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Graduate-level support programs for disadvantaged students in predominantly white institutions either make awards directly to students who then choose the university of their choice, or administer funds within an institution to support students for the study of one discipline. Since 1963, some Schools of Business Administration, Law, Education, Social Welfare, and others have supported minority students working toward Master's degrees. In 1963, a multidisciplinary Special Students Program was established at UCLA which provided 1 year of support to 23 Negro and other minority students working toward a Master's degree. Only one-fourth of the group progressed satisfactorily. Weaknesses in the program were identified as its financial support pattern, the quality of advising, orientation and tutoring, and the means and criteria used for recruitment. It was also felt that heavy recruitment of students from southern Negro colleges removed the ablest and most needed graduates from these institutions. Efforts were then concentrated on Black, Mexican American and American Indian students in northern and western states, and in 1966 a 4-year Masters Opportunity Program was established which incorporated improvements in selection and recruitment. Of 21 students, only 1 failed academically. A common assumption has been that disadvantaged students need to correct academic deficiencies in order to enter graduate school, but this program proved that there is a larger number of minority students who are well qualified for graduate work if there is greater insight as to what they need to succeed. (WM)

THE DISADVANTAGED STUDENT IN GRADUATE SCHOOL MASTER'S AND DOCTORAL DEGREE PROGRAMS IN PREDOMINANTLY NON-NEGRO UNIVERSITIES

by

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Dean Miller's talk has dealt with the development of graduate education over a relatively long period in predominantly Negro universities. My talk is concerned with the very recent efforts, in universities not predominantly Negro, to increase the number of graduate students from disadvantaged backgrounds and from ethnic minority groups that have been grossly under-represented in graduate schools in proportion to their population in the United States.

Although clearer-sighted individuals here and there have attempted to correct the glaring imbalances for some time, it is only in the last five yoars of so, coinciding it seems with the great blossoming of the Civil Rights movements, that the majority of us have given really serious attention to this need. Dr. Martin Luther King, Jr. led the great March on Washington in 1963 setting the stage for the Civil Rights Act of 1964. The demonstations at Selma were in the Spring of 1965.

Addressing itself to the problems of "Graduate Awards for the Culturally Disadvantaged" the 1967 Committee on Student Aid of the Association of Graduate Schools made the following statement: "A Major problem is how a graduate school can provide training for people who are not normally admissible; e.g., displaced teachers and graduates of Negro institutions." The 1968 Committee continued in the same vein..."The problem facing graduate schools is not merely financial. Given the poor backgrounds of the students in question and the probability of cultural bias in the GRE and other tests, the major problems are how to choose good risks among students generally regarded as inadmissible, and how efficiently to cure deficiencies in their

preparation for graduate school." In my view, the impression that one gains from these statements is too narrow. Too much emphasis has been placed on "inadmissibility under normal standards" and too much on the need, presumably at great expense and risk, to cure deficiencies in preparation. I have no intention of underrating those problems, but the data that I have suggest that a very substantial number of ethnic minority students, who are not at all inadmissible under ordinary standards, do not enroll in graduate school. For a variety of reasons, some of which are economic, some of which have to do with attitudes, expectations, or known realities, and some of which have to do with our graduate institutions, far too many qualified ethnic minority students either have not entered or, having entered, have not completed curricula leading to master's and doctoral degrees. Surely the terms "culturally disadvantaged" and "disadvantaged student" are both imprecise and ambiguous.

I would like to begin by outlining in a very general way the whole picture, as I see it, of graduate programs for both disadvantaged and ethnic minority students in predominantly white universities. This almost certainly will be an incomplete picture, especially in view of the speed at which the number of these programs is growing.

After that, I will describe in some detail our experience at UCLA which extends now over a period of five years. At that time I will try to face and comment upon a few of the concepts or assumptions and the imagined and real problems in such programs. I ask you to forgive me for the omissions in this first draft of my paper and to please assist me in its revision.

Graduate-level support programs, designed specifically for ethnic minorities and for students from disadvantaged backgrounds, tend to fall into two broad categories. In the first category are awards made directly to students on a nation-wide basis by some extramural agency, with the student recipient left free to carry the award to whatever university he wishes or at least to choose between several universities. Examples of these are fellowships awarded by the Southern Fellowships Fund, The Ford Foundation Doctoral Fellowships for Black Students, The Martin Luther King, Jr. Fellowships for returning Negro veterans, The Alfred Sloane Fellowships for Medical Students, The Josiah Macy, Jr. Foundation Fellowships for Women and Negroes in Medicine, and the John Hay Whitney Foundation Opportunity Fellowships. The next four speakers will discuss these in some detail.

In the second broad category are programs administered within an institution, or within a small consortium of institutions, either for a single discipline or professional field of for several disciplines, perhaps on a campus-wide basis. Let me first review very briefly a few of the graduate programs that I have learned about in single professional or applied fields.

Apparently among the earliest of the professional schools to take meaningful action were certain schools of Business Administration. In the fall of 1963, the Graduate School of Business Administration at the University of Chicago enrolled a single negro student in a new special program. Today sponsored by several business firms, the Chicago program provides Summer

Internships and financial aid to Negro students in the form of fellowships, scholarships and loans for a two-year full-time curriculum leading to the M.B.A. In 1968, I understand there were 16 new and 19 continuing Black students out of a total MBA enrollment of 600. In addition to these, a smaller number of students were enrolled in the doctoral curriculum. Students are recruited on the basis of their record, letters of evaluation and a satisfactory score on the Admission Test for Graduate Study in Business.

The next ethnic minority program in Business Administration that I know of is that started by the Harvard School of Business. I am told that it began in a small way, but was very significantly enlarged in 1967 and 1968. In 1966 a consortium of schools of business administration representing the Universities Wisconcin, Rochester, Indiana and Washington at St Louis began a program for Negro students leading to the M.B.A. This too is wholly financed by industry and is closely coordinated with an eight week summer institute. Cornell and Northwestern Universities instituted programs in 1968. So did the Graduate School of Business Administration at UCLA with the aim of vastly increasing the enrollment of both Black and Mexican American students as well as members of other disadvantaged minority groups and hoping to recruit some students who will work toward the PhD and M.S. degrees in addition to those in the M.B.A. curriculum. Eleven Blacks and two Mexican Americans entered the UCLA program this fall from a wide variety of undergraduate majors and of universities mostly outside of California. The effect was to double the previous representation of these minorities. Although approximately half the students have undergraduate grade point

averages below 3.0, the school does not feel that its admission standards have been unduly relaxed. Its purpose has been to seek ethnic minority students who, on the whole meet normal admission standards.

In my opinion, one of the healthiest developments in the professional fields has been the recent almost explosive interest in recruiting minority students into Law Schools. Almost every Law School in the country is involved and most have some sort of financial support program. Not a small part of the credit for this can be given to CLEO, the Council on Legal Education Opportunity which, although it was established only in January, 1968, was able to provide funds for four very successful summer institutes this last summer. However, CLEO itself is a response to a burgeoning demand. Apparently the earliest programs for ethnic minorities in Law Schools were started about three years ago at New York University, Harvard, Emory and the University of Denver. I am best acquainted with the Law School Educational Opportunity Program which started at UCLA in 1967 with a class of eleven Black and three Mexican American students. In this program, students receive a stipend of $2000 and, where needed, additional loans. Counselling-tutorial services are available. The school is very active in recruiting and like CLEO; but, unlike the School of Business Administration, it admits students under a different set of admission standards. These programs are purposely aimed at what is considered to be a high-risk group.

Nevertheless, "Of the fourteen students admitted to the special program in September, 1967, one dropped out because of personal problems in the early part of the program and one student

failed academically. The remaining students are continuing into their second year of law." This is not to say that there ware no difficulties. One of prime concern, was the fact that the students felt the Law School curriculum and and faculty members did not deal with the problems which were meaningful in terms of minority groups; thus the content of the material presented had no real relevance for the minority students and indeed was so constituted in its presentation as to be alien to their culture...for example, arguments which advocate property rights as opposed to human rights. Meetings were held with the students and efforts are being made to ameliorate the causes of dissatisfaction.

The success and indeed the popularity of the program is mirrored in the fact that, for the current school year, 1968-1969, more than 190 applications for admission were received, leading to 39 acceptances, and bringing the enrollment in the special minority program to 52 students. "It is estimated that some 80 of those who could not be accomodated at UCLA were placed in other schools with similar programs."

Before leaving the profession of law, recognition must be given to the University of New Mexico's Special Scholarship program in Law for American Indians. It began in 1967 and provides full financial support for a special summer session plus the following academic year as well for approximately eight students selected from the summer class. Seventeen Indian students are now in the Law School at various levels. Hopefully, among these will be the first American Indians ever to receive a law degree from the Universities of Arizona, Utah or New

Mexico. The University of Arizona, and perhaps other southwestern schools are lso obtaining fellowship funds for American Indians.

Entry into one of the medical professions is even more difficult for young people from disadvantaged backgrounds than is entry into the practice of law or into business management. In recent years several medical schools have made an effort to encourage interest at the high school level and to recruit undergraduate ethnic minority students, mainly Black. Summer programs for ethnic minority groups have been sponsored by perhaps a dozen medical schools at the premedical level, including early premedical programs, and there are some post-baccalaureate programs. For year-round medical school education, however, except for the few extramural sources of financial aid for minority students, the developments have been extremely recent and no Federal Funds have been available.

At the Harvard Medical School, active recruiting of Black students was begun this fall both of those fully prepared for medical or dental school and of those of demonstrated potential but having academic deficiencies which can be corrected by supplementary course work. The fellowships include full support where necessary for the regular four-year medical or dental curriculum. The faculty itself has contributed over thirty thousand dollars to the support fund. In addition to the regular program, five year curricula, leading to the M.D. or D.M.D. degree and a preparatory summer program are both under consideration.

The Yale Medical School, too, largely as a result of community demands and with the cooperation of the NAACP, has

committed itself to a program in which the minority student is supported both financially and psychologically and socially. Tufts Medical School also started a program last spring, purposely seeking students who normally would not meet admissions criteria but with the understanding that there would be psychological as well as tutorial and financial support. Five students were enrolled, one in a five-year special program.

In professional training for Education, I happen to be acquainted only with the two programs in Los Angeles; one at the University of Southern California, the other at UCLA. The UCLA Education Fellowship program began this fall with thirteen Black Americans, six Mexican Americans, and one Anglo. The great majority have undergraduate grade point averages below those normally desired for admission to UCLA. The University of Southern California's program is more ambitious than that at UCLA and, frankly, it is stealing potential students away from us. Partly, this is because it can combine for each student various proportions of campus and field experience cooperatively with the public school districts of California and the U.S. Dependent Schools overseas.

In schools of Social Welfare there are funded programs in existence including one at Berkeley, but I know so little about them that I cannot discuss them. On the other hand, the School of Social Welfare at UCLA does not have separate funds to support ethnic minority students. It, nevertheless, has a rather effective program. The School happens to be so well endowed with fellowships that the great majority of its students can be supported. In addition it has taken very positive steps to expand

minority representation. Minority persons are on the faculty, there is an active committee for minority recruitment and education, and an informal advisory group of Black students which works with the faculty. Significantly, the student group has taken a positive position favoring the seeking out of the most competent students available. As a result almost 20 percent of the graduate enrollment in Social Welfare at UCLA is minority students and most of those have financial support which has been won in open competition.

Now, I would like to leave the professional schools and the single disciplines and look at programs designed to recruit and support graduate students from disadvantaged backgrounds throughout the university. These, then, are programs permitting the student to choose among the whole range of academic departments in the physical and life sciences, the social sciences, the arts and humanities and also curricula within applied or professional fields that lead to academic master's or doctoral degrees. It is in these departments that the majority of graduate students enroll and it is from these departments in the graduate schools that the increased number of Black, Brown and other Minority group faculty must come.

As yet, there are very few such multidisciplinary graduate school programs fully established and financed, but there is an enormous interest in them. Although I am well enough acquainted with only the program at UCLA, to discuss it with assurance, I have learned something about three others at the University of Wisconsin, the University of Cincinnati, and Vanderbilt University, all of which are financed by grants from the Danforth Foundation. A review of the four programs will illustrate, I think, some of the differences in point of view and in technique between universities.

The University of Wisconsin program began just this year. It provides twn two-year awards with stipends of $2700 per academic year and a summer stipend of $600, where applicable, for work leading to the MA or MS degree in any academic field. The program is particularly directed toward Negro American students, both in-state and out-of-state, with undergraduate

backgrounds such that they would not ordinarily be able to compete successfully for the regular University of Wisconsin fellowships, but who desire to do graduate work with the object of pursuing a career in teaching and research. Wisconsin has, I think, anticipated and taken steps to correct a potential weakness in multi-disciplinary programs that are designed by an administrative agency for high risk students, in contrast with programs that are developed spontaneously by the faculty of a single discipline or professional school. The problem is one of ensuring that the student from a disadvantaged background will receive the special attention and encouragement that he needs from some member of the faculty. At Wisconsin the fellowship holders are selected by an interdepartmental administrative committee, but the progress of the fellows themselves, is the responsibility of their own departments rather than of the fellowship selection committee. Departments are asked to "guarantee certain considerations for the fellows. Ordinarily, a specific faculty member should agree to counsel each student and the department should be prepared to offer him a reduced course load, pass-fail grading in some subjects, tutoring, or any other special procedures which ensure that deficiencies in undergraduate preparation do not prevent the student from progress toward his master's degree. In general, the department should undertake to suspend the ordinary standards of 'progress toward the degree' so long as the student's advisor is satisfied that his progress is satisfactory. Students will be expected to meet the normal standards for granting the MA or MS degrees and they should be able to take care of all deficiencies and achieve degrees in

two years time." (Unpublished report to Information Sharing Meeting at Danforth Foundation, Aug. 26-27, 1968) This kind of committment may not always be easy to obtain in multidisciplinary programs and we have not always secured this kind of a committment at UCLA, partly because we feel that we have other sources of psychological support and partly because our program is not necessarily directed toward high risk students.

The University of Cincinnati Danforth Intern Program began in 1967 and is likewise directed toward students who typically would not have been admitted to graduate school on the basis of their undergraduate records. However, those administering the program also state that "Students who have shown improvement in the latter part of their undergraduate studies, who have participated in special summer institutes, who have shown problem-solving abilities, are looked at with particular interest." (Boyer and Crockett. Danforth Intern Program University of Cincinnati, Unpublished report for Information Sharing Meeting at Danforth Foundation, Aug. 26-27, 1968) In 1967 a long sequence of meetings with faculty from regional colleges and universities, visits by student applicants, interviews with department members and graduate students, and psychological testing, led to the selection of seventeen students from among fifty applicants. A similar selection was made for the current year, except that more emphasis was given to trying to evaluate the applicant's willingness to ask for and to receive help. It was felt that "those students in the first group who have been willing to say, 'I need help in writing, statistics, analytical skills, etc.' have been the ones who have been able to grow and learn the most."

Orientation meetings, special tutoring, special courses, and special counselling are integral to the program, but as of the summer of 1968, "it was the feeling of both the students and their faculty tutors that much of their learning activity becomes real and relevant only after they have some actual academic experience at the graduate level."

Vanderbilt's Opportunity Fellowship Program, the earliest of the three, began in 1966-67 with fifteen carefully chosen and specially oriented fellows. The purpose in this case has not been primarily to recruit high risk students. In the first year, only one-third of the new students, and in the current year only one out of eleven, would have been inadmissible under ordinary admission standards. For the current year, about sixty-five inquiries from students led to thirty-six formal applications, out of which eighteen fellowships were awarded and eleven fellows accepted the awards. This represents an award ratio of one out of two applicants, or an acceptance ratio of one out of three applicants. Of the approximately 36 Negro graduate students now in residence at Vanderbilt, almost two-thirds are Opportunity Fellows. Prior to this there had been no formal recruitment, only a token representation of Negro students in graduate school, and only two advanced degrees had been attained by Negroes, one a Ph.D. and one a M.A. Degree. Beginning with the Danforth program, according to Dean Beach (Summary at Vanderbilt's Opportunity Fellowship Program (Danforth) Unpublished report for Information Sharing Meeting at Danforth Foundation, Aug. 26-27, 1968) "the picture has changed dramatically. The students are enrolled in departments

which have expressed a desire and a willingness to work carefully with the disadvantaged students. The students are strongly motivated and in most cases have a career in a special field, and in some cases, a career at a certain institution, in mind." They are grouped in such ways (that is to say in disciplines) as to give them an opportunity for group therapy where this is desirable.

Up until now I have tried to make distinctions between programs in professional schools and programs in graduate schools, and also between programs primarily for "high risk" students and others for "well qualified" students. The multi-disciplinary graduate school program at UCLA is apparently the oldest and the largest of any described thus far and when it began, these distinctions were not quite so clearly drawn. In the UCLA program students have been recruited and supported toward professional degrees in Business Administration, Education, Engineering and in Social Welfare and Public Health. This is in addition to those who are now in the specific professional programs that I have already mentioned. As for the question of academic qualification, that turns out to be complex at UCLA, so let me now recite some of the history of that program.

The year 1963 was the Emancipation Centenary. For each of many years prior to that time, UCLA had been in the habit of celebrating Negro History Week and in that way giving some recognition to the contributions of Black Americans to the history and culture of this nation. There was a strong feeling, however, on the part of Chancellor Franklin D. Murphy and of Dr. Magoun, your moderator, who happened to be serving in his

first year as Dean of the Graduate Division, as well as several faculty members, all of whom had a long standing interest in the welfare of ethnic minority groups, that something much more substantial and practical should be done. "If," Dr. Murphy pointed out, "the number of Negroes entering university teaching and research is to be increased, the process must begin by expanding the enrollment of qualified Negroes at the graduate level." So a drive was launched for that purpose, with the emphasis on finding Black Americans and other ethnic minority students whose academic achievement and promise indicated that they might do well in graduate studies. The local university chapter of the NAACP and Negro members of the faculty took an active part. Announcements were sent out. The result was that approximately one hundred applications for admission to the Graduate Division in the Fall of 1963 were received from Negro graduates of UCLA and other schools, particularly Negro colleges in the South.

In addition, a small Grant-in-Aid program was initiated, providing one year of support toward the master's degree for selected Negro students. For lack of a better name, this program became known as the Special Students Program and it continued for four years. Initially, the students were to be selected, with the help of Woodrow Wilson honorable mention lists, from predominantly Negro schools in the Southern States. Financing was entirely from whatever intramural funds could be released for the purpose.

Many in the audience will remember that in December of that same year the Council of Graduate Schools at its Third

Annual Meeting arranged a panel discussion on The Negro in Graduate School. Describing the purpose of the Special Student Program, Dean Magoun quoted at length from the great protagonist of Negro higher education, Professor W.E.B. DuBois, and using DuBois' words spoke of the Talented Tenth, whose exceptional, most capable young persons who would become the "teachers and teachers of teachers."

Three students were enrolled in the Special Students Program in the Fall of 1963; all were Negroes, all from southern Negro universities and the gradepoint averages for their baccalaureate degrees were 3.15, 3.4 and 3.6. Their majors were History, French and Mathematics. Two of the three subsequently failed to attain a higher degree. One continued and, with the help of a research assistantship plus a small loan, achieved the master's degree in his second year.

In the second year of the Special Student Program at UCLA, eleven new students were added, eight of these were Black, two were Mexican American, and one was Italian American. In the following year, 1965-66, nine Black Americans and one Spanish American were recruited, and in the final year of that program, 1966-67, three Black Americans were recruited. Of these twenty four students, one-third had received their BA Degrees at UCLA or California State Colleges and six had slightly less than a B average in their undergraduate work.

Before attempting to evaluate the Special Students Program it might be interesting to examine the distribution of the students by discipline in this and subsequent opportunity programs as shown on the graphs in Figure 3 ("Graduate Opportunity

Programs, UCLA), and also in the total graduate enrollment of the three under-represented ethnic minority groups, Black, Mexican American, and American Indian. Figure 1 ("Distribution by Discipline of Mexican, Black and Indian American Graduate Students from Ethnic Survey, UCLA, Fall Quarter, 1968") includes some 390 graduate students, 105 of whom are in doctoral curricula. It is thought to represent an overall response of about 78 percent of the students. Figure 1 also shows, for comparison, the distribution of minority students by general fields, and, in parenthesis, the distribution of the total graduate student body. The graphs illustrate the unusually strong interest of these three ethnic minority group students in the Social Sciences and in Social Welfare. Business Administration and Education are moderately well represented, even apart from the special programs in those fields, and it is very interesting to see that Mathematics and the basic Physical Sciences are well represented, whereas the derived sciences, except for Psychology and Zoology, are not and neither are Health Sciences except for Public Health and Nursing.

Going back now to an evaluation of the Special Students Program itself, it is probably fair to say that it was moderately successful. As shown in Figure 4, entitled "Academic Achievement of Special Students in Master's Program (1963-67) and Master's Opportunity Fellows (1967-69)", twelve students have achieved, or will soon achieve, the master's degree, or in one case, a teaching credential, although many required more than one year of support to do this. Two of those who have received the M.A. are attempting additional graduate work and five students, in

addition to the twelve mentioned, have continued toward a doctorate degree either with or without the M.A. One of these five coming to UCLA from Howard University, has achieved a Ph.D. in English in the unheard of time of three years and has joined the faculty at Yale University. Another is an exemplary student in Chemistry and is imminently about to receive the Ph.D. Among those working toward a Ph.D. in Political Science at another university, is an outstanding leader in the militant Black Movement. On the other side of the coin, six students withdraw from Graduate School after one year or less and may be considered to have failed. Two more students made only some progress, though one of these is very much involved in teaching in a special program for disadvantaged high school students.

Because almost one-quarter of the students did not make satisfactory progress and because there is reason to be concerned about the effects of failure on individuals, the Special Students Program was considered less successful than had been hoped and an attempt was made to identify and correct the weaknesses. These weaknesses were thought to be in the financial support pattern, in the quality of advising, orientation and tutoring, and in the means and criteria for recruitment.

During the last three years of the program, the financial support pattern had to be changed from a stipend of $2400, for the year, to a compromise package providing a few hundred dollars of stipend, a comparable amount of loan--which about one-third of the students apparently did not accept--and a provision for work-study--which again almost one-third did not

participate in. Thus, students who were already disadvantaged were asked to divert their energies from studies and to carry a load of responsibility and work which many more fortunate students did not have to carry. One young lady, perhaps in an attempt to overcome her unfortunate financial status, got married and subsequently failed academically. Moreover, it became clear, as it should have been at the start, that one year of guaranteed support is not enough for attaining the M.A.

Five of the six failures were from southern Negro schools as shown in Figure 4, Graph 2. But the larger proportion of those achieving the master's degree are also from these schools; so is one of those continuing to the Ph.D. and one who has achieved the Ph.D. In fact, a comparison between the achievement of those who received their baccalaureate degree in California and those who received the degree elsewhere tends to refute the stereotype assumption that graduates of southern Negro schools in general are not competitive. There are problems of adjustment, more or less severe, facing the graduate of a small southern Negro school when he enters a large, predominantly white state university and the rather poorly financed UCLA program had not provided the funds to ameliorate these problems.

Entering grade-point average did not appear to be critical, at least within reasonable limits and assuming that other factors and attributes were taken into account. Graph 3, Figure 4, shows an almost random relationship between entering GPA and academic achievement. The failures did not necessarily have low GPAs for their baccalaureate degree.

It was thought, however, that the means of selection and recruitment might be improved. In addition to use of the

Woodrow Wilson honorable mention lists, advice had been sought from administrative officers in the several institutions outside UCLA. The point was made that undergraduate faculty members might provide better insight as to the likelihood of a student succeeding.

Furthermore, although excellent candidates had been found in the southern Negro colleges, it was recognized that UCLA had a major responsibility and opportunity in Southern California, itself. Here is the largest Mexican American community in existence, one of the largest Black communities, the largest non-reservation community of American Indians, as well as other under-represented ethnic minorities. And there is one other important consideration. It has been the explicit intent of the UCLA graduate opportunity programs, up until now, to seek out the Talented Tenth and to allocate the scarce fellowship resources to those minority students who are thought most likely to succeed. I don't think that this has always been achieved and I said earlier that the question of the level of qualification is complex at UCLA. For one thing, most of the publicity for the programs has been directed to economically and educationally disadvantaged students, some of whom may be highly talented and some of whom may not be. Nevertheless, to the degree that we recruit the most promising students that we can find from southern Negro schools, we tend to drain those schools of their own most able graduates. Until some mechanism for counterbalancing that drain can be worked out, it is well that we concentrate the bulk of our efforts on the northern and western states. This is all the more

appropriate in view of the relatively higher enrollment of ethnic minority students in the Junior Colleges, State Colleges and in undergraduate EOP and post-baccalaureate programs in Southern California.

In any event, in 1966 a proposal was submitted to the Danforth Foundation incorporating the improvements and a sum of $352,000 was granted for a four-year Masters Opportunity Program. Funds were included for recruitment, orientation meetings, tutorials, some travel and book expenses, and for a full-time coordinator. Mrs. Hazel Love, who is herself a minority person, was appointed coordinator and she, as much as any other single factor, must be credited with the enhanced success that followed. Press releases were made, especially to media reaching minority groups, and letters were sent to Southern California and eight southern Negro colleges. Several community related organizations were contacted. A great many applicants were recommended by Woodrow Wilson Interns and some came through the Post Baccalaureate program at Haverford. Twenty one fellows were selected from among 99 applicants in 1967 and another 21 from among 110 applicants in 1968. Fifteen of the fellowships in each year were for two years of support at an annual stipend of $2000 plus fees. One-third of the fellows are from schools outside of California, mainly from the South. GPA and ethnic makeup was similar to the Special Students, 4 of the first 21 fellows being Mexican American.

The academic achievement of the first group of Masters Opportunity Fellows, in comparison with the Special Students and in relation to several parameters, is shown in Figure 4.

Only one student can be said to have failed completely in academic achievement and he was so intensely involved in community activities, related to both Mexican American and Black American interests, that one wonders how he managed to be a graduate student at all. This young man, a Mexican American, came to us from California State College at Los Angeles with an undergraduate GPA of 2.7 in History. He began majoring in Sociology, then transferred to Public Administration. At the same time, he served as a delegate to a convention in Washington and travelled extensively in the Southwest, partly on behalf of the NAACP. Perhaps we will see him again, if only on a swing through the campus.

Three students are shown as making only some progress. One of these is getting personal attention in his department and has a chance. The second, who has not done at all well academically, is a very effervescent and bright young lade, extremely active in campus and community affairs. She has taken part in the Black Student Union tutorial project in South Central Los Angeles, and through the summer and current year has been employed as a coordinator in the very sensitive and daring "High Potential Program" at UCLA. We continue to invest in this young lady as a potential Master's candidate and believe that she is good scholastic material. The third student is also involved in community activities and has been forced to delay his examinations some half-year or so.

This leaves 11 students who have attained or are fully expected to attain their Master's Degrees, and not less than 6 more who, having achieved the MA Degree or in one case having

by-passed the Master's, are proceeding toward the doctorate. Only four of the above students attained the MA in one year. One of these students, proceeding to the Ph.D., has actually left UCLA and, in fact, has left the United States entirely. He is an extremely sensitive young Black man, very much concerned with the problems facing his race and facing society itself. He started with a major in philosophy, then transferred to mathematics, where he earned a 4.0 average. He dropped out of the program last Spring and is now enrolled, with a fellowship, at the University of Stockholm. He intends to take out Swedish citizenship.

Though difficulties remain, it appears that the simple expedient of adding money has partly solved many of the problems encountered in the Special Student Program.

As a matter of fact, the whole concept now appears to have been much too conservative. If access had been had, at the beginning, to the data from the ethnic survey of graduate students at UCLA, along with an analysis of their academic goals and financial support, a more imaginative and insightful scheme might have been designed. Out of 49 students in the five years of Special Student and Master's Opportunity Programs, two have attained the Ph.D. degree and nine more have enrolled in programs leading to the Ph.D.--more than one-fifth of the total number of students. Clearly, a Doctoral Opportunity Program for ethnic minority students is warranted, but financing such a program is more of a job than financing a Master's Program. This brings us to the third phase in the development of Graduate Opportunity Fellowships at UCLA.

As it turned out, in the Winter of 1967-68 the Regents of the University of California were able to finance a number of new Graduate Intern-Fellowships, each providing four years of support toward the Ph.D. and comprising two years of fellowship stipend and two years of teaching and research assistantship. This program was not designed specifically for ethnic minority students, but the combination of teaching and fellowship support seemed ideally suited for ethnic minority Ph.D. aspirants, many of whom we hoped might become faculty members themselves. Therefore, the Graduate Division at UCLA asked for approval, from the statewide administration, to set aside at least five of the Intern-Fellowships for ethnic minority doctoral students, and this was granted wholeheartedly. Departments were asked if they wished to participate in the new program and in all cases they have done so with enthusiasm. The concern that objections would be raised to a setting aside of fellowships, which would otherwise be available for allocation to departments was unfounded. By late Spring twelve out of 52 Regents Graduate Intern-Fellowships were allocated to the new Doctoral Opportunity Program. This was at a time when President Charles Hitch was calling upon the University to dedicate itself to finding solutions for critical contemporary social and urban problems. It was also a time when pressures were brought to bear on the University, leading to an increase in student fees, and out of these fees new monies became available. Chancellor-to-be Charles Young sought and obtained funds allowing him to double not only the two Graduate School Opportunity Programs, but that of the Law School as well, along with the initiation of the new

program in Education and a substantial boost for the program in the Graduate School of Business Administration.

As soon as the additional funding was assured, meetings were arranged with representatives of the Black Students' Union and UMAS, the United Mexican American Students, along with a few faculty members, to review the fellowship structure. Interestingly, the students felt that although a stipend of $2200 plus fees would be inadequate for many students (and let me report parenthetically that we were a little surprised to find that six of our Master's Opportunity Fellows had found it necessary to take out loans in order to supplement their stipend), nevertheless, given the fixxed sums available, it would be better to support a larger number of students at a modest level than to support only a few on a larger stipend. And they made an additional very significant point. For a great many Black and Brown students an advanced degree is only one step toward an overriding goal--service to one's community. We have seen earlier how several Master's Opportunity Fellows have become so involved in community related activities as to jeopardize their own academic progress (see Figure 4, Graph 5). Some of the most effective recruitment of new minority students and some of the most effective psychological support and scholarly assistance for younger students is provided by the Fellows, themselves and by other minority students. We would like to be able to provide some support for this kind of activity, and the Chancellor's office at UCLA has already done this for some minority students and BSU and UMAS representatives, by employing them on task forces dealing with the urban crisis.

As partial compensation we anticipate that Doctoral Opportunity Fellows making such commitments will be permitted up to two years of interruption in tenure of their awards. In addition, approximately one-half of the Doctoral Opportunity Awards combine three years of fellowship with only one year of teaching assistantship.

Finally, let me call your attention to Figure 2, "Representation and Financial Support, Ethnic Minority Graduate Students, UCLA, Fall 1968" and invite you to study it at your leisure. I will merely summarize the Figure, by referring in aggregate to the three main under-represented minorities at UCLA, the Blacks, Mexican Americans and American Indians. Three out of eight of these minority students in graduate school at UCLA are supported by Opportunity Fellowships, either in the Graduate Division or in professional schools. Two out of eight, or one-quarter, hold other intramural or extramural fellowships, teaching assistantships or research assistantships. The remaining three-eighths have no fellowship or assistantship support at all--that is, other than loans or work study. And of this last group, one-quarter are advanced year students who are continuing to make satisfactory progress toward Master's or Doctoral Degrees. These continuing students have a combined grade point average of very nearly 3.40 and almost one-half of them are doctoral aspirants.

It appears that there is a much larger pool of able Black and Mexican American and American Indian students, well qualified for advanced graduate work, than many of us has suspected. Yet, in spite of this, the American Indians are under-represented in

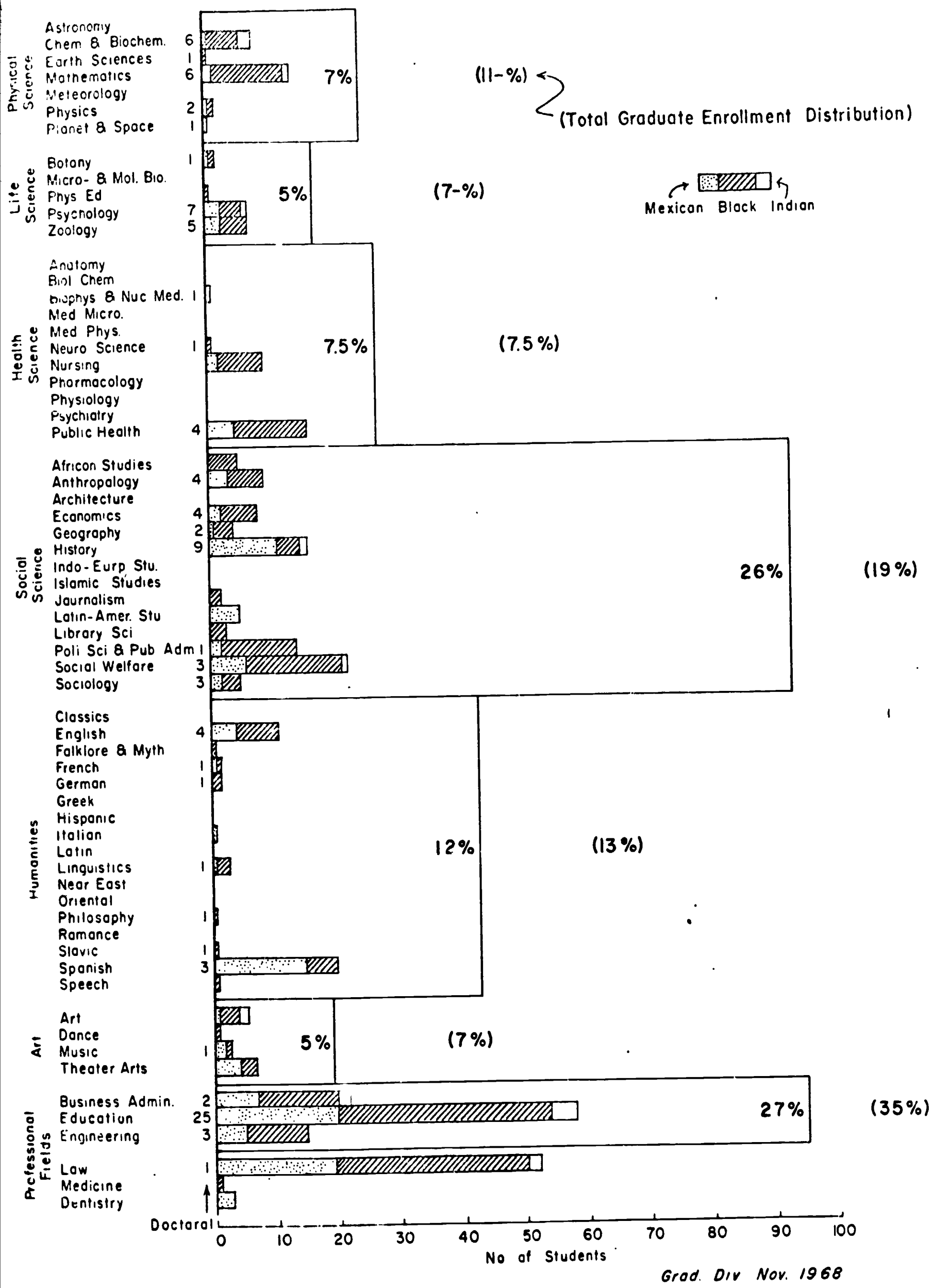
Graduate School at UCLA, in comparison with their population in Los Angeles County, by a factor of two; the Mexican Americans are under-represented by a factor of at least six, and the Black American by a factor of nearly three.'

If I may be permitted to conclude with a purely subjective statement, let me qualify just a little what I have said about seeking the Talented Tenth. I realize that a faculty which is jealous of the quality of its research and of its graduate students is going to want to have a good deal to say about admission standards. It would be foolish to deny the relevance of such standards, particularly if the scales for measuring tham can be made objective enough to be really predictive. Past performance is an excellent predictor for academic success. But so is the quality of instruction and of scholastic support. Granted that the raw material is important, so is what one does with it. The accomplishments of the Black American against enormous odds through the history of this country and today; or, if you like, the number of minority graduate students, masters and doctoral, proceeding toward their goals without special aid, is clear evidence that the raw material can be found.

There are many criteria for success and there are many qualities of character and skill that we badly need for the unbelievably critical next few decades. I believe that amongst the ethnic minorities there have been developed unusual degrees of persistence, ingenuity, imagination, and mature appraisal of their own predicament, and at the same time concepts of brotherhood and calm recognition of the unacceptable in others.

We need those qualities that have been developed. We need leaders who have those qualities.

Distribution by Discipline of Mexican, Black and Indian American Graduate Students
From Ethnic Survey, UCLA, Fall Quarter, 1968
(Estimated 78% response)



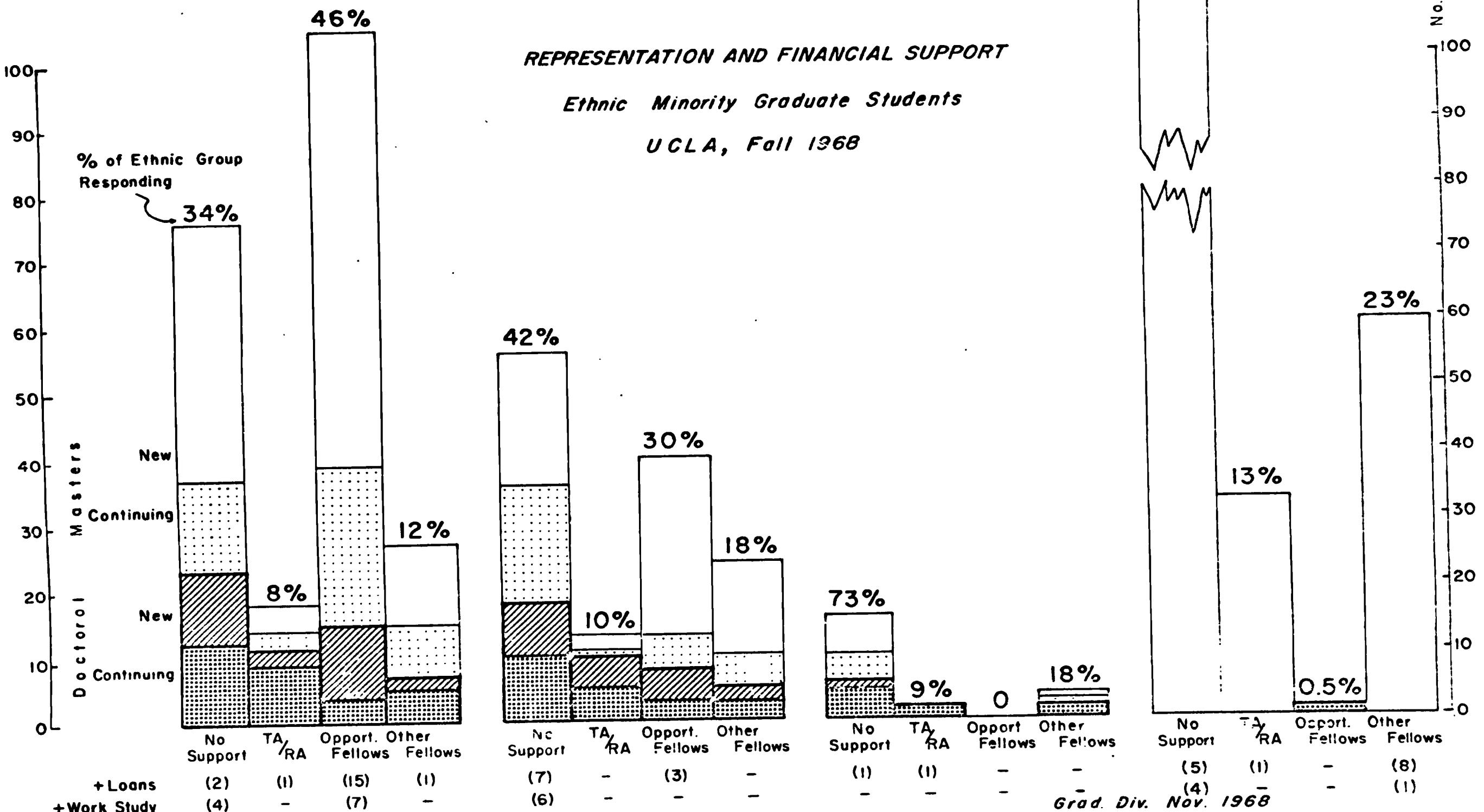
Grad. Div Nov. 1968

	Black American	Mexican American	American Indian	Oriental American
Los Angeles Co. Population %	7.6	9.3	~0.6	2.1
Total No Grad. Stus. (Based upon)	262 (77% response)	143 (91% response)	30 (~78% response)	340 (~78% response)
% of U.S. Citizens in Grad School	2.9%	1.6%	0.3%	3.8%

REPRESENTATION AND FINANCIAL SUPPORT

Ethnic Minority Graduate Students

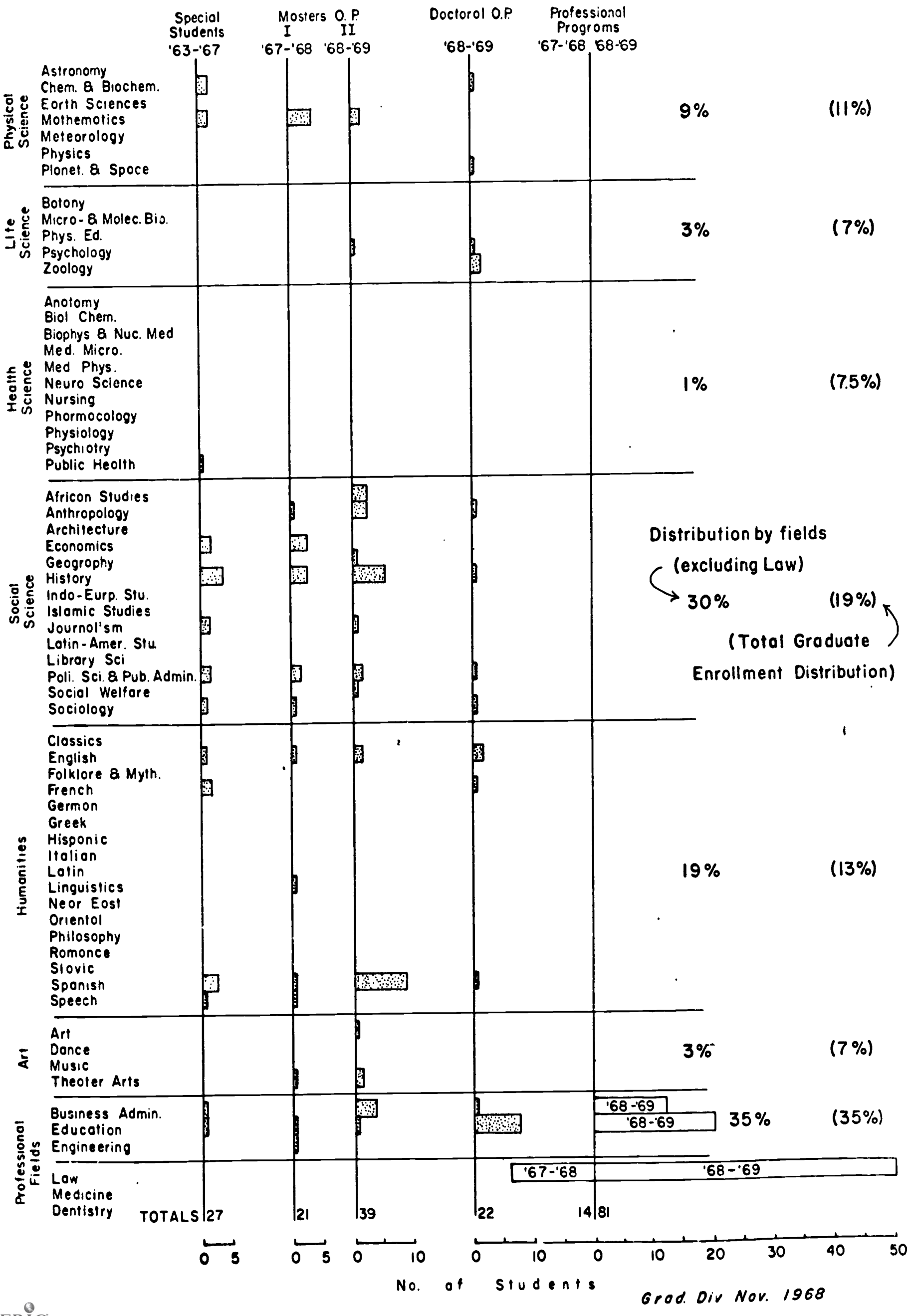
UCLA, Fall 1968



	Black American				Mexican American				American Indian				Oriental American			
	No Support	TA/RA	Opport. Fellows	Other Fellows	No Support	TA/RA	Opport. Fellows	Other Fellows	No Support	TA/RA	Opport Fellows	Other Fellows	No Support	TA/RA	Opport. Fellows	Other Fellows
+ Loans	(2)	(1)	(15)	(1)	(7)	–	(3)	–	(1)	(1)	–	–	(5)	(1)	–	(8)
+ Work Study	(4)	–	(7)	–	(6)	–	–	–	–	–	–	–	(4)	–	–	(1)

Grad. Div. Nov. 1968

Graduate Opportunity Programs, UCLA



Grad. Div Nov. 1968

ACADEMIC ACHIEVEMENT OF "SPECIAL STUDENTS" IN MASTERS PROGRAM (1963-67) ■

AND MASTERS OPPORTUNITY FELLOWS (1967-68) ●