

ECNU CIRCLE

華東師範大學 | 英文校園刊物

NO.14 Sep. 2017

ECNU LIFE

*A Day in the Life of
a College Student*

STUDY ABROAD

*From Arkansas to Shanghai:
Moving On at ECNU*

PROFILE

*Passion and Devotion:
Reading and Teaching
Chinese Poetry
as a Lifetime Achievement*



读华彩篇章
品东西文化
感师大生活
悟大学真谛

Circle in Hand English in Mind
ECNU CIRCLE
华东师范大学英文校园刊物

华之泱泱
师风苍苍
英语其风采
者歌章

简介

ECNU CIRCLE 刊物自 2013 年春季起，每学年三期。作为华东师范大学英文校园刊物在中北、闵行校区内发行。每期发行 2000 册。

宗旨

在华东师大党委宣传部、校团委、外语学院大学英语教学部的指导下，面向全校本科生、研究生以及留学生，组织对英语刊物感兴趣、英语水平较高学生，创办知识性、实用性、趣味性并重的英语刊物。旨在坚守师大传媒人的责任，在缤纷的英语刊物中融入师大人自己的特色，力图打造属于新一代大学生自己的“英语氧吧”，展现一个真实的，活力四射的华师大校园英语世界。

内容

每期有 11 个固定栏目，范围涵盖校园、社会、文化、艺术、文学、潮流等各个方面：

Profile（人物）：展现师大师生和校友的风采

ECNU Life（校园生活）：记录校园生活点点滴滴

Spotlight（校园热点）：聚焦师大热点新闻

On the Road（人生驿站）：面向师大学生征稿，倾听他们的心路历程

Literature（美文荟萃）：介绍优美的英文诗歌、散文和小说

Movie（电影）：推荐和评论当前最流行的电影

Culture（文化）：探讨文化的冲突、交流与融合

Study Abroad（他山之石）：分享师大人的海外学习经历

Column（专栏）：邀请师生撰写专栏，发表独到见解

English Workshop（英语加油站）：传授英语学习的最新资讯、策略和方法

Photo Zone（照片墙）：以师大师生的视角讲述镜头背后的故事

特色

刊物的采、编、写、发行等环节均由学生负责，独立完成。

目标

打造华东师范大学校园文化的新标杆。

投稿

来稿要求：1. 内容体现大学校园生活特色 2. 行文有深度有创新有感悟有情感皆可 3. 英语语法无错误，英文地道者优先 4. 文体形式不限，字数为 400 字以上（诗歌字数不限）。

欢迎同学踊跃投稿。优秀佳作刊登于 ECNU CIRCLE 刊物上，并有相应稿费酬劳。本刊一般不退稿，未见回复者即可视为未获采用。投稿请注明投稿字样，写上年级、院系、姓名、联系方式。

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A Sense of Purpose

By Mark Zuckerberg
美编 / 张艳秋

Today I want to talk about purpose. But I'm not here to give you the standard commencement about finding your purpose. We're millennials. We'll try to do that instinctively. Instead, I'm here to tell you finding your purpose isn't enough. The challenge for our generation is creating a world where everyone has a sense of purpose.

One of my favorite stories is when John F. Kennedy visited the NASA space center, he saw a janitor carrying a broom and he walked over and asked what he was doing. The janitor responded, "Mr. President, I'm helping put a man on the moon."

Purpose is that sense that we are part of something bigger than ourselves, that we are needed, that we have something better ahead to work for. Purpose is what creates true happiness.

You're graduating at a time when this is especially important. When our parents graduated, purpose reliably came from your job, your church, your community. But today, technology and automation are eliminating many jobs. Membership in communities is declining. Many people feel disconnected and depressed and are trying to fill a void.

As I've traveled around, I've sat with children in juvenile detention and opioid addicts, who told me their lives could have turned out differently if they just had something to do, an after-school program or somewhere to go. I've met factory workers who know their old jobs aren't coming back and are trying to find their place.

To keep our society moving forward, we have a generational challenge — to not only create new jobs, but create a renewed sense of purpose.

I remember the night I launched Facebook from my little dorm in Kirkland House. I went to Noch's with my friend KX. I remember telling him I was excited to connect the Harvard community, but one day someone would connect the whole world. The thing is, it never even occurred to me that someone might be us. We were just college kids. We didn't know anything about that. There were all these big technology companies with resources. I just assumed one of them would do it. But this idea was so clear to us — that all people want to connect. So we just kept moving forward, day by day.

I know a lot of you will have your own stories just like this. A change in the world that seems so clear you're sure someone else will do it. But they won't. You will.

But it's not enough to have purpose yourself. You have to create a sense of purpose for others.

I found that out the hard way. You see, my hope was never to build a company, but to make an impact. And as all these people started joining us, I just assumed that's what they cared about too, so I never explained what I hoped we'd build.

A couple years in, some big companies wanted to buy us. I didn't want to sell. I wanted to see if we could connect more people. We were building the first News Feed, and I thought if we could just launch this, it could change how we learn about the world. Nearly everyone else wanted to sell. Without a sense of higher purpose, this was the startup dream come true. It tore our company apart. After one tense argument, an adviser told me if I didn't agree to sell, I would regret the decision for the rest of my life. Relationships were so frayed that within a year or so every single person on the management team was gone.

That was my hardest time leading Facebook. I believed in what we were doing, but I felt alone. And worse, it was my fault. I wondered if I was just wrong, an imposter, a 22-year-old kid who had no idea how the world worked.

Now, years later, I understand that is how things work with no sense of higher purpose. It's up to us to create it so we can all keep moving forward together.

(Adapted from 2017 Harvard Commencement Speech)

(审稿 / 王志宏)

9/2017

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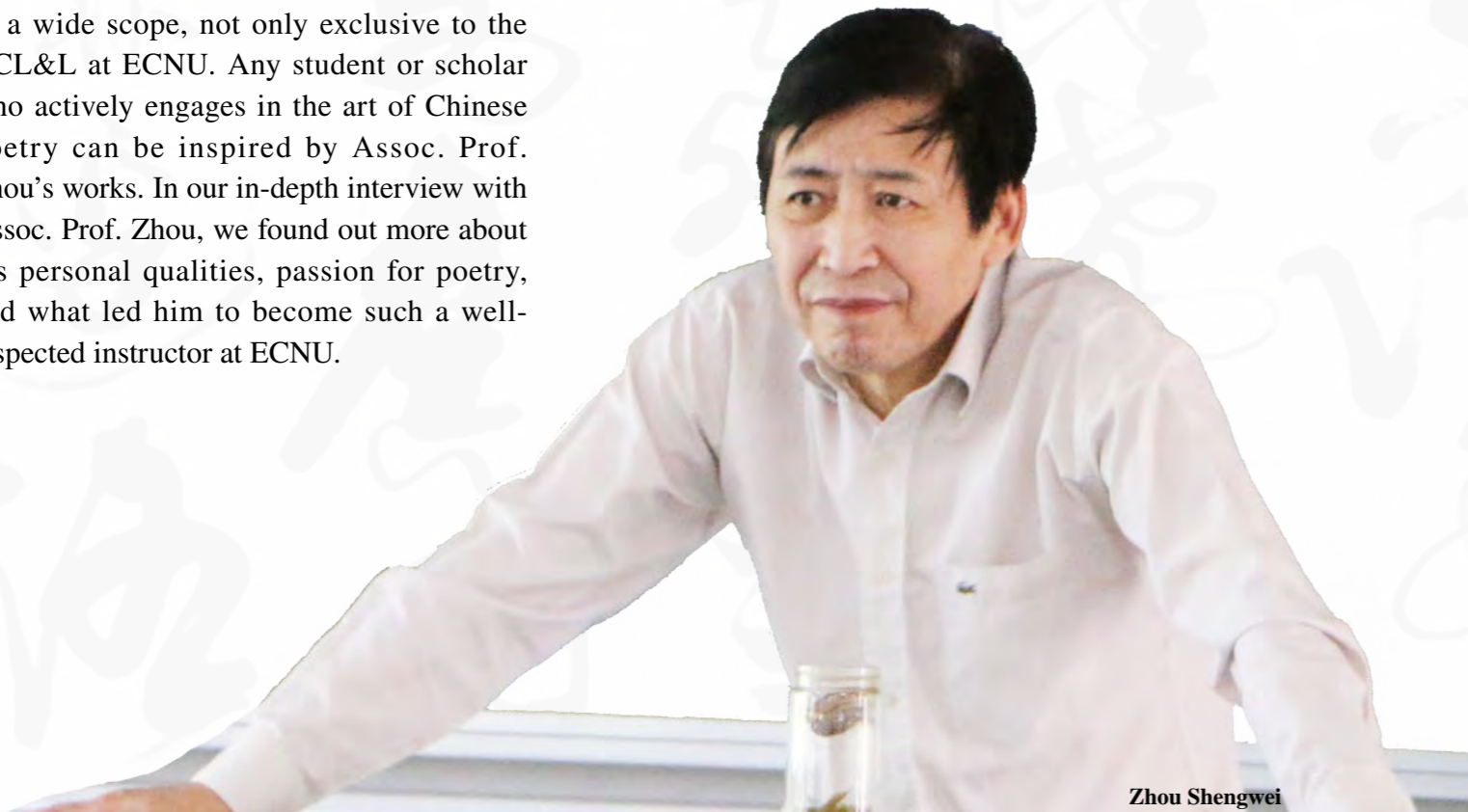


Passion and Devotion: Reading and Teaching Chinese Poetry as a Lifetime Achievement

—An Interview with Assoc. Prof. Zhou Shengwei

Assoc. Prof. Zhou Shengwei took up the post of teaching Poetry at the Department of Chinese Language and Literature (DCL&L) at ECNU in the late 1970s, since then he has completely immersed himself into the cultural vitality of Chinese poetry and art. His work has attracted students and scholars of a wide scope, not only exclusive to the DCL&L at ECNU. Any student or scholar who actively engages in the art of Chinese poetry can be inspired by Assoc. Prof. Zhou's works. In our in-depth interview with Assoc. Prof. Zhou, we found out more about his personal qualities, passion for poetry, and what led him to become such a well-respected instructor at ECNU.

文 / 沈哲源 蒋俊帆 章妹妹
美编 / 高焱
摄影 / 郭忠义



Zhou Shengwei

ECNU Circle: *Looking back on your life and career, at what point in time did you become interested in Chinese poetry?*

Zhou Shengwei: Well, my love for Chinese poetry can be traced back to several decades ago during the 1970s in China. I had just graduated from my primary school and the government policies in China were very restricted about the kind of books and materials people possessed in their homes. For instance, when my family's home was confiscated, there was not even a single book left behind for me to read. Since I was so eager to read, I searched diligently for any book that was accessible to me. So every time someone asks me why I chose to specialize in literature, I always reply to them: "it's my passion."

I attribute the source of my interest in Chinese poetry to my primary school teacher who always believed in my passion to learn. I was acknowledged for the compositions that I wrote during my primary school to the result of achieving several awards, meanwhile displaying my skills to the acclaim of my teachers who perceived my enthusiasm for writing. Thereafter, they introduced me to the works of several foreign writers and poets, such as Romanticist poet Percy Bysshe Shelley¹. Since my parents worked in Panzhihua, Sichuan province and I was in Shanghai at the time, my primary teachers became very influential figures on my life. They bought me several of the Chinese classics, including *The Collection of Poetry of the Tang Dynasty* and *The Historical Records*.

E: *Who do you consider to be the most remarkable poet in the history of Poetry?*

Z: In fact, there have been so many influenceable poets on my career that it is difficult for me to choose a particular one. Though I guess among all of the classic poets, Xin Qiji of the Song Dynasty, was one of the most outstanding poets. The first reason lies in his heroic characteristics that always inspired me to read more of his poems. Another reason is that since he wrote a total of 629 poems, he became the most prolific poet of the Song Dynasty. I would even go as far to say that Xin Qiji is the master poet of the *Song Dynasty Poetry Anthology*, because none of the other writers during the period could rival his work.

E: *What type of poems do you enjoy writing about? What inspires you to write those kinds of poems?*

Z: Although I have written an extensive amount of poems, the most crucial aspect depends on the quality of a poetic work. I advise students that when they are at the preliminary stages of learning to write poetry, they must improve their overall writing skills at the onset. For example, there are many requirements on the standard forms of poetry, such as meters², antitheses³, and allusion⁴. Moreover, there are also many specific requirements and guidelines to follow when one is composing a poem: lines and characters, meters, rhymes and rhythmic patterns are very sophisticated techniques. As the old saying goes, each form of poetry corresponds to a specific set of emotions; each poem manifests a unique perspective, so the task is to find the most proper poetic style to fit the emotional expression.

In doing so, if I intend to discuss politics, world affairs or social phenomena, then I will likely write in the form of eight lines with seven characters in each of them (8X7); when it comes to writing about natural scenery and traveling, I generally choose to write four-line poems with seven characters in each line (4X7). On the other hand, when I want to express my personal opinion about a certain topic or idea, I prefer to select a form that allows me to be more liberal with my words, so that I can add more

lyrics that embody emotional content in order to convey the kind of rise and fall patterns of human-nature.

I genuinely love to write poems, although I prefer not to have them published because I write poems for different purposes other than fame. I formerly wrote poems about the experiences I had while traveling with my friends, celebrating Professor Xu's 95th birthday, and even about the wedding of my friend's daughter, for instance. I choose to write poetry without restraint, refusing to have my poems published and subjected to public critique since it is a personal experience for me. In my opinion, if a writer's main goal is to have their work published then I think poetry is not a suitable occupation for them. Poetry is supposed to serve as a means to convey personal feelings and sometimes that means that they should only be shared among close friends. Moreover, a certain poem may only be suitable for a special friend to read, who truly understands the writer's inner feelings and can relate to the content on a more personal level. This means that the poem should only be shared among the poet's closest circle of friends.

In regards to my own work, it has been many years since the draft of my poetry collection was verified for publishing (someone even wrote a preface for it). Even though I have written more than 100 poems, I still refuse to have them all compiled for publishing. Currently I am only willing to consider publishing 50 to 80 of my poems, altogether of which my book of poems will be too meager. The reason I insist on this approach is because I believe that the quantity of a poet's work is not a criterion for evaluating a poet. Li Qingzhao wrote less than 70 poems throughout her entire life; Li Yu wrote less than 40 poems, but their work has stood the test of time through many generations, nonetheless. So the outstanding quality of a poet does not lie in the quantity of their works, but in the quality of how they are portrayed through writer's expression.

E: What kind of advice would you give to those upcoming students who are interested in writing poetry? Do you think that poetry has any significance on our daily lives?

Z: Firstly, when you practice writing poems it is vital to learn the fundamental skills of using rhythms, antitheses, word-order adjustment, word organization, etc. However, when it comes to creating a poem with true emotion, you should remember to be prudent and never write down your feelings unless they are authentic and come from the bottom of your heart. If you are not moved by your own poem, then how are you going to move someone else?

When discussing about poetry's effect on our daily lives, we should explore the natural themes and encounters of our daily lives that are most suitable for poetic form, thus refining our feelings and emotions to fit a manifestation through poetry. This kind of writing is not relative to doing a specialized job, because everyone can write whether he/she majors in literature or some other non-related field, such as Prof. Zhang from the Department of Biology at ECNU who writes classical poetry. It was also common in the past for a lot of science and engineering professors to write fine poems of various forms, for instance the former president of Fudan University, Su Buqing, was a mathematic professor who also wrote poetry of the new-style form.

E: Recently there has been numerous TV programs broadcasting about poetry reading and recitations, what's your view on this new phenomenon?

Z: I think that the initial purpose of those programs had good intentions, but merely reading and reciting poems does not signify the essence of any artistic quality. Poetry is an art-form that should be eventually recognized or utilized in one's own life. Reading poetry is not like wearing earrings or a necklace



for instance, which is just to modify appearance and give someone an external impression of one's personality. A poem should muster a reflection towards one's life, or what point is there in reading them in the first place?

On a more practical basis, the programs should include more reasonable materials that everyone can understand and relate to. Honestly, the type of people who have the skill to recite poems verbatim⁵ are no longer admired in most academic circles. A computer is a more efficient replacement for the human brain's ability to recite poems, and you can simply type a few words on the keyboard to find a variety of poems on the web. The disadvantage of a computer is that it cannot replace human brain functions when it comes to convoking emotional integrity.

E: Professor Zhou, we know that once you were sent to work in the peripheral countryside and mountainous areas of China. How did those experiences influence the growth and development of your life as a student and instructor?

Z: My father belonged to what was referred to as the so-called "right-winger," and that's the reason why I was not allowed to go to Heilongjiang or Yunnan to work. Those two provinces of China comprised of the most contentious areas for anti-imperialism and anti-constitutionalism at that time. Therefore, I was not allowed to go to such places that were anti-rightist. At the onset of my childhood, I became infatuated with the classical works—*The Romance of the Three Kingdoms*, which actually enticed me to join the army. Until later on, at the moment I was enrolling at the physical examination for the army when a cadre tore up my enlistment form because he knew that my father belonged to the "rightist group." The humiliation I suffered from this experience overwhelmed my insecurities as a naive child.



From then on, I refused to be inferior to other people so I read and recited works in my personal time while many of my friends were enjoying life together. Around this time I also seized an opportunity to access the books that were prohibited during the Great Cultural Revolution. Despite the restrictions during the time-period, I had an acquaintance whose father possessed a wide selection of books. He was apprehensive to keep the books in his own home after his father passed away. In order to avoid prosecution, he hid the books at his aunt's house, far from his home. He knew that I had a sharp desire to read more, so I instantly accepted them when he asked me whether I wanted the books. In return for the books, however, I had to do some work for him on the farm in exchange, such as feeding the cows and other labor work. I even had to bribe him through other means, such as regularly buying soap powder and cigarettes for him.

Notwithstanding that I only earned 10 yuan per month for my life expenses, I still had to bribe him with this money and I also had to return the books he lent me within a limited time-frame. Indeed, it was through this rigid exchange that I finished reading an exceptional amount of the books. He also taught me how to recite the *Three-Character Classic* and *The Book of Chinese Family Names* (always with a lit cigarette in his mouth), and with his help I read many other novels, including *North-qi Dynasty Book*⁸, *The Female Prince*⁷, and *Ten Golden Elixir*⁸. Since literary works were banned at that time, I relished the opportunity to read every single one of them.

There was another teacher named Zhao Qihua, who possessed *The Art of Warfare*⁹, written by the ancient Chinese writer and war-strategist Sun-Tzu. I pleaded with him to lend me Sun-Tzu's classic work and afterwards I was able to recite it word for word; during this time I was simultaneously reading literary classics and practicing calligraphy. Though all I had was a newspaper item to write my calligraphy, I was still able to improve my handwriting by simulating

the other people's writing around me; as time went on, my dysfunctional penmanship turned into a more cohesive form of writing. In the end, this experience taught me that a learner must constantly be strict with himself and never give up on a skill in order to progress in it.

E: How did you become an Associate Professor at ECNU?

Z: In the beginning, my intention was not to apply for ECNU because I wanted to apply for the School of Physical Sciences at the University of Science and Technology of China; since I was occupied with my interest for astrophysics at that time, I wanted to study it there. The idea of applying for ECNU came to fruition after I became acquainted with Prof. Shi Ming at the Department of English at ECNU. He admitted me into DCL&L on the account of my published works, which included plays and cross-talks, in addition to being awarded the provincial competition prizes for my works *Ode to Youth*¹⁰ and *Battle Song of Flood-fighting*¹¹. He was so proud of my success to which I was so relieved and grateful of his encouragement through the process. That's how I became a student of DCL&L at ECNU.

Of course, I was infatuated with reading and I spared no time so that I could read as many books as possible. My dedication allowed me to finish all of the course textbooks required by the professors in the first week of the semester, meanwhile I would read other books that I borrowed from the library to occupy the remaining time. Every day I would bring several books and just one bottle of water with me to the campus, at which time I read books from nine in the morning to three in the afternoon. At first, the librarians were reluctant to help me since I was always asking them to find books for me, then I would read through them so fast that I often returned them within half an hour. This is because I only wanted to get an approximate idea of the books' content through skimming it, so by this strategy I was able to get an overall idea of what type of books were in the library in case I needed them for a later occasion. As time went by, the bookkeepers and librarian staff gradually understood my method so they began to gain a keen interest in my work. They even allowed me to access the library archives that were exclusive to the full-time instructors of ECNU, that were otherwise impossible to access for ordinary students. The library staff led me into the archives on the fourth floor incognito and then allowed me to voluntarily walk around and look for books.

With only two steamed buns for my lunch, I constantly read books every day from morning to afternoon. I was so grateful for one of the librarians, Miss Qiu, who helped me look up words from several dictionaries when I was compiling the *Poem Postscripts Series*¹², on a project with Prof. Shi Zhecun¹³. I went home approximately once a month, although my home was merely a few blocks away from the university. I told my mother that I was at the pinnacle of my study, and so it was essential that I made every possible effort to complete the project. She often begged my elder brother to visit me on his bike, at which point I rode his bike back home to say hello to her; nevertheless, within a few minutes of seeing her, I would ride back to the university and hand it back over to my brother who was waiting there for my return. I was relentless with the ambition to concentrate all of my time and energy on reading.

E: How did you choose the kind of books you wanted to read?

Z: At first, I didn't have a solid direction about how to choose books for the content, instead I read the table of contents of every book and memorized the area in which the books were placed by the order of the card catalogue. Though at this point I clearly had in mind three main ideas: I understood which books were the most important for my research, I observed which materials I had heard about but never actually read, and I knew which books I had no prior knowledge to before seeing them in the library. So the next time I needed

any book or materials from the library, I knew exactly where it was located.

E: *How do you make your references list? Do you have any suggestions to students who are thinking about making their own list of references?*

Z: When any particular book or article consistently appears on the reference lists of scholars from all academic areas, then every student should make it a point to read that reference and use it for their own research. The reference list is a vital tool for all students, especially for students at the undergraduate level, who are even taught a special course on how to utilize information from reference materials and how to select the sources that are most pertinent for their research objectives. On the other hand, for postgraduate students I must thoroughly discuss their research ideas about any given topic, in order to observe their overall plan and thereby issue a proper reference list, accordingly.

E: *What are some of the important insights that you have gained from your overall teaching career?*

Z: Well, at the start I always begin my class with a cup of tea, then afterwards I just follow my heart and freely express myself to the students. In regards to the teaching curriculum, I have to introspect several main ideas about the course content that includes each textbook's content-based direction, comparative methods to analyze different versions of each poem, the relevance of the author's life experiences, and all of the other intangible features. I always think of a relevant passage from one of Lu You's works: "Effort should be made out of the poem itself"¹⁴. This is to say that even if I just focus on the style and structure of one poem, many other intangible emotions must be considered when reviewing it; therefore, if an instructor plans to give a lecture on any specific poem or prose, he/she should spend a lot of time going over the details of the work that are not explicitly discussed in the course materials.

It has been often stated that before giving students a bottle of water, the instructor should have already had a pail of water to offer. For example, I can recite 300 poems of Xin Qiji's, some of which I would never mention in my class due to the lack of time to go over them all in-depth. I firmly believe that as a genuine instructor, if you intend to give a thought-provoking and enlightening lecture about any given poet, one of the basic fundamentals is that you must read the majority of that poet's work. Take the classic Chinese poet—

Du Fu—as an example, although there are only a few of his poems discussed in standard middle school textbooks, any student or scholar who wants to understand Du Fu's poetry should read the entire collection of his work. I would suggest them to read *Anthology of Poetry by Du Fu*, which contains more than 140 poems to supplement the selected materials from the course textbooks' information about his work.

E: *Upon graduation, did you immediately begin to work as an instructor at ECNU?*

Z: When I graduated from the university, China was undergoing a transformation that brought about a variety of complex circumstances. I was one of the last group of what was referred to as "candidate students selected from workers, farmers, and soldiers," who had not earned a bachelor's degree; as a result, I have some of the lowest credentials among the other instructors in DCL&L. It was obviously quite difficult for me to teach as a university professor due to my background, but it was thanks to the honorable Prof. Xu who recommended me to the department and insisted that I stay and teach as a full-time instructor, though under one condition—I had to teach for one year at the No.2 Secondary School Attached to East China Normal University. I have to express my utmost gratitude to Prof. Xu for remaining loyal and



granting me the opportunity to teach what I love.

E: *Does poetry play any kind of practical role in your life?*

Z: In retrospect, I must thank my teacher again for his bold courage to believe in me, always allowing me the freedom to be creative and to express myself with no boundaries. Because of Prof. Xu's teaching methods, I was able to learn the essence of prose and poetry on my own, establishing my own ideas and reasoning on poetry. Even though most of the students I lectured in the beginning were older than me, the results of my dedication and work-ethic impressed the instructors at ECNU; after six months of working as an assistant professor, I was finally promoted to full-time lecturer—an exceptional achievement for me during the time-period.

My life's work has allowed me to grow and develop as a human-being. Now that I have more experience, knowledge, and wisdom to share with others, I wish that I had more time to lecture in the classroom as I did earlier in my career. I hope our students will strive to learn more and make an earnest attempt to reach out to their instructors outside of the classroom. My advice to today's university students is to major in science or engineering and take literature and poetry as a hobby. From my experiences, I have found that engaging in literature all one's life can be very monotonous and tiresome, even though I enjoy my work because the feeling of lecturing to students has brought a sense of pride and happiness to my life. The fact of the matter is that my students are changing every year so I must find innovative ways to make the content more relative to the life of my students, in spite of the standard curriculum. I must re-organize the content of my lectures every semester in order to adapt to the changing environment and fresh group of students.



The ultimate truth is that the highest degree of teaching always occurs when you have taught a certain subject over an extensive amount of time. In the beginning everyone starts out inexperienced, then you become adept in a skill by practicing it more over time, which is quite similar to the experience of learning how to ride a bicycle or drive a car, for example. Overall, I think that anything can become monotonous once it is subjected to academic observation and critique, leading to fatigue and boredom in practicing the skill; in order to understand and analyze a completed work, it must be understood beforehand that a writer must not be constrained by objective rules so that they can be allowed creative freedom. All of the greatest writers in the history of the world wrote without restraint, allowing them to fulfill the highest potential of their work.

E: *What do you think of the ongoing debate about the low quality of poetry classes in today's high schools? Is this phenomenon relevant to modern students?*

Z: This phenomenon undoubtedly points to the requirements of the college entrance examination and the educational system in China. It is important to know that the senior high school entrance examinations, as well as the college entrance examinations also take academic scores as the primary target to admit students, notwithstanding that the curriculum taught by instructors of the humanities (who generally produce a higher amount of academic research), can also benefit students' scores for the entrance exams.

Instructors who claim that they are teaching under the requirements of the entrance examinations are simply displaying a smoke-screen to their students, so it is just a subterfuge¹⁵ for the teacher to say that they teach as the examination requires. Giving a good lecture requires the instructor to formulate the fundamental skills in his or her lessons—take the “antithesis” in Chinese poetry as an example—although there are forty-three different kinds of antitheses, a well-qualified instructor will make it a task to prepare for the entire antithesis collection so that every significant detail can be explained.

Every art requires a certain level of professional skills. It is not easy to educate each student about why a poet's work is so significant to any given time or place; moreover, every writer has a target-audience who they are inclined to write for, so most writings have the tendency to affect each person in a different way. Yu Qiuyu is one of the classic Chinese writers that is more famous than the others because his topics embody a unique perspective manifested through his prose. For instance, Yu believes that the construction of the Dujiangyan Irrigation System

had a much bigger impact on the development of China than the Great Wall, in that the former served as an agricultural construction for the benefit of the local people in contrast with the latter which was built as a fortification for the emperors of the imperial dynasties.

E: *Survey analysis shows that most undergraduates now read much less than before, what is your opinion about this and which type of books do you advise university students to read?*

Z: From my perspective, the results of the survey lack scientific-validity. On the one hand, it is not necessary to concentrate one's entire attention on reading printed materials, meanwhile ignoring some other modern forms of reading, such as on-line journals and electronic-based articles. On the other hand, it can be said that the quantity of books a student accumulates is relevant to their research goals but it is not the ultimate objective, for it is the quality of the materials that reigns validity. I feel that the Chinese classics are mandatory reading for every student, nonetheless.

The type of books that a student reads should be suitable to their research goals and academic interests, for example a student engaged in the fields of science and technology should read about its historical development, while those who major in Chinese should learn more about history and philosophy. I know that it is arduous to lecture without the prior consumption of substantive knowledge on any subject. For example, each student in the field of Chinese literature needs to have a fair amount of knowledge about Chinese music history, since the development of China's poetry is very relevant to the history of music. So some ancient books on music and contemporary research for classical literature, such as Yang Yinliu's *Ancient Chinese Music Literature* or *The History of Ancient Chinese Music Literature* are mandatory reading materials for those students.

Modern university students now have more freedom to pursue their own academic interests, so I encourage them to set clear goals for themselves and find the most feasible way to succeed in their ambitions.

1. Percy Bysshe Shelley: 雪莱, 英国浪漫主义诗人
2. meter: n. (诗歌的) 格律
3. antithesis: n. 对仗, 对偶
4. allusion: n. 典故
5. verbatim: adv. 逐字地
6. *North-qi Dynasty Book*: 《北齐书》
7. *The Female Prince*: 《双凤奇缘》
8. *Ten Golden Elixir*: 《十粒金丹》
9. *The Art of Warfare*: 《孙子兵法》
10. *Ode to Youth*: 《青春颂》
11. *Battle Song of Flood-fighting*: 《抗洪战歌》
12. *Poem Postscripts Series*: 《词集序跋》
13. Shi Zhecun: 施蛰存, (1905年12月3日—2003年11月19日), 浙江杭州人。
著名文学家、翻译家、教育家、华东师范大学中文系教授。
14. Effort should be made out of the poem itself: 功夫在诗外
15. subterfuge: n. 托辞, 借口



(审稿 / 郭忠义)



Spring Han: An Adviser, Instructor and Friend in AEBS¹

文 / 张怡颖 王海沛 美编 / 高焱

Spring Han

“Now close your eyes and imagine what your own life would be after twenty years.” “I fancy that I am traveling with you on a ship at that time!” a French student answered, arousing abrupt laughter and applause from the audience.

This was during a lecture from the opening ceremony of the Asia Europe Business School (AEBS), where Professor Spring Han, one of the most popular instructors of AEBS evoked the students' imaginations to ponder about the future. Professor Han stated that AEBS can be compared to a big family—where instructors and staff strive to assist students in the pursuit of their dreams. The journalists of ECNU Circle got a more in-depth look at Professor Han. Let's learn more about her background and views on AEBS.

Teaching in AEBS

ECNU Circle: To start our interview, can you introduce AEBS for us? Are there any key differences between AEBS and other business schools?

Spring Han: AEBS is a joint-venture funded by East China Normal University and Em-lyon Business School² of France. It was coordinated and implemented under the background of the New Silk Road³; extending from China to Europe, a path towards increased trade and business, to the effect of increasing mutual benefits for both sides of the Eurasian continent. At present, AEBS is in the process of training distinguished global-business leaders and ambassadors who will represent the future of the New Silk Road.

All of the most advanced concepts in the world, hitherto, are portrayed through the curriculum-based strategies of AEBS, where adept instructors from all over the globe are employed to carry on the AEBS mission. Our mission is to cultivate the students into global entrepreneurs for the future, therefore, we instruct our students according to the most reliable theoretical methods and practical applications in lieu of⁴ rigorous textbook strategies. This is to encourage AEBS students to be innovative in their approach to studying business.

E: What led to your decision to teach at AEBS? What's your overall view on the AEBS program?

S: The concept of AEBS was formulated to increase Chinese-European cooperation through the structure of an exchange program between two prominent institutions of higher education—Em-lyon University and East China Normal University. I was originally hired by Em-lyon Business School, then a few years later, I was transferred from France to Shanghai for the AEBS at ECNU. I remember when I was researching about the AEBS program, I was informed that a part of the system permits students to study business for two years in China and another two years in France. I think cross-border education exchange is very suitable for the students of AEBS, because it allows them to explore—on-the-ground—business environments of China.

Moreover, the AEBS program integrates the combination of French and Chinese education systems, so the class schedule and format are very unique compared to other standard business schools. For instance, at ECNU, the instructors are trained to teach the advantages of doing business in China and how Chinese businessmen adapt to the environment. At Em-lyon University, we teach European business methods which introduce Chinese students to the Western-style of conducting business affairs, including all of the essential knowledge about the European market and economy.

I believe that the AEBS program provides students with favorable circumstances—e.g. their opportunities to directly experience European and Chinese business culture increases their competitive advantage on the marketplace, thereby not only granting them with superior knowledge and skills about business methods and

practice, but challenging the students to utilize it for themselves in a proper setting.

E: What courses do you teach in AEBS? Can you share some of your teaching experiences with us?

S: I currently teach three courses at AEBS: field study, data analysis, and essential marketing. In field study, I teach students how to design, plan, and conduct market research, then how to present their ideas to the public. In the future, our students will join the workforce of global companies so they must be prepared to work with a variety of people to solve relevant issues in business affairs. For example, every semester I require my students to conduct a survey arbitrarily, with a public stranger to encourage interaction with more common people. At the beginning of the semester, they are normally bashful, non-interactive, and indifferent to doing any of the assignments, until they get more familiar with me and the class structure. Once they open-up to me in the classroom, they demonstrate their willingness to communicate. Later on in the semester, we also send our students to work directly with some of the local companies. I am so proud of them when I receive outstanding feedback about their collaboration, yet surprised by their rapid progress. I feel a strong sense of satisfaction when I witness the growth of my students via this course.

E: What are some of the main differences between AEBS students and other students you have taught in the past?

S: Most of the students in standard business schools learn about the basic knowledge of the business world, such as the operational and managerial aspects, but the Chinese education system is quite different from their American and European counterparts. It seems that the curriculum of business education in China doesn't concentrate on any of the fundamental aspects, which means they basically have no foundational knowledge about business. Despite this flaw, I have seen that our Chinese students endeavor to study hard, improve their weaknesses and learn independently—at all costs. Suffice to say that even without any of the precursory knowledge, AEBS students can, ultimately, push forward as a result of their diligent work-ethic and consistent learning patterns.

E: Can you talk about an event or a particular student that left a lasting impression on you at AEBS?

S: Right now there are three international students in our class—American, French, and Moroccan, respectively. Since their Chinese classmates learn English to supplement their business learning, our three international students are also learning Chinese and improving significantly. It's an advantageous skill-set for them to develop those language and cultural skills, meanwhile directly experiencing the authentic environment in Shanghai.

Notwithstanding⁵ the language skills, understanding how to present business ideas via public speaking has also been a big task for our students. A case in point was one of the Chinese students in AEBS, Ray, who struggled with making presentations at the beginning of the semester. He eventually sought my help and advice so I taught him how to utilize the three main points to an effective presentation: confidence, eye-contact, and voice projection. Through his own persistent efforts to improve, evidently he became a strong presenter. I was so glad that he came to me for help.

Working Around the World

E: Can you tell us about your overall feelings towards Shanghai?

S: I love living in Shanghai. I even created a nickname for this marvelous city—"Christmas City" due to its vibrant energy and holiday-esque⁶ spirit. From my experiences of traveling in different parts of the world, I observed that people in Shanghai enjoy their life more compared with other cities. Perhaps it's because of all of the events going on, simultaneously, in the public areas, or the large-scale events held annually in the city, for example the Shanghai International Marathon and the Shanghai Lantern Fair (part of the Chinese Lantern Festival).

Plus, it's very common to come across people dancing in parks and squares throughout the city, a wide-range of restaurants which encompass all sorts of cultural cuisines, and people of all nationalities and culture living





and working together. So I often tell my friends and family abroad that I am living in the “Christmas city.” Life is never drab here!

E: Can you tell us about your study/working experience before coming to AEBS?

S: I have been very fortunate to travel around the world. I got my Ph.D. degree in South Korea. Afterwards, I traveled to the USA where I spent almost two years as a visiting professor/scholar at Michigan State University and Cornell University. After working in the USA, I took up a post at the Russian Research University for four years.

Apart from studying and teaching at universities, I have also collaborated on several research projects and engaged in other lines of work in South Korea—i.e. market research for 5-star hotels and as government personnel to promote Seoul’s sporting facilities.

E: What inspired you to become a university professor?

S: I decided to pursue a life as an educator after my university graduation. One of the main reasons I chose education for my career was because I firmly believe in its power—to propel anyone to success through knowledge and practice. A supreme example is Hellen Keller’s teacher, Anne Sullivan, who taught her how to read and write, albeit her unfavorable circumstances (Helen Keller was blind, deaf, and mute).

Of course, it is not that simple to become an educator to the degree of Anne Sullivan, therefore, it will be my longstanding goal to reach that level. I strive to improve myself every day, take on new tasks, meet new challenges, and search endlessly for the right solution to any problem. This never becomes dull for me because there are so many things happening in life now that I want to seize every moment to learn more.

E: Do you have some specific methods to teach students?

S: I prefer to teach students according to observational experiences and real-life scenarios. Generally, I don’t teach students by strict textbook-based assignments or lectures narrowly defining content apart from curriculum standards. I aim to befriend my students, as to develop a relationship of trust, so that they will feel comfortable to share their own ideas about the class content. I have found through the years of my teaching experience that students are willing to hear my lectures and take heed to my advice after we become more familiar with each other.

One day, I noticed that several of my students looked unhappy, so I immediately tried to figure out what problems they were facing. I talked with them the whole morning and they were willing to share their problems with me. I told them on that day: “life is hard, but it is worth living,” afterwards I cheered them up with pizzas. Yes, I bought them pizzas for lunch and we ate it together in the classroom. I was just relieved to see them happy and relaxed again. I love my students and cherish my time with them, even during the hard times, I want to be there for them. I want to help them with their problems so that they will not feel depressed. It is an important part of my job, as an adviser and instructor, to help them overcome their challenges and find plausible solutions.



Suggestions to Students

E: Do you have any suggestions for AEBS students who are facing the widespread trend of globalization?

S: Firstly, it is important to be open-minded and brave. Don’t be reluctant to express creative ideas. Trust in yourself that people want to hear your opinions and be confident that it will make a difference. If you have a goal or dream in mind, then you have to take every chance to pursue it to the end, which means you will need to learn all of the fundamental errors. Don’t be afraid to make mistakes.

Second, please try to travel as much as possible, either in China or around different countries of the world. You don’t need to have lots of money since you can live in a hostel⁷ or Air B-n-B (Air Bed and Breakfast). Being able to indulge in the amazing experiences of life, seeing a mix of sceneries and communicating with diverse individuals are crucial to the spirit of young people, especially around the age of early 20’s.

I also suggest learning more about eclectic cultures and applying something from them to one’s own lifestyle. For instance, I acquired a new hobby during my time in Russia—ballet dancing which has become a very important part of my personal health. Ballet dancing helps me relax both mentally and physically. Traveling and learning more about diverse cultures can facilitate interaction with more people of the world, in which understanding more about the society they live in forms a base for communication.

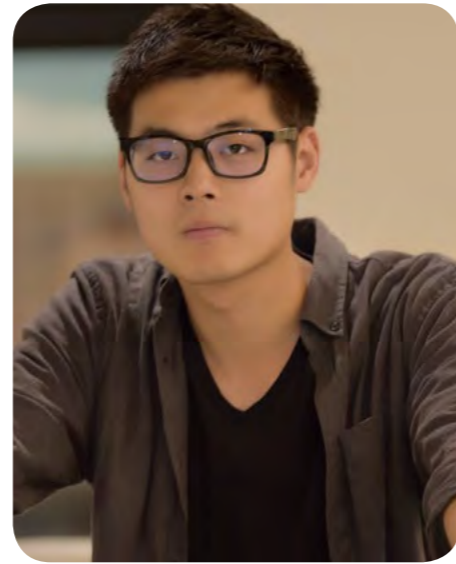
1. AEBS (Asia Europe Business School): 亚欧商学院
2. Em-lyon Business School: 法国里昂商学院
3. new Silk Road: 新丝绸之路
4. in lieu of: 代替
5. notwithstanding: adv. 虽然, 尽管
6. esque: n. 型式
7. hostel: n. 招待所, 青年旅社

(审稿 / 汪燕)

文 / 唐轶 郑净 张潇文 李赫明
美编 / 李梦稳



Shan Tianying



He Yangdong



Chen Rongyue



Xue Yinshen



Liu Yi

The ECNU debate team won the first place in the Future Talk: International Journal of Youth Science on 2, April 2017. The Future Talk debate competition, consisting of several university debate teams around China was organized by Shanghai Science and Technology Commission and Shanghai TV News Channel.

ECNU's debate team was made up of students from various departments, including He Yangdong from the Department of English; Liu Yi from the Department of Law; Shan Tianying from the Department of Physics; Chen Rongyue from the Department of Chinese Language; and Xue Yinshen from the School of Psychology and Cognitive Science.

The squad's motto was plain and simple: "Think carefully, plan clearly, and play hard." Every participant was prepared to square-up to their challenges by utilizing their intelligence, diligence and optimism.

ECNU CIRCLE: What brought about your interest in debate?

He Yangdong: My first encounter with debate happened when I first entered high school. I read a bulletin post at my school about the debate club's recruiting procedures for locating new talents. Then I decided to sign up.

In the following years of my high school, however, I became president of the Student Union which left me little time for debate. As time was passing by, I sensed that I was losing my passion and energy for debate.

There was a turning point during my freshman year at ECNU—a decisive transfer—to the Department of English. I was encouraged to join the debate team and compete at the collegiate level. I thought to myself: "Why not go in for it with all I've got?" That is how I re-discovered debate at ECNU.

Liu Yi: The debate club was one of the most popular club activities in my high school, known for its exceptional resources and eloquent debaters. I was intrigued¹ by its reputation as an elite program, so I decided to join the debate club.

I decided to refine the skill at the university level, whereupon, I expected to encounter a more fierce level of competition at ECNU. I was already

scheming about the moment of heated debate.

Shan Tianying: As a freshman at ECNU, I was filled with a passion of curiosity and imagination to develop myself through on-campus endeavors. One of my first decisions was to work for the Student Union which, by coincidence, is what led me to the debate team.

The Department of Physics Debate Competition had a longstanding tradition for fresh undergraduates and it was a fine starting point for my career in debate. The debate competitions were very influential to my university experience at ECNU. I will always be devoted to the art of debate not only as a way to reveal my passion, but also to facilitate motivation in other areas of my life.

Chen Rongyue: My introduction to debate was at the Department of Chinese Language at ECNU when I learned that they were recruiting new members. I immediately signed up as a freshman.

After several competitions and trials, I realized my talent for formulating rhetoric² and argumentation; consequently, I decided to dedicate more time to improving my debate skills.

Xue Yinshen: I took part in my first organized

debate when I reached high school—at which point—I also lost my first debate. Although I had failed in the first attempt, there were evident improvements with each competition.

I participated in many debates throughout my high school period. I even took part in several debates during the summer time, of which my team won one of the prominent tournaments³—the

E: What were some of the most pressing issues for the squad during the Future Talk debate? How did the team prepare for the challenges? How were the feelings of the members during those moments?

H: The most difficult question to reason against was the final topic: “Is humanity evolving or deteriorating?” I had to do a lot of deep research and learn new technical jargon about certain biological processes, genes, DNA codes, etc.

Faced with this new task of knowledge acquisition, I came to the conclusion that I had to make the best use of my time. Even if I would sometimes feel that my brain was not functioning properly because of fatigue, I would try to review and recite my script works.

Looking back on that experience, I am especially grateful to my teammates for their tolerance. They were always

willing to help me find answers to all kinds of questions I raised. This kind of teamwork allowed me to perform at the highest of my capabilities for every debate competition.

L: The toughest contest for me came during the second round of Future Talk. We were defending the affirmative side of the topic: “Should human beings take the initiative to explore aliens in space?”

After a long period of discussion and consideration, we found that there was a weak point in the opponent’s attack. In doing so, we adjusted our position by segmenting⁴ our ideas into

Municipal Competition.

After winning my first championship, I felt like I had achieved a sense of purpose to debate, reflecting all of the hard work I had put in for the skill. Most importantly, I believe that it serves as a way for me to stay active, inspire myself, and prove that the art of debate is all about excitement.



various modes of choice-options, thereby attacking any flaws of the opponent’s rhetoric.

In my opinion, we won the debate not only as a result of teamwork. It was our efficient topic analysis for both sides of the argument; otherwise, we would have wasted all of our time for one side of the defense.

S: The most difficult problem was managing time since the final and semi-final were held on the same day, not to mention the knowledge required for each debate was far beyond our scope of expertise.

We got so tied during the during the preparation that even the idea of giving up would occur to us from time to time. Luckily, we had each other for encouragement and support. After all, we knew that we were in the battle together—to win or lose—we were united. Finally, we made it through.

C: One of the collective problems we faced



E: Were there any apparent frictions⁶ between you and your team members? Were there any memorable moments that you can share with us?

conflicts between us, besides for some slight disagreements on how to defend a particular argument. This is very common for debate squads.

The distribution of work for the debate also demanded an appropriate schedule format, acknowledging each team-member’s role for the debate. For instance, I was the stage interpellator for our team and some of the other members were responsible for summarization, refutation, etc. It was our duty to prepare the individual work in advance of the debate.

I felt that it was necessary to spontaneously ask questions. On some occasions, I was also the one who asked the most questions. The companionship of my teammates was very important to me during the preparational stages of the debate. I felt like I was overworking myself most of the time. I don’t know if I could have survived it without them.

was applying theoretical concepts, because we were not familiar with theories in this field. We also had to learn how to evaluate the strengths and weaknesses of the opposing team, even though in the beginning the tact of our opponents seemed flawless.

This made the entire preparation process extremely painstaking. We had to continuously remind each other of the defining truisms⁵ of debate practice: there’s no time to be nervous or feel pressured to speak during the midst of the competition.

X: The Future required science-fiction related materials. The team’s knowledge about physics was an immediate problem so our task was to become new experts on physics, astronomy and thermodynamics.

We consulted our teachers, searched for massive electronic sources and researched endlessly for every scientific theory, in order to improve our knowledge base. It was very rewarding to see that we had achieved this target once the work was completed. We were finally ready to debate!

H: A big advantage to our team was that we all had very different backgrounds and shared unique personalities. Furthermore, we were already familiar with each other’s personalities since we had worked together before. I don’t recall any major

L: We were very familiar with each other and collaborated efficiently throughout the entire performance. I don't recall any major conflicts between us. We understood that the fundamentals of the debate relied on our ability to be in-sync⁷. We naturally acclimated because we all shared a common objective: debate champions. Side couldn't persuade me to ignore the inevitable issues of dealing with artificial intelligence. Then we discussed each side thoroughly, which played to our advantage when we were facing our opponents. At this point, our friendship had become even stronger.

C: There weren't any conflicts between us because we knew how to turn the toughest challenges into exciting moments. For example, we had nearly lost all of our momentum nearing the date of the actual competition.

Every night, we stayed up late into early morning hours and sometimes just laid on the ground for a brief rest. But even in that condition, an irreverent⁸ comment would always spawn a refreshing laughter. It was just the spark we needed to get back on track for the breakthrough moments of our preparation.

X: Arguments among the group were inevitable. We had to sort out each other's ideas through a series of discussions to choose a most plausible resolution. We spent six to seven hours in the discussion room every day. We also occasionally went to McDonald's and stayed there until the next morning talking about the debate or just idly chatting.

We enjoyed the whole process and always found a way to relax with each other. It was the wonderful companionship of my teammates that made the experience so fruitful. Indeed, this is one of the most exciting things about debate.

E: *What kind of expectations do you have for the future, now that you have attained your goals as the debate champions?*

H: Winning the eighth championship title of my debating career proves that I can debate with the best of them. I am to the people who encouraged me along the way, especially my teammates, whose support was indispensable to the championship win.

This July, I will take part in the Student Debate Competition in Taiwan where I will represent ECNU. I expect to leave the debate team after graduating from the master's program, yet I hope that my contribution to the debate team will help it become more popular for the upcoming generations of students.



L: I have two expectations for our debate team. Firstly, I hope that we can have more opportunities to participate in competitions internationally. I know that our resources and talent are adequate to give us a chance to expand!

Secondly, I hope that we can further improve our training methods by applying a proper balance to combine basic, intensive and team training. I feel that this can significantly improve a debate team's overall strategy.

S: I hope that all the team members will persist their passion for debate. The spirit of delving into any topic, enveloping the skills of inquisition⁹ and reasoning is essential to interpersonal communication. Debate has taught me how to utilize those skills for every day life, especially in practical communication.

C: The debate school team was founded ten years ago. I hope that it will improve in the future, achieving remarkable results for China's debate programs throughout the country. Then, if we can move on to more national competitions we can represent ECNU around the entire country.

X: The Future is a small-scale debate competition, though the standards are high. It only invites teams of eight universities, for instance. I hope that we can participate in more national competitions at an even larger scale to achieve higher rankings.

The World Chinese Debate Championships held in Nanjing Audit University is a very notable tournament in China. Debate teams from hundreds of Chinese universities go there to compete. I hope that one day the ECNU debate team can enter this competition and win the prize. Let's raise the bar!



E: *What is the most fascinating part of debate?*

H: I love using my critical thinking skills to form rhetoric. The art of debate challenges myself to take more risks and be more active when confronted

with an ambiguous question. Meanwhile, the whole process is conducive to making new friends and working with teammates.

For example, the nights that we spent together in the hotel room blended into debate format. The whole process, indeed, was a spark of my life—those special moments will remain with me forever.

L: Debate is antagonistic, forcing the individuals to break away from original cognitive patterns to enhance critical thinking. Debate is also frustrating at times, when you have to defend a thesis that you don't agree with or lack the proper evidence to verify the results.

I feel that conquering this frustration nurtures one's potential to break through the boundaries of preordained thought, a result that spawns from¹⁰ the magic of language and logic.

S: I believe that the art of debate fosters the development of critical thinking skills that are necessary to act in everyday life. It conveys that there is no absolute right or wrong to any question. In pursuit of the evidence, we may find that both sides to a problem is full of reasons and contradictions.

In other words, the work of discussing and researching each topic often brought about a completely new set of ideas. This forced me to re-examine my own point of view every time.

C: I sincerely enjoy the process of debate because it encourages me to think of my own ideas about a problem, then I can share it with others which always leads to the conflict, discussion, and consensus patterns of the debate.

I believe that one way to defeat an opponent is to argue against your own teammates, learning each other's methods to a problem may be a clue to how the opponents react to a defense.

X: The four main points to a debate are: induction, judgment, attack and defense. Those four main points are crucial when preparing for any

debate competition, especially for beginners. The factors of rationality, theory and logic also play defining roles for more experienced debaters who can expand their rhetoric defense strategies.

One of the aspects of debate that fascinates me the most is unfolding the skills from my liberal arts courses, combining it with scientific analyses, then putting together a form of rhetoric that allows me to outperform the debaters inclined to one side.



E: Will debate still be a part of your future life?

H: Debating has made me a better individual. It taught me how to listen to other people's opinion whether I agree or disagree. I also wish that I could pass on my love for debate to more people around me.

I am currently working as a teacher in Shanghai Shi Xi High School, concurrently as a leader of the school's debate team. I hope that I can guide my students into a broader world where debate is conducive to their goals.

L: My career path will be related to law and order. I believe that debate can improve my logical thinking, language organization, and critical thinking skills. With those ideas in mind, I think that debate

will definitely go on to play an important part of my career in the future.

S: I have many hobbies—traveling, music, fitness, etc. I believe that staying healthy and active is very important to my lifestyle. I have fulfilled my dream of becoming a teacher and I will devote myself to this life's calling. I believe that I will always have a passion for debate, which will make my life more colorful.

C: Debate and learning are my favorite hobbies. I am now pursuing a master's degree, carrying on with my academic research. I believe my passion for learning and my ability to think critically will help me with my goals in the future.

X: At present, I consider debating to be my favorite hobby. I also like reading books, watching news and television programs, but they don't inspire me to the degree of a debate. I hope that I can have a job that allows me to utilize my interpersonal communication skills in the future, setting time aside to debate as a recreational activity.

This is the story of ECNU's debate team—He Yangdong, Liu Yi, Shan Tianyin, Chen Rongyue, and Xue Yinshen. They initially

set out to debate for their own self-interests; on the other hand, their determination and will also brought about outstanding achievements at the competition level. Their story shows that dedication + persistence = success. So why not try to develop your own interest and maximize it with the resources of your environment? Don't be bashful¹¹. Make your own choices, ask around for help and explore an opportunity to excel!

1. intrigued: adj. 好奇的, 被迷住的
2. rhetoric: n. 修辞学, 辩论法
3. tournament: n. 锦标赛
4. segment: n. 部分
5. truism: n. 自明之理
6. friction: n. 摩擦
7. in-sync: adv. 同步
8. irreverent: adj. 不敬的, 无礼的
9. inquisition: n. 调查, 探究
10. spawn from: 源于
11. bashful: adj. 羞怯的, 忸怩的

(审稿 / 汪 燕)

Love and Music

Viva Singers Choir

文 / 宋思嘉 美编 / 高焱

Youthful and passionate, there is such a team in East China Normal University that pursues the purest beauty in music. It is VIVA Singers Choir who uses music to inherit culture and realize themselves.

Viva Singers Choir was founded by Yu Jin'an, postgraduate student of the ECNU Music Education Department.¹ Yu devotes himself to adapting and presenting classical music works. He hopes that more people can appreciate the charm of chorus singing and A Cappella.² Although founded for only two years, the choir has held many concerts and public performances, presenting classical and original works of different styles.

Viva Singers Choir specializes in playing works that contain Shanghai regional culture. In June 2016, the choir held Shanghai Celebrities Concert.³ Many classical Shanghai music pieces were presented in Shanghai dialect. Yu considers the meaning of inheriting Shanghai regional culture is to record and preserve culture. Yu said, "I am a native Shanghaiese. I have witnessed the transition of Shanghai culture in the last decades. I love to observe life since I was a child. I enjoy watching rain drops patting the window edge; I ponder how dormers were wedged into roof; I feel beatific⁴ watching sunlight thrust out through the glasses and finally cast on me." These simple but unique life experiences are the elements that compose Shanghai regional culture. Yu wants to lead members of Viva Singers choir to fully feel the life, to study the Shanghai history, and to sing songs that have been endowed with the meaning of regional culture.

At the same time, Viva Singers devote itself to public activities. They want to popularize classical music and chorus singing. In December 2016, Viva Singers held a Christmas performance in Dahua Hotel⁵

and presented many classical Christmas songs. This activity was widely commended and was reported by multiple media like STV⁶ and *Metro Express*.⁷ Moreover, Viva singers offered guidance to children and parents of NATURA Choir.⁸ These two choirs often hold music festivals together. Viva Singers Choir hopes that it can teach those children to feel the charm of music from nature and life.

The choir also faced many difficulties at the very first beginning. Leader Jin Xiaoxiao, who is in charge of team management, mentioned that in the beginning the choir was faced with difficulties, such as recruiting, raising funds, and operating. But the team always had clear objectives and plans. All the members fought for the same goal. Now Viva Singers has separate sections and every member has their own responsibility. Obviously, management of the choir is growing better.

Members of Viva Singers choir are from all walks of life, so learning professional singing techniques is a challenge for them. But Yu thinks it's actually no big deal. Yu said, "What members have experienced can reflect in their music. It's not only about singing every note on the music score, but also about expressing their own feelings and thoughts through music. This ability is based on their experience." So their abundant life experience enables them to show great perception. Members can also get more experiences from life by communicating with each other.

Viva Singers Choir is now preparing for a concert on the theme of Renaissance. Singers hope that they can calm down and appreciate tiny but vivid beauties in this fast pace modern life. In the future, Viva Singers will stick to the popularization of Shanghai regional culture and try to step onto the international stage, thus letting the world appreciate the lingering charm of Shanghai culture.

Find music in beauty and let beauty sublime in music. Passion and persistence has brought Viva Singers countless possibilities. Viva Singers will continue to move forward in the journey of inheriting culture and pursuing beauty. Yu illustrates the theme of Viva Singers—love and music—with a quote from a famous novel *The Three-Body Problem*,⁹ "We try to endow life with civilization." Yu says, "Love and music, love and music only."

1. Music Education Department: 音乐系
2. A Cappella: 阿卡贝拉 (无伴奏合唱)
3. Shanghai Celebrities Concert: 2016年6月 Viva Singers 举办“海上闻人”合唱音乐会)
4. beatific: adj. 幸福的
5. Dahua Hotel: 达华宾馆
6. STV: 上海电视台新闻综合频道
7. *Metro Express*: 时代报
8. NATURA Choir: 自然萌亲子合唱团
9. *The Three-Body Problem*: 刘慈欣创作的系列长篇科幻小说《三体》

(审稿 / 余睿)



Major Events

- Fall in love: Four Stories in One Night Choral Concert June, 2017
- Movie and Drama Choral Concert January, 2017
- Christmas Calling Concert December, 2016
- Midsummer Carnival Commemoration of Shakespeare's 400th Birthday Concert August, 2016
- Shanghai Celebrities Choral Concert June, 2016
- Echo of Time: A Cappella Music Salon January, 2016
- 'Light'em Up' TED public performance October, 2015



A Day in the Life of a College Student

文 / 黎剑伶 杨鸿玺
美编 / 高 焱

☆ ☆

1. intern: n. 实习生
2. subscription: n. 订阅
3. Great Waves Sweeping Away Sand: 大浪淘沙



Wang Jing

Major - Human Resources Management

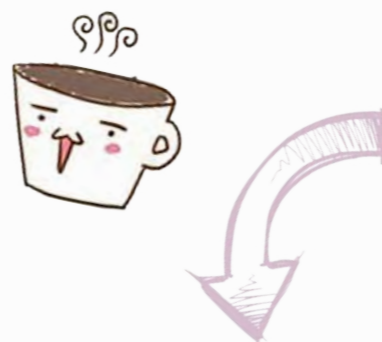
Work Experience - Intern¹ at Unilever and Aon Hewitt (Fortune 500)

Academic Awards - National Scholarship (2014-2015);
ECNU's Top Ten Female College Students (2014-2015)

- 7:30:** WOKE UP to some articles from my subscription² list— Alliance PKU; Cheung Kong Graduate School of Business; Great Waves Sweeping Away Sand³; and Information on Wall Street.
- 8:00:** WENT to my current internship position. I worked a half-day, and when I wasn't busy I studied or listened to my favorite radio broadcast station: *Logical Thinking*.
- 13:00:** NAP-TIME.
- 13:40:** READ some updated information about the morning news and recorded the relevant information onto my notepad. Afterwards, I did some of my own activities, such as practiced Xiao Zhuan for half an hour.
- 19:30:** OUTSIDE JOG while listening to English, music, or broadcast radio on my headphones.
- 21:00:** AT MY desk, I read my school materials and took notes for half an hour.
- 22:00:** ONLINE NEWS website—China Business Network—keeps me up to date on current news and global business trends. I recorded data and other pertinent details, and then reviewed my notes.
- 22:30:** SWITCHED to streaming after reading online news. I watched some of my favorite videos and online programs.
- 23:30:** BEDTIME. GOODNIGHT.



Fang Chao



1. counselor: n. 辅导员
2. mentor: n. 导师
3. nap: n. 打盹
4. contemporary: adj. 当代的
5. slay: v. 杀害

Major - Economics

Planned Study - Postgraduate program at Zhe Jiang University in fall 2017

Awards - Special Scholarship (2013-2014)
National Scholarship (2014-2015)

- 7:00:** GOT UP and washed my face.
- 7:30:** ON MY computer, browsed high school classmates' micro-blogs and read news reports from *China Newsweek*, *Vista Story*, and *Chinese National Geography*. I also checked out some sports blogs from CCTV5, Real Madrid News, and Sina Sports.
- 8:00:** BREAKFAST TIME at the school cafeteria. My favorite morning meal is a health-preserved steamed bun with brown sugar.
- 8:30:** CHECKED MY email account and read more news about Google, finance, national and international affairs, Hong Kong and Taiwan exclusives and entertainment news.
- 9:00:** BEGAN TO read books on the Humanities and Social Sciences, such as *Earthbound China*, *Reform and Its Future* and *Being Logical*.
- 9:30:** ON THE fifth floor of NO.1 Teaching Building, I spent the rest of the morning in the self-study room. I read academic papers, took notes, wrote papers and made a PPT. Then, I recited English words and practiced my oral English before I went to assist my counselor¹ and mentor² with some preparatory work.
- 11:15:** LUNCH TIME at the Hua Min Canteen.
- 12:30:** CHATTED with friends, watched talk shows (*Behind The Headlines With Wentao*, *Morning Call*, *Xiaosong Talk Show*) and then took a nap³.
- 13:30:** TIME FOR the seminar held by my economics tutor.
- 16:50:** DINNER TIME at the Hua Min Canteen. I bought a bottle of yogurt from the Hua Min store after having dinner.
- 17:30:** WATCHED talk shows, relaxed in my room, and chatted with my friends online.
- 18:30:** CONTINUED with my study and work. Prepared for tomorrow's lessons and other assignments.
- 21:00:** EXERCISE—jogging, sit-ups, stretching routine.
- 21:40:** RETURNED HOME, listened to the radio (CNR night news), and chatted with my friends on WeChat while browsing micro-blogs and *Zhi Hu*.
- 22:00:** LAID DOWN on my bed, read contemporary⁴ novels like *White Deer Plain*; martial arts novels like *Heavenly Sword Dragon Slaying⁵ Saber*; and Japanese novels like *Paradise Lost* and *White Night*.

(审稿 / 余 睿)

The Hanfen Reading Center¹ Shapes the Way You Read

文 / 宋思嘉 顾依秋
美编 / 张艳秋



Tong Shijun, secretary of the Communist Party in ECNU, and Professor Yu Dianli, general manager of the Commercial Press



Co-founded by ECNU and the Commercial Press², the Hanfen Reading Center opened on 8th November, 2016. Tong Shijun, secretary of the Communist Party³ in ECNU, and Professor Yu Dianli, general manager of the Commercial Press⁴,

attended the ribbon cutting ceremony and made speeches about reading and the Hanfen reading center. After the ceremony, Professor Yu gave a lecture about the history of the Commercial Press and the growth of modern Chinese culture. The Hanfen Reading Center is named after the “Hanfen” Library owned by the Commercial Press in the early 1900s. The Chinese characters word “Hanfen” means absorbing abundant knowledge, perfectly conveying the theme of our reading center, which is guiding undergraduates to read the classics efficiently and thus improving the way they think.



ECNU Circle journalists attended the opening ceremony and had interviews with Professor Yu Dianli, deputy minister of ECNU propaganda department⁵ Fang Jinqi and chief of ECNU Publishing Press⁶ Wang Yan.



In the interviews, Professor Yu described the important role the Hanfen Reading Centre is playing in guiding students to choose the classics and academic books. He said, “Traditionally, students had little choice in book selecting.



数百年旧家无非积德
数百年新家无非积德



Fang Jinqi,
deputy minister of the Propaganda Department

However, students are confused in selecting books when faced with much more choices than before. Nowadays, 300-400 thousand books are published and 1000-2000 thousand books are on sale every year. In this situation, the Hanfen Reading Center will hold reading activities to share reading experiences among students. In this way, students will learn how to read and how to choose books.”

And as chief Wang said in the interview, compared to bookstores, the Hanfen Reading Center is more a place for reading and sharing and will make reading more enjoyable. The fortune of printed books had come about in the past years

because of the development of online shopping, while the fortune of electronic books had risen dramatically because the electronic devices stimulating readers seem more appealing. However, reading is not only for acquiring knowledge, but also is a way to improve our thinking ability. And the excessive use of electronic devices is actually undermining people’s thinking ability. For example, Nietzsche⁷ once said, “If a person’s interest is based on stimulation then that interest won’t last long.” Reading is likewise. If we always need stimulations from electronic devices, then the interest in reading won’t last long either.



Professor Yu Dianli,
general manager of the Commercial Press

To cultivate reading interests and promote reading paper books, the Hanfen Reading will serve as a reading center sharing multiple reading skills. “Since the Hanfen Reading Center is located on the ECNU Minhang campus, the selecting of books are quiet special for students here,” Minister Jinqi Fang said in the interview, “The types of books in the reading center are different from that in other bookstores. The books here are suitable for college students to read, considering their academic values and practicability⁸.”

The first factor considered in selecting books is their academic value. The Han Fen reading center



Wang Yan, chief of ECNU
Publishing Press

recommends the most leading academic books to students, hoping that they can improve their learning through reading. The second factor is related to culture. Professor Yu stressed the importance of reading cultural books. He mentioned that not all

we look back at the history of human civilization development,” Yu said, “we will find that reading was a more decent and luxurious¹⁰ experience. At the beginning, when characters were invented and knowledge was spread, knowledge was exclusive



knowledge is cultural. So what students read in their college years means a lot to them in the future. After all, it is what they read outside the class that makes them more competitive. The third factor is to choose a book being highly recommended. Nowadays, there are many versions of books about popular topics, and the reading center will choose the most highly recommended ones to its readers.

Hanfen is co-founded by ECNU and the Commercial Press. Professor Yu said that the main aim of Hanfen is to serve ECNUers, to share reading, and to inspire students so that they can conscientiously⁹ read good books and learn. “If

to intellectuals. For example, before 1900, only the upper class read. Fortunately, the Renaissance brought about the spread of knowledge and more universities and colleges help the lower class learn. For us, if we don’t read, we cannot catch up with the western countries. However, cultivating reading habits needs a good environment. What’s more, the good books you feel interested in really matters. They can attract you to sit down and after opening the books, you are reluctant to leave.”

The center has come across a lot of difficulties through the process of its founding. In the Internet era, the sale of brick and mortar¹¹ bookstores has



greatly decreased, so the reading center, operating as a bookstore, is faced with the problem of capital turnover.¹² “Luckily, the university supports the establishment of the center,” said Professor Yu, “A first-class college should be equipped with both a first-class library and a first-class bookstore so that they could support each other. A library, as the heart and the soul of a college, collects books. On the other hand, a bookstore sells more newly updated books. The two provide the students with multiple reading choices.”

At the end of the interview, Professor Yu offered several suggestions on reading for college students. He said that the reading skills matter most in reading. Different subjects have different reading methods. Besides, you should read with a purpose. The president of Yale once said the most important thing while you studying in college was to understand why to learn. What’s more, no matter how advanced the knowledge is, if it is not used to serve our nation and the world, it would be meaningless. Our students should take responsibility for the country and the society.

1. The Hanfen Reading Center: 闵行校区的涵芬楼阅读体验中心
2. the Commercial Press: 商务印书馆
3. secretary of the Communist Party: 党委书记
4. general manager of the Commercial Press: 商务印书馆总经理
5. deputy minister of ECNU propaganda department: 华东师大宣传部副部长
6. chief of ECNU Publishing Press: 华东师大出版社社长
7. Nietzsche: 尼采 (德国著名哲学家)
8. practicability: n. 实用性
9. conscientiously: adv. 自觉地
10. luxurious: adj. 奢侈的
11. brick and mortar: 实体的
12. capital turnover: 资金流转

(审稿 / 余睿)

The Downsides of Stereotypes

投稿 / 2016 级社会学 金奕村
美编 / 陈诵弦

“The Stereotype of Stereotypes” from Bruce Bower, stands in along the opinion of psychologist Yueh-Ting Lee who holds a positive attitude towards stereotypes which function as thought-efficient starting points for understanding other cultures and enable people to deal with so much information in a world with which they are often unfamiliar. The passage, which contains the positive attitudes towards stereotypes, also sheds lights on negative opinions that stereotypes are invalid, biased and stigmatized beliefs about other groups and objects.

From my perspective, although stereotypes may be useful in understanding others and beneficial to protect us from the dangerous world, as psychologist Yueh-Ting Lee stated, they arouse so many negative, even terrible effects, rather than help us comprehend the society deeply which consists of various cultures and social groups, as well as the individuals who belong to them.

Firstly, stereotypes simplify cognition. From some typical stereotypes, we could know that people tend to use simplified even biased rather than comprehensive and objective words or sentences to describe people, objects, and events. For being a lack of the specific context, simplified description will leave out so much essential information that it has caused various misunderstandings of others and ourselves. In our daily life, we may meet a lot of comments on websites from some foreigners, as China is a poor country, where people can't afford to take a train or plane. However, we all know these stereotypes are out of date and ridiculous. In contemporary China, we have entered a moderately prosperous society rather than a poor and backward society.

Secondly, stereotypes generate racial discrimination. When racists talk about African Americans, they always describe them as naive and aggressive people. In truth, there are many educated and outgoing people. Stereotypes disable people's rationality and make them racist. For another, stereotypes magnify the differences between races rather than bridge the conversation of different races, which will even stir up racial hatred.

Last but not least, stereotypes bring about sexual oppression. In the realm of family, oppression and discrimination are easily generated. A common stereotype is that men should earn money and support families, while women should stay at home and do the housework, which denies the potential for women, objectifies women and makes them possessions of men. From the view of feminism, women should work as equal to men, for which they have capacity of earning money and supporting families. Different from the situation of some eastern countries, in some western countries, the roles and responsibilities of women and men have completely reversed, as women go to work and men stay at home. Women won't be liberated from sexual oppression till we get rid of stereotypes of gender.

In general, in view of the features of stereotypes, as stereotypes cover the specific context and encase the core of truth, they will result in racial discrimination and sexual oppression, which will set back the trend of modernization. Bruce Bower considered there were many stereotypes of stereotypes and agreed with Yueh-Ting Lee, nevertheless, I am inclined to criticize those stereotypes related to social inequality.

(审稿 / 余睿)



THE DOWNSIDES OF STEREOTYPES



Nature

Henry David Thoreau

O Nature! I do not aspire
To be the highest in thy choir,
To be a meteor¹ in thy sky,
Or comet² that may range on high;
Only a zephyr³ that may blow
Among the reeds by the river low;
Give me thy most privy place
Where to run my airy race.

In some withdrawn, unpublic mead
Let me sigh upon a reed,
Or in the woods, with leafy din,
Whisper the still evening in:
Some still work give me to do,
Only—be it near to you!

For I'd rather be thy child
And pupil, in the forest wild,
Than be the king of men elsewhere,
And most sovereign slave of care;
To have one moment of thy dawn,
Than share the city's year forlorn⁴.



亨利·梭罗

啊，自然！我并不奢望
荣任您歌队里的领唱
或是您天上的流星璀璨
或是彗星长空流转；
我只愿做一缕轻风
轻抚河畔的苇丛；
留我在您最僻静的地方
任我在那里肆意飘荡。

在僻远幽静的草地
我倚着芦苇轻声叹息
或者在枝叶簌簌的森林
我低声吟唱迎来黄昏；
就让我为您做点什么吧
只要——我能和您亲近！

我宁可生活在荒野山林
做您的孩子，您的学童
也不愿去做人间的皇帝
或者不折不扣的忧患的奴隶；
我宁可享有您黎明的刹那
胜过分享闹市中的寂寞年华。

（外语学院大学英语教学部 石兰译）

Henry David Thoreau was an American author, poet, philosopher, abolitionist, naturalist, tax resister, development critic, surveyor, historian, and leading transcendentalist⁵. He is best known for his book *Walden*⁶, a reflection upon simple living in natural surroundings, and his essay *Civil Disobedience*, an argument for individual resistance to civil government in moral opposition to an unjust state.

Thoreau's books, articles, essays, journals, and poetry total over 20 volumes. Among his lasting contributions were his writings on natural history and philosophy, where he anticipated the methods and findings of ecology and environmental history, two sources of modern day environmentalism. His literary style interweaves close natural observation, personal experience, pointed rhetoric, symbolic meanings, and historical lore, while displaying a poetic sensibility, philosophical austerity, and "Yankee"⁷ love of practical detail. He was also deeply interested in the idea of survival in the face of hostile elements, historical change, and natural decay; at the same time he advocated abandoning waste and illusion in order to discover life's true essential needs.



1. meteor: n. 流星
2. comet: n. 彗星
3. zephyr: n. 和风，西风
4. forlorn: adj. 被遗弃的，孤独的
5. transcendentalist: n. 超越论者的，先验论者的
6. *Walden*: n. 《瓦尔登湖》，梭罗的代表作
7. Yankee: n. 美国佬，美国人



（美编 / 谢瑶姬 审稿 / 郭忠义）

Fantastic Music in Wonderful Movies

文 / 宋思嘉
美编 / 谢瑶姬

Have you ever fallen in love with a piece of music because of the story behind it? Have you ever planned to see a movie for its theme song or famous melodies? The four movies below all have familiar tunes that can bring back our memories.



"City of Stars"—*La La Land* (2016)

La La Land is a 2016 American romantic musical written and directed by Damien Chazelle, starring Ryan Gosling as a musician and Emma Stone as an aspiring actress who meet and fall in love in Los Angeles. The title of the movie refers to both the city of Los Angeles and the idiom for being out of touch with reality.

There are many breathtaking songs in *La La Land*, for example, "Another Day of Sun," "Epilogue," and "City of Stars." "... A rush. A glance. A touch. A dance. To look in somebody's eyes. To light up the skies. To open the world and send them reeling..." When listening to

this romantic tune, we can almost feel the sweetness between Mia and Sebastian as if we are watching them looking into each other's eyes, using their voices to show their affection.

This tune is also used in the music epilogue when Sebastian imagines what may have happened if he and Mia had a nice ending. This is the most moving scene of the whole film. As Sebastian notices Mia in the crowd, he plays their love theme. Before Mia leaves with her husband, she shares a relieved smile with Sebastian.

Although there are regrets in Mia and Sebastian's love story, the beauty of their love has been sealed into all of these songs, shining like stars.

"Scarborough Fair"—*The Graduate* (1967)

The Graduate is a 1967 American comedy-drama movie directed by Mike Nichols and written by Calder Willingham and Buck Henry. It is based on the 1963 novel of the same name by Charles Webb, who wrote it shortly after graduating from Williams College. The movie tells the story of the 21-year-old Benjamin Braddock, a recent college graduate with no well-defined aim in life,

who is attracted to an older woman, Mrs. Robinson, then falls in love with her daughter Elaine.

"Scarborough Fair" is a very famous song with an interesting story behind it. The song tells the tale of a young man who instructs the listener to tell his former love to perform for him a series of impossible tasks, such as making him a shirt without a seam and then washing it in a dry well, adding that if she completes these tasks

he will take her back. Often the song is sung as a duet, with the woman then giving her lover a series of equally impossible tasks, promising to give him his seamless shirt once he has finished.

When we listen to the song attentively late at night, we can find slight grief in peace and tiny bitterness in sweetness from the tune. The rich harmonies express hope and love, guiding us to forget all the troubling things...





"Playing Love"—*The Legend of 1900* (1998)

The Legend of 1900 is a 1998 Italian drama movie directed by Giuseppe Tornatore, starring Tim Roth, Pruitt Taylor Vince and Mélanie Thierry. The movie is inspired by a monologue created by Alessandro Baricco.

1900 is an orphan. For many years, he travels back and forth across the Atlantic, keeping a low profile. The boy shows a particular gift for music and eventually grows up and joins the ship's orchestra. He has never left the vessel in his lifetime. Apparently, the outside world is too "big" for his imagination. The ship is finally blown up after its retirement while 1900 refuses to leave the ship because he believes that his fate is tied to the ship.

The Legend of 1900 can't be viewed as a tragedy because it is actually the best ending for 1900. Born on the ship and dying on the ship, 1900 has found his place of belonging.

His life is full of perseverance, with incessant pursuit of music and peace. We can see his whole life through the classical piece of music in the movie -- "Playing Love." The tune is active but a bit anxious at first, gradually turning into a slower but steady rhythm and becoming completely peaceful at last, just like 1900's life: gorgeous¹ but unstable at first, steady and peaceful in the end.

"With These Hands"—*Edward Scissorhands* (1990)

Edward Scissorhands is a 1990 American fantasy movie directed by Tim Burton and written by Caroline Thompson from a story by Tim Burton and Caroline Thompson, starring Johnny Depp as an artificial man named Edward, an unfinished creation who has scissor blades instead of hands. The young man is taken home by a suburban housewife Peg and falls in love with her teenage daughter Kim. This love story ends in tragedy.

People who have seen this movie must remember this impressive ending. The elderly woman finishes telling her granddaughter the story, revealing that she is Kim and saying that she had never seen Edward again. She prefers not to visit him because decades have passed and she wants him to remember her as she was in her youth. She thinks that Edward is still alive because of the "snow" which Edward creates by carving ice sculptures that scatter² shavings all over the neighborhood.

All the romantic feelings are included in the song "With These Hands." With these hands, maybe I cannot hug you, I can create snowflakes³ that you love most.

As time goes by, many details from these movies may be forgotten, but there are always several songs that will come into our mind or slip to the tip of our tongue. We can forever remember the most beautiful feelings of the stories when hearing such wonderful music.

1. gorgeous: adj. 华丽的
2. scatter: v. 散开
3. snowflake: n. 雪花



(审稿 / 汪 燕)

On the Field, We Are One

—The Championship Story of the ECNU International Students Football Club

It was a day of glory, on May 7th, for the ECNU's International Students Football Club (ISFC) when they won the championship of the 2017 China Normal Universities Football Competition. We have come up with some lyrics to express the victory: "When the going gets tough, the tough get going, one love, one life, one world, one fight. Shoot, the stars fall, our fists raised towards the sky, tonight the world unites for the fight." This song describes an excellent scene on the football pitch. It begs the question: What is the true essence of football to the members of the ECNU ISFC? Let's find out the answer through our discussion with ISFC's Andre Yan.



(The leftmost player is Andy Yan.)

文 / 张子琰 唐郁琪
美编 / 王素敏

ECNU Circle: Congratulations on the championship victory! Can you briefly tell us something about the players of ECNU ISFC?

Andy Yan : Thank you very much for interviewing me! I am very glad to share some information with you about the team. The team consists of the most talented student-athletes from the international student body of ECNU. Our team captain, Victor Cedric, is from Kenya and has been studying at ECNU for several years now. He's always the man in charge of the ISFC—coordinating practice and team meetings, leading the discussion about our ideas through the team's We-Chat group, and always making sure that the team is in-sync¹ before any of the matches. One of the first decisions we made as a team was to select the most likely candidate to represent our team captain. It was no surprise, that the majority of the team members voted for Cedric with me as a runner-up for most votes. Personally, I think Cedric is the right man for the job because he has the most experience in coordination and leadership. He's very good

at making friends and he can also speak proficient Mandarin-Chinese. To serve the role as team captain is a very difficult position because the captain is responsible for the team's decision-making and preparation for every match—for example, choosing the right players for an exact moment or putting together a squad² of players with the most chemistry, in particular, when the choice options are limited. Many of the other team members also

have experience with athletics and ECNU activities, such as Limbani Noya (Malawi) and Vincent Correia (Congo). Roderic Fansu (Cameroon) is an exceptionally good athlete who used to be a professional player. He was always determined to improve the team's athletic conditioning,

dedicating the majority of his time to our tournament preparation. Before ECNU assigned Liu Yu to guide our team, Roderic was responsible for most of our physical training, since his health and conditioning was superior to all of the other team members. We always felt the pain and soreness after every one of Rod's training sessions; even though we despised Rod during those training sessions, we still respected him and knew that it was for the sake of the team. Although he was very strict on us, most of the players who had played organized-league football knew that there was one thing that we must do to be a worthy competitor—train hard day-in and day-out. We can't sit around like couch potatoes³ and expect to win.

Our Sudanese teammate, Abubakar Awad or Abu, joined the team only a few months before the tournament. Since he lived at the ECNU Min Hang campus, we rarely came into contact with him other than at the practice-field. But everyone cherished his companionship due to his humor and enthusiasm. He is also older than all of us, so during the training it was obvious that his physical condition wasn't as good as ours. He always put forth his most valuable effort to train at our pace, nevertheless. Our other Sudanese teammate, Ahmed Baballa or Baboo, also has a very kind heart and can speak proficient Mandarin-Chinese. Besides Abu and Baboo's charismatic⁴ characteristics, they were both outstanding football players whose skills were irreplaceable on the field. We were very lucky to have them on our side.

Bruno Amrein (Argentina) is our goal-keeper. His position as keep was one of the keys to our success for every game, especially to winning the crucial matches during the tournament championship-run. Azimov Akmal (Tajikistan) was one of the first players I met when I joined ISFC. Dragonetti Carlo (Italy) has a really good sense of humor, though he broke his leg before the championship game which was certainly the most tragic moment of the season. Finally, Truong Oscar Maho Huan (France), was

one of the teammates who always worked to keep everyone relaxed and confident. He was very good at bringing up interesting topics to keep us mentally focused.

The team's roster line-up consisted of Akmal, Oscar, Limbani and I as the premier back field defenders; Carlo and Cedric at the front field as the fierce strikers; Baboo, Abu, Vincent, Roderic and I holding down center at the midfield positions; and Bruno at *keep*. It is important to mention, however, that our players never played a fixed position because we frequently rotated and switched roles according to each game-strategy.

Over the past several months, we built up our team chemistry by spending a lot of time together on and off the field. When we were not practicing football or discussing team strategy, we often went out to eat together and ate several rich and tasty chocolates. Some people may believe that joking around and eating too many chocolates is an inadequate way to form a championship team, but it was just what we needed to get the job done.



E: What do you think were some of the biggest obstacles to organizing the ISFC?

A: I think the most difficult thing was arranging a fixed time for practice. All of the international students have different courses and schedules, in addition to their own extra-curricular activities. So it was hard to find a suitable time for everyone to meet, on a consistent basis, for practice and team meetings. That's why every Wednesday was mandatory training for our team—no excuses allowed.

Although our team members belonged to a variety of nationalities with different cultural backgrounds and so forth, in the end, there was one thing that we all had in common that brought us together—our love for the game of football. When we were on the field together as a team, everyone shared a common language and sense of purpose, e.g. at least everyone knew their position and what the other players were doing around them. This made it much easier for us to get along with each other, despite any communication or cultural barriers.

In regards to language, English was our basis of oral communication since the team's overall command of Mandarin-Chinese was comparatively weak. Our coach also spoke a lot of Mandarin-Chinese to us, so on many occasions, we had to translate it which still brought about some key misunderstandings. But at the end of the day, the whole team was aware of our common goal to win the championship.



E: During the time that you spent with the team, were there any unforgettable moments that you would be willing to share with us?

A: Each one of our training sessions at Min Hang left a deep imprint on my memory. Our practices were held during the highest temperatures of the day so we were always soaked in sweat—under the ferocious heat—it felt miserable to practice, at times. We were all eager to learn new things about each other and ourselves, whether in the classroom or on the field, we all shared a common sense of

responsibility to represent ECNU to the fullest extent of our capabilities. I will never forget all of the dedication, effort, and time that we spent during those days at Min Hang.

The team also visited the Great Wall together while we were in Beijing. We went to see the Great Wall, a day after our arrival, so it was an opportune moment for us to connect with each other before the competition got underway. It was even the first time for some of our teammates to see the Great Wall in-person. I think it was a wonderful opportunity for them to experience one of the 8th wonders of the world and a legacy of Chinese history.



E: Who is the team's official trainer? What type of training methods did he/she use with the team?

A: Our trainer, indeed, is a sports professor who concurrently trains professional football teams. He was very patient with us since we were a fresh team, although he had minimal time to find the most suitable combination of players for a roster⁵ and

team strategy. He also had a very rigid schedule at ECNU so he only came into contact with us at the Min Hang practices.

Roderic, undoubtedly, was our coach when we practiced at the Zhong Bei campus fields. He persistently motivated us to work together as a team, support each other's decisions and push ourselves to overcome all of our weaknesses. We



were all confident that since we came so close to the championship victory in 2016—clinching second place—nothing was going to stop us from taking the gold this year.

So in the last two to three weeks leading up to the tournament, we increased our training to five or six times a week. Every practice was about two hours. We separated the schedule format into physical training on one day; followed by a more tactical one on the next day; eventually combining them on certain occasions. We also made it a point to relax and have fun with each other during our increased training regiments⁶ as a means to relieve any kind of tension or pressure.

E: What does the ISFC mean to you?

A: I've been a member of ISFC since I arrived here in March 2016. I think that ISFC is an exciting and challenging experience for any international student attending ECNU; moreover, it's a great opportunity to meet people and make new memories. There were even some girls who played on the team in

the previous semester, joining in for the fun and love of football. I encourage this kind of interaction and cooperation to promote gender equality in sports. Football should not be classified as a male-dominated sport because women can play, too. Football is a sport to be shared and appreciated among everyone regardless of gender, age, nationality, race, or class.

E: What kind of goals did the team have prior to the competition? Do you think the team achieved those goals?

A: Our objective, simply, was to win the championship and we certainly achieved it this year. We were also aware of the responsibility we had

in representing ECNU at the tournament; since we were funded by the university to participate, we wanted to play at our highest level of competition to show them our skills. We also enjoyed the respect earned from winning, not just because we like to win, but to prove that success is gained from hard work.

E: Did the ISFC players make their own strategies for each match? And were they successful?

A: Yes, devising team strategy, actually, was a mutual effort between the players and the coaches. In considering that we only had 10 players on the ISFC squad, so we had to develop an

unconventional team-strategy (most conventional football teams have, at least, 11 players on their roster). Another comparable difference is that we made certain adjustments according to our own strengths and weaknesses. Since we all knew the team's limitations, we played to our advantages by eliminating the disadvantageous areas for our strategy and tactics.

We were also, by sheer luck of the bracket⁷, able to observe and analyze our opponents prior to facing them because none of our matches were scheduled during the early morning rounds. You can see from the results that our overall strategies were effective. If you want to know more specific content, then I can only tell you that it's a team secret (LOL⁸).

E: How many matches were scheduled for the 2017 China Normal Universities Football Competition? Which match was the most challenging for the team?

A: The tournament structure was set up to last for two days. A total of 6 teams were divided into 2



groups, each, containing 3 teams. The 2 teams of each group with the highest total of points advanced to the finals so we played 3 matches in total. I think the first match was the toughest one for us to win. It was our first match of the tournament

when we faced the home team—Beijing Normal University. They were very accustomed to the field and environment, not to mention, that they even didn't have to travel to the tournament. So they held every advantage to win. We instantly observed their talented players and spirit for the game when we watched them win their first match of the tournament—a decisive 5-nil victory. Each one of their team members played with an aggressive, confident, and fierce energy at every position. They carried the same power and strength to face us; though during our match, both sides failed to score or make any progress until the last minute of the game, when our designated striker, Carlo, scored the final goal for an incredible finish. It was such an exciting way to start the tournament.

Then there was the championship match, in which, we were forced to a penalty shootout⁹ due to the tied score at the end of regulation. When it was my turn to shoot, there was a heavy amount of pressure on me to score since we had missed the previous shot. In this moment, there was no time to think about the other missed shots because all of my concentration had to be on one exact detail—putting the football into the net.

I made it! I remember seeing our opponents already starting to cheer and celebrate what they thought was their victory since we missed the next shot, but our keeper, Bruno, defended it! Bruno won the award for “The Best Player,” and he truly was the hero of this match for that final save. Looking back at this match, it can only be compared to a roller coaster ride that ended in clear satisfaction. I also learned that faced with any new and challenging circumstance, never give up until the final moment, when you know, that it's over, and there is no turning back.

E: *The whole school is so excited and proud for ISFC's championship victory! How did you feel when you were playing on the field for the honor of ECNU?*

A: I look at every game the same way, no matter what I am representing or who I am playing for. When I'm on the field, I only think about what it takes to win the game. Although we don't get paid to play in the ISFC, we certainly share a higher sense of motivation, responsibility, and even pressure to succeed for ECNU. It is our love for the university that gives us a sense of belonging to it—on and off the field. Whether we succeed as champions or not, I really appreciate the experiences I had with everyone in ISFC and for ECNU's sponsorship. I am proud to represent the university through ISFC, and I hope that what we have achieved, thus far, improves the image of ECNU throughout the international sports community.

E: *What do you think is the "secret" to championship victory?*

A: I believe that one important element to success, in any sport, is team chemistry¹⁰. ISFC came

together for the love of football and the pride to represent ECNU as a team. We owe our victory to the coaches and instructors who provided us with the best conditions for training. For example, they arranged transportation for us to travel, bought us food and beverages to keep us nourished, and helped us communicate with the public about the tournament. Their encouragement and support, though not visible during any of the matches, was one of the primary factors for our championship victory.

E: *Did you communicate with anyone of the teams from other international clubs?*

A: Yes, we became acquainted with some of the other international club's players from last year's tournament. I was happy to see them again. On the field we are rivals, but after the games we developed a friendship. We made jokes about each other's performance and talked about our matches in specific details. I think this is where the real charm of football originates from: friendship first; competition second.

E: *What developed your interest in football? Do you have any favorite football team or athlete? Did you get inspirations from them?*

A: Well, I started to play football at the age of 7 in Portugal. I started out at playing *keep*. At one point, I broke my arm but I never quit playing football after my recovery. Back in my hometown—Macao—I played for the varsity team¹¹. Football is such a passion and commitment for me that, basically, it is a primary factor

in my life, anywhere I go.

In Europe, football is not just a sport or hobby—it's culture. It is common to see children playing football during every break in school, for instance. Football always creates a great atmosphere for everyone. My favorite professional football athlete is Cristiano Ronaldo who plays for Lisbon's Sporting Clube de Portugal (Sporting Club of Portugal).

Ronaldo comes from a poor island in Portugal. He moved to the capital, Lisbon, when he was 12 years old; joined his first football club at the age of 16; then became one of the most famous international football players later on in his career. One of the things I really admire about him, though, is his ambition and confidence to pursue a professional career in football. I think most people do not have a clear goal about what they want to do when they are young, so he sets a good example for everyone to figure out one's passion in life as early as possible. I do not intend to become a professional football player. I prefer to say that football, itself, is an inspiration for me because it teaches the philosophy of team work which is relevant to daily life experiences. Whether in school or at work, we must strive, physically and mentally, to put common interests above our own. Football teaches self-control and the art of cooperation to accomplish a mission. It is genuinely the best feeling in the world to me.

E: *What's the next step for ISFC?*

A: We will continue to pursue the championship, every time, we come together on the field. We also want to reduce our weaknesses to become a more efficient football team. Moreover, we also hope to promote ISFC to the upcoming international students, in order, to recruit more players who share the same love for football as we do. In the



meantime, we will organize more regular activities and practices. It is our wish to build a strong, harmonious, and disciplined team for the future.



1. in-sync: 同步的
2. squad: n. 小队, 小组
3. couch potatoes: 总是待在家里看电视的人
4. charismatic: adj. 有魅力的, 有感召力的人
5. roster: n. 花名册
6. regiment n. 团; 大量
7. bracket: n. 抽签小组
8. LOL: abbr. (Laugh Out Loud) 笑出声来
9. penalty shootout: 点球大战
10. team chemistry: 团队精神
11. varsity team: 大学运动代表队

(审稿 / 郭忠义)



记者/朱睿臻 刘琳
美编/王素敏

Joshua Mayfield is an American student who came to Shanghai for a master's program at ECNU. He worked as a community skills trainer for a non-profit organization called Independent Living Services in Conway, Arkansas for nearly 5 years. His work-ethic and exceptional academic honors have allowed him to be a more dynamic individual in Chinese and American societies, holding concurrent¹ posts, and using his Mandarin-Chinese language skills to conduct research at ECNU. Before returning to Shanghai in May 2015, he worked a variety of landscaping and construction jobs in his hometown to save enough money for all of the expenses, including school tuition, airfare, accommodations, food, etc. As he stated clearly during our interview, "I believe that if you want something done, you have to put in the effort to achieve it." Let's find out what he is up to at ECNU now.

ECNU Circle: Can you please briefly describe your hometown? Which people in your life have influenced you the most?

Joshua: My hometown is Conway in the state of Arkansas USA, and my ancestors migrated there from Switzerland in the late 19th century. They were cattle ranchers who brought their skills and experience in raising livestock to the rural Arkansas countryside to settle down and begin a new life. Even today my grandfather, Frank Mayor, still carries on the tradition and trade of raising cattle that was handed down from his father. I think that as a child I spent a majority of my time around him, so I was very grateful to have him as a central figure and role model in my life. I learned from my grandfather how to respect myself, take pride in my work, and never let people's criticisms and problems interfere with my own goals, to which he taught me through his actions and not by his words. He never directly gave me advice about life, though I understood it through his character and how he conducted himself around others. My hometown is referred to as the "natural state" due to its abundant countryside and natural scenery. The natural landscape that embodies Arkansas

gives it a very warm and liberating atmosphere, one of the main features that makes it stand out from other places in the USA. The weather patterns in my hometown are fairly compatible to the climate in Shanghai, although I think the winters are a little colder in Shanghai and the summer is more humid in Arkansas.

E: How did you learn about ECNU? What solidified your decision to embark on your research at ECNU instead of any other university?

J: I was first introduced to ECNU in 2013 through a language immersion program sponsored by the University of Central Arkansas² (UCA), led by Dr. Zhuang of the Department of Chinese Language and Confucius Institute. In the language immersion program, we only take classes about Chinese language and culture. The credits from those classes are also transferred to our university in the USA so that we can advance to higher level language courses upon enrolling for the subsequent semester. I came back to ECNU in 2015 to improve my overall language skills and knowledge of Chinese culture. Since I had only studied Mandarin-Chinese for 3 years, I felt that I needed to make a lot of progress on my speaking, reading, and listening. I am still engaged in my studies now, using Mandarin-Chinese to communicate with my instructors, read reference-materials for my research, and learning

From Arkansas to Shanghai: Moving On at ECNU



more about the essence of Chinese culture. So I feel that I need to keep learning about the language and culture in order to adapt to the Chinese society.

E: *What field did you specialize in during your undergraduate studies at the University of Central Arkansas? Is it relevant to what you are studying now?*

J: I specialized in a liberal arts program of the Political Science Department called International Studies. It was essentially a program that encompassed several liberal arts classes, such as history, geography, economics, political science, and regional studies. I combined my courses from geography and political science to specialize in the area of Geo-politics³. Geo-politics is one method of studying foreign policy to analyze and interpret the relevant geographical variables, as well as the relationship between dynamic international actors who influence the causes and effects of international politics.

My research plan is to study the historical development of publishing in China, to the effect of what was going on inside of China and how it

changed over time. I am particularly interested in the development of the Communist Party of China prior to World War II and how the rise of the party impacted the rest of the world during the Cold War period.

Moreover, as a foreigner living and studying in China, I think it is suitable for me to study about historical events in China to understand how they affected foreign countries, and how those foreign countries played a role in China's decision making.

E: *What do you think of the academic atmosphere here at ECNU? How does it compare to universities in the USA?*

J: I think that ECNU's overall atmosphere is very lively and conducive to learning. For instance, in the library I can always encounter students who are diligently working on their study materials, then when I go outside I usually see people studying on the lawn or talking to their classmates about a project. ECNU students always seem to be engaged in their work, not wasting a single minute to deviate from their targets. I believe that every ECNU student shares a common aim to excel, along with the determination to apply their knowledge and skills for the future.

In my opinion, one of the most significant

differences between Chinese and American campuses is that the library in China has a more solemn atmosphere. It seems to me that university libraries in the USA serve not only as an area for reading and learning, but form a kind of social environment for students to communicate about what they are doing in school; or in some cases it can also become a place for people to discuss matters that are irrelevant to the university, such as their daily lives or sporting events. I am not implying that this is an unfavorable situation, though it is certainly different from the library environment that I have witnessed at the Chinese campuses.

E: *What was your initial impression of Shanghai before you arrived here? How do you feel about it about now?*

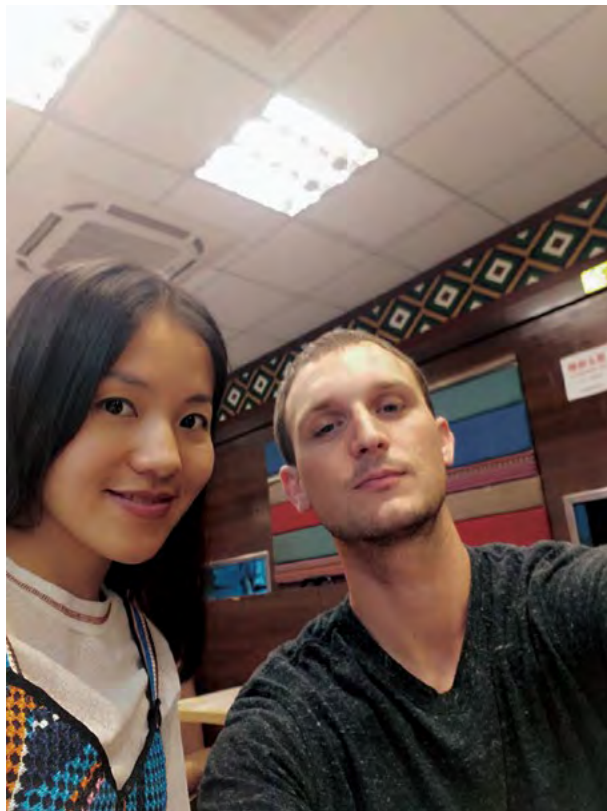
J: Honestly, I didn't have the slightest idea of Shanghai prior to coming here because it is difficult for me to imagine any place that I haven't seen in-

person. But I did obtain some very worthwhile information from Dr. Zhuang who was responsible for my UCA-affiliated program here in 2013. He informed me of three key points about Shanghai: beer and food is really cheap so you won't starve, don't eat the street-food until you have adapted to bona fide Chinese cuisine, and don't buy anything from a street salesman if you can't speak to them in Mandarin.

It appears that I have somewhat adapted to the lifestyle in Shanghai, probably because I have lived here for almost 2 years altogether, but more importantly due to the loyalty and care of my friends. My friends and instructors at ECNU are always so patient when helping me learn Mandarin-Chinese, expressing their receptiveness to listen to my opinions on Chinese society and culture. Besides teaching me the proper ways to effectively communicate in the language, they also encourage me to be confident with my abilities to use it with others.

I also have a variety of friends who live and work





(Joshua and his friend.)

in Shanghai who are not associated with ECNU. We also talk about society, culture, and history when we are together or discuss about their work and families in China. My friends also helped me adjust to the living circumstances outside of the campus, which was a very tough experience for me in the beginning. Overall, Shanghai is really a magnificent place for me to progress as a human-being, meanwhile refine my skills in language and research; therefore, the life here allows me to know more about myself, meet new friends, and become acquainted with a different culture from the one I grew up in.

E: Have you come across any challenges or difficulties since you came to Shanghai? How did you handle them?

J: I have prevailed over many challenges in Shanghai, of which most of it can be attributed to

my lack of cultural knowledge. Although I have learned Mandarin-Chinese for nearly 5 years now, I still have severe difficulty with my pronunciation. More importantly, because I do not have the proper understanding of Chinese culture, using the language to communicate effectively and in a polite manner also prevents me from establishing healthy social-intercourse with people. I have learned through my experiences in learning Chinese, Spanish, and Russian languages that it is not one's ability to use grammar, phrases, and sentences that propels effective communication, but how to make other people feel comfortable through interpersonal communication skills—knowing how common people use the language in ways different from one's own native language to express an idea or thought. There are times when I knew the correct words and phrases to express myself in Mandarin-Chinese, but after I said something that seemed very natural to me actually made the other person feel uncomfortable, to an extent even offended by my comments. This is a stage in my learning that I still haven't fully mastered, though I have improved by earnestly listening to how people use the language through conversation, then incorporating it into my own language repertoire⁴. I am relieved to say that I think my friends and acquaintances feel more comfortable when speaking with me in Mandarin-Chinese now, at least compared with before.

E: Do you have any suggestions for the students who plan to study abroad in the future?

J: The first thing that I will say is to start learning more about the culture of the place where you intend to go, at once. The language will be hard for you to master if you lack sufficient cultural knowledge of the area and as a result local people may not be willing to speak with you; even though you have studied the grammar and vocabulary of a certain language, you will find that it is still very difficult to communicate with the native speakers.

So by obtaining some knowledge of the country's culture, it will be easier to conform and understand the people there. The next important thing is that once you arrive to your destination, you need to start using the language immediately. The quicker you start using it, the more likely you will attain the ability to use the language in its proper form. I also think you should not be afraid of talking with others, even if you know that your language skills are minimal because practice is what makes you more confident to speak a language with more people.

Another important factor is that you need to make sure that you have a place to live. Because without a suitable accommodation, it is likely that everything you want to do will be confined to the location of your residence. This is an undisputable fact for any place in the world, so make sure that you can live in a dorm on campus otherwise you will be forced to find somewhere else to live which can be extremely challenging in a foreign country. Last but not least, you must make as many friends as possible on campus. Be nice to people and generous to help them out when they appear to be struggling. There have been many times on campus when I witnessed students who were carrying heavy items, such as luggage or project models to the classroom, consequently, I always requested to help them and made several friends in this manner. This is not excluded to students inside the campus, you can also help people who are struggling wherever



you are at any given time.

E: As the first foreign expert to join the ECNU CIRCLE, what expectations and goals do you have for the future?

J: I want to complete each edition through cooperation with the team members, learn something useful from the work, and realize something in my work that I didn't know before which allows me to progress. When I look back in the future, I want to be content with the work that we compiled and published for ECNU. Along with the adept⁵ skills of our editors, journalists, and writers on the ECNU CIRCLE team, I expect us to promote ECNU CIRCLE as a platform and guide to explore the ECNU campus, reveal the vitality of its growth and development as a modern university, and bring the success of our teachers and students to the forefront of the public.

1. concurrent adj. 同时发生的
2. University of Central Arkansas (美国) 中阿肯色大学
3. Geo-politics 地缘政治学
4. repertoire n. 全部技能
5. adept adj. 熟练的

(审稿 / 郭忠义)



文 / 郭冉
美编 / 孙雪艳

A Unique Experience in Cambridge

The River Cam nourishes the land year after year, and it nourishes Cambridge students day after day. Cambridge students are water plants in its gentle waves, absorbing nutrients from it, swaying leisure time on it, and growing into a man with it. This makes rowing the most renowned sport at Cambridge University. Fascinated by this hallmark sport and the annual Oxford and Cambridge Boat Race on the River Thames in London, I enrolled myself at the City of Cambridge Rowing Club (CCRC) as soon as I started my visit at Cambridge University, which has unexpectedly deepened my involvement in Cambridge life.

ROWING CLUBS

I was amazed at the long history of these rowing clubs. Rowing first started at Cambridge university in 1825 when St. Johns established the first college boat club. By 1835, 15 colleges, such as Trinity, Jesus, Magdalene, Emmanuel, Christ's, Corpus Christi and Peterhouse, had established their own clubs. At present, each college of Cambridge University has its own boat club, which adds up to 41 boat clubs (College, University and town Clubs) on the Cam. Cambridge University Combined Boat Clubs is mainly responsible for managing college rowing and running University races, such as the Fairbairn Cup¹, and the more prestigious Lent and May bumps². CCRC, established in 1863, is now the oldest town club on the Cam, which hosts and runs several local rowing races, including the Cambridgeshire Rowing Association³ (CRA) Winter League, the Head-To-Head races in spring and winter, the CCRC Sprint Regatta⁴ and the Christmas Head. As a CCRC member, I participated all of these races, in which I have learned the true spirit of Cambridge people.

RULE-BASED MANAGEMENT

The long history and the all-year-round races would not be possible without the clubs' affiliation to the CRA, which is the local administrative body for non-college rowing in Cambridge, and British Rowing⁵, which is the governing body for the sport of rowing of all England. Although rowing clubs are rather independently run, they must stick to the rules of CRA and British Rowing, which outline the legal structures of clubs and provide necessary support for their day-to-day management. Every affiliated rowing club is a voting member of the association, which is required to have a constitution in compliance with these local and national rules, to submit an annual safety audit and a membership declaration form, and to have an insurance scheme for their members.

To the essence of these rules, clubs must take good care of their members. A club's constitution stipulates detailed rules on membership, besides its aims and objectives, committees, election of officers, finance, safety and liability etc. According to these rules, I started as a learn-to-rower in October 2016, and got my membership after going through a 3-month training session and a review by the club committee. My membership entitles me all rights to insurance, voting and full access to all club facilities and events. Clubs are fully committed to the principles of equality of opportunity and are responsible for ensuring that nobody receives less favorable treatment, according to Equal Opportunities Policy, Grievance and Disciplinary Procedures⁶ in Rowing, etc. Furthermore, clubs are responsible for water safety and they shall have adequate insurance for their clubhouses and boats, liability insurance for their full range of activities, and personal accident insurance for their members.

RULE-BASED TRAINING AND RACES

All crews are seriously training throughout the year for racing at local CRA races, at regional regattas, and at major national events. Rowing is never an easy sport, every rower must follow training rules seriously. My regular trainings are twice outings on the Cam per week, and an erging⁷ session in our boat house. Every training session requires registration in advance to guarantee a place and an outing, and every training session goes according to a workout plan that is made and led by a senior member, who volunteers to help novices improve their basic techniques and prepare for League races. The Captain sends us a weekly round-up of the



History of My Rowing Club



CCRC Spring Head-to-Head



CRA City Bumps 2017

workouts, including a summary of the training points, the stars and the wooden spoons⁸ of the week. I was “lucky” enough to win two the wooden spoons because I forgot to update my availability for training in advance.

The outing on the Cam demands zero-tolerance of disobedience. The first and foremost rule is that the cox commands. The crew—eight rowers, a cox and a coach on the same boat—cease to be individuals, and become one, who must do whatever the cox tells them in a timely manner to aid with steering and to improve their rowing. No argument against the cox, whether the boat is going to collide or capsize; no complaint against other crew members, however wrong they might have done. This rowing ethic prevails over democracy on the boat, and democracy returns in the ashore meeting after the outing: each crew member has the equal opportunity to give feedback and suggestions on the outing

and the cox. Besides, all crew must be punctual and keep all mind in the boat, sitting up tall and proud, fully concentrating on each stroke, and synchronizing each action with the others—“touch down, arms away, rock over, slide forward, power down...”. Even a momentary lapse of concentration would mess up or even capsize the boat. Our boat capsized last winter because a new Spanish rower didn’t immediately react to the cox’s order when passing a river bent.

The races are run in an amazingly orderly way. Take some of the races that I have participated for example, the CRA Winter League ran over a time-span of three months; the Head-To-Head races have 100+ boats, which rowed twice in quick succession—first downstream and then, minutes later, in upstream direction, on the narrow river within one day; in the Lent and May bumps, over a hundred crews compete over 4 days of racing. For decades, all of these events have been hosted by the clubs independently and efficiently under the auspices of CRA and British Rowing.

REWARDS FOR MEMBERSHIP

The imminent rewards for their training and racing are various social events, formal halls, club cocktails, pub meets and the termly boat club dinners. Moreover, the experience as club members is worth their salt⁹ and will pave the way for their future, because all members have the chance to personally dedicate to a sport with team spirit, and participate in the management of a club and the running of races in a democratic way.

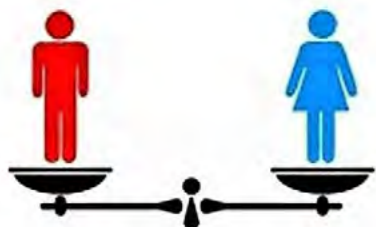
Besides rowing clubs, there are more than 700 societies and clubs in Cambridge. My experience as a member of Comberton Badminton Club and Badminton England makes me feel the same as in the rowing club. The management of clubs, the run of races, the administration of the sport, and the training of members, all in a rule-based, independent and democratic way, are not only the reasons for the success of sports in Cambridge, but also for that of the Cambridge elites, who have had a unique experience combining the world-class academic program with the top-notch training and competition in various clubs and societies.



My Team-Marilyn Manrows

1. The Fairbairn Cup: 剑桥大学费尔贝恩杯划船比赛
2. The Lent and May bumps: 剑桥大学年度划船比赛（各学院间三月份划船对抗赛被称为“Lent Bumps” 五月举行的对抗赛被称为“May Bumps” 每次比赛持续四天。值得注意的是两艘船并非真的需要在比赛中通过碰撞决以胜负，而是后出发的船只“bump over” 超过先出发的船只。）
3. Cambridgeshire Rowing Association: 剑桥郡赛艇会
4. CCRC Sprint Regatta: 剑桥市划船俱乐部追逐赛
5. British Rowing: 英国划船协会（其前身是英国业余赛艇会）
6. Grievance and Disciplinary Procedures: 处理投诉以及维持纪律的程序
7. erging: n. 划船机上进行的训练
8. wooden spoons: 最差奖、末位奖
9. worth one’s salt: 称职的、胜任的

（审稿 / 王志宏）



英文中 带有性别歧视的词

英国国会议员罗杰·盖尔 (Roger Gale) 备受外界攻击, 原因是他在提及自己的女性同事时使用了“女孩” (girls) 的说法。他的一位员工黛比·希尔 (Debi Hill) 为他辩护道: “他并不是性别歧视, 我们在他面前感觉很受尊重。”但他选择用“女孩”这样的词来形容一起工作的成年女性, 这个做法引起了公众的骚动。

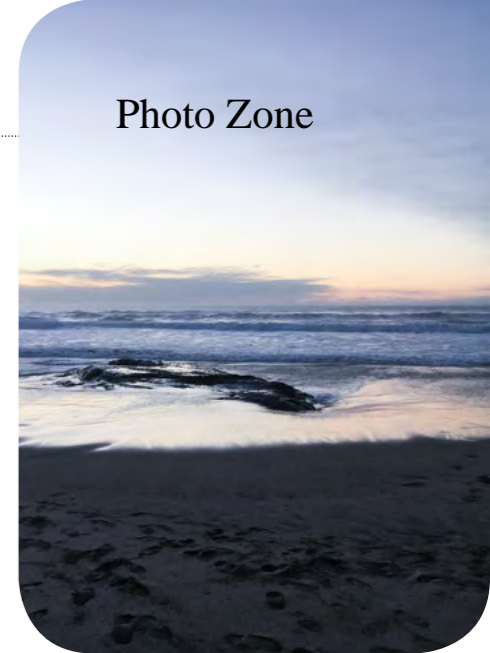
这让我们想起了一些形容职场女性的词语——“ambitious” (野心勃勃)、“bossy” (专横跋扈), 还有可怕的“feisty” (争强好胜), 这个词在柯林斯英语辞典中的定义为: 1) 活跃的, 有活力的, 自主的; 2) (美国与加拿大用法) 活泼的; 3) (美国与加拿大用法) 易怒的; 这些定义中没有一项涉及到性别。的确, 这些形容词看起来都是性别中立的。但如果你看到辞典上给出的例句, 你就不会这么说了。

没有人会说“争强好胜的男人” (feisty male), 因为这类形容词展现了词汇的性别之分, 同时也展现了日常生活中更广泛的性别歧视。女性被贴上的标签通常都带有贬义, 但这些标签永远不会被用在男性身上。在过去的几年间, 一直有人提出要摒弃这些词汇。Facebook 首席运营官雪莉·桑德伯格 (Sheryl Sandberg) 和美国知名歌手碧昂斯 (Beyoncé) 牵头组织了一场运动来“禁用 bossy”。主流研究表明, “abrasive” (粗鲁) 一词常用来形容工作场合的女性。英剧《唐顿庄园》的女演员黛西·刘易斯 (Daisy Lewis) 大胆反对“feisty”一词, 她说这个词是她“最不喜欢的词语”。她在《星期日邮报》(The Mail on Sunday) 旗下《你》(You) 杂志的采访中说道: “你听过用‘feisty’来形容一位男性吗? 你听过有人用‘feisty’来形容男性的性格? 我想没有。”

然而, 时至今日, 你还是能在整个英国的工作场合听到这些词汇。下面是《每日电讯报》女性频道总结出来的女性“专用形容词”。需谨慎使用。

- Airhead** 没脑子的人, 名词。这是一个俚语, 指的是“愚蠢或头脑简单的人”。显然, 这是一个用来形容那些喜欢看名流八卦、或总想着染一头金发的女性。
- Ambitious** 野心勃勃, 形容词。这个词语的原意 (“对成功或成就有着强烈的渴望”) 是用来形容男性的积极品质的。但如果用在事业女性身上呢? 它就成了一个肮脏的词。卡拉·迪瓦伊 (Cara Delevingne) 曾抱怨过她被人们指责“有野心”。即使成功如麦当娜 (Madonna) 也说过她感到, 在英国“公开地表示野心会遭到公众的反对”。
- Abrasive** 粗鲁, 名词。“态度或个性令人恼火; 让人紧张不安或烦恼。”这是用来形容职场女性的最新词汇。《财富》杂志最近的一个研究发现, 这个词在女性与男性的职场表现评价中出现的比例为 17:1, 男性通常多受人们鼓励“应该更具进取心” (more aggressive)。
- Bitchy** 恶毒的, 形容词。人们不仅会用“荡妇” (bitch), 还会用“暴躁 / 恶毒” (bitchy) 来形容女人 (意为“恶毒”或“卑鄙”)。讨人厌的男性领导很少被认为是“恶毒的”, 但男同性恋也许会面临跟女性一样的指控。但跟女性类似的特质经常会被形容成“恶毒”。
- Bolshy** 找茬的, 形容词。这个词语跟“ambitious”、“abrasive”和“bossy”是一类词。通常用在工作场合中。
- Bombshell** 性感尤物, 形容词。大多用在“金发性感尤物”的词组当中, 但更常用于形容像帕米拉·安德森 (Pamela Anderson) 这样的女性, 而不是用来形容《雷神》中的金发男演员克里斯·海姆斯沃斯 (Chris Hemsworth) 这样的人。

(From China Daily)
(审稿 / 王志宏)



Travel Far Away 远行



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