



# 禧訊

Jubilian Newsletter

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非以役人  
乃役於人

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## 校長的話

校舍改善工程現正進入最後階段。大樓已於十月中平頂，內部裝修估計可在二月初完成。承建商預計在農曆新年前交建築署驗收。如一切順利，新大樓可望於新學年（二零零五年九月）全面啟用，屆時將會舉行感恩奉獻禮及有關之慶祝活動，各校友亦再有機會重回母校歡聚，共話當年。

步行籌款已於十一月十四日順利舉行。是次活動，得到前任校長、退休老師、各位校友、在校的全體教師、職員、工友、家長及學生的支持，扶老攜幼的一起步行，場面感人，又一次印證了銀禧大家庭的齊心及以「作銀禧人為榮」的自豪。銀禧人每次在大型活動上都給我很大的驚喜，也使我有很大的感動，給我很大的信心，成為源源不絕的動力，驅使及鞭策我將銀禧提升上更高的層次。是次步行活動為學校改善工程及教育基金籌得超過三十一萬元，而且仍有捐款不斷的交到學校，再一次的多謝各位！希望在我們邁向四十五周年（2006年）的時候，我們再來一次大慶典，使我們的「銀禧」情懷可以延綿不絕的延續下去！



新禮堂大樓  
要快平頂了。

## 編者話

各位校友，你們好，時間匆匆，轉眼間銀禧校友會再次成立已四年了。新一屆校友會委員會在18-9-2004成立。多謝前校友會主席馬正興醫生勞心勞力地領導了校友會四年。

新的校友會主席在各委員推舉下也順利選出，正是在1968年畢業的歐忻師兄，幸得歐師兄也樂意接受這重任。校友會第一次會議在7-11-2004舉行，即時成立多個服務小組。每個小組需要人手幫忙，希望各校友有空可以參與及提供意見，使校友會更能發揮其作用。在未來的兩年間，校友會計劃將會成立數個不同的興趣小組，如歌唱組，高爾夫球組，功夫組等，使校友們有更多的聚集切磋機會及保持聯系。要成立這些小組需要有相關興趣的校友參與及提供指導。

所謂「變幻才是永恆」。禧訊的內容將會有些變更，務使內容更豐富。從今期開始將會有校友們分享他們在異地或落後國家生活及工作的體驗；並且更有黃顯誠老師的越洋函授，希望各校友能得到裨益。編輯組成員期望校友們能擁躍投稿。最後呼籲校友們有錢出錢，贊助禧訊的印刊費，每期約五千元。

有心人士可以聯絡：

秘書梁軍校友 Email: [edward.liong@pruagents.com.hk](mailto:edward.liong@pruagents.com.hk)

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祝各位安好，預祝聖誕及新年快樂。 ★ 蘇文璐

各位校友，各位同學：

「禧訊」的編輯蘇文璐同學請我為「禧訊」撰稿，寫我作為新一任校友會會長的感受。

校友會正式註冊成立至今，只有四年，而「銀記」已有四十多年歷史，這裡有代溝！校友會未能跟隨學校成長，錯失良機。但是「遲」總比「永不」為好，故此，校友會需加快腳步，循序漸進，與學校並肩。我很高興現屆校友會行政委員會的組合，全部二十席都填滿了，他們的畢業屆別由1964至2002年，還有為數不少的校友參與若干附屬委員會的工作，我看見及感受到他們都很用心，有心為校友會及學校出一點力，我慶幸我沒有推辭這份會長的差事。於10月7日委員會舉行了我們這屆的首次行政會議，我可如實的告訴大家，在這裡我們沒有代溝。

四年前我開始與校友會接觸，有機會與不同屆別的老同學溝通，發現有某些屆別的老同學對學校沒有多大歸屬感，其中的原因可以理解，甚或同情。無論如何，我對這一現象感到有些不暢及惋惜。我想，現在我們都畢業了，學校對我們縱有不足、甚至虧欠，但回頭看，它畢竟為我們提供了不錯的學習環境，沒有讓我們走歪路，如我們能細心欣賞，還會發覺當中不乏良師益友。於此，令我想起美國已故總統John KENNEDY在他競選講詞中的兩句話：

「Don't ask what your country can do for you. Ask what you can do for your country.」。人們一般都忘記了國家是由政府、人民（包括自己）組成的，學校是由校長、老師、職員、學生即我們組成的。的確，我們不能只問：「What has the school done for us?」，亦要反問：「What have we done for the school?」。

我有信心，我們這一群有心之士，會把我們的「有心」傳染給你們。

歐忻 (1968)

校友會會長 (2004/06)

2004年10月



# CERTAIN ASPECTS OF VOCABULARY LEARNING

## Introduction:

Vocabulary learning is not an end by itself. It's no good just building up a long list of words and trying to remember them. Try to look at it as a learning skill.

There are many aspects of vocabulary learning. We'll just concentrate on only a few: contextual learning, word parts, the "jumping-around method", short-term retention and long-term retention.

## Contextual Learning:

Instead of trying to remember a list of unrelated words and their meanings, we're presented with a sentence or paragraph with the new word, and are asked to guess what that word means. That is the starting point.

Here is an example.

"Soldiers are supposed to destroy. They bombard towns, dynamite buildings, and set fire to them. It is their business to lay waste and DEVASTATE the countryside."

What does "devastate" mean? - a. build, b. crush, c. enjoy, d. remember.

Even if "devastate" is a new word for us, we can easily guess from the text that this word has something to do with laying waste, bombing, and setting fire - it's about destruction, not construction. So we have chosen "crush" as our answer, and that would be a correct guess.

This process, in summary, is contextual learning.

The teacher will find more satisfaction because the students will tend to remember the new words more when these words are presented in context rather than as just a list with meanings.

## Word Parts:

Many English words are formed with prefixes, roots and suffixes. A prefix is that part at the beginning of a word, whereas a suffix is that part at the end of a word. A root is the part of the word from which other words are derived. In many instances, a root is of foreign origin, especially Greek and Latin.

Let's take an example: "indomitable" (= "stubbornly persistent"). This word is made up of the prefix "in-" (= "not"); the Latin root "domitare" (= "tame") and the suffix "-able" (= "able to"). If you know the meanings of the prefix, root and the suffix, you can more or less guess that this word means "unable to be tamed".

As a starting point, there're basic lists of prefixes and suffixes that most of us should know. A few of the prefixes are: "ab-" (= "away from"), "de-" (= "undoing, downward"), "ex-" (= "out of, former"), "in-/im-" (= "not"), "post-" (= "after"), "pre-" (= "before"), "re-" (= "again"), and "un-" (= "not"). Some of the more common suffixes are: "-able/-ible" (= "able"), "-ar/-er/-or" (= "person who or that which"), "-ful" (= "full of"), "-ion/-sion/-tion" (= "state of, result of"), "-ize" (= "make"), "-less" (= "without"), "-ment" (= "state of, result of") and "-ous" (= "full of").

Many foreign roots are of Greek and Latin origin. I'll name three: "nascor" (= "born, spring forth") (words such as "natal", "native", "naive", "nativity", "naturalize" and "nation"), "portare" (= "carry") (words such as "portable", "export", "deport", "report", "support" and "transport"), "visus" (= "see") (words such as "vision", "visionary", "visor", "vista", "visual", "invisible", "evident" and "video").

## The Jumping-Around Method:

One interesting way of presenting the material is the "jumping-around" method. This means that you're given a single word. From that single word, you derive more words, and so on and so forth.

Here's an example. Let's start with the word "antipathy" (= "dislike") (breakdown: "anti-" = "against"; "pathos" = "feeling"; "-y" = "tend to").

If you're a teacher, you may want to ask your students to come up with some words that contain one or more "elements" of the above. If you're a student, you may want to flip through your dictionary.

Here are some twists and turns:

"anti-": "antacid", "antagonize", "Antarctic", "antibody", "antidote", "antifreeze", "anti-virus", "anti-defamation", "anti-spam"

"pathos": "sympathy", "empathy", "pathetic"

"-y": "arty", "catty", "crafty", "faulty", "furry", "dirty", "itchy", "wary"

Further, from "sympathy" ("sym-/syn-" = "together"), you get "symphony", "system", "symmetry", "synchronize" and "synonym".

From "synchronize" ("chronos" = "time"), you get "chronic", "chronology" and "chronometer".

From "chronology" ("logia" = "study"), you get "biology", "theology", "graphology", "egyptology" and "cryptology".

From "biology" ("bios" = "life"), you get "biography", "biosphere", "biotechnology", "autobiography" and "biopsy".

From "autobiography" ("autos" = "self"), you get "autograph", "autocrat", "automatic", "autoimmune" and "autonomy".

From "autograph" ("graphein" = "write"), you get "graphite", "graphology", "calligraphy", "holograph", "photographic" and "telegraph".

If your students are involved, I bet they'd love this kind of activity!

Don't try to memorize all the words you've discovered. Just be aware that words lead to other words, and prefixes, roots and suffixes would certainly make your vocabulary learning experience a lot more interesting.

## Short-term Retention:

First, a little bit about memory concepts - recall versus recognition. Recall refers to the type of remembering without any hint. For example, after you've learned the words, you'll try to recall the meanings of each word. Recognition, on the other hand, refers to the type of remembering with hints or clues. For example, in multiple-choice exercises, you simply choose the correct answer. Evidently, recognition is usually easier than recall.

Earlier, I mentioned that you should try not to memorize all the words. You don't need to be a walking dictionary. However, the more words you learn, the better it is for you to expand your reading horizon. So there's a need to learn more words and be able to recognize them in their contexts.



## 母校與教育：從二、三事說起 陳玉樹（1970中五生）

三月一日參加了在華員會會所餐廳內舉行的校友新春大會，是夜氣氛熱鬧，別出心裁的拍賣會為晚會加添了新意。校友委員會亦通過拍賣活動為母校建設的籌款活動作出呼籲。在會上碰到蘇文璐校友，她囑我為第二期的「禧訊」寫一些東西。眼看著眾多校友為「禧訊」創刊號所付出的心血及勞力，雖然不知道能寫什麼，也祇好厚顏應承了。

作為銀禧的校友，我覺得十分幸運在中學成長時期能得到母校適當的培育。雖然在說超過三十年的事了，相信我們還十分懷念著當年老師的教誨及勉勵，在課堂內、在課堂外印象特別深刻的事情、及與一些知心同學所建立的友誼。這些都是，想起來，塑造我們以後對人處事態度的基礎，在不知不覺中讓我們在工作及生活上發揮著銀禧的積極、友善、樸實的精神。

二、三十多年前，香港還是世界經濟中的一個小貿易港、小舞台。當年有了好的中學教育已可以處事謀生，大學生更是天之驕子。時移勢易，隨著經濟的起飛，香港已成為全球最富裕的地區之一，以人均收入計，近年來一直穩列全球首十名之內。可是，九七/九八年的亞洲金融風暴及中國大陸經濟的發展，加劇了香港經濟轉形的壓力及危機。香港的主要資源是人才。在大陸經濟發展初期，香港人才及資金很容易及自然地發揮了極大的增值角色，人均收入也隨而增加。近年來，問題出現了，社會上關注香港人才競爭力的聲音愈來愈響，香港的教育及人才訓練是不是真的不濟，每況愈下呢？這當然是一個十分複雜的問題，社會上眾說紛紜，未能定論。不過，我個人的看法是樂觀的。過去十多年

在大學的工作崗位上，我一直留意同學的能力、表現及處事態度，其中是不乏表表者的，他/她們的能力及魄力在任何方面都不比前人遜色。或者更確切地說，現在的優秀學生在科技知識、人際技巧及處事能力方面是比前人更強的。那麼，為什麼社會還有不滿的聲音呢？我覺得最主要的原因是隨著香港晉身為國際性的主要經貿中心，社會對畢業生的要求大大提高了。與此同時，沒有了在大陸經濟發展初期時垂手可得的商機，沒有了香港以前能夠獨據的重要中介地位，香港人才所面對的競爭是愈來愈大的。相對內地訓練日精的頂尖優秀人才，香港的人才一定要能鞏固他/她們在國際視野、先進知識、發達資訊、語言、應變及處事能力各方面的優勢才能保持香港整體的競爭及增值能力。有見及此，香港政府在教育方面的投資在過去十年已有大幅增長。但是，綜觀其他先進發達社會的經驗，教育的投資更需倚賴社會各方面的支持才能成功。舉例說，在美國及加拿大，不論小、中、大學都往往得到校友、家長及其他社會人士大力的支持，方能提供全面優質教育。

在「禧訊」的創刊號內，母校的新校長郭始基先生提出發展多元化課外活動的重要性。我對這點十分贊同：要保持競爭力及達到社會的要求，香港人才的訓練必須在多元化方面打好基礎。在三月一日的晚會上看到各校友對母校的熱心支持，令我十分感動。作為校友的一份子，讓我在完結這篇隨筆前，向一直默默耕耘的校友委員會成員致意，並希望各校友能為母校未來的發展共同努力！

## 追憶逝水年華 鄺銳強 1977

### 洋紫荊

賞花，總會想起洋紫荊。七十年代的牛津道，離銀禧不遠的小迴旋處上有幾棵洋紫荊。每天上學途中，我的目光總不期然被它吸引。看紫荊一天一天地成長，花開花落，七年中學生涯不覺竟彈指而逝。落花，隨風而逝，風中夾著堂上的讀書聲、禮堂上的校歌聲，和那山地舞的音樂聲。

### 山地舞

自小不喜歡跳舞，總覺得自己缺乏舞蹈細胞，但想不到進銀禧後竟跳了近一年的山地舞。舞蹈向是銀禧的強項，學界知名。一九七三年香港節，銀禧應邀在政府大球場表演千人山地舞。表演前的多個月，我們在學校操場、九龍仔運動場等地不斷綵排。終於，我們在政府大球場成功演出，贏得市民的熱烈掌聲。但在球場聞歌起舞的刹那，我想：如果有一天能在政府大球場踢足球就好了。

### 足球

在牛津道球場踢足球是不少銀禧男生命中的重要片段。每天上課前和放學後，我們都在球場上追逐逐逐，燃燒青春。在數十分鐘的球賽中，我們忘掉過去，亦無暇想將來。比賽時，生命是出奇的實在。然後，有一天，不知誰一個不小心把球踢到鄰近一所女校的校園內。在拾球的過程中，我們忽然有所頓悟，驚覺人生隨了足球外還有許多令人著迷的東西，其中包括初戀。

### 初戀

初戀是甚麼？是無心上課，只顧追尋女孩的笑靨；是藉借筆記為名，借女孩的時間和她們的感；是到麗宮戲院看「兩小無猜」，然後到沙灘堆沙逐浪；是雨中撐一把傘，在中大校園漫步；是在人群中假裝不相識，卻在別後苦追憶……。初戀令我們希望星期六早一點來臨，直至星期六變成「星期六測驗」的代

詞。

### 星期六測驗

大學預科的「星期六測驗」對銀禧學生來說是難忘的。每個星期六，我們都要回校應付不同學科的測驗。透過測驗，我們了解自己的能力的；透過測驗，我們無懼任何壓力；透過測驗，我們明白成功得來不易，凡事都有代價。那年，為了應付測驗考試，我們要找一處安靜的地方讀書，想不到這處地方就是啟德機場。

### 啟德機場

七十年代末期的啟德機場對我們來說是自修室的等義詞。還記得會考前的幾個月，我們常留在啟德機場夜讀。二十四小時開放、足夠的空調、舒適的座椅，機場的優點真不少。隨著機場大堂航班的升降，我們啃下一頁又一頁的課本。早上，我們拖著倦慵的身軀，到九龍城吃一碗熱騰騰的白粥，偷望鄰座手中的早報。那時，誰也想不到日後我們會出版一份校報。

### 校報

校報《文橋》對今天的銀禧學生來說可能是一段歷史，或是一個傳說，但當年對我們來說是一個夢。從沒想過要在中六創辦一份校報，但在簡的主催和多番奔走下，《文橋》終於在一九九八年創刊。從籌募經費，到徵稿、校對、貼版、宣傳、摺報等，每一個環節都費盡了我們的心血。當陳校長在早會向全校宣佈《文橋》的誕生時，編輯小組成員內心的喜悅實難以形容。

### 後記

在銀禧的日子，我常憧憬將來；今天，我卻常緬懷過去。當我再踏上牛津道，看見洋紫荊盛放如昔時，該是哪一種心情？



# 校友會活動花絮

一個創新及有義意的校友會活動 —— 拍賣籌款聚餐，共籌得 \$4829, 這是一個很好的開始。努力！加油！為母校，為校友會。



另一半去了那邊。



Hi, 一場同學，可否與我們分享。



前校長被太座遺棄了。



是否全家福。



施與受同樣開心。



競投緊張：是否十萬？



恭喜，得大獎。

## RESULTS FOR 1 MARCH 2002 BANQUET

	H K \$
Ticket sales	21,000
Cash donation received	50
Printing of tickets and plain paper waived	97
Proceed on auction sales	7,400
Total revenue	(a) 28,547
Cost of banquet	21,600
Prizes	2,021
Printing of tickets and plain paper	97
Total cost of banquet	(b) 23,718
Surplus	(a-b) 4,829



# 禧訊專訪系列（五） 愛心無國界

## 陳述華師兄專訪

這回，小記們訪問一名當醫生的校友。「醫生？沒啥特別。」「不，這是一個不平凡的故事。」

眼前衣著樸素，外表年青的陳述華師兄，九五年銀禧中七畢業後，以第一志願考入中文大學醫學院。若一切順利，畢業後應順理成章到醫院工作，或擁有自己的診所。不過，師兄選擇走一條遠離大街的小路。路上，他看到更多。

### 救援之路

師兄現時是位流行病學醫生，更是一名無國界醫生。在當實習醫生的那年，師兄看到有關宣傳後，便毅然投身無國界醫生的行列。用約十個月時間，先後到英國和瑞典增進有關熱帶病以及人道救援哲學的知識，並要了解無國界組織的運作。接下來，就是等待一次任務。「這段（等待）期間很辛苦，因你不敢做全職工作，也不是你有救援的心就即時被派去災區。」及至零二年六月，師兄終被派到非洲安哥拉，——一個當時在戰亂中的國家——在當地醫院醫治嚴重營養不良的小朋友，歷時半年。

誠然，當無國界醫生做人道救援工作是對個人生理及心理上的重大考驗。在這無政府狀態的第三世界國家，周遭地雷滿佈，每天只能在局限的地方走動，吃的也不豐富。師兄看到有人心理上適應不來，「若你不適應，或中途染上嚴重疾病，可以選擇退出。不過並不是你說要走便可即時離開，而是要待人派出飛機將你接走，過程也頗『大陣仗』。」

### 孤單旅程

師兄在救援路上孤單嗎？他說，好多人也走這樣的路。那麼，是不寂寞了？也不然。在非洲工作初期，面對荒蕪之地，他曾感到世界只有他一個人做事，也認為自己只去幫助人，所有事應很順暢，事實上要與當地職員配合，便得面對許多困難。後來，他學會將焦點放在目標之上。

有人不認同師兄的做法，或許他真的太傻了，放棄本應在港可有的安穩生活，在這次救援工作，他更不幸染上肺癆，返港後才病發，復原後體力不及以前。但面對朋輩與親人壓力，仍不能吹熄他心中燃燒正盛的救助心。「要我對那些受苦的人硬著心腸，當聽不到，看不見，不可能……」師兄對活在危難中的人有這麼深切的感受，與他成長背景和經歷息息相關。

### 這種背景，這樣的我們

師兄說他小時家境不佳，在屋村長大，中英文程度不好，初入銀禧要進輔導班。至中四、五，為幫補家計，更要一面讀書一面做兼職。由於學歷不高，師兄幹過一些自稱是「無尊嚴」的工作。這些人生歷練，都令他覺得自己與受苦的一群像走同條路。路上同行，當然要互相扶持。

身為基督徒的師兄，讀醫後見慣生死，對人生看得更為透徹。知道生命不是在自己掌握之中。「我覺得每人的生命也有一個角色，為何有人走的路較平坦，有人走的艱辛？我相信走不同的路有不同的意思……自己所走的屬難行的路，但我可感受到同行的人的感覺。我不知自己能有多少年健康，只希望自己能以行為影響人，在人生中有段回憶。行畢一段路，我會問自己之後要怎樣……辛苦不打緊，不過要值得，有意義。趁著還有這份救援熱誠，我就去做，直到感到麻木的一天。」

與師兄談話，覺得他犧牲不少東西，價值觀也與他的朋友南轅北轍。不過他說：「我會用良心的方法說服自己，只要是對別人好的事，我便去做。」師兄個性，看來非常獨立，但他竟說自己太倚賴。「有時面對挫敗，希望別人聆聽自己，但就算自己大喊，也沒人理會。我不怪他們，特別在香港，不是你給人多少就會有多少回報，所以不應對此太奢望。」

師兄習慣獨自面對困難，於是在中學兼職階段，學校中沒人知道他的處境。有問題迎著自己衝來，他會在寧靜的環境裏靜靜思考，其次是靠著信仰幫助自己。在非洲工作前，他就錄上自己喜歡的歌，「不是你想有別人對自己的鼓勵就可得到，在沒人認識你的地方，你也得繼續工作。」

### 真心真意

對於有志行醫的後學，師兄有以下一番忠告：許多人以為讀了五年醫學後便能成為成功的醫生。其實當醫生不在乎自己付出多少時間，非年資問題，而是是否付出真心真意。五年時間，若認真去學，可把知識拿得很緊。在行醫時，即使看到不是由自己跟進的病人，你也要想想換了是自己，會如何處理，面對不懂的事要承認不足，請教別人。

### 後記

在公園中的長椅上，小記們看著天色漸暗，到朗月初上，微風輕拂下，聽罷師兄一席話，心境頓覺澄明清澈。四周昏暗，但可見到師兄的眼眸閃著愛心之光……金錢、名譽、地位，師兄均不急切追求，從俗世眼光看，他的選擇很不明智，然而，他有一顆比別人更崇高的心，這才是無價之物。

師兄比誰更富有。

人生都是充滿挫折的，我們必須積極面對，總有一天會再見彩虹。



## *A Letter to my young friends of BHJS - A Carer's Reflection*

My dear young friends of BHJS,

When being invited to write an article to introduce my work - as a Nurse then Patient Service personnel over the past 3 decades, it was quite a task for me. What interesting areas can I sketch to you about this caring profession? I might have to write a paper on it and then bore you to death. No, I decide I am not going to review my formal experience; I'd rather 'clip and paste' snapshots of my old days to arouse your imagination with some of my heartfelt expressions to inspire those who intend to take up nursing as their career.

My story began in September of 1971. The three years of Nursing with studying and ward practices blended together. It was so attractive to all of us in those days because we had salary paid to us each month even when we were studying. Wonderful isn't it? Yes, it meant pretty much to most of our families. Besides, we were 'officially approved' to stay away from homes and live in the hostel. Many evenings, we strolled down Yau Ma Tei to have night food or visited Temple Street which was a place full of excitement.

At work, we had the real hands-on practices (instead of virtual ones). We learned directly from our Nurse Tutors at School, senior nurses at wards, as well as from Doctors and other allied health professionals really working as a team. The training was apprenticeship in style and the precious bonding amongst these lovely people last till today. I treasure it so much.

Through serving our patients and their relatives, getting on with our colleagues and answering queries from our own relatives and friends, such busy activities quietly matured us. Even long before our graduation, we had the chance to work independently during night duties with another junior student nurse. The learning morale was remarkably high and when we became Registered Nurses, we almost felt we owned the confidence to conquer the world. Indeed many of my nurse classmates chose to further study abroad.

Working in an acute Government Hospital with various specialties was definitely overwhelming. We were rotated to different wards during the training periods, the same as now being required, but also after registration. It provided us with significant chances to see to our interests for development. Some Nurses would request working in Operation Theatre, Neonatal Caring Unit or Intensive Care Unit but many preferred to work in general wards. In the 70-80's, we met with opening of many new hospitals offering numerous promotions. The career path was smooth and I was one of the blessed.

Young fellows, if you are interested in taking up nursing as your profession or just think of something to enter university first, you can obtain the most updated entry requirement and arrangement from advertisement or at career talks before leaving school and of course browse through related websites. So, instead of introducing the nursing career, I would honestly tell you my personal views of having been a carer for so many years but become a person who needs care today. What do we have to possess?

### **A simple word concludes all - LOVE.**

I have been demanding myself to meet with my patients' needs as far as possible, sometimes even at risk of ignoring my colleagues' difficulties. It was true that I was extremely task-oriented. I completed my work ahead of schedule, giving detailed explanations to my patients and preparing them in fine details for operations and performed my prompt observations and care post-operatively etc. I felt safe if they followed the instructions accordingly thinking that was the only way to ensure their recovery. Yet, I am sorry to tell the truth, at early days of my practices, I was quite unaware of the need to add in the element of love. Now I admit to you how much I have owed my patients. It was just like knowledge transfer instead of care delivery. It would have made a greater difference if I did my jobs with more loving concern.

Friends, no matter how fast we act, how swift we perform our assignment, how accurate we finish our delegated tasks, without love, we are but robots. Yes, we need knowledge to react; we should be active to learn and respond; and we have to be proper to fulfill our duties, yet we will have always to remember who we are serving - people, those who need our care with our genuine heart and endurance. And, patients are people who need special care at their special time. They do feel each of your gentle touch; receive every understanding word; and your eye contacts, ooh, they certainly give your patients amazing encouragement that you could ever guess. I assure you, you won't miss.

How can we do this? You might ask. I don't have such life experience to be in pain or in sorrow. It was so true for me too. Yet please remember, it would be too late to feel the hurt when being pricked; it would be painful to be battered; and it would definitely be too sad when met up with tragedy. Acquiring real experiences always require high prices and no one would ever want to expose to it even for a second.

For a start, learn to listen and learn to feel; be empathetic whenever you perform your tasks. Refine your techniques and skills. Do role-plays. Attend discussion and sharing sessions with peers to release pressure allowing more room to understanding others. Please always bear in mind, in giving out love, life flows and life continues especially we are working in a place really matters life and death not only for one but also for many.

Why am I so courageous to reveal my past shortcomings to you? It is because Jesus loves me, I now have the boldness to show I love you and just hope with these few words, you can be enlightened in taking up this practical yet solemn profession, with the most precious element in life - LOVE.

In Christ's Love,  
From your elder friend, at her sick bed  
in appreciation to her own carers 11.11.2004

Anita Pak 1969 F.5