

培元獎文書院
獎文高中學
畢業典禮

一九七五年七月十三日
香港北角大會堂

卷之二

卷之二

典禮程序

- (一) 校監劉徐秀玉女士致詞
- (二) 香港大學教育系主任班邁教授致詞
- (三) 頒發畢業證書
- (四) 頒發各項獎狀
- (五) 程介明校長校務報告
- (六) 畢業生代表致謝詞
- (七) 向班邁教授致送紀念品
- (八) 向班邁夫人獻花

▲禮成▼

畢業典禮開會詞

校監 劉徐秀玉女士

班邁教授、班邁夫人、各位嘉賓、各位家長、各位老師、各位畢業同學：

今日培元英文書院及培元英文夜中學舉行一九七五年畢業典禮，荷蒙香港大學教育系主任班邁教授伉儷蒞臨致訓，授憑頒獎；又得各位教育先進，各界友好，撥冗光臨指導，本校同寅，甚感榮幸。

班邁教授學問淵博，才識不凡，尤致力研究教育行政措施。自掌管港大教育系以來，創樹良多。今日班邁教授伉儷能在百忙中，親臨授憑致訓，本校深感榮耀。

本校自一九七零年創辦以來，一貫以培養「品學兼優，德才兼備，適應現代社會需要之青年人材」為目的，致力貫徹「勤學、儉樸、謙遜、互助」之校訓精神於校務工作中，使學生在德育、智育、體育等各方面，能全面均衡發展。由於校內各同事皆以忘我之精神認真工作，耐心教導學生，故此校風日見優良，學生成績日有進步，校務連年皆有發展。本人謹代表校董會，向各同事致以萬分謝意；並代表本校全體師生，向在座各位嘉賓及家長對我們的一貫支持和鼓勵，表示衷心感謝。

青少年為未來社會之中堅，惟時下社會頹風為青少年欲真正獻身社會，造福人類之重大妨礙。本校素以「力掃時下社會之頹風」為辦學宗旨，今日各同學畢業，此後無論升學或就業，希望能緊記校訓，發揚「力掃時下社會之頹風」的精神，對社會、對人類真正有所貢獻。本人對各畢業同學致以無窮希望。

最後，祝各畢業同學前程萬里，在座各位健康愉快。

班 邁 教 授 致 詞

香港的英文私立學校正是重任當前。教育白皮書預期中學教育的擴展，其中一大部份將由私校來承擔，而他們的資源却不及官立及資助學校。在不得已的情況下，私校在每個學生身上的支出，比官立及資助學校為低，這說明私校已經是很有效率的。而目前，它們還正在奮鬥，以努力增加他們的效能。

它們最大的困難，可能是缺乏場所，而康樂和課餘活動的設備也有限。在師資方面，它們希望建立一支完全專業的、大學畢業生佔必要比例的師資陣容；為此，它們必須保持優良的師資政策，而在這方面，它們同樣抵受着很大的壓力。在種種困難下，它們仍須保持良好的校風，而這種校風對高質量的待聘教師一定具有吸引力。

對良好的師資來說，工作條件的吸引力不亞於優薪。固然，每位老師的薪金必須足以維持與其職業地位相吻合的生活方式；他們的薪金又必須承認獲致其學歷的長期教育上之準備。但是，重要的還有其他很多方面，而其中不能低估的一個方面是那種甘為青年人服務的精神。要維持服務的質量，老師對課程的發展必定要有所貢獻，而在其他各方面，要覺得他的辛勤能得到別人的承認。今天的學校比以前複雜得多，現在是一個講究科技的時代，是個經濟上急速進展和文化上急速變更的時代，我們被迫經常調整以作適應。

在中學裏，要與時代協調，行政是關鍵。辦學和做生意不同，他們的成功不能用眼目的盈虧來衡量；辦學和辦工廠也不同，他們的職責並不是大量生產標準規格的兒童。接受教育和進行教育的過程是學校生命的要害部份，而它的成功要用這個過程的水平來衡量。

我們在評定一間學校的行政措施和組織結構時，我們不能不聯系到該校的規模來考慮。一間學校怎樣才算過大，怎樣才算過小呢？學校應以怎樣的規模作為目標呢？中學需要有足夠的規模，其師資的陣容才能允許他們的課程實現多樣化。

考慮到學校在適當的年級應該提供公開考試的所有科目；考慮到專門性的學校如工業學校科目較專一，那麼我們考慮由中一至中七的普通中學教育時，一間少於五百學生的學校將會遭遇困難，而一所有七百五十至八百學生的學校應該困難不大。

那麼，是不是說，超過八百名學生的學校越大就越好呢？理論上來說，學校越大，課程多樣化就越有可能，但會出現其他問題。其中一個基本問題是：人數的增加不可避免地會帶來人事上的隔膜。在一間有八百學生的學校裏，一個校長可以有很多機會在一月中親自與每位教師交換意見，甚至努力一點就能個別地認識中一以上的每一個學生。同樣，教師也很容易被每位學生認識，在他們有事時又能聚首討論。

隨着人數的增加，溝通變得較困難和間接。報告板上的通告代替了口頭的傳達。決議傾向於集中決定而缺乏商量，校長則傾向於只與他身邊的高級職員和他辦公室裏的人員談話，校長和其他職員的關係變得疏遠。當學校擴大時，較理想的做法是將行政分散，或者將學校分為低級、中級和高級學校，各級有自己的校長，而由整個學校的校長進行統籌。

如果老師和學校的利益是一致的話，他們應該獲准參與決策，應該看到當教師的前途，而不應逃出課室而躲進教員室去。一定要安排時間讓老師能夠在沒有學生在場的情況下一起工作。因為學校的日常活動總是令教師不暇抽身。

在我與程校長傾談後，我覺得，在成功地使培元成為一間受人尊重的學校之後，他正尋求確保宗旨正確之途，避免因擴展而陷入人事的隔膜。我向學校和家長表示祝願，祝他們共同努力，為培育香港這些未來市民的德行和性格而取得成就。

校務報告

校長程介明

一九七四年九月，本校經已踏入立校第五年。日校中學從暑假前的十二班增至十七班，連同夜中學的十一班，小學幼稚園的七班，全校共有三十五班。學生人數已達一千二百人。由於班級的增加，我們新增了愛民街的校舍。

過去的一年，我們舉辦過第二屆校運會和第一屆水運會，水平雖還低，但運動員比較多。我們參加了校際舞蹈節和校際音樂節，其中民歌組獲得了冠軍。去年十二月，我們舉辦了一次「綜合表演」，六間友校應邀作了精彩的表演。今年三月，在香港私立英文校聯會的「聯校匯演」中，我們參加了籌備和演出，友校的良好表現，又使我們獲益不淺。今年五月是本校五週年校慶，我們第一次舉辦開放日，來自各方面的教育界先進，毫不吝嗇地給了我們豐富而深刻的批評和鼓勵。

過去的一年，我們作過一些新的嘗試。

教學上，我們嘗試在中學低年級採用易懂的英文課本，加強口語教學；我們嘗試在中一至中三的國文課中，提供更多有現實意義、有文字水平的補充教材；我們的數學改革，得到香港大學幾位老師的幫助，已伸展到中二；此外，我們又試行設立綜合性社會科，改編綜合性自然科，讓學生學到新鮮的，實用的社會知識和科學知識。教學上的革新，促成了各類科組的健全。各科組有了固定的例會時間；有些科組舉辦了各種講座、研討會和進修班。我們覺得，因循於古舊的教材，固守於刻板的教學法，無法使學生真正提高其程度；而盲目地跟隨一些巧立名目，沒頭沒腦的「新課程」，則只有使學生陷入更痛苦的深淵。必須深入地研究現況，廣泛地吸收各方的經驗，因地制宜，因材施教，才能真正找出適合自己的途徑。在這裏，沒有教師的辛勤和合作是不行的；教師普遍地不滿教學的現狀，而教師又最了解學生的實際情形。然而，教師若不是以主人翁的身份去從事，他們的智慧也將無從發揮，而所謂「革新」，也將停留於校方少數人的意願，而只能得出有限的進展。

由於班級和人數的增加，德育教育更感吃重。為了使德育教育有效而深入，我們嘗試將全校各班分為不同的級組，由各個級組分擔原來訓育主任的職責；而每個級組之內，又由各班主任分工負責。這樣，在德育教育方面，也逐漸形成了羣策羣力的風氣。教育，到底不等於「教書」；德育教育，也不光是紀律上的管制。學生學業成績不佳，需要關心和幫助；學生犯了規，需要細緻地了解其因由；課室內解決不了的問題，要在課餘來解決；學校裏了解不到的東西，要訪問其家長才能得到。此外，學生的家庭問題，前途問題、夜中學同學的失業問題，都需要老師一一加以關懷。這些，雖然都是教育者的當然職責，却為香港的教育政策所忽視，而實際上，也往往受到精力和時間的限制。因此，學校必須使德育教育由全體教師來分擔，需要教師抱着對學生負責和愛護的精神，也需要教師對教育事業採熱誠獻身的態度。

在課餘活動方面，我們又嘗試將過去的活動組擴展為星期六早上的活動課，使全體同學都能參加。但我們却因此遭遇場地和指導力量方面的困難。結果在教師的共同努力下，終於設立了十六個活動組，其中約有一半學生使用了校外的場地，而每個活動組都有兩個以上的教師作指導。夜中學也在下學期開辦了多個活動組。此外，參觀、研討、學術遊覽、旅行、班際比賽、班內活動，也比以前為多。我們覺得，讓學生的生活豐富多采，讓學生均衡地受到多方面的培養，是中學教育義不容辭的責任。不過

，私立學校的財政收支，使我們不容易擁有官津學校一樣的設備；教育白皮書雖然指出了私校的地位，却沒有表示在這方面將有任何幫助。在目前的情況下，我們只有運用教師的智慧和努力，逐步改善我們的設備，增加使用校外設備，或者使原有設備發揮大的效用。這裏，我們同樣需要一批敢於創新的，具有活力的教師。

概括來說，我們這些新嘗試，雖說也算是向前走了一步，却畢竟還很幼稚、很粗糙。但我們却從中看到：教師是學校的支柱。他們必須熱心教育，愛護學生；他們必須具有團結合作和埋頭苦幹的精神；他們又必須有遠見、能創新。

教師們有着不同的經歷，受過不同的教育；初入校時互不認識，對事物的看法又各各不同。怎樣才能變成齊心協力呢？我們贊成班邁教授的講法：「如果老師和學校的利益是一致的話，他們應獲准參與決策」，應該破除校長、主任的專權才可以使教師發揮其才能，親嘗其努力的成果，「看到當教師的前途」。與其要老師們唯命是從，倒不如讓老師充分理解，共同研究，這樣，統一的方針，貫徹起來才能夠多姿多采。我們也很贊成班邁教授的話：「辦學校和做生意不同」，「服務條件的吸引力不亞於優薪」。往往有這種情形，一味強調高薪，並不能減少師資的流動，更不要說對教育作真正的貢獻；相反，在每個老師都有職有權的地方，在氣氛融洽而又有所作為的地方，却容易產生獻身教育的精神。我們還覺得，教師在工作中得到充分的鍛煉機會，是非常重要的。在香港，有不少教師雖然沒有機會接受專業的訓練，但他們刻苦工作，得出了許多有實效的經驗，作出了不可抹殺的貢獻。我們校內受過專業訓練的教師，也深深感到，來源於實際生活的教育理論，必須拿到實際應用中融匯貫通，才不致流於空泛。

我們正努力按照上述的方針去做。近年來，富有學歷和經驗的教師逐年增加，而流動率則依然較低。有了穩定的良好師資，才能有不斷發展的信心。不少其他學校，條件和我們相仿，在師資方面的方針却比我們好，這樣的榜樣，同樣給了我們的向前發展的信心。

五年前，本校開辦時中一的學生，今天畢業了。這是第一批完整地在本校完成中學學業的畢業生，他們代表著我們五年來的成效。他們在學業和品德兩方面的表現，使我們感到欣慰；夜中學就讀了五年的畢業生，更令我們感到鼓舞。五年前，中一學生的程度和學校各方面的條件，比今天要差得多。我們不禁要感謝老師們五年來無私的工作，同時有信心在今後的年代裏，培養出更多適應社會要求之青年。

今天的私校已非五、六十年代的私校。所謂「學店」已漸趨式微，大多數的私校都有自己的教育宗旨。私校在物質的條件上雖較吃虧，但私校有較自由的餘地在教育的各方面進行革新。既然教育白皮書對中學教育並沒有提出負責到底的方案，私校正面臨着重大的責任。我們培元英文書院、培元英文夜中學，很希望能夠在這方面多作一點自己的貢獻。

GRADUATES

FORM 5

區	敏	琪	Au Man Ki	盧	佩	雯	Lo Pui Man
陳	麗	蓉	Chan Lai Yung	羅	曉	生	Lo Yu Sang
陳	雪	芬	Chan Shuet Fan	馬	麗	華	Ma Lai Wah
陳	德	仁	Chan Tak Yan	馬	增	光	Ma Tsang Kwong
周	桂	蘭	Chau Kwai Lan	馬	如	珍	Ma Yu Chun
周	志	仁	Chau Chi Yan	麥	裕	球	Mak Yue Kau
鄭	志	輝	Cheng Chi Fai	梅	寶	珠	Mui Po Chu
鄭	向	前	Cheng Heung Chin	吳	偉	倫	Ng Wai Lun
程	婉	萍	Ching Yuen Ping	潘	昭	權	Poon Chiu Kuen
莊	耀	華	Chong Yiu Wah	潘	祥	祥	Poon Ching Cheung
何	超	儀	Ho Chiu Yee	沈	心	怡	Sham Sum Yee
何	東	財	Ho Tung Choi	譚	瑞	貞	Tam Sui Ching
何	銳	權	Ho Yiu Kuen	譚	瑞	蘭	Tam Sui Lan
葉	偉	倫	Ip Wai Lun	鄧	麗	明	Tang Lai Ming
姜	錫	強	Keung Shek Keung	湯	玲	玲	Tong Mei Ling
郭	渭	基	Kwok Wai Kee	曾	禮	賢	Tsang Kit Ling
黎	豐	兒	Lai Fung Yee	曾	淑	儀	Tsang Lai Yin
黎	國	杰	Lai Kwok Kit	屈	美	琼	Tsang Shuk Yee
賴	人	光	Lai Yan Kwong	黃	潔	勤	Wat Mei King
劉	渠	枝	Lau Kui Chee	黃	禮	洪	Wong Kwok Fan
劉	耀	智	Lau Chi	黃	玲	球	Wong Pak Hung
羅	雪	和	Law Yiu Wo	黃	少	卿	Wong Shu Kou
李	耀	蘭	Lee Shuet Lan	楊	志	棋	Yeung Lai Hing
梁	國	祥	Leung Yiu Cheung	易	佩	明	Yeung Siu Kei
李	欽	權	Li Kwok Kuen	余	余	琼	Yick Chi Ming
李	建	樸	Li Yam Leung				Yu Pui King
		民	Liu Kin Man				

FORM 5 (Evening College)

歐	育	梅	Au Yuk Mui	李	澤	豪	Li Chak Ho
陳	錦	桃	Chan Kam To	李	民	新	Li Man Sun
周	兆	偉	Chow Siu Wai	勞	勝	勝	Lo Fook Shing
鍾	美	貞	Chung Mee Ching	福	華	華	Mok Siu Wah
夏	許	雄	Har Gwo Hong	譚	兆	梅	Tam Yuk Mui
葉	葉	芬	Hui Yin Fan	鄧	玉	珍	Tang Yuet Chun
關	關	泉	Ip Ho Chuen	曾	月	鳴	Tsang Fung Ming
劉	劉	榮	Kwan Yan Wing	詹	鳳	輝	Tsim Yat Fai
李	李	成	Lau Yun Shing	黃	日	雄	Wong Kwok Hung
梁	梁	耀	Lee Chung Yiu	黃	麗	渝	Wong Lai Yu
梁	梁	文	Lee Yiu Man	黃	羽	翔	Wong Yu Cheung
梁	梁	倫	Leung Mong Lun	黃	玉	珍	Wong Yuk Chun
梁	梁	霞	Leung Pui Har	楊	秀	英	Yeung Sau Ying
梁	梁	賢	Leung Tak Yin	余	綺	雯	Yu Yee Man
梁	梁	榮	Leung Wing Hoi				

PRIMARY 6

陳建國	Chan Kin Kwok	李志明	Lee Chi Ming
陳建樂	Chan Kin Lok	馬振強	Ma Chun Keung
陳容發	Chan Yung Fai	吳志成	Ng Chi Shing
周容珍	Chau Yin Chun	吳志燦	Ng Chan Cheung
植綺芬	Chik Yee Fan	吳寶燕	Ng Po Yen
趙世欣	Chiu Sai Yan	藍有強	Nam Yau Keung
朱念慈	Chu Nim Che	伍朱明	Ng Chu Ming
鄭玉明	Cheng Yuk Ming	潘廣勝	Poon Kwong Shing
馮其昌	Fung Kee Cheong	鄧詠娥	Tang Wing Ngor
何惠仙	Ho Wai Sin	曾婉儀	Tsang Yuen Yee
許桂芬	Hui Kwai Fun	黃怡德	Wong Yee Tak
郭惠英	Kwok Wai Ying	黃漢	Wong Kai Hon
賴少珍	Lai Shui Chun	黃波	Wong King Bo
林玉珠	Lam Yak Chu	黃偉	Wong Wai Ho
林潤石	Lam Yun Sik	黃河	Yung Kam Yeun
廖炳權	Lui Ping Kuen	黃錦	Wong Siu Chun
李錦端	Li Kam Sheung	黃少	Tse Sau Yee
李燕華	Lee Yin Wah	謝秀儀	Ho Lai Yung
		何麗容	

PRIMARY 6 (Evening College)

區鳳萍	Au Fung Ping	李志豪	Lee Chi Ho
陳錦梅	Chan Kam Mui	李桂珍	Lee Kwai Chun
陳玉年	Chan Yuk Nin	李婉玲	Lee Yuen Ling
周炎隆	Chau Yim Loong	李玉蘭	Lee Yuk Lan
鄭佩然	Cheng Pui Yin	梁劍華	Leung Kim Wah
鄭綺文	Cheng Yee Man	盧淑儀	Lo Suk Yee
張秀容	Cheung Sau Yung	孟貴榮	Mang Kwai Wing
張少英	Cheung Siu Ying	潘少明	Pun Siu Ming
鍾惠玲	Chung Wai Ling	蘇潔貞	So Kit Ching
馮長榮	Fung Cheung Wing	譚麗貞	Tam Lai Ming
侯綺慧	Hau Yee Wai	胡靜明	Wu Ching Mui
鄭珠潔	Kwong Chu Kit	楊國玲	Yeung Kwok Wah
林再碧	Lam Chai Bik	余靜坤	Yu Bing Kwan
劉愛蓮	Lau Oi Lin	余秉珍	Yu Tsui Chun
羅秀珍	Law Sau Chun	袁翠雲	Yuen Choi Wan

節目程序表

一、歌舞

我們舉杯

教職員及中五畢業生

波蘭舞
凱旋曲

二、英詩朗誦

心聲

中一級

三、舞蹈

鞋匠舞

小學舞蹈組

四、中詩朗誦

邁步向前

夜校小六畢業生

五、民樂小合奏

四季調

中五畢業生

六、話劇

轉

話劇組

七、歌舞

採蓮曲

歌詠組及舞蹈組

八、合唱

蘆笛
秋夜搖籃曲
夏夜圓舞曲

歌詠組

PROGRAMME

1. SINGING AND DANCING	Staff members & F. 5 Graduates
<i>Let's Drink</i>	
<i>Polish Dance</i>	
<i>Triumph Chorus</i>	
2. ENGLISH CHORAL SPEAKING	Form 1
<i>Devotion</i>	
3. DANCING	Dancing Club, Primary Section
<i>The Shoe-makers' Dance</i>	
4. CHINESE CHORAL SPEAKING	P. 6 Graduates,
<i>Forward We Strive</i>	Evening College
(Written by Evening College Students)	
5. INSTRUMENTAL ENSEMBLE	F. 5 Graduates
<i>Melody of The Four Seasons</i>	
6. DRAMA	Drama Club
<i>Change</i>	
7. SINGING AND DANCING	Singing Club & Dancing Club
<i>Lotus-Picking</i>	
8. CHORUS	Singing Club
<i>Flute</i>	
<i>An Autumn Lullaby</i>	
<i>A Summer Night Waltz</i>	

are attracted as much by their conditions of service as they are by high salaries." Curiously, high salaries did not give as effective an incentive in education, it could not even lead to stability. Yet in places where teachers are respected and delegated power, where the atmosphere is cooperative and productive, devotion prevails.

We would also like to add that teachers should be given adequate chances to learn and to gain more experience through practice. Many teachers in Hong Kong were not given the chance for professional training, but their hard work merited them very substantial experiences and their contributions were fruitful and undeniable. Trained teachers in our school also sense that educational theory, originating from practice, would be effective only if amalgamated, too, with practice.

We would like to take the above as our staffing policy and we have tried our best to follow it. In recent years, despite the expansion in our staff, personal contact remains the main channel for communication. Despite the increase in experienced and highly qualified teachers, stability is more than desirable. A stable team of good teachers gives us confidence for further progress. Other schools with conditions similar, but staffing policy far better, set examples and provide us with still further confidence.

This is the first time we have Form 5 graduates coming up from Form 1 and receiving their whole secondary education in our school. These students would best assess the standard of our education. Now we feel not only relieved, but also encouraged, because they are above average in both academic standards and moral attitudes. Standards of the Evening School graduates who came up from Form 1 are even more gratifying. As the student standard and school environment are much worse 5 years ago, we foresee better outcomes in the coming years, and we have to thank our teachers for their hard endurance in the past.

As conditions are challenging, private schools are no longer private schools of the 50's or 60's. Commercialized schools are fading out, and most private schools have education as their aim. While private schools are handicapped in material facilities, they have more degrees of freedom in reforms and creativity. As the Education White Paper guaranteed no responsible scheme, the job would naturally fall upon the shoulders of private schools. We hope that Elementi College and Elementi Evening College could be among the contributors.

distributed among class-teachers. We believe that moral education could and should also be achieved through team-work. Education is not only blackboard-teaching, nor is it only an enforcement of discipline. Teachers have to discuss with students their difficulties in studies, their reasons for offences, their family problems and their future after schooling. Some evening students even consult their teachers when they lose their job. Some students like to talk to teachers outside classrooms. Home-visits might provide teachers with information unobtainable in school. All these form an integral part of the work of a teacher, but all these were completely neglected in the education policy of Hong Kong. Since these would be time and energy consuming, they have to be shared among teachers, and, in addition, demand teachers to be sincere and devoted.

Activity groups, now turned into compulsory activity lessons, functioned each Saturday morning. Among the 16 groups, some had to use extra-school facilities to overcome the difficulties of limited space. All teachers participated and so each group had two or more instructors. The Evening College also started its interest groups on Saturday evenings. This year, we also managed to have more picnics, excursions, seminars, visits, competitions and other inter-class and class activities. We believe that it is the responsibility of a secondary school to provide students with more varieties in their school lives and to educate them all-round. Unfortunately, the financial situation in private schools would hardly allow facilities comparable to those in the public sector, and in this, there is no sign of any public assistance to private schools, despite its important role indicated in the Education White Paper. Under these circumstances, we have to collect the wisdom and effort of our teachers, to improve our facilities, to make full utilization of them, and to seek facilities extra. Here again, an energetic and creative team of teachers is most essential.

These new attempts, though progressive in nature, are still raw and young. But we may conclude that teachers form the vital factor. They must be enthusiastic and hardworking, promising and creative, sincere and devoted.

How is it that teachers, unknown to each other previously, different in experiences and educational background, unlike in viewpoints, could be welded into a co-operative driving force?

We would take Professor Brimer's point, "Teachers should be allowed to share in decision-making if they are to identify themselves with the interests of the school." Dictatorship of the head-teachers should give way, so that teachers may have their own fields to explore, and may see the results of their own contributions, and thus "see career prospects in teaching." Understanding and exchanging of ideas is far more important than obeying. Only then would the execution of centralized policies be a performance of splendid creativity. We would take also Professor Brimer's another point, "Schools are not like business." "Good teachers

SCHOOL REPORT

by Mr. K. M. Cheng,
Principal

The College held an enrolment of 1,192 in September 1974 when it passed into its fifth school year. The premises in Oi Man Street was opened. We had 17 secondary classes in the Day School, 11 in the Evening College, another 7 being primary and kindergarten classes.

During the past year, we held our 2nd Athletics Meet and our 1st Swimming Gala, both came out as successes in view of the large number of entries. We participated in the Hong Kong School Music Festival in which we obtained the champion in one item. We participated in the Hong Kong School Dance Festival and joined the organizing and performance of the Hong Kong Private Anglo-Chinese Schools Association "Variety Performance" in which we learnt much from other schools. Our annual Christmas recreation was this year changed into a Variety Show to which 6 schools were invited to add colour. We held at our 5th Anniversary our first Open Day which we consider a success because we could receive comments of scope and depth.

This year has been a year of new attempts.

We attempted to reform teaching of lower form English by turning to more vivid approaches and to more appropriate textbooks. We adopted an improved teaching style in our lower form Chinese by printing and supplying more supplementary reading materials. We continued our reform in Mathematics, extending it to Form 2 this year. We also started the pilot subjects: Integrated Social Studies and Integrated General Science.

Subject panels will therefore be most essential. This year, we accomplished setting up Subject Panels, each holding regular meetings, some organizing seminars and others refresher courses. We feel that sticking to old-fashioned texts and mechanical teaching methods would help nothing in students' standard. We feel that any "new curriculum", if not well-planned with clear aims in mind, would lead students into an even more dangerous situation. Schools should find its own way, taking into account outside experiences, present practices, as well as particular facilities and particular students in particular schools. But this should be done under the teachers' team-work. Teachers know best the defects of outdated conventions. Teachers know best the realities in students. However, teachers have to be guaranteed that their wisdom would not be blocked by the dictatorship of the administration, and any "reform" limited to the sole willingness of the head-teachers.

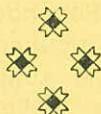
As classes expanded and their numbers increased, we attempted to have class-teachers divided into sections which could discuss regularly matters on moral education. The power of the conventional Prefect of Discipline was delegated to different sections through the section head. The job of the section was then evenly

Does it then follow that the larger the school above 800 pupils the better the school is? Theoretically there is greater curriculum diversity possible, but other problems arise. One of the fundamental problems is the degree of impersonality that becomes inevitable as numbers grow. In a school of 800 it is easily possible for a head-teacher to exchange some words personally with each teacher in the course of the day and even with effort to know each pupil individually beyond the first form. Likewise, it is easily possible for members of staff to be known to each pupil and to be able to meet when they have something to discuss.

As numbers grow, communication becomes more difficult and more remote. Typewritten communication and notices pinned to the board replace inter-change by word of mouth. Decisions tend to be taken centrally without consultation and the principal tends to talk only with his immediate senior staff and those in his office. The principal becomes someone remote. Desirably as schools grow larger, administration should be de-centralised, perhaps by creating lower, middle and upper schools each with their own principal, coordinated by the principal of the whole school.

Teachers should be allowed to share in decision-making if they are to identify themselves with the interests of the school and should see career prospects in teaching, and not seek to escape from the class-room into the school office. Time must be planned when teachers can work together when the pupils are absent, since the activity of a working school makes any attempt to stand apart from it unworkable.

Having talked with Mr. Cheng, I am aware how, having successfully built Elementi into a respected College, he is seeking to ensure that it develops along the right lines and avoids the pit-falls of becoming impersonal as it grows. I wish the school and the parents every success in their joint enterprise of forming the character and personality of these the future citizens of Hong Kong.



SPEECH BY PROFESSOR M. A. BRIMER

The Anglo-Chinese Private Schools in Hong Kong have a most responsible job ahead of them. They will be carrying a large part of the expansion of secondary education envisaged by the White Paper on Education and they will be doing so with less resources than are available in the public sector. They are already efficient since they have been compelled to work on lower costs per capita than government and assisted schools. They are striving to increase their effectiveness.

Perhaps their greatest difficulty is shortage of space and limited facilities for recreation and for extra-curricular activities. They are also hard pressed to maintain good staffing policies, particularly in their ambition to create a fully, professionally-qualified teaching force of which the requisite proportion are graduates. The morale of the school must be maintained despite these difficulties and it must be attractive for good quality teachers to seek recruitment.

Good teachers are attracted as much by their conditions of service as they are by high salaries. Of course every teacher must have a salary which permits him or her to maintain a style of life in keeping with the status of the profession and which recognises the long educational preparation leading up to qualification. But, other things are important and not least among these is the sense of worthwhileness in the service of young people. To support that quality of service, the teacher must be a contributor to curriculum development and in all other respects feel that his work gains recognition. Schools are much more complex than they used to be. The age of technology and of rapid economic advance and cultural change compels frequent adjustment.

Administration in secondary schools is the key to that harmonious adjustment. Schools are not like business; their success cannot be measured by a profit and loss account; neither are they industries; their job is not to mass-produce standard children. The process of being educated and of educating is the vital part of the school and the measure of its success is the *quality* of its process. School administration can make or mar that process.

We cannot judge the administration practices or organisational structure of a school without considering its size. When is a school too big or too small? How large should schools seek to be? Secondary schools need to be large enough to permit them to staff for the curriculum diversity at which the school aims. Obviously all subjects which are the subject of public examinations should be catered for at the appropriate levels and obviously too, specialised schools like technical schools may aim at less diversity. When we take general secondary education up to form seven into account, then a school with fewer than 500 pupils would be in difficulty while a school of 750-800 ought to be able to manage with reasonable comfort.

OPENING SPEECH

by Mrs. S. Y. Lau,
Supervisor

Professor and Mrs. Brimer, Distinguished Guests, Parents, Teachers and Students,

We are greatly honoured today by your presence at our Graduation and Prize-giving Ceremony, 1975, and particularly by the kind consent of Professor M. A. Brimer, Head of the Department of Education, University of Hong Kong, to address the assembly, and Mrs. Brimer, to present the Certificates of Merits.

With his profound learning and outstanding intelligence, Professor Brimer is an expert in internal effectiveness and efficiency of education systems, and has made invaluable contribution towards teacher education in particular and curriculum evaluation in general. Arriving in Hong Kong only for a few months, Professor Brimer has already started innovations in quite many an aspect of education in Hong Kong. We wish Professor Brimer every success in future.

Ever since our establishment in 1970, we aimed to prepare students to meet the expectations of the community, emphasising in particular the all-round development of moral attitudes, intellectual abilities and physical competence, in the spirit of enhancing the school motto — "Diligence, Frugality, Modesty and Mutual Help" — in every facet of school life. The students, taken care of by our hard-working and selfless staff, have healthily grown up and the school has been making steady progress. On behalf of the school authority, I would like to take this opportunity to express our whole-hearted thanks to all our staff members, and also to all our distinguished guests and parents, without whose support and encouragement our present achievements, if any, would not be possible.

Young people are the pillars of society in future, but the declining morality of modern society tends to corrode them. As our school always strives to challenge all declining morality in modern society, we expect our graduates, whether they would continue their studies or seek employment, to bear the school motto in mind, to foster the spirit of challenging all declining morality in modern society, and to contribute to society and mankind. I hope that all our graduates will attain and perfect this goal.

Finally, I would like to wish you, the graduates, a very bright future, and all of you present today, good health and every happiness.

ORDER OF CEREMONY

1. Opening Address, by Mrs. S. Y. Lau, Supervisor.
2. Speech, by Professor M. A. Brimer, Head, Department of Education, University of Hong Kong.
3. Presentation of Graduation Certificates, by Mrs. S. Y. Lau, Supervisor.
4. Presentation of Certificates of Merits, by Mrs. Brimer.
5. School Report, by Mr. K. M. Cheng, Principal.
6. Vote of Thanks, by the Graduates' Representative.
7. Presentation of Souvenir to Professor M. A. Brimer.
8. Presentation of Bouquet to Mrs. Brimer.

— Ceremony ends —



БОЛЕШЕВИКИ
СОВЕТСКОГО СОЮЗА

ЧИНОВНИК СЧИТЫВАЕТ С ПОЛАРИДА

СОВЕТСКИЙ СОЮЗ СОВЕТСКОЙ АРМЕИ И МОРОГИ СОВЕТСКОЙ АРМЕИ



ELEMENTTI COLLEGE

ELEMENTTI EVENING COLLEGE

GRADUATION & PRIZE-GIVING CEREMONY

The Hall of the North Point Kai Fong Advancement Association, Hong Kong
13th July, 1975