

Inauguration of Chancellor McGill

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SUMMARY KEYWORDS

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SPEAKERS

Speaker 1, Louis H. Evans, DeWitt Higgs, William J. McGill, Charles J. Hitch

Speaker 1 08:42

[music] Ladies and gentlemen, to the all friends of the university, we bring greetings. We will all remain standing through the singing of the national anthem and for the pronouncements of the invocation by the Reverend Dr. Louis Evans of the La Jolla Presbyterian Church. [singing]

Louis H. Evans 10:37

May we bow our hearts in prayer. Creator God who has created this world with its unfathomable intricacies and man to share your creative dominion over all you have made by the restless leading of your Holy Spirit help stimulate in goad this university to the search for all truth. If the data discovered means that we must change our religious, political, social or philosophical theses give us the honesty and the courage to change. If the data validates the past, give us the humility and maturity to claim it a new for our day. Today we thank you for the special man called to lead this growing institution toward its maturity. Our Lord make William McGill, a man sufficient for the summer of physical growth. A man wise for the autumn of shedding old but once useful for. A man strong for the winter of chill winds of controversy, or the hard freeze of opposition. A man flexible for the spring of creative new patterns alive to the demands of emerging cultures and yielding to the needs of a new era. Indeed, Lord, a man for all seasons. And Lord, it is you who have created each one of us with his own specialty.

Guide William McGill to associations with strong and creative colleagues as he leads this university in a Forward march. Leaving if he must, those who will not move from where they are, yet not following those who rush headlong into the colder socks of partisan reaction. guard him from playing hero robes that would make him for a moment, the popular hero but denying that part of truth, liberty and due process this nation has discovered protecting from thinking he's indispensable. But like his Lord and Savior, may he live in the joy of integrity, regardless of its cost. And give him the satisfaction and thrill of a work well done. And the praise of wise and righteous men. So may this university move with celebration closer to the goal of a mature humanity. And that potential Dominion you have designed for man to exercise with you. This we pray in humble thanks. And then confidence to a good and relating God on it.

Speaker 1 14:08

Ladies and gentlemen, the President of the German of the University of California Board of Regents, Mr. DeWitt Higgs.

DeWitt Higgs 14:24

Distinguished guests, members of the faculty, ladies and gentlemen, with pride for the whole University family and for the community of San Diego. I welcome you here today on this happy occasion. Necessarily, the events of today center about one man in the main all events at the University of California at San Diego, center around the same man. But there are others too, who have had an important part in the work of the university here in San Diego, some, certainly not all those persons are on the platform today. And if I may introduce them, starting in my right, Professor Walter Munk, chairman of the Academic Senate, Professor of geophysics, Professor Munk. I suppose that I should have told you in the beginning, that I don't follow the rule that you have to wait until all are introduced before applauding each of these gentlemen are entitled to your applause. Next, May I present Regent Designate Wendell Winner. And next Regent Philip Boyd. You have already heard the Reverend Evans but I would ask him to stand again please.

DeWitt Higgs 16:24

For obvious reasons, I will pass for the moment the next two gentlemen. Going to my left, Dennis Fox, University Marshal for this occasion, Professor of Marine Biology. Next and it is with considerable personal pride that I introduce the president of the student body at the University of California at San Diego. From personal observation, I know that he has the intelligence to make a decision, he has the courage to give his word and he has the moral fiber to keep that word Tom Shepard. Next, my present the Executive Vice President of University John Oswald. Next Regent William French Smith. Regent Eleanor Heller. Regent John Kennedy and Regent Catherine Hurst. Now, it is my extreme pleasure to introduce to you a man that I have come to respect during the period of time that I have served on the Board of Regents that he has served as President of the University Charles J. Hitch.

Charles J. Hitch 18:41

Regents Higgs, Chancellor McGill, official delegates, members and friends of the San Diego campus community. It's a little difficult to know what to speak about during someone else's inaugural ceremony, for there are many constraints. For instance, one cannot confuse the question of just who is being inaugurated by talking too long or too forcefully or too eloquently. Though Bill McGill certainly has no peers when it comes to eloquence and the choice of subject matter should not intrude on the prerogatives of the inauguration. We are today inaugurating the Chancellor of this campus and we are also celebrating the 100 and first birthday of the University of California. I think it appropriate to both occasions that we reflect a bit on the nature of a university. As we talk about what's right with our institution, as well as its problems. That we try to realize the fullest meaning of the phrase, university community. In fact, it is more than appropriate for us to consider these basic questions. It is crucial for our campuses throughout this state and this nation are rapidly becoming islands in an unfriendly sea. It is imperative that we rethink and restate our purposes. That we talk to each other, inside and outside our campuses. That we believe in and communicate to the public the benefits of university existence.

Charles J. Hitch 20:55

The plain fact of the matter is that we are fast losing the support of the public. And without that support, our future seems bleak indeed. What is the problem of higher education? A growing percentage of the public thinks it knows the answer. It's those students and to some those faculty, and those administrators. But these, I think, in the main are scapegoats. The basic problem is that the world and particularly the United States, and perhaps most particularly California, is going through a period of rapid and pervasive change. The stresses and strains which always accompany change, naturally focus on society's institutions, and are perhaps most visible on our college and university campuses. Where the old and the new, live-in uneasy partnership and frequent conflict. We find ourselves living in an age where institutions, values, attitudes, and lifestyles are changing. And it is not surprising to find the role of the university in flux also.

For the sake of argument, I will discuss only two unrealistically simple concepts of the university. There are of course, many complex variations. The first concept is that the university's main purpose is to transmit to students, the accumulated knowledge of mankind and the cultural heritage of our nation and society. It is a passive concept and order instability are two of its key aspects. It does not rock the boat, particularly when the weather is rough. But the strengths of this concept or its principal weaknesses, for it remains focused on the status quo. When the status quo is generally agreed to need changing. It is fine to transmit past knowledge. But what about pushing back the boundaries and making relevant adaptations to new knowledge? It is fine to pass on our cultural heritage. But is it enough to assume that what has been will be or should be? There we assume that America has somehow reached its cultural Zenith that we have accomplished all our major goals as a people. I think it is clear that we must continue to change if we are to be a vital society. In short, it may be preferable to abandon the boat, not just rocket if it is too leaky, or too slow to get us where we want to go.

Charles J. Hitch 24:28

The second concept is that the university is a nun to shining part of an outmoded establishment but that nevertheless, there are people within its confines who see clearly what is wrong with society, and who should be allowed to use the institution in attempts to radically reform that society. This is an active concept with change and morality, however, subjective, as two of its Cardinal principles. To carry the nautical illusion, perhaps too far, believers in this sort of university, not only wished to try out a new boat, but also to sink the one in which we are now perilously sailing. The trouble with this concept is that it makes a fetish of change. It sees so clearly the problems that need solving, that it would abandon the university to the political arena, where I can assure you, it could be quickly dismembered. University must care about society and it must act as a catalyst for change. But it cannot itself be partisan.

In the words of my friend, Howard Bowen, the president of the University of Iowa, the university is properly a center of thought and discussion on social and political questions. Its professors and students should be free and obliged to express their thoughtful ideas, even when these ideas are unconventional, or critical of the established order, or contrary to settled public policy. But the university is a place of study, thought, discussion, and publication and not a center of political action. It finds its influence through the power of its ideas, not through overt action. The university as a corporate body is neither hawk nor dove, democratic nor Republican, socialist nor capitalist, it is not a parliament, or a

political party, or a pressured group. Thus, both major concepts of the university are seriously flawed and must be rejected, if what is desired, is that we swallow them whole. But why shouldn't we pick the best of each, the conservatism of the first and the progressivism of the second and combine them into one vital concept dedicated to past, present, and future truth? This is what we are trying to do. But it is difficult in a time when many outside the university and some inside it are attempting to press us into a confining mold, where truth and opinion form a pernicious Alliance and lose their distinction. We in the academic community must keep for most the words of Justice Holmes, that the ultimate good desired is better reached by free trade and ideas. That the best test of truth is the power of the thought to get itself accepted in the competition of the market. And we must more successfully convince the public that truth is our object. I am inclined to think that the President's estrangement of the public from the university is an unnatural occurrence.

Charles J. Hitch 28:34

Certainly, we are different and therefore will always be regarded with some suspicion as we always have. But there is so much to be gained by working together. I would like to quote appropriately enough Chancellor McGill from a letter he wrote to a San Diego resident earlier this year. The challenge which confronts me, the Chancellor wrote, is that I am now carrying the responsibility for the continued health and safety of a major public educational institution. At a time when public confidence in us has reached the lowest level I have seen during my lifetime. There is great tension and anxiety among the mass of decent citizens, as the level of violence and conflict grows in American life. And as the urban race problem continues to slide toward chaos. During such times, it is almost mandatory for all of us to treat our vulnerable public institutions with great restraint. Unrestrained criticism, leading to public disavow can be immensely destructive, both to our aspirations and to the hopes of unborn generations in this community.

It is all the more disruptive in this community, where the quality of life is still so attractive in relation to the rest of the country, that a great city and a great university are in the process of developing hand in hand. We must all work together, the future of this campus in this community is to be deeply involved in what we do. This is a difficult time for all of us as citizens. And I can assure you that it is a very difficult time in which to be an academic administrator. As I've tried to show in briefest outline this morning, we are under pressure from many sides. Yet good men seem to be willing to take the jobs and we are celebrating today, the official installation of one of the best he brings to his post the highest qualities of leadership, of devotion to this institution and of commitment to the truth. Moreover, as he has demonstrated during these first months, he is a man of great integrity and rare humanity. Ladies and gentlemen, on behalf of the Regents of the University, I am very pleased and highly honored to invest William James McGill with the Office of Chancellor of the San Diego campus of the University of California. And I bestow upon him the authority the rights and the responsibilities pertaining there to I present to you Chancellor McGill.

William J. McGill 32:56

Mr. President, this last gesture comes as a bit of a surprise to me. I do not know whether this weighty medallion with the chain around the neck is meant to imply the burdens of my office or whether it is intended that now the university will give the Chancellor's additional weight in the combat. Mr.

President, Members of the Board of Regents, my fellow Chancellor's and university administrators, my fellow faculty and students, ladies and gentlemen. Just as with every major transition, this marks both an end and the beginning. It is not precisely the beginning for me. I come before you a bruised and battle-scarred veteran, having survived the buffets and brickbats of my current responsibilities at UCSD for nearly 10 months. Three months ago, I would not have given a red cent for my chances of seeing it through to this day. And I am certainly not betting on tomorrow. But in these hazardous times, every Chancellor of the University of California and even its President, expects to be fighting for his life long before the ponderous mechanisms of protocol can grind out an official inaugural ceremony. As I think the President remarked at his own inaugural, I do not come to the marriage ceremony a virgin, but at least we can all take pleasure in seeing me at last made into an honest man.

William J. McGill 35:16

This is the end of an era at the University of California San Diego. The era began with Sputnik. And with the National panic, which that little beeping Soviet satellite created. Sputnik's effects on American education were on the whole remarkably positive, and they were in full ascendancy when UCSD was born a decade ago. Only in such an era could the extraordinary beginnings of UCSD have been conceived, much less attempted, and only in such an era could the attempt have been brought off successfully. It was an era of unparalleled national investment in education, especially in science. The Russian Sputnik fathered many new American university campuses, and caused the sudden dramatic expansion of many old ones. It was a time of bold educational planning, of sudden affluence for professors, and a pervading sense of limitless vistas of academic excellence, both here and throughout the country. But especially here.

We did not know then, that a decade later, we would be looking back on the murders of three great national figures, including a president. Or that a dirty guerrilla war on the mainland of Asia wouldn't mesh us in a fierce struggle, growing more sophisticated in weaponry, and more desperate and intent as time wore on. We did not observe that racial discontent was simmering on the edge of violence in our large cities. We were too busy then trying to get Negro children into a High School in Little Rock. Now we say black children, and our problems are by no means limited to Little Rock, or even the Deep South. A great deal has happened since then. We also did not know in 1958 that a business-like generation of graduate students, and college students, who seemed rather impressed by the limitless educational vistas we professors showed them, would shortly be replaced by a tough, articulate generation, whose leaders were trained in the civil rights movement. We did not expect them to be so critical about contemplating limitless educational vistas. Nor did we expect them to demand our attention to a society in turmoil, or to be quite so insistent about it.

William J. McGill 38:23

UCSD was formed in the bright spirit of national concern over the quality of education in the late 1950s. Universities then were literally buried in assurances of support, and quite naturally, they were in fierce competition to improve and expand as higher education came to be universally recognized as a precious national resource. This campus flowered almost at once into a major graduate science school. It soon boasted a faculty that was and still remains an object of admiration and envy in academic circles all over the world. Revelle College was opened in 1964. It became an instant and remarkable success,

attracting the best students in the state. Muir College was planned with great care by its Provost, Dr. John Stuart, aided by a highly professional group of faculty planners, among whom I number myself. The college commenced operation in 1967. Its permanent buildings are in construction immediately adjacent to us today. They will be occupied next year. When I came to La Jolla in 1965, UCSD was largely preoccupied with maintaining its cost allele excellence in the midst of very rapid growth. Even then, however, we began to see portents, that things might not be all rosy. Serious problems developed with students, not here, but the implications were clear. We also became aware of restive minorities and wondered why we weren't attracting minority students here. A small group of faculty formed a committee to do something about it. Then, after 1966, money began to get tight, and the university was plunged into one desperate crisis after another.

William J. McGill 40:42

Today, a decade following UCSD inception. And as that tremendous initial burst of energy and accomplishment is nearly spent, we recognize that we are at the end of an era. We are also at the beginning. It is the beginning of a major development here in medicine and the Health Sciences. We are at the beginning of our plans for UCSD second cluster of colleges and institutes. It is also the beginning of a new and somewhat humbler commitment to society and its problems. The transition will be hard because nothing comes easily in education these days. But the directions of UCSD's course in the next decade are charted and I want to describe some of them to you this morning. Nothing symbolizes the reach of UCSD is first decade better than the digital computers. The campus is filled with them in a bewildering variety of sizes, capacities and purposes. Nothing symbolizes the challenges of UCSD next decade, better than the hours we spend and contingency planning against the possibility that our main computer may be seized by militants threatening to wreck it unless their demands are met. Barbarism, hitherto constrained to lesser segments of American life now threatens us all.

The computer and the crowbar once seem to come from totally different strata of society. Occasionally, now they meet in the same room. The new atmosphere of moral struggle, enveloping our universities is permeated with a peculiar inverted symbolism. Certain of the more passionate activists among us seem to be trying to sensitize the university by brutalizing it. Classes are disrupted in order to further the cause of educational improvement, sees your tactics and threats of violence are defended on grounds of passionate conviction and high moral principle. Contradictions between nobility of stated purpose, and the ignoble acts which such purposes are invoked to support, simply boggles the mind of that rejects the symbolism. In its essence, the symbolism requires that the university be made to endure barbaric acts because inhumanity is practiced elsewhere in society. One standard of behavior for the rural south or the urban ghetto, and a different standard for an elite university is rejected as hypocritical. Acceptance would imply that such differences are tolerable. Thus, some of our affluent campus idealists seek peace of mind for themselves in a divided and iniquitous society by adopting a mask of suffering and exploitation, then striking at the university as though it were the agent of these evils. None of it seems to make much sense.

William J. McGill 44:14

Academic leaders can take no particular pleasure in such contradictions, or in the inverted symbolism that ends in contradiction. We need to be acutely sensitive to the charge of hypocrisy that we now hear

so often. We have not been as dedicated as we would like to believe in carrying out our own moral imperative to use education as society's principal weapon for wiping out society's inequities. We have opened our doors to the qualified but until very recently, we have not gone beating the bushes to find the able. There is nevertheless I think just a bit of hypocrisy in a moral struggle, which restricts its attacks on the ills of society to the undefended borders of the university. When there is so much hard work to be done outside where the problems really reside. We are of course not all engaged in masks and symbolism. The Sunshine soldiers of the free speech area are matched here at La Jolla by some 500 of our students and faculty wives, who give their time freely as tutors and counselors in the San Diego schools and neighborhood houses.

Quietly and without fanfare, faculty members at UCSD have used their own money to underwrite the costs of a special opportunities program for minority students and the Regents have matched these funds with \$5 for every dollar we raise. I say these things not in self-justification but merely to balance accounts. We cannot justify ourselves in this troublesome era. Our students are right in pointing to the infinity of distance in the standard of behavior appropriate to the decaying inner city on the one hand, and the elite university campus on the other. It is an evil which we must seek to eradicate. Our students are right in telling us that war, poverty and racism in America are not trivial defects from which professors can stand aloof. While the pursuit of unbounded academic excellence continues unabated. The destruction of the quality of urban life in our country is now a matter of crucial importance for the continuity of service of our society. It cries out for analysis and repair by trained University experts. What have we at UCSD contributed? The wounds of racial conflict lie waiting for UCSD healing attention. Should we have been so unprepared for the violent expressions of racial pride and the demands for power that have burst forth from our cities?

William J. McGill 47:12

UCSD still offers no real basis for placing these social phenomena in the worldwide context of expert knowledge on which universities draw when they move effectively in the public domain. This campus has perfected a truly magnificent research establishment, but it has directed precious little effort at understanding the dynamics of our own society. These critical problems define an important part of our mandate for the next decade. But I have not yet described the circumstances in which we must try to attack them. Rapid expansion of the youthful segment of the population now places immense strain on higher education. The University of California enrolled 49,000 students in 1960. We will number more than 100,000 students next year. Despite remarkable and intense efforts at advanced planning, the growth of the university has simply outdistanced its capacity to engage in innovation. And even more rapid acceleration of strain and conflict in society at large during the past five years, has had the unfortunate consequence of making many of our most prized innovations seem already outdated and irrelevant.

Thus, we are confronted by vast and increasing numbers of students whom we seek to educate to cope with the demands of an increasingly sophisticated technology. Experience over the last two decades, tells us that a significant portion of our graduates will enter occupations that not only now do not exist, but have not even been contemplated. At the same time, we find ourselves confronted by an expanding urban social conflict, whose sources and directions we do not fully understand. The modern university's

obligations to the service of society, demand attention, research and skilled effort at the highest levels of technological and professional life, and simultaneously in the thorniest problems of urban life. We must do these things not because politicians dream of America as the place where ghetto youngsters are educated to design computers. But because the eradication of the growing gap between our technology and the dreary anime of our cities is fundamental to the continuity of our social order.

William J. McGill 50:03

We cannot continue on a course that leaves 20% of our people unequipped to survive in an ever more demanding environment without creating a force that will eventually destroy us. Our students see this quite clearly. Most of them accept the technical demands of the curricula of Revelle and Muir Colleges, because they know, as we know, that a technological society dismisses the untrained. But they also demand that we bring to ourselves society's realities. They asked for courses and curricula relevant to the principle social, economic and legal problems we confront in today's world. The students want to understand the role which Black Americans have played in our history, and the institutional mechanisms that have relegated the blacks and other minorities to sustain second class citizenship. Our students want exposure to Black and Chicano culture so that they can begin to comprehend the pluralism of American life. These demands for relevance, are at once elementally just and elementally ominous. Society finds itself in transformation. If we are so misguided as to ignore the turmoil, we shall wake up one day to find our magnificent research establishment standing like Ozymandias, in a wasteland.

UCSD founders and leaders conceived it as a great graduate and professional center interpenetrated by a variety of independent undergraduate colleges, providing easy passage between high school and professional training of a high order of excellence. Our objective has been to eliminate the monolithic anonymity of a large university and simultaneously to cut years off the increasingly long period of apprenticeship, which a young professional must endure. In many areas of our work, we seek to exercise the Master of Arts degree, acknowledging it to be the unnecessary anachronism it has become. We are making graduate courses easily available to upper division undergraduate students. We are incorporating postdoctoral study as a normal part of our machinery for professional education. The aim is to provide attractive pathways to young 19 and 20-year-old students who are now being discouraged from graduate education by endlessly pyramid requirements and interminable periods of apprenticeship. We are seeking ways to introduce young PhDs, physicians, engineers and teachers into productive careers before they are much beyond 25 years of age. Otherwise, we may safely expect that frustration over delayed income and simple self-realization will drive these young people into occupations with quick satisfactions and little ultimate use to humanity.

UCSD's unique formula for mixing graduate study with small undergraduate colleges has as its crucial objective to develop a highly streamlined education with a personal touch. Our School of Medicine accepted its first class of 47 medical students last September. Many years of preparation and operating plan that takes full advantage of the extraordinary quality of the graduate science departments on the San Diego campus. And the exceptional leadership qualities of Dean Clifford Grobstein, have given this infant medical school remarkable local and national impact. This year, we received 1,600 applications for the 48 places available in our second freshman medical school class. This year we perform San

Diego's first kidney transplants. We are already a nationally known research center in studies of heart function and heart disease. The continuation of so fine a beginning into a major medical center in San Diego has now been completely planned. We know how to do it. We have the intellectual resources to do it. We have the enthusiastic support of the business community and the medical profession in San Diego. We require only time, money and patience. Of the three Mr. President, I would rate money as being most critical. We brought - I'm afraid the President might ask me to rate patients a little higher.

William J. McGill 55:16

We brought University Extension to UCSD in 1966 and incorporated it into our campus educational program just this year. We envisage Extension as providing easy access to the university from the surrounding community. But we are also expecting much more. UCSD Extension is developing and maintaining occupational training programs that are intended to provide trained minority personnel for employment by the university. In this way, we can break the vicious circle that leaves minorities unqualified for the technically demanding occupations that a university community sustains. Support money for such training programs is coming from the university's Urban Crisis Program, and also from federal and private sources. The training is supervised and administered in University Extension. UCSD is rapidly becoming a leader in this area of self-help. Additionally, we expect that Extension will soon begin to operate centers for continuing education in professional and technical specialties related to the career needs of San Diego's highly skilled and well-educated population. Let me make special note here of the problems involved in the occupational rehabilitation and retraining of women whose families have flown the nest and who seek new challenges outside the home.

The Scripps Institution of Oceanography as our oldest research center. Indeed, antedates, UCSD inception by nearly 50 years. Scripps has set the pattern of scientific eminence that has become the identifying characteristic of the University of California's campus at San Diego throughout the academic world. It is only half a jest to say that UCSD's academic reputation obeys an inverse-inverse square law. The further you go from San Diego the more highly we are regarded. Scripps has somehow escaped identification with the turmoil afflicting the upper campus in recent years. The people of San Diego know as we know that much of the economic future of this magnificent port area of Southern California rests on engineering applications of the oceanographic and marine biological research, and with Scripps has become a worldwide leader. Moreover, Scripps scientists have unique contributions to make to the solution of the problems of decaying American urban life. Dr. Nirenberg tells me that we are less than a decade away from being capable of building safe floating offshore airports and harbors with connecting tunnels to the shore. Scripps experts are also world leaders in studying the effects of thermal and chemical pollution of the seas. Thus, the conversion of industrial and commercial waterfront areas with dank polluted shorelines into beautiful seaside parks is not a vision. It may be one of UCSD's most significant efforts in restoring the beauty of America's port cities.

UCSD Central Library is now under construction at a spectacular location in the center of the upper campus, overlooking a beautiful valley that stretches eastward toward the freeway in the mountains. William Pereira's magnificent building will soar over this landscape like a giant space capsule. Some of you here may recall that John Galbraith at his inaugural called upon the late Bishop Buddy to ask the president of the university, and failing that God himself, to bring UCSD library into being and to make it

prosper as the third major research library in the University of California. I can do no less Mr. President than Reverend Evans. Our library is simply the key to UCSD scholarship in the world's literature's as well as in history, philosophy, the history of science and medicine, geography, law, and indeed all the disciplines in which new knowledge is developed out of analysis of original documents. San Diego and its citizens have no major library. It is clear to me that the university's efforts to develop equitable library's resources on its nine campuses, must somehow remain sensitive to the cultural and intellectual needs of the communities the campuses serve, as well as to the directions of development of the campuses themselves. It is simply inconceivable that UCSD could become in fact, the great professional and graduate center it is destined to be, unless the UCSD library were also to become the focus of special collections that are the lifeblood of the humanities. I serve notice that I will be no less tractable than my predecessor on the subject of the scope and quality of UCSD library.

William J. McGill 1:00:44

All these achievements, all these imperative needs, and the University of California San Diego is barely at the end of the first decade of its existence. Yet, as I have indicated, despite this extraordinary beginning, adhering to and in some instances defining the highest standards in American education, despite the Nobel laureates on our faculty, despite our plethora of members of the National Academy and a host of other honorary societies, despite UCSD innovative colleges, despite our unprecedented and successful articulation of the School of Medicine with our graduate science departments, despite our initiatives in University Extension and the occupational training of hitherto excluded minorities. Despite all these remarkable and truly innovative developments at UCSD, we are in danger of failing in our effort to serve the increasingly desperate needs of one of the most volatile eras in our history.

The plain fact is that most minority students are excluded from UCSD and from the educational advantages which we and the people of California have provided for the most able students in San Diego. We operate a special opportunities program with special courses and special support for minority students. But we have operated it during the past four years, with at least three major changes in the special training necessary to ensure that these precious students will survive in the rigorous programs of Muir and Revelle Colleges. We have found very few minority faculty to help us assess the needs and devise the solutions. Students and faculty members who meet UCSD towering standards are rare articles. Plainly, we do not yet really know how to close the gap between our elite academic community and the disadvantaged minority students to whom we have pledged our best efforts at eradicating the cultural gap that excludes them. These minorities seem to be coming rapidly to the conclusion that our pledges of good faith are the same old word games, the same old devices to exclude them from the benefits of society. Burgeoning ethnic and racial pride tells these young people that we have in fact no competence to set standards of admission for them, or to set qualifications to teach in courses and curricula relevant to their needs. Thus, we are well along the road toward new sources of conflict.

William J. McGill 1:03:33

We may soon be forced to defend our academic standards and traditions extending back to the dim origins of learning in China, Egypt, Israel, Greece and Rome against the charge that they are racist. How can we avoid the awful dilemma? On the one hand, we may construct colleges which serve the

aspirations of minority communities, but which have intellectual requirements much below those which to which we have dedicated our lives. Or we can join in excluding the people we must help if we are to participate in returning our society to a semblance of equilibrium. UCSD cannot simply accept this dilemma as inevitable. We must also resist the temptation to shortchange future generations of minority students by creating an intellectual sandbox for them on this campus. We must somehow find a way to bridge the gap.

The innovation we seek at UCSD is a two-year experimental college constructed and maintained cooperatively with the junior colleges of San Diego County. The experimental college would be staffed by specially trained graduate students of a Master of Arts in Teaching Program which UCSD expects to develop in the next five years. The primary function of our experimental college would be that of a model transition program for able but unqualified minority students, and providing entry into the demanding programs characterizing UCSD is regular undergraduate colleges. Students could be admitted to the experimental college with roughly the qualifications necessary for admission to a junior college. They might take courses in any regular UCSD College, without prejudice to their enrollment status in the experimental College. And would eventually transfer to one of the regular colleges when ready for such transfer. Programs in the experimental college would be matched to the needs of minority students and to the gap that must be closed and bringing promising but poorly trained students up to the intellectual standards of one of the most demanding academic environments in the world. Some students would simply pass through the experimental college and graduate into business occupations. Others would make the transition into one of UCSD regular colleges. The primary risk to the student would be the extra time necessary to close the gap in his individual case. The primary risk to the academic community would be the challenge of devising academic programs for the experimental college that would make the transition process effective with promising but poorly prepared students.

A two-year experimental College of this design is unprecedented. Its staff has not yet been trained. The necessary cooperative arrangements between the regents the university administration and the junior college system are nonexistent, but the idea is practical and workable. Moreover, it would offer UCSD's faculty and opportunity to design transition programs based on the faculty's exact knowledge of the demands made by our own college courses. It appears that there is no barrier in principle to our beginning immediately to devise a program such as I have just outlined, and to put it into effect on a pilot basis in cooperation with one of San Diego's junior colleges. I believe that the program would be watched with great interest on all sides. The university has never really succeeded in solving its problems of articulating successfully with the junior colleges. Perhaps it is because both parties have concentrated too heavily on traditional academic training, rather than on transition programs aimed at culturally and educationally disadvantaged minorities.

William J. McGill 1:07:41

Ladies and gentlemen, as you see, we stand only upon the threshold of what we must do. UCSD's first decade has seen the construction of a graduate school, two undergraduate colleges, a School of Medicine, and a community of scholars full of unexcelled quality by any academic measuring stick. The next decade we'll see UCSD develop major centers in the health sciences and in the social sciences.

There will be a major involvement in urban problems, new educational mechanisms to deal with minority education, and not to be forgotten, continuing and determined efforts to make our college system work as new colleges continued to be established on our campus. I would venture to guess that the next decade will also lead to the development of a professional school of architecture or a school of law in San Diego. We shall almost surely be privileged to see the construction of a magnificent professional theatre and immediately adjacent to the university and closely linked to us through interlocking appointments in our Department of Drama. It is no secret that this embryonic repertory theater has had a history of severe birth problems, but its present condition looks mighty healthy to the Chancellor.

In the midst of the savage pressures under which a Chancellor must do his work during this tumultuous period in the history of the University of California, I cannot help wondering today how much of it all I shall be destined to see. I know that today you are all with me. And tomorrow most of you will still be with me. We both have promises to keep. We have miles to go before we sleep. Let us seize on that spirit. Let us move out into the anxious and turbulent days ahead, holding in our hearts the conviction that someday somehow it will all come to pass. With that spirit and holding on to that conviction, we can guide our first steps. And that after all, is everything that tomorrow demands. Thank you very much.