

# 香港教師的流失問題

小草

一直以來，都會有種種理由令教師離開任教的學校及脫離教學工作，例如：待遇不理想、求升職而轉行、學生水平下降，教師地位低落等等。

可是近半年來，教師流失的趨勢日漸嚴重。就現時的情況所見，的確有幾個主要因素影響到教師的流失情況。

## (一)政治、經濟轉變

自八十年代開始，香港面臨九七問題，一般港人對中國政府信心不大，導致移民風氣日盛。每年移居外地人數越萬，當中包括不少教師，但此仍未能做成教師的嚴重流失。

自六四事件發生後，港人對更多事情無法接受，對未來失去信心，眼見內地的教育界及文化界人仕不斷受到中國政府的壓迫，社會地位日漸低落；因此，有部份香港教師也憂慮自己在九七後的前途及待遇。在這種情形下，有些教師便放棄教育工作，轉投其他行業。

## (二)職級制度

現時教師的職級制度，令新一輩年青教師的升職機會日微，而升級機會往往是屬於學校中資深的教師，所以新入行的教師多只任教一兩年後轉職，希望能在其他行業中獲得更理想的前途。

## (三)學生質素

這兩個月來在學校裏接而連三發生學生暴力事件，學生不但襲擊同學，更動手傷害老師。學生質素降低，已經是一個困擾老師的問題。一些經常性的工作，

對一個老師已是沉重的負擔；學生成績不理想，亦需老師額外的時間去輔導他們。在種種的工作壓力及學生暴力問題的陰影之下，新教師固然望而却步，舊教師在喘不過氣下離去。

教師流失，最大受害者是一羣在校的學生。學生質素降低，教師專業水平下降，學生行為問題等都是一些可預期的惡性循環後果。這些困難如果解決不了，對香港的未來一定沒有任何益處。

單靠降低入職條件，改善教師待遇及升職機會以爭取人才等並不是一些長遠解決問題的方法。最重要的是：

(一)鼓勵大學畢業生繼續修讀全日制教育文憑課程，給與他們更高的入職薪點，不但能吸引人才，更能提高教師的專業質素。

(二)成立師範大學，長遠及有計劃地進行人才的培訓，以提高教師專業地位及更高的認可資格。藉此亦可鼓勵更多教師繼續進修。

(三)改善教師的福利，提供醫療保障，改善官校及津校教師的公積金及退休金制度，使教師們安心工作。

(四)為使教師能安心工作，減輕教師在非教學上的工作。

請即申請

89-90年度

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九龍油蔴地彌敦道487號成興大廈3樓

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(1)附上相片一張及學生證副本。

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(4)把支票或存款收據寄回油蔴地中心。

### 國際學生證申請表

Mr./Ms. (英文姓名) \_\_\_\_\_

Address (地址) \_\_\_\_\_

Tel. (電話) \_\_\_\_\_

Date of birth (出生日期) \_\_\_\_\_

Name of School (學校英文名稱) \_\_\_\_\_

此表格可影印供多人使用

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# 藝術廊

一個藝術工作者，除了要面對艱澀的創作歷程外，更重要是獲得「知音人」欣賞。而展覽場地，便成為直接媒介之一。

可惜現時本港可供藝術家展示作品的地方並不多，設備較完善的如大會堂、藝術中心等，單是排期等候已需一年之久，而租場費用往往亦需過萬元，再加上宣傳費，這並非一般新進藝術家所能負擔。

那麼，是否因沒有場地展覽、沒有足夠經費，就扼殺了藝術家的藝術天份呢？

不是！因為設於沙田中央公園的藝術廊，已於八九年底正式開幕，可

為藝術家提供一個免費戶外展覽場地，使他們可以展示原作品及即場寫生。

「藝術廊」的設立，是應愛好藝術的人士要求，這不但為藝術界朋友設立一個公開展覽場地，更可提高香港藝術界的水準，又為公眾帶來一個欣賞機會。

「藝術廊」設在沙田中央公園南邊，每個星期六、日及公眾假期，由早上九時至下午六時開放。歡迎各界人士參觀。大家除可以欣賞畫作外，更有即席示範，或遇上心愛畫作，更可以让你購上幾件，實在是一件樂事呢！

## HONG KONG CULTURAL CENTRE

不知從那時開始，一幢設計新穎的建築物——香港文化中心，早已屹立於九龍海旁。

香港文化中心是一所設備先進及現代化的演藝中心，也是香港第一個大型的演藝場地。各類型的音樂會、歌劇、大型舞蹈及戲劇演出，均能在文化中心呈獻給觀眾。文化中心的設施除了適合演藝節目外，亦是會議和展覽的理想場地。

音樂共設有二千零八十五個座位，排列成橢圓形分佈於舞台的四周。而且內裏設有可調校的迴音簾幕和萊格風琴，適合各類型的文娛音樂表演。

大劇院內共有一千七百多個座位，分三層排列，而且院內設有電影放

映器材和旋轉舞台換景系統以及紅外線傳聲系統，可作五種語言即時傳譯，方便不同人士觀賞節目，並可方便弱聽人士。

劇場的規模雖比不上大劇院，但它多種形式舞台：中央、三面、正面及橫跨式，均配合各類型舞台技巧的演出。

除了以上三個主要表演場地外，文化中心其他設施還包括展覽館、新聞發佈室、排演室和小型練習室。而且當你欣賞完文娛節目和展覽後，你更可以在名為映月樓的中式酒樓用膳，又或者可以在西餐廳和酒吧與友人聊天，又是另一番滋味。

# 書介

書介第一次跟讀者見面，希望介紹一些令大家開心的書。有些同學也可能聽過「青年笑匠」這個名號，這正是我今天為大家介紹的——畢華流和他的幽默作品。

到現在為止，畢華流共出版了九本的作品，依次是主席手記（八五年六月）、捕捉女王（八五年十月）、夜半無人、愛的宣言（八七年二月）、天子門生（八七年四月）、美夢成真（八七年八月）、頑皮教室（八八年五月）、萬能老師（八八年十一月）、國史奇兵（八九年四月）、少年遊（八九年八月）。

事實上，作品的大部份，如主席手記的後記所云：『的確是我中學時代在學校當中文學會主席時的事，當然，原來是沒有那麼胡鬧的。』我相信，每一個讀過這些作品的人，或多或少感到這些笑料趣事似曾相識，也許類似事件曾發生過在我們的週遭。這就是他的作品與讀者所產生的共鳴。

筆者較喜歡的是主席手記，捕捉女王，頑皮教室，萬能老師。前兩本是中六、中七為背景，足以令你捧腹大笑，回憶中學的歷史。後兩本是以畢華流成為中學老師，在課室內外發生的各種「苦難」，雖然如此，又是笑料百出，令人啼笑皆非。

再說，那本少年遊卻是另外一種突破。看慣了他的嬉笑怒罵短篇日記式故事，再看他這本長篇小說，又是另一番滋味。這本少年遊是他「歷險系列」的第一本。內容敘述一個古稱方族的子民歷劫以後，康守時力圖復興國土，奮力對抗黑暗力量。貫以幽默（仍不改作風！），冒險故事形式，使讀者一時緊張得茶飯不思，一時笑得合不攏咀。

再看畢兄於主席手記的後記中提及：「寫作這本胡鬧的東西，是不假思索的事，走筆疾書，更不時自己把前稿翻閱，邊唸邊笑，其中盡屬「言志」之辭，似無「載道」之章，也許有人以為無益於世道人心，但我總以為，歡樂才是回憶裏的主角，幽默則是對抗愁苦的利器；總不成整篇談道理，提主張。況且，如果能饒幸的喚起了讀者們對自己中學生活的懷念，那就更叫我感到振奮了。」

我是絕對贊同，亦相信，讀者們也感到畢華流的作品是成功的，如果你還未看過，快點到處撲撲，無論是搶是騙也要看到（一笑！）

## 藝術廊

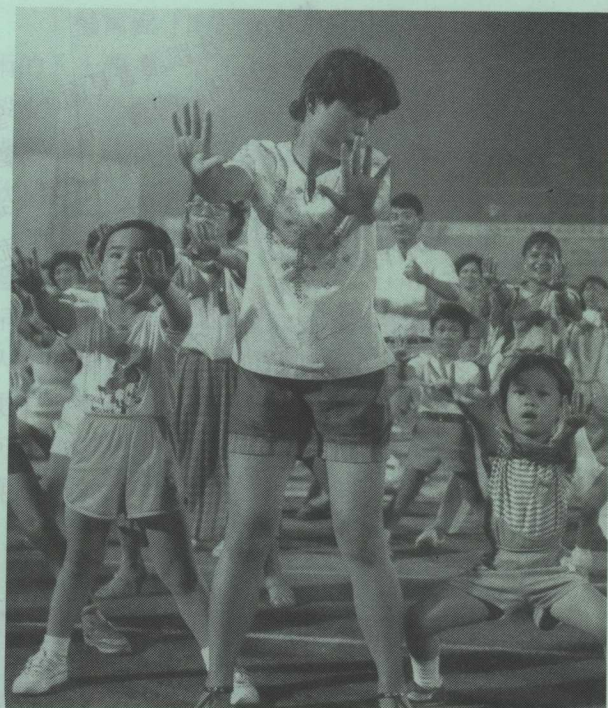
## SICK

SHEL SILVERSTEIN

'I cannot go to school today,'  
 Said little Peggy Ann McKay.  
 'I have the measles and the mumps,  
 A gash, a rash and purple bumps.  
 My mouth is wet, my throat is dry,  
 I'm going blind in my right eye.  
 My tonsils are as big as rocks,  
 I've counted sixteen chicken pox  
 And there's one more—that's seventeen,  
 And don't you think my face looks green?  
 My leg is cut, my eyes are blue—  
 It might be instamatic flu.  
 I cough and sneeze and gasp and choke,  
 I'm sure that my left leg is broke—  
 My hip hurts when I move my chin,  
 My belly button's caving in,  
 My back is wrenched, my ankle's sprained,  
 My 'pendix pains each time it rains.  
 My nose is cold, my toes are numb,  
 I have a sliver in my thumb,  
 My neck is stiff, my spine is weak,  
 I hardly whisper when I speak.  
 My tongue is filling up my mouth,  
 I think my hair is falling out.  
 My elbow's bent, my spine ain't straight,  
 My temperature is one-o-eight.  
 My brain is shrunk, I cannot hear,  
 There is a hole inside my ear.  
 I have a hangnail, and my heart is—what?  
 What's that? What's that you say?  
 You say today is ..... Saturday?  
 G'bye, I'm going out to play!

How inventive she is. The reason she gives to explain why she cannot go to school are funny and crazy. I think that her miraculous and unexpected recovery can make everybody laugh. All these remind me of a film. It talks about how a school boy pretended to be sick in order to get away from school.

Is there anything we can do?



## Interview With Mr. S. L. Walsh

Name: STEVEN LESLIE WALSH.

Date/Place of Birth: 16/02/59 Manchester

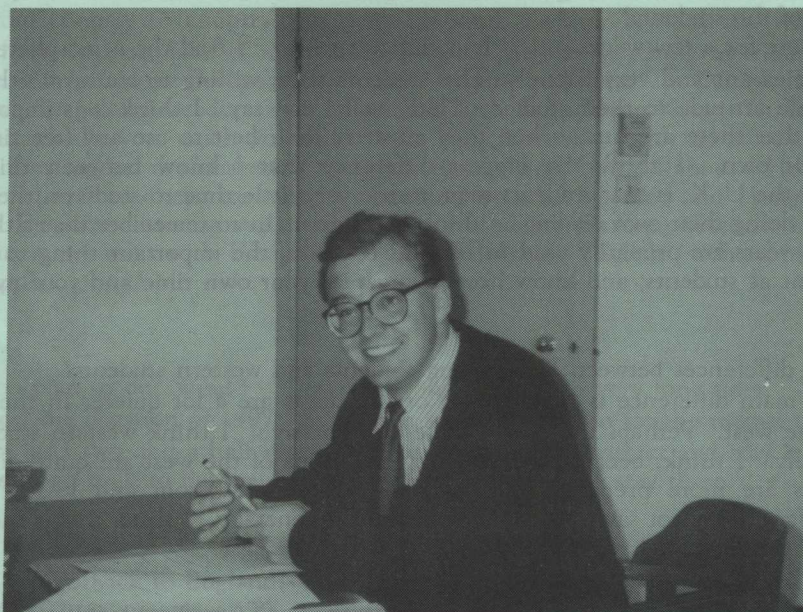
Hobbies: Squash, swimming, running, walking, travel, reading, current affairs

School graduated: Leeds University (U.K.)

Experience in Teaching: 6 years.

Reporters: Silvia Tse

Ivy Lee



I : How long have you been in Hong Kong?

W : This is my third year in Hong Kong. I came in 1987. I spent two years working in a secondary school. Its name is Sung Tsun which is in Sai Kung.

I : How do you find Hong Kong?

W : I like it, of course. Otherwise, I wouldn't be here. It is a very interesting place to be in. It is very exciting. I particularly like Hong Kong because of the travel possibilities. I also like Chinese food, especially Szechun.

I : Were you a teacher before you came Hong Kong?

W : It was very interesting because the advantage in this school was that all the students had different nationalities, for example, in one class, there might be fifteen or sixteen different nationalities. So they had to use English to communicate with each other. Of course, this is the big difference between Hong Kong and Spain. Here you can all use Cantonese. In fact, their English was very good. The students were forced to speak English with their friends. I have also lived and worked in France for a short term before I came here.

I : How many years have you been a teacher?

W : Six years. Before I became a teacher, I spent one year to decide what I was going to do. I worked as a male nurse in a hospital. I also worked in a library for a temporary job. Then I went back to the university to study a postgraduate course for teachers.

I : Why did you come to teach in the College of Education?

W : Before I came to Hong Kong, I received a Master's degree at Leeds University. It was always my ambition to train teachers. The opportunity came sooner than I thought while I was still in Hong Kong. So I took this opportunity to apply for this job. That's why I am here now.

I : Do you enjoy teaching in the College?

W : Yes, I do. I find it very interesting. I have more time to think about what I am doing. I find the students are more motivated and interested in learning English than in secondary schools. So I can probably offer them more. It is also interesting to teach others how to teach and help them acquire different skills a good teacher needed.

I : How do you feel about the students in the College, something about the studying atmosphere and the potential of the students?

W : I have been here for a few weeks only. It is difficult to say. I find the atmosphere of the College is extremely pleasant and very friendly. The students seem willing to learn, mostly. They have a very responsible attitude to their studies. That is all I can say. I think it is important for people to remember that these are times when they must try their best to use any free time they have to study on their own. I think the biggest difference that I know between this College and universities in the U. K. is that students seem to use very little time to study on their own, working in the library, doing their own reading. I think it is important to remember that although these two years or three years are primarily used to train as teachers, the important thing to learn is how to be independent as students, and know how to organize your own time and your own studying and so on.

I : What are the differences between Hong Kong students and western students?

W : I suppose the main difference is that Hong Kong students are a lot quieter in the classroom than students in the west. Perhaps they are a little more passive. I think western students tend to be louder generally. I think, because the teaching traditions of the west are quite different from the east, students are more prepared to take risks in the classroom and less afraid of making mistakes. In fact, I am not saying it is all students but generally. I think this is the case.

I : Have you ever come across disciplinary problem?

W : Not really. My school in Sai King was very pleasant and friendly like this College. And the students were really village students. My colleagues who came in Hong Kong at the same time did have quite serious discipline problems in some of the inner city schools. So I think people should not underestimate discipline in Hong Kong because there are some problems in some schools. In Hong Kong, the classes are bigger, so you have to be especially careful.

I : What problems do you find in teaching Hong Kong students English?

W : Motivation can be a problem for the students because they don't see any particular need. The problem is willingness to take risks in the classroom. I think Hong Kong Students tend to be particularly afraid of speaking English. And they are afraid of looking silly in front of their friends. It can be a problem for a teacher to encourage students to use English in the classroom. In this College, there is a lack of time for the English Language Skills course. I don't think we have sufficient time to help students. If we had more time, I think it would help. Also there is problem of encouraging learners to help themselves more by using some of the materials like TV, radio and newspapers. I was astonished by how few people actually read English in their daily lives. If they want to improve their English, they should take their own responsibility and try to use the available materials.

I : What can a teacher do to help a student?

W : The teacher can do the usual, basic things in the classroom:

1. Try to keep interest levels high so students won't be bored;
2. Try to maintain a good classroom atmosphere, and promote meaningful learning;
3. Try to provide interesting and stimulating materials.

Of course, this is their responsibilities because once students lose interest, they lose motivation and their learning go down hill very rapidly. The most important task of teacher is to keep interest levels very high. From that I have seen and experienced in Hong Kong, I found the students here like to do things; they don't like to sit down and listen to the teacher. They like to be involved in the lesson.

Actually, there are differences between learning about the language and learning the language itself. I think that in Hong Kong, there is too much learning about the language and not learning the language itself. In other words, there are differences between teaching the rules of the language and teaching how the language is used in daily life. It is more interesting in learning how to use it. It really comes down to determination on the part of the teacher to make sure the lesson is interesting, active and involving the students. So there will be less students' listening and teacher's talking and more students' involvement. Also, too much time is spent on correction, marking and testing the language, but no emphasis on teaching the language and helping pupils to learn it, and motivating pupils to learn. We can spend fifty percent less time marking and fifty percent more time in teaching, then may be the level of interest will be higher, may be students will be more interested and more involved, more motivated to learn the language. We mark books to give them back with full of mistakes and students' motive is lowered. There should be less focus on error but more on motivation and interests.

I : Are these the same difficulties in other countries where English is the second language?

W : It varies from country to country. In parts of South East Asia, there are similar problems, for example; classroom size, lack of motivation, lack of interest, teaching methodology which is not appropriate. If you go to Europe, the problem is quite different. In Europe the teacher in most schools have far greater freedom than in schools such as in Hong Kong. In Europe, most school teachers are actually very much on their own in the classroom. They do more or less as they want providing they agree the material with colleagues and the syllabus. Here are far greater constraints. Local teachers are more constrained by school policy and Hong Kong educational policy. In England, interest and motivation for students learning German and French can be compared in many ways with Hong Kong students learning English. Something do apply. Some rules do apply.

I : What do you plan to do? Would you stay in Hong Kong for a very long time?

W : It depends on the question of 1997. Every one is very uncertain for the moment. At the moment, my contract lasts two and a half years. We can renew the contract and stay longer. By my long term goal is to go back to Europe in either France or Spain and stay there.

I : Why don't you go back to England?

W : In the job I work as a teacher. The conditions are not good in the U. K. In fact, because I teach overseas students, it's better for me to stay outside Britain because there are more jobs and more possibilities. I have spent some time in France and lived in Spain. And I like those countries. I also speak both languages. It's close enough to home for me to see my family.

I : Thank you very much. Good-bye.

W : Good-bye.

# Democracy

Anna Chow

Democracy implies assent from the people for the state to rule. That is, it tries to encourage maximum participation by the individual in making policy.

In reality, it is impossible to have direct democracy-all people make decisions. In a modern state, indirect democracy is practised. Indirect democracy means that people elect representatives who sit in the legislature and make decision on behalf of the people.

Democracy has its advantages and disadvantages.

Since democracy means equal political rights enjoyed by the people and this may protect the interests of the minority. Decisions are reached by the majority and prevent dictatorship. Representatives discuss matters and make decisions. This can develop the co-operative spirit in society.

However, under democracy, decisions reached by the majority may not be right. Very often, the interest and opinions of the minority may be neglected. There are different opinions in a society. No matter what the government does, certain sectors of the society may be unhappy. Furthermore, it is inefficient because it takes a long time for a democratic government to reach important decisions.

Both western liberal democracies and communist/socialist states claim to have the principle of democracy.

A socialist/communist state maintains its legitimacy to rule based on a form of democratic centralism i. e. while support is given by the mass, the central government is empowered to rule from the top to the bottom without any doubt of mass assent.

However, the western liberal democracies see a democratic political system differently. There must be freedom for political competition. There are direct elections- one-man-one-vote. There are freedom of speech, associative and of the press. Moreover, the government must be accountable to the electorate and be checked with the legislature. Regular election is necessary. There have to be constitutional checks and balances between the Executive, Legislature and Judiciary which has to be independent. Finally, a responsible and responsive government is essential.

No state is democratic unless an opposition is permitted to criticize governments, organise support and contest elections. Thus, a communist/socialist state cannot be claimed to be democratic. A true democracy includes three significant elements: equality, liberty and rationality. That means, every citizen is equal before the law, there is freedom of speech, associations and speech and also the use of reason.



## A Letter . . .

Dear Friends,

I am glad that we have been good friends for so many years. It was our destiny to meet each other and become close friends. We usually share our opinions, value judgement, personal attitude towards thing, happiness and secret. You are my listeness, helpers, advisers and supporters.

Whenever I am down, you will be sure on my side. I will never forget you support to me throughout these years. You keep up my spirits. You make me have confidence in doing things. You also give me advice and courage to overcome many problems. In the past, I was a shy, pessimisitic and serieuse girl. Now I become more broad-minded and courageous. Your influence is of great significance to me. It is a very good chance for me to give out my special thanks to you.

Althugh we have argued about many things in these few years, we can still maintain friendly relations with each other. The main reason is that we both know each other so well that we can maittain open mind on everything that is raised or suggested by one another. We are ready to receive and considre different points of view. We also have critical mind to accept different ideas and opinious. On the other hand, if we do not really care about each other, we may not give out any word from the bottom of our hearts. I still remember every word and advice that you have said or given to me. It is so helpful to me that I will never forget it in my rest of my life.

There are different wants a intentions which we hope to be fulfilled in the future. Now we have a long road to run. Try our best and do our best, friends. I will support you forever. Difficulties are not as difficult as they are. If we have courage and confidence, we can go through them easily. I always believe that 'a friend in need is a friend indeed.' We are friends forever.

Love

**VANESSA**

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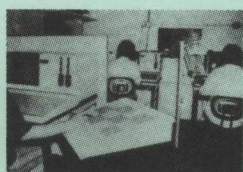
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