YALE-CHINA ASSOCIATION

TEACHING FELLOWSHIP

2015-2017

Handbook for Applicants
“Yale-China asks Teaching Fellows to go to China and live, to be an active participant in our surroundings, and to make a successful life for ourselves for two years in a new culture.... Living here for a full two-year period and feeling settled in a job and social environment have not only given me a greater understanding of China but also a new vantage point from which to interpret my own background and to react to new cultural perspectives I will most certainly encounter.”

– Alison Duffy (Yali Middle School, 2005-2007)

This year, as it has done for over a century, the Yale-China Association will select highly qualified Yale graduates to undertake challenging and rewarding two-year assignments as Teaching Fellows in mainland China and Hong Kong. This exceptional opportunity for personal, intellectual, and professional discovery is distinct from other overseas fellowships because of the depth of understanding Fellows achieve as members of a Chinese community. A key part of the fellowship’s success is its two-year duration. To spend one year in China is to become familiar with China; to spend two years in China is to become at home in China. The self-discovery and cross-cultural fluency that result from the two years of immersion have inspired many former Yale-China Teaching Fellows to become leaders in international or China-related fields.
Teaching is the means through which Fellows gain a role in their host communities, providing a structure for engaging with the surrounding society on local terms. As teachers, Fellows give their time, energy, and enthusiasm to improving the English language abilities of more than 1,000 Chinese students each year and, collectively over many years, immeasurably enhance mutual understanding between Americans and Chinese. Former Fellows attest that finding one’s voice in the classroom, connecting with students, and experiencing the joys, frustrations, and self-discovery of teaching are some of the indelible impressions left on them by the fellowship.

The goals of Yale-China’s Teaching Fellowship are threefold: to assist our Chinese partner schools in improving the English instruction they offer their students; to provide opportunities for Chinese people to get to know Yale graduates and to learn about the culture and people of the United States; and to allow our Fellows to experience life as broadly as possible in contemporary China. Balancing all three goals demands a good deal of effort, as the first is a full-time professional responsibility, and the second and third depend largely on the initiative and determination of the individual Fellow. Fellows need to find the blend that will be the most rewarding for their own interests, personalities, and talents.

All Yale-China Teaching Fellows receive intensive language instruction in Mandarin or Cantonese Chinese along with teacher training in the summer before their teaching assignments begin. Yale-China site placements are based on a two-year teamwork model, so all new Fellows join senior Fellows who have already been teaching at their sites for one year. Senior Fellows assist junior Fellows to quickly adapt to the demands and opportunities of their site and teaching assignments. In the second year, junior Fellows become mentors for a new team of first-year Fellows. In addition to the guidance junior Fellows receive from senior Fellows at their site, all Fellows receive ongoing professional support through Yale-China teaching conferences and field visits from Yale-China’s staff. Former Fellows at advanced stages of their careers are also connected to current Fellows in a mentoring relationship.
This year, Yale-China will choose Teaching Fellows to serve at the following schools:

**Yali Middle School in Changsha, Hunan Province**
*Two Fellows*
Continue a 100-year tradition of Yale-China English instruction for top high school students in south-central China.

**Xiuning Middle School in Xiuning County, Anhui Province**
*Two Fellows*
Teach oral English to high school students from relatively rural backgrounds at a model school in the Huangshan region of southern Anhui province.

**The Chinese University of Hong Kong in New Territories, Hong Kong**
*Two Fellows*
Teach English writing, English literature, and American studies at a premier Hong Kong university and carry out your own community engagement project.

**Sun Yat-sen University in Zhuhai, Guangdong Province**
*Two Fellows*
Teach business writing, American culture and history, and community service at a leading university on the southern coast of China.
Will our personalities and personal histories have a lasting effect on our students? When I talk to them about a modernistic skyscraper or an opulent ancient palace, I am not simply speaking about architecture as a discipline. I hope that they can hear me speak about a subject that I truly love, and I hope that they hear the subtext: I am also telling them that they should seek out passion in their own academic lives...I am urging them to understand that anything is possible in their futures, that they can mold their lives into any shape that they desire.”

– Ming Thompson (Yali Middle School, 2004-2006), graduate, Harvard School of Design

Today China is undergoing enormous change. The nation’s extraordinary economic growth affects nearly all facets of life, creating both tremendous excitement and uncertainty. Buildings are torn down and replacements spring up as growing cities reinvent themselves. School enrollments swell, families purchase new apartments, and cars and motorcycles are crowding out bicycles from city streets. Products and services previously unheard of are becoming available in shops, and new businesses are appearing seemingly overnight by a new class of risk-taking entrepreneurs. China is moving into the future at a pace unequaled in human history, and no one can be certain exactly where these changes will lead.

A majority of the Chinese population supports the goal of rapid economic development and the open-door policies that have made it possible, but not all Chinese are in a position to take advantage of the opportunities created by recent reforms. While some people have broadened their horizons and become rich and famous others are trapped in low-paid state sector jobs, in subsistence farming in the countryside, or in unemployment. Standards of living have risen significantly for many in the urban centers, but the level of economic development is still relatively low for the majority of the population. In addition, China’s unparalleled economic growth has led to several unanticipated side effects. At all levels of society, growing materialism, a rapid decline in environmental quality, increasing crime rates, widespread corruption, high levels of inflation, and striking generation and income gaps are frequent topics of conversation.

Despite its progress in modernizing and the attendant increase in international interaction over the last three decades, China overall remains a somewhat conservative society. Although the number of foreign residents in China has grown significantly, especially in cities such as Beijing and Shanghai, there are still few foreigners in rural areas of China, and those who are there stand out because of their cultural and physical differences. Concepts such as privacy and individualism, while more evident in China than in years past, are still associated much more strongly with foreigners.
Recent years have brought a symbolic set of challenges to China. Events like the 2008 Olympic Games in Beijing—viewed by many as China’s debut on the world stage—and the 2010 World Expo in Shanghai are examples of new challenges to China and the rest of the world. As we move forward, what will China’s role be in the global community? How will China change, and how will the rest of the world react? Yale-China Teaching Fellows have a unique opportunity to witness these changes firsthand from the inside.

The pace, range, and depth of changes to Chinese society make living in China both exciting and unsettling. Yale-China Teaching Fellows have an unparalleled opportunity not only to witness profound social transformation but to be transformed by it as well.

“I saw a side of China invisible to travelers and academics—the gritty reality of life in Changsha in all its hopes and despairs.”

—Steve Platt (Yali Middle School, 1993-1995)
Professor of Chinese History
University of Massachusetts at Amherst

Teaching in Mainland China

English language instruction in China usually begins in the third grade, and Chinese students studying English tend to be more motivated than American students studying foreign languages. The Chinese government views English as important to China’s becoming a full participant in the international community and as instrumental in plans for bringing modern science and technology to the new China. Many Chinese people see studying English as a road to professional advancement and success, and in some cases, as a prerequisite to obtaining a visa to go abroad.

Yale-China Teaching Fellows have found both rewards and frustrations in their personal and professional lives during their time in China. The professional rewards derive from helping students improve their English, inspiring students to expand their cultural horizons, and learning how to teach and help others learn valuable skills. The frustrations, meanwhile, have sometimes stemmed from students’ occasional lack of motivation, the differences between Chinese and American teaching methods, and the pressures of an exam-driven education system.

Living in China can present its share of challenges to foreigners, ranging from daily tasks, like receiving a package at the post office, to big picture issues, like barriers to making friends with Chinese colleagues and other difficulties. The rewards more than compensate for the frustrations, however, especially for those who can muster patience, flexibility, and a desire to learn in the face of adversity. Unlike a traditional study abroad program or an overseas

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Internship, two years of living in China allows Fellows to dig beneath the surface, develop friendships, see their home society and culture in better perspective, learn Mandarin or Cantonese, and witness first-hand the phenomenal transformation China is undergoing today.

Although the fellowship requires a great deal of self-reliance, Yale-China does provide a wide variety of resources and support for Fellows. Members of Yale-China’s Education staff visit the sites regularly to provide feedback and ongoing teacher training for Fellows in the field. Teaching conferences are held with all of the other Fellows twice annually. Nevertheless, the inevitable limits on staff contact with the Fellows in China force Fellows to rely more on themselves and their local resources. The ability to work without direct supervision and to cooperate closely with one’s colleagues and housemates is an absolute necessity, and is something the selection committee looks for when choosing Fellows.

Traditionally, Chinese teachers of English concentrate on teaching grammar rules and reading comprehension. As native speakers, Yale-China Teaching Fellows generally are most effective when teaching speaking and writing skills, colloquial usage, and the cultural dimensions of modern American English, as well as encouraging students to develop critical thinking skills. The approach that American teachers most commonly employ also contrasts markedly with the more regimented training that most Chinese teachers give their students in preparation for exams. Fellows’ classes are often activity-based and student-centered, with lectures kept to a minimum. Yale-China Teaching Fellows strive to have students put their academic knowledge of English to work in the task of real communication. Through communicating with a foreign teacher, students can broaden their experience of the world and their perceptions of other countries.

“For many Chinese students, having a Yale-China teacher is their one ‘study abroad’ experience.”
– Seiji Shirane (Sun Yat-sen University, 2004-2006)
Graduate student, Princeton University

“For a young American, it’s a great experience to jostle at dawn with Chinese grandmothers, fishmongers, wonton-makers, and young fathers in an open-air Cantonese market. It’s a special thing to be known by a nickname by the local butcher, when you can chuckle together with the broccoli vendor as you give each other lessons in English and Cantonese.”
– Colin Campbell (Sun Yat-sen University, 2009-2011)
CHANGSHA

Changsha is the capital of Hunan province in south-central China. While considered a medium-sized city by Chinese standards, its metropolitan population is about six million. Located on the Beijing-Guangzhou train line about 200 miles south of Wuhan, Changsha is a major agricultural center and the busiest port on the Xiang River. It was first opened to foreign residents in 1901, and soon thereafter Yale-in-China (as it was then known) began construction of its campus. This included a medical school and hospital, a nursing school, a secondary school, and, for a brief period, a college. Today’s Yali Middle School and Xiangya School of Medicine are descended from these early Yale-China institutions.

Historically known for its scholars, revolutionaries, and spicy cuisine, Changsha is now gaining national recognition for its economic and cultural influence. The same Changsha that produced Mao Zedong and other key communist figures was recently home to “Super Girl,” the most-viewed television program in the country’s history and the first private program to attract more viewers than the government-sponsored stations. Changsha’s recent economic development has also attracted millions of migrant workers from poorer regions of Hunan and other provinces. Changsha’s rich past and rapidly changing present make it a fascinating place to be a part of China’s progress into the future.
Founded by Yale-China in Changsha in 1906, Yali (an early transliteration of “Yale”) Middle School was the site where Yale-China’s teaching fellowship program began in 1909. In the first half of the twentieth century, Yali was known throughout China for its high quality instruction. In 1951, the municipal government took over administration of the school, moved it to its present seventeen-acre campus in the center of the city, and changed its name to Changsha Number Five Middle School. In 1985, with the re-establishment of relations with Yale-China, the school’s name was restored to Yali Middle School. Yale-China Teaching Fellows returned to Yali in September 1986. Today, Yali is a “model” secondary school, receiving priority in government funding and faculty and student recruitment.

Teaching Responsibilities

Yale-China Teaching Fellows at Yali Middle School teach three to four core class sections of first-year senior middle school students (the equivalent of American high school sophomores). English levels at Yali are high, so classes can be conducted entirely in English and many students are able to comprehend the majority of the lessons with little difficulty. Yale-China Teaching Fellows teach oral English and have a high amount of freedom in what they teach and how they design their courses. Past Fellows have taught units on travel, epidemics, elections, advertising, baseball, fairy tales, and a variety of other subjects. Students’ classes with the Yale-China Teaching Fellows supplement their regular English coursework.

Over the years, Yale-China Teaching Fellows at Yali have assembled a substantial collection of English-language books and other materials to create an on-campus English library. In recent years, the English library has become a creative space on campus where Fellows lead informal library discussions, host movie nights, rehearse a school musical, and run other extracurricular activities.

Another aspect of the Yali fellowship that school officials highly value is the role that Fellows can play in counseling students who want to study abroad. Fellows mentor these students through the process of writing personal statements and applying to institutions in the United States.

Living Arrangements

Yale-China Teaching Fellows live in two apartments facing each other across a hallway. Each apartment contains two bedrooms, each with its own private shower and bathroom.
All bedrooms are air-conditioned and contain two desks, a wardrobe, and a bed. All four Fellows share the living area and kitchen contained in the larger of the two apartments, essentially turning the two separate two-bedroom apartments into a larger four-bedroom shared space. The dining room and kitchen contain a television set, a DVD player, a toaster, a coffee maker, a toaster oven, a blender, a microwave, a refrigerator, and an air conditioner.

Language Learning and Teacher Preparation

All Fellows at Yali Middle School spend the summer before their teaching duties begin studying intensive Mandarin in China in a course paid for by Yale-China. Fellows who have previously studied Mandarin are tested and placed in the class level most appropriate for their ability. After arriving in Changsha, Fellows typically continue their Mandarin studies by organizing private classes either individually or with their Yale-China colleagues.

In addition to their language study, Fellows also complete an online TEFL certification course and attend a week-long teacher training session led by the Director of Education. The training allows Fellows to work collaboratively as they develop their skills in the classroom and helps to build friendships and partnerships for the future.

Extracurricular Activities

In addition to their classroom teaching assignments, all Yale-China Teaching Fellows are expected to find ways to engage with their host communities. Most activities undertaken by Yale-China Teaching Fellows outside the classroom involve their students, although some Fellows have volunteered at AIDS clinics, joined bands, and taken dance classes off-campus. Past Fellows with musical interests have participated in the Yali orchestra, while those who wished to perform community service have organized activities such as clothing drives and contests to design the best public service project in their classes. Yale-China Teaching Fellows have also led groups of Yali students on service trips in conjunction with Yale Building Bridges since 2008. Other Fellows have been involved in an oral history project with local Yale-China alumni and affiliates. Fellows have many opportunities to implement extracurricular activities and service projects that are suited to both their own interests and their students’ development.

“It [the Yale-China Teaching Fellowship] was one of those experiences that if anybody had ever told me in great detail what life would be like, I would have said, ‘I can’t do that.’ But I... learned a great lesson about myself, which was that I could do a whole lot more than I had ever thought I could.”

– Martha Finn Brooks (Hunan Medical University, 1981-1983) Retired Chief Operating Officer, Novelis, Inc.
XIUNING COUNTY/TUNXI

Xiuning County is located in historic Huizhou, the southern region of Anhui province near Huangshan, one of the most celebrated mountain ranges in China. Dating back to 208 A.D., Xiuning County is a place of exceptional physical beauty with a rich heritage and distinct local culture. Although the area is undergoing rapid social and economic change, much of Xiuning County is still quite rural. Famous for its breathtaking mountain landscapes, world-renowned teas, and Huizhou architecture and culture, Xiuning attracts many scholars, artists, and outdoor enthusiasts. As the ancient name of the Huangshan region, Huizhou connotes the traditional Confucian work ethic, medical practices, ink painting, and architecture still prevalent in southern Anhui today.

Downtown Xiuning, with roughly the same population as New Haven, is located in Haiyang Town and is about two miles from the smaller Wan’an Town, where Xiuning Middle School is located. Haiyang consists of a bustling (and rapidly developing) main street, with a mix of residential and commercial buildings along branching side streets that grow quieter and quieter until they reach farmland. Wan’an has a Ming-era riverfront village hidden behind the modern buildings that line the main road and is a 20-minute bus ride from Tunxi, the city center of Huangshan. A small city by Chinese standards, 2200-year-old Tunxi is a mix of China’s rural past and rapidly modernizing present. Like most emerging cities in China, Tunxi is now home to a Western-style supermarket, a KFC, and modern medical facilities, as well as a new airport.
Fellows who are placed at Xiuning Middle School will find Xiuning and Tunxi to be much smaller and quieter than the cities that are home to Yale-China’s other teaching sites. The school itself is surrounded by rural vistas. While Fellows forgo living in a “big city” atmosphere, Tunxi and Xiuning County present rich opportunities for learning Chinese and being immersed in China. Fewer people speak English than in other cities, and there are far fewer foreigners in the area compared to other parts of China.

**Xiuning Middle School 休宁中学**

http://61.191.66.139

As Yale-China’s only rural teaching site, Xiuning Middle School provides an exciting opportunity to interact with students in an area of China that most foreigners only read about. Founded in 1912, Xiuning Middle School was first named a “key” (now “model”) middle school in 1952, which means that it receives priority in government funding and faculty recruitment. Many of the school’s 2,300 students come from rural families, while others come from the more developed areas of Xiuning or even Tunxi. Most of the students and many of the faculty reside on campus during the week. Like most areas of Xiuning County, the campus has an abundance of water and vegetation. Classrooms and other buildings on campus date from various eras, including some historic (late Ming) structures. Xiuning Middle School was featured in a 2008 BBC documentary entitled *Chinese School*, which examined Chinese education in Xiuning County.

**Teaching Responsibilities**

Yale-China Teaching Fellows at Xiuning Middle School primarily teach high school sophomores and juniors. Students’ classes with the Yale-China Teaching Fellows supplement their regular English coursework. In order to give every student at the school a chance to have a Yale-China teacher, Fellows in Xiuning meet three times a week with the top two sophomore and junior classes and once or twice a week with “Open Classes,” which are composed of any other interested students. Teaching a large number of students with a wide range of English abilities requires Fellows to be especially creative and patient in the classroom.

**Living Arrangements**

At Xiuning Middle School, Fellows share two apartments on campus. Each Fellow has a private room with a heating / air conditioning unit and a bathroom, and each apartment has a kitchen and a living room. The Yale-China apartments are located on the top of a hill and are situated around a sunny courtyard adjacent to the Fellows’ classroom building. The apartments contain television sets, DVD players, coffee makers, toaster ovens, microwaves, refrigerators, and sterilizing machines for dishes.
Language Learning and Teacher Preparation

All Fellows at Xiuning Middle School spend the summer before their teaching duties begin studying intensive Mandarin in China in a course paid for by Yale-China. Fellows who have previously studied Mandarin are tested and placed in the class level most appropriate for their ability. After arriving in Xiuning, the Teaching Fellows will continue their Mandarin studies with a private tutor assigned by the school.

In addition to their language study, Fellows also complete an online TEFL certification course and attend a week-long teacher training session led by the Director of Education. The training allows Fellows to work collaboratively as they develop their skills in the classroom and helps to build friendships and partnerships for the future.

Extracurricular Activities

In addition to their classroom teaching assignments, all Yale-China Teaching Fellows are expected to find ways to engage with their host communities. Compared to the other Yale-China teaching sites, Xiuning is rather remote. As such, Fellows’ activities generally include their students. Past Fellows have founded an outdoor conservation club, created the school’s first English language library, and begun an oral history project with Xiuning residents. Since the spring of 2008, Yale-China Teaching Fellows have directed their students in annual performances from The Wizard of Oz to Arsenic and Old Lace. Creative and student-focused Fellows will find many opportunities to share their interests and inspire their students outside of the classroom.

“I think my [China] experience made me more tenacious, wiser about the variety of human motivations, and more willing to walk around, question, and act on my own analysis.”

– David Jones, Jr. (Hunan Medical University, 1980-1982), Chairman and Managing Director, Chrysalis Ventures, Inc.
ZHUHAI

With miles of coastline overlooking the South China Sea, Zhuhai is one of the major cities of the Pearl River Delta region, yet air pollution is minimal for an urban center of this size. Less than two hours away from the provincial capital, Guangzhou, and immediately across the border from the Macau Special Administrative Region, Zhuhai has a vibe of its own while staying true to its roots as a Guangdong (Cantonese) city.

This city of 1.5 million people grew into existence after being designated one of the first Special Economic Zones as part of Deng Xiaoping’s Reform and Opening movement, which began in the late 1970s. While other Special Economic Zones have followed the Shenzhen manufacturing model, Zhuhai has invested in the industries of education and tourism, attracting satellite campuses of major universities from all around China – including Sun Yat-sen University – and millions of tourists per year.

From the bustling downtown district of Gongbei to the tree-lined seaside promenades to the small-town feel of Tangjia (the district where the Sun Yat-sen University campus is located), the city of Zhuhai offers Fellows the chance to experience a wide variety of environments and facets of Chinese life. Exploring beyond the city limits is also easy, with connections to Guangzhou (by bus or by train), Shenzhen (by bus or by ferry), Hong Kong (by ferry, and soon by bridge), and Macau (by foot).
Lingnan (University) College, Sun Yat-sen University
中山大学岭南（大学）学院
http://www.lingnan.sysu.edu.cn

With its main campus in the southeast section of Guangzhou, Sun Yat-sen University (SYSU) is one of China’s premier universities and boasts some of the most beautiful college campuses in the country, with both the Guangzhou and Zhuhai campuses shaded with bountiful subtropical foliage. Founded in 1924 by Dr. Sun Yat-sen, the university now has over 83,000 students across four campuses: roughly 20,000 graduate degree students, 32,000 undergraduate students, 1,600 foreign students, and 29,000 distance and continuing education students.

The current South Campus of Sun Yat-sen University in Guangzhou was originally the home of Lingnan University, an American-style university founded by missionaries as Canton Christian College in 1888. Until 1950, Lingnan had a large contingent of American professors and staff, and its curriculum resembled that of an American university. Following the establishment of the People’s Republic of China and the nationalization of all institutions of higher education, Lingnan University was abolished and Sun Yat-sen University, which had originally been located elsewhere in Guangzhou, was moved to the Lingnan campus.

At the urging of wealthy Lingnan alumni in Hong Kong and overseas, Lingnan (University) College was established in 1988 as a semi-autonomous entity within Sun Yat-sen University, based at the original Lingnan University campus. Lingnan (University) College consists of the university’s business, finance, and economics departments; strong connections with its alumni in Hong Kong and with the Lingnan Foundation in the United States have enabled it to grow very quickly and to develop research projects and curricula with a significant international element. The College is now one of the most prestigious units within the university.

A previous arrangement with Lingnan (University) College brought Fellows to Guangzhou for over a decade. After a two-year hiatus, Yale-China is proud to continue this fellowship site after reshaping it to meet twenty-first century needs and to better align with Lingnan (University) College’s motto: 作育英才, 服务社会 (‘Education for Service’).

Teaching Responsibilities

Four Yale-China Teaching Fellows provide instruction in business writing, American culture and history, and community service. Fellows serve first- and second-year undergraduates in Lingnan (University) College, all of whom are based on the SYSU Zhuhai campus. English
conversational skills and reading comprehension are generally quite strong among Lingnan students; as such, the business writing curriculum adheres to a well-defined core structure, while the lecture and discussion based American culture and history class affords Fellows much more freedom in designing courses that suit both their own interests and their students’ needs.

The third teaching assignment is related to community service, which is in place to help meeting the growing demand among Chinese youth for more opportunity and knowledge related to giving back to society. While this component is currently implemented as an extracurricular activity, the vision Yale-China hopes to realize within the next few years would see the study and practice of community service become a credit-bearing course led by Yale-China Teaching Fellows.

Living Arrangements

Fellows at Lingnan (University) College live in the heart of the Zhuhai campus in two-person apartments. Each apartment has a bathroom, kitchen, and living room, and each Fellow has a private bedroom with an air conditioning unit. Appliances provided include TV, DVD player, washing machine, microwave, and coffee maker. An array of sports facilities, including fields, a track, and an outdoor swimming pool, are available for Fellows’ use. China Mobile, China Post, Bank of China, and China Construction Bank all have branches on campus, and the town of Tangjia is a couple bus stops away, or less than half an hour by foot. More highly developed urban areas are a bit further down the bus line, and the border crossing to Macau is about an hour away from campus by public bus.

Language Learning and Teacher Preparation

All Fellows at Lingnan (University) College spend the summer before their teaching duties begin studying intensive Mandarin in China in a course paid for by Lingnan (University) College. Fellows who have previously studied Mandarin are provided with a level of instruction appropriate for their ability. After arriving in Zhuhai, Fellows continue their Mandarin studies free of charge with regular classes and a private tutor assigned by L(U)C.

In addition to their language study, Fellows also complete an online TEFL certification course and attend a week-long teacher training session led by the Director of Education. The training allows Fellows to work collaboratively as they develop their skills in the classroom and helps to build friendships and partnerships for the future.
Extracurricular Activities

In addition to their classroom teaching assignments, all Yale-China Teaching Fellows are expected to find ways to engage with their host communities. With a relatively sparse population of faculty and staff based on the Zhuhai campus full-time, Fellows are well-positioned to contribute to student life and provide guidance for a wide array of possible activities. As Yale-China is recruiting only the third cohort of Zhuhai-based Fellows this year, the selection committee will be particularly keen to identify creative, proactive candidates with the leadership skills to build the culture of community engagement for the Lingnan (University) College site.
HONG KONG

Hong Kong is small, but densely populated. The entire territory contains 403 square miles, but most of its 7 million inhabitants live on only 34 square miles of land. Hong Kong Island and the Kowloon peninsula are highly urbanized, while the New Territories – where The Chinese University of Hong Kong (CUHK) is located – and many outlying islands still have areas that are relatively rural, though they are easily reached by public transport.

In the last fifty years Hong Kong has changed dramatically. The population has multiplied approximately eightfold, and squatter settlements have given way to public housing estates, satellite communities, and apartment complexes. Hong Kong has one of the highest standards of living in Asia.

Hong Kong’s Western façade, however, can be deceptive. The office towers, luxury hotels, designer stores, and brightly-lit discos in its urban centers closely resemble those in large European and American cities. As a result, the tourist, touching down for a brief visit, can easily form an impression of Hong Kong as a fully Westernized city with Chinese trimmings. This impression could not be further from the truth. Underneath its thin Western veneer, Hong Kong is a Chinese community where Chinese traditions, habits, and forms of social interaction remain—in some instances even more vigorously than they do on the mainland itself.

On July 1, 1997, Hong Kong returned from British to Chinese sovereignty. For fifty years, until 2047, Hong Kong will be a “Special Administrative Region”; the local government retains a
high degree of autonomy, but is ultimately subject to the government of the People’s Republic of China. The years leading up to the change in sovereignty saw tremendous changes in Hong Kong’s public and private life, as residents applied for Western passports, companies and politicians chose new allegiances, and the world media turned its critical eye on the territory’s activities. For six years following the handover, Hong Kong’s political life appeared relatively stable and seemed to follow the status quo. In the summer of 2003, however, increasing concerns regarding the “One Country, Two Systems” policy and regarding proposed security legislation from Beijing led to massive protests by Hong Kong citizens against the potential loss or deferral of their civil and democratic rights. The protests forced Beijing to rescind the legislation, and the people of Hong Kong, who used to frequently be thought of as politically apathetic, demonstrated to the world that they were actively engaged in intense and widespread political debate over the territory’s future. This engagement continues today, and living in Hong Kong affords Fellows an opportunity to witness this unique debate up close.

As one of East Asia’s major financial and cultural centers, Hong Kong is closely linked with Japan, Taiwan, and the nations of Southeast Asia. Yale-China Fellows posted to Hong Kong have the opportunity to gain insights into the territory itself, the mainland Chinese society with which it is reconnecting, and the broader East Asian setting in which it is located.

**New Asia College, The Chinese University of Hong Kong**

香港中文大學新亞書院

http://www.na.cuhk.edu.hk

New Asia College was founded by a small group of eminent Chinese refugee scholars in a three-room flat in Kowloon in 1949 and dedicated to the preservation and dissemination of traditional Chinese culture and learning. In 1953, Yale-China affiliated with the college and New Asia became Yale-China’s primary Asian partner institution for many years. In 1956, after the Hong Kong government gave the college a tract of land in Kowloon, Yale-China began to contribute toward the construction of the New Asia campus. The first Yale-China Fellows at the college came the same year, and New Asia began to expand its faculty, enrollment, and curriculum. In 1963, the Hong Kong government agreed to establish a new degree-granting university that would use Chinese as the principal language of instruction. Three post-secondary colleges—Chung Chi, United, and New Asia—federated to form The Chinese University of Hong Kong (CUHK).

Today the university is located on a quiet, 280-acre hillside, with spectacular views of mountains and the sea (pictures on opposite page). Each college has its own campus, and a fourth college, Shaw College, which opened in 1990, further expanded the university student
body. Another five colleges have opened in the past few years as the faculty, staff, and student body make the transition from a three-year to a four-year undergraduate program. There are now about 11,000 undergraduate students as well as approximately 3,000 graduate students. Since more than half of the undergraduate students come from low-income families, the majority receive scholarship assistance from the government or the colleges.

Most students at CUHK are Hong Kong-born, although each year the university admits an increasing number of students from mainland China. Men and women are fairly equally represented in the undergraduate body as a whole, though women tend to outnumber men in the English classes that Fellows teach. These students generally have not chosen to major in English but have been assigned to the department on the basis of test results. All students from Hong Kong have studied English since primary school, and many attended schools in which English was the medium of instruction. Most have attained a high degree of communicative competence in English but need help tapping into academic discourse in English, whether in the spoken or written word.

**Teaching Responsibilities**

Yale-China Teaching Fellows teach foundation courses for underclassmen majoring in English. The content of these courses focuses on developing solid academic skills and critical thinking through academic writing, discussion, presentations, and literature. Fellows also each teach one General Education (liberal arts elective) course each year. One recent example of a General Education elective that Fellows designed is “American Themes through Creative Expression,” which broadly covered historical periods and movements in United States history and the art that arose from them.

In addition, second-year Fellows traditionally design and teach a course on British literature which culminates in a two-week study tour of the United Kingdom; the class meets throughout the spring semester, and the trip abroad takes place after the end of the semester.

The CUHK site provides an extraordinary opportunity for Yale graduates to experience teaching at a major university at a very early stage in their professional careers. The English Department at CUHK makes every effort to include Yale-China Teaching Fellows in the life of the department, generously providing shared office space and including Fellows in planning meetings with colleagues who coordinate the curriculum. Fellows are also expected to participate in campus life at New Asia College in their role as Honorary Resident Tutors, hosting English Evenings and American Culture Nights.
Community Engagement Projects

Yale-China Teaching Fellows in Hong Kong broaden their contact with the community through individually designed community engagement or public service projects. The CUHK academic year is relatively short and Hong Kong Fellows’ teaching loads vary greatly from semester to semester. This flexibility in their schedules allows Fellows to devote considerable energy over the two years to a project designed to help them participate fully in Hong Kong’s civil society. Fellows are expected to work with students and/or community members to create and carry out projects relevant to the needs of those individuals. Community engagement projects make the Yale-China Fellowship in Hong Kong an excellent opportunity for Yale graduates who want experience in international public service, and especially for those whose linguistic and cultural skills allow them to operate effectively in Hong Kong society. An entrepreneurial spirit is necessary, since the task of each Fellow is to conceive of — and execute — a project relevant to the community in Hong Kong. Example projects might be:

- Creating a tutoring program at a local school
- Working as an unpaid intern at a local non-governmental organization
- Coordinating a campus committee on AIDS awareness
- Interning at a Buddhist temple
- Working with students or others on a project in the arts
- Interning at a community-focused business

Yale-China broadly defines the community engagement project, allowing for Fellows to be creative and practical. A project might provide a direct public service, or it might be political, athletic, or artistic. This is a chance to bring your passion to Hong Kong, figure out how it is relevant to your students or to the broader community, and then make it happen.

Living Arrangements

Yale-China’s Hong Kong Fellows live in a four-bedroom, two-bathroom apartment on the CUHK campus that has stunning views of Tolo Harbor. The apartment includes a kitchen complete with appliances, including an oven; a laundry room with a washer and dryer; a small garden/patio area, and a large living/dining room. Fellows also subscribe to wireless internet and cable television. The apartment affords frequent shuttle service to the University subway stop, from which a trip to the trip to central Kowloon or Hong Kong Island takes about 45 minutes.
Language Instruction and Teacher Preparation for Fellows in Hong Kong

Fellows receive intensive language instruction in Cantonese or Mandarin at the Yale-China Chinese Language Center at CUHK in the summer before they begin teaching. Hong Kong presents a fascinating linguistic landscape as the British colonial legacy meets with the increasing importance and presence of Mandarin Chinese. Typically, Fellows choose to continue learning Cantonese at the Center throughout the academic year, but opportunities to study Mandarin also abound, especially on university campuses.

In addition to their language study, Fellows also complete an online TEFL certification course and attend a week-long teacher training session led by the Director of Education. The training allows Fellows to work collaboratively as they develop their skills in the classroom and helps to build friendships and partnerships for the future. All Fellows receive ongoing support from education program staff and as much support from departmental colleagues as they wish to solicit.

Special Selection Considerations

Because Hong Kong Fellows spend much of their time teaching literature and writing, the selection committee closely scrutinizes student transcripts and gives preference to those students with a relevant academic background. Since a high ability to function in Hong Kong’s society will help Fellows succeed in their service projects, Hong Kong fellowships may be of special interest to individuals who already speak Cantonese or Mandarin. Language skills are not, however, required for acceptance into the program. We will also consider applications from applicants who want to engage in projects involving a non-Chinese, non-Western community in Hong Kong, if the candidate has the appropriate cultural skills.

“In Hong Kong I became fascinated with the rule of law and rights as a way to understand the challenges inherent in [Hong Kong’s] transition to Chinese rule and as a way to explain American society to my students.”

General Counsel, Human Rights Watch
ADDITIONAL FELLOWSHIP DETAILS

Qualifications

Yale-China Teaching Fellows’ appointments require two years of hard work and dedicated service. Yale-China fellowships are primarily teaching and service positions and we are eager to attract self-reliant individuals who seek a challenging experience abroad. Neither formal classroom teaching experience nor fluency in Mandarin or Cantonese is a prerequisite for application to the program, though both are good preparation for the assignments. Yale-China seeks candidates who demonstrate an interest in—and capacity for—teaching English, sharing Western culture, and learning Chinese and about China.

The selection committee will look for evidence of applicants’ abilities to both operate independently and relate successfully with people of a diverse range of personalities and backgrounds. Candidates must be able to see a difficult assignment through to completion, to adapt quickly and continuously to a foreign setting, and to behave in ways that demonstrate sensitivity to a culture with values often very different from their own.

Each applicant is considered on the basis of his or her academic record, character, recommendations, interest in and capacity for teaching, and ability to make a meaningful contribution to Yale-China and the Chinese host institution. Members of the current graduating class of Yale College or Yale alumni who have graduated from Yale in the last five years are eligible to apply. Yale graduate students or graduates of Yale graduate programs are also eligible to apply. Because of the number of applications, Yale-China’s selection committee may not be able to interview every applicant. The committee reserves the right to make a decision on the basis of the written application alone.

Adjusting to Life in China

The majority of Yale-China Teaching Fellows consider their experience to be life-changing, eye-opening, and generally positive. However, it is important for potential applicants to recognize that even the most successful of Fellows have had difficulties adjusting to life in another country. Most Fellows experience some degree of culture shock, loneliness, and isolation while in China, even if they have spent time in China or in other countries previously. Living and working in another country for two years is significantly different from the average overseas experiences that Yale students have while they are undergraduates. Moving to a country that is vastly different from the United States can be a major challenge for some Fellows, and the fellowship requires a certain strength of character, a willingness to work through difficult situations, and the ability to problem solve independently. Candidates who feel that they would
not be suited for such an adjustment should seriously consider if the program is suited for them. While Yale-China staff and other Fellows are more than willing to provide support and assistance, there will be situations that Fellows will need to deal with individually. Yale-China is looking for candidates that can take the initiative to find their own passions, create their own opportunities, and deal with problems and difficult situations independently of others.

**Staff Structure and Support**

Fellows interact extensively with staff members throughout their fellowship and the months leading up to it.

Leslie Stone, director of the education program, coordinates with Brendan Woo and Zijie Peng, the program officers for education, in overseeing the fellowship. The director of education and program officers provide teaching training and ongoing support for Fellows in the field, including site visits, classroom observations, coordination of teaching conferences, and frequent email correspondence and discussion.

With staff based both in New Haven and in China, Yale-China is able to provide extensive pre-departure orientation and ongoing field support to Fellows.

While on-the-ground support from field staff exceeds that of most comparable programs, it is still important to understand that Fellows inevitably encounter situations that they need to handle without staff assistance. Applicants to the program must therefore be able to function independently and successfully navigate a variety of professional and social situations.

**Training**

In preparation for taking up their appointments, all Fellows attend two orientation workshops arranged by Yale-China: one in Connecticut in late May and one in Hong Kong in August. Before departing for China, they also complete an online TEFL (Teaching English as a Foreign Language) certification program. Mainland-based Fellows travel to China during the summer before they begin teaching in order to attend an intensive language training program in Mandarin, while Hong Kong Fellows enroll in an intensive Cantonese class during the summer at the Yale-China Chinese Language Center based on the campus of The Chinese University of Hong Kong. All Fellows participate in a staff-led teacher training and orientation program at the conclusion of their language programs. Program staff continually evaluate training needs and work to accommodate expectations of Chinese partner institutions.

Subsequent teaching support and training consists of regular site visits, classroom observations, and written discussions with program staff. Fellows also gather twice a year at different sites for conferences. November Conference focuses on teaching issues and professional development, while the content of Spring Conference is largely determined by Fellows. Conferences are excellent opportunities for continued growth, self-reflection, and fellowship among the Teaching Fellows.
Period of Appointment

Appointments are for two years, beginning in June. As alumni of the program invariably attest, the two-year duration of the fellowship is a formative and necessary condition for the rich cross-cultural and professional experience that is the hallmark of the Yale-China Teaching Fellowship. In the first year, Fellows become oriented to the culture and the classroom; in the second year, they build on this knowledge to enter more deeply into the community and reach more consistent success in teaching. Second-year Fellows can also guide new Fellows and pursue interests that were passed over in the first year due to the business of learning to teach and live in China. In addition, for Fellows who are learning Chinese from a beginner or intermediate level, an additional year often means the difference between intermediate and advanced proficiency.

Compensation and Benefits

All Fellows receive free housing and a salary that covers other living expenses from their host institutions. Yale-China supplements the salaries of mainland Fellows by paying for round-trip airfare to Asia and basic health insurance. In addition, a stipend is given to mainland Fellows to enable them to either travel internationally within Asia or accumulate savings for use upon their return to the U.S. Both are possible on a Hong Kong salary, but not on an unsupplemented mainland salary.

Travel

Fellows are encouraged to take advantage of the travel opportunities both within and outside of China that are open to them as Yale-China Teaching Fellows. Previous Fellows have traveled to many locations inside of China, as traveling can be done cheaply and easily. Destinations have included larger cities such as Shanghai and Shenzhen, popular tourist spots like Guilin and Qingdao, and even slightly more remote locations such as Xinjiang in the northwest of China. As one of the largest countries in the world, China possesses many different landscapes, cultures, ethnicities, and cuisines, making travel an exciting and culturally informative experience.

Summer Break

Fellows have a summer vacation period between their first and second years of teaching. The length of this vacation varies by site. Yale-China encourages Fellows to take advantage of this time to travel and pursue extracurricular interests. Many Fellows have pursued internships in China or Hong Kong, while others have led service projects or returned to the United States to visit family and friends. All Fellows are expected to have concluded their travels by mid-August to return to China for orientation.
Alternate Candidates

The selection committee will nominate a set of principal candidates for the programs in China and Hong Kong as well as a number of alternate candidates. If for any reason one or more of the principal candidates should decline his or her appointment, it may be offered to an alternate candidate at the discretion of the selection committee.

We welcome your application and would be happy to answer your questions about the fellowship or the application process. Please visit our office at 442 Temple Street in New Haven, or contact Brendan Woo at (203) 432-0850 or by email at brendan.woo@yale.edu with your questions.
2014-2015 YALE-CHINA FELLOWS

The Chinese University of Hong Kong

First-year Fellows
Kerri Lu PC ‘14
Arielle Stambler MC ‘14

Second-year Fellows
John Copp JE ‘13
Drisana Misra TC ‘13

Xiuning Middle School

First-year Fellows
Megan Jenkins SY ‘14
Katie Stewart JE ‘14

Second-year Fellows
Julius Mitchell BR ‘13
James Silveira JE ‘13

Yali Middle School

First-year Fellows
Cory Combs TD ‘14
Brendan Ross BK ‘13

Second-year Fellows
Hana Omiya JE ‘13
Chinh Pham TC ‘13

Sun Yat-sen University

First-year Fellows
Maggie Neil ES ‘14
Daniel Sisgoreo BK ‘14

Second-year Fellows
Rebecca Jaye JE ‘11
Cameron Rotblat JE ‘13
IN THEIR OWN WORDS

Yale-China Teaching Fellows have gone on to become leaders in education, medicine, business, law, public service, and many other fields. On the following pages, some of the Teaching Fellowship’s alumni discuss their experiences and the long lasting impact that being a Yale-China Teaching Fellow has had on their lives.

Clark McKown
(New Asia College, 1990-1992)
Faculty Teaching Fellow in Clinical Psychology at University of California Berkeley
The challenge of communicating/connecting across a significant cultural divide—in the classroom and out—has made me a more careful clinician, researcher and friend. I don’t assume that I get where someone is coming from until I’ve done some careful work first. I attribute this caution to my efforts to cross the culture gap between me and my students and friends in Hong Kong.

J. Kenneth Morland
(Yali Middle School, 1944-1946)
Retired Professor of Social Anthropology
Teaching at Yali Middle School in Yuanling during WWI and for one semester in Changsha when the school returned in 1946 has had a far reaching effect on my life. After my experience in China, I changed my field in graduate studies to anthropology, while serving as Executive Secretary of Yale-in-China in New Haven. The perspective that I gained from living in a society and culture quite different from my own gave me insight as an anthropologist that I would not otherwise have had.

Steve Platt
(Yali Middle School, 1993-1996)
Professor of Chinese History at University of Massachusetts Amherst
Whew! Without going into great detail, it’s completely changed my scholarly interests, and now I am addicted both to teaching and studying about China. I have much more to talk about at cocktail parties. I also saw a side of China which is invisible to travelers and academics—the gritty reality of life in Changsha in all its hopes and despairs. Watching the seasons change, seeing the children on campus grow up, I felt that I was a part of that life—a resident of Yali Middle School and a member of Changsha’s population—hardly an outside observer. The attachment I felt was so strong that even now, two years later, I long to go back with a feeling that can only be described as homesickness.

Carolyn Greene
(Hunan Medical University, 1990-1992)
Epidemic Intelligence Officer for the U.S. Center for Disease Control
Ultimately, I believe my experience teaching in China directed me toward medicine for three reasons: 1) it reminded me how important my own cultural heritage is, and encouraged me to “return to my roots” in Mississippi, where physicians are greatly needed, 2) it encouraged me to settle upon a career that in some way has a teaching component, and 3) it encouraged me to seek a career that would allow me to return to China from time to time, with skills and training that will be as useful as being a native English speaker. On a personal level, my experience teaching in China informs me everyday, yet I still find myself at a loss for words when asked “How was China?”
David Fedson  
(New Asia College, 1959-1961)
Arentis Pasteur MSD, Director of Medical Affairs for Europe
Yale-China gave me an international perspective, which I have retained ever since. I traveled to India as a medical student, worked in a smallpox hospital after graduation from medical school and spent 3 months in cholera research in Calcutta while training. My research on adult immunization stressed national policy, and in the 1980s began to involve me in some work in Canada, the UK, later Western Europe and now countries in Asia and Latin America. I have developed close contacts with the staff of the Expanded Programme of Immunization at the World Health Organization and continue to urge them to develop initiatives in adult immunization in developing countries. My research continues to emphasize international comparisons of vaccine use and policy.

Audrey Garrett  
(Hubei Medical University, 1987-1989)
Gynecologic Oncologist
Teaching at Hu-Yi was an excellent transition between my college life/reality of Asian Studies with my future—medicine. In China I became interested in the political/international aspects of medicine as manifest in public health, reproductive health, abortion rights and abuses. I had always known I was interested in medicine, but my time with Yale-China in Changsha and Wuhan broadened my interests to international public health and women’s health and moved me in those directions....

Drew Nuland  
(Hunan Medical University, 1986-1988)
Managing Director of Bacardi Shanghai
My participation in the Yale-China [Teaching Fellowship] was unquestionably the most pivotal experience in my career and arguably the most impactful experience in my adult life. The challenges thrown at me in Changsha helped me discover both my strengths and weaknesses and bred in me a passion that drives me to this day. I joined [Yale-China] as a blithering idealist with an undefined urge to do good; I left Changsha as a realist, still idealistic but better equipped with the tools to make a contribution. Everything I’ve done since then has built on those skills and focused very clearly on China. That’s a direction I hope to maintain for the rest of my career.

David Jones Jr.  
(Hunan Medical University, 1980-1982)
Chairman and Managing Director, Chrysalis Ventures, Inc.
The experience has had just as big an impact on my professional life. Some of this is concrete, or linear: For a decade after I left Changsha my work involved China in one way or another. As tour guide, banker, importer, teacher and lawyer/diplomat, I worked with Greater China, Chinese immigrants, and Americans interested in China. I believe that my experience in Changsha, with its intense, grassroots (relative to the Beijing/Nanjing/Shanghai/Guangzhou experiences of most U.S.-China hands, anyway) involvement with Chinese people and the PRC system, prepared me well to play in these arenas, principally because I learned to solve problems pragmatically. Much more important to me, however, was the combination of self-confidence and humility that my China experience taught. Having lived, indeed thrived, for two years in my way around an opaque system of central directives filtered through illiterate, often venal peasant-bureaucrats, I am seldom surprised by the seemingly bizarre, or obviously selfish, behavior one encounters in U.S. institutions—nor do I doubt my ability to work around or through it, if I apply myself. On the other hand, having seen brilliant Chinese students and friends buffeted by political and social forces far beyond their control, I recognize how much I owe to circumstances or luck. I think my Changsha experience made me more tenacious, wiser about the variety of human motivations, and more willing to walk around, question, and act on my own analysis. These traits have, I believe, served me well in my various professional roles.
Sidney Sweet Jr.
*(Yali Middle School, 1936-1938)*
Retired President, C. Tennant, Sons & Co. of New York
Two greatest years of my life—made me aware of other countries, peoples—their problems and needs. Traveled Trans Siberian Railway in 1936—all around China and Far East. Experiences—Experiences. My later business life included travel everywhere except Africa. Participation in “teaching program” was instructive, fun, and created friendship.

Joe Pertel
*(Hunan Medical University, 1985-1987)*
Public Defender in Los Angeles
My Yale-China experience has profoundly affected my life. After leaving China I spent two years in graduate school studying China and later spent three years in Los Angeles working with refugees from Asia. I entered law school to become involved in public interest work affecting immigrants in the U.S. who I’ve believed for many years are unfairly blamed for our current social/economic ills. I specifically chose to become a public defender to address the lack of legal representation received by immigrants (documented or otherwise) in California. I initially worked in Monterey Park, CA for the L.A. Public Defenders Office, the large Chinese community east of L.A., where I represented Chinese and Vietnamese defendants. I now work in San Diego, representing primarily Latino, African-American, and Vietnamese clients. My Yale-China experience truly sensitized me to the needs and aspirations of cultures other than my own. It put a “face” on what previously had been just an academic exercise (no fault of Yale’s!).

Dinah PoKempner
*(New Asia College, 1981-1983)*
General Counsel, Human Rights Watch
It has had enormous impact, in every direction. In Hong Kong I became fascinated with the rule of law and rights, both as a way to understand the challenges inherent in the colony’s transition to Chinese rule, and as a way to explain American society to my students. I ultimately won a fellowship to study rights in Hong Kong, and through that experience became familiar with the plight of Vietnamese boat people there. That led me to become the main researcher on Vietnam and Cambodia for Human Rights Watch, a position that has brought me to Asia many times since. Asia is an intellectual touchstone for me when I consider the role of law in society, the universality of rights, the interplay between civil and political freedoms and economic development. I have been fortunate in making life-long friends in Hong Kong through Yale-China, and elsewhere in Asia through my work in the region.

Mary Ann Rotondi
*(Wuhan University, 1983-1985)*
Producer, Dateline NBC
I am a much richer person. My most important professional experience to date was producing and directing an hour-long documentary on the Chinese economy for the Wall Street Journal television series “Emerging Powers” which aired on PBS last year. I was considered for this job in large part because of the time I spent in China—so quite literally, participation in the Yale-China program helped me land the most important job of my career.

Peter Stein
*(Wuhan University, 1986-1988)*
Hong Kong Bureau Chief, The Asian Wall Street Journal
If I hadn’t done Yale-China, I wouldn’t be in Hong Kong today, doing what I do. That means I wouldn’t have met my wife either (a native of Hong Kong). The exposure I had to China and the language skills I developed there have been invaluable in my career.
Doug Murray  
(New Asia College, 1958-1960)  
President Emeritus, Lingnan Foundation  
Profound. My entire career, through many diverse jobs, has been China/Asia related. Unquestionably the single most important impact on my personal and professional life. Fair to say that everything since Hong Kong has been a trajectory from the Yale-China experience.

Thomas B. Weins  
(New Asia College, 1964-1966)  
Former Principal Agricultural Specialist, World Bank  
The linguistic foundation and cultural understanding I acquired through the Yale Bachelor program were the core advantages I brought to my years as an operations officer for the World Bank, working to develop programs in cooperation with Chinese officials that addressed key issues of rural poverty and environmental degradation.

Mark Salzman  
(Hunan Medical University, 1982-1984)  
bestselling author  
Other than the 24 months following my birth, during which I learned how to speak and go to the bathroom on my own, my stay in China was the most important two years of my life. The experiences I had during that time—some wonderful, some awful; the challenges, the stretches of boredom and frustration, the unforgettable generosity of some people; the joys and disappointments of teaching; the shifts in perspective that come ... and the deep satisfaction of knowing that you must draw on your best resources to make the most of your time there—all of these things have affected me in ways that continually surprise and encourage me. It was no picnic, but it was a hell of a worthwhile adventure.

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YALE-CHINA ASSOCIATION

The Yale-China Association (雅礼协会) inspires people to learn and serve together. Founded in 1901 by graduates of Yale University, we foster long-term relationships that improve education, health, and cultural understanding in China and the United States.

WHAT WE BELIEVE

Yale-China’s work is based on a set of central values:

- **MUTUAL RESPECT**—We value direct personal relationships and two-way exchanges characterized by mutual benefit, independence, trust, and understanding.

- **PERSONAL GROWTH AND RESPONSIBILITY**—We encourage participants and program alumni to become leading contributors to a more peaceful, just, and sustainable world.

- **PROGRAM FOCUS**—Relevance, Excellence, Impact, Innovation: We focus our work on regions and sectors where there is great need. We seek to implement high-quality programming with long-term impact and significant cross-cultural interchange.

RELATIONSHIP WITH YALE UNIVERSITY

While closely affiliated with the Yale community, the Yale-China Association is separately incorporated and administered and receives no financial support from Yale University apart from limited funds for projects involving Yale students and scholars and in-kind contributions.
YALE-CHINA ASSOCIATION
442 Temple Street
PO Box 208223
New Haven, CT 06520-8223
USA

tel (203) 432-0884
fax (203) 432-7246

www.yalechina.org/teach