

公理書院—回顧與前瞻

KUNG LEE COLLEGE — REMEMBERING THE PROUD PAST AND LOOKING INTO A BRIGHTER FUTURE

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二十年細說從頭

一九六一年初，已故中華基督教會暨港區會總幹事汪彼得牧師，鑑於當時香港學生人數劇增，學校數量不足，教育質素未臻理想，更為要解決香港區校友子弟入學問題，遂與教育司洽商撥地，在港島興建一所私立學校，並擬命為「基理英文中學」，實行透過學校傳道服務。

初時政府答允撥出大坑道近福羣道一地段，後因工務局需要該地作為其他用途，故改撥現有校址。此地面積近五萬平方尺，可興建卅個課室校舍一所。費用由政府津助建築費一百廿二萬，另無息貸款二百萬元，餘數約八十萬元由區會負責。

適時公理堂有意放棄其自建中學計劃，並願將已籌得之卅萬元捐與區會建校。為紀念公理堂對辦教育之熱誠，區會遂將校名改為「公理書院」。同時中外人士亦慷慨捐助，建校則師伍耀偉先生更捐出全部則師費之半數，添置教具。

當年汪牧師認為本校既為一間私立中學，校舍宏偉，設備完善，應本自由自主政策辦理一所具有實驗性之中學。因此，他強調本校應具有下列特色：

- 一、設中學預備班：除由區會直屬小學統一畢業試選派成績優秀學生就讀中一外，凡五年級或其他小學畢業生，中文與數學已達水準，而祇英文程度較低，但經智力測驗，認為有能力升讀水準較高之英文中學者，得入預備班一年，考試及格直升中一。
- 二、與北美洲六十三間大學取得聯繫，保薦畢業生前往升學。
- 三、試辦專上課程，學制與美國之初級大學

THE PAST

In January 1963, the late Rev. Dr. Peter Wong, then General Secretary of the Hong Kong Council of The Church of Christ in China, approached the Education Department to negotiate for a site on Hong Kong Island to build a private secondary school. The idea was part of the scheme of the Council "To Preach the Good News and To Serve the Community Through Education", which was meant to spread the Gospel on the one hand and to help ease the pressing demand for secondary school places on the other hand. It also meant to provide opportunity for education for the school-bound children of the Council members. The name of the proposed school was to be Kei Lee School.

Initially, the government was to grant a lot of land near the junction of Tai Hand Road and Fuk Kwan Avenue. Later this site was reserved by PWD and the Council was granted the present site which cover some 47 000 sq. ft., big enough for building a 30-classroom school. As for covering the building cost, the government promised to subsidize \$1.22 million and to further grant an interest-free loan of \$2 million. The rest of the share, which amount to some \$800 000 was to be born by the Council.

Meanwhile, the Hong Kong Congregational (Kung Lee) Church had decided to give up its plan to build a secondary school on Hong Kong Island and to donate to the Council the money it collected for the project. Having accepted the offer, the Council named the school Kung Lee College, to commemorate the

(Junior College) 相似，學生修讀合格後，可直升該國大學之三年級，此可減輕有意留學美國青少年之經濟負擔。

四、開設多元化課程，如英文秘書、社會工作助理、高級會計、工商業管理、音樂教育等，以便學生在港投考專門職業資格之考試。

於此可見汪牧師創辦本校之理想及抱負。

由六一至六七年，建校期間，困難重重。首先，政府改變計劃，另撥校址，浪費時間。其次，是項工程浩大複雜。沉箱方法首在本港推行，承建商為經驗所限，工作進展較慢，又該地段本甚偏僻，需鋪路蓋渠方能抵達。同時，香港又正經歷銀行擠提風潮，社會騷動，物價高漲等。然得各方面努力，校舍終於六七年春由已故區會主席梁小初博士主持奠基禮，九月正式開課，十一月再請美國遵道同寅會會督侯華活博士 (Bishop J. Gordon Howard) 主持揭幕禮。本校校舍較標準津貼學校為大，有課室廿九間，相等於三個課室之教員室一間，特別室及科學實驗室十一間，另有一千四百座位之禮堂、陰雨運動場、學生膳堂、康樂活動等設備，環境幽雅，堪稱理想學習之所。

本校首任校長為英籍教育家白宇登牧師 (Rev. A. E. Barton)，副校長兼校牧為英籍學者丁國棟牧師 (Revv. Gordon De Pree)，學生生活指導主任為紐西蘭籍白愛雪女士 (Miss Alison M. Bell)。其他老師除本地資深牧師外，更聘有英、美、加、紐西蘭、巴基斯坦等國籍教員多名。而學生亦有來自不同國籍，堪稱一所國際學校。白牧師慈悲仁厚，有教無類，治校三年後退休歸國隱居。

一九七〇年，丁牧師接掌校政。丁牧師為人和善，辦事態度認真，特別致力提高學習風氣，頓使校風煥然一新。惜七一年五月因要回國深造而辭職，由加拿大聯合教會洗啓理先生 (Mr. Ross Sinclair) 以副校長署理校務。

一九七一年，區會聘請楊寶坤先生為第三任校長。楊校長治校經驗豐富，辦事精明，堅持原則，富有魄力及遠見。時因私校所需資源龐大，而港府教育政策亦有所改變，要維持初期辦學之特色及理想實為十分艱難。因此本校於一九七二年由私立不牟利學校轉為按位資助學校，所有中一新生均由教育司署選派。同時

generosity of the congregation of the church. Donation from local and overseas organizations also poured in. Special mention went to Mr. E.Y. Wu, the designate dschool architect who contributed half of the architect's fee for purchasing teaching aids for the students.

Rev. Dr. Peter Wong was proud of this colossal and well equipped building and had decided to turn it into an experimental community college, offering courses at both secondary and post secondary levels. He proposed that: (1) The school should operate a pre-secondary class for primary students who would like to continue their education afterward but lacked the English language skill to render admission to a secondary school. (2) The college would link up with colleges and universities, 63 in all, in the United States, with the purpose of recommending its graduates to further their study there. (3) The college should offer courses compatible to the contents and standard of those offered by a Junior College in the States, whereby a student, having met all the necessary requirements, could continue his study in a senior college or university there. This would ease the financial burden of the family who wished to send its children to study overseas. (4) The curriculum of the College should be broad and practical. It should include courses such as secretarial training, social work, accountancy, music education, business study, etc. One cannot help but admire the vision of Rev. Dr. Wong and how much he had expected from the College.

The college faced many difficulties in the process of construction, such as changing of site, coping with the then new caission method of foundation formation, inflation, bank crisis, social unrest, etc. Despite all that, and with hard work put in by all parties concerned, the foundation stone of the school was laid by the late Dr. S.C. Leung, the then Chairman of the Council, in March 1967. In September the school took in its first group of students and in November the school was officially delared open by Bishop J Gordon Howard, bishop of the Evangelical United Brethren Church, Canada. The school, as expected, is larger than a standard

，本校被迫放棄續辦專上學院計劃，甚為可惜。時本校雖已接受政府部份資助，要維持龐大經費亦捉襟見肘。然校長與各老師齊心合力，一方面嚴整校風，大力提高校外考試成績。另一方面確立校內行政組織系統，例如由全體牧師組成教員會議，負責商討有關校內事務，並向校長建議可行之方案。教員會議下設立三個小組委員會：學務委員會，訓導委員會，福利委員會。同時又成立教職員聯誼會，以促進各教職員之合作，增進友誼，提高工作效率。楊校長於一九七七年調任銘賢書院校長。

是年九月，本人蒙聘為第四任校長，負起重任，繼續耕耘。時政府已有意實行免費強迫教育政策。本校遂於一九七七年參加教署所推行之按位資助學校轉為津貼中學計劃，並於一九八二年起正式成為一所政府全津貼中學。

十年人事幾翻新

在過去十年，本校努力鞏固及改善校內教學及行政制度，務求達致最高功能及效率。同時本校更重視德、智、體、羣、美、靈各育之發展，積極提高知識及德行之教育質素。

首先，本校現有卅三班，以中一至中三各七班，中四、五各四班，中六、七各二班編制，學生人數一千一百餘人，教師五十二人，實驗室技術員三人，職員七人，工友十人等。

本校為配合政府之九年免費強迫教育，中一及中二注重通才教育，學生因此修讀一般普通課程，包括社會科及綜合科學科，中三學生則需修讀所有學科，預備升讀中四，中四及中五共分四種課程以供學生選讀，即：文、理、商及實用科。中六及中七學生則選修傳統之文或理科，預備投考香港大學入學試。當然，本校各級學生均須修讀中、英、數、宗教及體育等必修科。

本校一向注重輔導工作。本校輔導處於每年暑假舉行中一新生入學指導日，使新生及其家長能了解本校之制度、運作及要求；開學時全校七級按程度及需要舉行三個「半天」之輔導或研討會；成立「功課輔導班」，由高年級同學每週二次指導低班同學學習；組織「生活

subsidized school. It has 29 classrooms, 11 special rooms, a teachers' room the size of three classrooms, a school hall which seats over 1 000 students, a student canteen, a covered playground, and several recreational areas for activities. The school is situated in a serene and scenic area, in the mid-level, and is an ideal place for learning.

The first principal was Rev. A.E. Barton (B.Sc., B.D.), an Englishman. He was assisted by Rev. Gordon de Pree (B.A., B.D., M.A., M.Ed.), an American who served as vice-principal. The Student Counsellor was Ms. Alison Bell (B.A., Dip.Ed., B.D.), a New Zealander. Members of the teaching staff comprised of local experts and teachers from America, Canada, Australia, Pakistan, and India. The majority of the students came from local parentage, with some coming from the Asian countries. It looked as if it was an international school. Rev. Barton was kind and generous. He admitted practically anyone who applied for a place. He held the principalship for three years and then returned to England for his retirement.

Mr. Gordon de Pree took over from Rev. Barton and became the second principal in 1970. He was kind but firm. He was also very hard working and tried his best to steer the college towards a new direction. He reinforced discipline and changed the attitude of the students towards learning. However, he resigned the following year to further his study in a leading university in the States. He left in May and Mr. Ross Sinclair, a Canadian, became the acting principal.

In 1971, Mr. P.K. Yeung (B.A. (Hons.), Dip.Ed., MIL, F.I.P.S.) was appointed the third principal of the college. Mr. Yeung was an experienced and shrewd administrator. He was a man of principle and great insight. He was called to manage a private school whose main concern was to keep the books balanced. Meanwhile, a new government policy to change the method of subsidizing certain non-profit making private schools was in the pipe-line. And in 1972 the school, for all practical reasons, became a Per Capita Bought Place (Caput) School, on the condition that all Form One places should be

輔導組」，由學生自行組織及策劃午間活動。輔導老師亦提供升學及就業輔導，參觀不同行業機構及展示本港及外地專上學院資料。另外，輔導處亦時常舉辦小組輔導，學生領袖訓練班等，並在家長日積極與班主任一同接見家長及提供教育子女之有關資料，加強學校與家庭間之聯繫。

指導、督促及鼓勵學生遵守校規，以期將來成為知法守法之良民是訓導處之責任。本校之校規皆以原則性為出發點，期望學生能了解守校規背後之精神。該處又定下一套有效賞罰制度，公平處理學生越軌行為。為從先先後教及先教後管中找尋到一共同點，訓導老師、輔導老師及各科老師保持密切連絡，以便教導學生獲得正確求學及做人之態度。

課外活動處專責統籌、計劃、推行及監督一切與課外活動有關之事務。負責老師密切留意本校課外活動之發展，務使各同學之身心能得平衡之發展。為免學生花太多時間在活動方面，校方限各學生只可以參加不超過兩項之課外活動。又為鼓勵各學生積極參與，凡參加各屬會之活動，出席率超過八成者，方為正式會員，得紀錄在案，並將該項填寫在該生證書上。

本校一向注重宗教教育，宗教知識為必修科目，各級每週期上課兩天。中一至中五採用課本教學，注重啟發同學認識基督教之基本精神，同時又使同學能明白基督教個人及社會之密切關係。中六及中七則注重社會性專題討論及研究，深入思想一些複雜的社會倫理道德問題，引導學生如何去面對及解決將會遇到之切身問題。當然老師以基督教之教義為了解這些問題之軸心。為提高學生對宗教知識學習之興趣，該科之評核全部注重學生平時之表現。學生團契亦按時舉行，由幾位基督徒老師負責，以基督愛心感化學生，了解基督教之真諦。本校雖然時常舉行佈道及培靈會，但不勉強學生參加任何教會，首先希望學生能與基督建立一個人關係。如學生要求，導師也會帶領他們參加教會聚會。

福利委員會主席不是由校長委任，而是由教師每年互選當任。委員包括教、職、工及學生，負責商討有關全體福利之問題，向校長或透過校長向校董會反映。

教師月會為政策決定會議。凡與學校各方

handed over to the Education Department for allocation. This signaled the end of a vision, of the concept of establishing a community college.

The college remained semi-private and the money received from the government was not enough to meet its financial needs. However, both teaching and administrative staff worked very hard together, to place special emphasis on character and academic training, to establish a positive image for the general public. On the other hand, the administrative machinery had to be rebuilt. Three committees were set up, the Academic Committee, the Discipline Committee and the Welfare Committee. All policies reached by these three committees had to be tabled in the Monthly Staff Meeting for approval. At the same time the KLC Staff Club was established with the aim of improving communication and cooperation among staff members.

Mr. Yeung was transferred to a subsidized school in Kowloon in 1977. In September of the same year, Mr. Y.Y. Soo (B.A., M.R.E., M.A., Dip.Ed.) was given the task of continuing to build up the school to meet the objectives as set by the Council. 1979 was a memorable year when the government launched a new educational policy which began a new era of nine years of free and compulsory education for every child in Hong Kong. It was the same year when the college was asked by the Education Department to apply to become a fully subsidized school. The college gladly complied and in 1982 it achieved the fully subsidized status.

PRESENT

During the past 10 years, the college has been trying very hard to consolidate and to improve itself. The school has to be efficient, proficient, and sufficient, in order to meet the demands of society. The school has placed strong emphasis on moral education, intellectual pursue, physical education, social skills, aesthetics, and spiritual quest. It has taken every positive step to raise the academic and moral standard of the students.

面有關問題，首先由與問題有關之委員會討論，初定解決方法，然後交教師月會詳加討論，投票決定是否通過施行。政策一經通過，各教員當竭盡全力執行。

學生方面，學生會於八五年秋成立，讓學生學習有限度管理及處理學生事務。學生會分幹事會及代表會。幹事會負責撰寫全年工作大綱及執行既定計劃，代表會負責審查工作大綱及監察幹事會工作。學生會亦派代表出席訓導委員會、宗教教育委員會、課外活動委員會及福利委員會，使校政民主化更邁進一大步。

本校各教職工，半數以上服務超過十年，在過去歲月努力耕耘，總算將學校納入軌道，順利運作，作育英才好為社會服務。

放眼世界話將來

在未來的日子，本校將仍然堅守下列幾點信念，作為服務社會的指南：

(一)公理書院是一所基督教學校，一切辦學目標以基督的教訓為依歸，耶穌基督的愛是一切道德及律法的總綱；祂的「非以役人，乃役人」及「捨己為人」的精神是每個公民應有的負擔。「透過學校傳道服務」始終是本校辦學的宗旨。

(二)學校是教育下一代的神聖地方。我們一方面要包涵及堅信一切正確的價值觀，勇於教導學生辨別是非黑白；另一方面要自強不息充份準備學生進入世界為社羣服務。因此，我們要繼續教導學生去「明辨真理，篤行公義」。

(三)在學業方面，本校的課程將會更多元化，一方面是適合學生的興趣及能力，另一方面是適應香港社會的需求。當然每個家長送子弟到學校接受教育是期望他們能學有所成。因此本校當加強對學生的要求，教導他們盡學生的本份和責任，造好學問、得好成績。

(四)教育是個永無休止的工作。身為教育工作者應時常留意教學、課程、管理等知識的改革及變化，盡量充實自己，提高專業精神，時常提醒自己為教育獻身的意願。

(五)學校不是屬於任何一組人的，政府資助學校推行教育，要向納稅人負責，但不宜過

At present, the school comprises seven classes each for forms one to three, four classes each for forms four and five, and 2 classes each for forms six and seven, making a total of 33 classes. It has about 1150 students, 53 teacher, 3 laboratory technicians, 7 clerical staff, and 10 minor staff.

The principal and his deputy are responsible for the daily running of the school. They consult regularly with the committees which number by now has increased to six, with the new addition of the Counselling Committee, the Religious Education Committee, and the Extra-curricular Activities Committee.

In order to cope with nine years free and compulsory education, the school provides the lower form (forms one and two) students with a strong general education. They will take Social Studies and Integrated Science instead of the more traditional arts and science subjects, such as History, Geography, E.P.A., Chemistry, Physics, and Biology, which they will eventually have to study in their Form Three year. Forms Four and Five are divided into two streams, the arts stream and science stream. However, starting from this September, there will be four streams in Form Four: the arts, the science, the commerce, and the practical subjects stream. Students in Form Six and Seven only need to choose from the arts or science stream, and to prepare themselves for the Hong Kong Advanced Level Examination.

Strong emphasis has been placed on guidance and counselling in the past years. The Counselling Committee is responsible for organizing the Form One Student Orientation Day, a three half-day school-wide orientation programme, the Big Brother and Big Sister Programme for lower form students, the School Life Enhancement Programme, etc. The Career Mistress also provides information for those students who wish to either continue their study overseas or to seek employment. In addition, individual and group counselling sessions are held throughout the school year. The committee members, together with the Form Teachers, play a very important role in educating the parents

份干預校務；校董會管理學校，只是為社會而托管，訂出些理想加以推行；校長及教員為受聘人員，去執行一些政策，舒展自己的理想，負一個良心的債；家長將他們的子弟交給學校應視自己為學校的夥伴，負起應盡的責任；學生到學校求學，將身心交托，應當努力向上報答師長教導之恩。這些人都是屬學校一份子，都是主人，都是教育行業的合夥人，都應彼此負責任。

我們相信公理書院在神的恩領下，得各賢達長者的指導勉勵，各同工的努力、各家長、學生之合作，當會辦得更好、更進步。

how to educate their children.

The role of the Discipline Committee is to teach and to encourage the students to comply with the school rules. It has the responsibility to educate the students the principle behind the rationale of the rules and the spirit of obeying certain sets of rules at certain time. In order to strike a balance between carrot and stick, and stick and carrot, the Discipline and the Counselling Committee work closely together to ensure that the students have the right attitude towards learning and good citizenship.

The Extra-curricular Activities Committee is responsible for planning the overall after class activities of the school. It is also responsible for supervising and recording the activities that are held throughout the school year. In order to make sure that the students do not spend too much of their time in the activities rather than studying, the school only allows each student to register for two activities. As a token of encouragement, each student who has participated in 80% or more of the groups' activities in a year will have his name recorded in the testimonial.

As a Christian school, Religious Education takes up two periods per cycle and is a compulsory subject. Text books are used in forms one to five. Whereas in Form Six, emphasis is on studying various social and ethical issues, from the Christian perspectives, and the argument they learn will probably have some bearing on them after they have left school. The Student Fellowship is responsible for evangelical work, but it is never the intention of the school to force Christianity on any student. The school tries to show love and care, to spread the good news that Christ died for all mankind, and to help the students to establish a right relationship with his creator. Every now and then the advisors will take the students to the local churches at their request.

The Welfare Committee is a rather independent organization. The chairman is not appointed by the principal, but by general election of the staff members. The Committee deals with all problems pertaining to the welfare of both the staff and the students. They may

even bring their concern to the Management Committee of the school via the principal.

The Monthly Staff Meeting, which is held at least seven times a year, need special mention. It is the highest decision making body, save the veto power of the principal, of the school. It is responsible for scrutinizing all the decisions made by the various committees in their previous meetings, and to vote on them whenever it is necessary and appropriate.

The Student Association was registered with the Education Department and established in the fall of 1985. It consists of the Executive Branch and the Representative Branch, whereas the executive committee is voted into office by a general election, and is responsible to the representative branch whose duty is to supervise the standard of performance of the executive committee members. The Association sends representatives to the Discipline Committee, the Religious Education Committee, the Extra-curricular Activities Committee, and the Welfare Committee. It sets a good example, to a large extent, of democracy in the school.

More than half of the staff have served the school for over 10 years. Their sweats, and sometimes tears, have put the school in the right track to success and are greatly appreciated. They have educated numerous young people and have influenced them to becoming good and useful citizens.

THE FUTURE

In the years to come, the college will continue to hold on to the following beliefs:

(1) Kung Lee College is, and will always remain, a Christian school. Everything it tries to do should be done in accordance with the teaching of Jesus Christ. His love for others is the root of all law and moral teaching. His call to serve and not to be served is the core of civic education. The college will always observe the educational objective of the Council: "To Preach the Good News and to Serve the Community Through Education."

(2) The school is a place for the mission of educating the youth and is thus sacred. We should have a set of values which we firmly believe in, so that we can teach the students what is right and what is wrong. We should for ever

continue to equip ourselves so that we can prepare our students to go into the world and to serve. We will continue to teach our students to search for truth and to do what is just. Our School Song best describes it: "Dare to Know, Let our Colour Show."

(3) As for teaching and learning, we will try to broaden our curriculum to include subjects which will meet the interests and abilities of our students on the one hand, and the needs of society on the other. We are fully aware that all parents want a good education for their children. And we will continue to take strong measures to ensure that all students know their places in school, that they have indeed learnt from their teachers, and have achieved good grades.

(4) Education is a continuous process. As educators we should always be sensitive to changes in curriculum, teaching methods, classroom management, etc. We should always maintain our professional standard, always remind ourselves that we have willingly dedicated ourselves to education.

(5) We believe that the school does not belong to any particular group of people. The government, though uses taxpayers' money to subsidize education and is therefore accountable to the public, should not interfere excessively with the management of the school. The School Management Committee should view itself as representing the interest of the public and thus has the responsibility of setting up clear and healthy goals and objectives for the school. The principal and his staff are employees of the Committee and thus have the obligation to try their best to implement what they are entrusted to do, while at the same time try to actualize their own ideals. The parents send their children to school to receive a good education. But good education starts at home. This makes them partners of the school. The students come to school to learn and they should do so with all their heart and mind. They should respect their teachers and the school authority. All these people are part of the school system; they are partners of the education enterprise and are responsible and accountable to each other.

We believe that under the divine guidance of God, the advice of our friends, the dedication of the staff, the cooperation of the parents and students, the college will continue to improve and grow.