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Park, Clara C.; Endo, Russell & Lan, Xue Rong (Eds.). (2009). *New Perspectives on Asian American Parents, Students, and Teacher Recruitment*. Charlotte, NC. Information Age Publishing.

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Reviewed by Hui Zou
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New Perspectives on Asian American Parents, Students, and Teacher Recruitment, as suggested by its title, discusses educational issues in Asian American populations, intending to dispel some myths and misconceptions about Asian Americans' experiences in schools.

The articles comprising this book make connections with earlier research on Asian American education issues. For instance, the findings that Asian American parental involvement indirectly and directly impacts students' academic achievement confirm previous study findings. Moreover, the book sheds light on the previously ignored topics such as Asian American families with children with disabilities and small subgroups in the larger Asian American population.



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Each chapter is a complete and independent study of a topic, with its own sample data, methods and procedures, results, and analyses. Readers can make comparisons among different findings under the same or similar subtopics. Moreover, the conclusions drawn from the different studies can be compared. Ethnography is the primary method employed in the studies. Consequently, an in-depth focus on individual cases and a better understanding of specific contexts are presented.

New Perspectives has four sections: parental involvement, strategies developed by English Language Learners (ELLs), teacher recruitment, and dispelling the “model minority” myth of Asian American students. The first two chapters explore the role of parental involvement in Asian American students’ academic achievement. Based on in-depth interviews with 24 Asian immigrant families of children with disabilities, Lusa Lo finds that inflexible schedules, linguistic difficulties, unfamiliarity with U.S. teaching methods, as well as exclusion by schools contribute to the situation in which parents become involved much more in home-based activities than in school-based activities. In chapter 2, Employing structural equation modeling (SEM), Julie T. Nguyen, Sukkyung You and Hsiu-Zu Ho argue that “parental expectation as a direct influence is the strongest predictor of achievement” and “communication is an important mediator for academic achievement in the parental involvement process” (p. 41).

Chapters 3, 4 and 5 examine how English Language Learners develop literacy and how they obtain language skills. Specifically, chapter 3 describes how Asian American students construct their attitudes toward and patterns of reading and education. Deoksoon Kim contends that, based on a case study of two students, that family and cultural emphasis on education strongly influences the constructive process of the children’s literacy acquisition. Chapter 4 focuses on the specific strategies students employ in learning English across different tasks and contexts. Among the eleven Self-Regulated Learning (SRL) strategies, seeking social assistance (peer, teacher and adult assistance), seeking

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Russell Endo has retired from teaching in sociology and ethnic studies at the University of Colorado, Boulder. His current work focuses on Asian Americans in higher education, the development of Asian American communities, and urban social problems.

Xue Rong Lan is Professor at the University of North Carolina, Chapel Hill. Born in Hong Kong and raised in Beijing, she used her personal experience in exploring issues of social consciousness, international affairs, and lifelong learning.

information, and environmental structuring are the most frequently used and most important strategies students employ. The fifth chapter focuses on Chinese English-as-a-New-Language (ENL) children, attempting to discover how their identities conflict and how negotiations were carried out across home and school contexts. These Chinese ENL students experience identity conflicts arising largely from the different expectations of their parents, teachers, and peers.

The third section explores the motivational factors and obstacles for Asian Americans entering the teaching profession. In these two chapters, Korean Americans are the focus of attention; all the participants in chapter 6 and 60% of the participants in chapter 7 are Korean Americans. The results presented in chapter 6 suggest that support from parents and friends plays a positive role in motivating Korean Americans to pursue teaching as a career. The study also indicates that a network of Korean American peers in the teaching profession and support from the community are two important factors influencing their decision to become teachers. In chapter 7, Clara C. Park categorizes the motivational factors for pursuing teaching into “personal satisfaction” and “altruistic cause.” As for the obstacles to enter teaching profession, the author indicates that the lack of strong English skills, weak academic preparation, as well as negative publicity about the schools and education hinder Asian Americans in choosing teaching as a career.

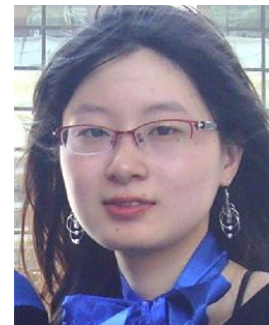
The final section looks into the Asian American “Model Minority” myth. In chapter 8, Guofang Li reports in-depth qualitative research of a high academic achieving Vietnamese American girl who suffers from a variety of socio-psychological stresses and struggles in the process of identity development despite of her excellent academic performance. This case attempts to dispel the stereotype that Asian American students are problem-free. The author states that the family’s resettlement experiences, Vietnamese cultural beliefs, and the multiple responsibilities the girl must assume at home result in the current problems with her identity and her strategies of avoidance and denial toward the stress she suffers. The final chapter enlarges its research focus to all Asian students in college and casts light on their situation in

which they might have to struggle with an unwelcome campus climate. These pressures are uniquely felt by East Asian Americans, first generation students (born in Asian and mostly influenced by Asian culture), and graduate students.

The series in which *New Perspectives* appears is sponsored by the Special Interest Group Research on the Education of Asian and Pacific Americans (SIG-REAPA) of the American Educational Research Association and the National Association for Asian and Pacific American Education (NAAPAE). The diversity of the eighteen contributors' backgrounds (some of them are Asian Americans) and their expertise in Asian American education provide us with diverse perspectives on the current educational situation of Asian Americans. This volume delivers what its title promises. The editors, the contributors, and their published research merit the attention of practitioners, researchers and students who are interested in Asian American education issues, and justifies the book's claim to "inform the work of practitioners and policymakers, inspire more researchers ...enrich the knowledge of students...and enhance an awareness...of Asian American education."

About the Reviewer

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