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ADULT EDUCATION CONTENT AND PROCESSES
IN HONG KONG (1990-1997)

by

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ABSTRACT

Adult education is shaped by the socio-cultural and historical context in which it occurs. Hong Kong is confronting immense social change as it will cease to be a colony of the United Kingdom and become a Special Administrative Region of the People's Republic of China in 1997. The reversion of sovereignty to China in 1997 is already changing the political, social, and cultural context although the Sino-British Joint Declaration (initialled on September 26, 1984 and formally took effect on May 27, 1985) stipulated that Hong Kong's existing capitalist system and life-style would remain unchanged for 50 years after 1997. However, by 1989, it was clear that what people were "thinking" or "believing" about the situation was having a more potent effect on Hong Kong than legal documents or slogans such as "one country, two systems." Thus, this study was largely couched within a phenomenological frame of reference.

The situation of Hong Kong is unprecedented and people face uncertainty as they enter the run-up to 1997. The "city of jitters" is undergoing a process of decolonization on the one hand and integration with Mainland China on the other. Adult education helps people prepare for change, but at the same time, is shaped by people's ideas

of what the present situation is and what the future will be like.

The purposes of this study were:

1. To obtain **estimates** concerning the anticipated changes in the content and processes of adult/continuing education (ACE) in the run-up to 1997.

2. To establish the extent to which socio-demographic variables of respondents explained variance in **estimates** (concerning the anticipated changes in the content and processes of ACE).

3. To establish the extent to which the political orientations of respondents explained variance in **estimates** (concerning the anticipated changes in the content and processes of ACE).

4. To examine the relationships between respondents' "emigration intentions" and their **estimates** (concerning the anticipated changes in the content and processes of ACE).

This was an ex post facto study in which 122 Hong Kong adult educators completed questionnaires which asked them to make estimates concerning the future **content** and **processes** of adult education. Following this, the researcher examined the extent to which the respondents' socio-demographic characteristics (and political orientations) explained variance in **estimates** (concerning the

content and processes of adult education).

Respondents claimed that in the run-up to 1997, for people staying, interests in "Management," "China Studies" and "Business & Commerce" programs will increase strongly. They believed that people leaving Hong Kong temporarily or leaving permanently will be greatly interested in "Technical Training" programs but their interests in "Law," "China Studies" and "Social Sciences" will decrease. Respondents thought that in the run-up to 1997, the use of adult education methods and techniques will increase (generally and in the workplace). They claimed that there will a larger increase in the use of "Courses By Computer" in Hong Kong generally and in the workplace. Age and educational qualification of respondents were significantly related to their estimates concerning the anticipated changes in ACE. There was no significant association between respondents' political orientations and their estimates. Nor were their "emigration intentions" significantly related to estimates. It appears that, in general, the structional-functional approach to adult education will remain.

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CHAPTER I

HISTORICAL ROOTS OF EDUCATION IN HONG KONG

Founding of the Colony

Hong Kong, with a population of 5,658,800 in a land area of only 1,071 square kilometres (Hong Kong Annual Report, 1989, p. 329), was a tiny fishing village at the south-eastern end of imperial China in the nineteenth century. Before the British occupation in 1841, Hong Kong was under the jurisdiction of the Qing Dynasty, an Empire established by the Manchu in the 16th century. The Manchu government was seen as an oppressor of the Han people, the largest ethnic group in China. Throughout the tricentennial reign of the Manchus, there had been numerous rebellions waged by the Hans.

The Qing Empire began to decline in mid-19th century as a result of severe corruption in the government. Except for Chinese merchants who started trade with the West from Canton and other ports of southern China in the 14th century (Cheng, 1986), China had long been isolated from the outside world. Its technology was still underdeveloped compared to its counterparts in the West. At that time, Britain had been a trading partner of China, and "China trade was

part of the expansion of the British economy overseas" (Cheng, 1986, p. 72). As Britain had imported opium from India to China for exchange of Chinese tea, silk and other goods, China had suffered a loss of finances. Many Chinese people smoked opium, and their health deteriorated. Tension grew as China decided to stop the opium trade but Britain wished to continue. There was no other way to settle the dispute but through a war. The two empires fought against each other in 1840. This is known as the Opium War. China, with its backward weaponry and corrupt government officials, lost the war, and was forced to sign the "unequal" Treaty of Nanking with Britain in 1842.

The treaty was regarded as "unequal" by Chinese historians because they claimed it was enforced upon the weak, powerless empire for the purpose of snatching territory and other commercial benefits from China. Under that treaty, Hong Kong Island was ceded in perpetuity to Britain. It seemed that the aim of the British occupation of Hong Kong was for commercial purposes--to promote trade with China (Cheng, 1986). Two subsequent wars between China and Britain had resulted in two more "unequal" treaties in which a larger portion of territory had been added to expand the British colony. These two treaties were: "The

Convention of Peking in 1860 under which the southern part of the Kowloon peninsula and Stonecutters Island were ceded in perpetuity; the Convention of 1898 under which the New Territories (comprising 92 per cent of the total land area of the territory) were leased to Britain for 99 years from 1 July 1898" (A Draft Agreement between the Government of the United Kingdom of Great Britain and Northern Ireland and the Government of the People's Republic of China on the Future of Hong Kong, 1984, p.1).

The British Administration Established

The history of Hong Kong as a British colony began in 1843 when Sir Henry Pottinger was appointed the first Governor. The administration was built on a general government structure commonly found in all British colonies. The Queen appoints a Governor to act as her representative in Hong Kong. The Governor has supreme authority. He heads the administration while being the titular Commander-in-Chief of the British Forces stationed in Hong Kong.

The Letters Patent and the Royal Instructions make up the constitution of Hong Kong. These two documents established "separation of powers" in forming the government machinery of Hong Kong. The Letters Patent defined the role and powers of the Governor and

outlined the structure of the Executive and Legislative Councils. Besides the powers in legislation, the Governor may appoint judges to the Supreme and District Courts. The Royal Instructions gave details of the membership and procedures of the two Councils, and the process of legislation. "The Standing Orders of the Legislative Council, made under the authority of Royal Instruction XXIII, provide how Bills are to be passed" (Hong Kong Annual Report, 1989, p. 24).

The Executive Council is the public policy-making body in Hong Kong with the Governor as its president. As stipulated in the Royal Instructions, the Governor should consult the council, but is allowed to disregard the Council's advice. In that case, the Governor has the power to make final decisions on policies. But in almost all situations, "The Governor-in-Council--the Governor acting in consultation with the Executive Council--is Hong Kong's central and most important executive authority" (Hong Kong Annual Report, 1989, p. 25).

With the Governor's presidency, the Legislative Council functions as the law-making body in Hong Kong. After getting the Governor's assent, a bill passed in this legislature becomes an ordinance. Although the Queen may disallow an ordinance, it seems that Hong

Kong, in most cases, has autonomy in legislation (Hong Kong Annual Report, 1989).

When the British established their administration in 1843, Hong Kong was still a small village inhabited by farmers, fishermen and their families. The population in 1841 was only 5,000 (Harris, 1988, p. 3). At that time, the British rulers had to face a traditional Chinese community in a territory divided from the Qing Empire. This Chinese community inherited the traditions of allegiance to the Emperor, his laws, and the royal bureaucracy. Unlike its Western counterpart which upholds individualism, Chinese culture, under the time-honoured influence of Confucian teachings, emphasizes family ties in uniting individuals, and legitimizes the paternalistic rule of the Emperor. Chinese society in imperial times was ranked according to a hierarchy of classes of businessmen, craftsmen, farmers, and intellectuals. Intellectuals were at the apex of the hierarchy because they might become government officials after passing all successive public examinations at the town, county, province, and the Capital (presided over by the Emperor). Therefore, intellectuals belonged to the elite class of traditional Chinese society and were generally respected by common people. Good education

(mainly a tutor-student form of study on Confucian writings and other classics) might lead to promising prospects in the ruling class through a comprehensive national examination system. In sum, traditional Chinese people are subjects of an Emperor, subordinates of a centralized bureaucracy, and members of a family clan. A discernible difference with Western democracies is that the concept of "loyal opposition" does not exist in the Chinese mind (Harris, 1988).

The British governed Hong Kong by replacing an imperial Chinese government with a colonial bureaucracy. Harris (1988) pointed out that "the descending concept of political power has long been characteristic of Chinese political thinking" (p. 32). Government officials were appointed "from above," and people in general should observe the rules and regulations set by the officials. The theory of "popular control" (p. 31) did not apply to the Chinese situation. Harris described Hong Kong as an "administrative state," in which "the ancient traditional Chinese bureaucracy merged with the British colonial bureaucracy" (pp. 5-6). There has been no political party, no direct elections of members to the Executive and Legislative Councils, but this administrative state is stable largely because of "its effective

legitimacy both to the local population and to China" (p. 6).

As it was a colonial government, few Chinese had access to the policy-making process at the beginning of the British administration. King (1984) claimed that the British ruling group did not encourage Chinese participation in the early years of the colony. Both the Executive and Legislative Councils were assembled in 1844, but it was not until 1880 that the Legislative Council had the first Chinese member, and not until 1926 that the Executive Council had one. After World War II, Chinese participation in the two Councils began to increase steadily. King also pointed out that the traditional Chinese Confucian political culture "is more parochial-subject than participant in nature," and "the ordinary people lack an active self-orientation towards politics in Hong Kong" (p. 133). This forms part of the reason for the phenomenon of political apathy of Chinese people in Hong Kong.

Political Orientations

The concepts of "parochial-subject" and "participant" political cultures come from the study of Almond and Verba (1963). In their book, The Civic Culture: Political Attitudes and Democracy in Five Nations, they stated that the term political culture "refers to the

specifically political orientations--attitudes toward the political system and its various parts, and attitudes toward the role of the self in the system...It is a set of orientations toward a special set of social objects and processes" (p. 13). They employed the concept of culture in one of its many meanings: "psychological orientation toward social objects" (Almond & Verba, 1963, p. 14). To them, the political culture of a society refers to "the political system as internalized in the cognitions, feelings, and evaluations of its population"

(Almond & Verba, 1963, p. 14). Orientation refers to:

the internalized aspects of objects and relationships. It includes (1) 'cognitive orientation,' that is, knowledge of and belief about the political system, its roles and the incumbents of these roles, its inputs, and its outputs (2) 'affective orientation,' or feelings about the political system, its roles, personnel, and performance, and (3) 'evaluational orientation,' the judgments and opinions about political objects that typically involve the combination of value standards and criteria with information and feelings. (Almond & Verba, 1963, p. 15)

The Parochial-Subject Political Culture is defined as:

a type of political culture in which a substantial portion of the population has rejected the exclusive claims of diffuse tribal, village, or feudal authority and has developed allegiance toward a more complex

political system with specialized central governmental structures. This is the classic case of kingdom building out of relatively undifferentiated units. (Almond & Verba, 1963, p. 23)

The **Participant Political Culture** refers to one: in which the members of the society tend to be explicitly oriented to the system as a whole and to both the political and administrative structures and processes...Individual members of the participant polity may be favorably or unfavorably oriented to the various classes of political objects. They tend to be oriented toward an "activist" role of the self in the polity, though their feelings and evaluations of such a role may vary from acceptance to rejection. (Almond & Verba, 1963, p. 19)

The colonial bureaucracy has been able to capture the allegiance of the Chinese community in Hong Kong. The Chinese community is apathetic to politics in general. King (1984) argued that the primary concern of the government is to achieve a maximum level of political stability in order to foster economic growth. The method to achieve that goal is "the 'administerization' of politics; it is the antithesis to politicization" (p. 133). He ascribed Hong Kong's political stability in the last hundred years to the "administrative absorption" of politics. This is a process

through which the British governing elite co-opt or assimilate the non-British socio-economic

elite into the political-administrative decision-making bodies, thus attaining an elite integration on the one hand and a legitimacy of political authority on the other. (King, 1984, p. 144)

In sum, the British administration has been able to maintain political stability in Hong Kong through a colonial bureaucracy headed by a group of elite for more than 140 years.

British Education for Chinese

In an attempt to achieve political stability and economic prosperity in Hong Kong, the administration had to devise a formal education system for the Chinese community. The British model of primary and secondary education had been imported to Hong Kong, and the Board of Education, which advises the government on planning and formulating education policy, was formed in 1920 (Hong Kong Annual Report, 1989, Chap. 9). In the early 20th century, there was only one university in Hong Kong--The University of Hong Kong. It was established in 1911, and "gave a British-style education--a significant factor in a British 'colony'" (Harris, 1988, p. 59). About 50 years later, The Chinese University of Hong Kong, in an American style, was inaugurated in 1963 as a federal university with three constituent colleges: New Asia College, Chung Chi College and United College. The Shaw College was added

to the university in 1988 as the fourth college. The university, as a self-governing corporation, draws its income mainly from government grants (Hong Kong Annual Report, 1989, Chap. 9).

Besides government provision, there are other primary and secondary schools receiving financial assistance from the government under the codes of aid. There are also providers in the private sector. The six-year primary education has been free of charge in all government schools and in nearly all aided schools since September, 1971 (Hong Kong Annual Report, 1989, p. 117). There are four main types of secondary schools in Hong Kong:

Anglo-Chinese Grammar Schools offer a five-year secondary course in a broad range of academic and cultural subjects leading to the Hong Kong Certificate of Education Examination (HKCEE). The medium of instruction is mainly English. Some of the Schools provide students with satisfactory results in the HKCEE with a two-year sixth-form course of matriculation leading to the Hong Kong Advanced Level Examination which secures admission to the University of Hong Kong and other tertiary level courses. Others offer a one-year sixth-form course to students who wish to sit for the Hong Kong Higher Level Examination to attain admission to

the Chinese University of Hong Kong.

Chinese Middle Schools also offer a five-year secondary course. But Chinese is the prime medium of instruction, and English is secondary. Most of them also offer a one-year Middle Six course of matriculation leading to the Hong Kong Higher Level Examination.

Secondary Technical Schools provide a five-year secondary course leading to the HKCEE with an emphasis on technical and commercial subjects. Graduates with good results in the HKCEE may continue their studies in Form Six or in technical institutes.

Prevocational schools provide students with a general education and introduce them to technical skills for future vocational training. Forty percent of the curriculum in Secondary One to Three are technical subjects. In Secondary Four and Five, about 30 percent of the curriculum involves technical studies. After completing Secondary Three, students may join approved craft apprenticeship schemes with associated part-time day-release courses at technical institutes. Institutes will give credit for technical subjects completed at school. Moreover, students can seek direct entry into the second year of an approved craft apprenticeship (Hong Kong Annual Report, 1989, Chap. 9).

Education Commission

In 1984, an Education Commission was appointed by the government to study the overall development of the educational system in Hong Kong. The Commission issued its Report No. 1 in 1984, No. 2 in 1986 and No. 3 in 1988.

Government provision in tertiary education includes three Universities (the third one called The Hong Kong University of Science and Technology), two Polytechnics, technical institutes, three Colleges of Education and one Technical Teacher's College which offers training programs of non-graduate teachers for primary and secondary schools.

The third university, The Hong Kong University of Science and Technology, was established in April, 1988. It will have its first student intake in October, 1991. It is a university which places heavy emphasis on science and technology, as its name suggests. While Hong Kong is moving into the 90's, its population needs greater provision of university education to cope with the rapidly changing environment.

Open Education

The Open Learning Institute of Hong Kong (OLI) admitted its first round of students in August, 1989. The concept of "open education," as defined in the

Education Commission Report No. 1 (1984), is "non-age specific, covering basic literacy to tertiary level studies" and its aims are

manifold and include remedial learning, providing second chance opportunities for obtaining qualifications, updating and keeping abreast of developments in fields where knowledge is expanding rapidly, and fulfilling individual personal development needs (p. 71).

But the idea of setting up an open university modelled on UK Open University was rejected by the Education Commission in its Report No. 1 whereas it emphasized the importance of providing open education in Hong Kong. In its Report No. 2 (1986), the Education Commission explained why a UK-styled Open University was not suitable for Hong Kong. Firstly, Hong Kong would have to bear a great financial cost to run an open university. Secondly, it lacks academic and technical expertise, and bilingual teaching materials to cater for local needs. Thirdly, there is a shortage of appropriate environments for home study. Lastly, a network of study centres would be required if an open university is to be established. Thus the Report recommended that a consortium model of open education be established to provide programs at the secondary and post-secondary levels. In January 1988, the

government appointed a Planning Committee to prepare for the establishment of OLI. This degree-awarding institution, OLI,

will offer a second chance for those who have been unable to go on to further education after leaving school, as well as opportunities for workers and managers to update their qualifications and skills and for personal development (Hong Kong Annual Report, 1989, p. 131).

Entry for the OLI is open to all adults who must be aged 18 years or over. The OLI provides programs at the tertiary level through distance education means. As the language used in instruction and learning materials is English, students are expected to have language proficiency. The concept of open learning is new in Hong Kong.

Success in an open learning program requires persistence. Completing a degree program at OLI will take six years. But many people are in need of a second chance for higher education. In August, 1989, the Institute primarily used a "first-come-first-serve" criterion to admit the first round of students. But there were good responses from the community. About 70,000 application forms had been sent out and the Institute decided to use lots (drawn by computers) to allocate places for applicants. The first student intake OLI could accept was less than 4,000. But the Institute planned to increase

the intake every year while, at the same time, strengthening the teaching capacity.

Post-secondary Colleges

In the public sector, the Baptist College was founded in 1956 and offers degree courses in Arts & Humanities, Sciences, Social Sciences and Business Administration. It also provides diploma courses in other academic disciplines. It is an autonomous institution but fully funded by the government. There are two government-approved post-secondary colleges registered under the Post Secondary Colleges Ordinance: Hong Kong Shue Yan College and Lingnan College. Registered in 1976, the Hong Kong Shue Yan College offers a four-year diploma program without government financial assistance. Lingnan College was registered in 1978 and receives government financial assistance in running its two-year sixth-form courses and the two-year post-sixth-form higher diploma course. Graduates of the higher diploma course may enter the fifth year course leading to an honours diploma. But the fifth year students do not get financial assistance from the government (Hong Kong Annual Report, 1989, Chap. 9). Other post-secondary colleges are operating in the private sector.

Although there are a number of higher education

institutions catering to the learning needs of the population, competition is keen at the post-secondary and university levels of study.

Defining Adult Education

The term **adult education** has been variously defined. Darkenwald and Merriam provided this rather inclusive definition:

Adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills (1982, p. 9).

In this study, adult education in Hong Kong refers to all learning activities organized outside the formal education system for men and women who have responsibilities at home or at work. Most adult education activities occur in institutions which provide programs for people who have completed formal education. This is what Darkenwald and Merriam (1982) refer to as **continuing education** (p. 12). In Hong Kong, adult education means continuing education as well.

Purposes of the Study

In 1997 a new historical phase will begin in Hong Kong. Since the signing of the Sino-British Joint Declaration, there have been profound changes in the socio-political context. The situation of Hong Kong is un-

precedented. People are facing great uncertainties in the run-up to 1997 and adult education will undoubtedly be influenced by what people think about it.

There were four purposes of the study:

1. To obtain **estimates** concerning the anticipated changes in the content and processes of adult/continuing education in the run-up to 1997.
2. To establish the extent to which the socio-demographic characteristics of respondents explained variance in **estimates** (concerning the anticipated changes in the content and processes of adult/continuing education).
3. To establish the extent to which political orientations of respondents explained variance in **estimates** (concerning the anticipated changes in the content and processes of adult/continuing education).
4. To examine the relationships between the respondents' "emigration intentions" and their **estimates** (concerning the anticipated changes in the content and processes of adult/continuing education).

This report deals with the history of "1997" and describes how a survey was conducted to examine adult educators' estimates concerning possible changes in the content and processes of adult/continuing education in Hong Kong. Figure 1 shows the independent and dependent variables employed in the study.

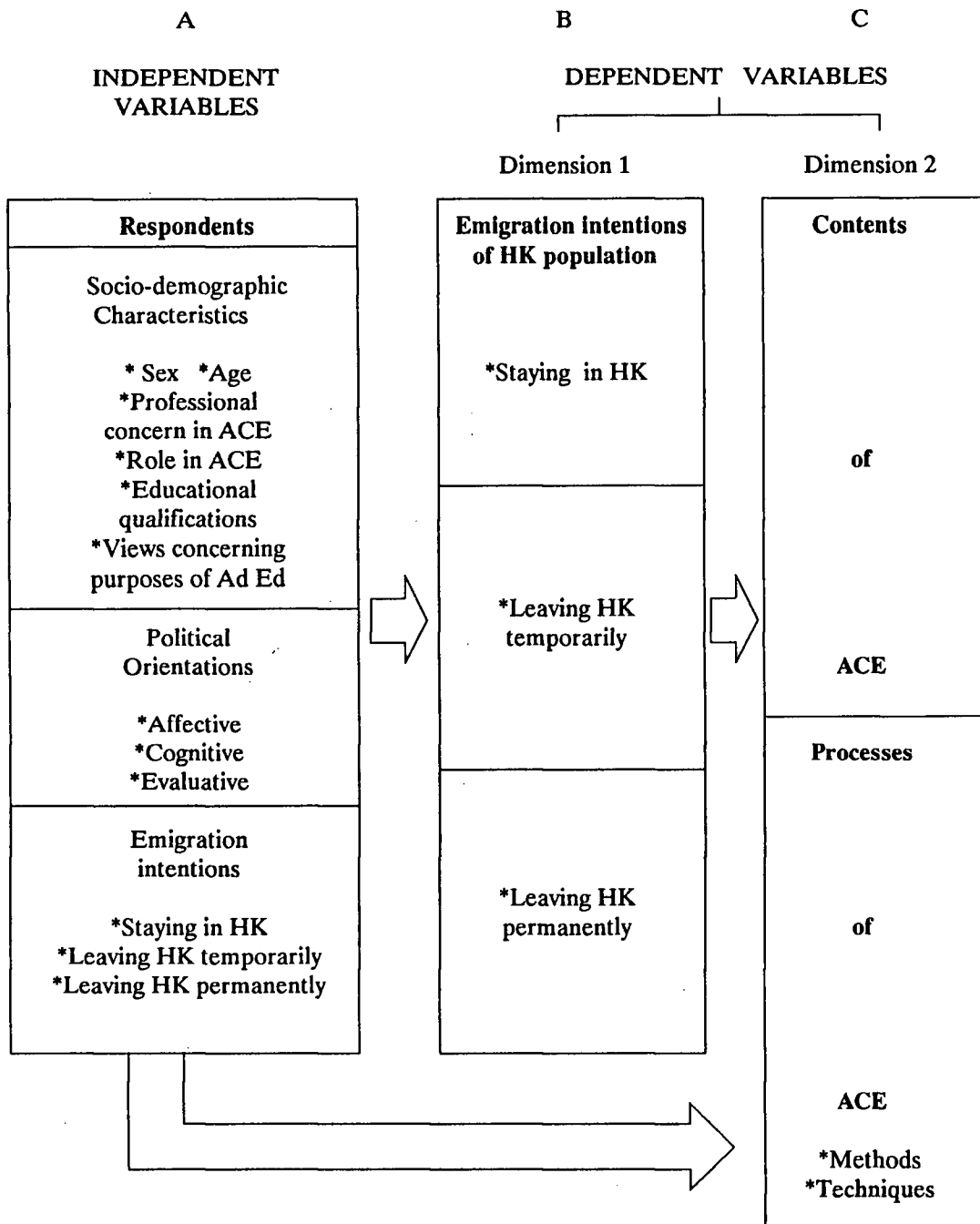


Figure 1. Schematic portrayal of main elements in a study of adult/continuing education (ACE) in Hong Kong (1990-1997).

There were three sets of independent variables, each related to the four purposes of the study. They concerned the socio-demographic characteristics of respondents, their political orientations and their "emigration intentions."

There were two main dependent variables. The first was respondents' estimates concerning the future **content** of adult/continuing education and the second concerned the future **processes** of adult/continuing education. However it is important to note that this dimension (2, Figure 1) of the dependent variable was always made with reference to the "emigration intentions" of three categories of people (staying, leaving HK temporarily, leaving HK permanently). Thus the main dependent variables involved adult education content and processes deemed to be of interest to three kinds of people--those staying, those leaving HK temporarily and those leaving permanently.

CHAPTER II

CONTEMPORARY ADULT EDUCATION

Philosophical Background and Value Systems

Adult education is part of the total educational enterprise but has its own purpose and philosophy. There are two general arguments in the philosophy of education. One is that education develops a certain kind of person to fit into the society in which he or she lives. The other posits that education enables people to change society. These two arguments have become the equilibrium and conflict paradigms in the sociology of education. Based upon these two paradigms, conceptual frameworks have been developed for studying education and social change (Paulston, 1977; La Belle, 1986).

Confucianism, Dr Sun Yat-sen and the Chinese Order

Before any social change theory is used to analyze the educational context in Hong Kong, a study of its cultural and historical background is necessary. The Chinese people in Hong Kong have inherited Confucian values. Confucianism has dominated Chinese ideology for more than 2,000 years. It contains a set of moral values which form the basis of a socio-political structure. Moral values are used to govern the whole social and political order. Each individual has his

or her moral obligations. A son should obey his father. A subject should be loyal to the ruler. The ideal Confucian man possesses certain moral qualities. He should discipline himself before keeping his family well. Then, he can rule his country in a proper way and finally achieve worldly peace. The ultimate aim of Confucianism is to develop good rulers and attain Great Harmony (a perfect society). Morality is indispensable to a good ruler. An ideal or perfect society depends upon a good ruler too. This expectation resembles the concept of "philosopher kings" in Plato's Republic. But, philosopher kings should have more wisdom than morality. The rule of man is emphasized in the Confucian socio-political order.

The Confucian society is founded on moral values. Each individual has filial and fraternal affection. Allegiance to the ruler is an indispensable obligation. That obligation had justified absolute monarchism in China for more than 2,000 years. The concept of democracy did not emerge until the late 19th century when Western liberal democratic thoughts came to China together with imperialist gunfire. Absolute monarchism was ended with the 1911 Revolution, led by Dr Sun Yat-sen, the founding father of the Republic of China, and the republicans, in which the Manchu Dynasty was overthrown by the

Han nationalists. The history of modern China thus began in 1911.

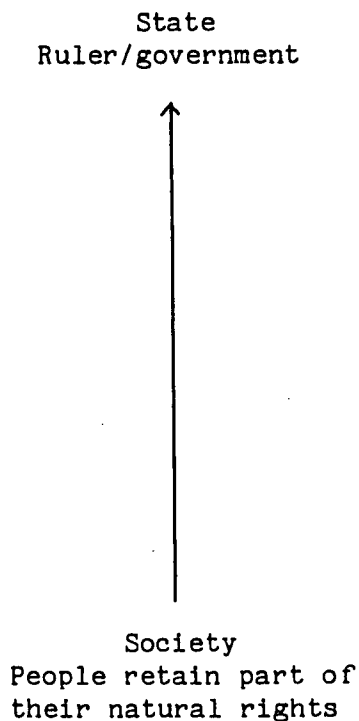
China had preserved absolute monarchism for a longer period than its Western counterparts did. Western democracies are derived from the social contract theory which appeared in the 17th century. One notable proposition in the social contract theory is that there is a clear separation of concepts between "society" and "state." Men are born and then live together in "society" which Hobbes and Locke referred to as "state of nature." The Hobbesian (1968) state of nature is quite miserable as described in his Leviathan. Men are helpless, desperate, and fight with each other. But Locke argued that all men are free, equal, and born with natural rights in the state of nature. However, one may violate others' natural rights while in pursuit of his or her own interests. Therefore, a ruler, be it a king or in Hobbesian terms, a Sovereign, is needed to protect the natural rights of people. A social contract exists between the ruler and the ruled. The common people surrender part of their natural rights to the ruler and his or her government who should protect their lives and property by law enforcement. If the ruler fails to protect the people's natural rights, he or she will be ousted by the people. This forms the

concept of "state." The contributions of social contract theory to western democracy are its emphases on people's natural rights, the function of government, the rule of law, and the consent of the majority.

There is no clear separation of "society" and "state" in Confucian socio-political structure. The well-being of a state is dependent upon a good ruler who governs with divine rights. He rules like a father in a family and must be self-disciplined. The whole socio-political order is maintained by moral values. If the ruler is immoral, there is no control upon him. However, an ideal Confucian society is a hierarchical one. Each individual plays his or her proper role and maintains a harmonious relation with others. A vertical integration of familial and social relations is achieved when a son obeys his father and the ruled submit to the ruler. This is why a highly centralized bureaucracy had been the dominating political system in imperial China. However, the Confucian society does not encourage "horizontal integration," i.e. developing a strong sense of community among people. It is not like its Western counterparts which treat all men as equal; each identifying oneself as part of a community and contributing to collective efforts. When horizontal integration is lacking, the Chinese people

hardly achieve solidarity in challenging and bargaining with the ruling authority. When one attempts to question the authority, he or she will be doomed as rebellious. The Confucian political culture can be regarded as a parochial-subject one (see Chap. I, p. 8). The concept of "Loyal opposition" does not exist in the Chinese mind. Representative democracy is popular in pluralistic societies, but not in China. Figure 2 shows how the "state" and "society" are conceptualized in Social Contract theory and Confucianism.

Social contract theory



Confucian socio-political order

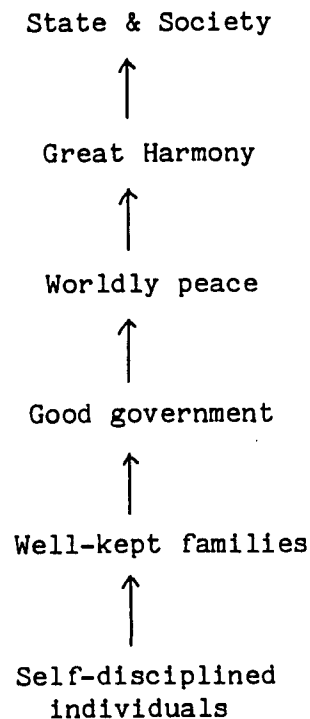


Figure 2. Ways of conceptualizing the "state" and "society"

In the social contract theory, people have already formed a society before they surrender part of their natural rights to the ruler or government. They retain some natural rights themselves. On the other hand, the Confucian socio-political order starts with self-disciplined individuals and moves upward to families, government, Worldly peace, Great Harmony and, at last, the state as well as society.

Confucian values emphasize integration of an individual's life and the state's well-being. Social reform or transformation, in this case, is a political matter. Problems of social inequalities are solved by political means. In imperial China, the government often used tax cuts or food relief out of the national granaries to deal with economic problems and natural disasters. Most of the victims were peasants as China has long been an agricultural country. Intellectuals, the upper social class, seldom asked for social transformation which would upset the existing political system. This would mean a challenge to the emperor. Intellectuals who had political ideals should wait until they became government officials through a national examination system.

Ideas of democracy and socioeconomic reform did not flourish in China until the late 19th century when

Dr Sun advocated his "Three People's Principles" (Nationalism, Democracy, and the People's Livelihood) as his political ideal for a new China. Although most of his followers were mobilized by a nationalistic zeal to repatriate the Manchu rulers, he strived to end the time-honoured absolute monarchism and replace it by a republican government. Besides democracy, he also pleaded for land reform to alleviate the plight of peasants scattered around the vast mainland of China. His ideas about land reform could be regarded as early socialism in China. However, his ideals for a new China could not be realized in his lifetime because of political turmoil and the fact that democratic values had no roots in the Chinese mind. Until his death in 1925, China was hardly a unified nation, but rather a battlefield for warlords and imperialist adventurers. But his followers did manage to build a new political order from the ruins of an old China.

The Soviet Experience

The Russian Revolution in 1917 led by Lenin and the Bolsheviks had great influence in China. Chinese intellectuals were inspired by its success. Most of them thought that it could serve as a model for China. The May Fourth Movement in 1919 was the first student movement in modern China. Students and intellectuals

opposed imperialist invaders and warlords. Apart from these immediate political appeals, the May Fourth Movement was regarded as a cultural movement. Members of the Movement pleaded for "democracy" and "science" as a panacea for China. The Russian Revolution had spread communist ideology to China. The Communist Party of China was established in 1921. Even in his late years, Dr Sun was impressed by the Soviet experience. He thought that socialism might be a way to save China.

The Communist Party claimed that socialism should be the way for a new China. Class struggle and a revolution led by the Communist Party would be the process to achieve that end. The Communist ideology challenged the Confucian values and put forward a proposal for social engineering. That marked the beginning of social transformation in China and a separation between "state" and "society." The Communist Party led by Mao Zedong succeeded in establishing a new regime in 1949. This is now known as the People's Republic of China.

Social and Educational Change in Hong Kong

The status of Hong Kong, being a British colony, remained intact during these changes (the 1911 and the 1949 Revolutions). Hong Kong has long been administered by an efficient colonial bureaucracy that co-opted a

group of Chinese elite. This bureaucracy succeeded in bringing forth long-term political stability in Hong Kong accompanied by steady economic growth. A British model of education helped develop a Chinese elite to enter the ruling class. It prepared an elite for political succession.

Paulston's (1977) conceptual framework of social and educational change is well-suited to analyze the situation in Hong Kong (Figure 3).

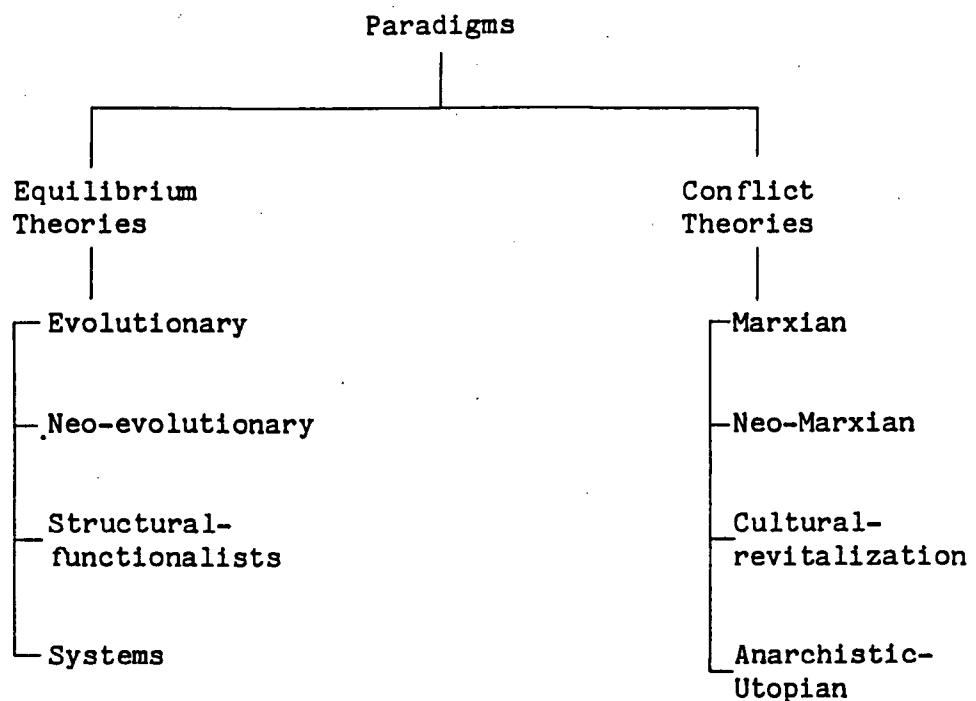


Figure 3. Paulston's model of conceptualizing social and educational change.

Structural-functionalist theory under the equilibrium paradigm can be used to illustrate the problem of social and educational change in Hong Kong. Paulston (1977) pointed out that structural-functionalists "focus on the homeostatic or balancing mechanisms by which societies maintain a 'uniform state'" (p. 379). The Confucian values and political culture provide such a balancing mechanism for a uniform state in Hong Kong. There has not been any acute conflict between Chinese and non-Chinese in the history of Hong Kong (except the case in the 1966-67 turmoil, induced by the spread of the Cultural Revolution in the mainland). Structural-functionalists also have a "strong conservative bias toward the undesirability of all but 'adaptive change'" (Paulston, 1977, p. 379). To make adaptive change possible, the system will only admit small incremental adjustments. In that case, the function of education is to help individuals preserve "the cultural tradition of the society" (Paulston, 1977, p. 380).

In Hong Kong, a conservative British social class system and an elitist model of education have been transplanted into the Chinese community. Chinese elites are developed through the educational system and later co-opted into the bureaucracy. Elites enjoy power and privilege, but structural-functionalists contend that

social inequality is due to the difference of contributions and talents of each individual. They argue that "inequality as reflected by social and educational stratification arises basically out of the needs of societies, not out of the vested interests of individuals or groups" (Paulston, 1977, p. 380). Social inequality continues to exist as everybody keeps on contributing his or her own efforts. Social inequality is inevitable and individual survival depends upon the survival and well-being of society.

While economic prosperity is the primary objective for the British rulers in Hong Kong, the role of education can be explained by the use of human capital theory. The theory is based upon structural-functional assumptions. In that theory, education has a "critical role in preparing skilled manpower, innovators, entrepreneurs and the like for social-economic modernization" (p. 381). This is why training for vocational purposes is emphasized in both the formal and nonformal educational settings of Hong Kong. The aim of education is to mobilize human resources for a full development of capitalism in Hong Kong. To achieve that aim, consensus rather than conflict is encouraged.

There are some reasons why the Conflict paradigm may be not applicable to Hong Kong. Confucian values

encourage vertical integration of social relations. Social transformation which requires collective actions to institute "revolutionary change from below" may upset the harmonious political order. Without a concept of community or horizontal integration, Confucianism focuses on the moral conduct of individuals. Equity and justice will be the concern of a good ruler and his government. Besides, there have not been many encouraging examples of social transformation in China since the 1911 Revolution. Indeed the Cultural Revolution in 1960s caused many people to flee China and take refuge in Hong Kong.

Hong Kong has played a very active role in the political development of China since the turn of the century. It is not only geographically but also culturally tied to China. But this tiny territory has served as a haven for political dissidents for years. Dr Sun Yat-sen and the Republicans had numerous activities in Hong Kong during and after the 1911 Revolution. The Communists sought sanctuary from the colony in their protracted war with the Nationalists. For them, Hong Kong was a place where they could spread new ideas and bring in new hopes. These activities were not allowed in China but tolerated in the colony. For years, freedom of speech has been an asset of Hong Kong

and the press is renowned for the vigour and extent of its activities. It asks people to tolerate others who have a different mind. The society encourages consensus rather than conflict.

Against this background, contemporary adult education is characterized by its pluralistic nature. Institutions and educators have the liberty to conduct programs for a variety of organizational and social goals. In Hong Kong, consensus is the rubric of society and the education system is built on a British model. Adult education follows a strong liberal and humanistic tradition. Moreover, the colony has been industrialized rapidly after World War II. Vocational training and competency-based adult education strengthened the progressive and behavioural influences in the field. There have not been many discussions of analytic philosophy (Elias & Merriam, 1980) among adult educators in Hong Kong. Few attempts were made to develop analytic philosophers in the field. The radical tradition has yielded many examples in the Third World. It applies to societies which have conflicting values, e.g. in cultural or socioeconomic contexts. As Hong Kong is a society which honours consensus, it has had little influence on adult education. However, while Hong Kong is moving toward 1997, and sociopolitical changes can

be anticipated, radical adult education is apt to spring up.

Agencies and Programs

In Hong Kong, adult education and continuing education overlap. A large number of agencies and programs have been set up to help people increase their knowledge and sharpen their skills after they have completed formal education. Moreover, an educational qualification is vital to academic and professional advancement. Therefore, many agencies are actively running certificate, diploma and degree programs for adults.

The types of adult education agencies in Hong Kong can be described by using Schroeder's (1970) typology. Four types of agencies are differentiated in terms of the primacy of the adult education function. They have their examples in Hong Kong. Man (1988) provided a brief review of adult education institutions in the territory.

Type I Agencies were established to serve the educational needs of adults--adult education is a central function. (Schroeder, 1970, p. 37)

In Hong Kong, Type I Agencies include the Adult Education Section of Hong Kong Government, the Open Learning Institute of Hong Kong, the Open College of University of East Asia, Macau, and a huge number of proprietary schools. They offer learning opportunities

to adults who seek basic, and higher, recreational and professional education.

Type II Agencies were established to serve the educational needs of youth which have assumed the added responsibility of at least partially serving the educational needs of adults--adult education is a secondary function. (Schroeder, 1970, p. 37)

In Hong Kong, Type II Agencies are the Departments of Extramural Studies of the University of Hong Kong and the Chinese University of Hong Kong, Centre for Professional & Continuing Education of Hong Kong Polytechnic, City Polytechnic of Hong Kong, Division of Continuing Education of Hong Kong Baptist College, Hong Kong Shue Yan College (Night School) and other postsecondary colleges. They provide liberal and vocational education programs to adults during day and night time.

Type III Agencies were established to serve both educational and noneducational needs of the community--adult education is an allied function employed to fulfill only some of the needs which agencies recognizing as their responsibility. (Schroeder, 1977, p. 37)

Type III Agencies in Hong Kong refer to the Education Unit of Radio Television Hong Kong, Urban Council Libraries, City Hall of Hong Kong, Space Museum, Science Museum, Social Welfare Department of Hong Kong Government, The Family Planning Association

of Hong Kong. In their educational activities to meet the needs of the community, many participants are adults.

Type IV Agencies were established to serve the special interests (economic, ideological) of special groups--adult education is a subordinate function employed primarily to further the special interests of the agency itself. (Schroeder, 1977, p. 37)

In Hong Kong, Type IV Agencies cover a wide range of business and industry, welfare, religious and cultural organizations. Examples are Hong Kong Productivity Council, The Hong Kong Management Association, Technical Institutes and Training Centres of Vocational Training Council, Hang Seng School of Commerce(Extra Mural Programme), Kwun Tong Vocational Training Centre (Night School), Hong Kong College of Technology, The British Council, Alliance Francaise, Goethe-Institut, Japan Information & Cultural Office, Consulate-General of Japan, Caritas Adult and Higher Education Service, Hong Kong Young Women's Christian Association, Division of Continuing Education of The Chinese Young Men's Christian Association and The Dharmasthiti Cultural College.

Programs offered by these agencies cover a wide range of academic and practical subjects. Most popular program areas are languages, business and commerce,

technical training, and hobbies. Some agencies have several teaching centres throughout the territory to deliver their programs. Some of these evening teaching centres are in premises rented from primary and secondary schools to hold classes. Various **methods** and **techniques** of adult education are employed to deliver the programs. Although traditional classroom oral teaching is often used in many adult education programs, some agencies have introduced a variety of methods and techniques to their participants. Method concerns the organization of learners for education whereas technique specifies a kind of relationship between the learner and the learning task (Verner, 1964).

Individual methods include correspondence study, apprenticeship and courses by computer, while group methods include class, tutorial discussion group, forum, workshop, exhibitions and public education campaigns. Examples of techniques are role play, educational games, debate, simulation, lecture, group discussion, demonstration, field trips, and case studies. In Hong Kong, correspondence and class meeting are the most popular methods. Techniques such as tutorial group discussions, demonstrations, and case studies are extensively used in programs. Programs offered by The Open Learning Institute are delivered by distance education means. Other agencies

may provide programs by classroom instruction as well as distance education. Some agencies have seasonal or bi-annual intake of participants while others admit people to their programs continuously throughout the year. The methods and techniques described by Verner will be used for forming a part of the questionnaire items of the survey later.

Professionalization

Adult education in Hong Kong has been a profession rather than a social movement. Adult educators concern themselves with efficiency and effectiveness in serving the learner's needs. A profession is characterized by "clearly defined career paths, rewards, and a coherent knowledge base" (Boshier, 1985, p. 3) even though the field of adult education is still plagued by marginalization. To professionalize adult education requires a crew of trained personnel that can give leadership to the field. In Hong Kong, sustained efforts to train adult educators have come late. There is no graduate program of adult education in Hong Kong. Adult education has once been included as an elective course for graduate students in the School of Education, The Chinese University of Hong Kong. It was called "An Elective Course in Adult Education," jointly organized by the Hong Kong Association for Continuing Education and the School of Education,

The Chinese University of Hong Kong. Content of the program included introduction to adult education, adult learning, instructional techniques, civic education for adults and adult education in Hong Kong. Speakers in that course were drawn from the Hong Kong Association for Continuing Education. In the past, practitioners who wished to study adult education at a university had no choice but to go overseas. On the local scene, there have been recent developments in running indigenous training programs for practitioners through overseas joint efforts and local endeavors.

1. Diploma in Adult Education: This is a program jointly organized by the Department of Administrative, Adult & Higher Education, University of British Columbia and the Department of Extramural Studies, The Chinese University of Hong Kong, and co-sponsored by the Hong Kong Association for Continuing Education. The first round of the program started in 1984 and students graduated in 1986. With the faculty from UBC coming to teach in Hong Kong, the program provided systematic training for practitioners in the theories and techniques of adult education. It enabled them to conduct adult training in different institutional settings.

2. Basic Training Course for Teachers of Adults:

Beginning in 1975, this course was jointly sponsored

by the Department of Extramural Studies, The Chinese University of Hong Kong and the Hong Kong Association for Continuing Education. It offered basic training in theory and methods of adult teaching and learning to in-service teachers of adults and people interested in adult education. This course gained support from the Education Department of Hong Kong Government. Participants who had a satisfactory attendance in the course could apply for half-fee refund from the Education Department.

3. Action Learning Program: Formerly known as the Pilot Training Course for Nonformal Education Personnel, which began in 1980, this program was renamed in 1984 to introduce participants to new techniques and approaches to adult and nonformal education in urban settings (Wong, 1986). With the support of the German Adult Education Association (DVV) and the leadership of the Asian South Pacific Bureau of Adult Education (ASPBAE) Secretariat, it was organized by the Department of Nonformal Education of Thailand, the Singapore Association for Continuing Education and the Hong Kong Association for Continuing Education. Participants were nonformal and adult educators in Hong Kong and other Southeast Asian countries. During this 3-week program, they paid visits to various adult

education agencies in Hong Kong, Bangkok and Singapore. New learning and exchange of experience took place in these guided visits. This program was an example of regional joint training.

Apart from these programs, many other adult education agencies do their own training of trainers. Trained trainers from the above programs often become planners and teachers for training of trainers programs in their own workplace. For example, some of the graduates of the Diploma in Adult Education formed part of the teaching team in the "Introductory Course To Adult Education" offered by the Caritas Adult and Higher Education Service. More practitioners are being trained as more people are joining the adult education profession. A professional association was therefore established to co-ordinate the efforts of experienced trainers and to promote training among practitioners.

Schroeder (1970) regarded professional associations as a type of leadership organization in adult education. In terms of leadership, a professional association represents the interests of adult educators, in a process called "advocacy" (Darkenwald & Merriam, 1982, p. 28). The Hong Kong Association for Continuing Education serves as a professional association in Hong Kong. It was established in 1975

to co-ordinate adult/continuing education agencies in Hong Kong. It works to promote public understanding of educational needs and objectives, services and resources, and to encourage public participation as well as support of adult/continuing education. Since its inception, the Association has organized a number of training programs and international/regional conferences for adult/continuing educators. It conducts seminars and surveys on adult/continuing education policies and prepares reports to advise the government. Evaluation and research in adult/continuing education are the main emphases of the Association's publications. The Association has joined the Asian South Pacific Bureau of Adult Education (ASPBAE) and the International Council for Adult Education (ICAE) to maintain links with the international adult education community. Members of the Association are adult/continuing educators coming from all types of agencies.

The prospect for professionalization of the field in Hong Kong will depend on research and the training of adult educators. To build a body of philosophical and scientific knowledge of the field is as important as consolidating experiences of traditional practice. A solid foundation of systematic, tested knowledge will improve the status of the field. Practitioners will then

be able to develop a career in adult education. More resources can be used to develop the field. However, the environment for research and further development of the field will be shaped by sociopolitical forces playing in the run-up to 1997. The Sino-British Joint Declaration signed in 1984 had great implications for social and educational development in Hong Kong.

CHAPTER III

THE SINO-BRITISH JOINT DECLARATION

Background

People in Hong Kong began to discuss the 1997 problem in the early 1980s. For 150 years, people have accepted the fact that Hong Kong is a British colony and China would not act rashly to take the territory back. Although the three "unequal treaties" (see Chapter I, p. 2) forming the Colony were signed in imperial times, the two Revolutions led by the Republicans (1911) and the Communists (1949), did not result in regaining the territory. After the 1949 Revolution, the Communists did recover all concessions taken by foreign powers during the Manchu Dynasty.

The "problem" of Taiwan is totally different from that of Hong Kong. Taiwan still bears the name "Republic of China" established by the Republicans and Dr Sun Yat-sen after the 1911 Revolution. In early 1920's, Dr Sun reorganized the revolutionary party of republicans into the Nationalist Party. After his death, Chiang Kai-shek took the leadership both of the country and party, and began a long political struggle with the Communists. In 1949, the Communist Party succeeded in seizing power and establishing a regime called People's

Republic of China. The Nationalists fled to Taiwan, which is an island on the southeastern end of the mainland, and continued their regime in the name of "Republic of China."

However, these two tiny cities on the far south side of the country, Hong Kong and Macau (a Portuguese colony founded in the 16th century), are neither counted as concessions nor a case like Taiwan. The Communists held that Hong Kong and Macau are *fait accompli* and they are questions "left over from the past" (Sino-British Joint Declaration on the Question of Hong Kong, 1984, p. 1) or "legada pelo passado" (Declaração Conjunta Do Governo Da República Portuguesa E Do Governo Da República Popular Da China Sobre A Questao De Macau, 1987, p. 1). This meant that China would solve the problem of the two colonies by political (negotiations) rather than legal (international resolution) means.

The past should not interfere with the present. Settlement of the questions of Hong Kong and Macau must wait for a ripe opportunity. In 1967, there was political unrest in Hong Kong because of the Cultural Revolution in mainland China. The seeds of the Revolution had spread to the Colony and many leftist activities rocked the colonial government. Most people feared an imminent Chinese take-over. Others emigrated. But doubts soon

passed. Chinese authorities did not state any wish to take the colony back at this time. Thus, the colonial government remained in control. After the turbulent years in the late 1960's, Hong Kong began to prosper. No one worried about the future of Hong Kong in the late 1970's because of its booming economy. 1997 was the date only recorded in land leases on New Territories granted to investors. It existed on paper and in most people's minds, but few mentioned it in their daily conversations.

Negotiation about a post-1997 Hong Kong was a *cui bono* matter as it alludes to uncertainties. People generally hoped to maintain the status quo and enjoy their social and economic well-being. But they were still facing a due date. Foreign and local investors needed to know what would happen when the land leases expired in 1997. In the early 1980's, people became anxious about the future of Hong Kong. In 1982, Britain decided to open discussion with China in order not to "deter investment and damage confidence" in Hong Kong (Draft Agreement, 1984, p. 2).

Formal exchanges between the two governments regarding the 1997 question began in September 1982 when the British Prime Minister, Mrs Margaret Thatcher, visited Beijing. She was convinced that the three treaties forming the Colony were still legal and wished to negotiate with the Chinese government on the basis of

them. However, as the treaties were "unequal" in Chinese eyes, Chinese top leaders, especially Deng Xiaoping, did not recognize them and objected to discussions based upon them. Therefore, negotiations were only conducted on the premise that Hong Kong should maintain its prosperity and stability in future.

No representative from Hong Kong was included in the negotiations. Only the Chinese and the British governments sent delegates to the negotiating table. The Governor spoke as one of the British delegates but not for Hong Kong. The Chinese government regarded Hong Kong as its territory and the resolution of its destiny a matter for internal, not international, affairs. Therefore, it did not deal with any voices from Hong Kong. The negotiations were not premised on the extension of the treaties since China would not tolerate further foreign rule in its territory after 1997. At last, the two parties agreed to discuss what political form Hong Kong would take while being part of the People's Republic. Britain had to work out a plan acceptable to the Parliament and its people. It could not afford a large influx of immigrants from Hong Kong, but it had to convince the international community that it was not handing Hong Kong people over to Communist rule. Moreover, it looked forward to good relations with China and the opening of the

huge Chinese market to its exports. These concerns complicated the negotiating process which lasted for two years. Finally in December, 1984, an agreement on the future of Hong Kong was reached. The text, including three Annexes and Memoranda, took the form of a White Paper and was named "A Draft Agreement between the Government of the United Kingdom of Great Britain and Northern Ireland and the Government of the People's Republic of China on the Future of Hong Kong," published in London and Hong Kong at the same time. The Chinese called it the "Sino-British Joint Declaration on the Question of Hong Kong" and had it published by Xinhua News Agency (Hong Kong Branch), a *de facto* Chinese official representative in Hong Kong.

Political Analysis of the Declaration

The Sino-British Joint Declaration aimed at reconciling a capitalist Hong Kong with a socialist China by using the concept of "one country, two systems." It ends the British rule by 30 June, 1997 and recovers Chinese jurisdiction over the territory. A Hong Kong Special Administrative Region (HKSAR) of the People's Republic of China will be established and a Basic Law of the HKSAR promulgated by the National People's Congress will define the ruling of the territory. It was claimed that Hong Kong people can retain their

capitalist style of living for 50 years after 1997 and the People's Republic will not implement socialist policies in the territory. A 50-year period will be granted to keep the capitalist society intact. Chinese officials argued that the standard of living in the mainland will catch up with that of Hong Kong in half a century's time. There is no need for Hong Kong people to worry about an immediate convergence of Hong Kong and China in 1997. The Joint Declaration allows this buffer period for an ultimate integration of Hong Kong into China. It will terminate in 2047.

Using Special Administrative Regions to reunify divided territories is regarded as a constitutional decision. Article 31 of the Constitution of the People's Republic of China promulgated in 1982 said that

The state may establish special administrative regions when necessary. The systems to be instituted in special administrative regions shall be prescribed by law enacted by the National People's Congress in the light of the specific conditions. (Foreign Language Press, 1983, p. 27)

This notion of special administrative regions sent a signal to people watching the Sino-British negotiations. The Chinese constitution had set the path for reunifying divided territories such as Taiwan, Hong Kong and Macau.

The Communists hope that Hong Kong will act as an example for Taiwan, which seems a more difficult case for reunification. The concept of "one country, two systems," used by China to solve the 1997 problem, captures the arrangements for integrating heterogeneous societies into one nation. The Chinese hoped that "success" in Hong Kong will induce the Taiwan Nationalists to the negotiation table. In that case, the Communists claim they will allow Hong Kong to "enjoy a high degree of autonomy, except in foreign and defence affairs which are the responsibilities of the Central People's Government" (Joint Declaration, 1984, p. 2). The HKSAR can keep its status as a free port and its laws currently in force. The infrastructure of the society is supposed to remain unchanged. The HKSAR has policy-making power over education, among other matters, such as allocation of resources, administration and accreditation. People can decide on their own education, including study outside the HKSAR. But one important thing to note is that Hong Kong will remain an "administrative" locality only. This does not mean "independence." Chinese officials consistently made it clear that the British should return Hong Kong, its territory and people together, to China. Then, the central government gives autonomy, according to Basic Law, to the administration of HKSAR. The HKSAR

is by itself not a polity. Using an administrative cap to subsume a divergent society under the national flag is a Chinese version of "one country, two systems."

Britain served its own interests and made a good bargain in the negotiations. It has taken the most and given the least. Although it has to administer the territory up to 1997, it serves as a good partner of China. As China continues its open policy, Britain gains a huge market for its exports. The Joint Declaration asks Britain to run a prosperous and stable Hong Kong and return it, without any changes, to China on 1 July 1997. Britain will end its rule by 1997 but did relieve the anxiety of local and foreign investors. The Joint Declaration authorizes the colonial government to grant land leases expiring in 2047. Moreover, Britain convinced the international community that the Joint Declaration does not send Hong Kong people to Communist rule. The future HKSAR will enjoy a high degree of autonomy and its government and legislature "shall be composed of local inhabitants" (Joint Declaration, 1984, p. 7).

The Joint Declaration causes no fear of a large influx of immigrants to Britain. The British government has not granted the right of abode in the United Kingdom to all holders of British Dependent Territories Citizens (BDTCs) passports in Hong Kong. The Joint Declaration

stipulates that all Hong Kong Chinese are Chinese nationals, though some of them may have BDTCS passports. All BDTCS passports will expire on 30 June, 1997, and holders cannot keep their BDTCS status starting 1 July 1997. They can get a British Nationals (Overseas) passport after that date. This type of passport is nothing more than a travel document. It contains no right of abode and consular protection can only be invoked in third countries, but not in China. This arrangement alleviates British responsibility for Hong Kong people after 1997.

Historical Meanings to Hong Kong

The Sino-British Joint Declaration ends the history of Hong Kong partition from China. Before the years of separation, Hong Kong was a barren land with a tiny population. The British took it and built a political system totally different from China's. A British model of education fits people in this capitalist society. The economy grows and booms continuously. Hong Kong can ascribe its success to the detachment from China. The place is small and politically insulated from the mainland. But its people enjoy and love freedom. Hong Kong is geographically connected to China. The population largely depends on the motherland for water and food imports. But the dependent city

has a place in the history of modern China. During the formative years of modern China, Hong Kong served as a harbour of refuge for revolutionaries and political activists. Many who had made a narrow escape from China stayed in the colony. To the mainlanders, Hong Kong is a place of other jurisdiction. Facing the foreigners (British rulers), they might voice opinions not in tune with Chinese orthodoxy. This freedom of speech provided outlets and protection for those who had changed China. The 1911 and 1949 Revolutions resulted in not only political but ideological transformation. Many Republicans and then Communists survived because Hong Kong sheltered them. The colony allows voices which sound like heresy in the mainland. The society values freedom of expression and its education system supports this.

The return of Hong Kong to China after 1997 could close the door for dissidents. When Hong Kong comes under the jurisdiction of China, local inhabitants are worrying about the extent to which they can keep their freedom of expression. They cannot easily provide shelter to dissidents coming from the mainland. The Joint Declaration will change the historical position of Hong Kong thereafter.

Uniqueness of the Situation

Hong Kong has a different ethos than other Chinese capitalist communities, such as Taiwan and Singapore. Unlike Taiwan, Hong Kong is not burdened with a mission to maintain a Chinese political "legitimacy." Both Singapore and Hong Kong are international cities but the latter is not a multicultural one. Hong Kong faces no challenges of multiracial reconciliation. It is renowned for free trade and an open market. There are ample opportunities for entrepreneurs, adventurers and talented people from all over the world. But it is incomparable to Shanghai in 1940s, which was hardly a unified territory patched up with concessions. The British Hong Kong government runs an efficient administration and keeps an effective public order. Rule of law is honoured and human rights are, in general, respected in legal matters. The non-interventionism in economy facilitates foreign investment and local production. Huge international corporations and small businesses cater to their own markets. Hong Kong grows with a capitalist culture which prompts consumption and encourages free competition. The powerful mass media helps promote novel products and images of "public figures." People adopt a pragmatic approach to life. As Hong Kong is densely-populated, everyone scrambles for a living space. People

usually work hard because they believe in "survival of the fittest." Time is so precious that "busy" is a word for life. But in international relations, Hong Kong is too weak to decide on its own. The Vietnamese refugee problem is an international issue but Hong Kong has had to shoulder the burden of looking after Vietnamese refugees for more than 15 years. Even though Hong Kong people are not willing to receive "boat people" anymore, they should wait for Britain to negotiate with the international community. They can do nothing to stop the influx of refugees.

The arrangement for the future of Hong Kong in the Joint Declaration is novel in the history of mankind. The Joint Declaration does not encourage the formation of a sovereign nation-state. Also it does not introduce a process of decolonization which happened very often in 1950s and 1960s (Kuan & Lau, 1989). Instead of giving independence, it transfers the sovereignty of a capitalist system to its socialist motherland at a designated date. This capitalist system will become a subset of the mother socialist country. The integration does not encourage an immediate convergence of systems but ostensibly allows capitalism to continue for 50 years. This capitalist oasis will be ruled by the Basic Law.

People in Hong Kong are facing a dilemma. Many are aiming at democracy for a decolonized society. But Hong

Kong is not going to be an independent country. People who have been fighting for democracy under colonial rule may encounter resistance from the Communists in future. The situation of Hong Kong is incomparable with that of other newly-independent countries. It is not technologically backward and faces no problem of development in administration. It has established a sophisticated and efficient bureaucracy for administering the territory. Its education system has succeeded in producing an elite.

Hong Kong political leaders are not looking for self-rule or waiting for the mainlanders to set up a socialist model. They are required to run a capitalist administration within the frame of "autonomy" given by the motherland. Autonomy is a great word for the Communist rulers. It has been used to show the Communists' willingness to reconcile the differences between ethnic groups, religions, and societies in the country. The Tibet Autonomous Region is assumed to be an example of ethnic and religious reconciliation. But many Tibetans are still unhappy with the Communist central government. Political turmoil is evident from time to time. However, Hong Kong is unlike Tibet. It will not become an autonomous region but a special administrative region. Although the HKSAR is supposed to enjoy a high degree of autonomy, it has not been given a clear picture of

how autonomous it will become. The Joint Declaration left many questions unanswered. But the interpretation of the concept of autonomy will determine the destiny of the HKSAR. Clark (1989) dealt with the problem of autonomy for Hong Kong under the Basic Law. He stated that

In order to conceptualize the forms of autonomy we will follow the approach of Gordon L. Clark. Clark has divided the concept into two principles: initiation and immunity. The power of initiation deals with where policies are initiated, while the power of immunity deals with whether these powers are subject to scrutiny by higher governmental organs. Immunity also deals with the form the scrutiny takes if it exists at all. (p.154)

These two principles: initiative and immunity are formulated from a legal perspective. In arguing about the autonomy of a future HKSAR, Clark concluded that economic and political, rather than purely legal, factors will decide the pattern. While Hong Kong should struggle for greater initiation and stronger immunity, people do not forget that the "one country, two systems" format will last for only 50 years. Hong Kong should ultimately be integrated into China. Autonomy will cease to be an issue for discussion.

This uniqueness of situation characterizes what the Club of Rome called the "human gap." It means "the

distance between growing complexity and our capacity to cope with it" (Boktin, Elmandjra & Malitza, 1979, p. 6). The "one country, two systems" format is an invention spurred from necessity. It comes into being because the political circumstances require it. But whether this format can work successfully or not is still unknown. It is only a concept for analysis. People have no experience with it. But Hong Kong people are bound to accept it without conditions. Nobody can project what his or her life will actually look like after 1997. To many people, the 1997 problem flares like a catastrophe and they cannot deal with it by "maintenance learning." Many are forced to go through a process of "learning by shock" (Botkin, Elmandjra & Malitza, 1979, p. 10). But this kind of shock learning often becomes a painful experience and costs people much time and energy.

CHAPTER IV

REACTIONS OF THE COLONY

Socio-political Echoes

The Sino-British Joint Declaration reduced the guesswork by investors in Hong Kong. No extended British rule after 1997 would be allowed. The designation of a 50-year buffer period clarified some of the uncertainties cloaking Hong Kong's future. The British and Hong Kong governments spared no efforts to promote the Joint Declaration to Hong Kong people and the world. The Chinese and British governments declared that they would cooperate to implement the Joint Declaration. The Sino-British Joint Liaison Group, stipulated in the Joint Declaration, was then established to serve this purpose. Many people prepared for drafting the Basic Law, which was dubbed the "mini-constitution" of the HKSAR.

There were two kinds of reactions to the Joint Declaration. Some people were happy to see Hong Kong returning to the motherland in 1997. Many were panic-stricken because they believe that Communists are ruthless masters. They had no confidence in the Communist government, which, to them, had a history of repressing dissidents. Reminders of the Cultural Revolution (1966-1976) alarmed people. Many local

inhabitants had witnessed the atrocities of Communists during political purges against soldiers, bureaucrats, and civilians. Some were victims of these purges and had fled to Hong Kong. They cannot forget the past and will think of leaving the territory before the Chinese flag is raised. The rich are afraid of losing their money after 1997.

Hong Kong has rapidly developed during the last two decades into one of Asia's leading financial centres. On the other hand, China has had a planned economy since 1949, and adopted a so-called "open" policy only ten years ago. The pace of development in the mainland lags far behind that in the colony. Hong Kong people enjoy a standard of living much higher than their counterparts in China. When Hong Kong becomes part of China, it will be easier for the mainlanders to come to Hong Kong. It is claimed that their jealousy will cause the Chinese government to check the growth of wages and freedoms (e.g. to travel abroad) people now enjoy (Hicks, 1989).

Freedom of expression is vital to intellectual pursuits. Creativity and initiative grow when people are free to choose their careers and improve their quality of life. Individualism, market economy, and rule of law shape an open society in which people are working for their own good. This type of society varies dramatically

from a socialist one where Communist ideology and the Party's instructions permeate daily life. Hong Kong people are used to a clear separation of government and private life. People who have been free for so long are resistant to tightened control. The advent of 1997 causes people to wonder about the extent to which they can enjoy civic liberties.

Fear of Communist interference has driven many inhabitants to emigrate. The rich go away with capital needed for local investment. The departure of the middle class has slashed inland revenue as they are heavy tax bearers in terms of income and consumption. At this time of writing, a "brain-drain" had emerged because the well-educated are moving to other countries in large numbers. There are no official records of how many residents have emigrated since the signing of the Sino-British Joint Declaration, but the government estimates that about 40 to 50 thousand people are emigrating every year. Migration of these better-off people will undermine the socioeconomic well-being of the colony. People often refer to this difficult situation as a "confidence problem." People need to be assured that they will not lose their freedoms and property after 1997.

For those who are unable or unwilling to leave, democratization should be achieved in a decolonized

Hong Kong. A pro-democracy movement started early in the 1980's when the government issued the White Paper entitled "District Administration in Hong Kong" in 1981. The Paper demonstrated the government's intent to improve administration at district level and encourage inhabitants' participation in their districts. But the value of the Paper is the call for elections of some members to the District Boards, which were set up for advising local administration. People viewed this move as an important step in local political participation. They began discussions on how elections can help promote democracy in Hong Kong where the majority of citizens are said to have been politically apathetic. Another White Paper entitled "The Further Development of Representative Government in Hong Kong" (1984) tried to tackle the problem of "representation" in Hong Kong. A colonial government can hardly claim to represent the people. The British set up a colonial bureaucracy to rule. The legislature is not composed of representatives elected by people, but a cluster of elite people hand-picked by the government to serve as "appointed members." This kind of legislature is not a manifestation of "representative democracy." But this White Paper stated the government's wishes to "represent authoritatively the views of the people of Hong Kong, and

which is more directly accountable to the people of Hong Kong" (p. 3). It advocated the development of a representative government in Hong Kong. This step can be considered as a reformation at the central rather than local (district) level. The government made a breakthrough by introducing some members into the Legislative Council through indirect elections in 1985. At first the Legislative Council was composed of members elected by the electoral college and functional constituencies, respectively, members appointed by the Governor, and official members. This legislature then began to include some representative elements. But a representative democracy is derived from direct elections. The government was too cautious to hold direct elections in 1985. The Paper kept the option for direct election open and promised to review it in 1987.

There are some reasons why the government has reservations about direct elections. Hong Kong has no tradition of party politics and, as a result, local inhabitants are regarded as being politically apathetic. It is claimed that a change in the composition of the Legislative Council will cause discontinuity in political tradition and instability in society. After the birth of the Sino-British Joint Declaration in 1984, any plans for political development should be kept in accordance

with the Basic Law, promulgated by China in 1990. Any drastic or fundamental changes in the political system will be harmful to a smooth transition to 1997. Britain is not willing to take the risk because it wants to protect its own interests and also look after the economic prosperity and social stability of Hong Kong until 30 June 1997.

Pro-democracy supporters were anxious to hold direct elections in 1988. They thought that direct elections would give people an opportunity to know what democracy means. They argued that political participation should be encouraged in the territory. While Hong Kong will be allowed to keep its capitalist system for 50 years (as said in the Joint Declaration), pro-democracy supporters strived to inhibit intervention from the mainland. They claim that a legislature composed of directly elected members will safeguard the interests of local inhabitants. Pro-democracy supporters have an ideal: the future HKSAR should have a community of civic-minded residents, and the government and legislature of HKSAR should be accountable to the people. Therefore, before 1997 the Legislative Council has to include members who can truly represent the people. Although there were demands for direct elections to the Legislative Council in 1988, the British administration halted the push for

political reform in Hong Kong. Critics concluded that Britain stayed in a neutral position because of pressure from China to check the democratization movement (Cheng, 1989). Since 1985, Chinese officials have reiterated that people asking for political reforms should bear in mind the need to converge with the Basic Law. Hong Kong should not go too far in changing the political system. The future HKSAR will be administered according to the Basic Law. Britain should return the territory as it has been for 150 years to China in 1997.

The Green Paper entitled "The 1987 Review of Development in Representative Government" represented a British withdrawal from "democratization." The Paper dealt with the controversy of direct elections in a low key manner. Introducing a directly elected element into the Legislative Council in 1988 was treated as an option for reforming the Council. Hong Kong people were asked to give their comments on the options to the Survey Office set up by the government. Although the pro-democracy supporters had been fighting hard to mobilize the public, they lost the battle. The White Paper entitled "The Development of Representative Government: The Way Forward" issued in 1988 concluded that time was not ripe to hold direct elections for the Legislative Council in 1988. People should wait until 1991 when the Legislative

Council will then have a number of directly elected members.

The pro-democracy movement did not reduce their efforts. A number of political groups were formed to voice their opinions about how democratization should proceed. These groups can roughly be divided into three sections: conservative, moderate and liberal. Members include some Legislative Councillors, businessmen, professionals, educators and community workers. Each section had plans for political reform. They sent their views to the Basic Law Consultative Committee regarding the first draft (issued April 1988) and second draft (issued February 1989) of the Basic Law. Two themes in the drafts caught their attention. The first related to the method for selecting the Chief Executive of the HKSAR. The second was concerned with the method for constituting the legislature after 1997. Discussions were focused on when the legislature would have directly elected members and when the Chief Executive would be elected by universal suffrage. Arguments varied on the percentage of directly and indirectly elected members after 1997 and whether a bicameral system would be suitable for Hong Kong. There were vigorous debates in the Basic Law Drafting Committee where members were coming from Hong Kong and China to

work out the drafts together. Consensus had to be reached so that the Basic Law can ensure Hong Kong people a clear political future. The Basic Law was finally promulgated in March 1990.

While the pro-democracy movement worked for an open and free political identity in Hong Kong, a campaign was waged to open "exit options." Although the debate on right of abode in the UK for three million British passport holders in Hong Kong had abated after the birth of the Joint Declaration, the community still remembered this dormant right. There was frequent political lobbying in the British Parliament. Britain would find it difficult to grant three million people right of abode in UK though it was deemed by many as a moral responsibility. On the other hand, these three million people may not be able or willing to settle in UK, but such a pledge was thought to be "political insurance" against an alleged Communist threat. Ultimately a new "nationality package" for Hong Kong British passport holders was issued in December 1989. About 225,000 Hong Kong people holding British Dependent Territory Citizens (BDTCs) passports are supposed to be granted full British passports. But this right is only for a privileged elite, including the well-educated people, the professionals, and those who have "close ties"

with Britain. The average citizen may find it difficult to benefit from the package. People continue to fight for a larger package to include more BDTC passport holders. They will need the coverage to strengthen their confidence to stay in Hong Kong.

Repercussions in Education

The emigration of well-educated people caused a "brain-drain." Among the emigrants, many were university graduates who had previously occupied middle and top management positions in government and business organizations. Vacancies left by them are hard to fill because it takes time and energy to train people. As Hong Kong follows a British elitist model of education, the departure of university graduates weakens the socio-economic development in the territory. The Hong Kong government tried to cope with this in a variety of ways. On the one hand, it gave favourable employment conditions to emigrants who left to gain citizenship in another country and then returned to Hong Kong. On the other hand, it expanded the provision of higher and adult/continuing education. The University of Science and Technology and the Open Learning Institute of Hong Kong were established to produce more degree-holders and qualified people.

"1997" has had a great impact on adult/continuing

education in Hong Kong. People have to prepare for a transition from colonial rule to integration with China. For a person who has been living in a free society for many years, the prospect of such a transition is sobering. Although the HKSAR will be given a high degree of autonomy, Chinese officials have constantly reiterated that Hong Kong is a part of China. The Chinese government will not tolerate intervention from foreign countries concerning the political development in Hong Kong. The future of Hong Kong will be deemed a purely internal affair of China. But as China tightens its control of Hong Kong, people lose confidence in the future.

Facing this "human gap," (between the unprecedented situation of Hong Kong and people's capacity to cope with it) people might find maintenance or shock learning inadequate. In this case, "innovative learning" would help. Botkin, Elmandjra and Malitza (1979) asserted that "innovative learning is a necessary means of preparing individuals and societies to act in concert in new situations, especially those that have been, and continue to be, created by humanity itself" (p.12). There are two features of innovative learning: anticipation and participation. While maintenance learning is reactive by nature, anticipation refers to a proactive effort to make plans for future. Anticipatory learning asks people

to imagine scenarios and look for long-term desirable alternatives in dealing with awkward situations. Participation is both a right and a responsibility. People should participate in the decision-making processes of their schools, workplace, and community. Participatory learning urges people to find out their rights, articulate their interests, exchange values and feelings with others, and work out together what is good for one and the other.

The theme of participation in innovative learning is of much significance to the people of Hong Kong. People begin to be aware of the importance of political participation. This awareness has come along with the promotion of civic education. Citizenship training is one of the major functions of adult education. The transition period to 1997 is historic in the development of adult/continuing education (ACE) in Hong Kong. People know that ACE will be important for individuals to upgrade their knowledge and skills in order to deal with changes in life. But they often forget the social implications of adult education for that transition period.

In discussing Eduard Lindeman's contributions to the development of theory and philosophy in adult education, Brookfield (1984) pointed out that the social relevance of adult education has often been neglected by

practitioners. What Lindeman has contributed to the field is to introduce the concept "andragogy" at a time earlier than Malcolm Knowles did. His critical evaluation of the meaning of experience in adult life preceded the work of Paulo Freire. To Lindeman, adult education can be used "as a force to counter the threats posed by demagoguery, dominance, and dictatorship" (p.191). Adult education works for democracy, which entails participation of an informed citizenry in social action. Adult educators should not only hold a service orientation but attend to the social purposes of the field.

Adult educators in Hong Kong have been urged to pay attention to the process of social change in the run-up to 1997. But they are part of the community and have their own political orientations and these will likely influence their perception of developments in the field.

CHAPTER V

SCENARIOS FOR THE FUTURE

In one respect, the future of Hong Kong has already been designated in the Sino-British Joint Declaration. Some believe Hong Kong is doomed to disappointment; some think otherwise. Politicians, educators, businessmen and the common people are looking for ways to deal with changes in the 1990's. Society must progress even though changes may not be positive. People have drives to liberalize society, but a democratized Hong Kong would be difficult for China to control. While people are fighting for democracy in Hong Kong, they are warned by China not to change the political system so much, (e.g. a legislature composed by all directly elected members). The Chinese government would like to see the political system remain essentially the same as it was in colonial times. However, if Hong Kong is to remain stable and prosperous, people will work hard for future development. Socioeconomic as well as political development need visions. Politicians, educators and businessmen have their own visions of the future of Hong Kong. But visions must be based upon concrete situations. Scenarios help crystallize visions and, concerning 1997, three have emerged.

The "Continuing Prosperity" Scenario

About 62 percent of the population have stayed in Hong Kong. Lower class people did not have enough money or knowledge and skills to emigrate. They are pessimistic about the future but can do nothing to change it. Most are not concerned about who is in government but only care about whether they can go to work everyday and get paid every month. Junior civil servants worry that their superannuation fund may not be redeemed after retirement. Disciplinary forces, e.g. police and correctional services, are plagued by low morale because those who give orders have changed.

Some businessmen who have previously traded with China are staying to look for more opportunities in the Chinese market. They believe that good prospects emerge from China's open international trade policy. Hong Kong is a free port that serves as a bridge between China and western traders. The airport is overcrowded with busy flights and hotels are fully booked. Horse races continue and stock markets boom. Bids for real estate hit the record prices.

Older people stay because emigration is too difficult at their stage of life. It is not easy for them to adopt a new life-style. They do not worry about the new government because such a change does not mean too much

to them. They have been politically apathetic for years and would not ask for things from the government. A minority of people are pleased that Hong Kong has returned to its motherland. People believe that the HKSAR enjoys a high degree of autonomy while being part of China. Hong Kong continues to prosper.

The "Wait and See" Scenario

It is 1997 and about 20 percent of the population have left Hong Kong temporarily. The middle class people have sought citizenship in a foreign country. They come back to Hong Kong after getting a foreign passport. Most of them are professionals and businessmen who have no confidence in the HKSAR but are reluctant to give up what they have established in Hong Kong. They stay as long as the situation remains good. But precautionary measures have been adopted. They have transferred most of their savings to the country in which they have citizenship and purchased one-year round open air-tickets to it. Some deposit foreign currencies in banks within Hong Kong. If nothing happens, they travel in and out Hong Kong regularly. Once the stock market plunges, banks are run on or the People Liberation Army begin to march into the town, they just take their passports and board the planes. As the "brain drain" deepens, the government and many business organizations attract "brain-drainers" to stay

in Hong Kong to work by good pay package. Once Hong Kong is finished, a number of public and private organizations are emptied out. Many faces disappear on once the busiest streets.

The "It's All Over" Scenario

About 18 percent of the population have left Hong Kong permanently. The upper and upper-middle class people are afraid of losing their wealth and freedoms. Ten billion dollars have left for Canada, Australia, the US and Britain. A HKSAR currency has replaced the former British Hong Kong dollar. People are forced to convert their cash into HKSAR dollars at the China Bank. Entrepreneurs are "advised" to invest in China projects in order to prove their "patriotism." There are calls on television, radio and newspapers for people to buy HKSAR government bonds. The government controls foreign exchange. The HKSAR money cannot be brought in and out Hong Kong freely. Those who wish to leave Hong Kong for any reason should apply for an exit visa even though they hold British Nationals (Overseas) passports. Pay increases are frozen and strikes banned. Neighbourhood vigilance committees are established for reporting "plots" to subvert the People's Republic. The People Liberation Army is stationed in all former British barracks. Drill runs on the October 1 National Day. Public services such as

sewage, garbage disposal and transportation have deteriorated because workers are poorly paid and the "brain drain" has taken away skilled administrators. Schools lack experienced teachers and public hospitals are short of doctors and nurses. Corruption plagues government departments. Elections are held but only those candidates who have been "screened" by the Central People's Government can run for office. The economy stagnates.

These three scenarios contain elements that were incorporated into a survey conducted to achieve the purposes of this study. The survey was concerned with the impact of 1997 on the shape of ACE. Its impact was examined by asking adult educators to estimate how the interests in the content of ACE will vary for the three kinds of people: those staying, those leaving Hong Kong temporarily, or those leaving permanently. Respondents were also asked to estimate how the use of the processes (methods and techniques) of ACE will increase or decrease in Hong Kong generally and in their workplace. As "1997" is a political problem, the survey also investigated the extent to which the political orientations of adult educators would influence their estimates and views concerning the development of the field.

CHAPTER VI

INSTRUMENT DEVELOPMENT

A survey was carried out to study how the 1997 problem influenced the development of adult/continuing education (ACE) in Hong Kong. The questionnaire consisted of three parts. The first listed the content and the second the processes of ACE. The content of ACE referred to a number of academic or practical subjects covered by ACE programs. The processes of ACE referred to methods and techniques (Verner, 1964). The third part of the questionnaire concerned the sociodemographic characteristics of respondents. These characteristics referred to their background in ACE (years of service, professional concern and role), their views concerning the purposes of adult education and their political orientations. The purposes of adult education were Boshier's (1985) social integration, social responsibility, social change and technical competence. Political orientations referred to Almond & Verba's (1963) cognitive, affective and evaluative orientations towards the political context.

Item Construction

Part I of the questionnaire contained items about the content of adult education. There were 45 subject items arrayed in nine categories. Table 1 shows all subject items

Table 1

The 45 Subject items in Part I of the questionnaire.

Chinese Language	English Language	<u>Languages</u> Japanese Language	French Language	German Language
Home Gardening	Hobby Handicrafts	<u>Hobbies</u> Fashion Design	Chinese Calligraphy	Hobby Photography
China Trade	Chinese Legal System	<u>China Studies</u> Chinese Arts	Chinese Philosophy	Chinese History
Accounting & Auditing	Advertising /Marketing	<u>Business & Commerce</u> International Trade	Investment Planning	Banking Practice
Company Law	Property Law	<u>Law</u> Criminal Law	Labour Law in H.K.	Hong Kong Taxation Law
Social Work	Religious & Ethno-cultural Studies	<u>Social Sciences</u> Moral Education	Health Education	Civic Education
Training of Trainers	Human Resources Management	<u>Management</u> Office Management	Supervisory Management	Worker Training
Computer Technology	Chef Training	<u>Technical Training</u> Carpentry	Mechanical Engineering	Driving
Biomedicine	Civil Engineering	<u>Applied Sciences</u> Environmental Science (Ecology)	Human Geography	Information Management

in Part I.

These subject items were selected because of their popularity in Hong Kong. Many ACE institutions offer programs about them. "China Studies" was added because of an anticipated increase in contacts with China in the run-up to 1997. In the questionnaire, these 45 subject items were systematically distributed throughout Part I of the questionnaire. For example, Item 1 was Chinese Language, Item 2 Home Gardening, Item 3 China Trade...

Respondents were invited to use a five-point Likert scale (Wiersma, 1986) to show the extent to which interest in each subject (e.g. Information Management) will decrease strongly, decrease, remain essentially the same, increase or increase strongly. Respondents were asked to estimate the extent to which the interest (in each subject) of people staying in Hong Kong, those leaving Hong Kong temporarily or those leaving Hong Kong permanently will decrease or increase. They gave their answers by circling one of the five responses (from "decrease strongly" to "increase strongly").

Part II of the questionnaire comprised items about the processes of adult education. The 18 process items were selected because of their frequent use in ACE programs. Nine of them were methods; nine were techniques.

Table 2 shows all process items in Part II.

Table 2

Adult Education Methods and Techniques

<u>Methods</u>	<u>Techniques</u>
Correspondence Study	Role Play
Class	Educational Games
Exhibitions	Debate
Apprenticeship	Simulation
Tutorial Discussion group	Lecture
Public Education campaign	Group Discussion
Courses By Computer	Demonstration
Forum	Field Trips
Workshop	Case Studies

The 18 process items were listed as one method followed by one technique. For example, Item 1 was Correspondence study, Item 2 Role play, Item 3 Class... Respondents were asked to estimate whether the use of these methods and techniques will decrease or increase in Hong Kong generally and in their workplace. They gave their estimates by circling one of the five response categories: Decrease Strongly, Decrease, Remain Essentially The Same, Increase, Increase Strongly.

Conceptual Bases for Sociodemographic Questions

Part III of the questionnaire consisted of questions concerning the sociodemographic characteristics of respondents. Questions concerned the age, sex and educational qualifications of respondents. Respondents were also asked if ACE is their primary or secondary professional concern or if they are primarily a planner or teacher. These categories were derived from Boshier's (1985) Conceptual Framework for Analyzing the Training of Trainers and Adult Educators. Respondents were also asked to report how many years they had worked full or part-time in ACE. They were also asked to rank (in order of importance to them) the four purposes of adult education in Boshier's (1985) model. The most important was to be ranked "1," the next "2," and so on. Table 3 shows the categories derived from the Boshier's model.

The remaining parts of the questionnaires dealt with the political orientations of respondents. At the beginning, respondents were asked to estimate the percentages of residents who will (i) leave Hong Kong permanently; (ii) leave Hong Kong temporarily and (iii) stay in Hong Kong in the run-up to 1997. Then they answered questions about their political orientations. Questions

Table 3

Dimensions shaping the sociodemographic profile of respondents

<u>Primacy of Role in ACE</u>	<u>Role occupied in ACE</u>	<u>Purposes of ACE</u>
Primary professional concern	Planner	Social integration Social responsibility Social change
Secondary professional concern	Teacher	Technical competence

were derived from Almond and Verba's (1963) classification of cognitive, affective and evaluative orientations towards the political context. Table 4 shows categories from Almond and Verba's model and questions associated with each orientation.

Respondents were also asked to indicate the extent to which they were involved in China trade, China exchanges or any projects with China. Finally, they were asked about their own intentions: to stay, leave Hong Kong temporarily or leave permanently in the run-up to 1997.

The cognitive orientation questions were cast on a

Table 4

List of questions for examining the political orientations of respondents

Political Orientations	Questions on
I. Cognitive	<ul style="list-style-type: none"> - know about the functions of the Executive and Legislative Councils in Hong Kong - know about the difference between HK-style capitalism & "Chinese" (i.e. PRC) socialism - know why and how the Sino-British Joint Declaration was signed - know about the content of the Sino-British Joint Declaration - know about the content of the Draft Basic Law
II. Affective	<ul style="list-style-type: none"> - feel about the performance of the present Governor since he assumed office - feel about what has happened as a result of the signing of the Sino-British Joint Declaration - feel about the proposal for direct elections for Legislative Council in 1988 - feel about the current proposal for direct elections for Legislative Council in 1991 - feel about the democracy movement in Hong Kong
III. Evaluative	<ul style="list-style-type: none"> - feel about what will happen in 1997 and beyond - feel the extent to which you are able to control the forces that shape the nature of your life - tell the extent to which the Legislative Councillors can represent your interests - be a registered voter or not - have ever given opinions or suggestions on the Draft Basic Law to the Basic Law Consultative Committee - going to give opinions or suggestions on the Draft Basic Law to the Basic Law Consultative Committee or not

seven-point scale. For example, No. 3 asked "How much do you feel you know about the differences between Hong Kong-style capitalism and 'Chinese' (i.e. PRC) socialism?" Respondents would check: An Immense Amount, Very Much, Much, A Moderate Amount, Little, Very Little, Almost Nothing.

For questions which concerned affective orientation, respondents also picked an answer from seven choices. The present Governor's performance was rated from Very Good, Good, Satisfactory, No Feeling One Way Or The Other, Fair, Poor to Very Poor. In other questions, feelings about people and things were indicated as: Extremely Optimistic/Positive, Very Optimistic/Positive, Slightly Optimistic/Positive, No Feeling One Way Or The Other, Slightly Pessimistic/Negative, Very Pessimistic/Negative, Extremely Pessimistic/Negative.

For questions on evaluative orientation, respondents were asked to choose one out of six responses. These responses could be: Very Much Control/Involved, Much Control/Involved, Moderate Control/Moderately Involved, Little Control/Involved, Very Little Control/Involved, No Control/Involved At All. They said yes or no in alternative questions. The complete questionnaire is contained in Appendix A.

Languages and Forms

The questionnaire had a Chinese translation to cater to those respondents whose English might not be good enough to comprehend the questions. Besides, it was possible for respondents to get tired at a particular item after they had responded to several questions already. Therefore, a second form of the original questionnaire (called Form A) was developed. It was named Form B. The order of all content and process items from Form A was reversed in Form B. For example, Chinese Language was Item 1 and Information Management Item 45 in Form A. But in Form B, Information Management became Item 1 and Chinese Language Item 45. The same procedure was applied to process items too. Correspondence Study was Item 1 and Case Studies Item 18 in Part II of Form A. But in Form B, Case Studies became Item 1 and Correspondence Study Item 18. Both Form A and Form B had their Chinese versions. The Chinese Form A was named Form C and Chinese Form B named Form D. Table 5 shows the four forms in two sets that vary by item order and language. Prior to conducting a statistical analysis, all the "reversed" items (Form B) were "flipped" so as to become compatible with the item order in Form A.

Table 5

The four forms of questionnaires in two sets that vary by item order and language

	English	Chinese
Items 1-45	Form A printed in blue colour	Form C printed in yellow colour
Items 45-1	Form B printed in gold colour	Form D printed in pink colour

Pilot Study

While the first draft of the questionnaire was being written, it was taken to Charles Wong and N.P. Lee to check the content validity. In this context, content validity concerned the extent to which the "content" and "process" items adequately represented the field of adult/continuing education in Hong Kong. Charles Wong and N.P. Lee were experienced man and woman adult educators from Hong Kong. They had worked as programers for years in Extramural Studies Departments of The Chinese University of Hong Kong and University

of Hong Kong. To check the content validity, they had to determine whether some items were redundant or if other important ones had been left out. After their examination, all items were confirmed except for some minor changes. For example, some items were renamed for clarity and the "Applied Science" category was strengthened.

The amended draft English and its Chinese version were taken to Miranda Wong to check the translation. Miranda Wong, formerly a senior social worker from Hong Kong, was a graduate of the UBC Diploma in Adult Education. She was invited to determine the extent to which the Chinese translation corresponded with the English version. Moreover, she examined questions in Part III, to see if, from her perspective as a Hong Kong woman, they "made sense." After her examination, the Chinese draft was revised. Some questions were rephrased for brevity and some response categories reworded for better understanding.

The final draft was completed in late March, 1989. Later the "reverse-order-numbering" in Forms C and D would have to be compatible with Forms A and B. Different colours were used to alert the researcher to the "item-numbering" issue.

The four questionnaires: English (Forms A and B)
Chinese (Forms C and D) are contained in Appendix A.

CHAPTER VII

METHOD

Population

The population surveyed consisted of members of the Hong Kong Association for Continuing Education (HKACE), graduates and students of three rounds of the UBC Diploma in Adult Education (in Hong Kong) and heads of some major adult education institutions. Just over 170 subjects were selected and each of them was mailed a copy of the questionnaire. A dime was thrown to decide who was the first one to get which form of the questionnaire. "Heads" stood for Form A and "tails" for Form B. As a result, the first name appearing on the membership list of the HKACE got Form B, the second one Form A and the third one Form B again. Those who had Chinese names and addresses on the list got Chinese versions. But Chinese Forms C and D were also alternated amongst the "Chinese names" on the list. (At the time of the study, the author was Honorary Secretary of the HKACE and thus personally acquainted with about 30 percent of the members. She thus knew whether English or Chinese would be the preferred language in many cases.) The same procedure was applied to the three rounds of Diploma graduates and students too. But they all got the English versions because they were assumed to understand the

questions well. Heads of adult education institutions got alternate forms A and B (English) as well.

Mailing of Questionnaires

All questionnaires were air-mailed from Vancouver to Hong Kong in mid-April, 1989. A cover letter explaining the purposes of the survey and a leaflet introducing the UBC diploma and graduate programs in adult education were enclosed with each copy of the questionnaire. (Folk wisdom claimed that Hong Kong people are more inclined to complete a questionnaire if it is accompanied by a souvenir or additional information of interest.) Respondents were asked to return the completed questionnaire in the self-addressed envelope attached. The questionnaire did not bear the name of the respondent but a number was coded on its back page. It was explained in the cover letter that the code number was used to record how many questionnaires had been sent and to count how many people did not reply. Follow-up letters would then be sent to non-respondents. Replies were anonymous and kept in strict confidence. A due date was not specified but a prompt reply encouraged. The return address was the mail-box of the HKACE in Hong Kong. Christine Yeung of the HKACE helped collect the questionnaires as they were returned.

Data Processing and Analysis

Three data cards, each containing 80 columns, were used for each respondent. The first three columns of Card One recorded respondents' identification. The first respondent was coded as "001." The fourth column marked respondents' gender, "1" for male and "2" for female. The fifth and sixth columns recorded respondents' actual age. Suppose that respondent 088 was aged 35, thus "35" was printed on columns 5 and 6. Columns 7 to 20 were used to record respondents' socioeconomic data and columns 21 to 44 respondents' answers to political orientation questions. The score of the first subject item "Chinese Language: staying" was recorded on Column 51. Remember that Forms B and D had their item order "reversed." While "Information Management: staying" was the first item in Forms B and D, a step was added to avoid complication. The score of "Chinese Language: staying" in every Form B and D was printed on Column 51 as well. Then the score of "Chinese Language: leaving temporarily" was put down on Column 52 and "Chinese Language: leaving permanently" on Column 53. If respondents did not circle a response category, then the column was marked "0." If the "Decrease" category was circled, then "2" was printed on the column. Coding of responses to subject items continued until Column 79. Column 80 was marked "1" for Card One.

The first six columns of Card Two were left blank. Then scores of subject items continued to be marked on Column 7 up to Column 79. Column 80 of Card Two was marked "2." Then the first six columns of Card Three were left blank again and scores of subject items continued to be marked on column 7. The first process score: "Correspondence Study: in Hong Kong" was marked on Column 44 of Card Three. The same arrangement was made to record the score of "Correspondence Study: in Hong Kong" in every Form B and D in Column 44 even though the first process item in Forms B and D was "Case Studies: in Hong Kong." The score of the last process item "Case Studies: in my workplace" was recorded on Column 79 and column 80 was marked "3" for Card Three.

A word-processing program was used to transmit data from coding forms to a computer. Besides the data file, a control file was written up to prepare data for SPSS (Statistical Package for the Social Sciences) analysis. The control file told SPSS to identify columns for variables, declare missing values, and define value labels. A "Compute" command was used to average the scores for each content/process category. For example, scores of Chinese Language, English Language, Japanese Language, French Language and German Language (for people staying) were added together and divided by five in order to yield

a total score of "LANGSTAY," meaning "Languages for people staying." As well, a total score for "MTHTOTWP" (Methods used in my workplace) was produced by summing over the responses for Correspondence Study, Class, Exhibitions, Apprenticeship, Tutorial Discussion Group, Public Education Campaigns, Courses By Computer, Forum and Workshop, and dividing them by nine. Moreover, a "compute" command was made to form age groups (e.g. 20 to 30, 30 to 40) based upon respondents' actual age.

"Frequencies" were calculated for sex, age groups, professional concern, role, educational qualifications, overseas degrees, "original disciplines" and respondents' "emigration intentions." Such a procedure was done in order to check if there was any error in coding the data. For example, if "3" appeared in the "sex" column, it would indicate a problem because only "1" was used for male and "2" for female.

"Crosstabs" were executed to calculate the percentages of men and women in such variables as age, professional concern, educational qualification, overseas degrees, "original discipline" and "emigration intentions." Tabulations from "frequencies" and "crosstabs" were used to identify the sociodemographic characteristics of respondents. A "means" command was executed in order to examine the differences between men and women on

each content and process variable (e.g. Business & Commerce) for each kind of person (staying, leaving temporarily or leaving permanently). Tabulations from the "descriptives" command which yielded mean scores of each content and process category for the three kinds of people were used to outline a map of what the respondents thought about the anticipated changes in content and processes of ACE in Hong Kong.

"Correlation" was used to check the internal consistency of each content and process category for the three kinds of people. A "t-test" was calculated to measure the test-retest reliability of the instrument. "Correlation" commands were again executed to check if there was any significant association between respondents' sociodemographic characteristics (e.g. age, professional concern, etc.), their estimates concerning other residents' "emigration intentions" and their estimates concerning changes in ACE. "Correlation" was also used to examine the association between respondents' political orientations, their "emigration intentions" and their estimates concerning the changes in ACE. The intercorrelations between respondents' political orientations and their ranking of the purposes of adult education were also examined.

A "means" command was executed in order to find out

the mean percentages of people who were thought to be staying, leaving temporarily or leaving permanently with respect to the respondents' own "emigration intentions." Moreover, such a command was also used to compute the mean degree of involvement in China projects (ranging from "not involved at all" to "very much involved") for each kind of respondent who was intending to stay, leave temporarily or leave permanently. In all above operations, the **significance** level was set at .05 for one-tailed or .01 for two-tailed tests.

CHAPTER VIII

RESULTS

Effect of History

Campbell and Stanley (1963) in their influential analysis of quasi and true experimental designs listed a variety of factors that threaten the internal validity of experimental research. Although this was an ex post facto study, the data collection process was possibly distorted by the intrusion of the massacre in Tiananmen Square, China on June 4, 1989.

Following the death of the former Secretary General of the Communist Party, Hu Yao-bang, in mid-April, 1989, massive student movements demanding democracy and opposing corruption were active in Beijing and other major cities of China. Students who pleaded for the democratization of China got support from people in Hong Kong. Pro-democracy advocates in Hong Kong echoed their counterparts' appeal for an open and democratic China. Some had even gone to Beijing to visit students on a hunger strike at the Tiananmen Square. Newspapers reported that about 1.5 million people marched in Hong Kong on Sunday, May 28, 1989 in support of the students at the Tiananmen Square (see Appendix B). Tension between the Chinese government and students sitting in the Tiananmen

Square grew in late May, 1989. Martial law was declared and students were ordered to withdraw from the Square. Before dawn on June 4, the government resolved to clamp down on this "chaos" by force of arms. Newspapers reported that numerous students and citizens in Beijing were massacred by troops (see Appendix C). June 4 became a black day for Chinese people.

The June 4 Incident had a great impact upon Hong Kong. Newspapers reported that hundreds of thousands of people rallied to voice grief and indignation and a general strike was called for to mourn the dead in Beijing (see Appendix D). Many Hong Kong people were panic-stricken and shocked by the atrocities of the Communists. The stock market plunged and thousands of people withdrew money from Chinese banks (see Appendix E). It appeared that confidence in the future of Hong Kong dropped sharply after June 4. It was suggested that many who planned to stay in Hong Kong had changed their minds and would leave. Some sped up their applications for emigration. Business got hurt badly.

The June 4 Incident appeared to affect the psychology of Hong Kong people and threatened the internal validity of this study. By June 4, 1989, 50 questionnaires had been returned. After June 4, another 72 completed questionnaires were secured. Thus, before detailing any

results, we should explain what was done to examine the extent to which the June 4 Incident influenced the results of this survey. A procedure was added to distinguish between questionnaires returned before or after June 4. Questionnaires received after June 4 were marked "After June 4" on their back page.

As noted above, respondents were being asked to make estimates concerning the number (in percentage) of people who would stay in Hong Kong after 1997, leave temporarily (between 1989 and 1997) or leave permanently. Prior to June 4, the phenomenon under investigation (probability of leaving) was reasonably stable. But, after June 4, it appeared that many people would be revising their estimates.

Reliability

In early August, 28 questionnaires (seven for each form and each language) were sent to a group of instructors at the Caritas Centre for Further and Adult Education--Caine Road Day and Night Schools. This was the first step of a test/retest procedure to check the reliability of the instrument. Reliability comprises "stability, dependability and predictability" (Kerlinger, 1973, p.443). An instrument is reliable if it can produce consistent results over repeated measurements. The two Principals of the Schools, Yat-bong Ma and Augustine

Chong, distributed and collected the questionnaires. Questionnaires returned were anonymous but marked with the date and place of birth of the respondents. Three weeks later, respondents were asked to do the retest. Two copies from the test and retest bearing the same date and place of birth were matched together. One subject did not do the retest. Therefore, 27 valid cases were used for computing the results.

Reliability Results

The reliability of the instrument was checked by examining its internal consistency and stability-over-time.

Internal Consistency

The internal consistency of each content and process category, and respondents' political orientations was measured by calculating coefficient alpha for each item using all valid cases. Recall that the "Languages" score was derived by summing over responses concerning all five languages (Chinese, English, Japanese, French and German) and dividing by five to yield a scale score. Coefficient alpha examines intercorrelations within the scale. Those studying Business could reasonably be expected to be interested in all five facets of the "Business & Commerce" category (e.g. Accounting & Auditing, International Trade,...) but the same assump-

tion could not be made for languages. For example, someone interested in English would not necessarily be also interested in Japanese, French or German. Thus it was no surprise to find that the strongest alpha scores (denoting considerable internal consistency) were on "Management" (mean alpha .43) and "Law" (mean alpha .41). The smallest, but still acceptable, mean alphas were on "Languages" (.27) and "Hobbies" (.28). It was also notable that respondents made more internally consistent estimates for people thought to be staying than for those in the two "leaving" categories. Indeed, the highest alpha coefficients were those associated with estimates about people thought to be staying. The two exceptions to this concerned "Hobbies" and "Technical Training."

Test/Retest

Responses gathered from the "test" and "retest" done by the 27 subjects at Caritas Schools were correlated. The right-hand column in Table 8 shows the mean stability-over-time coefficients for all categories. Most of these Pearson product-moment correlation coefficients were regarded as high (greater than .70). All but one coefficient (Applied Sciences: staying) were over .50. The instrument was stable over time.

Response Rate

October 20 was the cut-off date for collecting returned questionnaires for the main study. Until then, 95 subjects had returned their questionnaires. The response rate was 56 percent. There were 24 copies of English Form A returned, 22 of English Form B, 24 of Chinese Form C and 25 of Chinese Form D. Data from these 95 subjects and another 27 from the reliability procedure yielded a total of 122.

Characteristics of Respondents

The population consisted of 83 men and 39 women adult educators. Table 6 shows their socio-demographic characteristics. Many (37.7 percent) were in their 30s. The majority (59.2 percent) regarded adult/continuing education as their secondary professional concern. Almost half of them (49.5 percent) claimed to be a planner and the other half (50.5 percent) a teacher. Most of them said they had a university education. Many (34.4 percent) had university degrees plus additional qualifications. Among those who had overseas degrees, a slight majority (25.7 percent) got them from the United Kingdom while 20 percent were from Canada and another 20 percent from Taiwan. More than a quarter (27.1 percent) of these adult educators regarded Business and Commerce as their original discipline while 23.7 percent had Arts & Humanities. About

Table 6

Socio-demographic characteristics of respondents

Characteristics	Men n	%	Women n	%	Total n	%
Age	83	68.0	39	32.0	122	100.0
20-30	23	27.7	15	38.5	38	31.1
30-40	32	38.6	14	35.9	46	37.7
40-50	19	22.9	8	20.5	27	22.1
50-60	8	9.6	2	5.1	10	8.2
60 and up	1	1.2	—	—	1	.8
						$\chi^2 = 2.23$ sig = .69
Professional concern	81	67.5	39	32.5	120	100.0
Primary	31	38.3	18	46.2	49	40.8
Secondary	50	61.7	21	53.8	71	59.2
						$\chi^2 = .39$ sig = .53
Role	71	66.4	36	33.6	107	100.0
Planner	41	57.7	12	33.3	53	49.5
Teacher	30	42.3	24	66.7	54	50.5
						$\chi^2 = 4.76$ sig = .03
Educational qualification	83	68.0	39	32.0	122	100.0
Form 5	—	—	3	7.7	3	2.5
Form 6 or 7	2	2.4	3	7.7	5	4.1
Post-secondary	13	15.7	8	20.5	21	17.2
Part of a university degree	8	9.6	3	7.7	11	9.0
University degree overseas	19	22.9	6	15.4	25	20.5
University degree from HK	11	13.3	4	10.3	15	12.3
University degree & add qual	30	36.1	12	30.8	42	34.4
						$\chi^2 = 9.81$ sig = .13
Overseas degrees	26	74.3	9	25.7	35	100.0
United Kingdom	6	23.1	3	33.3	9	25.7
Canada	6	23.1	1	11.1	7	20.0
United States	4	15.4	2	22.2	6	17.1
Australia & New Zealand	1	3.8	—	—	1	2.9
Taiwan	5	19.2	2	22.2	7	20.0
Japan	—	—	1	11.1	1	2.9
Southeast Asia	1	3.8	—	—	1	2.9
Europe	1	3.8	—	—	1	2.9
China	2	7.7	—	—	2	5.7
						$\chi^2 = 5.58$ sig = .69
Original Discipline	81	68.6	37	31.4	118	100.0
Arts & Humanities	17	21.0	11	29.7	28	23.7
Natural Sciences	8	9.9	—	—	8	6.8
Social Sciences	9	11.1	8	21.6	17	14.4
Business & Commerce	24	29.6	8	21.6	32	27.1
Technical Education	8	9.9	—	—	8	6.8
Education	11	13.6	6	16.2	17	14.4
Medical & Health	1	1.2	1	2.7	2	1.7
Computer	—	—	1	2.7	1	.8
Home Economics	—	—	1	2.7	1	.8
Theology	1	1.2	1	2.7	2	1.7
Trade Union Education	1	1.2	—	—	1	.8
Law	1	1.2	—	—	1	.8
						$\chi^2 = 16.74$ sig = .12
In the run-up to 1997, intending to:	80	67.2	39	32.8	119	100.0
stay in Hong Kong	31	38.8	24	61.5	55	46.2
leave temporarily	31	38.8	10	25.6	41	34.5
leave permanently	18	22.5	5	12.8	23	19.3
						$\chi^2 = 5.53$ sig = .06

half of the respondents (46.2 percent) claimed that they were intending to stay in Hong Kong in the run-up to 1997. Overall, the respondents were young university graduates taking adult/continuing education as their second profession. Table 6 shows the ways in which the 83 men and 39 women surveyed differed with respect to their socio-demographic characteristics. There were no significant differences except with respect to the "professional role" (planner or teacher) occupied. Of the 83 men nearly 60 percent were planners, whereas of the 39 women, only one third were planners. Thus, the women were significantly more inclined to be teachers than were the men ($X^2=4.76$, $p < .03$).

Men's and Women's Estimates and Their Political Orientations

Table 7 shows the respondents' estimates concerning how the interests in ACE vary for people staying, leaving temporarily or leaving permanently. It also shows what respondents said about whether the use of methods or techniques will increase or decrease. Table 7 also shows mean "political orientation" scores for the 122 respondents.

Regarding the content and processes, three was considered the midpoint of the scale ("Remain Essentially The Same"). Means greater than three indicated that

Table 7

Men and Women adult educators' estimates concerning changes in adult/continuing education (ACE) and their political orientations

CONTENT	MEN			WOMEN			F	Sig F
	n	\bar{X}	S.D.	n	\bar{X}	S.D.		
Languages								
staying=	82	3.27	.42	38	3.24	.61	.14	.71
leaving temporarily=	82	3.30	.40	38	3.31	.68	.02	.90
leaving permanently=	82	3.34	.51	38	3.36	.68	.02	.88
Hobbies								
staying=	80	3.05	.30	38	3.18	.50	2.91	.09
leaving temporarily=	80	3.11	.45	38	3.19	.62	.66	.42
leaving permanently=	80	3.17	.55	38	3.44	.72	5.04	.03
China Studies								
staying=	81	3.45	.52	38	3.61	.60	2.17	.14
leaving temporarily=	81	2.81	.52	38	3.02	.60	3.82	.05
leaving permanently=	81	2.59	.68	38	2.85	.66	3.95	.05
Business & Commerce								
staying=	80	3.41	.59	38	3.53	.70	.97	.33
leaving temporarily=	80	3.30	.59	38	3.37	.68	.31	.58
leaving permanently=	79	3.33	.69	38	3.45	.79	.69	.41
Law								
staying=	80	3.30	.59	38	3.46	.72	1.69	.20
leaving temporarily=	79	2.75	.59	38	2.99	.52	4.80	.03
leaving permanently=	80	2.55	.72	38	2.70	.59	1.26	.26
Social Sciences								
staying=	80	3.24	.58	39	3.45	.49	3.93	.05
leaving temporarily=	79	2.87	.52	39	3.06	.40	3.91	.05
leaving permanently=	79	2.82	.60	39	2.92	.50	.84	.36
Management								
staying=	79	3.46	.61	38	3.70	.72	3.65	.06
leaving temporarily=	79	3.05	.55	28	3.16	.62	.90	.34
leaving permanently=	79	3.06	.64	38	3.05	.75	.14	.91
Technical Training								
staying=	79	3.31	.44	38	3.47	.58	2.98	.09
leaving temporarily=	79	3.63	.50	38	3.55	.64	.51	.48
leaving permanently=	79	3.80	.59	38	3.81	.86	.01	.94
Applied Sciences								
staying=	82	3.18	.44	37	3.36	.57	3.46	.07
leaving temporarily=	80	3.18	.45	37	3.21	.45	.16	.69
leaving permanently=	80	3.21	.53	37	3.20	.52	.05	.94
PROCESSES								
Methods								
In H.K. generally=	81	3.61	.44	38	3.69	.61	.68	.41
In my workplace=	81	3.43	.41	38	3.52	.40	1.48	.23
Techniques								
In H.K. generally=	80	3.49	.51	37	3.54	.59	.23	.64
In my workplace=	80	3.37	.47	37	3.43	.44	.42	.52
POLITICAL ORIENTATIONS								
Cognitive Orientations	82	4.51	.92	39	4.02	.73	8.51	.01
Affective Orientations	83	4.65	.78	39	4.40	.69	2.86	.09
Evaluative Orientations	83	2.67	.47	38	2.50	.48	3.26	.07

respondents thought that interests will increase, or vice versa. S.D.'s were consistent across all content and process categories.

Table 7 shows how men and women surveyed differed in their estimates concerning changes in ACE as far as the three types of people: staying, leaving HK temporarily or leaving permanently were concerned. There were no significant differences except for a few "Content" categories. Firstly, with respect to the "Hobbies: leaving permanently," the mean score of the 80 men surveyed was 3.17 while the 38 women respondents produced a mean score of 3.44. Thus, the women were significantly more inclined than men ($F=5.04$, $p < .03$) to think that the interests in "Hobbies" of people leaving permanently will increase. Secondly, regarding the "China Studies: leaving temporarily," the 81 men surveyed yielded a mean score of 2.81 whereas for the 38 women respondents, it was 3.02. The men were more inclined than women ($F=3.82$, $p < .05$) to believe that the interests in "China Studies" of people leaving temporarily will decrease. Again, for the "China Studies: leaving permanently," the mean score of the 81 men surveyed was 2.59 and that of the 38 women 2.85. Thus, the men were more inclined than women ($F=3.95$, $p < .05$) to think that the interests in "China Studies" of people leaving permanently will decrease.

Thirdly, concerning the "Law: leaving temporarily," the mean score of the 79 men surveyed was 2.75 and that of the 38 women 2.99. Thus, the men were more inclined than women ($F=4.80$, $p < .03$) to believe that the "Law" interests of people leaving temporarily will decrease. Fourthly, with respect to the "Social Sciences: staying," the 80 men surveyed produced a mean score of 3.24 and the 39 women surveyed 3.45. Thus, the women were more inclined than men ($F=3.93$, $p < .05$) to think that the interests in "Social Sciences" of people staying will increase. Again, for the "Social Sciences: leaving temporarily," the mean score of the 79 men surveyed was 2.87 and that of the 39 women 3.06. Thus, the men were more inclined than women ($F=3.91$, $p < .05$) to believe that the interests in "Social Sciences" of people leaving temporarily will decrease.

Regarding the political orientations, cognitive orientation refers to how much the respondents knew about the people and things involved in the political process. The "Cognitive orientation" score was calculated by adding up responses to questions No. 2, No. 3, No. 4, No. 5 and No. 6 in Part III and averaging them (dividing the total by five). All these questions had a seven-point response scale: An Immense Amount, Very Much, Much, A Moderate Amount, Little, Very Little, Almost Nothing. "An Immense amount" was coded 7 and "Almost Nothing" 1.

Thus, four was considered the midpoint of the score (A Moderate Amount). Means were above four. This indicated that respondents claimed to know "a moderate amount" to "much" about people and things in the political process. But the men claimed to be more inclined than women ($F=8.51$, $p < .01$) to know more about people and things in the political process. There was greater disagreement among men ($S.D.= .92$) than was among women ($S.D.= .73$).

Affective orientation refers to how much the respondents favoured the people and things involved in the political process. The "Affective orientation" score was calculated by adding responses to questions No. 7, No. 8, No. 9, No. 10 and No. 11 in Part III and averaging them (dividing the total by five). All these questions had a seven-point response scale: Very good/Extremely Optimistic/Positive, Good/Very Optimistic/Positive, Satisfactory/Slightly Optimistic/Positive, No Feeling One Way Or The Other, Fair/Slightly Pessimistic/Negative, Poor/Very Pessimistic/Negative, Very Poor/Extremely Pessimistic/Negative. Thus, four was considered the midpoint of the score (No Feeling One Way Or The Other). Means were above four. This indicated that respondents were more inclined to favour the people and things involved in the political process.

Evaluative orientation refers to how far the

respondents involved themselves in the political process. Involvement could range from active participation to passive subordination. The "Evaluative orientation" score was calculated by adding up responses to questions No. 12, No. 13, No. 15, No. 16, No. 17 and No. 18 in Part III and averaging them (dividing the total by six). Question No. 12 had a seven-point response scale, No. 13 and No. 15 had 6 but No. 16, No. 17 and No. 18 had 2. The highest point of scale in average was 4.2 and 2.6 was considered the mid-point. There were no significant differences between men and women on the Affective and Evaluative orientation scores. S.D.'s were consistent in the Affective and Evaluative orientations.

Purpose One

Recall that the first purpose of the study was to obtain estimates concerning the anticipated changes in the content and processes of ACE in the run-up to 1997 (see the highlighted part of Figure 4). Table 8 shows respondents' estimates concerning changes in ACE, their political orientations and rankings concerning the purposes of adult education. Regarding the content, all category scores (e.g. Languages) were calculated by adding up the response scores from each subject item, e.g. "Chinese Language," "English Language," "Japanese Language," "French Language" and "German Language" as per

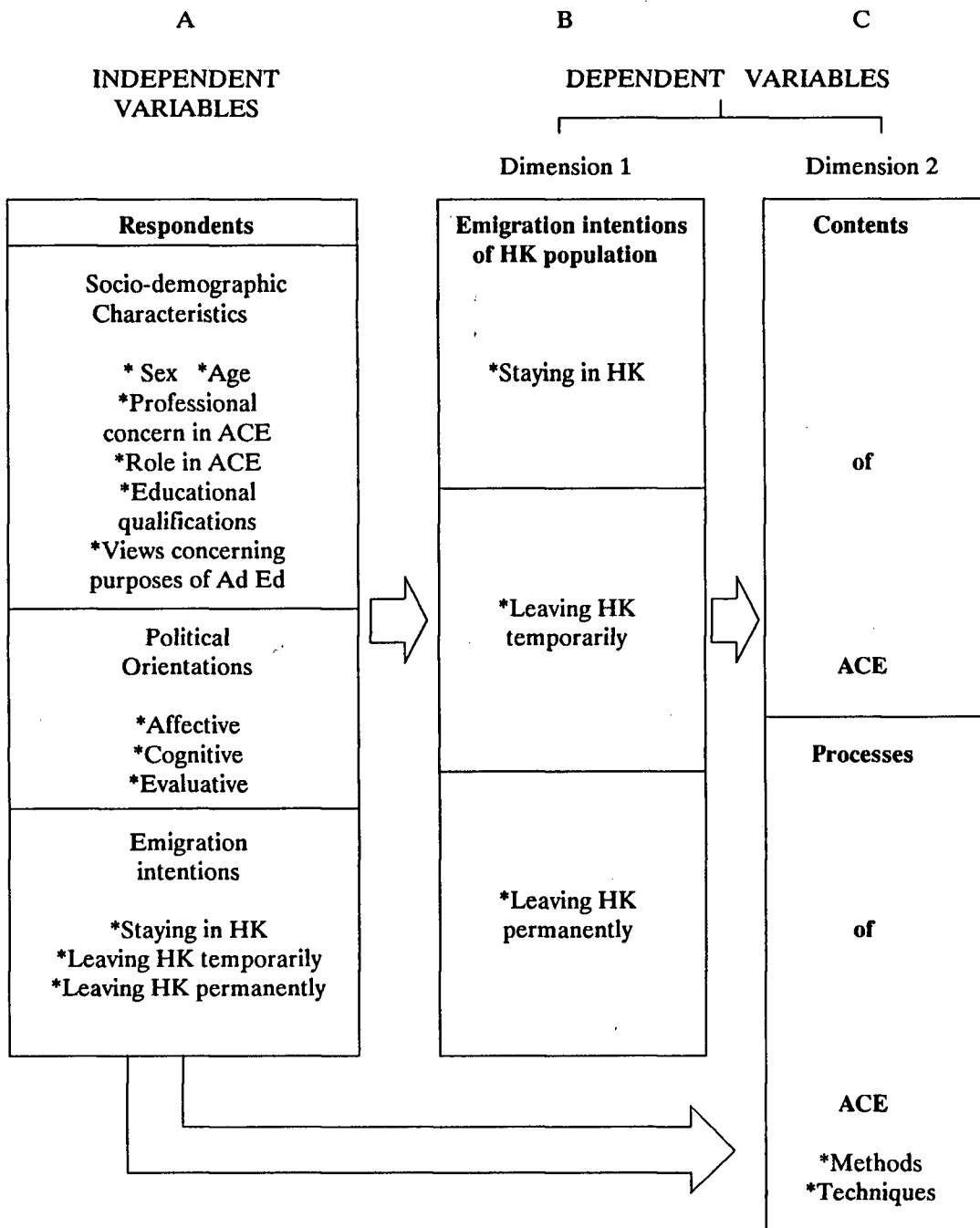


Figure 4. Respondents' estimates concerning the anticipated changes in the content and processes of ACE (1990-1997).

Table 8

Respondents' estimates concerning changes in ACE, their political orientations and ranking of purposes of adult education

Anticipated changes in	Possible range	Observed range	\bar{X}	S.D.	n	Internal consistency	Reliability test/retest
CONTENT							
Languages							
staying =	1.0-5.0	2.0-4.8	3.26	.49	120	.28	.76
leaving temporarily =	1.0-5.0	1.2-4.6	3.30	.50	120	.27	.73
leaving permanently =	1.0-5.0	1.0-4.8	3.35	.57	120	.27	.90
Hobbies							
staying =	1.0-5.0	2.0-4.4	3.09	.38	118	.25	.51
leaving temporarily =	1.0-5.0	1.2-4.2	3.14	.51	118	.29	.65
leaving permanently =	1.0-5.0	1.2-4.8	3.25	.62	118	.29	.75
China Studies							
staying =	1.0-5.0	1.8-4.6	3.50	.55	119	.31	.75
leaving temporarily =	1.0-5.0	1.2-4.2	2.88	.56	119	.26	.67
leaving permanently =	1.0-5.0	1.0-4.4	2.67	.68	119	.29	.85
Business & Commerce							
staying =	1.0-5.0	1.6-5.0	3.45	.63	118	.45	.83
leaving temporarily =	1.0-5.0	1.2-4.6	3.32	.62	118	.38	.79
leaving permanently =	1.0-5.0	1.2-5.0	3.37	.72	117	.39	.77
Law							
staying =	1.0-5.0	1.8-5.0	3.35	.64	118	.48	.63
leaving temporarily =	1.0-5.0	1.2-4.0	2.83	.58	117	.39	.59
leaving permanently =	1.0-5.0	1.2-4.8	2.60	.68	118	.37	.71
Social Sciences							
staying =	1.0-5.0	1.4-4.6	3.31	.56	119	.42	.76
leaving temporarily =	1.0-5.0	1.6-4.4	2.94	.49	118	.29	.56
leaving permanently =	1.0-5.0	1.4-4.6	2.85	.57	118	.27	.67
Management							
staying =	1.0-5.0	2.0-5.0	3.54	.66	117	.57	.54
leaving temporarily =	1.0-5.0	1.2-4.4	3.09	.57	117	.39	.72
leaving permanently =	1.0-5.0	1.0-4.8	3.06	.67	117	.33	.65
Technical Training							
staying =	1.0-5.0	1.6-5.0	3.36	.50	117	.33	.83
leaving temporarily =	1.0-5.0	2.0-4.8	3.61	.55	117	.36	.82
leaving permanently =	1.0-5.0	1.4-5.0	3.80	.69	117	.39	.81
Applied Sciences							
staying =	1.0-5.0	1.6-5.0	3.23	.49	119	.34	.44
leaving temporarily =	1.0-5.0	1.6-4.4	3.19	.45	117	.21	.59
leaving permanently =	1.0-5.0	1.2-4.4	3.21	.52	117	.16	.76
PROCESSES							
Methods							
In H.K. generally =	1.0-5.0	1.2-4.8	3.64	.50	119	.32	.66
In my workplace =	1.0-5.0	2.2-4.6	3.46	.41	119	.23	.70
Techniques							
In H.K. generally =	1.0-5.0	1.2-4.9	3.51	.53	117	.39	.71
In my workplace =	1.0-5.0	2.1-4.9	3.39	.46	117	.33	.74
POLITICAL ORIENTATIONS							
Cognitive Orientations	1.0-6.8	2.6-6.8	4.35	.89	121	.45	.85
Affective Orientations	1.0-7.0	2.8-6.8	4.57	.76	122	.20	.53
Evaluative Orientations	1.0-4.2	1.5-3.8	2.61	.48	121	.20	.52
PURPOSES OF AD ED							
Social integration	1.0-4.0	1.0-4.0	2.80	1.11	122	--	--
Social responsibility	1.0-4.0	1.0-4.0	2.66	1.11	122	--	--
Social change	1.0-4.0	1.0-4.0	2.93	1.19	122	--	--
Technical competence	1.0-4.0	1.0-4.0	2.43	1.28	122	--	--

the three categories of people: staying, leaving temporarily or leaving permanently and averaging them (dividing the total by five). Respondents estimated that the interests of people staying will be inclined to increase in all subjects, but more strongly in Management ($\bar{X}=3.54$, S.D.= .66); China Studies ($\bar{X}=3.50$, S.D.= .55); Business & Commerce ($\bar{X}=3.45$, S.D.= .63). They guessed that the interests of people leaving temporarily will increase strongly in Technical Training ($\bar{X}=3.61$, S.D.= .55), but decrease in Law ($\bar{X}=2.83$, S.D.= .58); China Studies ($\bar{X}=2.88$, S.D.= .56) and Social Sciences ($\bar{X}=2.94$, S.D.= .49). Again, respondents believed that the interests of people leaving permanently will increase strongly in Technical Training ($\bar{X}=3.80$, S.D.= .69) but decrease strongly in Law ($\bar{X}=2.60$, S.D.= .68) and China Studies ($\bar{X}=2.67$, S.D.= .68). S.D.'s were consistent in all content categories.

Regarding the processes, the "Method" scores were calculated by adding up the response scores from "Correspondence Study," "Class," "Exhibitions," "Apprenticeship," "Tutorial Discussion Group," "Public Education Campaign," "Courses By Computer," "Forum" and "Workshop," and averaging them (dividing the total by nine). The "Technique" scores were calculated by adding up the response scores from "Role Play," "Educational Games,"

"Debate," "Simulation," "Lecture," "Group Discussion," "Demonstration," "Field Trips" and "Case Studies," and averaging them (dividing the total by nine). Respondents thought that there will be an overall increase in the use of methods and techniques in Hong Kong generally and in the workplace. But the increase in HK generally will be greater than that in the workplace. S.D.'s were consistent across all methods and techniques.

Respondents claimed that the use of adult education methods such as "Courses By Computer" will strongly increase in Hong Kong generally ($\bar{X}=4.10$, S.D.= .65) and in the workplace ($\bar{X}=4.02$, S.D.= .62). They believed that the use of "Apprenticeship" will remain essentially the same in the workplace ($\bar{X}=3.00$, S.D.= .79).

Respondents thought that compared to most of the adult education methods, the use of "Class," which is a traditional instructional method, will tend to increase in Hong Kong generally ($\bar{X}=3.52$, S.D.= .75) and in the workplace ($\bar{X}=3.44$, S.D.= .72). Moreover, they claimed that there will be an increase in the use of "Lecture," a traditional instructional technique, in Hong Kong generally ($\bar{X}=3.46$, S.D.= .74) and in the workplace ($\bar{X}=3.35$, S.D.= .64).

Concerning the political orientations, respondents claimed to know "a moderate amount" to "much" ($\bar{X}=4.35$,

S.D.= .89) about the people and things involved in the political process. They tended to be "happy" with (\bar{X} =4.57, S.D.= .76) these people and things but did not participate actively (\bar{X} =2.61, S.D.= .48) in the political process. The spread of scores in the Evaluative orientation (S.D.= .48) was less than that in the Cognitive (S.D.= .89) and Affective (S.D.= .76) ones.

With respect to the purposes of adult education, one meant first priority, two second, three third and four fourth. Technical competence (\bar{X} =2.43, S.D.=1.28) was ranked first; Social responsibility (\bar{X} =2.66, S.D.=1.11) second; Social integration (\bar{X} =2.80, S.D.=1.11) third and Social change (\bar{X} =2.93, S.D.=1.19) fourth. There was greater disagreement concerning Technical competence (S.D.=1.28) than in the other three purposes.

Purpose Two

Recall that the second purpose of the study was to establish the extent to which sociodemographic variables of respondents explained variance in estimates (see the highlighted part of Figure 5). Table 9 shows the inter-correlations between respondents' sociodemographic characteristics and their estimates concerning changes in ACE. Those coefficients marked with one or two asterisks were significantly associated.

There was a significant association between Age and

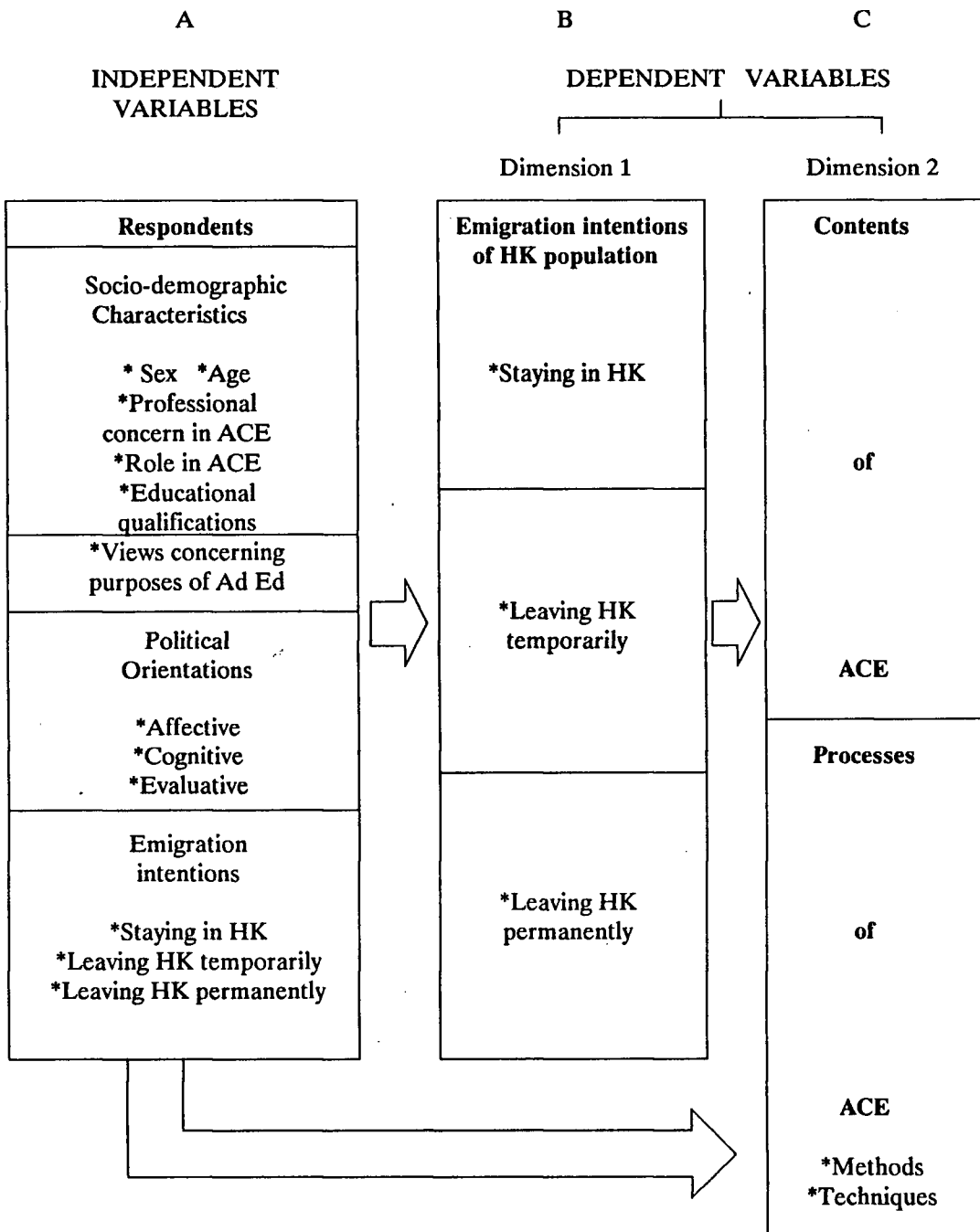


Figure 5. Respondents' socio-demographic characteristics and their estimates concerning the anticipated changes in ACE (1990-1997).

Table 9

Intercorrelations between respondents' socio-demographic characteristics, their leaving or staying estimates and estimates concerning changes in ACE

Correlations	Socio-demographic Characteristics					Leaving or Staying Estimates		
	Age	Professional concern	Years full-time	Years part-time	Education qualification	Permanent %	Temporary %	Staying %
CONTENT								
Total "Languages" scores								
stay in H.K. =	.25*	.02	.27	.11	.22*	-.17	-.04	.13
leave HK temporarily =	-.02	.01	.09	.03	.03	-.16	.03	.09
leave HK permanently =	-.00	.03	.09	.08	-.08	-.06	-.04	.07
Total "Hobbies" scores								
stay in H.K. =	.27*	.14	.01	-.01	.12	.08	-.14	.03
leave HK temporarily =	.15	.12	-.06	.24	.08	-.15	-.12	.15
leave HK permanently =	.15	.13	-.02	.24	.05	-.17	-.07	.14
Total "China Studies" scores								
stay in H.K. =	.13	.06	.27	.19	.28**	-.22*	-.17	.23*
leave H.K. temporarily =	.02	-.07	-.09	.25	.17	-.26*	-.05	.17
leave H.K. permanently =	.02	-.09	-.05	.22	.18	-.16	.01	.08
Total "Business & Commerce" scores								
stay in H.K. =	.24*	-.01	.29	-.03	.28*	-.30**	-.14	.27*
leave H.K. temporarily =	.15	.02	.08	.15	.23*	-.16	.02	.08
leave H.K. permanently =	.08	.11	.03	.15	.12	-.07	.05	.02
Total "Law" scores								
stay in H.K. =	.00	-.01	.27	-.03	.12	-.21	-.14	.22
leave H.K. temporarily =	-.06	.06	-.07	.18	.19	-.16	-.03	.10
leave H.K. permanently =	-.08	.09	-.11	.17	.14	.02	.01	-.03
Total "Social Sciences" scores								
stay in H.K. =	.16	.07	.27	.05	.16	-.26*	-.04	.20
leave H.K. temporarily =	.20	.06	-.04	.14	.11	-.13	.10	.01
leave H.K. permanently =	.15	.04	-.02	.11	.07	.01	.02	-.03
Total "Management" scores								
stay in H.K. =	.18	-.01	.21	-.10	.25*	-.23*	-.02	.16
leave H.K. temporarily =	.10	.03	-.03	.15	.11	-.10	.09	-.00
leave H.K. permanently =	.07	.09	.00	.23	.08	-.10	.09	-.01
Total "Technical Training" scores								
stay in H.K. =	.17	-.01	.07	-.15	.16	-.13	.02	.07
leave H.K. temporarily =	.13	.06	.01	-.06	.04	-.18	.05	.10
leave H.K. permanently =	.09	.10	.07	.08	.00	-.09	-.07	.11
Total "Applied Sciences" scores								
stay in H.K. =	.16	-.04	.20	-.12	.19	-.17	.04	.10
leave H.K. temporarily =	.20	-.04	.10	.09	.05	-.25*	.07	.11
leave H.K. permanently =	.10	-.05	.09	.04	.02	-.07	-.03	.06
PROCESSES								
Total "Methods" scores								
In H.K. generally =	-.03	-.01	.08	.09	.29**	-.22	-.11	.19
In my workplace =	.02	-.05	.04	.08	.31**	-.05	.05	.01
Total "Techniques" scores								
In H.K. generally =	-.07	-.00	.14	-.09	.28*	-.20	.03	.11
In my workplace =	-.02	-.01	.03	-.02	.24*	-.05	.13	-.04
POLITICAL ORIENTATIONS								
Cognitive Orientations	.11	.06	.28	.19	.21*	-.03	-.17	.15
Affective Orientations	.02	.03	.20	.03	.03	.02	.03	-.02
Evaluative Orientations	.16	.07	.22	.18	.14	-.03	-.11	.12

Note. Years full time and Years part-time mean the number of years respondents spent in serving ACE.

Permanent %, Temporary % and Staying % mean the estimated percentages of residents who will leave or stay in HK in the run-up to 1997.

*p < .05, **p < .01.

Business & Commerce scores for people staying ($r=.24$, $p< .05$); between Educational qualification and Languages for people staying ($r=.22$, $p< .05$); between Educational qualification and Business & Commerce for people leaving temporarily ($r=.23$, $p< .05$). The association between Educational qualification and the estimated use of techniques in the workplace ($r=.24$, $p< .05$) was regarded as significant too. In the political orientations, there was a significant association between Educational qualification and Cognitive orientation ($r=.21$, $p< .05$).

There was a significant association between the estimated percentage of residents leaving permanently and interest in China Studies for people staying ($r=-.22$, $p< .05$); between the estimated percentage of residents leaving permanently and interest in Management for people staying ($r=-.23$, $p< .05$). Again, the association between the estimated percentage of residents staying and China Studies for people staying ($r=.23$, $p< .05$) was significant as well.

Compared to younger respondents, the older ones thought that for people staying, the interest in "Languages" ($r=.25$, $p< .05$) and "Hobbies" ($r=.27$, $p< .05$) would increase significantly more than that in other programs. Respondents with higher educational qualifications made significantly higher estimates concerning

the perceived interest in Languages ($r=.22$ for those staying), in China Studies ($r=.28$ for those staying), in Business & Commerce ($r=.28$ for those staying and $r=.23$ for those leaving temporarily), in Management ($r=.25$ for those staying) than did those with lower educational qualifications. There was a moderate association between the "leaving permanently percentage" estimates and the interest in China Studies for people leaving temporarily ($r=-.26$, $p < .05$) and for those staying ($r=-.22$, $p < .05$); between "leaving permanently percentage" estimates and the interest in Social Sciences for people staying ($r=-.26$, $p < .05$); between "leaving permanently percentage" estimates and the interest in Applied Sciences for people leaving temporarily ($r=-.25$, $p < .05$). The association between "staying percentage" estimates and the interest in Business & Commerce for people staying ($r=.27$, $p < .05$) was regarded as moderate too.

Respondents with higher educational qualifications thought that there would be a significantly larger increase in interest (for people staying) in "China Studies" ($r=.28$, $p < .01$) and "Business & Commerce" ($r=.28$, $p < .05$) than did respondents with lower educational qualifications.

The better educated respondents believed that there would be a significantly larger increase in the use of

adult education methods (between now and 1997) than did the lesser educated respondents. This applied to methods as used "in Hong Kong generally" ($r=.29$, $p<.01$) and "in the workplace" ($r=.31$, $p<.01$), and techniques as used "in Hong Kong generally" ($r=.28$, $p<.05$).

There was a strong association between the "leaving permanently percentage" estimates and the interest in Business & Commerce for people staying ($r=-.30$, $p<.01$). Respondents thought that when more people were going to leave Hong Kong permanently, there would be a significantly larger decrease in interest (for people staying) in "Business & Commerce."

Purpose Three

Recall that the third purpose of the study was to establish the extent to which the political orientations of respondents explained variance in estimates (see highlighted part of Figure 6). Table 10 shows the inter-correlations between respondents' political orientations (Almond & Verba's "Cognitive," "Affective," and "Evaluative" orientations) and their estimates concerning the changes in ACE. There was no significant association between variables although the correlations between "Evaluative orientation" and "Languages" and "Hobbies" (for people staying) approached significance.

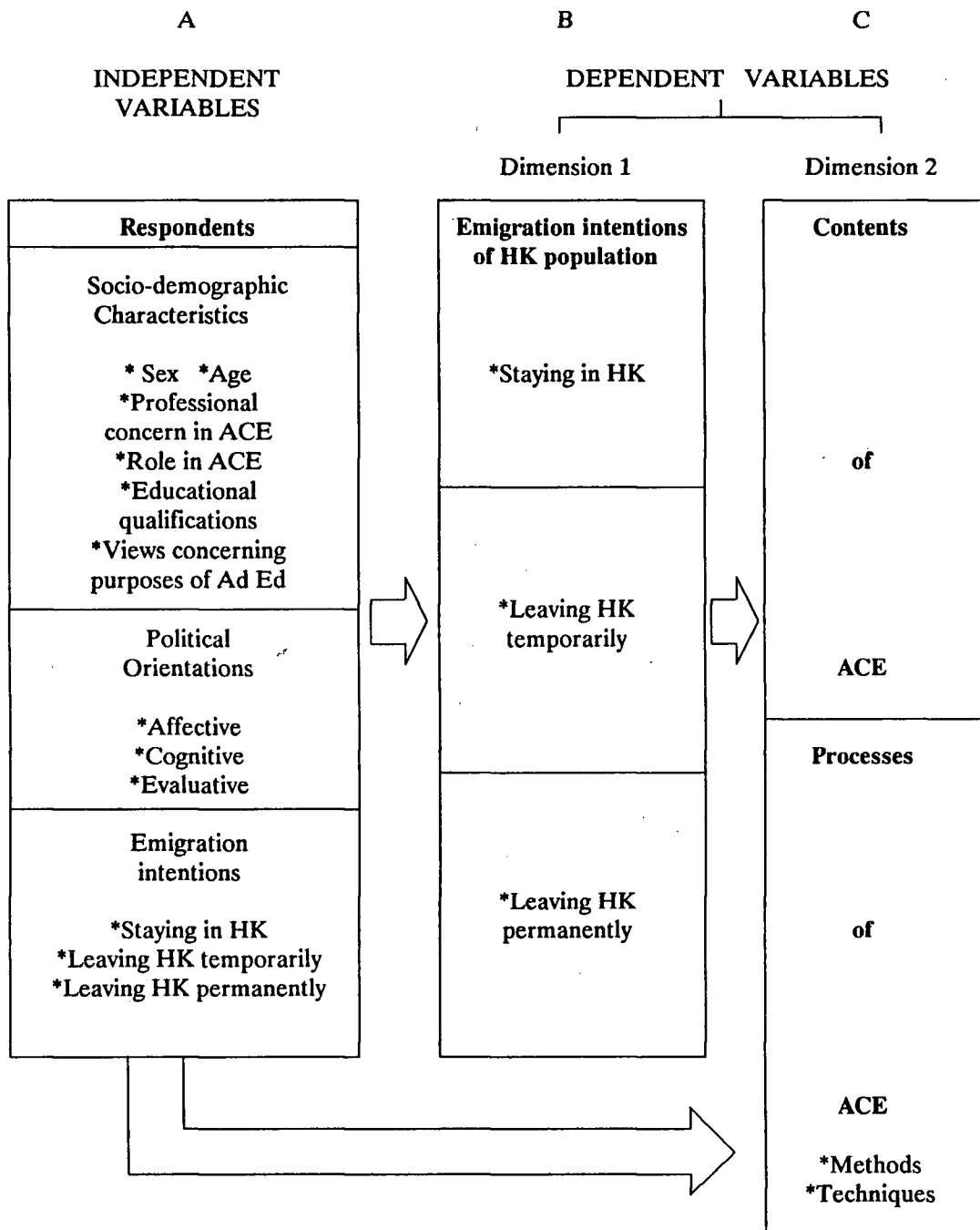


Figure 6. Respondents' political orientations and their estimates concerning the anticipated changes in ACE (1990-1997).

Table 10

Intercorrelations between respondents' political orientations, their emigration intentions and estimates concerning changes in ACE

Correlations	Cognitive Orientations	Affective Orientations	Evaluative Orientations	Emigration Intentions
CONTENT				
Languages				
staying =	.10	.13	.20	-.15
leaving temporarily =	.14	-.05	.04	-.13
leaving permanently =	.12	.05	.14	-.15
Hobbies				
staying =	.02	.07	.21	-.16
leaving temporarily =	.15	.04	.12	-.10
leaving permanently =	.11	.04	.10	-.12
China Studies				
staying =	.10	.04	.12	.01
leaving temporarily =	-.01	-.04	.01	-.03
leaving permanently =	.06	.04	.04	.01
Business & Commerce				
staying =	.04	-.00	.09	-.12
leaving temporarily =	.00	-.06	.03	-.01
leaving permanently =	.04	-.06	.04	-.01
Law				
staying =	.01	-.13	-.04	-.09
leaving temporarily =	.05	-.04	-.08	.08
leaving permanently =	.06	-.01	.01	.10
Social Sciences				
staying =	-.06	-.01	.04	-.10
leaving temporarily =	.01	-.04	.00	-.03
leaving permanently =	.13	.03	.11	-.01
Management				
staying =	-.04	.01	-.01	-.11
leaving temporarily =	-.05	.01	-.11	-.01
leaving permanently =	.02	.07	-.02	-.05
Technical Training				
staying =	-.08	.04	.05	-.13
leaving temporarily =	.02	-.04	-.01	-.13
leaving permanently =	.11	.04	.06	-.19
Applied Sciences				
staying =	-.03	.03	.04	-.17
leaving temporarily =	.02	-.09	.03	-.14
leaving permanently =	.08	-.03	.06	-.14
PROCESSES				
Methods				
In H.K. generally =	-.01	-.06	.03	.01
In my workplace =	-.02	-.02	.10	-.12
Techniques				
In H.K. generally =	-.02	-.03	.05	-.07
In my workplace =	-.07	-.02	.08	-.13

Respondents' Political Orientations and Their Views Concerning the Purposes of Adult Education

In a separate procedure we also examined how the political orientations of respondents would associate with their views concerning the purposes of adult education. Table 11 shows the intercorrelations between respondents' ranking of the purposes of adult education and their political orientations.

Table 11

Intercorrelations between respondents' ranking of purposes of adult education and their political orientations

Correlations	Social integration	Social responsibility	Social change	Technical competence	Cognitive orientations	Affective orientations	Evaluative orientations
PURPOSES OF AD ED							
Social integration	1.00						
Social responsibility	-.17	1.00					
Social change	-.25**	.03	1.00				
Technical competence	.08	-.24**	-.36**	1.00			
POLITICAL ORIENTATIONS							
Cognitive orientations	.10	-.01	-.10	.13	1.00		
Affective orientations	.09	.18	-.06	.04	.49**	1.00	
Evaluative orientations	-.02	.02	.03	.05	.55**	.51**	1.00

** $r > .22$, $p < .01$

There was no significant association between variables where their coefficients are not flagged with an

asterisk. Those marked with two asterisks were significant at the .01 level.

Readers should recall (see the highlighted part of Figure 7) that this part of the analysis was designed to examine relationships between respondents' political orientations (as concerned with Almond and Verba's model) and their views concerning the purposes of adult education (as construed by Boshier). Thus we were primarily interested in the correlations shown in the twelve cells on the lower left corner of the matrix (Table 11). There were no significant differences although the correlation between Almond and Verba's "Affective orientation" and "Social responsibility" scores approached significance.

Purpose Four

The fourth purpose of the study was to examine the relationship between the respondents' "emigration intentions" (staying, leaving Hong Kong temporarily or leaving permanently in the run-up to 1997) and their estimates concerning changes in ACE (see highlighted part of Figure 8). The right hand column of Table 10 shows the intercorrelations between respondents' "emigration intentions" and their estimates concerning the changes in ACE. There was no significant association between variables.

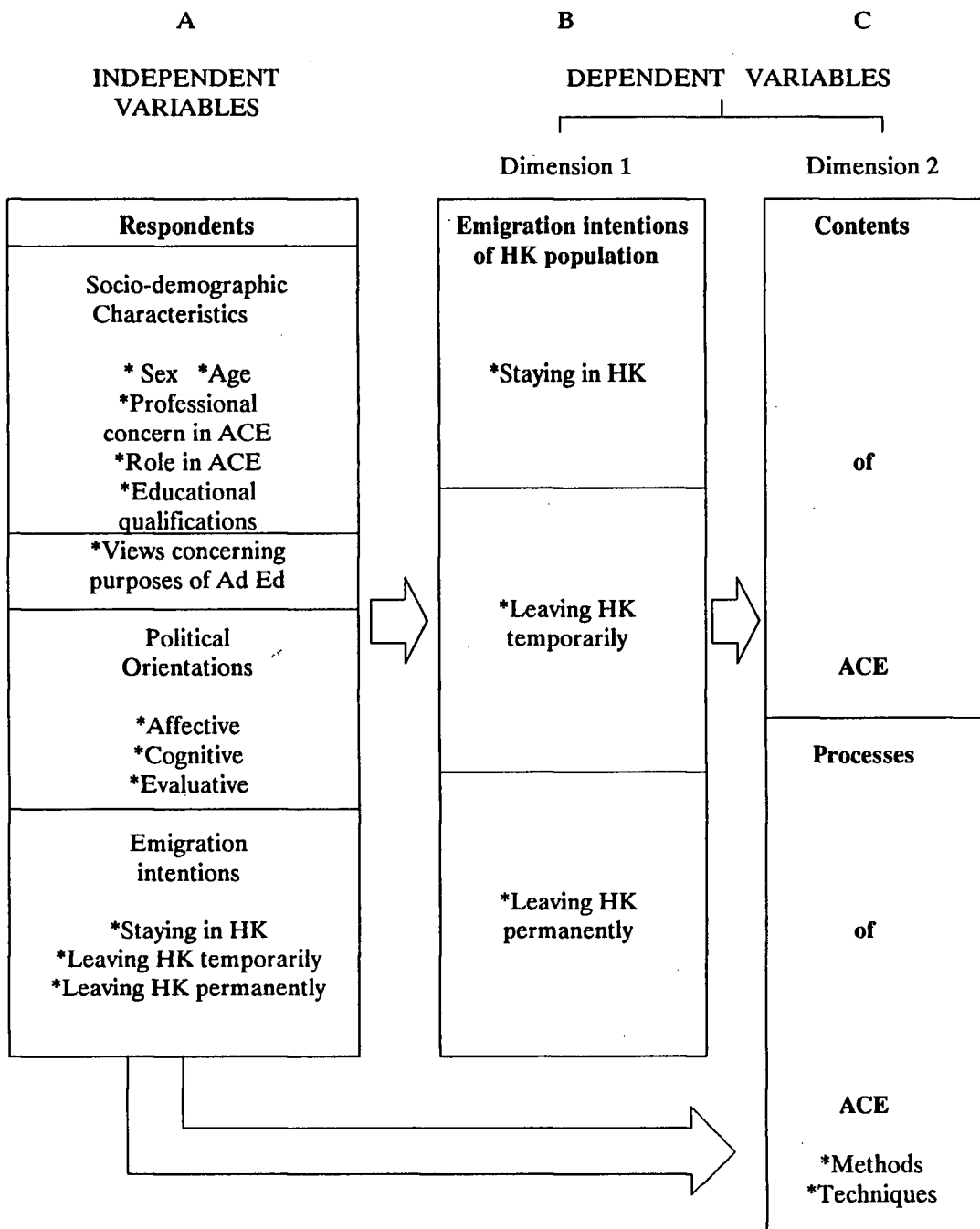


Figure 7. Respondents' political orientations and their views concerning the purposes of adult education.

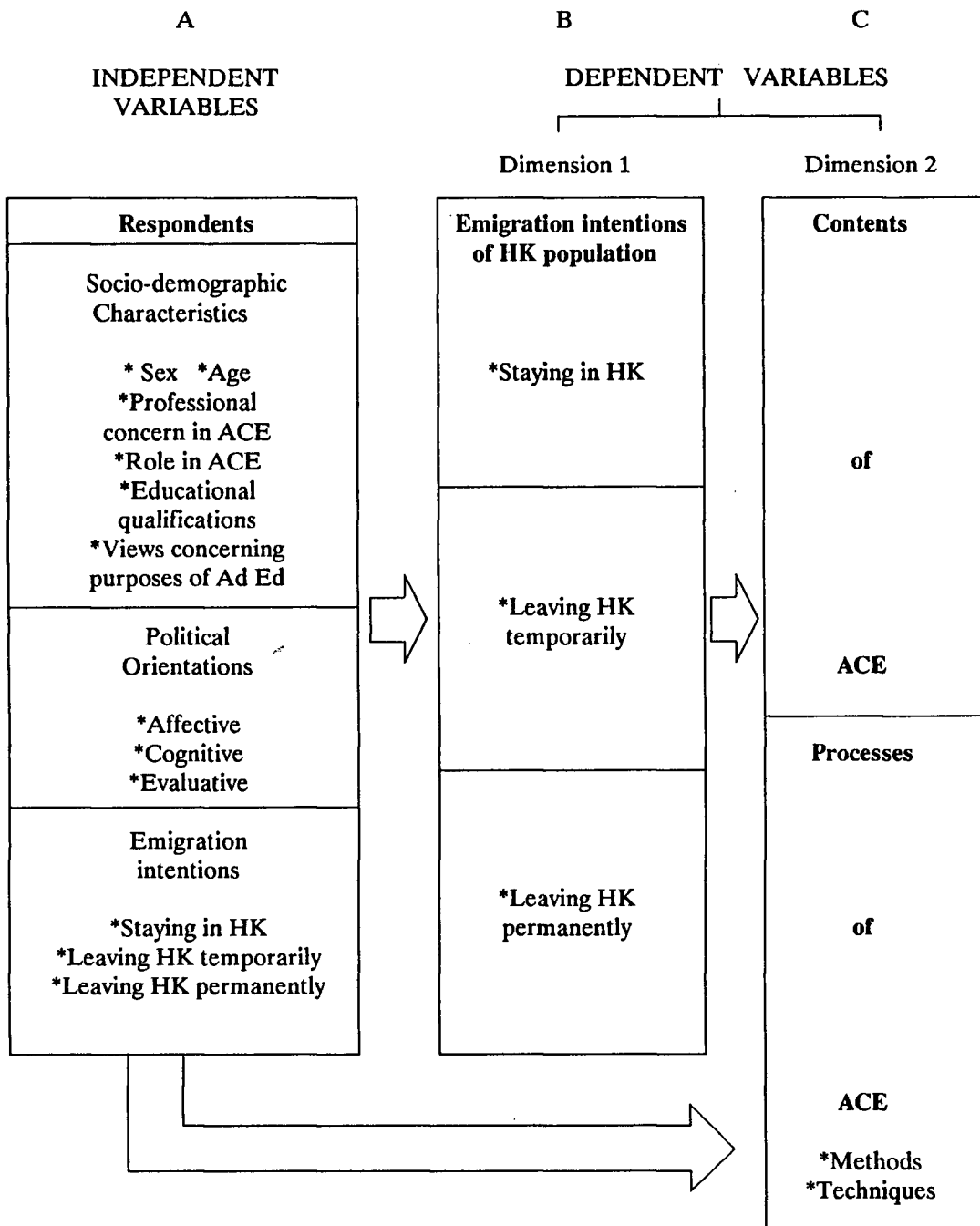


Figure 8. Respondents' emigration intentions and their estimates concerning the anticipated changes in ACE (1990-1997).

Respondents' Intentions and Their Estimates Concerning Others' Intentions

In a separate procedure we also examined the relationships between respondents' "emigration intentions" (staying, leaving Hong Kong temporarily or leaving permanently) and their estimates of the overall population's "emigration intentions" (see the highlighted part of Figure 9). Table 12 shows what respondents said about their "emigration intentions" concerning staying or leaving and their estimates concerning percentages of residents who will also be staying, leaving temporarily or permanently.

Table 12

Respondents' intentions concerning leaving or staying in Hong Kong and their estimates concerning other residents' intentions

In the run-up to 1997, respondents intending to:			Respondents' estimates concerning percentages of residents who will					
			stay in H.K.		leave H.K. temporarily		leave H.K. permanently	
	n	%	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
stay in H.K.	52	46	66.44	22.73	17.54	13.41	16.73	12.49
leave H.K. temporarily	39	35	61.62	25.06	19.26	15.24	18.74	16.05
leave H.K. permanently	22	19	64.86	16.16	16.09	10.66	17.96	11.10
			$F = .52$ sig $F = .59$		$F = .42$ sig $F = .66$		$F = .25$ sig $F = .77$	

For the 52 respondents who intended to stay, the mean percentage of residents whom they guessed will be staying too was 66.44 (S.D.=22.73). For the

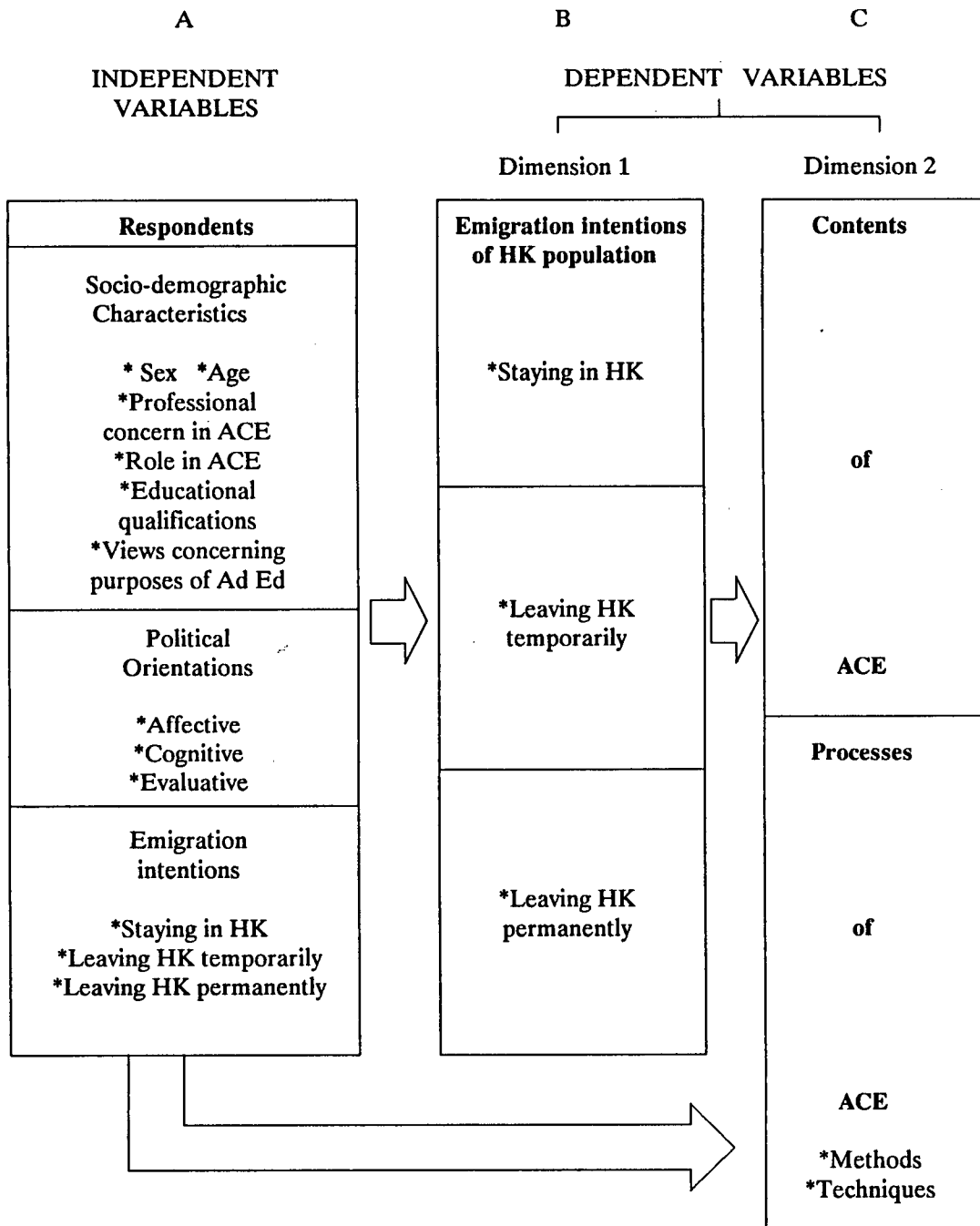


Figure 9. Respondents' emigration intentions and their estimates concerning others' intentions.

39 respondents who intended to leave temporarily, the mean percentage of people staying they guessed was 61.62 (S.D.=25.06). For the 22 respondents who intended to leave permanently, the mean percentage (staying) estimated was 64.86 (S.D.=16.16). But the respondents' own intentions had no effect on their estimates concerning the percentages of other people who will be staying ($F = .52$, $p < .59$), leaving temporarily ($F = .42$, $p < .66$), or leaving permanently ($F = .25$, $p < .77$).

Respondents' Intentions and Involvement in China Projects

Table 13 shows the relationships between respondents' "emigration intentions": staying, leaving Hong Kong temporarily or leaving permanently and their involvement in China projects.

Table 13

Respondents' intentions concerning leaving or staying in Hong Kong and the extent of their involvement in China projects

In the run-up to 1997, surveyed respondents intending to:	Extent of respondents' involvement in China trade, China exchanges or any projects with China			
	Range	\bar{X}	S.D.	n
stay in Hong Kong	1.0-6.0	2.58	1.56	55
leave Hong Kong temporarily	1.0-6.0	2.76	1.43	41
leave Hong Kong permanently	1.0-6.0	2.35	1.37	23

Three point five (3.5) was considered the midpoint. The three means were below 3.5. Thus, respondents tended to be "little" to "moderately" involved in China projects.

Their intentions concerning staying or leaving ($F = .57$) had no effect on their involvement in China projects.

June 4 Incident and Respondents' Estimates

Table 14 shows the relationships between the date respondents returned questionnaires and their estimates concerning other residents' intentions of staying or leaving.

Table 14

Respondents' estimates concerning other residents' intentions in the run-up to 1997 and the date they returned questionnaires

Respondents estimated that in the run-up to 1997,	Date questionnaires returned					
	Before June 4		After June 4		F	Sig F
	(n = 48)		(n = 68)			
	\bar{X}	S.D.	\bar{X}	S.D.		
% of residents will stay in H.K.	66.88	21.10	62.90	22.84	.91	.34
% of residents will leave H.K. temporarily	14.88	11.75	20.03	14.12	4.35	.04
% of residents will leave H.K. permanently	18.04	14.98	17.22	12.15	.11	.75

For the purpose of this analysis the 48 before and the 68 after June 4 "staying" estimates were compared and F-ratios calculated; the before and after "leaving temporarily" estimates were compared as were the "leaving permanently" ones.

The June 4 Incident ($F=4.35$, $p < .04$) had a

significant effect on "leaving temporarily" estimates. But for our 122 respondents, it appeared that the June 4 Incident had little or no impact on "staying" or "leaving permanently" estimates but resulted in a significant upward shift in estimates concerning the percentage who would leave temporarily.

CHAPTER IX

SUMMARY, CONCLUSIONS, DISCUSSION

Readers are reminded that, from one perspective, this was a phenomenological study. Although there is an "objective" reality emerging in Hong Kong, no legal or political documents or processes can disguise the fact that "reality" is what it is construed to be. This is particularly the case in Hong Kong where "confidence" is so vulnerable to the predations of rumour, superstition and tradition. There was much discussion about who would leave and estimates concerning these matters became part of the "reality" shaping Hong Kong in the run-up to 1997. Indeed, it is no exaggeration to claim that what people think is "reality" is more important than any "objective" analysis.

Recall that this study was couched within a phenomenological frame of reference. It did not claim to measure any "objective reality" concerning the future of adult education in Hong Kong but relied on subjective estimates concerning the future **content** and **processes** of adult education. The respondents were all adult educators. While 50 percent claim they will leave Hong Kong before 1997, others will likely occupy leadership positions where they will greatly influence the content

and processes of ACE. There is a good chance that what these adult educators think may happen will actually come about. Thus, their views concerning the future of ACE in Hong Kong will be an important determinant of the future.

Summary

Recall that 122 respondents completed questionnaires. There were altogether 83 men and 39 women adult educators. Overall, they were young university graduates taking ACE as their second profession. Of the 83 men nearly 60 percent were planners, whereas of the 39 women, only one third were planners. The women were significantly more inclined to be teachers than were the men.

Recall that there were four purposes of the study:

1. To obtain **estimates** concerning the anticipated changes in the content and processes of ACE in the run-up to 1997.

2. To establish the extent to which socio-demographic characteristics of respondents explained variance in **estimates** (concerning the anticipated changes in the content and processes of ACE).

3. To establish the extent to which political orientations of respondents explained variance in **estimates** (concerning the anticipated changes in the content and processes of ACE).

4. To examine the relationship between the respon-

dents' "emigration intentions" and their **estimates** (concerning the anticipated changes in the content and processes of ACE).

With respect to purpose one, respondents claimed that in the run-up to 1997, people staying will become more interested in "Management," "China Studies," and "Business & Commerce" programs. They believed that people leaving Hong Kong temporarily or leaving permanently will be greatly interested in "Technical Training" programs but their interest in "Law," "China Studies" and "Social Sciences" programs will decrease.

Respondents thought that in the run-up to 1997, the use of adult education methods and techniques will increase in Hong Kong generally and in the workplace. They claimed that there will a larger increase in the use of "Courses By Computer" in Hong Kong generally and in the workplace.

With respect to purpose two, which concerned the relationship between the respondents' socio-demographic characteristics and their **estimates**, the results were mixed. In general, respondents' "professional concern" the years they worked as full-time or part-time adult educators were not related to content or process estimates. The following statistically significant relationships were present:

Age:

Compared to younger respondents, the older ones thought that for people staying, the interest in "Languages," "Hobbies" and "Business & Commerce" programs would increase significantly more than that in other programs.

Educational Qualification:

Respondents with higher educational qualifications believed that there would be a significantly larger increase in interest (for people staying) in "Languages," "China Studies," "Business & Commerce" and "Management" programs than did respondents with lower educational qualifications. The better educated respondents believed that there would be a significantly larger increase in the use of adult education methods and techniques (between now and 1997) than did the lesser educated respondents. This applied to methods and techniques as used "in Hong Kong generally" and "in the workplace."

The third purpose concerned the relationship between respondents' political orientations and **estimates** concerning the anticipated changes in ACE. It was found that there was no significant association between respondents' political orientations and their estimates.

But in another analysis, respondents were found to know "a moderate amount" to "much" about people and things

in the political process. They were found to be "happy" with the political process. However, they did not participate actively in it.

With regard to purpose four, which concerned the relationship between respondents' "emigration intentions" and their estimates concerning the anticipated changes in ACE, it was found that there was no significant association between their "emigration intentions" and estimates.

The June 4 Incident had a significant effect on respondents' estimates concerning the percentage of those "leaving temporarily." Respondents who completed the questionnaire after the June 4 Incident made higher estimates concerning those who would leave Hong Kong temporarily than did those who completed it prior to the June 4.

Conclusions

Hong Kong is widely known as "jitters city" and because of the volatile political situation and great anxiety evoked by the June 4 Incident in China, there is no guarantee that estimates concerning the future (made in 1989) will hold true by 1997. Despite this possible limitation, the respondents occupy positions from where they can influence the future, and it is possible to interpret our results from a variety of perspectives.

With respect to purpose one, which was to obtain **estimates** concerning the anticipated changes in the content and processes of ACE, we may conclude that there would not be any drastic change in the content of ACE in the run-up to 1997 as anticipated by our adult educators. The structural-functional approach, which has influenced the content of ACE for years, will continue to guide the development of the field. Estimates gathered from these adult educators indicated that there might be a larger increase in interest in "Languages," "China Studies," "Business & Commerce," "Law," "Management," and "Technical Training" programs, particularly for people staying. Adult educators believed that people who will be staying in the run-up to 1997 will rely on these programs to cope with the unique situation of Hong Kong. All these programs will continue to prepare skilled manpower and entrepreneurs for promoting economic prosperity in Hong Kong. They will help mobilize human resources for a full development of capitalism in the run-up to 1997.

Pragmatism in education will prevail as long as the structural-functional approach takes the lead. "China Studies" programs would be increased in order to meet the learning needs of people staying. More close contacts with China could be anticipated when 1997 approaches. But on the other hand, "Law" programs seemed not useful for those

leaving Hong Kong permanently. Our survey showed that with respect to those staying and leaving, the biggest mean differences were on "China Studies" and "Law." Respondents tended to think that there will be a larger increase in interest in "China Studies" (for those staying) ($\bar{X}=3.50$) but interest in "Law" (for those leaving permanently) ($\bar{X}=2.60$) would tend to decrease. This result is not a surprise but does suggest that, between now and 1997, educators will be dealing with learners motivated by concerns shaped as much by "emigration intentions" as the usual program considerations. This is a modern example of the historic Hong Kong preoccupation with the instrumental functions of education. Moreover, program planners will likely take into account the "emigration intentions" of learners when making program decisions. "Functional" types of programs will likely continue to dominate the content of ACE in the run-up to 1997.

Regarding the processes of ACE, it appears that there will be an overall increase in the use of adult education methods and techniques. In order to maintain the "competitiveness" of Hong Kong amongst other Southeast Asian countries, resources should be utilized to support an educated population. Effective ACE programs should be organized for adults to help them fight with job obsolescence. If Hong Kong should remain a valuable asset to

China, there must be a great deal of ACE programs to increase the "productivity" of Hong Kong. Moreover, facing the challenges of a growing population and advanced technology in the 90's, the city requires more provision of ACE programs to satisfy a vast pool of educational needs. This was possibly why respondents anticipated a larger increase in "Courses By Computer" in Hong Kong generally and in the workplace. They probably believe that such a method would break through the traditional constraints in program delivery and provide more access to learning opportunities for adults.

With respect to purpose two, which was to establish the extent to which socio-demographic variables of respondents explained varience in **estimates**, we may conclude that only educational qualification appeared to be related to estimates. Our results showed that age was significantly associated with only three out of 31 possible estimates. It had almost no impact on estimates. Whether the respondents considered ACE to be their primary or secondary professional concern was not significantly related to **any** of the estimates. Nor was the number of years working as a **full or part-time** adult educator related to any estimates. Only "highest educational qualification" appeared to be significantly associated with estimates. In general, those with higher education qualifi-

cations thought that there would be a larger increase in **interest** (particularly in "China Studies" and "Business & Commerce") than did those with lower educational qualifications.

Maybe those with university degrees are more committed to education and aware of the future integration with China than those with lower educational qualifications. They probably think that these programs ("China Studies" and "Business & Commerce") are central to "mainland relations" and maintenance of Hong Kong as a major financial centre in Asia.

Regarding the processes of ACE, adult educators with higher educational qualifications anticipated that the use of adult education methods and techniques will increase (generally and in the workplace). As more adult educators have professional training, they will know the significance of using suitable methods and techniques to facilitate adult learning. There will be further development in educational technology in order to cater to the educational needs of a growing population in the 90s. The Open Learning Institute of Hong Kong is a good example. It tries to surpass the hurdles of classroom teaching. It uses all kinds of methods and techniques in distance education. The use of Cable TV in the 90s will provide more educational opportunities to all sectors of

the population.

Other ACE agencies may have to look for human and material resources to devise methods and techniques for their programs. Funds are required for building premises, language laboratories, workshops, and convention rooms. Adult educators need to conduct research on adult teaching and program planning. To assist these ACE agencies, the government will have to formulate a comprehensive policy for adult education in the 90s.

With respect to purpose three, which was to establish the extent to which political orientations of respondents explained variance in **estimates**, we may conclude that the respondents' political orientations were not significantly related to their estimates. But it appeared that adult educators with higher educational qualifications tended to know more about the people and things involved in the political process than those with lower educational qualifications. The more education they had, the more they were concerned with the political process. But most of them did not actively participate in the political process.

Although there was no significant association between adult educators' political orientations and their views concerning the purposes of adult education, these adult educators were found to be quite conservative concerning the purposes of adult education. They viewed

"Technical competence" as the most and "Social change" the least important purpose of adult education. They were more concerned with helping adult learners acquire knowledge and skills rather than changing the society. To them, ACE is more of a profession than a social movement. As 1997 approaches, many Hong Kong people are demanding democracy and promoting civic education. But adult educators are less interested in playing a leadership role in social change than providing the "service" of ACE to learners. People are used to a stable society and they hope to maintain the status quo. They will take years to develop a sense of social transformation.

With respect to purpose four, which was to examine the relationship between the respondents' "emigration intentions" and their estimates, we may conclude that respondents' "emigration intentions" did not influence their estimates. Whether the respondents would like to leave Hong Kong temporarily, leave permanently, or stay, was not related to their views concerning the anticipated changes in the content and processes of ACE in the run-up to 1997.

Discussion

Going beyond the present data, there is a priori evidence for the fact that people are going to be very interested in technical or vocational programs that can

enhance their employability or emigration prospects. As 1997 approaches, those intending to stay seem to be relying on ACE programs to deal with uncertainties in future. However, the future shape of ACE that our adult educators anticipated will be still couched within the context of "maintenance learning." The emphasis on vocational or technical programs is a kind of reactive rather than proactive action designed to cope with the unique situation of Hong Kong. Hong Kong survives mainly because of economic prosperity and people looked to "Business & Commerce" and "Technical Training" programs for knowledge and skills in developing the economy. For those who are leaving Hong Kong temporarily or permanently, "Technical Training" programs are thought to be instruments which solve daily problems of emigrants. Those leaving do not appear to be looking for long-term alternatives but just responding to immediate problems.

If the content of ACE in the run-up to 1997 is to cater to the learning needs of people who are driven by "emigration intentions," there could be an imbalance in the development of the field. While program planners think that only technical or vocational programs may be well received by adult learners, they are encouraged to organize more programs in this type than in others. As the content of ACE is overwhelmed by the "functional" type

of programs, ACE in Hong Kong will only serve to maintain the status quo and fail to give people new ideas as to what they can cope with the changes in the run-up to 1997.

Although Hong Kong has become a "jitters city," people might need "innovative learning" (Botkin, Elmandjra & Malitza, 1979) to deal with challenges. They should make forecasts and long-term planning. This is what anticipation in "innovative learning" means. The other element of "innovative learning" is participation. In this regard, remember that our adult educators' political orientations were not significantly associated with their estimates. Nor was there evidence that our respondents participated in the political process. Nor did they view "Social change" as the most important purpose of adult education. Most of them had university degrees and are thus part of the "elite." They did not seem to be very interested in the social implications of adult education. Nevertheless the June 4 Incident aroused Hong Kong people's civic consciousness and stimulated active political participation in the community. If ACE in Hong Kong is to help people cope with social change in the run-up to 1997, especially after the Basic Law was promulgated and a pattern of political development has been outlined, there is a sense in which Hong Kong will depend upon adult educators to take leadership and make ACE a social

movement.

Our survey showed that respondents' educational qualifications had an impact upon their **estimates** concerning the anticipated changes in ACE. The more educated people will possibly look for opportunities in ACE in order to maintain a better quality of life than the less educated. This thinking coincides with a popular belief in adult education that the more educated benefit more from ACE than uneducated people. If our survey could only gather data from the well-educated educators, we should admit this was one of the limitations of our survey.

In order to enlarge the scope of inquiry, a survey to find out what the adult learners thought about the changes in the content and processes of ACE should be conducted. When we compare the results of the surveys of the adult educators on the one hand and that of the adult learners on the other, we may secure a comprehensive **estimate** of anticipated changes in ACE. However, results of our present survey represented the views of those who will occupy future leadership positions in ACE.

If we have to look after the learning needs of all sectors of the population, then the Open Learning Institute will be a good indicator of whether ACE is important to the educationally disadvantaged. The large line-ups for OLI enrollment forms suggested that there are

many people with lower education qualifications (or no education at all) are eager for access to higher education. Nobody doubts the importance of ACE to Hong Kong, but there must be ways to help people overcome barriers to participation. Although it is too early to assess the work by OLI, it has created new hopes for people and, in a way, democratizes education. As Hong Kong faces 1997, and the need to maintain traditional freedoms, we have to make our society open. A prerequisite or corollary for an open society is to open education to all.

An open society ensures the freedom for people to move in and out of it. The "confidence problem" has driven local people to go away while some "brain-drainers" have come back to work. By 1990, there was a shortage of skilled labourers and the government allowed employers to import labourers from abroad. There is a free flow of people and they look to ACE for skills training, immigrant integration, and emigrant re-integration and idea-generation. The content of ACE will become pluralistic in order to cater to the educational needs of the new and old populations. As long as people are allowed to stay or go away freely, new social problems will emerge. There must be ways to reconcile the differences between residents and non-residents, the older and younger generations. Topics like community development, family

education, and environmental protection could become new emphases in ACE. Programs in "Social Work," "Religious & Ethno-cultural Studies," and "Environmental Science (Ecology)" will be increased in the content of ACE, which is currently overwhelmed by technical and vocational subjects. These programs are not directly related to the economy but are central to social development. ACE should have a "balanced" content which helps people build a better society and progress within it.

Many adult educators in Hong Kong often think of what they can do for China. They feel the need to contribute their expertise in ACE to the mainland. There is a huge population in China awaiting education. To provide education for a great number of people depends upon effective and efficient methodologies in program delivery. Few would underestimate the impact of science upon the development of ACE. Hong Kong occupies a favourable position in promoting education because of its access to advanced educational technology and receptivity to new program ideas. In recent years, much has been done to improve the processes of ACE. Apart from the "hardware" of the processes, which refers to devices such as computers, cable TV and audio-visual aids, there has been considerable attention given to the "software" of the processes, i.e. programming methods and techniques of in-

struction. As a result of professional training, adult educators in Hong Kong are getting more interested in making program planning and instruction "scientific." This means that they look for rational models for systematic planning and instructional techniques developed on the basis of tested knowledge derived from research. They know that only when "hardware" facilities are compatible with the methods and techniques, then effective instruction can take place.

The knowledge and experiences that adult educators in Hong Kong possess are useful for their counterparts in China. Besides, there has recently been a trend that many ACE agencies in Hong Kong offer programs in co-operation with overseas educational institutions. On the one hand, these programs provide educational opportunities to some Hong Kong people who are unable to study overseas. On the other hand, they will also give access to learners coming from China in future. Such a mode of program delivery, based upon the Hong Kong experience, can be adapted in China.

It is important for local adult educators to maintain a "Hong Kong identity" in the run-up to 1997. This will help strengthen the independent status of professional associations of ACE in Hong Kong. There is a possibility that a professional association, like The Hong Kong

Association for Continuing Education, will become one of the many regional associations of China, e.g. similar to the ones in Shanghai or Shenzhen. If Hong Kong can retain autonomy after 1997, the Association may still make its own decisions about its objectives and activities. Then it can continue to represent the professional interests of local adult educators and improve the status of ACE. To work for a "Hong Kong identity" requires commitment and deliberate efforts of practitioners. On the one hand, they should consolidate themselves by divesting prejudices and biases, and work for the interests of adult learners and the well-being of the Hong Kong society. On the other hand, while Hong Kong flaunts as an "international city," local practitioners are obliged to strengthen the ties with the international adult education community. To keep abreast with new developments in research and practice is the responsibility of professional associations. If professional associations can demonstrate that they know what the learning needs of adult learners are and how these needs can be met satisfactorily, then they may have a better position to remain independent after 1997.

While people are still in great anxiety because of the June 4 Incident, there is much that civic education can do to help them cope with the situation. People's reactions toward the democracy movement in China before

and after June 4 did tell the world that Hong Kong citizens could unite together for combating social injustice and working towards democracy. Their concern for the political development in China was not merely because they were Chinese but also they believed that what had happened in China could occur in Hong Kong. This empathy has driven the politically apathetic Hong Kong people to come together to discuss what their society should be like in the run-up to 1997. After June 4, the worry about future has stimulated people, regardless of sex, age, occupation, income and educational qualification, to hold forums and seminars at schools, parks, T.V. and radio stations, and on newspapers. In the search for the meaning of democracy, people have undergone a learning process that is self-directed, while having political leaders, community workers and continuing educators acting as facilitators. This kind of learning experience enriches the scope of ACE, which is no longer confined to institutional-based programs. Civic education will continue to be one important aspect of ACE in the run-up to 1997.

Overall, the future development of ACE will be woven into the sociopolitical progress in Hong Kong. Even though the future of Hong Kong will much be influenced by the policy of China, what people think about the reality will certainly determine their way of life. If people have

confidence in future, then many will stay and they look to ACE as a means to maintain the status quo. But if the majority are pessimistic with the HKSAR and leave Hong Kong permanently, then there will be drastic changes in ACE, which should be reconstructed in a way to help the staying people deal with the "disaster." That would be a great challenge to our adult educators in the run-up to 1997.

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Adult Education Content and Processes

(Form A) 1

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ADULT AND CONTINUING EDUCATION IN HONG KONG

How do you think the interests of people who attend adult and continuing education will be influenced by events associated with the approach of 1997? And to what extent will people's interests be coloured by their intention to stay in Hong Kong, leave temporarily, or leave permanently?

Please look at each of the subjects (e.g. Chinese language) listed below and circle a response category to indicate the extent to which you think interest in it will increase or decrease for those intending to stay in Hong Kong, leave temporarily, or leave permanently.

There are no right or wrong answers and all we want is your "best estimate" concerning what will happen between now and 1997. Think of all adult learners in general, who will attend a broad array of formal and nonformal education programs in Hong Kong, not just those whom you are personally familiar with.

1. Chinese Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

2. Home Gardening

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

3. China Trade

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

4. Accounting & Auditing

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

5. Company Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

6. Social Work

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

7. Training of Trainers

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

8. Computer Technology

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

9. Biomedicine

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

10. English Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase

11. Hobby Handicrafts

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

12. Chinese Legal System

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

13. Advertising/Marketing

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

14. Property Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

15. Religious & Ethno-cultural Studies

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

16. Human Resources Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

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17. Chef Training

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

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18. Civil Engineering

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

.....
19. Japanese Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

20. Fashion Design

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

21. Chinese Arts (e.g. film, theatre, painting)

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

22. International Trade

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

23. Criminal Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

24. Moral Education

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

25. Office Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

26. Carpentry

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

27. Environmental Science (Ecology)

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

28. French Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

29. Chinese Calligraphy

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

30. Chinese Philosophy

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

31. Investment Planning

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

32. Labour Law in H.K.

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

33. Health Education

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

34. Supervisory Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

35. Mechanical Engineering

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

36. Human Geography

For those staying
interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
temporarily interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
permanently interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

37. German Language

For those staying
interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
temporarily interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
permanently interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

38. Hobby: Photography

For those staying
interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
temporarily interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
permanently interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

39. Chinese History

For those staying
interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
temporarily interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyFor those leaving
permanently interest willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

40. Banking Practice

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

41. Hong Kong Taxation Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

42. Civic Education

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

43. Worker Training

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

44. Driving

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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 45. Information Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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.....

(Continued on next page)

To what extent will use of the following adult/continuing education processes increase or decrease between now and 1997 in Hong Kong generally and in your workplace?

1. CORRESPONDENCE STUDY

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
-----------------------------	-------------------	----------	-----------------------------	----------	-------------------

In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
----------------------	-------------------	----------	-----------------------------	----------	-------------------

2. ROLE PLAY

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
-----------------------------	-------------------	----------	-----------------------------	----------	-------------------

In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
----------------------	-------------------	----------	-----------------------------	----------	-------------------

3. CLASS

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
-----------------------------	-------------------	----------	-----------------------------	----------	-------------------

In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
----------------------	-------------------	----------	-----------------------------	----------	-------------------

4. Educational Games

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
-----------------------------	-------------------	----------	-----------------------------	----------	-------------------

In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
----------------------	-------------------	----------	-----------------------------	----------	-------------------

5. EXHIBITIONS

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
-----------------------------	-------------------	----------	-----------------------------	----------	-------------------

In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
----------------------	-------------------	----------	-----------------------------	----------	-------------------

6. DEBATE

In Hong Kong
generally willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyIn my workplace
willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

7. APPRENTICESHIP

In Hong Kong
generally willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyIn my workplace
willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

8. SIMULATION

In Hong Kong
generally willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyIn my workplace
willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

9. TUTORIAL DISCUSSION GROUP

In Hong Kong
generally willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyIn my workplace
willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

10. LECTURE

In Hong Kong
generally willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyIn my workplace
willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

11. Public Education Campaigns (e.g. Clean Hong Kong)

In Hong Kong
generally willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
stronglyIn my workplace
willDecrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

12. GROUP DISCUSSION

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

13. COURSES BY COMPUTER

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

14. DEMONSTRATION

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

15. FORUM

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

16. FIELD TRIPS

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

17. WORKSHOP

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

18. CASE STUDIES**In Hong Kong
generally will****Decrease
strongly****Decrease****Remain
Essentially
the same****Increase****Increase
strongly****In my workplace
will****Decrease
strongly****Decrease****Remain
Essentially
the same****Increase****Increase
strongly****(CONTINUED ON NEXT PAGE)**

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NOW PLEASE ANSWER THESE BACKGROUND QUESTIONS.
REMEMBER--YOUR NAME IS NOT REQUIRED.

1. What is your sex? Male ☐ Female ☐
2. What is your age (in years)? years
3. In your life, do you regard adult/continuing education as being your primary (i.e. most important) or secondary professional concern? (Check only one box)

ADED/CE is my PRIMARY professional concern ☐

ADED/CE is my SECONDARY professional concern ☐
4. What is your role in adult/continuing education? (Check only one box)

Primarily a PLANNER
(e.g. Administrator/Programmer/Policy-maker) ☐

Primarily a TEACHER
(e.g. Tutor/Lecturer/Counsellor) ☐
5. For how many years have you worked as a full or part-time adult/continuing educator?

Full time: year(s)

Part-time: year(s)
6. What is the highest educational qualification you hold? (Check only one box)

No formal qualification ☐

Completed Form 5 ☐

Completed Form 6 or Form 7 ☐

Post-secondary or professional qualification only:
(e.g. Vocational School diplomas, Business diplomas, etc.)..... ☐

Completed part of a university degree or diploma ☐

Completed a university degree or diploma:
Degree/diploma obtained from a university overseas ☐

Where? _____

Degree/diploma obtained from a university in H.K. ☐

Completed a university degree or diploma and some additional post-secondary qualification (e.g. B.B.A. and Certified Accountant, B.A. and Dip. Ed., etc.) ☐

7. What do you regard as your first (or original) academic discipline or field of study (e.g. accounting, languages, sociology, education, nursing, engineering, home economics, etc.)?

8. For you, what is the most important purpose of adult/continuing education? Rank these purposes. (For example, if you think social change is the most important, place 1 in the box, then use 2, 3, 4 for other boxes.)

Social integration (e.g. helping people "fit in" to Hong Kong)	<input type="text"/>
Social responsibility (e.g. citizenship)	<input type="text"/>
Social change (e.g. for democracy)	<input type="text"/>
Technical competence (e.g. skills training)	<input type="text"/>

YOU'VE NEARLY FINISHED. NOW WE WANT TO ASK SOME QUESTIONS
ABOUT 1997.

1. How many current residents of Hong Kong will leave permanently, temporarily, or stay--between now and 1997? Please place your best estimates in each of the following boxes. We only want your best guess but make them add up to 100%.

Between now and 1997, % will leave permanently.

Between now and 1997, % will leave temporarily.

Between now and 1997, % will stay in Hong Kong.

total= 100 %

2. How much do you feel you know about the functions of the Executive and Legislative Councils in Hong Kong? (Check only one box)

An immense amount	<input type="checkbox"/>
Very much	<input type="checkbox"/>
Much	<input type="checkbox"/>
A moderate amount	<input type="checkbox"/>
Little	<input type="checkbox"/>
Very little	<input type="checkbox"/>
Almost nothing	<input type="checkbox"/>

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3. How much do you feel you know about the differences between Hong Kong-style capitalism and "Chinese" (i.e. PRC) socialism? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

4. How much do you feel you know about why and how the Sino-British Joint Declaration was signed? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

5. How much do you feel you know about the content of the Sino-British Joint Declaration? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

6. How much do you feel you know about the content of the Draft Basic Law? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

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7. How do you feel about the performance of the present Governor since he assumed office? (Check only one box)

Very good performance	<input type="checkbox"/>
Good performance	<input type="checkbox"/>
Satisfactory performance	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Fair performance	<input type="checkbox"/>
Poor performance	<input type="checkbox"/>
Very poor performance	<input type="checkbox"/>

8. How do you feel about what has happened as a result of the signing of the Sino-British Joint Declaration? (Check only one box)

Extremely optimistic	<input type="checkbox"/>
Very optimistic	<input type="checkbox"/>
Slightly optimistic	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly pessimistic	<input type="checkbox"/>
Very pessimistic	<input type="checkbox"/>
Extremely pessimistic	<input type="checkbox"/>

9. Even though it never came to fruition, how did you feel about the proposal for direct elections for the Legislative Council in 1988? (Check only one box)

Extremely positive	<input type="checkbox"/>
Very positive	<input type="checkbox"/>
Slightly positive	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly negative	<input type="checkbox"/>
Very negative	<input type="checkbox"/>
Extremely negative	<input type="checkbox"/>

10. How do you feel about the current proposal for direct elections for the Legislative Council in 1991? (Check only one box)

Extremely positive	<input type="checkbox"/>
Very positive	<input type="checkbox"/>
Slightly positive	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly negative	<input type="checkbox"/>
Very negative	<input type="checkbox"/>
Extremely negative	<input type="checkbox"/>

11. How do you feel about the democracy movement in Hong Kong? (Check only one box)

Extremely positive	<input type="checkbox"/>
Very positive	<input type="checkbox"/>
Slightly positive	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly negative	<input type="checkbox"/>
Very negative	<input type="checkbox"/>
Extremely negative	<input type="checkbox"/>

12. Overall, how do you feel about what will happen in 1997 and beyond? (Check only one box)

Extremely optimistic	<input type="checkbox"/>
Very optimistic	<input type="checkbox"/>
Slightly optimistic	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly pessimistic	<input type="checkbox"/>
Very pessimistic	<input type="checkbox"/>
Extremely pessimistic	<input type="checkbox"/>

13. To what extent do you feel you are able to control the forces that shape the nature of your life? (Check only one box)

Very much control	<input type="checkbox"/>
Much control	<input type="checkbox"/>
Moderate control	<input type="checkbox"/>
Little control	<input type="checkbox"/>
Very little control	<input type="checkbox"/>
No control at all	<input type="checkbox"/>

14. To what extent are you involved in China trade, China exchanges, or any projects with China? (Check only one box)

Very much involved	<input type="checkbox"/>
Much involved	<input type="checkbox"/>
Moderately involved	<input type="checkbox"/>
Little involved	<input type="checkbox"/>
Very little involved	<input type="checkbox"/>
Not involved at all	<input type="checkbox"/>

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15. To what extent can the Legislative Councillors represent your interests?
They can represent my interests: (Check only one box)

Very much	<input type="checkbox"/>
Much	<input type="checkbox"/>
Moderately	<input type="checkbox"/>
Little	<input type="checkbox"/>
Very little	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

16. Are you a registered voter?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

17. Have you ever given any opinions or suggestions on the Draft Basic Law to the Basic Law Consultative Committee?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

18. Are you going to give opinions or suggestions on the Draft Basic Law to the Basic Law Consultative Committee?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

19. In that run-up to 1997, are you intending to: (Check only one box)

stay in Hong Kong	<input type="checkbox"/>
leave Hong Kong temporarily	<input type="checkbox"/>
leave Hong Kong permanently	<input type="checkbox"/>

Thank you very much.

ADULT AND CONTINUING EDUCATION IN HONG KONG

How do you think the interests of people who attend adult and continuing education will be influenced by events associated with the approach of 1997? And to what extent will people's interests be coloured by their intention to stay in Hong Kong, leave temporarily, or leave permanently?

Please look at each of the subjects (e.g. ^{Information} ~~Management~~) listed below and circle a response category to indicate the extent to which you think interest in it will increase or decrease for those intending to stay in Hong Kong, leave temporarily, or leave permanently.

There are no right or wrong answers and all we want is your "best estimate" concerning what will happen between now and 1997. Think of all adult learners in general, who will attend a broad array of formal and nonformal education programs in Hong Kong, not just those whom you are personally familiar with.

1. Information Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

2. Driving

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

3. Worker Training

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

4. Civic Education

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

5. Hong Kong Taxation Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

6. Banking Practice

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

7. Chinese History

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

8. Hobby Photography

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

9. German Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

10. Human Geography

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase

11. Mechanical Engineering

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

12. Supervisory Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

13. Health Education

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

14. Labour Law in Hong Kong

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

15. Investment Planning

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

16. Chinese Philosophy

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

17. Chinese Calligraphy

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

18. French Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

19. Environmental Science(Ecology)

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

20. Carpentry					
For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
.....					
21. Office Management					
For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
.....					
22. Moral Education					
For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
.....					
23. Criminal Law					
For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

24. International Trade

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

25. Chinese Arts (e.g. film, theatre, painting)

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

26. Fashion Design

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

27. Japanese Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

28. Civil Engineering

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

29. Chef Training

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

30. Human Resources Management

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

31. Religious & Ethno-cultural Studies

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

32. Property Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

33. Advertising/Marketing

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

34. Chinese Legal System

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

35. Hobby Handicrafts

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

36. English Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

37. Biomedicine

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

38. Computer technology

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

39. Training of Trainers

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

40. Social Work

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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.....
41. Company Law

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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.....
42. Accounting & Auditing

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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.....
43. China Trade

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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44. Home Gardening

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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.....
45. Chinese Language

For those <u>staying</u> interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> temporarily interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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For those <u>leaving</u> permanently interest will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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.....

(Continued on next page)

To what extent will use of the following adult/continuing education processes increase or decrease between now and 1997 in Hong Kong generally and in your workplace?

1. CASE STUDIES

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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2. WORKSHOP

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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3. FIELD TRIPS

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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4. FORUM

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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5. DEMONSTRATION

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
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6. COURSES BY COMPUTER

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

7. GROUP DISCUSSION

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

8. Public Education Campaigns (e.g. Clean Hong Kong)

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

9. LECTURE

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

10. TUTORIAL DISCUSSION GROUP

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

11. SIMULATION

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

12. APPRENTICESHIP

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

13. DEBATE

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

14. EXHIBITIONS

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

15. Educational Games

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

16. CLASS

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

17. ROLE PLAY

In Hong Kong generally will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly
In my workplace will	Decrease strongly	Decrease	Remain Essentially the same	Increase	Increase strongly

18. CORRESPONDENCE STUDY

In Hong Kong
generally will

Decrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

In my workplace
will

Decrease
strongly

Decrease

Remain
Essentially
the same

Increase

Increase
strongly

(CONTINUED ON NEXT PAGE)

NOW PLEASE ANSWER THESE BACKGROUND QUESTIONS.
REMEMBER--YOUR NAME IS NOT REQUIRED.

1. What is your sex? Male ☐ Female ☐
2. What is your age (in years)? years
3. In your life, do you regard adult/continuing education as being your primary (i.e. most important) or secondary professional concern? (Check only one box)

ADED/CE is my PRIMARY professional concern ☐

ADED/CE is my SECONDARY professional concern ☐
4. What is your role in adult/continuing education? (Check only one box)

Primarily a PLANNER
(e.g. Administrator/Programmer/Policy-maker) ☐

Primarily a TEACHER
(e.g. Tutor/Lecturer/Counsellor) ☐
5. For how many years have you worked as a full or part-time adult/continuing educator?

Full time: year(s)

Part-time: year(s)
6. What is the highest educational qualification you hold? (Check only one box)

No formal qualification ☐

Completed Form 5 ☐

Completed Form 6 or Form 7 ☐

Post-secondary or professional qualification only:
(e.g. Vocational School diplomas, Business diplomas, etc.)..... ☐

Completed part of a university degree or diploma ☐

Completed a university degree or diploma:
Degree/diploma obtained from a university overseas ☐

Where? _____

Degree/diploma obtained from a university in H.K. ☐

Completed a university degree or diploma and some additional post-secondary qualification (e.g. B.B.A. and Certified Accountant, B.A. and Dip. Ed., etc.) ☐

7. What do you regard as your first (or original) academic discipline or field of study (e.g. accounting, languages, sociology, education, nursing, engineering, home economics, etc.)?

8. For you, what is the most important purpose of adult/continuing education? Rank these purposes. (For example, if you think social change is the most important, place 1 in the box, then use 2, 3, 4 for other boxes.)

Social integration (e.g. helping people "fit in" to Hong Kong)	<input type="text"/>
Social responsibility (e.g. citizenship)	<input type="text"/>
Social change (e.g. for democracy)	<input type="text"/>
Technical competence (e.g. skills training)	<input type="text"/>

YOU'VE NEARLY FINISHED. NOW WE WANT TO ASK SOME QUESTIONS
ABOUT 1997.

1. How many current residents of Hong Kong will leave permanently, temporarily, or stay--between now and 1997? Please place your best estimates in each of the following boxes. We only want your best guess but make them add up to 100%.

Between now and 1997, % will leave permanently.
 Between now and 1997, % will leave temporarily.
 Between now and 1997, % will stay in Hong Kong.
 total= 100 %

2. How much do you feel you know about the functions of the Executive and Legislative Councils in Hong Kong? (Check only one box)

An immense amount	<input type="checkbox"/>
Very much	<input type="checkbox"/>
Much	<input type="checkbox"/>
A moderate amount	<input type="checkbox"/>
Little	<input type="checkbox"/>
Very little	<input type="checkbox"/>
Almost nothing	<input type="checkbox"/>

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3. How much do you feel you know about the differences between Hong Kong-style capitalism and "Chinese" (i.e. PRC) socialism? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

4. How much do you feel you know about why and how the Sino-British Joint Declaration was signed? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

5. How much do you feel you know about the content of the Sino-British Joint Declaration? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

6. How much do you feel you know about the content of the Draft Basic Law? (Check only one box)

An immense amount ☐
 Very much ☐
 Much ☐
 A moderate amount ☐
 Little ☐
 Very little ☐
 Almost nothing ☐

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7. How do you feel about the performance of the present Governor since he assumed office? (Check only one box)

Very good performance	<input type="checkbox"/>
Good performance	<input type="checkbox"/>
Satisfactory performance	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Fair performance	<input type="checkbox"/>
Poor performance	<input type="checkbox"/>
Very poor performance	<input type="checkbox"/>

8. How do you feel about what has happened as a result of the signing of the Sino-British Joint Declaration? (Check only one box)

Extremely optimistic	<input type="checkbox"/>
Very optimistic	<input type="checkbox"/>
Slightly optimistic	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly pessimistic	<input type="checkbox"/>
Very pessimistic	<input type="checkbox"/>
Extremely pessimistic	<input type="checkbox"/>

9. Even though it never came to fruition, how did you feel about the proposal for direct elections for the Legislative Council in 1988? (Check only one box)

Extremely positive	<input type="checkbox"/>
Very positive	<input type="checkbox"/>
Slightly positive	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly negative	<input type="checkbox"/>
Very negative	<input type="checkbox"/>
Extremely negative	<input type="checkbox"/>

10. How do you feel about the current proposal for direct elections for the Legislative Council in 1991? (Check only one box)

Extremely positive	<input type="checkbox"/>
Very positive	<input type="checkbox"/>
Slightly positive	<input type="checkbox"/>
No feeling one way or the other	<input type="checkbox"/>
Slightly negative	<input type="checkbox"/>
Very negative	<input type="checkbox"/>
Extremely negative	<input type="checkbox"/>

11. How do you feel about the democracy movement in Hong Kong? (Check only one box)

- Extremely positive ☐
- Very positive ☐
- Slightly positive ☐
- No feeling one way or the other ☐
- Slightly negative ☐
- Very negative ☐
- Extremely negative ☐

12. Overall, how do you feel about what will happen in 1997 and beyond? (Check only one box)

- Extremely optimistic ☐
- Very optimistic ☐
- Slightly optimistic ☐
- No feeling one way or the other ☐
- Slightly pessimistic ☐
- Very pessimistic ☐
- Extremely pessimistic ☐

13. To what extent do you feel you are able to control the forces that shape the nature of your life? (Check only one box)

- Very much control ☐
- Much control ☐
- Moderate control ☐
- Little control ☐
- Very little control ☐
- No control at all ☐

14. To what extent are you involved in China trade, China exchanges, or any projects with China? (Check only one box)

- Very much involved ☐
- Much involved ☐
- Moderately involved ☐
- Little involved ☐
- Very little involved ☐
- Not involved at all ☐

15. To what extent can the Legislative Councillors represent your interests?
They can represent my interests: (Check only one box)

Very much	<input type="checkbox"/>
Much	<input type="checkbox"/>
Moderately	<input type="checkbox"/>
Little	<input type="checkbox"/>
Very little	<input type="checkbox"/>
Not at all	<input type="checkbox"/>

16. Are you a registered voter?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

17. Have you ever given any opinions or suggestions on the Draft Basic Law to the Basic Law Consultative Committee?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

18. Are you going to give opinions or suggestions on the Draft Basic Law to the Basic Law Consultative Committee?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

19. In that run-up to 1997, are you intending to: (Check only one box)

stay in Hong Kong	<input type="checkbox"/>
leave Hong Kong temporarily	<input type="checkbox"/>
leave Hong Kong permanently	<input type="checkbox"/>

Thank you very much.

您認為九七問題會怎樣影響修讀本港成人及延續教育課程學員的興趣？究竟他們選擇留在香港、暫時離開或永遠離開香港的意向，會怎樣改變其學習興趣呢？

請看看以下每一項科目（如中國語文），試猜測一下那些將留在香港、暫時離開或永遠離開香港的人士，對這項目興趣會有怎樣的增減，然後圈出一個答案。

答案本身沒有所謂對或錯，我們祇想您對現在至九七年間將會發生的事，作一個「大膽預測」。希望您作答時，考慮所有將會參加本港正規與非正規教育課程成人學員的興趣，而不單限於您所熟識的人士。

1. 中國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

2. 家居園藝

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

3. 中國貿易

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

4. 會計及核數

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

5. 公司法

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

6. 社會工作

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

7. 培訓人員之訓練

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

8. 電腦科技

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

9. 生物葯劑學

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

10. 英國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

11. 興趣手工藝

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

12. 中國法制

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

13. 廣告/市場推廣

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

14. 財產法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

15. 宗教及民族文化研究

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

16. 人力資源管理

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

17. 廚師訓練

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

18. 土木工程

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

19. 日本語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

20. 時裝設計

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

21. 中國藝術(例如:電影,戲劇,繪畫)

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

22. 國際貿易

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

23. 刑事法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

24. 道德教育

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

25. 辦公室管理

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

26. 木工

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

27. 環境科學(生態學)

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

28. 法國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

29. 中國書法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

30. 中國哲學

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

31. 投資策劃

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

32. 香港勞工法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

33. 健康教育

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

34. 督導管理

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

35. 機械工程

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

36. 人文地理

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

37. 德國語文

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

38. 興趣攝影

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

39. 中國歷史

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

40. 銀行實務

留在香港人士
的興趣將會

劇烈減少 減少 基本上不變 增加 劇烈增加

將暫時離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

將永遠離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

41. 香港稅法

留在香港人士
的興趣將會

劇烈減少 減少 基本上不變 增加 劇烈增加

將暫時離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

將永遠離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

42. 公民教育

留在香港人士
的興趣將會

劇烈減少 減少 基本上不變 增加 劇烈增加

將暫時離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

將永遠離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

43. 工人訓練

留在香港人士
的興趣將會

劇烈減少 減少 基本上不變 增加 劇烈增加

將暫時離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

將永遠離開人士
的興趣會

劇烈減少 減少 基本上不變 增加 劇烈增加

44. 駕駛

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

45. 資訊管理

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

(續後頁)

由現在至九七年間，您認為在香港一般的情況中和在您工作的地方，會怎樣增加或減少利用以下成人或延續教育的授課形式？

1. 函授

在香港一般的情況中將會	劇烈減少	減少	基本上不變	增加	劇烈增加
在我工作地方將會	劇烈減少	減少	基本上不變	增加	劇烈增加

2. 角色扮演

在香港一般的情況中將會	劇烈減少	減少	基本上不變	增加	劇烈增加
在我工作地方將會	劇烈減少	減少	基本上不變	增加	劇烈增加

3. 講習班

在香港一般的情況中將會	劇烈減少	減少	基本上不變	增加	劇烈增加
在我工作地方將會	劇烈減少	減少	基本上不變	增加	劇烈增加

4. 教育遊戲

在香港一般的情況中將會	劇烈減少	減少	基本上不變	增加	劇烈增加
在我工作地方將會	劇烈減少	減少	基本上不變	增加	劇烈增加

5. 展覽

在香港一般的情況中將會	劇烈減少	減少	基本上不變	增加	劇烈增加
在我工作地方將會	劇烈減少	減少	基本上不變	增加	劇烈增加

6. 辯論

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

7. 學徒

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

8. 模擬

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

9. 專修小組

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

10. 講授

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

11. 公眾教育運動 (例如: 清潔香港)

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

12. 集體討論

213

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

13. 電腦授課

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

14. 示範

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

15. 論壇

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

16. 實地考察

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

17. 研討會

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

甲
C

18. 個案研究

214

在香港一般的工作
情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方
將會

劇烈減少 減少 基本上不變 增加 劇烈增加

(續 後 頁)

現在請回答一些背景資料問題。
請記着：不用填寫姓名

1. 您的性別： 男 ☐ 女 ☐

2. 您的年紀： 歲

3. 在您一生中，您認為成人或延續教育是您的首要（最重要）抑或次要的職業？（祇選一格）

成人或延續教育是我首要的職業 ☐

成人或延續教育是我次要的職業 ☐

4. 您在成人或延續教育中扮演什麼角色？（祇選一格）

主要是一位策劃人員

（例如：行政人員／編排課程者／決策人員） ☐

主要是一位教師

（例如：導師／講師／輔導人員） ☐

5. 您擔任全職或兼職成人或延續教育工作有多少年？

全職： 年

兼職： 年

6. 您所持最高學歷是：（祇選一格）

無正式學歷..... ☐

完成中五..... ☐

完成中六或中七..... ☐

專上程度或祇具專業資格：

（例如：職業訓練學校文憑、商業文憑等等）..... ☐

完成部份大學學位或文憑課程..... ☐

大學學位或文憑：

海外大學畢業..... ☐

何地？

本港大學畢業..... ☐

大學學位或文憑兼有其他專上資格（例如工商

管理學士兼註冊會計師，文學士兼有教育文憑等）..... ☐

7. 您最初(本來)研讀的學科是什麼?(例如:會計、語言、社會學、教育、護理、工程、家政等等)

8. 您認為什麼是成人或延續教育的最重要目的?請將以下的四項目的分先後次序。(例如您認為社會改革是最重要的,在旁邊的空格上填上1字,然後用2,3,4來表示其他的選擇。)

- 社會融和
(例如幫助人們"融入"香港社會)..... ☐
- 社會責任
(例如公民的權利和義務)..... ☐
- 社會改革
(例如爭取民主)..... ☐
- 技術勝任
(例如技能訓練)..... ☐

您已差不多完成了,現在我們想問一些有關九七的問題。

1. 究竟有多少香港居民將永遠離開、暫時離開或留在香港?
請大胆預測一下,並在以下每個空格上填寫大約的百分比,我們祇想您作大胆的推測,但三個百分比的總和必需為100。

- 由現在至九七年, % 將會永遠離開。
- 由現在至九七年, % 將會暫時離開。
- 由現在至九七年, % 將會留下。

總和 = 100 %

2. 您覺得自己對香港行政局和立法局的功能認識有多少?(祇選一格)

- 極多 ☐
- 非常多 ☐
- 較多 ☐
- 普通 ☐
- 較少 ☐
- 非常少 ☐
- 差不多沒有 ☐

3. 您覺得自己對香港式資本主義和中國大陸的社會主義認識有多少? (祇選一格)

極多 ☐
 非常多 ☐
 較多 ☐
 普通 ☐
 較少 ☐
 非常少 ☐
 差不多沒有 ☐

4. 您覺得自己對中英聯合聲明簽署的原由和過程有多少認識? (祇選一格)

極多 ☐
 非常多 ☐
 較多 ☐
 普通 ☐
 較少 ☐
 非常少 ☐
 差不多沒有 ☐

5. 您覺得自己對中英聯合聲明的內容認識有多少? (祇選一格)

極多 ☐
 非常多 ☐
 較多 ☐
 普通 ☐
 較少 ☐
 非常少 ☐
 差不多沒有 ☐

6. 您覺得自己對基本法草案的內容認識有多少? (祇選一格)

極多 ☐
 非常多 ☐
 較多 ☐
 普通 ☐
 較少 ☐
 非常少 ☐
 差不多沒有 ☐

7. 您覺得現任港督自就任以來的政績表現怎樣？(祇選一格)

表現非常好 ☐
 表現好 ☐
 表現滿意 ☐
 沒多大感覺 ☐
 表現還可 ☐
 表現差 ☐
 表現非常差 ☐

8. 您對自中英聯合聲明簽署後所引發的事情有怎樣的感覺？
 (祇選一格)

極為樂觀 ☐
 非常樂觀 ☐
 較樂觀 ☐
 沒多大感覺 ☐
 較悲觀 ☐
 非常悲觀 ☐
 極為悲觀 ☐

9. 雖然立法局未能於一九八八年推行直接選舉，但您對這個直選建議的態度是怎樣的？(祇選一格)

極為積極 ☐
 非常積極 ☐
 較積極 ☐
 沒多大感覺 ☐
 較消極 ☐
 非常消極 ☐
 極為消極 ☐

10. 您對立法局在1991年推行直接選舉持怎樣的態度？(祇選一格)

極為積極 ☐
 非常積極 ☐
 較積極 ☐
 沒多大感覺 ☐
 較消極 ☐
 非常消極 ☐
 極為消極 ☐

1. 您對香港爭取民主運動的態度是怎樣的？(祇選一格)

- 極為積極 ☐
 非常積極 ☐
 較積極 ☐
 沒多大感覺 ☐
 較消極 ☐
 非常消極 ☐
 極為消極 ☐

12. 大概而論，您對九七年及以後將會發生的事情感到怎樣？
 (祇選一格)

- 極為樂觀 ☐
 非常樂觀 ☐
 較樂觀 ☐
 沒多大感覺 ☐
 較悲觀 ☐
 非常悲觀 ☐
 極為悲觀 ☐

13. 您覺得自己可以控制影響您一生的因素有多少？(祇選一格)

- 有非常多的控制 ☐
 有較多的控制 ☐
 有溫和的控制 ☐
 有較少的控制 ☐
 有非常少的控制 ☐
 完全沒有控制 ☐

14. 您參予對中國貿易、中國交流或中國合作計劃有多少？(祇選一格)

- 非常多參予 ☐
 較多參予 ☐
 適度參予 ☐
 較少參予 ☐
 非常少參予 ☐
 完全無參予 ☐

15. 究竟立法局議員能夠代表您的利益有多少?

他們能夠代表我的利益:(祇選一格)

非常多 ☐
 較多 ☐
 普通 ☐
 較少 ☐
 非常少 ☐
 完全沒有 ☐

16. 您是否登記選民?

是 ☐
 否 ☐

17. 您有否就基本法草案向基本法諮詢委員會提出過意見?

有 ☐
 沒有 ☐

18. 您曾否就基本法草案向基本法諮詢委員會提出意見?

會 ☐
 不會 ☐

19. 您準備由現在至九七年的過渡期中:(祇選一格)

留在香港 ☐
 暫時離開 ☐
 永遠離開 ☐

多謝合作!

香港成人及延續教育

(問卷 2)
D

您認為九七問題會怎樣影響修讀本港成人及延續教育課程學員的興趣？究竟他們選擇留在香港、暫時離開或永遠離開香港的意向，會怎樣改變其學習興趣呢？

請看看以下每一項科目（如中國語文），試猜測一下那些將留在香港、暫時離開或永遠離開香港的人士，對這項目興趣會有怎樣的增減，然後圈出一個答案。

答案本身沒有所謂對或錯，我們祇想您對現在至九七年間將會發生的事，作一個「大胆預測」，希望您在作答時，考慮所有將會參加本港正規與非正規教育課程成人學員的興趣，而不單限於您所熟識的人士。

1. 資訊管理

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

2. 駕駛

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

3. 工人訓練

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

4. 公民教育

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

5. 香港視法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

6. 銀行實務

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

7. 中國歷史

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

8. 興趣攝影

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

9. 德國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

10. 人文地理

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

11. 機械工程

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

12. 督導管理

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

13. 健康教育

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

14. 香港勞工法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

15. 投資策劃

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

16. 中國哲學

225

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

17. 中國書法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

18. 法國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

19. 環境科學(生態學)

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

20. 木工

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

21. 辦公室管理

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

22. 道德教育

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

23. 刑事法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

24. 國際貿易

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

25. 中國藝術(例如:電影、戲劇、繪畫)

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

26. 時裝設計

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

27. 日本語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

28. 土木工程

228

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

29. 廚師訓練

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

30. 人力資源管理

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

31. 宗教及民族文化研究

留在香港人士的 興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的 興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

32. 財產法

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

33. 廣告/市場推廣

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

34. 中國法制

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

35. 興趣手工藝

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

36. 英國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

37. 生物藥劑學

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

38. 電腦科技

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

39. 培訓人員之訓練

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

40. 社會工作

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

41. 公司法

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

42. 會計及核數

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

43. 中國貿易

留在香港人士的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

44. 家居園藝

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

45. 中國語文

留在香港人士 的興趣將會	劇烈減少	減少	基本上不變	增加	劇烈增加
將暫時離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加
將永遠離開人士 的興趣會	劇烈減少	減少	基本上不變	增加	劇烈增加

(續 後 頁)

由現在至九七年間,您認為在香港一般的情況中和在您工作的地方,會怎樣增加或減少利用以下成人或延續教育的授課形式?

1. 個案研究

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

2. 研討會

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

3. 實地考察

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

4. 論壇

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

5. 示範

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

6. 電腦授課

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

7. 集體討論

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

8. 公眾教育運動 (例如: 清潔香港)

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

9. 講授

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

10. 導修小組

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

11. 模擬

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

12. 學徒

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

13. 辯論

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

14. 展覽

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

15. 教育遊戲

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

16. 講習班

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

17. 角色扮演

在香港一般的情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方將會

劇烈減少 減少 基本上不變 增加 劇烈增加

18. 函授

在香港一般的
情況中將會

劇烈減少 減少 基本上不變 增加 劇烈增加

在我工作地方
將會

劇烈減少 減少 基本上不變 增加 劇烈增加

.....

(續後頁)

現在請回答一些背景資料問題。
請記着：不用填寫姓名

1. 您的性別： 男 ☐ 女 ☐
2. 您的年紀： 歲
3. 在您一生中，您認為成人或延續教育是您的首要(最重要)抑或次要的職業？(祇選一格)

成人或延續教育是我首要的職業 ☐

成人或延續教育是我次要的職業 ☐
4. 您在成人或延續教育中扮演什麼角色？(祇選一格)

主要是一位策劃人員
(例如：行政人員/編排課程者/決策人員) ☐

主要是一位教師
(例如：導師/講師/輔導人員) ☐
5. 您擔任全職或兼職成人或延續教育工作有多少年？

全職： 年

兼職： 年
6. 您所持最高學歷是：(祇選一格)

無正式學歷 ☐

完成中五 ☐

完成中六或中七 ☐

專上程度或祇具專業資格：
(例如：職業訓練學校文憑、商業文憑等等) ☐

完成部份大學學位或文憑課程 ☐

大學學位或文憑：
海外大學畢業 ☐

何地？ _____

本港大學畢業 ☐

大學學位或文憑兼有其他專上資格(例如工商
管理學士兼註冊會計師，文學士兼有教育文憑等) ☐

您最初(本來)研讀的學科是什麼?(例如:會計、語言、社會學、教育、護理、工程、家政等等)

您認為什麼是成人或延續教育的最重要目的?請將以下的四項目的分先後次序。(例如您認為社會改革是最重要的,在旁邊的空格上填上1字,然後用2,3,4來表示其他的選擇。)

社會融和

(例如幫助人們"融入"香港社會)..... ☐

社會責任

(例如公民的權利和義務)..... ☐

社會改革

(例如爭取民主)..... ☐

技術勝任

(例如技能訓練)..... ☐

您已差不多完成了,現在我們想問一些有關九七的問題。

究竟有多少香港居民將永遠離開、暫時離開或留在香港?

請大胆預測一下,並在以下每個空格上填寫大約的百分比,我們祇想您作大胆的推測,但三個百分比的總和必需為100。

由現在至九七年, ☐ % 將會永遠離開。

由現在至九七年, ☐ % 將會暫時離開。

由現在至九七年, ☐ % 將會留下。

總和 = 100 %

您覺得自己對香港行政局和立法局的功能認識有多少?(祇選一格)

極多

☐

非常多

☐

較多

☐

普通

☐

較少

☐

非常少

☐

差不多沒有

☐

您覺得自己對香港式資本主義和中國大陸的社會主義認識有多少？(祇選一格)

極多	<input type="checkbox"/>
非常多	<input type="checkbox"/>
較多	<input type="checkbox"/>
普通	<input type="checkbox"/>
較少	<input type="checkbox"/>
非常少	<input type="checkbox"/>
差不多沒有	<input type="checkbox"/>

您覺得自己對中英聯合聲明簽署的原由和過程有多少認識？(祇選一格)

極多	<input type="checkbox"/>
非常多	<input type="checkbox"/>
較多	<input type="checkbox"/>
普通	<input type="checkbox"/>
較少	<input type="checkbox"/>
非常少	<input type="checkbox"/>
差不多沒有	<input type="checkbox"/>

您覺得自己對中英聯合聲明的內容認識有多少？(祇選一格)

極多	<input type="checkbox"/>
非常多	<input type="checkbox"/>
較多	<input type="checkbox"/>
普通	<input type="checkbox"/>
較少	<input type="checkbox"/>
非常少	<input type="checkbox"/>
差不多沒有	<input type="checkbox"/>

您覺得自己對基本法草案的內容認識有多少？(祇選一格)

極多	<input type="checkbox"/>
非常多	<input type="checkbox"/>
較多	<input type="checkbox"/>
普通	<input type="checkbox"/>
較少	<input type="checkbox"/>
非常少	<input type="checkbox"/>
差不多沒有	<input type="checkbox"/>

7. 您覺得現任港督自就任以來的政績表現怎樣？(祇選一格)

表現非常好 ☐
 表現好 ☐
 表現滿意 ☐
 沒多大感覺 ☐
 表現還可 ☐
 表現差 ☐
 表現非常差 ☐

8. 您對自中英聯合聲明簽署後所引發的事情有怎樣的感覺？
 (祇選一格)

極為樂觀 ☐
 非常樂觀 ☐
 較樂觀 ☐
 沒多大感覺 ☐
 較悲觀 ☐
 非常悲觀 ☐
 極為悲觀 ☐

9. 雖然立法局未能於一九八八年推行直接選舉，但您對這個直選建議的態度是怎樣的？(祇選一格)

極為積極 ☐
 非常積極 ☐
 較積極 ☐
 沒多大感覺 ☐
 較消極 ☐
 非常消極 ☐
 極為消極 ☐

10. 您對立法局在1991年推行直接選舉持怎樣的態度？(祇選一格)

極為積極 ☐
 非常積極 ☐
 較積極 ☐
 沒多大感覺 ☐
 較消極 ☐
 非常消極 ☐
 極為消極 ☐

1. 您對香港爭取民主運動的態度是怎樣的？(祇選一格)

- 極為積極 ☐
- 非常積極 ☐
- 較積極 ☐
- 沒多大感覺 ☐
- 較消極 ☐
- 非常消極 ☐
- 極為消極 ☐

12. 大概而論，您對九七年及以後將會發生的事情感到怎樣？
(祇選一格)

- 極為樂觀 ☐
- 非常樂觀 ☐
- 較樂觀 ☐
- 沒多大感覺 ☐
- 較悲觀 ☐
- 非常悲觀 ☐
- 極為悲觀 ☐

13. 您覺得自己可以控制影響您一生的因素有多少？(祇選一格)

- 有非常多的控制 ☐
- 有較多的控制 ☐
- 有溫和的控制 ☐
- 有較少的控制 ☐
- 有非常少的控制 ☐
- 完全沒有控制 ☐

14. 您參予對中國貿易、中國交流或中國合作計劃有多少？(祇選一格)

- 非常多參予 ☐
- 較多參予 ☐
- 適度參予 ☐
- 較少參予 ☐
- 非常少參予 ☐
- 完全無參予 ☐

15. 究竟立法局議員能夠代表您的利益有多少？

他們能夠代表我的利益：(祇選一格)

- 非常多 ☐
- 較多 ☐
- 普通 ☐
- 較少 ☐
- 非常少 ☐
- 完全沒有 ☐

16. 您是否登記選民？

- 是 ☐
- 否 ☐

17. 您有否就基本法草案向基本法諮詢委員會提出過意見？

- 有 ☐
- 沒有 ☐

18. 您會否就基本法草案向基本法諮詢委員會提出意見？

- 會 ☐
- 不會 ☐

19. 您準備由現在至九七年的過渡期中：(祇選一格)

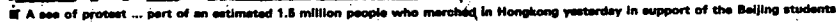
- 留在香港 ☐
- 暫時離開 ☐
- 永遠離開 ☐

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²⁴³
The Hongkong Standard

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World marches for China



Threat of Western loans squeeze on Beijing

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Prime Minister Margaret Thatcher may sack Chancellor of the Exchequer Nigel Lawson and Foreign Secretary Geoffrey Howe, according to newspaper reports. This and all the other news from the United Kingdom in our BRITAIN TODAY section.



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WEATHER: 26°C – 30°C. Hot and sunny. Details on page 26.

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ASSIGNMENT

旅行装



10

AIN



● Angry protesters
lynch soldiers

● 1,000 attack Great
Hall of the People

● Army uses trucks
to smash barricades

● Bush 'deeply
deplores' attack

BEIJING BLOODBATH: 57 KILLED BY TROOPS

AT least 57 people were bayoneted or shot to death and hundreds more wounded in Beijing early today as tens of thousands of soldiers smashed their way into Tiananmen Square to crush the student protest.

At dawn tanks rolled into the square crushing the students' flimsy tents and shooting pro-democracy demonstrators, witnesses said. Machine-gun fire raked the square.

Two Western reporters were wounded as the army cleared the square. The attack capped seven hours of a bloody assault aimed at retaking the square from protesters who held it for more than three weeks in a bid for political reform.

Explosions could be heard in the distance. Several soldiers were lynched by the crowds and left for dead on the roads leading to the square as hundreds of thousands of students and residents fought back ferociously.

"I have just had my last cigarette. Tonight we are going to die," said a crying worker huddled in the masses at the Monument to the People's Heroes as red flares soared overhead and gunfire rained down around the square.

Witnesses said most of the dead were students. The troops, in full battle gear and armed with rifles, marched a line in front of the square, about 200 metres west of Tiananmen Square, Beijing's main artery, shortly before midnight, firing volleys at regular intervals to open the way for columns of trucks.

The troops walked into the square, firing as they moved, at first firing over the heads of protesters but later lowering their aim.

Some workers around the square tried to hurl petrol bombs at the advancing soldiers, but students urged non-violence.

Tens of thousands of students and workers crouched between the monument and the makeshift Statue of Liberty erected by the students five days ago.

Two armoured personnel carriers burned brightly on the edge of the square. It was the first time troops had opened fire on demonstrators in seven weeks of pro-democracy unrest.

A Beijing government spokesman said more than 1,000 people rushed to a construction site to seize steel bars and bricks, that some people attacked the government residence of Zhao Ziyang near Tiananmen Square, and the Great Hall of the People, the official New China News Agency (NCNA) reported.

The military convoys converged on the square from four directions. Repeatedly they

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Massive local protest plan

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Pictures

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Day of blood and wrath:

— Page 23

Armed men warn HK reporters

— Page 24

Fire flares into the sky and tear gas into the crowd.

The area immediately northwest of Tiananmen was littered with abandoned and burning military vehicles.

Five kilometres from the square, witnesses saw a light armoured vehicle plough at speed into the crowd to force its way through, leaving at least four injured.

The crowds fought back fiercely and witnesses said they saw soldiers lynched by the crowds and left for dead on the road.

Armoured troops advanced behind construction vehicles which swept aside barricades of buses placed in their path by demonstrators.

An armoured truck transport destroyed by the demonstrators was burning on the north side of the square near the monument to Chairman Mao Tse-tung.

In some areas troops appeared to hold the upper hand, as in others frenzied mobs attacked troops, and in still other sections near the square residents peacefully halted the flow of armoured trucks.

The first blood was shed in Peking's central square, about four kilometres west of Tiananmen Square, as large crowds confronted troops marching eastward at about 11 pm local time.

Scores of the wounded, mostly students, were rushed to nearby Fuxingmen Hospital. The hospital was hard pressed to attend to the wounded.

In a desperate voice, a nurse at the hospital, told Hongkong inquirers that "scores of people" had been admitted with "gunshot wounds".

The condition of many of these people was critical, she said.

A male nurse, answering the call, also confirmed several deaths in the hospital, almost all from gunshot wounds. He said the hospital was liaising with other hospitals for assistance.

A doctor from the Fuxing Hospital in western Beijing, where troops began firing on street people, said the hospital had taken 15 dead and many wounded they had to be put in gurneys.

A second doctor from another hospital in the cluster said he had handled 12 dead.

One soldier was run over by a Swedish passenger carrier rushing toward the square and a Swedish visitor, Tom Hansson, said he saw three people shot dead south of the square.

Five people were seen with blood pouring out of their mouths near the western entrance to the square.

Shortly before 1 am, two



□ The bodies of protesters killed in last night's assault are placed in rows in a back room at a Beijing hospital.

armoured trucks loaded with fully armed troops raced across Tiananmen at breakneck speeds, smashing through barriers and roadblocks. Human barriers gave way to the trucks as they bore down on them. The second truck fired tear gas canisters and flares that lit up the square.

Demonstrators ran for cover along Chang'an Avenue leading to the square, shouting "Fascist dogs", "Out of Beijing" and "China, China" as they fled.

Witnesses also saw troops firing at windows where protesters were shouting defiant slogans. The soldiers advanced behind construction vehicles which swept aside barricades of buses placed in their path by protesters.

Eyewitness, CNN reporter, Tom Minster, described the scene: "A few minutes ago there was a large barrage of firing... there are not enough ambulances... buses are being used to take the wounded away... a part of the crowd in the square is still dead south of the square."

"We have been urging and continue to urge non-violent restraint and dialogue," Mr Bush added. "Tragically another course has been chosen. Again, I urge a return to non-violent means for dealing with the current situation."

"The United States and the People's Republic of China over the past two decades have built up through great efforts by both sides a constructive relationship, beneficial to both countries," said Mr Bush, who

ward and while the army are not advancing to take territory, they are trying to disperse the people from the streets and get them away from the square.

"It appears right now that the army has the situation on their side."

Troops reached the west side of the square by 2 am behind a barrage of gunfire and tear gas.

An hour earlier another contingent of troops armed with rifles had advanced up the east side of the square.

By 3.30 am armed troops and riot police had completely surrounded Tiananmen, boxing off several thousand students and supporters concentrated around a monument to revolutionary heroes in the center. A half hour later, lights were turned out, and the square was cloaked in darkness.

"You have to give up all hope," students broadcast over their loudspeakers at the monument. "You have to give your life to the movement." Students sang the Internationale.

A 10 m high "Goddess of Democracy" statue set up by students last week that the government called an insult to the nation, was still standing.

Continued Page 2



□ A student throws debris before an advancing tank in a vain attempt to halt its progress through Tiananmen Square.

Bush says he deeply deplores decision to use force

WASHINGTON: President George Bush, apparently moved by reports of violence from China, said he "deeply deplores" the Beijing Government's decision to use force against student demonstrators.

In a formal statement issued by the White House early this morning Hongkong time, Mr Bush said the Chinese Government to return to the use of non-violent means to deal with the student uprising that has rocked Beijing for the past seven weeks.

"It is clear the Chinese Government has chosen to use force against Chinese citizens who are making a peaceful statement in favour of democracy," the statement said. "I deeply deplore the decision to use force

against peaceful demonstrators and the consequent loss of life."

Chinese troops moved into Beijing's Tiananmen Square, focal point of the student demonstrations for democracy, late last night. Reports indicated at least 42 people were killed and scores wounded in the subsequent fighting.

"We have been urging and continue to urge non-violent restraint and dialogue," Mr Bush added. "Tragically another course has been chosen. Again, I urge a return to non-violent means for dealing with the current situation."

"The United States and the People's Republic of China over the past two decades have built up through great efforts by both sides a constructive relationship, beneficial to both countries," said Mr Bush, who

once served as US ambassador to China.

"I hope China will rapidly return to the path of political and economic reform and conditions of stability so that this relationship, so important to both our peoples, can continue its growth," Bush said.

A White House official said the president decided to issue the statement after receiving more reports on growing violence in the capital. Mr Bush had remained silent for most of yesterday, leaving it to Secretary of State James Baker to make the first formal comment on the troop movements in Beijing.

Speaking on CNN's Newsmaker Saturday program in Washington, Mr Baker noted the situation in China had turned "ugly and chaotic" and

said the United States was urging Beijing to use restraint in responding to the student demonstrations.

"I think the Chinese Government knows the position of the United States Government," Mr Baker said. "You know, the army of China calls itself the 'Army of the People'. And we think it would be unfortunate, indeed, if the 'Army of the People' were used to suppress the people."

Although Mr Baker indicated the United States preferred not to meddle in China's internal affairs, he said, "I think the messages we have sent, however, have been received in the spirit in which they have been sent. We've not, in effect, been told to mind your own business."

Mr Baker also said the State Department had been in touch with the US Embassy in China, which reported the situation was "quite chaotic now."

"There is shooting going on. To some extent that shooting appears to be aimed up in the air, although we do have some preliminary reports of casualties."

He noted the United States had been unable to confirm any casualties.

Mr Baker said US embassy staff and other US nationals in the Chinese capital had been warned to stay away from Tiananmen Square. A State Department advisory urging Americans not to travel to China was still in effect, he added.

Mr Bush also was briefed in

Kennedyport on the US operations in China by Deputy National Security Adviser Robert Gates.

The White House expressed caution about suggestions that arms sales to the Chinese Government be limited in response to the crackdown.

"I don't think we should sit here today... within hours of the first really significant use of force (against a peaceful demonstration by the students)... and try and hypothesize about what that will mean," Mr Baker said.

"I think we'll have to see what happens. We're not sure what course this will take, even now," the secretary said.

But on Capitol Hill, Senator Jesse Helms of North Carolina, the ranking Republican on the

Senate Foreign Relations Committee, and the US ambassador to end the sharing of US military and technology with China.

"I find little surprise that the Chinese communists are acting as communists always do," he said in a statement yesterday.

"The violence in Beijing is deplorable and all of us have hoped and prayed that it would not happen. But it has happened."

"I will begin working with my colleagues to ensure that, as a first response against this brutality, all US military co-operation and sharing of technology with the communist government of China must be terminated immediately," Mr Helms said.

United Press International

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WEATHER

RAIN

Today will continue to be cloudy with some scattered showers. Maximum temperature will be around 27 degrees.

South China Morning Post

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General: 5-652222 News: 5-652252 Classified: 5-658822

HONGKONG, TUESDAY, JUNE 6, 1989

Vol. XLV No. 155

Price \$3.00

Hongkong unionist arrested trying to flee Beijing



By S.Y. WAI
HONGKONG unionist Lee Cheuk-yan, who last week helped cause the 12 million delivered to Beijing protesters, was last night arrested by mainland police just as he was about to board a special Hongkong Police-chaired flight.

He was taken from the 125-seat Dragonair Boeing 737 by two uniformed security officials, who said his Home Visit Permit had not been properly inspected.

The other 125 Hongkong residents, businessmen, journalists and students who were fleeing the Chinese

capital were already on board and arrived at Kai Tak shortly after midnight. Mr Lee is the first Hongkong resident arrested under martial law provisions.

The Hongkong Alliance in Support of Patriotic Democratic Movement in China fears that he might become another Lai Shan-ching, a Hongkong resident arrested in 1982 and serving a 10-year sentence for "counter-revolutionary" activities.

Alliance members, informed of the arrest by a Dragonair pilot, last night marched to Government House demanding that the Governor, Sir David Wil-

son, and British Prime Minister Margaret Thatcher, help him.

Mr Lee, who is in his early 30s, has been an activist for political reforms and labour protection since he graduated from the University of Hongkong in civil engineering in the 1970s.

He is chairman of the Cloth Making Industry Workers' General Union

and executive secretary of the Christian Industrial Committee. He was leading a five-member delegation of the alliance to take \$2 million to the mainland protesters this evening.

"As yet we have no confirmation that he has been detained, or by whom," the spokesman said.

Mr Lee, who is in his early 30s, has been an activist for political reforms and labour protection since he graduated from the University of Hongkong in civil engineering in the 1970s.

The captain of the Dragonair craft, Ian Stanley, said on arriving at Kai Tak early today that Mr Lee had gone through immigration procedures and was stopped short of the plane by four uniformed officials.

"He tried to board the aircraft but they tried to stop him from boarding... and said it was necessary for us to go back to the immigration."

"There was no violence at all. The passengers were shocked and disappointed by waiting for him. We did stay there for 15 minutes to wait for him to get the permission to board," Mr Stanley said.

Mr Stanley said Chinese officials told him that Mr Lee was having problems with his passport.

Meanwhile, three Hongkong reporters who returned home on an earlier flight last night complained that the British Embassy had not helped them as had been promised.

(Cont'd on Page 7, Col 1)

Bush suspends all military sales to China

From Correspondents in Beijing
UNITED STATES President George Bush yesterday condemned the Chinese crackdown on pro-democracy demonstrators and said he was ordering an immediate suspension of government military sales and commercial export of weapons.

"We deplore the decision to use force," Mr Bush told hastily convened news conference.

He called on Chinese authorities "to avoid violence and to return to their previous policy of restraint."

Mr Bush said "I do not want to see a total break in this relationship" with China.

Nonetheless, in announcing sanctions that included a freeze in contacts between US and Chinese military officials, he said: "We cannot condone the violent attacks and suppress the consequences for our relationship with China."

The Defence Department was unable to provide immediately the value of the military equipment that would be affected by the suspension announced by Mr Bush.

Lieutenant-Colonel Rick O'Brien, a Pentagon spokesman, said four projects were still listed as "continuing," but that some of the older transactions were probably near completion.

The four transactions included a US\$98 million sale of technology and assistance in October 1985 to build an artillery ammunition plant; the sale of 55 avionics kits to modernise the electronic systems on Chinese F-8 jet fighters, worth US\$550 million; the sale of four MK-46 torpedoes in February 1986, valued at US\$8 million; and the sale in January 1987 of artillery-coloured radar sets worth US\$63 million.

Lieutenant-Colonel O'Brien said the Pentagon did not have any statistics available on on-going commercial transactions.

The US-Chinese relationship has blossomed on economic, military and political fronts since formal diplomatic relations were established in 1979.

Since that time, the United States has sold more than US\$748 million in arms to China, most recently a US\$100 million deal in which Beijing purchased six Chinook CH-47D helicopters.

Before Mr Bush announced the suspension of arms sales, Dr Kissinger warned that imposing economic sanctions would

be a far more difficult way than has been done so far.

Mr Nicholas Fairbairn, a Canadian M.P., said: "Here we are flouting our friendship with China and making the most limited contribution to the most blood-curdling atrocity."

"This would never occur in South Africa, yet they, we abhor and China we defend," he said. "The worst brutality since Russia invaded Czechoslovakia. It is."

(Cont'd on Page 7, Col 1)

Reports of clash with rival troops

From Correspondents in Beijing

TANKS and troops guarding Beijing's main Changan Avenue last night took up combat positions amid unconfirmed accounts of clashes between Army units south of the capital.

Twenty tanks and 15 truckloads of soldiers took up fighting positions facing east along the avenue at the major Jiangmen intersection, diplomats and witnesses said.

A witness said small groups of foot soldiers took up positions along the road close to a compound where many foreign diplomats live.

Staff from several embassies have evacuated apartments nearby, diplomats said.

Western diplomats quoted Chinese sources as saying troops and armoured vehicles were moving northwest towards Beijing from the city of Tianjin. The reason for the troop movement was unclear.

A reliable Chinese military source said there was fighting between military groups around the Miyun military air base south of the city earlier in the day. He said he could not give details, but the fighting was serious.

There were also reports of clashes between army

INSIDE
Page 2: Other cities
Page 4: EC talks off
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units in at least one other major city. Shenyang in northeast China. Troop deployment in at least one other major cities, including Shanghai, Chengdu, Nanjing, Wuhan, Xian and Guangzhou, was also reported. Tensions were high in Shanghai while in Chengdu, troops were said to have been on standby.

In Guangzhou, barricades have been put up and sources said preparations "are now in hand for the institution of martial law" should the case be necessary.

The troop movement in Beijing came as soldiers continued to gun down indiscriminately residents who ventured into Tiananmen Square and elsewhere, as ambulances took casualties to the already congested hospitals.

The latest death toll was about 4,000, reliable sources reported, and the number of wounded totalled some 20,000.

Meanwhile the American and other embassy compounds began providing shelter for foreign students at Chinese universities, where public security officers, assisted by troops be-

gan a systematic roundup of student leaders.

An American Embassy official said about 20 of the 400 to 500 US students and teachers took up an offer to relocate at hotels near the embassy. The embassy had not advised an evacuation of Beijing itself by the 1,500 Americans living there although travellers have been warned to avoid China.

Mr Gregorio Edwards of the Australian Embassy said 21 Australian, three New Zealand and one Fiji student had moved into embassy residences. The Canadian and British embassies also provided refuge for students.

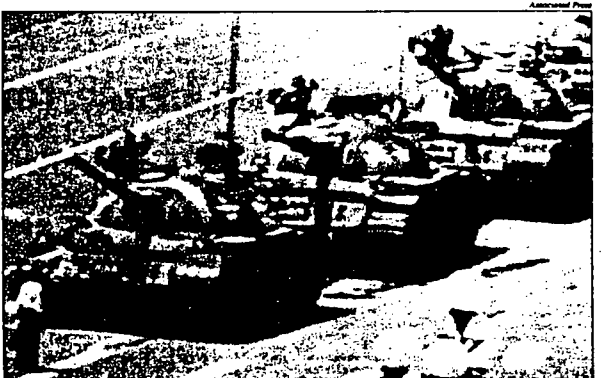
"Sporadic shooting continues," said a British Embassy official. "We are advising British nationals, including Hongkong residents, in areas where there are military units, particularly near the airport, to carefully consider their personal safety."

The capital's 3,000 Japanese residents and 370 Japanese travellers have not to leave but they have been advised to move if they feel threatened, an embassy official said.

"But don't move alone, travel in groups," he said. The French, Swiss, Canadian, Hungarian, Yugoslav, Italian and Portuguese embassies have also taken measures to safeguard their nationals in Beijing.

The event that gripped the capital of China was the reported clash between two rival army units in the southern outskirts of Beijing.

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A single Beijing resident hails the progress of a convoy along Changan Avenue. The men pleaded with soldiers to halt the violence, but was pulled clear by friends, and the tanks continued on their way.

Thousands make run on Chinese banks

By JACQUELINE LEE and CHARLES LEWIS

THOUSANDS of people swarmed into Chinese banks across the territory yesterday to empty their accounts in the wake of the Beijing killings or because they feared their money may not be returned home.

The Government appeared for calm and warned of possible damage to Hongkong's economy; should any bank go bust.

Many customers of Chinese banks deposited their money into the Hongkong Bank and the Standard Chartered Bank, two whose cash was drained to meet the increased demand at the Chinese banks.

Both banks and the Hang Seng Bank registered a record of deposits yesterday.

Secretary for Monetary Affairs David Nield said the banks were not in any danger of running out of money.

"We must recognise that if we do have a substantial run on any bank, our existing system, it's going to

cause problems in the whole system."

"Also it will create the wrong lesson to the outside world about our international financial health," he said.

"I can fully understand the possibility of a financial crisis as a result of this sort of panic."

The call for the boycott was not made by the Hongkong Bank, but came in pamphlets distributed at a mass rally in the city.

He explained that if a bank failed, it had to pay depositors, possibly at the expense of the bank's assets, and he would be forced to repay their loans.

"It affects the whole community if you have a run on a bank or a group of banks."

A leader of the Hongkong Alliance in Support of Patriotic Democratic Movement in China, Mr Siu Siu-ming, said the public should come withdrawing money from Chinese banks.

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ing the index languishing almost 40 per cent below its level before the political crisis in China erupted in early May.

Frenzied scenes gripped the trading floor of the Hongkong exchange from the opening bell, as dealers frantically fled calls from investors unloading stock in response to the brutal military crackdown.

The Hang Seng index plummeted a massive 390 points in the morning session, and only recovered some ground after the Hongkong and Shanghai Bank intervened to support the market in the afternoon.

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State Bank, P. S. Bank and the Kowloon Bank and the Kowloon Bank and the Kowloon Bank.

Bank managers reported up to 10 times more withdrawals than normal days but said they were able to meet the demand.

One of the largest groups was at the Citibank and South Sea Bank in Aberdeen, where queues of people gathered up about two hours before the bank was due to open.

Most of the depositors who queued up to withdraw their money were housewives and elderly people who said they did not want to

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Governor seeks meeting with Howe

From DAVID WILSON and DAPHNE CHENG

THE Governor, Sir David Wilson, is trying to arrange an urgent meeting with British Foreign Secretary, Sir Geoffrey Howe, on the twin crises for Hongkong following the bloodshed in China and the arrival of thousands of Vietnamese boat people.

Sir David postponed until tomorrow a trip to London because of the weekend bloodshed in Beijing.

Yesterday, he met the head of China's foreign embassy, Mr Xu Jiatun, to discuss the full extent of the violence and the use of violence against civilians in Beijing.

THE Foreign Secretary, Sir Geoffrey Howe, is expected to visit Hongkong in the coming days.

His statement came during a 25-minute meeting with the Chinese chargé d'affaires in London, Dr Song Meng.

The charge d'affaires was summoned to the Foreign Office to hear what Sir Geoffrey

described as Britain's "shock and outrage" at what has been happening in Beijing in recent days.

But Sir Geoffrey said Britain was not considering sanctions against China and the present was no time for "hasty, long ranging measures."

The royal couple had planned to visit China from November 1 to 6 before going on to Hongkong for two days.

He has postponed the visit for the time being to allow time for him to meet British ministers and officials in London.

He was trying to arrange a meeting with Sir Geoffrey, but sources said nothing had been decided.

Sir Geoffrey faced the anger of a number of Conservative rank and file M.P.s

concerned him outside the rectory of St Brygid's Church, a Solidarity stronghold.

In Warsaw, Solidarity supporters cheered and at least one onlooker broke into joyous song as partial results were posted in giant poster windows, showing the Solidarity slate drawn between 65 per cent and 75 per cent of the votes across the board.

With 159 of 1,253 voting stations in Warsaw reporting, Solidarity candidates for the three Senate seats drawn between 65 per cent and 75 per cent of the votes across the board.

Solidarity's victory was hailed as a triumph for the Solidarity movement, and we don't have complete information yet," he told reporters who



Some Solidarity supporters gathered in a public square in Warsaw, celebrating the victory of the Solidarity movement.

Over 1,100 boat people sail into HK

ANOTHER 1,103 boat people sailed into Hongkong in 20 boats yesterday - the highest single figure in one day since 1979.

It takes the arrivals in the first five days of June to 3,091 and in the past eight days to 5,697, an average of more than 700 a day.

More than 2,000 of the arrivals in the last five days are being held on the Soho islands with scant shelter, but most of the Vietnamese are being detained off Tai Ah Chau in the boats they arrived in, while some have been allowed ashore.

Solidarity set to sweep polls

WARSAW: Solidarity appears to have scored a resounding victory for a new Senate in Poland's first democratic election since World War II and possibly even ousted top communist officials in the existing parliament.

The early returns tabulated by the Solidarity Citizens Committee represent a small number of the more than 16 million votes cast on Sunday. A first round election was held on June 4 and a second round was held on June 5.

Voters selected candidates for the 460-member Sejm and a new 100-member Senate, as agreed to in reforms worked out by the Government and Solidarity-led opposition in talks earlier this year.

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