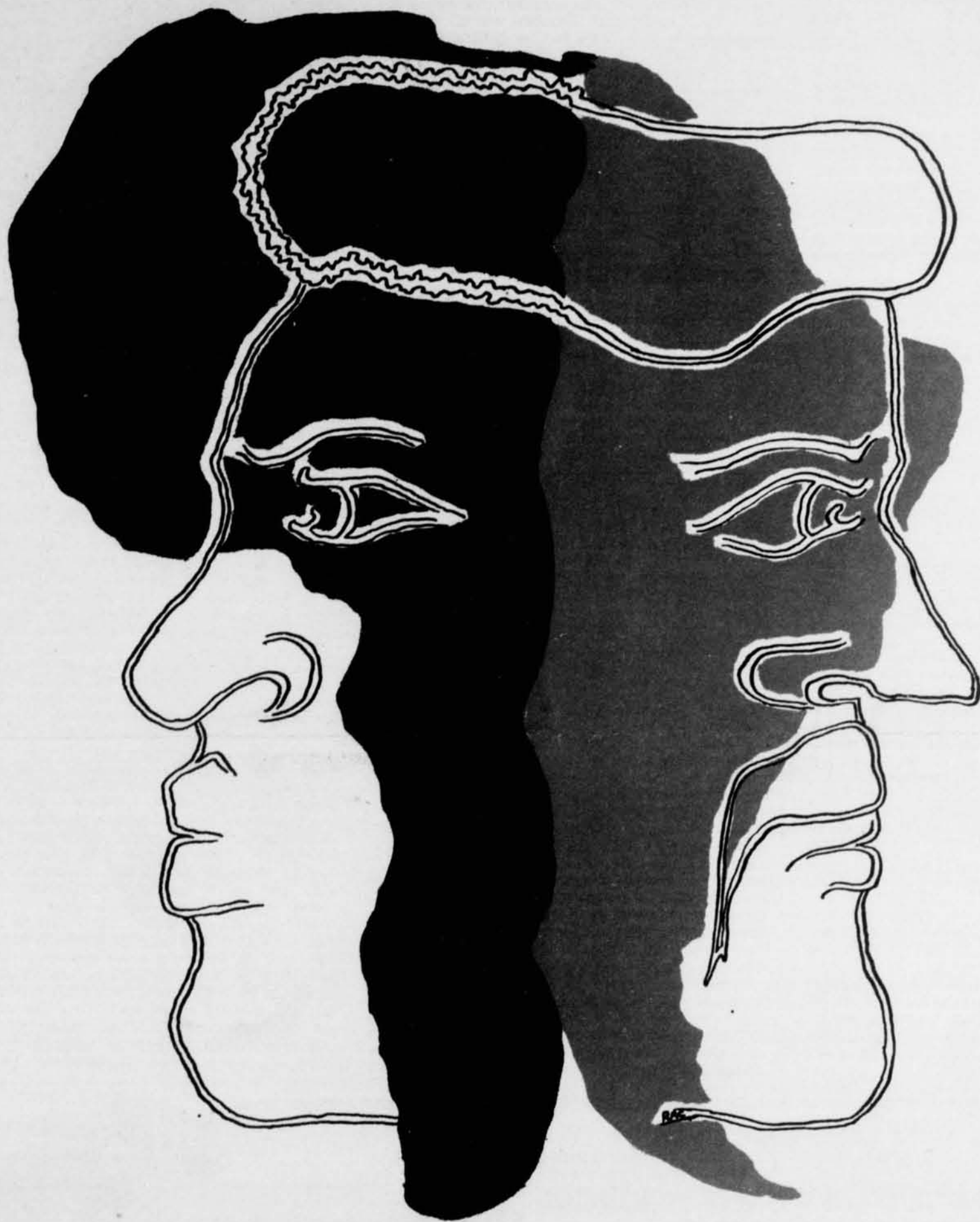


*'We demand that the Third College be devoted to relevant education for minority youth and to the study of contemporary social problems of all people.' Lumumba-Zapata Demands March 26, 1969*

# triton times

Volume 8, Number 9 University of California, San Diego November 25, 1969



## **THIRD COLLEGE-- THE QUIET REVOLUTION**

In this issue the evolution of Third College unfolds. It is a story that has become progressively intriguing to the group of staff writers who participated in piecing it together. Devoted to an examination of this history of issues involved in the development of the college, this last publication of the quarter is a statement of the importance which we feel it represents.

Third College is probably the most exciting educational experiment in America today. For after months of delay, debate, and confrontation, students and faculty have gotten together. The results are an academic plan that seems to satisfy many of the desires articulated by Blacks and Chicanos in their original demands for Lumumba-Zapata College last Spring. For the faculty, at first alarmed by the radical departures suggested, the plan seems now to comfort any qualms some may have had. In this accommodation of fears lies the ultimate key to success for the college, since it never could have existed amidst the hostile atmosphere that existed last spring.

Why is Third College unique? Because for probably the first time an entire college is being constructed to serve the specific needs of a particular community --the Black and Brown. It is not a college that will serve Blacks and Browns by molding them into the established white society. Nor is it a college that will pacify students with doses of Black and Brown studies. It is, instead, the beginning of the commitment on the part of the University to correct its oversights of the past.

The Black and Brown students cannot be given too much credit in what they

have succeeded in doing. However rash their initial actions and words may have seemed to members of the academic community, they made an entire institution stop to re-examine its basic goals for the first time. They have not only made the University aware of its previous lack of commitment to the minority communities, but have also provided the impetus for the implementation of the necessary changes.

During this process the faculty have come to realize that creative innovation within the curriculum is possible without destroying the academic standards they cherish so dearly. And hopefully during this process the minority students have come to better understand the University structure while administrators, in turn, have come to understand the outlook and needs of minority students.

The college system of UCSD has also played a vital role in the Third College story. In the absence of monolithic master plans, colleges can develop that meet current needs. Student involvement in the planning of this college has set a precedent for the future.

But the story of Third College is not quite finished. Despite prevailing optimism, we will not have the college until the Regents' seal of approval is affixed. We, as members of the UCSD community, should be ready to give whatever support is necessary to make Third College a reality. For not only the minority communities but also the vitality of the university, and for that matter, the vitality of America, will ultimately stand to benefit from the innovations underway.

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# BSC-MECHA Reflect on College's Future Impact

by Raul Contreras  
Staff Writer

Third College is many things to the Black and Chicano students who last spring, despite the resistance bred of misunderstanding and tradition, gave it birth, and who this winter will try to push it through the legitimizing baptism of approval by the Board of Regents.

Robert Carrillo, a member of MECHA's third college planning committee, says, "Third College is a recognition of the university's refusal to recognize or accept the responsibility it has to potential minority group students who, because of social and economic barriers, have been systematically denied entrance."

Sidney Glass, a member of the BSC, also active in Third College Planning this summer, feels that Third College provides an opportunity to get a curriculum "to relate the basic life style of Blacks and Brown; to establish a functional relationship between what is learned in class and what can be done in the community."

To the BSC and MECHA, along with a growing number of faculty and administrative supporters, Third College is much more than a manifestation of the nationwide demand for ethnic studies.

Third College has Black and Chicano ethnic studies, which are a means of recognizing the "third world" culture largely ignored by American education. However, the tentative academic plan makes Third College not only a place to learn about non-white cultures, but also a place for non-white students with desire and motivation to go back to the ghetto or barrio.

## Minority Group Leadership

Vince DeBaca, also a Third College planning committee member, maintains that "the Third College program is a method of developing minority group leadership which will go back to the ghetto or the barrio and find solutions to the basic problems which the white society, through disinterest, has failed to concern itself with. The American university supports defense research, space research, etc. Third College will be oriented to researching the urban problems which threaten to explode America."

Like many revolutionary ventures, Third College was not a spontaneous development for either the BSC or for MECHA. Ed Spriggs, a BSC member, says, "We (the BSC) had been here for two years before Provost Rappaport's request (to help in Third College Planning). Over that time we've been asked to sit on a lot of committees. We're on record with a number of polite written requests (curriculum additions, black representation in construction, etc.). But it was the same old junk, a lot of talking but nothing ever happened."

"We took Rappaport's request in the same tenor. However, we felt we had to give them something. So we devised an entire program of Black Studies, everything we had asked for in the past, only on the level of an entire college. We saw the opportunity and potential of Third College right away, but it seemed so impossible and outlandish."

"Over a number of meetings our ideas evolved from just Chicano Studies to a total minority-oriented college," said Carrillo of MECHA. "We decided to take our plan to the BSC to broaden our support."

With regards to the merger with MECHA, Ed Spriggs of BSC said: "After MECHA came in we saw the increased potential of Third College and changed our orientation from Black Studies to Third World. Over a couple of weeks of joint discussions our demands for Third College evolved."

Two years of frustrating, unfruitful committee work and polite proposals resulted in the Marxist rhetoric of the original demands for Lumumba-Zapata College. Lumumba-Zapata called for a total revamping of the College plan.

To the BSC/MECHA coalition, Chancellor McGill's defense of legality, academic standards, tradition, and the old Third College plan appeared meaningless because they thought that something entirely different was needed in face of the fact the UCSD student body was only slightly more than one percent Black and Brown at the time. To BSC/MECHA something drastically different was needed to change University aloofness to squalor, the deprivation, the economic and the social barriers which the ghetto and the barrio impose on minority communities, which support the public university through their taxes. So what followed was the BSC/MECHA strategy, characterized by rational discourse, irrational discourse, and the power politics of confrontation, which eventually won tentative administrative and faculty support of the "third world" orientation for Third College.

## A Needed Catalyst

Former Third College provisional provost Dr. Rappaport, who resigned when he saw the tide change in favor of the Third World College, has said, "Some of history's most important changes would not have taken place when they did were it not for external pressures. I think the BSC/MECHA document may well prove to be the catalyst which will bring about the reforms that are so urgently needed."

This summer the hopes of BSC/MECHA were again put down on paper. The new "Third College Academic Plan" was the result of a faculty-student planning committee which had ten Black and Chicano members. The sting of revolution has been removed from the plan; but Carrillo says "It still has the radical departures needed to accomplish its goal."

This new plan, in its own words, recognizes that "ethnic minorities are separated from the mainstream of society by frightening social and economic barriers, of society by frightening social and economic barriers," and that "rapid communication and economic and political interdependence among all people on the earth demand that our thinking expand from national to worldwide dimensions."

## Vital: Student Control

BSC/MECHA realize that the resistance to Third College by the Regents, if it comes, will be not over curriculum but over radical new proposals on admissions, administration, and faculty appointment.

According to the proposal both administration of the college and faculty appointment would be under some student control. BSC/MECHA feel some measure of control is necessary in order to keep the college oriented toward the minority community. Azzan Davis of the BSC says of student representation in administration of the college: "Government allows students a legal means to express their ideas and opinions on decisions affecting their future in the institution, and have them implemented within the structure of the University."

Robert Carrillo agreed when he said, "The nationwide failure of the University to cope with student unrest shows the necessity of student representation. Third College with student administration will not be rigid and tradition bound, it will be viable and capable of change to meet any future environment."



Students march to Registrar's office last Spring.

In the original Lumumba-Zapata demands BSC/MECHA wanted quotas of Black and Brown students. The new plan will attract the minority student by its nature, goal orientation, and recruitment programs run by its students. Initially, however, Third College will need experimental modifications in entrance requirements.

## Eliminate Admissions Barriers

To BSC/MECHA this is justified in order to counteract the minority group obstacles; poverty, overcrowded and dilapidated schools, inexperienced teachers, and counseling which channels minority students into trade and vocational classes. The academic plan supports the admission plan, with studies which show that grade-point averages are not the only measure of potential college success, especially in students of minority groups and lower income backgrounds. The proposed admission standards in the academic plan will judge background, interests, and motivation, along with GPA.

BSC/MECHA sees these modifications in admission standards as temporary (the academic plan calls for seven years). Part of the community obligation Third College is designed to meet is to prepare ghetto and barrio students for normal admission to the University. This will be done through elaborate recruitment programs which will reach the potential student when he enters high school. Pilot programs using peer-group motivational counseling have shown considerable success. They are used to counteract the prevalent minority youth's negative attitude toward education.

To both BSC and MECHA, Third College is not a goal, but a necessary means of effectively engaging the University in America's urban crisis, of giving due recognition to non-white cultures, and breaking the social and economic barriers which have systematically kept the minority student out of the University. Both see these problems not as separate entities but as part of a flaw in the system. Idealistically they see Third College as a solution to the problems.

## History of Third College, Part One

"Third College ... must prepare students and itself, as an institution, to bring intelligence to bear on the problems that face mankind."

So began the original academic plan of UCSD's third unit in the continually expanding college system. This document, encompassing many new concepts and goals not yet tried at Revelle and Muir, appeared over fourteen months ago. But it never felt the Academic Senate's seal of approval.

Armin Rappaport came to UCSD in the winter of 1967 and was determined to avoid the failure at UC Berkeley, where he had been professor of history and had advised students for many years. The college system, he recalled, had seemed part of the solution to a truly depersonalized University.

"But it seemed that the basic dream of the college system had not been fulfilled by the other two," he remarked. "The faculty did not have a great allegiance to the college, and the students were not especially devoted to the college either. A feeling of unitary homogeneity was needed."

During succeeding months of 1967, Rappaport, together with a "provisional faculty" and other faculty, began to bring the college system into focus. "Old hands" from the faculty, he said, were experienced in planning at UC Berkeley and because they were interested in ideas not tried at Revelle and Muir. From this initial selection he chose two professors from 11 different departments which were expected to form the cornerstone of the college's academic structure.

## Interdisciplinary "Department"

But early in the discussions of what sort of college Third would be, Rappaport expressed opinions at odds with his own. The concept of interdisciplinary major programs came close to wrecking the provisional faculty's amiable relations because many members could not bring themselves to "dilute" their well-organized departmental majors with untried combinations of several departments' courses.

Another issue was student participation. Rappaport felt that students really did not need to join the discussions in the early stages.

"We felt we needed a skeleton of a plan, produced by experienced faculty members," Rappaport explained. "It was much like a family, where parents lay out a plan and then let children come in to help decide domestic things." Therefore the provisional faculty debated department by department what should be offered at the college.

The reason for student exclusion, he said, was the assumption that the plan was "essentially different" in concept from Revelle and Muir's plans. "The college was geared to a wide spectrum of middle-class whites."

Events beyond Rappaport's and his provisional faculty's control overshadowed Third College's development. In particular, the assassination of Martin Luther King in April 1968 had a catalytic effect on the new minority students attending UCSD.

"That was our first major brush with the administration," Black Students Council (BSC) member Ed Spriggs pointed out. In a strongly worded pamphlet distributed at a memorial service at Revelle, BSC presented several black student's goals: Improvement in employment practices; changes in curriculum and the number of minority students on campus; recruitment of minority faculty members; and an increase in the resources available for minority students at the University.

## More than Rhetoric

"If the white community feels real compassion for Martin Luther King's death," Spriggs said, "then they can prove it in deeds rather than with the usual conscience-solving rhetoric."

The idea that Third College would inaugurate special programs to encourage "meaningful communications and mutual understanding between Black and white Americans" and include a high degree of ethnic studies in its curriculum--as well as courses addressing themselves to current social problems, was accepted in principle.

# Rappaport's Plan-Scholarship in Depth

by Roger Showley  
News Editor

This resolution, introduced at an Academic Senate meeting by biology professor Dan L. Lindsley, was later reflected in a "social issues" major in the Rappaport academic plan and the concern for alleviating "inequalities in educational opportunity ... by recruiting and incorporating into the student body a substantial number of students from disadvantaged backgrounds." Because the BSC students were concerned, the "conscience" rhetoric did not lapse when they presented more formalized proposals for reforming the curriculum a month later. "It was very politely done, but very academic," Spriggs explained. "We felt we were not asking anything major at that time."

## Muir and Revelle Fail to React

What the proposals included were changes in the Revelle humanities course to incorporate third world studies on an equal basis with Western-oriented material. This reform was carried over to Muir's Cultural Traditions course in the form of an Afro-American class.

After a summer's worth of meetings with the Committee on Educational Policy and Humanities Department, all that was recommended, according to Spriggs, was that "humanities professors should find a few books relevant to black studies." Administrator's reactions in each college, said Spriggs, had a great deal to do with the outlook of BSC when Rappaport approached the club for advice in late spring. Provost Saltman of Revelle "did not receive it at all well or in an open way. This had a lot to do with the attitude we later took toward him."

Muir Provost John Stewart seemed more favorable, however, for his proposals provided an opportunity to include black studies in Cultural Traditions. But Stewart disappointed BSC in the end by appointing a white art historian to teach black culture for one quarter. "Chancellor John S. Galbraith thought some of our proposals were pretty good," Spriggs said, but he was to remain at his post for only two more months. From BSC's point of view, he could not be of real help in his lame duck capacity.

One figure who encouraged BSC's reforming efforts, however, turned out to be William J. McGill, then the chairman of the Academic Senate. Initially he had not been involved in discussions over BSC's proposals. But in reply to a call for establishing a BSC library, he asked for donations from the faculty. Another positive step McGill took was to form a subcommittee of CEP on Afro-American Studies, the committee with which BSC held discussions during the summer.

## A Muir With Social Issues

Armin Rappaport's efforts at finalizing the major program at Third College were meanwhile continuing in the spring quarter. At this time he asked newly elected AS President Tom Shepard for advice on what

committees students could serve to help organize the non-academic aspects of his college.

Robert Carrillo of MAYA (Mexican-American Youth Association), the forerunner of MECHA, was one of the few students involved with these committees the AS and Rappaport had initiated. He served on a committee chaired by Dean George Murphy, which was to deal with general student affairs and student-college relations.

By the end of fall quarter Carrillo's enthusiasms dwindled as meetings became infrequent and the matters under consideration remained aloof. "Third College seemed to me to be developing like Muir with a provision for a major in social issues." When the next quarter got under way, Carrillo said he "lost all contact with Third College."

Rappaport was concerned with his academic plan, published in September, 1968. The keynote to the 26-page document was "greater intensity" in course work. "We wanted students to concentrate on more intensive work," he explained.

His proudest innovation was the social issues major, which focused on a specific urban problem. "The student would investigate every aspect possible--he would become a specialist, for example, in the problems of the poor in San Diego. 'Lab work' would be done in the senior year" and would demand that undergraduates travel to the source to do research."

## A Searching for a Place

A year ago Third College envisioned a radically freer rein for students in pursuit of their interests. Pass-fail courses were possible for all electives in any quarter. Language requirements were left to the departments to assign. Tutoring programs in area high schools were suggested as relevant to department needs. The college Rappaport was sure, would differ from Revelle and Muir in all areas of academic and extra-curricular life.

The members of BSC and MAYA, however, started to realize that Rappaport's proposals did not go far enough. In response to a request by Rappaport that BSC and MAYA make recommendations for any programs Third College might offer to minority students, both groups casually "kicked around the idea of giving a few suggestions." They were not willing to put up with the red tape encountered over the summer's discussions with campus committees.

But it dawned on the minority students that a college devoted to the problems of minorities might hold the answer to their search for a place for black and brown students at the University. "Everything else we had been discussing involved a black studies department. We now saw the opportunity right away in his proposal."

# THIRD COLLEGE RALLY

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**History of Third College. Part Two**

**From Crisis and Confrontation a Unique College is Born**

by Steve Landau  
Editor in Chief

"Contradictions which sustained America in the past are now threatening to annihilate the entire societal edifice. Black slave labor laid the basis of the American economy..."

Angela Davis sat at one end of the long oval table in the Chancellor's Conference room as she read these words. At the other end was Chancellor McGill, and as she continued the impact of her words upon him became evident.

Between the Chancellor and Miss Davis were 60 black and brown students who had crowded into the room to present a solid front for their demands for "Lumumba-Zapata" college. Provost Rappaport was there too, and he, like the others, was being confronted for the first time with the words that would eventually lead to the downfall of his carefully contrived plans for Third College, and his resignation as Provost.

Such was the scene last March 14 when it all began. Now, ten months later, the Third College Academic Plan has replaced the demands for LZ college, and scholarly prose the original rhetoric which created such a stir. The harmony among Third College planners led BSC member Sidney Glass to comment: "Students and faculty got together on a level and degree unexpected."

But it wasn't always that way. Between the confrontations of March and the quiet planning of the summer months there was dramatic, and sometimes bitter, interaction. Many wounds have been healed since then, but scars may remain for quite some time at UCSD.

**Lumumba-Zapata Proposal Initiated**

It was sometime in January of last year that the idea of an entire minority-oriented college was conceived. BSC began work on drafting a proposal, the result of which was "Patrice Lumumba College." Some time after this, at a joint meeting with MAYA (now MECHA), the Berkeley coalition of minorities was discussed and the idea of a Third World College agreed upon. By the end of the winter quarter, BSC/MAYA had reached an understanding: a final draft was finished and entitled "Lumumba-Zapata College: BSC/MAYA demands for the Third College at UCSD."

This document took the form of a seven page pamphlet, and was distributed extensively throughout the campus. When McGill and then-Provost Rappaport faced the Blacks and Chicanos in the conference room it was their first exposure to the demands.

After Angela Davis finished reading the LZ proposal McGill indicated that he would like to discuss the matter. Azzan Davis of BSC replied that they weren't interested in discussing, and that they would give McGill a week to reply.

**Negotiations With McGill**

The Blacks and Chicanos evidently wanted to take their demands to McGill directly. "We knew he (Rappaport) wasn't the man in control and we wanted to take the plan to the man on top," says Vince De Baca of MECHA. So, for the next several weeks negotiations were conducted with McGill, and nothing much was resolved.

McGill met again with BSC/MAYA on March 26. At this time he presented a reply to the demands. "You have told me that the demands are non-negotiable, but I do not accept the view that your document is aimed at confrontation with the campus faculty and administration," he said. "I treat your demands as serious proposals expressing your concerns about Third College and UCSD, and I shall examine them in that way."

The reply continued with a statement of McGill's commitment to minorities, but took exception with certain controversial provisions of the LZ document, like the preferential admissions policy. "We cannot simply accede to demands that would put us in violation of the law."

Furthermore, he continued, "the faculty of UCSD and its Chancellor do not propose to engage in teaching revolution or in persilytizing for an ideology that links capitalism with slavery and genocide."

In any event it is clear that McGill's reply at the March 26 meeting was not acceptable to BSC/MAYA. Another meeting was set up for April 2 when, according to McGill, "the screws were turned down on me." The students wanted a yes or no answer from McGill for each demand, and he protested.

"However," said McGill, "it seemed that a number of them were not anxious to press for yes or no, but for (agreement to) general principles. That offered daylight to us."

McGill agreed to commit his answers to writing and on April 7 his responses to 20 specifics of the LZ plan were released to the two groups. In this response he raised mainly the same objections as he had earlier in general terms.

**Murphy Restatement Presented**

Around this time McGill decided that the LZ document was not written in terms that the academic community could understand or relate to. George Murphy, at that time Dean of Student Affairs, volunteered to rephrase the basic principles of the document. Several Black and Chicano students assisted Murphy in this effort, but were not in total agreement with the end product.

Although repudiated by BSC/MAYA, the document was presented to the Third College Provisional Faculty for their consideration. They replied specifically to each of the 18 points, accepting some, and rejecting or rephrasing others.

"The problem was that it was done prematurely," says Murphy, looking back at it all. "There still had to be some statement of position in rigid terms before any movement could come; the timing was wrong."

BSC/MAYA were quickly coming to loggerheads with the administration, and they soon turned their attention to the faculty. On April 18th informal meeting with faculty was held in USB 2622, largely through the efforts of Professors Halpern and Frazier, who were to play a large role in Third College. At this meeting, 60 to 70 professors engaged in a spirited discussion with Blacks and Chicanos concerning their aims for Third College.

This was in preparation for the Academic Senate meeting of April 22, when the matter was brought to the Senate's attention for the first time.

"In my judgment the students were sweet-talking the faculty and hard-lining the administration. I wanted it out in the open so that they could understand the administration's position," McGill told the Triton Times recently.

**Senate Authorizes New Negotiations**

The end result of the April 22 meeting was that the Senate authorized the Third College Planning Committee to enter into negotiations with BSC/MAYA representatives.

This committee was to report back in one week, at a special meeting of the Division called for May 6. At that meeting Rappaport gave a brief progress report on the discussion held between eight faculty members and eight BSC/MAYA students. The discussions continued until two days before the next special meeting, which was to be held May 6.

"Everyone (faculty members of the Planning Committee had their own ideas of how the document should be changed," said Ben Chavez of MECHA. Rappaport stated: "We were getting nowhere, largely because the Third College faculty was imbued with our own plan and approached the matter from the view of modification of our own plan."

However, at the May 6 meeting Rappaport did present the results of the discussion in the form of a resolution designed to incorporate some of the main principles of the BSC/MAYA demands into the Third College Academic plan.

Several Blacks and Chicanos attended the May 6 meeting. Vince De Baca recalls that "the objection of the Senate was that they felt Rappaport had overstepped his authority and that it was not in his powers to give in to BSC/MAYA."

The debate over the Rappaport resolution dragged on for hours. Talk centered around several of the controversial portions of Rappaport's resolution.

The Senate recessed for 24 hours, and the debate raged again when the reconvened the next day. Finally, Azzan Davis, acting as one of the spokesmen for the students, rose to speak. He claimed that Rappaport had misled them concerning the nature of the Senate. He referred to "all the silly little games that you men with Ph.D.'s play," and threatened a walkout if some action was not taken.

Spring Quarter, 68	Invitation to BSC/MAYA to participate in Third College committees.
Fall Quarter, 68	BSC/MAYA participation on one such committee.
December, 68	Rappaport contacts Blanco, Watson, and Lowe for minority input into Third College.
January, 69	BSC/MAYA discuss idea of a new Third College proposal.
February, 69	Final draft of Lumumba-Zapata demands finished just a few weeks before the quarter's end.
March 14	First meeting with McGill, Rappaport; Lumumba-Zapata demands read.
March 26	Second meeting with McGill; Chancellor's reply is presented.
April 2	Third meeting with McGill; heated discussion.
April 7	McGill's written reply to specific Lumumba-Zapata demands is released.
April 14	Rally in plaza; picketing of Chancellor's office--two weeks notice given.
April 15	Third College provisional faculty considers Murphy restatement and makes specific replies.
April 18	Informal meeting with faculty, BSC/MAYA in USB 2622 to discuss goals for Lumumba-Zapata.
April 22	ACADEMIC SENATE REGULAR MEETING; statement by Chancellor; resolution initiating new discussions between Third College and BSC/MAYA.
April 29	Academic Senate--special meeting; short report from Rappaport, Frazier resolution.
May 6	Academic Senate--special meeting; Rappaport presents resolution which is result of meetings between faculty and students.
May 7	Academic Senate--special meeting; BSC/MAYA walk out; Registrar takeover, Varon resolution passed.
May	Third College faculty reconstituted.
May 28	Academic Senate--regular meeting; general go-ahead given to idea of Lumumba-Zapata, summer study groups approved.
Mid-June to August 1	Provisional faculty and BSC/MAYA students work on academic plan in various subcommittees.
July 1	Frazier appointed as acting provost.
August 1	First draft of academic plan.
October 1	Second draft of academic plan.
October 14	CEP (Committee on Educational Policy) receives draft of academic plan.
November 25	Academic Senate--regular meeting; possible initial discussion of the Lumumba-Zapata academic plan.
December 8	Academic Senate--special meeting to consider and comprehensively discuss the academic plan.

This walkout did in fact take place a short time later. After some discussion in the plaza concerning tactics, Blacks and Chicanos, with some white supporters, broke into the Registrar's Office on Matthews Campus. The approximately 50 students ended their occupation an hour and a half later when informed that the Senate had passed the Varon resolution, which was to dramatically change the direction of Third College.

The Varon resolution provided for a reconstitution of the faculty of Third College so that those with a commitment and interest in minority education could be included. It also provided for extensive student participation in the planning of the college.

In effect, Rappaport and his group were now out of the picture. McGill, who supported the action taken, explained it as follows: "I did it because I saw the Third College Planning Committee as hopelessly divided, and saw that the general sentiment of the Senate was for a Third World College. I realized he (Rappaport) was mistreated, but didn't see any alternative. The LZ demands were being subtly transformed into the idealistic movement of students and faculty that we see now."

Vice-Chancellor Murphy explained the reasons behind the takeover of the Registrar's Office to newsmen at the time. "It was probably because of a deeply-felt sense of frustration that resulted from what appeared to them to be a parliamentary game."

**Registrar Takeover not Premeditated**

The takeover, a spur-of-the-moment decision according to some participants, hadn't been discussed at great length beforehand. However, BSC/MAYA met at great length, sometimes for as long as eight hours a night, during the entire period of Senate negotiations.

"We walked out because we were doing the best we could and we couldn't take it anymore," said De Baca. According to one spokesman, "we allowed the rational, more administrative-minded--the politicians--to do their thing, but without much success." In reference to the Registrar occupation, De Baca stated that "we were prepared to stay as long as it took to get what we wanted."

The decision to leave, it appears, was not a unanimous one. The next day BSC/MAYA released a statement giving qualified support to the Varon resolution. "It should be understood that the passing of the resolution has been a significant advance, but we still do not have Lumumba-Zapata College," it read.

But from that point on the progress towards fulfilling LZ goals and working with the faculty was smoother. After the Varon resolution tensions were considerably lessened. Although Third College activity was temporarily suspended because of the UCSD strike concerning People's Park, the Senate met again on May 28 and essentially authorized the concept of Third College as a Third World College.

A summer study program was proposed whereby BSC/MAYA students would be retained with salary to work on the academic plan of the college. The Chancellor was asked to fund the program and he readily agreed. Over the summer 10 students were paid (at the rate of three dollars per hour) out of Third College Planning funds.

**Deadline Met for Academic Plan**

Some of the students participating in this endeavor were not quite so optimistic at the beginning of the summer. Sidney Glass, a black student who transferred to UCSD late last spring, has been very much involved in the planning effort. "The Chancellor and a large majority of the Academic Senate plunked the whole thing in our laps, expecting us to fail; they gave us an incredible deadline," said Glass.

The deadline was August first, and in fact it was met. "I think we fooled them," said Glass. "The plan has a lot higher quality than they thought there would be." The draft of the academic plan completed at that time was the result of the work of numerous subcommittees dealing with various areas of the college. Although the Senate had provided some formal structure, in actuality student and faculty participation throughout the summer was ad hoc in nature.

A second draft of the document was completed on the first of October. This has since been submitted to the Committee on Educational Policy of the Senate, which is currently debating its merits.

The other significant change in Third College which occurred since last Spring concerns the Provost. Although Rappaport stayed on for some time after his faculty had been reconstituted, he came to an understanding with the Chancellor in June that he was anxious to resign. Rappaport realized that the college that was developing was not the college he had envisioned originally.

Rappaport was replaced on July first by Dr. William Frazier, Professor of History. Frazier, who had previously been head of the faculty Executive Committee for Third College, is now serving in an acting capacity. He acknowledges, as do most others involved in Third College, that the provost must ultimately be of minority background, and a search committee is currently trying to find the right person.

**A Meeting of the Minds**

So, it is probably valid to say that in eight months the rough edges have been smoothed over. The faculty has been able to work with students in producing an academic plan with which both are fairly comfortable.

"The faculty were afraid of radical rhetoric and black and brown student control of the college," said Dr. Gabriel Jackson, currently chairman of the Academic Senate. "There is certainly some residual suspicion," he continued, "but most would say that the real work done over this summer shows real cooperation and that the fears of last spring were greatly exaggerated."

The greatest question that presents itself currently is whether the apparent calm that now exists is real or merely superficial. Although many of the principles of the original Lumumba-Zapata demands have been incorporated into the academic plan, the tone of the original demands implied that Blacks and Chicanos were not going to settle for very much less than they had asked for.

The current attitude of BSC/MECHA can perhaps best be summarized in the following statement made by one member: "The rhetoric was watered down, but the intention, the determination, and the militancy, is the same if not more."

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# New Academic Plan Analyzed

by Clay Anderson  
Senior Writer

Described by Chancellor McGill as a "quiet revolution," the Third College Academic Plan has now come before the Academic Senate for approval. The 32-page booklet, bound in orange cardboard, is the product of months of confrontation, discussion, and planning. It has gone through three distinct stages—Armin Rapaport's plan last Fall, the Black Students' Council and MAYA's Lumumba-Zapata demands of last Spring, and the present document of this summer's work by the Third College's Board of Directors.

The origins of the plan are dealt with in articles on pages 3 and 4-5. In this article a necessarily brief description of the unique aspects of the document will be presented. As of this issue, the final draft of the Academic Plan has not yet been published. The draft of the plan used in this discussion is the copy the Committee on Educational Policy has used to consider Third College's proposals.

## A Challenge to Higher Education

Within the polished, crisp prose of the plan lies a trio of proposals challenging the form, as well as the substance, of higher education today.

In the place of such traditional disciplines as math, history, and physics has come an interdepartmental approach aimed at both the undergraduate course structure and the concept of a major field of concentration. Third College undergraduates will sample mixtures of history, philosophy, economics, and sociology in courses dealing with Third World Studies, Urban and Rural Development, and Communication Arts.

Students will also be able to choose their major from such interdepartmental fields of study as Health Sciences, Urban and Rural Planning and Development, and Third World Studies. Third College, while not completely abandoning the departmental concept, has certainly led in its re-evaluation.

Third College is also challenging the accepted forms of college recruitment. No longer content merely to let minority students stagger out of the ghettos and barrios then shuffle bewilderedly into the university, the Third College planners have created recruitment programs designed to encourage minority students to attend college. The heart of the program will be the high school counseling program directed by Third College students, but what underlies the recruitment policy itself is the belief that a university must serve the entire society rather than simply those segments in which it is reflected.

Coupled with the shift in recruitment policy is a proposal to vary the University of California's admission policy. Aimed at compensating for the academic inequalities inherent in many minority school systems, the proposal would allow non-academic evaluations, based on interviews and letters of recommendation to offset scholastic deficiencies.

Within these three general areas, of course, lies a wealth of specific recommendations.

In its opening statement the proposal links the prevailing mood of social chaos within the country to the academic institutions. It states: "The University, we believe, must accept the responsibility of alleviating these problems through its role in education... To meet this special responsibility, we have planned a college dedicated to the education of large numbers of minority youth who possess the will and the potential to become leading citizens within their own communities..."

The proposal continues by describing the type of people it wants to educate and send back to the minority communities: "Leadership demands a firm sense of identity and self-respect... leadership and public service depend on the ability to express information and insights clearly and effectively... leadership also requires individuals with well rounded information and high technical expertise..."

## Non-Western Cultures and Notions

From the educational philosophy the proposal immediately moves to its general educational programs. Primarily the program deals with the first two years of study and describes a course load which averages three courses per quarter. The undergraduate requirements are built around four courses of study: Third World Studies, Communication Arts, Science and Technology, and Urban and Rural Development.

Each of these headings represents a group of courses, which are usually further divided into first and second-year courses. Thus Third World Studies has a first year core course called "Introduction to the Third World." The proposal states: "A three-quarter core course, 'Introduction to the Third World,' will be required of all freshmen. This course will seek to provide the student with both information about and understanding of non-western cultures and notions."

Following the first-year course, the Third World Studies calls for either a second year Black American History and Cultural Sequence or a Chicano Studies Sequence. Each sequence involves three-quarter courses. The structure of the Third World Studies is analogous to each of the other sequences, except that none of them are divided into Chicano or Black sections during the second year and some involve more courses than others.

Of special interest among these undergraduate courses is the Science and Technology sequence. UCSD students who have studied physics or chemistry from the basic principles upward will be surprised to learn that for Third College students "the traditional approach of logical development from abstract principles will be replaced by a topical approach. The topical method starts from objects or ideas which are familiar to the students and leads to investigation of the processes and principles on which they are based."

In addition, both the Urban and Rural Development sequence and the Communication Arts sequence promise to incorporate history, sociology, creative writing, and the study of literature into the interdepartmental smorgasbord mentioned earlier.

## Emphasizing the Interdisciplinary

In dealing with the question of what majors to offer, the proposal states: "The college will develop majors in areas related to the aims of the overall program, in order to bring about an understanding of minority and non-western cultures, and in order to enable students to participate in the solution of pressing social problems. The college will emphasize interdepartmental majors and will attempt to keep its programs flexible enough so that they can easily be adapted to new needs and interests."

In line with this policy the following interdepartmental majors have been created: Third World Studies; Urban and Rural Development; Health Sciences; Communication Arts; Information Processing and Computer Techniques. Additional interdepartmental majors are being created in Literature, Social Sciences, Pre-Law and Environmental Design and Engineering.

The Third World Studies Major can be studied as an example of the type of courses and manner of organization to be found at Third College. The main areas of concentration for this major are Chicano Studies, Black Studies, Latin America, Africa, Asia, American Indian, Micronesian Studies, and Comparative Third World History and Institutions. The major sequence also requires reading competency in a foreign language by the senior year, a junior-senior thesis dealing with a specific problem in an area of concentration, and the completion of two of the following courses: Economic Development, Colonialism and Imperialism, Politics of Liberation, or Techniques of Comparative Analysis.

The second type of major involves the standard departmental major, with all of UCSD's major available to Third College students. The plan adds, however, "Where appropriate, departments may develop special courses or other modifications of their programs in response to Third College needs." Majors tailored to

Third College have been worked out for Biology, Chemistry, Math, Philosophy, and Sociology, and discussions are proceeding with other departments.

## Background, Motivation, Persistence

"GAA = GPA or SAT + BMAPA + RA/3 + 3. This cryptic, uninformative identity represents the human equation which is being established to screen Third College applicants. In the words of the plan: "In view of the fact that background, interests and motivations to enter... into careers dedicated to the alleviation and resolution of the urban and minority crises... are characteristics not measured by the present admissions criteria; and in view of the fact that the present admissions criteria are not the only useful predictors of success in college, particularly for students of minority or lower income backgrounds, it is therefore recommended that the San Diego campus be permitted, on an experimental basis, for a period of seven years, to admit student applicants by using additional admissions criteria."

The symbols used in the recommended equation stand for the following:

- 1) GAA: General Admissions Average (3.0 or higher)
- 2) GPA: Grade Point Average
- 3) SAT: The Scholastic Aptitude Test's verbal and Mathematical scores combined and converted by a formula which changes a score of 1100 to 3.0.
- 4) BMAPA: a Background, Motivation, and Persistence Average ranging from 0 to 4.0, to be arrived at through interviews with the prospective student.
- 5) RA: Through careful and somewhat wider use of letters of reference both the intellectual and non-intellectual features of other parts of the formula will be supplemented. A minimum of four letters will be required. The letter writer will be asked to summarize his assessment of the applicant in quantitative terms which will then be converted to a 0 to 4.0 scale.

## Admissions Redefined

To give force to their arguments, the Third College planners cite several research studies on higher education. The author of "Pressures and Practices in College Admissions," B. Blai, makes on of the more forceful statements in writing that there is a "need for colleges to carefully define their objectives and to place the admissions function in the service of those goals."

To accomplish this task, a college must have a statement of goals in plain language (and a translation of such goals into practical admissions criteria.) In two sections dealing with recruitment, the Black and Chicano students present their separate but quite similar plans. Both plans justify the need for active recruitment by noting "the low level of motivation of minority students," "the general lack of information about college," "the low regard for education," and that "an overwhelming number of Chicano students are funneled into non-college prep courses."

The counseling programs are both based on the "peer group motivational" technique. As the BSC proposal states: "The... program is based on the premise that peer group motivational counseling can be far more effective than the traditional adult-to-child, white-to-black mode of counseling. They (Black students) will return to those schools to work with students one to three years younger, who face exactly the same problems that the college students faced, and who come from basically similar socio-economic backgrounds. The college students will serve as models for the secondary school students. They will symbolize what the younger students could be, should they strongly desire it. The high school students will be able to identify easily with the college students."

The methods through which the BSC and MECHA will conduct these programs are quite similar and are expressed quite clearly in the MECHA report: "We will visit each of the key high schools, those high schools with a substantial number of Chicano students, at least four times a year... Our recruitment program will be geared to cover the San Diego and Imperial Valley counties... During the last three months of the academic school year we will also visit the junior high schools in order to counsel the ninth grade students into a valid college prep program."

# Today's Efforts Result From Men, Emotion, Power

Tom Baker  
Feature Editor

Once upon a time, the Third College plans had been very neatly established in an orderly, academic fashion. The duly constituted authorities had drawn up a detailed master plan for a liberal arts college. But forces and events soon destroyed these plans altogether.

In their place, one of the most important experiments in modern education has arisen. However, this happy result was not achieved in the legendary styoe of rational discussion among people of good will.

It was instead born of a complex mix of personality, emotion, and raw power which often overshadowed the rationality. And, to a degree, its future still rests upon these same forces.

When BSC/MAYA first announced their demands for Third College, it seems that personalities dominated events. The figure of the Chancellor is the key to the initial reaction to their demands.

In his first term as Chancellor, McGill was not used to handling such explosive situations; in fact, the whole academic community of UCSD had been somewhat sheltered from confrontation politics. So, as events unfolded many misunderstandings were created by the actions of McGill and others.

Minority students were coming face-to-face with an administrative bureaucracy hard to comprehend at best, and the reluctance with which the academic establishment reacted to their inputs could only be interpreted by them as insincerity.

Suspicions were furthered by McGill's inauguration speech, with his "intellectual sandbox" statement. The two days of Senate meetings, featuring a most incredible parliamentary game, only furthered suspicions that a white liberal community was once again trying to co-opt them or pacify them.

In the intervening months those most sympathetic to the Third World College idea had been allowed to play the largest role in developing the college. Most parties involved in Third College express cautious optimism. As far as the Chancellor goes, an "uneasy truce" seems to be in effect.

However, upon the maintenance of the truce, much depends. If the antagonisms break out anew, McGill will be in a seriously-weakened position when he takes the plan before the Regents. Further, it is likely that his own will to gain its approval will disappear. At the moment, McGill seems to be pleased with the plan. He has further indicated that he does not expect a great deal of opposition from the Board of Regents, except possibly over the admissions policy. Similarly, BSC/MECHA are satisfied with the present state of their plan.

What could cause a new outbreak of anger is the possibility

that the faculty Committee on Educational Policy, or the Academic Senate may balk over certain provisions in the plan. A number of faculty members have reservations about the scheme whereby new departments would be established. At the open meetings of the CEP, several professors were highly critical of this provision. Others expressed concern over the lack of precise knowledge in many of the proposed fields of study. It was also reported that certain factions within the Senate were afraid that passage of the Third College plan would considerably reduce their own budgets. These fears may add up to some serious opposition by the faculty.

In that event, the unity among students, administration, and faculty which has led to the progress made thus far will vanish. The plan would conceivably be sent back to the CEP or the Third College Planning Committee. The delay thus caused would probably foment the same anger and fear which caused such an impasse last spring. It is conceivable that this would lead to defeat at the hands of either the faculty or the Regents. Much depends upon the coming meeting of the Academic Senate at the end of this quarter.

The black and brown students are at the moment cautiously optimistic about their chances for success at the Senate meeting. A full summer of extensive planning by students and members of the reconstituted Third College Planning Committee led to what most observers feel to be the best plan for a "Third World College" yet developed in the United States. Many other universities are now studying the plan and considering its adoption. The summer also witnessed a close cooperation between faculty, students, and administration.

Thus, for the moment the confrontational tactics and the revolutionary terminology have been dropped. However, this does not

## NEWS ANALYSIS

indicate a fundamental change in attitude. As Sidney Glass of BSC stated, "The rhetoric was watered down, but the intention, the determination, and the militancy are the same, if not more. We have really been trying to play the game—to go through legitimate channels; and have exhausted, or used up these legitimate channels. If Third College comes into being it won't be a victory for legitimate channels—it will be a victory for fear." If the cooperative is drowned by a recalcitrant faculty, there seems to be little doubt that the ultimate fate of Third College may rest on a contest involving power, and power alone. However, at the moment nobody seems to be looking forward to that.

Assuming that the faculty will pass the plan with no serious modifications, the final stage of negotiations will begin. The Board of Regents is of course a deeply conservative group of people, most of whom are powerful businessmen. Many of them are appointees of the present Governor. There are only three members who can definitely be considered liberal. Furthermore, the Governor makes great political capital by continually slapping down black brown and white students, and nearly all attempts to reform the University.

The year-long furor at Berkeley last year was started by his feud with those students and professors who were trying to initiate a Third World studies program. His opposition eventually led to tear gas, National Guardsmen, the People's Park, and other landmarks in the history of higher education. Despite all this,

he may not oppose Third College. Reagan will not venture where he fears he may lose. There are enough Regents who visited UCSD this quarter who were impressed with the plan to scare him off. In other words, if John Canaday and Glenn Campbell can support the plan, so can the overwhelming majority of the Board. If and when Reagan walks into the meeting, there is already a sizeable bloc of Regents who support the proposal, he may well decline to intervene. He does not like to look like a loser publicly.

There is only one foreseeable circumstance that would enable Reagan to cow the Regents into defeating the Plan. Reagan was able to control Berkeley for so long last year because of the disorders during the TWLF strike. If similar discord breaks out at UCSD, he will have a perfect issue. Quickly stepping in front of a television camera, he will rail about law and order. The point to be made is that Third College will be defeated only if it becomes a political issue, and it seems that only some sort of disorder at UCSD could cause that. Beware the porvocateur.

Chancellor McGill called the Third College experiment the "Quiet Revolution." All segments of the academic community do agree that the changes in the University's approach to the education of minority-group students as embodied in the present plan will indeed be revolutionized. The reforms will not be taken. Indeed, no one among the faculty or administration will guarantee the success of the plan. But, as McGill said, "...the important thing at present is to give it a try."

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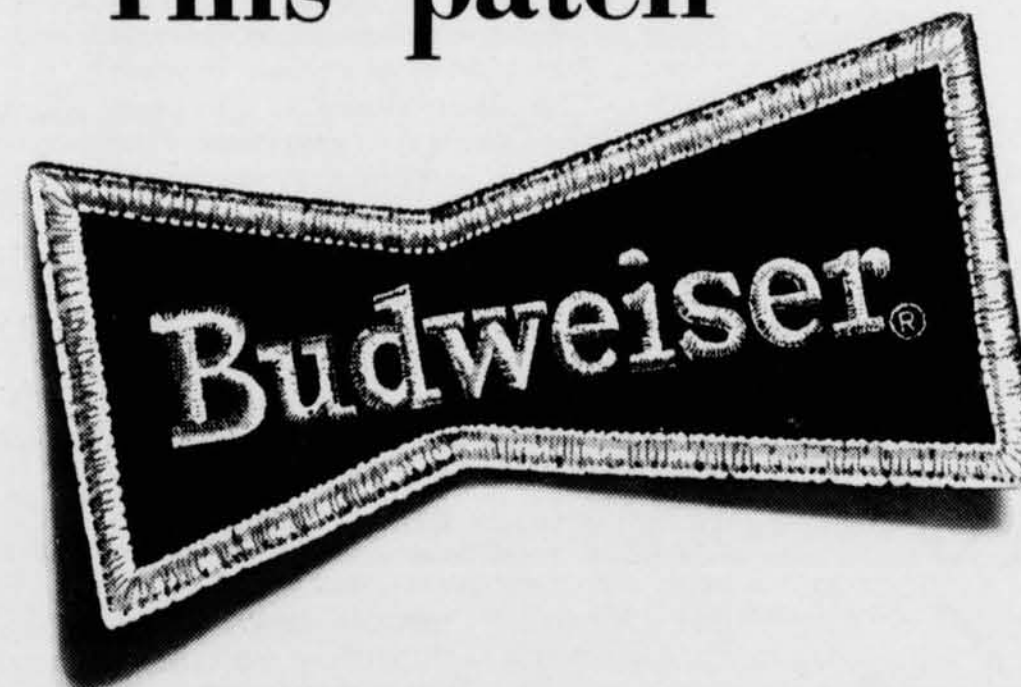


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## College 3's Plans Compared

	Support Plan	Lumumba-Zapata Demands	Third College Academic Plan
Academic Requirements			
To Graduate	100 or 30 five-unit courses.	Not specified.	100.
Department	Astronomy; APD; biology; chemistry; economics; history; history of the arts; literature; math; philosophy; physics; political science; social issues; sociology.	Theory and practice of evolution; economic systems; sciences and technology; health sciences and public health; urban and rural development; communications arts; foreign languages; cultural heritage; white studies.	Interdepartmental departments: Third World Studies, urban and rural development; health sciences, communication arts, APD; interdepartmental programs: literature and society, social science, pre-law, environmental design and engineering.
Breadth Requirements	History, 10 units; philosophy, 5 units; reading and writing, 10 units; social science, 10 units; math and natural science, 10 units.	Not specified.	Third World Studies, 12 units; urban and rural development, 12 units; communication arts, 12 units; science and technology, 10 units.
College Size	About 2000, 300 during the first year.		No change from Revelle and Murr, 100 during first year.
Admissions	Recruitment of disadvantaged prior training (during high school) at UCSD.	25% Black and 25% Brown; control of admissions by committee of minority students; UC requirements not binding.	General Admissions Average of 3.0 or higher; include high school GPA or SAT score; BMAPA (Background, Motivation, and Persistence Average); selected from interviews; letters of reference; seven-year experiment for this formula for admissions.
Governance	Students and trustees to join faculty as advisors to provost; Provost's Council with La Jolla and San Diego; Board of Senior Fellows; faculty members in residence halls as four-year advisors to students.	Board of Directors; role on hiring of staff (TET); ten students elected by student body annually; one faculty representative elected by college faculty; Board has final decision for choice of provost; provost can be recalled by Board; provost acts as administrative head; budget for college finalized ahead of other colleges, whose budgets can be reviewed by Board.	Board of Directors with three students and three faculty advisors to provost; executive temporary until college opening; bylaws to be approved by members of college.
Architecture	Modest work; low structure; faculty offices spread throughout academic buildings; three- or four-story and four- to six-story; single; double; apartment; kitchen unit; separate dining area; squash courts and outdoor pool; auditorium; concert-hall-lecture-theater-projection hall.	Mexican-African style; landscape appropriate; planning and construction from minority community; funds held by minority financial institution.	Design not officially initiated; minority contractors and construction preferred; underground, green, married students; faculty planned for inclusion in dorms.
Community Participation	Provost's Council; ambassadors to philanthropists; appoint student "lab work" to major in community; if appropriate, taking in area high schools; letters for members of community; representation of community on committees.	Recruitment of students to community by students and other members of college.	Community university centers in San Diego; counseling; tutoring; University Extension courses available on opt. teacher-advisee program; recruitment by students and faculty of minority students.



# From CEP to Regents- What are the Chances?

by Tom Shepard  
Education Writer

The question now on the minds of everyone interested in the Third College is, "Will the Academic plan be approved and implemented?"

In order to judge the chances of the plan's successful adoption, one must understand the approval mechanism through which the plan must pass.

The Third College Planning Committee submitted the proposed Academic Plan to the faculty Committee on Educational Policy (CEP), which is chaired by Dr. Frank Halpern. For the last several weeks, the CEP has been carefully studying the plan, and taking pro and con testimony from interested members of the University community. The CEP will forward the Academic plan, with recommendations and comments to the faculty Senate at a special meeting on Monday, Dec. 8.

Although several faculty members have expressed concern over certain portions of the plan (with questions addressed primarily to the perpetuation of professional and academic standards, the broadness of some described areas of study, and the preservation of traditional teacher-student relationships), it is likely that the Academic Plan will be approved by the San Diego Division of the Academic Senate without substantial change.

The Academic Senate version of the Third College Academic Plan will then be forwarded to Chancellor William McGill for approval. The Chancellor has already indicated that he is in fundamental agreement with the plan. McGill has, however, expressed concern over certain aspects of the plan. One of his most serious concerns is over the admissions variances implied in the alternative ability evaluation criteria (the BMAP) described in the plan.

Despite McGill's concern, it is felt that the vagueness of the plan in this area will make his approval possible. Final formation of the admissions variance proposals may result from the deliberations of the state-wide Admis-

sions Committee, which will begin considering the proposals after approval of the Academic Plan by the UCSD faculty.

After approval by the Chancellor, the Third College plan will go to UC President Charles Hitch, who must review the proposal before submitting it to the Regents. Hitch has refused to comment on the plan until it officially reaches his desk, but McGill's concerns will probably be similar to his, and it is unlikely

that the Chancellor would send anything to University Hall which did not have a good chance of receiving Hitch's approval.

From the President's office, Third College will go to the UC Board of Regents Committee on Educational Policy. Members of this committee include Regents Heller, Boyd, Pauley, Carter, Roth, Coblenz, Campbell, Smith, and Watkins.

More important than CEP will be the full Board of Regents' consideration of the plan. Third College has not become a political issue at a state-wide level, and it has received support from almost all political factions of the board, both of which enhance its chances of passage.

Regent John Canaday, one of the most respected conservatives on the board, stated during a visit to UCSD earlier this month, "I am very pleased with the thoroughness with which the Third College has been planned. As an experiment, student participation is good, as long as it does not become dominating."

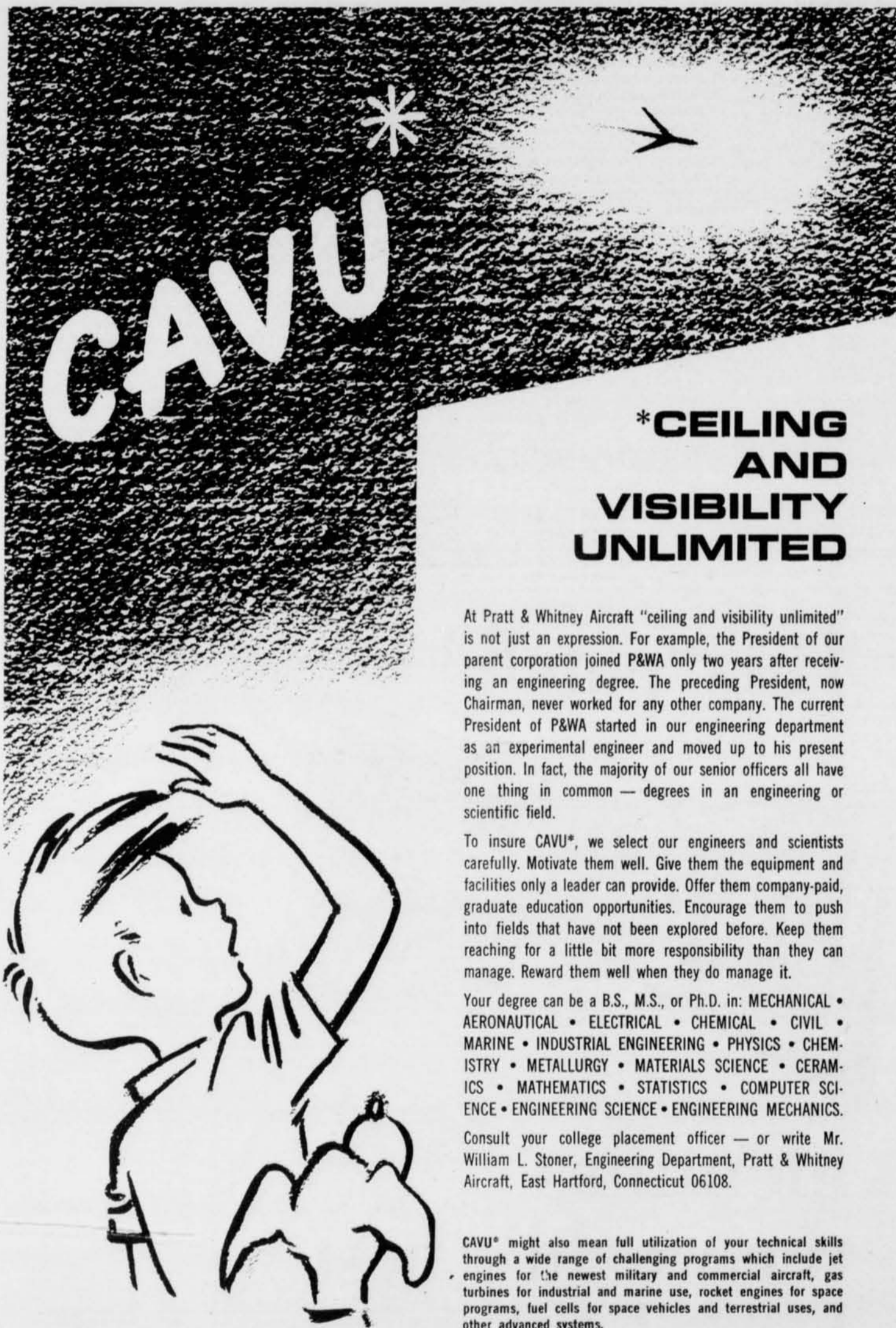
During the same visit, DeWitt Higgs, chairman of the Board of Regents said, "...I am very pleased with the concept of the college."

Consideration of the Third College Academic Plan by the Regents may come as early as the February or March meeting. The exact dates will depend on decisions by McGill and Hitch as to

the most appropriate time for submission of the plan to the Regents.

Once Third College becomes a technical reality, the problem becomes making the college a physical reality. Budget constraints, especially in the capital outlay funds of the University, may retard actual construction of the Third College's campus.

Despite the scarcity of construction funds, "...there is no question that there will be a Third College next fall with 150 students," according to Hitch. The funding problem may, however, result in an extended utilization of the Matthews area as the Third College campus.



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To insure CAVU\*, we select our engineers and scientists carefully. Motivate them well. Give them the equipment and facilities only a leader can provide. Offer them company-paid, graduate education opportunities. Encourage them to push into fields that have not been explored before. Keep them reaching for a little bit more responsibility than they can manage. Reward them well when they do manage it.

Your degree can be a B.S., M.S., or Ph.D. in: MECHANICAL • AERONAUTICAL • ELECTRICAL • CHEMICAL • CIVIL • MARINE • INDUSTRIAL ENGINEERING • PHYSICS • CHEMISTRY • METALLURGY • MATERIALS SCIENCE • CERAMICS • MATHEMATICS • STATISTICS • COMPUTER SCIENCE • ENGINEERING SCIENCE • ENGINEERING MECHANICS.

Consult your college placement officer — or write Mr. William L. Stoner, Engineering Department, Pratt & Whitney Aircraft, East Hartford, Connecticut 06108.

CAVU\* might also mean full utilization of your technical skills through a wide range of challenging programs which include jet engines for the newest military and commercial aircraft, gas turbines for industrial and marine use, rocket engines for space programs, fuel cells for space vehicles and terrestrial uses, and other advanced systems.



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