

加拿大留学指南

Canadian Universities Guide



梁科庆 著

By Leung For Hing

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梁科庆 著

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1. 阿卡迪亚大学 (Acadia University)
2. 阿尔伯达大学 (Alberta, University of)
3. 主教大学 (Bishop's University)
4. 布兰顿大学 (Brandon University)
5. 英属哥伦比亚大学 (British Columbia, University of)
6. 布罗克大学 (Brock University)
7. 卡加利大学 (Calgary, University of)
8. 卡尔顿大学 (Carleton University)
9. 康戈迪亚大学 (Concordia University)
10. 戴侯斯大学和英皇学院大学 (Dalhousie University & King's College, University of)
11. 基辅大学 (Guelph University)
12. 湖首大学 (Lakehead University)
13. 萨德伯里大学 (Laurentian University of Sudbury)
14. 莱桥大学 (Lethbridge University of)
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16. 麦基尔大学 (McGill University)
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32. 多伦多大学 (Toronto, University of)
33. 特伦特大学 (Trent University)
34. 维多利亚大学 (Victoria, University of)
35. 滑铁卢大学 (Waterloo, University of)
36. 西安大略大学 (Western Ontario, University of)
37. 罗理尔大学 (Wilfrid Laurier University)
38. 温莎大学 (Windsor, University of)
39. 温尼伯大学 (Winnipeg, University of)
40. 约克大学 (York University)

代序 I

许多年前,我刚开始在大学任教,为了预备新课程,每天由早上七时到深夜,我都独自在图书馆的阅读室里选择课本,编写作业和笔记。王标(非他的真名),香港来的新生,跟我一样,一早跑到图书馆去读书,可是,到我拖着疲乏的脚步回家时,他仍在那里努力地工作。

我开始担心标,他的成绩不错,但缺乏课外活动。他每天坐在课室里,静静的,偶然回答些问题,但从不动作任何事。同学间也不认识他,都以为他害臊,或者英语差,不敢与人交谈,其实,标运用英语沟通的能力很高,只是他太专注学业——这令我不禁担心。

有一天,我请标来我的办公室,我问他的近况如何,他谨慎地说他获得很好的成绩。“不,不。”我说:“我的意思是,你享受加拿大的生活吗?有没有交朋友,到乡间游玩,参观文化中心,听音乐,做运动,尝试地道食品?”

他呆了一阵,然后回答没有时间做这些事,因为要读书。我早料到他会这样说,也预备好反驳;他的成绩优异,不用担心学业,但父母花这么多钱送他来加拿大,若知道他整天把自己关在图书馆和课室里,一定感到失望。我建议他借留学的机会,认识加拿大的社会和人,

既可改善他的英语,也可更了解外国的文化。

标离开办公室时,似乎并不同意我的看法,可能他觉得我是个多事和不正常的教授。可是,不久之后,标开始转变了,他不像以往般常常伏在图书馆里,他参加学生会,开始去校内的舞会,也结识了不少朋友。当他以优异的成绩毕业时,他已经是班上的风头人物了。

留学生应尽量尝试多认识加拿大,当然学业是最重要的,但忽略社交和文化交流,无疑是一种浪费。加拿大人的本质是保守和拘谨,有时外国学生会被加拿大人的过分有礼,吓得不敢接近,然而,一些简单的问题——买新鲜蔬菜的好去处、天气情况等等——都会带来温暖的回应,当冰墙碎开,留学生与本地人之间的交往,便会变得毫无阻隔了。

参加各种学会是在大学里交朋结友的最佳途经,多数大学都有这些组织,以本校为例,棋艺、宗教、电脑等大学学会,共超过七十个。虽然,打进陌生的圈子,初时会有点不自然的感觉,但这就是大学社交生活的一部分呢。

留学生对加拿大大学的贡献其实不少,他们把本国的传统、文化和数不尽的话题带进课室里,把我们讨论的范围扩阔至世界性,使整个课室充满了生气,这些都是加拿大学生所欠缺的。

有一次,我与另一位同事谈到海外学生,他的办公室里放满了留学生送的小摆设和纪念品,如木雕和剪纸等,每一件都令她想起一位曾远道而来,并与我们分享知识的学生。

这本书的选材巧见心思,内容广泛、充实、重要和富

有趣味性,不仅适合留学生,连访问教授、研究员和学者都应该一读。

拿利艾美博士

加拿大戴侯斯大学图书馆与信息系教授

1994 年写于加拿大夏里法斯

(梁科庆 译)

Introduction

Many years ago when I was just beginning my career as a university professor, I would begin each day by going to the reading room of the university library. I would work there from 7:30 AM until late into the evening, preparing the lectures for my new courses. There were texts to be selected, quizzes to be planned, assignments to be assembled, one person who worked even longer hours. Bill Wong (not his real name), a new student from Hong Kong, arrived at library at the same time as I did every morning, and he kept right on working when I finally trudged out of the building at night. This regime went on for months, with the two of us at opposite ends of the reading room, salvaging away over our lessons. I began to worry about Bill. He was doing well in his courses at the school, but he had no life outside of his studies. He sat quietly in class, occasionally answering a question when asked, but never volunteering anything. He was an unknown quantity to his fellow students: a shadow who moved silently between class and the library. They probably thought that he was shy, or perhaps that he lacked the English to talk with them. In fact, Bill's language skills were quite adequate. He had no trouble communicating. He was just narrowly focused on his studies — and this began to bother me.

One day I called him into my office for talk. I asked him how he was doing. He modestly admitted that he was receiving

good marks in his courses.

No, no, I said, I mean how are you enjoying your stay in Canada? Are you making lots of friends, going out on tours of the countryside, visiting cultural centres, Listening to music, getting healthy exercise, sampling the food?

He looked stunned. After a pause to consider the question, he replied that he hadn't any time for such things. He had to use every hour of the day to apply himself to his studies.

I had anticipated that he might react in this manner, and I had prepared a rebuttal. I first pointed out that he was excelling in his school work, and that he had no worries in that regard. Then I rather boldly asserted that his parents, who had spent so much money to send him to Canada, might be disappointed to learn that all he did while here was lock himself in a library or a classroom all day. I wondered whether they wouldn't expect him to acquire an overall education, and to profit from the experience by learning about Canada and Canadians. This was, after all, and opportunity for him to improve his English and to broaden his knowledge of a foreign culture.

Bill didn't look completely convinced as he left my office, and I was a bit concerned that he might have regarded me as an intrusive and slightly eccentric professor. However, a short time later I noticed that things began to change. Bill wasn't in the reading room as often. He joined the Student Council. He began to turn up at school parties. His fellow students got to know his name and soon had a circle of friends. In fact, by the time he graduate (as one of our top students), he had become one of the most popular people in the class.

I think that it is important that visiting students make an attempt to get as much as possible out of their visit to Canada. Of course their studies come first, but it is wasteful to neglect the social and cultural opportunities which are available. Canadians are by nature somewhat reserved and formal. They may appear overly polite and rather aloof to foreign students. However, even a small initiative on the part of visitors—a question about the best place to buy fresh vegetables, or a comment on the state of the weather—generally have no difficulty in making friends.

A good way of meeting people at university is to join a club. Most campuses abound in such organizations. Photography clubs, choirs, student government, and sports organizations are just a few examples. My university, for example, has over 70 clubs to choose from, including such diverse interests as chess and scuba diving, politics and religion, computers and marketing. To join such a group is to immediately acquire a circle of friends.

Although it can be difficult in the beginning to be the "odd man/or woman out"—a stranger in a sea of strangers—it is worth the struggle to reach out and become part of the social life of a university. Friends made there may remain friends for the rest of your life. It is also important to point to the contribution made by overseas students to academic life at Canadian universities. Visitors from abroad enhance and enliven classroom discussions. They add an additional dimension by being able to make reference to customs and practices in their homelands. When such topics as technological development, the importance of the oral tradition, library service to the elderly, censorship materials, and countless other subjects are discussed, the visitors help to give the topics a global perspective, and they provide examples and inter-

pretations that might not have occurred to Canadian students.

When I spoke with one of my fellow professors about her experience with overseas students, she gestured around her office to the various little gifts and remembrances that she had received through the years from visiting students: a carved wooden figure, a paper cutting, a woven raffia fish. Each one was reminder to her of a student who had come and learned, and who had shared his or her knowledge with us.

For hing Leung has assembled a thoughtful collector of topics covering a wide variety of important topics. The result is a book that will be of interest, not only to visiting students, but also to visiting professors, researchers and experts.

Dr. Larry Amey

Professor

School of Library and Information Studies

Dalhousie University

Halifax, Nova Scotia, Canada

Halifax

1994

代 序 II

七年前，我以研究生的身分来加拿大留学，面对生活和学术文化上的差异，这是一段极困窘的经历，然而，我渡过困境，并最终以后加拿大为家。现在，作为一位大学教授，我看见其他留学生正遇着与我当年一样的文化冲击。

梁科庆先生是我在戴候斯大学的学生，他成功地在后环境中生活，并完成他的硕士学位，所以，他可以自夸具有第一手的加拿大留学经验。

在书中，他为将留学加拿大学生提供一切必要的资料，包括大学制度、学生生活、学习要求等。这本书不能令你避开新环境中的困难，却给你充分的预备，并助你一一克服这些困难。

在大学读书本身已是一项挑战，在外国的大学生读书，挑战更加大，有这本书在手，我期望留学生必能为新环境作更佳的后准备功夫。

邱黎雯博士

西安大略大学助理教授

一九九四年于加拿大

代序 III

教育的功能是发挥学生的潜能，所以升学辅导帮助学生找寻一所适合学校以发挥其潜能，否则，好像一家旅游公司，只懂得向顾客推荐名山峻岭，茂林秀谷，但是，如果他们遇到水土不服，即使有美丽的风景，也没法观赏，就加入宝山空手而回。一家好的旅游公司，不但介绍旅游胜地，也要考虑游客的背景，体质及兴趣。

本书作者梁科庆先生最能掌握升学辅导的精髓。他除了写入学前的准备，如申请手续、医疗保险等，更重要的是学生善用校内资源——图书馆。因为在大学念书，除了教授的指导外，自习也是十分重要，善用图书馆的资源，懂得通过电脑网络去搜集资料，分析文献，这是自习的一条重要道路。全书分为二大部分：第一部分详述如何善用校内资源，例如利用电脑室和图书馆，这是作者了解到在图书馆资料对学习的重要。初赴加拿大留学的学生，在学习上最大的障碍是语言问题，因此，书中详细指导留学生如何克服这方面的困难。书中又提到在加拿大的大学考试与香港学校考试不同，使留学生能及早知道而有所准备。最

后本书也将作者留加的日常琐事、经验与读者分享，希望读者能够从书中得到更多的好处。

第二部分详细介绍各大学入学的要求，以及分析各大学的优点，正如要学生留意各大学个别学系与自己的兴趣。正如作者在书中第一部分所说：“学生应更实际地考虑大学的个别学系与自己的兴趣，”一般有关升学辅导的书，只像一本地图，帮助学生找到想要找的地方，但本书像一位向导，带领着你要到的地方。导游远胜地图，这是本书最大的优点，因此我诚意将它推荐给各位读者。

基元中学校长 黄永絮
一九九四年十一月

自序

1990年8月27日下午4时，我拖着两大箱行李和一个大背囊，在蒙特利尔（Montreal）的“灰狗车站”（Greyhound Station）选了一个当眼的座位，靠着行李坐定，然后施施然看金庸小说。外表的一派潇洒，其实难掩我内心的忐忑，他们会不会来接我？他们跟我非亲非故，可靠吗？如果没有人来，我该往那里？周围讲法语的人是否正谋算着我？一连串问题在脑海中掠过，小说的内容虽然精彩，却丝毫勾不起我的阅读兴趣。十多分钟后，人丛中出现两个黑发的青年（是学生基督徒团契的麦耀文和王圣城），他们接过我手中的行李，也把我接进留学生的行列里，就这样，我便开始四年的留学生涯。

与其他留学生一样，我遇过困难，尝过失败，当然也享受过成功和欢乐，最后赚得一纸文凭和几片枫叶，回香港工作。学位固然有实际的价值，但我得到的训练和体验却更为实贵：站在几十位外国同学面前用英语作50分钟的报告，结结巴巴地做访问，请外国朋友吃自制的叉烧，从一个铺满雪的斜坡滚下……

戴候斯大学（Dalhousie University）校园里竖立

着一尊巨形的铜像，它的双手各持一个问号，设计的人很有心思，他说学生进大学前持一个问号，毕业时又持另一个问号。究竟读书为了什么？学了些什么？值得花几年时间吗？留学生总会这样地抚心自问过，特别当学习受到挫折，或感到孤单无助时，这些问号便变得又多又大，充塞了整个脑子。

在未留学前，学生若先掌握一些实用的资料，总比在异乡乱碰乱撞地慢慢学习好得多。这本书的第一部分是我在加拿大学习和生活上的体验，特别针对新生的需要而写；第二部分是各大学的资料和所在城市的简介，能帮助大学选择学校和适应当地的生活。

留学生总不会把所有东西搬回香港，房友黄瑞康离开加拿大前，把他的旧单车送给我，无人能记起那单车的第一手主人是谁，总之，旧生留给新生，一直传下去，到我毕业前，也把它交给另一位刚跨进大学的朋友。我希望这书像那架单车一样，为每一年的新生带来帮助。

梁科庆

一九九四年十一月·