

UNIVERSITY OF WASHINGTON

Office of Minority Affairs

It was nearly five years ago that the University of Washington prompted to action by a group of Black students angry with the school's admissions barriers, began what has become one of the nation's most energetic and fast-growing programs for minority students. Since the fall of 1968, the Educational Opportunity Program has been the prime mover in increasing the University's enrollment of Black, Asian, Chicano, and American Indian students to a total of 3,696. That is 10.8% of the total number of students who attend the University. The number of Black students has increased from 220 to 1,327 in that time. Last year the University graduated its largest number ever of minority students. Ninety-four received baccalaureate degrees and sixty-two were awarded masters degrees.

But there is a long way to go. One indication of this is that right now there are 4,935 licensed practicing attorneys in the state of Washington, and among them are no more than 24 Blacks, no more than two Chicanos, no American Indians, and no Filipinos. There are 8,137 licensed doctors in private practice, but not more than 20 are Black, not more than five are Chicanos, one is an American Indian, and one

is a Filipino. Among 3,140 dentists in private practice, there are at most six Blacks, one Filipino, no Chicanos, and no American Indians.

But the Educational Opportunity Program, directed by Dr. Samuel E. Kelly, the University's Vice President for Minority Affairs, is more than a numbers game. It has helped to change the whole tone of what a few years ago was almost strictly a White middle-class university whose campus life was attuned only to white students. Now minority students are very much involved in student government, in the work of the many committees that influence admissions standards, student financial aid practice, curriculum change, and residence hall life.

The University has during the past year built an Ethnic Cultural Center, a new building which serves as a place for study, social gathering, recreation, and as a place where student and community groups can meet. It has a growing library, and it provides minority students with a setting for the design and exhibit of ethnic arts and crafts. Across the street is the new 205 seat Ethnic Cultural Center Performing Arts Theatre, which has been busy to capacity since it opened a

year ago. In the same building is found the Educational Opportunity Program's Tutorial Center and Reading / Study Skills Program.

One of the things that has made the Educational Opportunity Program possible is the availability of a good student financial aid program. It costs approximately \$2,400 for an unmarried student to get through a school year at the University, that is, to pay for his tuition, books, room and board and day-to-day living expenses. It hardly needs to be said that few minority families can meet the cost of such an education. During the past five years, however, it has been possible for minority students to meet these costs because of financial aid awarded by the University's Office of Student Financial Aid. A great deal of this money has come from the federal government—from programs established in President Johnson's Administration: The Educational Opportunity Program, the National Direct Student Loan Program, and the College Work-Study Program.

Here is where the bright part of the picture becomes clouded.

President Nixon, along with his elimination of some of the important Office of Economic Opportunity and other programs for social justice, is determined to dismantle the ma-

jority of the 3,696 Educational Opportunity and National Direct Student Loan Program and substitute pale replicas of these proven programs—under-funded programs that would be managed off-campus increasing a hundred fold the difficulty that minority students would experience in obtaining the aid they need to attend the University, or other colleges and universities.

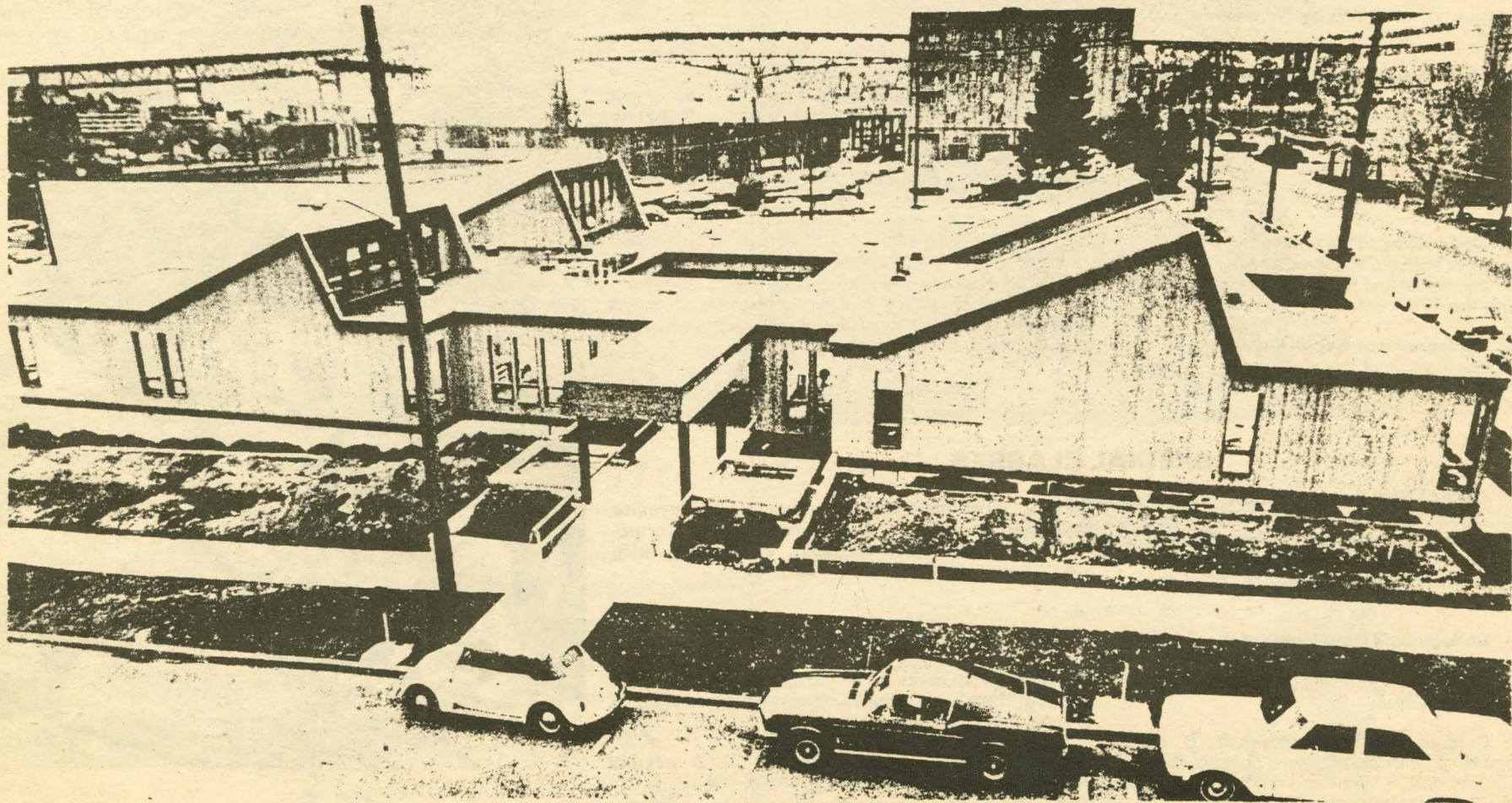
The question of whether will continue to be equal opportunity for minority students in higher education or not will be decided by the fierceness of Congress' resistance to President Nixon's plans for scuttling the federal student aid programs—on whether or not Congress' resistance is the real thing and not mere grandstanding for the purpose of deceiving the public.

What is actually at issue is the whole question of who in this country will have an opportunity for education beyond high school. Will the public colleges and universities, which are subsidized by the poorest as well as the most prosperous taxpayers, be reserved as places for those whose parents are wealthy enough to afford the climbing costs of education?

The University has moved a great distance toward making higher education for minorities a reality. The great

minority students who attend the University are there because the era of Lyndon Johnson removed many of the financial obstacles to higher education. Whether or not they are allowed to continue, and whether or not the brothers and sisters now in high school will have a chance to improve on the indefensible record of the medical, dental, legal and other professions in this state will depend on how far Congress allows the Nixon Administration to succeed in dismantling the present programs and substituting shadow programs in their place. Last June, when the Higher Education Amendments of 1972 were passed, the Nixon Administration agreed that the Educational Opportunity Grant and National Direct Student Loan Programs would be funded before any consideration was given to his anemic, underfunded new proposition, Basic Educational Opportunity Grants. Now, reneging on that promise, he proposes to eliminate them altogether.

Will Congress allow him to succeed? Ask Brock Adams and Joel Prichard—key congressmen from our area in the House of Representatives in Washington, D. C. Ask Senator Warren Magnuson and Senator Henry Jackson, in the U. S. Senate in Washington, D. C.



UNIVERSITY OF WASH. ETHNIC CULTURAL