Some Asian-Americans have charged that selective American universities are guilty of "quotas" against Asian applicants. In the Ivy League, students have questioned the admissions policies of Harvard, Princeton, Brown, and Yale. Stanford, UC Berkeley, and UCLA have also been under scrutiny for possible discrimination against Asian applicants.

Previous studies at many of these schools show that Asian-American applicants are less likely to be admitted than other students. Another pattern that is troubling is that Asian-Americans must have higher Scholastic Aptitude Test scores than other students to be admitted.

So far, no school has admitted to having a conscious discrimination policy against Asians. Yet, the evidence is strong enough to convince many observ- ers, as well as the US Federal Dep- artment of Justice, that the possibility that such policies may exist is very real.

At Stanford, a faculty committee that studied Asian-American admissions in 1985 came close to admitting that there is a discriminatory admissions pol- icy. This committee found that it is "probable" that the school discriminates against Asian-American applicants.

In 1985, eight percent of Stan- ford freshmen were Asian. By contrast, in 1984 and 1986, the number of Asian freshmen doubled to 16 percent.

At UC Berkeley, the US Justice Department is investigating charges of discriminatory admis- sions policies. The most contro- versial case was the "cut-off" in 1984 and 1986 which led to marked decreases in Asian enrollments. (Organiza- tions were exempted from that policy.) This had an adverse effect on Asian-Americans who tend to have lower English skills, but may be strong in other areas.

University of California admitted three entrance requirements in 1986. These include a mandatory number of years of English study and proficiency in a non-American foreign language. These policies also had a dispar- iate impact on Asians, since large proportions are immigrants.

We call on students to partic- ipate however they see fit: by voting their professors to become involved in their activities. Let's work to foster an atmosphere in which students can feel safe and free to express their ideas.