

工商師範學生報



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一九八三年九月出版

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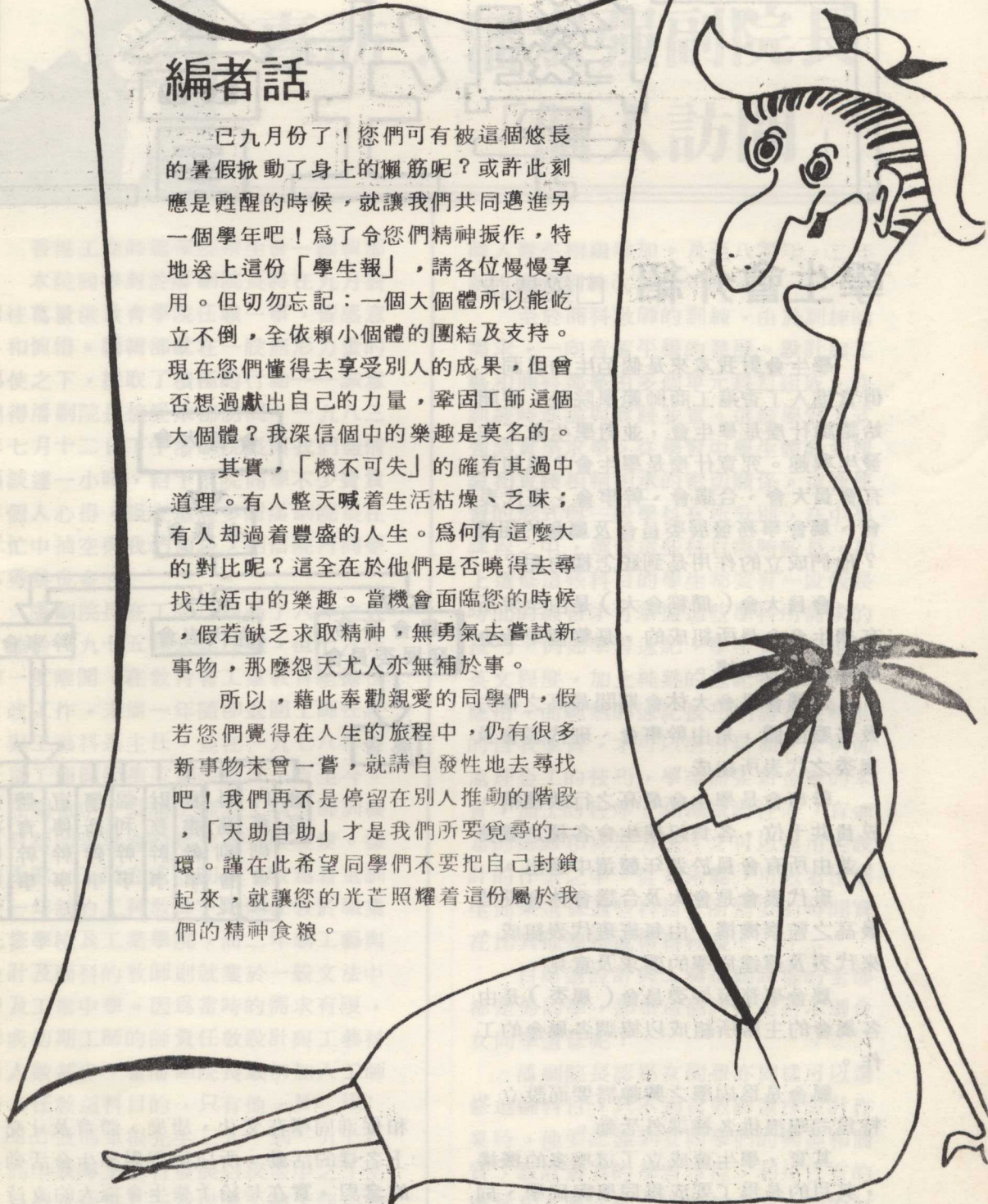
出版：一九八三年度工商師範學院學生會編輯部

編者話

已九月份了！您們可有被這個悠長的暑假掀動了身上的懶筋呢？或許此刻應是甦醒的時候，就讓我們共同邁進另一個學年吧！爲了令您們精神振作，特地送上這份「學生報」，請各位慢慢享用。但切勿忘記：一個大個體所以能屹立不倒，全依賴小個體的團結及支持。現在您們懂得去享受別人的成果，但曾否想過獻出自己的力量，鞏固工師這個大個體？我深信個中的樂趣是莫名的。

其實，「機不可失」的確有其過中道理。有人整天喊着生活枯燥、乏味；有人却過着豐盛的人生。爲何有這麼大的對比呢？這全在於他們是否曉得去尋找生活中的樂趣。當機會面臨您的時候，假若缺乏求取精神，無勇氣去嘗試新事物，那麼怨天尤人亦無補於事。

所以，藉此奉勸親愛的同學們，假若您們覺得在人生的旅程中，仍有很多新事物未曾一嘗，就請自發性地去尋找吧！我們再不是停留在別人推動的階段，「天助自助」才是我們所要覓尋的一環。謹在此希望同學們不要把自己封鎖起來，就讓您的光芒照耀着這份屬於我們的精神食糧。



「學生會」

學生會介紹 □梁慧詩

學生會對我本來是個陌生的名詞，但當進入了香港工商師範學院後，便開始認識什麼是學生會，並對學生會工作發生興趣。究竟什麼是學生會？為何又有會員大會、合議會、幹事會、班代表會、屬會事務發展委員會及屬會的組織？他們成立的作用是到底怎樣的呢？

會員大會（簡稱會大）是由全院所有學生會會員所組成的，是整個學生會最高的權力機構。

合議會是會大休會期間最高之權力及監察團體，是由幹事會、班代表會及屬委之代表所組成。

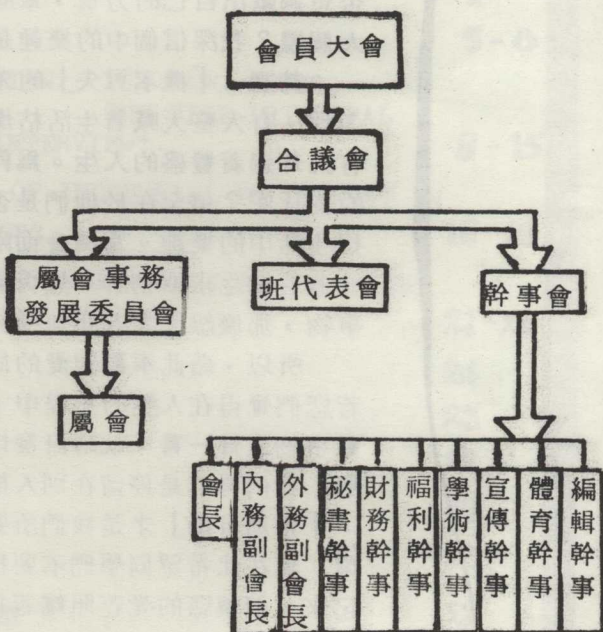
幹事會是學生會最高之行政機構。成員共十位，各負起學生會各種之職務，並由所有會員於週年競選中選出。

班代表會是會大及合議會休會期間最高之監察機構，由每班班代表組成，來代表及傳達同學的要求及意見。

屬會事務發展委員會（屬委）是由各屬會的主席所組成以協調各屬會的工作。

屬會是為同學之興趣需要而設立，特為同學提供各種課外活動。

其實，學生會成立了這麼多的機構，其目的是為了要成為同學與同學、同學與院方，甚至本院與其他組織之橋樑，另一方面盡量為同學爭取更多的福利



和促進同學在文化、康樂、體育及社交上各樣的活動，所以同學對學生會活動的參與，實在是給予學生會極大的支持與鼓勵，而因此學生會才能發揮它的功能和作用的。



5 專訪：潘宏強副院長 「個人訪問」

香港工商師範學院學生會一編輯部
本院同學對於潘副院長將在九月被
調往葛量洪教育學院任職一事，皆感意
外和惋惜。編輯部就在一股無形力量的
驅使之下，採取了積極的行動——誠意
邀得潘副院長接受本部訪問。一九八三
年七月十二日下午潘副院長與我們盡情
傾談達一小時，給予本院同學不少寶貴
的個人心得，謹在這裏多謝潘副院長在
百忙中抽空與我們傾談，相信院內同學
必獲益良多。

潘副院長在工師已服務了六年之久。
他於一九七五年來此任職，但七六年
曾一度離開，在教育署工業教育組擔任
行政工作，未滿一年隨即返回工師任設
計與工藝科系主任，並在一九七八年榮
升為工商師範學院副院長，一直至今。
在任期當中，目睹工師對工科教師訓練
的目標隨着社會的需求而有所改變。據
他所說，工師在成立初期，較為着重訓
練一年制的工科教師，俾能任教於職業
先修學校及工業學院，而二年制工藝與
設計及商科的教師則就業於一般文法中
學及工業中學。因為當時的需求有限，
形成初期工師的師資任教設計與工藝科
的人數甚少，當潘副院長最初加入工師
時，任教這科目的，只有他，Mr. HO-
WELL 及馮卓根先生三人。到一九七八
年高中及專上教育發展白皮書中之「主
要目標及決策」一章提及「擴大課程的
範圍，更着重實用及工藝科目，並改善
設施及各項輔助性服務」，校方便開始
擴大設計與工藝科，而任教這科目的教

師人數亦相繼增加。及至八零年，二年
制的師資訓練改為三年制。

至於商科教師的訓練，由於訓練的
需求，一向有着平穩的發展。設計與工
藝和商科都是由多個單元科目組成，在
訓練時理論與實踐並重。這種學習方式
強調實事求是，從學習中學生體驗到理
論和實踐相輔相承的密切關係。這種學
習的形式與一般學科有所分別，在中學
課程之中，選修這些科目需時較長，加
上選修這些科目的學生都要有一段較長
時間的練習才可掌握這些學科所需求的
技巧，例如學習速記，學生要有一定的
英文程度，加上純熟的速記技巧才可以
應用，而純熟的速記技巧則需要長時間
的自我學習，才可以應用自如。又例如
處理金工的技巧，學生需要對金屬的本
質，加工的程序，和機械的性能，有適
當的認識和處理方法，才可以運用於設
計的作業之中。從這兩點，可以看出學
生如果選修這些科目，所需要的時間實
在比其他學科或術科較長。

目前選設計與工藝這個課程的全部
都是男同學，那麼這個課程是否不適合
女同學選修呢？

潘副院長認為女同學亦同樣可以選
修這個科目，只不過當教師選擇設計作
業時，他要認識到女同學們的興趣和體
質，設計適當的學習課程，利用已有的
機械和工具，配合一般較容易處理的材
料，便可以達到同樣的教育目的。

現時有些文法中學校長喜歡聘請學
位教師任教商科科目，這豈不是對工師
商科系的同學不利？

潘副院長有以下意見：他認為商科的課程範圍很廣濶，學位與非學位的教師們都佔有同樣重要的工作領域。例如學位教師會任教如商業、會計學原理等科目，而工師教師則着重負責教授如英文速記，英文打字等科目。他強調同學們應要從自己的長處着手，使其更完善、更有效地灌輸商科的知識與技能給學生，這才是正確的思想態度。他同意對那些在籌辦期間的中學，校方應採取主動，盡早與該新校校長聯絡，介紹工師學生的資歷和優點，使他們對工師訓練的人材能夠適當地善加運用。

潘副院長對工師學生的質素有着獨特的見解：他認為現時三年制畢業生的質素和經驗較以前為佳。因為以前修讀兩年的課程後，學生剛剛對自己所選擇的職業開始有所認識，了解自己的目標時，便要離開學校，開始執行教職；但自從改為三年制之後，因為有更足夠的受訓時間，學生們有更廣濶及深入的學習及體驗，又因為入學的資格相繼提高，學生質素因而提升，這些改善全是改制後的成果。

那麼怎樣才是一個好老師呢？

潘副院長覺得一個好老師要懂得欣賞和珍惜自己的工作成果，每當上完一課的時候，他會有成功感，會覺得自己所做的沒有人能比他更勝任，因而推動他去鑽研教學上的新技巧，以得到更有效的成果。他會樂意接近自己的學生，嘗試了解他們在學習上所遇到的難題，懂得他們的弱點與優點，從而酌量施教。教師如果欣賞自己的工作，有耐心去處理學生的問題，親自投入學生的生活

、學習態度及習慣，從而善導他們，才是一個好老師。

隨着時代的轉變，教師所擔任的角色亦有所改變，那麼時下的學生們有甚麼特色呢？

潘副院長指出現時學生一般日常知識比以前廣濶，但認識深度未夠深入，而電視媒介導致他們的觸覺敏銳起來，知識也較為廣泛，因為現今社會生活的節奏及接觸面隨着社會和科技的演變，變得快速和複雜，學生的生活在這環境裏一定受到感染，而在他們的學習態度上表現出來，所以教師如要適應這一切的改變，他便要增強自己的觸覺，不能運用以往一般的一套教學法，他要擴大接觸面才能好好地適應這不斷轉變的現今社會。

當提及學生尊師重道的問題時，潘副院長覺得現今的學生很容易忽略了這個中國的優良傳統。他認為現今的社會非常現實和注重物質，個人的成功往往以資產和權力去衡量，學生受到這現實社會的影響，凡事都以個人利益作為先決條件，於是對一般德行上的修養，很容易被放在次要的地位。教師在這方面應多下點工夫，給予學生適當的輔導。

據潘副院長所說，校舍問題是他任期中最大的難題。一間學府的成功與失敗，教師和學生的質素及士氣比任何其他因素更為重要。他覺得工師的老師和同學們已下了不少工夫，因為這方面的教育比較新，每日都會遇到新的問題，需要適當地處理，才可以得到完滿的解決；在這方面，工師的老師從未嘗試靜止下來，享受自己的成果。工師因為

規模較小，人力和資源受到限制。工師附屬校舍的禮堂將於暑期動工改建為教室之用，目前只計劃間一個教室，因為校方決定在來年將會招收更多學生，而學院附近沒有適當的空間，所以只有將禮堂以活頁方式加設教室。這個方法的好處是當活動形式有所改變時，只要拉開活動隔板，便可以回復原來禮堂的面積，以供較大型的學校活動或學生休憩之用。

校方每年招收新生的人數是根據甚麼標準來決定的呢？

工師每年招收學生的人數是根據訓練的需求來決定，而每年的需求和新校建設有緊密的關係。例如教育署通知工師在三年後將有多少間設有工商科目的學校，所需的教師人數，校方便要作出完善的計劃，根據教育署的資料而決定每年新生的人數。

工師同學對於教育學院會否合併一事，亦特別關注，潘副院長就這點作出以下的意見：國際教育顧問團報告書強調師資訓練最好於將來能集中現有的資源（當然要就香港的經濟發展及政府的決定而言），加以有效的運用。例如一所設備完善的圖書館，能為四間教育學院的學生提供更有效的服務。該報告書更指出除集中人力、物力及資源外，更可藉此機會，由教育學院與香港或中文大學合辦一些課程，給予非學位教師就讀，使他們能有機會進升為學位教師，藉此提高師資的水準。此外，潘副院長指出香港政府認為該報告書只可作為未來師資訓練決策基礎其中之一可行方案。

本部記者又問及潘副院長與葛師副院長對調一事，是否意味着合併？

潘副院長給予我們詳盡的解答：他表示並沒有這樣的想法。以前工師與其他五間工業學院皆隸屬於工業教育組，而後期該五間學院脫離教育署，改由職業訓練局所管轄。當那些學院脫離教育署以後，各學院的副院長亦隨之有所調動。這措施對他們本身的工作經驗和任職的機構都有新的影響，因為職位的變動，可使任職的人不易自滿，不會因熟習而缺乏新意，失去敏銳的觀察力。這一個措施，就是在政府各部門中，高層的官員亦有對調的趨勢。他認為這是近年來新的政策，尤其在行政工作上，不應擔當同一的工作過久，這可能是行政思想方面的演進，使其職員能常在新環境中貢獻自己的所長。

工師的同學對潘副院長之離開感到惋惜，而他自己亦對此事有着一番感受。他覺得自己剛從一個未上軌道的環境踏進軌道的開端時就要離開，有着很大的失落感。他認為要建立一個工作團體，一定要經過一段長的時間去了解與你一同工作的人，知道他們的優點及性格，加以適當地分配工作，才可以人盡其材，成效才會較大。當他以為可以在工師與各位相熟的同事一起幹一番成果時，便要離開，往另一個新環境去從頭開始，不免有捨不得的感覺；但從另一角度來看，在那新的環境中，會遇到許多新的事物、新的挑戰，可能這是唯一感到吸引的一面。他對這次調職，有信心會幹得更好，只是最捨不得在這個時刻要離開多年共處的同事和同學。

潘副院長認為一個理想的校舍對教師執教的尊嚴及學生的學習情緒都非常重要。如果學生要經常轉換上課的地點，無論他們如何投入，始終亦會分散注

意力，同時歸屬感也是異常重要，現在同學們要不停轉換上課的地點，根本沒有屬於自己的角落。況且教育並非單靠書本，老師的接觸和學習環境的影響，對學生有一定的感染力，但如果校舍不統一，老師想多與學生接觸也遇到很多困難，這是非常可惜的。所以，潘副院長展望工師在不久的將來有一座整體的院舍，好讓同學們能全心全意地學習，不致因路程、環境和時間而影響他們的學習情緒。

在結束訪問前，潘副院長希望當他離開工商師範學院以後，同學們能多了解其他教育學院，不要把自己孤立起來，因為大家將來都同樣要負起教育未來香港年青一代的責任，大家應多保持聯系和交換意見。無論如何，大家將來踏身社會，都應把持着同一的目標——為教育年青的一代而努力工作。



SPECIAL INTERVIEW: PUN WANG KEUNG

THE VICE-PRINCIPAL

"A PERSONAL INTERVIEW"

EDITORIAL BOARD - HONG KONG TECHNICAL TEACHERS' COLLEGE

The students of this College are taken by surprise and feel sorry on learning that Mr. PUN, the Vice-Principal, will be transferred to work at Grantham College of Education in September. Driven by an invisible force, the Editorial Board had taken positive action - sincerely invited Mr. PUN, the Vice-Principal, to accept an interview by the Board. On the afternoon of 12th July, 1983, Mr. PUN talked freely with us for nearly an hour, citing much valuable personal experience to the students of this College. We would like to thank Mr. PUN here for sparing time to talk to us and we believe that students of the College will be much benefited.

Mr. PUN had worked with the H.K. Technical Teachers' College for six years. He came to work in the College in 1975, but in 1976 he left for a short while to take up administrative work in the Technical Education Section of the Education Department. After leaving the College for less than a year's time, he returned to work as the Head of the Department of Design and Technology. In 1978, he was promoted to the Vice-Principal

of the College and had worked up to the present. During the period when he was working with the College, he witnessed the College changed its objectives in the Training of technical teachers to cater to the demand of the society. According to Mr. PUN, at its very inception, the H.K. Technical Teachers' College placed more emphasis on training one-year course technical teachers so that they could teach in pre-vocational schools and technical institutes, while the two-year course teachers of design and technology and the commercial teachers would work in the ordinary grammar schools and technical secondary schools. Because of limited demand, there were very few teachers teaching design and technology in the H.K. Technical Teachers College at the beginning. When Mr. PUN first joined the College, there were only three persons teaching such subjects and they were Mr. PUN, Mr. Howell and Mr. FUNG Cheuk-kan. In 1978, the White Paper known as "The Development of Senior Secondary and Tertiary Education" was published and in a Chapter entitled "Prin-

principal targets and decisions" it was mentioned that "the curriculum to be broadened, with greater emphasis on practical and technical subjects, and improved facilities and support services to be provided". Since then, the H.K. Technical Teachers' College started to expand the subject of design and technology and consequently the number of teachers teaching this subject gradually increased. In 1980, the two-year course for training teachers was changed to three-year course.

The training of commercial teachers has all along been making steady progress because of the demand for training. The design and technology courses as well as the commercial courses all comprise several units and equal importance is attached to theory and practice during training. This kind of learning approach lays emphasis on pragmatism and the students realize from learning the close relations between theory and practice. This kind of learning approach is different from that of learning ordinary subjects. In the secondary school curriculum, a longer time is needed if these subjects are chosen. Students who have chosen these subjects much have a comparatively long period for practice before they can come to grips with the techniques required by these subjects. Take shorthand for instance, the students must attain a considerable standard of

English and then equip themselves with skilful shorthand techniques before they can apply what they have learnt. Yet, skilful shorthand techniques require long-time self practice to acquire before they can be used effectively. Take metal work for another example, the students need to have thorough knowledge of the nature of metals, the work processes and the functions of the machinery as well as ways to deal with these before they can apply what they have learnt to their design work. From these two examples, it can be seen that students taking these subjects need to spend longer time than their taking other arts or science subjects.

At present, all students taking design and technology are male students. Does it mean that the subject is unsuitable for girls?

Mr. PUN thinks that girls can also take this subject, but he observes that when a teacher chooses design exercise for girls, he must take into consideration the girls' interest and physical ability. The same educational goal can be attained if the teacher tries to design a suitable curriculum, make use of machinery and instrument already in hand and select materials which can be dealt with more easily.

At present, the principals of some secondary grammar schools like to employ graduate-

teachers to teach commercial subjects. Will students taking commercial course at the H.K. Technical Teachers' College be put at a disadvantage because of this?

Mr. PUN makes the following observations. He considers commercial courses involve a very wide area and both graduate and non-graduate teachers play an equally important role in this realm. For example, graduate teachers will teach subjects such as commercial and accountancy theories while teachers of the H.K. Technical Teachers' College will teach subjects such as English shorthand and typing. He emphasizes that the correct thinking and attitude is for the students to concentrate on their own skills and to give full play to these skills so as to impart effectively commercial knowledge and skills to their students. He agrees that the H.K. Technical Teachers' College should take the initiative to contact as soon as possible the principals of the new secondary schools which are making preparations for opening. The College should make the principals aware of the qualifications and merits of its students so that the principals can make good use of the students trained by the College.

Mr. PUN makes a unique observation on the quality of the students of the H.K. Technical Teachers' College. He observes that the quality

and experience of graduates of the current three-year course are better than those of past students. In the past, after completing the two-year course, just when the students began to have an understanding of the vocation they had chosen as well as their own objectives, they were required to leave school to take up teaching. But after the course is changed to a three-year one, the students are able to acquire more intensive and in-depth learning and experience because of sufficient time for training. And because entry qualifications have also been raised, the quality of the students has also risen. All these improvements are brought about by the change to three-year course.

What qualities should a good teacher possess then?

Mr. PUN feels that a good teacher should know how to appreciate and treasure the outcome of his work. After giving a lesson, he should have a sense of success and a feeling that no one would be more competent than he is in accomplishing what he has done. Hence, he is prompted to explore new teaching techniques in order to obtain more effective results. He should also be willing to keep in close touch with his students, endeavour to understand the difficulties they encounter in their studies, know their

merits and demerits and hence be able to cater to the needs of the students in his teaching. If a teacher appreciates his own work, has patience to handle students' problems and gets into the depth of the life of students so as to understand their learning attitude and habits and hence guides them onto the right path, then he will be a good teacher.

As time passes by, the role of teachers is also changing. Then, what particular qualities do students today possess?

Mr. PUN points out that students today have more common sense than before but their knowledge is not deepgoing enough. TV media have sharpened their senses and widened their scope of knowledge. Consequent upon the development of society and technology, the rhythm of life and facets of contact today have become much faster and complicated. The life of the students is bound to be affected by this kind of environment and the result is reflected in their learning attitude. Therefore, if a teacher wants to accommodate to all these changes, he has to strengthen his senses and do away with the old teaching methods. He has to expand his facets of contact before he can adjust himself to this ever changing society of today.

On the issue of students' respect for their teachers, Mr. PUN feels that students today readily ignore this excellent Chinese tradition. He

considers that the present society is too practical and materialistic, individual success is often measured by wealth and power. Under the influence of this practical world, students make individual gains their prime concern and the cultivation of virtues is easily put in secondary places. Hence, teachers should make more efforts in giving suitable guidance to students in this area.

According to Mr. PUN, College accommodation is the greatest difficulty he has encountered during his service in the College. The quality of teachers and students and the spirit of school are the most important factors in determining the success and failure of a college. He feels that teachers and students of the TTC have already made much efforts as this kind of education is comparatively new. Everyday, they are faced with new problems which require proper handling before they can be solved satisfactorily. In this respect, teachers of the TTC have never ceased a while to enjoy their own achievements. Since the TTC is a small institute, man-power and resources are limited. Work will start in the summer vacation to modify the College hall to make it fit for use as classrooms. Under the present plan, only one classroom will be constructed. Since the College

has decided to admit more students in future and as there is no suitable accommodation in the vicinity, an additional classroom is created from the College hall by using movable partitions. The advantage of this method is that when the type of activity changes, the partitions can be removed and the original area of the College hall can be restored for holding large-scale school activities or for use as a rest place by the students.

What guidelines does the College use in determining the annual number of student intake?

The annual student intake number is determined by the training demand which is closely related to the number of new schools established in the year. For instance, the Education Department will inform TTC the number of schools with technical and commercial subjects that will be established in three years' time and the number of teachers that required, then the College will draw up a comprehensive plan and determine the number of student intake each year according to the information supplied by the Education Department.

Students of the TTC also feel particular concern over whether the Colleges of Education would merge. On this point, Mr. PUN has the following comments: The Report by the Panel of Visitors emphasizes that teacher training can best be achieved by concentrating the existing resources (Of course, this has to be determined by the economic development of Hong

Kong and the decision of the government.) and "effective use of these resources. A well-equipped library for instance, can provide more effective service for the students of the four Colleges. The Report also pointed out that apart from concentrating man-power and resources, the College of Education can also use this opportunity to run joint courses with the Hong Kong University or the Chinese University for non-graduate teachers. This will provide them with an opportunity to become graduate teachers and thus raising the standard of teachers. However, Mr. PUN said that the Overall Review Report was only one of the bases for determining future director.

Our reporter then asks Mr. PUN whether his change of post with the Vice-principal of the Grantham College of Education implies amalgamation?

Mr. PUN furnishes us with a detailed reply - he explains that there is no such implication. In the past, TTC and five other technical institutes were under the Technical Education Section. Later, these five institutes broke away from the Education Department and came under the administration of the Vocational Training Council instead. After the separation of these technical institutes from the Education Department, there was a change of post among

the Vice-principals of the various institutes. This measure exerts new influence on their own working experience as well as the institutes they are working in. This is because as a result of the change of posts, people on the job will not easily become complacent, feel bore or lose their shrewd observation power as they are well-versed in their field of work. Even in various government departments, the trend for high-ranking official to exchange posts also exists. Mr. PUN regards this as a new policy in recent years. Especially in the administrative field, one should not take charge of the same kind of work for too long. This may be an evolution in the administrative ideas which enables staff to contribute their best in new environment.

The students of the TTC feel sorry for Mr. PUN's departure and he himself has a deep feeling for his students too. He feels lost as he has to leave after working in an environment that is just beginning to be on the right track. He considers that in building up a working force, one has to spend a long time to understand his co-workers, to get to know their merits and characters and to assign work properly so that everyone's potential can be tapped to the full and better results can be achieved. As Mr. PUN has to leave TTC and start all over again in a new environment just when he thinks that he can achieve something with the well-acquainted colleagues in the TTC, it is natural that he feels reluctant to leave. But

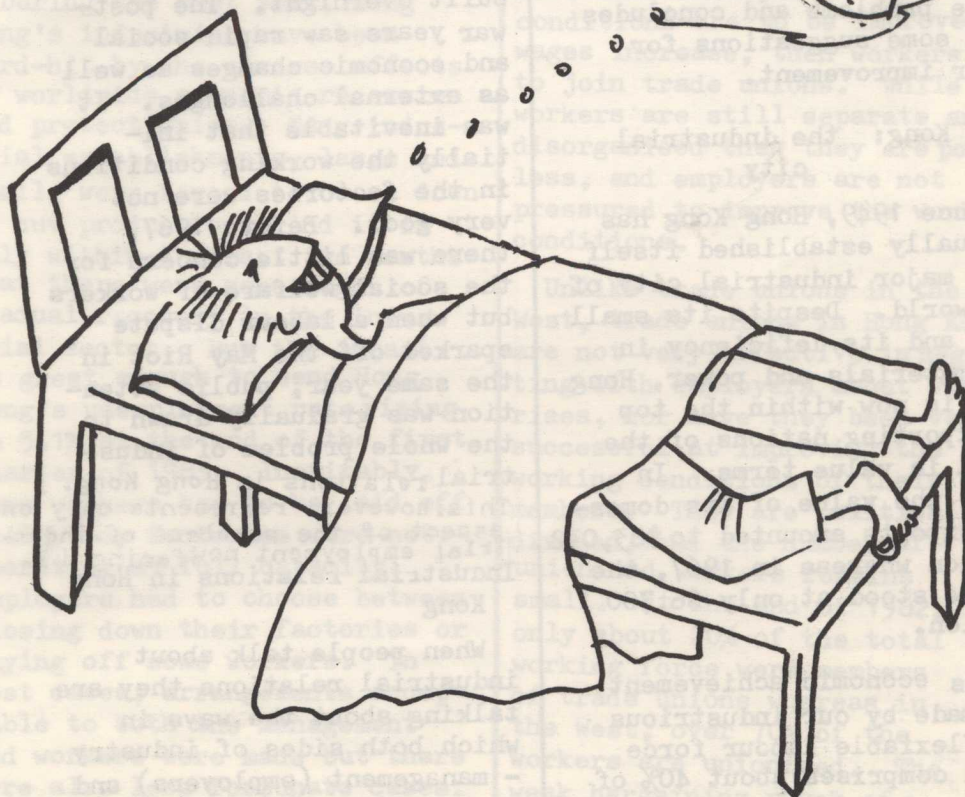
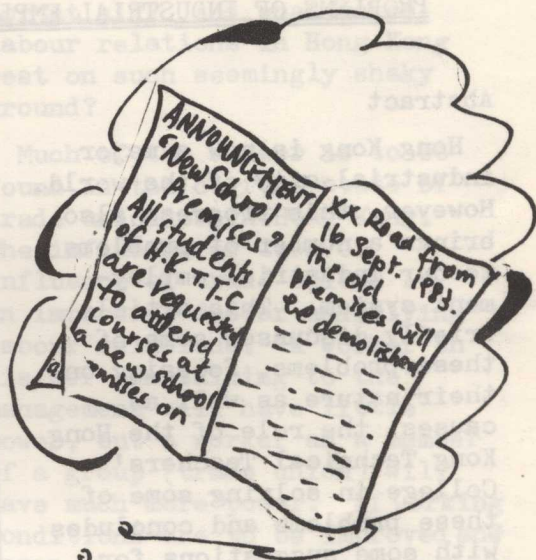
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from another point of view, the many new things and new challenges which he may have to encounter in the new environment may be the only attractive aspect of this transfer. He is confident that he will work capably, but he just feels sad having to part with, at this very moment, his colleagues and students who have been with him for a long time.

Mr. PUN is of the opinion that, an ideal school premises is vital to the dignity of teachers and the learning morale of students. If the students are constantly required to attend lessons in different places, then no matter how concentrated they are in class, their attention will be diverted. At the same time, a sense of belonging among students is also very important. Now that they have to change their classrooms so often, they simply do not have a corner of their own. Moreover, education cannot solely depend on textbooks, contact with teachers and the learning environment certainly have some influence on the students, too. If the school premises is not centralized, the teachers will encounter much difficulty if they want to have more contact with students. Therefore, Mr. PUN wishes the TTC would have a centralised premises in the near future, so that students can learn wholeheartedly and their morale will not be affected by the travelling

distance, learning environment and the time spent on travelling.

As the interview comes to an end, Mr. PUN expresses his wish that students of TTC will try to know more about the other Colleges of Education instead of isolating themselves after he has left TTC. This is because all the students will have to shoulder the common responsibility of educating Hong Kong's young generation in the future, and therefore, they should keep in touch with each other and exchange views more often. No matter what happens, when the students begin to work in the society, they should all cherish the same goal - to devote themselves to educating the young generation.



HONG KONG INDUSTRY

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PROBLEMS OF INDUSTRIAL EMPLOYMENT IN HONG KONG

Abstract

Hong Kong is now a major industrial city of the world. However, this progress also brings a number of problems to our industrial employment system. This article briefly discusses some of these problems, focusing on their nature as well as causes, the role of the Hong Kong Technical Teachers' College in solving some of these problems and concludes with some suggestions for their improvement.

Hong Kong: the industrial city

Since 1949, Hong Kong has gradually established itself as a major industrial city of the world. Despite its small size and its deficiency in raw materials and power, Hong Kong is now within the top 20 exporting nations of the world in value terms. In 1982, the value of its domestic exports amounted to \$83,032 million whereas in 1967, the figure stood at only \$6,700 million.

This economic achievement was made by our industrious and flexible labour force which comprises about 40% of the population. Nearly half

of the labour force is engaged in the manufacturing industry. The importance of industrial employment to the average households as a means of livelihood and to the economy of Hong Kong is at once apparent.

Hong Kong's industrial system, however, was not built overnight. The post-war years saw rapid social and economic changes as well as external challenges. It was inevitable that initially the working conditions in the factories were not very good. Before 1967, there was little concern for the social welfare of workers but when a labour dispute sparked off the May Riot in the same year, public attention was gradually drawn to the whole problem of industrial relations in Hong Kong. This, however, represents only one aspect of the problems of industrial employment now facing H.K. Industrial relations in Hong Kong

When people talk about industrial relations they are talking about the ways in which both sides of industry - management (employers) and workers (employees) - deal

with each other and sort out their differences. In Hong Kong the main issues or problems in industrial relations are working conditions and wages.

In Hong Kong, the shortage of land means that large modern factories with shift systems and good working conditions have to exist side by side with small-scale work places. However, the working conditions and benefits of these small workshops are generally much less satisfactory. But over 70% of Hong Kong's industrial establishments employ less than 20 workers. Unsatisfactory working conditions, in turn, often lead to various employment problems, such as disputes over wages or conditions of work, and industrial accidents.

During the past year, Hong Kong's industries have been hard-hit by the adverse effects of worldwide economic recession and protectionism. Many industrial establishments, large and small, were forced to close down or cut production. And it is only within the last two months that there were some signs of gradual recovery in the industrial sector. But the impact is great enough to send Hong Kong's unemployment rate rising to 5.1% at the end of the first quarter of 1983. Inevitably, some workers had to be laid off while many factories were not operating at full capacity. Employers had to choose between closing down their factories or laying off some workers. In most cases, arrangements acceptable to both the management and workers were made but there were also less fortunate cases. Workers complained that they

could not get their wages and that they were inadequately compensated. Does this reflect that some employers in Hong Kong still place the profit motive as their only consideration while the welfare of their employees is not catered for at all? And what makes labour relations in Hong Kong rest on such seemingly shaky ground?

Much of the answer is to be found in the current state of trade unionism in Hong Kong. The influence or lack of influence of trade unions is an important factor underlying labour relations. A worker on his/her own talking to the management will have little power, but a worker as a member of a group (trade union) will have much more power. If working conditions are to be improved and wages increase, then workers need to join trade unions. While workers are still separate and disorganised then they are powerless, and employers are not pressured to improve the working conditions.

Unlike trade unions in the West, trade unions in Hong Kong are not very effective in negotiating with employers about wage rises, nor have they been very successful at improving the working conditions of their members. They are politically divided, and the number of unionised workers remains small. At the end of 1982, only about 20% of the total working force were members of trade unions whereas in the West, over 70% of the workers are unionised. The weak bargaining power of Hong Kong's workers inevitably exposes some of them

to exploitation by employers. This, as we have seen, is the cause of a lot of industrial relation problems.

Inadequate labour protection:
labour laws

Such cases of wage disputes also suggest that there are certain loopholes in Hong Kong's labour laws dealing with labour compensation.

It is true that nearly 160 items of labour legislation were enacted by the government during the past decade for the improvement of labour welfare. Collectively, they offer labour protection in a number of areas. These cover hours of work, night work, industrial safety, employment of children, rest days, statutory holidays, paid annual leave, sickness allowance, maternity leave, industrial compensation and protection of wages. However, these laws only offer minimum protection and in certain cases, inadequate protection to workers. The enforcement of labour legislation, moreover, requires constant monitoring and supervision. The practical difficulty of law enforcement encourages some employers to evade the provisions of these laws. However, Hong Kong's workers are in general ill-informed of their rights and the provisions of labour legislation. They seldom make complaints to the government unless the case is urgent or when they know that they are genuinely aggrieved.

The introduction of labour laws is also a slow and complicated process. The government

has to consult the opinion of the industrial sector and other expert advice before drafting a bill. The bill may have to be further amended before it becomes law. The whole process may take one year or even longer before all parts of an ordinance becomes fully effective. Meanwhile, loopholes in existing legislation will still remain. The enactment of the Employees' Compensation Ordinance is a case in point. It had been criticised in the past that workers injured in the course of employment were not adequately compensated and that the procedure of compensation was too complicated. Action was therefore undertaken in 1980 to revise the Workers' Compensation Ordinance. But it is only in 1983 that the whole ordinance is fully implemented, providing a substantial scheme of compensation to injured workers with simplified procedures.

The problem of industrial safety

The rapid post-war industrial development has also brought about an increased number of industrial accidents. Just as other highly industrialised countries in the West, many workers in Hong Kong have become the victims of increased automation. In 1982, for instance, 71,124 industrial accidents were reported whereas in 1975, there were only 34,405 cases. This means that one out of every 17 workers had been injured in an industrial accident.

The main causes of industrial accidents are:

- unsafe or unguarded machinery;
- using dangerous chemicals and

- substances carelessly, such as smoking near inflammable chemicals;
- careless workers who do not observe safety rules;
- pressure to work too quickly in order to meet deadlines;
- inexperienced workers, especially those who recently came from China.

Most of the industrial accidents were reported in the construction industry while power-driven machinery is another main cause of reported accidents.

What are the consequences of such high rate of industrial accidents?

This can be judged from the fact that in 1982 the number of fatal and non-fatal industrial accidents were 245 and 70,879 respectively. Moreover, industrial accidents affect productivity since new workers take some time to be trained and get used to the working environment. Industrial accidents also affect labour relations since workers and the management may blame each other for causing the accidents. Finally, industrial accidents cost a great deal of money when compensations are paid to workers. In many cases, however, even large payments may not be able to cover the loss to the families affected, when their only breadwinners have lost their lives or are permanently disabled.

Clearly, both employers and employees need to be educated much more about the need for health and safety at work.

The problem of industrial training

Hong Kong has a rather unique industrial training problem.

Contrary to what some people believe, Hong Kong does not suffer from a shortage of industrial training facilities. In fact, the government gives a high priority to the training of workers and technicians. As early as 1973, the Hong Kong Training Council (now reorganised as the Vocational Training Council) was set up to ensure full-scale training in various industries. In 1975, the Clothing Industry Training Authority and the Construction Industry Training Authority were set up to provide training in their industries. Craftsmen and technicians continue to be trained under the Apprenticeship Ordinance. Pre-vocational schools, vocational schools and technical schools provide basic industrial training for young people. At a higher level, technical institutes and the Polytechnic provide training at craftsmen and technician level. Training for engineers at degree level is provided by the University of Hong Kong.

What, then, is the nature of Hong Kong's industrial training problem?

The problem rather lies in another area - the social attitude towards industrial employment.

Despite the extension of technical education in Hong Kong, most of the younger generation still prefers the traditional grammar education. Young people commonly believe that industrial employment means poor prospects, low pay, long working hours and poor working conditions. The current social attitude has a low respect for blue-collar work, too. White-collar jobs are regarded as offering a more promising future while industrial employment is regarded as the last resort. Consequently, many young people are not willing to receive industrial training and take up industrial employments. Hence, unless more young people are encouraged to make their careers in industry, there may be the danger that before long some sectors of our industries will face the problem of insufficient manpower.

What is to be done?

Can Hong Kong work towards a better industrial employment system? From what we have discussed so far, it appears that such improvements will greatly depend on the following factors:

. Better organised trade unions

Hong Kong's workers must be more willing to organise themselves into trade unions. Admittedly, this is difficult in a place where over 90% of the work force work in small industries, and have few links with workers outside their firms.

Once organised, trade unions should aim to improve the working conditions and welfare of workers. To be really effective, they must negotiate wages, conditions of work and other matters of interest on behalf of workers by holding meetings with the management. Trade unions could also provide benefits for workers in the form of welfare schemes, strike benefits and legal assistance. For the better protection of workers, trade unions may even seek representation at government level in the making of industrial legislation and economic policies affecting labour.

Finally, trade union leaders should educate their members on such areas as the organisation of trade unions, labour legislation, industrial safety and so on. The extension of labour education would then make workers more aware of their rights. If Hong Kong's trade unions could be organised along these lines, the number of unionised workers would probably increase. Trade unions can then be in a better position to protect and promote the welfare of workers.

. The role of employers

Employers have to take more positive steps to reduce problems arising from industrial employment. This means that they must be ready to comply with the provisions of labour legislation. Increased concern for their workers will, of course, help in promoting staff welfare, working conditions and labour relations. Productivity would then also increase.

. Greater government concern for labour

The Hong Kong Government has been providing a range of services relating to industrial work. These include labour services as provided by the Labour Department, welfare services, educational services and legal assistance. But the government can be more responsive to social pressures for enacting or amending labour laws. The process of labour legislation, coupled with stringent law enforcement, can then ensure that Hong Kong's labour laws are in line with changing needs as well as its social and economic development.

. Greater concern for industrial safety

Experience tells us that many industrial accidents can actually be prevented by the joint action of the management and the workers concerned. Thus, a higher standard of industrial safety can be achieved by closer supervision, better industrial safety devices and more concentration during work.

Apart from increasing publicity about industrial safety, the Labour Department can also enforce industrial safety regulations more strictly. While higher penalties are now imposed on negligent employers, workers should also be educated to observe safety regulations and practices during work.

It would also help if knowledge of industrial safety could be given added emphasis in the technical curriculum. This will help to reduce industrial accidents when young people go to work.

. New social attitudes to industrial employment

While the basic problem of industrial training in Hong Kong actually lies in the public attitude towards industrial employment, more young people could be encouraged to receive industrial training. The 1978 White Paper on Education has in fact provided the answer. Technical education, according to the White Paper, is to be further expanded in the 80s. This development is again stressed in the Report of the Visiting Panel published in April, 83. With more young people receiving some form of technical education, the social attitude towards industrial employment will gradually become more positive. If only the social attitudes to industrial work were changed, more young people would wish to receive industrial training and take up industrial work. If more intelligent and efficient people formed the skilled labour force, they would be able to improve working conditions, so that such work would be more appealing in future.

THE ROLE OF THE HONG KONG TECHNICAL TEACHERS' COLLEGE

How can the Hong Kong Technical Teachers' College help to solve some of the problems of industrial employment discussed in this paper?

Admittedly, improvement in these areas depends on the

concerted co-operation and joint effort of the government and the community. The work of the Hong Kong Technical Teachers' College, when judged against the full range of services so provided, represents only part of the government's efforts to tackle these problems. However, since its founding in 1974, the College has been providing and expanding a wide range of educational services to cater for two areas of industrial employment:

A) Industrial training

While Hong Kong needs properly trained technicians and craftsmen for its diverse industries, the training of fully qualified technical teachers is all the more necessary. The role is undertaken by the Hong Kong Technical Teachers' College.

The College runs several full-time courses to train fully qualified teachers of technical and commercial subjects to take up posts in technical institutes, technical and prevocational schools, and in the technical and commercial sections of secondary schools.

The College also organises a variety of short courses for practising teachers and instructors who are working in the educational, commercial and industrial sectors of the community. Various modes of studies are available, thus providing more opportunities for interested personnels to improve their instructional skills or broaden their technical knowledge.

B) Industrial safety

If the social attitude to-

wards industrial employment in Hong Kong could be changed, so greater public awareness of industrial safety could also be cultivated. The value is to be cultivated via the technical curriculum. In this connection, technical teachers trained by the Hong Kong Technical Teachers' College have an important role to play. Apart from transmitting technical knowledge to their students, they also have to instil the value of safety at work to their students. And it is only through a proper combination of sound knowledge and correct value about industrial undertakings that industrial accidents could be prevented and productivity increase.

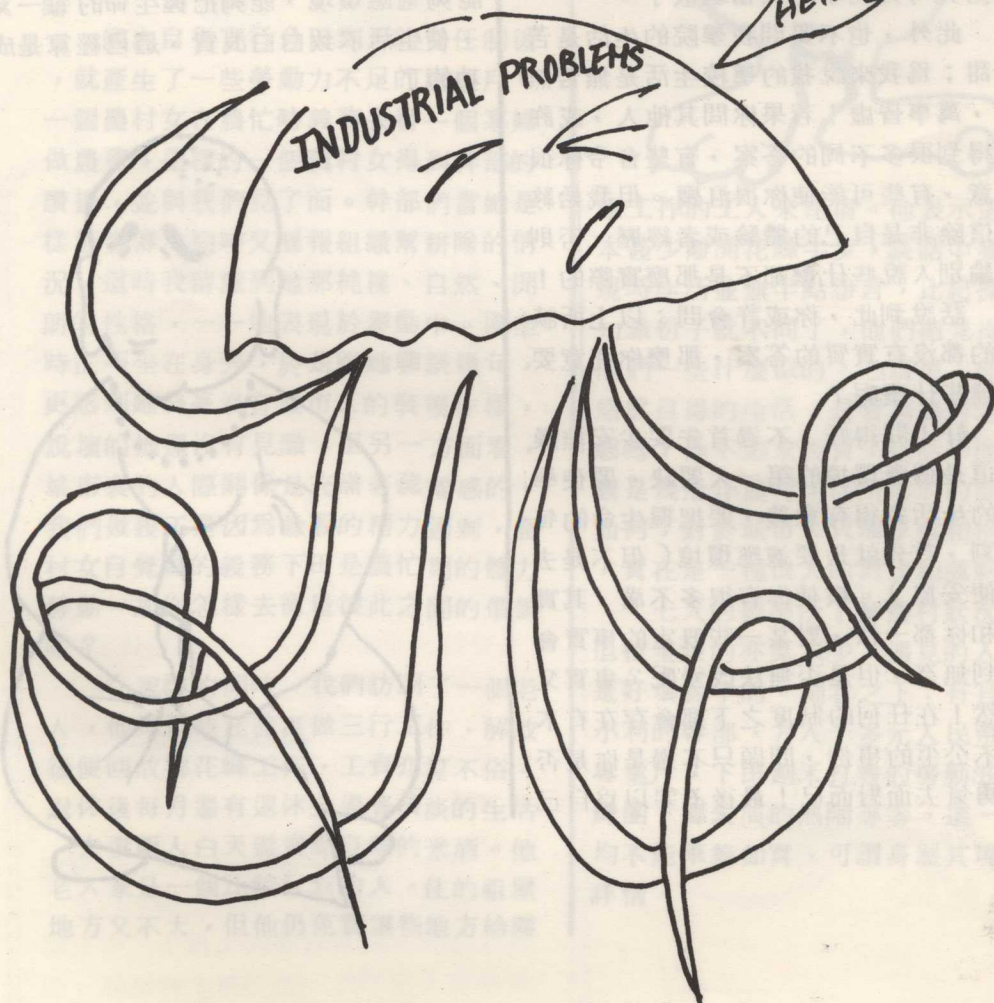
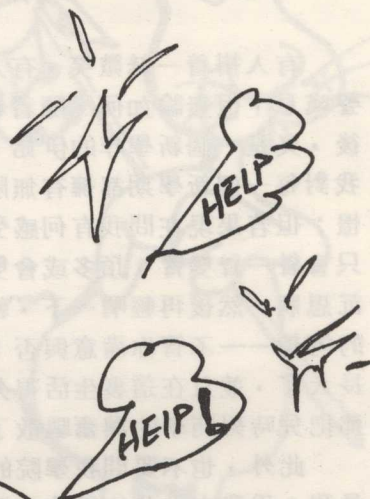
Conclusion

There are already signs that Hong Kong's industrial employment system is moving along these paths. Over the years, workers have become better organised and united in their efforts to promote their rights and welfare. There is also a gradual but sure change in social attitudes towards industrial employment. More parents are prepared to let their children receive technical education and take up industrial employment. Meanwhile, the government has shown its concern for the welfare of labour by stepping up its services for industrial work. It is also encouraging to note that more employers have been concerned with improving labour welfare and relations. The incidence of industrial safety. The government and the community are also actively promoting services relating to our industrial employment system. Of course, these services alone are by no means the complete

answer to our industrial employment problems. But as we have seen, there are reasons to believe that in the foreseeable future, Hong Kong's industrial employment system will gradually overcome its weaknesses.

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學年肇始偶感—— 給新同學進一言

□宇虛

有人掛着一絲微笑，有人却噓出一聲嘆息！但無論如何，隨着春風秋雨之後，又是一個新學年的伊始。小時候，我對每一個新學期都擁有無限美麗的憧憬；但若果現在問我有何感受的話，我只會聳一聳雙臂，頂多或會雙眼朝天作沉思狀，然後再輕啣一下，就此了結我的答覆——不管你滿意與否！畢竟人是長大了，並且在這裏生活得久了，漸漸都把兒時對開學的興奮驅散了。

此外，也不要問我學院的生活是苦是甜；爲我來說我的學校生活是無苦無甜，萬事皆虛！若果你問其他人，或許會得到很多不同的答案，有些會令你很滿意，有些可能使你很沮喪。但我始終相信除非是自己的體驗或者經歷，否則無論別人說些什麼都不是那麼實際的！

話說到此，你或許會問：以上所談到的都沒有實質的答案，那麼你究竟要表達些什麼呢？

好！問得好！不過首先要少安無躁，這是適應環境的第一大要訣。要使學院的生活過得有意義，要把握生命的每一刻，首先就是要適應環境（但不是去隨便妥協）。縱使你有很多不滿，其實我和你一樣，對某一些既定的事實會感到無奈，但是否無法改變呢？事實又不然！任何的制度之下都會存在有不少不公平的事例，問題只不過是你是否有勇氣去面對而已！最後不要以爲自己

是不幸的一個，儘管學院的規模小，人不多，但不要忘記生命的每一個時期和階段都有其不同而且特別的意義，現時你未必可以一一體驗得到，不過唯望你能設法定立自己所應走的道路和宗向。

若果你沒有以上的感覺，那麼我祝福你能愉快定踏上坦途。在往後的日子裏，我們總有機會在這細小的地方相遇上。我不奢望能夠相識滿校園，但只要能夠適應環境，能夠把握生命的每一刻，使生活不致白白浪費，這已經算是成功的了。



今年暑假，學聯再次舉辦廣東花縣「下鄉、上學」農村生活體驗團，團員均來自港、中、理、浸和四師各院校的同學，而師範的佔全團人數八成左右。在偶然的機會我加入了該團的行程，這七整天的節目安排中，令大家有透不過氣來的感覺，安排上有訪問花山公社，參觀其公社大隊的工農狀況，並透過與花縣第一中學的同學接觸，進行了家訪活動。過程中就所見所聞的農村狀況，我深深體會到中國部份農民生活的一面。行程裏面的事與物均裝滿了我的腦子，惟有寫下部份平凡中不平凡的一二見聞。

國內自從實行分田到戶的責任制後，就產生了一些勞動力不足的困難戶。一個農村女在農忙時義務去替一個寡婦做農務，這樣的一個農村女得到幹部的讚揚，並與我們見了面。幹部們當她是樣板宣傳，同時又滙報組織幫耕隊的情況，這時我留意到她那純樸、自然、開朗的性格，一一地表現於舉動中。圍坐時正巧坐在身旁，於是跟她聊談幾句，更感到她絲毫沒有城市人的裝模作樣，說壞的她還沒有見識，但另一方面看，城市裏的人際關係是充滿著疏離感的。我們做義工是因為餘暇的精力過剩，農村女自覺做的義務下田是農忙期的體力勞動。那你怎樣去衡量彼此之間的價值呢？

在家訪的同時，我們訪問了一個老人，他年青時在香港做三行工作，解放後便回故鄉花縣工作，工資亦算不俗。退休後每月還有退休金過著清淡的生活，夫妻兩人白天還賣點自釀的米酒。他老人家是一個比較沉默的人，住的祖屋地方又不大，但他仍免費讓些地方給離



家工作的工人來住宿。他表示退休後根本甚少離開花縣半步，談話中發覺他對現時生活並無半點怨言，比起探訪一些知識份子就不同了，他們總覺得國家欠他們一些什麼似的。心裏想：他老人家悠然自得的生活，是普遍農村老人的心態嗎？他不追求物質？生活平淡的人生觀是幾拾年農村生活所形成的嗎？無論如何，對於城市人只圖享福和物質享受，實在是一種很大的對比和諷刺！

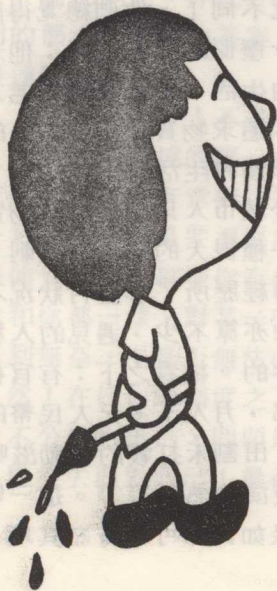
七天的經歷所了解農村狀況不多，但拉集談的亦算不少，遇見的人和事都是好壞參半的。細看之下：有官模樣貪小利的幹部，月入千多元人民幣的養蛇專業戶，下田割禾打穀的勞動滋味，歌舞團下鄉表演的熱鬧等等。這一切一切均不能筆錄如實，可謂身歷其境，始知詳情。

解決！

人與人接觸越多，磨擦就越大，爾虞我詐，造成不少紛爭，於是便懷恨在心。很多人認為「恨」是一種惡行，但我並不反對「恨」，相反的，把「恨」宣洩出來總比鬱在肚子裏好。

不要以為罵人是弱者行為，是沒有膽量去舞刀弄劍。事實上，只要你懂得罵人的藝術，你的舌就是一把無形的刀劍，和一般的刀劍，有着異曲同工之妙。但我並不欣賞「潑婦罵街」式的詛咒人家，一則徒費唇舌和氣力，二則空口無憑，三則顯示出自己胸無點墨，也就是俗說的「得把聲」，又怎及得上「筆罵」來得有力。「筆罵」又分文罵和武罵兩種，勾心爭角，唇槍舌劍是文罵，聲色俱厲、責罵咒詛則列為武罵，那末文罵又比武罵來得含蓄了。如果罵人是一件快事，做文章來罵人就是快中之快了。

以文章來罵人可以痛快地罵、徹底地罵，每一句每一字，你都可以精心雕



第 26 期



琢，讓你的敵人羨慕一下你的文采，讓他有足夠的時間去消化文章中的炸藥，這不是比口沫橫飛得高明嗎？再者，你的敵人又不能趕來阻止你寫文章，於是文章發表了出來，你肯定佔上風，無論人家回罵與否，你得相信「先入為主」的道理吧！人們喜歡看打架，也就應該愛看罵人的文章。只要文章寫得俏皮，罵得淋漓盡致，讀者都會像在炎夏吃冰淇淋一樣，有一種無比的快感。另外一方面，受罵的人不一定能夠寫一篇更精妙的文章去回罵你，或者去博取民心，這時你就穩操勝券了。尤其是在上位的人，又怎願降低自己的身份，用同一的手法來筆罵一個他以為比自己低下的人呢？

然而，我並不是鼓勵人們互相筆罵，只因世上糊塗的人畢竟比聰明的多，往往造成不必要的犧牲，為了一雪前恥而弄到「白刀入，血刀出」的地步，倒不如來一個「筆罵」一較高低罷！

請告訴我誰是中國人，
啓示我，如何把記憶抱緊；
請告訴我這民族的偉大，
輕輕的告訴我，不要喧嘩！

請告訴我誰是中國人，
誰的心裏有堯舜的心，
誰的血是荊柯聶政的血，
誰是神農黃帝的遺孽。

告訴我那智慧來得離奇，
說是河馬獻來的餽禮，
還告訴我這歌聲的節奏，
原是九苞鳳凰的傳授。

誰告訴我戈壁的沉默，
和五嶽的莊嚴？又告訴我
泰山的石，還滴着忍耐，
大江黃河又流着和諧？

請告訴我誰是中國人，
啓示我，如何把記憶抱緊；
請告訴我這民族的偉大，
輕輕的告訴我，不要喧嘩！

朗誦：但是，中華民族的兒女呀，

誰願像豬羊一般任人宰割？
我們要抱定必勝的決心，

保衛黃河！

保衛華北！

保衛全中國！

風在吼，馬在叫，黃河在咆哮，
黃河在咆哮！

河西山崗萬丈高，

河東河北高梁熟了。

萬山叢中，抗日英雄真不少！

看青紗帳裏，遊擊健兒逞英豪！

端起土槍洋槍，揮動大刀長矛

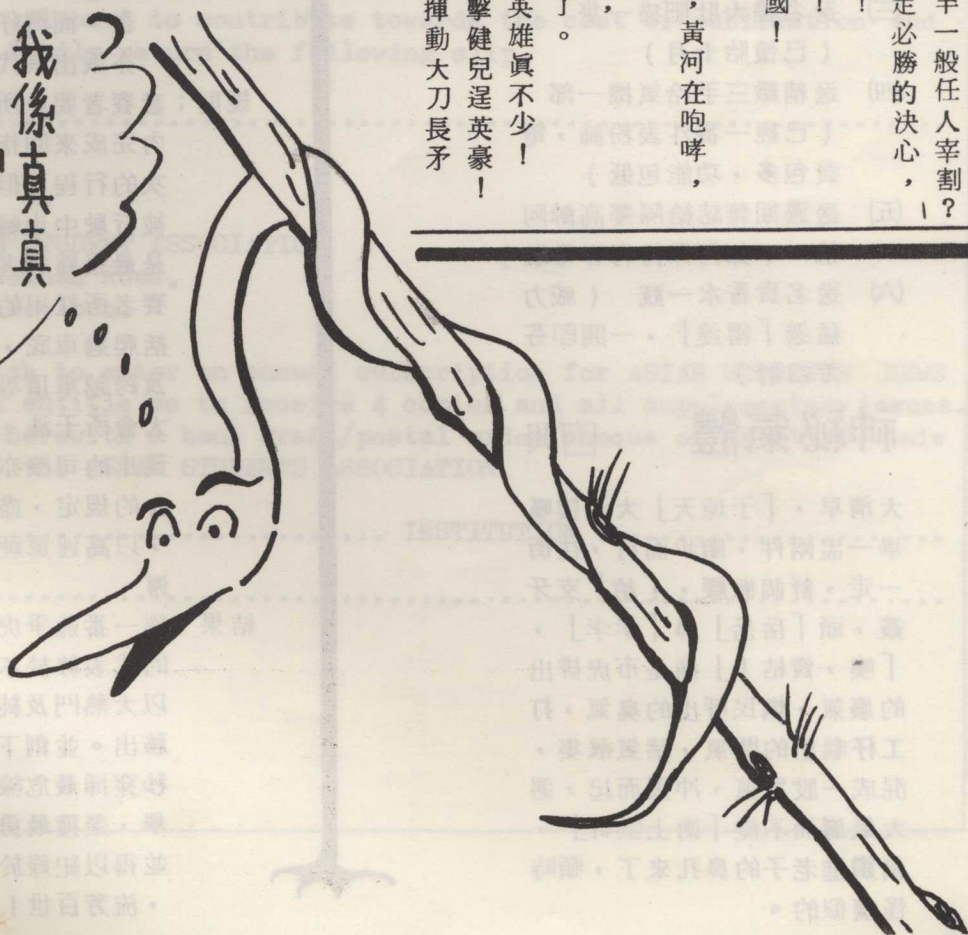
保衛家鄉！

保衛黃河！

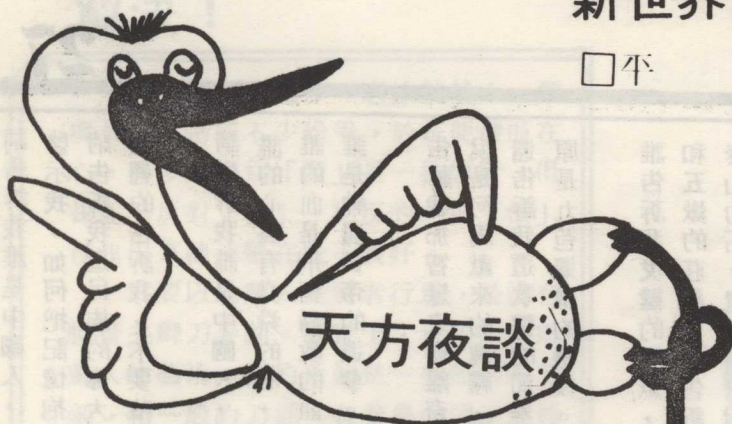
保衛華北！

保衛全中國！

我像真真
正正「龍」的
傳人



□平



如何令人對你印像難忘

□黃潤棠

方法有六個

- (一) 送一本名叫「與你為伍」的書（內裏跳出青綠彈弓毛蟲一條）
- (二) 送金香果實一個（有外在美而缺乏內在美）
- (三) 送名種大肚肥貓一隻（已懷胎十月）
- (四) 送精緻三手冷氣機一部（已經一番外表粉飾，電費包多，功能包低）
- (五) 送過期雜誌給隔鄰高齡阿伯（如何保持青春常駐）
- (六) 送名貴香水一瓶（威力猛過「雷達」，一開即芬芳四射）

神祕氣體

□興

大清早，「于琮天」大酒樓嘆畢一盅兩件，順步而行，往街一走，舒個懶腰，「趙」支牙籤，頭「岳岳」鼻「孛孛」，「噢，賣桔！」滿是市虎排出的廢氣，烟民呼出的臭氣，打工仔嘔出的悶氣，諸氣滙集，混成一股黑氣，冲天而起，遇大氣層而不能「衝上雲霄」，倒鑽進老子的鼻孔來了，頓時怪癢似的。

地點：香港皇后大道東與司徒拔道交界（即工商師範對開的大馬路）。

時間：經通勝的指點，最佳時辰為中午十二時。

日期：一九八三年暑期中九月十五日

宗旨：測驗比賽者的視力敏銳程度，判斷力的均衡及身手的敏捷等。

特別措施：將指定道路的交通燈一一搬離比賽場地，拆除一切交通安全島，以方便附近負責駕駛車輛的司機，得以施展所長，亦可增加會場的氣氛。

參賽者：工商師範派出三名代表，而灣仔區的居民亦派出其代表比賽。

規則：參賽者要於所定的時間內完成來回指定道路十次的行程。但一定要不被行駛中車輛碰倒，才是最後勝利者。至於參賽者所採用的招式（包括爬過車底，凌空翻滾及跨越車頂等）亦不為大會所干涉。至於負責駕車的司機亦要依從大會的規定，盡自己所能，以高速駕駛，不可鬆懈。

結果：經一番龍爭虎鬪，工師的代表終於不負所望，以大熱門及純熟的身手勝出。並創下一分零三秒穿插最危險道路的創舉，榮獲最勇敢獎狀，並得以紀錄於世界大全，流芳百世！

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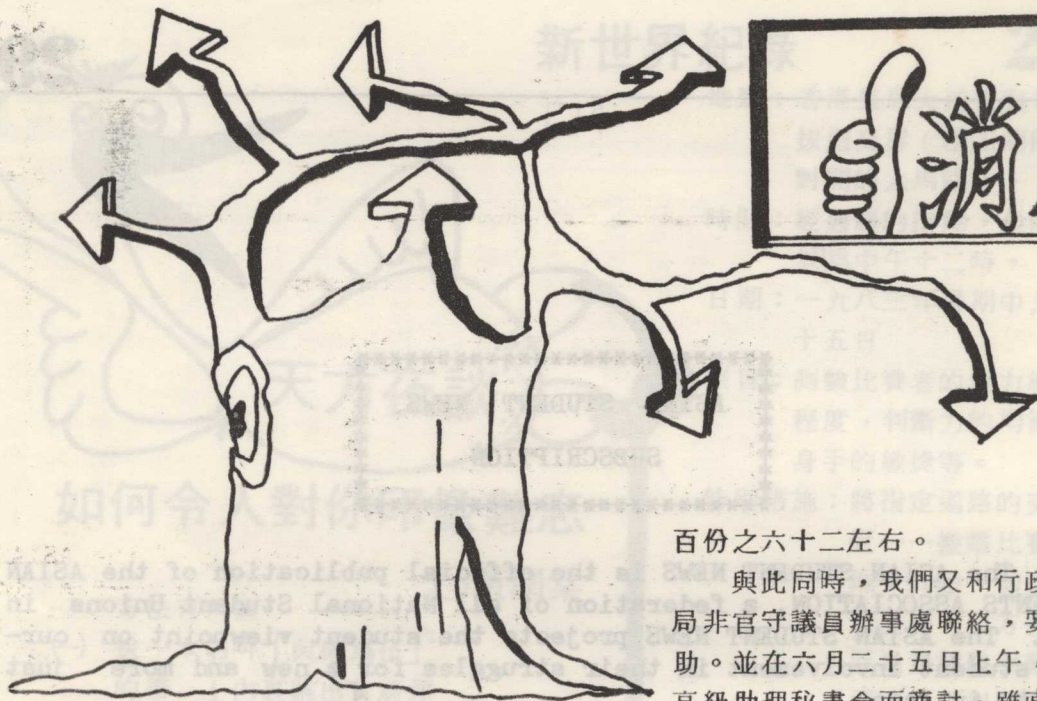
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工師新動向 □邱少雄

自一九七九年教育署調整學生助學金及免息貸款金額至二千元及二仟四佰元後，四年來亦未曾作出相應調整，以適應生活所需。歷屆工商師範學院及其他三所教育學院的學生會對此事都甚表關注，並組織學生助學金及免息貸款小組，以商討如何促使教育署檢討四所學院自一九七九年以來未被調整助學金及免息貸款金額等有關問題。而今屆工師學生會對此亦猶其關注，採取更積極的行動。在一九八三年六月三日，我第一次以工師學生會代表的身份出席這個小組的會議。

一直以來，小組皆採用書信形式與教署聯絡，以致質詢等，但一直都被教署以拖延手法應付。今年我們已決定採用較強硬、積極的方式處理。首先，在六初，我們以四師學生會的名義發出一封申明立場的立場書，附以總數大約一仟六佰名四師同學的簽名，而工師簽名的同學共有一佰零一人，約佔全院人數

百份之六十二左右。

與此同時，我們又和行政、立法兩局非官守議員辦事處聯絡，要求他們協助。並在六月二十五日上午，和該局的高級助理秘書會面商討，雖直至截稿為止，該局仍未有正式的書面答覆，但根據該局職員所稱，他們將於短期內給予我們合理的答覆。

為了使小組的工作能更有效地進行，我們在六月二十八日將有關工作加以分配，工師被委派作小組主席，羅師則擔任小組的文書及財政。

除上述工作以外，我們還一直以書信和教署聯絡，並一再要求教署於八三至八四年度將助學金及免息貸款調整至不少於六仟四佰元（這數目是根據一九七九年所訂立之金額乘以四年來之甲類消費物價指數而定），及要求學生代表出席教署有關學生助學金及免息貸款之會議，藉以令教署更加明瞭學生之經濟狀況。

在一九八三年八月二日，教育司署發出新聞稿，內容指出在新學年各師範學院就讀學生之助學金及免息貸款最高額分別調整至三千元及三仟六佰元，並每年按照消費物價指數（甲類）之變動，調整最高津貼額及貸款額。這可算是一項值得鼓舞的消息，但我們仍會繼續為各同學爭取更大的福利。

意見箱

□陳健生

編輯先生

由於工商師範現時的院址是由小學改建而成，故此給予外間人一種臨時性質的錯誤觀念。這樣無論身處其中的老師或同學，都起了一定性的影響——情緒不集中，而歸屬感亦隨之減弱。

在一九七三年綠皮書中指出教育委員會對中等教育擴展計劃一事的報告書第二十七節裏曾提及第四間教育學院應從速成立，初期可利用臨時校舍開辦，同時應備有訓練非學位工業教師的設備。但工師已成立將近十年，仍然只能借用外間學校作師訓之用，這豈不是漠視了我們的意願——一間設備完善的正式校舍，讓工師的同學們能與老師同課一起，這對於師資訓練是有一定幫助。

且參照一九七八年教育白皮書有關高中及專上教育發展一事的第五章二十五節，內裏指出工商師範學院仍繼續為另一學院。目前在前摩利臣山小學的校址若非臨時性質，則殊不理想，但在一九七九年九月，遷往維多利亞工業學校的擴建校舍一部份時，可獲面積較大而設備較皆之校舍，目前計劃在毗年九龍塘工業學院的地點興建永久性的工商師範校舍。新校舍可望於一九八二年九月落成啓用。

既然在一九七八年的教育白皮書亦有提及正式校舍這回事，為何仍不積極施行呢？雖然工師已決定於一九八三年採用經改建的賽馬會小學作工房用途，但又一再證明我們的同學又要被分散到各處上課，東奔西跑似的，怎能得以安靜下來專心受教呢？況且改建而成的地方在設備方面似仍是美中不足！

所以我希望學生會能採取積極行動

，針對正式校舍這個問題，從速發動學生對此事的關注，組織有關小組向學院及教育署提出我們身處的立場及意願，盼望於不久將來能有一所設備齊全，地方充裕的正式校舍。

徵文比賽

□編者

曾否記得中國作家胡適在白話文運動中提倡過的口號：我手寫我口。其實，當你想吐心聲時，無疑最快捷的方法是說過痛快。但有時却非能一一盡訴。相反，寫下自己的心聲倒流暢得多，又能令較多人領略到你的心語，何樂而不為呢？

現在為了能讓工師的同學發揮自己的潛質，特地舉辦徵文比賽，詳細情形如下：

- (一) 分中英文組（每篇字數不得少於四百字）
 - (二) 內容要有關下列：
 - (一)校園逸趣
 - (二)幽默小品
 - (三)生活點滴
 - (三) 中文稿以原稿紙書寫、英文稿以單行紙書寫。
 - (四) 截稿日期為一九八三年十月五日。
 - (五) 請在稿件寫上題目、姓名及班別，親自交予學生會總編輯林學平同學。
 - (六) 在作品之中選出最佳中、英文稿各三名，並獲得學生會編輯部送予禮物，以作鼓勵。
 - (七) 得獎名單將於十月十一日公佈於學生會報告版。
 - (八) 佳作並可獲刊登於下期學生報。
 - (九) 如有任何有關徵文比賽事宜，可直接向學生會總編輯查詢。
- 機會是可遇不可求，請各同學踴躍參加！

