

## 編者的話

本刊編輯組

香港理工大學(加西)員生會會訊至今為止已出版了十三期，期間有賴各人的默默耕耘，加上會員不時的鼓勵和提供不少意見，使我們得以在有限的資源下繼續出版下去。我們不扮高深，但求認真，藉本刊來提供資訊及介紹活動，以致眾會員能更多參與；同時提供園地讓大家互相認識，交流意見，增加了解。當然，我們沒有必要和坊間印刷精美的商業性刊物看齊，也不打算和其他社區團體的刊物比較，只要各會員看到本刊茁壯成長，不斷進步，大家便會感到欣慰。由下期開始，會員可在本會重新設計的網頁上看到本刊的內容，就是一例！我們的會員中，不少是前香港理工學院或工業學院的員生，移民到本地，各人在自己的崗位發揮所長，貢獻社會，和中國知識份子勇於負責，敬業樂群，無分彼此的思想相近。我們沒有前人張橫渠的偉大思想，但他所說的：「為天地立心，為生民立命，為往聖繼絕學，為萬世開太平」值得我們深思，這正是身處西方文化的社會，立足點是否拿捏得準的議題。

本期精彩文稿多篇如下：

- 關應泉君(Rupert Kwan)的「活動紀要」為我們報導九月中召開的周年大會及新一屆的理事選舉，並記述潘宗光校長在百忙中抽空從香港前來溫市參與盛會，實為難得。潘校長在香港理工大學的任期本來快將屆滿，現今得悉將延長至2008年底，可喜可賀。
- 八爪魚君的「聖誕聯歡會」紀趣，行文輕鬆風趣，描寫各路英雄紛紛赴會，濟濟一堂。
- Professor Dennison的“A Road Map”一文，教你如何靈活運用已經修畢的學分，來選擇入讀喜愛的學科及院校，對有子女將要選科或考取大學入學資格的會員來說，是不應錯過的文章。
- 宋燦熙君(Dennis Sung)的「泥菩薩過江」指出了人性的陰暗面。這些所謂救世主根本自身難保，連「上位」的能力都欠奉，還要擺出一副悲天憫人的臉孔，實在把黎民百姓利用作為滿足自己權力慾的籌碼而已。

- 由Eva 君筆錄的人物誌介紹梁紹棋校友，他的豐富人生經歷，值得我等後輩學習及借鏡。
- 另外我們也將「逍遙嘻笑集」及一些英文笑話穿插在嚴肅的文章之中，以博讀者一粲。

最後不可不提的是，Helen Chiu及Martha Wong兩位會友在排版校對時替我們檢出不少錯漏；另外，Andy Sung埋首精心設計、使人耳目一新的網頁，也令本刊錦上添花。謹在此向他們三位致謝。

### 本刊誠徵各類稿件

稿例：

來稿中英不拘。稿件無論中英文以不超過一千三百字為限。

來稿請附姓名及聯絡電話。作者可用真實姓名或筆名刊登來稿。

本會保留刪改稿件的權利，但以不違背來稿原意為原則。

Editorial Board: Rupert Kwan  
Dennis Sung  
Helen Chiu

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# 新舊會員 聖誕聯歡會

## 活動八爪魚

不經不覺又到耶誕，我八爪魚閒來無事，植住架錢七四圍兜風，行行下突然聽聞遠處轉來歡樂笑聲，於是好奇心大發，朝著歡樂聲方向駛去，但見眼前一亮，原來聲音來自列治文松柏藝術館，八爪魚於是伸首向內一望，祇見人頭湧湧，人聲鼎沸。不禁落足眼力看看館內究竟，原來是理工大學加西員生會舉辦聖誕聯歡會。

只見各工作人員正忙碌打點一切，場地雖小，但五臟俱全。場內佈置，音響調校，座椅安排，一絲不苟。但見Rebecca, Evanna, Rupert, 及Martha各人端出各款美食佳餚，八爪魚不禁垂涎欲滴，閃身而入，伸出猴子摘桃之手欲品嚐美食之際，突然背後「且慢」連聲，八爪魚一怔，回頭一望，看見曹Sir 昂首闊步大駕光臨，只見Cecilia 在門口接待處擺陣，負責迎接一眾來賓，瞬間賓客紛至沓來，頻頻出招，在留名冊上表演龍飛鳳舞，鐵劃銀勾。高手即是高手，說時遲，那時快，但見Cecilia 氣定神閒，指揮若定。那邊廂看見攝影大師 Danny 正欲抽身離座，八爪魚以為佢應酬多到要趕下場，眼見機不可失，立刻飛身上前，問明究竟，原來佢話要去接乖女，然後回頭再來捧場，真不愧為廿四孝老豆也。場內來自五湖四海的各方人馬陸續雲集，只見Alan, Ivan等年青之輩落力幫手接招，不慌不忙，頗有大將之風。而會長Randy 更把一箱箱的道具器材搬入

館內，所謂「無氈無扇，神仙難變」，唔靠佢D 八寶箱都幾難攞得掂當晚的餘慶節目！

當一切準備就緒後，Randy 先來一輪開場白，把大家帶入聯歡會的主題，加上Martha及Jonathan兩位金牌司儀的舉手投足，三招兩式就已經控制全場，功力果然深厚，再配合阿Gen 手中的迴環勁音神功這件獨門武器「大聲公」，眾來賓唔多使大家介紹都早已心有靈犀矣。接著而來的「估筷子」及Bingo遊戲，確使大家全情投入歡娛喜樂的氣氛中。其中令人難忘的是由Victor 小朋友唱的一首聖誕歌，估唔到靠聽帶自學唱歌的Victor 確令人有繞樑三日之感！當晚的抽獎遊戲，獎品目不暇給，聚餐食物豐富，部份美食更由會友永權叔贊助送出，實屬難得。另外，以互相抽獎方式來抽出得獎人，除可公平送出獎品之外，更使新舊會員能夠藉此互相認識。

我八爪魚雖然老眼昏花，但記憶力尚算不差，Martha 講的話記得一句不漏。以下英雄英雄請留意，如譚德華、阿Jean, Gloria, Juliana, Felix, Hanson, John, Tony, Amy, Bruce, Fleming, Carie, Jenson, Cami, Ida, Patrick, Harry 及其他各路人等，Martha 叫你地留意來年接踵而至的節目喎！



一年容易又秋風，自從1996年本會成立之後，每逢九月中旬都是我們召開周年大會的日子，今年很高興潘宗光校長能百忙之中撥冗參加我們一年一度的盛事，而創會理事蘇邵麗媚 (Amy Soo) 女士亦不遠千里而來，十分難得。會前數日，在一切準備就緒之際，驚聞有颱風襲港，幸好潘校長登機前剛好天文台卸下所有風球，使我們放下心頭大石。當日金風送爽，天氣不冷不熱，正是溫哥華最怡人的日子，今年各理事一致通過嘗試以西式自助餐及慶祝母校六十五周年紀念作號召，使大家踴躍參加。為方便大會運作，預定餐席時要向Four Points Sheraton Hotel 承諾有百人或以上出席，給各理事平添不少壓力，幸得 Cecilia Tang 等人大力推廣，當日各方嘉賓及會友雲集剛好筵開十二席，場面十分熱鬧。今屆周年大會由副會長 Priscilla Lau 擔任司儀；上屆義務秘書 Helen Chiu 連任數屆後依例退出，各理事十分感激她對會務的貢獻，但望來年她能重出江湖。我會的行政助理 Parmenas Tse 亦因財政緊絀

而迫於去職，令人深表遺憾。多年來謝先生為本會奔走，對會務幫助極大，當晚他將往年的活動撮要成一輯 VCD，配以懷舊金曲於席間播映出，令人回味不已。今屆有三位會友 (Dennis Sung, Evanna Lee 及 Andy Sung) 參選理事，因理事空缺

比參選人數較多，所以他們全部自動當選為下屆理事會成員，有這三位新力軍加入相信今屆會務更上層樓。

大會之後就是西式自助餐及抽獎等節目，由我們的金牌司儀 Martha Wong 及 Francis Li 主持，氣氛輕鬆愉快，因今年剛好是母校六十五周年紀念，為配合母校「理大畫出彩虹」活動，席間我們以七彩繽紛的氣球組成

# 活動紀要

## 會員大會暨周年晚宴

關應泉



潘宗光校長及會長 Randy Chan



2002-03 年本會理事

Human Rainbow，與香港萬人紀念活動遙相呼應，以表我們一點心意。餐後潘校長詳細介紹母校近況，十分高興知道理大的最新發展，尤其是得悉香港理大設計的迷你太空鉗擊敗多國的設計好手，將隨太空船升空往火星探險，身為理大校友，與有榮焉。

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Geoffrey LEUNG *Richmond N.*

Mathew YIM *Surrey/Delta*

Emily NG *Richmond W.*

# PROGRAMS FOR 2002/03

## Event

## Date

Table Tennis Competition	Nov. 7, 14, 21, 2002
Christmas Gathering	Dec. 7, 2002
Spring Dinner (Victoria Seafood Restaurant)	February 22, 2003
Leisure Talk by Agnes Tsui on Ecological Gardening	March 8, 2003
Hong Kong Style BBQ	May 19, 2003
Big Bike Fund-Raising for Heart & Stroke	May 10, 2003
Annual Dinner/AGM	September 20, 2003

## Have you renewed your membership yet ?

The "Switching to Life Member" campaign is still in effect. Existing ordinary members (Annual or 5-year) are now offered to pay less for switching from "Ordinary" to "Life". The membership fees that you have already paid up to a maximum of 3 years can be deducted from the one-off life membership fee payable for this switching. This aims to lower our administrative costs in future. Your membership fees will also be protected from any future increases. The tables below show the fee that should be paid for the switching from "Ordinary" to "Life" membership:

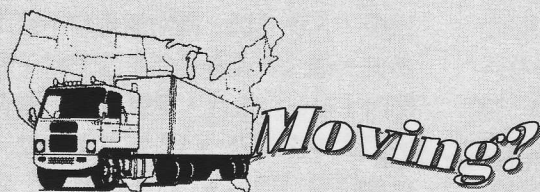
### For annual ordinary members:

No. of years of membership fees already paid	1 year	2 years	3 years
The fee to be paid for becoming a "Life Member"	\$180.00	\$160.00	\$140.00

### For 5-year ordinary members:

The year after payment of the 5-year membership fee	1st - 3rd year	4th year	5th year
The fee to be paid for becoming a "Life Member"	\$120.00	\$135.00	\$150.00

If you have any enquiry regarding the switching, please contact Jonathan Wong at 604-833-3978 , e-mail: chunkauwong@hotmail.com; or Cecilia Tang, e-mail: cecitang@shaw.ca



Do remember to tell us your new address, telephone/fax numbers and e-mail address. We need this information to keep you in touch and send you the latest news. We can be reached at #107-5560 Minoru Blvd., Richmond, B.C. V6X 2A9 or by E-mail [hkpucwca@canada.com](mailto:hkpucwca@canada.com).

Remember to bring your MEMBERSHIP CARD with you when you visit Hong Kong. You may use it for temporary access to the PolyU's library and sport facilities. Simply contact the Alumni Affairs and Development Office at: Room 1605, Li Ka Shing Tower, PolyU campus.

You will be issued a "Letter of Certification" stating the period during which you can enjoy the PolyU facilities after

your membership status is verified.

The members could then bring along the "Letter of Certification" and 2pc of photos to the Circulation Counter of the Library to apply for the "Temporary Pass" and to the Student Affairs Office's Physical Education Section located at Room V109, Keith Legg Sports Pavilion, PolyU campus, to apply for "Sports Complex Permit Card - Visitors".

Please feel free to contact Daisy Ng (Tel. 2766 5531, Fax 2954 0315, E-mail address: [daisy.ng@polyu.edu.hk](mailto:daisy.ng@polyu.edu.hk)), Assistant Manager, Alumni Affairs and Development Office, for any further assistance.

### WESTERN CANADA ASSOCIATION MEMBERSHIP CARD



Number: 96000  
Name: Western Canada, HKPU  
Expiration: Life  
Member Since: 10/1/96

# **A Road Map**

*Yazmin applies to a business degree program at the University of Victoria. She completed two years at a college with transfer credits in English, History, Political Science and Anthropology, and has excellent grades. Yazmin is admitted to UVic and receives full credit for her transferred courses. However, she is not accepted directly into the UVic Business program because she does not have the right courses required to enter that program (Math, Economics, Computer Science). She decides to take these courses at UVic and apply again to the Business program. (Extracted from the BC Transfer Tips)*

The above story is but one of thousands that happen each year in British Columbia. This Canadian province has a unique system for students to transfer their postsecondary credits from institutions to institutions. However, one has to learn and follow the rules and regulations carefully before taking advantage of this unique system to benefit one's postsecondary education.

## **BC's Diversified Postsecondary Education System and Needs for Credit Transfers**

Over the years, as BC's postsecondary education evolves to accommodate changing needs of the students and society in general, we now have a unique system of six universities, five university colleges, eleven colleges, five institutes, and the Open Learning Agency. Between these institutions, they offer thousands of academic, career, technical, and vocational programs leading to degrees, diplomas and certificates. As individual institutions continue to develop unique programs to distinguish themselves in the system, there has been a growing need for them to accommodate students who want to transfer from one institution to another.

The needs for credit transfers grow out of BC students' increased movements between colleges, institutes, and universities. The movements of students from colleges and institutes to universities are the most dominant, and have been the major thrust for the development of a transfer system for

BC. The transfer needs for college and institute students can be summarized as follows:

### **1. Acceptance of college and institute level credits for entry into universities or degree-granting institutions (such as university colleges and degree-granting institutes)**

Many BC students are unable to meet the direct entry requirements for university level studies. Either they do not have enough GPA after high school graduation, or they simply cannot graduate from high school. Or there may be non-academic reasons, such as financial difficulties. These students then decide to take a different route to university studies - transfer from colleges or institutes.

BC colleges offer university transfer programs and courses that have been articulated with universities, meaning that the credits from these programs and courses will be accepted by the universities upon application for entry. The articulated programs and courses form a transfer system that guides students' educational paths.

### **2. Acceptance of college and institute level credits for entry into specific university programs**

While a transfer student may be admitted by a university with recognized credits, the student is not necessarily admitted into the program of his or her choice. Many university programs have specific entrance requirements on top of the institution's general entrance requirements, or there may be pre-requisites for entering the programs. If the transfer student does not have the required credits from his or her college/institute studies, entry into the specific program

may not be possible. However, the student is not losing his or her transfer credits, as they are still useful for graduation from the university. The student will have to gain the required credits at this institution or at other institutions (through transfer) in order to enter the program of his or her choice.

## The Transfer System: BC Transfer Guide and the Importance of Planning

The BC transfer system is clearly laid out in the *BC Transfer Guide*. It allows for credit transfers that are based on articulated courses and programs between colleges, institutes, and universities within this province. It shows the course/program titles, number of credits that can be transferred, and institutions that have articulated these credits. The guide is time sensitive in that courses taken in a certain year must refer back to the guide published in that year.

Beyond the articulated system of the guide, credit transfer is still possible, but decisions will be made by the institutions on a case-by-case situation.

For a student to take advantage of the transfer system, the following guidelines provide good planning reference.

1. While in the "sending" institution, start identifying the program(s) of interest in the "receiving" institution and checking the entrance requirements (both institutional and program specific).
  - 1.1 Make sure that the transferable credits completed at the sending institution meet the minimum number of credits required for transfer application at the receiving institution. These requirements vary from universities to universities.
  - 1.2 Make sure that the transferable credits completed at the sending institution meet the specific credit requirements of the student's program of choice at the receiving institution. Otherwise, like Yazmin, the

student will be admitted to the institution but not directly to the program of choice.

2. Check the residency requirements and maximum number of transferable credits at the receiving institution. In order to graduate from the receiving institution, students are required to have taken a certain minimum number of credits directly from that institution. Credits obtained from other institutions, even if transferable, are restricted to a certain number also.
3. Pay attention to the exact values of transferable credits. Not uncommonly, credits assigned to college and institute courses do not have the same values as assigned by universities. For example, an economics course at a college may have a value of 6 credits, but when transferred to a university, the same course may only have a value of 3 credits due to a different credit system. Not noticing the difference, the student may face the problem of a 3-credit shortage at graduation.
4. Credit transfer is a time sensitive issue. A course taken in 1998, for example, must be checked for credit transfer using the 1998 BC Transfer Guide, but not the year when the transfer is made.
5. Minimum GPA requirements stated by receiving institution is often not the "real" GPA needed to be successful in transfer application. This is simply a result of competition in the system. For many years now, an average GPA of 2.7-3.0 is a common requirement for successful transfer. However, this range may change all the time, depending on the competition in a specific year.

The British Columbia Council on Admissions & Transfer has published a small booklet called the *BC Transfer Tips* as a companion to the larger publication *BC Transfer Guide*. The *Tips* helps students understand the basics of credit transfer and provides precautionary notes so that the student can chart his or her transfer course in a manner corresponding to the system reflected in the *Guide*.

The *Guide* itself should be seen and used as the "bible" for credit transfer in BC. The printed version is an annual publication, and the online version is updated monthly. (at [www.bccat.bc.ca](http://www.bccat.bc.ca)).

While implementing one's transfer plan, the *Guide* must be referenced to all the time to avoid unnecessary mistakes.

## Is Transfer a Worthwhile Effort?

From 1997 to 1999, the BC Council on Admissions & Transfer commissioned a series of studies to investigate transfer from the student's perspective. Students interviewed "often described college as a 'stepping stone' to university, a way of easing out of high school before hitting the rigours of university life. Some students referred to the financial incentive of lower tuition rates. Others said that since community college was reputed to be easier, it was a good way to embark on a post-secondary career with better chances of earning a higher GPA. For some, entering university directly from high school was not an option because their secondary school grades were not high enough." (*Investigating Transfer: The Student's Perspective*, BCCAT Research Report, July 1999, p.1)

The studies found that most students satisfactorily transferred most or all of their credits. A common phenomenon after transfer, however, is the decline of GPA - explained as a result of "transfer shock". Interviewees described university as big and impersonal, a place difficult to make friends, and demanding more independent work and initiative. Once the period of shock was over, there was evidence that their GPA started to climb until at graduation, GPA for transfer students became comparable to GPA for students entering universities directly. In the end, the graduation rates of transfer students were also comparable to that of the direct entry students.

## Final Words

The road of transfer can be a smooth one if the student has a clear plan, follows the *BC Transfer Guide* and institution calendars carefully, and attains good GPA at college level studies. Nonetheless, the process is a competitive one, requiring much attention and effort from the students. Not all college students with the intention of transfer successfully gain transfer to univer-

sity studies. The levels of success also vary.

The transfer rate in the province has been assessed to be in the vicinity of 30% from college to university. However, the calculation of the rates can be judged to be lacking consistency from region to region. The individual student should not be concerned with a provincial average. It's their well-developed transfer plan and their own study effort that will count in the end.

## Resources

*BC Transfer Guide*, BC Council of Admissions & Transfer (annual publication)

*BC Transfer Tips*, BC Council of Admissions & Transfer

BC Council of Admissions & Transfer official website (where the online BC Transfer Guide is accessed) [www.bccat.bc.ca](http://www.bccat.bc.ca)

BC Council for Admissions & Transfer  
555 Seymour Street, Suite 709, Vancouver, BC,  
V6B 3H6, Canada  
(Tel) 604-412-7700  
(Fax) 604-683-0576  
(Email) [admin@bccat.bc.ca](mailto:admin@bccat.bc.ca)

*Student Access and Mobility Within the British Columbia Post-Secondary System: Critical Analysis of Research, Public Policy and the Role of the BC Council on Admissions & Transfer*, John D. Dennison (Professor Emeritus, UBC), June 2000

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*Opinions expressed in this Newsletter are those of the authors. They do not necessarily represent the official viewpoint of The Hong Kong Polytechnic University (Western Canada) Association.*

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**Grading Exams:**

# THE INSIDE STORY

By: *The Dean*

*For those returning to school, here is an inside look at how professors grade their final exam:*

**DEPT. OF STATISTICS:**

All grades are fitted to a normal curve.

**DEPT. OF PSYCHOLOGY:**

Students are asked to blot ink in their exam books, close them and turn them in. The professor opens the books and assigns the first grade that comes to mind.

**DEPT. OF HISTORY:**

All students get the same grade they got last year.

**DEPT. OF THEOLOGY:**

Grade is determined by God.

**DEPT. OF PHILOSOPHY:**

What is a grade?

**LAW SCHOOL:**

Students are asked to defend their position of why they should receive an A when they really deserve an F.

**DEPT. OF MATHEMATICS:**

Grades are variable.

**DEPT. OF COMPUTER SCIENCE:**

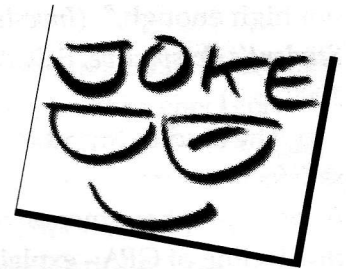
Random number generator determines grade.

**MUSIC DEPARTMENT:**

Each student must figure out his grade by listening to the instructor play the corresponding note (+ and - would be sharp and flat respectively). Tone-deaf students fail.



## A JOKE ABOUT MARRIAGE AND DIVORCE



By: *Vajira Akiatan*

*Remember this: marriage is the number one cause of divorce. It's TRUE!*

*Statistically, 100% of all divorces started with marriage!*

1. I married Mr. Right. I just didn't know that his first name was Always.
2. Marriage is a 3-ring circus: Engagement ring, wedding ring, and suffering.
3. Do you know the punishment for bigamy? Two sets of in-laws.
4. Young daughter: Is it true, Mom? I heard that in some parts of Africa a woman doesn't know her husband until she marries him? Mom: That happens in every country, sweetie.
5. A woman inserted an 'ad' in the classified: "Husband wanted". Next day she received a hundred letters. They all said the same thing: "You can have mine."
6. First woman (proudly): "My husband's an angel!" Second woman: "You're lucky, mine's still alive."
7. Just think, if it weren't for marriage, women would go through life thinking they had no faults at all.
8. If you want your husband to listen and pay undivided attention to every word you say, talk in your sleep.
9. Then there was a woman who said, "I never knew what real happiness was until I got married; and then it was too late."
10. A little girl asked her mother, "Mommy, how much does it cost to get married?" And the mother replied, "I don't know sweetie. I'm still paying!"





# 泥菩薩過江

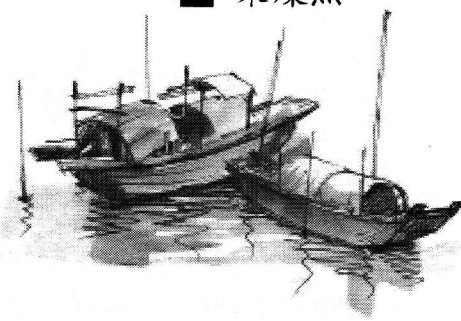
■ 宋燦熙

德國著名劇作家布策希特 (Bertolt Brecht: 1898-1956) 於二十年代末期寫了一齣名為「四川善人」(The Good Person of Sichuan) 的劇本，該作品經過長久的修訂，終於在一九四一年，在布策希特移居美國後完成標準版本面世。(有趣的是：布氏長久以來為共產主義的同情者，最後竟然選擇一個資本主義大國作為安身立命之所。如果拿獲得諾貝爾文學獎的法籍華裔作家高行健與布氏比較，他倆的遭遇和處境不同之處甚多。明顯地布氏並非如高行健般不容於己國而出走，其演出作品又大受國內民眾歡迎，實無必要選擇一個和自己理念互相矛盾的地方生活，除非這個地方的吸引力足以抵消一切理念差異。) 一九四三年「四川善人」在德國以外的瑞士首次公演，成為布策希特主要劇作之一，布氏其他重要作品還包括「人畢竟是人」(Man is Man)，「沙膽大娘」(Mother Courage and Her Children) 及「伽里略傳」(Life of Galileo)。

「四川善人」描寫三個神仙受紛亂混雜的世界所困擾，於是下凡人間，看看可否找到一個好人。他們來到悲慘窮困不堪的四川省首府，無處容身，遇上一個名叫「沈德」的妓女，願意把他們收留下來。為了答謝沈德的好意，神仙送給她一袋黃金；沈德於是把黃金賣掉，開辦了一所煙草店來幹活，希望從此脫離迎送生涯。但貪得無厭的鄰居知道後，紛紛開始向她經營的店舖打主意，利用沈德惻隱同

情之心，以各種不同的藉口理由來討便宜拿好處。最後沈德在面臨店舖倒閉及走投無路之際，祇有迫不得已採取極端的辦法來自保，將自己化身變成她那個邪惡頂透的表兄「水大」。剝削成性的水大和慷慨解囊的沈德兩人性格互異。此時，沈德卻愛上一個名叫「楊新」的待業飛行員，使問題變得更為複雜，原因是楊新要利用沈德替他在遙遠的北京官府謀取一份好差事。正是禍不單行，這時沈德發覺自己懷了身孕，唯一令自己和未來的孩子能夠繼續生存下去，不受他人歧視欺負的方法，就是永遠化身成為外表受人敬重、但暗地裏卻無惡不作、壞事做盡，經營鴉片買賣致富的四川煙草業大王水大。到故事結尾時，水大因受懷疑謀殺了他失蹤多時的表妹沈德而被捕，關進了官府，站在神仙面前接受審判，這時，水大祇好現身變回原是好心腸的沈德：「你曾叫我做好人來討生活，卻又把折磨得死去活來，霎時間把我整個人撕成兩片，如霹靂電光打在發亮的門門上。」沈德發出哀鳴的控訴。

布策希特的作品不單尖銳而惹笑，更不斷提出嚴峻質問：在邪惡四周的環境裡，是否能夠做好人獨善其身，就可安心自保？如果因為好心腸要施恩而使自己受傷又是否明智？你是否能夠保護自己而使他人免受傷害呢？當好事與壞事不能分割而必須同時地進行，這是個怎樣的世界呢？「四川善人」的沈德代表人性的善良與邪惡的兩面，布氏的其他作品也有類



似人物性格的描繪，例如在：「人畢竟是人」一劇裡面，代表人類如一副好勇鬥狠的機器之阿基。「沙膽大娘」故事中，扮演母親角色之人物徘徊於靈活的生意頭腦與內心的人道主義之間，逼使自己進退為谷，矛盾重重，最後被毀滅，悲劇收場。還有「伽里略傳」中的科學家，其對真理的熱愛和堅持，並不足以抵抗當權者以高壓手段使其就範的煎熬。

布氏在劇中運用的寓言，發人深省，不但暴露人類內心複雜繽紛的世界，還逼使讀者和觀眾面對人類複雜的道德及無法迴避的政治問題。今天我們看到不少社區活躍份子，拿起神聖不可侵犯的人權和公義的旗幟，大聲疾呼，以救世主自居。試想想他們慈悲仁愛之心，真的能夠解決複雜的道德和鬼魅的政治問題嗎？還是利用一般人的愚昧無知，憑着挑起的民意而可以使其「上位」，順水推舟，推波助瀾，實則擺了全體市民上枱；所謂成事不足，敗事有餘，結果全軍盡墨，不但本身「上位」的如意算盤打不成，反而累及無辜大眾成為陪葬品，更是決策者喜歡玩弄於股掌中的對象！

# 她的煩惱

由彭興提供

一名男子正當在門前草坪埋頭地剪草，忽然看見可人的鄰居女郎從屋內走出，直奔往懸掛屋外的郵箱，只見女郎打開箱蓋，向箱內望了一望，跟着隨手大力蓋上郵箱，頭也不回地奔回屋子裡。

過了不久，女郎又再從屋內跑出來，奔往郵箱，打開它，向箱內再察看，失望地把箱蓋大力關上，氣沖沖地跑回屋裡。

正當男子已差不多把門前的野草剪好之際，只見該女郎又再跑出來，衝往郵箱，再打開它，從外到裡詳細打量一回後，跟着比前兩次更大力地關上箱蓋。

男子看見此情景，正是百思不得其解，於是忍不住開口：「有什麼不對勁的嗎？」

女郎回答：「當然！」

朋友，你知道原因嗎？

「我那部氣死人的笨電腦，久不久就顯示：『你有郵件。』」

逍遙嘻笑無

# 聰明的選擇

作者：蔣仲君

老父老媽退休後不久，母親興致大發，想去學習鋼琴，父親於是在母親生日那天送給她一座鋼琴。數星期後，我問父親的感受如何。

「噢，我們把鋼琴退還琴行算了。」父親說：「我勸服她改學吹單簧管呵。」

「為什麼呢？」

「有單簧管在手，她還能高歌嗎？」

# 乞丐與大學生

作者：馬基士葛

兩名大學生，法蘭和麥誌，在乘搭紐約地下列車途中遇上一名乞丐向他們討錢。法蘭感到討厭而拒絕施捨。麥誌相反地在口袋討出兩三枚角子，微笑地拿給乞丐。

乞丐拿了錢後向麥誌道謝，繼續向其他乘客打主意。法蘭對老友幼稚行為感到憤怒，忍不住開口：「你這樣做究竟為何目的？你明知他會花在毒品大麻上！」

麥誌回答道：「難道我們不是嗎？」

# 鸚鵡

作者：祈畢迪

一天，一男子進入寵物店欲購買一頭鸚鵡。店員把他帶到雀鳥部選擇其心中目標。男子問：「黃色的那頭賣多少錢？」

店員答：「二千元。」男子嚇了一驚，問店員為何一頭鸚鵡值那麼多錢。

店員解釋：「這是一頭與別不同的鸚鵡，牠懂得打字，而且打出來的速度驚人。」

「那一頭綠色的又值多少錢？」男子再問。

店員答：「值五千元，因為牠不但懂得打字，而且更能接聽電話和記錄來電。」

「那一頭紅色的又如何？」男子不服氣地問。

店員回答：「那一頭值一萬元啊。」

男子不解地說：「牠又懂得做什麼？」

店員答：「我也不知道，不過先前那兩頭都稱牠為『老闆』。」



生活隨想

# 雲埠生涯

■ 胡不歸

世事如棋局新，還記得這是小學作文時警句之一。經過數十年經驗的印證，真是有點道理。當年六四風波之後，大概是心中有鬼吧，輾轉來到這個共「劇」主義的天堂，吾等夏天割草，冬天割雪，卑詩省政府則是工人階級專政十年，前年和平演變，始由商人支持的自由黨執政，因政改而激怒既得利益階層，公車、市政、護士、醫生及教師等工會的工業行動，此起彼落。反觀我們的舊祖國，經過二十多年的經濟改革，據聞資本家也可入黨，與資本主義國家還有分別麼？是故世間上有名有實的政府並不多，現今卑詩省政府究竟是白貓還是黑貓，余也分不清。遠的不說，例如最近美加軟木材糾紛，南鄰那位大阿哥的貿易政策，對已有利的就鼓吹自由貿易，不利的就說你政府補貼，割價傾銷，要實施懲罰性關稅。嗚呼！兄弟國尚且如此，遑論其他。

說回在溫哥華的生活，以質素而言，無可否認比香港好，空氣清新，水質甜美，夏天繁花似錦，不幸領取社會福利金的人，也可有車代步，有瓦遮頭，還能抱怨麼？當然一切皆有代價，一如林行止先生所言：天下沒有免費的午餐，種種福利，都是那些政客為了選票，大開庫房之門，以前靠的是加國地大物博，資源豐富，人口稀少。例如三文魚年年回流，此地的漁民一年打魚三個月，其餘日子可以領取失業金過活，逐漸發覺打魚的越來越多，三文魚越來越少，而領取失業金的規矩雷打不動，省債國債由此而起，眼看支付國債利息亦有點困

難，加稅乃在所難免。為了照顧貧苦大眾，稅階窄、稅率高、是必然現象，是故多勞多得逐漸變成閣下多勞，政府多得的現象。

都說既來之，則安之，況且制度非一日可變，與其嗟怨度日，不如隨波逐流，滑浪而去。若果細心觀察，在這個工會勢力龐大的社會謀生，並不困難。原因之一：職業無分貴賤，工人與工程師的收入相差不遠，若計埋入息稅，簡直難分彼此。當然做工程師的工作環境較好，福利較佳，年資經驗豐富的，收入當然比一般藍領工人高，但都是一倍左右，比香港的十倍八倍，有天淵之別。原因之二：一般勞工學術水平並不高，此地提供十二年免費教育，若果肯用功讀書當然好，因教師全是大學畢業，另加教育文憑，先生與學生比率又低，只可惜功課少，尤其是數學，大多數高中畢業生都不甚了了，以吾等香港理工訓練的，勝之易如反掌。原因之三：此地僱主對求職者絕無年齡歧視，見工時僱主不能詢問貴庚，而一般白人對黃面孔難分老嫩，上工後報上年齡，僱主又限於法例，並不容許以年紀大而炒魷，所以若非老態龍鐘，放心求職可也。當然為了增加面試機會，若

閣下有三十年工作經驗，報上最近十年的好了。一九七零年中學畢業？不提也罷。最後值得一提的是：絕大多數的招聘廣告都是要求搵工者以郵遞或傳真方式送上履歷，本人的經驗是此路不通，最好的方法是找出招聘公司的地址，親自送上，一來可以看看那間公司的規模，二來可以有機會即時面試！此地勞工市場與香港有點不同，就算經濟不景，因有失業金的緣故，職位的流動量亦極大，只要親自向招聘的公司送上履歷，上午十時左右是黃金時間，剛好是第一次咖啡小息之後，負責人開完業務會議，分配好了工作，發覺某某又無故曠工，某某又來電請病假，秘書於會上又訴說客戶追貨……在下就試過如此這般即時面試，十分有趣。





## 梁紹棋校友

■ EVA 筆錄

梁紹棋校友年屆七十多歲，是早期理工的學生，他在香港出生，並在育才書院、華仁書院、廣州嶺南大學接受教育。於一九五八年入讀理工大學前身：香港工專或稱灣仔工專。打從那時起，梁紹棋校友就和理工結下不解緣。

從灣仔區上課的年代到理工校舍遷往紅磡為止，梁紹棋校友一直不斷的進修、學習。除了紡織及造船兩個學系沒有修讀外，可以說理工所有學系他也曾修讀過。不僅成為理工學生，也曾是理工商學系客座講師，更是理工 Management Association 的第一屆主席。彼此的關係可算是千絲萬縷，無從細數。

梁校友從事人事管理的工作，故此對人事管理有一套獨特的見解。他強調有很多事情上，他都不會親自參予，但卻能發揮他的影響力。梁校友舉出一個比喻：他太太炆牛腩時會放入匙羹，好使牛腩快點軟身。但有些人會加入冰糖。二者皆能在烹調過程中發揮其功用。但冰糖卻在過程中溶化，再也不是固體的冰糖了。反之，匙羹在烹調過程中，既能發揮其功用，亦能在大功告成之時仍然存在。若在管理學上，凡事都要身先士卒，親力親為的話，那麼必是出師未捷身先死。「不祇是促進；但參予化學變化還能存在」（即化學觸媒作用）。這就是管理學上的不二法門。

梁校友認為人事管理是不講心術，只講結果 (Result)。很多急功近利的管理階級都是由 Payment by Result 開始。但最終都是受到 Result by Payment 的無言抗爭作結。由始至終都是一個「錢」字。但若引伸於「忠誠」Loyalty 這種行為上，Pay for Loyalty 是低層次的，而高層次的是 Earn for Loyalty。是自己辛苦耕耘取得來的成果。

梁校友除正職外，也曾是香港人力資源訓練局成員之一。參予各項培訓工作，講授高級人事管理文憑課程等。除人事管理外，梁校友更前後花了十年的時間鑽研國學。師承中大蘇文耀、港大何沛雄及陳耀南等教授。與他們更是亦師亦友。易經更是梁校友心頭所愛。他修讀易經的原意是從中吸取其學問中最高深之管理學——王道精神（致中和）。梁校友先後跟隨易經界翹楚李巽仿、陳汝栢（陳湛銓先師之姪）學習。他談論易經的文章，更不時刊登於社團雜誌及報章上。在一九九一年，梁校友以六十多歲高齡仍能取得北京大學（Peking University）法律學位，副修國際法。

一九九二年，梁校友帶同妻女移民溫哥華，過着退休生活。梁校友精於音律，閒時玩玩揚琴及高胡、中胡等樂器。他也是一些樂社的義務音師。在他的生活中，離不開哲學、儒家、幾塊錢吃一頓午餐已覺得很快

樂，很滿足。唯獨是對於學問、音樂上的知識仍嫌不足。最近，他還上了一堂「粵音九聲」的課程呢。

對於音樂方面，他亦非常執着。他認為玩音樂純屬興趣，不該與金錢掛鉤。所以他在樂社當琴師時，亦不介意分文不收。不過，若有人令他不順心時，他老人家可以不發一言，抱琴拉箱，拂袖離場。好一派藝術家脾氣。

梁校友育有四名子女。妻子於一九九二年病逝溫哥華。對於子女的教育，梁校友尤為重視。特別是他的大女兒 Cecilia 亦曾是理工學生，並取得 C. I. S. A.，後負笈英國取得 Post Graduate Aspect in Management。移民前服務於理工學院，負責行政工作。其餘子女亦學有所成，不負老父期望。

### 後記：

今年適逢六十五周年校慶。故此，藉着介紹一位年長校友的人生經歷，生活體驗和奮鬥，來作為後輩的榜樣及借鏡。

本會全新網頁即將面世，  
新網址容後公佈。