

# COMPARATIVE EDUCATION SOCIETY OF HONG KONG

*NEWSLETTER*

**Fall 1995**

Dear CESHK Member,

Greetings! On behalf of the executive board I am happy to send you the latest edition of our newsletter. This edition of the newsletter will be distributed internationally as well as locally. In fact, our last newsletter received acclaim during a meeting of the World Council of Comparative Education Societies in 1993. I would like to express special appreciation to Dr. Hob Brown, editor of the newsletter, for his efficient production and first-class editorial work.

This newsletter contains a review of comparative education studies in Hong Kong, a viewpoint from Professor Edward R. Beauchamp, and a copy of the Declaration of the International Conference on Education. Your reactions to these are welcome at [gerardap@hkucc.hku.hk](mailto:gerardap@hkucc.hku.hk)

As usual we were represented at the annual meeting of the World Council of Comparative Education Societies, which took place in Boston this year. One of the most important items of business concerned revision to the constitution which reaffirms membership of non-national association.

Activities during the last year were fewer than expected. We had been gearing up for the World Congress of Comparative Education meeting that was to be held in Beijing, but due to circumstances beyond our control, that event did not take place. Yet, we can report that the next World Congress of Comparative Education meeting will take place in Sydney, Australia in July of 1996. Information about the Sydney meeting is included in this newsletter.

During the past year, the Comparative Education Society sponsored a seminar on May 30, 1994 by Yvonne S. Lincoln a noted specialist in higher education evaluation studies, as well as the first CESHK study tour to Macau. Appreciation goes to Dr. Grace C.L. Mak for the excellent planning and successful administration of the tour. Apparently, the visit was a tremendous success, as was the previous study tour that she organized in May of last year to Shenzhen. We look forward to more study tours in future.

More recently, CESHK sponsored a reception on May 29 at the symposium on education and socio-political transition in Asian societies. The symposium marked the inauguration of our cousin organization -- the Comparative Education Research Center. We congratulate the director, Dr. Lee Wing On (CESHK Secretary) and look forward to future cooperation with CERC to advance the study of comparative education in the region. Information about the CERC symposium, as well as a letter from their chairman, Dr. Lee Wing On, is attached. Among the points of interest at the symposium was a panel discussion on comparative education societies in Asia, which included representatives from mainland China, Taiwan, Hong Kong, Japan, Korea, India, and Malaysia. Officers from the new Asian Comparative Education Society also participated. More information on membership to the Asian society will follow.

The CESHK executive board is in the process of discussing future events. Among the possibilities are: a study tour to mainland China and Taiwan; a series of panel discussions, and a future conference.

We look forward to your participation and ask your support on the renewal of your annual dues.



Gerry Postiglione  
President, CESHK

DR. MARK BRAY  
DEPT. OF EDUCATION  
UNIVERSITY OF HONG KONG  
POKFULAM ROAD,  
HONG KONG.

**Comparative Education Studies  
and the Role of a  
Comparative Education Society in Hong Kong**

**Gerard A. Postiglione  
President, Comparative Education Society of Hong Kong**

After a sketch of the contextual features of Hong Kong, this brief paper aims to address the following questions: 1. What is the nature of the organization and content of comparative education in Hong Kong's universities? 2. What is the role of the Comparative Education Society of Hong Kong?

**I. Hong Kong: Contextual Features**

Hong Kong is the world's 10th largest trading economy, although its population ranks only 90th. Its nearly 6 million inhabitants (98 percent Cantonese speaking Chinese) enjoy the second highest living standard in Asia, freedom of speech, the rule of law, but limited representative government. Other features of Hong Kong include major banking sector, efficient civil service, robust textile and electronics industries, highly educated and technically skilled population, and its balance of internationalism and neo-confucianism.

In 1997, Hong Kong will become a Special Administrative Region of the People's Republic of China under a "one country - two system" arrangement. Embodied in its future constitution, the Hong Kong Basic Law, is a high degree of autonomy, and the provisions that Hong Kong people will rule Hong Kong, and the present education system may remain unchanged. Confidence in future arrangements waxes and wanes with the political changes within China and relations between Britain and China.

Decolonization of education and society has come to mean several things: increased emphasis on Chinese heritage in schools; closer contacts with educators in China, alongside closer economic and political relations; the declining legitimacy of colonial educational policy; localization of the highest official positions in the educational establishment; efforts to step up as well as resist the pace of democratization in education and society, a greater role for political parties in educational debates; emigration of large numbers of skilled personnel, return migration of many who have acquired overseas passports, and expanding economic and cultural linkages with adjoining regions of South China, including Guangzhou, the Pearl River Delta, Shenzhen and the coastal areas of China.

**1. Comparative Education in Universities: Organization and Curriculum**

Courses in the field of comparative education are offered as electives within the faculties of education of the University of Hong Kong and the Chinese University of Hong Kong, and in the department of education of the Hong Kong Baptist University. The faculties of education offer undergraduate, post-graduate certificate and master degree courses, as well as master and doctorate degree programs to teachers, prospective teachers and others working in the field of education. The Hong Kong Baptist University recently launched a post-graduate diploma program in education.

The Chinese University of Hong Kong, the University of Hong Kong and the Hong Kong Baptist University offer at minimum one elective component entitled either comparative educational systems or comparative education in their teaching certificate/diploma programs. The University of Hong Kong Faculty of Education also has other elective offerings in comparative education including comparative special education, Hong Kong education in comparative perspective, and comparative curriculum development. The Chinese University of Hong Kong offers an elective entitled Hong Kong education in comparative perspective.

In the Faculty of Education of the University of Hong Kong there is a heavily subscribed offering called contemporary education in China, which is an elective in both the teaching certificate course and master degree course, as well as a required unit of the master degree specialization in education and national development. The syllabus specifically states that one of the goals is to compare contemporary education in China with that in Hong Kong to consider points of convergence. Beginning in the Fall of 1995, there will be a new offering called China's education in International Context.

The Faculty of Education of the Chinese University of Hong Kong offers a master degree course in comparative education. Among its required components are: education and development, education in China, and comparative education. The Faculty of Education of the University of Hong Kong will offer a master degree course beginning in Fall of 1996 entitled Comparative Education.

Advanced course work in comparative education is found in the University of Hong Kong's master degree program entitled education and national development. Within this program, comparative educational systems is a required unit, as well as other courses which are comparative in nature, such as education and the international context of development, and the internationalization of education.

There are a number of faculty members who do research in comparative education. For example, in the Faculty of Education of the University of Hong Kong, there are as many as seven individuals who have published articles in noted journals of comparative education or who have published books in the field of comparative education. The number of comparative educators rises if we include those who teach in courses of comparative education. The figure easily triples if we include those doing research in comparative education, usually on education in China and Hong Kong, or on comparative aspects of student learning in Chinese and non-Chinese societies. The situation is similar at the Chinese University of Hong Kong. At the recent meeting of the Comparative and International Education Society in Boston, there were 12 comparative educators from Hong Kong's three universities in attendance, though the venue was over 10,000 miles from Hong Kong!

Given the number of academic staff doing research in comparative education, there are a substantial number of students doing research degrees at master and doctoral level in the field of comparative education. These students come from Hong Kong and Mainland China, as well as other countries such as Singapore, Japan, Korea and the United States.

While the Institute of Educational Research at the Chinese University of Hong Kong conducts a variety of research projects including those comparative in nature, the faculty of education of the University of Hong Kong has recently established a Comparative Education Research Centre. Given the expertise in comparative education studies of the faculty of education, the Comparative Education Research Centre has the potential to be the most dynamic comparative education research centre in Asia. Though only established in 1994, the Centre has already sponsored a number of seminars, a major international conference and has a publishing program in place. Furthermore, it is contracted to conduct research in a number of areas.

Not unlike other offerings in the certificate or master degree programs, the offering in comparative education is brief. It usually encompasses nine taught sessions of 90 minutes each. It customarily includes the basic concepts of the field of study, such as development and dependency; the educational systems of selected countries/societies, usually Hong Kong, Macau, Mainland China, Taiwan, South Korea, Singapore and Japan, as well as the commonly covered Western educational systems of North America and Europe; and, some common cross-national educational issues, including social inequality, the diploma disease, privatization, and centralization-decentralization. Related offerings in comparative education at the master degree level include such topics as development theory, migration, fertility, international student flows, and international aid agencies.

In summary, comparative education as an academic field of study is alive and kicking in Hong Kong. Courses in comparative education are broad in scope, though short in duration. Areas of emphasis range across those standard to the field, as well as those of special importance to Hong Kong. There are a relatively large number of specialists per capita, many of whom attend at least one international comparative education society meeting each year. In fact, at least 10 comparative educators from Hong Kong, including faculty and students, attended the last World Congress of Comparative Education held in Prague in 1992.

## 2. The Comparative Education Society of Hong Kong

The establishment of the Comparative Education Society of Hong Kong in 1988 was another sign that Comparative Education in Asia is "on the move." The Hong Kong society becomes an edition to other societies established earlier in mainland China, Taiwan, Japan and Korea. The priority that East Asian communities assign to education as part of national development assures a continued interest in comparative studies. However, the expectations that East Asian communities have about what comparative education societies should be doing will continue to rise in the coming years as transition and change continue to occur throughout the region. These societies will be expected to be more than communities of scholars but also organizations that can translate the fruits of comparative education research into terms that can be understood and appreciated by the people in their regions, including school teachers, school administrators, parents, education department officials and planners, as well as the community at large.

The Comparative Education Society of Hong Kong (CESHK), which is a member of the World Council of Comparative Education Societies, places an emphasis on what can be learned across regions in Asia. Hong Kong has been characterized as an "international city with an international consciousness" and is therefore a catalyst for comparative educators throughout Asia. The CESHK has already published and distributed its newsletter to Comparative Education Societies throughout the Asia and other parts of the world, with its second and third newsletter in production. It has conducted workshops, sponsored seminars, and has arranged study tours to mainland China, and Macau.

Members of the CESHK are also active in development work in the field of education. Aside from close involvement with local Hong Kong education agencies, members participate in development related work in China and the wider Asian region for such organizations as UNESCO, UNICEF, the World Bank, the Asian Development Bank, the International Development Research Centre, and the Institute of International Education.

CESHK also has a role to play in Hong Kong's coming transition by providing the community with a better understanding of education in China. There has been a tremendous increase in the amount of interest by educators in Hong Kong about developments in education in China. This has been accompanied a subsidiary, but growing interest in the education systems of other regions in Asia, especially Japan, Korea, and Singapore.

## Viewpoint

Professor Edward. R. Beauchamp, Department of Educational Foundations, College of Education, University of Hawaii

I am delighted to accept an invitation to contribute a "Viewpoint" to the *Comparative Education Society of Hong Kong Newsletter*. When invited I asked if there was a particular topic that it would be useful for me to address, and it was suggested that, since I serve as its general editor, the Garland Publishing, Inc. Series on Comparative-International Education would be an appropriate one.

I readily agreed since I believe that the most important role of a scholar in the last years of the twentieth century is that of research and publication. I do not say this to denigrate teaching in any way; indeed, publication is not only an important form of teaching, but it reaches a far greater audience than one can in the classroom. Writing in the Fall, 1969, issue of *The Public Interest*, the distinguished Yale historian, J.H. Hexter wrote:

I have been a classroom teacher since 1936. In that time, on a fair estimate, I have taught about 5,000 students face-to-face. In the past three years [1966-69] I edited one book, contributed a large section to another, and wrote a third. All are for the use of college students. The combined sale of the three books is already more than 100,000 copies and the end is not yet in sight. Therefore, in the past three years I have taught more than 2,000 percent more students by publishing than I have taught face-to-face in thirty-three.... (p.71)

Viewed in that light, research and publication becomes more than esoteric research that only gains promotion and tenure for its practitioner, but an important teaching vehicle.

Unfortunately, however, the transformation of manuscript into book is often a matter of the economics of the publishing world. At one time solid scholarly research, with a limited market, could usually find a home in the bosom of a university press, but even that safe haven has not been spared the stark economic realities of the 1990s. Often a publisher will publish only those volumes which promise a profit regardless of the work's importance or scholarly quality. This problem is clearly present in the United States, but it is probably not as bad as in other regions, perhaps because of an abundance of small specialty presses and the size of our market.

Finding an appropriate outlet for their work is an especially serious problem for comparative education scholars since American publishers are not especially interested in comparative education except insofar as it describes *Japan As No. One*, or *Why Johnny Can't Read and Ivan Can*. Thus, many scholars are forced to publish with small specialty presses which lack a world-wide distribution network and the resources to properly promote its publications.

As difficult as it is for American comparativists to find appropriate publishers willing to accept their work, it is even harder for non-American scholars (except for a very few with strong international reputations) to find a spot in the American market. As one who believes that we need to hear the voices of scholars in other parts of the world, I want to encourage non-American scholars to publish in an American market.

A major exception to the general situation described above is the series on comparative-international education published by Garland Publishing, Inc., in New York. Although not immune from the commercial pressures inherent in the publishing community, Garland is often willing to "take a chance" on the occasional quality volume that may not sell all that well. It cannot do this every time, but there is a certain flexibility often not found in the giants of the publishing world.

This Garland series, inaugurated in 1985, currently has twenty-one volumes in print, and another dozen in various stages of writing or production. Among Garland's authors are such distinguished scholars as Phillip Altbach and Gail Kelly (SUNY-Buffalo), Val Rust (UCLA), Mark Ginsburg and Don Adams (Pittsburgh), John Ogbu (UC-Berkeley), William Brickman (Pennsylvania), Douglas Ray (Western Ontario), Robin Burns

(LaTrobe), and Tony Welsh (Melbourne). Other scholars preparing volumes for the Garland Series include Nobuo Shimahara (Rutgers), Gerald Read (Kent State), Brian Holmes (London), Regie Stites (U. of Penn.), in addition to well known Hong Kong scholars Grace Mak, Gerard Postiglione, Paul Morris, and Tony Sweeting.

As general editor of the series described above, I am anxious to broaden our pool of authors in order for the series to reflect the voices of those living and working world-wide. To accomplish this end I would be happy to receive proposals from scholars in Asia for further volumes. We are, of course, interested in volumes dealing with Asia, but we also are actively soliciting proposals on topics dealing with other parts of the world as well. Proposed volumes can be wither single author or contributed volumes.

Should you like to submit a proposal, you need to send us a two to three page prospectus which should include (a) a brief description of the content; (b) in what ways the proposed volume is "different" from previously published work on the same subject; (c) what is the audience for this work, and will it be of interest to readers other than the primary audience; (d) if it is a contributed volume include a listing of the potential contributors and their institutional affiliations; (e) the volume's estimated length; and (f) a realistic submission date.

Inquiries or proposals should be sent to:

Professor Edward R. Beauchamp  
Department of Educational Foundations  
College of Education, Wist Hall 108  
University of Hawaii  
Honolulu, Hawaii 96825  
U.S.A.  
Fax: (808) 956-4114  
Tel: (808) 956-4246

Should you like to see a current catalogue of books in the series, you can secure one by writing to:

Ms. Marie Ellen Larcada  
Garland Publishing, Inc.  
717 fifth Avenue (Suite 2500)  
New York, New York 10022  
U.S.A.  
Fax: (201) 861-6728  
Tel: (212)751-7447, Extension 104

# DECLARATION

## of the forty-fourth session of the International Conference on Education

1. We, the Ministers of Education meeting at the forty-fourth session of the International Conference on Education,

*Deeply concerned* by the manifestations of violence, racism, xenophobia, aggressive nationalism and violations of human rights, by religious intolerance, by the upsurge of terrorism in all its forms and manifestations and by the growing gap separating wealthy countries from poor countries, phenomena which threaten the consolidation of peace and democracy both nationally and internationally and which are all obstacles to development,

*Mindful* of our responsibility for the education of citizens committed to the promotion of peace, human rights and democracy in accordance with the letter and spirit of the Charter of the United Nations, the Constitution of UNESCO, the Universal Declaration of Human Rights and other relevant instruments such as the Convention on the Rights of the Child and the conventions on the rights of women, and in accordance with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms,

*Convinced* that education policies have to contribute to the development of understanding, solidarity and tolerance among individuals and among ethnic, social, cultural and religious groups and sovereign nations.

*Convinced* that education should promote knowledge, values, attitudes and skills conducive to respect for human rights and to an active commitment to the defence of such rights and to the building of a culture of peace and democracy,

### *Equally convinced:*

- of the great responsibility incumbent not only on parents, but on society as a whole, to work together with all those involved in the education system, and with non-governmental organizations, so as to achieve full implementation of the objectives of education for peace, human rights and democracy and to contribute in this way to sustainable development and to a culture of peace;
- of the need to seek synergies between the formal education systems and the various sectors of non-formal education, which are helping to make a reality of education that is in conformity with the aims of the World Declaration on Education for All, adopted in Jomtien;
- of the decisive role that also falls to non-formal educational organizations in the process of forming the personalities of young people.

### 2. *Strive resolutely:*

- 2.1 to base education on principles and methods that contribute to the development of the personality of pupils, students and adults who are respectful of their fellow human beings and determined to promote peace, human rights and democracy;
- 2.2 to take suitable steps to establish in educational institutions an atmosphere contributing to the success of education for international understanding, so that they become ideal places for the exercise of tolerance, respect for human rights, the practice of democracy and learning about the diversity and wealth of cultural identities;
- 2.3 to take action to eliminate all direct and indirect discrimination against girls and women in education systems and to take specific measures to ensure that they achieve their full potential;

2.4 to pay special attention to improving curricula, the content of textbooks, and other educational materials including new technologies, with a view to educating caring and responsible citizens, open to other cultures, able to appreciate the value of freedom, respectful of human dignity and differences, and able to prevent conflicts or resolve them by non-violent means;

2.5 to adopt measure to enhance the role and status of educators in formal and non-formal education and to give priority to pre-service and in-service training as well as the retraining of educational personnel, including planners and managers, oriented notably towards professional ethics, civic and moral education, cultural diversity, national codes and internationally recognized standards of human rights and fundamental freedoms;

2.6 to encourage the development of innovative strategies adapted to the new challenges of educating responsible citizens committed to peace, human rights, democracy and sustainable development, and to apply appropriate measures of evaluation and assessment of these strategies;

2.7 to prepare, as quickly as possible and taking into account the constitutional structures of each State, programmes of action for the implementation of this Declaration.

### 3. *We are determined to increase our efforts to:*

- 3.1 give a major priority in education to children and young people, who are particularly vulnerable to incitements to intolerance, racism and xenophobia;
- 3.2 seek the co-operation of all possible partners who would be able to help teachers to link the education process more closely to real social life and transform it into the practice of tolerance and solidarity, respect for human rights, democracy and peace;
- 3.3 develop further, at the national and international levels, exchanges of educational experiences and research, direct contacts between students, teachers and researchers, school twinning arrangements and visits, with special attention to experimental schools such as UNESCO Associated Schools, to UNESCO chairs, educational innovation networks and UNESCO Clubs and Associations;
- 3.4 implement the Declaration and Programme of Action of the World Conference on Human Rights (Vienna, June 1993) and the World Plan of Action on Education for Human Rights and Democracy adopted at the International Congress on Education for Human Rights and Democracy (Montreal, March 1993), and make the internationally recognized instruments in the field of human rights available to all educational establishments;
- 3.5 contribute, through specific activities, to the celebration of the United Nations Year of Tolerance (1995), and particularly to the inauguration, on the occasion of the fiftieth anniversary of the United Nations and UNESCO, of the celebration of the International Day for Tolerance.

Consequently, we, the Ministers of Education meeting at the forty-fourth session of the International Conference on Education, *adopt* this Declaration and *invite* the Director-General to present to the General Conference a Framework of Action that allows Member States and UNESCO to integrate, within a coherent policy, education for peace, human rights and democracy in the perspective of sustainable development.

# 1995 INTERNATIONAL CONFERENCES

## AFRICA

### International Conference on Education and Change

**WHEN:** September 18-21, 1995  
**WHERE:** University of South Africa,  
Pretoria

**CONTACT:**

JH Coetzee  
Dept. of History of Education  
University of South Africa  
PO Box 392  
Pretoria 0001 SOUTH AFRICA  
FAX: 27-12-429-3551  
E-Mail: pretojf@alpha.unisa.ac.za

### Mobilizing Women for Self-Reliant Development of Southern African Communities

**WHEN:** March 6-10, 1995  
**WHERE:** Sinodale Conference Centre,  
Pretoria, South Africa

### Conference on Education for the Transformation of Africa

**WHEN:** October 2-5, 1995  
**WHERE:** Pretoria, South Africa

**For both conferences contact:**

Trudie Coetzer  
Info Africa Nova cc  
PO Box 4649  
Pretoria 0001 SOUTH AFRICA  
Tel/FAX: (012) 661-1588

### 15th Annual International Seminar for Teacher Education

**WHEN:** April 20-26, 1995  
**WHERE:** Buea, Cameroon

**CONTACT:**

Louisa Kozey, Assistant Dean  
Faculty of Education  
University of Regina  
Regina, SK S0G4K0 CANADA  
Tel: (306) 585-4536  
FAX: (306) 585-4880  
E-Mail: kesten@meena.cc.uregina.ca.

**NOTE:** The following conference announcements were taken from the *SACHES Newsletter*, October 1994, Number 6.

## EUROPE

### International Conference on Gender

**WHEN:** April 11-13, 1995  
**WHERE:** Amsterdam, The Netherlands

**THEME:** Building identities: gender perspectives on children in urban space.

**CONTACT:**

Intl. Building Identities Conference  
PO Box 16625  
NL-1001 RC Amsterdam  
THE NETHERLANDS  
Tel: (31 20) 6247743  
FAX: (31 20) 6384608

### International Federation of Educative Communities: Biennial Congress

**WHEN:** September 1996  
**WHERE:** Copenhagen, Denmark

**CONTACT:**

DIS Congress Service  
Herlev Ringvej 2C  
Herlev/Copenhagen, DENMARK

### Autumn Conference of the European Council of International Schools

**WHEN:** November 16-19, 1995  
**WHERE:** Maastricht, Netherlands

**CONTACT:**

MECC  
PO Box 1630  
6201 BP Maastricht  
THE NETHERLANDS

## CANADA

### Annual Conference of the International Association for Educational Assessment

**WHEN:** 1995  
**WHERE:** Canada

**CONTACT:**

Frances M. Ottobre  
PO Box 6665  
Princeton, NJ 08541-6665 USA  
Tel: (609) 243-8264  
FAX: (609) 734-5410

### Annual Congress of the International Association for the Evaluation of Educational Achievement

**WHEN:** August 1995  
**WHERE:** Vancouver, British Columbia

**CONTACT:**

SVO  
Sweelinckplein 14  
GK Den Haag THE NETHERLANDS  
Tel: (0931 70) 436-9679  
FAX: (0931 70) 360-9951

### The 17th Conference of Comparative Education Society of Europe

**WHEN:** October 13-18, 1996

**WHERE:** Athens, Greece

**THEME:** Education and the Structuration of the European Space: Centre-Periphery; North-South; Identities-Otherness.

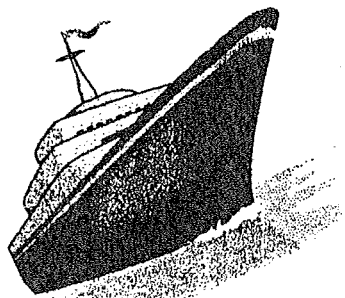
For more information please contact:

Jürgen Schriewer, CESE President  
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Humboldt-Universität zu Berlin  
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Tel: 49-30-2093-2196  
FAX: 49-30-2093-2900



The Comparative Education Society of Hong Kong  
香港比較教育學會

c/o School of Education, The Chinese University of Hong Kong, Shatin, Hong Kong.  
香港沙田香港中文大學教育學院



A one-day academic visit to

Macau

Wednesday, April 12, 1995

Although a small territory, Macau has a complex education system in terms of sponsorship, curriculum, medium of instruction, etc. It has been under the combined influences of the Portuguese, local and mainland Chinese communities, Hong Kong, and different religious groups.

The Hong Kong Comparative Education Society is organizing a visit to Macau for its members to meet with practitioners, administrators, and academics to understand current issues in education in Macau in the context of Macau's colonial history and the imminent return of its sovereignty to China in 1999. The tentative agenda is as follows:

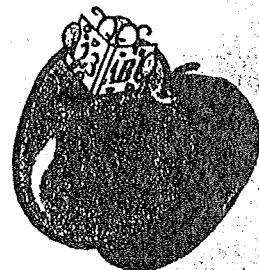
- |             |   |
|-------------|---|
| 8 - 8:30 am | depart from Hong Kong   |
| 9:30 am     | arrive in Macau   |
| 10:30 am    | meet with Father Francis HUNG<br>Principal, Instituto Salesiano da Imaculada<br>Conceição<br>慈幼中學 孔智剛神父                                     |
| 11:45 am    | meet with Mr. LAI I Meng<br>Director, Direcção dos Serviços de Educação e<br>Juventude, Centro de Recursos Educativos<br>教育暨青年司教育資源中心 黎義明主任 |
| 2:00 pm     | meet with some academics of the Faculty of<br>Education, Macau University   |
| 4:00 pm     | free time in Macau / return to Hong Kong  |

If you plan to join us, please contact one of the following and leave your name and phone no./fax/e mail. We will send you further details re: assembly time, transportation, etc.

Wing-on Lee 李榮安 (University of Hong Kong)  
(ph. 2859-2527; fax 2858-5649; em. wolee@hkucc.hku.hk)

Grace C.L. Mak 麥尚玲 (Chinese University of Hong Kong)  
(ph. 2609-6912; fax 2603-6129; em. gmak@cuhk.hk)

Hope to see you then!



In order to allow time for arranging ferry tickets to Macau, please send in the reply slip by Wednesday, 15 March 1995, if you wish to join the visit to Macau.

**REPLY SLIP**

To: Lee Wing On  
Department of Education  
The University of Hong Kong  
Pokfulam Road  
Hong Kong

Grace Mak  
Faculty of Education  
The Chinese University of Hong Kong  
Shatin, N.T.

Date: \_\_\_\_\_

I would like to join the one-day academic visit to Macau on Wednesday, 12 April 1995.

Contact phone number: (Office) \_\_\_\_\_ (Home) \_\_\_\_\_

Correspondence address:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Name in print

