



Citation for Dr Chung Chi-yung & Dr Henry Hu Hung-lick **Doctors of Education, *honoris causa***

Mr Chairman of the Council,

It is my great honour to present this citation of Dr Chung Chi-yung and Dr Henry Hu Hung-lick, who, as a couple, have dedicated their entire life to the education and social developments of Hong Kong. The highly revered Dr Chung and Dr Hu were born during the most turbulent times in contemporary China. Despite great hardship, both of them managed to finish university education in the Mainland and even went to France together for further studies. As one of the very few social elites in China during those days, the couple could have chosen to lead a very comfortable and well-off life in high society. Instead, they decided to give up materialistic wealth and lay all their fortunes on the founding of the Shue Yan University, formerly known as Shue Yan College. In the absence of Government subsidy, they continued to run the College for 36 years with great perseverance. Such relentless endeavour has undoubtedly constituted a chapter to be much cherished in the development of Hong Kong's private universities. May we now travel back in time to review the distinguished contributions of Dr Chung and Dr Hu to Hong Kong as a whole, and to education in particular.

Dr Chung and Dr Hu were both born in 1920. Dr Chung is a native of Changsha in Hunan Province while Dr Hu is a native of Shaoxing in Zhejiang Province. Since their youthful days, they were already very outstanding — Dr Chung was the first female judge in the early years of modern China whereas Dr Hu was a diplomat. Soon after they married, the unstable political situation in China prompted the couple to choose studying abroad in France, where they both attained a doctoral degree in Law. Dr Hu subsequently went to the UK to pursue the higher qualification of a barrister, before the couple finally settled in Hong Kong in 1955.

After arriving in Hong Kong and until the late '60s, Dr Chung devoted herself to higher education by teaching in various tertiary institutions, including the United College and Chung Chi College of the Chinese University of Hong Kong, the Chu Hai College and the Baptist College. She was also appointed Head of the Department of Sociology and Social Work, as well as Dean of the Arts Faculty by the Baptist College. When she was teaching at the Baptist College, Dr Chung had helped train the first cohort of welfare workers in Hong Kong.

Dr Hu started practising law as soon as he settled in Hong Kong. During those days, lawyers who wished to get a share of the more lucrative business of a solicitor had to acquire British citizenship. Determined to retain his Chinese nationality, Dr Hu opted for the less well-paid stream by working as a barrister-in-law instead. That was also the time when many people in Hong Kong lived in dire straits. Notwithstanding his social status, Dr Hu would not hesitate to go straight among the grass rooters by offering them free legal service for justice sake. In the '60s and '70s, Dr Hu was a Legislative Councillor and an elected Member of the Urban Council. He later on also served as the Vice-chairman of Urban Council, and became one of the few local Chinese involving in Hong Kong's political scene. One of Dr Hu's notable contributions was his advocacy for a fairer system in the territory, including his huge efforts in fighting for the promulgation of Chinese as one of the city's official languages.

In the early '70s, when Dr Chung and Dr Hu turned fifties, they could have had a comfortable retirement plan, given their successful career and achievements. However, they were frustrated by the lack of education opportunities among young people, and that only 1.5 percent of eligible students could enjoy the chance to acquire tertiary education. The undesirable

situation prompted the Hu's couple to establish the Shue Yan College in 1971, to provide opportunities for aspiring young people to pursue tertiary education. More importantly, they aimed to promote the traditional Confucian values of pursuit of humanity and quest for knowledge, through the establishment of the College, where young people of the colony would be imparted the spirit of cultivation of virtue in the traditional Chinese culture, thus becoming the pillars of the community in future.

As we all know, Shue Yan has never had an easy path to tread in its history of development. Insisting on its own vision in education, the College had repeatedly refused subsidies from the Government. Dr Chung and Dr Hu therefore had to spend all their personal savings on purchasing buildings in Happy Valley and Wanchai to convert them for college use. To keep Shue Yan College running, the couple has been working very hard in the past years in raising the necessary funds. Although the chance of relief did come twice in the form of subsidy offers from the Government, in 1978 and 1988 respectively, the couple did not take it. To ensure a quality education for their students and believing firmly that four-year programme is the global trend in tertiary education, they refused to follow the Government's three-year programme. As such, Shue Yan College was again excluded from the Government's higher education subsidy scheme. Dr Chung and Dr Hu, however, remained undeterred. With an amazing spirit of perseverance and fortitude, they soldiered on and kept Shue Yan viable throughout these years.

Their conviction and hard work have yielded encouraging results, with Shue Yan continuing to grow in the last 36 years. Five years after its establishment, the College was recognised by the Government as a private tertiary education institution in 1976. In 2006, 30 years after such recognition, the College was finally accredited by the Government as Hong Kong's first private university after completing various academic validations. Subsequently, its name was changed to "The Hong Kong Shue Yan University" to reflect its upgraded status, signifying a new phase in the development of the local higher education system. The Government's recent educational reform which promulgates the migration of the three-year university programme to that of four, serves to testify that the decision made by Dr Chung and Dr Hu years ago was fully justified.

As of today, thousands of local young people have benefited by their studies at Shue Yan. Many of them are now elites of the community, making valuable contributions in different sectors, including politics, business, education, the media, art and culture, social welfare and religious work. Currently, there are three faculties and 13 departments at the Hong Kong Shue Yan University. Various collaborative programmes are also being run by the University with its partner institutions in Mainland China and overseas, further strengthening Shue Yan's international status.

Braving the prevailing mercenary mentality of Hong Kong, Dr Chung and Dr Hu established Shue Yan and opened its doors years ago to droves of young people rejected by the public universities, in spite of the fact that they met both the qualifications and age requirements. Their intention is to give these young people a chance to cultivate and develop their potentials, to mould and perfect their personality, and to become a motivating force behind Hong Kong's continual progress.

Dr Chung and Dr Hu served the local community as Hong Kong's social elites in their early years, they then dedicated themselves to the development of tertiary education in the latter part of their lives. Both of them are fondly remembered by many Shue Yan graduates for their commitments to the day-to-day affairs of the College and their constant encouragements to students. Even at the age of 87, the couple is still vigorously involved in the administration of the Shue Yan University. What they have demonstrated is the noble spirit among Chinese intelligentsia, by devoting themselves for social well-beings on the one hand, and that of Western humanitarianism on the other. The immense and life-long contributions of these two educators towards the social development of Hong Kong deserve our deepest respect.

Mr Chairman, I am honoured to present Dr Chung Chi-yung and Dr Henry Hu Hung-lick and to request you to confer on each of them the award of the degree of Doctor of Education, *honoris causa*.



Citation for Professor Ference Marton **Doctor of Education, *honoris causa***

Mr Chairman of the Council,

I am honoured to present to you Professor Ference Marton, a most distinguished and admired scholar, who has not only made immense contributions to the field of research in education worldwide, but whose work has also greatly influenced Hong Kong's education community. His achievements are so numerous that it is impossible for me to do him justice here in a short presentation. I can only highlight some of his most outstanding accomplishments.

Ference was born in Hungary in 1939, but he moved to Sweden when he was 17 years old. Within less than two years, he found not only the land of his dreams, but also the lady of his dreams. Since then his life has been dominated by two passions: the love of Birgitta (his wife) and the love of his work, in that order.

Ference obtained his BA in 1964, PhD in 1967, and DSc in 1970 at the University of Gothenburg. He was Professor of Education, in the Department of Education and Educational Research, from 1977 to 2006, and has since then been Professor Emeritus of the University of Gothenburg.

First and foremost amongst his accomplishments, Ference is recognised as a caring and highly effective teacher. He has successfully supervised the research work of more than 50 PhD students, ten of whom later became chair professors themselves. Ference has contributed to many joint research projects with colleagues in many different countries, and is the author of over 200 research publications.

Of the honours that have been bestowed upon him, two are especially worth mentioning. He received the Swedish Teachers' Union award in 2006 for his contributions to uniting theory and practice in education. August 31 this year he was chosen as the recipient of the 2007 Oeuvre Award of the European Association for Research on Learning and Instruction (EARLI) "for outstanding contributions to the Science of Learning and Instruction". In addition, he has been bestowed two Honorary Doctorates: one from the University of Edinburgh in 2000 and the other from the University of Helsinki in 2003.

A question that has fascinated Ference throughout his entire life is "What do things look like to others?" His research work told him that whilst almost invariably people see the world in different ways, they believe that other people see it in exactly the same way as they do. Also from his research he understood that amongst the different ways of seeing or understanding a particular aspect of the world, some can be argued to be more powerful than others. These findings motivated him to investigate features of learning and he began a life dedicated to the theory of variation. By 1970, he had formulated his seminal work on the "structural dynamics of learning". Five years later, he and his research group in Gothenburg developed a research specialisation called Phenomenography, which since then has both inspired and informed the research work of about 150 PhD theses and 1,500 academic publications. Ference has served as a member of the editorial boards of five prestigious international journals, and has delivered keynote speeches at over 20 international conferences, and numerous invited lectures at universities in over 20 countries.

One of Ference's important contributions to educational research is to explore the teacher's impact on student learning. He was intrigued by the fact that some teachers are more effective in bringing about learning in their students, irrespective of their perceived abilities. It took almost 30 years before he returned to this question with renewed interest. This happened in 1997 when Ference was invited to the University of Hong Kong to work under the Distinguished Visiting Professor. In Hong Kong (and at the same time in Sweden) the research teams under Ference's direction started to look at how different teachers handled the same learning content. The research teams found dramatic differences in what the students learned in different classes and found that these differences are related to how the teachers structured the content of the lesson.

More recently, Ference has put his theory of variation to test by promoting Learning Studies. The Learning Studies are carried out by groups of teachers together with education researchers, and they provide an opportunity for teachers to plan and deliver lessons that integrate theoretical perspectives on learning with the practical considerations of the particular context. The results have been spectacular. Learning Study is carried out in a number of countries, but the leading work is conducted here at HKIEd, located in the Centre for Learning Study and School Partnership (CLASP). Ference's work has laid the foundation for the development of Learning Study in Hong Kong, which is now sweeping through schools at an amazing rate. Over 270 schools, thousands of teachers and their students have directly benefited from Learning Study projects. At the Second International Conference on Learning Studies hosted at HKIEd last year, the World Association of Lesson Studies was founded, to connect up all researchers on Lesson Study and Learning Study in different countries. Today, Ference is still making valuable contributions to HKIEd as Advisory Professor.

Mr Chairman, with the above citation, may I present Professor Ference Marton to you for the conferment of the degree of Doctor of Education, *honoris causa*.



Citation for Professor Xu Jialu **Doctor of Education, *honoris causa***

Mr Chairman of the Council,

It is my great pleasure to pay tribute to Professor Xu Jialu with this citation. Professor Xu is a distinguished linguist of contemporary China, dedicating himself for a long time to the teaching and research of Chinese philology, linguistics, ancient cultural studies, *xungu* or critical interpretation of ancient Chinese texts, and even Chinese information processing. Professor Xu is a prolific writer, making immense contributions to the academic development and teachings of the Chinese language. Professor Xu was bestowed "*Young and Mid-Age Specialist of Outstanding Contributions*" in 1986, an honour awarded by the State Council of China.

Language is not only a vehicle for inter-personal communications, but also the embodiment of culture, philosophy and the spirit of humanity in a society. A linguist aside, Professor Xu is an enthusiast of cultural development, especially on issues relating to its historic critique and future construction. Professor Xu is particularly keen on exploring how best the Chinese cultural heritage be passed on, so that ancient wisdom can shed light on the contemporary generation, in the face of challenges brought about by modernisation and globalisation.

The following is a summary of Professor Xu's contributions in the contexts of culture and education. Professor Xu graduated in Chinese from the Beijing Normal University in 1959. After graduation, he returned to serve and teach in his alma mater. Between 1959 and 1987, Professor Xu took various positions in the Beijing Normal University, including tutor, lecturer, assistant professor, professor, deputy director and director of the Teaching Research Office, as well as dean of the Chinese Department. From 1987 to 1994, he was vice-president and professor of the Beijing Normal University. Currently, Professor Xu is director of the University's Faculty of Chinese Language Culture.

Professor Xu also takes on a commendable record of public service related to the research of linguistics, demonstrating his commitment in translating his academic accomplishments into practical resources for social advancement. Between 1987 and 1994, Professor Xu was vice-president, secretary-general and president of the *China Xungu* (critical interpretation of ancient Chinese texts) *Research Society*; deputy director of China's *National Naming Committee for Terms of Natural Sciences*; deputy director of the *National Ancient Texts Reorganisation (High School Committee)* of China's Education Commission; member of the *Sub-committee for the Reorganisation and Publication of Chinese Ancient Texts* under China's State Council; executive director of the *Chinese Philology Society*; and vice-president of the *Beijing Philology Society*. Between 1994 and 1997, he was appointed director of the *China National Spoken and Written Language Working Committee*. Professor Xu is also a key member of China's political organisations. He has been serving as vice-chairman to the *Standing Committee of the National People's Congress* since 1998, during the period of which he has paid special attention to China's education development. Professor Xu has been heavily involved in the formulation of China's *Compulsory Education Law* enacted last year, ensuring that this new law will warrant equal education opportunities for all school-age children in China. After the law was in place, Professor Xu even went to some remote districts with government officials concerned to inspect the progress of its execution. Professor Xu has a genuine concern for the environment, too. He pays frequent visits to various regions of China to monitor the ecological and environmental conditions, as well as to promote environmental education amongst the residents.

Cultural issues in contemporary China are Professor Xu's major concerns, which he repeatedly voiced out on various occasions in the last few years, including meetings convened by the National People's Congress and the Chinese People's Political Consultative Conference. Professor Xu often gives talks to popularise culture among China's grassroots and has published many important articles on cultural issues. With the tumultuous upheavals experienced by China in the past century, China has lost much of its traditional cultural heritage. To arrest the trend, Professor Xu has taken up the task of saving China's fading cultural traditions, by airing his concern on the preservation and inheritance of the gems of the national cultural system. To him, problems of the modern society can only be resolved when those time-surviving and history-proven traditional wisdom and human values are saved. Amongst the quintessential values, Professor Xu is particularly keen on advocating the philosophy of harmony embedded in the Chinese culture - the pursuit of harmony between individuals, between man and nature and between the present and the future. With the fast-paced development on modernisation and globalisation, Professor Xu calls for dialogue and inclusion between different cultures in order to establish a world of diversity. Within China, Professor Xu pays great attention to and fosters the reformation of the Chinese cultural system itself. Beyond China, he works hard to help foreigners understand the Chinese language and culture through on-going research and internationalisation of the Chinese language. Under Professor Xu's leadership, a magazine specially designed to help foreigners understand the Chinese language and culture was born. Entitled "*Han Yu Shi Jie (The World of Chinese Language)*", it serves as a bridge of cultural communication between China and the world.

Professor Xu makes equally impressive contributions to the education of Hong Kong. He used to teach Chinese, translation, linguistics and other related subjects in the Hong Kong Shue Yan College and the City University of Hong Kong. Likewise, Professor Xu's involvement in the development of HKIEd's Putonghua training programmes is highly significant. Back in 1995, the HKIEd started to organise short-term immersion courses in Beijing for local Putonghua teachers. The course participants, made up of HKIEd students and serving teachers, became the first of their kind in Hong Kong to engage in such training. The unit in Beijing responsible for reception of our course participants at that time was the *China National Spoken and Written Language Working Committee* under the leadership of Professor Xu. Between 1994 and 1997, the Institute liaised with the Working Committee with a view to establishing the Putonghua Training and Testing Centre. With support from Professor Xu, the Institute and the Working Committee eventually signed a collaboration agreement in 1997. As the then director of the Working Committee, Professor Xu was the representative in sealing the agreement. As of today, all major tertiary institutions in Hong Kong have set up similar testing centres for their Putonghua training programmes, enabling the steady development of local training for Putonghua teachers and that of Putonghua teaching. Such progress would not be possible if not for the assistance and support so ardently given by Professor Xu.

Having dedicated himself to linguistics education for nearly half a century, Professor Xu is also a veteran teacher, with an enlightening interpretation on education itself and the role of teachers. In the course of modernisation, economic pursuits and materialistic advancements are often given the highest priority in a society. Professor Xu, nevertheless, believes that in today's world, it is more important for students to be nurtured moral qualities instead of simply imparting to them knowledge. To him, it is the former, rather than the latter, that really determines a student's life path. Professor Xu also believes that the role of teachers in education is vital and their influence profound. Teachers must therefore demonstrate an unswerving determination, purporting to the promotion of moral values and human virtues. Teachers have the responsibility in moulding the personality of their students, and tending them with the ultimate concern on the value of life. As a teacher education institution, the Institute's mission is to "nurture knowledgeable, caring and responsible educators". This is obviously a perspective equally shared by Professor Xu, whose philosophy also serves as a constant reminder of our mission.

Mr Chairman, I have the pleasure to present herewith Professor Xu Jialu and, to request you to confer on this outstanding scholar the award of the degree of Doctor of Education, *honoris causa*.



Doctor of Education, honoris causa

榮譽教育學博士學位

Professor Xu Jialu is a leading linguist in China today. Throughout his career, he has been heavily involved in Chinese linguistics; the science of the language particularly in its historical, cultural and comparative contexts; the study and critical explanation of ancient texts; apart from also teaching and conducting research in the Chinese information processing disciplines. In addition to being a prolific author, he is also passionately devoted to education in, and the academic development of, Hanyu (漢語). In 1986, the State Council of the People's Republic of China conferred the title "Middle-aged and Young Expert with Outstanding Contributions" on Professor Xu. He also attaches great importance to the education and promotion of environmental protection issues on the Mainland. Doing his best to turn this vision into reality, he participated in the amendment of the "Compulsory Education Law" which was implemented last year. He is also active in promoting equal education opportunities for all school age children on the Mainland. In Hong Kong, Professor Xu has made an enormous contribution to education, especially in the development of Putonghua language training.

In 1995, the Hong Kong Institute of Education organised a short-term Putonghua immersion programme in Beijing. The HKIEd group, both students and staff, were the first batch of Hong Kong participants to take part in such a programme on the Mainland. The programme's academic host was the State Language Work Committee, which was headed by Professor Xu at that time. In view of the programme's success and with the support of Professor Xu, the Institute signed a collaborative agreement with the Committee in 1997 to establish the HKIEd Putonghua Training and Testing Centre (PTTC). Over the years, the Centre has greatly helped to improve the quality of Putonghua teacher training in Hong Kong.

Professor Xu graduated from Beijing Normal University (BNU) with a Bachelor of Arts degree in the study of Chinese Language and Literature in 1959. He has served in various teaching and administrative capacities at his alma mater over four decades. He was Vice President and Professor from 1987 to 1994 and is now the Dean of College of Chinese Language and Culture at BNU. At the same time, he served as a Standing Committee member of the China Association for Promoting Democracy (CAPD) Central Committee, Vice Chairman of the Chinese People's Political Consultative Conference (CPPCC) Beijing Municipal Committee, member of the Standing Committee of the National People's Congress, and President of the Chinese Society for Exegetical Studies of Classical Chinese Literature. He presided as Chairman of the State Language Work Committee from 1994 to 1997; concurrently he was Vice Chairman of the CAPD Central Committee from 1994, becoming Chairman in 1997. He has also been a Vice Chairman of the Standing Committee of the National People's Congress since 1998.