

CATAL
BOOSTER
CAMP



Programme

DATE	TIME	VENUE	EVENT
10 Jan 2008	9:30	Lt-11	Roll Call
	9:40		Opening Remark
	9:50		“My Favourite Books” - Sharing of Reading Experience by Teachers
	10:30		Film Show
	12:30		Lunch Time (Free Time)
	13:45		Roll Call and Departure
	15:00	Camp Site	Check In
	15:30	Activity Room	Ice-breaking Games
	16:00		Language Games
			Sharing of Reading and Study
			Group Discussion on Reading and Study
	18:00	BBQ	BBQ Dinner
	21:00	Canteen	Dessert
11 Jan 2008	8:00	Canteen	Breakfast
	8:45	Activity Room	Group Presentation
	10:00	Camp Site	Orienteering
	12:00	Canteen	Lunch
	12:45	Campsite	Free Time
	13:30		Departure

This is the Camp Book of

CTL Booster Camp

10-11 January 2008,

Jockey Club Sai Kung

Outdoor Training Camp

CTL Booster Camp '08

10-11 Jan 2008

Organizing Committee

CHENG King Ki, Kay	CHOW Lai Yee
LAM Ho Yee, Cynthia	LI Pui Yu, Pearl
LIEW Pei Hsin, Josephine	TANG Lai Ping, Tiffany
TANG Ying Yeung, Derek	TSANG Lai Fong, Olivia
WONG Hou Tin	WU Ka Ho, Gavin

Participating Teachers

Mr. Kenneth Au (teacher-in-charge), Dr. Ho Kai Man,
Dr. Li Bin, Ms. Sophie Liu, Dr. Caesar Lun,
Dr. Robert Neather, Dr. Gabriel Wu, Mr. Ivan Yeung

*This Camp Book is designed and edited by WONG, Hou Tin.
Artworks on pages 2, 5 and 15 are illustrated by unhai.
The cover of the Camp Book is designed by Wong, Hou Tin.*

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Intended Learning Outcomes

After attending the Booster Camp, the participants should be able to:

- list the achievement(s) academically, financially, and physically by reviewing their past performance in the last semester;
- set their goal(s) in the coming semester and identify the respective time frames and methodologies for these attainable objectives;
- name some good books and describe their features after the reading experience sharing sessions by their teachers in the camp;
- provide some recommendations for actions for some simulated cases in campus through discussion, analysis and presentation in groups;
- practise the basic techniques of outdoor orienteering such as map-reading and routes-planning so as to have an in-depth understanding of prior planning in life;

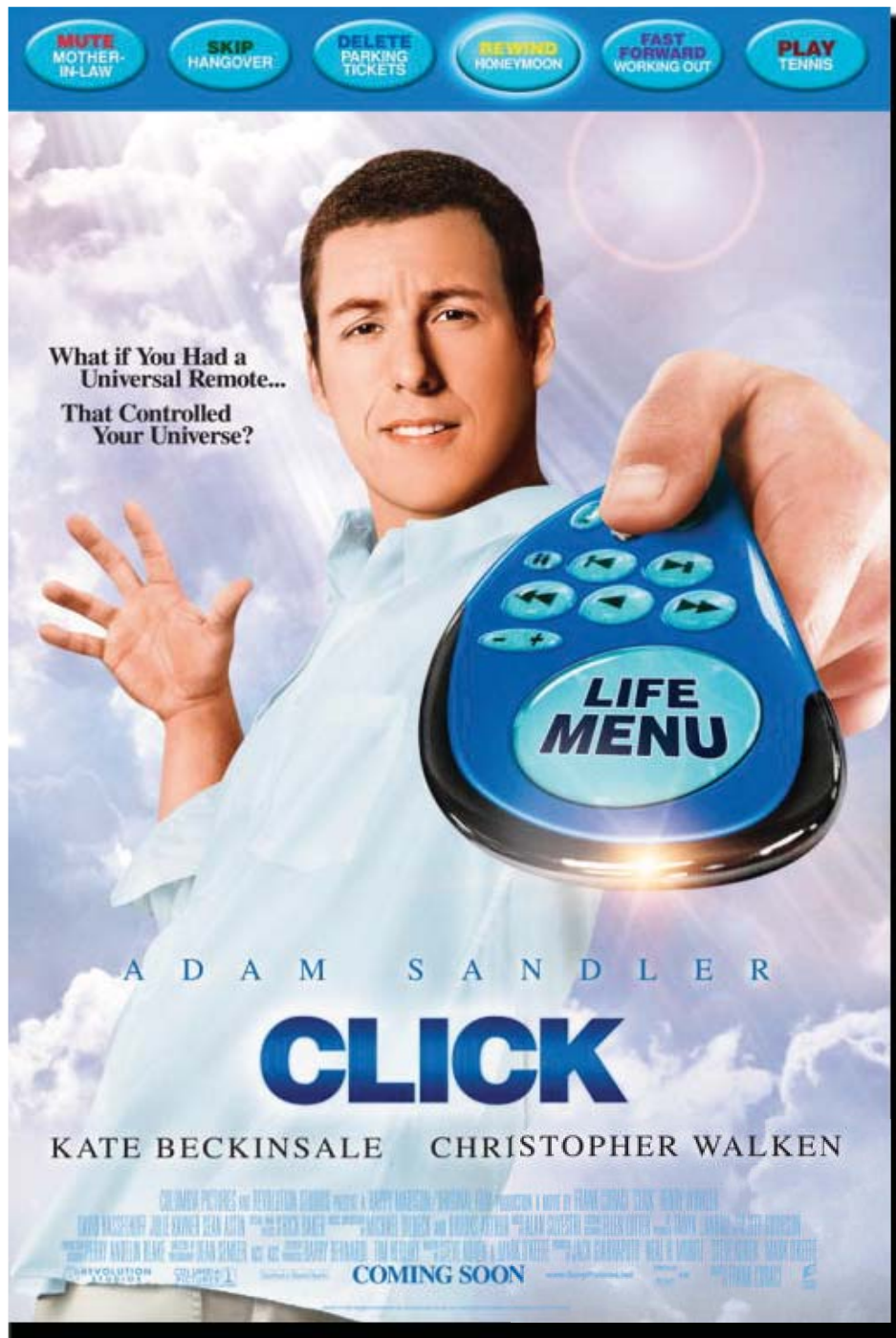
Introduction

The CTL Booster Camp '08 is a CTL activity funded by the FHS First Year Experience Scheme Fund with the aim of improving students' learning attitude and motivation. For the 2-day get-together of teachers, student mentors, students, and alumni, all from CTL at a beautiful camp site, Sai Kung Outdoor Training Camp, we have planned a variety of activities there: film show, reading experience sharing sessions, language games, group discussion, BBQ, role play and group presentation, and outdoor orienteering.

The Camp was intended as a “booster dose” (like the second injection to those who have got hepatitis vaccination) to first year and senior year students after attending class for a semester. We think that it is time to give them some suggestions on learning and reading through a variety of meaningful activities.

A number of colleagues have participated in the camp and contributed by writing book recommendations and short inspiring pieces to motivate students to read and learn. They also made valuable suggestions in various aspects. In addition, we are glad that we have a group of dedicated student mentors to organize the camp. This Camp Book is indeed an evidence of concerted efforts of CTL teachers and students. Lastly, we are most grateful to the support of the Faculty of Humanities and Social Sciences, and the Department of CTL.

Movie: Click (命運自選台)





TITLE: Click (命運自選台)

Trying to get a partnership in his company, Michael sacrifices his family life. When he meets the salesman Morty, he gets a magical remote that allows him to control his own universe. Michael uses the remote too much and having his own life controlled by it. What's next?

1. Do you enjoy the movie?

2. Which is the most inspiring scene?

3. If you got such a device by chance, would you use it like Michael?

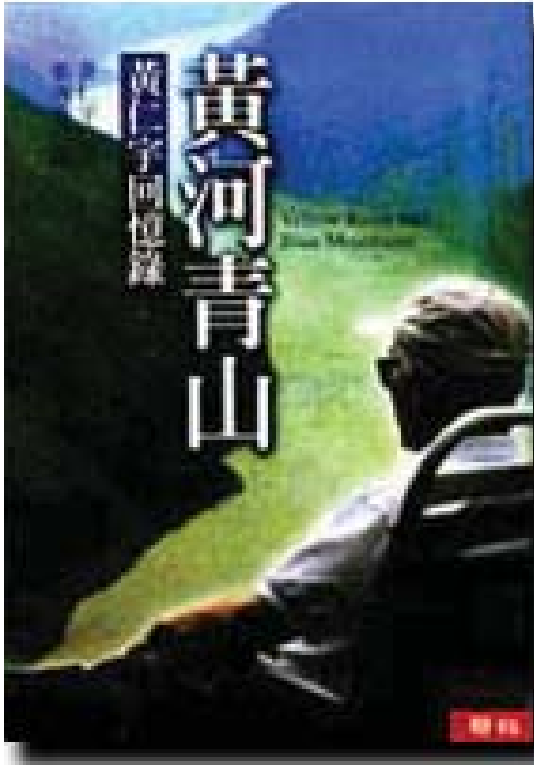
4. Any reflection?

When I read a book I seem to read it with my eyes only, but now and then I come across a passage, perhaps only a phrase, which has a meaning for me, and it becomes part of me.

*W. Somerset Maugham (1874 - 1965)
'Of Human Bondage', 1915*



Book Recommendations



《黃河青山：黃仁宇回憶錄》

作者：黃仁宇

出版社：聯經出版事業公司

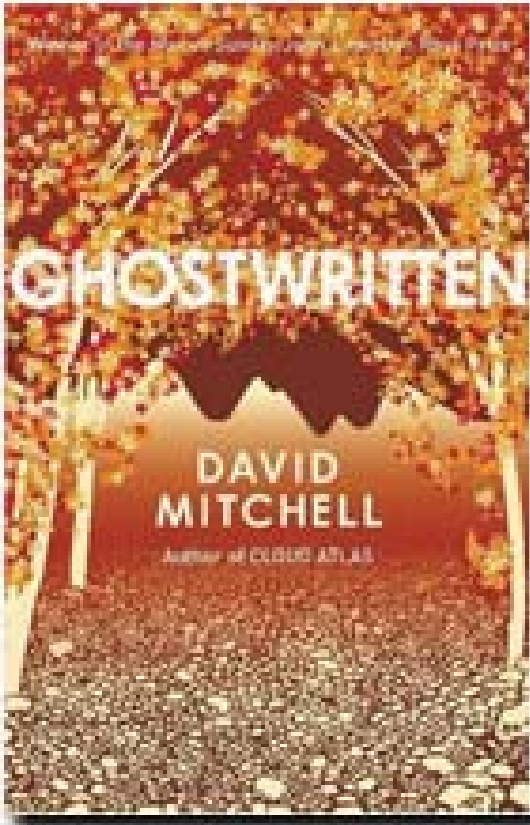
評語：這是《萬曆十五年》作者黃仁宇的自傳，原著以英文寫成，聯經出版社找人翻譯成中文。大家可以看到這位著名歷史學家的經歷和研究生涯，怎樣由一個下級軍官變成學者，還有「十五吋等雨線」怎樣影響中國的農業經濟和歷史。黃仁宇是說故事的高手，在本書中，你會看到他怎樣描寫田漢備受崇拜者的禮遇，得以不費分文旅遊全國。當然，看完全書，你會對他怎樣研究中國歷史有初步的認識。

《完美的人——切·格瓦拉傳》

編譯：陶竦

評語：A biography of the heroic communist fighter from Argentina, Che Guevara. We shall appreciate how a weak body equipped with a strong mind can drive a revolution to its success and its aftermath for the modern rebels of the day. Do you have any ideals for life?





Ghostwritten

Author: Mitchell, David

Publisher: Vintage

Comment: Published within the last few years, this is a very innovative novel, by a writer who was shortlisted for the Booker Prize (for his novel *Cloud Atlas*). Each of its chapters are told by a different character in a different part of the world (e.g. a Japanese Om- cult member, an expat banker in Hong Kong, etc.), and all are loosely but definitely linked. The way the different tone of each character is handled is brilliant. It really kept me reading!

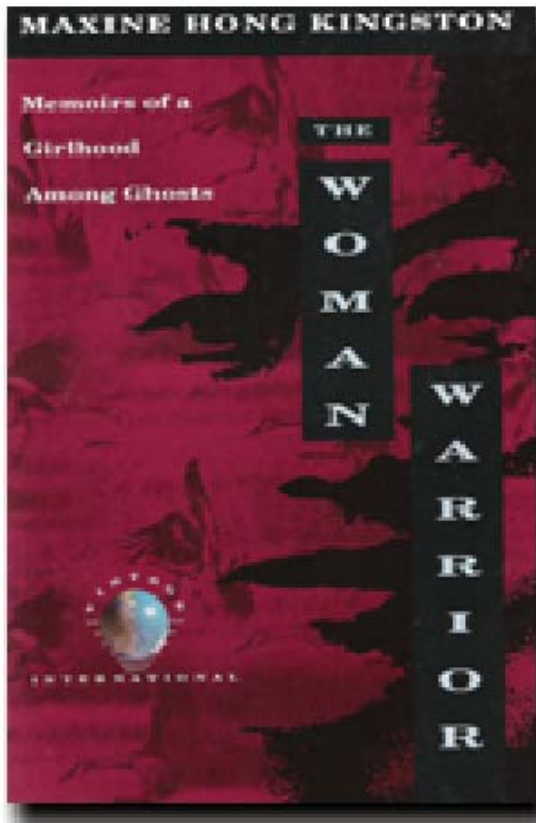
《能不依依》

作者：劉紹銘

出版社：天地圖書

評語：作者在嶺南大學退休後為報章撰寫專欄，這本書就是由那些文章結集而成的。劉教授對中國小說、現代文學造詣甚深，又是翻譯名家，加上長期任教於大學，所以書中的內容主要是讀書偶記，談文學，談翻譯，也談及文化現象和語文教育。不要以為這些都是沉悶的知識性文章，劉教授活潑生動的文筆，不拘一格的文體，時而幽默雋永，時而冷嘲熱諷，令人看得賞心悅目。開卷的人更覺開卷有益。





The Woman Warrior: Memoirs of a girlhood among ghosts

Author: Maxine Hong Kingston

The Woman Warrior (New York: Knopf, 1976) by Chinese-American writer, Maxine Hong Kingston, has been hailed as a classic and won over millions of readers around the world since its appearance in the mid 1970's. Blending personal memories with family history, Chinese legends and fantasy, the book poignantly relates the story of the

author's upbringing as a Chinese-American girl in Stockton, California. With this book, Kingston became the voice for an entire generation of immigrants and their bi-cultural/bi-lingual children who must survive within the American "mosaic," where they must wrestle with questions of personal and cultural identity. Kingston's writing is at once lyrical and whimsical - with a discerning eye for the absurd in everyday life. While rebelling against the strictures imposed by her Chinese immigrant parents Kingston also exposes without self-pity or apology the white racism she and her family faced in their daily struggles.

A book to be read by all races and all peoples interested in issues of culture and identity, and the meaning of our existence in this increasingly multicultural, multi-ethnic "Global Village."



解香港人的文化死穴—— 《龍應台的香港筆記》

你對香港有多了解？

亞洲國際都市？金融中心？美食購物天堂？恆指二萬七？青馬大橋天壇大佛昂平360？叻——我至叻——我地餐餐都做阿 head

最近常有「十年回顧」之類的節目、報導，對回歸十年作一番檢討。我想這是個不怎麼美麗的誤會，就像去看化石展，卻只定睛看著小賣部的熱

狗。香港人需要認識的，並不是反覆催眠自己「這十年過得多麼壞，要是.....」。要認識，起碼得把時間前移百年——又或好好看看現在。

文化不是靠注資填掉海港，核算地積比，就能在西九龍的荒原上像發疹一樣發出來的。文化就在生活的每一角落。藉著純真的好奇、敏銳的觀察、冷靜的分析、熱切的關懷，香港處處都是文化花卉，讓我們認識、供我們思考。

盤旋在香江上空的老鷹、被遺忘的朱光潛曾漫步的山邊小徑、殖民嫁接雜交，卻一直被誤認為洋紫荊的艷紫荊、港人意識、身分認同.....吸引了龍應台的慧心，化成讓港人汗顏的香港筆記。讀後，除了知道許多沒有注意的香港山海、人事風情，更有別的領悟：鄉土地緣、歷史經驗等因素，不能保證我們能做無愧的香港人。真切的關懷，比常掛在嘴邊自誇「福地」，才是真正的愛香港。

Case Study

Each group will be allocated by random one of the following cases to analyse. You are required to present in 10 minutes and give your recommendation for action.

Scenario 1

You have class from Monday to Friday, and at the same time, a company would like to hire you as a part-timer with an attractive salary. However, there is a clash of the working hour with your class schedule. How would you make a wise choice?

Scenario 2

When doing a group project, a member never attended any preparation meetings. However, he snatched the chance to present the most important part of the presentation. What would you do?

Scenario 3

In preparation for the group presentation, a member always attended the preparatory meetings late, and when he came, he did not take it seriously and never did any preparation. an unserious attitude for every meeting . How to deal with himr?

Scenario 4

One of the courses you take assess your progress of learning by a single examination. However you do not quite get the points delivered by the teacher in class, and you are required to read lots of reference or recommended readings. What would you do when preparing for the examination?

Scenario 5

You have to work with students from different departments when doing a group presentation of an OOD course. Each of them has a working style from different yours. How would you cooperate with them and get the job done?

Analysis:

Recommendation:

Room A

A

鄧麗萍

李沛諭

黃馨慧

曾嘉欣

鄭如茵

王雅婷

楊玉珊

馬雪詠

B

劉佩欣

鄭琮琪

周穎藍

林可兒

冼詠珊

余錦花

夏嘉敏

C

鄧英揚

郭富強

霍穎萱

陶衍

楊新

黃梓程

Allocation

D

胡嘉豪
黃浩天

Mr. Kenneth Au
Dr. Gabriel Wu
Mr. Ivan Yeung
Dr. Ho Kai Man

E

曾麗芳
周麗儀
李冠倩
李豪儀
羅玉婷
黃婷婷
譚慧欣
黃俊雅
劉易真
蔡詠恩

F

Ms. Sophie Liu
Dr. Li Bin

G

Dr. Caesar Lun
Dr. Robert Neather

Orienteering

What is it?

Orienteering is a running sport similar to “Treasure Hunt”, involving navigation with a map and a compass. The English name derives from the Swedish word “orienteering”, which was first used to describe the sport in 1918 by Major Ernst Killander.

How to play?

The competition is a timed race in which participants use a map and compass provided by the organizer and find out the pre-set Control Points. The participants will also receive a Control Card in the beginning of the event.

When the participants reach a Control Point, which is marked by white and orange (or white and red) flags, they should use the punch to make a record on their Control Card to prove that they have already visited the point.

After finishing the course, they must return the card to the organizer, who will calculate their time and check whether the punch patterns are correct. The participants who spent the shortest time on finding all Control Points sequentially will be the winner.

A successful individual typically sets his next goal somewhat but not too much above his last achievement. In this way he steadily raises his level of aspiration.

Kurt Lewin (1890 - 1947)



*Let's set our goals
on the next page!!*

(A) Looking Back:

1. The happiest moment(s) I had in Semester A 2007-8:

2. Academically, what made me proud of myself is/are:

3. Academically, what I wish to improve most is/are:

4. Financially, I have attained none/ some / most of my goals. My remarks (optional):

5. Physically, I participated in the following sports activities in Sem. A:

6. Other aspects of achievement: (eg leadership activities, art and musical training, self-development programme, community service, external awards)

(B) Looking Forward:

1. My goal(s) in the coming Semester:

2. How and when they can be attained:

I pledge to try my best to fulfill the above goals.

Your Signature

Date

Drop me a line...

Nice to meet you in the camp, don't hesitate to drop me a line!

Useful Resources

Let's swim in the vast ocean of the internet and enjoy the rich resources there.

General Interest

- <http://www.worldwidewords.org/> (World Wide Word)
More than 1600 pages on the origins, history, evolution and idiosyncrasies of the English language worldwide.
- <http://saturn.ihp.sinica.edu.tw/%7Eliutk/shih/> (史學連線)
Links to websites of Chinese history and World history.
- <http://www.cuteway.net/link.html>
Links of more than 200 online newspapers of the world.
- <http://www.cnpedia.com/index2.htm> (資訊百科)
A Chinese encyclopedia on technical topics.

The Bible

- <http://www.bibleontheweb.com/>
Multilingual Bible
- <http://www.chinesechurch.org/bible/>
Chinese Bible, available in Putonghua

Chinese-related

- <http://chinese.dsturgeon.net/> (中國哲學書電子化計劃)
An electronic archive of texts of ancient Chinese philosophy for example the Analects, The Art of War by Sun Wu.
- <http://www.xys.org/pages/poetry.html> (《新語絲》 古典詩詞)
A website contains classical Chinese poetry like 300 Tang Poems, 100 Song Poems. Searchable by author names like Li Bai and Qin Qiji.

- <http://www.guoxue.com/> (國學網絡)
All sort of articles about Guoxue can be found in this site.
- <http://humanum.arts.cuhk.edu.hk/ConfLex/> (儒學詞典)
Contains texts by Confucius and commentaries by different scholars.

Linguistics

- <http://linguistlist.org/> *The Linguist List*
The Linguist List is the largest online linguistic resource.
- <http://www.sil.org/linguistics/etext.html>
A topically organized list of language data resources on the Internet.

Translation and Interpretation

- <http://www.erudit.org/revue/meta/>
Online version of Meta, translation journal.
- <http://accurapid.com/journal>
Online Translation Journal.
- <http://www.lai.com/companion.html>
Information for professional translators.
- <http://www.conferenceinterpreters.com/en/index.html>
Conference Interpretation
- <http://cits.hawaii.edu/fanyi/>
A mailing list to discuss C to E and E to C translation.

Law & Politics

- <http://www.legislation.gov.hk/eng/index.htm>
Bilingual Laws Information System
- <http://info.gio.gov.tw/ct.asp?xItem=13370&CtNode=904&mp=1>
Taiwan's constitution (in Chinese)

Academic writing

- <http://www.bedfordstmartins.com/online/cite5.html>

Citation styles: MLA, APA, Chicago, CBE etc.

Terminology

- <http://www.cnterm.org/> (中國術語信息網)

Know the standardized term in PRC? Check this site!

Literature

- <http://www.enotes.com/>

Study guides, critical material, and group forums on more than 20,000 works of literature and other academic subjects.

Reading Club

- http://www.lib.hku.hk/friends/reading_club/

HKU Reading Club

- <http://tlc.ln.edu.hk/LLE/book/> 讀書會

Dictionaries

- <http://www.chinalanguage.com/> (Languages of China)

A website contains Chinese e-Dictionary, from English-Chinese Dictionary to Hakka Dictionary.

- <http://www.sfc.hk/sfc/html/EN/inutilbar/glossary/glossary.html>

A bilingual glossary of financial terms compiled by Securities and Futures Commission.

- <http://humanum.arts.cuhk.edu.hk/Lexis/Lindict/>

Chinese-English Dictionary by Lin Yutang.

- <http://dictionary.cambridge.org/>

Online version of Cambridge English dictionary.

- <http://www.iciba.com/> (愛詞霸)

An e-dictionary which includes C-E/E-C dictionary.

- <http://dictionary.goo.ne.jp/>

Japanese-English Dictionary

Teachers' Words

區劍龍老師：

放眼世界，迎接挑戰

四、五年前，我們邀請舊生葉慧琍回來給同學演講。葉同學是我系第一屆翻譯畢業生，很聰明，反應快，用功，成績是班上最好的幾位之一。她回來演講時擔任英國會計師公會大中華區的總幹事(CEO)，也就是說，中、港、台等地的人應考會計專業試，都是歸她管的。當日，她說了一句震聾發聵的話，頗有震撼力。她說：大中華地區每年畢業生有數百萬人，我們怎樣可以在成千上萬的大學生中脫穎而出，考取專業資格，取得成就？你不努力，機會就給他人奪取了。

不說其他地區，單就香港一地，差不多每一家大學都有與翻譯相關的學系。每年以翻譯作專業的畢業生多達數百人，你怎樣可以說服僱主，取錄你而不是你的對手？在校內，老師即使讓你輕鬆過關(當然城大每一位負責任的老師都會嚴於把關)，可是一到外面，就得看你的真材實料而定高低。翻譯如是，中文、語言學，以致日語韓語等專業，也莫不如是。所以，我們應好好地把握這三年，定下明確目標，並且切切實實地裝備自己，一步一步邁向目標。下一次，老師以英語授課，不要抱怨；考試測驗不許用辭典，不要抱怨；要你當眾提問，你應該高興老師給你寶貴機會，磨練自己。不要再放縱自己，不要再hae下去，更不要找藉口逃避。讓我們把目光放遠，看到外面風急雨驟的世界，為自己的將來繪畫一幅可以實現的藍圖。

吳耀宗老師：

有問

同學們試著伸手一指，觸目者究竟是日月星辰，是地球世界，是香江九龍，或僅僅是一己的手指，就得看你們的心在哪裏了。

Dr. Caesar Lun:

Think globally; Act locally.

Always put yourself in context, family, society, nation, the world and our mother nature. You are safer when equipped with this kind of humanistic mentality. This is true also of your academic disciplines. Take for an example our three majors, the context we should pay attention to could be: the Chinese language (in Hong Kong, in the Pan-Chinese communities, in history and in the future), translation and interpretation (cross-cultural, cross-time, cross-discipline, cross-media), and linguistics (situational context, pragmatics, typological, sociolinguistic and cultural differences) etc. Let us work hard to become a wiser person.

Dr. Robert Neather:

Learning a language can be a real thrill – but it can sometimes be a frustrating business too. When I was an undergraduate, learning Chinese characters seemed the most difficult thing for us – one of my classmates pasted the walls of her student room with flashcards of Chinese characters in a desperate attempt to memorize them; another had a nightmare that characters were attacking her! And none of us could remember which of the four tones to pronounce them in.

Hopefully, you haven't got to the nightmare stage, but you will certainly at some point face challenges, situations where you doubt your abilities, where you wonder whether you can keep going. So let me just encourage you: persevere, never give up, and believe in yourself: though it may seem hard now, those fears and difficulties can be overcome. Then, like the poet 劉禹錫 near the end of a long and frustrating period of exile, you will be able to look back and write: “內視群疑，猶冰釋然”.

楊宏通老師：

好奇·知識·自由

“All and all you’re just another brick in the wall.” ~Pink Floyd

各位還記不記得小時候抓著小動物研究時的興奮、唱誦兒歌時的陶醉、肢解玩具之後重新組裝後的滿足？年紀愈大，書念愈多，存於兒童的人類最純樸的願望，好像都漸漸隨歲月不見蹤影了。香港的教育機器，強調知識的工具性，將之矮化成生財工具、攀登社會階梯的踏腳石，而把獲得知識的充實、快樂和滿足徹底架空。伴隨學習而培養的好奇、審美、求真求實的精神等諸種心智教育都被抽空了。

生活在瞬息萬變的世界，缺乏知識，難以安身立命。在品味低劣、充滿虛妄、迷信、謊言、價值扭曲的社會，只有知識能使人免迷惑、欺騙，掙脫奴役的鎖鏈。單靠專業知識，謀生或許沒甚麼問題，但人不是只管吃香喝辣、穿名牌、置豪宅、於股市廝殺的動物。缺乏對文學、歷史、哲學、藝術、科學的興趣，造成香港人最為人詬病的短視近利、鼠目寸光，欠缺人文關懷的「港格」。人類不是孤立的存在，不關懷、不了解我們身處的社會，以至世界，難以獨善其身。

不想做牆上一塊面目模糊的磚、不想成為資本機器裡的一顆螺絲釘，不想充當政府年報中代表生產力的一個虛幻統計數字，就要擁抱知識，堅持學習。人不必依著其他人的藍圖亦步亦趨，藉著知識，我們可以發現宇宙，繪畫自己的星圖。

下次坐巴士，如果看見路旁的行道樹在冬陽下伸懶腰，如果知道它的名字，跟它打個招呼。

相信我，那感覺很好。

李彬老師：

業精於勤荒於嬉，行成於思毀於隨。

—— 引韓愈句與諸生共勉

Ms. Sophie Liu:

I. On Language Learning

“What is the best way to improve my English?” That’s a question I have been asked frequently, again and again. Here is my answer: As my former teachers told me, there is no special secret. To improve your language skills--be it Chinese, English, Japanese, French...whatever--you must read a lot, write a lot, listen a lot, and speak a lot. Practice, practice, practice. That’s the way to master anything.

II. On Reading

I was lucky enough to have been born into a family where there were always a lot of books. Chinese classics (ancient and modern), comics, martial arts novels, translated foreign novels, poetry...--and even some stuff that was considered “not suitable for children”! It was a mixed bag. As a child, I devoured a lot of these books without even properly digesting what they really meant. But I became a reader; words became my best friends. And I looked for them everywhere, on the street, on a moving bus, in the library, in the public toilet.... (Graffiti can be gross; graffiti can be entertaining--an entirely different form of expression!) Even now, whenever I walk into someone’s office or library, the first thing I do is to browse through the titles on the spine of books lining the shelves. I try to learn about the other person’s reading habits and their favorite books, magazines or newspapers, which will in turn tell me a lot about that particular person. In the process, I also find new areas to explore, new books I have never heard of or read before. This has become my private, little game. It also keeps me with an endless supply of reading materials.

III. On Keeping A Reading Journal

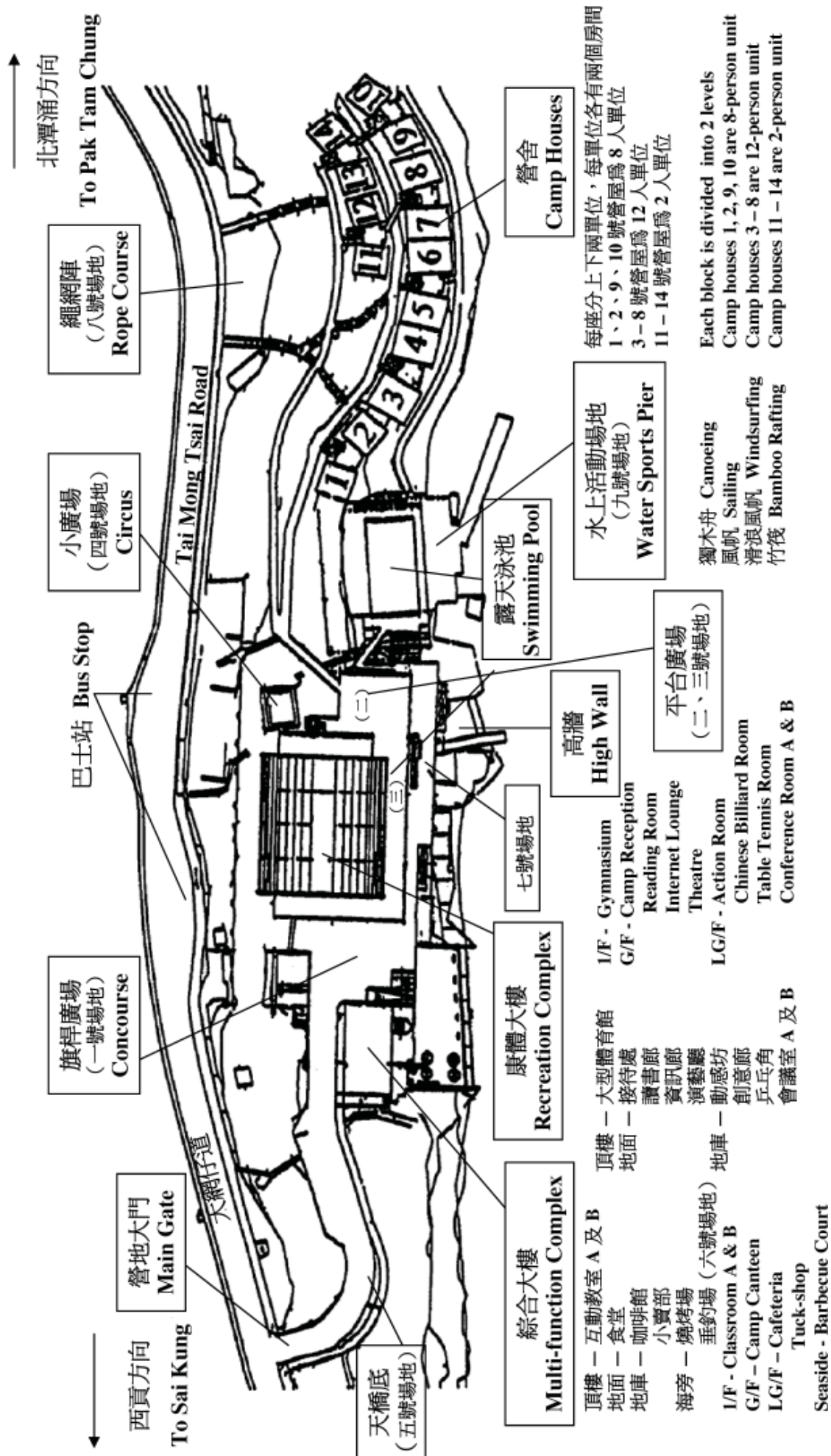
Reading and writing are companion activities. Without the process of reflection, we will not be able to properly digest what we have read and understand what we think about our reading. So, I recommend that you all keep a reading journal (or reserve a section of your journal for this purpose). Write down what you think after you have read anything--a story, a piece of news report, a scholarly article.... This process of seeing our own thoughts recorded in black and white is crucial to our intellectual development. For it provides us with “objectivity”--i.e. an objective record, and a concrete proof that we have so many varied reactions to the materials we have read. Then we can discern the intricacies of our own thoughts, and slowly delineate our reasoning process. From there, we may make new connections, and uncover new thoughts and new ideas.... The possibilities are endless. This is the first step to personal understanding as well as a more precise and coherent understanding of our world. We analyze; we discover; we learn. We utilize all our thinking faculties, and so we grow as human beings.

何繼文老師：

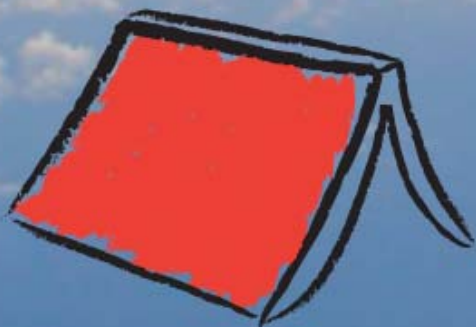
同學在城大將近半年的時光了，相信已體味到多彩多姿的大學生活。人的成長歷程裏，在大學唸書是很重要的時期。我們學習到不同的專門知識，結交來自不同背景的朋友，參與各式各樣的活動，體味現實生活的煩惱，有一天回想起來，將發現我們的性格發展和處事態度，都在這裏鉤劃出基本面貌。好好珍惜大學的時光，除了享受自由的生活，也要在求學方面痛下苦功；錯過了，即使有讀書的機會，也沒有這種心情和環境。我們以語文為專業，在文字很難感人的年代，更應加倍注意提升語文能力，不要輕易放棄；這才是專業，才是能人所不能。每一科也有不同的學習要點，可是我相信浸淫在文字世界，經常以此為表情達意，交流思想的工具，語文和文化的修養自然慢慢加深。

營地規則

1. 一切違反香港法例或擾亂公安之任何活動，均在嚴禁之列；違者除被著令離營外，並須承擔一切後果，所繳交之費用概不發還。
2. 使用營地期間，用營者皆須遵守營地職員指示，領隊須負責約束營友及維持良好秩序。
3. 本營地範圍內，嚴禁生火及吸煙。一切佈置、標貼或懸掛旗幟，須先徵得營地主任許可。
4. 未經營地主任准許，不得擅自進出營地、招待外人、接駁電源或使用水上活動器材、繩網、攀石牆、廚房設備及游泳池等。在公眾地方請勿裸露身體、衣衫不整。
5. 凡參加水上活動者，必須穿著救生衣(由營地提供)、包跟運動鞋(自備)，並須在營地職員及教練(香港獨木舟總會、香港風帆協會、滑浪風帆協會頒發之證書或本會認可之指導員)指導下進行活動。參加者須諳泳術(能穿救生衣游泳)，營地有權要求參加者接受游泳測試。教練與學員之比例：滑浪風帆1:3，獨木舟1:8，風帆1:2。以上活動必須於下午四時三十分前返抵營地，結束活動。
6. 攀石及繩網活動須在有認可教練督導下方可進行。
7. 進入營地康體大樓內的體育館，必須穿著不脫色運動鞋。任何有可能損壞地板的活動，不可在場館內進行。
8. 所有營友必須於晚上十時前離開異性營舍。晚上十時起所有活動必須停止，營友必須返回營舍休息。
9. 各營友必須保持營地清潔及愛護公物，如有損壞或遺失營地之設備及物品，應儘快通知營地職員，本營地將要求對所損壞或遺失之物品作出賠償。
10. 所有攜來之物品，應自行妥善保管，如有遺失，本營概不負責。



*Think Globally;
Act Locally*



Booster Camp '08