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Welcome to the 25th Annual Asian American Youth Leadership Conference! AAYLC is a program organized by a team of volunteers and presented by the Chinese American Citizens Alliance Portland Lodge. You may learn more about C.A.C.A. Portland via its website – cacaportland.org.

Since 1993, thousands of high school students selected from Oregon and Southwest Washington have come together for a daylong conference to achieve the following goals:

1) To promote education
2) To instill self-confidence
3) To develop leadership skills

We are delighted to have the wide diversity of ethnic backgrounds and number of high schools represented at the conference.

The theme for the 2017 conference is RISE. The program is designed to help you explore and learn more about yourself as well as foster leadership skills to help strengthen your community. You will be in a team with students from other schools to participate in a variety of learning and exploration activities. These activities will focus on leadership development, communication skills, and cultural identity. You will also participate in a college and career fair.

We encourage you to reach out and make new friends, meet inspiring leaders, and learn about organizations that shape the communities we live in. Be ready to learn more about yourself and your strengths – and determine how you can strengthen your community. The conference will be filled with learning and networking activities geared to enrich and inspire you.

We hope what you take away from the conference will ignite a passion in you to lead, to give back and get involved in your community.

We are proud to share that many conference alumni are giving back and paying it forward in their communities in various ways. Some have returned to serve on the conference planning team and in other capacities.

Finally, we are grateful to our sponsors, volunteers, facilitators, and Concordia University for helping to make the 25th AAYLC the best conference ever.

2017 AAYLC Planning Team
The Asian American Youth Leadership Conference Committee expects you to come to the Conference prepared to learn and enjoy the activities. Please adhere to the guidelines listed. The goal is to ensure that you will be safe and to help make your experience at the conference enjoyable.

**What We Will Provide:**
- All Meals.
- Adult supervision—volunteer and school personnel.
- Conference materials.
- A rich environment to learn and grow.
- A string bag for you to wear during the conference. It is a crucial element for team assignment.

**Rules For Everyone:**
- Student must arrive by school-sanctioned transportation. NO private cars.
- No drugs, alcohol or smoking will be allowed.
- No fighting allowed. Fighting results in automatic expulsion from the conference.
- Students are prohibited from leaving the conference area.
- Adhere to conference agenda and attend all sessions.
- All other school district policies and procedures are in effect.
- Dress properly. Use appropriate behavior. Respect your peers and educators.

**What You Will Do:**
- Attend the sessions you have been assigned.
- Be prepared to have fun and learn a lot about yourself and others.
- Have an enjoyable and productive day.
- Ask questions and pay attention.
- Be respectful of others.

**NOTE:** Students who fail to adhere to any of these rules will be asked to leave the conference immediately. It will be the responsibility of the school district chaperon to notify your principal and parents and arrange for your removal from the conference.
WHAT TO DO IN CASE OF EMERGENCY

Emergency Contacts
Emergency: 9-1-1
Public Safety: 503-280-8517/ publicsafety@cu-portland.edu

Assembly Area:
GRW Commons by the Bell tower
Please go to this area whenever evacuating so that you are safe and can be accounted for.

Active Shooter:
Run/ Hide/ Fight
• If safe to do so, GET OUT and call 9-1-1
• Next option, HIDE OUT in the safest place you can find
• While hidden, KEEP OUT the assailant; barricade the doors
• If all else fails, TAKE OUT the assailant
• To the extent possible, HELP OUT those around you with needs

Earthquake:
Drop/ Cover/ Hold On
• Duck and Cover under solid furniture if inside and/or away from building perimeters, power lines, falling objects, and windows
• Hold On
• Check in at designated assembly areas
• Food, shelter, medical – the basics will be available ASAP
• If trapped, BANG on something so you don’t get worn out shouting

Fire:
Stop/ Drop/ Roll
• If door is HOT, stay in room or exit through the window if possible
• If door is COOL, open slightly to check for smoke
• If SMOKE, stay in room and use towels, etc to cover openings
• If no smoke, close door behind you and go to assembly area (pull fire alarm en route)

Fire Extinguisher:
PASS
• Pull the pin out
• Aim at the base of the fire
• Squeeze the handles together
• Sweep side to side

● 24th Annual Asian American Youth Leadership Conference ●
### Program & Group Schedule

<table>
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<tr>
<th>Time</th>
<th>Red Group Overview</th>
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<td>11:30 - 12:15 College &amp; Career Fair</td>
<td>11:30 - 12:15 Workshop 3: Strive</td>
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### Red Group
- **100 Students**

### Blue Group
- **100 Students**

### Orange Group
- **100 Students**

### Green Group
- **100 Students**

Each color team within the 4 groups consists of 25 students.
### 2017 AAYLC Facilitators in Groups and Teams

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<thead>
<tr>
<th>Group Color</th>
<th>Co-Facilitators</th>
<th>Group Manager</th>
<th>Room</th>
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<tr>
<td><strong>Red Group</strong></td>
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<td>Red Team</td>
<td>Sharlynne Flores and Vivian Hoang</td>
<td>Erika Wong</td>
<td>GRW 201</td>
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<tr>
<td>Blue Team</td>
<td>Fiona Miu and Minh Tam Tran</td>
<td>Erika Wong</td>
<td>GRW 203</td>
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<tr>
<td>Orange Team</td>
<td>Tiffany-Amber Ganir and Aaron Sha</td>
<td>Erika Wong</td>
<td>GRW 301</td>
</tr>
<tr>
<td>Green Team</td>
<td>Eugene Smith and Teresa Do</td>
<td>Erika Wong</td>
<td>GRW 303</td>
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<td><strong>Blue Group</strong></td>
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<tr>
<td>Red Team</td>
<td>Mark Shimahara and Maryanne Pelpola</td>
<td>Erika Wong</td>
<td>GRW 310</td>
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<tr>
<td>Blue Team</td>
<td>Phil Yien and Abby Eom</td>
<td>Erika Wong</td>
<td>GRW 312</td>
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<td>Orange Team</td>
<td>Reagan Le and Marie Kolenski</td>
<td>Erika Wong</td>
<td>GRW 313</td>
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<tr>
<td>Green Team</td>
<td>Gene Ren and Melanie Huynh</td>
<td>Erika Wong</td>
<td>GRW 314</td>
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<td><strong>Orange Group</strong></td>
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<tr>
<td>Red Team</td>
<td>Jenny Kim and Tristian Tam</td>
<td>Hoa Nguyen and Paulette Lamidrid</td>
<td>Luther 222</td>
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<tr>
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<td>Justin Yuen and Abigail Pasion</td>
<td>Hoa Nguyen and Paulette Lamidrid</td>
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<td>Erika Wong</td>
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<td>Mari Watanabe and Angelica Mejia</td>
<td>Hoa Nguyen and Paulette Lamidrid</td>
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<td>Derrick Louie and Celina Tebol</td>
<td>Hoa Nguyen and Paulette Lamidrid</td>
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<td>Hoa Nguyen and Paulette Lamidrid</td>
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<td>Jack Mar and Anna Kien</td>
<td>Hoa Nguyen and Paulette Lamidrid</td>
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<tr>
<td>Green Team</td>
<td>Jamie Suehiro and Erica Luu</td>
<td>Hoa Nguyen and Paulette Lamidrid</td>
<td>Luther 220</td>
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Keynote Speaker: Judge Janelle Factora Wipper

In July of 2011, Governor Kitzhaber appointed Judge Wipper to the bench. Judge Wipper is Oregon's first Filipino-American Judge. She has been the Chief Civil Judge for Washington County since January 2015 and is currently on general trial rotation handling civil, criminal and probate cases. Judge Wipper previously worked as the Associate Chief Counsel for the Civil Enforcement Division; Sr. Assistant Attorney General for the Oregon Department of Justice; and as a Deputy District Attorney in Washington County. She is currently the President-Elect of the Oregon Filipino Attorneys Association (OFALA) and has served as a board member for the Oregon Asian Pacific American Bar Association and Executive Committee member for Washington County’s Domestic Violence Intervention Council. She is also a member of the Oregon Women Lawyers and the Oregon Minority Lawyers Association. Additionally, Judge Wipper was an officer and board member for the Washington County Bar Association. Judge Wipper received her J.D. degree from Willamette University College of Law and her Bachelor of Science degree from Oregon State University. Wipper was born and raised in Hawaii where her first job was picking macadamia nuts.

Performance: Rachel Wong

Rachel Wong is a soulful pop singer/songwriter based out of Tualatin, OR. Over the years, Rachel has blossomed into an artist that stays true to herself. In 2012, Rachel beat out over 3,000 bands in the US to secure her top 12 finalist spot for Ford’s Gimme the Gig II Contest. As part of the contest, she was able to showcase her original music in front of Grammy-award winning producer Don Was and renowned sound engineer Krish Sharma for a KTLA Television feature. This March, Rachel was chosen by grammy-award winning and internationally renowned producer RedOne as a top 5 finalist for Guitar Center’s Singer Songwriter 6 competition. She beat out over 10,000 other contestants across the nation and was flown out to LA to perform at the legendary Troubadour venue in West Hollywood, CA. Rachel has 3 albums out and is busy working on her writing for her next release. You can find her music on iTunes, Spotify, and Amazon.

Performance: New Hope Marshallese Youth Group

The New Hope Marshallese Youth Group is based in Salem Oregon. Their aim is to educate their community on Marshallese culture, people, and history through dance. 90 percent of the youth are direct descendants of those affected by the nuclear testing on Bikini Atoll.
Workshop 1

*Reach – Role Playing*

This activity is designed to help students practice skills for responding to situations where people act in ways that can be perceived as racist, prejudicial or problematic. This activity represents ‘Reach’ because it pushes students to reach beyond their comfort zone.

Objectives:
- Build awareness for setting up the tone for effective and constructive responses to racism.
- Explore different approaches for responding to these situations.
- Practice responses through role playing.

Workshop 2

*Inspire*

The purpose of this activity is designed to explain the history behind the internment of Japanese-Americans during World War Two and to draw contemporary parallels to the Muslim-American community. How can Asian-Americans learn from their history and apply that knowledge to be an ally to Muslim-Americans? This activity represents ‘Inspire’ because we want to inspire API to become allies of marginalized and underrepresented groups.

Objectives:
- Recognize and draw parallels between historical and contemporary events.

Workshop 3

*Strive*

The purpose of this workshop is to demonstrate how people are capable of being oppressed while oppressing others as well. The students will explore what makes someone a role model and how certain historical figures were role models for some people but not for others. This activity represents ‘Strive’ because if we do not strive to be self-critical of our own communities then we can never fully understand why some APIs have more privilege than others.

Objectives:
- Critically explore different API role models.

Workshop 4

*Endure*

The purpose of this workshop is for students to learn how to effectively communicate their issues and convince others to join their cause. This represents ‘Endure’ because it symbolizes the struggle and endurance that political campaigns must go through.

Objectives:
- Gain skills to convince others to join their cause.
- Create a poster reflecting the cause they care about.
Workshop Resources

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24th Annual Asian American Youth Leadership Conference
February 3, 1942 (Seattle): I finally decided to register my fingerprints today after putting this off for a long time. Mrs. Sasaki and I went to the post office at the appointed time of 9 a.m. We finished the strict registration two hours later. I felt that a heavy load had been taken off of my mind.

April 18, 1942 (Seattle): Today most of the stores in the Japanese section of town closed down. In this manner, our community of 40 years has come to a profound end. Reminiscing over the past, my eyes filled with tears. I had high blood pressure again so I received a second injection. I stayed in bed and rested, but my heart was filled with deep emotions thinking about the future.

April 28, 1942 (Camp Harmony Assembly Center, Puyallup, Wash.): At last the day had arrived. It was time to leave Seattle, the city where we have lived for such a long time. Even though I tried not to cry, the tears flowed. Our group of 370 working people departed at 9:30 a.m. in a long string of cars and buses. We arrived at Puyallup at 11:30 a.m. We settled into our assigned place, A-2, number 27. We were all very dissatisfied with our army cots and cotton mattresses. Until late at night we heard a mixture of hammering and the crying voices of children. With much difficulty, I was eventually able to fall asleep.

May 10, 1942 (Camp Harmony): It rained on and off all day. We had an unusual lunch of roast beef. It was the first time we had meat since being put in this camp. Reverend Thompson brought some “onigiri” (rice balls) made by Fumi (daughter), which I shared with everyone. I heard that Fumi will be put in camp tomorrow. At 2:30 I attended Dr. Warren’s sermon. I felt lonesome because there was no special gathering for Mother’s Day.

May 16, 1942 (Camp Harmony): Fine weather today, although it showered in the evening. In the afternoon Kazuo carried Roger in. I was able to enjoy him for only a few minutes. Today the process of accommodating the 8,000 Japanese from the Seattle area finished. The camp became very lively.

May 21, 1942 (Camp Harmony): It was partly clear today. In the evening there was a shower. All in all, it was fine weather. Early in the morning the laundry room looked just like a battlefield. As usual, I spent most of the time cleaning and doing laundry. For lunch they served wiener. For dinner, once again, it was bologna. I had a poor appetite.

June 16, 1942 (Camp Harmony): First it rained, then it cleared up in the evening. Kazuo (son) got passes for papa and I to go to the isolation ward to visit Roger who has the chickenpox. The building was miserable and looked just like a jail. It is truly pathetic, but I guess it is for the protection of the public health. I prayed for his earliest possible recovery.

July 1, 1942 (Camp Harmony): The heat is severe and there is no breeze. I heard that some rooms never got below 110 degrees yesterday and that the temperature in the sick room went up to 120 degrees. It was unbearable. During the afternoon I stood under the grandstand to avoid the sun. I stayed there until evening pleasantly conversing with Mrs. Kato and Mrs. Kaneko. I had no appetite today and went to bed exhausted.
Interview with Chizu liyama

What were interactions like with the American Soldiers?

Our interactions, okay. Some really funny things happened in camp. One of which was that the Issei—the old generation—got very upset because the girls began to flirt with the American soldiers who were on the watchtowers with their guns. They got to talking with each other. I think it’s almost inevitable when you have young people that they are going to reach out and talk to each other. The Issei got very upset—the old people. So, they had a plan and their plan was to grow—they knew that the Japanese girls are very careful about where they walk because—we had an incident in camp where somebody brought seeds and they began to grow the seeds. Everyone was trying to do something to make life a little bit better. They began to grow seeds. They put up fence, a little wire string around the place and nobody would step on it. Everything was very careful every morning to make sure that nobody stepped in the area where the seeds were being planted. So the Issei came up with the idea that they were going to plant flowers all around the edges, and told everybody, “You can’t go near here because we got this planted!” So, the girls were way back there and you really couldn’t talk to the soldiers too well, and so that kind of took care of that program. We said “The Issei were pretty smart!” They knew how to deal with it by using this kind of method. It’s kind of interesting to see how people dealt with problems inside the camp without a real confrontation within the families. But there were confrontations within the families; I could remember some that were very sad.

Can you give us an example of those confrontations?

I guess the saddest part was I think I talked a little bit about questions twenty-seven and twenty-eight, which really split families. What was sad was for me to go over to the families and listen to the young kids—who must have been twelve, fourteen, sixteen year old kids—who were crying and saying, “I don’t want to go to Japan, I don’t want to go to Japan”. The parents are saying “There is no future for you here, we’re going to go to Japan”. Because the kids had no say, so they had to go where their parents went. They did go to—some of them had to go to Japan. There were others where parents did listen to what the kids said. But they couldn’t leave the kid over there in America while they went back to Japan. They decided to stay. That was some of the sad parts, is when I worked with families along with what they were going to do as a result of those questionnaires. Other kinds had to do with, “My son is always out”, and I thought my mother could have that same complaint! So, we talked about camp life and what it was like for people to be in camp and how difficult it was to keep a family together in the camp. I always brought in my example of our family and how we are all now eating together with other people “ Is that happening to you?” and they would say “ Yes, and we don’t want that.” Well, when they had little kids they did bring the food back and they would eat. We had some of the people bring the food back and eat in their rooms and all, so that there would be some semblance of a family life and they wanted very much to keep it. Well the children are little so they obey the parents and they went in. It’s, as they grew older that it was very difficult to keep the families together; families did split apart. So, those were the kinds of things that—complaints about girls who went to dances and things like that. We had to explain again that this was a very natural for girls to go to dances and it was a way, an outlet for them. Parents were really fairly open, much more open than they had been if were if living in San Francisco, because they realized the problems in camp were so hard that people had to learn how to make life a little bit more comfortable for themselves.
Diary of Toyojiro Suzuki

2 February 1942

During the early morning hours of 2 February 1942, Government agents from the FBI and the INS (Immigration/Naturalization Service) quietly converge on Terminal Island and spread out fan-like into our fishing village for a mass arrest of alien Japanese. Fishermen are aroused from their sleep. The womenfolk cry out as unrest and alarm spread quietly throughout our community. At 6:30 AM, Messrs. Tonai and Wada are forcibly carted off for detention within the four walls of the INS building on Terminal Island. Frantically, Mrs. Tonai pounds on the door of my house. She informs me of the FBI round-up, and then is reluctant to return home. Commotion within my house increases as other wives and children converge at my place to seek comfort and solace. However, I feel that it is only a matter of time before I too am arrested and detained. Therefore, I advise my friends to leave for I would be helpless to render any form of assistance. My mind weighs heavily with personal family matters that require immediate attention. To my wife Takako, I give two hundred dollars for deposit to our bank account.

Another $150.00, I split three ways and pass out for emergency funds. Other details race through my mind and I am preoccupied with a miscellany of last-minute details. At 8:30 AM, there is a knock on the door. Government agents have come for me. The agents present a document on which my name appears. Then I am asked to sign this document which will subsequently permit the agents to conduct a search of my house. I am advised to take along a minimum of necessities in clothing as I would be held in custody for one night only. I am relieved on hearing this news. I am escorted to an awaiting vehicle, but my mind is only on my bed-ridden child who has taken ill with fever. Soon, Mr. Dentaro Tani is escorted to another car. Mr. Nakamura soon follows to become another arrested fisherman and my fellow-passenger. The Government agents motor about the streets of Terminal Island as the driver has seemingly encountered some difficulty in locating the residence of Mr. T. Tamura. However, he too, is soon a passenger as Alien No. 4 in the same car. At 9:30 AM, we arrive at the INS building and are immediately interrogated. We are all confined to a back room following our interrogation. Following lunch, we wait and wait. At about 4:00 PM, we are each fingerprinted—first, each finger and then the four fingers of each hand together. We are photographed—front and side views. For identification and future reference, we are made to hold up our printed name and an assigned identification number with each photograph taken. Subsequently, in groups of ten, we are relocated to the third floor.

At 9:30 PM, I am relocated again to the second floor of the Coast Guard building where there are seventy-six other alien fishermen confined. My fellow-prisoners are others from different walks of life also, and each man has a tale of personal horror to relate. At 9:30 PM, we prepare our beds to retire for the night. However, I am unable to sleep because of the strange environment suddenly thrusted upon me. My worries further compound my inability to sleep. The door is locked, and one security guard remains in our quarters while two or three more maintain vigilance outside our quarters. At 11:00 PM, all lights go out.
Interview with Sato Hashizume

What do you remember about the day of the Pearl Harbor attack? My memories were that—it was on a Sunday—and, all of a sudden, my father was shaking his head and saying, “Ah, I don’t know why Japan did that.” So, we all went to our little radio and we all hovered around that, listening to what the reports were. As the reports came in, my father just says, “Japan is such a small country, trying to beat this big country. They’re just not gonna win. Why did they do that? Why did they do that? It only means trouble.” That was his response. I just sort of thought, ‘Wow, Japan is attacking Pearl Harbor.’ It didn’t mean a whole lot to me at that time. It started to mean more when my father says, “Well, you don’t have to go to Japanese school now”, because they closed the school almost immediately because they didn’t want people to think that we were favoring Japan. As the war progressed, the children that I used to run back and forth to school with—we were friends—and some of them would begin to say, “Are you a Jap?” And then some of them—I would say, “No, no, I’m not a Jap, I’m Japanese.” Then they would chase me or throw things at me and say to me ‘Go back where you belong’, that I remember very clearly.

Did you feel torn between America and Japan, because you were born there, but the rest of your family was from here? There was one place and time that I remember. I don’t know whether it was being torn, but they were, my sister was a little bit frightened with this because they gave us questionnaires to fill out. And on each one it said the “identifying information” and then, ‘Where were you born?’ My sister put down on mine, ‘United States: Portland, Oregon.’ I was able to get those papers 50 years later when the library of congress, I guess they opened up those papers. So I said to my sister, “Why did you put that down there?” She says, “Well, I guess we didn’t want them to think or take you away or do anything like that.” So, that was frightening.

What was school like that first Monday after Pearl Harbor? It was sort of like, I just wanted to be with my friends and buddy around and I don’t remember that. It was as the propaganda started coming through with the newspapers and the billboards, that’s the time when the students started picking on me.

Can you remember some of those billboards? I certainly do. There was a Foster and Kaiser billboard, a large one, that had a caricature of a Japanese soldier, with the protruding teeth and very slanted eyes and a bayonet in his hand. It said above it, ‘Win the War!’ and on the bottom, ‘Kill a Jap!’ So, it was that kind of thing that helped stir the feelings.

What was your reaction upon seeing this sort of propaganda? What was my reaction? This is what I did, I—remember I told you I had this Chinese friend and as things got worse, kids chasing me—it never occurred to me that I should stay at home. My father and everybody said you go to school no matter what, so I did. I thought ‘Oh, God. How am I going to protect myself?’ It didn’t occur to me to tell anybody either. But, my Chinese girlfriend, Joyce Chan, opened the screen door, and here she had this big, red, white and blue button, and it says ‘I am Chinese’. I thought ‘Hey!’ I traded her my ten cents worth of candy, for her badge and I wore it to school after that. Anytime anyone said anything, “Chinese, Chinese”; and you know what, that’s it, nobody knew the difference, right? They’d say, “Oh, you’re Chinese, okay.” So then that’s the way I felt protected, so until we were interned, I would wear my little button.
Interview with Rose Nieda

Did you receive reparations from the government? Yes, I did. A lot of the neighbors of my age group, of course, objected. They said, “You’re going to stir up a lot of trouble. Everyone else is going to want it, the Indians would want it, the so-and-so would want it.” I said, “OK, if they’re going to give it to me, I’ll take it.” I can’t even buy a car with $20,000, right? And three years of your life you cannot buy with money! And so I accepted it. A lot of Nisei, when we had this going, they needed money to protest this thing. A lot of Nisei were asked to donate money towards this cause and they said, “No, we don’t want to have anything to do with it.” I said, “When the reparations come are you going to accept it?” Here I go again! She said, “That’s none of your business.” After she, after these people got it, I said, “Well?” Of course, I shouldn’t do things like that. It just riles me!

Are you angry?

No, no. Fortunately, as time goes on you remember all the positive things as anything in relationships or anything. You think, I learned a lot from this experience. They say even in failure you learn something. Time is wonderful in a way.

What did you learn from this experience? Well, I learned how to adjust to adversity. I knew about people, interaction, educating the Caucasians for instance. My neighbor says to me, “I didn’t know Japanese people became professional people.” I said, “Why?” She said, “The only ones I knew were gardeners and cooks. Matter of fact we had a cook and a gardener.” I said, “Oh!” It’s so, I don’t know, it’s so interesting. Then one day—I live in Tiburon—and I opened the door and a solicitor said, “We would like to see the lady of the house.” I said, “Oh, she’s not here.” I mean I got real fresh from then on. Someone came to see me and my husband was out in the yard and she said, “You know, I went to your house the other day, but only the gardener was there.” I said, “What do you mean? Gardener?” She says, “Yeah, the gardener was working out in the yard.” I said, “Oh, that was my husband.” She said, “Oh, I thought you were married to a white man because you live in Tiburon.” I mean you’ve run across this right? Then, Halloween came along, knock on the door and a little boy, he’s very smart he says, “We have a custom here, that is trick-or-treat at Halloween time.” I said, “Oh really?” I mean things like, it’s very interesting, you know? I learned a lot. The post office, we were the first Japanese Americans there that were professional so everyone knew us. They say, “Where is that Japanese family?” They say, “Over there.” It’s a good identity thing. There are positive things, right? Unfortunately, we don’t have too many Japanese Americans in my development. Our neighbor had the house up for sale and they said, “Well there’s an African American doctor that wants to buy our house. Do you have any objections?” to me. I said, “Huh? Are you asking me?” I mean, OK. Ah, we’re talking about camp.

Is there something you would like to pass on to the world that we can learn from your experience? Well, at this point in time, I think it was a good learning experience for me. At that time you think, “Oh my goodness this is a monumental brick wall facing me!” But when you go through it, I am thankful that I learned so much. I have no bitterness, really. You think about losing three years of your life, but you can’t. I have to move forward. Get on with your life. It’s like losing a spouse. A lot of people are still grieving after twenty years. You just have to get on, go on with your life. That’s the way I feel about everything that’s happened to me. That’s all I can say.
Interview with Janet Daijogo

Did you ever feel for your race, for being Japanese American, or did you ever feel it was your fault for being interned? I actually didn’t know that it was a shameful thing until I was at the University of California. I think I told that story. My parents never talked about camp. I didn’t really know—I mean they talked about camp but not with the feeling that it was a disgraceful thing because they simply—that generation did not talk about pain. It wasn’t until afterwards, when Reagan apologized, that my mother said even one sentence about that, “This was injustice,” or “This was an outrage.” As I said I wasn’t the kind of girl who asked questions—I didn’t go to Urban School. I wasn’t taught to analyze. It was my personality, I was kind of quiet and like a “good girl.” I had other things to do. It wasn’t a huge part of who I was or who I became, except at a subtle level.

Did you ever feel frustrated because you said that JACL had their own way of going about fighting this? Did you feel frustrated by the lack of indirect confrontation? No, not at all. I think that however they did it, it worked. If they did it in a softer way than another style, I think that, whatever works to bring justice is good. I think they did it in their own way. There’s a—I don’t know if this is true but when we went to one of these meetings, the people who went—there was one contingent who were invited to the White House—or they got into the White House—they had an appointment for 45 minutes or something, and they said, “What are we going to say to the President.” What they decided to do was they took a book of the 442nd military troops, the most decorated troop in World War 2. They took that coffee table book because they that that would speak to him, knowing who he was in a way that then a lot of cerebral kind of ways. They went right to a way that they thought. I guess it worked. They got there and they presented the book and said a little bit about it and because that regiment had already been honored it was like a direct line to whatever to get him on their side. It turned out he was the president who issued the apology. And the money.

Which was more important to you? Way the apology. I remember being at one of the meetings and they talked about reparations and apology, those two things. They felt that the government would not take just an apology seriously unless it were tied to the money because this is America. That’s the way it went. The government issued the apology with the check.

What does that mean? It means money speaks.

Do you think the money was to pay off the guilt the U.S. government felt? I think it was a token because nothing can really repay three years of people’s lives just in the middle of their lives. My parents were in their mid-thirties and to just be lifted out of your life and your livelihood and taken—really as a prisoner—to somewhere you didn’t want to go—you didn’t know where you were going and you didn’t like it when you got there—was an astounding thing. Not that things hadn’t happened in our history, heaven knows, but I think that it was really the apology and the acknowledgement that this was an unconstitutional outrageous way to treat a citizen on the basis of their race.
Name: Aung San Suu Kyi

Nationality: Burma/Myanmar

Accomplishments: Aung San Suu Kyi led the National League for Democracy (NLD) to a majority win in Myanmar’s first openly contested election in 25 years in November 2015. The win came five years to the day since she was released from 15 years of house arrest. Although the Myanmar constitution forbids her from becoming president because she has children who are foreign nationals, Ms Suu Kyi is widely seen as de facto leader.

Her official title is state counsellor. The president, Htin Kyaw, is a close confidante. The 70-year-old spent much of her time between 1989 and 2010 in some form of detention because of her efforts to bring democracy to then military-ruled Myanmar (also known as Burma) - a fact that made her an international symbol of peaceful resistance in the face of oppression.

In 1991, “The Lady” as she’s known, was awarded the Nobel Peace Prize and the committee chairman called her “an outstanding example of the power of the powerless”.

Aung San Suu Kyi is the daughter of Myanmar’s independence hero, General Aung San. He was assassinated during the transition period in July 1947, just six months before independence, when Ms Suu Kyi was only two. After stints of living and working in Japan and Bhutan, she settled in the UK to raise their two children, Alexander and Kim, but Myanmar was never far from her thoughts.

When she arrived back in Rangoon (Yangon) in 1988 - to look after her critically ill mother - Myanmar was in the midst of major political upheaval. Thousands of students, office workers and monks took to the streets demanding democratic reform.

“I could not as my father’s daughter remain indifferent to all that was going on,” she said in a speech in Rangoon on 26 August 1988, and was propelled into leading the revolt against the then-dictator, General Ne Win.

Inspired by the non-violent campaigns of US civil rights leader Martin Luther King and India’s Mahatma Gandhi, she organised rallies and travelled around the country, calling for peaceful democratic reform and free elections. But the demonstrations were brutally suppressed by the army, who seized power in a coup on 18 September 1988. Ms Suu Kyi was placed under house arrest the following year. As the new government embarked on a process of reform, Aung San Suu Kyi and her party rejoined the political process.
When by-elections were held in April 2012, to fill seats vacated by politicians who had taken government posts, she and her party contested seats, despite reservations. “Some are a little bit too optimistic about the situation,” she said in an interview before the vote. “We are cautiously optimistic. We are at the beginning of a road.”

She and the NLD won 43 of the 45 seats contested, in an emphatic statement of support. Weeks later, Ms Suu Kyi took the oath in parliament and became the leader of the opposition. In 2015, the military-backed civilian government of President Thein Sein said a general election would be held in November of that year - the first openly contested election in 25 years. Soon after the 8 November vote it became clear the NLD was headed for a landslide victory.


**Criticisms:**

More than a dozen fellow Nobel laureates have criticised Aung San Suu Kyi, Myanmar’s de facto leader, for a bloody military crackdown on minority Rohingya people, warning of a tragedy “amounting to ethnic cleansing and crimes against humanity”. The open letter to the UN security council from a group of 23 activists, including Archbishop Desmond Tutu and Malala Yousafzai, warned that the army offensive had killed of hundreds of people, including children, and left women raped, houses burned and many civilians arbitrarily arrested.

It was delivered as Bangladesh announced around 50,000 Rohingya Muslims have fled the violence across its border.

“Access for humanitarian aid organisations has been almost completely denied, creating an appalling humanitarian crisis in an area already extremely poor,” reads the letter, whose signatories include current and former political and business leaders and campaigners such as Yousafzai, the youngest winner of the Nobel peace prize.

“Some international experts have warned of the potential for genocide. It has all the hallmarks of recent past tragedies – Rwanda, Darfur, Bosnia, Kosovo,” the letter reads.

“If we fail to take action, people may starve to death if they are not killed with bullets.”

The government of predominantly Buddhist Myanmar says it is responding to several attacks carried out by Rohingya militants that killed nine police officers on 9 October.

But the signatories to the letter said the army’s response had been “grossly disproportionate”.

The Rohingya are a minority of about a million people who, despite living in the country for generations, are treated as illegal immigrants and denied citizenship. They have been persecuted for years by the government and nationalist Buddhists.

Bangladesh has stepped up patrols to try to stop refugees crossing the border during the last three months, and its foreign ministry had summoned Myanmar’s ambassador to express “deep concern at the continued influx”. “Around 50,000 Myanmar citizens took shelter into Bangladesh since 9 October 2016,” the foreign ministry said in a statement on Thursday.

Name: Jigme Singye Wangchuck

Nationality: Bhutan

Accomplishments: Wangchuck was the king of Bhutan from 1972 until 2006. He is known for transforming Bhutan into the most environmentally conscious country in the world.

Since 1971, the country has rejected GDP as the only way to measure progress. In its place, it has championed a new approach to development, which measures prosperity through formal principles of gross national happiness (GNH) and the spiritual, physical, social and environmental health of its citizens and natural environment.

For the past three decades, this belief that wellbeing should take preference over material growth has remained a global oddity. Now, in a world beset by collapsing financial systems, gross inequity and widespread environmental destruction, this tiny Buddhist state’s approach is attracting a lot of interest.

As world leaders prepare to meet in Doha on Monday for the second week of the UN climate change conference, Bhutan’s stark warning that the rest of the world is on an environmental and economical suicide path is starting to gain traction. In 2011, the UN adopted Bhutan’s call for a holistic approach to development, a move endorsed by 68 countries. A UN panel is now considering ways that Bhutan’s GNH model can be replicated across the globe.

As representatives in Doha struggle to find ways of reaching a consensus on global emissions, Bhutan is also being held up as an example of a developing country that has put environmental conservation and sustainability at the heart of its political agenda. In the last 20 years Bhutan has doubled life expectancy, enrolled almost 100% of its children in primary school and overhauled its infrastructure. At the same time, placing the natural world at the heart of public policy has led to environmental protection being enshrined in the constitution. The country has pledged to remain carbon neutral and to ensure that at least 60% of its landmass will remain under forest cover in perpetuity. It has banned export logging and has even instigated a monthly pedestrian day that bans all private vehicles from its roads.

“It’s easy to mine the land and fish the seas and get rich,” says Thakur Singh Powdyel, Bhutan’s minister of education, who has become one of the most eloquent spokespeople for GNH. “Yet we believe you cannot have a prosperous nation in the long run that does not conserve its natural environment or take care of the wellbeing of its people, which is being borne out by what is happening to the outside world.”

Powdyel believes the world has misinterpreted Bhutan’s quest.
“People always ask how can you possibly have a nation of happy people? But this is missing the point,” he says. “GNH is an aspiration, a set of guiding principles through which we are navigating our path towards a sustainable and equitable society. We believe the world needs to do the same before it is too late.”

Bhutan’s principles have been set in policy through the gross national happiness index, based on equitable social development, cultural preservation, conservation of the environment and promotion of good governance.

At a primary school in Thimphu, the headteacher, Choki Dukpa, watches her students make their way to class. She says that she has seen huge changes to the children’s emotional well-being since GNH principles were integrated into the education system four years ago. She admits that at first she had no idea what the government’s policy to change all education facilities into “green schools” meant.

Alongside maths and science, children are taught basic agricultural techniques and environmental protection. A new national waste management programme ensures that every piece of material used at the school is recycled. The infusion of GNH into education has also meant daily meditation sessions and soothing traditional music replacing the clang of the school bell. “An education doesn’t just mean getting good grades, it means preparing them to be good people,” says Dukpa. “This next generation is going to face a very scary world as their environment changes and social pressures increase. We need to prepare them for this.”

Criticisms:

In the late 1980s Bhutanese elites regarded a growing ethnic Nepali population as a demographic and cultural threat. By all accounts, the problem began when the royal family was startled to learn from a government census in 1988 that the Nepali-speaking Lhotshampas (literally, “southern people”) of southern Bhutan were threatening to become a majority. In response, King Jigme Singye Wangchuck promulgated a series of edicts that he said would preserve Bhutan’s cultural heritage.

On January 6, 1989, the 33-year-old king proclaimed a policy of “One Nation, One People.” The government enacted discriminatory citizenship laws directed against ethnic Nepalis, that stripped about one-sixth of the population of their citizenship and paved the way for their expulsion.

After a campaign of harassment that escalated in the early 1990s, Bhutanese security forces began expelling people, first making them sign forms renouncing claims to their homes and homeland. “The army took all the people from their houses,” a young refugee told me. “As we left Bhutan, we were forced to sign the document. They snapped our photos. The man told me to smile, to show my teeth. He wanted to show that I was leaving my country willingly, happily, that I was not forced to leave.”
Name: Mahatma Gandhi

Nationality: India

Accomplishments: The name “mahatma” means “great soul”, and his philosophy of peaceful resistance is widely credited with having forced the peaceful end of British rule of India in 1947, the year before his death.

He was born Mohandas Karamchand Gandhi on October 2, 1869, into a family of merchants. Breaking with caste tradition, he went to England to study law when he was 19. His fellow students shunned him because he was an Indian. It was in London that he read Henry David Thoreau’s “Civil Disobedience”, which inspired his principle of non-violence.

He returned to India in 1891. But two years later he left again, this time for South Africa where he was to stay for 20 years. He was the country’s first “coloured” lawyer to be admitted to the bar.

Deeply troubled by the country’s racism towards Indians, he founded the Natal Indian Congress to agitate for Indian rights in 1894.

There he also developed his politics of peaceful protests. In 1906, he announced he would go to jail or even die before obeying an anti-Asian law. Thousands of Indians joined him in this civil disobedience campaign, and he was twice imprisoned.

He returned to India in 1914, and began campaigning for home rule and the reconciliation of all classes and religious groups.

In 1919 he became a leader in the newly-formed Indian National Congress party. The following year Gandhi launched a campaign of non-cooperation with the British authorities, urging Indians to boycott British courts and government, and spin their own fabrics to replace British goods.

This led to his imprisonment from 1922-1924. By 1930 M.K. Gandhi had a mass following. To protest against the British salt monopoly and the salt tax, he led thousands of Indians on a 200 mile (320km) march to the Indian ocean to make their own salt. Again, he was jailed.

Gandhi had become convinced that India could never be truly free as long as it remained part of the British Empire.

At the beginning of the Second World War he demanded independence as India’s price for helping Britain during the war. India finally won independence in 1947. His efforts to achieve reconciliation between Hindus and Muslims eventually brought him death. He was assassinated by a fellow Hindu, Nathuram Godse, who felt that Gandhi had betrayed the Hindu cause.
Mahatma Gandhi, aged 78, was on the way to a prayer meeting, when he was shot three times in the chest and died on January 30, 1948.

(http://news.bbc.co.uk/2/hi/50664.stm)

**Criticisms:**

During his stay in South Africa, Gandhi routinely expressed “disdain for Africans.” Gandhi described black Africans as “savage,” “raw” and living a life of “indolence and nakedness,” and he campaigned relentlessly to prove to the British rulers that the Indian community in South Africa was superior to native black Africans. Here is a sample of what Gandhi said about black South Africans:

- “We felt the indignity too much and … petitioned the authorities to do away with the invidious distinction, and they have now provided three separate entrances for natives, Asiatics and Europeans.”

- In a petition letter in 1895, Gandhi also expressed concern that a lower legal standing for Indians would result in degenerating “so much so that from their civilised habits, they would be degraded to the habits of the aboriginal [black] Natives, and a generation hence, between the progeny of the Indians and the [black] Natives, there will be very little difference in habits, and customs and thought.”

- In an open letter to the Natal Parliament in 1893, Gandhi wrote: “I venture to point out that both the English and the Indians spring from a common stock, called the Indo-Aryan. … A general belief seems to prevail in the Colony that the Indians are little better, if at all, than savages or the Natives of Africa. Even the children are taught to believe in that manner, with the result that the Indian is being dragged down to the position of a raw Kaffir.”

- At a speech in Mumbai in 1896, Gandhi said that the Europeans in Natal wished “to degrade us to the level of the raw kaffir whose occupation is hunting, and whose sole ambition is to collect a certain number of cattle to buy a wife with, and then, pass his life in indolence and nakedness.”

- Protesting the decision of Johannesburg municipal authorities to allow Africans to live alongside Indians, Gandhi wrote in 1904 that the council “must withdraw the Kaffirs from the Location. About this mixing of the Kaffirs with the Indians, I must confess I feel most strongly. I think it is very unfair to the Indian population and it is an undue tax on even the proverbial patience of my countrymen.”

- Gandhi wrote in 1908 about his prison experience: “We were marched off to a prison intended for Kaffirs. There, our garments were stamped with the letter “N”, which meant that we were being classed with the [black] Natives. We were all prepared for hardships, but not quite for this experience. We could understand not being classed with the whites, but to be placed on the same level with the Natives seemed too much to put up with.”

- In 1939, Gandhi justified his counsel to the Indian community in South Africa against forming a non-European front: “I have no doubt about the soundness of my advice. However much one may sympathise with the [black] Bantus, Indians cannot make common cause with them.”

You will have limited time to visit over 15 college and career representatives. Make the most of each of your visits by asking pertinent questions regarding things that you are not able to find online or in catalogs. For example:

**For College Fair:**
- Ask for examples of some campus traditions.
- Ask if there are any scholarship secrets.
- Ask whether admission officers make decisions based on numbers (i.e., GPA and SAT/ACT scores, or if they consider extra-curricular activities).
- Ask how best to prepare for college.
- Ask if a student leader can contact you to give you a student’s perspective.
- Ask how many of the students drop out, transfer away, or how many stay and graduate.
- Ask for a direct phone number for an admission counselor and a financial aid counselor.

**For Career Fair:**
- Please tell me about the mission and main function of your organization.
- What type of opportunities are typically available to new college graduates?
- What specific skills and qualifications does your organization look for in its employment candidates?
- What is the hiring process at your company?
- How does your organization train their new employees?
- What is the culture of your organization?
- What are the projections for future changes within your organization?
Representatives from:

**Colleges**
- Clackamas Community College
- Clark College
- Concordia University
- Eastern Oregon University
- Linn Benton
- Massachusetts College of Pharmacy and Health Sciences
- Oregon State University
- Pacific University
- Portland Community College
- Portland State University
- Reed College
- Savannah College of Art and Design
- Seattle University
- Southern Oregon University
- University of Oregon
- University of Oregon Chinese Flagship Program
- Washington State University Pullman
- Washington State University Vancouver

**Organizations**
- APANO (Asian Pacific American Network of Oregon)
- Asian American & Pacific Islanders
- C.A.C.A. Portland Lodge
- Connect2Complete Program Leader at Campus Compact of Oregon
- Council on International Education Exchange (CIEE)
- Democratic Party of Oregon
- The Experiment in International Living
- Friends of Trees
- MERCY CORPS
- Oregon Army National Guard
- Portland Fire and Rescue
- U.S. Army Recruiters
- Where There Be Dragons
2017 AAYLC College and Career Fair: 
Passport to Success

- Collect answers and stamps for all 16 questions from different booths for a chance to be drawn for a prize!
- Show your completed passport to a facilitator at your next workshop and give them the legible filled out bottom portion with your contact information to be entered in to our Passport to Success drawing!

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Notes:

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School: 
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**WITH GRATITUDE**

**Thanks to our community volunteers for serving as conference facilitators!**

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<th>Community Facilitator</th>
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<td>Student Success Peer Facilitator</td>
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<td>Audrey L Kadoya</td>
<td>Student Success Peer Facilitator</td>
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<td>Derrick Louie</td>
<td>Senior Workers' Compensation Claims Adjuster</td>
<td>The Hartford</td>
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<td>Eugene Smith</td>
<td>Masters Student and Student-Teacher</td>
<td>Portland State University</td>
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<td>Fiona Miu, LCSW</td>
<td>Mental Health Therapist</td>
<td>Fiona Miu, LCSW, Principal/Owner</td>
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<td>Gene Ren</td>
<td>Desk Side Support GIS IT</td>
<td>Lam Research</td>
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<td>Justin Yuen</td>
<td>President</td>
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<td>Tiffany-Amber Ganir</td>
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<td>Viet Phan</td>
<td>Software Engineer</td>
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Melanie Huynh
2017 Scholarship Awards
Recipient ($1500)

Melanie is currently a senior attending Central Catholic High School. In the future, she plans to attend Pacific University studying Biochemistry and Psychology, undergoing a pre-medical program. Additionally, she plans to attend graduate school to receive her doctorate, next attending medical school to become a physician of internal medicine. She enjoys composing music and drawing, both of which are produced digitally and traditionally. This is her fourth year attending AAYLC, second as an ambassador. AAYLC has allowed Melanie the opportunity to meet a community filled with bright individuals who share a similar background as her. Through the connections, relationships, and friendships forged from such an incredible community, AAYLC brings a sense of solidarity and unity for all minorities alike.

Marie Kolenski is a senior at Portland Christian High School who plans on attending Biola University in the fall where she intends to major in Design and Business. She is the president of the Mark Fakkema chapter of the National Honor Society as well as an active member of Student Government. She participates in many varsity athletics including Soccer, Basketball, and Track & Field, is involved in art and has also been a member of Concert Band and Choir. She has been a part of multiple productions at Portland Christian as a cast member, stage manager, or part of the pit orchestra. She has a self proclaimed passion for people, and often enjoys volunteering for school and church events, and is an active member of her school’s worship band.

Marie has attended AAYLC since sophomore year and is very grateful for everything the conference has done for her as well as hundreds of students in the Portland area. She hopes that the skills and relationships that have come from attending the conference will continue to help her as she looks towards what the future may hold.

Celina Tebor is a senior at Franklin High School. Next year, she will be attending the University of San Diego in the Honors Program and is planning on studying Political Science. Celina is of Filipino descent and is a part of the school’s Filipino Club, and she has also received the Golden Minds Asian/Pacific Islander Recognition award. At Franklin, Celina participates in the Constitutional Law team, is the Volunteer Coordinator for the National Honor Society, is the Director of Marketing and writer for the school newspaper, helps a group of freshman throughout the year through Link Crew, and is the team captain of her varsity volleyball team. Outside of school, Celina also plays club volleyball.

Celina attended the AAYLC her junior year and is returning this year as Franklin High School’s AAYLC ambassador. She is so excited to both be an ambassador and a scholarship winner, and hopes that she will be able to use her knowledge and gained through the AAYLC to allow her to seek and understand multiple perspectives to make every experience a learning and growing opportunity.
Elly Ha
Cleveland High School
Logo Competition Co-Winner

Dao K Ha, who prefers to be called Elly Ha is a senior at Gresham High School. She spends most of her time after school as President of the Asian Pacific Islander club. She also attends the Center for Advanced Learning Charter school studying in the program of Digital Media and Design. When she is not in school she likes to draw pictures. She draws inspiration from anime characters and game champions from games like League of Legends, Super Mario, Pokemon etc. She’s been drawing since she was in elementary school and although her drawings are not professional she still really loves to draw. She also loves to learn about history. She might not be good at memorizing history, but she does certainly enjoy learning about how past ideologies affected people. She is also going to be attending Seattle Pacific University and hopes to graduate with a degree in Graphic Design!

Artist Concept
The hand in the middle of the RISE not only represents the letter I but also represents a fist. The concept of the fist arose from the symbol of rising powering and unity. As Asian Americans, being the minority in the states, it is important that we come together as a community to strive through times of difficulty. Included in the logo is the Rising Sun, representing that we are all the Sun. Able to shine bright in the sky from the things that stray us from being who we are. Reasoning behind why the Sun is not yellow is because of the bright contrast towards the eyes. Also, choosing Red would completely change the concept that was intended. Since orange stood for joy and enthusiasm, I thought it would be appropriate to incorporate this color. The flower on the wrist of arm is no ordinary flower. It is the Lotus flower that represents the beauty and purity that one can be. I hope that these concepts in the logo can help bring together the warmth, peace and unity that the Asian American Community has.

Logo Competition Runner Up:
Marie Kolenski | Portland Christian High School

Honorable Mention:
Paulina Le | Hood River Valley High School
Teresa Do – Tigard High School

Teresa is a junior at Tigard High School and head captain of her school’s dance team. She is beyond hyped for 2018 so that she can graduate and pursue her dream career at University of Washington: a pediatrician. In her free time, you can catch her either napping, [very likely] drinking boba tea, being an officer at Japanese National Honor Society, or [most likely] dancing. This is her second year at AAYLC; she is beyond excited to RISE up with you this year! Her goal is to be able to help young Asian Americans see the potential they have within them and learn to never hold themselves back. Teresa hopes that you will RISE up during AAYLC and step out of your boundaries to experience new perspectives, make new friends, and learn new ways to achieve your potential!

Abby Eom – Sunset High School

Abby Eom is a sophomore at Sunset High School. She enjoys playing tennis and is in love with music. Her plan after high school is to go to a four-year college and pursue a higher degree. Her dream school is UC Berkeley and is interested in fields like journalism. Diversity is one of her greatest passions, and, even though it’s her first year joining, she believes it’s the main reason why AAYLC is so important. In this day and age, diversity is being avoided and shamed upon for multiple reasons. Many minorities feel that they are powerless and worthless. Abby strongly disagrees. Their power and worth are in their hands and nobody else’s! To have an opportunity to hold leadership in a nation that is going through such struggles gives minorities the meaningful chance to stand up for what they believe in, act upon it, and create change.

Anthony Hoang – Benson High School

Anthony Hoang is a senior at Benson Polytechnic High school. He is interested in the medical field and is looking towards the University of Washington for his college education. Anthony likes playing tennis, taking long walks, and sleeping in on weekends. Anthony has been involved with AAYLC for three years and this is his first year as a student ambassador. AAYLC is important because it teaches Asian-Americans to learn the importance of preserving their cultural dignity and to see the problems facing Asian-Americans in our society.
Vivian Hoang – Lincoln High School

Vivian Hoang is a senior at Lincoln High School, and aspires to pursue a career as a family attorney. She was raised in a Vietnamese family by a single mother who is a fashion designer and leader in the Portland fashion community. She shows great interest in cultures from around the world and has learned six languages. Those include English, Vietnamese, Korean, Spanish, French and Mandarin Chinese. She is currently the President of LHS’s Asian Student Union, a dance member of the Hallyu Club, and is part of the Cardinal Choir. This is her fourth year attending AAYLC, and her third year as an AAYLC Ambassador. Understanding a community of students with similar struggles and cultures motivated her to follow up with the AES conferences. It took her time to “get out of her shell”, but her peers gave her HOPE to achieve her goal of building self confidence.

Anna Kien – Wilson High School

Anna Kien is currently a junior at Wilson High School. She plans to take a gap year to travel and study abroad before attending the American University in Washington DC. She is involved in numerous activities such as Student Government, the Asian Pacific Islander Student Union, the Equity Team, the Superintendent’s Student Advisory Committee, the Asian Pacific American Network of Oregon, the Center for Women’s Leadership, the Dragon Boats Team, Red Cross Club, and Outdoor School. In her spare time, Anna enjoys dancing, going on adventures, and exploring different cultures through food and language.

This will be Anna’s third year attending AAYLC and she is honored to represent Wilson High School for the second year in a row. She believes AAYLC is important because “it’s a great place to be inspired and learn the skills needed to become an empowering leader while creating unforgettable memories with new, everlasting friendships.”

Melanie Huynh – Central Catholic High School

Melanie is currently a senior attending Central Catholic High School. In the future, she plans to attend Oregon State University studying Biochemistry and Psychology, undergoing a pre-medical program. Additionally, she plans to attend graduate school to receive her doctorate, next attending medical school to become a physician of internal medicine. She enjoys composing music and drawing, both of which are produced digitally and traditionally. This is her fourth year attending AAYLC, second as an ambassador. AAYLC has allowed Melanie the opportunity to meet a community filled with bright individuals who share a similar background as her. Through the connections, relationships, and friendships forged from such an incredible community, AAYLC brings a sense of solidarity and unity for all minorities alike.
Erica Luu is a sophomore from Cleveland High School. She is currently preparing for her high school’s full IB Program for the coming year as a junior. Erica plans to enter the medical field once she is in college. She will be attending a week-long nursing program at Yale University and continue in HOSA (Health Occupations Students of America). Beyond school, she commits most of her time toward Key Club (the largest student-run service program). Erica has just been elected as Division 62’s Lieutenant Governor where she acts as a liaison between the PNW District and her Division. Although this conference will only be her second year involved with AAYLC, Erica is very excited to be Cleveland’s Student Ambassador. She believes that the annual conference is a rewarding opportunity for Asian American youth to network with others, learn about their culture, and grow as a person and a leader.

Marie Kolenski – Portland Christian High School

Marie is a Senior at Portland Christian High School. She is involved in music, art and varsity athletics, and is also a member of Student Council and NHS president. Next year, Marie plans on attending Biola University to study Graphic Design and Business. This is her third year attending AAYLC, which she values for the way it brings youth together and equips them to be influential members of the community.

Angelica Mejia – Sprague High School

Angelica Mejia is a junior at Sprague High School. She is involved with the school’s choir and varsity swim team, and is president of Sprague’s Medical Society. She is also a volunteer for World Beat Gallery, which is run by the non-profit Salem Multicultural Institute. When she is not studying, you can find her reading, baking, or hanging out with friends. After high school, she plans on studying under a pre-med track in a four-year university, conducting her own independent research, and eventually becoming a physician.

Angelica is so grateful for the opportunity to be a student ambassador for AAYLC. Though it is only her first year being involved, she feels that “it is so important to attend the conference because it’s a great way to connect with people who share similar cultures and experiences, and it’s a great way to make new friends.”
**STUDENT AMBASSADORS**

**Artthew Ng – Clackamas High School**

Artthew Ng is junior at Clackamas High School. He is an active member of his community. He’s really glad to see everyone at the AAYLC Conference and hope that we can solve the pressing issues of our time together.

**Maryanne Pelpola – Southridge High School**

Maryanne Pelpola is a junior at Southridge High school. Her hobbies include singing, cooking, hiking, and sightseeing. In the future, she wants to attend Emory University and study science or/and East Asian studies. She plans on becoming a doctor in order to help deprived people. This is her second year attending the conference and the first year being a student ambassador. Last year, she had an amazing experience and got to meet new friends. She loves attending the conference because it helps her understand and be aware of problems Asian Americans face as well as others. The discussions opened up her mind to other perspectives and allowed her to understand herself better.

**Aaron Sha – Jesuit High School**

Aaron Sha is a junior from Jesuit High School and hopes to become an orthodontist in the future. Apart from being actively involved with Jesuit’s Asian-American Club and Chinese Culture Club, Aaron leads Ageless Connections, a nonprofit organization hoping to eliminate the social stigmas that separate different age groups by organizing community outreach events. Furthermore, he vehemently participates in community initiatives such as rallies and city hall meetings, hoping to better understand how the city’s legislature achieves its goals. In his spare time, he enjoys aimlessly exploring the streets of Portland with friends, playing the piano, and taking long, precious naps. While this is only Aaron’s second year of attending AAYLC, he feels blessed to be given the opportunity to help with one of the most uniting, stimulating, and empowering youth conferences in all of Oregon.
Tristan Tam is senior at Centennial High School. As he moves onto his college career, he decides to study Computer Science and Music at Portland State University. He hopes to pursue a career in either software development or hardware engineering after his studies. In his spare time, Tristan enjoys to play the piano, cook, and play video games. This year is Tristan’s fourth year of being involved with AAYLC, and is graciously honored to be Centennial High School’s student ambassador. At school, he is involved in National Honor Society, Varsity Cheerleading, Jazz Band, and APIC as an officer. He believes that anyone attending AAYLC will acquire new knowledge about Asian cultures and will further enhance their social and leadership skills.

Celina Tebor is a senior at Franklin High School. She writes and is the Director of Marketing for the school newspaper and participates in the Constitutional Law team at Franklin. Celina loves service and is the Volunteer Coordinator for her school’s National Honor Society. Next year, Celina plans on continuing her education and attending college. In her spare time, she enjoys playing volleyball and loves to bake for her friends. This is her second year attending AAYLC and her first year as a Student Ambassador. She believes it’s important for students to attend AAYLC in order to help discover and develop their identity while being surrounded by supportive people.
The Chinese American Citizens Alliance Portland Lodge is proud to present the 25th Asian American Youth Leadership Conference.

Board members pictured from left to right: Stephen Ying, Molly Cochran, Kirby Chien, Wisdom Ming, Ron Cheng, Helen Ying, Kittie Kong, Kent Lee, Franklin Quan, and Betty Jean Lee.

The C.A.C.A. Portland Board wishes to thank the AAYLC Planning Team members for their dedication, time, and energy in making another rich and impactful conference. They also want to thank the school staff for their support and wish the best for the students in attendance.

Best wishes for a Great Conference!

Be Influential Leaders in Making Better Communities

Chinese American Citizens Alliance

The Chinese American Citizens Alliance, established in 1895, is among the oldest civil rights organizations in the United States. Headquartered in San Francisco with chapter/lodges in Albuquerque (NM), Boston (MA), Chicago (IL), Greater San Gabriel Valley (CA), Houston (TX), Las Vegas (NV), Los Angeles (CA), Mississippi, Oakland (CA), Peninsula (CA), Portland (OR), Phoenix (AZ), Salinas (CA), San Antonio (TX), San Francisco (CA), Seattle (WA), Tucson (AZ), and Washington, D.C., the Alliance addresses issues regarding voter education, political participation, racial discrimination and hate crimes, youth leadership training programs and equal employment opportunities for all Chinese Americans.

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CH2M Community Involvement Committee
IN APPRECIATION

The 25th Annual Asian American Youth Leadership Conference 2017 has been a collaborative effort of the conference’s planning committee, workshop facilitators, student ambassadors, and school representatives. It is made possible through the generous donations of co-sponsors; the support of corporations, organizations and individuals. Thanks to all for their contributions.

2017 AAYLC Planning Committee

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<td>Helen Ying</td>
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**Mission:** To help Asian American youth rise above the obstacles before them and achieve their potential by promoting education, instilling self-confidence, and developing leadership skills.

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