Summer Days at Nanjing

Don Lindsay

Don and Kate Lindsay made theology students talk in English at the Nanjing Union Theological Seminary in July. What they found was an interesting glimpse of daily life at the seminary.

It's a long way from lawyering and nursing in Texas to teaching English to seminary faculty members in Nanjing, but Kate and I were happy to make the jump. After concluding our teaching duties for the term at the Fuyang Teachers College in Anhui Province, we spent July as Amity volunteer teachers at the Nanjing Union Theological Seminary working with the faculty and staff to improve their oral English skills. The school, founded in 1951, is designated a "union" seminary because it represents the merger of twelve theological seminaries in Eastern China. A thirteenth seminary joined the union in 1962. The Seminary offers courses of study for a four year Bachelor of Theology (BTh) degree and a three year Master of Theology (MTh) degree. The Seminary can presently accommodate about 200 students, but a new campus is under construction that will increase their capacity to 500 students. The new campus should open in time for the 2007-2008 school year.

While the Seminary faculty members whom we got to know are young, in their thirties and forties, the Seminary's history, tradition, and forward-looking purpose are personified by two ninety-year-old men. Bishop K. H. Ting was appointed Principal of the Seminary at its origin in 1951, and still holds that title. We were especially pleased to have the opportunity to visit with Bishop Ting in his home during our stay in Nanjing. The day-to-day administration and leadership of the Seminary was handled by his long time friend and colleague Dr. Chen Zemin. Dr. Chen is a small, wiry man, and remarkably lively and vigorous. We saw him nearly every day on campus, always cheerful and inquisitive and often in Bermuda shorts. Dr. Chen is now officially the Vice-Principal Emeritus, and his duties have been assumed by Vice-
Principal Dr. Gao Ying, a bright, capable, and personable young woman. At Seminary functions or when special visitors were on hand, both would preside – Dr. Gao as the leader of the Seminary, and Dr. Chen as its heart, soul, and sense of humor.

Bishop Ting and Dr. Chen both speak excellent English, as does Dr. Gao, and the Seminary’s July English classes were prompted by their concern over the limited English skills of many of the faculty and staff. The summer English program was directed by Zhang Jing, also called Cathy, a Seminary staff member who earned her graduate degree at the Eden Seminary in St. Louis. She was assisted by Andrew, a former Amity Foundation employee who now teaches at the Seminary. Kate and I were there to provide assistance with speaking and listening skills.

There were nineteen students in all, seventeen of whom were faculty and staff members, plus a high school student and a college student whose parents work at the Seminary. Some spoke English rather well, others hardly at all. Cathy and Andrew had organized the summer students into two groups, according to their English language skills. All were appreciative of the opportunity to improve their English and seemed determined to make the most of it. Some were especially motivated by a desire to improve their English sufficiently to pursue graduate studies abroad. After morning and afternoon class sessions, most stayed over an extra hour for an optional English language movie session. Two movies were used: “Garfield” (yes, the cartoon cat, Cathy’s selection) and “Saint Ralph” (ours).

On Sundays, St. Paul’s Church has an English language worship service, in addition to the regular service in Chinese. Held in a small second-floor chapel, about 150 people were usually in attendance for these services. Most were Chinese, but we also met people there from the U.S., the U.K., Samoa, and from Africa and South America. As in other Chinese churches, there was a half-hour of congregational hymn singing practice before the service began. Our colleague Cathy was the worship leader during July, and we heard one of our students from the Seminary faculty deliver a sermon.

On our last night with the Seminary folks, there was a dinner party to celebrate the conclusion of the summer English course. It was a wonderful month for Kate and me, and I believe the connections we established with friends in Nanjing are the kind of ties that bind.

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**Why Amity is engaged**

**Education: Ensuring Opportunities for All**

*Zhang Liwei*

In some ways the year 1978 marked China’s leap into the 21st century. It was the year when Deng Xiaoping introduced his open-door reforms in China, which inaugurated a quarter-century of annual double-digit growth rates, resulting in the economic transformation of China. From 1978 to 2003, China’s GDP grew more than 15-fold, from USD147.3 billion to USD2,225.7 billion. As of 2002, China no longer had a single province or autonomous region in the “low
development” category based on UN criteria. The World Bank raised China’s classification to a lower middle-income country in 1999. China’s economic reforms have yielded impressive results. Yet the forces unleashed by those reforms - economic liberalization, decentralization, and freer migration - have brought unintended negative effects on development, income equity, social justice and gender equality. To sum up, China is suffering from the following growing pains: the disparities between rich and poor, between urban and rural areas, between regions, between extraordinary economic growth and difficult social development, between economic growth and environmental protection. Some of the key social issues can best be illustrated by the popular saying: “education, healthcare, and housing are the three new mountains weighing on the Chinese people” (compared to the “three mountains of semi-feudalism, semi-colonialism, and imperialism” that oppressed Chinese people when the People’s Republic of China was founded in 1949).

It is ironical, indeed, that education is the issue worst affected while China enjoys a booming economy. Educational expenditure for 2005 accounted for only 2.16% of GDP. It was even lower than the figures for the previous years (2.79% in 2004 and 3.41% in 2002) despite the fact that the Education Act stipulates that educational expenditure should be 4% of GDP. Based on per capita educational expenditure, China ranked in terms of educational resource distribution, opportunity, and length of schooling. Many children in rural China, particularly in the hinterland provinces, are kept out of school and therefore locked in poverty for reasons as simple as the cost of books or fees for accommodation or the price of a ride to school. Educational expenditure in urban areas is three times higher than in rural areas.

The plight of migrant workers

Internal migration has contributed to new educational problems related to the education for the children of migrant workers in urban areas. It is estimated that 20 million children live with their parents in the cities. However, the dropout rate for these children is 9.3%, amounting to one million children who are out of school. Many of these children are denied access to public schools in urban areas, despite the fact that the government is encouraging the urban schools to take in these children. This has given rise to the mushrooming of schools for children of migrant workers in the suburbs. These so-called schools leave much to be desired in terms of their learning and teaching environment. There are no libraries, no sports equipment, no musical
instruments, no computers, and the list can go on and on.

In addition, there are many children who stay behind in their home villages when their migrant parents seek work in urban areas. According to the latest report by the CPPCC Newspaper on November 21, 2006, it is estimated that there are 20 million of these so-called "left-behind children", accounting for 18-22% of children in local communities. Most of them live in mid-west China because these areas are relatively remote and poor, and parents often depend on odd jobs as the main source of income for their families. They face many problems such as having to meet family needs, having difficulties in obtaining education or dealing with psychological problems.

Soaring costs

Even if they succeed in gaining a primary education, the rising cost of secondary and tertiary education has barred many young students from poor families from receiving a higher education. For example, the annual tuition fees and living expenses at Tsinghua University - RMB 10,000 yuan (USD 1,200) - can amount to 13 years of annual income for poor people from rural areas of China. Soaring costs of higher education have denied access to opportunities for many young people eager to break the vicious circle of poverty and to improve their lives. Poor families have to sacrifice some of their daily needs in order to save money to pay for the education of their children. It is estimated that 30% of all college students live in poverty.

To enable more access to tertiary education, China launched a campaign in 1998 to expand enrollment in higher education on a large scale. After this, the number of tertiary students increased substantially from 3.41 million in 1998 to 15.62 million in 2005. However, this has created new problems. Not only did the quality of higher education decline, college graduates now also face unemployment on a much larger scale than before.

It seems that China faces three major educational challenges in the next few years:

- the continuing need for better access to quality education for all, including the poor and disadvantaged
- a resurgent need for technical and vocational skills
- the need posed by the fast-paced changes in information and communication technology (ICT).

Where Amity steps in

Over the past 21 years, Amity has been seeking ways to implement practical projects that respond to some of these educational challenges. Amity's education projects include the Teachers Project, the Back to School Project, the Access to Secondary Education, and the Torch Project, which provide educational support from primary school to college level. Besides these projects, Amity, based on its belief in the human-centred approach in development work, also attaches great importance to the training of target groups.

Amity believes that the right to education is a basic human right. It will continue to work through its projects to ensure education for all - to realize the aim of nine years of compulsory education. Amity also believes that education is the key to poverty reduction and to achieving sustainable development among local communities. The goal of sustainable development can only be realized when local communities raise their capacities of self-organization and self-development. Education is transformative by nature. It transforms people, communities and nations. It emboldens people to dream of a better future. It empowers peoples and communities to overcome hindrances to their ability to dream and pursue their dreams. Amity will continue to work hard to overcome some of the educational challenges in China and to ensure opportunities for all.
Trade the Beach for the Classroom

63 volunteer teachers taught in this year’s Summer English Program

The air is humid. Sweltering summer heat presses in through the windows and concrete walls of a classroom. Eager students are waiting for a teacher to enter the room and make a lesson come to life. Imagine it is you they are waiting for ...

To be sure, spending one’s precious vacation as an English teacher in China is not everybody’s summer-time dream. So why did more than sixty volunteers from the US and Europe pack their bags at the end of June and set out to teach English for a month in one of China’s backwaters instead of lazing on the beach?

Faith in action

There are a variety of reasons that motivate people to come to China, but for the volunteer teachers who join the Summer English Program (SEP) it is an opportunity to be involved in meaningful Christian service that matters most. US volunteer Ed Christmas said, "I like the approach of showing that we are Christians by serving and helping others. We need to share our love by example." UK volunteer Sally Wilkins concurs and calls the SEP “a true example of faith in action.”

There is no question that volunteers arrive in China eager to help, but how exactly do they make a difference? “The chance to communicate with fluent speakers of English is virtually non-existent in many under-developed areas of China,” says Kim Strong, who is responsible for the orientation program of the SEP. Amity volunteers provide middle school English teachers with valuable practice in conversation skills during the course of the short-term training. This has immediate benefits for the middle school teachers and their students, and on a wider scale it also helps to narrow the rich-poor divide of China. (See background article on education in this issue). Said US volunteer Andrew Holloway of his experience, “I found that what I could offer through the Amity SEP met an essential need of the people living in rural China.”

Learning on both sides

During the month of July this year, volunteer teachers worked in teams of three to six, trying to create an authentic language environment for an average of 120 Chinese teachers in each of the 16 placements around the country. For the Chinese teachers this was a unique opportunity to learn more about intercultural communication. “Teachers were very nervous and lacked self-confidence,” says Jane Coates, who taught in a small rural town of Hebei province. “The majority of them had never met a foreigner before and had certainly never before spoken with a native English speaker.” But Jane saw a change after only three weeks: “Their English speaking and listening skills had improved significantly, they developed a warm and trusting relationship with us, becoming our friends and fellow professionals.”

The chance to communicate with supportive, caring volunteers is often a much-needed boost of confidence and morale to the Chinese teachers. “Many middle school teachers enter the program feeling discouraged and hopeless about their work,” says Kim, “but they leave feeling revitalized and more hopeful.” One Chinese teacher in Gansu said of the
program, "I wish every village teacher in all of China could have this opportunity!"

The learning experience, however, is never confined to the Chinese teachers' side. "I came to give and I received," says Kathy Allen, who taught in one of the Gansu placements. "The experience has exceeded my wildest hopes." During the course of the four weeks volunteers spend in China, they have countless opportunities to learn about the life and perspectives of the Chinese people. In fact the entire curriculum is designed to promote this mutual journey of discovery. "The flipside of this whole trip was the amount of knowledge I gained about the Chinese culture," says Miriam Wallinger, who is grateful for the chance to see "the developing China through Chinese eyes."

Having the chance to worship with Chinese Christians also helps volunteers develop a deeper understanding and appreciation of the Chinese church. "I never cease to be impressed with the spirit of Chinese Christians," says 9-time volunteer Loretta Denson. "The churches here breathe humility and love that I long to take home with me to my church." "Not only do I now know more about China and the Chinese people," adds Jean Roth, "but I feel more involved with the future of China and the Chinese church."

Frank Mayo summed up what he gained from the experience by saying, "Today I am a better person - a better Christian - because of my new friends from the countryside around Nanning."

**Overcoming obstacles**

Of course, adventures like this are never problem-free and every team leaves with its own set of stories about the difficulties and surprises that emerge along the way. For some it may be struggling with overweight luggage through a string of airports. For others it may be arriving at the teaching placement at 3 a.m. after seven hours on a bumpy bus. For still others, it may be a stomach virus or the shock of walking into a classroom of over one hundred students when you thought there would be 30. It has been only the rare volunteer that makes it to the end of July without having faced at least one real challenge. "Nevertheless," said Mabel Snyder at the end of her course, "all the planning and hard work paid off in a sense of real accomplishment." Veteran volunteer Denson frankly admits, "It would be easier to stay at home and not sweat or work until I am bone tired, but here it seems all worthwhile."

For many volunteers, the exciting new relationships and visible benefits of four weeks of service have a significant life-altering effect. China, says first-time volunteer Amy Sara Hubble, "will continue to change me for days, months, and years to come." This may be why more than a few like Denson and Pat Vandercook keep signing up to come back. Says Pat with a grin: "Every year I tell my family, 'Just one more time!'"
Mind the Gap

China needs better education opportunities and better trained English teachers to serve its rural poor

Learning English has become a top priority among young Chinese students. Knowing the language not only means better job opportunities for them in the future. It makes young people feel that they are members of an international community despite the fact that they cannot travel abroad.

Since English has recently become much more important in the National College Entrance Exam, language students need good language skills to compete successfully for a limited number of college places. But whereas cities in developed regions already boast kindergartens that offer English language training for toddlers, middle school students in the countryside or in less developed areas in the west of China find it hard to get adequate language training at all.

Language teachers from remote areas of China still lack even basic foreign language skills. Since many of them are reluctant to use English in a way that goes beyond translation or grammar analysis, they never speak English with their students in class.

Instead, teachers apply a time-tested but inefficient teaching style which relies heavily on lecturing on grammar problems in Chinese and making students memorize texts on end. This method helps teachers to haul their students through exams but often fails to teach the language.

Students tend to complain that even though they are able to cite some grammar rules they don’t know how to assemble English words correctly to make a proper sentence, much less how to carry on a conversation.

Even though new curricula and examination patterns have recently been introduced in Shanghai and Beijing to accommodate a pressing need for English speaking university graduates, innovations have not spread to remoter areas. Since many middle school teachers were trained long before speaking and listening skills became part of the curriculum they need some further training in order to teach English more effectively.

Besides putting up with less qualified teachers, families in remote areas face especially severe financial problems when they send their child to middle school or even university. Costs for tuition and life support have soared in recent years. According to the
Chinese university students serve their community through Amity’s Service Learning Program

Little Jiang Lou didn’t wear a new down jacket like all the other children at the orphanage who went out into the cold November air. Cong Nan, a university student who was in charge of the children’s activities that day, noticed the difference immediately. “It is because Jiang Lou didn’t go out with the others to buy new coats last Sunday,” said one of Jiang Lou’s friends. When Cong Nan

Cont’d from page 7

Chinese Ministry of Education school fees have risen much higher than officially endorsed by the government because schools need to make profits to maintain buildings and continue operation.

Not sending their children to school to save money is no alternative. Education has become much more important for rural people since traditional jobs in agriculture are disappearing at a record pace and children are required by law to support their parents financially after they reach retirement age. To make sure that their children earn enough in the future, parents of rural households spend an average of 32% of their income on their child’s education, states a recent study.

According to the Chinese Academy of Social Sciences, education in rural areas receives only 38% of education funds even though the countryside has to maintain four times as many primary and secondary schools than the cities. The government has recently announced reforms that are supposed to reduce education costs for impoverished rural families but their impact remains to be seen. In the meantime, the gap between cities and the countryside keeps widening. ♦
inquired further into why Jiang Lou had not got a a new coat, she discovered something remarkable.

Cong Nan was one of 18 social work students from Nanjing Normal University who went to an orphange, a migrant workers' home, a school or an old people's home in Nanjing as part of Amity's Service Learning Program for Chinese students. What she discovered during her fortnight at the orphanage was a peculiar educational method which Cong Nan found unsettling: in order to encourage good behavior, children were put into three groups according to the quality of their conduct. Little Jiang Lou's manners left much to wish for. Her place was in the second group. So she went without a new coat.

Observing, participating and reflecting on what she saw was Cong Nan's task. She did it with enthusiasm. In her report she made it very clear that an educational concept which puts children into fixed categories can do a lot of harm. It stigmatizes them from an early age, creating problems later in life.

Being a third year student at Nanjing Normal University, Cong Nan had already acquired a fair amount of knowledge in her field - social work. Yet going to an orphanage and being exposed to real-life problems in one's own community is quite a different matter than studying books.

For her and her fellow students, dealing with unfamiliar people and situations was awkward and sometimes frightening in the beginning. But later, when their ideas and input were well received by people of the various institutions, they found the experience very rewarding.

Service learning became part of the Professor Du Jingzhen's curriculum at the Social Development Institute of Nanjing Normal University after Amity and the United Board for Christian Higher Education in Asia had introduced this concept to her in spring 2005. In an academic environment that usually allows only for mere book learning, exposing social work students to the challenges of daily life at a welfare institution is a big step forward. It teaches them how to serve and how to help improve conditions.

Service learning is an eminently useful concept to promote social welfare in Chinese society, say participants of Amity's service learning training in Guizhou, which took place in September of this year. However, there is still a long and rocky road ahead. The concept of service learning is still very new and untried. Moreover, social institutions like orphanges or old people's homes are reluctant to pay even small sums to students who provide social services or suggest improvements. And sometimes it is not easy for them to accept any quick changes.

Professor Du still continues with the service learning program at Nanjing Normal University. It not only raises awareness and promotes responsibility among university students for the welfare of their community: more than anything else, service learning encourages Chinese students to find out more about norms and concerns of an emerging civil society.

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**News**

**Gu Renfa passed away** in Nanjing on November 19, 2006. We are very sorry to lose a dear friend and colleague. Mr. Gu joined Amity at its inception in 1985 and served as its Associate General Secretary for the past two decades. He made outstanding contributions to the growth and development of the Amity Foundation with his vision, development expertise and commitment to serving the poor. He and his precious legacy will always be remembered at Amity. Mr. Gu was aged 65. He is survived by his wife, two sons and one granddaughter.
News

The Archbishop of Canterbury, Dr. Rowan Williams, visited the Amity Foundation in Nanjing on October 11th as part of his first official tour of China. He has expressed great interest in the work of the Amity Foundation, the largest faith-based NGO in China today. In the past 20 years, the Anglican Church has given much support to the development work of the Amity Foundation and the Amity Printing Press.

When Dr. Williams visited Amity headquarters, Associate General Secretary Zhang Liwei gave an outline of the history of the Amity Foundation, the development of its projects, plans for involving the church even more in social work and the challenges facing Amity. During his stay at the city of Xi An he visited an Amity-supported project - the Dongzhou Children's Village in Shaanxi Province, a home for children of prisoners.

A delegation from the World Council of Churches (WCC), led by its general secretary, Rev. Dr. Samuel Kobia, visited the Amity Foundation on 17 November. The delegation was welcomed by Qiu Zhonghui, General Secretary of the Amity Foundation.

Dr. Kobia praised the pioneering work done by Amity. Amity had been "a very effective instrument in helping churches in China see that what is preached is translated into the real lives of people," Kobia said. "We see ourselves as a bridge between church and society," Amity's Associate General Secretary Zhang Liwei explained: "We are working with church leaders to get volunteers working outside the walls of the churches."

The Amity Foundation has received the second China Poverty Eradication Award in the "organization" category. This prestigious award is given by the China Foundation for Poverty Alleviation (CFPA) to recognize "achievements in benefiting the poor". The award presentation ceremony was held in Beijing on 17 October and presided over by Vice Premier Hui Liangyu.

Flood Relief efforts with Catholic partner organization have strengthened ties between Amity and Jinde Charities, the first Catholic-run NGO in China. Hunan suffered one of the worst floods in decades when typhoon Bills swept the province in July. Amity and Jinde Charities cooperated, offering RMB 1 million for food and rebuilding homes.

Gary MacDonald, long-term Amity teacher currently serving at Hexi Teachers' College in Zhangye, Gansu province, recently received a well-deserved honor. He was given the Dunhuang Award, established to recognize outstanding foreign experts in the province, on September 29. The award is named for Dunhuang, the ancient hub of middle and eastern silk routes, world-famous for its stunning cave paintings. Time and again, Amity teachers have been awarded for their excellent work.

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Join the Amity Young Volunteers Program!

The Amity Young Volunteers Program aims to build friendships and enhance cross-cultural understanding between young people in China and overseas. The first two participants were Agnethe Hoffmeyer and Christopher Hougaard from Denmark. During their time in China, both of them were placed at Chuzhou University, a teacher training college in Anhui province, where they taught oral English.

Agnethe and Christopher enjoyed their life and teaching in this small city. Apart from their teaching, they also initiated and participated in various activities with the students. They also studied Chinese and went on weekend trips to get acquainted with the local society and culture. Both of them found their experiences intense and rewarding:

“I have been very happy to be a part of the volunteer program. There are many reasons for this, and generally I think that the whole idea of going abroad to a country very different from your own, to get to know a new culture in depth, meet new people and challenge yourself is bound to be a good experience.” (Christopher Hougaard)

“Last Monday we had the last program (Monday English Broadcast) of this term, and at the same time we celebrated the program’s fourth birthday. Also it was the last program for our four assistants, who are being replaced by four new assistants. So to properly celebrate all this, we had bought a big birthday cake, which we ate in the end of the program, and also, because it was the last program, it consisted mainly of performances (songs) by the assistants and teachers, a good bit of joking around, and the ‘old’ assistants also had a chance to say goodbye to the listeners. I sang a Chinese children’s song that some students had taught me (maybe it was not very beautiful, but I hope the listeners thought it was fun), and the assistants also sang songs, which I think they did really well. (I have found that the majority of Chinese people like singing very much, and many of them also sing very well ...)” (Agnethe Hoffmeyer)

Program Information

1. Program Duration:
   6 months, from August to January

2. Work load:
   10 hours per week per person

3. Required qualifications:
   high school graduates, college students or college graduates, with good oral English skills, willing to teach Chinese students oral English, interested in learning Chinese and exploring Chinese culture and society

4. Benefits:
   - two hours Chinese tutoring per week
   - two half-a-day weekend outings per month
   - free housing at hosting schools
   - RMB1,000 (ca. US$125) monthly grant from the hosting school

5. To be covered by volunteers’ sponsoring agencies or volunteers themselves:
   - international airfare from volunteers’ home countries to China
   - medical insurance
   - US$ 2100 Amity volunteer block grant (broken down as follows):
     a) Amity Training Program (including Nanjing Conference) $1300
     b) Amity young adults mini-course $100
     c) regional meeting $100
     d) administration fee (covering Amity visits, supervision and evaluation) $600

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Making lasting changes

How sustainable is educational development work? - The story of Lu Ling.

China is a country of huge inequalities. This is not only true about the distribution of wealth. Equal access to education and the opportunity for higher education differ greatly, and where you live is one of the major factors.

To close this gap, further training for teachers in remote areas is essential. Amity's Young Faculty Development Scholarship project tries to help by offering regular faculty training courses and scholarships for Chinese teachers to do further studies both at home and abroad.

These training opportunities are quite popular among recipients, who find them very helpful. However a question remains: what happens when a training course has finished, all the project money is spent and trained teachers go back to their classrooms? Is there a lasting change for teachers and schools?

"There is," says Zhang Yuehong from Amity's Education Division. While tracking down former beneficiaries of Amity's programs, she talked to Lu Ling, a university teacher who was sponsored by Amity when she studied in the Philippines for two years. After she had earned a Master's degree there, Ms. Lu returned to her old school at Fuyang in northern Anhui province even though she was offered several better jobs elsewhere. Today she is a professor and serves as Vice-Dean of the English Department at Fuyang Teachers' College.

Lu Ling is not an exception. There is a "high degree of sustained activities among recipients," says Professor Li Manlin from the Institute of Education Research at Tsinghua University in Beijing, who evaluated some of Amity's scholarship programs.

Nevertheless, some college teachers find it tempting to improve their own positions after training instead of helping their schools. This is not the rule but "in a few cases," says Li Manlin, "recipients left their colleges to go to eastern coastal areas for a better living and work environment after their training."

So why has Lu Ling returned to her old school in Anhui? It is because she felt commitment and compassion that she refused much better job offers and went back to her former school, says Zhang Yuehong. As a Christian, Lu Ling felt responsible to return to her own community. And with her, most of the scholarship recipients return, determined to make lasting changes.

The Amity Foundation was created at the initiative of Chinese Christian 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 articles from it. Credit should be given to the Amity Newsletter, Quarterly Bulletin of the Amity Foundation.

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