

## 榮譽文學博士學位

### 許美德教授

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副校監先生：

許美德教授現於加拿大多倫多大學安大略省教育研究所任教。她的事業生涯與亞洲的淵源長達 30 年，包括於上世紀 80 年代出任上海復旦大學的外國專家；加拿大駐北京大使館教育、科學和文化一等秘書（1989-1991）；日本國際交流基金會獎學金委任名古屋大學的客座教授（1996）；以及香港教育學院院長（1997-2002）。

許教授早年曾於協恩中學擔任教師，並在中國生活逾 20 年，包括上世紀 80 年代初於上海居住兩年、80 年代末在北京居住兩年，以及在香港回歸後於特區度過五年光景。許美德教授能操五國語言，包括普通話和粵語。她能講地道的廣州話，亦諳文言文。許教授毫無疑問是中西文化之間的橋樑。

由許美德教授撰寫或編輯的著作共十多本，她並在權威學術期刊發表約 80 篇論文。許教授的最新著作《許美德選集：通過比較教育角度看中國》（*China through the Lens of Comparative Education: The Selected Works of Ruth Hayhoe*）於 2015 年冬季出版。此外，她的兩本合編文集《加拿大大學於中國轉型中扮演的角色：一個不為人知的故事》（*Canadian Universities in China's Transformation: An Untold Story*）以及《比較和國際教育：一些關乎教師的課題》（*Comparative and International Education: Issues for Teachers*）亦快將於 2016 年出版。近年出版的著作還包括 2011 年合著的《廿一世紀中國大學肖像：普及高等教育的轉型》（*Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education*）、2008 年合編的《比較和國際教育：一些關乎教師的課題》，以及 2006 年出版的《中國具影響力教育工作者的肖像》（*Portraits of Influential Chinese Educators*）。

許教授屢獲殊榮，包括倫敦大學教育學院榮譽院士（1998）、香港特區政府銀紫荊星章（2002）、法國政府的學術棕櫚司令勳章（2002），以及比較與國際教育協會的榮譽院士（2011）。於2012年，她獲委任為新加坡南洋理工大學國立教育研究所的CJ Koh教授（最高榮譽的教授職級）。在2015年10月，她獲授明遠教育獎，以表揚她對中國教育研究所作出的傑出貢獻。此外，她亦獲中國內地逾10所大學委任為顧問或客座教授。

近年許教授致力指導博士研究生，探討了以下國家或地區的高等教育課題：中國（包括香港）、新加坡、韓國、日本、馬來西亞、印度、越南、泰國、柬埔寨、法國、比利時、愛沙尼亞、挪威、格陵蘭島、坦桑尼亞、南非、委內瑞拉、伊拉克、阿聯酋，以及加拿大和美國。

因其對中華文化的精深理解，許教授在中國內地和香港備受推崇。她對教育的最大貢獻是對跨文化對話的持續探究。這在其研究項目和學術文章中得以充份體現。「文化對話」、「文明對話」、「東西方對話」、「文化交流」、「文明互動」和「國際互動」等概念在其作品中俯拾即是。許教授最傑出的成就在於能分析不同文化環境中的意義建構。

許美德教授在顧明遠教授2001年出版的《中國與海外教育：一位比較教育家的一生》（*Education in China and Abroad: Perspectives from a Lifetime in Comparative Education*）的前言中充份表現了她對背景分析的高超駕馭能力，她不單深入理解中國比較教育的情況，而且還能嫺熟掌握顧明遠教授這位中國最重要的比較教育家作品。這書根據許教授的建議，選錄了顧教授的精闢文章，並將所有文章翻譯成英文，前言則充份顯示許教授對中國比較教育領域從古至今發展的理解。全書展示了中國的比較教育最初以西方為學習對象，並於1949年將注意力轉向前蘇聯。文化大革命對顧明遠教授既是挑戰，亦提供了不少機會讓他接觸一些較進步的教育理念。在鄧小平力倡改革開放的背景下，中國的教育改革進入了全新的階段。至於許美德教授所撰寫的前言，不但將教育改革與政治轉變放在一起討論，而且突顯了這些轉變與顧教授的密切關係、其個人經驗對專業發展的深遠意義，乃至顧明遠教授這位舉足輕重的人物，其專業發展對整個教育系統的影響。這就是許教授學術追求的巧妙之處。她能夠把一個課題、一個時期以及一位人物的所有情境和背景融會貫通，從而建構深刻的意義和提出精闢的見解。

另一方面，這本書最有趣而且甚具挑戰的部分是對每篇翻譯文章的背景介紹。這是全書最困難的部份之一，但對於這些文章的背景和撰寫緣由，許教授都能逐一細訴，娓娓道來。並闡釋了這些文章的時代重要性，以及對比較教育領域的深遠影響。每篇文章的介紹都顯示了許教授治學的嚴謹以至對歷史細節的關注。

另一本研究模式及深廣度都類近的著作是《中國具影響力教育工作者的描繪》（*Creating the Portraits – An interpretive framework*）。首章名為「描繪的創建——一個詮釋的框架」即巧妙地提供了有關儒家、新儒家以及道家對教育見解的概要，並將其連結到當今中國教育的一些現況。這個概要不僅提供了一個「詮釋的框架」，而且「從整體脈絡看教育家的生涯」。本書的精妙處在於許教授能夠指出這些教育家之所以具影響力的原因。要選誰是「中國具影響力教育工作者」並不容易。毫無疑問，「個人體驗」是她判斷的其中一個方向，特別是許教授的生涯如何與這些教育工作者的生涯交錯，以及她如何意識到這些杏壇翹楚對所處年代及地域所產生的具體而顯著的影響。對於這些甚具影響的教育家，她甚至談到自己的生命見證了十位教育家的影響。這些教育界翹楚的共通之處在於他們的言論、他們的行動、他們的遠見都超越了時代，即使是在文化大革命的艱難時間仍堅持不懈、奮勇向前。簡而言之，這些教育家都是非常具前瞻性的，而許美德教授的選擇顯示了她本人亦為如此，可見這正是生命影響生命的最佳體現。迄今為止，「中國具影響力教育工作者」是唯一一本著作揭示這些教育家的無限創意，以及他們在思想上的領先地位。他們雖然受到身處時代的文化和環境限制，卻仍然對教育理念及實踐貢獻良多。

許美德教授學術論著的其中一個寫作特色，便是採用「故事述說」的方式，她其中兩本著作即以「描繪」為題：《中國具影響力教育工作者的描繪》及 2011 年的《廿一世紀中國大學的描繪》。至於 2004 年出版的《圓滿——一個加拿大學者的中國情愫》（*Full Circle*），雖然書名並無描繪一詞，但實際上是一幅自畫像。對於甚麼是「故事述說」的學術寫作模式，許教授在其 1999 年的著作《中國的大學：1895 至 1995 年》中有詳細討論，而該書是由其博士論文發展而成的。書中的前言題為「故事，而非歷史」。在有關的章節中，她娓娓道來採取故事述說模式的原因，並指出了比較教育研究者在運用這種寫作模式時需要面對的若干矛盾：首先是普遍性與獨特性的矛盾，其次是客觀主義與整全主義的矛盾，後者通常是學術上得以能夠作出價值判斷的原因所在。鑑於西方社會科學中經常以事實知識和道德價值的二元分野邏輯，許教授就利用敘述或故事去揭示道德價值，以顯示真正學者所追求的「亮光」。

因此，透過「講故事」這個獨特的模式，許美德教授得以與其他學者和後學分享真知灼見。正如該書前言的標題所示，「講故事」並不單單是歷史描述或敘述，當中不但呈現了過去和現在，而且力求探究未來應該走的方向以及各種的可能性，但這些的討論，絕對不是批判式的。她所述說的故事與個人經歷互相融合，希望兩者能合而為一。由此可見，許教授的學術追求皆來自本身的體驗，故事的廣度反映了其廣泛的個人經歷。此外，由於她涉獵甚廣，所以她內心充滿動力，總希望和其他人分享故事。許教授自言，撰寫《圓滿——一個加拿大學者的中國情愫》的緣起，「部份原因是來自內在的一股衝動」。

許美德教授筆下眾多的「描繪」，述說了具影響力教育家的故事，他們的進步教育理想，可以說是站在時代的尖端，而書寫這些故事的作者本身，也是一位進步教育工作者。許教授最傑出的貢獻是將杜威的進步主義教育發揚光大，而她對中國教育的最大成就就是透過其眾多肖像描述，反映了中國的進步教育思想及實踐。

副校監先生，許教授的學術成就卓越、對全球各地的學術界均影響至鉅，並促進了不同文化之間的對話，其對中國的高等教育和香港的教育貢獻甚大。許教授以生命影響生命，觸動了許多人。在此本人謹恭請校長引介許美德教授接受本大學的榮譽文學博士學位。

## DEGREE OF DOCTOR OF LETTERS, *honoris causa*

### Professor Ruth Emilie Scott Hayhoe, SBS

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Mr Pro-Chancellor,

Ruth Hayhoe is a professor at the Ontario Institute for Studies in Education of the University of Toronto. Her professional engagements in Asia have spanned 30 years, including being a foreign expert at Fudan University in Shanghai in the early 1980s; First Secretary for Education, Science and Culture at the Canadian Embassy in Beijing (1989–1991); visiting professor at Nagoya University on a Japan Foundation fellowship in 1996; and Director of The Hong Kong Institute of Education (1997–2002).

Professor Hayhoe taught at Heep Yunn Secondary School in Hong Kong in the early years of her career, and has lived in Chinese contexts for over 20 years, including two years in Shanghai in the early 1980s, two years in Beijing at the end of the 1980s and five years in Hong Kong immediately after its return to China. Professor Hayhoe is conversant with five languages, including Mandarin and Cantonese. She not only speaks local Cantonese, but also reads Classical Chinese. Professor Hayhoe is indeed a bridge between Chinese and Western cultures.

She has written or edited more than a dozen books and published about 80 articles in refereed journals. Her newest book, *China through the Lens of Comparative Education: The Selected Works of Ruth Hayhoe* came out in the winter of 2015. Also, two new co-edited books will be published in 2016 — *Canadian Universities in China's Transformation: An Untold Story*, and the second edition of *Comparative and International Education: Issues for Teachers*. Other recent books include *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education*, co-authored in 2011; *Comparative and International Education: Issues for Teachers*, co-edited in 2008; and *Portraits of Influential Chinese Educators*, published in 2006.



Professor Hayhoe has received many honours, including Honorary Fellow, University of London Institute of Education (1998); the Silver Bauhinia Star of the Hong Kong SAR Government (2002); Commandeur dans l'ordre des Palmes Académiques of the Government of France (2002); and Honorary Fellow of the Comparative and International Education Society (2011). In 2012, she was appointed CJ Koh Professor (the professorship with the highest honour) at the National Institute of Education, Nanyang Technological University, Singapore. In October 2015, she was awarded the Mingyuan Prize for Outstanding Contribution to Chinese Education Research. She has also been appointed advisory or visiting professor at more than ten universities in Mainland China.

In recent years, Professor Hayhoe has nurtured an active doctoral thesis group, whose members have done sustained field research on higher education issues in all of the following jurisdictions: China (including Hong Kong), Singapore, South Korea, Japan, Malaysia, India, Vietnam, Thailand, Cambodia, France, Belgium, Estonia, Norway, Greenland, Tanzania, South Africa, Venezuela, Iraq, the United Arab Emirates, as well as Canada and the USA.

Professor Hayhoe is highly respected in Mainland China and Hong Kong for her mastery of Chinese culture. Her most outstanding contribution to scholarship is her commitment to inter-cultural dialogue, which is interwoven through almost all of her academic projects and writings. Phrases such as 'dialogue among cultures', 'dialogue among civilizations', 'East-West dialogue', 'cultural interchange', 'civilizational interaction' and 'international interaction' have penetrated her works. She is known particularly for her insightful meaning-making which is unfolded in her analyses of cultural contexts.

One of her most impressive contextual analyses is found in the Introduction to Gu Ming Yuan's 2001 book *Education in China and Abroad: Perspectives from a Lifetime in Comparative Education*. It demonstrates her mastery of comparative education in China and, amazingly, her mastery of the works of Professor Gu Mingyuan, the most important comparativist in China. The book is a collection of Professor Gu's articles, selected for translation into English. The choice of the articles in this book was influenced by Professor Hayhoe's suggestions and the Introduction really shows the detail of her understanding of the development of the field of comparative education in China, from its early years to the time the book was published. It shows how this field started as a means to learn from the West, and how the attention was turned to the former Soviet Union as a target of learning after 1949. It goes on to tell how the Cultural Revolution became a testing time for Gu, and

yet there were opportunities for him to be exposed to progressive ideas of learning. Then a whole new period of educational reform came about during 'the opening up' under Deng Xiaoping. The Introduction shows how Professor Hayhoe can not only discuss educational changes in the context of political changes, but also how all these changes become meaningful to one person's life; how the life experience of Professor Gu becomes important to his own professional growth; and how the professional growth of an influential person like Gu can further create an impact on the system. This is the beauty of Professor Hayhoe's scholarship. She manages to integrate all these situational and contextual aspects of an issue, a time, and a person to create meaning and insights.

What's more, the most interesting yet challenging part of the rest of the book is her introduction to the background of each of the articles being translated. This is one of the most difficult tasks for the book, but Professor Hayhoe managed to lay out the context, the background and the reasons why these articles were written. She also explained the significance of each article in its time, and the impact these articles had on the field. The introduction for each of the articles shows the depth of her scholarship, and the meticulous attention to detail in her historical research.

Another book which shows a similar approach and the further breadth of her scholarship is her *Portraits of Influential Chinese Educators*. Her first chapter, 'Creating the portraits – An interpretive framework' provides an artful summary of Confucian, Neo-Confucian and Daoist philosophies of education, particularly the ideas that would illuminate features of education in contemporary China. This summary not only provides an 'interpretive framework' but also, to quote from the text itself, 'a context for the educators' lives'. The wonder of this book is that Professor Hayhoe was able to identify the most influential Chinese educators to be portrayed in this volume. It was not easy to judge who should be selected as 'influential Chinese educators'. There is no doubt that 'personal experience' was one dimension in her judgement, particularly how Professor Hayhoe's life came across the lives of these educators, and so she became aware of the specific and significant impact they made in their times and their localities. For the influential educators she chose to write about, she even used the term 'ten lives in mine'. A common thread in these people's lives is how they were ahead of their time in what they said, did and foresaw, and how they persisted in the face of enormous difficulties, particularly over the period of the cultural revolution. In summary, they are all progressive educators in one way or another, and their choice also reflects Professor Hayhoe as a progressive educator herself. It is the 'life-touching-life' process that has made her choose these characters to be described in the book.

Up to now, *Portraits of Influential Chinese Educators* is the only work of its kind to illustrate the creativity and thought leadership of her chosen educators in China, who have made remarkable contributions to educational scholarship and practice, despite all the cultural and contextual constraints of their times.

One striking feature of Professor Hayhoe's academic writing approach is story-telling. Two of her books were entitled 'Portraits', namely *Portraits of Influential Chinese Educators* and *Portraits of 21st Century Chinese Universities*. Her *Full Circle* in 2004, although not called a portrait, is actually a self-portrait. Explaining and defending story-telling as an approach to academic writing was discussed most elaborately in her early work *China's Universities: 1895–1995* in 1999, a book developed from her PhD thesis. The Introduction to this book is called 'A Story, Not a History'. In this chapter, she explained in detail why she adopted a story-telling approach and identified a couple of dilemmas among comparative researchers. The first dilemma is between universality and particularity, and second is between objectivism and a holism that makes possible value judgements based on scholarship. In face of the dualism between factual knowledge and moral values that has characterized much social sciences in the West, she used narrative as a way to uncover the moral values which genuine scholarship should bring to light.

Thus, 'telling the story' is a particular approach she has adopted to share her academic analyses and insights. As indicated in the title of the Introduction, her story-telling is more than a historical account or a narrative — she has something more to achieve. She not only wants to tell what has been and what it is, but also wants to probe what should be and what might be possible in the future, though not in a prescriptive way. The stories she tells are interwoven with her personal experience — telling the stories that she has experienced herself. In this way, her scholarship is developed from her personal experience, and the breadth of the stories tells the breadth of her exposure and experience. Also, because of her wide exposure and experience, she has an inner urge to share these stories with others. This is how she explained her drive to write the *Full Circle*: 'Part of the explanation is a kind of inner compulsion'.

Professor Hayhoe's various *Portraits* tell the stories of the influential educators who possessed progressive educational ideals in advance of their times. The progressivism analysed through these stories cannot be done by an author who is not a progressive educator herself. Professor Hayhoe has thus advanced John Dewey's progressive education, which is



her greatest educational contributions to China, by identifying the presence of progressive educational thoughts and practices in China through her various portrait narratives.

Mr Pro-Chancellor, in recognition of Professor Ruth Hayhoe's outstanding achievements in academia, the worldwide impact of her scholarship and the inter-cultural dialogue she has initiated, her influence in Chinese higher education and Hong Kong teacher education, as well as her influences on many individuals through her life-touching-life concern for people, may I invite our President to present Professor Ruth Hayhoe for conferment of the degree of Doctor of Letters, *honoris causa*.

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*Citation written and to be delivered by Professor Lee Wing-on*