

Tribute to Queen Elizabeth School 2014



A Diamond Jubilee Publication

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Music by D. E. PARKER

Lyrics by E. BLUNDEN

SCHOOL SONG



mf *p*

1. Bring to our song the thank-ful soul, the lov-ing thought, the
2. E - li - za - beth a queen - ly name, be - gins the song and
3. May know-ledge from our works in-crease, and serve the world and

The vocal melody is written in a single staff with a treble clef. The piano accompaniment is written in a grand staff (treble and bass clefs). The lyrics are aligned with the vocal melody. The first line of music is marked *mf* and the second line is marked *p*.

shin-ing dream. And let us all as one ex - tol. Our
so be - gun. Fair be our school's ad - vance and fame. And
spread the light. Be ours to share an ac - tive peace, a -

The vocal melody continues in the same staff. The piano accompaniment continues in the grand staff. The lyrics are aligned with the vocal melody.

gener - al and our sever - al theme. Our
 ev - er new her glo - ry won. The
 mong our - selves first learned a - right And

School of roy - al ti - t - le. Bring great glad - ness
 glo - ry of the wise and good. And old tru - th
 from this School let this be shown, "Twas mine, but

V. 1
 V. 2 3rd Verse

to her hon - our - ing
 new - ly un - der - stood.
 was not mine a lone." Now close the song; and

close in full. Re - e - cho, "Queen E - li - za - beth School."

Foreword

It is my honour to be serving as the Chairman of QESOSA at the memorable 60th Anniversary of Queen Elizabeth School. I am privileged to be part of the QES big family and have been enjoying every moment of it.

In 2004, the first “Tribute to Queen Elizabeth School” (the Tribute) was published in commemoration of the Golden Jubilee of our mother school. The publication is a collection of commendations for QES from our alumni and a memoir of the blissful years they shared in our Alma Mater. The Tribute was well received by our alumni and has become an important literature of OSA.

Ten years have passed and we are celebrating QES60 in 2014. Some say that time changes things. In the case of QES alumni, I am proud to say that their commitment in exemplifying the school motto and in passing on the light remains unchanged. To mark our unwavering love for QES, it is a meaningful endeavour to publish a second issue of the Tribute.

The beauty of the Tribute is that it brings together alumni spanning over seven decades, engaged in different careers and of diverse views for one purpose - to share the festivity of the QES Diamond Jubilee and to express their gratefulness towards QES.

I would like to express my special appreciation to Mr Kwan Sek Yiu (69FA) and members of the QES60 Publication Sub-committee. Without their dedication and untiring work, it would be impossible for us to have a second issue of the Tribute. My heartiest thanks are extended to the contributing alumni. Their devotion and passion for QES have always been amazing to me.

With the concerted effort of our alumni, I am sure there will be more issues of the Tribute to come, and the publication will become a tradition of OSA to celebrate the QES anniversaries.

Tong Sau Chai, Henry (86FA)
Chairman
QESOSA

Message from the Editorial Board

We have great pleasure in producing this publication entitled “Tribute to Queen Elizabeth School 2014” for commemoration of the 60th Anniversary of our Alma Mater. The Publication Sub-committee, together with other Sub-committees under the Steering Committee for Organizing QES60 celebrations, was set up in early 2013. After 20 months of hard work, we have produced this internal publication as well as another special publication entitled “伊利沙伯 · 香港” about the development of QES in relation to the community of Hong Kong in the last 60 years, which is now for sale in the major book stores.

“Tribute to QES 2014” provides a platform for old students to freely express their love and passion for QES as well as their recollection of their good old school days. While most of the submissions we received are articles, there are a few in other forms, including poems (詩和詞), duplet (對聯) and re-written lyrics of a once popular song.

As expected, there are articles paying tribute to our beloved former Principal Dr Arthur Hinton. It is great news that Dr Hinton has decided to return to Hong Kong to join the QES60 celebration activities. Many old students are longing to meet him and his schedule in Hong Kong is packed with gatherings with different groups. We wish him a marvellous time during his stay in Hong Kong. On the other hand, there is sad news that former Assistance Principal Mr So Yan Kin passed away in June this year. Several old students of the 1960s have submitted articles paying tribute to their highly respected Mr So, particularly for his unusual and impressive way of teaching as well as care for students.

We take the opportunity of the diamond jubilee of our mother school to provide some information which we believe is of general interest to all old students. Such information includes the history of the OSA, the scholarships of QES and lists of people with special contribution to QES, including Principals, Head Boys and Head Girls as well as Chairpersons of the PTA, the OSA and the Student Union. We used to call the leaders of these three organizations Chairmen, but we have advanced with the tide to call them Chairpersons. You may note that both the OSA and the PTA, which were established almost 60 years ago, have so far only one Chairlady. The Chairlady of the OSA dated back to 1965 and the PTA only has its first Chairlady this year. As for the Student Union which was only established in 1999, there have already been several Chairladies. The wheel of progress is rotating forward in a fast pace.

There is also a section of the publication designated to old students with outstanding achievements in science and technology. Their contribution has extended from the school to the community and even mankind. This is the first attempt of its kind for collecting and presenting information on old students. Hopefully, the list will be supplemented and more lists will be compiled in future.

Special thanks must be given to Mrs Chan Tai Yee Man, Assistant Principal and Ms Wong Siu Ying, Clara, teacher of QES, for provision of information relating to QES, the four overseas OSA chapters for supplying information on the development of their associations and how their members adapted to the life in foreign lands as well as Mr Tsoi Heung Sang (59FA), Honorary Chief Executive of QESOSAEP, for the updated account of progressive setting up of the OSA schools and other educational services.

Finally, we hope that this publication will bring back sweet memories to our readers and every reader will enjoy reading it.

Let us all celebrate whole-heartedly the 60th birthday of our mother school and wish her a brilliant future.

QES60 Anniversary Celebration Committee List

	QES member	PTA Member	OSA Member
Steering Committee	Chairman: Principal CHAN Ka Wai Member:	Co-Chairman: Dr. YEU Yee Man Member:	Co-Chairman: Mr. TONG Sau Chai, Henry (86FA) Member: Mrs. TSOI LAI Yuet Sum, Susanna (59FA) Mr. CHAN Chung (75FA) Mr. LAU Siu Ki (76FA) Ms. CHING Wai Ming, Jasmine (81FA)
Banquet Sub-committee	Member: Mrs. CHAN TAI Yee Man Ms. CHAU Hung	Member: Ms. Marrina NG	Convener: Ms. CHING Wai Ming, Jasmine (81FA) Member: Mrs. CHAN WONG Ching Man, Oonagh (74FA) Mr. Chung Chi Cheung, Real (81FA) Ms. CHAN Sau Man, Samantha (87FA) Mr. WONG San Keung, Sam (93FA) Ms. TAM Nga Kei, Kate (98FA) Mr. Ma Kwan Yin, Ivan (08FA)
Event Sub-committee	Member: Ms. CHUNG Shun Wai Ms. KWAN Ki Shun Ms. CHOW Yuet Yee	Member: Ms. Stella TING Ms. Sylvia TAM	Convener: Mr. CHIN Kwok Keung (73FA) Member: Mr. MAK Chi Shing, Matthew (94FA)
Fund Raising Sub-committee	Member: Mr. TSE Wai Man	Member: Dr. YEU Yee Man Mr. HU Yu Ji	Convener: Mr. TONG Chi Ping, Jerry (95FA) Member: Mr. CHEUNG Kau Wan (63FA) Mr. TAM Wing Oi (69FA) Ms. KWOK Wai Hing, Winnie (71FA) Mr. TSAO Chi Fung, Alfred (71FA) Mr. LAM Siu Keung (78 FA) Mr. CHEUNG Tsz Hang, Ivan (95FA) Mr. OR Man Ching, Stanley (95FA) Mr. WONG Chi Hung, Bosco (95FA)

	QES member	PTA Member	OSA Member
Publication Sub-committee			Convener: Mr. KWAN Sek Yiu (69FA) Member: Ms. Wong Yee Kuen, Cecilia (71FA) Ms. Wu Yin Ching (73FA) Mr. KONG Fuk Yip (82FA) Ms. TSANG Chi Wai, Bess (83FA) Mr. Tang Tsz Ching, Jeremy (93FA) Mr. Yau Leong Ming, George (93FA) Mr. Leung Hon Wing, Wayne (96FA)
Publicity and Liaison Sub-committee			Convener: Ms. HO Ming Wai, Celine (86FA) Member: Mr. CHAN Chung (75FA) Mr. KONG Fuk Yip (82FA) Mr. TANG Tai Lam, Eric (04FA)
Souvenir Sub-committee	Member: Ms. NG Yin Ting, Irene	Member: Ms. TO Mun Ling Ms. LAI Wai Lan	Convener: Mr. CHAN Chung (75FA) Member: Mr. MAK Chi Shing, Matthew (94FA)
Sports and Entertainment Sub-committee			Convener: Mr. LEUNG Tai Hong, Steven (92FA) Member: Mr. CHUNG Chi Cheung (81FA)

我所認識的韓敦校長

Nancy Tang 鄧梁潔詩 (65FA)

在伊中的幾年，跟大多數學生一樣，我很少與校長接觸；倒是與好幾位同學跟譚煥文老師一家三口比較多在課餘時間見面。直至中五那一年，因家中事故，才開始跟校長坐下談話。畢業後，校長知我捨不得伊中，便提議我去參加舊生會，就在這偶然的安排，令我重新認識了我的另一半！數年後校長更出席了我們倆的婚宴。

轉眼十多年過去了，校長退休後居於維也納，我們倆早已移居多倫多市，大家一直沒有見面；直至那年隨外公幹到瑞士，就順道一訪校長及夫人。他親身到火車站接我們，但想不到見到他的第一句話是：妳長了，可是只向橫發展！哎唷！校長還記得我少年時營養不良的模樣，他的幽默感仍在！

廿一世紀又過了十多年，我們倆跟老校長雖然各處一方，但見面機會倒也不少；初是他來美洲遊玩，見見舊同事和學生，其次是四年前海外舊生會在溫哥華為他慶祝九十大壽，之後都是我倆飛到英倫跟他見面。見面時我們的話題不缺，天南地北，橫跨幾十年，三個大洲；點點滴滴，記起有些老校長的趣事，乘此跟大家分享……

學校最高的領導人竟是最高的攀閘專家

這一天課後，校長因要急取一份重要的文件而趕回學校，而當時學校大閘已鎖，他又不想驚動校工，只好攀過校門大閘；以他的身高，當然不成問題！不過，這個大秘密，可就在二十五年前在多倫多那次歡迎他的晚會上，給一個當年目擊的學生揭穿了！



1987年筆者往維也納探訪韓敦博士和夫人

不忘伊中日子，常以伊中為榮

回想他初訪多倫多的那一次，我們在家中閒談，說到香港制水的趣事，他就非常引以為榮地提起在制水期間，學校不用我們穿白校服，但我們一班女孩子就齊齊穿上在縫紉班用牛仔布做的半身裙上學，還用這身制服作為土風舞表演時的服裝！若不是校長提起，這近四、五十年的往事，早已束之高閣！



1999年韓敦博士探訪筆者(右二)多倫多的居所

每個伊中人都會秉承【修己善群】這個校訓；校長常引以為榮的，是學生不但在校內做義務工作，有的還在老師領導下到喜靈洲為痲風病人服務，在數十年前，這可不是簡單的一回事！後來伊中在校長的努力下，成立校營，這也是伊中的另一個第一！

八九十多高齡仍有好記性

隨時跟任何同學們說起，大家都非常佩服他記得許多學生的名字。他在伊中十多年，從校舍還未建成開始，已與郭偉文老師一起籌備開校種種；後來因職責所在，他雖然盡量爭取他內心嚮往的授課工作，但授課時間仍不多。這也不礙他幾十年來都記得許多學生的中文名字，不是〈阿尊〉或〈阿積〉等 Christian names，而是複雜的、靠拼音而成對他來說沒有什麼意義的中文字音色！

頭腦清晰，視聽覺均頂呱呱

這幾年我倆都會在春季往英國探探校長，也順便與他四處遊玩，包括去年在威爾斯 (Wales) 遊玩了五天。有誰會想到這麼多次的旅程中，預先查看地圖，至駛車時指揮路線的，不是我這個大笨蛋，而是我們的老校長！

跑十層樓梯神氣若定

步行是校長日常的活動，但想不到他爬樓梯也比我強！那一次他訪多市，住在我們家，一天晚飯後回家，才知停電了，我倆還在想要等多久才有電梯呢，校長已說不如我們一起行樓梯吧！那是我們第一次爬這十層樓梯，也是唯一的一次，途中我倆還「建議」校長應停下來，略作休息才再繼續上！

八十老青年與白浪奮鬥

據我所知，在美國有幾位同學，曾為校長提供了他的第一次 white water rafting！不過那時他較年輕，只不過八十多歲吧！

伊中之後

這段時期，我早已遠赴加拿大，沒有跟他聯絡；直至後來他多次訪加，而我也因而認識了他好幾位在加拿大的朋友。在與他們閒談中，使我有機會略知多一點點校長的往事。在郭偉文老師口中，我就知道他倆和張伯倫老師 (Mr.

Chamberlain)，曾在同一段時間分別是香港三間師範學校（後來改稱教育學院）之領導人，這三劍俠更同心合力改善香港的師訓教育制度。另一位是多市約克大學的陸教授，他認識校長時還在唸大學，是學生代表，與校長一起參與某些會議。其中詳情我也不大清楚，不過就知道陸教授自此對校長十分敬佩，兩人亦因此成了好友。還有一對趙氏夫婦，他倆在加畢業後回港，成立了Canadian Club，並對香港教育屢作捐贈，他倆亦成了校長及夫人忘年之交。

這些年來，韓敦博士常感嘆的一句話，就是：我只是一個教書匠 (only a teacher)，能得到你們的愛戴，實在受之有愧。

朋友，你可同意？



1989年伊中舊生在多倫多設宴歡迎韓敦博士，近百人出席，舊生會分會隨即成立

Tribute to Dr. Arthur Hinton

Keith Cho 曹浩全 (60FA)

When I was a student at Queen Elizabeth School in the late 50's, I only met Dr. Hinton a few times because I did not hang out much at the campus after school. In 1967 in San Francisco, some alumni friends told me to go to a hotel in downtown to meet Dr. and Mrs. Hinton. I went along thinking the great man would have no idea who I am. I was so surprised that Dr. Hinton not only remembered my name, he even recalled my house affiliation and some of my close friends. He asked if Teresa Ku and I would get marry one day. Well the rest is history.

Over the years we kept in touch. We met on many occasions and I am always amazed that Dr. Hinton has the most fantastic memories. He seems to remember every single student he ever taught and even the spouse.

In one of Dr. Hinton's visits to the States, he stayed with me for a few days. I took him to the Paul Getty Museum for a visit. He was so energetic and almost wore me out walking all over the buildings and open area. In May 2013, Teresa and I went to London and Ah Ho (Ma Wong Yee's widow) took us to visit Dr. Hinton. We had a nice lunch with beer and wine at a nearby pub. Enclosed is a picture we took in Dr. Hinton's residence in our 2013 visit. We wish him a long and happy life.



*Teresa 古嬌芹 and Keith Cho 曹浩全
taken with Dr. Hinton*

向蘇恩健老師致意

黃麗蓮 (67FA)

蘇恩健先生，是我們1966年在伊利沙伯中學的英文老師、我們的班主任、我們的蘇 Sir。

眾所週知蘇 Sir 很懂享受人生，識飲識食，滿有所羅門王的智慧：

「我就稱讚快樂，原來人在日光之下，莫強如吃喝快樂；因為他在日光之下，上帝賜他一生的年日，要從勞碌中，時常享受所得的。」（傳道書 8:15）

蘇 Sir 就是像所羅門王的一位智者，享受他在日光之下勞碌得來的好處。但他亦會關心他周圍的人，要提升他們生活的質素。他跟別人分享佳餚美酒，分享閱讀心得，送書給各友好等，就不用我說了。

我想跟大家分享在他生命中擁有着耶穌的一些特質。聖經說耶穌看見有需要的人，就憐憫他們：

「耶穌走遍各城各鄉，在會堂裏教訓人，宣講天國的福音，又醫治各樣的病症。他看見許多的人，就憐憫他們；因為他們困苦流離，如同羊沒有牧人一般。」（馬太福音 9:35-36）

還記得我F.5畢業那年的暑期，他知道我和另一個女同學不懂游泳，認為這樣是不好的，便捉了我和她到九龍塘會上了幾堂游泳課！那時我雖不算學懂，但清楚知道學懂游泳的重要。如今總算懂游泳了，我也在我的孩子小時候就要他們學會這「求生技能」。

另外，他知道當時學校中有些同學的家庭有特別需要，就籌集了一些錢（他說主要是在同事間籌集），成立了一個 social service group，我曾參與其中。有一個低年級的同学父親有病，家中拮据，我就曾協助家訪，瞭解她的需要，也表達關心，蘇 Sir 亦給予她實際的幫助。這師妹後來跟我做過同事，談起往事，仍歷歷在目。

蘇 Sir 這份幫助有需要者的心腸，也惠及我的一位舊同事。這同事在英國進修期間，因身體和精神出了一點問題，與在香港的家人失了聯絡，家人知道蘇 Sir 在英國工作，向他求助。那時候我們都不存太大期望；因蘇 Sir 未見過她。蘇 Sir 靠著僅有的資料，一位長髮亞裔女士及一些她常去的地方，竟能在倫敦的地鐵站找到她，又能說服她跟他回家。我得悉這消息，感恩之餘，亦驚歎蘇 Sir 的愛心和機智！

另外，他有一份對人真誠的尊重，不論貧富、地位高低。他對一般服務人員的態度很能表達這分尊重。我想最能看到的是在他常去的吃飯地方，那些服務員對他讚譽有加，稱他為一位真正的紳士；在他生病的時候，甚至老遠去到靈實療養院探望他，逗他開心。這不單是他對他們慷慨，更重要的是對他們的尊重，以禮相待。這種心態和行為在今天社會是非常缺乏的。我常對他說：你這種待人的態度跟耶穌關愛那些被人忽視、輕看的人相近。他很直接回答我說：「如今社會上認為人，不論貧富、不論地位高低，都應平等對待這種普世價值觀，其實是基督教帶給人類的。這亦是民主制度的基石。」我曾問他：中國孟子不也曾說過「民為貴，社稷次之，君為輕」的話，這跟平等待人，人人要有自由、平等不是如出一轍嗎？然而他仍堅持基督教的人觀才能叫人真正得平等。說這些話時他仍未口裡承認基督，但卻以行動表達他對耶穌基督那份為世界所有人犧牲的愛的臣服。

蘇 Sir 送給我的第一本書——“Economics”，是一本 Teach Yourself Books，是1967年我F.5畢業時送給我的。當時他一臉凝重地對我說：「麗蓮，這個世界是經濟主導，你要有多些認識才好。」他確是因材施教，看到我這傻小妮子，不能只追求理想，不懂謀生。

他離世前數月看到另一本好書——鄧康延的「老課本 新閱讀」，就特意去買一本送給我。

相識四十多年後，我覺得他是更認識我了。

蘇 Sir，我們懷念你，我們的好老師；我們亦要學習你如何活出對人關愛，尊重人的基督心腸。

Tribute to Mr So Yan Kin

Arthur Hinton

I greatly appreciated working with Mr. So Yan Kin in QES. Not only was he an excellent teacher of English, patient and conscientious, but he also had a wider concern for the wellbeing of his students. He saw education as something much more than the teaching of a subject and would readily discuss with me his ideas on education, something that I greatly appreciated.

When, some years later, he went to work in the Hong Kong Office in London, I enjoyed meeting him occasionally for lunch and, after he moved back to Hong Kong, I again met him on my return visits.

I have great respect and liking for Mr. So and it has been a privilege for me to have known him.

Jerry Liu Chi Keung (68FA)

I was deeply saddened by the passing away news of our beloved So Sir. He was my mentor and I owe a big part of my English language skill to him. In the 60's, he was already using special AV equipment (open reel tape recorder!) in class, which was very effective in training our oral as well as listening skills. So Sir was a dedicated and caring teacher and will be missed dearly.

Teresa Yu Yee Wah (68FA)

So sorry to hear that Mr. So has passed away in Hong Kong. I still remember how unconventional So Sir was in the way he taught. I was inspired by him and owe much of my love for the English language and my interest in creative writing to his teaching.

Patrick Leung Ping Chiu (68FA)

For So Sir, no simple words can describe how I am indebted to him ever since he entered my life at the most opportune/inopportune moment when I was so lost in F. 3 upon the passing away of my Dad in an overseas marine accident. Even to this day I felt he has been not only my friend, coach and beloved teacher who taught me English in the most lively, unorthodox and experimentally memorable style, but very often also my caring Godfather overseeing my welfare literally with paternal guidance which was severely deficient and needed then. While we both roamed here and there overseas for quite a while, we have continued maintaining a most unique relationship -- myself being among the few students of his who qualified inadvertently as his future close drinking buddy scouted in those good old QES days for extra-curricular training, such as dart-throwing and other non-academic activities at the nearby Conder's Bar. We kept separate orbits and re-assembled in numerous watering holes in Toronto, London and last but not least, Hong Kong, imbibing 'grape juice' cozily whenever and wherever our orbits crossed.

May he rest in peace which I'm sure he will, as I often reminded myself in his presence with the proverb he taught me whenever I was off course -- 'Survival of the fittest'.

Amy Tong Yee May (69FA)

My first encounter with Mr. So was in 1964. He was our form one English teacher. We were a bunch of curious-ridden, innocent but rambunctious kids. The first lesson from Mr. So was particularly memorable. The images were as vivid as a movie reel. I remember he stood in front of the blackboard, in a slight hunch. Then he began in this vibrato baritone-base radio announcer voice and led us to repeat the two phrases. "How are you?" "I am fine and how are you?" They had to be pronounced in the exact pitch -- "me, so, doh". The drill was dizzying but with lots of fun. At the end of our first English lesson, we were almost speaking, with impeccable intonation, to each other. "How are you?" "I am fine and how are you?" with grin all over our faces.

Thanks, So Sir, for introducing fun with learning. You will be fondly remembered.

Dare to Dare *Written to honor TSOI HEUNG SANG (蔡香生), BSc, Med (HKU), MH, LHD*

Louisa Leung (59FA)

Tsoi Heung Sang of 59FA is a scholar, an educator and a philanthropist. He is always ready to help others who are in need. Heung Sang came from a learned and successful family. His three other siblings, like himself, are all QES alumni and are high achievers.

He earned high praises from both his teachers and schoolmates. The following few excerpts exemplified the admiration we all share about Heung Sang.

Dr. Arthur Hinton (Principal, 1959-67), "The success of QES has been due not only to its many dedicated teachers but also to the cooperation and contribution of countless students. Among the students who have given much to the school, Tsoi Heung Sang is one of the most prominent. His talents and energy revealed themselves in many activities while he was a student but I'll mention only two. He was an outstanding member of the drama club, an excellent actor, producer and playwright. He was also one of the chief organizers of a secondhand bookshop which arranged the sale of textbooks, which students no long needed when promoted, to students entering the form they were leaving. This was of great help to students for whom the purchase of textbooks was a considerable financial burden.

His manifold and imaginative abilities have been evident in his subsequent career, particularly in his contribution to education and his loyalty to QES. No one has done more than he for the Old Students' Association, of which I regard him as the Godfather. The valuable work of the OSA in establishing its schools in Tin Shui Wai that are outstanding in their approach to education, owes a tremendous amount to his dedication and his ability to gain the cooperation of other old students.

I appreciate all he has done and is still doing. I rejoice in his friendship."

Ida Cheung, (QES teacher, 1957-60)

"蔡香生是一個非常難得的學生。他經常幫助老師，讀書勤奮，從不抱怨，性情和平。如果世界上有更多的香生，世界就和平了！"

Sek Yiu Kwan (69FA)

"Tsoi Heung Sang is up to now the only person who has served three roles in QES - student, teacher and parent."

Nelson Tsang Kim Fai (60FA)

"Heung Sang is second to none the most selfless, most kind hearted, and warmest person that I have known in my life. Any time and any moment you seek his help and support, he will always stand by you and go all out to give you a helping hand. He really exemplifies our Alma Mater's spirit "修己善群" and beyond. It is my honor and my privilege to be a friend and schoolmate of Heung Sang."

Edward Sun (62FA)

"Of all people, Tsoi Heung Sang has done the greatest to broaden the reputation, and the spirit of QES."

Family Background

A Crop of Four High Achievers (一門四傑)

It is amazing that the four Tsoi's shared the same education system from their young ages. Heung Sang and all his siblings attended Yaumati Government Primary School, Queen Elizabeth School and ultimately the University of Hong Kong. They were all awarded a 5-year government scholarship for their secondary school education. One brother is a physician, another is in business, and his sister is a psychologist. Theirs is truly a loving and learned family.

Mustering Effort Behind Dreams

Even in his teens, Heung Sang was keen on sharing and was always eager to help his fellow schoolmates. Enriched by his wide reading hobby, Tsoi is excellent in artistry writing. His organization skill in his thoughts and work sparked off his many achievements in becoming an educator for life. It is also because of his composed and forgiving character that turned him into an approachable and friendly teacher.

More often than not, one would think high academic achievers are book worms. Heung Sang was definitely not that. In QES, he developed his interest in reading, writing, and music appreciation. He also participated in drama and magic performance as well as photography. He practiced Tai Chi as early as in Form 3. Heung Sang's wide range of activities propels him to be an all-round person widening his scope of conversation in any given occasion. All in all, he is a very interesting and sincere person to befriend with because of his relaxed temperament and unfailing support extended to others in need.

After QES, Heung Sang went on to HKU for his bachelor degree in science and returned to his Alma Mater as a science teacher. Subsequently the government of Hong Kong gave him an award to study for a Diploma in Education of Teachers at the University of Manchester in England. Afterward he was slated to work in teacher training. He also received a master degree in education from HKU. He was also awarded a Doctor of Humane Letters degree from D.W.C. in USA.

Living the QES SPIRIT

Heung Sang's dream did not stop at being a teacher at QES. His many roles with the Education Department enabled him to research into the need assessment of better education system and to enhance the philosophy of various education related departments. He generously shared his knowledge while chairing or serving as committee members of many agencies. I always believe the highest ranking order of knowledge acquirement is application. Equipped with a very rich education and management background, Heung Sang took 5 years early retirement from teaching to pioneer and help run schools established by QESOSA. By so doing he further fulfils his Dream and Vision to start up school projects in a low income residential area – Tin Shui Wai.

He was one among all founders in the start-up of 5 QESOSA schools in a then remote and underprivileged district. The schools ranged from kindergarten to high schools. They also provide after school activities for students, and community education which includes programs for women and the elderly. Tin Shui Wai then was just newly developed in a remote area of Hong Kong. Even so Heung Sang moved his entire family there to have more time attending to his beloved schools. They are:

- 1992 QESOSA Primary School (A.M. & P.M. Sessions), which became two separate schools (QESOSA Primary School and QESOSA Branch Primary School) in 1999.
- 1993 QESOSA Kindergarten (closed a few years ago)
- 1996 QESOSA Secondary School
- 2005 QESOSA Tong Kwok Wah Secondary School

Displaying Multi-talents

In both high school and HKU, Heung Sang took active roles in many extra-curricular activities. These included choir and drama club members, treasurer of Student Union (HKU), Science Society member and Hall Chairman, to name a few.

To honor his achievements, the Government of the Hong Kong Special Administration Region (HKSAR) bestowed upon him the Medal of Honor (MH) in 2005. He dedicates his time and effort as the Honorary CEO of QESOSA Education Promotion Organization that runs the five schools, a school manager of the various QESOSA education promotion programs as well as a school manager of Kowloon Tong School.

QES Family

In closing, I also need to mention a very important person in Heung Sang's life. She is Susanna Lai Yuet Sum (also 59FA), Heung Sang's spouse. She is full of vitality and highly intelligent. Susanna was among the first group of pioneers who were instrumental in establishing the Queen Elizabeth School Camp in Cham Chuk Wan, Sai Kung District of the New Territories in 1962. Up to this day, QES is the only school in Hong Kong that owns and operates a camp. It has many hands-on training activities for young generations. It promotes leadership skill and enhances self-esteem. In recognition of Susanna's educational contributions to society, she was awarded the MH by HKSAR in 2001 and Leader of the Year by Singtao Daily in 2002.

The couple has two very fine children who are already very successful in their career. Helios, their son, is serving as one of the QESAAUSA Board of Directors. Their daughter, Selene, an administrator in civil service, has just been awarded a Master degree in Public Administration from Harvard University this June. Both Selene and Helios are also graduates of QES.

As we all know, the mission of our school is to provide an all-round education to promote the moral, intellectual, physical, social and aesthetic development of students. Through a well-balanced curriculum and a positive learning environment, QES offers students opportunities for realizing their potential to the fullest and growing in a sense of self-discipline, civic responsibility, concern and respect for others as well as commitment to the common good in their services to home, country and humanity. To me, Heung Sang truly embraces all aspects of the QES mission and is selfless as he dedicated himself for the betterment of future generations.

Like his teachers and schoolmates, I am honored to be associated with Tsoi Heung Sang, and to acknowledge his great achievements to the school and to society as a whole.

From “Student Prince” to QES School Days and Afterwards

Ho Tse Kong (57FA)

In the year 1954, Hollywood produced a Broadway musical movie called “Student Prince”, a story of a European royalty disguising as a commoner studying in a university in Heidelberg, Germany. It was a romantic story about the prince falling in love with a common girl and had parties with his schoolmates. As it was a musical, there were many melodic songs. The story and songs attracted among our peers during those youthful and carefree days. As many of us planned to further study abroad and the life depicting the carefree spirit of students in Heidelberg, in general, overseas, the film was a fascination and eye-opener to us.

As the national treasury was in poor state, the King, the grandfather of the Prince, arranged him to marry a Princess of a rich neighbouring country. During a ball, the Princess complained about the unromantic behaviour of the Prince and remarked that he knew nothing about “warmth and charm”. The King upon advice from the Prince's tutor, sent him to the university in Heidelberg to learn about “warmth and charm” among the students. Upon arrival there, he did not like the carefree life style of the students, always singing and flirting with girls. In the inn where he stayed, he was served by Kathy, the inn-keeper's beautiful niece who told him how to get along with other ordinary students, not those from the European royal families, to know what real life should be. He gradually fell in love with this life style and Kathy. After a masquerade, he decided to run away with Kathy to Paris. At the last moment, the country's Prime Minister arrived and told him that the King was critically ill and needed his immediate return. He unwillingly bid farewell to Kathy and promised that he would return. When he saw his grandfather, pretending very well in front of the Prince, was not seriously ill, he immediately requested to return to Heidelberg. The King was fully



A 57FA gathering in QES with 7 former teachers on 15.2.1975

aware of the Prince's carefree life there and asked what he wanted to be. He replied that he wanted to be a “man”, not a Prince. The King stated that to run away from his duties is by no means a “man”. He then decided to stay. Not long afterwards, he was crowned as King after the death of his grandfather. He later arranged a trip by train to the neighbouring country for his marriage. On the way, he suddenly requested the train to make a temporary stop at Heidelberg to surprise Kathy. When he walked into the inn's bar, he saw Kathy alone there. She was surprised and said she knew from the newspapers that he was going to get married. The King said, “I have told you that I would return. Everything is changed now.” Kathy said, “Nothing has changed, except you and me.” He said, “You are my first love.” Kathy replied, “Your only love.”

After this brief exchange of conversation, the King bid farewell to Kathy, with tears in her eyes. When the King and his tutor left on the coach, the students were singing their usual songs in the background. Thus ends the rather sad and romantic story.

We were a group of boys and girls born before the Second World War. In 1954 when a new secondary government co-educational school, namely Queen Elizabeth School, was opened in September, we were promoted and admitted into Form 3 classes to this new school from various schools in Hong Kong. After a year of studying together, we began to know one another better in Form 4. Apart from our hard study, we organized many extra-curricular activities, such as basket ball and football matches, outings, boat rowing (mainly in Lai Chi Kok and Cheung Chau), summer camps, barbecues, etc. Our usual places of activities during summer holidays were Cheung Chau, Lei Yue Mun, Shatin and Yuen Long. Because of our close relationship, twenty-six of us formed an unofficial group called “C. I.” (the meaning of which cannot be traced) with a logo and a C.I. Day was set for 1st July. Every year we arranged whole day activities in Hong Kong.

With all the melodic songs in the movie "Student Prince", we specially like the words in one of them, "Golden Day" (黃金歲月), and adopted it as our group's theme song. The words are as follows, with our Chinese translation:

"Golden days, in the sunshine of our happy youth

黃金歲月,我們歡樂青春時的陽光

Golden days, full of gaiety and full of truth

黃金歲月,充滿歡樂與真誠

In our hearts we'll remember them all else about

長存在我們心中的記憶

Golden days, days of youth and love

黃金歲月,青春和愛的歲月

How we laughed with the joy that only love can bring

我們歡笑,只有愛才能帶來的歡笑

Looking back through memory's haste

在匆匆的記憶中回顧

We will know life has nothing sweeter than its spring time

我們懂得沒有甚麼比春天更甜蜜

Golden days, when we're young

黃金歲月,是我們年輕的時候

Golden days

黃金歲月....."



Seals of C.I. Group, with characters of
有緣 and 情長久

We all remember those good old days. They were really the golden days of love of friendship. Up to today, we still sing this song when we gather.

After we left QES, everyone went on his or her way. Some found work and some further studied locally or overseas but our relationship continued to be very close-knit. On 1st July, those in Hong Kong gathered together and those overseas often wrote letters back, telling their current situation. This tradition carries on until this day. In the years following, we lived separately in different parts of the world and carried on our "established" life, further studying, working, marrying (a few of us became husbands and wives forming happy families) and raising second generations. In 1983, we decided that it was time to arrange a reunion from all over the world. After some discussions, we voted the place to be Hawaii. Finally, in August that year, twenty-seven of us, including family members, had eight wonderful days together in the carefree Hawaii. We were all in an excellent mood for seeing one another after more than twenty years. From then on, we decided to have a reunion in three or four year intervals and we had gatherings together in Australia, Hong Kong (with short trips to China), Canada and an Alaska cruise.

Since 1999, most of us have retired from work, with children grown up. We had more leisure time of ourselves. We then arranged yearly gatherings and have been to Europe, the United States, New Zealand, Scandinavia, Russia, Canada, China, Hong Kong, Turkey, Spain and Portugal. As 2014 is the 60th Anniversary of our mother school, apart from attending the celebration activities, we also plan our group gathering in November.

In looking back, we are extremely fortunate and glad that for the good chance of having such a nice group of friends since youthful, happy and formative student days in Queen Elizabeth School which not only gave us excellent education, both in knowledge and morality, but also such a magnificent venue for our formation of the C.I. Group with friendship lasting for over sixty years. We strongly believe that our friendship will continue for the rest of our life. This should be a good example for our young schoolmates still studying to take a moment to consider a long lasting friendship among classmates during these innocent days. This year, we gather not only to celebrate Queen Elizabeth School's 60th Anniversary but also our group, hoping to meet those classmates we have not met for so many years. Finally, most important of all, congratulation to the 60th Anniversary of our beloved school: Queen Elizabeth School.

情迷伊中 賀母校六十慶典

Nancy K. S. Tang 鄧梁潔詩 (65FA)

不知是那安坐半山的校舍，還是山坡旁那綠油油的足球場，或是那長長的像走往天堂的正門斜坡，抑或校園內每件雪白校服的主人的 超然氣度……總之，自第一眼開始，我的心就毫無保留地獻給了她——我的母校：伊利沙伯中學！

在過去五十多年，雖然身在遠方，她仍常留在我心底……

在Form 1，加入了合唱團。那一年，伊中在校際比賽中奪得男女混聲大合唱冠軍，合唱團被邀到香港大學的陸佑堂表演。爸爸說我年紀小，不許晚上外出。可我還是日間偷偷跑到陸佑堂去跟 Miss Miles 排演，真是少年不識愁，不知怕！

入學不久，我就發覺伊中有強大的吸引力，課餘後同學們都不趕著回家，只愛在學校留連忘返。除了跟同學們有說不盡的話題之外，更有校內各適其式的文娛及康樂活動；還有不時去做啦啦隊，為球隊打氣。有一年，學校的籃球隊打入校際總決賽，我就跟著同學們四處去捧場，以身為伊中人為榮。

我也曾在好多個週末跑回伊中，對媽媽說開會去，其實是因為Tsoi Sir (Mr. Tsoi Heung Sang) 的吸引力。他週末有空，自大學回來伊中，跟戲劇組的同學天南地北，說些關於話劇的種種及其他常識。雖然年少的我未懂趁機吸納，但卻非常珍惜那自由開放的環境，也略有得益。

後來我從校長 Mr. Hinton 處得知，某位老師告訴他有些學生因家境問題，只能在街燈下讀書，所以他採納了老師的建議，在假日把校舍開放，讓有需要的同學們可以隨時回校溫習功課。若干年後，我也因而受益。

報上看到一齣電影，好像叫什麼“那一年，我們一起追過的女孩”，令我想起了伊中少年十五二十時許多同學間的往事、趣聞。是耶？非耶？聽了之後我從來也沒有多去尋根究底。可不是嗎？一眨眼，好幾十年已過去了，人事都翻了又翻！

大概是中四那年吧，香港制水，夏季白色校服要常洗換，所以學校讓我們不用穿白衣裙上課。碰巧那年我們女生在家政堂上學了些縫紉技巧，於是，我們好幾個女孩子就各自用牛仔布縫了條半身裙，在一場土風舞表演時穿上，加上白襯衣及不同的彩色圍巾。這套新制服獲得台下觀眾的讚賞。若不是老校長 Dr. Hinton 數十年後向我提起這件事，我差不多忘記了！

電台播放老歌，啊，是那首“Don't Fence Me In”，又使我想起伊中時 Ng Sir (Mr. Walter Ng) 編排的舞蹈劇：“Camp Life”中的一個環節。Ng Sir 把這首歌放進劇中排舞時，我還未曾有機會聽過這曲譜。想想 Ng Sir 費了多少心血來訓練我們，不說別的，只教我們幾個女孩走碎步上台，解釋後又親身示範，我還是做不了他要求的水準，幾乎沒把他氣死！說真的，我對 Ng Sir 是心存感激，也知道自己有幸除了在課堂上，還在課外活動中遇到他這樣好的老師。Ng Sir：謝謝您！

今年回港，竟有機會見到三十多年不見的 Tam Sir 與 Tam 太。歲月並沒有在他倆身上留下多少痕跡。他倆仍是我心目中好一對神仙美眷。見面的話題當然少不了一班同學們常往他家裡跑的時光，又吃又喝又派對什麼的，簡直就當那是自己的家！若不是 Tam Sir 提起他家住八樓，我也忘記了怎麼每次到他家上上落落都不覺累！



跟譚Sir、譚太及髻士丁郊遊



香港制水期間演出的土風舞



在譚Sir家迎接1965

(數十年後，) 至今我還清楚記得唯一被 Tam Sir 責罵的一次。不過，也實在值得受教訓。只因那時年少，沒把要做的事想清楚，因而置好友依聽於危險，確是不智之舉。都只怪自己冒失又貪玩，更有點兒恃對校營的認識，所以那次與她兩個連夜乘搭從西貢開出的最後一班巴士，再摸黑步行到斬竹灣的校營，只想給那兒住營的同學們一個驚喜！這又是我在伊中時另一個不識愁、不知怕的事件。

說起伊中老師，使我覺得身為伊中人真是非常幸福。自從1989年伊中舊生會第一個海外分會——伊中舊生會安省分會成立之後，我有幸遇到定居海外各地、不同年份的舊生，常會分享伊中時的趣事及頑皮事。但也有難忘的往事，其中有好些都是學生們對母校老師的感激和感恩。我知道一位老師看到被罰站在課室外的學生冷得發抖，一問之下知道學生家貧，買不起羊毛外套，立即跑回教員室找另一位身裁瘦小的同事，借了件外套給學生。數十年後在加國，兩師生仍保持聯絡。

我又聽到好幾位老師自費替有困難的學生買新年度的課本，這些都是我離校幾十年之後才知曉的。至於老師課餘自動免費為學生補習，那已是見怪不怪了。又有好幾位老師在課餘時間，把我們一群學生帶進新的境界，像藝術、自然郊野、環保、義務工作等。這又豈是那年代一個屋邨長大的孩子能想像得到或者隨便可以得到的呢！



吳 Sir 編、導、排的舞蹈劇Camp Life



校營訓練時晚間的(獨立制作)節目



校營訓練班上學習急救

我在伊中的年數不多，但伊中校營生活是我成長中非常有影響力的一環。校營領袖的培訓開拓了一羣年輕人的領域，學習範圍有自然生態、郊野環境、緊急應變、救護常識及組織能力。而團體生活亦讓我們擁有不少溫馨的回憶。值得感激再提的是那兩位伊中舊生的主導教練，那時常常是兇兇的不苟言笑又嚴厲。每個受訓的同學都得在他倆面前扮得乖乖的，做事情不敢有誤。如今，他倆都成了我們這群人的好朋友。

五年伊中歲月裏，當然也有不愉快、甚至是痛苦的回憶。悲苦的日子是在升中五那年的暑假，家中突然發生巨變，全家即陷入一個不見天日的無底深淵，遙看是沒有光明的前途，心情是何等茫然，幾乎要立即停學。幸好得校長 Mr. Hinton 幫助，才可以繼續留讀伊中，完成中學。那一年，我知道自己定要完成中五，才可以照顧家中弟妹。那段惶恐的日子，在學校裡什麼也不想，亦請求好友們別選我當什麼的，自己也停止了各種活動，集中精神去應付會考。在這段黑暗的日子，除了校長的慰問和幫忙之外，還有好友的關懷和其他同學的問候。在課餘或週末回校溫習時，更有高年級的大哥大姐伸出友誼之手，予以鼓勵。種種伊中的人情、溫情，又豈是一兩頁紙能盡訴？

畢業後有次與校長 Mr. Hinton 談話，他知道我很捨不得離開伊中，就提議說：那你去加入舊生會吧，下次開會的时间是……就這樣，我跟伊中就變得更加難分難捨了！

後記

- * 第一次的舊生會會議中，我這個北社人重新認識到以前的北社社長，數年後更組織了新家庭。
- * 我倆把家搬到加國的多倫多市，1989年 Dr. Hinton 伉儷到訪，促使我們安排了一個近百人出席的歡迎晚宴，更因而成立了舊生會的首個海外分會，外子被選為創會會長，今年伊中舊生會安省分會已踏入卅五週年了。

我在A社會¹的日子

想當年就威嘞！我哋大佬個個都系猛人。隨便嗰個朵都嚇死你。最勁果幾個坐館：“摧鷹”、“狙龍”、“K雄”、“達摩”²。重有紅棍：“松爺”、“糴人”、“老妖”³。紙扇：“命中”、“將人軍”、“師爺B”⁴（*佢後來轉正行仲做咗老港個“法律顧問”添⁵）。個個行出來什麼刀槍劍戟、奇門遁甲、天文地理、四書五經、物理化學、琴棋書畫樣樣皆精⁶。

果年細個“方溫仔”⁷打算出來蒲，梗系搵個社團⁸入下啦，有啲歸屬感丫嘛。於是乎見到童子軍有制服著好似幾英，就想參加。聽到要“科”好多水去買衫、買架生⁹，就打退堂鼓嘞，阿Sam話齋“又無水真正系無樂趣”。又有搞高科技班無線電佬，走埋去聞到啲“辣雞”¹⁰味，走都走唔切，聞得多都唔知有無變形架，班死黨入左會就出咗個“大近視戴上”同“禿頭伍”¹¹。哎！徐小鳳都有唱啦：“得到什麼，失了什麼……何必呢？何必呢？”。

於是乎聽到有唔駛點交會費，又有野學，仲有啲好貴嘅大炮¹²用，仲唔拿拿林報名咩。經過好有傳統燒黃紙、插紅花、拜祖師爺等都無嘅入會儀式後，我就被編整到“火”字頭“松爺”果組。其他志趣相投嘅弟兄就分別係“木”字頭、“水”字頭度搵食¹³。火字輩還有獨有的火星歌作為暗號，不懂唱肯定是外人。

松爺好照顧啲兄弟。成日吹雞，一系鍛煉我地嘅體能，成個中午食飯時間“看日”¹⁴，抬支大炮從三樓“上欄地”¹⁵到操場暴曬、流汗、乾蒸。一系培養我哋夜蒲習慣；夜麻麻“LAY”埋喺黑房¹⁶，等阿叔關門後，我哋出球場蘿蔔地¹⁷攤喺度數星星。慢慢我哋火字輩嘅社團打出名堂來，參與亞公搞嘅各項活動特別積極，乜野觀星大會、演講比賽都要人有人，要出力就出力。當然，最期待嘅都是入斬竹灣¹⁸。聽個名都知道果度幾大殺氣。

話說社團四、五十人殺入去，捋晒架生、大炮，浩浩蕩蕩坐豬籠車¹⁹，帶齊糧草水頭，駐紮在斬竹灣幾間舊營房。晚上大夥點亮火水燈，吃過晚飯後，消滅一切光源，一片肅殺的步向黑暗——舊碼頭、後山、營火地、獨木舟前地。在這個農曆初一的晚上，天空佈滿厚厚的雲層，黑壓壓的一片一片飄過我哋頭上。大家屏息靜氣，呆在埋伏的地方，期待某人一聲令下。突然，我看到密雲中的絲稀星光，喊了出來：“天狼星”，手指比劃東南面樹頂的一塊清空。大夥兒馬上行動，把手上的大炮對準那片可能會看到冬天大三角²⁰的夜空，瑟打繩²¹已裝上長短火²²的快門，飛快的把點滴奇景攝入ISO400的膠卷上。翌日，松爺跑過來拍拍我的肩膀，微笑的對我點點頭。我不知道怎麼回應，衝口而出說：“報告！昨天斬殺了兩筒負片、半筒正片²³！”

那年暑假，我終於見到傳奇的社團神話——“玉真人”²⁴。正值第二屆聯校天文展覽，QE為東道主。我們在準備那些宇宙大爆炸模型和正反物質宇宙論展覽壁報，他出現在我哋面前，侃侃而談第一屆的籌備的艱辛：找到當時香港唯一的業餘天文學家廖慶齊，說服10多家中學的同道中人，成立聯校天文學會……又談到怎樣到廣東道、鴨寮街買料，磨鏡、做鏡筒、砌支架，自製那支牛頓式大炮。我哋幾個初入道的“嘍仔”都入迷了。晚上我哋在禮堂做到很晚，那股激動的心情久久不能平復。

那些難忘的晚上隨著一代一代的掌門人隱退，留在我哋嘅記憶裡。時空飛逝，已經是八十年代的第二年，我正式接掌龍頭，成為新一代的坐館。這年，AC好生興旺，成為全校最大的社團，有接近300會員。大炮新舊共4支，能動用的長短火少說20來支，大規模的行動已經難不倒我哋，日、月蝕，流星雨、彗星，完全在社團各環頭的話事人指揮下征服。優良的傳統把社團的梯隊也按部就班的鋪墊好。“方人”²⁵是下個接手的，佢跟我共事了4個年頭，方方面面都證明佢系獨當一面的人選。然後，下面有：“鎮名”、“世文”、“豪士”²⁶等等英傑接班。

吾生已老，但十幾、二十年後，在QE慶祝N周年時，又碰上了“玉真人”。我問佢仲記得我嗎？佢竟然能把我大概那年進社團都記住了。原來佢話，社團的組織極其嚴密。當我哋做方溫仔的時候，佢哋領導階層已經準備栽培我哋，希望我哋以後能成為新的頭目。我想為什麼我哋會為社團打生打死，貢獻青春。那是因為這個傳統，讓我哋一代一代的把優良的品質傳下去，發揚光大。QE長存、AC精神。

魔王²⁷

註：筆者把在QE七年裡AC生活濃縮了。部分情節經過藝術加工。請諒。

- ¹ A社會即是AC，天文學會。
- ² 崔志英、朱隆恩、暨永雄、張廣達為AC1977-78年度至1980-81年度的主席。
- ³ 陳錦松、楊送仁、盧耀權。AC不同年代的委員。這裡是為了達到寫作的效果，把他們拉在一起，其實跟他們在AC裡外的工作完全沒有任何關係。
- ⁴ 朱明中、張坤、袁國強。跟上述一樣。
- ⁵ 袁國強 Rimsky Yuen 曾經是AC副主席。現任香港特區律政司司長。
- ⁶ 這些人真的博學多聞，什麼都懂。不止是天文學裡的學問，其他的學科都有豐富的認識，許多都是名列前茅的好學生。
- ⁷ 即 Form One 新同學。
- ⁸ 即我們的學會。這裡也是為了文章好玩，略作藝術加工。
- ⁹ 露營用品、爬山用具。
- ¹⁰ 無線電學會人手一部，必備工具——焊接器。
- ¹¹ 為存厚道，不作進一步解釋。
- ¹² 我們對望遠鏡的昵稱。
- ¹³ 當年新會員由資深會員帶領，編入以行星為名的各小組進行活動。我被編入了火星組。
- ¹⁴ 即太陽觀察。一般在午飯時間，烈日當空才做的。
- ¹⁵ Upper Landing。
- ¹⁶ Dark Room 攝影學會沖曬膠卷、照片的地方。在禮堂的二樓側。
- ¹⁷ 個 Football Field 一般在12月就什麼草都死光了。
- ¹⁸ School Camp。
- ¹⁹ 當年去 Camp 是可以預定政府的車送我們進去的。
- ²⁰ 由大犬座的天狼星、小犬座的南河三及獵戶座的參宿四所形成的。
- ²¹ Shutter cord 即快門操控繩。為了避免手在按快門時震盪照相機，影響拍照品質。
- ²² 照相機的不同對焦鏡頭。
- ²³ 一般膠卷是負片，但幻燈片的膠卷是正片。
- ²⁴ 劉玉港，AC1972-73年度、1973-74年度及1975-76年度三屆主席。
- ²⁵ 方約恒，AC1983-84年度主席。
- ²⁶ 沈振明、陳世文、黃思豪。AC1984-85年度、1985-86年度、1987-88年度主席。
- ²⁷ 劉浩然（82FA）。AC1982-83年度主席。

當你見到天上星星，可會想起……

劉育港 (75FA)

有幸在伊中求學和參加天文學會，塑造我的志向和人生路。

七十年代伊中敢稱當年夢幻理想學校；同學學業成績優秀不在話下，但最可貴的是校風純樸自由，課外活動多元，由同學自主組織和負責，讓大家勇於嘗試，建立服務他人、承擔精神和合群品格。

初進名校伊中的我，家住旺角花園街，步行回校不用三分鐘。清楚記得，那時年少自負，立志作國家社會明日棟樑。上學途中，夏天白恤衫扣上伊中小襟章、冬天結上校呔時，陶醉於自以為教途人豔羨的目光。

回憶像摺扇，層層疊疊有你！

中二大考後，陪同好友陳錦耀到公立圖書館逛逛，偶然看見他手中 Universe 書封面上的M31仙女座大星系，美得令人着迷，驚訝又讚嘆那神祕浩瀚的宇宙……就此注定我一生與星空結下不解緣。陳同學再借我船長式單筒望遠鏡，晚上在碌架牀上看星；不懂對焦的我，還以為可把點點繁星放大成圓盆，由此生出不少可笑聯想。

中三開學，陳同學竟聯同數人，說為挽救走下坡的天文學會，在會員大會題名我競逐學會主席；還好當時無篩選，這個連星座也不大懂辨認、又不懂推卻的天文新丁，就在民主自由的伊中會社選舉中，以些微之差的數票，勝出成為祇有二十多名會員的主席。

分享原來是如此美妙，尤其是自己也未曾擁有過的。

萬事起頭難，對無知小輩更甚。第一次校園觀星，我着實惶恐，活動前一刻，我就像考試前般，緊張努力翻閱觀星手冊，不斷背誦各星座圖形、出現於天上的時間和位置及相關資料等；當新會員“在我指導下”興奮地首次辨認出星座和觀看到天體時，同是第一次的我比他們更高興。

為方便聯絡及觀星活動須要因應天氣變化，我們編制了會員通訊名冊，透過家居電話接觸會員（當時沒有流動電話）；遇有低年級同學的家長查問委員姓名、晚上觀星活動何時完結、子女回家安全問題等，我們都耐心解答，說明較高年級同學會陪同往車站候車，盡釋家長疑慮，讓其子女參加；當然我們都堅守承諾，讓中三大哥護送中一、中二小弟妹離開；由於深得家長信任，會員人數與日俱增。

中四重作馮婦，再任天文學會主席，與同學參觀天文前輩廖慶齊先生在上水的私人天文台，透過其當年全港少有的高解像12吋半口徑望遠鏡，首次觀看木星上的巨型風暴「大紅斑」，那種美的震撼，使我畢生難忘。廖先生為人敦厚謙遜，熱情教導和鼓勵後輩，能認識他並由此交往數十載，是我的幸運和光榮（廖先生於今年四月在加州辭世，認識他的人都會終生懷念敬悼他）。

天文學會由1972年的人丁單薄，在五年間會員人數擴展到八百人，成為全港最大天文學會，並創辦學會天文雜誌「洪荒」、自製天文望遠鏡座架榮獲學界第一名等，都全賴無數委員和會員熱誠拚搏、創新和力求



1976年香港首屆聯校天文展覽，
各校工作人員在足球場前合照

卓越完美所致。當時為鼓勵大家齊心主動參與會務，採用「All officials are chairmen and all members are officials」的宗旨，務求眾志成城，不斷超越自我。

1976年時屆中六，集合數屆主席委員共同努力，伊中天文學會發起並統籌首屆聯校天文展覽，邀得九間中學包括皇仁、男拔、瑪利諾女校、聖類斯等參加，伊中更負責籌款和宣傳；當時學會全年經費祇有數百元（1972年是一百元），惟有主動四出「撲水」，終以投稿科普雜誌「求知」所獲取四千元稿費作為主要經費，並洽商得兩大飲品公司分別贊助印刷宣傳海報和講解員飲料。為了宣傳，我們手寫並油印號外，拿到街頭

鬧市派發，深夜四閃到商舖門前和天橋柱底以漿糊貼上海報。展覽經半年籌備，終在四月於伊中禮堂成功舉辦，過萬市民輪候進場，十多間電視台、電台、報章和雜誌包括中文紐約時報都廣泛報導。活動選生出首屆聯校天文協會，進一步帶動普及天文的目標。

天文學會讓一群伊中不同級別同學共同學習和成長，星夜下坦誠開放，暢談理想和人生，留下豈祇是美好時光和難忘回憶，學會活動更孕育培養出不少人材，現今遍佈於不同崗位上，服務社會。

熱爆韓劇「來自星星的你」有這句話：「喜歡星星的人，一般不是壞人。」真正有機會接觸天文的人，怎能不被它所吸引。宇宙浩瀚無邊，教人學會謙卑。人之渺小及生命短暫，為何愚昧至為塵世名利物慾所薰

心而爭個不休？宇宙的神秘和永恆，教人好奇探索，尋找真理，追求完美，並更瞭解人生。有更多喜歡星星的人，世界會更和平美好！

伊中天文學會，帶給我終身興趣、一羣摯友和人生良師，更引領我追尋人生意義和理想，並因此讓生命充實和內心喜悅，我著實慶幸和感激！



部分工作人員於展覽成功舉行後歡呼



M31-仙女座大星系，前天文學會委員劉劍明(77FA)攝於澳洲

Unforgettable Moments

Wong Kin Pong (65FA), Toronto, Canada

Ten years ago, I contributed Romancing Grey and Brown to our QES 50th anniversary publication. There, I talked about how the colours of our uniform, without me realizing it, had influenced my own colour preferences. On this 60th anniversary, it would be fitting to once again reflect on some of my most unforgettable QES moments.

In the Company of Geniuses

In the early days, the top 150 students in the Hong Kong Joint Primary 6 Examination were awarded 5-year scholarships, which would allow them to complete their secondary education tuition-free.

When I entered Form 1 in 1960, I didn't know how many of those students were assigned to QES. All I felt was that almost everyone around me got the scholarship. I knew then, that I was in the company of geniuses.

In the ensuing years, QES shone like a star. QES students excelled everywhere – straight A's in open examinations, champions at inter-school athletic competitions, top awards in music festivals, rave reviews of the school's public drama performances, and so on.

When you are in close proximity to geniuses, things that you see surprise you.

On one occasion, I asked the top student of my class to let me take a look at his test paper, as I wanted to understand how he scored full marks. Well, his answers were all short and single-words, and the teacher gave each of them full marks. When I looked at mine, the answers were lengthy, and I invariably got only partial scores. I got it. Be precise, and don't beat around the bush!

I recall when I was in Lower Form 6, I asked another top student about a reference book that he was using. Well, it was a text book used in at least the second year of American universities. Right. Look ahead, way ahead!

As we got into higher forms, the mathematic problems got progressively harder to solve. In one calculus test, I could not solve many of the problems. I went very far with many of them, but gave up and proceeded to attempt the next ones. I subsequently found out that those who did well were typically on the same track as mine, but they were persistent and kept going till they eventually solved the problems. Yes. Keep going, and don't give up!

QES talents were not just in academics. One of the students was drafted into Happy Valley of the First Division Football League, while he was still attending school. At the time, Happy Valley was a top professional football club. He was a goalkeeper, and at recess, we would gather around him in the football field, feeding him 12-yard goal kicks. Seeing his shot-stopping moves was an eye-opener. To this day, I still have vivid images of his stance, his anticipation, his reflex, his agility and most of all, the way he pounced onto the ball. When he dived to save a ball, he would literally bounce off from the ground all the way to the top goal bar, as if there were no gravity. He was weightless!

My moments with these geniuses have continually given me inspirations, long after I left QES.

Early Autumn Days

In the 1960s, Hong Kong was not nearly as warm as it is today. The school year started in September, and the weather would begin to show early signs of autumn. One of my favourite moments was the first day of a school year, when I walked across the fresh new turf of the football field. The sky was blue, and the air was crisp. I wanted so much to see my classmates again, for many of them I had not seen over the summer holidays. Who would be our Form Master/Mistress? And I just loved the smell and touch of the new text books!

It still uplifts me today when autumn arrives. I would think of those moments on the QES football field, and re-live, just momentarily, those cool and clear mornings, when the joy of seeing my friends, and the exciting prospects of a new school year were in the air.

Under the Canopy

One of my favourite spots in the QES schoolyard was the open area underneath the Assembly Hall. It was a large, airy area that felt like a canopy. A few ping pong tables were placed there, but the most welcoming fixtures were the rows of long tables and stools. It was our clubhouse - our go-to place at recess, at lunchtime, or at any other non-class time.

It was a place full of cheers, laughter, and endless exchanges. Students from different forms mingled. Senior students from higher forms would play with those in lower forms, brag to them, pull their leg, or patronize them. On occasions, a junior student would beat a senior student in a ping pong match, or in a chess game. Debts, mostly in coins, were settled. Compositions for the School Book were canvassed. And when they wanted you, you got kicked into joining the various clubs.

But mostly it was a grapevine for news and field reports. We would get a heads up that the nurses from the Health Department were coming to do the regular check-up, and that we should be prepared that they would monitor our adolescent growth. It was where we heard so and so student got nine distinctions in the School Certificate Examination, so and so were seen on a date, our school team won, so and so teacher was getting married, the principal got a new car,

Most of all, it was a place where the QES collegial spirit was on full display. One year, when I was involved in the school play, it was there where I met with a senior to go through the play script; she was known to excel in English Literature. On the eve of a debate competition, another senior met me there to give me pointers on how to strategize our arguments.

Yes, the cacophony of noise could sometimes be blaring. But who would ever want to leave the canopy?

Free Periods

We liked our teachers, and we also liked breaks. Can you imagine our delight when a fill-in teacher came in, and announced that our regular teacher was away? It meant no test, no quiz, no homework, no text book, a chance, sometimes, to do anything we wanted, and most of all, a chance to hear from the fill-in teacher inspiring life lessons.

In one of those free periods, our History teacher came in as the fill-in teacher. She was often worried that we emphasized our studies in science too much, so much so that we might compromise our social skills development. So she took the opportunity to challenge us, and said, 'In some ways, Social Science is harder to master than Pure and Applied Science!' Little did she know that she had planted a seed in me. Later on, I totally changed my course of academic studies.

On another occasion, the fill-in teacher, who normally taught us English, enlightened us with her thoughts on pride and confidence. It was the eve of an expected inspector's visit from the Education Department, so she prepped us, 'The inspector is from England, and he speaks only English. You speak both English and Chinese, so you are already smarter than him.' She encouraged us to think about our own strengths, and take pride in them. She then asked us to watch our grooming and put on our best shirts, explaining that it had nothing to do with vanity, but everything to do with confidence.

Many precious life lessons were learned in those free periods; I only wish that there had been more.

West Side Story – The Clash of the Purple Shirts

West Side Story has been my all-time favourite movie since my teenage years. I recall going to the movie with my QES friends, and how we all came out deeply moved.

A few weeks after the movie, on one Saturday gathering, we ‘clashed our shirts’. Without any prior talks, many of us showed up in a purple shirt. In the movie, George Chakiris, who played the leader of a street gang, donned a purple shirt. He symbolized the American underclass, and had to constantly fight back to survive.

Back in the 1960’s, QES students were predominantly from modest families. Many of the families faced financial difficulties, as well as other misfortunes and obstacles. In the face of these hurdles, a common theme amongst the QES students was that they had high motivations, they were determined to endure their struggles, and they aspired to get to a better life.

The fact that many of us chose George Chakiris as our idol said a lot about our social views. For we could have easily chosen one of the stars who played the leading roles – Richard Beymer or Natalie Wood, who were the equivalent of Romeo & Juliet in the movie. But we didn’t.

Years later, whenever we talked about the movie, our feelings were re-awakened. West Side Story always holds a special place in our hearts. The clash of the purple shirts is one of my most unforgettable QES moments.

Ocean Terminal Moments

For a long time, I have remembered 1967 as a year of turmoil, and also a year of pivotal change.

It was a year when Hong Kong turned overnight into a city rocked by riots, bombs and smoke, as well as tragedies of many precious lives ruined and lost.

It was also the year that I left QES. Along with my QES friends, we embarked on different chapters of our lives, going our separate ways. Many decided to leave Hong Kong, and pursue their studies in the United States of America. Back then, it was more popular sailing to the U.S. than flying there. So it was a year of endless trips to the Ocean Terminal, where we said our goodbyes, and where we threw at the departing ships those long, colourful and curly ribbons.

I had decided to stay in Hong Kong at the time, but soon, those long horns of departing ships started to hit me. Each time, I felt a sense of loss, a tinge of envy and a growing dose of sorrow. I missed my friends. The demonstration effect of their pioneering spirit, their sense of adventure, and their opportunity to explore the world, left me sleepless. ‘Where would I go from here?’ Against the backdrop of the 1967 riots, the gravity of the question kept on amplifying.

A few years later, I left Hong Kong, and ventured out to Canada.

These were awesome moments. They took my breath away then; they still give me pause today.

Four Nostalgic Photographs

Lai Kwok Chan (68FA)



Festival of HK : Class room decoration of U6A for the Hong Kong Festival in December 1969. Former students of 74FA recalled that they won the decoration competition among all secondary schools when they were in Form 1A



Round NT Trip - Teachers in car : Round New Territories trip organized by the Geography Society on 20.11.1968. The Geography teachers travelled together in a teacher's car



L6A Camp : Principal Mr Terry Chamberlain playing a guitar and singing with L6A students at the school camp in July 1969



Round NT Trip - Students : 7 or 8 government lorries were hired to carry over 200 students round the New Territories

英雄出少年

胡燕青 (73FA)

回到母校訪問成績斐然的英語辯論隊，一息間，只覺得當年的伊中生活又回來了。真是英雄出少年，這些學弟學妹，大的不過十五、六，小的才剛脫離童年，已經能言善辯，思維縝密，讓人驚喜不已。母校英文辯論隊近年成績斐然，可喜可賀：

2006	英文辯論隊再成立
2007	「星島第二十二屆全港校際辯論比賽」英文組別－八強
2011	「星島第二十六屆全港校際辯論比賽」英文組別－八強
2012	「星島第二十七屆全港校際辯論比賽」英文組別－八強
2010	「第一屆全港官立中學校際辯論比賽」英文組別－季軍
2011	「第二屆全港官立中學校際辯論比賽」英文組別－冠軍
2012	「第三屆全港官立中學校際辯論比賽」英文組別－冠軍
2013	「第四屆全港官立中學校際辯論比賽」英文組別－亞軍
2013	「第一屆 Flashpoint 校際辯論比賽」－冠軍
2013	「香港辯論及公開演講協會第五屆校際辯論比賽」初級組－亞軍
2014	「香港辯論及公開演講協會第七屆校際辯論比賽」高級組－六強(Gold division) (今年的比賽尚未結束)

我也進過校隊，因此很想在這裡和師弟師妹們分享經驗。

孟子說：「予豈好辯哉？予不得已也。」孟子辯論，為了人民社稷，道德倫理；我們辯論，是為了在求學階段鍛煉思維能力，我們「好辯」，可謂大條道理。這幾十年來，無論中學還是大學，辯論比賽都是備受重視的課外活動。要加強青少年的批判思考能力，沒有比辯論更有效的活動了。

邏輯——必需，卻不足夠

辯論比賽的論證方法和純邏輯論證有一點兒分別。辯論的主要工具固然是邏輯，但光靠邏輯是不夠的。例如雙方要辯論一位準母親有沒有權利決定做人工流產手術，過程中必會牽涉「人權」、「生存權」、「生命」、「謀殺」、「社會資源」、「生活素質」、「幸福」、「人的定義」等概念，到這時候，單用邏輯是不夠的，辯者還須要提供比對方更多、更強的論據，還須表達出親和力與感染力。

論據——何謂優秀論據？

你或會問：提供論據，不正是在運用邏輯嗎？這個說法正確。但論據經常只是些利己的數據或案例，許多時只能夠充當「先決條件」這角色，不足以成為「充分條件」。當雙方的論據都只能做到這個地步，論據的量和質就成為勝負的關鍵了。什麼才是高質論據呢？我覺得，高質論據至少有四個條件。一，來源可靠、具權威性；二，資料真確無誤；三，經新近採樣/研究而得；四，與我們的論點有必然關係。當雙方提出的論據旗鼓相當，精彩的辯論就開始了。

論點——強調，卻不重複

小時候，我們參加辯論比賽或寫作議論文，總覺得只要能提出夠多的論據，論點就不證自明，因此擺出論據就可以「收工」了。其實，辯論和寫作時我們都須要不斷把受眾（評判、台下聽眾和讀者）的注意力呼喚回來，每一次從稍微不同的就角度切入，把論點再強調一次。「為什麼我們主張……」「因此我們認為……」「難道這還不能證明……？」這些話是不可缺少的。我們是否能夠避免用重複的語言來強調同一個論點，讓受眾聽得津津有味，正是對辯論員的考驗。論點要放在前面，所謂開門見山；也要放在中間，起支撐、提醒作用，更要放在末後，承托全篇。偉大的演說家無不深諳此道。

駁論——切勿掉以輕心

一般來說，論證又分為立論和駁論兩種。立論就像要建築一幢高廈，工程師必須一絲不苟，地基必須牢固，房子用料必須是最上乘的，這樣，這大廈才能夠承受颱風、地震甚至炸彈而不會倒塌。預備不足的辯論發言，無異於豆腐渣工程。駁論看來容易得多了。理論上只要抓住對方一個致命弱點，集中火力猛烈攻擊，敵人就倒台了。邏輯上，一個反證就足夠了。然而，進行駁論真的這麼容易嗎？不然。即使是最有力的反證，有時也會因為資料太少而失敗。原來，聽人辯論有如聽流行歌，卻不如讀詩。讀詩可以多讀幾遍、反複細味；聽歌呢？一下子聽不到那一句就消失了，耳朵得馬上接收下一句。一分鐘的發懵出神，三十秒的低頭書寫，即足以令評判忽略我們的唯一反證。因此，反證還是越多越好的。

假如我們是反方，切勿認為駁論比立論容易就掉以輕心，更絕對不能忘記正方才是辯題的第一定調者、有先入為主的優勢。從第二個發言人開始，他們也有駁論的空間。正因如此，辯論比賽才那麼引人入勝。

辯論時，有幾件事不能做。第一，不可人身攻擊。第二，不可自言自語。第三，切忌走進細節的死胡同。

風度——絕不人身攻擊

當年伊中派辯論隊出去參加校際比賽，隊員臨時由中六兩班同學選出來，並沒有經過長期訓練。記得那天老師說要在班上找幾個什麼代表出賽，我一如平日在課上魂游太虛，沒有留意她在說什麼，結果名字給寫上了黑板，最後還高票當選，我才驚覺發生了什麼事。當然啦，那一刻我興奮莫名，虛榮心大大滿足，沒想到接下來的盡是憂慮——那到底是什麼比賽？此時班上同學又已推舉出另一個人來，她正是我的死黨邱玉蓮。下課後我問她我們究竟要做些什麼，她才含糊告訴我好像是辯論賽，但當時我還不知道自己要參加的是校際比賽。

社際比賽我參加過幾次了，校際賽卻一點經驗都沒有。那一年，我和玉蓮分別是南社和北社的社長，水運要游、陸運要跑、舞蹈賽要跳、書也不能不讀（我還給中文老師抓了去教員室默書……）——換言之，我們忙個沒完沒了，天天睡不飽，精神不足，邏輯沒多少，英語更難以和傳統名校匹敵，但我們勝在初生之犢不畏虎，那就是說，我們覺得，贏了自然高興，輸了也不會怎麼難過，能出去見見世面、吸收經驗，何樂而不為？樂是樂，苦還是有的，廢寢忘餐地預備，日夜牽掛，這一點，和當今的隊員大概差不多。當年的訓練員是我們的班主任兼英文老師 Miss Lo，另一隊友也是女同學，她就是今日的 Tina 醫生，我們當年理科班的高材生。

三個女孩打了一場仗，贏了「對面海」一家英語了得的名女校。未幾，下一個對手出現了！他們正是銅鑼灣第一男校，另一家歷史悠久、大有名望的官立中學。我們還得到他們學校比賽呢。那天，我們三個女孩勢孤力弱地走進男孩子堆裡去。當日的辯題是「錢財乃萬惡根源」。我們是反方。記得那天正方不斷舉出貪污腐敗、物質主義、人心不足等大大小小的例子。然後到我們說話了。我們問：那強姦呢？強姦犯犯罪的動機不是

為錢了吧？對方似乎對此早有準備。他們說，強姦犯如果有錢，可以去召妓，那就不用強姦女人了。我們聽見內心一陣嘩然，表面平靜地盡力指出其謬誤——難道召妓就不犯罪嗎？有錢沒錢還不是一樣嗎？強姦的根源是慾望而非錢財等等。幾個回合下來，他們還是無法證明「強姦罪行」源自錢財。他們沒辦法了，一位隊員站起來，開口就衝著我們說：「我真不明白，看起來斯斯文文的反方同學為何對『性』事如此有興趣！」此話一出，我怒火中燒，幾乎犯錯罵人，幸好勉強克制住自己；但我也同時知道，只要我保持冷靜，這場仗已經打贏了。他們的話是人身攻擊呢！評判也看不過眼，結果我們凱旋而歸。

同樣，暗示或明說對手「愚蠢」、「眼光狹窄」、「不看新聞」、「盲目」等話，千萬不要出口。對方的動機，也千萬不能胡亂控訴。辯論者的氣勢，不是用凶狠的眼神或謾罵的語調造成的。反之，說理「到點」，用例精準，比喻貼切的話，平平靜靜地就能打勝仗。

對話——戒掉自言自語

沒經驗的辯論員會先把稿子寫好，到時照本子宣讀。那時我也會這樣。我發覺我的學生總是口在讀，手在震，那張稿紙的震動被放大了，在大家眼前上上下下地抖，幾乎要發出風聲來了。不錯，這種緊張心情，我們都試過。或許你會問，正方第一位辯論員不是應該先把稿子寫好嗎？寫是要寫，但不能用讀的方式來表達，要用對人說話的方式。對人說話，就不能光看稿子了。即使第一個發言，只看稿子會給評判扣分。但是，評判有時會低頭書寫，有時和別的評判小聲討論，有時更會閉上眼睛，那怎麼辦呢？即使如此，我們也不能不理會他，還是要看著他來說話，有時又得看著對手說。

我見過很多學生在對方的發言之後，完全不理會其論點，只顧把自己的稿子讀完，或者先讀完自己的稿子，才加上幾句回應對方。這兩種方法都不好。因為一旦如此，評判就會覺得辯論員反應慢。最好的方法，是把反駁對手的話自然地融進自己預備好的發言中。這樣，拿著寫得滿滿的一張紙反而不好了。每個論點之間，留些空白，或用小卡紙來記錄要說的話可能是最好的。教育界早有這樣的說法，最好的教育工作者不是把整個講課背得滾瓜爛熟的教員，而是留起部分時間和學生互動的老師。我覺得這個方法也可以酌量應用在辯論比賽上。但這要求辯論選手很有自信和功力。

細節——別走進死胡同

在彼此駁論的過程中，我們切不可給對方扯進過分微細的循環辯駁中。比方說，大家正在辯論「大學生不應獲發信用卡」的時候，有人指出香港第一個進入大學讀書的「神童」只有九歲，對方就說，第一個嗎？不是九歲，是十五歲。這邊聽了，哈哈大笑地說，十五歲又怎能叫做「童」呢？對方馬上找來世界衛生組織對「兒童」的定義。這邊廂，隊員也連忙引經據典，指出猶太人男孩十三歲已經舉行成年禮。大家說呀說的，竟然忘了辯題。這樣的情況，在訓練不足的選手中很常見。當然，校隊的能力比這些同學強得多了。但是，不慎掉進細節死胡同的「意外」還是有的。

我代表伊中出賽的日子不長，可幸考進港大後又參加了系隊；後來在浸大教中文，課程中竟然還有辯論這一項（課程設計者功不可沒，讚），因此我有機會繼續學習。我感恩自己接受了辯論訓練。世界上，很多人都覺得自己是最有道理的。一切的謾罵、咒詛和攻擊，無不由此而生。接受辯論訓練，讓我學會了反思自己是否真的如此有理。假如真的有理，我還得學會把這道理說得準確、動聽。通過扮演對手尋找另一角度的論據，我逐漸學會理解與自己意見相左的人；通過真正的辯論，我領悟到只有理虧者才會開口就罵人的事實；通過辯論的勝負，我認識了勝負的尋常；通過尋常時日與家人朋友的辯論，我學會了對事不對人地表達自己的意見。畢竟，懂得辯論藝術的人是講道理的，他會追求真相和深度，且因思維活潑而明白何謂真正的自由。辯論，可以不學！

QES Folk Dance club, competition, performance memory

Cheung Kit Ching (74FA)

I was first introduced to folk dance by my P.E. teacher in QES, Miss LO. It was the year 1969 when I was in Form 1. When it rained outside in the PE ground, we would dance inside the assembly hall. I remember during those sessions, all boys and girls felt very embarrassed because the teacher put each one of us with a partner of the opposite sex. We were about 13 years old. We must hold the partner's hand. It was a thrilling experience.

Gradually, I spent more time to dance with friends after school during the Folk Dance Club activities, and it was a lot of fun. I remember the dances were held after school from 4 pm till 6 pm once a month. Everyone was welcome. Many senior classmates came and danced at the assembly hall. All the chairs were moved away leaning against the walls. We especially enjoyed the dances in the Jewish music. I also remember the first dance "O, Susanna!"

I was selected to join a folk dance team for an inter-school competition in Form 3, in spring 1972. We practised after school once a week for a few months. There were all together 6 or 8 pairs of dancing partners. I remember my partner's name was Lam Sheung Ying. The other teammates from my form were Li Chi Kong, Yu Kit Man, Chan Yuen Chee, Ng Pik Mei (Peggy). There were a few boys and girls from the older forms.

About one month before the competition, Peggy hurt her back and could no longer continue to dance with us. Miss LO suggested to ask Wu Yin Ching to replace her. Within such a short period of time, Wu was able to pick up the assignment and fit into the team very well.

I remember during the dancing competition, I fell on the floor. I did not wear glasses, and I did not wear contact lenses. (Contact lenses were NEW in the early 1970's, and they were extremely expensive.) I was glad that I could get up and held on to my partner immediately. We finished the dance but we did not win any award. Sorry about that.

There was one event that we went to the City Hall to have a performance during regular school hours. We all together took the ferry to cross the harbour from Tsim Sha Tsui to the Hong Kong side. When we arrived, we noticed that my partner, Lam, was missing. We did not have cell phone in the early 1970's. The teacher was mad. We waited for him at the pier, and were glad to see him arrive with the next ferry. We hurried to the City Hall and made the performance on time.

Although all these events happened more than 45 years ago, I can still remember them vividly. Our physical body may grow weak, yet our heart is renewed daily. "Those were the days, my friends; we thought they'll never end; we sang and danced....."

An Outstanding Achievement; An Everlasting Memory

74FA

The following passage is compiled based on the memories of Eleanor Cheung Kit Ching, Herrick Lau Cheong Fu, Steven Tam Wah, Li Cheuk Kwan and others.

When we were in Form 4C, under the leadership of our English teacher, the class participated in a choral speaking competition of the Hong Kong Music Festival in March 1973, and won the first prize.

This choral speaking competition was held in the hall of Queen's College in March 1973. Our teacher-in-charge was Mr. Lo See (盧獅), a young graduate from University with a very special name. He asked everyone to speak a title one by one to determine each of our voice level, such as soprano, alto, tana or base.

Our team won the Yvonne Charter Trophy. Looking at the enclosed photos, one could feel the joy of all the Form 4C classmates when it was announced that we were awarded the first prize for our performance. While the photos were taken in black and white 41 years ago (video camera and coloured pictures rarely used at that time), it was already a great record of the precious memory.



Form 4C students competing in the 1973 choral speaking competition



Cheung Kit Ching represented Form 4C to receive the award

One Form 4C classmate (Steven TAM Wah) did not participate in this competition because of problem of going home after the event (taxi not available in Fanling in 1973).

It is interesting to note that many of the participants are now in foreign countries, e.g. Amy Yip Oi Lin, Eleanor Cheung Kit Ching, Grace Ng Kit Bing, Li Cheuk Kwan, Janet Lai Hing Ling etc.

Our performance was a war poem by W. H. Auden. From memory, Mr. Lo See asked the boys to create some sound effect at the beginning of the recitation. It was just "Boom, boom, boom, boom.....", while the girls started off:

*O what is that sound which so thrills the ear
Down in the valley drumming, drumming?
Only the scarlet soldiers, dear,
The soldiers coming.*

*O what is that light I see flashing so clear
Over the distance brightly, brightly?
Only the sun on their weapons, dear,
As they step lightly.*

*O what are they doing with all that gear,
What are they doing this morning, morning?
Only their usual manoeuvres, dear,
Or perhaps a warning.*

*O why have they left the road down there,
Why are they suddenly wheeling, wheeling?
Perhaps a change in their orders, dear,
Why are you kneeling?*

*O haven't they stopped for the doctor's care,
Haven't they reined their horses, horses?
Why, they are none of them wounded, dear,
None of these forces.*

*O is it the parson they want, with white hair,
Is it the parson, is it, is it?
No, they are passing his gateway, dear,
Without a visit.*

*O it must be the farmer that lives so near.
It must be the farmer so cunning, so cunning?
They have passed the farmyard already, dear,
And now they are running.*

*O where are you going? Stay with me here!
Were the vows you swore deceiving, deceiving?
No, I promised to love you, dear,
But I must be leaving.*

*O it's broken the lock and splintered the door,
O it's the gate where they're turning, turning;
Their boots are heavy on the floor
And their eyes are burning.*

A contemporary report by Miss Lui Shui Lam may also be found in the 1973 QES school magazine.

班際女子足球賽

馮嘉詠 (78FA)

試後無課期本應是全學年最輕鬆的日子，可以盡情參加各式課外活動，每天都與整班同學一起，又不像暑期活動般少了一大半人，所以特別熱鬧。中五的模擬試後，心情與往年不同，因為接下來要為當年的中學會考準備，而且無論如何，由四班中五變成兩班中六，肯定有一半同學會離校；雖說少年不知愁滋味，大家心中總有點依依不捨與忐忑不安。

為了平衡男女生人數，母校安排中五的文、理班各一合併起來上體育課。老師體貼應屆會考同學，讓我們自選運動，不作硬性規定。男孩子一般會踢足球，出一身大汗。我們一班女孩子通常會打籃球，愛它不管打得好不好，都可在場內跑跑跳跳、嘻嘻哈哈、舒展筋骨，累了就地坐下聊天，自得其樂。我們的「試後班際女子足球賽」就是從體育課的閒聊中產生的。

有一天籃球打得累了，聊天時，也忘了是誰先提出，想去校園內的小型足球場的草地上躺下休息。雖然有同學和議，但遙看在足球場上奔跑的男同學，與飛來飛去勢頭很猛的足球，只得望草興歎。跟著漸漸演變成「何解足球場總為男同學佔用」的討論，到後來大家有了結論，五年來從未有女同學訂用草地，只因為要訂用草地惟有用作足球比賽一途。當時在場的八個女同學一致通過要在學期完結前「佔領草地」一次，為此搞一場班際女子足球賽，比賽就定於模擬試後一天的午飯時間。現在女子足球已成為國際賽事，當年在香港卻未普及，我們一班女同學更是從未接觸過，向學校訂場時，為免引起話題也光寫「中五班際足球賽」，順利完成任務。跟著與另外兩班女同學約定、組隊，都得到很好的回應。為了要有懂球例的球證，我們去找男同學幫忙，打算邀請兩位來做球證。其中一個笑而婉拒，我們自然也理解。一來由不懂踢足球的同學參與的球賽想必是悶場，二來萬一球員對裁判有爭議時，要冒被十幾個女同學圍著七嘴八舌地辯論的險。還好另一位男同學爽快地答允，我們高興不已，一切從簡，就決定一個球證都夠了。幫忙擔當球證的男同學後來加入警隊，把當時不畏艱辛、持平執法、為人服務的精神發揚光大。

當年草地足球場旁有個小山坡，同學都喜歡坐在坡上的樹蔭下，看球賽、看書或閒聊。後來因為旁邊建酒店，那小山坡被石屎圍牆取代了。比賽時間到了，十幾個女同學聚在草地上，抽籤揀場，臨時決定各人負責的位置，準備開球；很快就吸引了一大群好奇的同學，小山坡上坐滿了人，實在出乎我們意料之外。因我們只志在畢業前可以在草地上自由地玩一次，所以完全沒有練習。球例嘛，除了不能出界、不能用手、把球送進對方龍門就得分以外，其他都一竅不通。開球之後雙方都屢屢犯規，手球、越位等頻頻出現。為免過多「吹停」打斷球賽，球證也漸漸採權宜之計，「隻眼開、隻眼閉」。雖然我們隊友中有水、陸運會的健將，也有後來當了醫生、老師的聰敏過人的同學，卻都於事無補；我們體會到某已故著名球評人的金句：「球是圓的」，它簡直像有思想般，喜歡滾往何方與踢球的人的意志似乎一點關係都沒有。看見我們落力地跑來跑去，有些旁觀的同學報以打氣與鼓勵，但足球仍是不受控，後來連球證也忍不住笑了出來。這場上、下半場各只有二十分鐘的球賽，在球員、球證與觀眾的歡笑聲中以零比零和氣收場。我們明白技術不佳也不可失禮節，滿臉通紅的球員互相握手，又一一向球證道謝，至於交換球衣之禮就省略了。

隨著時代變遷，女子足球已經廣為人接受。當年我們「佔領草地」是經正式途徑申請使用，與近年一些要「佔領」甚麼地方的行動不可同日而語；然而我們當年雖從一小班同學的角度出發，為自己留下有趣的經驗，也意外地為他人帶來一點歡笑。從此心中亦多了一個信念：只要肯試，在小小的範圍之內也可以打破傳統，找到驚喜。

澳洲來鴻

謝啟輝 (73FA)

不經不覺中學畢業已有四十年，移民到澳洲也廿二個年頭，適逢今年母校慶祝鑽禧，澳洲的伊中舊生會委派我在鑽禧的特刊上寫點有關香港移民在澳洲的生活情況；由於我已半退休，但又不像其他已退休的師兄師姐們可以有時間去旅遊，所以就硬著頭皮答允了；但首先聲明所述純屬個人經歷及感覺，並不代表澳洲伊中校友會的意見。

在六、七十年代時，香港只有兩所大學，每年有二至三萬學生投考大學，但大約只有三千多人能進入港大或中大，所以當時有很多年輕學子到外國升學。在那個時代，很多國家都容許留學生做兼職，由於生活指數不高，所以很多留學生都可以用半工讀的方法修畢課程；七十年代有段時間，澳洲實施免費專上教育，惠及海外學生，所以伊中也有很多同學來澳洲讀大學。有部分留學生在海外多年，適應了外國的生活，就在當地定居，繼而申請家人移民。八十年代中英政府就香港問題展開談判，議定香港在1997年歸還中國；由於很多香港人曾經歷過中國在五、六十年代時的政治動盪，對香港的前景缺乏信心，紛紛作移民的打算；1989年天安門事件，更令港人感到恐懼，因而引發了大規模的移民潮；美、加、澳、紐是當時香港移民的熱門國家。這一類移民，有部分是想為自己及家人去買一個保險，也有部分因不能適應在外國的生活，取得外國護照後就回香港發展。

離開自己生活多年的地方，去一個陌生的環境重新開始，確實不是一件易事，但如果能放開心懷，不執著要過香港式的生活，英語能力能應付日常所需，其實不難適應外地的生活。香港是個國際大都會，生活節奏是相當急速的；相比之下外國城市的生活是很悠閒的。初來悉尼時，也有點不習慣，當時常說這裏比香港不只慢三拍，但住久了，反而喜歡這種生活。香港的中學畢業生，特別是伊中的同學，英語方面在讀和寫都應該不成問題，但由於香港90%以上都是華人，平日都是用廣東話交談，突然要轉為全英語對答，有很多人都因此不敢和本地人交談，也不大願意參加主流社會的活動。而要鍛煉自己的英語，最重要是多說、多聽；收聽電台新聞是一個方法，但最重要還是多說英語。我初來悉尼時，即使是讀專業文憑那一年，通常只是和說廣東話的人在一起，因為當時真的很怕用英語和別人交談，除了上課和工作需要，鮮有機會說英語。俗語說『各處鄉村各處例』，即使入鄉不隨俗，也應花點時間去觀察及瞭解；在九十年代中期，我參加了一個主流社會的社團，由於我是唯一的華人，所以被迫要說英語。我很幸運，遇到的澳洲朋友都很友善，他們知道英語不是我的母語，都很有耐性去聽我，說錯了，他們會友善地指正。參加社團組織，亦幫助自己去瞭解本地的文化，讓自己容易去融入主流社會。

伊中的學生由於中學時代已經常參與並組織課外活動，憑著這些經驗及熱誠，在大多數的團體是很受歡迎的；不過有一點要留意，澳洲是個多元文化的國家，人種相當複雜，即使同是華人，文化背景和生活習慣都可能有很大的分別；香港人由於來自國際大都會，所以一般都很容易接受新事物；但來自其他地方的華人，可能因不同的原因，都比較保守。香港人，特別是作風積極及進取的伊中舊生，不是人人能接受的；此外，有一些華人參加社團，是要為自己的事業建立客戶網絡，如果有同行加入，所謂『多隻香爐多隻鬼』，利益上有衝突，很容易有磨擦；即使不是同行，如果你表現過度熱心，風頭蓋過那些人，那麼麻煩就來了。貼大字報，在報章撰文罵戰，在悉尼廿多年，上述的情況，也見過不少；所以現在也學得乖巧了，在不影響自己要做的作品，不違反自己的原則的情況，風頭不妨讓給別人，真是不能容忍的話，也可以改為服務其他社團。

種族歧視到處都有，難道我們華人對其他民族沒有偏見嗎？在悉尼多年，可能我是很幸運，遇到非亞裔的澳洲人大都友善，間中遇上一些來自非英語國家的澳洲人，可能是他們英語水平的問題，不大願意和你交談。基本上大多澳洲人都很率直，他們可以在這一分鐘和你爭論得面紅耳赤，下一分鐘就搭著你肩膀去喝啤酒；但他們最不喜歡新移民自顧自地組成小圈子，不願去融入主流社會。通常在社團的聚會，我們都盡量說英語，即使有時不得已要說中文，也會用英語把大意翻譯給說英語的朋友知道，以免冷落了他們。

在澳洲廿多年，交了不少外籍朋友，也適應了這裡的生活；不過每個人追求的理想都不同，如果厭倦香港式的緊張生活，想過些寧靜、悠閒的生活，澳洲也是個可以考慮的國家。

來自溫哥華的心聲

Ellen Ip 林群喜 (71FA)

為慶祝伊中六十週年紀念，大會除舉辦一連串活動外，亦出版紀念特刊，讓各屆校友寫下他們的伊中情懷，而我們這些海外校友會更被『邀請』投稿寫寫他們的移民生活及感受，甚至移民原因、生活掙扎、期望等等。但環顧這邊（溫哥華）校友會，絕大部分會員（包括我自己）都說在這裏生活久了，已經不覺有特別感受，只有覺得很融入、滿意、合適。會員投稿量是零。礙於不想交白卷，我惟有硬着頭皮，寫下一點個人的經歷及感受。由於我絕對不是寫文章的料子，只覺得筆桿有千斤重，又覺辭不達意，亦可能錯字百出，白字連篇，敬請多多包涵。以下是我個人的移民誘因及生活感受。

移民誘因

九十年代初期，基於種種因素，香港出現移民潮。身邊親朋戚友陸續移民遠方，令我也產生羊群心態，人移我移，憧憬着彼幫的安逸生活及理想的教育制度。當時亦有些朋友（其實都很多）訴說申請移民未能成功，感到煩惱；亦有些用盡千方百計及大量金錢去達到移民目的。於是我及家人抱着姑且一試及些許挑戰的心情去申請移民加國，看看是否符合條件就可獲批准，但不用特別花費額外金錢。誰料我們的申請在不到一年便獲得批准，並且要半年內登陸，頓時有措手不及的感覺。

生活感受

我們一家四口於1993年移居加國溫哥華，不經不覺已有二十多年。很慶幸，我們從未有過一點兒不適應，孩子們亦在非常適合他們的教育制度下完成學業，我認為是一個收穫。

抵加前委託朋友找到居所，到步後便可懷着旅遊心情去探索及認識這個地方。每天都認識到新事物，每天都知多一點點，是有趣的。

孩子們上學後，發覺很喜歡這邊的學校生活及學習制度，心想實在太好了。而我們亦結識到很多家長，從他們的經驗，認識很多生活細節及當地文化。

原本以為會放一個悠長假期去安頓一切，再作打算去找工作，但不到兩個月，丈夫竟無意中找到工作，做回老本行——汽車銷售。他有了寄託，便提早結束假期。

我自己有少許不習慣是沒有菲傭幫忙，要身兼數職，是保姆、司機、家庭教師、家務助理、園丁、廚師、採購員、……等等數不清的職責。轉眼過了數年，大兒子可以自己駕駛出入，甚至幫忙接載弟弟，減輕我們的工作量。我喜歡這個駕駛制度，十六歲可學習駕駛及申領執照。當然，他們要接受正規訓練及考試。

移民半年後，有校友會學長來加探訪，介紹我認識這邊的校友會的成員，實在令我興奮。雖然我以前從未認識他們，但跟他們可以一見如故，無所不談。未想過會認識第一屆及首數屆的學長而且會變得熟絡。從他們口中得知很多QES的歷史和事物，真難能可貴，得益良多。

到小兒子可以自己駕駛出入，我決定重投職場，體驗一下這裏的職場文化。修讀一個文憑課程後，便找到一份不錯的工作，一直做到現在，因為我喜歡這份工作。

不經不覺在溫哥華生活了二十年多，很享受這裏的悠閒生活，清新空氣，寧靜環境。甚至亞洲食品都唾手可得，外出用膳亦有頗多選擇，所以我認為溫哥華是個移民好地方，融入社會是沒問題的。

此地的校友都是享受這邊的生活，希望各地校友有機會可來此探訪，保持聯繫。

預祝QES60慶祝活動成功！

My Journey from QES to Toronto – Looking Back at 50 years of Affinity

Wong Kin Pong (65FA), Toronto, Canada

Why did I go overseas?

It is never easy to leave our homeland. The heartache of parting with our loved ones is always daunting. It is saddening passing through familiar places that may soon be afar. And it is a huge challenge giving up the many things that we are used to and treasure. Whenever I look back, and wonder how I ever mustered the determination to leave, my thoughts, in a meandering way, always take me back to QES. Like many things that shape my life, the determination had gradually taken hold during my teenage years there.

Growing up in the 1960s in Hong Kong, amid happy days attending QES, I was nevertheless troubled by the many social issues around me – colonial injustice, disparity between the rich and the poor, fires raging through squatter areas, distress of street hawkers on the run from police raids, famines in China, upheavals of the Cultural Revolution, and so on.

Then there were the Star Ferry riots in 1966, and the much more serious, politically charged riots in 1967. I remember waking up in the middle of a hot summer night in 1967, feeling a dull aching pain on my back, and thinking that I might have been hurt in one of those 'pineapple' bomb explosions – only to find that I was lying on the stalk of a palm-leaf fan, which I had used to keep cool prior to falling asleep. Looking back, I realize that these riots were more traumatic than anyone could fathom.

At the same time, I was keenly aware of the headway the United States of America was making in the world. Many of us were fascinated by the student movements and flower power there. I began to take a liking to Hollywood movies, rhythm n' blues and pop rocks. Most of all, we were attracted by the reputation of their universities, and their commitment to academic research. By Lower 6, we were buying pirated copies of American text books printed in Taiwan. When my QES friends, one by one, left to pursue their studies overseas, I had more or less made up my mind that I would follow. A few years afterwards, I came to Canada.

Fast forward Many more years later, I came across a documentary on the history of Chinese ventures overseas. Despite a tradition of isolationism, it said, the Chinese for centuries had ventured out of the mainland to faraway places. Sometimes it was driven by a spirit of exploration, such as Zheng He's voyages to the 'Western Ocean' (鄭和下西洋). Other times, it was driven by a desire for a more rewarding future, such as trading opportunities in the 'Southern Seas' (南洋), or digging for gold in North America or Australia. Mostly, it was driven by wars, turmoils and instability at home, when emigrants looked for more security and stability. Since the end of the Qing dynasty (清朝), there had been a new class of emigrants, who were overseas students motivated to learn and acquire western know-how.

I realized then, that in spite of the seemingly personal causes, I had, just like our ancestors, come over for much the same reasons.

How did I adapt in a new land?

In those days, one of the most difficult challenges for a new comer was to gather information about the place, and to locate the friends who might be there. There was no internet, no email, no cell phone, and no social media. When I came to Toronto, I only had a handful of friends, and one of them – you guess it – was a QES classmate. I am forever grateful to him, for picking me up at the airport, helping me find lodging, introducing me to his friends, and making my solitude in a foreign land that much more bearable.

One transition I went through was a language orientation period when I had to get used to idioms, slangs, names of people and places, as well as North American accents. I still remember an instance when the sales lady asked me 'Would you like a bac or a bac?' for the shirt I was buying. I said, 'What do you mean a bac or a bac?' After a few exchanges where we just could not understand each other, she finally gave me a bag. She actually had asked me if I wanted a box or a bag, but with her North American accent which I was not used to, 'box' was pronounced as

'bax', and when I ignored the ending `s' sound, like many Cantonese do, all I heard was `bac'. To my ears, `a box or a bag' became 'a bac or a bac'!

Largely because of my QES education, adapting to the Canadian lifestyle was a breeze. Yes, I had to get used to the super highways, large cars, big houses, thick cuts of steaks, super-sized strawberries, huge scoops of ice cream, and so on. But how difficult could that be? I soon realized that this was a land of abundance.

QESOSA (Ontario) and the Global QES Network

In the 1980s, migrations out of Hong Kong started to climb, and we felt them in Toronto. Former students and teachers would visit often; many would come and settle. We were happy to see them, and we became busier and busier arranging get-togethers and other social activities. In 1989, after Dr. A. Hinton's visit, we recognized our common interests, and founded our association, the QES Old Students' Association (Ontario).

There is no question that classmates of the same Form do get together among themselves, without the need of an OSA. But the OSA is cross-Form, and in an overseas environment, offers the critical mass for activities and functions.

QESOSA (Ontario)'s founding principles were carefully laid out with reference to those of the other QESOSAs. They focus on promoting friendship and cooperation among QES students, nurturing relationships with other QES bodies, and pursuing educational, cultural and charity causes.

Over the years, it has provided the glue that ties together former students, teachers and principals. There are regular get-togethers, milestone celebrations, and parties for visiting QES principals and teachers. Precious friendships among many former students, who might be years apart while in QES, are developed. Links and coordinations with other overseas OSAs are maintained. In some activities, QESOSA (Ontario) joins forces with former students from other government schools in Hong Kong – King's College, Queen's College and Belilios Public School.

QESOSA (Ontario) also serves as a contact point and a source of information for many QES students. On a few occasions, it facilitated the re-connection of school friends who had long lost contact with one another.

Always remembering its roots, QESOSA (Ontario) is active in supporting the OSA schools in Hong Kong, as well as QES itself. Scholarships are in place, a mentorship program is running, and some OSA school students were billeted at a number of former students' homes in Toronto a few summers back.

In some ways, the ambience at QESOSA (Ontario) reflects the sentiments in Hong Kong. When uncertainty looms in Hong Kong, more people would come over - in stabler times, not so many. Prior to 1997, there was a steady increase of inflow to Toronto. After 1997, there was a noticeable dip, and a few decided to return to Hong Kong.

Like everything else, QESOSA (Ontario) will continue to evolve. Today, it remains as an important node in the global QES network.

Why did I choose to settle in Toronto?

In older days, a common thread among Chinese emigrants was that their overseas ventures were circular, in the sense that they always intended to return home one day. The governing culture was `leave home when young, return when old' (少小離家老大回). They would always return home to grow old.

As a result, despite many waves of emigration, it was difficult for the Chinese community to really take root in foreign places. Certainly there were barriers, largely discriminatory in nature, which hampered integration, and discouraged long-term settlement. On the other hand, it was also true that generally, the background, culture,

upbringing and education levels of the emigrants in earlier waves were such that adaptation was more challenging, and they themselves did not favour long-term settlement.

All that has now changed. For former QES students who are overseas today, circumstances are very different. To begin with, QES students are generally well-equipped to settle overseas. At the same time, the world is fast changing, and a much more favourable environment for long-term settlement is taking shape.

Countries in the Americas, as well as Australia, are evolving towards diverse and open societies that offer opportunities for all. For sure, this is going to be a long road, and there will be twists and turns along the way. But steadily, regardless of their ethnic background, citizens are gaining entry into all sectors of society.

Former QES students who are overseas today, therefore, have all kinds of options in front of them. They can choose to stay overseas, head back to Hong Kong, or commute between them. In fact, with today's advances in telecommunications, internet, and air travel, the physical whereabouts have become less and less significant. Choices made, accordingly, can be much more fluid and individual.

Hong Kong always exudes energy and excitement. The efficiency and competitiveness of this international financial centre are legendary, and the low taxation is a big draw. As a part of China, Hong Kong today offers top opportunities for the younger generation. The lifestyle attractions are endless – amazing cuisines, great shopping, travel destinations close by, and so on. I miss the beaches, the hiking trails, the street foods and of course, the football games. And I always treasure the warmth of seeing my relatives, as well as the pleasure of spending time with my friends. Hong Kong, simply, is my birthplace which I will never forget.

People often say to me, 'Canada is so cold. Why don't you come back to Hong Kong?' Well, after all these years, I have gotten used to the climate, and I actually prefer Toronto's 'cold' than Hong Kong's 'hot'. I have grown used to the wide-open space, the fresh air, and most important, the Canadian way of life.

I am certain that my QES upbringing significantly shaped my liberal thinking. The value system of Canadian society, its civility, its sense of justice, its openness, its cultural diversity, its progressiveness, its relaxed demeanor They all feel right for me.

Many of us would not forgo our passion for skiing, hockey, baseball or football, our access to resort parklands and cottage countries, our proximity to New York Broadway, get-away opportunities to the Caribbean, and so on. It would be difficult for me to part with my family and friends here, the golf courses nearby, and, most of all, the brilliant maple leaves that adorn my favourite season.

What do I think of Hong Kong today?

Hong Kong is a world class city, and has made awesome progress since the days I attended QES. I tend to look at Hong Kong as an integral part of China. As China continues its rapid rise, I believe that Hong Kong will also continue to play a facilitating role, and, just like in the old days I was in QES, will always be a gateway to the world.

In the recent Hollywood movie 'Gravity', China is cast as one of the three acknowledged space nations in the world, side by side with USA and Russia. The positive portrayal is a far cry from past stereotypes. It marked the ascent of China to the world stage.

The renowned scientist Stephen Hawking has repeatedly warned that the future of humanity lies in outer space. Who knows? When humans go extinct on earth, our only hope may be on the moon, on Mars, or on a space-station somewhere in between. I am proud of China's space program, and I know the world is looking forward to the day when Chinese astronauts land the moon.

What do I think of Hong Kong today? It is a vibrant city of China, which also holds a stake in the future of mankind.

What Attracted Alumni Coming to the USA?

Louisa Leung 梁林苑萍 (59FA) President 2013-15, QESAAUSA

In celebration of QES60, we did a questionnaire survey in November, 2013 to elicit members' experience and thoughts as a foreign student/immigrant. It is hoped that the findings could shed some light for those who want to go to the United States. The collective contributions of survey participants (34% of members) are tabulated in this report.

1. Do you consider the United States of America a good place for higher education and/or settlement?

Yes ___ 39 (93%)

2. If you have to start all over again, would you still consider to remaining in the United States?

Yes ___ 41 (98%)

3. Please state your reason or reasons for leaving Hong Kong and coming to the States (Check all that applies)

- Arranged by family (13) 31%
- Self-motivated (25) 60%
- Influence by classmate or friend (8) 19%
- Influence by teacher (0)
- Available scholarship (7) 17%
- Immigration arising from political issues (5) 12%
- Others, please specify – to get married (1); financial problem (1)
- 38% of the respondents came to the States in their teens from 16 – 19. About 29% of them stated they were self-motivated.
- For those having come for 20 years or over, self-motivation was 14%.
- 17% came because they obtained scholarships for their colleges. A total of 19% obtained scholarships while 14% got grants and loan from the colleges they enrolled.
- A large number (76%) of alumni worked during their college life.
- Possible political and economic reasons
- 29% came to the States between 1957 and 1963. 1963 seemed to be a very popular year for alumni to come to the States to pursue higher education (12%).
- 21% of respondents came to the States from 1966 through 1970. This may be spurred by the fact that it was a most unstable period in Hong Kong with major riots in 1966 and 1967 and the influx of refugees from China and Vietnam.

Alumni who graduated in 1962 were the largest group to relocate here both in the survey finding as well as membership record. I can only surmise that prior to 1963, there was only one university in Hong Kong which was the University of Hong Kong in Pokfulam. Later on in 1963 after combining the New Asia, Chung Chi and United Colleges, the Chinese University of Hong Kong was established. Now there are 8 government funded universities in Hong Kong. Would it be that the limited numbers of successful applications to attend HKU prompted more alumni to seek higher education opportunities overseas? Social and economic challenges during the 50s and 60s might also be factors.

Pursuing the American Dream

From our membership profiles (only the majorities):

57FA – 7 (5.7%)

59FA – 10 (12.5%)

60FA – 14 (11.4%)

62FA – 18 (14.5%)

69FA – 7 (5.7%)

71FA – 8 (6.4%)

4. Why did Alumni stay on after their intended studies?

Alumni's response to what attracted those most to remain in the States:

- freedom of expression and of religion
- protection of privacy
- privileges of citizenship and civic duties - general and regional elections
- home ownership, clean air, rest and recreation, financial independence, secure retirement planning
- affordable health care and living standard
- casual life style
- education and job opportunities

5. What were your challenges and struggles while studying/working in the States?

- 93% of the survey participants did not receive any professional help during their planning process nor were they aware of the hardship they would face in reality.
- Those who came before internet was widely available for research had little idea what was expected of them or what they would expect.
- Due to the lack of knowledge of the American culture and beliefs, or insufficient communication skills, some alumni found it difficult to merge into the main stream culture. Therefore, the majority of respondents strongly advise prospective U.S. applicants to improve their written and spoken English prior to arrival. Or, better still learn some of the local hobbies/sports.
- Among the respondents, only 19% were awarded scholarships for their college studies. About 45% worried about economic and political situations in HK. Nevertheless, even with loans and grants, 76% worked part time during college life.
- In addition to financial concerns, alumni faced yet another barrier in language of the host country. It is not easy to merge into the main stream/ new culture. Homesickness could be more or less alleviated by consuming food of Chinese style cooking.
- Some alumni expressed inconvenience and hardship in taking public transit here in the States. Unlike in Hong Kong, public transportation schedules are infrequent and transfers might be needed to go from Point A to Point B.

6. What were your criteria for survival in a foreign country?

- Learn the language well at wherever you are as it is mandatory to a smooth transition
- Be adaptive, be open-minded
- Be humble yet be assertive, and be respectful of others
- Establish a good network of friends be it in homeland or in the States to establish a social system you can fall back upon
- Respect cultural difference of others and better still learn their culture, habit and hobbies
- Work hard, study hard but yield to change when the need arises, for example one can change the major of studies or even go to another State. Volunteering at college and the community will help you develop language and social skills
- Be alert to available opportunities
- Never feel that you are prejudiced against.
- Stay healthy.

7. Advice given by alumni to those who want to study in the States

- Research into the city and country you are to settle in. Understand your own capability to adjust in your chosen city. There is a wide range of cultural issues in different cities and states in America. The weather differences can also be a challenge. Job opportunities are far better available in California with Chinese language capability.
- Set your goals, both short and long term, and work hard to achieve them
- Learn the language well, both spoken and written.
- Adapt to the new environment and make new friends
- Accept cultural differences
- Be flexible and change if things are not working out as planned

8. How do alumni think of Hong Kong today?

- They are happy not to have to deal with:
- Over-crowdedness
- Air pollution
- Noise pollution
- Limited living space
- Politics and protest
- Traffic congestion
- Life style
- Competitiveness in raising a family

Queen Elizabeth School Alumni Association USA (QESAAUSA)

Louisa Leung 梁林苑萍 (59FA) President 2013-15, QESAAUSA

In 2014, the year of Queen Elizabeth School's diamond jubilee, the United States chapter of the QES Alumni Association also commemorates its 15th anniversary.

Mission and Objectives

The mission of QESAAUSA is to provide a platform for networking and alliance. We share the same core objectives as QES Old Students' Association in Hong Kong and with other international alumni chapters – to connect and to give back. Our board of directors serves a 2-year term and is elected through member ballots. It coordinates with QES and other alumni chapters on events such as anniversaries, reunions, and scholarship fundraising.



History and Development



The formation of QESAAUSA was inspired by Dr. Arthur Hinton (QES Principal, 1959–1967) during a well-attended dinner gathering when he visited the San Francisco Bay Area in January, 1999. Nelson Tsang Kim Fai (FA60) was our founding president. From the early days of circulating hard copies of the membership address and phone directory, our mode of communication has evolved alongside the digital revolution, to include email, newsgroup, website and social media.

Our 125 life time members are geographically spread over various parts of North America, as well as Asia (Singapore, Taiwan, Hong Kong) and Europe (France), as the result of relocation. Indeed, our collective story is about mobility in pursuit of opportunities.

‘Life, Liberty and Pursuit of Happiness’

There are many reasons behind every individual's decision to come to the United States after graduating from QES. Waves of emigration from Hong Kong around the time of several major events were coincidental with civic unrest and riots (1960s), imminent handover of Hong Kong sovereignty (1990s), and global financial crisis (2000s). Concerns over quality of life and political freedom pave ways for population migration.

The United States have always been a choice destination for those seeking higher education. Scholars from many parts of the world are attracted to the well-reputed universities and diverse academic disciplines. Opportunities for obtaining scholarships, work-study programs and internships present further incentives for overseas students to establish residency after college graduation. As the young expatriates' careers begin to take off and as they start families, they are well on their way to achieving the American Dream.

The U.S. Constitution and the Bill of Rights guarantee freedom of expression and of religion, protection of one's privacy, and lay down the principles of equality. Over time, situations continuously arise to challenge conventional interpretation of individual rights, and resolutions are attempted at federal, state or municipal levels. Privilege of citizenship comes with the responsibilities of loyalty, participation, and law abidance. Americans value home

ownership, clean air and water, affordable healthcare, quality education and good recreation facilities. Though individuals may embrace a wide spectrum of political ideologies, everyone treasures efficiency in government.

In this country of immigrants, we seize opportunities available to us, and persevere in our efforts to reach our respective goals. While seeking to improve our own livelihood, we also lend helping hands to friends and neighbors.

Our society faces continuous cross currents of ideas, from the coming-of-age of the younger generation, and from new waves of immigrants representing different cultures. The key to equilibrium is empathy and respect for one another's point of view.



Common Threads

In spite of our years of separation, QESAAUSA members monitor the latest developments of our beloved school back home with keen interest, through our subscription to news reports and social gathering among members. We celebrate the past and present achievements of our fellow students and the vibrant city that is our childhood home. At the same time, we acknowledge expressions of dissatisfaction towards establishment as a first step of bringing about positive change.

From the QES school song:

*May knowledge from our works increase
And serve the world and spread the light;
Be ours to share an active peace,
Among ourselves first learned aright;
And from this School let this be shown,
" 'Twas mine, but was not mine alone."*

QESAAUSA members genuinely appreciate the value of the education we received which led us to enormous opportunities and equipped us with skills to make the most

of them. We look forward to working closely with our Alma Mater and other alumni associations to serve the greater QES community to the best of our abilities.

情懷伊中

梁林苑萍 (59FA)

緣難得，異域伊中人，根共源同欣敘首。

你我友情濃，懷舊話當年。

賀「伊中」母校建校六十周年——寄調臨江仙

李紹基 (58FA)

賀「伊中」母校建校六十周年

——調寄臨江仙

李紹基(58)

官立首間男女校，香江慶有「伊中」。

經年化育比春風。師生多俊彥，四

海立名功。

「修己善羣」為校訓，

人人踐履由衷。情懷母校象心同。

周年臻六十，德譽更高崇。

當年情

潘永強 (80FA)

遊母校營地念南京進膳四社齊習民族舞 踏伊中小坡懷北極聊天同窗會師足球場

編者按：「南京」是早年至八十年代伊中後門外僭建小店的名稱，集「士多」與「食肆」於一身，深受同學歡迎。「北極」是指校舍面向太子道西在課室窗戶與圍欄之間的長巷，居於全校最北的位置，在課室安裝空調前是同學散步談心的好地方。

63級聯金禧晚宴

林兆泰 (63FA)

畢業金禧紀念乃人生難得之盛事，吾等63年畢業同學，於去年為慶祝慶典及緬懷昔日校園之生活，約同海外校友，重返母校，並借演講室重味當年上課之情，更得與陳校長於禮堂拍照留念。是晚設宴尖東，部分同學於畢業後，負笈海外，並落地生根。難得暮年聚首一堂，高歌暢飲，歡喚之聲，豪放之情，特有感而賦此：

青春天外別，垂暮共華筵。
欲坐前垂詢，驚呼認故人。
舉盞寧辭醉，高歌託興長。
高樓今夕酒，重泛昔年春。



Celebrating the Excellence of Queen Elizabeth School

Dr. Peter T. Poon 潘天佑 (60FA)

Former Telecommunications and Mission Systems Manager
Jet Propulsion Laboratory, California Institute of Technology
National Aeronautics and Space Administration

I was born into a family which was moderately well-off. My maternal grandparents were among the donors to Tung Wah Hospital 東華三院 and their names may still be on display there. However, all our family wealth was lost when the Japanese took over Hong Kong. As a result, I started tutoring when I was 11 years old. I had an extremely busy schedule. For example, during most of the weekdays in Form 5 when I was 15 years old, I left QES after school and went by bus to tutor students at two different locations, returned home for dinner at 8 p.m. and started doing homework. I always remember the loving care of my mother, and the optimism and confidence of my father Mr. Poon Chak Kwong 潘澤光, a fighter pilot who fought alongside the Flying Tigers against the Japanese invaders.

QES, led by our highly esteemed Principal Dr. Arthur Hinton, provided a nurturing environment for all students. Dr. Hinton emphasized extra-curricular activities, volunteering and service, and he is loved by his former students all over the world. I was privileged to have served as Head Prefect and as Class Monitor. An example of volunteering was to go to Hei Ling Chau 喜靈洲 to teach English to students recovering from leprosy during the summer.

During the school year, some of us went back to school every weekend in search of quiet places to study. Miraculously there were some desks and chairs in the corners or at the end of corridors. My guess was that Dr. Hinton made them available to those of us whose homes were either too noisy or lacked space to study. The Principal, teachers, students, alumni, office staff, student health staff, and facilities personnel all contributed to the excellence of QES. Besides Dr. Hinton, I would like to pay tribute especially to my teachers Ms. Ruth Wong, Ms. Kay Tam, Ms. Veronica Tsang, Mrs. Paces and the late Mr. Chamberlain with the knowledge that there were other excellent teachers with whom I am less familiar.

Ms. Ruth Wong was well-known for her excellence in teaching Advanced Level Biology. Even after regular school hours, she taught extra classes to ensure that all her students knew the subject thoroughly. Her genuine care and total dedication inspired many students including me. As I got to know her better, I found that she was a dedicated Christian with great compassion. She had a very positive influence on me. I worked at NASA/JPL/Caltech where group Bible studies were permitted during lunch time, and my personal Christian faith helped me through some of the most challenging times in my life.

Ms. Kay Tam was my teacher in Mathematics in Form 4. Since I was a transfer student from another school, I was placed in Form 4D. She was an excellent teacher who cared about the success of every student, and drilled us so much that I still remember the square root of 2, and the square root of 3 to several decimal places even today. Many of us worked very hard in order not to disappoint her.

In the following year, several of us got promoted to Form 5A where I was taught by our excellent Biology teacher Ms. Veronica Tsang, who influenced me greatly by her gentleness and encouragement. I learned the meaning of trust and respect from our excellent English teacher Mrs. Paces who told our whole class, "I trust you more than I trust myself!" When I was in Lower Six and Upper Six (Forms 6 and 7), we were fortunate to have Mr. Chamberlain as our Mathematics teacher. He not only excelled in teaching Advanced Level Mathematics, but also devoted much of his time to leading students in various extra-curricular activities.

As a result of the excellence of the Principal and the teachers, QES graduates did very well. In particular, seven of us in our class received Hong Kong Government Scholarships given to the top thirty of all Hong Kong students taking the School Certificate Examination, and about five of us received Hong Kong Government Scholarships

given to the top twenty of all Hong Kong students taking the University of Hong Kong Entrance Examination. After graduation from Hong Kong University, I worked at the Chinese University of Hong Kong for two years before pursuing doctoral studies in the United States.

The excellence of QES influenced me when I worked as Technical Manager/Telecommunications and Mission Systems Manager for over a dozen exciting missions at NASA/JPL/Caltech for 35 years. The most thrilling missions included the \$3.2 billion (USD) Cassini-Huygens Mission to Saturn and Titan, which took seven years from launch to arrival at Saturn and is still exploring the Saturnian system, the Voyager Interstellar Mission where the twin Voyager spacecraft have been flying for nearly 37 years and gathering invaluable scientific data, and various exciting missions to Mars including the successful landing of the Mars rovers. My work was centered on the effort of hundreds of team members whose objectives were mission oriented and involved protected information which could not be published. I often traveled to Europe and Australia and had collaboration with the French Space Agency, the European Space Agency, the German Space Operations Center, the Canberra and Madrid Deep Space Communications Complexes in Australia and Spain respectively, building excellent working relationships.

QES provided the foundation for my life learning experience. I learned love and confidence from my parents, and continued to learn from my working experience at NASA/JPL/Caltech. Serving as Head Prefect trained me in the aspects of student leadership, networking and team building. My classmates and I learned from Dr. Hinton his qualities of leadership, integrity, volunteering and interacting well with people. We learned dedication, honesty and compassion from Ms. Ruth Wong, diligence and perseverance from Ms. Kay Tam, and gentleness and encouragement from Ms. Veronica Tsang. We learned trust and respect from Mrs. Paces, and commitment as well as using our imagination from Mr. Chamberlain. We continue to experience the joy of precious friendship with our former Principals and teachers, alumni, fellow classmates and schoolmates of QES.

Let us celebrate the excellence of our Alma Mater Queen Elizabeth School!

Looking Back

Ngai Yau Cheong, Michael (68FA)

I remember clearly the very first day that I walked up the inclined road in September 1963.

It was exciting for any young child, not knowing what lay ahead, but eager to take on the future. In no time, I was playing the red and white plastic ball, became a boy scout, joined the drama club, folk dance..... It was fun. At the same time, I had to try hard to meet the academic standard.

But the best part is that many of my classmates became my life-long friends, through all these years. We continued this valuable friendship from our graduation till now. Even though we are all over the globe, we keep in touch. We care, and we love each other.

Looking back, it is a blessing that I grew up in QES .

半生緣（半世紀情懷）

Doris Tse 謝少芳 (69FA) 美國加州

人生難得有知己，友誼存留半世紀，緣份上天早安排，同窗數載神指派。
 識時只係細路仔，腦筍都尚未生理，智力參差似高矮，你差我異有所謂。
 大多是同道中人，上下課都一齊行，日日班房排排坐，讀書寫字唱吓歌。
 課餘約埋公園玩，行街睇戲兼食晏，打波踢毬睇漫畫，畫完公仔玩泥娃。
 一齊成長同進退，情誼深種心裡堆，少時雖攪頭攪髻，畢業後各散東西。
 各奔前程求理想，酸甜苦辣都要嚐，為情為財捱半世，這是人生真有計。
 可幸此生緣未了，再度重逢齊歡笑，飲茶雀局或晚飯，唱K 聊天把話翻。
 時空阻隔有問題，勿讓時光再飛逝，得閒約埋傾吓偈，網上傳情都要計。
 半生情緣應繼續，根深蒂固似手足，只望大家把心獻，你我心靈永相牽。

伊中情緣

Doris Tse 謝少芳 (69FA) 美國加州

1 = D $\frac{4}{4}$ 伊中情緣 詞：謝少芳 (Doris Tse) 調：台灣小調 / 舊歡如夢

3 6 3 2 | 1 2 1 6 - | 3 6 5 3 2 | 3 - - - |

1. 當年一班伊中人，來自港九新界，
 2. 思想愛好難相差，未影響我哋情誼，
 3. 春來秋去時光飛逝，畢業後各散東西，
 4. 得閒相約去爬山，游水或飲茶，

2 1 6 1 2 | 3 6 5 3 - | 2 3 2 1 7 1 7 | 6 - - - |

天註定大家要相遇，伊中情苗早已懷。
 一起讀書一齊成長，伊中情緣未能移。
 陽光照耀風吹雨打，伊中情根不會逝。
 嘻嘻哈哈玩得開心，伊中情還會開花。

6. 7 1 7 | 6 7 6 5 6 - | 3 6 5 3 2 | 3 - - - |

先學修己後善群，為己也為人，
 我哋情深如手足，願友誼永固，
 人海奔波幾番新，未知會能團圓？
 能聚一起更是福份，惜得珍惜懷緬，

2 1 6 1 2 | 3 6 5 3 - | 2 3 2 1 7 1 7 | 6 - - - |

益友良師互相勉勵，伊中校訓心中印。
 大家一起來守護，伊中情緣留千古。
 天註定我哋又相遇，此生再續未了緣。
 經得考驗愛心永在，伊中情火永不滅！

6. 7 1 7 | 6 7 6 5 6 - | 3 6 5 3 2 | 3 - - - |

2 1 6 1 2 | 3 6 5 3 - | 2 3 2 1 7 1 7 | 6 - - - |

2 3 2 1 7 1 7 | 6 - - - | 2 3 2 1 7 1 7 | 6 - - - |

伊中情火永不滅！ 伊中情火永不滅！

余而立之年移居美國，為謀稻粱，終日營役；
五湖之濱，黃石之園，未暇踏足；
天府之國，九寨之溝，人間蓬萊，仙踪未覓；
北海道上，薰衣芳草，香澤未親；
黃山勝景，薄霧嫋嫋，衣襟未霑；
萬里長城，旌旗飄飄，好漢未當；
五台深山，禪意莊嚴，征塵未滌；
絲路驕陽，火焰之山，肌膚未灼；
今年屆耳順，賦閒家中，遠遊之良機也；
奈何阮囊羞澀，聊堪慰者，科技發達，
足不出戶，網上神遊，彈指一揮，瑰麗河山，
頓現眼前，無舟車之勞，免攀山涉水之苦；
誠一樂也。

Inventing the Jetlev

Raymond Li Sze Ching (69FA)

As is typical of many inventions, the Jetlev evolved from a simple idea and went through many iterations over many years of development.

My curiosity about Jet packs was aroused in 1965 after seeing a rocketbelt in action in the James Bond movie Thunderball. I was only about twelve at the time, so although I desperately wanted one, any dreams of making a jet pack had to wait until I was much older and hopefully somewhat wiser.

Then, in 1997, I rode a personal watercraft for the first time and realized the potential of using these compact water jet propulsion systems for tethered personal flight. A power source could pump water through a hose up to a pair of nozzles on a jet pack from which water jets would produce lift and propulsion. At the time, I didn't have any mechanical engineering or jet propulsion system training, but I could prove that the concept can work because: (1) even jet propulsion systems on small personal watercrafts with 440 cc engines can produce as much as 640 pounds of thrust; (2) if a larger personal watercraft's jet propulsion system can generate hundreds of pounds of thrust to propel a watercraft to 50 mph or more, it should be able to lift two hundred pounds of pilot and jet pack out of the water as well, as long as the weight of the watercraft is supported on the water and only the pilot and the jetpack need to be airborne; and (3) I could test the potential stability and control of water jet packs with a simple model attached to a flexible hose connected to a household faucet.

The pictures on the right show how the proof-of-concept scale model and experiment was set up in my laundry tub at home. Ball point pen housings were modified and cut near the tip then inserted into 90-degree plastic elbows to function as nozzles; a T-elbow split the stream from the faucet equally between left and right nozzles; vinyl hoses connected the T-fitting to the nozzles; and a thin air hose connected the system to the faucet. In the tests, the height of lift was very stable with any given rate of water flow, and the height was easily controllable by turning the tap to adjust water flow rate. From this very simple experiment, I gained the confidence that water propelled jet packs would work if I could figure out how to build it with the appropriate controls.

That was 1997. Lacking funds and the range of technical skills to conduct further development at the time, I shelved the project to focus on operating my computer graphics business which I had started in 1984. Fortuitously, I developed another invention, the modular feeder printing system (U.S. Patent No. 5274301) all the way to a demonstration system in 1995, with financial assistance from the National Research Council (NRC) of Canada. This connection would prove to be useful again in 2003, when NRC agreed to fund initial development of the water propelled jet pack concept.

With the promise of stages of funding from NRC, I studied all I could with mechanical courses and online research, and started designing the jet pack prototypes. Initial iterations were based on rocketbelt designs from the 1960's, but I soon found that the rocket-based jet pack configuration would not work at all when water was the propulsion medium. For about 18 months, the design evolved through a total of five major configurations. The first four designs had to be scrapped because the four large groups of forces acting on the system in operation (gravity, drag, lift and propulsion vectors from the nozzles) were not aligned and they could not be isolated from the pilot's miniscule control efforts. For example, increasing the weight of the airborne water-filled hose as the pilot ascended, or higher drag from increasing speeds, would cause the pilot to pitch and flip backwards. Being weightless in the air,

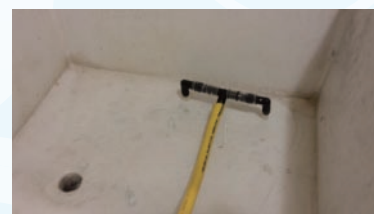


FIG. 1 Nozzle assembly lifted slightly by weak water flow

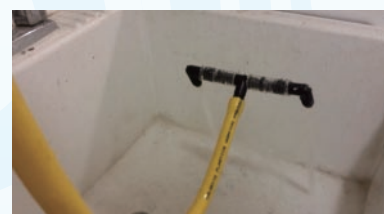


FIG. 2 Nozzle lifted high with strong water flow

there was no way that the pilot could react quickly and precisely enough to adjust for these variables and remain stable. With the fifth design, I finally came up with the idea of an imaginary transverse pivot axis which was shared by the body harness system worn by the pilot, the pivotable left and right nozzles, and the pivotable Y-shaped supply tube that connected to the supply hose which in turn connected to the pipe system of the pump unit. This configuration allowed all three major components of the jetpack to pivot independently about each other, but all the forces were aligned perfectly. Instead of using a pin as one would find in a door hinge, the flanges of the supply tube and the nozzles were contained in a pair of round housings and together, they formed the actual pivot mechanism. Below is a patent drawing from that early design:



With all the major forces on the jet pack aligned perfectly through the same transverse axis, thrust vectors from the nozzles no longer generate any forces or moments on the control arms, so the pilot can now move them effortlessly to change the nozzles' pivot positions to allocate their thrust vectors between lift and propulsion. When the nozzles are perfectly vertical, all thrusts are allocated for lift. As the nozzles are swung backwards by lowering the control arms, a forward propulsion thrust vector is generated, but the lift vector decreases. Increasing rearward tilt of the nozzles results in more forward speed and less height, and vice versa.

The semi-flexible linkage between left and right control arms allow the pilot to tilt both nozzles by the same amount with one hand, but the semi-flexible linkage also allows the nozzle on one side to be tilted more than the other. The pilot can thus generate differential propulsion and lift vectors between the left and right nozzles, which are used to create roll and yaw moments for complete flight control.

The total amount of thrust is controlled by remotely adjusting the engine throttle from the jet pack control arm. The first prototype's throttle was controlled by an assistant on the pump unit. We tested unsuccessfully with mechanical cables and hydraulic lines, which were heavy and sluggish in responding to pilot control inputs. The remote throttle control system we have implemented since August 2008 are digital fly-by-wire systems with a rotary sensor on the jet pack throttle handle which sends control signals to the controller on the pump unit to instantly turn the throttle servo to precise locations.

Somewhat unexpectedly, two sources of inherent stability are generated by my design which is not available on non-tethered jet packs such as the rocketbelt: height and speed stability from the weight of the airborne portion of the hose (and entrained water), and directional stability created by the drag from the floating pump unit being towed behind the pilot. Each foot of airborne hose weighs about six pounds including the entrained water but has neutral buoyancy when submerged, while the thrust remains constant at any given throttle setting. Therefore, the airborne system's weight increases rapidly with height. The hundreds of pounds of drag created by the pump unit also provide the counteracting forces against propulsion forces from a point trailing dozens of feet behind the jet pack. Depending on the allocation of thrust between lift and propulsion (based on tilt angles of the nozzles), the jet pack would climb and accelerate in speed to quickly reach an equilibrium height and speed. As speed increases, the large amount of drag acting in unison with the rigid Y-shaped supply tube on the jetpack effectively cancel any small yaw moments, but have little effects against the roll moments from differential nozzle angles. This helps to keep the jet pack pointed in a generally forward direction, but leave the roll moments for the pilot to roll to the left or right for precise turns in forward travel. In hover mode, drag is small or absent, so the pilot can take advantage of differential nozzle angles to create yaw moments to spin about the vertical axis.

The first prototype was fabricated more or less as shown in this drawing, and was tested at the wave tank facilities of the Ocean Technology Center in St. John's, Newfoundland in January 2005. The jet pack was connected to a personal watercraft's modified jet nozzle on the water, and mounted to a 6-axis dynamometer to measure the forces and moments. The force and moment measurements validated the prototype's design concept. In February 2005, I took the prototype jet pack to the warmth of Fort Lauderdale, Florida, and modified a more powerful personal watercraft to provide pump power. The first manned flight test was completed successfully in Miami, Florida a month later, but it took another three years to perfect the digital fly-by-wire throttle control system and control arm flight controls necessary for the demonstration prototype. With that unit, our test pilots could pull the pump unit on plane and travel at about 22 miles per hour, take off and land from land or from a boat, perform steady hovers, and reach heights of 30 feet. We named both the product and the company Jetlev, abbreviated from the words jetpack and levitation, to highlight its amazing combination of agility, control and stability. The release of our first demonstration video on YouTube in early 2009 created a media sensation, reached a million hits in a few days and the story was covered by hundreds of traditional and online media channels. Even today, Googling the word "Jetlev" would still return over a million hits.

Some say that the devil is in the details, and it is most evident in the Jetlev's development process in the ensuing five years after we completed the demonstration prototype. To engineer and build a product for commercialization, we have had to make literally thousands of large and small improvements and custom design and build hundreds of parts for the jet pack, boat hull, air intake, water separation system for the air intake, water pump intake system, pump impellers, pump housing to accommodate the higher operating pressures of the custom impellers, internal stainless steel open loop cooling system for the engine, pressure pipes and fittings, and stainless steel electrical cable connectors, just to name a few. We also had to modify every electronic component from controller boards and connectors to battery switches and bilge pumps with epoxy encapsulation or oil-filled versions, to withstand the harsh humidity, salt water corrosion, and vibrations.

Most inventions do not happen overnight. From an idea at the "Aha!" moment, most ideas are dropped and forgotten. Those that survive tend to evolve and metamorphose over time, but mostly it takes a lot of efforts to turn an idea into a successful product. Even though I stayed quite focused throughout, the process of pioneering water jet propelled flight still took ten years. Along the way, my team and I solved a lot of problems which were unique to the product and its harsh marine operating environment, but it won't stop here. New innovations will continue well into the future. In fact, new variations of the product have already emerged. Thus, an entirely new product category and a new recreational rental industry have been created. Once the product came out, some might say: "Why didn't I think of that!" Others may look at the product and think that they could have made it in their own garages. What they do not realize is that in the first few years, I was the only believer against the whole world of skeptics who didn't believe that it would work. Like many inventors, I have endured and overcome skepticism, ridicule, and hardship. Ideas are relatively easy to come by, but it takes confidence, skills, perseverance and hard work to turn an idea into an actual commercial product.

I have always had an insatiable curiosity and appetite to learn how things work, and to make things work easier, faster, neater, less costly, perform better, more serviceable, or last longer. My mind does not rest until I go to sleep and it even seems to be working in the brief moments before I wake, so I'm never bored. The jury is still out whether this is a blessing or a curse.

For better or for worse, I am an inventor.

三十多個寒暑後的我

譚志侃 (76FA)

有點不敢相信，第一次踏足伊中那長長的斜路，原來已經是四十多年前的事，更加想不到的，是在伊中五年的學習時光，改變了我在往後數十年所走的人生路。

慚愧說句，我並不是一名成績優異的伊中學生，成績表經常都見到紅字，但我由母校所得的一切，遠超於課本上學習的一切，也超越了成績表上所顯示的分數，今天我縱然沒有名利雙收，也看不出自己對社會有任何偉大的貢獻，但至少我可以肯定說一句，經過伊中的磨鍊日子，令我實現了自己的夢想，不須為了生活，去做自己感到苦悶的工作。

我沒有忘記，自己是 East House 東社的成員，很懷念那件有啡色橫間的運動上衣，可惜的是，自己從未為東社在陸運會或水運會贏得過任何獎牌，因為我始終學不懂游水；我雖然跟風跑過嘉道理山，仍然不夠耐力去跑1500公尺，亦因為起跑慢，100公尺在初賽包尾，只好嘆一句有心無力。不過，我卻為自己曾經是伊中劇社、攝影學會及 Social Service Team 的成員感到驕傲，沒有了這些課外活動，也許我在過去數十年所走的，會是一條截然不同的人生道路。



1993年港督彭定康訪美時與筆者乘坐火車

還記得中一時，教我們科學課的蔡香生老師有一天在下課前，突然建議我們如有興趣，可以在放學後出席戲劇社的招納新會員會議，天生內向的我，突然出現不知那裡來的興趣，欣然赴約，結果，我不單成為了一名最忠心的會員，更與劇社中不少一起合作的同學成為摯友，數十年感情不變。

Form One 仔成為劇社的成員，當然沒有那麼快參與演出，但仍記得首套參與工作的公演劇目，是由蔡香生老師執導的科幻劇「萬物之靈」，描述一個機械人的「人性」內心世界，我的工作負責帶位，這套劇很前衛，由學長「光仔」飾演的機械人穿著白衫白褲白鞋作戲服，佈景由多個正方形的木箱疊成。不過，這只是一個開始，在參與「萬物之靈」之後，每次的 Post Exam Concert 我已不再是觀眾，若非負責佈景，就是音響或燈光，那時經常在 Hall 兩邊的木架，毫不畏懼地爬上二樓的高度，去控制和調校那兩枝射燈。當然，也用過不少課後、甚至週末的時間，大伙兒一起對台詞，去學校附近購買材料做佈景，將重得要命的木材抬上斜路，毫不在意雙手的皮膚早已被磨損了或插入了木刺，肚餓時就跑過太子道對面的紅寶石餐廳買新鮮出爐的紅豆包飽肚；我們又經常一起去看電影，之後又喜歡扮專家討論電影真正要表達的信息。

在1971至1976年的一些學友，也許聽過DS足球隊的名字，不錯，這支球隊正是由我們劇社的成員組成，當年我們經常在課後約戰不同班級的對手，甚至和阿 Sir 組成的教師隊比賽，我們這支劇社的非正式球隊，以 Drama Society 的英文縮寫命名。由於隊員並非真正的足球健將，尤其欠缺個人技術，我們每場比賽，其實都是一場苦戰，但我們獲得的賽果，卻不一定是輸少贏多，主要原因，是我們在劇社建立起的友誼，令我們懂得互相扶持，大家上下一心去全力拼搏，技術不足時我們就用氣力去搭夠，我們在多年後仍稱這就是我們的「DS精神」。

在加入戲劇社後，我又成為了攝影學會的成員，曾經有段日子，經常躲在禮堂二樓後面的黑房之內沖黑白菲林和晒相；中四那年開始，更成為陸運會和水運會的攝影師。當年的科技沒有今天發達，還記得曾經試過在早上陸運會完結後，馬上趕回學校的黑房沖晒出比賽和頒獎照片，並在下午立即貼出在正門入口樓梯兩邊的告示板上，自己感到十分滿足和自豪。又試過在攝影學會會長陸志雄的指導下，在學校開放日為出席的嘉賓，用「色盲片」來製造即影即有相片，這些都是在課堂上學習不到的。

精力充沛的我，中學會考後等待放榜期間，毅然加入社會服務隊，週末去探訪老人院及其他社會服務機構，雖然這只是一段很短的時間，但在探訪時見到院友那種歡顏及期望我們的出現，我被感動了，也下了決心，唸大學時一定要主修與社會服務有關的學系。

由於自己學業成績不夠「標青」，無法入讀港大和中大，被迫跑了到外公外婆居住的美國底特律市唸大學，並主修社會學系，但一年過後，發現這邊學習的全是美國社會福利體制，與香港的格格不入，突然想起，如果自己將來做社工，最多只能逐家逐戶的去幫助別人，但如果利用傳媒，影響力也許可以惠及整個社會，於是，在那一股不知天高地厚的「傻勁」促使之下，在第二年毅然轉修傳理系，結果不單獲得了一個電視電台節目製作的學士學位，其後更利用工餘時間，取得一個電影相關的碩士學位。

修讀大學課程和畢業後的工作能夠如此順利，毫無疑問，必須要歸功於在伊中年代，由參與劇社和攝影學會產生的興趣和「實戰」經驗所打下的良好基礎，但有一點不能否認的，就是在工作時必須仍要保持願意謙卑學習，及努力不懈的態度，才能在傳媒這個行業中站得住腳，反而學業成績的優與劣，未必可以判定自己的人生路。

我在八十年代初加入香港電台成為他們的駐美記者後，一做就三十年，由英國殖民地政府年代開始，一直做到現今的特區政府。採訪過的領導人，包括衛奕信、尤德、彭定康、董建華、曾蔭權、江澤民、溫家寶、朱鎔基、胡錦濤、李登輝、陳水扁、馬英九、克林頓、喬治布殊和奧巴馬等人，走遍美國東西兩岸。由只懂「港式」英文變成了會說美國口音的英文，更在白宮新聞發佈室提問，致電國務院東亞事務科「攞料」；亦將由國語時代曲學習到的普通話，發展到能聆聽瞭解國家領導人的發言，再撮要寫成新聞發佈，都是靠自己不斷的努力來為自己增值。



筆者與中四時班主任李樂然合照
(李老師已晉升為皇仁書院校長)

記得在香港回歸前的一段日子，努力的工作在行內為自己贏得了一點兒的名氣，結果亦先後以「陳懷港」和「羅珊」的筆名，為明報和星島日晚報以「駐美記者」身份撰稿，另外，亦以「特約記者」身份，為「亞洲週刊」、「百姓」，以至「英文虎報」等多份不同報章投稿刊登，賺的錢其實不多，但贏得了無價的「滿足感」。

除了為香港傳媒擔任新聞工作外，我亦沒有浪費在伊中劇社及大學進修所獲的其他知識，在美國這邊，我有自己的電台節目，亦曾為羅啟銳及張婉婷的電影「八兩金」擔任美國製片，而使我獲得最大滿足感的，是曾經為香港電台創作及改編了四個廣播劇，包括將自己留學底特律的生活點滴和空虛感受，寫成了一套十集的愛情廣播劇「何曾是絕對」。

到了今天開始退居幕後的時刻，正好碰上伊中六十週年的日子，驀然回首，更肯定沒有伊中當年的栽培，就沒有今天的我，遂決定執筆與學弟學妹分享，一起共勉！

Chinese Traditional Character and the Holy Bible

Cheng King Yin (71FA)

Do you know that there are some Chinese traditional characters closely related to the Holy Bible? For example, in the Old Testament, Genesis 2:7 states that God formed Adam from the dust of the ground and breathed into his nostrils the breath of life. The Bible says Adam became a living being but does not comment whether Adam was happy or not at that moment.

However, ancient Chinese interpreted this incidence of becoming a living being as a happy moment. Traditionally, when a woman is pregnant, Chinese people say that she is 有喜. The Chinese translation for 'having' and 'happy' are respectively 有 and 喜, which are top-bottom combination characters. The word 喜 consists of 4 levels: the first level is 土, which means 'earth' or 'dust'. The second and the fourth levels consist of two 口, which represent the mouths of God and human. The third level refers to the connector between God and human. The outward appearance of this Chinese character is artistic in some way, but it carries a biblical message internally. This shows the creator of this Chinese character seems to have some holistic relationship with God.

In addition to the above, the Bible states that the man united with his wife and became one flesh in Genesis 2:24 but does not comment whether they were happy or not. Similarly, ancient Chinese also interpreted the union as a happy incidence.

According to Chinese tradition, when a woman marries a man, their families will send out invitation cards to their relatives and friends. The cards state the names of the bride, groom and their parents together with date, time and place of the wedding ceremony. In most cases, the character 囍 is written on the invitation card. This character is also known as 'double happiness' because it is formed by adding two 喜 side by side and joining them at the third level. Chinese custom views two as a lucky number which brings fruits and fortune. As explained in the above paragraph, the two 喜 refer to two living beings: the bride and the groom. Since the third level represents the connector between two persons, it imitates the Maori style of social greeting in New Zealand where two persons put their noses together.

The above example is one of my findings in my research. If you want to know more on this subject, please write to me at jkycheng@rocketmail.com.



多姿多采校園生活背後的無名英雄

曾志衛 (83FA)

校工、校役、工友、叔叔、嬸嬸、亞哥、亞姐...一群默默工作、甚至連名字大家也不知道的員工，就是令伊中多姿多彩的校園生活得以順利進行的靈魂人物。

校園整潔，通道無阻，課室內、雨天操場上東歪西倒的桌椅每天上課前必然重新列隊恭候，客人們從來都不能用鼻子找出來的洗手間、排滿一行行椅子的禮堂、青蔥一片的草地足球場、雜物堆積卻沒有發臭的 Upper Landing，還有早年小賣部的咖喱魚蛋、今日尚倖存的小魚池...都有賴校工的默默耕耘。

伊中這六十年間，有一半時間是「24x7」開放。伊中首三十多個寒暑是一個星期七日、每日二十四小時恭候的地方，只要有活動、有需要，校園都為莘莘學子而開放，玉成此等德政，除了學校政策、社會環境之外，不可不提的就是留宿的校役。

位於禮堂舞台下層的小房間，就是校工宿舍，由第一代綽號「黃副校長」的事務長黃旭文到最後一代的馬太，住了一代跟一代的校工，一家大小以寬敞的校園為家，小小的宿舍雖然簡陋，但可以在雨天操場攻打四方城、可以在乒乓球桌上睡覺...校工的孩子就隨著課室內的讀書聲、操場上的打球聲、校園各個角落的囁囁細語、頻頻笑語成長，似乎孟母三遷也不過是為此而矣。

以「朕未飽」自稱的黃仲基（諧音意思為「皇上仍然飢餓」）在《伊利沙伯·香港》中撰文一篇，向父親「黃副校長」致敬，笑言自己是最後入課室、卻是最早回校的學生，老師總是奈不了何。

「黃副校長」恩威並濟，帶領著來自五湖四海的校工，為伊中訂定了不少「不名文規則」，為學生大開方便之門，對遲遲不肯離校的或是假日偷偷「爬」回校的學生「隻眼開、隻眼閉」，讓很多躲在「下格牀」、端著「紙皮箱」做功課的貧苦學生留校溫習。



「黃副校長」的全家福（攝於1956年）



而現在仍服務伊中的馬太，原來已在伊中工作了三十個年頭有多了。由年輕時的「細梅姐」（當年還有一個年紀較大的梅姐，人稱「大梅姐」，據說她曾為留校的學生煮米粉，雖然湯裡沒有肉，卻是十分甜。）到今日的「馬太」，由帶著三個孩子的年輕媽媽到現在榮升祖母，她伴著伊中成長，已經成為校工輩的老大姐。

但是，未知現在伊中的孩子有多少人知道她的名字、知道她是不吃豬肉的回教徒、知道她有一子二女、知道她的兒女都在他們的師兄師姐的呵護下成長呢？

Old Students with Outstanding Achievements in Science and Technology

From time to time, certain old students propose to the OSA to compile a Who is Who for QES or a list of renowned old students. This is a tremendous task which requires tremendous effort. Besides, it will be very difficult to draw a line and there will bound to be numerous omissions. The idea of publishing a list of old students with outstanding achievements in science and technology was recently made by an old student, who provided an initial list of 7 alumni. After reviewing the time and manpower constraints, the Publication Sub-committee decided to go ahead as a pilot project. Up to September, we received 20 nominations. We understand that there are many deserving old students who have not yet come to our notice within the short period. We are pleased to extend the list and to compile lists of a wider spectrum to cover other fields in future. Suggestions and comments from old students are most welcome.

1. Ko Hon Yim 高漢棧 (57FA)
2. Ng Wai Kwok, Edward 伍煒國 (57FA)
3. Woo Ming Ko 胡鳴高 (59FA)
4. Chong Kin Ping 張建平 (60FA)
5. Poon Man Chiu 潘文釗 (60FA)
6. Poon Tin Yau, Peter 潘天佑 (60FA)
7. Wong Kon, Max 黃幹 (61FA)
8. Tam Sik Wing, Peter 譚錫榮 (66FA)
9. Leung Lok Wah, Philip 梁樂華 (68FA)
10. Li Sze Ching, Raymond 李思靖 (69FA)
11. Wah Wan Sang, Benjamin 華雲生 (69FA)
12. Cheung Suk Yee, Polly 張淑儀 (70FA)
13. Li Fuk Kwok 李復國 (70FA)
14. Tam Ping Leung, Patrick 譚秉亮 (70FA)
15. Li Chi Kong 李志光 (74FA)
16. Li Sai Ping 李世炳 (74FA)
17. Tsui Chi Ying 崔志英 (77FA)
18. Cheng Shu Kwan 鄭樹坤 (82FA)
19. Leung Yu Lung, Dexter 梁裕龍 (88FA)
20. Kwan Wing Pin, Winnie 關穎翩 (91FA)

Ko Hon Yim 高漢棧 (57FA)

Dr. Ko Hon Yim is a Professor Emeritus at the University of Colorado. He received his B.Sc. degree at the University of Hong Kong in 1962. He obtained his Master and Ph.D. degrees from the California Institute of Technology in 1963 and 1967 respectively. He was appointed Glenn L. Murphy Professor and Chair of Engineering from 2000 to 2010.

Professor Ko's research interests are centrifuge modelling, earthquake engineering, mechanical properties of soil and rock, constitutive modelling and soil-structure interaction. He has published over 200 publications in these areas. He has received numerous awards over the years, including the Huber Research Prize by the American Society of Civil Engineers, the Clarence Eckel Faculty Excellence Award and the Engineering Faculty Research Award by the University of Colorado, and the prestigious Colorado Engineering Council Gold Medal in 1990.

He excelled in university teaching, being awarded the Outstanding Educator of America by the American Society for Engineering Education and the Hutchinson Memorial Teaching Award by the University of Colorado.

He was cited in the American Men and Women of Science in 2008.

Ng Wai Kwok, Edward 伍煒國 (57FA)

Dr. Ng Wai Kwok is an American Applied Mathematician. He obtained his Bachelor degree from the University of Minnesota and received his M.A. and Ph.D. degrees from Columbia University. He was employed at the Jet Propulsion Laboratory (JPL) of the California Institute of Technology, aka Caltech under contract with the National Aeronautics and Space Administration (NASA).

He has held the positions of senior scientist, senior engineer and technical manager in the U.S. Space Program. He is noted for his broad variety of mathematical applications in space science and engineering. He has also contributed conscientiously in the spin-off of technology from the space program, with applications in such diverse subjects as Bose-Einstein distribution in mathematical physics, symbolic and algebraic computation, computational physics and biomedical research.

He was elected a Fellow of the American Association for the Advancement of Science (AAAS) and was cited in the American Men and Women of Science. He has published numerous technical papers of diverse mathematical applications in space sciences and engineering.

He has received a number of NASA Awards, including the special NASA Certificate of Apollo-Columbia Commemoration of the Space Transportation System-65 Flight in 1994. He was also a recipient of the American Astronomical Society Team Appreciation Award on the Deep Space Network.

Woo Ming Ko 胡鳴高 (59FA)

Dr. Woo Ming Ko is a Professor Emeritus at the McMaster University. He studied geography and geology at the University of Hong Kong, and obtained his doctoral degree from the University of British Columbia. He is a Professional Hydrologist of the American Institute of Hydrology, a Fellow of the Arctic Institute of North America and a Fellow of the Royal Canadian Geographical Society.

His specialization is in snow, permafrost, wetlands, and water related research. Dr. Woo has conducted field studies in the far North for over three decades, working in a range of environments, from the polar desert of the High Arctic, subarctic woodlands in the subarctic, to the extensive wetlands of Hudson Bay Lowlands. He has also investigated drought problems in northern Nigeria and the Canadian Prairies, soil erosion in south China, climate variability and hydrology of large-basins in northwestern Canada. His research has also focused on understanding the principles of catchment, hillslope and wetland hydrology as well as assessing changes in hydrological systems by environmental stressors such as climate variability and human modification to the landscape.

Dr. Woo was awarded the Tuzo Wilson Medal in 2008, the highest honour conferred by the Canadian Geophysical Union.

Chong Kin Ping, Ken 張建平 (60FA)

Dr. Chong Kin Ping, Ken is a Professor at the George Washington University and an Associate at the National Institute of Science and Technology (NIST). He obtained his Bachelor degree in Civil Engineering at the Taiwan National Cheng Kung University, and Master degree for Structural Mechanics at the University of Massachusetts Amherst. He also obtained advanced degrees at Princeton University, M.A., M.S. in Engineering, and completed the Ph.D. in Engineering Mechanics in 1969.

He specialized in solid-mechanics/materials, nano-mechanics, and structural mechanics. He has published over 200 refereed papers, and is the author or coauthor of twelve books. He was a professor for 18 years at the University of Wyoming during which he pioneered the R&D of architectural sandwich-panels; developed new semi-circular fracture specimens for brittle materials. His experimental research on sweet spots in the 70's changed the design of tennis rackets. He has been the Engineering Advisor, Interim Division Director and Director of Mechanics and Materials from 1989 to 2010 at the National Science Foundation (NSF).

He was cited in the American Men and Women of Science and was elected a Fellow of the American Society of Mechanical Engineers (ASME) in 2008. He is also a Fellow of AAM, SEM and ASCE. He was appointed as a visiting professor at Tsinghua University since 2011.

Poon Man Chiu 潘文釗 (60FA)

Dr. Poon Man Chiu is a Professor in the Department of Medicine at the the University of Calgary. He obtained his M.D. at the University of British Columbia. He completed his Internal Medicine Residency at Toronto Western Hospital and Hematology Residency at the University of Toronto respectively.

He specialized in Hemophilia, Hemostasis and Thrombosis. He started to get involved in the World Federation of Hemophilia (WFH) twinning program after attending a workshop in Tianjin at 1993. The twinning program allowed staff at a clinic in a developed country to work with another clinic in a developing country to promote hemophilia care. They helped with staff training, patient education and also advised the clinic on infrastructure and planning. The first Canada-China twin was made between a hemophilia centre in Tianjin and Calgary's Southern Alberta Hemophiliac Clinic in 1997. He helped establish another two Canada-China twin workshops in 2000 and 2002 respectively. He and his team members worked with centres in three other Chinese cities in 2004. Together with this network of six collaborative Chinese centres, they helped with patient registries, laboratory diagnosis, nursing and physiotherapy training.

The WFH has recognized his efforts with the International Healthcare Volunteer Award in 2008. This award honours a volunteer healthcare professional who has made a global impact by providing care and treatment for people with hemophilia.

Poon Tin Yau, Peter 潘天佑 (60FA)

Dr. Poon Tin Yau, Peter is a scientist at the Jet Propulsion Laboratory (JPL) of the California Institute of Technology (Caltech), operating for National Aeronautics and Space Administration (NASA). He obtained his Bachelor degree in physics and mathematics at the Hong Kong University in 1965. He completed his Ph.D. degree in Electrical Engineering at the University of Southern California.

He served as U.S. chair and program chair for a number of international technical conferences, and on the Executive Committee for IEEE Software Engineering Standards. He is listed in Marquis Who's Who in the World, Marquis Who's Who in America as well as Who's Who in Science & Engineering. He received the Distinguished Science Alumni Award from the Hong Kong University in 2009.

He made significant contributions towards mission success in NASA projects including Cassini-Huygens Mission to Saturn and Titan. He was a Telecommunications and Systems Manager on the Voyager Interstellar Mission

to the outer planets, Mars Exploration Rovers Spirit & Opportunity, Mars Odyssey, Mars Global Surveyor, Ulysses Mission to the Sun and joint projects with the European Space Agency, the French Space Agency and the German Space Operations Center. He has retired after 35 years with NASA/JPL/Caltech.

Wong Kon, Max 黃榦 (61FA)

Dr. Wong Kon, Max is a Canada Research Chair Professor of Signal Processing at McMaster University. He obtained his B.Sc.(Eng) degree in electrical engineering from the University of London in 1969. He received his DIC and Ph.D. degrees in signal processing at the University of London in 1972 and 1974 respectively. In 1972, he rejoined Plessey as a research engineer and worked on digital signal processing and signal transmission. In 1976, he joined the Technical University of Nova Scotia as an Assistant Professor in Electrical Engineering. In 1981, he moved to McMaster University, where he has been Professor of Electrical Engineering since 1985. He taught a variety of courses within the Department of Electrical and Computer Engineering. He also served as Chairman of the Department of Electrical and Computer Engineering in 1986-87 and 1988-94.

He has published widely in the area of signal processing and communication theory. He was awarded the degree of D.Sc. (Eng) from the University of London in 1995. He was the recipient of the IEE Overseas Premium in 1989, and is a Fellow of the Institution of Electrical Engineers, a Fellow of the Royal Statistical Society, a Fellow of the Institute of Physics, a Chartered Engineer and a Chartered Physicist in U.K., and a Professional Engineer in Ontario.

Tam Sik Wing, Peter 譚錫榮 (66FA)

Tam Sik Wing, Peter is a retired Senior Project Manager from the United States Nuclear Regulatory Commission (NRC), and has been employed there for 35 years. The NRC is the US government agency with the sole authority to review design, construction, and operation of anything involving radioactive materials, particularly nuclear reactors used to generate electricity, and research reactors for scientific investigations. He managed all the scientific and engineering reviews for two of the 102 nuclear reactors (Watts Bar Unit 1, and Beaver Valley Unit 2) for NRC, culminating in issuance of operating licenses to these two nuclear reactors..

He was the only employee from Hong Kong who managed the overall licensing affairs of nuclear reactors. Typically Project Managers of nuclear reactors are American-born.

Leung Lok Wah, Philip 梁樂華 (68FA)

Dr. Leung Lok Wah, Philip is a retired Senior Technical Fellow at the Boeing Company, the world's largest aerospace company. He studied physics and mathematics at the Saint John's University. He obtained his Ph.D. degree in Physics at the University of California.

At Boeing, he was the Chief Engineer of Survivability Department, developed and implemented designs to protect satellites from natural and induced space environment effects. He was responsible for the technical strategy and direction for the survivability of spacecraft avionics and power systems. He received the title of Boeing Senior Technical Fellow – the highest technical position awarded to only 60 of 169,000 employees – for his recognition as a technical expert, leader, mentor, and for his ability to drive business results.

Prior to Boeing, from 1980 to 1996, he worked at the Jet Propulsion Laboratory where he made significant contributions to the National Aeronautics and Space Administration (NASA) planetary exploration programs, and received the NASA Exceptional Service Medal in 1993 for his work on the Galileo Jupiter orbiter.

He holds 6 patents in space technology and received the Boeing Special Invention Award in 2003 and a major NASA Innovator Award in 2007. The National Association of Asian American Professionals (NAAAP) awarded him with the Technical Excellence Award in 2004 for his achievement in the aerospace industry.

Li Sze Ching, Raymond 李思靖 (69FA)

Li Sze Ching, Raymond is an inventor and the CEO of Jetlev Development Corporation and Jetlev Technologies, Inc. He obtained his B.Sc. (Science) degree from the University of Toronto in 1973. He received his MBA in accounting, marketing, entrepreneurship at the Rotman School of Management in 1975.

Before starting the business of Jetlev, he was operating the computer graphics business which started in 1984. He developed the modular feeder printing system (U.S. Patent No. 5274301) all the way to a demonstration system in 1995, with financial assistance from the National Research Council (NRC) of Canada.

Jetlev is a water-propelled jetpack with a tethered propulsion system. It is abbreviated from the words jetpack and levitation. Raymond got the idea from the James Bond movie Thunderball in 1965 and started carrying out experiments in 1997. In 2003, NRC agreed to fund initial development for the water propelled jet pack concept. After thousands of improvements and custom design, a prototype was developed in 2005 and the product was available for sale in 2011. Excellent control and stability makes it easy to learn in minutes, and one tank of fuel provides smooth yet thrilling flight for up to three hours, travelling at 22 miles per hour and reaching heights of 30 feet.

Wah Wan Sang, Benjamin 華雲生 (69FA)

Dr. Wah Wan Sang, Benjamin is the Provost and Wei Lun Professor of Computer Science and Engineering, the Chinese University of Hong Kong.

He received his B.S. and M.S. in Electrical Engineering and Computer Science from Columbia University, and his M.S. in Computer Science and Ph.D. in Engineering from the University of California. In 1998-99, He was Professor of Computer Science and Engineering at the Chinese University of Hong Kong, and received an Exemplary Teaching Award. He served as Adjunct Professor in the Department of Computer Science and Engineering from 1999 to 2003.

He was a Professor of Electrical and Computer Engineering at the University of Illinois at Urbana-Champaign in 1985-2011, and is a prominent computer scientist, with expertise in non-linear programming, multimedia signal processing and artificial intelligence. He published numerous research articles in top professional journals. He is a fellow of the Institute of Electrical and Electronics Engineers (IEEE), the Association for Computing Machinery (ACM), and the American Association for the Advancement of Science (AAAS) and has served as the President of IEEE Computer Society.

He has received numerous international honours and awards which include the Distinguished Alumni Award in Computer Science of the University of California, the W. Wallace McDowell Award, the Tsutomu Kanai Award and the Richard E. Merwin Distinguished Service Award of the IEEE Computer Society.

Cheung Suk Yee, Polly 張淑儀 (70FA)

Dr. Cheung Suk Yee, Polly completed her surgical training at the University of Hong Kong, and then received training in Breast and Endocrine Surgery at the University of Michigan.

During her years as an Academic Surgeon at Queen Mary Hospital and as a Consultant Surgeon at Kwong Wah Hospital, she incorporated needle biopsy and breast ultrasound procedures into the breast service, as well as promoted breast reconstruction in 1983 and breast-conserving surgery in 1987. In 1990, she set up the first breast-screening programme at Kwong Wah Hospital. She set up the first Breast Care Centre in private practice at Hong Kong Sanatorium & Hospital in 1999, introducing a new stereotactic breast biopsy system and a one-stop breast cancer service from screening to diagnosis and treatment.

Apart from her private practice at the Breast and Endocrine Surgery Centre, she is Honorary Clinical Associate Professor of Surgery at the University of Hong Kong, Honorary Director of Breast Care Centre at Hong Kong Sanatorium & Hospital, and surgical trainer for the College of Surgeons of Hong Kong. She has been serving on the Council of the Breast Surgery International since 1999.

In 1999, she received the Outstanding Professional Women Award from the Hong Kong Women Professionals and Entrepreneurs Association for her professional dedication and contribution.

Li Fuk Kwok 李復國 (70FA)

Dr. Li Fuk Kwok is the Director of the Mars Exploration Directorate at the Jet Propulsion Laboratory (JPL) of National Aeronautics Space Administration (NASA). He received his Bachelor and Ph.D. degrees in physics from the Massachusetts Institute of Technology in 1975 and 1979 respectively.

He joined JPL in 1979 and has been involved in radar remote sensing activities. From 1983 to 1988, he was the project engineer for the NASA Scatterometer. From 1997 to 2001, he managed the New Millennium Program, designed to flight-validate key technologies that bring significant benefits to future science missions. He became deputy director of JPL's Solar System Exploration Program Directorate in 2001, deputy director for the Mars Exploration Directorate in 2004, and director for the Mars Exploration Directorate in 2005.

In 2007, Dr. Li received the NASA Outstanding Leadership Medal and in 2008, the NASA Distinguished Service Medal.

He is currently the NASA Mars Exploration Program Manager. His directorate is responsible for JPL's projects exploring Mars, including two orbiters (Mars Odyssey and Mars Reconnaissance Orbiter), two famous rovers (Spirit and Opportunity), the Phoenix stationary laboratory which landed near the north pole of Mars in 2008, and the Mars Science Laboratory Curiosity rover that was sent to the red planet in 2011 and landed there in 2012.

Tam Ping Leung, Patrick 譚秉亮 (70FA)

Dr. Tam Ping Leung, Patrick is a Professor in the Sydney Medical School at the University of Sydney. He is the Deputy Director of Children's Medical Research Institute (CMRI). He is a Senior Principal Research Fellow of the National Health and Medical Research Council of Australia and holds a conjoint appointment as an Honorary Professorship at the University of Hong Kong.

His research focuses on the cellular and molecular mechanisms of body patterning during mouse development and the biology of stem cells. He pioneered the application of micromanipulation and embryo culture for analyzing mouse embryos and examining the development of the head and embryonic gut. The embryological analysis undertaken by his team at CMRI has enabled the construction of a series of fate-maps revealing the organization of the basic body plan of the early embryo. His other current research also covers the genetic models of X-linked diseases and the molecular controls of eye development.

He was awarded fellowships of the Institute of Biology (UK) in 1989, the Australian Academy of Science in 2008, the Society of Biology (UK) in 2009 and the Royal Society of London in 2011. He was also awarded the President's Medal of the Australia and New Zealand Society of Cell and Developmental Biology in 2007.

Li Chi Kong 李志光 (74FA)

Dr. Li Chi Kong received his M.B., B.S. at the University of Hong Kong in 1981. He specialised in paediatric haematology/oncology/BMT with further training at John Radcliff Hospital, Oxford, and Great Ormond Street Hospital, London in 1986, and Fred Hutchison Cancer Research Centre, Seattle in 1992.

He joined Prince of Wales Hospital (PWH) in 1989 and became consultant in 1993. He is also an honorary clinical teaching staff of the Chinese University of Hong Kong since joining PWH. His main interest is in childhood leukaemia, haematopoietic stem cell transplantation and thalassaemia. He has helped in establishing the Hong Kong Paediatric Haematology & Oncology Study Group. He introduced the new treatment methods for Hong Kong children including peripheral blood stem cell and double unit umbilical cord blood transplantation, MIBG treatment for neuroblastoma.

He has been serving in many medical committees and foundations as well as editor in various medical journals. In the recent ten years, he is also involved in the development of paediatric oncology in China. He is now vice chairman of two pediatric haematology and oncology committees in China. In addition, he is also a co-organiser of the China Pediatric Oncology Course. Currently he is a member of the Education and Training Task Force of International Society of Pediatric Oncology. He is also a Medical Ambassador of an NGO called World Child Cancer.

Li Sai Ping 李世炳 (74FA)

Dr. Li Sai Ping is a scientist, now serving as Research Fellow at the Institute of Physics, Academia Sinica, Taiwan. He received his Bachelor degree in physics at the Chinese University of Hong Kong in 1979. He obtained his M.Sc. and Ph.D. degrees in physics from the University of Washington, Seattle in 1981 and 1983 respectively.

He was a Postdoctoral Fellow at University of California and C.E.N. Saclay from 1983 to 1987. He joined the Institute of Physics, Academia Sinica as Associate Research Fellow from 1987 to 1992. Starting from 1992, he served as Research Fellow. He has been Deputy Director and Acting Director from 2002 to 2009.

His researched field was Theoretical physics in High Energy Theory Group. He has published over 30 journal papers including Learning Bayesian Networks by Lamarckian Genetic Algorithm and its Application to Yeast Cell-Cycle Gene Network Reconstruction from Time-Series Microarray Data, A web-based Political Exchange for Election Outcome Predictions and Prediction of Bird Flu A(H5N1) Outbreaks in Taiwan by Online Auction: Experimental Results. His research with Dr. Wang Sun-Chong of Reconstruction of Gene Networks from Time-Series Microarray Data has achieved patent in 2005.

Tsui Chi Ying 崔志英 (77FA)

Dr. Tsui Chi Ying is a professor at the Hong Kong University of Science and Technology. He obtained his B.Sc. degree in Electrical Engineering from the University of Hong Kong, and M.Sc. and Ph.D. degrees in Computer Engineering from the University of Southern California. He joined the Department of Electrical and Electronic Engineering, the Hong Kong University of Science and Technology in 1994.

His research interests include designing VLSI architectures for low power multimedia and wireless applications, developing power management circuits and techniques for embedded portable devices and ultra-low power systems. He has published more than 150 referred technical journals and conference papers. He received the Best Paper Awards from the IEEE Transactions on VLSI Systems in 1995, IEEE/ACM ISLPED in 2007, IEEE DELTA 2008, and supervised the Best Student Paper Award of the 1999 IEEE ISCAS. He also received the Design Awards in the IEEE ASP-DAC University Design Contest in 2004 and 2006.

He is the General Chair of the 19th IFIP/IEEE VLSI-SOC 2011 and served on the organization committee of ASP-DAC'99. He served in the technical programme committees of various conferences including DAC, ISLPED, VLSI, ASP-DAC and ESTIMEDIA. He is an associate editor of Integration, the International VLSI Journal. He is the co-founder of Perception Digital Limited, a listed-company in Hong Kong.

Cheng Shu Kwan 鄭樹坤 (82FA)

Dr. Cheng Shu Kwan is a professor of electronic and computer engineering at the Hong Kong University of Science and Technology. He received his B.S. degree from Drexel University, Philadelphia in 1987, and both the M.A. and Ph.D. degrees in electrical engineering from Princeton University, Princeton, in 1988 and 1991 respectively.

From 1987 to 1991, he was a Research Assistant at Princeton University, Princeton. From 1991 to 1995, he was an Assistant Professor at the University of Colorado, Boulder. In June 1995, he joined the Hong Kong University of Science and Technology. His current research interests include wireless communications, multiuser communications, spread spectrum CDMA, digital implementation of communication systems, wireless multimedia communications, information theory, and coding. He coauthored 150 papers and had over 25 patents filed or granted.

He is the recipient of the Meitec Junior Fellowship Award from the Meitec Corporation in Japan, the George Van Ness Lothrop Fellowship from the School of Engineering and Applied Science in Princeton University, and the Research Initiation Award from the National Science Foundation. He was a member of the Technical Program Committees of GLOBECOM98 and IEEE Wireless Communications and Networking Conference (WCNC'99). He has served as Guest Editor of the special issue on Multimedia Network Radios in the IEEE Journal on Selected Areas in Communications, Associate Editor of the IEEE Transaction on Signal Processing, and membership chair for of the IEEE Information Theory Society.

Leung Yu Lung, Dexter 梁裕龍 (88FA)

Dr. Leung Yu Lung is the Deputy Coordinator of Glaucoma Service at the Hong Kong Eye Hospital. He received his BMedSci and MBChB degrees at the Chinese University of Hong Kong in 1994 and 1996 respectively.

He has received a number of awards including the Outstanding Service Provider Award by HK Eye Hospital, International Ophthalmologist Education Award by American Academy of Ophthalmology and Ten Outstanding Young Persons by Junior Chamber International Hong Kong. He has published more than 50 papers in international peer-reviewed journals and is the Associate Editor of the Journal of Current Glaucoma Practice.

He is a charter member and Executive Director of the von Graefe Society, an international learned society for study of risk factors in glaucoma in addition to intraocular pressure. His current research is on Normal Tension Glaucoma (NTG) with focusing on the following studies: natural course of NTG in Chinese, risk factors for disease progression in addition to intraocular pressure (IOP), neurologic and neuro-radiologic manifestations of NTG, therapy in addition to IOP reduction, molecular genetics of NTG and Psychopathology of patients with NTG. He also made significant contributions to the Project Vision which aims to help the Cataract clients in the poverty regions of China

Kwan Wing Pin, Winnie 關穎嫻 (91FA)

Dr. Kwan Wing Pin, Winnie is a Director of the Shanghai office of the premier American structural engineering company, Leslie E. Robertson Associates (LERA). She earned a Bachelor of Science and Engineering Degree at Princeton University in 1997, and a Ph.D. degree at Cornell University with specialization in earthquake engineering research in 2001. She practiced for 13 years in LERA, and was promoted to be a Partner of the firm in December 2013. She was honoured with the "40 Under 40" Award (presented annually to 40 outstanding professionals in architecture, engineering and construction under the age of 40) by the Building Design and Construction magazine in 2011, and was selected as a Rising Star in Structural Engineering by the Structural Engineer magazine in 2012. She has earned the Achievement Award by the New Jersey Chapter of the American Concrete Institute, and the James Hayes-Edgar Palmer Engineering Award. She was a guest lecturer at Columbia University.

She was the Project Manager for the 492 m Shanghai World Financial Center. She has served as the Project Director for many high-rise buildings in China. She also served as the structural consultant for the Suzhou Museum designed by the famed Architect I. M. Pei. She has been responsible for projects all around the globe as well, including the 555 m Lotte World Tower, the Ben Thanh mixed-use development in Ho Chi Minh City, the KLCC Mix Commercial Development in Kuala Lumpur, and the NASCAR Hall of Fame in Charlotte.

伊中沙伯中學舊生會歷史

關錫堯 (69FA)

舊生會的成立

伊利沙伯中學於1954年創校，第一屆畢業生於1956年完成中學課程，伊利沙伯中學舊生會（以下簡稱舊生會，QESOSA）隨即於1957年成立，而於翌年5月29日正式註冊為社團。早期收取年費\$5，永久會員費是\$100，執委會的選舉每年由全體舊生互相提名，投票選出委員後，獲選的舊生再互選擔任各個職位。

隨著畢業生的增加，舊生會在1969年開始創立了級聯（Form Association，簡稱FA），以方便長遠的聯繫。之後每一屆畢業生都會成立FA。1969年之前的畢業生，有些也有自發組織FA，即使沒有的，舊生會也會用FA這個名詞來分別不同屆別的舊生。

到七十年代後期，舊生會為了長遠的發展，有意添置會址以供校友作聚集之場地。由於執委會每年選出，為了使負擔會址的責任不會落到某一屆委員的身上，舊生會決定轉為有限公司，以方便購買會址。

舊生會有限公司於1982年成立，初期收取年費\$20，永久會員費則訂定為\$500。這個費用一直都沒有增加過。舊生會曾有兩年發過會員證。由於委員皆是業餘，根本無時間追收年費，所以決定鼓勵所有舊生都成為永久會員，至於在成立有限公司前已付\$100的永久會員，亦邀請他們再付\$500。

辦學的過程

到八十年代後期，執委會發覺從幾次籌款活動中所積存的款項根本無法追得上樓價的增長。此外，又相信感謝母校的栽培和回饋社會的最佳方法，就是辦學，而學校可以取代舊生會會所，成為聚集校友的場所，這確是一舉兩得的美事。於是決定向教育署（於2003年1月1日併入教育統籌局），申請開辦一間津貼小學。

教育署於1991年5月把天水圍天耀邨的一座新建校舍，批給舊生會開設小學，條件是舊生會必須有一間經教育署和稅務局認可為具備慈善目標的有限公司，並且籌得最少八十萬元的基本費用，而校舍最基本設施的維修和教職員的薪金，則由教育署負責。為了把學校辦到最好，將教育署配給的最低設施提升到高級水準，（包括22部電腦），舊生會就把籌款目標定為六百萬元，不足之數，先由各熱心校友暫時免息借出。

得到一群熱心校友的全面投入和教育界朋友的支援，小學（伊小）訂於1992年九月開學。執委會又委出校董會成員，由舊生會會長湯偉立（74FA）擔任校監。1992年初，政府開始安排居民遷入天水圍天耀邨。當時，教育署邀請已獲批准在水天圍開辦小學的機構，提早開課，以方便剛遷入的家庭，免致他們的小孩子需要長途跋涉地回到區外上課。但是，所有在他區已有辦學經驗的機構都不願意承擔，惟有舊生會本著服務社區的辦學使命，雖然未有辦學經驗，也提早在當年4月開課，成為天水圍區第一所學校。幸好，伊小得到區內家長接受，口碑極好，至1995年9月，已開足上，下午班各三十班，辦得有聲有色。

其後，舊生會先後再向教育署申請在水天圍開辦幼稚園和中學。結果，位於天瑞邨的幼稚園（伊幼）和麗湖居的中學（伊中中）分別於1993年9月和1996年9月開學。本港所有的幼稚園都是私立學校，並非如小學及中學是津貼學校。成立之初，要捱過天水圍居民入住率低和大約有十間幼稚園競爭的艱難時刻，所以需要由舊生會安排以暫借方式墊支數百萬開辦及經營費用，逐漸轉虧為盈。但短短數年，又再因區內幼兒人口增長率偏低而須額外努力經營。雖然辦學理念及方針，得到區內家長認同，但最終也須因為急劇縮班而於2010年停辦，完成了它的歷史任務。

由於教育署決定改善教育質素而逐步推行小學全日制，舊生會於是向教育署申請在水天圍另外配給一間小學校舍，以便可以把小學的上、下午班分為兩間全日制學校。申請於1998年獲批，新校舍座落於小學斜對

面天盛苑，正式命名為伊利沙伯中學舊生會小學分校（伊小分校），1999年9月開學，而原來的校舍則改名為伊利沙伯中學舊生會小學正校（伊小正校）。伊小正、分校是天水圍區最早的全日制小學。

伊中中自1996年成立以來，一直在教育界專業發展方面扮演著重要的角色，並於1999年應教育署邀請設立了「伊中中專業交流站」，兩年內接待過數百學校、教育署/教育統籌局、專上學院、政府單位和其他公營機構合共數千人次到校參觀、交流和分享。2004年中，伊中中透過政府的「校舍改善計劃」加建的一座教學樓落成啟用，增添了近二千平方米的教學和活動場地。

伊中中、伊小、伊小分校和伊幼得到蔡香生、黎悅心夫婦（同是59FA）和他們在教育界的好友的支援，集合了寶貴的教學經驗。由於辦學嚴謹，教育目標明確，現今各間學校已成為天水圍區的名校，備受推崇。但兩所小學每年有畢業生三百多人，一所中學遠遠不夠中一學位讓全體小六學生升讀。所以，舊生會於2003年再向政府申請在同區開辦第二所中學。雖然競爭者眾多，但我們仍得到政府的確認，獲批和第一中學相近的校舍，新校於2005年9月開課，名為伊利沙伯中學舊生會湯國華中學，以表揚湯先生及湯氏家族對伊中及舊生會學校的貢獻。

教育推廣機構有限公司的成立

由於辦學的費用，最主要是靠籌募得來，數目龐大，財政必須獨立於舊生會的日常運作，所以舊生會於1989年9月成立了伊利沙伯中學舊生會小學有限公司（QESOSA Primary School Ltd），簡稱（PSL）。其後，舊生會繼小學後又開辦幼稚園和中學，PSL的名稱不再適用，執委會就申請改PSL之名為伊利沙伯中學舊生會教育推廣有限公司（QESOSA Education Promotion Ltd），簡稱（EPL）。申請於1994年5月獲得批准。之後再改為伊利沙伯中學舊生會教育推廣機構有限公司（QESOSA Education Promotion Organization Ltd），簡稱（EPO），使能更全面反映其教育服務範圍。EPO除了擔任舊生會屬下學「辦學團體」的角色和委派成員出任各校法團校董會出任「辦學團體校董」之外，亦成立了伊利沙伯中學舊生會教育服務中心，開辦提供給學童以外人士的另類課程。EPO亦是在本港註冊的出版人。



1993年11月20日伊小暨伊幼開幕禮
一群積極參與創校的校友攝於伊小前

2007年是舊生會在水圍服務十五週歲的里程碑，我們進一步將服務範圍擴展，開始為區內成年人提供持續進修的機會。當年，舊生會獲勞工及福利局邀請，參與安老事務委員會籌劃「長者學苑」的工作。這計劃由安老事務委員會倡議發起、香港嶺南大學及香港電台協辦，而伊中中就成為首批為社區長者提供課程的學校，成立「長者學苑」為天水圍區的長者先後推出多項課程，包括電腦活動、生態旅遊、太極拳、合唱團等等。長者學苑為區內長者服務的同時，亦為伊中中學生提供學習服務長者的機會。

翌年，為了鼓勵舊生會屬校家長持續進修，向子女示範何謂「自強不息，終身學習」，並讓區外人士進一步體會天水圍居民的鄰里精神，發掘區內人士的潛力，傳遞積極人生的訊息，舊生會承擔協辦機構的角色，在區內推廣由婦女事務委員會倡議發起、香港公開大學李嘉誠專業進修學院及商業電台合辦，為針對婦女需要而設的創新學習計劃「自在人生自學計劃」，並特設「家長互助互學獎勵計劃」，鼓勵家長參與及推廣此活動。現在，報讀這計劃各項課程的，已由屬校家長擴展至區內、區外的成年人。

舊生會的活動

舊生會早年的活動，包括週年大會兼聚餐（早期多在母校禮堂舉行）、校營活動、夏日遊河、聖誕舞會（早期在母校禮堂舉行，到了八十年代開始每年12月25日在五星級大酒店舉行）等。

在九十年代由於執委會主要成員都花了很多時間在學校的事務，除了每年簡單的週年大會和盛大的聖誕餐舞會外，其他主要活動都是和伊中中、伊小和伊幼幾間學校有關連的，例如開幕禮、運動會、畢業禮、週年紀念活動等。近年舊生會增加了一些大型活動，包括連訪四校、投資講座兼晚宴、重訪校營、伊中校友日等。

和母校的聯繫

舊生會每五年都會和母校及家長教師聯誼會（PTA）合辦母校週年紀念的慶祝活動和校營週年紀念活動等。

母校的主要活動，舊生會都有積極參與；母校需要金錢資助（例如維修校營、於Upper Landing安裝儲物櫃給高班同學及於每一課室設立圖書櫃等。）和其他事務上的支持（例如升學就業講座等）。舊生會都會悉力以赴。自九十年代母校成立學校管理委員會以來，舊生會亦有派代表出席，和校長、老師代表，教育統籌局代表、PTA代表及政府委任的社會人士代表共商校政。



在七十年代，母校副校長李心安女士因病逝世，舊生會籌款設立了李心安女士紀念獎學金和李心安女士紀念書簿津貼。這是舊生會首次在母校設立獎學金。

相信大家都記得母校每年獲獎人數最多的張維豐獎學金，那是首任校長張維豐先生在1959年退休時由PTA及舊生會籌款成立張維豐獎學基金而設立的。（張校長已於1998年3月病逝。）此外，母校由第四任校長麥尼路（H N McNeill）開始，在每位校長退休時，都會以PTA的名義籌款設立獎學金，每次舊生會都有積極參與。在八十年代末期及九十年代初期，為了紀念第二及第三任校長對母校的貢獻，舊生會先後籌款設立了韓敦（Arthur Hinton）獎學金和張伯倫（Terry Chamberlain）獎學金，使每位退休的校長都有獎學金作紀念。每當個別獎學基金的款項快將用罄時，舊生會就會撥款補充。

舊生會的通訊

舊生會早期的通訊，主要是與活動和改選有關的油印紙單張。到了七十年代後期，開始有了定期通訊，約三至四個月一期，內容頗豐富，輯錄成小冊子，寄給每位能聯絡得上的校友，持續了幾年。之後通訊的出版密度就稀疏了。小學開校後，有較好的設施，亦得到職員的協助，通訊的中文也採用打字而非手寫，印刷較為精美。但開辦幼稚園和中學後，執委會更為忙碌，通訊出版的密度又大大減少了。幸好在踏入2000年，獲得蔡香生在全力監督及推動舊生會各學校校務之餘，更不辭勞苦，重新開始編輯及定期出版舊生會通訊，再度拉近校友和舊生會之間的距離。

自從舊生會於2002年末聘請了一位行政秘書後，就不時發出內容豐富的通訊，為了環保及節省人手和郵費，通訊主要以電郵方式發出。由於海外校友的電腦未必可以收到中文的訊息，通訊改為以全英文發出。由於有部分校友沒有電腦，舊生會亦接受校友的申請，提供傳真或郵寄通訊的服務。近年科技一日千里，互聯網和電郵成為主要聯絡工具，海外校友亦可在瞬息間得到舊生會的資訊了。

舊生會目前的通訊地址是香港郵政信箱13119號。而為了方便各屆校友的聯絡和讓大家了解各學校的情況，舊生會在互聯網上設立了以下幾個網址：

舊生會網址：www.qesososa.org
FA網址：www.qesfa.net
伊中中網址：www.ss.qesososa.edu.hk
伊小網址：www.qesosaps.edu.hk
伊小分校網址：www.bps.qesososa.edu.hk
伊湯中網址：www.tkwss.qesososa.edu.hk

伊中中的電腦伺服器，已預留空間及計劃了上載安排。如有校友打算為自己一屆同學設立通訊的網址，可與蔡香生聯絡。

海外的舊生會分會

海外的校友自發地先後在卑斯省、安大略省、澳洲和美國設立了舊生會分會，成立日期分別是1989年2月、1989年3月、1997年2月和1999年1月。這些分會都設立了資料豐富的網頁，提供最新的校友及前任校長和老師的消息，和舊生會維持緊密的聯繫。

各分會對我們辦學都鼎力支持。並參與了伊中中的「海外生活體驗計劃」於暑期接待伊中中品學兼優的學生以作獎勵，既協助他們擴闊視野和練習英語，亦在校友和伊中中同學間築起一道關係密切的橋樑；近年安省分會的部分會員，更和伊湯中的高年級學生設立了越洋的師友計劃。各分會舉辦的活動，很多時都有近百人參加。希望日後在海外有更多分會成立，和舊生會的聯繫則更為緊密。

金禧校慶

2004年是伊中創校五十週年，舊生會聯同母校和PTA合辦了多項慶祝活動，其中金禧晚宴在香港國際會議展覽中心舉行，筵開160多席，參加人數超過2000，從海外回港參加的校友亦不少。舊生會舉辦了大型的籌款活動，主要作推廣教育用途，又把五十萬元注入新設立由PTA管理的「校長獎學基金」，以節省處理多個基金的人手。

舊生會近年的發展

在九十年代，由於舊生會把精力都集中在辦學方面，忽略了和校友（特別是八十年代和九十年代的）的聯絡。自九十年代後期開始，舊生會每年都會派出代表參加中五和中七同學的謝師宴，向畢業同學推介舊生會的宗旨和會務。為了加強和母校同學的聯繫及吸引更多年輕校友參與舊生會的活動和事務，舊生會實行了多項措施，包括在母校舉行就業講座、自2007-08學年開始每年為母校同學舉辦師友計劃（Mentorship Programme）、在每年的週年大會暨聚餐活動，贊助近年的畢業生參加和自2010-11學年開始，每年舉辦大型球類比賽和舉行校友日，活動愈來愈受歡迎。

EPO成立以來，舊生會和EPO一直由相同的執委會管理，而幾間學校的校董會亦有頗多相同的成員。由於陸續得到一些新血的加入，自2003-04年度開始，舊生會和EPO的執委會分別選出，盡量把兼任的情況減少，讓更多熱心的校友參與兩個執委會和各校의校董會。

舊生會於2006年開始聘請高級行政主任和行政助理，以協助處理日益繁忙的舊生會和EPO事務，包括不斷更新校友的通訊資料和舊生會的網頁，解答校友的查詢，出版舊生會通訊和處理其他各種行政工作。

為什麼你要參與？

舊生會的成就，最主要靠一群熱心的中堅份子。他們不僅出錢出力，更重要的就是出心和出時間，可謂全情投入。在目前的情況，憑著一群中堅份子的心血財力，和陸續有舊生捐款或加入EPO的工作，四間學校和另類課程都辦得相當出色。但是舊生會並非一小撮人的，我們都是得到母校的栽培，才有目前的成就，大家都有責任為母校和社會作出貢獻。愈多校友參與，辦學之事情愈有意義。除了金錢或教育專業的意見外，校友的參與還包括了電腦技術的支援、免費替學生作健康檢查、參加師友計劃、招待學生參觀自己工作的機構（獎勵好學生的一種方法），幫助他們的成長和加深他們和舊生會的聯繫等。

結語

如果你仍未參加舊生會，請立刻填寫入會表格寄回本會。

如果你想表達你的意見或是想得到有關母校或舊生會的資料，可聯絡以下任何一位：

黃毓華	行政主任	2448 0899 (辦公電話) 2448 0904 (傳真)	admin@qesosa.org
蔡香生	義務行政總裁	2338 6122 (伊中中電話)	hstsoi@ss.qesosa.edu.hk
關錫堯	資深委員	9861 4032	kwansekyiu@gmail.com

Principals of Queen Elizabeth School

Mr Cheong Wai Fung	張維豐先生	1954 - 1959
Mr Arthur Hinton	韓敦先生	1959 - 1967
Mr T McC Chamberlain	張伯倫先生	1967 - 1970
Mr H N McNeill	麥尼路先生	1970 - 1975
Mr Tan Peng Kian	陳炳乾先生	1975 - 1980
Dr Su Chung Jen	蘇宗仁先生	1980 - 1992
Mr Chan Ping Tat	陳秉達先生	1992 - 1996
Mr Yeung Chi Hung	楊志雄先生	1996 - 1997
Mrs Sin Chow Dick Yee	冼周的兒女士	1997 - 1998
Mr Yeung Chi Hung	楊志雄先生	1998 - 2001
Mrs Pang Cheung Wee Fan	彭張怡芬女士	2001 - 2008
Mr Tong Kwok Keung	唐國強先生	2008 - 2012
Mr Chan Ka Wai	陳家偉先生	2012 -

Chairpersons of Old Students' Association

The Setting-up Date of QESOSA: 29/5/1957

Cheong See Chuen	張思全	1957 - 1959
Ho Che Leung	何子樑	1960 - 1961
Pun Hong Sing	潘康盛	1962
Chan Kam Hung	陳錦雄	1963 - 1964
Fong Wing Han	方穎嫻	1965
Tong Wai Ki	湯偉奇	1966 - 1967
Li Shui Ki	李瑞祺	1968 - 1969
Ho Sai To	何世濤	1970 - 1972
Tsoi Kwei Sang	蔡桂生	1973 - 1974
Lau King Sau	劉敬修	1975
Wong Chi Chiu	王志超	1976 - 1977
Tsoi Heung Sang	蔡香生	1978 - 1979
Kwan Sek Yiu	關錫堯	1980 - 1981
Lam Pui Kwan, Pierre	林培鈞	1982 - 1983
Shum Man Ching	岑文禎	1984 - 1985
Tam Wing Oi	談永凱	1986 - 1987
Tong Wai Lop, Philip	湯偉立	1988 - 1999
Wong Tai Wai, David	王大衛	2000 - 2004
Lau Siu Ki, Kevin	劉紹基	2005 - 2006
Tong Sau Chai, Henry	湯修齊	2007 -

Chairpersons of Parents'-Teachers' Association***The Setting-up Date of QESPTA : 3/11/1955***

Yeung Wing Hong	楊永康	1955 - 1960
Wong Hau Yuen	王校源	1960 - 1967
Ng Tor Tai	吳多泰	1967 - 1968
Ling Shang Ta, Alfred	凌尚道	1968 - 1974
Ding Lik Kiu	陳立僑	1974 - 1977
Tong Wai Ki	湯偉奇	1977 - 1988
Chan Ting Kai	陳廷佳	1988 - 1990
Li Siu Fung	李少峰	1990 - 1991
Tsui Hin Hung, Kenneth	徐憲洪	1991 - 1995
Lee Kwong Bill	李廣鏢	1995 - 1997
Kwan Sek Yiu	關錫堯	1997 - 1999
Lui Wing Chuen	呂永全	1999 - 2000
Mak Tze Kin	麥子健	2000 - 2005
Lo Man Fong	盧萬方	2005 - 2011
Yeu Yee Man	饒汝民	2011 - 2014
Ting Pui Ling	丁佩玲	2014 -

Chairpersons of Student Union***The Setting-up Year of SU : 1999***

MA Tin-luk	馬天祿	1999 - 2000
CHAN Ching-yan, Sammi	陳靜欣	2000 - 2001
LEE Wing-ka	李穎嘉	2001 - 2002
TANG Tai-lam	鄧泰霖	2002 - 2003
MUI Sik-fai	梅錫輝	2003 - 2004
TUEN Chun-tung	段振東	2004 - 2005
LAU Chun-fai	劉俊輝	2005 - 2006
CHAN Kwan-shuen	陳君璇	2006 - 2007
WONG Cheuk-wah	黃卓樺	2007 - 2008
WU Ki-yan, Queenie	胡祺茵	2008 - 2009
LEE Tsz-ting	李子婷	2009 - 2010
SUEN Kai-fung, Kevin	孫啓峯	2010 - 2011
YIP Chun-san	葉俊新	2011 - 2012
SETO Wai-lun	司徒緯麟	2012 - 2013
HAR Ho-pan	夏浩彬	2013 - 2014
WONG Chun-pui, Isaac	黃俊培	2014 - 2015

Head Boys and Head Girls

HO Chi-keung	何智強	YAN Shuen-chak	甄萱澤	1954-1955
HO Chi-keung	何智強	CHAN Oi-kwan	陳愛群	1955-1956
HO Chi-keung	何智強	CHUNG Kwai-lin	鍾桂蓮	1956-1957
WONG Wan-ming	黃允明	CHEUNG Yuen-ming	張婉明	1957-1958
CHENG Sai-wah	鄭世華	CHEUNG Yuen-ming	張婉明	1958-1959
HO King-him	何敬謙	LO Shin-yee	盧倩儀	1959-1960
CHAN Charn-sing	陳燦升	HO Wun-ching	何韻清	1960-1961
POON Tin-yau	潘天佑	LO Tuen-wah	羅端華	1961-1962
KAN Kwok-choi	簡國材	WONG Yuen-ching, Susan	黃婉靜	1962-1963
CHUNG Yiu-kei	鍾耀奇	TSANG Wai-fong	曾惠芳	1963-1964
KAN Chun-hung	簡振雄	MA Wan-ming	馬允明	1964-1965
LAU Chun-yat	劉振鎰	LAU Sui-sang	劉穗生	1965-1966
SHUM Man-ching	岑文禎	YEUNG Shuk-yin	楊淑然	1966-1967
CHU Pui-hing	朱培慶	CHENG Ngai-lung	鄭艾倫	1967-1968
HUI Wah-sin	許華先	SIU Siu-woon	蕭兆媛	1968-1969
YAN Ting-foon	甄庭歡	YU Yee-wah	余綺華	1969-1970
KONG Kwok-ching	江覺靜	CHAN Wai-king	陳惠瓊	1970-1971
SO Wing-chi	蘇永志	YEUNG Lai-yee	楊麗儀	1971-1972
TSE Ng-hang	謝伍亨	CHEUNG Chau-wan	張就雲	1972-1973
CHAN Shu-keung	陳樹強	LAM Kwai-fung	林桂鳳	1973-1974
IP Kit-tong	葉傑棠	HO Shuet-ying	何雪影	1974-1975
WONG Wai-kwong	黃偉光	CHEUNG Sau-mee	張秀美	1975-1976
LAI Lung-cheung	黎麟祥	CHAN Yuen-fai	陳婉輝	1976-1977
LI Wai-chiu	李偉釗	TAM Yuet-har	譚月霞	1977-1978
SHUM Man-wai	岑文偉	CHAN Kit-fun	陳潔芬	1978-1979
CHAN Wai-kwong	陳偉光	WONG Oi-ling	王愛玲	1979-1980
CHONG Kwok-kwong	莊國光	CHEUK Fung-ting	卓鳳婷	1980-1981
NGAN Kit-wah	顏傑華	CHIU Suk-mui	趙淑梅	1981-1982
CHAN Kwai-yuen	陳桂源	CHAN Fung-yi	陳鳳儀	1982-1983
PANG Sen-fai	彭晨暉	YUEN Oi-yee	袁藹儀	1983-1984
NG Wing-ho	吳永浩	TAM Tsui-ling	譚翠玲	1984-1985
AU Wan-yeung	歐運揚	CHIANG Yuk	張旭	1985-1986
NG Kei-shun, Jason	伍基舜	SIN Chui-kuen	冼翠娟	1986-1987
NG Wing-ka	吳永嘉	CHOW Yin-ping	周燕萍	1987-1988
SO Yat-kai	蘇逸佳	LAM Ching	藍清	1988-1989
LAU Ka-chi	劉家池	CHAN Sui-lin	陳瑞蓮	1989-1990
YEUNG Tin-lo	楊天路	LAW Tin-wing	羅天穎	1990-1991
LIE Wai-kwok	李偉國	CHOI Yi-king	蔡綺琮	1991-1992
CHAN Kwok-wai	陳國偉	YUNG Wai-hang	容慧嫻	1992-1993
MAN Kin-cho	文健初	WONG Wing-sze	黃詠詩	1993-1994
LAM Kong	林江	CHU Hoi-ning, Karen	朱凱寧	1994-1995
CHU Ming-wah	朱銘華	CHEUNG Oi-mui	張愛梅	1995-1996

CHOU Ka-lun	巢嘉倫	CHOW Ying-hung	周映紅	1996-1997
LAW Cheung-sing	羅暢星	SHEK Mei-yan	石美茵	1997-1998
WAN Chi-pong	溫志幫	CHAN Heung-ying	陳香凝	1998-1999
CHIU On-pong	趙安邦	NG Sau-man	吳秀雯	1999-2000
CHEUNG Lap-woon	張立援	YIU Fong-lee	饒方莉	2000-2001
CHAN Oliver	陳炤佑	CHAU Suk-ling	周淑玲	2001-2002
KWOK Tsz-chun	郭梓俊	LI Wan-in	李蘊妍	2002-2003
CHAN Kin-kwok	陳建國	WONG Hiu-kwan	王曉群	2003-2004
LEUNG Chi-hung	梁智雄	FAN Wing-shan	范詠珊	2004-2005
LO Kwong-yuen	羅廣源	MAK Yee-ki	麥綺琪	2005-2006
LIN Yuk-tin	連鈺鈿	LAI Lok-ting	黎樂婷	2006-2007
HUNG Wai-sing	洪瑋成	HO Sin-ming	何倩鳴	2007-2008
LEUNG Chi-yuen	梁志遠	YIP Hoi-man, Victoria	葉愷汶	2008-2009
CHIU Wing-chuen	趙永泉	CHAN Pui-man	陳佩雯	2009-2010
WONG Ho-yu	王浩宇	CHAN Wai-yee	陳慧儀	2010-2011
TAM Chi-wing	譚志榮	KWOK Kit-ying, Elaine	郭潔瑩	2011-2012
WONG Ting-fung	黃廷風	MAN Sin-ting	文倩婷	2011-2012
WAT Kwok-hei, Henry	屈國禧	HUNG Wing-yi	孔穎怡	2012-2013
FONG Chun-hei	方俊熹	HO, Perri	何肇瞳	2013-2014
CHEUNG Chun-hei, Arthur	張駿熙	LAM Yee Kei	林苡琪	2014-2015

QUEEN ELIZABETH SCHOOL Scholarships, Awards and Grants

Scholarships Initiated by QESOSA and QESPTA and Administered by QESPTA

	Name of Scholarship	Amount	Conditions of Award	No. of Awards
1	Agnes Wong Prize for Linguist of the year (English / Chinese)	\$500 each	Students who have achieved the highest annual score in English Language or Chinese Language in their class and excelled in either drama, debate, speech, writing etc.	2
2	Arthur Hinton Scholarship	\$2000	An S6 student who has achieved the highest whole-year average in History and English Language	1
3	Best Student of the Year Award	\$1000 each AND a trophy each	Students who have achieved excellent academic results in their relevant form (S1-S6), possessing good character and conduct and rendering zealous services to the school and community	6
4	Chan Ping Tat Scholarship for Potential Leaders	\$800 each	Students (S4-S6) who are top 60% in their form. Nominees must be official members holding key positions in extra-curricular activities and displaying outstanding leadership qualities	10
5	Cheong Wai Fung Scholarship	S1-S5 \$300 for 1st \$200 for 2nd \$150 for 3rd \$100 for 4th S6 \$500 for 1st	Students (S1-S2) who have achieved the highest whole-year average in Mathematics and Integrated Science Students (S3) who have achieved the highest whole-year average in Mathematics, Physics, Chemistry and Biology Students (S4-S5) who have achieved the highest whole-year average in Mathematics and any other 2 Science subjects from Physics, Chemistry, Biology or Combined Science Students (S6) who have achieved the best results in Mathematics and any other 2 Science subjects from Physics, Chemistry, Biology or Combined Science in HKDSEE	S1-S5 4 each S6 1 only
6	Cheung Poon Memorial Prize	\$800 each	Five Students (one from each level, S1-S5) who have achieved outstanding annual score in Chinese Language in their respective levels and earned awards in solo verse speaking, essay writing, reading and other competitions to promote Chinese culture	5
7	Chu Ka Fai Memorial Prize	\$1000 each	Two S6 Science students who have achieved the best results in Chemistry in HKDSEE	2
8	Dr. Su Chung Jen Language Award	\$2000 each	Students (S4-S6) who have achieved the highest whole-year average in English Language and Chinese Language	3
9	Lee Hing Kui Memorial Prize	\$1000 each	Two S6 Science students who have achieved the best results in Physics in HKDSEE	2
10	Lee Kwok Hong Memorial Award	\$500	An S6 student who has achieved the highest whole-year average in Mathematics and any other 2 Science subjects from Physics, Chemistry, Biology or Combined Science	1
11	Leung Lee Kit Fong Award for Best Performance in Extra-curricular Activities	\$300 each	Four students selected from S4 to S6 for their best performance in extra-curricular activities	4

	Name of Scholarship	Amount	Conditions of Award	No. of Awards
12	Li Shi Yi Scholarship	\$400 each	Five Students (one from each level, S1-S5) who have made the most remarkable progress in their respective forms	5
13	McNeill Scholarship	\$2000	An S6 student with good personality, conduct and has achieved outstanding whole-year average in Mathematics and any other 2 Science subjects from Physics, Chemistry, Biology or Combined Science	1
14	Mrs. Betty Li Memorial Scholarship	\$2000	An S6 Arts student who has achieved the best results in the core subjects and any other 2 subjects from Geography, Economics, History, Chinese History, BAFS or Chinese Literature in HKDSEE	1
	Mrs. Betty Li Memorial Scholarship Book Grant	\$300	Mrs. Betty Li Memorial Scholarship Holder (book grant terminated from 12/13 onwards)	1
15	Pang Cheung Yee Fan Scholarship	\$1000 each	Students with very good conduct, good examination results, personality and have distinguished performance in Orchestra	2
16	P.T.A. Yeung Wing Hong Memorial Prize	\$2000 AND a trophy	An S6 student who has achieved the best results in HKDSEE (or students who got seven 5**s or above)	1
17	Tan Peng Kian Memorial Prize	\$1000	An S6 student who has demonstrated persistent effort and attained good result in Biology	1
18	Tan Peng Kian Scholarship	\$2000	An S6 student who has achieved the best results in the core subjects and any other 2 Science subjects from Physics, Chemistry, Biology or Combined Science in HKDSEE	1
19	Terry Chamberlain Scholarship	\$2000	An S6 student who has achieved the highest whole-year average in Mathematics and Mathematics Module 2	1
20	Tong Kwok Keung Scholarship	\$400 each	Students (S4-S6) with strong commitment and outstanding performance in service to the school and community Nominees must be office bearers of Prefect Body, Big Brothers and Sisters' Scheme, Student Union or Camp Warden Association	5
21	Tong Wai Ki Award for Outstanding Contribution to the School Camp	\$250 each	Camp wardens who have outstanding contribution to the school camp	7
22	Yeung Chi Hung Scholarship	\$500 each	Students who have distinguished performance in both internal and external competitions in the following areas : Drama, Arts, Music and Sports	4

Notes

1. The amount, number of awards and criteria for award for some of the scholarships have been changed once or more. Only the figures and criteria currently applicable are shown.
2. S4, S5 and S6 are also called SS1, SS2 and SS3.



since 1954



since 1997



since 2003