

Lumumba-Zapata College

**B.S.C.-M.A.Y.A. Demands
for the Third College, U.C.S.D.**

(March 14, 1969)

Lumumba-Zapata College

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. Mexican-Americans in the Southwest and Black people in the industrial cities and the agrarian South continue to perform the dirty but necessary tasks of building a society of abundance, while systematically being denied the benefits of that society. Therefore, we must reject the entire oppressive structure of America. Racism runs rampant in the educational system, while America, in a pseudo-humanitarian stance, proudly proclaims that it is the key to equal opportunity for all. This is the hypocrisy our generation must now destroy.

Having been admitted to the University, some of us thought we had crashed through the barriers of racism and economic oppression. Instead, we found that we were accidentally the chosen ones, the privileged few who, according to the powers that be, are the exceptions that challenge the rule-- the existence of White racism.

This, however, is not the crux of the problem. The self-indictment of the American educational system lies not so much in the quantitative exclusion of people of color as in the quality of what is taught-- to the White as well as to the Brown and Black student. If the high schools and colleges are not devising more efficient techniques of mystifying the students with irrelevant inanities, then they are consciously subjecting them to a cold-blooded and calculated indoctrination into a dehumanized and unfree society. This is the perversion called mind-raping. In the case of minority students, it is a miseducation which has caused us to unconsciously sever ourselves from our communal and cultural roots, if not to be seduced into the system which exploits our own community. Black capitalism, especially as formulated by the

Nixon administration, divides the minority people into exploiters and exploited, the exploiting class being the college-trained bourgeoisie. Each new Chicano or Black businessman has already been enlisted into the war army of exploiters.

Together with our American brothers in struggle-- on the campuses and in the streets --and with our comrades throughout the Third World who are involved in wars of liberation, we reject a system which thrives on military technology and imperialist profit. At the University of California, San Diego, we will no longer insure the undisturbed existence of a false institution which consistently fails to respond to the needs of our people.

Despite the Chicano rebellions in the Southwest and the Black revolts in the cities, the University of California, San Diego, which is part of the oppressive system, has not changed its institutional role. The puny reforms made so far are aimed at pacifying the revolts and sapping our strength. We therefore not only emphatically demand that radical changes be made, we propose to execute these changes ourselves!

We demand that the Third College be devoted to relevant education for minority youth and to the study of the contemporary social problems of all people. To do this authentically, this college must radically depart from the usual role as the ideological backbone of the social system, and must instead subject every part of the system to ruthless criticism. To reflect these aims of the college, it will be called Lumumba-Zapata College. To enhance the beauty of the name, we demand that the architecture be of Mexican and African style: and that its landscape be of the same nature.

Since there has been and continues to be an overriding tradition of exclusion of minority personnel from the work force involved in planning and building of institutions, except

on the most menial level, it is our demand that the architects, general contractors, sub-contractors, and all supervisory personnel must be from the minority community.

The bonds for financing the construction of Lumumba-Zapata College must be held by minority financial institutions, and must be offered in such demonstrations that members of the minority community may participate in the funding of the college.

In order to guarantee adequate funding of Lumumba-Zapata College:

1. The provost and/or his representative shall have review power over the budget of all the college and institutes.
2. The yearly budget for Lumumba-Zapata College will be finalized before that of all other colleges.

The governing body of Lumumba-Zapata College shall be the Board of Directors and shall consist of two students, one faculty member and the provost.

Board of Directors

1. The Board of Directors shall make the final ruling on all general college policy. It shall dispense and fill all F.T.E.'s and approve all administrative appointments. It shall have the authority to initiate any action or delegate that responsibility to any group it deems appropriate.
2. Each member of the Board of Directors shall have one vote.

Student Representation

1. The students who serve on the Board of Directors shall be chosen in a general election of the student body of Lumumba-Zapata College, to serve for a twelve month term.
2. The student representative can be recalled at any time by a majority vote of the student body of the college.

3. The student representatives shall be compensated at the rate of 125% of the average yearly income requirement of a college student at U.C.S.D.
4. The student representative shall be given credit for one normal course per quarter for each quarter of service, which shall be applied towards graduation.

Faculty Representation

1. The faculty representative shall be elected by the faculty of Lumumba-Zapata College. He may be recalled at any time by a majority vote of the faculty of the college.
2. The faculty representative's service on the Board of Directors shall be equivalent to and take the place of his normal teaching and committee responsibilities.

Provost

1. The provost will be the administrative head of Lumumba-Zapata College.
2. The two students and one faculty representative shall make the final decision concerning the selection of the provost and shall have the power of recall over him.

In order to compensate for past and present injustices and to serve those most affected by white racism and economic exploitation, Lumumba-Zapata College must have an enrollment of 35% Blacks and 35% Mexican-Americans. Students must be selected on the basis of their potential by an admissions committee controlled by minority students. The University of California admission requirements must not be used as an instrument for excluding minority students from or limiting their numbers in Lumumba-Zapata College.

All minority students attending Lumumba-Zapata College must be fully supported with funds supplied by the University to the extent that they will not have to work or take out loans.

The following is a general outline of areas to be studied at Lumumba-Zapata College. So far, what education the few minority students have received has been from a colonial perspective. We now seek to learn about ourselves from a minority perspective.

1. Revolutions.

In the United States, minorities have been excluded from government decision-making and must now develop an original system of self-government and the means of actualizing them. Black and Brown people have become the vanguard of social change because they constitute the most oppressed sector of American society. It is within this framework that Black and Brown people must thoroughly comprehend the theory and practice of the successful as well as unsuccessful revolutions around the world. Reading material in this area will include such authors as Lenin, Nkrumah, Marx, Malcolm, Fanon, Padmore, Che Guevara, and Mariano Azuela.

2. Analysis of Economic Systems

The understanding of the economic exploitation of minority peoples in the United States will entail in depth analysis of the historical and contemporary development of capitalism in the Western world, including the crucial roles played by colonialism, imperialism, slavery, and genocide. Only in this context will it be possible to arrive at the reasons why minority people serve as a special labor reserve or "fill," distinct from the white working class. Statistical research is needed to determine the economic condition of the minority community and also research application to guarantee sound community economy.

3. Science and Technology.

In this field, emphasis will be placed on the basic sciences as preparation for research in areas related to the satisfaction of human needs. This obviously excludes the theoretical inanities taught at Revelle College as well as the military research conducted at Scripps Institute.

4. Health Sciences and Public Health

Minority people in the United States have a far shorter life-span than whites and suffer diseases peculiar to oppressed people. In tropical countries where people of color live, research into the diseases peculiar to the geographical areas have been extremely inadequate. Courses should emphasize this long overdue research, as well as the social application of this research.

5. Urban and Rural Development

Minority people have suffered much more than whites in the American transition from a producing agrarian to a consuming industrial society. The migration enmasse of minority people from country to city provides the most important key to understanding the acute contradictions today between urban and rural life.

In the near future some fifty American cities will have a Black population of over 51% of their total and in the Southwest some five million Chicanos will reside. These people live in the so-called inner city, the area of greatest exploitation and therefore of greatest explosive potential. The problems of the inner city are so deep that only revolutionary change will create a just solution.

Among the topics to be covered are housing, transportation environmental control, nutrient procurement and elimination of wastes, and fair government.

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6. Communication Arts.

Black Arts have flourished in spite of protracted oppression. Deprived of native languages, Black people have developed new ways of communication with words, gestures, and music, employing the most diverse art forms. This area should encompass all the performing as well as the fine arts including such modern arts as film-making and being aware of the beautiful creativeness of our Brown forefathers, we demand that Indo-Hispano art be included within the Communication Arts program.

7. Foreign Languages

Of the European languages, we regard Spanish and French as the most important, since they are the second language of most people of African descent. The Chicano people have suffered a great cultural deprivation by the down-grading of the Spanish language by the Anglo teachers and administrators. We would, of course urge strong emphasis on African, Indian and Asian languages.

8. Cultural Heritage

This area will emphasize the rich cultural heritage of all people of color. Exploration will be made into the traditional roots of culture to uncover that which was buried under European assimilation. Each culture will be studied and appraised in its own frame of reference.

9. White Studies.

Courses in this field will emphasize the negative as well as positive elements of the history of Western civilization.