

德 武 興 復



封面：100年10月17日 海軍官校64週年校慶 本校鼓號樂隊精湛演出，贏得所有與會來賓的掌聲。

封底：100年8月26日 受完入伍訓練後，正期104年班新生正式入校，圖為帶領新生入校的校旗隊。



海軍軍官學校編製 定價230元 GPN 2003600006

海軍軍官學校編製 季刊 中華民國100年11月

思維的 學術的 人文的

海軍軍官

No.4
Vol.30

Quarterly 2011.11

海軍軍官 NAVAL OFFICER No.4, Vol. 30



高雄左營的歷史——沿革與晉今之風貌 陳立中
徐亨俠情義膽山高水長

——經營事業多年，終因年高停歇 陳隆任

慶祝建國百年創作新詩三首 林進順

極端主義下的輓歌

——電影「盧安達飯店」省思 蘇長春

遇阻面及空中威脅之近接武器新發展 李仲誼

美國發射X-35軌道測試載具的戰略意涵 翟文中

海盜旗Jolly Roger的歷史探源 鄧志忠

學生英語全能力學習——新聞學習評量研究 孫毓德

海軍軍官學校編製 季刊 中華民國100年11月

思維的 學術的 人文的

海軍軍官

No.4
Vol.30

Quarterly 2011.11

NAVAL OFFICER

海軍軍官 NAVAL OFFICER No.4, Vol. 30

高雄左營的歷史—沿革與昔今之風貌 陳立中
徐亨俠情義膽山高水長
—經營事業多年·終因年高停歇 陳隆任
慶祝建國百年創作新詩三首 林進順
極端主義下的輓歌
—電影「盧安達飯店」省思 蘇長春
遏阻面及空中威脅之近接武器新發展 李仲誼
美國發射X-37B軌道測試載具的戰略意涵 翟文中
海盜旗Jolly Roger的歷史探源 鄧志忠
學生英語全能力學習—新聞學習評量研究 孫毓德

封面：100年10月17日 海軍官校64週年校慶 本校鼓號樂隊精湛演出，贏得所有與會來賓的掌聲。

封底：100年8月26日 受完入伍訓練後，正期104年班新生正式入校，圖為帶領新生入校的校旗隊。

100.07.27 美國海軍官校學生蒞校參訪



100.08.03 空軍官校交織教育參訪



海軍官校謝謝你。



感恩人員：軍科部體育組

致謝事由：辦理64週年校慶運動會各項活動

由軍科部體育組精心策劃的每一項校慶運動會競賽活動，皆能使各年班凝聚向心力，為自己年班爭取運動會的最佳成績。

不負所託，盡力達成任務的您，辛苦了，有您真好。

2011.10.13

你是守著崗位的螺絲釘，看似微不足道，卻不可或缺、不容小覷。
因為你的努力，讓學校運行，讓教育有效，讓指令落實。
你認真工作，不浪費時間，還記得要做學生的好榜樣。
你不怕髒和汗，你默默加班，雖然是份外的事，只要是好的，你都願意進行。
你還有一些熱情可以照顧別人，讓氣氛愉快又有效率。

因為你，海軍官校越來越好。

100.08.05 學生游泳訓練



100.08.26 正期104年班入校暨授階儀式



100.08.26 慶祝九二臺海戰役紀念音樂晚會



100.09.06 司令董上將蒞校主持本校100學年度開學典禮



100.09.06 司令董上將蒞校實施戰備視導暨秋節慰問



100.09.23 副司令劉中將蒞校實施校務評鑑校閱



100.09.26 月會、教師節頒獎典禮暨專題講演



100.09.29 學生總隊海光盃籃球賽



100.10.17 慶祝本校64週年校慶活動





No.4
Vol.30

Quarterly 2011.11

發行人／王昭舉
總編輯／殷洪元
主編／劉廣隆
執行編輯／何愛珠
攝影／劉廣隆 洪宗佑 蔡志傑 陳永明
發行單位／海軍軍官學校 www.cna.edu.tw
發行日期／中華民國100年11月發行第30卷第4期
創刊日期／中華民國36年6月
定價／新台幣230元
電話／(07) 5813141#781806 (07) 5855493
社址／813高雄市左營區軍校路669號
電郵／navalofficer@mail.cna.edu.tw
印刷／軍備局生產製造中心第401廠南部印製所
本校保有所有權利，刊物內容轉載請註明出處。
本刊同時刊載於 <http://www.mnd.gov.tw/>
GPN／2003600006
ISSN／1997-6879
展售處／五南文化廣場及網路書店 04-22260330
臺中市中山路6號 <http://www.wunanbooks.com.tw>
國家書店及網路書店 02-25180207
台北市松江路209號1樓 <http://www.govbooks.com.tw/>

58

學生英語全能力學習——新聞學習評量研究 孫毓德

54

海盜旗 Jolly Roger 的歷史探源 鄧志忠

46

美國發射 X-37B 軌道測試載具的戰略意涵 翟文中

34

遏阻面及空中威脅之近接武器新發展 李仲誼



海軍軍官

08 高雄左營的歷史——沿革與昔今之風貌 陳立中

18 徐亨俠情義膽山高水長

——經營事業多年·終因年高停歇 陳降任

24 慶祝建國百年創作新詩三首 林進順

28 極端主義下的輓歌

——電影「盧安達飯店」省思 蘇長春

高雄左營的歷史 沿革與昔今之風貌

文／陳立中

陽明醫學大學醫學系畢業
現任職奇美醫院外科部

前言--左營既是我國首要的軍港和海軍基地，亦是歷史文化重鎮

說到左營，大家最常聯想到者乃是台灣的海軍大本營，左營之成為現代化軍港所在地是肇始於日治時期，然而在我國清代初期左營便已由朝廷下令建置為「鳳山縣」，時隔38年後再獲朝廷同意興建拒賊固守用之城門牆垣。在官民戮力協同進行下，未久不僅於四個方位區各皆建有一座城門，並挖掘城濠俾加強對城池的防禦守護，其設縣、築城的年代較之於日治政權於左營徵地建造軍港的時間，皆要早了兩個世紀以上歲月。在台灣境內，除了更早之前由荷蘭人所鳩工建造的數座西式城堡外¹，建於左營的「鳳山縣城」乃是出現於台灣的最早中式城池。鳳山縣城後來曾於道光年間大舉重建，同時將原本位處城外的山峰--龜山圈圍於城內，俾兼擁利於擊退盜賊的制高點，甚至又另於昔稱埤頭街(位於今高雄縣鳳山市)之處，圈地建造新的城址，並遷移縣治至新址。因此，對照於新建之縣城，原之左營縣城遂被泛稱為「舊城」，而且於舊址留下有許多特殊的古風，且迄今依然有不少的左營地方耆老，對於蓮池潭西南側周邊區猶以「舊城」相稱，並且有諸多公部門仍於名銜上冠以「舊城」之名，如「舊城國小」、「舊城派出所」等。

台灣各地保留下來的古代城門和牆垣，應以高雄左營和屏東恆春兩處最為完整，即使是首善之都的台北也僅留存四個城門--北門(承恩門)、東門(景福門)、南門(麗正門)和小南門(重熙門)，但城垣部分和西門(寶成門)則皆已告無存。較之於台北，左營於清代建造的四個城門，固然同樣失去了西門(奠海門)，但北門(拱辰門)、東門(鳳儀門)和南門(啟文門)則皆獲保存，北門及東門更留有長段的城垣，頗屬難能可貴，這些自初建迄今已有200餘年的城門，乃是清代官兵民眾出入「鳳山縣舊城址」的必經門徑。另尚傳謂明鄭初期，國姓爺鄭成功曾將「萬年縣」縣治設於今之左營，以致左營的蓮池潭畔現即有座紀念該項傳述的「萬年縣公園」。這些重要的歷史和遺留的古蹟文物，使得左營不僅是台灣最著名的海軍基地，亦是眾所皆知的大高雄地區文化重鎮。

清代初期平定朱一貴亂事後，始於左營建造「鳳山縣」城門，並數度遷城和改建

清康熙23年(1684年)清廷先於台灣設府，上隸福建省，下轄諸羅縣、台灣縣和鳳山縣三縣，其中鳳山縣的轄區為今二仁溪以南的南台灣地區，並置縣治地於昔之左營興隆庄(即今居

民泛稱的左營舊城)，並陸續增建孔廟、衙署，使之漸具縣城規模，左營城西側靠海處的「萬丹仔港」則是居民以海路從事運輸、發展商貿的港口。初際為防效忠明鄭之遺民起事，故不許築造城門，但肇生於康熙60年的「鴨母王」朱一貴之亂，反因無牆垣以阻擋亂民反叛而致縣署倏遭攻克搗毀。幸而亂事旋告平定，之後清廷遂敕令築城，翌年(1722年)知縣劉光泗僱工以土塊建成土質城垣和踞固於四個方位的城門，至乾隆25年(1760年)又假四座城門側邊各增建一座砲台，防務已趨穩妥；與此同時的北台灣，係劃屬為淡水廳轄地，且其築建城門之年代，距離今日左營地方之築砌鳳山縣城，足足晚了一個半世紀以上。

乾隆51年，林爽文於台灣中部舉事，其黨徒莊大田倏於南部響應，且莊大田等賊眾再度攻破鳳山縣城，俟兩年後寇亂始被渡海抵台的清將福安康靖平，但城池卻已面目全非。經呈報朝廷，爰採納地方官員和幕僚之意見，同意遷城至埤頭街(今鳳山市)之新址，冀望能開創新局。但於遷城後，南台灣仍然時見作亂，尤以嘉慶10年(1805年)自號「鎮海威武王」的盜首一蔡牽，率領海賊從打狗西側海岸登陸攻陷埤頭街縣城，和道光四年(1824年)楊良斌從「打鼓山」糾眾

反叛佔據縣衙，為害最深。

嘉慶、道光年間，官民又萌生將鳳山縣治遷回左營興隆庄舊城之議，但因舊城已告殘破必須重建新城方可符應需用。知府一方傳稭乃順應仕紳提議由官民共同集資14餘萬銀元(民間捐獻資金達四分之三)，責成知縣一杜紹祁督建新城，乃以就地取得的咾咕石、自大陸載運來台的花崗岩和三合土²為主要建材，並變更城址範圍，主要係捨棄蛇山而將龜山圍納於城內，此即民間通稱的「放蛇圍龜」。新城的建造工程是從道光五年(1825年)7~10月間分四組於四個方位先後展開，重劃的城址範圍約呈東北-西南走向，以今之單位計量城周近約四公里。翌年8月15日的中秋，工匠們完成整座以石材興建、嶄新雄偉的城池，縣治也再度遷回左營。



孰料「形勢比人強」，縣治遷回左營約莫廿年之後，由於位處埤頭街的鳳山新城和台南、屏東等地的交通往來遠比舊城便利，有利於城鎮的繁榮發展，家戶數迅速增至八千戶，反之舊城卻僅有五百戶，因此官員商紳們又於道光晚期滋生反悔念頭，而亟思回到埤頭街的城址去。復經輾轉呈報朝廷，終於在道光27年(1847

年)獲准將縣治二度遷往埤頭街的新城去，但是因為諸事延宕，故遲至咸豐三年(1853年)文武衙署才全部遷移完畢，而以石材取代土塊大幅改建的舊城則形同「副城」似的坐鎮左營當地。此一於兩地反覆遷移縣城的經過，在吾國歷史上著實甚為罕見。



左營舊城國小後方之孔廟舊址和牆垣

從日治時代後期以至於今， 左營一直是台灣最重要的海軍基地

就大高雄地區移徙開墾之經過而言，左營應屬最早之處，遠在17世紀後葉即被建為鳳山縣城，較之於19世紀後葉始由清廷敕令設縣的琅嶠縣(今之恆春)，時序上還早了將近兩百年。惟鳳山縣城歷經兩世紀多的演變，在台灣割讓予日本之後的日治時期，由於打狗地區(即今之高雄市)尤其是港埠一帶如鹽埕、鼓山…等地的快速開發，使得位於打狗西北邊並被劃屬於軍事要塞區的左營，反而瞠乎落於鹽埕、鼓山等地之後，並且隨著官方規劃新的行政區而併入為高雄市的一部分。在經歷多年的遞嬗後，不少人竟已不知道當今的左營，曾經是明鄭或清朝統治台灣時期的縣城所在地，或曾是屯聚最多人丁之首善區，而當提起左營往往將它與風光旖旎的蓮池潭、春秋閣或防備森嚴的海軍基地聯想於一起。

日治時代後期起，隨著日軍制定的「南進」策略，官方於1937年先將左營西側的「萬丹仔港」劃設成軍港，且整個左營舊城亦於不久後被劃定為軍事管制區，舊城附近地形高突環踞的龜山和郊外稍遠的半屏山上則陸續建置防空要塞，同時在現今位於楠梓後勁的地方設立

了「海軍第六煉油廠」，進口的原油自軍港碼頭輸往油廠煉成專供海軍使用之油料。原之西城門、即奠海門和城垣則因連通軍港之需以致被拆毀，這些措施正是近70年來左營和楠梓地區，陸續成為台灣首要海軍基地和著名煉油區的遠因。昔之日本海軍認為有半屏山作為屏護，應可確保煉油廠的安全，但也因為山巒的隔阻使得排放出的廢氣較難消散，彼時的煉油廠附近尚少有住家，且煉油廠的規模亦無法與現在的情形相提並論，因而未曾聚釀民怨，但是今天卻是動輒得咎，誠為當初始難料及之事。

日治期間，凡事以配合日軍之征伐侵略為首要考量的地方政府，於1940年下令舊城內的所有住戶和各聚會所如廟宇、教堂全須立即遷出，致使原所留於城內的文物難以安遷保存；此外，大片靠近海岸邊的土地也悉被官方徵收，包括南端的桃子園(屬左營)和北端的援中、蚵仔寮(屬楠梓)等地，悉被改作為海軍基地、訓練場址、醫療部門和官兵宿舍等各種用途，像是現今有「將軍村」之稱的眷村——明德新村，在日治時期乃是日本高層海軍官員居住的「北海兵舍」，1982~1987年間出任日本首相的中曾根康弘，年輕時即曾擔駐防左營的海軍軍官，並住過北海兵舍。自舊城區遷出以及



左營東門(清時鳳山縣東門，又稱鳳儀門)

原有土地遭徵收之居民，紛相移往城址東側地帶或以南的鼓山等地定居，此乃1940年代初期因為日治政權急需於左營設立海軍基地暨相關軍事設施，所導致的左營近代地方遷徙史。

二次大戰於1945年8月結束後，日本海軍部隊旋告撤離左營，不少的原有軍事設施如同進入縮停狀態一般，所幸並非完全停擺且這段期間仍有保安單位戒備戍守，故雖略有毀損但猶未因此而荒廢。民國38年底政府來台，踵繼日治時期的留下之基礎，仍將海軍的主力基地設於左營，且持續擴充整建，規模已遠勝乎當年景況。今之左營軍港，平日集結的艦艇數，近約吾國海軍艦艇總數之半，且是諸部隊從事作戰演習、教育訓練和後勤補給的重要據點。隨著新購軍艦等級的提升，多年來吾國海軍亦視需求以增建可供泊靠大型艦艇的深水碼頭，並同步改善相關的岸邊設施。因此放眼全球，左營亦是名列前茅的海軍軍港，而海軍官兵的素質和海上作戰、反登陸作戰的能力，更是舉世一流者。

政府撤抵台灣初期，不久即將左營建設為我國海軍的首要基地，海軍部門並曾數度協同地方政府，在左營舊城內以及位於左營西側、以防風林與海岸相屏蔽的地帶廣設眷村，安置大量自大陸遷徙來台的軍民，這些驟變使得左營面臨了第二次的近代地方遷徙史。而繼建設海軍基地後，政府又分別於民國38年9月和12月，在今左營、楠梓兩區交界處，恢復設立海軍官校和海軍總醫院³，使得左營愈益具有海軍大本營的多元機制，迄今左營各方面的完善建設和足能產生近悅遠來之效的名聲，當可和同為「軍港城」的聖地牙哥(位於美國加州)或日本橫須賀(位於日本神奈川縣)相比美並論。無可諱言者，在政府遷台初期極力整建左營的磨合、融入期間，新舊居民們曾有生活型態呈現明顯差異之處，且有長達近乎一個世代的30年之間，進出今日左營舊城內和左營以西的軍事區、軍眷區等地者，近乎全是來自大陸的軍民和其子裔，呈現和東側地方不一樣的生活型態及社區風貌；但因居民俱知此係時代動亂肇

致之結果，在共體時艱、兼容並濟的互助融合下，終能形成族群相惜共融的新風貌。由清朝的縣城舊址、日治時期的南進據點、中華民國的海軍基地以及在此地廣建的多座眷村，共同構成左營地方的歷史軸線，誠乃大高雄地區乃至全台灣極為獨特的現象。

左營之舊留城門、城垣和廟宇古祠，均是政府列定的重要古蹟

民國74年8月，內政部依據文化資產保存法，將左營舊城區的東門、南門、北門及城牆、護城濠，乃至於北門城外之鎮福社、拱辰井，公告為一級古蹟，高雄市政府則逐年編列經費，分期整修上述之古蹟。今左營舊城區之城門等古蹟，是於民國80年3月修復完工，但仍需定期維護，其詳細狀況如下列諸段所述。

東門(鳳儀門)

東門是保留最完整的左營古城門，位處城峰路上(城牆內的舊城區裏建有一座為紀念前海軍總司令--桂永清而設立的永清國小)，兩側城垣計有500餘公尺長，也是四座城門當中唯一留存有部分城濠並架設城橋的，城上雉堞咸經修復完妥，濠塹中經常水深盈尺，必須從城橋進出其間，頗具抒古之意。鳳儀門之名乃

取自書經：「簫韶九成，鳳凰來儀」，鳳凰來儀為古代國家祥瑞之兆，得呈「萬國衣冠拜冕梳」之吉慶。外門門額題有「鳳儀門」，內額則書「東門」，上款「道光乙酉年陽月興工，丙戌年荔月竣事」(陽月為十月古稱，荔月為農曆六月)，「督造總理陳琨，勸捐總理劉伊仲」。城門是以花崗岩為材，並採取內拱寬、外拱狹的方式砌築成拱形之狀。過去舊城區內的龜山被圈定為軍事基地時，東城門曾被封阻多年，日後則經整葺回復舊昔之型體，並開放民眾通行參觀。



左營西門(清時鳳山縣西門，又稱奠海門，今已無存僅於舊址留下標記)



左營南門(清時鳳山縣南門，又稱啟文門)

西門(奠海門)

西門之另稱--奠海門，乃取自書經禹貢篇「奠高山大川」之詞，再演繹為「奠海」，以切符安定高雄西面海疆並鎮奠海域、萬方景伏的寓意，並為昔日舊城通往海岸邊之重要孔道。從檔案資料可知其屋頂採「歇山式」⁴，背脊為三川脊，城樓並闢鑿長方形之洞窗。惟西城門已因日治時期施行左營「市街改正」計畫，及日本海軍為興建左營軍港等因素而遭拆毀，光復之後西門暨附近土地同被劃入軍區及海青中學用地，致其門址現僅遺留一截約百餘公尺長的城牆和少許樓階。原內門上方書有「西門」兩大字之門額及門門，原被保存於鼓山區的「前清打狗英國領事館」內展示，民國92年又由高雄市政府文化局移交予高雄市立歷史博物館典藏。

昔於清朝所建之西城門遺址，因業已無存且周圍環境變化良多，以致甚難探溯其原之舊址究係位於何地。幸於民國93年12月，在高雄市立歷史博物館及高雄市舊城文化協會的努力下，調出存藏於楠梓區地政事務所內，於日治

時期測繪的地籍圖，方才查知係位於今自助新村眷村內376號及378號房舍之處，之後高雄市政府復於當地設立碑體以示紀念。

南門(啟文門)

南門位於左營大路與中華一路銜連的圓環處，地處左營南端的通衢路口。外部門額書有「啟文門」三字，上、下款各題「道光五年桂月穀旦」（桂月為農曆八月，穀旦為吉日代稱，出自詩經「穀旦于差，南方之原」語句），「知鳳山縣事杜紹祁建」；內門額書「南門」，上款「道光乙酉年桂月興工，丙戌年荔月竣事」，下款「督造總理鄭蘭、藍文藻，勸捐總理劉伊仲」，勸捐總理劉伊仲為斯時民間耆老，道光乙酉年以石材重建城門之募款，皆由劉老具名擔綱。之所將南門取名啟文門，是因為古人認為南方主文運、可為國舉才的緣故，古時學子欲至縣城參加鄉試即皆由南門進出。城門為外狹內寬的雙拱門，門拱壁面砌飾以花崗岩，城座形制及拱徑與北門、東門均同，但現前南門上方的城樓是砌建於民國58年陳啟川

先生擔任市長之年代，此舉雖使南門成為左營舊有城門中唯一建有城樓的門體，但卻和原有型貌不盡相符，並呈現城樓新穎豔麗、城門古拙樸素的不相稱現象。

北門(拱辰門)

坐落於蓮池潭西南端的勝利路中段處，是於道光5年以石材重建，城門構造仍舊穩固完好，尚保存有百餘公尺向東方延築之古牆。城座表門額書「拱辰門」，意指拱衛北辰(北辰即北極星，係國人觀念中最崇仰之星)兼亦彰明城門朝北，門外兩側以精細工法形塑有神荼和鬱壘兩尊第一代門神之五彩灰質立像，是全台各地古城門中極為獨特者，乃因城門初建時門口朝北處的店仔頂路為墳葬地，遂雕塑高寬各為236公分、寬116公分之兩門神以避化凶險；內門額書「北門」，下款落筆「督建總理吳春藏、黃化鯉，督造總理黃耀漢、吳廷歲」，分別提示重建城門之日期和負責人。建造北門的取材是以俗稱咾咕石的珊瑚礁石為主，並採

用可以確保建築物堅固牢靠的六角蜂巢狀造型以砌築城門牆壁，花崗材質石梁被穩固粘置於半圓拱形的城門上，沈重的木質門板雖已不再裝設，但牆上用以安裝門扇的凹槽依舊清晰可見。城門上的樓堡雖已拆除，但城牆、雉堞、射孔、窺孔…等仍皆保存完整。

昔時城門外方的埤仔頭街為人氣鼎沸之市集，街端毗近於城門處有一座同樣以「拱辰」為名，長年湧水、甘冽爽口的泉井。20世紀起拱辰井逐漸減少出水量，終致乾涸，後來又由於拓寬勝利路使得拱辰井居然位於路口的人行穿越道上，高突於地面上的井欄對於通行的車輛極為危險，市政府遂於拆除井欄後，改以鑄



左營北門(清時鳳山縣北門，又稱拱辰門)



左營舊城國小內之孔廟舊祠和碑林

有「鳳山縣舊城拱辰井」字迹的鐵蓋覆蓋在早昔的井口處，乍看之下煞像是一般的人孔蓋，蓋上甚至還漆覆著斑馬線，時代的變遷使得這座開鑿年代已逾300年之久的拱辰井，如同「大隱於市」般的竟被埋覆於地面下，實乃滄海桑田而致的變化。

在北門外的埤仔頭街口處，另有一座初建於明永曆15年、鄭氏治台時期而被地方百姓泛稱土地公廟的「鎮福社」，主祀之福德正神向被視為是縣城北門的守護神。依據政內部的公告，拱辰井、鎮福社皆屬左營舊城遺址留存的一級古蹟，若依其現世之年代論計，拱辰井、鎮福社尚早於左營之設縣建城。鎮福社最早是以土塊和粗竹建造，道光五年(1825年)左營改以石材修建城體之際，鎮福社曾隨著大幅修葺而改呈廟宇之規模，嗣後亦數度整建。不過，沿傳至今仍皆保存著傳統的門神、屋脊燕尾、獅面懸魚..等建築裝飾。

在蓮池潭畔的舊城國小校園內，尚保存有於康熙23年始建的孔廟崇聖祠，昔時之孔廟是以鳳山、半屏山為左拱，龜山、鼓山為右輔，並以廟前的蓮池潭為天然泮池，極富地靈人傑之氣韻，孔廟建成之翌年，楊芳聲初任鳳山縣學同時於廟中舉行釋奠祭儀。早期的舊城孔廟，中為大成殿，左右為東西廡，前為大成門，後為崇聖祠，最前面的櫺星門兩旁尚有明倫堂、朱子祠、名宦祠、鄉賢祠、教諭宅、訓導宅及高聳的魁樓，規模闊廣，體制齊全完備。惜因數經政權更換，迭遭拆移殿堂門祠，今則僅餘崇聖祠。民國72年，高雄市政府斥資兩百餘萬元重新葺造，並且將原本散置鄰近的「奉旨文武官員軍民人等至此下馬碑」、「嚴禁侵佔番界審斷碑」以及「忠義旌表碑」…等十具石碑蒐集起來，同皆植立於祠後而成為「碑林」區，俾可永久保存，崇聖祠今則獲列為國家三級古蹟。至於現在之高雄孔廟，是市政府於民

國63年參照宋代孔廟樣式及山東曲阜孔廟配置方式稍加修改而建造，巍峨堂奧、肅穆雅致，是全台各縣市的孔廟當中，規模最為深廣宏大者。

結語

左營自1684年設立為「鳳山縣城」起迄今，已有320餘年之歷史，今則仍似歷久常新般的，大步邁進為現代化的都會城區，且在成為台灣高速鐵路的南端大站，以及貫穿左營的捷運路線通車啟用之後，更在原本膺當海軍重鎮的角色之外，另又肩負起大高雄地區交通運輸樞紐的使命。而且，左營也是高雄市孔廟的所在地，兼以近年來觀光藝文團體皆於每年十月假左營區展開「萬年季」活動，使它愈加蘊涵傳承歷史、發揚文化的重要意義。今藉「周雖舊邦，其命惟新」之古語，以印證左營且殷盼於地方鄉親，洵屬備極適切恰當之言。🍀🍀🍀

- 1 由荷蘭人鳩工興建的城堡，主要有位於今台南安平之「熱蘭遮城」(Zeelandia，意為臨海之城，因為是於荷蘭奧倫治王朝時所建，故荷人又稱奧倫治城)，和位於市區民族路上的「普羅民遮城」(Provintia，意為省城)兩城，於經過數百年來之變遷改建後，現在則分別是「安平古堡」和「赤崁樓」。另位於台北縣淡水鎮的「紅毛城」(Santo Domingo)，則是由西班牙人初建，並經荷蘭、不列顛政權的改建而留存下來。
- 2 由石灰添加砂、泥調和而成的建材，大都為土黃色，乾後硬度頗高、且具相當的耐水性，因此是早期農業社會的常用建材，特別宜於鋪設壁面。
- 3 其前身原為日治時期設於左營之「海軍臨時診所」，民國34年台灣光復後先被收編為「海軍醫院」，38年易名為「海軍總醫院」，一直沿續該名稱近約半個世紀，甫因國軍推行精實專案，而於94年定名為「國軍左營總醫院」。
- 4 歇山式屋頂共有九條屋脊，即一條正脊、四條垂脊和四條戩脊，因此又稱九脊頂。由於在其正脊兩端到屋檐處中間處，分出垂脊和戩脊，好像「停歇」一般，故名歇山頂。所結合運用直線和斜線的樣式，在視覺效果上予人稜角分明、結構清晰的感受，上半部分係呈懸山頂或硬山頂的樣式，而下半部分則為無殿頂的樣式。

徐亨俠情義膽山高水長

經營事業多年·終因年高停歇

著者／陳降任

海軍官校39年8月班航海科
歷任海軍淡水巡防處長、漢陽號驅逐艦長、驅逐艦戰隊長、攻擊支隊長
曾兩度出任中美海軍聯合艦隊演習指揮官

一九八三年以前，座落於台北市中山北路二段一二二號，以旋轉餐廳著稱，享譽台北的夜總會《中央酒店》，在當時節目相當精彩，除名歌星白嘉莉等固定駐唱外，並邀世界著名藝人輪番來台在該酒店獻藝，頗為國人矚目。

《中央酒店》是由華僑銀行董事長蔡紹華所有，後因經營策略錯失，以致虧損連連，終於一九八三年九月二十六日轉手讓給香港僑領，也是立法委員的徐亨將軍接手，將其改裝擴建成觀光飯店，命名為《富都大飯店》。

出身忠黨愛國家族

徐亨，廣東花縣人，一九一二年（民國元年）生於廣州的一個書香世家，上有一兄一姐，他排行第三。父徐甘澍為留美醫學博士，母黃玉英是婦產科醫生，父母在廣州執業，創設《保生醫院》暨《佐生藥房》。中國第一部X光儀器即由其父引進。叔祖徐維揚，早年追隨國父革命，是革命軍敢死隊隊長，黃花岡七十二烈士中，有十八位是花縣人，其中徐姓十六位，可說出身在一個忠黨愛國的家族。伯父徐甘棠教授，是聞名全國的數學家。徐亨

就讀嶺南中學二年級那年，母親從廣州到香港，住在英王酒店準備迎接小舅父自美歸來，當晚有人縱火想謀害廣東省主席陳銘樞及粵軍將領李濟琛，母親不幸被焚身亡，帶給家人很大悲痛。不久，其父續弦，繼母也是醫生，婚後育有一女。繼母不幸病逝，父親再次續弦，並生下五女一子，但兒子早夭，直到父親過世後，三媽媽經親友協助帶著五個女兒移民美國定居。

鵝鶼情深恩愛逾恆

徐亨夫人余素馨（已歿）系出名門，出生香港，喜愛運動。求學時是香港南華會會員，擅長籃球、排球，兩人在香港因球結緣。後來先後到上海暨南大學求學，夫人主修外文，兩人開始交往情投意合，於一九三八年結婚，在上海有名的百樂門宴客，參加婚禮的名人很多，有吳鐵城、俞鴻鈞、錢大鈞、黎明暉、阮玲玉、陸祖恩等人，都是他們的好友。他兩婚後育有兩女一子。一九四三年，長女徐燕在重慶出生，次年徐亨奉命赴美受訓接艦，其妻因有美國華僑身分，遂帶妻女同往，此時妻已有孕

在身，飛抵印度加爾各答後，長子徐堅便在印度出生。九年後（一九五四年）么女徐珊在香港出生。夫人秀外慧中，擅長外文，對他從事體育外交助益良多。尤其是對我國確保國際奧會會籍，為夫君得力助手，功不可沒。他的夫人曾說：「其奔走生涯，不能吝一分金錢，不能惜一寸光陰，不能短一分精力，更不能缺一腔熱血。」從此看出夫唱婦隨伉儷同心，其愛國情懷令人敬佩。其二女一子均留學美國。長女徐燕現在台為其父處理富都。獨子徐堅與么女徐珊在美經營洛杉磯機場希爾頓旅館，事業興隆。

將軍博士文武兼備

徐亨早年畢業於海軍黃埔官校航海科及國立暨南大學政經系，後又獲頒大韓民國慶熙大學榮譽法學博士、中國文化大學哲士、美國春田大學榮譽人文博士及台灣輔仁大學榮譽文學博士。

徐亨博學多才，文武兼備，經歷豐富。抗戰期間，一九四一年香港淪陷前夕，隨護陳策將軍帶領部分英軍突圍脫險，獲得英國政府贈予O·B·E·榮銜。一九四四年考取赴美受訓接艦，勝利時擔任海軍八艦之一的永寧軍艦艦



1	
3	2

1. 海軍袍澤歡宴徐亨將軍（前排中戴帽者）。前排左三為輪機長陳鳴錚將軍，後排左五為羅日賢將軍，後排左二一為作者陳降任。
2. 作者陳降任（立）拜訪徐亨將軍時留影。
3. 徐亨將軍（前右）與本社創辦人王成聖教授（前左）資深作家汪清澄教授（後左）及前奧委會秘書長吳興強（後右）合影。

長。他是黃埔海校的魁首，與接替陸軍出身的桂永清升任海軍總司令的馬紀壯（接永順艦副長）、梁序昭（接太康艦長）、黎玉璽（接太康艦副長）等，為戰後創建中國新海軍的鼻祖。他在一九四八年（民國三十七年）以海軍少將軍階卸下半生戎馬生涯。

穩健踏實房地產發跡

徐亨離開海軍，立即進入不同領域的中央航空公司，為老闆陳文寬所器重，聘他出任總務處長，管理空勤與地勤兩千多人，使他學到管理長才。不久中央航空公司宣告解散，徐亨即與戴安國、陳文寬、蔡克非等人籌組復興航空公司，他是公司的股東之一，並兼駐香港代表。當時復興航空公司僅有《黑天鵝》一架，使他徒具虛名無事可辦，只好自己另創事業，先在香港經營進出口貿易，稍有所獲但稱不上成就，只好另謀他途。他發現旅遊業頗具發展

潛力，遂即籌組旅行社經營旅遊事業，因他個人信用良好，待人誠懇與航空公司交道順暢，專為留學生向國泰航空公司辦理飛美機票，當時單程機票，一般都要五百美元，但他的旅行社只開價三百五十美元，所以留學生都紛紛向他購買機票。後來他覺得房地產值得投資與經營，於是他同時兼營房地產，使他賺到不少錢，終於由此發跡，進而經營旅館業迄今。他先將父親在廣州創設的《保生醫院》改建成《麗都旅館》。大陸易幟後，其父被中共逼走搬到澳門。後來，徐亨透過紅十字會幫忙追討家產，結果只要回藥房交給他哥哥，旅館則無法取回。

富都從香港到台北

徐亨有了經營旅館經驗，遂於一九六四年，在香港創辦《富都酒店》，起初只有兩百個房間，後因生意很好，又買下一個小旅館與原來



雪梨奧運期間，徐亨將軍（左一）與教育部長曾志郎（左二）、中華奧會主席黃大洲（右二）、體委會主委許義雄（右一）連袂前往選手村探視中華代表團，由總領隊莊村徹（中）接待。



徐亨將軍（前中）與本社陳秀英社長（後中）及康有為之孫康保延（後右）等人合影。

的旅館合併頗具規模，接著股票上市。香港的《富都》位於九龍彌敦道商業鬧區黃金地段，其酒店名聲響亮，生意興隆。

一九八一年前後，徐亨身為國府僑選立法委員，為響應政府號召華僑回國投資，開發國家經濟建設。正好香港永安百貨公司想在原址興建大樓，出高價購買香港《富都酒店》，徐亨就此將事業重心轉移台北，經營現在中山北路的《富都大飯店》。

當時，《中央酒店》開價七億元，經他還價後以四億五千萬成交。徐亨看上的是該酒店的地段。而建構原以經營歌廳、舞廳、夜總會為主，要改為旅館需大事改裝，所以開頭一兩年，《富都大飯店》是處於虧損狀況，他在留美的長女公子徐燕的襄助下，高瞻遠矚，深

信崛起指日在望。終因地段優良服務親切，加上徐亨的名聲與高尚的人品，致海外僑胞來台洽商或觀光，幾乎全都樂意下榻《富都大飯店》，視其為《華僑之家》。

徐亨不但在台北擁有《富都大飯店》。另在美國洛杉磯開闢機場希爾頓(Hilton)旅館，交由他的公子，美國康奈爾大學旅館系畢業的徐堅與留美的么女徐珊負責監督。該機場希爾頓旅館，擁有一千二百個房間，現在可說是全球最大的機場旅館，住房率高達百分之九十，該旅館不僅設備好，服務佳，而且房價低廉，普通旅客住宿一夜，在六年前只要美金八十元。

他慷慨媲美孟嘗君

徐亨交遊廣闊，為人慷慨，仗義疏財，處事圓融周到，待人誠懇，有相識滿天下，是知己遍世界的一大聞人。他出身海軍，對袍澤情深義重，《富都大飯店》自從在台開業以來，他慷慨好施媲美戰國時齊人孟嘗君，宣佈每周四中午邀宴黃埔海校校友、每周三中午邀永寧艦舊屬，每周三上午請基督教國際基甸會台北第一支會的早禱會會員二、三十人，每月中旬嶺南大學、中學校友及富都雅集（廣東文士）前往富都二樓免費招待午宴。我海軍同學會近十來年都在富都舉行春節團拜，並請老長官徐亨蒞

臨，他在致詞中總是對與會的百餘同學說，不分永寧與否歡迎大家每周三中午光臨富都午餐。大家接受他的熱誠接待，二十四年以來從未間斷。足見其氣度宏偉，慷慨待人猶如古人孟嘗君再世，無不令人欽佩。

筆者是留英海軍老兵，原非八艦人，更不是永寧艦成員，卻因三年前我們青年軍海軍同學聯誼會，在台北舉辦六十周年紀念，為籌辦慶典活動，我與海軍官校同班同學擔任會長，政大畢業的羅日賢接觸頻繁，遂約定每周三中午在富都見面磋商。因內人陳明律是廣東人，早年家裡雇有粵籍傭人，故我略通粵語，致被安排在徐亨艦長的右手邊座位，輪機長陳鳴鏗坐在他左邊，由我用蹩腳的粵語與他溝通，輪機長與他談到要點時，則改用英語與他交談。從此，我也變成《永寧艦人》了，很榮幸地與徐亨將軍有了交往。永寧艦人都尊稱他為《艦長》，他也樂意接受。因艦長的職務在海軍中十分重要，尤其早年艦岸通訊不便，凡軍艦遠離軍港，艦長就要獨當一面，必要時甚至有如諺云：「將在外，君命有所不受。」

一九八九年，《永寧艦人》羅日賢偕內政部一位副司長前往墨西哥阿卡波可，以我國代表身分出席聯合國主導成立之《國際老人協會》會員大會，出國前將行程告知《艦長》，不意

回途飛抵洛杉磯下機後，在出口處竟被《艦長》公子徐堅派員將他接往洛杉磯希爾頓機場旅館去小住了幾天。如此的情深義重，使羅日賢感動不已，也可看出徐亨老艦長對舊屬的厚愛無微不至。還有，接八艦之一的太平艦艦長曹仲周（後升至海軍中將副總司令，並外調陽明海運公司董事長）某日在富都設席宴客，為徐亨艦長所悉，因念及音日戰友之誼，當即予以免費招待。

《艦長》在他七十大壽時，慷慨捐出一千萬新台幣，作為國家體育發展的基金，是國內出資成立體育基金的第一人。

記憶力強心細如髮

一般長者記憶力衰退十之八九，但近三年來我發現《艦長》並非如此，記得我在本誌寫過一篇《陳策與徐亨師徒情深義重》一文，定稿前將初稿送請《艦長》過目，他能記得七十五年前文中述及的兩位戰友名字，被我寫錯為同音不同字予以改正。

由此看出年近百歲的《艦長》頭腦仍很清晰，尤其是臉上、手上無斑白暫細嫩，而我們後輩都不如他，世上確屬少見。

三次危難死裡逃生

一九四一年十二月二十五日《艦長》隨陳策將軍突圍，在日軍槍林彈雨下平安脫險。

一九四七年聖誕節前夕，由南京飛上海，原訂最後一班飛機，因與先飛的機長相識，臨時聽其慫恿，改搭先飛的班機飛滬，不料原訂那架後飛的班機竟然發生空難，因而逃過一劫。一九七一年十二月初，因前副總統嚴家淦，臨時召見，使其逃過預先訂好的十二月二日華航八二五號台北飛港發生空難的班機。

綜觀徐亨畢生事功，他所涉及領域極廣，早年他是運動場上全能名將、退休海軍將領、三所大學榮譽博士與哲士、成功的企業家、傑出的報人（為香港時報與台灣日報董事長兼發行人）、僑選立法委員、國際奧林匹克委員、中華奧林匹克委員會主席，退休時榮獲國際奧會主席贈勳、國際奧林匹克委員會終生榮譽委員、中國國民黨中央委員及中央評議委員、總統府國策顧問；中華民國紅十字總會會長。

他在各個崗位上都有卓越的成就，對國家貢獻卓著，他擁有許多的榮銜，但他是一位不愛隨波逐浪的愛國偉人。我以為稱他為《先生》似最恰當，但他也愛聽《永寧艦人》尊稱他為《艦長》最感親切。

先生平日生活起居正常，精神奕奕，除不忘國事外，對國際奧運活動仍然不辭辛勞，閒不下來，去年（二〇〇六）曾先後前往義大利參加世界冬運，飛中東杜哈觀摩亞運，忙得不亦樂乎。

富都脫手頤養天和

近年以來他的子女有鑒父親年事已高，決定將《富都大飯店》適時脫手，好讓老父頤養天和。終於將《富都大飯店》以二十六·一億台幣售予《遠雄公司》，報載要將其改建為豪宅。日前《富都》公佈其十四樓的旋轉餐廳定於今年母親節轉出最後一夜，餐廳以大樓中心為主軸，平均每七十五分鐘旋轉一圈，轉上一圈就等於用一餐時間。而《富都》的中餐部已於九十六年三月三十一日結束，西餐部配合客房繼續營業至九十六年六月三十日全部結束。

雖然徐亨即將沒有台北《富都大飯店》董事長之職，但他仍然還是美國洛杉磯，世界最大的希爾頓機場旅館的主人。願徐亨老艦長福體康泰，壽山福海。 🙏

慶祝建國百年創作新詩三首

著者／林進順

海軍官校正期86年班
國防大學海軍學院98年班
現任海軍司令部中校計畫官

百歲母親

一、那年

那年 碼頭的人潮浪濤般湧向船堆

通膨的病菌侵蝕了鍋碗瓢盆

千里的家園瀰漫著赤紅氛圍

裊裊白煙在藍天畫布上寫下了·救贖

聲聲汽笛從自由國度裡傳來了·希望

熟悉的國土瞬間變成了紙上世界

舷邊·隔阻了煙硝 ——

在她的背上、腰上、手上 馱負著我們兄·弟·姐·妹

走向康莊大道 步履艱如蹄鐵

鹽山堆積出海水和汗水的雪白

簞食瓢飲映照家庭代工的夜半

芋頭蕃薯填飽人定勝天的意志

一甲子的光景 逆境·定志 風雨·信心

從豆籤到佳餚 從代工到MIT

崢嶸頭角的曙光 乍現百年來的閃褶

感恩 我偉大的母親：

中華民國

百歲·生日快樂！

二、這年

那頭 霧濛濛的一片海牆

見不著你巨碩的身影 卻聽見你叫囂的聲音

抑或是你筋疲力盡後的柔情假語

放下你的鞭子 我已然是前妻

空氣中揮舞的鞭笞聲 是夜半夢醒的驚悸語

不堪回首的來時路呀——

嘶啞的咆哮 換來恐懼的身影 躬藏在海的牆柱

暗地的中傷 社會排斥的傷痛 堆砌成山的黑幕

變臉的虛假 難以全真的情話 算計迷離了相信

嚴苛的律法 烙下永痕的恫嚇 荒唐阻斷來時路

下一步又是什麼折騰？

離鄉一甲子 難續不了緣 往事成歷史 落葉已生根

孩子的血 兩岸的浪 光陰的麻 抹去的怨

緣起緣滅 愛已遠 艦艚破浪 浪無痕

習慣承認習慣 事實接受事實

收起你的鞭子 我是百年前妻

我未曾 另結新歡 遺世而居

只願當你 不離不棄 的知己

和平互惠 雙贏掛帥 的旌旗

我 們

回首一眼 國土

啟航前的一幕

榮耀來自白軍服的自負

習慣 享受 孤獨

風是海妻

浪是看得見的風力

月似海神

湧是看不見的引力

0313 海圖

海峽 易怒

備戰聲響起 水下接觸

戰艦怒吼著 反潛戰術

海上猛虎

天助自助

捨生海疆固！

果能領海護？

船堅砲利須建樹

軍售建案可一蹴

停泊燈直暈陸

汗水比海水苦

碼頭舊報紙訴：

真相如何模糊？

黃朦朦的艙燈牽攀著思鄉路

答答滴的派笛喚醒了夢一齣

我們·海軍

海上公僕 船舶保母

巡·弋·疆·土

盡 忠

巍巍中華 三軍將士誓盡忠

同袍齊心 百年戰備立昌隆

衛戍國土 馳聘海疆 凌雲御風

弘揚武德 愛民助民 救災先鋒

疾如風 徐如林 掠如火 不動如山

身勤強 家勤興 國勤治 軍勤必勝

戰技精練 百發百中迫近

戰術奇變 形人而我無形

戰略前瞻 不戰而屈人兵

傳承黃埔精神榮耀陸海空

創造中華民國千秋萬世功



極端主義下的輓歌 —電影「盧安達飯店」省思

著者／蘇長春

政戰學校79年班
中山大學政治所碩士，國防大學戰爭學院98年班
歷任輔導長、政參官、海軍官校學務處處長
現任海軍一二四艦隊主任

近期遠在北歐的挪威發生了恐怖攻擊事件，事件發生之初，兇手一度指向國際恐怖組織，但令人意外的是兇手居然是土生土長的挪威青年！此人與國際恐怖主義組織毫無關係，但有基督教極端主義傾向，屬於極右派行動成員，曾屢次在網上發表強烈的國家主義言論，批評挪威的移民政策太過寬鬆，反對不同背景的人生活在一起，如此極端的思想，最終導致近百人死亡的悲劇。

從這個事件中，不禁令我想起1994年發生於中非的盧安達內戰，這場恐怖的種族屠殺，造成100萬人被殺害，10萬名兒童成為無家可歸的孤兒，雖然震驚國際社會，但無人伸出援手，坐視屠殺不顧乃至最後結果慘絕人寰。這場內戰後來被拍成電影「盧安達飯店」，一齣人類現代史上的真實悲劇，也是柯林頓總統任內最感遺憾的事件，然在國內上映時並未獲得太多關注。

雖然早知本片的悲慘，但近日再看一遍，心中仍有無比而巨大的震撼，也讓自己的心

情久久不能平復。到底是怎樣的一種仇恨需要用如此激烈、極端的手段去屠殺與自己已共處百年的民族？難道只為報復、洩恨、利益？「把拔，我也要看computer！」清亮的嗓音將我拉回現實，轉過身，女兒Abby正努力地把自己湊到我的懷裡，看著女兒天真的童稚與可愛的臉龐，讓我怎麼也無法與電腦螢幕一張張慘絕人寰的劇照相連接！如此簡單的一種幸福，卻是盧安達人難以企求的奢侈！

無須太多贅言，看完此片後，一股電流再度強力震撼心靈，情緒良久無法平復！一個遠在中部非洲遙遠、陌生的國度，是的，既遙遠又陌生，甚至無法在地圖上正確指出她的位置。但卻因為一部影片，讓原本沒有交集的空間，在心靈與思想上開始接上訊號。盧安達種族屠殺，凸顯了極端主義者的無知，亦裸裸顯示我們所處的世界—冷漠、自利、虛偽、無知、糊塗……，難道在強權利益衡量的思維下，弱勢者就註定要扮演犧牲

者的角色？難道這是無法跳脫的宿命？又為什麼有能力的國家，甚至國際組織對這些問題視而不見？公理正義對這些弱小的民族與衰敗的國家究竟代表何種意義？民族仇恨難道真是政客謀權的有利武器？……種種問題，都值得我們深思！

壹、民族主義常是政客操弄的工具

民族主義是什麼？民族主義的概念各派學者眾說紛紜，各有不同說法，幾乎所有的民族主義學者對界定民族主義都沒有共識，但有一點可以確定：近兩百年來，民族主義是種政治原則，¹更是政治運動中的旗幟。作為政治原則，是民族主義很重要的面向。在實踐上，民族主義重要主張就是：一個國家一個民族，一個民族一個國家。姑且不論如此意義下的民族主義是否曾經實現，或者可行，然而這樣的意義卻經常是民族主義的中心思想，如此極端、片面的思想，為世界帶來了紛擾，迄今難休。

盧安達雖然由胡圖族、特瓦族與圖西族所

組成，但經過數百年來的交往、通婚，早已模糊了種族的界線。然而卻由於殖民者的操弄（盧安達早期為比利時殖民地），讓原本取得統治權的圖西族在殖民者離開後，成為被統治者，因而埋下日後種族屠殺的原因。而在1962年盧安達獨立後，政府不僅未妥善處理種族問題，更對圖西族實行種族歧視政策，且透過國家控制的媒體把圖西族人等同為國家的敵人，煽動胡圖族人的恐懼和仇恨，企圖達到政治目的。但諷刺的是，胡圖人不僅無法由外觀、語言辨認誰是圖西人，甚至還需出示身份證明，才知誰是胡圖人、誰是圖西人？在如此一個連民族都稱不上的兩個種族，竟會為了不甚明確的政治目的而展開血腥屠殺，這也驗證了民族主義向來是政客操弄的最好工具，尤其在民智未開，社會不平等的國家，更是屢屢上演。

大前研一在《民族國家的終結》一書中，大膽預測民族國家將會終結，而傳統國家的角色也必將式微。但是就現實層面而言，民族主義似乎很難從世界的舞台上消失，不僅盧安達，伊拉克庫德族、俄羅斯車臣、塞爾

維亞……等，均不斷發生民族追求獨立而造成戰爭與種族清洗事件，只要人類的野心慾望仍在，民族主義仍將是政客手中廉價的戰爭工具。眼光拉回在地，近年來國內族群問題不斷被有心人士放大、挑撥，是我國未來發展的隱憂，但幸而我們有著穩定、教育水準高的中產階級與恪守分際的國軍，作為國家安定的力量，族群議題的邊際效應不斷遞減，未來雖不致發生嚴重衝突，但盧安達事件仍值得我們引以為戒。

貳、國際組織的算計與冷漠

聯合國是現今最重要國際組織，然而在盧安達問題上卻冷漠的令人心寒。聯合國憲章第一條：聯合國成立之宗旨主要在維持國際和平及安全，發展國際間友好關係，以及促成國際合作來解決各種國際問題。²在劇中，當記者詢問聯合國駐盧安達和平部隊指揮官「聯合國是否干預阻止盧安達的報復性大屠殺」時，奧利佛上校說：「我們是來維護和平，不是製造和平。」於是乎，在國際社會的冷漠對待下，盧安達悲慘的屠殺得以持續

也就成為必然。

盧安達既不產石油，亦無重要資源，是個毫無商業價值及重要戰略地位的中非叢爾小國，失去強權關愛的眼神也就不足為奇。因為，強權關切的是自身的利益，更熱衷於為自己國家謀求更多的資源，而不是幫助一個貧窮小國，這就是國際社會的現實。人們往往先滿足自己之後，才想到其他，國家也是一樣，這與經濟學所說人是理性自利的原則，其實是不謀而合的。

眼光轉向台灣，一旦中共以內政問題進犯台灣，國際組織與國際社會會進行干預？還是放任？我想從盧安達的問題中我們可以得到啟示：對台灣這樣一個無石油、無資源的小島，雖然還有點戰略地位，但重要性不斷下降，唯有發揮我們經濟上的優勢，成為資訊領域不可或缺的重要板塊，或創造其他更高的商業價值，我們才有可能在國際社會中得到協助，否則既無資源，又無商業利益，也鮮少戰略價值的小國，與盧安達何異？

參、資訊媒體的價值取向與壟斷

當外國電視台記者拍攝到胡圖族砍殺圖西族人的真實畫面，主角保羅認為這樣的畫面會引起國際注意，但是記者希望保羅不要抱太大希望，「因為他們通常看到電視新聞撥出後，會說『啊，好可憐！』，然後轉頭繼續享用晚餐。」我不全然認同記者所述的觀點，只要媒體善盡其責任，擴大報導，雖然冷漠大眾佔多數，但仍然可能獲得相當的關注，並對國家形成壓力。

資訊科技的進步，讓媒體的羽翼更為豐厚，新聞傳播的更為快速、也更廣了，然而媒體是否價值中立，客觀報導事實，還是選擇性的放送新聞，往往也影響了大多數人對於問題的判斷。片中一開始播出胡圖權力電台RTLM的一段廣播：「各位聽眾，有人問我為何痛恨所有圖西人？我叫他們去看看我國歷史吧！圖西人是比利時殖民者的共謀，搶走我們胡圖族的土地，鞭打我們。如今這些圖西叛軍又回來了，他們是蟑螂，他們是殺人兇手。盧安達是我們胡圖族的土地，我們佔大多數，他們是佔少數的叛徒和入侵者。我們要採扁橫行的害蟲，除掉RPF盧安達愛國

陣線叛軍！這裡是胡圖權力電台RTLM。」如此煽動性的話語，挑動著胡圖激進份子的神經，也造成一場世紀悲劇，此即充分說明了媒體雙面刃的特性。

所以，不論西方，還是我國媒體，都有自己在意的議題（看看國內各電視台的屬性即知一二），因為控制媒體的人很有力量，也有其偏好，常會為了某些不為人知的事，或者利益而與現狀妥協，也因此選擇性的剪接、播出常常成為可能，客觀性與公正性令人存疑，往往需要閱聽人再加以判斷，但閱聽人的知識是否足以判斷？還是照單全收？這也凸顯了媒體對於資訊的壟斷性。

肆、衰敗國家是動亂的根源

貧窮國家的混亂情勢變的愈來愈具有威脅性，內戰更是變的嚴重且長久，而且這種暴力混亂的傾向會自我持續，因為戰爭會使得新的衝突變得理所當然。一旦國家進入暴力狀態，他的人民就只好著重於眼前的立即求生而不是長遠的生存之道。因此，儲蓄、投

資及創造財富就逐漸地減少；政府官員只為他們自己尋求戰利品，而不會去制定可供長遠繁榮的政策，所以，貧窮、不安穩及暴力就會循環不已。

盧安達愛國陣線（RPF）與政府軍的長期戰爭，使得社會混亂、不安，仇恨開始蔓延，政府並放任國民燒殺擄掠，而不論大小官員，都充分利用混亂局勢謀求自身利益，以致國內貧窮，發展遲滯，愈來愈衰敗。美國及其盟國在面對這些衰敗的國家時，常從利益衡量做出選擇，假若如盧安達一般毫無利益可言，這些西方國家常希望逃離混亂的權力真空所引起的問題，或視而不見，當然更無法期待他們會以現行的各種國際機制來處理問題。

因此自身政府的力量還是國家發展的根本，當盧安達民兵發起種族屠殺時，政府、軍方均可以積極介入，穩定局面，但是卻沒有。一個貪婪、衰敗的政府只想從中牟利，放縱社會走向失序。而內戰也形成難民問題與游擊隊，甚至未來有可能發展成為恐怖組

織，如此不僅造成國際問題，也是日後動亂循環的根源。

伍、正義的最後防線－國際法庭

從戰爭法的觀點來看，「種族滅絕」的行為足以構成戰爭罪刑，不但不容於戰爭法的規範，也是不合法的戰爭行為。盧安達於1975年簽約批准「滅絕種族公約」，公約將絕滅種族罪定義為「任何犯有如同所述行為意圖毀滅一個民族、族裔、人種或宗教團體的整體或局部」所述行為包括屠殺團體的成員，引起嚴重的身體或精神上的傷害，對團體的生存條件有意施加打擊使得整體或局部受到實質的毀損。公約不僅將絕滅種族的本體定為一種國際罪行，同時在第三條提及「直接和公開煽動絕滅種族應受懲罰。」³在盧安達內戰中，放縱或煽動屠殺者，多半都已交付盧安達國際罪刑法庭審判，並且判刑，此為遲來的正義，也讓所有心懷不軌的人有所警惕。然而，縱使罪犯獲得定罪，卻也永遠無法彌補他們已經造成的巨大傷害！

「仇恨」與「自私」是人類生存的最大殺手！也是極端主義滋長的溫床，尤其「民族主義」更是人類歷史悲劇的根源，無數的悲劇均假汝之名，而帶來沈痛的浩劫，國際間的現實則是助長浩劫的最大推手！從「盧安達飯店」乙片中，讓我們再次看到，也再次驗證了人類的無知與脆弱。國際社會終究還是充滿著現實主義的思維，在面對複雜的國際關係上，我國正走在關鍵的十字路口，究竟繼續朝東？轉向西邊？還是平衡發展？在內部問題上，族群問題該如何處理？經濟與環保該如何發展與平衡？都需要我們每一個人運用智慧去思考、去參與。畢竟我們都住在這塊土地上，也都無法置身事外！只有成為積極的參與者，才可以改變我們的命運、改變我們的未來。 🇺🇸

-
- 1 江宜樺，〈自由主義、民族國家與國家認同〉（台北：揚智，2000年初版），頁26-28。
 - 2 洪鎮東，〈國際關係與國際組織〉（台北：高點，1999年），頁350。
 - 3 羅伊·古特曼(Roy Gutman)、大衛·瑞夫(David Rieff)，〈戰爭的罪行〉，席代岳譯，（台北：麥田，2002年初版），頁247。

遏阻面及空中威脅 之近接武器新發展

譯者／李仲誼

海軍官校正期43年班
備役海軍上校

「反艦飛彈威脅」自始即為海軍的噩夢。現今「反艦飛彈較佔優勢」之嚴峻態度勢已演進至「非對稱 (Asymmetric) 水面及空中威脅係海軍最沉重的災難」。該新戰術需求乃促成各國海軍必須竭力發展有效防禦之「近接武器系統」(Close-In Weapon System, CIWS)。

壹、前言

在過去40年之歲月中，海軍見證了掠海進襲及從高空大角度俯衝進襲之反艦飛彈首要峻嚴威脅，其首先之見證乃為著名的「飛彈戰第一役」－1967年埃及飛彈快艇發射一枚SS-N-2冥河 (Styx) 反艦飛彈擊沉以色列Eilat號驅逐艦。

此反艦飛彈之宏效再次於1982年獲得「確證」；當時福島戰爭英國42型驅逐艦Sheffield號及貨櫃船Atlantic Conveyor號遭阿根廷戰機發射之AM 39飛魚 (Exocet) 空對海反艦飛彈擊沉。

此日增之反艦威脅促成新型遂行硬殺防禦 (「Hand-kill」 Defence) 之近接武器系統 (Close-In Weapon System, CIWS)。該CIWS包含一座連絡砲座上或砲座外之搜索及射控雷達的高射速小口徑 (20公厘至30公厘) 快砲。而構成

幾乎是全自動的設計為有效摧毀該自空中以其「終端進襲彈道」(Terminal Approach) 來襲之反艦飛彈。運用其約1.5公里之有效射程，該新銳武器乃被選擇擔任專責將突穿「外層防空屏衛」之漏網之魚的任何飛彈威脅遏阻。

此CIWS業已「大量繁殖」衍生演進。將方陣 (Phalanx) 及門將 (Goalkeeper) CIWS等列為制式武器系統，必須裝配於如航空母艦、兩棲戰艦及主要輔助艦等主要水面戰艦及高價值戰艦。

然而，反艦飛彈威脅並未就此消弭；主要原因之一乃為「非對稱作戰」之興起。謹列舉如下諸佐證：在後冷戰時期 (Post-Cold War) 中，其戰場竟是近岸預警時間極少之海域 (Near-Land Area) 及濱海 (Littoral) 此類海域性往往是侷限性狹窄水域或「險惡水域」。其威脅型類計有：1. 近岸攻擊快艇 (Fast Inshore Attack Craft, FIAC)；2. 漂浮即造爆裂物 (即漂

浮土造炸彈之Waterborne Improvised Explosive Devices)3. 武裝直升機;4. 輕便小飛機。

停泊或航駛於港灣之戰艦非常「脆弱」。此項佐證即為2000年10月美國Cole號驅逐艦訪問葉門的Aden港，竟遭恐怖份子「自殺攻擊」；該驅逐艦官兵陣亡高達17人，艦體嚴重受創。

英國BAE 系統公司副總裁Kelly說得好：他將該棘手問題剖析歸納如下：「更多的國家亟需擁有更具宏效的小型攻擊武器。此趨勢乃意味著大部份海軍渴求為其艦隊『購置接戰的時間與空間』。換言之，卻用以換取於更遠距離外更強力地攔截來襲武器」。

現今各艦多在不明確的環境中作戰，因此吾人亟需發展有助於此險惡環境中「獲勝」之能力與戰力。因此乃促成如下兩類截然不同的近程硬殺武器系統(Close-Range Hard-kill Weapon System)。一為原先發展之反艦飛彈防禦現改進為兼行防禦小型水面威脅及較慢及較低的空中威脅。另一方較低廉的整合了光電(Electro-Optical, EO)射控系統之全自動或遙控穩定型小口徑快砲，而提供對非對稱威脅之高經濟效益反制；此低價武器尚對「警察任務」提供額外戰力。以下按序分析報導各國CIWS之新發展及運用。

貳、美國之方陣型CIWS

美國MK 15方陣 (Phalanx)CIWS堪稱為全世界現役最著名的CIWS。該系統於1970年代初期發展，首先係供美國海軍使用。該系統係由通用動力公司Pomona部門(General Dynamics Pounoua Division)發展(該公司現更名為雷神飛彈系統公司)-Raytheon Missile System)。現已廣泛部署於美國海軍艦隊，並已外銷22個國家。

該MK 15CIWS採用同時追蹤目標及射出的「砲彈流」(System of Round)之「封閉迴路」(Close-Loop System)。該系統自1980年代初期大幅改進而衍生Block (批次) 1 改良型，用以反制自高角度俯衝之飛彈。最後，更增設了優異之軟體、光電(EO)感測儀及操控台(Control Consoles)，而演進為專責接戰小型高速敏捷快艇、直升機及慢速飛行之固定翼飛機之方陣Block 1B CIWS。

Block 1B系統亦予美國新發展之公羊(RAM)防空飛彈系統(RAM係Rolling Airframe Missile之縮寫代號，其意義為旋轉彈體之防空飛彈)提供「目標標定」(Target Designation)使命，同時已預定整合入未來之「高能雷射武器系統」(High-Energy Laser Weapon System-Laws。(後詳)(如圖1及2)。

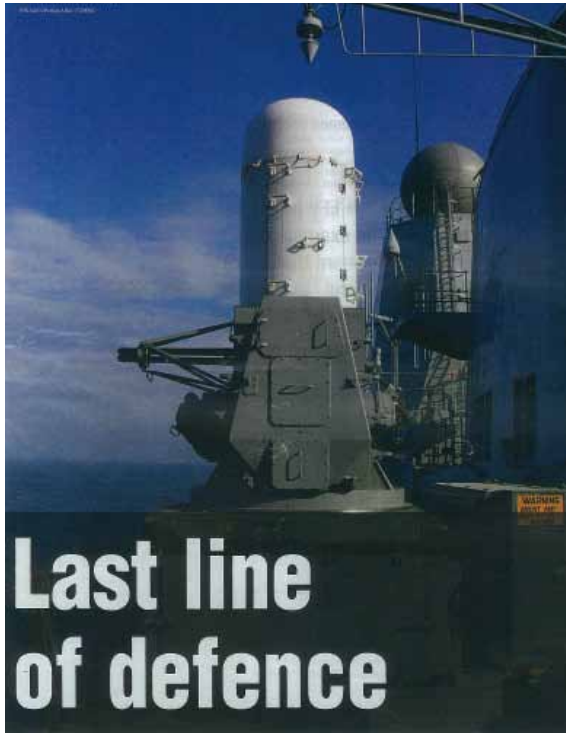


圖1 裝配於英國皇家海軍皇家方舟號航母上之方陣CIWS用以擔任「最後一道防線」，已外銷22國！

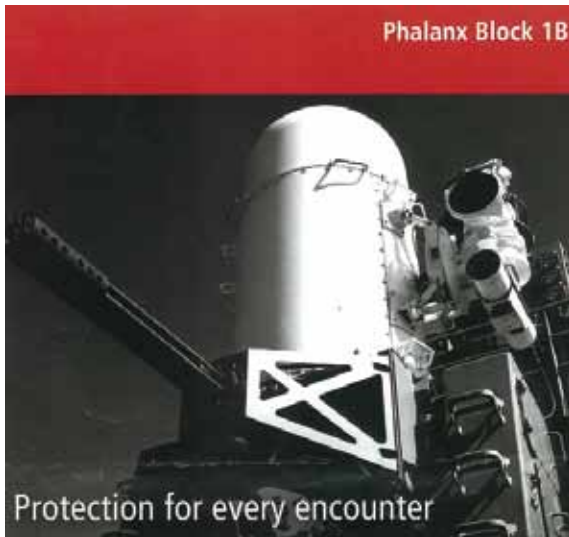


圖2 更凌厲之方陣Block 1B改良型專責接戰快艇、水雷、慢速飛機及直升機，以及高G力(High-G)反艦飛彈，可於任何不良環境，運用加強之光電感測儀及雷達及致命性新彈藥，剋制任何「飽和攻擊」。並可整合現役之戰鬥系統，尚可與其他武器系統（如雷射武器系統）提供戰場警覺(Situational Awareness)及射控(後詳)。

參、俄羅斯之AK-630型CIWS

該AK-630系統係俄羅斯Tulamashzavod聯合股份公司為俄羅斯海軍發展；於1971年成軍服勤。該AK-630型CIWS構成包含多管式高密度火炮系統、分離式射控雷達及配置遙控光學及(或)光電(EO)感測儀之甲板下控制站。

有別於方陣型CIWS, 俄羅斯之AK-630型採用分離式之H頻段MR-123 Vypel (北約賦予代字為Bass Tilt)雷達指揮儀。

俄羅斯該公司已改進發展了更優異之AK-630M1-2改良型代號為「火力蜂群」(Fire Swarm)CIWS系統，其基本構成為2座上下重疊的雙聯A0-18快砲，並以AK-630M-2雙重奏(Duet)型號外銷，此新銳AK-630M-2雙重奏型CIWS系統亦改採用改良之MR-123-02雷達射控系統。(如圖3)

肆、俄羅斯新型Kortnik / Kashtan型CIWS

俄羅斯最新發展對反艦飛彈及導引式炸彈(Guided Bombs)近距防禦之混血式(Hybrid)快砲/飛彈CIWS(衍生自陸基Tunguska系統)命名為Kortnik/Kashtan型。其基本結構為兩座雷達指揮2A38M(GSH-6-30K)型30公厘快砲及9M311飛彈

(1980年代將該原陸軍飛彈改進為海軍飛彈,並服勤)。1989年原型Kortnik系統成軍服勤,並於1994年開始以Kashtan系統名稱外銷。

其作戰程序為:先以艦上之對空搜索雷達偵獲目標,再用3R87達雷自動選定最優先攔截目標。蘇俄聲稱,該高度自動化系統可「每分鐘接戰6個目標」,包含飛行速率高達800公尺/秒之目標(如圖4)。

伍、荷蘭門將型CIWS

另一同樣著名之CIWS乃為荷蘭Thales公司的30公厘門將型(Goalkeeper)系統,該系統係1970年代中期為提供荷蘭皇家海軍有效運用而發展,爾後即紛紛外銷予卡達(Qatar)、南韓、阿拉伯聯合大公國及英國。

門將系統主要構成包含:海火山(Sea Vulcan)30公厘快砲(GAU-3/A)、I波段偵搜雷達、I/K波段追蹤雷達及電視攝影機。其對反艦飛彈之「彈頭殺傷」(Warhead Kill)威力首要憑藉為採用了「脫殼貫穿飛彈」(Missile-Piercing, Discarding Sabot, MPDS)彈藥。另NWM公司亦發展了專責防飛彈之破片殺傷式MPDS(Frangible MPDS)。此外,高爆燃燒彈(High-Explosive Incendiary)或訓練彈亦可用以「攔截軟目標」。



圖3 2009年在聖彼得堡海軍大展中首次展示新銳AK-630雙重奏CIWS系統
主結構為兩座成上下重疊之雙聯快砲組成



圖4 裝備於印度戰艦上之俄羅斯Kortnik 型CIWS
以Kashtan名稱外銷。

為了保證能夠在高度混濁環境地區有效作戰;門將系統之雷達採用了先進之數位脈波壓縮科技(Digital Pulse Compression),而提高對機動目標之精準度。運用數位化機動目標偵測可精準測距。運用雙接收頻段可提高「都卜勒效應原理」(Doppler Processing)及追蹤軌跡處理」的速度。

其所遂行之雙維(Twin-Dimensional)追蹤資訊係用以對威脅之評估,並據之決定「最優先目標」(Target Prioritisation);亦提供射



圖5 門將型CIWS正面特寫
砲座上端係圓盤狀I/K波段追蹤雷達天線。砲座右側係細長之
I波段對空偵搜雷達天線。

控雷達及武器之「目標標定」(Target Assignment)。每當接戰一目標後，其持續搜索之雷達可立即反應進行對下一個目標接戰；如圖5)。

陸、中共730型CIWS

中共之730型CIWS酷似荷蘭的門將CIWS，尤其是兩者均採用同樣的7管30公厘快砲。

中共730型射速高達4800發/分鐘，射程3000公尺。其砲座右側係設有雷達測距儀之0FC-3光電／紅外線(E0/IR)射揮儀，左側設有EFR-1追蹤雷達。另有改良自730A型之730B改良型，其結構為以兩座30公厘快砲

整合為一，其射控系統及感測器係「外置式」設計。

巴基斯坦海軍第一艘F-22 P級巡防艦已裝備一套中共之730B型CIWS於直升機機庫頂上，監視及追蹤感測器裝置於中線，而在右舷則裝置30公厘快砲。(如圖6)

柒、德國千禧年快砲系統

德國萊茵金屬公司(Rhein metall)接受美國海軍海上系統指揮部(US Naval Sea System Command)委託研發生產之GDM 008 型4禧年快砲(Millennium Gun)係快砲系統範疇中之「極品」，其「千禧年」之型號由來是：其射速高達1000發/分鐘，其砲口初速高達1000公尺/



圖6 裝配中共730B型CIWS之巴基斯坦巡防艦

秒。該快砲之基本構成包含KDG 35公厘多功能砲、指揮模組、整合艦上具備區域網路功能之反砲控制單元(Gun-Control Unit)。

以18發連發之計算(18-Round Burst)，其對有人駕駛戰機之摧毀距離超過2浬，對掠海進襲之反艦飛彈之摧毀距離超過0.75浬。該系統擁有可選擇採用人工、半自動或全自動操作模式，且可兼行對陸岸目標攻擊。

該系統尚可採用最新銳「先進高效打擊摧毀」(Advanced Hit Efficiency And Destruction, AHEAD)空爆彈藥(Airburst Munition)，專用以提前於任何來襲威脅之彈道前構成一攔截彈藥雲(A Cloud of Projection)。該千禧年火砲系統之精華設計為測算每枚砲彈之砲口初速，並程式化(Programmes)予每一引信「設定定時」。

此武器及AHEAD彈藥業已經美國海軍水面作戰中心(US Naval Surface Warfare Center)於2005-06年運用洛克希德馬丁(Lockheed Martin)公司(德國萊茵金屬公司之美國伙伴)首批火砲產品通過鑑定資格測試(Qualification)(如圖7)。

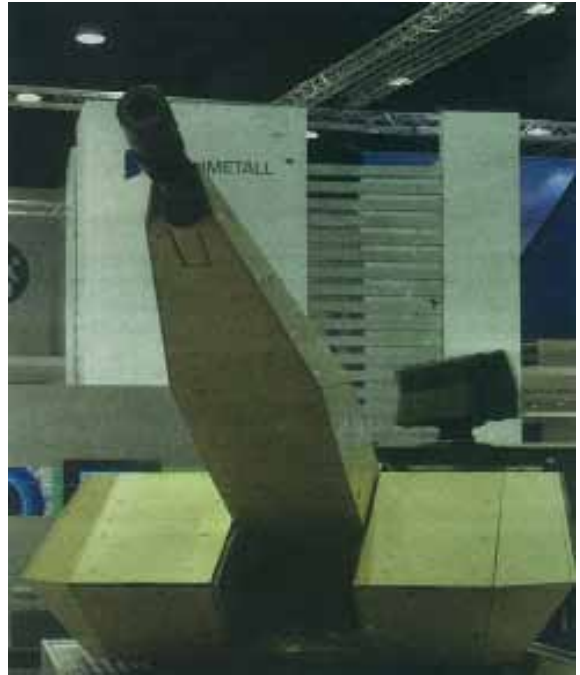


圖7 德國金屬萊茵公司特為美國海軍發展之千禧年快砲系統其戰術需求為可迅速接戰10艘以40節高速來襲之快艇

捌、以色列之新銳颱風快砲系統

1980年代，以色列海軍請以色列Rafael公司發展穩定式海軍武器系統，該新銳系統基本構成為將以色列國防部隊裝甲戰車習用以「上置式25公厘武器站」(Overhead Weapon Station, OWS 25)改良成艦艇使用之颱風型(Typhoon)穩定式快砲系統，1995年6月成軍，並歷經裝配於超級Dvora級海岸巡邏艦「海上測試」。

該颱風型砲系統專為裝配於小型快速艦艇而設計；其特性為可遙控或人工操作，運用操控枱(Console)或工作站以電光儀(Eo)或雷達射控系統伺動攻擊發射(測試時係運用Elop MSIS光儀)。

2004年，為肆應美國海軍「穩定型小口徑快砲系統」之戰術需求，美國之聯合防衛公司 (United Defense) (現今改稱為BAE系統美國作戰系統公司) 與以色列Rafael公司協議共同發展新型颱風快砲系統，並將其命名為BAE系統 MK38 Mod型。

其生產成軍進度為於2011年前，裝配182座新颱風快砲於艦艇使用；2010年又獲得另一批200座新系統，於2015年按裝完成。

該新發展之MK 38 Mod 2新颱風快砲主要之改進結構係改採用以Toplite光電指揮儀之25公厘 M242巨蛇 (Bushmaster)快砲。其光學設施亦可

於「非接戰期間」，兼行監視偵察任務。

每砲儲彈168發，可選擇採用五種發射率，最高發展率為180發/分鐘，通常採用2枚，3枚或4枚之「連發」。使用自動追蹤系統時，於距目標2.5公里時即擁有「極高精準度」優點，並可以第二或第三枚「命中目標」！

其Toplite光電指揮儀自動追蹤一目標，當此目標被摧毀，此光電指揮儀立即轉向自動追蹤第二個目標；如此不間斷地持續摧毀全部目標。

運用30公厘巨蛇III快砲之颱風改良型已發展中，其與使用25公厘之改良型相容共通性高達

90%；此30公厘颱風改良型攜彈高達120枚。此兩型快砲之400枚彈倉亦進行發展中。此外，尚正在發展增設如同西北風 (Mistral) 及刺針 (Stinger) 個人攜行地對空飛彈之新颱風。更有甚者，乃為增設如同增程長釘 (Spike ER) 及鏢鎗 (Javelin) 反裝甲近程飛彈 (如圖8及9)。



圖8 裝配於以色列超級Dvora快艇上之以色列25公厘颱風快砲



圖9 裝配於美國Sampson號戰艦上之MK 38 Mod 2「新颶風」快砲試射特寫

玖、美國遂行最凌厲「光速截殺」(Speed of Light Defence)之雷射武器系統(Laws)

運用雷射武器遂行「艦艇近程防禦」之構想可回溯至數十年前。事實上，早於1982年之福島戰爭(Falkland Conflict)，英國海軍率先部署了原型之雷射眩目器(Laser Dazzler Device，亦稱為炫閃器—Flasher)。並於1990年代中期，將波灣戰爭(Persian Gulf)之艦艇，特竟配置了用以反制「雷射眩目器」之「雷射眩目瞄準儀」(Laser Dazzle Sight ,LDS) (其效能為在敵方向本艦照射眩目雷射時，本艦仍可對敵艦追瞄)。

由於急需擁有「高功能硬殺武器」(High-Power Hard-Kill Devices)之戰術需求，用以有效反制俄羅斯自1960年代開始的「反艦飛彈威脅」，美國海軍乃於1971年傾力發展「高能雷

射」(High-Energy Laser,HEL)；並特意創立了「HEL計畫辦公室」。

理論上，雷射武器提供了遠比傳統武器(含飛彈)優異之戰術優點，包含1.以「光速」之速度瞬間反應；2.迅速「再行接戰」(Rapid Re-Engagement)；3.擁有大量及新銳的彈藥；4.最精準的瞄準線；5.甚高的「單發命中率」。

最近美國「導能作戰辦公室」(Directed Energy Warfare Office DEWO)業已完成原型之雷射武器系統(Laser Weapon System,Laws)。該Laws基本構成包含：借用上述方陣快砲之架構及部份感測系統，新發展之雷射波束指揮儀(Beam Direction)、雷射波束射控儀(Beam Control& Fire-Control)及100KW之雷射等。

2010年5月，該原型Laws首次試射，成功地追蹤、接戰及摧毀2架無人飛行載器(Unmanned



圖10 甫於2010年試射成功之「雷射武器系統」(Laws)
此係原型Laws，試射成功摧毀2架無人飛行載器。

Aerial Vehicle, UAV)。如獲得訂單合約，量產之Laws將於2016-17年遞送美國海軍成軍服勤。

拾、義大利與美國聯合發展之「夢幻整合式」Strales型76/62超級快砲

該極具創意且極異端之超級快砲主要構成及特性有三：1. 快砲本體；2. 3AP程式化「引信定時」；3. DART型乘波導引(Beam-Riding)超高速攔截砲彈（由於運用乘波導引，乃擁有亟具戰術價值之類似飛彈的「導引」功能。以下順序分析報導。

Strales 76/62超級快砲：改良自義大利優異之76/62快砲；其前面「76」數字係表示其砲口直徑為76公厘（76公厘等於3吋，係各國海軍最

習用者），後面「62」數字係表示其砲管長度為砲口直徑的62倍。通常，砲管愈長則精準度愈高。該快砲且具備隱形功能。

3AP程式化「引信定時」：該智慧型定時設施採用新型毫米波射頻雷達(Millimetric-Wave Radio-Frequency Sensor)選用近接引爆(Proximity)、撞擊引爆(Impact)及定時引爆(Time)模式接戰目標；故稱為三功能定時(3Action Plus, 3AP)。其首要組件為引信定時儀(Fuze Setting Device, FSD)。其主要原理為運用砲口初速及目標速度等參數，以「微積分」算術解算，而求得該所選定「引爆模式」之「定時」。

精靈式DART型砲彈：其名稱為「無堅不摧」之超高速攔截砲彈(Driver Ammunition with

Reduced Time of Flight, DART)。其特性為採用控制小翼 (Control Canard) 遂行航向修正 (Course Correction) (另以6片尾鰭保持穩定)；此設計乃得以保持超高速 (砲口初速高達1200公尺／秒，於5秒內穩定射達5公里)。再加上其3AP程式化「引信定時設定」及強力之預鑄碎片彈頭 (Pre-fragmented Warhead)，乃得以擁有傲世之攔截來襲空中目標功能 (於此必須補充說明，該DART砲彈頗似以乘波導引之飛彈，唯前者係以砲彈之送藥一次推進，而後者

係以火箭或噴射引擎持續推進。DART亦為乘波導引)。

2010年2月，義大利以原型Strales快砲裝備於其砲艦海上，成功攔截擊落4公里外之4個無線電遙控高速來襲之空中目標。

義大利海軍之巡防艦兵力業已於2010年10月裝配10座Strales快砲。而首批外銷係哥倫比亞，於2008年裝配於其Padi Ila級巡防艦上。(如圖11至15)。



圖11 裝配於義大利砲艦上原型 Strales 76/62快砲試射特寫

2010年初成功試射，該領先全球之新系統 令各國海軍矚目。

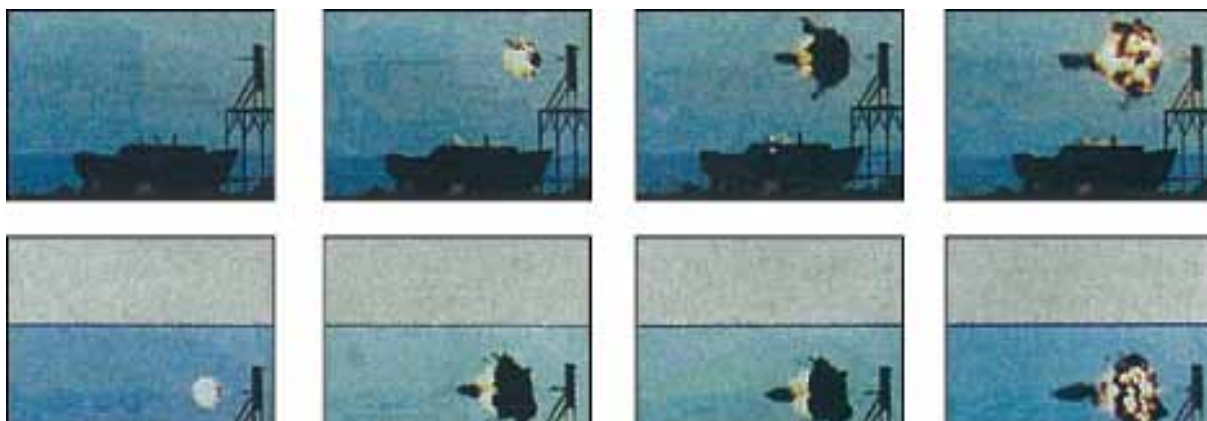


圖12 3AP智慧型程式化「引信定時」成功試射特寫

接戰小型目標艦特寫：上圖為「正橫」之目標，下圖為「正艏艉向」目標。其圖片順序均為自左至右。

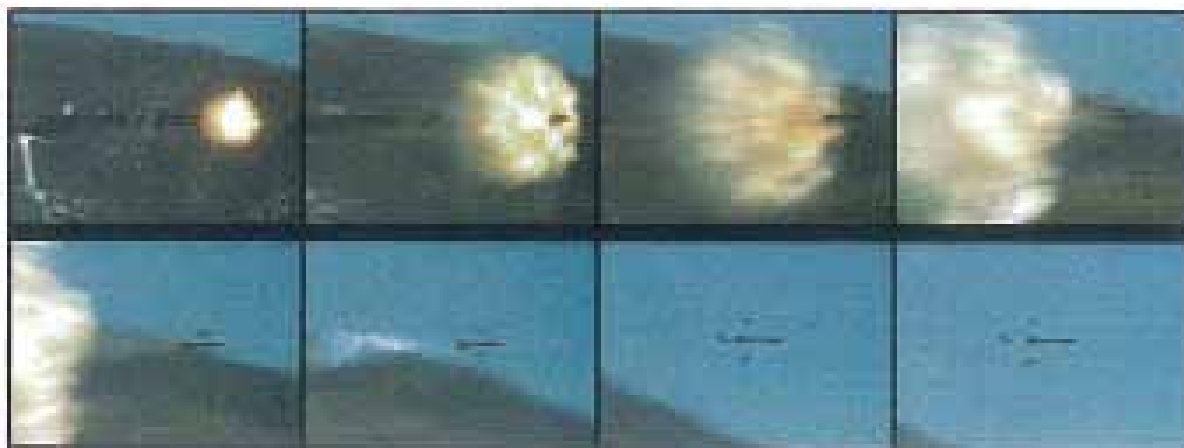


圖13 DART砲彈射離砲口及拋離其「彈底板」(Sabot)之高速攝影特寫

上圖為砲彈射離砲口，下圖為彈底板正脫離。



圖14 精靈式DART砲彈剖面圖

(一) 擁有如下諸特性：1. 鰭穩定旋轉；2. 控制小翼提供旋轉及俯仰控制；3. 毫米波近接引信；4. 預鑄碎片彈頭；5. 射頻接收儀 (RF Receiver) 持續提供「導航」(因此頗似飛彈，全程遂行導引；唯飛彈係以火箭或噴射引擎推動，而砲彈係以火炮之送藥推動。此射頻接收儀係全程接收母艦射頻雷達發出之反射雷達波)。

(二) 砲彈剖面圖說明：(自尾端至頭端) 1. Tail fin—隱定尾鰭；2. 射頻接收儀—RF Receiver；3. 導引電子設施—Guidance Electronics；4. 彈底板—Sabot；5. 預鑄碎片彈頭—Pre-fragmented Warhead；6. 控制小翼—Canard Control Section；7. 近接微波引信—Proximity Microwave Fuse。

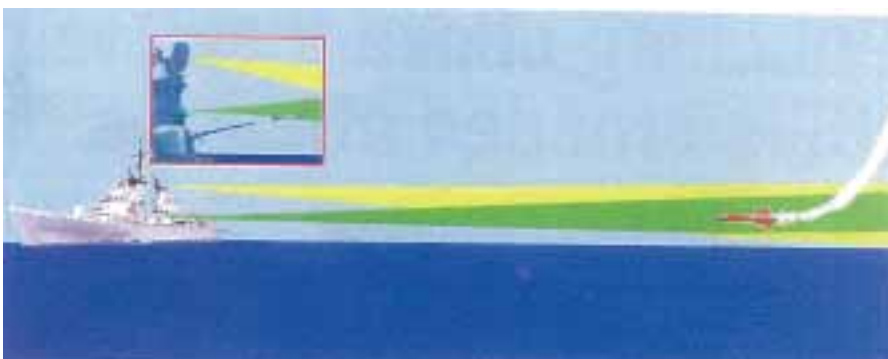


圖15 Strales快砲發射DART砲彈接戰目標示意圖

運用「乘波射頻導引系統」(Beam-Riding RF Guidance System)，該DART砲彈乃得以修正航向有效攔截來襲之高速運動目標。

美國發射X-37B軌道 測試載具的戰略意涵

著者／翟文中

海軍官校74年班【美國能源部桑蒂亞Sandia國家實驗訪問學者(2002年)】
歷任海軍總部情報署、國防部情報次長室、戰略規劃室與整合評估室服務
現任海軍備役上校

2010年4月22日，美國空軍在歷經了十餘年的研發測試，終於將X-37B軌道測試載具（Orbital Test Vehicle）成功地發射升空，並送入低地球軌道展開為期數月的飛行測試。X-37B軌道測試載具由擎天神五型（Atlas V）火箭的頂部載運艙攜行，由美國佛羅里達州的卡納維拉爾角（Cape Canaveral）空軍基地發射，進入地球軌道將執行先前規劃的各項測試任務，其後將以自動駕駛模式重返地球，最後將在美國加州的范登堡（Vandenberg）空軍基地著陸。雖然，美國空軍並未對外說明此次飛行測試何時結束，但根據專家的研判X-37B軌道測試載具應可在地球軌道運行270天之久。

壹、前言

嚴格而論，X-37B軌道測試載具實際上就是一種小型的無人航天飛機。根據美國空軍對外公布資料，此型無人航天飛機係設計在距離地面110至500海哩高度的地球軌道飛行，速率可達20多倍音速。倘若X-37B軌道測試載具能成功地完成各項測試，無疑地係當前軍事科技的一項革命性突破，美國空軍透過對新型耐熱材料的開發與運用，將可有效解決長期以來「熱障」對航天飛機高速飛行形成的限制，此次飛行測試獲得的各項數據亦將對未來航天飛機與空天

飛機的發展提供相當程度助益。根據美國空軍規劃，第二架X-37B將於2011年完成建造並且執行測試。截至目前為止，印度、德國、日本與俄羅斯亦積極地進行航天載具的開發，當此載具能夠實用化並運用於軍事領域，由於其具有優越的機動性與無遠弗屆的打擊力，勢將對全球的战略平衡形成深遠影響。

貳、航天飛機與空天飛機

航天飛機又被稱為太空梭或是太空穿梭機，其係一種能夠垂直起飛與水平降落的載人航天

器，它以火箭發動機為動力發射進入太空，可往返於地球表面與近地軌道間，其最大特色在於可重複使用。一般而言，航天飛機係由三個主要部份構成：（1）外部燃料箱：用以攜行航天飛機發動機所需的燃料，當燃料消耗殆盡後，外部燃料箱與太空飛機機體脫離；（2）固體火箭助推器：兩部固體火箭助推器平行安裝在外部燃料箱的兩側，為航天飛機垂直起飛與飛出大氣層提供額外推力，當達到一定飛行高度後，火箭助推器與飛機機體脫離並以降落傘使其落在海面上，可以回收重複使用；（3）軌道器（航天飛機機體本身）：整個航天飛機的最重要部份，其內可攜行人員與配置各項裝備，就外表言，它很像一架大型的三角翼飛機。由於航天飛機所處的飛行環境相當地複雜，它必須擁有適於在大氣層內進行高速飛行的氣動外型，加上高速飛行時與大氣層磨擦產生的高熱，其又要有能承受高溫的絕熱系統。因此，軌道器是整個航天飛機系統中，結構最複雜與設計最困難的部份。

藉由先前說明，可知航天飛機的研發必須面對諸多的技術瓶頸。然而，1950年代中期，美國軍方和科技界已著手合作進行航天飛機的研

發，這就是稱為「戴納－索爾」（Dyna-Soar）的有人軍用太空飛行器計畫，此計畫的目標係研製出一型能在太空與大氣層內飛行，用以執行偵察與作戰任務的航天飛機。其後，由於經費過高與成效不彰，美國空軍決定以「載人軌道實驗室」（Manned Orbiting Laboratory）計畫接替航天飛機的研發工作，這個計畫最後亦被中止。

雖然，美國軍方在航天飛機的研發上遭受了巨大挫折，美國國家航空暨太空總署（National Aeronautics and Space Administration, NASA）在此領域仍投入了相當資源持續地進行研發。1969年4月，國家航空暨太空總署提出了一項計畫，開始進行可重複使用航天運載工具的研發。經過十餘年的不斷努力，1981年4月，哥倫比亞號太空梭進行了首次的飛行任務，人類歷史上首架具實用性的航天飛機正式問世。在哥倫比亞號太空梭後，美國國家航空暨太空總署又建造了發現號、亞特蘭提斯號、奮進號與挑戰者號等數架太空梭。1986年1月，挑戰者號太空梭在發射過程中，因為助推火箭發生事故凌空爆炸機體全毀。2003年2月，哥倫比亞號太空梭在結束16天任務後返

回地球時，在其進入大氣層後，因為外掛燃料箱的隔熱泡沫脫落，致使機體與大氣層摩擦產生的巨大熱量進入太空梭內部引發爆炸，哥倫比亞號太空梭因而解體墜毀。

除美國外，世界上許多國家都進行了不同規模的航天飛機研發計畫，但祇有美國與前蘇聯建造了能進入近地球軌道的太空梭，同時成功地進行發射、繞行地球軌道與回收作業。1988年11月，前蘇聯的暴風雪號航天飛機從拜科努爾航天中心（Baikonur Cosmodrome）發射升空，在圍繞地球飛行兩圈後，安全地返航完成了首次無人駕駛的飛行測試。根據原本規劃時程，暴風雪號太空梭接著應執行載人飛行測試。其後，由於前蘇聯的政經局勢與經濟動盪等因素的影響，整個航天飛機的研發計畫遂無以為繼，最後不得不全面地中止。事實上，前蘇聯在整個暴風雪計畫期間，一共建造了五架的航天飛機，但是祇有首架的暴風雪號建造完成，並順利地發射升空並完成回收作業，其餘包括二號機小鳥號在內的其他航天飛機，最後皆因經費不足無法完成整個建造作業。英國亦曾設計一型無人駕駛航天飛機，主要做為運輸之用，亦因技術問題無法克服宣告胎死腹中。

空天飛機是航空航天飛機的簡稱，它既可在大氣層內飛行，同時亦能在太空中飛行。相較航天飛機，空天飛機除了能在大氣層內飛行外，其亦可像普通飛機一樣地起飛，毋須像航天飛機必須使用火箭助推器協助，在重返大氣層降落時祇須普通的大型機場即可進行著陸作業。因此，空天飛機的操作費用低廉，保養維修方便，地面支援設施簡易，故能真正地實現高效能與低成本的太空飛行。根據專家初步估算，使用空天飛機發射近地軌道人造衛星的費用祇有航天飛機成本的二成，發射地球同步軌道衛星的成本則祇有一半。加上，空天飛機可執行遠程打擊、戰略偵察與遠程攔截等任務，在軍事領域具有不可限量的巨大潛力。無論基於商業或是軍事考量，當前空天飛機的研發早已成為各國太空計畫中不可或缺的重要組成，其亦是各國進入太空領域的敲門磚。

1986年，美國開始研製代號X-30的「國家航空航天飛機」（National Aero Space Plane, NASP），這個計畫最後因為技術問題與成本過高宣告中止。在此同時，英國政府進行了代號「水平起降」（Horizontal Take-Off and Landing, HOTOL）空天飛機的計畫；德國政府

亦提出了代號「桑格爾」(Singer)的空天飛機研發計畫，這兩個計畫雖仍持續進行中，由於研究經費過於龐大，英德兩國政府正透過國際合作方式解決研發經費不足的問題。雖然，前述國家已從航天飛機的發展過程中獲得了許多寶貴的經驗，但是空天飛機的發展與實用化仍然有許多技術瓶頸必須予以克服。這些技術挑戰計有：(1) 動力配置：目前空天飛機的動力來源包括衝壓發動機+火箭發動機或是渦輪發動機+衝壓發動機+火箭發動機兩種模式，然而衝壓發動機的研製面臨了許多的技術瓶頸，多種發動機的組合則使動力供給過於複雜與不可靠；(2) 機身一體化的設計：由於空天飛機安裝了不同類型發動機，這些發動機的進氣道與排氣道必須與機身整合成為一個流線化的外型，否則機體將因外型不夠平滑導致空氣阻力急遽升高，將使航天飛機的速率降低與耗能增加；(3) 絕熱材料與結構：由於空天飛機需不斷地進出大氣層，機體經常與空氣摩擦導致表面長期處於高溫狀態。因此，空天飛機的頭部和機翼前緣等局部高溫區，必須運用冷卻防熱系統或是先進複合材料，使其能將機身上的熱量轉移並維持機體結構必要的強度。

參、X-37軌道測試載具發展歷程

在說明X-37軌道測試載具發展經過前，我們有必要對X-40太空機動載具計畫進行扼要說明，這兩個計畫最初分別由美國國家航空暨太空總署與空軍研究實驗室軍用太空飛機技術辦公室(Air Force Research Laboratory's Military Space Plane Technology Office)主導，原本各自獨立與互不關聯的兩個計畫最後合而為一。1996年10月，波音公司獲得美國空軍合約，進行太空機動載具(Space Maneuver Vehicle, SMV)驗證機的開發，此計畫的目標係在建造一型無人駕駛與可重複使用的航天飛機，其可以太空梭或運載火箭送入地球軌道，並於其間運行一年之久，最後於事前設定的機場完成降落回收。同年，美國國家航空暨太空總署著手進行代號「Future-X」的研究計畫，發展可重複使用發射載具(Reusable Launch Vehicle)的相關技術。為了執行這項研發計畫，波音公司提議以美國空軍X-40太空機動載具做為基礎用以發展X-37軌道測試載具，這項提議在1998年12月獲得美國航空暨太空總署批准。

1999年7月，波音公司與美國國家航空暨太空總署簽約，由位於加州的波音公司幽靈工廠（Phantom Works）團隊研製X-37軌道測試載具，此一載具的設計衍生自X-40A太空機動載具，惟其尺寸為後者的120%，約為美國哥倫比亞太空梭體積的四分之一。2000年初，美國空軍決定加入X-37計畫，並將X-40A整個計畫移交給美國國家航空暨太空總署。根據計畫最初時程規劃，X-37應於2002年初進行飛行測試，其將由太空梭攜行至太空釋放，然後自行返回地球著陸。2001年，美國空軍由於預算問題退出此一計畫，美國國家航空暨太空總署祇好將計畫時程向後推延，首次大氣測試於2004年進行，首次軌道飛行測試於2006年執行。

2004年初，美國國家航空暨太空總署將長期目標由近地軌道項目轉變成登月計畫，X-37計畫遂被排除在其長期研發項目之外。同年九月，美國國家航空暨太空總署將X-37A計畫移交國防部國防先進研究計畫局（Defense Advanced Research Projects Agency, DARPA）管理，此計畫隨後成為了一個機密研發專案。2006年11月，美國空軍宣佈重返X-37計畫，同意出資建造一架全新的驗證機，此即後來的

X-37B軌道測試載具。X-40和X-37兩個原本分屬於美國空軍與國家航空暨太空總署的研發計畫至此合而為一。X-37B軌道測試載具的研製與測試由美國空軍快速反應能力辦公室（Air Force Rapid Capabilities Office）主導，參與研發的單位包括美國國家航空暨太空總署、國防部先進研究計畫局與空軍研究實驗室（Air Force Research Laboratory, AFRL），波音公司係X-37B研發計畫的主合約商。2010年4月，X-37B由擎天神五型運載火箭攜行進入地球軌道進行首次飛行測試。

X-37B軌道測試載具重要諸元如下：全長29英呎3英吋（8.92公尺）；翼展14英呎11英吋（4.55公尺）；高度9英呎6英吋（2.9公尺）；全重為11,000磅（4,990公斤）。X-37B軌道測試載具的引擎為1部Rocketdyne AR2-3液體燃料火箭（liquid-fueled rocket），可以產生6,596呎磅（29.341仟牛頓）的推力，早先X-37A係以高純度的過氧化氫（hydrogen peroxide）和JP-8煤油做為火箭推進劑，X-37B則以甲基胍（MMH）和N2O4雙組元自燃推進劑做為燃料，雖然甲基胍有劇毒但在技術上則更為成熟。X-37B軌道測試載具的電力則由砷化

鎳太陽能板鋰鐵電池 (Gallium Arsenide Solar Cells with lithium-Ion batteries) 提供。X-37B軌道測試載具於近地軌道運行，速度17,500英哩/小時 (28,160公里/小時)，滯留軌道時間可達270天。

肆、X-37B軌道測試載具運用於軍事領域的潛力

未來，X-37B軌道測試載具若能實用化並運用於軍事領域，將是近半世紀來美國軍用太空技術最重要的突破。與先前的太空梭與運載火箭相比，X-37B軌道測試載具擁有下列各項優點，例如發射準備時間較短、運用具有彈性，其可在數天內完成發射準備，兩次任務間隔祇需72小時，可在地球軌道停留一年，升空發射和維護操作的成本相對低廉。目前，美國空軍刻在推動「有翼高超音速太空載具計畫」(winged hypersonic space vehicle)，其主要目的係透過航天技術的研發，使美國空軍具有最佳的機動性用以執行各項不同任務。當前此計畫的裝備技術發展重點，置於可重複於大氣層內外運行的高超音速航天飛機，X-37B軌道測試載具即是此計畫的產物。

由於X-37B軌道測試載具可於太空與地表間不斷地往返，故可用來摧毀敵方的各式太空載台，亦能對本國受損的各式衛星進行修復或是重行部署，加上其可快速地改變運行軌道對同軌道敵方無防護能力的各型衛星展開近距離攻擊，此兩種作戰模式係未來各國規劃太空作戰時的主要考量因素。總體而論，X-37B軌道測試載具實用化後運用在作戰領域將具有下列潛力：(1) 快速反應：可在兩小時內抵達全球任何地點執行作戰任務，能對敵發起奇襲並可對全球範圍內的危機衝突進行快速反應；(2) 用途廣泛：其可執行全球打擊、衛星部署、反彈道飛彈與全球範圍內的物資與人員快速運輸等不同任務；(3) 運用靈活：由於此型載具飛行高度較高，不致因為侵入他國領空遭到外交抗議，由於航程航速較傳統航空器為大，降低了對前進基地與後勤設施的需求；(4) 生存力強：X-37B軌道測試載具可在敵方火炮與飛彈射程外執行任務，故其在執行任務時將可有效地降低人員的傷亡；(5) 機動力強易於發射：此型載具可向任何方向發射，同時發射時點亦無軌道要求限制，當其從地球軌道返回地表時，可於期間進行橫向與縱向的機動，進入大氣層

則可像普通飛機般地飛行；（6）具優異的實時情蒐能力：相較其他各型偵察衛星或是載台，X-37B軌道測試載具由於機動性強，可於目標區上空的地球軌道或是大氣空間內不斷地進出，有效掌握作戰地區實時情資；（7）空戰和太空戰兩者融為一體：由於此型載具可於大氣層與地球軌道飛行，具有執行航空與航天任務的雙重能力，徹底打破存於空戰與太空戰間的傳統界限。

根據軍事觀察家與分析師的推估，美國空軍研發X-37B軌道測試載台主要目標在於執行下列三項任務：（1）對敵方的衛星或是太空資產進行先制攻擊，摧毀或癱瘓敵人在太空中的指管通信節點，使其喪失作戰效能；（2）對我方受損的衛星進行修復或是重新部署，確保資訊與情資能夠安全與不間斷地傳輸，藉此可強化本身的制太空權；（3）以此載台做為開發下一代空天飛機的基礎，藉由地球軌道測試以及實用化成軍服勤的經驗，取得研發空天飛機所需的技術資訊與裝備需求，發展出毋須運箭火箭協助即能自行進入地球軌道的空天飛機。

X-37B軌道測試載具的問世，使得美國在太

空作戰領域獲得了倍於往昔的優越態勢，打破了美蘇間的長期太空戰略平衡，亦使美國的戰略防禦倡議（Strategic Defense Initiative, SDI；即俗稱的星戰計畫）與國家飛彈防禦（National Missile Defense, NMD）計畫提升到一個嶄新階段。由於，X-37B軌道測試載具可懸停於敵方軍事目標上方的地球軌道上，這種高度係目前防空武器與反彈道飛彈系統無法企及的。這種制高與空中垂直打擊的雙重優勢，使得X-37B軌道測試載具可輕易地由地球軌道對鎖定的地面目標進行短距離與快速地打擊。由於攻擊距離相對較短，加上十幾倍音速的飛行速度，截至目前為止並無任何措施可以對此攻擊進行有效反制。

美國國防部刻在進行空天飛機的研發計畫，此計畫包括兩種不同類型的空天載具，其一係空天轟炸機，其可在兩小時內飛行一萬六千公里，攜行5.4噸的炸彈或巡弋飛彈，從美國本土起飛對全球任一目標執行打擊任務；另一係空天偵察機，能在大氣層內與地球軌道攻擊敵方的太空資產與維修本國的各型衛星，確保並強化美國的制太空權。近年來，隨著航天領域相關科技的快速發展，太空做為未來戰爭主戰

場的可能性越來越高，X-37B軌道測試載具即是美國國防部因應此種挑戰所研發的新型航天載具，這是美國政府未來遂行危機處理與戰略打擊的最佳利器。目前，X-37B軌道測試載具由美國空軍太空司令部（US Air Force Space Command）負責管制，美國國防部業已訂購了第二架性能更佳的X-37B軌道測試載具，此載具計劃於今（2011）年進行地球軌道測試。由於，X-37B軌道測試載具擁有優異的機動性與變軌能力，這使得其他國家現有的陸基防空飛彈與反衛星武器無法對其構成威脅，美國在太空作戰中將享有不對稱（asymmetric）的戰略利得，此種發展將使全球戰略版圖為之改變，各國亦將競相研發並且部署太空武器以為因應。

伍、結論

對美國空軍而言，目前的F-22與F-35等新型先進戰機，雖具有匿跡、遠程打擊與超音速巡航等多項優異功能，惟在物理與工程領域已接近極限，未來性能能夠提升的空間相當地有限。X-37B軌道測試載具由於性能優異，實用化後極有可能成為美國空軍下一代戰機的可能選項。由於X-37B軌道測試載具在軍事領域具有

巨大的潛力，其發射升空自然地引發了全球各國的關切。然而，美國始終堅稱研製X-37B軌道測試載具的主要目的係科學研究，例如美國空軍副助理部長佩頓（Gary E. Payton）在被新聞媒體問及這個問題時表示：「我不知道為何此事件會被說成太空武器化，X-37B軌道測試載具亦祇是太空梭的升級版」。然而，根據美國「基督教科學箴言報」（Christian Science Monitor）的說法，X-37B軌道測試載具的升空，標誌著「太空武器化」的年代已經揭開序幕。根據美國空軍現行規劃，以X-37B軌道測試載具為基礎所發展的空天飛機可望在2015年定型，2025年時成軍加入戰鬥序列。倘若空天飛機真能問世，無疑地係1957年蘇聯發射史潑尼克號（Spunik）衛星後的另一個重要航天里程碑。 🚀

海盜旗Jolly Roger 的歷史探源

著者／鄧志忠

海軍官校88年班、國防大學海軍學院100年班
歷任戰情官、作戰長、副艦長
現任職於146艦隊少校情報官



十八世紀的大航海時代改變了人類文明歷史，也開啟了人們對地球有了不同角度與看法，隨著航海實務需求，引伸出一套不同於陸地的思維模式。航海旗幟的由來，便源於辨識與傳達訊息之意，其中以黑底繡有白色骷髏頭的旗幟便為海盜最鮮明的特徵。深植人心的海盜故事，隱喻了人類對於海洋的冒險精神，期盼探索大海未知的一面。

我們經常在跟海盜有關的電影、小說裡面看到黑底繡有白色骷髏頭的旗子，印象中電影割喉島、神鬼奇航系列，以及卡通航海王都是海盜故事的鋪陳，當然這面黑底繡有白色骷髏頭的海盜旗，更是螢幕中不可或缺的

道具。在世人的心中，這面旗幟幾乎成為西方世界海盜最鮮明的特徵，航海人員暱稱這面骷髏旗為Jolly Roger。但是事實上，以骷髏頭與交叉股骨所構築的海盜旗圖案，其實也只是歷史上海盜所用多采多姿旗幟的其中一種，個別的海盜船長當然也會採用自己獨特的設計，凸顯自己的風格，因此除了骷髏頭與骨頭外，還包含下列的元素，例如流血的心臟、血滴、沙漏、彎刀、長矛與惡魔骷髏。除了團隊識別外(好像有點正式的說法??)，海盜之所以會使用這些恐怖的圖樣作為旗幟的標示，目的無非是要達到震駭的目的，使敵人或獵物感到害怕並且放棄抵抗，因此海盜旗圖形所要傳達的訊息就是死亡、暴力、與血腥。在顏色上，海盜旗通常以黑、白、紅三種顏色為基色。圖案中的骷髏頭與交叉股骨，自中世紀以來的西方世界中，便是象徵著死亡，廣為使用在墓碑與陵墓上，甚至目前還有人認為，骷髏頭圖像與海盜的文化相關性之高，因此在某些墓碑上的有著骷髏頭符號，可能代表死者生前就是海盜的身分。

我們探究骷髏海盜旗的歷史，可追溯到約在1730年代左右，這樣以骷髏圖案為主體的旗幟，成為西方世界海盜旗的主流，但是在此之前，以全黑或是全紅的旗幟也曾盛極一時，這原是以黑色代表死亡、紅色象徵血腥戰鬥的象徵。而船艦上的旗幟本來的功用，即在於作為彼此身分的識別，不僅僅是對於偶遇的船隻，另外一個功用則是在大團體中區分自己的分隊，前面也提及海盜旗也有此功用，當然對於單艦形式的海盜船，這樣的功用便不大，但若是採用「狼群戰術」的船團攻擊時，如此識別用途的旗幟作用就有其必要。在十七世紀以前的海盜，除了滿足貪圖錢財的目的外，往往也參雜有少許愛國主義的情緒在其中，無論是否有無獲得官方授與私略者的許可，通常會懸掛本國籍的國旗，例如十七世紀的大海盜亨利·摩根儘管沒有得到英國皇家的正式許可從事掠劫，但是他的海盜船始終高掛英國國旗。

歷史上或書籍中常見的海盜旗除了加勒比海以及歐洲中世紀廣為使用，被稱為“快樂的羅傑”——畫著骷髏頭與交叉骨架的骷髏旗外。

我們還可以從古代文獻資料中發現，記錄最早的使用這種海盜標誌的是奇裏乞亞的海盜，他們為了嚇唬敵人而在自己的船桅上升起畫著骷髏頭和骨架的旗子——即死亡的象徵符號。其後在19世紀，著名的海盜巴巴羅薩二世，在他的船上開始升起來畫在紅色大幅布上的裹著纏頭的白色骷髏頭的旗幟。然後隨著時間的推移，紅色的海盜旗開始越來越頻繁地讓位於黑色的海盜旗——“快樂的羅傑”。骷髏旗的使用者們在骷髏頭與交叉的骨架之外，也會加上自己的創意。上文提到的巴巴羅薩二世，用裹著纏頭的骷髏標明自己穆斯林的身份。此外，骷髏旗還有幾種比較流行的搭配。一種



是，在旗幟上畫一具骷髏，它的一隻手裏握著沙漏，另一隻手裏握著一顆還在滴血的被鏢矛擊穿的心。另一種是黑色骷髏頭和骨架的白色旗子，圖案下面還有一句題詞：“為了上帝和自由”。骷髏旗盛行的年代裏，海盜們經常升起兩面旗子——先升“快樂的羅傑”，然後升紅旗。第一面旗子似乎是邀請對方自願投降。要是這一邀請被拒絕，那麼海盜船的桅杆上就會飄揚起一面腥紅的旗子，它宣告著對方將得不到寬恕。海盜史上有名的巴沙洛繆·羅伯茨(Bartholomew Roberts)對巴巴多斯和馬提尼克的殖民地島嶼心懷深恨，所以在這些水域他用了一面旗，上面是一個海盜站在兩個頭骨上的形象。一個頭骨下面是字母“ABH”



(縮寫：巴巴多斯人的腦袋)，另一個下面是“AMH”（縮寫：馬提尼克人的腦袋）。這威脅當然是再明白不過了，就是這兩地的水手們假如有任何抵抗，都別指望得到什麼慈悲。當時海盜除了擁有自己的海盜旗外，事實上一艘有經驗的海盜船上除了海盜旗外，還會準備所有重要海權國家的國旗，但是通常海盜船也不會天天把海盜旗掛著。在大部分的航行時期，在海上遇到目標船艦的時候，海盜們會先懸掛跟對方友善的或是中立國家的旗幟，先觀察目標船艦的狀況、船上的人數、並依照吃水量判斷載貨量，使其戒心降低後靠近對方，偽裝成友善假裝交換各種消息。當確定要攻擊時，也未必立刻就換上海盜旗，常常是逼近到夠近到對方已不及反應的距離，才突然換上海盜旗，然後進行襲擊。多數情況下，海盜在追逐獵物時，升起白色旗幟，表明身份——有時獵物會因此降下國王的旗幟而屈服；如果獵物拒絕投降，則升起黑白兩色旗幟，表明意圖。而若獵物繼續逃竄，或是海盜船長過於殘暴的話，紅色旗幟會在桅頂飄揚，意思是一旦捕獲獵物，不留任何活口。

現在的海盜當然不再明目張膽地使用海盜旗，但反而在英美國家海軍中偶爾會出現海盜旗。除了過赤道時的典禮會懸掛使用外，在英國海軍對於出任務凱旋而歸的艦艇也還有升起海盜旗的傳統。

提到骷髏加上兩根交叉骨頭海盜旗的英文名稱:Jolly Roger一詞來源已不可考，有人翻譯為“快樂的羅傑”，這個名稱有人認為源於17世紀末至18世紀初時，法國海盜所使用的法國用語“Joli Ronge”（英文Jolly Roger）。但也很多人認為這個詞其實是來自法語單詞JOLI，“非常紅”的意思。此外也有推測來自聖殿騎士團船隊用的四角與十字架組合設計的“joli rouge”一詞，或者源自於東方海域“大海之王”“Ali Raja”（阿裏·拉賈），並經英國人將這兩個詞讀成“Oilly Roger”（奧裏·羅傑）。還有一種說法是，源自於單詞“roger”一乞討的流浪漢。在英國1725年出版的詞典裏有一個片語Old Roger（老羅傑）一意思是魔鬼。

海盜通常被公認為反體制的團體象徵，但早期歐洲海權國家的海軍武力，卻原是源於政府收編的海盜而來，因此有人戲說海軍是官方版

的海盜、海軍人的血液中流有海盜的基因。事實上古今中外任何的海盜行為都是不被認同並且抵制的，但是由海盜精神所衍生而出的冒險精神、創意精神，在某些時候卻又是那麼地不可或缺。蘋果執行長賈伯斯(Steve Jobs)不也曾說過👉👉如果能做海盜，為什麼要加入海軍呢?」👉👉



學生英語全能力學習： 新聞學習評量研究

A Study on Cadets' English Full-Skill Learning: Journalistic Learning Evaluation

著者／孫毓德
Dr. Adele Y. D. Sun

法國Limoges大學比較文學研究所博士
曾任海軍官校通識教育中心主任
現任海軍官校通識教育中心人文組教師

ABSTRACT

This study aims at programming basic news course from integrating news reading, headline composing and listening comprehension, to promote learners' capacity transferring into campus activity reporting via individual observation, thinking and summary writing concreting on headline highlighting. This training study, based on the practice of **Immediate use of learning** in the Average Retention Rate of Efficient Learning (2005), reveals not only the traditional loss in our establishment, preferring input training than output, but tries to reinforce the weakness of output teaching.

Learner with specific purpose gains the greatest efficiency. Through all the advantages above we design some news training program for initiates. Starting from headline reading into training as intern Campus reporter, composing from Main Headline, Lead to Body (major news story) according to regular elementary journalistic reading, until listening comprehension on ICRT hour news report, learners perform their integral proficiency and feedback through reading, as well develop more via following training, reflecting, observing, documenting, rectifying, phrasing and rhetoric. Learners explore their favorite news subject or column; simultaneously, the instructor assesses all the entire process, evaluated from cadets' concentration, comprehension, independent judgment, an integral L2 proficiency as performance since high school learning.

“Regarding the matter of language learning, no one language professor is better than a daily news editor,” said Harold Evans (1928-), British renown newsman.

For two years in English requirements from English I to IV we observed regular class year 2013 around 150 cadets along the entire period for two years. We started from reading English

news papers, China Post and New York Times, mainly the first both headlines and report every week, regularly. The cadets' Reading and learning analyzing lasted under examination, through quizzes for all-around language ability, report as mid-term and written test as final exam. Among four mid-term papers the first semester we have accomplished campus report, including 5 headline-writing and one must complete the whole news report, cadets are free to target the five news they preferred from favorite subject or column/section in newspaper.

Meanwhile the normal English teaching instructor provided constantly one hour journalistic teaching and its handout all-year round to connect his learners with the world and local events in order to inspire them to select some interesting news as good example to notice their daily campus life then develop its application via efficient learning going with the time, and demonstrate in report. We regard first learners' daily concern and desire to know more current events, aiming to evoke their interest in participating outside world activities, and our neighboring communities', specially based on urgent needs of our cadets, closed in a campus with fence but targeted high as an attaché once they develop well in military career, they should be informed regularly the real world and current events.

In Thomas L. Friedman's *The World Is Flat: A Brief History of the Twenty-First Century* (2005), he points out that English practical competence profiles the significance of globalization. The ability to adapt the globalization, even international social education, hence the fringe measures of background knowledge required in basic communication gets more and more crucial.¹ Our teaching to ROC Naval Academy cadets is no exception. Such future international armed force is considered adept in technique, manners, and all modernized skills, how to upgrade learners' L2 level to be international standard is our goal as our teaching objective.

In our designed program, we would like to start from a simple journalistic writing training with all learners who get involved such as 'Headline writing', not only to plant some basic writing common sense to learners, as well remove their writing obstacle, but also upgrade their writing level and confidence. We just mention two following points as basic prepared foreground task for any language writing or composition, and wish our learners could be more alerted and to

setup some self-training exercises. Firstly, eternal intimacy among reading, writing and verbal expression: A synthesis as language ability relies on constant and lasting input and output cross practices. Reading, an opening versatile way of perception, promotes the depth of L2 acquisition, and nourishes the outside knowledge besides linguistic learning, in particular, the cultural literacy of target language becomes more and more important in further international or intercultural contact. There is an intimate link among reading, writing and oral expression: To foster English reading ability is the only access to upgrade interdisciplinary knowledge. The instructor cultivates learners' cognition after reading in routine. It could promote their expanding linguistic knowledge, but also concerning common sense.

Secondly and finally, composing displays the integrated and transformed attainment of L2 input, based on personal works proceeded throughout the L2 knowledge perception, erudition, thorough comprehension and exquisite usage. Via such a performance, to demonstrate author's ability on building data net, highlight fast his panoramic map, a both structurally logical and intellectual integrity, and convey his message or key feature. This is a data-process training undergoing all the time to come out a whole picture, once learners receive any inspiration or association. That is why the transformation of each input detail to be a real understanding is very important, otherwise the rote-learning on each vocabulary, idiom, phrase, grammatical concept, or test-item guess could be meaningless after a while, because they never linger for one moment in learner's mind or memory, consequent on their efforts in vain to recite each but temporarily, or their loss of motivation for further learning. English writing is truly based on reading and listening, applies the former input information that we accumulate in detail to draw the whole picture and convey a main idea or message, both original or unique. Therefore, Headline composing could highlight and stress our training purpose, with vitality.

The ideas via reading to lead proper speaking and writing, as well instructor's efficient consulting strategy, we found two solid supports. Firstly, Taiwanese professor Li Zhen-Qing in his article, <*Relative Strategy and Implement on EFL Writing and Assessment: Professor Ken Hyland's Assessment and Comments to instructors* (<EFL Xietso Pingyueh de Xianguang Tselueh yu Shijian: Ken Hyyland Jiaosho de Jiaoshi Pingyueh Qishi>>, points out that English composing initials from English reading and writing transforms into personal productive skill. ... "English writing, bases truly on the acquisition of English reading and listening, is the only the best way, via collecting them efficiently to display the productive personal skill... Once learners are lack of English reading and listening abilities, by means of improper learning methods, they won't acquire naturally enough vocabulary, wording, everyday idiom, even text corpus for writing

or verbal expression, in order to transform efficiently into the basic material in practice.” (Li, Zhen-Qing, 2007). Secondly, Ken Hyland’s article, < **Working with Writing: Understanding Texts, Writers and Readers** >, states well (Ken Hyland, 2007).

Composing: Integrated Full-Skill Performance since ever for L2 Learner

We highly recommend the balance of full-skill teaching, from authentic input into output feedback, in other words, skill attainment or even professional attainment. This method aims at enhancing cadet’s English proficiency, as well how the cadet’s keep self-learning and instructor shapes their long-term English learning habit. Based on the gain from reading and listening, writing use both input information to connect a whole intellectual network, instead of focus only on vocabulary and grammar, which consumes learners’ motivation and energy into one-side recitation on vocabulary, proposition, grammar, even test item-guessing.

Journalistic Cognition of Globalization

We certainly endorse Learner with specific purpose gains the greatest efficiency. Through all the advantages above we design some news training program for initiates. Starting from training an intern campus reporter, who proceeds firstly headline reading via analyzing, a basic reading, and then practices further to write Main Headline, Lead to Body (Major News Story) according to regular journalistic reading, until listening comprehension on ICRT hour news report, learners perform their integral proficiency and feedback through reading, as well develop more via following training, reflecting, observing, documenting, rectifying, phrasing and rhetoric. Learners explore their favorite news subject or column; simultaneously, the instructor assesses all the entire process, evaluated from cadets’ concentration, comprehension, independent judgment, an integral L2 proficiency as performance since high school learning.

By means of news reading in proper length, journalistic teaching is an ideal language teaching materials. Since English news possesses multifunctional approaches in language teaching, such as grammar, daily, local and universal information, international connection, cultural links and entertaining, it provides once the diverse tasks and options of learning. Such updated and integrated materials, closes to instructors and learners by his current and sprightly events as subject, evoke easier discussion and interaction than normal obsolete [out of date] textbook edited already for a while.

Besides the key rules to edit the news, not only they have to care about current international and national events, but also practice by doing through producing a precise and concise written report. Main headline composing with the feature above is worth to master his style (proverb,

saying, pun, association, humor, irony, satire, comparison, personalization, etc.), as an ideal initiative material, could shape student's time management and main ideas. Besides some headline writing rules different from normal writing (omitting definite/indefinite article, no verbosity and transition of tense, etc.), its writing is required to stick to report the truth, phenomenon done. Same as the reporter or correspondent who should deliver in limited time, our learners should express as well as the 'mot juste' as perfect choice of word, which one avoids saying with surplus or self-creative terms. This is a process of purification similar to refinement and efficiency of panning gold by means of promoting learners writing skill on guidelines, via the esthetical techniques, such as the use of proverbs, idioms, sayings and puns, as well all kinds of allusion, humor, satire, irony, metaphor and personalization, etc. and our Headline writing is considered both as the training of "Guide Writing" and basic recognition of journalistic reading.

Good news consist three principles as important elements: Simplicity, Accuracy and Vividness. A matter of its Headlines, in the function of Scanning resemble to the focus of a pair of bright eyes to promote a persuading, convincing, and furthermore appealing to both the sophisticated and simple-minded report. Our basic training focuses on exercising learner's ability on gather more information, absorb and filter information they got recently. Instead of offering standard or unique answer, or other prediction, nor anticipation, we are delighted to enjoy diverse statement(s) on similar events or activities, thus lead to different concept, vision, orientation and its credibility after precipitation or reflection. Such interesting output as learners' feedback shows more its possible accesses to promote and convey more messages

The pattern of our guidance to read the news is as following process: Reading → Critical Reviewing → Critical Thinking → Discussion/Comments, then we encourage them to write down the news they read, to be finally both campus reporter (focusing on their favorite section on newspaper) and global headline writer (optional items offered by instructor). Furthermore, once the whole news is done, in form of feature or other optional free subject report, the evaluation ultimate for the final exam. Therefore, there are large rooms in our training program, in particular reserve plenty of option items for learners, we would like to examine how they catch and express the key message and its publishing effect they expected, if they stay objective co-exhibit thinking and logical integrating. The instructor could invite some excellent work to impress some journalistic function and explore some more social events or controversial phenomenon, to get involved others for more deepened or thoughtful discussion. All these processes take time, but extremely good for peer learning.

Reform process

We adapt the theory by the US National Training Laboratories in 2005 to apply our Headline writing training. Among the seven methods offered to deepen and experiment learning outcome scaled in a pyramid shape, Lecture, Reading, Audiovisual, Demonstration, Discussion group, Practice by doing and Immediate Use of Learning, going with efficiency percentage each 5%, 10%, 20%, 30%, 50%, 75% and 80%. It offers a way to instructors to apply in curriculum-designing and teaching, and we focus on the last two trainings in program for the best efficiency of learning-teaching feedback. through real practice, in particular immediate.(refer to the table below)

This theory states the Average Retention Rate from learning to implementing process, and relays that one of seven items as approaches to adopt, including Lecture [5%], Reading [10%], Audiovisual [20%], Demonstration [30%], Discussion group [50%], **Practice by doing [75%]** and **Immediate Use of Learning [80%]**. Remarkably, the last item, conserving 80% efficiency, is the best way to train learners. Based on an efficient input to output learning, we rely on the most impressive item of “Immediate Use of Learning” to access the growth of acquirement from learners from input (weekly news reading) to output (Headline writing), then assess their learning difficulty and efficiency according to their performance and survey at the same time.



Figure 1. Average Retention Rate of Efficient Learning National Training Laboratories, Bethel, Maine, USA (2005)

Instructor tried hard to encourage more personal original works in language oral or writing class, then left the room for all learners as a Campus reporter, to develop freely their Headlines as well writing a whole event via “Immediate Use of Learning,” it means from “Main Headline, Lead” to “Body (major news story).” We access the growth of acquirement from learners, then evaluate their learning difficulty and efficiency to improve the involvement of both sides, instructor and

learner. Via the training as domestic campus reporter, our learners upgrade not only their analyzing organizing and composing efficiency, but also narrate professionally their log of ship and diary during midshipmen's cruise training, or even some travelogue in the future.

Origin of curriculum designing

In May, 2010 we have gotten a general preference of our cadets about teaching materials (content), there were 683 valid copies in total, including 418 sergeant learners. To improve the efficiency of our cadets' learning outcome and to apply perfectly the "Learner-Oriented teaching," we would like to know beforehand what is they favorite teaching content. It shows the difference of both classes of Brigade between regular class (college students) and sergeant class (semi-college students). The second one put "Full skill teaching" for the top option, then "ECL;" whereas the regular class's cadets prefer to be trained "Output training (reading & composing)" for their professional urgent needs, then specific practical course, and the ECL is placed the third.

This study, on behalf of cadets in regular class, stimulates their creative potential, in particular, integrates all their language acquisition since junior high. The instructor guides his learners to fit step by step the specific purpose in learners career use: excellent international negotiator writing and oral. We notice firstly that in college our cadets still take lots of time on reciting vocabulary which stocks as a treasure and lacks good occasions to put it in practice. Since we have found several times that learners have difficulties to express themselves easily or fluently, don't mention their reaction to receive foreign teachers or questions in English, they remain dumb the most of time. Secondly they desire to explore outside world. Learning from the weekly Headlines in China Post is a better way we use since several years. Here is our teaching goal chart, which shows our planned curriculum and its stage from the very beginning to advanced level throughout two years.

Semester	Mid-term/Quiz Written Paper	Training Objective on composing
1 st semester	Mid-term paper: A Composition: <i>My Role Model</i>	Assessing each cadet's level
2 nd semester	Mid-term paper: Intern Campus Reporter on 5 Headlines (1 for complete report)	Examining their observation, research, composing style
2 nd semester	A Make-up Final exam of 2 nd semester < <i>ROC Soldiers' Guide</i> > (< <i>Zhonghua Mingguo Junren</i> <i>Duxun</i> >)	Testing cadet's interpretation over the monthly recitation (A version reserved for certain examinees missed final term for a good reason)

3 rd semester	Mid-term paper: A Letter to any US celebrities (politician, writer, superstar, athlete, etc.)	To examine cadet’s common sense on formal correspondence
4 th semester	Mid-term paper: <A Study on military tactics with George Orwell’s Animal Farm>	To train learners’ formal academic paper writing ability
4 th semester	Quiz: April 15, 2011 A 200-word Composition on computer (Appendix I)	In order to sweep their writing disorder directly through checking one by one

Table 1. L2 Output Proficiency Training in 6 Credits

Within two-hour L2 course, one for normal programmed content, the other to enrich them with various information or message via news discussion, and in the second program, we proceed the serious composing training semester after semester. From time to time, we work on together a longer reading, either big event or breaking news, in order to read and analyze better, then ask learners diverse or concerning questions, which get involved with interdisciplinary or intercultural subjects and comments, without any established prejudice or “correct answers”

Cadets’ defect in composing due to under practice emodies of ten in following flaws, in particular in formal writing etiquette. Firstly it is about formal matter, their writing outcome is too casual to be an official report, some use pencil, the others hand out a handwritten paper, which is in under-standard form. Secondly, the proper use of English punctuation is worth to remind in detail. We find often learners mixes, in a very *intercultural* way, Chinese and Western punctuation marks, the brief pause mark(“\`”) comma and quotation marks (“「 」”) of Chinese punctuation emerge in English writing. Besides, abuseor lach of space and tripledots are frequent. In addition, some learners’ concepts on space appear not cohesive in the entire content, in spite of his/her monitor’s check, which has been ignored over and over again. Thirdly, some error concerns about content, either a low-organized structure or am under-prepared paper, moreover, rife with spelling problems, some are very fatal, such as terms and formal usage. For instant, our school name was taken as “ROC ‘Navel’ Academy” several times by different years of cadets. It could get worse while they have neither double check nor dictionary consulting habit at a time. With the help of some similar theory to a debate or speech, a student, well-thought, is able to plan a both logical and convincing structure in the first step, then to follow a proper correspondent formal usage, for example, certain writing rules shows good writing manners (a basic courtesy to the proof-reader). The worse is the latter feels fooled and frustrated by some online-patched works, and the most horrified is a work accumulating all the elements

above. We are aware that each composing represents author's cultural literacy and his serious and responsible attitude, this kind of minimum respect in return, such as has he consulted in advance concerning dictionaries, or used accurate phrases and wordings? Even, has he requested more to his instructor for more information? All these are the best feedback to comfort each proof-reader teacher, with fatigue for days and bad eye-sight after huge number of lecture and correction.

Why starting from 'Headline' see through the urgent needs of our cadets to connect outside world , as well to learn some trendy current events to communicate. In particular we could use well the above theory on Efficient Learning (National Training Laboratories, 2005) via its at least 5 approaches, Lecture, Reading, Discussion group, Practice by doing and Immediate Use of Learning, to impress our learners with each news. In addition, we must pay attention to the five key elements of each news, applying not only in writing, but also in ICRT news listening. ICRT every hour news (or New York Times report at 10am.on 101.7HZ) on radio is good for **"authentic input into output feedback,"** either listening comprehension or its dictation training. At the last semester, beside the formal academic report, we have trained cadets to get used to the speed of Live report, and to live in real English situation, instead of being satisfied with the speed of ALCPT tape, because the latter goes with a predictable unilateral input and disconnected interaction. In addition, we ask learners to summarize what they hearing-input and react with the five journalistic key elements, or even writing down as a quiz.

The bilingual headlines on international and local news could look simple at the first gland, however, we demand lots of learners' involvement to lead whole program. We proceed each week to recruit first learner-readers at the end of the first teaching hour to make sure that the second hour could go smoothly in the next one hour. These students must book first certain date of headlines, and especially well-prepare beforehand their news, normally during the break, reading well his several headlines and explain both correctly and basically the meaning of verbal propositions as the TA of class instructor, kind of role-model in the effect of peer learning.

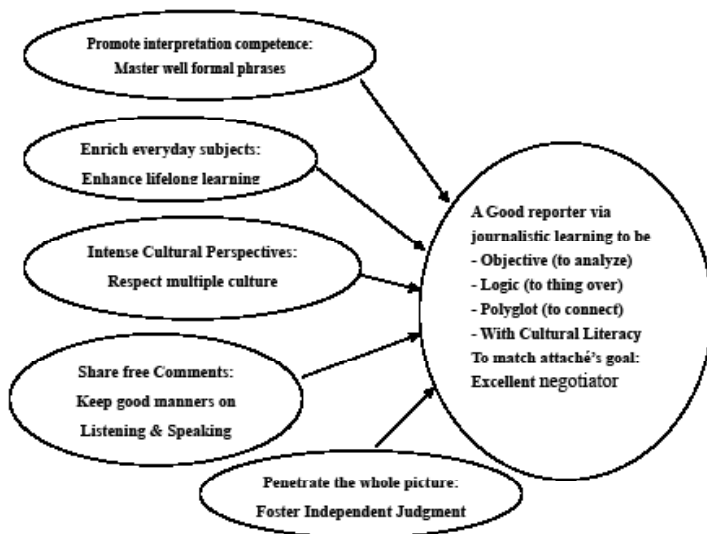
Finally, it is the turn of instructor to interpret more for some important news and to provide some well-documented preparation, which concerns often interdisciplinary knowledge, social (euthanasia, homosexual, abortion, death penalty, welfare, civility, campus bully, green issues, plague, premium, protestor, etc.), history (crusade, genocide, Moses, Al-Qaida, holocaust), political (municipality, referendum, bill, mobster, blast, striker, residency, espionage, reshuffle, jobless rate, boycott, embassy, rebel, riot, citizenship, swear in, resign, step down, EU, status quo, 998etc.), literary (Structuralism, post-modernism, world master, literary masterpieces, etc.),

culture (Guinness World Records, cuisine, monogamy, veil, haute-couture, Camp Davie, “café terrasse,” etc.), military (nuclear reduction, nuclear-arms, coup-état, demilitarize, relief operation, retreatment, insurgent, evacuation, etc.), as well always some accident (clash, fire, hijack, collapse, catastrophe, bomb attack, derail, death toll, etc.) or natural disaster (havoc, flood, landslide, tsunami, avalanche, earthquake, lava, etc.) somewhere. To provide more information once in class on famous politician, some celebrities, proper-term which offer multiple topics to start in all-around social occasions. Meanwhile we welcome other present students to raise their hand in order to answer instructor’s questions threw non-stop often during class to get bonus just like who guides to read news. Journalistic learning deepens enormously learners’ global vision and international humanities.

Teaching Objective: Global Vision and Higher Full-Skill Competence

To implement the mentioned theory on Efficient Learning, and to fit two most efficient approaches, Practice by doing and Immediate Use of Learning. In two years as training term, we adopt basic journalistic teaching, and provide active and helpful practice including News Reading, Writing (campus reporter training) and Listening (ICRT Listening), a fundamental training ready for L2 or L3 learning.

This study is both available and very potential on examining learners’ integrating English competence since high school, including those graduated from the Chung-Cheng Preparatory (high) School in Fengshan, the brand-new journalistic learning encourage our learner to live with current events and could participate actively in social circle in the near future. Therefore, journalistic learning promises the following five precise objectives to a future naval officer as our teaching objective, here is a Headline writing knowledge map on our future naval officer.



Headline Writing Knowledge Map in ROCNA
r. Adèle Y.D. Sun, 2006)

In term of the long-term goal, our training connects well to be condition as a qualified naval officer, taking part of the so-called International armed force, matched researcher’s learning map in 2005, “L2 Knowledge Map on ROC Naval Officer.”



Figure 3. L2 Knowledge Map on ROC Naval Officer

Made by Adèle Y.D. Sun (孫毓德, 2005)

On Composition itself

As we know, writing represents author’s himself, his scope, depth, know-how and habit, more than the matter of L2 itself. The author must absorb and well think about certain subject to have convincing touch, it means lots of preparatory works in advance, while writing, he should consult proper and advanced dictionaries as well, or used accurate phrases and wordings, so-called mot-just. The ultimate goal aims at forming writing habit, and far more, to write well, logically, originally, delicately and rhetorically, to fit specific needs. Whereas to be pen-pal of some foreign college is also a good opportunity to practice letter writing, and is our new measure for cadets of the regular class 2015, who has a good occasion in 2011 of the students in the Hiroshima University, Japan, under the project of an English co-colleague from the ROC Air Force Academy. A good language learner will try to be trained or at least to lift his English proficiency up in all-around qualified level by all means, and require non-stop what he desires to know. Our students will be soon naval officers, they have perfect rights to absorb more, instead of being confined always in listening or grammatical learning, it does not fit at all their college learning goal, to be an independent and critical learner. If yes, they will be inferior in the same application in

numerous international occasions in the near future. We cultivate cadets' international manners to well redouble their involvement in international affairs, for individual and the unit (nation) he represents.

Proof-reading is often a time-consuming task, the most unpleasant task among four to both learner and instructors, because its exercise could be extended in class of self-learner or even after class as a home work. However, some better feedback comforts the fatigue of each proof-reader teacher. The examiner usually expects learners' echo, especially vis-à-vis their comments and suggestions given to each learner. Fortunately, some learners come back to request more tutor-like guidance. It means the learners read them seriously. In response to instructor efforts, learners must check with heart at least one time instructor's comments, in order to adjust some of their habit and to improve their own writing conception or wrong usage, and in particular, to avoid the same errors. Otherwise, it could put the proof-readers into the role as Sisyphus, who will risk to correct repeatedly their same errors shown non-stop, which become kind of punishment for good to instructor with good will and put down his zest for teaching, once the learner ignores constantly their own writing mistakes. A personal experience in 2002, the school executive officer has asked (ordered) all L2 teachers should correct weekly cadets English weekly diary, once students could not consider, or do not have any intention to do well their work, the worse, repeat again the same error, this good act in extra-time becomes suddenly a burden to reviser and to his precious lifetime, which could be his prime time with family, to study or serve others, instead of sacrificing for some formalism. We did deny it for good. Under direction of the Ministry of Education, college's instructors have both rights and obligation to promote themselves by pieces of research and studies, and concerning activities relative to our academic role besides teaching and administrative services.

We design the following learning evaluation survey to execute twice, mid-term and post-test, during a semester for three stages, and to correspond to one assignment mid-term and final English exam, in purpose to know earlier students' wish, and to mend soon in time along our execution. In order to adjust our journalistic teaching project according to positive requests of learners in terms of teaching design, its execution and learner's attitude and reflections, teaching approach and curriculum are to be improved step by step, surely. Each time we adopt the "T-test" as our evaluating tools, we take the average number of both to compare. To know further students' learning difficulties and obstacle on reading and writing news report, as well to detect their intention and suggestions on this program.

Specific Questionnaire at the end of four semesters for journalistic learning:

This simple but specific survey, significant revelation for the first time in the history of all our questionnaires, is worth the consideration of full-aspect teaching. We design 40 items, the 20 first to assess instructor, the second 20 for learners, going with a column for positive suggestions, each item is divided into 5 scales: Agree much-Agree-Good-Disagree-Objection. (Questionnaire, appendixes II & III) To better understand learner's feedback on each precise learning item and learners' change.(Cf. Appendix IV)

A. Evaluation compared according to learner's assessment (Cf. Appendix IV & V)

1. Evaluating Instructor's teaching (items 1-20): 95.1%
2. Learners' Self-evaluation (items 21-39):93.9%
3. Learning motivation (items 28-39): 94.2%

In general, learners' self-evaluation results look higher than instructor's teaching, our found the "gray zone" as hesitation, classification "Good," show the solid positive on instructor, who let learners to assess him, is still in fact higher than learners.' The data is just showing our teaching goal. A large part of satisfaction keeps in neutral point (Liker Scale), as well the other feedback coming from some specific item. There are 21.1% for the above item 1, 23% for the item 2 and 25% for the item 3. This is an interesting part to follow up.

B. Learner's self-assessment

Since long time our superiors, both superintendent and even the commander in chief of the Navy, wonder why our cadets' ALCPT scores in senior stay not only lower than our graduation proficiency test required score, 80, but also beyond one of academies in the south? What is problem during 4-year L2 formation? Besides the disadvantage that they have no formal English course since junior the fifth semester, the seniors go to be cruise trainees for the last (8th) semester, busy during their internship on sea. Once at the "Graduation Examination (the Heikao)" held by the Ministry of National Defense for all coming graduated cadets from seven military faculties in the north and in the south of country during the last "Patriotic Education,"² our academy performance on ALCPT score was not the first among the three academies in the south, even each year the priority level to recruit freshmen among these three.

The common sense of L2 and formal writing manners take time, which is no way to gain from ALCPT, should be implemented earlier in college studying. It is **not only practical in basic writing conception, but also in everyday writing**. Even our students do not live in any one English-speaking countries, at least, they should attain their high-school writing level. Foreign language instructors in school are all responsible to spread out all basic common sense

on target language to avoid our cadets' no-no, these future international officers, to become laughingstock in public and official places, it won't be only some embarrassing moment to themselves, who represent exactly ROC Navy and our nation. Despite our active promotion on some crucial instructions on writing as key point, there are still some who have handed out not-typed works, once they did not work on computer in Word system, they lost the good occasion to be checked automatically, that is why some full of punctuation problem (this show they insist in handing out sloppy work, instead of a well-shaped one by means of the use of spelling and grammatical check on computer, it shows at the same time their learning attitude, writing habit, or even mental block), no any sense of space (which is placed anywhere they want), no attention to consult numerous dictionaries, then committing all kind of spelling errors. The worse, they hand out some under standard paper (such in small form) full of handwriting which does not leave any margin to reviser, it seems they are already some famous writers who could be liberated from some certain writing regulation. Unfortunately, there are still about more than the two fifth cadets committing the above problems, even we have done our best to correct each time on each written work in detail to notice their writing disorder and mark or highlight errors for improving them in further works.

Around one tenth students are able to hand out a formal work (mid-term paper) with handwriting despite our all along instructions, paying attention to the writing international manners during four semesters. We still found three works written on a handy notepaper, they were smaller than regular A4 size, not only occupy the normal margin reserved for reviser's indication, but also torture revisers' eyesight with their illegible handwriting. This paper reveals as well cadets' writing mistakes as well their writing obstacles in college stage, writing barrier on learners embodies mainly in writing disorder and spelling disability, in short, they are not well-prepared for advanced learning in college.

Writing barrier on learners embodies mainly in writing disorder and spelling disability, in short, unprepared for advanced learning in college, they stay still in high-school English level, no intention to try other way to get the core of English learning. Regrettably, they keep asking college teacher to go back to review English grammar in the program designed to admire some more cultural and mental essays, which conveys more content with soul of certain English-speaking country.

Discuss some interesting outcome

Some cheerful survey results indicate the most satisfying feedback to any instructors. Here, instructor received learners' encouragement on his innovated and untraditional teaching approach like the Western way, and approved by traditional learners wishes or expectations to contact more Western teaching style in the class make them read, analyze, think, answer and express freely. Secondly, "live here and now" in teacher's syllabus and learn diverse L2 knowledge could be the correct of learner's flabby attitude in class, let them know the ECL is far beyond the real L2 learning and encourage them to know more in multiple everyday situation. If they have some constructive suggestions to instructor, they should propose beforehand which allow the instructor to put it in his next syllabus, or learners could discuss at the beginning of semester, anyway, do it in public and in time. Otherwise, we notice that learners have no open mind to accept diverse L2 learning. As long as they hit some obstacle in some specific learning (for their own usual negligence in the class, gained a bad mid-term grade, etc.), they start to make a detour to avoid some "difficult learning" according to their own definition and to ask for other easy target purpose as theme learning, such as sing songs, film-admiring or back directly to grammar-reviewing which they are supposed to well master during six-year high school studying. We suggest such learners could join some optional classes opened by the Section of Humanities of the General Education Center, they could have suitable learning, and less critic for their under-competence to absorb all-around knowledge. This school and the Navy need to recruit more diligent and all-around learners, to be honest.

Some cadets' obstacles on journalistic learning:

Firstly, in comparison with usual survey, this one much more specific and focused on journalistic learning manifests some more option in medium rang, such as 'Good' as conservative viewpoints, yet it does not change the majority of affirmation to this program. On one hand, learners confined to a corner are pleased to be aware and connect outside world; on the other hand, they have no intention to deepen a bit more journalistic learning under daily tight schedule. Bound by limited free time in whole week, our cadets make some selection on learning according to their ability after a prompt consideration, instead of taking all. This is a traditional interesting learning phenomenon. Secondly, we appreciate learners who are open-minded untraditional teaching approaches, and a free discussion interaction, instead of playing a passive role to accept all, without that 2. Instructor + 74%; +- 21.1%; - 5.3%

Feedback Analysis

A. Positive 82.64%: 1, 4, 11, 14, 15 and 17 (item 7 with the lowest satisfaction 68.75%)

Learners affirm that the efforts of instructor on make understand his syllabus and stick to it; he adopts adequate journalistic materials for news teaching to evoke learners' interest and interaction in class; he arouses involvement, such as hand-raising, enthusiastic echoes and inferring similar or relative ideas; he is delighted to share professional and international current information with learners. He welcomes learners' questions and tries to have interaction in class; the instructor corrects learners' errors and pronunciation in class.

B. Negative : 7.64% & 7.63% for items 6, 13, and 18 got the lowest dissatisfaction (2.77%).

Learners are generally sure that the instructor motivates brain-storming, and respects free views and angles than following cliché. He is enthusiastic to respond questions, and cares about learners' reaction and difficulties in class. In addition, he tries to make learners understand and to cast their habit to concern about current events.

C. Learners' Self-assessment + 69.3%; +- 23%; -7.7%;

1. Positive 77.78%: 26, 31 [item 38 got the lowest satisfaction, 59.73%; 39 (61.11%)]

26. Instructor stirs learners' interest, delighted to share some large scale vision.

31. Because of concerning learning I care about and read current events.

38. ICRT news lifts up my listening competence.

39. ICRT News helps me to upgrade my Live listening comprehension which could be useful soon later in my future cruise, to understand navigator dialogue in work.

2. -(8.33%, 24; 9.72%, 38) [item 33 got the lowest objection (2.08%)]

24. The assessment could reflect objectively learners' level

38. ICRT news lifts up my listening competence.

39. I would like to turn some pages of news magazines equivalent to China Post with no fear or hesitation.

3. Showing their attention relaxed in any classes, which could be the main obstacle on learners' concentration

If my learning efficiency is low, it could be me who is _____ in class.

(7.64%) absent-minded

(4.17%) proceeding in secrete Brigade mission

(26.39%) rushing into other assignment(s)

(12.5%) upset for being watched by some senior(s)

(46.53%) concentrated upon Chinese novel reading

concentrated upon Chinese novel reading →rushing other assignment(s) →upset for being watched by some senior(s) →absent-minded →proceeding in private Brigade mission

To examine the entire outcome, we feel satisfied and confident of this program is basically on a right path, as well we notice a partial truth from learners' self- assessment about their learning obstacle, which across already all their academic performance, not only confined in the L2 learning. In the class all teachers feel they are often not concentrated, either absent-minded or busy in secret at the same time for other chores of Cadets' Brigade. Our design on the item 40, "If my learning efficiency is low, it could be me who is _____ in class." The instructor did not put some other "worse" options such as "snack in secret" or "doze" inside, but the five above mentioned reveals enough what our cadets usually do in all classes.

In fact, our cadets like versatile reading, which seems attractive and interesting to them, in condition of books in Chinese and chosen by themselves, instead of textbooks. In some way it is good at least, it had better to flame it into the "100-Masterpiece Project (the Baiyueh Jihua)," promoted in the passport of General Education center since 2010. Just as said Yutang Lin (1895-1975), great Chinese Master of Humor, "Lecture on the sly is the Best Reading."³

Results Analysis

This designed survey, significant revelation for the first time on journalistic learning, has an overwhelming results represents a highly support to instructor, as well retraced to its designed curriculum. It shows a slight difference on satisfaction between instructor and learner, a certain level of satisfaction is shared generally both interactive sides:

Global satisfaction: 95.1% (74%+21.1%) vs. 93.9% (70.9%+23%)= 1.2%

Extreme positive 74%-70.9%= 3.1%

Middle 21.1-23= -1.9%

Negative 4.9%-6.1%= -1.2%

From the most satisfaction item to the less one, it has only 1% as slight difference, it means less than 2 persons in fact. Certain conservative attitude stays a bit vague on learners (23% (38.39)). For instant, the two following items:

38. ICRT news lifts up my listening competence.

39. ICRT News helps me to upgrade my Live listening comprehension which could be useful soon later in my future cruise, to understand navigator dialogue in work.

Type	Options	Frequency	Percentage
If my learning efficiency is low, it could be me who is _____ in class.	(1) absent-minded	68 [1]	46.53
	(2) proceeding in secrete Brigade mission	18 [3]	12.5
	(3) rushing into other assignment(s)	39 [2]	26.39
	(4) upset for being watched by some senior(s)	7 [5]	4.17
	(5) concentrated upon Chinese novel reading	12 [4]	7.64
Total		144	100

Table 2. Truth of “What Distracts our Learners from Classes?”

The truth is that our cadets need a focus-training in priority, to figure out why and how they were derived from urgent and immediate cases or by personal bad habit, which is mainly due to personal time management. Learners are in fact the key person in entire survey, but there is a blind spot to blame teachers easily, and to put more loading to them to be “perfect ECL miracle-maker” in certain short term, all academic achievements seems simplified too much into a upward data in favor of presenting a regular quarterly briefing. The relation of teaching-learning, no exception, taking part of human relationship, is mutual. How to create warmer interactive atmosphere in class, instructor tries consequently hard to stir, inspire and encourage learners, and to keep a harmonious learning environment, even the last resort, failure of mid-term paper or final examine is obliged. Nevertheless once learners loose their intention, ambition or collective goal to pursuit a better title once in military various competitions, it could be a big matter. According to them, the main cause of their low academic performance is defeated by daily tiring duties after class, in particular under high stress from seniors in barracks reflect their low motivation on grades. Such a chronic, almost traditional problem, more complex and unusual than any normal college learners, should not be cut short simply, then impute directly to L2 teachers. As for our cadets stays the same, not treated nor improved in learning attitude... Our school could invite some more educative and psychological experts to face together such difficulties, it could be called “learning obstacle” shown already in all academic learning on their grades, not only on the L2 learning. Its solution is a bit crucial and thorny, worth to re-examine and to discuss all negative elements in a panorama.

Disadvantage from the Bad Concept since Freshmen's Orientation Training

Routine tight agenda and daily duties occupy the whole mind and thoughts of our cadets, whose academic performance is thus a bit under expectation of the whole teaching staff. To survive under everyday stress which mainly comes from seniors, the immediate threat, our cadet learners develop a tactful strategy to keep safe first, survival is the fittest. Therefore between everyday conduct and academic grades, they choose the first in priority, and 60 as their ultimate request for academic grades. Lack of concentration or previous preparation is frequent, we will work further on such orientation training. Fortunately, there is still a minority of learners keep self-studying, and ask questions with concrete points. **There are some myths and blind pots on cadets' learning, passive attitude, criticized knowledge collector** with rare previous works or prepared questions, no enough curiosity to look for ever list systematically questions or ask questions in a wrong way, some never consults the grammar for once after high-school studying, taking ALCPT as the ultimate L2 learning, satisfied only with its outcome.

Based on the Extra Final Suggestion after 40-item Questionnaire

Through the results we learn lots of message on further curriculum designing, but also **learner's feedback**. Here found a comprehensive analysis of students' feedback in term of Curriculum-designer, the results of learners' feedback as follows:

Table 3. Learner's Post-Learning Suggestions

Type	Student Response	Frequency	Percentage
Comments on journalistic teaching	1.Thanks to teacher for providing such designed curriculum	12	8.3
	2.Flexible and interdisciplinary teaching let me absorb lots of things, as well literary, historical knowledge and crafty current events. All wows me really	1	0.7
	3.Creative and various teaching approach, unusual as others I contacted before, which allows us to learn in a pleasant and joyful atmosphere, journalistic teaching prevents us from confinement and isolation.	1	0.7
	4.Our instructor took a lot of time on curriculum-designing, dynamic and playful, which makes me interested in lots of outside knowledge XD. Although our English requirements stop now, I wish to follow your optional course later.	1	0.7

Expectation for teacher	1.To have some more film teaching	3	2.1
	2.Wish read more long article, normal report or current event	3	2.1
	3.Reinforcing ECL training	2	1.3
	4.ICRT shape hour report and Weather forecast seem too speed to me, suggest start from the lower one	2	1.3
	5.Wish some more grammar teaching	2	1.3
	6.wish to have some more English song, either teaching or evaluation way	1	0.7
	7. To have some more conversation	1	0.7
No comments		115	79.4
Total		144	100

ALCPT, like other proficiency tests in our nation, examines certain current L2 level served as a career or graduation prerequisite. It is not the ultimate objective of all cadets and officers to learn L2, English, nor appropriate for cadets' applied and lifelong objective, no one takes any proficiency test as a social topic. Same cadets as those in the National Defense University, which demand themselves to pass their own English Placement Test independently by self-studying as others outside. However, the three academies in the south try hard for passive learners to focus only on ALCPT score, scarifying the value of varied and normal L2 teaching, and provide all sources only to lift up the score of Placement test, instead of guiding them to have a large scale of vision to contribute more on behalf of our nation. It is similar to fall in a vicious circle, at least in the academic fields, our future officer seems far beyond brave and courageous than their drill in battle field.

Conclusion

It shows since a long time an imbalance between learners academic and military performance, that the whole teaching staff has to work hard together on upgrading their studying. Since there is no further biggest advantage than join the big family of ROC Navy, no more crucial competitions after once they entered the academy gate. It could be why the majority demand their academic grades as 60, the ultimate blessing passed from grade to grade as tradition.

1. Concentration: Focus-training

ICRT listening training, a convenient teaching assistant material, has been added new element in curriculum in our four semesters each, it aims at shaping gradually learners' focus on listening comprehension taken from ALCPT for two years. We observe how cadets execute the process "authentic input into output feedback" from Live listening, to train their real listening comprehension in real situation. If they have neither patience nor concentration for only 5 less or more minute in one hour, it is clear the problem is on themselves, no more other excuses to blame others on behalf of lazy learners, otherwise authorities could not do any wise win-win policy, firmly. To blame hard-working teachers to cover negligent learners, it could never cultivate both independent learners and soon officers, that is why academic and military teaching objective is supposed to be coherent.

This journalistic training program includes daily Live report, breaking news and weather forecast for predicted and current temperature, the luckiest we can follow the most twice during the 2-hour session of class. Nevertheless the most part of students, passive and absent-minded, need to be reminded to be concentrated, at least the first 30 minutes, and can not stop to complain, such as the hour report is reserved to native speakers, the reporter's speed is too fast. In spite of instructor's key guidance, such as keeping a pen in hand to note all numbers down they input (budget, numbers of people in accident, date, interesting data, etc.), or just to seize one single news each time to well provide me more information they receive, it allows to avoid being interrupted by others news, former or mainly the following one. In fact, they still keep complaining, rather than opening their both ears and mind to well connect each information input from outside world. What I got eventually from them is full of secondary fragments like dregs, incomplete number(s) and tiny pieces of information, which is far from profile an event or a report, and the whole performance as college student could be inferior than high-school students they were... In this regard, our cadets should be conscious that they keep just the motive and determination of all learning, and they have find some means to continue self-studying, or to ask question(s) well-prepared beforehand, once they are impatient and less motivated to learn for some personal reason(s), nothing could be input in they heart for good. Such strange phenomena on passive college students, risky to consume quickly the zeal of any serious instructors, could cut a positive circle of learning-teaching as feedback in our school in short term, will harm certainly in the long term educative objective of ROC Navy. To contact whole world on sea for regular information, our cadets, future captains, should seize some more precious opportunities

in college to foster learner to be an all-around leader in the near future, knowing professional and interdisciplinary basic know-how and more expertise.

2. Reflection on myths of learners.

based on survey results reach certain effect built since the very beginning. Our cadets affirm the instructor mostly on average 94.56% , instructor announces the very beginning in class his syllabus and keeps following up; he/she adopts adequate journalistic materials for news teaching, which arouses learners' interest and interaction in class; his/her approaches evoke learners' critical thinking, questions and discussion; he/she encourages involvement, such as hand-raising, enthusiastic echoes and inferring similar or relative ideas; he/she, enthusiastic to respond questions, cares about learners' reaction and difficulties in class. He/she is punctual for class and break; he/she is delighted to share professional and international current information with learners; he/she welcomes learners' questions and expects always a good interaction in class; he/she is fond of sharing a large scale of vision; he/she is enthusiast in teaching, willing to answer learners' questions.

On learners' Side (ON AVERAGE 94.13%)

29. In class discussion do you compete for reading some headlines and get involved actively.
31. Because of concerning learning I care about and read current events.
32. I work hard each time on my mid-term paper, in particular on the subject of 'Campus News' in second mid-semester.
33. I would like to turn some pages of news magazines equivalent to China Post with no fear or hesitation.
36. I acquaint with few English journalistic writing rules.
37. I take time to accumulate journalistic terms and vocabulary in formal use.

Based on learner's familiar passive attitude as we mentioned previously, the outcome in terms of imbalanced attitude in class is risky by turning English interaction into relation of "criticized taker-active giver."

Latent Crisis via Researcher's Long-term Observation

Observing cadets' Reading, Writing and Listening competence from this evaluation of integral program on journalistic teaching, we are pleased to receive the most part of positive feedback as support. On one hand, we continue and insist in doing well our duty, an educator, and believing that all learners have both rights and potential to be elite, because No Learner Left Behind.

Instead of focusing on a minority of elite in Navy, all instructors' duty here is in fact to upgrade the whole future officers and non-commissioned officers. On the other hand, we conclude some latent crises to impede learners' future development in L2 learning, extremely confined and limited absolutely on highlighting ALCPT score, it will harm severely harm the goal of globalization they pursuit all the time, ironically.

A total credit for the BA in ROC Naval Academy, 143, is ranked the highest among seven military academies. Nevertheless, the English course was the lowest, only 6 credits, other between 8 to 10 more credits including, in which unveils the gap between teaching overloading and insufficiency of teaching staff to develop more. Besides, some military curricula (in principal non-credit) put into a normal semester, and relatively expel requirements out, which largely reduce students' learning opportunities to follow more optional subjects and gain more credits as well. It results some required military drill throughout winter and summer vacations, our cadets become nonchalant, chewing the breeze all day then. The entire academic program is worth re-examination and redesign in short term, to go through the entire school year. Their low-motivation in academic learning could be complete, not only in English learning, all superiors could easily lay the blame on the heaviest loaded three English instructors, the fewest of all military academy, instead of discuss sincerely with limited L2 staff and find out the key points, then to provide all administrative resources as the biggest support on personnel issues merging since 2003, or promote some eliminating policy gradually to maintain qualified cadets and future excellent naval officers, for example selecting freshmen at the very beginning with higher L2 competence each via entrance review or its examination. Otherwise, it could never solve the most fundamental causes, the very initial problem, which could come back all the time into both the Naval Headquarters and academy itself.

3. Great Expectations for dependent learners:

Our learners turn more and more independent in the soldiering, we hope such independent trainees become independent and critical learners on academic side.

- a. to Stir peer learning to have a collective learning habit and cherish all learning in academy, then no more time and resources after their appointment in army. If they want, they could be elite in all kind of professional competitions and selections for further advanced studying or exchange visiting opportunities. keeping constantly competent in major, in life, in career.
- b. to Surpass himself/herself all the time: accept and achieve challenging and diverse works,

always trying to do the best. We wish some low-motivated learners to find out their own weakness and use well all resources to make progress each with strong will and ambition.

c. to Consult multiple functional and practical dictionaries in writing, but do not depend only on the electronic one. Trigger them to keep progressing, knowing how to find out problems and to propose questions.

d. to Stay open minded and have fun to learn interdisciplinary knowledge and international manners, and Get ready to seize any self-studying and self-lifting opportunities. To know himself/herself, know how to find ways out and keep himself everyday different.

Successful in entering academy becomes the biggest benefit to our cadets of life, no more rests. This could be the truth to provide a solid response to superiors wonder about cadets' low academic grades. How to stir them up to surpass the pass themselves after instructor's inspiration relies on their self-demand and determination, they are in fact the own master of their lifelong achievement.

It is time to make some change and lead them to be independent and critical thinking leaner each, to conform to a qualified college student first, then to be a brilliant leader. Our ultimate teaching objective is to turn certain passive attitude in class into active lifelong one as the first step, and keeps guiding their further all-around learning in campus, as a good habit in life.

References

A. Journal/Works Consulted

- 1.Chen, Tsei-Ping. <How to Increase the Imagination and Originality of Students of Department of Applied English>, 2003 Conference of Applied Foreign Languages, Foreign Language Faculty, National Kaohsiung First Technology University, Nov. 28, 2003]
- 2.Chow, Chien-hsien (2001). Implementing Journal Writing in a Freshman Writing Curriculum. The Tenth International Symposium on English Teaching, ROC English Teacher's Association. Taipei, Nov. 16-18
- 3.Nunan, D. (1991). Communicative Tasks and the Language Curriculum. TESOL Quarterly, 25, 279-295
- 4.Sun, Y.D. Adèle (2006). English News Writing Training, Naval Officer (quarterly), 25-2, ROC Naval Academy, 2006
- 5.Gu, Zheng-Feng, Reading Fever at the End of Century, Central Daily News [International edition], Dec. 20, 2000

B. Book/ Dissertation

1. Ken Hyland (2007). "Working with Writing: Understanding Texts, Writers and Readers," in **Zhenching Li (李振清)**, <提昇高中生英語文統整能力的教學策略(下)>, 2007 [http://english.tyhs.edu.tw/epaper/epaper38/teach_38.pdf (2011.0330)]
2. Olivia Johnston, Mark Farrell (1998). Ideas & Issues [Intermediate]. London:Chancere International Publishers
3. Terry L. Fredrickson & Paul F. Wedel (1984). English by Newspaper. Boston,Thomson Learning
4. Xu Ming-Wu (2004). English Newspaper and Interpretation. Taipei, Sanhuei.
5. Xu Chung-Huang ed. (1984). Practical English Newspaper Readings, Taipei, Lucky Book Co. (Shi-Da Shu Yuan)
6. Xieh, Jing-Fan ed. (1995). Current Events in English (Yingwen Tan Shishi). Taipei, Xueh-Xi.
7. Hong, Li-Zhu ed. (1987). How to Reading English Press. Taipei, Xueh-Xi Publishing Co.
8. Xieh, Jia-en ed. (2004). How to Interpret American top Newspapers. Kaohsiung, Yuan-Xi Co.
9. Time Classic Words, vol. 1. Politics. Taipei, Classic Communications co. (Findbook), 1996

C. Speech

Chen, Chao-Ming (2011). <How to Enhance English Reading Ability>. Chiang-Kai Check Auditorium, ROC Naval Academy, Tsoying, Kaohsiung City, Oct. 24, 2011.

Appendix I: One Fourth Quiz: A 200-word Composition

Composition subjects to practice in one hour: [Regular Class 102, April 15, 2011]

1. How to Treat Nature Friendly
2. Never Say Never
3. No Room for Error
4. My View on Euthanasia
5. Prefer Late than Never
6. On Female Plastic Surgery
7. Some Unforgettable/Sweet Memory in my Childhood
8. How do You Improve Your English?
9. My Mother/Father/Great parents/Best Friend/Favorite Teacher
10. Have you ever Lost anything that was Important to you?
11. My Career Goal

- 12. My View on Human Clone/ Homosexual's (or Disable's) Rights
- 13. What Kind of Movies/Novels do you like?
- 14. Do you Like Indoor or Outdoor Sports?
- 15. What I Have Learnt from my Mistakes
- 16. Would you Prefer to Study abroad or Study in Taiwan?

Appendix II: ROCNA Cadets' Favorite English Teaching Content

ROC Naval Academy Survey on English Material (05/26/2010)				
Class-year Objective	Officer 100	Officer 101	Officer 102	Supporter percentage [Order of preference]
I. Full-skill teaching (4-skill balance) (% , order)	5 (6%, 5)	9 (12%, 4)	19 (18%, 4)	33/265 cadets 12.5% [5]
II. ALC/ECL (% , order)	18 (21%, 3)	23 (30%, 1)	23 (22%, 3)	64/265 cadets 24.2% [3]
III. TOEIC/GEPT/ TOEFL (% , order)	21 (25%, 2)	17 (22%,3)	24 (22%, 2)	62/265 cadets 23.4% [4]
IV. Output training (reading & composing) (% , order)	34 (41%, 1)	19 (25%, 2)	30 (29%, 1)	221/265 cadets 83.4% [1]
V. Specific practical course (% , order)	6 (7%, 4)	8 (11%, 5)	9 (9%, 5)	66/265 cadets 24.9% [2]
Valid copy	84	76	105	265 cadets

Appendix III: Learning Questionnaire to ROCNA Cadets

Dear students,
 In favor of interaction in our class, we long for devoting our teaching to improvement. Please response honestly the following items upon individual learning experiences with proper check, and return the whole class year survey to the General Education center. Waiting for your constructive opinions, and thank you for your corporation!
 General Education Center, ROCNA.

A. Basic information

1. Course name : English IV 2. Instructor : Dr. Adèle YD. Sum
 3. Class year : Regular class 2013 4. Date of survey : 05/20/2011

B. Assessment item

G G O F B
 R O O A
 E O O D
 A D K R
 T

I. On instructor :

- | | |
|---|--|
| 1. Instructor shows the very beginning in class his syllabus and keeps following up. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Instructor well prepares his teaching content. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Instructor guides correct reading and brings some formal and official journalistic terms in use. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Instructor adopts adequate journalistic materials for news teaching, which evokes learners' interest and interaction in class. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. The materials are everyday use, flexible to be adjusted or interpreted, which make learning vivid. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Instructor motivates brain-storming, respects free views and angles than following cliché. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. Instructor corrects learners' errors and pronunciation in class. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. Instructor's sound is clear with proper volume. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9. Instructor controls well the time of class. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10. Instructor's approaches evoke learners' critical thinking, questions and discussion. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 11. Instructor arouses involvement, such as hand-raising, enthusiastic echoes and inferring similar or relative ideas. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 12. Instructor's expression is good. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 13. Instructor, enthusiastic to respond questions, cares about learners' reaction and difficulties in class. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 14. Instructor is punctual for class and breaks. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 15. Instructor is delighted to share professional and international current information with learners | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 16. Instructor presents as teaching program, keeps order in class and corrects as well some negative attitude meanwhile. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 17. Instructor welcomes learners' questions and tries to have interaction in class. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 18. Instructor tries to make learners understand and to cast their habit to concern about current events. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

- 1 9. Instructor corrects in detail and turns back all learners' works with professional comments or constructive suggestions to improve his further writing.
- 2 0. Each semester assessment contains multiple standards (report, oral, quiz, exam and involvement, etc.)

II. On learners :

- 2 1. Both length and depth of journalistic materials are proper
- 2 2. The course offers proper and fair assessment according to teaching objective.
- 2 3. The number of quizzes and assignments is proper.
- 2 4. The assessment could reflect objectively learners' level.
- 2 5. Learners understand semester evaluation criteria.
- 2 6. Instructor stirs learners' interest, delighted to share some large scale vision.
- 2 7. Instructor is enthusiast in teaching, willing to answer learners' questions.
- 2 8. I read international and domestic new to enrich some topics while chatting with my classmates.
- 2 9. In class discussion do you compete for reading some headlines and get involved actively.
- 3 0. My gain from news learning (since two years 4 semesters) makes me feel better than other schoolmates which have no similar contact with journalistic training (reading, writing and listening).
- 3 1. Because of concerning learning I care about and read current events.
- 3 2. I work hard each time on my mid-term paper, in particular on the subject of 'Campus News' in second mid-semester.
- 3 3. I would like to turn some pages of news magazines equivalent to *China Post* with no fear or hesitation.
- 3 4. I feel no distance or less barriers with outside activities via this learning.
- 3 5. Thanks to this course I know about all activities in campus and would like to join campus publishing team.
- 3 6. I acquaint with few English journalistic writing rules.
- 3 7. I take time to accumulate journalistic terms and vocabulary in formal use.
- 3 8. ICRT news lifts up my listening competence.
- 3 9. ICRT News helps me to upgrade my Live listening comprehension which could be useful soon later in my future cruise, to understand navigator dialogue in work.
- 4 0. If my learning efficiency is low, it could be me who is _____ in class.

- (1) absent-minded
- (2) proceeding in secret Brigade mission
- (3) rushing into other assignment(s)
- (4) upset for being watched by some senior(s)
- (5) concentrated upon Chinese novel reading

- 4 1. Constructive comments or suggestions to the Section of Humanities and General Center on matter of Foreign Languages program (Optional)

Appendix IV: Learners' Satisfaction

Satisfaction Item	Agree much	Agree	Good	Disagree	Objection	Valid number
1	29.86%	48.61%	17.36%	2.78%	1.39%	144
2	25.69%	45.83%	22.22%	4.86%	1.39%	144
3	26.39%	44.44%	24.31%	4.17%	0.69%	144
4	33.33%	43.06%	16.67%	4.86%	1.39%	144
5	29.17%	43.06%	21.53%	4.86%	0.69%	144
6	29.17%	43.75%	24.31%	2.08%	0.69%	144
7	27.08%	41.67%	24.31%	6.25%	0.69%	144
8	28.47%	43.06%	24.31%	4.17%	0.69%	144
9	34.03%	39.58%	22.92%	4.86%	1.39%	144
10	30.56%	43.75%	20.14%	4.17%	1.39%	144
11	29.17%	46.53%	20.14%	6.94%	0.69%	144
12	29.17%	40.97%	16.67%	6.94%	0.69%	144
13	28.47%	45.83%	22.22%	2.08%	0.69%	144
14	29.86%	47.22%	18.06%	3.47%	1.39%	144
15	28.47%	46.53%	18.06%	3.47%	0.69%	144
16	26.39%	47.22%	20.83%	2.08%	1.39%	144
17	27.78%	50.69%	18.06%	2.78%	0.69%	144
18	29.86%	44.44%	22.92%	2.08%	0.69%	144
19	29.17%	43.06%	20.83%	4.86%	2.08%	144
20	28.47%	43.06%	22.92%	4.86%	0.69%	144
21	25%	45.83%	21.53%	6.25%	1.39%	144
22	27.08%	43.06%	24.31%	4.17%	1.39%	144
23	25.69%	47.22%	21.53%	4.86%	0.69%	144
24	24.31%	49.31%	18.06%	7.64%	0.69%	144
25	26.39%	47.22%	20.14%	5.56%	0.69%	144
26	30.56%	49.31%	16.67%	4.86%	0.69%	144
27	27.78%	47.22%	18.06%	7.64%	0.69%	144
28	30.56%	36.81%	25.69%	5.56%	0.69%	144
29	27.08%	46.53%	21.53%	4.86%	0	144
30	22.92%	45.83%	24.31%	6.25%	0.69%	144
31	24.31%	53.47%	19.44%	2.78%	0	144
32	26.39%	45.83%	21.53%	6.25%	0	144
33	20.83%	52.78%	24.31%	2.08%	0	144
34	26.39%	43.06%	25.69%	4.17%	0.69%	144
35	22.92%	43.75%	26.39%	6.25%	0.69%	144
36	24.31%	47.92%	21.53%	6.25%	0	144
37	22.22%	49.31%	24.31%	2.78%	0.69%	144
38	22.92%	36.81%	30.56%	6.25%	3.47%	144
39	20.83%	40.28%	30.56%	4.86%	2.08%	144
40	46.53%	12.5%	26.39%	4.17%	7.64%	144

海軍軍官 讀者意見調查

A. 本期刊物哪些文章或題材合乎您的興趣且內容令您滿意？

B. 您希望本刊後續選擇以哪些題材為主題？

C. 您覺得本刊全新改版之之整體編輯設計、編排方式是否令您滿意？

滿意 尚可 不滿意

意見：_____

D. 本刊吸引您閱讀的原因是（可複選）

可增進新知 可供資料蒐整 與本身職務相關 文章內容引人入勝

其他原因：_____

基本資料（本欄僅為統計之參考，請放心填寫）

姓名_____職業_____職務_____電話_____

海軍軍官 季刊 第30卷第4期 中華民國100年11月 Quarterly No.4, Vol. 30 2011.11

徵稿簡則

- 一、本刊為海軍綜合性刊物，提供本校教官（師）、學生及本軍學術研究及寫作園地，藉以促進研究風氣，培養術德兼備及具發展潛力之海軍軍官，達成本校教育使命，其宗旨如下：
 - （一）研究海軍學校教育、管理科學與人文科學，啟發人文思想與建軍理念。
 - （二）研究海軍科學、作戰、戰術與戰具等，提升國防科技，切合海軍「建軍備戰」、「教育訓練」之目標。
 - （三）介紹科學新知、海軍知識、生活資訊及一般報導等。
 - （四）砥礪學生品德與忠貞節操，培養並推廣本軍寫作與研究之風氣。
- 二、來稿以創作為主，且優先選登，或譯作以不超過每期篇幅50%為限，來稿內容應慎防涉及軍事機密，並格遵保密規定；請勿一稿兩投或抄襲。
- 三、來稿以五千字至八千字為度，如原文過長，得由本社考量分期刊出。
- 四、來稿請以稿紙橫寫或A4紙張直式橫書印製，字跡務請繕寫清楚或附電子檔案，如附圖片請以清晰為要，電子圖檔解析度300dpi以上以利印刷，稿末請加註姓名、身分證號、學歷、經歷、現職、聯絡電話及地址；譯作請另附原文影本。
- 五、本刊對文稿有刪改權，投稿一律不退還，稿酬從優，每千字870元，圖片一幀230元，一經採用，未經本社同意，不得翻印、抄襲或挪作其他運用。
- 六、來稿請寄左營郵政90175號信箱「海軍軍官季刊」收，或逕送本社。
- 七、凡學術型稿件請依以下“註釋體例”撰稿：
 - （一）所有引註均需詳列來源，如引註係轉引其他論文、著作，須另行註明，不得逕自錄引。
 - （二）專著須依次列出作者、（譯者）、書名、出版書局、出版年份、（版次）、頁碼。格式如下：
中、日文專書：作者，《書名》，（出版地：書局，年月），頁X-X。
西文專書：Author's full name, Complete title of the book, (Place of publication: Publisher, Year), P. X or PP. X-X
 - （三）論文、雜誌、期刊等須依次列出作者、篇名、編輯者、書名、出版地、出版書局、出版年份、（版次）、頁碼。（期刊出版地、出版者可省略）格式如下：
中、日文論文：作者，〈篇名〉，編輯者，《書名》，（出版地：書局，年月），頁X-X。
西文論文：Author's full name, Title of the redactor, Complete title of the book, (Place of publication: Publisher, Year), P. X or. PP. X-X。
 - （四）第一次引註須註明完整之資料來源，第二次以後得採一般學術論文之省略方式，為全文使用方式應相同。

郵票黏貼處

813

左營郵政90175號信箱

海軍軍官學校（海軍軍官季刊編輯）收

海軍軍史館徵集

海軍早期文物

文件、照片、器物、圖冊、旗幟、衣物等

歡迎捐贈，請洽本刊

海軍官校

校區開放

實施對象：本校學生及官、士、兵、師、聘雇之親友

成功門開放時間：每週六、日08：00-21：00

歡迎洽詢