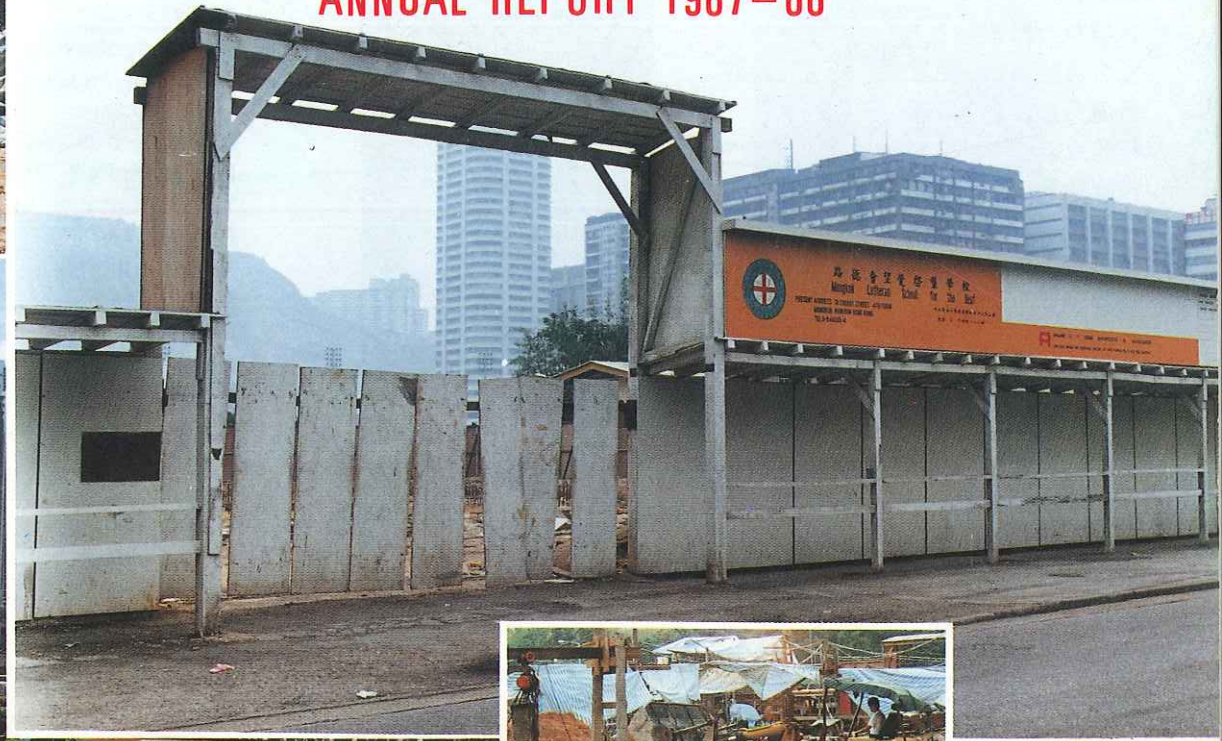


路德會望覺啓聾學校校刊

MONGKOK LUTHERAN SCHOOL FOR THE DEAF

ANNUAL REPORT 1987-88



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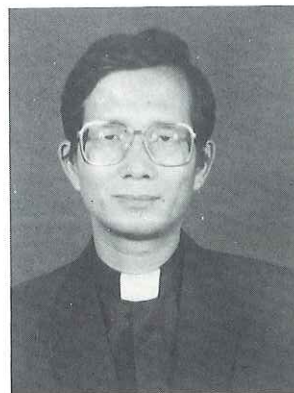
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校董會成員
Board of Managers



謝士栢博士 (校監)
Dr. Louis R. Jasper (Supervisor)



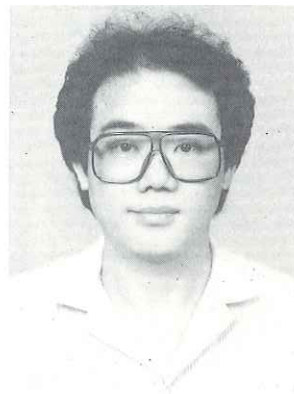
許明堅牧師 (校牧)
Rev. Hui Ming Kin (School Chaplain)



洪光良牧師
Rev. Hung Kwang Liang



陳典琪先生
Mr. Chan Tin Kei



謝志强先生
Mr. Tse Chi Keung



崔崇堯先生
Mr. Tsui Shung Yiu



胡偉健先生
Mr. Wu Wai Kin

教職員一覽表

行政人員—

校長：吳國華
校牧：許明堅
副校長：陳國權
首席校務主任兼中學部部主任／活動主任：陳錦霞
校務主任兼小學部部主任／訓導主任：李安琪
中學部靈育主任：劉超祺
小學部靈育主任：孫秀英
中學部教務主任：黎本立、劉超祺
上午小學部及預備班部教務主任：敖潔雲
下午小學部及預備班部教務主任：梁穎賢
小學部多類弱能及輔導教學主任：陸婉貞
中學部訓導主任：劉松基
小學部活動主任：羅紹隆
事務主任：項偉傑
小學部事務主任：李詠芬

Staff List

Administrative Members:

Principal: Ng Kwok Wah

School Chaplain: Rev. Hui Ming Kin

Vice-Principal: Chan Kwok Kuen

Principal Dean of School Affairs/Section Dean of

Secondary/Dean of Activities of Secondary:

Chan Kam Ha

Dean of School Affairs/Section Dean of Primary/

Dean of Discipline: Lee On Kee

Dean of Christian Growth of Secondary: Lau Chiu Kay

Dean of Christian Growth of Primary: Sun Sau Ying

Dean of Academic Affairs of Secondary:

Lai Boon Lap/Lau Chiu Kay

Dean of Academic Affairs of Primary and Preparatory

(A.M. Section): Ngo Kit Wan

Dean of Academic Affairs of Primary and Preparatory

(P.M. Section): Leung Wing Yin

Dean of Academic Affairs of Remedial & MHD Teaching:

Luk Yuen Ching

Dean of Discipline of Secondary: Lau Chung Kee

Dean of Activities of Primary: Law Siu Lung

Dean of General Affairs: Hong Wai Kit

Dean of General Affairs of Primary: Li Wing Fun

教師

小學部

區潔頤

陳鳳湘

徐佩貞

李惠珍

梁祖偉

梁美桃

梁惠敏

戴桂端

譚蘭芳

鄧慰曾

陶美莉

黃潔貞

黃慧珠

黃慧宜

葉翠華

江錦玉

李文達

劉善君

中學部

何婉玲

高佩瑋

劉慧中

劉慧儀

梁飛鳳

麥金城

伍學齡

吳育珍

敖雪曼

謝逸安

曾麗瑛

王官勝

Teaching Staff

Primary Section

Au Kit Yee

Chan Fung Sheung

Chui Pui Ching

Lee Wai Chun

Leung Cho Wai

Leung Mei To

Leung Wai Man

Tai Kwai Tuen

Tam Lan Fong

Tang Wai Tsang

Tao Mei Lee

Wong Kit Ching

Wong Wai Chu

Wong Wai Yi

Yip Chui Wah

Kong Kam Yuk

Li Man Tat

Lau Sin Kwan

Secondary Section

Ho Yuen Ling

Ko Pui King

Lau Wai Chung

Lau Wai Yee

Leung Fei Fung

Mak Kam Shing

Ng Hok Ling

Ng Yuk Chun

Ngo Suet Man

Sieh Irving

Tsang Lai Yuen

Wong Koon Shing

協助言語治療教師

小學部

陳栢真

周月嫦

謝佩瑤

嚴小鳳

中學部

林佩芬

林容娣

黎美霞

李月裳

吳麗芬

工場導師

郭志正

學校社會工作者

陳安發

方玉英

李艷珠

梁惠興

技師

何錦光

梁耀邦

書記

何翠美

潘麗卿

工友

陳福蓮

陳國龍

陳裕信

孔統文

顧葉琴

林華瑞

梁月蓮

岑國芳

王秋蓮

黃碧玉

余蘭芳

校車司機

陳鐵華

鍾天送

許明忠

Teachers Assisting in Speech Therapy

Primary Section

Chan Pak Chun

Chau Yuet Sheung

Tse Pui Yiu

Yim Siu Fung

Secondary Section

Lam Pui Fun

Lam Yung Tai

Lai Mi Har

Lee Yuet Sheung

Ng Lai Fan

Workshop Instructor

Kwok Chi Ching

School Social Workers

Chan On Fat

Fong Yuk Ying

Lee Yim Chu

Leung Wai Hing

Laboratory Technicians

Ho Kam Kuong

Leung Yiu Pong

Clerks

Ho Chui Mei

Poon Lai Hing

Minor Staff

Chan Fuk Lin

Chan Kwok Lung

Chan Yee Shun

Hung Tung Man

Koo Yip Kam

Lam Wah Sui

Leung Yuet Lin

Sham Kwok Fong

Wong Chow Lin

Wong Pik Yuk

Yu Lan Fong

School Bus Drivers

Chan Tat Wah

Chung Tin Sung

Hui Ming Chung

路德會望覺聾學校畢業禮講詞

教育署特殊教育組首席教育主任楊梁恩美女士

今天承蒙邀請參加 貴校的畢業禮，感到十分榮幸。

貴校是本港四間為聾童而設之特殊學校之一，有悠長的歷史，自二十年前創辦以來，曾為許多聾童提供均衡的教育，無論在教學上或其他服務方面均能不斷努力改進，而達到今天令人羨慕的成就，實在可喜可賀。



聾童教育工作是艱巨的，因為我們既要教導他們使他們有和他人溝通能力，又要灌輸學科知識給他們，更要顧及他們的品德修養及興趣發展，其間老師及家長所付出的努力是無可估計的。

香港近年來，在整體教育方面，已有不少改善。聾童學校能配合整體教育的發展，與普通學校一樣，需要加強公民教育及增設新科目例如電腦科以配合社會的需求，聾童教育的範疇，無疑是擴大了，而老師所擔當的教學工作亦因而加重了。

老師除了要令學生從課本中獲得知識外，更要透過各項課餘活動，使他們認識自我、了解別人，從而學習到如何與人和洽相處，及培養自立及適應社會的能力。貴校的輔導組老師及社工設計及推行了一些如「耆青活動」、「社會服務」和「幫助弱智兒童」等活動都可以達到這些目標。貴校又鼓勵學生參加一些「傷健混合活動」，為聾童將來投身健聽社會作好準備。

貴校又在聾童教學方法上不斷改良。各位老師又能不斷進修，互相切磋，經常舉行教學研討會，以引進新的教學法。對個別能力差異較大的學生，貴校老師又為他們編定「個別學習計劃」。此外，教師們合力編製的「啟聾之聲」學生刊物，顯出了教師的心思

AN ADDRESS AT THE GRADUATION CEREMONY

Mrs. G. Yung,
Principal Education Officer (Special Education)

It is my great honour to be invited here today and to share the pleasant experience of this memorable occasion.

The Mongkok Lutheran School for the Deaf is one of the four special schools for deaf children in Hong Kong and it has a long tradition of over twenty years. Throughout the past, your school has provided a balanced education to many deaf children. It has progressed steadily to become what it is today, with outstanding achievements both in teaching and in the delivery of other services.

Educating deaf children is not an easy task. These children need assistance not only in promoting their communicative ability but also in their academic studies, their moral standards and their interests. Such a demanding process is only possible through the hard work of teachers and parents.

In recent years, numerous improvements have been made to our general education system. Special schools for the deaf, like ordinary schools, have to keep pace with the progress and to meet the demands of the community through strengthening civic education and enriching the curriculum. New subjects like Computer Studies will need to be introduced. By widening the scope of education for deaf children, it is inevitable that the work load of teachers will be increased.

A teacher has to attend to many areas of pupil's development. He has to help his pupils learn through textbooks. He also has to ensure that extra-curricular activities are provided so that pupils understand themselves and others better, are able to establish positive social relationships and become independent, well-adjusted members of the community. The many activities organized by the guidance teachers and social workers of your school such as "Activities for the Young and the Elderly", "Community Services" and "Helping Retarded Children" are some examples of how these goals can be attained. In particular, pupils in your school are encouraged to participate in integrated activities and thus are better prepared for entry into the hearing world.

Another achievement of your school lies in the improvement of teaching methods. Your teachers take every opportunity to enrich their professionalism by participating regularly in courses and seminars. New ideas are constantly brought in, working experiences are exchanged and individualized education plans are designed to cater for pupils' individual differences. The innovative ideas of your teachers and their concern for pupils are well documented in the pupils' newspaper, "Bulletin for the Deaf". This paper provides pupils with

和對學生的關懷。刊物除了提供學生自我表達，互相溝通的機會外，我很欣賞「知多一點點」一欄，由學生訪問老師，鼓勵學生與老師對話，互相關懷，把兩者距離拉近，更可增加大家對學校的歸屬感。貴校老師在各方面的努力，實在值得讚許。

一個聾童能成功地完成學業，家長的功勞實不可沒，家長需要知道自己在教導聾童子女方面，是一項很艱巨的工作，同時亦負起很重要的責任，多與校方溝通和配合對聾童的管教會有事半功倍的作用。我很高興知道貴校定期舉辦「家長座談會」、「家庭生活教育小組」，更推行「小學預備班家長教師共同教學計劃」，藉以增進家長教師的相互了解，分擔責任。

我相信各位與我同樣高興知道啓聾學校的新校舍將於明年落成。屆時這座寬敞而又設備完善的新校舍一定為教職員及學生提供一個更理想的工作及學習環境。應屆畢業同學，雖然要離開學校，但我相信你們仍能透過校友會的各種活動，享用新校舍的各項設備。

最後，我要祝賀各得獎同學們百尺竿頭，更進一步。更要恭喜各位畢業同學已完成一個學業階段，以後無論你們升學或就業，都要緊記師長的教誨，做一個社會上有用的人。

祝大家身體健康、生活愉快。

謝謝。



香港聾人福利促進會幼兒中心家長參觀本校

**Parents of Child Care Centre of the Hong Kong Society
for the Deaf Visiting the School**

a venue to express themselves and to communicate with others. I am particularly impressed by the column, "Knowing a bit more" which features pupils' interviews of their teachers. This dialogue brings pupils closer to their teachers and enhances their sense of belonging to the school. To all the teachers who have worked hard in this and many other areas, may I express my sincere appreciation.

The contributions of parents are vital to the successful education of deaf children. Parents need to know their own roles and be willing to take up the responsibilities. Their task will be greatly facilitated if a close liaison with the school is maintained. I am happy to learn therefore that your school works closely with parents. Programmes for parents are organized regularly to promote mutual understanding and coordination; such functions include "Parents' Meetings", "Family Life Education Working Groups" and "Team Teaching of Pre-Primary Classes by Teachers and Parents".

We are very happy to know that the new school building will be completed next year. The more spacious and better equipped premises will undoubtedly be a more stimulating working environment. For those of you who are leaving the school this year, I am sure that the facilities of the new school will be open to you through your Alumni Association.

Finally, to the prize winners, may I wish you every success in your future endeavours. To the school-leavers, whether you have chosen to further your studies or to start working, may I ask you to remember always what your teachers have taught you and become contributing members of the community. Before I close, may I wish all of you present here good health and good luck. Thank you.



畢業禮主禮嘉賓

Guests of Speech Day

路德會望覺啓聾學校畢業禮講詞

香港路德會會長鍾賓榮牧師

校監、校長、各位嘉賓、各位老師、
各位同學：

今天是路德會望覺啓聾學校中學和小學的畢業典禮，本人承蒙校監、校長邀約，能與各位共聚於一堂，至感愉快。

各位同學今日在不同階段上結業或畢業，今後無論升學或就業，都同樣要踏上人生歷程的另一階梯。在那新的階梯上，各位的際遇將各有所不同，無法預見。聖保羅在羅馬書十二章十二節說：「在指望中要喜樂，在患難中要忍耐」。我們生存在世，總避不過順與逆和禍與福的環境，只有如保羅所說的「忍耐」，纔能百折不撓，履險如夷而安然渡過。

每一個人在生命中總會有些挫折與不幸，有些危難和痛苦。而個人的價值，常常就在不幸和痛苦中顯示出來。馬可七章三十二至三十五節說：「有人帶著一個耳聾舌結的人來見耶穌，求祂按手在他身上，耶穌領他離開眾人，到一邊去，……望天歎息，對他說：『以法大』，就是說：開了罷。他的耳朵就開了，舌也解了，說話也清楚了」。以賽亞書四十二章三至四節說：「壓傷的蘆葦，他不折斷，將殘的燈火，他不吹滅。他憑真實將公理傳開，他不灰心，也不喪胆」。各位同學一向都得到主耶穌的恩惠，在愛的教育中成長，此後在人生的第二個階段上，要以忍耐接受未來的挑戰。古往今來一切偉大人物的成就絕大多數都是經歷了艱難困苦歷程才達到成功的境地。我們要祈求主在憂傷時賜下力量，在困厄時賜下勇敢與忍耐，先要接受苦杯然後可以福杯滿溢。

願各位同學面對如茫茫大海的前途，做一個具有「信心之錨」的漁夫，能坦然無畏而放舟入海，雖遇狂風暴雨和激浪洪濤，亦可以將「信心之錨」拋向萬古磐石而安然穩妥。

祝福各位時常在聖靈引領下，把光照在人前。



AN ADDRESS AT THE GRADUATION CEREMONY

Rev Benjamin Chung
President, Lutheran Church-Hong Kong Synod

The Supervisor, Principal, honoured guests, teachers and students:

It is the Primary and Secondary Graduation Ceremony of the Mongkok Lutheran School for the Deaf today. I am most pleased to have been invited by the Supervisor and Principal to be with you all.

Whether you are going on with your studies or into employment, you who are graduating at different stages of schooling are about to enter the next phase of life. In this new phase, it is impossible to see what your circumstances will be. They may differ from person to person. Paul says in Romans (12: 12), "Be glad for all God is planning for you, be patient in trouble, and prayerful always." It is impossible to be without ease and adversity, fortune and misfortune in life. Only when we have the patience that Paul recommends can we go through the many trials and tribulations in life unscathed.

Life is usually accompanied by setbacks and misfortunes, danger and pain. The worth of a man is revealed when he is in suffering and adversity. Mark (7: 32-35) recounts, "And they brought to Him one that was deaf and spoke with difficulty, and they entreated Him to lay His hand upon him. And He took him aside from the multitude by himself, and put His fingers into his ears, and after spitting, He touched his tongue with the saliva; and looking up to heaven with a deep sign, He said to him, 'Ephphatha!' that is, 'Be opened!' And his ears were opened, and the impediment of his tongue was removed, and he began speaking plainly." And in Isaiah (42: 3-4), it is said, "A bruised reed He will not break, and a dimly burning wick He will not extinguish; He will faithfully bring forth justice. He will not be disheartened or crushed." You who have been in His grace, and grown up in and educated with love, be patient with the challenges that the next phase of life will bring you. It is common knowledge that all great men, living or dead, achieve success through travails and pain. We must pray for strength when in agony, bravery and patience in adversity. Only when we have experienced suffering and pain can we be endowed with grace.

May everyone of you become a fisherman with "an anchor of faith" in face of a future as wide as the ocean. Only then can you set sail without fear, and cast the "anchor of faith" in the perpetual rock for security if you should be buffeted by the elements.

教科書及作業 在教導失聰兒童上的角色及功能

校監謝士栢博士

利用教科書及作業去教導失聰兒童有一個基本原則：其價值視乎學生能否獨立的去使用這些材料。教科書及作業只是補充及輔助教師的講授，並非代替老師在教導上的地位。

失聰兒童有他們的問題及特別需要。一般教科書及作業通常都是為非傷殘者編寫，因此這些書本並不一定適合用作教導失聰兒童。教導失聰兒童最重要的工作是幫助他們克服語言及溝通上的困難，教科書及作業並不能提供這些技巧。教學有賴教師或其他人在現實環境中常與他們有意義的溝通。只使用教科書及作業而沒有提供相應的語文指導，失聰學生便會感到枯燥無味和困難重重。

教師必須小心使用教科書及作業。一般而言，教科書及作業只能提供有限度的機會讓學生反覆練習所曾學過的。所以，教師只應將教科書及作業當為支援及加強他們對學生直接教導的工具，而教師必須預備更多補充教材，好使學生能從中得到額外的經驗與練習機會。

設計使用教科書、作業或其他教材時，應儘快讓學生獲得回應。最好在作業材料中，能使學生自己去批改和找出答案；習作資料及學生的表現都應記錄在一份「合約」或「工作表」上。教師必須教導學生如何獨立的去找尋正確答案，並能忠實的記錄。這些教導涉及道德價值觀念及責任承擔，且促成學生有一份參與感，而不是被動的接受教導及做習作。這方法較之於只是講授教科書內容所得的為多。

教師毋須教授教科書的全部內容，因為對失聰學生而言，要學習課本所有資料會十分困難。所以教師應該選擇一些比較實用及有意義的材料施教。假若某些學生已能完成教師所選定的教材，他們可以回頭學習那些刪略的，同時亦可讓那些學習較慢的學生有機會完成選定的基本課文。

THE ROLE AND FUNCTION OF TEXTBOOKS AND WORKBOOKS IN TEACHING HEARING IMPAIRED CHILDREN

Dr. L.R. Jasper, Supervisor

A basic principle in the use of textbooks and workbooks in teaching hearing impaired children is that their value is determined by the ability of the students to use them on an independent basis. Textbooks and workbooks are to supplement and support the instruction provided by the teacher and never to replace the teacher's role as the manager of instruction.

Hearing impaired children have special needs and problems. Textbooks and workbooks are usually prepared for a non-handicapped population. Therefore, they are not always appropriate for teaching hearing impaired children. The most serious task in teaching these children is helping them to overcome the deficit in language and communication skills which is a direct result of their impaired hearing. Textbooks and workbooks are not able to teach language and communication skills. Such teaching requires direct meaningful communication with teachers and other people in the environment. Trying to use textbooks and workbooks without proper instruction in the necessary related language can be a most frustrating and meaningless experience for deaf students.

Teachers need to be careful how they use textbooks and workbooks. Frequently, textbooks and workbooks only offer a limited number of opportunities for the students to practice the lesson material being presented. Teachers should only plan to use textbooks and workbooks to support and reinforce the direct instruction they provide to the students. Also, the teacher will need to prepare many more supplementary materials for the students to use for additional practice and experience with the skills and information taught by the teacher.

The use of textbooks, workbooks, and other supplementary materials should be planned in such a way that the student gets feedback on his/her work as quickly as possible. In the use of most materials, students should be allowed to check their answers by themselves with an answer key. Both the assignments and the students' performance can be recorded on a "contract" or "work" form. Teachers need to teach the students how to work independently and to be responsible for checking their own work and recording the results honestly. This approach includes the teaching of ethics, values, and responsibility. It also contributes to a student's sense of participation in the educational process beyond being a passive recipient of instruction and assignments. The approach includes much more than teaching the contents of the textbook.

教師好像學生在教育上的經理人。教科書並不是老師；教師也不是教科書的奴隸。事實上亦沒有一本教科書能適用於所有學生，因此，每位教師都應有責任好好的安排及處理他們所教的課程。

教科書及作業不應被視作「坐着做」或「忙着做」為目的而要使學生忙於練習。其實對每一個習作，教師均應提出以下幾個問題：「這習作的目的是什麼？如何使用這習作讓學生得益？學生能否明白這習作的目的？我有否提供足夠的指導使學生有能力完成這習作？這習作可否讓學生自己批改？」故此所有習作的設計均應以激發學生的邏輯思考、有效運用語言及學習責任感為考慮。若教師只期望學生去抄寫，強記或重複他們所講的，那便會造成學生只知依賴教師的危機。通常學生都能強記一大堆資料而茫然不明所以。圖圖吞棗通常只能維持很短的時間，唯有真正明瞭及有機會學以致用才能強化長時間的記憶。

學生年紀越輕，教師便應越少倚靠教科書來設計和進行他們的教學計劃。教師當然想從教師手冊中得着一些指導及意見，但他們不應被這些材料限制了他們的表現。

教導失聰兒童需要一種診斷式的教導方法。教師其實永不能有足夠時間去教導一個聾童認識他所該知道的一切。那麼教師便應針對個別不同學生的需要和弱點而應用不同的教材及教學方法，並提供適當的輔導教學，使學生獲得所需及克服他們的弱點。但是多數教科書並沒有提供這方面的資料，因此教師應自行製備一些類似的輔導教材，好使它們在這診斷式的教導方法中發揮作用。



接見家長

Interviewing Parents

Teachers need not teach everything presented in the textbook. It will be very difficult for hearing impaired students to learn everything in the textbook. Therefore, teachers must select what will be most useful and meaningful information for the students to learn. If some of the students complete all the lessons selected by the teachers as most useful and meaningful, they can go back and study the lessons which were deleted earlier while the slower students complete their study of basic lessons.

The teacher is the manager of each student's education. The textbook is not the teacher and the teacher is not the servant of the textbook. There is no textbook which is best for all students. Each teacher must accept the responsibility for arranging and managing his/her students' educational program.

Textbooks and workbooks should not be considered as suitable "seat work" or "busy work" to keep the students busy. With every assignment, the teacher should ask these questions, "What is the purpose of this assignment? How will this assignment benefit the student? Does the student understand the purpose of this assignment? Have I provided the student with sufficient instruction to enable him/her to complete the assignment successfully? Have I made it possible for the student to check his/her own answers and record the results?" Assignments for the use of textbooks or workbooks should be designed to stimulate logical thinking, the meaningful use of language, and student responsibility for his/her education. There is a great danger that a student will become totally dependent on the teacher when the teacher only expects the student to copy, memorize, and repeat what the teacher says or writes. Students are usually able to memorize a considerable amount of material without understanding its meaning or how to use it. Memorization without understanding will most often only be short term. The addition of understanding and usage increases the possibility of long term memory.

The younger the students are, the less teachers should depend on the use of textbooks to structure their planning and instructional program. Teachers may wish to read through the teacher's edition of a textbook for ideas and some guidance, but such materials should not be allowed to control a teacher's performance.

Teaching hearing impaired children needs to be diagnostic teaching. A teacher will never have enough time to teach a deaf child everything he/she needs to know. The method of teaching and the materials used should help the teacher to identify individual needs and weaknesses in students and provide the necessary remedial instruction to meet those needs and overcome those weaknesses. Most textbooks and workbooks are not designed to perform this task. The teacher needs to be creative in the use of such materials so that they are able to assist in the process of diagnostic teaching.



校牧許明堅牧師題辭
Inscription By Rev. Hui Ming Kin, School Chaplain

校董洪光夏牧師題辭
Inscription By Rev. Hung Kwang Liang, Board Member.

施比受更
為有福

許明堅敬題

路德會啟聾學校畢業典禮

洪光夏
牧師題

路德會啟聾學校畢業典禮
啟蒙作聖聲啞逢春
學效基督校譽榮神
畢竟是福業績日新
典學弗替禮義并臻

校長報告

邁進恩典的第二十年

吳國華校長



「當稱謝進入他的門，當讚美進入他的院，當感謝他，稱頌他的名。」（詩一〇〇：4）

啓聾學校已踏入第二十週年，求聖靈感動我們，讓我們每位從內心的深處向上帝歡呼，獻上感恩。二十年來，啓聾學校從無到有，從小至大的成長過程中，在提供教育服務的各個環節方面，求取進步，不斷改善。欣幸在上帝的眷祐賜福下，我們眾人都活在充滿恩典的歲月中，所做的一切都托付在上帝美名榮耀裏。期待多年的新校舍，預計在一半後便脫落成，校務將繼續發展和推廣。

我們在得意忘形，躊躇滿志時，很容易忘記上帝，把一切成果都歸功於自己的辛勤勞苦。願上帝開恩可憐我等罪人。基督給我們留下榜樣，我們應跟隨他的腳蹤行。經上說：「凡事都有定期，天下萬務都有定時。」（傳三：1）。神造萬物，各按其時，成為美好，我們今日成為何等樣人，是蒙上帝的恩典，以及各界社會人士多年來的鼎力協助及支持才成的。期望我們再接再勵，除在質量方面力求上進，默默耕耘外，更要仰望主的楷模，「反倒虛己，取了奴僕的形象：就自己卑微。」（腓二：7）以及「無論作什麼，都是從心裏作，像是給主作的，不是給人作的。」（西三：23）

學校是一個基督化的大家庭，每位成員，都應互相分享，互相勉勵，互相學習，在各樣邁行上求進步，向著標竿直跑，惟願我們謹記著：啓聾學校是在主恩中誕生，是在主恩中成長，二十年的今日，有如二十歲青年充滿著活力、信心、使命感和希望，邁向成軍發展。我們更需要繼續讀經、祈禱、倚靠那位在過去、現在及將來賜恩給我們的主上帝。「我們更深信神一切所作的，都必永存，無所增添、無所減少。」（傳三：14）願榮耀、頌讚、歸與上帝，阿們。

THE TWENTIETH YEAR IN HIS GRACE

Mr. Ng Kwok Wah,
Principal

Preamble

“Go through his open gates with great thanksgiving; enter his courts with praise. Give thanks to him and bless his name.” (Psalms 100:4)

Now that the Mongkok Lutheran School for the Deaf is in its twentieth year, let everyone of us, moved by the Holy Spirit, praise Him and thank Him from the bottom of our hearts. Twenty years ago our school arose from nothing, and it has since grown steadily bigger and bigger, sought and made constant improvements in every aspect of the educational services we provide. Under His care and blessings, we are grateful to have been full of His grace, doing what we do as an offering to His glory. The school premises that we have been waiting for all along will be ready within a year, when our programmes will continue to be expanded and implemented.

It is indeed possible that we will be only too pleased with ourselves to remember anything about God, and to attribute our harvest to anything but our ardent labours. May He have pity on us sinners! Christ has left us an example: let us follow His footprints. The Bible says, “There is a time for everything and a season for every activity under heaven.” (Eccl. 3:1) As He made everything good at appointed times, so what we are now has come of His grace, as well as due to the assistance and support we have received from the community over the years. Silently and unstintingly, we shall endeavour to further improve ourselves, qualitatively and quantitatively; and even more importantly, we shall look to Him who “emptied himself, taking the form of a bond-servant, and being made in the likeness of man” (Phil. 2:7), for our model and guidance. “Whatever you do, do your work heartily, as for the Lord rather than for men.” (Col. 3:23)

A school is an extended Christian family, and every member of this family should share equally, encourage and learn from one another, better himself in every way, and strive towards the goal. Let us not forget the Mongkok Lutheran School for the Deaf, born of His grace and grown under His blessings, has come of age in its twentieth year. It is like a twenty-year-old youth: full of energy, confidence, the urgency of mission and hope, ready for development into maturity. Ever more important is it for us to continually study the Bible, pray, and rely on Him who has been, is, and will be generous with us in His blessings. “I know that everything that God does will remain forever; there is nothing to add to it and there is nothing to take from it.” (Eccl. 3:14) Let glory and praise be to the Lord, Amen.

新校

建校小組成員謝士栢博士（主席）、許明堅牧師、陳典琪校董、吳校長及陳副校長先後舉行多次會議，地基工程迄今已由立基土木工程公司承建完成。

人事

校監謝士栢博士由一九八八年五月十五日至八月廿三日渡假期間，由許明堅牧師代理校監職務。由一九八七年九月一日起，黎本立主任晉升為高級學位教師；陸婉貞及李詠芬主任晉升為副教授；方玉英姑娘晉升為助理社工主任職級。

校董、校長及教職員諮議會

本年度許明堅牧師任主席，洪光夏牧師為校董會代表，副主席為吳國華校長，書記劉超祺主任。諮議會分別於一九八七年十二月五日及一九八八年四月三十日下午召開。又伍學齡老師被選為教師代表，出席教育署主辦之諮議小組討論會。此外，更多謝同工積極參與「教職員手冊」修訂工作，並藉「教職員意見調查表」提供不少寶貴意見。期望各同工上下一心，貫徹信念，共同為聾人而努力，榮歸上帝。

電腦教學

本校已被教育署接納加入一九八八年電腦計劃，更增設電訊傳真電話服務線路。希望藉此增強聾童溝通機會，提高其對科技學習的興趣和知識，為其升學及就業作好準備，並能改善校方行政效率。

畢業禮

本校訂於一九八八年七月七日上午在沙崙學校禮堂舉行畢業禮，荷蒙 特殊教育組首席教育主任楊梁恩美女士及本會會長鍾賓榮牧師蒞臨主禮、致詞及頒發獎品。

經驗交流

（一）為改善聾人教育，彼此交流經驗，本校同工分別參與下列由教育署特殊教育組成立委員會或工作小組：聾人溝通方法委員會及口語溝通委員會（吳國華校長出席）、口語小組（梁穎賢主任出席）、聽力小組（陸婉貞主任出席）及手語小組（羅紹隆主任出席）。

New School Premises

The Reprovisioning Sub-committee comprised of Dr. Jasper (Supervisor), Rev. Hui Ming Kin, School Manager, Mr. Chan Tin Kie, Principal Ng Kwok Wah, and Vice-principal Chan Kwok Kuen, has convened a series of meetings. The foundation work has been completed by Lap Kay Construction Company.

Personnel Affairs

Our supervisor, Dr. Louis R. Jasper, is on leave (15/5/88 through 23/8/88). Rev. Hui Ming Kin has been appointed Acting Supervisor of the Mongkok Lutheran School for the Deaf during Dr. Jasper's absence from Hong Kong.

Staff promotions with effect from 1 September 1987: Mr. Lai Boon Lap (SGM), Ms. Luk Yuen Ching and Ms. Li Wing Fun (AM), and Ms. Fong Yuk Ying (ASWO).

Management-Principal-Staff Consultative Committee

Chairman for the year was Rev. Hui Ming Kin; representative from the Board of Managers, Rev. Hung Kwang Liang; Vice Chairman, Principal Ng Kwok Wah; secretary, Mr. Lau Chiu Kay. Meetings were convened on 5 December 1987 and 30 April 1988. Mr. Ng Hok Ling was elected teacher representative to the Consultative Seminar organised by the Education Department. Further, we are grateful to members of the staff for their participation in the revision of the Staff Manual and in the Annual Questionnaire. We hope that everyone of us will, with one heart, practise what we believe in our efforts to glorify Him through working for the deaf.

Computer Education

We have been accepted for participation in the Computer Implementation Scheme for 1988-89 by the Education Department. Telephone lines have also been added to facilitate communication through using computers. As opportunities for our students to communicate have been enhanced, we are hopeful that they will be more interested in learning about modern technologies, as preparation for further studies or vocational placement. Additionally, the use of computers will enhance administrative efficiency.

Graduation Ceremony

This function will be held in Sharon School hall on the morning of 7 July 1988. Mrs. Grace Yung, Principal Education Officer of the Special Education Section, and Rev. Benjamin Chung, President of Lutheran Church-Hong Kong Synod, have kindly consented to officiate, address the gathering, and present prizes.

- (二) 本校多位同工加入暗示性發音通訊組織為香港區聯絡人。
- (三) 台灣國立師範大學特殊教育中心教育訪問團，在王老博博士帶領下，於一九八八年一月二十八日來校交換教學心得。此外，更多謝台北聾童教育家陳彩屏女士提供寶貴意見。
- (四) 一九八八年三月二日，香港聾人福利促進會九龍中心聾童家長來本校參觀。
- (五) 一九八八年三月十七日，教育署聽覺學家祈健強先生為本校教職員舉行言語學習器材使用法講座。
- (六) 謹多謝陳以誠醫生抽空於四月三十日來校為本校家長及教師作專題講座，有關兒童常見的疾病及預防方法。
- (七) 為配合時代步伐，明白聾童教育最新趨勢，本校訂購專業書刊及錄映帶，計有協康會出版書刊及「兒童訓練指南」之錄映帶。此外，更獲特殊教育組贈送「弱智人士學習課程」及小學新啓導班輔導教材資料。
- (八) 吳國華校長於一九八八年三月二十三日應邀出席域多利獅子會例會作專題演講，主題為「本校簡介及香港聾童教育的我見」，此外，更被邀出席一九八八年九月在英國舉行之英國聯邦聾人教育會議。
- (九) 一九八八年五月二十一日，本校教職員參加社聯主辦之研討，大會主題為「聾人在社會上的問題探討」。
- (十) 本校家長及畢業學生對聾人服務及社會參予更加成熟，分別成立獨立社團推動聾人事工，加強與校方溝通、合作及聯絡。「路德會望覺啓聾學校校友會」及「路德會望覺啓聾學校家長會」先後於一九八八年四月二十三日及二十四日召開第一次全體會員大會。
- (十一) 本校再三多謝特殊教育組聽覺學家祈健強先生及黎達民先生督學吳葉素如女士及潘金齡小姐經常來校協助。
- (十二) 本校教職員除積極參予外界主辦之教育性研討外，校內更經常舉辦專業講座，以提高及分享彼此的教學經驗。
- (十三) 吳校長與社工方玉英姑娘於六月二十七日至七月一日往北京參加國際特殊教育會議。

Exchange of experiences

1. To facilitate the exchange of experiences in order to improve the education for the hearing-impaired, we have assigned staff to participate in the following: Committee of Oral Communication and Communication Methods of the Deaf, Principal Ng Kwok Wah; Subworking group on Speech and Language Development, Miss Leung Wing Yin; Subworking group on Effective Use of Amplification Equipment, Miss Luk Yuen Ching; Subworking group on Communication Method, Mr. Law Siu Lung.
2. Certain members of the staff have become contact persons for the publication, the Cued Speech News, for the Hong Kong area.
3. A group of visitors led by Dr. Wong Lao Teh, from the Special Education Centre of the Taiwan Normal University, toured the school and exchanged experiences with our staff on 28 January 1988. As well, we are grateful to Miss Chan Choi Ping of Taipei, an educationalist, for her valuable suggestions.
4. Parents of students at the Lions Kowloon Centre, Hong Kong Society for the Deaf paid us a visit on 2 March 1988.
5. A talk on the use of speech trainers for the staff of the school was given by the Education Department audiologist Mr. Joseph Ki on 17 March 1988.
6. A talk on common childhood ailments and their prevention for the staff and parents of the school was given by Dr. Chan Yee Shing.
7. To keep abreast with the most recent developments in education for the hearing-impaired, the school has subscribed to the following journals: The Australian teacher of the Deaf, The Journal of the British Association of Teachers of the Deaf, and Guides to Training Children published by the Rehabilitation Association of Hong Kong. Videotapes on the teaching of hearing-impaired children have been purchased from the Birkdale School for the Deaf in England. Furthermore, we have been presented with "The Training Guides for the Mentally-Handicapped" and the curriculum guides for the revised resource classes by the Special Education Section.
8. Principal Ng Kwok Wah was invited by the Lion Club of Victoria to give a talk on "A Brief Introduction to the Mongkok Lutheran School for the Deaf and Views on the Education for the Hearing-impaired in Hong Kong" on 23 March 1988. He has also been invited to participate in the Commonwealth Conference on Education for the Hearing-impaired to be held in England in September 1988.
9. Members of the staff participated in a seminar entitled "Hearing Impaired Persons and the Community" organised by the Hong Kong Council of Social Services on 21 May 1988.
10. Participation by parents and graduates of the school in service provision for the deaf and in community services has reached a stage where separate registered associations have been founded to implement programmes for the deaf to enhance communication, liaison and co-operation with the school. The first general meetings of the Mongkok Lutheran School for the Deaf Parents Association and of the Mongkok Lutheran School for the Deaf Alumni Association were held on 23 and 24 April 1988 respectively.

各界人士的協助

聾童教育的發展和改善，端賴社會人士的關懷、教職員的通力合作及家長的參與，多年來，各界人士給予本校精神上及物質上的支持與鼓勵，謹此衷心致謝。

最後，多謝各界人士光臨指導，傳播界多方面協助推廣，本人謹代表校方致萬二分謝意。



利惠公司捐款儀式

Presentation of Donation by Levi Strauss



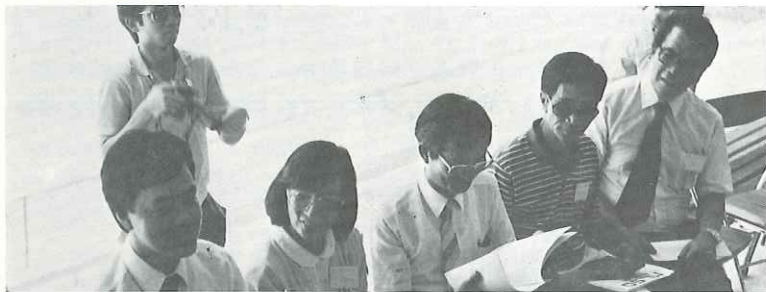
聖誕聯歡會親切會代表出席

Representative from Treats at Christmas Celebration

11. Our thanks once again to audiologists Mr. Joseph Ki and Mr. Lai Tat Man of the Special Education Section, and inspectors Mrs. E. Yip and Ms. Poon Kam Ling, for their frequent visits which have been very helpful.
12. In addition to the frequent participation by our staff in workshops run by other organizations, participation in school-based professional training programmes in which teachers share their teaching experiences and enhance their skills has been highly satisfactory.
13. Principal Ng Kwok-wah and Miss Fong Yuk-ying, the school social worker, attended the International Conference on Special Education held in Beijing from 27 June to 1 July, 1988.

Assistance from the Community

The expansion of and improvement in education for the hearing-impaired hinge on the involvement of the community, the co-operation from the staff, and the participation by the parents. We are gratefully indebted to the community for their spiritual support and substantial contributions over the years. Finally, we acknowledge our gratitude to the many people who have visited us, and to the media which have publicized our educational services.



水運會嘉賓

Guests of the Swimming Gala



印籍教師來校示範剪紙藝術

Demonstrating Paper Art by Visitor from India at the School

靈育聖工

本校遵從主耶穌的教訓及秉承本會辦學宗旨，以傳揚福音、領人信主為依歸。所以，本校一向以靈、德、智、體、羣、美六育來釐訂對聾童教育的方針。宗教活動分校內與校外舉行，實則的意義都是使師生能認識上帝並領會到上帝就是愛及祂愛世人。

茲將本年度有關本組所完成的各項聖工活動舉述如下：

(一)對學生推廣的活動：

(1)靈修、(2)主日學、(3)主日崇拜、(4)週日崇拜、(5)詩班、(6)少年團契、(7)青年團契、(8)學生團契、(9)聖誕節崇拜及聯歡會、(10)復活節崇拜及應節活動、(11)暑期聖經班、(12)暑期福音營、(13)聖誕詰設計比賽、(14)復活節飾物設計比賽、(15)宗教旗幟設計比賽、(16)聖經常識問答比賽、(17)聖禮、(18)社會服務、(19)售旗籌款等。

(二)對教師推廣的活動：

(1)教師靈修、(2)基督徒團契聚會、(3)主日崇拜、(4)週日崇拜、(5)聖誕節崇拜及聯歡會、(6)復活節崇拜及應節活動等。

人的希望

香港包樂佈道大會由佈道家包樂博士專程蒞港主領，主題是「人的希望」。自去年十月，本校一直支持該會之佈道工作，本校基督徒同工王秋蓮姑娘、林佩芬老師及劉超祺主任分別帶領十多名學生出席佈道大會，多名學生決志信主，顯出神的大能。

老人服務日

一九八八年一月十日（星期日），牛頭角明愛中心一羣義工帶領學生團契之同學往九龍灣啟福臨時房屋區「神手助人協會老人宿舍」，一同清理家居外圍環境。當天，大家互相合作，各盡其力，使原來不太整潔的地方，整理得井井有條，使老人在一個煥然一新的居所中安居。最後我們還送給他們一些紀念品，以表示對他們一點心意，但願主繼續引領這羣老人，使他們安享晚年。

本組所推薦的一切校內及校外活動，都以主的十字架為標竿，我們向着標竿直跑，忘記背後，努力向前（腓三：十四）。

Religious Activities

In accordance with the teaching of Christ and the aims of Christian education of the Lutheran Church, the school has been founded with the bipartite goal of spreading the gospels and of evangelizing. As well, the guidelines for the education for the deaf have been set down in conformity with the nurturing of the six virtues: spiritual, moral, intellectual, physical, social, and aesthetic. Activities have been held in and out of school so that both teachers and students would know about God and understand that God loves us because He is love.

Activities held within the year:

1. Activities held within the year:

Bible study, Sunday School, Sunday Worship Service, Chapel, Choir, Children Fellowship, Youth Fellowship, Student Fellowship, Christmas service and celebration, service and activities at Easter, Bible classes, gospels camps, Christmas Cards Design Competition, Easter Decorations Design Competition, Religious Banner Design Competition, Bible quiz, holy sacraments, community service, flag days, and the following:

*Dr. Paulo's Prayer Meeting — three Christian teachers of the school and more than ten students attended this function, during which some of the students decided to become Christians.

*A cleaning campaign at a dormitory for the elderly — On Sunday 10 January 1988, volunteers from the Caritas Centre Ngau Tau Kok and members of the MLSD Student Fellowship visited the dormitory at the Kai Tak Temporary Housing Area. They worked together to tidy up a somewhat disorderly place so that the elderly could live more comfortably. Before they left they presented souvenirs to the inhabitants as a token of their love. We hope the Lord will guide these elderly people so that they may live in peace for the rest of their days.

2. Activities for teachers

Bible study, Christian Fellowship meetings, Sunday Worship Service, Chapel, Christmas service and celebrations, service and activities at Easter, etc.

All the activities had the Cross as their goal: "... forgetting what lies behind and reaching forward to what lies ahead, I press on towards the goal." (Phil. 3, 13-14).



教務報告

本年度本校開設二十七班。學生二百四十二人，分中小學部於上、下午上課。預低至小學六年級共十五班，依程度分為十六組，其中三組為多類弱能聾童；中一至中五共十二班，其中兩班為多類弱能班。

本校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，尤其着重口語訓練，以期提高學生之語文能力，達到與他人溝通之目的。各級授課均以口語為主，配合暗示性發音方法，多類弱能班則按需要輔以手語。多種弱能班課程依據學生程度而相應調整，務使學生在感知、自理、情緒及社會適應能力方面，得到良好的發展。

本年度除了一般教務工作外，特別關注處理下列事項：

- (一) 鼓勵學生與教師以筆談錄通訊，並定期出版學生刊物，培養學生寫作的興趣及提高其語文能力。
- (二) 加強閱讀教學及提高學生之閱讀興趣，本校邀請外界圖書館工作人員向學生介紹圖書館活動，舉辦閱讀週及圖書展覽。
- (三) 加強推行家長參與教學計劃，讓家長與教師共同進行教學活動，使家長瞭解教導聾童的方法。
- (四) 推行活動教學至小學二年級，並計劃於下年度推展至三年級。
- (五) 搜集、試用各科軟件，期望全面性推行電腦輔導教學。
- (六) 推廣公民教育，鼓勵學生多參與戶外學習和外界的活動及比賽。
- (七) 發展工業繪圖及社教科課程以適應公開考試的要求。

此外，教務組更積極檢討各科的課程和有關教學策略，以便全面性提高教學質素。

ACADEMIC PROGRAMME

The enrollment for the year reached a high of 242 students who were divided into 15 primary (16 groups) and 12 secondary classes. Multiply handicapped students were divided into three groups in the Primary Section and into two classes in the Secondary Section.

The curriculum, aimed at giving students a general education, basically follows that of an ordinary school, with the exception that great emphasis is placed on the development of speech and language in order to prepare students to communicate verbally with others. Spoken language, supplemented where needed either by Cued speech or Sign Language, is the mode of instruction in the special classes. In these classes, the materials are geared to the students' abilities, to improve their development in perception, self-care, affect and social adaptation.

In addition to general academic work, the program included the following activities:

1. Students were encouraged to communicate with their teachers in 'Dialogue Journals'. The publication of 'Students' Newspaper' served to stimulate their interest in writing, and to improve their writing skills as well.
2. We invited workers in other libraries to introduce various library activities to our students. The Reading Week and a book exhibition were held to promote reading skills and to enhance interest in reading.
3. The Parent Participation Scheme in which parents were encouraged to participate in teaching was implemented so that parents would have a better understanding of the effective ways of teaching hearing-impaired children.
4. The Activity Teaching Scheme was implemented up to Primary Two this year and will be extended to Primary Three next year.
5. The collection of computer software for all subjects was initiated in preparation for CAL.
6. Regarding the promotion of Civic Education, we encouraged our students to participate in outdoor activities as well as in activities and competitions which were held by other organizations.
7. Curricula for Technical Drawing and Social Studies were revised to meet the requirements of public examinations.

Curricula for various subjects and instructional strategies were carefully evaluated in order to enhance overall teacher effectiveness.



言語及溝通技巧訓練

隨着新校舍的完成，無論在學校各科的設施上、用室上都有很大的改善。新校舍將會有七間符合標準的發音訓練室，供中、小學生使用。大室可作小組活動、教師研討用途，小室主要作個別訓練用途。各室設有完善的言語訓練機、隔音設備和空氣調節，務使學生可在寧靜而舒適的環境下學習。

在新校舍圖則上，言語及溝通技巧訓練用室全集中在二樓一角，令各協助言語治療老師在進行教學研討、設計教學計劃、製作教具上等等，更能彼此協調，改善效率。期望繼續改良教具及教學資料，鼓勵各科教師不斷進修；務求在教學資源上更豐富，教學質素更不斷提高。

一向以來，我們貫徹「多聽多講」的「密集語言」教學觀念，目的在鞏固學生言語基礎，進而能與別人自然地溝通。教學原則因應個別學生需要設計教學計劃，基本上是以聽覺及口語為主；再依個別學生需要，輔以暗示性發音方法；又透過個別錄映教學，加強家長參與及分享教學經驗。在新校舍寬闊的訓練室內，教學活動可不受面積之限制，可更多姿多采。除了增加個別訓練外，也增加小組活動，務使學生模擬健聽人士與人溝通情況，得以納入社會各種溝通形式。家長參予教學計劃，因用室的充足得以擴展。希望各家長可掌握刺激及發展學生言語的技巧，使家長和老師朝一目標、循一路線，一致地發展學生的言語能力，繼而成功地使聾童與別人溝通。



個別言語訓練

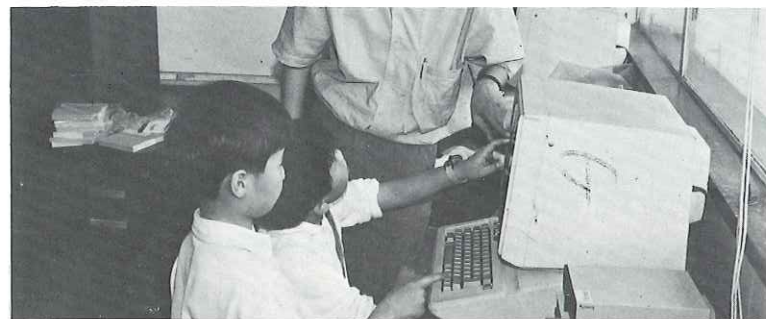
Individual Speech Training

SPEECH AND COMMUNICATION SKILLS TRAINING

There will be a big improvement in terms of equipment and room use when the new school premises are completed. There will be seven standard speech rooms for use by primary and secondary students. The more spacious ones can be used for group activities and teacher training, while the smaller ones for individual speech training. All the rooms are equipped with speech trainers, soundproofed, and air-conditioned so that students may learn in a noiseless and comfortable environment.

According to the plan for the new school premises, all the speech rooms form a cluster in a corner on the first floor. This arrangement will facilitate the training of teachers assisting in speech therapy, designing teaching plans, and making teaching aids. It will above all enhance teacher effectiveness and facilitate co-ordination. We hope to offer fuller resources and raise teacher effectiveness through improving teaching aids, updating curriculum materials, and encouraging teachers to participate in continuing education programmes.

For years we have been perpetuating the concept of "maximum speech input and output" so that the linguistic framework of students can be reinforced to the extent that they may communicate with others through natural language. The general principles of teaching are that teaching plans are designed to meet individual student needs and that students are taught mainly through audition and speech, supplemented by Cued Speech when necessary. Individual speech lessons are videotaped for parent guidance and sharing among teachers. As teaching activities are not hampered in terms of the availability of space in the larger speech rooms, they may be diversified to include both individual and group teaching so that all types of communication among the hearing people within the community may be simulated. As well, these larger rooms facilitate the expansion of the parent participation programme. Through this programme it is hoped that parents may master the techniques of stimulating and developing the communication skills of their children. Thus through the combined efforts of both teachers and parents, students may eventually achieve the goal of communicating with other people.



小學電腦輔助教學

CAL at the Primary Section

我們正在前進——

本校電腦的應用

從一九八三年祇有壹部電腦開始，發展至今，本校在教學及行政各方面，已逐步應用電腦。目前，在中小學部共有八部微型電腦應用於教學方面，另有一部則主要用於行政方面。此外，還有處理中文及數據通訊的器材，以及相當數量的教學軟件。其中大部份電腦器材都是本港及美國各機構和社會人士捐助而購置的。

目前，在本校電腦主要應用於下列各方面：

- (一)在高中開設電腦科，選修的學生可參加中學會考。同時教授“文字處理”，保送學生參加英國必文“文字處理”考試。
 - (二)為中學部特別班的多種弱能學生另行設計了一套課程，使他們也有機會接觸這一門新科技，從中得益。
 - (三)在中學部低年級及小學部均開設電腦課外活動小組。
 - (四)雖然目前尚缺乏適當的地方進行個別化教學，但仍有限度地應用電腦以解決個別學生學習上的困難。
 - (五)部份教職員亦有應用電腦進行文字處理、會計和數據處理等工作。
- 經過多年的申請，教育署終於接納本校於來年度成為正式開設中學電腦科的學校，相信這是本港首間特殊學校獲得這項資格，這顯示了本校各同工及社會人士過去多年來努力的成果，亦意味着我們將會有較充足的資源推廣這一科目。因此，將計劃於來年度在中二及中三低增設“普通電腦科”，並預計於一九八九年把這一科推展至中一。

雖然初步取得了一定的成績，但我們仍須面對相當多的困難，尤其是在電腦輔助教學方面，我們正努力尋求適合本校課程及學生能力的教育性軟件；除了購買現成的教育性軟件外，亦計劃自行編寫教育及其他方面的應用軟件。當然，這並不是一件容易的工作，我們仍然需要各界在經濟上及技術上予以協助。

我們相信，科技的發展必然會對培育及發展弱能人士潛能的工作帶來新的衝擊，我們為能推動其事而感到自豪，並對多年來支持我們這項工作的各界人士表示衷心的謝意。

Computer Application Project

Starting with one microcomputer in 1983, the use of computers has been extended to various areas in the school. Now we have eight microcomputers for teaching primary and secondary students, and one microcomputer mainly for administrative use. In addition, we also have the equipment for handling Chinese character and data communication, and some educational software. Most of the items mentioned above were donated by various organizations and individuals in Hong Kong and in America.

Computers have been used in the school in the following programmes:

- a. In senior secondary classes, Computer Studies is offered as a subject leading to the Hong Kong Certificate Examination of Education. Word processing is also taught so that students can sit for the Pitman word processing examination.
- b. A special computer curriculum has been designed for the multiply handicapped students in the special classes of secondary section so that they also have an opportunity to appreciate this new technology.
- c. Extracurricular activities on computer awareness are offered for both junior secondary and primary students.
- d. In spite of the constraint of space, the school still manages to use the computer on a limited scale as an individualized educational tool for some students with learning difficulties.
- e. The teaching staff, social workers, and clerical staff of the school also use the computer for word processing, accounting, and data processing.

After having rejected the school's applications for several years, the Education Department has finally accepted the school to participate in the Computer Studies Scheme starting with the coming school year. This is the first time a special school has been accepted into the programme. This signifies positive recognition of the tremendous effort made by the members of the teaching staff over the last few years and it will result in the Education Department providing more equipment and support services for offering this subject.

In the coming school year, a new subject called "Computer Literacy" will be offered to all Middle 2 and Middle 3 Lower students. This subject will be extended to Middle 1 in 1989.

There is still a long way to go, especially in the area of Computer Assisted Learning (CAL). More educational software which fits our curriculum and the students' ability is being sought. Besides purchasing ready-made products, members of the staff are also planning to develop educational and other application software by ourselves. This may not be an easy job. Any help, either in terms of financial aid or expertise, will be most welcome.

Hopefully, the advancements made in technology will significantly benefit hearing impaired students. Members of the staff are currently involved in a project in which computers are used to enhance the abilities of hearing impaired students. Our heart felt thanks go to all the people who have helped us with this project.

公開考試

(一)爲了增進學生個人學養，及提高他們升學及就業的機會，本校一向積極鼓勵學生參加各公開考試，而本校過往數年均獲指派爲試場及註冊考試中心。

(二)今年中五學生分別報考之公開考試：

(I)香港中學會考，科目包括中文、數學、電腦、英文打字、美術設計；

(II)必文學院：英文打字及文字處理；

(III)美國加納德大學：史丹福學能測驗（入學試）；

(三)本校中學部設置公開考試小組，定期舉行會議，討論範圍包括：

(IV)擴展學生參加考試之科目：聾童因其聽覺問題，學習進度較健聽學童緩慢；但基本上來說，他們的學習能力絕不遜於後者，如教師能不斷給予鼓勵和充足的輔導，加上聾童本身的上進心和對學習的興趣以及其家人的支持，相信大部份均能應付各科之中學會考。目前本校學生參加考試之科目範圍較爲狹窄，但計劃在不久的將來，他們應考的科目，逐年增加，直至參加全科考試爲止。

(V)擴展學生所參加之公開考試：除參加必文學院考試外，亦計劃嘗試參加英國倫敦商學會及英國城市學會之商業、語文及電腦有關之科目考科。

(VI)擴闊學生升學途徑：學生無論在本地或外地升學，均需參加各考試團體及學院舉辦之公開考試，本校將與有關機構聯絡，增加學生參加這些考試的機會，及替他們爭取切合其弱能程度之考試安排，讓他們能在公平情況下應考。

PUBLIC EXAMINATIONS

1. We have actively encouraged our students to take public examinations in order to raise their academic standard and to enhance their academic performance with a view to creating greater opportunities for employment and/or further education.
2. This year our Middle 5 students sat for
 - a. Chinese, Mathematics, Computer Studies, Art/Design and Typewriting in the Hong Kong Certificate of Education Examination.
 - b. The Typewriting Examinations of the Pitman Institute, and
 - c. The Stanford Ability Test for Gallaudet University entrance.
3. In the Secondary Section, a special group has been organised to handle all matters related to public examinations.
4. Regular meetings were held to discuss
 - a. various ways of helping our students to overcome their difficulties in participating in public examinations.
 - b. the possibilities of participating in examinations in Commercial subjects, English language and Computer Studies of the London Chamber of Commerce and of the City and Guilds of London.
 - c. Ways of opening up avenues for further education:
In preparing students for further education either locally or abroad, it is imperative that they sit examinations offered by examination bodies other than those above-mentioned. We shall contact these organisations for arrangements that will take their handicap into consideration.



警民關係組派員來校主講

Lecture by PR Personnel of the Royal Hong Kong Police Force

教職員進修課程 Staff who Attended Training Courses

課程 Program	類別 Course	教職員姓名 Participants	備註 Remark
在職特殊教育訓練課程 In-Service Special Education Courses	聽覺弱能兒童教育組 (第二年)	王官勝 劉慧儀	
	言語困難兒童治療組 (第二年)	嚴小鳳	
	聽覺弱能兒童教育組 (第一年)	高佩琮	14/9/87 - 15/1/88
		謝逸安	14/9/87 - 15/1/88
	言語困難兒童治療組 (第一年)	林佩芬 謝佩瑤	14/9/87 - 15/1/88 29/2/88 - 1/7/88
在職教師訓練課程 ICTT For Primary School Teachers	小學組 (第二年)	梁美桃	
小學教師復修課程 Refresher Course For Primary Teachers		譚蘭芳	7/9/87 - 2/11/87
中大教育文憑課程 (第一年) Dip. of Ed., C.U.H.K.		李月裳	
港大教育文憑課程 (第一年) Cert. of Ed., H.K.U.		曾麗琬	
中大兼讀學位課程 Part-Time Bachelor Degree Course In Social Work, C.U.H.K.	社工系 (第五年)	吳育珍	
	社工系 (第三年)	李艷珠	
協同神學院道學碩士課程 M. Div., Concordia Theological Seminary		劉超祺	
		吳國華	
諾定威大學教育學院 University of Nottingham (School of Education)		黎美霞	22/7/87 - 31/8/88
聽覺復康課程 Continuing Ed. Course In Aural Rehabilitation		林佩芬／謝佩瑤 李月裳／劉超祺 何錦光	11/7/87 - 14/8/87

離校生狀況

離校人數

No. of School Leavers:

中五畢業生 M 5 Graduates	8
中三高畢業後離校 M. 3U leavers	4
超齡生／移民 Overaged-students/Emigrants	2
升學 <u>Further Study</u>	
往加拿大移民／升學 Emigrated To Canada/Study	1
曾在本港工業學院日間課程升學者 Attended full time courses at technical institutes	3
曾在本港工業學院夜間課程升學者 Attended part time evening courses at technical institutes	2
在荃灣製衣業訓練中心接受訓練 Training at the Tsuen Wan Clothing Industry Training Centre	2
就業情況 <u>Open Employment</u>	
製衣業工人 Garment factory workers	3
首飾製造業學徒或工人 Jewellery industry apprentice & workers	3
電子製造業工人 Electronic industry workers	3
製朴業工人 Trimming industry worker	1
電腦訓練中心學徒 Computer training centre apprentice	1
中國工藝製品學徒 Chinese art works apprentice	1
電腦資料輸入員 Key puncher	1

訓導及學生輔導

小學部訓導工作

訓導組照着聖經的訓示「教養孩童，使他們不偏離正道。」與教師、社工互相合作，並透過各種形式的活動來培養學生的基督人格及自律和服務人群的公民責任感。

學生輔導

(一)德育輔導

進行的類型有組織風紀、舉辦運動、各項比賽、公民訓練、學行檢查和每週配合不同需要主題的週會等。

(二)整潔、秩序比賽

分期作循環形式的推行，從學生不斷的參予中培養他們養成積極地注重個人及公共衛生。

從秩序比賽中，啟發學生主動地遵守秩序和用心學習。

(三)學生個案輔導

家長輔導

(一)新生家長會。

(二)家長日。

(三)超齡生升學就業家長會。

傷健混合活動

(一)與義工團體合作舉辦各項課內外活動。

(二)姊妹學校計劃。

與沙崙學校舉辦童軍遠足和風紀日營。

熱心公益

(一)參加「香港路德會學童護理部」募捐運動。

(二)參加「香港路德會社會服務部」售旗籌款。

(三)防癆募捐。

SCHOOL GUIDANCE

In accordance with the Biblical instruction that we teach children so that they do not go astray, the Guidance Department has sought to realise the goals of Christian education — self-discipline, serving others, taking on civic responsibilities — through planning different activities for the students.

In the Primary Section emphasis has been put on parent guidance and on inculcating normative moral values into the children through organised activities and individual counselling.

However, other important areas have not been neglected. Arrangements were made for students to participate in integrated activities involving volunteers and sister schools, and in community service programmes such as fund-raising campaigns and donations.

In the Secondary Section emphasis has been put on civic education. It was hoped that through well-planned activities the sense of civic responsibility could be cultivated. To this end various activities were arranged. Through these activities students were given opportunities to participate in community services as well.

One area we emphasised was mutual care and assistance. We started with leadership training for prefects and class monitors. Throughout we pressed home the point that a leader is to serve others rather than himself.

We also sought to develop the students' abilities to perceive, judge and solve problems. Students were given opportunities to observe, to differentiate between what is right and what is wrong, and to pronounce his judgement. By doing so we hoped that students would build up self-confidence and increase their communication skills as well.

In the coming year we hope to organise activities that will focus on the perennial weakness of our students: self-contredness, pusillanimity, and irresponsibility. In attenuating, if not wholly removing, these flaws, we expect our graduating students to be able to adapt themselves to the needs of the community and to participate in community affairs.



風紀戶外學習

Prefects on Field Study

中學訓導工作

承接着小學訓導工作目標，本學年度中學訓導工作主題為「公民教育」，其中項目包括：

領袖訓練、德育訓練、社會化教育、健康安全常識教育等。藉此培養學生公民意識及責任感。

於此同時亦推行各項活動，提高學生參與社會事務及瞭解個人責任。

提倡互助互勉

配合公民意識的訓練，學校積極提倡同學互助精神。在風紀和班長訓練方面，以領袖訓練形式，鼓勵學生以服務大眾為目標，舉辦各項不同形式的活動，其中項目包括有「改善學校環境」、「認識社區（新校附近環境設施）」、「關注學生乘車船優待證及學生保健計劃」、「協同學做好學生本份」等，以義務工作、實地考察、綜合分析、報告等形式進行。學生將從活動中收集所得成果在校內壁佈欄張貼，向同學介紹及推廣，學生藉此培養組織能力，領導才能及責任感，亦可建立學生正確處事態度及解決問題的信心。

隨着社會民主風氣的衝擊，學校亦着重培養學生觀察事物、判斷是非、勇於發表個人意見等能力，本年度積極展開校內選舉教育活動，包括操行模範生及模範班選舉。為鼓勵參與，特別安排各候選學生於午會向同學發表個人抱負，介紹個人資料，參選目的等，這樣可建立學生自信，亦可鍛練與人溝通的技巧。

將來目標

針對學生以自己為中心的性格、畏縮和推卸責任的弱點，學校將繼續安排各項活動跟進學生的弊病，並提供更多訓練，預備我們的學生踏入社會，適應社會和參與社會。



小學上午部風紀

Primary Prefects AM Session



小學下午部風紀

Primary Prefects PM Session



中學部風紀與導師

Secondary Prefects and Teachers of the
Counselling Department, Secondary Section

學校社會工作服務

社工組除透過個別輔導、小組活動及轉介服務，向學生及家長提供服務外，並不斷檢討已進行服務的效能及調查服務對象轉變中的需要，擬訂活動計劃。本年度推行下列的定期性服務：

齊齊玩

此項活動特別為小三以下的多種弱能學生而設，透過不同形式的遊戲及實習提高學生的獨立和溝通能力。學生的家人必須與學生共同參與，參加的六位家長中有五位帶同學生的兄弟姊妹參與，故家人對學生的能力及潛能有進一步的認識，彼此的溝通及了解亦加深。

我要做個聰明人

為協助學生在邏輯思考、判斷是非、建立正確價值觀念和常識了解等各方面有較佳的发展，嘉諾撒聖家書院、余振強中學、伊利沙伯中學的紅十字會青年團應邀於隔週六上午分別為中三低及小學上午三、四、五年級部份學生推行既有專題且具不同形式的活動，達至預期的目標。

家庭生活教育課程

本年度我們分別為不同程度的學生提供有系統的家庭生活教育課程，藉此培養學生對個人身心成長的認識，並學習與人融洽相處。對於初中階段或進入青春期的學生，協助其學習與他人特別是與異性相處時應持的態度。對於即將畢業的學生，協助他們認識成年人應承擔的責任、扮演的角色、遇到的問題及學習如何處理這些改變。

課程主要利用視聽器材作為媒介，並透過小組討論、角色扮演、問答遊戲等形式加強學生對有關概念的了解。

SCHOOL SOCIAL WORK SERVICE

Introduction : Apart from providing case work, group work and referral services to the students and their families, we have from time to time evaluated the effectiveness of services that have already been implemented. Meanwhile, the changing needs of the target groups were also closely monitored in order that our services would meet their needs. The following are special programmes implemented during the current school year:

1. Fun Time

This program was especially designed for the multiply-handicapped students below P3 level. Different games and activities were used to promote the independence and communication skills of students. Each student had to bring a member of his family to the programme, and as a result, five out of every six parents, often with younger/elder brothers/sisters of the students, participated in the programme.

All of the family participants came to a clearer understanding of the abilities and potential of our students. Better communication between the students and their families was observed after the programme.

2. I Want to Be A Clever Child

In order to improve the students' logical thinking and their ability to make informed judgements, and to develop a more acceptable value system and sound common sense, the youth cadets of the Holy Family Cannossian College, Yu Chun Keung Memorial School and Queen Elizabeth Secondary School were invited to design stimulating activities on specific topics for M3L and P3, P.4 and P.5 students on Saturday mornings every other week.

3. Family Life Education Programme

This year we provided more systematic family life education programmes for students at different levels. We aimed at cultivating the students' understanding of the process of growth as early as possible. Usually students about to enter adolescence are helped to acquire the correct attitudes in relating to others, especially toward the opposite sex. Before students graduate, we prepare them for adulthood by teaching them techniques for managing social changes.

Through the use of audio-visual materials, group discussions, role play sessions, and quizzes, we managed to enhance the students' understanding of related concepts and to clarify whatever misconceptions that remained.

4. Parent Sharing Groups

Two Parent Sharing Groups were organized for parents of LPB students and P2B/P3B students respectively. At the group meetings, attempts were made to stimulate and encourage parents to share their experiences and feelings about rearing their children so that they could learn and gain mutual support from each other. It was anticipated that they would improve their skills in rearing and nurturing their children through active participation in these groups.

家長分享小組

預低乙、小二乙和小三乙班的學生家長分別組織了兩個家長分享小組。在小組的集會中，我們引導和鼓勵家長們分享在教導子女方面的經驗和甘苦，使他們可以互相討論、學習和支持。希望家長能夠從參與中增進教導子女的技巧。

溝通小組

本校學生得到多間學校的義工協助，推行三項溝通小組活動。目的是透過小組過程，使本校學生學習與健聽人士建立正確關係，互相學習溝通技巧，了解彼此不同的價值觀等。其中聖母玫瑰中學的義工為中一及中三高同學安排會話、遊戲、問答比賽、燈謎、角色扮演、戶外學習等形式推行溝通活動。大埔伯裘中學和保良局胡忠中學義工以宿營、戶外活動、模擬遊戲等幫助小四乙、小五乙、丙和小六同學學習溝通技巧。堅樂中學和丘佐榮中學的紅十字會義工則協助小三丙、小四甲和小五甲的同學參與各項課內活動，幫助他們體會課內活動的樂趣。

耆青小組

此小組為去年度耆幼小組的延續，由九位中一的學生繼續與旺角街坊會陳慶社會服務中心的高齡會員進行定期友誼活動。學生的角色既是活動參與者，亦為提供服務者。在小組歷程中，有些平日在校頑皮好動的學生亦能積極參與及投入，並以服務對象之利益為前提。

升學及就業輔導

分別為中三高、中五及將離校學生提供一連串的小組輔導服務如角色扮演、討論、生活分享、參觀等活動，使學生認識到自己的興趣、能力、可行的升學及就業途徑和適當的態度去應付及解決將遇到的困難。又安排部份中四、五學生實習寫字樓職務，在實際的

5. Communication Groups

Three communication groups were conducted with the assistance of volunteers from several schools. The objectives of the groups were to enable our students to increase their communication skills, to build up positive relationships with hearing people, and to come to a better understanding of each other's value systems. Volunteers from our Lady of Rosary College organised a communication group for M1 and M3U students. P4B, P5B, C and P6 students joined the communication and activity group organised by volunteers from Pak Kau English School (Tai Po) and Po Leung Kuk Wu Chung College. Students of P3C, P4A and P5A joined the group organized by Red Cross cadets of Holm Glad College and of YMCA Hioe Tjo Yoeng College.

6. The Elderly and the Youth Group

This group was modelled on a similar project carried out last year. Nine M1 students continued their friendships with the elderly at the Chan Hing Social Service Centre of the Mongkok Kaifong Association. Through different activities, communication and friendships between the elderly and the youths were promoted. During the group process, some students who were naughtily and hyperactive at school were seen to participate in the activities and to help the elderly with enthusiasm.

7. Further Study and Careers Guidance

To prepare our students for integration with hearing people at work or in a school setting after graduation, a series of programmes such as role play sessions, discussions, sharing of life experiences, visits, etc., were offered to M3U, M5 and potential school-leavers to facilitate their understanding of essential concepts related to further study or employment. Fieldwork in our school office or in the Supervisor's office were arranged for them so that they would improve their work skills, positive work attitudes, and habits. Volunteers from our Lady of Rosary College were trained to practise everyday conversation with M4 and 5 students every Wednesday afternoon to sharpen their communication skills. In addition to the above, individual counselling, expanding existing resources, and follow-up programme for school leavers in their new environments formed part of the work.



參觀理工學院美術展

Touring an Art Exhibition at the Hong Kong Polytechnic

工作環境中學習有關工作技巧，建立良好的工作態度和習慣；更邀請了聖母玫瑰書院的高年班學生逢週三下午與中四同學進行日用中英語會話練習，以加強學生與健聽人士講寫的溝通技巧。於學生需要時，亦會以個別輔導形式，協助學生滿足有關方面的需要。然而，主動地去聯絡僱主及升學機構，開拓更廣泛的出路和跟進聾人在工作或升學環境中的適應問題，增強健聽人士對聾人的認識和信心，向他們提供更多公平的機會等工作，更為急不容緩。

溝通及活動小組

保良局胡忠中學社會服務團

林素珊
黃兆慈

經過幾次的服務後，終於完成了這個為啓聾學校同學設計的服務計劃。記得最後的一次服務，真是感到很捨不得，我想我被他們的天真無邪、可愛燦爛的笑容、小孩天賦的活力和靈活的腦筋所吸引，他們真是很可愛。

每當替這些同學服務的那星期有很多功課時，總是後悔參加了這項服務，但看見這些活潑的同學時，這念頭就立刻消失。在服務中我們必須設計一些遊戲讓同學能從中學習，在其中我們也學會處理和組織活動、一點和聾童溝通的技巧，同時也學到合作的重要。儘管我們以為計劃得很好，在服務時總會有困難和錯漏。如果以後再有機會，我們定會再參與的，希望啓聾學校的同學也喜歡我們的服務計劃。



溝通活動

A Communication Activity

Communication and Activity Group

Lam So-san and Wong Siu-chi
Po Leung Kuk Wu Chung College, Social Service Group

When we had finally completed the service project with MLSD which extended over several sessions, we missed the students a lot. We were attracted by their innocence, the beauty of their smiles, their animated behaviour, as well as their lively minds.

At first we were anxious about joining the service project, especially when we were loaded with school work at times. However, the anxious feelings evaporated when we faced those lovely students. For each service session, we had to design some educational games and to plan how best to organize the activities. However perfect we thought our plan was, we constantly encountered difficulties and made a lot of mistakes. So, each session was a challenge, what with the poor co-ordination and the frequent breakdown in communication. Nevertheless, we will certainly participate in a similar project if opportunity is available in the future. We hope the MLSD students will also welcome our next project.

聽覺技術服務

主要服務有：

(一)助聽機服務

維修及測試助聽機、耳模修理、申請更換助聽機、提供借用候補助聽機和幫助學生調校正確度數。

(二)聽覺及視聽器材服務

維修及定期測試課室合組機、言語訓練機環線系統及視聽器材。

(三)聽覺器材及助聽機使用之輔導

輔導新教師使用聽覺器材及助聽器，向家長提供助聽機之正確使用及保養方法和新聽覺器材之介紹。

(四)轉介服務

定期轉介學生往特殊教育組做聽力測試、助聽機評估、耳模製造、助聽機驗配及向家長提供有關服務之機構。

此外，本年度所增加之服務有：

(一)訪校聽覺學家服務

本年度訪校聽覺學家除每星期半日來本校外，從九月二十四日起，每月將全日來校服務。學生會因很多問題而未能充分利用助聽機，如聽力轉變、助聽機及耳模不適合、助聽機調校度數不當、環境噪音及其他原因而影响助聽機之功能等，訪校聽覺學家之服務可以幫助學生有效使用助聽機以加強學習，而跟進之工作由協助言語治療教師、教師及技師負責。

(二)購置聽覺測試儀器及視聽器材

本年度獲政府批准撥款共二十萬元購置器材，包括無線合組機、言語訓練機、耳筒、測試儀器及其他器材，技師負責測試有關器材，確保儀器合乎標準規格。

(三)電傳書寫器之使用

本年度有兩部電傳書寫器輪流借給學生作為學習及溝通之用，指導家長及學生認識及使用電傳書寫器。

(四)錄映服務

協助進行錄映學生言語及語文發展紀錄計劃，紀錄每個學生在不同階段學習過程中的言語發展。另外亦錄映教學示範及學生活動。

Audiological Service

Main areas of service include:

Hearing Aids

Testing and maintenance.
Ear mould repair.
Hearing aid applications.
Hearing aid lending service.
Hearing aid tuning.

Audiovisual Equipment

Scheduled testing and maintenance of group hearing aids, speech trainers, loop systems, and other types of audiovisual equipment.

Guidance to Teachers and Parents

Offering guidance to users of audiovisual equipment and of hearing aids. Guidance in regard to the use of audiovisual equipment at school was also given to new teachers. Parents were introduced to the correct usage and maintenance of hearing aids. As well, staff were introduced to new pieces of equipment.

Referral service

Scheduled referrals to the Special Education Section in respect of the following: hearing tests, hearing aid evaluation, ear mould making, and hearing aid dispensation. Parents were supplied with the names of relevant service agencies when they requested/required specialist services.

Additional services for the year under review

1. The services of a visiting audiologist
An audiologist visited the school for one and a half days per week from 24/9/87. Students not making full use of their hearing aids consulted the audiologist in regard to the following: changes in their level of hearing, misfit of hearing aids/ear moulds, incorrect tuning of hearing aids, interferences from environmental noises, etc. This service, coupled with the follow-up programmes by TASTs, teachers and technicians, helped students to use their hearing aids effectively.
2. Purchase of audiovisual and testing equipment
The school was allotted \$200,000 for the purchase of various types of equipment: FM systems, speech trainers, headphones, testing and other pieces of equipment. They were tested on delivery by the technicians to ascertain that they conformed to required standards.
3. Use of Howdy Mail machines
Two of these machines were made available to students and their parents, who were trained to use the equipment effectively for learning and communication.
4. Video-recording
Video tapes of students at different levels of language development were made in accordance with a scheme whereby the speech and language development of students is recorded for future use. As well, teaching demonstrations and student activities were videoed.

學生福利

基督在世使世人獲得豐盛的靈糧外，亦用五餅二魚餵飽飢餓的五千人，醫治患病和扶持軟弱的人，在上帝的恩典下，並在本會基督教教育委員會、教育署、政府及社會福利機構、各社團組織的支持下，本校為學生爭取得下面的福利照顧：

(一)免費教育

全校學生均可接受兩年預備班、六年小學及四年初中課程共十二年免費教育。

(二)書簿津貼

校方推薦家境清貧的學生向教育署申請書簿津貼；中學生每人之最高津貼為四百二十元，小學生則為二百五十五元。

(三)減免學費

就讀中四、中五的家境清貧學生可獲減免學費。

(四)學童補助金計劃

資助家境清貧的學生購買學習用品和助聽器。

(五)弱能津貼

社工協助嚴重失聰學童向社會福利署申請「弱能津貼」，每月津貼為伍佰壹拾元；並由四月一日調整至每月為伍佰陸拾元。

(六)校車服務

香港英皇御准賽馬會捐助本校兩部校車，分別接載屯門、荃灣、九龍市區、沙田及觀塘區的學生，此外並協助家長聯絡龍城巴士公司接送學生。最近承蒙香港聾人福利促進會捐贈會車一部用作接送學生，特此鳴謝。

(七)乘搭車船優待

訓導組為適齡學生申請乘搭車船優待證。

(八)助聽器服務

學生的助聽器檢查及維修皆由本校的兩位技師免費提供服務，此外技師亦安排學生借用候補助聽器、轉介測驗聽覺、製造耳模及安排申請更換或提供購買新助聽器之諮詢服務。

STUDENT WELFARE AND HEALTH

Beside granting spiritual nourishment to the people on earth, Christ also gave physical support through the miracle of feeding five thousand people with five loaves of bread and two fish, healed the sick and took care of the weak. With the grace from the Lord and assistance from the Christian Education Committee of The Lutheran Church - Hong Kong Synod, the Education Department, and the Social Welfare Department, the students receive the following:

1. Twelve years of free education from preparatory through junior secondary.
2. A textbook/exercise book allowance: needy primary and secondary students have been recommended by the school to receive this allowance (a maximum of \$420 per year for secondary, and \$255 for primary students).
3. A reduction in school fees: students of M4 and M5 who have financial difficulties can apply for a reduction in school fees.
4. Assistance for those whose families are in financial difficulty.
5. Disability Allowance: A monthly allowance of \$560 is available from the Department of Social Welfare to all profoundly deaf students.
6. School bus service: Two school buses have been donated to the school to provide bus service for students living in Tuen Mun, Tsuen Wan, Kowloon, Shatin and Kwun Tong. Arrangements have also been made with the Kowloon Motor Bus Company for the transportation of needy students. Recently, the Hong Kong Society for the Deaf has graciously donated a van for transporting students.
7. Student Travel Cards: Students are assisted in applying for students travel cards which enable them to use certain forms of transport at reduced rates.
8. Hearing Aid Service: Two technicians provide hearing aid services for students which include the use of an aid on loan while the student's personal hearing aid is being repaired or replaced.
9. Medical Service: A donation was received from the Zonta Club of Hong Kong for the Medical Assistance Fund. The Student Health Service of the Lutheran Church - Hong Kong Synod has enrolled all students free of charge in the Government Student Health Maintenance Scheme. As well, the school made arrangement with the Medical and Health Department for Primary students of the school to receive various inoculations and the dental care service.
10. Donations: The school has received donations from the Sir Robert Ho Tung Charitable Fund, Treats, Lion Club of West Kowloon and other service organisations to support its many indoor and outdoor school activities.

(九)醫療服務

「崇德社」捐贈款項資助清貧學生的醫藥費。「香港路德會學童護理部」資助小學和初中學生參加學童保健計劃。本校與醫務衛生署為小學生安排接受各種防疫注射及小學牙齒保健計劃。

(十)外界團體贊助活動

何東基金會、西九龍獅子會、親切會及其他社團組織贊助本校舉辦課內、課外各項學藝活動。



中學聖誕崇拜

Christmas Service at the Secondary Section



陳以誠醫生在家長會中演講

Lecture by Dr Chan Yee Shing at a Parents' Meeting



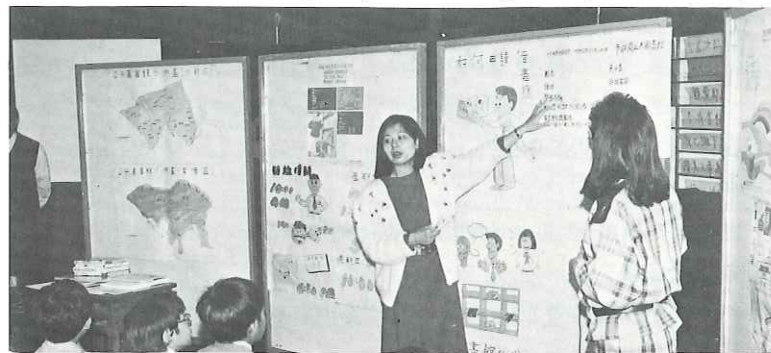
家長參與教學活動

Parents Team-teach with Teachers



預備班同學歡送謝牧師離港

Pre-primary Students seeing Dr. Jasper off at the Airport



大角咀公共圖書館負責人來校介紹圖書館服務

Lecture on Library Services by Personnel from Taikoktsui Public Library

活動實錄

中學部定期性課外活動

課外活動依據校曆雙單週次進行，活動項目計有：電腦、趣味數學、羽毛球、節奏樂、縫紉、乒乓球、時事談、團契、手工藝、籃球、絲帶花、學生團契、工業繪圖、烹飪、英文打字、美術設計、愛丁堡公爵獎勵計劃、姊妹學校活動小組、傷健混合活動。

小學部定期性課外活動

各組活動以興趣小組形式進行，大多在長週星期六進行，活動項目計有：幼童軍、小女童軍、電腦、詩班、閱讀、西方土風舞、中國舞。

非定期性之活動

- 12/9/87 九位學生團契成員協助扶康會賣旗籌款。
- 19/9-20/9/87 十八名小學四至六年級學生參加外展訓練課程。
- 4/10/87 十六名中學生參加香港中文大學崇德青年社舉辦之「露宿者」一步行籌款，共籌得九百四十七元六角。
- 16/10/87 中學部學生與姊妹學校協同中學進行燒烤聯誼晚會。
- 16/10-9/1/88 十名中學生參加由香港聾人體育總會及區域市政局合辦之初級籃球訓練班。
- 18/10/87 中小學部之學生參加香港聾人福利促進會之全港聾人水運會。
- 7/11及14/11/87 中學部舉行社際乒乓球賽。
- 11/11/87 全校師生前往荃灣城門水塘旅行。
- 7/12/87 中學部參加許仲繩紀念學校陸運會，獲（100公尺×4）接力邀請賽第二名。
- 22/11/87 本校童軍參加「童軍步行籌款87」活動。
- 27/11/87 小學部獲啓聲學校100公尺×4接力邀請賽亞軍。
- 5/12/87-6/12/87 小女童軍參加西貢香港小童羣益會白普理營。

A Brief Account of Activities for the Year 1987-88

1. Extra-curricular activities in the Secondary Section
Activities were held once every two weeks. The activities included; Computer Club, Maths Fun, Badminton, Percussion Band, Dressmaking, Table-tennis, Current Events, Christian Fellowship, Handicraft, Student Fellowship, Basketball, Technical Drawing, Cookery, Typewriting, Art/Design, Duke of Edinburgh Award Scheme activities, Sister Schools activities, Integrated activities.
2. Extra-curricular activities in the Primary Section
Interest groups met once every two weeks. The groups included: Club Scouts, Girls Guides, Computer Club, Choir, Reading, Western Folk Dance, Chinese Folk Dance.
3. Other activities within the year:
 - * Inter-school competitions in sport
 - * Inter-house competitions in sport, in academic subjects, and in cultural subjects.
 - * Training courses in sport and living outdoors.
 - * Performances given by the School Percussion Band at various functions.
 - * Student participation in various fund-raising campaigns.
 - * Club Scouts and Girl Guides activities.
 - * Prevocational orientation: talks and visits.
 - * Summer activities: visits, training camps, integrated activities, competitions, Duke of Edinburgh Award Scheme activities.



西九龍獅子會會長葉偉文先生主持水運會頒獎
Presentation of Prizes at the Swimming Gale by Mr. Yip Wai Man, the President of West Kowloon Lion's Club

- 13/12/87 應邀出席香港聾人福利促進會主辦之全港聾人運動會，成績優異，獲女子甲組團體冠軍及與男子甲組團體冠軍同分。
- 10/1/88 參加由香港聾人福利促進會舉辦「靜之聲」表演晚會。
- 15/1/88 職業輔導活動—參觀志勵公司。
- 15/1/88 職業輔導活動—參觀志勵公司。
- 24/1/88, 31/1/88 中學部節奏樂組參加學界音樂節表演成績優異。
- 31/1/88 中三高班中學應香港音樂教會協會之邀請，在葛亮洪教育學院作示範演出及在包美達中心參加由香港傷健協會舉辦「傷健同心」綜合表演比賽得亞軍。
- 12/2-13/2/88 中學部舉行社際羽毛球比賽。
- 26/3/88 小女童軍參加「齊分享特殊女童軍日」。
- 7/4/88 傷健混合活動—本校學生與聖母玫瑰中學學生參觀海洋公園。
- 5/4/88 本校學生前往黃克競工業學院參加由勞工署舉辦之「就業導日」。
- 5/5/88 中學部舉行社際毽子比賽。
- 10/6/88 假李鄭屋泳池舉行第九屆水運會，蒙西九龍獅子會會長許健新先生及特殊教育組葉吳素如女士主禮。
- 7月-8月 將舉行之活動有：班際毽子賽，姊妹學校球類比賽，話劇比賽，普通常識比賽，智力比賽。
- 暑期活動有：暑期聖經班、戶外寫生、愛丁堡獎勵計劃活動、參觀三棟屋博物館、參觀太空館、戶外攝影比賽、舞蹈同樂日、參觀西貢郊野中心，認識及服務社區研習營，耆青新界一日遊、「分享興趣、服務社區」傷健混合營。

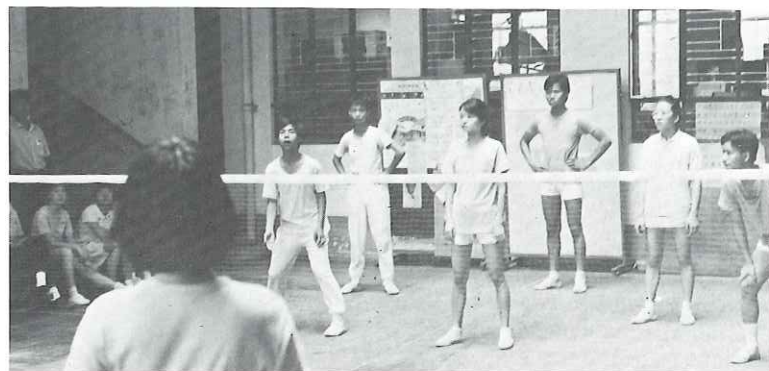


牛頭角明愛中心與學生團契攜手服務老人
Serving the Elderly by
Fellowship Students and Workers from Caritas Centre Ngau Tau Kok



操行模範生選舉

Electing Best-behaved Student



社際毽子賽

Shuttle Cock Competition



預備班活動教學

Teaching Activities in a Kindergarten Class



電傳書寫器選用

Use of Howdy Mail Machines



小學聖誕崇拜

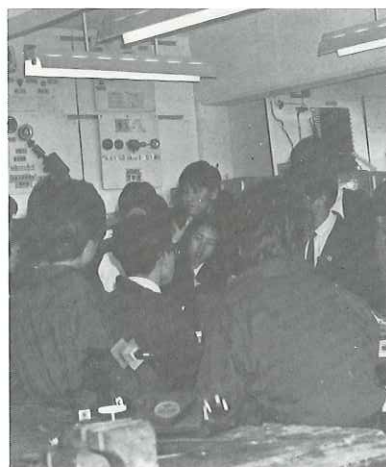
Christmas Service at the Primary Section

學校生活 SCHOOL LIFE



使用電報練習

Practice at Using Telex Machines



參觀工業學院

Visiting a Technical Institute



傷健混合活動

An Integrated Activity



話劇比賽

Drama Competition



預備班戶外學習

Kindergarten Students on Field Study

路德會望覺啓聾學校家長會

本校於一九八六年尾以問卷調查全校家長對成立家長會之意見，得過半數家長表示應有家長會組織之成立，並於一九八七年尾由十餘位中小學部的家長組成家長會籌備工作小組，策劃及推動家長會於一九八八年四月二十四日正式成立。是日選出路德會望覺啓聾學校家長會第一屆幹事會成員。家長會將註冊成爲一獨立團體，現已有接近半數之家長加入爲永久或普通會員，其宗旨爲：

- (一)加強家長與學校之聯繫和合作，讓學生在較佳的環境下成長；
- (二)增進家長間之認識及聯繫，使有機會交流教育子女之經驗和心得；
- (三)家長與學校合力向社會反映失聰學童之需要，爭取合理權益，並提高社會人士對失聰學童之認識。

家長心聲

學校與家庭的互相聯繫

家長彭瑞霞女士

我的弟弟志强進了路德會望覺啓聾學校讀書已有十數載了。在這麼多年來，我察覺到教導失聰兒童絕對不能缺少耐性和特別的看顧。

起初，在志强預低至小學階段，我和我的家人都很不注意他那懶惰的行爲和學習態度，甚至學校家長會也很少參加。直到他上了中學部，我們醒覺到他除了在學校讀書，接受老師和社工們的教導外，還很需要家庭方面的鼓勵，幫助他能獨面對將來立自主。

因此，不斷透過學校與家庭的互相聯繫，志强逐漸明白到他現在應該怎樣做才能適應生活和與其他人競爭。獨立自主面對將來。

現在，我很欣慰我們的努力沒有白費，志强正爲他的將來積極起來。

MONGKOK LUTERHAN SCHOOL FOR THE DEAF PARENT ASSOCIATION

Towards the end of 1986 a questionnaire as to the possibility of organizing an MLSD Parent Association was distributed to all parents. The findings indicated that more than half of them favoured the formation of the Parent Association, and accordingly an Organizing Committee comprised of more than ten parents of primary and secondary students was set up to plan and implement the formation of the Association on the 24 April 1988. On that day the members of the first Council of the Mongkok Lutheran School for the Deaf was elected. The Association, with more than half of the parents as permanent or ordinary members, will be registered as an independent organization. The aims of the Association are:

1. To strengthen the ties and co-operation between the parents and the school so that students may grow up in more favourable environments.
2. To get parents to know about one another and to bring about closer liaison between them so that opportunities for them to exchange information and experience about educating their children may be increased.
3. To bring about co-operation between the parents and the school in reflecting the needs of hearing-impaired students to the community so that the latter may know more about them and that reasonable rights for them may be attained.

PARENT PERSPECTIVES

Liaison between the School and the Home

Miss Pang Sui Ha

My brother has been studying in the Mongkok Lutheran School for the Deaf for more than ten years. From my experience in all these years I have found that a parent must raise a hearing-impaired child with patience and tender loving care.

During the years when he was in kindergarten through primary school, my family and I did not pay much attention to his lazy habits and his couldn't-care-less attitude to his school work, nor did we attend any parents' meetings. However, when he was in secondary school, we woke up to the discovery that he needed family encouragement and support besides the help he was receiving from his teachers and the social workers, if he was to face life independently someday.

As a result of the efforts on the part of the school and the family, Chi Keung has gradually come to understand the part he has to play if he is to survive and to compete with others.

At present I am glad that I have made worthwhile contributions, for Chi Keung is now actively preparing for his future.

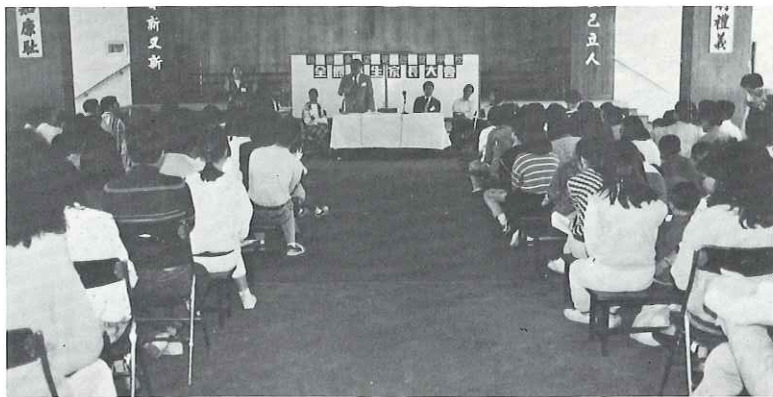
我的經驗

家長林瑞娟女士

志賢四、五個月大時，使發現他聽覺有毛病，對聲音沒有反應，到醫院檢查時，還發現他有自閉症。在自閉症中心訓練了六年後，轉讀路禮會望覺聾學校，不經不覺有三車多了。

智賢有自閉症，所以在學習上有很大的困難，例如難以安坐、四處走、躲進櫃和枱底、撕碎書本、吃紙、注意力短暫及不集中、對事物提不起興趣、情緒易激動、不開心或得不到要得的東西時便會咬手、撞頭、挺鼻至流血和哭喊等。此外，他不理會別人，食無定時及偏食、睡眠少、遲睡早起。由於學校校長、社工和老師對智賢愛護和照顧，加強訓練他的學習態度和日常生活的自理技巧已有改進。

學校與我一同努力尋求各種教導智賢的方法，例如老師及社工的個別輔導，社工與本人共同輔導，我自己學習手語與他溝通，學校改良部分設施和與教育署一起研討教學方法等。目前得到醫生的安排，智賢可在醫院寄宿，學習自理及減少壞習慣。我每天清早到醫院接他回校上課，放學後把他送回醫院，經醫院和學校的配合，他已有明顯的進步。每天的奔走來回，我認為很值得。我認為若子女有學習或其他問題時，家長不應灰心，須盡責任跟學校合作，參加學校的活動和家長會，聽取社工和老師們的意見，這樣我們的子女一定有改進。雖然只有一點兒的進步，亦會帶來很大的喜悅！



A Parent Speaks

Parent of Lin Chin Yin

When Chi Yin was four or five months old I found that he had a hearing problem because he showed no response to sounds at all. After a check-up at hospital I was told that he had been found autistic as well. He then stayed at a training centre for autistic children for six years before he was transferred to the Mongkok Lutheran School for the Deaf three years ago.

As Chi Yin is autistic, he has great difficulty learning things. He never sits still, runs around the place, hides in wardrobes and under the table, destroys his books, eats paper, has short attention spans; he is inattentive, uninterested in anything, and when he is emotionally disturbed, which can easily happen when he is unhappy or when he is unable to get what he wants, he bites his hand, bumps his head against the wall, smacks its own nose until it bleeds, and screams. Moreover, he ignores people, eats only certain foods of his choice, sleeps scantily, late but rises early. However, due to the care and intensive training that the school principal, social workers and teachers have given him, he now shows improvement in his attitude to learning and self-care skills in daily living.

The school and I have been trying hard to find ways and means to teach Chi Yin. We have tried the following: individual tuition by teachers or social workers; team-teaching by social workers and myself; modifying some of the school equipment to suit his needs; working out ways and means with officers of the Education Department at meetings; communication with him through sign language, which I made an effort to learn. Under an arrangement with his doctor, Chi Yin is now boarding in a hospital, where he learns self-care skills and unlearns his bad habits. Every morning I pick him up from the hospital and send him to school, and bring him back to the hospital after school. Owing to the co-operation between the school and the hospital, Chi Yin has shown significant improvements.

I believe it is worth my while running around like this every day. I feel that when children have learning problems or some other difficulties, their parents should never lose heart. They should address themselves to the problems, co-operate with the school, attend school activities and parents' meetings, and listen to the teachers and social workers. If they do these, they can expect improvements on the part of their children. However insignificant the improvements may be, they bring great joy to parents.

學生家長會會議

Meeting of the Parent Association

校友會通訊

主席李國聲先生

八六年初我們開始籌備組織校友會，經過兩年多的努力，在母校師長的指導下，於本年四月二十三日晚上，在學校禮堂召開第一屆會員大會，正式成立『路德會望覺啓聾學校校友會』。

本會宗旨是以基督精神為本，舉辦活動，增進校友間之友誼，並與母校及母校堂區聯絡，協助發展下列事工：

- (一)促進會友交流經驗。
- (二)參與宗教活動，協助母校堂區推動聖工。
- (三)為會員謀求教育、康樂、就業等福利。
- (四)配合實際需要，探討有關本港聾人康復計劃及發展。

第一屆幹事會成員於五月七日正式選出名單如下：

(主席)：李國聲、(副主席)：吳偉賢、(文書)：陳新華、李文泰、(財政)：梁德洪、楊期偉、(總務)：林瑞光、王鶴年、(公關)：郭紹強、林祖光、黃文偉、(康樂)：黃展聰、黃日昌、(教育)：邱勳華、馮浩忠。

校友會將正式註冊為合法社團，展開招募會員工作，並計劃在七月初舉辦一次聯誼活動。此外一個以聾人就業為主題的研討會亦在籌備中。有關入會及活動詳情，請聯絡各幹事或到學校辦事處查詢。我們希望各位校友支持此項事工，積極投入成為一份子，提供意見，參與會務，使有關工作順利進行，讓我們這個初生的組織健康和活潑地成長起來。



校友會會議

The MLSD Alumni Association

ALUMNI NEWS

Mr. Lee Kwok Sing
Chairman, Mongkok Lutheran School for the Deaf Alumni Association

The preparations for an alumni association began in early 1986, and after more than two years of work under the guidance of our former teachers, the Mongkok Lutheran School for the Deaf Alumni Association was officially established when the first Annual General Meeting was convened at the Mongkok school premises on the evening of 23 April.

Based on the teachings of Christ, the Association plans to organize activities with a view to enhancing friendships among its members and implementing the following with the help of our alma mater as well as that of the Kowloon Congregation for the Deaf:

1. Facilitating the exchange of experiences among members,
2. Participating in religious activities and assisting the Kowloon Congregation for the Deaf in its work,
3. Seeking ways to enhance the welfare of members in the areas of education, recreation and employment, and
4. Studying the Rehabilitation Programme Plan and its implementation with particular reference to the needs of the deaf community.

Members were elected to the Council on 7 May. Officers of the Council include the following: Chairman, Vice-chairman, Honorary Secretary, Treasurer, General Affairs Officer, Public Relations Officer, Recreation Co-ordinator, and Education Officer.

The Alumni Association, which will be registered with the Government in the near future, has started a membership recruitment drive and plans to organize its first activity in early July. In addition, a seminar on Hearing Impaired Persons and Employment is being planned. For details regarding Association activities and membership, please contact officers of the Council or the office of the Mongkok Lutheran School for the Deaf.

I sincerely hope that fellow alumni will join us and support us with their ideas and contributions which are needed for the healthy growth of the Association and the full realization of its goals.



小二甲同學獲秩序比賽初級組冠軍

Champion of Discipline Competition Junior Division: P2 A

學生獎項

Awards For Students

公開賽成績

Awards In Open Competition

日期 Date	主辦機構 Held By	項目 Item	獎項 Award	得獎學生 Students
1-10-87	牛頭角明愛中心 Caritas - Ngau Tau Kok	「喚起弱聽顯才華」 徵文比賽 Essay Competition For The Hearing Handicapped	高中組 Upper Secondary 亞軍 (2nd) 季軍 (3rd) 優異 (Merit)	劉渭明 陳新華 陳奕雯 郭培德
			初中組 Lower Secondary 冠軍 (1st) 亞軍 (2nd) 季軍 (3rd) 優異 (Merit)	鍾小青 溫慧燕 詹菊芬 馮潔璇 楊桶帶 香佩英 朱慧櫻
			小學組 Primary 冠軍 (1st) 季軍 (3rd) 優異 (Merit)	龔國香 曾文豐 謝紹基 許文海 黃錫煌 葉振輝
11-10-87	路德會 社會服務處 長青羣康中心 Cheung Ching Centre For The Disabled, Lutheran Social Service	弱能人士 烹飪比賽 Cooking Competition For The Disabled	冠軍 Champion	曾永頌
24-10-87	乘風航 Adventureship Ltd.	十週年兒童 繪畫比賽 Tenth Anniversary Painting Competition	甲組 (Gp. A) - 安慰獎 Consolation Prize 入圍獎 Runners-up	劉駕妃 羅鳳雪 李嘉詠 張雪薇 郭妙珠
			乙組 (Gp. B) - 安慰獎 Consoation Prize 入圍獎 Runners-up	尹海聲 梁樹棠 關志雄

日期 Date	主辦機構 Held by	項目 Item	獎項 Award	得獎學生 Students
2-12-87	蜆殼公司及半島青年商會 Shell/Island Jaycees	弱能人士 獎學金 Scholarship For The Disabled	獎學金 Scholarship	許偉立
			優良獎狀 Certificate Of Merit	馮潔璇 黃錫煌
14-1-88	學校舞蹈協會 Schools Dance Festival	特殊學校 西方舞組 Western Dance Of Special Schools Section	乙級獎狀 Certificate Of Commended Award	蘇瀨昌 陳燕雯 何婉薇 霍惠雯 張雪薇 李家偉 洪振江 鄭遠健
15-1-88		特殊學校 東方舞組 Oriental Dance Of Special Schools Section	乙級獎狀 Certificate Of Commended Award	鄭慧渝 李嘉詠
31-1-88	香港傷健協會 H.K. Phab Association	「傷健同心」綜合 表演比賽 樂器組 Competition In Instrumental Performance	亞軍 2nd Prize	謝嘉慧 張每林 羅鉅傑 駱綺芳 王清城 韋彩萍 袁俊明 袁偉明 鄧惠珍 黃碧儀
5-3-88	市政局 Urban Council	香港花卉 展覽繪畫 比賽 Drawing Competition H.K. Flower Show	優良獎 Merit	黃健昌
16-3-88	學校音樂及 朗誦協會 School Music & Speech Association	聾童及弱 聽器樂組 Instrumental Ensemble, Deaf & Partially Hearing Section	優良 Merit	謝嘉慧 張每林 羅鉅傑 駱綺芳 王清城 韋彩萍 袁俊明 袁偉明 鄧惠珍 黃碧儀
11-4-88	英國皇家 救生會 香港分會 The Royal Life Saving Society, H.K. Branch	水上救生 Life Saving	基本銅章 Bronze Medallion (General)	林展輝

第五屆全港聾人陸運會成績

The Results of The 5th Annual Athletic Meet For The Deaf of Hong Kong:

組別 Gp.	項目 Item	冠軍 1st	亞軍 2nd	季軍 3rd	第④—⑧名
男甲	100M	* 俞俊華			⑧陳燦鋒
	200M		俞俊華		⑧彭錦泉
	400M	* 林溢超			④陳燦鋒
					⑤劉渭明
	1500M (公開)	林溢超			
	110 欄 (H.)			蔡永祥	
	跳高 (H.J.)			林溢超	⑦陳燦鋒
	跳遠 (L.J.)		俞俊華		④謝文威
	4x100M 接力	謝文威 俞俊華 林潘超 陳燦鋒			
男乙	100M	羅鉅傑		顏文強	
	200M		* 羅鉅傑		⑦陳偉業
	400M	王清城	郭子明		⑥孔德善
	1500M (公開)			王清城	
	110 欄 (H.)				④陳偉傑
	跳高 (H.J.)			郭子明	⑤郭子明
	跳遠 (L.J.)	* 羅鉅傑	顏文強		
	4x100M 接力		羅鉅傑 王清城 顏文強 郭子明		
**女甲	100M	陳少雯		鍾小青	⑤周美霞
	200M	* 黃碧儀			⑧簡佩恩
	400M	* 陳少雯		黃碧儀	⑧簡佩恩
	110 欄 (H.)	周美霞			
	跳遠 (L.J.)		陳少雯		
	壘球		鍾小青	黃碧儀	④周美霞
	4 x 100M		鍾小青 黃碧儀 陳少雯 周美霞		
女乙	100M	* 張麗儀		譚惠儀	⑤駱綺芳
	200M	* 張每林	* 張麗儀		⑦蔡可盈
	400M	* 張每林			⑥詹菊芬
	跳遠 (L.J.)	張每林			⑤張麗儀
	4 x 100M				⑧詹菊芬
		* 張每林 詹菊芬 張麗儀 譚惠儀			
女丙	100M		羅鳳萍		
	200M		羅鳳萍		
	跳遠 (L.J.)			羅鳳萍	

* 破大會紀錄 ** 女甲獲團體冠軍

校內獎項

Awards In School

部別	班級	優異生獎	宗教獎	學業獎	品行獎	服務獎
小學部	LPA			陳秀兒	陳秀兒	
	UP			李若燕	陳棗兒	
	P. 1 A			陳穎業	張宏年	
	P. 1 B					
	P. 2 A			林景鑫	林雅泳	林雅泳 林景鑫
	P. 3 A			張志濤	霍蕙文	
	P. 3 C		楊國安	楊國安	鍾偉傑	
	P. 4 A			李嘉詠	李嘉詠	郭妙珠 李嘉詠
	P. 5 A			楊一俊	張雪薇	鄭慧渝 楊一俊 鄭遠健 張雪薇 莊清峰
	LPB			陳愛娥	黎月娥	
	P. 2 B			盧佩珊	陳 銘	陳 銘
	P. 3 B		關志雄	黃健昌	劉駕妃	劉駕妃
	P. 4 B			陳智偉	何綺琳	何綺琳 陳智偉
	P. 5 B			吳建新	蔡愛玲	蔡愛玲 吳建新
	P. 5 C		梁樹棠	尹海聲	區思敏	區思敏
中學部	P. 6	黃錫煌	李樹宏 李國峰 王 誼 陳志順	曾文豐	鄭 義	馬麗仙 李國峰 曾文豐 王 誼 鄭 義 龔國海
	M 1 A			黃良濠	劉翠珊	
	M 1 B				劉玉琼	
	M 3UA		張每林 袁偉明 羅鉅傑	袁俊明	駱綺芳	袁偉明 謝嘉慧 黃碧儀 羅鉅傑
	M 3UB			嚴偉倫	李嘉儀	林展輝 陳偉傑
	M 4			麥永健		李秀芳
	M 5			劉渭明	陳奕雯	謝文威 郭培德
	M 2 A		陳燦峰 李志安		陳燦峰	黃英偉 郭子明
	M 2 B		陳少雯	鍾小青	馮潔璇	溫慧燕
	M 3LA		鄧德豪	楊桶帶	黃小燕	
	M 3LB	詹菊芬	顏文強	香佩英		
	M 3LC		林潔貞 洪玉燕	洪玉燕		
	M 3UC		黃應得 楊志榮 伍偉添	梁靜儀	劉笑好	楊志榮



假如我是一隻小狗

中三低甲班 鄧德豪

我是一隻小狗，我名叫濇仔，今年祇有十一歲，我是一隻老虎狗，我的眼皮向下垂，我的主人是一個奉養的女子。

每天早上七時半，主人餵我吃食物，我喜愛吃肉類，因為十分好味道。中午十二時三十五分，主人帶我去九龍公園，我看見花和草地很美麗，我呼吸新鮮的空氣，身體十分健康和舒服。主人來了，主人同我玩。我跟著主人跑步，主人拋樹枝訓練我咬回去，跑得我很累，坐在草地上休息，然後主人帶我去逛街，主人去超級市場，主人想買很多肉和其他食物，主人買完了，到了晚上，主人帶我回家，主人餵我吃東西，有肉類和狗糧，我吃飽了，我要去路旁大便，大便後，晚上十時三十五分睡覺，主人看電視，看完了熄燈睡覺。

有一天，發生了意外，我自己不小心撞車，被十字車救了送入醫院，護士打電話給主人，主人急忙去醫院找尋我，我的身體受傷，還沒有死亡，主人擔心，但是我的手斷了骨，獸醫幫我包紮傷口，我的手很痛，主人帶我回家睡覺和休息，以後我漸漸地恢復正常。我將來要小心過馬路。

我喜歡我的主人，因為她時常帶我去玩耍和給我吃很好味道的食物。

我是聾人

中五班 陳奕雯

我是一個聾人，我自出生開始就聽不到聲音，媽媽說我是聾啞人，因為媽媽懷孕突然生病後急送到醫院，經幾小時的搶救生了我，可能因而使我致聾。現在讓我告訴大家關於我的事。

耳聾給我很多麻煩，例如在小學的時候，先生教我學習口語和聽覺訓練，我們不知他講什麼，在小學慢慢學習口語和寫字一直到中學時代，我們的知識多多，才有進步，先生用口語閱讀課文，我們明白比較多了。但是我們與普通人接觸得少，所以有時行為和普通人不同。還有在街上時，汽車司機響按表示危險也聽不到，聾童學生和朋友要特別注意過馬路一定要小心左右望，確定有沒有車來。但最好是聾的學生要戴上耳機盡量聽聲音如果汽車司機響按了，我便走開了。有時在家裏，我喜歡聽盒帶尤其是譚詠麟、梅艷芳的歌尤其好聽，因為我要戴耳機才聽到聲音。在街上時，我看見青年人戴著耳筒一面跳舞擺動身體，我就不能好像她們般幸運了。有時上班，普通人可以一面工作，一面談話。但聾人打手勢或者工作，不能同時做。

我的家人知道我耳聾，我說話及打手勢告訴給家人知道，因為我從年幼至今學會很多字詞，但口語能力則較弱。

我在學校，老師教書，學生明白。小息時，我和朋友一起打手勢或者玩籃球、羽毛球……等學校生活十分快樂。

我和外面的普通人也要溝通，例如午膳時我要告訴店員我吃什么東西，因為我聽不清楚別人的話，有時會懷疑別人講我的是非。因此有人懷疑聾人性格多疑，產生誤會和衝突。下午四時正聖母玫瑰中學的學生來和我們溝通，紅十字輔導讓聾的學生學習和正常人溝通，因為中五的學生畢業後離開學校獨立生活，我們找工作或者到專上學院求學，一定要和正常人溝通的。

我覺得聾啞很慘，但普通人聽覺好，但是晚上，我的家人討厭飛機聲、巴士的噪音，不能安睡，我就熟睡因為我聽不到聲音，很舒適地繼續睡覺呢！

讀報的好處

小六班 曾文豐

報紙的功用是使我們能知道當地所發生的新聞和世界大事，同時是反映社會現實，批評時弊。這可幫助社會建立良好的風氣，使人們增加見識，又可調劑生活。

報紙的內容豐富，題材包羅廣泛，有國際時事、本地新聞、娛樂版、財經消息、體育消息、市民生活動態、文藝創作等等，我們讀了，增加知識不少。

我們要養成天天讀報的習慣，因為讀報既可增進知識，又能培養閱讀和理解的能力。但是，報紙的種類很多，有好和不好之分，我們必須小心選擇，如選擇一份好的報紙閱讀，就好像良師益友，使我們從中得到不少啟發，吸收不少知識。讀報的好處既然這樣多，因此，我們要養成天天讀報的習慣。

我常常去的地方——圖書館

小五乙班 蔡愛玲

我家附近有一間市政局圖書館。這個圖書館的地方很大，共有三層，收藏了成人圖書和兒童圖書。兒童圖書館是我常常去的地方。

圖書館裏的圖書是分門別類排列的，有社會、科學、字典、家事和植物等等的分類，到圖書館去的人按分類就很容易找尋自己需要的書籍。我最喜歡看運動種類的圖書，因為我喜歡學習各樣的運動。我每次去圖書館都逗留二小時，離開圖書館時，我也借書回家。

因為圖書館是一個公共場所，所以要遵守規則。圖書館是一個讓人安靜閱讀的地方，我們不可以喧嘩嬉戲，我們更不可以塗污圖書，應該愛護書籍。每個人一次可以借三本書，並且要按時還書。

每天上學，老師教授我們的是課本的知識，在圖書館得到的是課本外的知識。常常到圖書館去看書，不單可以培養閱讀的興趣，而且還能夠養成自學的習慣，幫助我們吸收更多課外知識充實自己。

一個淒涼的老婦人

中四班 蘇潔雯

在灣仔的一條繁忙的街道，很多汽車來來往往，又有很多人來來去去，但是在天橋下面有一個老婦人，孤獨在天橋下居住。雖然小販的攤檔多，但很少人注意和關心這位婦人。

這位老婦人外貌像七十多歲，滿面皺紋，背也微駝了，衣服上有很多釘補，她翻動垃圾箱，檢拾汽水罐或啤酒罐，把它們換錢，可以買其他食物充飢，她在寒冷的冬天下，沒有穿上鞋子，她只穿著唐裝衫褲，頭上裹著一塊黑色的布和頸巾，抵受著嚴寒的北風。

每天早上，她拿著膠袋，檢拾汽水罐，或者有用的用品，晚上她回到天橋下睡覺。

聽街坊說，因為她的丈夫早已病逝，連她的兒子也被汽車撞死，所以留下她獨自一人了。

我很同情她，因為如果我是個孤獨的人，相信也會很悶和帶來許多難題，例如感情困擾，情緒低落等，所以我明白到一個人是不容易快樂的。

一張嘴

陳智偉 四年級

我有一張很有用的嘴。第一，嘴可以說話。每天起床，看見爸爸和媽媽的時候，我使用嘴向他們說：「爸爸、媽媽早晨。」下午回到學校的時候，我使用嘴和同學說話。雖然我的說話有時候不清楚，但總比不能說話好一點，所以我要努力說話。

第二，我能夠用嘴吃東西。我每天起床，媽媽便為我預備早餐，有麵包、牛油和公仔麵。於是我們張大嘴巴吃早餐。

除了說話和吃東西之外，嘴巴還有其他的用途，所以我要更多使用嘴巴。

A Letter

Lok Yee Fong

Dear Sarah,

Thank you very much for your letter which I received on 6th April, 1988.

I am sorry I haven't written for a long time, because I've very busy at school. Have you been busy at school?

I had two week's holiday at Easter. I was happy because I had no lessons for two weeks. However, I had to read a lot of books, so I was very tired. My last report was good. There are ten students in my class and my place is either first or second. I am good at Chinese and English. I like English & P.E.; I don't dislike any subject. Was your last report good? Please tell me about your report. Which subject are you good at and which subject don't you like? What is your place in your class?

I don't board at school. I live at home with Father, Mother, my sister and my brother. They are all older than me. My school is a long way from home.

Sometimes I travel to China, but I don't travel abroad. Have you travelled abroad? If so, please tell me about the places you've been to.

I hope to hear from you soon.

Yours Sincerely,
Ivy

Note:

It is an actual letter written to a pen friend called Sarah Hightower in the U.S.A.

A Diary

Date: 16th February, 1988.

Weather: Fine.

Temperature: 18°C

Yesterday, I went to the cinema with my classmates. Before I went, I asked my father for permission to go. He agreed. I told him that I had to be at the cinema at about eleven o'clock. I changed my clothes immediately and took the M.T.R. to Mongkok Station. I met my classmates at the Hong Kong Bank. We then went together to Tai Kok Tsui Cinema. We found that the price of the ticket had increased to twenty-three dollars. We all felt that it was very expensive. We bought our tickets, went in and sat at the back of the cinema. The film was an interesting one and we enjoyed it very much.



啓聲學校接力賽

Relay Race on Sports Day of Victoria Park School for the Deaf



家居安全海報設計比賽得獎者與作品

Home Safty Poster Design Competition Prize - winners and their entries.



聽覺學家訪校輔導

Guidance Session by Visiting Audiologist

學生作品選輯

Art Works By Students

1. Drawing 植物素描	M. 5 羅少雯
2. Drawing 人像素描	M. 5 劉渭明
3. Paper Cutting 剪紙	M. 4 彭錦泉
4. Logo Design 商標設計	M. 5 劉潤蓮、陳奕雯 周美霞、謝文威
5. Grass Painting 蒹葭畫	P. 3A 梁嘉麒
6. Carving 雕塑	P. 5 卓美珊、鍾智文
7. Pen Stand 筆插	P. 3A 蔡詠雯
8. Tea Pot 茶壺	P. 5A 楊一俊
9. Painting 繪畫	M. 4 陳永雄
10. String Painting 繩畫	M. 1A 許文海
11. Painting 繪畫	M. 4 許偉立
12. Design 混合材料設計	M. 5 謝文威
13. Colour Exercise 色彩練習	M. 2A 林盛平
14. Painting 繪畫	M. 4 蘇潔雯
15. Train 火車	P. 2A 林景鑫

1



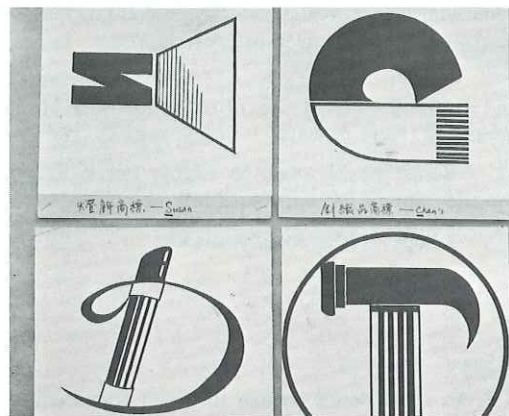
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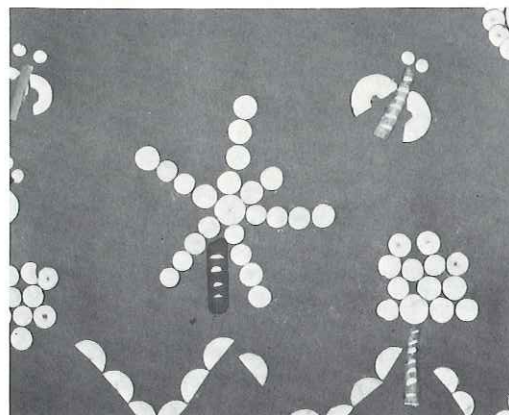
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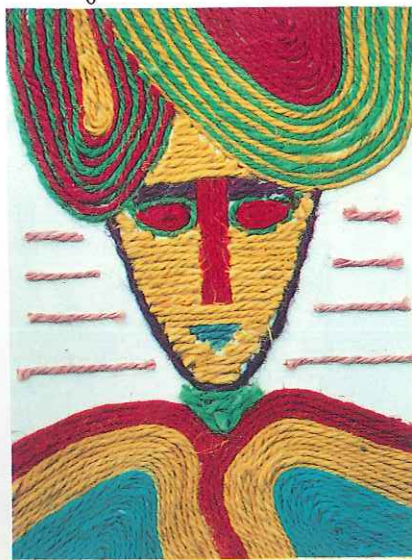
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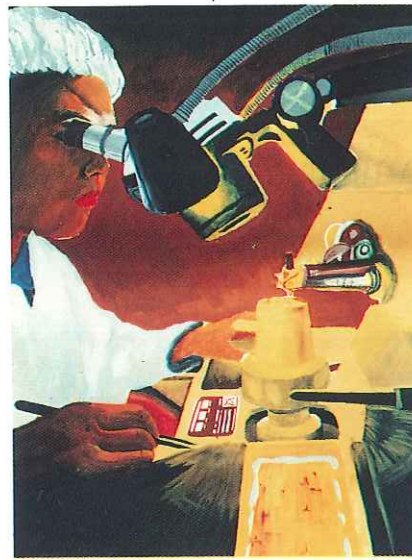
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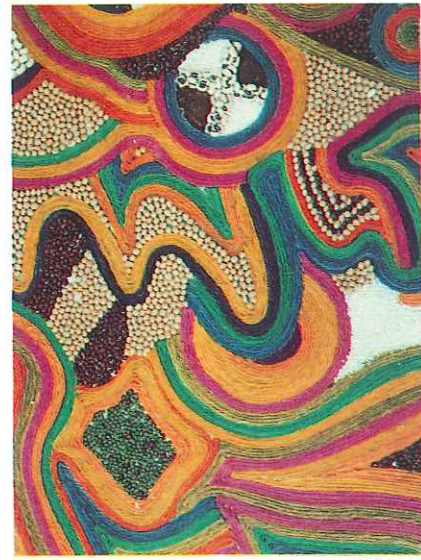
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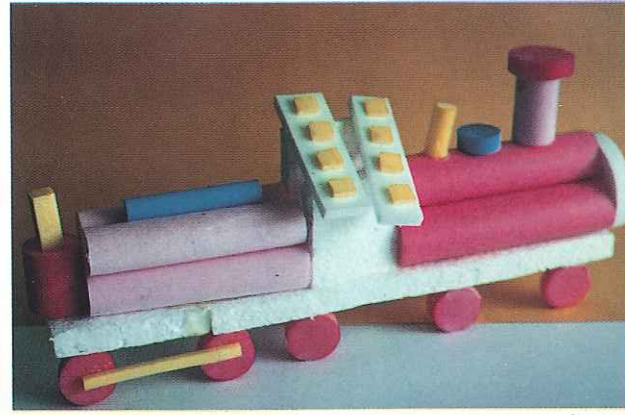
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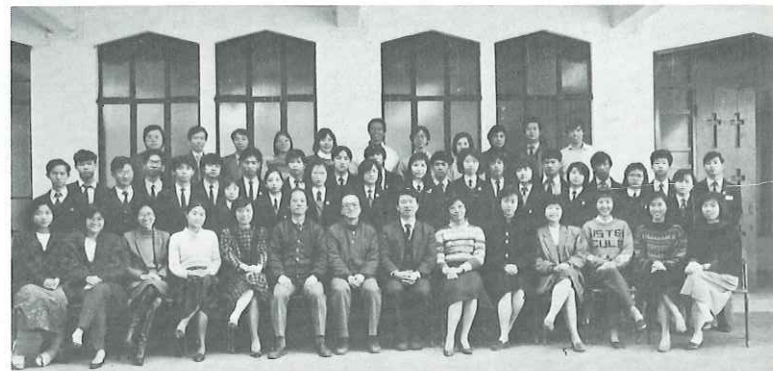


15



全體教職員合照

The MLSD Staff



初級中學部畢業生暨教師合照

Teachers and Junior Secondary Graduates



小學部畢業生暨教師合照

Teachers and Primary Graduates



高級中學部畢業生暨教師合照

Teachers and Senior Secondary Graduates

本年度畢業生名單：

Namelists of Graduates:

小學六年級甲班：鄭義 / 龔國海 / 李樹宏 / 李國峰 /

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鄧惠珍 / 黃碧儀

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(Middle 3 Upper C)

中學五年級：郭培德 / 余妙山 / 羅笑霞 / 黃美玲 /

(Middle 5)

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劉潤蓮

未來展望

讚美耶和華

現代人喜愛追求科技發展，但是不要忘記敬畏耶和華，是知識的開端，祂願意萬人得救，明白真道。我們當稱謝進入祂的門，當讚美進入祂的院，當感謝祂，稱頌祂的名。

校舍擴建計劃

新校舍動土禮及地基工程均已先後完成，各家長、學生及同工久候多年，期望新校舍能早日落成啓用。

拓展電腦教育

本校自一九八三年起，先後蒙利惠（遠東）有限公司、免稅品店、扶輪社、獅子會及教育署捐助支持電腦計劃，學生更參加會考，來年度更得教育署批准加入電腦計劃，期望此計劃能推展至初中及小學，拓展中文電腦、個別化教學及學生自學計劃發展事工上。

有教無類

本校一貫辦學立場是有教無類，凡聾童及多種弱能聾童，本校均樂意為其提供服務。期望未來更能落實地教導及跟進每位學生，配合特殊個別需要，提供具體的個別化學習課程。

提供接載學生服務

本校學生多來自九龍及新界，偏僻路遠，為使幼小的聾童能有機會接受較佳的教育，免受失學之苦，交通問題有待徹底解決，期望各界能提供及支持本校校車服務計劃。

提供升學及就業機會

為發揮學生的潛能，提高其升學及就業的機會，期望教育署提供較多的高中學位，使聾童能有機會參加公開考試，繼續升學。此外，本校當在學生質素培養方面，力求改進。

充份發揮混合教育的功能

特殊教育的重點，是著重個別學生的特殊需要，為配合混合教育的特性，協助特殊聾童的需要，充份發揮其潛能，本校擬於未來樂意為參予混合教育計劃的聾童，提供支援性的服務，望教育署及社會人士支持此項有意義的事工。

Looking Into the Future

Modern men prefer chasing after technological advancements rather than remembering that the fear of the Lord is the beginning of wisdom. It is His wish that we understand His Word and be saved, so when we go into His courts through His gates, we should thank Him and sing praises to His name.

The Reprovisioning Project

The ground-breaking and the foundation work have since been completed. We look forward to the completion of the school premises for which parents, teachers, and students have been waiting for years.

Promotion of Computer Education

Since 1983, contributions towards the Computer Education programme of the school have been made by Levi Strauss (Far East), Duty Free Shoppers, the Rotary Club, the Lions Club, and the Education Department. Students are already participating HKCEE in Computer Studies, and the school has been approved by the Education Department for participation in the Computer Implementation Scheme in the coming year. We are hoping this scheme will extend downwards to the junior secondary and primary classes, and that computers will be used for Chinese word processing, individualized instruction, and student self-learning.

Open Education

The educational services of the school are open to all hearing-impaired and multi-handicapped hearing-impaired students. Hopefully the coming year will see the implementation of goal-directed teaching and of the follow-up programme, geared to individual student needs.

Provision of Transportation for Students

Many of our students come from isolated, secluded places in Kowloon and the New Territories. To provide greater opportunities for these students to receive education, it is imperative that the transportation problem for them be resolved. We look forward to support and contributions to the school bus scheme.

Provision for Further Education and Employment

To develop the students' potential, and to enhance their opportunities for further education and employment, we hope that the Education Department will provide more senior secondary places so that hearing-impaired students may have the opportunity to participate in public examinations and to receive post-secondary education. On our part, we will do everything possible to help our students to attain a high level of excellence.

結語

聾童教育的成功，有賴社會各界人士及從事聾童教育工作者的互相充份合作、了解、容忍、關懷、鼓勵及支持。聾童教育才能再向前跨進一步。願主與我們的心靈同在，願恩惠常與我們同在。阿們。



中區明愛中心與學生團契舉辦野外活動
Outdoor Activity by Fellowship Students and Workers from Caritas Centre Central



乒乓球小組

Table Tennis Club

Maximizing the Functions of Integrated Education

In special education, emphasis should be placed on catering for the individual needs of students. If the usefulness of integrated education is to be maximized, efforts must be made to cater for these needs so that the potential of students may be tapped. We have plans to provide resource support for those students who wish to participate in integrated educational programmes. We are looking forward to support from the Education Department and the community for the realisation of this project.

A Final Word

For education for the hearing-impaired to be successful, workers in the field and the community must understand, tolerate, care for, co-operate, encourage, and support one another. It is only when this happens that improvement in education for the hearing-impaired becomes possible. Lastly, may the Lord and His grace be with us always, Amen.



自理課

Self Care Programme



自理訓練營

Self Care Skills Training Camp

鳴謝：本校對下列人士和機構的幫助和支持，深表謝意。

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Career Master Association, Education Department
Commonwealth Society for the Deaf
Community and Youth Office, Mongkok Education Department
Family Life Education Resource Centre, S.W.D.
Hong Kong Ballet Groups-Educational Unit
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Hong Kong Girls Guide Association
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Hong Kong Recreation Club of the Deaf
Hong Kong Scout Association
Hong Kong Society for the Deaf
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Hong Kong School for the Deaf
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International Lutheran Deaf Association
International Lutheran Deaf Association-Eastern Region
LC-HKS (Christian Education Committee)
LC-HKS (Kowloon Deaf Congregation)
LC-HKS (Hong Kong Lutheran Social Service)
LC-HKS (Literature Department)
LC-HKS (School Health Nursing Programme)
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Lutheran Women of New Zealand
Mary Rose School Parent Association
MECC Distribution Centre
Medical and Health Department
Ming Kei College
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MLSD Alumni Association
MLSD Parents' Association
Mongkok Products (HK) Ltd.
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Physical Education Section-Education Department
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Police Community Relation Office (Mongkok Police Station)

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The Hong Kong Family Planning Association
The Hong Kong Joint Council of Parents of the Mentally Handicapped
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Hong Kong Society for the Deaf

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St. John Ambulance Brigade

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For Summer Program

H.K. Council of Social Service

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For Swimming Gala

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Heep Hong Society for Handicapped Children

For Voluntary Services

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Cheung Sha Wan Catholic Secondary School Red Cross Youth Cadet

Community & Youth Office, Sham Shui Po

Holy Family Canossian School Red Cross Youth Cadet

Holm Glad College Red Cross Youth Cadet

H.K. Red Cross, Kowloon Divisional Headquarter

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撰稿：有關教職員

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正校地址：九龍大角咀櫻桃街十八號五樓
 電話：三·九四〇一三三～四/三·八〇三九七六
 Main School: 4/F., 18, Cherry Street, Mongkok, Kowloon.
 Tel: 3-940133-4 3-803976

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，翌年再增設中五。本年度中學部共十二班，租用十一間課室，包括科學實驗室及工藝室；實用科目計有：打字科、電腦科、設計工藝及美術設計等。本年度中小學部共二十八班，學生人數共二百四十二人。本校已獲政府批准在葵涌興盛路興建新校，新校舍動土禮已於八七年五月二十九日舉行，期望八九年四月可落成使用。



分校地址：九龍又一邨海棠路六十八號
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MONGKOK LUTHERAN SCHOOL FOR THE DEAF - A BRIEF HISTORY

The Mongkok Lutheran School for the Deaf is under the supervision of the Christian Education Committee, Lutheran Church, Hong Kong Synod. It is subsidized by Government, and deaf children 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, the programme was expanded to two classes with two full-time teachers, and two part-time teachers operating on a session basis. In September 1970 the school borrowed four rooms from Ming Kei College to add three more classes to the programme. Three months later the present facilities at Cherry Street became available for occupancy. In September 1974 five more extension classes were added using the facilities at Concordia Theological Seminary. In September 1975 the Secondary Programme was initiated at the Seminary. In September 1982, one Middle Four class was opened and one Middle Five class was added the following September. At present there are twelve classes in the Secondary Section. Eleven classrooms including a general science laboratory and a Design/Technology room have been rented. Practical subjects include Typing, Computer Science, Art/Design and Design/Technology. The school now operates 28 primary and secondary classes with a total enrollment of 242 students. A new school in Kwai Chung has been approved by the Government. The ground-breaking ceremony of the school was held on 29th May 1987. The new school premises will be available for occupancy in April, 1989.