## Dr the Hon Leung Chun-ying GBS, JP

DOCTOR OF SOCIAL SCIENCES honoris causa

## Address

Chancellor Donald Tsang, Chairman Bernard Chan, President Chan Yuk-Shee, Council members, distinguished guests, faculty members and fellow students:

In Hong Kong, we have no coconuts on trees or oil reserves underground; there are no extensive paddy fields to feed us all. That Hong Kong can become a modern metropolis and its people can live a comfortable life depends primarily on talent. In only two to three generations, Hong Kong people have made extraordinary achievements. As a result of mass population migration and economic limitations in the past, the overall educational level of the Hong Kong population was not high. Nevertheless, Hong Kong society, from the government, the education sector and educational institutions to parents and students, has always paid great attention to education. The government is keenly aware that education is the only way to improve the overall quality of its people; educational institutions remember that education is the best way to pay back society, and the education sector understand that education is a lofty cause that calls for perseverance and devotion. As for parents, they know that education lays the best foundation for their children, and offers the biggest hope for their family to move up the social hierarchy.

For some families in Hong Kong, university study is a matter of course for their children. But for most families, university education cannot be taken for granted. University education is a resource-intensive undertaking, which in Hong Kong requires a lot of funding from the government. In contrast to the high unit cost of education, the per capita income of most Hong Kong people is relatively low. The monthly income of half of the working population of over 3 million is below HK\$10,500, while half of the households earn less than HK\$18,500 a month.

A considerable number of our university students come from low- and mediumincome families. Each year, many of our university graduates are the first to have received university education in their family for generations. For many university students and their parents, applying for a place at the university, studying and paying for tuition constitute an arduous process.

I recently analysed the future prospects of the graduates of a Band 3 high school, and found that among last year's Form 7 graduates, only 2% got a job and only 17% were admitted to local or overseas universities. The remaining 76% continued to pursue a

sub-degree course of education, with most of them repeating Form 7.

Every admission to the university is a story of individual dedication and hard work and that of the family behind. Each university student bears on his or her shoulders the best expectations of society and family. Whether the past efforts of students and their parents will pay off, whether the expectations of society are answered, and whether the hopes of taxpayers and all those selflessly devoted to education are fulfilled depend critically on the quality of education. As such, while we should pay attention to the number and allocation of university places and the distribution and financing of university expenses, we should attach even greater importance to the quality of tertiary education. All staff members of the university must cherish every opportunity to educate, and students themselves must cherish every opportunity to learn.

Chancellor, Council Chairman and friends, we choose to take up the responsibilities of university education because we understand the importance of education. We know the significance of education goes far beyond conferring a certificate, far beyond teaching youngsters the skills to make a living.

With a long-standing history of education, Lingnan University has contributed much to society. As Council Chairman of Lingnan University from 1999 to 2008, I considered the appointment the greatest honour society had conferred upon me. Those nine years have helped me understand the significance of tertiary education, as well as the traditional spirit and model of education at Lingnan. I am grateful to Chancellor Tung Chee Hwa and Chancellor Donald Tsang for the appointment; I appreciate the support of President Edward Chen, President Chan Yuk-Shee, all Council members, the Lingnan Education Organisation as well as our alumni and colleagues.

"Once a Lingnanian, always a Lingnanian". I will always remember the days I spent at Lingnan, and cherish all the friends I made here. I hope every one of you will continue to support the tertiary education of Hong Kong. I deeply believe that the Lingnan spirit will continue to shine, and inspire every person who intends to develop a career in the education sector.

## 梁振英博士 <sup>榮譽社會科學博士</sup>

## 致辭

曾蔭權校監、陳智思主席、陳玉樹校長、各位校董、各位來賓、各位老師、 各位同學:

香港的樹上沒有椰子,地底沒有石油,高山深海之間更沒有萬頃良田。香港的樹人沒有椰子,大家能夠有比較安穩的生活,靠的是人。在兩三代之間,香港人創造了非凡的成就。由於人口的大流徙,也由於過去經濟條件所限,香港人口的教育水平以前並不高。但香港社會,從政府、教育界、以至辦學團體、家長和學生,對教育一直高度重視:政府知道教育是提高人民整體質素的不二之途,辦學團體知道教育是回饋社會的最好方式,教育界知道教育是任重而道遠的莊嚴事業,家長知道教育是子女的最好鋪墊,是一家人上進和翻身的最大希望。

對部份香港家庭來說,大學是子女教育梯階順理成章的一部份,但對大多數家庭來說,大學教育並非理所當然的。大學教育是資源密集的事業,香港辦大學教育的公帑投入不菲,單位成本高昂,但香港人的相對平均收入偏低。三百多萬工作人口之中,一半人的每月工作收入低於港幣10,500元,一半住戶的每月工作收入低於18,500元。

我們的大學同學當中,有相當一部份來自中下收入家庭。每年的大學畢業 生當中,有不少是家庭幾代成員中的第一名大學畢業生。對不少的大學同學 和家長來說,考大學、讀大學、供大學生是一個含辛茹苦的過程。

最近我分析過一所 Band 3 中學的畢業生的出路,發現去年的中七畢業生之中,只有 2% 就業,在本港或海外升讀大學學位的只有 17%,其餘的,也就是 76% 的中七畢業生繼續修讀學位課程以下的學業,包括大比例的重讀中七。

每一名跨進大學門檻的學生的過去,寫滿了同學和家長的用功和努力;每一名在校的大學同學,肩負著香港社會和家庭的最大寄望。學生和家長過去的努力是否虛耗,社會對未來的寄望是否落空,納稅人和所有為教育無私奉獻的熱心人士是否如願得償,關鍵是教育的質素。因此我們在重視大學學位

名額和分配辦法、大學經費劃撥和募捐的同時,更要重視大學教育的質素, 而大學上上下下,都要認真珍惜每一個教的機會,學生本人,也要認真珍惜 每一個學的機會。

校監、校董會主席、各位朋友,我們選擇挑起大學教育這根擔子,因為我們知道教育的重要性,我們知道教育的意義遠遠超乎頒授一張文憑,遠遠超 乎教導年青人一種謀生技能。

嶺南教育源遠流長,功在社會。我在 1999 至 2008 年間,擔任嶺南大學校董會主席,是社會給我最大的榮譽。這九年讓我了解大學教育的意義,也讓我認識嶺南辦學興教的傳統精神和風範。我感謝董建華校監和曾蔭權校監的任命,感謝陳坤耀和陳玉樹校長、所有校董、嶺南教育機構、嶺南學長和同事的支持。

「一日嶺南人,一生嶺南人」,我將永遠緬懷在嶺南的歲月,珍重所有嶺南人的友情。我希望各位繼續支持香港的大學教育,我相信嶺南精神必將不斷發揚光大,對在各個崗位上有志於教育的人士,繼續發揮巨大的感召力量。

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