

路德會望覺啓聾學校/聖保羅學校校刊

**ANNUAL REPORT OF  
MONGKOK LUTHERAN SCHOOL  
FOR THE DEAF/  
ST. PAUL LUTHERAN SCHOOL  
1983 - 84**





## 啓聾學校校董芳名錄

謝路易博士 (校監)  
許明堅牧師 (秘書)  
(25/2/84起任代校監)

陳典琪先生  
董壽年先生  
崔崇堯先生  
謝志強先生  
胡偉健先生

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義務校牧: 許明堅牧師

副校長: 陳國權

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活動主任: 陳錦霞

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Rev. Hui Ming Kin (Secretary)  
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*Honorary School Chaplain:* Rev. Stephen Hui

*Vice-Principal:* Mr. Chan Kwok Kuen

*Principal Dean of School Affairs/Section Dean of Secondary/Dean of Activities of Secondary:*

Miss Chan Kam Ha

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Mr. Lai Boon Lap

*Dean of Academic Affairs of Primary and Preparatory (A.M. Section):* Miss Ngo Kit Wan

*Dean of Academic Affairs of Primary and Preparatory (P.M. Section):* Miss Leung Wing Yin

*Dean of Christian Growth:* Miss Sun Sau Ying

*Dean of Activities of Primary/Assistant Dean of General Affairs of Primary:*  
Mr. Law Siu Lung

*Dean of General Affairs:* Mr. Hong Wai Kit

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鄭笑微 Cheng Siu Mei  
周美馨 Chow Mei Hing  
徐佩貞 Chui Pui Ching  
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黎美霞 Lai Mi Har  
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李瑞娟 Lee Sui Kuen  
李惠珍 Lee Wai Chun  
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# 榮歸上帝

香港路德會會長李偉韜牧師

「那時瞎子的眼必睜開，聾子的耳必開通，那時瘸子必跳躍如鹿，啞巴的舌頭必能歌唱。」（賽卅五：5）

上帝造我和萬物，賜我身體、靈魂、耳目、百體、理性和官能一切的功用，並且還是保存。馬丁路德博士對信經創造論的解釋，也是信徒共同信仰的心聲。由於人悖逆了賜給他靈魂和五官百體的創造主。陷入罪惡中，後果不僅是肉體受病患死亡的痛苦，心靈更因此隔入與上帝隔絕的永死中。保羅說：我真是苦啊，誰能救我脫離這取死的身體呢，感謝上帝靠着我們的主耶穌基督就能脫離了。（羅七：24）。這是人因罪面臨滅亡的恐懼哀聲，復因基督的救贖而歡呼。

不錯，是上帝愛世人，甚至將他的獨生子賜給他們，叫一切信他的不至滅亡，反得永生。（約三：16）。是故主傳道時固然醫治人的疾病，照顧人肉體的需要；卻着重勸人悔改並赦免他的罪，拯救失喪者的靈魂。

路德會創設望覺聾學校，是本着主愛的旨意，引領身體有殘障的人領受主的赦免，在主恩中瞎子開了屬靈的眼，看見主的救恩；聾子屬靈的耳能聽到福音；啞巴屬靈的口張開歌頌主恩。使更多聾人的身體，心智，靈魂都蒙恩。比之身體健全，心靈剛硬而拒絕福音的人更有福。

該校多年來得蒙上帝的恩眷，吳校長暨全體教師的共同努力，在上帝託付的管家職份上，忠心地作了美好的奉獻，對社會貢獻中，更是個美好的見證。任何的成就都是上帝的恩賜，一切榮耀頌讚歸與三位一體的眞神上帝。



## PRAISE BE TO GOD

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

“The blind will be able to see, and the deaf will hear. The lame will leap and dance, and those who cannot speak will shout for joy.” (Isiah, 35:5). God creates the world and bestows upon us body, soul and senses. Not only does He grant us rationality and sensibility but He also preserve them. Martin Luther’s exegesis of the creation in the Nicene Creed is also the voice of the common faith of His followers. However, turned away from his Creator who has endowed him with spirit and senses, man sinks into the abyss of sin. As a result, the body suffers the pains of sickness and death. Moreover, the soul is led to the doom of everlasting separation from God. Paul says, “What an unhappy man I am! Who will rescue me from this body that is taking me to death? Thanks be to God who does this through our Lord Jesus Christ! (Romans 7:24). This is a cry of lament when faced with the fear of destruction and yet turns out to be a cry of exaltation because of the salvation of Christ.

It is true. “For God loved the world so much that he gave his only Son, so that everyone who believes in Him may not die but have eternal life” (John 3:16). Hence Christ came not just to heal the invalid or to tend to man’s physical needs but most importantly to save the souls of the lost ones through helping them repent and forgiving their sins.

The Lutheran Church — Hong Kong Synod founded the Mongkok Lutheran School for the Deaf for the purpose of guiding the handicapped to receive God’s pardon. In His grace, the spiritual eyes of the blind can behold His mercy; the spiritual ears of the deaf can hear the gospel and the spiritual mouth of the dumb can speak and glorify His blessings. The impaired ones who honour His grace with their body, heart and soul are happier than those unimpaired yet unyielding ones who refuse to accept the Gospels.

Under God’s guidance and the concerted efforts of the principal and the staff, the school has performed a wonderful service in its duty to God and borne an exemplary witness in its contribution to society. All successes are God’s blessings and all glory and praise be to Him in the highest.



# 如何在一所特殊學校從事基督教教育

香港路德會教育委員會主席朱源和先生

(四月廿八日『基督教教育介紹』講座講稿，陳國權副校長筆錄)  
蒙貴校校監的邀請，有機會和各位談談「聾童學校與基督教教育的關係」，本人深感榮幸。

要闡釋甚麼是基督教教育，竊以為引述耶穌基督的言行作見證最為貼切。括要而言，基督教教育便是以耶穌基督為中心的教育。香港路德會主辦的望覺啟聾學校，首要的目的是透過教育的活動將耶穌介紹給每一位學童，使他們認識基督不僅是我們屬靈的救主，也是一位最優秀，最偉大，最傑出的導師。我們且看祂怎樣用簡單而有效的方法行道，便當效法以基督精神去看待我們學生的問題。讓我們再一次分享耶穌醫治聾人的神蹟所給予我們的啟示。

聖經記載耶穌在加利利海附近醫治了一個耳聾而又舌結的人：人們把那人帶到耶穌的面前，請耶穌為他醫治，耶穌醫治他的過程，是經過六個連串的動作：

- (一) 耶穌將手按在那人的身上；
- (二) 耶穌領那人離開眾人；
- (三) 耶穌用指頭探那人的耳朵；
- (四) 耶穌用唾沫抹那人的舌頭；
- (五) 耶穌望天歎息；
- (六) 耶穌說道：『以法大（開了罷）！』

經過了這連串的動作，那聾人便立刻聽到聲音，可以開口說話了。

現在我解釋耶穌醫治過程的連串動作，希望大家領會，學習和分享：

耶穌醫治那耳聾舌結的人，所用的方法有別於醫治癱子或患血漏病者。祂首先用手接觸那人，用身體的接觸傳達愛護和關懷的心意，聾童所渴望的正是這種親切的感受。『痾瘝在抱』，息息相關

## KNOWING ABOUT THE CHRISTIAN EDUCATION



Mr. James Y.H. Chu,  
Chairman,  
Christian Education Committee,  
Lutheran Church – H.K. Synod.  
(Recorded by Mr. K.K. Chan,  
Assistant Principal, during the  
Seminar on 'Christian Education'  
on 28/4/1984)

I deem it an honour to accept the invitation of the Supervisor and to address you in this meeting about the relation between Deaf school and Christian Education. I believe that by quoting the acts and teachings of Jesus Christ is the most appropriate way to proceed. In brief, Jesus Christ is to be the center of Christian Education. The ultimate goal of operating a deaf school by Lutheran Church – Hong Kong Synod is to introduce Jesus Christ to every hearing-impaired children. Jesus Christ is not only our Saviour, He is also a great teacher. Suppose He was with us, what simple and effective way would he have used to handle our students' problems, and how would he have served our students with the Christian spirit? Now let us once again study the miracle He performed on the deaf and dumb person to see what technique Jesus would have used to deal with this kind of problems.

As the Bible says, when Jesus came by way of Sidon to the Sea of Galilee, a crowd of people brought him a man who was deaf and dumb. They hoped that Jesus could cure him. Let me explain in detail the series of actions Jesus had performed to this man.

1. Jesus laid His hand upon this man.
2. Jesus took that man aside out of the multitude.
3. Jesus put His fingers into the man's ears.
4. Jesus spat and touched the tongue of that man with the spittle.
5. Jesus looked up to heaven, and sighed.
6. Jesus said, 'Ephpehta.' (that is, Be opened.)

After these actions, that man could hear instantly and he could speak plainly. The approach that Jesus used to cure the deaf and dumb person is different from how he dealt with the paralysed and the woman who had a flow of blood for twelve years.



，是好醫生應該具有的德性。各位試想想有否在日常的教學中，用手輕按學生的頭，撫他的髮，輕拍他的肩、傳達你的關懷，作出親切的表示呢？

其次是耶穌把那人帶領離開衆人，單獨的對著他，這顯示耶穌對那耳聾舌結的人，是根據個別的需要而作出個別處理的方法。各位又請想想，我們在處理學生的問題上，有否照顧到個別的差異和特性，建立起彼此間良好的人際關係的基礎呢？基督教教育的全人教育，便是要每一個人與上帝建立起親切的關係。

至於耶穌所做的第三和第四個動作，更是清清楚楚地把醫治的過程演繹出來，祂透過手勢將訊息傳達過去，祂用指頭探進那人的耳朵，祂用唾液抹在那人的舌頭上，一連串的動作都足以使到那耳聾舌結的人深切地感受到耶穌所施予的親切與關懷，更認識到耶穌的大能。我們身為教師的，試想想是否曾學耶穌，用親切的動作、手勢、唾沫，耳提面命，不憚煩地重複去感染學生呢？

耶穌的第五個動作是面容的表達和眼神的流露。祂舉首望天，使我們了解到祂的力量來自天上，藉以解決自身的厄運。我們應深信我們啓聾的力量是來自上帝的賜與，也唯有藉著祂的福祐和造就，我們纔可以堅守信念，完成我們的事工。

最後耶穌用聲音說出了：『以法大』。祂用口語表達出『開了罷』的信息，正好啓示我們口語的溝通在聾童教育中不容忽視的重要性。我們實在需要利用任何的機會，與聾童進行口語的溝通。

人們往往有耳朵卻不願聽，對上帝的道充耳不聞，自以為是的建立自己的樊籬。人們也常常有口而不作立言之聲，說的是侈言空談，言不及義，傳播福音卻不願為。驕傲的心態令我們的耳朵蔽塞，剛愎的意念使我們閉口不言，結果都成了屬靈上的啞吧！

基督教教育不止於重視學生知識上的成果，更重視的是他們在靈性上的獲益。我們不但要使聾童在肉身上得到治療，更要使他們在心靈上得到慰藉。我們不只是開啓他們的耳朵，解開他們的舌結，最重要的是揭開他們的心扉，讓耶穌能夠進入，因此各位教師的最大使命是要解決精神上的和屬靈上的聾啞問題。

First, Jesus touched that man with His hand, an action of body contact, to show his tender loving care which is also what our students need. In your experience, have you ever put your hands on their heads, touched their hair tenderly and pat on their shoulders to show friendliness and intimacy?

Second, Jesus took that man aside out of the multitude. He handled his problem individually. This action showed that Jesus was concerned about what this individual needed as well as his specific problem. To handle our students' problems, we should care about their individual differences and their specific characters in order for them to develop better interpersonal relationships with each other. Christian Education is the perfect education to attain this.

The third and fourth actions of Jesus clearly elaborated the procedure of the treatment. Message was sent by means of His gestures and movements. Jesus put His fingers into the man's ear, then spat and touched the man with the spittle. By these actions, the deaf and dumb person could perceive intensively the grace and patience of Jesus in performing this miracle on him. Being a teacher, we always instruct our students through different media: different gestures, actions and even our spittle. For the sake of instruction, we have actually employed numerous actions and spittle to influence our students.

The fifth action of Jesus is his facial expression. He looked up at heaven and signed. We understand that His might comes from Heaven. With this mighty power, Jesus could overcome His misfortune with upmost endurance. We firmly believe that the source of our energy in educating our students is also a gift endowed with by God. Only with His Grace and blessing, could our faith be strengthened and our task be accomplished.

Finally, Jesus vocalized, He said, "Ephpheta" (that is, Be opened). This message again reminds us that the importance of speech as communication in Deaf Education should not be neglected. Speech must be used as an important tool to communicate with our students.

People with ears are always unwilling to hear. They turn a deaf ear to God's teaching. Their conceit deafens their ears. People with mouths always utter no sound. Their talks are nonsense and emptiness. They are unwilling to preach the words of God. Their calamity tightens their tongues. They become religious 'dummies'!

Christian Education is less concerned with the fruitfulness of knowledge than with the premium on religious enlightenment. We should not only be concerned with the amelioration of the physical condition of the hearing-impaired but also with spiritual consolation.

各位的工作是值得欽佩的。經上說：『溫柔的人有福了；』我相信在啓聾學校任教的每一位同工都是溫柔的、憐恤人的和虛心的人，最後，謹以哥林多後書第六章一至二節作結，並以此與各位共勉：『我們與上帝同工的，也勸你們，不可徒受他的恩典。因為他說：「在接納的時候，我應允了你，在拯救的日子，我搭救了你。」看哪，現在正是悅納的時候，現在正是拯救的日子。』



戶外學習活動 Outdoor Educational Activities



Our task is not only to open their ears and loosen their tongues but also to open their hearts to Jesus Christ. Therefore our task is twofold: to ameliorate their handicapping condition as well to cultivate spiritual belongingness.

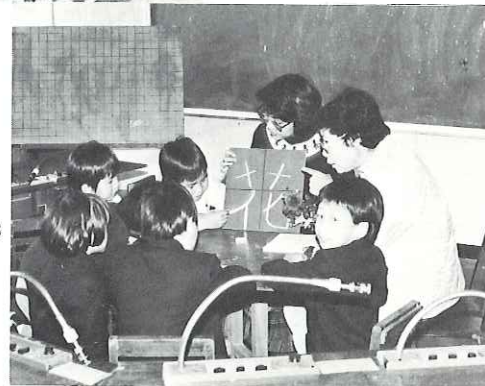
The work you are doing to our students deserves great appreciation. As the Bible states, 'Happy are those who long to be just and good, for they shall be completely satisfied. Happy are the kind and merciful, for they shall be shown mercy. Happy are those whose hearts are pure, for they shall see God'. (Matthew 5:6-8) I believe that every serving teacher is tender, merciful and patient. Finally, I would like to quote from Corinthians for my conclusion, 'Working together with Him, then, we entrust you not to accept the grace of God in vain.' For He says, "At the acceptable time I have listened to you, and helped you on the day of Salvation." (Corinthians 6:1-2).



參觀交通安全城  
Visit to Road Safety Town

小組學習活動

Small Group Learning Activities





# 假如我是一個聾童

特殊教育顧問謝路易博士

當然，現在的我不再是一個孩童，也並非失聰。我接受過良好教育和有多年經驗，所以不至於佯裝完全曉得一個聾童究竟會是怎樣，或者他會怎樣想。不過，基於現有的知識和過去的經驗，我仍會假想自己是一個聾童，要告訴你我所希望獲得的一些東西。

假如我是一個聾童，我寧願人們對我表露相惜和體諒之情，但不要憐憫我。

我希望人們注意到我的能力和幫助我發揮出來，而並非聚焦在我的弱能上。我希望人們不再稱我做「啞巴」。我希望他們測試出我的能力和潛質，不要只是估量我所學到的。

假如我是一個聾童，我希望每一個人，尤其是我的家人和老師，都鼓勵我，激發我，使我在各樣工作上都能發揮出潛能來。我希望人們經常跟我講說話，即使他們用上了其他溝通方法，諸如手語或者書面語。

在我有疑惑或反應不恰當的時候，希望人們對我要有耐性。如果我最初嘗試幾次都失敗了，請不必減低對我的期望。我希望人們給我機會運用我要學習的知識和技能。

言語和有效的溝通能力正是我要為生命作好充份準備的鑰匙。小小的年紀可能不曉得這一點。我需要父母，特別是老師，能夠有創意的設法擴闊我的言語，並能貫徹準確地運用在有意義的溝通上。我需要的不僅只是那些毫無意義的重覆練習，不僅只是從黑板或書本上搬字過紙和強記那些無大意義的聲音和符號。我只能透過運用言語才可學習到它哩！

大多數聾童可能缺乏充份的能力和溝通技巧，不能像上述例子那樣完整地、明確地表達出他們的需要和意願。但是，這都不能使我們身為家長、老師和社會成員的置身事外，因為，運用一切在我們支配下的資源和能力來確認及應和他們的需要正是我們的責任。



## IF I WERE A DEAF CHILD

Dr. Louis R. Jasper  
Coordinator of Special Education  
and Special Ministries

Of course, I am no longer a child and I am not deaf. I have had a good education and many years of experience, so I do not even pretend to know fully what it is like to be a deaf child or how a deaf child thinks. Yet, based on my present knowledge and years of past experience, I will pretend that I am a deaf child and tell you some of the things which I would like to have.

If I were a deaf child, I would like people to show empathy and understanding rather than pity me.

I would like people to notice my abilities and help me to develop them rather than focusing on my disability. I would like people to stop calling me "dumb". I would like them to test out my abilities and potential, not just measure what I have learned.

If I were a deaf child, I would want everyone, especially the members of my family and my teachers, to encourage and motivate me to reach my full potential in everything I do. I would want people to talk to me all the time, even when they are using other modes of communication such as Sign Language or writing.

I would like people to have patience with me when I do not understand or respond properly. They should not lower their expectations of what I can do if I fail to succeed the first few times I try. I would like people to provide opportunities for me to use the information and skills which I am to learn.

The key to my successful preparation for life is language and my ability to communicate effectively. As a child, I probably do not realize this. Therefore, I need parents and especially teachers who are creative in finding and developing ways to help me expand my language and consistently use it correctly in meaningful communication. I need more than exercises in meaningless repetition, more than copying from a book or the blackboard, and more than the memorization of sounds and symbols which may have little or no meaning for me. I will learn language only when I use it.

Most deaf children may lack the maturity and communication skills to express their needs and wants as completely and clearly as the examples given above, but that does not excuse us as parents, teachers, and members of society from our responsibility to both recognize and respond to their needs with all the resources and abilities at our command.



# 靈育在啓聾學校的重要

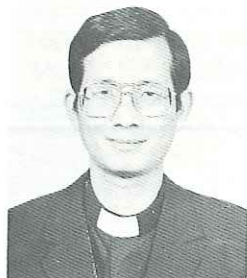
義務校牧許明堅牧師

「你們要去，使萬民作我的門徒、奉父、子、聖靈的名給他們施洗，凡我所吩咐你們的，都教訓他們遵守，我就常與你們同在，直到世界的末了。」(太28:19-20)，這是耶穌基督升天前交付所有信徒的使命。教會就遵從這使命創辦啓聾學校，傳福音，教導他們遵守當行的事，就是啓聾學校創校的目的。

因此啓聾學校與一般學校不同，除了是一所特殊的學校，除了強調德、智、體、羣、美的培育外，尚須加上「靈育」。所謂「靈育」就是引領學生認識救主，罪得赦免，建立正確的人生觀和做事正確的目標，將來「榮神益人」。因此，當我們將這顆特殊的種子栽育成大樹時，是需要插枝，這插枝就是「靈育」，才能結出馨香的果子。

「靈育」，不是滿足宗教的傳播，或宗派的主張，乃是實在對學童有直接的影响，和來世的盼望。

聾童的心態，顯而易見是有別常人，除了語言的隔膜外，他們總覺得，好像父母虧負了他，社會虧待了他，自己的命途是坎坷的，他們覺得所給予的輔導、救濟和援助，是理所當然的。因此，今日的聾人教育，不應該單是學識的傳授，或者是職業的輔導，而最重要的，是建立他們正確的人生觀，使他們明白做人的價值，能夠善用自己的長處，貢獻自己，去建立家庭，造福社會，但這是需要信念的支持，所以在聾人而言，信心是很重要的，這信心是包括信仰上帝和自信心。



## THE IMPORTANCE OF CHRISTIAN GROWTH IN MONGKOK LUTHERAN SCHOOL FOR THE DEAF

Rev. Stephen Hui,  
Honorary School Chaplain

“Go then, to all peoples everywhere and make them my disciples, baptize them in the name of the Father, the Son and the Holy Spirit and teach them to obey everything I have commanded you. And I will be with you always to the end of the age” (Matthew 28:19 – 20). This is the mission Christ bequeathed to His disciple before His Ascension. To fulfil such mission the Lutheran Church has founded the Mongkok Lutheran School for the Deaf. To preach God’s words and to teach God’s commandments are the aims of establishing the school.

Being a special school, Mongkok Lutheran School for the Deaf is different from the ordinary school in that it not only places emphasis on the moral, intellectual, physical, social and asthetic development but on Christian growth as well. Fostering Christian growth is to guide the students to come into God’s grace, to receive God’s pardon, to establish a well-founded philosophy of life, to set well-aimed goals so as to glorify God and benefit mankind in future. Thus for this special seed to germinate, nourishment – Christian growth – is essential.

Christian growth is not just to spread religion or religious ideals but to directly influence the students and to inspire hope for the life to come.

The state of mind of the deaf is obviously different from that of the ordinary people. Not only do they suffer impediment in communication, they also feel frustrated at being unfairly treated by their parents, society and fate, they therefore take the aid, guidance and relief offered them for granted. Hence, education for the deaf should not be just dissemination of knowledge or acquirement of skills but most importantly, the cultivation of a proper outlook on life so as to discover the value of life and how to make the most out of one’s potentials to serve, to have a family and to contribute to society. Yet for all these the support from faith is vital, particularly for the deaf. This faith includes both faith in God and in oneself.

The way of God is to urge us to repent, to cleanse ourselves, to love Him, our fellow men and ourselves. The way of God is impartiality and charity, teaching us to be sympathetic, kind, meek and patient. The way of God also looks after our daily needs, as well as grants us peace, joy and eternal life. Hence, the way of God is basic for the

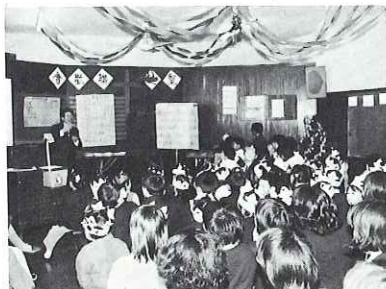


上帝的道，是叫我們離棄罪惡，清潔自己，叫我們愛神、愛人、愛自己，上帝的道是公平仁愛的，叫我們學會憐憫、溫柔、順服、忍耐、……上帝的道亦應許眷顧我們的飲食，得以飽足，平安快樂和來世的永生。故上帝的道是培育聾人自信心的基礎，是超乎德育訓練的，因為它（道）是包含屬世和屬靈的，今生和來世的。

有些人担心教會學校，只盲目傳播宗教，而忽略了其他非基督徒教師的價值感，我相信這些事不會在啓聾學校出現，因為宗教的傳播，應該是積極性的，福音性的，不是律法性的執行，不是牽制和約束，更何況我們需要尊重信仰自由呢，當然，窒碍傳道工作和與教會辦學宗旨相違背的，亦是不應該存在的。

我們既然承受主恩，嚐受那芬香的果子，我們願意與人分享內心的甘甜，以及生活的盼望，我們衷心邀請各同工，同負此「軛」，為聾人教育貢獻自己力量，因為基督化（愛的）教育，在聾校是至為重要的。

本校詩班獻詩  
Our School Choir

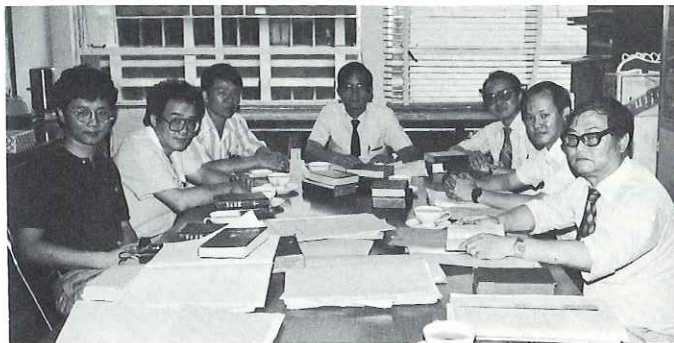


聖誕節聯歡會活動  
Christmas Party

development of self-confidence in the deaf. It is more than moral training because it is both temporal and spiritual, of the present and the life to come.

There exists in the mind of some the worry that schools run by the Church aim merely at spreading religion and neglect the values held by non-Christians. I believe this does not occur in this school because the religion is positive, active as well as evangelical. Neither is it disciplinarian, confining or restraining. Besides we should respect religious freedom. But of course, anything that goes against the aim of the school or hinder the spread of Christianity should not exist.

As we have indeed shared God's grace and tasted His fragrant fruits, we hope to share with others the hope and sweetness within our hearts. So let all our staff cooperate and take up this responsibility to devote ourselves to educating the deaf because the Christian way of education is extremely important in a school for the deaf.



啓聾學校校董會會議  
Board of Managers' Meeting (MLSD)

校董陳典琪先生  
校董崔崇堯先生  
陳國權副校長（列席）  
校監許明堅牧師  
吳國華校長（列席）  
校董謝志強先生  
校董胡偉健先生

# 不斷長進

聖保羅學校校監賴漢欽牧師

兩千多年前，當施洗約翰在監裏聽見耶穌所作的許多奇事的時候，便打發兩個學生去見耶穌，希望証實耶穌的身份。兩千多年後的今日，世上仍有不少人不明白耶穌是誰，可惜肯主動到耶穌面前尋求解答的人並不多；所以，今天的人可能比過去對救恩更無知，這是非常可惜的。現在，我們來聽耶穌的回答罷。祂說：「你們去把所聽見所看見的事告訴約翰：就是瞎子看見、瘸子行走、長大痲瘋的得潔淨、聾子聽見、死人復活、窮人有福音傳給他們，凡不因我跌倒的，就有福了。」（太十一4/6）



在耶穌的教訓中，一切神蹟奇事只是見證福音的手段而不是道成肉身的至終目的，最重要的乃是「不因我跌倒就有福」這句話。因此，一切的缺乏、殘障或貧苦都不是「跌倒」的理由或原因，因為這些都不是涉及生命的問題，也與靈魂得救與否無關。

無可否認，身體的殘障會造成生活的不便，却不能影響一個人的成功。「樂聖」貝多芬的耳聾並不減弱他九首交響樂的持久光輝，集盲、聾、啞於一身的愛倫堡却是最受世人尊敬的大文豪之一，失去雙足的孫臏、失明的左丘、以及受了宮刑的司馬遷，他們的成就都是在身體傷殘之後，如果放眼細數，感人的事例就更多了。

然而，完整無缺的軀體和官能都並非就是成功的保證。斷頭台上、死囚牢裏正為我們預備了許多反面數據。最可悲的是不少外表健康的人却看不見上帝的慈愛，也看不見耶穌的救恩，因而寧可自絕於福音，這些人大概就是心理學上所講的「心盲」和「心聾」罷。

隨着科學的日益精深高微的成就，促使科學家 and 宗教家更加接近，人類的語言及聽視能力越來越無法表達對精微境界的認識與判斷，（因此「未來學」家提出以心印心的信仰傳遞）。在這方面，肉體的缺憾反而促成了心靈的敏銳，這正印証了基督的恩典和造物

## ONWARD STRIVE!

Rev. Mark H.Y. Lai,  
Supervisor,  
St. Paul Lutheran School

Two thousand years ago, when John the Baptist heard of Jesus's miraculous deeds, he sent two of his disciples to meet Jesus so as to verify his identity. Nowadays, there are still many people who do not know what He is and there are few who are willing to take the initiative to seek answers from Him. It is truly a pity that people nowadays seem to be even more ignorant of Christ's Salvation. Let us hear what he has said on this. Jesus answered, "Go back and tell John what you are hearing and seeing; the blind can see, the lame can walk, those who suffer from dreaded skin diseases are made clean, the deaf hear, the dead are brought back to life and the Good News is preached to the poor. How happy are those who have no doubts about me." (Matthew 11:4-6)

When Jesus preached, He performed miracles not so much to heal the body but to bear witness to the Good News. Most important of all: "Happy are those who have no doubts about me." Therefore, let no deficiency, impairment or poverty cast doubts on our faith because these have nothing to do with Christ's Salvation or eternal life.

It is true that physical impairment may bring about inconvenience in life but this causes little hinderance to a person's success. Loss of hearing in Beethoven has not mitigated the everlasting brilliance of his nine symphonies. Helen Keller, though blind, deaf and dumb, emerged to be one of the world's highest-respected authors. There have been many other successful figures in history whose handicapping condition did not serve as obstacles in their path to great achievements.

On the other hand, a sound body does not guarantee success. Many able-bodied people have ended up in the death row. This saddest thing is that many seemingly healthy people do not feel the love of God nor receive the blessings of Christ. These people who refuse to accept the gospels may be considered "spiritually blind" and "spiritually deaf".

The ever-increasing sophistication brought about by the advance of science has drawn science and religion closer to each other. Human language and sensibility are failing to grasp and correctly assess matters pertaining to the realm of the occult. In this way physical impairment



主的公平。

前面說過，福音的大能，赦罪的恩典與活潑的生命都不受軀體的極限，這就說明何以有缺憾的身體反而有豐足的喜樂的理由了。本會創辦望覺啟聾學校和聖保羅學校的動機正是向世人展示上述的美好見證，從回顧中我們也看見上帝在這兩間學校中做了許多奇妙的工作。這豈非我們頌讚和感恩的原因呢。所以，際茲兩間學校出版聯合校刊的時候，我們除了重申基督的大愛之外，也為一切不因身體殘障而自餒，反而藉着信心在基督裏不斷長進和得福的人感謝和歡呼。

fosters a heightened sensitivity, a fact which attests to the Creator's impartiality and Christ's blessings.

As already mentioned, the might of the gospels, the grace of God's pardon and the vitality of life are free from any bodily restraints. This explains why the handicapped can feel happy and contented. To prove to the world that this is so has motivated the Church to found both the Mongkok Lutheran School for the Deaf and St. Paul's School for the Deaf. On looking back, we have to thank and praise Him for the many wonderful things he has done for the two schools. At this moment when the two schools are going to publish a joint report, we have reason to emphasize the non-discriminating nature of His love, as well as to praise and hosanna Him who has built up faith in the handicapped and continually blessed them with spiritual growth.

香港聾人水運會  
Swimming Gala for the Deaf



聖誕節崇拜活動  
Christmas Congregation



香港聾人籃球比賽  
Basketball Competition for the Deaf

聖誕節聯歡活動  
Christmas Celebration



# 香港路德會澳門聖保羅聾童學校概況

## 聾人教育與本校

本校是澳門唯一的聾童學校，一向以來，聾人教育多被人忽視，一般家長只求得過且過，順其自然發展，到孩子長大後，找工作困難，與人溝通亦難，因而謀生不易，方知學識與文化之重要。有些家長雖較為重視這將來之問題，但亦未能了解教導方法和正視這問題。

因此，本校自創立聾童日校以來，來校就讀之聾童雖不算很少，但也未算理想；因超齡關係、或因父母未加注意、甚或因其他因素的關係，相信仍有很多聾童，未能得到學習之機會，有些人甚至不知道有聾童學校的存在。

為此，本校亦曾得多間傳播媒介機構協助宣傳，希望能使本澳聾童皆可獲得接受教育之益。

而本校亦有很多困難存在。例如：設備不完善。師資缺乏，亦是問題之一，現時之在職教師，亦在邊學邊教。雖然，任何教育都有教到老學到老之需要，而這種特殊的聾童教育，更有其不同之處，更需要多一番心理與教學方法上之學習。

謝路易博士是路德會特殊教育顧問，亦為本校校長。為了提高教學效率，他定期舉行教學講座，長期指導教師之教學法及提供教學資料。

## 學級編制及課程

本校設有小學一至六年級及幼稚園甲、乙班，另有特別班一班，全校應共分九班，惟因有些班級人數太少，且教師人手不足，所以需複式上課。（即每兩班合在一個課室上課。）實際上是開五個課室。全校學生人數共有二十九人。

本校學制採用全日上課制，每週上課六天。課程則與一般普通學校大致相同，目的在使學生接受基礎的普通教育。唯教學方法有所不同，且更着重發音訓練，提高學生言語能力，以期達到能與他人溝通之目的。

## 宗教及其他活動

每週有一次崇拜，由謝路易牧師主持，使學生能分享救主的訊息。

每年聖誕節均舉行聖誕崇拜及聯歡聚會，使每一師生均能享受聖誕節日的快樂。

每學期有旅行離島活動，期間舉行圖畫及書法比賽，以增學生之學習興趣。

本校因面積太小，沒有活動場所，現得政府教育廳借出望廈體育館B場，作為體育課之活動場所，得以訓練學生籃球技術。而於一九八四年三月三日，由牧民中心健聾社相助本校聾童往港與其他聾童學校同學作籃球比賽。

本校學生亦曾往港參加過多項賽事，例如：第三屆全港聾人運動日之田徑比賽，全港聾人水運會，全港聾人乒乓球比賽，均有良好表現。

本校為聾人設有免費醫療服務，並每年為學生進行體格健康檢查兩次。



## 未來展望

澳門教育廳已準備多方面協助本校，例如供給或借用教具、教學用品等。

謝路易博士向多方面奔走，為學生籌購耳機，使學生能藉着耳機而能利用其剩餘的聽覺，希望在不久未來，每一個學生都能有一個耳機。

本校設有木工工場，給學生在勞作課時之用，及為有特別需要的學生作職業訓練，但仍希望能有專業技術之木工導師，為學生指導更佳之木工技術，以達職業水準。

此外，更希望將來能加設車衣、裁剪、打字等職業訓練，以便學生畢業後能有一技之長，方可謀生和立足於社會也。

## ST. PAUL'S LUTHERAN SCHOOL FOR THE DEAF

### BOARD OF DIRECTORS (MANAGERS):

The Board of Directors/Managers for the Lutheran School for the Deaf in Macau consists of seven people appointed by the Lutheran Church — Hong Kong Synod to make important policy decisions that pertain to the operations of the school in Macau.

1. Rev. Lai Hon Yam — Chairman (Hong Kong)
2. Mr. Woo Yuk Chow Andrew — Secretary (Hong Kong)
3. Dr. Louis R. Jasper (Hong Kong — Macau)
4. \*Mr. Patrick P. C. Hu, ACSW (Macau)
5. Rev. Yeung Kei Ping (Macau)
6. Mr. Wong Kar Sing (Hong Kong)
7. Ms. Lai Nung Chong (Macau)

Note — \*Mr. Hu's appointment —

— In a special Board meeting held on March 9th, 1984, Mr. Hu was appointed as the Vice-Principal of St. Paul's Lutheran School for the Deaf. During the period of the absence of the Principal, Mr. Hu shall be the acting Principal to oversee the operations of the School, effective immediately. — See attached minutes of the meeting of 9/3/1984.

### STAFF:

Principal: Dr. Louis R. Jasper  
Specialist of Special Education

Vice-Principal: Mr. Patrick P. C. Hu, ACSW  
Social Ministry and Special Services

Dean: Ms. Wong King Bik, (Hearing)  
Teacher

Teachers: Mr. Kam Lai Shui (Deaf)  
Ms. Wan So Nui (Deaf)  
Ms. Lam Kim U (Hearing)  
Mr. Wong Kong Sang (Hearing)  
Ms. Yiu Yu Yin (Hearing)

Janitor/Amah: Ms. Chan Heng Lan (Hearing)



## **FACILITIES:**

The location of the school is at Rua Silva Mendes, Efficio Jade Garden, Bloco L-M, Macau. It occupies two floors, the ground and the upper (first) floor.

On the ground floor — one part (about one third) is used as the Chapel of the St. Paul's Lutheran Church, and the Center for the Deaf. Chapel is used for worship services for the students on Wednesday mornings. On Tuesday evenings, there is worship services for the deaf adults from the nearby neighbourhood. Whenever the Chapel is not in use for worship services, the chairs are removed, and the space is used for indoor activities for the students of the school.

Another third of the floor space is used for kindergarten class rooms. And the other third of the space is used for woodwork workshop, washrooms, and cooking and storage spaces.

The upper floor — one half of the space is used for the primary school class rooms. The other half of the space is used for offices, teachers work room and group meetings, and many other uses.

### **I. AN OVER VIEW:**

St. Paul's Lutheran School is the only school in Macau providing an educational program for the deaf children. Ordinarily education for the deaf is neglected by the general public. Even the attitude of the parents of these children differs little from the public. They let the nature take its course until the child becomes an adult, which is the reality the time for the child or adult to make his own living. At this time, the parents begin to experience the difficulties and reality that their child does not have communication skills, a formal education or useful skills to deal with the mainstream of society. At this time parents become aware of the value and need for an education, but it is too late. Although there are some parents who are concerned about their children's future, but, they lack knowledge in the educating and the up bringing of their handicapped children. Actually they are not equipped to face their situations in a problem solving way.

Many children have benefited from their education from St. Paul's School, but the enrollment is under our expectation. Many children remain illiterate and uneducated because of the negligence on the part of the parents and the unawareness of the existence of the school along with many other reasons.

In the past, we have used the mass media to advise people that we have a school for educating the deaf children, but not too many parents take the advantage and opportunity to educate their children before it's too late.

### **II. HURDLES TO BE OVERCOME:**

1. Limited school facilities, and
2. Lack of qualified teachers.

As time goes by, student enrollment increases, we need to overcome the first hurdle in order to provide the educational programmes to the children ideally.

To overcome the second hurdle — is an ongoing process. For the present teaching staff, "learning by doing" is the best teacher for the teachers. The teachers need to have special skills to teach the deaf in their basic academic learning, and good understanding of the children psychologically, and ways to approach them.

Fortunately we have Dr. Louis Jasper, Specialist in Special Education who also serves as the Principal of the School for the Deaf in Macau. Dr. Jasper constantly encourages the teachers to update their knowledge and teaching skills. Therefore frequent seminars, group study and discussions become a part of the staff on the job training and continued staff development program. Because of the additional information and stimulating discussions from these programs, improved teaching skills can be achieved.

### **III. CURRICULUM AT ST. PAUL'S CHOOOL:**

The curriculum at St. Paul's covers the complete primary school educational needs. It includes basic subjects from primary 1 to 6 and kindergarten A and B, plus one special class (S.C.) There are nine classes altogether.

Because of the reality, the small number of students, and teachers, we adopted the dual-class system in actual teaching. The enrollment for this term is 29. The teaching staff is six.

The distribution of the students is as the following: kindergarten is 7, (KA-3 and KB-4), P1 - 33, P22 - 3, P3 - 2, P4 - 6, P5 - 5, P6 - 3, and one in the S.C. class. Among the 29 children, 18 of them are boys, and 11 are girls. The age range of the students is very wide, the youngest is four years old, and the oldest one is 23 years old. The age grouping is as follows: (a) Nine students are in the group between 4 and 10 years old. (b) The largest group is between age 11 and 15, with a total of 15. (c) There are 3 students in the 16 to 18 years old group. (d) There are 2 students are over 21 years of age.

Because of the special needs of the deaf, in class room teaching, we not only teach the students to know the basics, but also put the emphasis on vocal exercises to encourage them to use their voices as much as they can, and to improve their abilities in speaking. The purpose of this is to build up their confidence in order that they may be able to communicate verbally with the hearing people some day. At least partially anyway.

**Teachers:** The school presently employs five full time teachers and one part time. Among the six teachers, two of them are deaf, and four are normal hearing people. Because of the special needs in teaching the deaf, the teachers able to understand and use the sign language is very important. The Dean of the students is also a hearing teacher, who has good sign language skills. Among the other three hearing teachers, two of them are fairly good, only one is not at the sufficient level yet. In principle, we do encourage the teachers to use their normal voice along with hands to sign in their teachings. Some of the students have hearing aids, they can hear at least partially. We encourage the students to use their voices as much as possible, because they need to communicate with the hearing people in their life in the community.

#### IV. RELIGIOUS EDUCATION AND OTHER ACTIVITIES:

##### 1. Religious Education -

(1) Daily - Religious Education is one of the subjects taught by teachers in class rooms daily.

(2) Weekly - On Wednesday morning there is worship service conducted by Rev. Dr. Jasper on the days when he is in Macau. During other weeks when Dr. Jasper is not in Macau, the responsibility of the weekly Spiritual Nurturing is shared by Rev. Yeung and Mr. Lo F.K. and others.

(3) Christmas Holiday Celebration -

Annually, during the Christmas Holidays, there is a special Christmas worship service, and a Christmas party for all the students and the staff in the school. This is the highlight of the year, and enjoyed by all.

##### 2. Field Trips and Other Activities -

For the purpose of making school life more enjoyable, special field trips, drawing and handwriting competitions are planned and exercised annually.

##### 3. Physical Education and Activities -

(1) Gym Games and Exercises - Physical education for the children is as important as other subjects in the curriculum. Although, we do not have our own gym and outdoor space for the students to have all the physical activities, but, with the special permission of the Education Department of Macau, our students can use the public with gym in walking distance for their extra curricular activities. Every Friday afternoon all upper grade students go to the gym to enjoy the supervised physical exercises and play their favourite games. The lower grade students stay in the school building doing their indoor games and other activities.

(2) Deaf Students Basket-ball Match Game in Hong Kong - On the 3rd of March, 1984, with the help of the Catholic Activity Center, a number of our students went to Hong Kong to participate in a basket-ball game with other deaf students in Hong Kong.

(3) Participation of Hong Kong Deaf Peoples Field Competition -

In the past, our students have participated in the All Hong Kong Deaf People Field Competitions, such as track team, swimming, ping-pong games, etc. Our students have performed fairly well.

##### 4. Health Care:

Through the negotiation between Dr. Jasper and an American missionary doctor working with the Baptist Church in Macau, all the deaf students can receive a physical examination and any necessary medical treatment free. The nurses of the School Health Nursing Programs come to Macau from Hong Kong to assist Dr. Swan with the physical examinations and in the area of health education.



## V. LOOKING AHEAD:

1. Hearing for the Deaf — Although, we consider the students in our school are deaf, but many of the students are not stone-deaf nor do they have total hearing loss. With proper care and special hearing aids, potentially, many of them can partially hear. Our Special Education Specialist and Principal, Dr. Jasper has been working diligently, trying to reach the goal of a hearing aid for every student, so that every deaf student can hear.
2. More Teaching Aids for Teachers — Dr. Jasper has made many contacts with the Department of Education of Macau in order to negotiate for the school to have more up to date teaching equipment and materials. We appreciate the privilege to be able to use the up to date educational equipment and teaching aids from the Education Department, resulting from Dr. Jasper's negotiation.
3. From Wood Workshop to Vocational Training — At the present time there is a wood workshop in the lower level of the school. With the help of the teacher, this will provide the opportunity for the upper grade students who are interested in wood working to have some pre-vocational experience. It is our hope, from this simple wood workshop gradually it can be developed into a full-sized vocational training classes in the future.

It may seem to be a dream at the present time to have a full-sized vocational training class for St. Paul's School, but, with faith in Christ, plus efforts and planning and hard working, the dream can become a reality in not so distant future.

From a practical point of view, we can start from the wood workshop, then gradually work into classes in mechanics, dress-making, typing, teletype computers, and many others.

4. Counseling and Guidance and Students Activities — Formal education covers only a limited period of a person's intellectual development. Human growth is a life long process. Even in the best schools, with the best possible formal academic subjects in class room settings, the students still need help in their total growth and development. A counseling and guidance program is a very important part for achieving this goal. For this very purpose of continuation of growth of our students and as well as for the deaf community in Macau, St. Paul's School and St. Paul's Lutheran Church (both occupy the same location), also operated as a Center for the Deaf, not only to provide them a place where they can enjoy each other's companionship, satisfying their emotional needs, but also the opportunity for them to continue their communication skills and intellectual growth. Every Tuesday evening between 8:30 to 9:30 p.m. a worship service is offered for the deaf to nourish their Spiritual needs. Following the worship service, the informal social gathering activities begin. The period is planned to meet their common needs socially and emotionally. A number of the older students are also participating in the Deaf Center activities on Tuesday evenings.

In December, 1983, a new missionary couple, Patrick and Edna Hu came to Macau from America, so the area of counseling and guidance programmes have been greatly strengthened. Pat is a professionally trained social worker and experienced counselor in the field of counseling and guidance. Edna is a Registered Nurse who has worked with children and youth as well as adults in America before coming to Macau. Their presence in Macau not only helps St. Paul's to train the deaf children and adults, but also to help the public to have better understanding of deaf people, their needs, their handicaps, and most of all the educating of the public to recognize the potential ability of the deaf. The deaf can be educated to make contributions to the community and live a life much like others in the mainstream of the society.

5. Home Visitations — To educate a child is not only the teachers' responsibility, the child's parents must share the responsibility as well. But, in reality, most parents are overlooked on the most important duties in their child's growth and development. For the purpose of helping the parents to realize their responsibilities in their child's development, Pat Hu plans to have a home visitation program developed in the forth coming months.
6. Parents and Teachers Conferences — In addition to the home visitation program plan, a monthly or a bi-monthly parents and teachers conference is also considered in assisting the parents to become more familiar with the programmes in the school, and how they can become helpful to their children's total development.
7. Evangelism Outreach Program for Parents — From the Easter Holiday week this year, a weekly worship service for the hearing people will be initiated at St. Paul's Church to reach the unchurched people in this area. All the parents of the students of our school are invited to participate in the weekly Sunday evening worship service. We plan to have the students to bring the information to their parents about the Evangelism outreach program. Following a personal invitation will be given during the time of the home visitation to the parents.



# 啓聾學校校務報告

## 引言

吳國華校長

聖經說：「你要囑咐那些今世富足的人，不要自高，也不要倚靠無定的錢財，只要倚靠那厚賜百物給我們享受的上帝，又要囑咐他們行善，在好事上富足，甘心施捨，樂意供給人。」

(提前六—17至18)

本校自一九六八年創辦以來，蒙主恩典，由初期八名學生，擴展至今日二百五十四人，班級共二十七班。這一切一切都表明上帝已充充足足的愛顧我們，關心我們。而本校有今日的發展，「不是靠人的聰明，乃靠上帝的恩惠」(林後一章12節)

今年本校定名為「啓聾學生年」，乃本著耶穌的教訓「讓小孩子到我這裏來，不要禁止他們」(可十：14)，期望「靠著耶穌基督結滿了仁義的果子，叫榮耀稱讚歸與上帝」(腓一章11節)。

本年度蒙教育署批准開辦中五級及電腦科，再一次表明上帝及社會人士對聾童的關懷，而期望已久的擴校計劃，今年更蒙教育署批准，但我們記著：「施比受更為有福。」各位，「我們與上帝同工的，也勸你們，不可徒受他的恩典」(林後六：1)……「反倒在各樣的事上，表明自己是上帝的用人」(林後六：4)我們須思想的是如何去牧養主的小羊，如何去廣傳福音，如何作專業增長，如何改善圖書、發音、及個別學習計劃。

本年度特殊學校教師與班級比例已改善，我們須考慮的是如何去善用人力、物力，做主的好管家，為主作更佳的見證。聖經教訓我們，「務要傳道，無論得時不得時，總要專心」(提後四：2)



## THE PRINCIPAL'S REPORT (MLSD) PREAMBLE

Mr. Ng Kwok Wah  
Principal

“Command those who are rich in the things of this life not to be proud, but to place their hope, not in such an uncertain thing as riches, but in God, who generously gives us everything for our enjoyment. Command them to do good, to be rich in good works, to be generous and ready to share with others.” (1 Timothy 6:17 – 18)

The school began in 1968 with only eight students. Under God's blessings, it has expanded rapidly and by now, we have 27 classes and 254 students in all. Such development evidently attests to the love and concern for us by the Lord and is achieved “by the power of God's grace and not by human wisdom.” (2 Corinthians 1:12).

The school has designated 1984 as “The Year of Deaf Lutheran Students” based on the teaching of Christ: “Let small come to me, and so not stop them.” (Mark 10:14). We hope that “. . . . love will keep on growing more and more, together with true knowledge and perfect judgement, so that . . . your lives will be filled with the truly good qualities which Jesus alone can produce, for the glory and praise of God.” (Philippians 1:11)

That the Government has permitted us to operate Middle V and to add Computer Studies to the curriculum and approved our Reprovisioning Project shows the Lord's as well as the community's concern for deaf students. Bearing in mind that “to give is better than to receive”, we hope that “In our work together with God, then we beg you who have received God's grace not to let it be wasted. . . . . Instead, in everything we do we show that we are God's servants by patiently enduring troubles, hardships and difficulties.” (2 Corinthians 6:1, 4). Much thoughts have been given to how we can shepherd the growth of our students, how to spread His words, to foster professionalism and to improve the library service, speech training and other learning programmes.

This year, the teacher-class ratio in special schools has been improved. Evaluation has been made on the better utilization of manpower and resources so as to perform better in our duty to God and to bear better witness. We aim “to preach the message, to insist upon proclaiming it, whether the time is right or not.” (2 Timothy 4:2)

The enthusiastic participation from the parents, the zealous support from the community and the cooperation of those concerned



聾童教育的成功，有賴家長早期及長期積極性的參予，社會人士的支持，及整體的相互合作。願一切榮耀，頌讚歸與我們的父上帝，因為「離開了主，我們實在不能做什麼」（約十五：5）

願主的恩惠平安，常與我們同在，阿們！

### 校董會

由一九八三年十月一日起，本校校董會成員為謝路易博士（校監），許明堅牧師（書記），崔崇堯先生，謝志强先生，胡偉健先生，董壽年先生及陳典琪先生。謝博士因病，由一九八四年二月廿五日起，許明堅牧師代理校監職務；在此，謹多謝各校董多年來對本校的貢獻。

### 人事調動

由一九八三年十月一日起，校董會委任敖潔雲老師為上午部小學及預備班教務主任。

### 人事編制的改善

由一九八四年四月一日起，特殊學校教師與班級的比例由小學部1.33及中學部1.4劃一增加為1.5；然中學班級所提供之額外語文科輔導教師則取消。此外，更增添言語治療教師人手，每三班有一名協助言語治療教師。因此，本校之行政組織已作適度調整。

### 校董會，校長及教職員諮議會

本年度謝路易博士及陳典琪校董為校董會代表，主席為謝路易博士，副主席為吳國華校長，書記為孫秀英主任。會議分別於一九八三年十二月三日及一九八四年五月十九日舉行，更於五月十九日選出劉松基老師為下年度書記。而陳國權副校長則為教師代表出席教育署主辦之諮議小組討論會。在此謹多謝各同工提供意見，以促進校務發展。

### 香港特殊學校議會

本校為該會會員，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，而該則例已於一九八四年四月起施行。

are vital to the success of deaf education. May praise and glory be to God in the highest for we can do nothing without Him. May the grace and peace of God be with us forever, Amen!

### The Management Committee

As of October 1, 1983, members of this committee are Dr. Louis Jasper, the Supervisor, Rev. Hiu Ming-kin, secretary, Mr. Tsui Sung-yiu, Mr. Tse Chee-keung, Mr. Wu Wai-kin, Mr. Tung Sau-lin and Mr. Chan Tin-kei. Rev. Hui has been acting supervisor for Rev. Jasper who has been on sick leave since February 25, 1984. I take this opportunity to thank the committee members for their contribution to this school throughout the year.

### Staff Movements

Miss Ngo Kit-wan has been appointed Academic Dean for Primary (AM) and Preparatory classes as of October 1, 1983.

### Improvement to Staff Establishment

Teacher-class ratio for special schools has been raised to 1.5 from 1.33 (Primary) and 1.4 (Secondary). Provision of remedial teachers for secondary classes has been scraped, but the provision for speech teaching has been expanded to one TAST for every three classes. As a result, the administration of the school has been reorganised accordingly.

### Management-Principal-Staff Consultative Committee

Rev. Jasper and Mr. Chan Tin-ki represent the Management Committee at this committee. Its officers include: Rev. Jasper, the chairman; Principal Ng Kwok-wah, vice-chairman; and Miss Sun Sau-ying, secretary. Members met twice during the year, on December 3, 1983 and May 19, 1984. At its last meeting Mr. Lau Chung-kee was elected secretary for the following year, and Vice-principal Chan Kwok-kuen teacher representative at the consultative group discussion organised by the Education Department. Views aired at the meetings of this committee have contributed to the development of the school.

### Hong Kong Special Schools Council

As a member of this council, the school has been represented by Principal Ng Kwok-wah who attends its meetings. The emphasis for the year has been on the revision of the Code of Aid for Special Schools, which has come into operation since April this year.

### Hong Kong Society for the Deaf

Rev. Jasper and Principal Ng are vice-chairman and executive member of this society respectively. The society is making preparations for a meeting about services to the deaf in Asia to be held in Hong Kong in 1986.

### Council of Social Services

Dr. Jasper represents the school at its meeting, as well as sits on the co-ordinating services for the deaf group with Principal Ng.

### 香港聾人福利促進會

該會協助聾人至大，本校謝路易博士為該會副主席，而吳校長亦為該會之執行委員。該會現正籌備一九八六年在香港舉行之亞洲區聾人服務會議。

### 香港社會服務聯會

謝路易博士代表校方出席有關會議，而校長及謝博士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。此外，多謝各同工的合作，更多謝李偉韜會長及朱源和主席的勉勵，以達榮神益人的目的。

### 校舍擴展計劃

教育署已批准本校新校舍計劃，並促請儘速延聘建築師籌辦校舍工程事宜。在此謹多謝社會人士對本校的支持。

### 提供升學及就業的機會

為使學生作好生活準備，本年度開辦中五級，又得利惠公司捐贈電腦 (Apple IIe) 一部，中三高至中五增設電腦科；此外，更得大東電報局贈送兩部電報機。故此，大大增加學生升學及就業的機會。

### 結業禮

結業禮訂於一九八四年七月十四日舉行，是日荷蒙本會會長李偉韜牧師証道及教育署特殊教育組首席督學林佐祺先生蒞臨主禮；更多謝麥當奴公司是日贈送飲品。

### 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 the Church and its schools. Thanks are due to members of the staff for their cooperation, and particularly to President Titus Lee and Mr. James Chu for their encouragement, to realise the aim of glorifying God and benefitting man.

### The Reprovisioning Project

Approval has been obtained from the Education Department for this project. We are now in the process of engaging an architect to draw up building plans. Support for this project from the community is gratefully acknowledged.

### Provisions for Further Education and Employment

This year saw the operation of Middle 5 for the first time to better prepare students for life. An Apple IIe microcomputer was donated by Levi Strauss & Co. to enable the school to offer Computer Science to M3U through M5. In addition, Cable and Wireless HK (Ltd.) have donated two telex machines to the school. As a result, opportunities for further education and employment for our students have been widened.

### The Graduation Ceremony

This has been scheduled for July 14, 1984. Rev. Titus Lee, President of LC-HKS, has consented to preach, and Mr. C.K. Lam, Principal Inspector of the Special Education Section to officiate at the ceremony. Thanks are due to McDonald's Restaurants (H.K.) Ltd. for agreeing to donate soft drinks at the function.



校務會議

Staff Meeting



## 宗教活動

耶穌說：「餵養我的羊」。在學校裏，誰是我們的小羊？是我們的學生。在校內，我們除了要餵以他們德、智、體、羣、美五育的知識外，最重要的還是要餵以他們靈育方面的知識，故本校一向以來對於靈育非常關注。茲將本年度靈育組的各項聖工簡述如下：

### (一) 經常性活動——

1. 主日崇拜：每主日本校均有師生參加九龍聾啞堂之聚會。
2. 主日學：為本校與九龍聾啞堂合辦，由本校同工帶領，鼓勵各部學生積極參加。
3. 週日崇拜：中學部逢週一舉行，小學部及預備班逢週二或週四舉行，由盧福基老師主持，將得救的訊息與各同學分享。
4. 教師靈修：逢週二、三在中小學分部舉行，由本會基督教教師領會，藉此得以互相交通及共勉，領受從父而來的慈愛及訊息。
5. 詩班：分別由中小學兩部學生所組成，每月兩次在堂會聖餐崇拜中獻詩及參與學校所主辦之宗教慶典。
6. 中學部學生團契：在教師帶領及團契幹事協助下，推動各同學積極參與教會活動、社會服務，建立良好的基督徒榜樣。
7. 畢業生團契：於一九八一年成立，目的是使各畢業同學繼續領受救恩的訊息及與堂會和學校保持良好的關係，協助堂會及學校發展聖工。
8. 海外通訊：本校小學部各級學生與澳洲聾校主日學學生定期通訊，藉此將主的愛及生活的訊息互相彼此交流。

### (二) 非經常性活動

1. 聖誕節課室佈置比賽：每年逢聖誕節均舉行，各班同學藉精心的設計及創作，重溫救主降生的訊息。

## RELIGIOUS ACTIVITIES

Jesus says, "Feed my sheep." In school, the students are our sheep to be fed. Not only do we enhance their development: moral, intellectual, physical, social and aesthetic, but most importantly foster their Christian growth about which the school is much concerned. In light of this, we have brought about the following activities:

### 1. Regular activities:

- a. Sunday worship for both staff and students at 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 classes taught by members of the teaching staff.
- c. Chapel: For all sections, chapel is conducted by Mr. Lo once each week.
- d. 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.
- e. 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.
- f. 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.
- g. Alumni Fellowship: This was established in December 1981, for the express purposes of maintaining contact between the school and its graduates, and of assisting the school in its missionary work.
- h. Overseas communications: Primary students have written regularly to certain deaf Sunday school students in Australia, to communicate to each other Christian love and living.

### 2. Activities held from time to time

- a. Classroom Decoration Competition: All classes design and execute the decoration of their respective classrooms on a competitive basis every Christmas.
- b. Christmas Worship and Celebration: The annual Christmas

2. 聖誕節崇拜及聯歡會：每年聖誕，校方都會與姊妹學校各同學及社會服務團各成員舉行聯合聖誕崇拜及聯歡會，使每一師生均能享受到這節日所帶來的訊息及快樂。

3. 聖誕咭設計比賽：此項比賽於聖誕節前舉行，使各同學將救主降生的訊息、喜樂愉快的感受表達於圖咭上。

4. 復活蛋設計比賽：每年為慶祝救主的復活，學校都舉行復活蛋設計比賽，使各同學重溫救主復活的歡樂。

5. 宗教旗幟設計比賽：藉着這項活動，使同學們能將主的救恩、慈愛及救贖精緻地表現於有宗教標誌的旗幟上。

6. 聖經常識問答比賽：每年七月初舉行，藉着此類比賽，使各同學對於主的話語有所認識與重溫，加深他們的了解，進而加添他們的信心和鞏固他們的信仰。

7. 「基督教教育的認識」研討會：藉此研討會能使各同工對基督教教育加深了解。

本年度共有三名學生接受洗禮，五名學生接受堅振禮。展望將來愛主的聾人更多，信主的聾人也日益加添。



家長輔導會議  
Parents Guidance Meeting

worship service and celebration, jointly organized by Sister Schools and this school, brought joy to staff and students alike.

- c. Christmas Card Design Competition: This competition was for all classes to pictorially express their joy at the commemoration of the birth of their Saviour.
- d. Easter Egg Design Competition: This competition was held to commemorate Christ rising from the dead as well to relive the joy at this miracle.
- e. Religious Banner Design Competition: Religious themes such as the grace and love of God as well as the salvation of mankind are depicted on cloth.
- f. Bible Quiz: This activity is usually held in July to deepen their knowledge and strengthen their faith in the Christian way of life.
- g. Seminar on Christian Education: This was held for all staff to deepen their knowledge in Christian Education.

There have been three baptisms and five confirmations this year. It is our hope that more students can be brought to share God's faith and love.



「基督教教育的認識」研討會  
Seminar on "Christian Education"



# 教務報告

## 班級編制及課程

本年度增設中五級，班數計有小學預備班四班，小學十四班及中學九班（至中五）共二十七班，學生人數為二百五十四人，其中包括五十多名多類弱能聾童。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。

中學部中五行全日上課制，每週上課五天，另於課後舉行課外活動，中一至中四及小學部則採用上下午制，課外活動於星期六長週或課前後進行。

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。

## 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。

去年度被派往海外進修及於本地進修三年制專修課程已回校工作。本年度於本港進修者計有：中文大學兼讀學士學位課程者三人，柏立基教育學院特殊教育訓練班六人及教師訓練班一人，港大心理學文憑課程一人，除上述課程外各同工多人亦參加聾人教育及發音研討會，並兩所大學之校外課程等。

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 V for the first time. There were a total of 254 students, distributed into 4 Pre-primary, 14 Primary, and 9 secondary classes, making a total of 27 classes. Primary students are housed at Cherry Street while the Secondary ones at Yau Yat Chuen.

Middle V in the secondary section is a day programme. Classes are held five days per week with extra-curricular activities at after-school hours. Preparatory to Middle IV are bi-sessional, with extra-curricular activities held on alternate Saturdays, before or after school.

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.

### 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. One member of staff sent overseas and three others on Advanced Teachers Diploma courses held locally have resumed duties. Staff members receiving local training include: 3 pursuing B.A. courses (part-time) at the Chinese University; 6 on the In-service Special Education Course; 1 on In-service Teachers' Course; 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.
3. Meetings were regularly held to discuss academic matters, teaching programmes and multi-handicapped teaching.
4. Classes in Cued Speech and workshops on teaching methodology.

- (三)經常性舉行教務、課程進度及多類弱能教學會議。
- (四)舉辦暗示性發音研討班及教學研討班。
- (五)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。
- (六)為推廣及改善教學工作，特安排各新教師定期個別會見教務組人員，研磋商學進展及難題，使教與學均有所裨益。

## 其他教務工作

- (一)定期舉行各學術性大賽及編排戶外學習活動。
- (二)編排輔導及發音於課前／後施行，編製補充教材及數學診斷測驗。
- (三)檢查各級試卷及作業。
- (四)提供教學建議，活動教學須知及計劃表格。
- (五)進行課室圖書計劃及委派組員出席課室圖書計劃研討會。
- (六)定期舉行預備班家長會及編製預備班中文及數學課程。
- (七)增添各科教具及編印教具目錄。
- (八)進行教學錄映。
- (九)保送中五學生參加中學會考打字及美／設科，本校且為打字科考試試場。
- (十)編製各級用書表及升留級名單。
- (十一)向校方建議將來及下年度之課節分配及時間表。
- (十二)研究增多中五學生參加會考之科目，並擬定初步計劃。
- (十三)研究電腦於教學上之應用，教務組成員曾往參觀電腦器材及軟件之展覽，並向校方作購買書籍／軟件之建議。
- (十四)輔導中五欲往各地升學之學生，填寫申請表，初步擬定選科計劃等。

- 5. 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.
- 6. Each and every teaching staff member saw his supervisor (usually an administrator) regularly to discuss teaching programmes and difficulties.

## Other Duties of Academic Department

- 1. Competitions and quizzes on various subjects and outdoor learning trips and visits have been organized.
- 2. Arrange counselling sessions and speech training classes at before/after-school hours. Supplementary teaching aids have been made and mathematics diagnostic assessment was performed.
- 3. Inspection was made of assignments and examination papers for all classes.
- 4. Suggestions have been made on teaching methodology and instructions on plans of "learning through activities" have been issued.
- 5. Implementation of Classroom Library Scheme and sending representatives to attend seminar on Classroom Library Scheme.
- 6. Arrangements for regular contact with parents and syllabus building in regard to Chinese and Mathematics for Pre-primary Section.
- 7. Purchase of additional teaching aids.
- 8. Video recordings on classroom teaching have been made.
- 9. Preparation of students for the Typewriting and Art/Design examinations in the Hong Kong Certificate of Education Examination. Our school was one of the venues for Typewriting Examination.
- 10. Preparation of book lists for all classes and of the promotions and retentions list.
- 11. Proposed subject allocation and time-tables for all classes.
- 12. Made recommendations on other examination subjects to be taken by Middle V students.
- 13. Made recommendations for using computers in teaching, and the purchase of books and software.
- 14. Gave guidance to students applying for further education overseas and helped students complete application forms as well as plan courses of study.



# 多類弱能聾童教學

## (一)班級編制：

本年度多類弱能聾童共分六班，以門徒聖名為名稱，計為中學部兩班（馬太、馬可），小學部四班（約翰、路加、馬可、馬太）。由於年齡、學習能力和其他行為表現之差異，在分組和編配學生方面仍有不少困難有待解決。

## (二)課程：

小學部多類弱能聾童課程刪除英文科目而增強語文、社自健、數學及其他活動。除教授適當教材外，並配合需要提供自理、情緒發展、社會適應等學習。中學部科目與普通班相同，但課程內容依學生程度相應有所整調。原則上，校方鼓勵各同工以活動形式、配合主題進行教學，提倡寓學習於遊戲，提高學生學習興趣。然而在教材整理和編製個別學習計劃方面仍感人手缺乏和資料不足。校方正不斷搜集有關課程資料供各同工參考，並希望藉定期會議與各人交換經驗和研討課程，提高教學效果。

## (三)溝通方面：

以口語為主，輔以手語。

## (四)學生及家長輔導：

特別學生問題將於個案會議中討論，教師、社工及其他員工共同探討學生問題，針對學生在行為、情緒或學習上遭遇之困難提供改善方法。本年度共舉行三次多類弱能聾童家長會，加強學校與家庭間聯繫，藉此更了解學童的需要和設計較實際有效的教育辦法。

# MULTI-HANDICAPPED EDUCATION

## Class organization

Named after the disciples of Jesus, the six classes are Matthew and Mark (secondary), and John, Luke, Mark, Matthew (primary). There have been a lot of problems placing special students in these classes due to the great variations in age, learning ability and behaviours.

## Curriculum

In the Primary special classes, emphasis has been placed on language learning, general knowledge, mathematics and other activities while English as a subject has been deleted from the curriculum, which has components in self-care, affective development and social adaptation when these are needed. Subjects taught in the Secondary special classes are the same as in ordinary classes, with the exception that materials are geared to student abilities. In principle, staff have been encouraged to conduct topic-centred teaching through the activity approach, to enhance student interest in learning through play. However, due to staff shortage and the dearth in materials, there has been considerable difficulty in curriculum planning. The school is continually searching for appropriate materials for teachers' reference, and hopes to raise teaching effectiveness through scheduled meetings with staff in which experiences are shared and curriculum planning discussed.

## Mode of Communication

Oral language assisted by sign language.

## Student and Parent Guidance

Teachers and social workers convene at case conferences to discuss problem students, to find ways and means to alleviate behavioural, emotional and learning problems faced by these students. As well, three meetings have been organised for parents of these students, to establish rapport between the school and the home, to identify student needs as well as to more realistically plan effective programmes for these students.

# 訓導、輔導及福利

本校訓導組教師及社會工作人員透過不同層面及多元化的輔導形式培育學生，達成基督徒完美的人格：-

## (甲) 學生輔導

透過各類形式的服務，如講座、小組活動、傷健混合活動、服務性活動、大型活動及個別輔導，積極推行輔導工作。

### (一) 德育輔導

教師及行政人員透過週會、公民訓練、學校檢查、德育訓練講座、青年成長小組、組織學生團契選派風紀及清潔糾察活動去啟發學生在事奉上帝、服務他人、建立良好人際關係、承擔責任、遵守秩序、注意清潔、愛護學校和社會等方面有更深入的了解。

### (二) 家庭生活教育

目的乃協助學生對個人生理、心理之成長、交友、與父母溝通及男女交誼等方面有適當認識。此課程分別在中、小學部進行。

### (三) 個別輔導

訓導組、班主任及社工互相合作，透過個別輔導、個案會議、家訪及家長會談等形式去協助學生解決於學習、情緒、社交和行為等方面所遇到的困擾。

### (四) 個案轉介服務

本校除於校內提供各項服務外，並將有特別需要的學生及其家庭轉介到社會適合的機構，接受有關的服務如經濟援助、恩恤徙置、獎助學金、升學及就業輔導、智能測驗、醫療服務等。

## (乙) 傷健混合活動

為使本校學生與健聽人士能夠有更多機會接觸和了解，並擴大聾童的社交生活圈子，本校和數間學校義務工作團體合作，經常舉辦定期及非定期性的傷健混合活動。

### (一) 姊妹學校計劃

九龍協同中學與沙崙小學分別為中 / 小學部之姊妹學校，定期舉行活動。

## REPORT OF THE COUNSELLING DEPARTMENT

To help students to attain Christian personalities, the teachers and social workers of the school provide counselling for them in a variety of situations and at different levels.

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

1. Moral training. Teachers and administrators expound on moral themes in weekly assemblies and citizenship training sessions. Together with the selection of prefects for extra duties, these serve the purposes of fostering concepts of responsibility, serving God and others, respecting regulations, keeping clean, loving their school and society and building satisfactory interpersonal relationships.
2. Family life education programme. This is conducted in both primary and secondary sections, aiming to provide the students with a better understanding of personal, physiological and psychological development, building friendships and helping them communicate with their parents as well as friends and acquaintances.
3. Individual counselling. This department and class teachers cooperate to help students who have a wide spectrum of study, emotional, interpersonal and behavioural problems through individual counselling, case referral, home visit and parent contact.
4. Case referral service. When necessary cases are referred to the appropriate authorities or organizations for action with regard to application for disability allowance, compassionate rehousing, public assistance, scholarships and grants, further education, employment opportunities, intelligence assessment, medical advice etc.

B. Integrated Activities. A number of activities have been jointly organized by the social services groups of several schools and our school with the aims of facilitating communication and understanding between the hearing and the deaf as well as widening the social circle of our students.

1. Sister school scheme. Sharon Primary School and The Kowloon Concordia Secondary School are the sister schools for our primary and secondary respectively. Joint activities are held regularly.



## (二) 功課輔導

去年暑期協同中學的義工為中小學生提供個別功課輔導。本年度拔萃女書院、陳瑞祺（喇沙）書院、聖瑪利書院及聖方濟各書院的紅十字會少年團的團員定期每天下午及逢短週的週六為本校小學生進行功課輔導；陳樹渠中學義工為部份中學生提供個別輔導。

## (三) 其他輔導形式

使聾童於早期發展得到更多語言經驗義務工作發展局兩名義工及兩位預備低班家長，每週進行兩次課前遊戲及個別發音輔導；三個紅十字會義工團逢星期一、三、五下午為預備班學生進行遊戲活動。

聖母玫瑰書院、丘佐榮中學、陳瑞祺中學、基督書院、陳樹渠中學之紅十字部為中學部提供語言及語文學習組、救傷常識學習班、聖誕聯歡會等活動。

## (四) 其他活動：

於83年暑期，香港灣仔青年社會服務團義工為本校小學生舉辦興趣學習班及日營活動；中學生與義工共同推行老人服務。復活節假期中義工們利用遊戲活動協助預備班學生學習個人和公共衛生常識，又與丘佐榮中學、基督書院、聖瑪利書院及紅十字部隊推動傷健混合學習營等。

## (丙) 家長輔導

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

(一) 在長週的星期六，分別為小學部預備班及多類弱能班舉行家長輔導會。

(二) 本年度為中、小學部家長舉行四次家長輔導會。

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

## (丁) 升學及就業輔導

我們透過超齡生家長會，個別接見家長及學生，安排學生參觀等形式進行。服務內容計有：安排中五學生申請獎學金到外國升學

2. School work assistance. Last summer voluntary workers from The Kowloon Concordia Secondary School gave help to our students with learning difficulties. This year assistance has been offered to our primary and secondary students regularly every afternoon and on alternate Saturdays by volunteers from Diocese Girls' School, Chan Sui Ki (La Salle) College, St. Mary's Canossian College, St. Francis of Assist College and Chan Shu Kui Memorial School.

3. Other counselling services. In order to provide more language learning opportunities in the early stages of development of our students, two volunteers from the Agency for Volunteer Services and two parents from the preparatory class arranged activities before school gave speech training tutorials. Games activities were also organized for the preparatory students in the afternoons of every Monday, Wednesday and Friday by cadet members of the Red Cross. Other activities such as Christmas celebration, language class and first aid class have also been organized for our secondary students by Volunteers from Our Lady of Rosary College, YWCA Hide Tjo Yoeng College, School Chan Sui Ki (La Salle) College, Christian College and Chan Shu Kui Memorial School.

4. Other activities. Interest classes and day-camp activities were organized for our primary students by volunteers from Wan-chai Youth Social Services Group during the summer of 1983. Services for the aged have been offered by students of other secondary schools and our own students. During Easter, volunteers helped preparatory students learn about personal and public hygiene through recreational activities. Integrated camp activities were also organized with the assistance from Red Cross member of YWCA Hide Tjo Yoeng College, Christ College and St. Mary's Canossian College.

C. 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. Guidance Sessions for parents of preparatory and multi-handicapped students on Saturdays.

；安排申請暑期工作；聯絡政府及工商機構提供適合之工作機會；安排學生參觀大東電報局、恒生銀行；邀請勞工處展能就業組前來為學生講授一般就業有關之常識；安排中五學生學習與升學就業有關的基本知識。

一九八二至八三年度中小學部畢業及離校生出路概況：

(一)在本校升中五	十一人
(二)轉往半聾班升學	二人
(三)往工廠工作	二人
(四)其他行業工人	一人

#### (戊)熱心公益

為培養學生服務社會及關心他人的精神，我們參加了下列活動：

- (一)防癆募捐運動
- (二)本會學童護理部募捐運動
- (三)老人服務
- (四)傷健協會買旗籌款
- (五)路德會包美達社區中心買旗籌款

#### (己)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

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由八四年二月開始撥發五百一十元之傷殘津貼金。

- 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 was organised.

D. Further education and employment. In this regard a meeting for parents of overaged students, individual interviews for parents, visits to organizations such as Cable and Wireless, Hang Seng Bank Limited. Vacation training sessions talks on further education and employment opportunities as well as advice on application for scholarships for further education overseas have been arranged.

The education/employment situation for graduates and school leavers for the year 1982-1983 is as follows:

Attending Middle V in the Secondary Section	11 students
Transfer to partially hearing classes	2 students
Working in factories	2 students
Working in other professions	1 student

E. 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. Donation to the School Health Service of the Lutheran Church – Hong Kong Synod.
- 3. Services for the aged.
- 4. Flag Day of the Physically Handicapped Association.
- 5. Flag Day of the Martha Boss Community Centre.

F. 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 have been recommended by the school for application of this allowance, a maximum of \$325 per year for secondary, and \$135 for primary students.
- 3. Disability allowance. A monthly allowance of \$510 per head have been paid to profoundly deaf students starting February 1984.
- 4. Student assistance scheme for those in financial difficulty.



#### (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

何東基金資助本校學生每週免費飲牛奶一次。

#### (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，本校校車接送居於屯門及荃灣區的學生，又計劃於來年度申請另一部校車接載新界東北部學生。

#### (七)助聽器服務

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、小學一年級至四年級學生的牙齒保健計劃等。



交通安全講座 Road Safety Talk

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. School bus service was also provided for students living in Tuen Mun area. Plans have been made for this service to be extended to those living in north-eastern part of the New Territories.
7. Hearing aid service. This includes making application for new hearing aids on behalf of students who have worn-out or antiquated devices, and a free maintenance and lending service.
8. Safety and medical service. In accordance with Transport Department directives, we have assigned staff to supervise the use of crossroads by students to ensure their safety. In addition, regular fire drills were 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 diphtheriatetanus injections given by government nurses.



參觀香港大東電報局 Visit to Cable and Wireless (H.K.) Limited

# 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：

動腦筋／節奏樂／攝影沖晒／健身操／編織／羽毛球／乒乓球／絲帶花／打字／話劇／童軍／主日學。

## 乙、小學部定期性之課外活動概況

各興趣小組在長週星期六進行，活動項目計有絲帶花，書法，布公仔，園藝，雕刻，摺紙，土風舞，編織，小女童軍，幼童軍。

## 丙、非定期性之活動

- |                |                     |
|----------------|---------------------|
| 8/10/83        | 烏溪沙幼童軍傷健營。          |
| 9/10/83        | 全港聾人水運會成績優異。        |
| 9/10/83        | 姊妹計劃同樂日。            |
| 30/10/83       | 天才表演初賽。             |
| 1/11/83        | 參加啓聲學校4×100接力賽。     |
| 11/11/83       | 小學部秋季旅行。            |
| 17/11/83       | 參加真鐸學校接力邀請賽。        |
| 18/11/83       | 學校秋季旅行——中學部。        |
| 12/11至17/12/83 | 特殊學校羽毛球訓練班。         |
| 10/12/83       | 小女童軍服務心光盲人院。        |
| 17/12/83       | 天才表演決賽。             |
| 21/12/83       | 小學部聖誕聯歡會。           |
| 21/12/83       | 中學部姊妹學校計劃聖誕聯歡。      |
| 22/12/83       | 姊妹學校計劃童軍旅行。         |
| 8/1/84         | 小女童軍參加九龍地域陸運會。      |
| 22/1/84        | 小女童軍參加大角咀女童軍分會成立典禮。 |
| 19/2/84        | 參加全港男女童軍、幼童軍遊戲日。    |
| 25,26/2/84     | 意志及體能訓練露營。          |

# A BRIEF ACCOUNT OF ACTIVITIES FOR THE YEAR 1983 — 84

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

The activities, held regularly every fortnight for about an hour in duration included: Quiz, Percussion Band, Photography, Knitting, Badminton, Table Tennis, Ribbon Flowers, Typewriting, Drama, Boy Scouts and Girl Guides as well as Sunday School.

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

The interest groups which met on alternate Saturdays included: Ribbon Flower, Calligraphy, Moppet Making, Gardening, Carving, Orgami, Folk Dance, Knitting, Brownies and Cubs.

## C. Other activities held from time to time during this year included: Training courses and camps, Swimming Lessons, Sports Competitions, Talent Quest, Picnics, Games Day and Social Services for the Blind etc.

The Summer Programme will include: Ball Game Competitions etc.

(For details please refer to the Chinese text).



戶外技能訓練活動

Out-ward Bound School Training Activities



15/3/84

舉行陸運會。蒙西九龍獅子會贊助全場獎品及食物。是日蕭志明會長、袁鑑明副會長及葉文先生前來觀禮及頒獎。

31/3/84

綜合田徑比賽成績優異。

3/4/84

校際音樂節比賽。

7/4/84

小女童軍參加全港特能女童軍考章日。

26,27,28/4/84

復活節假期宿營（傷健混合）。

1-31/5/84

游泳學習。

9/7至13/7

姊妹學校球類比賽。

中學部球類比賽。

16/7至31/8

暑期活動。



音樂比賽活動  
Music Competition

學習營——急救常識活動  
Educational Camp



本年度陸運會活動  
Sports Meet (83-84)

話劇比賽  
Drama Competition



# 本校未來展望

- 一、宗教方面：配合總會政策，加強堂校合作，引領更多聾人領受主恩。
- 二、提供學生就學的機會：為使聾童能有機會接受教育，來年度計劃開辦小學預備班至中五級共二十八班，以應聾童及家長的需要；此外，本校學生均來自九龍及新界，由于現時半日制課程，目前一輛校車實不敷應用；同時，為配合政府「傷健共處」政策，提供學生學習的機會，本校擬另增設一輛校車，以免聾童蒙受失學之苦。
- 三、建校計劃：接獲教育署一九八四年五月十一日來函，批准本校在葵芳興盛路新建校舍計劃，期望新校能早日落成，以實現全日制教育的目標，改善教育質素，提供較佳升學及就業的機會。
- 四、加強學生個別學習計劃：期望本校能參與教育署電腦實施試驗計劃，發展電腦科課程及資源，實施個別教學計劃。
- 五、專業增長：透過教師輔導計劃，檢討發音教學，學生個別學習計劃及全校各科課程；增強教師的專業知識。
- 六、建議加設圖書館教師：政府根據一九八一年七月頒佈之小學教育及學前服務白皮書建議，本年度九月增設小學課室圖書館計劃，期望教育署考慮設立圖書館教師，以應聾童特殊的需要。
- 七、重整行政組織，改善教育質素：期望行政組織調整後，加強分工合作，改善教育質素及家長輔導計劃。

結語：聾童教育的成功，有賴家長們的積極參予，及社會人士的支持及整體的相互合作。願一切榮耀，頌讚歸與我們的父上帝，因為「離開了主，我們實在不能做什麼」（約十五·5）  
願主的恩惠平安常與我們同在，阿們！

## LOOKING INTO THE FUTURE

1. In respect of evangelism, we will continue to co-ordinate the directives of the Church, in regard to 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, we have planned to operate 28 classes in the coming year, from Pre-primary through Middle V. Besides, the only school bus we operate is insufficient to meet the demand of our students living mostly in Kowloon and the New Territories. For the benefit of those who live far away and to coordinate the integration policy of the Government, additional bus service is planned in the coming academic year.
3. Reprovisioning Project. With the approval for our reprovisioning project from the Education Department in May 1984, we hope that the completion of our unified school premises in Kwai Chung will help us achieve the aims of implementing full-day education and of improving the standard of education and providing further education and employment opportunities.
4. Strengthening individualized education programs. We hope to participate in the Pilot Scheme for Computer Studies, to further develop the Computer Studies curriculum and its resources, and to implement individualized education programs.
5. Fostering professionalism. Through the teacher training programme, and evaluations of speech training methodology, of individualized education service and of syllabus revision, we hope to foster professional growth.
6. The need for teacher librarians. According to the White Paper on Primary and Pre-primary education in 1981, a class library scheme in primary schools is projected with effect from September this year. We would also like to urge the Education Department to establish teacher librarian posts in schools for the deaf, where teacher librarians are urgently needed.
7. Reorganizing administrative structure and improving our standard of education. Through the reorganization of the administrative structure and the strengthening of division of labour, we hope to improve the quality of our service and parent guidance.



### 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、開辦中五級，電腦課程及課室圖書計劃，增添電視教育及打字機器材，以及學校修葺等；此外，更增添教職員人手，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。

### 其他人士及機構的協助

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，例如：贊助姊妹學校計劃，添置電腦及電報機，捐助獎學金等，本校深深表示謝意。



傷健小組活動    Integration Activities

### Conclusion

The enthusiastic participation from the parents, the zealous support from the community as well as the cooperation of all concerned are vital to success in deaf education. May praise and glory be to God in the highest for we can do nothing without Him. May the grace and peace of God be with us forever, Amen.

### Assistance from the Education Department

Guidance and support from the Education Department, in respect of the reprovisioning project, teacher training, permission to operate Middle V and to start the Computer Studies programme and classroom library scheme, purchase of audio-visual equipment and typewriters, 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: establishment of additional staff, 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 grants to students.

### Assistance from the Social Welfare Department

Thanks are due to this department for allotting ninety-five thousand dollars for the purchase of group hearing aids to assist students in language learning.

### Assistance from Others

Lastly, thanks must also go to individuals who have visited us and given us encouragement and support, both spiritually and financially, in the Sister Schools Scheme, the donation of computer equipment and telex machines, as well as of scholarships.

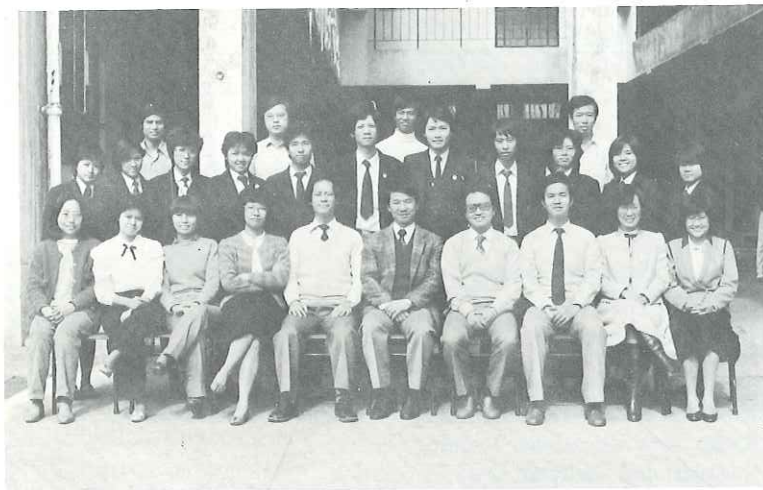


本年度小學部六年級/馬太班學生暨師長合照  
Teachers and Primary 6/Special Group (Mark) students (83-84)



本年度教職員合照  
Teaching Staff of MLSD

- |      |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| (後排) | 伍學齡 | 劉超祺 | 梁耀邦 | 陸婉貞 | 黃潔貞 | 李詠芬 | 吳秀鳳 | 鄭笑微 | 周美聲 | 郭志正 | 陳安發 | 麥金城 | 李惠梅 | 李惠珍 | 鄭美寬 | 梁美桃 | 鄧慰曾 | 除佩貞 | 陳映微 | 陸顏娟 | 梁祖偉 |
| (中排) | 劉松基 | 黎美霞 | 李淑貞 | 劉慧儀 | 劉家華 | 戴桂端 | 林容娣 | 陶美莉 | 郭潔雯 | 方玉英 | 胡燕美 | 李艷珠 | 李淑貞 | 張杏嫻 | 曾麗琬 | 吳育珍 | 袁林  | 王官勝 |     |     |     |
| (前排) | 孫秀英 | 敖潔雲 | 梁穎賢 | 項偉傑 | 吳國華 | 謝路易 | 陳典琪 | 陳國權 | 李安琪 | 黎本立 | 陳錦霞 | 謝逸安 |     |     |     |     |     |     |     |     |     |



本年度中學部五年級學生暨師長合照  
Teachers and Middle 5 students (83-84)



### Acknowledgements

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#### Individuals

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Gertrude W. Gerke & Carolyn E. Nolan, Esq.  
Mr. Richard H. Giffin  
Rev. Herbert Hinz  
Rev. Hui Ming Kin  
Mr. H. K. Lau  
Mrs. Jasper  
Rev. Mark H. Y. Lai  
Mr. C. K. Lam  
Rev. Daniel Lee  
Rev. Titus Lee  
Dr. Louis R. Jasper  
Mrs. Joy Villarde  
Rev. Wong Yat Ming

#### Organizations

Aberdeen Skills Centre for the Disabled  
American Women's Association of H.K. Ltd.  
Arran Street Child Assessment Centre  
ATV (Asian Television)  
British Council  
British Military Hospital  
Cable and Wireless (HK) Ltd.  
Calvary Lutheran Church of East Meadow  
Calvary Lutheran Sunday School, South Australia  
Canossa School for the Deaf  
Career Master Association, Education Department  
Cheung Sha Wan Police Station  
City District Office (Mongkok/Tai Kok Tsui)  
Clementi Middle School  
Commonwealth Society for the Deaf  
Community and Youth Office, Mongkok, S. W. D.  
Concordia Lutheran School

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Concordia Theological Seminary  
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Educational Publishing House, Ltd.  
External Mercy Lutheran Church for the Deaf  
Family Life Education Resource Centre, Social Welfare Department  
Federal Publications Ltd.  
Gertrude Simon Lutheran College  
Gilman Engineering Ltd.  
Government Data Processing Agency  
Hang Seng Bank Ltd.  
Harvest Book Co.  
Homantin Government Middle School  
Hong Kong Association of Careers Masters  
Hong Kong International School  
Hong Kong PHAB Association  
Hong Kong Printing Department  
Hong Kong Christian Service  
Hong Kong Girl Guides Association  
Hong Kong Jaycettes Ltd.  
Hong Kong Red Cross  
Hong Kong School for the Deaf  
Hong Kong Scout Association  
Hong Kong Society for the Deaf  
Hong Kong Soya Bean Products Co.  
Hong Kong Standard  
Hong Kong Council of Social Service  
Honytex & Co.  
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Housing Department  
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John Tracy Clinic  
Kai Chi Children's Centre  
Kowloon Round Table No. 2  
Kwun Tong Vocational Training Centre  
International Lutheran Deaf Association  
Labour Department and its Selection Placement Services  
Lee Yu Kee Ltd.  
Levi Strauss Far East Ltd.  
Lions Club of Kowloon Tong  
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 (School Health Nursing Programme)  
 Lutheran Church – Missouri Synod  
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 Medical and Health Department  
 Ming Kee College  
 Modern Educational Research Society Co.  
 Mongkok Kai Fong Association Ltd., Chan Hing Social Service Centre,  
     Aged Social Centre  
 Ocean Park  
 Out-ward Bound School  
 P & B International Co.  
 Peter & Brenda Co.  
 Philips Hong Kong Ltd.  
 Physical Education Section-Education Department  
 Pokfulam PHAB Centre  
 R. Giffin's Deaf Sunday School Class  
 Recreation and Sport Service (Hong Kong Government)  
 Recreation and Culture Department  
 Rotary Club of Shatin Hong Kong  
 Royal Hong Kong Jockey Club (Chairities) Ltd.  
 Salvation Army Tai Hang Tung Home for the Aged  
 San Miguel Co. Ltd.  
 Shau Ki Wan Government Secondary School  
 Shum Shui Po Police Community Relations Office  
 Sir David Trench Fund  
 Social Service Group of the Council of Catholic Societies  
     in Government Secondary School  
 Social Welfare Department  
 South Australian Deaf Society  
 South China Morning Post  
 Special Education Section, Education Department  
 Sun Hop Cycle Co.  
 Swire Bottlers Ltd.  
 St. John's Lutheran School, Chicago

St. Paul Lutheran Women's Fellowship  
 Technical Education and Industrial Training Department  
 The Friesland Trading (HK) Ltd.  
 The General Post Office  
 The Hong Kong and Shanghai Banking Corporation  
 The Hong Kong Children & Youth Services  
 The Hong Kong Bankers' Clearing House  
 The Hong Kong Family Planning Association  
 The Volta Review  
 The Kwun Tong Skill Centre for the Disabled  
 Teleart Ltd.  
 Texwell & Co.  
 Treats for Underprivileged Children  
 Urban Council  
 Venus Florist  
 Victoria College-Burwood Campus-Australia  
 Victoria Park School for the Deaf  
 Vocational Training Council  
 Wah Kiu Yat Po  
 Young & Rubicam (HK) Ltd.  
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 路德會慈安老人中心  
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正校地址：九龍大角咀櫻桃街十八號五樓  
電話：三 - 九四〇一三三～四

Main School: 18, Cherry Street, 4/F., Mongkok, Kowloon.  
Tel: 3-940133-4

## 路德會望覺啟聾學校簡史

本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，當時只有一間課室、八名學生和一位教師。翌年擴充為兩班，由兩位專任教師及兩位兼任教師負責，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，本校遷入櫻桃街十八號五樓新建校舍。一九七四年九月，本校在又一村協同神學院擴辦五班，翌年開設中學部。一九八二年本校增辦中四，本年度增設中五，提供之實用科目計有打字、設計工藝及電腦等。



分校地址：九龍又一村海棠路六十八號  
電話：三 - 八〇三九七六

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 sessional basis. In September 1970 we borrowed four rooms from Ming Kei College to have three more classes. Three months later our present facilities at Cherry Street became available for occupancy. In September 1974 we added five more classes using the facilities at Concordia Theological Seminary. In September 1975 we started the Secondary Programme for our students. In 1982 one M4 class was opened and this year we added one M5 class by providing practical subjects such as Typing, Design/Technology and Computer Science.