

POSTGRADUATE DIPLOMA IN EDUCATION CEREMONY SPEECH

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Today we celebrate your achievements in obtaining your Postgraduate Diploma in Education. Congratulations to you. This diploma can open a new door for you to being a teacher and working in education. This is an honourable profession which will make considerable demands on you, but one whose potential rewards are enormous. You are entering the world of shaping the values, morals, interests, and personalities of young people for life, as they grow up, being a role model for them. That's a big challenge. As Ignatius Loyola and Aristotle wrote: "Give me a child until he is seven, and I will show you the foundations of the man".

今天，我們恭賀您成功獲取學位後教育文憑。恭喜你。這份文憑可為您打開一扇成為教師和從事教育工作的大門。教學是一份崇高的職業，縱使對畢業生要求很高，但你會獲得豐碩的成果。因為您面臨一個重大挑戰，塑造年輕人終生價值觀、道德、興趣和個性的世界，隨著他們的成長，成為他們的榜樣。正如依納爵·羅耀拉(Ignatius Loyola) 和亞里士多德 (Aristotle) 所寫：「若你給我帶一個小孩到七歲，我會給你看何謂人的根本。」

Here you have the opportunity to make a huge difference to young people as they grow up. Here you have the opportunity to develop their creative, imaginative minds and spirits. Can you think back to your own school days? Were you simply stuffed full of facts that you had to memorise, recite, and apply, or did your school days inspire you to think differently, to create, to imagine, to express yourself and your ideas, to be curious, to try out something new or different, to be excited, and to change from education as reproduction of existing knowledge to education as production and creation of something new and original. Education is a creative act. Effective teaching promotes this. That is your task, your responsibility.

在這裡，您有機會為年輕人的成長過程中為他們產生巨大的影響。在這裡，您有機會發展他們的創造性、想像力和精神。你能回想一下你自己的學生時代嗎？你是否只是被塞滿了你必須記住、背誦和應用的事實，還是激發你以不同方式思考、創造、想像、表達你自己和你的想法、充滿好奇心、嘗試新的不同的東西，感到興奮，並將教育從現有知識的複製轉變為生產和創造新的和原創的事物。有效的教學促這一點。這是你的任務，你的責任。

Let me speak to you about blue umbrellas. Why blue umbrellas? No, I haven't gone crazy. There's a point to what I am saying. What are blue umbrellas? Are they those objects that keep out the rain? Well, of course. Are they a kind of sunshade? Well, of course. Are they something light that makes them easy to carry around and give shelter? Of course. Are they something that blows around in a wind, very troublesome? Of course. So, again, why am I telling you about blue umbrellas?

讓我分享藍色雨傘。為甚麼是藍色雨傘？不，我並沒有離題。以下解釋了我的道理。甚麼是藍色雨傘？它們那些可以是擋雨的物件嗎？嗯，當然是；是一種太陽傘嗎？嗯，當然；它們是否便於攜帶和提供庇護？當然是。是不是隨風飄蕩，很麻煩的東西嗎？當然是的。所以，再說一遍，那為甚麼我告訴你關於藍色雨傘的事？

'Blue umbrellas' is the title of a poem, by the poet Dennis Enright; it is about schools, teaching, and education. His blue umbrellas were not real umbrellas at all; they were something entirely different. When he looked at the big, beautiful tails of peacocks, opened wide and moving lightly in a small breeze, he imagined that their tails were like bright, blue umbrellas, open and colourful. He was thinking imaginatively, and he contrasted this with what happens at school, where he was taught the word 'peacock'; that's what you should really call the blue umbrella. What a pity; what a loss of imagination at school. He wrote these words about teachers asking a question:

詩人丹尼斯恩萊特 (Dennis Enright) 曾以「藍色雨傘」為詩的標題；它是關於學校、教學和教育的。他所指的藍色雨傘不是真正的雨傘；而是完全不同的東西。當他看著孔雀大而美麗的尾巴散開，在微風中輕輕擺動時，詩人想像它們的尾巴就像把明亮和色彩繽紛的藍色雨傘，詩人透過想像力與學校的教學作對比，詩人在學校裡學到了「孔雀」這詞語，而藍色雨傘應被我們稱為「孔雀」。很遺憾地學校缺乏想像力，於是他向老師提出提問：

‘The thing that makes a blue umbrella with its tail –
how do you call it?’ you ask. Poorly and pale
Comes my answer. For all I can call it is peacock.’

你問：究竟以尾巴點綴所構成藍色雨傘是為何物？

我面色蒼白的回答：

我只能稱呼它為孔雀。

All that school taught him to do was to learn the word ‘peacock’, factually. How narrow and limited! The poet goes on to write this:

事實上，學校所教的就是學習「孔雀」這個詞語，這是何等狹隘和有限；

詩人接著寫道：

‘Now that you go to school, you will learn how we call all sorts of things.’

「現在你去上學了，你會知道我們怎樣稱呼各種東西。」

Facts, facts, facts. Books book books. Dictionaries and textbooks.

事實，事實，事實；書籍書本；詞典和教科書。

For the teacher, the blue-tailed creatures are merely peacocks, not the fascinating, captivating, imaginative, beautiful blue umbrellas. The children are taught facts,

killing imagination, creativity, and delight. The poet makes his point when he writes these words:

對於老師來說，藍尾生物只是孔雀，而不是迷人的、令人著迷的、充滿想像力的、美麗的藍傘。孩子們被教導事實而扼殺想像力、創造力和快樂。詩人在寫下這些話時表達了他的觀點：

‘The dictionary is opening, the blue umbrellas close.

Oh our mistaken teachers!’

當打開字典時，藍色雨傘就會閉上。

哦，我們錯誤的老師！

My point is this. Here you are. Maybe some of you are already teachers. maybe some of you are still looking for a teaching job. But my question is this:

我的觀點是：你們在這裏。也許你們有一些人已經是老師了，也許你們中的一些人仍在尋找教學工作；但我的疑惑是：

What are you doing to light the fire of imagination, creativity, new ideas, new ways of looking at things, in your students, exciting them, opening up minds rather than closing them? Or are you simply the teacher in the poem, passing on facts? Will you kindle their imagination, give the students room to express themselves, to try out new things of their own, to explore, to create? Are you firing them up or killing their spirit, even if they like you and your teaching? Education is more than facts; it’s more than memorising and repeating; it’s more than being obedient. It’s about reaching out to new ideas; it’s about opening minds and new worlds. What are you doing to set them on fire for learning, expressing, reading, listening to music that has no words, feeling strong emotions, not simply being crammed full of facts?

你以甚麼方式來燃點學生的想像力、創造力、新想法、以新方式看待事物，如何激發他們的熱情，打開他們的思想而不是封閉他們的思想？還是你只是詩中的老師，僅傳授事實？你會否激發他們的想像力，給學生表達自己的空間、讓他們嘗試新事物、探索和創造嗎？即使他們喜歡你和你的教學，你是在激怒他們還是扼殺他們的精神？教育不僅是傳授、更不只是是記憶和重複教學，更遠於服從。這是關於接觸新想法、開放思想和新世界。你如何從不同角度燃點學生們學習、表達、閱讀、聽沒有文字的音樂、感受強烈的情感，而不是簡單地塞滿事實？

Are you putting your students into a mental cage, hammering them into shape, or are you promoting their all-round development and imagination? Are you teaching them to be creative, to be curious, to love learning?

你是把你的學生關進精神牢籠，錘煉和塑造他們的形體，還是在促進他們全面發展和想像力？還是在教他們要有創造力、要有好奇心、要熱愛學習嗎？

Congratulations on your success, and I hope you are the latter
Thank you.

恭喜同學們成功取得學位並希望你們能成為後者。
多謝。