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ASIAN VOICE

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Journal of the Asian students at C.C.N.Y.

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SAVE CUNY
 STOP
 THE
 ENROLLMENT
 REDUCTION TEST
 (ALIAS- THE
 2 YR. TEST)
 WE MUST ORGANIZE

Asian Sports Night
 Friendship
 First



December 1977

goals

To communicate and serve all the concerns of Asian students at City College; in working towards this goal, students decided that we must address our social, political and cultural needs as Asian Students by:

- Raising the awareness and understanding of Asian students around why and how this society oppresses Asians and other Third World and poor working class people; this includes issues that affect us on campus, in our communities and throughout society.
- Based on our developing understanding of the nature of this oppression, striving to unite and organize Asians of all backgrounds and to work together with other Third World and oppressed people wherever possible.
- In the process of carrying out these goals, reaching out to meet and involve new Asians, build friendships and enjoy ourselves.

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立刻停止「两年技能标准试」!

各位同学，「两年试」事件并非完结。纽约市大学教育局和 MARSHAK 校长，正在策划用一個叫「大学一年级学生技能标准试」，实施「两年试」。他们准备在今年夏天所有大学一年级和英语为第二语言学生接受这「标准试」。

这考试其实和「两年试」並無不同！在今年八月，VICE CHANCELLOR (教育局副局长) 的报告中，清楚地说出，「任何得不及格，便不補到級，有六十一個学分的學生，如果在技能标准程度上不及格，便不補到級，能報名考讀大学一年级的课程，只能以無主科堂生身份，修讀不補到級课程。意图要他们读没有学分的補習科目，直至到考到級为止。这考试只不通过是大学当局和 MARSHAK 对第三世界学生最近于的攻擊。反映到校方已在千方百计地奪回學生運動，幾年前於奋斗中得来的成果。校方行政当局正在積極地中郊區招募學生，夢想把市立大学回復到從前特別高等的學校。」

「两年试」是延續「軌道學科制」*。在華埠區，我們從少便接受到次等不良好的教育。不說「两年试」的學生被視為是鈍和被迫一定要講英文，等等折磨。這「两年试」的用途很明确是針對不識英語，英語為第二語言和大學第一年級學生，好讓校方行政局有利便。

大家都知，「两年试」因在堅決的抗議下，阻止了校方執行提高的計劃。我們繼續探尋堅固的立場，團結起未來的學生，這非我們義務的聲者，在基本對我們很多同學的夢想無到世界，因為這「两年试」基本上對我們很多同學的夢想無到世界，別是已受次等教育之害的同學們。我們各位能夠參加對「标准试」和以下行動。

* 這是全美教育制度系統地，由中學起推為子弟的學生，將第三世界學生擠排上等教育的科目，阻礙少數民族學生入業行業的「軌道科目制」。

☆ 坐談會 ☆	
日期：十二月十五日	時間：中午至下午二時
地點：歌德 211	
☆ 罷課和集會 ☆	
日期：十二月廿日	時間：中午
地點：行政局大廈	

多米尼加同學會 / 關心亞洲同學會啟
~一九七七年十二月~

AV Editorial:

CONTINUE TO RESOLUTELY OPPOSE THE 2-YEAR TEST!
JOIN TOGETHER TO STOP IT RIGHT NOW!!

The 2 year test is now finally dead and buried, as Dean Fiellein and the Administration want to believe. (The latest Campus article (12/2/77) claims to "put rumor to rest" by declaring "No Two Year Test" will take place). The administration hopes to confuse students and disguise the fact that they are still planning on making us take a 2-Year Test.

Prior to this latest statement, Pres. Marshak and the Board of Higher Education had planned to give freshmen and English-Second-Year Language Students a "pilot test", named the Freshmen Skills Assessment Test, by the end of

the semester. This test is really the same as the despised 2-Year Test we have struggled against in the past. Vice Cancellor Brenner's report dated Aug. 1977 makes this clear:

"Students who have not met the skills proficiency levels set after carrying 61 credits will not be permitted to register for any senior college courses except that they may do remedial work as non-degree students." (p. 10 Vice-Chancellor's Report).

This means that students would be held back from entering the junior year until we pass tests in reading, composition writing, and math (trigonometry). And that we can only take zero-credit remedial courses while

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行政当局企图掩盖事实。仍然计划要同学们考“两年试”!

事实证明，“标准化考试”在文化修养上是偏近中上层，或富有的，白领阶级的白人子女。这对于少数民族是非常的不公平。全CUNY 副教育局长 BRENNER 说过注册的学生人数，必要减少 10% (这数目更大可能是 20%)。BENNER 的说话是有记录可查的。

现时，教育长 FIELLIN 代表校方行政当局观点又说，他“反对这个考试”。其实他们打算推出一个以另外一德形式出现，对实质一样，的新考试。他们还在声嘶力竭地不清不白地告诉那些已经通过辅导课程的学生。这是前所未有的！到目前为止，已经通过辅导课程的学生根本不需要再通任何其它的考试。只要以及格的成绩修完那些课程，就可以继续普通的大学课程了。行政当局所谓“新”的考试和两年试是会有同样的效果。结果是会将第三世界的同学，英文第二语言 (ESL) 的同学及一面工作，一面上学的同学们将因不能通过而被迫退学。

参读辅导课程，少数民族学生占了大多数的情势，不是一个巧合。从前，法律上不准黑人入学；同样也不准日本人学英语。现在这个计划在选修辅导课程之后，还要通过考试，只是不公平制度的一延续。很明显的是，行政当局想以这个考试剔除需要辅导的学生。

CHINA EVENT IS HUGE SUCCESS!!!

A lively, well received, and very successful celebration of October 1st, the 28th anniversary of the founding of the People's Republic of China was held by the New York Chinatown Committee on October 1 at P.S. 124 in Chinatown; the program attracted 800 people men, women and children of all ages, mainly from the Chinese community.

The highlight of the program was a skit which showed how a small Chinese shopkeeper, who once supported the KMT, came to understand the truth about socialist China and joined with others in actively supporting China and struggling against the KMT diehards here. The skit recieved tremendous applause and at times, audience participation by hissing at the character of the KMT. With the tearing up of the KMT flag at the end of the skit, thousands applause broke out among the large audience and many people stood up.

CAS members participated in different aspects of the program, Learning from China. For example, we learned the 4 Minute Exercise and different songs from China. In addition, there were speeches and an excellent photo display portraying different parts of Chinese society.

Contributing to and helping out with the program is part of the struggle to throw the KMT reactionaries out of Chinatown and support and learn from socialist China. We look forward to future opportunities to participate in community events.



Chairman Mao's 4-Minute Exercise performed before 750 people in New York Chinatown. Getting Together photo



中國在，誠意的族民、史歷的族民但，邦與在身人華
得會機寬展片圖的國建共中祝慶約紐着藉，下心苦的親父
•代一下到傳流以

*****CCNY'S ASIAN SPORTS NIGHT '77!*****

As another school semester progressively moves onward, the Asian students of CCNY have been working together to plan out City's Annual "Asian Friendship Sports Night" (Fall '77). All, the date has been officially set for Friday, December 16th, in Mahoney Gym (j) from 5pm to 10pm!

We are pleased to see there is greater interest from our many Asian clubs at City in supporting and planning out this big popular sports event. It has been to the advantage of all Asian students in sharing resources and making an effort to unite and centralize the Asian clubs in this common event. The unification and joint efforts of our various Asian clubs' members will make City's Sports Night a success, and be a first step in bringing us all together in friendship.

Although this sports event is only a one night affair, it takes a lot of planning and manpower to make it happen. Your cooperation and help is the key to its success. If Sports Night (Fall '77) is on your calendar, then there are a few reminders to think about: 1) Form your team now, or join up with another one! (Men's basketball and co-ed volleyball); 2) Sign up your teams, and keep in mind date and time; 3) Get our rules and regulations; 4) Admission is 50¢; 5) Lend us a helping hand; Volunteer to be a referee! Help out with silk-screening T-shirts with out Asian Sports Night Designs Dec. 12 in 350 Finley. The purpose of our Asian Sports Night is to have fun and to make new friendships in the spirit of "Friendship First, Competition Second!" We also welcome you to join one of our clubs and help plan its many other activities.

With your help, cooperation and participation, we are sure Asian Friendship Sports Night (Fall '77) will turn out to be an enjoyable event!



Asian Studies: where its been, where its at now

It has been approximately two years since the Ad Hoc Committee to Defend Asian Studies had decided to disband. Since then, the Asian Studies Department has slowly but surely been deteriorating. It has far less faculty on the staff, fewer courses offered and lower class enrollment.

The development of the Department has stopped. It has ceased to serve both the needs of the community and students. How can Chairman Chai of the Asian Studies Department develop his plans for the department. What does Chairman Chai know of students' needs when he barely has any communication with them? How much does he know of the community's needs when he lives in New Jersey?

It has been proven that Chairman Chai is not interested in developing a relevant department to serve students, and that he does not have the support of the students on campus and community at large. Due to recent interest and much questioning among new students about the present situation in the department, Asian Voice has written a year-by-year summary of events which led up to today's present crisis in the Asian Studies Department (ASD). Asian Voice hopes this summary will help students to clarify some of the questions which you may have, and stimulate discussion on how to change and improve the ASD.



1969-70: Origin of Third World Studies

- The ASD grew out of a large Black and Puerto Rican student strike on campus in the Spring of 1969. Black and Puerto Rican students demanded Open Admissions and a Third World School where we could learn our true history and culture.
- Third World students at CCNY began to actively and openly deal with the administration and faculty to build an education that would deal with our community's needs and our aspirations. Students worked out a curriculum which would analyze correctly the problems of our people within the larger society.
- At the request of Asian students, the first Asian American courses were set up in 1970.
- BettyLee Sung was hired.

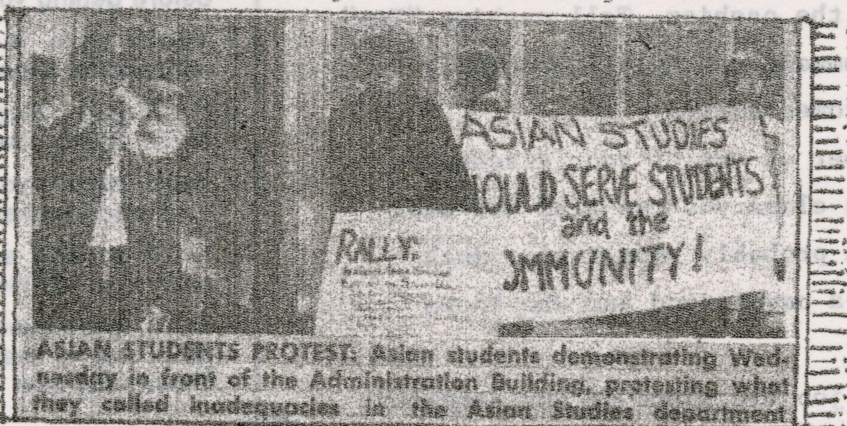
ASD...

1971: The 1st Year of the ASD

- Asian students were actually involved in the creation of the ASD.
- 40 courses were being offered by the college in the field of Asian Studies through ten departments.
- In the Fall of 71, the student enrollment in Asian Studies courses was approximately 700.

1972: Asian Students Revolt

- Students' feelings were confirmed when we discovered an Asian Studies Departmental memo indicating that student views were being ignored by the faculty and administration at CCNY.
- Four demands were presented to the College administration:
 1. That acting department Chairman Varma be removed and that adjunct Professor T.K. Tong be appointed chairman. (Students asserted that Varma was untrustworthy and closed to them. T.K. Tong seemed more open to students at that time.)
 2. That a bi-lingual Asian staff be appointed.
 3. That full restoration of student power be instituted on the Faculty-Students Steering and Planning Committee.



4. That the Steering and Planning Committee be established as the main policy making body of the ASD. (The Steering and Planning Committee consisted of 5 students and 5 faculty working together.)
- After no reply from Pres. Marshak, a rally of 150 Puerto Rican, Black, and Asian students to mobilize support for the demands occurred outside Cohen Lab. That same day, Goethals Hall was taken over and occupied by Asian students who were joined and supported by Black and Puerto Rican students.
- Between the summer and fall and spring of 1972-3, 27 Asian Studies courses were offered to students.
 - 4 new teaching positions were set up for the following year. Positions for an Asian counselor and an Asian Community Liaison administrator were created.
 - Community program proposals that had been pending for the past year were given funding.

1973: Enter Chai

- During 1973, there was much discussion among Third World students about developing a Third World School to unite Black, Puerto Rican and Asian students on the common basis of historical experiences - common oppression of our peoples politically and socially. We wanted to develop and better understand this common heritage and to reaffirm our identities.
- Two full time teaching positions plus adjunct faculty added to the growth of the ASD.

This month's SURVIVAL SECRETS are:

1. Movie discount cards are available at the Finley Finley Student Center, room 152. These cards allow you to get into movies at selected theaters for half price. (CAS wants to organize group trips to the movies- contact us!! You can leave us a note at the Asian Center C111.)
2. The bathrooms in the Science Building are good (there is always toilet paper or at least the majority of the time).
3. If you want free lemon in your tea, cover it before going to the cashier. Tell cashier "Tea".
4. Studying with someone can help, especially when exam time comes around.
5. Get a phone number of one of your classmates so if you miss a class you can find out what you missed. (You probably won't miss much but you'll make a new friend and who knows what else!!!).
6. Career oriented job (in place of one semester of school) with pretty good pay- see Coop Office Shepard 205- Rita or Moning.
7. As we all go along through school, people had found it helpful if one makes themselves noticable so that the teacher knows who you are. When it comes time for grading the teacher will see a face and know a personality rather than just a name and number. Two ways in making yourself noticable is

a) speaking in class (even if what you have to say doesn't follow with the discussion but the fact that you spoke up is making the teacher take note of you.)

b) saying "hello" or "hi" to the teacher upon entering the classroom or when crossing each other in the hallways.



AS A COOPERATIVE EDUCATION STUDENT ...

- You'll be about one year into your career before getting your degree.
- You'll earn money to help defray educational expenses.
- You'll earn college credit (in most cases) which counts toward graduation.
- You'll improve your prospects for employment and a higher salary upon graduation.
- You'll develop self-confidence, and discover new abilities and interests.
- You'll have a basis for defining your career goals and for evaluating whether you have chosen the best major.

ELIGIBILITY

- 1) Completion of at least 30 college credits with a current 2.0 (C) grade-point average.
- 2) Completion of a Cooperative Education application one semester before your first placement.
- 3) A reasonable commitment to working at least two non-consecutive semesters.



TWO HANDS PUSH THE SKY

- for Yuri -

Comrade Asian Song
of jasmin fire
soft spoken wisp of
urban
night-this warrior
woman humble in her
panther's grace
a selfless servant
of the people's
vanguard
where the ghetto streets
meet the heart in
naked confrontation/



Years of constant motion
her words a monsoon
gale against an imperial
state
the U.S.A. of us
thorn where the skin is
pierced and blood
a sea of hope watering
earth beneath this supple
bamboo tree framed with a
flowering running vine of
black silk
silver-streaked with
struggle's wisdom/



Little Yuri
a rally of one
the voice of millions
beloved rising sun of
purpose
whose legendary kindness
warms us all who walk the
way
of the bullet's path/

Patient Queen of deference
to the collective will:

Of the family
Of the Poor;

of her own wide wide heart-
Comrade Asian Son
persona of a moment's notice
brazen in the strength of
the guerrilla's humility
understanding her gift of
love;

sister of the whirlwind
peace/



Asian studies - 1973

- A Search Committee for new faculty which included student input and participation was formed.
- In December 1973, students drew up and clarified what kind of Asian Studies Department we wanted. We sought support from the CCNY student population and the Asian Community in general for our principles. They were:
That Asian Studies should:
 1. Be a vehicle to serve the Asian students at CCNY.
 2. Provide a proper world perspective.
 3. Have students participate in policy-making decisions. (personnel, budget and educational policies.)
 4. Present the history of Asians in America.
 5. Apply its resources to learn from and help the Asian American communities.
 6. Present an Asian perspective on Asian history.
 7. Provide employment for Asians who have a perspective that is consistent with our department's principles.
 8. Promote understanding of the common struggles of Third World people.
- In the search for a new chairman, students sat on a Search Committee. In the discussion, there was no unity among them about whether they felt Chai was who students wanted. Some students, hesitant to choose, felt pressured to make a quick decision. An incorrect decision to recommend Chai for chairmanship proved to be a very serious error.

1974-75 ASD Under Chai

- An active work-study student aide was fired.
- Progressive and very popular teacher, Harold Sunoo was fired.
- Two faculty teachers, Dennis Torigoe and Spring Wang, both of whom were hired by the Search Committee were fired by Chai.
- These actions angered students who formed an Ad Hoc Committee to Defend Asian Studies. The Ad Hoc Committee demanded:
 1. Immediate rehiring of Wang and Torigoe, and immediate reappointment with tenure of Sunoo.
 2. Dismissal of Chai as Chairman of the ASD.
 3. End all attacks on Third World Studies and rights of Third World and working class students.
- 1,200 signatures on petitions supporting these demands were brought to Pres. Marshak. He did not respond.
- The three faculty who were fired were the only 3 Asian Studies faculty who were concerned with and truly interested in truly making the ASD relevant and sensitive to students' needs. They had actively worked with students to develop and write curriculum for 80% of the courses. They were the 3 main teachers who had worked in Asian communities and who taught Asian American Studies.

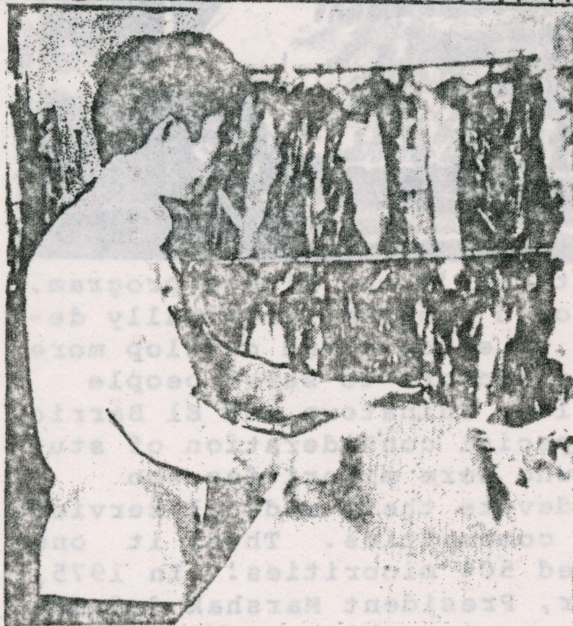
1976-77

- Prof. Tseng, a popular Mandarin language teacher who had students' support was fired by the administration. Chai went along with it.

This is how we came to the present poor state of the ASD. But one thing that we have learned from our history is that we can develop and have the kind of Asian Studies we want if we, the Asian students, get together, discuss and actively struggle for an ASD that serves our interests and the interests of our communities.

our true story

It was not that long ago when the radio played a jaunty song that went, "Dreamy, dreamy Chinatown -- almond eyes of brown, Hearts seem light and life seems bright, in dreamy Chinatown." Ah yes --radio, wonderland of fantasies. The songs of Chinese "reality" in the good old days resemble dreams only in one way -- they are nightmares. The true songs of our fathers speak not of "exotic Chinatowns and dragon ladies", but a passionate intensity to endure and resist. Here, you will hear the oral history, the actual words of our people remembering a yesterday that was all too harshly real, -- and continues to be part of our experiences as Chinese in America.



CHINESE LAUNDRYMAN BLUES

"I was forced to work over 12 hours each day in my small laundry for subsistence wages. I barely made enough to support my four children. The store was old and run-down; still I had to pay high rent for it. Many landlords took advantage of us Chinese who speak little or no English. Sometimes the customers complained that their apparels were not clean and simply refused to pay. Also, the Chinese Benevolent Association run by the KMT and tongs demanded high protection money and dues every week. My life has been so full of sadness and miseries."

THE STORY OF MY IMMIGRATION

"Up until 1965, my family was still in Taiwan; only I lived here in the United States by myself. I was an 'illegal' alien who had jumped ship to work in the U.S. in search of the 'better life.' When I began searching for jobs, nobody wanted to hire me unless I was willing to take the lowest wages. My first job paid me just \$200 a month. Each time I received my paycheck, I took \$50 to pay the rent, and mailed \$100 to my family in Taiwan that was so very dependent on the money I sent them. I lived on \$50 a month. Life then was so full of bitter sadness. It just wasn't a matter of not getting a good paying job; I had to be on my guard all the time like a hunted animal so that the immigration officials would not catch me. But I was not very fortunate. I had only worked for a few months when I was caught by an immigration cop. They locked me up on the 15th floor of the Immigration Department building. There were about 200 people there -- Chinese, Puerto Ricans, Mexicans, Argentinians, etc. Some of them had been detained there for more than a year because they did not have bail money. We worked as janitors or kitchen helpers inside the penitentiary. We made \$2 a day, just barely enough to supply ourselves with cigarettes. We all had to go to bed at 9:00 in the evening - (forced curfew) - 200 of us all inside a big room, sleeping in bunk beds. We had to get up at 6:00 for breakfast, eating only bread and milk. Right after we eat, we had to go to work right away for the Immigration Department. I was lucky; my friend had \$2,000 to bail me out. After six months, I was sent back to Taiwan. Whenever I talk about this with my children, my eyes always fill up with tears."

SONG OF RESISTANCE

"In today's society, we have to encourage and organize all Chinese men and women to fight for more freedom, more equality, and more rights for Chinese people. So the Chinese must get together. We are not sleeping tigers any more!"

Opposition to Bakke Spreads

The struggle against the racist Bakke Decision is deepening and broadening to involve an increasing number of people from coast to coast! Here at CCNY, CAS has sponsored two informative, educational programs against the Bakke Decision. In the most recent program on Nov. 17, CAS sponsored a speaker from the Anti-Bakke Decision Coalition (ABDC) in California. The speaker talked about the necessity of linking the Bakke issue to the day to day issues and struggles on our campuses.



The Bakke Decision and 2 Year Test

The Two Year Test, like the Bakke Decision would once again slam the college doors to minority and working class students. It would close access to many jobs and industries to Third World people by forcing many students out of school. Both the 2 Year Test and the Bakke Decision completely ignore 4 centuries of systematic discrimination and inequalities the masses of Third World people have suffered in the US. Both the Bakke Decision and the 2 Year Test hope to take back gains that have been made in the past. The Bakke Decision is a broad, sweeping attack on minority students' and people's gains. The 2 Year Test is coming from the same place, attacking working and minority students here at CCNY in particular.

If the Supreme Court upholds the Bakke Decision and its charge of "reverse discrimination", their decision would lay the legal basis

for an all out attack on programs and services for Third World students here at City. Their decision would help the BHE and Marshak intensify their attacks on financial aid and SEEK. A Supreme Court decision upholding Bakke could legally rationalize the elimination of Ethnic Studies.

The Biomed Program

Another example of what the Bakke Decision would concretely result in, if upheld, can be understood by looking at a similar case

against City's own Biomed program. The Biomed program, originally designed to educate and develop more skilled doctors to serve people in Harlem, Chinatown and El Barrio, took special consideration of students who were minorities who would devote their medical services to our communities. Thus, it once enrolled 50% minorities! In 1975, however, President Marshak defended some racist white students who cried that the Biomed program's special consideration and sensitivity to the plight of Third World peoples and communities constituted "reverse discrimination" against white students. As a result, the program now includes only 10% minorities in its freshman class; yet children of Black people still suffer twice the mortality rate of society's children as a whole.

Chinatown suffers the highest TB rate in the country. There are 4 times as many white doctors as Black doctors for the same ratio of people!

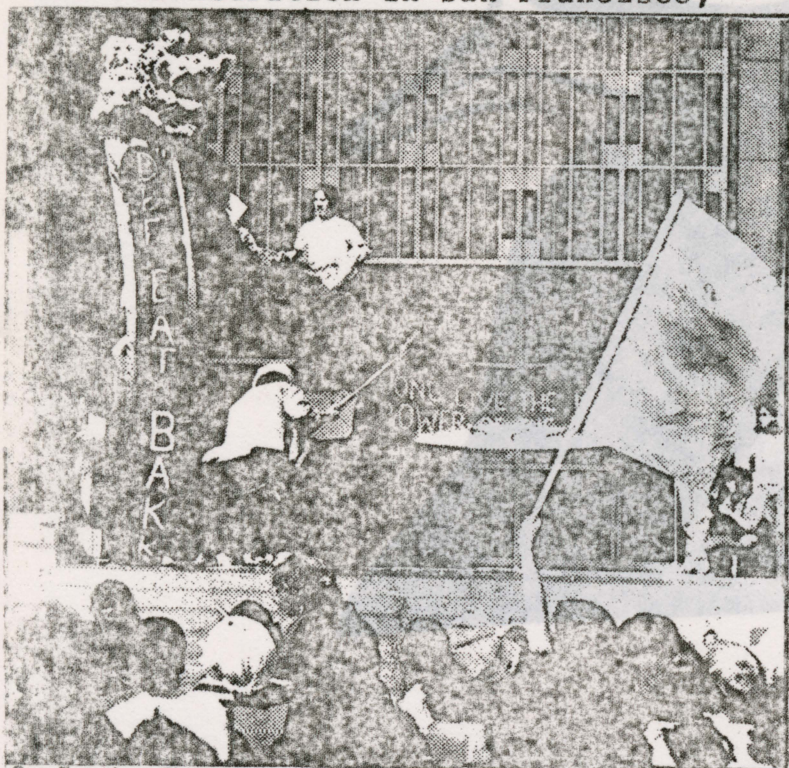
Bakke (con't.)

People Unite to Oppose Bakke

Students, community people and organizations, and rank and file workers are actively meeting the urgent call to express their ardent and firm opposition to the Bakke case throughout the US.

They are doing this by organizing mass educational programs and huge demonstrations that have mobilized thousands of people. Petition campaigns and mass conferences.

The week of October 15, proclaimed the National Anti-Bakke Solidarity Day by the ABDC, brought out over 4,000 people to a march and demonstration in San Francisco,



San Francisco Chinatown Liondance Assoc. unfurls 12-foot banner from lion's mouth reading "Defeat Bakke."

California. Demonstrations also took place in Atlanta, Georgia, the Midwest, Boston and Washington D.C.

Asian students' organizations at CCNY, Brown University, Harvard, U/Mass Amherst, Oberlin and Princeton's Affirmative Action Committee coordinated a symbolic week of activity against the Bakke Decision. This was part of an effort initiated by the InterCollegiate Communications Liaison Committee. Students linked the Bakke Decision to other attacks on Third World people like university investments in So. Africa and the unjust denial of

minority status to Asian American students at many schools. At many of the campuses, programs included a slideshow developed by the ABDC, speakers, panel discussions and debates.

This past month, a representative from the ABDC came to the East Coast with a Super 8 movie of the Oct. 15 demonstration in San Francisco and a slideshow on the International Hotel, a 9 year old tenant struggle in the San Francisco Chinatown/Manilatown community, widely supported throughout the Bay Area. He spoke at City. Unfortunately, the film was not shown at City due to technical problems. But the student response was good.

Later that same evening, the Progressive Chinatown Peoples' Association sponsored him to speak to different community and student organizations. It was suggested at that meeting that a chapter of the ABDC be formed in the New York City area. As of this writing different student, community and workers groups and individuals are actively taking up this proposal.

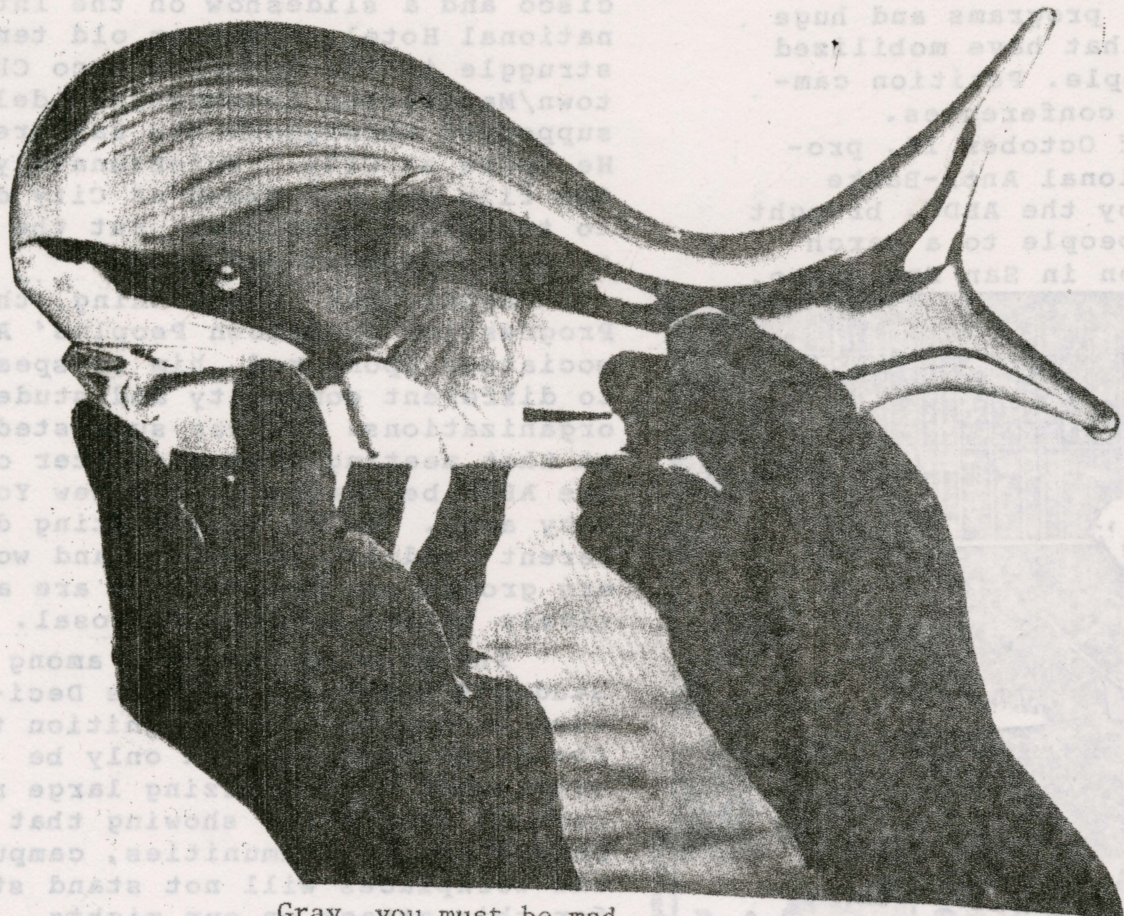
The growing activity among students against the Bakke Decision is due to the recognition that the Bakke Decision can only be overturned by mobilizing large numbers of people and showing that the people in our communities, campuses and workplaces will not stand still for this attack on our rights.

Students, community and working people realize that we won special programs in our schools, communities and workplaces through determined mass struggle. We must take up the fight against the Bakke Decision to guarantee the livelihood of programs such as Ethnic Studies, Affirmative Action and community programs that begin to meet our needs, and further develop and expand beyond the existing programs.

If you want more information on what's going on around Bakke in the New York area, get in touch with Concerned Asian Students at Finley 404 or call the Progressive Chinatown Peoples' Association at 226-8027.

Whale

Grand piano mouth
within thousands of vacuum cleaner ridges
baleen straining plankton for the floating mass
of elephant blimps of the sea.



Gray, you must be mad
being so overly weighted
and so deliciously rich
puffing vapor of white mist and green-gold by my bow
man-made sense will help you
to reduce your weight on the ocean floor in a world
where thinness is the dominant beauty.

Come here Gray, we'll give you a trim
so there will be more living space
in the empty oceans for your kind
in the living room
of the Museum of Natural History.

C A L E N D A R

DECEMBER

- 15 6-8, Reception at Basement Workshop for a photo exhibit on the International Hotel struggle entitled "We Won't Move" Basement's location: 199 Lafayette, phone # 925-3258
- 16 Asian Friendship Sports Nite, Hollman (Mahoney) Gym, 5-10 pm. All invited. 50¢ admission. For further information, see Frank or Oscar at CSA, Finley 335.
- 17 Asian Children's Underground Christmas Party. 10-3 pm at 50 Madison Street.
- 17 to January 22 - Huhsien Peasant Paintings from China on display at the Brooklyn Museum.
- 18 Progressive Chinatown Peoples' Association (PCPA) organizing trip to see Huhsien Peasant Paintings. Call PCPA office 226-8027 for further information.
- 18 Community Planning Workshop, at 22 Catherine Street Fundraising Christmas Party 10:30-3:00pm
- 22 Christmas Party sponsored by Concerned Asian Students, Asian Center and Chinese Students Association at Compton 111.
- 23 "Children at Basement" Children's Christmas Party at Basement Workshop, 3:30-5:30.
- General Christmas Party at Basement, 8:30 Poetry and Dance, 10:30 Disco. Basement at 199 Lafayette, 925-3258
- 23 Chinese Movies at CUNY Graduate Center 33 W. 42nd Street
- 27 East Coast Asian students getting together to discuss Spring Asian Student Conference. 1 pm at PCPA office, 126 Division.

JANUARY

- 5 (tentative) Huhsien Peasant Paintings film. Club Hours. Sponsored by Concerned Asian Students. Place to be announced
- 15 Beatlemania. group going to evening show. Call Steve 964-9577 for further information.

PCPA English classes every Sunday at 10 am and Monday at 7:30.

Basement has Modern Dance classes, every Tuesday, Wednesday and Thursday 10-noon.

Also Kung-fu classes every Tuesday, Wednesday and Friday, 6-9 pm.

THAT'S ALL FOLKS!

MERRY CHRISTMAS AND HAPPY NEW YEAR!

COME TO A FORUM

TH. 12/15, 12-3 pm

BOYCOTT CLASS

RALLY in front of Admin. Bldg. on 12/10-12/15

16

17

Editorial - 2 yr. test (cont)

editorial - 2 Yr. Test (con't)

still paying high tuition we can not afford.

These 3 tests on the surface may seem "reasonable" to some but the deeper and actual meaning of these tests is to prevent students from continuing their education to the Junior and Senior levels, and to prevent us from getting a diploma. This is the Administration's true purpose: to blame the students for a poor educational curriculum, and to advocate the further elimination of students. The BHE's and the Administration's 2-Year Test essentially attacks Third World and working students. Minority students will definitely receive the brunt of the destructive effects of the test, because this test is heavily weighted in English skills. It also has been proven that standardized tests are extremely culturally biased against minorities, and in favor of the upper middle class, affluent, professional backgrounds. Vice Chancellor Brenner is on record for having said that is necessary for 10% (more likely 20%) of student enrollment to be reduced.

Now Fiellin, representing the Administration's view, says that he is "against the test". But they are still planning to implement a new test anyway in some form. They claim that they are not sure how to arrange to test students who have passed their remedial courses. But this is unprecedented. Up until now, we students who have passed our remedial courses, did not have to take any additional tests. The completion of our class-work and our passing marks has enabled us to pursue our college education. The Administration's new test, a test to be given after we've already taken remedial classes, would have the same effect as a 2-Year Test-- it would hold students back, mostly Third World, ESL, and working students, and eventually force us out of school.

These tests are just the latest in a series of attacks against Third World and working students. The ending of Open Admissions and the imposition of tuition are

clear reversals of gains made by students in the past. At the same time, the administration has been actively recruiting students from the suburbs of Westchester in a desperate effort to have City return to the more elite institution it was before 1969.

These tests are also a continuation of the discriminatory tracking system that Third World students have subjected to throughout our education. Beginning at an early age, be it the El Barrios, Chinatowns, or Harlems, we systematically received inferior and inadequate education. Non-English speaking students are labelled as "slow" for not knowing English; they are held back, intimidated, and forced to speak English only or be punished. Thus it is no accident at all that minority students comprise most remedial classes. For a long time, Black people were legally excluded from any education whatsoever; Chinese and Japanese were segregated, etc. This new proposed post-remedial test continues this unfair system by singling our remedial students, clearly targetting who the administration wants to get rid of.

We know it has been the determined opposition and resistance to the test that has prevented its implementation in past semesters. It is vitally important that we take a firm stand at this time and join together to make our voices heard! If you agree with us that the implications of this test are basically not in our interests, especially the interests of ESL, Third World students, and other working students, who have been victimized by an inferior education,

COME TO A FORUM

Th. 12/15, 12-2 pm

BOYCOTT CLASS +

RALLY in front of
Admin. Bldg. on 12/20-Tues.

PCPA FIRMLY OPPOSES UNJUST FRAME-UP OF GOUVERNEUR HOSPITAL WORKER!

PCPA recently found out that Lisa Chow a worker at Gouverneur Hospital, and a member of PCPA was arrested on Oct. 31, and charged with 'supposedly' growing marijuana in a plant at the hospital. This charge is false and a frame-up. Why is the administration doing this? Lisa along with other workers at Gouverneur Hospital have been stepping up the struggle against layoffs, harassment speed ups in the last year. The administration has apparently resorted to these tactics in order to prevent Lisa and other workers from doing more organizing now and in the future. Lisa was told by the administration to 'resign' in order to save the hospital-embarrassment. This is outrageous!

Lisa along with other workers are not going to back down from this kind of intimidation and harassment. As one worker said 'they're trying to scare us. By using Lisa as an example. If one of us steps out of line in the future, they will do the same to us. We've got to unite together. The workers in Gouverneur have united together and formed a Gouverneur Hospital Defense Committee to fight the administration on this case.

A petition is being circulated in the hospital demanding that the administration stop all harassment of workers, and drop all charges against Lisa Chow. The workers confronted Dr. Devalasco head of the hospital on Nov. 7th, Monday. He repeatedly denied any knowledge of the

matter, and that he did not know all the details. He tried to put the responsibility away from the administration by saying that the administration had nothing to do with it, and that it was beyond their hands. Workers did not accept his lies and excuses, and demanded that he put an end to this harassment right away and drop all charges.

PCPA feels that it is important that we actively support the struggle of Lisa Chow and the Gouverneur Hospital workers. Their fight is in the interest of all the workers at the hospital, the Chinese community and Lower East Side's struggle for better health care.

We have decided to take up this support work by putting on a benefit dinner for Lisa Chow on Nov. 20th, Sunday, 6 pm at the office. All the money from the dinner will go to the Defense Fund.

We hope that as many members of PCPA, friends, and organizations in the community can unite together and struggle against this unjust frame-up!

WORKERS AND COMMUNITY PEOPLE UNITE.
STOP THE HARASSMENT OF GOUVERNEUR
HOSPITAL WORKERS
DROP ALL CHARGES AGAINST LISA CHOW

FLASH:
The Administration dropped all charges due to
wide support for Lisa inside and outside the hospital!
Score 1 for the people!

Bear Mountain Camping Trip

Physical exercise combined with nature's beauty in Autumn highlighted our 3 day and 2 night camping trip to Bear Mt. on Oct. 21-23rd. The trek which was to take us through 17 miles of winding trails, running streams and lofty mountain tops, proved to be an extremely rewarding experience.

Upon our arrival at Harriman State Park, we embarked on a 3 mile hike to our camping site which we reached at dusk. The camping area was surrounded by a serene lake, with babbling brooks and an old tombstone site. A few of us had the bravado to pitch our tent right smack on top of some Revolutionary War spirits! One camper recognized a gravestone with the exact initials of his name and experienced an intense, discomforting sense of déjà-vu. That night, we gathered round the campfire to reflect on the day's hike and talked about the city we left far behind.

The next morning the shivering, languid dawn blossomed into a day brimming with sweat, exhaustion and tests of physical stamina, abetted only by fellow commiseration to beckon us onward. The 8 miles we hiked were like an eternity, but one's appreciation of nature's bountiful mysteries was worth every step! We all turned in early that night, and while we slept, we were visited by the bandit raccoons who investigated the possibility of a free meal.

Our last day and final 5 miles was less strenuous compared to the previous day, and the sight of our starting point was welcomed. Nature's euphoria was slowly retreating.

This trip was offered as an introductory backpacking course given by Prof. Sue Kelly of the Phys. Ed. Dept.. As an able hiker who has travelled the wilderness areas of North America and Europe; Prof Kelly taught us basic survival skills, such as proper clothing, required equipment such as backpacks, sleeping bags, tents, water bottles and stoves (all of which are supplied by the school except clothing and sleeping bags), first aid, food planning and preparation and map reading. This course is highly recommended for those who are physically fit and adventurous in spirit.

Students at the Asian Center (C111) including those who have just completed the course, have expressed a genuine interest in taking some hikes in the near future. If you would like to participate, why not drop by the Asian Center and leave your name and phone number, so that we may contact you regarding the proposed trips.



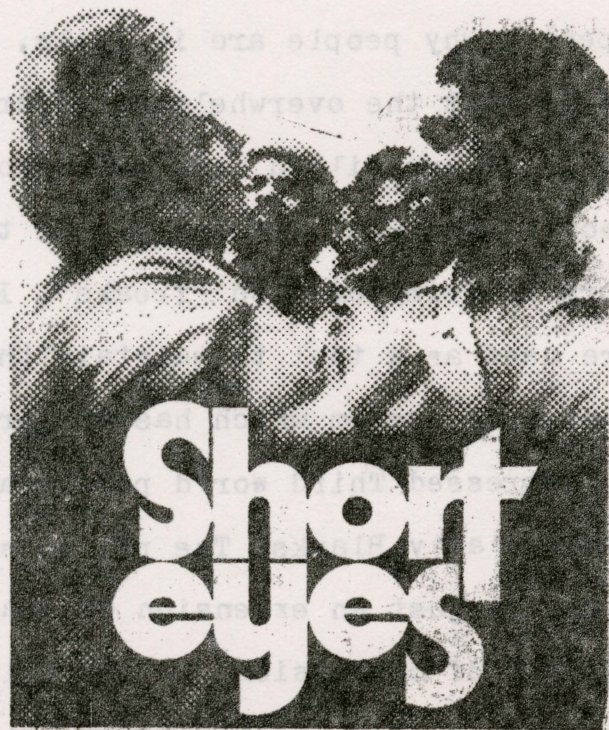
FLAS
TMS
WLD
19

SHORT EYES

Short Eyes is a new movie based on a play by Miguel Piñero. It is a film about life in prison or perhaps more so the deprivation of life behind the walls.

This film takes place in the Tombs, although it could take place in any other prison in America, for the reality of life behind bars is universal. The basic plot of this flick centers around a young white dude who has just arrived in jail for being an alleged child molester. He walks into an environment that is totally alien to anything he has ever experienced. He is surrounded by what we know as convicts; murderers, muggers, high level thieves, dealers, junkies, faggots etc. As in real life, the majority of the prison population consists of Blacks and Latins. In order to survive in jail one must be accepted by one's fellow inmates. Your acceptance is based on your reason for being there in the first place, willingness to fight

first place, willingness to fight and your ability to adapt to the code of the prison and/or street. However, this young white dude did not meet any of the above criteria. His reason for being there was because he was a child molester or a short eyes and "freak" like that will be accepted by none. There are a couple of stunning twists to this basic plot but I believe that Piñero's main goal was to show what life is like when one is incarcerated. The dialogue is poignant, and at times



vicious but it is the language of the street. The acting is excellent, particularly the lead role of Juan, played by Jose Perez. The effectiveness of this movie is the dialogue. You can hear the loneliness, the bitterness, the frustration, the hurt and in some cases, the voices of those whose spirit and humanity have been destroyed. On the other hand, even more loudly we hear the voices of those who are fighting back and who are constantly struggling to maintain their dignity, pride, and principles.

Short Eyes is a very strong movie but it also has its deficiencies. The movie fails to point out, at least openly, why people are in jails, why it is that the overwhelming majority of jails are filled with Third World peoples and what creates people to turn to crime or into "freaks". Prison are used as a tool to maintain this system, a system which has historically oppressed Third world people and particularly Blacks. The prison system today is just an extension of that long history of oppression. We are told that prisons are for rehabilitation but we

know that that isn't true. We can see the falseness so clearly with the Attica massacre, the killing of George Jackson and with the thousands of political prisoners behind the wall today.

Short Eyes is a very emotional and extremely intense movie. It leaves you feeling uncomfortable but prison and oppression is never comfortable. (Who are the real criminals?)

Coming:

The Year Of The



HORSE

"Webster's Economics Reconsidered!"

Hysteria is all around! A hedonist such as I worries little of what the future holds, least of all about the possible effects of inflation or depression. However, with all the talk about these two subjects, it is hard to ignore thinking about the... If I were to find myself affected by either inflation or depression, what would be the effects on me? According to my beloved Webster's unabridged, inflation is "the state of being distended or puffed out as by gas," and, depression is "the state of being sad or dejected."

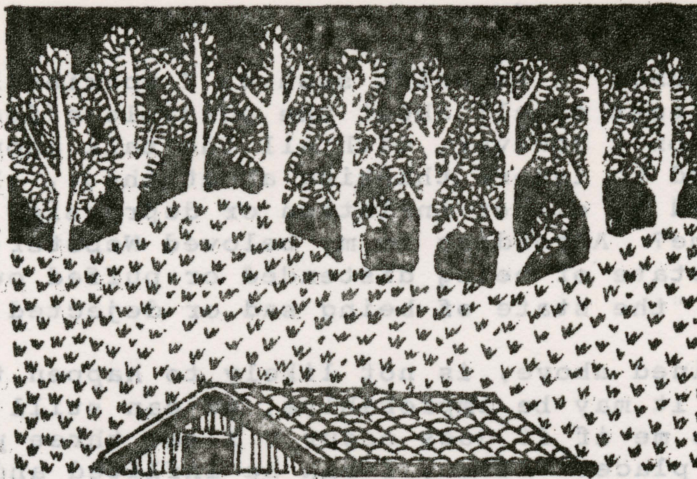
"Inflation" as defined above, is not likely to happen to me. Nevertheless, though it may be improbablye, we can still hypothesize what will happen to me if it does occur. I see three possibilities of what could take place. First, I can be inflated and acquire the ability to float or fly. In this state, if there are no obstacles in my way, I will simply float away to oblivion. When this happens, there will be no need for future plans, for I will cease to exist in a society.

Second, I would be inflated and wouldn't be able to fly at all. In this instance, the first thing to do is to get clothing that fits; (after all, these are fashion conscious times) and if I am to avoid arrest for indecent exposure - for I will have a much larger area to cover up than in my pre-inflated state self.

Lastly, I could be in a room and dreaded inflation would attack me. Then, I will be enlarged to the size of the room. It is plain to see that if this is the case, I will not be able to leave the room; I would simply be stuck! There will be nothing to do except to wait until I lose air and shrink and to do something better than being stuck.

I suppose the discussion about inflation as I depicted it seems a trifle strange if not down right ridiculous to most of us. Let us talk of something more concrete; depression. Depression is no stanger to most of us. As highly improbable inflation is, depression is as highly probable. The causes of depression are too many to enumerate, they range from loss of a lover to the loss of love for self. Usually when depression ~~x~~ makes its assault, one will find oneself in bed staring at the ceiling and courting total disgust. (The bright side to doing this is that one cannot possibly catch any unmentionable diseases!) I've been told that depression constitutes an integral part of life. Old pal "Depression" is supposedly the element that allows us to deal with frustration, anger, ambivalence. In short, depression forces us to see the reality in front of us. It allows for a realistic assesment of ourselves. Of course, depression can have the opposite effect, it can leave us forever drained of the energy and vitality in us. The suggestion here is when depression shows its snickering face, we should seize it and beat it into submission. At the very least, we thus become the masters of our own fates, even if our own fates are not very optimistic ones. Sentimentals of the world arise, you have nothing to lose except your emotions!

This discussion is absurd! I have better things to do than continue with this tedious argument. Excuse me, my friends, I must go on iwth my search for the missing link and some enjoyable intoxication. As the old saying goes, "Life is a transitory pleasure and ever-lasting pain." What are you to do, deary?



Japanese was the language you spoke
when you did not want us,
as children, to understand.

I still cannot speak it.

Yet it was a language
I had heard throughout
my childhood, my life.

Perhaps it is the language
which is the silence
I cannot fill with words
within myself,
a music distantly heard.

You did not teach us.

Perhaps we are like children,
forever not understanding.

Richard Oyama
July 26, 1977

PRESENTING:

The Asian Center

We, the Asian Students of CCNY in seeking cooperation with all interested groups, have formed this club, The Asian Center. Our goal is to coordinate and integrate student activities. We will share our cultural knowledge and personal experiences with students so that we can have a better understanding of our past history, a deeper insight of our present society and a clearer concept of our future goals.

Our Clubroom, The Asian Center, is located in North Campus, Compton 111.

"rearranged circuitry"

energy converted -

cold sweat nurturing

marathon dancers

sojourners eternal trailing

grail of many-an after meal belch

choreographed steps treading

the past of futures already spent

of whose reality?

of ours?

i sigh echoing inertia's yarn...

Winter in Shanghai

Horizontal blizzard 4765

missing the fighting songs of the crickets

pushing away from the sanctuary

of asthmatic mountains of quilt

piling on the layers of cotton skins

watching mandarin snowflakes

falling on a cycling river

echoing,

synchronizing the efforts of one nation

of a commune dragon

harvesting a common crop.

Tel. 4
475-0928
873-3412
388-9899
663-7859
383-8068
924-9277
732-3467
388-7443

Articles
Poems
Opinions
Graphics
Photos



Contribute to Asian Voice

ASIAN COORDINATING COMMITTEE

Presently, the City College of New York (CCNY) has an enrollment of approximately 1200 Asian Students. Among these students were formed five main independent clubs. Each basically feels a common desire and need to coordinate student activities, and to raise an Asian awareness of our past, present and future. Thus, was formed the CCNY Asian Coordinating Committee (A.C.C.).

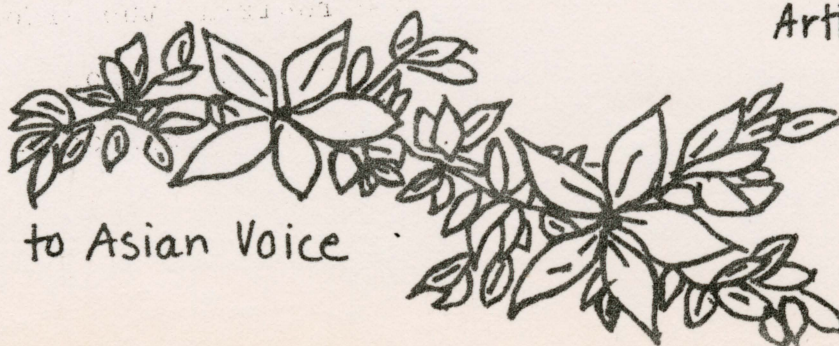
The A.C.C. is composed of representatives from each of the five CCNY Asian Clubs, directed by a committee chairman. The main purpose of A.C.C. is to allow for the inter-communication of all the clubs with one another. Here we can publicize each of our club's planned activities and/or events to all other clubs, so as to gain their support and help in coordinating each of our events. A calendar of all the club(s) events will be drawn up and posted and collectively agreed upon. In the event of conflicts, all the clubs will compromise and decide which has precedence.

The A.C.C. will meet every first THURSDAY of every month (1P.M.-2P.M.) at Compton 109. We encourage you, whichever club you belong to, or even if you are club-less, to contact and support a club representative or the A.C.C. on coming events of all our Five Asian Clubs.

The Five CCNY Asian Clubs Are: (as of Fall 77')

Club Name	Representative	Tel.#
1. Asian Center	Marty Chow	475-0928
	Ching Chiang	873-2412
2. Chinese Students Association	Oscar Cheaz	966-9899
	Frank Lee	662-7859
	Bunji Fromartz	282-8068
3. Concerned Asian Students	Steve Morozumi	964-9577
	Sasha Hohri	732-3467
	Bill Tam	
A.C.C. Chairman: Timmy Chin		388-7445
4. Korean Club		
5. Chinese Christian Fellowship		

Contribute to Asian Voice



Articles

Poems

Opinions

Graphics

Photos

Inquiring Reporter:

What do you think about the
2-year proficiency test?
Should it be implemented?

Upper Senior

Psychology Major

No ESL courses taken:

The 2-year test should not be implemented unless they also implement the same kind of test for professors who should be re-evaluated and not be given tenure if they are not proficient^{and} inadequate in their teaching art and unjust.

"Our capitalist society needs semi-skilled labor and there are too many college graduates, to their way of thinking. They want to slim the number down, and the most hard-hit will be the third world students. They can't afford private instruction and they should not be tested for just academic skills per se, but the emphasis should be on their ability, and most of all, motivation. Should the tests be of the I.Q. variety? They are also strongly biased. How do you administer a fair, competitive test when the preparation, academically speaking, is inadequate from one's J.H.S. days onward? Minority students from the inner-city schools have an inferior education compared to their middle class counterparts.

- 1) Instead of a proficiency test in one's junior year, tests should be given in the lower elementary grades onwards, and students should not be left back. Funds should complement extra remedial curriculum guidance and academic help. The student's motivation is present. I received remedial help in reading in 9th grade. My reading score was on the third grade level, and in just 6 months, I jumped from 3rd grade to a 9th grade reading score!
- 2) Try to recruit skilled dedicated teachers
- 3) The gov't should be dedicated to educating its people - all people!
- 4) Tests are discriminatory practice for minorities.

Education is power; power rules. Minority people are not encouraged to be in power.

5) Tests have economic implications

6) Minorities who are motivated will educate themselves and infiltrate society, be influential and get their rightful rewards.

7) The 2-year test makes an economic difference because it causes hardship for me and other minority students, but personally, it makes no difference in educational pursuits for myself, just harder. My dream is not to have the "piece of the cake," but I demand my rights!"

Inquiring Reporter (cont)

Upper Senior, Psychology Major (Student has taken 2 remedial English courses which weren't too helpful and of limited benefit.):

"The proficiency test should not be given to incoming freshmen (the proposed pilot test, February 1978), because it may be psychologically damaging if the student doesn't do well, but a basic skills test should be administered to all students at the end of the 2nd year to gauge their progress and not be upheld as a punitive measure, only an indicator where a student's weaknesses may be (basic mathematics and English). This way a student may take a course to upgrade his skills for more advanced work. There should be criteria drawn up which meet a standard for more advanced work, but students should not be penalized. The proficiency test is not a good measuring rod to assess one's total performance and students should be able to continue their credit courses towards the degree along with the remediation course(s). Students should pay tuition for the remedial courses, if there are not special funds allocated. Though the school should be entitled to receive funding and additional staff for remedial programs. Some students would exhibit increased motivation to do well in these courses if they had to pay for them but all in all, the courses should be optional, if the proficiency test is implemented. These courses should be improved to suit the student's individual needs."

Lower Senior, Art Major:

"I disagree with the 2 year skill proficiency test because it exploits the Third World minority students. At the present time, with imposed tuition, if the test is approved by the administration, it can force a lot of students to leave the college. If the test accounts for their "failure", it is not so much the student's fault because they have not received the proper training. I believe it is the instructor's fault because if the student is not able to learn what is taught, he should not be promoted to the next level."

Send Asian Voice your answers to our inquiring reporter.
Asian Voice - Finley 404

TWO POEMS →

Chinese Chess

Cannons, horses and pawns
move like the hummingbird's frenzy
a raging river separates
the opposing armies of red and black
crossing the Yangtze
makes the pieces invincible
creating a uniform stature
there was never a chess Queen
only a feudal King
being checkmated by Proletarian Guards.

Egg Song

From sumie-e strokes to print
tasty rice paper on my tip
dashing images of a gloucester corona
living in a dome with a verb
yellow ball of feathers
squeezed gently in the palm of my hand
radiating sounds of his kind.

The 2 Yr Test Is an Extension of Ending Open Admissions!

BACKGROUND TO OPEN ADMISSIONS AND ITS IMPORTANCE!

In 1969, Open Admissions came about by the militant demands of student movements led by minority students. Most importantly, Open Admissions and Ethnic Studies was demanded and won by students to allow people of color to receive more of an equal education, in recognition of past historical oppression.

Before 1969 at City College, minority students were grossly under-represented, making-up only 10% of the student population. As a direct result of the Third World strikes, Blacks presently represent 30%, Latino's present 30%, and Asians represent

30% of a total of 10,000 student community.

From 1976, when the Administration and B.H.E. imposed tuition, 3,500 fellow students, mostly minorities, were immediately denied an education and forced out. And now, if the 2-Year Test is implemented, the Administration and the BHE plans another 10-20% decrease! Another 2,000 students, among which may be you, me or our friends. This stark reality demands that we actively oppose the 2-Year Test!

For more information--see CAS in 111 Compton; ask for Marty, Steve, Sasha, Bill, Erna among many others.

New Members of Concerned Asian Students and Asian Voice!

Please list your class schedules and free time, so we can get together:

Also: Please give us your ideas and suggestions for future articles and features; and some feedback and comments about this issue of ASIAN VOICE! Thanks.

MEMBERSHIP APPLICATION

NAME _____

ADDRESS _____

PHONE #: _____ YEAR: _____

INTERESTS: (Please Check Your Interests)

- Sports
 - Ping Pong
 - Basketball
 - Volleyball (Coed)
- Trips; Suggestions, if any: _____
- ASIAN VOICE Newsletter
 - articles, art, photos, puzzles, poetry, etc. layout and production
- Tutoring/Group Study Subjects _____
- SCHOOL WIDE ISSUES:
 - Asian Studies
 - 2-Year Test
 - Bakke Decision
 - Other: _____
- Spring Asian Cultural Festival
- Arts and Crafts Workshops
 - Silkscreening
 - Tiedying
 - Other: _____
- Women's Group
- Asian American Resource Library
- Discussion Groups
- Community Work
- Publicity--Leaflets
- Fundraising
- SOCIAL --
 - Parties
 - Picnics
 - Dinners
 - Backpacking Trips

If you have any other activities or things you would like to see Concerned Asian Students do, please feel free to offer your suggestions

below:

On the back, please give us your semester schedule, so we can get in touch with you at school, if we can not reach you by phone. Thanks.

- CONCERNED ASIAN STUDENTS

Also: Call Steve M 964-9577

Sasha 732-3467