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Best Wishes for the Holidays





PRESIDENT’S MESSAGE

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

Dear NAAPAE Colleagues:

When I was struggling last June to figure out how to organize the 2011 NAAPAE Conference in Long Beach without running a deficit in the midst of the depression, I came across, on the website of the American Immigration Lawyers Association, Maya Young Wong’s poem about her grandfather Ben from Guangzhou, China. Ben had died before she was born.

Maya is a fifth grader at Castelar Elementary School in Los Angeles Chinatown. From over 6,500 entries from fifth graders across the United States, Maya’s poem was selected for the 2011 American Heritage Award. Her entry was read into the Congressional Record, and she received a flag flown over the Capitol in her honor.

I received so much inspiration from Maya’s poem that I read it many times. Below is the poem.

From China sailed my Grandfather Ben.
He came to America when he was four plus ten.
His Guangzhou village was small and poor
And he helped his mother with farming chores.
Every morning he gathered bits of firewood
And drew water from the well as much as he could.
From morning to night he slaved like an ox.
But it was never enough to fill the rice box.

So his parents said, “You’d better leave home
And go to America where you can roam.
Until you find a great place of your own.
America, Gold Mountain, is the place to go
Big and wide, and high and low.
Everything is yes, and there are never any nos.”

But here in America life was hard
And it wasn’t like a birthday card.
Golden Mountain didn’t have jobs
For Chinese men, and that made them sob.
From San Francisco to Saint Louis
Chances for Chinese were least to fewest.

(continued on the next page)

APA PERSPECTIVES

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National Association for Asian and
Pacific American Education
P.O. Box 3471
Palos Verdes Peninsula, CA 90274
562-985-8085
Web: <http://www.naapae.net>

**EXECUTIVE COUNCIL
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John Tsuchida
CSU, Long Beach
jtsuchid@csulb.edu

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National Education Association
bjeung@nea.org

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barbleu@hawaii.rr.com

Region IV Representative

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salaspalomo@hotmail.com

CHAPTERS

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Ping Liu, Chapter President
 CSU, Long Beach
 pliu@csulb.edu
 Website: www.caapae.org

GNYAAPAE (Greater New York)

Chapter President Vacant

HAAPAE (Hawai'i)

Melvin Spencer III, Chapter President
 University of Hawai'i at Mānoa
 melvins@hawaii.edu

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 fwipachit@cps.k12.il.us

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Gary Kamino, Chapter President
 Toronto Public Schools (Ret)
 gkamino@rogers.com

WMCNAAPAE (Washington DC Area)

Betty Jeung, Chapter President
 National Education Association
 bjeung@nea.org

WASHINGTON STATE/TACOMA

Minh-Anh Hodge, Chapter President
 Tacoma Public Schools
 mhodge@tacoma.k12.wa.us

EX OFFICIO MEMBERS

Publications Committee

Russell Endo, Chair
 University of Colorado
 russell.endo@ucdenver.edu

Newsletter Editor

Bob Johnson
 Kapi'olani Community College (Ret.)
 bjohnson@hawaii.edu

Legal Counsel

John Tsuchida
 CSU, Long Beach
 jtsuchid@csulb.edu

National Education Association

Liaison to NAAPAE
 Betty Jeung
 bjeung@nea.org

APA Perspectives

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

bjohnson@hawaii.edu
 russell.endo@ucdenver.edu

Please send submissions for the next newsletter by

March 1, 2012

(President's Message Continued)

Still his heart never gave way
 Cause he knew hard work always pays.
 So Grandpa Ben worked hard again.
 Slaving in a laundry from five to ten.
 And he lived in important USA times
 Starting from cool Jazz Age crime
 Right on down to the Great Depression's
 Brother can you spare a dime.

Until finally his big chance came
 To show America Chinese are the same.
 He joined the army in World War II
 And fought in Europe for the red, white and blue.
 All over he fought bringing supplies
 To American soldiers on the lines.
 Until one day he was shot in the back
 And his jeep flipped over and he got smacked.

He didn't win any fame or medals
 Just came back home to wed and settle.
 Still to me he is The Greatest Hero.
 Cause he never gave up and never said no.

He loved America both good and bad
 And taught his 5 kids not to be sad.
 Work hard, dream big, and never give up.
 And one day Gold Mountain will live up
 To what is written on the Statue of Liberty
 Chances for all and the gift to be free.

To my Chinese Grandfather,
 Whom I love and honor.

As students and educators, we sometimes faced and will face tremendous hardships, challenges and obstacles, including severe budget cuts. As Maya's poem about her grandfather illustrates, we have to be strong, patient, persistent, disciplined, creative, and hardworking to weather and overcome large and small crises that are likely to arise in our careers. Finally, we have to stay healthy, physically and mentally, to do our jobs well under difficult circumstances.

By the way, we were able to host a very successful conference with the generous assistance of my colleagues. In addition, we hosted the conference without a deficit despite the lowest budget for a conference in NAAPAE's 34-year history.

(See Maya's poem on this website:

<http://immigrationimpact.com/2011/06/17/immigration-group-honors-winner-of-national-5th-grade-writing-contest/>)

REVISITING THE 2011 NAAPAE CONFERENCE

The 33rd Annual NAAPAE Conference—sponsored jointly by NAAPAE; the Asian Studies Graduate Society, California State University, Long Beach; and The National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans—was a successful experiment in a scaled-back professional conference. Thanks to NAAPAE President John Tsuchida and many helpers, the two-day conference in October was located on the campus of California State University, Long Beach, greatly reducing expenses for the sponsoring organizations and the participants.

Approximately 200 people attended the conference—teachers, students (grad and undergrad), administrators, professors. They came from as far west as Guam and Hawaii, as far north as Ontario, and as far east as Illinois. Speakers included the Mayor of Long Beach, a member of the California State Legislature, and a member of the US House of Representatives.

Fifty-nine presenters participated in 28 papers, presentations, panels, or workshops on a wide variety of topics important in helping students learn. You can see the complete program on the NAAPAE website: <http://www.naapae.net/>. Click on “Conferences,” then on “2011 Conference Schedule.” Below are a few pictures taken by Ping Liu, President of NAAPAE’s California Chapter.



**Annual Meeting
of the NAAPAE
Executive
Council**



ATTENDING MY FIRST NAAPAE CONFERENCE

Karen Wilson, Academic Advisor
College of Education, University of Hawai‘i

I’d heard about the National Association for Asian and Pacific American Education, but this was the first time I attended a NAAPAE conference—the 33rd National Conference on “Critical Issues and Strategies in Asian American and Pacific Islander Education.” It will not be my last NAAPAE conference!

My original intention was simply to attend the conference in place of my supervisor, who was unable attend. Then I decided to submit a proposal for my own presentation and, to my delight, it was accepted. Then I decided to throw myself into the conference and attend as many sessions as I could. And finally, I decided to throw myself into the organization. Luckily for me, new friends were there to catch me!

The location was the beautiful campus of California State University Long Beach, a perfect venue. Asian American and Pacific Island students were everywhere! The campus faculty supported the conference, and we had a wide range of papers and presentations from a variety of presenters. Teachers, administrators, advisors, college instructors, graduate students, and other professionals shared their research and insights into issues that affect all of us who work with Asian American and Pacific Islander students.

Every breakout session included a variety of topics. I attended sessions both within, and outside of, my area of knowledge. This was a wise decision. I felt a familiar thrill of being competent in an area, knowing the research the presenters were referring to, and seeing how others handled situations that were similar to (and different from) my own.

But I also felt the thrill of encountering entirely new topics, about which I knew little. Here are some of them: construction of Chinese identity through martial arts stories; the relationship of organized labor and immigrant labor; effects of welfare reform on Cambodian families in the Long Beach area; developing leadership among Asian and Pacific Islanders; how high-stakes testing affects classroom instruction—all of these topics provided insight into how the tapestry of our world gets created and interwoven.

The conference was a great combination of the familiar and the new, the comfortable and the challenging. This combination is one of the things that made the conference so rewarding for me.

I also took away a host of new friends and colleagues. The more I talked with the ‘strangers’, the more I found how much we had in common. The more I learned from them, the more I could contribute. The opportunity for growth was everywhere.

I live on a tiny island in the Pacific, but I found that my network has grown because of this conference. My thinking has improved. My understanding of the world has expanded. And all this from one small conference!

Moving? Changing Your postal or e-mail Address?

To help NAAPAE keep our records accurate, be sure to send NAAPAE your change of postal address or email address. If you change your email address without notifying us, we have no way of continuing to send you the newsletter and announcements. NAAPAE no longer mails hard-copy issues of the newsletter. Please send your new address to Bob Johnson bjohnson@hawaii.edu and Susan Kagehiro kagehiros@sfusd.edu.

RESPONSE TO “ARTISTIC BRIDGES FOR CULTURAL COMMUNICATION”

Karen Wilson, Academic Advisor
College of Education, University of Hawai‘i

Presenters Bettina Stanley and Lisa Almonte held a wonderfully creative presentation about using art for cultural communication, particularly in working with English Language Learning (ELL) students. Bettina and Lisa focused on vocabulary development and the use of natural language to demonstrate how using language that is embedded in all subjects, but particularly in art, can be used to develop language skills in students in both elementary and secondary schools.

I was particularly taken with their use of a novel, “Snow Flower and the Secret Fan,” to develop students’ language skills. For some students, that novel was perhaps the only full-length ‘regular’ book that they had ever read in English. Usually, reading texts for ELL students focus on shorter pieces written specifically for ELL students. Although such pieces can be helpful pedagogically, they also separate students from the larger culture in which they live. Carefully controlled texts can never replace the richness of a natural text written for native speakers of the language.

Bettina and Lisa had students create art based on the novel they had read, with specific focus on fans that represented different themes in the novel. The pieces of art that students created were beautiful and charming, and the personal stamp each artist put on his or her work could be easily seen.

In our push to raise test scores, the arts are being sidelined or sometimes even eliminated from the curriculum. Yet, the arts are where many students live. Art provides a way to demonstrate understanding, vision, creativity, emotions, and thoughts. Instead of emphasizing what the student cannot do, art affirms what the student has done and can do. I am not arguing that students do not need good reading and math skills, but I am arguing that high scores on multiple-choice tests are not the only way of guaranteeing that students are learning and thinking.

THE NATIONAL LANGUAGE SERVICE CORPS NEEDS VOLUNTEERS

(Contributed by Myrna Garcia)

Multilingual skills are essential to cross-cultural interactions in today’s global society. From diplomatic and peacekeeping efforts to humanitarian assistance during natural disasters or population displacement, the U.S. Government needs people who can understand and respond to critical situations from a linguistically, and culturally-informed, perspective.

The National Language Service Corps (NLSC) is a network of multilingual Americans who bridge language gaps within the Federal Government by providing an active, organized, and highly-prepared reserve corps, able to respond to situations of national and international need.

For more information or to obtain an application, please visit www.nlscorps.org or call 1-888-SAY-NLSC (729-6572).



Above: A Member of the NLSC receives a Letter of Appreciation for her efforts on board a Coast Guard cutter off the coast of Africa.



DIVERSITY AND CHANGE: ASIAN AMERICAN AND PACIFIC ISLANDER WORKERS 2011

(A report by the Center for Economic and Policy Research, Washington, DC, July 2011)

Executive Summary

About 7.4 million Asian Americans and Pacific Islanders (AAPI) work in the United States, making up 5.3 percent of the total U.S. workforce. About 7.1 million of these AAPI workers are Asian Americans; about 300,000 are Pacific Islanders.

The AAPI workforce is almost 20 times larger today than it was in 1960. Meanwhile, the share of AAPIs in the total workforce has increased about tenfold over the same period. Three broad themes emerge from our analysis of the data:

The first theme is that AAPI workers are highly diverse.

- AAPIs come from dozens of national and ethnic backgrounds. They speak many languages, from English to Chinese to Hindi.
- AAPIs work across a wide range of industries. For AAPI women, health-care industries are the largest employers. The largest single industry for AAPI men is restaurants.
- The public sector is a major employer of AAPI workers. About 1-in-7 AAPI workers are in a public-sector job at the local, state, or federal level. To put this in perspective, the share of AAPI workers in the public sector is more than twice as high as the share of AAPI workers who are self-employed.
- As a group, AAPIs have a higher level of educational attainment than whites, blacks, and Latinos. Over half of AAPI workers have a four-year college degree or more. At the same time, AAPI workers are less likely than white workers to have a high school degree.
- AAPI workers are also the only one of the four major racial and ethnic groups where men are more likely than women to have a college degree or higher.
- Three-fourths of AAPI workers were born outside the United States. Pacific Islanders are much more likely than Asian Americans to have been born in the United States. A large majority (71.4 percent) of AAPI workers are U.S. citizens.

The second theme is that AAPI workers face many challenges in the labor market.

- Earnings inequality is higher for AAPI workers than it is for workers from other racial and ethnic groups. The ratio of a high-paid to a low-paid AAPI worker is about 6-to-1, compared with about 5-to-1 for whites, blacks, and Latinos.
- Over the past two decades, earnings inequality increased about five percent among whites, but about 15 percent among AAPI workers.
- Over the last decade, the working poverty rate has been consistently somewhat higher for AAPIs than for whites. Working poverty rates are especially high among Bangladeshi (about 1-in-6) and Hmong (about 1-in-9) workers.
- AAPI workers are substantially less likely to own their house (less than two-thirds) than white workers are (almost three-quarters). The gap in home ownership rates is so large that no ethnic AAPI groups have a home ownership rate that is as high as the average rate for whites.
- About 1-in-6 AAPI workers live in a household that is linguistically isolated (i.e., all of the adult members of a household speak English less than “very well”). Asian American households have an even higher rate of linguistic isolation, while less than 1-in-20 Pacific Islander households are linguistically isolated.

(continued on the next page)

(AAPI Workers)

The final theme is that the trends in the economic circumstances of AAPI workers have closely mirrored those of the broader workforce.

- The share of AAPI workers without health insurance is higher than it is for whites but is below rates for blacks and Latinos. Lack of health insurance is a particular problem for workers in several AAPI ethnic groups, such as Bangladeshis, Pakistanis, and Tongans, for whom about one-quarter lack health insurance.
- AAPI workers have suffered with the rest of the workforce as employer-provided health insurance has been on the decline. In 1989, about 7-in-10 AAPI workers had employer-provided coverage; by 2009, the share of AAPI workers with employer-provided coverage had fallen to close to 6-in-10.
- In 2009, the worst year of the Great Recession, the unemployment rate for AAPI workers was 8.0 percent, just below the unemployment rate for white workers. AAPI workers' higher level of formal education has the effect of lowering their unemployment rate relative to other, less-educated racial and ethnic groups. More-educated AAPI workers have higher rates of unemployment than white workers with the same level of education.
- AAPIs between the ages of 16 and 64 are somewhat less likely to have a job (68.0 percent) than whites in the same age range (70.5 percent). However, employment rates vary widely among AAPIs, and differences in gender norms among different ethnic groups strongly influence employment rates.

To read more information about these themes, you can view the entire 68-page report. Click here:

<http://www.cepr.net/documents/publications/aapi-2011-07.pdf>

Authors: Hye Jin Rho, John Schmitt, Nicole Woo, Lucia Lin, and Kent Wong.

Center for Economic and Policy Research 1611 Connecticut Avenue, NW, Suite 400 Washington, D.C. 20009. www.cepr.net. July 2011.

Thank You

Agnes Constante received one of NAAPAE's Scholarships in 2010. Below is an update and a letter of gratitude she wrote to Betty Jeung, NAAPAE's Vice President, in October 2011.

Hi Ms. Jeung,

I just wanted to drop a line to let you know a little about my first year at Cal State Northridge. I'm currently double majoring in journalism and political science, and I'm still planning to get a teaching credential to teach high school English. I'm the copy editor for *El Vaquero*, the student newspaper at Glendale College, and I'm interning at the *Crescenta Valley Weekly*. I also just started a monthly profile series for the *Marianas Variety* (a local newspaper on Saipan, my hometown), about Pacific Islander students who have come out to pursue their education and careers out here in the United States.

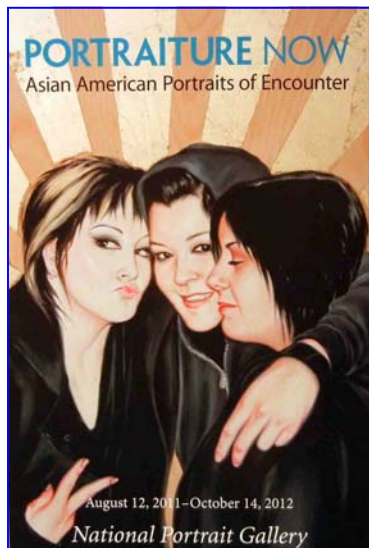
Last semester I joined the Filipino American Student Association and helped put on their Pilipino Culture Night. From participating in this club, I learned things about my heritage I didn't know before (like the Filipino dance suites). I'm working and studying, but I'm trying to get a job on campus as a peer mentor so I can become more familiar with the CSUN community. Hopefully, this knowledge will also help me learn how to deal with students of different backgrounds, which is something I'll need when I teach in the future.

I'd like to thank the NAAPAE a second time for assisting me. As budget cuts continue, and the cost of attending school rises, the award I received last year was truly a big help.

Sincerely, Agnes Constante

NOT TO BE MISSED IN OUR NATION’S CAPITAL

“Portraiture Now: Asian American Portraits of Encounter” National Portrait Gallery, 8th and F Streets, NW, Washington, DC



“The exhibition displays the diversity of contemporary Asian American Identity through the groundbreaking work of seven visual artists.”

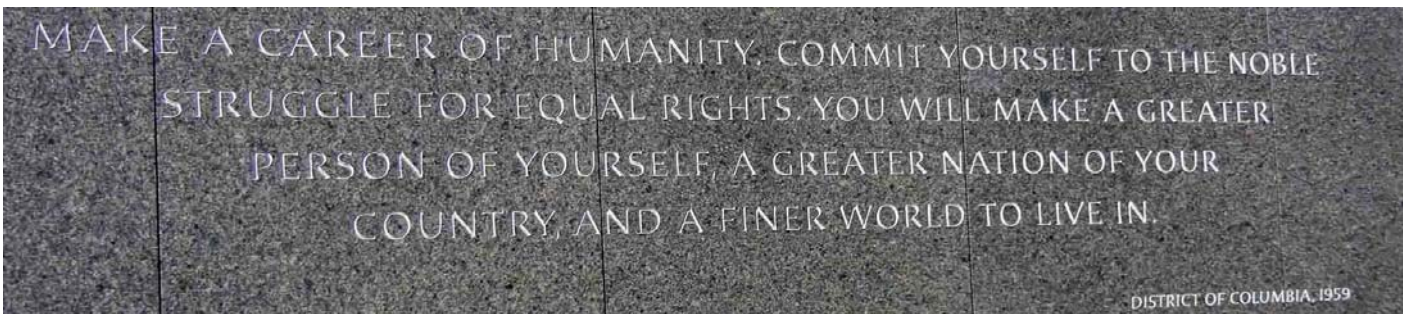
Shown are works by Roger Shimomura, Shizu Saldamando, Satomi Shirai, Hye Yeon Nam, CYJO, Zhang Chun Hong, and Tam Tran.

The Gallery is Open Every Day But Christmas
Free Admission



THE MARTIN LUTHER KING MEMORIAL

Located on the eastern bank of the Potomac, across the tidal basin from the Jefferson Memorial, this salute to the great Civil Rights leader features a statue of King and quotations from many of his speeches and writings. The statue itself is in brilliant white marble.





HOW POETRY EMERGES FROM DIFFICULTY

Yukiko Inoue, PhD
 Professor of Educational Psychology
 University of Guam

Natsume Soseki (1867-1916) is one of Japan's most famous novelists, and recognized as a master of psychological fiction. Soseki's *Botchan* (1906) is one of the most widely read novels in Japan. Together with Ogai Mori (1862-1922), Soseki is considered to be the father of Modernism in Japanese literature. His portrait appeared on the 1000 yen of the Japanese bill note from 1984 to 2004.

Soseki was a high school English teacher one time, and then studied in Britain. After returning to Japan, he became a professor at Tokyo Imperial University (later known as Tokyo University). He later resigned from his teaching position in order to devote his time to writing only. In addition to winning critical acclaim, Soseki was a popular success as a novelist: earning more in royalties than any other contributor to contemporary Japanese literature.

逃亡の身にあらねども何処にか逃げ
て行きたし

I am not
 A fugitive yet I wish
 I could run away,
 Somewhere far, far away,

The following passage appears at the beginning of Soseki's novel, *Kusamukura*. This passage is quoted in textbooks of the Japanese language, and so has become very well known. I have never forgotten Soseki's words since I first read this passage, when I was a student in middle school. Not only did I not forget: this passage is the one that gave me so much energy to keep going. The passage reads (note that these are my translation from Japanese to English):

“Let intellect be your sole guide and you will become harsh and rigid. You will be drowned if you row with the sentiments and emotions. Having your own way is uncomfortable. The human world is apt to be a difficult place to live indeed.... When you realize the fact that the difficulty in living is the same wherever you go, poetry will emerge, along with the images that might accompany it.”

I have no religion other than poetry, nor do I feel the need for any other religion. The passage above is so powerful that it has always been like the Bible, for me. Yes, the human world is a difficult place to live. As so many, including the Buddha, have noted, living itself is often a matter of suffering. Tokugawa Ieyasu, who was the founder and first *shogun* of the Tokugawa era in Japan, is said once to have described *life* as follows: “One's life is a journey going far, far way, bearing heavy burdens on one's back.” Indeed, no matter how heavy the burdens on one's back are, a person has to keep going, at least, until the final destination. Even though I also believe that life's journey is full of hardships, I am also a positive person. This probably is because I believe in myself, and I know that I am the person in charge of my life.

My poetry mentor told me, “When you are sick, write a poem about your sickness; when you feel lonely, write about your loneliness; when you are frustrated, write about your frustration; when you are angry, write about your anger; and when you are sad, write about your sadness. *Tanka* poems are all about expressing your feelings.” The mentor's words were like therapy to me. They may be the source of my decision to make writing *tanka* poetry a lifelong part of my journey.

Frequently, when we experience harsh or bitter circumstances, we try to run away from them, or move to a new place. This is human nature, and I am no exception. Oftentimes I am driven by an impulse to escape from my present reality, as if I were a bird that could fly anywhere she chooses, saying to myself, “I have to go, I have to go.”

Where? Then I realize that there is no place for me to go.

(continued on the next page)

(How Poetry Emerges from Difficulty)

What I can do is to write a poem. And so, writing poetry is a way of life, and a serious business, for me. Speaking of birds, the following is my *tanka*:

飛ぶことは喜びではなく生きるため鳥のかなしみわかる心地す

**flying in the sky
is not for pleasure but
for survival —
I think I can understand
the sorrow of birds**

I LEFT MY HEART & SEOUL

Teaching &
Studying in
Dankook's South
Korea

Andie Kim
Veronica M. Gomez
Sopangia Tat
Krystle Pleyto

EXPERIENCES OF FOUR AMERICAN EXCHANGE STUDENTS IN KOREA

Under an exchange program established by NAAPAE President John Tsuchida between Dankook University in South Korea and the California State University, Long Beach, forty American students can travel to Dankook each year as summer exchange students. At the NAAPAE Conference, four of the students who participated in the exchange this past summer showed pictures of their experiences. Their presentation is available for your viewing on the NAAPAE website. www.NAAPAE.net; click on “Conferences,” then on “Exchange Program.”

CHECK OUT THE NAAPAE WEBSITE

<http://www.naapae.net>

On our website, you will find the following information about NAAPAE

- Purposes
- Mission
- Conferences
- Achievements
- Scholarship Information
- Membership Information
- History
- Newsletters
- Executive Council
- Constitution and Manual of Operations
- Scholarly Resources
- Contacts
- Links to Other API Resources

Take a look.



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.)**

