



UNIVERSITI PUTRA MALAYSIA

EDUCATIONAL ISSUES IN MAHUA FICTIONS (1934-1999)

LEONG SOO YEN

FBMK 2013 37

EDUCATIONAL ISSUES IN MAHUA FICTIONS (1934-1999)

By

LEONG SOO YEN

**Thesis presented to the Senate of Universiti Putra Malaysia
in fulfillment of the requirement for the degree Master of Arts**

November 2013

谨呈此论文摘要予马来西亚博特拉大学评议会
以符合文学硕士课程之部分要求

马华教育问题小说研究（1934-1999）

梁素恩 著

二零一三年十一月

主席：庄华兴博士

学院：现代语文暨大众传播学院

马来西亚华文教育大约始于十九世纪初。华文教育是构成马来（西）亚华人社会的重要组成部分，因此，在传递民族语言与文化方面，华文教育扮演着重要的角色。华文教育的发展一直是华族切身关注的课题。马来西亚华文教育开创至今，历尽了种种的屈折而保存至今，华文教育所发生的大小事迹成为马华作家书写的题材。十九世纪初起，很多南来执教的教员，经常以本地教育题材创作小说，主要因为他们亲历其境，撷采身旁之人与事，创作出相当数量反映华教问题的作品。独立后，不少作家在华教面对愈来愈强大的客观因素的逼迫之际，为了捍卫母语教育，作品中充分反映出对华人的内心世界，并以创作维系华族的文化血脉、传承中华文化薪火，而马华小说中的教育问题书写进一步揭示了以上事实。书写华教问题，等同于书写华人文化扎根的挣扎与痛苦，本文透过分析马华教育问题小说，从中了解华社面对的社会与文化教育问题，由此得以窥探华社问题之本质。

本文以 1934 年至 1999 年的马华小说文本为研究材料，透过分析文本的题材内容，探讨华文教育课题及 20 世纪马华教育问题小说所呈现的历史面貌。本文合共五章，第一章为绪论，第二章概述马华教育问题小说的背景与分期，为后续讨论铺设了一个背景。第三章及第四章为本论文的核心，分别探讨 20 世纪以来冲击华教的主客观因素的书写，第五章为结论。

研究发现 20 世纪马华小说中的教育问题书写体现了华文教育与华文文学一脉相承的关系。马华小说中的教育问题书写与马来（西）亚的华文教育发展是紧密相关的，马华文学的写实传统充分反映华教问题，基本上是马来（西）亚华教发展历程的缩影。

关键词：华文教育、教育问题、华教情结、马华作家

Abstract of thesis presented to the Senate of Universiti Putra Malaysia
in fulfillment of the requirement for the degree Master of Arts

EDUCATIONAL ISSUES IN MAHUA FICTIONS (1934-1999)

By

LEONG SOO YEN

November 2013

Chairman : Chong Fah Hing, PhD

Faculty : Modern Languages and Communication

Chinese education in Malaysia began in the early 19th century. Since then, Chinese education has been an integral part of the Chinese community in Malaysia. It transmits the language and culture and therefore plays a vital role in the Chinese community. The Chinese community were of the utmost concerned about the development of their mother tongue education. From the establishment of Chinese education up till now, it has all along gone through many obstacles and setback until what it has been preserved today. During this period, whatever hardships that the Chinese education went through have become the inspiration of writing for Malaysian writers in Chinese. Since early 19th century, Chinese who came to Malaya as teachers used to write fictions based on local educational issues, together with their own observations and experiences. They had created a significant number of works that reflected the problems encountered by the Chinese education. After independence, in order to preserve the mother-tongue education, the writers created many works that further reflected the voice of the Chinese community i.e. the struggles, hardships and their pains. The writings were likening to perpetuate the Chinese culture. Mahua fictions further emphasized the points above. This study analyses the issues of Chinese education in the fictions in order to understand the social and cultural problems faced by the community.

The period of this study started from 1934-1999, through the analysis of the subject content of these fictions, the Chinese education issues in the Mahua fictions in the 20th century are studied. This thesis consists of five chapters. The first chapter is the introduction; the second chapter outlines an overview of the writing of educational issues in Mahua fictions. The following third and fourth chapters reveal the objective

and subjective factors that closely related to the Chinese education in Mahua literature. The fifth chapter is the conclusion of the thesis.

The study found that the problem of education in the 20th century seen in Mahua fiction prevail that the relationship between Chinese education and Chinese literature are inseparable and closely related one to another. The problems of Chinese education in Malaysia are clearly reflected in Mahua fictions with themes of educational issues, and it seems to be a microcosm of the development of Chinese education in Malaysia.

Keywords: Chinese Education, Educational Issues, Chinese Educational Sentiment, Mahua Writers



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sastera

ISU PENDIDIKAN DALAM FIKSYEN MAHUA (1934-1999)

Oleh

LEONG SOO YEN

November 2013

Pengerusi: Chong Fah Hing, PhD

Fakulti : Bahasa Moden dan Komunikasi

Pendidikan Cina di Malaysia bermula pada awal abad ke-19. Semenjak itu, pendidikan Cina merupakan tunjang kepada masyarakat Cina di Malaysia dalam mewarisi bahasa dan kebudayaan Cina. Oleh itu, kaum Cina sentiasa mengambil berat dan memberi tumpuan kepada perkembangan pendidikan bahasa Cina. Sejak kewujudan pendidikan Cina di negara kita, perkembangan pendidikan Cina telah melalui pelbagai liku dan rintangan. Dalam proses memelihara kesinambungan pendidikan Cina, keperitan dan pengalaman semasa memperjuangkan perkembangan pendidikan Cina telah menjadi inspirasi penulisan bagi penulis-penulis Mahua. Sejak awal abad ke-19, orang China yang datang bekerja sebagai guru, telah menggarap tema isu-isu pendidikan melalui pemerhatian dan pengalaman mereka. Selepas kemerdekaan, perkembangan pendidikan Cina menghadapi rintangan yang semakin genting. Dalam usaha mempertahankan pendidikan bahasa ibunda, penulis Mahua telah menghasilkan banyak karya yang mencerminkan pendapat dan suara masyarakat Cina, termasuklah kesulitan dan keperitan dalam memperjuangkan kesinambungan pendidikan Cina. Penghasilan karya-karya sastera telah menjadi salah satu cara masyarakat Cina meneruskan warisan kebudayaan Cina serta kaedah untuk memahami masalah sosial dan kebudayaan komuniti ini. Disertasi ini bertujuan untuk mengkaji isu-isu pendidikan Cina dalam fiksyen Mahua serta memahami masalah sosial dan kebudayaan yang dihadapi oleh komuniti Cina.

Tesis ini menganalisis kandungan fiksyen Mahua yang bertemakan isu-isu pendidikan dari tahun 1934 hingga 1999. Tesis ini terdiri daripada lima bab. Bab pertama ialah bab Pengenalan, bab kedua menggariskan tahap-tahap fiksyen Mahua bertemakan isu-isu pendidikan. Bab ketiga dan keempat mendedahkan faktor-faktor objektif dan subjektif yang membawa kesan kepada pendidikan Cina dalam fiksyen Mahua. Bab kelima ialah kesimpulan tesis.

Kajian ini mendapati bahawa penulisan fiksyen yang bertemakan isu-isu pendidikan ini mempunyai hubungan yang erat antara pendidikan Cina dan kesusasteraan Mahua abad ke-20. Ini bermakna fiksyen-fiksyen Mahua bertemakan isu-isu pendidikan mencerminkan masalah-masalah pendidikan Cina sepenuhnya di Malaysia dan ia boleh dilihat sebagai cerminan sejarah pendidikan Cina di Malaysia.

Kata-kata Kunci : Pendidikan Cina, Isu-isu pendidikan, Sentimen Pendidikan Cina, Penulis-penulis Mahua



ACKNOWLEDGEMENTS

First, I would like to express my sincere gratitude to my supervisor, Dr Chong Fah Hing for the continuous support of my master study and research, for his patience, motivation, enthusiasm, and immense knowledge. His excellent supervision and guidance has helped me in all the time of research and writing of this thesis. Dr.Chong was always abundantly helpful and offered invaluable assistance and support during my study.

In addition, I would like to thank my co-supervisor, Dr. Lim Choon Bee for giving me valuable guidance during the preparation of proposal and instructions during the course of the Research and Writing of Thesis. I would like to express my appreciation to Dr Ser Wue Hiong, Dr Ang Lay Hoon for their encouragement, and insightful comments during my candidature.

My sincere thanks also goes to the staff and librarians of Singapore National Library, NTUS Wang Gungwu Library, NUS Chinese Library, Singapore Federation of Chinese Clan Association Library, UPM Sultan Abdul Samad Library, UM South East Asia Library, New Era College Library, Southern College University Research Institute of Chinese Ethnicity & Culture, Southern College MCL Centre and Shuxianglou, Centre for Malaysian Chinese Studies Library. They have given me invaluable help to access the facilities to obtain valuable resources which were crucial to my thesis.

I would like to thank Chang Lan Chin, Goh Siew Poh, Yap Siew Fun, Ng Mei Ching, Ho Kee Tee, Alice Ngiaw, Yip Ching Yon and all the people who had given me help, suggestions, advice and encouragement in one way or another.

Last but not least; I would like to thank my beloved families for their understanding, endless love and supporting me spiritually through the duration of my studies.

I certify that Examination Committee has met on 14 November 2013 to conduct the final examination of Leong Soo Yen on her Master thesis entitled “Educational Issues In Mahua Fictions” in accordance with the Universities and University College Act 1971 and the Constitution of the University Putra Malaysia[P.U.(A)106]15 March 1998. The committee recommends that the student be awarded the Master of Arts.

Member of the Thesis Examination Committee were as follows:

Wong Ling Yann, PhD

Senior Lecturer
Faculty of Modern Language and Communication
University Putra Malaysia
(Chairman)

Ser Wue Hiong, PhD

Senior Lecturer
Faculty of Modern Languages and Communication
University Putra Malaysia
(Internal Examiner)

Seng Yan Chuan, PhD

Senior Lecturer
Faculty of Arts
University Malaya
(External Examiner)

Satoshi Masutani

Professor
Rikkyo University
Jepun
(External Examiner)

NORITAH OMAR, PhD

Associate Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:19 December 2013

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Master of Arts. The members of the Supervisory Committee were as follows:

Chong Fah Hing, PhD

Senior Lecturer

Faculty of Modern Languages and Communication

University Putra Malaysia

(Chairman)

Lim Choon Bee, PhD

Associate Professor

Faculty of Modern Languages and Communication

University Putra Malaysia

(Member)

BUJANG BIN KIM HUAT, PhD

Professor and Dean

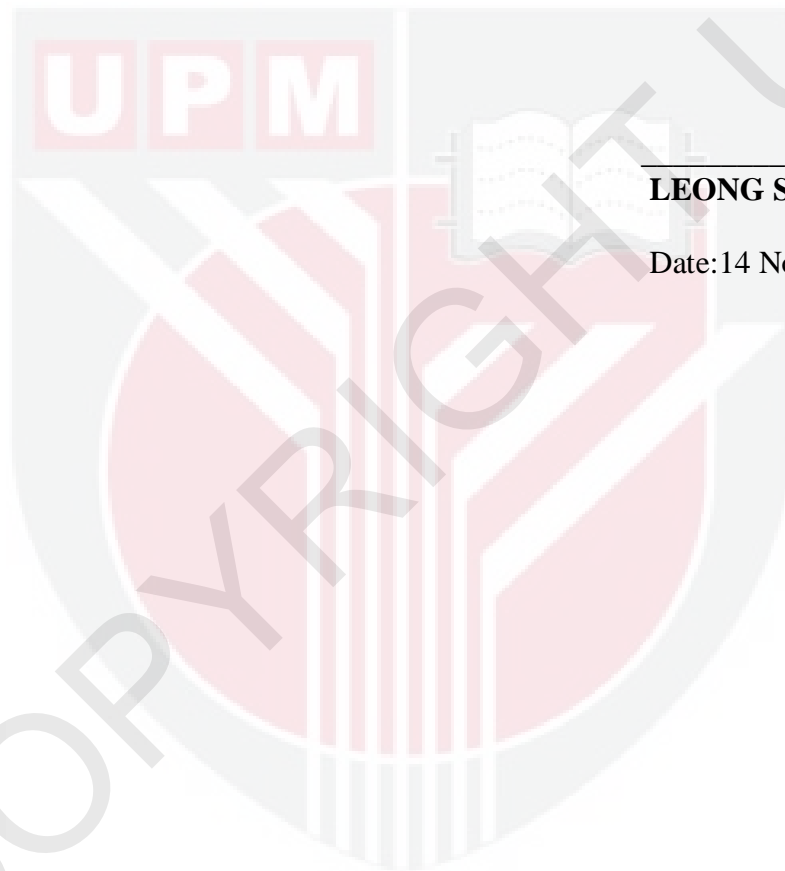
School of Graduate Studies

Universiti Putra Malaysia

Date:

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previous, and is not concurrently, submitted for any other degree at University Putra Malaysia or at any other institution.



LEONG SOO YEN

Date: 14 November 2013



目录

	页
摘要	ii
ABSTRACT	iii
ABSTRAK	v
ACKNOWLEDGEMENTS	vii
APPROVAL	viii
DECLARATION	x
表目次	xi
第一章：绪论	
1.1 研究主题	1
1.2 研究范畴	2
1.3 前人研究	4
1.4 研究方法	6
1.5 概念阐释	7
第二章：马华教育问题小说概览	11
2.1 马华教育问题小说的生成背景	11
2.2 马华教育问题小说的书写概况与分期	15
2.3 小结	21
第三章：华教问题内部因素的书写	22
3.1 董事因素	23
3.1.1 董事过度干预校政	25
3.1.2 聘请及解雇教员之不得法	30
3.1.3 籍贯与帮派观念导致董事互相倾轧	37
3.1.4 董事利用学校谋名利地位	40
3.1.5 董事人格素质问题	44
3.2 校长与教师因素	46
3.2.1 校长假公济私	49
3.2.2 校长与教员巴结董事	51
3.2.3 校长无理解雇教员	53
3.2.4 好赌好色的校长及教员	54
3.2.5 专业资格问题	56
3.2.6 不学无术和教学态度散漫的教员	58
3.2.7 教员之间勾心斗角	60
3.2.8 教育界人士素质的其他问题	61
3.3 教师的待遇问题	63

3.4 崇尚英语，鄙弃学习母语教育心态	71
3.5 小结	76
第四章：华教问题外部因素的书写	77
4.1 独立前英殖民政策与措施对华教的冲击	79
4.1.1 1920 年学校注册法令	79
4.1.2 不平衡的津贴制度	83
4.1.3 教育政策与华校生失学问题	87
4.1.4 华校毕业生的出路问题	89
4.1.5 新薪津制对华校的冲击	96
4.1.6 新加坡强制服役政策	100
4.1.7 《1956 年拉萨报告书》及其冲击	104
4.2 独立后政府教育政策与措施对华教的冲击	114
4.2.1 华文中学改制	114
4.2.2 《1961 年教育法令》与华校生出路问题	120
4.2.3 独立中学不获津贴	122
4.2.4 《1969 年阿兹报告书》与薪津制度问题	125
4.2.5 《1967 年国语法案》	127
4.2.6 华社对 3M 制的反应	130
4.2.7 1987 年不谙华语者出任华校高职事	132
4.2.8 师资短缺问题	134
4.3 政治思想渗入华校	135
4.4 小结	137
第五章：结论	140
参考文献	144
附录：马华教育问题小说系年编目（1934-1999）	157
撰著者简历	163