

A P A

SUMMER

2005

PERSPECTIVES

National Association for Asian and Pacific American Education

CAAPAE SUMMER CONFERENCE

NAAPAE's California Chapter celebrated another successful summer conference on August 20th. The conference was held on the campus of California State University, Northridge, in association with the Bilingual Teacher Education Project and the Transition to Teaching Project.

Keynote speaker Dr. Stephen Krashen, Professor Emeritus of the University of Southern California, chose the topic, "Rising to the Challenge: Bi-literacy Development and Academic Success of Asian and Pacific American Students." Concurrent sessions explored such topics as "Current Trends in Teaching English as a Foreign Language in Asia," "Teacher Leadership Development," "Effective Strategies of Working with Asian American Parents," and "Integrating Technology into Language Classes."

Lunchtime featured Korean dances by Eung-Hwa Kim and her dance group, the presentation of the CAAPAE Scholarship Award, and the luncheon speaker Kimiko Kelly, who is Research Analyst at the Asian and Pacific American Legal Center in Los Angeles. Ms. Kelley spoke on the topic, "The Changing Profiles of Asian and Pacific Americans in 2005."

Nearly 100 participants attended the event, making it another successful CAAPAE Summer Conference.





PRESIDENT'S MESSAGE

Clara Park

As the new President of NAAPAE, I can happily assure you that I will carry out the work started by former presidents and will work to expand the Association with the following activities:

First, NAAPAE needs to expand its membership by bringing back former members as well as recruiting new members. We need every member's cooperation and support for this effort.

Second, NAAPAE needs to make every effort to continuously hold its annual conferences, big or small, to advocate for the unique educational needs of Asian and Pacific Americans. We must inform educational practitioners and college instructors of the important educational issues of Asian and Pacific Americans. For this to happen, we need your active participation as presenters and participants at our conferences.

Third, NAAPAE will continue its scholarship program to encourage Asian and Pacific American students to enter teaching profession and to become leaders in their fields.

Fourth, NAAPAE will continue to jointly publish its research anthology with the SIG-Research on the Education of Asian and Pacific Americans. There is still scant literature about the education of Asian and Pacific Americans. We strongly encourage all NAAPAE members and your colleagues to submit research papers for the anthology.

Fifth, NAAPAE will continue its collaborative efforts with other educational organizations, e.g., the National Educational Association and the National Association for Bilingual Education (NABE). We will jointly sponsor annual conferences or sponsor an Asian and Pacific American Institute as part of the annual conferences, as it has been the case with NABE over the last several years.

Lastly, I hope that NAAPAE can establish an electronic network system <listserve> with all of its members to facilitate the timely dissemination of important educational news concerning Asian and Pacific Americans and to timely share job information with its general membership.

However, we cannot accomplish all these activities without your support or active involvement. So, please get involved and help NAAPAE make them happen. I hope the next two years will be an enjoyable and productive period. And please feel free to contact any of the NAAPAE Executive Officers if you have any wonderful new ideas or suggestions. I look forward to working with you all!

News from the National Education Association (via Betty Jeung)

NEA and other higher ed advocates were able to scale back efforts to provide unlimited access to federal funding by for-profit institutions in a bill (H.R. 609) passed July 22 by the House Education Committee to reauthorize the Higher Education Act. The bill, however, includes an NEA-opposed program that provides school districts \$100 million to link teacher pay to student performance. It also puts students at risk of incurring thousands of dollars more in debt for college loans.

Approved 27-20, the bill includes a token increase for the maximum Pell Grant and raises the interest rate cap on student loans from 6.8% to 8.25%, ensuring the average middle class student would pay thousands of dollars more for a college education.

NEA helped to limit the federal funding made available to for-profits. As a result, they will have access only to funding through the Higher Ed Act. Funding for higher education institutions that serve Blacks and Hispanics is protected in the bill. As originally drafted, the bill would have given for-profits access to all federal funding.

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The Newsletter

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Please send submissions for the next newsletter by

November 15, 2005

CHAPTER NEWS

Greater New York Chapter (Submitted by Florence Pu-Folkes)



I'm happy to submit the GNYAAPAE report on behalf of President **Grace Fung**. The Chapter's Executive Board is mobilizing its members and planning mini-conferences, symposiums, and workshops in collaboration with professional organizations such as the New York State Association for Bilingual Education, New York State Association for Teachers of English to Speakers of Other Languages, Asian Languages Bilingual Education Technical Assistance Center (ALBETAC), Asian American/Asian Research Institute, and the Coalition for Asian-American Children & Families, Inc

We are working towards revitalizing the Teaching of Languages Other than English. Some members are in the forefront of this initiative to ensure that "low incidence" languages are recognized and are taught to meet the "Foreign Language" requirement. One of our Chapter's past vice presidents has taken the leadership in organizing the 30th Anniversary of Lau at the ALBETAC's Asian Roundtable. This historical event was held at St. John's University where over 200 participants attended. The Chapter hopes to collaborate with ALBETAC in producing a DVD and conference proceedings for the Lau event to be used as reference material by educators. We are also working with the New York State Education Department in developing and training in ESL and NLA standards. The Teachers' Manuals for ESL and NLA are now available.

As we work to promote educational access and equity for the APIs, we have also identified common concerns among other language groups. This has led us to believe that there is a great need to collaborate, consolidate, and articulate our agendas in order to form a unified and stronger voice. Toward this goal, we are working diligently, and hope that we can bring to the next NAAPAE conference more diverse linguistic groups.

Canadian Chapter (Gary Kamino, President)

During the summer, The National Association for Asian Canadian Education (NAACE), in partnership with The Toronto District School Board, implemented a new English Training Program for 20 teachers from the Chungcheongbuk-do Office of Education in South Korea. This effective four-week program represents one component of the partnership that has been established between the two school organizations.

Also this summer, NAACE members participated in the 17th Annual Seminar of the Japan-United States Teacher Education Consortium (JUSTEC), which was hosted by Portland State University. This conference brought together educators representing school organizations from Japan, the United States, and Canada. The conference provided participants with an opportunity to exchange views on common educational issues and to establish close ties for future work.

In October, the Toronto District School Board and NAACE will be welcoming Mr. Kee Young Lee, who is the newly elected Governor of Education for the Chungcheongbuk-do Office of Education. Mr. Lee will be hosted by Gerry Connelly, the new director of the Toronto District School Board.

Washington DC Area Chapter

Early this summer, the Washington Chapter named their new officers. Here are our officers. President: **Betty Jeung**; Vice president: **Ting-Yi Oei**; Corresponding Secretary: **Frank SooHoo**; Recording Secretary: **Indrani Bhattacharya**; and Treasurer: **Ed Hsu**.



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 2006, 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 (you are 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 Grace Fung-Arto, School of Education, Long Island University-Brooklyn Campus, 1 University Plaza, 2nd Floor, Brooklyn, NY 11201. For more information, Professor Fung-Arto can be reached by telephone: 718-246-6498, fax: 718-246-6499, or e-mail: <gsfung@msn.com>.

Application materials must be postmarked no later than January 31, 2006.

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: _____

INTERACTIVE TEACHING AND LEARNING: HAWAI'I-TO-JAPAN

Doric Little, Honolulu Community College, Hawai'i, USA
 Hideaki (Hide) Miyahara, Osaka Gakuin University, Osaka, Japan
 Presented at the 27th Annual NAAPAE Conference,
 San Francisco, California, May 20, 2005

Doric: For five semesters, Hide and I have been part of a teaching team in Japan, although we have been physically separated by a distance of thousands of miles. Long distance technology has enabled me to teach from my home on the North Shore of O'ahu while Yasuko Kudo, my teaching assistant, and Hide, our technical support, are both in Osaka, Japan. Together, we have been teaching two basic classes and one advanced class in communication skills. The classes are for students at the Osaka Gakuin University (OGU) campus and include students from all four years and several majors. While English language competency is important, we believe that the desire to take the class (motivation) is most important, and so my teaching assistant selects our students accordingly. Using the Sony Codec system, we are able to conduct classes without technical help—although technical assistance is close by.



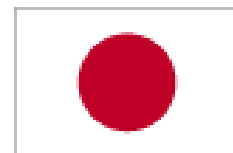
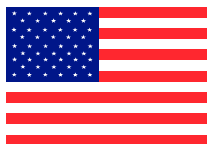
Hide: During our presentation in San Francisco, we wore colorful “Happy Coats.” Mine was red and said “OGU” in kanji. Dr. Little’s was blue and said “celebration.” We introduced our presentation by calling attention to our coats and told the audience that we were “happy” they could attend our session. The Sony Codec system is a vast technological improvement over the “Net Meeting” technology, which we used in our first semester for long-distance education. With Net Meeting, only a supreme effort on each participant’s part made learning take place. Codec is a piece of cake by comparison. For example, instead of relying on hair styles for recognition, subtle facial expressions are easy to read. Sony technicians in Hawai'i and in Japan (OGU and Sony) were always helpful. They continue to update the software and monitor packet loss and freezing. Despite occasional glitches, we have never missed a day of class in 2½ years.

Doric: I've learned the value of using visual aids to illustrate concepts. For example, I use a triangle to teach the use of inductive reasoning (reasoning from a specific to a general concept) and invert it to teach deductive reasoning (reasoning from a general to a specific concept). These concepts are used in preparing introductions to speeches. One of our basic students, Taka, surprised me with his understanding of this teaching tool. He was talking about his hometown, Nagoya, and explained that it is famous for knives (he made cutting motions) and cars (he simulated driving). He continued to illustrate his speech with gestures. I asked him what kind of instruction he had had before to use such good gestures. He replied, “My English isn't very good and I thought it would help you to understand me.” How true! I am convinced that the key to teaching public speaking to students with limited English is interaction. The teacher must talk with each student as often as possible. This constant student-teacher interaction requires smaller class sizes. We have limited ours to ten. The TA is not an interpreter and should only interpret when asked by the instructor. Yasuko Kudo and Hide are invaluable.

Students' Critiques—These are four critiques from students:

1. This course gave me a closer relationship with my teacher than any of my other “live” classes at the university.
2. Because of the constant interaction and discussions in the course, I didn't feel like there was any distance between Dr. Little and me. There are many other students like me who would like to take other distance learning courses.
3. This is the best course that I have taken so far. It helped me improve my English more than any other language class. I felt like attending each class because everyone involved with the course was so good to me.
4. Attending this course was like studying abroad without having to pay the high cost and fees needed when living abroad.

Conclusion: Two words are crucial to the success of this innovative program. They are: *Teamwork* and *Socho*. *Teamwork* is a word we all understand and is aptly applied to this effort. Each person who works with this program is a team member who is essential to our success. However, teamwork alone won't make it. This is where the Japanese word *Socho* (president) comes in. It is the support and direction of the *Socho*, the provider of the materials and motivation, which guarantees success. “Hide and I are appreciative of our team and of our *Socho*.”



Book Review

Never Fade Away

by William Hart (Fithian Press, 2002)

Reviewed by Bob Johnson.



John Goddard is a part-time ESL teacher at a California state university in Los Angeles. Tien (Tina) Le is a Vietnamese student at the university. He's a veteran of the American war in Vietnam. She's struggling to pass the ESL class, English 002, which every ESL student must pass to become a regular student in the university.

Both have a hellish history. Tina's family was scourged in post-war Vietnam because her grandfather had sold electrical supplies to American construction companies. While she was still a child, Tina's family left Viet Nam illegally in an old shrimp boat packed with other refugees. Goddard, still battles nightmares about the war—firefights, dead and wounded comrades, and incompetent leaders. Too often, he finds succor in alcohol.

The novel presents Goddard as the only teacher in the English Department who truly wants to see ESL students succeed. In contrast, department administrators and faculty boast of the high failure rate of their ESL students, asserting how they, the faculty, are upholding standards and preventing the incompetent from becoming full-fledged university students.

Students get two tries to pass English 002—two failures and they are out of the university. Tina is a repeat student in English 002. In her second try, she is lucky to get into Goddard's class. In one of her essays, he sees the spark of an excellent writer and the reason he got into teaching ESL.

So he helps her, marking grammar errors for her to correct so she can submit her essay to the school's literary magazine. They become friends; he hires her to type a manuscript for his book and offers her money for the work, but she burns the check. He invites her to run with him in the evenings. She does.

Events come to a head when the English department creates a final exam that Goddard considers too difficult even for a standard first-year English course. When he complains in a department meeting, he receives little support. Most of his students, including Tina, fail the final, but, because Tina and one other student averaged a passing score over the semester, he writes "CR" as their grade in the course.

The head of the department orders him to change the two students' course grade to "NC," but he refuses. Subsequently, the department's promotion and retention committee lowers his evaluation, meaning that he will not be given classes in the next semester; he's been fired. He files a grievance. Meanwhile, someone in the department notifies the editor of the literary publication that Tina's essay may have been written by Goddard. And the struggle continues.

The drama in the story is enhanced because Hart presents Goddard and the English Department as opposites in conflict. Yet, Hart's novel highlights many questions for educators: 1) How friendly can a teacher become to a student without jeopardizing the student's credibility and the teacher's objectivity? 2) How much "coaching" can a teacher provide before a student's work becomes the teacher's product, no longer the student's? 3) What is a department's conflict of interest between the failure rate in ESL courses and a department's need to populate its ESL courses the next semester? 4) When many students fail, how much of the blame should rest on the teachers, or on the departments? 5) Is student failure a sign of good teaching, or poor teaching?

William Hart writes well. He presents the story as journal entries, written by the student and the teacher. He captures perfectly the difficulties that ESL students have with English tense, punctuation, and number. For example, Tina writes, "Often I think about my fail in English 002 last spring. How is it possible only three student pass that class. I know one reason. My teacher assign strange and difficult papers. Seem like I always feel confuse about what to write. Example, Ms. Cowley have us write about our most significant epiphany, she call it. She think its a wonderful assignment, then she see our papers, find out nobody in class understand what epiphany mean, so we write every silly thing." [Read more about *Never Fade Away* at the Fithian Press website <<http://www.danielpublishing.com/bro/hart.html>>. \$12.95 (paper), plus shipping (\$3 book rate), (\$6 priority)].

ANTHOLOGY ON DISTANCE LEARNING

Dr. Yukiko Inoue, University of Guam, invites educators involved in online education to submit chapters for her book, *Online Education for Lifelong Learning*. The book has the following objectives: 1) to provide theoretical understanding of the essential link between "open and lifelong learning" and "online distance education"; 2) to offer a critical discussion of distance, open, and lifelong learning, with a focus on the theoretical and practical challenges of online distance education in vocational education and higher education; and 3) to examine current trends, practices, issues, and evaluations on specific areas in online distance education.

Submissions should be sent by October 15th. Inquiries and submissions can be directed to Dr. Yukiko Inoue, College of Professional Studies, University of Guam, Mangilao, Guam 96923 USA. Tel: 671-735-2447. Fax: 671-734-3651. E-mail: <yinoue@uog9.uog.edu>.

CONFUCIAN NORM AND A NEW CHALLENGE OF JAPANESE WOMEN

Yukiko Inoue, University of Guam

“Why are you two crying? Oh, I see, because of the onion,” said the teacher. Keiko and I looked at each other and said, “Yes, Miss Watanabe.”

I am thinking back to a day in my middle school. On that day, we were cooking in the homemaking class. Keiko and I were cutting onions when the teacher noticed our tears and came to us. However, we were crying not because of the onions but because of gender inequity. At that time, homemaking was a required subject for girls only, where cooking and sewing were essential aspects of the course. Boys, however, had the opportunity to take science and art instead. Both of us wanted very much to take these courses as well. According to the Confucian precept, a boy and a girl should not sit together after the age of seven. Although my school was co-educational, the classroom was divided into two sections with an invisible boundary line down the center. The right side was where all the boys were to sit, and the left side was for the girls.

Persistent vestiges of the Confucian norm that requires a woman to obey her father, husband, and son have created particular difficulties for women in East Asia, especially in Japan (Hayhoe, 1995). Generally, Japanese women who have a desire for both family and career have had to give up one of them. This attitude of the Japanese women has not changed significantly, even after they have obtained a college education. In 1990, I conducted a survey, with a focus on occupational aspirations and life-course plans of the Japanese undergraduate women. I had 738 responses; of these 628 (85%) said that they would like to quit their full-time jobs and stay at home when they were married or had their first child. It would be extremely difficult for the women to be reemployed on a full-time basis in Japan once they had left to rear a family. I conducted the same survey in 2000. The sample size was small (131 undergraduate women responded this time), but only 16 (12.2%) among them said that they would like to quit their full-time jobs and stay at home when they were married or had their first child.

Equal opportunity law regarding the treatment of men and women in employment did not come into effect until 1986, and has not yet had a significant effect on the situation of working women. In 1997, the 1986 law was revised, thus finally establishing a law in accordance with international standards more than ten years after the original legislation had been passed. As the 2000 survey has indicated, Japanese women increasingly would like to work outside home, even though there is still great pressure to marry and fulfill social obligations as wife and mother. The survey also indicated that they also desire to achieve their self-satisfaction through pursuing occupational careers and earning own incomes.

Time has changed the situation in Japan indeed. Today, both boys and girls are cooking and sewing together in the homemaking class at school. The view that a woman's place is in her kitchen is becoming an historical relic. The long Japanese trend that female workers are expected to quit and get married after working a few years is also becoming an anachronism. It should be emphasized, however, that with the end of high growth in the Japanese economy, the women of Japan are facing a new challenge, that is, to become breadwinners as well as homemakers. Certainly, in many cases, one income is not enough to maintain a household as the Japanese economy languishes.

Reference

Hayhoe, R. (1995) An Asian multiversity? *Comparative Education Review*, pp. 299-321.



REMINDER

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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, Washington D.C., 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.

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