From Mute To Child Prodigy
Amity Gives Fresh Impetus To China’s Special Education

At three-and-a-half, Tingting was almost deaf and could not speak a word. Her only prospects were a school for deaf-mutes, followed by a tedious job in a sheltered workshop.

But things evolved differently. At seven, she skipped two classes in primary school. At eight, she was picked to be one of the ten outstanding national young pioneers. At ten, her first book was published - a selection of short stories. Her transition from mute girl to child prodigy is the result of creative love and indefatigable learning. Throughout her education, she never entered a school for deaf-mutes. Instead, her father did.

In 1992, Tingting’s father was appointed vice-director of the Nanjing School For Deaf-Mutes. In the same move, he became vice-director of the Amity Center For The Rehabilitation Of Hearing Impaired Children, at the same location. This was an unusual promotion for an engineer who had dropped out of secondary school during the Cultural Revolution and never earned a formal degree. Zhou Hong’s credentials, though not on paper, have been earned the hard way, and in real life. With resilience and ingenuity he resisted the temptation to resign himself to the limitations of his daughter’s handicap. Instead, he helped her to develop her brilliant talents.

Already as a baby, Tingting had a hearing problem. Doctors determined that it was irreversible and suspected that it had been caused by an X-ray taken during her mother’s pregnancy. But this was only the beginning. At one-and-a-half, Tingting came down with a common cold. With the help of a well-meaning doctor and a couple of injections, she quickly recovered. Her parents were happy with the antibiotics - until they realized that Tingting had stopped responding to sounds. When strings of firecrackers exploded in their neighborhood, children and grown-ups alike covered their ears, all except Tingting. The realization struck Zhou like a brick: his daughter was deaf!

From that moment on, he had no peace. Torn between hope and despair, he spent all his available time and money on attempts to find a cure for his little girl. Charming and pretty as she was, with her intelligent, observant eyes, he refused to believe that she should be condemned to a world of silence and a life of mental dullness and deprivation.

For Zhou’s wife, the strain was too much. She suffered from a nervous breakdown and spent several months in bed. Zhou saw that the entire responsibility for his daughter rested on his shoulders. He took Tingting from one hospital to the next, spending endless hours in hallways and waiting rooms, and consulted all available specialists. In desperation, he boarded buses and trains, and went as far as Beijing, pursuing the faintest hope for a possible cure.
He traveled in summer and winter, carrying his daughter on his back, not caring if his face was wet from rain, sweat or tears.

As it turned out, the injections of streptomycin she received as a baby had irreversibly damaged her auditory nerves. There was little consolation in the fact that she shared this fate with thousands of others in China. She was just one of the many victims of a situation in which the training of doctors hadn’t kept pace with the growing availability of modern medicines.

Only when Tingting was four did the endless treatment show some effect. A little hearing capacity had returned, which could be amplified with the aid of a hearing device. Eventually she picked up simple words. It was exhilarating for her parents when she uttered her first words. Though they were hardly recognizable, at least there seemed to be some progress.

But in the long run this couldn’t console her father. Her hearing peers could already sing songs and tell stories. The comparison shattered all his illusions. Inevitably, the gap between her and others would continually increase; never would she be able to catch up.

His daughter was handicapped, yes, but stubbornly he kept believing in her intelligence. Why did everyone perceive her only as a poor, handicapped girl? Didn’t she have her strengths and talents, too? It dawned on him that perhaps he himself was making the mistake of concentrating too much on her weakness rather than her strengths. As long as her parents and doctors dealt only with her hearing problem, pressing her for a clearer pronunciation, Tingting would feel stupid and inferior, though in all other aspects she was as capable as anybody else.

Something needed to be done, and Zhou decided to teach his daughter to read. He did it in a gentle and playful way. And Tingting liked it. She absorbed the Chinese characters as though she had long gone hungry for them. Every night when her father came home from work, they would study. Soon, memorization cards were everywhere; everything in the household was labeled. Zhou kept accurate records of her daily progress. Wherever they went, they took books with them, making use of every minute to read and learn.

When Tingting was six and entered primary school, she could read and write 2,000 characters. Although it took her four more years before she spoke clearly enough to be generally understood, she was always top of her class in reading and writing. This boosted her self-confidence and stimulated her intellectual development.

It was basically to make his daughter happy that Zhou started to teach her. He developed his own teaching methods, following his natural feelings as a loving father. Only much later did he accidentally come across a book by a Japanese psychologist whose concept of child development served as an amazing confirmation of his own approach. The book explained why children learn best in the context of real life, in a playful and joyful atmosphere which integrates all of their senses.

When I interviewed Zhou in his office, his behavior and way of speaking betrayed a man who had become used to public attention. Since publishing a book containing his story and a collection of his daughter’s short stories, he has received many invitations to conferences and speaking engagements, and his family has been featured in magazines and on national TV.

“The key to success is one’s parents,” he explained to me. “They are the prime teachers of impaired children. Professional teachers can only play an assisting role. It is crucial for the parents to first overcome their despair. Unless they believe in the capability of their children, they can never be successful.”

Consequently, home visitations and training courses for parents have become an integral part of Amity’s rehabilitation efforts. “The first thing we tell parents when we see them at home is to switch off their TV,” says Zhou. “They must invest their entire free time in their children. Without hearing, these kids don’t get anything out of TV.” According to Zhou, every child has the potential to become a child prodigy. If they don’t, it is because their budding talents are drowned and strangled by their parents.

With personal zeal and hard-earned insights, Zhou is quietly revolutionizing China’s special education, liberating both students and teachers from the fetters of traditional concepts. According to conventional wisdom, “normal learning” can start only after listening and speaking deficiencies have been overcome. With the introduction of reading and writing to children as young as two or three, Zhou has turned the traditional rehabilitation approach upside down. Though many of China’s specialists denounce Zhou as a dilettante, teachers working with him swear by his method.

The ten children in the Amity center study in groups of three or four. Their classrooms are nicely decorated, with lots of pictures on the walls, and toys and teaching aids around. They learn cheerfully and with evident fun. In one room, I saw the teacher holding up cards with characters on them, while carefully pronouncing the words. When she showed one boy the word for “rabbit,” he looked for a rabbit among the toys and handed it to the teacher. In another classroom, toddlers were doing writing exercises. When I entered, the children came running to greet me; one girl started to investigate my camera. All this was strikingly different from the drill, discipline and shyness encountered in most Chinese classrooms.

“It is important to encourage children and build up their self-esteem,”
Zhou commented, “We have also abolished the system of formal class periods. Our aim is to teach the children so that they don’t realize they are being taught. Learning can only be effective if it is fun. But,” he added in an almost solemn tone, “it is most important to show them respect and understanding.”

Opinions like this are a rarity in the world of Chinese education. Normally strict discipline is maintained and students are treated as receptacles to be spoon-fed. While teachers do the talking, students keep their mouths shut. On my way back from the Amity center, the irony of it struck me: Public school pupils in full command of all their senses are kept silent and mute, while those whose hearing and speaking is indeed restricted become confident and outgoing.

Gotthard Oblau

Facing The Challenges
A Staff Member’s Reflections On Three Years With Amity
By Zhuang Ailing

Ms. Zhuang Ailing, a former English teacher, received her M.A. in American Literature before she joined the Amity Foundation in 1990. After working as an assistant in the Rural Development Division for over two years, she was assigned to head the newly established Division for CBM Related Projects. CBM stands for Christoffel Blindenmission, an important international, German based partner in Amity’s work for the prevention of blindness and the rehabilitation of the blind. In the following article Zhuang reflects on the personal challenges she has encountered in her work with the Amity Foundation.

I still remember clearly the brief talk last July between Dr. Wenziao Han, our General Secretary, and myself. “Would you like to take a new challenge?” he asked me looking into my eyes. “I would.” Without hesitation that was my answer though I didn’t really know what it meant or how hard it would be. I waited excitedly and expectantly for the final word. Then Dr. Han informed me of Amity’s decision. I was assigned to be the coordinator or our CBM related projects. I was taken aback for I heard that working as coordinator was tough. I would find out just how tough. I knew taking a new challenge meant stepping into new fields, learning new things, dealing with different people, changing old concepts, adopting new ways of working, and of course shouldering more responsibilities. As I had accepted the challenge, I had to face the difficulties and try to overcome them. The next day I immediately buried myself in the work.

But ideals are easier to have than to implement. My first task was to endorse all 24 application forms for 1993 CBM funding within eight days! I knew nothing about blindness prevention and special education. With large stacks of forms containing strange terms and theories sitting in front of me, I didn’t know where to start. And time was so limited. A part of me was regretting having taken the assignment before making sure of what was involved. I couldn’t imagine the consequences if all of next year’s projects failed under my supervision. I lay awake the whole night as worst case scenarios shot through my head.

I recalled my first job interview with Dr. Han. He asked me frankly about my motives in applying for a position with Amity. I too was frank. Besides personal reasons, I felt attracted, by the pioneering nature of Amity’s work. Amity’s aim was to benefit society and this was different from any other career I knew. This work had meaning and social significance and needed great commitment, and thus was more challenging.

I saw was no longer a quiet pretty and romantic campus but miles of dry, unfertilized fields. The farmers wanted nothing more than adequate food. Looking at the poor land, the empty huts and the hungry faces all around, I felt deeply shocked. My life was paradise compared to these farmers. How could I complain? Instead I should do something. Hence frequent visits to poor villages and talks with poverty stricken people followed. After a year of hard work, when I saw smiles on previously hungry faces as rice was being harvested, I felt satisfied. If I had not chosen to join Amity I would have always remained a sayer and not a doer.

These thoughts eventually pushed back my fear that night. Since I had taken the challenge, my only option was to face it. I firmly believed that with diligence and will, compassion and commitment, my ignorance and the mass of work put in front of me could be conquered.

The two years during which I worked in the Rural Development Division greatly changed my outlook on life and values, working attitudes and methods. My work pulled me from a literature student’s world of poetry into reality. I was no longer with learned scholars and enthusiastic students but rural leaders, unsophisticated technicians and poor farmers who needed so much help. What I

From poetry to reality: Zhuang Ailing
With my mind at ease I fell asleep. Over the next seven days I worked from early morning to night. First I discussed every project proposal with our project secretary, Mr. Gu Renfa, and the former CBM coordinator, Ms. Li Enlin. Then I called every project partner to clarify puzzling points, corrected mistakes on the application forms, wrote Amity endorsements and faxed them to CBM. I cannot say how many new and sophisticated terms I came across and how many new things I had to learn within that one week. To coordinate projects well I needed to be familiar with all of the related information from the past to the present, as well as with the background of each individual project. I started this quest by looking into CBM’s history, principles, inner structure, sources of funds, project procedures, priorities, etc. Then I looked at how cooperation started in China, Amity’s involvement, and lastly, my role in this chain. Gradually a clear picture unfolded.

Still I only had superficial knowledge. I needed direct contact with our project partners. Personal visits were the key. So I decided to spend the next few months visiting projects.

During my project visits I again encountered many new problems. First I had to deal with my own psychological barrier. Most of the projects I visited were in hospitals, yet I had a fear of hospitals ever since a horrible childhood experience which I could not forget. Hospitals were the last place I wanted to be.

My second problem was my lack of knowledge. Previously I believed, as so many do, that a blind person can never see again. Restored sight seemed to be nothing but a charming legend. Due to my lack of basic medical knowledge I could not imagine how doctors would bring sight to the blind. I was filled with admiration and respect. I asked all kinds of questions, even though some of them were rather stupid. Doctors patiently explained to me the structure of the eye, the cause of cataracts and how people’s sight can be restored by operating. I was deeply moved when I saw an old lady who could see again after ten years of darkness express her gratitude to the doctor with tears in her eyes.

Before, I had thought that schools for the blind and deaf functioned just like old people’s homes – protected places where handicapped children were accepted and brought up and trained to do hardwork labor so that they could find work in a sheltered factory. But I never expected that the schools would give them such a sense of purpose and self-esteem. When I visited the schools for blind and deaf-mute people, I just couldn’t believe it: the children running on the campus were blind; the tiny classrooms and dorms were cleaned by the students; those who helped the teachers in the library were blind children; those who were dancing with the music were deaf children; those graceful fashion models with beautiful dresses designed by themselves were deaf girls.

Students looked so healthy, confident and enthusiastic about life. Without school education, they would very probably roam and beg for food like some of the blind people often seen in the streets. They knew that they were the lucky ones among the handicapped children, so they treasured their school life. The children worked hard and I admired the teachers for all the time and energy they devoted to educate these children and help them develop confidence and life-loving personalities.

My new assignment has deepened my understanding of Amity’s work. In this world there are a lot of people who need help and many who are willing to offer help. Yet these two must come together, there need to be channels. Amity is a bridge, a true channel which connects these two ends, letting dreams come true. And I am just one of the bricks that make up that bridge.

I know that there are many new challenges waiting for me ahead. My husband understands me and my work and seldom complains about my frequent project trips. But now there will be a great change in our lives with a new baby coming. I have no idea what influence and change the baby will bring to my life and my work. Balancing family and work will be a new challenge as I’m sure most parents will agree: I don’t know how I will deal with this problem, but I will face it and find a way solve it. I believe that if someone wants to journey in new directions, she has to devote herself completely, accepting both the internal and external challenges. And all this must be done with a commitment of love.

What “CBM” Stands For

Based in Germany, the Christoffel Blindenmission (CBM) - also known as Christian Blind Mission International - is an interdenominational Christian aid agency which assists national churches, missions, and other overseas non-governmental organizations by providing funds, expert personnel and other types of professional counsel in order to prevent and cure blinding diseases. CBM also helps to educate and rehabilitate visually and physically handicapped people - irrespective of their nationality, race, creed, or disability.

For over seven years, CBM has carried out its entire support to China in cooperation with the Amity Foundation. In the medical field, CBM has concentrated on comprehensive eye care programs which strongly emphasize mobile outreach work among the poor rural population, and the training of ophthalmic health personnel. CBM has also supported educational and rehabilitation projects, especially those which offer services for blind and deaf children, with an emphasis on staff training and the supply of other appropriate know-how, as well as material aid.

Involved in over 25 Amity projects in eight provinces and one municipality, and with a total financial commitment of almost DM700,000 (US$400,000) for 1993 alone, CBM is one of the Amity Foundation’s major overseas partners.
Improvement Through Partnership
Amity Held Workshop On Blindness Related Projects

In cooperation with CBM, Amity works to remove educational constraints for blind children.

While the tender April winds were bringing another beautiful spring to Nanjing, 50 representatives from Amity project partners sat down for arduous work. Medical and special education workers from 12 different provinces in China met with Mr. Kurt Bangert, the Malaysia-based regional representative of Christoffel Blindenmission (CBM), for a coordination workshop held by the Amity Division of CBM Sponsored Projects. All participants—among them a number of high-level representatives—were involved in the consulting, carrying out a variety of projects, including the prevention and treatment of blindness and special education for the blind.

Project experiences were analyzed within the broader context of China’s social and medical situation, a discussion process leading to fresh suggestions and opinions which were tabled with enthusiasm and confidence. Recognizing the existing problems, participants were aware of the historical responsibility they were shouldering.

Participants saw themselves confronted with four major problems:

1. The poverty of the blind and the handicapped.

As experience shows, nine out of ten handicapped people in China are poor. Due to the unbalanced economic development in China, there are great differences between western and eastern China, and also between urban and rural areas. The economy in the countryside where most of the blind patients and handicapped people live is still very backward, and the medical and special education conditions reflect this poverty most dramatically. This is especially true for regions inhabited by ethnic minorities. Poverty prevents curable blind people from seeking treatment in the cities and handicapped children from available education. Even those children who are lucky enough to be sent to special education schools in the cities, often must quit school prematurely because their parents cannot pay the very small food allowance. Local governments are usually unable to cover all of the expenses.

2. Lack of local eye doctors and special education teachers.

Eye doctors and special education teachers by and large tend to concentrate in big cities. Many county hospitals do not even have an eye department so that nose, ear or eye problems are referred to as the “five senses” department. Many patients suffering from eye diseases go blind because they are not diagnosed in time or treated effectively. Blindness and eye complications are also caused by diagnostic errors or poor surgical skills. Teachers at many special education schools, especially on county level, have no special education background. They start teaching after a very short period of training.

3. Lack of basic medical and special education equipment.

In county hospitals ophthalmic instrument sets and slitlamps are rarities. Special education schools at the same level commonly have no braille writers (writing frames for the blind). Teachers have to prepare exam papers by the primitive method of manual pricking.

4. Lack of funds.

Though the central government has formulated related laws and regulations, and blindness prevention and special education have been put on the country’s working agenda, financial support is still very limited. After funds have been channeled through the bureaucracy, little remains to fund the actual work. At the same time, provincial hospitals and special education schools are responsible for training their own staff. The lack of funds obviously hinders the success of staff training.

Other problems discussed at the workshop ranged from poor hygiene to limited primary care education, from lack of government attention to the wide spread “money orientation.”

Participants affirmed the work CBM and the Amity Foundation have accomplished over the past few years. Donations in cash and in kind as well as academic exchanges inside and outside China benefitted not only project partners and medical and educational professionals but also countless people at the grassroots.

But under the present conditions in China there is much to be done. Amity workshop participants resolved to strengthen comprehensive services, requiring prevention, treatment, education, rehabilitation and employment. While prevention is the most important element in this line, rehabilitation must be carried out.

More Teachers For Remote Assignments

For the 1993/94 academic year, the Amity Foundation received a record number of overseas language teachers. Eighty-seven teachers (ten more than last year) are at work in 52 institutions of higher learning in seven provinces and one municipality in Eastern China. The teachers, who teach English, German and Japanese, are sponsored by church organizations from 11 different countries. For the first time, two teachers have been sent from Norway. The Amity Teachers Program withdrew from seven schools in Nanjing, Nantong, Hangzhou and Jinan, and established new cooperation with ten schools in Yangzhou and Yancheng (Jiangsu), Linyi and Tai’an (Shandong), Fuyang and Anqing (Anhui), Shangrao (Jiangxi), Zhangzhou (Fujian), and Shanghai. The rationale for most of the moves was the program’s principle to give preference to smaller universities and teachers colleges with low funding.
also be recognized as an essential link which cannot be ignored. Therefore, in 1994, Amity and its partners will emphasize not only the training of more eye doctors but also the training of more primary eye care workers and ophthalmic nurses. Besides the training of special education workers, teachers at mainstream schools need to be enabled to integrate blind children in their classes. In addition, community based rehabilitation projects already started on a trial basis in the countryside will be continued.

During the April workshop, CBM and the Amity Foundation introduced in detail their own organizations to their project partners in China. To standardize the project management and help avoid unnecessary mistakes, participants adopted standardized regulations for project management and for finance and expenditure.

The workshop enhanced mutual understanding between Amity, CBM and the various institutions involved in blindness related services, strengthening communication between all concerned parties and setting the direction for future cooperation.

Zhuang Ailing

"Raising Persons With Real Ability"
The Educational Contributions Of Yangzhen Middle School

Keeping Amity in kind remembrance: Principal Guo Fuwu in front of his new school building

Two years ago, students at Yangzhen Middle School were living and studying within the grounds of the 60-year-old church compound in Longquan. They lived in cramped quarters with no proper toilet facilities and attended classes in two small dark rooms in a dilapidated building attached to the church. Since there was no dining hall, they had their meals at their classroom desks. There were no facilities for sports, cultural activities or science classes, all of which were standard for other middle schools, even in this isolated corner of Zhejiang Province.

Though a very poor middle school, Yangzhen was unique in spirit. Based on a desire to serve society and bear witness to their faith, the Christians of Longquan defied the odds in setting up what is still China’s only church-run middle school. Led by the indefatigable Mr. Guo Fuwu, a retired teacher and Yangzhen alumnus, the school was both a grassroots people’s initiative and a Christian initiative, one which has sought to make a direct contribution to China’s youth. Two years ago when an international delegation from Amity visited Longquan to attend the ground breaking ceremony for the new school complex, it was this Yangzhen spirit which made a lasting impression on all of us. (see Amity Newsletter No. 18, Autumn 1991).

Now, two years later, the new school building and dormitory are finished, and Yangzhen Middle School is thriving. On May 20th, the new buildings were dedicated and the eighth anniversary of Yangzhen Middle School was observed. The whole city turned out for the festivities, which began with a brass band and firecrackers at an opening ceremony downtown. This was followed by a procession to the ribbon cutting at the school itself, and performances by Yangzhen and Dongsheng Elementary School students. Representatives from the local government, the education ministry, other schools in Longquan, as well as the church and Amity spoke at the opening ceremony. Amity representatives included Rev. Deng Fucun, who coordinates all of the foundations’s work in Zhejiang Province; Mr. Gu Renfa, Amity’s Project Coordinator, and myself.

Amity has thus far provided 550,000 yuan to support the building of the new school complex. Funds were contributed by church organizations in Sweden, Germany and the Netherlands. The new four-story classroom building has a total area of 1,300 square meters with 12 separate classrooms. Behind this, at the foot of the hills, is an 840-square-meter dormitory for boarding students. The classroom building now meets the standards of other middle schools in the area, and it is well equipped with teaching resources and laboratory equipment. The school even boasts a brass band, which played the “Yangzhen School Song” at the ribbon cutting ceremony.

Two years ago, there were only 106 students enrolled at Yangzhen Middle School, but today there are 320, including 230 boarders, largely from mountain areas and neighboring villages. Because the students’ families supply rice and vegetables to the school, students pay only five yuan per month for food. And because the boarders are largely from poorer areas, charges for staying in the school dormitory are kept to a minimum. In this way, Yangzhen Middle School continues to provide educational opportunities for children who otherwise would not be able to continue their education.

Please Note New Numbers!
The Amity Foundation in Nanjing has new phone and fax numbers.
Phone: (86-25) 774-1554
Fax: (86-25) 774-1053
“Yangzhen” may be translated as “raising persons with real ability,” and in this regard, the school has set strict standards. In 1991, more than 3,000 students from the area took entry examinations for upper middle schools, including 42 from Yangzhen Middle School. Five Yangzhen students received top grades and they were accepted by the key high school in Longquan, and 34% of Yangzhen students went on to further studies. Among the top five was Hua Jun, the student representative who spoke at the groundbreaking ceremony in 1991. He is now in his second year of upper middle school, and wants to study law in university.

Serving the poor and excellence in education have been part of the Yangzhen tradition. The predecessor of the present school was Yangzhen Elementary School, set up in 1908 by the Longquan church. Before 1949, this school graduated more than 2,000 students, and there are alumni all over the world, many of whom now contribute to Yangzhen Middle School. In 1951, this school was turned over to the government and was renamed Dongsheng Elementary School. In 1985, Yangzhen was restored, and turned into a middle school run by the church of Longquan. The church still plays an important role in school affairs, and many teachers and staff are Christians.

Guo Fuwu, now 71 and still the school’s principal, maintains a clear vision for its future. A third year of junior middle school will be added in the fall, when enrollment is expected to top 400. The construction of a new teachers’ dormitory is now being considered, for the staff has expanded to more than 20. Yangzhen would also like to enrich its curriculum. As Amity staff met with school officials and educational authorities, all of these plans were carefully discussed and evaluated.

There have been a great many changes at Yangzhen Middle School in only two short years. But what has not changed is the “Yangzhen spirit.” In light of the many changes now taking place in Chinese society, especially the increasing emphasis on the market economy and payment-for-services, the challenge for Yangzhen Middle School will be to maintain its original spirit of “serving the people” and witnessing in society.

Philip Wickeri
(Philip Wickeri, based in Hong Kong, is Overseas Coordinator of the Amity Foundation.)

Staff News

The Amity Foundation welcomes a sixth staff member in the Hong Kong office. Don Snow, a US-citizen seconded by the Presbyterian Church (USA), will be Teachers Program Coordinator and be responsible for all work related to the Teachers Program done from the Overseas Coordination Office. Under the direction of the Education Division in Nanjing and in close cooperation with the staff at the Hong Kong office, he will do the liaison work with sending organizations and support the language teachers in China through regular visits to their schools, cross-cultural adaptation programs and language teaching training. Don Snow, who holds an M.A. in TESOL (Teaching of English to Speakers of Other Languages) and a Ph.D. in Chinese Language and Literature, brings to his new assignment a ten-year experience of teaching English in Taiwan and Guangdong Province and a profound knowledge of Mandarin Chinese as well as Cantonese and other Chinese dialects. He is married to an English teacher from Guangzhou.

Rev. Claudia Währisch-Oblau, previously involved in the coordination of the Teachers Program, was appointed Editor of the Amity News Service.
News In Brief

A social welfare consultation for specialists from mainland China and Hong Kong was held in Shanghai from March 9 to 12. The main speakers were China’s Vice Minister of Civil Affairs Yan Mingfu and the Director of the Hong Kong Council of Social Service, Hui Yin Fat (Xu Xianfa). They spoke on the role of government agencies and non-government organizations in the development of social welfare services, giving a mainland and a Hong Kong perspective respectively. The Amity Foundation was represented by General Secretary Dr. Wenzao Han and Project Coordinator Gu Renfa, who gave a presentation on Amity’s work. Among the Hong Kong representatives was Minny Tang (Deng Meimiao) from the Yang Memorial Methodist Social Service, who currently directs the Amity Child Care and Rehabilitation Project at the Nanjing Orphanage (see Amity Newsletter No. 25, Summer 1993).

Dr. Norval Christy, CBM Ophthalmic Consultant in Asia, came to China on April 22, 1993, for another consultation tour. He visited ethnic minority areas in Inner Mongolia, Guangxi, Yunnan and Sichuan. Accompanied by his wife and assistant, Dorothy Christy, as well as Amity staff member Yu Qun, he performed demonstration operations and assessed hospitals which had applied for CBM-cooperation or had been newly accepted. Though both in their seventies, the Christies mastered a packed schedule and hard travelling on the month-long trip. Towards the end of their visitation tour, they were joined by CBM short-term consultant Margreet Hogeweg, a professor from the Netherlands who regularly practices in Nepal.

From April 25 to May 7 Amity division heads Li Enlin (Medical and Health) and Qiu Zhonghui (Rural Development) visited Guizhou, China’s poorest province, to explore project opportunities in the countryside and among ethnic minorities.

From May 2 to 15 Yang Memorial Methodist Social Service General Secretary Rev. William Tung (Dong Jiajane) and Executive Director Peter Leung (Liang Zhixun) from Hong Kong visited Nanjing to evaluate the Amity Child Care and Rehabilitation Project jointly carried out by the Amity Foundation, the Nanjing Children Welfare Center, and the Yang Center. They also visited old people’s homes, sheltered factories, institutions for the mentally handicapped, and occupational training schools for the disabled in Shanghai, Wuxi, Suzhou, Changzhou, and Nanjing.

Arranged by the Amity Foundation and the Philippine-China Development Resource Center, three professors from the Nanjing College For Traditional Medicine visited the Philippines in July to give lectures on acupuncture and Chinese massage.

From July 10 to August 10, English language summer courses were held in Xuzhou (Jiangsu Province), Fuzhou (Jiangxi Province), Hangzhou (Zhejiang Province) and Nanping (Fujian Province). The number of participants in all four courses combined totalled 700. They were secondary school teachers of English from remote or mountainous areas in these provinces. This was the fourth consecutive summer program supported by Cooperative Services International (CSI) which provided short-term teachers from the USA. The education departments of the involved provinces covered a portion of the local expenses, while the Amity Foundation served as the coordinating agency.

The Amity Foundation was created at the initiative of Chinese Christians for the purpose of promoting health, education and welfare in the People’s Republic of China. It is an independent Chinese voluntary organization in which people from all walks of life may participate. Amity represents a new form of Chinese Christian involvement in society, through which Chinese Christians are joining hands with friends from around the world to serve the needs of China’s modernization.

The Amity Newsletter is distributed free of charge four times a year. If you would like to receive the Newsletter, or desire further information on any of our projects, please feel free to write. Institutions receiving the Newsletter are welcome to reprint any article from it. Credit should be given to the Amity Newsletter. Quarterly Bulletin of the Amity Foundation.

Funding for the work of the Amity Foundation comes from sources, both Chinese and foreign, religious and nonreligious, individual and organizational. Inquiries and suggestions concerning possibilities for new project initiatives are welcomed, as are contributions for the direct support of the Amity Foundation. Checks or bank drafts made payable to the Amity Foundation may be sent to the Nanjing Office.

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The Amity Newsletter is prepared by the staff of the Amity Foundation and printed by the Amity Printing Company, Ltd.
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