

融合中西課程的全人發展

Holistic Development through Integrating Chinese and Western Curricula

臥虎藏龍 — 訪問書法迷黃為國先生

Hidden Gem — An Interview with Mr. Wong Wai-kwok, Calligrapher

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Ana by Karma 創辦人湯笑娟女士

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在考試升學制度中拾遺補缺：香港的義務補習計劃

Voluntary Tutoring Scheme in Hong Kong

B&P GROUP

文化委員會徵稿函

各位同事：

《民胞物與》誠邀各位投稿及供應相片。

《民胞物與》是保華生活教育集團的學術及社會事務刊物，由集團的文化委員會出版。保華生活教育集團由葉國華教授和陳保琮博士分別擔任主席和行政總裁。本刊物乃季度出版，亦為集團內部文化交流提供一平台。集團屬下包括保華基金會、多個教育機構、智庫組織、出版社、酒店餐飲管理等業務。

本刊物受集團的文化委員會管轄；文化委員會成立的宗旨乃弘揚集團的理念，以及促進集團與相關機構的同仁，以及有關學校學生之間的文化交流。文化委員會主席為葉教授。

「民胞物與」出自北宋哲學家張載《西銘》一文：「民吾同胞；物吾與也」。張載的哲學思想把宇宙視為一個大家庭，故此天地萬物同出一轍，乾父坤母。人民百姓，如同胞手足，為之「民胞」；宇宙萬物，均與我同類，為之「物與」。這個思想與耀中、耀華學校的教育理念相近，其中包括「與科技結盟、與文藝結盟、與仁愛結盟」的校訓以及大宇宙的世界觀。大宇宙觀闡明人類在宇宙中的位置：作為地球看守者及保衛者的角色、與大自然的關係、跟其他物種的共性以及愛的融合力量。

我們歡迎討論上述題材或有關範圍的投稿，可以是教育議題的反思、對文化的看法、關於你國家傳統及有趣節日的報導、遊記、散文與詩詞，以至書法及畫作。稿件以中文或英文書寫，附有照片為佳。為表謝忱，作品刊出後，將致作者禮物乙份。

在保華生活教育集團，我們頌揚多元文化——培育開明思想及對全球不同民族的文化、語言及個人差異的尊重，從而知曉地球是我們共同的家園。有了來自許多不同國籍及文化的你們的投稿，希望有助在集團內推廣一種和而不同的文化，促進世界和平與人類和諧。

保華生活教育集團 文化委員會

歡迎來稿及來圖，煩請寄往投稿信箱
hkpricontact@gmail.com。

Letter from the Culture Committee

Dear Colleagues,

We are writing to ask for your contribution of articles and pictures to *Minbaowuyu* 《民胞物與》. *Minbaowuyu* is an academic and social affairs magazine of B & P Group, with Professor Paul Yip Kwok-wah as its Chairman and Dr Betty Chan Poking as its Chief Executive Officer. This quarterly magazine also serves as an internal platform for cultural exchanges among the B & P Group. Affiliated to the Group are B & P Foundation, education institutions, think tanks, and hotel operation.

This magazine is under the management of the Group's Culture Committee which is set up to promote the philosophy of the Group and to enhance cultural interactions among the staff of the Group and affiliated entities, and students in various campuses. The Culture Committee is chaired by Professor Yip.

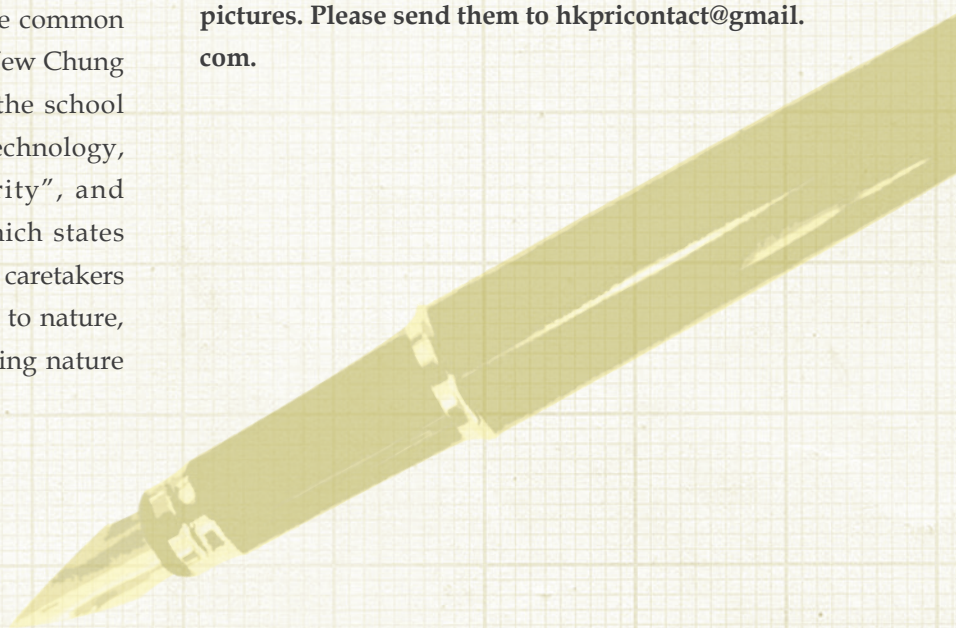
Minbaowuyu, an idea coined by philosopher Zhang Zai of the Northern Song Dynasty of China, means "People are my brothers and all things are my kinds". The concept of "unity of nature and man" is the philosophical foundation of Zhang Zai's ecological ethics which share some common ground of the educational objectives of Yew Chung and Yew Wah schools. They include the school motto of "aligning with science and technology, culture and arts, and love and charity", and the world view of grand universe which states humankind's place in the cosmos, role as caretakers and protectors of the earth, relationship to nature, commonality as a species, and the binding nature of love.

We welcome your articles relevant to discuss the above-mentioned topics and related areas, be they reflections on education issues, views on cultural affairs, reports on your own national traditions and interesting festivals, accounts of travels, prose and poems, or calligraphy and drawings. Contributions can be in Chinese or English, preferably with pictures. After publication of their contributions, contributors will receive a small gift as a token of our appreciation.

In our Group, we celebrate diversity--we nurture open-mindedness and respect for the cultural, linguistic and personal diversity amongst the world's peoples to realize that the earth is one homeland. With contributions by you, hailing from many nationalities and cultures, we hope to help foster a culture in our Group that is diverse yet united for world peace and harmony of humankind.

Yours sincerely,
Culture Committee, B & P Group

We welcome the contribution of articles and pictures. Please send them to hkpriccontact@gmail.com.



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民胞物與
Minbaowuyu

「民吾同胞，物吾與也。」——張載《西銘》

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融合中西課程的全人發展

Holistic Development through Integrating Chinese and Western Curricula

創校體驗

— 訪問上海耀華臨港校區團隊

許欣琪 編委會成員
何智華 實習生

上海浦東新區民辦滬港學校（上海耀華臨港校區）在 2015 年成立，為區內學生提供國際教育。編委會訪問了耀華學校督學兼臨港學校校長鄭雷女士、上海耀華教育管理有限公司副總經理季曉春先生及上海耀華教育管理有限公司工程部主管李輝先生，讓我們了解成立臨港校區背後的故事。

學以中方教師為主，西方教師為輔；科學、社會研習等科目都由中西方教師共同合作，根據學生的語言能力採用雙語教學的模式進行教學。各學科通過豐富的活動及師生互動取得更好的教學效果。學生在這種環境的薰陶下，成為具有國際視野、富有理想、熱愛學習、健康成長的一代新人。臨港學生在畢業後多選擇到外國留學。

百年樹人 優質教育

辦學理念是一所學校的靈魂所在，就其而言，臨港校區在校長鄭雷女士心中是一所為國內學生提供優質國際化教育的學校。

鄭校長向我們介紹了臨港校區的教學。一至九年級學生的學習內容是中國國家九年義務教育課程和西方課程的整合，既確保學生系統掌握各門學科知識，又注重發展他們的獨立思考、解難及創意等能力。教學中注意因材施教，學校裡的英語強化班（EAL 和 IELTS 課程）就分別照顧到不同程度學生的需要，以及幫助由國內公立及私立學校轉來的部分新學生銜接到國際教育的學習。鄭校長指出目前招收的學生普遍英語程度較高，擁有充足教學資源的前提下，英文、音樂、藝術及體育等科目由外籍老師教授；數學教

除了知識教學外，臨港校區也著重品德教育。與其他國內應試導向為主的公立學校不同，鄭校長說：「我們學校更著重學生在品格及能力等方面的全面發展。」臨港校區有開設品格教育科，專門針對人格的發展，培養學生誠實、自信心、尊敬他人等品德。除此之外，學生亦被要求穿校服上課，學校希



圖：外籍老師教授的過程中，讓學生有更多的機會多聽多講



圖：外籍老師與學生的教學互動



圖：活動式的教學使學生有更多參與機會

望由此建立學生的集體觀念，培養團隊精神。

鄭校長相信臨港校區能將耀中耀華機構先進的教育經驗和理念帶到國內，同時其亦能幫助學生建立正確的人生觀及世界觀。優質教育－相信是臨港校區的教學理想及精神。

新領域的需求與日俱增。臨港校區的成立正好符合了家長及市場的期望、滿足他們的需求。在國內發展的角度而言，臨港校區也能配合臨港區內的產業發展，並完善社區配套。從國際層面，季總說：「未來學習不會只局限於校園，相反會走向與各地不同學生交流互相學習的模式。」而臨港校區便能體現這種教育國際化及順應各地文化交流日增的趨勢，並呼應學生及家長對流動學習的需求。

除此之外，季總也表示政府的援助對成立臨港校區也有很大的幫助。政府在三方面幫助臨港校區成立：首先在資金方面補充及支持了學校的建設，並且和學校建立了互信及理解，因此各項工程都很順暢，紓緩了工期緊迫帶來的巨大壓力。最後加上與學校雙方建立緊密的溝通，在很多重大議題上都考慮校方意見。這大大有利臨港校區的成立。總括而言，時勢的配合及政府的支持，使臨港校區得到優越的發展機會；同時在戰略策劃上，突顯了機構對臨港校區的準確定位。

定位臨港 宏觀戰略發展

世界瞬息萬變，每分每秒也在不斷地革新及變化，任何發展項目都要多番權衡各種潛在變化因素後才能落實。除了辦學理念外，在上海臨港地區設立國際學校到底有甚麼長遠考慮及意義呢？上海耀華教育管理有限公司的副總經理季曉春先生詳述了學校定位臨港背後的戰略考慮及意義。

臨港校區的設立其實切合了多方面的發展需要和趨勢，可謂順勢而成。國內民情每天也在變化，無論是人民的富裕程度、接觸外國的渴望，以至家長對子女教育的看法等，都與以往大大不同。家長及市場對國際教育

圖：運動場地



圖：校園內景





圖：學生學習不同的中西音樂

非凡挑戰 改建臨港校區

而在硬件配套方面，校舍作為傳遞寶貴知識的地方，它的存在別具價值，不比辦學理念和戰略定位遜色。臨港校區曾翻新校舍，上海耀華教育管理有限公司工程部主管李輝先生對這翻新工程便有一番體驗。

在 2014 年年底臨港校區的校舍工程設計工作便如火如荼地進行，李先生是工程負責人之一。面對如何改建及部分新建校舍，李先生坦言這不是一項容易的任務。諸如開工時間太晚、工程種類繁多，要照料到土建、機電、鋼結構、幕牆、裝修及景觀等諸多專業範疇皆增加了工程的困難。另外，由於校園面積達 20000 多平方米，因此校園的改造工作量非常大，而且在成本控制方面也要多花功夫。校舍與住宅或商業樓宇不同，其作為教育之用，對安全使用等要求極高。因此李先生也說：「改建校舍是一項龐大、困難重重及時間緊張的項目。」因此在設計及施工上尤要用心。

臨港校區的新校舍見證了建成現代化校園建築物的原則－建造校舍的過程要加入對教育機構的了解。作為一所郊區學校，臨港校區對綠化景觀的要求較高，這同時亦是臨港校區的設計特點。除此之外，李先生自言對新校舍的室內景觀與空間佈局最為滿意，當中的走廊及教室風格亦是臨港校區與坊間其他學校比較不同的地方。

改建一幢建築物與另外新建一幢是極之不同的事，前者的難度較高。它要基於舊有建設去改造，過程要費神思考怎樣利用固有事物。臨港校區的改建工序，的確對技術有很高的要求。

雖然臨港校區成立的時間尚短，但背後承載的精神、理念及故事卻殊不簡單，每樣事物及決定都建構在無盡的汗水及心血之上。校園內一磚一瓦，都包含著對學校及教育的期望。

圖：校園內景





Starting a School

- An Interview with Officers of
Yew Wah International Education
School of Shanghai Lingang

Synkie Xu, MBWY Editorial Board Member
Kenny Ho, Intern

Yew Wah International Education School of Shanghai Lingang was established in 2015 to offer international education. We interviewed Ms. Julie Zheng, Superintendent of YWIES and Co-Principal of YWIES Lingang Campus, Mr. Ji Xiaochun, Deputy General Manager of the Shanghai Yew Wah Education Management Co. Ltd., and Mr. Li Hui, Head of the Engineering Department of the Shanghai Yew Wah Education Management Co. Ltd. about the story behind the Lingang Campus.

■ A Life-Long Endeavor: Quality Education

Ms. Zheng defines Lingang Campus as a school providing quality international education for students in China. The curriculum for grade 1-9 students is a combination of the Chinese compulsory education program and western curriculum, with a balanced emphasis on academic knowledge, independent thinking, problem-solving ability, and creativity. The school offers English improvement classes (EAL and IELT courses) to suit the needs of students of different levels. As the school enjoys abundant resources and most students have a good mastery of English, subjects like English, music, arts, and physical

education are taught by foreign teachers while science and social studies feature cooperation between teachers of different nationalities. The school provides an environment to broaden students' international horizons, teach them to be dreamers and passionate learners. Most Lingang graduates continue their studies overseas.

Different from many Chinese public schools which focus on examination results, Lingang Campus places equal emphasis on knowledge and moral education. "Our school focuses more on the all-round development in language proficiency, personality and other abilities. We are ability-development-focused," said Ms. Zheng. The school offers moral education to teach students to be honest, confident, and respectful. By requiring students to wear uniforms, the school expects to cultivate team spirit.

Ms. Zheng believes Lingang Campus can bring quality education to China while enabling students to have international exposure and understanding of other cultures.

■ Locating the School in Lingang: Macro-Strategic Development

We have to take into consideration all factors before embarking on any project. Mr. Ji Xiaochun, Deputy General Manager of the Shanghai Yew Wah Education Management Co. Ltd., explained to us the strategic reasons for locating the new campus in Lingang.

The setting up of the Lingang Campus meets the development needs at a time of great changes. As many Chinese people are improving their standard of living and getting more open to foreign ideas, the Lingang Campus meets the growing demands for international education and also plays a role in the regional development. Besides, Mr. Ji suggested that “learning in the future will not be confined to the campus. We’re moving towards a model of exchanges among students from different places.” Lingang is a realization of this trend of internationalization of education.

Government assistance has also helped the establishment of the school. The government not only provided financial support but also had a mutual understanding and close communication with the school, alleviating the pressure from a tight construction schedule. The development trend in China and government support have put Lingang Campus in a favorable position.

■ Challenging Mission: Reconstructing Lingang Campus

The facilities of a campus are no less important than the school mission and the development strategy. The design process of the Lingang Campus construction project started at the end of 2014, when part of the campus would come from reconstruction, and part would be built from scratch. One of the people in charge of the project, Mr. Li Hui, Head of the Engineering Department of the Shanghai Yew Wah Education Management Co. Ltd., has a lot to share with us. Mr. Li said it was a challenging task because the delayed start, the wide range of works required, the massive amount of work due to the large area of the campus, the safety concerns, and the cost control all added to the difficulties.

To reconstruct a building is even harder than to build a new one as you have to make use of the existing structure and materials. The reconstruction of the Lingang Campus has not been an easy one.

Though relatively young, the Lingang Campus is the product of a lot of hard work and the school carries great expectations.



Photo: The teacher demonstrates instrument in music lesson

A Journey through Music in Yew Chung International Schools

= An interview with Mr. Gary Sanderson, Music Director of Yew Chung Education Foundation



Phoebe Lai, MBWY Editorial Board Member
Titus Ma, Intern

When we talk about music education, after-school classes and ABRSM are usually the first things that pop into our mind. This interview features Mr. Gary Sanderson, Music Director of Yew Chung Education Foundation. After graduating from the Royal Academy of Music in London, Mr. Sanderson worked as a composer and conductor for many years before joining Yew Chung in 1999 to oversee the music program in YCIS. In this interview, he shares with us his music journey, his education philosophy, and his vision for the future.

Music Journey

Mr. Sanderson started learning music when he was 12. Encouraged by teachers who discovered and nurtured his talents, he embarked on a different course by enrolling in the Royal Academy of Music, thus beginning his career in music. “Were it not for my teachers, I would probably be a supermarket cashier today,” he joked.

Influenced by his own experience, he believes in the importance of seniors who recognize hidden talents. A devoted music educator, Mr. Sanderson argues that everyone has his or her calling. While academic high-achievers may not be good at sports, those who struggle at school might be genius musicians. With equal learning opportunities, all students will shine.

Going into Education

So what has attracted Mr. Sanderson to come all the way from home in England to the other side of the world to embark on a completely different journey at YCIS? While stating his adventurous spirit as an important factor, Mr. Sanderson said he shares certain ideals with YCIS, like the emphasis of creativity and freedom to try, as well as the combination of the essences of Eastern and

Western cultures. Apart from these, he appreciates the diligence of Chinese students, which echoes his own temperament. Mr. Sanderson's father took only two days off in his 55-year-long career. Seeing his hard-working father as a role model, Mr. Sanderson believes that hard work is much more important than talents. He is deeply impressed by YCIS students' determination to strive for excellence.

What is the difference between working with professional musicians and working with beginner students? Mr. Sanderson admits he has to adjust his expectation and not to be too harsh on students. His program is designed to expose students to different kinds of music and to encourage music lovers to keep on learning. Mr. Sanderson and his team tailor-make teaching materials for listening, composition, and performance for students of different levels. Grateful for his teachers' recognition, he passes the blessing forward by committing himself to the education of tomorrow's stars. It brings him great satisfaction to witness students enjoying music, improving on their skills and taking music as their life-long engagement.

Music Education

When it comes to music education, Mr. Sanderson emphasizes three characteristics of the music program of YCIS. First, the school offers an outstanding Violin Programme for students from K4 to Year 3 while providing plenty of opportunities to perform. Second, the school has a choir and musical instrument classes to suit the needs of different students, providing professional instruction after school. Third, YCIS campuses from different parts of the world have been organizing a "Seed of Hope Concert" every year from 2011. While students from various campuses cooperate and shine on the stage, they raise funds for Seeds of Hope Schools, practicing the school motto of "align with love and charity." Forth, the program tries to open children's ears to as many different types of music as possible. As students perform on the stage with confidence, demonstrating humanitarian care and continuous improvement, Mr. Sanderson nods with a smile.

As for education outcome, Mr. Sanderson says that learning music from a young age has beneficial effects in the areas of physical/motor coordination. YCIS provides a series of performance opportunities to enhance students' confidence when they face a large audience. Besides, being exposed to music from different countries and performing in other campuses at an early age cultivate in the students a deeper understanding towards different cultures, which in turn lays the foundation of their worldview.

Words for Students

Mr. Sanderson stresses that he is not an expert in every area of music albeit being the Music Director. Singing, says Sanderson, is not one of his musical strengths so he does not teach singing classes. Taking himself as an example, he encourages students to face their own strength and weakness sincerely and not to refrain from admitting their own weakness. Mr. Sanderson hopes that students would keep on striving for excellence in music, and he looks forward to more chances for students to show their talents.



Photo: Mr. Sanderson conducts an orchestra

傳承音樂 妙韻播耀中

— 訪問耀中教育機構音樂總監冼嘉理先生

黎婉嫻 編委會成員
馬紹祥 實習生



談到音樂教育，我們一般會想起「課後興趣班」、「皇家音樂考試」等。是次專訪的人物是耀中教育機構音樂總監冼嘉理先生（Mr. Gary Sanderson）。冼嘉理於倫敦皇家音樂學院畢業，此後多年從事作曲及指揮，直到1999年起加入耀中的大家庭，負責耀中各校區的音樂教育。在是次專訪中，冼嘉理分享了他的音樂之路、教育哲學和未來願景。

■ 音樂之旅

來自英國的冼嘉理由12歲那年開始接觸音樂，幸得獨具慧眼的老師充當伯樂，發掘他的潛能，加以栽培，方令他開展不一樣的人生——入讀皇家音樂學院，往後投身音樂事業，大發光芒。「當初如果沒有老師發掘，今天我可能會在超級市場當收銀員。」他打趣地說。

冼嘉理因自身的經歷，深深明白「世有伯樂而後有千里馬」的道理，因此對音樂教育不遺餘力，致力提攜後進。他深信天生我才必有用，各人也有過人之處。有些人可能精於讀書，卻拙於運動；有些人可能成績稍遜，卻是難得一見的音樂天才。老師若能給予學生平等的學習機會，發揮各自所長，各人自能出於其類，拔乎其萃。

■ 轉投教育

冼嘉理音樂之旅始於英倫，卻不止於英倫。是什麼緣故令他離開熟悉的家園，到地球另一端，於耀中國際學校開展另一段截然不同的音樂之旅？他自言從小愛探險的精神固然不能不提，加上耀中國際學校鼓勵創意、給予師生發揮的機會、提倡中西交融的理念與他本人的信念不謀而合。除此以外，冼嘉理欣賞中國學生勤奮好學，與其處事風格如出一轍。冼嘉理父親工作了55年，只曾缺勤兩天。父親敬業樂業、勤奮工作的崇高情操一方面成了冼嘉理的楷模，另一方面也令他

確信後天的努力遠比先天的資質重要。事實上，耀中學生精益求精、奮發向上的態度使洗嘉理為之鼓舞。

洗嘉理與專業音樂人合作多年，大家的音樂造詣俱毋庸置疑，合作時只需有默契即可。與專業的音樂人和與初接觸音樂的學生共事又有何分別？面對接觸音樂不久的學生，洗嘉理坦言要調整期望，不會以過分嚴苛的要求評核學生，要求學生一蹴而至，達到專業音樂人的水準。洗嘉理設計課程時，希望學生多聽不同音樂，也致力鼓勵有志音樂的人繼續學習，盡善盡美。洗嘉理及其團隊親自在聆聽、作曲、演奏三方面為不同程度的學生度身訂造教學材料，確保每人皆能循序漸進，發揮所長。他感恩舊日老師的賞識，故此今日他投身教育，亦不斷發掘明日之星，悉心栽培。每見學生陶醉於音樂當中、孜孜不倦的改進自身的音樂造詣、視音樂為人生志趣時，洗嘉理就深感欣慰，倍感滿足。

■音樂教育

談到音樂教育，洗嘉理特別強調耀中國際學校音樂課程的三大特點。第一，學校為 K4 至 Year 3 的學生開設普及小提琴課程，並提供大量演出機會，展示才能。第二，學校亦開設合唱團、樂器課程等，配合不同興趣的同學的需要，也讓有志的同學能於放學後可以有更多專業指導。第三，2011 年起，數間位處世界不同角落的耀中國際學校每年均舉行「希望種子 (Seed of Hope) 音樂會」，一方面讓不同校區的同學互相合作、在舞台上發光發熱，另一方面也為「希望種子學校」籌款，共襄善舉，實踐校訓——「與仁愛結盟」。第四，學校培養學生接觸更多不同類型的音樂。眼見學生有自信的踏上表演台、展現出人文關懷、不斷成長，洗嘉理滿意地點點頭，流露笑容。

談到教育成果，洗嘉理指學生自小學習音樂，對身體協調大有幫助。而耀中國際學校提供的一系列演出機會，更讓學生建立自信，不怯於面對廣大觀眾。同時，學生從小就接觸不同國家的音樂、到不同校區表演，有助他們對不同文化有更深的認識，建立了世界觀。

■勸勉學生

雖然擔任音樂總監，洗嘉理強調自己並非精通所有音樂範疇。他坦言自己不擅唱歌，故不會教歌唱班，藉此勸勉學生要真誠面對自己的強弱，不要懼怕承認不足之處。展望將來，洗嘉理冀望學生的音樂造詣不斷改進，也希望有更多機會，讓學生盡展所長。

孩子是我們生命中最寶貴的禮物

— 專訪煙台耀華業務發展總經理孫愛珍女士



越毅強、許欣琪
編委會成員

近年，不少國內家長在「一孩政策」下，把自己實現不了的夢想轉嫁在孩子身上的情況非常普遍；相對這種情況，煙台耀華業務發展總經理孫愛珍女士認為：「孩子是我們生命中最寶貴的禮物，他們來到我們的生命和生活中，是為了讓我們做一個更好的自己。」

接通訪問的電話後，一把溫柔的聲線禮貌地向筆者介紹她正是孫愛珍——一位女兒的母親、一所教育機構的工作者。跟自己一樣，孫女士的女兒也在耀華不斷成長，她形容女兒的性格開朗、樂觀、懂得尊重他人、懂得與人相處、懂得主動努力、有正確的人生價值觀，這些都是耀華的「全人教育」帶給孩子的。

後的發展並沒有像大家所期望的，成為各個領域的領軍人物。這是因為國家教育培育了「高分」，但是沒有教育怎麼成才；大家從小就被培養追求分數，而不是為了自己的理想而奮鬥，所以很難培養出大人物來。

相對於流水線式、唯考試論、唯成績論的國家教育，孫愛珍覺得耀華教育更重視雙向式的「全人教育」，他們把教育看成是把孩子雕琢成一件藝術品的過程，藝術品的價值在於其本身的獨特性，藝術家通過創造藝術品的過程，就像是幾千年前孔子所提出的「因材施教」。其具體的特點貫穿在日常教育生活之中，耀華在國家教育課程的基礎上，融入西方和自己研發的教育課程，把多方面的優勢結合在一起，讓孩子在教育過程中探索、思考、創造，並從中找到學習的樂趣。

✦ 國家教育 vs. 全人教育

有人把內地的國家教育比喻為「教育工廠」，從1977年至2009年的高考中，出現了一百多名高考狀元，但這些高考狀元之

✦ 全球化下的優勢

事實上，現時國內不少國際學校都只是把其官方的課程照搬過來，這只能說這些學校是

某個國家的學校，在現時全球化的時代來說，這已經很難跟上時代的潮流。孫愛珍認為，中國在全球化的過程中扮演越來越重要的角色，耀華的優勢就是在於結合中西方教育的精髓，提倡「全人教育」，培養孩子成為有國際視野和高度社會責任感的世界公民。

✦家長問題投射到小孩身上

作為一位母親，孫愛珍深切體會到為孩子選擇一所適合的學校的重要性，但是更影響孩子發展的還是家庭環境。現時社會競爭激烈，每個人的工作壓力都很大，家長在有意無意中都很容易把壓力轉嫁到孩子身上，在孩子身上看到的問題，其實都是自己問題的一種投射。所以說，近年國內家長把自己實現不了的夢想轉嫁在孩子身上的情況，是普遍存在，也是需要正視的。

孫愛珍記得有一次，女兒的考試成績不理想，但女兒卻反過來安慰她。後來她覺得是因為自己向女兒表現出嚴肅的表情，在某程度上把壓力加在女兒身上，她覺得這是作為家長不應該有的。她認為教育本身應當充滿對生命的愛與尊重，遵循孩子不同年齡階段的發展規律，也希望家長能夠秉持「全人教育」的精神，慢慢引導孩子按照自己的興趣、自然地發展，在過程中健康和快樂地成長就好了。

✦國家教育的未來

對於國家未來的教育，孫愛珍認為大方向還是會讓人有所期待的，她認為國家教育正在改革，唯考試論、唯成績論也在轉變，單一的量化指標並不能衡量孩子的整體發展狀況，流水線式的教育反而會減低孩子上學的樂趣。在她眼見，也越來越多人開始認識及認同「全人教育」，近年有很多優秀的孩子，家長都把他們送到耀華上學，當中不乏考上世界排名前30的大學，這對中國社會日後的人才建設有一種深刻的意義。

✦後記：健康和快樂地成長

訪問孫愛珍的過程中，筆者發現她最多說的兩個詞語是「健康」和「快樂」。是的，現代社會，無論在中國或外國，生育小孩已經沒有如舊年代那麼多，很多「6+1家庭」（即祖父、祖母、外祖父、外祖母、父親、母親+小孩）中，孩子往往面對過多的愛護和期待，這反而對他們構成極大的壓力，最終影響他們成長。所以，讓孩子「健康」和「快樂」，說起來容易，實踐起來其實並不容易。筆者寄語各位讀者時刻記得孫愛珍的說話：「孩子是我們生命中最寶貴的禮物，他們來到我們的生命和生活中，是為了讓我們做一個更好的自己。」



圖：學生活動照



Children Are the Most Precious Gifts in Our Lives

= An Interview with Ms. Charity Sun, General Manager (Business Development) of Yew Wah International Education School of Yantai

Kyle Yuet, Synkie Xu
MBWY Editorial Board Members

Under the “One Child Policy” in China, many Chinese parents push their children to reach goals what they themselves had not been able to reach. Ms. Charity Sun, General Manager (Business Development) of Yew Wah International Education School of Yantai, has a very different view on parenting. “Children are the most precious gifts in our lives. They enter our lives to make us a better version of ourselves.”

As an educator, Ms. Sun has a daughter who attends Yew Wah. She found Yew Wah has taught her daughter to be cheerful, respectful, easy-going, hardworking, and has cultivated in her a positive attitude in life.

State Education vs. Whole Person Education

From 1977 to 2009, the state education in China has produced hundred-odd top scorers on the college entrance examinations. Contrary to public expectation, these top scorers do not become top achievers in different areas. The state education fails to nurture great minds because it only teaches students to score high in exams but not follow their dreams.

Compared with state education which stresses only academic results, Yew Wah, according to Ms. Sun, emphasizes more on whole person education. Yew Wah treasures the uniqueness of every student and practices Confucius’ education philosophy of teaching students according to their aptitude. The school combines eastern and western education and develops their own curriculum, encouraging children to explore, to think, to create, and to have fun in learning.

Advantages in Globalizing World

Most international schools simply adopt the official curriculum, making them “schools for a particular country,” which is not enough in an age of globalization. As China is playing an important role in the globalizing world, Yew Wah offers “whole person education” by combining the essence of eastern and western education to prepare children to become world citizens with international insights and social responsibility.



Photo: Students are doing experiment.

Parents Projecting Their Problems onto Children

As a mother, Ms. Sun understands that the family influences children even more than the school does. Children’s problems are often a reflection of what their parents are facing. As mentioned before, it is a widespread problem in China for parents to push their children to fulfill dreams what they themselves had not been able to fulfill.



Photo: School learning environment

Ms. Sun recalls an incident when her daughter did not do well in an examination and surprisingly it was the girl who consoled the mother. Ms. Sun thought it was because she inappropriately put on a stern face and unintentionally exerted pressure on her daughter. She hopes she may live up to the spirit of “whole person education”, respecting her daughter’s interests so the girl would grow up happily and healthily.

The Future of Education in China

Ms. Sun discerns a promising change in chinese education. The focus is shifting away from examinations as more people understand that a single quantitative indicator does not reflect the development of a child. There is a growing acceptance of “whole person education” as parents are sending their bright kids to Yew Wah and many of them get into top universities in the world. This means a lot to the future of human talent development in China.



Photo: Students can enjoy a funny art lesson

Growing Up Healthily and Happily

In the interview, the two words Ms. Sun used most are “healthy” and “happy”. Families around the world are having fewer children than before. While it is not uncommon in China for the only child in the family to be surrounded by many adult relatives, too much pampering and expectation could mean enormous pressure on the child. Giving the child a healthy and happy life is not as easy as it seems. We should all bear in mind Ms. Sun’s insight, “Children are the most precious gifts in our lives. They enter our lives to make us have a better version of ourselves.”

Photo: Student performance



臥虎藏龍

— 訪問書法迷黃為國先生



許欣琪 編委會成員
何智華 實習生

中國書法是中華文化的優良傳統，自古以來的書法發展可謂百花齊放，教人讚歎不已。意想不到的是，我們機構裡竟有書法大師！原來，耀中教育機構中文課程研究部的黃為國先生是兩個書法協會的理事及書法公開比賽的得獎者。他在午飯時間開班教授同事書法技巧，介紹如何以毛筆寫出優美燦爛的中國文字，使同事們感受中國書法的精神及意境。

大及字體骨骼結構之美，王羲之作品中流露出來的變化及文字間的呼應世間難尋，沉醉在書聖王羲之的作品裏是極之享受的事。黃先生認為書法必須建基於傳統之上，先學習傳統的字體，建立基礎，才能寫出真正美麗的書法；他認為中國書協香港分會副主席吳任老師是其中一位能寫出真正美麗的書法的人，他從吳老師的書法中得到不少啟發和領悟。

圖：書法作品

機緣巧合 踏上書法之路

黃先生自小便與書法結下不解之緣，早在就讀小學的時期便已深深種下了對書法的情意結。小時候，黃先生的書法習作被「貼堂」，由此獲得的滿足感成為他書法旅程的起步，自此他對書法著迷，把家裡的牆壁都寫滿了粉筆字，遭受父母的責罵。有一次，小學老師出差，他便代替老師書寫佈告及文件，一名小學生的字體竟與老師相差無幾，連其他老師也無法分辨。這次經歷為黃先生帶來了莫大的成功感，而他的書法才華亦開始慢慢展露出來。

談及黃先生較為欣賞的書法家，他提到王羲之的名字。黃先生喜歡王羲之的行書變化之



原來，黃先生學習書法之路也十分有趣。在他四十多歲時，他寫的書法已經達到一定程度，但他認為自己的書法缺少灑脫的感覺，而且對自己作品的理解也感到困惑，覺得難以更進一步。於是，他決定重新學習書法，重新理解部首及筆劃的根據和理論，他自言因此建立了更強的自信，並感到脫胎換骨及進步飛快，從此在書法藝術上更上一層樓。

■書法才華 造就無限機遇

黃先生坦言，書法為他帶來了不少機遇和滿足感。在進入我們的機構前，黃先生便透過書法成功應徵不少職位。記得有一次應徵一份銀行工作時，正因為其優秀的字體令他從眾多應徵者中脫穎而出，成功獲聘。他認為，學習書法使他的人生變得更豐富。

後來，在一個全港性的書法公開比賽中，黃先生更勇奪了教師組冠軍。黃先生回憶起當年比賽的情境：參加者人數眾多且當中不乏高手，又要即場以二十分鐘完成，比賽難度可謂極高；情況更危急的是，在時間所剩無幾時，黃先生認為自己的第一張作品水平未達水準，於是馬上找第二張紙重新書寫，過程可謂分秒必爭。在寫了一次的基礎上，第二次寫來更加自信，一氣呵成地完成整幅作品，自覺效果理想，最後果然不負所望。黃先生坦言，他能獲得冠軍的最大原因是他運用傳統的字體來參賽，這種堅持和獨特的風格，獲得評判一致欣賞。值得一提，除了毛筆書法外，他也在全港硬筆書法大賽中取得公開組冠軍！

近日，公司計劃舉辦書法班，黃先生積極參與，很高興把習字經驗與大家分享，於每周四教授同事書法。對於公司決定舉辦書法班，他表示十分讚賞，也非常樂意和榮幸能教授同事書法。

■樂也融融 指導同事書法

由於課時所限，書法班一共只有10堂，黃先生便把楷書基礎課程內容濃縮並簡化後再教授同事。他認為同事學了畫畫，加上書法便更加相得益彰。他在書法班裡用心向同事教授字體結構、筆劃粗幼等，甚至連一點、一撇、一彎、一直都細心示範。黃先生表示教授同事時十分輕鬆愉快，因為同事的年紀比較集中，大家較易建立共同語言，而且同事有一定的中文根基，學習起來更得心應手。黃先生在教授書法時甚至以中國詩詞作為題材，他認為書法可增加學員對古代詩詞的認識，在一小時的課堂裡，同事都很專心練習書法，氣氛輕鬆平和，他們讚歎書法及中華文明的博大精深，同時又認為書法能幫助他們放鬆心情，使心境變得平靜。

■調節心境 書法透視人生

心境會否影響書法？這是一條常見的問題。黃先生認為心境的確會影響寫字，而這更能體現在習字之中；但更大程度上，黃先生認為書法的美醜是被筆法所影響。對於心境與書法的關係，在他眼中，書法會反過來影響一個人的心境，書法中落筆的高低、輕重，都可以套用到日常生活和工作當中，就像工作中的主次之分以及做事節奏的快慢緩急等，這一切都是互有關聯，環環相扣的。

筆者感受到黃先生對書法的熱誠，不禁問了他對其他中華文化的看法，結果得知他原來還對中國詩詞及山水畫感到興趣，並興高采烈地與我們談了很多有關這方面的事物。縱然每個人的興趣不同，但曾經全力投身於興趣當中，便會教人回味無窮。

圖：黃為國先生示範書法



Hidden Gem

— An Interview with Mr. Wong Wai-kwok, Calligrapher

**Synkie Xu, MBWY Editorial
Board Member**
Kenny Ho, Intern

Chinese calligraphy is among the most traditional legacies of Chinese culture. A master calligrapher among our staff members, Mr. Wong Wai-kwok is of the Chinese Curriculum Research Division of Yew Chung Education Foundation, winner of a calligraphy open competition, and member of several calligraphy associations. He has started a lunch hour calligraphy class to introduce colleagues to the beauty of Chinese calligraphy.

■ Taking Up Calligraphy by Chance

Mr. Wong has been attracted to calligraphy since he was a schoolboy. He even wrote on the wall at home and got scoldings from his parents. There was an incident when his schoolteacher was on leave and he wrote notices for his teacher. Mr. Wong wrote so well as a schoolboy that other teachers could not tell the difference. The experience brought him great sense of achievement and his talent for calligraphy began to shine.

Citing Wang Xizhi as one of the calligraphers he admires, Mr. Wong is impressed by the great variations in Wang Xizhi's running script, the elegant structure of the characters, and the echoes between characters. To Mr. Wong, calligraphy is a traditional endeavor. One should first learn the traditional style to really master the art. He considers Mr. Wu Ren, who is vice-chairperson of Chinese Calligraphers Association, as one of the real master calligraphers and whose art works have inspired him a lot.

Mr. Wong decided to relearn calligraphy in his forties when he was already proficient in the art because he considered his works lacking in grace and it would be hard to make further progress if he stuck to the original path. Relearning the theory of radicals and strokes, he became more confident and made rapid progress.

■ Calligraphy Opening up Tremendous Opportunity

Calligraphy has brought him opportunities and sense of satisfaction. Before joining Yew Chung, Mr. Wong won a couple of jobs with his handwriting. He once stood out from countless applicants and landed a banking job because he wrote beautiful characters. Learning calligraphy, he says, makes his life plentiful.

Mr. Wong went on to win the championship in the teachers' division of a citywide calligraphy competition. He was competing with top practitioners in the field and was required to finish the piece in 20 minutes. To make things worse, Mr. Wong was dissatisfied with his first piece of work and had to rush to finish another in no time at all. Compared with the first time, he felt more confident with his second piece of work. Mr. Wong thinks he won because the judges appreciated his traditional style. Besides brush calligraphy, Mr. Wong had won in public category handwriting competition.

■ Introducing Colleagues to the Beauty of Calligraphy

Mr. Wong is now teaching a condensed course for his colleagues as Yew Chung has started a Chinese calligraphy class for its staff. In his class, Mr. Wong explains the structure of Chinese characters to the slightest detail and uses classical poetry as teaching materials while his students all listen attentively.

■ Reflecting on Life

While Mr. Wong agrees that the state of mind has its impact on one's handwriting, even more so for calligraphers, he thinks calligraphy depends more on the use of strokes. To him, it is calligraphy that influences the state of mind. The control of strokes can be compared to the way we handle matters and interact with others in real life.

Apart from calligraphy, Mr. Wong is also interested in Chinese classical poetry, lyrics, as well as Chinese landscape painting. He told us a lot about these Chinese art forms.

《古文金句 今譯時析》

有鑑於古文用字精練，部分句子語法有別於白話文，個別更蘊含典故，寓意深刻，沒有適當的訓練和浸淫，很難完全明白其意義，更難於應用。本書挑選了 160 多條文言名句，通過淺白的解說，一方面讓讀者從中汲取古人處世言行、價值觀，一方面幫助讀者確切掌握這些名句的意義和用法，應用於工作和學習中。

全書設 16 個主題，每個主題下設「字釋」、「今譯」、「故事」、「時析」和「例句」。故事的材料有選自歷史的，也有取材自當前社會上發生的事情，幫助讀者活學活用。



《摘星筆記 — 通識全球化》



本書由全球化的特徵、歷史演變、發展因素講起，綜觀在經濟、政治和文化領域的全球化現象及其對世界局面的影響，進而分析香港特區和中國如何回應全球化。在分析問題時，本書引用不同立場的專家言論，同時簡介國際關係、社會學、經濟學等相關理論，從而啟發讀者以多元角度探究問題，並對有關概念作更深入的理解。書本內容豐富、資料詳盡，夾敘夾議、評論精確，對新高中的通識科老師和同學甚有參考價值。本書與較早前出版的《摘星筆記 — 通識現代中國》為同一系列之教參。

如需試閱以上書本內容，請登入 www.11ce.com.hk。

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發現不丹手織圍巾的快樂旅程

— 訪問社會企業

Ana by Karma

創辦人湯笑娟女士



許欣琪 編香會成員
徐晞文 實習生

對忙於賺錢的香港人來說，追求心靈滿足的「快樂國度」不丹彷彿非常遙遠。該國至1999年才正式引進電視和互聯網，經濟相對落後，最為人熟知的應該是前國王仿照「國內生產總值」（Gross Domestic Product）的名稱，提出「國民幸福指數」（Gross National Happiness）的概念，指國家不應單單著眼於經濟發展，政策應以國民幸福為依歸。這樣純樸的傳統國度，看似跟全球化的商業活動距離很遠，可是因為一次偶然的機會，英國 Baronsmead 諮詢公司的大中華區首席財務官湯笑娟女士（Quin）到了不丹旅行，與目不識丁、只會講鄉下話的不丹女子 Karma 合作創辦社會企業 Ana by Karma，將不丹女子手織的圍巾帶到網上，賣給世界各地知音人，跟大家分享她們的故事。Ana by Karma 除了改善「織婦」生活，盈餘還用作教授當地婦女國際營商知識。究竟兩個來自截然不同世界的人相遇，是怎樣擦出火花的？

■因 Karma 夫婦堅持自力更生而成事

這盤生意之所以出現，最初竟是因為 Karma 兩夫婦堅持靠自己賺錢，不肯收下 Quin 送給他們買縫紉機的一筆錢。原來 Quin 十多年前到不丹旅行，因查詢旅遊規定而認識了當地公務員、Karma 的丈夫 Dorji（不丹語，意即弟弟）。年多前她重遊舊地，發現 Dorji 和太太生活捉襟見肘，就想到送他們 200 塊美金，讓他們買一台縫紉機，好讓擅長編織的 Karma 幫補家計。對香港人來說，200 塊美金可能不算很大的數目，可是 Dorji 和 Karma 無論如何也不肯收下，於是 Quin 心生一計，提出替 Karma 把織好的圍巾拿去賣，賣得的錢可以用來買縫紉機。

出售圍巾起初只是說服 Dorji 和 Karma 接受那筆錢的理由，不料訂單如雪片飛來，顧客迴響好得出乎意料。Karma 織了 8 條漂亮的圍巾，Quin 把它們鋪在酒店床上，拍照放上 Facebook 並說明原委，問朋友要

圖：織婦編織的過程



圖：織婦們正在編織織品

不要買，結果一天之內收到 40 多張訂單。Quin 將出售圍巾所收到的 700 多美元交給 Karma 時，Karma 感動得哭起來，一來她從沒見過這麼多錢，二來因為她不識字，一直沒有甚麼社會地位，如今終於靠自己能力賺到一筆可觀的金錢。故事還沒有完。兩個星期後，收到的訂單已經超過 100 張，Karma 請丈夫寫一個訊息，說她打算在五年內織 3650 條圍巾，希望 Quin 幫她出售。

一般人面對社會地位比自己高，又滔滔說著陌生語言的人，通常比較膽怯，有時即使有求於對方，也只會藏在心裡而不敢開口，暗暗希望對方自己提出來。但 Karma 卻不一樣，儘管她個性害羞，初次跟 Quin 見面時全程躲在丈夫背後，可是面對機會，Karma 卻能緊緊抓住，主動提出自己的大計，要求 Quin 幫忙。Quin 非常欣賞 Karma 的主動，決定隨她踏出冒險一步，逐步建立社會企業 Ana by Karma。賣 100 條圍巾和賣 3000 多條所牽涉的規模完全不同，前者只是朋友圈子裡面的事，後者則需要有組織的營運，而且陌生顧客的要



求也會更高。為了制訂營運細節、討論生產過程的種種問題，他們逢星期二早上召開視像會議、整理會議紀錄，還要著手進行品質監控。結果，首 16 個星期他們就賣出了 1000 多條圍巾。

■人各有財富

Quin 的人脈和現代營商知識，加上 Karma 的編織手藝和配色觸覺，成就了 Ana by Karma 的成功故事。Ana 在不丹語中就是「姊妹」的意思，「不丹手織圍巾這個成功故事，其實是兩個 sisters 有非常不同的財富 (wealth)，合起來就能做一件很有意思的事情。」Quin 這樣形容她們的合作：「要我自己織的話，十年也織不出來。」

財富指的不只是錢財，更包括家人、朋友、才能、以及我們擁有的一切，只要願意發掘，其實每個人都擁有許多財富。Quin 的發掘再加上 Karma 勇敢實現自己的雄心壯志，使不丹「織婦」的才能得以發熱發光。從前 Karma 的才華得不到承認，連丈夫 Dorji 也覺得她很多事情都不懂，又不

會英文，不願意帶她出來跟 Quin 見面，要經過 Quin 多番堅持才終於說服 Dorji 帶 Karma 出來。社企創立後，Karma 的手藝有了用武之地，而且由於生意規模越來越大，Karma 一人不可能應付所有訂單，於是她開始到其他「織婦」家裏去教她們編織圍巾，更不時有人向她請教，Karma 自此從一個無名女子搖身一變成為「小阿姐」，得到眾人認同。丈夫 Dorji 因為負責 Ana by Karma 的翻譯工作，跟 Karma 多了溝通，也漸漸發現太太的知識豐富，知道很多他不懂得的事情。當 Dorji 終於向 Quin 稱讚太太比自己更厲害的時候，Quin 就更正他說：「不，她比你和我加起來都要厲害。」這話怎講？「她能令我幫她做事呢！很少有人叫得動我的！」Karma 雖然沒有讀過書，但她懂得很多，叫城市人折服。

Ana by Karma 的緣起，同時也是 Quin 運用了城市人視為理所當然的財富的結果。對發達國家的人來說，用智能電話替圍巾拍照，寫幾句按語放上 Facebook，請朋友來買，似乎誰都辦得到。然而這個行動其實要有一定社會資本才能做到，例如必須擁

有智能電話、懂得拍照，並且識字，能夠用文字告訴大家這些圍巾背後的故事，朋友們都有一定經濟能力但不會織圍巾，這件事才會發生。上述條件是 Karma 所沒有的，只有當迥然不同的財富加起來，Ana by Karma 才會成功。

Quin 發現很多我們視為理所當然的事物，可能正是珍貴的財富。有次她在外地的學校跟小孩子分享財富管理的心得，一個巴基斯坦小孩對她說：「老師，和平就是我們的財富。」她聽見幾乎想哭，一般人並沒有把和平當作一回事，但這些孩子每天卻生活在戰爭和死亡的邊緣。

■ 提升助人的層次

Quin 一直強調，Ana by Karma 的意義不單在於為不丹「織婦」帶來收入，解決生活需要，更重要的是讓她們發現自己的價值，培養她們成為具國際視野的商業人才。社會企業首年錄得盈餘，扣除不丹「織婦」應得的收入後，Quin 和香港的義工決定將其他盈餘都送回不丹，聯絡當地的商業管理學院，開辦課程向不丹婦女教授營商知識，讓她們除了有一門手藝之外，同時更懂得營商的概念。課程不收學費，並全額資助食宿、交通費，上課期間也會向學員發放津貼，希望低下階層的婦女無後顧之憂地前來上課，學習新的知識，改變命運。

為了表明不丹「織婦」每一位都是獨特的工藝家，而不是機械式生產的工廠女工，Quin 提議每位「織婦」在手織的圍巾上留下代表自己的獨特標誌，讓買圍巾的顧客與「織婦」產生聯繫，顧客可以根據標誌知道圍巾是誰編織的，並上網讀到她的故事，這一點是機器大量生產的產品不能做到的。果然，這個做法效果很好，有標誌的圍巾明顯更受歡迎，有些顧客更會指明要某位「織婦」的作品，可見「織婦」並非工廠女工，現在她們已成為有名有姓、獨一無二的工藝家了。

Ana by Karma 所幫助的，不單是不丹「織婦」，圍巾在中國大陸的銷售交由一家非政府組織負責，該組織專門聘請殘疾人士，鼓勵他們投入社會、自力更生。所以不丹的一條手織圍巾，除了改善「織婦」的生活，讓社會看見她們的才華，更為她們帶來外界的知識、改變她們的命運，而且在分銷過程中也同時幫助了許多被社會忽略的人。筆者認為，這正是 Ana by Karma 的意義所在。



圖：在中國，所有的圍巾運送，都是由一名有先天殘缺的律師 Rock 和他的殘疾團隊負責。對 Rock 而言，他會關注擁有的能力 (ability)，不是殘缺 (inability)，圖為湯笑娟 (左) 及 Rock (右) 之合照



A Happy Journey to Discover Bhutan Hand-Made Scarves — An Interview with Ms. Thong Siu Guen, Founder of Ana by Karma

Synkie Xu, MBWY Editorial Board Member
Aurora Tsui, Intern

Money-minded Hong Kong people may not be terribly familiar with Bhutan where people emphasize the contentment of mind. There was no television and Internet in the South Asian country until 1999, and it still has a low level of economic development. The king of Bhutan came up with the concept of Gross National Happiness, which is more important than economic development. It seems that such a traditional country has nothing to do with global commercial activities. On one occasion, Ms. Quin Thong Siu Guen, a Chartered Certified Accountant, travelled to Bhutan and set up a social enterprise with Karma, an illiterate Bhutan lady. Together they sell hand-made scarves to people around the world and share their stories on the Internet. The profit is used for improving the living standard of Bhutanese women, as well as teaching them international business knowledge. Let's see what has happened after Quin and Karma met.

■ Persistence of Karma and Her Husband Pays Off

Ten years ago, Quin travelled to Bhutan and got to know Dorji, Karma's husband. Quin went to Bhutan again a year ago and she found that Dorji

and Karma were living in poverty. Quin tried to give them USD200 so they could buy a sewing machine but they refused the money. Quin thus came up with an idea: she would sell the scarves made by Karma so they could buy a sewing machine with the money made.

To her surprise, Quin received almost 40 orders shortly after she took photos of Karma's eight scarves and put them on Facebook. Karma cried when Quin paid her the USD700 for the scarves, since it was the first time she earned such a large sum of money with her own ability. Soon orders increased to a hundred. Karma then set a target of making 3650 scarves in five years, and asked Quin to help with the sale.

Although Karma is shy, she can grab the opportunity and voice her requests. Quin appreciated Karma for that and helped set up Ana by Karma, as selling more than three thousand pieces requires a business organization. In order to discuss how to run the business and how to deal with the problems during production, they have a video conference every Tuesday. Within sixteen weeks, they sold about one thousand scarves.

Everyone Has His Wealth

Quin's social network and modern business knowledge together with Karma's outstanding skills and sense of matching colors are the keys to success for Ana by Karma. "Ana" means "sister" in Bhutanese. The story of Ana by Karma is actually based on the combination of two sisters from different countries.

Wealth is not only about money; it also refers to family, friends, talents and everything we own. We can find our wealth once we are willing to do so. The social enterprise brings Karma's talents into full play as business flourishes. As Dorji is responsible for translation in Ana by Karma, he discovers that Karma is knowledgeable. Although Karma never went to school, she is a woman with great knowledge.

The success of Ana by Karma is the result of making good use of wealth in the urban area. It seems easy to take photos of scarves and post them on Facebook, but only for people with certain social capital. It is not an easy task for Karma.



Photo: Karma

Quin said that people usually do not treasure what they own. There was a time when Quin gave a talk about wealth management; a child from Pakistan told her that peace is their wealth. Quin was moved. It is a pity that we own a lot and we do not treasure.



Photo: A scarf made by Ana by Karma

Improve the Ways of Helping People

Quin emphasizes that Ana by Karma not only brings income and better living standard to Bhutanese women, but also shows them their value as human beings and trains them to be business women with global vision. Quin sends all the profit to Bhutan to help teach Bhutanese women business knowledge. These courses are offered for free, and provide full subsidy for board and lodging, and transportation. On top of that, participants receive subsidy for attending so that the less well-off can take the course without worrying about their livelihood.

In order to show the uniqueness of every Bhutanese lady, Quin suggested everyone add their own personal symbol on the scarves they make. Customers can build a connection with the Bhutanese women by knowing who made the scarf and reading her story on the Internet. This strategy is effective and scarves with personal symbol are more popular. All hand-made scarves are unique artworks rather than factory products.

Moreover, a NGO which employs the disabled is responsible for the marketing of Ana by Karma in China. The scarf business not only helps Bhutanese women, but also other people around the world.

在考試升學制度中拾遺補缺： 香港的義務補習計劃

孔德維
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香港補習風氣盛行，特別成功者每年收入據說可達八千五百萬，大抵為諾貝爾獎金的十二倍，更是美國總統年薪之二十七倍。今香港學生、家長，「若水之趨下，日夜無休時，不召而自來，不求而民出之」，月奉五、六千元，惹人深思，而其端有二：一在考試之形式，二在考試成績之價值。

公共考試的蛻變

一般而言，香港中學文憑試的考生需要考「4+2」共六科。中文、英文、數學、通識共四科，再加上數個選修科目。就內容而言，香港中學文憑試遠較舊制的香港高級程度會考簡單。以中文科為例，香港高級程度會考的中國語文及文化科需熟讀的唐君毅、殷海光及中國思想、文化史盡數移除，而閱讀、寫作等試卷的難度亦遠較「前朝」簡單。又以作為選修科的經濟科為例，香港高級程度會考的經濟科有關制度經濟學的部分，如交易費用（transactional cost）等重要概念也被移除了。最為誇張的一個學科，顯然是中國歷史科；在高考的年代，中國歷史科分作七個部分，包括治亂興衰史、

制度史、學術思想史、經濟發展史、中外交通史、史學史、宗教史，在六小時考試中作答八條論題，坊間流傳考獲A的每題作答下限是一千二百字，而不少考生更可以寫出每題一千五百字，即是在六小時寫出一萬二千字。而在今天，選修中國歷史科的考生只需讀精簡版本的治亂興衰史（例如四百年的漢代史只讀漢武帝改革、黃莽受禪及東漢戚宦之爭，宋元明清則只讀開國時期的中央政制史）和兩個精簡版的選修單元，也就是說，考生只需寫出四、五千字，即可過關。然而，對今天的考生來說，中史科卻是最難、且付出多、回報少的科目之一，累年數字亦說明，今天中國歷史科的考生，數目已大不如前。



圖：補習情況

考試形式與「共同語言」

在大幅度削減考試範圍和內容後，考試對考生來說仍然艱巨。「用家」多認為，考試的真正困難在於形式。客觀來說，考官需要在短時間內以十數頁答卷來分辨考生能力的高低，故此，考生的表述（作答）形式對他們的分數有莫大的影響，這連考評局亦無法否認。在2011年，考評局出版了《歷史科提問用語手冊》，顯然就是現代香港的八股文指南。據其所言，這本手冊：

討論與歷史科相關的邏輯問題、各提問用語的詮釋，以及分層評分法的使用，藉此為歷史科整理出一套可行的考評哲學，為歷史科考試相關者，如擬題員、試卷主席、教師、考生等，提供一套共同語言。手冊至今已售出八千冊，成為了歷史科考評工作的重要參考依據。

在新高中課程的其他學科中，考試亦要求考官與考生的「共同語言」。然而，考評局卻沒有將這一套「共同語言」廣而布之，歷來試卷的評分準則，均無全面披露。要從冗長的考試報告和簡單的參考答案中推敲這套「共同語言」，並掌握最佳的表述形式回應試卷，實非一般考生可以輕易做到，若要求日校教師仔細研讀每年的材料，亦令他們百上加斤。因此，具有龐大研究團隊「對付」這套「共同語言」的補習社便應運而生。無庸諱言，補習社的資源與網絡確能為考生整理一套行之有效的考試策略，補充了日校教育的不足。

上品無寒門？

然而，當私人教育市場攻破了公開考試的門鎖時，金錢便成為其中一個獲取考試分數的重要因素，換句話說，考生家境在某程度上成了公開考試成績的指標，而非單單考生自

身付出的努力。當專上教育的學額以公開考試成績為主要考量時，我們大可斷言大學之門對富有者而言遠為寬敞；香港教育學院的研究指出，1991年租住公屋及自置物業學生入讀大學的比例分別為4.2%及8.8%，但至2011年，有關比例已躍升至9.6%及31.9%。

非進大學不可？

在香港，如果進不了大學，高中畢業生的出路如何？過往多年，大部分同學會選擇修讀副學士、高級文憑、香港專業教育學院（IVE）、毅進文憑課程，這些課程旨在提供大學學位以外的另一條學習途徑，讓學生取得較高中畢業為高的學歷。以毅進課程為例，其旨在「協助學員掌握各種一般技能和常識，包括基本語文能力、資訊科技技能、數學推理能力和人際關係技巧，從而使學員能夠在這些方面建立穩固的基礎」。當然，生活在香港的讀者必然明瞭，無論願景如何宏大，家長和社會人士都鮮有尊重這些課程。梁漱溟有言，中國社會雖沒階級之分，卻有文化上的職業分途，誠哉斯言。

魏源謂「技可進乎道，藝可通乎神」，但社會至今沒有對一般的「技術」有同於「治人」或「學術」等「清流」的尊重。坦白說，上述課程並非完美，但批評和白眼卻不純因它們的缺點，而在於社會的觀感。其實，香港就業市場臻至充分就業已有五、六年之久，飲食、旅遊、裝潢、地盤，或火紅一時的「肉類分割技術員」，薪金未盡低於大學畢業生所得，更往往多於大學畢業生的文職工作；唯視文職地位高於技術性工人，是香港社會的一種既定文化。從筆者認識的清貧家庭如何節衣縮食、為子女繳交每月數千元的補習費用，足教讀者們明白考試成績對於他們的價值。

文宣學社扶助清貧考生的理念與實踐

文宣學社成立於 2011 年，創會成員絕大多數具優異的考試成績，但我們心知在考試和學術遊戲中僥倖獲利，實非我們個人的努力，而是背後的各種支持。是以，在私人補習謀生的同時，我們乃希望將以餘力為清貧的學生予以支援。當時，筆者與另一位創辦人在大學有頗為豐裕的獎學金和穩定的收入，大抵足以應付自己的開支，而家中亦未有急切的財政需要，故此淡出補習工作，專注於文宣學社的籌備與經營。由於香港中文大學及香港大學的一些計劃及幾個慈善基金、宗教團體慷慨地提供了財政、社區網絡的支援，文宣學社的計劃得以實現。而更重要的是，修讀宗教研究的筆者與修讀哲學的另一位創辦人，在實踐計劃後真切地檢驗了「百無一用是書生」是絕對正確的真理。相較財政和網絡的支援，長輩和各方友好的意見與經驗更屬無價。

四年來，文宣學社曾作不同的嘗試，研究以低成本的方式將富裕學生能輕易以金錢獲取的考試技巧，轉移至清貧學生。在首兩年，我們集中招募名校與公開考試奪 A 的大學生，並為之安排社區教學的機會。同時，我們將他們的教學筆記、講義、練習等有系統地收集，並將之予以其他義工參考和整理。一些重要的學科，則邀約不同大學的專業學系討論，並整理出更優質的教學材料。這些材料在我們的義工之間共享，並在教學過程中統一訓練學生。但這一模式的效率甚低，筆記整理、分配義工、安排社區教學、處理行政文書等項目，耗用了我們甚多的人力物力，故當「落地」教學時，每年只能援助百多名學生。平均來說，當時的義工與學生的比例幾乎是二比一。

至 2013 年，我們嘗試應用更多網絡資源完成目標。首先，我們幾經辛苦找來一間程式公司，以廉價為我們編寫了一個可以分配

講義予學生的電腦程式，大大減省了我們的行政工作；另一方面，我們逐步將教學筆記和考試答案的講解電子化，並分別以文字和短片的形式上載至網頁供考生參考。因此，我們每年服務的學生數目得以累積至過千人次。在 2015 年，我們集中了文宣學社的精英義工，將過往香港中學文憑試應試人數最多的十個科目的所有考卷，以逐題講解的形式拍成資料庫，並引入我們的義務補習課堂，並放在 YouTube 供其他考生參考。這一「Online + Real-life」的形式在幾個先行的小班中獲得不俗的成績。

與過往的營運方式相比，受助學生在每次兩小時的免費補習後，可以在網上教學資源的協助下，自行練習、批改、重溫約六小時。筆者在 2015 上半年的一個小班引入此一模式後，學生的學習更為有效；在同年暑假的一個社區小班中，此模式亦使義工老師有更多空間因材施教。

公平教育，需要更多有志之士

與其他類近的義務補習機構相比，文宣學社的資源和規模顯然有所不足。然而，善業非以爭長短，我們認為要締造更公平的教育環境，必需更多有志之士予以援手。文宣學社將自身定位於公開考試支援，在未來數年將集中有限的資源，致力於研究、整理、傳播富裕學生能掌握的考試資訊，並招徠更多精於「考試語言」的義工繼續設計課程及筆記，讓清貧的考生能以最為直接、快速、簡便的方式得悉如何於公開考試需要的表述形式。

這樣的工作，正是傳道、授業、解惑的理想教育之反面。但我們正希望以這樣的工作，能為學生在滿足社會要求的同時，爭取學習更多他們有興趣的學問，而無後顧之憂。

Voluntary Tutoring Scheme in Hong Kong



Hung Tak Wai
Founder, Mansyun Association

Tutoring is quite prevalent in Hong Kong nowadays. It was even reported that a very successful tutor can earn nearly eighty million dollars a year. Owing to the examination system and the great importance put on examination, students and parents get addicted to tutoring.

Change of Examination System

Generally speaking, the current examination system is far simpler than the old one. Candidates are only required to take about 6 subjects. Furthermore, the current curricula are not as hard as the old ones. For instance, Chinese writing and reading are easier and candidates no longer need to learn Chinese philosophy and the history of culture. Apart from that, gone are the days when the subject of Chinese history was composed of several parts, such as history of academic thoughts, historiography, history of religions, and so on. Chinese history is simplified and candidates are only required to learn the simple version of the history of the rise and fall of dynasties. Nonetheless, students still deem Chinese history extremely difficult and unworthy of learning.

Common Language

The Hong Kong Examinations and Assessment Authority publish instructions which encourage examiners to build up a common language with candidates; however there is no specific explanation about the common language and the principles of assessment. Student candidates and teachers have to understand the meaning of the common language on the basis of the complicated examination reports and the related materials. Tutorial schools are capable to deal with the examination system because of their resources and networks, and they can create an effective and useful examination strategy to handle the common language.

Family Background Affects Education Path

Family background becomes an indicator of good result in the public examination. According to a research by The Hong Kong Institute of Education, the university enrollment percentage of students from public estates was 4.2% in 1991, and it increased to 9.6% in 2011. As for the students from self-owned properties, it was 8.8% in 1991 and it increased to 31.9% in 2011.

Aims of Mansyun Association

Mansyun Association was established by some people with good examination results in 2011, with the hope of providing poor students with assistance. Its organizers have stable income and scholarships to afford their own expenses and so they can spare some time on organizing and running the association. With the support from The Chinese University of Hong Kong, The University of Hong Kong, several charitable foundations, and religious organizations, the idea of Mansyun Association can be realized.

In the past 4 years, Mansyun Association has tried to transfer the examination skills to poor students at low cost. In the first and second year, we recruited high school students from elite schools as well as university students with good examination results to teach. Besides, we collected their notes and teaching materials, and then shared with other volunteers. Moreover, we have also invited different faculties from universities to make some good teaching materials, and we shared these materials and taught students at the same time. However, we noted that it was low efficiency and it greatly consumed our resources.

In 2013, we tried to make use of internet resources to achieve our goals. A computer program enterprise designed a program for us. We have electronic learning materials uploaded to website in the form of text and video. As a result of using internet resources, the number of our students has risen to nearly one thousand.

In this learning model, student can take self-learning after class and it is beneficial to both students and teachers.

Compared with other voluntary tutoring organizations, Mansyun Association is still a new one. Our target is to build a fair education environment and provide public examination assistance. We need more people to give a hand. We would like to transfer the examination information to poor students and invite more volunteers who have mastered the “examination language” to design the courses and notes in order to help poor students to meet the requirements of public examinations at more ease.

Even though what we are doing is the opposition of ideal education, we hope that it can help students to meet the requirements of society and learn more what they are interested in.



Photo: Sharing session

保華生活教育集團、保華基金會及其資助機構活動訊息

News & Activities of B & P Group, B & P Foundation Limited and Its Sponsored Organizations



海派名家書畫展圓滿結束

由香港中華文化發展聯合會主辦，大公報及黃山學而會議中心酒店協辦，香港新昌營造集團作為首席贊助商，耀華國際教育機構贊助，榮寶齋（香港）有限公司作為支持機構的「海派名家書畫展」，於2015年10月6日至8日順利舉行，吸引了近五百人參觀。

香港與上海文化藝術的交流

是次展覽薈萃了海派名家龔繼先先生、蔡國聲先生及董之一先生的六十餘幅佳作，題材涵蓋花鳥草蟲、書法及人物等，風格多元，呈現出藝術家筆下的生命力，亦闡述了博大精深的中國文化與筆墨精神。

除了香港中華文化發展聯合會主席黃富榮先生及三位參展書畫家外，開幕典禮更邀請了中聯辦教育部部長李魯教授、民政事務局副局長許曉暉女士、立法會主席曾鈺成先生、立法會議員馬逢國先生、大公報董事長兼社長姜在忠先生、新昌營造集團有限公司



圖：蔡國聲作品

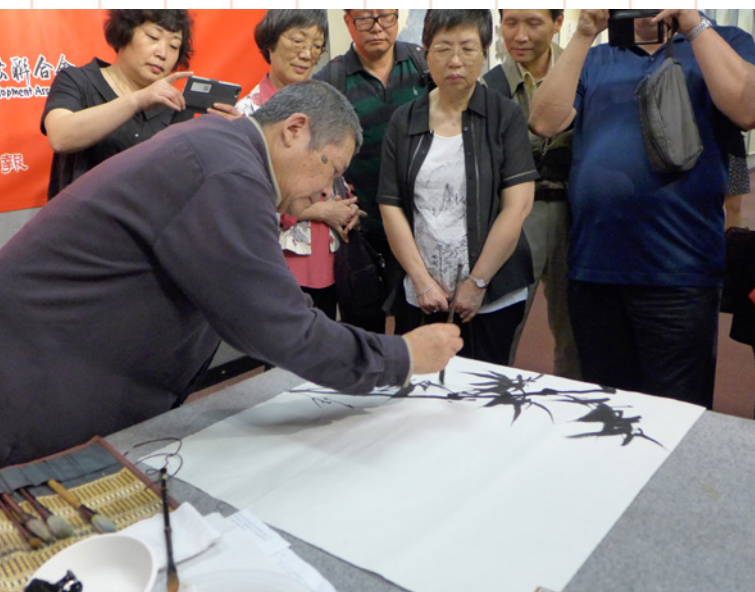
企業傳訊經理李婉兒女士及耀華國際教育機構董事鄭重明先生出席。

黃主席在典禮上表示，於近代迅速崛起的上海海派以寬宏的文化胸襟建構出個性，強調時代與地域融合，在保留自身色彩與汲取外國文化特色中取得平衡，展現出人文情趣及獨特的藝術氣息，讓文化與藝術可以生生不息地發展，而這種發展定律對香港的文化及創意產業有所啟發。黃主席期望兩地能有更廣闊的文化藝術交流，以豐富城市的人文心志，擴闊公眾的大中華視野。

許曉暉女士認為海派藝術在不少展覽與拍賣會上均見其蹤跡，反映其影響力是不容小覷。

而蔡國聲先生指出，畫作思想比較重要，而新海派的特色便是傳遞新時代的正能量。

三位參展畫家於展覽期間即席揮毫，瞬間便表現出酣暢淋漓的墨氣和渾厚蘊藉的意韻，又與觀眾分享了創作心得與學畫經驗，為兩地藝術交流搭建平台，傳承中國藝術的風采。



Successful Conclusion of the Shanghai Style Chinese Painting and Calligraphy Exhibition

The Shanghai Style Chinese Painting and Calligraphy Exhibition was held from 6th to 8th October, 2015, attracting nearly 500 visitors. The exhibition was organized by Hong Kong Chinese Culture Development Association, co-organized by Ta Kung Pao and Huangshan Scholars Conference Hotel, with Hsin Chong Construction Group as the major sponsor, as well as sponsorship by Yew Wah Education Management Co. Ltd., and support from Rong Bao Zhai (Hong Kong) Co. Ltd.



Speaking at the ceremony, Mr. Wong described the rapid growing Shanghai school as open and tolerant. He said the Shanghai school emphasizes the integration of time and space and it strikes a balance between keeping its own characteristics and accepting foreign influence. Such development strategy, according to Mr. Wong, may serve as some inspiration for Hong Kong's cultural and creative industry. Mr. Wong looked forward to a broader cultural and artistic exchange between the two cities for cultural enrichment and the promotion of the vision of a "Greater China" among the public.

Ms. Hui suggested the presence of Shanghai style art works in a lot of exhibitions and auctions reflects the strong influence of the Shanghai school.

Mr. Cai focused more on what the painters intend to express. He said that neo-Shanghai school is characterized by its expression of the positive message of the new age.

The three participating artists gave a painting performance during the exhibition. They also shared with the audience their painting experience and how they learnt the art. The event provides a platform for artistic exchange between the two cities and facilitates the promotion of Chinese arts.

Cultural Exchange between Hong Kong and Shanghai

The exhibition showcased more than sixty pieces of work by Mr. Gong Jixian, Mr. Cai Guosheng, and Mr. Dong Zhiyi, famous artists of the Shanghai school, covering a wide range of subjects including bird-and-flower, calligraphy, and portraits. They capture the diversified styles, the essence of Chinese culture, and the spirit of the brush and ink.

Apart from Mr. Wong Fu-wing, Chairman of HKCCDA, and the three participating painters and calligraphers, the opening ceremony was honored by the presence of Prof. Li Lu, Director General of the Education, Science and Technology Department of the Liaison Office of the Central People's Government, Ms. Florence Hui, Under Secretary for Home Affairs, Mr. Jasper Tsang, President of the Legislative Council, Mr. Ma Fung-kwok, member of the Legislative Council, Mr. Jiang Zaizhong, President of Ta Kung Pao, Ms. Lee Yuan-yee, Corporate Communications Manager of Hsin Chong Construction Group, and Mr. Cheng Chung-ming, director of Yew Wah Education Management.



圖：酒店整體外觀



圖：中餐廳包廂

黃山市學而會議中心酒店

簡介：

黃山市學而會議中心酒店位於黃山市休寧縣城黃山北路1號，是由香港運科集團投資興建的四星級旅遊酒店。酒店現有標準客房94間，可容納200人的會議室1個，大型宴會廳1個，小型宴會廳1個，包廂7個，還配有商務中心、小型商場等服務設施及新建的休閒娛樂設施設備。於2007年8月8日開業。

酒店命名及風格：

學而會議中心酒店的取名來自孔子《論語》學而篇：「學而時習之，不亦說乎！」這是酒店創始人葉國華教授把孔子論語精神延伸到酒店服務管理行業的寄望和實踐。酒店有著濃厚儒家人文主義的文化書卷氛圍，管理以「有朋自遠方來，不亦樂乎！人不知而不慍，不亦君子乎！」的服務理念，在先進國際酒店經營軟體的支援下，呈現出一種「學而風格」將使你在這領略到一種嶄新的住店體驗。

周邊旅遊景點：

學而酒店座落在徽文化與黃山風光薈萃的「狀元縣」休寧境內，地處黃山屯溪國際機場（離酒店僅18公里）通往黃山風景區的必經之路傍。酒店交通方便，高速公路2小時直達杭州，4小時直通上海。酒店週邊景區：黃山風景區、齊雲山、婺源、江灣、宏村、西遞、棠樾牌坊群、屯溪老街、花山迷窟等著名景點。酒店設有學而旅行社，針對旅遊的季節性及遊客的不同需求制定出不同的旅遊線路。

聯繫電話：0559-7508888。

圖：豪華標間



圖：酒店會議室



出版人的話：

《民胞物與》是保華生活教育集團的學術及社會事務刊物。

保華生活教育集團由葉國華教授和陳保琮博士分別擔任集團主席和行政總裁。集團屬下包括多個非牟利的教育機構、保華基金會、智庫組織；商業營運則有酒店餐飲管理等業務。

本刊創辦的目的是為了加強各地員工的溝通和向心力，同時向社會人士介紹集團的服務和事務。葉教授和陳博士以百年樹人為目標堅持教育事業，同時不忘回饋社會，故以古人張載的名句：民吾同胞，物吾與也，為本刊物命名。

Publisher's Note :

Minbaowuyu is an academic and social affairs newsletter of B & P Group, with Professor Paul Yip as its Chairman and Dr. Betty Chan as its Chief Executive Officer. Under the Group, there are a number of non-profit making education institutions, B & P Foundation, think tanks, and business organizations like hotel and catering management. This corporate publication has the objectives of enhancing the communication and identity among staff members and introducing to the society the Group's services and businesses.

《民胞物與》典故

「民胞物與」，出自北宋哲學家張載《西銘》一文，「民吾同胞；物吾與也」。張載的哲學思想把宇宙視為一個大家庭，故此天地萬物同出一轍，乾父坤母。人民百姓，如同胞手足，為之「民胞」；宇宙萬物，均與我同類，為之「物與」。

Minbaowuyu

Means "People are my brothers and all things are my kinds". The concept of "unity of nature and man" is the philosophical foundation of Zhang Zai's ecological ethics. Zhang Zai is a famous philosopher of the Northern Sung Dynasty of China.



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