Snaking Into a New Year

By Ansel Lurio

In the Chinese zodiac, the snake is a symbol of intelligence, cunning, and wisdom. These traits are also ones politicians hope to have, so it was only fitting that the Confucius Institute at Pace University (Pace CI), along with New York City Councilmember Margaret S. Chin rejoiced in the arrival of the Year of the Snake, which began on February 10th, an election year for many city council members. Along with the New York Chinese Opera Society (NYCOS), Chin and the Pace CI marked the new year with a celebration at Pace University on Sunday, February 3rd, 2013 from 12-3 PM. It was the third time Pace University has hosted the Lunar New Year Celebration, held in the Schimmel Theatre at One Pace Plaza.

The performance opened with a lion dance, to help scare off the Nián or New Year’s Beast. As in years past, members of the Chinese Freemason’s Athletic Club had the honor of performing this time-honored rite. The colorful costumes, strong beat, and the hu-

(Continued on page 2)

CI Marks 4th Year with Much Fanfare

By Frank Zhou

On May 4th, 2013 in the multipurpose room at One Pace Plaza, the Pace CI held its 4th anniversary celebration, featuring a keynote address by Ann Lee, Adjunct Professor of Economics and Finance at New York University, as well as an awards ceremony, demonstration class, cake-cutting, and raffle. Ann Lee is a prolific commentator on economic issues in various forms of media (Bloomberg, CNN, NPR, The New York Times, The Financial Times, The Wall Street Journal), and has been an invited speaker at numerous industry and academic conferences. The celebration was also a chance to display to the public for the first time a gilded portrait of Confucius, painted by the renowned Chinese artist Wang Dachuan.

The celebration began at 3 PM with demonstrations of calligraphy and the traditional game of “Go.” The audience tried their hand at Chinese puzzles and sampled refreshments, before settling in to watch a sample Chinese lesson given by CI language teacher, Ms. Xiaojun

(Continued on page 2)
Snaking Into a New Year

(Continued from page 1)

mor of the dance truly made it an audience favorite. Following the dance, MCs Yan Zhang and Tianran Qian introduced Councilmember Chin, and she and a number of dignitaries took the stage, including some of her fellow council members, to express their support for the event. Other VIP’s in attendance included Manhattan Borough President Scott Stringer, Pace Provost Uday Sukhatme, Dyson Dean Nira Herrmann and Dr. Yong Ho, Chinese Language Supervisor at the UN.

After brief remarks from the VIPs, the performances began in earnest with a dance by the Gee How Oak Tin Women’s Committee Performance Group, whose giant pink fans lit up the stage, and a demonstration by students at the American Taiji Health Qigong Center of the animal positions of taiji. NYCOS performers then took the stage, performing a number of operatic and instrumental pieces. In an excerpt from the comedic Peking Opera “A Flirtatious Duet in the Countryside,” Ling Yan played a water buffalo herder, who, while passing through a small town, catches the eye of a young maiden and they sing a coquettish duet together. To complement the comedy, Zexin Li performed a tragic aria from the opera “Wenzhao Pass.” Rounding out the NYCOS portion of the performances, Liqun Li masterfully played a couple of pieces on the yang qin or Chinese hammered dulcimer: “The Song of Joy” and “Spring is Here.” The students of the American Taiji Health Qigong Center followed these professionals with a sword dance that truly showed off their athletic prowess and dedication to the martial arts. Xu Lin and Sitan Chen subsequently performed a martial arts pas de deux with fans. The final two acts were a demonstration of Chen Taiji, the oldest form of Taiji, performed by Bin Ma with a Spring Autumn Long Broadsword and a jazz number sung by the MCs. The audience that filtered out of the theater after the performance truly wanted to know more about Chinese culture after what they had seen. We hope that the people who attended this yearly extravaganza come again next year and that their interest in China lasts a lifetime.

CI Celebrates 4th Year

(Continued from page 1)

Wang. After that, the provost of Pace University, Uday Sukhatme, introduced Professor Lee, who then gave the keynote address, based on her book *What the U.S. Can Learn from China: An Open-Minded Guide to Treating Our Greatest Competitor as Our Greatest Teacher*. Lee discussed how China's education and economic policies can be studied to positively impact that of the U.S. In her speech, Lee praised the economic performance of China during the financial crisis of 2008 and further discussed how its performance can be applied to other countries such as the U.S. Professor Lee also stressed the importance of multi-national corporations as today's economic problems are too complex for any single nation to tackle. The audience was impressed by her original views and vivid presentation. Following her speech was a graduation ceremony for students who have finished at least 36 hours of study at the CI this year, with the certificates presented by Dr. Nira Herrmann, Dean of Dyson College at Pace University and Madam Hailin Lu, head of the “Sunshine School” at The Permanent Mission of the PRC to the UN. In her closing remarks, Dr. Weihua Niu, the Director of the CI, expressed her appreciation to the audience for their support the past few years. A happy and unforgettable 4th anniversary celebration came to an end with the sharing of a delicious cake and congratulations from the audience on the CI’s accomplishments.
The rhythm suddenly shifted away from the deliberate, measured tones of formal speech to the rapid-fire patter of an auctioneer: “打南边来了个喇嘛手里头提了五斤鳎目, 从 北边来了个哑 巴 腰里头别着个喇叭 这提了鳎目喇嘛 (From the south, there came a Lama, carrying five pounds of flounder; from the north, there came a mute, carrying a trumpet at his belt).” The Chinese tongue twister grew in intensity until the presenter was practically out of breath. The audience responded with enthusiastic applause. Though he did not yet know it at the time, Kyle Reeser, a graduate student in biomedical engineering at SUNY Binghamton, was on his way to a first place finish in the junior division of this year’s 4th Annual Eastern USA Chinese Bridge Competition. An impressive pipa performance in the later talent portion of the competition was enough for him to clinch the top spot.

The competition was part of the 12th annual “Chinese Bridge” Chinese Proficiency Competition, a large-scale international contest sponsored by Hanban, a nonprofit organization focused on spreading knowledge of Chinese language and culture around the world. This year, Pace CI cohosted the Northeast US regionals with the New York Service Center for Chinese Overseas Study Fellows, Inc. at the Michael Schimmel Center for the Arts on March 17, 2013. A total of 28 non-Chinese undergraduate and graduate students from New York, New Jersey, Pennsylvania and Ohio participated in the competition, delivering speeches entirely in Mandarin and presenting their talents in various Chinese art forms including martial arts, instrumental music, song, and even wood carving, competing for the opportunity to make it to the finals this summer in China. Kyle, who began learning Mandarin little more than a year ago, will be joined in China this year by senior division winner Dale Shepherd, an undergraduate at Princeton University majoring in psychology, who wowed the audience and judges with his self-composed musical rendition of a traditional Chinese poem.

The variety of themes explored in the students’ speeches reflected the spectrum of their experiences with China and learning Chinese. Junior division contestants, who were allowed to consult scripts during their two-minute speeches, touched upon travels in China; exposure to various facets of Chinese culture; the peculiarities of certain Chinese words, phrases, and idioms; and even the influence of China on Peruvian food culture. Several revealed that learning Mandarin Chinese had helped to better familiarize them with China and Chinese culture. Senior division contestants were required to memorize their three-minute speeches. Their advanced language mastery was evident in their focus on more serious subject matter, from comparisons of American and Chinese cultures’ family value systems and differing emphases on education, to matters of paternity testing. A theme running through all of the speeches, however, was a shared enthusiasm for the Chinese language, and a strong curiosity to learn more. The contestants well represented their dedicated teachers and fellow students.

Faculty Seminar Begins Anew

In the spring of 2011, the Pace CI launched a new program, called the Faculty Seminar, designed to provide a year of Chinese language and cultural learning to a group of full-time faculty across disciplines with the purpose of strengthening the international curriculum within Pace University. The seminar was composed of eight faculty members, who spent a total of 32 hours studying together on the Pace campus and then visited China in the summer of 2011, furthering their experience with and understanding of Chinese culture. Upon their return, starting in the fall of 2011, ten credit bearing courses were proposed, of which eight have been offered to Pace University students in the areas of economics, literature, art, and language, with Chinese culture as one of the major components.

Building upon the success of the 2011 program, the Pace CI started the second Faculty Seminar this spring, with the collaboration of Pace Dyson College of Arts and Sciences and Nanjing Normal University. Five carefully selected faculty members were chosen to travel to China in the summer of 2013, but in contrast to the original seminar, all the culture and language lessons were open to all Pace faculty interested in Chinese culture. Also different from the first iteration, members of the 2013 Faculty Seminar have an important mission to establish academic exchange programs between Pace and Nanjing Normal University. At the close of the academic year, the seminar members were well prepared to travel to China, where they spent two weeks at Nanjing Normal University this May. With the arrival of the fall 2013 semester, we hope that new courses will be offered university-wide and that more academic exchange programs will be developed between the two universities.
One of the main goals of the Confucius Institute is cultural exchange. This is not a one-way street – no one society or culture is correct – but rather a way to mix the best parts of different civilizations to create a society that truly benefits humanity. This semester, as part of the Faculty Seminar, the Pace CI held a number of talks that explored how the Chinese view the world through the lenses of urban development, visual art, education, history and literature, and economics, in comparison with how Westerners view these topics.

On February 25th, Dr. Jeffrey Kinkley, of the department of History at St. John’s University, gave a lecture on “Mo Yan and China’s New Historical Novel.” Dr. Kinkley is currently writing a book about recent epic Chinese historical novels and their dystopian visions of modern history. One author who is considered by many to be a master writer of these historical novels is Mo Yan, who won the Nobel Prize for literature in 2012. Mo is part of a generation of writers in China who lived through Mao’s Cultural Revolution: the “Children of Mao.” They are well known for their allegorical and magical-realist historical novels. Kinkley spoke on how the rise of the “Children of Mao” and the “New Historical Novel” in China compares to other movements in modern and contemporary world literature and how their vision, especially that of Mo Yan, is unique. One major inspiration for Mo and his contemporaries has been dystopian novels (and films) of the last century. An analogous movement to the rise of the “New Historical Novel” in China was the Latin American literature boom of the 1960’s and 70’s. Like the “New Historical Novel” Latin American literature of this time period was known for its portrayals of magical realism and violence and its cyclical view of history. Many of the “Children of Mao” were urban-dwellers who were sent to the countryside to be “re-educated” during the Cultural Revolution. However, Mo Yan was born into a family of well-to-do educated peasants, and so was never traumatized in the same way his peers were, and has a unique view of country life. Like his contemporaries, however, he reconsiders China’s past without referring to any particular time period. At the same time he uses the past to criticize the present. Time is also viewed in a cyclical way, as in Latin American novels of the boom years. The Chinese have long viewed history as cyclical, though writers such as Mo Yan view it in a much darker way. Despite their international success, in the post-boom era of the “Children of Mao,” many of the younger generation of writers born after the Cultural Revolution think that these writers dwell on the past too much. They want to write about more contemporary issues.

On March 11th, the focus changed from the rural China that Mo Yan writes about, to the urbanization of modern China, especially as exemplified by its two most powerful cities: Shanghai and Beijing. The lecture, “Different Walls, Different Markets: The Urban Character of Shanghai and Beijing Compared” was given by Rick Belsky, a professor of East Asian history at Hunter College. In his talk he described why Beijing became the capital of China while Shanghai became a center of global commerce. Beijing is unusual for a major world capital for not being on a major body of water or river. Part of the reason why Beijing developed where it did is because of land routes – especially the Silk Road. Beijing is surrounded on three sides by mountains – traders coming across the Gobi Desert would be funneled into the area where Beijing is today, making it a natural terminus for trade and a seat of power. There is also the enigma of why the capital of China should be so far to the north. For much of the time that Beijing has been the capital, the rulers of China, the Mongols and the Manchus, have been from the north. They would have been more comfortable with a northern capital, and, since Beijing is near the border, it was a natural place for the army to be located to protect the state. Since the leaders wanted to be able to keep an eye on the army to avoid coups and maintain control, it became the center of politics as well. Today, Beijing is very
much a symbol of China to the rest of the world, a cultural center as well as a political one, a logical place for events such as the Olympics. In contrast to Beijing, Shanghai has only become a city of importance since the era of Western colonialism. For much of China’s history most of its trade by water happened with its neighbors in Southeast Asia. Europeans were only allowed to trade with the Chinese in the city of Guangzhou, in the South, until the Opium Wars forced the Chinese to open up more trade and Shanghai, with its strategic location near the Yangtze River, became a favored port of Europeans. However, it has only been since the death of Mao that Shanghai has become a major financial center. Hong Kong for a long time was where Western businesses would set up branches in China, as people spoke English and capitalism was already the norm. However, in recent years as Hong Kong has reverted to China and as China has developed a more relaxed economic system, this has become less important, and Shanghai is now the place where Westerners want to set up shop.

On April 1st, the art historian Chao-Hui Jenny Liu, led a seminar on “Monumental Landscape Painting in the Northern Song Dynasty.” Liu began her talk with an introduction to the main characteristics of Chinese landscape painting, especially that of perspective. In contrast to the geometrical perspective used in Western Art since the Renaissance, Chinese artists use a system of three different sizes depending on where objects and natural features are in a composition. Objects in the foreground are the largest, those in the middle ground are a little smaller, and those in the background are the smallest. Liu also spoke about the different types of painting techniques in traditional Chinese painting and the fact that the human presence is always acknowledged in Chinese landscapes. According to Liu, the late Song dynasty was a particularly fruitful time for Chinese landscape painters, and their paintings continue to influence Chinese art to this very day.

Professor Ann Lee, a much sought after expert in U.S.-China economic relations who recently published the provocative book, What the U.S. Can Learn from China gave the final seminar this spring, “Lessons from the Dragon,” in which she discussed how China’s economic policies can be studied to positively impact our own. The American media often likes to paint China simply as a communist dictatorship which is a threat to the U.S. economically. Unlike the U.S. however, Lee contends, China’s policies are not ideologically driven, despite being spearheaded by “Communist” politicians. In the words of Deng Xiaoping, “It doesn’t matter what color the cat is, as long as it catches mice.” Since the death of Mao, China has been led more and more by technocrats who have risen through the party ranks by their merits, rather than by a single dictator. While it is true that the leaders are not democratically elected, they have nonetheless been vetted through experience. As an economic powerhouse, what impresses Lee the most are the special economic zones (SEZs) that China has set up to experiment with different economic laws and rules from the rest of the country. These zones are important as they allow economists to test policies on actual hard data. Since SEZs do not really exist in the United States, economists here tend to use complex theoretical models to implement policy. However, US economists often fail to see how their policies might work in the real world. It is true that the U.S. is divided into fifty states with slightly different economic policies but there has been no systematic method to experiment with which policies work the best. Lee believes that SEZ’s could be set up in the United States to deal with the financial crises of the past few years. The Bank of North Dakota has never given out bonuses to its officers and has never been bailed out by taxpayers. It is also in a state with a relatively low unemployment rate and a robust economy. Since the Bank of North Dakota is the only state-owned bank in the country, it has made North Dakota in effect, an SEZ. If more states had special economic policies, economists could study them and see which policies work the best.

Dr. Weihua Niu, the director of the Pace CI, wrapped up our series of seminars with a talk on Chinese Higher Education. She began with a discussion of the ancient education system in China, established to prepare students for civil service positions in the state bureaucracy. The Imperial Examination System or Keju, was formally established in 605 AD during the Sui dynasty and was not abolished until 1905, a few years before the last Chinese dynasty, the Qing, fell in 1912. It was not until the 1890’s that the foundations of modern higher education in China were established under the Yang Wu movement, which aimed to bring a more European style of schooling to China. By 1931, there were 79 higher education institutions and by 1965, there were 434 higher institutions with almost 674,000 students enrolled. By 2011, there were 3,152 higher education institutions with 31.67 million enrolled students. Most of these institutions are public, but there is a new trend in the establishment of private universities and colleges. Dr. Niu also talked about the impact of global higher education in China. The number of Chinese students studying overseas, many of them in the U.S., has increased exponentially in the last 20 years, from 20,000 in 1994 to almost 285,000 in 2010. One recent trend, is the establishment of Sino-foreign universities such as NYU-Shanghai, where the students are located in a country different from the one where the awarding institution is based.

Buddhist Temple in Mountain. Painted in 960 AD by Li Cheng, one of the master painters of the Song Dynasty

June 2013  Live Confucian
During the Spring 2013 semester, the Pace CI offered two levels of Mandarin Chinese courses as well as a “fifth hour lab” and several student-centered private lessons. These classes provided students with many different opportunities to learn Mandarin and converse with each other.

Mandarin Chinese Levels 1 and 2, the main non-credit language courses designed for beginners, are offered throughout the academic year. Given that the students have little or no previous experience learning Chinese and usually have busy schedules, the courses are designed to be fun, dynamic, inspiring, practical and easy-to-follow. CI language teachers often incorporate cartoons, video clips, songs, humor, and games into the classroom to increase students’ interest, better their understanding of Chinese, and enhance their experience. When studying greetings and self-introductions, students watched a short cartoon in Chinese, answered questions about it, played a role-playing game, and dubbed the video in their own voice. Students also sang rap songs to master courtesy words and numbers. In one lesson, after learning the vocabulary for bargaining, students took on the roles of merchant and customer, bargaining for the best price. Those selling at the highest price or buying at the lowest price were awarded small prizes to add to the fun. Another unforgettable highlight was the field trip to a Chinese restaurant. Students were overwhelmed with joy to order food in Chinese and to taste dishes mentioned in the Chinese textbook.

The “fifth hour lab” course, offered in collaboration with Dyson College’s Department of Modern Languages and Cultures, proved to be very useful in helping Pace undergraduate students taking for-credit elementary courses 101 and 102 to reach Chinese proficiency and a higher level of cultural competence. Dr. Ying Wang, the “fifth hour lab” founder, has commented that, “Our teachers have been very pleased with how well the students have progressed with their communicative skills in Mandarin Chinese. With our cooperation, we hope that more students at Pace will join our Chinese program and...be qualified to apply for the Confucius Institute Scholarship.” At the midterm of their 2nd semester, 15 out of 18 students passed their first simulated HSK (Chinese Proficiency Test) Level 1 exam and most of them will continue their Chinese studies this following semester to reach a higher level of proficiency.

Besides these successful courses, the CI also offers several intermediate level students custom-tailored private lessons to best meet their individual needs. The following are some of our recent success stories. John Hwang took 24 hours of intensive HSK Level 5 training to reach a total vocabulary of 2,500 words and further polished his reading and writing skills. After finishing his private lessons, he has much more confidence in achieving a high HSK score and eventually pursuing his long-term goal of majoring in linguistics at Harvard University. Jana Petrivoca runs an on-line clothing business in cooperation with a Taiwanese company. In much of her day-to-day work introducing products, meeting clients, and making offers, she utilizes the business Chinese she has learned at the CI. Carol Seferi has enriched her learning by reciting Tang dynasty poems and reading ancient Chinese legends. Phil Kohn, this year’s Confucius Institute Scholarship candidate, is enthusiastically looking forward to studying and eventually working in China. Studying with an in-depth textbook, *A New China*, has helped him not only augment his vocabulary and learn complex grammatical structures, but also gain an in-depth perspective into cultural differences. As a result, he has adequately prepared himself for a foreign student’s life in China and is eager to explore more by himself.

Overall, the CI has established a variety of ways for students to learn Mandarin and has provided flexible and innovative learning techniques to deliver proven results. We are proud of what we have achieved this semester, and look forward to further advancing in the coming semester. ♦
Mandarin Class at the “Sunshine School”  

The “Sunshine School” was founded by the Permanent Mission of the People’s Republic of China (PRC) to the UN in 2011, with the aim of helping the children of Chinese officials working abroad to learn Mandarin Chinese. At the very beginning, the school only had classes for students from second to sixth grade. In January of this year, classes for first grade students were added, in collaboration between the Mission and the Pace CI. Thereafter, 11 children of overseas Chinese officials became my first students.

Having worked as a teacher with children 7 to 9 years old for almost two years, I assumed this would be an easy task and that getting along with the children would definitely be fine and enjoyable. However, after several classes, I have to admit that things are totally different from what I had imagined.

My 11 students were all born in Mainland China and moved to the US with their parents when they were 5 or 6 years old. They will stay in an English speaking country for 2 to 3 years and then move back to China and enroll in local Chinese language primary schools. Challenges are almost everywhere. First of all, a very strict and complete teaching process had to be developed. As all of them will return to China and grow up there, Chinese needs to be their primary language, which means a higher standard is required in all aspects of Chinese language including listening, writing, reading, and speaking. Secondly, all the students attend public schools here in New York City, where they speak English with their teachers and friends. Their parents can also speak English quite well. Words like “oatmeal” and “thank you” are often their primary choices instead of màipiàn and xiè xiè. Thirdly, these little “Chinese-born Americans” hold mixed identities. On one hand, they are Asian children, who are shy and introverted, while on the other hand, after being with their more outgoing friends for a long time, they now want to show their talents and be admired by the people around them. It’s not easy to find the mid-point where they can feel comfortable. Last but not least, three hours of study per week is never going to be enough to overcome all of the challenges listed above.

To hold the students’ concentration after a whole day’s study at their own school, the language class needs to be very interesting. We divide the one-and-a-half hour class into three parts, each lasting 20-25 minutes. During the breaks, we paint together, tell stories and share jokes, and play a lot of interesting games. These activities are usually designed in accordance with the content of the previous and following class sessions. For example, break time between writing and speaking sessions is usually filled with interactive games so that the students can get “warmed up” to be ready to speak and act. Also, in stead of using traditional one-way teaching methods, at the “Sunshine School” the teachers need to get all the students involved in the learning process. Therefore, a fair and transparent competition is always the best way for the teachers to carry out their teaching plans. We divide our students into two or three groups, each with a team leader and a cool team name. From that point on, all the learning is about group competition. The students enjoy the competition and they are willing to raise their hands to get a reward for their team. Some of them may feel proud after helping their teammates to improve a little bit, and some others may feel disappointed after losing a key point. Children of these ages, after all, wear their emotions on their sleeves. The key point is that they enjoy the process and learn a lot both in terms of language skills and in being a good team player.

At this point, you may think we have just touched the surface in terms of language learning without going into it too deeply. In fact, in order to catch up with the pace of a primary school Mandarin class in China, we have taught a lot of content as this is really a serious course. During the past five months, we have covered all the Chinese pinyin and almost 300 new Chinese characters, and the students can write around 100 Chinese characters by themselves. They can also recite several poems and short passages. Remember, they are less than 8 years old! For me, however, the most exciting thing is that all of my students are willing to speak Chinese and feel proud to be bilingual speakers. Together, we enjoy learning so much.
Further Your Career at Our Test Center!

In 2013, the HSK has been organized twice by the Pace CI with more than 30 examinees participating. Among them, two students have applied for full scholarships to study in China. Pace CI also holds the HSKK (HSK Oral Test), YCT (Youth Chinese Test) and BCT (Business Chinese Test) to meet the demand from various groups of people.

This fall we will hold the following tests:

- HSK and HSKK - October 20th, December 1st
- YCT - November 16th
- BCT - September 22nd, November 17th

Reasons why you should consider taking the tests:

- Attend higher education institutions in China.
- The test is a universal evaluation of non-native Chinese speakers.
- Apply for jobs that need personnel with Chinese language proficiency.
- Opportunity to attend the Chinese-Test Summer Camp in China.
- Scholarship to study in China with full financial support.

For more information about the HSK test, please visit http://english.hanban.org/node_7581.htm.

We are happy to help all candidates who are interested in learning Chinese. To develop your own study plan for any of the tests, feel free to call 212-346-1880, e-mail us at ci@pace.edu or just drop by our office on the 4th floor of 41 Park Row.
Regional Depictions of China

By Jinni Li

Since the beginning of this year at “Chinese Corner” we have built up a solid relationship with our old friends and made new friends with new members as well. The participants of our Chinese Corner are from all generations, races, and backgrounds, but they all share the desire to learn more about Chinese language and culture. This semester, we focused on regional Chinese culture, introducing the cultural features of the distinct provinces of China including those from the South, such as Yunnan and Hainan and those from the North, like Harbin and Shandong. Our topics focused on the history, scenery, foods and folk stories of each province. In addition, we explored central aspects of Chinese culture such as the game of “Go” (known as weiqi in Chinese), Martial Arts, and Chinese Legends. Teacher Xiaoling Mo also came to talk about the differences between Chinese and Japanese culture, as many Americans find it hard to discern between the two.

Opinion: Confucius in Africa*

By Linhai

Confucian philosophy has stood the test of time due to its ability to analyze all phenomena in relation to each other and find a way to harmonize them. That is the essence of Chinese philosophy that has been guiding social stability and foreign relations for millennia and that is the guiding principle for making the 21st century the “Chinese Century.” People are tired of the zero-sum agendas propagated by the West ever since the Industrial Revolution and have become refreshed by the rise of China.

The win-win Chinese Confucian philosophy of local, regional and international relations is the future of the world. There is no better example of this than on the African continent. Hundreds of years of the zero-sum game the West has played in Africa has been replaced by the Chinese Confucian principle of win-win harmony. Traditionally Western nations would offer aid and pay for African resources, but that money would end up right back in Western banks, so the common people remained in poverty. As the trade between China and Africa grows, instead of China retaining their capital they are giving the African people new infrastructure, roads, ports, railroads, schools, hospitals, and government building. In fact, entire cities are being built by Chinese companies in return for natural resources, making Africa one of the most developed continents in the world built on Confucian principles. As the great master Confucius said, "Cultivate your body, mind, homes and nations and all things under heaven will be in harmony." Confucius would be delighted to see that harmony can exist in the world for the benefit of all.

*The opinions expressed here are those of Linhai, and do not necessarily express the views of the Confucius Institute or our partners.
News Briefs

- **Advisory Board Meeting:** On March 18th, 2013 the Pace CI held its bi-yearly advisory board meeting. The board discussed Pace CI Programming as well as funding opportunities from Hanban such as the Core Teach Program and the Duel Degree Program. The board is excited by the opportunity to develop more programs with its Chinese partners.

- **Pace CI Participates in International Awards Banquet:** The Office of Student Affairs and Campus Activities (SDACA), the Office of International Programs and Services, and Pace CI joined forces to sponsor the annual SDACA Student Awards Banquet on April 26th, 2013. In addition to a taiji demonstration by Master Sitan Chen and Ada Kong, the event featured dances with provenances ranging from New York to Mexico to Bollywood.

- **Pace CI expands reach with Cherry Blossom Festival in Chinatown:** Showing support for the Manhattan Chinatown community, Pace CI once again provided sponsorship for the annual Chinatown Cherry Blossom Festival on April 13th. The event, organized by the Chinese Chamber of Commerce of New York, celebrates the cultural activities, businesses, and services of the neighborhood. Pace CI staff were on hand to promote CI’s courses, scholarships and events.

- **Renowned Economist Dr. Michael Santoro Comes to Pace:** In conjunction with the Center For Global Business Programs at Pace, on April 3rd, 2013 in the Student Union, the Confucius Institute had the distinct honor of hosting a talk by Dr. Michael Santoro on the topic of “The Future of the Chinese Financial Markets.” Professor of Management and Global Business at Rutgers Business School, Santoro is the author of *China 2020: How Western Business Can and Should Influence Social and Political Change in the Coming Decade*.

- **Meeting with Hanban Representatives:** On January 25th, 2013 a delegation from Hanban (The Office of Chinese Language Council International) including senior consultant Professor Liu Chuansheng from Beijing Normal University came to visit the Confucius Institute and met with Pace President Dr. Stephen J. Friedman and Provost Dr. Uday Sukhatme. The two parties exchanged views on the development and purpose of the Pace CI and innovation in higher education. The Hanban visitors also had the chance to talk with CI students in a small forum, gaining an in-depth understanding of the high level of Chinese language education being taught in our classes.

- **Presentation of Confucius painting by Renowned Chinese Artist:** On April 18th, the CI had the distinct honor of receiving a gilded portrait of our namesake, Confucius, directly from the artist, prominent Chinese artist Wang Dachuan. With the addition of this artwork to our Institute’s walls we can truly honor Confucius’s legacy of education and teaching that we promote.

New Staff

**Lindsay Bennett, Program Manager:** I was thrilled to join the incredible Pace CI team this February, just ahead of the annual Lunar New Year Celebration. I grew up in Minnesota but was lucky enough to be exposed to a Mandarin language program from a fairly young age, and I realize the value of having these opportunities available to others. I continued my studies in Chinese language, history, and culture with a BA in Asian Studies from Carleton College and a more recent MA in Regional Studies – East Asia (MARSEA) from Columbia University. My experiences studying and working in Hong Kong and Harbin, China were both humbling and encouraging, and helped to further deepen my interest in working to foster greater mutual understanding between the US and China. I encourage you to stop by the Pace CI to learn more about the amazing programming we have to offer!

**Frank Zhou, Graduate Assistant:** As a graduate student at the Lubin School of Business here at Pace University, I participated in a lot of amazing events held by the CI before I finally became part of the organization this March. Growing up in mainland China, I loved learning new languages and being exposed to new cultures. After graduating from North China Institute of Science and Technology, majoring in English literature, I worked as an English teacher in Beijing for a year. After that, I moved to the U.S. to continue my studies. At the moment, through the Pace CI, I am working as a mandarin teacher at the “Sunshine” School at the Permanent Mission of the PRC to the UN. Meanwhile, as the host of “Chinese Corner”, I can be seen at work every Friday at Noon at the CI. I hope more people can join us at “Chinese Corner” to practice Mandarin and share cultural stories.
2012年是佩斯孔院蓬勃发展的一年。在此期间，佩斯大学孔子学院得到了上级主管单位孔子学院总部及主办各方的有力支持，与各方面的联系也越来越深入和紧密。2013年新年伊始，孔院主管项目官员孟蒙老师就首先来访；1月末，孔院更迎来了总部高级顾问、北京师范大学党委书记刘川生教授及项目官员一行多人的访问，并协同组织召开了北美地区部分院长座谈会。

刘川生书记与孔院二处项目官员王逊、张勇老师1月23至30日来访纽约地区，对部分孔院进行访问及督导工作。佩斯孔院荣幸成为接待单位。1月25日9点，刘书记及中国驻纽约总领馆教育组常全生领事一行抵达佩斯孔院，与中外方院长、教职员工等简短见面后，牛卫华院长热烈欢迎贵宾来访并介绍了孔院概况。佩斯大学方对此次访予以高度重视，校长Stephen J. Friedman博士与教务长Uday Sukhatme博士双各出席了此次活动。上午10点，宾主在校长会议室进行了亲切友好的会见，就全球孔子学院的宗旨、发展前景与计划、总部与大学的互动、高等教育创新等问题交换了意见。Friedman校长高度肯定了佩斯孔院四年来的发展以及孔院在海外日益增长的影响力，刘书记代表总部感谢校方对孔院工作的支持，并探讨了利用孔子学院的平台加强中美教育文化合作的可能。刘书记也回顾了自己帮助建立全美首所孔子学院的经历，引起在座嘉宾的广泛兴趣。中午，代表团浏览了校园。

根据总部安排，2013年将召开北美地区孔子学院片区会议。为使片区会更务实高效，前期筹备工作正在有序开展。根据安排，总部二处张勇、王逊两位项目官员在纽约期间，也组织召开了以纽约地区孔子学院院长为主的座谈会，征求、咨询大家对于2013年片会的意见及建议。我院牛卫华院长、项目主管白玲珊老师积极参与了会议的联络、组织与安排，为会议的成功召开发挥了重要的作用。孔院并为会议准备了简单的午餐。1月26日下午1点，佩斯大学孔子学院会议室济济一堂，来自哥伦比亚大学、华美协进社、纽约大学石溪分校、宾汉姆顿分校、眼科学院、莱文学院等兄弟孔子学院的中外双方院长出席了当天的会议；会议也特别邀请了堪萨斯大学孔院院长韦雪瑞及孟菲斯大学孔院院长孔祥德参加。会议室里时而欢声笑语、时而严肃紧张，大家各抒己见，齐心协力为总部出谋划策。座谈会主要讨论以下三方面的内容：（1）对2013年片会形式的建议；（2）片会的可能区分的议题；（3）其他类似会议的经验。会议过程中，院长们首先简单介绍了各自学院的工作情况，然后对座谈内容进行了热烈的讨论，对片会议题、论坛组织等提出了许多富有建设性的建议，以供总部参考。会议也就孔子学院评估、联合举行“孔子日”活动等内容进行了务实开放的讨论。总部高级顾问与兄弟孔院的来访，是对我院工作的有力促进。来访将使佩斯大学领导层对孔子学院在全球的发展有更宏观的认识，从而进一步重视孔子学院的工作；也使我们能够更深入地了解其它孔院的发展，从而更好地规划未来，以取得更大的成绩。

Confucius: The Way of Education

The Way of Education resides in manifesting virtue, caring for the people and arriving at altruism.

The ancients who wished to manifest virtue under the heavens, first regulated their nation.

Those who wished to regulate their nation, first managed their families.

Those who wished to manage their families, first cultivated their bodies.

Those who wished to cultivate their bodies, first strengthened their hearts and minds.

Those who wished to strengthened their hearts and minds, first became sincere in thought.

Those that wished to be sincere in thought, first expanded their knowledge.

Expanding ones knowledge resides in contemplating all phenomena.

After contemplating phenomena, knowledge became complete.

After completing their knowledge, their thoughts became sincere.

After their thoughts became sincere, their hearts and minds became upright.

After their hearts and minds became upright, their bodies became cultivated.

After their bodies became cultivated, their families became managed.

After their families became managed, their States became regulated.

After their nations became regulated, all things under heaven were at peace.

June 2013 Live Confucian 11
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Lindsay Bennett  Xiaojun Wang
Jinni Li  Frank Zhou
Dr. Shihong Liang  Dr. Min Zhu
Linhai

Upcoming Events

Chinese Corner Returns - September

Pace/Nanjing Normal Exchange Day - October 8
President Song Yongzhong, along with senior administrators, faculty and students of Nanjing Normal University will come to visit Pace and celebrate the 4-year collaboration between our two schools through the Confucius Institute. There will be a scholarly discussion on the importance of Chinese culture in today's world, a fair to recruit US students to study and work in China, as well as a folk music performance by a Nanjing Normal student musical troupe.

New York Chinese Opera Society Winter Cultural Exchange Festival - December
This annual cornucopia of Chinese opera excerpts dispels the gloom at this darkest time of the year.

Lunar New Year Celebration - February, 2014


5th Year Anniversary - May 3, 2014

Essay Competition

One of the major goals of the Confucius Institute is to encourage more in-depth research in Chinese culture and increase the interest and participation of Pace students in Chinese cultural studies. A major part of that effort is the New York Chinese Opera Society’s (NYCOS) Essay Competition. Co-sponsored by the Confucius Institute and Center for East Asian Studies at Pace University, the competition is open to all students at Pace. We are now accepting submissions for the Third Annual Competition. Writers of the three essays deemed the best by the selection committee will receive cash prizes of $700, $400 and $200. Essays can be on any topic related to Chinese art, history or culture. Past winners have written about such topics as Daoism, the Great Wall, Chinese cinema, and women in Chinese society. Previous winners cannot enter the contest. Submissions must be received by Noon on March 15, 2014. To receive a submission form and for more information about this exciting contest, please visit our website at www.pace.edu/confucius or contact us at ci@pace.edu or 212-346-1880. You can also visit the NYCOS website at www.nycos.org.