



蒙郡華裔家長學生協會  
Chinese American Parents and Students Association  
**CAPSA Newsletter 2009 通訊**

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## 會長的話

梁麗珠

親愛的孩子，又是一年了，是耕耘也是豐收，你們的無私奉獻，你們的努力學習，顯示出了我們華裔家長學生協會“學生課業輔導”的精神，不僅僅是教和學，不僅僅是給和受，而是相互來往交流的。每個人都是給與者，也都是收受者，除了學業，知識，華語英語的相得益彰，更是培養了美好的手足情。

今天我們緬懷追思陳潘芳雲老師，她對抗癌症四年。於2月5日撒手人寰。她生前協助無以數計的華裔家長和學生渡過難關，尤其在幫助新移民家庭融入公立學校系統，受惠者眾。她遺留給我們對生命的啓示是：

- 1：享受人生，讓生命發出光輝。
- 2：敬業樂群，服務社區。
- 3：偶爾駐足，欣賞大自然的芬芳。
- 4：遭遇困難時，處之泰然。

為敬仰並追隨她的精神，我們協會已經成立“陳潘芳雲紀念基金-社區服務寫作獎”上個月已有廿多人參賽。我們也已經評選出三位優勝者。往後我們每年都將舉辦同樣的寫作獎賽。

在這兒我要謝謝各位送孩子來的家長及學生，各位做志工的家長，小老師及學生協調員，是你們的熱心，愛心，維護我們這個大家庭的順利運作。

祝學業順利！！身體健康！！

## *Advisory Board Announcement*

The CAPSA Advisory Board has approved the following nominations and appointments in March 2009:

### CAPSA Advisory Board

- Chair: Miranda Fong (鮑怡)  
Vice Chair: Sue Hwa Yang (王淑華)  
Other Members: Betty Leung (何杏芳), Nae-Ning Lin (余乃寧) and Yingju Tsai (簡瑛珠)  
Lifetime Members: Riley Chung (鍾志明) and Brigitta Dai (梁麗珠)

### 2009-10 CAPSA Officers:

- President: Brigitta Dai (梁麗珠)  
VP & Director of Tutoring Program: Aldrin Leung (梁偉根)  
Vice President, Community Affairs: Sylvia Ma (馬思敏)  
Treasurer: Lily Shen (余秀雯)

## 2009 Carol Chen Memorial Essay Award for Community Services

Mrs. Carol Chen (1938-2009) was one of the founders of CAPSA in 1988 and an active and influential member of the CAPSA Advisory Board. She had an amazing career in the Montgomery County Public Schools (MCPS) since 1977, serving in many positions and ultimately as a parent community coordinator/ specialist focusing on ESOL students and their families. She had dedicated herself to all kinds of community service activities in her life. Her legacy will endure in the hearts of all who had the privilege of knowing her. Mrs. Chen was an accomplished photographer, writer, nature lover, and an avid world traveler. We will forever miss her welcoming and friendly smile, unlimited and resourceful ideas, relentless and “can-do” attitude, and persistent and professional working style. She has set a high bar and will remain a role model for all of us.

Thanks to the appeal of the Chen’s family to make donations to CAPSA in Mrs. Chen’s name in February, CAPSA has received \$4,722 for the Carol Chen Memorial Fund and initiated the Carol Chen Memorial Essay Award for Community Services to honor her extraordinary contributions to the community and CAPSA and to celebrate her love for writing. Three winners and five honorable mentions were selected from the entrants in April 2009.

CAPSA would also like to express its gratitude to the Award Selection Committee members: Loretta Chen, Dr. Martin Chen, Lisa Leung, Dr. Eric Lin, and Nae-Ning Lin.

### Winners:

- Xin Shan (單心)
- Lillian Li (李旻旻)
- Donna Yang (楊以晞)

### Honorable Mentions:

- Kelly Shih (施凱莉)
- David Cao (曹方圓)

- Kevin Hwang (黃凱群)
- Lawrence Yen (閔明鉉)
- Ann Xi (奚安)

## The Power of Languages By Xin Shan (單心)

The power and diversity of languages are intriguing. Different languages bring with them the emotions that exist only to their speakers. For example, the Chinese interjection "Ai-yah!" can mean "Oh no," "You're annoying me," or some other indescribable emotion. For native speakers, the use of "Ai-yah" comes naturally, but for others, the feelings associated are hard to grasp. It is as if the Chinese speakers acquired an emotion, another dimension to life, which no one else has. Another perplexing power of language is its ability to bring two strangers closer. Once, I started speaking Japanese to a troubled Japanese girl, and she immediately sighed and conversed with me as if we were best friends. It was as if I understood her emotionally because I knew her tongue. As a proud possessor of four languages—Chinese, Japanese, English, and Spanish—I want to connect and help others, especially immigrants, using my linguistic abilities. The closeness and comfort we form through our common language may be their greatest console in a foreign country. I help to build my community by forming these bridges between people of different origins, creating relations and connections that strengthen a society as well as each individual person.

Two summers ago, I taught Chinese and Japanese to American teenagers in the Enrichment Centers, Inc. Last summer, I volunteered with the Sakura Educational Exchange program to help Japanese foreign exchange students assimilate to American culture and to teach them the importance of community service. In my sophomore year, I founded the Learn a Language Club at school to teach students foreign languages. Last year, at Spanish Honors Society I helped ESOL students complete their homework. The

community I am involved in is diverse, yet everyone in the community wants to learn a new language, understand another culture, acquire that new dimension of emotion, relate to more people, or just simply experience this vast world to the fullest.

With this in mind, I joined the Chinese American Parent Student Association (CAPSA) to give back to my original community – Chinese immigrants. Last year, I helped a Chinese high school girl compose her English essays. This year, I am an English teacher to a middle-aged Chinese man. I am greeted each week by the brightly lit face of the girl who tells me her English grade was improving or by the beaming expression of the man eager to learn a few vocabularies. The encouragement and support that I, the tutor, give to the students motivate them to value the importance of learning a new language, and the enthusiasm they have at understanding another culture motivates me to continue spreading my experience. Though I have not yet fully understood the power of languages, I have shared my knowledge to a community where each individual will continue to share theirs to others. I am, and my community is, definitely steps closer to acquiring those powers of language. We are proud of these multicultural bridges we have made.

### **Bonded By Culture and Community** **By Lillian Li (李旻旻)**

I was born and raised in America. Every other day of the week, American slang, American popular culture, and American news surround me. I eat out at MacDonal'd's and Pizza Hut, and while at home, chopsticks fall, useless, from my hands. While my parents flip through their Chinese newspapers, I read Time Magazine and People Magazine. My Chinese is so rusty that my tongue feels clumsy when I talk to my grandma on the phone. Yet, even though I identify myself as an American, I am always homesick for China. CAPSA sends me back to a world that is eighteen hours away, by plane. This is a feeling shared by many, the newly emigrated and the Americanized

citizens. A part of us goes to CAPSA because we feel that it is our second home, a little piece of our ancestor's country.

Another part of us feels connected to CAPSA because it is larger than we are. I am a part of something intangible, but living; I am a part of a community. I play a role, as every member does, that is significant for the survival of this community. This is my sixth year of volunteering for CAPSA; I was a tutor for four years, a coordinator for one, and am currently a lead coordinator. One of my favorite memories from my time at CAPSA was a year ago. I was at a restaurant with a group of friends. I stood up to go refill my drink, when I felt someone pull on my shirt. I turned around and I saw a boy who I had tutored four years ago. Although he was much taller, he still had the same messy hair and mischievous look in his eyes. His mouth, usually pulled into an exaggerated frown whenever I told him to finish his homework, was smiling as he exclaimed, "I remember you! You used to be my tutor." I had not seen him since he was six and knowing that he still recognized me made me realize that all those Saturdays of chasing after him, bribing him with candy, and playing our umpteenth game of hangman had not been ill spent. I had made an impact in his life, just as he had left his mark on mine, with his constant testing of my patience, the pile of anecdotes he inspired, and the cell phone charms he presented to me on my birthday. Whenever I think about my old tutee, I smile to myself because it took a chance encounter at a restaurant to make both of us appreciate the other's part in our life. And, stemming from this realization, how significant CAPSA's role was in creating such a valuable bond.

When I enter into Robert Frost Middle School's brightly lit cafeteria every Saturday morning, it is as if I have opened the door into a new world, or rather, an old one. For the first time all week, Chinese characters, Chinese culture and Chinese customs inundate me. A grandmother tucks in my shirt tag and pokes my back into a straighter posture, and instead of shying away from the stranger's hands, I laugh and throw my shoulders back. My

mother coos at a little boy who is new to the program and pats his cheek, and instead of crying in fear, he gives a dimpled grin at a face that is both strange and familiar.

As a family is bonded by blood, the Chinese are bonded by a culture that is thousands of years old. There is a familiarity among all Chinese. Every Chinese mother is like my mother, every Chinese father is like my father, every Chinese boy is like my brother, and every Chinese girl is like my sister. In CAPSA, I have found a hundred mothers, fathers, brothers and sisters. And I have been a sister to many. An enclave hidden inside a middle school cafeteria, CAPSA evokes a sense of belonging that I know everyone who is a part of the program feels.

**My Experience and Reward  
in Community Service**  
By Donna Yang (楊以晞)

In the beginning, I'll admit, I did community service as a necessity. At 8<sup>th</sup> grade, it was drilled in our heads, that in order to graduate, we had to gain 60 grueling hours of community service. That year, in hopes of gaining these hours and completing this requirement, I quickly applied to the CAPSA tutoring program. I was accepted, and my roller coaster ride began. The ride was bumpy, but as I came gained more experience, I not only was able to reach out to even greater things, but gain knowledge I would have never gained anywhere else.

My first ever tutee was a little girl in first grade named Elizabeth Ng. At first, the coordinator was a little wary about having such a rookie teach her. She was mischievous, uninterested in learning, and most of all, fast. I remember for most of the first month, I was chasing her through the cafeteria with a book in one hand and a pencil in another, trying to get her to sit down and concentrate. But no matter how fast I ran, she always ran faster, dodging me left and right, leaving me panting and tired. I must say, she made me sometimes wonder why I had signed myself up for a year of this. But after weeks of bribing and begging, I

decided to try another approach to keep her still.

This time, instead of jumping into the lesson and trying to cram as much knowledge I could in the two hours I had, I decided to talk to her, and listen to what she had to say. And for the first time, she actually sat still for more than half an hour. Moreover, she even wanted to keep talking to me up until break. And after this talk, she was much more open to what I wanted to teach her. She was much more attentive, much more receptive, and that left me a happy tutor because not only was she sitting still, but we were bonding and friendship developed that was not there the week before. We began to talk, and I learned about how her mother works on Saturdays, and how her father lives in another house. And in turn, she learned about some funny stories that I heard in school. Every week, she showed me the world through a child's eyes, and I, in turn, taught her the knowledge she needed in school. The weeks following this discovery, CAPSA became much more pleasurable for me, and needless to say, I never thought about quitting again.

This is now my 5<sup>th</sup> year in CAPSA and I have gone through five more different students, each with a personality more different than the next. But Elizabeth will forever stay in my mind, as the little girl who taught me lessons far better than all my teachers. Moreover, she instilled in me, a desire to reach out and teach other children out there, who are not learning, merely because their teachers are too cold and disconnected to bring the lessons to them. But most of all, she has shown me how much more community service can be. It should not be dreaded on Saturday morning, nor should it be avoided. It is a source of infinite knowledge, stuff that won't be found in textbooks. I have learned to welcome all sources of community service, from interning at a local elementary school, to volunteering to fix houses in West Virginia to planning class fundraisers. I do it all, no matter how small, no matter how strange, I wish to serve the community, meet more of its people, and most of all, learn from them. The experience in itself is the reward I seek for my community service.

### Mapping Success

By Kelly Shih (施凱莉)

I must have sketched a world map on lined paper at least 20 times in my years at CAPSA. It was always my fallback activity—after my tutee finished their work, I would draw a map of the world and ask them to label major countries. I did it not only because I think geography is important, but I also thought it was also the most clear-cut, illustrative way to show them, literally, how far they had come.

The lasting, not just temporary, impact on those I have helped through my seven years at CAPSA, through teaching English in Taiwan, through tutoring at my old elementary school, through collecting supplies for soldiers, has always been my motivation to keep giving. Not only do I want my tutees to finish their algebra assignment, but I also want them to feel comfortable speaking English, living in a new culture, and balancing being Chinese and being American.

Since I have been blessed with a well-rounded education, I feel compelled to pass this opportunity to others. Education, regardless of socioeconomic or cultural background, is the key to success. Through my experiences in teaching, I have been fortunate enough to provide this vital tool to others.

All of my CAPSA tutees were bright and enthusiastic, but some lacked the language skills needed to convey their sentiments. So I would push the homework aside for a few minutes and just talk about their lives—his new paintball obsession, her dad living in China, his little sister's birthday. In the long-term, I knew that becoming confident with expressing their thoughts in English would spill over into schoolwork and daily socializing.

At my elementary school, the Homework Club I helped with had students specified as “struggling” by their teachers. Nia, my third grader, loved pink and loved math. She had endless stream of things to say and insisted she was superb at mathematics, but, in reality, she just didn't grasp the concepts nor could she stay focused long enough to finish her homework. But after a few months, Nia had

learned when to talk and when to work so she could finish all her homework by the end of the hour. It was especially important to me that I was helping students at a school that I had attended, no less in a club sponsored by my third-grade teacher. I believe that for any community that contributes to my growth, as my elementary school undoubtedly did, I should give back to help others have the same opportunities I did.

Education allows people to rise above their circumstances and paves the way for long-term success. Though all service is commendable, I believe arming people with critical thinking skills, study skills, communication skills, and social skills at an early age is the greatest gift. Through my years of service, being able to educate, whether through chatting in English, multiplying fractions, or drawing world maps, has been my most important contribution to the community.

### The Torch in the Darkness

By David Cao (曹方圓)

I was thrust into a strange country called America when I was six years old. I migrated from China, where I was perfectly content and enjoying my childhood, to this horrid place where I couldn't even talk to those around me. The transition from two bleakly different cultures and ways of life was filled with painful memories, and as a six-year-old who had not yet suffered through any hardships in life, the difficulties were unbearable at times. I still remember today the scars of my first year in America, the shock when I realized that not a single person knew what I was saying, the days I spent feeling disgusted at my isolation in bizarre new world. Everyone around me only knew a strange language known as “English.” Slowly and excruciatingly, I adapted to the environment, learned the new language, and the new ways of life. However, after more than a decade in this country, certain painful experiences of my childhood are still clearly imprinted into my memories,

experiences that I wish no other immigrant will ever have to go through.

I did not learn of Chinese American Parents and Students Association (CAPSA) until two years ago, through a friend on my bus. During one of our daily one-hour commutes to and from Montgomery Blair High School, he described to me a place where he taught an immigrant from China. The tutee had entered America introverted and afraid, unable to communicate with anyone around him. However after a year, my friend had slowly developed a relationship of mutual trust with him, and allowed him to thrive in this new world. Naturally, I did not fail to realize the parallel between his tutee's situation and my own – the most difficult memories from when I was six were still as clear as day. Three months later, I entered CAPSA as a tutor.

Whenever I sit down in the tutoring classroom, I look around and realize the brilliance behind CAPSA; it is a medicine that I never had when I arrived at the western world. Here were tutees that were probably just like me when I first came to the strange land – shy, scared, and clueless of why their trustworthy parents had changed their perfect worlds into one so mean and different. Yet very few showed the emotions that I had gone through – pain, sorrow, and most of all, a sense of extreme loneliness. The reason was sitting beside them, an older version of themselves that they could not only trust, but also allow to guide them through this difficult, eccentric environment known as America. Through my two years at CAPSA, my original enthusiasm has not waned, and CAPSA's messages remains clear: it is a place where those who have come to a new difficult land can find a guide to help them get through the hardships of a new life, a place where they can light a torch to find their way in the darkness.

### Leaving a Mark

By Kevin Hwang (黃凱群)

My community service at CAPSA through the years has not only left me important experiences that shaped my life giving me new eyes to view the world, but has also given me the opportunity to make a positive impact and influence in my community.

Six years ago, I was a tutor for the Lower Elementary School Group with only one goal in mind, to rack up as many student service learning hours as I could. The first couple of weeks, I viewed CAPSA as a burden as it consumed my Saturday mornings. Why was I here? I could be doing so many other things instead of just sitting here. My first encounter with my very first tutee was met with apathy. I just answered any questions my tutee had for me and gave him various assignments. However, as more weeks went by, I started to observe how diligent my tutee really worked, how hard he tried to read each word as accurately as possible and asking questions when he didn't understand what he was reading. His innocence and determination to learn an unfamiliar language and move forward really changed me to take CAPSA more seriously. If he is working so hard, it is my responsibility to reciprocate and help him as much as I can. I became his guide, friend, and role model. As I came to CAPSA more and more, I began to see a deeper purpose in this organization. Seeing these kids struggle so hard to break through this language barrier really and gave me motivation and determination to help these kids achieve their goal. I continued to be patient and gave them all the encouragement I could to help them build assurance in what they were learning. I soon realized that CAPSA was not just a place where teenagers can get their hours or a place for kids to get their work done, but a place where people can give opportunities for these immigrants to be more involved in an unfamiliar environment and culture, a place where people can meet new faces and develop strong relationships, and ultimately a place where they can teach and encourage people to

communicate comfortably and confidently in the society that surrounds them. That to me was a purpose worth working and striving for.

As the missions of CAPSA began to be clearer to me, I decided to apply to become a coordinator after my third year of tutoring so I could strengthen my services and help the tutees at a higher and broader level. CAPSA again presented me with new experiences that furthered my growth. As a coordinator, I was able to contribute ideas to make the program run as smooth and efficient as possible. I was also able to share my experiences with other tutors and help them in becoming more competent tutors if needed. Through this position I learned a lot about flexibility, important decision-making, organization, and responsibility. Many may think that being a coordinator is no big deal, but there is a lot of preparation that goes in running the organization to ensure maximum quality.

Now six years since the inception of my community service, I am currently the Lead Coordinator for the High School group. Being a high school student myself, it is easier to relate to the tutors and tutees and the things they are going through in their lives. Weighed down with all the pressures and expectations that a high school life demands, these high school tutees, who have only stayed in the US for a couple of years or even a couple of months, dedicate a good two hours of their lives to struggle hard to learn the language that surrounds them everywhere. Their dedication and diligence gave me more impetus to help facilitate their struggle and it is great to see that the dedicated tutors also share that same impetus. As I look back upon my years at CAPSA, I am really grateful and proud to be part of such a wonderful organization and to have had the opportunity to help those people in need. Ultimately, my community service not only helped others move forward, but also engraved in me experiences and memories that enabled me to grow into a person with a more mature and realistic mindset.

### **As a Human Being...**

**By Lawrence Yen (閻明鉉)**

I participate in community service not because I am exceptionally altruistic or yearn to profoundly change the world, but because it is the right thing to do. For students who are in want of nothing, it is the least we can do. As human beings, it is what we must do. And that is why I begin in school, where capable students living comfortable lives abound, where energy and intellect and will can all be harnessed for good.

As vice-president of my grade for the third year, I help mobilize students for various events. We sponsor food, clothing, and school supply drives every year. We held candy gram sales to provide water for disadvantaged Kenyan students through a local organization. It is gratifying to be able to use my role in school to maximize our collective ability to create positive change, and it is inspiring to witness students respond to that call for action.

As a native of Montgomery County, it is proper that I give back to the community that has given me so much. That is why I interned at A Wider Circle, a local non-profit dedicated to lifting individuals out of poverty. This organization, from its humble beginnings headquartered in an apartment, has expanded into many additional fields of service, including providing furniture that enables families to stay in their homes, educational workshops that enrich lives, and after-school care that ensures a prosperous environment for children. Through this internship, I have witnessed the impact people can have on the lives of others and the importance of lending a hand.

As a citizen who deeply believes in the role of civic duty in a democracy, it is right that I participate in this year's historic election. I served as a Barack Obama intern- phone banking, canvassing, and organizing volunteers. The office where I worked held the record for making the most calls on the east coast. I also participated on canvassing trips that helped turn Virginia blue for the first time in 44 years. My involvement with this

movement showed me that anything is possible when people unite for a common purpose- even electing an African American as president of the United States.

As a successful Asian-American student whose first language was Mandarin, it is fitting that I help those who face difficulty transitioning to the American school system. I have participated in CAPSA since 2003, first as a tutee, then tutor, and later coordinator. As a tutor, I not only reinforce difficult concepts, but also serve as a friend, role model, and mentor. Since becoming coordinator, I have viewed CAPSA's impact from a broader perspective- speaking with parents who express gratitude for the organization's dedication, and observing improvements in the tutees' academics and attitude. The positive effect students can have on other students makes service truly worthwhile.

As human beings, we are not only capable of making a positive difference, but we must heed that call for service in order to better the world in which we live.

**Give and Take**  
**By Ann Xi (奚安)**

It is part of human nature to give in hopes of receiving. This notion is embedded into our society—apparent in the relationships between friends, family, and peers. Community service, rather than being an incentive, serves as a “graduation requirement” for Montgomery County Public Schools. Grouped with the other prerequisites that must be met for college, community service, at first glance, appears to be tedious and artificial. After all, if it's mandatory, would it really reflect selflessness? Isn't it just something all aspiring high school graduates must do?

In my first few years of volunteering, I thought that I was just meeting a standard. The tiring hours spent in the library over the summer, the weekends spent tutoring noisy and irresponsible children, the days spent on school fundraisers—it was just something that had to be done. The reality and significance behind community service had not dawned on me yet.

It was in the last year of middle school and the years in high school when I started to understand and appreciate my service and its role in the community.

It began in the summer of 8<sup>th</sup> grade, when I volunteered as an aide to Mrs. Dinsmore, the Director of Client Records at the Northern Virginia Training Center (NVTC). The workload was dreary, heavy: filing records, mailing letters, running errands, photocopying a seemingly endless amount of paperwork. But, as each day passed, we got more familiar with one another; one day, she told me her story: why she chose NVTC, why she had not taken on jobs with better pay, why she was so resistant toward retiring. Northern Virginia Training Center is a center that helps medically retarded clients. Dorothy explained the feeling of simply giving and inspiring. With this newfound insight, I began to view community service differently. I believed that I could make a change, no matter how cliché and typical that may sound.

Toward the beginning of sophomore year, I was accepted as a member of Operation Fly, a student-oriented company that serves to help the homeless. On a cold January evening, we visited Washington D.C. in order to pass out sandwiches, treats, and water to those who were in need. It was their genuine gratitude that fortified my belief.

As a sophomore in the Chinese American Parents & Students Association tutoring program, I tutored a young girl, Belle. She was seven years old, talented in gymnastics, and extremely sharp. Not only was she bright, but she also looked up to me as an older sister, as someone she could rely and depend on. My presence had helped at least a small fraction of the community. In the network of tutors and tutee relationships, I realized that I was part of something that was collectively beneficial.

As of now, I have around 750 hours completed. To me, it is more than just a number. As a wise man once said, “we make a living by what we do, but we make a life by what we give” (Churchill).



**Crooked Handwriting: The Academic Journey of a Chinese Immigrant**  
By Julia Chang (張仁瑜)

I ran into the cafeteria, packed with toddlers chasing each other around the room, elementary school kids talking energetically at the long tables, teenagers milling around the room, and adults watching over the kids. Skidding to a stop at a table, I hastily grabbed a pen and wrote down my name on the sign-in sheet. I breathed a sigh of relief; it was six minutes to ten, so I was still early. While waving to a couple of friends, I headed towards a specific table—one with a green name tag that said “Julia Chang” on it. Glancing at the dirtied cafeteria table, undoubtedly caused by messy middle school students, I wiped a few crumbs off the bench and sat down, waiting for my tutee to arrive.

Five minutes later, my tutee had finally arrived. He dropped his books on the table and smiled brightly at me, greeting me in Chinese. As he opened his binder, I caught a glimpse of a laminated photograph of his fifth grade class photo. The first time I met my tutee, he had shown me the picture proudly and had named each of the uniformly dressed students in the picture. Flipping the to the math section of his binder, he turned the pages, searching for a worksheet. At the beginning of the section, papers with bright red D’s caught my eye, but as the pages turned, the grades had gradually changed to C’s, and now were mainly B’s. I contemplated if I would be able to improve as drastically as my tutee had, had I been thrown into the same situation – living in an unfamiliar environment with little to no knowledge of its native tongue. With admiration for my tutee, I began explaining inequalities to him with a renewed vigor, faltering occasionally when I did not know how to translate a certain word into Chinese. Whenever these roadblocks were stumbled upon, he would pull out his shiny, new Chinese-English pocket translator. I slowly said the word, enunciating the vowels, watching my student attempt to spell out the word. After correctly entering the word into

the translator, I would help him find the correct definition and watch his eyes light up with a flash of understanding as he re-read the question.

Later on, I heard the ringing of a bell, signaling the start of a ten minute break, and joined my friends, chatting as we ate our snacks. Although it was the break period, I could see my tutee laboring away at a new problem from across the cafeteria. I peered over his shoulder, ready to help if need be. As I watched him haltingly write out algebraic expressions with his overly large and crooked handwriting, I felt a surge of immeasurable pride in his determination to master the English language, knowing that I was making a difference in this child’s life and that one day he would succeed.

**Reflections**

By Kevin Chang (張凱文)

To be honest, helping the community had never really crossed my mind until I reached middle school. It started out as just something I was required to do to graduate, but with each hour of service that passed, it evolved into something new. The payoff of community service was no longer about the amount of hours I get to show off to colleges, but instead about the good feeling that comes from making a difference in someone’s life.

My first community service experience happened shortly after I had just learned that students were required to have 75 hours of service to graduate. Hoping to get a head start, I signed up for an after-school program where students made sandwiches to be delivered to the homeless in D.C. At that time I thought of it more as just a social gathering where I can be with my friends while earning hours at the same time. After that, another activity came up in which students could choose from a list of deeds to complete. I strictly remember that on the list was to bring in a stuffed animal; I brought in my favorite childhood one. These mere toys were collected and handed out to children whose houses had been burned down.

However, I still did not see the real meaning in community service.

The day that I signed up as a tutor for CAPSA was the beginning of a great lesson that I could not have learned from teachers or parents or peers, but instead could only be learned through experience. I still remember vividly when I was assigned to my first tutee, Jason Li. He was an extremely shy first grader and after the entire session I only managed to get his name and a couple other details about him. I learned that, like all the other tutees in CAPSA, he greatly prefers Chinese over English. He was worried he could not speak English correctly and for that, he chose to not speak at all. After every 2 hour session, I tried telling him it is okay if he says something wrong because at least he is practicing and as commonly said, practice makes perfect. I must have taught him well somewhere along the way because at the end of the year, Jason was one of the most talkative tutees at the table. Everything he said would be in strained English, with mistakes here and there, but I could tell that he was proud. Proud to be speaking a language in which he previously thought to be impossible to learn, and proud to be speaking it so freely, and without anxiety. Right then and there, I decided that I would not, and absolutely could not, trade this experience away for anything. To watch this shy, scared child grow strong and confident with each session is priceless. With each returning year, and with each new child to teach, I strive to teach them the same way, hoping for the same results and the same unmatched assurance that I made a change in someone's life.

### **Am I Really Tutoring?**

**By Nancy Yue (岳亦楠)**

When I first heard about CAPSA from a friend who was already in the program, I thought, "Do I really want to join? Am I really qualified enough to tutor someone? Is it going to be another one of those boring conventional tutoring centers?" but I decided to apply anyways because I needed a few more Student

Service Learning Hours and I would not lose anything by trying.

On the day of registration, I was pretty nervous. I did not know where to go and I hoped that I would not make a fool of myself. When I got to Frost Middle School and saw the long line of kids applying, I felt pretty unsure of myself. I kept thinking "Do I even have a chance with all these people applying?" but I forced myself to go in anyways.

A few days after applying, I received a message saying that I was accepted and I was pretty happy with myself but also a bit unsure if I would do a good job.

On the first day of tutoring, I was nervous. I kept wondering if I would get a tutee that would like me and if I would be able to help my tutee when she needed it. When I finally met my tutee, I was overjoyed because we became friends instantly and got along pretty well. I could help her with most of her homework, and when I did not know the answer to one of the questions she asked me, I had the resources to find the answer for her.

After my first year, my views of CAPSA have changed dramatically since the time I first heard of the program. I realize that it is not "just another one of those boring old tutoring centers." It is entirely unique because the strict lines between a tutor and a tutee are blurred. In most tutoring centers, the tutor helps the tutee with his homework and then the tutee leaves. At CAPSA, the relationships with tutees are so much beyond that. I talk with my tutee about her life inside and outside of school and tell her about my life too. Even though this year I did not tutor her anymore and she does not come to CAPSA anymore, I still stay in contact with her.

This year I returned to tutor at CAPSA even though I have long finished my SSL requirements because I feel that I have learned a lot from my tutees and my experiences here. I also enjoyed the feeling of accomplishment I got after I see that my tutee has learned something new. Just recently, I was helping

my tutee apply for a scholarship program and she brought me all the certificates she has received so I could help her fill that part of her application. When I saw that just this quarter, she got her first Straight A's Honor Roll Certificate, I was so proud. I sensed that I made a difference in someone's life and that was a rewarding feeling.

Being at CAPSA is a rewarding experience. It is like spending time with your friends: I learn, I teach, and I gain new friendships. I never knew that helping my community could be so fun and satisfying.

### Reflections

**By Warren Zhang (張宸睦仁)**

Walk in on any arbitrary Saturday into the Robert Frost Middle School cafeteria, and you'll be greeted by a large crowd of people. From afar, they look chaotic and unruly, but look closer, and you will see a method to the madness. The adults, frantically dashing to and fro, are actually checking in with coordinators and handing out important information sheets. The teenage aforementioned coordinators check in with the tutors and tutees to make sure that everyone is having a fun, educational experience. And the tutors and tutees, clearly the heart of the throng, are all having a good time. The tutees are delighted with an older and more knowledgeable mentor to look up to and to learn from. The tutors have someone akin to a little brother or sister to teach and mentor.

For the four years I have been with CAPSA, this model has been used consistently with great success. From the moment I stepped into the cafeteria as a nervous eighth grader, to this year, when I have grown both physically and mentally into a mature eleventh grader, CAPSA has been both an opportunity and a responsibility. CAPSA has given young Chinese adolescents such as myself the opportunity to mature and gain valuable communication, organization and leadership skills. Closely bonding with a younger student as a tutor has greatly improved my self-confidence and my ability to communicate efficiently with people in general. Managing a

large group of tutor/tutee pairs has given me the ability to organize and plan more efficiently.

While CAPSA is an excellent opportunity for self-improvement and growth, these Saturday morning tutoring sessions are also an important responsibility. As a tutor, I was responsible for my tutee's well-being and education. As a coordinator, I was responsible for all of my group's tutors and tutees. I had to ensure that everyone was in an educational environment — that they behaved properly — and had the supplies/materials needed — both to teach and to learn.

What has all this effort resulted in? For me, it's not just a matter of service learning hours or self-improvement. Even without the requirement for SSL hours, I would still gladly volunteer for CAPSA. The program's core purpose is to help the local Chinese community and children, which is all the incentive I need. By tutoring these kids, I have taught a new generation of students to be self-reliant and resourceful; skills they will need for their futures in secondary school, university and beyond. Through my work as coordinator, I ensured that the tutees under my care were taught as well as I taught my past tutees, and that my tutors grew into responsible and compassionate young adults. I truly believe my involvement with CAPSA has improved the community, and I hope to help even more kids next year, not just as a lead coordinator or a coordinator but as someone with the compassion, dedication and empathy necessary to nurture a new generation of Chinese Americans.

**A Ship's Crew Member**  
**By Sherry Chen (陳雪麗)**

Without a crew, a ship cannot set sail. In my life, I have been a crew member for multiple projects. Some were small school projects, while others were enormous and required a lot of energy to make the program fly. Ever since I was eligible, I have always eagerly volunteered to help our community. I often volunteer not only at my school and my

brother's school, but other projects such as the Rockville Library's Summer Reading Program, Wayside's Spring Fling, and CAPSA.

Last summer I worked in the Rockville library's Summer Reading Program. Every week I worked multiple shifts where I helped kids register for the program and receive their well-earned prizes. In addition, I encouraged passing kids to join the program and win prizes through reading. I helped to benefit the community by motivating kids to see how great reading is. We often ran out of the program's game boards, and it was a great feeling knowing so many kids had chosen to participate. Overall, it was a touching experience that I remember well.

Going back in the past to a couple years ago, I volunteered to help put together Wayside's Spring Fling. I assisted in setting up booths and I ran a booth, which let kids have fun at the carnival. The laughter ringing in the air was like music. Kids were running around with their prizes grasped in their hands. Sadly, the carnival eventually came to an end. I stayed late and helped clean up and put away games. Although it only lasted a day, it was an unforgettable experience. Even now, I can still hear the giggles and see the smiles. I realized just how much I enjoy volunteering, no matter how hard it gets.

Though I have not tutored at CAPSA very long, the changes that occur are very special. When working with a tutee, I learn about her lifestyle. I see her glow with happiness every time she understands a concept. She becomes more fluent in English through reading copious amounts of books. Furthermore, I have had the opportunity to work with other tutees of various personalities. Some kids resist working, while others are dedicated to learning English. Tutees benefited from me being there to help them succeed in academics. With tutors, they have the opportunity to learn and grow. Although it only lasts two hours, CAPSA is two hours where two different people can come together and learn about each other.

These are my only past experiences, and the future no doubt holds even more for me. In my life, people have benefited from my work by becoming accustomed to subjects they were originally not familiar with. Many adults benefited from me volunteering to assist in making their programs succeed. The statement "helping others gives a person a warm, fuzzy feeling on the inside" might be criticized as being cliché; however, this is truly how I feel when I volunteer, knowing that in someone's life, I have made a difference.

### **Importance of Individual Growth in Society** **By Victoria Wang (王雯儂)**

My consistent involvement with the Chinese American Parents and Students Association has enabled me to become a more mature and responsible individual in society. Likewise, I am confident that my character, commitment, and personal growth have benefited CAPSA. I have grown from a Tutor to a Coordinator, and now hope to have the opportunity to work with CAPSA as a Lead Coordinator who will further commit to the success of the organization. When I initially began as a Tutor for CAPSA, I quickly recognized that to properly assist a Tutee, I must be patient, kind, persistent, and diligent, in addition to having an excellent understanding of the subject. The establishment of a genial bond between the Tutee and me was essential to better communicate with the Tutee and to address his needs. My Tutee soon began to ask insightful questions and to exhibit a thirst for a greater understanding of concepts. I am convinced that working individually with students and being able to check a student's understanding of concepts results in a more positive experience for the student than does lightly addressing the needs of a larger group of students. Working individually with students enables each student to move at a pace and level that is within his ability. Moreover, I have helped my Tutee gain confidence in his ability to write well and to make class presentations. By observing my Tutee's progress over the span of two years, I

have attained more methods to teach Tutees and challenge them. I am confident that I have contributed significantly to the academic advancement of my Tutee, as well as to the program as a whole. As a former Tutor, I have come to realize that I have become a stellar contributor to society by assisting others.

As a Middle Elementary School Coordinator, I am grateful for the opportunities to communicate my thoughts and opinions directly with the superiors of CAPSA in order to continually improve the program. I have worked hard to help the Tutors and the Tutees to remain focused and on task, and this has resulted in a richer and safer academic environment. In addition to communicating more with CAPSA's superiors, I now have the additional privilege of organizing my assigned group and closely monitoring its progress. If I am selected as a Lead Coordinator, I will also manage seating arrangements and Tutor-Tutee pairings to ensure that the two hours of CAPSA are used to their fullest potential in order to enhance the knowledge of Tutees, Tutors, and other participants. I wish to continue challenging the members of my group to learn as much as possible and will further strive to challenge other groups and fellow Coordinators as well. As a Lead Coordinator, I will look forward to working even more closely with my superiors and to making CAPSA into a program that not only academically aids students, but also prepares them to become contributing, active members of society.

**There Aren't Enough Hours In The Day**  
**By Tiffany Chang (張昌恬)**

Well, it was settled. I needed to earn community service hours to graduate high school, so I needed to find some kind of organization to help me do that. The original plan—to join a program, get the hours I need. I would not settle for less, but I doubt I would stick around for more than the required.

And then I joined the Chinese American Parent Student Association (CAPSA). I was in sixth grade when I first joined, so naturally I was assigned to the youngest student they

could find—a kindergartener. His name was Winson, not Winston, Winson. And because of him, oops—it seems I was going to stick around this place for a lot more than 60 hours.

An ESOL student, Winson not only needed help in English, but in other subjects as well. When I was first assigned to him, he had little sense of discipline. But we grew to have a great tutor-tutee relationship, and I ended up tutoring him for three years straight, following him right into second grade and essentially until he eventually felt comfortable enough to leave the program.

The part that always got to me most is when I see that light bulb go off in his head. The moment he picks up a concept. The moment I can say, he knows how to regroup because of me. He can multiply three digit numbers because of me. Not only have I passed on a basic skill, a necessity, I have made one person feel more comfortable in their English speaking environment. Winson was now provided an opportunity to thrive amongst his peers, to feel confident in his abilities. I lived for Saturday mornings if only to come in to see a student's smiling face and leave with a sense of luminous accomplishment.

Of course, my separation from Winson was inevitable, and I began to teach older kids, many of them my peers. And of course, the reward never changed. With people, the feelings are mutual. Both ends are affected, and so thankful for the experience that it is never a question of filling out forms or getting a diploma at graduation. When I feel that sense of achievement, I know nothing can make me regret it or forget it.

And so I always go back. In my seventh year at the CAPSA program, I have missed little, if any more than a half a dozen sessions, and only for official testing commitments. I feel a certain pull towards the routine of going to such a place that people are constantly learning about themselves and others, gaining skills for both the real world and for inside the classroom. Changing one mind is changing one life, and one life always makes a difference.

It is not only my involvement, but the cooperation and compassion that takes place within such a tight-knit program such as CAPSA, that truly serves our community in such a way that cannot be measured in hours.

### Progress

By Alice Chang (張仁琳)

Throughout history, many driven individuals have set out to advance society by dedicating themselves to a life of community service. Amongst these noteworthy figures, Mrs. Carol Chen, a veteran in the field of volunteer work, was well known for her establishment of the Chinese American Parents and Students Association (CAPSA), a committed tutoring program devoted to educating the knowledge seeking. From my experience at CAPSA, I have found myself, as a tutor, to be both a teacher and a student, spreading valuable fundamental morals to pupils while learning priceless life lessons as well.

As a mentor at CAPSA, I try my best to be an influential role model for the children, knowing that even the most seemingly insignificant of actions are still setting them up for success. Every single tutor, tutee, parent, coordinator, and officer makes up a fraction of the program, and thus, it is the responsibility of every one of us to provide a nourishing learning environment and uphold CAPSA's outstanding reputation. I take on the duty of encouraging the development of good character; even reminding the children of trivial things, such as "Never say never!" or "Don't give up!", could prove to be very beneficial for them. In addition, I find that to most effectively deliver a message, tutors must practice and consistently repeat things to their tutees. For instance, at the beginning of the school year, my tutee was unaccustomed to using an agenda book. After a brief demonstration on how I expected her to write down her homework, she immediately grasped the concept and week after week, was (and still is) able to show me her flawlessly and efficiently written page of assignments. I have

also stressed how crucial it is that she retains her excellent homework-writing habits, seeing as good organization skills are key to having success in high school and beyond.

I find myself enjoying every Saturday that I am privileged enough to spend at CAPSA, gaining much insight on life in general. After guiding and revising my tutee's work every week, her considerable improvement since the beginning of the year becomes evident. Perhaps it is due to the constant, weekly writing homework I have been giving her to strengthen her language skills, her one weak spot; or, it could simply be the result of the lengthy amount of time she puts into doing the homework every weeknight. Clearly, perseverance and practice really does pay off. Oftentimes, I am astounded by my pupil's ridiculously high level of thinking for her age, and find myself in awe when I realize that I can teach and treat this particular nine-year old in the same way I would someone my own age. Subsequently, I observe her delight in juvenile joys, and it brings me back to the realization that she is still a child, as am I, although I may not be as young a child as her. Watching her brings to light the epiphany that we, the younger generation, should be enjoying life while we still can, living our childhoods to the fullest, and appreciating all we are blessed with. Children these days seem too eager to enter the world of adulthood, jobs, and money. There is no use in growing up too quickly, so simply make use of the time you have during your days of youth and be grateful for the time you have with your family. The program allows me to find meanings in life that I never knew existed prior to my joining.

CAPSA is a medium for the Chinese American people where we come together as one community and are able to have a voice in society. By advancing and educating the Chinese Americans of the future, ultimately, society and the quality of life will become exceedingly improved as well. Carol Chen devoted her life to progressing the society we live in, and because of her hard work and CAPSA, there will undeniably be results in the

future. CAPSA has served, and will continue to serve, as an unforgettable and memorable experience, and has undoubtedly impacted the lives of many people, including myself.

### **When Passion Fuels Perfection**

**By Eric Wan (萬詩文)**

All too often teachers are accosted with banal questions like “is teaching worthwhile?” and even worse, “what effect could you possibly affect?” Questions of such naivety arise from spectators to the art of teaching, people who haven’t seen this perfectible hobby at its best.

In essence that’s what I face every instance of my mentioning that my craft is teaching. However at CAPSA, everything changes; every session it is evident that as a CAPSA tutor, I answer both questions simultaneously and with unwavering conviction: teaching *is* worthwhile and it *does* affect change.

Tutoring, which at best should be called teaching, is an indubitable challenge. It takes hard work, patience, and skill to successfully communicate ideas from teacher to student. However, the product of labor is fruitful as the student beams with fully developed understanding that would otherwise remain immature. Jason, my student of two years, embodies this ideal situation. Together, Jason and I cooperated with each other, alerting one another of a particular method that proves futile or of a particular action that could be better improved. Through this relationship that goes beyond simple transaction of knowledge, we exhibit positive growth. Such a relationship piques the student’s interest in particular subjects.

In the process of finding the best way to communicate an idea, I often use sources in unconventional ways. I find that sources like

practice books, textbooks, and short stories of any complexity can greatly aid a student’s understanding by offering several perspectives and interpretations; through these viewpoints, the teacher can observe how the student resonates and with keenness be able to effectively transmit knowledge and understanding. The teacher must be able to connect ideas, events, and nodes from all over in order to direct the student and ultimately inspire him to think deeper.

This year, I feel that the most novel of my actions is incorporation of other paired groups. Though it is true that the groups are designed with great consideration, nothing is perfect and gray areas do exist. Thus, I always spend time integrating with neighboring groups of similar grades; this ensures that we make thorough efforts to help students learn.

Last year, my most innovative idea was a battery test based on the English, Math, and Science curricula of my student’s grade. The test helped me identify and target for improvement my student’s weaknesses; this way, I can help the student fix current and future issues.

My most recent efforts have been to train a next year’s potential Middle School teacher. I demonstrate the systems I described above and encourage him to use and perfect those systems with my current student.

I have affected change in the community by inspiring other groups via demonstration, by developing working models, and by training future teachers. In essence, I have disproved the doubters and have shown that teaching is worthwhile, that teaching is effective, and that “Pleasure in the job puts Perfection in the work” (Aristotle).

## 感謝 *Thank You*

Chinese American Parents and Students Association (CAPSA) would like to express our sincere gratitude to the following coordinators and tutors for their dedicated effort and support to provide tutoring services to new immigrants and other needy student, help them adapt to the MCPS education system.

### Lower Elem. School Group

Lillian Li  
Ann Xi  
Hallie Byles  
Kevin Chen  
May Chen  
Kaiwei Hsu  
Ariel Lai  
Adrianna Lee  
Chelsie Pennello  
Wendy Sun  
Christina Tseng  
Christopher Wang  
Angel Wong

### Middle Elem. School Group

Alice He  
Brian Lin  
Victoria Wang  
Jana Lee Butman  
Alice Chang  
Allison Chen  
Christina Chen  
Daniel Chen  
Julia Chen  
Lily Chen  
Sarah Chen  
Karie Cheung  
Tiffany Keung  
Jacqueline Kwan  
Philip Kwong  
Teddy Li  
Paul Liu  
Karin Luk  
Sarah Ng  
Katie Ni  
Michelle She  
Austin Wei  
Allison Wong  
Winston Wu  
Xiyang Zhao

### Upper Elem. School Group

Richard Fan  
Warren Zhang  
Lawrence Yen  
Amber Chen  
Catherine Cheng  
Howard Fan  
Michelle Gu  
Ben Hsieh  
Jaimie Hsu  
Valerie Hu  
Jackie Li  
Wei Wei Li  
Tiffany Sun  
Lucy Tan  
Eray Wang  
Eshane Wang  
Victoria Xu  
Angela Yang  
Donna Yang  
Angela Zheng

### Middle School Group

Kelly Shih  
Jonathan Chang  
Wenjing Chen  
Jordan Baeder  
David Cao  
Julia Chang  
Kevin Chang  
Bo Chen  
Emmeline Chen  
Jonathan Chen  
Sherry Chen  
Yolanda Chen  
Kevin Chuang  
Alina Hwang  
Wesley Jong  
Candace Sunny Lee

### Middle School Group (cont'd)

Stanley Li  
Edward Lo  
Jenny Luo  
Andie Ng  
Philip Ni  
Alison Sze  
Dennis Ting  
Eric Wan  
Yitian Xiao  
Irene Yang  
William Yau  
Nancy Yue  
Christina Zhang  
Tommy Zhang  
Linda Zhou  
Alexander Zhu

### High School Group

Kevin Hwang  
Tiffany Chang  
Lilly Shu  
Howard Chow  
Brian Fan  
Melissa Huang  
Jonathan Jang  
Belinda Juang  
Janice Lan  
Nathan Lim  
Xin Shan  
Julia Syi  
Michael Wang  
Kevin Wong  
Helen Wu  
Meng Zhai  
Tami Zhan  
Clayton Zhang



## 感謝 *Thank You*

Chinese American Parents and Students Association (CAPSA) would like to express our sincere gratitude to the following adult volunteers, teachers and coordinators for their dedicated effort and support to provide tutoring services to new immigrants and other needy student, help them adapt to the MCPS education system, and provide community service and leadership opportunities to qualified high and middle school student.

蒙郡華裔家長學生協會特別感謝下列各位義工、英語班老師和協調員支持本會，為華裔學生家長、新移民及有需要輔導人士提供課業輔導，幫助新移民家庭在蒙郡教育制度中適應生活環境，並提供成績優秀的中學生領導才能訓練和教學機會。

Jonathan Chang 張書巖

Tiffany Chang 張昌恬

Richard Fan 范書愷

Alice He 何婷婷

Kevin Hwang 黃凱群

Aldrin Leung 梁偉根

Dahuan Li 李大歡

Yang Li 齊揚

Nae Ning Lin 余乃寧

Cong Ning 寧聰

Kelly Shih 施凱莉

Lilly Shu 舒畫

Jennifer Wang 王思瑜

Sheena Weng 翁幼德

Sue-Hwa Yang 王淑華

Maggie Yen 邱子雲

Warren Zhang 張宸睦仁

Michelle Chang 陳蔚寧

Wenjing Chen 陳雯婧

Terry Fan 范維敏

Ruyi He 何如意

Eric Kuang 匡世成

Betty Leung 何杏芳

Jenny Li 李茵

Brian Lin 林政佑

Sylvia Ma 馬思敏

Douglas Ross

Kuodung Shih 施國棟

Sophia Su 蘇婉如

Robert Wang 王光宇

Ann Xi 奚安

Tiffany Yang 楊文婷

Yue Yun Yu 余月雲

Qi Zhou 周琦

Su-Hwa Chang 張樞華

Brigitta Dai 梁麗珠

Miranda Fong 鮑怡

Jennifer Hsieh 謝丘凡

Grace Lee 李佩恩

Lisa Leung 梁潔瑩

Lillian Li 李旻旻

Nancy Lin 潘霞萍

Grace Maa 馬永燕

Lily Shen 余秀雯

Sujuan Shih 顏素絹

Ying-Ju Tsai 簡瑛珠

Victoria Wang 王雯儷

Christine Yang 楊文琦

Lawrence Yen 閔明鉉

Gang Zhang 張剛

## 學生通知 *Announcement for Tutee*

CAPSA 課業輔導現已接受應屆學生申請新學年度 (2009-10) 課業輔導，申請表格已於 4 月 25 日派給各位同學。如在 8 月 29 日前註冊的同學不須在 9 月 12 日到 CAPSA 面談和辦理註冊手續，請在 9 月 19 日上午十時到 Robert Forest 初中正式上課。

2009-2010 CAPSA tutee preregistration application forms have been distributed to all tutees on April 25, 2009. Tutee applicants who registered by August 29, 2009 will not be required to attend a tutee interview and registration on September 12, 2009. They will start the first tutoring session from 10 am to 12 noon on September 19, 2009 at Robert Frost Middle School.

## 家長座談會 *Parent Workshop*

蒙郡華裔家長學生協會於 2008-2009 舉辦七次家長座談會。主題都是與子女和教育有關的。本會將於下學年在 Robert Frost 初中繼續舉辦家長座談會。歡迎各位家長踴躍參加! 有關 2009-2010 學年家長座談會詳情, 請在八月後上網 <http://www.capsa-mc.org> 覽閱, 或請致電簡瑛珠老師 (301) 762-5329, 或到 CAPSA 課業輔導班查詢。

CAPSA held seven Parent's Workshops in 2008-2009. Workshops covered a variety of relevant topics focused on education and parenting. For more information on parent workshops in 2009-2010, please visit <http://www.capsa-mc.org>, contact Mrs. Yingju Tsai at (301) 762-5329 or ask the CAPSA front desk after August. All parents are welcome!

<b>Date (日期)</b>	<b>Subject (主題)</b>	<b>Speaker (主講人)</b>
9/20/2008	Understanding the MCPS System 認識蒙郡公立學校	Ms. Lily Shen, MCPS ESOL Parent Community Coordinator 余秀雯 (蒙郡公立學校ESOL家 長社區聯絡員)
10/18/2008	Getting Ready for College 為上大學做好準備	Mrs. Nae Ning Lin, MCPS Teacher 林余乃寧 (蒙郡公立學校老師)
11/15/2008	Facing Adolescents 面對青少年	Mrs. Nae Ning Lin, MCPS Teacher 林余乃寧 (蒙郡公立學校老師)
1/17/2009	Communication and Discipline 溝通與管教	Mrs. Nae Ning Lin, MCPS Teacher 林余乃寧 (蒙郡公立學校老師)
2/21/2009	The Effective Strategies for Communication and Discipline 細談溝通與管教的方法	Mrs. Nae Ning Lin, MCPS Teacher 林余乃寧 (蒙郡公立學校老師)
3/21/2009	How to Nurture a Self-Motivated Learner (Part One) 自發的學習者(一)	Mrs. Nae Ning Lin, MCPS Teacher 林余乃寧 (蒙郡公立學校老師)
4/18/2009	How to Nurture a Self-Motivated Learner (Part Two) 自發的學習者(二)	Mrs. Nae Ning Lin, MCPS Teacher 林余乃寧 (蒙郡公立學校老師)

## 社區文化活動 *Community Events*

Thanks to all the volunteers for helping out at the paper cutting events and Chinese New Year showcase at the Montgomery County libraries, shopping malls, Rockville Civic Center and local elementary schools.

以下是 CAPSA 在 2008 – 2009 年參加的社區文化活動、謝謝所有義工的協助：

- ❖ 十一月二十三日陳雯靖、周琦、馬思敏、林政佑、潘霞萍、顏素娟參加在 Rockville Civic Center 舉辦的聖誕樹大展、以各式精美的中國小掛飾、裝飾出具有中國風味的聖誕樹，展期一個月。  
11/23/2008 Christmas Tree Decorations at Rockville Civic Center Glenview Mansion: WenJing Chen, Qi Zhou, Sylvia Ma, Brain Lin, Nancy Lin and Sujuan Shih
- ❖ 一月十七日舒畫、寧聰、馬思敏、王雯儷、王光宇、林政佑到 Germantown 圖書館陳列中國新年文化風俗櫥窗，展期一個月。  
1/17/09 Germantown Library Chinese New Year Display: Lilly Shu, Cong Ning, Sylvia Ma, Victoria Wang, Robert Wang and Brain Lin
- ❖ 一月十七日何婷婷、何如意、李旻旻、李茵到 Aspen Hill 圖書館陳列中國新年文化風俗櫥窗，展期一個月。  
1/17/09 Aspen Hill Library Chinese New Year Display: Alice He, Ruyi He, Lillian Li and Jenny Li
- ❖ 一月十七日陳蔚寧、張書巖、范書愷、范維敏到 Twinbrook 圖書館的展示牆佈置中國新年風俗及旗袍，展期一個月。  
1/17/09 Twinbrook Library Chinese New Year Display: Michelle Chang, Jonathan Chang, Richard Fan and Terry Fan
- ❖ 一月二十四日梁麗珠、奚安、李大歡、張昌恬、張宸睦仁、張剛、黃凱群、翁幼德到 Silver Spring 圖書館陳列中國新年祭祖台、祖先牌位、蠟燭、香爐、酒茶糖果供品以及十二生肖雕塑品，展期一個月。  
1/24/2009 Silver Spring Library Chinese New Year Display: Brigitta Dai, Ann Xi, Dahuan Li, Tiffany Chang, Warren Zhang, Gang Zhang, Kevin Hwang and Sheena Weng
- ❖ 一月三十一日梁麗珠、鮑怡、馬思敏、張樞華、李茵、傅勝男、張昌恬、何婷婷在 Lake Forest Mall 中國新年活動提供剪紙服務。  
1/31/09 Lake Forest Mall Chinese New Year Paper Cutting Event: Brigitta Dai, Miranda Fong Sylvia Ma, Jenny Li, Shirley Pao, Su-Hwa Chang, Tiffany Chang and Alice He
- ❖ 一月三十一日顏素娟、施凱莉、翁幼德、奚安、王雯儷、陳雯靖在 Silver Spring 中國新年活動提供剪紙服務。  
1/31/09 Silver Spring Library Chinese New Year Paper Cutting Event: Kelly Shih, Sujuan Shih, Sheena Weng, Ann Xi, Victoria Wang and Wenjing Chen
- ❖ 五月一日王淑華、楊文婷為馬大臺灣學生會夜市活動提供剪紙服務。  
5/1/09 University of Maryland at College Park TASA Night Market Paper Cutting: Sue Hwa Yang and Tiffany Yang.

**Chinese American Parents and Students Association (CAPSA)**  
**Income Statement**  
**May 2008 through April 2009**

**INCOME:**

Rental Sharing Fee	\$7,116.00
Donation, excluding Carol Chen Memorial Fund	\$7,442.54
Other Income	
Decoration Allowance	\$50.00
Montgomery County Refund	\$129.50
Interest income	\$221.06
<b>Total Income</b>	<b><u>\$14,959.10</u></b>

**EXPENSES:**

Facility and Required Expenses	
School Facility	\$8,128.35
Liability Insurance Premium	\$350.00
Web Expense	\$214.80
PO Box	\$94.00
Office & Operation Expenses	\$1,185.24
Equipment	
Copy Machine	\$109.97
Sound System	\$511.64
Advertisement	
Yellow Page	\$380.00
Newspaper	\$100.00
Refreshment-weekly snack for students	\$901.92
Cultural Presentation	\$181.96
Events	
Holiday Party	
Party materials	\$107.44
Appreciation/award	
K-12	\$206.72
Coordinators & Drawing	\$398.98
Adult Class Teachers	\$139.72
Adult Volunteers	\$249.97
Annual Award Ceremony	
Party materials	\$86.36
Appreciation/award	
Adult Class Teachers	\$102.60
Adult Volunteers	\$332.78
Coordinators & Seniors	\$245.00
Tutors/Tutees Awards	\$309.06

**Total Expense** **\$14,336.51**

**SURPLUS** **\$622.59**

**Carol Chen Memorial Fund** **\$4,722.00**

**Chinese American Parents and Students Association (CAPSA)  
Budget (7/1/09- 6/30/10)**

**INCOME:**

Rental Sharing Fee	\$7,700.00
Donation	\$5,000.00
Other Income	
Decoration Allowance	\$50.00
Interest Income	\$400.00
<b>Total Income</b>	<b><u>\$13,150.00</u></b>

**EXPENSES:**

Facility and Required Expenses	
School Facility	\$7,700.00
Liability Insurance Premium	\$370.00
Web Expense	\$0.00
PO Box	\$100.00
Office & Operation Expenses	\$1,050.00
Newsletter Printing	
Copying Costs (toner, cartridge, paper or outside copying)	
Postage	
Teaching Material	
Office & School Supplies	
Equipment	
Copy Machine	\$150.00
Weekly Refreshment	\$1,000.00
Cultural Presentation	\$200.00
Advertisement	
Yellow Page	\$380.00
Newspaper	\$100.00
Events	
Holiday Party	
Party materials	\$100.00
Appreciation/award	
K-12	\$350.00
Adult Class Teachers	\$150.00
Adult Volunteers	\$200.00
Annual Award Ceremony	
Party materials	\$100.00
Appreciation/award	
Adult Class Teachers	\$150.00
Adult Volunteers	\$200.00
Coordinators & Seniors	\$250.00
Tutors/Tutees Awards	\$400.00
Bus Rider Subsidy	\$200.00
<b>Total Expense</b>	<b><u>\$13,150.00</u></b>

***Friends of CAPSA***

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CAPSA would like to thank the following Friends of CAPSA whose donation help us greatly in facilitating our weekly tutoring program, cultural displays and other volunteer services.

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***Thank you!***

## 蒙郡華裔家長學生協會

## Chinese American Parents and Students Association (CAPSA)

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

www.capsa-mc.org info@capsa-mc.org

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\$ _____	\$5- \$49	Brass 黃銅

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Please make check payable to CAPSA. Contributions without fund designation will go to the general fund by default. Your contribution will help us greatly in facilitating our weekly tutoring program, cultural displays and other volunteer services. CAPSA is a 501(c) (3) non-profit organization. Your donations are tax-deductible to the full extent allowed by law. For more information, please call Mrs. Brigitta Dai at (301) 294-2329 or (301) 251-9280. Thank you.

支票抬頭請寫 CAPSA。沒有指定的捐款將撥入一般會務基金。您的捐贈將對我們的學生課業輔導、文物展覽及其他義工服務有極大的幫助。本會是屬於 501(c) (3) 的非營利組織，您的捐贈在法律允許下是免稅的。詳情請與梁老師聯絡 (301) 294-2329 或 (301) 251-9280。謝謝！