



# The Zigen Fund Newsletter

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本期簡目： 滋根綠色學校走上國際舞台 | 我和我的學校 | 怎樣用股票做捐贈

For Grassroots Development in China

## 滋根鄉村綠色生態文明學校走上國際舞台

楊貴平

2016 年 10 月，在聯合國教科文組織中國全委會主辦、中國滋根參與合辦的“走向世界教育主流的可持續發展教育：第七屆北京可持續發展教育論壇”上，我們推薦了五所中國滋根支持的鄉村綠色生態文明學校：貴州省榕江車民小學、榕江二中、山西石樓馬村小學、河北青龍隔河頭小學、七道河小學參加並被評為“中國可持續發展教育實驗學校”。這是貧困農村的學校第一次有機會參與國際推進可持續發展教育會議並得獎。

2016 年 1 月，中國滋根支持貴州榕江、雲南玉龍、河北青龍和豐寧等 6 个县共 40 多名老師到北京參加了中國滋根和北京師範大學合辦的“共創可持續發展鄉村——教師培訓”，並在每县支持 5 个學校發展為綠色生態文明試點校。貴州榕江的車民小學便是其中最早開始的一所学校之一。

貴州省黔东南苗族侗族自治州的榕江县，以侗族为主，侗族大歌世代流传，人人都会唱的侗族大歌，唱出他/她们的历史、生产、生活、爱情、希望、信仰。但是近 30 年来，这些都在急剧的消失，学校教育里缺乏有关当地文化的内容，年轻的一代也没有学习的渠道，但是在滋根支持的乡村绿色生态文明学校，我们看到了乡土文化和民族传统的传递与发扬。

侗族特色的榕江县古州镇车民小学始建于 1912 年，解放前曾是国立师范村寨试验区小学，迄今已有百余年的历史，是榕江县最大的一所村级农村小学，有一千多名学生。学校的环境也非常有特色，一进校园，就看见四棵枝叶茂盛的古榕树，覆盖了半个校园。榕树丛中，一个近百年历史、古意盎然的凉亭里坐了一群学生，手里拿着琵琶，一边弹，一边唱着侗族的歌曲。一

个男孩子看见我们来了，前后跟着，手里抱着琵琶，又弹又唱，活泼热情，意气风发。

年轻的杨校长自豪地说：“参加了北京的教师培训，更有信心把学校建设成为有环保意识和侗族文化特色的绿色生态文明学校。学生都是农民的孩子，从小就在田间地头劳动，我们敬畏自然，歌唱勤劳节俭、尊老爱幼，都是通过歌谣传承下来。我们村里的一些老人都会唱几百首歌，我很担心等到他们去世以后，这些歌曲都没有了。我们要传承自己的文化，但是也眼见我们的文化很快消失，培养孩子从眼前做起，这是我最大的愿望。”

车民小学把双语教学和民族文化带进课堂，通过正规的学校教育，让孩子充分认识和了解本民族的文化，从而培养学习兴趣，挽救本民族古老文化，使其得以传承。让特色课程常规化，每班每周安排至少 1-2 节双语和民族文化课，主要开展的内容是侗歌、侗族琵琶、侗汉双语、侗族琵琶牛腿琴、侗族舞蹈以及少数民族文化挖掘与整理等；保持紧密而有效的村校互动，学校与社区紧密联系，每当有传统的侗族节目，学校会积极参加到村里组织的活动中，如萨玛节、民族舞蹈大赛等。

学校在文化传承和发展方面取得了一系列成绩，车民小学金蝉歌队曾参加全国民族杯小歌手邀请赛、中国少儿歌舞录像会演、贵州省少儿艺术节等，均获得很好的名次，曾代表黔东南州赴上海世博会进行侗族文化展演。金蝉小歌手陈琼仙等曾参加中国少儿艺术团赴法国交流演出。

让最贫困地区的学生获得现代最需要的环保意识和知识，培养他/她们用实际行动来发展家乡，他们也是丰富多彩乡土文化的传承者。杨昌文校长所做的车民小学的校歌里，唱出的就是这种精神：

饭养身，歌养心，品学共进，厚德树人，  
尊师训，知感恩，育人为本，真爱传承。

车民，车民，奋斗车民，  
百年积淀，风雨兼程，我们唱响天籁的歌声。

绿色校园、生长的蓬勃的激情，  
车民，车民，自强的车民，至真至诚 开拓创新。  
我们展开梦想的翅膀，翱翔天际，去书写灿烂的人生。  
啊，啊，啊，耶啰耶啰耶。





## Zigen's Rural Eco Schools Embark on the International Stage

Pat Kwei-ping Yang

In October 2016, Zigen co-sponsored and participated in the "Sustainable Education for Sustainable Development in the World Education: The 7th Beijing Education Forum for Sustainable Development" organized by the UNESCO China National Working Committee. At the forum, we recommended for reward five rural eco schools: Chemin Primary School of Guizhou Province, Rongjiang Number Two Middle School, of Guizhou Province, Ma Village Primary School of Shanxi Province, Gehetou Primary School and Qitaohe Primary School of Hebei Province. They all got named "China Education for Sustainable Development Experimental School." This is the first time that schools in poor rural areas have the opportunity to participate in an international conference on Education for Sustainable Development and to win prizes.

In January 2016, Zigen supported a total of more than 40 teachers from Rongjiang, Yulong, Qinglong, Fengning and other counties to Beijing to participate in the Zigen and Beijing Normal University jointly organized "Sustainable Development Rural China – Teachers' Training" program, and in each county the development of five schools to become pilot eco-schools. Chemin Primary School in Rongjiang County, Guizhou Province is one of the earliest starters.

In Rongjiang County in Southeast Guizhou Miao and Dong Autonomous Prefecture, lives the Dong people. Dong songs spread from generation to generation; everyone can sing the Dong songs, which express their history, livelihood, life, love, hope and faith. But in the past 30 years, they are disappearing at a fast pace. School education lacks local cultural content, and the younger generation did not have any opportunities to learn. However, in the Zigen-supported rural eco-schools, we see the local culture and nationality traditions being handed down and revitalized.

The Chemin Primary School, rich in Dong culture, of Guizhou Township, Rongjiang County was built in 1912. Before 1949, it was a national normal pilot village primary school, with more than 100 years of history so far. It is now the largest village school in Rongjiang County, with more than a thousand students. The school's environment is also very unique. Upon entering the campus, we saw four ancient banyan trees, covering half of the campus. Under the banyan trees, in an ancient pavilion, a group of students were sitting, holding pipas, playing while singing a Dong song. A boy saw us coming in, and followed us, with a pipa in his hand, still playing and singing with great passion.



The young principal Yang told us: "After participation in the teachers training in Beijing, the teachers have more confidence in turning the school into one with environmental awareness and Dong cultural characteristics, or an eco-school. All students are children of farmers of farmers; they grew up in the field doing labor; We respect nature, value hardworking and frugality, respect the old and take care of the young, and all these values are passed down through songs. Some old people can sing hundreds of songs, and I am worried that one day they will die, and these songs will be gone. We want to Inherit our own culture, but our culture is disappearing in front our eyes. Now is the time to teach our children, and this is my greatest wish."

Chemin Primary School has brought in bilingual teaching and nationality culture into the classroom; through formal school education, the program is also to make sure children fully understand their own cultures, to cultivate interest in learning, and to save the ancient culture of the Dong, so that it can be inherited. To fully incorporate the cultural aspect of curriculums, there are at least 1-2 weekly bilingual and nationality culture classes, the main content being Dong songs, Dong pipa, Dong and Han bilingual education, Dong instruments, Dong dance and nationality minority cultural excavations. There is also a close and effective interactions between the school and the community. When there is traditional Dong festivals, the school will actively participate in the activities organized by the village, such as the Sama Festival, the nationality dance competition and so on.

The school has made a great deal of achievements in the area of cultural heritage and development. Chemin Primary

School's singing ensemble has participated in the National Minority Cup Singing Competition, Chinese children's song and dance video performances, Guizhou Children's Art Festival, and have all ranked ahead. The ensemble had also travelled to Shanghai to perform for the World Expo. Chen Qiongxiang, a member of the ensemble, had travelled to France with China's Children's Art Troupe to perform.

The purpose of education for sustainable development is to make sure the students in the poorest areas get the most needed environmental awareness and knowledge to facilitate their own actions to develop their home villages. They are also to become the recipients of rich and colorful local rural cultures. Yang Changwen, the principal of Chemin Primary School expressed exactly the same idea in the school song he penned. It goes:

Rice enriches your body; songs enrich your soul;  
excellence for both moral and academic, strong  
character for teaching;  
Respect for teachers, be thankful, cultivation is the goal,  
passing down true love.  
Chemin, Chemin, working hard,  
A hundred years of history, never stop marching or  
singing.  
Green campus, vigorous passion grows,  
Chemin, Chemin, standing up, with all sincerity and  
innovation.  
We fly with the wings of dreams, soaring to the sky, to  
write a brilliant life.  
Yeah yeah yeah yeah yeah yeah yeah

(translation by Xiaoxi Tong)

## 滋根试点校老师的故事：我和我的学校

赵银凤口述 高阳整理

2005 年，我还是刚嫁过来的媳妇，也是被分配过来作为单人独校教学点的负责人，我负责的就是 15 个一二年级的小学生，生源逐年减少，学校正面临被撤并。这是我的家园，我的家园不能没有学校，我首先要解决的问题就是让学校保留下来。因此我做了三件事：一方面四处游说，和村里一起要求教育局保留学校；另一方面开家长会、做家访，动员家长对学校有信心；最重要的是我要把教学质量和学习环境改善好。因此我这

样安慰自己，也是这样游说领导“我们这个学校不仅有 15 个孩子，几年后就会是 100 多个孩子，并且还有 800 多个村民，这个学校的学生实际有近千人呢。”事实上，我也是这么努力的，不仅要把小学生的基础教育做好，也要把家长和村民的基础教育也做好；我的学校不只是这个四合院子，而是整个村子这么大。首先我要想方设法把学校保留下来、发展起来，然后我要让全体的村民都要学习，建设学习型家庭、学习型社区。每每遇



到困难时，想到这些我就对自己微笑，给自己打气，因为我的学生很多、我的学校很大！

### 一、保住学校

2005 年我应邀来到隔河头乡大森店村校点，从事教育教学工作。当时正值撤点并校的大潮，此时大森店村校点只有一个教学班，15 名学生和一名教师——我。面临着撤校的威胁，学生、家长及村委多次和我探讨希望把校点保住，学生留下来，否则年幼的孩子就要去很远的中心小学读书。既给家长带来了麻烦又给年幼的孩子带来了很大的困难。为此我与村委多方诉求、四处游说，包括请“滋根”组织出面，多次与县教育局协调，才使大森店小学保留在村里至今，家长、学生及村民都非常感激。

### 二、百废待兴：离不开滋根的长期资助

刚来到大森店小学的第一年，面对这所破烂不堪的小学，就连课桌椅都是高低不齐、破旧不堪，此时的我真的有些退缩了，但回头看看那一双渴望求知的眼睛，我真的感动了，也因此我在这单人独校的教学点坚守十一年。我暗暗发誓一定要好好的把这 15 个孩子教好，把这个学校打造成一个充满生机、充满活力的校园。2006 年我自己动手打造绿色校园，在外校剪来柳枝进行扦插，（几年后）使校园内外绿树成荫；校园内建起花池，繁花锦簇争鲜斗艳，美化校园净化心灵。我带着这十五个孩子唱歌、跳舞，经常带着他们到田间地头体验劳动的快乐，也经常组织他们到野外郊游，让他们开阔一下视野，陶冶情操。

### 三、隔年招生：培养创新学校班级管理

2007 年，原来的复式教学已经不能满足需要，学生数和年级继续增加，但每个班级的适龄儿童比较少，教育局根据“师生比”编制规定不能增加更多老师，但家长们都认可我的教学和管理，希望能在村里继续就近上学。我就邀请村委、总校参加家长会，看家长心声，并一起商定了“隔年招生，就近入学”的办学模式，从而又增加了一个教学班，我们的校点壮大了成两个教学班，30 多名学生。虽然我的工作量增加了许多，但在师生的共同努力下学校的各科成绩在全乡都名列前茅，赢得了学生、家长及社会的认可，周边村也都把孩子送到我们的校点小学来上学。

### 四、村校共建：社区与学校的生活教育

具备了前面三个前提后，我才能真正思考要办一所什么样的学校？学校应该为学生和村民尽些什么样的责任？经过多方请教和对前面三年的发展总结，我认为学

校的每一步发展都是因为家长、村委和村民的支持，因此确立了进一步整合社会资源实施“村校共建、家校结合”的办学理念。通过学校教育拉动社区教育，建设学习型、和谐、绿色村庄。



因此我申请学校来承担成人的宣传教育工作，协调村支书及两委班子成员带领村民和学生家长共同参与社区教育，为办好社区教育献计献策，广泛开展“爱学习家庭”、“爱学习村民”等活动，帮助村里成立了老年协会、秧歌队、妇女学校、家长学校等组织，并多方寻找师资和项目办各种培训学习，年年都开展环境教育、满族文化传承、家校共建、尊老爱幼评比活动等。让村里的、学校的资源都共享起来，把村民带到了课堂，把课堂带进了村庄，学生拓宽了知识面、锻炼了品质；同时也让村民收获了快乐、收获了生产知识技能；学生的成长环境就更健康、更全面了，村庄的社会风气也好许多，家长也更重视、更会管孩子了。我们开发了校本课程，把村民的优秀乡土文化引进了课堂，学习民间大秧歌、满族寸子、锣鼓唢呐、剪纸等民间艺术；不仅小学生学，家长也学。

### 五、社会影响：学校为社区服务

我们的满族寸子被列为河北省非物质文化遗产，正在申请国家级非物质文化遗产。孩子的满族寸子多次参加滋根在北京举办的年会现场，孩子们的精彩演出得到了观众一阵阵掌声，受到了社会各界人士的好评。

村民经常走进课堂体验学习，学生走向田间地头感受生活。学校发起“小手拉大手行动”带动村民学习、提高村民素质。孝敬老、关爱孩子成为了村里的美德。为了丰富老人的生活学校协助成立了老年协会，实现了老有所养、老有所乐，经常组织孩子们和家长与老人一起表演节目，每年九九重阳节都会有一台学校组织的，

学生、家长、村民和老人共同参与的文艺演出。利用学生休礼拜的时间，学校有组织、有计划地安排一个班的学生为我村的孤寡老人送温暖，让那些老年人不再孤单、寂寞。学校这一系列的行动受到了社会各界的高度好评，赢得了村民的赞许。我也多次获得“国家公共文化服务体系示范区”工作先进个人。

我们的大森店小学如今办的有声有色，至今学习成绩名列前茅，文化生活多姿多彩，学校图书馆成了“百姓书屋”，我也成了“农家书屋”优秀管理员。营造出了学生村民共同学习的良好村庄形象和社会风貌。吸引了周边很多孩子和家长来我校就学。我们的队伍越来越大，影响越来越深广。（赵银凤：河北青龙大森店小学教师）

## My School and I: The Story of a Teacher in the Zigen Pilot School

Dictation by Zhao Yinfeng, Edited by Gao Yang

When I married, and moved into the family of my parents-in-laws in 2005, I was assigned to be the Principal of a one-teacher school. I was responsible for 15 students of 1<sup>st</sup> and 2<sup>nd</sup> grades. The sources of students in the school had declined year by year. The school was facing closure or merger. But this is my home, and my home village cannot be void of a school. The first problem I had to solved was to save the school. To accomplish that, I had to take three steps. First, the village officers and I had to lobby the Education Bureau to keep the school. Next, I had a meeting with parents of the students followed by visits to their families to build up their confidence in the school. The last and most important step was to improve the teaching quality and learning environment of the school. I kept consoling myself and lobbying our leaders “Our school would grow to more than 100 students in a few years.” and “With more than 800 people in the village, we might even grow to near one thousand students.” In fact, that was exactly what I endeavored for. I wanted to provide good fundamental education not only for the elementary school students, but also to the parents and villagers. My school is not just the courtyard campus, but the whole village. First, I would save the school and then I would make it grow. I would let all villagers joining us in learning to establish families in learning and a community in learning. Whenever I encountered difficulties in my efforts, I cheered myself up with the thought that my students would be numerous, and my school would be very large!

### 1. Saving the School

I was invited to teach in the Dasendian Village School of Gehe Township in 2005 at the midst of waves of school closure and consolidation. Dasendian Village School had only one class, 15 students and one teacher- me. Under the

threat of school closure, students, parents and village officials had discussed with me on how to save the school and keep the students. Otherwise, the young kids would have to walk for a long distance to attend a centralized school. This would cause many troubles for the parents and difficulties for the students. To that end, the village officials and I had lobbied and asked for help from multiple people and organizations, including “Zigen”. Finally, we are successful in keeping Dasendian School in the village so far. The parents, students and villagers are all very appreciative of the help rendered.



### 2. A lot could be built with long-termed Zigen support

The first year I came to the school, I had to work with down-and-out facilities. Even the desks and chairs were old, broken and uneven. I did think of retreating. Now I looked back, those knowledge-craving eyes of students really moved me and made me stay. Therefore, I have stayed in this one-teacher school for 11 years. I swore to myself that I would educate the 15 children well and I



would make the campus full of liveliness and vitality. In 2006, I started to make the campus green with my own hands. I cut branches of willow from outside and planted them in the campus. Several years later, shades of green have covered inside and outside of the school. In the campus, we dig a pond and surrounded with colorful blooms blithely flaunting their beauty. The beautiful campus purified our minds and souls. I often led the 15 children singing and dancing. I also led them working in the farmland and enjoying the happiness of labor. We often took trips to wildness to broaden their visions and to cultivate their sentiment.



### *3. Admit students in alternating years; Create and develop a new way to manage gradations*

In 2007, the original double-grades teaching could no longer meet the needs of continuously increasing number of students and grades in the school, although the number of children in each grade decreased. Per the “teacher-to-student ratio” set by the Education Bureau, we could not have more teachers. The parents all trusted my teaching and management. They also wished that their children could attend a school in the village. I invited the officials of the village and of the Center school to come and listen to the parents’ voices. We all agreed that we had to implement a new way to manage gradation of students. The new way included admission of students in alternating years and allowing students to attend the nearest school. This new mode of school administration allows the school to add another class, thus forming two distinct classes of more than 30 students in total. Although my workloads doubled, the students and worked hard together. Our achievements

have been highly ranked in all areas in the Township. Our efforts were acknowledged by the students, parents and community. Even families in peripheral villages began to send their children to our school.

### *4. Co-development of Village and School; Integrated life education for the community and school*

Under the three above premises, I could consider what kind of school we should strive for? What responsibilities should the school take for the students as well as the villagers? After consulting with many people and summing up my own experience of first three years in the school, I realized that in every step of the school development, the supports of parents, village officials and villagers are necessary. Through their supports, we could combine the resources of the community to implement the idea of “co-development of village and school and integration of families and school”. Through school education, we pull community education ahead to construct a learning, harmonious and green village. For this goal, I applied for the school to take up the responsibilities of advocating adult education, coordinating the village officials’ families to lead parents and villagers to participate in community education. Furthermore, the officials and their families contributed ideas and plans for developing and carrying out “Love to Learn Villager” and “Love to Learn Family” competitions. We helped the villagers organize an Association for Seniors, a Yangge dance (Chinese folk dance) team, a school for women, and a school for parent, etc. We searched for teachers available for each project to train our team. We held annual promoting activities for special themes like environmental education, Manchu cultural heritage, school-family co-development, and respect-seniors, love-children. We combined and shared the resources of the school and village. The co-development brought villagers into the classrooms, and expanded the classrooms out and over the village. As results, the students have broadened their knowledge and forged stronger characters, the villagers have gained knowledge and skills for production and for pursuit of happiness in life. The environment for students to grow have been healthier and more wholesome. The social atmosphere in the village has been improved. Parents have paid more attention and cared their children better. We developed many classes to bring the excellence of local culture into classrooms, including Yangge (Chinese folk dance), Cunzi (Manchu rendition of Yangge), Chinese

traditional music instruments such as gong, drum, Suona (a woodwind instrument), and paper cutting art. Not only students came to the classes to learn, their parents did as well.

### 5. Social influence: the school serves the community

Our Manchu Cunzi dance has been listed as a non-material cultural heritage of Hebei Province. We are applying for it to be listed as a National non-material cultural heritage of China. Our student Manchu Cunzi dance team has participated multiple times in Zigen annual conventions held in Beijing. The wonderful performances of our students won a lot of applause from the audience and received many good feedbacks from all social circles.



The villagers often came into our classrooms to experience learning, our students went to work in farm

fields to apprehend real life. The school initiated a “little hand pulls big hand” drive to mobilize villagers to learn and improve their quality of life. Respect for seniors and care for children have become common virtues of the villagers. The school helped form an Association of Seniors to enrich the life of elder villagers. To achieve “seniors are supported and having fun”, we often arranged to have seniors and children performing together in festivals. Every year on September 9 (Chinese Seniors Day), the school organizes a Music and Art show for our students, parents, villagers and most importantly our seniors. On the days when the students are off school, we organize them to visit and share their youthful bliss with lonely seniors. The children helped them feel accompanied and attended. These series of school activities have received high praises from all social circles and have earned high approvals from the villagers. Personally, I also have been awarded several times as Advanced Individual in Work for a “National Public Culture Service System Demonstration Area”.

Our Dasendian Elementary School has done impressively well, and our achievements have been among the best. Our cultural lives are colorful. I regard myself as an excellent manager of a “Farmhouse Library”. We have created a great image for the village and a good community style of students and villagers learning together. Our school has attracted many students and parents from peripheral areas to attend. As our team grows larger, our influence expands wider.

(Translation by Chin Houi Lin; photos in this issue contributed by Yi-Chun Wu)

## 来自滋根受助学生的信

鲍际闯

我叫鲍际闯，从小就生活在一个很偏僻的少数民族农村家庭，父母亲都是地地道道的农民：勤劳，朴实，节俭。家里平常都是靠种植农作物来维持生活，我总能看到母亲那有病在身的瘦骨嶙峋的身躯，出现在炎炎烈日下的田间，弯着腰勤勤恳垦地工作，一年四季，任凭风吹雨打，她却从未间断，也从没听见她说过苦，其实，其中的辛酸只有他们体会最深。每当看到他们做工时的场面，我心里都是一阵一阵的痛。母亲的病就是因为这样长年累积的辛苦而得出来的。父亲腰、腿因为

长年累月的劳作而发展为腰椎间盘突出和关节炎，身体状况很不好，每隔一段时间就会发作，丧失部分劳动力，有时甚至无法去劳作（当初选择医学专业就是因为家里人身体不好，希望有朝一日能够解决父母的病痛）。

家里人口多，对于父母来说，我的学费以及生活费是他们肩上最沉重的负担，而作为家里现今唯一的一个大学生，我的学费（8800 元）无疑成为父母最大的负担。而且，家里的爷爷年纪大了，身体不好，已经丧



失劳动能力，经常卧病在床。如此多的问题对于生活在农村的父母来说无疑是很大的生活压力。每次想到父母这么辛苦地供我读书，我迷茫过，也有过想辍学参加工作的冲动，可是很幸运的获得了滋根的无偿资助，这等于给了我一盏指导我前进的明灯，也给我前进的动力。一直以来都在为自己的学费和生活费忧愁着，因为不想父母如此的艰辛，读研期间虽然有国家部分补贴，但那些都是自己交上去再退回来的，并不是公费读研。虽然滋根的资助并不能解决我所有来自学业上、生活上的负担，但是在我最需要帮助的时候能够获得滋根的帮助，我的心里已是万分感激，辛苦一辈子的父亲不再用那么奔波劳碌了，也不用再为他的儿子的学费和生活费而整日忧心忡忡。有滋根的大力支持，我不该感到迷惘，而是应该更加的努力做到更好。滋根的无偿帮助，不仅解决了我生活上的问题，而且也减轻了我心理上的负担，可以让我全身心得投入学业中去。

医学专业并不像外行人想象的那样美好（有着体面的工作、有着优厚的待遇），整日忙碌于科研与临床，多年的付出却看不到任何的回报，看到同龄的同学早就已经参加工作、开始补贴家里，顿时觉得自己好迷茫，不知道自己的路究竟在何方。除此之外在医疗行业改革这样的大背景下、在医患关系如此严峻的今天，我真的觉得自己就像那水面上飘动的浮萍，不知将身处何方，不知未来怎样。大学不是天堂，不是温室，也不是游乐场；数年寒窗苦读考上的研究生是继续深造的机会。研究生中心词还是“学生”。自己明白学生的任务还是学习，学生的生活态度就必须是健康积极。而学习也必须是要持之以恒，成功永远不会降临至懒惰者的身上。只有锲而不舍、不断努力、不断追求、不断奋进才能在学习上取得一定收获。机会是平等的，抓住时间、抓住机遇，就会抓住成功。



我是一名从贫困山村里走出来的学生，我知道助学金对贫困生的意义有多大，或许有人会说如今的贫困生政策如此优厚，这里绝不会有因贫困而辍学的学生，可是我想说的是，这绝对不是我们放松的借口。相反这应该是一种挑战一种动力、一种磨练。我们更应该尝试着超越自己，凭借自己的一双手来独立，来做生活、工作、学习中的强者。因为在争取的历程中，自己所经历过的所有，包括经验、感受、勇气等等只是另一种无价的收获。我想人生本无所谓得与失，只有走过与未走过。在获得助学金的那一刻起我就着重地告诉了自己——你已走过了一段学习的历程而又踏入了另一片学海中，在那里你将有足够的勇气去做一个无畏的冲浪手。去做一个浪尖舞者。人生总有不一样的路走，无论你所处的环境如何，无论你选择的是哪一条路，都要踏踏实实地走下去。经历了风雨后，总会有彩虹横跨天际的盛景等你去欣赏、去回味。

“滴水之恩当涌泉相报”在我那漫漫人生之中，每次受到别人的恩泽的时候，心中除了感激之外，就是报答了。有人说“获得了滋根的资助，一要怀着感恩的心，像滋根无偿帮助贫困学生一样回报社会；二要合理规划，把钱花在值得的地方。”这句话很正确，尤其对于我这个出生于贫困家境的人来说是特别会善用资源的，绝不会乱花一分钱。滋根的助学金是滋根协会对我们这些贫困学生的帮助和关爱。我有幸能够获得此次的助学金，真是倍感荣幸！

我要把滋根的关怀化为前进的动力，更加努力学习，积极参加各种社会公益活动，做一个对社会有用的人，来回报社会，服务国家。我会怀着一颗感恩的心，感恩于无偿帮助过我和公益机构，用自己的行动去报答社会，绝不辜负党滋根对我们的期望！同时用青春的激情和毅力创造更加绚丽灿烂的未来。我将不会满足于现状，也不屈服一时一地的困难与挫折。我会一步一步地，踏踏实实地去实现我的目标，一步一步脚印。人生不可能一蹴而就，一帆风顺，他总会遭遇波澜与坎坷，漩涡与逆流，迂回与挫折，但我绝对不会屈服的。滋根的关爱，让我在逆境中跃身奋起，追求生命的极限，笑着面对困难与挫折，我将笑着面对爱的阳光，穿越黑暗的脊梁。知识改变命运，技能创造未来！我深深的知道知识的重要，它不仅是一个人为适应社会发展的需要，更是我们乃以生存的最大凭借。我会怀着一颗感恩的心，努力学习，勤奋工作，回报国家和社会。





## A Letter from a Zigen Assisted Student

Bao Jichuang

My name is Bao Jichuang. I grew up in an nationality minority, farmer family located in a remote area of China. My parents are farmers through and through. They are diligent, simple and frugal. My family's livelihood depends on harvesting the crops they plant. I can always recall watching my mother, with her thin and rugged body bending over, worked hard and diligently in the farmland under the burning summer sun. Through all four seasons of a year, she just keeps working without ever complaining. In fact, only themselves can truly appreciate the hardship they endured. It pained my heart repeatedly every time I watched them working. My mother's illness was caused by accumulation of overworking through the years. Long years of hard working also hurt my father's waist and legs. He has arthritis and a spine disc protrusion problem that flame up and partially or totally disable him occasionally.

In short, both my parents are in ill health. (That is way I originally chose medicine as my profession, hoping to cure my parents' illnesses.)

My family has many members. To my parents, my tuition and living expenses are the heaviest burden on their shoulders. As the only college student in my family, my tuition (¥8800; ¥ 1 = \$0.15) undoubtedly has been the largest, expensive item for my parents. Additionally, my old grandpa has been ill and bed-ridden and unable to work. These multiple problems exert tremendous pressures on my parents. Whenever I think of how hard my parents must work to support my college study, my mind wavers. Sometimes I have an impulse of quitting college and starting to work. Luckily, I get a free aid from the Zigen Foundation. The aid is like an illuminating light directing me. It also gives me momentum to move forward. I have



always worried about my tuition and living expenses, because I really don't want to burden my parents who have worked extra hard to support me. The government has given me some financial aids during my study, but they are just partial refunds of my tuitions. My college study is not totally public-funded. Although the Zigen aids do not completely cover my college expenses, they have truly helped me when I am most in need. I am extremely grateful for the Zigen aids. My father, who has been working extra hard for whole life, do not have to run around to look for additional work. He does not have to worry, day and night, about paying for the tuition and living expenses of his son's college study anymore. With aids from Zigen, my mind shall no longer waver, instead I shall study harder and make myself better. The Zigen aids not only solve my college expense problem, but lift a load off my mind. The aids enable me to dedicate my whole body and mind to study.

The medicine profession is not as attractive as most outsiders imagine – a respected job with high compensations. Medical workers are busy all day in either research or clinical work. One may put in efforts for many years with seeing any return. When many of classmates already started working and supporting themselves and their family, I can't help wondering again about where the path I take will lead me to. Besides, in the environment of drastic reforms in the medical profession and in the days of severe doctor-patient relation, I feel like an aquatic plant floating on water, don't know where I am going and what future is waiting for me. A college is neither a paradise nor a greenhouse, nor a place just for pleasures. After several years of hard study in college, I have been admitted as a graduate student. The keyword here is still "student". I understand that the mission of students is study. The attitude of students must be healthy and positive. Success comes from perseverance in study. It will never fall upon a lazy person. Only through persistence, unstopping hard work, unstopping pursuit, and unstopping endeavor, can one reach the reward of learning. The opportunities are here equally for all students, one must capture them in time to reach success.

I am a student from a poor village in the mountains, I understand how meaningful are financial aids to poor students. Perhaps, someone would say that the policy for poor students are so generous, there should be no student from poverty dropping out of college. But what I want to say is that poverty is not an excuse for us to relax or to lag. It should be a challenge, a motivation and a sharpener. I

must strive to surpass ourselves, using my own two hands to gain independence. I must be strong in life, work and study. In the process of striving for these goals, my experience, feelings and courage have become priceless to me. I think that there is no "gain" or "loss" in one's life, only "going through" and "not going through". Now when I got the financial aid from Zigen, I told myself emphatically that I have gone through a study process and have entered another sea of learning. In there, I will have courage to be a fearless surfer dancing on the top of crests. Life will present us different paths to choose. Whatever the environment you are in, whatever the path you choose, you must go forward on solid ground. After a storm passes, there is always a beautiful rainbow across the sky for us to appreciate and cherish.

"A drop of water shall be returned with a burst of spring." In my life, when I was given a favor, my thought besides gratitude was always on how can I return the favor. Someone told me "when you receive financial aids from Zigen, be thankful and plan to return favors to the society just like how Zigen helps poor students. You also must have a rational plan and to spend the money on worthwhile causes." The advice is correct, especially for a person like me from a poor family. I will use the Zigen aid well and will not waste a bit of them. The Zigen financial aids are help and care from the Zigen Foundation for students from poor family. I am lucky enough to get the financial aid this time, it is truly an honor and pleasure for me.



I want to make the care given by Zigen into a power to push myself forward, to study harder and learn more. I will also positively participate in activities for social welfare. I will be a contributor paying back to the society and serving my country. I will have a thankful heart appreciating all the aids from public welfare organizations and planning to return the favors to the society. I will not let the public or Zigen down! At the same time, I will use

my youthful passion and perseverance to create a more brilliant and shining future. I will not be contented with the status quo. I will not be overcome by temporary difficulties or setbacks. I will advance step by step moving on solid ground towards my goals. I understand that these goals of my life cannot be achieved in a short time or without encountering headwinds. There will be waves and bumps, swirls and countercurrents, roundabouts and setbacks, but I will not yield. Care and help from Zigen enable me to jump and rise against adversities to reach my ultimate

goals, allow me to face difficulties and setbacks with optimism. With a smile, I will welcome lovely sunshine and cross over the ridge of darkness. Knowledge changes fates and skills create future. I profoundly understand the importance of knowledge. Knowledge is not only needed for a person to adapt for the developing society, but also necessary for our survival in the rapidly evolving world. Again, I will have a thankful heart, will endeavor in my study and learning, will work hard to pay back to my country and society. (Translation by Chin Houi Lin)



## 怎样用股票做公益捐赠

童小溪

当股票市场行情看涨时，股票持有者的财富也在增加。但是，为了兑现财富时的资本收益税也在增加。那么，这个时候如果打算公益捐赠，最好考虑用股票来直接捐赠，特别是如果你手中的股票已经升

值。用股票代替现金做公益捐赠已经实行很久。2006年，沃伦·巴菲特承诺向盖茨基金会捐赠一千万伯克希尔·哈撒威公司的B股证券，当年价值约307亿美元，成为历史上最大的一次慈善捐款。



用支票或现金捐赠仍然是最经常的做法。不过，用股票、债券、共同基金来捐赠，也越来越多了。

股票、债券或共同基金，如果是在购买一年之后并有所增值，捐赠给非盈利组织，不需要缴纳资本收益税，因为证券是捐赠的，而没有买卖。证券收益越多，报税时省下的钱也越多。而且，捐赠者可以以证券的公平市场价格（即捐赠过户当日的平均价）作为美国联邦报税时的分项扣除。

应该注意：证券捐赠的分项扣除最多只能占调整后毛收入 (AGI) 的 30%，而不是现金捐赠的 50% 的上限。不过，上限外的金额可以推后到今后的五年内使用。

另一方面，一个非盈利组织接受到证券捐赠之后，可以立即卖出，或者晚些卖出。但无论怎样，非盈利组织，因其免税资格，都不需要交资本收益税。也就是说，直接捐赠股票，和将股票卖掉、交纳资本收益税、然后再捐赠所得现金比较起来，能够让捐赠者向非盈利组织捐的更多（假定股票已经持有一年以上并且已增值）。直接捐赠已经升值的证券的另一个好处是：如果找不到证券的最初价格，从而无法计算资本收益税，那么直接捐赠证券就省去很多麻烦。

举一个例子：李太太的收入水平是 28% 税率级别。她 10 年前以 \$20,000 购买了一些股票，现在已经涨到了 \$50,000。她决定将这笔投资捐赠给滋根。她可以让她的经纪人将股票转到滋根的账户上，同时将其市场公平价格即 \$50,000 作为慈善捐款扣除。该股票虽然有 \$30,000 资本收益，李太太不需要缴纳资本收益税，因为她没有将股票卖掉，而是捐赠出去。滋根收到捐赠的股票后，立即出售，得到 \$50,000，不需要缴纳资本收益税。如果李太太是先将股票卖掉，她必须缴纳长期资本收益税 \$4,500 ( $15\% \times \$30,000 = \$4,500$ )。这样，她股票出售只得到 \$45,500 用来捐给滋根，以及 \$45,000 作为慈善捐款扣除。

请看两种方法的比较：

	方法一：直接捐赠股票	方法二：卖出股票，捐赠现金
股票当前公平市场价格	\$50,000	\$50,000
长期资本收益税 (15%)	\$4,500 免于缴纳	\$4500 必须缴纳
捐赠金额	\$50,000	\$45,500
个人所得税减免 (0.28x 捐赠金额)	\$14,000	\$12,740

如果你手中的股票是亏损的，同时想捐赠这笔投资，那么，最好的方法是：先将股票卖出，捐赠所得现金，然后利用亏损金额来减免交税。可以用这部分亏损来抵消其他证券在当年的出售盈利，也可以用证券亏损来抵消每年 \$3,000 以下的普通收入（比如：工资、利息、红利等）。当年未抵消完的剩余部分，可以在今后几年继续抵消。

同样再来看李太太的例子。假设她投资 \$3,000 的股票，亏损了 \$1,000，但她决定将这笔投资捐赠给滋根。她将股票出售，然后将 \$2,000 现金捐赠给滋根。然后她将 \$1,000 申报为当年证券亏损，同时申报 \$2,000 慈善捐款作为分项扣除。如果她在 28% 的收入税水平，她或许能够省下 \$840 的个人所得税。如果她不是卖掉股票，而是直接捐给滋根，那么，她就不能申报当年 \$1,000 证券亏损，而只能申报 \$2,000 慈善捐款作为分项扣除。

许多非赢利组织在股市牛市期间，都会收到不少股票直接捐赠。原因很简单：直接捐赠股票，让捐款者得到更多的税收扣除，而接受捐赠的组织得到更多的捐赠。请咨询经纪人或税务顾问了解详情，让股市上涨为你的捐赠发挥最大的作用。

## How to make donations with your stocks?

Xiaoxi Tong

When the stock market is doing great, wealth of stock holders increases. On the other hand, taxes on capitals gains is also sure to increase. Therefore, it's a good time to consider donating to charities with the stocks in your hand that have appreciated. It has been an established practice

that people donate to charities with stocks instead of cash. In 2006, Warren Buffett pledged to donate about the equivalent of 10 million Berkshire Hathaway Class B shares to the Bill & Melinda Gates Foundation (worth

approximately US\$30.7 billion as of June 23, 2006), making it the largest charitable donation in history.

Donating by check or cash is still the most prevalent methods in charitable giving. However, contributing stocks, bonds, or mutual funds that have appreciated over time has become increasingly popular nowadays.

When stocks, bonds or mutual funds that were purchased more than a year ago and have increased in value are donated to a nonprofit organization, no capital gains taxes need to be paid because they are donated, not sold. The greater the appreciation, the bigger the tax savings will be. What's more, when the donation is made, the donor can claim the fair market value (meaning the average of the high-low price on the date of transfer) as an itemized deduction on his or her federal tax return.

It should be noted that the deduction is limited to 30% of your adjusted gross income (AGI) instead of the usual 50% limit for donations of cash made to nonprofits, though the unused deductions can be carried forward for five years.

On the other hand, when a nonprofit organization receives a donation in stocks, bonds or mutual funds, it can sell them immediately or later. In either case, the nonprofit organization, due to its charity status, are not required to pay the capital gain taxes. In other words, donating stocks allows donors to give more money to the nonprofit than they would if they sold the stocks on their own, paid taxes on the gains, and then donated the cash to a nonprofit organization, assuming the stocks have been held for more than a year and have appreciated.

One additional advantage for donating long-term appreciated securities is, if you have difficulties determining their original value of the assets, donating them directly to charity can save you the time and trouble of finding out the original basis and paying the applicable capital gains tax.

Here is an example. Ms. Lee is in the 28% income tax bracket, and purchased a publicly traded stock 10 years ago for \$20,000, and it is now valued at \$50,000. She decides to donate this investment to Zigen. She requests her broker to transfer the stock to Zigen's account, and deducts its \$50,000 fair market value as a charitable contribution. Ms. Lee need not pay the 15% capital gains tax on the \$30,000 gain in the value of his stock, as the stock is not sold, but donated. Zigen then sells the stock and pays no taxes on the \$50,000 it receives. Had Ms. Lee sold the stock she would

have had to pay a \$4,500 long-term capital gains tax on her \$30,000 profit ( $15\% \times \$30,000 = \$4,500$ ). This would have left only \$45,500 from the stock sale for her to donate to Zigen, and an itemized deduction of the same amount for charitable contribution.

In case the stocks you intend to donate suffered a loss, it's better to sell first, donate the cash, and then use the capital loss for tax purposes. Donors can use the loss to offset gains they had from the sale of other capital assets during the year. In addition, taxpayers can deduct up to \$3,000 in capital losses each year from ordinary income (such as salary income, interest, and dividends). Any remainder can be carried forward and deducted in future years.

Take a look again at the hypothetical example of Ms. Lee. Assume Ms. Lee has lost \$1,000 on her stock originally bought at \$3,000, but decided to donate the money to Zigen. She sells the stock and gives the \$2,000 proceeds to Zigen. She then deducts the \$1,000 loss as a capital loss for the year, plus the \$2,000 charitable contribution as itemized deduction. Being in the 28% tax bracket, she may save up to \$840 in income tax. Had she given the stock to Zigen instead of selling it, she would have had no capital loss deduction. Instead, she would have been able to deduct only the \$2,000 fair market value of the stock. Take a look at the tally:

	<b>Option 1: Donate stock to a charity directly</b>	<b>Option 2: Sell stock and donate net proceeds</b>
Current fair market value of stocks	\$50,000	\$50,000
Long-term capital gains tax	\$4500 avoided	\$4,500 paid
Amount donated (cash or value of stock)	\$50,000	\$45,500
Personal income tax savings ( $0.28 \times$ amount donated)	\$14,000	\$12,740

Many nonprofit organizations have a boost in stock donations during a bull market. The reason is obvious: a donor gets a bigger deduction and the charity gets a bigger donation. You can call your broker or your tax consultant to make sure to get the most from a stock market gains and donating to a cause you care.



## 【活动简报/Zigen News Express】

### 滋根筹办农村可持续发展教育中心

滋根正在筹办农村可持续发展教育中心，这个中心将集研发、培训、试点、评估和倡导于一体。历时两年的中国滋根与北京师范大学民族教育与多元文化中心合作开发的《共创可持续发展的乡村——教师培训》，于 2017 年正式出版，并将在 2017 年完成 10 个县的教师培训，在 50 所学校推广可持续发展教育，创建绿色生态

文明学校，特别推荐其中的一些农村学校成为联合国教科文组织中国 ESD 实验学校。滋根还在与中国农大合作开发农村综合发展与可持续发展人才培训课程，并计划与中国成人教育协会合作，第一批推广到 3 个县开展农村成人教育培训和绿色生态文明乡村试点。中心的目标是：在中国广大农村学校和乡村全面推广可持续发展教育的理念与实践经验。

### Zigen getting ready to launch Rural Education for Sustainable Development Center

Zigen is preparing for the launch of a Rural Education for sustainable Development Center, which focuses research and development, training, pilot project, evaluation and advocacy. For two years, Zigen has been in cooperation with Nationality Education and Multicultural Center of Beijing Normal University in developing “Towards a Sustainable Rural Development—Teachers Training”, and will publish the training manual in 2017. Also in 2017, the training will cover fifty schools in ten

counties, where eco-school programs will also be implemented. Some of these schools will participate in the nomination of experimental schools for education of sustainable development by Unesco. Zigen is also cooperating with China Agricultural University in developing “Rural Sustainable Development Leadership Training, and is planning to cooperate with China Adult Education Association, in implementing the training in three counties, where pilot eco-village program will also be implemented. The objective of the center is to promote the ideas and practice of education for sustainable development in rural China.

### 民族文化活动在岔河小学

岔河小学座落在贵州省雷山县郎德镇“芦笙之乡”的南猛村脚下，目前学校老师 10 人，学生 87 人。在滋根的支持下，学校的民族传统乐器芦笙的培训有了较大的进步。2012 年开始，三年级以上的班级开始接触芦笙，人手一把。充分利用课余时间和课间操时间进行辅导和训练，主要是以比较具有民族特色的“南猛芦笙舞

曲”为基础。这几年来，苗族“南猛芦笙舞”文化逐渐走进大课间，同时也达到民族文化传播的目的。为了让孩子们学习苗族劳动技能，传承苗族民间文化，学校还利用课余时间让孩子们自己动手实践，学习苗家的米酒酿造和刺绣。

### Local Culture in a Rural School

Chahe Primary School is located in Nanmeng Village, Langde Township, Leishan County, Guizhou Province. It has 10 teachers and 87 students. With Zigen's support, the school has made great strides in trainings of lusheng, a traditional Miao instrument. Since 2012, third, fourth and fifth graders started to get their hands on lushings, a Miao

traditional music instrument, when extracurricular time was used to teaching and practice. Gradually, the learning has entered the formal curriculum, playing an important role in nationality cultural inheritance. In order to encourage students fully appreciate Miao cultures, the school also developed extracurricular activities of making Miao rice liquors and enbroderies.

### 村校合作开启苗兰侗寨首届妇女节

在贵州省榕江县苗兰这样一个侗族村寨，妇女承担的劳动量几乎与男人不相上下，甚至还更多一些。2017

年，在村委、学校和滋根的努力合作下，苗兰妇女们终于第一次庆祝三八国际妇女节。活动内容有：妇女健康知识宣传、侗族大歌表演等。

### International Women's Day Celebrated in a Miao Village

This year, International Women's Day was celebrated in Miaolan Village for the first time, with the coordination of

village committee, village school and Zigen. Women's health awareness and Dong nationality songs are part of the celebration.

## The Zigen Fund

The Zigen Fund registered as a 501(C)3 nonprofit organization in the U.S with Tax ID 13-3518873. A sister organization, China Zigen Association for Rural Education and Development, is a registered nonprofit in China.

Since 1988, Zigen is an international non-profit that facilitates local partnership programs to address critical needs for people in poverty in China. Zigen breaks the poverty cycle through local partnerships models that are relevant, replicable, and reportable.

Zigen support projects in (1) basic school education; (2) adult education; (3) rural community development (basic health care, environmentally sound technologies and small-scale cultural and economic development).

The characteristics of Zigen's projects include: (1) focus on the people in the poor and remote areas, emphasizing basic needs; (2) encourage local participation and initiatives, aiming to develop local capacity; (3) fund small and manageable projects (\$200-\$10000), result-oriented and duplicable.

As the government started to implement free compulsory education in China, Zigen continues to support more projects in enhancing quality school education, promoting adult education, access to basic health care, and other rural development areas.



Zigen's work relies on private contributions in the U.S, Hong Kong and Taiwan. We welcome you to be part of Zigen.

**To become a member or donate, please visit <http://www.zigenfund.org/donate/>, or mail your check to: The Zigen Fund, 213-37 39th Ave., Suite 355, Bayside, NY 11361**

***Thank you for your continued Support!***

### The Zigen Fund

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