



「嶺南彩園」—— 一起農耕吧！ Let's be Lingnan Gardeners!

採訪／撰文

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導言

「有時候別人覺得它又臭又骯髒，但我發現它是寶…94年時，它每桶價值一元。它本應回歸大自然之中，是一個自然的循環，正如落葉會孕育下一批的植物。但在城市中，它是要被處理的污染物，要花很多錢處理，同時土地不能從中汲取養份…」試猜一猜：「它」是甚麼？

「嶺南彩園」· 緣起

劉健芝教授（文化研究系，副教授）所描述的正是人體的排泄物——糞便。為何無故談起糞便的用處？這看似不值一提的東西，原來啟發了劉教授對農業的思考，更是開展「嶺南彩園」（校園農耕計劃）的契機。

劉健芝教授是「嶺南彩園」的發起人，同時是 CUS112 / 3112 文學與文化研究的授課導師，而該科目的服務研習項目正正是校園農耕計劃。原來，把農耕帶進學科的劉教授，並不是自幼就有耕種經驗，直至90年代一次偶然的機會參加農村扶貧項目，才開始從城市走入農田，雙手從接觸書本到挖掘泥土。劉教授說：「出發到農村前想避免知識份子的毛病，真正幫助農民，於是我便到錦田學習耕種。」

Foreword

“Most people think it is stinky and dirty, but I think it is valuable. It was \$1 a barrel in 1994. It is supposed to be from nature and it is part of the natural circulation, similar to falling leaves returning to their roots. In the cities, however, it becomes pollutant that people spend a lot of resources to deal with.” Do you know what it is?

The Birth of “Lingnan Gardeners”

What Prof. LAU Kin Chi (Associate Professor, Department of Cultural Studies) described is human feces, which seems unnecessary to us. However, it was the starting point of Prof. LAU’s engagement in farming and even led to the birth of Lingnan Gardeners (the campus farming project).

Prof. LAU Kin Chi is the initiator of Lingnan Gardeners, as well as the course instructor of CUS112 / 3112 Literature and Cultural Studies, which is one of the Service-Learning courses. Students had a chance to join the campus farming by taking part in this course. Prof. LAU combines the farming service and academic course, but did not have any farming experiences when she was small. In 1990s, a service trip to a rural area became a turning point in her life. It was her first time to visit the villages and do physical farm work. “I wanted to work with the farmers, but being an intellectual, I might have some biases towards them. Therefore, I learned farming in Kam Tin before the service trip,” Prof. LAU shared.

在農田裡她要用糞便作肥料，起初不習慣，但漸漸開始明白為甚麼別人說「肥水不流別人田」。「肥水」即糞便，是一種有效的天然肥料，但城市沒有採用，反而使用對農地有損害的化肥。其實「肥水」只是一個例子，這情況就如城市中我們講求便利，但實際上產生許多問題。這個20多年前的啟發，似乎在劉教授內心播下了一顆種子，其後她把農耕計劃帶進大學課程，再把這土壤從校園外帶進校園內。

為甚麼值得把這式微的農業引進課程內呢？劉教授期望透過這個課程，同學可以有這些得著：一，打破城市人的偏見，例如衛生觀念，工作貴賤；二，反思城市只懂消費不懂生產的現象，還有單一生活模式的脆弱。她認為：「同學從中獲得許多與農業相關的體驗，這或有助他們思考未來的工作方向。錦田有個生活館，實踐有機耕種，負責人正是嶺大畢業生，他一半時間教書，另一半時間會去耕田，所以『半農半X*』可謂現時年輕人的其一出路。」

*註：「半農半X」是一種半自給自足的生活方式，人們一方面親手種植農作物；另一方面，則從事發揮天賦才能的工作，並建立與社會的連結。

當學生從課室走進農地

在課程中推行農耕計劃，也不是沒有隱憂。導師曾向她反映：「班中這麼多都是女同學，能提得動（農耕物資）嗎？」但沒想到，同學比自己想像中更吃得苦，開墾、挖掘、篩選、搬運，過程並不簡單，劉教授形容他們是徹頭徹尾的「開荒牛」，但當中樂趣亦只有他們才感受得到。

對此，修讀 CUS112 / 3112 文學與文化研究的四位同學異口同聲表示，自己從勞動中反思更多與土地的關係，以至於全球化的問題。其中一位參與學生莫嘉穎同學慨嘆道：「平日看見建築工人用機器把土地變成石屎地很簡單，但當我們親身去耕作時，發現把石屎地變回土地原來更加困難。」

在旁的趙蔚霖同學深表認同：「如今土地變成石屎地，使用的方式變得狹窄，但在這個課程中我們就是要在局限的地方尋找可能性。如果任由大財團發展土地，農地會變得稀少，出現糧食短缺的危機。當本地糧食不足時，便要向外國購買糧食，間接助長大財團的壟斷情況。」劉玉梅同學續道：「有趣的是，人們極力改造已破壞的環境來種植，那為何不一開始就保持原本就適宜種植的環境？」

Feces were used as fertilizer in the field. At the very beginning, she felt very uncomfortable, but later on she could understand the meaning of “rich water should be kept in one’s own fields” – feces can be used as an effective natural fertilizer. Yet, the value of feces is ignored, and harmful chemical fertilizers are often used in modern agriculture. This example shows the problem of modernization and urbanization. Prof. LAU was inspired by this farming experience and put her idea into action 20 years later.

When asked about the reason of putting farming project into academic courses, Prof. LAU explained her expectations on students as follows: 1) reconstruct the concept of hygiene and social status of jobs; and 2) reflect on the consumerism and modern lifestyle. “Having farming experience does not mean there is no benefit to their future career. One of the Lingnan graduates owns a farmland in Kam Tin. He spends half of his time teaching and another half in farming. ‘Half Farmer, Half X*’ is a very flexible and open concept for young people as reference,” she continued.

*Remarks: “Half Farmer, Half X” is a way of life that people practice small-scale subsistence farming to grow food for themselves and their families, and spend the remaining time on their social mission, called “X.”

Land as the Study Target

Students were “pioneers” of the Lingnan Gardeners and experienced all kinds of physical farm labor, including, but not limited to, building basic construction for the garden and planting. Although the farming instructor was worried about the girls getting the tasks done, they not only created a beautiful garden, but also enjoyed this Service-Learning project.

Four students from CUS112 / 3112 Literature and Cultural Studies said that they reflected on their relationship with the land, and even the problem of globalization in the past few months. Ms. MOK Ka Wing, Moka, shared her reflection. “It looks easy to turn the virgin moorland into the concrete pavement by using machines, but it is difficult for us to turn the concrete pavement into the farmland.”

Ms. CHUI Wai Lam, Crystal, agreed and shared, “There are a lot of limitations when we do farm work on the concrete pavement, but we had to find out the possibilities through this course. If we continue to turn a blind eye to the excessive development of land, there will be less farmland and we will even be at a risk of food shortage. Importing food will be the only way out and it will further intensify the monopolistic competition.” Ms. LAU Yuk Mui, Ellissa also added on Crystal’s sharing, “People are trying to transform the destroyed environment into farmland. Why don’t they preserve the land and protect the environment at the beginning?”

除了對土地發展的反思，是次農耕計劃亦為同學的心態帶來意想不到的轉變。劉悅希同學表示，「我們對很多事物有既定的假設，例如做農夫是無知和貧窮。修讀課程後，我發現這些說法不是理所當然的。」他不再像以前般認為耕種是低下的工作，更表示自己在課程以外仍然「好想耕種」。在旁的劉玉梅同學也和應道：「即使完成了課程要求，仍然忍不住去看看農作物的成長情況，看著它們一天天長大感到很奇妙。」看來，在城市土生土長的同學已愛上了親近大自然。

比起農耕收成，劉教授更樂見同學願意接受挑戰，以及因參與是次計劃而有所成長。她表示：「聽同學的分享，看見他們不是玩樂心態，而是可以聯繫到他們很少接觸的議題，如全球暖化問題。透過擔當業餘農夫的經驗，希望同學往後接觸與農業相關問題時會多加關注。」基於這一科的成功，劉教授透露下個學期會擴大至兩個學科都可選修農耕計劃，感興趣的同學不妨多加留意。

In addition to the above reflection, the students had a new idea about farming. Mr. LAU Yuet Hei said, "I have had stereotypes on farming and farmers before joining this project. For example, I thought that farmers were ignorant and poor. After taking this course, I know this might not be the truth." He does not treat farming as an inferior job and even wants to engage in it after completing the course. It is also the same case for Ellissa, "Even though I have fulfilled the course requirement, I still care about the development of the Lingnan Gardeners." From their sharing, it is not difficult to see their close relationship with the nature.

Prof. LAU is happy to see that students enjoyed and learned from the farming project. She said, "I can see they not only enjoy the farming process, but also reflect on various social issues, such as global warming. I hope that students will be more sensitive to the agricultural issue." Having had a great success in this semester, Prof. LAU will further link the farming project with two more academic courses in the coming semester. You are encouraged to take these courses, if you are interested in knowing more about the Lingnan Gardeners.



後記： 您也是地主！

在採訪過程中，劉健芝教授談及在嶺南校園內推行農耕計劃的理念：「在校園內興建農田，同學才可持續地見證植物的生長，除了參與的同學外，全校師生和校友都可以來一起參與，因為這塊地是屬於每一位嶺南人，我們可以令這公有、公共的空間變得更好。我們平日會透過茶聚、Whatsapp group 等，分享農耕的快樂。」

非但如此，貓也有份參與！劉教授打趣道，嶺南貓是嶺南的一份子，因此，「嶺南彩園」也會顧及牠們與農田的關係。他們用半個紙箱當作貓廁所，定期更換，讓嶺南貓在農田中也有位置，其排泄物更可用作施肥。

嶺南貓為建設美好的嶺南校園也不甘後人了，您呢？

Afterword: You are the "Lingnan Gardener"

During the interview, Prof. LAU Kin Chi shared the rationales behind the Lingnan Gardeners. "Farmland can become part of our everyday lives only if we make it at the campus. In addition to the Service-Learning students, all Lingnanians are welcome to be the gardener as it belongs to every Lingnanians. We can work together to make this public area becomes a beautiful garden. We can even share our farming experience and happiness through having tea gatherings or in the Whatsapp group, etc."

Our Lingnan cats are also the gardeners! Prof. LAU smiled and shared the close relationship between the Lingnan Gardeners and the cats. Half of carton box is used as cats' toilet, while the gardeners will use its feces as fertilizer.

Lingnan cats are playing an important role in building a better Lingnan campus. How about you?

