

NAAPAE Newsletter

WINTER/SPRING ISSUE

DECEMBER, 1995 – MAY, 1996

WELCOME TO NAAPAE'96!

BY JIMMY NELLE—Welcome to the 18th Annual Conference of the National Association for Asian and Pacific American Education. Eighteen years ago, NAAPAE held its first-ever conference right here in San Francisco. Since then, the organization has flourished and now has five chapter affiliates, namely California, New York, Hawai'i, Illinois, and Toronto, Ontario, Canada.

Founded in 1977, NAAPAE has always advocated research, policies and programs that will ensure positive change and meaningful progress in the education of Asian and Pacific American (APA) students.

In recognition of the growing need to integrate Asian and Pacific languages and culture in our public school curriculum and the rich linguistic asset present in APA communities throughout the United States, this year's conference theme is *APA Education: Language and Culture in the Age of Information*. Because the number of

people who gain access to information on the Internet continues to grow tremendously, you will find the conference's focus on technology and teaching and learning Asian and Pacific languages entirely relevant and appropriate.

The amount of information currently available on the Internet, mind-boggling as it is, will continue to grow as well. As a result, the conference, through one of its carefully selected workshops, should assist

you in determining how to access the information that is vital to you. Whether you are a beginner or someone who has logged many hours on-line, we are confident that you will find this valuable.

Needless to say, the workshops and institutes offered encompass a wide range of topics, including more tradi-

tional ones. Keynote speakers and keynote addresses were selected for their stimulating and relevant content.

The conference planning committee has worked very hard to put together a conference that meets all your expectations—one that we hope you will find invigorating, relaxing, informative, timely, and worthwhile.



NAAPAE NEWSLETTER CONTINUES TO EVOLVE; WILL BE RENAMED *APA PERSPECTIVES*

The NAAPAE Newsletter has long played a significant role in providing information on APA education to NAAPAE members. While most members seem fairly satisfied with the newsletter, suggestions have been made from time to time regarding possible improvements. At its fall meeting, the executive council considered various changes and recommended several ways that the newsletter could broaden the range of information it contains.

Therefore, starting with the next issue, newsletters will begin to include more material on research in APA education, APA education programs, other APA educational activities, and book/resource reviews. There also will be more news on local or regional education issues, the accomplishments of members and other APA educators, and on chapter activities. As in the past, the newsletters will continue to provide information and announcements about NAAPAE activities, such as the national conferences. The broader scope of future newsletters will be reflected in its new name, *APA Perspectives*.

The participation of NAAPAE

members will be critical to the future success of this publication. Members are highly encouraged to submit articles. For example, do you have material from a conference presentation that you would like to disseminate to a broad audience? Are you involved in an educational program that has developed special techniques, activities, or resources that you would like to share with others? Are you doing or planning research on an important aspect of APA education? Have you read a good book on education or run across any useful curriculum resources? Are there education issues in your area or state that have important implications for APA children? Do you know of anyone whose work in APA education deserves to be widely recognized? If so, please write these up for publication in the *APA Perspectives*.

Articles should be sent directly to the editor. Send them to: Helen Joe-Lew, NAAPAE Newsletter Editor, c/o Bilingual Education Department, San Francisco Unified School District, 300 Seneca Avenue, San Francisco, CA 94112.

ANNOUNCEMENT

Imperial Tombs of China Discover the once-buried treasure of China's most ancient empires through the spectacular **Imperial Tombs of China** exhibition, coming to the Denver Museum of Natural History from November 2, 1996 through March 16, 1997. Spanning seven dynasties (500 B.C. to 1900 A.D.), the exhibition includes more than 250 objects excavated from the tombs of China's most prominent emperors and ancient rulers. The exhibition includes such national treasures as the terra-cotta warriors excavated from the tombs of the first emperor of China. The exhibit will be open seven days a week, from 9:00 a.m. - 9:00 p.m. Please call (303) 370-6419 if you would like to receive more information about this exhibition.

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*We reserve the right to edit all
 submissions.*



PRESIDENT'S MESSAGE

CHIUNG-SALLY CHOU

WELCOME TO SAN FRANCISCO and to the 18th Annual NAAPAE Conference. I hope this new year has brought you good fortune and prosperity. The planning committee has carefully selected workshops, institutes and presenters to encompass a wide range of topics. This year's theme is *APA Education: Language and Culture in the Age of Information*, and there will be an emphasis on technology and teaching and learning Asian and Pacific languages. The theme was selected in recognition of the growing need to integrate Asian and Pacific languages and culture in our public school curriculum and the rich linguistic asset present in APA communities throughout the United States. The members of the planning committee consist of staff members from ARC Associates, Oakland Unified School District, San Francisco Unified School District, San Jose State University and the University of California system. Everyone has worked hard at making this conference a great success.

Nineteen ninety-six continues to be a challenging year for all of us with the continued uncertainties of federal, state, and local budgets. We need to continue to lobby our representatives in Washington, D.C. and state capitals to urge them not to forget the importance of an educated citizenry. We need to put education first. Our children's lives are at stake; our lives are at stake if we do not educate the children in our communities. Juvenile crimes are real threats to society. We see it happen all too frequently. We can no longer ignore the fact that crime has penetrated the once-safe environment of schools.

Our national conference has always been a time to rekindle old acquaintances and build new friendships. I know that you will find the workshops and institutes relevant and stimulating. I wish you all well, and I look forward to seeing you some time during the conference. Enjoy the conference!

CHAPTER NEWS

HAAPAE News

The first HAAPAE general membership meeting for the 1995-96 year was held on December 2, 1995 at Farrington High School library in Honolulu. *Creating a Safe Environment for Learning* was the theme, with Miliken-award-winning principal Catherine Payne as keynote speaker.

"The pinnacle of education is in the classroom, because it is there that we create safe schools. Our classrooms can be havens where students are taught to respect others, to solve problems peacefully, and to develop that inner sense of competence that frees them

from the need to act out in angry and destructive ways. There, classrooms can also, unfortunately, be places where these concepts are not taught; when a

teacher believes that it is not the school's job to teach values, or social skills, or to provide the emotional support that one might traditionally expect to get from the home," Ms. Payne stated. She went on to share her views and experiences while a teacher and administrator.

She believes that the farther we get from students as we move through our careers in education, the less we are in touch with those who we are in this profession to serve. She also shared that she often said that the next step up from principalship should be into a

classroom.

Ms. Payne believes that the answer to the problem of unsafe schools lies in a societal commitment to prevention and intervention programs. She says, "We will never have safe schools until we have safe communities. Safe schools and safe communities are the responsibilities of everyone!"

Ms. Payne is currently principal at Farrington High School, one of the largest schools in the state. She was previously principal at Olomana, which educates students from the Youth Facility at one site.

Following Ms. Payne was a panel discussion led by Mila Gavieres, ESL teacher at Farrington. The students were: Romeo Ramos, Waipahu High School; Caroline Peralta, Moanalua High School; Mark Bugarin, Farrington High School; and Jeanette Respicio, Farrington High School. Students were asked to share their thoughts and experiences on campus security. One student had his lunch money hijacked; another shared about his fear of being terrorized by gang members. The students shared how it felt to be an immigrant or "outsider" as well as the need to have adults (teachers, security, administrators, etc.) who would really listen and help teens in school—having a haven to go to. A couple of the students also gave their ideas on how to help create a safe school.

HAAPAE members, students, guests, and parents discussed ways each person can get involved. Everyone left feeling

that safety in our schools is everyone's business!

CAAPAE News

CAAPAE held its 2nd Annual Conference, *Expanding Horizons with Roots and Wings*, on March 23, 1996, at California State University, Dominguez Hills. Through the keynote speech by Dr. Rosita Galang, professor, University of San Francisco, and more than twelve workshops, CAAPAE explored the importance of preserving ethnic roots of diverse Asian and Pacific Americans and expanding their horizons to successfully adapt to the American society. CAAPAE also discussed the vital role that educators at all levels should play in order to successfully pave the road for educational, economic, and political successes of APA students. More specifically, CAAPAE: discussed the probable impact of the weakening affirmative action procedure upon APAs; updated the information of Asian Bilingual Teacher Training Consortium; discussed the possibility and expansion of Asian language programs in California public schools; and integrating APA literature into the curriculum. CAAPAE also discussed the research findings of the learning style preferences of Chinese, Filipino, Korean, and Vietnamese students, and ways to effectively work with Asian American families. CAAPAE enjoyed a much greater turnout of participants this year than last year, and plans to hold its 3rd Annual Conference in March 1997 in Southern California.

"We will never have safe schools until we have safe communities. Safe schools and safe communities are the responsibilities of everyone!"
—CATHERINE PAYNE

BOOK REVIEW

The Other Side of the Asian American Success Story

(Jossey-Bass Publishers, San Francisco, 1995)

by Wendy Walker-Moffat

REVIEWED BY PIERINA WONG—In clear, concise, and persuasive language, Walker-Moffat presented a lot of information including ideas, anecdotes, and opinions about Asian American schooling in *The Other Side of the Asian American Success Story*. She argued that this "success story" is a myth perpetuated and used by the media and those wanting to maintain the status quo; their intent is to show that minority groups can succeed with no special support or affirmative action programs. The author also gave a brief historical overview of Asian American immigration history and the cultural and linguistic distinctions between Southeast Asian newcomer students.

However, the central theme of this book is about the education of Hmong students in the U.S. She focused on a case study of their schooling experience in a rural California school district and an urban New England school district. Using information gathered from classroom observations and interviews with Hmong community leaders, district staff, principals, teachers and students, the author described how the districts were totally unprepared for the arrival of Hmong students and how the education they received "was a watered-down curriculum and simplified English offered in segregated classrooms."

The author is critical of ESL

and Sheltered English programs. She found that ESL classes used communicative approaches that did not teach English grammar, syntax and writing skills. Sheltered English classes often used simplified English to teach content areas. Both programs are based on a deficit theory which implies that students whose first language is not English are deficient and need to be protected from competing with other students. In fact the author minimized the importance of instructional methodology: "The most important point I want to make is that it is not the methods that count in determining the academic success of Hmong students; it is the teacher-student and the home-school relationships." She offered her approach of the "Family-based multicultural education" which is based on the hope "that educators might focus on what children already know and use it as a foundation to build on, add to, and connect with new knowledge."

Readers may find simplifications and contradictions in some of the ideas presented in this book. For example, the author described "whole language" as strategies for teaching English whereas it represents a theoretical perspective, defining all aspects of teaching and learning. The author dismissed the importance of "methods" and at the same time suggested that "cross-cultural journalism is an

effective home-school connection strategy." This contradiction may be unavoidable since inherent in the art and science of teaching is the reality that methodology cannot be separated from teacher-student/family relationships and vice-versa.

To me, the strength of this book is that it brings to the forefront the importance of teacher-student/family relationships and the problems of existing educational programs for Hmong students, the key problem being the shortage of certified bilingual Hmong teachers. How do we remedy this teacher shortage? Since the majority

of Hmong students are not in a true bilingual program, how do we use adults other than teachers to provide primary language instruction and to foster home-school connections? Without bilingual programs, where should we place Hmong students? How can teachers implement a "family-based multicultural education" program? We need input from students, teachers, parents, community leaders, teacher educators, and educational researchers. Most importantly, we need to put the well-being of the students above all else.

"The most important point I want to make is that it is not the methods that count in determining the academic success of Hmong students; it is the teacher-student and the home-school relationships!"
—WENDY WALKER-MOFFAT



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Status: New Member Renewal

Chapter Affiliation: HAAPAE (Hawaii) GNYAAPAE (Greater New York)
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Organization	<input type="checkbox"/> \$40.00	<input type="checkbox"/> \$65.00	

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