

MECHA

Movimiento Estudiantil Chicano de Aztlan

A/BSSA

African/Black Student Statewide Alliance

A/PSU

Asian/Pacific Islander Student Union

EDUCATION

Taking Action for Our Future



CONFERENCE PROCEEDINGS

May 14, 1988
Stanford University

In conjunction with

University of California Student Association
(UCSA)

California Statewide Student Association
(CSSA)

California Student Association of Community
Colleges (CaISACC)

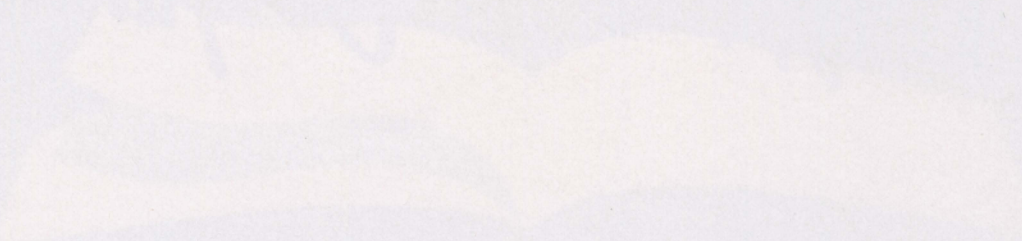
California Alliance of Progressive Student
Activists (CAPSA)

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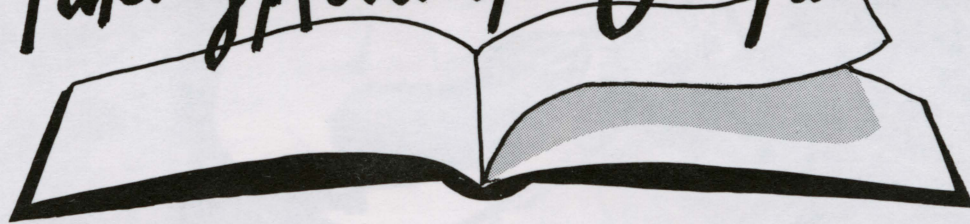


CONFERENCE PROCEEDINGS

1984

EDUCATION

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Morning General Assembly

**John Dukakis
John Vasconcellos
Network Welcome**

Afternoon Rally

**Education Bill of Rights
Jesse Jackson
Network Statements**

Final General Assembly

**Student Government Statements
MEChA Statement
A/BSSA Statement
A/PSU Statement**

**AFRICAN/BLACK STUDENT STATEWIDE ALLIANCE (A/BSSA)
ASIAN AND PACIFIC ISLANDER STUDENT UNION (A/PSU)
MOVIMIENTO ESTUDIANTIL CHICANO DE AZTLAN (MECHA)**

August 25, 1987

Third World Alliance
California Statewide Communications Center: c/o Andrew Wong
1950 Holloway St.
San Francisco, CA 94132
(415) 338-1958

Dear Friends,

YES, WE ARE BACK!!!!!! Since the March on Sacramento for Education each of the three networks has been active and building their memberships. It's school again and its time to continue the work we only started on April 6th.

There were a number of issues that were raised our last trip to the Capitol including the issue of halting the implementation of the CSU 88 Admissions Requirements, bilingual education, more money to K-12's, improvement of conditions in the Community Colleges,...etc. The Governor and his Republican buddies have responded and in expected form. The CSU moratorium bill, AB 662, didn't even make it out of committee, the Governor vetoed all extra monies to the K-12's, the Governor also vetoed Speaker Brown's bilingual education bill, AB37 and the Legislature has passed the continuation of the Community College fees. Further legislation around the community colleges is pending.

As we can see, our initial impact was helpful in raising the issues but has not had a lasting affect. The Governor is foolish to think that we are just a bunch of "complainers" that he may think are lazy and will go away after we have "cried" a little. Our understanding is this is only the beginning and we have far from begun to play "hard ball"!!!

We have had some initial planning meetings at SFSU in July and at CSU Fresno in August. Out of these meetings we have develop some proposals for the coming year and it is time to bring folks back together in order to make a decision on what we should do. The following is an outline of some of the proposals, an agenda for the next statewide meeting and the announcement of the meeting time and place.

PROPOS/LS:

- 1) That we have a CSU 88 Admissions Requirements Week of Protest. This week would not be just for the 88's but could include whatever your campus specific struggles may be. However, the connecting theme between the campuses would be the struggle against the 88 reqs. This effort is to help us show the Chancellor of the CSU's and other college administrations our coordinated power without having to bring everyone together at the same place and at the same time.
- 2) We have already set-up a legislative committee that is to take care of all our legislative work, especially the idea of doing a "Hit List" of particularly bad legislators that we will mobilize against in next Novembers elections. The committee will be presenting a plan for this at our next statewide meeting. We also may want to do something around the time of the Week of Protest.

- 3) Next we need to settle on a plan for the Spring. Everyone seems to want to do something fairly major and a sharp show of force by the TW Alliance. The main suggestion right now is to do a major Symposium or educational and organizing Conference in the middle of March. This would be mainly to do some education on how to raise hell on our campuses and in the state overall, how to lobby, and how to raise the issues again. We could use this as a step in some more heightened struggle in the Spring.
- 4) Lastly, there are some structural questions we need to resolve. Currently we have a coordinating body that meets as needed, is open and should have representation from each network. It meets mainly to organize agendas and develop proposals for the general body. The general body meets as needed to set plans and make any major changes or decisions. The standing committees are the Leg. Committee, the communications center and a suggestion is to set up a committee to plan and oversee the Spring actions. This is fairly informal, but we think it should stay that way until we develop stronger working relations and a more consistent staff and office.

The proposed agenda is:

- 1) Begin with a cultural/historical presentation by one of the networks.
- 2) Network Reports
- 3) Discussion of work of the Leg. Committee (including and update)
- 4) Discussion of the Week of Protest
- 5) Break and cultural/historical presentation
- 6) Discussion of the Spring Work
- 7) Structure
- 8) Last cultural/historical presentation

We are suggesting that we come together on September 19th in Los Angeles at CSULA student union. It will probably be between the hours of 12 to 4pm. There also may be Network caucuses before and/or after the meeting.

For more information please contact us at our temporary communications center number (415) 338-1958.

In struggle,

Andrew Wong
Communications Center Staff



August 31, 1987

Estimados MEChistas,

The time for action is now! On behalf of the statewide MEChA Task Force For Educational Rights, we are writing your MEChA/Raza student organization to invite you to participate in the activities of the Task Force and, particularly in the upcoming WEEK OF PROTEST, Oct. 19-23, for increased access and retention of Chicanos in the CSUs and against the CSU '88 requirements.

WHY THE WEEK OF PROTEST?

Chicano/Latino access and retention in the CSUs is sliding fast. While Chicanos make up approximately 23% of the population of the state of California, we are only 6% of the student population at the CSUs! And for the "lucky few" of our people who do get in to the CSUs, the retention rate for Chicano/Latino student is only 23%.

But have the Board of Trustees taken steps to improve this situation? No. On the contrary, they are making it worse: financial aid is being cut back more and more, EOP and affirmative action is being attacked, and Chicano studies programs are vanishing. This is completely unacceptable.

Add to this the higher admissions requirements which the CSU Board of Trustees plans to implement next year, 1988. One study showed that over 90% of the Chicanos in the class which entered the CSUs in fall of 1985 would not have been eligible for admission under the proposed new standards! The CSU system is being geared to serve only a small elite of middle and upper class students--whose elementary and secondary schools had more resources than barrio schools.

Since most of our Raza who are in 4 year colleges can be found in the CSUs, any further attacks will mean a virtual shutting of the doors to higher education for many of our people.

Chicanos have been historically denied the right of self-determination, here in our own land of the Southwest. Our families have worked long and hard in the factories and fields so that we could gain a better life. Yet our community has little or no political power in the educational policies that affect our lives.

As Chicano students, we must demonstrate our opposition to attacks on our right to an education. We must act now because the '88 requirements will be implemented in the fall of next year and will affect our younger brothers, sisters, and all of our people. We cannot wait.

A WEEK OF PROTEST on each of the Cal State University campuses will send a strong message to the Board of Trustees and Governor Deukmejian

that we will not stand by while these attacks on our right to an education are waged against us. The Week of Protest will also help continue to build a strong and united Chicano Student Movement for our own vision of what education should be. We are urging all the CSUs to participate in the Week of Protest in whatever way is feasible for your campus.

WHAT CAN WE DO?

The idea is for many CSUs across the state to all do actions during the same week as a way to demonstrate our coordination, unity, and strength. Activities on your particular campus may be one of many different options:

* A rally, including your MEChA, other Third world student groups, student government, etc. Speakers could talk about the conditions for minority students at your particular campus and the demands which may be relevant at your school.

* A smaller program or forum with similar speakers,

* A press conference to highlight the conditions at your campus,

* or a cultural night in opposition to the '88 requirements.

* Non CSU campuses could sponsor a speaker from the MEChA Task force or from a nearby CSU campus to explain to their group the conditions of Chicanos and Raza in the CSUs.

The Week of Protest will be followed with a lobby day by the MEChA Task Force Legislative committee at the state Capitol. The lobby day will insure that our message is heard loud and clear by the legislators who must be accountable to the needs of our community. All MEChistas are invited to participate and if someone on your campus would like to be involved in the Sacramento lobby day, call (916) 454-1419.

WHAT IS THE MEChA TASK FORCE?

The MEChA Task Force is a body of the statewide MEChA, consisting of MEChAs and individual Raza students. We are committed to building a strong Chicano Student Movement as an integral part of the struggle for self-determination for our people.

We have met with the Chancellor of the Cal State system to raise our demands, organized demonstrations with other Third World students and lobbied legislators in Sacramento to sponsor legislation. We also played a key role in organizing the April 6th March on Sacramento for Education which brought over 7,000 students and community members to the capitol to demand quality education--the largest march at the capitol since the anti-Viet Nam war protests. We are calling for the CSU WEEK OF PROTEST as the next step in our struggle for Chicano educational rights.

For more information about the WEEK OF PROTEST, call (408) 298-2531.

JOIN US IN THE CSU WEEK OF PROTEST AGAINST THE '88 REQUIREMENTS AND THE SACRAMENTO LOBBY DAY AND IN OUR FIGHT FOR CHICANO EDUCATIONAL RIGHTS!

JOIN THE WEEK OF PROTEST!



KEEP THE DOORS OPEN FOR RAZA

DATE: _____

TIME: _____

PLACE: _____

Access and retention for Raza students in the California State University system is declining fast.

Now is the time for Raza students to unite to keep the doors open!

OUR DEMANDS

- * *Overturn the CSU '88 requirements- Increase Chicano/Latino enrollment in the CSUs!*
- * *Expand the number of special admissions slots and outreach programs to the high/middle schools in Chicano/Latino communities.*
- * *Increase the amount of Federal and State Financial Aid for low-income students.*
- * *Expand supportive services including remedial education, tutoring and counseling: increase funding for EOP programs.*
- * *Maintain and expand Chicano/Raza studies. Increase the hiring of Chicano/Latino faculty and staff.*
- * *Stop racist harrassment of Raza on campus.*

SPONSORED BY THE MEChA EDUCATIONAL RIGHTS TASK FORCE

Please call: () - For local/campus information
(408) 298-2531 For statewide information

JOIN THE WEEK OF PROTEST!

EDUCATION IS A RIGHT, NOT A PRIVILEGE!

We all know how difficult it is for Raza students to gain a quality education in this state. And when we do get to the campuses we are faced with racism and constant attacks. We know that the state of recruitment and retention of Chicano/Latino students is really bad and its just getting worse. On top of this, the Board of Trustees for the CSU's has implemented the 1988 Admissions Requirements which will close the doors to higher education for a large percentage of Raza. The Chicano/Latino people are being faced with educational genocide. It is linked to the historical denial of our people to self-determination throughout the Southwest. This is a clear attack on the right of our people to determine the future of our gente!

The following are a few examples...

-For some campuses, the CSU Board of Trustees has made a decision to combine Educational Equity programs such as EOP and SAA into one office. It is resulting in confusion within those offices and could mean 1/2 the money and resources, 1/2 the staff, and less recruitment and retention services for Raza.

-The Board of Trustees' action in implementing the 1988 admissions requirements is also an attack on our people's right to an education. At a time when our Raza population in California is 26%, our representation in the CSU system is just 6% and dropping all the time!

-Fees are constantly going up despite the fact that financial aid is being diminished.

THE WEEK OF PROTEST

We will send a loud message to the Board of Trustees that what we are fighting for is more than just the few crumbs of education that they throw us. The movement that we are building is also part of the struggle of our people from all across Aztlan, for equality, justice and self-determination!

The WEEK OF PROTEST will be an event for all CSU campuses to organize on their campuses on the same week, October 19-23. If possible all on the same day that week (Wed. Oct. 21). The MEChA/Raza organization(s) that are interested in fighting for the future education of our gente should plan activities for that week to help us all send the message to the Board of Trustees...YA BASTA! We demand our right to a quality education!

JOIN THE MEChA TASK FORCE

The MEChA Task Force is a body of the Statewide MEChA that is committed to building the Chicano student movement and the movement for our educational rights in the same kind of spirit that gave rise to the MARCH ON SACRAMENTO! We invite all MEChA/La Raza organizations to join the struggle and join the WEEK OF PROTEST!

SPONSORED BY THE MEChA EDUCATIONAL RIGHTS TASK FORCE
Please call: ()
For local campus information (408) 298-2221
For statewide information

EDUCATION



Morning General Assembly

John Dukakis
John Vasconcellos
Network Welcome

Afternoon Rally

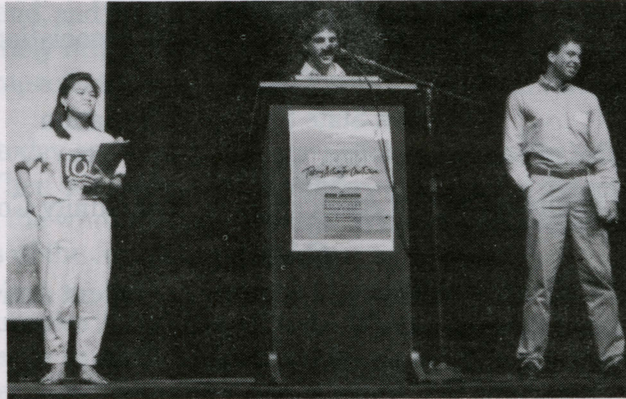
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A/P2U Statement

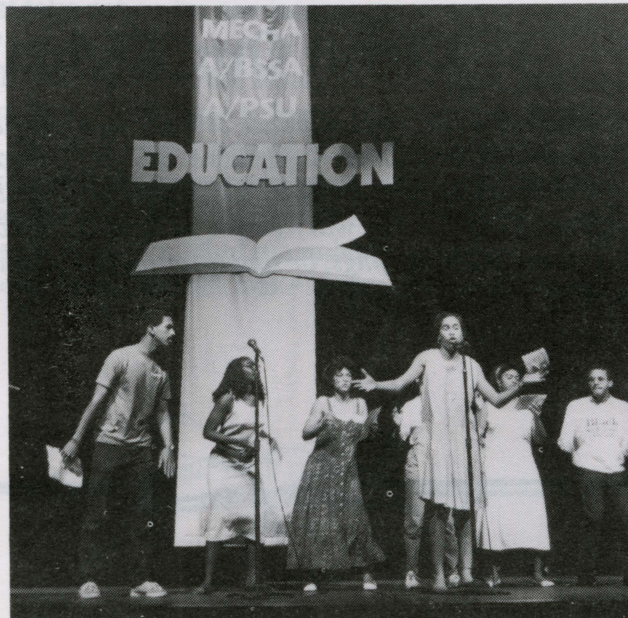
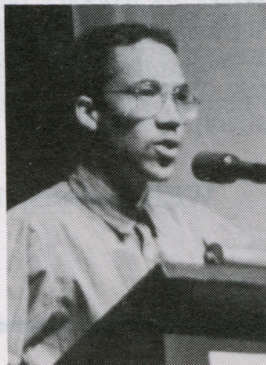


Morning General Assembly



(from L to R)
 Gisele Fong (A/PSU),
 Alan Torres (MEChA),
 Greg Seris (SAIO), M.C.'s of
 the morning assembly.

(right) The Stanford BSU
 "Rappers" (below) Bill King,
 Stanford Black Student
 Union Chair



EDUCATION

Taking Action For Our Future

EDUCATION BILL OF RIGHTS

PRESENTED BY

MEChA

Movimiento Estudiantil Chicano de Aztlan

A/BSSA

African/Black Student Statewide Alliance

A/PSU

Asian/Pacific Islander Student Union

UCSA

University of California Student Association

CSSA

California State Student Association

CalSACC

California Student Association of Community Colleges

CAPSA

California Alliance of Progressive Student Activists

We Claim Our Rights!

"Either the United States will destroy ignorance or ignorance will destroy the United States. When we call for education, we mean real education. We believe in work. We ourselves are workers, but work is not necessarily education. Education is the development of power and ideal. We want our children trained as intelligent human beings should be, and we will fight for all time against any proposals to educate Black boys and girls simply as servants and underlings, or simply for the use of other people. They have the right to know, to think, to aspire."

WEB Dubois, 1906



EDUCATION

Taking Action For Our Future



Education is the foundation of a humane and enlightened society. A democracy works best when the people are informed, aware and active participants in governing. Enduring peace and tranquility between diverse citizens can only be assured through an understanding and respect of all the cultures and histories of all the peoples that comprise that society. Through its education system, a society can provide for the fullest possible development of the talents, skills, and potential of every human being. In this way, the whole society will become enriched and will prosper.

It is this perspective that leads us to emphatically state that education is a basic and fundamental right of every human being and not a privilege for the wealthy and the elite. We are determined to make our vision of education a reality in America.

Education in America must meet the needs of all of the people. The majesty of America is built upon the land, sweat, and sacrifice of Native Americans, African Americans, Chicano/Latinos and Asian Americans. Today, people of color comprise the majority of students in many public school systems in the South, Southwest, and urban centers across America. The policy of benign neglect towards these schools must end, and the composition and content of our nation's institutions of higher education must more accurately reflect the society in which we live. Ultimately, the destiny of our democracy depends on our capacity to provide a quality education to all Americans of all nationalities.

America's priorities today are wrong, and our nation is headed in a dangerous, short sighted and destructive direction. When our leaders place military spending at the top of the national agenda and education at the bottom, the whole country suffers. When the federal government cuts funds for scholarships, the brightness of the future is dimmed.

Public education in America is in a state of crisis. We can no longer accept high school dropout rates of 33%. We cannot prosper when 20 million people are functionally illiterate. We cannot move forward as "one nation under God" when the gap between the educational have's and have-not's continues to widen. We must take action for our future.

As students and youth, we represent the future of this nation, and we take that responsibility seriously. We will do our part by working hard to learn, to achieve, to better ourselves, our families, our communities, our nation. We will do our part by struggling with our peers to curtail the demand for drugs, one of the most serious threats to our education in our schools today. But we cannot do our part unless our government takes responsibility to end the supply of drugs; unless our nation's leaders make a commitment to decent schools for all of us; unless this nation provides opportunities for all young people to lead purposeful lives that can make meaningful contributions to society.



EDUCATION

Taking Action For Our Future

We are ready for the challenge to make America better for our generation and future generations to come. We are guided by the vision of Dr. Martin Luther King Jr. who said, "I am bold enough to dream of a world where everyone has three meals a day for the body, culture and education for the mind and freedom, dignity and equality for the spirit." It is in this spirit of bringing that new world into being that we present our Education Bill of Rights.

EDUCATION BILL OF RIGHTS

I. **We** must make our public schools a higher national priority. As a nation we must decide what is most important to us. Education must become a higher priority than a continued peacetime military build up beyond our needs. We have enough weapons. We do not have enough schools, scholarships and libraries. We must cut the military budget and ensure that coporations and the wealthy pay their fair share of taxes — so that we provide everyone with a truly equal opportunity to a higher education, increase teacher pay, reduce overcrowding and improve our deteriorating public schools.

II. **We** must insure equal opportunity in the schools. We need to equalize funding between school districts so that all children have access to quality education no matter where they live. We need to increase counseling in inner city schools and to encourage our youth to achieve to their greatest potential. Our nation must make a renewed commitment to open the schoolhouse door by enforcing laws against segregation and discrimination and by providing adequate assistance to programs for the educationally disadvantaged.

III. **We** must provide an environment that encourages our children to learn. A quality education does not just begin and end in the classroom. We need to invest in children from the start, to provide them with the health care, nutrition, pre-school education and family security they need to succeed in school. Family counseling, teen parenting services, drug and alcohol abuse services, sexual responsibility, drop-out prevention and after school programs must be in place to nurture growth and learning.



EDUCATION

Taking Action For Our Future

IV. **We** must invest in teachers. Teachers must have decent working conditions and pay if they are to teach well, this includes fair practices in promotion and tenure of faculty. They must have more say if the education of our children is to be most fruitful. Teacher recruitment programs must be developed and funded, and special attention must be given to affirmative action and the recruitment of minority teachers.

V. **We** must maintain our commitment to bilingual/bicultural education. Our educational system must be based upon the recognition that we live in a multicultural society. We must respect and protect the language and culture of all nationalities who live in the U.S. Bilingual education is a proven method to insure the development of English skills while retaining one's own language — and funding for it must be significantly increased. We support the concept of "English Plus" which would strengthen policies and programs for acquiring English language proficiency plus mastery of another language. In an interdependent world, multiple language skills are a definite asset to our nation, not a threat to our national security.

VI. **We** must insure fair and equal access to higher education. A mind is a terrible thing to waste. Our colleges and universities must have admissions policies that insure that youth from all nationalities have an equal opportunity to gain access. Only in this way can we be sure to tap the vast reservoir of human potential among our youth, and insure the highest academic quality. We must make a renewed commitment to affirmative action to insure opportunity for those that have been historically locked out. If admissions requirements are to go up, so must the quality of K-12 education. We must dramatically expand the numbers receiving financial aid in order to insure that our youth are not economically locked out of a chance to achieve. Ultimately, campus populations must at minimum more accurately reflect the state/national population percentages of minority nationalities. At the same time we must guard against ceilings on admissions of minorities.

VII. **We** must place greater emphasis on student services. We need institutions of higher education that meet the needs of all students — red, black, brown, yellow and white. We cannot tolerate any "differential treatment" based on color or gender and must guard against it. There is an urgent need for student services such as Educational Opportunity Programs, tutoring and counseling to compensate for past and current inequities. African American, Chicano/Latino, Asian/Pacific Islander, and Native American student organizations must be adequately supported as they play a vital role in creating a positive environment in which students from all backgrounds can achieve. For the disabled student we must insure services are provided and fully funded.



EDUCATION

Taking Action For Our Future

VIII. **We** must transform the curriculum. The pursuit of truth and knowledge can only be upheld when the history and culture of all people is an integral part of our curriculum. Our curriculum should reflect and respect the diverse races and cultures of America, their historical experiences (both triumphs and oppression) as well as the enormous contributions each has made to American life. Ethnic and women's studies should be available at all levels of education so that all students get a basic understanding of our collective history and culture of African Americans, Asian/Pacific Islanders, Chicano/Latinos and Native Americans which have been most distorted and neglected. As part of general mandated social studies and history curriculum at institutions of higher education and at the K-12 level, courses about the history and culture of minority peoples should be required.

IX. **We** must insure representation and accountability in decision-making positions in education. From the public school boards to university boards of trustees, we must insure adequate representation from all communities. From Latino parents in New York to Black communities in the South, there is a growing demand for input into the decision making process. School and university administrators as well as faculty must remain accountable to parents and students.

X. **Higher** education must better serve "non-traditional" students. "Non-traditional" students, those students who are relatively older, are married and/or have children are fast becoming the majority of students in higher education. Student services must be geared towards a more diverse student body, including increased childcare services, adequate family student housing, longer and more flexible hours for the library, and adequate counseling services.





ASSOCIATED STUDENTS OF STANFORD UNIVERSITY

205 TRESIDDER MEMORIAL UNION

STANFORD, CALIFORNIA 94305

June 18, 1988

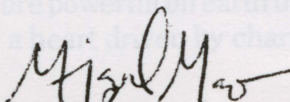
Dear Conference Participants,

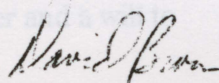
We want to thank all of you for organizing such an incredible conference and express our excitement at being a part of this effort. We were proud to have the conference headquarters in our office -- it seemed exactly the right thing to begin our term as Council of Presidents. The coming together of the leadership of so many sectors of the student movement in California shows the importance of student governments joining with the Third World networks in an effort to set the agenda for the future of education in this country and to fight for educational rights for all people.

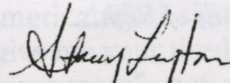
The conference had a tremendous impact at Stanford. Everyone -- students, administrators, workers and faculty -- was overwhelmed by both the organization of the conference and its significance. We were only a few of the many people who felt that we were helping to plan an event that will be remembered long in the future as a major step forward in the process of students taking control of the debate over education and defining the direction that this country will take. The significance of the conference became especially clear at the high point of the day, the speech by Jesse Jackson which attracted 10,000 people to hear his message. We plan to continue to participate in this process by attending the Democratic Convention and helping to try to make the Education Bill of Rights a part of the Democratic Party platform.

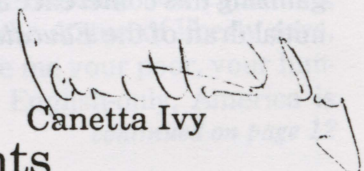
We also all participated in the first major step taken on a statewide level in California, the 1987 March on Sacramento for Education. Part of our slate began our involvement in educational rights issues through participation in the Third World student networks, and we will continue to support and play a role in the efforts of the networks, now through our positions in student government. We realize that events such as the March on Sacramento, the recent conference and the Black Student Union-led victory to change the Stanford Western Culture requirement are providing nationwide leadership for the student movement and for all people who are concerned about providing an accessible, just and equitable education. We are grateful that we have the opportunity to be a part of this motion and are looking forward to working with all of you in the future.

Thanks again and we're sure we'll work with you all in the near future,


Miguel Márquez


David Brown


Stacey Leyton


Canetta Ivy

1988-89 ASSU Council of Presidents

Christina Beltran

UCSC MEChA

Conference Welcome

On behalf of Movimiento Estudiantil Chicano de Aztlán, the Asian/Pacific Islander Student Union and the African/Black Student Statewide Alliance in conjunction with CAPSA and the three student government organizations: UCSA, CSSA, and CalSACC, we are here today to take action for our future!

In two short years our three networks have accomplished a lot working together. On April 6, 1987, we rocked the capitol with the March on Sacramento. *We made* Sacramento take notice of us and *we made* them recognize that we are an important force in state politics.

Then, on April 23, 1988 all three networks held their respective Statewide Conferences at U.C. Berkeley. There we held a noon time rally that brought together over two thousand of us.

It was in the Fall of '87 at the Gavilan/Hartnell MEChA Conference that we decided that we should have our voices heard in this presidential election and that we should come together with A/PSU and A/BSSA and develop an *Education Bill of Rights* which would be presented to the presidential candidates. This we said would be a historic rallying point for the student movement and for our people.

At the Third World Student meeting in January, together with A/PSU and A/BSSA, we began organizing this conference and began working on the initial draft of the *Education Bill of Rights*.

This draft was put together by representatives of the three networks. It is based on the MEChA Education Rights Agenda, A/BSSA's "Black Student Agenda," and on A/PSU's Resolution on Educational Rights, which came out of our statewide conferences at U.C. Berkeley on April 23, 1988.

This *Education Bill of Rights* represents a great deal to us. This *Bill of Rights* represents the concerns of 1.8 million students in California and millions more across the nation. This *Bill of Rights* is our dream, our vision of what education should be.



With this *Bill of Rights* we want to be able to have an impact nationally and turn our nation's priorities around. With this *Bill of Rights* we want to put the issue of education in the center of the national political debate taking place during the presidential election. The Student Voice WILL Be Heard!

Today we are going to ratify the *Education Bill of Rights*. Student government associations have already discussed this draft. This draft will be presented to

Jackson and Dukakis today.

Today we are making history. Today we have worked together to put our agenda upon the national scene. And we will continue to build the student movement, uniting our networks, uniting our communities, uniting teachers and parents to build a movement that can secure our rights and a bright future for all of us.

¡Que Viva MEChA!
¡Que Viva A/PSU!
¡Que Viva A/BSSA!

Reverend Jesse Jackson

Democratic presidential candidate

This is a rather critical moment today as we gather. The fundamental issue remaining between now and June 7th, and then July and then November, the question of direction. Of what direction shall we take, what will be our priorities, what commitments will we make, what mandate will we get from the people; that we might win, deserve to win and then be able to govern.

34 years ago, we did not have the right to vote. We were not empowered to do something about it. 34 years later we have the power, we have the will.

I say my friends, education is not a dispensable social program, education is our number one weapon for national security, for national defense, for national offense, for growth and expansion. Education is an investment in our right now, investment in our future. If the issue is productivity, education is the key. If it is competitiveness education is the key. If it is the quality of life, education is the key. We spend seven cents on education for every one dollar on the military. My friends, we must make a judgement. We need developed minds and guided leadership not misguided missiles.

All people should be literate. All should have the right to learn, to develop our minds, to expand. We must invest in mind development. There is no weapon more powerful on earth than the developed mind with a heart driven by character and a will to serve.

We misappropriate our monies, misappropri-

ate our values, school populations begin to go down at the highest levels or drop out at the lower level and then reaction sets in, then panic sets in. Bakke, panicky reaction. Gramm-Rudman, hysteria. Proposition 13, hysteria. It's time to end hysteria, end the reaction, loosen the straight-jacket. Begin to use our power to vote.

I'll lay out my priorities today, I want to double the education budget. I know it is cost efficient. It make more sense to invest in head start, day care, public education and free natal care on the front side of life, rather than jail care and welfare and despair on the back side of life. Let's choose another course.



I cannot tell you today how glad your presence is to me, how you make me feel so good. Because you are so real, you represent where we must go, beyond yuppieism, beyond selfishness, beyond dope, beyond despair, as you broaden your language base, broaden your cultural base, as you rise above racism, sexism, anti-semitism, escapism, fear and war you make the world better, You Make

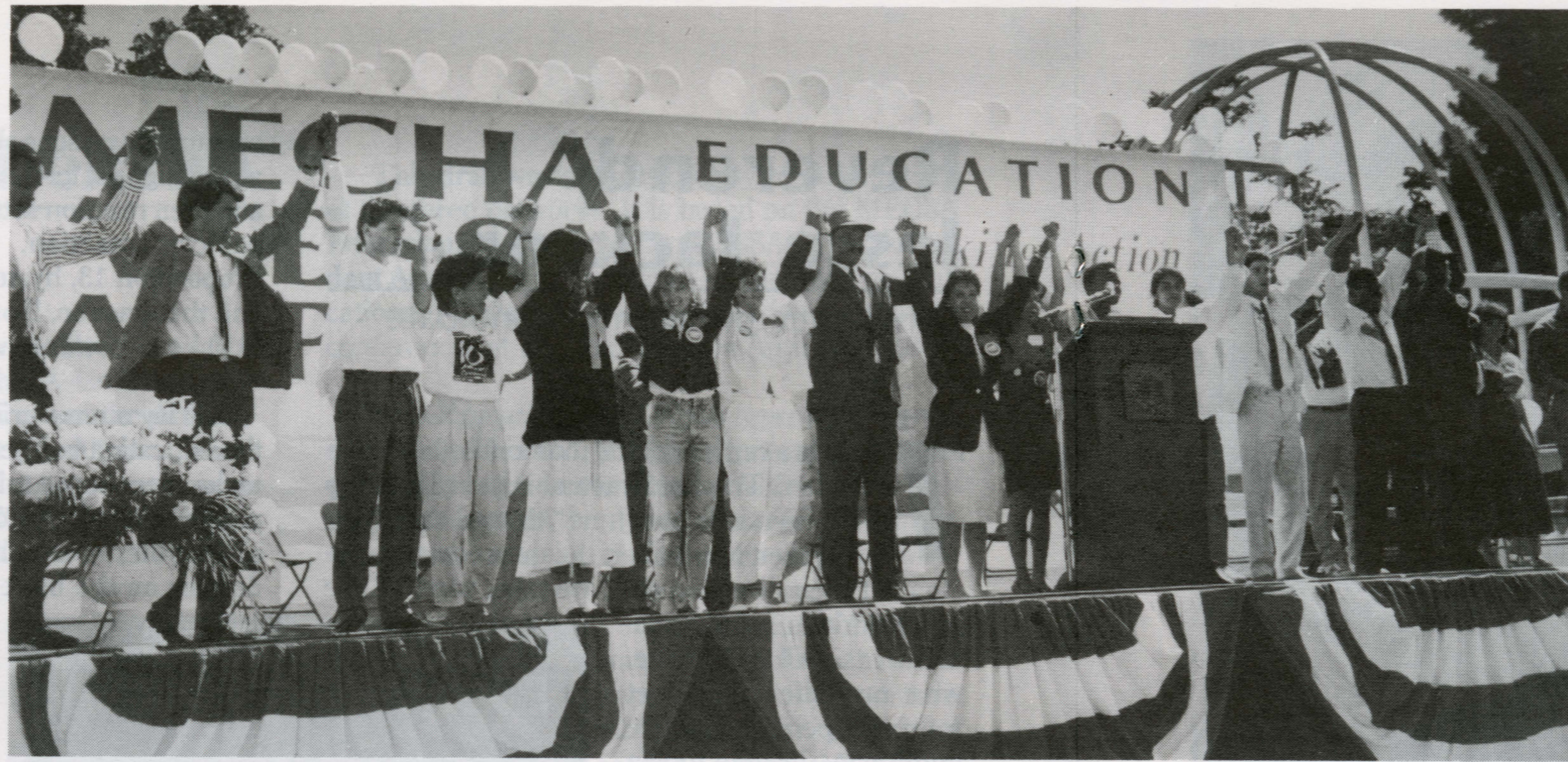
The World Better, YOU MAKE THE WORLD BETTER.

Whenever young America moves, America is always made better. Four young students in Greensboro, North Carolina—sat in to get hamburgers, they got handcuffs. They were threatened with expulsion from school. They chose dignity over dollars and degrees, and they fought back. Within the next five years, young America paid such a tremendous price to make America better.

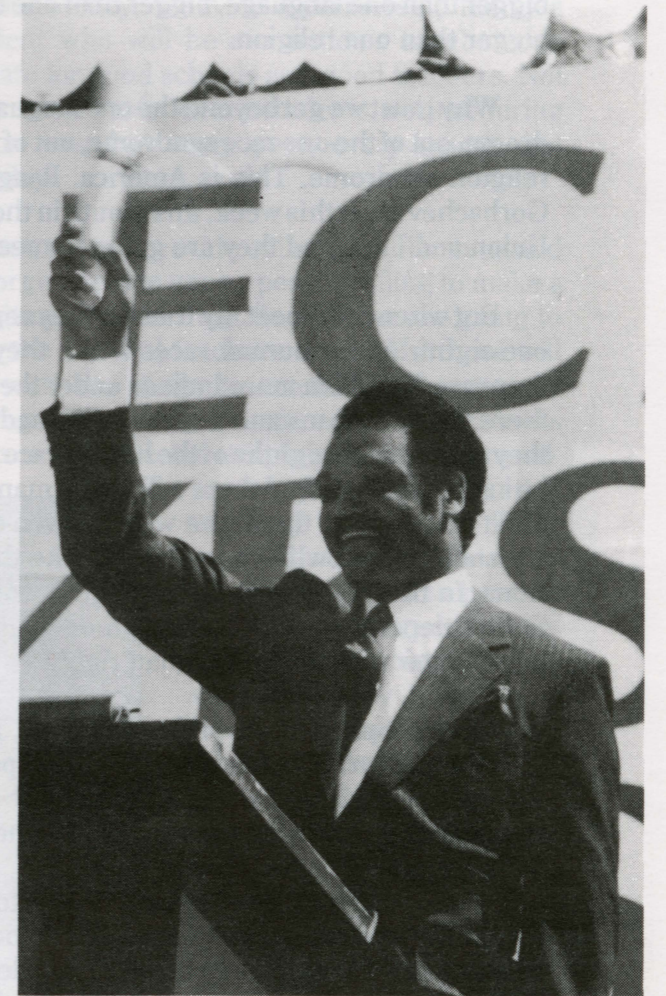
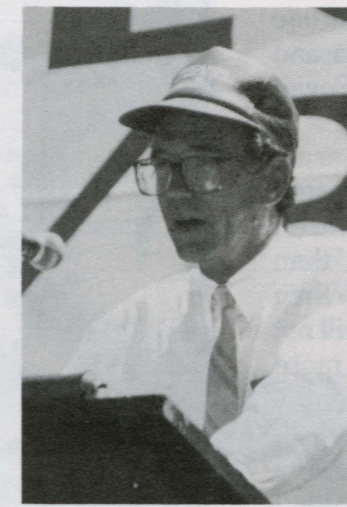
We need this *Education Bill of Rights*.

The very thought of English-only goes against the very grain of a growing, building and expanding America. That sign on the statue of liberty says, "give me your tired, give me your poor, your hungry masses", not your English-only. America is

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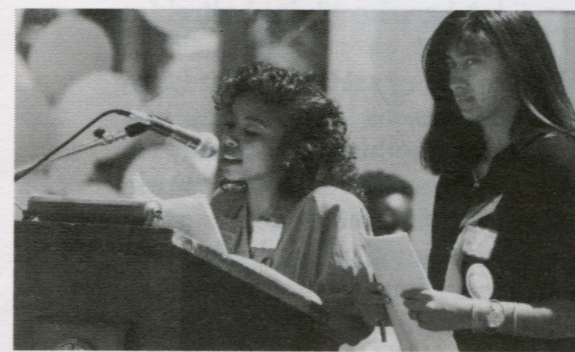


Stanford University President Donald Kennedy



Taking Action For Our Future!

Over 10,000 Rally For Our Educational Rights



bigger than one language, bigger than one culture, bigger than one religion.

Why must we get beyond the one language syndrome, out of the one race syndrome, out of the one religion syndrome. This is America. Reagan and Gorbachev meet this week, this month in the Soviet Union and I am glad they are going to meet.

But when they meet my friends, they represent one-eighth of the human race. When they meet, there are 20 million more Indians under the ... than there are Americans and Soviets combined. When they meet, seven-eighths of the human race will not be in the meeting. And there will not be many more great meetings in the future where seven-eighths are standing out while one-eighth make the decisions. In the new world, the emerging world, the more independent world, a world more committed to self-determination and human rights.

Most people in the world, my friends, are yellow, are brown or black, non-Christian, poor, female young and don't speak English. To be really educated you must relate to the people of the world.

How do I know. Because I stand here today, as a working person's person. I defend the poor and I defend the working people because I understand. Most poor people are not black or brown, they are white female and young. Most poor people are not on welfare and should not be demeaned. They work hard every day, they catch the early bus. They work hard every day, they cook in schools like this. They work hard every day, they are farmworkers. Though they are old and grey and hurt, arthritis in their legs, they are still called he, she, you, come, go. Their person is demeaned and they are too hurt to quit, the job is all they have. They are not lazy. We must be a better nation than that.

Why, why do I keep on running against these odds. Why do I run against these odds, and will win. Because I have faced odds all of my life. I was not born with a silver spoon in my mouth. Not much hope of surviving. I had pneumonia six times before I was 15 years of age, I have always fought the odds.

I was born to a teenage mother. Here I stand within 3 men of winning the White House. Friends,



Jesse Jackson is my third name. I am adopted. Never had my father's name. All the ghetto, sub-culture, under-culture, under-class descriptions sociologists talk about, I got degrees in each one of them. Born in a three room house against the odds, because mother didn't have health insurance.

I know the odds, having said all of that I have never earned the right to do less than my best. When you do your best, nothing and nobody can really stop you. We must not surrender. Those who want to clean up our environment. You must not surrender. You want a multi-cultural education, you must not surrender. You who want respect for women, you must not surrender. Those who want human rights for gays and lesbians who are human beings, you must not surrender. Those who want research for AIDS, you must not surrender. Those who want peace in the world, in Central America, in the Middle East, and freedom in South Africa, you must not surrender.

Yes, I'm a witness, I was born in the slums, but the slum was not born in me and it wasn't born in you. I will not surrender and you must not surrender. You must stand tall. Your time is now. Don't you back up. Don't you give up. Don't you surrender. We the people can win. We really can win. We really can win.

John Dukakis

Son of Governor Michael Dukakis

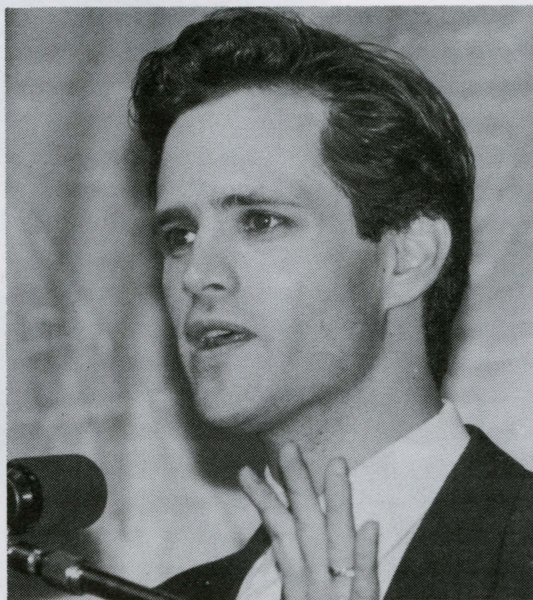
My dad was in the Bay Area yesterday and he met with students from Jefferson High School in Daly City. These are the college students of the future. The future leaders of this nation. And about 90% of them were born outside of this country. We are a nation of immigrants.

Three decades ago the Soviet Union launched the first satellite into space. Many said that it marked the end of America's technological leadership in the world. We could have accepted that judgement. We could have sat back and settled in, making excuses, taking it easy, living in the past. Instead this country elected a new president. John Kennedy awakened the country's sense of possibility, he rekindled the country's idealism, he gave us confidence. Today, as in the 1960s, we are in a battle with the economic future of this country. Now, as then, that battle will not be decided in the war room but in the classroom, and now as then, the old ways will simply not do.

Five years ago we were startled by a report entitled "A Nation at Risk." That report described America as washed in educational mediocrity, an America plagued by low test scores. An America where thousands of high schools had no one qualified to teach basic science. An America with the highest rate of drug abuse in our schools of any nation in the world. An America where 25 million adult citizens are unable to read and write. An America where tens of thousands of young people who have the energy and the skills to go to college are still denied the opportunity because they don't

have the money. We need a partnership led by a president who will be our nation's number one advocate for good schools and good teachers. Not just for some but for all our students, not just during election year but every year, every month and every day.

First, we will provide college scholarships and loan forgiveness to young people willing to make a commitment to teaching. Second, we are going to revive the national teachers corps. Third, we will work with the states to create field centers of teaching and learning. Fourth, we will ask business to encourage selected employees to accept mid-career placements in the teaching profession. Fifth, we will develop a national network of teachers to provide specialized instruction. Finally, we are going to work with the newly created national standards board to establish standards of teaching competence, training and currency that are as rigorous and demanding as standards we set for our doctors and other top professionals.



Our partnership will invest in new teachers. That will be the single most important goal in the partnership for educational excellence. Ending adult illiteracy will be another. The third goal of our partnership will be college opportunity. We are going to use a simple guide. That no student who completes high school, is qualified to do college work, and is admitted to college should ever be denied the opportunity because of financial need.

Michael Stanley Dukakis believes we can transform this nation at risk into a nation where the American dream has come alive again. Not just in a few privileged neighborhoods, but in every state. The best America isn't behind us. The best America is a nation where the sons of immigrants can seek and win the presidency of the United States.

John Vasconcellos

California State Assemblyman

I'm pleased that you invited me to come and share part of your morning with you. Because it seems to me that this is a very important time in California's history, that you and I each have a very important role to play. I want to talk to you about my sense of our timing and about my sense of our future. Perhaps most importantly, even more than who is running for president, in my mind, is that you are here together. Asian, Latino and Black and Anglo students, men and women seeking to figure out how you can play a more effective role in assuring educational rights for all of our people. And that means that you need to take this opportunity to figure out as much as you can how you can individually and together, here today, and back on your campuses and in the legislature working with us, exercise your own capacities as effectively as possible so that we don't waste this precious time and opportunity.

The first point is to reinvision California. And to recognize what a precious place we live in. That it is in fact the leading state which all the rest are always watching, looking to follow, for better or for worse— campus riots, rockets, drugs, Ronald Reagan, tax revolts, computers— California is the place where things happen first.

First technological revolution.

The second one is much more subtle and more profound, it is the radical change in how we look at women and at men in our society.

The third revolution, is that California will be-

come by the year 2000 a state with no more Anglo majority, and you will be the majority. And we who have had the power and wealth and the perogatives too much to ourselves. Latins, Asians, and Blacks, and Native Americans and any other nationality, women and men will really have a chance to build the world's first model of cultural democracy. Where we can truly appreciate differences and diversity.

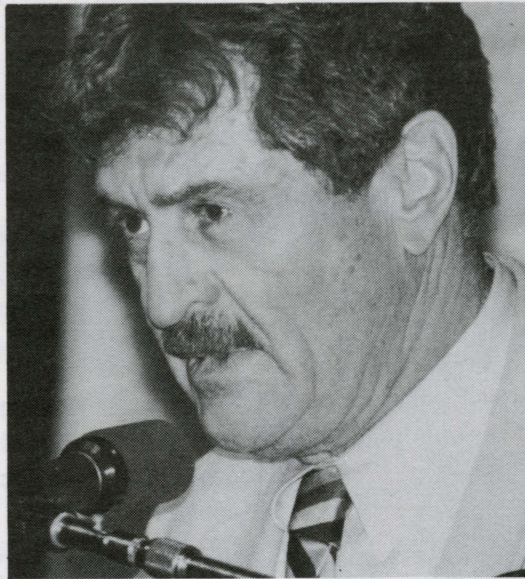
The fourth change is that California has a remarkable upsurge in aging, older people.

Fifthly, we are the wealthiest state and the wealthiest nation in the world's history. We have so much money in private pockets that we could afford to insure every student full educational opportunity and excellence and small class sizes and financial aid if we had the maturity and morals and values in order to know where to put our money. For that we need you.

And sixthly, California is a state where more of us have dared to wonder what it means to be human.

In your being here together, as men and women, of all colors and races, as a community, is an encouraging, hopeful statement, that this state desperately needs you to make real in a larger sense, in the conference here at Stanford today. So I encourage you to adopt today this *Education Bill of Rights*.

My father . . . taught me if you are given much, you owe much back. Not in a burdensome sense— be guilty if you don't—but in that sense of exhilaration. That if you have talent and you have vision and you have passion about education, then truly you owe it to yourself and to the rest of us to fully engage yourself fullheartedly in the effort to make California a true multi-cultural democracy. And please, please live lives that will lead us there quickly.



Gina Hernandez

Afternoon Rally Welcome

Good Afternoon everybody! I'm Gina. I want you to look at all the people around you. Why are we all here today? Why did MEChA, A/BSSA and APSU put so much into organizing this logistical nightmare for us all? Why did students of color who are underrepresented in higher education in the first place take on the task of building this movement to challenge the way that California and America educates or does NOT educate its youth.

Because we know that the hope for equality and justice for our people rests on the future of our youth.

A/BSSA, the African/Black Student Statewide Alliance, A/PSU, the Asian and Pacific Islander Student Union and MEChA, the Movimiento Estudiantil Chicano de Aztlan together have existed for over 30 years. Throughout these years our vision has remained one of a society of justice, equality and freedom. A few months ago we decided to initiate this conference and to work together with the student government associations of the UC's, Cal States and community colleges and with CAPSA. We have drafted an *Education Bill of Rights*. This

Bill of Rights, which will be co-signed by MEChA, A/BSSA and A/PSU, together with the UCSA, CSSA, and CalSACC, represents what it is that we the students of California want in our educational system. All of us.

We are presenting this vision to the Dukakis and the Jackson campaigns today. We want to affect the future of this country. We demand that an individual who aspires to the presidency of this country must answer to our concerns and needs. We have already accomplished a great deal with our continual building upon the movement for change. We have lobbied legislators, we have helped to author legislation, we marched ON SACRAMENTO LAST APRIL for our education, 7000 strong. And we can be proud of the many things we have accomplished but still more remains to be done.

As students we must unite and fight. Justice and Hope is our vision!! Unity is our strength!! And together we can build a movement which can bring about a better society for us all.



Amanda Kemp

African/Black Student Statewide Alliance

Who are we, these shining Black faces filled with the light hope and the fire of justice? We are an oppressed people; have been oppressed as a people, as a group, since our arrival on land belonging to the Native Americans. We were the subhuman laborers who created the wealth upon which this former unimportant colony was to become a superpower. We were the subhuman creatures who suckled their babies, cleaned their houses, and cultivated their land. In return for services rendered the great harbingers of democracy recognized us in the Constitution, not by name of course, subhumans have no names, they decreed us 60% human. And all of the students out there will recognize that as barely passing.

Who are we? A people always unemployed at twice the rate of whites. A people whose high school drop out rate is nearly twice that of the average. A people whose median income is only half the income of whites. A people whose communities are being ravaged by drug wars and crack showdowns. A people with nearly half of its children brought up in poverty. A people who cannot find ourselves in the curricula, in the faculty, or the high administrative circles of the world's most prestigious universities and colleges. A people who cannot walk safely across campus after baseball games in which teams with Black players win. You know what I mean, Amherst. We are people who cannot take a joke when white men dress in sheets and burn paper crosses in our faces, Citadel. We are the complainers who overblow the significance of a mob of 30 white fraternity men attacking Black students as they go about business, Columbia. Deukemejian has called us complainers; Secretary of Education

Bennett, forces of intimidation and irrationality.

But look at my tears in my brown eyes, the coal in my skin, the fullness of my lips and the kink in my hair and you will see much more. Look around you and understand that you see the children of Harriet Tubman, Frederick Douglas and Sojourner Truth. Look around you and see the progeny of Ida B. Wells, W.E.B. Dubois, and Marcus Garvey. Can you sense the anger of Malcolm X and the vision of Martin Luther King? Can you sense the fortitude of Fannie Lou Hamer and Thurgood Marshall?



too long ago I was 3/5 human by Constitution. My mother could not stop at hotels on the way down South. Fifteen years ago a Nobel prize winner announced my genetic inferiority. Nothing is guaranteed for me in America.

So that is where the African/Black Student Statewide Alliance comes in. This African/Black Student Statewide Alliance that we are trying to build today is the culmination of efforts, of BSU's, of Black Student Alliances and African Student Associations throughout the state of California who have said we need to look beyond just our campuses. We need to look broader than this. We are acting in a larger context. We need to somehow unite and see how we can bring our force, our

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