

ECNU CIRCLE

華東師範大學 | 英文校園刊物

No.15 Dec. 2017

PREFACE

*Tong Shijun: The Meaning
of Being an ECNUer*

PROFILE

*Simply Enjoying Time
with Students*

SPOTLIGHT

*The Big Family of
ECNU CIRCLE's
Editing Team*



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
英其风采
语者歌章

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

Love in ECNU（爱在华师）：师大校友的真情故事

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。

投稿邮箱：ecnuontheroad@126.com。

The Meaning of Being an ECNUer

童世骏

Recently East China Normal University (ECNU) has been officially declared to be one of the 36 universities supported by the state under the name of “First-class University Construction, Category A” within the national project of “Double First-class.” We may need some time for getting used to this odd title, but the main message implied in it is both clear and important: ECNU has reaffirmed itself as one of the major research-oriented universities of the country.

Since its establishment in 1951 with the mission of cultivating highly qualified teachers for high schools of the New China, ECNU has always been, in the hearts and minds of its professors and administrators, an “abnormal” normal university with a high level of scientific research and a large number of academic achievements. In the process of developing ECNU as a top research university, we frequently refer to the idea of the modern university summarized by our founding president Meng Xiancheng—Creativity (in learning), Character (for nurture), and Community (to serve).

Cherishing the goal of a world-class research university, I would also like to remind my fellow ECNUers of the university’s official motto: “Seek Truth, Be Creative, and Live up to the Name of Teacher.”

The reason I wish to bring up the official university motto is not that I want to reinforce the identity of ECNU as a “normal university” as the motto implies. I like this typically “normal university” motto because the spirit expressed in it, in my view, can provide us with special resources for our striving for a world-class research university.

Firstly, I want to emphasize that one of ECNU’s major contributions to society on the whole is that every year hundreds of, though no longer thousands of the young people graduated from ECNU become teachers in some of the best high schools all over the country. Benefiting from the scientific resources at ECNU as a prestigious research university, future teachers educated here are more likely to have a better career prospect than their counterparts nationwide.

Secondly, I should point out that education in general at ECNU can benefit from the professional support provided by our renowned School of Education, as well as from the teaching ethics cultivated by our glorious tradition of taking teaching as our central mission and students as our focus of attention. As a result of this fact, I would dare to say, every one of our students can receive high-quality education on our beautiful campuses.

Thirdly, although China is quite close to the stage of “universal high education,” college graduates, especially those from prestigious universities like ECNU, still belong to the category of “elites” or “pioneers” that account for a small portion of the whole population. It is true that nobody would really deserve the title of “elite” or “pioneer” if she or he despises any of the less fortunate people who have yet to attain this level of education, nevertheless anyone who has received a degree in higher education should have a sense of purpose to lead the people by serving the people, or more exactly, to serve the people by leading the people in all the relevant aspects of our everyday and professional life.

In this context, I would argue that being an ECNUer not only means that we should “pursue what we have not been taught and practice what we are going to teach” when we stay here as a teacher or a future teacher; being an ECNUer, in the more important sense, also means that we will do our best to “live up to the name of teacher” in whatever we do, and wherever we are.

October 24, 2017

12/2017

PROFILE 【人物】

04 Simply Enjoying Time with Students

于晶：享受和学生在一起的时光

14 Li Sheng: Seeking Validity Through the Echoes of History

李胜：史海徜徉 中西探源

ECNU LIFE 【校园生活】

22 First Day of College

初见华师大

26 A Brain Challenge in 4 Days and 3 Nights

访大学生电子设计竞赛团队

SPOTLIGHT 【校园热点】

30 The Big Family of ECNU CIRCLE's Editing Team

文化传播使者：ECNU Circle 编辑部

ON THE ROAD 【人生驿站】

38 The Inventions of Technology Make People Closer

科技让我们更加贴近

LITERATURE 【美文荟萃】

40 Adlestrop

艾德思卓



Simply Enjoying Time with Students

于晶：享受和学生在一起的时光

46



In Kazakhstan

A Young and Dynamic Volunteer

哈萨克斯坦世博志愿者的风采

61

BASKING IN THE GREAT LOVE OF ECNU

爱在华师大：唐明高和郑圣洁



MOVIE 【电影】

42 Jianghu in Chinese Martial Arts Movies — Classics in the 1990s

中国功夫片中的江湖故事——九十年代经典

CULTURE 【文化】

46 A Young and Dynamic Volunteer in Kazakhstan

哈萨克斯坦世博志愿者的风采

STUDY ABROAD 【他山之石】

50 Incomparable Treasures— Impression of Summer School at UC Berkeley

加州大学伯克利分校暑期交流

COLUMN 【专栏】

54 First Month in Land of the Maple

加拿大访学小记

WORKSHOP 【英语加油站】

60 Indigenous People in Canada

加拿大的原住民

LOVE IN ECNU 【爱在华师】

61 Basking in the Great Love of ECNU

爱在华师大：唐明高和郑圣洁



ECNU CIRCLE 华东师范大学英文校园刊物

主管单位：华东师范大学

主办单位：华东师范大学外语学院大学英语教学部

编辑单位：ECNU CIRCLE 编辑部

编辑委员会：郭忠义 王志宏 余睿 汪燕

美籍编辑：Joshua Mayfield

英语编辑：顾依秋 宋思嘉 张怡颖 李赫明 张子琰 张潇文 王海沛 黎剑伶 杨鸿玺 唐郁琪 叶琳 曾做唯 李鑫璩 钱静怡 许昭辰

美术编辑：张艳秋（负责人） 高焱 李梦稳 陈诵弦 谢瑶姬 孙雪艳 舒紫云 李嘉玲

刊物后台：王晓迪 张旸

顾问：朱晓映 魏葆霖 严文庆 苏俊玲 陈家刚

封底摄影：石兰

图片来源：部分图片来自网络（不作任何商业用途） 微信：ECNUCircle



Simply Enjoying Time With Students

—An Interview with 2017 Best Teacher Award Winner

文 / 曾傲唯 王海沛 美编 / 高焱

Prof. Yujing from the Department of Political Science is the laureate¹ of 2017 Best Teacher Award at ECNU. What makes her so popular among students—her unique teaching style, her academic expertise or her personal charm? *ECNU Circle* got an inclusive report on Prof. Yu and now hopes to present the readers with something more.



ECNU Circle: Since your academic background was in literature and journalism at Fudan University, how did you come to teach the PR major at ECNU?

YuJing: Firstly, the research project I worked on at Fudan University was in line with the PR major here at ECNU. Back then my research interest was the governmental aspects of public relations and crisis management. At the time ECNU was recruiting teachers for the PR major, I subsequently applied for a teaching position and landed a job in the program. I also realized that journalism and PR have many relevant areas to study, so that I may explore it from an interdisciplinary² approach. In recent years, I have been trying to facilitate the transition from public relations to political communications which, I hope, may provide a platform for cross-disciplinary courses.

E: Why are you interested in researching governmental aspects of public relations and crisis management? How can we better understand these two concepts?

Y: My doctoral thesis was about the effects of communication in government press conferences when dealing with emergencies. In fact, PR has its own system and values. Many professional PR companies carry out their business practice in accordance with a particular business standard, however, there are some misconducts belonging to “grey or black” areas such as deleting posts on the Internet.

On the other hand, my understanding of PR involves three key concepts: media communication, relationship management and image management. The first one, media communication, holds media

relations at the core of PR research. In understanding how the media works comprehensively, people with professional journalism backgrounds enter PR with a special advantage since they know about journalistic methods and the process of news production.

Relationship management determines relationships between social organizations and the public, and relationships between interest groups and scholars alike, which is the core of public relations. And image management is an emerging study that is crucial to understanding these areas of PR.

As for crisis management, it involves PR management communication during any given crisis. When an organization is in crisis, it demands internal information in exchange to maintain its harmony; externally it needs to communicate with the public to provide authentic³ information.

E: As the Director of the Political Communication and Government Public Relations Research Center at ECNU, what do you think of the building up of ECNU brand culture and its public relations?

Y: I think ECNU has done a very good job in maintaining its public images. For instance, there are various public events and activities organized by ECNU's Publicity Department⁴ to promote PR and organizational culture. Initiatives such as the "Original Canteen Dishes" and the "Campus Open Day" are such efforts to promote the ECNU brand culture in this regard. Promoting and sustaining a brand also involves dealing with crisis. ECNU alone is always what the public is extremely concerned with. Meanwhile, the young students belong to an active social group and social media naturally has a powerful impact on them. Therefore, it is indeed quite a necessary task for ECNU to carry out effective crisis-management communication, especially when, in case of an emergency, it gets immediate attention from the public and becomes a hot topic of conversation in online media.

E: How do you evaluate the applications and effects of new media on government affairs? What can the government do to make better use of the newly emerging media?

Y: The new media for government affairs mainly includes Weibo and WeChat. Let's take "Shanghai Fabu" as an example. It always ranks top on the list of new media for government affairs and is regarded as the best news media source in China. The success of the "Shanghai Fabu" lies in the following facts. Firstly, the team of "Shanghai Fabu" has developed a very good institutional structure. Both the Weibo and the WeChat present the information at a slower rate compared with other media. Second, "Shanghai Fabu" recognizes the properties of different online information platforms. On WeChat platform, "Shanghai Fabu" lays more emphasis on the function of public service, while the Weibo's information is more concerned with the livelihood of the general public. "Shanghai Fabu" also has its own professional art editors, so its WeChat platform provides a more efficient reading format which is more suitable for mobile-use and contains more attractive visual effects. Finally, since its birth, the attributes of "Shanghai Fabu" has done a lot of work in attempting to understand what the public needs to know. My understanding is that new media for government affairs has become an undeniable trend.

If government wants to make use of the new media when caught up in a crisis, it needs to keep the online platform in good maintenance, accumulate fans and gain their trust. PR via new media is different from the traditional PR as it doesn't need any mediator⁵, because the government has the final say in how the information is presented on Weibo and WeChat platform.

E: You once said "The close-ended social interaction of WeChat platform may create an illusion". How can the public tell the right from the wrong and avoid blindly following news on WeChat?

Y: The closed-ended nature of WeChat lies in the fact that people can readily get in touch with their acquaintances. WeChat is said to be an online presentation of offline social life. The friends circle on WeChat will present a lot of homogenized⁶ information, which creates an illusion that you are so well informed that you don't need any information from other official sources. However, the information a journalist shares in his/her friend circle on WeChat may be quite different from that a lawyer shares on WeChat. The same is true of Weibo, as who you follow on Weibo determines what kind of information you get. Meanwhile, the information presented on WeChat may vary substantially depending on public perception of a particular social affair that may change with the passing of time.

"Seeing is not necessarily believing when it comes to WeChat." Sometimes we assume we get the whole picture of a social affair, yet we only get a piece of the puzzle showing us part of the truth. It is very likely that what we know is misleading and even biased as the information on WeChat is rather confined to time cycles. This means that in order to give an in-depth and objective coverage,





professional journalists need to balance all information sources and seek confirmation, which turns out to be a time-consuming process in itself. In other words, getting to know the truth on WeChat is like mapping out a picture with pieces of a puzzle. We need to stay patient and rational when faced with various sources of media, and therefore always think twice before we make a leap into the flood of information.

E: Compared with cultural communication and technological communication, political communication is not yet well-known to the public. Could you give us a brief introduction and tell us the difference between Chinese political communication and western political communication?

Y: Political communication became an academic discipline two years ago and yet was not taken seriously as an academic field but only as a direction for research purposes. From the perspective of political science and communication, however, scholars don't see eye to eye on the definition of political communication. Political communication, as its name suggests, is the study of communication pertinent⁷ to the world of politics. Some scholars point out the importance to integrate politics and communication in a horizontal form, instead of simply

illustrating the phenomenon. Furthermore, there is a great difference between Chinese political communication and political communication studies in the West. For example, in China, it's essential to build up a political communication system composed of certain Chinese characteristics. While in western countries, political communication starts off at the presidential election focusing on how communication is used to manipulate the media for the purpose to achieve political gains.

E: You once mentioned in your research that the rapid development of online social network owes to its powerful information dissemination⁸ capacity. What do you think are the pros and cons of such a powerful capacity?

Y: In my opinion, the online communication is filled with information redundancy⁹. Information used to be transmitted in a type of linear direction. Now it is replaced by a network of point-to-point communication and the effect of communication depends on which point you are connected with—central point or peripheral¹⁰ point.

Generally speaking, such a mode of communication ensures that the scope of information is bound to be much larger than that of the linear, chain-type and even radioactive way of information transmission. For example, a lot of people used to take Weibo as a petition platform. They would “@” a celebrity on Weibo in order to occupy a central point and get a bigger radioactive transmission capacity. As for the downside of such a powerful capacity, I would say previously if you want to intervene in the transmission of information, you may simply cut the chain of information to make it shorter. I once read an article titled “*Negative Information Cannot Be Controlled Now.*” It discussed how in the past, as long as information transmitted was checked at every stage, we could control the spread of information. It doesn't work this way now because even if we have total control in one point, there will soon be another point popping up somewhere else.

E: It is said that the course of Selected Reading of Classical Literatures of Public Relations gains much popularity among students. What impresses them most in that course? What is your teaching method?

Y: To be honest, this was the first course I taught at ECNU. In fact, there are not many colleges and universities that offer undergraduate courses in public relations in China. Moreover, I have found that there are no such courses as “*Selected Reading of Classical Literatures of Public Relations*” for the PR majors in universities. At that time I was a new teacher with little experience and hence had many challenges to overcome. I set out to design a unique course practicing my own teaching pedagogy¹¹. The requirement for that course was both vertical and horizontal. Vertically, students were expected to sort out the history of public relationships, especially those important academic figures and to understand the development of this academic field. Horizontally, they were supposed to read books on related subjects such as *Public Opinion*. The teaching pedagogy was students-centered as they should read literature, make presentation and discuss in groups.

E: It is said that you once changed the way of evaluation for a course from closed-book exam to a presentation plus a final paper. What is your intention? What do you say about the current exam system?

Y: That's true. The crisis management course used to take closed-book exams as an evaluation tool. The course plan involves three parts—lecture, case studies and field work. I don't think the exam fits into such a plan and I further believe that it



is more beneficial for students to enjoy the learning process instead of memorizing a few facts before the final exam. So I changed the closed-book exam into writing a research paper, which is intended to prepare them for their future work on dissertation. More importantly, the research paper reflects students' critical thinking on the core content of public relations. Personally, I don't think closed-book examinations fit into the courses in humanities and social sciences.

E: *You always encourage students to think critically. Can you give us some advice on how to develop critical thinking skills?*

Y: I always tell my students that the information they get is second-handed and their understanding of a particular social affair is actually based on what the media presents. So their conclusion is not necessarily true as they fail to get the primary information. For example, an experienced PR representative may arouse criticism from the public. If you do not know him personally and put yourself in his situation, you won't get the truth and make a right judgment. This is to say that if you can't get the primary source of information, you should at least listen to a variety of voices so that you may have information diversity from different sources and at different stages.

E: *You have been a teacher teaching PR major in ECNU for seven years. What do you think is the pleasure and challenge of being a college teacher?*

Y: The biggest pleasure lies in the fact that I enjoy my time being with students and I enjoy a sense of accomplishment. I will be extremely happy if I do well in managing my class. The biggest challenge for me as well as for most teachers is that it is difficult to strike a balance between teaching and research as the evaluation of a teacher at the university is mostly based on his or her research output. Meanwhile, teaching is equally challenging as it is time-and-energy-consuming—to prepare for a lesson before class, to communicate with students at class, to help them solve the problems after class, to guide them in doing research...The truth is that we don't have energy to do everything well. I will give my priority to teaching and students. Whenever there is a conflict between research and teaching, I will choose teaching without hesitation. However, it seems that students have endless problems, either in their academic or personal life. I am not good at saying "NO" to students' request for help. I often exhaust myself if I try to fulfill every request which may not be a desirable outcome anyway.

Prof. Yu in Others' Eyes

ECNU Circle: *What do you think of Prof. Yujing as a colleague?*

Liu Yichuan (Prof. Yu's colleague): Yu Jing is a very easygoing and enthusiastic person. She has a lot of friends and lives and acts with common sense.

E: *What do you think earns her the Award of Best Teacher?*

L: I think the primary reason is that she is sincere and responsible for her students. She has devoted herself to the teaching career and has sustained her students until the end. She is a warm and kind teacher.

E: *How does Prof. Yu get along with her colleagues?*

L: She gets along with us very well. She deserves our trust. If asked, most of her colleagues will tell you that she is able-minded, amiable, and trustworthy. You can always put trust on her. She is also a very good team player. As the Associate Chair of our department, she works really hard and effectively.

E: *Do you think Prof. Yu is a model teacher we should learn from?*

L: I don't think Prof. Yu is just a role model for us to follow suit¹². Instead, she is approachable and conscientious. Her personal charm is influential as her life experience is rich. She is more of a charming person than a role model.



E: How does Prof. Yu help you in the learning process?

Zhu Shiran (Class of 2103, majoring in Public Relations): Prof. Yu is my life coach as she gives me a lot of important advices at crucial moments in my college life. I learned so much from her. She not only taught us theoretical knowledge but also the principles of conducts. For example, we were told that we should be conscientious in academic work and should emphasize self-cultivation and quality. After class, I took part in various scientific research and competitions. She was always more than willing to offer help and her advice ranged from research content to research methodology; from mentality to creativity. Under her guidance I was exposed to many scientific research methods as an undergraduate student, which ultimately laid a solid foundation for my future study.

E: What do you think is unique about Prof. Yu's teaching?

Z: I took her two courses—the *Selected Reading of Classical Literatures Related to Public Relations* and the *Crisis Public Relations*. She has different

teaching methods for different classes. Her uniqueness lies in the interaction with students. In the course of *Selected Reading of Classical Literatures Related to Public Relations*, she asked us to read the original books and do a group presentation so that we could share our reading responses with the whole class. Then she would share her reading thoughts and important background knowledge with us. Thanks to this course, I not only read the classical works about the history of public relations but also gained effective reading skills.

E: What is the most impressive thing about Prof. Yu?

Z: In my memory, Prof. Yu is always gentle, smiling, and warm. I remember when I had to hand in my academic paper in my junior year, I did not do my best in writing that paper and did not take the initiative to consult her either. Therefore she gave me a B grade and said to me, "I do have great expectation for you." These words suddenly woke me up and made me realize that I did not live up to her expectation. I knew she made a lot of efforts to help me. She is a role model of learning and living. She treats students with the superb sincerity and great care. I have never met such an incredible teacher like her.

1. laureate: n. 重要奖项获得者
2. interdisciplinary: adj. 跨学科的
3. authentic: adj. 真实的
4. Publicity Department: 宣传部
5. mediator: n. 中间人
6. homogenized: adj. 同质化的
7. pertinent: adj. 相干的, 中肯的
8. dissemination: n. 宣传, 传播
9. redundancy: n. 多余
10. peripheral: adj. 周边的
11. pedagogy: n. 教学法
12. follow suit: 效仿

(审稿 / 王志宏)



Li Sheng: Seeking Validity¹ Through the Echoes of History

英编 / 李赫明 黎剑伶 Joshua
美编 / 谢瑶姬

Coming home from his 6-month post as a visiting scholar at Harvard University, Li Sheng, a Ph. D. candidate in the History Department of ECNU, reviews that experience with thoughts and wisdom. Li has been described as a humble and accomplished scholar, who immerses himself into the pursuit of historic knowledge and has reaped some of the most desirable compliments of his field. From Shandong to Shanghai, from a freshman to a doctor candidate, time has witnessed his transformative process towards maturity. “If the academic research suffices merely to what is said on paper, then it is difficult to attain profound outcomes; on-the-ground contact adds validity to research.” In this interview, we learned more about his life experience, as he kindly shares with us his “secrets” of learning, his gains from every challenge, as well as his future plan towards a better historian.



ACADEMIC RESEARCHES

ECNU Circle: Thank you so much for accepting our interview. We learned that when you were interviewed by the Overseas Edition of “People’s Daily,” you mentioned about the living and housing issues of Chinese-American senior citizens in the United States. Also, in your doctoral program you focus on the studies of the history of American population and aging. So could you please tell us the initial purposes of your research?

Li Sheng: First of all I want to acknowledge my teachers and classmates who have been instructing and helping me all along the journey, of whom without their generosity I couldn’t have made it this far. As an undergraduate student my roommate was engaged in America’s foreign, political affairs. So at that time, when my major access to the outside world was radio broadcast, I relied on it as my sole source of information and was therefore able to get caught up with news around the world whenever possible. In addition my American history professor was a highly-trained scholar who, after obtaining years of knowledge on the subject, mastered his own methods of effective teaching. His influence was one of the main reasons I chose this field. My advisors had a similar research interest to me while I was pursuing my master’s degree, which helped me get more insights into American history. Later on I made up my mind to pursue the field for my doctorate degree.

Looking back on that time I admit my initial research interest was inspired by the impact of my professors. But as time went by, I gradually came to realize its major role in the modern world—for instance, today’s society is prone to many kinds of misunderstandings and prejudices; history students, in my view, should take on the responsibility of helping people ascertain² the truth. Take one of my research fields, population ageing, as an example, the effects of decline/increase age disparity is imminent and will lead to serious consequences. And these are issues that cannot be neglected whether in America or here in China.

Nevertheless many individuals still hold onto their own prejudices against older cohorts. I hope therefore to analyze the situation from multiple perspectives and help people build an objective understanding of ageing population issues, and even provide my answers regarding what roles our country, society, families, and us as individuals should play among such profound circumstances.

E: From the list of your publications, it's not difficult to see that you are quite a productive scholar. Would you please tell us your "secrets" for such productivity? And as a scholar of humanities, what experiences would you like to share with us regarding the process of writing and publishing papers?

L: Indeed, I have published more articles compared with some of my peers, although the "secrets" are rather simple. Firstly our school has a requirement of academic achievements for us doctorate students, the works are a part of compulsory guidelines. And since I love reading, I have what I call "a natural feeling" to record my ideas and share them with others. The third reason, however, is quite interesting since some of my published works are derived from my master's thesis, with the support of my advisor.

Personally I feel that the purpose for my research lies in analyzing and solving practical problems. Though there is a similar goal in the academic fields of history and sociology, their approaches can be quite different. For example, contrary to the sociologists' methods of conducting social practice, historians on the other hand tend to figure out the solution through analyzing similar issues in history, and hence searching for historical patterns. And in the end we strive to come up with a solution that suits contemporary society. "Many of today's tough issues can always find their echoes in history." This has been quoted frequently, but I got to appreciate the essence of it from my research work: The main concerns within the sphere of humanities is a driving force for my research and reading in order to understand contemporary society.



E: One of the highlights in your resume must be your 6-month post as a visiting scholar at Harvard University. We would like to dig in a little deeper about that experience. But firstly we would like to know how does one get such an opportunity?

L: Well, I must pay great respects to Professor Meng Zhongjie and my advisor, Professor Lin Guang, both of the ECNU History Department, for making it come true. It's important to note that this is a co-operative program between Harvard's Weatherhead Center³ and the History Department of ECNU, and due to its world history-major criteria the students in my class consequently have

higher odds. In fear of the "unattainable prestige" of Harvard University only a few of us handed in our applications at first. I was especially doubtful of my merits, so Professor Lin had to encourage me day-in and day-out; the number of published articles which ensued⁴, as well as my skills in translating works, inspired me to be more confident in my own abilities. But it was not always so simple because English language was not my biggest strength, and Harvard's high requirements for language was a steep mountain to climb. So I had to spend half a year at the Shanghai International Studies University to improve my English language skills and I finally made it to Harvard, with that certificate as another notch on my belt.

E: In regards to your research field, what milestones did you achieve from your visit to Harvard?

L: I was so privileged to obtain access to the universities colossal⁵ academic resources—the likes of marine biologists being put into the sea to study oceanic creatures—the process of producing a doctoral dissertation emphasizes the value of primary sources⁶. Thus the references and tools have become a significant portion of my academic work, in fact I am still in the process of reading, analyzing and interpreting all of those documents accordingly.

I was then fortunate to come in contact with many prestigious professors and outstanding colleagues in and out of class, which broadened

my scope of ideas and hence allowed me to obtain diverse, multi-perspectives. In addition because the assigned classes were sparingly (i.e., once every three weeks), I was able to travel throughout the north-eastern parts of the United States between those intervals.

In accordance with my research field I am a proponent of one school of thought: "If the academic research suffices merely to what is said on paper, then it is difficult to attain profound outcomes; on-the-ground contact adds validity to research." The unique cultures, lifestyles and encounters I experienced at Harvard and other places in the US honed in my critical thinking and observation skills.

E: As a historian of American history, you must have done a lot of thinking regarding the different learning atmospheres in America as compared with China. Could you share some details with us about it?

L: There are very evident differences between the two countries. And I'd like to put it into two parts: learning strategies and resource facilities. Firstly the learning styles are entirely different. In the U.S. I observed free-flow of ideas and thinking in the Harvard campus environment, in lieu of China's authoritative teaching methods. For example, during most seminars students will actively hold discussions; private conferences between professors and students serve as platforms for sharing and exchanging ideas, a place that stimulates knowledge acquisition. In general, diligent students finish reading three to five books in one week, a result of hunger for knowledge which radiates outwards—there are no cold walls to keep out people who aspire to learn, nor hinder their flow of ideas. And I think that is the spirit we lack.

Harvard is home to a great quantity of valuable resources and academic facilities. In campus shared spaces and cafes abound for areas to communicate freely, and they are indeed maximized for this purpose as the libraries embody an at-homeness for those who practically "live" in it. Lamont Library is a 24-hour service, providing time, space and resources for those ambitious students who need to learn more. Meanwhile, the electronic technologies makes all of the paper-based references widely available online, which is an essential tool for scholars to get their information nowadays.



E: What do you hold as the most remarkable accomplishment from this visit to Harvard? And did the trip exert any influence on your life?



L: I think one of the most outstanding accomplishments is that I attained my initial goal for this trip: I was able to acquire an abundant supply of valuable resources, which, I believe, will ultimately play a large role for my future academic work. Moreover, I was able to gain more insights into my field, and, as a result, refine my knowledge-base through interaction with my peers and professors. I am especially excited to think up new ideas about my field work and academic research, getting in touch with many outstanding scholars enabled me to reflect deeper on my previous work, and thus inspired some fresh ideas.

I've also reinforced some requirements for myself. I will try to produce better articles by digging deeper into reference materials before publishing. Next I plan to continue studying the materials that I brought back from Harvard, and most personally to me, I hope to go to the US once again. Because I went to there with a mission this time as a visiting scholar for ECNU, therefore my time was limited to what I could do in the US. I wasn't able to experience the life in other parts of the country, which left this trip unfinished to me. So I hope that, in the future, I can gain another opportunity to experience the broader customs there myself.

I have come into contact with a lot of different customs, and the first and most obvious feeling is that my living habits have undergone great changes: In terms of diet, I was not used to eating spicy food, but over the course of the past few years eating in new places, my taste gradually became accustomed to such spicy ingredients. It naturally is no longer a difficult task for me to eat it. When living in the north, I did not open the windows during winter, but after a period of living in Guangdong, I also got into the habit of opening windows in winter regardless of how cold it was.

My understanding of my hometown and the views of other cities have also changed a lot—honestly, I don't feel very homesick anymore. Instead I have more of a “Wherever my heart is in peace is my home” kind of attitude towards life. Because I think by visiting a new city it will correct my previous prejudices against it, which has taught me how to look at problems less ethno-centrally—for instance, before I went to Guangzhou I thought it to be as chaotic and unsafe as described in public opinion and what I had heard. But once I got there I felt the comfort of living was incredible; even a city more suitable to live in than Shanghai.



I also held onto very ignorant biases about US culture. So when I actually walked in the streets of New York I didn't have a feeling of being “busy” that I had in Shanghai, contrarily I found myself engulfed in a very free, comfortable atmosphere. Therefore I think that in the face of some inherent opinions, in addition to reading more, we should also take a look first hand to see what is really going on in those places.

‘Read ten thousands of books and travel ten thousands of miles’ is an immutable⁸-universal truth, which helps us to form a more objective sense of reality about other individuals, places and cultures.



LEARNING EXPERIENCES

E: We have noticed that your education experience covers a large range of areas geographically, from Shandong to Guangdong, and from Shanghai to the United States. What has your field work in those areas achieved for you?

L: In my opinion the links between these places are becoming increasingly more inter-crossed and diversified. Each region has its own characteristics, and so there doesn't exist any so-called “centralism⁷.” But at the same time we must also see the common part of the culture rooted in the land and inherited by various regions in China.

E: We also are aware that you are one of the top-notch⁹ students of the academic world, especially at the Ph. D. stage where you have won the National Scholarship. Can you share with us some principles and methods of your study?

L: I would like to thank the teachers and relatives who have always been encouraging and supporting me, and with their help my pursuit of knowledge has been achieved. My cousin had a huge impact on my research goals, for he was the first person in our family to pursue a doctorate degree and study abroad. It's certain that the power of role models within a large family is a subtle, powerful force. So I naturally regarded him as my role model, whose advice and leadership continues to inspire me. Yet, in the process of achieving my goals, like others, I will inevitably fight against any forms of inertia that intend to obstruct my progress. Though fortunately for me whenever I slacked off my family and teachers calmed me down and urged me to march forward.

As for winning the national scholarship it was a combination of my own efforts and good luck. 'God helps those who help themselves,' is what I believe. There is also a Chinese saying that: 'Sitting on the cold bench for ten years without complaints combined with hard training makes skills perfect.'

Academic research, as an object of study or work, perpetuates the researcher into an acute time-period of loneliness. I've always been more interested in academic research, and that I want to work in the university, thus I will continue to do research—the goal is clear, during my research, I will endure less interference from the outside world and thus concentrate on my ideas for publishing.

E: Undergraduate students often encounter some confusion in their choice of professional direction and future planning. Have you had any similar experiences? And how did you overcome and solve these problems?

L: In my undergraduate years I always had the idea of taking the postgraduate entrance exam, but I didn't make a final decision until my junior year. It is important to study hard and keep good grades, whether or not you have decided to take the postgraduate entrance examination. I have four main tips: read more books that are conducive to your research ideas, take part in more activities on-campus that are relevant to your field, develop an ability to cope with life problems which interfere with your study and be confident, courageous in your abilities to strive for an end goal. Historians tend to tackle problems as they develop over time, and this kind of long-term view, equated to the flowing tide of history, is certain to guide students along as they encounter transient problems like a fleeting cloud. I hope that each student can seize an opportunity to exchange their learning with others and see the outside world.



PRIVATE LIFE

E: We know your academic research has become an important part of your life. But are there any other hobbies or activities you choose in your off-time?

L: Besides writing papers I think my life is enriched with book reading, movie watching and occasionally eating and drinking with my classmates and friends. Though I mainly read books published according to certain professional criteria, other readings of the humanities and social sciences also cross my desk, as well as the occasional novel. Indeed reading is an extraordinary part of my life, which allows me to focus whenever I have nothing to do. Each book provides the reader with a unique perspective, so we can see more possibilities and have more access to world views via disparate content and writing styles. Many of us know that books can help us find many of the current problems we seek, simultaneously supplying some answers to solve them. This allows us to self-reflect and view the world from a critical standpoint.

E: How has history influenced or inspired your personal life?

L: History has become a subject for me to view the world peacefully. However, I can't rule out the influence of such enriching experiences accumulated with maturity. I was a little cynical in college, but I am not so hard-edged now as I see problems with a more relative, optimistic mindset. On the other hand I think history teaches me to be more sympathetic towards anyone or anything, so that I can genuinely reflect on how beautiful the world is, with a kind heart for world problems.

1. validity: n. 有效性, 可信度
2. ascertain: v. 确定; 查明
3. Harvard's Weatherhead Center: 哈佛大学韦瑟国际研究中心
4. ensue: v. 跟着发生, 接着发生
5. colossal: a. 巨大的
6. primary sources: 第一手资料
7. centralism: n. 中心主义
8. immutable: a. 不变的
9. top-notch: 一流的

(审稿/郭忠义)

East China Normal University welcomed a fresh group of vigorous freshmen students for the 2017 fall semester. *ECNU Circle* journalists organized interviews with four of those freshmen. So let's see what interesting events occurred on the first day of college and what they look forward to in the following years.

First Day of College

英编/宋思嘉 李鑫瑜 美编/李梦稳

ECNU Circle: What did you know about ECNU before you arrived to the university?

Xu Chi: My history teacher, who also graduated from ECNU, originally told me about ECNU for the first time when I was in high school. He showed pictures about campus life to me, at which point I instantly realized its beauty. From that time I began to pay more attention to ECNU and I even saw campus news about "Reduce Weight and Humanistic Concern". I supposed ECNU has a strong concern for human social problems, so I at last chose ECNU as my choice of university.

E: Please describe your first day at ECNU.

X: I came to ECNU by train, where I was greeted by ECNU volunteers at the railway station whose enthusiasm and work-ethic were fantastic. They helped me get to the campus and register without any trouble. I was so appreciative of their help.

E: What do you look forward to in the following four years?

X: I want to know more about ECNU and make more progress in studying my major. I know that all roads lead to Rome, but I'd rather choose the most suitable activities that will help me achieve my dreams. That way, I can be more confident and satisfied with my experiences at ECNU.

Chi Xu majors
in
Electronics
Information.



Tan Ruiwen is
from International
College of Chinese
Studies.

E: Please describe your first day at ECNU.

Tan Ruiwen: I found that many of the upper-class students were welcoming us on campus. They gave us interesting gifts and afterwards we took pictures together. After registration I got to enjoy the highly reputable ECNU campus for its natural landscape. All spots of the campus gave me a sense of elegance and pride.

E: What is the most impressive thing in your campus life so far?

T: In the evening campus still seems to be active and bustling. There are students chatting on the road and people of all ages exercising on the playground. There are also many overseas students here, which brings out an international feel that I am not used to. It's all very exciting.

E: What do you look forward to in the following four years?

T: I hope that I can enrich myself. I will also spare no effort to participate in many campus activities, where I can meet more students and interact with many people on campus.





Wang Kexuan comes from the School of Computer Science and Software Engineering.

ECNU Circle:
What did you know about ECNU before you came here?

Wang Kexuan: I knew that ECNU, sponsored by Project 985¹ is prestigious² university, with many interesting and fun programs. Though I mainly just wanted to study in Shanghai, a prosperous city in the south-eastern part of China which can benefit my goals. I visited Shanghai in June this summer, where I toured the whole campus for the first time and then I was really impressed by the picturesque³ scenery—the beautiful landscape and Li Wa river was dazzling to be next as I walked around the campus.

E: Can you describe your first day at ECNU?

W: I met a great number of upper-class students that day who assisted me to complete the registration process. I then came across my roommates and classmates who are all very friendly. Subsequently I visited campus another time, and I enjoyed the beautiful scenery of Li Wa River when I walked along it once again. I was most impressed by the library's online resources, collections of arts and literature, reading rooms and modern facilities.

E: What is the most impressive thing in your

campus life so far?

W: In my view the most impressive things are the ECNU teachers' methods of teaching and communicating to students. The atmosphere of our class is more open than what I experienced at the high school level; it is a much more enthusiastic classroom environment.

E: What's your favorite subject?

W: I like Linear Algebra⁴ most, although I have found that I could master my course lessons without preparation in high school but here at college I have to prepare for lessons in advance before every class. I have to work harder, even for my favorite subject.

E: What do you look forward to in the following four years?

W: Overall I will strive for a satisfying grade in all of my courses. I also hope to work for the Students' Union at some point of my stay, in the meantime I may try to join in other activities, such as the Inference Club. I hope to make my life in ECNU one of the most rewarding, wonderful memories that I can look back on in the future.

Wei Rulan majors in Electronics Information.



E: What did you know about ECNU before you came here?

Wei Rulan: I'd heard that ECNU's campus is exquisite⁵ in addition to its academic reputation. I was ready to experience what I heard for myself, not knowing exactly what to make of it.

E: Please describe your first day at ECNU.

W: It was extremely hot that day. Because of the registration procedures⁶ I had many tasks to complete. The volunteers were more than willing to lend me a helping hand, thus everything went smoothly. It was so hot that I don't know if I could have managed the first day without their help.

E: What is the most impressive thing of your campus life so far?

W: The most impressive thing also took place on the first day. Our college prepared a jigsaw⁷ for us, which was a very engaging, interactive activity. We signed our names on it and put it up. I felt a deep sense of belonging to ECNU through the activity, from then on everything seemed much better.

E: What do you look forward to in the following four years?

W: The following four years is a very important period of enriching myself. I just look forward to spending these years

in my own way without regretting any choices or mistakes. And then I hope to learn as much about myself and others as possible.

Many other students responded enthusiastically to our interviews, including a group of exchange students and overseas students. Wang Changyue, an exchange student from Taiwan, said, "I hope that I can have a colorful life here during my half-year study in School of Design. Although there are great differences in learning methods in schools between Taiwan and here, I believe I can adapt to it soon." Liu Kunjie from Department of Education and Rehabilitation, said, "I just hope that I can sail in the fierce ocean and won't be manipulated by simple desires."

We hope that everyone of the 2017 ECNU freshmen can enjoy their experience at ECNU, at the same time enrich themselves in the following years. ECNU is the place where we can all succeed and work together for a common goal, as we believe that everyone of their dreams can be fulfilled—yet, everyone needs a proper starting point to launch themselves into the right direction.

1. Project 985: 985 工程
2. prestigious: adj. 有声望的
3. picturesque: adj. 别致的
4. Linear Algebra: 线性代数
5. exquisite: adj. 精致的
6. procedure: n. 程序
7. jigsaw: n. 拼图游戏

(审稿 / 余睿)



英编 / 钱静怡 顾依秋
美编 / 李梦稳

A Brain Challenge in 4 Days and 3 Nights

—An Interview with the Winners of 2017 National Undergraduate Electronic Design Contest¹

Zhou Jiahui and Yan Xin led their team in the 2017 National Undergraduate Electronic Design Contest, a competition for engineering students that involves problem solving and design, through the preliminary and provincial levels in the Shanghai area and subsequently in the comprehensive and final evaluations at the national level in Xi'an. In the end they both received first prize. Let's take a look at their travel along the competition, college life, and the one-year preparation they went through to succeed.

ECNU Circle: Would you please briefly introduce the National Undergraduate Electronics Design Contest?

Yan Xin: The contest holders design six to seven questions about electronics design annually, and as the competitors we chose one of the questions we thought we could solve. Not just theoretically, but one we could ultimately provide a practical solution. As a three-member team we had four days and three nights to figure out the solution. Next the solution and its final product was packaged and mailed to the contest committee for evaluation.

E: Can you explain to us what the process of the contest is like?

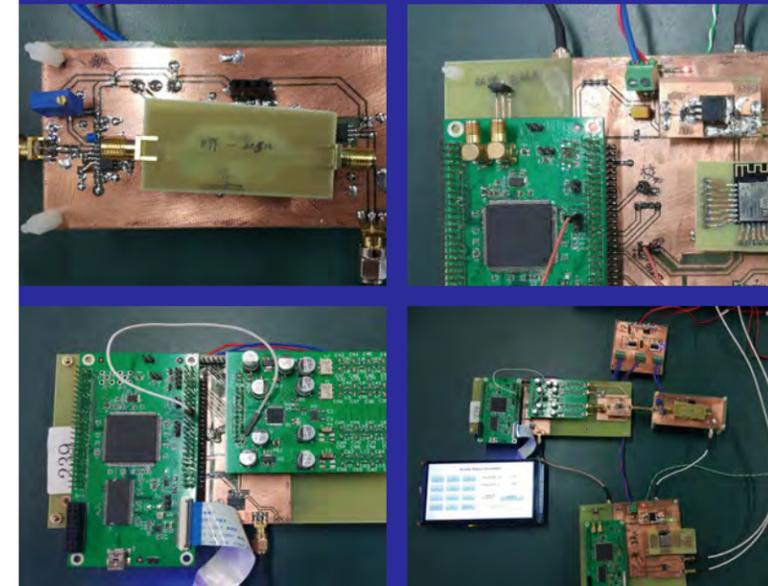
Zhou Jiahui: The process is actually very long and complicated. The provincial contest starts off² the first round of the competition, whereby³ the best teams are selected to advance to the second round. Subsequently⁴ an 8-hour evaluation ensues⁵, where all the teams in the contest up to this point, in an enclosed⁶ environment, are required to solve a newly given question—that is, without any access to electronic devices or the World Wide Web. The final contest evaluation consists of three parts: the product of the first round, the comprehensive evaluation, and the final report. The aggregate⁷ of all three parts makes up each teams' final score. Thereupon a national retest goes into effect so that any factors caused from different provincial standards can be excluded from evaluations.

E: Why did you want to attend this contest?

Y: The reason why electronics fascinated me is that it puts theories into practice. Furthermore, the school provided us with many sources like labs, outlay⁸ and instruments. So I get more chances for

self-training due to the resources and structure of this contest.

E: Do all these solutions apply to daily life circumstances?



Z: Yes. The sponsors considered most practical matters upon formulating these questions. It is even believed that these questions are an integral part of the national projects formed by the national government.

E: How did you train and build your team's efficiency?

Z: We trained, put in the time, and built it by ourselves. We have been developing this team since we were freshmen, thus in the last three years we have attended many contests together. Everyone of us has his/her own research field. Our work is divided into hardware and software, so one member specializes in programming skills and the rest are responsible for electrical circuiting problems.⁹

E: How did you balance your study with the process of the contest?

Z: Time is fair to everyone. There are more basic curriculum in the first and second years in college, so I laid more emphasis on study at that time and consequently received an exceptionally good GPA. Since in the third year there are fewer classes to attend, we were able to allocate our time to the contest. I have held on to a specific strategy for a while now: Do well with the studies in the first two years, and then cultivate professional skills during the third year.

E: Did you encounter any problems during the contest? How did you overcome them?

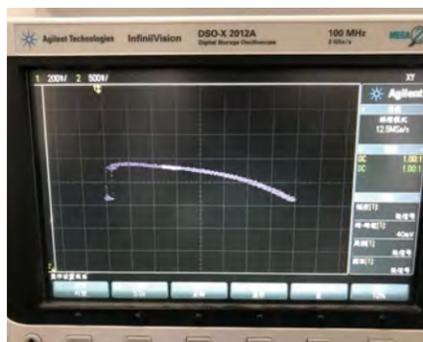
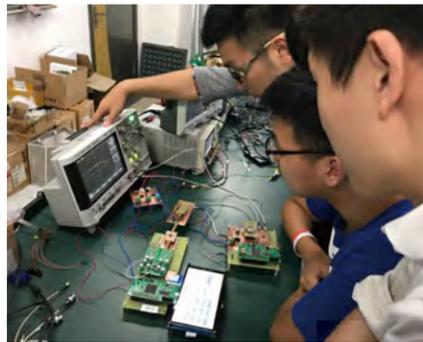
Y: Absolutely. There were several problems. For instance, last summer we focused our research on amplifiers,¹⁰ yet there were no questions about them in this year's program. So then we prepared for the power supply, but again there were no questions of this kind either, which went beyond our preparation.

Z: On the last day of the contest one of the electrical circuits was out of order and I couldn't find the problem. So I prepared another circuit and it didn't work. It was evident that time was limited, everyone was lacking adequate sleep and obviously fatigued both mentally and physically; hence, I adjusted my attitude, discussed the problem with my teachers, and finally got things done accordingly.

Y: This reminds me of the time when we chose the question for the contest. Our team was specializing in hardware, but the question we were interested in was focused more on software issues. Then the teammate who was responsible for software claimed he could handle it with no problem—as a leader, I was extremely motivated to see my teammates take up responsibilities on their own initiative. This type of teamwork, consisting of support, trust and understanding helped us avoid many inherent problems that other teams face when preparing for the contest.

E: Why did you choose Communication Engineering as your major?

Z: Well, like most students I was confused about which major to choose during senior high school. I even considered choosing based on my academic scores, which were highest in science and engineering, and indeed a more practical and easier career path to finding a job. After entering college I got to learn about Communication Engineering through a variety of courses and experiments introduced at ECNU, and thus my interest in the field increasingly manifested itself. So maybe my interest came after learning about it initially at ECNU.



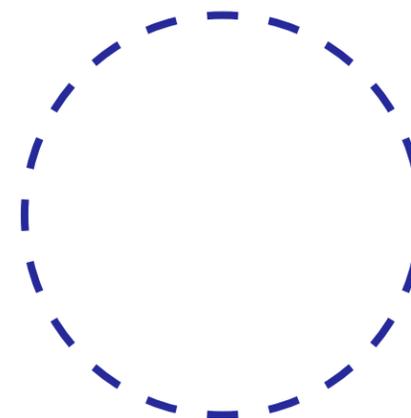
Y: Unlike him I chose engineering based on my own will. When I was studying politics in senior high school, I learned about nature recognition and nature reconstruction. And I was of the opinion that electronic engineering reconstructs nature to the greatest extent. Take modern cellphones as an example, all of it is the result of some application of law and natural law—for instance, Diode¹¹ and audion¹² are products designed by humans. Based on those products, we link circuits, design logic structure, design program and as a consequence create a new creature from original form. The exact same way nature is reconstructed. I think it is very interesting and is very different from other majors.

E: Can you tell us about your future plan?

Z: Recently I have received postgraduate recommendations so I think I will continue on with advanced studies in my major. On the one hand, software has become ubiquitous as a mainstream component of the IT industry; emerging companies tend to hire software engineers. On the other hand, what I have learned about hardware in the last four years as been too subtle. So I would like to cover in more depth both hardware and software knowledge at the postgraduate level. I then can have more choices to pursue a future career.

E: After looking back to the last four years, can you give any advice to ECNUers about life and study?

Y: I think you should be brave, courageous enough to be yourself. According to my experience most of us always do the things that as others do, which can make ourselves feel more secure within the group. But this could stop us from thinking up our own life plan. Secondly, libraries are available to all so that we can read numerous books in the library, thereby gain the amount of knowledge necessary to achieve our goals. For example, a very good friend of mine started a band because he had a sudden urge to play music with people, and through this inspiration he found that he really enjoyed himself; retrospectively, he was so proud in the choice he made. So think independently and do not waste your time worrying about others!



1. 2017 National Undergraduate Electronic Design Contest:

2017 全国大学生电子设计竞赛

2. start off: 以...开始

3. whereby: adv. 其中

4. subsequently: adv. 其后

5. ensue: v. 继而发生

6. enclosed: 与外界隔绝的

7. aggregate: n. 合计

8. outlay: n. 费用

9. electrical circuiting problem: 短路问题

10. amplifier: n. 放大器

11. diode: n. 二极管

12. audion: n. 三极管

(审稿 / 余睿)

The Big Family of ECNU CIRCLE'S Editing Team

文 / 顾依秋 张潇文 美编 / 高焱



Editors in chief are Wang Yan, Guo Zhongyi, Wang Zhihong, and Yu Rui (from left to right), who have been working together as editors since the first issue of the journal was published on campus. They select, check, correct, edit and proofread pieces of writing the student journalists have written before they are published. The editors and their journalists team are committed to documenting and displaying the cultural and academic diversity at ECNU with their journal.



Yu Rui: *ECNU Circle* connects ECNUers with their community. This journal makes cultural and educational exchange easier. I believe our journalists team will tell better stories of ECNU cultural heritage and spread the ECNUers' voice.

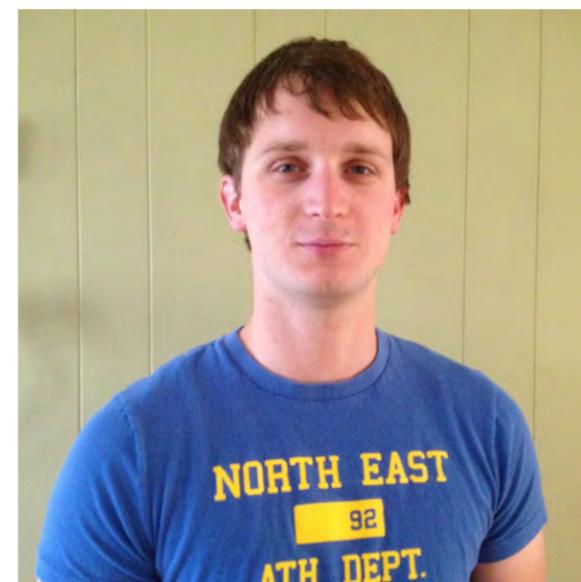
Guo Zhongyi: In the latest issues of *ECNU Circle*, we are striving to build an archive of the history, culture, and people of ECNU in order to preserve the memory of our ECNUers and to inspire those from outside of the university.

Wang Zhihong: *ECNU Circle* is a showcase for the dynamic campus culture, a bridge connecting international students with local students, a collection of beautiful memories for generations of ECNUers, an artwork involving months of hard and patient work. It can be something more. Just pick her up and enjoy her companionship.

Wang Yan: I hope *ECNU Circle* will not only be popular with ECNUers, but also be appreciated by people outside ECNU, even outside China.



Professor Hu Min, founder of *ECNU Circle*, devoted herself to the first and second issue of this journal.



Joshua Mayfield (American Editor): I am happy to work as an editor on the *ECNU Circle* Team. One of the reasons is that I like to be informed about what's going on around me, and since I am also a grad student at ECNU, I want to know what's happening in the campus environment. Professor Guo and all of the English professors at the Department of College English are fantastic people. They listen to any suggestions or ideas from

the journalists or editors, always staying progressive with their ideas, yet keeping everything in line with ECNU guidelines. I couldn't ask to work with more professional people—they always provide feedback, communicate effectively and keep the magazine moving forwards, with fresh stories and new features.

I was first introduced to *ECNU Circle* by Reason, a stunningly beautiful girl from Chongqing and journalist on the *ECNU Circle* team in early 2017. I didn't know what to expect from the work; however, after receiving my first editing assignment for the cover story of Issue 14—"Genuine Teacher for Authentic English"—I realized at once that picking a story apart and looking for damages was not an easy task, nor was doctoring them up. Then I was interviewed by two *ECNU Circle* journalists, which gave me an in-depth look into how the information is formed before its put into script - indeed another difficult task.

This is my kind of work, nonetheless. It's meticulous, descriptive, arduous, engaging, wonderful, aggravating and fosters self-dedication for a group work. Give me a story and I will enter that world; I may even make it my own—that is, as long as it is approved by Professor Guo.



English-language Journalists

**Wang Ren**

I am Wang Ren, a graduate student at ECNU working as an English-language journalist on the *ECNU Circle* team. I have interviewed many excellent instructors and classmates on the ECNU campus over the time-span of working here; I have even had some very memorable moments.

For instance, my partner and I were assigned to interview Chen Lingxi, the Vice Director of the Academic Affairs Office¹ whom I was not familiar with. I felt embarrassed to ask her any questions so my partner led the discussion and I took notes.

I gradually became a more competent journalist when I learned how to effectively communicate with interviewees. I came to a realization that our interviewees are very kind people, since they are willing to share with us information about themselves, and open up to us about their personal ideas and backgrounds.

As a journalist at the *ECNU Circle* for two years, I significantly improved my writing and communication skills all the while having fun with the other team members during the process.

I'm Jin Zhaolin, a second year undergraduate student at ECNU. I was introduced to *ECNU Circle* by my former academic writing² instructor, Ms. Wang Yan, who encouraged me to join the team due to my exceptional writing talent. I also made progress in my communication skills and met new people on campus through the work at the *ECNU Circle*. For example, I interviewed the personnel of ECNU's IT department where I learned more about the digitized student ID cards³; some of the background information I retrieved⁴ displayed ECNU's progressive trends in modern technological developments.

I was most impressed with the instructors who supervised the English competition training team, many of whom were so selfless, to the point of sacrificing themselves physically and mentally to improve the quality of the competition.

For example, one of the instructors refused to go see a doctor about his eye disease; another teacher skipped meals to improve the students' speaking skills before the competition. I really enjoyed myself and made some incredible memories here at *ECNU Circle*.

**Jin Zhaolin****Gu Yiqiu**

I am Gu Yiqiu, a second year undergraduate student. I have worked as an English-language journalist at *ECNU Circle* for 3 issues and 4 reports. I was introduced to the *ECNU Circle* team via my College English instructor—Ms. Yu Rui.

My first write-up included the story about Ms. Li Houzhi of the Chinese Archery club. I went through the whole process of drafting the story with a genuine interest to learn about how to compose an entire article. This brand-new experience showed me how to work as a journalist and also led me into the world of editing and publishing.

I was very grateful to work as an English-language journalist for *ECNU Circle*. This unique experience presented me with the chance to work with wonderful people, meet more instructors at ECNU and make friends with more students. I will certainly look back on this experience in awe of⁵ my accomplishments.

I'm Song Sijia, a first year undergraduate student involved in several campus activities, such as English-language journalist of *ECNU Circle*, member of the English competition team and interpretation club. I have written 5 articles for the periodical to date.

My reports have included several appealing figures—French dance instructor Prof. Marceau, physics instructor Prof. Wu E and Commercial Press GM Dianli Yu. I prefer doing my reports on various individuals, in order to obtain a larger perspective about contemporary trends.

For instance, I learned Qi-dance techniques from Prof. Marceau, knowledge about physics from Prof. Wu and GM Yu's collection of thoughts on the history of libraries. Their stories were a source of inspiration for me.

Fulfilling the role as an English-language journalist of *ECNU Circle* has become an indispensable⁶ part of my university experience. Therefore, I hope that I can learn more about the other team members, in addition, to sharpening my writing skills.

**Song Sijia**

**Zhang Yiying**

I am Zhang Yiying, a second year undergraduate student. I originally contributed an article about artificial intelligence to Issue 12 of the periodical. Later, I joined *ECNU Circle* as an English-language journalist.

Thereupon, I covered the stories about Prof. Wei Baolin of the Department of College English; Hao Yan, graduate student at the Department of Special Education; and Korean instructor, Sun San Nim, of the Asian Europe Business School (AEBS).

Hao Yan established her own start-up in the area of special education. Her commonwealth organization cultivates children with intellectual disabilities and assists them with their common needs. She gave an in-depth account about the tough circumstances in enterprise development. I profoundly admire her commitment to persevere through the challenges to help more children with intellectual disabilities. Indeed, her story and success encourages me to progress in my own life.

My English writing and translation skills have improved significantly thanks to the work at *ECNU Circle*. I relish the opportunity to interview outstanding instructors and students at ECNU.

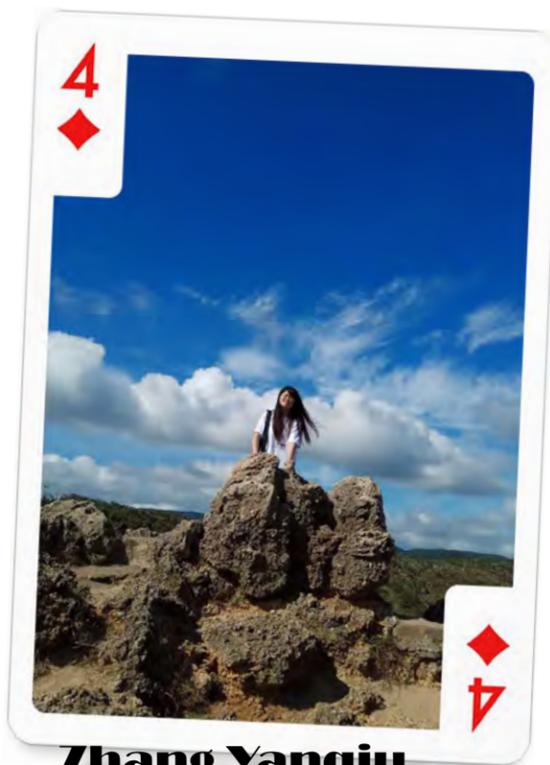
Art Editors

I am Zhang Yanqiu, a second-year graduate student at the Department of Editing and Publishing Science.⁷ I have been a member of the *ECNU Circle* team since Issue 1 of the periodical. I originally applied for one of the journalist positions since I wanted to improve my English writing skills; however, I took a new direction in the project due to the lack of graphic design editors.

At this time, I stopped inferring about the theoretical concepts of typography layout and began to engage in the practice itself. I observed at *ECNU Circle* how a periodical is built from scratch; as a result I learned about the publishing process from foundation to printing.

The graphic design team has already become a relevant body of the *ECNU Circle* project, leading through their solid cooperation and team-work to the acclaim of our readers.

The 5 years that I spent at *ECNU Circle* will remain as my fondest memories at the university—I only have one thing to say to the *ECNU Circle* team: “I am so happy to encounter such a wonderful opportunity to develop myself for the future.”

**Zhang Yanqiu****Gao Yan**

I am Gao Yan, one of the graphic design editors for the *ECNU Circle* and a first-year graduate student at the School of Communications. I have been at *ECNU Circle* since the beginning of its establishment.

My work pertained to the graphic design organization of the periodical. The main objective is to employ art-visualization techniques that foster originality, thereby building a cradle for the master's of graphic design editors—not a simple task!

Nonetheless, it is essential for the graphic design editors, journalists and draft compilers to work closely together. For instance, I am always nagging them about retrieving official photographs to fit with the pertinent information—high-definitional pictures are like ghosts at the press—looming over their heads as they compile the text manuscripts; because I am always lurking around them, saying: Get me some pics! I have learned so much in working at the *ECNU Circle*, including comprehensive picture-selection, design layout, and how to use photography as a medium to illustrate information. I am so grateful for the opportunity to work for *ECNU Circle* henceforth bringing the memories with me everywhere I go.

I am Shen Mengying, a graphic design editor of *ECNU Circle* and a professional editing and publishing major at the School of Arts and Communications. My introduction to *ECNU Circle* entailed some serendipity. One afternoon at ECNU, I attended a lecture by instructor Wang Zhihong; afterwards I went to talk to her about the lecture, during our conversation she recommended me to find out about the *ECNU Circle* project on campus since I was interested in editing and publishing work.

Graphic design editing can be compared to the likes of a green leaf that changes colors with season, transforming a tree into a new form of natural life. Whether I am doing type-layout or poster design, I always adhere to 3 points: more introspection, more critiquing, more exercise.

Moreover, there are so many sources of art materials that the options at your finger tips are infinite to the imagination. A poster designer is never afraid to try something different, or think of new way to perfect the art medium. The great Confucius said: “people who know how to study are inferior⁸ to those who like studying; people who like studying are inferior to those who take studying as a joy.” Up to now, my work at *ECNU Circle* has been a pleasurable experience for me—unleashing my talents and liberating my creativity.

**Shen Mengying**



I began my academic studies in 2014 at the School of Communications Broadcast Television Department at ECNU. I have been a website editor since I joined the *ECNU Circle* team in 2015. I have worked from Issue 8 to Issue 13. My main task is to promote and publicize *ECNU Circle* through the WeChat Public Domain Account⁹ and other media sources.

It was pretty unusual for me to join a foreign language journal as I am not adept in using English for communication or writing. Though, there was a demand for the website editing position so I decided to lend them a hand to keep the project afloat.

I felt encircled by the English environment. I was so embarrassed that I couldn't understand any of the content or objectives. Nonetheless, it encouraged me to pick up on some of the language so that I could play a larger role on the project. After listening to one of the foreign teacher's lectures I became more accustomed to hearing spoken-English, in the end, I cultivated myself to compile and organize the minutes of conference meetings that were recorded in English.

My listening comprehension had taken a turn for the best—environment breeds skills, environment breeds skills, environment breeds skills! I want to emphasize to the readers how I went from no base in English to applying it to my work at *ECNU Circle*.



Gu Yixiao

I enrolled into the School of Communications Department of Broadcast Television in 2015. I enjoy film, photography and swimming during my leisure time, but I prefer to be more active on the campus (i.e. award winner of the 2015-2016 ECNU Outstanding Youth League Members Award).

I like to interact with people. I feel that inter-personal communication skills are essential for any career path. I am currently working as the website editor for *ECNU Circle*, managing the *ECNU Circle* public domain site's event planning and organization which allows me to meet an extensive amount of people in the public.

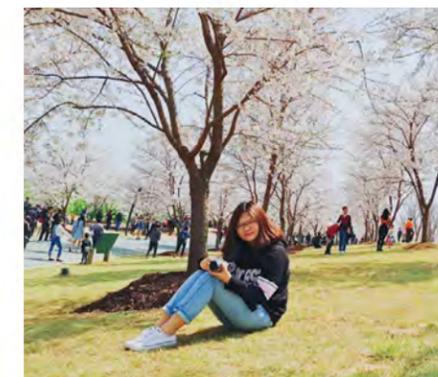
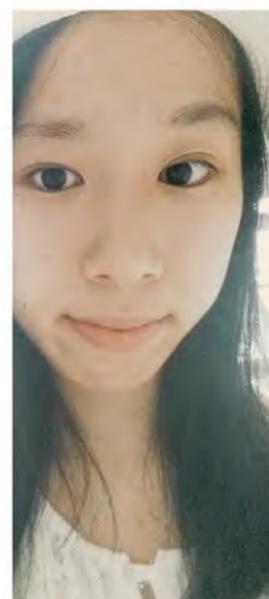
One of the most impressionable experiences occurred at the beginning of our work. We encountered several problems with our promotion strategies and even had some disagreements on how to publicize the periodical. Nevertheless, our loyal team work proved to resolve all of the problems at hand, effectually leading to an increase in the amount of readers and fans.

At this point, I realized that only through a united collaborative¹⁰ effort can the toughest problems for a group be resolved, thereby, forming a stronger team to ensure a longer period of work cooperation. I am very proud to be on the *ECNU Circle* team.

(审稿 / 余睿)



Wang Xiaodi



1. Academic Affairs Office: 教务处
2. academic writing: 学术英语写作
3. the digitized student ID cards: 校园卡
4. retrieve: v. 检索
5. in awe of: 心怀敬畏
6. indispensable: adj. 不可缺少的
7. editing and publishing science: 编辑出版专业
8. inferior: adj. 低劣的, 下级的, 下等的
9. WeChat Public Domain Account: 微信公众号
10. collaborative: n. 合作



THE INVENTIONS OF TECHNOLOGY MAKE PEOPLE CLOSER

投稿 / 2016 级经济学 陈玉烨
美编 / 陈诵弦

When asked about the influence of technology on our social intercourse, an overwhelming majority of people believe that it seems to be cutting us off from contact with our fellow human beings, but I am prone to agree with the opposite view point.

The first and foremost reason is that the inventions of technology offer more opportunities for us to get in touch with others, unlimited by space and time between people. For example, the new way of communicating, the Internet let us receive and convey messages fast and freely, even if you travel across oceans.

Currently, there is a widespread concern over the sense of distance. But in fact, the vitality and the indirectness of the new technology can release the tenseness of individuals in the face-to-face communication. Just like the phenomenon "Strangers on The Train," people tend to express their thoughts and views more freely and they can receive much more respect and self-identity than in the real life. This kind of social contact undoubtedly closes the distance between each other in both spirit and heart, which is incomparable by the traditional way of communicating.

Last but not least, people can easily find those who share the similar purpose and interests with them on the Internet. Through the intelligent classification of a variety of social software, people can establish more meaningful and suitable relationships. One wants the stimulus of sympathy and the Internet just plays a role as the media.

As the American scholar Dayson said, "The inventions of technology are not the independent existences, but the supplements of our life." The advantages of technology have far outweighed the drawbacks and it plays an increasingly significant role in modern life.

(审稿 / 余睿)

Adlestrop

BY EDWARD THOMAS

Yes. I remember Adlestrop—
The name, because one afternoon
Of heat the express-train drew up there
Unwontedly. It was late June.

The steam hissed. Someone cleared his throat.
No one left and no one came
On the bare platform. What I saw
Was Adlestrop—only the name

And willows, willow-herb, and grass,
And meadowsweet, and haycocks dry,
No whit less still and lonely fair
Than the high cloudlets in the sky.

And for that minute a blackbird sang
Close by, and round him, mistier,
Farther and farther, all the birds
Of Oxfordshire and Gloucestershire.

Many prominent critics and authors have called Edward Thomas (1878–1917) one of England's most important poets. Since 2000, much serious consideration has been given to Thomas's work. Most critics would agree with Andrew Motion, who states that Thomas occupies "a crucial place in the development of twentieth-century poetry" for introducing a modern sensibility, later found in the work of such poets as W. H. Auden and Ted Hughes, to the poetic subjects of Victorian and Georgian poetry.

艾德思卓

愛德華·托馬斯

是的，我记得这个地名
艾德思卓，只因一个炎热的午后
快速列车在那里意外停留
那是六月末的时候。

蒸汽嘶鸣，有人清清喉咙。
无人下车，也无人上车
空旷的月台，只看到
这个站名，艾德思卓

还有柳树、柳兰和青草，
以及合欢子和干草垛，
宁静，孤独，美丽
犹如高空中飘荡的云朵。

那时，一只乌鸫正在附近欢歌
远处，牛津郡和格洛斯特郡
周边所有的鸟儿
都在轻轻应和

（华东师大外语学院大学英语教学部 卫华 译）

Edward Thomas was born of Welsh parents in London in 1878. He had a natural love for writing. While still an undergraduate, he determined to live his life by the pen. His work included essays, natural history, criticism, biographies, reviews, and fiction. Thomas wrote his first poems in 1914 at the urging of the American poet Robert Frost¹, with whom he forged a friendship during Frost's years in England. Two years later his first book of verse, *Six Poems*, was published.

埃德爾斯特普

愛德華·托馬斯

是的，我还记得埃德尔斯特普
这个站名，因为一个炎热下午
快速列车不寻常地
在那里停靠；时值六月末

蒸汽机嘶鸣着，有人清了清嗓子
无人去也无人来
空旷的月台上，我所见的
只有那个站名—埃德尔斯特普

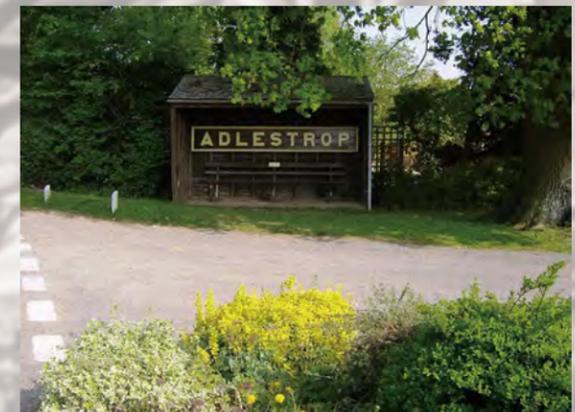
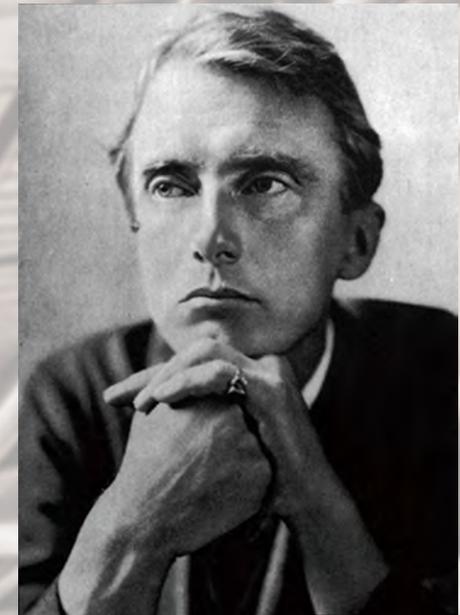
还有那柳树、柳兰，和青草
绣线菊，还有干草垛
比起天边飘逸的碎云，
丝毫不缺宁静与孤独。

就在近旁，一只黑色的鸟儿
突然放声鸣唱，而由近及远，
唤起牛津和格罗斯特的鸟儿
飘渺间，齐声附和

（华东师大社会学系校友
现复旦大学宗教学硕士 王子铭 译）

In 1915 Thomas enlisted² in the infantry and was killed two years later in the Battle of Arras³.

The poem Adlestrop describes an uneventful journey that Thomas took on 24 June 1914 on the Oxford to Worcester express; the train made a scheduled stop at Adlestrop railway station. He did not alight from the train, but describes a moment of calm pause in which he hears "all the birds of Oxfordshire and Gloucestershire." The station closed in 1966.



1. Robert Frost: 美国诗人，一战期间访问英国时与爱德华·托马斯结交，彼此十分欣赏，并互相鼓励诗歌创作
2. enlist: v. 入伍，参军
3. Battle of Arras: 阿拉斯战役，战场位于法国，诗人客死他乡

（美术 / 谢瑶姬 校译审稿 / 郭忠义）



文 / 许昭辰 美编 / 舒紫云

In the mood of a divine, serene lake, a beautiful young woman dressed in silk moves rapidly across it, leaving no traces behind of her travel upon the surface of the water. She is like a bird flying freely in the sky.

Two men, with their swords, dressed in robes, fight against each other in the depths of the luscious bamboo forest, meanwhile dashing through the top of the trees. They bring hardly more vibration on the bamboo trees than the touch of a gentle breeze.

A warrior with a sheathed sword is marching through the desert on a horse. While the hot wind blows up the choking sand, a flaming sun appears gradually over the horizon.

These are familiar scenes of Jianghu, with the transliteration¹ of “rivers and lakes” in English. The fancy world of Jianghu, originating from the Chinese people’s imagination, is also an incarnation² of reality in some ways because there exist the dichotomies of love-hatred, righteousness-resentment, power-struggle, etc., themes so pervasive within the real society. The heroes in Jianghu not only possess superb martial arts skills, they also embody particular characteristics as being brave, chivalrous³ and honorable. The heroes of the Jianghu films, with their flawless fighting and meritorious⁴ deeds, captivate⁵ the audience into the core symbols of Chinese martial arts culture.

Jianghu movies became popular in China around the 1980s. Then, having grown in popularity over a decade, Jianghu movies entered into a boom in the 1990s. In this edition, I will introduce two classics from this period—*New Dragon Gate Inn* and *Swordsman II*.

NEW DRAGON GATE INN (1992)



Enunches controlled political power in the middle of the Ming Dynasty. The leader of the eunuchs, Cao Shaoqin, breached the imperial edict and murdered a righteous minister Yang Yuxuan; what’s more, Cao even intended to continue his killing spree⁶ by slaying Yang’s family and offspring. Meanwhile, swordswoman Qiu Moyan and some other courageous warriors decided to risk their own lives to save Yang’s family.

They then came across Yang’s subordinate, Zhou Huaian, at Dragon Gate Inn near the border. The Dragon Gate Inn was no ordinary hotel. It was notorious⁷ for criminal activities and debauchery⁸, including the inn’s landlady Jin Xiangyu who would kill guests and rob them. Some eunuchs also checked in at the Dragon Gate Inn to seek out Zhou and Yang’s offspring.



Therefore several forces representing converged at Dragon Gate Inn, with the good side of fighters represented by Zhou and Qiu, the evil side represented by imperial eunuchs, intermediaries, and a group of border guards who had no idea of those people’s hidden identities. The detached and inter-twined forces fought with and against each other with various strategies, to the result of some counter-intuitive twists and turns. Finally, abhorring eunuchs’ evil prowess, Zhou and Jin banded together against the evil forces. They made it out alive through their co-operative attack. Unfortunately, Qiu and several other warriors sacrificed their lives in the fight.

The movie was praised for how film director Xu Ke was able to limit the broad concept of Jianghu into the small confines of a hotel inn, albeit⁹ one that created dramatic and incisive conflicts. At the same time, it captured many romantic images about Jianghu, such as the lonely ranger roaming in the desert, and the swordswoman prowling the earth for love.

The characters were vividly depicted within the craftily designed plots. For instance, when fighting against the evil political power, the three evidently held different viewpoints. Zhou believed in holding on to his faith, willing to risk his life for righteousness, justice and the protection of Yang’s offspring; on the other hand, Qiu believed in love. Holding on to her faith, she took up the sword and fought side by side with her beloved one against cruel enemies. Contrastingly, Jin believed in freedom to the extreme as she stood alone in the desert where she was unshackled to fight for her beliefs. The antagonists of the film were the authorities in control of national power who were able to exert brutal punishment on those against them. In this context, the victory of the three heroes can be seen as the ultimate triumph of humanity conquering powerful, enslaving forces.

On the contrary, the two prominent female characters—Qiu Moyan and Jin Xiangyu—demonstrated distinctively different caricatures. Qiu was depicted as the role model of most traditional Chinese women—a refined, restrained, and loyal character who embodied strong loyalty and passion for love, with all the virtues inherent in the traditional culture. Jin, considered a rebel by traditional standards, refused to restrict herself to any conventions of what a woman must be. She was dissolute¹⁰, ill-tempered and free to do as she pleased, which led to a direct confrontation between the two female warriors at the first meeting. But as the story progressed, the relationship between them transformed from bitter enmity¹¹ to sweet harmony, hence a new alliance was born.

SWORDSMAN II (1992)



Ling Huchong, the main swordsman of the film, had decided to retire from Jianghu, choosing to live in recluse¹² at Niubei Mountain. Together with his junior apprentices, he unintentionally discovered a secret in the Sun Moon Holy Sect on the way to the mountain: the usurper Invincible Eastern had imprisoned the former archbishop Ren Woxing. Invincible Eastern had enlarged the troops for the purpose of overturning the empire, in hopes of creating a new one for himself. At a point of dramatic tension, Ling encountered Invincible Eastern.

However, he was unable to recognize Invincible Eastern and mistook him for a beauty. They drank and composed poetry together on several occasions. Little did he know how soon everything would change.

Ling decided to uphold his duty to justice by helping to save Ren Woxing's daughter. After he rescued her successfully, they both subsequently fought with Invincible Eastern and his army to retake the magistrate, during which all of Ling's junior apprentices were slayed by Invincible Eastern. Ling was thus determined to take revenge. When Ling finally faced off with his foe, he was surprised to find that Invincible Eastern was actually the one he was after all along, even though it didn't restrain him from avenging the loss of his apprentices. After Ren Woxing regained power, he started the slaughter inside his sect to secure it. Ling consequently fled Jianghu.

Indeed, Ling Huchong was a young, free spirit in the wind. On the one hand, he would not be regulated by any rules; on the other hand, he upheld his faith to justice, love, and friendship. At the beginning of the story, he decided to retire from Jianghu, but his plan was destined to fail as was suggested by the famous quote from the movie, "Wherever there are people, there is Jianghu." Jianghu is never a geographic concept—that is, wherever there are people, there is love, hatred, righteousness, and resentment. Ling not only got involved in disputes, but was also unable to ignore the faith he held onto for so long, the people he cared about, and the affections he cherished. He could never break away from the mundane¹³ world. In effect, he nearly lost everything in the end and was ever so haunted by his former partner Ren Woxing. The film's ending illuminates¹⁴ the audience during the moments our hero finally escapes the tragic life in Jianghu.

Undoubtedly, Invincible Eastern was a usurper and rebel, but this villain¹⁵ also had some attractive features. As an idealist, the main reason he set out to subjugate¹⁶ the ruling dynasty was that his nation, the hmong, was an oppressed minority for which he envisioned a change. To achieve this ideal, he usurped power, and even went so far as to slaughter those who challenged his rule. Secondly, his love for Ling was sincere and ardent. After meeting Ling, he was completely infatuated with love, which eventually led to the loss of his own life. It was clear that he still loved Ling at the end of the story, even though Ling was the one to end his life. So it goes without saying the tragic love between Invincible Eastern and Ling touched the hearts of many audience.



Ren Woxing was a man controlled by hatred. After he avenged the life of his daughter and regained control, he started to slaughter people who he considered to be potential threats to his power. He even hunted Ling who had previously helped him in the fight. His experience revealed the bloody

changes of dynasties during the thousands of years of the feudal Chinese society. The film indicates that such changes were merely struggles for power and authority, while justice was often ignored during the process. The directors in the 1990s tended to portray artistic conceptions of a romantic Jianghu. They focused on depicting the entangling relationships of love and brotherhood, as well as hate and betrayal.

In the next ten years from the millennium on, the Chinese martial art movies started to enter the world market and be interpreted by audiences of all cultures. They even began to take up international features and enter a new stage of development.

The next edition will introduce several world-famous martial art movies produced during that stage, so stay tuned....

1. transliteration: n. 直译

2. incarnation: n. 化身

3. chivalrous: adj. 有骑士风范的, 侠义的

4. meritorious: adj. 值得称赞的

5. captivate: v. 吸引, 使迷恋

6. spree: n. 无节制的狂热行为

7. notorious: adj. 臭名昭著的

8. debauchery: n. 放荡, 纵情酒色

9. albeit: conj. 虽然; 尽管

10. dissolute: adj. 放荡的

11. enmity: n. 敌意

12. recluse: n. 隐居

13. mundane: adj. 世俗的

14. illuminate: v. 阐明

15. villain: n. 恶棍, 反派角色

16. subjugate: v. 征服

(审稿 / 汪燕)



文 / 张子琰 杨鸿玺 美编 / 孙雪艳

In June 2017, a group of six ECNUers set off to Kazakhstan to serve as volunteers in one of the worldclass gatherings of the year--world exposition 2017. How did they contribute to this international event? Wang Xinying from the Department of Russian Studies will share with us her unforgettable experience during the three-month stay in Kazakhstan as a volunteer.

ECNU Circle: What's your motivation to be a volunteer in Expo 2017 Astana?

Wang Xinying: I am eager to practice my language skills, learn new things and find true friendships through these kinds of events. The 2017 Expo offers us a platform to experience the diversity of our world. All these work experiences and knowledge are invaluable to me. I also feel that Kazakhstan is a very attractive country. Its mysterious land and culture set it apart from many places of the world, yet in China I seldom hear friends take it as a tourist destination.

E: Could you tell us the selection process?

W: Most of the volunteers are selected from the School of Foreign Languages. We went through both written examinations and interviews which emphasize our language skills and abilities to improvise. For instance, how to deal with an emergency, such as an old man falls down in the street or a drunken man harasses people in a tourist area.

E: Could you briefly introduce Expo 2017 Astana to us? What is the Expo like in your eyes?

W: Expo 2017 Astana is an international exhibition which took place from June 10 to September 10, 2017 in Astana, Kazakhstan. Over 100 countries and international organizations participated in the

exhibition. This was a specialized exposition, which means the scale of exhibitions would be smaller compared to universal expositions like Expo 2010 Shanghai. It was the first time that EXPO took place in a Central Asian country. I can tell from the flow of visitors that Expo is a pageant¹ not only for that particular country, but also for the whole world. Though it is a specialized Expo, you can still feel the charm of different cultures. You will be amazed at the prosperity of human civilization and all the achievements we have made so far.

E: What about the main exhibition areas of China Pavilion and its distinguishing feature?

W: The theme of China Pavilion is "Future Energy, Green Silk Road". The whole pavilion is divided into five exhibition halls. These five halls demonstrate the following aspects---the current situation of energy in our society, significant energy projects through the history of China, what kind of role energy plays in people's daily life, the ideal model of a clean energy town and China's leading energy companies along with their cooperation with other companies and countries in the field of energy.

There is no doubt that China Pavilion has many highlights. One of them is the high-speed rail technology, which is seen as a visiting card of China. It is said that the construction of the high-speed railway from Xi'an to Astana is half done so far. The China Pavilion, nonetheless, has a railway with VR glasses to simulate a pleasant ride on high-speed train in China. It was really popular among visitors in China Pavilion, with catchy phrases like "Belt and Road" and "Energy Corridor"² to highlight the work.

China Pavilion received six thousand visitors each day. Some of them would write their feedback after their visit, which turned out adequate feedback. In the fourth hall there was a 3D movie about how a primitive³ little girl found future energy with the help of a sun bird and saved her mother. The sun bird was a mythological image from old tales in Shang Dynasty. Foreign visitors gave high credits on this movie. On the other hand, professional visitors would pay more attention to our cutting-edge⁴ technology in energy industries in the fifth hall. They shared with us their different opinions on the developing technology.



E: What is your daily work in China Pavilion?

W: The volunteers in China Pavilion are supposed to work on shift. Our job responsibilities include supervising the flow of visitors at the gate, maintaining order in the 3D cinema, introducing different items on display, giving receptions, offering interpretation and so on. The ever changing situation does bring about many challenges. So we have to make corresponding adjustments and try to provide the best service.

E: How is the real-life situation in China Pavilion different from the training you received before departure? How do you meet these challenges?

W: The training we received back in China centers on etiquette⁵, while at work we need to adapt ourselves to the circumstances. For example, if you work at the gate, the basic task is simple---open the gate and allow visitors to get in. But it will be very challenging if you are asked to supervise and control the flow of visitors and make sure the number of visitors inside the pavilion is in balance. Sometimes visitors waiting outside may get impatient, raising demanding questions and complaining about the long queue. It is our job responsibility to organize some fun activities like cultural knowledge quizzes, which not only help them kill time while waiting in line, but also promote a higher level of Chinese cultural knowledge.

E: Which pavilions leave you a deep impression?

W: I think there are a lot of pavilions worthwhile to visit. Holland Pavilion successfully integrates science into art and culture by showing the latest agricultural development with Van Gogh's paintings and portraits of famous scientists. Russia Pavilion is distinguished by its discovery in Arctic. Monaco Pavilion shows us its princess Grace Kelly and the exploration of ocean resources. So different pavilions demonstrate unique aspects of civilization in their own ways. Some aim to transmit knowledge, others try to compare their energy technology to that of Kazakhstan. Compared with other pavilions, China pavilion displays more tentative⁶ plans with greater vision and is more oriented towards the future.

E: Do you have any interactions with volunteers from other countries? How do you think the cultural difference in interacting with overseas friends? How do you deal with these differences?

W: Chinese volunteers often had meals with volunteers from

other pavilions. Around the table everyone felt delighted to share his or her interesting life experiences with others. For example, an American volunteer told us that his parents used to be hippies in the Soviet Union. He was also involved in the campaign for Mrs. Clinton's presidential election. Meanwhile, there were a lot of volunteers eager to learn Chinese from me. I was so happy to hang out with them after work. We chatted idly, shared many ideas and learned so much from each other.

E: Have you ever come across any interesting people during the volunteer work?

W: Absolutely. I met a lot of interesting visitors while I was at work. A couple from Germany showed me their mountain villa -- a small, well-decorated cabin. Some visitors even brought their local candy and shared them with me. Others were scholars who came to Kazakhstan for research. They put forward many constructive questions about the expo exhibition, such as the likelihood of clean energy promotion, the stability of nuclear energy and so on. I was deeply impressed by these new ideas.

E: Are there any interesting local activities in Kazakhstan?

W: Of course there are. I met with local people to experience all of the local Kazakh customs. I always visited some interesting

pawnshops⁷ and small shops. Eurasia market, the largest local market, was covered by a tent and always filled with tourists. Another place I often visited was the Gorky Russian Theater. I enjoyed many famous plays there, such as *The Master and Margarite*, *The Yevgeny Neo* and *Anna Karenina*. It is worth mentioning that local people would dress themselves in evening gowns if they went to theatre. It was quite an experience for me.

Kazakhstan is a multi-ethnic country with people of different religions and ethnicities living and working together simultaneously. There you can also see Mosques and Orthodox Church coexist under one country. Most of local people are lively and cheerful, which they display through tradition cultural events such as horseback riding and goat riding.

E: Are there any people who left an impression on you?

W: Yeah. Like the staff who work with me. They are able to maintain a balance between life and work. They are both fun and meticulous on the job. Some local people are really nice to me. A cleaning lady gave me lots of sweets. A tourist inquired me with great concern when I looked exhausted at work. These moments were so brief, but I will never forget them.

E: Have you ever felt homesick? How do you handle it?

W: I was very homesick at the beginning and would spend time reading on WeChat to see what's happening at home. Besides, I kept in close touch with my parents via video call, which was a great relief to homesickness. Besides, the demanding volunteer work and the rich after-work life experiences also helped me alleviate any negative emotions.

E: What do you think is the biggest gain you got from this experience?

W: First of all, I have collected the medals of many pavilions which I cherish as souvenirs to hold my precious memories. Secondly, I managed to overcome the shyness and other psychological barriers in cross-cultural communication. Thirdly, my Russian has improved a lot thanks to the volunteer work. Finally, I learned how to deal with adversities. There were a lot of challenges popping up in our voluntary work such as supervising and comforting tourists. As a volunteer, I shouldn't feel depressed when faced with difficulties. Instead, I learned to be positive and flexible.

E: How do you think young people today should promote China's image and tell good Chinese stories in the international community?

W: First learn to smile and always stay positive. Then be responsible for your own work and work on it well and diligently. As an old Chinese saying goes, even if the task is very small, it should be done meticulously.

1. pageant: n. 盛会
2. corridor: n. 走廊
3. primitive: adj. 远古的
4. cutting-edge: n. 尖端、前言
5. etiquette: n. 礼仪
6. tentative: adj. 暂定的, 试验性的
7. pawnshop: n. 当铺

(审稿 / 王志宏)



Incomparable Treasures

—impression of summer school at UC Berkeley

文 / 张怡颖

美编 / 李嘉玲

The six-week summer school experience at UC Berkeley made my second summer vacation in college an incredible, unique and memorable part of my life. There were too many stories worth memorizing within those 41 days from July 2 to August 11—bright sunshine, clear sky, comical professors, friendly strangers. I don't know where to begin to share my unforgettable experience with you now.



■ About study

I attended a six-week program of the Session D, which required at least five earned credits to complete the course. I chose two courses based on my professional background and personal interest: Behavioral Finance and Stress and Coping.

In the Behavioral Finance class there were overall 30 international students from Sweden, Finland, America, Indonesia, Thailand and China. Our teacher, Konstantin Magin, a middle aged Russian-American professor from Hass School of Business, was extremely good at integrating real life issues with deduction of financial models and theories. His teaching methods not only made the mathematical derivation less tedious, but also prompted us

to think independently, critically and thereby actively participate during the discussions. Thus I gained a deeper understanding of such abstract theories and spoke out at each opportune¹ moment during the classroom discussions.

On certain occasions, Professor Magin extended the topic to international economy and politics, which inspired some thought-provoking comments and ideas. Besides focusing on decision heuristics², biases on investor welfare, financial markets and corporate decisions, this course also gave me a brand-new perspective of understanding financial economics.

Stress and Coping is an outstanding course offered by the School of Psychology, with more than 200 students in attendance. I was among the ones who most appreciated the style of lecture in the class—especially the experiment we did about eating cookies when talking about attention and emotion. We were indeed bemused³ when our young lecturer took out four boxes of cookies and shared two pieces of them with everyone. Eat a cookie, he said, then close your eyes and take a bite of the second one; as you slowly chew, focus your attention on the nuances⁴

of each particular flavors, textures and sensations that you experience. Which piece is more delicious? Surprisingly the marginal utility didn't diminish as I had supposed, instead, the second cookie had more aftertaste and excitement to me. Apart from these kinds of unique classroom experiments, the course emphasized scientific literature in relation to techniques for regulating stress, as well as maximizing psychological well-being. Indeed, the classroom discussions, experiments and lectures enabled me to learn a bit more about practical methods for coping with stress and maximizing happiness. I firmly believe this class can make us happier with ourselves and others.

Compared with domestic universities the classroom interaction was more frequent, and the relationship between teachers and students were closer at UC Berkeley, which, in my opinion, was the most significant difference. In class I always pay full attention to the teacher in order to be prepared to answer any questions they might ask. We were always required to read relative scientific literature in the class, which was genuinely torturous for me to read dozens of pages in English! We also had regular assignments and examinations, although they seemingly laid more emphasis on the understanding and application of theories rather than memorizing simple facts.



■ About campus

Trees made pleasant shades; streams meandered⁵ across; the little squirrels always sprang forth and surprised me. Distinctive teaching buildings and libraries donated by numerous distinguished alumni merged with nature in harmony. And had I got lost it would have been impossible to navigate inside such a huge campus without Google map!



There are four main libraries on the Berkeley campus: DOE, Moffitt, Bancroft and East Asian library, in addition to the two dozen libraries designated for specialized courses and archives⁶, which occupy more than one million square feet of Berkeley's college campus.

The tallest architecture on campus is the campanile⁷ referred to as Sather Tower, with a history of more than 100 years. Its beauty and significance bring out the magnificent scenery that Berkeley is famed for. It was so pleasant to face genial⁸ summer wind at the top of the tower! And remember not to miss out on the resonant⁹ bells sounding from aerial view there!

Up on the hillside "BigC" overlooks the city from the east side of the university—salmon pink sunset and jewelry blue seawater fuse together into the distance endlessly. The breath taking scenery makes you forget about any trifles in life and focus on the present.

■ *About daily life*

Despite the challenging curriculum, large campus and new environment, my after-school life was fulfilling as well. My arranged accommodations were comfortable, reliable, and since I lived in the residence hall near campus while the rest of the students lived in homestays with local Californian families, I was able to take in the vitality of Berkeley's campus.

There were several Residence Assistants (RA) in each dormitory unit, whom were always prepared and ready to assist the students in a timely manner. Every floor of the residence hall had separate bathrooms, shower rooms, as well as washing machines and clothes dryers—clean and easy to use—the convenience of having them on hand was indispensable.

The recreation center—equipped with piano, table tennis and pool table among other features—was located on the ground floor, with a spacious, well-designed area for students to be active and interact with each other. An academic center located in each residence unit offered everything from electronic devices to snacks and drinks. The free fitness room included treadmills¹⁰ elliptical machines¹¹ and other exercise machines, which was another thing that attracted me about the dormitory life there.

It took only ten minutes to reach the university from my dorm. On the way I could pass by the busy food court—Bancroft Way and Telegraph Avenue, where there were a myriad of¹² local places: restaurants, cafes, supermarket and stationery shops, all readily available to me; a favorable situation to mingle¹³ with the locals.

The school canteen provided three buffet serving style meals a day, including not only classic American dishes like burger, pizza and French fries but also more healthier choices



such as fresh vegetables, salads and whole-wheat bread. If you are sick of buffet style canteens, however, there are also many delicacies near campus in downtown Berkeley for anyone to enjoy! I often went to an Italian restaurant called Gypsy's for a less than \$10 meal of authentic spaghetti and calzone¹⁴. Gypsy's was popular among students and local citizens in Berkeley, which meant there was normally a long queue during rush hour. And it increasingly became my most common meal there since I couldn't cook meals for myself or friends in the dorms.

One outstanding point about the campus is that Berkeley students have the privilege to take city pure electric bus for free, although the time interval between each one was at least 20 minutes. Berkeley is located in the San Francisco Bay Area connected by intercity railway called Bart (Bay Area Rapid Transit). It takes merely around an hour to travel from Berkeley to San Francisco downtown, and costs only \$4 for a one-way trip. On the weekends I often travelled throughout the prosperous San Francisco area with my buddies, and one of our favorite places to visit was the Museum of Modern Art.

Last but not least, Berkeley seemed relatively secure in and around most of the areas of the campus, except that homeless people appeared there from time to time (maybe because the weather in California is so pleasant). Interestingly they never begged, nor seemed to be miserable; in fact, many of them can play instruments, which I experienced for myself when I encountered one of them alone in the park playing a melodious¹⁵ flute.

■ *Suggestions and overall impressions*

If you are eager for a change, just jump out of your comfort zone and travel fearlessly into the unknown. That's one way to discover any of your deficiencies¹⁶, meanwhile learning how to solve such weak points independently without help from others.

My six-week adventure at UC Berkeley not only made me more persevering but also re-affirmed my determination and hope for studying abroad. What I learned here, what I experienced here, and what I explored here are the things in life that I found much more important than any formulas or theorems.

In other words, UC Berkeley is one of the top elite universities due to its high level of tolerance for others' personalities and ideas. A place where everybody can create their own stories and harvest the kind of attitude incomparable with other schools—indeed, an incomparable treasure!

1. opportune: adj. 适当的

2. heuristics: adj. 启发式的

3. bemused: adj. 茫然的

4. nuance: n. 细微差别

5. meander: v. 蜿蜒缓慢流动

6. archive: n. 档案

7. campanile: n. 钟楼

8. genial: adj. 和煦的

9. resonant: adj. 洪亮的

10. treadmill: n. 跑步机

11. elliptical machine: n. 椭圆机

12. a myriad of: 大量的

13. mingle: v. 交往

14. calzone: n. 披萨饺

15. melodious: adj. 悦耳的; 旋律优美的

16. deficiency: n. 缺点; 不足

(审稿/余睿)

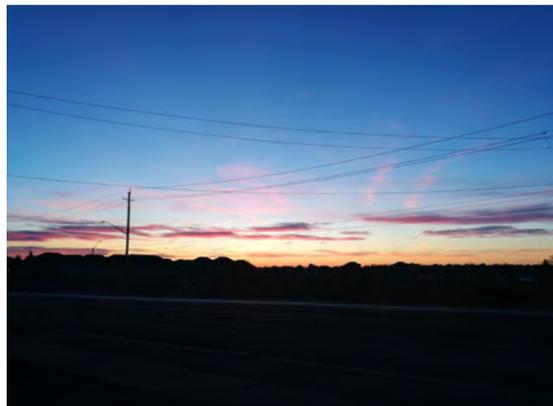
FIRST MONTH IN LAND OF THE MAPLE

文/汪燕 美编/舒紫云

After finally obtaining materials from China Scholarship Council¹ at the end of June, I was making preparations for my one-year-stay in Canada as a visiting scholar at the University of Waterloo. The application for visa approval turned out to be more difficult than I had expected, and took a much longer time. I was finally able to set out with my family at noon on Sep. 20, and landed at Toronto Pearson airport at 2 p.m. the same day, with a jet lag of 12 hours. A brand new year in the remote land of maple unfolded in front of us.

Settling down in another country was no easy thing. Luckily, a friend provided us with a very comfortable dwelling and helped us with all necessities for life in the new place. In a week's time, I got over the jet lag and was ready to get on track for life and study in the City of Waterloo.

Time flies and a month has passed. In this article, I'd like to share with readers something about my life and study during this period in the land of the maple.



Weather

Many friends expressed their concern after learning I would stay in Canada for a year, and I was often asked the same question: "Aren't you afraid of the cold winter in Canada?" In the past month, I constantly got questions like: "How is the temperature now in Canada?" "It must be very cold already, eh?" "Have you put on your winter clothes?" So far, the weather has been very nice, so nice that I sometimes doubt if I am really staying in Canada.

As I set out with my family in late September, we were fully prepared for the cool autumn in Canada. But as soon as we got out of the airport, we took off our coat and regretted leaving almost all our T-shirts back in Shanghai. Indeed, the first week in Canada was so hot that we even had to turn on the air-conditioner to cool the house several times. Then I got to know from Fu Lin, a visiting doctoral candidate from Renmin University of China, that we actually experienced the time in a year known as "Indian Summer"—a period of unreasonably sunny, warm, dry weather that sometimes occurs in autumn in the Northern Hemisphere. She told me that summer of the year was not very hot, and she hardly got any chance to wear skirts.

In general, the days in October are still warm and nice. Except for a few occasional colder days, a long-sleeved T-shirt would suffice for the day, and an additional thin coat was enough for morning and evening time till mid-October.

Then there was a sudden drop of temperature after a night of rain, and many people put on their down jacket. Afterwards it became mild again.

I am somewhat confused with the weather in Canada and have asked several Canadians about it. Some tell me there will be a very long winter with heavy snow much of the time. Some say it won't snow much as Waterloo is not in the snow belt. Most of them say winter is not so cold as before, probably because of global warming. Anyway, it will get colder, and I am looking forward to a white winter in the City of Waterloo.



Driving

Just as in China, the general principle about traffic is driving on the right, but there are still many different rules. Drivers should attach great importance to these differences, or they may end up in great trouble.

The first difference is the prevalence of stop signs. Unlike in China, where there are traffic signals at almost every intersection, stop signs are often used in Canada instead. The stop signs are commonly seen in residential areas and on the side roads. Drivers should come to a complete stop and wait to make sure the way is clear before entering the intersection. If there is a stop sign in all four directions of the intersection, drivers should follow "first come, first go" principle after the stop. Once my husband was driving after his friend's car. After passing an intersection, the friend called and told him, "Don't follow me at crossroads. The driver on the left stopped earlier than you and you should let him go first. If you were caught by the police just now, 500 bucks!" By the way, drivers who use hand-held cellphones may face fines of up to \$1000 and three demerit points.

Another difference is the roundabout² at intersections. The roundabouts are usually very small with no traffic signals. Drivers should wait until there is an adequate gap in the circulating traffic flow before entering. Upon entering the roundabout, the driver has the right-of-way and should keep moving unless to avoid a collision. Local drivers like the roundabouts as it saves time stopping for the red lights, and they generally pass the roundabouts with perfect order and efficiency. But I've also witnessed several accidents in the roundabout close to my residence, as a misjudgment may easily lead to a crash. In major cities like Toronto and Ottawa, roundabouts are not so common and traffic lights are used to control the heavy flow of traffic.

In addition, there is a much heavier emphasis on the right-of-way for driving in Canada, which is also the guiding principle for driving in the previous two situations. While drivers in China are expected to slow down at intersections, drivers in Canada are expected to keep a steady speed at the green light. When I took the road test two weeks ago, I was actually picked on by the examiner for “unnecessary braking” at the green light, as I had the right of way in that situation. She said because there was no danger ahead, I might confuse the following drivers with the brake light.

Drivers are very nice to pedestrians. When they see people at the pedestrian crossing with no traffic lights, they will always stop for the pedestrians to go ahead, often with a wave and a smile on both sides.

University of Waterloo

Campus



Founded in 1957, the University of Waterloo is about six years younger than East China Normal University. The latest Research Infosource of 2017 ranked the University of Waterloo as Research University of the Year among Canadian comprehensive universities for the tenth consecutive year, just weeks after Maclean’s magazine announced Waterloo as the most innovative university in Canada for the 26th consecutive year. As home to the world’s largest post-secondary co-operative education program, the University of Waterloo has attracted the best international high-tech companies including Google, Microsoft and Blackberry. Indeed, Google now has its biggest R&D office³ in Canada in the heart of Waterloo Region’s tech sector.

The campus of UW is much bigger than the Minhang Campus of ECNU and equally beautiful. It is different from our campus in many ways. There is no wall or fence around the campus, and there are several bus routes inside it. The students come from all over the world, with different ethnicities and diverse styles of dressing.



What impresses me most are the squirrels and Canada geese that are everywhere on the campus. Though squirrels are vigilant by nature, they are not very afraid of people here, and you can get quite close to these charming little creatures without disturbing them. Canada geese loiter⁴ around on the grass and on the roads. The first day I went to the campus, I was amused to see a Canada goose crossing an intersection slowly with the air of a king. Cars on all sides stopped till it reached the other side of the road safely. When I talked with Margaret, the administrative assistant of the English Department about it, she said, “You know, the geese do hold up traffic, and we actually

can go on driving when they stand in the way. But deep down in our heart, we can’t bear to hurt them, so we can only wait until they are safe.”

Study and Research in the English Department

I attend two courses given by my supervisor Professor Fraser Easton—‘Introduction to Academic Writing’ for undergraduate students and ‘Jane Austen in Context’ for the graduates. I often go to his office fifteen minutes early, and we will talk and walk to class together. I enjoy the walk as much as I enjoy his courses.



(Fraser Easton and Wang Yan)

In the writing course, Fraser tells students to take the audience into consideration with the right choice of rhetorical appeals. He encourages group work and peer review for the improvement of writing. Last Monday he presided over a cheerful discussion about *Pride and Prejudice* in ‘Jane Austen in Context’.

While comparing the love letters from Collins and Darcy to Elizabeth, he got so amused that he sprang on his feet and was almost dancing about.

Once Fraser said to me during the walk, “Yan, back in the time when I was chair of the English Department, I got a chance to be a visiting Professor in the School of Foreign Languages at Zhejiang Gongshang University in China. I am happy and grateful for the experience of teaching a course in China. In our English Department now chaired by Kate, we try to provide the best we can for our visiting scholars, such as an office, library access, communications with instructors and the faculty, etc., though just within our limited resources. We welcome your visit because we get international perspective.”

I told Fraser about my concerns with teaching. I said that in the last one or two years, I felt intense pressure about being an English teacher in a top-tier university in China, as students are getting better at English with each passing year. When I give students assignments and they turn in great results, I am happy for them; at the same time I feel bad about myself, thinking I may not be qualified enough as their teacher. Fraser smiled and said, “Do you know Tiger Woods and Michael Phelps? All world champions have coaches. Teachers don’t have to be better than students in every aspect. If we can bring out the best of the students, we are doing a good job.” “But in China, we believe in having a bucket of water before giving the students a bowl of water,” I added.



“Well, that’s truly demanding. You can also try to help students acquire the bowl of water by themselves. That still makes good teaching.”



(George Lamont and Wang Yan)

This theory is soon tested by the teaching practice of Professor George Lamont. I got familiar with George because of his passion for Chinese language and culture. As he has a Taiwanese wife, he has been learning Chinese for four years to better communicate with his in-law family. I attend his course ‘Introduction to Rhetorical Studies’ every Thursday afternoon, which to me is a very interesting course on the philosophy of argument.

When I visited George at his office, I was amazed by the display of all kinds of puzzles on the shelf. I asked him if he could solve all those puzzles, and he quickly replied, “I can’t, but my students can.” He told me that he uses these puzzles for the teaching of writing to students in the Engineering Department. “I give students the puzzles and ask them to figure out how to solve the puzzle each one gets. They should write a manual, bring it to class, and see if other students can solve the puzzle based on the manual they have produced. Then they revise the manual after observing the process to make sure it’s effective, with fluent English and correct format.” It turns out that the students greet George’s assignments with extreme enthusiasm. With the careful planning of the curriculum, there are superb collaborations⁵ among students, and the works the student turn out always far exceed George’s expectations. Therefore, this course has become notably successful and special on campus.

With the encouragement of Fraser, I studied the schedule of classes of the English Department and wrote emails to several instructors asking for permission to attend their courses, and have been granted a unanimous consent with, “Of course, you are most welcome to attend my class.” Therefore, I feel like becoming a student again, attending classes from Monday to Thursday on writing, literature, and linguistics, doing some reading and sometimes attending faculty meetings on Friday. I am impressed by the passion each instructor instills in their teaching, the diversified and effective teaching methods, and the constructive interactions between teachers and students in almost every class. In addition to the knowledge acquired, the opportunity to observe and understand teaching from the perspective of a student is even more valuable to me. As Fraser remarked, “Instead of being a hovering parent, you should trust the independence of the students. Encourage their initiative, and you will be amazed by what they can do. At the same time, your choice of teaching method should be determined by the feature of the course and the purpose of teaching.”



Then yesterday at his office, Fraser said to me, “Yan, you’ve been at the English Department for a month and I can see you’ve had a fruitful time here. You can continue to attend any course you like, with my blessings. But maybe we should have a talk sometime next week over a cup of coffee. I think it’s time for us to figure out the focus of your research here at the University of Waterloo.”

Well, I should think hard about that ...

1. China Scholarship Council: 国家留学基金委
2. roundabout: n. 转盘
3. R&D office: 研发部门
4. loiter: v. 闲逛
5. collaboration: n. 合作, 协作

(风景摄影/汪燕)

Indigenous People in Canada

材料整理 / 汪燕 美编 / 李嘉玲



As one of the two North American countries, the history of Canada has a lot in common with that of the United States of America, as both are nations of immigrants, and the founding and prosperity of the two nations are inevitably related to the fate of the indigenous people on the land. In Canada, the indigenous people comprise the First Nations (第一民族), Inuit (因纽特人), and Métis (梅蒂斯人).



First Nations, Ontario sign political accord in 2015



Inuit Family on a Sledge



Métis family in 1868

• *First Nations*

First Nations are the predominant Aboriginal peoples of Canada south of the Arctic. They are the first peoples in Canada to encounter sustained European contact, settlement and trade. There are 634 First Nations in Canada, speaking more than 50 distinct languages. In 2011, there were more than 1.3 million people in Canada who identified as being of First Nations heritage.

• *Inuit*

Inuits are the Aboriginal peoples of Canada in the Arctic area who were originally known as “eskimos”, meaning “people who lace their snowshoes”. The earliest positively identified North American Eskimo cultures date to 5,000 years ago. As the term “Eskimo” is seen as pejorative in Canada, it has been widely replaced by the term “Inuit” or terms specific to a particular group or community. In 1977, the Inuit Circumpolar Conference meeting in Barrow, Alaska, United States officially adopted “Inuit” as a designation for all circumpolar native peoples. The term was then used by the Canadian government as well.

• *Métis*

The Métis are a group of peoples in Canada who trace their descent to First Nations peoples and European settlers. They are recognized as one of Canada’s aboriginal peoples under the Constitution Act of 1982, along with First Nations and Inuit peoples. In the more restrictive sense, the traditional Métis “homeland” includes much of the Canadian Prairies centering on southern and central parts of Manitoba. Closely related are the Métis in the United States, primarily those in border areas like northern Michigan, the Red River Valley, and eastern Montana, areas in which there was considerable Aboriginal and European mixing due to the 19th-century fur trade. In 2011, the Métis number over 451,795.

(Source: Wikipedia)

Basking in the Great Love of ECNU

爱在华师大：唐明高 & 郑圣洁

美编 / 李梦稳

Tang Minggao: 2003. 9–2005. 9 studied at the Mathematics Department of East China Normal University as a part of his bachelor’s program

Zheng Shengjie: 2003. 9–2007. 9 studied at the Mathematics Department of East China Normal University for her bachelor’s degree



We are amazed in the way time passes so surreptitiously before our eyes. When we realize that it has been 14 years since we first stepped onto Zhongbei campus of East China Normal University(ECNU), and how those memories have had such an impact on our family ever since.

Our first encounter with the green trees along with the atmosphere derived from the exuberance of humanities at ECNU left an unforgettable impression on us about what a university means to us. Though, indeed we were reluctant to move from Zhongbei to the Minhang Campus—such a remote area of Shanghai—at that time we hadn’t realized how the distance would be such an insignificant point. All of the enduring moments from our journey at ECNU’s Minhang campus: the time we shared together, getting to know one another, falling in love and uniting in spirit formed a fortress of companionship, with the passion for learning. Therefore we can attest to when people say “Love is in ECNU.” And fourteen years later she is a key teacher at Shanghai Starriver Bilingual School, and I am an aircraft captain of China Eastern Airlines. We are also soon-to-be parents to a second child.

It can be said that ECNU was a major starting point in our lives and is destined to remain in the depth of our hearts forever.

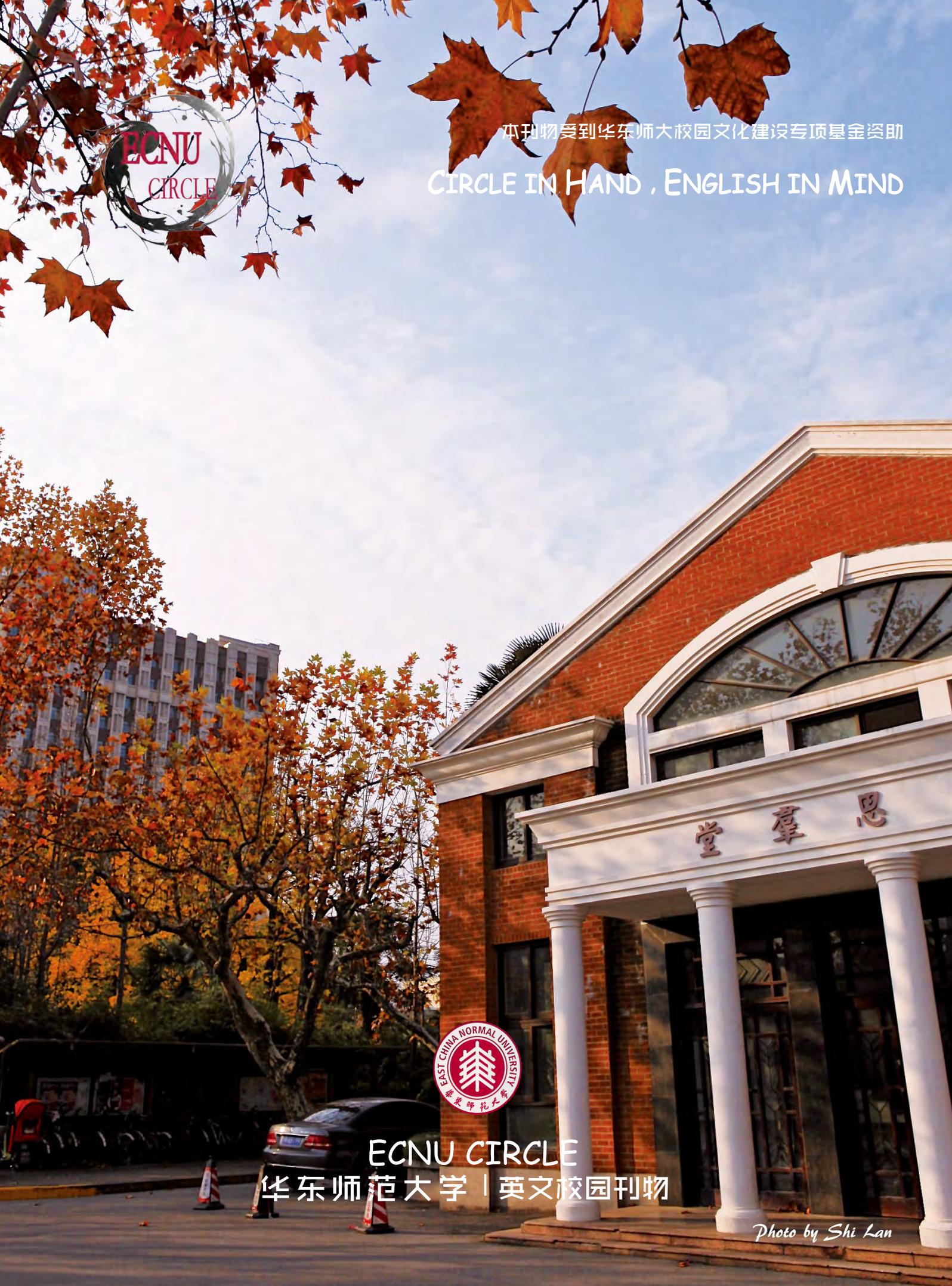
(审稿 / 郭忠义)



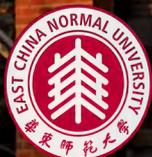
ECNU
CIRCLE

本刊物受到华东师大校园文化建设专项基金资助

CIRCLE IN HAND, ENGLISH IN MIND



思 羣 堂



ECNU CIRCLE
华东师范大学 | 英文校园刊物

Photo by Shi Lan