



青樹教育基金會

www.evergreeneeducation.org

*A Warm Greeting from Evergreen Education Foundation*

Wishing you Happy Holidays  
and a New Year filled with  
prosperity and success!

## EEF Official News Letter Year-end Issue Nov. 2013

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### From Hexi Corridor to Oklahoma

*By Zhang Yu, China Project Director*



## A Look Back on 2013

*By Faith Chao, Founder and President*

Each year, when I look back upon it, I am amazed at what we were able to accomplish with so few resources. Nearly all our budget is spent on programs with less than 14% on all expenses, including paying for postage, audit, and “salaries” (in quotes as they are so very small). This is because we have so many volunteers who donate their time, efforts and expertise. This year is no different. Our foundation has been concentrating on three groups of activities: Scholarships, Library Based Projects, and Training.

### Scholarship

This year we are really happy to be able to help 105 students continue their education by providing scholarships. This may not be a large number, but for each student, this means so much with Jingyi serving to guide and cheer them on. We should mention that as the RMB has increased in value and inflation is really high in China, we had to increase the amount of our high school scholarships from 1,000 RMB to 2,000 RMB each. Your generosity is very much appreciated.

### Small Projects

Each year we fund a number of small projects for teachers and librarians throughout our system. Though the amount of money is only about \$ 820 each, a great deal of work goes into them, both by our management team, headed by Zhang Yu, in guiding and finding expert resources for them and by those conducting the projects themselves.

Last fall, we funded 36 small projects with 38 to follow this fall. These projects span many subject areas, including: Math, Science, Reading, Learning English, Hands-on Art for Children, Information Literacy, Library Management, Local Culture, and Oral History. What they all have in common is that they must involve the library and improve abilities to access and evaluate information, not only for themselves, but also for their students.

We are very grateful to the following experts who contributed their time generously to the vetting process: Zhang Haihui from University of Pittsburgh, He Jianyi from UC Berkeley, Li Xiaoli from UC Davis, Tim Zou from University of Arkansas, Elaine Dong from Florida International University, Liu Mengxiong and Lili Luo from San Jose State University. Their efforts are paying great dividends. We are proud to announce that this year we had a conference paper presented in Oklahoma, stemming from one of our small projects in Gansu. Also, two articles about Evergreen and its contributions to China have been published in November in the very prestigious journal “Library Trends” as well as a paper in a Chinese journal. We expect many more in the future. Receiving international recognition for our efforts is so wonderful!

### Training

As 2013 is an odd-numbered year, it is a year for workshops. We have decided that we will focus on Local Culture and Oral History at the 2013 workshop and the 2014 ITIE conference. Our workshop was held in Kaili, Guizhou in July 2013 with two of our wonderful professor friends from the University of Wisconsin, Louise Robbins and Ruth Olson, leading sessions on focus group interviews and doing oral history. Evergreen is really fortunate – these experts have given so much of themselves to us. We invited several other libraries to share their oral history experiences with us at the workshop and as Zhang Mingli, the director of the Jiaxin Library said to me “anytime Evergreen is holding another workshop, please include me. I have learnt so much”. Coming from one of the most respected directors of a major library, we feel our efforts are rewarded. Next year, please stay tuned, especially for our ITIE2014 conference in Hunan in October of 2014. It promises to be the best ITIE ever.

On behalf of the “Tianzhu Walking Horse Culture” oral history team, teacher Lei Facheng and I attended the 2013 Oral History Association meeting at Oklahoma City, OK., October 9-13 which drew more than 200 participants.

We presented a 25 minutes long, well-received video “Unveiling the Walking Horse Culture in the Hexi Corridor”. Comments from the audience confirmed that what we have been focusing on is a fascinating tradition and that student learning is the foremost impact. We shall continue focusing on measuring student learning, sharing and giving back to the community. Speeches on the theme of oral history study for indigenous cultures resonated with one of the important directions in the oral history practices of EEF and our partner rural libraries. Other speeches uncovered hidden stories in social and community history, e.g. the Civil Rights Movement,

prophesy the future theme of EEF oral history studies with a small step taken in 2013 by the students starting from research on family history.

Various workshops we attended either introduced us to important foundations and valuable resources, or introduced us to new ideas regarding the use of oral history for cultural and educational purposes.

The oral historian and archivist Nancy Mackay, one of the authors of the well-acclaimed book “Community Oral History Toolkit”, is committed to helping EEF with oral history archiving and metadata, as well as with community oral history projects. Nancy is on the oral-history metadata core project team of OHDA (Oral History in the Digital Age). EEF will benefit from closely monitoring metadata standard development. We are looking forward to an exciting collaboration with Nancy.

*picture: Zhang (right) at the conference.*

2013 Small Project Selection in Glance

By Zhang Yu

In 2013, applications for small projects were open not only to Evergreen partner rural libraries, but also small private rural libraries in China. With help from our selection committee consisting of seven Chinese American library scholars and librarians, we selected 38 proposals from 75 applications. The 38 projects selected cover many categories, as displayed in the chart on the right:

With our systematic training and sharing in oral history and local culture, we've noticed the considerable improvement of the proposal quality in this field. We will use a framework developed by our consulting team of oral historians to guide and support these projects. We are happy to see that geography and history inquiry-based learning is also getting seriously explored, and our training regarding analysis and synthesis will also benefit these projects. Science and technology projects are excellent vehicles to cultivate the scientific spirit. However, STEM projects require more resources, both expertise and financial, which we are actively seeking and are in great need of more assistance.

Type of Library	Project Category	Number selected
Evergreen High School Library	Oral History & Local Culture	11
	Geography & History Study	7
	Literature & Reading	3
	Arts	3
	Science	4
	Social Study	1
	English	1
Evergreen Public Library	Children's Arts Education	1
	Children's ICT	1
Private rural Library	Private rural library community Web Platform	1
	Reading	2
	Inquiry-based learning	2
<b>Total</b>		<b>38</b>



pictures on left : Students from Kaili No. 1 School are identifying plants.

In Mastering EEF Small Projects

By Zhu Bo, teacher, Huaian First Secondary School

Since 2010, I have led two EEF small projects as a project master, one was "The Path to Transforming Modern China", and the other was "Research Study on the Taiping Heavenly Kingdom." I have been rewarded by learning a great deal through the experience of leading these two history research projects.

We used the money EEF provided to purchase books for the above projects; the new books not only enriched collections for school library, but also increased extracurricular reading material for students. The projects improved students' ability for independent study, and provided a good platform in transforming teaching methods for teachers.

We conducted seminars that introduced the general steps and methods on how to do a history research study and how to gather and utilize library and internet resources. Students involved in the projects all understood the general research process: they were able to search, obtain and utilize library and internet resources. These experiences changed and improved student learning styles.

During the project implementation period, from collecting information, organizing and analyzing material to write small essays, the whole learning process was under the guidance of teachers, and students were always exploring real-life situations, using similar methods of scientific research, and conducting

independent investigations. Such learning experiences not only increased students' interest in the subjects, but also enhanced their learning abilities and raised the overall quality of student learning. These experiences laid a foundation for future growth and exactly matches the new curriculum reform requirements from Department of Education.

Unfortunately, the college entrance examination system has not yet been fundamentally changed in China. The short sighted vision of the large-scale, examination-oriented education system forces students to follow the routine of morning to night classes and problem solving practice that make teachers and students into a test machine. In Jiangsu, the history subject score does not count on college entrance exam score – so students are not encouraged to invest time on this subject, and this made the project implementation more difficult.

It was my great honor to be invited to participate in 2013 American Oral History Association Annual Conference. As an ordinary secondary school teachers in western China, my first US trip was truly an eye opening experience.

I was inspired and impressed by the strong academic atmosphere immediately as soon as I stepped in to the conference venue. Zhang Yu and I gave a presentation in title of " Culture of Tianzhu Waking Horse " to introduce its history and current situation which drew a strong interest from audience. I realized the weakness of our project while interacting with the historians and experts by answering their questions, such as lack of measurement of students' knowledge and capabilities, as well as not enough interaction with local community. I was glad that we also found a new direction to do a better job in the future.

Hear 4 Scholarship Students



Huipeng Wu, Guizhou Wende Zhenyuan High School, 12<sup>th</sup> grader : " Work hard to make dreams come true, guys."

Yujuan Qiao, from Gansu Tianzhu No.1 School, currently is a junior at Xi'an Jiaotong University, majoring in Chemical Engineering: "All the hardship will go away. The reason you feel happy is not because you have a comfy life, but because there is hope in your life."



Yuanxiong Li, freshman of Shanghai Electronic College majoring in Electronic Engineering: "You will grow up the way you wish. Don't complain about what you don't have. Cherish what you have."

Qinfeng Jing, from Qinghai Lijiashan school, currently a junior at Hebei University, majoring in economics: "Do one thing at a time and do it well. Keep on going and never give up."



An Unforgettable US Trip

By teacher Lei Facheng  
Tianzhu No. 1 High School



Lei (right) & Zhang (second right) mingling at the conference.

### 105 Students Granted Scholarship in 2013

By Yu Jingyi Scholarship Officer

The Evergreen Education Foundation scholarship program covers ten schools located in six provinces (Shaanxi, Gansu, Qinghai, Yunnan, Guizhou, Jiangsu). In 2013, Evergreen awarded scholarships to a total of 105 students, which include 4 junior high, 91 high school and 10 college students.

In 2013, Evergreen successfully enhanced the scholarship program in the following areas:

- Raised amount of scholarship for high school students to \$350 per student.
- Improved communication channels with scholarship students by adding QQ Contact, sending emails and collecting phone numbers instead of writing letters. Made certain that schools provided students with computers that have Internet access.
- Set up Evergreen alumni group by creating QQ Group (called Home of Evergreen). QQ Group encourages Evergreen scholarship students to communicate with each other and Evergreen mentors.

As EEF scholarship officer, I always find great pleasure in talking with students and seeing them living lives full of energy and hope. From their Q Zone, they can fully express their thoughts, exchange experiences and ask questions. By chatting in QQ Group, students are more active, talkative and open than in mail/email or even face-to-face.



#### Meet EEF's Most Senior Mentor

*Chris Morrison*

By Yu Jingyi

When Chengbin Cao, sophomore student at Qinghai online college, talked about Chris Morrison, he would say Chris has a heart full of love. Cao is one of ten students Chris mentored beginning eleven years ago when Cao was in the first year of junior high. Chris had to ask his niece or a Chinese friend to read Chinese letters from his students. He was very impressed by

Cao's English letter. Chris encouraged Cao to never give up after he withdrew from school for financial reasons. Three years after he graduated from high school, Cao continued his education. Chris wrote concerning Cao: "He has not been our typical student but I think good things will be in his future. Please send him my regards and good luck this year in his studies." When Qilan Sun graduated from college, she felt Chris' caring heart - Chris even advised her on appropriate dress for her job interview. Xiong Liu also shared her life with Chris when she got married. And, Cainian Zu wrote in email: Every time when I look at your photos, I am always filled with happy feelings but also emotional homesick feelings. And almost every time I call my parents, they always ask about you - they miss you very much, too.

Chris also has a warm heart for many others. In addition to being the most senior mentor with Evergreen, he has also run annual creative writing contests for 23 years. These contests, which are through the Tiburon Sunset Rotary Club and the Phillips- Morrison Institute of California, were started by Chris' father, Keith Morrison, for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders for Schools in Marin County. EEF greatly appreciates Chris for his dedication in helping rural China kids.

picture: Chris (middle) with sister Daren (right) and Aunt Professor Joyce Hing McGowan.

I was honored to participate in EEF's Sixth Annual Rural Library Building Workshop. I enjoyed lectures and presentations on various topics and interactive activities during the intense three days, and was especially impressed by EEF's efforts in supporting and building libraries and helping financially vulnerable students in rural China.

Professor Louise Robbins' lecture on topic of "Focus Groups" exactly met our curriculum present day needs, which requires teachers to play a role in leading students to focus on social issues, participating various activities such as visiting, and interviewing, while engaging classroom learning. This approach enables students to maximize and improve learning, understanding, utilizing, analyzing, criticizing, and problem solving skills. The concise lecture, which combined the theory with examples and interesting activities, is a very useful model that we can learn from and apply to our teaching experience.

Professor Ruth Olson's lecture on "Oral History" was designed with thoughtful details, it helped me to discover that Oral History is not only a current curriculum subject but also an academic discipline with a long history, and it's obviously very important for local and folk culture research, building community culture and developing educational activities in today's Information Age.

Professor Faith Chao's lecture on "Small Project Evaluation" was scientifically simple and practical; it not only provided an effective way to evaluate project work on goals or outcomes, but also a good way to evaluate new knowledge and skills students learned and gained through involvement in specific project activities.

Other guest's reports and presentations were all great with unique perspectives that opened my eyes. Attending the workshop helped me to understand more about EEF's Influence, its efforts and contributions in improving rural education in China, and inspired me - I developed greater confidence in dedicating myself to rural education.

#### What I've Leant at the 2013 RLBW

A Reflection from teacher Tian Guofu, Gansu Tongwei First Secondary School



The new Q Zone is the platform EEF scholarship students use often for communication. This is a snapshot of one of its webpages.



I would like to share a short story with you. There was a man who was left with a bank account when his father died. After much hassle from his siblings

contesting the account, he wondered what would be the best way to meaningfully use the money as if his father were still alive. He recalled that his father used to donate to a girls orphanage. That was where the account finally went.

Before then, this man had already been volunteering in many other ways. The most satisfying one that he still does is mentoring young adults. He is always happy when receiving emails from his protégés telling how well they have made a future for themselves. As of this writing, he just heard from someone in XingJiang who says "I opened my email box today after a long time without checking. There were 33 mails unread but only that two from you that I really wanted to read". Then she shared her family, work and life.

That made his day!

## Your Donation, My Match

*By John Lee, Chairman of the Board*

There are many charities that provide life-changing work. And they all need support from volunteers and donors. Evergreen Education Foundation does that plus more, with innovations and lasting effects. Uniquely, it provides educational opportunities to educators in rural areas of China to reach beyond the young minds and into minds of rural communities. This is accomplished through training workshops, conferences, exchange programs, and high school projects that leverage information resources. All these projects need financial support from continuing generous donations.

As the Chair, on top of donation made, I will have a matching program. Just email me at john.ele81946@gmail.com the donation that you are making this year as well as that of last year, I will then match the difference (for individual donors who have donated last year or the donation EEF receives before the end of this calendar year), with the total matching up to \$5000. Meanwhile, if you have an innovative idea to fund expanding the reach of EEF mission, please write to me as well.



### Donation Form

- \$ 50 — will help us provide scholarships to deserving students to attend high schools
- \$ 100 — can buy 20 books in our libraries
- \$ 250— can help us provide training for one teacher
- \$ 500—will help us with automating our libraries
- \$ 850— will fund one library center project

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- \$ 1,000-4,999 — Join our **Book Circle**
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## 2013 RLDW-Another Successful Workshop

*By Zhang Yu & Sun Ximei*

The 2013 EEF Rural Library Development Workshop (RLDW) with the theme "Field Study" was held in Kaili, Guizhou, July 15-17, 2013, co-hosted by Kaili No. 1 High School and Evergreen Education Foundation. Eighty-three trainees attended the RLDW, which included four courses: Oral History, Focus Group, Rubrics, and a keynote on the Cultural Foundation of China.

Around 64% of trainees shared feedback - all gave ratings of 4 (good)- 5 (excellent) on a 1-5 scale. The major strengths that participants mentioned were: overall program and contents (66%), the pedagogy (38%) and the instructors (13%). Ratings of 4-5 for logistics (venue, hotel, food, transportation etc.) were provided by 99% of the participants.

The keynote was well-received, 41% thought the keynote was "novel and convincing", 45% believed the topics discussed were "helpful in solving issues related to local culture preservation", and 25% found the keynote "inspiring for their small projects".

For the Oral History course, strengths mentioned by the participants were logical content design, case studies and practice interview, which were reported as an easy to understand "Oral History 101." However, more training needs to be done on topics related to setting outcomes, planning, organizing materials, and reporting and sharing with the community.

The Focus Group course, for which the use of model focus group followed by practice was greatly admired, has inspired trainees to use both the interviewing techniques of the facilitator and the information analysis/synthesis method in their future work.

The Rubrics course utilized in-class group practice on real projects and cross-group evaluation, with trainees reporting that the basic concepts (27% ) and the outcomes (19%) were made easy to understand. Detailed concepts and calculations of the rubrics still need more training and practice for participants to obtain in-depth understanding. Small project case studies and sharing successes and failures still need more discussion. Assessment is another area requiring more attention, especially what has been found and learned through the assessment by EEF, reflecting the strong need for EEF-wide project related sharing, which we should act upon immediately.

Major weaknesses that participants mentioned were being overwhelmed by the intensive programs in three days and no place for relaxation. We will improve those areas for the next workshop.

Congratulations to our instructors, honorable guest speakers, organizers, staff and volunteers for a well-received workshop. A special thanks goes to our trainees who not only made RLDW 2013 full of energy but also provided invaluable feedback to co-create rewarding learning experiences in the future.

Support the Evergreen Education Foundation to bring educational opportunities to rural China  
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