

A P A

PERSPECTIVES

National Association for Asian and Pacific American Education

NAAPAE ELECTS NEW OFFICERS

During the summer months, members of NAAPAE elected the national board of officers. Here is an introduction to the folks who will lead the Association for the next several years.

President—Myrna P. Garcia

Myrna Garcia, Ed.D., is Director of Student Health Services and School & Community Partnerships for the Chicago Public Schools. Overseeing a staff of 400, she is responsible for school health initiatives for 435,000 students and 600 schools. Myrna is an energetic and enthusiastic person, with a fine sense of humor. She is an innovative leader and administrator with a proven record in program and policy development—management, finance, special education, and health education. She has been the President of the Illinois chapter of NAAPAE and a member of the NAAPAE Executive Council since 1997. She has also served as the representative of Region 11 and as a Vice President of NAAPAE.



Vice President—Clara C. Park

Clara Park, Ph.D., is Professor of Education at California State University, Northridge. She has been a member of NAAPAE for 19 years and has served on the NAAPAE Executive Council as a Regional Representative and as President of the California chapter (CAAPAE), which she helped established in 1994. She is the co-author and co-editor of *Asian-American Education: Prospects and Challenges* (1999), *Research on the Education of Asian and Pacific Americans* (2001), *Asian American Identities: Families and Schooling* (2003), and *Current Issues in Asian and Pacific American Education* (1998), a NAAPAE publication. As Vice President of NAAPAE, she hopes to rejuvenate and revitalize the Association's various activities with more concerted efforts among NAAPAE Executive Council and NAAPAE members. She also plans to help NAAPAE provide stronger leadership and advocacy to effectively serve the needs of all Asian and Pacific American students. She is currently developing the NAAPAE website.

Secretary—Gary Kamino

Gary Kamino is principal of John Ross Robertson Junior Public School, which is part of the Toronto District Schools. He has been an active member of NAAPAE for the past ten years and has previously served as Vice President of NAAPAE. Gary established the National Association of Asian Canadian Education (NAACE), which is the Canadian chapter of NAAPAE. As Secretary, Gary's main goals are to increase NAAPAE's membership and to pursue corporate sponsorship for the organization.

Treasurer—Susan Paik

Susan Paik, J.D., has been involved in NAAPAE and the Illinois Chapter (ICNAAPAE) since 1991. She is currently the President of ICNAAPAE and was involved planning the 2002 NAAPAE Conference in Chicago. She is an administrator for the Department of Pupil Support Services of the Chicago Public Schools (CPS). Her previous position was to monitor Federal and State Funds for CPS for five years. Before joining the CPS administration, she taught high school mathematics for seven years.

EDUCATIONAL OPPORTUNITY, EMPOWERMENT, AND MAKING APA POLITICS MEANINGFUL

Remarks by Dr. Robert A. Underwood
Former US Representative from Guam
Presented at the NAAPAE ANNUAL CONFERENCE
Long Beach, California
April 4, 2003

Buenas yan Hafa Adai,

I want to thank NAAPAE and Cal State Long Beach for their generous consideration in inviting me and facilitating my participation in this very important Conference. We are all part of a great coalition sometimes referred to as Asian Pacific Americans and, more often, called APAs in the East and APIs in the West. The combination of communities, places of origin, and diversity of cultures included in the term APA encompasses much of the entire diversity of America and, indeed, the cultural diversity of the entire world.

Today, I want to address the necessity of understanding the interconnections between national politics, community empowerment, and educational opportunity. This is not an easy task when addressing the Asian Pacific American Community. We represent some 12 million people, the fastest growing ethno-racial category in America. We are not only growing fast, we represent 30 major ethnic groups speaking over 100 different languages.

In our daily lives, we think of ourselves in terms of the communities we come from; we are Chinese-Americans and Chamorros, Cambodian-Americans, and Samoans. Only in a national, political or conference context like the one we are in this week do we identify ourselves as APAs or APIs. Some of our groups are so small, we sometimes feel invisible, not just in the national community, but even within the APA community.

But there is a lesson in policy-making and in politics that we should bear in mind. Everything in politics is about building support and fashioning coalitions of interest. Political success is defined not just by the energy and strength of ideas, but by the capacity to define common and national interests. By comparison, the respect that the national Hispanic or African-American communities command is based on their ability to generate coalitions and work at the national level.

During my tenure in Congress and as a member of the Asian Pacific American caucus, I always stressed the need for a national agenda. You cannot have a place at the national table of policy-making without a national agenda. Getting the right kind of attention in Washington is tough. We must be disciplined and focused and clear about our agenda. We must look to communities to articulate their concerns, but we must look to professional organizations, advocacy groups, and political leaders who encompass a broad vision to synthesize and develop the national agenda that encompasses the interests of all APAs.

We must rely on educational institutions and think tanks to help understand the issues that our national community confronts. We don't have many think tanks interested in APA issues, and only in recent years are we witnessing the growth of Asian Pacific American units and departments in various universities. They have not matured to become active in developing and cultivating the national agenda, but we are moving in the right direction. We are developing a solid intellectual base and have many academics whose contributions are making a difference. This Conference is evidence of this development.

We must rely on advocacy groups and national representatives of the various communities to build support and articulate the concerns of the community. Whether it is the Organization of Chinese Americans, Japanese American Citizens League, SEARAC, the emerging National Organization of Pacific Islander Americans, or support groups like APAICS (Asian Pacific American Institute of Congressional Studies), we must participate and build on each other's strengths and contacts into various communities across the country.

(See "Underwood" page 3)

APA PERSPECTIVES

Summer 2003

Published Quarterly



**National Association for Asian
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Submissions for the newsletter are welcome and may be edited for style and space. Send submissions to:

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The deadline for submissions for the next newsletter is

November 15, 2003

("Underwood," continued from page 2)

In this process, we must share a genuine concern for each other and allow for each other's growth and maturation. We must be respectful of each other's needs and concerns. We must recognize our commonalities and build on them to develop coalitions of interest and action. We cannot forget who we are in our individual communities, but let us take a lesson from the recent PBS program produced by Bill Moyers about the Chinese-American experience. Before they took action to improve their lives, they first had to think of themselves not as members of hometown communities or speakers of regional dialects or of extended families back to a particular province. They had to see themselves as the broader community saw all of them – as Chinese.

And we must develop our political leadership, based on strong community participation and the election of state and local officials; but ultimately with an eye to developing a national political voice. We must elect more people to Congress and recognize our national leaders. We must think of politics and public service as honorable activities that our young people should aspire to.

There is a strong undercurrent amongst many APA business and community leaders that politics is something we endure rather than the process through which we can create positive change. We must be willing participants in community affairs and provide a strong APA voice in the making of policy at all levels. Political empowerment will mean community empowerment and progress.

The role of educational leadership and success in this process is not just important. It is essential if we are to make significant inroads in public policy making and reach our full potential as citizens and contributors to the national good.

Educational accomplishment and achievement within the APA community looks terrific, and conferences of this nature should provide opportunities to highlight our success. We have enormous participation rates, which outstrip majority participation in many elite universities. APA attendance at institutions like the University of California (Irvine, Berkeley, and Los Angeles) is extraordinarily high and is used by some to "delegitimize" any expression by APA representatives that there are serious problems in our communities. The characterization "model minority, the successful minority" has been used simultaneously to indicate that APAs need no special attention and to prod other minorities.

It is one of the best tools available to divide communities. Witness the consternation over affirmative action and its implications for our educational future. It is also a tool to make subtle criticisms about other minorities and perhaps their lack of initiative and appropriate family support networks. But when we separate ("disaggregate") APAs and APIs from other minorities, a careful look at all of the communities under the heading APA or API yields some very revealing information.

Disaggregated data points out that the Southeast Asians and Pacific Islanders are not succeeding in school; are not achieving; are not having the full measure of educational opportunity available to others. Dr. Katharya Um's report, "A Dream Denied" provides ample evidence of the real educational realities of Southeast Asian youth: underachievement, lack of school support, and limited access to higher education. Pacific islander high school graduation rates continue to be lower than the general population, and the lack of success in higher education is well known to those of us who work in those communities.

This was not reflected in a report issued by the College Board in 2000. Entitled "Reaching the Top," the report purported to give an accounting of the status of minorities in higher education. The College Board left out Asian Pacific Americans because they have higher rates of access and achievement than the general population. The data were not disaggregated, and there was no attempt to understand the diverse experiences of the APA communities. Moreover, there was no effort to understand the patterns of APAs who are relatively

(See "Underwood," page 4)

(Underwood, continued from page 3) successful in higher education to see what courses of study are pursued, whether they are being trained as leaders, and whether they are entering the social sciences or policy fields.

It is important to note that reports such as “Reaching the Top” shape the attitudes of admission offices, scholarship granting agencies, and policy makers who make decisions about our young people. The structures of opportunity are affected when we are left out of reports of this nature, and we should always be aware of them in order to enhance opportunities in the future across the board. Southeast Asian and Pacific Islander students are being directly hurt by these reports, and a full appreciation of our broader community is not being provided.

In response, I called for a Southeast Asian and Pacific Islander education summit in 2001. This initiative has begun the process of providing a more balanced and accurate view of our young people. I also introduced legislation in the last Congress, which has been reintroduced in the 108th Congress by Congressman David Wu as HR 333. This legislation will create a new category of higher education institutions called “Asian American and Pacific Islander-serving Institutions.” It will extend the same opportunities for special programs, research activities, and targeted funding that currently exists for historically black colleges and universities and Hispanic-serving institutions. This legislation will build programs for academic tutoring, counseling, and instruction in disciplines in which APAs are underrepresented, and it will conduct research and data collection for institutions with enrollment of 10% or more APAs with low income. This legislation needs your support, and I urge you to contact your Congressional representative to educate them about this vital legislative initiative.

In combination with your activities and educational advocacy aimed at K-12 programs that enhance achievement, encourage your local schools systems to be inclusive, and encourage our young people to go to colleges and universities with an eye to public service; our communities will be secure in their future. In combination, educational opportunity, community empowerment, and political advocacy will make our country stronger.

Your federal representatives should also know about the need to fully implement OMB Directive 15. This is a directive issued in 1997 to guide federal agencies in their acquisition of data to make sure all of the communities in the APA category are counted. The failure to provide adequate disaggregated data about employment, health care, and especially education has led to ill-informed reports and poor policy-making. The federal government needs to hear from you on this issue, especially if you are concerned with the opportunities extended to Southeast Asian and Pacific Islander communities. We need to secure adequate data on APA subpopulations so that the diversity of our community is fully understood, so that policy-makers can be informed, and so that we will not be ignored in the national agenda. If we are not counted, we will not count.

Data collection and higher education opportunities are not just issues for Southeast Asians and Pacific Islanders. We must remind ourselves that even with groups who have enjoyed high rates of participation in higher education, educational opportunity does not automatically mean social mobility commensurate with that educational attainment. We are all familiar with glass ceilings where fully educated, experienced professionals from our community do not get the opportunity to take leadership positions. It is estimated that 25% of health care professionals in the country come from the APA community. But they are not reflected in health care leadership positions or even in the medical programs that dot the television landscape. Just ask anyone who has been to the hospital lately who has been treating them, taking their x-rays, giving them MRIs. Then take a peek at the board rooms and administrative offices, and I am sure that the numbers there do not reflect the diversity of the professional staff.

Moreover, those who do complete higher education are not fully involved in all of the disciplines. For a wide variety of reasons ranging from the desire for economic success, to stereotypes about special abilities in math and science, APAs who attend colleges and universities are not proportionately distributed across the professions or program majors available. We need to be educated in the social sciences, the helping professions, trained in leadership to fully participate in the opportunities available in the nation.

We must also continue to educate ourselves about the potential of society to allow racially-charged perceptions to impede our participation. The case of Wen Ho Lee at the Los Alamos Laboratory in New Mexico is instructive because it demonstrates that racial profiling can occur at work as well as on the highway. In that instance, APAs in the Energy labs and defense establishment of our country endured additional security checks because of their ethnic background. There has always been a tendency to question the loyalty of APAs, with the experience of the Japanese Americans during World War II being the most egregious example.

This questioning of our loyalty is ironic given the extensive contributions of Asian Americans to our country’s security. Yet, Asian Pacific Americans are the easiest to suspect as an entire group. There are few examples of real security risks and espionage that come from our community. In fact, our community contributes more to the security of this country than any other when you think of all of the information technology and scientific work performed by APAs in all of the defense establishments around the country.

(See “Underwood,” bottom of page 5)

EDUCATING KOREAN AMERICAN STUDENTS

Clara C. Park, Ph.D.

California State University, Northridge

(Editor's Note: This essay is a summary of Clara Park's presentation at the NAAPAE Conference in Long Beach, April 2003. For more information and references, please contact Dr. Park at <clara.park@csun.edu>.)

Currently there are 1,076,872 Koreans in the United States, who make up 10.5% of Asian Americans (10.2 million Asian Americans), and 0.4% of the U.S. population (281.4 million) (U.S. Bureau of the Census, 2003). Thirty-two percent (345,882) of the Koreans reside in California; there are 186,350 Koreans in Los Angeles County alone (U.S. Bureau of the Census, 2003), which is 16.85% of total Korean population in the U.S. Almost all Korean Americans are from South Korea, and the majority of them have immigrated to the United States since the passage of Immigration Reform Act of 1965.

Korean American students are an emerging ethnic group in U. S. public schools with very unique academic patterns and needs. Most Korean American students came to the United States with solid pre-immigration schooling experiences. In Korea, the vast majority of Korean children had ready access to formal education in a school system, modeled after the American education system. As a result, the great majority of Korean American students developed full Korean literacy skills as well as good study habits due to their solid pre-immigration schooling experience and a family socialization that emphasized self-discipline and school achievement. As a matter of fact, many of these Korean American students have been touted as "model minority students" by Korean and mainstream mass media over the last decade as children of Korean immigrants entered college and started their professional career.

I investigated the educational and occupational aspirations and learning styles of Korean students in secondary schools. I sent a questionnaire to a sample of 305 students selected from 20 high schools (9-12th grade) in California in 1997-1998. One hundred and forty-eight boys and 156 girls responded to this survey. In student demographic categories, the majority of Korean students were of middle or upper socioeconomic backgrounds. In school achievement, 47.5% (N=145) of Korean students reported that they had received mostly A's the previous semester and 36.1% (N=110) of them mostly B's, thus indicating their outstanding academic achievement level in comparison with the school average, which was usually "C."

Academic Aspirations: The educational aspirations of Korean students and parents were unusually high. In fact, 63.3% of Korean students and 72.1% of Korean parents wanted their children to be among the best students in class. Seventy-five percent of Korean students and 75 % of Korean parents wanted their children to receive graduate or professional school education. In addition, 20% of Korean students and 22.4% of Korean parents wanted their children to receive a four-year college education.

Occupational Aspirations: The occupational aspirations of Korean students were also unusually high. More than 59% of Korean students wanted to obtain high occupational status. Korean students who had the highest perceived parental influence, also had high occupational aspirations for themselves, and parents who had high occupational aspirations for their children regardless of their current occupational status or educational level, appeared to influence their children's occupational aspirations. In addition, the longer Korean students lived in the U.S., the higher their occupational aspirations were. No statistically significant gender differences were observed in Korean students' occupational aspirations, although in raw score Korean girls (mean=2.61) had higher occupational aspirations than Korean boys (mean=2.51). This may mean that Korean girls are challenging the traditional concepts of female gender roles held by their parents, and would most likely to seek gainful employment outside their homes.

(See "Park," on page 6)

("Underwood," continued from page 4)

And we contribute to the educational enterprise as well. NAAPAE demonstrates that we are not only getting educated, we are educating ourselves and others. APA teachers, administrators, professors, and organizers are demonstrating their professional competence and sharing it with others. Our participation as teachers interpreting the experience of the world to the youth of America is critical to the success of the nation and our communities.

Through our participation, our energy, and our talents, we are not just becoming more American. We are not permanent foreigners. We are redefining the meaning of the word "American" in ways not thought possible at the founding of the republic. The promise of American democracy is its capacity to be perfected. We are always perfecting the practice of American democracy. Each generation is obligated to do its part and each community must make its contribution. We are doing ours as we redefine "American" to allow for the full flowering of our potential and the potential of generations to come. (Dr. Underwood can be contacted at <rau2002@att.net>.)

(“Park,” continued from page 5)

Learning Preferences: Korean students appear to have major preferences for auditory and kinesthetic learning and minor preferences for visual and individual learning, but negative preference for group learning regardless of their gender. However, while Korean boys had major preference for tactile learning, Korean girls had minor preference for tactile learning, thus showing gender difference in tactile learning indicating that Korean boys showed greater preference for tactile learning than girls. Students’ school achievement (GPA) appeared to be positively correlated with their preferences for auditory, visual, and individual learning, but negatively correlated with group learning, indicating that Korean high achievers did not care for group learning and preferred to learn alone rather than in groups as advocated by many mainstream researchers and educators.

Academic Achievement: Korean American students’ academic achievement was outstanding as 47.5% of them received mostly A’s and 36.1%, mostly B’s. In addition, there was no significant difference in the high academic achievement of Korean students between students in ESL and regular classes.

Conclusions: The results of this study revealed that the Korean students (both boys and girls) in the current study have unusually high educational aspirations regardless of their parents’ socioeconomic status and educational level or their gender. Therefore, educators are encouraged to provide Korean students adequate information about college, graduate or professional school choices.

Similarly, Korean students in this study have high levels of occupational aspirations. Again, since it is very unlikely that Korean parents have adequate information about career choices accessible in the American society, educators are encouraged to assume the responsibility for providing adequate information about various job opportunities and even feature school-wide career fairs for Korean students, as well as for other students.

Korean students favor a variety of instructional strategies. They exhibit major or minor preferences for all basic perceptual learning styles and individual learning except for group learning. Therefore, teachers may want to use more visual materials and kinesthetic and tactile activities to provide effective instruction for Korean students. They should try to use films and videos, charts, character webs, maps, graphs, computer graphics, graphic organizers, and semantic maps. Since Korean students have major preferences for kinesthetic and tactile learning, educators should plan instructional activities and develop curricular materials that will require whole body involvement and provide experiential and interactive learning. Teachers may have students conduct an interview with people in the community and write about it in an “I-Search Paper,” or debate on a focus issue based upon their research in social studies, or have them act out or mime with props what they have learned in a literature class.

In math and science classes, teachers may use materials that will engage both students’ minds and bodies such as computer-assisted instruction, content-related computer games, and laboratory experiments and have students write about them. Also, hands-on activities such as math manipulatives, algebra and integer tiles, geoboards, task cards, electroboards, flip charts, and computer-assisted instruction will greatly assist Korean students. Korean students do not care for group learning. These findings suggest that cooperative learning activities in small groups may not match the learning style preferences of these Korean students. Therefore, teachers need to make conscious efforts not to overwhelm Korean students with a variety of small-group activities, especially during their initial adjustment period of American schooling. Instead, teachers may try to pair them up with another student initially, Korean or not, and gradually put them in small group activities.

NAAPAE WEBPAGE AND LISTSERVE

NAAPAE Vice President Clara Park is developing a webpage for the Association. You can view the developing webpage at the following address:

<http://www.naapae.net>

Dr. Park is also developing a ListServe that will enhance electronic communication among members of the Association. Announcements and other messages will be transmitted to all members by e-mail simultaneously.

Eventually the Executive Council plans to transmit the newsletter to members over the internet.

To facilitate these activities, the Council is asking all members who have e-mail to send your e-mail address to Annie Liu (Clara Park’s assistant) and to Gary Kamino (Secretary of NAAPAE) at the following addresses:

Annie Liu <annie.liu@csun.edu>

Gary Kamino <gary.kamino@tdsb.on.ca>

You can obtain a free e-mail account at the Yahoo Website. Direct your web browser at the following address:

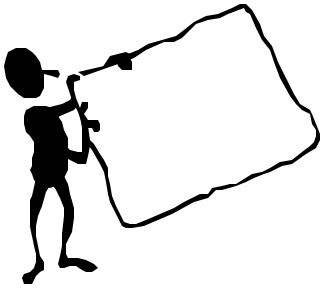
<http://mail.yahoo.com>.

CLASSROOM ASSESSMENT TECHNIQUES FOR IMPROVING TEACHING AND LEARNING

Yukiko Inoue
University of Guam



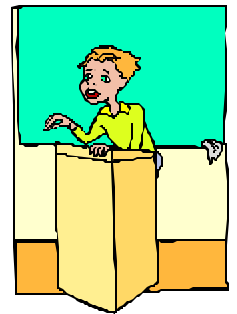
Although teaching is very complex work, grading is the most difficult task in my college teaching. In my course syllabus, I explain that grades are *earned* and not *given* by the instructor. I emphasize that students are given maximum opportunities to increase their grades and, consequently, their success is up to them. Nevertheless, the longer I teach, the more I think about gathering and interpreting information about students' performance and what kinds of classroom assessments can be used to improve student learning. In addition to using Classroom Assessment Techniques (CATs) beyond traditional testing, I will describe two others: poster presentation and oral communication.



Poster Presentations—Akister and Kim (1998) share the experience of using poster presentations as an alternative to written assignments for assessing students' learning. Poster presentations are now a well-established feature of professional conferences, and the authors point out that poster presentations fill three functions: 1) make presentations accessible to a greater audience; 2) offer a visual representation of a piece of work, providing cues that enable those viewing the poster to seek further clarification and information on areas of interest to them; and 3) provide an opportunity for direct discussion and exchange of ideas with the presenter. The *visual* and *verbal* elements of posters add richness to an assessment profile that had been based largely on written assignments.

And, they conclude, a poster presentation appears to have the potential to shift students from a failure-driven mode of performance to an aspiration-driven mode.

Oral Communication—Quigley (1998) provides guidelines for faculty on designing and grading oral communication assignments. Quigley starts with the notion that the critical thinking skills required to create and convey an effective oral message are an important part of a college education, but many students have little structured practice or systematic assessment of their oral communication skills as part of their undergraduate programs. Oral assignments can provide several benefits: 1) encourage an active, involved role in learning; 2) enhance listening skills; 3) promote articulation of ideas and opinions; 4) provide opportunities to hear how others respond to one's thinking; and 5) often provide practice in teamwork. In addition, I agree that oral assignments allow students to take greater responsibility for their own learning as well as learning significant course content from each other.



These two techniques are examples of active teaching and learning. In addition, since attendance and participation are important in my courses, I also want to touch upon the grading of classroom participation. Class participation is difficult to assess, and grading is subjective, but I strongly advocate the notion by Bean and Peterson (1998): "grading class participation can send positive signals to students about the kind of learning and thinking an instructor values, such as growth in critical thinking, active learning, development of listening and speaking skills needed for career success, and the ability to join a discipline's conversations" (p. 33). In the syllabus, I emphasize professional demeanor, which includes being prepared for the class, engaging in a class or group discussion, listening attentively to others, and respecting differing points of view.

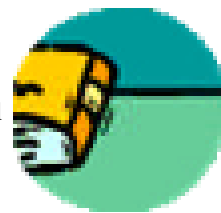
As an instructor, I am constantly struggling to improve my professional judgment and decision-making, and I must conclude there is no magic formula for improving teaching. We know that good teaching does incorporate assessments that motivate and engage students in ways that maximize benefits in the teaching-learning process. I also emphasize in the syllabus that my goal is to develop a cooperative, not competitive, classroom climate and that sharing knowledge and experience by participating is highly recommended.

REFERENCES

- Akister, J., & Kim, C. (1998). Poster presentations: Finding alternatives to written assignments for assessing students. *Journal on Excellence in College Teaching*, 9 (3), 19-31.
- Bean, J.C. & Peterson, D. (Summer 1998). Grading classroom participation. *New Directions for Teaching and Learning*, 74, 33-

BOOK TALK

Janet Lu



Cloud Weavers: Ancient Chinese Legends by Rena Krasno & Yeng-Fong Chiang, for all ages, 96 pages, full color, \$22.95, July 1, 2003. Pacific View Press, 2864 Harrison Street, San Francisco, CA 94110. 415-285-8538/FAX 415-285-2620.

The book *Cloud Weavers* consists of four sections: Ancient Legends, Traditions and Virtues, Stories from History, and Literature. It has a collection of 23 legends and myths from China, which introduce young readers to magic monkeys, goddesses and immortals, heroines and patriots, poets and philosophers. Many of these stories were told to Chinese children at home by their grandparents or parents; some were learned in schools. The legends reflect the dreams, history, and values of the Chinese people.

The first four stories under Ancient Legends are about deities whose behavior and actions affected the world and the lives of humans. These stories might be more than a thousand years old, but they are still told to the children today. The Traditions and Virtues section includes eight stories that reflect China's three great traditions of Taoism, Confucianism, and Buddhism. Stories from the History section are the stories of real people who lived in various dynasties. Students in China, Taiwan, and Hong Kong have read and discussed these people in their classrooms. The last two stories under Literature are the excerpts from two most popular novels in Chinese literature.

The illustrations in the book are very beautiful examples of traditional ancient artwork by artists of the 19th and 20th centuries. These illustrations are from Yeng-Fong Chiang's private collection of Chinese commercial posters of the 1920s and 1930s.

Schools and public libraries will be happy to have this book available; it enriches multicultural education in this multicultural country. Many educators started translating stories for their classrooms as early as in the 1970's. Pacific View Press has published a number of storybooks reflecting various cultures. *Cloud Weavers* is another attractive book for interested readers.

VIEWS FROM THE NEA VIA BETTY JEUNG <BJEUNG@NEA.ORG>

Voucher vote draws closer

Congress returns on September 2 from the August holiday. Votes on private and religious school tuition vouchers in the nation's capital top the House's agenda. A Senate vote is pending also.

Voucher politics in your home community?

President Bush supports the private school tuition grants. "It is the beginning of an experiment that will show whether or not private-school choice makes a difference in quality education in public schools. I happen to believe it will," the President said.

Voucher proposals were introduced and rejected in 12 state legislatures this year. A voucher plan became law in Colorado. The President envisions a showcase voucher program in the nation's capital as sparking new momentum nationwide for such programs.

Gambling with kids

Supporters argue that private-school tuition vouchers improve student achievement. But more than a decade of experience and independent studies have yet to link student achievement to voucher schools. Objective studies funded by the Wisconsin and Ohio legislatures showed that voucher students performed at levels comparable to students in their neighborhood public schools.

Schools in every community are struggling to meet new federal requirements, even as community resources to help struggling families and disadvantaged children are slashed to balance budgets. Vouchers add nothing to the mix, except an expensive and divisive distraction from real solutions.

NAAPAE 2004 CONFERENCE WILL BE IN PHILADELPHIA



Start making your plans to attend NAAPAE's 2004 Conference in Philadelphia, home of the Liberty Bell, Independence Hall, the Philadelphia Museum of Art (where "Rocky" triumphantly raced up the steps), and, of course, Philly CheeseSteak sandwiches. The specific dates in April, plus the call for papers, will be in the fall newsletter.

NAAPAE SCHOLARSHIPS

The National Association for Asian and Pacific American Education (NAAPAE) invites high school seniors, and college juniors and seniors to participate in its scholarship program.

In spring 2004, NAAPAE will award up to two \$500 scholarships to high school seniors, and up to two \$1,000 scholarships to college junior/seniors. The recipients will be students who (A) are of Asian or Pacific Islander descent; (B) are actively involved in extracurricular activities in school; (C) have outstanding academic records; and (D) are young leaders who show concern and commitment to Asian/Pacific communities. Scholarship recipients must be citizens of the United States or Canada or be resident aliens.

To apply, you must provide the following:

1. The completed application form below.
2. Transcripts sent directly by the high school or college you are currently attending.
3. Two letters of recommendation sent directly by instructors, counselors, community leaders, youth leaders, employers, or other persons who can address your qualifications.
4. A statement of your career goals (maximum 50 words).
5. An essay on how to end hate crime or how you would best serve the Asian Pacific community (maximum 300 words).
6. A list of your most important school and/or community activities/service over the past two years. For each, list the type of activity/service, your role or involvement, and the dates of your participation.
7. The full names, mailing addresses, and phone numbers of the two persons whom you have asked to write letters of recommendation on your behalf (your responsible for ensuring that the letters are postmarked by the application deadline).

All materials submitted must be typed or computer-printed. You must be available for a phone interview.

The application materials should be sent to: NAAPAE Scholarship Committee, Attention: Professor Clara Park, College of Education, California State University, Northridge, 18111 Nordhoff St., Northridge, CA 91330-8265. For more information, Dr. Park can be reached by telephone at (818) 677-2500 or by e-mail at <clara.park@csun.edu>.

Application materials must be postmarked no later than January 31, 2004.

Scholarship Application Form

Name: _____ Home Phone: () _____

Address: _____

City: _____ State: _____ Zip: _____

Date of Birth: _____ Place of Birth: _____

Current Citizenship Status: _____ Ethnic Background: _____

College/University Students: Name of College/University Attending: _____

Dates of Attendance: _____ Major: _____

Expected Date of Graduation: _____

High School Students: Name of High School Attending: _____

Expected Date of Graduation: _____

College/University Applied to: _____

Anticipated Major: _____

I affirm that all records and information sent are true and can be verified.

Signature: _____ Date: _____

ABOUT NAAPAE

The **National Association for Asian and Pacific American Education** is a network of educators and community leaders sharing information about the education of Asian and Pacific American students. NAAPAE has chapters in California, Hawai'i, Illinois, New York, and Canada. Membership in the national association includes membership in a regional chapter of your choice. You also receive the national and local newsletters and a discount on NAAPAE publications and on the registration fee for the national conference. We invite you to become a member today. Memberships expire on April 1st. One-year memberships extend for at least 12 months; two-year memberships for at least 24 months. Members will find the expiration date of your membership on the address label.

NAAPAE MEMBERSHIP APPLICATION OR RENEWAL

Name _____

Position/Title _____

Institution _____

Address _____

City/State/Zip _____

Telephone (____) _____ FAX _____ E-mail _____

Application Status: New Member Renewal

Chapter Affiliation: CALIFORNIA GREATER NEW YORK HAWAI'I
 ILLINOIS TORONTO, CANADA WASHINGTON DC AREA NONE

MEMBERSHIP DUES	One Year	Two Years	Ten Years	Lifetime
Regular Membership	[] \$30	[] \$50	[] \$200	[] \$1,000
Student/Sr. Citizen	[] \$20	[] \$30		
Organization	[] \$100			

Please complete this form and mail it with your check, payable to NAAPAE, to:
NAAPAE Membership, P.O. Box 3366, Daly City, CA 94015-3366



National Association for Asian and Pacific American Education
 P.O. Box 3366
 Daly City, CA 94015-3366

First Class