

所衝突？

4. 反對方案一的，多從政府撥款問題處著眼，我認為，培正應參照美國大學的做法，成立 Pui Ching Endowment Fund，這可解決教師在薪金上的顧慮，又可提供各類獎助學金，鼓勵學生自發學習風氣，並可接收資質好的清貧學生。

5. 方案一最重要的，是培正能維持教學傳統及自主。所謂傳統，是多年教育實踐下來累積的經驗，例如培正的「英書中教」，是東山時代留下來的做法。很多培正學生，包括我在內，到外國升學後，方體驗到「英書中教」的好處。但香港有高官學者，覺得「英書中教」很怪，禁了。

說到這裏，不得不提近年香港政府的教育政策，所謂教改，是源自美國的 Outcomes-Based Education (OBE)，90年代，美國有校區試用 OBE，幾年後因效果不好而棄用。香港政府卻奉為主臬，實在可笑。培正教學傳統，行之有效，政府教育政策，效果不明，朝令夕改。所以那些「聖字頭」教會名校，紛紛改為直資，就是為要保留自主。

方案一，培正可以以傳統為基礎，繼續更新成長；方案二，只會製做更多不明朗因素。請校方選擇第一方案，確保培正永遠第一。

2009年4月28日

The straight merger of Primary and Secondary will be mostly welcomed by parents and students.

蔡惠明 (1982 駿社)

I believe the main concern is only from the Secondary side, where the staff are worry about their benefit and retirement.

From purely educational point of view, the straight merger of Primary and Secondary will be mostly welcomed by parents and students.

I also do not believe money is any problem for Pui Ching, as we can see from current Primary directly funded school. The Principals of Pui Ching in the past only worries about not enough classrooms for the students but not the number of students to fill up the classrooms.

We will be glad to see Pui Ching being one again.

2009年4月25日

My Opinions about the New Proposals for the Future Development Roadmap of Pui Ching Middle School

Simon Chi Chung Wong (1987 德社)

Though there were many discussions over the last few years, today I am really sad upon receipt of the new proposals about the future development roadmap of my mother school.

Especially the PC1 & PC2 proposal which implies a great change on the direction of the school and somehow destroys the foundations of the school's proven past successful education style. Below please find some of my personal opinions:

Firstly, I am not saying that we should not follow the Government policy and rules. However, from my observation in the past 10 years, the direction of Government on education keeps changing frequently (and sorry that I would say now it is really a mess.) Should we need to change our proven success education style merely because of the short-sighted Government's policy? Here I disagreed and feel disappointed.

And before we think and select a better proposal, should we firstly clarify something about the education purposes of our school:-

1. What are the core values of Pui Ching?
2. Why are we so proud being a Pui Ching student?
3. What is 紅藍精神?

4. Last but most importantly, what kind of students are you going to educate (train up) in the coming future of time?

For my colleagues / friends / people I know in the past 15 years, they all have an initial impression that Pui Ching students are trustworthy, responsible; being well trained with logical mindset; and are good team players. These common characteristics I can also find from most of my Pui Ching classmates in different age of groups. In short, Pui Ching graduates are highly regarded as a people with high ethic and I believed this is a core part of 紅藍精神 and the values we do need to preserve.

Just like what we are experiencing now from the financial tsunami. We keep questions on what's wrong with the USA credit system. Why did the Wall Street elites do the business in such an irresponsible way? Some obvious answers were lost of control and greedy.

Personalities like moral and business ethic are basic values and people should be trained from their childhood of time. It is a bit late to change someone's mindset as a secondary school student. For those new 尖子 students recruited, I am in a worry that they are most result (score) oriented.

Secondly, I do not object to meritocracy education. But it seems this does not fit to the traditional values of Pui Ching spirit. Of course we can allocate better resources for the education to the top of the top students when grouping them into a class or a school. And transfer all other below standard students to another school for "re-development". But this brings out many other questions:-

1. The current education system is somehow unfair to boy students. Normally the boys are less mature than girls and less patience. As a result, their school record normally is not as good as girls during Primary stage. If we largely rely on their examination marks to determine which schools the student should continue the study. I would forecast that the maturity of the one staying in the better one school were female. Then this may impact the youth development and communication skills.

2. What will the students feel when we force them to be separated to 2 different schools? Let me take a guess:-

(i) The one with better result who can stay in the better one school. He/she may be happy in a short run but soon he/she would become crazy. He/she needs working really hard under a high stress and competition environment. Here only the top

students can survive. He/she then spends his/her whole day effort in studying and forgoes many important things - leisure, sport, family time, a happy childhood or even friendship.

(ii) For those being transferred to another private school, they may feel frustration and unfair. Some students will then become lazier as they were labeled as lower class students. Moreover, the adverse impact of labeling may last for a very long time period. And it is hard to keep the long friendship built since the kindergarten time with the friends in another school.

As a result, I am in doubt how much we can continue our 紅藍精神 in next generations.

3. Many and many stories told us the ALL star team may not necessary be the winner of the game like 皇馬... The best team should be equipped with different skill and different mindset of people.

4. From Chinese old wisdom, we were told a good educator should be 有教無類, or somehow has long vision to 十年樹人. However, proposal 2 told me another story. The school will only welcome 2 types of students: either one with high score result (尖子) or the one born in very rich family (can afford paying high school fee in International school). If then can we differentiate Pui Ching graduates to other top schools' students? And the end result would be, "The Pui Ching monkeys were extinct."

Lastly, it is true that the students from International schools are more presentable. But is this what we want? We are proud as a Pui Ching graduate is because we have many schoolmates who are the top most international scientists and scholars. They are highly regarded in their contribution in various areas and studies. This proves our past success of the mother language education, which does help the children building a more solid and foundation understanding of the subject matter. We can then think a bit more and work harder than others.

Rather than building another noble school, I would suggest broadening our schoolmates' eyes and inducing more cooperation with other world's students. It sounds much better if we can arrange more global connections and cross region projects with other countries' schools. And we can keep encouraging our students to exchange more of their idea with overseas scholars and students.

In comparison, I vote for the DSS 一條龍 proposal. Please kindly take consideration of the above. And thanks for your attention!

2009年4月24日

第二個方案並非一條龍方案

稻草人(筆名)

自《關於香港培正一條龍問題》發表後，筆者再三拜讀，發覺何校監與葉校長所提的第二個方案（即保留現時之培正中學為津貼學校，而另外開辦一所新的直資或私立中學，以「多對一模式一條龍」與培正小學結龍）並不符合香港政府所定義的一條龍。

眾所周知，當前培正面對的「一條龍問題」源於香港政府教育統籌委員會在2000年9月發表的《香港教育制度改革建議》報告書，其後教育統籌局發出的通函第194/2003號中明確提出中小學結龍的其中一個原則是「中、小學必須屬於同一類別的資助模式」。而培正由於中學屬津貼模式，與小

學的私立模式不屬同一資助類別，「一條龍問題」才會拖延至今。

惟在何校監與葉校長所提的第二個方案中，培正中學仍然保持為津貼學校，這與目前的困境並無兩樣。

另一個死結，就是方案二建議新開辦的直資或私立中學採用英語為教學媒體(EMI)，或以國際學校(International Baccalaureate-IB)模式辦學。按此已與培正一貫的辦學理念一使用中文授課一相違背，亦不符合政府對一條龍原則的要求。

根據上述兩點，無論在政府眼中，或各學長的認知上，方案二都絕對不是「一條龍」方案。

除此之外，有一點要補充的，就是政府要「確保『一條龍』中學必須收取全數小學部學生的原則下，『龍』內的小六學生毋須經過篩選便可升讀所屬中學」。在這原則下，培小畢業生將能按照自己意願選擇培正中學，而不是由培正中學選擇是否收取。所以在方案一中，培正中學的目標應該是全數收取培小畢業生。至於培小畢業生是否全部選擇進入培正中學，則非學校所能控制了。2009年4月23日

轉作直資後，母校能有更大收生自主權的方案，理應選取。

吳偉光(1977傑社)

我的兒子去年剛從培小升入培中，曾接觸不少就讀培小的家長，無論他們是否培正校友，大都希望子女能直升培中，再者，所有曾在培幼及培小就讀的同學，能貫切性地接受紅藍精神的教育直至高中畢業，應是校友們的期望，轉作直資後，母校能有更大收生自主權的方案，理應選取。

2009年4月13日

一條龍的二個方案之回應一

彭煥棠(1959光社)：

母校一百二十年來，歷盡艱辛。尤其日軍侵略時期，跟著政局變遷；但都憑上下一心，勇克險阻，屹立不倒並發揚光大，更名聞於世。

但甫過百年，先有校名校徽之搶注；再是港校中小學分合的重大課題。二者都是大水沖上龍王廟(自己人打自己人)當初眾先賢熱心教育，艱苦辦學，無私奉獻，愛校精神足為後世景範。

然時至今日，愛母校者，唯校友而已矣。

一條龍問題探討多年，一拖再拖；今天已是圖不能不窮，而匕終於要現。蓋政令期限一到，便選擇無從。今校監拋出二個方案，待各級社收集意見後向校方反映。

吾在本月培正同學會例會上提出二個疑問：

1. 校方恐經濟難以負擔，對中學直資心存顧慮而不支持。卻又新辦一間私立或直資的英中與小學結龍。難道這又易辦嗎？相反地應是更荊棘滿途。

2. 現今世界，甚麼產業都是以集團式一貫作業取得優勢。為何自我「斬件」經營？豈非是捨長取短，終淪至中學，小學與新校「陰乾」之地步？

各位，此臨界之期已近，請勿再猶疑，盡速發表高見。

2009年4月12日

贊成培正中學轉為直資一條龍

汪家寶 (1977 傑社)

我是傑社的汪家寶，現在從事食品配料工作，我從小一起在培正受教育，直至中六畢業。我贊成培正中學轉為直資，並維持傳統母語教學模式，這樣良好的紅藍精神才可延續下去。
2009年4月11日

我有意見——

呂焯均 (1977 傑社)

我是傑社的呂焯均，現在在一間報館工作，我從幼稚園起已在培正受教育，直至預科畢業。這是一間真正的教育機構，老師經常灌輸倫理教育，與現在大部份所謂名校，只追求分數大大不同。我希望母校能繼續有教無類的精神，不會變成追逐名氣的學店。2009年4月10日

劉森坪 (1960 正社)

本人認為應盡早改為直資中學，母校學生會考成績下滑，只能為這母校百年老舍一番感觸。為今之計是脫離港政府無能教育政策的魔爪，自求多福，重整雄風，為優良傳統得以保持。2008年1月30日

我贊成 (實際是恢復) 小學生能直升中學「一條龍」的制度。

莫權英 (1933 昭社)

2007年12月收到第167期《培正同學通訊》，閱讀關於培正中小學「一條龍」是什麼意思？離校已六十四年，離省港亦六十二年了，很多新情況和術語都已是外行了。細讀有關「一條龍」討論覺得是關乎小學升中學的問題。「一條龍」的意思就是培正小學畢業的可以直升入中學。如是，那就奇怪了，因為1937年我在廣州東山小學畢業，適逢抗戰沒有隨校到鶴山，但1938年到澳門復課入初中一是直升的，沒有其他條件，請記得上世紀大陸改朝换代前的小學名稱是「私立培正中學附屬小學」。現在港校的不同也許是港方學制或其他問題。所以，我覺得不需也不發表其他「長氣」的討論，我贊成 (實際是恢復) 小學生能直升中學「一條龍」的制度。
2008年1月3日

歐少珍 (1965 耀社)

本人之兩兒亦畢業於香港培正中學，一為曦社、一勇社，當然贊成「一條龍」之辦學模式了。既然小學是要繳費的私校，升上中學要繳交學費，相信家長們也樂於付出。

澳門培正中學1965年級耀社 歐少珍 2006年9月5日

應堅持中小學「一條龍」辦學，不要「斷龍」。

天津培正同學會

總會：

吳漢榆先生傳來的「培正中學辦學模式」，天津同學會

徵求了在津學長們的意見，大部份認為：

1. 應堅持中小學「一條龍」辦學，不要「斷龍」。

2. 香港同學會召開有校長、中小學老師、級代表等約四十人出席研討的九條意見，我們認為比較全面，完全贊同。

培正同學會 (天津) 2006年7月30日

林兆偉、孫光漢等 (1948 建社)

作為老校友，我們堅決反對「斷龍」。作為中學「紅藍精神」的凝聚力，可謂世間少有，其中一個主因是校友們都千方百計令自己的子女能在母校受教育，「幾代同堂」並不少見，學校實應以此為榮，一旦「斷龍」，紅藍精神難再保持矣。

為了維持「結龍」，我相信校友們應可盡點力，比如設立一個基金，有必要時可資助學校及清貧同學，務求不影響辦學水平及不增加清貧同學負擔，我相信校友們必會熱烈響應為學校「排難解困」。

上述意見，請予考慮。

2006年7月16日

梁錦琪 (1954 匡社)、梁錦濤 (1955 忠社)、
梁錦強 (1963 真社)

促請：

盡快用直資結龍
培正培正何光榮
直資結龍盡快營
紅藍善正其素志
數理極峰樹風聲
萬千校友遍環宇
願為真理保水準
博古通今文理精
博古通今文理精

2006年6月20日

培正中學轉為直資應為上策！

梁崇榆 (1963 真社) 前培正中學老師

培正中學轉為直資應為上策！但必須有詳盡周全的財務規劃，若能在確定之前，找到一筆豐裕的「轉制儲備金」則校董會可以放心申請轉制，以維持培正一貫的辦學理想——突出自由開放的學習風氣；維持出色的數理科高於一般中學的水平；保持學生的英語水準，足以應付SAT及「托福」甚至「IB」等國際考試；鼓勵學生放眼世界（包括內地水平高之高校），不必局限於香港一地；中文則須強調融合古今，保持高水平之中國語文能力，一如往日之校友，博古通今，文理並精；更重要者必須小學加以配合，自小學開始打好中、英、數之基礎，則家長必然於幼稚園時便紛紛選讀我校。

為達此目標，宜兵分兩路，詳為擘劃：

一組人籌募「轉制儲備金」。此組若有成就，則可以免除轉制後顧之憂！建議開放襟懷，廣納散處各地之校友及家長（社會人士），群策群力，不能只局限於某一兩位知名人士。

一組人全面策劃轉制後之發展方向，確立辦學方向及理想；更重要的是設計如何落實理想之具體做法，又須廣泛聯繫世界各地著名大學，為畢業生建立更廣更大的升學網