

NAAPAE Newsletter

NATIONAL ASSOCIATION FOR ASIAN AND PACIFIC AMERICAN EDUCATION

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NAAPAE ANNOUNCES FOUNDING OF GREATER NEW YORK CHAPTER

BY KATHERINE SID—NAAPAE is proud to announce the founding of the Greater New York Association for Asian and Pacific American Education, or the GNYAAPAE, serving the tri-state area of New York, New Jersey and Connecticut.

On June 11, 1993, NAAPAE'93 Conference Planning Committee members from New York held a debriefing meeting and established the new chapter, voting in the following as its officers: Katherine Sid, *President*; Florence Pu-Folkes, *Executive Vice-President*; Jean Jee, *Recording Secretary*; Frank Tang, *Corresponding Secretary*; and Sue Lee, *Treasurer*.

The objectives of the GNYAAPAE will be consistent with those of NAAPAE and include, but are not limited to, the following:

- Establish a communications network among individuals committed to quality education for Asian and Pacific Americans (APAs);
- Advocate for educational programs and policies that will improve the education of APAs;
- Promote the inclusion of information pertaining to Asian and Pacific American cultures, achievements and contributions in school curricula;
- Advocate for educational

excellence by sponsoring scholarship programs for individuals of Asian and Pacific descent;

- Advance bilingual/bicultural education for APAs;
- Advocate for Asian and Pacific American representation in key positions at educational institutions.

Membership is open to researchers, educators, school administrators, parents, students, social service providers, government officials, corporate



Sue Lee, Treasurer; Akiko Okada; Florence Pu-Folkes, Executive Vice-President; Jacob Wong; Mutsuko Tanouchi; Katherine Sid, President; Susan Pien Hsu; Frank Tang, Corresponding Secretary; Jean Jee, Recording Secretary

leaders, and other individuals from the tri-state area who are interested in advancing the education of APAs. All members of the GNYAAPAE are automatically members of NAAPAE.

For more information about the GNYAAPAE, please contact Katherine Sid at (212) 673-8896.

NAAPAE MAKES RECOMMENDATIONS IN THE REAUTHORIZATION OF THE E.S.E.A.

AT NAAPAE's fifteenth annual conference held in New York from May 5-9, 1993, a group of concerned educators, including members of the NAAPAE Executive Council, discussed the upcoming reauthorization of the Elementary and Secondary Education Act (ESEA), keeping in mind national efforts at school reform. NAAPAE also reviewed findings and recommendations of other groups, including the Stanford Writing Group.

NAAPAE stressed the importance of including limited-English-proficient students in the reauthorization, and also pledged its continued advocacy for equal educational opportunity and educational excellence for all students and involvement in the national education reform movement.

The following are recommendations for inclusion in the reauthorization legislation made to Congressman Xavier Becerra of the House Subcommittee on Elementary, Secondary and Vocational Education.

Chapter I

- The program must address the neediest population: children living in poverty, with money allocated to states and districts with high concentrations of low-income students. Thus, many limited-English-proficient students who have had few or no services previously will receive needed services.

- The program must provide services to eligible limited-English-proficient students in the most effective way. Pro-

cesses to correctly identify limited-English-proficient students for Chapter I services must be developed by the states together with the opportunity-to-learn standards that respond to high levels in terms of content and performance, and that are the same as those established for all other students.

- The program needs to be expanded to include counseling services, before- and after-school tutorials, advanced language and math skills, including language development in both the student's primary language and in English.

- Assessment of student achievement needs to be holistic, using multiple instruments and means rather than comparisons with national norms.

- Professional development needs to expand to include all staff members working with Chapter I students.

- Money needs to be allocated for parent education activities such as Family Math, literacy, and child-rearing skills. Parental involvement needs to move beyond just the required school council meetings and include parents of limited-English students served by Chapter I.

- Program accountability should not only satisfy compliance issues. There should be flexibility for districts to implement services that meet the needs of their students. Program evaluation should focus not only on the product but the process.

- There needs to be collaboration, cooperation and coordination of the Chapter I program with all services such as bilingual education, migrant education, drug-free education,

vocational education, and adult education. Fragmentation of services to eligible Chapter I students has not yielded positive results nor achieved program goals.

Title VII

- The ultimate goal of Title VII should be language proficiency in both languages and academic achievement in all content areas.

- To achieve true capacity-building efforts, the allocation of funds should assist in recruitment, training and retention of bilingual education teachers and staff and promoting career ladders for bilingual paraprofessionals to become teachers.

- Funding of Title VII should give priority to states and districts with large numbers of limited-English students, especially those who are underserved.

- In reviewing funding proposals, care should be taken not to fund the same agencies with the same type(s) of programs to avoid duplication of efforts as well as an agency's reliance on Title VII monies.

- States should be more accountable in ensuring the effective delivery of services, including efforts to promote primary language development, to limited-English-proficient students.

- There should be different types of grants awarded to districts in their school reform efforts which must address the needs and services to limited-English-proficient students.

HIGHLIGHTS OF MAY NAAPAE EXECUTIVE COUNCIL MEETING

■ **1994 Conference** Ermile Hargrove, NAAPAE president and NAAPAE'94 conference chair, previewed the upcoming annual conference to be held at the Sheraton Waikiki Hotel in Honolulu, Hawaii. The Executive Council will meet on Wednesday, April 27, 1994. The conference will run Thursday and Friday. Saturday will be devoted to institutes and other cultural activities. School visits will be conducted on Wednesday as well. The theme of the conference will be *Asia and the Pacific in the 21st Century: Language and Culture*.

■ **NAAPAE Anthology** Russell Endo reported on the progress of the sale of the NAAPAE research anthology. He is working on the next anthology as the coordinating editor. Trong Hai Tran appointed Russ as the chair of the Publications Committee for another term.

■ **1995 Conference** Tuan Phung from Ontario, Canada presented information on the 1995 conference. He indicated that the North York Board of Education has agreed to host it. Two staff members from Ontario attended the Executive Council meeting, and two will attend in Honolulu. A fifteen-person planning committee is being formed and a hotel is being considered as the site. Gary Kamino will be one of the co-chairs. A planning meeting was scheduled to convene two weeks after the 1993 conference.

MESSAGE



GREETINGS from sunny Oakland! I hope that all of you had a wonderful summer. Many of you have started a new school year in late August and early September and are facing new challenges. On behalf of the NAAPAE Executive Council, I wish you success in your work and that you continue to be

an advocate for the best interest of Asian and Pacific American students.

I would like to take this opportunity to thank all the members who volunteer so many hours working on various projects and tasks for the organization. One of these is to improve our newsletter, which is a tremendous task, especially since we do not have any paid staff. With recommendations, I have appointed Helen Joe-Lew to be the editor of the newsletter. She will be assisted by four associate editors, namely, Catherine Wong Moy, Russell Endo, Sally Chou and Ermile Hargrove. Each of them has a special area and strength. Jimmy Nelle will be in charge of graphics and production. All members are welcome to submit articles, news, book reviews, etc.

Dr. Eugene E. Garcia has been named the director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education by the White House. He started his new position after Labor Day. Dr. Garcia is dean of the Division of Social Sciences and professor of Education and Psychology at the University of California in Santa Cruz. The position of deputy director, which was held by Esther Yao and then Nguyen Ngoc Bich under the Bush administration, is still to be appointed. NAAPAE submitted the names of qualified Asians with their résumés to the White House in early July. It has been NAAPAE's practice not to endorse any particular candidate from our recommended list, because they are all qualified. We expect that a fair process will be used to select the next deputy director.

Please continue to support NAAPAE by renewing your membership.

JANET LU
PRESIDENT

GRANT UNDER CONSIDERATION FOR RESEARCH PROJECT ON NEW ETHNIC AND IMMIGRANT CONGREGATIONS

The Office of Social Science Research of the University of Illinois at Chicago has a three-year grant under consideration by the Lilly Endowment to fund a major research project on "new ethnic and immigrant congregations," a principal manifestation of increasing religious pluralism in the United States.

The keystone of the project is a six-week ethnographic training institute in Chicago planned for the summer of 1994, and open to dissertation-level and post-doctoral trainees recruited nationally from fields such as religious studies, sociology, anthropology, ethnic studies, etc. Trainees will be selected in part on the basis of their proposals to study congregations in their home communities. Chicago is to be used as an ethnographic training laboratory, with trainees placed as "ethnographic interns" with congregations matching, as closely as practicable, those they propose to study in their home communities.

A national conference is planned to be held in Chicago in 1996 to present fellows' findings. Subsequently, subject to additional funding, the project director will publish an edited volume composed of chapters deriving from the conference.

Because of its targeted training program, the planned outcome of the project is an increase in the availability of both ethnographies and ethnographers.

RETHINKING LEADERSHIP FOR ASIAN AND PACIFIC AMERICANS

BY SALLY CHOU—The New York NAAPAE conference on *Leadership and Empowerment* gave me quite a bit to digest and contemplate. The one thing that kept nagging me was the issue of leadership, about which I heard repeatedly during the conference.

Everyone invited to speak at the conference spoke on leadership and empowerment. So we Asian and Pacific Americans need to assume leadership roles in this great nation of ours. Have we assumed leadership roles thus far? I certainly think so. We have great leaders in our communities. There are Asian and Pacific American teachers, social workers, crossing guards, clerks, administrators, doctors, nurses, etc. And, of course, parents! You name it and you can find an Asian or Pacific American in that slot. Look at our keynote speakers: a lawyer/judge who decided to write fiction; a medical doctor who decided to devote his expertise to shaping health policies for the nation; a university administrator who overcame her physical handicap to devote her services to the education community; and a life-long educator who began her career as a classroom teacher and now works as an administrator to ensure equal access to public school programs to all students. Their leadership is not simply embedded in their positions or titles. They are leaders because they serve. Look around you and at yourselves. I am sure you can quickly point out those who you think have leadership qualities, yourselves included.

On several occasions, I kept hearing the fact that one must be in a certain position or hold a certain title to be considered a leader. We were told repeatedly that in the field of education, we need to be administrators; in the legal system, judges; in the media, anchorpeople, or was it station managers? These are troubling thoughts to me. For centuries, women did not work outside their homes. Did they not assume leadership roles? Are parents leaders? Of course they are! Are bus drivers leaders? I certainly think so. Are teachers leaders? You bet your bottom dollar they are! They lead our children day in and day out. They disseminate information to our children and guide them towards good citizenship and knowledge. There is no doubt that as one moves up in the hierarchy of any organization, there is more responsibility to assume.

Let's think back in history. Because of our cultural heritage, we may have feudalistic thoughts about the way people became leaders—getting to the top via different means. There were competitive examination systems, and of course, nepotism or favoritism. I am not sure that's the way we ought to continue our thinking. Our old tradition tells us that once a person is in a position or assumes a title of some kind in a top-down hierarchy, he or she becomes a leader. Many people arrive at their top management positions because of their leadership qualities. Nevertheless, we need to rethink leadership today for our own sake. What we need to instill in our children is that one is not necessarily a leader simply because he or she has risen to the top, but that he or she is willing to serve. I challenge you to continue being a leader by serving your communities.

THE 1994 NAAPAE CONFERENCE IN HAWAII

BY ERMILE HARGROVE—Being given the task of planning for the 1994 National Association for Asian and Pacific American Education Conference has been quite a challenge. Living in Hawai'i, we have the benefit of being immersed in a mixed ethnic, cultural community. We may seem complacent, especially when our daily newspaper's coverage of Bruce Yamashita and his fight with the U.S. Marine Corps is limited (but on the front page), and when the movie *Rising Sun* opens at a Waikiki theater and there are only a few outcries and no calls to action. But these events have to be put into a local perspective.

Every racial and ethnic group in Hawai'i has had to overcome some kind of social barrier. The Hawaiian monarchy was thrown out of power. Hawaiians are now attempting to recover some of that power through their sovereignty movement. Japanese, Chinese and Filipino contract workers were overworked and often subjected to "slave" labor. Labor unions were formed to help laborers gain better working conditions. Prejudice is a fact of life and if it is not too obvious, we generally overlook it. In addition, local comedians have often played on the many stereotypes that have developed out of our learning to live together.

"Model minority?" From a "Do they do well in school?" point of view, the model minority might be considered the Caucasian children. Generally, they do well in school and have better academic records, but from a local perspective, they are not considered a "model." The Japanese American students tend to be held up as models (the reason being speculated: high numbers of Japanese American teachers), while other Asian American students seem not to have that privilege. Stereotypes of children do exist, although not along the lines of color. They are more ethnically specific.

Asians in education? We probably have the largest number of Asian Americans (mainly Japanese Americans) in education, at least at the elementary and secondary levels. In fact, there was some effort to recruit teachers who were Caucasian and Filipino because they were under-represented according to the student population. However, in higher education, the majority seems to be Caucasian with a lesser number of Asian and Pacific Americans. Even in an Asian American dominant community, there may be a "glass ceiling."

In spite of these drawbacks, the 1994 NAAPAE Conference in Hawai'i will offer participants an opportunity to experience an Asian and Pacific American dominant community that works for the most part. The classrooms you will be able to visit will reflect the multiplicity of races. You will be able to catch a glimpse of cultures and languages that have blended into something new and exciting. You will be able to hear speakers from the Pacific and the mainland talk about issues that are important to Asian and Pacific American education. And, you will be able to participate in our favorite "local" pastime: sampling all kinds of ethnic foods (sometimes put all together in a single serving called "plate lunch." *Mmm, ono!*).

S.A.T. II TO INCLUDE CHINESE LANGUAGE SUBJECT TEST

The *World Journal West*, a Chinese language newspaper published in Millbrae, California, reported on July 18, 1992 the inclusion of a Chinese language subject test in the SAT II in 1994. The following is a brief summary.

In 1990, 137 schools offered Chinese as a foreign language; 7,354 seventh through twelfth grade students took Chinese, of which 6,738 studied Mandarin/*putonghua* and 66 studied Cantonese.

To meet the needs of the growing number of students learning Chinese in the United States, the Educational Testing Service (ETS) began developing a Chinese language SAT subtest in 1991. The test developers included Chinese language high school and college teachers, some originally from Taiwan, Hong Kong and China. For some of the test developers, Chinese was not their native language.

The 60-minute objective test will consist of: (a) a listening component with 30 tape-recorded questions in Mandarin/*putonghua*; (b) a sentence structure component with 25 items; and (c) a reading component with 30 items. The test items will be presented in 3 formats: (1) traditional characters; (2) simplified characters; and (3) *pinyin* romanization.

The first test will be administered on April 26, 1994. The second test will be in November. Thereafter, the test will be administered annually in November.

BOOK REVIEW

"The Learning Gap" was reviewed in the last issue of the NAAPAE Newsletter by Dr. Wendy Walker. Following is another viewpoint by Dr. Linda Wing.

THE LEARNING GAP

by Harold W. Stevenson and James W. Stigler

BY LINDA WING—The authors, Harold W. Stevenson and James W. Stigler, have been engaged in cross-national studies of education in Japan, China, Taiwan and the United States since the late 1970s. Their work has focused on the academic achievement of first and fifth

grade children in Sendai, Japan; Taipei, Taiwan; Beijing, China; Minneapolis, Minnesota; and Chicago, Illinois. The team's data includes the results of individually administered student achievement tests, interviews of parents and teachers, and observations of interactions in the classroom.

Its title implies that *The Learning*

Gap is simply the latest iteration of *A Nation at Risk*, that is, another call to arms to cure the ills of American education lest we lose our competitiveness and leadership among the advanced countries of the world. However, the book is

much more than that. While Stevenson and Stigler do document the relative achievement of American and Asian children—and American children do not fare well (although not as badly in reading as in mathematics)—they move on quickly to describe their decade-long exploration of why this is the case and what the implications are for American education. Their analyses are thoughtful and thought-provoking.

Early on in their research, Stevenson and Stigler dealt with cognitive functioning. They found no merit in the hypothesis that American children's achievement is "due to deficiencies in innate intellectual ability." Instead, the team discovered evidence suggesting that the differential achievement of American and Asian children is linked to: (1) the greater likelihood of American mothers and children to attribute success in school to innate ability; and concomitantly, (2) the greater likelihood of Asian mothers and children to attribute success in school to effort.

In addition to describing attitudes and beliefs about achievement, Stevenson and Stigler address the learning experiences of Asian children at home and school, their mothers' child-rearing views and behaviors, their mothers' expectations of, and level of satisfaction with, schools, the organization of Asian schools, the status of teaching in Asian countries, and the pedagogy of Asian teachers.

The lessons of Asian teachers are directed towards helping children to solve problems, not to attain rote mastery. Functioning as "knowledgeable guides,"

Asian teachers pose questions to stimulate thought, not to get right answers.

Stevenson and Stigler describe Asian teachers as relying upon "students to generate ideas and evaluate the correctness of ideas." The teachers encourage students to forward different points of view about mathematical ideas and to explain the rationale behind their thinking.

In the United States, classrooms like those described by Stevenson and Stigler would be touted by educational reformers as indicative of "communities of learners." Teaching like that depicted by Stevenson and Stigler would be lauded by American cognitive psychologists as representative of what constitutes good teaching. The preparation of teachers and the conditions of teaching like that delineated by Stevenson and Stigler would be praised by the NEA and the AFT as illustrative of the recognition and respect that teachers should be accorded for the complexity and importance of what they do.

The subtitle of *The Learning Gap* is *Why Our Schools Are Failing and What We Can Learn from Japanese and Chinese Education*. Somewhat ironically, Stevenson and Stigler show us that the answers to these questions lie in our lack of will to do (and believe) what we say, namely: (a) all children can learn, and they can learn at high levels; (b) all teachers can teach, and they can teach at expert levels; and (c) we, as a country, place demonstrably high value on learning, on children's effort to learn, and on those who teach.

"Learning to argue about mathematical ideas is fundamental to understanding mathematics. Chinese and Japanese children begin learning these skills in the first grade; many American elementary school students are never exposed to them."

—HAROLD W. STEVENSON AND JAMES W. STIGLER

ANNOUNCEMENTS

NABE'94 Writing Contest

The National Association for Bilingual Education announces its 1994 Nationwide Writing Contest for Bilingual Students. This year's essay topic is *Why Bilingual Education is Important to Me*. There are three categories: (1) elementary school, grades 3-5; (2) middle/junior high school, grades 6-8; and (3) high school, grades 9-12. National first place winners will receive \$5,000 scholarships and Macintosh Color Classic computers; national second place winners will receive \$2,500 scholarships; and national third place winners will receive \$1,000 scholarships.

The deadline for submission of entries is November 1, 1993.

For eligibility criteria and contest rules, please contact NABE'94 Writing Contest, Houston Independent School District, Bureau of Community Affairs & Administrative Services, 3830 Richmond Avenue, Houston, TX 77027, Tel. (713) 892-6298.

NAAPAE Scholarships

NAAPAE invites college juniors and seniors to participate in its scholarship program. Two \$500 scholarships will be awarded to students who have an interest in pursuing a career in Asian and Pacific American education and have demonstrated concern and commitment to the Asian and Pacific American community.

Interested applicants must submit a completed application form, two letters of recommendation from instructors, counselors, community leaders or youth leaders, and a copy of their college transcripts to the NAAPAE Scholarship Awards Committee, postmarked no later than January 31, 1994.

To obtain application forms, please contact: Nguyen Minh Chau, c/o OSI, 1220 L Street, No. 555, Washington, DC 20005, Tel. (202) 682-9100, Fax (202) 682-9109.

HAAPAE Call for Papers

The Hawai'i Association for Asian and Pacific American Education announces the third volume of *Pacific Proceedings*, a collection of papers presented at recent conferences by people working in Asian and Pacific American education. All papers submitted must have been written recently and previously accepted and presented at a professional conference or meeting.

All manuscripts must be received by December 31, 1993. To obtain a submittal form, please contact the Editor, *Pacific Proceedings*, HAAPAE, P.O. Box 5060, Kaneohe, HI 96744.

CABE'94 Conference

The California Association for Bilingual Education announces its 19th annual conference, *Success Speaks Many Languages*, to be held at the San José McEnery Convention Center, San José, California, from February 2-5, 1994.

CABE'94 will provide intense staff development appropriate to all levels of education. Workshops will include a range of interests in bilingual education and other topics, such as school violence prevention, self-

esteem, critical pedagogy, and technology.

For more information and a pre-registration brochure, please call CABE headquarters at (909) 984-6201. The deadline for pre-registration is December 17, 1993.

NAAPAE'94 Call for Papers and Presentations

NAAPAE and its Hawaii chapter, HAAPAE, would like to invite you to submit a proposal for a paper, workshop or panel presentation at our 16th annual conference, to be held in beautiful Honolulu, Hawaii, the center of the Pacific.

The theme of the 16th annual conference is *Asia and the Pacific in the 21st Century: Language and Culture*. The conference is intended to encourage thoughtful inquiry and sharing of information and strategies by researchers, educators, school administrators, parents, social service providers, government officials, corporate leaders, and the general public on the range of issues facing Asian and Pacific Americans of all ages, ethnic groups, and social classes. The focus of this conference will be on starting now to prepare ourselves and our institutions, educational and otherwise, for the coming century.

For conference paper and presentation proposal forms, contact Ermile Hargrove, NAAPAE'94 Conference Chair, at (808) 734-6364 (evenings), or write HAAPAE, P.O. Box 5060, Kaneohe, HI 96744.



JOIN NAAPAE!

To obtain an application form, please contact:

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PEOPLE

Sally Chou, former NAAPAE secretary and present newsletter associate editor, has been appointed assistant principal of Pupil Personnel Services at Alhambra High School, Alhambra, California. Ms. Chou is the first Asian appointee at the high school level and is now the highest ranking Asian in the Alhambra Unified School District. *Congratulations!*

Bak Fun Wong, principal of the Josiah Quincy School in Boston's Chinatown, was the commencement speaker at Wheelock's 105th Commencement in May (he received an honorary doctorate of education degree). Mr. Wong has been recognized by his peers as one of the best principals of the city.

He challenged the Class of '93 "to put on your dual lenses, to serve, to lead, to be change agents, to make a difference in our systems and the lives of the people around us."

Portia Lee is now a program administrator with the Pomona Unified School District. She manages the at-risk program through the Department of Pupil Support Services.



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