有一個課室、八名學生和一位教師。翌年擴至兩班，由兩位專任教師及兩位兼任教師任教，只實行半日制授課。一九七〇年九月本校借得銘基中學四間課室，加開三班；三個月後正校校舍落成，小學部正式在大角咀櫻桃街十八號五樓上課。一九七四年九月，本校在又一村協同神學院擴辦五班，翌年便開始設立中學部。現今中學部共有七班，佔用十間課室，其中包括有木工室和實驗室。



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BRANCH SCHOOL : 68, BEGONIA ROAD, YAU YAT CHUEN, KLN.
TEL : 3-803976

MONGKOK LUTHERAN SCHOOL FOR THE DEAF — A BRIEF HISTORY

The School is under the supervision of the Christian Education Committee Lutheran Church, Hong Kong Synod. It is subsidized by the Government, and schoolchildren here receive free Christian Education. It began in 1968 with only one teacher and eight children in one small rented room in Saviour School. The following year, our programme was expanded to two classes with two full-time teachers and two part-time teachers operating on a session basis. In September 1970 we borrowed four rooms from Ming Kei College to add three more classes to our programme. Three months later our present facilities at Cherry Street became available for occupancy. In September 1974 we added five more extension classes using the facilities at Concordia Theological Seminary. In September 1975 we started the Secondary Programme for our students at the Seminary. By now we have seven classes in the Secondary Section, renting ten rooms of which one is a science laboratory room and one for woodwork.