



## HUD funds planning scholarships

The U.S. Department of Housing and Urban Development has awarded the University of Oregon \$69,320 to fund a program to help 12 minority students obtain higher academic degrees in community and economic development fields, HUD Secretary Samuel R. Pierce Jr. announced today.

The University of Oregon is the only educational institution in the Pacific Northwest to receive such funding this year. Nationally, the HUD Community Development Work Study Program will enable 276 economically-disadvantaged men and women to spend a full academic year at one of 54 participating colleges and universities. The students will also gain professional experience by working to plan, develop or administer activities funded by HUD's Community Development Block Grant (CDBG) or Urban Development Action Grant (UDAG) programs.

"Our goal is to enhance the professional leadership abilities of these students, while enriching their understanding of urban and economic development programs," Secretary Pierce said. "This is also an opportunity to attract a greater number of minority men and women to careers in state or local community and economic development."

Dr. Dean Runyan, head of the University of Oregon's Department of Planning, Public Policy and Management, called the HUD funding "crucial to meet the needs of minority students." Runyan said the

program "will really help students who wouldn't otherwise be able to take advantage of this kind of educational opportunity." He noted that the funds will be used in conjunction with the University's work-study program, with the school providing other resources such as counseling and administrative support services.

Men and women will be recruited for the program throughout Oregon by the University, which successfully applied to HUD for the educational fund. In addition to their graduate work, students will complete internships with state, area-wide, local government agency, Indian tribe or nonprofit/private organizations using CDBG or UDAG funds.

"This work-study program means hands-on experience for future problem-solvers," said Stephen J. Bollinger, HUD Assistant Secretary for Community Planning and Development. "The students accepted into this program will be among the future leaders of their communities."

Students will be selected based on financial need; interest in and commitment to a career in community development; insight into low-income and minority concerns in urban areas; academic ability and professional potential. Most will enroll in graduate programs leading to a master's degree, although a few schools will focus on senior-year students in bachelor degree programs.

The University of Oregon's Department of Planning, Public Policy and Management offers two degree programs within the School of Architecture and Allied Arts. They are both graduate programs offering master's degrees in Urban and Regional Planning, and in Public Affairs.

Qualified students interested in obtaining more information about these educational opportunities funded by HUD may contact the University of Oregon's Department of Planning, Public Policy and Public Affairs by calling (503) 686-3635.

HUD funds totalling \$1,993,414 will be used for stipends, tuition support, tutoring, books, and an administrative allowance. Many of the participating colleges and universities will contribute additional financial or educational assistance. At the University of Oregon, clerical support, counseling and administrative services will be provided in addition to the work study program funded by HUD.

Students who complete the program will be committed to work, for a minimum of two consecutive years, for a state, local government or nonprofit agency funded by CDBG or UDAG funds. Those who do not complete either the academic or work component will be required to repay the educational costs. Students in two-year graduate degree programs will be sponsored again next year if funds are available to HUD.

## Applications vary

America's future professionals are anxiously waiting to know if their applications to medical, law and graduate business schools across the country have been accepted. Competition is so keen that the great majority of the 350,000 applicants will not be accepted. Unfortunately, a chance detail may swing the decision the wrong way.

Ronald Schiller, who checked on admission procedures in more than a score of campuses across the country, writes in Reader's Digest, "Less than 10 per cent of the applicants (constituting about a fifth to one-half of the entering class) will be definitely tagged for admission; 50 to 80 per cent will be rejected. Choosing from the remainder who have been relegated to the limbo in between is what gives selectors their worst headaches."

Selection committees are now faced with a group of applicants with similar grades and entrance exam scores. At this point, chance plays a major role in the make-or-break decision. According to Schiller, "Since they are all highly qualified, 'tie-breakers' are looked for—petty details such as an A-minus instead of an A in a science course, a less-than-superlative adjective in a letter of recommendation, a slightly more impressive summer job or extra-curricular activity."

Schools also seek individuals from various social, economic and geographic backgrounds, and of non-academic interests, to diversify their student bodies. Schiller writes, "A farm boy, say, or a concert pianist or an Alaskan, stands a better chance of admission to a prestige establishment than a city-bred New Yorker or a Californian with no unusual talents." Compounding this process is the fact that no two schools follow the exact same evaluation procedure.

The process appears haphazard, especially to prospective students, but Schiller points out, "Faulty, inexact and inconsistent though its methods may be, it works, producing professionals whose competence is the envy of the world."

## Dropouts decrease

The number of blacks aged 20 and 21 who dropped out of high school declined by about 10 percentage points between 1967 and 1977, according to the U.S. Census Bureau.

In 1967, 35 per cent of blacks aged 20 and 21 were dropouts, the Census Bureau reported, but in 1977, the proportion of black students enrolled behind their age-mates declined too. In 1967 about 18 per cent of black 16- and 17-year-old students were enrolled at least two years below the grade for their age. By 1977, the proportion was down 10 per cent. Once black students receive high school diplomas, they go to college at about the same rate as white students, one out of every three high school graduates. Blacks now account for 11 per cent of all college students, just slightly below their 13 per cent representation in the total population. In addition 6 per cent of all graduate students are black. The Census Bureau found some evidence, however, that blacks drop out of college before

reaching their senior year at a higher rate than whites do. Moreover the jobless rate for non-white youths is rising steadily. Twenty-five years ago, the rate was 16.5 per cent for blacks aged 16 to 19; 15 years ago, it was 24 per cent and this year it was over 40 per cent.

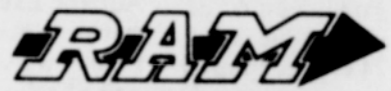
About 455,000 blacks between the ages of 16 and 24 who said they wanted work, did not find it.

The Census Report also said more people in general are in school these days—including the very young. The number of children aged 3 to 4 enrolled in some type of school has more than doubled in 10 years, 14 per cent in 1967 to 32 per cent in 1977. Older students are also showing up in greater numbers. The Bureau said 36 per cent of all college students were age 25 or older in 1977, compared to 28 per cent in 1972. A copy of the Census Bureau Report, School Enrollments Social and Economic Characteristics of Students, October 1977, series P-20, No. 333, costs about \$3. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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