



Live Confucian

The Newsletter of the Confucius Institute at Pace University



Contrasting Delights at the Lunar New Year



The Crosstalk Duo “No Two Bros” were one of the featured performers at the Lunar New Year Celebration. (Robert Klein)

In order to perpetuate traditional Chinese culture and promote cultural exchange between China and the United States, on the afternoon of Sunday, February 25, the Pace CI and Chinese international students co-hosted the annual Lunar New Year Celebration at Pace University’s Schimmel Center for the Arts.

CI teachers and students opened the program with blessings for the Spring Festival. The variety of programs that followed included both Chinese

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Celebrating the Future and Analyzing the Past

On May 11, the Confucius Institute at Pace University held a celebration of the 9th anniversary of the establishment of the Institute.

In his introductory speech, Pace CI Director Joseph Lee pointed out that since its establishment nine years ago, the Confucius Institute has built bridges for language and cultural exchanges and academic cooperation between the United States and Chi-

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Executive Director Dr. Joseph Lee and Chinese Director Dr. Wenqin Wang Joyously Cut the CI’s 9th Anniversary Cake (Robert Klein)

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Letter from the Director

Dear Friends:

Welcome to the new semester!

This newsletter features an award-winning essay written by Dr. Anna Shostya, Associate Professor and Assistant Chair of the Economics Department at Pace University on her engagement with Chinese language and culture. Every year, the Confucius Institute U.S. Center in Washington D.C. organizes a nationwide essay contest to select ten outstanding individuals from an extensive network of Confucius Institutes in the U.S. for their inspirational stories of learning Chinese language and culture. We are very proud to report that Prof. Shostya is one of the essay winners and will join nine other outstanding honorees to receive the People-to-People Award from the Confucius Institute U.S. Center in D.C. on September 15, 2018. We congratulate Prof. Shostya's accomplishments, and thank her for her consistent support of the Pace Confucius Institute.

In addition, in this newsletter Prof. Jiayi Wang, one of our popular language instructors, and Ms. Ruifen Guo, a student volunteer, reflect on their experience teaching Chinese to New Yorkers. Like Prof. Shostya's reflections, these teachers' accounts touch on the linguistic dimension of inter-cultural communication.

There is going to be a full language and culture program for Pace students, faculty and staff in the Fall. We hope to see you at all our events!

Dr. Joseph Tse-Hei Lee
Executive Director
Confucius Institute at Pace University



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The Pace CI is dedicated to providing Chinese language and cultural education, resources, and services to meet the needs of people from all backgrounds.

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Our Partners:



Lunar New Year

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and American cultural elements. The charming Chinese style dance “Water Spirit” was balanced by a performance of tap dance, while Chinese traditional folk music performances contrasted with modern American tunes played on guitar. The audience was dazzled by the magical Sichuan Opera’s face-changing performance, the Chinese martial arts performed by two young American boys, and the crosstalk duo “No Two Bros.” Students also put on their own performances, including a show-stopping fashion show.

The presence of two young American girls on stage, Alexandra and Isabella, the youngest of our Pace CI students, most attracted the attention of the audience. Wearing traditional red Chinese cheongsams and speaking fluent Chinese, they introduced the story of the “Nian” and also sang a Chinese folk song. Another highlight was when the famous Chinese calligrapher Tian Xuzhong came to the stage to inscribe a calligraphic blessing.



Pace students dressed up in traditional Chinese costumes to put on a one-of-a-kind fashion show. (Robert Klein)

Celebrating the Future

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na. He expressed gratitude to people from all walks of life who have supported the development of the Confucius Institute and that he will try to ensure that the Pace CI makes more contributions to friendly exchanges between the two countries. Weihua Niu, former Pace CI Director, focused on the CI’s fruitful results in terms of Chinese teaching, testing and cultural activities.

Dr. Liliane Willens gave a lecture entitled “Harbin, Manchuria (Heilongjiang): The Russian City in China 1900-1950.” Liliane Willens was born of Russian Jewish parents in the French Concession of Shanghai. She experienced World War II through bombing and Japa-



Russian language posters from early 20th century Harbin

nese occupation, the return of the Chiang Kai-shek government, subsequent civil war and two years under the newly established People's Republic of China. In her lecture, Willens grippingly described the experiences of Russians in Harbin from 1900 to 1950 under the weight of foreign invaders and civil war.

Albion College's Assistant Professor of History Joseph W. Ho gave a presentation entitled "Family Images, Global Visions: China-US Encounters in Private Photographs and Film." Using personally precious images and objects, Joseph vividly shared with the guests the changes in the lives of Chinese people over the past century. The two lectures aroused great interest and enthusiasm from the audience.

A cake cutting ceremony and presentation of certificates to our outstanding students rounded out ceremonies. In addition, two of our youngest students at the Confucius Institute, Alexandra and Isabella, recited the famous poet Xu Zhimo's "Zai Bie Kang Qiao" (Farewell to Cambridge) in Chinese.



A memorial to Xu Zhimo in Cambridge, England. Summarizing "Farewell to Cambridge" it reads:

"Softly I am leaving,
Just as softly as I came;
Gently waving my sleeve,
I am not taking away a single cloud."

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Celebrating Tai Chi on Long Island

On June 3, the Confucius Institute, along with a number of Tai Chi groups in New York held the 2018 New York Tai Chi and Health Qigong Day in North Hempstead, Long Island. Hundreds of Tai Chi and Qigong enthusiasts from more than ten Tai Chi groups gathered to exchange and showcase traditional forms of and Qigong.

Before the event, North Hempstead Town Supervisor Judi Bosworth presented the Confucius Institute with a certificate of appreciation and thanked the Confucius Institute for its support of the Qigong Association of America. She also thanked the local Chinese community for their efforts in teaching and promoting Chinese and Health Qigong over the years.

In his introduction Li Yan, Cultural Counselor of the Chinese Consulate General in New York, said that Tai Chi and Health Qigong are not only treasures of Chinese traditional culture, but also an important part of the world's multiculturalism. They not only help people keep fit, but also serve as a window to understanding modern China and a bond to enhance Sino-US relations.

Under the leadership of former world champion and Chairman of the Qigong Association of America, Sitan Chen, hundreds of enthusiasts demonstrated different types of Tai Chi. In the Health and Wellness Forum, enthusiasts exchanged skills and experiences and probed the profound nature of Tai Chi and Health Qigong culture.

The Cultural Inheritance of Literature

On Friday May 4, 2018 Dr. Shengzhen Zhang, of Jiangsu Normal University in Xuzhou, China, gave a lecture on a “New Vision of Comparative Study of Chinese and American Culture.” The dean of Jiangsu Normal’s International College, Dr. Zhang has published continuously on American and British literature, women’s literature, and American drama. In her lecture, through the comparative analysis of Chinese and American literature, Dr. Zhang elaborated on the influence of Chinese literature and American literature on cultural inheritance.

Dr. Zhang believes that differences in written languages, such as whether they use an alphabet or pictograms, shape the literature of their respective cultures. Chinese characters are hieroglyphics originally based on pictures of what they represent. This means that the Chinese language is visually oriented. Drawing on its artistic nature, the language tends to be vague and intuitive. English, however, is based on an alphabet of 26 letters. This means that English is more based on accuracy, logic and syntax. Dr. Zhang thinks that English is more suited to express oneself easily and articulately. According to Zhang, these linguistic differences have helped to shape classical Chinese and American literature and fine art. Classical Western art has prized accuracy and logic, leading to art that is realistic, while classical Chinese art draws more on the artist’s imagination.

The reason why a nation’s literature is so important is that a person’s reading determines his or her spiritual development, and the spiritual realm of a nation depends on the reading level of its people. Who and what we read predicts a nation’s future, whether it is building towards civilization or sinking towards a barbarous state. Reading of literature enables readers to inherit cultural heritage, build value consensus, deepen national identity and provide the impetus for new creation. Both inheriting local cultural tradition and integrating the essence of other cultures are significant in development of a nation’s culture. In the context of globalization, it is the responsibility of a nation to treat cultural development rationally and intelligently. Zhang is not happy about China’s future, as she believes that reading in China today is fragmented, insufficient and has abandoned its classical roots. It is focused on trivial events and is therefore unable to contribute to world civilization. On the other hand, award winning American literature, that addresses important issues, is still read by large numbers of English speaking readers. At the same time, American literature has successfully been able to integrate outside influences, which Chinese literature has not been able to do. America will therefore continue to inherit its cultural heritage, deepen national identity, and provide the impetus for new creation.



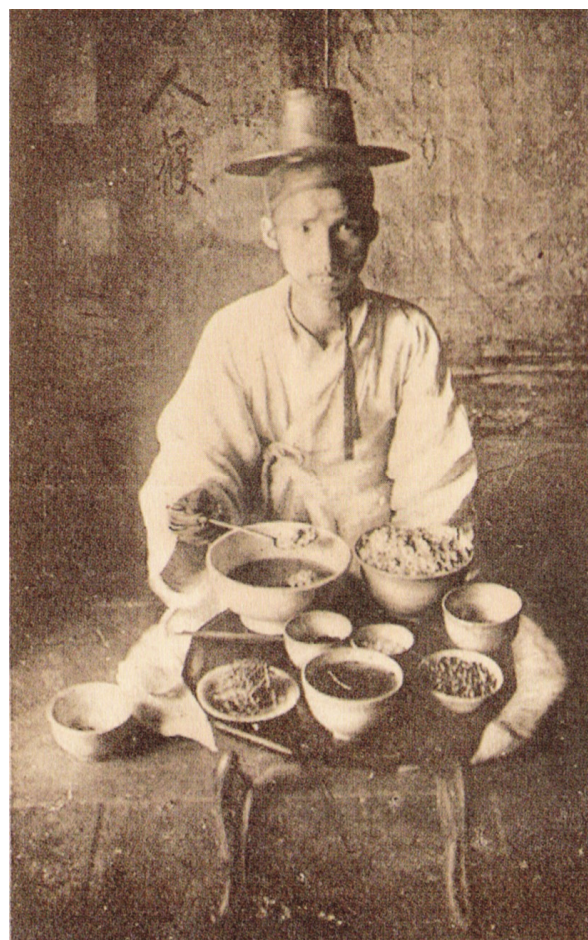
An illustration from *Journey to the West*, one of the Chinese classics that Zhang feels has been abandoned.

Eating and Drinking Across East Asia

On March 30, the Pace CI held a special lecture on the “Development History of East Asian Food Culture” by Dr. Young-ha Joo, Professor of Anthropology and Cultural Studies at the Academy of Korea. CUNY John Jay College Professor Hyunhee Park served as interpreter. The lecture was a chance to learn about the eating habits and table manners across East Asia.

Joo explored how changes in diet have affected the cultural development of the entire East Asian region. According to Joo’s research, the ancient Chinese people ate more coarse grains and soups, and so the spoon played an important role. In the Han Dynasty, people began to eat dumplings and noodles, and chopsticks began to appear; in the Ming Dynasty chopsticks grew in popularity. Following the nomadic tradition people at the time did not use tables and chairs when dining but rather ate sitting on the ground, a style of eating still practiced in North Korea. In the Tang Dynasty, China tables and chairs began to appear, impacting the food culture of other East Asian countries. The Tang Dynasty’s eating style and table manners influenced the eating methods of modern Japan, South Korea, North Korea, and Vietnam. For example, Koreans learned table manners from the book “Primary School” by Confucian scholar Zhu Xi, and they still use it today. Joo ended the lecture by showing noodles popular in different Asian countries, which whetted the appetite of the participants.

On April 6, Professor Hyunhee Park came back to give a lecture on the “Localization of Soju in Northeast Asia.” As an expert on the history of intercultural relations in East Asia, the Islamic world, the Mongol Empire and the history of global thought, Park first introduced the history and production process of distilled spirits, and then focused on how distillation technology was transmitted from China and Eurasia to South Korea during the Mongol Empire. According to Li Shizhen’s book *Compendium of Materia Medica*, soju was first produced in the Chinese Yuan Dynasty and later introduced to South Korea. It was embraced by local people, widely distributed in various forms and further localized in Korea and Japan. In the Q&A Session Park answered questions about the differences in the manufacturing steps between soju and whisky and the differences in the production techniques and taste of modern and ancient soju.



A typical Korean’s daily meal during the Joseon Dynasty

Chinese Women Artists Unknown No More

On April 20, 2018, an independent writer and former director of the Asian Cultural Council's (ACC) Hong Kong branch, Michelle Vosper, came to the Confucius Institute to discuss her book *Creating Across Cultures: Women in the Arts* (Hong Kong, 2017).

Throughout her 25 years as director of ACC's Hong Kong branch, Vosper met and supported many gifted, emerging Asian artists who went on to become great innovators and talents. However, she noticed that many of them were virtually unknown to people outside of Asia. Even worse, she noticed that many of these unknowns were women. So she decided to introduce these talented women artists to English-speaking audiences, celebrating their achievements.

Out of the 16 women Vosper chose for the book, she discussed only five of them during her lecture. The first was Nieh Hualing, the first female recipient of an ACC grant as well as a very accomplished writer and founder of the International Writing Program at the University of Iowa. Her work as a writer is largely unknown in the United States, especially to younger audiences, as she mainly writes in Chinese and few of her stories have been translated into English. Next was Jaffa Lam, an artist and sculptor who works with mixed-media and puts on large scale exhibits. In exploring Lam's artistry and history, Vosper soon found a common thread among most of the women, which was their exploration of their own culture and personal histories. The lecture continued by focusing on Pisui Ciyo, an Atayal choreographer from Taiwan. As an Atayal, one of the aborigines in Taiwan, Ciyo explores her people's history, culture, and art to keep it alive, albeit, in a different form for the modern era. Vosper found Ciyo to be one of her favorite artists in the book because of Vosper's own interest in Native Americans and the similarities of their struggles, despite being in different national contexts.

In editing the book Vosper learnt that the struggles of women, both American and Chinese, are remarkably similar. Obscurity, lack of recognition from mainstream society and fights for basic rights were consistent across the board. She found that historically, Chinese women were often ahead of the curve in terms of feminism, as compared to American women. She wanted to showcase these extraordinary women and their talents to not only expose them to a new audience, but to also represent these artists on a personal level.



An historical photo of an Atayal woman.

Notice the tattoo on her forehead, a practice that was outlawed under Japanese occupation. Pisui Ciyo, an Atayal choreographer mentioned in Vosper's book, is trying to keep such cultural practices alive through her art.

Visions of Violence

On a rainy, cold Friday afternoon this past February, Prof. Joseph W. Ho, of Albion College in Michigan, came to Pace's Confucius Institute to discuss the Nanjing Massacre, an episode of atrocities that took place from December 1937 to January 1938 during the Japanese occupation of China.

Prof. Ho teaches East Asian history and visual culture and has been studying the history and impact of photography and filmmaking by American Christian missionaries on modern China for many years. This exploration of Chinese history and American missionaries has culminated in Prof. Ho's book *War and Occupation in China: The Letters of an American Missionary from Hangzhou, 1937-1938*, which was co-edited with Prof. Charles C. Bright from the University of Michigan.

Prof. Ho has studied, in-depth, many of the still images and films, taken by foreign Christian missionaries, documenting the Nanjing Massacre. The reason these documents still survive is that, thankfully, at the time, missionaries were protected as foreign nationals ("neutral parties") and were allowed to stay in Nanjing to help Chinese civilians. Some of the missionaries and foreign nationals secretly documented what was happening while many others aided and protected Chinese civilians against the abuse of the Japanese military. The most well-known and most widely distributed pictures and films of the Nanjing Massacre, however, come from the American Episcopal missionary John Magee.

Filming the Atrocities

With his 16-mm camera—a replica of which Prof. Ho had brought with him—Magee filmed several hundred minutes of the atrocities happening in Nanjing. In what Prof. Ho called "one of the earliest forms of amateur documentaries" and "some of the earliest attempts of photo journalism," Magee wrote pages of notes to accompany his images about the many crimes and abuses faced by Chinese civilians—rapes, assaults, bayoneting and the massacres of whole families. As journalists and photographers like Robert Capa were kept away from the scene of the crime by the Japanese military, Magee's work is the closest anyone can get to the heart of the massacre.



A photo taken just eight days after the occupation of Nanjing, showing John Magee leading a worship service of Chinese Christians. The photo was in the Japanese newspaper *Asahi Shimbun* as part of an article, "Nanking Smiles," propaganda to show that, "order had been restored to the city."

Exposing the Horror

From his in-depth research of the Japanese occupation of China and the archive footage donated to the Yale Divinity School Library, Prof. Ho explored the meanings and implications of Magee's documentation. The films, on one hand, were a simple documentation of what was happening. From the bombings to the roundups to the deaths, these films made it so that everyone would know what atrocities were being committed against the Chinese, which may have not been known at all outside of Nanjing itself otherwise. On the other hand, Magee's films exposed the lies of Japanese military propaganda in China, Japan and the outside world. Unfortunately, these films have also led to a more polarized version of history that still lives onto this day—"villains" vs. "victims"—that leaves out any nuance or instances of individual goodness. Still, these films of Magee's are, as Prof. Ho says, "lenses into history" that would have otherwise been unknown to the world.

My Confucius Institute Story

By Anna Shostya

I woke up in tears. The Phoenix Hotel felt empty and as I walked to the cleaners and the French bakery that morning, I felt that Kongjiang Lu, the street that I felt to be so close to my heart, had lost some charm, too. The workers at the KFC, across the hotel, hailed me as I came for a lunch and somehow that made me cry, too. I just bid good-bye to my 19 students at the airport. They have not yet boarded the plane that will take them back to the United States, and, yet, I already miss them. I am fighting the tears running down my cheeks. I climbed the Great Wall of China, so I am a Man (不到长城非好汉, as Mao Zedong said) and men do not cry.

I have been to China many times before, as a visiting professor at the University of Shanghai for Science and Technology. In fact, I came every year, and sometimes even twice a year, to teach Chinese students *Principles of Economics, Money and Banking, Advertising*, and other economics and



Some of Anna Shostya's students in Tiananmen Square

business subjects. I taught in English, but every time I came to China, I learned a few Chinese words here and there and over time, I developed what I called "a survival kit" – a set of important words and phrases that helped me to survive on the streets of Shanghai. And although I travelled to many distant lands and explored many unique places in the Middle Kingdom, it is Shanghai that stole my heart and became my second home. I could get lost on the streets of the old town and

just enjoy the secret treasures it offered – street food, local music, or random conversations. Or I could wake up at six o'clock in the morning and join the old ladies practicing Qi Gong in Heping Park. Or I could try my Chinese language skills at the local market. Shanghai would never disappoint. China would never bore. In fact, China had always had this amazing therapeutic and invigorating effect on me.

Yet, this time it was different.

It was the first time that I and my colleague from Pace University, Professor Joseph Morreale, brought a group of our American students to China. We wanted to get the students interested in our new five-course China Economic Studies Program and introduce them to the wonderful opportunities of the Confucius Institute (CI) at Pace University. We had them take a brief set of seminars on Chinese language and culture through the CI and also exposed them to some of the faculty of the Institute.

When we were designing the short-term faculty-led study abroad course, we were thinking about two major goals. One was purely educational. China is a superpower, but it is also a country of great complexity. Its fast economic growth pulled millions of people out of poverty, yet inequality is widespread. Its rising middle class is enjoying driving luxury cars, yet the heavy-polluted air damages the health of children and adults alike. We wanted our American students to understand these contradictions and we wanted them to get a first-hand experience with the country that has been on center-stage of the world's attention for several decades. A two-week study-abroad course would give a great opportunity to our students to have such an experience. It would expand their

knowledge about China's culture, history, and



Professor Anna Shostya (bottom, far left) with her students on an excursion to the Great Wall.

economic development.

But there was another, a more subtle objective of our course. We wanted to share with them our love for China, and especially, for Shanghai. With China, there is no middle ground – you either love it or you hate it. Prof. Morreale and I loved it from the first sight. We wanted to infect our students with that love, too. So, we took them to the places we enjoyed the most – KongJiang Lu, the Shen Garden restaurant, the Aquarium, the Oriental TV Tower, People's Square, and the Bund. We wanted to share with them our fascination of the 5,000 years history, the delectable cuisine, and especially the people. And we were so happy to see that we had succeeded in achieving both goals!

And now the students are gone. The tears are still burning my eyes. It was the most exhausting and at the same time the most rewarding experience I have ever had!

We beefed up their itinerary to the degree that was difficult to imagine. And yet, no one com-

plained. They literally immersed in whatever China could offer and this total immersion was shocking, but not entirely surprising, because I, too, went through this “immersion” experience when I came to China for the first time. Our students asked us economics-related questions and initiated some serious discussions. They wanted to discuss economic and social aspects of China during lunch, on a train, and during a walk. They were eager to practice Tai-Chi early in a park, to do research on a train to Beijing, and to read articles in *China Daily* on a bus. We, as teachers, truly appreciated their never ending curiosity, their unceasing hunger for knowledge and new experiences, and their extraordinary open-mindedness. It made our efforts really worthwhile.

Those two weeks became a truly transformational experience for our students. Some of them took more Chinese language classes after they came back to the United States. Some started to pursue China’s Economic Studies track. Some did research on China. Some read more books about China’s culture and history. The 19 students, who embarked on a great journey to gain insight into why and how the US and China can better understand one another and how we, Americans, can personally better relate to the Chinese, have gradu-

ated some 5 years ago. Some of them went back to China. I can picture Kevin walking on the streets of Shanghai, together with his Chinese girlfriend. And I can envision Paige talking to her business partners in one of the skyscrapers in Pudong. And I often get e-mails from Ingrid who is now teaching economics at a high school in Guangzhou. I do not know where most of them are now and what they are doing. But I do know for sure that China will stay in their hearts forever and that they will never think of the Middle Kingdom as just another country. And this is exactly what I wanted to do – to share with my students my great appreciation of China, and most importantly, of its people.

The last tear has dried up. I looked at the grey sky above my head – the silver speck of the plane cut through the cloud. My students are on their way home. They will never know that this was a very special trip for me. It was a great feeling to stand on the Great Wall, with my hair caressed by the gentle breeze from the mountains. I touched the ancient stones put together by the hands of the people who are long gone. There were people before me. There will be people after me. I am part of a continuous flow. I am a Man. I climbed the Great Wall of China!

These Are A Few of My Favorite Things

This past spring, “Chinese Corner” returned with a new theme, as we discussed a “few of our favorite things.” Each week, a different CI staff member told us about one of their favorite things as a launching point for Chinese conversations.

An Innovative Way to Teach and Learn

At each of these “Chinese Corners” the teacher began by introducing their own “favorite thing” and the cultural practices surrounding it. In the process, the pattern of words that many of the participants already knew were activated both consciously and unconsciously. With the known old knowledge awak-

ened, the participants were quickly able to associate the new knowledge with the existing old knowledge to achieve better communication.

In the interactive sessions, the teachers used mind mapping to guide participants to use the sentence pattern “My favorite _____ is... because...” as a tool for divergent thinking and sharing preferences. In the process of sharing, the teachers were on hand to act as “scaffolding” and used traditional teaching methods and modern high-tech electronic media to help participants better understand and interact using Chinese. When the participants shared their own fa-



Crispy skin is one of the defining features of Peking Duck.

vorite things, the teachers wrote the corresponding Chinese characters on the blackboard and searched for corresponding pictures online, bringing all the participants an intuitive and profound impression of the “favorite thing.” The teachers only played the role of guides, assisting the participants to help each other, ask questions, and think together; the participants were the true leaders of the activity.

For our “Chinese Corner” regulars, their desire to express in Chinese is constantly improving,

with the encouragement and praise of the teachers. Such interactive learning allows individuals to obtain a direct “self-efficacy” experience, and at the same time further enhances the participants’ self-confidence. “My Favorite...” brought a relaxed learning atmosphere, with everyone fully integrated and learning from each other, no matter their level of Chinese. This “brainstorming” interaction helped participants to sort out and integrate relevant vocabulary about the topics covered.

A Favorite of Eating and Diplomacy

The first in the series was “My favorite Chinese Food” hosted by CI Program Coordinator Ansel Lurio. Lurio’s favorite Chinese Food is Peking (Beijing) duck. Peking roast duck has a long history, appearing in writings from as far back as 1330. As a cultural element, Peking duck is not only a medium for foreigners to understand China, but also played an important role in the history of Sino-US diplomacy, when in 1971, Henry Kissinger expressed his pleasure eating it at a banquet in China, and recommended it to President Nixon. This “roast duck diplomacy” was possibly more important than the well known “ping-pong diplomacy.”

The students learned vocabulary including “duck,” “scallions,” “cucumbers,” and “roast.” In the interactive session they learned from each other Chinese food vocabulary words such as “spicy hot pot,” “burned pork,” “tofu,” “fried dough stick,” “beans,” and “tomato scrambled eggs.”

Singing as a Teaching Tool

“My favorite Festival...” was hosted by volunteer teacher Ruifen Guo. During the “Chinese Cor-

ner,” Guo used the sentence pattern “My favorite holiday is...” to guide the students to share their own favorite holidays and learn Chinese names for American, Christian and Jewish ones.

Guo spent the rest of the session talking about her favorite holiday, the Spring Festival or Chinese New Year. She introduced the Spring Festival’s customs and related cultural knowledge to the students with a colorful PowerPoint presentation.

Lastly, Guo led the students to learn to sing the Chinese song “Happy New Year.” The song is cheerful and easy to learn. In the process of learning to sing the song, the participants not only felt the holiday atmosphere of the Spring Festival, but also the stylized expression of the holiday blessing. By singing a song in Chinese they also built up more confidence in their speaking ability.

Bo Li also used singing in her session, “My Favorite Song.” She began by sharing her favorite song, “When You Are Old” as sung by Zhao Zhao. She



Bo Li playing “When You Are Old” on the guitar

presented a performance he gave of the song for an episode of the Chinese reality television show *China Good Songs*. Li gave out lyrics of the song in pinyin along with a vocabulary sheet of new and difficult words in the song. Li then led the students

to sing along to Zhao as she accompanied them on guitar. The students followed the guitar and practiced repeatedly until they were able to sing the song fluently. In the discussion that followed, the conversation turned to the famous Chinese pop singer Teresa Teng and her representative songs.

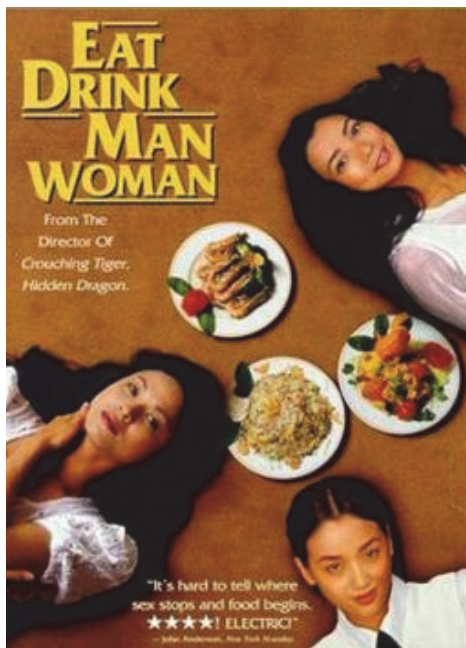
Seasonal Favorites

The spring equinox was ushered in in late March. In such a season, the north is still snowy, but the south is already bright and sunny. As the Vernal Equinox of 2018 approached and Winter turned into Spring it was a great time to reflect on our favorite seasons. Jiayi Wang led a discussion in Chinese about the changing of the seasons and what our favorite ones are.

“Do you know what seasons there are?” kicked off the discussion and some of the participants were able to answer in Chinese quite readily. Wang recited four Tang poems, “Shu Liu,” “Xingxiang Jingci Temple,” “Sending Linzi,” “Mountains” and “Mei,” which reflected the different seasons, allowing the participants to slowly activate the images of the seasons in their minds. They combined their life experiences and analyzed specific vocabulary, such as “Willow Tree,” “Lotus,” “Maple Leaf,” and “Plum Blossom” in the poems, and matched the seasons one by one, guessing the season described in each poem.

Under the stimulation of a large number of pictures, the seasonal words in the students’ memories such as “Spring Blossoms,” “Sunny,” “Autumn Wind” and “Snow,” were activated. Newly introduced vocabulary such as “walking,” “swimming,” “skating,” and “skiing,” created logical connections, using new and old knowledge.

At the Movies



Xingzhi Sun's Favorite Film, *Eat Drink Man Woman*, takes its title from a quote attributed to Confucius.

At "My Favorite Film Is," Xingzhi Sun introduced his favorite film, *Eat Drink Man Woman*, and explained the meaning of "drink" and "food" through the interpretation of the movie. He presented the storyline of the film by means of audio-

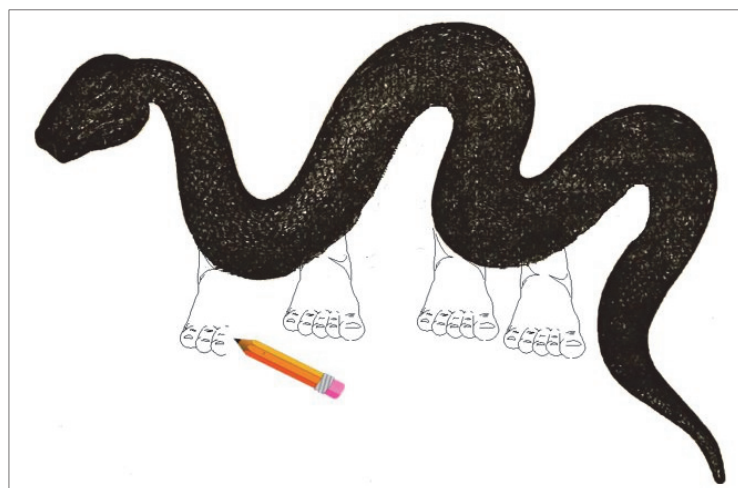
Zhang had printed out pinyin versions of the idioms in advance and distributed it to students. Zhang first introduced the six types of idioms and gave examples. For different idioms, Zhang also used vivid illustrations and interesting stories to help the students understand these idioms intuitively. In this way, participants can quickly understand the meaning and appropriate usage of idioms, which is conducive to cultivating the pragmatic competence of the student and improving the efficiency of idiom learning.

Favorite idioms of the group included "Head of a Tiger, Tail of a Snake" which means starting off strong but ending weak, and "Black and White" which has the same connotations it does in English.

visuals, and shared his own experience watching the movie. Sun had the students use the sentence pattern "My favorite movie is..., tells the story..." to share with the group their own favorites.

Expression Through Idioms

The last in the series of "My Favorite Things" was "My Favorite Chinese Idioms" hosted by Qin Zhang. Idioms are fixed expressions formed by long-term use. Many idioms contain historical stories and philosophical reflections.



The Chinese idiom "drawing snakes with feet" (Hua she tian zu), means that you are wasting your time.

Teach with Wisdom, Passion and Love

By Jiayi Wang

On August 26, 2018 I arrived in New York, New York in the US. And the first challenge I met working as a Chinese teacher at Confucius Institute at Pace University was to give two twin sisters a one-on-one online

class. The two girls were 10 years old. Yu Xing was the elder sister while Yu Qing was the younger one. I was supposed to teach them Chinese via Skype one-on-one for two hours. Since I had never taught anyone on-line before I wished that the class be cancelled with a solid excuse such as

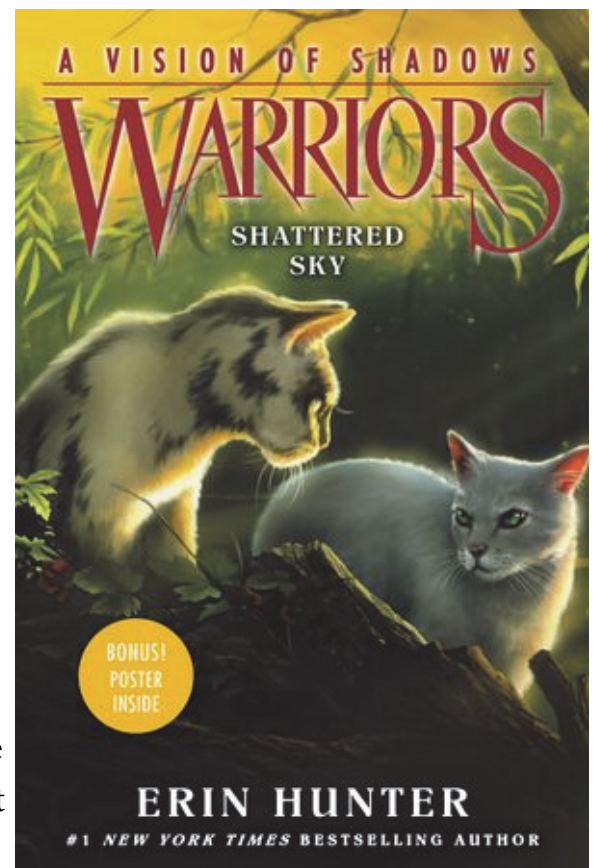
an inefficient network. But to my disappointment, the network worked well when it was tested, as asked for by Prof. Wenqin Wang, the Chinese Director of the Confucius Institute at Pace University, and Qiqi Wang, the Program Manager.

From September 19, 2017, when the on-line Chinese program was launched, to June 14, 2018, I taught them on-line for nearly 120 hours. I still remember clearly that I felt exhausted and frustrated when I tried to catch the two girls' attention only by talking to them on-line. To tell the truth, each time before the class I prayed to God that their mom would call me, cancelling the class, though now when I look back on it, I find my actions funny. When our class for the summer session ended I asked the twins how they felt about studying Chinese with me, and both of them answered promptly that they loved it and were looking forward to the fall session. I felt content at that moment. And I believed that their mom's email to me was sincere: "I also think that they are getting accustomed and comfortable with you—tutoring with you was a big change for my daughters as they were used to being tutored by college students (Teachers College at Columbia has a tutoring program)—they both realize that you are a 'real teacher' and they are 'really learning'."

But as the saying goes, "no pain, no gain." I had overcome dozens of hardships before I got the reward for my patient instruction and exploration of effective teaching methods. The on-line class was scheduled from 6:00 p.m. to 8:00 p.m. every Tuesday and Thursday. As you may know, kids tend to feel extremely tired after a whole day of classes in school and some extracurricular activities, and Yu Xing and Yu Qing were no exceptions. In the first several classes, as soon as Yu Qing "saw" me she

would cry out that she didn't want to learn Chinese and she even used the word "overdone," complaining that she and her sister had spent too much time on Chinese. So it was no surprise she refused to read the materials her mother had scanned to me even though they were just simple stories in Chinese for kids. She pretended to have fallen asleep with the story book covering her head. Since this was an on-line class, I couldn't even "touch" her. What could I do? Actually, I felt sympathetic for her since she must feel really tired after spending the whole day taking various

classes at school. So I decided to put myself in her shoes and be patient instead of getting annoyed with her. I chatted with her about her school life first and tried my best to associate the Chinese story she was reading with her real life. For example, the first sentence in the Chinese story *New Home of the Little Bear* is a description about what the little bear saw on his way home. After I listened



After learning that Yu Xing's favorite book series was about cat warriors, Prof. Jiayi Wang had her describe their adventures in Chinese.

carefully to Yu Qing's complaint about her busy school life and boring subjects, I asked her to describe what she had heard and seen on her way home. By doing this she kept on practicing the Chinese sentence pattern "On my way home..." without realizing it.

As for Yu Xing, the best way to get her excited was chatting with her about the topics she was interested in. When I discovered that her favorite English story was a series about cat warriors I asked her to tell me some parts of the story in Chinese as a warm-up for our class. She felt so proud of herself when she found me so absorbed in listening to the story. She even had a sense of achievement when she noticed that I took notes about the names of different cats and asked her some details about them. So Yu Xing was refreshed each time by telling me something she was interested in and never felt sleepy in my Chinese class again.

At the same time, I hoped that Yu Qing would like my Chinese class as well. One day I observed that she became very sleepy and even a little hostile when she was reading a Chinese story with many new words. I suddenly understood that Yu Qing didn't like learning Chinese just because sometimes she was frustrated by the difficult vocabulary. What I could do was to reassure her and make her believe that she could learn Chinese easily. So before we began to study the Chinese story *The Fairy in an Attic*, which had lots of difficult vocabulary, I assured her by saying that I would keep on reading one paragraph repeatedly until she caught each word. The only thing she should do was listen to me and take notes. And she would read the paragraph by herself as long as she was sure about the pronunciation of each

word. Yu Qing began to feel happy having Chinese class with me. She felt free to ask me to repeat the words she didn't catch and she was eager to read the paragraph to me as long as she knew how to pronounce the new words. Sometime she was even willing to read one paragraph several times. One day she was very excited to show me a new notebook that her grandma gave her as a gift. "Oh, my God!," I thought. Could you believe that the little girl who had often dozed off in my Chinese class had prepared a special notebook for her Chinese class? I felt secretly delighted.

Interest is the door to success. I didn't need to worry about whether my students' would focus on my teaching or not anymore. The classes went on smoothly and the girls enjoyed practicing Chinese under my guidance. Besides the reading materials their mother scanned me, I selected additional ones and introduced them to Yu Xing and Yu Qing in different ways, according to their different personalities and hobbies.

Yu Xing is keen on learning about history and she is quite curious about Chinese culture. And she is eager to meet challenges and enjoys the feeling of conquering something difficult. I noticed that she got bored when she was assigned to read a kids' story. So I decided to introduce her to *The Battle of Chibi*, a story required for native Chinese students in Grade 5. The story is adapted from *Romance of the Three Kingdoms*, which is regarded as one of the classics in China. Yu Xing's face lit up when I talked to her about the background of the story and the main characters in the story. She even googled some related information by herself. She was so excited by the strategy mentioned in the battle that she kept on asking me questions. To check whether she had the

full understanding of the story, I asked her various questions as well. When she was explaining who the “egg” and “stone” (two metaphors) referred to in the story, I couldn’t help cheering for her. In this way, Yu Xing and I studied many well-known Chinese literary works such as *Wu Song Beating the Tiger*, adapted from another classic, *Water Margin*; *Birds’ Heaven* by Ba Jin, a famous modern author; and *Cats* by Lao She, another famous modern author. These stories are really challenging for 10-year-old American girls. But Yu Ying read them! And I felt so excited!



Wu Song Beating the Tiger was one of the classic literary works Prof. Wang shared with her two young students

Yu Qing loves music and she never feels tired when she is singing and dancing. So I was sure it would be an effective way to teach her if I combined practicing Chinese with performing. For example, in

the story *A Mysterious Encounter in the Stairs*, Lady Milton is mistaken by Emily for a witch. When Lady Milton is murmuring, Emily uses several verbs describing what she is doing such as “cut” (qie), “peel off” (bao) and “boil” (zhu). These verbs sounded readable and I thought most kids were curious about witch stuff so I asked Yu Qing to rehearse this part by imitating the tones and manners of a witch. Yu Qing just kept on reading and reading until she was satisfied with her pronunciation and intonation. Of course her performance was quite impressive. I shivered and said to her: “You are acting as a real witch and I am frightened to shiver.” “Shiver” (duo suo) was another new word repeated again and again in this story. Yu Qing chuckled to herself! And I was proud of my trick!

The above is only a small portion of the stories about our small Chinese online class. During the past whole year, not only Yu Xing and Yu Qing have made progress in their Chinese by taking this online class, but I have also benefited a lot as a teacher. Unlike my previous teaching experience, teaching online relies on efficient communication on the internet. I am happy that I’ve found out some kinds of solutions to my puzzlement and confusion of online teaching, which I had in the beginning of the year. I am looking forward to meeting with my two girls in the fall semester, as are they.

Small Classes, Big Influence

By Ruifen Guo

As a Chinese volunteer teacher, I am honored to be spending two years spreading Chinese language and culture at the Confucius Institute at Pace University (Pace CI) in New York. I have already been here for a year. In this year, I have seen many reports that the United States has been critical and questioning of the Confucius Institute, but I have never been afraid, because Pace CI’s teachers have opened

up a broad channel for New Yorkers to know the real China by teaching "Small Classes" and have already won the recognition and respect of local universities and communities. Why do I call it "Small Class?" There are not many people learning Chinese in New York; therefore, the Pace CI is mainly based on small classes of less than 10 students and activities like "Chinese Corner" and trips to China are all on quite a small scale. Despite this, I am still proud of being a member of the Confucius Institute and I will share some personal experiences here.

"Thank you, Pace CI"

When I first met Felix, who is 80 years old, I found out that he was a quite a fan of Chinese. The first question he asked me, "Do you know how many people live in your hometown, and how much area does it cover?" I couldn't answer it. I was surprised that a foreigner was interested in this topic. Later, he told me that he was not only interested in China's geography, but also interested in China's economy, politics, education, transportation, culture, science and technology. Any topic related to China can arouse his interest. He tells every Chinese teacher, "Please send me a Chinese email every week. Any topic is fine. I want to know more about China."

This is the ninth year from the establishment of the Pace CI. It is the seventh year that Felix has studied here. He comes to CI at least three times a week, twice for class, once for "Chinese Corner." If the CI had cultural activities, he was almost never absent. He usually spends more than five hours learning Chinese on the weekend. Chinese language has occupied most of his life in his later years.

On January 25, 2018, Felix participated in the "My Story of Confucius Institute" essay contest held by the Confucius Institute American Center and submitted an essay. At the beginning of the essay, he wrote: "When I think about the role the Confucius Institute at Pace University in New

York City has played in my life, a lot of positive and exciting adjectives come to mind. I am very thankful to CI's excellent Mandarin professors who are teaching us step by step in the complexities of Mandarin." He also wrote: "At my age (I will be 80 in May 2018), it is very important to have daily memory training to add some positive feeling to my daily life. I am enjoying the friendly atmosphere at CI Chinese corner. I have attended it weekly since fall 2012. I can complement the Chinese corner management on the quality and diversity of many excellent presentations about Chinese culture, traditions, festivals, music, food, regional conditions, economy, transportation and many other topics." After seven years of persistence, he is changing from a "Chinese fan" into a "China expert" and can talk at length about any topic about China. In the same essay, he mentioned the cultural activities of the Confucius Institute. He wrote: "Every year my wife and I attend Chinese New Year celebrations and enjoy excellent performances: songs, dances, classical Beijing opera, colorful national costumes and the best national instrument performers....I have become friends with some of my Mandarin teachers and received emails in Mandarin from Nanjing, Ningbo and Chongqing. Reading and translating these emails helps me to enlarge my vocabulary, and better understand my dear Chinese friends." After studying Chinese for four years at the CI, he had the desire to travel to China. In November 2015, he went to China with his wife for two weeks and seeing first-hand what he had learned in books and TV. At the end of the essay, he concluded, "I am very thankful to the Confucius Institute. They have done an excellent job."

His words are simple and real and sincerely express his love and recognition of the CI. Students' recognition has made the Confucius Institute more and more influential in New York. This year, many university professors in New York came to Pace CI to study Chinese, including Brian, director of the English Language Institute at

Pace University; Rebecca, English professor at Pace University; Carmen, biology professor at New York University; Peter, chemistry professor at St. John's University; and Jane, art professor at Pace University.

“China is my second homeland”

The series “Chinese Corner,” at the Pace CI, which has been held for seven years, is well-known in New York and has a lot of fans. The aforementioned Felix is one, and Neil is also another one. In 2012, Neil's friend encouraged him to go to the Pace CI to take the HSK Level 2 exam. He accidentally discovered that Pace CI held “Chinese Corners” every Friday. He started attending from that week and has continued to for the next 7 years. Since he joined “Chinese Corner,” his interest in China has grown stronger. He has told me: “I enjoy every Friday Corner. I like the variety of subjects presented at Chinese Corner. It helped [sic] me better understand China and helped [sic] me practice my Chinese.”

Chinese Corner has made him more obsessed with China and prompted him to explore China further. From 2005 to 2018, he has been to China 13 times, half a month to 40 days every time. In China, he has traveled through 37 cities, large and small, and recorded more than 5,000 wonderful moments with his camera, including China's mountains and rivers, the daily life of the Chinese and his encounters with the Chinese. During trips, he also kept in touch with the CI and shared his experiences and interesting stories in China by email. The more he understands China, the more he loves China. On April 27, 2018, after his 13th return from China to New York, he did a presentation of “My Own Secret China” at “Chinese Corner” at the Pace CI. On that day, Sinovision came to the CI to report on “Chinese Corner.” In an interview with Sinovision, Neil said, “I love the United States, and I also love China because China is my second homeland.” He still has plans to travel to China every year. He wants to travel all over China. Today, he sent a message to me by WeChat: “I am leaving for China in about 2 weeks. After I come back, I will continue to participate in the Chinese Corner. I will keep in touch with Pace CI while I'm there.”



This photo of Neil's shows the joy of a father and his daughter after scaling the Great Wall.

Through seven years of development and reform, there have been three incarnations of Chinese Corner: “Integrating Culture into Language Teaching,” “Chinese Stories of Chinese Learners” and “Academic Lectures.” “Chinese Corner” has become another influence of the Confucius Institute. More and more people have come to participate. At the same time, “Chinese Corner” has also been reported on by many media outlets in the United States, such as Sinovision, the China Press and Sing Tao Daily.

In April, the Pace CI's Confucius Classroom at New Milford High School held its 2018 China Trip. After returning to the United States, the students presented a China Trip Report to the Board of Trustees, sharing all aspects of their China trip. At first, when we organized this trip, some American parents had doubts and concerns and were unwilling to involve their children. But through this event, their attitudes have changed a lot.

Louis Manuppelli, the principal of New Milford High School, wrote to us that: “Chinese Teachers have once again created an authentic and truly engaging learning experience through this wonderful trip to China. Our students and staff were treated to



New Milford High School students proudly show off their passports on their trip to China.

a cultural immersion that will lead to ongoing love for the language, people and history of China. They

all have become better people due to this exposure and reinforcement of what has been learned over the years while studying Mandarin at the New Milford School District. Pace University and its collaboration with the Confucius Institute have fostered a love of authentic learning. On behalf of New Milford High School we are very appreciative and look forward to a very nurturing and prosperous relationship for many years to come.”

The two accompanying parents and the team teachers also sent emails to Pace CI expressing their heartfelt gratitude and are looking forward to their next China trip.

Conclusion

Pace CI has never been a specialized Confucius Institute. But through careful teaching and meticulously organized cultural activities, the Chinese teachers of the Confucius Institute have inadvertently influenced many people and slowly changed their views on China. Sometimes we can't notice the effect over time, but it has quietly happened.

Summer Camp Serves Local Community

Many children of Chinese descent in New York City are from first-generation immigrant families and their parents want them to learn about Chinese language and culture, but the schools they attend cannot meet this demand. This past August, the Confucius Institute at Pace University held its annual local community summer camp to help solve this problem. A group of mostly low-income students from the local Chinese-American community, participated in the camp, co-sponsored by A Place for Kids (APFK). Teacher Bo Li, from the Confucius Institute, with her lively, rich in content teaching style, was a favorite of the campers. Campers learned to recognize, read and write Chinese characters, do painting, paper cutting and other traditional Chinese crafts, and understand Chinese etiquette. The goal was to help the campers accept the influence of traditional Chinese culture in their lives, and not to only learn Chinese, but to love the Chinese language. Welcomed by the Chinese community of parents, with the number of students increasing every year, the camp's influence continues to grow.



Teacher Bo Li teaches her young students the Chinese names for colors with the use of flashcards.