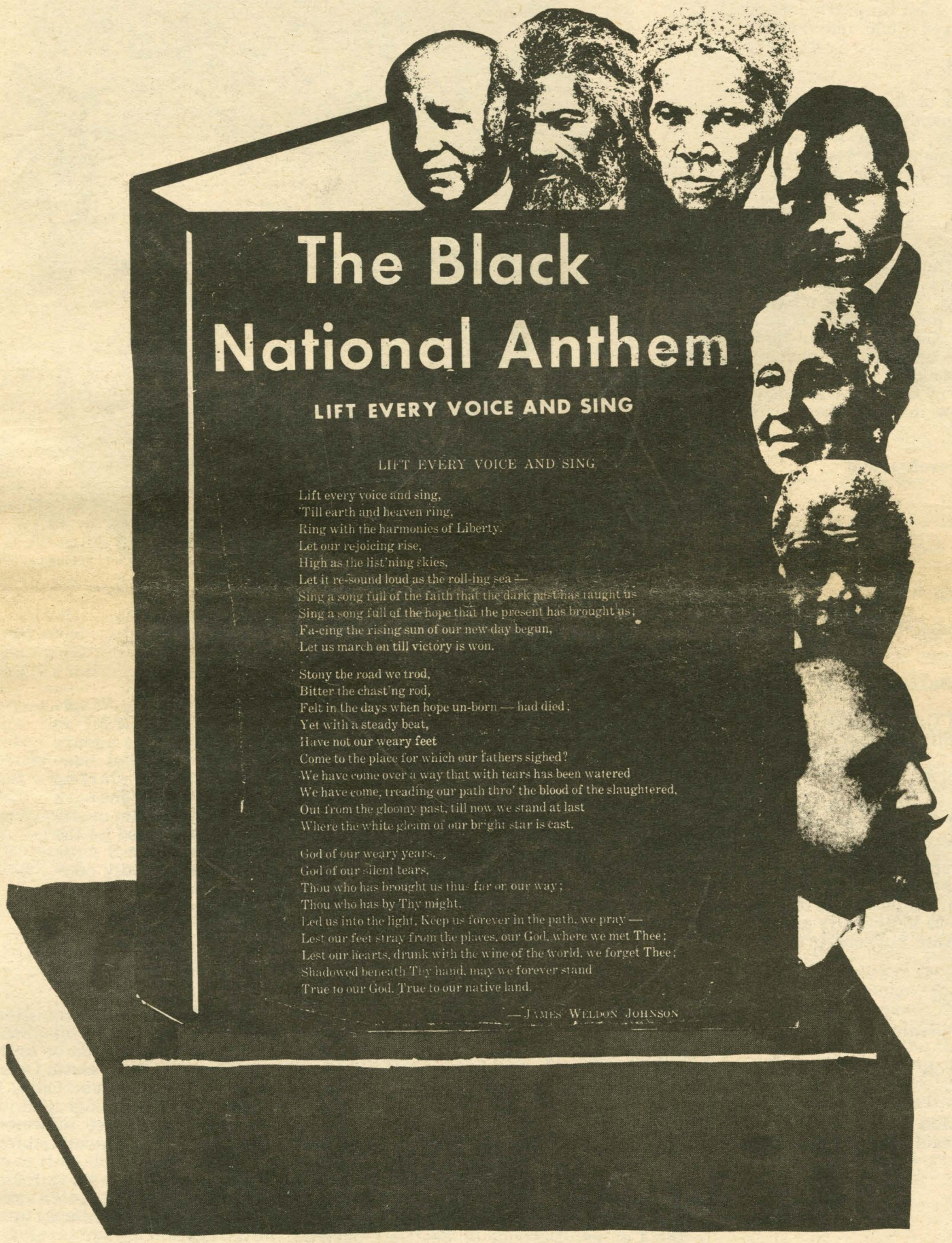
THE MEDIUM

BLACK HISTORY EDITION

SECTION B

FEBRUARY 15, 1973



The Black National Anthem

LIFT EVERY VOICE AND SING

LIFT EVERY VOICE AND SING

Lift every voice and sing,
'Till earth and heaven ring,
Ring with the harmonies of Liberty.
Let our rejoicing rise,
High as the list'ning skies,
Let it re-sound loud as the roll-ing sea —
Sing a song full of the faith that the dark past has taught us
Sing a song full of the hope that the present has brought us;
Fa-cing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod,
Bitter the chast'ng rod,
Felt in the days when hope un-born — had died;
Yet with a steady beat,
Have not our weary feet
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered
We have come, treading our path thro' the blood of the slaughtered,
Out from the gloomy past, till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on our way;
Thou who has by Thy might,
Led us into the light, Keep us forever in the path, we pray —
Lest our feet stray from the places, our God, where we met Thee;
Lest our hearts, drunk with the wine of the world, we forget Thee;
Shadowed beneath Thy hand, may we forever stand
True to our God, True to our native land.

—JAMES WELDON JOHNSON

FEB 11th — 17th

NATIONAL BLACK HISTORY WEEK

CENTRAL AREA MOTIVATION PROGRAM .. IS BLACK HISTORY

BACKGROUND

The Central Area Motivation Program (CAMP) is the oldest social agency exclusively serving Seattle's Central Community. It was conceived in 1965 by the Central Area Citizen's Committee (CACC) in direct response to the Economic Opportunity Act of 1964.

Over the years CAMP has served Central Area residents with a variety of programs as well as having provided Employment and Training for well over 1,000 individuals.

DIRECTORS

The Administration of the program has been in the capable hands of Lonnie Williams, Walter Hundley, Harold Whitehead, Charles W. Hodges, Frank Waynewood and, the current Executive Director, Mrs. R.Y. Woodhouse.

FORMER PROGRAMS

One of the initial thrusts of CAMP was to improve educational opportunities for the Area's Youngsters. Therefore, many of the first community programs were academically oriented. CAMP did not stop there, however, and has always changed and adapted in order to meet an entire range of community needs in the most effective manner possible. How many of these programs do you recall?

Job Counseling and Development
Youth Department
- Junior Teen Council
- Senior Teen Council
- Jobline
- Tutoring

SCORE
VISTA - Parent Outreach
Detached Workers
"The Trumpet Newspaper"
Family Counseling
Planned Parenthood
Model Neighborhood Beautification
Tot Lot Program
Central Area Federal Credit Union
Model Cities Community Survey
Tenant Organization
ADC Motivated Mothers

CURRENT PROGRAMS

As the Community has changed, developed and become more sophisticated in terms of expressing and meeting its needs, so has CAMP. Today our emphasis is on providing social support to individuals and families in the area. Our current program components are:

Operation Improvement
Afro-American Arts
- Black Arts/West Theater
- Dance

Education Talent Search
Headstart/ Day Care
Home Repair Service
Community Organization
- Food Ban k (Tabernacle Missionary Baptist Church)
- Sickle Cell Anemia
- Drug Abuse
- Environment
- Housing
- Employment
- Referral
- Youth Activities
- Arts and Culture





Executive Director, Mrs. R. Y. Woodhouse explains that the future of CAMP is the future of the Central Area. The agency has already spawned many successful independent programs and been the starting point of many a successful career. She says "In spite of constant internal program modifications, we intend to stick around as the only agency committed to the Central Area alone. Our approach will undoubtedly continue to vary, but our commitment to Central Area residents and their needs will not."

HEAD STA..

C.A.M.P. Head Start grew out of an overwhelming need for day care in the Central Area of Seattle. Hundreds of mothers who needed and wanted employment were prevented from seeking it by the dearth of qualified day care facilities.

In April 1966, a disasterous fire in a house being as a result, funds were utilized by the Central Area Motivation Program, (the agency designated by the Office of Economic Opportunity to fight the War on Poverty in the Central District of Seattle,) open a Day Care Center at Grace Methodist Church. As the demand grew, three more centers were developed at Temple Dellirsch, University Presbyterian Church, and First Baptist Church, under the same auspices.

In October of 1967, additional funding from Head Start allowed C.A.M.P. Head Start to upgrade its standards in program services for the children and their families, and training for its employees. The Summer of 1968 brought another center at St. Peter's, which receives its funding from the Department of Labor under the Concentrated Employment Program. In 1970, the C.A.M.P. Head Start serves approximately 120 children between the ages of 3 and 6, and their families, with a staff of 35 including 24 classroom personnel.

The individual center is divided into two classrooms, each staffed with a teacher, an aide and volunteers. There is a structured program alternating individual and group activities, the core of which is the Human Development Program; this is a daily activity in which each child participates, building his mastery of skills and his awareness of himself as well as others.

In the Medical Department, the Nurse with the aid of an assistant and volunteers, is able to locate present and potential helath problems, to institute a program of immunization, and to refer the family for the proper medical assistance when needed.

The Nutrition Department which is located at Ebenezer A.M.E. Church, dispenses a full lunch and morning and afternoon snacks to all centers, as well as information relating to the importance of good nutrition to healthy growth and development.

Volunteers are valuable to all departments of C.A.M.P. Head Start and can be assigned to the duty where they feel they will contribute most to the program.

COMMUNITY ACTION FOR EDUCATION • JOBS • IMPROVEMENT • TRAINING • SOCIAL CHANGE

OPERATION IMPROVEMENT

PURPOSE:

Although the demands of a fluxuating economic environment have brought considerable modification to the functional structure of Operation Improvement, the major intention and purpose of the organization has remained unchanged. The overriding consideration has always been to assist in the rehabilitation of those individuals who, due to a lack of work experience, basic skills, and accompanying social disadvantages, have remained chronically unemployed and, in many cases, are unemployable in any normal capacity.

BACKGROUND:

At the time of its inception in 1967, Operation Improvement was designated the Department of Beautification of the Central Area was undertaken. The creation of attractive and well-equipped park recreational facilities and parking strip tree planting provided these individuals with productive and meaningful employment. By providing a controlled working environment, counseling and the supervision necessary to develop responsibility; progress was made towards their rehabilitation and numerous individuals were made eligible for acceptance as qualified employees of reputable community businesses and institutions. In addition the entire community was eventually stimulated to undertake its own facelifting and beautification program.

Following the completion of Madrona Park, Leschi Park, Garfield Play Area, numerous "Tot-Lots" and extensive tree planting, the organization began offering its services to members of the community in general. Under the name of CAMP Operation Mainstream it provided area residents with advice on dwelling refurnishment and maintained a collection service for those who desired having accumulated trash hauled off.

PRESENT STATUS:

Now designated Operation Improvement the organization has attained a degree of specialization which enables it to concentrate almost exclusively on its primary goal-helping people towards worthwhile and satisfying lives by providing them with the character devlopment and occupational training necessary to obtain productive employment. Through a contract with the Concentrated Employment Program, individuals qualified to receive work experience training are referred to OI for placement with various public and private nonprofit agencies. Counseling is provided all enrollees and those with erratic work histories are encouraged to develop habits of promptness and stability and thereby build performance records which will be of considerable benefit in obtaining future employment. To facilitate this -- careful records of each enrollee's work performance are maintained. In addition, this counseling aids in helping the enrollees solve or avoid problems that would otherwise interfere with their jobs. A continuous effort is also made to obtain committments from user agencies t assure the hiring of enrollees upon satisfactory completion of their training.

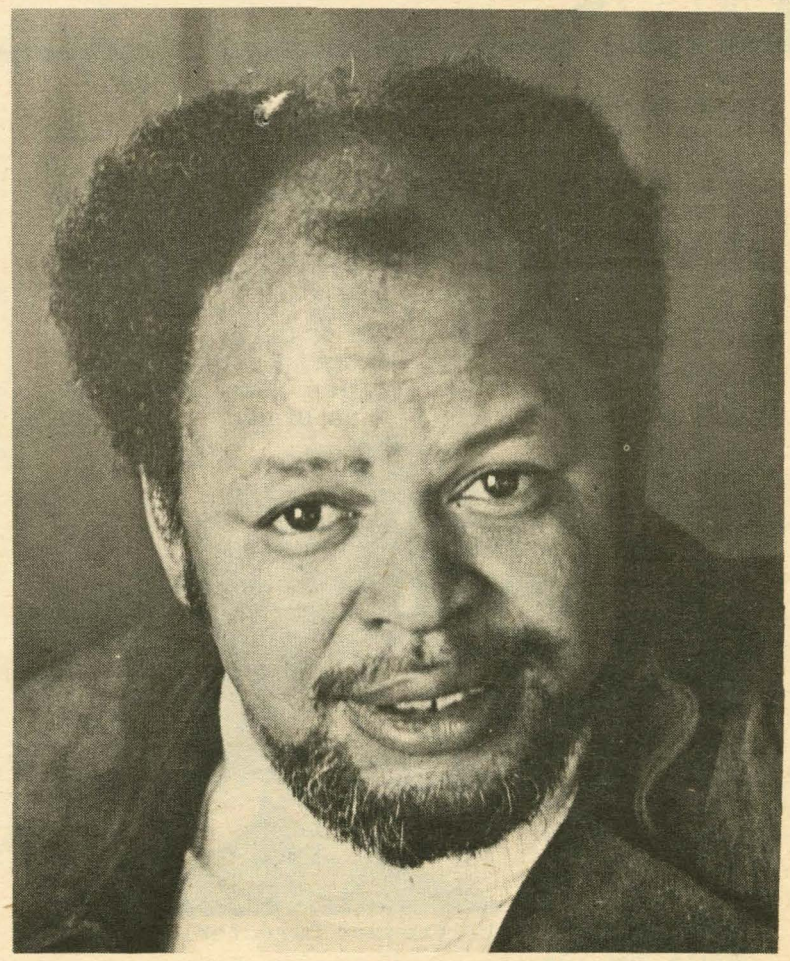
At present approximately Thirty Enrollees are involved in work experience training and the annual budget for the organization falls in the neighborhood of $150,000. The entire operation is administered by a staff of three--namely, a Project Director, Assistant Director and Secretary.

OUTLOOK:

An investigation is currently underway to determine the feasibility of expanding the work training program to include the private sector of the economic community. If this is successful the number of enrollees who could take advantage of the program would be greatly increased; without affecting the high percentage of enrollees who are hired by their training organization. Because of its past experience in area beautification, OI is also considering proposing to assume maintenance responsibilities for Model Cities Area "Mini-Parks." Not only would this reduce maintenance costs by centralization, but it would provide a training facility for regular city groundskeepers. In a continuing effort all existing and possible funding sources are kept under review in order to remain responsive to any occassion that could contribute to the basic aims of the organization.

CURRENT STAFF:

Garcia Massingale, Project Director; Harold Doss, Assistant Director; and Shirley Cotrell, Secretary.



Black Arts West Director, Doug Barnett

BLACK ARTS WEST

Black Arts/West is a child of the "war on poverty," Founded in the spring of 1967 as the Performing Arts Department of the Central Area Motivation Project (CAMP) -- itself the creation of Seattle's black citizens, the Central Area Citizens Committee, who opened CAMP with the help of funds from the Office of Economic Opportunity (OEO).

However funds were not available to develop a cultural arm within the community. The concern of a citizen's group resulted in a drive to obtain funds for this undertaking. A local charitable organization bestowed an initial gift of $10,000 upon CAMP for the purpose of promoting the arts in Seattle's ghetto. Subsequently, Black Arts/West has been sustained primarily by the Seattle Model City program which has allotted CAMP funds earmarked for the arts. Occasional supplemental grants assisted in programmatic development.

In April 1969, the Performing Arts Department moved from CAMP headquarters, an old firehouse, to its own facility, an old but more adequate theatre-in-the-round located within Seattle's central area.

The lobby of the theatre serves as a small art gallery. Along with the move came the new name, Black Arts/West. A recently completed renovation of the firehouse has given the dance group more space and an excellent dance floor.

Additionally, a room for arts and crafts became available.

TALENT SEARCH STAFF
Novella Donavon, Counselor

SEATTLE UNIVERSITY WORK STUDY

Staff Counselor Aids

Marquita Bynoe
Belinda Higgins
Ben Rinonos
Michael Ward
Evelyn Washington

ARTS

C.A.M.P. Talent Search
GARFIELD WORK EXPERIENCE STAFF
STUDENT COUNSELORS

EDUCATION

CAMP EDUCATIONAL TALENT SEACH

The Educational Talent Search Project is funded by Health, Education and Welfare out of the Division of Student Special Services. The Central Area Motivation Program (CAMP) received its initial grant of $50,000.00 in July 1969. Since that time CAMP Talent Search has continued to grow. The basic functions of Talent Search are to:

1. Identify qualified youths of financial or cultural need with an exceptional potential for post-secondary educational training and encourage them to complete secondary school and undertake post-secondary training. (This means any brother or sister)

2. Publicize existing forms of student financial aid, including aid furnished under this title.

3. Encourage secondary school or college dropouts of demonstrated aptitude to reenter educational programs.

CAMP Talent Search is located at 1116 34th Avenue, 323-1003 Office hours are 8:30 to 5:00 p.m., Monday through Friday.

Talent Search counselors are able to call any school in the United States to assure students of obtaining information immediately.

OPERATION IMPROVEMENT

The name now used by this program is Operation Improvement. It is designed for providing training which will enable an individual to obtain gainful employment.

This program was designed for "people" rather than people just placed in a "Program". As an integral part of the Central Area Motivation Program, Operation Improvement is contracted through C.E.P. as a means of providing the work experience necessary for individual training.

This work experience is provided and made available to both male and female. The only requirements for enrollment in Operation Improvement are that an individual must be twenty-two (22) years old and live in the target area.

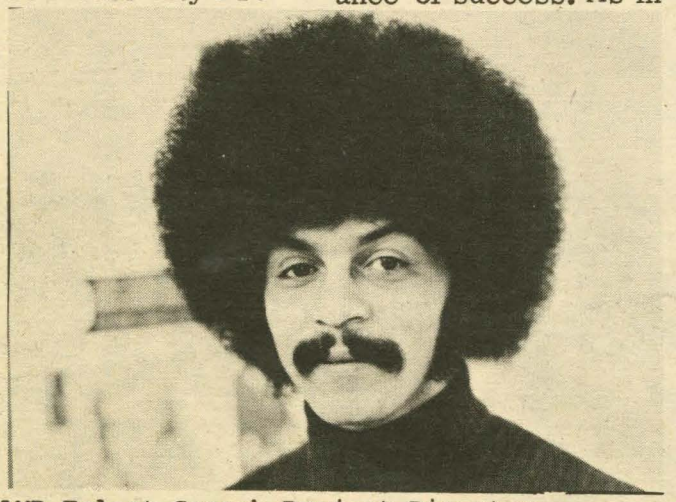
Funds for operation are provided by the Department of Labor.

CENTRAL AREA MOTIVATION PROGRAM

Educational Talent Search Project

BY: BELINDA HIGGINS

The C. A. M. P./Educational Talent Search Project in Seattle was first funded in July, 1969 by the United States Department of Health, Education & Welfare. In 1972-73 partial funding ($18,000) came from the Seattle Model City Program. The intent of this program is to provide academic and financial counseling to potential students who would otherwise be negated or excluded from our traditional post secondary educational system. As the federal guidelines so stipulate, we are to execute the following within the greater Seattle area; our target area being the Seattle Central Community.



CAMP-Talent Search Project Director, Eddie Rye, Jr.

COUNSELING

The specific objectives of this Talent Search Project have been to provide the student (and his parents) with professional counseling assistance in order to pursue secondary and post secondary education with some assurance of success. As individual needs vary, we have various counseling functions that we are called upon to provide, in the following major functional categories:

Guidance - Assist in helping students make educational choices by identifying interests, abilities, objectives and preferences.

Information - Communicating and examining educational and financial opportunities and choices available so that youngsters will be able to pursue a planned course of action which will lift them above their present academic and social levels.



Ruthan Kurose, Student Counselor

The main functions of Educatiomal Talent Search are to disseminate information relevant to educational opportunities and vocational / technical training for members of oppressed ethnic and low-income groups that are currently under-represented in meaningful employment in the Seattle area. The areas that Talent Search cover are the following:

Interpretation - Interpreting regulations policies, procedures and requirements so that they can be fully understood by students and parents whose experience may limit their capacity to assimilate data.

Motivation - As achievement and asperation are functions of an individual's image of himself and what is expected of him, considerable attention has been given toward the development of a feeling of personal worth and identity which will make an educational program both attainable and useful for each youngster.

Personal & Social - Often it is important to focus on overcoming non-academic barriers to learning: family attitudes toward education, health problems, peer group relationships and environmental problems -- as the student is guided toward a realization of his educational potential and opportunities.

The second phase of our program deals with contacts, activities and referrals to vocational and educational institutions.

Closer cooperation between our agency and educational institutons is found not only in detailed planning for on-campus visits and conferences or in the collaboration in admissions, financial aid, and follow-up of previously identified students, but also in our staff involvement as consultants in the establishment of new programs offering supportive services to Talent Search.

Conferences with admission personnel and negotiations with financial aid officers are carried on constantly in order to ease the transition of these students from one educational level to another. Talent Search's aim is to see that grants are tailored to the needs of each individual student, based upon a review of the financial strength of the family and other available help.

Students who intend to enter college for Fall Quafter, 1973 should have their Parent's Confidential Statements sent to Berkeley, Calif. no later than March 15, 1973. (Assistance can be given in filling; out P. C. S. forms at the Educational Search Project office, 1116 - 34th Avenue, or call 323-1003 for further information).



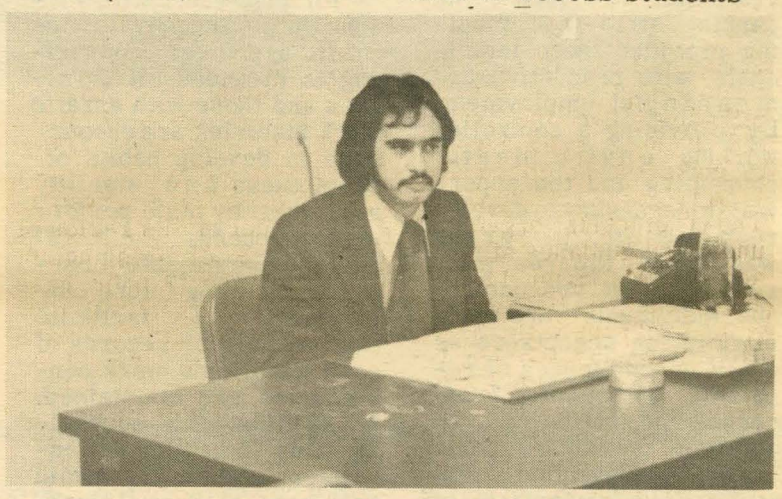
Tony Smith, Executive Secretary

This fall there will be a Basic Opportunity Grant (BOG) which will replace the National Direct Student Loan and the Educational Oportunity Grant. Students should be aware that the Basic Opportunity Grant will primarily benefit middle income students (from $10,000-$15,000)

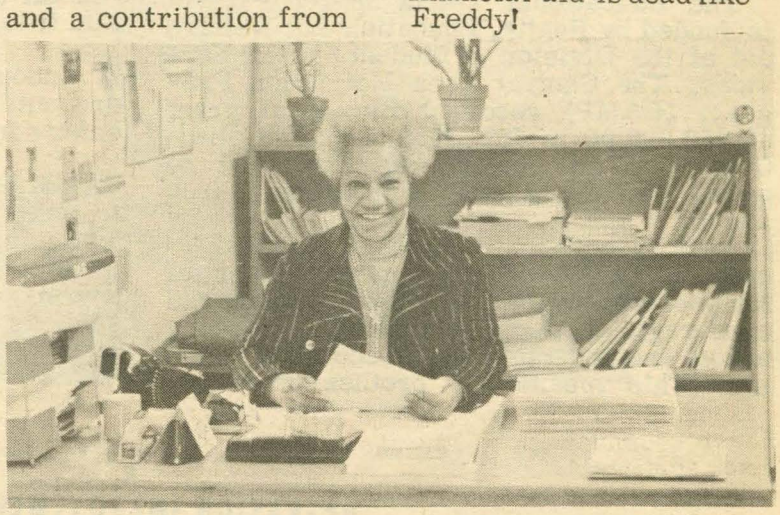
and a contribution from the students' parents will be necessary in most cases.

To further complicate matters, the institutions' financial aid officer will no longer be able to access students' needs. The federal government will determine what the nation's average income should be.

Now, perspective students!, it should be clear to you that if you don't apply by March 1, 1973, your chances of getting financial aid is dead like Freddy!



Mark Molina, Student Counselor



Novella Donavon, Recruiter-Counselor

THE OLDEST POVERTY AGENCY IN THE CITY

" BLACK HISTORY A TRUE REALITY... "



The Black Student Union of Shoreline Community College is into it's 7th year of existence. It grew from a root organization which was known as the Nat Turner Literary Society. During the 1968-69 school year the Black students on campus voted to make the name change to B.S.U. The Nat Turner Literary Society grew out of a concern on the part of the Black students who were attending Shoreline during the 1966-67 school year, to make the campus relevant to the Black students. The students organized under the guidance of their advisor, Mr. Samuel Kelly, and made a list of a 12 point program with the idea of moving Black students into the total involvement of this campus. These points were in the form of a request made to the President of Shoreline Community College. They were:

1. to start Black Studies courses;
2. to increase the Black student population through recruitment;
3. to seek better communication with all students;
4. to hire more teachers, counselors, and administrators of minority descent;
5. to seek ways to overcome transportation problems at Shoreline;
6. to appoint a representative in the athletic department for Black athletes;
7. to commence more Black functions and programs on campus;
8. to advise Black students on financial aid and have a special scholarship for Black students to obtain;
9. administration to seek better communication with black students.
10. request a budget to work with;
11. get Blacks hired in general labor-custodians, office help, kitchen help, (to see Blacks in all phases of campus life)
12. to insure that Black students were being properly advised in selection of classes.

Out of these demands came the appointment of Mr. Samuel Kelly to the position of Administrative Assistant to the President for Minority Affairs, which was the first Minority Program in a community college in the State of Washington, and served as the model in this region of the State of Washington.

From the 12 point base of their program, the BSU has been a strong voice and has moved forcefully in the direction of a better minority programs at Shoreline Communiv College. They have assisted and cooperated with the Minority Affairs Office in many ways and have on numerous occasions launched successful projects of their own.

The BSU has sponsored the Martin Luther King Memorial Fund which in part serves the emergency financial needs of Shoreline's economically disadvantaged students. They have sponsored campus visitations for junior and senior high school students to allow them to see what college is all about by spending a day on campus. They have acted as Big brothers and sisters to high school BSU's to assist them in their development. They sponsored annual events commenorating Martin Luther King's birthday, Malcolm X's birth day and "Black History Week."

They also have actively participated in fund raising events and have sponsored fund raising events of their own to keep the Memorial Fund going. The recruitment of new students is also done in cooperation with the BSU. Frequent contact is made with the brothers who are incarcerated in the state prisons and reformatories in the form of visits and through mail correspondence.

The BSU officers for 1972-73 school year are: Arthur Holiday, President; Gary Melonson, Vice President; Berthetta Thomas. Secretary and Rose Washington, Treasurer.

MINORITY STUDENT PROGRAM

The Office of Minority Affairs was established in 1968, in response to campus and community involvement. The office is staffed by two Coordinators, and a Staff Assistant and supervised by the Administrative Assistant to the President for Minority Student Affairs.

QUALIFICATIONS: Students who are American Indian, Black, Asian American, Chicano, and White students from poverty backgrounds qualify for the services offered through Shoreline Community College's Minority Student Affairs Program.

II. ENTRANCE REQUIREMENTS: To enter Shoreline Community College students must be eighteen years of age or a graduate from an accredited high school. Persons who have passed the General Educational Development Test (GED) are also encouraged to enroll.

III. SUPPORTIVE SERVICES:

A. Admissions and Registration:

1. Application fees are waivered through the Office of Minority Affairs for economically disadvantaged students.
2. Minority and disadvantaged applicants who are accepted for admission to Shoreline are closely guided thru the registration process which results in a better class selection.
3. Students who apply through our office will be carefully considered for financial assistance through the Financial Aid Office. A close working relationship with the Financial Aid Office assists students who are applying with counseling and with completion of the necessary forms.
4. Orientation for minority students introduces them to minority faculty on campus and gives them needed information about registration and other campus concerns.

B. Counseling and Academic Advising:

1. A minority counselor in the counseling center offers important guidance.
2. Advisement and counseling by Minority Affairs Office staff is available.
3. Interns from University of Washington School of Social Work work with students at home and on campus.



C. Transportation: Free bus service is provided to and from school for students, however, arrangements must be made with the Minority Affairs Office.

D. Tutoring:

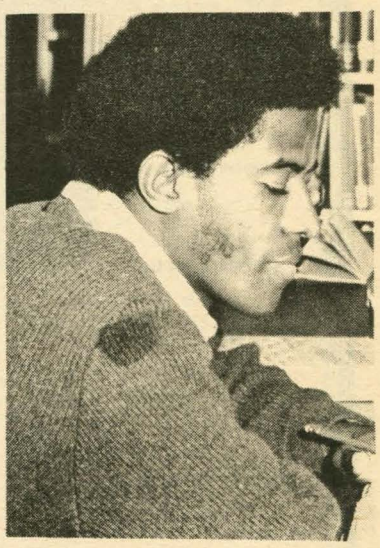
1. Tutorial Lab - We have a reading-writing center for students who need to improve reading speed, comprehension and vocabulary or writing skills.
2. Tutorial Class - Students can enroll in this class and earn credit for tutorial services recived.
3. Hired Tutors - We hire special tutors for students who need help in subjects other than those offered in the tutorial class (i.e. algebra, chemistry, etc.)
4. Science Lab Study Carrel - For students who need assistance in Biology.
5. Math Lab - Used to help students in math.

E. Dental Service: Students can receive limited free dental service in dental hygienc facilities.

F. Income Tax Service: Low income families can get free income tax service in the Business Division on campus.

IV. ETHNIC STUDIES PROGRAM:

Ethnic Studies Division was established in 1969 because of the need to maintain and study the historical development of each ethnic culture in order to give a truer perspective of the unique roles that race played in the establishment of the American way of life. Shoreline Community College is the only community college in the State of Washington with an Ethnic Studies Division.



SHORELINE COMMUNITY COLLEGE

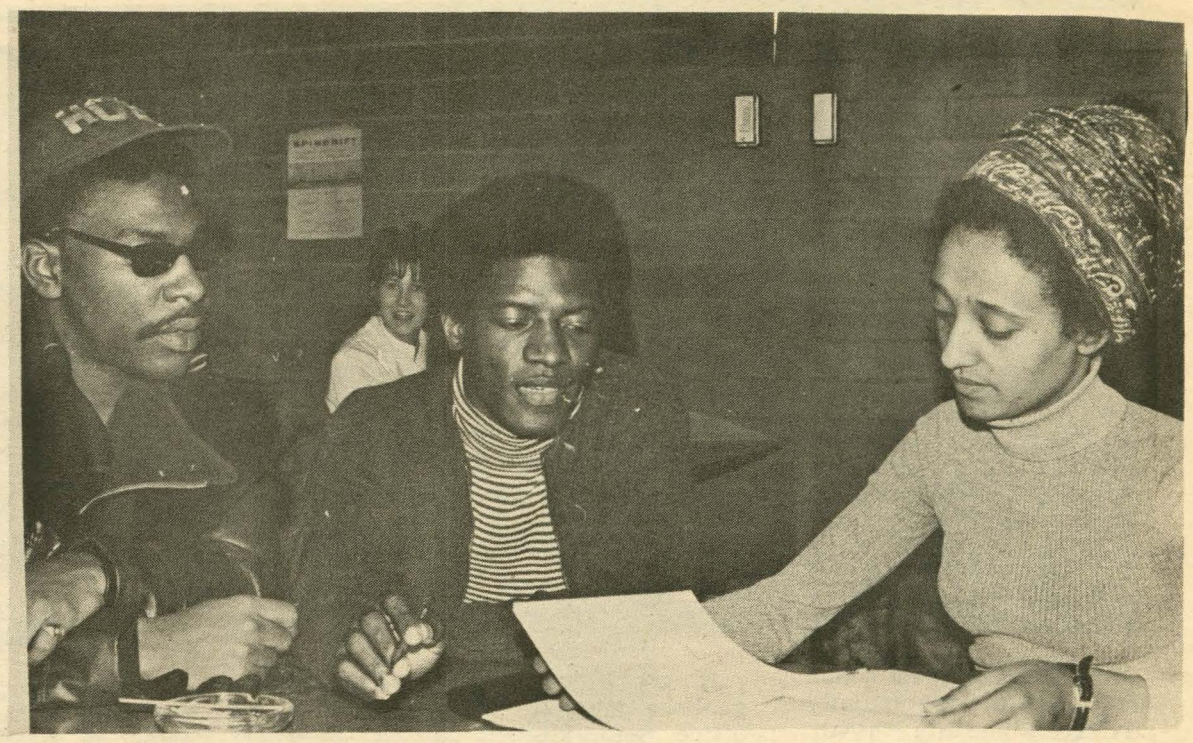
OFFICE OF MINORITY AFFAIRS

MAKE EVERY WEEK BLACK HISTORY WEEK

SHORELINE COMMUNITY COLLEGE

ETHNIC STUDIES COURSE TITLE AND NUMBER AS LISTED:

Ethnic Studies 201 - Ethnic Urban Pattern;
Ethnic Studies 202 - Sociology of Minority Groups
Ethnic Studies 206 - History of Jazz;
Ethnic Studies 210 - Culture of Africa;
Ethnic Studies 211- History of American Negro;
Ethnic Studies 211 -History of American Negro;
Ethnic Studies 212 - History of American Negro;
Ethnic Studies 220 - Black Literature;
Ethnic Studies - 225- Survey of Black Music;
Ethnic Studies 231 - Chicano History;
Ethnic Studies 239 - Mexican-American Contemporary Problems;
Ethnic Studies 254 -Native American History;
Ethnic Studies 270 -Asian American Survey.



5. RELATED PROGRAMS:

A. Science 100 - Introduction to the Occupational Sciences:

Because of the great demands in the labor market for people trained in the science areas Shoreline Community College has initiated a course to attempt to increase the minority and disadvantage student's lives of self-confidence and expose him to all types of occupations in the sciences. The historical attitudes of K-12 school system which have all but denied minority student's access to the sciences has made the need for these courses an absolute necessity. This course will include labs, lectures and field visitations in an effort to study the vocational possibilities in the areas of Geology, Oceanography, Ecology, Biology, Physics, Chemistry etc.

B. Community Involvement Program: Students can receive college credit for community help services (i.e. tutoring central area youngsters)



BLACK HISTORY WEEK
SHORELINE COMMUNITY COLLEGE

ALL WEEK: Display in the Library, Bookstore and Student Activity Center(P.U B)

MONDAY: February 12th

10:30 P.U.B.(canteen) — Presentation on Sickle Cell Anemia by Mr. Chuck Evans

11:30 P.U.B.(canteen) — Movie: "Heritage in Black"

1:30/2:30 P.U.B.(Fishbowl) — Testing for Sickle Cell Anemia

TUESDAY: FEBRUARY 13th

9:30/1:30 F.O.S.S. Bldg Rm. 2000 — Art Display by Al.Doggett

WEDNESDAY:FEBRUARY 14th

10:30 P.U.B. (canteen) — Poetry Presentation "Black Poetry, AHistorical Perspective"
Michael Cowden
Berthetta Thomas
Arthur Holliday

11:30 P.U.B.(lunchroom) — Gospel Choir "The Inspirational 7"

THURSDAY: FEBRUARY 15th

11:30 LTH — Media Presentation: "the Black Man in the Field of Communications"
John Raye- KING TV Channel 5
Dean Charles Smith-KOMO TV Channel 4
Chris Bennett- Publisher- Medium News
Veltry Johnson- Medium News

FRIDAY : FEBRUARY 16th

12:30/1:30 LTH — "The Afro-American Players" Yakima Wn. Performing arts troup ranging in ages form 3-18years.

VI. TYPES OF FINANCIAL AID:

A. Martin Luther King Memorial Fund - Short term loan available thru the Minority Affairs Office;

B. Guaranteed Opportunity Achievement Loan - Sponsored by United States Aid Funds. Up to $500 per year to needy students who demonstrate high academic achievement.

C. Supplemental Educational Opportunity Grant- Provides students with an amount determined by his needs as established by the Parent's Confidential Statement.

D. National Direct Student Loan - Allows a student to borrow money for matching fees for S.E.O.G. (see above), need is also determined by Parent's Confidential Statement, repayment begins at 3 % interest 9 months after the student graduates. Loan carries provision for students who are in the teaching profession to poverty areas or join the armed services serving combat areas.

E. Washington State Need Grant - State supported grants are available to first and second year students attending Washington State Colleges or Universities. Students must be legal Washington residents. Grants may not exceed 1/3 of student's financial need.

F. Federally Insured Loan - Contract agreement between student and local bank. Applicants must be processed thru financial Aid Office. There is a low interest rate with deferred payment schedule.

G. Tuition Waiver - State tuition waiver can be obtained thru Financial Aid Office. Applicants must show need by completing college financial form.

H. Law Enforcement Education Program Loan - Loans up to $1800 per year for full time students in Criminal Justice Program only. There are cancellation provisions for graduates who are employed full time.

I. Law Enforcement Education Program Grants - amount determined by the number of credit hours taken per quarter. One can get a maximum of $200 per quarter. For students in Criminal Justice Program only.

J. Nursing Loans and Scholarships - Granted to nursing students who demonstrate financial need. Must be registered at least 10 hours of nursing courses. Need determined by Parent's Confidential Statement. There are cancellation provisions of loan when student is employed.

K. Short-Term Loan - For students who need money for tuition and or books up to $83 per quarter. Loan repayment required during quarter for which it was borrowed.

L. Bureau of Indian Affairs (BIA) - Students with at least 1/4 American - Indian bloodline. Students should apply at the BIA Office for these grants.

M. Northwest Rural Opportunities - Applicants whose families are migrants or farm workers should apply to the NRO Office for support.

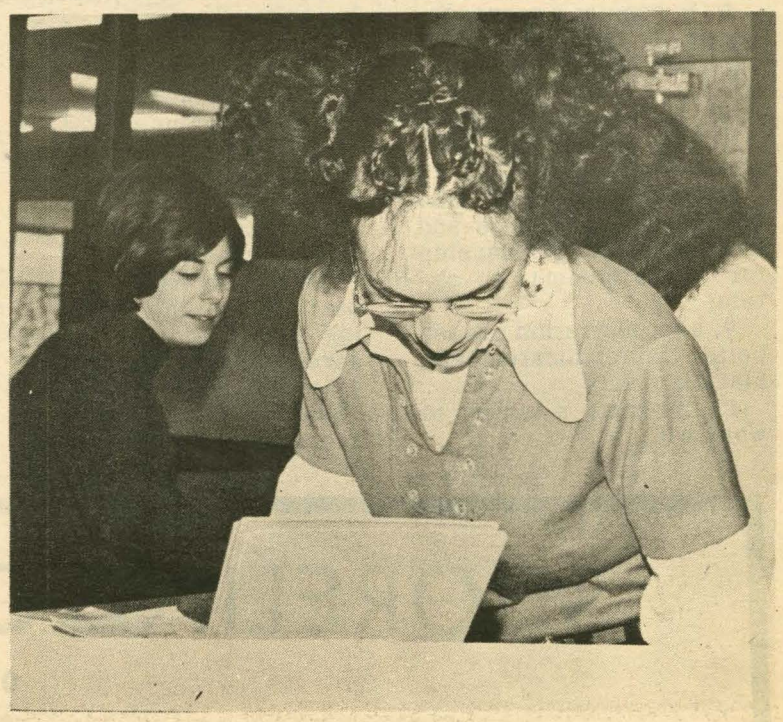
N. Federal College Work-Study - Hourly work on or off campus. Minimum starting wage $1.60. Can be used for matching S.E.O.G. fund. Must file Parent's Confidential Statement.

O. Basic Opportunity Grant - Entitlement under which Commissioner of Education shall pay an award to each student accepted for enrollent in a post - secondary institution. This grant is the "Floor' of the student's financial aid package to be supplemented by other sources of financing available to him. Students must obtain and submit an application form for a Basic Opporttunity Grant.

VII. High School Visitation: Students in the various high schools are encouraged to visit Shoreline Community College and see our many facilities. Free transportation and lunch are provided upon arrangements with the Office of Minority Affairs.

For further information call or write:

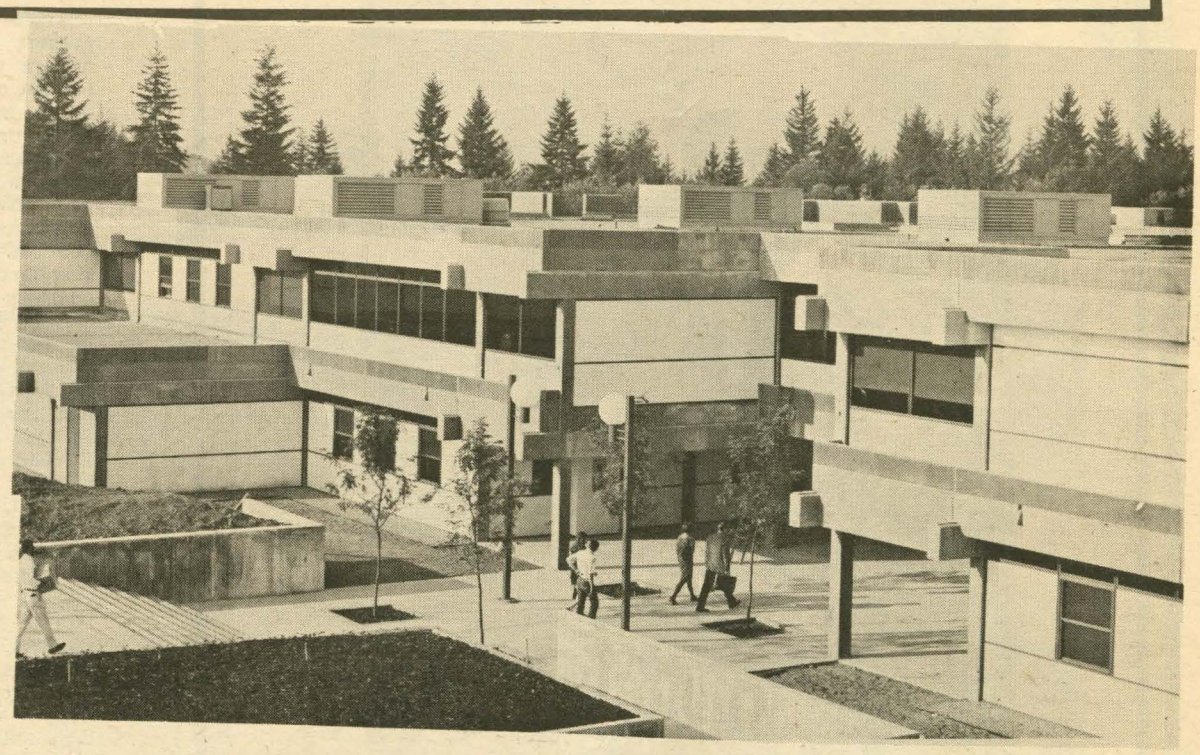
Office of Minority Affairs, Shoreline Community College, 16101 Greenwood Avenue North, Seattle, Washington 98133. Phone: (206) 54604564 or Scan: 274-1564.



HISTORY MAKING EDUCATIONAL OPPORTUNITIES

BELLEVUE COMMUNITY COLLEGE

OFFICE OF MINORITY AFFAIRS



Bellevue Community College is a member of the Puget Sound Regional Minority Affairs Consortium which was established approximately three years ago. The acitivity which developed with Consortium originated at the State level through Dr. Canfield, who was Executive Director of Community College Education. Dr. Sam Kelly, who is presently the director of Minority Affairs at the University of Washington is the single most important individual who contributed to this program. Three years ago, Shoreline Community College was fast about the business of addressing itself to the needs of minority students through the courageous efforts of Dr. Kelly and President Dick White.

Once the commitment was made at both the state and college level, these



concerned colleges named themselves the PSRMAC. There were seven colleges originally, now the number has grown to eleven, whose membership is based upon their commitment to the five goals developed by the Consortium.

Once common objectives and goals were formulated the essential task of program implementation was the responsibility of each institution. I should say that Bellevue's administrative leadership in its President, Deans, Executive Assistant, and Board of Trustees made the job here less difficult even though we did in fact have problems, the nature of which were inherent in the new attitudes expressed by third-world students in higher education. Bellevue's first talk of preparing its clientele centered around selecting a Black program director and developing workshops. Through it all the program began in the summer of 1970 with 19 minority students, now the enrollment totals 276. Students were given an opportunity to four hours per day, as well as attend college classes.

Also, one mandatory class called "Career Exploration" was taken by all studentsin the program for enlightenment regarding the world of work.

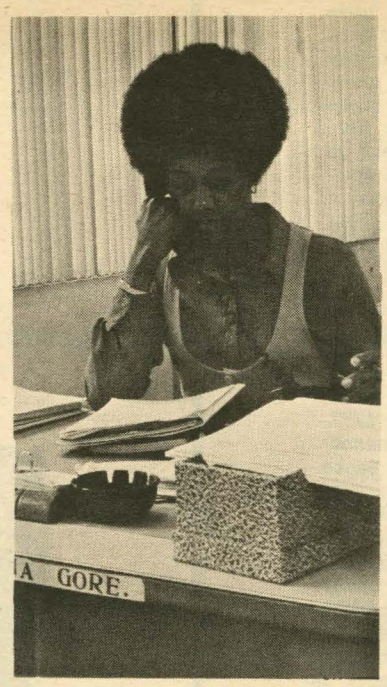
The M/A program at BCC is continuing in its effort to assist all minortiy anddisadvantagedpeople in pursuing their goals by achieving either a degree or certificate in a field of study of their choice. The main objectives of this program forthe academic year 1973 are: (1) to develop a recruitment program in conjunction with SOIC in the Allied Health fields such as Bio Med., Rad Tech, and Nursing;

2. to work with the Lake Washington School district in the development of an "Internship Program" with Black colleges whereby potential minority group teachers and administrators will intern in the district;

(3) to continue our bus service free of charge, and to further effect our efforts and achievements in the work being done with a new peer counseling program. These are several new efforts we think to be beneficial to and for minority students in addition to our regular activities. Perhaps the single most important among the programs being offered students at BCC is the Individual Development Reading Center (ID), which is designed to help students excell in Reading and to improve in basic skills of English, Wrigitn, and Spelling. Students are able to work on individual projects which may help them succeed in their chosen professional goal.

This reading center is equipped with speed reading machines, reading accelerators, and Science Research Association (SRA) materials. The students evaluate their own progress and work at their own speed. They find the multilevel learning labs to of great assistance. Some of the reading programs are:

SRA - WE ARE BLACK; SRA-Word Spelling Lab; RFU-Reading for Understanding; SRA-Reading Program; Selections from the Black, by Jamestown Publishers; Study-type kits to assist the student with the Natural Sciences, Social Sciences, and Humanities.



These are high interest level readings for minorities as well as for whites. Besides the Lab., regular classes are held daily each hour. Motivation is high in these classes because the students motivate each other.

"Readings on Thinking" is a course that stimulate high interest levels. They relate to everyday experiences, i.e., eating and sleeping; Freud; Jackie Robinson; Malcolm X, etc. The communications skill classes consist of 5 to 15 students in one class; therefore, teachers are able to give more individual help. (Also, there are group discussions where students work togehter as a team). The point here is that this program helps the student to develop some of the skills necessary to succeed in college, whatever his goal may be.

Included in this program is the Counseling and Educational Planning center. Staffing in this area consists of one full-time Black counselor, assisted by three peer counselors. This part of our program operates out of the Human Development Center which is the regular counseling office Omr the entire campus. We located here for the purpose of student referral to the various resources in the center, e.g., vocational, job and career testing, tutoring, as well as transfer information to four-year colwges and universities.

Two-Year Associate Degree Programs at Bellevue Community College

Business Division

Food Service Mgmt.
Marketing
Real Estate
General Business
Accountant
Professional Secretary
Graphic Reproduction

Humanities

Media Technician

Social Science

Law Enforcement
Early Child. Education
Social Services
Interial Decoration

Certificate Program

Welding (one - year program
Semi-professional Ski Inst.
Diver Certification Pro.
Clerk-typist
Accountant
Early Child. Education
Food Services
Quality Control
Real Estate
Social Services

Physical Education

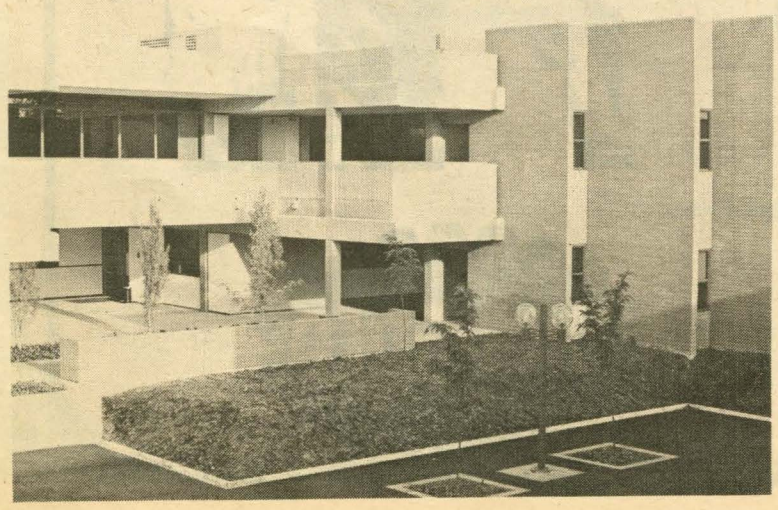
Recreation Leader
Prof. Ski Instructor

Science

Ornamental Horticulture
Associate Degree Nursing
Radiologic Technology
Civil Engineering Tech.
Biomedical Photography
Drafting

Interdisciplinary

Fashion Merchandising





Two Women

Sojourner Truth



Two women who had been born slaves devoted all their energies to freeing others. Bother were deeply religious. One Sojourner Truth, was termed a mystic. The other, Harriet Tubman, was a woman of action, but in times of stress her favorite prayer was, "Lord, you have been with me through six troubles. Be with me in the seventh." Both women were so famous while they lived that books were written about them although neither could read or write. Both women had been married, but most of their lives each walked alone, and each covered wide areas in her travels. Each faced danger and possible death, one at mob-threatened meetings where abolitionists were stoned and the other at state boundary lines dividing freedom and slavery.

One day in 1843 Isabella decided to leave her job as a domestic servant to travel. "The Spirit calls me," she said, "I must go." With only a few coins in her purse, Isabella departed, feeling the call, although free herself, to preach and teach against slavery, under a symbolic new name. She declared, "The Lord gave me Sojourner because I was to travel up and down the land showin' the people their sins and bein' a sign unto them. Afterwards I told the Lord I wanted another name, 'cause everybody else had two names: and the Lord gave me Truth, because I was to declare truth unto people."

Sojourner Truth became a famous figure at anti-slavery meetings. Once she said about her work, "I think of the great things of God, not the little things." A very tall, very dark woman, with a deep voice like a man's, she electrified many audiences and irritated those who did not agree with her. When a man told her that he cared no more about her speeches than he would about a fleabite, "Maybe not," Sojourner replied, "but the Lord willing, I'll keep you sc-atchin'."

Sojourner Truth was born Isabella Baumfree about 1797, the property of a Dutch master in New York, and she spoke English with a Dutch accent all her life. Her childhood home was a hotel cellar where her parents and a number of other slaves were quartered. While still a child, Isabella's parents died, and she was sold and resold, finally becoming the property of one John Dumont in whose service she remained until New York State freed all its slaves in 1827. But Isabella's master did not want to let her go, so she ran away, leaving her children behind. When her five-year-old son Peter was sold to an Alabama owner Isabella went to court and succeeded in getting Peter back. Another time, accused of the murder of an employer by a white man who had no proof, Isabella again went to court, sued for libel and won a judgment of $125, an unusual vindication for a Negro then.

COMPLIMENTS OF

Benjamin F. McAdoo

Architect and Company

Harriet Tubman

Harriet Tubman was an even greater irritant to the slave-owners than Sojourner Truth, for not only did she make speeches in the North but time after time she went into the South and brought slaves out to freedom. At one time $40,000 was offered for her capture. When she was about twenty-five she ran away herself from a Maryland plantation. leaving her husband, parents, brothers and sisters behind. Two brothers started out with her, but became frightened and went back. Perhaps to prevent this from ever happening again Harriet Tubman carried a pistol on her freedom forays and if any slave heading North in her parties faltered, she drew her gun and said, "You'll be free or die!" Strength to go on was always forthcoming.

Up creek beds, through swamps, over hills in the dark of night, on nineteen secret trips into the dangerous South, Harriet Tubman guided more than 300 slaves to freedom, including her aged parents. Once in 1851 she took a party of eleven all the way to Canada, since the Fugitive Slave Law had, by then, made it dangerous to stop short of the border. One slave in the party, on whose head was a $1,500 reward, was so frightened he would not say a word nor, on the train crossing from Buffalo, even look out the window at the scenery. But when he found himseld on free soil, he sang and shouted so much no one could shut him up. Harriet Tubman said, "You old fool, youl You might at least have looked at Niagara Falls on the way to freedom!"

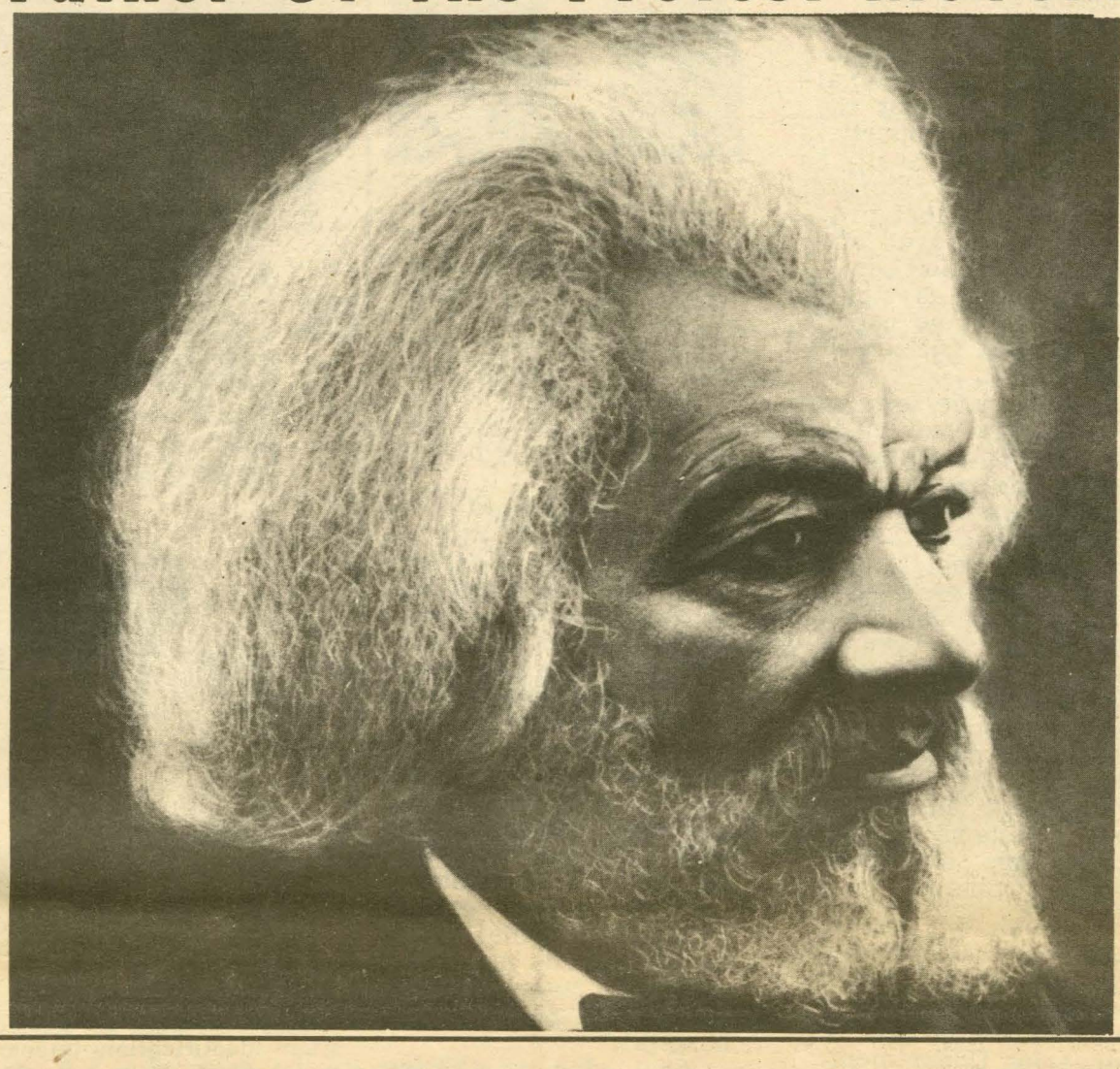
Friendless and without work in Canada, Harriet herself prayed, cooked and begged for these refugees all winter. Then, in the spring she went back South to free more. She went alone, but once she got her slaves started, Harriet had help. There were secret stations of the Underground Railroad from Wilmington, Delaware, to the Great Lakes-hiding places in barns, cellars, churches, woodsheds, caves-and white friends to help with food and warm clothing and wagons with false bottoms for long trips in harsh weather. Harriet Tubman one of the most famous "conductors" on the Underground Railroad, once said, "I nebber run my train off de track, and I nebber lost a passenger."



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DARIGOLD®

Frederick Douglass.. Father Of The Protest Movement



Frederick Douglass' famous Fourth of July speech is a good example of the passion and brilliance he brought to the antislavery cause. Speaking at Rochester, New York, on July 5, 1852, he indicted every structure of power in America. "What," he asked, "to the American slave is your Fourth of July? I answer; a day that reveals to him, more than all other days in the year the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, more bombast, fraud, deception, impiety, and hypocrisy--a thin veil to cover up crimes which would disgrace a nation of savages..."

"you boast of your love of liberty," Douglass continued, "your superior civilization and your pure Christianity... You hurl anathemas at the crowned headed tyrants of Russia and Austria and pride yourselves on your Democratic institutions while you yourselves consent to the mere tools and bodyguards of the tyrants of Virginia and Carolina.

You invite to your shores fugitives of oppression from abroad, honor them with banquets, greet them with ovations, cheer them, toast them, salute them, protect them, and pour out your money to them like water; but the fugitives from your own land you advertise, hunt, arrest, shoot and kill. You glory in your refinement and your universal education; yet you maintain a system as barbarous and dreadful as ever stained the character of a nation--a system begun in avarice, supported in pride, and perpetuated in cruelty. You shed tears over falen Hungary, and make the sad story of her wrongs the theme of your poets states, and orators, till your gallant sons are ready to fly to arms to vindicate her cause against the oppressor; but, in regard to the ten thousand wrongs of the American slave, you would enforce the strictest silence, and would hail him as an enemy of the nation who dares to make those wrongs the subject of public discourse!"

Douglass dared to make "the ten thousand wrongs" the subject of public discourse. Week after week, year after year, in the crucial decades before the Civil War, he went up and down the North, warning, preaching, pleading. He and other black abolitionists played a major role in shaping the crisis which led to the Civil War.

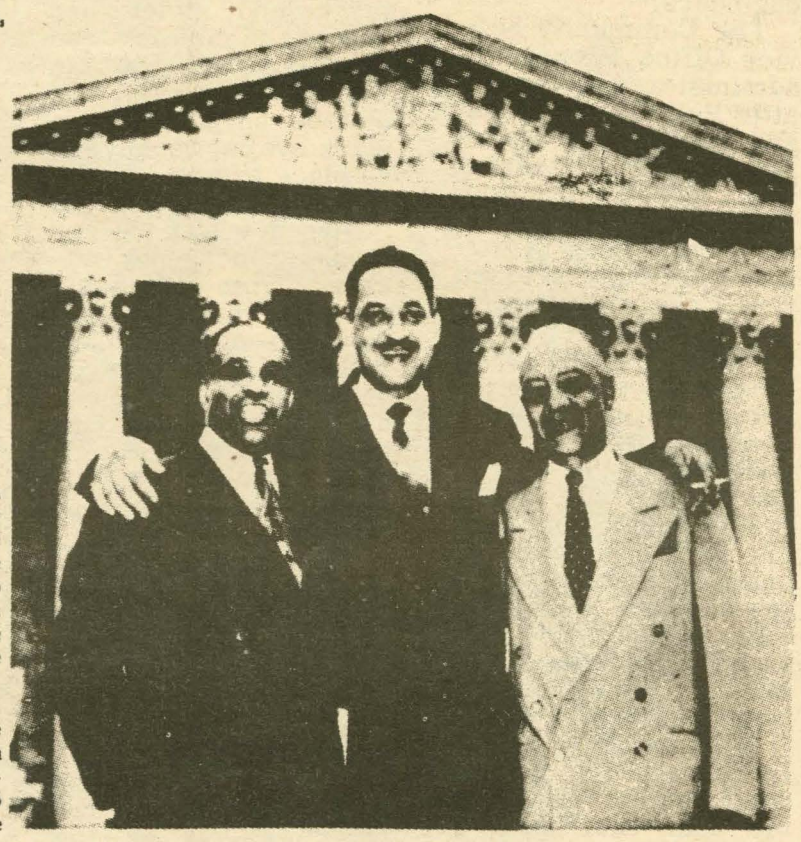
1954 Desegregation Decision

On May 17, 1954, the Supreme Court of the United States unanimously outlawed racial segregation in the public schools, setting aside the "separate but equal" doctrine which the Court had upheld in 1896. "Separate educational facilities are inherently unequal...Liberty under law extends to the full range of conduct which an individual is free to pursue, and it cannot be restricted except for a proper governmental objective. Segregation in public education is not reasonably related to any proper governmental objective. Segregation in public education is not reasonably related to any proper govern - mental objective."

Chief Justice Earl Warren read two decision, the first of which affected seventeen states in which there was legal segregation and the other the District of Columbia. Implementing these decisions a year later, the Court directed on May 31, 1955, that educational integration be achieved with "all deliberate speed," based on equitable principles and a "practical flexibility." And one year after that, on March 5, 1956, the Supreme Court ruled that its ban on segregation applied also to tax-supported colleges and universities.

A week after the 1954 decision, a group of ten Senators and twenty-seven Representatives from the Southern states issued a heated declaration opposing public school integration. They termed the Supreme Court decisions "unwarranted" and a "clear abuse of judicial power," as well as an encroachment "on rights reserved to the states." "We pledge ourselves," they announced, "to use all lawful means to bring about a reversal of this decision...and to prevent the use of force in its implementation." The following day the Supreme Court ordered the University of Florida to admit at once a Negro student who had been trying for seven years to enter its law school and whose case had three times come before the Court. During 1955-1956 more than 500 black students enrolled in formerly all-white colleges and universities in the South.

Washington, D.C. began at once to set a splendid example in prompt compliance with the Supreme Court's edict. In 1955 the complete integration of the District of Columbia public schools began. By 1956 Baltimore, the population of which was 41 percent Negro had integrated 11,000 of its 51,000 black pupils, but in the rest of Maryland not more than eight counties had begun to mix the races.



N.A.A.C.P. attorneys George E.C. Hayes (left), Thurgood Marshall (center) and James Nabrit, Jr.

In West Virginia only a few areas had not begun integration. The formerly all-colored West Virginia State College, with a Negro faculty, soon had more than 400 white students, forming more than a third of its student body. In Kentucky some black teachers were assigned to integrated classes. The University of Louisville became open to all races and Berea College, which had been forbidden by Kentucky state law in 1904 to continue its abolitionist policy of admitting blacks again accepted them. Oklahoma and Missouri officially began desegregation. Schools on federal military posts throughout the South were integrated.

Compliments of HANCOCK FABRICS

COMMUNITY SERVICE OFFICERS' PROGRAM

The Community Service Officer Program has a short history -- just one year and one month of serving the Model Neighborhood community, but in that time the CSO's , in their gold blazers, driving white city cars, have become well known. And they have contributed much to the community, too.

In their first year CSO's handled 5,763 calls. Most of them were in the Model Neighborhood area. The officers did everything from assisting stranded motorists to getting help for a man who was threatening to commit suicide.

Most people who call the CSO's ask for emergency help of some sort. A sick or elderly person may need transportation to a doctor. A family stranded in town may need temporary housing and food, perhaps even clothing. An alcoholic may need to be admitted! to the Seattle Treatment Center for detoxification. CSO's provide the transportation; they get food, or clothing from other agencies and carry them to the people who need them.

CSO's also help people with financial problems. A family whose utilities are to be cut off, a family threatened with eviction, or a family whose welfare check has been stolen can call CSO's. They will work out payment arrangements with the utility companies, so that a utility is left on while the family makes up back payments. They will work out the same sort of arrangement between landlords and tenants, or perhaps help the family find a less expensive place to live. Or they will help the family get an emergenci voucher from Public Assistance.

CSO's are involved in people problems. Neighbors quarreling over the placement of a fence may call CSO's. Parents having problems with their children may call CSO's. People looking for a job may call CSO's. And the CSO's will meditate the neighbors' dispute, counsel the parents and children, or help find employment.

Another area CSO's are very involved with is crime prevention. They have worked with the Leschi Project Area Council for over six months now, developing a full-scale burglary prevention program for Leschi. This program includes the engraving of valuables under Operation Identification, the establishment of a neighborhood house-watch program, and community education on burglary prevention techniques.

Outside the Leschi area CSO's have engraved many people's valuables throughout the city. If this property is stolen, it can easily be identified and returned; and the fact that property is engraved often deters would-be burglars. This service is available at no cost to any Seattle Citizen who requests it.

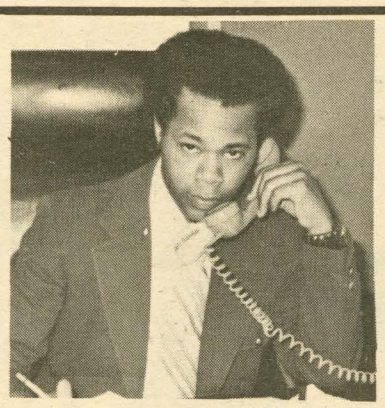
CSO's have been involved this year in the area schools. They have acted as monitors for special events, such as Garfield's 50th Anniversary celebration. They have assisted in school-community involvement programs. And they have counseled and tutored students who had emotional or educational problems in school. They work with the student, his parents, his teachers and his counselors to resolve school problems.

Community Service Officers often work as referral agents for Environmental Health Services and the City Engineering Department.

They keep an eye on the Central Area, and notify Environmental Health when they find litter problems. If they find damaged streets, sidewalks or traffic signs, they call the City engineers.

The Community Service Office Program is administered by the Seattle Police Department and CSO's spend a portion of their time assisting the S.P.D., too. They direct traffic at accident scenes, they transport citizens to and from the department, and they deliver found bicycles or other articles to the police property room. If neighbors complain to the police about an abandoned car, the CSO's will try to find and notify the owner, or, if they can't, place a 24-hour warning sticker on the car. They also help the police look for lost children or elderly people, and return them to their home.

What can a CSO really accomplish? Here's one example. A 74-year old man, confined to a wheel chair, was living in a second floor room by himself. His landlady fed him three meals a day, and charged him $150 a month for room and board. But she was gone all day, and he had no telephone, no way to



get help in an aemergency. Besides that, the landlady would have him "X" his $96 Social Security check and his $210 VA check each month, and he'd never receive the balance after room and board were paid.

The man was badly in need of medical attention and a friend called the CSC office and asked two officers to check on him. The officers looked into his situation, and made arrangements to get him out of the house, into the V. A. Hospital. The notified the man's son in Chicago, and communicated with him regularly while his father was hospitalized. They also worked with the VA Social Wroker to get the man into a nursing home once he was released from the hospital.

What else do CSO's do? Last summer they helped a woman from Louisiana who had come to Seattle with her baby, trying to get away from an abusive husband. He had followed her here, broken into her apartment, and stolen her money and clothing. She arrived at the CSO office with her baby, the clothes on her back, a black eye, no money and no place to go.

CSO's helped her get emergency housing and food, an emergency voucher from Welfare, medical treatment and a place to stay permanently. They followed up on the case for a number of weeks, making sure that she was doing well, and was not bothered again by her husband.

The CSO Program began amidst much comcommunity skepticism. Those dudes in the gold blazers were just undercover agents for the pigs, everyone knew that. But CSO's have worked hard to overcome this reputation. Their goal is to give service to the Model Neighborhood community. And finally, after one year and almost 6, 000 calls, the community has really begun to accept the CSO's, and to depend on their services.



From left to right: Harold Haley - sup., Rejinder Gamvan - CSO, Rodney Hamlet - CSO, Mattie Ray - CSO, Bill Baylor - CSO, Frank Morris, Jr. - CSO.



Charles Sampson & John Hohnson demonstrating Operation Identification (electo engraving valuable equipment).



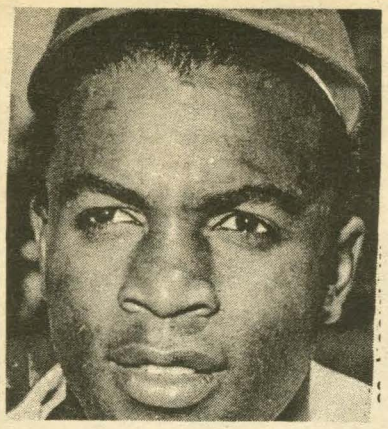
Maryland Brooks demonstrating use of portable radio.



Cherry Armstead, Citizen Service Bureau Representative.



A Tribute To Jackie Robinson



Jackie Robinson, who earned a place in history by breaking major - league baseball's color barrier in 1947 and ascending to the Hall of Fame in 1962 came to the end of his personal history October 24, 1972 apparently from the results of a heart disease.

Robinson was stricken early Tuesday morning at his New York home and was administered to by police summoned by his wife. He was then rushed to Stamford Hospital but was dead on arrival. He was 53.

Robinson was able to prove his versatility off the field as well as on. After he retired from baseball he accepted an executive position with Chock Full O'Nuts, One of New York City's largest chain restaurants. He later resigned from the $50,000 per year position because of the company's failure to hire Blacks to managerial positions.

His involvements included civil rights, finance as he was named board chairman of Freedom National Bank of Harlem, and business where he ran the J & R Construction Company in Englewood, N.J.

Robinson's achievements often came in the face of physical impediments and lonliness that accompanies a man who will speak his mind on issues avoided by others.

In addition to being a diabetic, Robinson completely lost the vision in his right eye and had impaired vision in the left which laser beam treatments improved to 20-30. Robinson also suffered a stroke in 1968.

Robinson worked on a book with journalist Al Duckett, "I Never Had It Made", with thetitle painting a symbolic picture of the Jackie Robinson story. In the book Robinson says, "I have believed in one irrefutable fact in my life. I was a Black man in a white world . . .I never had it made."



Jackie raps with Children about drug abuse.



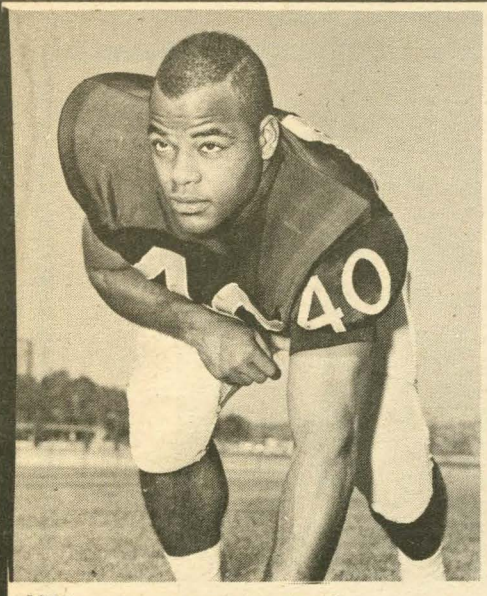
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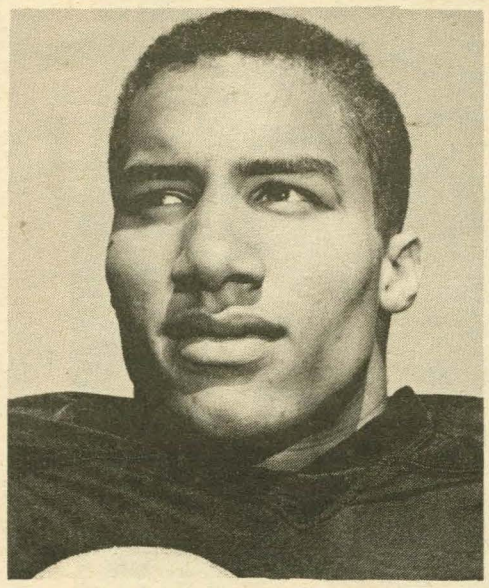
ALL-STAR PROMOTIONS

Aquality performance

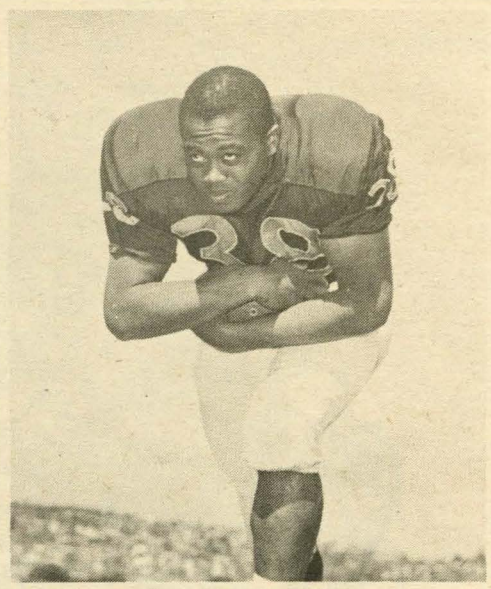
BLACK HISTORY MAKERS IN THE...



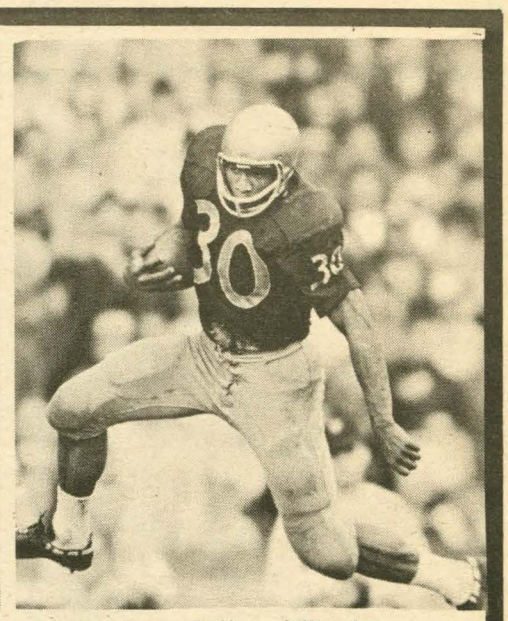
1965 -- Don Moore, halfback: UPI All-Coast 2nd team



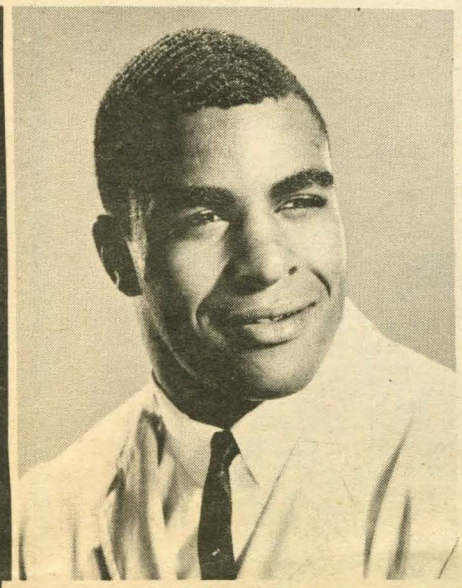
1966 -- Tom Greenlee, def. end: consensus All-America



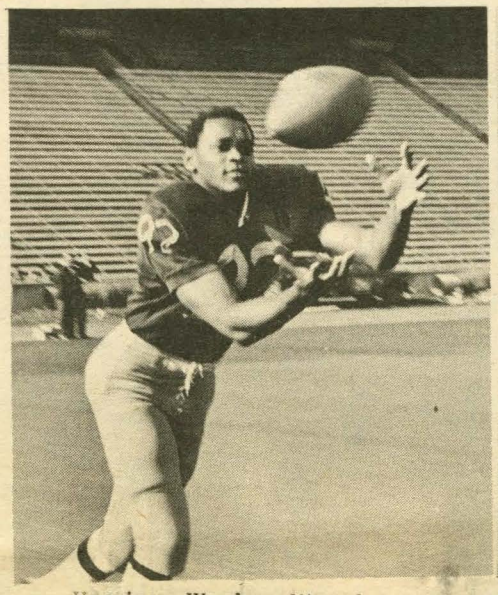
1964 -- Charlie Browning, halfback; co-captain, AP All-Coast 2nd team



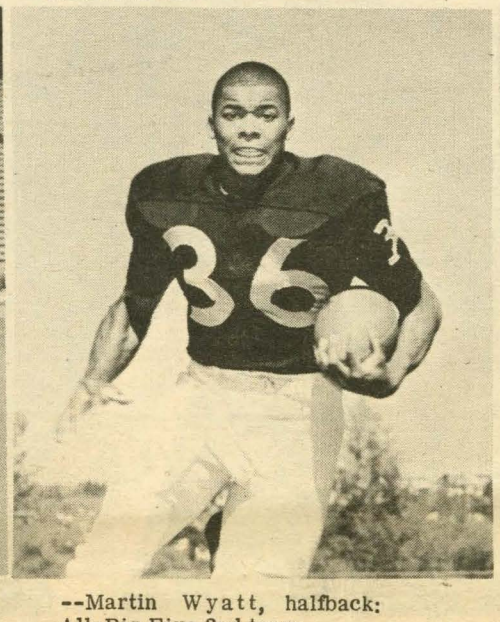
--Junior Coffey, fullback: NBC All-American 1st team



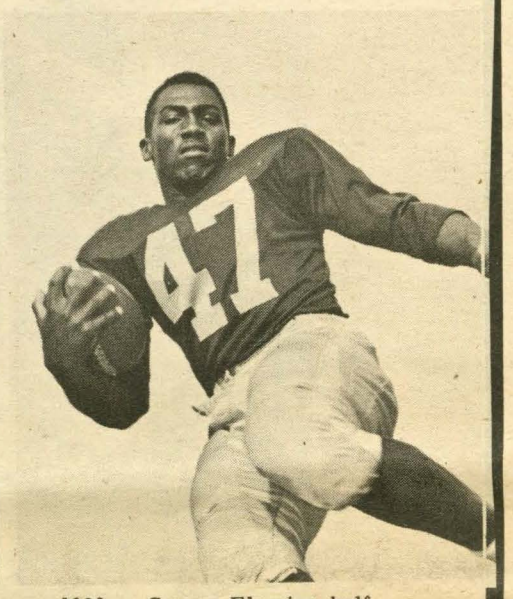
1962 -- Charles Mitchell, halfback: AP and UPI All-America honorable mention



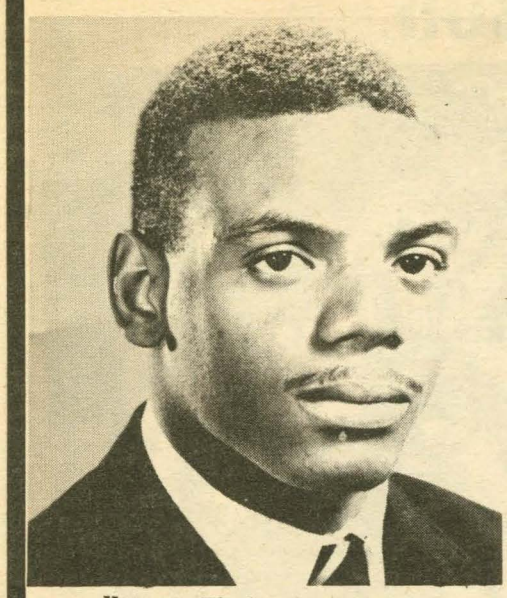
--Harrison Wood, split end: All-Coast honorable mention



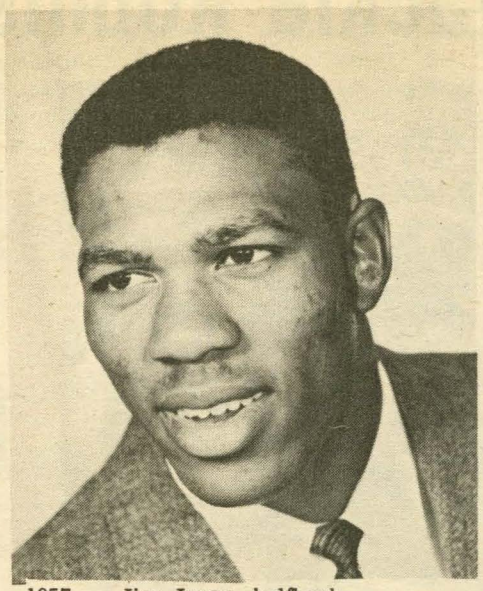
--Martin Wyatt, halfback: All-Big Five 2nd team



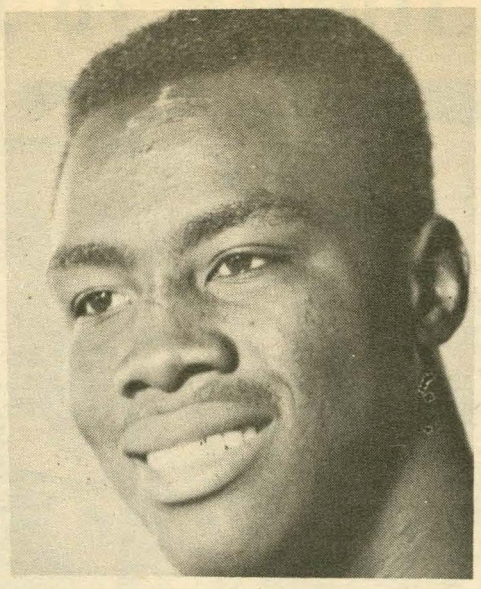
1960 -- George Fleming, halfback: All-Big Five 1st team, UPI All-Coast



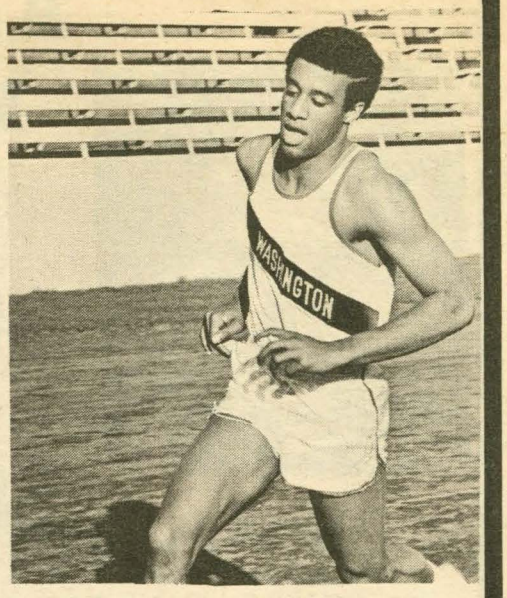
--Harvey Blanks, halfback: All-Coast honorable mention



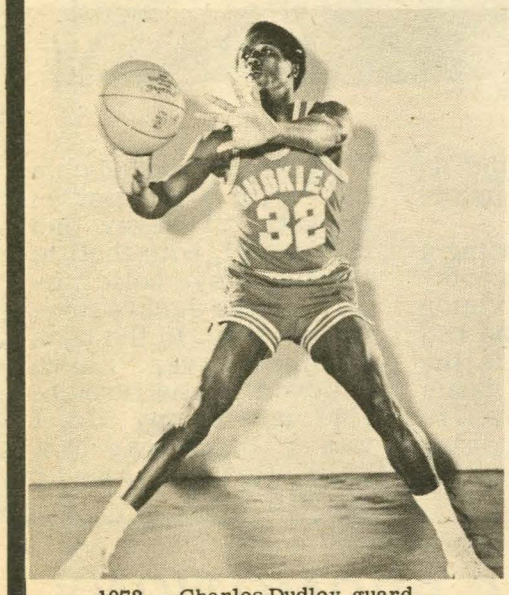
1957 -- Jim Jones, halfback: UPI All-America honorable mention, AP and UPI All-Coast



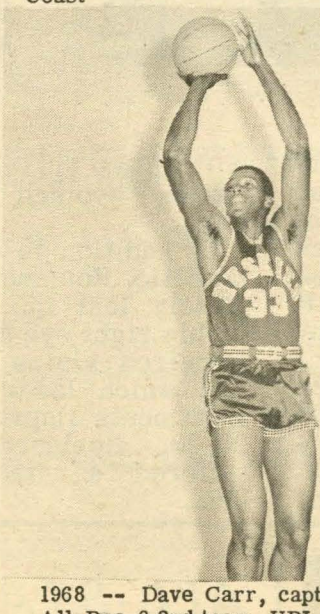
1955 -- Credell Green, fullback: UPI All-Coast



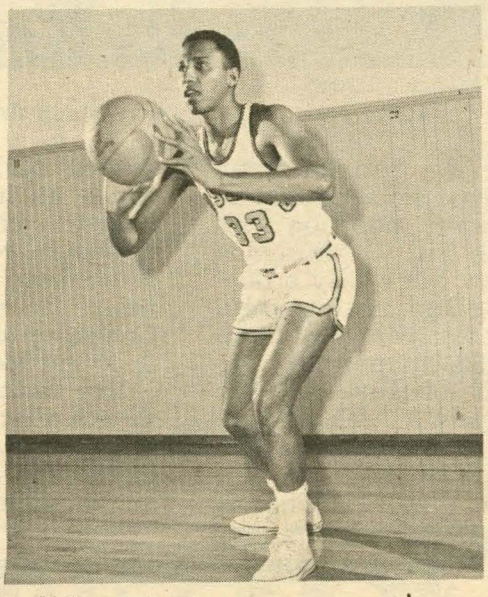
440: Dave DuPree, 2nd with a 47.4 in 1967



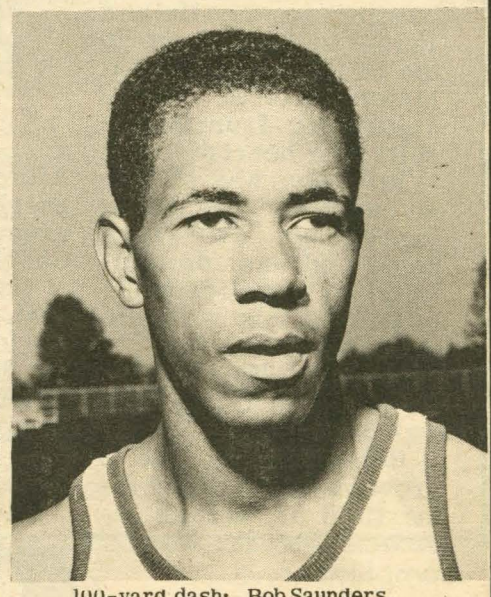
1972 -- Charles Dudley, guard, All-Pac-8 honorable mention



1968 -- Dave Carr, captain, All-Pac-8 2nd team, UPI All-Coast honorable mention

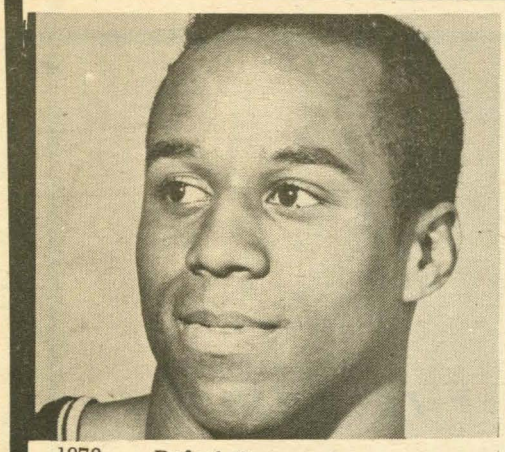


1965 -- Bob Flowers, 101 Club Scholarship winner

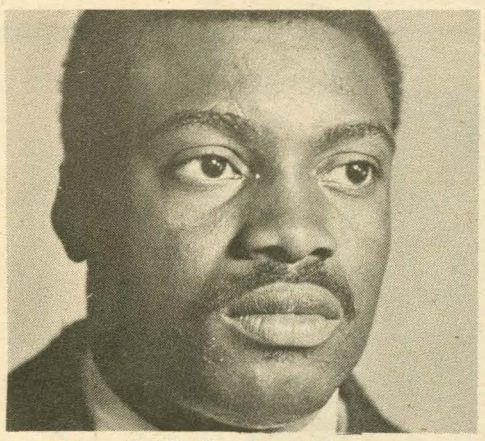


100-yard dash: Bob Saunders, school record holder (tie) with a 9.5 in 1960

University of Washington Sports Programs



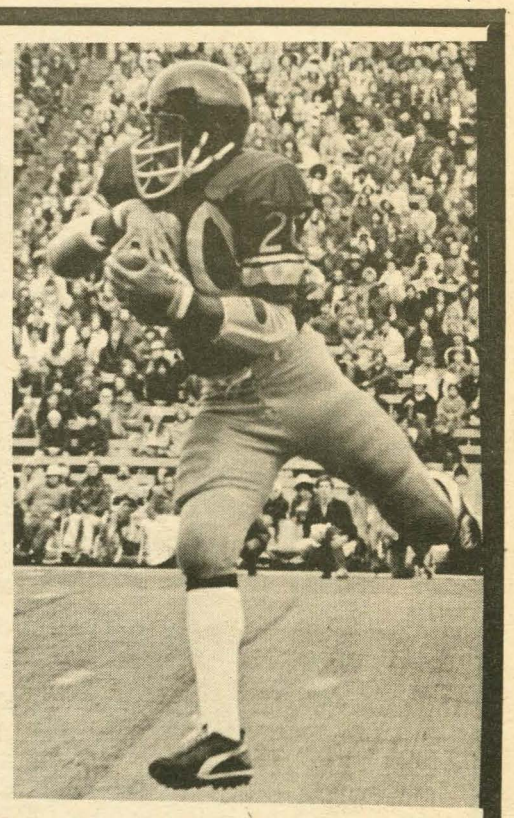
1970 -- Rafael Stone, guard, co-captain; Pac-8 1st academic team, NCAA Post-graduate Scholarship winner



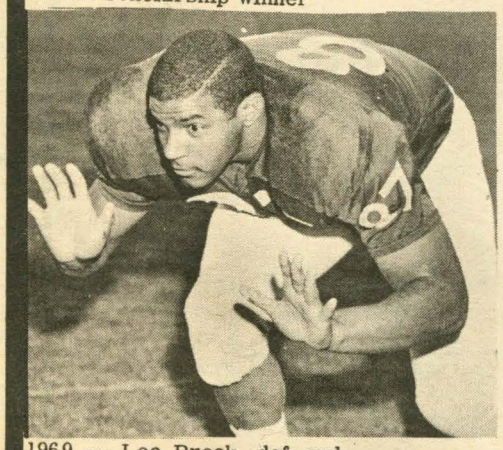
Tony Softli, 4th with a 24-6 3/4 in 1958 (this was a school record at that time)



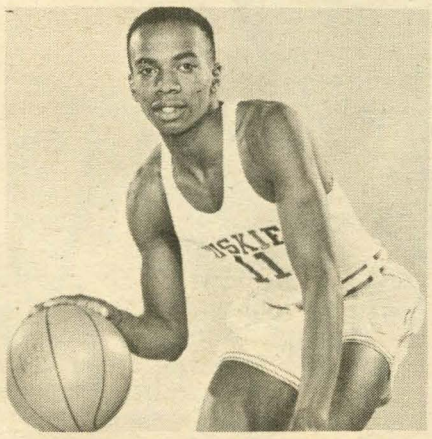
Long Jump: Wariboko West (from Nigeria), 2nd with a 25-5 3/4 in 1964



1972 --Calvin Jones, def. back: 1st team All-America, Associated Press; 3-time UPI 1st team All-Coast (only player in history to do so); 2-time 1st team All-Pac-8; East-West Shrine Game, Hula Bowl



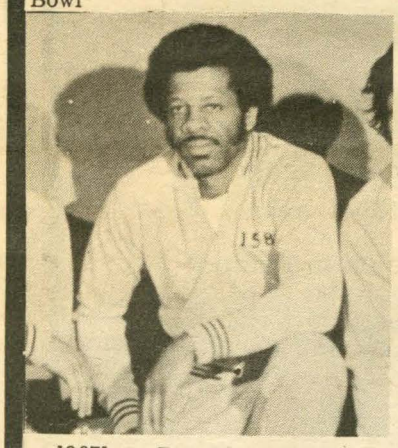
1969 -- Lee Brock, def. end: All-Coast, honorable mention All-America, co-captain. East West Shrine Game, Hula Bowl



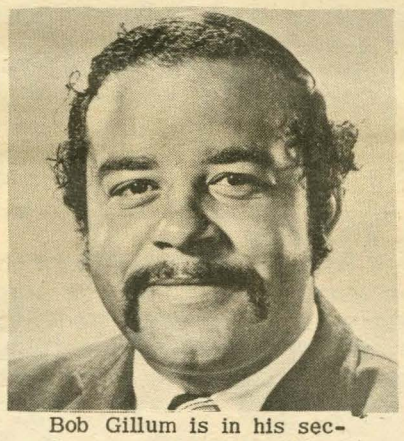
1958 -- Dick Crews, Inspirational Award, and 101 Club Scholarship Statistics: Scholarship



Bubba Morton became the first black head coach at Washington when he became head baseball coach in Jamuary of 1972. This will be his second season.



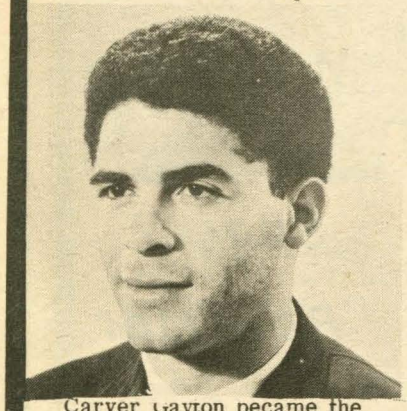
10971 -- Don Pleasant, 5th in the NCAA at 150 pounds, and an All-American



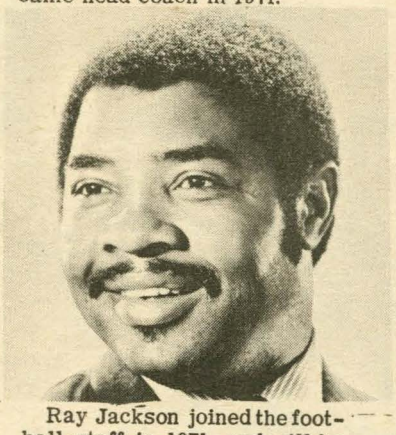
Bob Gillum is in his second year as an assistant basketball coach, joining the staff when Marv Harshman became head coach in 1971.



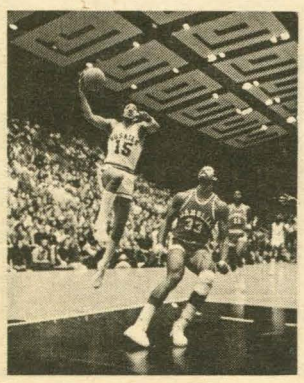
Don Smith joined the Department in 1970 as an assistant director, then became associate director last year.



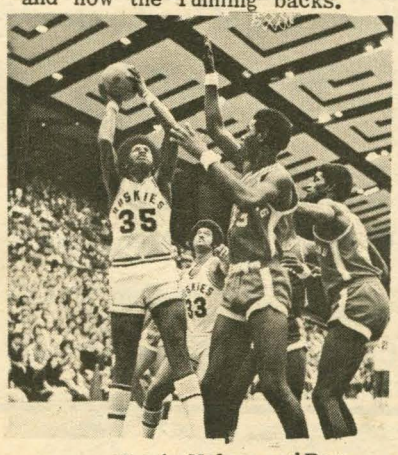
Carver Gayton became the first balck coach at Washington when he joined the football staff in 1968. He was at UW for both '68 and '69 seasons.



Ray Jackson joined the football staff in 1971, and will be in his 3rd season in 1973. He's worked with linebackers, and now the running backs.



Louie Nelson



Louie Nelson and Reggie Bell co-captains

Football, records section:

Rushing, single season:

Credell Green, ranks 3rd with 652 yards, 1955

Junior Coffey, 5th, 638 yards, 1964

Fon Moore, 6th, 637 yards, 1965

Jim Stiger, 8th, 587 yards, 1961

Rushing, career:

Junior Coffey ranks 2nd with 1,604 yards, 1962-64

Charlie Mitchell, 3rd, 1,382 yards, 1960-62

Jim Jones, 5th, 1,125 yards, 1955-57

Credell Green, 6th, 1,097 yards, 1955-56

Don Moore, 7th, 1,084 yards, 1965-66

Charlie Browning, 8th, 1,024 yards, 1962-64

Ray Jackson, 10th, 900 yards, 1959-60

Scoring, career:

George Fleming ranks 4th with 139 points, 1958-60

As the nation this week honors Black Americans as a part of Black History Week, the Department of Sports Programs salutes the Black Citizens of Seattle and all Washington Black Athletes, past and present.

Husky athletics during the early years was an all-white entity until the emergence of the great black athlete Charles Russell. For years there were no black athletes except for the occasional slitary black athlete. It was during the 1950's when black athletes began to be a vital part of University of Washington basketball, football and track teams that ultimately led to the increased involvement of numerous black athletes in the 1960's and 1970's.

Washington athletic ~~histor~~ and heritage owes much to the great accomplishments of many outstanding athletes. In addition to the fine accompments of the athletes the recent University of Washington athletic history has seen significant change in coaching and administrative areas.

During this most significant week special tribute should be made to Carver Gayton, the first black coach and to Donal K. Smith, the first balck administrator who came to Washington in the midst of considerable controversy. Also deserving much credit are the accomplishments of Coaches Ray Jackson, Bob Gillum, Bubba Morton and Wendall Brown, along with Mrs. Gertrude Peoples, the department athletic counselor.

In addition to the important contributions of the members of the staff significant contributions to the total environment of the athletic department has been influenced by the efforts of Dr. Samuel Kelly, Eilliam Hilliar, Tony Softli, Dr. Robert Flennaugh, Ray Merriwether and many others.

The accomplishments of the Black Athletes, Black Staff Members, Black University Staff Members and members of the Black Community have been extremely significant not only in the area of outstanding athletic accomplishments and competion, but their courage and energy has led to the athletic environment becoming a better place for all athletes, both black and white.

It is the mission of the Athletic Department to continue to improve not only in the area of athletic success, but more importantly in the area of human relations. Washington Athletics will most importantly in the atea of human relations. Eashington Athletics will most actively be on the forefront of affirmative action and equal opportunity for all. Those who make up Husky athletics look forward to the continued support of Husky athletics by the Black Citizens of Seattle.

Dr. Joseph L. Kearney, Director of Sports Programs University of Washington

LOCAL T.V. HISTORY MAKERS...

John Raye ___



First Black Weekend Anchorman

KING-TV Weekend NEWSERVICE Anchorman John Raye graduated cum laude from Southern University in Baton Rouge, Louisiana, in 1963. Moving west and north, he served as President of the McMinnville, Oregon, Human Relations Commission, and was instrumental in organizing the first open housing and human relations council for the city of Moses Lake, Washington.

He was teaching at the Columbia Basin Job Corps Center in Moses Lake when a film crew from KING-TV's sister station in Spokane, KREM-TV, arrived to prepare an interview series. John joined KREM-TV News in August of 1968

During his free time in Spokane, Ray founded the city's first black newspaper, the Black Shopper's Guide. He also founded and directed the Spokane United Development Corporation, a self-help organization along the lines of President Nixon's black capitalism proposals and, again, a first in Spokane. In McMinniville, Moses Lake and Spokane, he belonged to the Jaycees and the H. R. C.'s.

In 1969, two special grants called for a leave of absence from KREM-TV. First came a Ford Foundation Fellowship to study at the Washington Journalism Center as one of 40 American journalists participating in an intensive on-the-spot orientation program -- meeting officials, studying institutions, watching government agencies at work. Immediately afterward, a second grant took him to New York and the Columbia Graduate School of Journalism.

John Raye returned to KREM-TV in December of 1969 and, in June of 1970, he came to KING-TV, anchoring the World Today news Saturday and Sunday nights, as well as the SEATTLE MORNING REPORT three days a week.

In November of 1970 John was named one of the Outstanding Young Men in America for that year. Selection for this honor is made annually by local Jaycee chapters, alumni groups and individuals for the Outstanding Americans Foundation which lists recipients in its OUTSTANDING YOUNG MEN OF AMERICA directory.

His first book, "A Black Man's Guide to Radio & Television Announcing", will be completed in early 1973, along with a film he is producing and writing, NEWDAY -- prepared to educate and inspire minorities to seek careers in broadcasting.

Andy Reynolds

News Reporter



A graduate of the University of North Carolina at Greensboro with a degree in Biology.

1962 did cancer research at the Bowman Gray School of Medicine in Winston Salem.

Two years in the Army.

Taught school for 4 1/2 years in both Winston-Salem and Philadelphia.

Summer program at Columbia Graduate School of Journalism in 1970.

Joined WCAU-TV in Philadelphia as a News Reporter.

Joined KING-TV in January of 1972 as a News Reporter.

Martin Wyatt

Sport Reporter



A physical education and communications major at the University of Washington.

After college he joined the Canadian professional football team -- the Calgary Stampeders -- playing halfback.

Two years in the Army.

KYAC Radio Sales Manager.

SOIC -- Director of Community Relations.

Martin joined KING as Sports Reporter in November, 1971.

COURTESY OF

KING AM FM TV
320 Aurora Avenue North
Seattle, Washington 98109



BOOKER T. WASHINGTON

Compliments of

UICDF NBL

Booker T. Washington, founder of the National Business League in 1900.
The NBL is the oldest black organization concerning economic development.

The Perspective of Black History

B U C F A

The cherised tradition of culture and talent, heritage and promise which the Black Community Celebrates as its won unique heritage during Black History Week, began primarily in one institution. The historic Black Church has been the progenitor, keeper, mediator, and agent of Black culture in America. It is the only institution in the USA which Black people own, lock, stock and barrel; it is the only matrix in which Black people have always found dignity, identity and integrity. Out of it have come our artists and writers, our educators and schools, our musicians and scientists, our athletes and leaders of every aspect of life that affects the welfare of the Black Family across america. The Black Church has been in the vanguard and leadership of the struggle, generation after generation, for liberation --from the dangerous work of Denmark Vesey and Nat Turner to the sacrificial work of Martin Luther King, Jr. The place of the Black Church in the struggle for human freedom is chronicled in Lerone Bennett's BEFORE THE MAYFLOWER. Dr. Bennie May's BORN TO REBEL is a record of the Church's influence in our battle for first class citizenship in our native America. The predominantly Black colleges of this nation. Our people have been nurtured and buttressed in times of distress by the Black Church--- the National Baptist Conventions, the African Methodist Episcopal Church, the Pentacostal Church, the African Methodist Episcopal Zion Church, the Christian Methodist Episcopal Church, the Church of God in Christ--all have been bulwarks of tradition and support for our people in America. And no one can fully appreciate our Black Heritage without crediting the Church to her rightful place in the legacy of Black culture.

The Black United Clergy for Action would commend to the Black Community, the reading of Black journals--Ebony, Sepia, Black Stars, Black World, etc.-- to keep abreast of what the Black Church at large is doing on the case of liberation: the National Conference of Black Churchmen is moving to help Black prisoners and Black Veterans; PUSH under the direction of Rev. Jesse Jackson is moving on the broad economic front to broaden employment and economic participation; SCLC under the Rev. Dr. Ralph Abernathy is keeping the pressure on the drive for civil rights and justice. All over the land, Black politicians and journalists are working with the Black Church to help and protect our people. For ours is the story of Mordecai Johnson and Adam Clayton Powell, Jr., great preachers; ours is the story of Mahalia Jackson, Aretha Franklin, and Leontyne Price--talented, churchwomen; ours is the story of Martin King, Malcolm X, James Varick, Richard Allen and other eloquent churchmen who were community leaders. For ours is the prophetic and joyous story of two churchmen, James Weldon Johnson and J. Rosamond Johnson, being inspired through the Black Church to write that grand anthem of Peoplehood: Lift Every Voice And Sing!!! Out of an understanding of this backgroung of what the Black Church HAS been to our people, it does not yet appear what she shall be in bringing all of us to full stature, as first class citizens who are "true to our God, and true to our native land".

(Black United Clergy for Action, Rev. Leon Jones, Convener.)

Tacoma Urban League, Inc.
Seattle Urban League

"WHICH WAY AMERICA?"



IN MEMORY OF: WHITNEY M. YOUNG, JR., (1921 - 1971)
EXECUTIVE DIRECTOR — NATIONAL URBAN LEAGUE, INC.

The Community "1972 Unsung Heroines"



Pictured above (l to r) are Harriet Greenwood, Flo Ware and Mary Lou Williams.

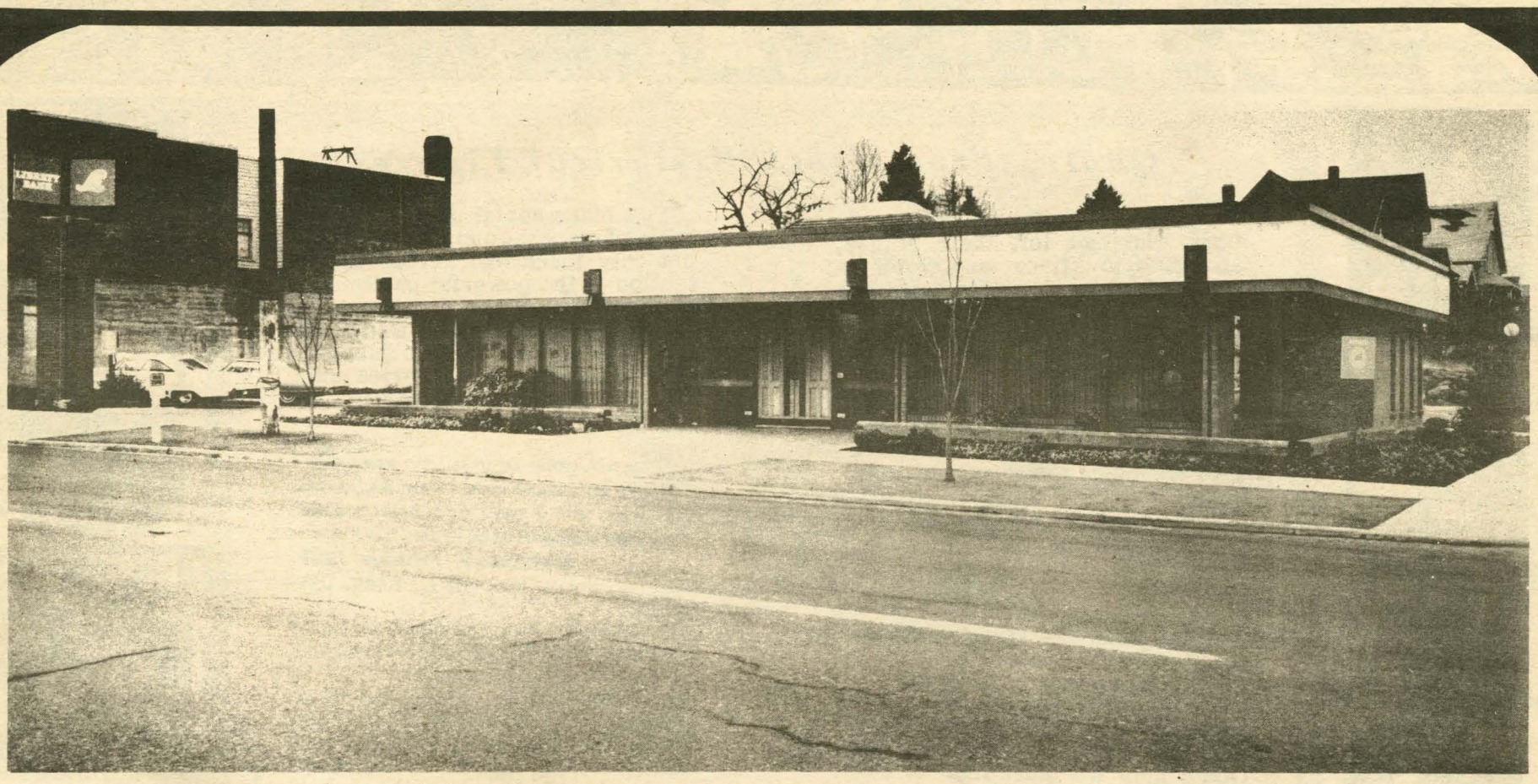


"Some men see things as they are and say why. I dream things that never were and say, why not?"

Bob's Baggage Service

244-8121 Seattle-Tacoma Airport

A FIRST IN WASHINGTON STATE . . .



LIBERTY BANK OF SEATTLE

Founded May 31, 1968 by a group of Seattle Central Area Businessmen who invested their own money, and sold stock in the Community for a total of $550,000 to form a full service bank.....Assets less than five years later total more than $7 million.....Liberty Bank is the only minority -owned bank in Washington State.

Liberty Bank is going all out to streamline our service and make our facility the best that can be found anywhere. Our mission was, and is, to build a Community Bank, one we can feel proud to have brought into being, to serve the people in a professional manner.

Best Wishes from Board of Directors & Staff

LIBERTY BANK OF SEATTLE, WASH.

2320 E. Union St. EAst 9-3434

THE COMMUNITY BANK

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J. C. PURNELL
President

H. L. GARRETT
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Vice Chairman

DAVE TEDROW
Acting Cashier

HERBERT BRIDGE
Jeweler

MARDINE PURNELL
Treasurer

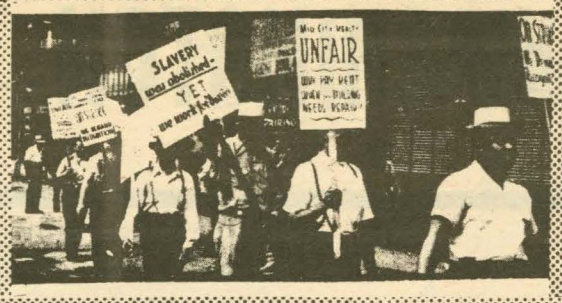
JACK H. RICHLEN
Merchant

GEORGE T. TOKUDA
Pharmacist

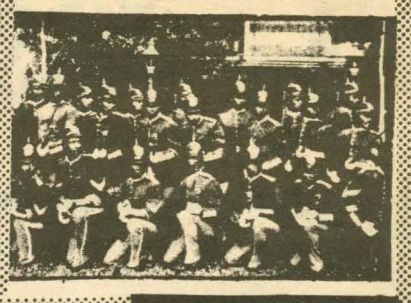
RAYMOND JONES
Fuel Dealer

MEMBER: Federal Deposit Insurance Corporation
National Bankers Assoc. - Washington Bankers Assoc. - American Bankers Assoc.























Quotes From Black Historical Figures

"....A band of successful robbers who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery."
--Frederick Douglass

"I have a dream that one day this nation will rise up, and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.' "
—March on Washington, August 28, 1963
--Dr. Martin L. King, Jr.

"The time has come when our people must assume the rank of a first-rate power in the battle against caste and Slavery; it is emphatically our battle; no one else can fight it for us, and with God's help we must fight it ourselves.
--Dr. James M. Smith

"We are going to start a movement. And we're not going to Washington just for one day . . . . No, we are going in a wait-in and stay-in movement . . . . Come young and old, come sick and well, come to Washington . . . . And we're going to build a shanty town in Washington . . . . And we're going to let the whole world know what it means to be poverty-stricken. We're going to let the whole world know how America is treating its poor citizens."
—Albany, Georgia, February 21, 1968
--Dr. Martin L. King, Jr.

"I have held all my life, and shall hold to the day of my death, that the fundamental and everlasting objection to slavery, is not that it sinks a Negro to the condition of a brute, but that it sinks a man to that condition. Let us not forget that justice to the Negro is safety to the nation."
--Frederick Douglass

"The time must come when the Declaration of Independence will be felt in the heart, as well as uttered from the mouth, and when the rights of all shall be properly acknowledged and appreciated. God hastens that time. This is our home, and this is our country. Beneath its soil lie the bones of our fathers; for it, some of them fought, bled, and died. Here we were born and here we will die."
--1931 Declaration by Convention of Negroes

"....Mass social pressure in the form of marches and picketing will not only touch and arrest the attention of the powerful public officials but also the 'little man' in the street. And, before this problem of Jim Crow can be successfully attacked, all of America must be shocked and awakened."
--Asa Phillip Randolph

"I would rather be in jail ten years than desert my people now. I have begun the struggle, and I can't turn back. I have reached the point of no return."
—Montgomery, February 1956
--Dr. Martin L. King, Jr.

"I can't turn around without hearing about some 'civil rights advance!' White people seem to think the black man ought to be shouting 'hallelujah'! Four hundred years the white man has had his foot-long knife in the black man's back--and now the white man starts to wiggle the knife out, maybe six inches! The black man's supposed to be grateful? Why, if the white man jerked the knife out, it's still going to leave a scar!"
--Malcolm X

"I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountain top . . . And I've looked over. And I've seen the promised land. I may not get there with you, but I want you to know tonight, that we, as a people, will get to the promised land . . . Mine eyes have seen the glory of the coming of the Lord."
—Memphis, April 3, 1968
--Dr. Martin L. King, Jr.

"The Black race, like the white, is proud of its own society and will yield nothing in the desire to keep it pure and ward off a monstrous subjugation of its original and natural gype, by which creation is to be judged as a race responsible for its own, and held accountable in the final analysis for the presentation, before the judgment seat of God. The Ethiopian cannot change his skin; and we shall not."
--Marcus Garvey

"Manly self-respect is worth more than land and houses, and a people who voluntarily surrender such respect, or cease striving for it, are not worth civilizing."
--William Edward Burghardt DuBois







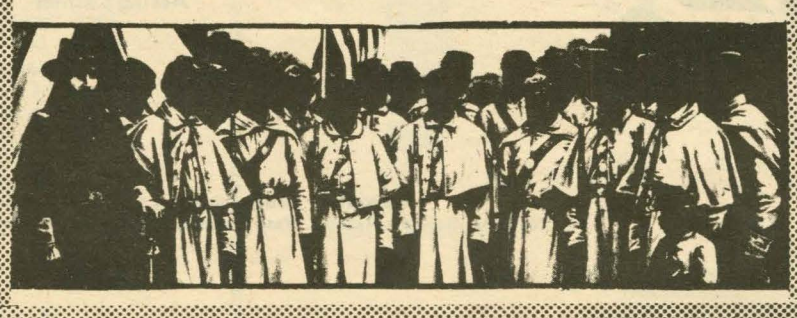










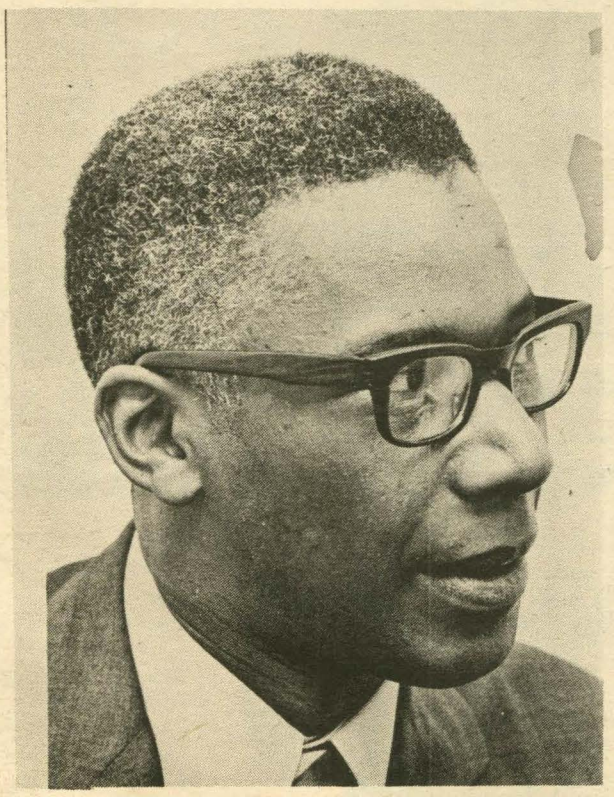




KIRO Television Cares About the Northwest and It's People

CHANNEL 7

CAP HISTORY MAKERS..



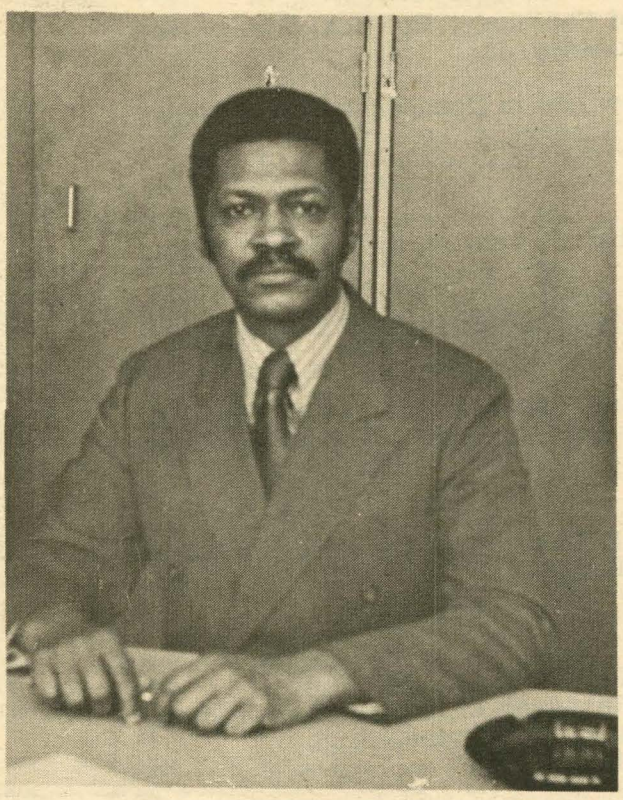
Walter Hundley

EXECUTIVE DIRECTOR,
Seattle Model Cities Program



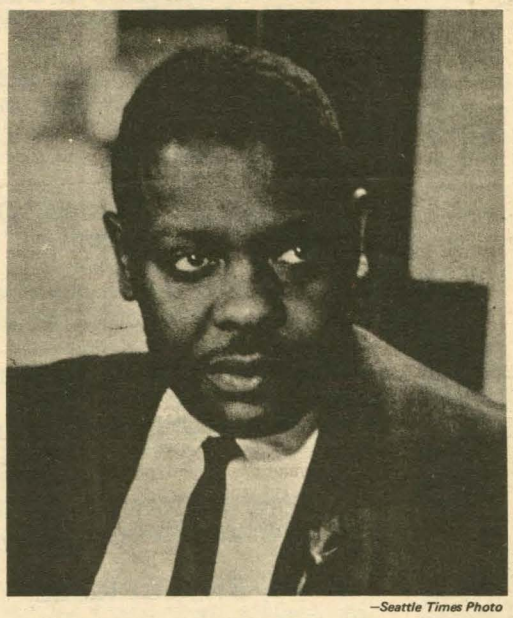
Lou Warner

EAST BRANCH MANAGER,
Seattle Model Cities Program



Jeff Woods

EXECUTIVE DIRECTOR,
Seattle-King County-Economic Opportunity- Board
(SKCEOB)



—Seattle Times Photo

EDWIN T. PRATT, M.S.W., ACSW

December 6, 1930 ------ January 26, 1969

Tacoma's First Black City Councilman



Harold Moss

Graduate of Northeastern High School Detroit, Michigan - 1947

Lewis Business College - Management and Business Law 47-48

Graduate of Smith-White Dental Laboratory School Detroit, Michigan - 1950

Special Student at Pacific Lutheran University of Sociology, Political Science and English Tacoma, Washington -- 1957 to 1958 non-degree

Knapp Business College - Course in Real Estate, resulted in licenses to sell property Tacoma , Washington - 1961

WORK HISTORY

Director of Project Outreach for the Tacoma Urban League, Inc. Dates: From 1/5/70 to present. .

University of Puget Sound 1 1/2 years as instructor in the Business Administration Dept. "Economic Development of Minority People" BA 355

University of Puget Sound, special course, instructor, extention campus at Issaquah, Washington on "The Community in Conflict" social Science 311 Seattle Police Academy Criminal Justice Institute.

Owner of Northwest Porcelain Studios, A Dental Laboratory practice limited to Crown and Bridge restorations, May 1965 to December 1970.

CIVIC ENTERPRISES

Member of the "Governors Committee to Seek a TNew Tax Policy".
Member of the Board of Directors of Tacoma Resource Enterprise Association.
Member of the Human Relations Commission, Tacoma, Washington.
Treasurer of Neighborhood Development, Incorporated, (NDI)
Councilman, City of Tacoma.

TACOMA URBAN LEAGUE, INC.
1704 South K Street
Tacoma, Washington 98405



LE ROY (SATCHEL) PAIGE (1906-) A pictcher in organized baseball for almost 30 years. A modest estimate of the number of games in which he had gone to the mound was 2,500 and 2,000 was conservative for his victories. The pitching of "Old Satch" was a delight to watch from the start. There seemed to be humor in it because of his slow walk, the way he hesitated, raising his foot high in the air before coming down with the blazing speed that was certainly no joke.

'KING OF THE COMBOS'
Schoenfeld's
Muntz Television

"Do not curse the past, but use it to enlighten the future."

Robert F. Kennedy

The only way to enlighten the future, is to look at today and a lot of yesterdays. For, if we can't look at what we've done and where we've been, we will have no direction for where we're going.

At the University Book Store, we have the highest hopes for tomorrow. That's why we make every effort to have the special interest books you want in stock today. (And if they're not, we'll special order them.) Because "while you read history, you make history."*

One of our largest special interest/ethnic book sections is "Black Studies." Works by noted people of the past, recognizable artists of today, and others who will gain their fame in the future. It is by reading these works that we can all gain a better understanding of why some things happen and why others don't. And what can be done to enlighten the future.

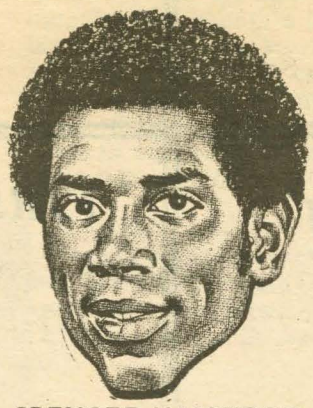
* paraphrased from George William Curtis, 1824-1892

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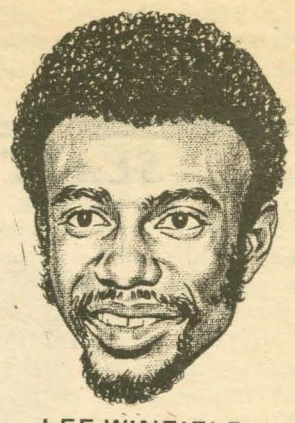
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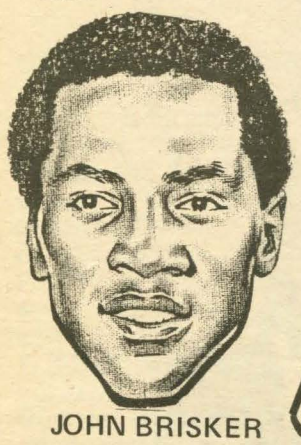
BUTCH BEARD
Guard



SPENCER HAYWOOD
Forward



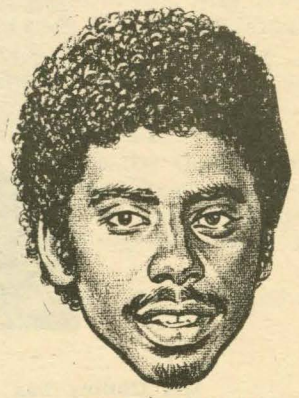
LEE WINFIELD
Guard



JOHN BRISKER
Forward

SEATTLE SUPER SONICS

BLACK ATHLETES MAKE BASKETBALL HISTORY



JOBY WRIGHT
Forward



FRED BROWN
Guard



JIM McDANIELS
Center



BUD STALLWORTH
Forward



KENNEDY MACINTOSH
Forward

LOCAL POLITICAL FIGURES

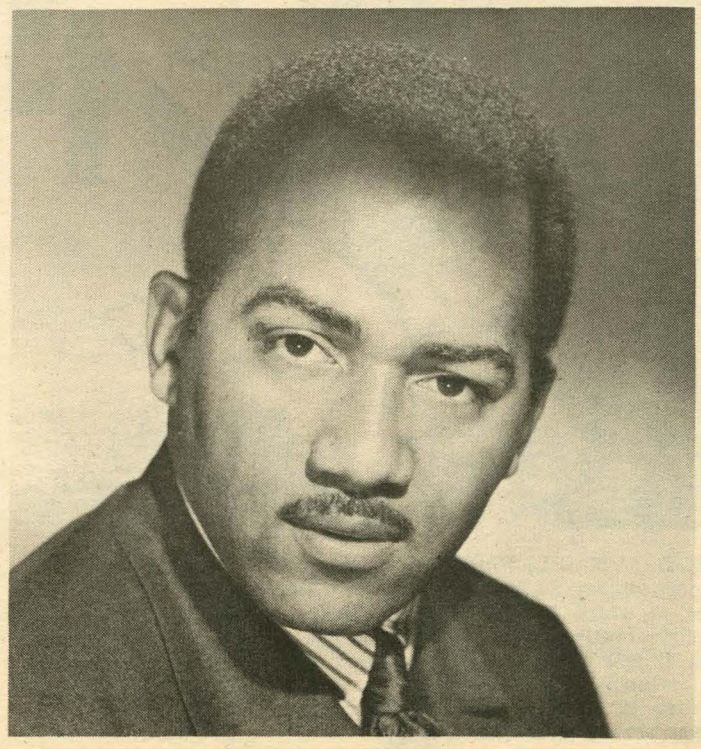
FIRST BLACK WOMAN LEGISLATOR



Representative Peggy Maxie

REPRESENTATIVE PEGGY MAXIE IS A DEMOCRAT FROM THE THIRTY-SEVENTH(37th) DISTRICT.

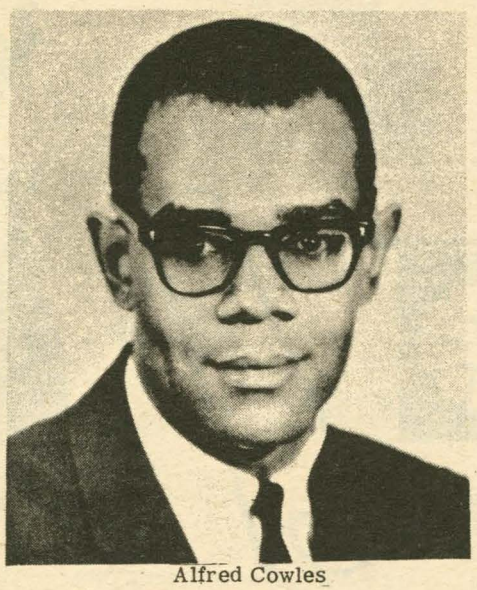
FIRST BLACK SENATOR



Senator George Fleming

SENATOR GEORGE FLEMING IS A DEMOCRAT FROM THE THIRTY-SEVENTH (37th) DISTRICT.

SEATTLE SCHOOL BOARD FIRST BLACK PRESIDENT



Alfred Cowles

Mr. Cowles was appointed Executive Secretary of the Washington State Human Rights Commission on February 1, 1966

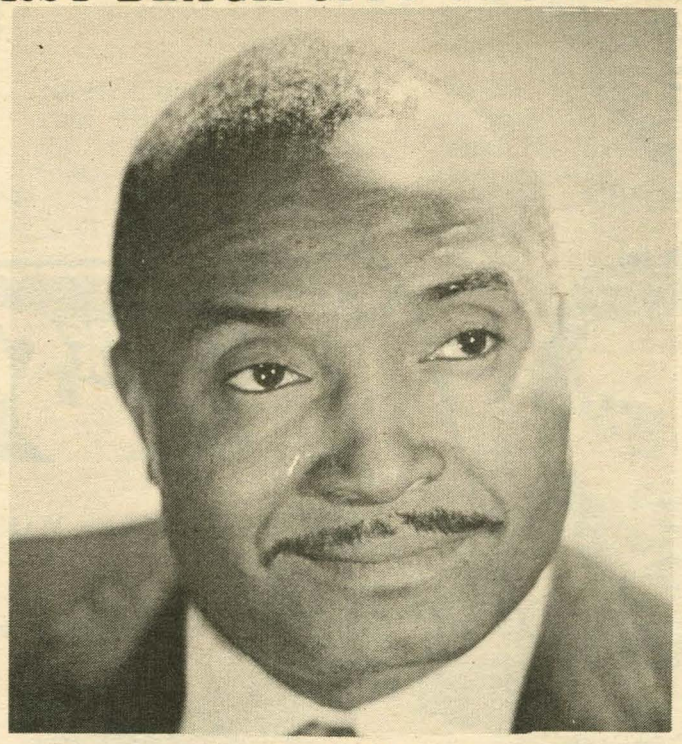
He took a sabbatical leave for five months to serve as Press Secretary to former United States Senator Charles Goodell of New York (Octoberl, 1968 to February 28, 1969). Prior to moving to the State of Washington, Mr. Cowles served as Executive Director of the Grand Rapids Human Relations Commission (Michigan) for five years.

In February 1966, he was the recipient of the Alumni Award for Public Service from Manhattan College. In May 1969, Mr. Cowles was appointed to the Seattle School Board and was elected, in November 1969, to a six year term. Currently he is serving as President of the Seattle School Board.

His Extra-Curricular activities include--National Association of Intergroup Relations Officials (President, 1970-71). Member Board of Trustees, University of Puget Sound.

Mr. Cowles is married to the former Ida Marie Draper of Bremerton, Washington, and they have one son.

FIRST BLACK CITY COUNCILMAN



Councilman Sam Smith

CONGRATULATIONS TO THE MEDIUM ON ITS TRIBUTE TO BLACK HISTORY WEEK.

MAY OTHER BROTHERS AND SISTERS BECOME INSPIRED TO MAKE MEANINGFUL CONTRIBUTIONS TO SOCIETY.

Councilman Sam Smith

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. Sihce 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. Ninty-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 practising 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. Sameul 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 Cnter 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.

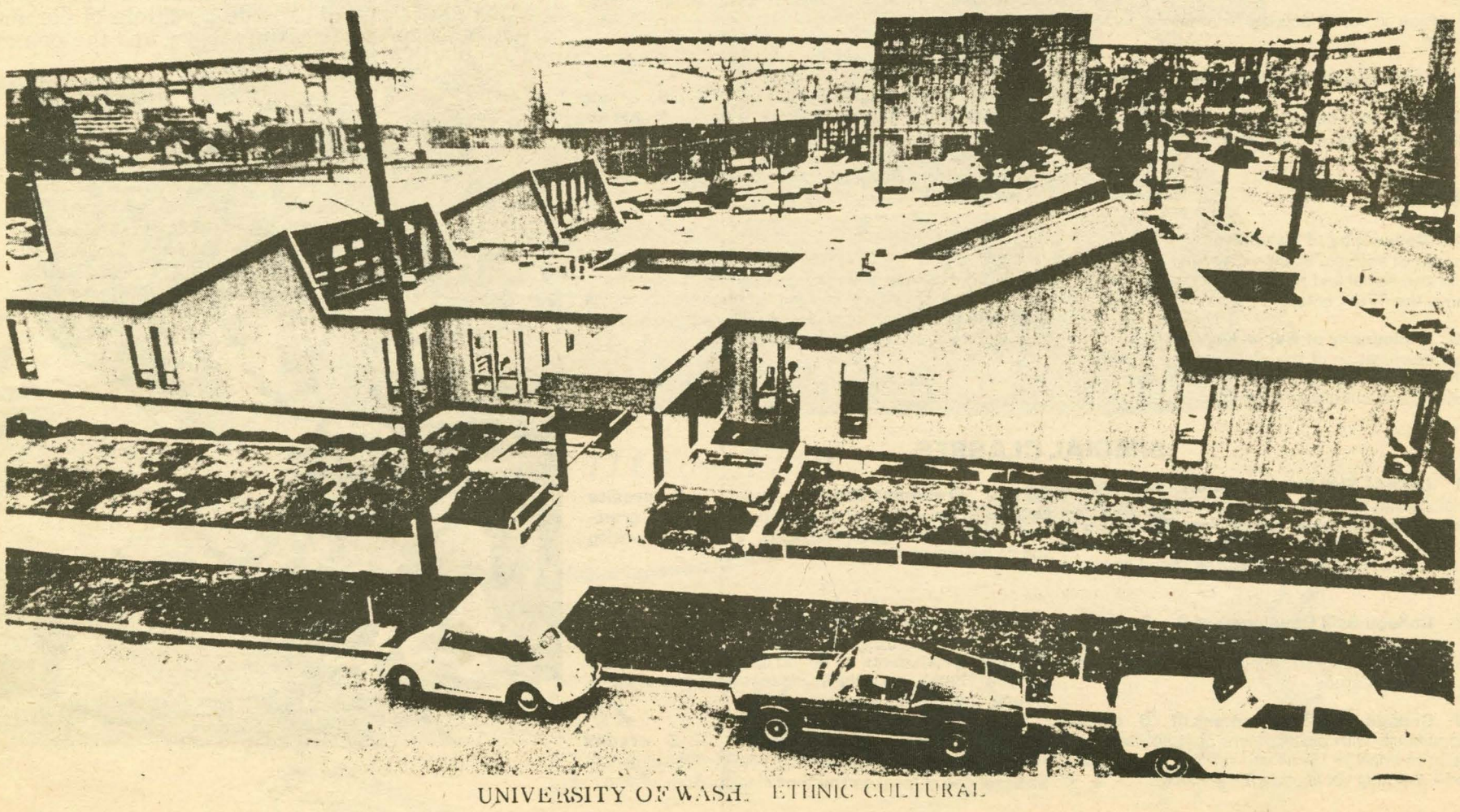
President Nixon, along with his elimination of some of the important Office of Economic Opportunity and other programs for social justice, is determined to dismantle the majority of the 3,696 Educational Opportunity and National Direct Student Loan Porgram and substitute pale replicas of these proven 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' resistane to President Nixon's plans for scuttling the federal student aid programs -- on whether or not Congress' resistance is the real thing and nor 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 climing 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 borthers 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

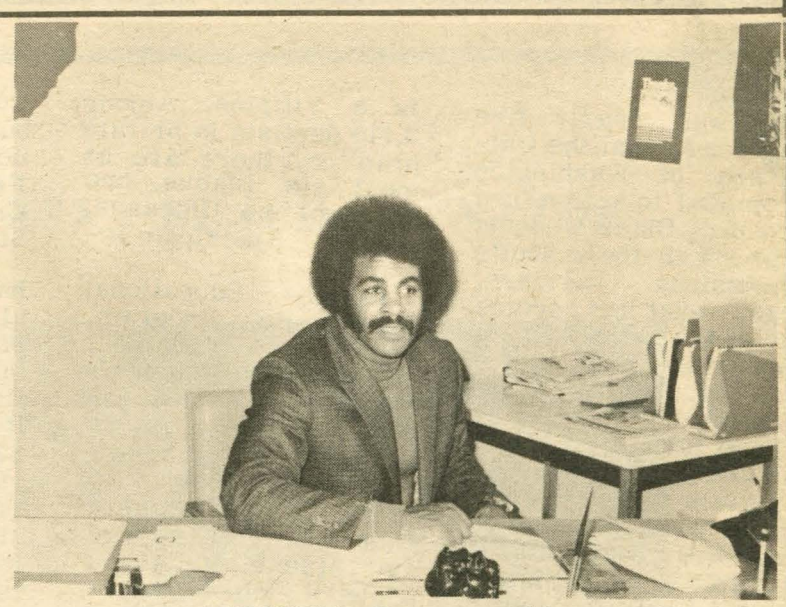
SEATTLE UNIVERSITY OFFICE OF MINORITY/ SALUTES BLACK HISTORY WEEK AFFAIRS



The Office of Minority Affairs/Special Services at Seattle University has made profound strides in past few years.

The number of minority students has increased to approximately 500 which represent 15% of the school's population. (This percent is largest in the state for 4 years institutions.)

We realize that the coming years will be an uphill struggle for Blacks and all oppressed people, but while resources last, we will continue to service minority students academically, economically, socially and politically.



CHARLES MITCHELL, Director of Minority Student Affairs and Special Services Program.

In an effort to assist students in developing themselves intellectually, the Office of Minority Affairs and Special Services has developed a number of skill development classes and ethnic classes in attempt to provide a full spectrum of relevant knowledge to students enrolled at Seattle University. Listed below are a few of the courses offered which play a key role in the enrichening the mental scope of all students on campus:

ETHNIC CLASSES

Sociology

SC266 Interracial and Interethnic Relations **5 credits**
Concept of race and ethnic group; analysis of the factors in interracial and interethnic tensions.

SC302 The Black People's Social Movement **5 credits**
Theory of social movements applied to the Black people's struggle for equality in America. Types of movements, development and style of leadership.

Political Science

PLS335 Government of Communist China **5 credits**
Study of the structure, function and processes of contemporary Chinese government.

PLS340 Comparative Asian Systems **5 credits**
Analysis of selected Asian systems.

PLS341 Comparative African Systems **5 credits**
Analysis of selected governments of Africa.

PLS362 Contemporary International Relations in Africa **5 credits**
Role of Africa in world politics from World War I to the present.

PLS375 Minority Politics in the United States **5 credits**
Examination of the non-white American in political and legal perspective and an analysis of alternatives for change.

Philosophy

P1 338 Philosophy of Revolution
A philosophical analysis of the underlying meaning and causes of the social and political phenomenon of revolution since the 17th century.

P1 339 Philosophy of Racial Conflict
A critical examination of the philosophical presuppositions of the historical phenomenon of racial conflict as a derivative of cultural alienation.

Community Services

CS493 The Asian American Experience **5 credits**
A historical perspective of the Asian immigrants to America with special focus on the adaptations, problems and impact of racial crises involving 20th century Asian Americans.

Education

ED493 Human Relations and Multicultural Education **1-5 credits**
Investigation and analysis of interpersonal relationships in the school setting with an emphasis on providing multiethnic understanding.

ED493 Organization of Multicultural Education **1-5 credits**
Philosophical foundations, principles, and the investigation and organization of current multieducation materials and approaches.

English

EN383 Black Masterpieces **5 credits**
A study and analysis of the literary works of contemporary Black authors including Baldwin, Wright, Hughes and others.

History

HS347 Afro-American History I **5 credits**
HS348 Afro-American History II **5 credits**
I. African origins, slave trade, and the Afro-American experience to Emancipation. II. History of the Afro-American from Reconstruction to the present. Prerequisites: Hs 102

Fine Arts

MU207 History of Jazz
Explorations of origins in Afro-American culture, its evolution as a result of merging cultures and the accomplishment of a distinct new music.

SPECIAL CLASSES

ED101 College Skill Development I **5 credits**
The initial course dealing with the development of college skills, including study habits, note taking, taking tests, textbook tips, utilizing reference materials. Will include a reading segment emphasizing speed and comprehension.

ED102 College Skill Development II **5 credits**
Further development of reading skills with close ties to development of English, improving vocabulary and reading in areas of study.

ED103 College Skill Development III **5 credits**
Deals specifically with development of speed and comprehension to improve recall and reading rate, utilizing their texts, learning vocabulary for a subject.

EN100 Freshman English **5 credits**
Deals with the individual student needs in basic grammar, review of English functions, expository writing and development of style.

EN132 Masterpieces of American Literature **5 credits**
Designed for students as an introduction to American authors. The course includes close reading and analysis of American literary classics.

EN200 Advanced Composition **5 credits**
Provides for extension of writing skills and development and practice of form and method in expository writing.

Student Groups

While successful academic achievement is the primary goal for the Office of Minority Affairs and Special Services, it is also important to have a variety of programs and activities, which will develop students' social political awareness. To this end, Special Services Program assists students in developing activities which will be of high interest and value to them, such as the Black Student Union, Kapatiran Brotherhood of Filipina American Students,-Chinese Student Association, Hawaiian Club, and MECHA (Chicano Student Association).

This year the Black Student Union was instrumental in sponsoring the Hungry Child Benefit, which brought singer O. C. Smith to Seattle University's campus for a benefit to raise money for Thanksgiving baskets to make that holiday a little more meaningful for several Central Area families. They also assisted in benefit showing of "Sounder", an academy award nominee, whose proceeds were given to the Minority Student Scholarship Fund at Seattle University.

The VOICE

Under the sponsorship of Special Services and a grant from Model Cities Youth Division, the minority student at Seattle University have begun a monthly newspaper (The Voice), which is distributed not only on campus, but to the community as an insert in the Medium Newspaper. The function of the paper is to assist minority students in developing communication skills and to provide a vehicle of communication between Seattle University and the community.

