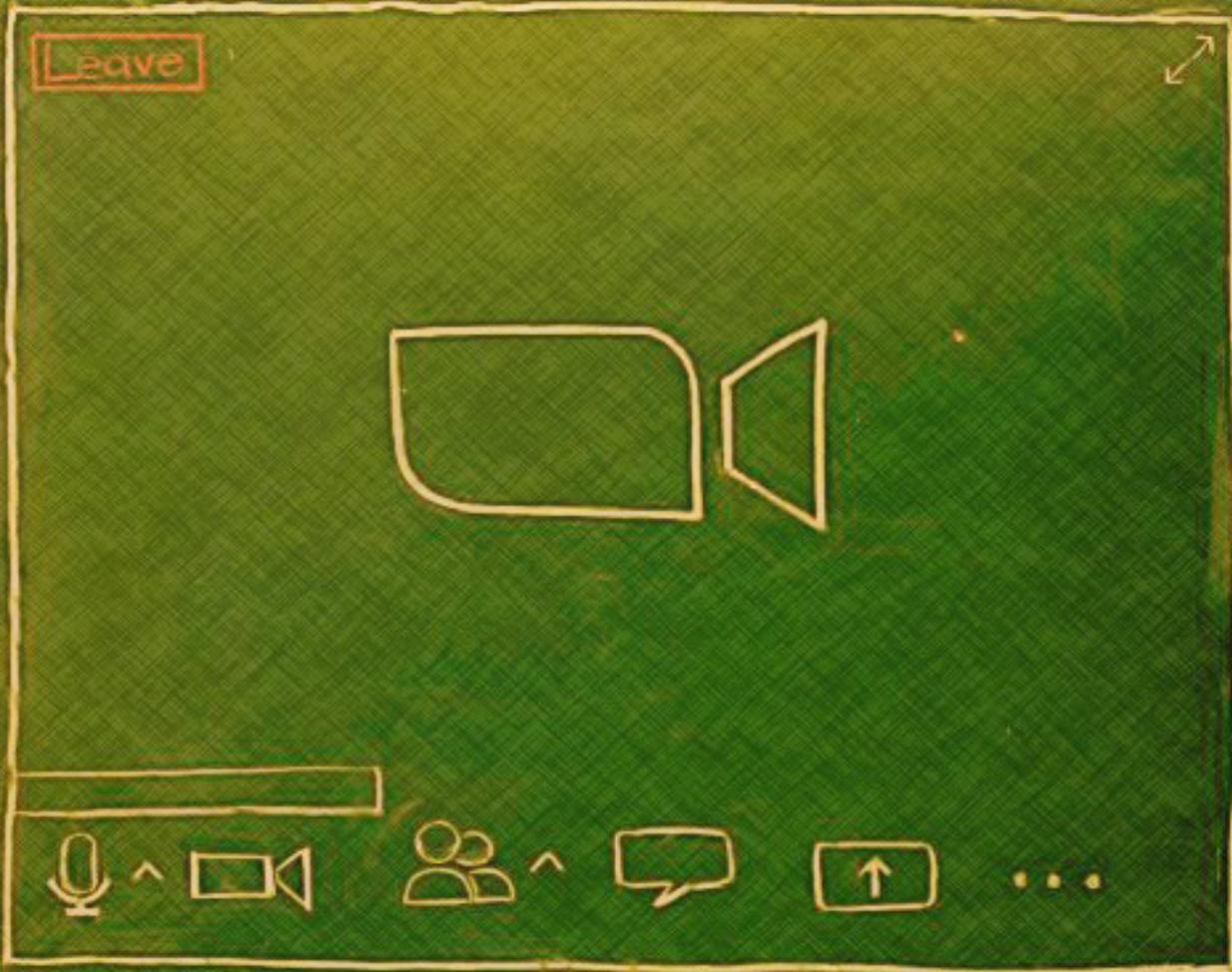


# EVERGREEN

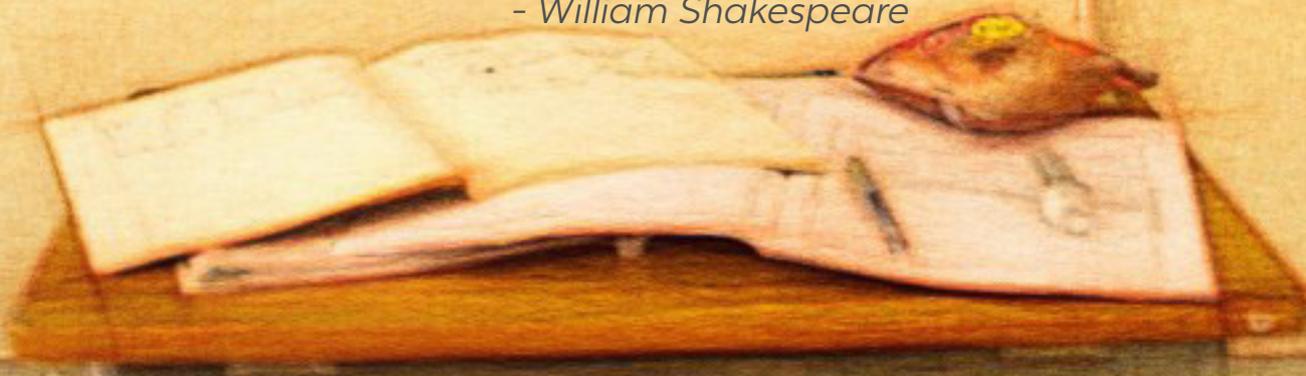
2020 - 2021

ISSUE 1



*"It is not in the stars to hold our destiny but in ourselves."*

*- William Shakespeare*



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# From the EDITOR'S DESK

Welcome all schoolmates. It is my pleasure to present you our first issue of Evergreen this year. First of all, I would like to express my sincere gratitude to schoolmates and teachers who have helped us along the way.

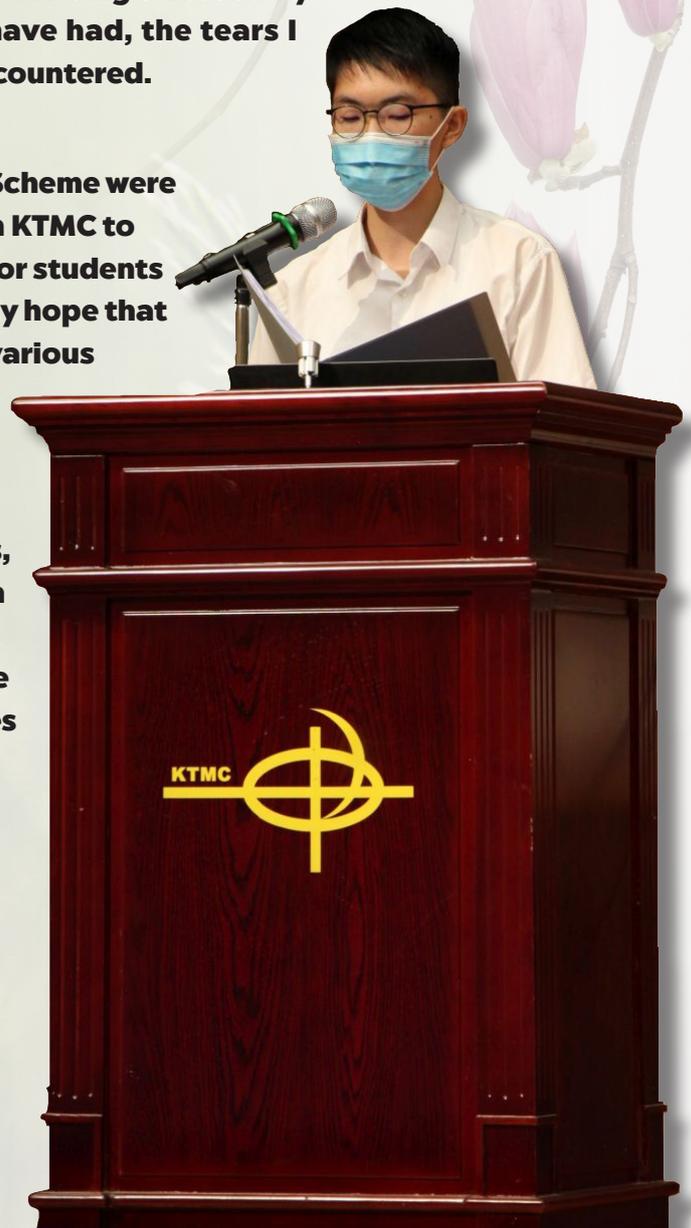
**E**vergreen has always had a special place in my heart. Having read it for four years, I have mixed feelings writing the Editor's Word at this very moment. While it is an honor to be a part of this iconic project of our school, I began to realize that time flies so fast that the countdown of my remaining days becomes more and more conspicuous, and they will eventually become my memories. However, I soon understood that my worries are of no use. Rather than being stressed by its imminent arrival, I shall appreciate the smile I have had, the tears I have shed, and the immeasurable moments I have encountered.

**I**n an attempt to add new elements to Evergreen, Underappreciated Groups and Article Submission Scheme were added. The former introduces less-known societies in KTMC to Maryknollers whereas the latter provides a medium for students and teachers to make their voices be heard. We deeply hope that we could display efforts and accomplishments from various schoolmates and serve as a bridge between the school and students, both of which are aims of Aetas.

**T**he pandemic has severely affected Hong Kongers, by which we are no exception. We had to deal with extra challenges with more effort, which were non-existent if the dreadful event did not happen. Despite the obstacles, our team will continue to tell the stories of the common, and voice the views of the ordinary. We truly believe that our endeavours will pay off one day.

**W**ithout further ado, let us guide you through the extract of our essence and the countless nights of hard work. Enjoy :)

*Chief Editor  
Lam Chun Yeung 5D09*



# New Vice Principal Ms. Leung Ka Yiu

**In this school year, Ms. Leung Ka Yiu has been appointed as the Vice Principal of Academic and Curriculum Development. 'A new broom sweeps clean'. What changes and improvements will Ms. Leung bring to our school in the coming future?**

Ms. Leung is a veteran teacher with over 25 years of teaching experience in KTMC. She has witnessed countless ups and downs of our school. Besides teaching her two senior classes, Ms. Leung has to spend a lot of time on administrative work such as drafting parents' letters, communicating with colleagues and the Principal, ensuring the smooth running of our school. These tasks have made her role as a Vice-Principal more challenging since much of her time, especially free lessons, are filled with meetings and discussions with colleagues. She is no longer able to use those lessons to do her marking and preparation for lessons. Even so, she still manages to complete her tasks and will continue to work hard so as to improve our school for all Maryknollers.

Ms. Leung appreciates Maryknollers' seriousness in learning. She reckons that Maryknollers would like to achieve good results and enter universities. However, some students from the grassroots may not be provided with sufficient assistance. For instance, some schoolmates may not be able to afford to attend tutorial classes, or be exposed to an English-speaking environment that results in poor literacy in the English language. With a view to alleviating this issue, the school is making an effort to provide school-based support to students in need. That is the reason why free after-school tutorial classes in addition to tutorial lessons on Saturdays with low tuition fees are currently organized for junior form students.

The waves of pandemic have brought about uncertainties. Face-to-face lessons are suspended and online lessons are subsequently adopted. To assist students in catching up with the learning schedule, the school is encouraging teachers to provide teaching videos and online make-up lessons for senior form students. As for lower form students, more worksheets are to be assigned so that students can revise what they have learnt at home.

To conclude, the school will be providing more support to all students. Ms. Leung hopes that Maryknollers can make good use of the resources provided by the school in addition to their own talent. She also emphasises her wish that KTMC students can aim higher so that they can have more motivation to take their steps further. As a committed Catholic, she believes that if you have tried your best, God will pave the path for you and there is no need to worry.

Moreover, most of our students are having expectations which are too low for them. Some students aim at entering universities, but some just aim at meeting the lowest requirements. They are underestimating their inner potentials. There is also one major obstacle stopping our students from learning, which is their addiction to online games. Many students spend most of their leisure time surfing the Internet and playing games, thus putting their schoolwork aside. That is why Ms. Leung would like Maryknollers to be more ambitious and aim higher so that there will be more motivation for them to fully release their potential.



# 新老師 蔡創老師

蔡創老師畢業於香港城市大學公共行政系，其後於香港中文大學修讀通識教育課程發展與教學碩士，現時任教初中公民教育科以及高中通識教育科，蔡老師表示他是一個內向的人，平日的興趣多為看電影、畫畫及打電動遊戲。身為觀瑪師兄，重回母校任教對教學環境感到很熟悉，能夠與從前的師長成為同事，感到非常奇妙。

**蔡**老師回憶於觀瑪就讀時，當時的老師強調師兄弟關係，因此即使蔡老師畢業多年後仍與師兄弟保持聯絡，建立了良好的關係。這種師長關係使他更體會到為人處事的正確價值觀，因而啟蒙了他立志成為教師。

**當**蔡老師被問及任教通識的初衷時，蔡老師表示由於學歷背景與社會科學相關，所以對通識教育科有一定的認識。他認為通識科較看重學生的思維發展，有較高的靈活性，因此深感興趣。加上蔡老師平日也很留意不同的社會議題，因此希望嘗試用各種角度與學生分享社會的不同面向。

蔡老師認為，要讀好通識科並非一朝一夕便能做到，而是需要長年累月的浸淫。因此，學會通識科的秘訣，在於平時要花多些時間從不同媒體接收資訊，多方面觀察我們的社會，更要保持獨立判斷及思考的能力，從中訓練自己的多角度思維，才能提升通識科的成績。

**回**到母校任教了一段時間，蔡老師表示觀瑪學生有著很多鮮明的特點。他欣賞觀瑪學生聰明伶俐，有獨立的想法，也有足夠的能力面對任何事物。除此之外，他也認為觀瑪學生愛恨分明，清楚自己的喜好，並能根據個人喜好自我發展，但同時亦有可能因此變得固執，對新事物較少嘗試，也要更多元地接納，聆聽不同的聲音。蔡老師亦注意到男校學生的專注力較低，上課時經常被其他事物吸引。

**最**後蔡老師希望，無論社會有多動盪，觀瑪學生也要保持清醒。同學們應該避免只接受同溫層的資訊，可以嘗試吸收多方面的資訊，聆聽不同立場的意見。這樣才能在社會中了解事件的來龍去脈並作出更清晰的思考。



# Ms. Lam Sin Man

**Ms. Lam Sin Man, who graduated from the University of Hong Kong majoring in Mathematics, is currently teaching Mathematics in both junior and senior forms.**

Before Ms. Lam graduated from university, she had thought of being a mathematics teacher or a researcher. At last, she believed that being a teacher can let more people acquire mathematical knowledge and she wanted to arouse students' interest in maths. As a mathematics teacher, she has numerous thoughts about how to learn the subject well. One major way is to present the steps concisely and clearly. She recommends students connect different topics together. Moreover, she has found that many students do not understand the keywords in different questions so she suggested that students should connect our daily life with mathematics.

In her teaching career, Ms. Lam has taught in both co-educational schools and girls' schools, but she has never taught in a boys' school like KTMC before. In terms of the method in explaining mathematical questions, the biggest difference between the boys in KTMC and the girls she taught before is that the girls preferred the teacher's explanation on every question while KTMC students will finish the questions on their own first and then inquire about those questions that they find difficult. One of the main reasons why she chose to teach in KTMC is that she was impressed by our fellow alumni's strong sense of social responsibility. During the pandemic, face masks have become a necessity for everyone. In this arduous period, a group of alumni had formed 'Oneness Mask' and they gave out over 10000 free masks to the people in need! Ms. Lam is deeply touched by their kindness and love towards society.

The pandemic has brought challenges to Ms. Lam. In the first few months when she had just come to KTMC, it was hard for her to build up relationships with students facing the monitor. In addition, it was tough for Ms. Lam to monitor students' learning progress, thus making her face lots of hardships in KTMC during her first few months here.

At last, Ms. Lam hopes that senior form students can be well-prepared in both academic performance and extra-curricular activities. She highly recommends students participate in more events outside KTMC in order to broaden their horizons.



# Learning under Pandemic

In the year 2020, an extremely infectious virus, COVID-19, was discovered and led to a global pandemic. In Hong Kong, the pandemic has resulted in thousands of confirmed cases of coronavirus and over a hundred deaths. In order to relieve the serious epidemic, the government has adopted a number of social-distancing measures, including a social-gathering ban, which resulted in a suspension of all schools in Hong Kong. It has been a year since the pandemic struck Hong Kong. How has Maryknollers' school life been affected?

School suspension began after the 2020 Lunar New Year holiday. Students then experienced a period of nearly two months in which they were not required to attend face-to-face classes but only relied on videos recorded by teachers and online teaching. The school then announced that online lessons would begin on 1 April, with two periods that last about an hour each. Face-to-face lessons in the morning were resumed in late May, with a special timetable arranging 25 minutes per period. This arrangement continued until post-exam activities, which were discontinued due to the third wave of pandemic striking Hong Kong.

The academic year 2020-2021 started unfavourably with online lessons due to the serious outbreak and subsequently the suspension of face-to-face lessons announced by the Education Bureau. The suspension did not last long fortunately since face-to-face lessons resumed in late September. However, within two months, another wave of pandemic led to, once again, a suspension of face-to-face lessons until Lunar New Year holiday in 2021.

As online lessons have continued for a long period of time, we have recently conducted a survey regarding the learning situation during the outbreak of COVID-19

## What are the difficulties of learning online?

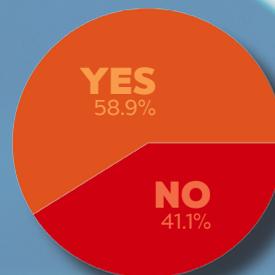
The majority (58.7%) of students surveyed find it difficult to pay attention during the lessons. Indeed, there are multiple distractions in online learning. Students can be easily sidetracked by social networks, as well as appealing online games. This may result in a low learning motivation. Sometimes, their family members can be a distraction too since they may be also having online meetings or classes at the same time.

Another difficulty is that students have to put more effort into absorbing knowledge. Therefore, online learning brings a heavier workload to most students (58.9%). Meanwhile, it is common that teachers assign more tasks to students in the hope of checking and improving their understanding, thus further increasing their workloads.

Because of these difficulties, online learning does lead to a decreased learning efficiency for most students (75.3%). Students have to work harder in order to catch up the syllabus.

**Self-directed learning becomes especially important under this circumstance.**

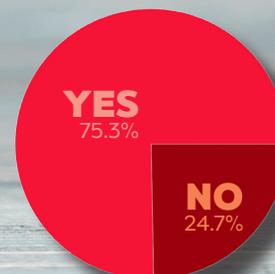
Does online learning lead to a heavier workload?



Do you find it difficult to pay attention in online lessons?



Do you agree that the learning efficiency of online lessons is lower than that of face-to-face lessons?

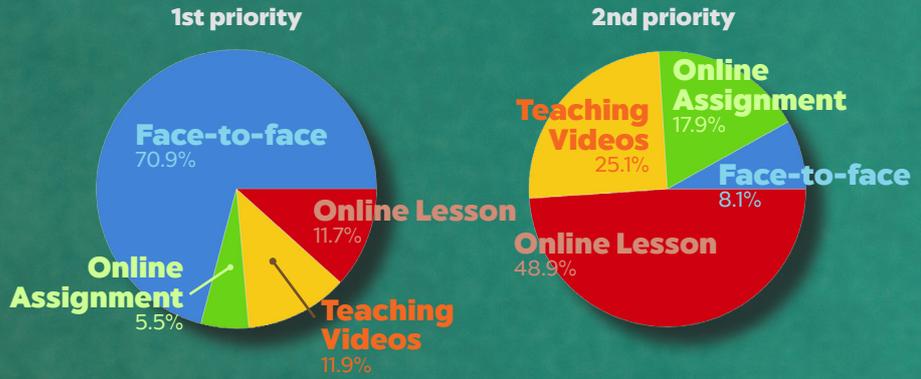


## What is the most effective learning method?

Various online learning styles have been adopted by fellow teachers during the pandemic. Face-to-face lessons are most preferred among students, with 70.9% of students considering it to be the first priority.

However, among the alternatives, online lessons showed its high popularity with 60.6% of students putting it as their first two choices. It is understandable as online lessons provide a chance for students to have direct and immediate contact with teachers even when they are not allowed to go to school. Students can grab this opportunity to ask questions so as to facilitate their understanding.

Teaching videos and online assignments are least preferred, both of which were considered to be the least preferred by 35% of students. Even though teaching videos offer a higher flexibility for students to watch whenever they want, it lacks student-teacher interaction, which disables students from asking questions at once when they come across difficulties. This discourages them from using teaching videos as the way to learn. Meanwhile, despite the fact that online assignments can help students consolidate what they have learnt, they severely increase their workload.

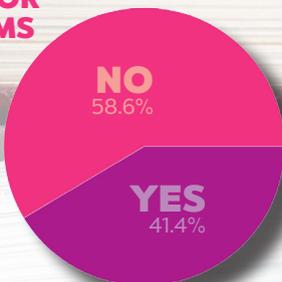


## Do students prefer online learning?

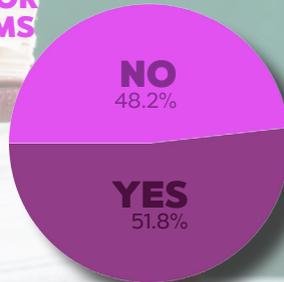
Although there are various disadvantages of learning online, almost half of the students (47.0%) prefer online lessons to face-to-face lessons. From the results, more junior form students preferred online lessons while a larger proportion of senior form students prefer face-to-face lessons.

Do you prefer online lessons to face-to-face lessons?

**SENIOR FORMS**



**JUNIOR FORMS**



Indeed, online lessons save a lot of commuting time and cost for most students. It also allows students to use their time with more freedom and flexibility. However, students should bear in mind that they should spend their time wisely with self-discipline otherwise it will be easy for them to lag behind.

## What are the teachers' thoughts on online teaching?

**Learning and teaching are highly associated. Considering that, we have interviewed a number of teachers about their opinions on teaching virtually.**

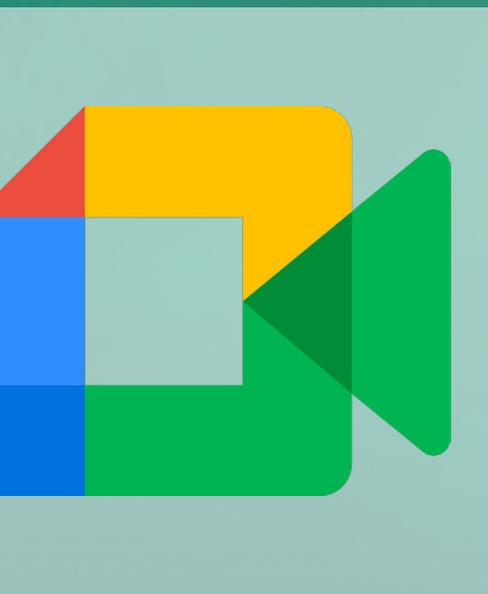
All teachers interviewed agree that it is not hard to catch up with the syllabus, which came as a surprise. On the contrary, they thought that teaching is even easier. Due to the long time required for students to answer questions, teachers tend to change their teaching methods and reduce the number of questions to be asked, thus allowing them to teach at a more rapid pace. However, it is harder for teachers to monitor students' learning progress. For instance, they are not able to track whether students are distracted or not. Overall, the learning efficiency is in doubt.

Yet, teachers still encounter various difficulties that hinder their teaching during online lessons. One of the major and common difficulties is technical issues. Sometimes, teachers find it difficult to resolve technical problems they run into, such as failing to share their screens, having audio problems, being disconnected and so on, owing to the lack of professional support. It is hard to ensure a stable internet connection as well. Apart from technical problems, after the new timetable for online lessons has been adopted, teachers complained that the shortened lesson time is not sufficient. As a consequence, they have to speed up their teaching. Last but not least, teachers need to spend much time so as to adapt to the new normal of teaching virtually, which is completely different from ordinary face-to-face lessons.

On account of the difficulties and the decreased effectiveness of teaching and learning during online lessons, all teachers prefer having face-to-face lessons instead. At the same time, they believe that self-directed learning has become especially important during the suspension period.



## Can online lessons replace face-to-face lessons?



The COVID-19 pandemic has been affecting our daily lives for more than a year. No matter how many challenges and obstacles there are for online lessons, both teachers as well as students are gradually adapting to this new normal. Even so, the importance and uniqueness of face-to-face lessons still remain. Therefore, it is hard to determine whether online lessons can completely replace face-to-face lessons.

We believe that both students and teachers have to face numerous struggles, both physically and emotionally, during this challenging period. It is suggested that the school can provide more support and care to students so that they can adapt to the new normal more quickly. It will be a good idea for students to carry out self-directed learning too in order that they can absorb the knowledge better.

# Under-appreciated Groups

There are a myriad of school clubs and teams in KTMC, unfortunately some of them are not well-known by students due to insufficient promotion. Therefore these societies are being interviewed to help Maryknollers know more about them.

## ENGLISH DEBATING TEAM

The room was dead silent when the competition first started. Then, a sudden voice emerged. Full of enthusiasm and vigor, his words enlightened the audience, tensed his opponents, and most importantly, appealed the adjudicators. As his speech ended, he sat down with a smirk. Who was this person? He was a member of the English Debating Team.

### Learning through debating

The English Debating Team was formed with a view to enhancing students' English speaking skills. Being given the opportunity, team members can use their skills to argue over global issues or events in different aspects. As students debate over a wide range of topics, they can think outside the box and be critical thinkers. Also, debaters have to learn to speak in a stressful environment, so they would have an advantage over other students in many later situations such as exams or interviews.

Although Mr Ellis thinks that some students may regard debating as dull, he believes that a good debate is an exciting thing. Debaters can get the satisfaction when they find an error in the opposing team and attack it well. Winning a debate is very fulfilling, especially when it comes to your having more knowledge than your opponents. The victory you get is arduous but rewarding, giving you a sense of confidence.

"DEBATING CHANGES LIVES"



### MR. JONATHAN ELLIS

Mr Ellis has been coach of the English Debating Team, also an English Teacher who has taught in KTMC for more than five years.

### Preparation before debating

A lot of effort must be put before debating matches. Students would have to do research about a certain topic, and prepare key points and ideas. Not only a speech must be prepared, debaters also have to listen to their opponents during the match, find out faults in their arguments and attack these faults. They have to do a lot of reading beforehand, thus causing some workload. But once they are used to it, the experience is invaluable and they could benefit from it for life.

## Fundamental spirit in debating

Mr. Ellis believes that teamwork is the most important when it comes to debating. Debaters need to cooperate with each other and be supportive of their teammates. There are no individual goals and they strive towards a common objective together. It is crucial for members to facilitate and build up their teamwork when they face obstacles on their journey. Not only would their chemistry be improved, but their bonds would be strengthened as they work as a whole. Since the members become more cohesive, their performance in matches would be profoundly improved.



### TOMY KWONG

Former captain of  
English Debating Team

## Harsh but memorable

Tomy describes debating as a rewarding activity. Before each debating match, members have to stay behind school until dusk to prepare for the motion, either doing research or writing the scripts. It is a very time-consuming task but the knowledge acquired in the process is useful. He remembers that he had prepared for a match which was about artifact handovers in two countries, when he had to put himself in the place of other countries. Debating improves one's mindset and a better understanding of global affairs could be gained. It is surely a fruitful experience and a moment to be cherished.

## Challenges along the way

Tomy believes that the challenges they face are often associated with losing matches. He recalls his earlier days of debating when he and his teammates lost a lot of matches. They felt frustrated in their failure since a lot of effort was put into them. But later on, they moved on and recovered from their negative emotions. From every failure they faced, improvements were made and they learnt from their mistakes. 'Never give up trying. If you fall, just get up again,' he said. In the end, their hard work paid off. They won two trophies in the HKSS Debating Competition and they finally got the success they deserved.

## Ways to sharpen debating skills

He believes that reading the news every day is the first step towards success. It is an essential thing to do since you must know what is going on around the globe in order to have your thoughts in debate about hot issues. He also advises Maryknollers to join debating teams or participate in debating-related activities. Step out of your comfort zone, you will not regret. Engaging in debating activities could help students be more active and improve their logical thinking and communication skills. There is no doubt that debating brings plenty of benefits to them.

If you are interested in joining the English Debating Team, feel free to contact Mr. Jonathan Ellis for further details.



# NATURE TEAM 微觀大自然 觀鳥隊專刊

我們誠意邀請了觀鳥隊負責老師黃志傑以及主席洪志杰同學

## 請問你們觀鳥隊的宗旨是甚麼？

洪同學

觀鳥隊的宗旨是想觀瑪的同學能對大自然有更多了解，主要是提供平台給同學觀鳥和觀蝶，並透過不同的活動和比賽令同學認識不同生物的品種和親近大自然。

黃老師

觀鳥隊是在 2008 年由何泰安老師成立。何老師十分喜歡大自然，想透過觀鳥隊給同學分享大自然的美麗，並希望同學能透過了解大自然學懂珍惜和欣賞大自然，亦想同學留意身邊的動植物，如蝴蝶的特徵，從而提升同學對自然生物的敏感度。

## 同學通過參加觀鳥隊可以學到甚麼？

黃老師

在學校以外，同學可以親近大自然，也可以往米埔、鳳園和海下灣觀鳥，賞蝶，進行不同的實地考察，同學更可以參加不同的校外比賽，累積學習和比賽的經驗！

## 觀鳥隊成員參加過甚麼活動？

洪同學

在校內，我們會參加由師兄舉辦的實地考察，還會與組員在比賽前進行實地訓練，透過不同的訓練和比賽，讓同學了解生物的多樣性，例如分辨蝴蝶的品種和了解牠們的特質。

黃老師

在校外，我們參加了 WWF（世界自然基金會香港分會）和香港觀鳥會舉辦的觀鳥比賽。

## 今年你們觀鳥隊有甚麼抱負？

黃老師

我們希望同學可以藉此參加更多比賽，輸贏並不重要，只想提供更多學習機會給同學。由於我們沒有太多高中同學參加，也擔心有青黃不接的問題，所以希望現在中一、二的同學可以多些參與更多觀鳥隊的活動，延續觀鳥隊，並將所學到的知識傳給其他成員。



訪

思豪老師  
作訪問。

黑頭鳳鵲

圖為我校師兄區健在香港發現的  
新品種鳥類

### 各成員曾遇過甚麼困難？

一開始香港只有很少學校有類似的校隊，加上在觀鳥隊成立初期沒有電子產品的誘因，令同學更能投入活動，故在成立初期曾贏得不少獎項，亦曾贏得冠軍。在困難方面，如今電子產品日新月異，不少同學深受手提電話影響，投入到虛擬世界，減低對觀鳥和觀蝶的興趣。此外，由於地理原因，學校並不接近郊區，要同學去到較遠的郊區有相當的困難，去實地考察的次數亦較少，相反，位於郊區的學校，如北區，這些學校能在較近的地方來進行實地考察，有較多的優勢。

黃老師

### 有畢生難忘的回憶嗎？

我對觀蝶的活動和實地考察的印象最深刻，因為我們能學到觀蝶的方法，亦能從中學會使用觀鳥器材、看圖鑑分辨蝴蝶種類的方法等，而且實地考察要帶的器材十分重，加上進行實地考察的路程頗長，十分考驗我們的耐心和毅力。

洪同學

## 未來的活動

黃老師

首先我們會有蝴蝶攝影大賽，當中包括蝴蝶普查。在比賽前，我們會有六至七次訓練，好讓同學們能熟習蝴蝶的種類。比賽時，同學們會在鳳園裡尋找蝴蝶並記錄下來。我們學校還曾於此比賽獲得冠軍呢！

其次，我們會參加由世界自然基金會舉辦的香港觀鳥大賽。在比賽前，同學會先參加一天課程學習必要的觀鳥理論及技巧，再進行實地考察。之後參賽者需在4.5小時的比賽中記錄最多雀鳥，其中記錄最多鳥類品種的隊伍將勝出比賽。





# 樂隊練習室

校方正計劃使用空置的房間作為樂隊練習室，讓有興趣的同學於練習中組樂隊和練習樂器。因此編委會特意向負責音樂科的陳潔麗老師了解有關練習室的詳情。

**地點：** 地下前祈禱室 (G8)

**使用時間：** 午膳時間 13:00 - 13:25

放學後 15:30 - 16:45

夏令時間 13:30 - 15:30

**借用手續：** 同學只需要預先通知陳老師，再在練習室內簽名登記即可。

**用途：** 樂器練習、樂隊練習等。

**練習室內提供的樂器和設備：** 鼓、電腦、麥克風、音響、結他音箱。

\* 練習室內不提供結他，有興趣的同學需自備。

\* 所有師生均可借用練習室。

\* 練習室內不可飲食。

## 為甚麼校方想設立樂隊練習室？

歷年來，為數不少對音樂有熱誠的同學都有意自組樂隊。可惜，學校一直未有一個適合的地方讓這些同學練習，他們唯有租用校外的樂隊練習室。因此，他們一直向校方提出設立樂隊練習室的意願。在同學的積極爭取下，期盼能於校方實施小班教學、推行優化班級計劃後，騰出了部分空置教室，用以設立樂隊練習室；校方亦成功申請優質教育基金，令樂隊練習室的工程能有足夠資金進行。最終使大家引頸以待的樂隊練習室能成事。



## 校方預計樂隊練習室將於何時啟用？

遺憾地，現在還未能確定樂隊練習室的正式啟用時間。由於校方須先向教育局申請更改課室的用途，才能取得撥款和進行改建工程。而申請手續需時漫長，並且困難重重，再加上教育局有關負責部門有人事調動，需重新了解校方的申請，令所需時間進一步延長。校方在數年前已經開始申請程序，不過現在仍難以落實正式的啟用時間。一旦申請通過，校方便會展開改建工程，希望能盡快開放練習室給同學使用。

## 校方會否在練習室內添置更多樂器？

現時校方未有計劃添置更多樂器。但校方會了解同學的需要，並按同學需求考慮添置更多不同種類的樂器。如果同學對其他樂器有興趣，可以向陳老師作出建議。

## 校方會否擔心樂隊練習室會對附近課室造成滋擾？

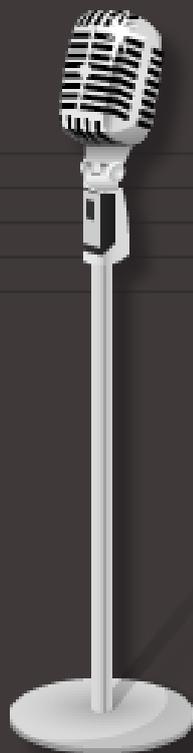
校方亦考慮到練習室的隔音問題，於改建時加入隔音裝置，以期降低練習室的音量，避免影響其他課室的使用者。

## 校方會否在樂隊練習室舉辦活動？

校方將計劃在練習室舉辦流行音樂訓練班，邀請校外專業人士教授同學組樂隊的知識，希望培養同學對流行音樂的興趣，也希望鼓勵同學多使用練習室，在音樂比賽或聯校音樂活動前借用練習室進行練習，使校園的音樂文化更加多姿。

此外，練習室設亦有電腦及音響器材，同學可利用音樂軟件，創作和錄製不同類型的音樂，藉此希望提供同學們一個嶄新的表演和創作空間，發揮同學資訊科技的技能和啟迪多元智能的發展。

**最後，陳老師希望樂隊練習室的設立能幫助同學發展音樂方面的才能，並且同學可以善用練習室。如果現時同學需練習樂器，可以於現有的音樂室進行練習。一旦練習室正式落成，便會盡快開放給同學使用。**



# ARTICLE

## Submission Scheme

### 《致年青人》張詠然老師

不知該寫甚麼、如何寫，就分享一些常伴左右的口袋信念。三本我很喜歡的書，每本書節錄一段。

#### 一 累積

「生命裡所有的徒勞，都是積聚更大能量的過程。生命裡重複不休的徒勞，起碼會帶來兩種結果：一、跟西西弗斯成了好友，經歷徒勞、享受徒勞、穿越徒勞，然後瓦解徒勞；二、體會過無窮無盡的徒勞後，人們在某天成了一隻又一隻飢餓而兇猛的獅子。徒勞本來就是真實生活必然的部份，必要的抗爭，就會經驗必要的徒勞……人本身必須花很大的力氣才能欺騙自己生活如常，而且這裡並不是一座牢房……在企圖突破牢籠的一刻，就非常接近自由，自由是海，充滿未知和凶險，可能會被離棄、被傷害，更可能一無所獲，但唯有曾經以自己的方法實踐過爭取過合理權利的人，才能在某個時刻，體驗某個完整的世界。」——韓麗珠《回家》

徒勞太多，人生總會一遇再遇，願你們學會跟西西弗斯成好友，窮一生積聚更大能量。

#### 二 勇氣

「一邊關注世界應有的樣子，一邊觀察它現實的樣子，這需要永久的、同時又是極其脆弱的平衡。它要求我們直面永遠得不到想要的事實，同時卻拒絕放棄心中想要的世界。正是在這個意義上，康德說，成長需要的是勇氣而不是知識。」——Susan Neiman《為甚麼我們會長大》

我們跟他者、跟世界的關係，也許永遠在現實與理想之間，說著說著便失敗，做著做著便成功，願你們勇氣無比。

### 三 創造

「有一次，班主任和他們一起去旅行。大家在草地上圍着她談話。班主任說，目前的世界不好。我們讓你們到世界上來，沒有為你們好好建造起一個理想的生活環境，實在很慚愧。但我們沒有辦法，因為我們的能力有限，又或者我們懶惰，除了抱歉，沒有辦法。我們很慚愧，但你們不必灰心難過；你們既然來了，看見了，知道了，而且你們年輕，你們可以依你們的理想來創造美麗的新世界。於是，阿髮有了兩個願望。那是在鬧鐘響了之後，放下作業簿的時間內寫下來的，記了在一本拍紙簿內。她的願望，其中有一個和阿果相同，它們是：一、到世界各地去旅行，二、將來長大了要創造美麗新世界。」——西西《我城》1975

世界很大，我愛你們年青人，願你們活出自己的世界。

不知不覺已經一個學期，2020年充滿波折，間或感覺虛空，2021年不見得會更好，只願大家在亂流中平安。

見字飲水坐直讀書運動，未來總會是你們的。

## 《信徒下的小鳥》黑貓

### 序

若這篇文章刊登的話，我要先感謝今年編委會，這應該是印象中第一次能夠在校內投稿文學——這是一件好事。文學能提升人的心境，但現今除了《中學生文藝月刊》、《虛詞》等，能夠讓學生投稿的平台其實甚少（除非自己建立部落格，閱讀人數是另一個問題）。若《學生文集》也算的話，這是極其敷衍的——文集裏的命題作文，是回答題目，而文學需要創作。

文學可以虛構，但不可以虛假。創作的目的，不是要針對、抨擊任何人，「塵海蒼茫沉百感」，有情感才會創作。

既然要創作，這也意味著我不能只把故事平鋪直敘記錄下來，否則這不是創作——沒有創意和靈魂的一堆文字。我想。我不知道每一次創作的效果如何、是好是壞，但不作嘗試、墨守成規、畫地自限，那麼，近年來的文學創作的輸入都全是白費。

咖啡因不得不屈服在黑板前。思緒在腦海裏玩捉迷藏。眼睛意圖控制分針的念力，教它勤快些。

這裡即將進行一場名正言順的邪教儀式，螢幕上漸漸浮現出紙筆上應有的真諦。鐘聲是時間的定義，也定義成憂鬱或是希望。祭司唸着他通的咒語，向信徒藏在靈魂深處的誤差發起了屠殺——可能有不情願的。

小鳥掠奪了眾人的眼光——這是自私的舉動。

撞到窗，墜落在椅子上。

信徒的一陣笑聲，慷慨地賦予小鳥，毫不吝色——像是牠應得的報應。

## 二

痛……

它們沒有翼，並非同類……

它們都是白色的，從那裡來……

它們的聲音，感覺不懷好意，我似乎被嘲笑，嘲笑得徹底……

## 三

像跳下了無底的洞穴然後醒來然後發現做了夢般的心跳。

眼睜睜看着捲縮的身軀，捉迷藏的思緒瞬間缺乏了嬉戲的樂趣。嘗試帶上心靈耳塞，但始終不敵於寒風，又滲透了骨髓。

我找不到一個原因 但不代表無 他們把 的「失敗」當了娛樂  
反正又不是他們造成的 二十一世紀的娛樂太少 少得讓人  
悲哀 然後失去了「自然」 然後變得貪婪 然後懂得了消費萬事萬物  
然後把所有遺憾都分解 反正換不到甚麼

但總之不是牠應得的報應……

## 四

祭司統治不了不速的混亂，只好盡快刪除這個使信徒們愉悅的——算  
是他應該做，收復被打亂的秩序。邪教儀式上不能有咒語以外的，否則有任何  
信徒偏離了書上偏執的歷史，都要浪費資源調整到像大海中相同的水滴。

把牠包裹好，嘗試放出窗外。

「殺生啊！」

又是慷慨的笑聲。

然後帶著包裹好的離開。

## 五

然後自己消費了 然後把自己消費的拼成一通暢銷的通俗笑話或者  
寓言故事

然後看見有人憐憫 然後取笑他們 然後告訴他們不值得 然後  
叫他們好好用來娛樂 這不是玩世不恭 這很危險 然後一直  
保持著自己引以為傲的平庸 我終於開始曉得他們 然後所有人都  
這樣便好了嗎

在鐵籠裡可能幸福，亦可能只是個可能……

## 六

那個黑色的誰，感覺也不是甚麼好東西……

那個黑色的誰，在做甚麼……

那個黑色的誰，快放開我……

## 六

帶我到哪裡去……

它們的聲音，感覺不懷好意，它們很喜歡，看見了這個處境……

我似乎被嘲笑，嘲笑得徹底……

## 七

回來。

「我把牠放到花園裏，本來想放到窗外的石壘上，但空間太小，怕牠從石壘上掉下來。我看牠還會動，休息片刻應該沒事。」

課室裏漸漸地變回了寧靜。

## 八

然後平庸 然後有拉下水的也有幫助浮起來的 然後拉下水的獲得了勝利 然後怪責幫助浮起來的不設實際 然後看見還未「死亡」的 然後算盡辦法再讓他們擱淺 然後看見他們上了岸 然後不滿 然後在岸邊沖走了些沙石 然後沉默 然後幫助他們襯托出

眼中最迷人的光景

也不知道自己太過愚蠢……

## 九

小鳥被送走，但黑板和熒幕上的真諦搶不走思緒在駭浪驚濤。不用咖啡因的扶持。思緒逃出了紙筆上的結構。眼睛浮現了小鳥的意志，好讓他能展翅飛翔。

名正言順的邪教儀式仍然進行，螢幕上浮現的紙筆上應有的真諦已經深了色。祭司唸着他通的咒語，向信徒藏在靈魂深處的誤差發起了屠殺——

但我可能不太情願。

## 後章

老實說，我不太清楚為何要給學校投稿，可能我不懂得思考創作帶給我的會是甚麼。（可能小鳥也不知道為何飛進來，我想。）這次寫作與上一次表演《Mind Heist 靈魂盜竊》的創作狀態莫名相同，上一次用「意境」這個手法應該算是創新的，但終究也想不了效果如何。

在任何創作形式中，我偶意會告訴自己「學校五十年來也沒有人嘗試過我的想法，創作起來應該很酷」或者「數年之後回校，有師弟認識我，看過我的創作，想要一個簽名」之類。我甚是清楚，這是無謂的心靈慰藉，但這是必要的。

因為現在創作需要很大的勇氣。

## 2020 - 2021 編輯委員會 **Aetas**

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副編 鄺煒喬 5D

編輯 林汝毅 5D

鄺雋軒 5C

鍾朗 5C

設計 何宇軒 5D

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### 特別鳴謝

顧問老師 林志華 老師  
吳潔霞 老師

梁嘉瑤 副校長 Mr. Jonathan Ellis

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黃思豪 老師 投稿同學

以及所有受訪師生

