

APA

Summer-Fall

2009

PERSPECTIVES

National Association for Asian and Pacific American Education

With this issue of *APA Perspectives*, we begin a new stage in our history under a new group of officers who will guide NAAPAE until 2011. Come along with us.

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PRESIDENT'S MESSAGE

John N. Tsuchida, Ph.D. & Esq.
California State University, Long Beach

Dear NAAPAE Colleagues:

I was honored and humbled to be elected President of the National Association for Asian and Pacific American Education in the summer of 2009. Since then we have seen unprecedented scales of devastating effects of the fiscal exigency on our K-12 and postsecondary education. Many school districts and higher education systems across the United States have had to drastically lay off teachers, lecturers, administrators, staff, as well as to cancel many courses, support services, and extracurricular activities.

To make matters worse, we must brace for even greater cuts in education in the next fiscal year. Given the worsening budget reductions in many states, our responsibilities as educators become even more critical in our efforts to maintain the quality of and access to public education for all students.

In spite of the formidable obstacles we are facing now and for years to come, the NAAPAE and its members should continue to do our small share in addressing important educational issues and needs unique to Asian and Pacific American students, and maintain or even expand the network of educators and community people and organizations to help solve some of unforeseen problems created by the current economic downturn.

We need to work closely with the National Education Association, the White House Initiative on Asian Americans and Pacific Islanders, and school districts to address both national and local educational issues important to our communities.

We are in the process of organizing a 2010 NAAPAE Conference, which we hope will be held affordably in a convenient city in view of the severe travel budget cuts in many school districts and higher education systems. We will inform you of our final plan for next year's conference as soon as it becomes available.

Best regards,

John N. Tsuchida



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APA Perspectives

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

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Please send submissions for the next newsletter by

February 15, 2010

“CHILDREN OF THE DUST”

By David Lamb, Photographs By Catherine Karnow
Smithsonian, June 2009, pages 28-37
 Excerpts and comment by Bob Johnson

“They grew up as the leftovers of an unpopular war straddling two worlds but belonging to neither. Most never knew their fathers. Many were abandoned by their mothers at the gates of orphanages. Some were discarded in garbage cans. Schoolmates taunted and pummeled them and mocked the features that gave them the face of the enemy—round blue eyes and light skin, or dark skin and tight curly hair if their soldier-dads were African-Americans. Their destiny was to become waifs and beggars, living in the streets and parks of South Vietnam’s cities, sustained by a single dream: to get to America and find their fathers.”

This is the opening paragraph of the story about the tragic experiences of the left-behind children of American soldiers when the United States ended its war in Viet Nam. The story details the sad treatment these children received in Viet Nam, cast out in streets, consigned to orphanages, uneducated and unskilled, not knowing how they might find their fathers.

“But neither America nor Vietnam wanted the kids known as Amerasians and commonly dismissed by the Vietnamese as “children of the dust”—as insignificant as a speck to be brushed aside.... As adults, some Amerasians would say that they felt cursed from the start. When, in early April 1975, Saigon was falling to Communist troops from the north and rumors spread that southerners associated with the United States might be massacred, President Gerald Ford announced plans to evacuate 2,000 orphans, many of them Amerasians. Operation Babylift’s first official flight crashed in the rice paddies outside Saigon, killing 144 people, most of them children. South Vietnamese soldiers and civilians gathered at the site, some to help, others to loot the dead. Despite the crash, the evacuation program continued another three weeks.”

The story relates how the Communists in Vietnam sent Amerasians and other children to rural farms and reeducation camps. “Mothers of Amerasian children destroyed or hid photographs, letters and official papers that offered evidence of their American connections.... No one knows how many Amerasians were born—and ultimately left behind in Vietnam—during the decade-long war that ended in 1975. In Vietnam’s conservative society, where premarital chastity is traditionally observed and ethnic homogeneity embraced, many births of children resulting from liaisons with foreigners went unregistered. According to the Amerasian Independent Voice of America and the Amerasian Fellowship Association, advocacy groups recently formed in the United States, no more than a few hundred Amerasians remain in Vietnam; the groups would like to bring all of them to the United States. The others—some 26,000 men and women now in their 30s and 40s, together with 75,000 Vietnamese they claimed as relatives—began to be resettled in the United States after Representative Stewart McKinney of Connecticut called their

(Continued on page 4)

abandonment a “national embarrassment” in 1980 and urged fellow Americans to take responsibility for them.”

When a picture of a 14-year-old Amerasian boy named Le Van Minh, who needed medical attention, appeared in Newsday, four students from Huntington High School in Long Island collected 27,000 signatures on a petition to bring the boy to the United States. They asked their congressman, Robert Mrazek, for help. Mrazek discovered he could offer them little. In contrast to France, which “after being defeated at Dien Bien Phu in 1954 and forced to withdraw from Vietnam after nearly a century of colonial rule, quickly evacuated 25,000 Vietnamese children of French parentage and gave them citizenship,” the U.S. Defense Department had said in a 1970 statement, “The care and welfare of these unfortunate children has never been and is not now considered an area of government responsibility.” But Mrazek began to work tirelessly to bring Minh and the other Amerasian children to the United States. He was successful with Le Van Minh: “Two hundred Huntington High students greeted Minh, Mrazek and Audrey Tiernan [the photographer] when their plane landed at New York’s Kennedy International Airport. . . . ‘It just hit me,’ Mrazek says. ‘We weren’t talking about just the one boy. There were lots of these kids, and they were painful reminders to the Vietnamese of the war and all it had cost them. I thought, Well, we’re bringing one back. Let’s bring them all back, at least the ones who want to come.’”

Mrazek worked to gain passage of the Amerasian Homecoming Act, which he had authored and sponsored. “In the end, he sidestepped normal Congressional procedures and slipped his three-page immigration bill into a 1,194-page appropriations bill, which Congress quickly approved and President Ronald Reagan signed in December 1987. The new law called for bringing Amerasians to the United States as immigrants, not refugees, and granted entry to almost anyone who had the slightest touch of a Western appearance.”

“But no more than 3 percent found their fathers in their adoptive homeland. Good jobs were scarce. Some Amerasians were vulnerable to drugs, became gang members and ended up in jail. As many as half remained illiterate or semi-illiterate in both Vietnamese and English and never became U.S. citizens.”

“It wasn’t long before unofficial reports began to detail mental-health problems in the Amerasian community. ‘We were hearing stories about suicides, deep-rooted depression, an inability to adjust to foster homes,’ says Fred Beak, a professor at George Mason University who specializes in refugee mental-health issues and was enlisted by the National Institute for Mental Health to determine what had gone wrong. ‘We’d never seen anything like this with any refugee group.’ . . . ‘Amerasians had 30 years of trauma, and you can’t just turn that around in a short period of time or undo what happened to them in Vietnam,’ says Sandy Dang, a Vietnamese refugee who came to the United States in 1981 and has run an outreach program for Asian youths in Washington, D.C.”

“But Amerasians are also survivors, their character steeled by hard times, and not only have they toughed it out in Vietnam and the United States, they are slowly carving a cultural identity, based on the pride—not the humiliation—of being Amerasian. The dark shadows of the past are receding, even in Vietnam, where discrimination against Amerasians has faded. Amerasians are learning how to use the American political system to their advantage and have lobbied Congress for passage of a bill that would grant citizenship to all Amerasians in the United States. And under the auspices of groups like the Amerasian Fellowship Association, they are holding regional ‘galas’ around the country—sit-down dinners with music and speeches and hosts in tuxedos—that attract 500 or 600 ‘brothers and sisters’ and celebrate the Amerasian community as a unique immigrant population.”

You can read the entire story, and other information about the Amerasian community, at the Smithsonian website: [<http://www.smithsonianmag.com/people-places/Children-of-the-Dust.html?c=y&page=1>].

NAAPAE OFFICERS FOR 2009-2011

Introducing the NAAPAE members who have been elected to serve as officers for the next two years.



President: John N. Tsuchida. Dr. Tsuchida is Professor of Asian American Studies and Chair of the Department of Asian and Asian American Studies at California State University, Long Beach. He is also an attorney at law licensed in California and Minnesota. Since 1988, he has served as NAAPAE’s Legal Counsel.



Vice President: Betty Jeung. Betty is an Organizational Specialist with the National Education Association (NEA) in the Constituent Relations Department, Urban/Rural Initiatives. She has served as the NEA liaison to NAAPAE for the past 14 years. Betty keeps an API listserv of Association staff and shares API events information and alerts. Prior to joining the NEA, Betty was a math teacher in the San Diego Public School District and a teacher activist in the San Diego Education Association, the California Teachers Association, and the NEA. Betty is President of the Washington Metro Chap-



Secretary: Susan Kagehiro—Susan currently serves as the Special Assistant to the Superintendent and Board Liaison for the San Francisco Unified School District (SFUSD). She has helped bridge relationships between the City and the SFUSD and helped implement exciting new initiatives such as High School Wellness Centers and SF TEAM—an after-school literacy program. Prior to joining the SFUSD, she worked in education policy and research at MDRC, a national non-profit social policy research organization. She is a product of Hawai‘i Public Schools and holds a Masters Degree in Public Policy from the Kennedy School of Government at Harvard University. This will be Susan’s second term as NAAPAE’s Secretary.



Treasurer: Kerry Lee—Kerry works for the Torrance (California) Unified School District. She has administered numerous state and federal grant programs in the past 16 years. Her election for a third term as NAAPAE Treasurer shows that she is committed to the mission of NAAPAE and that she is highly regarded by members of NAAPAE.

NEW REPRESENTATIVE FOR REGION III

Long-time NAAPAE member Barbara Leu replaces Jean Dobashi as the NAAPAE representative for Region III—Alaska, California, Hawai‘i, Oregon, Washington, and Western Canada. Barbara is retired from the Hawaii Department of Education. Among her many accomplishments are the following:

- Elementary Teacher (Washington State and Hawai‘i) - 21 years
- District ESL Resource Teacher (Windward O‘ahu District) - 10 years
- State ESL Resource Teacher - 1 1/2 years
- HAAPAE Chapter President
- NAAPAE Secretary



BOOK REVIEW

By Myrna Garcia



Reviewed: *The SOLVE Communication Method: Working out of the Bamboo Box with Asian Pacific Americans and African, European, Hispanic and Native Americans.*



Author: Dr. Joanne S. Yamauchi, with Claire L. Tse.

Dr. Joanne S. Yamauchi is Professor Emerita of the School of Communication at American University in Washington, DC. She is the creator of SOLVE, a communication style approach to effective organizational communication, based on thirty-eight years of her experience in facilitating seminars for US government departments and corporations, non-profit organizations, universities, and colleagues.

Joanne S. Yamauchi

I have had the honor and the privilege to attend, listen, and appreciate Dr. Yamauchi in several presentations long before she published this book. She has the experience to make the SOLVE method a tool essential for success in our work, in our relationships, and in our lives.

American organizations continue to struggle to improve employee morale, increase retention, raise productivity, and enhance motivation in the escalating competitive nature of today’s work environments. Technology continues to push boundaries outward, requiring advanced skills and knowledge from all employees. Dr. Yamauchi views the best tool in the workplace—effective communication—as A unique and important skill if one is to be “real” in the workplace. The book offers bulleted syntheses of key concepts, discussion questions, and case studies for review.

Dr. Yamauchi presents a methodical and practical approach to communication in many settings. She discusses cultural stereotypes of selected ethnic groups, the value of having their own identity and their relations to the world at large. “If we can recognize and place value on both our similarities and differences as opportunities to work together, the bamboo box and other cultural-based workplace barriers can ultimately be eradicated. Only then will employee relations thrive to enhance productivity and human resource development in organizations well beyond the twenty-first century.

We are at a stage in our nation’s history where we have an African-American President, an event that was unimaginable in my immigrant lifetime before, yet race relations and stereotyping remain an unspoken problem. This book’s pragmatic yet gentle step-by-step methods should help us make the communication leaps we yet have to accomplish.

To purchase this book, please complete the form below and return to Joanne S. Yamauchi, 7305 Rockford Drive, Falls Church, VA. 22043 or contact Dr-Y@american.edu. *All profits go to NAAPAE*

Order Form for The SOLVE Communication Method™

Name: _____
 Address: _____
 City, State, ZIP _____
 E-mail address: _____
 Number of copies: _____

The cost of each book is \$19.95 plus postage of \$3.50.
 Please make checks to: Joanne Yamauchi, NAAPAE.

THANK YOU JENNIFER PARK

Jennifer Park is Clara Park's Assistant in the Michael D. Eisner College of Education at California State University, Northridge. For many years, she has been maintaining the NAAPAE website (NAAPAE.net). She has uploaded our newsletters to the website and created pages for NAAPAE's history. With the ending of Clara's Special Project, Jennifer will be involved in other works. We extend to Jennifer our wholehearted gratitude for the work she has done for NAAPAE.



NAAPAE HAS A NEW POSTAL ADDRESS

The changing of officers has brought also a change of postal address. Membership applications, membership renewals, and other postal communication should now be sent to

NAAPAE
P.O. Box 3471
Palos Verdes Peninsula, CA 90274

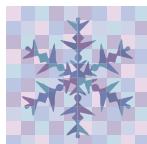
NAAPAE HISTORY

The history of NAAPAE, as seen through a pictorial history of the annual conferences (including the 2009 conference), is available for your perusal on the NAAPAE website. Go to NAAPAE.net. On the left side of the page, click on history. You will find Janet Lu's summary of the NAAPAE history there, along with pictures of NAAPAE's presidents, followed by the conferences listed by year.

HELP US FIND EARLY NAAPAE NEWSLETTERS

As part of an ongoing project to recover and preserve materials from NAAPAE's history, newsletters since our beginning in 1977 are being collected and archived on the NAAPAE website. Members who have served as newsletter editor include Rawlein Soberano, John Lum, Monica Friedlander, Ravi Sheorey, Helen Joe-Lew, Andrea Lall, Janet Lu, Russell Endo, and (since 2002) Bob Johnson.

We have archived all newsletters since 2002, and (thanks to Janet Lu) we now have many of the hard-copy newsletters dating back to 1980. These will be scanned and added to the website. Of the earliest newsletters, we do not have the following issues from 1980: Vol 1, Nos 1 and 2; and Vol 2, Nos 1 and 2. Additionally, we do not have some of the later issues published since 1981. We are wishing that those of you who were members before 2002 saved some of the older newsletters. So please search your attics or garages to see if you have preserved any of those documents. If you find some, please contact Bob Johnson [bjohnson@hawaii.edu]. Although a complete collection might be beyond our reach at this late date, we hope to preserve as many newsletters as we can. Mahalo for searching.



THOUGHTS ON THE CINDERELLA COMPLEX

Yukiko Inoue, PhD, University of Guam



The Cinderella Complex was “first described by Colette Dowling in her book about women's fear of independence—an unconscious desire to be taken care of by others. Based primarily on a fear of being independent; this complex is said to become more apparent as a person grows older.¹ In Dowling’s words, “Males are educated for independence from the day they are born... females are taught that they have an out—that someday, in some way, they are going to be saved. That is the fairy tale, the life-message we have introjected as if with mother’s milk.”²

I discuss the Cinderella Complex in some of my courses, particularly in my undergraduate course on human growth and development. Although Dowling’s book is actually rather old-fashioned, we can still apply the concept to today’s adolescent and early adulthood development and relationships. I am much interested in the Cinderella Complex, probably because I was born and raised in a deeply male-oriented society. My parents used to say, “For women, it's not pursuing education, but having a good husband that is most important.” When I was nineteen years old, my parents arranged a marriage for me, but I turned it down and left my home town. That was the beginning of my journey to become independent, emotionally as well as financially.

At the same time, I *am* a woman after all. When *The Cinderella Complex* was published, I read this book and thought, “Yes! Women are like that! I am not an exception.” Many years have passed since then, but I realize my hidden desire, for instance, as I wrote in a *tanka* poem:

Oh seeker,
Catch me and carry me off
To somewhere
Far, far away
Won't you?

Living as I do on a tiny island, I feel like a bird in a cage. And I turn to others for help, without making efforts to get out of the cage, and thus, crying for help. Like Cinderella, many women (including me) *are* still waiting for something external that will change or transform our lives drastically.

Abraham Maslow’s theoretical hierarchy of basic and growth needs is important in a discussion of healthy human development. When I said in class that “Maslow believed that all people strive for self-actualization, although less than one percent truly achieve it,”³ my student asked me, “Professor Inoue, what is your ultimate goal in life?”

My ultimate goal? I asked myself. The question was not one I could answer immediately. It was a fine day and typical Guam weather. Through the window, I could see a blue sky and a flame tree blooming in red. “Well... I *am* still waiting.... Someday, my Prince Charming on a white horse will come around and take me to his castle.”

Of course, I said it half jokingly, but I used to think that way when I was young. Then one student said to me, “You know, if you think of Prince Charming as a person you love and both of you are happy, the place you live will become a castle, wherever you live.... Don't you think so?” “Wow! There, you have got the better of me,” I said. Teaching is learning indeed.

Notes

¹Cinderella Complex. (2009, June 6). In *Wikipedia, The Free Encyclopedia*. Retrieved June 6, 2009, from http://en.wikipedia.org/w/index.php?title=Cinderella_complex&oldid=294872187

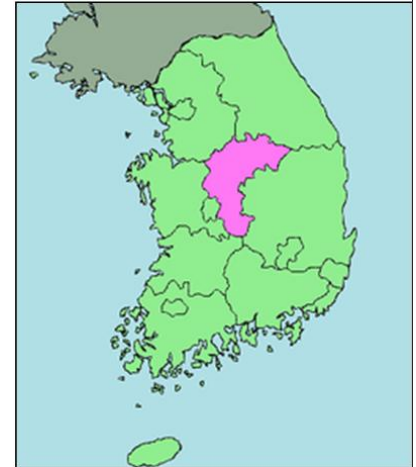
²Dowling, C. (1981). *The Cinderella Complex*. New York: Pocket Books (Simon & Schuster division), p. 4.

³Maslow, cited in Eggen, P., & Kauchak, D. (2007). *Educational Psychology*. Upper Saddle River, NJ: Pearson Education, p. 304.

NEW HORIZONS FOR GARY KAMINO

NAAPAE's immediate past President has retired from the Toronto Public Schools and has taken a job as liaison for Chungcheongbuk-do [충청북도], a central province [*do*] in the Republic of Korea (high-lighted on the map). According to Wikipedia, Chungcheongbuk-do is divided into three cities (*si*) and nine counties (*gun*). The provincial capitol city is Cheongju. The province is home to many universities, including Chungbuk National University, the Korea Air Force Academy, the Korea National University of Education, Cheongju University, and seven others.

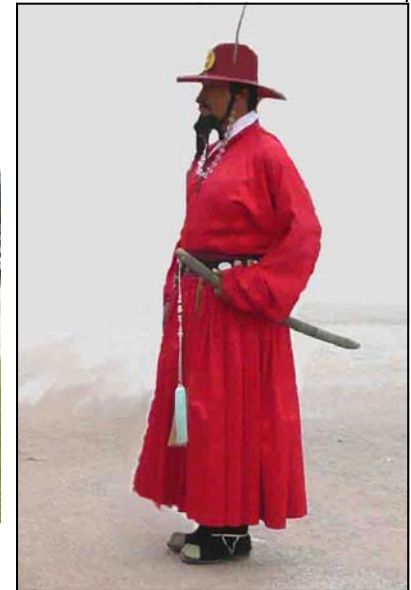
Gary, who is President of NAAPAE's Toronto chapter, will continue to be based in Toronto. You can contact Gary by e-mail at gkamino@rogers.com.



Flag of South Korea



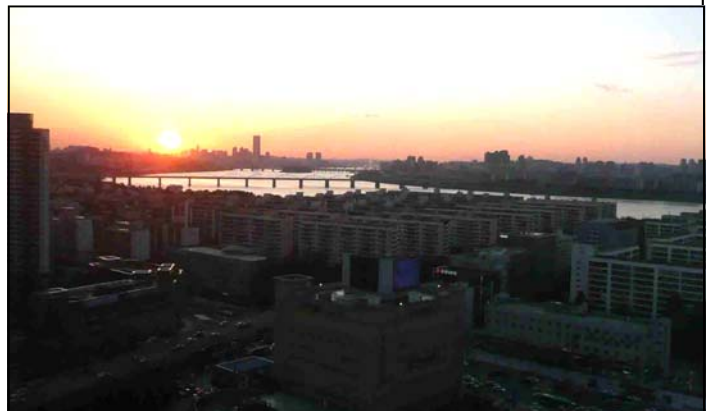
Built in 1395, Gyeongbokgung Palace (near Seoul) is one of the most beautiful of five ancient palaces in Korea. Largely destroyed by fire during Japan's occupation of Korea from 1592 to 1598, all 7,700 rooms of the palace were restored over the period of 1852-1919.



A Palace Guard



Seoul at Sunset



2010 NAAPAE Scholarship Application

The National Association for Asian and Pacific American Education (NAAPAE) invites high school seniors, and college/university freshmen, sophomores and juniors to participate in its scholarship program. Although the scholarship committee will consider all applicants; the primary purpose of this scholarship is to support students who plan to become teachers.

In the spring, NAAPAE will award up to four \$500 scholarships to high school seniors and up to two \$1,000 scholarships to college/university freshmen, sophomores or juniors. The recipients will be students who meet the following qualifications: (1) are of Asian or Pacific Islander (API) descent; (2) are actively involved in extracurricular activities in school; (3) have outstanding academic records; (4) are young leaders who show concern and commitment to Asian/Pacific Islander communities; and (5) are citizens or resident aliens of the United States or Canada.

To apply, you must provide all of the following. (**Incomplete applications will not be considered.**) All materials submitted must be **typed or computer-printed**.

1. The completed application form. This form, shown on the following page, can be saved to your personal computer, filled out on your computer and printed.
2. **One copy** of your transcript sent directly to Betty Jeung c/o NEA, 1201 16th St. NW, Washington, DC 20036 by the high school or college you are currently attending.
3. **Two letters** of recommendation sent directly from teachers, counselors, community leaders, youth leaders, employers, or other persons who can address your qualifications.
 - a. Include with your application the full names, mailing addresses, and phone numbers of the two persons whom you have asked to write letters of recommendation on your behalf.
 - b. You are responsible for ensuring that their letters are postmarked by the application deadline.
4. A statement of your career goals (no more than 50 words).
5. Select **one** of the following four topics on which to write an essay that contains no more than 300 words. Please include the question you are responding to.
 - a. How do you serve the Asian Pacific community and why?
 - b. What recent or historical events involving Asian and Pacific-Islander (API) Americans resonate with you and why?
 - c. What do you think the most pressing issues are for API students of your generation and why? What would you do to address those issues?
 - d. What steps can high school and college students take to improve relations between racial and ethnic groups in schools or college campuses?
6. A list of your most important school and/or community service activities over the past **two years**. For each, list the type of activity or service, your role or involvement, and the dates of your participation.

Send application materials to: NAAPAE Scholarship Committee, **Attention:** Betty Jeung, c/o NEA, 1201 16th St. NW, Ste. 410, Washington, DC 20036. For more information, Betty Jeung can be reached by telephone (202-822-7736), fax: 202-822-7624, or e-mail: bjeung@nea.org.

Application materials must be postmarked no later than **February 15, 2010** or emailed before midnight (your local standard time) of February 15, 2010. (If you send your application by email before the deadline, send a hard copy of the application form with your signature by postal mail postmarked by February 16, 2010).

2010 NAAPAE Scholarship Application Form
(this pdf form can be downloaded and filled out by computer)

Name: _____ Home Phone: () _____

Address: _____

City: _____ State: _____ Zip: _____

Email address: _____

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: _____

HS Counselor's Name & email address: _____

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

Signature: _____ Date: _____

NAAPAE MEMBERSHIP APPLICATION

www.naapae.net

(This form can be downloaded and filled out and printed by computer)

Date

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
(Please select one) Illinois Toronto, Canada Washington DC Area
Washington State/Tacoma None

Membership Dues	One Year	Two Years	Ten Years	Lifetime
Regular	\$30	\$50	\$200	\$1,000
Student/Senior (60+)	\$20	\$30		
Organization	\$100			

Memberships expire on April 30. One-year new memberships extend for at least 12 months and expire at the end of April following that 12-month period. One-year renewal memberships expire at the end of the April following the date of renewal.

Please mail this form with your check, payable to **NAAPAE**, to:

NAAPAE MEMBERSHIP, P.O. Box 3471 Palos Verdes Peninsula, CA 90274

The **National Association for Asian and Pacific American Education** is a network of educators and community leaders sharing information about the education of students of Asian and Pacific Islander ancestry. NAAPAE has chapters in California, Hawai'i, Illinois, New York, Washington D.C., Washington State, and Canada. Membership in the national association includes membership in a regional chapter of your choice. You also receive the national and local newsletters by email, a discount on NAAPAE publications, and reduced registration fee for the national conference. We invite you to join NAAPAE or renew your membership today.

(Please print email address clearly. All NAAPAE communications are sent by email.)**

