



China Events at State

On September 26th, the Asian Student Union at State will put on an afternoon program concerning the 25th Anniversary of the People's Republic of China. The theme will be about education in China today and how it can relate to students, Asian students in particular, in this country.

Principles: Friendship, Normalization, & Education

This year, the ASU is participating with more than 20 religious, educational, student, as well as political organizations, in the Joint Committee for Events on the Occasion of the 25th Anniversary of the People's Republic of China.

The Joint Committee has adopted three major principles in helping to plan and coordinate the variety of activities and events appealing to the broad masses of people in the Bay Area:

1. Promote friendship between the Chinese and American people;
2. Support for the normalization of relations between the Chinese and American government (establishment of official diplomatic relations);
3. Encourage education and understanding about China.

"THE CHINESE PEOPLE HAVE STOOD UP!"

On October 1st, 1949 the People's Republic of China was founded. The Chinese people proclaimed China to be a new democratic society, free of feudalism and foreign domination. cont'd on page 2

UCB Ethnic Studies under attack

Thousands of students marched at U.C. Berkeley under the banner of "Defend Ethnic Studies - Oppose the Move into Letters and Science!" in some of the most militant campus demonstrations on the West Coast in recent years.

Historical Development

During the late 1960's, Ethnic Studies (ES) departments at University of California in Berkeley (UCB) and California State University at San Francisco (CSUSF) were the direct result of student activism and militancy in the longest student strikes in this country. Ethnic Studies was established not out of the kindness in the hearts of the University regents, but by the determined and united efforts of active students, progressive faculty and community people who recognized the importance of relevant education determined for and by Third World people.

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CHINA EVENTS cont'd from page 1

Friendship and Understanding!

The friendship movement in America is growing and developing everyday. It is also a movement that is growing all over the world.

Since 1949, China has worked hard to become self-reliant in meeting the needs of her people. People in China, young and old, are taking active roles in building a socialist society.

Women are also participating to build and strengthen their country by taking on leadership roles in political, social, and cultural work.

Today, the 800 million of China's people are free from the misery of unemployment. Medical care is cheap and accessible to all. For instance, a Chinese worker can receive her country's best medical help for a mere sum of \$5 a year. This is truly an accomplishment, because 2,000 corpses of Chinese children used to be picked up in the street of Shanghai in one year alone.

Support Normalization of Relations

The People's Republic of China (PRC) has played an increasingly important role in the world affairs in recent years. Today, over 100 countries have full diplomatic relations with China. In 1971, the UN voted to restore China's rightful seat in this body; expelled the illegitimate Taiwan based on China's five principles of co-existence: 1) mutual respect for each other's territorial integrity and sovereignty; 2) mutual non-aggression; 3) non-interference in each other's internal affairs; 4) equality and mutual benefit; and 5) peaceful co-existence.

In 1972 the PRC signed the Shanghai Joint Communiqué in which the U.S. recognized that the province of Taiwan is an inseparable part of China as a whole and has agreed to progressively reduce its forces and military installations in Taiwan and to leave the settlement of this question to the Chinese themselves. The American government has not carried out the latter.

To support normalization means that we must continue to press the U.S. government to recognize the PRC as the sole legitimate government of the entire Chinese people and to have all military assistance to Taiwan ended.

China and the World!

China continues to extend her hand of friendship and unity to the people of the world, particularly to Third World and underdeveloped countries. Her aid and friendship to countries like Tanzania, Nicaragua, Vietnam, and others are helping to make those countries strong and independent.

Continuing exchanges of cultural, education, athletic, medical, as well as worker's delegations have strengthened the ties of friendship between China and peoples of the world. One good example was the overwhelming response from overseas and progressive peoples all over the United States to the recent Wushu (Kung Fu) delegation.

Why is ASU Putting On These Activities?

The development of the ASU is integrally connected with the development and interest of Asian people in our communities. This year will mark the first time that there will be China activities in the Black and other communities, in addition to Chinatowns in the Bay Area.

In the Chinese communities people are relating to new China. The growing understanding about China is bringing waves of progressive national pride to the oppressed Chinese national minority in this country and for all people in this country, it has been an inspiration in her example as to how the unity of people can bring an ultimate change in society. Businessmen, large and small, are strengthening their ties to China due to economic and trade purposes. To many working people in our communities, the struggle for unionization, better wages and working conditions are becoming sharper everyday.

Historically students have been the first to grasp and search for progressive ideas and alternative in every society. The American government's policy of isolation has kept much valuable information about one-fourth of humanity, the life of her people, and her social and economic system from the American people. To many students and progressive people, China is the embodiment of some of the most progressive ideas.

The ASU is putting on these activities united around the three principles of Friendship, Normalization of Relations, and Education. We extend an invitation of friendship and unity to our fellow students, teachers, and friends to join us on September 24th.

TA's and AAS

Ever since the onset of Ethnic Studies, students have participated in its establishment and organization. In the Asian American Studies Dept., a substantial quantity of students were drawn from the classes to help teach in following semesters. In very few departments of the school, do we see this phenomenon of undergraduate student teaching input. What is the exact role of students in AAS?

Considering the nature of Asian American Studies in offering a true perspective of Asian American history hitherto unknown (or at least untaught), student input is important because students have a right to organize and request the kind of education they want.

Some of the different channels that students have participated in include: 1) the planning groups, which are composed of instructors of the different ethnic sectors who determine what is taught in AAS, i.e., Chinese, Japanese, and Pilipino planning groups; 2) teacher assisting by holding discussion groups and helping with the paper workload in classes; and 3) co-teaching with an instructor. The last category is a fairly new precedent which has been set in the Asian American Studies Dept. For example, the AA Women's course was co-taught by one instructor and 3-6 former students of the class. Because of the popularity and therefore, large enrollment of students in the course, it was discovered that student co-teachers alleviated much of the problems by holding smaller discussion groups, distributing lecture workloads, correcting papers and other general bureaucratic processes. But, more importantly, students developed a sense of leadership, confidence, and practical knowledge through direct application of their learning. Students also provided fresh, innovative ideas and perspectives on areas still being researched and studied. Energetic potential seems to be one major ingredient in students which help propel the class to participate in active change via projects, field community work, trips, etc. A feeling of common ground is often felt between a student co-teacher and the class. Consequently, a demystification of the teaching role is engendered.

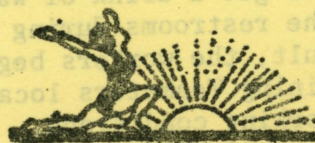
In the past two years, unification of AAS can be seen in the various AAS courses being offered: One is the AA History course which is co-taught with several TA's and three instructors. Thus, input from Chinese, Japan-

ese, and Pilipino sectors is all merged in one class. Other courses have been the AA Cross Cultural Communications, AA Law, AA Creative Writing, among others.

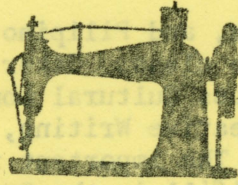
The important role that these students fulfill in the Department of AAS and for themselves as relative experience of an active nature cannot be denied. Yet, many students assisting or co-teaching are not supported financially or subsidized in any way for their labor. Yes, the instructors may pay them out of their own salary, but the unrealistic sum they themselves receive cannot adequately cover the distribution of payment if there is more than one TA. Another source of funding can be obtained from the EOA work study program - at a minimum wage of \$2.10/hr and only if the student is eligible. These positions are few and far between. Students may be considered volunteers but the possibility exists that instructors may rip them off for their contributed time by neglecting their own share of the work. However, the fault does not lie with the instructor. It is the responsibility of the University to provide a means for subsidizing students. This rip-off from students even exists in the Graduate departments. Graduate TA's are paid \$79.00 a month for teaching one course on his/her own. So even if one is eligible as a paid TA, the financial reward is a bare minimum.

This situation also exists in other departments of the college such as the Psychology, Sociology, etc., departments. For instance, in the Psych Dept., TA's are expected to teach an entire course for \$79.00 a month. Usually these courses would be general, required courses offered to freshmen; in other words, they're courses that professors consider crap. What provisions are available to undergrad TA's? Virtually none unless a devious path is undertaken to obtain funds.

The easy answer to this problem might be, don't take on any TA's or stipulate that they volunteer their labor. This is justifiable; but if the student organizes an entire course on his/her own, or at least partially, and for more than one semester, it is unfair to reap in supplemental aid without recompensation at one time or another.



JUNG SAI



and LEE MAH

This summer, Asian-American students have played active roles in important issues concerning their communities. Project Manong, a low cost housing project in Oakland's Chinatown/Manilatown, is nearing completion with the help of community residents and supporters, young adults, and students. CANE, the Committee Against Nihonmachi Eviction, which has a large number of students working within it, has been fighting redevelopment in J-Town for over a year. In Chinatown, where low wages, bad working conditions, etc., contribute to the poor social conditions, the workers have decided that they have taken enough and are going to fight back. In a time where the rising cost of living hits ghetto communities especially hard, it is only through militant demands on the bosses that unorganized workers fighting for a union will win better wages as well as working conditions for themselves and the entire community.

This summer, workers at the Lee Mah Electronics plant and at Jung Sai (Great Chinese American Sewing Co.), along with supporters, which included many students, have been picketing daily to fight for their demands. Here is an ASU member's observations of what has been happening...

LEE MAH

Lee Mah Electronics plant is a subsidiary of a larger electronics corporation, Farinon. Like other electronics workers in the Bay Area who comprise over half of the electronic workers in the nation (70,000), they are mostly unorganized. Thus, the struggle at Lee Mah is not an isolated one.

Workers at Lee Mah, comprised mostly of non-English speaking Chinese immigrant women face low wages (\$2.07/hr), speed-ups, supervisor harassment, poor working conditions (they are not allowed to get a drink of water or able to go to the restrooms during work hours). As a result, the workers began taking steps toward joining Teamsters local 856 to improve their working conditions.

There was a vote, but many unqualified people (supervisors) who were not supposed to vote, did. The vote ended 38-37 for joining the union. Since both sides contested the election, union officials agreed to have another election in October 1974. In the meantime, the boss has laid off, intimidated, and fired many pro-union people. So far, 42 persons have been laid off.

The Lee Mah Workers Association was then formed by workers to: 1) protest the firings; 2) demand that workers be rehired with backpay, and 3) to demand better treatment for their fellow workers inside.

Picket lines have been set up daily to inform delivery trucks and passing people of their struggle. While they have succeeded in stopping many trucks, they have also met daily police harassment. But knowing that they must fight for their rights, the workers and their supporters have not eased in their fight. To publicize their struggle, the workers have even gone to the Farinon plant itself to let their fellow workers know that Lee Mah workers have decided that enough is enough and demands must be made or the same unjust working conditions will continue. Support was overwhelming.

JUNG SAI

(Great Chinese American Sewing Co.)

Within the Chinatown area, there are approximately 117 garment sewing factories. Like most non-union, unorganized work places the workers face low wages, harassment on

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We welcome your criticisms, ideas, and suggestions on improving this newsletter. Our mailing address is: ASU 1600 Holloway St., Modlux 20, San Francisco, Ca. 94134.

OUR SPECIAL THANKS TO: Everybody's Bookstore and Hiko Shimamoto for the use of their typewriters, and NEW DAWN newspaper for the use of their lay-out room and CAA for the use of their Gestetner.

Struggles:

reprinted from CANE newsletter
Vol. 2, No. 7, July-Aug. 1974

J.A.C.L. support for C.A.N.E.

A CANE resolution condemning the redevelopment process and declared to have "a 99% chance of losing" was passed by an overwhelming 68 - 3 vote at the recent 23rd Biennial National JACL Convention in Portland.

The resolution, sponsored by the JACL* chapters of Sacramento, San Mateo and the Bay Area, was a last-minute decision by the Coordinating Committee (of CANE) which saw a possible opportunity to have this national group take a stand on redevelopment, a destructive force which has dispersed communities throughout the country. Then, in mid-July, the Coordinating Committee, on a suggestion by the San Mateo chapter (of JACL), moved to send three CANE members - Saichi Kawahara, Joyce Nakamura, and Lucien Kubota - to lobby for the resolution.

For the trip, three goals were established: 1) make JACL take a position on the CANE struggle and the destruction of Nihonmachi, 2) find out which JACL chapters supported the CANE struggle (creating a basis for future working relationships) and 3) publicize the CANE struggle nationally by educating the JACL delegates in attendance.

These goals, we felt, were important in dealing with the JACL, since as a national organization with a voice in Washington, D.C. it had claimed throughout its history to represent the Japanese-American communities.

With a huge task before them in lobbying for the resolution, the CANE delegation, with help from a handful of chapters and Mark Masaoka, a member of the Little Tokyo Anti-Eviction Task Force (nephew of former JACL Director, Mike Masaoka) spread the word of CANE and redevelopment.

Delegates readily related to the CANE struggle because of similar situations across the nation such as the destruction of communities in Salt Lake City, Seattle, Philadelphia, Sacramento, Denver, and Los Angeles.

OPPOSING DELEGATES

The minute number of delegates voting against the resolution did so because of either vested interest in the redevelopment process or were in the influences of certain National JACL leaders.

But was the influence of the certain JACL leaders in the interest of the communities? Ask yourself when the last time you saw the JACL leadership involved in a community struggle was.

If the focus of the National JACL was in the interest of the communities, why then, in such cities as our own San Francisco, are there so many grassroots organizations? The answer is simple: these organizations developed because they saw they had to help themselves - Kimochi, the Issei; JCYC, youth; JCS, social services, and CANE, redevelopment.

And why is it that the National JACL cannot establish ties with these community organizations? It seems clear that the work of the National JACL staff is determined by the ideas of a few, serving only a few; distant from the community. A prime example of this method for the few can be seen in the way they received over \$65,000 for a gerontology project a couple of years ago for the Bay Area.

COMMUNITY RIPOFF

In obtaining the funds, the National JACL staff used the names of many community groups, giving the misleading idea these organizations were in support of the national office. Furthermore, the program, as proposed was established by a hand-chosen staff, without any assistance or input from community groups. As a result, when various groups discovered how the funds were granted, an uproarious united community front literally threw the project out of the Bay Area.

However, we need to make a distinction between the National JACL staff and the many local chapters. Long before going to Portland, we maintained a faith in the honest forces of the JACL to see the struggle as it is and we were always confident in receiving their support. We weren't disappointed.

Even following such comments as "You have a 99% chance of losing" (David Ushio, Nat'l JACL Director) and "It is quite evident that the convention will refuse giving CANE such recognition" (Howard Imazeki, English Editor

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LEE MAH & JUNG SAI cont'd from page 4

the job, speed-ups, poor working conditions, etc. Also, some "sweatshops" are part of a larger company. In Jung Sai's case, Esprit de Corp Co. (Plain Jane) is the larger company; so large that it is one of the largest manufacturing companies on the West Coast. It has 55 contract shops in San Francisco, 20 in Chinatown, and 40% of its production is done by exploiting working people overseas in Hong Kong, Korea, and India. Jung Sai workers, like the Lee Mah workers, understand that working conditions would improve if they were unionized. Speed-ups and unfair working conditions were unbearable, and when attempts to organize were met with harassment and the firing of a worker, other workers walked out.

On the first day of the strike (July 15), 135 strikers shut down Jung Sai completely. This resulted in the liquidation of the shop by Esprit de Corp, which made the women even more determined to make their grievance heard. They proceeded to the main plant itself to start picketing. Several days later 38 workers and 2 supporters were arrested for supposedly blocking a delivery truck. On July 24, 15 more workers and supporters were arrested. Though the women (the majority of the picketers are women) were verbally and physically abused, they told the police that, "We'll be back until we win!" By August 20, all of these charges were dropped by the courts.

TWO STRUGGLES UNITE!

On July 20, Lee Mah and Jung Sai workers demonstrated their solidarity in their common fight by having a joint car caravan thru Chinatown to let the community know of the struggles. Also, on August 24, a standing room only crowd of over 400 people attended a "Chinese Workers Festival", held at the Chinese Cultural Center to publicize the two struggles with speakers, skits, and songs.

WHAT STUDENTS CAN DO

1. Help publicize and raise the two issues on campus by organizing with other students and setting up an information table or by holding some fund raising events (bake sale, selling Jung Sai and Lee Mah buttons, etc.) to help in giving financial support to the strikers.

2. Join in the picketing:
LEE MAH - 7:30 - 8:30 AM and/or 4:00 - 5:00 PM at Chestnut St. off Powell St.
JUNG SAI - 7:30 AM - 4:30 PM at 900 Minnesota St. (Esprit de Corps Co.)

3. Donate to the Worker's Support Funds:
LEE MAH WORKERS ASSOCIATION
55-1/2 Columbus St. S.F. 94108

JUNG SAI WORKERS STRIKE FUND
1230 Grant Ave., Box 362, S.F. 94133

4. Come to the Support Committees for more information on how you can help:

LEE MAH SUPPORT COMMITTEE at The Asian Community Center, 840 Kearny St., S.F. at 10 AM on Saturdays.

JUNG SAI SUPPORT COMMITTEE at the Chinese Cultural Center (Holiday Inn-Chinatown) at 7:30 PM on Saturdays.



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SAN FRANCISCO, CA. 94126

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地址 _____ Address
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全年二十四期 \$3.50 -1 yr.
半年十二期 \$1.75 -1/2 yr.
海外全年 \$5.00 1 YR. OVERSEA

ESDC

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Political and Economic Crises!

Today, during a period of political and economic turmoil at home and abroad, when the ruling class of this country must struggle among themselves around Watergate, the Presidency, the international situation, and all the problems involved in keeping themselves in power, these struggles are causing increasing hardships upon the people of this country, i.e., in higher taxes, food prices, lower wages, etc. All these things hit hardest on Third World people. We get the lowest wages, the worst jobs, and are mentally and materially oppressed as a direct result of the backward political and economic system of this country.

The Ethnic Studies departments were established because students were seeking a way to change this system; first by establishing a correct perspective on education; an education relevant to our everyday lives, an understanding of our true history, and an education that would begin to help us more fully understand the nature of the problems in this country and how we can solve them.

However, it is not in the best interests of the Universities in this country to educate students to question the reason for the problems in this country, but rather to produce laborers and servants for the ruling class to preserve the status quo. It is only another tactic by the ruling class to try and destroy ES at UCB because all progressive institutions that educate people about the nature and cause of this country's problems are a threat to the existing power structure that the University and all educational institutions are an integral part of.

Understanding this, it becomes clear why the administration at UCB has begun to disperse ES. They began this attack by appointing William Banks as Chairman of Afro American Studies. Without consultation of either students or other faculty, he decided to move Afro-Am Studies into the School of Letters and Science. This was the signal for dispersion for the rest of ES. Autonomy and self-determination would come to an end if the other departments within ES decided to follow this move. ES decided to oppose any merger with other Schools within the University and took a united stand against the Administration's attack.

Formation of ESDC!

The call for the defense of Ethnic Studies was initiated by the Asian, La Raza, Black, and Native American Student Unions. The demands to the Administration were: 1) Stop all discussions with Bill Banks around Black Studies' application into L & S, 2) The University respect the independence and autonomy of the ES Department, and 3) Hold joint budget negotiations, publicize the results, and no cutbacks this quarter.

The Ethnic Studies Defense Committee (ESDC) saw building the ES struggle in a broad and mass way. Third World students had to actively unite with progressive staff members, White students, labor unions, and other supporters. Particular attention had to be placed on involving the surrounding Third World communities into the struggle. The ES situation on campus has a direct effect on our communities and Third World struggles in general.

The first work of the committee took the form of education, bringing out the issues of administrative attacks on Third World students, institutional racism, the role of the university in our society, etc. Leaflets were developed; education raps were given in ES classes, a forum attended by 500 people was held to consciously develop active leadership and participation of Third World people and mass support in defense of ES. Slowly, the issue gained considerable support and united the ES staff members and general student population.

On Friday, May 31, after a week long series of smaller demonstrations, 2,000 enthusiastic supporters attended an ES rally. Afterwards, the supporters remained for a Criminology School rally (another important and growing mass struggle at Berkeley) and marched, 5,000 strong, to seize another building.

The Storm is Brewing

Even though the school year is over at Berkeley, the students recognize that the fight isn't over. As one Berkeley student put it, "Next year will be the turning point for ES. Our resistance must be strong!"

Like Berkeley, the State Administration is dropping hints about budget cuts for ES, setting higher quotas for enrollment in ES classes. Financial aid, EOP, and other programs that affect Third World students are also being sliced away.

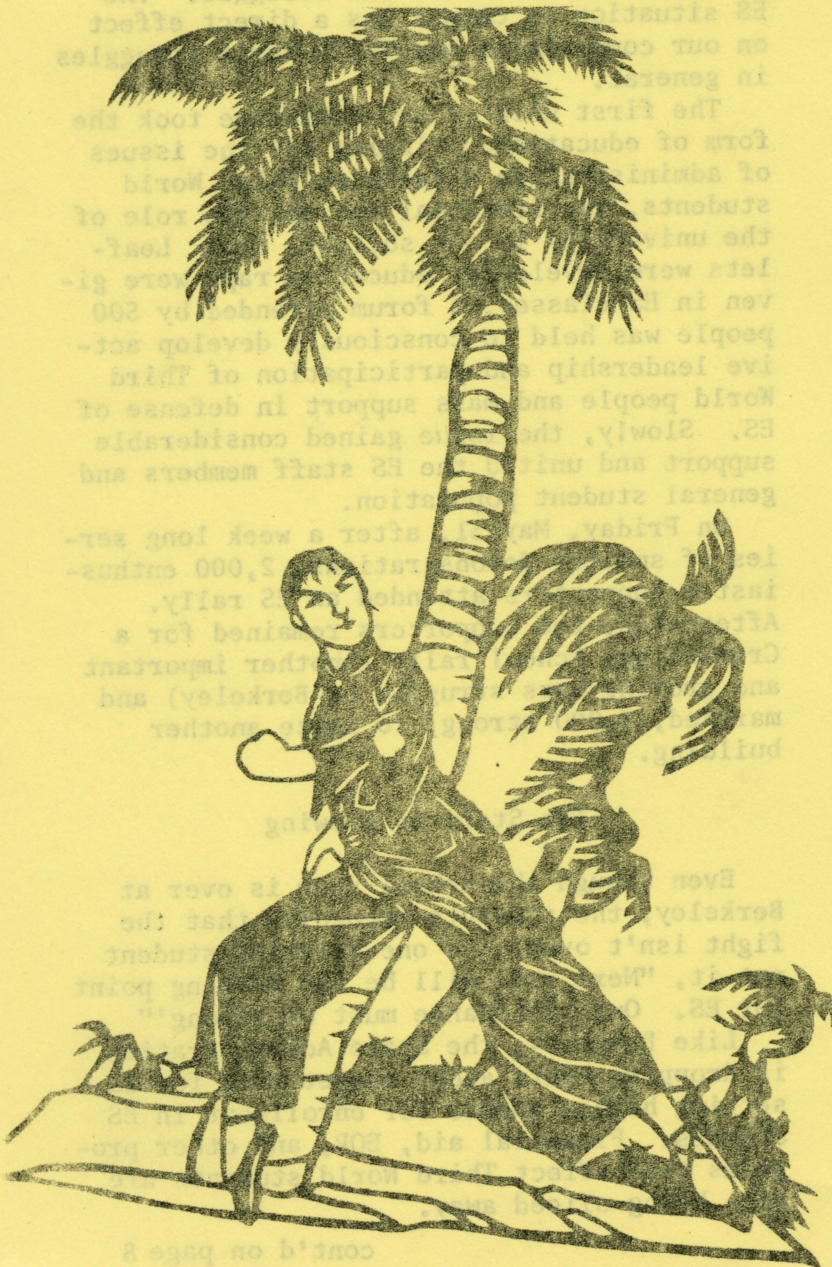
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ESDC cont'd from page 7

Across the US, ES departments are being systematically attacked. From Laney College in Oakland, San Mateo, San Jose, UCLA, to City College of New York, similar moves by campus administrations have been made to eliminate Ethnic Studies Departments.

We must learn from the struggle at Berkeley. The lesson it teaches us is that we must fight to secure ES so we can all continue to have access to a relevant education. The nature of the political and economic system in this country affects all of us and oppresses Third World people the most. It is only through our active participation in a united effort that we can successfully fight to change these conditions.



Education in China

The founding of the People's Republic of China in 1949 established education as a basic right, not a privilege, for the vast majority of the Chinese people. The right to a decent education is not merely a formality, but is seen as a means to better the life of all. Great strides have been made through the efforts of students, peasants, workers and teachers in improving and strengthening the schools to serve society and the interests of all the people.

Under the former oppressive conditions of feudalism and foreign domination, education in China had been available to those few who could afford such luxury. The young people of the poor peasantry and workers had neither time nor opportunity for a decent education, as most of the people had to work to barely survive. As a result, in 1949, over 80% of the Chinese people were illiterate.

Education in old China was controlled by the landlords, bureaucratic officials and collaborators of foreign powers. Their sons who attended the schools were taught backward and scholarly ideas that were divorced from the real needs of society and practical skills. These students abhorred work and did not use their education and theories for the benefit of the people, but solely in maintaining their own self-interests and those of the elite class.

Today the schools and educational institutions in China are run on entirely different principles. Illiteracy is virtually a thing of the past. From the elementary schools to the university level, education is meant to serve the people, and is run by the people. The schools now exist to train people with skills useful in solving China's economic and social problems, to motivate students to serve the people rather than to pursue their self-interest, and to expand educational opportunities for young people from poor and working families.

The Cultural Revolution in 1966 had a tremendous influence in developing these principles governing China's new education, as well as the direction of other institutions. Students began questioning the remnants of old and traditional ideas such as entrance exams, the tracking system, and the meaningless theories that were devoid of any practical application within the schools.

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CANE

cont'd from page 5

of Hokubei Mainichi), we felt confident in relying on the support of the vast majority of people - not on the few so-called powerful individuals.

HALF-A-VICTORY?

However, now, even with the passage of the resolution, the battle is only half over because the future will tell if the National JACL will live up to the wishes of the 68 chapters to aid not only CANE but other anti redevelopment groups as stated in the resolution:

"Be it resolved that the Japanese American Citizens League National Council urge the Congress of the United States of America to review nationwide, the redevelopment program on the basis of seeing the needs of the local people and small businesses and take appropriate action to rectify the shortcomings of urban renewal programs.

"Be it further resolved that the Japanese American Citizens League National Council 23rd Biennial Convention support the principles of the CANE struggle, which are:

- 1) *Stop the destruction and dispersal of the Japanese community and to keep Nihonmachi a small business and residential area.*
- 2) *Uphold the rights of residents and small businesses.*

and to actively lend its resources to stop any threat of destruction to any Nihonmachi community."

A full account of the trip and the struggle that occurred about the resolution will be presented at the next General meeting. Everyone is encouraged to come and share with the CANE delegation, one of the most exciting points in CANE's history.

GENERAL INFO: CANE, 1858 Sutter St., S.F., 94115. Office Hours: 3 PM - 8 PM weekdays, 10 AM - 5 PM Saturdays, closed Sundays. Phone: 921-8841

EDUCATION IN CHINA cont'd from page 8

As a result of the mass constructive criticism and debate, the rigid entrance exams as a basis for entering universities has been abolished. Now workers, peasants and soldiers are selected for university level education by their peers and co-workers according to their ties with the people, their willingness to serve the people, and their active participation in work. Along with this important change, making all students eligible for universities, is the guaranteed

right of all children to primary and middle school (elementary to high school).

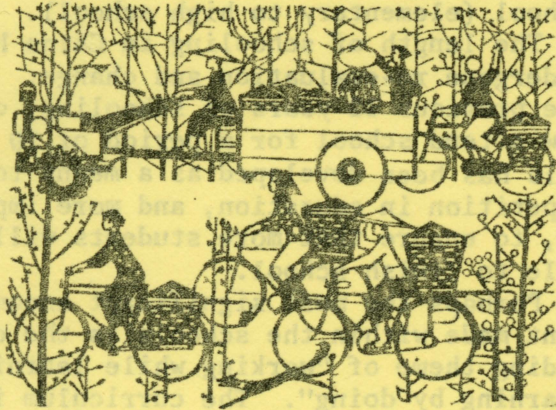
The length of schooling in China has also undergone re-evaluation and change. From the previous 12 years of schooling, children now attend school for a period of 10 years. This has been developed as a means to avoid repetition in education, and more importantly, to ensure that more students will be able to finish school.

Perhaps the most significant accomplishment made within the schools is the overriding theme of "working while learning and learning by doing". The curriculum in Chinese schools, both in the countryside and in the cities has changed dramatically in line with this idea. This concept has ensured that the schools and other educational institutions do not create an educated elite separate from the rest of the people and the needs of society. Rather, students are able to graduate from school with the understanding and skills necessary to build society.

From the very early stages of schooling, Chinese children learn facts and theory in the classroom and apply them, learning from practical work. The curriculum is often divided into classroom situations as well as outdoor activity; such as working in factories, on farms and workshops. One month a year is set aside for children to visit factories, learn from the workers of China and to see their ideas put into practice and production. On the university level, all students are required to have 2 years of working experience, thus learning from the life of the masses of workers, peasants and soldiers, before entering a university in China.

The Chinese people have won great victories, the educational system being one of many that has changed the face of old China. The Chinese people's determination to control and determine the direction of education in China has deeply influenced Chinese society as a whole, and continues as an ongoing process to build relevant education that serves the interests of the vast majority. These advances by the Chinese offer the American people great inspiration and important lessons, particularly for Asian and Third World students who are struggling today for decent and relevant education. In this respect, the commemoration of the 25th anniversary of the People's Republic of China this October 1st provides not only an opportunity to better understand life in socialist China, but also to draw lessons from her great achievements.

impressions...



“Ang Masa”

ang masa, ang masa lamang
 ang siyang tunay na bayani
 ang masa, ang masa lamang
 ang siyang tagapaglikha
 ang masa, ang masa lamang
 ang siyang tagapaglikha
 ang masa, o ang masa
 tagapaglikha ng kasaysayan.

sundin ng buong tatag
 ang linyang pang-masa
 mula sa masa, para sa masa
 ito ang ating patnubay.
 makibaka, huwag matakot
 harapin ang kahirapan
 magmahalan, magtulungan
 nang makamtan ang tagumpay
MAKIBAKA, HUWAG MATAKOT
 nang makamtan ang tagumpay.

ENGLISH VERSION

“The Masses”

the masses, the masses only
 are the makers of our history
 the masses, the masses only
 have the power to create
 the masses, the masses only
 all our heroes come from you.
 the masses, o the masses, you
 are the masters of our fate.

the people's wisdom is our guide
 and from them comes our light
 learn from the people and serve the people,
 and then united, we will fight.

Makibaka, huwag matakot
 Dare to struggle, have no fear
 When the struggle is united
 We will know our victory is near

“Profits Enslave The World”

by Philip Vera Cruz

While still across the ocean,
 I heard of the U.S.A.
 So thrilled by wild imaginations,
 I left through Manila Bay

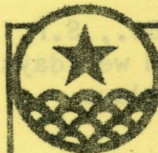
Then on my way I thought and wondered,
 What the future would be.
 I gambled parental care and love,
 In search for human liberty.

But beautiful bright pictures
 Were half of the whole story.
 Reflection of great wealth and power
 In the land of slavery.

Minorities in shanty towns
 Disgraceful spots for all to see.
 In the enviable garden of eden,
 In the land of affluence and poverty.

Since then I've been a hungry stray dog,
 Too busy to keep myself alive.
 It seems equality and freedom,
 Can't be where billionaires thrive.

A lust for power causes oppression,
 to rob the poor in senseless greed.
 The wealthy few's excessive profits,
 Tends to enslave the world in need!



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(This song was written in dedication to the LEE MAH and JUNG SAI workers by the May 4th Singers, an local Asian American movement singing group. It was first sung at the CHINATOWN WORKERS' FESTIVAL that was held August 24, 1974)

SONG FOR THE LEE MAH AND JUNG SAI STRUGGLES

Who dares to make waves that will change our lives?
 Who dares to go against the tide?
 Who's making history that books can't hide
 Teaching lessons that bosses can't buy?

LEE MAH and JUNG SAI WORKERS

Fighting for the right to organize
 We've been worked too hard for far too long
 It's time something's said, something's done.

CHORUS : We must stand together--LEE MAH! JUNG SAI!
 It's a fight for the better--TYUNGIT-HELLOI!
 The struggle's ignited
 We can't be divided
 And we'll win!

Plain Jane and Farinon are runnin' scared
 as the class whose profits just won't last
 They can't keep immigrants down no more
 We ain't scared of their cops or their courts.

Y'know, it ain't much diff'rent from here to Hong Kong
 We gotta put a stop to those runaway shops!
 Link up with workers struggles 'round the world
 Rise up! Our time has come!

CHORUS

We're gonna build this struggle all over the land
 Come on out to the picket lines!
 We've gotta take on this system that keeps us down
 Place the power in our working hands!

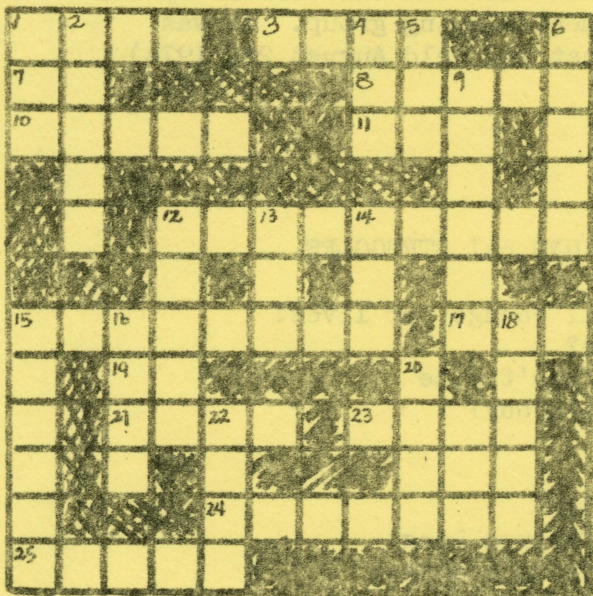
So if you're weak--this ain't the place for you
 But if you're strong--C'mon! Join us!
 For it's a long hard battle- lots of obstacles to move
 But the struggle is long overdue.

CHORUS

GUNG YAHN MYUN TYUN GIT HELLOI (repeat)
 TYUNGIT JAUSIH LIHK LEUNG!! (repeat)

Crossword Puzzle

Staff: Connie Chan, Garrett Chinn, Richard Gin, Victor Huey, Jiro Maru, Jennie Yee, Cecilia Yoshida, and Frances Yoshida



DOWN

1. Govt. agency (abbrev.) responsible for secret service activity here and abroad.
2. Vietnam used to be named this.
5. Organization (abbrev.) of right wing American women not often heard about anymore..luckily.
6. This year is the 25th anniversary of this country's liberation.
9. Everyone should fight this social cancer which preys upon the rights of Third World people in this country.
12. Japanese traditional poem style -- 17 syllable poem style.
13. City agency (abbrev.) responsible for destruction of SF Japan Town.
14. Self-styled revolutionary (so-called) group (abbrev.) responsible for causing the People In Need Free Food Program... among other things.
15. Name of housing project in Oakland for elderly Pilipino.
16. Traditional Japanese string instrument.
18. Name of Japanese movement journal.
20. Pilipino organization (abbrev.) at SF State College.
22. Opposite of win.

ACROSS

1. Organization in SF J-Town fighting tourism and redevelopment.
3. The stereotype of Asian Americans does NOT include this characteristic.
7. __ __ Struggle, Peninsula Asian American newspaper-turned-newsletter.
8. Name of pants manufacturing company in Southwest that became famous because of victorious struggle of strikers.
10. Emotion evoked when discrimination at work.
11. Military organization (abbrev.) responsible for overseeing evacuation of Japanese during World War II.
12. The U.S. dropped the first atomic bomb on this city.
15. "Dare to struggle" in Pilipino.
17. Chairman __ __ __
19. Another word for "alright" or "fine"
21. Name of concentration camp located in Southern California which held Japanese American dissidents or "no-no boys" during World War II.
23. You often hear Japanese American Nisei (2nd gen.) talk about the __ __ __ __ experience, common to most Japanese Americans who lived on the West Coast in the early 1940's.
24. Japanese word meaning Third Generation Japanese American.
25. Boycott this fruit to aid the farm-workers struggle (singular).

solution

