

# RIVERSIDE CHRONICLES



Presented by the English Department, Soochow University, Taiwan, ROC

President of Soochow University: Prof. Huang, Zhen-Tai  
Dean of the School of Foreign Languages and Cultures: Prof. Lin, Chin-Chuan  
Chairperson of the Department of English Language and Literature: Prof. Hsieh, Yau-Ling  
President of the Student Association of English Department: Jan, Ya Han  
Editorial Staff: Editor in Chief, Graphics, Joseph T. Rodolico  
Technical Support: Willis Wei-Shan Liao

Spring 2009 Vol. 1 No. 10

<b>Table of Contents</b>		<b>Page</b>
<i>Beyond Discipline</i> — Alfie Kohn		2
<i>What are the causes of the economic meltdown?</i> — Hugh Tsan		5
<i>Soapy's Cruel Fate</i> — Johanna Yang, Kurt Yan		6
<b>Activity: Funny Signs From Around The World</b>		8
<i>Is Confucianism Relevant In The Modern World?</i> Eleanor Tsan, Alice Yu, Katherine Wang		9
<i>Sanitary Chief</i> — By Christina Hsiao (Referee, Prof. Jonathan Klassen)		11
<b>Crossword Puzzle, Word Search</b>		12

## Beyond Discipline by Alfie Kohn

A few years ago, I received a letter from a woman who was working on a book about a progressive educator. She said she was considering devoting a chapter of her manuscript to a discussion of a program called Assertive Discipline, which was at best only indirectly related to her subject. But she knew my stomach reacted the same way hers did to the sight of marbles in a jar, or a hierarchical list of punishments on a classroom wall, and she wanted to know whether I thought she should bother with this digression.

It didn't seem a particularly complicated question, and yet the more I thought about it, the more I found my response shifting. At first, I was simply going to say "Hell, yes! Help the hundreds of thousands of teachers who have been exposed to this program to reflect on how pernicious it really is." Assertive Discipline, after all, is essentially a collection of bribes and threats whose purpose is to enforce rules that the teacher alone devises and imposes. The point is to get the trains to run on time in the classroom, never mind whom they run over. Everything, including the feelings of students, must be sacrificed to the imperative of obedience:

"Whenever possible, simply ignore the covert hostility of a student. By ignoring the behavior, you will diffuse [sic] the situation. Remember, what you really want is for the student to comply with your request. Whether or not the student does it in an angry manner is not the issue." (Lee Canter's *Assertive Discipline*, 1992, page 180.)

As I prepared to write this to her, however, and as I recalled Lee Canter's disclaimer in the *Teachers College Record* several years ago that "there is nothing new about Assertive Discipline," that it is "simply a systematization" of common behavior-management strategies, I realized that it was too easy to single out one person as the Darth Vader of American education. At least Mr. Canter is candid about the authoritarian (and

behaviorist) thrust of his methods. No one could possibly confuse his program for an attempt to engage students in ethical reflection, or to build caring relationships with them; teachers are urged simply to tell students "exactly what behavior is acceptable. ... No questions. No room for confusion."

But the same cannot be said of many other programs on the market that wrap themselves in words like "cooperative" and "dignity" and even "love." While rejecting the most blatant forms of coercion, they, too, are ultimately about getting students to comply, and they, too, rely on carrots and sticks. These programs unhesitatingly recommend that we dangle rewards in front of students when they act the way we want: praise and privileges, stickers and stars, and other examples of what has been called "control through seduction."

The groovier programs, following the lead of Rudolf Dreikurs, prefer not to talk about punishing students. Instead, punishment is repackaged as "logical consequences." The student is still forced to do something undesirable (or prevented from doing something desirable), but the tone of the interaction is supposed to be more reasonable and friendly, and the consequence itself must have some conceptual connection to the child's act: The punishment fits the crime. Thus:

- If a 2nd grade student is guilty of "talking out of turn, squirming, and so on," he might be ordered not only to leave the room but to spend time back in a kindergarten class. This is a "logical consequence," and therefore appropriate, as long as the teacher strikes the right tone by saying that she wonders whether the boy is "ready to continue in 2nd grade" and suggesting that therefore "it might be better for [him] to try and go back to kindergarten for a while." (R. Dreikurs and L. Grey, *Logical Consequences: A New Approach to*

*Discipline* [New York: Plume, 1968/1993], pages 143-44.)

- If a student makes a spitball, the teacher should force him to make 500 more spitballs so that his throat becomes "increasingly parched." If a student tips her chair back, "she can be asked to stand for the rest of the period." (L. Albert, *A Teacher's Guide to Cooperative Discipline* [Circle Pines, Minn.: American Guidance Service, 1989], pages 34, 78.)
- "Each student who violates a rule [must] write his own name on the blackboard"--or, in another approach, must have his name written there by an elected class "sheriff" who is "responsible for keeping the behavioral records." (R.L. Curwin and A.N. Mendler, *Discipline with Dignity* [Alexandria, Va.: ASCD, 1988], page 76.)

Is it more reasonable to make a child stand for the rest of the period than, say, for the rest of the week? Unquestionably. It is also more reasonable to paddle a child than to shoot him, but this does not offer much of an argument for paddling. Is there a connection between tipping back a chair and not being able to sit in it? Yes, but does it really matter to the child? The issue is not the specific features of the punitive response so much as the punishment itself: "You didn't do what I wanted, so now I'm going to make something unpleasant happen to you." We would not expect the child to be less resentful (or less likely to retaliate) just because the teacher used what amounts to Punishment Lite. In trying to answer the woman who was considering a chapter about Lee Canter, I came to conclude that the problem is not just with his program but with the use of rewards and punishments per se, regardless of what they are called or how they are embellished. Even when children are "successfully" reinforced or consequence into compliance, they will likely feel no commitment to what they are doing, no

deep understanding of the act and its rationale, no sense of themselves as the kind of people who would want to act this way in the future. They have been led to concentrate on the consequences of their actions to themselves, and someone with this frame of reference bears little resemblance to the kind of person we dream of seeing each of our students become.

Gradually, though, I began to wonder whether even this was the last word. Rewards and punishments are instruments for controlling people, and the real problem, I began to suspect, was the belief that the teacher should be in control of the classroom. If all these discipline programs disappeared tomorrow, a new one would pop up like the next Kleenex in the box if teachers were determined (or pressured) to remain in control and needed methods for making sure that happened.

This recognition offered a fresh way of looking at my own experiences as a classroom teacher, and at what I had seen in countless classrooms over the last few years. Students are far less likely to act aggressively, intrusively, or obnoxiously in places where the teacher is not concerned with being in charge--and, indeed, is not particularly interested in classroom-management techniques. I realized that the discipline problems I had experienced with some of my own classes were not a function of children who were insufficiently controlled but of a curriculum that was insufficiently engaging. (The students weren't trying to make my life miserable; they were trying to make the time pass faster.) It occurred to me that books on discipline almost never raise the possibility that when a student doesn't do what he is told, the problem may be with what he has been told to do--or to learn.

Of course, none of this would make sense to someone who believed the only alternative to control was chaos. Even if such a teacher found continuing problems in a strictly controlled classroom--especially when she was absent--that

might lead her to blame the students and to answer with more discipline, tougher consequences, tighter regulation. And the worse things got, the more "unrealistic" it would seem to her to give up control, the less likely that she would consider bringing the students in on the process of thinking about the kind of classroom that *they* would like to have, and how to make that happen.

No wonder the advice of Rudolf Dreikurs and his followers often seems interchangeable with that of Lee Canter. For example, if a student argues with anything we say, Mr. Dreikurs advises us to do the following: "First, you simply reply, 'You may have a point.' Second, you do whatever *you* think is right." (R. Dreikurs and P. Cassel, *Discipline Without Tears* [New York: Plume, 1972/1991], page 69.) No wonder Mr. Canter recommends Mr. Dreikurs' work and quotes from it. Mr. Dreikurs may have talked about democracy, but what he apparently meant was the use of meetings and other "modern" techniques to get students to do what they are told: "It is autocratic to force, but democratic to induce compliance," he and his colleagues wrote. (R. Dreikurs et al., *Maintaining Sanity in the Classroom*, 2d ed. [New York: HarperCollins, 1982], page 67.)

Classroom management programs invariably urge teachers to begin the year by taking control and laying out their expectations for student behavior--along with what will be done to those who disobey. But no child ever became more likely to think for herself, or to care about others, in such an environment. To "manage" students' behavior, to make them do what we say, doesn't promote community or compassion, responsibility or reflection. The only way to reach those

goals is to give up some control, to facilitate the tricky, noisy, maddening, unpredictable process whereby students work together to decide what respect means or how to be fair.

Of course, you can get a child to recite "We should keep our hands and feet to ourselves" by repeating this enough times or posting it on the wall, just as you can get him to recite "To divide by a fraction, turn it upside down and multiply." You can get a child to stop slugging someone else (at least, in your presence) by threatening to punish him if he continues, just as you can get him to pick out the topic sentence of a paragraph. But the first examples in each pair don't suggest someone who is developing socially or morally, any more than the latter examples suggest someone who is developing intellectually.

To help students become ethical people, as opposed to people who merely do what they are told, we cannot merely tell them what to do. We have to help them figure out--for themselves and with each other--how one ought to act. That's why dropping the tools of traditional discipline, like rewards and consequences, is only the beginning. It's even more crucial that we overcome a preoccupation with getting compliance and instead involve students in devising and justifying ethical principles.

And that's why I suggested to my correspondent that a critique of Assertive Discipline made a lot of sense--as long as it was more than a critique of Assertive Discipline.

For more on this topic, please see the book [\*Beyond Discipline\*](#). "Copyright 1996 by Alfie Kohn. Reprinted from Education Week with the author's permission. For more information, please see [www.alfiekohn.org](http://www.alfiekohn.org)

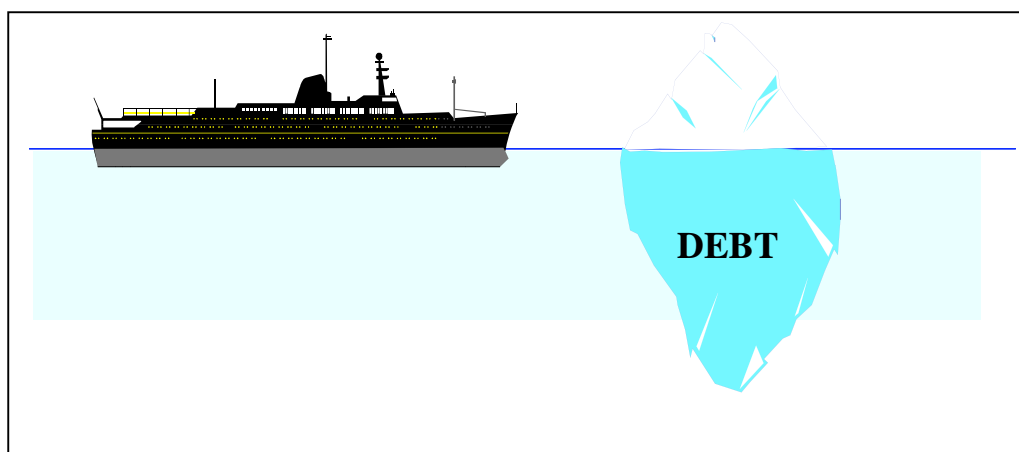
## What are the causes of the economic meltdown?

Hugh Tsan 詹脩惠

We believe we are innocent victims under the disintegration of a global economy. But, what is the truth? The world operated without regard for the consequences. Many people got luxury by credit cards, without fear of the cyclical interest rates. The new-style car excited us, and we had forgotten to think about how to pay for the loan every month. A young couple bought a big house that realized the first step of their perfect family life. It is a pity that they did not calculate how much money they earn a week. She, he, you and I were used to borrowing money content with our endless desires.

Everyone blames the trouble on Wall Street, because they are greedy and dishonest. To my way of thinking, they just made use of their cleverness to feed upon the public's desire. If it were not for our own voracious appetite for consumer goods, the misfortune could not have been so huge. So each person has a dual identity: one of nefarious criminal and that of deserving victim. Asking Wall Street to take responsibility for this situation is futile. They played a knowing part, but do not understand how to clean up in the aftermath of the destruction.

We have to figure out what is the matter with our education. Why does our education produce thousands of cheats and liars? The desire to be a wealthy is not wrong in itself, but the road to riches must be chosen carefully. No one should have a lot of money without hard work. If your money is earned from dishonesty, it does not really belong to you. You will pay dearly for your dishonesty in the end. We are suffering from a paralyzed economy, but it is also a good opportunity to reflect on our attitude towards life. After that, think twice before you pay out from your pocket. What is necessary? Which expense is to satisfy your vanity? We all have brains, but do not seem to use them on a regular basis. If we thought more and complimented ourselves less, these ridiculous situations would not happen, and we would not have to spend so much time arguing about whose fault it is.



## ESSAYS FROM "THE COP AND THE ANTHEM" BY O. HENRY

**Editor's Note:** Soapy, the main character, is chronically homeless, He would rather spend the coming winter in jail than seek out the services of a charitable institution where he will be forced to bathe; and pressured into changing his outlook on life. He decides that three months in jail is preferable; because the authorities will not pry into his private affairs. After making many unsuccessful attempts to be arrested, he finally succeeds. Ironically, he is arrested for *loitering* at the very moment he undergoes a miraculous transformation and decides to change his life.

### Soap's Cruel Fate

Johanna Yang 楊美鈴

The hibernatorial ambitions on the island for Soapy finally came true. "Cruel?" — Maybe not. "Through one violet-stained window a soft light glowed." At least Soapy was aware of the light; at least the anthem he heard reminded him the immaculate past and thoughts. Three-month isolation may give him a chance of self-examination. He is a clever and hard-trying person. After the freezing winter passed, I do hope Soapy tried in a desperate eagerness to earn his own living as he tried all kinds of methods to get arrested before.

But most of the cases don't go as smoothly as we think. Soapy might play his tricks year after year just in order to get a temporal quarter. He was used to the comfort of the Island and forgot totally about the 'half-larvate window' moment in his soul. The cycle of nature repeats in agreement with the cycle of Soap's life. The trace of Soapy is like the orbit of a planet, it's stubborn, but inescapable.

Is homeless equivalent to jobless? Every country has the relevant problems about bums. Most people think that the main reason is probably the high unemployment rates. Not that they don't want to live as normal persons do, but that they feel they have no choices. Under this type of our society now, we have to pay for any material conveniences we access, we need. Earning a living seems to be

necessary for everyone. By browsing a newspaper or a quick click, we find all kinds of wanted ads about working opportunities available. But why do most people become bums due to unemployed?

Last year I had a chance to contact a person who works in a social-welfare organization. He said that they would arrange some interviews for the bums, but it also depended on their willingness. Most of them don't want to change. They want

to stay in the situations they are used to. It involves many aspects: the jobs they don't like; they don't have any skills; they don't want to socialize with others; they hate to be asked about personal affairs due to some kind of self-pride... etc. Finally they are trapped. Gambling, robbery, cheating might sneak into their souls. Being unable to extricate themselves from the situation, everything goes back to the beginning. Choosing to be a bum is an easy way to escape one's responsibility. That's only a tip of the iceberg. Some of

them do try to do some changes. They are ready to strive for their lives with fully hope. But the opinions and the reactions from the public destroy their faith. Probably most people think that the bums are too lazy to live decently. People accused them of wasting the social resources and the tax we pay for the government. The relationships between the employers and them are made more difficult by mutual distrust. Once there is a crime happening, the masses will regard them as suspicious criminals and

Money Isn't Everything...



**It can buy a bed - but not sleep  
It can buy a clock - but not time  
It can buy you a book - but not knowledge  
It can buy you a position - but not respect  
It can buy you medicine - but not health  
It can buy you blood - but not life**

So you see, money isn't everything, and it often causes pain and suffering. I tell you all this because I am your friend, and as your friend I want to take away your pain and suffering...  
So send me all your money and I will suffer for you.

interrogate them as they really are. They are labeled harmful. Prejudice and extremely distrust deepens the gaps between both.

Everything has its exception. A man spent the rest of his life wandering on the street, sleeping on the bench just for compensation. He said he did something bad in his youth, something like hurting other's life. He banished himself though he had a good-paying job, family, and social status.

Every sorrowful life has its own story behind what we could see. The psychological level is what we should put an emphasis on. No matter what kind of circumstances one has to face, an independent individual has his free will to

choose how to exist in this journey. However, we all need a window to gaze at the scenery outside. Anyone could become Soapy someday, somewhere, sometime. Life is unpredictable, isn't it? As long as we remember that's only part of our journey, our strong mind can conquer fear, prejudice, or any bad intentions. Not all charities intend to take advantages of giving alms for the bums. There must be some charities trying to help people unconditionally. Why not accept others' help if we are in need? Nobody can save a person if he gives up himself first.

*Cartoon from*

*<http://www.ahajokes.com/crt106.html>*

## Soapy's Cruel Fate

Kurt Yan 顏宇慶

Fate may be cruel, but it is also fair. Soapy tries about seven different ways get thrown into prison. When he breaks the law, Lady Luck seems always to be on his side and his crime goes unpunished – temporarily. This is the kind of good fortune some people hope for all their lives. But on the other hand, fate refuses to grant his simple, little wish to be arrested; exactly the kind of misfortune people hope to avoid all their lives. All he wants is to find a place of refuge to escape the ravages of Jack Frost, and keep his own sense of dignity. But why is fate so cruel to him? Why, when he finally gets his wish, the whole story ends sadly?

If there is a man who can think of seven different bad ways to live, why couldn't he try to find another good way to live from the beginning? People, who have lost their jobs, money, and love, are always griping about how unfair this world is; and

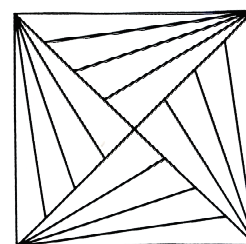


always complaining about other people. They search for many types of solutions for these problems, but in the end, may figure out that the only problem lies within themselves. Some of them even spend their entire lives looking for one simple way to change. Or perhaps, just change their thinking, they might have different life altogether.

Life teaches you the taste of success, but life will never forget to provide you with the tears of failure. We should never think about taking any short cuts in living our lives. Even if I find a short cut to success; even if I find a short cut to my goal, there will always be a fiasco waiting for me afterwards and lengthen the journey on the road to my future. Happiness always has a good companion called Misery. Heaven, not only brings hope and salvation but judgment as well. That is why I see fate never cruel, just fair.

## ILLUSION

How many triangles can you find in this design?



## READING WRITING ACTIVITY: FUNNY SIGNS

Correct the mistakes in these funny signs from all over the world.

"Gives you strong mouth and refreshing wind!"

-Japanese toothbrush box

"If this is your first visit to the USSR, you are welcome to it."

-Moscow hotel

"All customers promptly executed."

-Tokyo barbershop

"I slaughter myself twice daily."

-Israel butcher shop

"Ladies are requested not to have children in bar."

-Norway cocktail lounge

"Please do not feed the animals. If you have any suitable food, give it to the guard on duty."

-Budapest zoo

"The manager has personally passed all the water served here."

-Acapulco hotel

"Drop your trousers here for the best results."

-Bangkok dry cleaner's

"Customers who find our waitresses rude ought to see the manager."

-Nairobi restaurant

"No trespassing without permission."

-Private School grounds

"The flattening of underwear with pleasure is the job of the chambermaid."

-Yugoslavia hotel

"Take one of our horse-driven city tours. We guarantee no miscarriages."

-Czechoslovakia tourist agency

"Open seven days a week and weekends."

-Unknown

"There will be a Moscow exhibition of arts by 15,000 Soviet Republic painters and sculptors. These were executed over the past two years."

-Soviet newspaper

"Because of the impropriety of entertaining persons of the opposite sex in the bedroom, it is requested that the lobby be used for this purpose."

-Colon restaurant

## Are Confucius ideals still relevant in the modern world?

Eleanor Tsan

It's for certain that I absolutely don't think the Confucius ideals are relevant anymore in the modern world. If anyone still lives a life under the guidance of Confucius ideals, I will definitely consider him or her as just not keeping up with the times. Plus, Confucius ideals sort of limit a person's potential to make progress, especially women.

For instance, what Confucius thinks would make up an ideal society is that men could find their own jobs and women could all get a chance to marry. Well, that's awful. Does that mean women are not supposed to have their own careers? Why can't they be part of their country's future as well? Besides, I think why Confucius considers it better for women to get married is because he didn't even support the education for women when he was alive. He didn't agree with the idea of women receiving education. If he was famous for being the first person who educated those of the lower class, how could he deny women's right to receive education?



What's even worse about Confucius ideals is that he thinks as human beings, we can all work hard to get rid of all the weakness or shortcomings through receiving education. That's ridiculous. I'm not saying that we shouldn't do anything to improve ourselves. We still have to. However, we must understand that no one is perfect. No matter how hard we try to improve ourselves, there are still some qualities that just can't be changed as long as we are humans. We are all selfish one time or another, we suffer from jealousy, pride, prejudice, greed, guilt, hatred, and anger. These are what we call "the dark side of human nature" and neither can a person deny their existence within himself or herself, nor change it by being educated. Education cannot remove the dark side of human nature; it can only help us control ourselves. Confucius's ideals, so far, has been ridiculous and unrealistic. They are just as unachievable as the ideals of Utopia in the western philosophy.

## Are Confucian Ideals Still Relevant in Modern World?

Alice Yu 游翊莹

Our teachers introduced Confucius to us in elementary school. Confucius said that when you learn something new and practice it, you will feel happy and remember it more. This is how we learn. When I was a little child this idea confused me very much. I thought that it was tiring and boring to recite his teachings again and again. One day, I found that I could not remember what my teacher taught for a long time. My teacher told me that I should practice. I started to do it and it was very useful. I could recall everything I learned and I felt happy when I answered questions put to me by others. Finally, I knew what Confucius talked about.

Confucius also said that we should take care of our parents and elders. They brought us up and we also should do the same when our parents became older. When we were young, they worked hard to rear us and did not complain about

anything. When we grow up and our parents grow older, we should try our best to honor and repay them. We should not wait until they all pass away and start to regret that we did not do more. This was a sad situation for me. I was full of regretful when my grandfather died. He was a wonderful man. He always did a lot for his grandchildren. I was very proud of him. I always thought that when I started earning lots of money, I would support him. However when I grow up, I went to see him less. I thought that I little time to spare and I would see him in my free time. However, my grandfather's illness did not allow him to linger on for so long. He passed away suddenly and I was deeply saddened. It was then I finally learned an important that, as Confucius might have said today, filial piety should not be put on hold.

## Are Confucian Principles Still Relevant in the World Today?

Katherine Wang 王延筠

My mother was a very traditional woman. She always did lots of household chores and served my grandfather ever since I could remember. She had to sew cloth to make money because she needed to bring up three of us and taking care of my grandfather after my father died. That was the family background to educate. My mother was a good model to state the Golden Rule of Confucius. I was always proud of her even if she lived a miserable life and sacrificed herself.

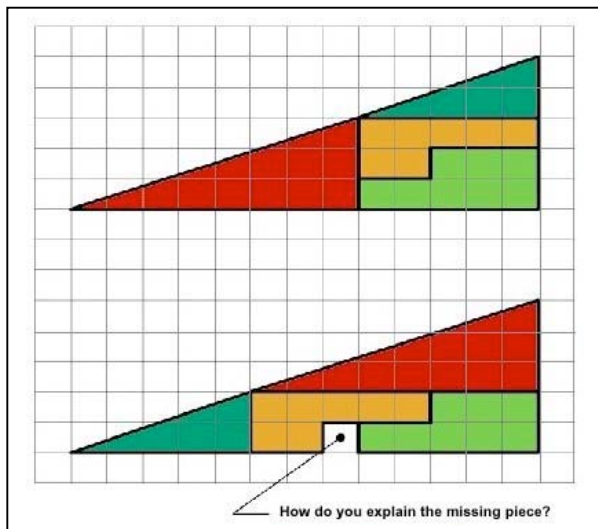
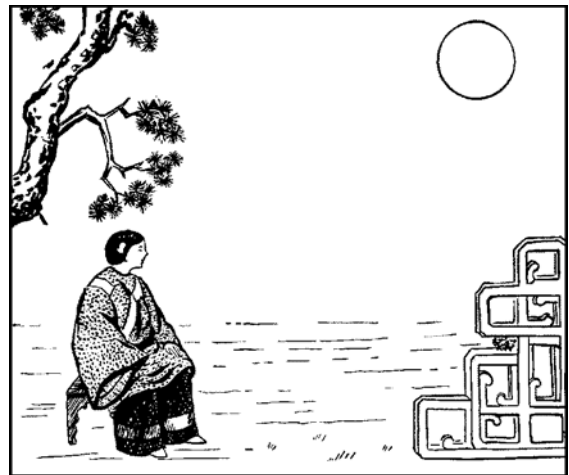
I obeyed the training from my mother, that is, always do kind things and sacrifice myself to raise my children and serve my husband and my parents in law. But I always told my children not do the same things that I've done, especially my daughter. I did this because I felt the same pain as my mother and that is the very sad truth for every Chinese traditional woman. This concept was caused by Confucius' personal conduct and morality which permeated Chinese life and culture deeply for thousands of years.

It is not to say that Confucianism is not a good idea but I think we can seize our own life no matter who uses Confucianism as an excuse to enslave your mind and ask you to serve them further.

Why do I change my mind to pursuit my own life? For one thing, now that my children have already grown up I can

think more for myself right now, and on the other hand I still continue to educate myself and realize that we are all equal human beings and have the right to be respected and not to be used like a yes-man.

In conclusion of this topic, I think the Confucianism principles are still relevant in the world today after all which is a notion of etiquette, good manners, and due concern for rituals and customs. To be a human being, one must abide by these good principles to differentiate oneself from the animals. Lastly, I think the most significant concept is that we have to insist on getting relations on an equal basis.



ILLUSION  
ILLUSION

How do you explain the missing piece?

## Sanitary Chief

By Christina Hsiao 蕭孜芳

I was a very common girl. If I walk on the street, nobody would pay attention to me, just like a stone in the roadside. Maybe my parents just take care of me so perfect that I would like stay at home rather than go out to play. Hence I was not good at socializing or making new friends. At school, I would be like a girl who ate sandwiches on the corner of restaurant just like a character in the American teenager movie. If we take school as a fashion magazine, I will never be a cover girl in the magazine. I used to mind my own businesses. I was not eager to join activities or public events. In junior high school, my fashionable, beautiful and chic classmate started to put eyelashes on their eyes and wear makeup. I was a lazy person and tired of taking off makeup. I was convinced that it was not my style.

I thought being alone was not quite a bad thing. "Two sides of one coin." So I really enjoyed the benefits of being alone. I did not want to make any change to bother my peaceful and stable life. My life was just like a mock in the church, regular and routine. Listening to music, watching TV or writing was my perfect schedule in my life before entering high school.

Things turned out to be different when my high school teacher asked me to be sanitary chief. Until now, I still don't know why my teacher appointed me to be sanitary chief. I was like an uncultured person who was suddenly commanded to serve Queen Elizabeth the Second. A ridiculous appointment! This appointment was as a bomb thrown on my isolated island. My stable life changed. I was forced to go back to the civilized world. I had no choice but to accept.

I took up my powerful stick (a mop) to give orders to my dear classmates. "Co-Co, you sweep the floor" and "Dove, you mop the floor." No one liked cleaning toilets. But things were not so simple that you could say you didn't want to do something; then you got it. No way! I was in a position that compelled people to do something that they hated to do. Owing to teacher's command, I had to do that: to compel them to finish their work. On the other hand, I did not know how to build a good relationship with classmates or please them. According to these reasons,

you must foresee my pathetic fate.

"Christina is nothing but a crazy witch." Dove said.

"Yes. I totally agree what you said. She thinks who she is the queen of toilet and trash can?" Co-Co said cheerfully. "I did not like her tone. So aggressive!" Sherry said.

Of course, they would not say such dialogues in front of me but whispered behind my back. I felt hurt and desired to quit. However my dear teacher didn't allow this. She was really satisfied with my outstanding accomplishment.

"You were born to be a sanitary chief." Teacher said kindly.

I smiled bitterly at answer her compliment. "I want to escape this place. My king of classroom, please exile me away from your beautiful kingdom. Please give me a break." I yelled at my mind.

On the way home, I felt fatigued and wanted to cry, but I braced myself not to let my tears fall down my cheeks. It was a long journey to come back to my comfortable home. In my dark room, I cried, screamed and tore paper into pieces. I was broken down. I lost control!

After about three hours, my self-esteem and conscience encouraged me to change my negative idea. A little voice came out from the bottom of my heart: "You got to weather the storm. You will be a successful and be respected sanitary chief if you take chances." Therefore I took my step forward to build good relationship and to use friendly tones to communicate.

Do you know the end of my little story? It's definitely was not: "Prince and Princess live happily ever after." Rather, it was: "A successful sanitary chief builds a clean and neat wonderland hand in hand with her friendly classmates."

"How can it be so wonderful?" You may have this question and wonder what I said. An Irish president once said "Miracles sometimes occur, but one has to work terribly for them."

From a shy girl to be a capable sanitary chief, I tried changing not only my classmates' ideas but also mine. I dared to face the challenge. Although it beat me bitterly, ultimately I managed.

