Who runs the university?


In its place, I will ask the Academic Senate to help develop an interdisciplinary Black Studies Program. This would be the same type of organizational arrangement as exists already in our programs for Urban Studies, Religious Studies, and Mexican-American Studies. It is the same type of structure as at UCLA and UC Davis have set up for their Black Studies programs.

On a shift from departmental to program status, no individual student will be privileged by the change. There are two students who have declared a major in Black Studies. Following what is academic practice on campus, they can continue with special majors individually tailored to their specific needs.

This quarter, the following courses are being offered by the Department of Black Studies:

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>19A</td>
<td></td>
<td>African Studies (4)</td>
</tr>
<tr>
<td>19B</td>
<td></td>
<td>Special Studies (1-5)</td>
</tr>
<tr>
<td>19C</td>
<td></td>
<td>History of the Black American (4)</td>
</tr>
<tr>
<td>19D</td>
<td></td>
<td>Black Experience in Painting (4)</td>
</tr>
<tr>
<td>19K</td>
<td></td>
<td>Black Experience in Drawing (4)</td>
</tr>
</tbody>
</table>

All these courses will continue until the end of the quarter under the administration of the department in charge. Black Studies courses offered for any quarter will have to be studied by the respective department, and new decisions will have to be made.

Additionally, I am dissolving the Black Studies Faculty Advisory Committee, appointed by Vice Chancellor Gilman on December 3. I am grateful to the committee for their help, and particularly to Dr. Jackson who served as chairman of the committee. A new interdisciplinary Faculty Advisory Committee will be appointed at a later date through the process already established.

The three new faculty FTE which have been allocated to the Black Studies Department for 1970-71 will be held by me for realization in departments justifying new faculty appointments for instruction related to Black Studies.

I should note that the emergency meeting of faculty members not only to make these two announcements, but also to set them into the context of current developments which have made them necessary.

The Black Studies Department and curriculum proposals were developed by a committee of the Academic Senate in the spring. Dr. Jackson was chairman. Faculty members were Professor Bowell, Professor Beloff, Associate Professor of History, Professor of History, Professor of History, Professor of History, and John Smiley. Dean Caroll Gilman participated as an observer.

At that time, there was a great deal of enthusiasm and determination to see that the course of action which had been set up would develop into a solid academic curriculum in Black Studies. One would which also contain mechanisms to meet special needs of Black students in relation to their own situation on campus and in the community. This was the stated theory behind what was recommended to the Academic Senate by the Academic Senate, and it is the course of action which the Senate approved on May 25.

The instructional program in Black Studies would be developed very soon. All the instructors, with the exception of Dr. Jackson, were either on regular or temporary appointments. Furthermore, adequate provisions were made for the exceptionally heavy counseling and community service demands which were coming. Even so, we were able to give more attention to the first course work and in the initial instructional staff.

In the fall, at the request of the Academic Senate, the Black Studies Committee recommended that the form of organization be a department rather than an interdisciplinary program. I had misgivings about departmental organization for Black Studies at this early stage in its development, and stated them, however, thus the committee decided to recommend that the department be established.

In a joint meeting of the Academic Senate and the Black Studies Committee, it was recommended that the committee itself continue to exist, and that the current course of action should be continued.

President George, in a joint meeting of the Academic Senate and the Black Studies Committee, it was recommended that the committee itself continue to exist, and that the current course of action should be continued.

Professor David McClean was the first on his feet for an interview with John Tilghman.

Chairman of the Black Studies Department, David McClean, noted the need for quality education in the speech addressing the Black Studies department. Several days earlier Donnell had told the staff that the "chief job of the university is to educate our best students at a high level of excellence."

After the speech, Hinderaker received a standing ovation. David McClean led that ovation. McClean noted the importance of having a strong foundation in the university. McClean also emphasized the need for close collaboration between the university and the students. He also highlighted the importance of the faculty members in achieving these goals.

Mcclean's speech was met with enthusiastic applause from the audience, who appreciated his remarks on the importance of quality education. McClean's words were well-received and appreciated by the students and faculty members.

"The whole idea is that people can affect our national policy," McClean said. "And preparing your students for that task in McClean's primary goal. Rightfully critical of America's foreign policy, McClean stresses the analytical capabilities of his students. Politically, McClean was seen as a liberal, as he takes great pains to draw a distinction between himself and the student movement. "Liberal thought has been overtaken by radical rhetoric," McClean said.

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The room assignment quiz involved two classes in black history, by Dr. Berman. Mr. Berke took half of it on Tuesday and Thursday mornings, and at ICAC on those same afternoons. He had a class on black history in the Department of Art, administration of this type of assignment required a great deal of organization. The room was assigned on Monday and Tuesday, and Thursday during the academic year on Tuesday, Wednesday, and Thursday.

During fall quarter, there were complaints about the room assignments for Mr. Berman's classes. For winter quarter, Vice President of Student Affairs, Dr. Jackson, took a different approach. The problem became acute because of the difference in the class schedule and the room assignments. The new approach was to make the assignments on a different day. Mr. Berke asked for the room to be left on his
The basic thesis question is: "The basic goal in the Central Occupation is which?" The central theme in the Document Analysis of the Central Committee of the Black Students Union is to transfer students at an academic institution. The document reports that the committee sponsored an academic fair where students came from different departments and faculties to meet and learn about various academic communities. The purpose of the fair was to promote the integration of students across different disciplines.

The second most common theme is: "The overall goal is what?" The document highlights that the committee's goal is to promote academic excellence and unity among students. The committee organized events to encourage students to explore different academic fields and to foster a sense of camaraderie among students.

The third most common theme is: "What is the specific goal?" The document states that the committee's specific goal is to provide resources and opportunities for students to excel academically. The committee organized workshops, seminars, and other events to help students improve their academic skills and knowledge.

The fourth most common theme is: "What is the ultimate goal?" The document concludes that the committee's ultimate goal is to prepare students for leadership roles in academic and professional settings. The committee is committed to helping students develop the skills and knowledge necessary to succeed in their future endeavors.

The final theme is: "What is the context?" The document sets the context by highlighting the challenges that students face in academic settings. The committee recognizes that students face various obstacles, such as academic pressure and discrimination, and aims to provide support and resources to help students overcome these challenges.

In summary, the committee's theme revolves around promoting academic excellence, unity, and leadership among students. The committee's goal is to provide resources and opportunities to help students excel academically and prepare them for future success.