

CAPSA Newsletter

通訊

華裔家長學生協會

2004年六月

TO CARRY ON

會長的話 鍾志明

No sure this a good title to convey my thoughts to you. But I will give a try.

This Memorial Day Weekend marked perhaps one of the most memorable weekends in our life: mine, your parents, your grandparents, and yes, yours as well. It dedicated the World War II Memorial on the Mall. And the dedication was long overdue – 60 years after the war was over.

The war was a distance one even to my generation; and it was an ancient one to yours, where you could only get a glimpse of it from history books and at the most perhaps from your great grandparents. Yet, it was the spirit that bestowed from those men and women, sixteen million strong, some who had made the ultimate sacrifice, that kept this country going and that brought freedom and liberty to everyone of us to enjoy in the third millennium of the mankind.

What these World War II veterans taught us was their willingness to show their care for others and to help others, even it meant that they had to interrupt their own lives at home, and risk their own lives at the war fronts. This spirit must go on and will go on.

To me, such spirit has already embedded in your young life. And it will be with your beautiful souls for the rest of your coming years.

It has been a privilege of mine to have come to know each of you in the past years when you came to share your knowledge and experiences with others who were in need of them. Your dedication and love of sharing are the pillars of the success of this CAPSA program. And you are also the ones who make the CAPSA program stronger and better with time.

Time will move on, serving as the backdrop of everything else evolving around us. June is an exciting month of the year because you are wrapping up an important stage of your life – graduating from your high school. My congratulations to each of you, for getting a job well done; and to your parents, for their tender loving care to bring you up magnificently as responsible young men and women for our future society.

Yes, you will be parting soon after the summer, nesting in whichever college you will be in and starting to weave up yet another dream in your life. Our thoughts go out with you wherever you will be: be healthy, be peaceful, and be happy. While enjoying your life, where college life is probably the best as you will find out later, I am sure that you will also be working hard to fulfill whatever the dreams that you may set your mind to.

As always to be a final plea, that is, come back to visit us whenever you can.

Riley M. Chung, President
CAPSA
June 5, 2004



2003—2004 社會服務工作

§ 2003年8月24日舉辦 coordinators workshop 並籌劃學生課業輔導的各項工作。

§ 2003年8月30日學生課業輔導登記, tutors, tutees 及家長 orientation, 並分組。11時開始上課, 以一對一教學方式, 對象是新移民學生及有需要的學生和家長, 租用地點 9201 Scott Dr. Rockville, Robert Frost Middle School..

§ 2003年10月25日為 Halloween Festival 在 Olney Library 由梁麗珠, 顏素娟, 陳素惠, 施凱倫, 雷巾儀以及在 Aspen Hill Library 由王淑華, 韓德慈, 楊文婷梁麗珠等會員提供剪紙服務。

§ 2003年11月30日梁麗珠, 韓德慈參加在 Rockville Civic Center 舉辦的年度聖誕樹佈置大展, 以精美推典, 代表吉祥的各式各樣中國結掛飾全聖誕樹, 別具特殊的中國風味, 展期一個月。

§ 2004年1月2日梁麗珠, 韓德慈到 Twin Brook Library 的展示牆, 佈置中國年並展示中國旗袍, 展期一個月。

§ 2004年1月3日梁麗珠, 簡瑛珠到 Aspen Hill Library 佈置中國新年櫥窗, 展期一個月。

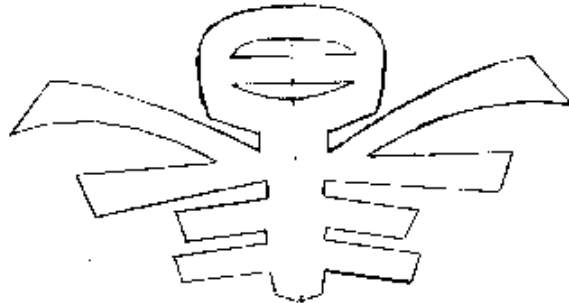
§ 2004年1月5日梁麗珠, 何杏芳, 韓德慈到 Potomac Elementary School 佈置中國新年櫥窗, 展期一個月。

§ 2004年1月9日梁麗珠, 何杏芳, 韓德慈到 Silver Spring Library 佈置中國新年櫥窗, 展期一個月。

§ 2004年1月17日為慶祝中國新年梁偉根, 梁麗珠, 何杏芳到 Potomac Lib. 做剪紙的服務。

§ 2004年1月24日梁麗珠, 梁偉根, 何杏芳, 施麗月, 梁愛莉, 顏曉慧到 Lake Forest Mall 為慶祝中國年提供剪紙的服務。

§ 2004年4月17日梁麗珠, 何杏芳, 韓德慈, 鮑怡到 Lake Forest Mall 為贊助並重視早期兒童教育, 提供剪紙的服務。



為下一代
創造更美好的
明天



CAPSA Reflections by Catherine Shen

When I first started with CAPSA in the fall of 1999, I had no idea how deeply I would become invested in this program. I came into this tutoring program as a shy and conscientious eighth grader, unsure about my abilities to tutor others. I remember asking my mom, worriedly, whether or not my Chinese would be good enough for this program. Gradually, however, I learned that simply making the effort to communicate my knowledge to another person was enough for them to get something out of our tutoring session and to make the experience rewarding for myself. Over the years, I gained more confidence through the leadership opportunities offered to me by CAPSA as well as a growing sense of dedication and pride in our tutoring program.

Teaching others is something that I feel very passionately about. Hopefully this won't sound cliché when I say that I believe everyone who wants to learn should have that opportunity. Coming to that point of comprehension gives you an immensely gratifying feeling of accomplishment. This point of understanding should not be impeded by language barriers or any other learning obstacles. In tutoring others, I had the opportunity to explain things to other people in a certain way, and sometimes just letting them see things like you see them is all it takes for things to 'click.'

Although I did not have as much of a chance to tutor as a coordinator, I was able to witness this same kind of interaction going on between the tutors and tutees in my group. Every weekend, I would see tutees come in and go

straight towards their tutors. I saw tutors and tutees, heads bent, working intently (most of the times!) on their assignments. I was amazed at how focused some of these tutoring pairs were, and how emphatic tutors could get while explaining math processes, biology terms, or English composition to their students. For me, the most rewarding part of being in this program was being able to work with so many other wonderful tutors and tutees. In watching the tutors engage and interact with their tutees each week, I gained respect for each of them, their efforts and their abilities. Thus, I am not at all worried about the future state of the CAPSA Tutoring Program. I know that there are and will be more great tutors in this program who will continue to provide their services to others.

In conclusion, I want to say thanks to all those at CAPSA who gave me the wonderful opportunity to be a tutor and coordinator in this program, to all the tutors and tutees in the Middle School Group who have made this my best year in CAPSA, and to all of the other coordinators, parents, and tutors who were part of this effort. Thanks for the great experience and best wishes in the years to come!

課業輔導





TUTOR TO TUTEE: MY JOURNEY THROUGH CAPSA

*Written by Jacquelyn Chang
Lead High School Coordinator (2003-2004)*

I first started working at CAPSA when I was 13 years old. It was the 8th grade and suddenly, I needed community service hours. I had heard about CAPSA through a family friend. Never having done any community service before this point, I didn't know what to expect or what was expected of me.

I started out teaching a middle school student. I had assumed that the students I would be tutoring would be kids that were forced to come to CAPSA by their parents. I had assumed that they didn't want to work. I was wrong. The students I worked with that first year, especially the one that I was eventually paired with, were extremely hardworking, bright individuals. They were just unfortunate enough to have moved to a new country so late in their lives. They weren't being forced to come here either. Many of them came with homework and engaging questions about English, America, field trips, and Nickelodeon. They enjoyed coming to CAPSA every Saturday morning because they knew that it was helping them adapt to their new environment. Their parents certainly didn't need to watch over their shoulders or instruct them to behave. The students I worked with were autonomous and independent, ready to learn and ready to play.

The next few years that followed, I jumped from the Middle School Group to the Elementary School Group (now split into Upper and Lower Elementary) and eventually landed in the High School Group. Here, I found the kind of teaching that I truly enjoyed. Although the children I had worked with before were fun and energetic, the things I had been teaching them were things that I

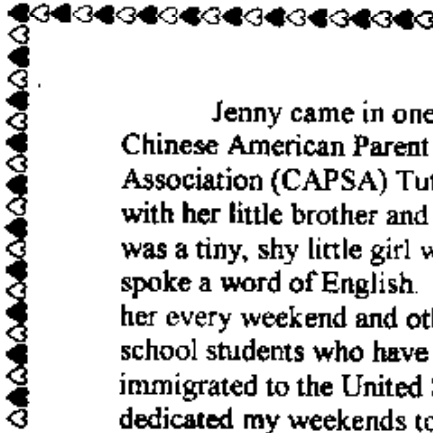
wasn't sure how to teach. Spelling, reading, writing, I had learned all these skills so long ago that I found it hard to show them how to improve their own abilities. In the High School Group, I found the subjects that I felt comfortable with: algebra, chemistry, history. Combined with friendly, eager to learn students, my stint as a High School Tutor was one of my most enjoyable experiences.

As my senior year of high school came upon me, I decided to try and move up within CAPSA. As much as I enjoyed tutoring, I felt that I both could and should shoulder more responsibility. I interviewed to be a coordinator and found myself designated as the new Lead High School Coordinator.

At first I was lost. I hadn't yet discovered all the inner workings of CAPSA and I made plenty of mistakes. However, as time went by (and my fellow coordinators and mentors gently guided me), I began to make better decisions. With this experience, I have learned what it means to have a job. Because that is what being a CAPSA coordinator is: a job. It's not a place where you can fool around and expect your parents and peers to pick up after you. When you are given responsibility, you're expected to get the job done. This work experience has prepared me for all the jobs to come. It has taught me hard work and dedication.

I can never return to CAPSA all it has given me. All I can hope for is that it continues to give these same lessons to coordinators, tutors, and tutees for years to come. I first thought that I was at CAPSA to teach. Now I know that I was at CAPSA to learn.





Passion---Inspired

By Cynthia Bien

Jenny came in one day to the Chinese American Parent Student Association (CAPSA) Tutoring Program with her little brother and mother. She was a tiny, shy little girl who hardly spoke a word of English. I would tutor her every weekend and other elementary school students who have recently immigrated to the United States. I dedicated my weekends to helping them adapt to the new American culture and learn the language as well. Before, I used to consider it as just an extracurricular activity, but over the years, my passion for it grew and I began to see it as a way to give back to the community. Being selected as coordinator, my goals became reality and took the program to a whole new level with more experienced tutors and helping students in a wide range of subjects.


Her mother came to talk to me about her daughter and what areas she needed help on so I could work with her on it. She also described her family situation, which definitely left a mark on me. She had said that she and her husband were divorced, which is very rare in the Asian community, and that her husband didn't want the children anymore. As a result, she was the only one left supporting her children. Since she recently immigrated to America, she didn't have a clue, as harsh as it may sound. No friends or even acquaintances to help her out and I sympathized with her, even though she might not have wanted it. I fell easily into conversation with her and learned that she and her children woke up before the sun rose to take the metro and then the bus in order to take advantage of this tutoring program. Their commitment to each other inspired me to do all I could to

help them and improve their chances for success.

Being bilingual myself in Chinese and English, it made it easier to communicate to the students and relate to their lives as well. Both my parents immigrated to the United States when they were around 30 in order to start a family that gave their own children a life full of opportunities. They stayed in Texas for a while, then moved to New York to get some money to start a life here, and then decided to settle down in Maryland. Growing up they taught me good values and that America was a place for second chances.

Keeping my parents' motto with me throughout the years has made me love my position of tutoring new immigrants. According to the values I was brought up with, I wanted to service the community and help others benefit from my parents' advantageous decision.

As a result, I tried to make the best of Jenny's sessions each week because it was her second chance at a better and educated life. After two years of being with her, she quickly became very proficient in English and can now help her brother. After seeing her grow so much in only a few years, I have felt the happiest I could because she has benefited from my skills of being bilingual. Not only had I learned to be patient and persistent when a challenge appears, but Jenny also learned the most important skill needed to survive in America from me. After all, being bilingual has helped one person, now there's a possibility that it can help even more. One student of mine was solely responsible for my passion towards my teaching career. I hope that I can continue to inspire and be inspired by people like Jenny.





A Win-Win Situation: Tutoring a Child

By Joyce Lin

When I first began to volunteer for the Chinese American Parent and Student Association (CAPSA) tutoring program, I was unsure of how successful my efforts would be. I had never attempted to teach anyone, let alone in Chinese, a second language that had grown rusty from disuse. How helpful or effective could I really be teaching recently arrived immigrant children? At the outset, I seriously doubted my ability to tutor or make any kind of difference in these young lives. However, I knew the value of a good education, especially during the formative years. I had many fond memories of my preschool and kindergarten days, when I first learned to read and do simple math problems. Teachers and family members all had a strong impression on me as they patiently taught me the basic skills, and even today, I can remember the first spelling workbooks that I did and the first books that I read. I wanted to influence my students in the same way. Many of them spoke very little English and would need a significant amount of help to catch up to their peers. Learning the basics would put them on the path to success in America, and they would need the extra help, since the parents in most cases did not speak very much English either. It was already difficult enough to relocate halfway around the globe – the children now faced the additional challenge of learning a completely different language. I had no previous experience tutoring in Chinese, and I was anxious to see how successful I would be.

The program coordinators paired me with Kitty Ning, a 7-year old girl who had just recently come to the United States. Her English was at a very basic

level, but she was at an age when a second language is usually easy to pick up. When we first met, I introduced myself in Chinese. I felt strange because I usually only spoke Chinese to my parents and their friends. At times, my less-than-fluent Chinese proved to be an obstacle, especially when we read and I needed to translate for her. Helping her answer seemingly simple questions made me realize how difficult English could be for someone who did not speak it natively. She struggled to master verb tenses, singular and plural nouns, and spelling, all common problems among Chinese speakers who have grown up speaking a radically different language. It was challenging at times to demonstrate how an English sentence should be constructed, or explain why a certain tense should be used in a certain situation. Her vocabulary was also limited, and it could be frustrating to explain certain words if I could not directly translate them to Chinese. Watching someone else try to learn how to read made me appreciate the teachers who had taught me when I was young and had made everything so clear and straightforward for me. I saw the importance of a solid foundation of basic reading and writing skills, which I take for granted every day. For me however, it was most fulfilling to see how my tutee was growing in other ways. Kitty was rather shy and quiet in the beginning, and I felt like I had made a real connection with her when I saw how much more outgoing and willing to speak she was after we had spent more time together.

Kitty was not the only one who was learning though. It was also a good opportunity for me to practice speaking Chinese, and teaching helped reinforce my own knowledge. Seeing Kitty

struggle with learning English also helped me understand how difficult it must have been for my parents when they first immigrated to the U.S. I marvel that they were able to adapt so well to a foreign nation. Language is powerful – it can open doors and widen the scope of available opportunities. Not knowing English is a great barrier in America, and it is not always an easy one to overcome. We often take language for granted, since it comes to most of us naturally. Tutoring Kitty opened my eyes to the hardships of learning a new language and fitting into a new country. It is important that we continue to provide support for newly arrived immigrants and understand how great the language barrier can be. I am glad that I made the decision to tutor and be a part of program that is taking steps to make America accessible to everyone who wishes to succeed.



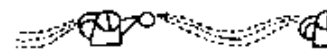
Be a coordinator By Christine Yang

Every Saturday morning since the eighth grade, I have shown up at the Robert Frost Middle School cafeteria surprisingly awake and eager to help someone or make a difference or do anything to fulfill the mission of CAPSA – to teach new Chinese immigrants of any age the language and culture of America.

As lead coordinator of the Lower Elementary School Group this year, my official job description entails matching tutor-tutee pairs, interviewing potential new tutors, checking attendance, and maintaining a general sense of organization in my group yet this is not the most difficult or most meaningful aspect of my job. My real job is to be a

listener and a motivator for the impatient students, the indifferent or frustrated tutors, and sometimes even the anxious parents of students.

Within the past four years I have changed a lot both as a person and as a student. The majority of this change has occurred during these two-and-a-quarter hours a week. Each week it seems that I am witnessing brief images of the same hardships that my parents faced as I see new Chinese immigrants join the CAPSA tutoring program in their quest for the "American Dream" or a "better life." Observing their passion, dedication, successes and failures, optimism, and diligence has gradually brought out my courage to speak. Although I started as a timid tutor, last year I was promoted to lead coordinator of the entire lower elementary school group. Four years ago I never would have imagined running a group of over seventy people. Through my experience at CAPSA, I have developed my confidence, maturity, compassion, and leadership abilities both as a person and as a student.



Task (CAPSA)

- Develop materials for members to use when introducing Chinese culture
- Provide volunteers to present the Chinese culture
- Provide volunteers to participate in various MCPS committees
- Provide tutorial program to new immigrants and other needy students
- Publish newsletters/annual reports to serve as a channel for communication and sharing of ideas among members

~*~*~*~*~*~*~*~*~*~*





Exchange Friendship

Lijia Gong

After four years at the CAPSA tutoring program I have tutored almost every level and grade of students—adult beginners and advanced children; elementary, middle, and high school students; those fluent in English and those who have only first stepped foot in this country the week before. Having experienced a little bit of almost every aspect of CAPSA, I find it very difficult to point to one particular incident to represent my whole experience.

As a coordinator this year, I have had the pleasure of stepping in as a substitute tutor. When I open up the newspaper to find an article to help Tianyu with his current events assignment or when Zhuo opens her binder to her map of Africa, I can always sense a degree of unease. This unease makes me profoundly happy as a coordinator. As counterintuitive as that may sound, I am happy because this unease is an indication of the strong relationship between each tutor and tutee pair in our middle school group. On days when I am not substituting, I walk from one pair to another, making sure that everyone stays on task. Not only do I find that everyone works hard on their homework, but I also find that there exists between each pair a deep friendship and mutual respect. I can always count on seeing Tedlin and Ethan laughing together. I can always count on Sally and Angel to be sharing their lives with each other. In our group tutees are willing to approach their tutors and talk about their interests

and daily lives. Tutees are unafraid to ask questions about their assignments. Tutors and tutees are engaged and actively committed to their learning and most importantly, each other.

It is these relationships that make CAPSA as successful as it is. Having experienced this community from so many different perspectives, I can honestly say that each individual plays an integral part of creating such a warm and inviting community.

As a senior, this is my final year at CAPSA before I head off to college. What I will always remember is not only my own experiences with CAPSA, from tutoring Henry to substituting for a beginner adult tutoring session, but the memories that I have of others. I can never forget the way that Tianyu looks so excited when Ming-Yuan walks in at 10:00 am to start off their tutoring session. I can never forget Andrew and Henry's shared jokes and frustrations. In imparting wisdom, in teaching English to newly immigrated students, in trying to solve complicated math problems, these tutors have done far more than just teach their students how to do their homework; these tutors have given their tutees the gift of mentorship. In return, these tutees have given their tutors the gift of friendship. It is in this exchange that the most value of this program lies.



CAPSA Tutoring Program would not be possible without the time and effort put in by all the tutors and coordinators.

Lower Elem. School Group

Christine Yang
Catherine Lien
Elaine Tsai
Tiffany Chang
Daniel Chen
Su-Yu Chen
Sandy Chiang
Jennifer Chu
Richard Fan
Angela Fang
Patrick Feng
Angela Hou
Pamela Hsu
Eric Hu
Evaline Huang
Kevin Hwang
Cory Kuo
Cindy Kwan
Jennifer Kwong
Kevin Lee
Mimi Lee
Kun Li
Lillian Li
Michael Lin
Connie Liu
Karin Luk
Paul Pang
Michelle Shen
Kelly Shih
Donna Siu
Emily Sze
Jerry Tsao
Michelle Tseng
Jonathan Wang
Sam Wang
Rita Wu
Lily Yang
Justin Yin
Calvin Yu
Denis Yu
Jamie Zhang
Sara Zhang
James Zhao
Mo Zhu

Upper Elem. School Group

Cynthia Bien
Kevin Fong
Sophie Yang
Monica Chan
Derek Chang
Alice Chen
Anita Chen
Joshua Fan
Austin Fang
Elaine Fang
Gregory Fu
Stephen Gao
Mei Jiao
Kevin Kahn
Brian Lee
Jennifer Lei
William Leung
Kevin Lewi
Joshua Lin
Catherine Liow
Frances Liu
Liang Liu
Victoria Liu
Karen Nio
Sean Pang
Frederick Tang
Jessie Tsai
Michael Tsai
Jonathan Yang

Middle School Group

Catherine Shen
Lijia Gong
Karen Shih
Jeff Cao
Melody Chan
Elysha Chang
Jay Chang
Angela Chen
Helen Chen
Diane Cheng
Sharice Cheng
Kevin Chu
Angela Fan

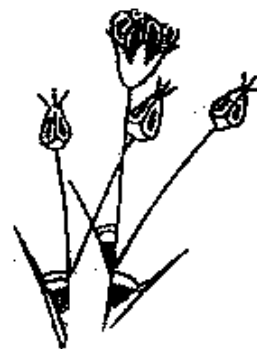
Middle School Group

Mingwei Hsu
Andrew Huang
Ethan Lan
Margaret Lee
Max Li
Jamie Lin
Mindy Lin
Chang Liu
Sha Sha Lu
Alexander Pei
Karen Tan
Will Tao
Lumay Wang
Sally Wu
David Xu
Phyllis Xu
Yao Yang
Ming-Yuan Zhou

High School Group

Jackie Chang
Joyce Lin
Tiffany Yang
Olivia Chang
Austin Cheng
Gina Cheng
Dean Chiang
Henry Chow
Michael Lee
Aileen Leung
Robert Peng
Valerie Shen
Caroline Tseng
Andrew Wang
Linan Xiao

Thank you!





Special thanks to the following volunteer staffs:

Kristen Brewer

梁麗珠 Brigitta Dai

韓德慈 Amber Hsu

何杏芳 Betty Leung

Jane Lichtenstein

陳鳳凰 Dr. Phoenix Liu

黃秀萍 Shuping Shen

簡瑛珠 Ying-Ju Tsai

張樞華 Su-Hwa Chang

馮鮑怡 Miranda Fong

胡映芬 Ying-Fen Hu

梁偉根 Dr. Aldrin Leung

王時君 Shih-Chun Lien

林良修 Dr. Liang-Shiou Lin

顏素娟 Sujuan Shih

王淑華 Sue-Hwa Yang

鍾志明 Dr. Riley Chung

侯麗華 Lihua Hou

陳素惠 Emily Lei

李元聖 John Li

劉愛音 Irene Liu

陳季靜 Jihjing Lin

Christine Spendley

沈翠平 Betty Zhang



Volunteer Staffs and Coordinators at CAPSA Christmas Party

1st Row (Left to Right): Elaine Tsai, Sujuan Shih, Shih-Chun Lien, Catherine Lien, Irene Liu, Brigitta Dai, Sophie Yan, Joyce Lin, Jackie Chang, Jane Lichtenstein, Su-Hwa Chang, Betty Leung, Cynthia Bien, Christine Yang

2nd Row (left to Right): Dr. Riley Chung, Ying-Ju Tsai, Miranda Fong, Shuping Shen, Sue-Hwa Yang, Tiffany Yang, Dr. Liang-Shiou Lin, Catherine Shen, Dr. Aldrin Leung, Lijia Gong, John Li, Karen Shih, Kristen Brewer



CAPSA Tutoring Program would like to thank the following Friends of CAPSA who helped to facilitate our weekly tutoring program, support other volunteer services and eliminate all shared facility rental fee this year.

Diamond Sponsor
Brigitta Dai

Platinum Sponsor
Dr. and Mrs. Victor Chiang
Anonymous
Multimax, Inc.

Silver Sponsor

Yongjing Jin Cao *Su-Hwa Chang* *Wesley Clark*

Bronze Sponsor

Amber Hsu *Shih-Chun Lien* *Chun-Tai Tseng*
Min-Hsiang Wei

Brass Sponsor

<i>Ai-Chiao Chung</i>	<i>Johnson Chen</i>	<i>Shu Yuan Chen</i>	<i>Ada Cheng</i>
<i>Meng-Sheng Cheng</i>	<i>Shiow-Jen Cheng</i>	<i>Riley Chung</i>	<i>Eddie Gong</i>
<i>Stephanie Ho</i>	<i>Chunxia Huang</i>	<i>George Huang</i>	<i>Caroline Hwang</i>
<i>Dao-Cheung Kuo</i>	<i>Henri Lee</i>	<i>Ruth Lee</i>	<i>John Li</i>
<i>Liang-Shiou Lin</i>	<i>Yen-Ching Lin</i>	<i>Jason Liou</i>	<i>John Ng</i>
<i>Karen Sees</i>	<i>Lee Jane Tran</i>	<i>James Tsao</i>	<i>Amy Wang</i>
<i>Meizhou Wang</i>	<i>Terrie Xu</i>	<i>Sue-Hwa Yang</i>	<i>Maggie Yen</i>
<i>Cindy Yu</i>	<i>Yue Yun Yu</i>	<i>Shun Yuen</i>	

CAPSA Tutoring Program provides tutoring services to new immigrants and needy families. Your contribution ensures that these services will be provided with reduced burden to these families. If you wish to become a friend of CAPSA, please contact Mrs. Brigitta Dai, Director of CAPSA Tutoring Program at (301) 294-2329 or send your tax-deductible gift to:

CAPSA
P.O. Box 1603
Rockville, Maryland 20849-1603



Thank you!

