

Asian/Pacific students unite!



PROCEEDINGS

first working conference
of the
west coast
asian/pacific student union
october 28 and 29, 1978
sacramento, california

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Coordinating Committee Summation of THE FIRST WORKING CONFERENCE
Discussed at the C. C. meeting, November 11, 1978 in Los Angeles,
California

CONFERENCE AGENDA

Sunday

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Saturday Afternoon

1. Solidarity Statement from the HAPSU, University of Hawaii
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4. Workshops:
 - Asian/American and Pacific Islander Studies
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 - The effects of Bakke/Jarvis-Gann on Asian/Pacific Students
 - Asian/Pacific Communities
 - Asian/Pacific Youth
5. Reconvene and break for dinner
6. Evening program
 - Singing by Balbina - UC Santa Barbara
 - Get together disco/party

Sunday

CONFERENCE AGENDA

1. Breakfast and skit from ASU of San Francisco State--
on the Third World Strikes
2. Solidarity Statement - Asian Student Association
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3. Workshop reports
4. Voting on passing reccomendations from workshops
5. Presentation on APSU communications and national
link-up proposals
6. Regional discussions on communications proposals
7. Lunch
Singing by Balbina - UC Santa Barbara
Group Singing - "Profits"
8. Solidarity Statement - University of Oregon - Asian
American Student Union
9. Voting and closing
10. Group singing - "We Are The Children" --featuring
the APSU Singers

Saturday Afternoon

1. Solidarity Statement from the HAWAII, University of
Hawaii
2. Report from small group discussions
3. Voting on the campaign proposal
4. Workshops:
Asian/American and Pacific Islander Studies
Asian/Pacific Women
Asian American Art and Culture
The effects of Bakke/Lewis-Gann on Asian/Pacific
Students
Asian/Pacific Communities
Asian/Pacific Youth
5. Reception and break for dinner
6. Evening program
Singing by Balbina - UC Santa Barbara
Got together disco/party

OPENING STATEMENT

On behalf of the coordinating committee, I'd like to welcome you to the FIRST WORKING CONFERENCE OF THE WEST COAST ASIAN/PACIFIC STUDENT UNION!! It's so exciting to be here today and see so many old familiar faces as well as the new ones. These next two days should prove to be a truly exciting and educational event for all. We hope that you will leave the conference enriched from the sharing of all our experiences and ideas after having met Asians and Pacific Islanders from all over the West Coast. This wealth of information we hope will help you broaden your perspectives and build and strengthen your organizations, as well as build and strengthen the APSU. With this conference we want to consolidate the APSU, strengthen the ties among the campuses to build the Asian/Pacific student movement.

On April 15, 1978 a very significant event took place; Asian/Pacific student organizations came together at a conference held at San Francisco State University established a formal communications network, and developed the principles of unity to form the WEST COAST ASIAN/PACIFIC STUDENT UNION!! This was a tremendous breakthrough for the movement as a whole. Before the formation, the influence of many organizations in the west coast were usually confined to their campus, a few organizations did joint activities with others, but on the whole most organizations were isolated from one another. With the APSU, there is much more joint efforts among campuses. Asian/Pacific student at Sacramento City College can readily find out what the brothers and sisters are doing at Cal State LA or any other campus on the west coast.

Since its founding the APSU has been very active in putting into practice the principles of unity so they aren't just empty words that look good on paper. These principles are:

- 1) Promote unity among all Asian/Pacific students through meeting our social-cultural-political-educational needs.
- 2) Fight against the racism and national oppression facing Asian and Pacific peoples.
- 3) Learn from and support Third World, labor, community, women's, campus and all other progressive struggles.
- 4) Promote understanding of Asian and Pacific Islander people's cultures and histories.
- 5) Build friendship among Asian/Pacific peoples.

These principles were developed to help guide the work of APSU, to clarify and reflect the unity of all members, and help provide direction in reaching out to new students and student organizations. As an initial campaign APSU helped to educate and mobilize thousands of people to actively oppose the Bakke Decision. May was designated as Asian/Pacific History Month during which many campuses put on educational and cultural programs and activities in solidarity with this campaign. Over the summer the Southern California Region held history workshops on the various Asian nationalities which included a trip to Agbayani Village, a retirement home for Pilipino farmworkers. Their region formed an Asian/Pacific Women's Group, had fundraiser and informational booths in the Nisei Week festivities and made APSU T-shirts. In October, So. Cal also held a very successful dance.

In Northern California, APSU members helped develop a summer youth program in San Francisco Chinatown along with the Chinese Progressive Association and helped teach English/Japanese classes sponsored by CANE, the Committee Against Nihonmachi Evictions, in Japantown. We also had fundraiser and informational booths at the Nihonmachi Street Fair and the Hop Jok Street Fair, conducted an educational tour of the detention barracks on Angel Island and picnicked. A workshop held at Stanford University in August proved to be a tremendous success in helping organizations get off the ground at the beginning of the school year.

So as we can see, APSU has made great strides in establishing itself as a leading force in the Asian/Pacific Student Movement by raising the consciousness of Asian/Pacific students and by helping to build and develop Asian/Pacific student organizations. With this conference we really want to build and strengthen the APSU thereby advancing the movement overall. The goals of this conference set forth by the coordinating committee are to expand and strengthen APSU by drawing in more Asian/Pacific student organizations and individual students. To do this we want to broaden the activities so they encompass the diverse interests and needs of Asian/Pacific students, and draw in all Asian/Pacific nationalities. We also want to launch a unified effort around a campaign that will be implemented throughout the West Coast.

This year is a very significant one as it marks the 10th anniversary of the Third World Strikes, which began with a strike at San Francisco State College on November 6, 1968 and subsequently spread to college campuses across the nation. Asian and other Third World students were demanding a relevant education that addressed the histories and experiences of Third World people in the U.S. Third World students were also demanding equal access to higher educational institutions in light of the discrimination and oppression of minorities. Through months and years of intense struggles college administrations were forced to implement the vitally needed programs--Ethnic Studies, Educational Opportunity Programs, Special Admissions, Upward Bound and bilingual services. Today we would like to commemorate this period, learn about its development, and understand its significance for us today. We have chosen as the theme for this conference: **ADVANCE THE SPIRIT OF THE THIRD WORLD STRIKES!! BUILD THE ASIAN PACIFIC STUDENT MOVEMENT!!**

In today's program we'll begin with the keynote address which will review the last 10 years of the movement and sum up the contributions of APSU and Asian/Pacific students have made to this. Then the coordinating committee will present a proposal for a 1978-79 school year campaign focusing on Asian American and Pacific Islander education and how various campuses can take it up. In the afternoon we're having workshops covering a wide range of topics that deal with the day to day interests of Asian/Pacific students. The topics include: 1) Asian/Pacific women, 2) Asian American Art and culture, 3) the effects of the Bakke Decision and Proposition 13, 4) student work in communities, 5) youth, and 6) Asian American and Pacific Islander Studies. On Sunday, we'll be covering improving the communications system within APSU and the need to strengthen this network in order to build the APSU. A strong communications system is the base that determines the strength of APSU and we really want to make efforts to improve communications within the regions as well as among them. We will also be proposing a plan to establish a formal relationship with the East Coast Asian Student Union, a network of Asian student organizations on the East coast similar to APSU. We look forward in the near future to establishing a nationwide Asian/Pacific student movement.

The coordinating committee hopes everyone benefits from the many different aspects of this conference. We thank you for participating and contributing to the growth of the Asian/Pacific student movement!!

KEYNOTE SPEECH
"ADVANCE THE SPRIT OF THE THIRD WORLD STRIKES"
Commemorating 10 Years of the Asian American Movement

Brothers and Sisters:

Today's conference is the first working conference of the Asian/Pacific Student Union, the APSU. Many of us have travelled far to attend this conference for today we have representation from all the regions of the West Coast. Our unity and commitment will be instrumental to a successful conference, for we have much to accomplish in these two days. Our goals for the weekend are to: first discuss major issues and campaigns facing Asian/Pacific students today and secondly to have broad discussions on the many day to day general interests and needs of Asian/Pacific students that we would like Asian/Pacific student organizations to take up. In short, we are here to continue to build the Asian/Pacific student movement!

Our conference today falls at a very significant time. It marks the tenth anniversary of the first Third World strike which happened on November 6, 1968 at San Francisco State University. The Third World strikes were a force which helped to launch the greater contemporary Asian/Pacific movement, which we are a significant part of today. Ten years is quite a long time and at that time, with the exception of maybe a few people here today, most of us were very young. But it was an important breakthrough for Asian and other Third World people. It was a launching of pride in ourselves and other Third World people; a period when we became more conscious of our history, situation and needs. We regained our sense of Asian identity and we refused to feel inferior or assimilate into a mold that did not fit our experiences. We became aware and proud of the history of contributions and injustices faced by our parents and grandparents which had been neglected and covered up. On the campuses we worked hard and fought to have a relevant education...ethnic studies and Asian American studies programs, and for special admissions and programs so more of us could attain higher education.

We also strived to develop our art and culture which was suppressed through experiences like the camps and the cold war in Asia. We established bi-lingual education programs so that we could retain our native languages...a very important part of our culture. Asian and Third World writers, artists, actors and musicians got together to develop art and media that expressed not the culture of our ancestors in Asia, nor the majority culture here, but art that reflected our true history and our true experiences here in the United States. We also gained a consciousness of the situation in our communities and began to understand issues and injustices there. We established many programs to provide legal, health and welfare services for our people, and fought for more and better job opportunities...affirmative action programs and unionization. It was also a time when mass organizations were formed to take up issues such as redevelopment and housing, childcare, English classes, bi-lingual education and police brutality, and support movements that dealt with our homelands such as the anti-martial law in the Philippines, and pro-China work.

"ADVANCE THE SPIRIT OF THE THIRD WORLD STRIKES"
 KEYNOTE SPEECH
 Commemorating 10 Years of the Asian American Movement

Keynote Speech (cont.)

The Asian American movement also addressed the situation of Asian women who had to deal not only with racism and national oppression, but with male chauvinism and problems as working women in society. We became more sensitive to the history and the role of Asian women, and their ideas and needs today.

Finally, we recognized the need to build ties with other Third World people, to support each others struggles, understand each other's histories, and to fight together for changes.

This is our history...a history we can be proud of. For the past ten years has many lessons we can learn from. For throughout the growth of the Asian American movement, Asian/Pacific students formed Asian American Political Alliances to win Asian American studies, taught the first classes, developed curriculum and fought for permanent instructors. Students put out journals such as ROOTS from UCLA and ASIAN WOMEN from U.C. Berkeley to educate ourselves and others. Students went back into the communities to help start agencies, mass organizations, and community art and culture workshops. And in the last period of time, we have formed on-going Asian/Pacific student organizations to fight to maintain programs and meet the needs of Asian/Pacific students on campuses and to do community support work.

Our conference today also marks almost one year of the existence of a West Coast Asian/Pacific student network, another important step for the Asian/Pacific student movement in particular and the Asian/Pacific movement overall. The first one was established at Cal State Los Angeles to encourage Asian/Pacific students to organize against the Bakke Decision and work with the ABDC, and to begin work towards forming a West Coast wide Asian/Pacific student organization. We can see that the unity built among Asian/Pacific students and Asian/Pacific student organizations has grown tremendously in the past year...from a network of 15 California campuses to a organization encompassing over 40 campuses in California, Hawaii, Oregon, Washington, and Colorado!!!! We have established principles to guide and develop our work, and a structure to regularize and systemitize our communications, and functioning. Over the past year we took up an Asian American History Month campaign which educated thousands of Asian/Pacific and other students about the Bakke Decision in the context of our history, and brought them to the streets for a west Coast Anti-Bakke Mobilization on May 13, 1978. Over the summer, we were able to continue our joint activities. Asian American studies workshops and an APSU Women's group were established in Southern California. The Northern California regional worked on community street fairs, held field trips to Locke and Angel Island and held an orientation workshop to help campuses get started in the fall. An APSU art collective has just been established in the south, and a high school mini-conference is planned in December in the Bay Area. We have also put out joint newsletters, calendars and t-shirts. It was only through all of us, working together as members of the newly formed Asian/Pacific Student Union that enabled us to accomplish all these things! We have successfully carried out our principles of unity in not just words alone, but in practice as well! This is what we are do-

Keynote Speech (cont.)

ing here today!...And we should be damn proud of it!

Our formation came at a very crucial time; a time when the government and school administrations are taking away many of the gains we made in the past 10 years which I just mentioned before. The recently upheld Bakke Decision which declares special admissions quotas illegal threatens our right to go to professional schools and higher education to better serve our communities. Proposition 13 in California has hit many of the young services and programs in our community hard. Bi-lingual programs, day-care centers and adult education programs were eliminated over the last few months. Both Bakke and Proposition 13 have had serious effects for us at school. Although school administrators have always tried to take programs away, these two issues have been used as a legal excuse to take away and eliminate Asian American studies, special admissions, EOP, peer counseling and upward bound programs on many of our campuses.

Today we want to build on the gains of the past; we want to improve on our programs and implement new ones. We will not lose what has taken us so long and so much to gain. With the formation of the APSU and the growing unity, we are forging with the rest of the Asian/Pacific and progressive movements, we are much stronger and more united than in the past. We can share ideas and experiences and work together to build our organizations and movement!

What better way is there for us to sum-up and commemorate the lessons of the last ten years of our movement than by renewing our commitment to "ADVANCE THE SPIRIT OF THE THIRD WORLD STRIKES! CONTINUE TO BUILD THE ASIAN/PACIFIC STUDENT MOVEMENT!" These are the themes of our conference today.

Together, we can not only take on the issues that face us today, but also continue to make great contributions to the Asian/Pacific and progressive movements for many years to come!!!

...AISAN/PACIFIC STUDENTS UNITE!!!!!!!!!!

APSU SLIDESHOW: Education and Ethnic Studies

We hope this slideshow serves as only a starting point for more understanding, lively discussion and support that we can give one another in either building up or pushing for new Ethnic Studies programs and classes on our campuses. We hope to bring out the importance of having Ethnic and Asian/Pacific - American Studies on all of our campuses, in light of a history of discrimination and resistance in our Asian communities and on campus. Remembering how many Ethnic Studies programs came out of student demands and victories of the '60s, we can see that students must take the lead today in building and supporting Ethnic Studies on campus, especially in light of the latest cutbacks and attacks on Third World and progressive programs.

Throughout history Asian and Pacific people have been an essential force in helping to build the U.S. With other Third World people, we have been part of the cheapest and most exploited labor force in agriculture, industry, building the railroads, mining, fishing and manufacturing -- all central to the West Coast and Pacific economies. On top of receiving subsistence pay for the most dangerous or tedious work were heaped exclusion laws, segregation, barring from unions, and violence. Asian women were almost completely excluded from early immigration; some were later sold into prostitution, others forced to take menial jobs for even worse pay than their men. Hawaii, the Philippines, Guam and Puerto Rico were all colonized to systematize their exploitation under contract labor and the plundering of their resources. But under such systematic oppression, Asian and Pacific people have always fought for their rights. Two thousand Chinese railroad workers struck against the railroads. In Hawaii alone, 65 plantation strikes were led by Japanese and Pilipino agricultural workers. Many supported the liberation movements of their homelands. Numerous poems of resistance were carved on the walls of the Angel Island Immigration Center, which many of us saw on a recent APSU tour.

In the '60s, Asians again united, and joined with other Third World and progressive people to militantly protest the Asian genocide in Vietnam, and inadequate educational services. Massive Third World strikes erupted on campuses from San Francisco and Berkeley to Columbia and CCNY. Third World students demanded special admissions and financial aid to help compensate for a history of discrimination. We demanded relevant Ethnic Studies programs where we could learn of our true histories of oppression, our contributions, and our languages, culture and literature. Students demanded an independent Third World college where we could determine our own direction. Students demanded that the programs be geared to serve the needs and problems of our communities through education and resources.

During this time many Asian and Pacific student organizations formed, through people recognizing their common interests, and the need to organize and coordinate their activities. Many victories were won: campuses were forced to concede special admissions programs, EOP, and the formation and funding for Ethnic Studies programs.

But despite these positive gains on some campuses, many others remain with virtually no Ethnic Studies or minority recruitment programs. Even existing programs, since their inception, have always been subject to severe cutbacks or outright elimination. In the spring of 1977, the UC Berkeley Asian American Studies program was threatened with the firing of their community language assistants and the cutback of the Asian women's course. Students immediately stood in firm defense of the program and succeeded in their demand that the administration rescind its plans. And at UC Davis last year, it was only through student pressure that an Asian Studies professor was able to maintain his position through tenure.

(Education and Ethnic Studies - 2-)

Students have historically been the ones to initiate and maintain the positive gains of the 1960s and the Third World Strikes. Today, students must continue to take that leading role in opposing the blatant attacks on our educational rights and progressive programs. Such attacks as the Bakke Decision and Jarvis-Gann objectively serve to abolish affirmative action programs, which guarantee a minimum number of Third World students in higher education, and they eliminate essential services to ethnic minorities under the guise of saving taxes.

These issues have not died away -- we must continue our efforts not only to maintain, but to expand progressive programs: Asian American and Pacific Studies, special admissions, and other basic rights. With the growth of our communities, there is a definite need for more classes that address the needs of Korean, Southeast Asian, and Pacific Islander people.

In education, Asian and Pacific student organizations play an important role in supplementing ethnic studies courses. We take an active part in making history, and through APSU have been able to join with community groups in a return to Tule Lake, the site of a major concentration camp for Japanese in World War II, to Delano -- a retirement village for elderly Pilipinos built by community and students, to Locke, an historic Chinese community, and to Angel Island. Learning from these, we can generate our experiences and understanding of our needs and history into Ethnic Studies classes, or help supplement the classes.

We, as Asian/Pacific students on highschool and college campuses should continue to support each other to affect positive changes on campus and in our communities. This year marks the tenth anniversary of the Third World Strikes; we must look back and learn from the strikes and from each other's current struggles, and through the Asian Pacific Student Union we can work together to make even greater gains. positive gains of the 1960s and the Third World Strikes. Today, students must continue to take that leading role in opposing the blatant attacks on our educational rights and progressive programs. Such attacks as the Bakke Decision and Jarvis-Gann objectively serve to abolish affirmative action programs, which guarantee a minimum number of Third World students in higher education, and they eliminate essential services to ethnic minorities under the guise of saving taxes.

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CONFERENCE RESOLUTION ON THE 1978-9
CAMPAIGN FOR ASIAN AMERICAN/PACIFIC ISLANDER EDUCATION

For Asian/Pacific students, a relevant education which addresses our history, culture, and experience, and special services that meet our needs have been major concerns on campus. Ten years ago, our older brothers and sisters formed Asian student organizations, and through the Third World Strikes, fought for these educational rights. Through these efforts, they established programs such as Upward Bound, EOP, Special Admissions, Asian American studies and Ethnic studies and peer counseling on many campuses. However, in 1978, we see that instead of growing and developing, these programs and services have been phased out, dismantled, or cutback. A few of our campuses were never able to establish these programs or special services at all.

This year, let us commemorate and advance the spirit of the Third World Strikes by examining our present situations at school, and as one unified force, renew our commitment to attaining relevant education and services.

In light of this, the coordinating committee proposes that for the 1978-9 school year, the Asian/Pacific Student Union take up an Asian American and Pacific Islander Education campaign, with the following purpose and principles:

- 1) To increase our knowledge of our common history as Asian and Pacific Islander nationalities in the U.S.;
- 2) to increase our knowledge and support for current issues facing Asian and Pacific Islander students and communities;
- 3) work with other Third World students to support and defend programs such as Ethnic studies and services that meet these needs;
- 4) to develop the Asian American and Pacific Islander Education Campaign as a means of strengthening our Asian/Pacific student organizations and better developing ties between them.

Because organizations and individuals within the APSU have a wide range of abilities, resources and activities planned for the school year, each organization can participate and show solidarity with the campaign in different ways. For the school year, Asian/Pacific student organizations and individuals can take up the following suggested projects:

On campuses where there are no Asian American studies classes or resources, organizations can do many things to raise the general knowledge and emphasize the need for these programs. Some of these are: 1) putting on Asian/Pacific American History programs, with movies or slide showings, guest speakers or through organizing a community field trip; 2) starting resource centers or libraries; 3) starting services such as Asian/Pacific peer counseling or tutoring; or 4) offering Asian American, Pacific Islander studies classes as independent studies or special studies classes.

In schools where there are some programs or services, students can; 1) work to have more student input and direct participation in existing programs and services; 2) work to improve or expand existing Asian American studies classes, departments or resource centers; 3) develop and integrate Pacific Islander studies; 4) work with other Third World students to fight for programs and services which were cutback due to administrative pressure, the Bakke Decision, or Proposition 13 (Jarvis-Gann).

The proposed date of the campaign is November 6th to the end of the school year. We encourage all campuses to launch the campaign during the week of November 6th through 12th to commemorate the first Third World Strike in 1968, at San Francisco State, and in solidarity with the Anti-Bakke Decision Coalition's National Week of Resistance.

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SUMMATION OF DISCUSSIONS ON THE
ASIAN AMERICAN/PACIFIC ISLANDER EDUCATION CAMPAIGN

On the whole, the discussions in the small groups were lively and productive. People felt that the proposal was realistic and addressed the needs of Asian/Pacific students. The proposal takes into account that the conditions/situations vary from campus to campus. The campaign is broad and can be taken up in a number of ways by all Asian/Pacific students and organizations. In short, the proposal is a reflection of the APSU's ability to bring together Asian/Pacific students with varied interests from all campuses to work in a unified manner to meet the needs of Asian/Pacific students and to build the Asian/Pacific student movement.

Many good ideas came out of the discussion groups to help concretize the proposal. These ideas need to be further shared amongst people on each of the campuses in order to develop a strong campaign -- one that will not only promote our true cultures and history, but one that also addresses issues facing Asian/Pacific people today. The campaign should deepen people's understanding of these issues and encourage Asian/Pacific students to take them up. The campaign would continue to help build and strengthen Asian/Pacific student organizations through joint activities and increased contact with Asian/Pacific students.

In discussing the actual situations on the different campuses it was clear that the administrations have been ignoring the particular needs of Asian/Pacific students. Very few campuses have retained the Asian American Studies departments gained (by students) during the Third World Strikes. Those departments and programs that do remain are faced with Bakke-Jarvis cutbacks, various attempts to dismantle the programs, such as firing progressive faculty, cutting off student/community input. Also, many departments face co-optation from within.

It is clear that in ten years following the Third World strikes, the ideals put forward by our older brothers and sisters are far from a reality. Autonomous Asian American Studies departments with student input, relevant education, permanent programs for minority students, a Third World College...these are things we are still struggling for. From the beginning of elementary school to the time that we finish college, there is a lack of Asian/Pacific education provided.

People talked about why it is necessary for us to understand and promote our true history (how Asian/Pacific people came to America, the struggles of our parents, grandparents, and great-grandparents) so that we can use this knowledge to help us understand why racism and national oppression exists today. We can learn from past struggles to deal with national oppression in the schools, communities and workplaces.

The discussions clearly show that the need for broad Asian American/Pacific Islander Education exists and the validity of this cannot be ignored by administrators. The various attempts made by Asian/Pacific students to promote their true history and culture; from the Third World Strikes to the forming of the APSU shows the importance and determination of Asian/Pacific students to fight for the development of Asian/Pacific education and services.

The enthusiasm in the discussion groups and the many ideas that came out of them affirmed the need to implement an Asian American/Pacific Islander Education Campaign. The ideas listed in this summation are only the beginning for more

discussion as all of the campuses begin to take up the campaign. People felt that it is essential to the campaign to involve as many people as possible and to work together through the APSU subregional. Campuses can also work with other third world organizations, service organizations, and community groups on and off campus. The ideas generally fall into three categories: suggestions for campuses which have Asian American Studies/Ethnic Studies classes, those campuses which do not have such classes and general education.

Campuses which have classes can help to build and develop departments. Asian/Pacific student groups can help recruit people to join the classes through class announcements, leafletting and information tables. Students can work with faculty (for example, from Asian American Studies, Ethnic Studies, or those who express interest and sympathy) to update or supplement class materials; we can draw from our APSU resources, especially to provide more information on Pacific Islanders and Asian nationalities who have not received much attention, such as Koreans and Vietnamese.

Students should try to participate in the departments to give input as to decision making, for example, regarding curriculum, faculty and class scheduling. Also, students can give class presentations and invite speakers to address the campaign, encourage people to become involved, and make known the need for more Asian/Pacific Islander education, joint educational programs, activities, or field trips can be sponsored with the classes. Asian/Pacific students can do support work for the expansion of Asian American students: more classes, library resources and resource centers.

Campuses which do not have any classes can try to get classes or sponsor educationals such as speakers, independent studies, seminars, or workshops on Asian/Pacific Peoples' History Month. Faculty can be drawn from the community or as guest lecturers from other schools. As far as building support on campus to establish a class, a survey can be given to gauge support or a petition campaign to draw interest.

Suggestions which could be used for the campaign as well as other types of outreach and activity include:

1. developing resources on Asian/Pacific people through oral history projects and journals, photo displays
2. utilize photo displays, newsletters, slideshows, skits to creatively present information and goals
3. apply for office space for Asian/Pacific student organizations. The office will provide a base for developing presence on campus
4. utilize such resources as San Francisco State's Third World Strike film, APSU conference proceedings, community organizations (speakers, resources), visual communications resources and the Tule Lake Pilgrimage committee's video tape and slide show
5. sponsor educational programs to build support for and understanding of the Asian Pacific Student Movement.
6. organize field trips to places which have historically been important in Asian/Pacific Islander history (e.g. Locke, Agbayani Village, the concentration camps)
7. sponsor Asian/Pacific Awareness Days, Asian/Pacific Unity Festivals, Asian/Pacific Cultural Nights with other campus organizations, other schools and/or community groups
8. fundraisers for APSU as well as for each campus are important. Fundraisers can be a project for the campaign, e.g., selling books, T-shirts, etc. which have appropriate slogans for the Asian/Pacific campaign.

9. utilize available, local media, e.g., campus newspapers, radio stations, community newspapers, T.V. stations
10. work with elementary, junior high, and high school students. They, too, share many of the same concerns and provide valuable insight as to how to address different needs and problems

To reiterate, these discussions serve as a starting point. We have much energy, enthusiasm, and many good ideas as to implementing this campaign for Asian and Pacific Islander Education! Build our knowledge, build our movement; advance the Asian and Pacific Islander Movement.

SUMMATION OF THE ASIAN AMERICAN/PACIFIC ISLANDER STUDIES WORKSHOP
APSU CONFERENCE, OCTOBER 28-29, 1978

1. This workshop covered more in depth some of the problems and concerns of the different campuses' Asian/Pacific Islander Studies programs. It gave insight into the present situation, crystallized APSU's outlook towards what we felt the Asian Pacific Islander programs should be, and helped to define how we would approach this year's APSU campaign.
2. Speaker from Third World strikes of the sixties--A woman who was a student during the late sixties, early seventies ran down what went on during that period. She talked about 1969, at Sacramento City College, how the first Asian students organization was formed and how one of the initial issues they took up was fighting for an Asian American course on campus. At that time, there were very few instructors around, very few resources, and no examples of previous developed curriculum. Nevertheless, the students researched, and found a vacant position, found funding, an instructor, books, and developed a class curriculum.

Two years later, student took up the struggle to find an Asian counselor who would deal with a situation confronting Asian students--cultural barriers, identity problems, situation of recent immigrants, etc.--problems which the non-Asian and often racist counselors could not deal with. The students came together and held rallies, skits, presentations in Asian American Studies classes, reached out to the community--high schools, churches, small businesses--and other campus organizations, all of which resulting in the placement of an Asian counselor on campus.

The lessons we drew from this speaker is the impact of student initiative and perseverance in winning these programs and services. It was clear that the campus administration would not give an inch without organized pressure from the students, along with community support.

3. Present situation--We found in opening up discussion that on many campuses still, there are similar problems to ten years ago. At Cal State L.A., there is only one class on campus that deals with Asian American concerns. At L.A. City College, there are no classes on Pilipino studies. People talked about teachers they could not relate to or who did not understand the experience of Asian/Pacific peoples, who were hired to teach these courses. Others spoke to the cooptation by the administration, and the many ways they have tried to undermine our programs--poor scheduling of these classes, giving these courses inferior status, whereby students cannot get a degree after majoring in Asian American Studies programs, where credit is not allotted to these classes, and where these courses do not fulfill any requirements. Funding is often little or none at all, and the administration has also broken the autonomy

of these programs from the college by moving Asian American Studies program into "recognized" areas such as sociology, as was the case with U.C. Santa Barbara.

Campuses also witnessed cooptation from within, as was the case with U.C. Berkeley, where a small minority of the faculty unilaterally took full control of the Asian American Studies program and eliminated all student participation in decision-making.

4. But just as student persevered ten years ago, so too today we have examples of the impact that students can play in these programs:

University of Hawaii -- the program on this campus finally gained permanent status at the university.

U.C. Berkeley -- the Asian Student Union acquired one seat on the Steering Committee of the program, making inroads towards the goal of full student participation where at this time there is only faculty say in decision making.

Loyola Marymount University -- the Asian students here finally got their one AAS class.

5. Out of this discussion, some important principles emerged in regards to how we should work in building and maintaining these programs:

- a. the importance of student initiative and participation in defending these programs.
- b. the importance of program initiative and self-reliance from the university, to lend as much flexibility and independence in developing our programs.
- c. the importance of working with the community and building support for these programs.
- d. the importance of building our own student organizations, so that even if no programs exist on our campuses, that these student organizations can still create vehicles to generate enthusiasm for the need for Asian American/Pacific Islander programs.

We saw that the quality of content, instructors, amount of autonomy we have will invariably determine the quality of students that will come out of these programs--programs that will hopefully raise the social and political consciousness of students and help lay a basis to:

- a. understand our own history and place in society, so that we can be a part of progressive change.
- b. that pre-professional students--pre-law and pre-med students would return to serve their communities.
- c. that others would become social workers, and develop social services for the community.
- d. that still others would work with and join progressive and revolutionary organizations.

The purpose of the workshop was to share information and experience: information about the status of programs serving Asian/Pacific students and to provide feedback on ways to improve them.

6. Some of the recommendations which came out of this workshop were:

- a. that sub-committees be formed in the Asian student organizations which could formulate ways in which student groups could participate more fully in Asian/Pacific studies classes, develop educational programs that would promote Asian/Pacific studies, and would build ties with the program's faculty and staff.
- b. that outreach be done from campuses that do have programs to those that do not to help out Asian student organizations there start programs.
- c. that Pacific Islander education be integrated into Asian American Studies program
 - 1) where possible, develop sub-committees within regionals that could investigate resources in Pacific Islander communities.
 - 2) build ties with Samoan and Hawaiian clubs.
 - 3) strengthen our resources and materials on the history and culture of Filipino, Korean, and other Asian nationalities within Asian/Pacific studies programs.

We found there were four general ways in which Third World programs were being attacked on the campuses:

1) SOME PROGRAMS HAVE BEEN CUTRIGHT FLIMMIED BY THE BACKLASH DECISION. Examples cited were the Special Admissions programs at UC Davis, of course, and at Stanford Medical School.

2) MANY PROGRAMS HAVE BEEN CUT BACK SINCE PROPOSITION 13 PASSED IN CALIFORNIA. Examples of cutbacks are too many to list here. In the Los Angeles area, the cutback rate at the community colleges is 15% across the board. While cutbacks are occurring in many areas, at many schools Asian American studies classes, bilingual classes, Asian/Pacific faculty and counselors were the first things cut. The other programs that have been cut have also had the biggest impact on Third World students. For example, at City College of San Francisco, at several community colleges, students are being threatened with the institution of tuition, class cutbacks have been over 100, summer school was eliminated and up to 65% of the Third World faculty have been laid off in some schools. The budgets of the Asian/Pacific student organizations have been some of the first things cut: at UC Berkeley, ASU funds were cut 30%, at College of San Francisco by 100%.

3) A NUMBER OF COLLEGE ADMISSIONS ARE FOLLOWING THE BACKLASH BY MAKING THIRD WORLD PROGRAMS "FOR EVERYBODY." While not completely eliminated, many programs established to serve the needs of Third World students are being "backed" into being "open" to all. One example that was brought out was the LOP program at University of Washington. Up to now the program has always had different Third World components such as Asian M.P., Black LOP, Latin LOP or Native American LOP.

THE EFFECTS OF BAKKE/JARVIS-GANN ON ASIAN/PACIFIC STUDENTS

The purpose of the workshop was to share information and experience: information about the status of programs serving Asian/Pacific students on the campuses, and experience that different campuses have gained in trying to fight attacks on their programs, win new programs or expand the ones that already exist. We had a broad representation of campuses, from University of Washington to Loyola Marymount, from University of Colorado to UCSB, from Stanford University to East LA College. We all felt the workshop was successful; we were able to get an overview of the situation facing Asian/Pacific students on the west coast campuses and to learn new ideas from each other.

The workshop opened with a skit by the San Francisco State University Asian Student Union. The skit dealt with Asian/Pacific students learning about the SF State strike of 1968, and looking at their campus ten years later. It opened the workshop with a statement: since programs such as Asian American Studies, Equal Opportunity Program, Special Admissions, Upward Bound and on-campus Affirmative Action were won through the student strikes of the 1960s, it has been a constant fight to maintain and expand them. In the discussion that followed, we found that across the west coast, cutbacks and elimination of Asian/Pacific and Third World programs are intensifying.

We found there were four general ways in which Third World programs were being attacked on the campuses:

- 1) SOME PROGRAMS HAVE BEEN OUTRIGHT ELIMINATED BY THE BAKKE DECISION. Examples cited were the Special Admissions programs at UC Davis, of course, and at Stanford Medical School.
- 2) MANY PROGRAMS HAVE BEEN CUT BACK SINCE PROPOSITION 13 PASSED IN CALIFORNIA. Examples of cutbacks are too many to list here. In the Los Angeles area, the cutback rate at the community colleges is 15% across the board. While cutbacks are occurring in many areas, at many schools Asian American Studies classes, bilingual classes, Asian/Pacific faculty and counsellors were the first things cut. The other programs that have been cut have also had the biggest impact on Third World students. Work Study was cut by 50% at City College of SF; tutoring and peer counselling were slashed at College of San Mateo; at several community colleges, students are being threatened with the institution of tuition, class cutbacks have been over 100, summer school was eliminated and up to 65% of the Third world faculty have been laid off in some schools. The budgets of the Asian/Pacific student organizations have been some of the first things cut: at UC Berkeley, ASU funds were cut 50%, at College of San Mateo by 100%.
- 3) A NUMBER OF COLLEGE ADMINISTRATIONS ARE FOLLOWING THE BAKKE TREND BY MAKING THIRD WORLD PROGRAMS "FOR EVERYBODY." While not completely eliminated, many programs established to serve the needs of Third world students are being "Bakke-ized", reducing the effectiveness of the programs. One example that was brought out was the EOP program at University of Washington. Up to now the program has always had different Third World components such as Asian EOP, Black EOP, La Raza EOP or Native American EOP.

Not only could these programs serve the needs of Third World students more particularly, but also they lended themselves to more student input, having closer ties with the Third world student organizations. What the administration is now doing is to group the different racial or national EOPs into one program run by the academic consulate, thus cutting off student input and giving no special attention to minorities. Other examples of "Bakke-ization" are the elimination of a Third World scholarship program at Golden Gate University School of Law in favor of an increase in general scholarships, or shifting Ethnic Studies classes from their own department to Political Science or Humanities, sometimes cutting the number of classes or merging different ones into a general "ethnic awareness" class.

- 4) SOME PROGRAMS REMAIN BUT HAVE BEEN CO-OPTED OR UNDERMINED FROM WITHIN. Many programs that remain no longer have the same impact on Asian/Pacific students or capacity to serve our needs. When Third World students demanded Ethnic Studies, EOP and other programs in the 1960s, they also demanded student control of the new programs. Today, even student input is the exception rather than the rule. At UC Berkeley, the Asian American Studies Department has cut off student and community input, fired faculty and staff who favored student input and cut large numbers of classes. The department is more of a traditional academic research-oriented program rather than the community outlet it once was. In cases like this one, the staff of "our" programs do the work of the administration for them, so that the administration doesn't need to initiate cutbacks. The EOP program at UC Santa Barbara is facing this kind of undermining, similar to the case of University of Washington. The EOP program is being "professionalized" --doing the work of the administration in cutting the office space, toeing a traditional academic line in the admission and counseling of students.

Many campuses never got programs like Asian American Studies. At Loyola Marymount University, the Asian American Student Alliance just won their first Asian American Studies class, scheduled to start next semester. The overwhelming majority of the campuses had maybe a few classes but no Asian American Studies Department. Last year, many campuses supported Pasadena City College's Asians as they fought to retain their one Asian Counsellor. On almost all of our campuses, Third World student organizations were under attack, either through cuts in funding, office space or strict charter requirements.

One of the first ways that we can fight attacks on our programs is by building our Asian/Pacific student organizations into strong organizations capable of taking up the defense of both our organizations and our campus programs. Other special programs or educational events were also being carried out at many campuses. These included educational forums or workshops about cutbacks on campus, rallies, petitions, armband days or weeks, leafletting days, film and speaker series, outreach tables, outdoor skits, educational slideshows and photo displays. At one school, the ASU organized students to sit in on a particular Asian American Studies class so that the class would not be cited for low enrollment. Some organizations have run their own small tutoring programs in the face of inadequate services. A number of campuses worked with other Third World students in carrying out educational activities or rallying support. Because many of the campuses were holding commemorations of the Third World strikes of the 1960s as part of the Anti-Bakke Decision Coalition National Week

of Resistance, the workshop proposed the resolution: that the Asian/Pacific Student Union (West Coast) endorse the Anti-Bakke Decision Coalition National Week of Resistance, and that individual campuses carry on educational activities about cutbacks on campus during that week.

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WORKSHOP ON ASIAN/PACIFIC WOMEN

"WOMEN HOLD UP HALF THE SKY"

Developed by the Southern California Regional Womens' Group

In the summation of the Asian/Pacific Women workshop, there were four major points brought out:

- 1) To increase the participation of women in APSU
- 2) The difference of feminist organizations and Asian Pacific womens' groups
- 3) To bring out the women's triple oppression and struggling against it in our day-to-day lives
- 4) To initiate the development of APSU Womens' Groups in each regional

The workshop was held to help better understand the past and present conditions of Asian/Pacific women and their struggles taken up to improve these conditions.

The Southern CAL. APSU and Stanford's Womens' Group gave presentations on the formation of womens' groups, along with their goals and how these goals were accomplished.

Through these groups it showed how Asian/Pacific women have struggled to understand more about the triple oppression they face and take up concrete struggles, as an example the fight for childcare in oppressed nationality communities-- such as Little Friends in Chinatown L.A..

As an introduction to the workshop a slide show on the triple oppression of Asian/Pacific women was presented. They are being oppressed as:

- 1) workers
- 2) women
- 3) oppressed nationalities

The slide show brought out the historical and present aspects of triple oppression and the history of resistance. For an example of triple oppression, women get the lowest paying jobs having the highest unemployment rate than that of Caucasian women. Another example of the resistance of women is the Jung Sai Factory strike where Chinese women fought for unionization to better their working conditions.

There was a lively discussion around the concept of triple oppression. Women in the workshop shared their personal experiences faced day to day, giving example on how they faced oppression as Asian/Pacific women. One example was the intimidation of women speaking

out with the presence of men in meetings or discussion groups thus playing the role of being secondary to men passed on from feudal times. Men also contributed to this discussion. Another part of the discussion was around the difference between feminist organizations and Asian/Pacific Womens' groups.

The main point trying to be put forward on what made feminists groups different from APSU Womens' groups is that these groups see where women's oppression is stemming from.

1. In some feminists organizations they see that their enemy is men and that they are the cause of the oppression of women. They put forward the idea about the battle of the sexes. One example would be if a woman became president it would better the whole country's situation. The way they see equality is promoting the capitalist conception of competition.

2. In the APSU Womens' Group we are seeing that the cause of women's oppression is the system of capitalism. This system oppressed women--economically, socially, politically, and educationally.

This discussion saw that capitalism is the root to the oppression of women, as well as oppression of minority people and the exploitation of workers, so that we can better understand how we can deal with the triple oppression that Third World women face. We would like to take up concrete struggles in our communities, workplaces, and on the campuses; also struggling with male supremacy and build a working relationship with men so that we can fight together for a society that we can live under.

In doing this, it was encouraged that each regional take up the formation of an APSU Womens' Group to further understand more about triple oppression facing Asian/Pacific women, struggling against it in our day-to-day lives, and continuing to advance and build THE ASIAN/PACIFIC STUDENT MOVEMENT!!!!!!

Out of the workshop there were three proposals:

1. To develop an APSU Womens' Group in each regional in order to:

- a) Increase women's participation in APSU by actively taking up ongoing struggles that face Asian/Pacific people such as the fight for childcare, the broadening of quality Asian/Pacific Studies Programs; workers' struggles, redevelopment in Asian communities, and building the APSU.

- b) Build unity amongst the men and women in APSU
 - c) Understand the root of triple oppression Asian/Pacific women face and struggle against it in our daily lives.
2. To build West Coast ties amongst the APSU Womens' Groups by forming a caucus, with representatives from each regional in order to:
- a) Share new ideas with other regionals
 - b) Exchange reading literature
 - c) Build a working relationship in planning for future goals.
3. To establish an Asian/Pacific Womens' Resource Center for future sites of:
- a) Asian/Pacific Women's Journal
 - b) APSU Asian/Pacific Women's Conference
 - c) Slideshows

In seeing that these proposals came out of the workshop, it was felt that the workshop was overall positive.

For more information contact:

So. Cal. Regional Womens'
Group
Asian Student Union CSULA
c/o Associated Students
5151 State University Drive.
Los Angeles, California
90032

WORKSHOP NOTES:

Student Work in Asian/Pacific Communities

The workshop was able to accomplish its purpose of stressing the links between Asian/Pacific students and communities and developing ways APSU can support and participate in community events and services.

First, there was a short discussion on the history and development of communities and on how, particularly during the late '60's, students became more actively involved in community activities and struggles. The development of Asian/Pacific communities as a result of the national oppression that Asian/Pacific peoples face here in the U.S. was brought out. As a result of severe repression by U.S. society, Asian/Pacific peoples were forced to live in segregated areas for self-defense. It was also a place where they could continue to practice their traditions and customs. Due to the denial of economic, political and social rights, specific needs (such as legal aid and bilingual services) and problems (such as inadequate health care and police harassment) arose in Asian/Pacific communities. People then gave personal accounts about how they became involved in community work through their experiences as students. In particular, during the late '60's and the Third World Strikes, as part of the demands of Third World students for a relevant education, students wanted programs and courses which would provide direct involvement in day-to-day struggles in the community. It was pointed out that many present community workers were those students involved in the Third World Strikes and in the Asian/Pacific Student Movement at that time. In addition, many of the present community programs, services, and organizations had their beginnings at this time with students as a large part of their development. This set a historical basis for joint work and mutual support between campuses and communities. Many lessons were learned from this period of time such as the realization that community work was not a spontaneous thing but an on-going commitment. Students had difficulties in developing a consistency in community work; this mostly stemmed from a lack of experience of exactly how to do community work and how to integrate campus work with community work. People emphasized that this does not mean students don't belong in the community or that doing community work is contradictory to doing campus work. Everyone affirmed that students have a role in the community but that role must be flexibly determined based on the conditions in the community and the students themselves. Also, by encouraging community support work, students and community organizations can build the work of both.

Our discussion then centered around specific ways students have supported the community. Following is a synopsis of the discussion on the different ways students have done support work:

1. General education

- forums or class presentations on specific issues in the community by students and/or community representatives
- inviting community speakers at general student

- events or programs, at dorms or high schools;
(This was done by Pilipino-American Collegiate Endeavor(PACE) at S.F. State.)
- inviting community groups to have tables on campus with literature, photo boards; (This was done at S.F. State successfully at an Asian orientation day.)
 - informing people in Asian-American Studies classes of community events and issues; (Long Beach State students formed a community support committee out of their class.)
 - oral history interviews; (People at U.C. Santa Cruz went out and interviewed Asians in outlying areas for original research.)
2. Developing resources on campus
- encouraging present Asian-American Studies programs to develop community courses and actively support Asian/Pacific communities
 - develop guidelines for research that can aid community organizations; (Students and Asian-American Studies at U.C. Davis have been developing this idea.)
 - developing a file or community library with research materials from campus and community; (This is what the South Side Peoples Committee is presently trying to develop.)
 - looking into funding possibilities on campus (student activities budgets, speaker stipends, research grants, campus fundraisers, etc.)
3. Joint work
- field trips to communities and organizations; (Student groups have gone to Locke, Angel Island, Agbayani Village, S.F. Japantown with CANE.)
 - participating in community fairs; (Laney, S.F. State and U.C. Berkeley have sponsored joint literature and food booths at street fairs in S.F. Chinatown and Japantown.)
 - joint fundraisers
 - specific issues; (Tule Lake Pilgrimage Committee was a coalition of community and student groups which organized a pilgrimage and education around the camps.)
4. Regional support work
- doing education and activities in community as a regional if individual campuses can't take up work effectively; (The Southern California Regional of APSU has done this well in LTPRO support work.)
5. Work in community organizations or agencies
- depending on the specific conditions(travel, time, etc.)

6. Support committees within our campus organizations

- to help consolidate community support efforts on campus and bring together interested people;
- (They can coordinate activities for the organization, write articles for newsletters, etc.)

Next, present issues and struggles facing Asian/Pacific communities were discussed. Many topics came up that students could begin to investigate such as health care, legal aid, redevelopment, labor(unionization, etc.), elderly, youth, newcomer services, childcare, community media, anti-martial law, and pro-China work.

In summing up, people felt APSU organizations can be campus support centers for the community and that wherever possible community and campus work should be integrated however possible. Also, raising community issues on campus, doing joint work, and having students do community work has strengthened both the Asian Pacific student organizations and their communities.

There were also some suggestions for furthering APSU's community support work:

1. Begin listing of community groups (their resources and needs)
2. Develop community support committees and encourage community groups to develop student committees in our organizations
3. Actively do outreach to other Asian and Pacific Islander communities

Throughout our discussions, three main points came out. 1) The problems facing Asian Pacific youth are complex and intertwined. In order to solve these problems we have to understand their roots and how it fits into the overall oppression of Asian Pacific peoples, and that we must organize ourselves to overcome this. At the same time we have to initiate and support activities which help to immediately alleviate these problems. 2) When we try to generate interest and participation around these issues we have to do it creatively. It was suggested that to increase awareness of Asian/Pacific history that a fieldtrip be organized to Angel Island which was a detention center for Asian immigrants up to 1954. Also we will work on the upcoming pilgrimage to Tule Lake, which was one of several concentration camps for Japanese and Japanese-Americans during World War II. Working with different community organizations like the Committee Against Racial Violence (CARV) and the Chinese Progressive Association (CPA) as well as participating in the upcoming Japanese community event, the Oshogatsu Festival. Finally, 3) we need to show an active concern for the everyday problems and concerns of our fellow students to tailor the programs of the student organizations to meet the particular needs of Asian Pacific youth.

In order to further discuss and carry out these goals it was decided to hold another conference particularly for high school youth where problems in education and community issues could be discussed. The youth workshop was an important point for the work of the APSU and is just the beginning of the work to organize to meet the needs of Asian Pacific youth.

ASIAN/PACIFIC YOUTH

The purpose of the Youth Workshop was to discuss some of the problems confronting Asian and Pacific high school youth, discuss alternatives and how Asian Pacific student organizations can help in carrying them out.

The workshop covered a broad range of problems including "delinquency" and general hassles with the law. On this count as well as others the importance of viewing questions as a whole was emphasized. Some of the factors leading to "delinquency" were the lack of educational relevance, particularly to non-US-born people, which helps in alienating young people from school (especially if they do not speak English) and often pushes them towards criminal activity. It was discussed here that the APSU can play an important role by leading the fight for bilingual education, upward Bound-type programs and Ethnic Studies. Asian Pacific student organizations can also try, where possible, to provide tutorial services for students.

Other questions affecting Asian and Pacific Islander Youth included unemployment, lack of recreational facilities and other issues which also affect the community at large. In dealing with these problems, such as unemployment, Asian Pacific student organizations should take up issues like the Bakke Decision, fighting for Affirmative Action while working to help people find jobs. To fight for more recreational facilities in our communities while also providing activities such as picnics, dances, sports, etc.

One question which we spent a great deal of time on was dealing with family conflicts. Parents not allowing people to participate in student organizations is a common problem. Often these problems stem from misunderstanding or lack of information. It was pointed out that it is very important to talk with our parents about our activities especially about how APSU is working to serve the communities. One suggestion for doing this was for Asian/Pacific student organizations to hold Family Nights where member and their families could come together to see and discuss the various aspects of the organizations' activities.

Throughout our discussions, three main points came out. 1) the problems facing Asian Pacific youth are complex and interrelated. In order to solve these problems we have to understand their roots and how it fits into the overall oppression of Asian Pacific peoples, and that we must organize ourselves to overcome this. At the same time we have to initiate and support activities which help to immediately alleviate these problems. 2) When we try to generate interest and participation around these issues we have to do it creatively. It was suggested that to increase awareness of Asian/Pacific History that a fieldtrip be organized to Angel Island which was a detention center for Asian Immigrants up to 1945. Also we will work on the upcoming pilgrimage to Tule Lake, which was one of several concentration camps for Japanese and Japanese-Americans during World War II. Working with different community organizations like the Committee Against Nihonmachi Eviction (CANE) and the Chinese Progressive Association (CPA) as well as participating in the upcoming Japanese community event, the Oshogatsu Festival. Finally, 3) we need to show an active concern for the everyday problems and concerns of our fellow students to tailor the programs of the student organizations to meet the particular needs of Asian Pacific youth.

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WORKSHOP ON ASIAN/PACIFIC ART AND CULTURE

This workshop was developed and facilitated by the APSU Art Collective (ArtCo), of the southern Cal region. It was formed recently to contribute to the development of Asian/Pacific American art, and help build the work of the APSU by integrating art into the day to day work of APSU.

This workshop revolved around the idea of developing Asian/Pacific art and culture in a progressive way. By recognizing the historic suppression and distortion of Asian/Pacific (A/P) art and culture, the need was evident for A/P students to take up art and culture in such a manner that it could express our peoples' experiences, and also help the work of the APSU.

The workshop began with a brief slideshow bringing out the historic distortion of our people and cultures as portrayed in the mass media. Some of the images included those used during the second world war to fan up the racist campaign against Japanese Americans which eventually ended in their incarceration in US concentration camps.

It was noted also, how, in the past, Asian/Pacific people have reflected in art and culture, some of their frustrations and thoughts, aspirations, recalling particularly the examples at an immigration detention center for many Asian nationalities, Angel Island. On the walls of this in famous place, were carved poems describing the lengthy imprisonment they faced waiting to enter America. Works of art were also done by internees of the concentration camps, showing the terrible conditions, such as one which showed a Japanese family attempting to celebrate Christmas in their overcrowded barrack shack.

Asian and Pacific Islander writers have also contributed to our culture, recounting the experiences of A/P peoples, but have also been subject to non recognition, distortion, or suppression. It was mentioned how some A/P authors have only recently been discovered, when in fact, they have been writing much earlier, and thus, were "rediscovered."

More recently, a new tide of art and culture began in the late 1960's, one in which A/P people actively reacted to and opposed the blatant suppression and distortion of their people and culture. Much of this challenged warped images of A/P people and through bringing out the true experiences and conditions facing A/P people, it helped to educate, and move people to change their conditions.. Today we find that many people are continuing to promote progressive art and culture. The slide show ended with examples of posters and murals created in the recent past, taking some examples from the Chicano murals, and

a poster done for the Tule Lake Pilgrimage. Included in this discussion, was the use of our native cultures in past societies such as feudal and colonial society, where much Asian/Pacific culture is influenced from. During this time, there was intense oppression of the peasants, and many backward ideas, such as the secondary role of women were promoted through culture. With this in mind, we want to oppose the suppression of our native culture and utilize many of it's forms and styles (dance, music, language, and art). The example of Japanese tea ceremonies was raised and though we do not want to promote its use, it became clear that it was a part of our culture.

In music, the band Hiroshima has successfully blended both the traditional koto, a Japanese musical instrument, with contemporary American music and instruments. It was pointed out that the progressive use of traditional culture (instruments) was dependent on the method and understanding with which it is used.

Different suggestions came out around how A/P students could utilize art and culture to help the work of their campus organizations and the APSU.,

- 1) Music group singing, developing bands, for programs.
- 2) Art/Graphics drawings for newsletters, art displays, posters, outreach tables, educational displays, etc.
- 3) Murals historical, cultural, group project
- 4) Literature journals, poetry, short stories,
- 5) Documentary Photography educational displays, slide shows
- 6) Radio/Mass media radio shows, programs, news spots
- 7) skits for programs, outreach
- 8) Publications

Also suggested was to form art collectives as a way of consciously developing Asian/Pacific American art, to help the work of the APSU and our student organizations. The southern cal. regional art collective gave it's basic outlines and purpose as follows:

- 1) Because of the historic suppression of Asian/Pacific art, the art collective encourages interested non-artists, as well as artists to develop their skills and abilities, working collectively to learn from one another.
- 2) Art should reflect the experiences of Asian/Pacific peoples; their conditions, traditions, struggles, and their aspirations.
- 3) Art coming from the art collectives should serve to move forward our (APSU) goals, progressive in content, integrated with our day to day work.

The art collectives, as an ongoing activity of the APSU could take up many projects related to the campaign. By designing A/P education posters, graphics, to starting mural projects which bring out our history. So/cal artco designed a banner for the women's group phot display, "Women Hold Up Half The Sky". It was felt that the formation of art collectives which are directly related to APSU was a step in the right direction.

From this, some community and student media groups which included SJSU (San Jose) radio station, JAM (Japantown Art and Media workshop), and VC Visual Communications stressed the necessity to bring art and culture to the "people's level" and that "people can do it".

In an effort to put these ideas into practice, two things were proposed:

1) As first project of the APSU, that a logo be developed to represent the APSU, which could be coordinated by the artco. Ideas, drafts should be discussed, developed in the regionals, and sent to so/cal.

2) A mural was drawn up by the workshop participants with ink and paints around the theme of the recently passed Asian/Pacific Education Campaign. This brought out what the campaign meant to them, and also showed how Asian/Pacific students could participate in art. Shown before the final general assembly, it was recieved with warm praise. It was readily acknowledged that A/P Art collectives was an important aspect of the APSU, and that it must become an integral part of APSU's work.

The so/cal APSU Art Collective can be contacted at:
APSU ARTCO c/o CSULA ASU, Associated students CSULA
5151 State Unniversity Dr. LA, CA 90032

following is a resource list from the workshop.

MEDIA/ART RESOURCES:

Visual Communications (VC): Films, Videos, Photos on
Asian/Pacific people.
313 So. San Pedro st. Los Angeles, CA90013

Japantown Art and Media workshop (JAM) silkscreen, photography,
drawing, music. 1852 Sutter st. San Francisco, CA

ART/CULTURE RESOURCE LIST

READING LIST:

Towards a People's Art: The Contemporary Mural Movement
: Eva Cockcroft, John Weber, James Crockcroft

JOURNALS: art, poetry, and short stories

ROOTS: An Asian American Reader
: Asian American Resource Development and Publication UCLA

COUNTERPOINT
: same as above

Echoes From Gold Mountain photos, poetry, short stories
: c/o Asian American Studies dept. Cal State Long Beach

Asian Women:
: Asian Women's Collective
: Asian American Resource Development and Publication, UCLA

Diwang Pilipino:
: Asian American Studies, University of California Davis

Liwanag:
: Asian American Resource and Development Publication, UCLA

Rising Water:
: University of California, Santa Cruz Asian American Studies

Asian American Women:
: Stanford University Study Group

BOOKS: literature

Time to Greezi! Incantations from the Third World
: Third World Communications: Glide Publications, SF 1975

Chinese American Workers: Past and Present
: Anthology of 'Getting Together' articles, stories, poems
Write to: Unity, P.O. Box 26229, San Francisco, Ca. 94126

Bridge Magazine
'A Day of the Mural' by Bill Wong, Sept-Oct 1972

Sooper Dooper Asian Scooper Magazine
UCLA

IN Movement
Pictorial of Asian American/Pacific Islander history

VISUAL COMMUNICATIONS publications
313 So. San Pedro Street, Los Angeles, Ca. 90013

Presentation on APSU Communications

Since the formation of the Asian Pacific Student Union we have been steadily growing -- new campuses are joining, member organizations are expanding and getting stronger, and we are establishing ties with Asian and Pacific student groups and networks in other states, as far as Colorado, Hawaii, Oregon, Washington, and the East Coast! Throughout this period of great activity one aspect has been particularly important: communications. Whether for planning joint activities, keeping in touch with the different campuses or getting new members involved, communications plays a key role. And as APSU continues to grow, taking up more issues and sponsoring more activities, systematic communications will be even more important.

Right now, on behalf of the APSU coordinating committee, I'd like to present a plan to make our communications more systematic. There are 2 parts: first, a plan for here on the West Coast, and second, a proposal for linking up with our brothers and sisters in ECASU, the East Coast Asian Student Union.

It is clear that a smoothly running communication system will not only facilitate our work, but actually will improve our ability and capacity to work with each other, new campuses, and as a whole in general. Just looking back on the summer APSU activities, the regularizing of such exchanges of resources, ideas and experiences have a great potential to benefit us all tremendously in terms of support, concrete resources and broadening and diversifying our own experiences in having the opportunity to participate in other campuses' events. This summer APSU held workshops on how to do orientation programs and discussions on Asian American History, also this coming November 4, the Bay Area subregional will host a silkscreening workshop. Over the summer, APSU sponsored several field trips: the Northern Regional visited Locke, a town historically important for Asians on the Delta and now threatened by tourist redevelopment. The Southern Regional visited Delano and Agbayani Village, both significant to Filipino history. In Southern California an APSU sponsored women's group was formed to try to understand the particular oppression of Asian and Pacific women and to struggle with different manifestations of this oppression.

The APSU has added a whole new dimension to each of the individual organizations and in this way helps to build each organization. Now, whenever a campus sponsors an activity, they can draw upon the experiences and resources of the other members of APSU. Also, APSU adds a greater variety and number of activities, thus expanding the capabilities of an organization otherwise limited by its own number of members.

It is important to realize that in building our own organizations, in building APSU, in linking up with each other, we are in fact helping to build the Asian/Pacific Student Movement as a whole. Asian and Pacific Islander students are on the move! APSU and all of us here today are a large part of this movement of Asian and Pacific students concerned with meeting the needs of Asian and Pacific Islander peoples on the campuses, in the workplaces and communities. In a larger perspective, we are part of the general movement of Third World and progressive people concerned with making social change.

To continue to sustain (the spirit today) all of this activity and more, we need concrete, realistic goals and responsibilities to establish systematic communications. Thus, we propose the following structure: APSU has been functioning with a northern and a southern regional. These two regionals should continue, but divided into the following sub-regions: South Bay, North Bay and the Central Valley

region. The southern regional will remain the same with Cal State LA as the regional head. We also want to propose that the Northwest, Hawaii and the Southwest form regionals of the APSU. The Northwest could have two sub-regionals with regional heads at U. of Oregon at Eugene and at U. of Washington at Seattle. Hawaii's regional head would be U. of Hawaii, the Southwest regional head could be U. of Colorado at Denver. For APSU as a whole, UC Berkely can serve as the central campus. They would be responsible for gathering and distributing materials, keeping files on resources and systematizing communications to ECASU, Hawaii, the Northwest and the Southwest. Regional heads would send materials and communications to UCB; UCB would in turn distribute to all the regions.

As goals for the 1978-79 school year we propose that we consolidate regular communications within and between regions by publishing regional newsletters and calendars of events. Each regional can form communications committees which will compile calendars at midsemester and newsletters at the end of the semester. The midsemester calendars would include a summation of the first half, as well as future plans for the semester. Midsemester calendars are suggested to allow campuses to organize their communications. The newsletters would cover events of the past semester, as well as containing a calendar of future events and plans. For example, in November each region would put out a midsemester calendar including plans for the rest of the semester and summaries of what people did for orientation programs and summer events. Then during Christmas break the communication committees would put together a newsletter covering the past semester, and future plans as well as a calendar of the first part of the coming semester or quarters' events. Then again in March we would put out another midsemester calendar of what will be happening the rest of the semester. At the beginning of summer we can put out a short newsletter covering the end of the school year, as well as summer activities.

We feel these plans are realistic and would benefit all the campuses by helping to coordinate activities and keeping everyone in touch.

As the second part of this presentation, the APSU coordinating committee wishes to address the national link-up with the East Coast Student Union, ECASU.

RESOLUTION FOR THE NATIONAL LINK-UP OF THE EAST COAST ASIAN STUDENT UNION
AND THE WEST COAST ASIAN/PACIFIC STUDENT UNION

(This resolution was passed unanimously on Sunday, October 29, 1978.)

This past spring two significant events in the Asian/Pacific Student Movement took place with the founding of the West Coast Asian/Pacific Student Union (APSU) and the East Coast Asian Student Union (ECASU). For the first time, broad numbers of Asian and Pacific Islander students throughout the country were able to come together, share experiences, and develop greater unity. The two networks have helped to build new and young Asian/Pacific student organizations and have enabled Asian/Pacific student organizations to come together and take on a nationwide campaign against the Bakke Decision. In short, through the formation of the two networks, we have been able to collectively build and advance the Asian/Pacific Student Movement.

Because of our common interests and goals, both the APSU and ECASU have united under similar goals and principles of: serving the broad needs of Asian and Pacific Islander Students by integrating social, cultural, political and educational activities; promoting unity among Asian and Pacific Islander peoples of different nationalities and backgrounds; deepening our understanding of our histories and cultures; fighting the racism and national oppression that we as Asian and Pacific Islander people face in this country; and supporting Third World, community, labor and women's struggles in the overall progressive movement.

Throughout the histories of ECASU and APSU we have also recognized the similarities existing between our two organizations. Solidarity statements were exchanged at the founding conferences, and we have continued to support each other's various campaigns to meet the needs and interests of Asian and Pacific Islander students in society. Thus, in discussions within our networks we agreed that a link-up between APSU and ECASU would be important and necessary and that work towards such a formal link-up would be a priority.

With this in mind, representatives of ECASU in California this summer contacted APSU and attended several APSU regional and coordinating committee meetings to initiate discussions for a link-up. We discussed how the link-up and formation of a national network would further the work of APSU and ECASU in many ways. First, we felt that the coordinated sharing of resources and energies would strengthen respective member campuses. Secondly, this national network would be a big step towards consolidating APSU and ECASU. The formation of a national network could also support and encompass growing Asian/Pacific student organizations in the Pacific Northwest and Midwest regions. Finally, the merger will help to build a nationally unified and powerful Asian/Pacific Student Movement, and would increase our ability to play a more effective role in the Asian/Pacific and progressive movement overall.

With these objectives in mind, we have drawn up the following working proposal:

1) That formal communications and exchange of resources be established. Presently communications and resource exchanges have been unsystematic and dependent upon the initiative of a few individuals. We therefore propose that center campuses be established on each coast, which would be responsible for collecting and distribution of materials. In

the West Coast, the campus is U.C. Berkeley with Cal State LA responsible for developing media resources. In the East Coast a center campus is still to be determined. Tentatively materials will be sent to Janice Sakamoto and Fred Houn.

We propose the following timetable to establish this communications system:

- Nov.-Dec. Each center compile lists of member campuses, resources and workshop notes. Each network also try to begin publication of network-wide newsletters and calendars.
- Jan.-Feb. Exchange of newsletters, discussion notes on the merger, resources (slide shows, books, films, etc..).
- March Continue exchange of newsletters and resources; begin exchange of discussion notes on national link-up.
- Apr.-May Send delegations from APSU and ECASU to tour each others campuses and familiarize each coast with programs and activities of the 2 networks.

2. Second, we propose that parallel discussions concerning the merger take place in both networks. Although there is much similarity in history and unity between the ECASU and APSU, we feel that the merger must also be based on the democratic participation and input of each member Asian/Pacific student organization. We therefore propose the following discussion topics and schedule:

- Nov.-Dec. A. Histories of ECASU and APSU; why a national link-up will be beneficial for both networks, individual Asian/Pacific student organizations and the Asian/Pacific Student Movement as a whole.
- Jan.-Feb. B. What would the character and role of the National Asian/Pacific student organization be? Its principles of Unity? Activities and campaigns?
- Mar.-Apr. C. How would the National Asian/Pacific Student Organization function? Its structure?
- May-June D. Ideas for the National Asian/Pacific Student Conference- content, program, logistics, finances....

3. Thirdly, we propose that a National Asian/Pacific Student Conference be held to formally merge the two networks into a National Asian/Pacific Organization. The ad hoc planning group suggested that it be held on the west coast, either in the Bay Area or L.A.. The date, content and program of the conference shall be discussed and decided democratically by both networks and finalized by the two coordinating committees.

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SUMMATION OF REGIONAL DISCUSSIONS ON APSU COMMUNICATIONS

The communications discussion focused on the importance of systematizing our communications and concretely, how we could do so. Discussions were held by each region, as well as for the newly forming regions in Hawaii, Oregon, Washington and Colorado.

The California regionals' discussion covered four points: 1. the importance of systematic communications and exchange of resources 2. APSU communications proposal and its implementation; clarification on the regional structure and functioning 3. importance of national link-up 4. national link-up proposal and how each regional can take it up.

The Northern regional will be forming a south bay sub-regional. People emphasized the importance of doing joint activities. A regularly published calendar would help to facilitate participation, as well as avoid duplication or conflict of activities. Communications committees should also take up media and publicity tasks. Each region should have a communications contact person. An immediate suggested publicity task is to contact Asian and Pacific newspapers of different languages to see if they would like to cover our conference. We should also remember to utilize our own campus newspapers and radio stations for general publicity.

Suggestions for the regional newsletters included having each campus organization write about their own campus and give these articles to the coordinating committee members (C.C.). The C.C. members would write more general articles.

Among our first tasks is to compile lists of resources and member campuses. We also want to establish art collectives and design an APSU logo. One of the highlights of the discussion was on linking up more with ECASU. People felt that exchanges of newsletters and written histories of our respective networks would help each to get to know the other. At some point we would like to coordinate a joint campaign with ECASU.

Another resource we should begin developing is an APSU slideshow which could help bring out our history, as well as give orientation as to APSU's activities and principles.

Regarding APSU finances, it was suggested that each regional be responsible for some amount of fundraising and possibly having membership dues.

With the expansion of APSU, it was recommended and approved that the constitutional clause regarding the two statewide conferences to be held each year be amended to holding 1 statewide and 1 regional conference per year.

The discussion of the new regionals also focused on 1. membership in APSU for new campuses 2. formation of regionals and drawing in new campuses in these areas 3. communications with the APSU center (UCB).

U. of Oregon, U. of Colorado at Denver, U. of Hawaii, U. of Washington will act as contact campuses for the Northwest, Southwest, Hawaii. ECASU will let us know who the center campus will be.

A packet invitation for new regionals should be designed.

The packet would include the principles of unity, copies of the communications presentation, guidelines on forming regionals and its relationship to APSU, map of the regionals and their relationships.

It was brought out that we must be consistent in our wording regarding Asian and Pacific Islander unity. In some of the presentations, the wording was not consistent and for the conference proceedings, we should make the necessary corrections. Also in the conference proceedings, we should have a list of contact people and campuses.

We feel that it is very important to become a strong within our regionals, as well as between regionals. Becoming a strong network is in itself a step towards a national ASU since we have such a diverse representation.

The national organization would really help us, increase our abilities to deal with important issues and struggles and give us more impact overall.

Regarding UCB as a resource center, cultural resources should also be put together, such that tours of different cultural groups may be facilitated.

The importance of learning from each other cannot be overly stressed. We wish to see more contact with each other. This could be done through tours of each others campuses, vacation and summer visits. Also, we suggested that we plan a week working conference or summer camp program take place. A week would give us more time to get together, plan out things, get to know each other better. This conference could be a step towards a national merger.

To facilitate communications and mail out, we thought that campuses could send us money to cover costs of mailing a distribution, otherwise by default the center campus would have to foot all costs which would not be realistic because of our expansion.

Regarding finances, we talked about campuses applying for funds from their schools to use for APSU. We thought that list of ways to raise money should be compiled and distributed. We thought APSU should form a fund-raising or finance committee.

As a last suggestion, we thought that members of APSU could have membership dues. These dues would help stabilize APSU funds, and could be supplemented by pledges from campuses who are more financially established.

Overall, the response from all the caucuses was very enthusiastic for both proposals. The majority of those attending united around the need to systematize APSU communications and strengthen the network. The overriding sentiment was to push forward to the formation of a national Asian/Pacific student organization. The unanimous vote to adopt the proposal showed how everyone felt a national Asian/Pacific student organization would be beneficial for all Asian/Pacific students and greatly contribute to the advancement of the Asian Pacific Student Movement.

ASIAN/PACIFIC STUDENTS UNITED! BUILD THE MOVEMENT NATIONWIDE!!

SOLIDARITY STATEMENTS

UNIVERSITY OF COLORADO, ASA (ASIAN STUDENTS ALLIANCE)

Asian brothers and sisters, this is our great pleasure to be at the APSU Conference. We are very excited to meet and talk to so many people from a variety of campuses and organizations throughout the states. We also think that this is a fine opportunity to understand the functions of APSU, since this is the first time the Asian Students Alliance of the University of Colorado has the privilege to attend this conference.

Five years ago our alliance is sewing a total population of five American born Asians and now, we have achieved the growth of 200% per year to reach 175 this fall, from which 90% are foreign-born to form an impressive gathering of Asian nationalities.

We realize the importance for Asian students to learn Asian culture to know our identity. So we encourage people to take the ethnic studies classes such as Community of Asian Americans, Asian Women, and Asian-American Psychology to further serve Asian Students at our campus, last year, we had an Asian Awareness festival which featured food, cultural performances, costumes from different Asian countries.

Because we are aware of the importance of unity Asian, we have organized many potlucks, picnics, a ski camp during the winter break. Through the conference we have shared numerous experiences, contributions from different organizations which will help us in many ways in serving our college and community.

When we return to Colorado, upon our return we will inform the Asian students on our campus as well as throughout Colorado about the APSU and hopefully we can build a strong Rocky Mountain Region as part of the Asian Student Movement.

UNIVERSITY OF HAWAII, HAPISU (HAWAII'S ASIAN/PACIFIC ISLANDER STUDENT

Aloha.

UNION)

We want to thank you on behalf of Hawaii's Asian and Pacific Islander Student Union, for a shorter name, HAPISU, for inviting us to be a part of this West Coast APSU Conference. Like all of you here, we also share in a common history of struggle, and we want to express our solidarity. As we are a newly formed organization, we see other new groups here as being very positive. We see new Asian and Pacific Islander groups springing up all across the country and recognize the need for these types of organizations. We look forward to building a national Asian Pacific student organization.

We feel there is a lot we can learn through this conference and bring back to the other members of HAPISU. Throughout this weekend we hope to meet and talk to a lot of people and to share ideas and have fun.

Like the West Coast APSU, we also try to integrate social, political, educational, and cultural aspects into our programs and activities. Next weekend we're planning a moonlight picnic at Ala Moana Beach. This will be a time for us to introduce people to HAPISU as well as to "talk-story" and have fun. If you've never been to a moonlight picnic, we invite you to come and check it out!

(2)

So, in keeping this short, we see the Asian/Pacific Islander Movement growing, with people here from ECASU, Colorado, Oregon and Washington, and the different campuses in California. We hope to see in the near future a nationwide link-up with other Asian and Pacific Islander student organizations to form a national organization! We in Hawaii will do our best to help reach this goal.

LONG LIVE THE ASIAN AND PACIFIC STUDENT MOVEMENT! UNITE TO BUILD A NATIONWIDE ORGANIZATION!

Thank you, Mahalo.

EAST COAST ASIAN STUDENT UNION

The Coordinating Committee of the East Coast Asian Student Union extends greetings to the West Coast Asian/Pacific Student Union and your working conference. We feel this conference will contribute much to the goal of organizing and educating Asian/Pacific students.

We in the East Coast Asian Student Union are also working towards these goals. Based on our principles of unity, we believe that organizing and broadly uniting Asian students is part of the progressive movement.

Currently the East Coast Asian Student Union is working on an "Asians In America History Week", from October 30 to November 12 to raise an awareness of our history of oppression and resistance. We are developing educational materials on the Asian Student Movement, Boston Chinatown, and Asian American History and Identity. Our theme is "Learning Our History--Uniting to Make Change." All of the social, cultural and educational activities on the many campuses across the East Coast are working in this spirit and sentiment. The many activities, including sports, cultural events, workshops, films, forums, dinners and discussions reflect our broadness and the goals of the history week.

It is significant that two Asian/Pacific student networks exist and are growing on both coasts. We, the East Coast Asian Student Union have goals and activities to organize Asian students to struggle to meet our needs and interests and contribute to progressive struggle.

Warmest congratulations and best wishes for a successful conference.
ADVANCE THE UNITY OF THE ASIAN/PACIFIC STUDENT MOVEMENT!

In unity
East Coast Asian Student Union
Coordinating Committee

UC DAVIS, ASIAN LAW STUDENTS ASSOCIATION

Asian people are complacent, patient and undemanding. Asian people are middle class, hard-working and acceptable. This is a stereotype that the majority of this country believe and continues to believe. While there may be some truth in this as in all generalizations it has never been true as a rule. Asian people did fight racist cases in the courts and on occasion in the streets. But in the past

these struggles have often been the exception and have occurred by individual initiative. The 1960's brought changes for all Third World people, the black community began to employ civil disobedience, mass demonstrations, and legal challenges to deal with blatant forms of racism.

This new consciousness spread to other Third World people and for the first time Third World unity brought together the struggles of all the minority communities. For Asians, the special concerns of a racist war in Southeast Asia brought mass protest into the streets. On the campuses, Asian students joined with Black, native American, and Raza students to fight for EOP admissions, ethnic study programs to deal with our neglected past, less discriminatory graduate school admissions policy, and realistic financial aid. Third World people were fighting to open up a closed educational and employment system. This struggle has spread to our communities. The fight for decent housing led to a dramatic display of unity and strength as elderly and Pilipino residents held out for over eight years in San Francisco's International Hotel struggle against the might of private wealth as governmental allies. The mass demonstrations against the regressive Bakke decision which snatches from Third World people the hard-won gains of the sixties; a further example of Asian peoples joining with other Third World communities to fight back.

Academic racism is a fact of life. All over in the wake of Bakke and even before, schools have been cutting back on minority admissions. In professional schools these cutbacks mean fewer minority doctors, lawyers, and other skilled people to serve already underserved communities.

At Martin Luther King Hall, the UC Davis Law School and at many other California law schools such as Hastings and USF the reinstatement of academically disqualified law students has become a yearly struggle. At Davis the imposition of a grading curve requires that a certain proportion of the students fail. In order to protect the bar passage rates a certain percentage of students must fail. Is it any wonder that minority students taking an exam based on the majority type of thinking, trying to use majority values, graded by white professors, do more poorly than white students? Last year thirteen students were disqualified, of the those ten were minorities of which five were Asians. The lack of support services such as an adequate tutoring program is an important problem Third World students face and are currently trying to change community pressure and support of Third World students demands are important in the efforts to keep potential attorneys in school.

And racism continues in America. Asians still face discrimination that other people of color do. You will see in the workshops today that there is much to be done by all of us. The Bakke decision and Proposition 13 hurts minority people more severely than the majority people. Ethnic studies programs everywhere are losing funding and support. Asian and Pacific Islander women still face oppression from within and without their communities. Asians still suffer from inadequate housing and discriminatory immigration policies. And the

problems in the academic world and job market continue to grow. It's hard to dispute that certain Asians have made it because certainly there are those who, in the public eye, that have. For we must realize that it is a myth that Asians as a group have arrived. If we have arrived, why isn't there greater representation in government, private industries, upper management levels or even school faculties? There are many Asians who haven't ever arrived enough to free themselves from Chinatowns and yellow ghettos that really do exist. In many ways Asians have not arrived anymore than other Third World groups, and it is for that reason we must continue to organize ourselves and with our Third World brothers and sisters. Sure many of our needs and aspirations are different, but we all share the common goal of being free enough to get what we want and what we are entitled to. Third World groups must stay strong together. For in this age of scarcer resources and cutting back, it is the Third World people in America to get the axe first. The majority rules but all disadvantage people together can fight to change those rules. As a famous founding father once said in a famous revolution: "Hey people we gotta hang together for surely they're gonna hang us apart." Thank you, have a good conference.

SACRAMENTO MECHA CENTRAL

I'm here representing Sacramento Mecha Central which is comprised of American River College, Sacramento City college, Sierra College, UC Davis, D.Q. University, and Sacramento State College. We'd like to congratulate the West Coast Asian/Pacific student Union for holding your first working conference here in Sacramento. Mecha, which stands for Movimiento Estudiante Chicano de Aztlan, the Chicano Student Movement of the Southwest, was formed in the 1960's to fight all forms of national oppression, and up to this day, we continue to defend and build ethnic studies, community programs, E.O.P. and struggle against vicious attacks like the Bakke decision.

We also realize only through unity with other Third World organizations such as the Asian Student organizations, Black student unions, Native American and women's organizations, as well as community-based organizations can we succeed in fighting the systematic attacks. We must unite to undertake the struggle for liberation with the spirit of the oppressed people, in a society where justice is but a word, and oppression is a constant reality. We are looking forward in working closely with the West Coast Asian/Pacific Student Union.

THE PEOPLE, UNITED, WILL NEVER BE DEFEATED!!

University of Oregon - Asian American Student Union

On behalf of the Asian American Student Union I would like to extend greetings to everyone--to all the representatives from California, Colorado, Hawaii, Washington, and the East Coast. The Northwest AASU has been very active with various social, cultural and educational events such as the Multi-Cultural Historical Symposium and the Bakke Symposium. Within the Union, last year we had two mini-conferences dealing with setting up a communications network in the Pacific Northwest with an emphasis on recruitment. We have a radio show, contact network and a Big Brother, Big Sister Program within the Union to help Asian students deal with campus life. This year in May we will be holding a Northwest regional conference of which one key aspect of the conference will be the creation and spreading out of the APSU network in the Northwest! We urge California to come.

We see APSU as an indication of a new heightened political/cultural awareness. In the past we've operated as individual organizations with little political power. With APSU, this has changed. We're now combining our enthusiasm and energy into a collective whole, mobilizing and solidifying the Asian/Pacific Islander Movement in the fight against racism and oppression. This is an important step forward in establishing a nationwide movement. You know, we have a saying on our bulletin board that says: "Asian Americans are the craziest race of a race-crazy town". If one has to be crazy to fight for our political, cultural and educational rights, to fight against all the S. I. Hayakawa's and Tulelakes, then I'll be crazy.

PARTICIPATING ORGANIZATIONS

Southern California

<u>organization</u>	<u>campus</u>	<u>city</u>
Asian Student Union	University of California. Los Angeles	Los Angeles
Samahang	Los Angeles City College	Los Angeles
Asian Student Union	East Los Angeles College	Los Angeles
Third World Coalition	Los Angeles City College	Los Angeles
Asian Pacific Student Alliance	Loyola Marymount Uni- versity	Westchester
Asian Student Union	University of California, Los Angeles	Los Angeles
Asian/Pacific Islander Student Union	University of California, Santa Barbara	Santa Barbara
Individual students	West Los Angeles City College	Los Angeles
Individual students	Brooks College	Long Beach
Individual Students	California State Uni- versity, Dominguez Hills	Dominguez Hills
Individual students	University of Southern California	Los Angeles

Northern California

Asian Student Union	University of California, Davis	Davis
Individual students	Berkeley High School	Berkeley
Asian Caucus Social Welfare	University of California, Berkeley	Berkeley
Asian American Club	West Valley Junior College	San Jose
Asian Law Students Association	Hastings Law School	San Francisco

NORTHERN CALIFORNIA

ORGANIZATION	CAMPUS	CITY
Asian Student Union	University of California Berkeley	Berkeley
Asian Student Union	Sacramento City College	Sacramento
Asian Student Union	Sacramento State Uni- versity	Sacramento
Anti-Bakke Decision Coalition	San Francisco City college	San Francisco
Asian/Pacific Student union	San Francisco City College	San Francisco
Philipino American Col- legiate Endeavor	San Francisco State University	San Francisco
Asian Student Association	California State Uni- versity Hayward	Hayward
Individual students	College of San Mateo	San Mateo
La Raza	San Francisco City College	San Francisco
Asian Student Union	Stanford University	Palo Alto
Asian American Students Association	Stanford University	Palo Alto
Equal Opportunity Program	Sacramento State Uni- versity	Sacramento
Asian Student Association	El Cerrito High School	El Cerrito
Individual students	Mission High School	San Francisco
Asian Student Association	Ohlone Junior College	Fremont
Asian American Studies	San Jose State Uni- versity	San Jose
Individual students	University of San Francisco	San Francisco
Asian/Pacific Student Union	Laney College	Oakland
Indididual students	McGeorge School of Law	Sacramento
MEChA	Sacramento State Uni- versity	Sacramento

Northern California (cont.)

<u>organization</u>	<u>campus</u>	<u>city</u>
Pacific Island Cultural Club	Luther Burbank High School	Sacramento
Asian Student Interests Association	Richmond High School	Richmond
Asian American Students Association	Foothill Junior College	San Jose
Asian Students Alliance	Chabot College	Hayward
Asian Law Students Association	University of California, Davis	Davis
MEChA Central		Sacramento

Out-of-state Organizations

Asian American Students Association	University of Washington	Seattle, Wash.
Asian American Students Union	University of Oregon	Eugene, Ore.
Asian American Students Association	University of Colorado	Denver, Colo.
East Coast Asian Student Union	Brown University	Rhode Island
Hawaii Asian/Pacific Students Union	University of Hawaii	Honolulu, Hi.

** to be included in Northern California Participating Organizations:

Asian Student Union, San Francisco State University, San Francisco

GUEST ORGANIZATIONS

Asian Community Center, Sacramento

Chinese Progressive Association, San Francisco

Little Tokyo Peoples Rights Organization, Los Angeles

Anti-Bakke Decision Coalition National Office, San Francisco

Unity Newspaper, San Francisco

Chinatown/Northbeach Family Planning, San Francisco

San Francisco Journal, San Francisco

Southside Peoples Program Committee, Sacramento

Tule Lake Committee, Sacramento

Visual Communications, Los Angeles

Committee Against Nihonmachi Eviction, San Francisco

Japantown Art and Media , San Francisco

Asian American Song Writer Workshop, San Francisco

Anti-Bakke Decision Coaliton, Sacramento/Davis

** to be included in Northern California Participating Organizations:

Asian Student Union, San Francisco State University, San Francisco

PROFITS ENSLAVE THE WORLD

DM7
 While still across the ocean
 CM7
 I heard of the USA
 DM7
 So thrilled by wild imagination
 CM7 DM7
 I left through Manila Bay.

But on my way I thought and wondered
 Just 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
 Reflections 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 was a hungry stray dog
 Too busy to keep myself alive
 It seem 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
 Tend to enslave the world in need.

Repeat first four lines

WE ARE THE CHILDREN

D C
 We are the children of the migrant
 workers
 G D
 We are the offspring of the concen-
 tration camps
 C
 Sons and daughters of the railroad
 builders
 G D
 Who will leave our stamp on America
 We are the children of the Chinese
 waiter
 Born and raised in a laundry room
 Sons and daughters of the Japanese
 gardener
 Who will leave our stamp on America

CHORUS

We are the children of the interned
 people
 Incarcerated and denied our rights
 Yet each day our strength grows
 stronger
 We will leave our stamp on America
 We are the children of the sugar
 cane cutters
 Born and raised under foreign rule
 Sons and daughters of the Pilipino
 busboys
 We will leave our stamp on America

CHORUS

We are the cousins of the freedom
 fighters
 Brothers and sisters all around the
 world
 We are a part of the Third World
 people
 Who will leave our stamp on America!

CHORUS: (C - B - B7)

E A
 Sing a song for ourselves
 E A
 What have we got to lose
 Sing a song for ourselves
 We got the right to choose
 We got the right to choose
 We got the right to choose

Coordinating Committee

SUMMATION OF THE FIRST WORKING CONFERENCE

of the Asian/Pacific Student Union

Statewide Coordinating Committee Meeting - November 11, 1978

Although a short period of time has passed since the conclusion of our first working conference, we have begun to implement the recommendations and plans throughout the APSU. Already, Regional discussions and a summation by the West Coast APSU Coordinating Committee have taken place and it was unanimously felt that the First Working Conference was an overwhelming success!

The success of our conference was reflected in many ways. The Coordinating Committee would like to review the goals of the conference and how they were met, the achievements and significance of this conference, and ways people can and are actively taking up the plans that were made. The goals of the conference were set forth to expand and strengthen the APSU; We sought to: 1) address the diverse interests and needs of Asian/Pacific students and 2) deepen our ties with all Asian Pacific nationalities. We have made firm commitment to accomplish these goals.

The Conference addressed a broader scope of interests than in the past with such workshops as Asian/Pacific Women, Asian/Pacific American art and culture, youth and community, and through these different subject areas we drew in students who wanted to come to share ideas and concerns, learn about these issues, and arrive at collective recommendations. In the process, we were also able to broaden our perspective on Asian/Pacific student organizing.

In building for this Conference, we established contact with many different Asian/Pacific nationalities, including Vietnamese, Thai, and Samoan with all different Asian/Pacific nationalities actively participating in the various aspects of the Conference. What was quite noticeable was the significant increase in participation of Pilipino brothers and sisters. We recognize there is still much more to be done in these two areas; our efforts have been fruitful and we have a strong basis from which we can expand and improve.

This Conference encouraged the broadest participation possible through lively discussions in small groups and regional caucuses, which facilitated the democratic process in the decision making. The over 200 participants united solidly behind the adoption of the APSU Asian/Pacific Education Campaign, the APSU Communications and National Link-up proposals, and all workshop recommendations. The unanimous votes passing the various resolutions reflects the deep understanding developed around the proposals, and an enthusiasm and commitment we have to take them up.

With the Asian/Pacific Education Campaign, Asian/Pacific students throughout the West Coast will be working to promote our history and culture, take up issues facing Asian/Pacific students, develop and expand Asian American/Pacific Islander Studies, and oppose cutbacks on existing programs. Regionals are making plans for its implementation while some campuses have already begun the Campaign.

Our organization is growing every day, and the West Coast character is now on its way to structurally include our brothers and sisters in Colorado with a Rocky Mountain Region, a Northwest Region in Washington/Oregon, and soon a Hawaii region. The common goals we share and our common struggles are moving us forward in unity:

these feelings were reflected when the entire Conference body approved the National Linkup Proposal to build ties with the East Coast Asian Student Union (ECASU). Immediately following the unanimous vote, chants of "Asian/Pacific students unite!! Build the movement nationwide!!" arose from the floor. This proposal is one concrete step to make a national Asian/Pacific student organization a reality. The proposal along with a letter of encouragement is being sent to ECASU for their consideration and hopefully their ratification.

There were, however, some weaknesses in this conference; some of these include a lack of diverse cultural presentations and in particular Pacific Islander cultural performances. The keynote speech along with the first General Assembly could have been more spirited. We also needed more emphasis placed on bringing out the background and importance of the Third World Strikes which was the basis of the theme of the conference. To do this we could have had a speaker addressing the general assembly who participated in the Strikes and would have been able to really give everyone a deeper understanding of the significance and impact of this period of time for all Third World people today.

We also recognize our inexperience and lack of understanding and resources regarding Asian/Pacific American art and culture and youth organizing. The formation of the APSU Art Collective in Southern California and a highschool youth conference planned in the Bay Area will surely strengthen our abilities to organize and provide leadership to the movement and help us build these areas.

There were quite a few logistical problems during the course of the conference and in the future it was felt that establishing tactical leadership, a group of people who could oversee the conference functioning, would greatly facilitate solving any problem that might arise. This would greatly relieve the pressures of the MC's as everyone at the conference looked to them for answers and solutions to all sorts of queries and problems.

Overall, the achievements of the conference gives us much to be proud of and to strive for in the next period of time. The implications of this event are overwhelming. APSU, along with ECASU lead the way in uniting the Asian/Pacific student movement. As the AASU from the University of Oregon state in their solidarity statement, "we see APSU as an indication of a new heightened political/cultural awareness. In the past we've operated as individual organizations with little political power. With the APSU, this has changed. We're now combining our enthusiasm and energy into a collective who mobilizing and solidifying the Asian/Pacific movement in the fight against racism and oppression."

We have accomplished much through this conference and have set concrete and realistic plans for the tasks ahead. The Coordinating Committee has proposed these goals for APSU to discuss and work towards:

1. help establish the West Coast character of the APSU by working with Washington, Oregon, Colorado, and Hawaii to develop APSU Northwest, Rocky Mountain, and Hawaii regions.
- 2) begin to take up the Campaign on each campus, according to the particular conditions of each campus. This can be done in many ways as outlined in the sumup of small group discussion around the Campaign proposal.
- 3) strengthen Northern and Southern California regions. This entails working on our campuses to build our campus organizations. This will enhance their participation in the APSU. We should continue with joint activities and help newer campuses to develop Asian/Pacific student organizations.

4) systematize and strengthen communications. At this stage of expansion, it is imperative that we systematize the ongoing tasks of communications; this includes the development and exchange of resources, calendars, and newsletters to increase each individual campus' abilities and generate ideas.

5) work towards a national Asian/Pacific student organization .

We are at a very significant stage of development of the Asian/Pacific student Union. Our deep and thorough understanding guides us in the work set before us. Our future is bright; the road ahead is challenging. Let us move forward in committed and creative ways to build the Asian/Pacific Student Union and advance the Asian/Pacific Student Movement!