

# 路德會望覺啓聾學校校刊

MONGKOK LUTHERAN SCHOOL FOR THE DEAF

ANNUAL REPORT

1982-83



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# 當爲啞吧開口

會長李偉韜牧師

生理上聽覺失聰，以及發音不清的朋友，俗稱爲啞吧。啞人說話能力的恩賜既比常人少；上帝就吩咐我們「當爲啞吧開口」。使能共享上帝所賜的百般恩賜。欲達此目的，教育是最有效的工具。當然，這不是單指肉體的口，更重要的是靈性的一面。謹略述於後：

## (一)爲啞人開口展潛能

啞人多因失聰，難以學習到發音，以致影響到正確說話的能力，接受教育亦較困難，使啞人的智慧和潛能，受到局限而未能盡量發揮。啞人並非弱智，他們的智慧和潛能與常人並無二致，只是社會上疏忽了盡到應有的責任，却以殘廢爲藉口而推辭，真是冤哉枉也！

美國有位海倫·凱勒小姐，不但耳聾口啞，兼且眼盲，像她這樣生理上嚴重殘缺的人，自我照顧也感困難，遑論其他。但她竟是博學多才、令人景仰的博士。她不能說話的口開了；閉塞的心智啓迪了；深藏的潛能發掘了，就像埋藏的鑽石，一經開發，加工琢磨，立即光芒四射，令人愛羨。此種驕人的成就，豈非功在教育？

上帝是不偏待人的(徒十34)每位啞人都具有豐厚的恩賜，他們的智慧和才能像深藏的寶石，正待教育去發掘，加工琢磨，成爲令人欣羨的尊貴器皿。達到殘而不廢，成爲社會有用之材，才是爲啞吧開了口。

## (二)爲啞吧開口享主恩

今天的香港政府或社團，工廠或商號，不僅不再歧視啞人，且



## LET THE DUMB SPEAK

Rev. Titus Lee,  
President of Lutheran Church-  
Hong Kong Synod

Those who cannot hear because of a physical condition and cannot speak clearly are 'dumb' in common language. Because their ability to speak is less than that of ordinary people, the Lord has entrusted us with the job of opening them up, so that they can share the gift of speech endowed by Him. To attain this, education is the most powerful tool. Of course, the mouth is not just that of the body, but more importantly, that which belongs to the spirit. Let me qualify my statement:

### 1. Let the dumb speak – to develop their potential

The hearing-impaired find it difficult to learn to speak correctly. As a result it is more difficult for them to receive education. Their intelligence and potential are not maximally developed. It should be pointed out that they are not less intelligent or capable than ordinary people, that they are considered mentally retarded as well is an excuse by a community who have neglected their responsibility for the deaf.

It would seem that Helen Keller, born deaf, dumb and blind, should have trouble even caring for herself, but in actual fact she was a most learned person, a doctor of philosophy. Her tongue was set loose, her intelligence matured, her latent potential brought forth: she was like a dazzling diamond after it had been discovered and cut. Education must have played a vital role in bringing about such an achievement.

'God treats all men on the same basis.' (Acts 10, 34) Each hearing – impaired person is richly endowed: their intelligence and ability belong to an yet undiscovered 'stone', waiting for education to unearth, cut and developed into a respected receptable. Let the dumb speak would therefore be equivalent to making them useful to the community despite their handicapping condition.

### 2. Let the dumb speak – to share in the grace of the Lord

Today the dumb are not prejudiced against, but well cared for, by commercial organizations and government departments, in such areas as education, vocational training, public assistance, health maintenance and recreation. But all these tend to the needs of the flesh: 'For what is a man profited, if he shall gain the whole world, and lose his own soul?' (Matthew 16, 26) This is the reason why special schools

十分熱心關懷。無論是普通教育、職業訓練、解困濟危、醫療與康樂……等，都照顧得相當週到。不過這些都只止於肉體的需要；肉體算不得什麼，叫人活着的是比全世界更貴重的靈魂(太十六26)。是故教會的聾校，除了灌輸學術和技能，啓迪智慧，誘發潛能，達到殘而不廢，服務社會目的外，更重要的是撒播聖道，宣揚主恩，使各人認識自己的罪，承認虔誠並悔改，信靠耶穌為救主，獲得永生。本會港九兩間聾人堂會，不少教友來自望覺啓聾學校。只有能夠將聾人引領歸主，成為上帝兒女，與我們一同分享救恩，才算是真正為啞吧開了口。

### (三)為啞吧開口榮耀主

主耶穌在世傳揚天國福音時，曾經多次開了啞吧的口，當時看到主恩權能的羣衆，大受感動，立時與啞人都張大了喉嚨，異口同音的讚美主，歸榮耀與上帝。

當人信靠了耶穌為救主時，立即在主裏成了新造的人(林後五17)。心靈更新了，明白到萬事都互相效力，叫愛上帝的人得益處(羅八28)的真締，謙卑順服上帝的安排，不計較能壞的肉體，以得享不朽壞的永生為最大的安慰和喜樂。

人有了在主裏的新生命，一切的價值觀也會改變。過去喜愛的罪惡，變得面目可憎；行事為人的動機是榮神益人，以上帝的旨意為取捨的標準。這種人活着不會為自己的肉體安排，因為他的生命是為主而活(羅十四8)。能夠合乎主旨生活的人，必然成為黑暗中的光，令世人看見他們的好行為，同聲讚美榮耀主(太五16)。教導聾人學生當行的道，就是到老也不偏離(箴廿二6)。達到在生活上能夠榮耀主，才算是為啞吧開了口。

筆者自一九五八年即開始向聾人傳福音的工作，廿多年來結交了許多聾友，由於他們的真誠和善良，成為知己。同時見到學識和技能的進長，靈命的增長，帶來生活的安定、家庭的和諧，上帝真

operated by churches aim not only at the dissemination of knowledge, acquirement of skills, the maturing of intelligence and the development of innate potential, for services to the community; but also at the spreading of His word, the proclamation of His blessings so that everyone will recognize the sinful state of the self and the need for repentance, as well as the belief in Christ as Saviour, for the attainment of everlasting life. Many members of the two deaf congregations operated by the Lutheran Church come from Mongkok Lutheran School for the Deaf. To bring the hearing-impaired to God for adoption is truly a case of letting the dumb speak.

### 3. Let the dumb speak – to glorify God

When Jesus was here to spread His word he set loose the tongues of the dumb time and again. When He did so, the people who witnessed such display of the power of God were moved, to giving praise to and glorifying Him, with one voice.

‘When everyone is joined to Christ he is a new being.’ (2 Corinthians 5,17) ‘We know that in all things God works for good with those who love him, those whom he has called according to his purpose.’ (Romans 8, 28) The humility in abiding by God’s arrangements and the uncaring of the body which corrupts are indications of the rejuvenation brought about by the union with God. The greatest of comfort and joy is the attainment of everlasting life.

People espouse new values in this new life: misdeeds perpetuated in the past are now loathsome; what they do now accords to God’s purpose, with the aim of bringing forth good to both man and God. They live not for the flesh, but ‘for the Lord.’ (Romans 14, 8) He who lives according to His wishes will surely become a light in the dark. ‘…… your light must shine before people, so that they will see the good things you do and give praise to your Father in heaven.’ (Matthew 5, 16)

‘Train up a child in way he should go: and when he is old, he will not depart from it’ (Proverbs 22, 6) We teach deaf children to glorify God by setting loose their tongues.

Ever since 1958 when the present writer started to preach God’s word to the deaf, he has made many friends among them, owing to their meekness and sincerity. The growth of knowledge, the acquirement of skills and of spiritual life, have brought them stability and harmony. He joyfully gives praise to the Lord for the impartial treatment He has given to the deaf. This achievement by the deaf should have been due to preaching to them God’s word and the development

是沒有偏待聾人，心中萬份欣慰的常常感謝主。這些造福聾人、有益社會的成就，應該歸功向聾人傳福音，以及發展教育的效果。就本會而言，謝路易博士和望覺啓聾學校，功不可沒。本會有聾人堂會和學校，正是我們攜手合作，在服務聾人向主作美好奉獻的恩賜，求聖靈幫助我們能夠不負主託，為啞吧開肉體和靈命的口。榮耀主名。

of special education. In this Church, the contributions in this regard by Dr. Louis Jasper and Mongkok Lutheran School for the Deaf should not go unrecognized. Let us offer ourselves to Him in our concerted efforts to serve the deaf in deaf congregations and special schools. Let us invoke the aid of the Holy Spirit in the task He has entrusted us with — setting loose their tongues both physical and spiritual, in the praise of His name.

我們的學生……  
Our Students.....



我們的孩子……  
Our children .....

望覺啟聾學校校刊紀念

明鏡不疲

路德會教育委員會主席



主內  
朱源和



# 生命的模式

謝路易博士

香港路德會和路德會望覺啓聾學校的教育方案是要使學生為「生命」作好準備，那是指日常生活和永恒的生命。為「生命」作好準備包含着聖靈的事工，引導學生與上帝建立和保持正確的關係，為今生和來世。應付日常生活的準備是在反映與上帝關係的同時，也發展學生各方面的技能，讓他們成為社會上盡忠職守和有所貢獻的一份子。



為「生命」作好準備包含着我們對整個人和各方面發展的關注：智能上的、社交上的、道德認識上的和體能上的。做學問功夫、發展體能和課業的學習並非易事，而運用那些知識和技能所應有的態度問題越加不簡單，但却更形重要。我們的服務並非只是教導學生賺取金錢和精打細算，而是怎樣負責任地、有意義的和理智的去運用錢財。我們的目的要使學生重視對人的生命和與他人之間的關係，正如上帝一樣。我們要學生不僅只為眼前着想，也要勤懇工作為未來所立的實際目標而奮鬥，尤其是與上帝永遠親近的永生日子。我們希望學生有強烈的責任感，行之於他們日常的抉擇上。

我們的學生怎樣才能有效的學習到作出負責的決定呢？有關正常兒童的研究似乎顯示：對兒童是非推斷能力影響最大的潛勢並非來自教會或學校，而是在家庭中提供的模式。兒童因為能觀察到家人如何在處事時作決定，家庭中的模式對他們的生命具有着強勁無比的影響力。可是不少聾童更會被學校裏那些作決定的模式所深深地感染着，原因就是學校中他們與同伴和老師比較上有較佳和較有意義的溝通。

## A MODEL FOR LIFE

Rev. Louis R. Jasper, Ed. D.

The educational program of the Mongkok Lutheran School for the Deaf and the Lutheran Church — Hong Kong Synod is one of preparing its students for LIFE, daily life and ETERNAL LIFE. The preparation for LIFE involves the work of the Holy Spirit drawing the students into a right relationship with God and sustaining them in that relationship for the present and for eternity. The preparation for daily living involves the development of the skills which will enable the students to become responsible and productive members of the community while reflecting their relationship with God.

Preparation for LIFE involves a concern for the whole person and every aspect of development: intellectual (cognitive), social, moral, and physical. Learning facts, developing physical skills, and mastering certain tasks are difficult enough. The attitudes toward the use of that knowledge and those skills is much more difficult, but also much more important. Our goal is that our students not only develop the ability to earn and count money, but that they will use it responsibly, purposefully, and wisely. Our goal is that our students value highly human life and their relationships with other people just as God does. Our aim is that our students will not only think about the present, but that they will set realistic goals for the future and carefully work toward achieving those goals, especially the goal of eternal life with the true living God. We want our students to have a good sense of responsibility which they will apply to their daily decisions.

How do our students best learn to make responsible decisions? Research with non-handicapped children seems to indicate that the greatest potential for influencing our children's moral reasoning is not in the church or school, but in the model presented by the home. Though the model of the home remains a very powerful influence in the lives of children as they observe how other members of the family make decisions, many deaf children are also strongly influenced by the models for decision making in school because it is in the school that they have comparatively more meaningful communication both with their peers and their teachers.

很多時候，我們竟沒有察覺到自己的一言一行、所作所為都是學生借鏡的模範。按照心理學的調查，態度的轉變乃是由於輕微不覺的誘導力量，並非某些較強勁有力的壓力形式。雖然每天有千百萬元的金錢花耗在廣告宣傳上，然而這些廣告攻勢的壓力往往對人的行為產生不出顯著的影響。最佳和最有效的宣傳仍然是那一位稱心滿意的顧客，因為他能與周遭的人分享其滿足感，意料不到的影響了他們對他所購買的東西產生出興趣來。

同樣的情況下，我們影響了孩童和年輕人而不自覺，因為他們處處都留意着我們（父母、教師、兄弟姊妹或其他在他們生命中重要的人）。在成長階段中，我們從生命中重要的人物身上學到不少東西，現在該是那些年輕的一代從我們身上學習的時候了。讓他們從我們的言行中模仿到行為的模式和怎樣作出決定。

要是成人沒有考慮到他們對聾童所作出的模範形象，事情便會糟透了，常時候聾童因其缺憾而不能充份地溝通，影響到他們對模式的認識。無論在家庭中、在學校裏或在任何聾童所到之處，情況也會如此。所以，讓我再次強調，為了我們的聾童和學生的利益着想，家長、教師和社工應該彼此合作，把力量匯集起來。

對任何一位年輕人而言，為「生命」作好準備的工作是一項可怕和困擾的挑戰。對失聰的年輕人來說，這挑戰更甚。我們身為家長和教師的有大好的能力使那項挑戰變得較為容易接受。只要我們為聾童和學生提供明確和正當的典範，就是那些與盡忠職守的、關懷別人的和有所貢獻的成人形象相配合的行為模式，使他們充份理解，以那些模式為鑑。學生會就學術上的問題向老師查詢求教，但他們從我們身上學習到價值觀念和處事態度。我們最好在每天將盡時撫心自問：「今日我曾為我的孩子/學生做出了怎樣的生命模式呢？」

Quite often we do not even realize that we are a model of behaviour and decision making for a student. According to psychological research, change in attitude is produced by a minimum of inducement rather than some stronger form of pressure. Though millions of dollars are spent on advertising every day, such pressure has relatively little affect on the behaviour of people. The best and most effective advertisement continues to be a satisfied customer who shares his satisfaction with the people around him without realizing its starts influencing them to become interested in what he bought.

Likewise, without realizing it, we influence children and young people as they observe us (parents, teachers, brothers, sisters, and others who are significant in the life of a child or teenager). We learned a great deal from the significant people in our lives as we were growing up. Now it is time for the younger generation to learn from us and the model of behaviour and decision making which we present for them to copy.

The danger comes when adults do not consider the model they are presenting to a deaf child. So often, the deaf child's handicap deprives him of full communication which distorts his perception of that model. This is true in the home, in school, and just about everywhere the deaf child goes. So, once again, it is very important for parents, teachers, and social workers to join together and unite their efforts for the welfare of our deaf children/students.

Preparation for LIFE can be an overwhelming and confusing challenge for any young person, even more of a challenge if that young person is deaf. We, parents and teachers have a great potential for making that challenge less awesome and confusing by presenting our deaf children/students with clear and positive models which they can readily understand and which are consistent with the role of being the responsible, caring, and productive adults they depend on us to be. The students may come to the teachers for academic instruction, but they learn values and attitudes from all of us. We might well ask ourselves one question at the end of each day: What model for living did I offer my child/student today?

# 向前看、向上看！

校監李永楨牧師



過去，有值得回味的事，有感到安慰的事，有應當感恩的事；但也有值得惋惜的事，有感到遺憾的事，有應當悔過的事。鑑往知來，是應該的。因為過去的成功，可作進一步成功的踏腳石；過去的失敗，可給予我們教訓，以避免犯同一的錯誤，至少能告訴我們此路不通，而必須另尋

蹊徑。過去的錯誤，求上帝饒恕吧；過去的成功，向上帝稱謝吧。

讓我們揭開新的一頁。現在，不可以讓勝利冲昏了頭腦，更不可以因失敗而自怨自艾，喪氣絕望。讓勝利冲昏了頭腦，若不是躊躇滿志，固步自封；就是趾高氣揚，不可一世，這樣就再無寸進，甚至會招致嚴重的破敗！若是灰心喪志，便再無重振復起的力量，甚至墮入更慘的敗績中。現在就是時機，就是提高警覺、抖擻精神、信靠上帝、小心計劃、勇於決斷、篤切實行的時候。

前面，擺着我們的目標。這是不是正確的目標呢？換而言之：它會使我的人生更豐盛，更有意義嗎？它會造益別人嗎？它會榮耀上帝嗎？若然正確，我願意付出什麼代價？這代價是否太大，以致得不償失？因為「人若賺得全世界，賠上自己的生命，有什麼益處呢？人還能拿什麼換生命呢？」(太16:26) 若然是正確的目標，就讓我們帶着祈禱的心向着它直奔前程吧！

保羅說：「弟兄們，我不是以為自己已經得着了。我只有一件事：就是忘記背後，努力面前的，向着標竿直跑，要得上帝在基督耶穌裏從上面召我來得的獎賞。」(腓4:13-14)

以上的話，是對望覺啟聾學校的同學、教師和行政人員說的。無論你在求學，就業，教學，抑或是管理校務，都要本乎信心行出愛事，向前看目標，向上看天父。天父必因愛子的緣故，加恩於你。耶穌必伴着你一起奔跑，因為祂曾說過：「我就常與你們同在，直到世界的末日。」(太28:20)

## LOOKING FORWARD AND UPWARD

Rev. Daniel Lee,  
Supervisor

There have been matters for rumination, for finding comfort in, and for which thanksgiving was due; but there have also been matters deserving of regret, sorrow and repentance. One has to learn from the past to divine the future. Past successes are stepping stones to more successes; past failures hint to us that at the very least, a new avenue must be sought, besides cautioning us not to commit the same mistakes. Let the Lord forgive us for our past mistakes; and let us also thank Him for our past successes.

Let us turn over a new leaf. Do not let conquests befuddle our senses, not failures depress and torture us. For when conquests befuddle us, we will be too pleased with ourselves to deem any further improvements necessary; or else, contracting pride, calamity will plague us. And when dejection stays with us, we will lay open the door to further setbacks without even giving us a chance to recover. Now is the time to gather our wits together, to be on alert, to trust in the Lord, to carefully plan, to steadfastly decide, and to closely put our plans into operation.

Is the goal before us that which we seek? In other words, would it make our life more fruitful and purposeful? Will it benefit others? Will it glorify the Lord? If so, what is the price we have to pay? Will the price be too big, even if we attain it? 'For what is a man profited, if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul? (Matthew 16, 26) If the goal is what we truly seek, then let us go straight for it, with prayer in our hearts.

Paul said, 'Brothers, I really do not think that I have already won it; the one thing I do, however, is to forget what is behind me and do my best to reach what is ahead. So I run straight toward the goal in order to win the prize, which is God's call through Christ Jesus to the life above.' (Philippians 3, 13-14)

The above words have been quoted for the benefit of the administrators, the teacher staff and the students of Mongkok Lutheran School for the Deaf. Whether you are in the process of learning, working, teaching or supervising, what you do, if directed by faith, becomes a labour of love. Fixate on the goal before you, look up to Him. He will bless you because of His son. And Jesus will be with you all the way, as he has said, 'I will be with you always, to the end of the age.' (Matthew 28, 20)

# 你爲的是什麼？

義務校牧許明堅牧師



我不相信任教特殊學校的老師或工作者，單是爲了職業和多兩個「增薪點」，因爲事實上每年都有些教師離開特殊學校而情願減薪轉教其他學校。那麼什麼支持那些老師繼續服務於特殊學校？是較好的升級制度？還是較高的薪酬？這些只是工作巨輪中之潤滑油而已，而最主要的是推動工作巨輪之能源（熱力）。南丁格爾（護士之母）不辭勞苦地護理痛苦哀嚎的傷兵，除了高度之專業精神外，最重要的是同情心和愛心的驅使。德蘭修女（獲諾貝爾和平獎）爲貧病餓困之印度貧民勞碌奔波、照料扶持、以致忘我，是發揮了人類最崇高的愛心，效法主愛犧牲的精神。我深信特殊教育的工作者，都應該是基於同情心和愛心的，因爲這也是聾人所渴望得到的。

感謝過往爲聾童教育付出了不少辛勞和愛心的老師們，更感謝現在仍然任教聾校的老師，因爲他們的忍耐和愛心、是令人敬仰的。

特殊的教學技能和愛心、不是與生俱來的，是上帝給予人的恩賜，好叫我們藉着這恩賜，服務人羣，叫我們得着更多。故教授聾童，不單是事業，不單是專業，而更是一種召命。耶穌在世，救難扶危，撫慰哀傷者，啓發愚昧人，不單照顧人肉體上，生活上的需要，更饒養人的「靈命」，甚至犧牲了自己、作多人的贖價。這種犧牲主愛的精神，給予我們最好的榜樣。當一個特殊教育的工作者，若同樣本着這種主愛的精神去推展教學的工作，我確信一定得到更大的喜樂和滿足，也得到更大的賞賜。聖經云：「憐恤人的人有福了，因爲他們必蒙憐恤」（太5：7）。「無論何人，因爲門徒的名，只把一杯凉水給這小子裏的一個喝，我實在告訴你們，這人不能不得賞賜。」（太10：42）

## WHAT ARE YOU HERE FOR?

Rev. Stephen Hui,  
Honorary School Chaplain

I do not believe that special education teachers and workers are here for a job and two extra increments; in fact every year there are teachers who resign to take up teaching in ordinary schools. What then keeps those teachers serving in special schools? The higher pay? That is merely lubricating fluid for a big wheel. What really makes the wheel work is energy. Florence Nightingale selflessly nursed the wounded soldiers because she was driven by the sympathy and love demanded of a true professional. Sister Terene professed the noblest of human love not unequal to the self-sacrificing spirit of Jesus Christ, in her selfless efforts to tend and support the poor and the sick on the Indian Sub-continent. I firmly believe that special education teachers should have sympathy and love, which comforts the deaf.

Thanks are due to those teachers who have contributed a lot of energy and love to special education in the past, and particularly to serving teachers whose boundless patience and love deserves our respect.

The techniques and love that enable one to teach in special schools are not innate but endowed with by God, who has given us these gifts to serve mankind, and in turn, to receive more gifts. So teaching deaf children is not just work or profession, but a kind of 'call'. Jesus came not just to tend to man's physical needs in life — to help those in difficulty and danger, to comfort the sorrowful and the sick, to make the unseeing see, but also to give man spiritual life, sacrificing himself to atone for his sins in the process. Such sacrifice is the best example we can have. A special education worker who goes about his task with the self-sacrificial spirit of the Lord will, I firmly believe, find greater happiness and satisfaction, as well as rewards from the Lord. We read in the Bible, 'Happy are those who are merciful to others; God will be merciful to them.' (Matthew 5, 7) 'Whoever gives even a drink of cold water to one of the least of these my followers, because he is my follower, will certainly receive his reward.' (Matthew 10, 42)

# 校務報告

## 引言

吳國華校長

聖經說：「我們既因信稱義，就藉着我們的主耶穌基督，得與上帝相和，我們又藉着他，因信得進入現在所站的這恩典中，並且歡歡喜喜盼望上帝的榮耀。不但如此，就是在患難中也是歡歡喜喜的，因為知道患難生忍耐，忍耐生老練，老練生盼望，盼望不至於羞恥，因為所賜給我們的聖靈，將上帝的愛澆灌在我們心裏」(羅五：1-5)

路德會望覺聾學校雖然現時尚未有完整的校舍，聾童尚未能接受完整的中小學教育，但只要我們信賴主，主的恩典是夠我們享用的。

本年度更蒙政府批准擴辦中四班級及開辦商科課程，再一次表明上帝及社會人士對聾童的關懷。期望新校舍能早日落成，以使聾童可以與普通學童有同樣的機會在理想的環境下接受全日制的教育。我們深信主定會為我們安排一切的。

現時的啓聾學校，在量方面來說，已具規模了；惟在實質方面，發展聾人最高潛能方面，在言語及書寫能力表達方面，在靈德智體群美方面，實有檢討及再進一步改進的必要。

各位同工，為聾童的利益及幸福著想，二百七十株幼苗正等待我們更努力去耕耘，去施肥，去灌溉，讓我們共同伸出溫暖的手，適當地去培育他們，教導他們，通過經驗的交流、教學法的分享、發音教學的研究、戶外教學的實施、家長計劃的推行、個案會議的探討等工作，以發展聾童的最大潛力，引領其趁著有光的時候，親近上帝，分享主恩。

但願上帝賜我們聰明的智慧、熱誠的愛心、堅忍的信念和務實的態度，群策群力，引領聾童實質地向前邁進一步，歸榮耀頌讚與我們的父上帝，阿們！

## THE PRINCIPAL'S REPORT

Mr. Ng Kwok Wah  
Principal

### PREAMBLE

'Now that we have been put right with God through faith, we have peace with God through our Lord Jesus Christ. He has brought us, through faith, into the grace of God in which we now stand. We rejoice, then, in the hope we have of sharing God's glory! And we also rejoice in our troubles, for we know that trouble produces endurance, endurance brings God's approval, and his approval creates hope. This hope does not disappoint us, for God has poured out his love into our hearts by means of the Holy Spirit, who is God's gift to us.' (Romans 5, 1-5)

If we have faith in the Lord, we can subsist in His grace, even though our school, Mongkok Lutheran School for the Deaf, has no unified school premises in which we can offer to our students a general education up to Senior Secondary level.

That the Government has permitted us to operate Middle IV and add a commercial subject to the curriculum attests to the concern for deaf students by the Lord and the community. We hope the completion of new school premises in the near future will provide our students with an ideal environment in which to pursue their full-day education, which is an opportunity they rightfully share with ordinary students. We believe He will arrange things on our behalf.

The school at present would seem adequate in regard to quantity; nevertheless, in regard to quality, in developing the highest potential of the deaf and their expressive ability both oral and written, and in training them to be good citizens, it would seem that there is still room for evaluation and improvement.

Thinking of the benefit of and welfare for the deaf, of the 270 saplings awaiting our tender loving care, let us, fellow workers, teach them, nurse them, love them, through increasing our teaching effectiveness and experience and the ceaseless study and evaluation of our programmes, so as to develop their greatest potential, and to bring them to God, to share in His grace.

Let the Lord endow us with wisdom, love, faith, practicality and cooperativeness, and lead our deaf students forward, in His glory and praise, Amen.

## 人事調動：

為加強照顧學生的需要，由一九八三年二月一日起，陳國權主任晉升為副校長，孫秀英老師為靈育主任，徐美玲老師為多種弱能及輔導教學主任，梁穎賢老師為下午小學預備班及小學部教務主任，此外更增添校車司機何漢基先生。

## 人事編制的改善：

由一九八二年九月一日起小學班級與教師比率由每班 1.2 增至 1.33；此外，更增聘一位教師負責中學之語言輔導教學。

## 校董會、校長及教職員諮議會：

本年度黃一明牧師及謝路易博士為校董會代表。主席為黃一明牧師，副主席為吳國華校長，書記為項偉傑主任。會議分別於一九八二年十二月四日及一九八三年五月十四日舉行。陳國權副校長則代表出席教育署主辦之小組討論會；此外，更出版「啓聾通訊」及多謝各同工提供意見以促進校務發展。

## 香港特殊學校議會：

本年為該會會員，吳國華校長代表出席有關會議。本年度側重於討論特殊學校資助則例修訂事宜，期望能於今年九月施行。

## 香港聾人福利促進會：

本年度本校校長為該會之執行委員，協助該會事工。

## 香港社會服務聯會：

謝路易博士代表校方出席有關會議，而校長則參與聾人服務協調小組，共同提供有關促進聾人服務事宜。

## 香港復康發展調協委員會：

本年度本校黎本立主任為該會委員，參與研討香港特殊事工。

## 香港路德會九龍聾人區會：

配合總會政策，加強「堂校合一」的效果，吳校長及陳國權副校長分別為該會之副主席及秘書，共同推展聖工。

## 校舍擴展計劃：

多謝教育署及房屋署的協助，期望於今年七月葵涌興盛路之新校址能正式撥與本校，早日完成遷校計劃。

## Staff Movements

With effect from February 1, 1983, senior teacher Mr. Chan Kwok Kuen has been promoted to the post of Assistant Principal; Miss Suen Sau Ying, Dean for Christian Growth; Miss Tsui May Ling, Dean for multiple-handicapped Education and Remedial Teaching; and Miss Leung Wing Yin, Dean for Academic Affairs of Primary and Preparatory (P.M. Section). In addition, Mr. Ho Hon Kei has been employed in the capacity of school bus driver.

## Improved Staff Establishment

With effect from September 1, 1982, teacher-class ratio in the Primary Section has been raised from 1.2 to 1.33. A language teacher has also been added to the teaching staff in the Secondary section.

## Manager-Principal-Staff Consultative Committee

Rev. Wong Yat Ming and Dr. Louis Jasper represented the Board of Managers on this committee, with the former as its chairman. Vice-chairman and secretary were Principal Ng and senior teacher Hong Wai Kit respectively. Meetings were held twice during the year, on December 4, 1982 and May 14, 1983. Assistant-principal Chan represented the staff in attending the group discussion of the consultation meeting organized for aided school representatives and Education Department officers.

## Hong Kong Special Schools Council

As the school is a member, Principal Ng attends its meeting as representative. At its meetings this year, emphasis has been laid on the discussion of the Unified Code of Aid for Special Schools, which may come into effect in September.

## Hong Kong Society for the Deaf

Principal Ng is a member of its Executive Council.

## Hong Kong Council of Social Services

Dr. Jasper represents the school at its meetings, while Principal Ng joins the group co-ordinating services for the deaf.

## R D C C Education Sub-committee

Senior teacher Mr. Lai Boon Lap attends its meeting as a member.

## Kowloon Congregation for the Deaf

Principal Ng and Assistant-principal Chan, as its Vice-chairman and secretary respectively cooperate to advance the Church policy of the unification of Church and its schools.

## The Reprovisioning Project

Thanks to the Education and Housing Departments, it may become feasible for the site in Kwai Chung to be turned over to us in July, for completion of the reprovisioning project.

## 宗教活動

「協助聾人自立更生，服務社會，榮神益人。」是本校的辦學宗旨。感謝主，在祂的恩手帶領之下，以及校長、校牧和各同工衷誠協助，本校在今年度各項聖工上也有足的發展：

### (一)經常性活動——

- (a) 主日崇拜：每主日本校師生均參加聾啞區會之聚會。
- (b) 主日學：為本校與九龍聾啞區會合辦，由本校同工帶領，鼓勵各部學生積極參加。
- (c) 崇拜：中學部逢週一舉行，由謝路易牧師主持。小學部及預備班分別每週一次，由吳國華校長和陳國權副校長主持，將得救的訊息與各同學分享。
- (d) 週會：每週一次，由本校全體同工輪流擔任講員，指導學生在德育上有所改進。
- (e) 教師靈修：逢星期二、三下午在中小學分部舉行，由基督徒教師領會，藉此互相交通，領受從主而來的慈愛。
- (f) 詩班：分別由中小學兩部學生所組成，每月二次在堂會崇拜中獻詩及參予學校所主辦之任何慶典。
- (g) 課室佈置比賽：逢每年之聖誕節均舉行，各班同學的精心設計，使這節目平添不少高興。
- (h) 聖誕節崇拜及聯歡會：每年聖誕，校方都會藉此節目與九龍協同中學社會服務團舉行聯合聖誕崇拜及聯歡會，使每一師生均能享受到這節目所帶來的快樂。
- (i) 學生團契：專為中學部學生而成立，在教師帶領及團契幹事協助下，推動各同學積極參予社區服務，教會活動，建立良好的基督徒榜樣。
- (j) 畢業生團契：本校於一九八一年成立畢業生團契，目的是聯絡各畢業同學與區會和學校保持良好的關係，協助堂區及學校發

## RELIGIOUS ACTIVITIES

The aim of the school has always been to help the deaf to be independent so that they can serve the community, glorify God and benefit mankind. Under His guidance, and with the help of pastors, the Principal and colleagues, we have brought about the following lines of development:

### 1. Regular activities:

- a. Sunday worship for both staff and students at the Kowloon Congregation for the Deaf.
- b. Sunday School: A service offered jointly by the Kowloon congregation for the deaf and this school. Students are encouraged to attend class, taught by members of the teaching staff.
- c. Chapel: In the Secondary Section, chapter is conducted by Rev Jasper once each week. In the Pre-primary and Primary Sections, it is conducted by the Principal and the Assistant Principal.
- d. Assembly: The weekly assembly, in which a particular moral theme is featured, is conducted by members of the teaching staff on a rotation basis.
- e. Under the guidance of teachers who are themselves members of the Church, teacher fellowship meetings are conducted on Tuesday and Wednesday afternoons for the Primary and Secondary teachers respectively.
- f. School Choir: Made up of Primary and Secondary students, the Choir sings hymns at Sunday worship service twice a month and at other school functions.
- g. Classroom Decoration Competition: All classes design and execute the decoration of their respective classrooms on a competitive basis every Christmas.
- h. Christmas Worship and Celebration: The annual Christmas worship service and celebration, jointly sponsored by the Social Service Group of Kowloon Concordia Secondary School and this school, brought joy to staff and students alike.
- i. Student Fellowship: Under the guidance of teachers and assisted by its executive members, the Student Fellowship for Secondary students promotes student participation in Christian living, in activities such as community service and church activities.

展聖工。

(k) 海外通訊：本校小學部各級學生輪流與澳洲聶校主日學學生通訊。

## (二) 非經常活動——

(a) 聖誕咭設計比賽：此項比賽於聖誕節前舉行，使各同學將喜樂愉快的感受表達於圖畫上，洋溢出救主降生的歡樂。

(b) 復活蛋設計比賽：為紀念救主的復活，校方舉行復活蛋設計比賽，表達各同學在復活節的喜樂。

(c) 聖經常識問答比賽：每年七月舉行，藉着這項比賽使各同學對主的道理有所認識，加深他們的了解，進而堅固他們的信心。

(d) 宗教旗幟設計比賽：藉這項活動，使他們能將主的恩典，慈愛和救贖扼要的表現於所設計的圖畫上。

本年度共有八位學生接受洗禮，四位學生接受堅振禮。我們深信在主的慈愛帶領下，藉各同工的積極參予，透過各種活動，讓學生們能切身地感受到主的愛，分享從上帝而來的喜樂，進而能做法基督服待他人的精神，建立基督化的健全人格。

j. Alumni Fellowship: This was established in December 1982, for the express purposes of maintaining contact between the school and its graduates, and of assisting the school in its missionary work.

k. Primary students have written regularly to certain Sunday school students in Australia.

## 2. Activities held from time to time

a. Christmas Card Design Competition: This competition was for all classes to pictorially express their joy at the commemoration of the birth of their Saviour.

b. Easter Egg Design Competition: To commemorate His arising from the dead, as well as to express joy at this miracle, this competition was held for the first time at Easter.

c. Religious Banner Design Competition: Religious themes such as the grace and love of God as well as the salvation of mankind were expressed graphically on cloth.

There have been eight baptisms and four confirmations this year. We firmly believe that under His guidance, and assisted by colleagues, students can be brought, through their participation in the various activities briefly outlined above, to appreciate His love, share in His joy, imbibe the Christian spirit of service, and espouse the Christian way of life.



本校詩班  
Our School Choir



聖誕崇拜  
Christmas Congregation



主日學聖誕聯歡會  
Christmas Party for Sunday School Students

# 教務報告

## 班級編制及課程

本年度增設中四級，班數計有小學預備班四班，小學十四班及中學六班(至中四)共二十四班，學生人數為二百四十二人，其中包括四十多名多類弱能聾童。小學部設於大角嘴櫻桃街而中學部學生則設於又一村上課。

中學部行全日上課制，每週上課五天，另於課後舉行課外活動，小學部則採用上下午制，課外活動於星期六長週時進行。

課程與一般中小學大同小異，目的在使學生接受基礎的普通教育，唯一與普通學校不同者為特別着重言語訓練，以期提高學生之語文能力，達到與他人溝通之目的。本年度中學部增設打字課程。

## 教學相長

聾童教育之實踐方法在不斷改進，推陳出新，實有教到老學到老之需要。正因如此校方鼓勵教師多作進修，以期不斷改進教學之效率。本年度被派往海外進修之同工一人，現正於澳洲維多利亞省立大學攻讀聾童教育課程，同工於本地作進修者計有：三年制專科課程進修者兩人，參加在職聾童教師訓練班者五人，參加兩所大學之校外課程者兩人、於中文大學研究院進修碩士課程者一人及香港大學修讀心理學文憑者一人。

除此之外校方亦定期於校內舉行研討班及講座，以期增進同工之專業知識及經驗交流，達到提高教學效率及協調的目的。在此方面之活動包括：

- (一)本會特殊教育顧問謝路易博士定期分別為本校行政人員及教師舉辦專業講座。
- (二)定期舉行個案會議，討論特殊學生所面對之難題及提供解決方法。

## REPORT OF THE ACADEMIC DEPARTMENT

### Student Body and Curriculum

This year saw the operation of Middle IV for the first time. There were a total of 242 students, distributed into 4 Pre-primary, 14 Primary and 6 Secondary classes. Multi-handicapped students numbered forty strong. Primary students are housed at Cherry Street, while Secondary ones at Yau Yat Chuen.

The Secondary Section is a day school. Classes, with extra-curricular activities at after-school hours, are held five days per week. The Primary Section is bi-sessional, with extra-curricular activities held on Saturdays in long weeks.

The curriculum, aimed at giving students a basic general education, is more or less like that in ordinary schools, with the only exception that we emphasize language training in particular, to raise the language abilities of our students to a level, where they can communicate verbally with other people. This year was the first time we started a Typewriting programme.

### Professional Growth

As methodological practice in special education is in an ever-evolving state, with new methods pushing out the old, it behoves us to teach and learn at the same time. To continually improve teaching efficiency, the school has encouraged teachers to enroll in appropriate courses. As a result, a member of the staff has been sent overseas, to Burwood State College in Australia, for a year of training in special education. Staff members receiving local training include: 2 members on Advanced Teachers' Courses, 5 on the In-service Special Education Course; 2 on extra-mural courses of the universities, 1 pursuing a M Ed course at the Chinese University, and 1 reading for the Certificate in Psychology at the University of Hong Kong.

Inside the school, lectures and seminars have been held regularly, to foster professionalism and facilitate the interflow of experience, as well as to co-ordinate efforts and to increase teaching effectiveness. Activities held in this respect include:

1. Lectures given by Dr. Louis Jasper to administrators and the teaching staff.
2. Regular case conferences to discuss problems faced by special students and to suggest possible solutions.

- (三)於四月八日舉行教學研討會，討論凌氏發音教學方法及語文教學。
- (四)經常性舉行教務、課程進度及多類弱能教學會議。
- (五)舉辦中英文暗示性發音及手語研討班。
- (六)安排新教師觀察較有經驗之老師上課，提供教學錄映，共同與他們觀摩聾童教學法，使新老師在教學時有所提示及幫助。
- (七)為推廣及改善教學工作，特安排各同工定期個別會見有關行政人員，研磋商學進展及難題，使教與學均有所裨益。

## 其他教務工作

教務工作日益繁重，本年度特增設人手加入教務組推行有關工作：

- (一)代表校方出席教署舉辦之聾童發音課程會議，協助編訂聾童學校之發音課程。
- (二)在各有關教師協助下完成編訂高中各級課程；計劃增設電腦課程。
- (三)家長輔導：  
教育聾童過程中，家長角色重要且責無旁貸，為協助家長教導子女及互相溝通，本學年先後定期舉行多次學術性家長研討會。主要部份乃由家長作教學示範，以切身體驗及感受，與其他家長分享其經驗及心得。除互相交換意見外，更產生互相鼓勵之效果。
- (四)活動教學：  
在聾童教育過程中，觀察及體驗為學習上一重要環節，為此，本校每年均舉辦各項學術科比賽，此外，為配合主題學習，特安排學生作戶外學習、參觀等活動，尤以幼齡學生、更得家長熱烈參與及協助戶外學習。
- (五)定期出版季刊及新聞一週角，以培養學生對閱讀的興趣。
- (六)申請並獲批准本校為必文考試中心。

3. A seminar was held on April 8, with the focus on the Ling Method of speech teaching and language teaching.
4. Meeting were regularly held to discuss academic matters, teaching programmes and multi-handicapped teaching.
5. Classes in Cued Speech for Chinese and English.
6. The training of new teachers through classroom teaching observation, viewing of video tapes on teaching methodology, as well as discussion in which guidance is given.
7. Each and every teaching staff member to see his supervisor (usually an administrator) regularly to discuss teaching programmes and difficulties.

## Other Duties of Academic Department

Several members of the teaching staff have joined this department to ease the increasing workload. Some of the things that have been done include:

1. Representatives attended meetings of the Working Group on Speech Curriculum organized by the Education Department.
2. Finalising syllabuses for Senior Secondary classes with the help of subject teachers and planning a Computer programme.
3. Parent guidance. Parents occupy an important place in the education for the deaf. To strengthen the communicative bond between parent and child we invited parents to attend regular guidance sessions. At these sessions the parents themselves gave demonstrations in speech teaching, to facilitate the sharing of opinions, experiences and skills, as well as to encourage one another.
4. Learning through activities. Observation and personal experiencing constitute an important component in the education of the deaf. In this regard, contests and competitions have been held. Outdoor learning activities such as visits etc. were grouped around themes. These activities, specially planned for Pre-primary students, were participated in and supported by parents.
5. To foster interest in reading. The 'MLSD Quarterly' and 'A week in Review' have been regularly published.
6. Application for registration as a Pitman Examination Centre has been approved.
7. Helped volunteer workers, Mrs. Joy Villarde, Mrs. Burgess and Miss Francis Patterson to give guidance to deaf students.

(七)聯絡及指導義工 (Miss FRANCIS PATTERSON & Mrs. BURGESS)。

(八)甄選學生及代其申請各項獎學金：中四學生張麗玲及余妙貞分別獲得蜆殼／港島青商弱能學童獎學金及葛量洪獎學金。

(九)策劃及實施開設打字課。

(十)因輔導教師之增設，於各級推行主要科之輔導教學。

(十一)研究及建議教具之增添並推行教具共用。

## 多種弱能聾童教學

### (一)班級編制：

本年度開課初期設有四組，後因D組學生無論在年齡、學習能力和程度上均有兩組顯著的差距，故在下學期將該組再分為高低兩組上課，組內因人數減少，學生得到更多的照顧和學習適當的課程。

### (二)課程：

多種弱能聾童班級課程沒有英文科的學習而增加語文、社自健、美勞或活動等科的課節。上課時，除教授課本內適用的教材外，並加入自理、情緒發展、社會適應、實用技能和機能訓練等課程，使學生能學習到一些自我照顧及實用的技能，並培養良好的品格，懂得如何與人相處，建立良好的關係。

校方更不斷搜集及提供有關多類弱能的教學資料或課程，讓各同工參考，並定期舉行課程研討，計劃課程大綱、教學主題及活動建議，鼓勵各同工以活動形式教學（年前在英國訂購之教育性玩具一批已送抵本校供教學用）；提倡寓學習於遊戲，提高學生的學習興趣。

### (三)溝通方面：

以口語為主，輔以手語。

### (四)家長輔導：

計劃定期開多種弱能聾童家長會，增強學校／家庭、家長／老師的聯繫，會中將包括專題研討，家長與班主任會談，並有手語學習的錄映帶放映，增進家長與學生的溝通。

8. Nominated students for the award of scholarships: Middle IV students Cheung Lai-ling and Yu Mui-ching were awarded the Shell/Island Jaycees Scholarship and the Grantham Scholarship respectively.
9. Added typewriting as an academic subject to the curriculum.
10. Initiated remedial teaching in the basic subjects.
11. Made recommendations in respect of purchase of teaching aids and their joint use by different subject teachers.

## MULTI-HANDICAPPED EDUCATION

1. MHD classes. At the beginning of school year MHD students were divided into 4 groups, but it was soon found that large differences existed, in respect of age, learning ability and academic attainment. As a result this group was further separated into upper and lower divisions, so that more individual attention could be given and appropriate programmes used.
2. Curriculum. The teaching of other subjects were strengthened with the deletion of English as a subject. Other materials, besides those in textbooks, were used in teaching. These included self-care, affective development, social awareness, practical skills, as well as mobility training. The inclusion of these in the curriculum is based on the rationale that they would help them to be independent, develop healthy personalities, and build interactive interpersonal relationships.  
There has been a continual search for teaching materials for the reference of the staff. Regular fortnightly meetings were held, to plan and study MHD programmes, as well as to suggest themes and activities in teaching. The use of the activity approach has been encouraged, in the hope that learning through play will enhance interest in learning. With the arrival of the educational toys ordered sometime ago, the adoption of this approach has now become practicable.
3. Communication. Mainly oral, supplemented by the use of sign language.
4. Parent guidance. Meetings were held to bring the home and the school into close contact. During these meetings, parents talked

### (五)學生輔導：

透過定期舉行的個案會議，謝路易博士、教師和社工共同研究學生在行為、情緒或學習上遇到的困難，探討其問題癥結所在，及提供可行的解決或改善方法。

## 輔導教學

### (一)教學形式：

小學部輔導課在學生上術科時同時進行，輔導教師為學習有困難或較慢的學生作英文、中文或數學科的小組輔導。對於學習基礎不穩固或在某方面有學習困難的學生，採用診斷式教學；對於學習較慢的學生，作補課式教學，以期能較接近本班同學的程度，並追得上進度。

### (二)義工方面：

本年度先後有 Mrs. BURGESS & Miss PATTERSON 來校為學生作義務的英文科輔導，及為 MHD 學生作個別輔導，多謝她們愛心和熱心。

- to class teachers, particular themes were discussed and video tapes featuring sign language communication were viewed, with the hope of closing the communicative gap between parent and child.
5. Student counselling. Case conferences were regularly held to discuss emotional problems and learning difficulties experienced by students and to suggest ways of improvement and feasible educational intervention.

### Remedial Teaching

Format. In the Primary section, students who were weak in the basic subjects were withdrawn from classes in these subjects for remedial work. Diagnostic teaching was used for students who had specific troubles or were particularly weak. For those who learnt slowly, special lessons were given. Generally the different formats were used to close the gap between the better and the weaker students.

Volunteer workers. Both Mrs. Burgess and Miss Patterson gave English tutorials to our students as well as used I E P with the MHD students. Mrs. Joy Villarde, on the other hand, gave keep-fit dance lessons to Secondary students. They must be warmly thanked for their enthusiasm and love.



話劇比賽

Drama Competition



音樂比賽

Music Competition

# 訓導、學生輔導及學生福利

為要協助學童向着基督徒完美人格的目標邁進，我們透過不同的層面和多元化的輔導形式去達成本會的辦學目標。

本校訓導組教師及社會工作員為學童及家長們提供下列服務：

## (甲)學生輔導

透過各類形式的服務，如講座、小組工作、服務小組、大型活動及個別輔導去積極推行輔導工作。

### (一)德育輔導

教師及行政人員，每週透過週會，課前的公民訓練及學行檢查堂，培養學生有正確的道德觀，同時也定期舉行家庭生活教育、德育訓練講座、青少年成長小組等活動去讓學生們學習正確的人生觀以及與他人建立良好的人際關係，又藉着選立風紀及清潔糾察來訓練學生，養成承擔責任、服務他人、遵守秩序及注意清潔的習慣等。

### (二)個別輔導

由於學生們有個別差異，他們所遭遇的難題亦有迥異，我們便透過訓導組、班主任及社工的互相合作，對於學習情緒和行為有困難的學生，以個案形式去進行適當的輔導，如個別輔導、個案會議、家訪及家長會談等。

### (三)個案轉介服務

本校為有特別需要的學生或其家庭，申請經濟援助，恩恤徙置，或轉介他們到有關機構接受適當服務如智能測驗、醫療服務、升學就業輔導服務等。

### (四)功課輔導

中學部學習有困難的學生，獲得協同中學社會服務團的協助，逢星期三放學後於分校為他們進行功課輔導，不但令他們的成績有進步，同時亦增加他們的語言學習機會及對聽力正常人士有較深的了解。此外銘基中學義工亦由社工聯絡及安排，為成績落後之學生作個別的功課輔導。

## REPORT OF THE COUNSELLING DEPARTMENT

To help students to attain Christian personalities, we provide counselling for them in a variety of situations and at different levels. This department comprising teachers and social workers offers the following services:

A. Student counselling. This is given in the following formats: seminars, group and individual counselling sessions.

1. Moral training. To put students into correct moral perspectives, teachers and administrators expound on moral themes in weekly assemblies and citizenship training sessions. The correct outlook on life and building satisfactory interpersonal relationships have been subjects of the family life education programme and moral training seminars. The selection of prefects for extra duties has served the purposes of fostering concepts of shouldering responsibility, serving others, respecting regulations and keeping clean.
2. Individual counselling. This department and class teachers cooperate to help students who have a wide spectrum of emotional and behavioural problems which may differ from student to student. Cases are usually dealt with through individual counselling, case conference, home visit and parent contact. When necessary cases are referred to the appropriate authorities or organizations for action with regard to application for disability allowance, compassionate housing, public assistance, intelligence assessment, medical advice, further education, employment, medical advice, further education, employment opportunities, etc.
3. School work assistance. After school every Wednesday the Kowloon Concordia Social Service Group gives help to our secondary students with learning difficulties, to make them do better at school, to extend their language learning opportunities and to increase their understanding of normally hearing people. In the primary section the school social worker makes arrangements for students from Ming Kei College to help academically backward students individually.

### (五)姊妹學校計劃

為培養健聽者和聾童有機會溝通，進而互相關懷及了解，小學部學生與本會沙崙學生進行一連串姊妹學校計劃活動，例如在星期六長週時共同參加興趣小組活動，在復活節假期內往西貢戶外康樂中心舉行日營，傷健童軍郊外遠足及在暑假期內舉行活動等。同時小學生亦輪流與澳洲路德會主日學學生通訊。

此外中學部亦與九龍協同中學合辦姊妹學校計劃，經常舉行康樂性的活動如聖誕聯歡會、燒烤旅行、各項暑期活動、服務性活動如老人服務並定期舉行學術性活動如中四學生談話組以及學生功課輔導班。

### (乙)家長輔導

家長們如能在子女各成長階段中給予正確的指導，對學童的心智發展將有良好的幫助，故此本校不遺餘力地為家長們提供各類輔導：

(一)在長週的星期六，分別為小學部的預備班及多類弱能班舉行家長輔導會。

(二)於本年度為中、小學部家長舉行四次家長輔導會。

(三)在新學年開始時為新生家長舉行新生家長會，讓他們明瞭本校辦學宗旨、學制、教學方法及各類服務。

### (丙)升學及就業輔導

我們透過超齡生家長會、接見個別家長及學生，帶領學生參觀各類職業機構(如滙豐銀行票據交換所)、中四學生談話組、勞工處就業輔導講座等服務來協助畢業生及離校生於完成本校課程後得到適當的升學或就業機會。

一九八一至八二年度畢業生及離校生出路概況：

(一)在本校升讀中四	十一人
(二)做鞋業工人	一人
(三)中國傢俬雕刻學徒	一人
(四)手袋製造業工人	一人
(五)世界復康基金訓練中心	三人

4. Sister school scheme. A number of activities have been arranged with the aims of facilitating communication between the hearing and the deaf, and of understanding and caring for each other. For the primary students, these activities involved joint participation by students of the Sharon Primary School and our own students in, for example, interest group activities on Saturdays, camping out in Sai Kung during the Easter, picnicking for boy scouts and activities during the summer. In addition, primary students corresponded by rotation with Lutheran Sunday schools students in Australia. The Kowloon Concordia Secondary School is the sister school for the Secondary Section. Activities jointly held included Christmas Celebration, barbecue picnic, visit to a centre for the aged, conversation group, school work guidance and summer activities.

B. Parent Guidance. The following services have been offered with the aim of helping parents correctly guide their children in the various stages of growth and development, particularly with regard to psychological development.

1. Sessions for parents of preparatory and multi-handicapped students on Saturdays.
2. Four parent guidance sessions for parents of primary and secondary students have been held.
3. An introductory session for parents of new students at the beginning of school year.

C. Further education and employment. In this regard a meeting for parents of overaged students, individual interviews for parents, visits to organization, e.g., the Bills Exchange Department of the Hong Kong Bank, etc. have been arranged. It is hoped that prospective graduates and school leavers have benefitted from these arrangements.

The education/employment situation for graduates and school leavers for the year 1981-1982 is as follows:

Attending Middle IV in the Secondary Section	11 students
Worker in shoe-making factory	1 student
Chinese furniture sculpture apprentice	1 student
Handbag manufacturing worker	1 student
Undergoing training at World Fund Day Centre	3 students

- (六)製衣廠工人 一人  
(七)明愛油麻地庇護工場 一人

#### (丁)熱心公益

為培養學生關心社會及服務他人的精神，我們參加了下列活動：

- (一)防癆募捐運動
- (二)公益金百萬行
- (三)本會學童護理部募捐運動
- (四)本會學童護理部主辦之學童健康教育展覽
- (五)聖誕節服務旺角陳慶老人中心
- (六)大坑東救世軍老人院服務
- (七)路德會包美達社區中心籌款步行

#### (戊)學生福利

藉着本會基督教教育委員會、香港教育署、香港政府福利機構及香港英皇御准賽馬會的支持下，本校學生獲得多方面的照顧：

##### (一)免費教育

全校學生可享受十二年免費教育，其中包括預備班兩年、小學六年及初中四年。

##### (二)書簿津貼

由一九八二至八三年度開始，家境清貧之中小學生可經校方推薦到教育署申請書簿津貼，中學生每人最高津貼金額為三百二十五元，而小學生每人之最高津貼金額為一百三十五元。

##### (三)傷殘津貼

本校之嚴重失聰學童皆可獲得社會福利署每月撥發四百五十元之傷殘津貼金，輔助他們購買適當的助聽器，以助其發展剩餘聽力，或購買有益身心的課外讀物以助其心智發展。

##### (四)學童輔助金計劃

此項計劃特為家境清貧而需經濟援助的學生而設。

##### (五)免費飲用牛奶

在何東基金支持下，學生每週可獲免費飲牛奶一次。

- Garment factory worker 1 student  
Caritas Yaumati sheltered workshop 1 student

#### D. Community Service. We have made arrangements for students to participate in the following activities/campaigns:

1. Donation to the Hong Kong Anti-tuberculosis Association
2. Walk for A Million of the Community Chest
3. Donation to the School Health Service of the Lutheran Church-Hong Kong Synod
4. Student Health Education Exhibition organized by the Student Health Service of the Church
5. Visit to Chan Hing Centre for the Aged in Mongkok at Christmas
6. Visit to the Salvation Army Centre for the Aged in Tai Hang Tung
7. Fund-raising walkathon for the Martha Boss Community Centre

#### E. Student Welfare. With the assistance from the Christian Education Committee of the church, the Education Department, the Social Welfare Department and the Royal Hong Kong Jockey Club, we have provided our students with the following:

1. Free education for all students for 12 years, preparatory through junior secondary.
2. Textbook/exercise book allowance. Beginning 1982-1983 needy primary and secondary students are recommended by the school for application of this allowance, a maximum of \$235 per year for secondary students, \$135 for primary students.
3. Disability Allowance. An allowance of \$450 per head for profoundly deaf students are given to assist them to purchase appropriate hearing aids and wholesome reading materials.
4. Student assistance scheme for those in financial difficulty.
5. Free milk once a week for all students under the Ho Tung Fund.
6. School bus service. A service arrangement has been made for students living in Kowloon and Tsuen Wan with the City Bus Company, besides the school bus donated by the Royal Hong Kong Jockey Club which serves students living in the Shatin/Tuen Mun areas.

#### (六)校車服務

本校特別聯絡及安排龍城巴士公司為居住於九龍及荃灣區之學童提供接送服務，本校承蒙香港賽馬會捐贈一輛校車，俾能接送居於屯門及沙田區的學生。

#### (七)助聽器服務

本校學生之助聽機如已使用滿五年，或不慎遺失或嚴重損壞時，校方會考慮協助其申請更換新機，同時學生亦可免費接受維修及借用候補助聽機服務。

#### (八)安全及醫療服務

除定期性舉行防火演習外，校方並遵照交通部指示，委派教師及職工指導學童橫過馬路；本會學童護理部資助全校學生免費參加學生保健計劃，並派校護每週一次為學生進行健康檢查、主持衛生講座，協助學童接受醫務衛生署之預防德國麻疹注射、預防麻疹注射運動、預防小兒麻痺口服疫苗及白喉破傷風混合注射、小學一年級至三年級學生的牙齒保健計劃等。



校車服務  
School Bus Service

#### 姊妹學校計劃活動

#### Sister School Scheme Activities



老人服務活動  
Service for the Aged

7. Hearing aid service. This includes making applications for new hearing aids on behalf of students who have worn-out or antiquated devices, and a free maintenance and lending service.

F. Safety and medical service. In accordance with Transport Department directives, we assign staff to supervise the use of crossroads by students to ensure their safety. In addition, regular fire drills are conducted. On the medical side, the Student Health Service has entered all students free of charge for the Government Student Health Maintenance Scheme, as well as P.1-P.3 students for the Dental Hygiene Scheme. Besides instituting a student health screening programme at school and lecturing to students on personal hygiene, the Student Health Service has assisted at anti-measle injections, anti-polio oral medication, as well as at combined diphtheria-tetanus injections given by government nurses.

# 本年度活動實錄

## 甲、中學部定期性之課外活動

課外活動依據校曆雙單週次進行，每次活動約一小時，活動項目計有：

攝影沖晒 / 簿記 / 田徑及籃球 / 羽毛球及乒乓球 / 打字 / 手工藝及絲帶花 / 節奏樂 / 縫編 / 詩班 / 橋牌棋藝 / 男女童軍 / 家庭生活教育 / 姊妹學校計劃之功課輔導及會話 / 前往觀塘職業訓練中心學習之電工、烹飪及縫紉小組。

## 乙、小學部定期活動概況

各興趣小組在長週星期六進行，計有棋藝 / 圖書閱讀 / 絲帶花 / 家政 / 舞蹈 / 體操及遊戲等。此外每兩週舉行小女童軍、女童軍及童軍團集會講授有關各項童軍知識。

## 丙、非定期性之活動

- |                |                                    |
|----------------|------------------------------------|
| 11-12/9/82     | 西貢大網仔展能訓練營。                        |
| 11/10/82       | 參加路德會呂明才中學陸運會接力邀請賽。                |
| 16/10-18/12/82 | 參加教育署體育組之「羽毛球訓練班」獲中學組團體冠軍及團體雙打亞軍。  |
| 17/10及31/10/82 | 伊館青年中心義工團為本校小學生舉行手工藝製作。            |
| 23/10/82       | 參加女童軍總會之編織籌款。                      |
| 24/10/82       | 伊館青年中心為本校小學生安排前往嘉道理農場旅行。           |
| 30-31/10/82    | 參加特能童軍之保良局北潭涌渡假營。                  |
| 1/11/82        | 參加啓聲學校陸運會之接力邀請賽；小學接力隊獲亞軍、中學接力隊獲季軍。 |
| 18/11/82       | 全校師生往船灣淡水湖旅行。                      |
| 24/11/82       | 萬國書院學生與本校學生往九龍公園作寫生交誼活動。           |

## A BRIEF ACCOUNT OF ACTIVITIES (82-83)

### A. Extra-curricular activities at Secondary Section

The activities, held regularly every fortnight and about an hour in duration, included: Bookkeeping, Track/Field and Basketball, Badminton and Table Tennis, Typewriting, Handicraft and Ribbon Flower, Percussion Band, Sewing, Choir, Bridge and Chess, Boy Scouts and Girl Guides, Family Life Education, Schoolwork Guidance and Conversation (Sister School Scheme Activities), Basic Electricity, Cookery and Sewing (to be held at Kwun Tong Vocational Training Centre).

### B. Extra-curricular activities at Primary Section

The interest groups which met on alternate Saturdays included: Chess, Library, Ribbon Flower, Home Economics, Dance, Gymnastics and Games, Brownies, Cubs and Boy Scouts.

### C. Other activities held from time to time during this year included:

Training course at Outward Bound School, Sports Competitions, Talent Quest, Special Functions organized by volunteers, Visits and Education Camps, Social Services for the aged, Swimming Lessons and Swimming Gala, School Music Festival Competition, Fund-raising Walkathon for Matha Boss Social Services Centre and Community Chest etc.

The Summer Programme will include: Ball Game Competitions and Services for the aged, Camping, Outdoor Sketching, Visits to Water Works Station and Gynasium, etc.

(For details please refer to the Chinese text)



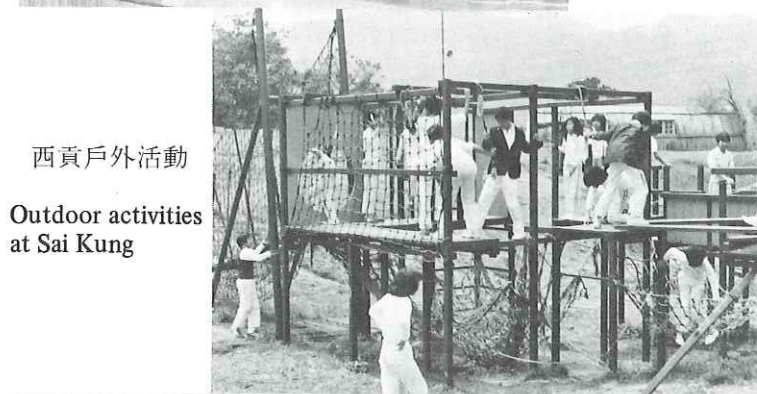
我們的幼童軍、女童軍和男童軍

Our Cubs, Brownies and Boy Scouts

- 27/11/82 童軍團舉行旅團宣誓禮。
- 5/12/82 參加公益金之香港區百萬行。
- 11/12/82 參加聖類斯青年團第九屆全港傷殘人士天才表演獲優異獎。
- 12/12/82 參加香港特能童軍團港島一日遊。
- 15/12/82 參加真鐸學校陸運會接力邀請賽；小學接力隊獲亞軍，中學接力隊獲季軍。
- 19/12/82 參加女童軍西九龍地域陸運會。
- 20/12/82 聖誕燈飾攝影。
- 21/12/82 全校性聖誕聯歡會。
- 協同中學與中學部合辦姊妹學校計劃聖誕聯歡會。
- 28/12/82 中學部姊妹學校計劃之大嶼山聖誕旅行。
- 29/12/82 參觀旺角陳慶社會服務中心及與該中心合作服務老人。
- 31/12/82 參觀怡和有限公司舉辦之雜技表演。
- 2/1至23/1/83 參加傷健協會之傷健箭藝同樂計劃。
- 15-16/1/83 西貢大網仔展能訓練營。
- 8/2/83 參觀社會服務聯會之海洋公園猛獸馬戲團表演。
- 17-19/2/83 於麥理浩夫人傷健中心舉行教育營。
- 27/2/83 參加特能童軍家長日。
- 6/3/83 參加第三屆全港聾人運動日成績美滿。
- 17/3/83 參加教育署之校際音樂節比賽(特殊組)獲榮譽獎。
- 20/3/83 小學部姊妹學校計劃之童軍遠足大網仔郊野公園。
- 20/3/83 港島少獅會為本校中學生假北潭涌麥理浩夫人渡假中心舉行之傷健混合營。



天才表演比賽  
Talent Quest



西貢戶外活動  
Outdoor activities  
at Sai Kung



外展學校技能訓練  
Training at  
Outward Bound School.

- 30/3/83 小學部姊妹學校計劃之西貢戶外康樂中心渡假營。
- 2/4/83 參加為籌建包美達中心而舉行城門水塘慈善步行，共籌得善款港幣壹千壹百二十四元正。
- 4/4/83 香港女青年商會為本校小學生舉行之「復活蛋計劃」活動。
- 8/4/83 中學部姊妹學校計劃之服務老人活動。
- 4/5-9/6/83 中小學部之游泳課外學習。
- 14-15/5/83 女童軍假元朗屏山露營。
- 10/6/83 本校假李鄭屋泳池舉行第七屆水運會，敦請西九龍獅子會會長李國偉醫生主禮及頒獎。
- 3/7/83 幼童軍領袖徐美玲主任帶領學生前往加拿大參加國際大露營。

暑期活動計有：

姊妹學校計劃之球類比賽。

姊妹學校計劃之定期服務老人活動。

露營。

戶外寫生。

參觀太空館。

參觀沙田濾水廠。

參觀香港體育館。

教育營。

參觀圖書館。

參觀荃灣大會堂。

參觀海洋公園。

聖經班。

姊妹學校計劃之康樂營。

游泳課程

Swimming Lesson



第七屆水運會

7th Swimming Gala

全港聾人運動日

Sports Day for the Deaf (1983)



## 教育署的協助

本年度蒙教育署多方面的協助及指導，尤其在協助擴校、師資訓練、開辦中四級及商科課程、增添電視教育器材、教育性玩具，及音樂器材、以及學校修葺的改善等；此外，更增添社工，輔導教師及司機人手，提供校車服務，免費供應耳後機與學生，安排學生接受牙齒保健及視覺甄別計劃，給與書部津貼，本人代表校方及家長表示謝意。

## 社會福利署的協助

蒙社會福利署熱心撥款約九萬五千元添置助聽器材，對學童在語言學習上更有幫助，在此謹代表校方致萬二分謝意。

## 其他人仕及機構的協助

此外，本港及海外熱心人士蒞臨參觀及指導；在精神上及經濟上作多方面的鼓勵和支持，本校深深表示謝意。

## 本校未來展望

- 一、宗教方面：配合總會「廣傳福音」的政策，加強堂校合作，以使更多聾人能有機會分享上帝的道，領受主的恩典。
- 二、提供學生升學的機會：  
為使聾童能有機會接受完整的中小學教育，本校計劃於來年度提供小學預備班至中五班共二十七班服務，以應聾童及家長的需要。
- 三、為配合課程發展及學生個別學習的需要，本校計劃於來年度增設電腦科課程。

## Assistance from the Education Department

Guidance and support from the Education Department, in respect of the reprovisioning project, teacher training, permission to operate Middle IV and start the Commercial programme, purchase of audio-visual and musical equipment and of educational toys, as well as the renovation of school premises, are gratefully acknowledged. Furthermore, on behalf of the school and the parents, I have to thank this department for the following: addition of social workers, language teacher and school bus driver to the staff establishment, supply of behind-the-ear aids to students, participation of our students in the oral hygiene and vision screening programmes, and the issue of stationery grant to students.

## Assistance from the Social Welfare Department

Thanks are due to this department for allotting ninety-five thousand dollars for the purchase of audiologic equipment for speech training purposes.

## Other Assistance

Lastly, thanks must also go to individuals who have visited us and given us encouragement and support, both spiritually and financially.

## LOOKING INTO THE FUTURE

1. In respect of evangelism, we will continue to co-ordinate the directives of the Church, in regard to the dissemination of the gospel, and the unification of the Church and its schools, so that the deaf can share God's word as well as His grace.
2. Greater opportunity to receive education. To cater to the need of students and their parents, for the opportunity to receive education primary through senior secondary, we have planned to operate 27 classes in the coming year, from Pre-primary through Middle V.
3. Computer Studies Programme. A programme for Computer Studies has been planned, to cater to curriculum development and to the individual needs of students.

#### 四、建校計劃：

爲使聾童可在良好的環境中接受全日制的教育及享受公平的教育待遇，建校計劃須早日完成。現礙於環境關係，只能施行半日制教育，則聾童才有享用教育的機會，致使聾童及教職員身心受到一定程度的障礙，期望教育署及房屋署能體察學生的需要，首先處理本校的建校計劃事宜。

#### 五、專業水準的提高：

聾童教學法和課程發展仍在不斷探索和修訂的階段，教學工作往往事倍功半。期望透過教學專業增長計劃，教師輔導計劃，課程修訂，教學研討等事工，以提高教師的專業水準，以使學童能多聽多講多說簡潔而多生字的句子。更希望特殊教育輔導中心及早成立，加強教師對特殊教育的專業興趣。

#### 六、提高服務質素：

本年度本校委派羅紹隆主任前往澳洲深造聾童語文學習及有關調查和統計設計方法的研究，望其學成後能更實質地替聾童服務。

七、現時多種弱能聾童極需要個別充份的照顧和輔導，人手調動仍感不足，期望將修訂後之特殊學校資助則例能及早施行，以改進教育服務的質素。

八、教育署現計劃推行課室圖書服務計劃，期望此服務能惠及聾人。

九、期望特殊教育組之耳模實驗室能擴大其服務範圍，加強其與聾校的聯繫。

#### 十、加強家長輔導計劃：

聾童教育的成功，實有賴家長們積極性的參予。本校有見及此，來年度將加強家長輔導計劃，以應學生的切實需要。

#### 結語：

聾童教育的成功，實有賴整體的合作，願上帝賜我們熱誠的愛心、堅忍的信念、務實的態度，羣策羣力，引領聾童實質地向前邁進一步，歸榮耀頌讚與我們的父上帝，阿們！

4. Reprovisioning Project. This project must be completed soon as possible, to extend to the deaf child a good learning environment and an equal opportunity to receive education. The fact that we are operating bi-sessionally is due to the restrictive environment and our under-equipped condition. The environmental and psychological constraints experienced by both student and staff have made reprovisioning absolutely necessary. We hope to draw the attention of the Education Department and the Housing Department with regard to this matter.
5. Fostering professionalism. As teaching methodology and curriculum development in respect of deaf education are still evolving, we as practising teachers are groping for the best way to teach. We hope to foster professionalism through the professional growth programme, teacher training programme, syllabus revision, and workshops for the staff. In this regard we would very much like to see the timely establishment of the Special Education Resources Centre.
6. Improving service quality. Senior teacher Mr. Law Siu-lung has been sent to Australia, for training in linguistics and experimental design. It is hoped that he will better serve the deaf on his return.
7. Additional staff are needed to cater to the individual attention and guidance of MHD students. It is hoped that imminent implementation of the Unified Code of Aid for Special Schools will improve that present situation in this regard.
8. The implementation of Classroom Library Scheme proposed by the Education Department, it is hoped, will extend to the special education sector.
9. We also hope that Ear-mould Laboratory of the Special Section will extend its service and more closely liaise with the deaf schools.
10. Strengthening the parent guidance programme. The success of deaf education depends to a large extent on enthusiastic parent participation. In the coming year, therefore, the parent guidance programme will be suitably intensified.

#### Conclusion

The cooperation of all concerned is vital to success in deaf education. We pray that God will give us love, faith, the utilitarian spirit, as well as cooperativeness, so that we can lead deaf children forward, in His praise and glory, Amen.

## 本年度優異生介紹

蘇潔雯同學現肄業於小學部上午六A班，她一向的性格無論在學習和與人相處方面都做成極大的障礙。後來在師長和社工們的誘導下，她變得個性較爽朗，這種改變激發起她濃厚學習興趣。她做事極有分寸和負責任，樂於助人，對人有禮，在班裏未嘗因自己學業略有成績而驕傲，擔任風紀工作亦能勝任，極得同學們的信服。

謝愛芳同學現肄業於下午部多類弱能班A組，她對師長謙恭有禮，並且虛心接受師長的訓誨，在執行風紀工作時，除盡忠職守外，對於其他額外工作亦熱誠地參予。她於一九八二年聖誕節時在九龍聾啞區會領受堅振禮，並參加詩班工作，經常出席主日學及崇拜。她於課外活動方面亦有優良表現，在參加小童軍活動時亦充份表現合作精神。

馮潔璇同學現肄業於小學下午部三年級B班，她於一九八一年十月從本會在澳門開設的聖保羅聾啞學校轉來本校。她有天賦的聰穎和勤學的精神，自律性頗高，對全校教職員均能尊敬有禮，對幼小同學關懷愛護，因此在擔任風紀工作時能勝任愉快；她在聖經課時，充份表現了對基督道理渴慕的心，並且經常參加九龍聾啞區會的主日學和崇拜，於本年復活節，接受了堅振禮成為天父的兒女。

黃碧玉同學現年雙十，自一九七四年因曉莊聾人學校結束轉至本校小學部就讀二年級，於七六年時因成績優異由三年級跳升為五年級生，現就讀於中四級。為人好學，雖資質未見特出，但行為良好，對人態度甚親切，常參與主日崇拜活動，為本校詩班中堅份子，又勇於服務及協助團契工作。

洪小瑩同學現年十五歲，自一九七三年入讀本校預備班迄今。現就讀於中三低班，對學習深具興趣，好奇心濃厚，理解力強，好學不倦精神可嘉，尤其在數理科、工藝設計及美設科成績更為特出，為人溫文有禮，有幽默感，口語溝通能力不俗，有責任感，樂於服務及協助其他同學，曾代表本校參加全港聾人運動會，成績頗佳。

## WINNERS OF THE BEST STUDENT AWARD

So Kit-man is a Primary Six student in the A.M. Session. In the past her personality used to obstruct her in learning and getting along with people. Under the guidance of teachers and social workers, she has become pleasant and cooperative, and at the same time, interested in learning. As a prefect, she wins obedience and trust from her peers. She willingly helps others, is ever polite, and never once took pride in her superior academic achievement.

Tse Oi-fong is a student in MHD Group A in the P.M. Session. She is polite to her teachers and listens to what they say. She fulfills her duties as a prefect superbly, and willingly takes on extra duties. She received confirmation at the Kowloon Congregation of the Deaf at Christmas in 1982, and since then has joined the Choir and attended Sunday School and Worship regularly as well. She has done well at extra-curricular activities, as a Brownie.

Fung Kit-suen is a student of Primary Three B in the P.M. Session. She came to this school from St. Paul School for the Deaf in Macau in October 1981. Intelligent and diligent, she has the ability to discipline herself as well. Respectful and polite to young and old alike, taking trouble to caring for students younger than herself, she discharges her duties as a prefect superbly. She has expressed her willingness to walk in His way in her Bible lessons and regularly attended Sunday School and Worship.

Wong Bik-yuk, aged 20, has been a student of this school since 1974, when she attended Primary Two. In 1976 she was promoted to Primary 5 from Primary 3 because of her superior academic achievement. Now in Middle IV, she remains as diligent, and her conduct is as excellent as ever. She is not particularly bright, but she is particularly friendly. She regularly attends Sunday Worship, is a staunch member of the School Choir, and a contributing member of the Christian Student Fellowship as well.

Hung Siu-ying, aged 15, a middle III Lower student, has attended this school since 1973, initially as a kindergartener. She has been commended for the diligence and deep interest she shows in her work, as well as for her inquiring spirit and superior ability in apprehension. Her work in Mathematics, Science, Art and Design, as well as Design and Technology is simply without equal. She is meek, polite, humorous, responsible, willing to serve and help others, and above all, has the ability to communicate orally. She is a sportsman too.



第十屆小學畢業生暨師長合照(82-83)

Teachers and Primary Graduates



教職員合照

Teaching Staff of MLSD

(後排)	王淑妮	黎美霞	徐佩貞	吳秀鳳	李淑貞	劉松基	劉家華	朱淑華	李詠芬	葉福鴻	李瑞娟	徐美玲	伍學齡	吳育珍	譚蘭芳
(中排)	陸婉貞	袁林	戴桂端	方玉英	周敏	霍佩華	陸顏娟	蕭素珍	敖潔雲	陳芳	簡麗貞	莊綺嫻	李美愛		
(前排)	羅紹隆	黎本立	謝路易	李永楨	吳國華	陳國權	胡麗玲	孫秀英	李安琪	陳錦霞	項偉傑				



第六屆初級中學畢業生暨師長合照(82-83)

Teachers and Junior Secondary Graduates

### Acknowledgements

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

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Miss Frances Patterson

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Mr. Richard H. Giffin

Rev. Hui Ming Kin

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Dr. Louis R. Jasper

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Calvary Lutheran Church of East Meadow

Calvary Lutheran Sunday School, S.A.

Canossa School for the Deaf

Career Master Association, Education Department

Cheung Sha Wan Police Station

City District Office (Mongkok/Tai Kok Tsui)

Commonwealth Society for the Deaf

Community and Youth Office, Mongkok, S.W.D.

Concordia Lutheran School

Concordia Theological Seminary

D.S.C. Direct Sales Co.

External Mercy Lutheran Church for the Deaf

Family Life Education Resource Centre, Social Welfare Department

Family Planning Association of Hong Kong

Gertrude Simon Lutheran College

Hong Kong International School

鳴謝：本校對下列人士和機構的幫助和支持深表謝意

Hong Kong Printing Department

Hong Kong Christian Service

Hong Kong Girl Guides Association

Hong Kong Jaycettes Ltd.

Hong Kong School for the Deaf

Hong Kong Society for the Deaf

Hong Kong Soya Bean Products Co.

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Labour Department and its Selection Placement Services

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Lions Club of North Kowloon

Lions Club of West Kowloon

Lui Ming Choi Lutheran College

Lung Shing Bus Co.

Lutheran Church — Hong Kong Synod

Lutheran Women of New Zealand

LC-HKS (Christian Education Committee)

LC-HKS (Kowloon Deaf Congregation)

LC-HKS (Hong Kong Lutheran Social Service)

LC-HKS (Mongkok Deaf Centre)

LC-HKS (School Health Nursing Programme)

Lutheran Church — Missouri Synod

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Ming Kee College

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Aged Social Centre

Ocean Park

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R. Giffin's Deaf Sunday School Class  
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San Miguel Co. Ltd.  
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Shau Ki Wan Government Secondary School  
Shum Shui Po Police Community Relations Office  
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Social Welfare Department  
South Australian Deaf Society  
South China Morning Post  
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Swire Bottles Ltd.  
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St. Paul Lutheran Women's Fellowship  
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The Hong Kong Family Planning Association  
The Scout Association of Hong Kong  
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Wah Kiu Yat Po  
Young & Rubicam (HK) Ltd.  
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Tel: 3-940133-4

## 路德會望覺啓聾學校

路德會望覺啓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，當時只有一個課室，八名學生和一位教師。翌年擴充兩班，由兩位專任教師及兩位兼任教師任教，只實行半日制授課。由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四樓上課。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。一九八二年增辦中四，現年中學部共有六班，租用十間課室，其中包括有實驗室和設計工藝室。



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Branch School: 68, Begonia Road, Yau Yat Chuen, Kowloon.  
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 can receive free Christian Education under God's blessing. 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. This year one M4 class was opened and by now we have six classes in the Secondary Section, renting ten rooms including science laboratory and a Design/Technology room.