

探驪

Pathfinder

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教區80周年展覽參觀後記
刻在成長路上的堅持
一港隊校隊篇
外地校友近況
退休老師訪問
學生主題投稿

李政宇

YouTube |



《阿駝尋音記》| 動畫

[學生視覺藝術展 2025/26 金獎作品]

創作自白 |

一隻名叫「阿駝」的駝鳥，懷著對夢想的熱情，決定跋山涉水尋求音樂的指導。然而，在這個過程中，因風格的差異，他遭到鶴與燕的蔑視與嘲笑，心中難免感到沮喪。就在他準備半途而廢時，邂逅了欣賞他音樂的公雞和企鵝。最終，三人結伴同行，共同追尋音樂的夢想，阿駝也因此找到了屬於自己的歸宿。



陳思灝

YouTube |



《放大的45分貝》| 動畫

[學生視覺藝術展 2025/26 入圍作品]

創作自白 |

主角是一隻狗，對周圍的事物非常敏感，但牠聽不見聲音，需要佩戴人工耳蝸才能聽到。然而，牠其實不喜歡戴耳蝸，因為它會放大聲音，變得吵雜，使牠想逃避。最終，牠意識到在生命攸關的時刻，這些「噪音」救了牠一命，於是牠與耳蝸達成了和解。



梁浩綸

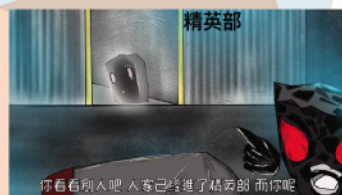
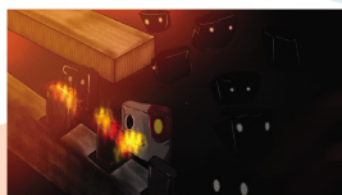
《灼鐵的試煉: 燼の心》動畫

[學生視覺藝術展 2025/26 入圍作品]

創作自白 |

主角是一名試煉工場普通部的平凡員工，因能力不足，長期受到工場領導的嚴厲指責，以及精英部員工的嘲笑與輕視。主角的表現持續不佳，讓他一度深深陷入挫折，甚至想要放棄一切。直到一位來自精英部的員工前來鼓勵和幫助他，才讓主角重拾信心。經過一番淬鍊，最終他能迎接成功。

YouTube |



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刻在成長裏的堅持

—港隊校隊篇



今期探驪的主題是「恆毅力」。

一開始，我們想像中的恆毅力，是熱血、是永不放棄、是滿臉堅毅地衝過終點線。

但完成訪問後，我們發現了一件事：

那些堅持下去的人，其實也會想偷懶、也會覺得悶、也曾在練習前躺在牀上問自己「今天可不可以請假」。

他們和我們沒有什麼不同。唯一的差別，只是他們在「不想練」的那一天，還是去了。

以下來自幾個運動員的不同故事，無論他們已擠身港隊，還是正在努力衝上去，他們其實都是跟你我一樣會累、會懷疑、會掙扎的普通人。讓他們略有小成的，正是心裏那份不放棄。

由荃濟跑到深井 由放棄跑到堅持

聖芳濟長跑隊

今年學界比賽，長跑隊橫掃獎牌，頒獎台上幾乎每個項目都見到那抹聖芳濟藍。但五年前不是這樣的——那時候隊員寥寥可數，比賽能湊夠人數出賽已經不容易。

蕭SIR逐個逐個學生拉回來，用耐性、用汗水，一個一個湊大。每個中一、中二加入的小子，剛來的時候都是坐不住的——跑兩圈就喊累、練一半就想走、比賽落後就崩潰。沒有人天生懂得堅持。

是長跑隊的訓練把他們磨成現在這個樣子的。每天清晨、每段長課、每次跑到想停卻沒有停的一刻。學校這年才以恆毅力做主題，但這班愛長跑的小伙子，早就用身體活出了這個價值觀。

長跑隊的三種堅持

I. 曾經離開過 又跑回來的人

鍾志高是那種「做什麼都像樣」的人。

運動神經發達，凡是與肢體有關的項目，他都能交出不錯的成績。長跑、桌球、足球——只要他想玩，很快就能上手。

但這種人有一個毛病：愛惡分明，也像一般青少年，容易喜新厭舊。

有一段時間，他離開了長跑。說不上什麼重大原因，就是悶了、膩了，想去試別的。蕭SIR沒有攔他，也沒有說教，只是偶爾問一句：「幾時返嚟跑？」

後來他回來了。

不是因為外面不好玩，是因為他發現自己還是喜歡跑步時那種「清楚知道自己在進步」的感覺。長跑不會騙人——你練了多少，身體會告訴你。這種踏實感，是其他事情給不到的。

今年他是愛社幹事，社監交待的事從不拖延。上午說要整理文件，下午已經做好；活動要人手安排，他轉個頭便把名單擬好。社監說：「交給志高，不用再跟。」

長跑隊也一樣。每週訓練三次，每次兩三小時，他從來不討價還價。訓練就是訓練，沒有「今天可不可以早走」這種問題。

他承認自己不算最拼命的那個，隊裡有些人跑得比他更苦。但他有個好處：決定要做的事，就不會猶豫。就像長跑，起跑線前想太多沒有用，槍聲響了就只能往前。



今年他拿下越野跑第三年連續個人冠軍，但他自己知道——那不只是天份，是每天多撐五分鐘的結果。

日本馬拉松選手大迫杰是他喜歡的人物，不是因為他常贏，是因為他輸了也不會崩潰。

「對手是昨天那個想放棄的自己。」他說。

這句話由一個曾經離開過、又選擇回來的人說出來，特別有說服力。

II. 溫和的人 跑得最遠

如果說鍾志高是果斷型，鍾錦浩就是溫和型。

打開他的IG，幾乎全是跑山的相片和片段——比賽起跑的人群、山徑上的風景、終點線前的疲態、完賽後的合照。他不是一個人跑的。

雖然越野跑出發時人很多，但說到底，大部分時間還是一個人在山徑上。重複的路線、重複的步頻、重複的喘息。最難熬的不是體力，是無聊。

「有時候跑到一半，會突然覺得：我到底喺度做緊乜？」

他不是那種會跟自己喊「加油」的人。他的動力來自另一種東西——比賽。每隔一段時間報名參加一場賽事，就有明確的目標要準備，訓練就有了意義。IG上那些完賽照片，每一張都是他給自己的交代。





隊友說他平時話不多，有點溫吞，但他的堅持是另一種——溫和地、不張揚地，用一場又一場的比賽推動自己向前。

他的目標是一百公里越野賽。目前最長只跑過三十公里，距離目標還很遠。但跑山的人都知道，最難的不是最後一段，是剛開始沒多久就想停的那段。而鍾錦浩最擅長的，就是撐過那段。

III. 年輕的小子 正在長出恆毅力

常諾天今年才中二，跑齡不長。

他加入長跑隊的時候，訓練量不是最大，速度不是最快，但他有個特點：從不缺席。

每週練三到四次，每次一個半小時。這個訓練量在隊裡不算最多，但他就是會出現。下雨會出現，天冷會出現，前一日累到不行第二天還是會出現。

他說自己意志力其實沒那麼強，所以他學會「騙自己」——把目標拆碎。「今天跑完這三圈」、「撐過這段上坡」、「先不要看手錶，再跑五分鐘」。比賽到最後，腦子已經沒辦法想什麼榮譽，他只會想：前面那個彎，跑到就好。

恆毅力在他身上不是天生的，是正在長出來的。

除了跑步，他還參加義工服務，同樣風雨不改。一個中二生，已經開始體會到「穩定付出」這件事的重量。他說：「我沒有很厲害，我只是比較會騙自己不要停。」

蕭SIR——最早到的那個人

打造這支長勝長跑隊的蕭SIR，自己就是恆毅力的最佳示範。

每天早上六點未到，天還沒完全亮，蕭SIR已經回到學校。換好跑鞋，一個人跑一個多小時，然後沖個身，展開一天的工作。冬天夏天都一樣。

隊員都習慣了——早上經過操場，總會見到蕭SIR的身影。沒有人要求他這樣做，他也不是為了比賽成績才跑。就是一種日常，一種以身作則的示範。

長跑隊一週三次固定訓練，每次1.5至2小時。星期六的長課更是考驗——荃灣去深井、屯門去青衣，十幾二十公里，跑完雙腿發軟。但隊員知道，蕭SIR正拿著攝影機在他們前面後面領著追著。

這支長跑隊就是這樣跑出來的。一個一個湊大的小孩，在清晨和黃昏的跑道上，在荃灣到深井的長課裡，慢慢變成現在這個樣子——能堅持、肯付出、不會輕易說停。





穿上港隊球衣就不只是一個人了

「後悔」二字的重量

軟式曲棍球港隊練習在晚上六、七點。

上學約八小時，放學之後，別人回家，李兆軒去球場。練完回到家通常過了十一點，書包裡還有一疊功課在等他。

「溫書時間一定少了，那怎麼辦？就睡少一點吧。」他說得很平常，好像「睡少一點」這四個字不是一個中四生該煩惱的事。

練習最辛苦的環節，你以為是對打？

「體能啊，每次都是那些東西，跑圈、衝刺、核心。做完整個人散掉，還不覺得自己有進步到。」他說最難熬的時候，腦袋會開始跟你談判：「隨便啦，做夠數量就走。」但他有一個對付自己的方法。

「我會想：如果我現在省了一口氣，比賽那天就差那口氣。到時候因為體能不夠追不上球，後悔的是自己。」他不是跟自己說「加油」，他是跟自己說「你會後悔」——後悔這兩個字，比加油有用。

兩次抉擇，兩種答案

中四這一年，他面對過兩次重大的取捨。

第一次，學期中的測驗週，港隊要到新西蘭作賽，日子剛好撞上。他想去。父母沒有攔他，說：「去吧，試試自己的實力。」那一趟他去了。回來之後追趕進度追得頗吃力，但他沒有後悔。

第二次，剛剛六月的大考，港隊又要出戰西班牙。他想了很久。「考試是要評估這一年學的東西學懂了沒，不考就要重新來過。」他說，「西班牙……將來可能仍有機會。」他選擇留下來，認真預備考試。

兩次取捨，兩個答案。一次去了，一次留了。同學也許會覺得他「放棄了一次難得的機會」，但他自己知道——每一次取捨，都是在練習判斷什麼對自己更重要。一個十六歲的人，不是天生就懂得做這些決定，是在一次一次的選擇裡慢慢學會的。



港隊的光環不是免費的

穿上港隊球衣，聽起來很威風。但同學不會看見他晚上十一點還在對著功課，第二天早上又要爬起來上學。「最大的取捨是休息。有時候朋友約，也去不了。」他沒有用「犧牲」這個詞，但他的日程已經說明了一切。

為什麼還要繼續？「穿上港隊球衣，就不是只代表自己。你偷懶，不會有人罵你，但你自己知道。」這不是榮譽感，是一種對自己的交代。

以前的他，遇到不擅長的東西就丟掉——「不會就是不會啊，也沒有辦法啊。」現在他把「不擅長」三個字換成了「還沒練夠」。「就像學一個新動作，一開始一定不行，但多練幾次就會了。讀書也一樣，不懂就看多幾次，再不懂就問人。」這個轉變，可能比任何獎牌都更值錢。

生活從來不容易

香港學生想多元發展，想兼顧運動與學業，從來都不容易。李兆軒的日程說明了一切：上學、練習、回家、做功課、睡覺。然後第二天重複。中間還要決定去新西蘭還是留下來考試、去西班牙還是專心溫習。

每一次抉擇都在告訴他：你不能什麼都要。但你可以每一次選擇裡，變得更清楚自己是誰。

訪問最後，我問他：「你覺得自己算不算很有恆毅力？」他沒有立刻回答。

「……我只知道，穿上這件球衣就脫不下來了。除非有一天真的撐不住，但現在還沒到。」



倒立四年 他看世界 的角度不一樣



反轉的世界

頭下腳上的世界，他練了四年

葉天樂練習花式單車，由倒立開始。

第一次倒立，眼前的世界反轉了——地板變成天空，雙腳懸在頭上，身體的重量全部壓在手掌和肩膀上。頭脹、手抖、心怯。

四年過去，倒立成了他的日常。每次訓練花一小時在拉筋、倒立、基礎動作上。教練說得對：所有高難度動作都是基本功的延伸。基本功不扎實，甚麼花式都做不出來。

他沒反駁，因為知道是真的。

最難的不是摔倒

花式單車在香港不算主流運動，練習場地不多，隊友也不多。有時候一個人對着一面牆，反覆做同一個動作，做得自己都覺得悶。

「頭倒得太耐會充血，手會震，個腦會開始問：『做夠未呀？』」

但他跟自己說：今日偷懶唔做，聽日又要重新適應。基本功這種東西，你跳過一次，就要用兩次補回來。

他不是用夢想說服自己。他是用「唔想聽日再做多次」——一種對重複的厭倦，反而成了堅持的理由。

別人的假期，他的集訓

聖誕、暑假、復活節——同學去旅行、去玩、去休息。他去集訓。

不是沒有羨慕過。IG上別人的打卡相，他在練習場倒立的時候見過。但他沒停下來。

「既然揀咗呢樣，就做到底囉。」

支持他的不是遠大的目標，而是對自己選擇的交代。

一個小習慣

花式單車要求的不只是體力，還有定力。一個動作練一百次、兩百次，才勉強看得過去。

這種訓練方式，讓他養成了一個習慣：訂了目標之後，就會想辦法完成它。

聽起來很普通，但對一個中學生來說，這不是與生俱來的能力。大部份人訂目標都只是「訂」，然後忘記。他是少數會想盡方法堅持到最後的人。

功課難、考試難、生活上的事難——他不曾第一時間縮。先試，試唔掂再算。

倒立看世界

訪問最後我問他：「花式單車最吸引你嘅係咩？」

他想了一陣，沒有講獎項，沒有講夢想。

「可能係……練習嗰陣，成個世界反轉咗。睇嘅角度唔同咗，幾得意。」

花式單車的世界是頭下腳上的。而他，在這個反轉的世界裡，站得很穩。





正在三百分的路上

訪問當天，梁綽琛的手腕還貼著運動貼布。他笑說：「昨天加操完，手有點酸。」

加入保齡球校隊第四年，他現在是隊長。但隊長這個位，不是「熱血漫畫」那種順理成章——每週三次集訓，每次二至三小時，練完還要自己加操鍛鍊肌肉。

所有的訓練最折磨人的，不是累，是悶。

「同一個動作，幾百次、幾千次。你會開始懷疑：我到底在幹什麼？」

他不是沒有遇過瓶頸。整整半年，分數卡在那裡，怎麼打都上不去。三百分的目標像笑話。那段時間他來訓練，表情是僵的。後來怎麼撐過去的？他說不是什麼偉大的信念，只是「不甘心」。不甘心前面幾年的付出白費，不甘心還沒試到極限就放棄。結果剛剛五月的全港學界青少年保齡球公開賽U-23，他以首名之姿進入決賽。

2026全港學界青少年保齡球公開賽(迪高初賽2) 03-04-2026 10:00a.m.

U-23組別個人賽(男女混合)										
名次	序號	姓名	學校	第一局	第二局	第三局	總分	球數	球速	球道
1	20C	S087	梁綽琛	0	225	189	255	0	669	
2	20B	S067	李國基	0	277	181	205	0	663	
3	26B	S141	郭浩基	0	211	254	178	0	643	
4	19C	S059	李國基	0	236	224	165	0	625	
5	21A	S266	梁國基	0	188	221	214	0	623	
6	24B	S188	梁國基	20	200	167	160	60	587	
7	31B	S029	梁國基	5	164	235	166	15	580	
8	20A	S302	梁國基	0	159	220	197	0	576	
9	29A	S221	梁國基	0	208	184	164	0	556	
10	28C	S069	梁國基	0	189	199	159	0	547	

以十六歲之齡力壓大專生首名決賽，也是一種成就。

這一份不甘心，後來也救了他的學業。中三升中四，他遇到完全未學過，毫無概念的科目——BAFS，他第一反應也是「想逃」！但回頭想想——球道上一球一球磨出來的日子，比課本枯燥多了。「既然那個撐得過去，這個也可以」他心想。這樣子一咬牙堅持下來，他連成績也拉上去不少。

當了隊長之後，每星期的訓練，他總是沒有缺席。不是因為聖人般地為保齡球「犧牲」，是因為「你不去，隊友會看在眼裡」。



課餘的時間，他幾乎都用來了練習。



在賽道上的Ivan認真專注得讓人驚訝。

「說實話，有時候也想懶一次。但你知道，一懶，整隊就鬆了。」

135	135
X X X X X X X X X X	X X X X X X X X X X
30 60 90 120 150 180 210 240 269 289	30 60 90 120 150 180 210 240 269 289
424	424

K L Games 1.9 18 ENTER For changes

暫時為止最佳成績，十個全中加一個補中，289分！



天賦 VS 堅持

龍舟從來不是一個人的運動

龍舟隊是學校早兩年才成立的，中二的足球校隊成員鍾繼葵一加入便已成中流砥柱。自此足球及龍舟成了他的日常。

請他比較兩種運動，「足球你想偷懶，可以躲在後面，沒人立刻發現。」他說，「龍舟不一樣。你一槳划輕了，旁邊的人馬上知道。」

最枯燥的是重複又重複

每週三次訓練，每次兩個多小時。最難熬的不是體能，是同一套動作做幾百次——核心訓練、划槳姿勢定型。

「真係會幾悶架。」

但他不是那種會跟自己喊「堅持下去」的人。他用的方法很簡單，就只是悶還是要做下去。

「因為我坐在龍舟最前的位置，如果我隨便划，旁邊的人會被我影響。大家一起好好的練，如果因為我一個人偷懶，整條船的節奏就全亂了。」

是一份做領袖的責任心，也有一點是怕尷尬。

「有一次我真的太累，想偷一點力，划淺一點。結果旁邊的隊友直接喊：『喂，隊長，你輕了。』」他談起這件事的時候在笑，但你聽得出來，那種被

當場抓到的感覺，比訓練本身還累。

天份VS堅持

他認為自己當上隊長，不是因為他最有天份——雖然同學都喊他天賦怪——他認為是因為他算練得比較認真的那個。

「有時候我也想請假。但你一請假，隊友就會想：隊長都不來，那我也不來了。」

去年聖誕假期，當其他同學去了聚會、耍樂、休息時，他隨隊去了東莞集訓，與全國其他龍舟隊一齊練習。雖然正值嚴冬，但每日六小時的訓練，讓他的冬天也汗如雨下。四日三夜的訓練中，就划了二十一公里，對於中學生而言，這種高強度練習對腰背和心肺負荷也極重。但就因為這麼認真的訓練，我們的龍舟隊由去年全港尾二，今年一下子飆升至全港中學的第三名。他的下一個目標是衝上國際舞台。

這份「坐在龍舟最前位置」的習慣，後來被他帶到課堂裏去。以前初中遇到不懂的題目，他會想：「算了，跳過吧。」來到現在，他不會。

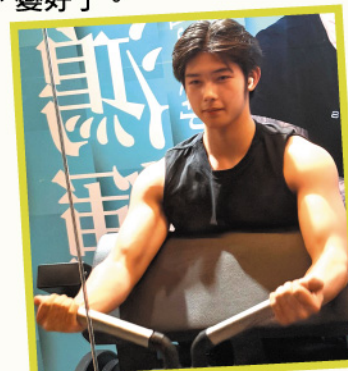
「就像划槳一樣，做不好就重複做，練到會為止。」他說。在阿葵的世界裏，他不是「堅持」，只是「重複」。聽起來沒那麼偉大，但可能更真實——進步從來不是突然發生的，就是每天做同一件事，然後有一天發現自己變快了、變好了。

訪問快結束時，我問他：「你覺得自己很有恆毅力嗎？」

他想了一陣，笑著說：

「不知道呢。可能算是吧……都上了船，總不能現在跳下水吧？」

大家都笑了。



中二剛入龍舟隊時仍有一點baby fat，早在這兩年的日夜練習中化為烏有。

除了在划艇機上的訓練，每周的健身鞏固核力量，也是龍舟隊的日常。



不論結果如何 努力過總能從中吸收

善用零碎時間 學業興趣同時兼顧

呂柏柳的目標是港隊。每週四次訓練，每次兩小時。但即使他花這麼多時間練水，他仍然擠身全班前十名，功課也按時繳交。

人人也只得24小時，他到底是怎樣做到又練水又溫書的呢？原來他把握著小息及午飯時間的空檔，又或練習前的零碎時間，把功課通通都盡力完成，如果遇上小測或默書讀不完，就等游完水後回家以意志力完成。中四的時候他還未懂得把握這些零碎時間，只顧游泳，成績不上不下的，讓媽媽擔心了，後來突然有天他學懂了善用這些看似零碎的時間，學業成績也慢慢拾級而上。他也可以心安理得地往自己的目標進發。

手計時 中國香港學界體育聯合會荃灣及離島區中學分會 校際游泳比賽紀錄

項目	姓名	學校	紀錄	年度	項目	姓名
50米 自由泳	范浩義	聖潔官中	25.51	24/25	50米 自由泳	Choi, Lok Yee
100米 自由泳	周軒軒	聖潔官中	54.37	25/26	100米 自由泳	黃銘恩
200米 自由泳	周軒軒	YHKCC	2:03.89	25/26	200米 自由泳	楊清敏
50米 蛙泳	霍維善	可基	32.82	25/26	50米 蛙泳	修佩儀
100米 蛙泳	呂柏柳	聖芳濟	1:14.55	25/26	100米 蛙泳	修佩儀
200米 蛙泳	呂柏柳	聖芳濟	2:47.22	25/26	200米 蛙泳	鄧嘉怡
50米 仰泳	陸偉雄	聖芳濟	29.84	25/26	50米 仰泳	史文穎
100米 仰泳	溫紹康	聖潔官中	1:08.44	16/17	100米 仰泳	黃銘恩

破紀錄之後

剛剛的校際游泳比賽，呂柏柳打破了兩項蛙泳的大會紀錄，朝自己的目標又近一步。要做到成績，苦練總少不了，但他說，最痛苦的其實不是主訓練。

「主訓練很累，但你知道要撐。真正麻煩的是練完之後的放鬆—拉筋、冰敷、按摩。那時候身體已經虛脫，腦子只想回家。」他試過別人都在拉，他隨便拉兩下後跑回家倒頭就睡。結果隔



天再練，手手腳腳都僵硬，伸展不到理想的角度，就被教練發現之前沒有拉筋，痛罵了一頓。他才發現：放鬆不是多餘的，它是訓練的一部分。從此他逼自己做完每一項放鬆環節。不是因為熱愛拉筋，是因為不想白練。

「教練說過一句話：『不管結果怎樣，總能從中有吸收。』我以前覺得是老生常談，後來明白——就算游得不好，至少你知道哪裡要改。」

這份「做完整套」的習慣，也跑到他的學習裡。以前遇到難題他會跳過，現在他會跟自己說：至少把題目讀完三次，再決定要不要放棄。

泳池裡每一個轉身、每一次蹬壁、每一趟來回，都是重複。讀書也是。但他學會了——與其逃避重複，不如在重複裡找出可以改進的零點幾秒。時間是擠出來的，成績是練出來的，放鬆是做完整的，目標是一步步靠近的。

每年水運會，橫掃全場獎項是呂同學的生活日常。

似是故人來—外地校友篇



今年二月，我們迎來了一位特別的客人——一位畢業於一九七五年的校友朱奕雄師兄，專程從澳洲回港，回到闊別多年的母校。

當天師兄與老師約好的時間是上午十一點，但師兄十點便已到達。那種久別重逢、急不及待想早點回來看看學校的心情，溢於言表。他走在校園裡，看著熟悉的角落，既感懷歲月流逝，也欣喜於學校的種種變化。

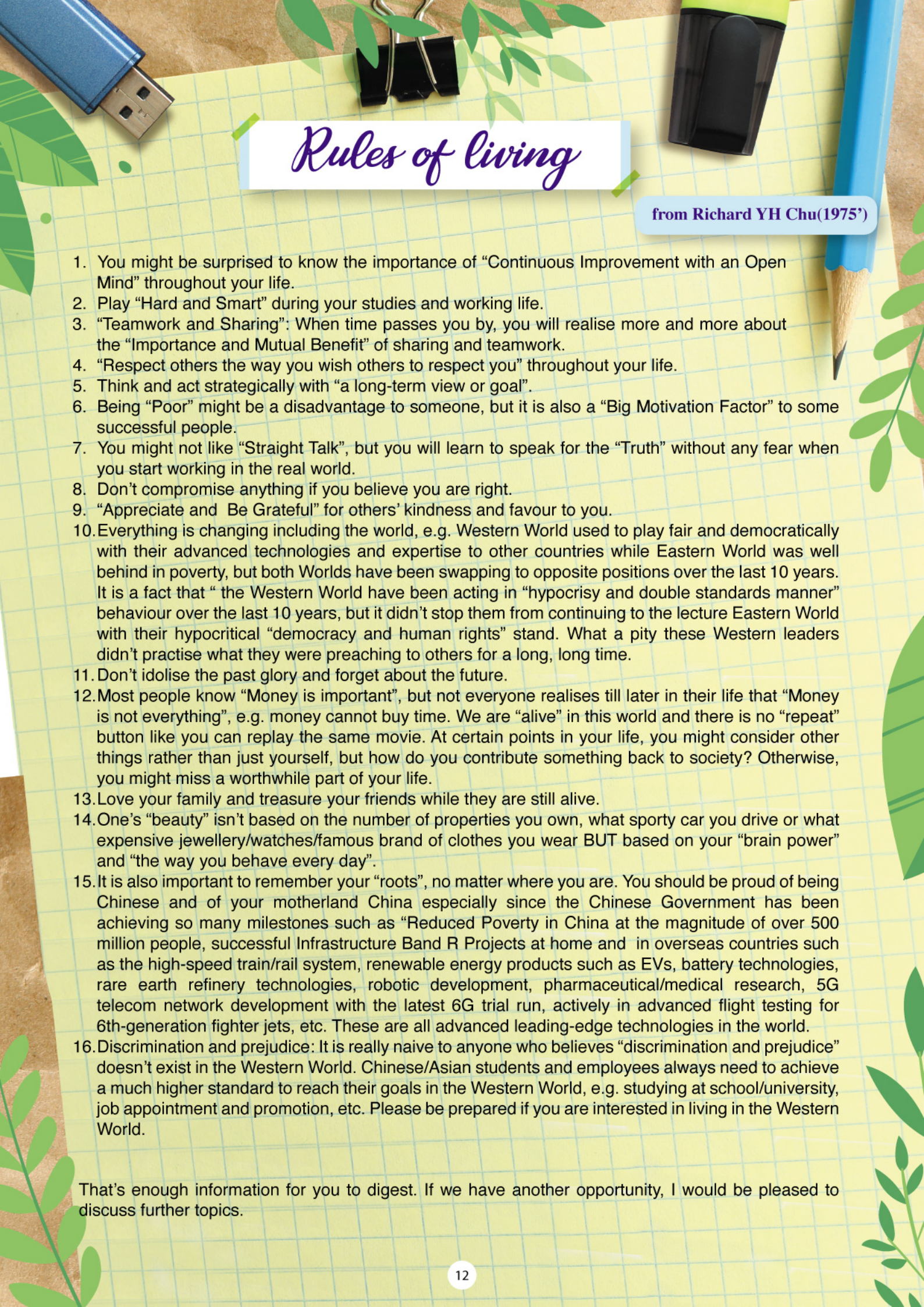
當日，學校安排了十位中五學生與師兄坐下來聊天。這場跨世代的對話非常真摯——同學們對師兄當年的校園生活、海外經歷和人生旅程充滿好奇，師兄亦被年輕一代的熱情與活力所打動。

除了回校敘舊，師兄更以實際行動支持學弟。他慷慨捐款，設立為期五年的獎學金計劃，獎勵每年在文憑試中表現優秀的學生，以及取得顯著進步的學生。兩個獎項分別表揚卓越與努力，希望鼓勵更多同學勇往直前、不斷突破自己。

這份心意，不僅是金錢上的支持，更是一份來自老校友對母校的深情與寄望。五十年過去，師兄仍惦記著這裡，願意為後輩鋪路。這份情，我們深深感謝。

師兄對我們的厚愛不止於此，知道探驪徵稿，師兄二話不說把幾十年來的人生體會化作十六條人生規則。



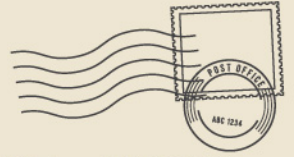


Rules of living

from Richard YH Chu(1975')

1. You might be surprised to know the importance of "Continuous Improvement with an Open Mind" throughout your life.
2. Play "Hard and Smart" during your studies and working life.
3. "Teamwork and Sharing": When time passes you by, you will realise more and more about the "Importance and Mutual Benefit" of sharing and teamwork.
4. "Respect others the way you wish others to respect you" throughout your life.
5. Think and act strategically with "a long-term view or goal".
6. Being "Poor" might be a disadvantage to someone, but it is also a "Big Motivation Factor" to some successful people.
7. You might not like "Straight Talk", but you will learn to speak for the "Truth" without any fear when you start working in the real world.
8. Don't compromise anything if you believe you are right.
9. "Appreciate and Be Grateful" for others' kindness and favour to you.
10. Everything is changing including the world, e.g. Western World used to play fair and democratically with their advanced technologies and expertise to other countries while Eastern World was well behind in poverty, but both Worlds have been swapping to opposite positions over the last 10 years. It is a fact that "the Western World have been acting in "hypocrisy and double standards manner" behaviour over the last 10 years, but it didn't stop them from continuing to the lecture Eastern World with their hypocritical "democracy and human rights" stand. What a pity these Western leaders didn't practise what they were preaching to others for a long, long time.
11. Don't idolise the past glory and forget about the future.
12. Most people know "Money is important", but not everyone realises till later in their life that "Money is not everything", e.g. money cannot buy time. We are "alive" in this world and there is no "repeat" button like you can replay the same movie. At certain points in your life, you might consider other things rather than just yourself, but how do you contribute something back to society? Otherwise, you might miss a worthwhile part of your life.
13. Love your family and treasure your friends while they are still alive.
14. One's "beauty" isn't based on the number of properties you own, what sporty car you drive or what expensive jewellery/watches/famous brand of clothes you wear BUT based on your "brain power" and "the way you behave every day".
15. It is also important to remember your "roots", no matter where you are. You should be proud of being Chinese and of your motherland China especially since the Chinese Government has been achieving so many milestones such as "Reduced Poverty in China at the magnitude of over 500 million people, successful Infrastructure Band R Projects at home and in overseas countries such as the high-speed train/rail system, renewable energy products such as EVs, battery technologies, rare earth refinery technologies, robotic development, pharmaceutical/medical research, 5G telecom network development with the latest 6G trial run, actively in advanced flight testing for 6th-generation fighter jets, etc. These are all advanced leading-edge technologies in the world.
16. Discrimination and prejudice: It is really naive to anyone who believes "discrimination and prejudice" doesn't exist in the Western World. Chinese/Asian students and employees always need to achieve a much higher standard to reach their goals in the Western World, e.g. studying at school/university, job appointment and promotion, etc. Please be prepared if you are interested in living in the Western World.

That's enough information for you to digest. If we have another opportunity, I would be pleased to discuss further topics.



今年已是荃濟創校第六十三年，多年來學校老師們春風化雨，孕育出一代又一代的賢達，我們不少師兄從校園走向了世界，有些甚至落戶在外地多年，但仍不忘將人生的歷練與智慧回饋母校。

除了朱師兄外，來自多倫多的陳健民師兄亦分享了當地香港天主教中學聯會四十年的情誼聚首；這兩份校友來鴻，一篇是笑談江湖再遇的溫暖，一篇是敲響心靈的暮鼓晨鐘。就讓我們一同細味，那些穿越時代的師兄寄語。

Eddy Chan 陳健民

88-89' 多倫多兩濟舊生會主席

Toronto SFXC/SFXS Alumni President

遠在多倫多，有一群荃濟和九濟的老校友，他們有一個成立了40年的組織——香港天主教中學聯會（HKJSAA）。這個聯會主要由九所香港天主教中學主導，除了我們荃濟及九濟，還有其他幾所香港老牌中學，像是協恩中學、瑪利諾修院學校、高主教書院等等。他們每三個月便會舉辦一次聚會活動，場面相當熱鬧。

這是今年4月16日他們辦的一次晚餐聚會，這次主要是兩濟舊生，當晚有33位舊生並帶同太太出席。這些師兄們移居加拿大幾十年，但依然保持緊密聯繫，還把當年在香港校園的那份情誼帶到了太平洋的另一邊。他們計劃今年六月舉辦一場高爾夫球錦標賽，白天打球，晚上頒獎聚餐，可惜他們活動完結時我們探驪也快將出版，不然便可讓大家看看他們的「銀髮活力」。



整桌都是荃濟的大師兄，大部分是1970年代畢業的。坐在右邊第一位的是陳健民師兄，大家笑得非常開心，看得出感情很好。



這張則是九濟師兄的專場，大部分是1960年代畢業的。這一桌更有「歷史感」——右邊第一位師兄，是李小龍那個年代的同學；而右邊第五位那位萬師兄（Wing Man），是1965年畢業的，他的同班同學不是別人，正是香港歌神許冠傑！



走進歷史傳承希望

教區80周年展覽參觀後記



今年是天主教香港教區成立80周年，主題為「希望的傳承者」。為此，教區於聖方濟各大學舉辦了「希望的傳承者——教區歷史展覽」，本校天主教同學會成員於5月11日親身前往參觀，在導賞員的詳細講解下，一同走進教區與香港社會同行的八十年歲月。

八十年足跡：信仰與服務同行

展覽透過珍貴文物、歷史照片、口述歷史與多媒體展示，呈現教區從1946年成立至今的發展脈絡。同學們看到的不僅是教會在香港的擴展，更是一代又一代信徒以愛德服務社會的身影——從辦學、醫療到社會福利，處處可見信仰化為行動的痕跡。

其中一件特別觸動人心的展品，是教廷宣布香港升格為教區的文件仿製品。展櫃中的文字透着金光，象徵「真光繼續照亮香港」。這道光，不是來自某一個人，而是來自無數默默付出的神長、修女、教師、醫生與義工。

不只是歷史，更是召叫

也許有同學會問：「我不是天主教徒，為甚麼要關心教區歷史？」

其實，這片土地上的許多人，都曾受惠於天主教會開辦的學校、醫院或社福機構。了解這段歷史，不是為了宗教宣講，而是為了認識一個與香港共同成長的群體，如何在不同的時代中，回應社會的需要。

而對於我們天主教同學會的成員來說，這次參觀更是一次使命感的召喚。正如展覽主題所言，我們不單是歷史的旁觀者，更是「希望的傳承者」。80年前，前人種下了信仰與服務的種子；今天，輪到我們在生活中活出愛與希望——無論是幫助身邊有需要的同學，還是以行動回應社會需要。

讓希望繼續流傳

願我們都能成為希望的傳承者——在家庭、在學校、在社會，以微小的行動，延續那道照亮香港的真光。

同學們在展覽入口的主題海報前合照。►身後「希望的傳承者」五個字，正是我們此行要體會的精神。

同學們在「教區發展大事記」展板前駐足觀看。展板上的年份——1946年（教區成立）、1969年、2000年等標誌着天主教香港教區在不同時代的重要里程碑，見證信仰與社會同行之路。



▲展覽中央展櫃中，展示着教廷宣布香港升格為教區的文件仿製品。金光映照下，同學們靜心凝視，感受那份歷史的重量與光照。



▲導賞員向同學展示早期天主教學校的校規與課本。



羅副校 榮休採訪

隨著學年尾聲悄然而至，聖芳濟校園亦迎來兩位老師榮休。他們同樣在教育事業上默默耕耘數十載，不論是陳志平老師的言傳身教，或是羅翠蓮副校長的耳提面命，早已化作春雨，悄然滋養著一眾學子茁壯成長。是次本刊有幸邀請到羅副校長作訪談，分享自己從初執教鞭時的青澀窘迫，到肩負副校長重任後的甘苦點滴。她的故事不僅是個人的歲月旅程，更是她對育人使命的深情告白。以下讓我們一同沿著她的步伐，走進那道與聖芳濟交織的回憶長廊，細細感受她對教育的熱誠與信念。

羅：羅翠蓮副校長

方：方皓齊

謝：謝明博



方：羅副校，回首您在教育這條路也走了數十年的光陰吧，您還記不記得自己當初第一天走入教室的感受呢？那麼究竟是怎樣的契機和信念，讓您選擇了教育這條路，還堅持了大半輩子呢？

羅：先說就是為什麼我會選擇教育呢？其實我是想做社工的，但是最終天主安排，讓我成為一名老師，直至現在。或許因為自己真的喜歡教人，所以一直做到現在了。

第一天上班的畫面，我至今仍印象深刻，因為那時剛搬進青衣，當年的青衣可是天天堵車的，很容易遲到。記得第一天開學時我是遲到的，那時所有學生都在操場上排隊，而老師是要坐在台上，新老師更要坐第一行。我記得那時候校長、訓導老師……各人都坐在台上，然後我才再走上台，之後當時是全場嘩然，兩旁的高中生更在吹口哨歡迎我，實在好嚇人，心想著為什麼會有口哨歡迎我，十分尷尬。幸好旁邊的訓導主任，大葉Sir，跟我說沒關係的，給了我信心。

方：這段時間的教學生涯裡，您有沒有遇到過某個畫面或者某個時刻，讓您覺得做老師真好？這份成就感，對您而言又有著怎樣的意義？

羅：我教書三十多年，一共教了三十幾屆學生，差不多四千人。他們正是處於從少年成長為成年人的關鍵階段，能夠參與他們生命中最重要、最轉動的時期，我覺得非常幸福，因為很少有人能參與一個人的人生故事，更何況是這麼多人的故事。

說到最有成就感的事，就是聽到別人稱讚「你的學生真優秀」，心裡就會特別自豪。當然，學生的優秀未必全是我一個人的功勞，但他們是在聖芳濟裡成長起來的，是老師們共同努力，成就了這些學生。他們長大後成為有責任心的人，在各自的工作崗位上有所成就，並且得到他人的認可，這就是身為老師的成就感。

薪水和升職固然重要，但我覺得最大的回饋，是學生回來對我說：老師，您當年說過的某句話，我到現在還記得。書本上的知識我已經忘了，但唯獨記得您當時跟我說的那句話。這就是一種幸福，原來自己說過的話，真的有人會記在心裡。

謝：作為副校長，需要承擔的責任固然比老師更重，在擔任副校長這段期間，您覺得最具挑戰性的時刻是什麼？又是什麼力量支撐著您在風雨中堅守崗位，帶領學校前行？

羅：今年是我做副校長的第八年，當中我發現有些事不能單憑一己之力，往往需要其他人的支持。如果同事不支持你，你就不一定能做到。成為副校長時，自己有很多的理念，要用很多的時間去和其他人分享，過程中他們可能會質疑：「你都做不到，為何要我做到？」這是第一個挑戰；第二個挑戰是時間，很多時候自己真的要奉獻私人時間出來。不少的事情同事盡力完成後，需要我們將事情整合，或者需要我們給予更多時間令事情做得更好。

至於是什麼信念或力量，我記得那時是全憑自己的信仰能令我堅持每天上班，令我慢慢去調節自己的情緒、心情，然後再要面對學校，再重回軌道，所以自己的信仰是很重要的，所以每個人都應該要有自己的信念或是真的相信自己，便會好些。

謝： 如果有一天，師生們提起您的名字，您最希望自己在他們心中留下的是怎樣的形象或精神？您亦希望這份精神如何繼續影響學校？

羅： 在聖芳濟工作的日子裡，同事、家長都會叫我「聖芳濟Miss Law」或是「副校長」。但在最早期的時候我是有一個外號的，我的外號是叫做「哥斯拉」。或許那時我的頭髮是電曲了，但這是很久之前的事情了。我後來也詢問他們：「為什麼要叫我『哥斯拉』？是否真的是外表相似……」但他們卻說：「不是的，你一上來就『噴火』，又怎麼招惹都『打不死』，翌日又再活蹦亂跳的回來教訓我們……」

我也認為這種「打不死」的精神應該在聖芳濟流傳下去。面對學校環境、教育制度、社會變化或是學生能力等不同挑戰，老師確實要有堅持和「打不死」的精神，才能夠「捱」下去，過得更好一點，否則你很快就會累或是放棄。有同事曾說：「Miss Law 你好像已經收了點『火』了。」那你能想像我以前有多熱情。所以我認為這份熱誠在聖芳濟應該被流傳下來。包括老師和學生，都要熱愛學校、忠於學校，請這份精神好好流傳下去。

謝： 幾十年來桃李滿門，有沒有哪位學生的故事至今仍讓你歷歷在目？這段經歷又是否改變了你的教育觀？

羅： 我清楚記得剛教書第一年，有一個子很高的學生，上課的時候拍著桌子指責我偏心，說我偏袒別的同学。後來我才明白，這個學生其實是情感上很依賴我，可能把我當成了母親、親人，甚至是很親近的人，所以才會在意我是不是對別人更好。這個學生家裡在溝通上存在一些問題。當我和他母親溝通時，她母親教導我如何和他相處。當時我心裡還在想，我明明是孩子的老師，如今反而是家長教我怎麼做老師，多少有點尷尬。後來那個學生哭了，我也陪著他一起哭。

三十多年後的今天，他依然經常約我出去吃飯。如今他事業有成，開著很好的車來接我，很氣派，有些同事還打趣說我坐著價值不菲的車出去吃飯是什麼感受。我倒沒什麼特別的感覺，只覺得車底盤太低，坐著不舒服，還不如普通房車舒服。

他的人生經歷起起落落，一直都有和我分享，具體細節我不方便多說。但這個學生陪伴了我三十六年，我相信他到現在依然把我當成母親一樣。逢年過節，他比我的家人還要早給我拜年。

我忽然意識到，老師不只是老師這麼簡單。年輕的時候，可能像他們的姐姐；年紀大一些，就像他們的媽媽；現在面對學生，我差不多就像他們的奶奶、外婆了，他說他的外婆差不多六十七歲了，可我也差不多年紀。所以我覺得，在學校裡不只是師生關係，而是真正的一家人。只要你真心對待學生，他們就會把你當成家人。

方： 即將卸下重擔，告別熟悉的校園與崗位，您此刻的心情是如何的？在這個即將「畫下句點」的時刻，有哪些不捨，又有哪些對新生活的期待？

羅： 坦白而言，並沒有太多不捨。即使我的工作崗位結束，但也不代表再不出現在聖芳濟，只要學校需要我也能夠隨時回校。例如學校四樓的修會需要我的幫助，我也會繼續幫助修會，為修會作出貢獻，所以並未有太多不捨。

至於新生活，我應該會多加休息。三十年的工作多少令我有些疲累，可能會多花時間在休息、旅行、陪伴家人上，亦或者去其他地方探望校友，例如：美國、英國、加拿大等不方便回港的地區。我亦可以去嘗試做些幫助他人的工作，畢竟我年輕時也會在教堂幫助進行義務工作，所以教堂需要我便去幫忙，亦或者以前也會有人邀請我從事一些教育中心、中學顧問中心一類的工作。到時候會視乎情況而定，但休息會是首要的任務。

方： 對於學校未來，發展有什麼期許？希望聖濟能成為一所怎樣的學校？

羅： 沒有特別想聖芳濟去變成一所怎樣的學校，因為聖芳濟一直都很好，學生和老師想怎樣做，修士會都會允許。希望聖芳濟一直都是學生發光發亮的地方，每個學生都有不同才能，是主給予的。我曾經聽過一位基督教大學的校長說，神創造人有一百個組件，是靠自己爭取，每個人有缺乏的地方也有優勝的地方。希望聖芳濟可就學生的能力和夢想加以栽培，曾經有一些很調皮的學生，甚至幾乎被外國的學校踢出境，但現在卻成為了大老闆，並經常回來母校幫忙，希望回饋母校，多謝老師對他的包容和容忍，包括打架和責罵老師，希望學校能繼續保持對學生的包容。

謝： 如果要對全校師生留下一句最真摯的祝福與勉勵，您會說甚麼？

羅： 近來不少同事或學生都會問：「羅老師，你要離開嗎？」又或者：「你走了，我們真的不知道怎麼辦。」但這個世界沒有了誰都一樣會繼續運轉，大家不需要受外在因素影響。只要記住自己最初讀書、教育的初衷，不要讓周圍即將發生的事左右自己的想法。能夠做好自己、守好本分，對得起學生、對得起家長，學生亦對得起自己的學業，就已經足夠。所以只要做好自己本分，就是最重要的事。



恒毅力是學校今年的主題，我們探驪也以此為題，邀請全校同學寫出成長中的堅持與突破。無論是想像擁有一瓶「恆毅力藥水」，抑或回憶一次刻在成長中的經歷，同學們都以真摯的文字，記錄了努力、失敗與不放棄的瞬間。這些作品或許沒有華麗的修辭，卻有最動人的誠懇——因為每一份堅持，都是平凡生活中不平凡的選擇。

現在，就讓我們一起閱讀這些入選佳作，感受同學心中那顆正在發芽的、堅韌的種子。

假如我有一瓶恆毅力藥水

1A 蘇宇翔

「鏝而舍之，朽木不析；鏝而不舍，金石可鏤。」 蟬鳴聒噪的夏日午後，我又看到了那一杯檸檬水，喝下，回到那茫茫冬日。

寒風似尖刀，拂過我的眼前，留下的不是那層層寒意，而是比賽失利帶來的沉重打擊。我如行屍走肉般走在這片寒冷的大街，「或許我真的技不如人？」我陷入對自我的懷疑中……

回到家中，溫暖的氣流湧入我的鼻中，可失利帶來的打擊讓我還是渾身冰冷。我在沙發，久久不能忘卻，想步步分析，可雜亂的思緒擾亂我的神經，它們像麻繩，捆綁住我的內心。外婆看出了我的落魄，沒有說話，只是緩緩遞來一杯檸檬水。

我接過，輕輕抿了一小口，苦澀的檸檬籽味讓我面容扭曲，我被噎住了，開口將一天不堪的遭遇抱怨出來。可外婆依舊沒有說話，看著檸檬水示意我喝完，我不明所以，大口大口吞嚥，苦澀變成了酸。我吞嚥著口水，望向還有少量的檸檬水，憋住氣，閉上眼一飲而盡，迎接我的，既不是苦澀也不是酸，而是一絲甘甜。我感到詫異，不明白外婆的用意。

外婆見我沉寂在不知所措之中，終於緩緩開口：「檸檬水，它很奇特。剛喝，喝到的是飄浮在最上面的檸檬籽；喝了一會，是檸檬肉的酸，而到了最後，沒有苦和酸，剩下的不就只有底部糖帶來的甜嗎？」我恍然大悟：「人也是這樣，如果你喝不下苦酸，又怎麼可以喝到最後的甜呢？」

於是我振作起來，日復一日的練習，儘管接連幾次都還是輸給他人，但在最後一次，我贏了。我衝回家，想向外婆道喜。推開門，我緊緊抱住外婆，熱淚盈眶地向她傾訴我的成功。從此，我將檸檬水視為我的恆毅力藥水，每次想放棄時，我都會想起它。

多年後，我再次回到鄉下見退休的外婆，她又接上了一杯檸檬水，我喝下了它，沒有苦澀和酸，只有外婆對我滿滿的教導。

「天下事以難而廢者十之一，以惰而廢者十之九。」不要因一時失敗便放棄，只有堅持才有勝利。失敗像苦，爬起像酸，成功像甜。喝下這杯檸檬水，走向成功的未來！



假如我有一瓶恆毅力藥水



1A 何懿承

「寶劍鋒從磨礪出，梅花香自苦寒來。」人的一生就是一場遠航，只有歷經磨難才能領略到靠岸的花香。

人的本性總是三心二意的，但是這樣性格下，生活卻總是磕磕碰碰的。不過，如果我有一支毅力藥水，我的未來又會有怎樣的天翻地覆？假設真有這麼個毅力藥水，它給我的感覺應該是草原上吹過耳畔的清風般清爽，令人回味無窮。喝下它後，我會擁有愈挫愈勇的勇氣，會有靜如止水的心境，會有一往無前的志氣，還會有如汪洋大海般無止境的耐心。

自此，我不再閉門造車、固步自封，我開始把目光放寬至從前不曾接觸的事和物，發掘屬於自己的特長及才華。從前有心無力的課業和活動，在不斷的試錯下，變得得心應手。我的生活從漫無目的地消磨時間，變為井井有條、有條不紊，有規劃地活著。從頭到尾，從上至下，因為毅力，我變得十分自律，生活的每個瞬間、每個角落都煥然一新。良好的學業進展、順暢的友情及各種關係、自信的外貌，無一不透露著新生。

改變自己的成就感裹挾著我踏出完美的每一步。到現今為止我每做出的一件事，令我的未來像新生的烈日，步步高升，一片光明。

多麼令人憧憬的故事，不過這只是我的遐想，我做的一個不切實際的白日夢罷了，我還是那個我，沒有任何改變。我想不想要這支毅力藥水來改變自己這頹廢的生活？當然想。其實每個人的心中都藏著這麼一支毅力藥水，只是我們從始至終都沒有選擇它而已。選擇不僅僅是想，而是忠於內心的選擇。人人都會說百煉成鋼、持之以恆，但大多數人都只有個「想」字卻從不行動，不知道只有真心才能換取改變自己的寶貴機會。

時間的洪流裡，人生的船隻不可能一帆風順，歷經狂風暴雨後，淡淡的花香才顯得彌足珍貴。



假如我有一瓶恆毅力藥水



2A 鄒奕晨

老實說，倘若世間真有一瓶「恆毅力藥水」，它的外觀必定樸素無華，甚至如蒙塵的舊酒瓶般不起眼。入口從無暢快甘醇的滋味，反倒挾著砂石般的粗澀，更留有隔夜苦茶縈繞舌尖、久久不散的餘韻。

這瓶藥水的配方，皆萃取自生活最磨礪人心的角落。首先要傾入大量「枯燥結晶」，那是日日重覆練習同一個動作、熟記同一個字句時，滿心倦怠卻仍強撐精神的沉滯與無奈。再添上幾許「挫敗的灰燼」——是理想被現實澆熄熱情後，在無數自我懷疑的深夜裡，磨盡驕傲、放下自尊後餘下的殘痕。

最後，所有原料都須浸潤在「時間的耐心」中，以文火緩緩熬煉，不能急於求成，無法刻意催熟，直至滿口苦澀沉淀為沉穩厚實的底蘊。飲下這瓶藥水，你不會一瞬間變得萬事皆能，它的力量向來內斂隱晦，更帶著幾分執拗與倔強。

它先為你在心間築起一道隔音之牆，讓那些「你撐不下去」「何苦執著」的消極雜音，都變得如街外喧囂般遙遠，再難擾亂心神。

繼而重塑你的骨氣，每當身心疲憊想要妥協認輸之時，膝骨總會多一份執拗的剛毅，不輕易屈膝。

這瓶藥水賦予人的，從不是短暫衝刺的爆發力，而是長跑者從容穩定的節奏與呼吸。它讓人明白，人生從不是華麗急促的百米衝刺，而是一場與自己對話、與心性磨練的馬拉松。它最動人的力量，是當你瀕臨崩潰、滿心想要放棄之際，靈魂深處仍會湧出一股執著的傻勁，支撐你拍去身上塵埃，平靜淡然地對自己說：「再往前走一步看看吧。」它無法許諾必然成功，卻能賜予你水滴石穿、久久為功的執著與堅持。

終有一天你會懂得，這瓶藥水真正的魔力，從不是改寫人生的結局，而是重塑了你與失意、絕望共處的模式。

假如我有一瓶

3A 冼禮軒

倘若我有一瓶「恆毅力藥水」，它絕不會是色彩絢麗的汽水，而是一瓶澄澈通透、內斂透出微光的液體，盛放在樸素卻堅實的玻璃瓶中。這瓶藥水的配方講究細緻，每一滴，都藏著成長的奧秘。

藥水的基底，是三克的明確目標，引領我在迷惘之中看清前路方向；再撒入一把由無數失敗歷練編織而成的抗壓纖維，守護內心，不讓輕易被挫折擊潰；最後滴入幾滴最珍貴的熱情精華。這是最核心的成分，能把枯燥乏味的重覆練習，化為一場充滿樂趣的歷險，使我即便身處疲累，仍能保有向前邁進的動力。

這瓶藥水的魔力，並非讓人一夜蛻變成天才，而是賜予人強大的心理韌性。每當面對堆積如山的功課心生厭煩，或是在田徑場上奔跑至筋疲力盡時，只要靜心感受這份力量，心中想要退縮放棄的念頭便會悄然平息。它能過濾內心的焦躁與不安，教會我學會延遲滿足，耐心守候努力的種子慢慢發芽。也讓我懂得：成功從不屬於跑得最快的人，而是屬於跌倒後拍去塵埃、依舊願意站起前行的人。

若我真能擁有這瓶藥水，我會將它置於書桌最醒目的地方。每當成績未如理想、頹喪失落之時，望著它，便會時刻提醒自己：不必倚賴虛幻的藥水，也能做一個執著堅毅、永不認輸的人。





這一次，我咬著牙堅持了下來

4A 黃煒傑

樹蔭處傳來冤囑尖銳的蟬鳴聲，頻率仿佛要將空氣撕一道裂縫。風一吹，烈日的熱浪席捲著跑道，隨著微風向我撲面而來。

站在起跑線上，我低頭打量著自己肥胖的身軀，一想到平日連走幾步就喘氣的我，心裡不禁對接下來如地獄般困難的一千米跑步感到心忡忡，如地獄般困難。

我剛好瞥見一旁的田徑隊隊員修長的小腿，他正拉伸著肌肉，金黃的陽光更是給他鍍了一層金，那光澤是我粗壯的大腿無法匹敵的。正當我愁著緊繃的校服時，他轉頭看向了，我，眼裡帶著的不是嘲諷，而是同情和輕蔑，似乎是知道我的結局注定失敗。

彼時，周圍注意到了我，帶著玩笑意味地調侃：「阿言，你沒有問題嗎？別勉強自己，中暑了，我們可抬不起你。」話畢，我並未作聲，而是想到自己平時上體育課時，一直擔當著「胖子吉祥物」：測驗時，累了就放棄，躲在樹蔭乘涼；以及跳遠時把沙踩出深坑；做俯臥撐時一下都做不到的等等笑話。

「盡力就好。」一道輕描淡寫的聲音傳入我的耳畔，打斷了我的思緒。哦——是體育老師的提醒。可是，這句提醒更像是一種溫柔的宣判，已經預言了我的失敗。

「預備——跑！」我來不及思考，只是一股腦地衝了出去。隨著哨聲劃破熱浪，一千米的試煉正式開始。在頭一百米時，我試圖跟著大部隊，可是我一層層的贅肉隨著呼吸的節奏劇烈晃動，宛如一道道枷鎖般束縛著我。

我的肺隨著跑得越久，被熱浪像火燒般灼燒著；我的呼吸也隨之亂了套，一吸就聞到汗臭味；那些汗也好似一件濕了水的盔甲，壓得我喘不了氣。我凝視著前方一道道輕盈的身影，心裡更不是一般滋味。

忽然，跑道幻化為虛幻的重疊波紋，眼前像無盡的苦路。聲音隨耳畔而來：「停下來吧，沒人會怪你的。老師都說盡力了，還不如回樹蔭大喝口冰涼的水，把痛苦結束掉。」

我的視線逐漸模糊，腳踝也被體重壓得隱隱作痛，雙腿更是發軟，差點就整个人撲在跑道上了。

「你看那胖子跑步，像不像一隻在沙地上走路的企鵝？」一名低年級學生坐在跑道邊指指點點。他們的言語像一把鋒利的刀刃，狠狠地插進了我的自尊心。

我並不因他們的言語而憤怒，而是對習慣隨時放棄的自己感到沒用，我打從心底地發誓，我要及格。

我狠狠地咬緊牙關，上頷與下頷劇烈碰撞，咬合肌緊繃得發酸，嘴裡甚至嘗到牙齦的淡淡鹹腥味。

到最後一圈時，原本乾爽的鮮紅色跑道被我的汗水烙印一圈圈的淡色斑痕。我的意識渙散，眼前只剩下無盡的暗紅色。我不再看背影，不再聽閒話，所有肌肉的力量都聚集在小小的牙齒上，一呼一吸一呼一吐，不敢有毫差錯。

說痛，是真的痛，那是從腳底板衝上頭皮層的痛，甚至是每根神經都在嘶吼著要停止。但是，我死守住了最後一絲清明，把倔強壓在齒縫間，不是求出色的成績，而是嘗試從平庸與軟弱中蛻變和成長。

此時，我已聽到教練和同學在終點前驚呼：「看，阿言居然在衝刺！」

我的身體就像一台爆炸的引擎，用盡了最後一滴燃油，即將跨進那條證明自己的線。我因為慣性，徑直地倒在地上。

手掌因為沙石而破了皮，刺辣辣的痛讓我清醒了，趴在地上，大口大口地呼吸著屬於我的空氣，看著被我征服的跑道，露出了欣慰的微笑。

「三分五十五秒。」來的不是同情，而是對我堅持的尊重。居然撐了下來，所有人意想不到我的合格，甚至是比合格早了五秒。

我看着我狼狽的模樣，我的確沒有瘦和運動天才，但咬牙讓我生出以意志為硬骨頭。

那些不看好我的只是他們的幻影，不放棄恰恰正是生命真實的定義。成長不是在掌聲中發生，而是沒人看好自己甚至撐不下去的時刻，咬牙，跨出自己的每一步。

夕陽西下，金燦燦的陽光為我鍍上了一層金光。我拍了拍屁股上的灰塵，艱難地站起了身，一步一步地走向樹蔭。雖然腳步沉重，但這一次，我踏出的每一步，不需要咬緊牙關，走得也無比堅定。



這一次， 我咬著牙堅持了下來

4C 陳嘉能

直到把接力棒遞到隊友手里，我才扶著膝蓋彎下腰，大口喘氣。腿酸得站不穩，但心里的石頭總算落了地。

我代表班級參加4乘400米的接力比賽，但是運動會的賽程排得很滿，跑接力之前我剛比完一場個人項目，人還喘著氣，關鍵是我好久沒正經跑過400米了，心里也沒底，而且我是第一棒，萬一跑差了，後面三個同學直接被影響，全班成績也跟著落後，越想越緊張，手心全是汗，站上跑道前甚至想臨陣脫逃。

可真走到起點那一刻，我知道沒退路了，上吧。我站在第七道，腦子亂哄哄的。旁邊發令的老師大概看出我緊張，朝我開玩笑說“別害怕，我在終點等你哦”

我深呼吸了兩口氣，想讓自己平靜下來，可心跳還是咚咚咚的，沒等我平靜下來，“砰”一聲槍響了。也顧不上想了，腿一蹬就沖了出去。

前半程我拼命的跑，跑出去沒幾步，由於我處在外道，擡頭一看，前面就一個人。我加快步頻，彎道不斷加速，一出彎就超了他。再往前看，前面空蕩蕩的，一個人都沒了。由於不知道對手的信息，只能拼命往前沖。

但這種速度撐不了多久。大概跑到200米的時候，乳酸開始滲透進肌肉里，腿上開始有異樣的感覺，心想：“不好，這麼快就上酸了，後面200米怎麼辦”呼吸開始變得急促，喉嚨里有著淡淡的血腥味，好在只是細微的變化，我保持這速度又跑了100米，可是剛剛的那一瞬間走神，讓我的節奏亂了，剛出彎道進入進入最後一百米，我的雙腿就像灌了鉛一樣，乳酸滲透進全身每一個角落，連擺臂都困難，每一步都費勁，整個人快到極限了，腦子里甚至閃過一個念頭：不能因為我拖班級的後腿。

就在快撐不住的時候，跑道邊隱隱約約傳來同學的加油聲。不算多響亮，但我聽見了。我瞬間又提起一股勁，不想讓大家失望，更不想讓自己掉鏈子，咬緊牙，把剩下的力氣都使出來。

就這樣，憑著我的堅持，我咬牙撐到了接力區，把棒交到隊友手里，交完棒那一刻，整個人直接松了勁，累得說不出話，但是心里說不出的踏實。

這次我沒因為賽前累就退縮，沒因為好久沒跑就放棄，也沒在體力透支的時候松懈，我很慶幸我並沒有放棄，《韓非子》中說「千里之提，潰於蟻穴」。不能因為自己的一時想放棄，就影響整個班級的榮譽。很多時候不是我們不行，是差了那一點咬牙撐下去的勇氣。成長大概就是這樣吧在快撐不住的時候再逼自己一把，在想放棄的時候再多堅持一下，就能突破自己，解鎖成就。

刻在成長裡的堅持

5A 洪偉捷

如果說成長是條河流，那堅持便是河床底部最堅硬的岩石——看不見卻決定著水流的方向。在我的記憶中，有一段與石頭對話的日子，它教會我的不僅是一門技藝，更是生命中最珍貴的品質。

中三那年暑假，父親帶我回鄉下看望叔公。叔公是村裡最後一位老石匠，他的手藝在方圓百里都很有名。第一次走近他的工坊，陽光透過木窗灑在滿地石屑上，像碎了一地的星星。牆角立著未完成的石獅，半張的嘴裡還藏著鑿子的印記。叔公正在打磨一方石硯，那專注的神情讓我明白，原來人與石頭之間，可以有這樣的對話。

「想學嗎？」叔公問我，我點了點頭，就這樣開始了我的學徒生涯。最初的功課是磨刀。叔公說，連刀都磨不好的人是不配拿鑿子的。於是我在水磨石前站了整整兩天，除了吃飯睡覺，我每刻都在磨，磨到手掌起泡，磨到能夠在刀鋒上看見自己眼睛的倒影。第三天清晨，叔公遞給我第一塊石頭，那是塊拳頭大小的青石，他說：「先把它磨圓。」

我以為很簡單，卻發現難如登天。每一鑿下去，石頭都會崩出意想不到的缺口；每一次用力，都可能讓先前的努力白費。青石在我的手下變得稜角盡失，卻怎麼也成不了完美的圓。我開始煩躁，手腕酸得發抖，虎口的皮繭一層層地蛻皮又重生。叔公只是在旁邊靜靜地抽著煙，偶爾過來示範一下動作和角度，剩下的全靠我的意志力。

第五天傍晚，夕陽把工坊染成琥珀色。我終於把石頭磨成了一個不太規則的圓。叔公拿在手端詳了很久，說了一句我至今記得的話：「石頭不會說話，但它記住了你的每一次用刀、每一滴汗。」

後來我才知道，那是塊用來做硯台的胚料。真正的考驗還在後面，鑿出硯堂，做出硯緣，雕出紋飾，每一步都需要極大的耐心，而耐心正是十六歲的我所缺乏的東西。有多少次，我因為用力過猛而讓石硯出現裂痕；有多少次，我因為貪快而毀掉了即將完成的作品。每一道裂痕都像刻在心上，讓我明白了什麼叫功虧一簣。

最難忘的是那個雨夜，我為硯台雕刻最後一道雲紋時，手一滑鑿子偏了方向。好不容易才打磨光滑的硯面上，多了一道深深的刻痕。我頹然坐倒在地，看著那道疤一樣的痕跡，第一次為一塊石頭落淚。叔公走過來，並沒有責罵，而是拿起那方硯台，用他那雙布滿老繭的手輕輕撫摸那道刻痕。雨聲淅瀝中，他開始重新設計紋樣，把那道意外的痕跡變成一條溪流的源頭。「瑕疵也是石頭的一部分，」他說，「就像遺憾是人生的一部分。真正的堅持，不是永不犯錯，而是懂得如何把錯誤變成風景。」

那個暑假結束後，我完成了人生中第一方硯台，它不完美，硯緣不夠圓潤，雲紋也顯得稚拙。但它被我帶回了家裡，一直放在書桌上。每當我學習到深夜，抬頭看見它靜靜地在那裡，就會想起那個滿地石屑的夏天，想起那些與石頭沉默對話的日子。

高中這幾年，當我埋於題海，當成績的起伏讓我迷茫，當未來像未鑿的石頭一樣不可預知，我總會想起叔公的話。成長原本就是一場雕刻，我們既是匠人，也是石頭。每一次堅持都是在鑿去多餘的部分，每一次挫折都是在打磨生命的紋理。而堅持便是在每一個想要放棄的瞬間，想起那台硯台上的刻痕，然後選擇繼續。



In our learning journey, talent and intelligence can only take us so far. What truly sets successful individuals apart is GRIT — the passion and perseverance to pursue long-term goals despite challenges and setbacks. With it, we develop resilience, push through obstacles, and ultimately move closer to success. This is why grit is not just important, but essential, to meaningful growth and achievement.

The Power of Grit: Transforming Challenges into Triumphs

1A Lam King Wun

Grit is an important key to success. You cannot complete your journey to success without grit. What is grit? Grit is usually defined as a combination of persistence and passion. Let's talk about persistence and passion.

Persistence means doing things from start to finish. Show perseverance in all kinds of situations, and the emphasis is on maintaining uninterrupted effort from start to finish. When trying to succeed at something, you should never give up, even when it gets tough. Imagine you are trying to create a new video game, but you do not know how to code. Will you give up, or will you keep trying? Normally, people will give up, but some individuals succeed at the last minute because they refuse to quit. This determination can be seen in many successful people who have faced numerous setbacks but have ultimately triumphed through their relentless efforts.

Passion means an intense desire or enthusiasm for something. You devote yourself fully to something if you are passionate about it. For example, I enjoy the English novel series called "The 13-Storey Treehouse," so I have read the entire set. I borrowed them from the public library and spent a lot of time reading them. They are very funny, and I enjoyed the time reading them. This joy not only makes our experiences better but also fuels our commitment to the activities we pursue, reinforcing the importance of both passion and grit in achieving our goals.

Now you know what grit is. So, next time you feel like quitting, remember your grit. Take a deep breath, tell yourself, "I can do this," and take one more small step. Grit is a superpower that helps you turn "I can't" into "I did it!"





The Power of Grit: Passion and Perseverance in Pursuit of Goals

2A Kwok Chin Wang

Grit, a concept popularised by psychologist Angela Duckworth, is the powerful fusion of passion and perseverance toward long-term goals. It transcends mere talent or intelligence, representing the tenacious spirit that drives individuals to persist despite obstacles, setbacks, and the allure of easier paths. It is the engine behind sustained effort—the quiet determination that refuses to be extinguished by failure.

In a world that often celebrates instant gratification and innate ability, grit is the unsung hero of genuine achievement. Talent may open a door, but grit is what walks the long, arduous hallway to success. It is the student who continues to study despite a failing grade, the artist who refines their technique through countless imperfect sketches, and the entrepreneur who pivots after a business failure. Grit is not about a single moment of brilliance but the cumulative power of showing up, day after day, with a steadfast commitment to a meaningful objective.

Ultimately, grit is a testament to the human capacity for growth. It embodies the understanding that mastery is a marathon, not a sprint. By cultivating grit—nurturing our passions and building resilience—we equip ourselves not just to achieve our goals, but to endure the challenges inherent in any worthwhile pursuit. It is the quality that forges character and transforms potential into tangible, lasting accomplishment.

Moreover, grit fosters a growth mindset, encouraging individuals to view challenges as opportunities for learning rather than insurmountable barriers. This perspective not only enhances motivation but also instills a sense of purpose, driving individuals to embrace their journey, regardless of how arduous it may be. When we develop grit, we become more adaptable and open to change, allowing us to navigate life's uncertainties with confidence and determination, ultimately leading us toward personal and professional fulfillment.



The Power of Grit

3A Lau Tak Sum Jason

Grit is usually described as sustained passion and perseverance toward a long-term goal. For me, the one experience that has remained vividly in my memory is the experience that pushed me to my limits and that helped me reach new heights, just to achieve the same thing that 40 other students were competing for. I remember it clearly. Before I entered secondary school, I joined a pre-season basketball training program where only the top ten performers would earn a place on the school team. Forty students competed for those spots, and I was determined to prove myself as a hidden gem. That experience pushed me to my limits and showed me the true meaning of grit.

At first, I was nervous. I was surrounded by students from different schools, including two or three classmates with whom I wasn't close. During the early sessions, I watched closely — observing each player's strengths and weaknesses while critiquing my own. Was each dribble precise? Was my shooting consistent? These questions drove me to focus not just on playing, but on improving deliberately. After training, while many others went home, I stayed behind to work on my dribbling, refine my shooting angle, and increase my speed of execution. My preparation went beyond physical practice. I studied game footage and read about tactics to get previous defenders and to position myself defensively. I practiced free throws and layups until my wrists and legs ached, and I ran defensive drills to improve my footwork. I also paid attention to

teamwork: basketball is not an individual sport, so I learned to use teammates' strengths, control the tempo, and communicate clearly on the court. I wanted to be a point guard who could both score and direct play, not someone who only pursued personal glory. During the program, I trained every spare moment. On non-training days, I maintained my regimen at home and on the neighborhood court. My persistence began to show—my passes became crisper, my interceptions more frequent, and my confidence grew. The gym teacher noticed the change: he commended my improvement and my developing leadership on the floor. Even so, I stayed focused on the goal rather than letting praise distract me. On the final day, as names were read aloud, my heart pounded. When I finally heard my name called, a rush of relief and joy washed over me. All the extra hours, the missed comforts, and the steady work had paid off. Making the team was not just an achievement; it was proof that deliberate effort and perseverance can transform potential into real results.

That experience taught me more than basketball. It taught me how to evaluate when to persist and how to work with consistent, focused effort toward a goal. I learned that grit is not blind stubbornness but disciplined persistence—balancing individual improvement with teamwork and reflection. Now, when I face challenges in academics or personal projects, I apply the same approach: set a clear goal, practice deliberately, learn from setbacks, and keep going until progress is evident. Grit, I discovered, turns small daily efforts into lasting success.



The Comeback

4B Kwok Pak Yuk Howard

In the middle of a close game, I was going for a simple fast break layup when suddenly... pop! I couldn't stand up. In a matter of seconds, my friends rushed over to check on my calf. It was the worst-case scenario: a torn Achilles.

With my friends' support, I limped to the hospital across the street. The emergency doctor performed an MRI and confirmed it was a complete tear. They told me I needed surgery to reconnect the Achilles to my heel and that I would be out of action for at least a year.

When I heard the news, I was undoubtedly devastated but not broken. To me, grit doesn't only mean not giving up; it means working hard to recover and refusing to quit until that goal is met, even when things get hard and painful.

The recovery process was tedious and painstaking. I couldn't walk most of the time, let alone play basketball. I had to suffer through watching my friends play while I could barely even walk. To me, it was pure torture because I couldn't do the one hobby I loved most.

Throughout the half-year of physical rehab, I pushed and pushed. Finally, after six excruciating months, I passed my physical assessments and only needed to wear a cast for the next couple of months. As my tendon started to heal, I

slowly returned to the court. At first, I only did simple layups and form shots. Slowly, after some more time, I started running again. I did some full-court sprints and free throws, but that was all I was willing to do because I was so afraid of tearing it again.

A year after the initial injury, I went back to the hospital for a routine checkup. My Achilles was finally fully healed. After I got the news, I started doing things I would never have dared to do while in a cast: jumping, shooting threes, and mid-range shots.

The fact of the matter is, I'm fully healed now. I've recovered my full body movement and my health. I can play basketball and have fun with my friends again. It was the best day of my life when I had my first day back; I remember scoring 15 points in a game that went to 21. My doctor even said I had recovered better than he expected.

Even though I might not be exactly the same as I was before the injury, I still recovered and I am back on the court. That is the beauty of resilience, the art of going from "unable" to "able". This injury taught me that nothing is impossible and that it's not over until your body completely gives out.

English Activity Highlights 2025-26

October 2025

What a fantastic day at the Science Spelling Bee!

Our brilliant students spelled their way through words like 'oxygen' and 'chlorophyll', proving that learning can be a blast! Not only did they boost their English vocabulary, but they also unlocked the secrets of science — talk about a win-win! Huge shoutout to our amazing student helpers for making this event an absolute success! You rock! Let's keep the fun going!



November 2025



Mysterious? Maybe Not!

Our boys bravely gathered (and maybe shivered a little!) for the thrilling "Mystery Box Challenge"! Armed with nothing but courage and curiosity, students were grouped up to reach into the unknown and draw whatever object they felt inside our mystery boxes.

Was it a slimy monster? A ghostly limb? Or maybe just... a very fuzzy eraser? Their task was to use their incredible English skills to describe their mystery item and try to name it!

It was a fantastic session filled with hilarious guesses and some truly epic descriptive vocabulary. Who knew a simple lunch break could be so packed with mystery and fun?

December 2025

Christmas Card - making Workshop

We held a Christmas card-making workshop that truly touched our hearts. As part of the EDB Values Education programme, our students wrote kind and thoughtful messages, embracing the value of gratitude.

With each card created, they shared their appreciation for teachers, friends, and family — reminding us all of the simple joys that mean so much. While we acknowledge the challenges around us, we find solace in the connections we build. Thank you to everyone who participated and contributed to this meaningful event.



January 2026



Last Preparation before the Mock Exam!

We were delighted to have around 40 students from Jockey Club Ti-I College join our S6 Joint School English Speaking Practice!

It was inspiring to see everyone so eager to exchange ideas and refine their skills. Teachers from both schools served as examiners, providing valuable feedback and targeted advice for improvement. It was a wonderful opportunity not only to boost confidence but also to develop new friendships.

With the Mock Exam just days away, we hope all our S6 participants found this practice session both fruitful and empowering

March 2026

Global Carnival: The Global Explorer Challenge!

Our School Hall transformed into a Global Discovery Zone! Students became "Explorers," traveling from Singapore to Brazil, Egypt to Iceland — during lunch time!

At the Digital Discovery Zone, they raced through quizzes on iPads. At the Cultural Challenge, they matched countries to continents on giant maps. At the Mystery Object Station, they guessed famous landmarks like the Amazon Rainforest and the Pyramids.

The energy was amazing — students laughed, learned surprising facts (did you know Iceland has zero mosquitoes?), and collected rewards along the way. Best of all, they earned CAM marks while exploring the world!

Learning + Fun = Success! Our explorers left with smiles, gifts, and new knowledge about our global community.



May 2026



Dragon Boat Reading Challenge

The Dragon Boat Reading Challenge was successfully held on 21 May 2026. The English Department has collaborated with the Moral and Civic Education Committee and PSHE KLA for the exciting activity. It was amazing to see the eagerness of many students to learn and read. Students deepened their understanding and shared their thoughts on the Dragon Boat Festival. It reminded us of the importance of family and community. With cultural learning, students had fun and learnt a lot. The event was made possible by a dedicated team of English Ambassadors who worked tirelessly behind the scenes to ensure everything ran smoothly. Their commitment to teamwork and leadership turned the Reading Challenge into a wonderful activity for the entire school.

2025

• Sep •

*Mid-Autumn Tongue
Twister Challenge*

*English Speaking Day
- Perseverance*

• Oct •

*Healthy Lifestyle
Pop Quiz*

Science Fun Day

• Nov •

Mysterious Box Challenge

*English Speaking Day
- Reading is Lit*

• Dec •

Math Spelling Bee

*Christmas card
making workshop*

2026

• Feb •

Speak your way up

• Mar •

Science Fun Day

*English Speaking Day
- Benevolence*

Global Explorer Challenge

• Apr •

*Mother's Day Handmade
Card Workshop*

*English Speaking Day
- Respect*

• Dec •

Math Fun Day

*Dragon Boat Reading
Challenge*

Chill Out Cafe

English Writing Competition 2025-26

The English Writing Competition invited students to share their unique perspectives on relevant community topics, including Sports, Wellness and Mental Health, and Technology and Science. The best entries were selected to advance to the external competition organised by the South China Morning Post. The winning entries showcased students' outstanding writing abilities and their critical thinking towards social issues.

Are School Grades Helpful or Harmful?

1B Zhuang Yik Long

Stop Stressing: Why Grades Aren't the Whole Story

The way schools check what students learn is mainly by using grades. Grades are supposed to measure our knowledge and progress, but how they affect us is something people always talk about. Do grades really push us to do better in school, or do they just cause extra stress and stop us from learning the right way? Thinking about these questions helps us figure out what grades are truly for, and if they help or hurt students in the long run.

The Good and the Bad of Scores

First, grades definitely give us a clear and organized way to see how we are performing. When many students get high grades, it makes them feel really proud and successful. This kind of good feedback is a powerful motivator, pushing us to work harder or keep doing well in our classes.

But not every experience with grades is good. Getting a poor grade can be upsetting or even make us feel defeated, which leads to us doubting ourselves. Sometimes, this makes people try much harder next time, but for others, it can cause a lot of worry or a strong fear of failing again in the future.

Pressure vs Real Discovery

Also, while grades motivate some students, they can also create a high-pressure environment where getting a good score is more important than learning. When all the focus is on getting perfect results, students might avoid hard tasks or chances to explore new ideas because they are afraid of making mistakes. Taking risks is the key to learning how to think and be creative, but too much focus on grades stops us from doing this important stuff. Instead of teaching us to love learning, focusing on scores can make us just memorize things for the test, and then we forget the knowledge later.

Better Ways to Check Learning

There are probably better ways to check what a student can do and how much they've grown. For example, giving detailed written comments or having us do hands-on projects can show much more about what a student has truly learned. Written comments point out our specific strengths and how we can improve, giving us helpful advice that a single letter grade can't. Projects, on the other hand, teach us how to work together and use our knowledge in real-life situations, which makes learning more fun and useful for everyone.

In the end, grades should be used to show our understanding and progress, not to decide how much a student is worth or put heavy stress on their mental health. Focusing too much on numbers and letters makes us forget this true purpose. It's important for teachers to find a balance between testing and helping us grow completely, making sure grades encourage us without making us feel bad. Education should make us curious and help us grow, instead of just counting what we've achieved.





Should Winning Be the Most Important Goal in School Sports?

2C Lam Pak Tik Eddy

The Importance of Consistent Exercise for a Healthy Life

Some coaches and players believe that the ultimate purpose is to secure victory; however, for a junior secondary school team, an overemphasis on winning is not only misguided but can be detrimental to the very essence of youth athletics. The primary focus should be to develop students' love for sports. Winning is a desirable goal, but it should not be the most important objective.

First, being overly focused on winning will fundamentally alter the atmosphere of practices and games, making them less fun and critical. The competition has become a test with a high level of pressure, and mistakes bring frustration instead of encouragement. The playful experimentation, the laughter after a fumbled pass, and the sheer pleasure of movement are sacrificed at the altar of victory. For teenagers who are growing up in a complex situation, sports should be their way to relax, not another pressure. It creates a supportive and enjoyable environment where students are excited to participate in practices and games without having to worry about letting the team down.

Second, what happens to less-skilled players in a win-at-all-costs culture? They are often ignored in the team, their potential untapped and their self-esteem diminished. A coach obsessed with winning will only field his most talented athletes, while everyone else will always be just spectators. These players, who maybe do not play really well, are deprived of the training that the school could have provided; they will internalize the message that they are not good enough, leading to them giving up the sport.

However, winning can teach us about the rewards of hard work and the thrill of achievement, but a team that prioritizes inclusion teaches empathy and cooperation. When everyone plays together, they will support each other. They will discover that success is more than just getting the highest score; it is the team working together to complete the game. They can learn how to face failure and understand that effort and growth are what really matters.

In conclusion, for junior secondary school sports, the most important goal cannot be the transient glory of a win; the real victory lies in the lasting benefits of participation. This is the real victory we should focus on.



Should Schools Teach Mental Health as a Core Subject?

3A Lau Himson

Why Mental Health Should Be a Core Subject in Schools

Mental health education has become increasingly important, and I believe schools should definitely include mental health as a core subject. This is because it brings numerous benefits such as improved academic performance, reduced stress and depression, enhanced emotional regulation, building resilience and life skills, and much more—benefiting students both academically and personally.

First, teaching mental health helps reduce the stigma surrounding mental health problems. Many students may not understand mental health conditions, which can lead to depression and negative attitudes towards those who struggle. Through mental health education, schools can improve awareness and empathy, encouraging students to support peers who may be struggling. This understanding fosters a more inclusive and compassionate school environment.

Second, mental health education facilitates early identification and intervention. Students equipped with knowledge about mental health can recognize symptoms in themselves and others. Early awareness can prompt timely intervention, allowing access to appropriate support and resources. Addressing mental health issues early is crucial for preventing them from worsening and developing into more severe conditions.

Moreover, teaching mental health equips students with essential emotional regulation skills. Adolescence is a critical time for emotional development, and students often face various stressors, including academic pressures and social challenges. By learning coping strategies and stress management skills, students can better handle their emotions, leading to improved mental well-being. These skills not only benefit students during their school years but also remain valuable throughout adulthood.

In addition to emotional benefits, mental health education can improve academic performance. Mentally healthy students tend to be more focused and engaged in their studies. Addressing mental health openly helps reduce laziness and promotes better academic achievement. A supportive learning environment that prioritizes mental well-being is likely to yield improved educational outcomes.

Finally, mental health education builds resilience and life skills. Students learn problem-solving, decision-making, and effective communication—key abilities for managing challenges throughout life. These skills enable students to face difficulties with confidence and cultivate a sense of self-awareness and self-confidence.

In conclusion, making mental health education a core subject in schools is crucial for creating a supportive and informed environment. By reducing stigma, promoting early intervention, enhancing emotional skills, improving academic performance, and building resilience, schools can play an important role in nurturing the mental well-being of their students.



The Great Phone Debate: Learning Tool or Classroom Distraction?

4A Tam Ching Him Kris



Why Students Should Not Bring Smartphones to School

In today's digital age, technology has become a powerful tool for educational purposes. Many schools are embracing e-learning as a modern education method, often using digital booklets to replace paper books, which reduces the physical burden of the backpack. Although e-learning is useful, it requires strong student self-discipline. This lack of discipline has led to the challenge of classroom distraction, which lowers students' learning efficiency. Ultimately, the risks mean that e-learning does not provide a superior education method.

First, a main reason for opposing e-learning is the potential harm to students' health. Spending extra time in front of smartphones and tablets can lead to different types of eye diseases, such as eye fatigue, dryness, blurred vision, and short-sightedness. Beyond this, many students lack proper work setups at home, leading to back pain, neck strain, and reduced physical activity. These factors contribute to a decline in overall physical well-being. Not only is physical well-being declining, but mental health is also at risk. A study has shown that using smartphones excessively can negatively impact mental health by increasing the risk of depression, anxiety, insomnia, and social comparison. In brief, allowing students to use their smartphones for educational purposes is harmful for their health, both physically and mentally.

Secondly, the presence of smartphones in school can significantly increase the possibility of cyberbullying as they can quickly share harmful messages, images, or videos. Once shared, this content can spread rapidly among peers, amplifying the impact of bullying. At the same time, as this becomes a general social conduct, there will be more victims of harassment, especially within the ethnic minority community. This kind of bullying incident can cause long-lasting effects, most likely mental illnesses, such as anxiety disorder and post-traumatic stress disorder. Besides, due to the development of artificial intelligence today, students can use AI for face-shifting to spread rumours or make fun of others, which leads to severe conditions that may violate the law. Therefore, using smartphones in school will make cyberbullying far more likely.

However, things have two sides. Some think bringing their own smartphone could enhance the learning process, and it could mean bringing fewer physical materials to school, allowing access to more learning resources. While bringing smartphones to school can make teaching easier—by using slides and notes on a learning platform and allowing students to quickly access notes they have written down—this does not change my point of view. The problems caused by smartphones in school are much bigger than the mere convenience they bring. Student compliance is an undeniable issue. Even though there are policies to constrain the use of smartphones, students will still break the rules due to the attraction that has caused addiction to electronic devices or games. Some schools which allow students to bring personal smartphones have claimed that many students are using their devices even when they are not told to, and they are not using them for educational purposes. Instead, they are using their phones as a gaming device, which induces distraction in classes or during study time. This misuse affects the effectiveness of learning, eventually leading students to have worse results in tests.

In conclusion, bringing smartphones to school will lead to a series of severe problems. Therefore, students should not be bringing their personal smartphones to school. Allowing them in class will let students have serious health issues, face a bigger chance of cyberbullying, and get distracted away from learning. In essence, students should not be bringing smartphones to school.



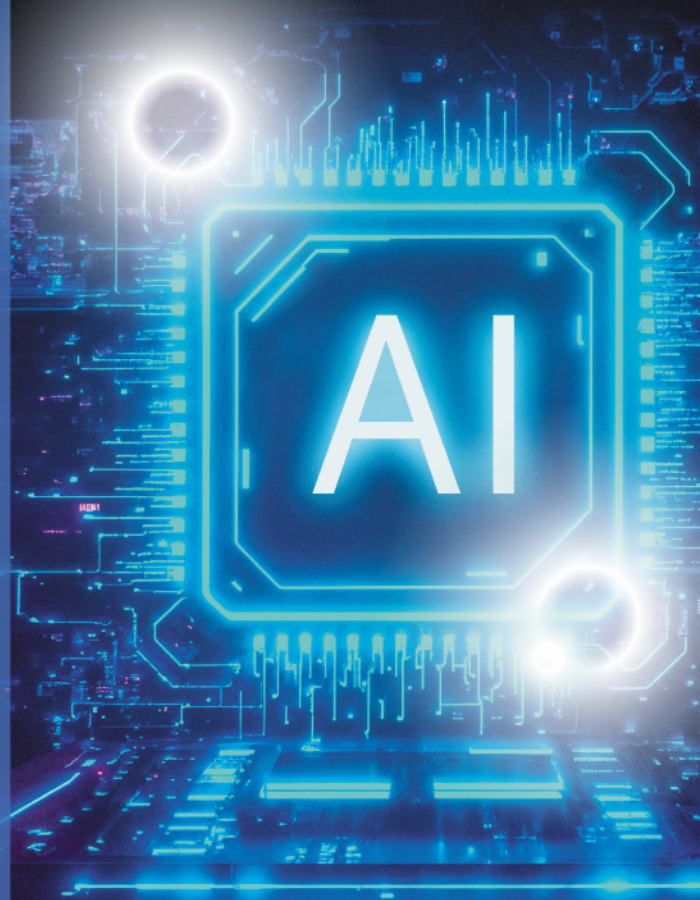
The Robot in the Classroom: AI as a Helpful Tutor or a Cheating Tool?

5A Li San Shing Boaz

The Technological Paradox: AI, an Instrumental Boon or a Detrimental Killer?

Living in this digital era, with the advent of artificial intelligence, some state that human authority is being challenged while others oppose that it is a conducive tool which provides substantial vital assistance. It is seemingly fair to argue that AI is a helpful personal tutor due to its productivity and proficiency. Nevertheless, never have advocates considered the downsides of the presence of AI, which are contributing to a more gloomy outcome than a delightful one. AI, undoubtedly the major root, slackens students, reducing their capability, which may result in consequences. This essay aims to outline how tragic the prevalence of AI can be.

As a common perspective, students can save time by introducing AI to their academic lives. At the most superficial level, we can discover AI acting as a personal tutor who gives instant and sorted responses due to your questions. Indeed, it is beneficial for students at that moment. Yet, has anyone ever thought about their future? Using AI without practical thinking, students will eventually deserve a severe breakdown of competence to process knowledge. This phenomenon is also known notoriously as the misuse, abuse and overuse of AI. To visualize how harmful it is, the unemployment rate in Hong Kong is referenced — it reached its peak this year since 2022. In order to be effective and efficient in working, students may have neglected those impacts in their future but enjoyed the effortless procedures of everything because the 'omnipotent' tool assists. Apparently, they will regret when that day comes owing to their loss of reading skill, writing ability and problem-solving strategy. In certain instances, AI does help students to cope with their questions faced during studying; students however are utilizing this helpful instrument improperly, leading themselves to gain a cognitive decline. Therefore, it is not suggested to allow AI for school use.





Not only does AI engender the problem of knowledge deficiency of students, but it may also convey misleading information which further deteriorates the capability of pupils. Rewinding the timeline to when AI had just appeared; the majority of the public displayed great enthusiasm owing to how assistive it is. Nonetheless, it must be unexpected that as long as some challenging or professional questions are sent to AI, the omnipotent creature will start malfunctioning — providing incorrect solutions. Doubtlessly, those incorrect responses are definitely pushing students to the ignorance abyss. Meanwhile, more pathetically, students will not realise they are receiving misconceived understandings yet perceive them as a valuable chance to acquire new things. Evidently, it is seen but not a general view that AI significantly damages the knowledge base of students and hence it is such an impossible miracle that AI could be the 'helpful personal tutor'. To manifest, by worldwide statistics, exceeding half of queries have got wrong answers. Consequently, students are gravely guided to learn fallacies. This is a corollary that even though some people have been in tertiary education, they are still negatively affected thanks to their over-dependence on AI. Thus, unless someone is targeted, AI should never be unrestrictedly open to the public.

Overall, artificial intelligence, the omnipotent creature, is more reasonably deemed a fatal bane. Confining the development of intelligence of students and spreading flawed recommendations are the primary reasons why AI should be banned from school use. It will be miserable to find out students are no longer possessing independent thinking. Remembering the unplugged time, pupils could still study accurately and successfully, or to be said 'properly'. As a result, why should we not phase out the use of AI and commence to obtain the authentic academic opportunity?

李政宇

《層層堆砌的堅韌》| 陶泥創作

創作自白 |

這件作品由小到大的三個人偶構成：幼時的我曾遭同學霸凌，被負面情緒的水灌滿令我流淚；初中的我將淚水化作堅忍的汗水，是我努力壓抑負面情緒爆發的證明；高中的我重拾自信，更有能力包容負面情緒，令我以正面積極的態度面對生活。



小人偶(小學階段)

象徵負面情緒的水，會從眼睛的空洞中如淚水湧出，象徵小學時的我難以包容負能量。

中人偶(初中階段)

上一個人偶眼裡湧出的水，會接連湧入這人偶，而那些象徵負能量的水，會令其化為強忍壓抑的汗水流出，代表我初中時期堅強的克服意志。

如今，即使再有負面情緒湧入，成長後的我，也已經可以獨當一面，化解更多未知的困難和負面情緒，成為更強的自己。

大人偶(高中階段)

最終，那些負能量最終會流入最大的人偶，象徵高中時期我包容了曾經的負面情緒，活出更強大的自己。

李政宇

《1:06:09的窒息》| 繪畫

[學生視覺藝術展 2025/26 入圍作品]

創作自白 |

作品描繪了那段持續了一年六個月九日的霸凌經歷。霸凌者的侮辱伴隨著旁觀者的排擠，宛如一塊塊標誌牌和一根根警戒線，緊緊束縛著我身體的每一處，使我無法動彈。這樣的痛苦回憶，隨著時間演變成無盡的漩渦，不斷試圖將我吞沒，而周圍的人則化作數不清的目光，產生的焦慮如同無法喘息的窒息感，令我彷彿窒息。



楊立峯

《CMYK友情檔案》| 混合媒介

創作自白 |

在中學時期，我總是拿著相機記錄朋友們的快樂瞬間，卻令自己成了旁觀者，錯過了運動會上的汗水與擁抱。放下鏡頭後，我用CMYK四色印刷分層重組友情的合照，單層代表片段記憶和性格，只有疊合在一起，才能形成完整的肖像。這使我明白，真正的記錄不是僅僅留存證據，而是用心參與和內化，讓那些回憶永存於心。



C=Calinness

M=Mellow

Y=Youthful

K=knowledgeable



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