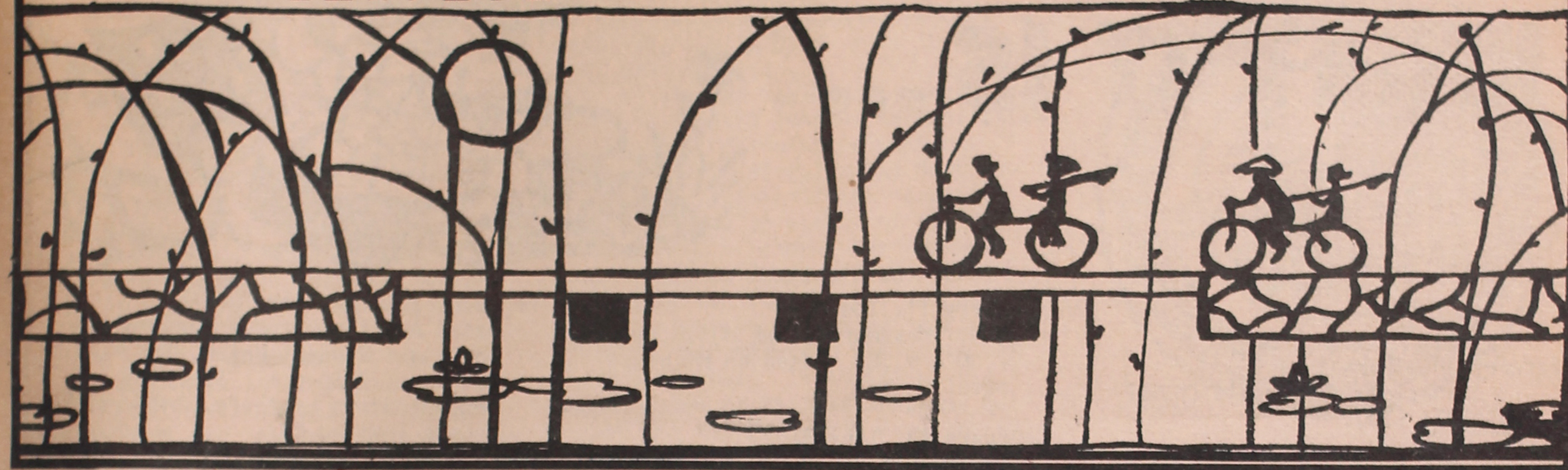


THE ASIAN STUDENT



VOL. 3 NO. 2 ASIAN STUDENT UNION 505 ESHLEMAN HALL, UC BERKELEY 94720 642-6728 JAN. / FEB. 1975

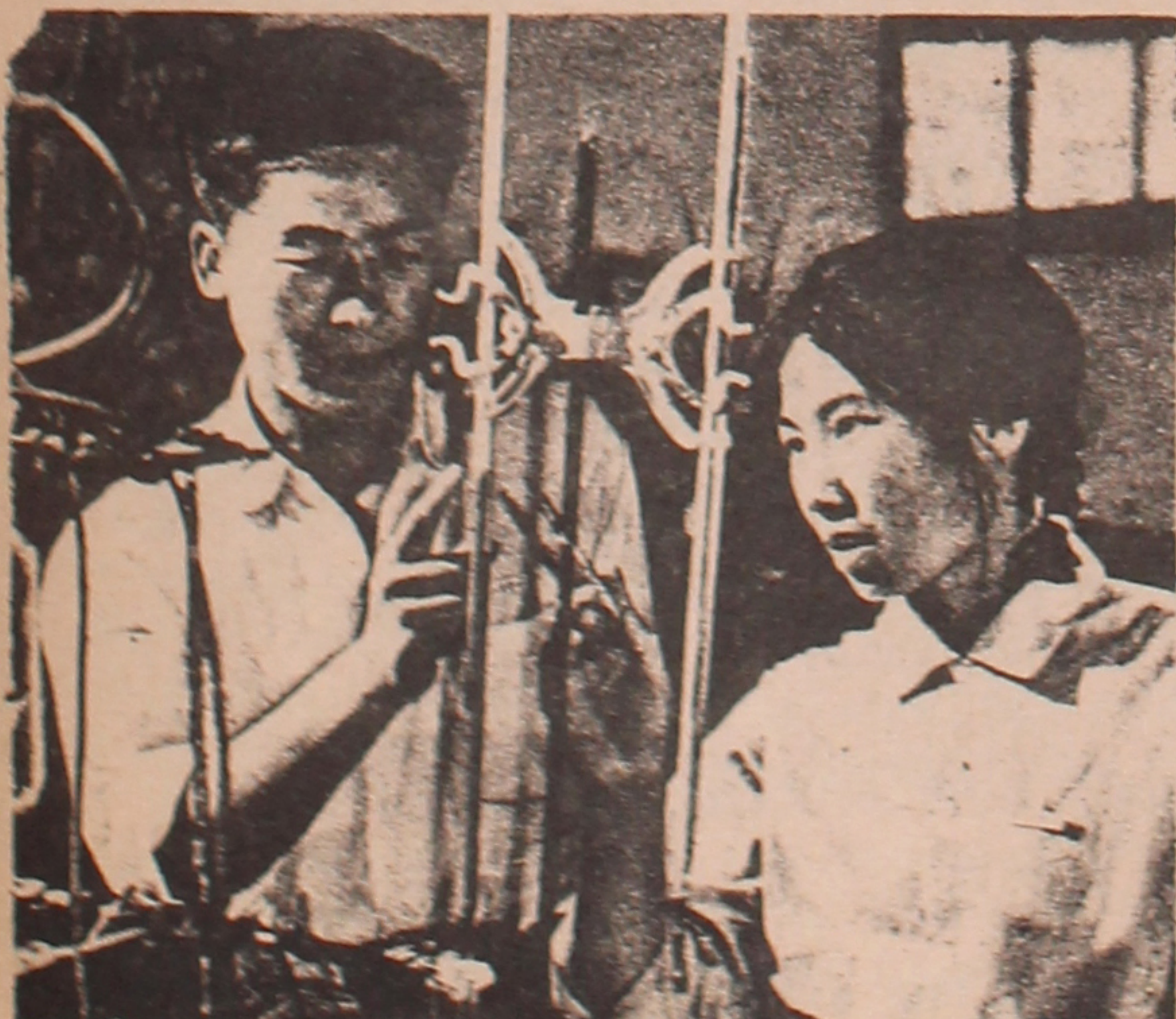
EDUCATION IN NEW CHINA

For over two thousand years China's educational system has served her ruling classes, either the landed aristocracy, gentry or warlords. Creating an elite group educated in Confucian or Neo-Confucian ideology, the educational system went through many changes to meet the needs of each successive ruling group.

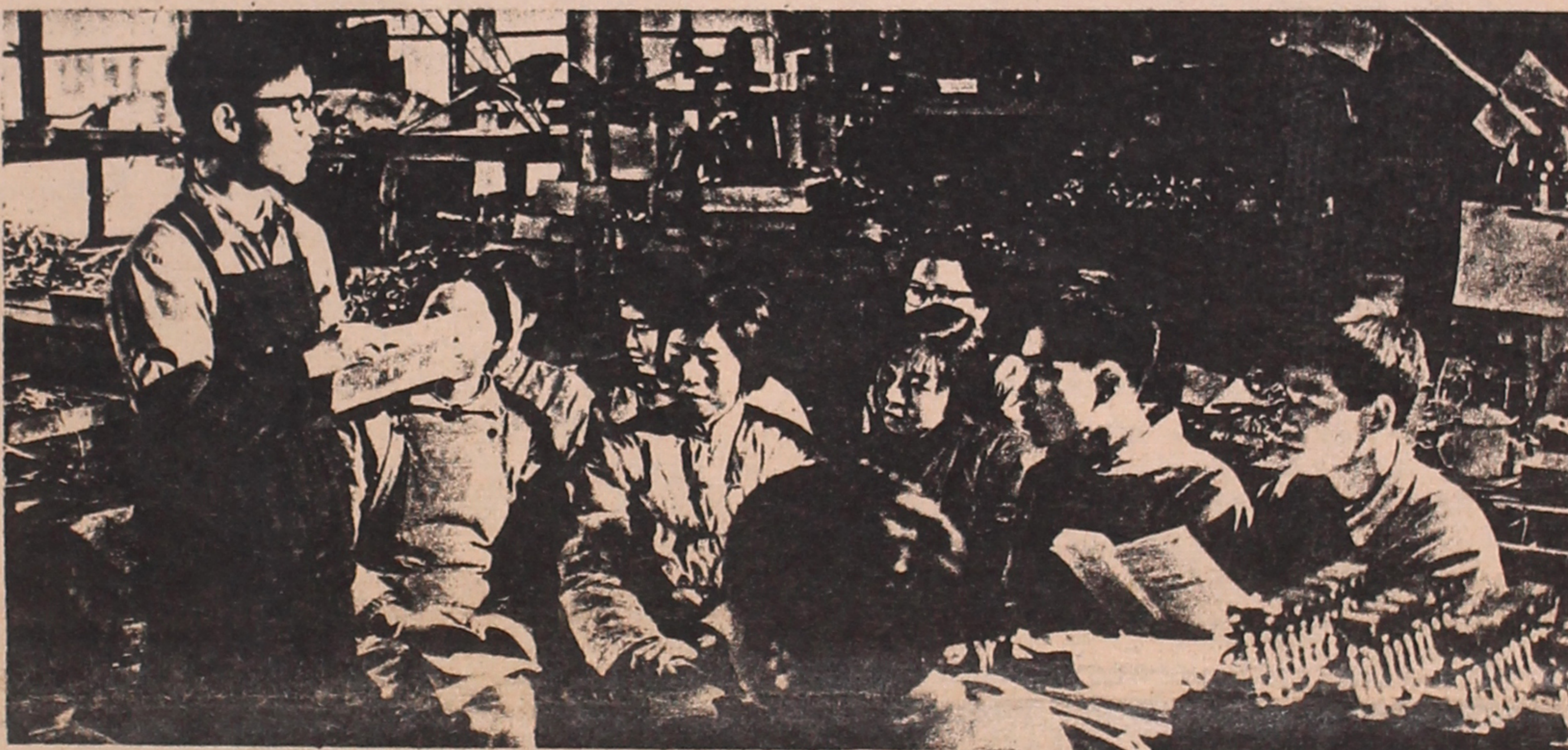
The Chinese educational system was based upon a series of civil service-like examinations. By studying and rote memorization of the Chinese classics one could pass the exams and enter officialdom. Thus the time and money needed to enter the Chinese educational system was intimately linked to the flow of power.

The total change in the Chinese society after the 1949 revolution was reflected in a complete transformation of the Chinese educational system. Instead of serving the small ruling elite, the resources of China were dedicated to the service of the people and this became the sole objective of the educational system. To realize this goal both the content of the educational system as well as the more technical aspects such as admissions, financing, and administration were totally recreated.

The Chinese school system is composed of five to six years of lower schooling (comparable to our elementary school), middle school (similar to junior and senior high), and University training. After middle school the Chinese students proceed to the factories or communes for several years of work. Admissions to the University only occurs after several years of experience at work and only upon a favorable evaluation by the students fellow workers.



In the laboratory students of the first class test and analyse the constituents of soil.



Young student workers in a political study group.

In lower school, children study five basic subjects: Chinese language, math, revolutionary art and culture, politics, and physical culture. Even at this early stage of education there is a great emphasis on political education. Chinese students learn not only practical skills, they also learn that the acquisition of these skills is for the service of the people. Since the student is not learning for his or her selfish interest, but rather to serve the people, the schools have a spirit of mutual cooperation and help rather than cut throat competition. It is in this light too, that practical knowledge and use of theory is primary, and purely theoretical and useless knowledge is strictly opposed. For example, in order to learn that all commodities are produced by labor, fourth graders made bus steps by cutting grids in metal sheets. Not only were they learning the practical uses of sheet metal work they were also developing an understanding of the economic process of production. They have learned that China's prosperity was not achieved with ease, but only after a long and protracted struggle of all working class people.

(continued on page 7)

Asian Student
505 Eshleman Hall
UC Berkeley, Ca. 94720

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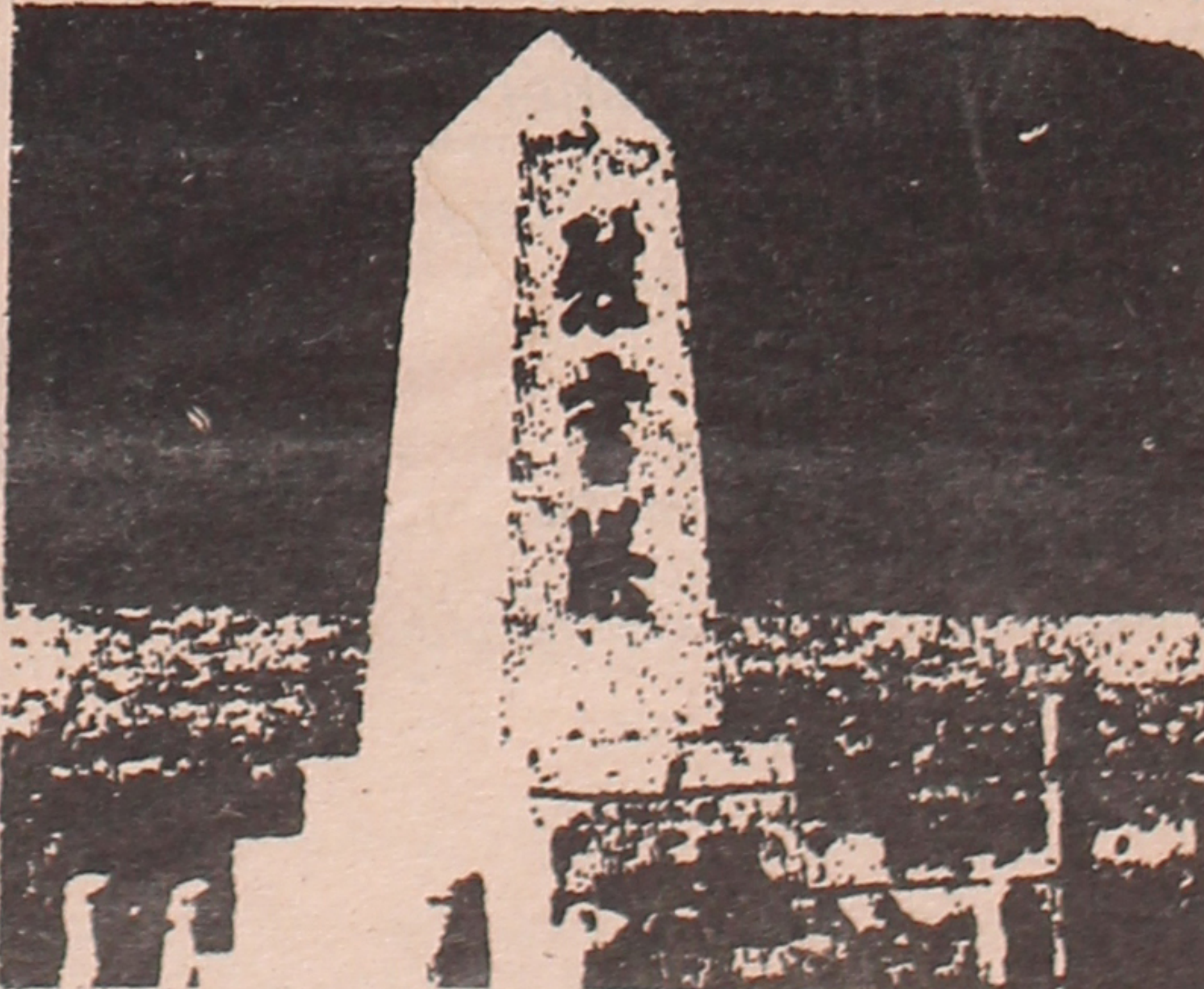
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Concentration Camps forum/pilgrimage

The ASU is planning a forum and pilgrimage to commemorate the incarceration of 110,000 Japanese (including 70,000 American citizens) during WW II. By relating what has happened in the past to the present, we hope all Asians will gain a better understanding of what it means to be an Asian in America.

The date for the forum is tentatively set for Tuesday, April 8, in the evening. It will include speakers, a cultural presentation, a skit,



and singing. The pilgrimage to a concentration camp (either Manzanar or Tule Lake) will be coordinated with other campus groups and organizations in the Bay Area. The date is tentatively set for Saturday, April 19.

We feel that the upcoming events are significant and of wide interest to all Asians. We encourage and welcome you to participate in the planning and in the actual events. If you have any questions, please call us at 642-6728.

WHAT IT IS ...



WHAT'S HAPPENING

January 30, Thursday
TV channel 9. Shinoda's DOUBLE SUICIDE; 9:00.

January 31, Friday
Cowell Hospital. Contraception clinic, sponsored by Asian Health Caucus and Asian Women's Health Team; 10:00 a.m.

February 4, Tuesday
Potluck dinner, sponsored by Asian Health Caucus. Contact John Roland, 549-3503 or 642-3205.

PFA*. Fukusaku's UNDER THE FLAG OF THE RISING SUN (1972); 7:30 & 9:30.

February 6, Thursday
TV channel 9. Kobayashi's HARAKIRI; 9:00.

February 7, Friday
PFA. Seijun Suzuki's ELEGY FOR A QUARREL (1966); 7:30.

February 8, Saturday
EJJA (East Bay Japanese For Action) benefit movies. ONNA TOBAKUSHI HANA NO KIRIFUDA (THE LADY GAMBLER) and OROCHI (THE BETRAYAL); 7:30. Eden Community Center, 710 Elgin Street, San Leandro. \$2.50.

PAA** ski trip to Lake Tahoe, thru Sunday. For info call 642-0795.

February 11, Tuesday
PFA. Masumura's THE MUSIC (1972); 7:30 & 9:30. Based on Mishima novel.

February 13, Thursday
TV channel 9. Oshima's BOY; 9:00.

February 14, Friday
PFA. Koichi Saito's JOURNEY INTO SOLITUDE (1972); 7:30 & 9:30.

February 15, Saturday
ASU snow trip, thru Sunday. For info call 642-6728.

February 15, Saturday
ASU snow trip, thru Sunday. For info, call 642-6728.

Benefit dance. Music by Seven Recession and City Lights. Pauley Ballroom; 9:00 p.m.-- 1:00 a.m. Proceeds go to Chinatown North Beach Tutorial and Asians for Community Services. \$2.50.

February 18, Tuesday
PFA. Shohei Imamura's HISTORY OF POST-WAR JAPAN AS TOLD BY A BAR HOSTESS (1970); 7:30 & 9:30.

February 18, Tuesday
PFA. Shohei Imamura's HISTORY OF POST-WAR JAPAN AS TOLD BY A BAR HOSTESS (1970); 7:30 & 9:30.

February 20, Thursday
Asian American Studies general meeting. Student Union, Tan Oak Room; 7:30 p.m. Staff is "expected" to be there. Interested people invited.

TV channel 9. Imai's NIGHT DRUM; 9:00.

February 27, Thursday
Laney College ASU Lunar New Year celebration. Laney Student Union, 900 Fallon St., Oakland; 12 noon.

TV channel 9. Kurosawa's IKIRU; 9:00.

* Pacific Film Archive, 2625 Durant Avenue, Berkeley. Info: 642-6728

** Pilipino American Alliance.

Tuesdays CONTINUING THRU FEBRUARY
Radio station KPOO 89.5 FM. PILIPINO COMMUNITY COLLECTIVE; 12:30-2:00 p.m. Sponsored by PAA and Community Projects Organization.

Japanese conversation group; 7:00-8:30 p.m. Contact John Roland, 549-3503 or 642-3205.

Sundays
Chinese Progressive Association get-together dinners. Three courses and rice. \$1.50. 850 Kearny; 6:00.

POETRY

off the wok

Wind Song

Yesterdays were the days of yes
Now are the days of no.
Vine hands that have no roots,
In streets of man made stone,
Seek the brown earth buried
In the ashes of ancestors;
Men once the color of the land
Before the east wind blew.

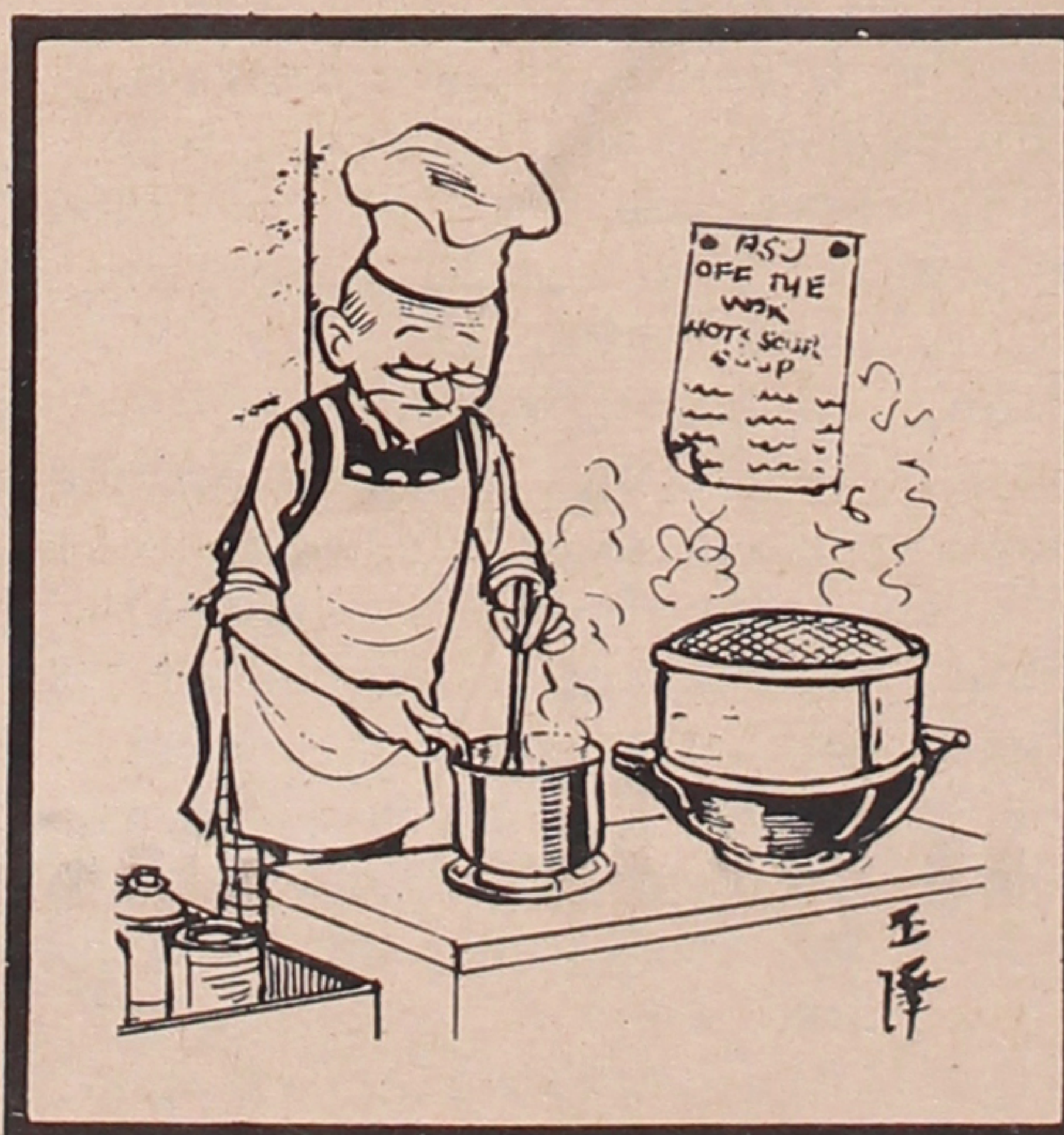
The east wind came
With the living ghosts
In dead faces, as pale as the
Whiteness of their sails
On the seas of a spiraling calm,
Settling on the land
Like a slow plague,
Planting the seeds of stone.

Oh, for a west wind
Or a raging sea
To have swept the waters clear.
Or that a north wind
With an icy arm
Had crushed that ship of fate.

To blame the winds
To blame the sea
To blame the ashes....

The dead have left a legacy:

Days past are buried
Too deep for resurrection
By the whims of fools.



'Off the wok' is a regular feature of 'The Asian Student'. If you have a favorite recipe you might like to share with others, please send it to us. We welcome your help and your suggestions.

Kim Chee is a traditional dish from Korea but is popular throughout Asia. It consists of pickled cabbage highly spiced with pepper and is eaten with rice. This is a very hot dish, so the amount of spiced added can be altered according to one's taste.

J.T.'s Kimchee

Part A

3 large leaf cabbages--napa or wonbok
1 cup rock salt
1 cup water
pour salt into water and stir
cut-up cabbage & soak in water
let stand 3 hours & prepare sauce

Part B--sauce

1 teaspoon MSG
2 1/2 tablespoons sugar
1 teaspoon garlic--chopped fine

Part B-- continued....

1 teaspoon ginger--chopped fine
3 stalks green onions--chopped into 1 1/2 inch slices
2 tablespoons paprika
1 tablespoon cayenne powder
1 cup water
1 tablespoon salt
mix ingredients

Part C

wash and strain cabbage
mix sauce with cabbage
bottle and store in refrigerator

CANE

J-Town Struggles: CANE

CANE (Committee Against Nihonmachi Eviction) is a community-based organization in San Francisco's Japantown. We formed in early 1973 in response and in opposition to the San Francisco Redevelopment Agency's policy of destruction and dispersal of community residents and small business people. Since the fifties RDA has dispersed over 2,000 residents and small businesses from Japantown and has whittled away the area from over twenty blocks to less than half the size. In place of the low-to-moderate price housing and small business space RDA has promoted the construction of expensive apartment complexes and tourist attractions (i.e. Japan Trade Center)--none of which serve the needs of community people.

In August, in response to the continuing harassment and insensitivity of RDA towards eight residents with regard to maintenance problems, benefits, harassments in general, and eviction, CANE wrote a letter to Gene Suttle, Area Director of RDA requesting a small meeting to discuss these grievances. Suttle flatly refused to meet, not seeming to realize the fact that RDA is a public agency, supported by taxpayers and thus has an obligation to meet with the community it claims to be serving. In response to such practices, and in order to further pressure the Agency to meet, CANE organized two demonstrations,

united, together, we'll never be defeated!

one in September at the Area Office of RDA, where Suttle again refused to meet, and one in October at the Central RDA office.

At the October demonstration, CANE put forward general demands based on specific residents' situations which spoke to stopping the destruction and dispersal of the community and upholding the rights of the people who live there. We demanded that RDA allow residents and small businesses to stay, that it stop harassment, provide prompt relocation benefits, and maintain upkeep on RDA owned buildings. In addition, the whole nature of the Master-plan, designed for San Francisco as a whole, was publicly exposed through raising such questions as: Why is there little if any low-cost housing being built in Japantown, and San Francisco overall? Why is it that expensive apartments, primarily one-bedroom, and tourist oriented projects such as the Trade Center, Miyako Hotel, Kyoto Inn are being built in place of much needed family housing? The answer lies in the RDA Masterplan's overall plan which was designed to change the whole nature of San Francisco; most notably, to promote tourism and the financialization of the city. With this would correspond a whole shift in the composition of the population, a shift from family, working-class people to single, white collar workers. The extensive construction of high-rises in the downtown area and influx of white collar workers as well as the



proliferation of single bedroom expensive apartments and the nature of BART which shuttles commuters in and out of the city attests to this financialization. Tourism has also been pushed, particularly in Third World communities where cultural differences can be exploited. This Masterplan, conceived of by corporate interests such as Bank of America, Bechtel, P.G.&E., etc. and implemented by the San Francisco RDA has meant that there is no need for small business which serve residential needs (barbershops, grocery stores, etc.); nor is there a need for low-to-moderate priced housing for families.

Mobilizing over 200 supporters and gaining verbal statements of support from various community organizations and city-wide anti-RDA groups, CANE successfully obtained a commitment from Arthur Evans, head of the Redevelopment Agency, to come to a community meeting and answer to its unjust practices.

Since October, CANE has busily preparing for this upcoming RDA meeting (date hasn't been set yet). One necessary step in this planning has been publicly exposing the interests of the local development corporation which implements RDA's policies. The Nihonmachi Community Development Corporation (NCDC), which is controlled by a select few who stand to gain the most from redevelopment has refused to support CANE in its fight for the retention and building of housing. Through showing the real interests of the leadership of NCDC, CANE, in the future, will be able to clearly point to who the real enemy is and gain more mass support which will be vital at the upcoming meeting with RDA.



Saichi Kawahara, President of the Committee Against Nihonmachi Eviction, sharply condemned the destructive policies of RDA and big business.

New Dawn photo

financial \$aid\$

As the economy plunges deeper into recession, and money appears tight, the prospects of receiving more financial aid next year looks bleak for many students. Though there is expected to be nearly \$10 million more in available aid next year for UC students, it is hardly enough to meet the growing needs of students who are being strangled by soaring inflation. Stricter regulations and more careful examination of applications will also make it difficult for many to qualify.

Where will the \$10 million come from? At the request of the Student Body Presidents' Council, the Board of Regents agreed to an increase from 2.5 to 3.5 million dollars for the next '75-'76 fiscal year. Such an increase is significant, but less than suffi-

cient considering about 30% of the students need financial assistance.

A substantial portion of the \$10 million will be "recalled". Students who received funds but were ineligible due to inaccurately reported incomes on their financial aid application will be required to pay back their awards. A tightening on the examination of financial aid applications will hurt many students who have been practically forced to underestimate funds on their application in order to receive aid. To insure accuracy, the Parent's Confidential Statement is no longer required for the University's financial aid application. Instead, the IRS 1040 form will be used to evaluate the students or parents financial situation. As an added pre-

caution, the University will be checking campus employment records to compare students' income with reported income.

The University clamp-down on applicants' accuracy is a definite threat to many students who need assistance, but do not meet the strict qualifications. Those who are boarder-line cases will be forced to either drop-out or to somehow receive funds elsewhere.

The greatest threat is proposed by the California State Scholarship and Loan Commission. Their proposition will mean stricter requirements before a student can claim independence from her or his parents. To prove independence a student cannot

(contd. on p.4)

alternative education



The ultimate ideal: Third World classes in the college.

STRAWBERRY CREEK COLLEGE: ANALYSIS OF ALTERNATIVES

This fall quarter various academic program changes took place at Berkeley. Among the more positive was the beginning of a new experimental educational program nicknamed "Strawberry Creek College". Formally known as the Collegiate Seminar Program, it functions under Letters and Science and is presently limited to freshmen and sophomore enrollment. Strawberry Creek College embodies the findings and proposals of the academic evaluation committee during the Free Speech Movement. The provisional policies worked out by student-faculty planning have incorporated various innovations in the areas of grading, educational program, and administrative governance.

Perhaps the most striking distinction is the greater student participation by structuring classes in seminar situations. Students can sit with faculty on various committees to take care of everything from membership and admittance to the college; hiring of faculty; disciplinary action; evaluation of curriculum; to expenditures. This feature is also found in the grading policy where the professor, teaching assistant, and the student get together to formulate an evaluation, not only of the student but the class as a whole and the teachers.

The educational program emphasizes student participation by structuring classes in seminar situations. This format cuts down on the number of people and enables closer personal contact and involvement in the class. Six different seminars are offered and listed under Interdepartmental Studies: IDS 50B The Entrepreneurial Way of Life in the U.S.; IDS 51B Formation of the Roles of Men and Women; IDS 52B Problems and Documents of Modern Society; IDS 53B The Technological Culture; IDS 56B The Limits of Scientific Decision Making; and IDS 57B The Critical Public of Theater and Society. The general focus is toward the humanities and unsuited for heavy science and math majors. But there still remains diversity among the seminars in subject matter and approach.

Academically, Strawberry Creek College standards are quite high. Seminars are not mickey mouse encounter sessions. The only difference lies in the attention given to individual satisfaction and growth in the learning process rather than high quality work for its own sake. Reading and Composition are emphasized; which I find gives the student a very strong background for the upper division courses one will probably have to take in the future. This is especially helpful for students contemplating a pre-law major or related fields. The Preparation one can get from the seminars in the handling of upper division and graduate work is the program's strongest asset.

As a Third World student involved in the program, I see the potential of Strawberry Creek College in counteracting the alienating and isolating mechanism of the university which Third World students frequently are forced to encounter. It goes beyond just systematic dissemination and control of knowledge. However there are various points that need improvement within the program. One very noticeable thing is the lack of Third World students participating in the college. To my knowledge there are a couple of Asian students and one Raza student—no blacks. This disturbed me as being a very unreal educational environment, especially when seminars deal with issues involving Third World peoples today. The need for Asian, Raza, Native American, and Black student perspective in class discussions is crucial. The college is aware of this situation and has been trying to deal with it. But as yet there has been no significant changes. Perhaps due to the general lack of knowledge about the program itself among the students there is an

absence of Third World teachers among the faculty at present. This faculty input into the seminars also effects more balanced perspectives for classes

Another drawback is the failure to take full advantage of the potentials available in the seminar type situation of learning. The college is under Letters and Science and must still comply with letter grades at the end of the quarter. Although the provisional grading system is an improvement over the traditional system, in practice it still fosters competition among students by using seminar participation as the criteria for grading. People are preoccupied with getting individual knowledge and demonstrating that personal knowledge in class by "active" oral participation which sometimes amounts to plain old bullshitting. Right now, instead of really providing an alternative to the present system the program is perpetuating it on a smaller scale. More emphasis needs to be directed to the sharing of knowledge and the group collective effort; group consciousness.



Elementary school children grow up to face the problems of the American educational system.

What I have been trying to explain here is a personal perspective. Strawberry Creek College has a lot to offer Third World students but it also needs a lot more input from them. If your needs or interests lay in the same direction you can check it out for yourself. The office is in T-9, across from the Main Library, and talk to director Charles Muscatine.

(contd. from p.3)
have received financial help from his or her parents for 5 years, unless documentation shows an adverse situation has existed at home, and the student has been independent at least one year. If these new requirements were implemented, many students would be exempt from receiving state aid.

Unless more funds from the federal and state government are made available, or unless our economy is improved many students may face the possibility of dropping-out. An equal chance at education is a right of all people and it's apparent that this right is threatened due to "insufficient funds".



AFFIRMATIVE ACTION: REVERSE DISCRIMINATION?

For 200 years the minorities of this country have suffered the loss of most of their basic human rights. Minorities have had to go up against impossible barriers in order to obtain any "education" at all, not to mention an education of equal quality and a fair opportunity to higher education. These barriers have been legal and illegal, based on fear, ignorance, and prejudice, always socially upheld and perpetuated by the white majority, and deeply rooted in American society.

The purpose of Affirmative Action is to offset this long-time discrimination in educational opportunities for Third World students. Grades and test scores are not valid criteria for college selection of TW students. Grades are largely based on the personal attitudes of the teacher involved, more likely than not, a white teacher who feels threatened and resentful. Achievement tests are culturally biased and give members of the white culture an uneven advantage. These tests are not true indicators of either intelligence or potential for success in future studies. On the other hand, race is a valid indicator. Minority students who have reached the point of being able to attend a university have had to face obstacles that a white student doesn't have to contend with. These TW students have proven themselves to be highly motivated, intelligent, resourceful, and with good potential.

The minorities of this country have suffered for two centuries and it's about time that the white majority give up some of their privileges that they take for granted. Being unable to attend Harvard Medical School isn't suffering too much, is it??

And what has become of Defunis and his case? The case went up to the Supreme Court, but the Court declared the case moot because he graduated last June. Defunis went to the law school by order of a lower court. Once again the Supreme Court has failed to give Affirmative Action a strong legal foundation. The fate of Affirmative Action is very shaky. Consequently, better educational and professional opportunities for minorities are hindered and a better future for minorities as a whole is still very uncertain.

Time and time again there have been complaints, criticism, and more than a few snide remarks by members of the American majority about special preferable treatment to minorities in college admissions and job opportunities, or so-called Affirmative Action. And not a small number of these opinions are based on prejudice and a sour grapes attitude.

Recently there has been several cases brought to court by white college applicants charging reverse discrimination in admission policies. The most notable of these is the Defunis vs. Odegaard case. In 1971, Defunis, a white applicant to the University of Washington Law

School was denied admission. He claimed that less qualified minority applicants were selected over him solely because of their race. He argued that his rights under the Equal Protection Clause (EPC) of the Fourteenth Amendment was violated and that the school's special admission program was discriminatory.

Defunis's case does not stand up. First of all, g.p.a. and LSAT scores are not the only determinants for selection of students. Almost all applicants met the general qualifications for admissions, but there were more applicants than there were slots available. When selecting from "equals," other determining factors must be considered, including race. Diversity in the student body has proven to enrich the learning environment and a better education for everyone results.

Secondly, the EPC doesn't prohibit all racially conscious activity, but only those which are hostile or "invidious" or which occurs in relation to a fundamental right. How can offsetting long-time educational and professional disadvantages for minorities be called "hostile" or "invidious"? Also, admission to law school is not a guaranteed fundamental right to anyone.

Thirdly, the EPC does not deny educational authorities the discretion to give favorable weight to race, among other criteria, to give disadvantaged minorities a more equal chance to educational opportunities. Race is not the sole priority, but one of numerous criteria for selection. Therefore, how can special admissions be discriminatory solely because of race?

Agbayani Village AND THE LABOR EXPERIENCE

In the past three months, Asian Student Union, Pilipino-American Collegiate Endeavor and Asian studies classes at San Francisco State have made two weekend trips to Delano, California to help work on Agbayani Village.

Agbayani Village is a housing project for retired men and women members of the United Farmworkers Union. It was named after Paulo Agbayani, a Pilipino farmworker who died on the picket line, struggling for better wages and working conditions in 1967. When the village opens first priority will be given to the original strikers of the Grape Strike, who are mostly single Pilipino manongs.

Many Pilipino manongs have been in the United States since the 1920's and the 1930's, brought over as a source of cheap labor. Here racist laws were enacted so that they could not intermarry or win property. Because the early immigration quota was restricted to males only, many have not tasted family life since they left the Philippines. Though these laws were later lifted, the manongs were already deeply settled in poverty and oppression, delegated to

lonely rooms in broken-down camps and hotel rooms in cities and towns across the country. From this brief history one can understand the importance of Agbayani Village. The village would provide a permanent home for these men who have long suffered under this capitalist and imperialist society and who were one of the main forces to forge the United Farmworkers Union.

Construction of the Village started two years ago and is almost completed. Most of the work done on the Village has been contributed by women's, church, and student groups, as well as by individuals. For many of the students from State who went to Agbayani it was a first experience at manual labor, a needed education in itself. Experiencing the work-class' load for a few days helped



many students understand the struggle more clearly, as did talking with the elder manongs and brothers and sisters who have committed themselves to living and working on the Village everyday.



FILIPINO "MANONGS", MEANING ELDERLY, FROM DELANO, CALIFORNIA. IN RECOGNITION OF THE CONTRIBUTIONS OF FILIPINO FARMWORKERS, NEARLY 500 MEMBERS AND SUPPORTERS OF THE UNITED FARMWORKERS OF AMERICA ATTENDED THE OPENING OF AGBAYANI VILLAGE.

FEBRUARY



Year of the Rabbit.
 For what is the new year,
 if not to advance in our struggles.
 The year of the Tiger
 has seen many struggles intensify,
 with people uniting,
 working together
 in different ways.
 We have won some victories
 and lost battles, yet
 we have also seen that by working
 as one,
 we can attain many of the goals
 which we fight for.
 In solidarity with our many
 sisters and brothers,
 we have seen the struggles
 on campuses,
 and in the communities,
 advance.
 Continue to work together
 and we will all have a victorious
 Year of the Rabbit.

Bowman Ching

The ASIAN STUDENT is a monthly newsletter published by the Asian Student Union at Berkeley. The staff that wrote, compiled and published this edition consists of Lorraine Akiba, Jane Aoyama, Elaine Doung, Sandy Gin, Sandy Granich, June Hibino, Gina Hotta, Wesley Joe, Joyce Matsumori, Ken Moy, Alan Ota, Daphne Sorro, Richard Siu, David Tong, Janet Tsubamoto, Mae Wang, Craig Wong, Mariko Yanigahara, and John Young.

We, an Asian American Writers' class, are collecting short stories, poetry, and prose to be published in a journal of creative writings to be accompanied by photos and graphics.

Selection of materials which will be included in the journal will start on May 16, 1975. Therefore, please submit all writings by May 15, 1975.

Mail all written material to:

Asian American Studies
 c/o E.H.Kim
 3407 Dwinelle Hall
 University of California
 Berkeley, Ca. 94720



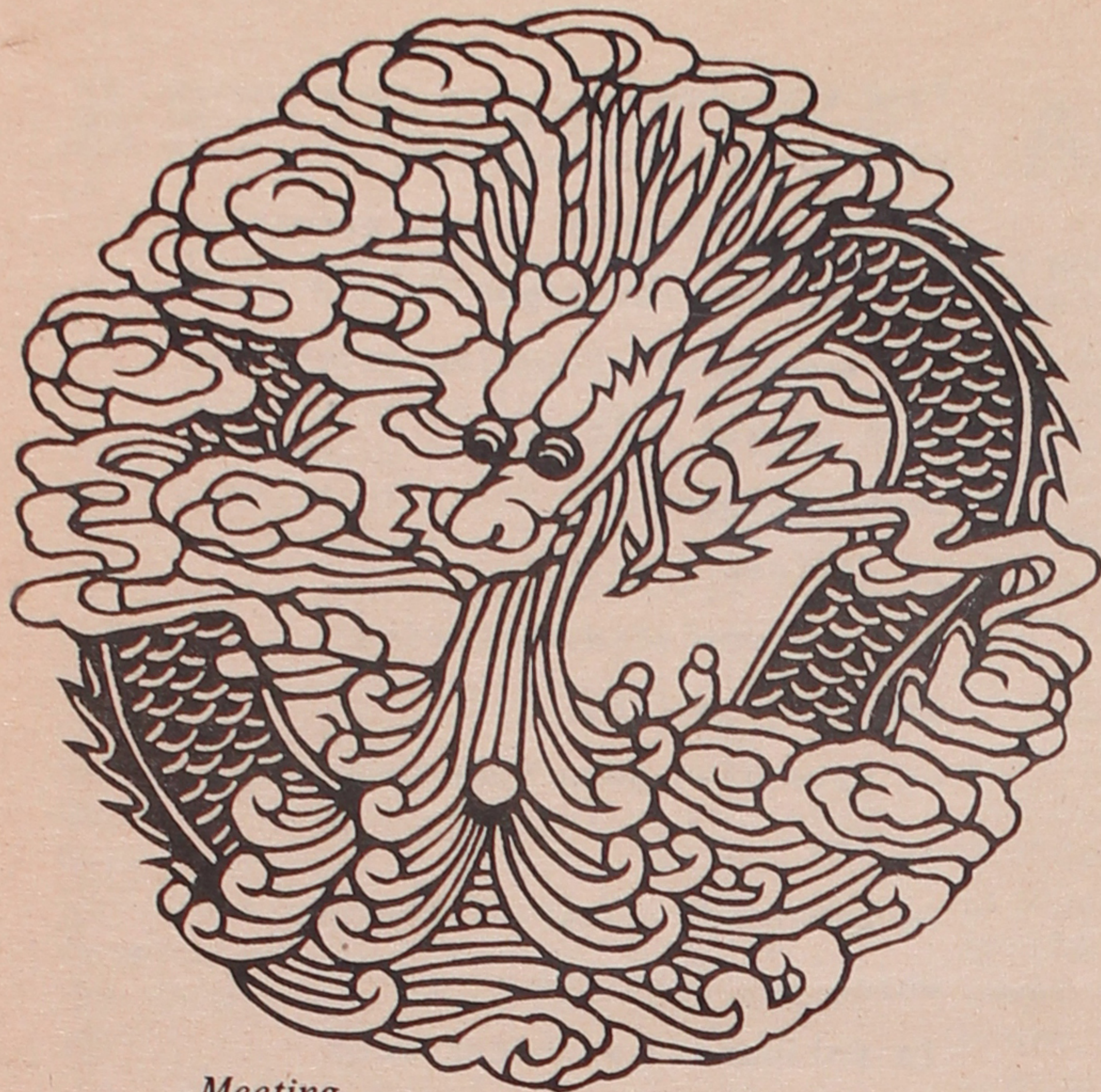
(CONTINUED FROM P. 1)

In middle school all students study politics, Chinese language, and math, but also literature, english, physics, chemistry, agriculture, health and hygiene, history, geography, athletics, military training, and cultural performing. Once again there is the emphasis upon learning through the actual practice as well as classroom studies. Students in all middle schools now spend at least one month per year the factories, fields, or school workshops. Throughout past history entrance examinations were required to enter the middle schools, but since the cultural revolution all students are admitted into middle school. Creativity and innovation are encouraged within middle school, but personal development is stressed only for the purpose of becoming better equipped to serve others. For example, one middle school workshop produces negatives which are used in the production of printed circuits. The students found that a new camera used to produce the negatives would cost over one thousand yuan, and so to buy the new camera would defeat

the entire purpose of the workshop. The students put into practice their knowledge of optics and the principle of self-reliance and bought a second hand lens for only thirty yuan and made their own camera. Faced by real life problems the students must learn to work together in using their combined knowledge to solve these problems. This is how creativity is developed in new China.

After graduation from a middle school people enter work, either in the factories or the fields. Some enter the People's Liberation Army (PLA) though the applications to the PLA far exceed the number needed. Those students who enter University to receive special training are admitted only after several years of work experience and the recommendation of their fellow workers, and for the sole purpose of returning with their special skills to better serve the people. Therefore, no matter what students do after their schooling, they go not as well educated professional elites, but as productive workers of China's new society.

Chao Hung-chang lecturing members of the Fenghuo brigade on farming technique.



Meeting

What is it of Chinese porcelain

buried in the dry earth at Kilwa,
treasured there deep in African
brown, sienna, ivory sand
that owns the journey of our soul?

Fine pieces

so strange from the native
lapis lazuli of Pharaoh's Kingdom,
North.
Delivered in care and safety
were the once whole vessels
of delicate porcelain.
Why is the porcelain
Precious?

Such value carried by feudal Chinese hands
bartered through Arabian merchant ships
traded for slaves and horn of rhinoceros.
Symbols of exploited China
passing through sold merchant hands.
Desecrated Black African soul and body
Mind.

Unearthed.

Gathered together.

Still not whole in rounded unity.
Bits of almost transparent pieces missing.
Possession.
Kept
in tomb-like British museums
where sometimes
the air of death breathes.

Remembrance-

of Chinese porcelain at Kilwa
is the memory of feudal tyranny
through callous trade.

Sale of human honor in body.
These fragile bits of glass-like china.
An evil remembrance
that the world was once as now abused
in African, Arab, and Asian pillage.

There is a new change in this overwhelming vision.
An overpowering justice.
Righteousness.

As new Chinese hands
bodies in toil
join with Tanzanian men and women
in fusion
to build another vessel.

A chain
Railroad
Carriage
Of freedom.

A train through merging
Asian spirit
Across the blueness of Indian Ocean
Monsoon
Storm,
through the word
of Swahili language
and Tanzanian love and labor.

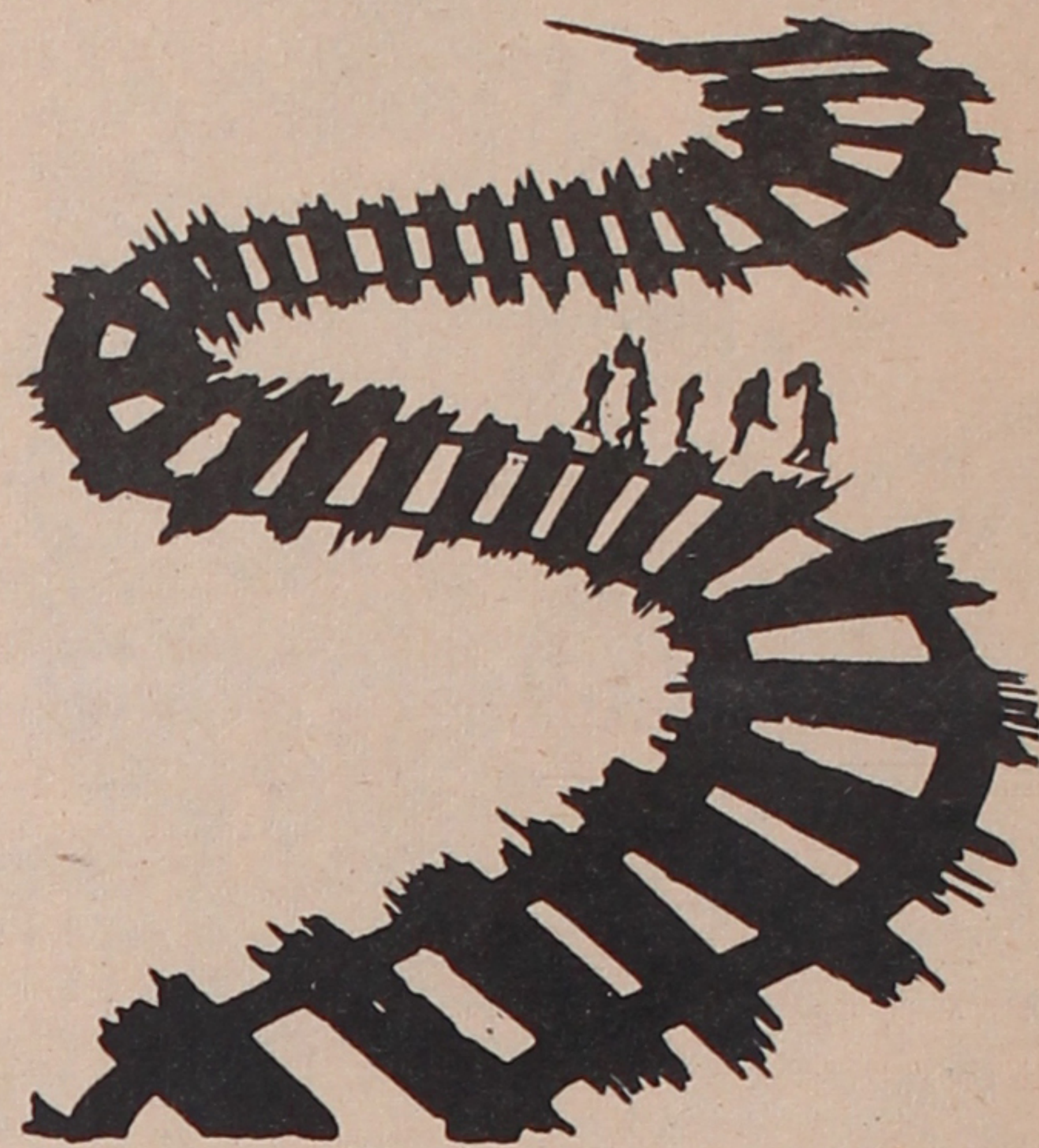
To Zambian tracks
meeting in conflict
along the Zambesi.

Anonymous

ASIAN JUMBLE

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Unscramble the jumbled words, one
letter to each square.
Then arrange the circled letters
to form the surprise answer.



" Sons and daughters of the



builders." Chris and Joanne



AND FROM LANEY ASU . . .

Beginning the new year of 1975
the Laney College Asian Student
Union hopes our new committees and
principles of unity will reach out
to unite Asian students on Laney's
campus. We feel that in order to
unite Asian students we need:

1. To build unity among Asian students
2. To raise consciousness among students, in particular exposing the racism Asians and other Third World people face.
3. To work for progressive change:
 - a) To meet the needs of Asian students on campus.
 - b) To struggle against racism and inequality.

Recently, the Laney ASU has been
reconstructed into five committees.
We felt that these committees would
better enable us to distribute our
workload, encourage participation,
promote initiative. Our committees
are Newsletter, Social/Cultural,
Political/Education, Liason/Communi-
cation, and the Steering Committee.

We are currently working on the
third Asian Lunar New Year Celebration
on Laney's campus. We see this cele-
bration being able to unite Asian
students on political and cultural
levels by actually working together
to put on the event and by the
support of all those who attend. So
if you're not busy on Feb. 27th stop
by Laney around noon cause that's the
date we've decided to celebrate on.
Hope to see you there!

DUCK DINNER



WHY is there NO inflation and NO recession in China today?

WHAT are the economic implications of the 4th National People's Congress?

HOW will China figure internationally as a major oil-producing nation?

經濟強國
中國的
現況與展望

come ~ hear
ROLAND BERGER

... noted British economist and trade expert who has visited China over 25 times including 13 visits since the beginning of the Cultural Revolution ... who has just returned from a trip in October-November 1974.

**CHINA AS A WORLD ECONOMIC POWER
TODAY & TOMORROW**

o **TUESDAY, FEB. 18th**
7:30 pm

o **PAULEY BALLROOM**
U. C. Campus

slides and discussion

also on the same day:
TUESDAY, the 18th
an AFTERNOON DISCUSSION on

**CHINA AS A MODEL
FOR THE
THIRD WORLD COUNTRIES**

3:30 - 5:00 p.m.
TAN OAK ROOM
ASUC BUILDING
U.C. Campus



co-sponsored by: Asian Student Union, UCB

Students For A Better Understanding of China, UCB

US-China Peoples Friendship Association, UCB