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**REMARKS: UNITED NEGRO COLLEGE FUND  
NEW YORK, NY  
THURSDAY, MARCH 9, 1989**

**CONGRESSMAN HAWKINS, MR. RAWL, MR. SIMON, LADIES AND GENTLEMEN, MY FELLOW CITIZENS.**

**THANK YOU FOR THAT INTRODUCTION, AND FOR THE WARMTH OF YOUR RECEPTION. PAUL SIMON ONCE WROTE A SONG TITLED, SIMPLY, "OLD FRIENDS." I AM DELIGHTED TO SEE MY OLD FRIENDS BILL AND VI TRENT WITH US TONIGHT.**

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**MY ASSOCIATION WITH UNCF GOT STARTED BACK IN 1948 WHEN BILL TRENT, AS THE FIRST EXECUTIVE DIRECTOR OF THE COLLEGE FUND, CAME TO YALE AND GOT ME INVOLVED IN THE UNCF CAMPAIGN. A DECADE LATER, HE ASKED ME TO CHAIR THE UNCF TEXAS CAMPAIGN. YESTERDAY, I UNDERSTAND, WAS HIS 79TH BIRTHDAY. HAPPY BIRTHDAY, BILL.**

**TONIGHT, FLANKED BY OLD FRIENDS AND, IN A REAL SENSE, FAMILY, I AM GRATEFUL FOR YOUR COMPANY.**

**DURING MY STUDENT DAYS AT YALE, I FIRST SAW THE FUND INVEST IN HIGHER EDUCATION, AND IN AMERICA.**

THEN, AS NOW, IT INSISTED THAT EXCELLENCE BECOME A WAY OF LIFE, AND HIGHER LEARNING A BEQUEST.

AS AN UNDERGRADUATE, I CAME TO GRASP WHAT CHURCHILL MEANT WHEN HE SAID, "PERSONALLY, I AM ALWAYS READY TO LEARN, THOUGH I DO NOT ALWAYS ENJOY BEING TAUGHT." WELL, FOR NEARLY HALF-A-CENTURY, THIS FUND HAS TAUGHT, SO THAT AMERICA COULD LEARN, THE GENTLER IMPULSES OF MANKIND.

YOU HAVE HELPED SOCIETY'S DISADVANTAGED CAST OFF DESPAIR AND POVERTY.

AND THROUGH SUCH FRIENDS AS BILL TRENT AND FREDERICK D. PATTERSON -- AND, YES, HOW WE MISS HIM -- YOU HAVE ENDORSED LIBERTY, OPPORTUNITY, AND THE DIGNITY OF WORK.

BUT MOST OF ALL, YOU HAVE SHOWN HOW CONSCIENCE AND EDUCATION CAN FULFILL THE PROMISE OF AMERICA: TO RIGHT WRONG, LOVE FREEDOM, AND DEMAND EQUALITY FOR ALL.

FOR THAT, I CONGRATULATE YOU -- AND YET, I CHALLENGE YOU, TOO.

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BLACK AND WHITE, TOGETHER -- WE KNOW THAT AMERICA WILL NOT BE A GOOD PLACE FOR ANY OF US TO LIVE UNTIL IT IS A GOOD PLACE FOR ALL OF US TO LIVE. ((PAUSE))

MOST AMERICANS, I'M CONVINCED, BELIEVE THAT GOVERNMENT CAN BE AN INSTRUMENT OF HEALING. THERE ARE TIMES WHEN GOVERNMENT MUST STEP IN WHERE OTHERS FEAR TO TREAD.

MY FRIENDS, I SHARE THOSE BELIEFS, AND AS PRESIDENT, I WILL ACT ON THEM.

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FOR AMERICA, IT SEEMS TO ME, MEANS PRIDE -- INDIVIDUALLY, CULTURALLY AND RACIALLY. AMERICA MEANS, IN THE WORDS OF DR. KING, THAT "INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE." IT MEANS OPPORTUNITY FOR THOSE WHO NEED JOBS AND WHO DREAM OF OWNING HOMES. AND IT MEANS THE HOPE THAT TOMORROW WILL BE BRIGHTER THAN TODAY.

HOW CAN WE BEST INSPIRE THAT HOPE, AND SECURE THE PROMISE OF AMERICA? I SAY THE ANSWER IS EDUCATION.

**EDUCATION KNOWS NO BARRIERS, ACCEPTS NO LIMITS. EDUCATION IS A LADDER; IT EMBODIES SELF-RESPECT, NOT DEPENDENCY. EDUCATION CAN GIVE MINORITIES A GREATER VOICE -- AND MAKE SURE THAT VOICE IS HEARD.**

**SINCE 1944, WHEN DR. PATTERSON FOUNDED THE UNCF, YOUR VOICE HAS RESOUNDED FROM COLLEGES LIKE TUSKEGEE, MOREHOUSE, SPELLMAN, AND FISK. BLACK COLLEGES HAVE ENNOBLED SUCH AMERICANS AS LEONTYNE PRICE, FRANK YERBY, AZIE ((AZZ-EE)) TAYLOR MORTON, AND OUR NEXT SECRETARY OF HEALTH AND HUMAN SERVICES, DR. LOUIS SULLIVAN.**

**((LET ME TELL YOU SOMETHING ABOUT LEW SULLIVAN. BARBARA SERVED ON THE BOARD OF MOREHOUSE MEDICAL COLLEGE. LEW WAS PRESIDENT OF THAT COLLEGE. IT WAS SAID I APPOINTED LEW BECAUSE OF BARBARA'S FRIENDSHIP WITH THE SULLIVANS. WRONG -- I KNEW LEW FIRST. I APPOINTED HIM BECAUSE OF HIS ABILITY. AND YES, I CONFESS, BECAUSE HE IS SO DEDICATED TO MOREHOUSE AND IS SUCH A HARD CHARGING LEADER THAT MY WIFE WAS SPENDING MORE TIME ON MOREHOUSE MATTERS THAN SHE WAS ON FAMILY AND LITERACY PUT TOGETHER.))**

**AS YOU KNOW, IN SEPTEMBER 1981, PRESIDENT REAGAN SIGNED EXECUTIVE ORDER 12320, COMMITTING THE FEDERAL GOVERNMENT TO INCREASE ITS SUPPORT OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES.**

**OUR GOAL WAS TO IDENTIFY, AND ELIMINATE, UNFAIR BARRIERS TO PARTICIPATION IN FEDERALLY-SPONSORED PROGRAMS. OUR MEANS WAS TO INVOLVE THE PRIVATE SECTOR, AND TO MOTIVATE THE 27 FEDERAL AGENCIES WHICH PROVIDE NEARLY ALL THE FEDERAL FUNDING.**

**DID IT WORK? DID IT EVER.**

**IN FISCAL YEAR 1981, HBCUS RECEIVED \$545 MILLION IN FEDERAL ASSISTANCE. IN FISCAL YEAR 1987, THAT SUM TOTALED \$684 MILLION. MOREOVER, RESEARCH AND DEVELOPMENT, WHICH INCLUDES FUNDS FOR NON-SCIENTIFIC INSTITUTIONAL DEVELOPMENT, COMPRISED NEARLY HALF OF ALL FUNDING FOR HISTORICALLY BLACK COLLEGES. OUR WHITE HOUSE SCIENCE AND TECHNOLOGY ADVISORY COMMITTEE FOSTERED SCIENCE, MATHEMATICS, AND ENGINEERING PROGRAMS AND CURRICULA.**

THIS COMPREHENSIVE HBCU EFFORT HAS ATTACKED THE FOUR HORSEMEN OF THE AMERICAN NIGHT -- ILLITERACY AND INEQUALITY, INDIGENCE AND FEAR.

GREAT BEGINNINGS, YES. NOW, LET US BUILD UPON THEM. WE HAVE DONE MUCH. BUT THERE REMAINS SO MUCH MORE LEFT TO DO.

((YOU KNOW, THERE'S AN OLD NEW ENGLAND STORY ABOUT A MAN, STUCK IN THE MUD WITH HIS CAR, WHO WAS ASKED BY A PASSING MOTORIST WHETHER HE WAS REALLY STUCK. "WELL, YOU COULD SAY I WAS STUCK," THE FELLOW SAID, "IF I WAS REALLY GOING ANYWHERE."))

WELL, MY FRIENDS, 8 WEEKS AGO, I MET WITH THE PRESIDENTS OF HISTORICALLY BLACK COLLEGES TO PROBE EXACTLY WHERE WE ARE GOING, AND HOW. WE DISCUSSED FACULTY DEVELOPMENT AND MERIT SCHOLARSHIPS, COMMUNITY COLLEGE GRANTS AND INSTITUTIONAL PLANNING.

**IN EACH CASE, WE EXPLORED FEDERAL GOVERNMENT SUPPORT OF PUBLIC/PRIVATE PARTNERSHIPS, TASK FORCES, CONFERENCES, TECHNICAL ASSISTANCE, AND THE USE OF FEDERAL RESEARCH AND DEVELOPMENT FUNDS.**

**FROM THAT MEETING, AND OTHERS LIKE IT, CAME SIX NEW INITIATIVES WHICH WILL HELP DO, NATIONALLY, WHAT YOU HAVE DONE, HISTORICALLY: ENRICH EDUCATION, SO THAT EDUCATION CAN ENRICH OUR LIVES.**

**AFTER LISTENING TO YOUR PRESIDENTS, I PROPOSED THAT CONGRESS FUND \$60 MILLION OVER FOUR YEARS IN ENDOWMENT MATCHING GRANTS FOR HBCUs. WE HAVE PUT OUR MONEY ON THE TABLE. NOW, I CHALLENGE THE PRIVATE SECTOR: THE TIME HAS COME FOR YOURS.**

**SECONDLY, IF EXCELLENCE BREEDS ACHIEVEMENT, THAT EXCELLENCE SHOULD BE REWARDED -- IN GRADE SCHOOL, IN HIGH SCHOOL, AND AT OUR COLLEGES AND UNIVERSITIES.**

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ACCORDINGLY, I WANT CONGRESS TO CREATE A \$500 MILLION PROGRAM TO REWARD AMERICA'S "MERIT SCHOOLS" -- THE SCHOOLS WHICH IMPROVE THE MOST.

THIRDLY, I WANT IT TO CREATE SPECIAL PRESIDENTIAL AWARDS FOR THE BEST TEACHERS IN EVERY STATE.

AND NEXT, I WANT TO SEE THE EXPANDED USE OF MAGNET SCHOOLS -- TO GIVE PARENTS AND STUDENTS THE FREEDOM OF CHOICE.

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I HAVE ALSO PROPOSED A NEW PROGRAM TO ENCOURAGE "ALTERNATIVE CERTIFICATION" -- TO ALLOW TALENTED AMERICANS FROM EVERY FIELD TO TEACH IN AMERICA'S CLASSROOMS. CONSIDER THAT TODAY, IN MANY AREAS, A JOHN UPDIKE, AN ALEX HALEY, COULDN'T QUALIFY TO TEACH HIGH SCHOOL CREATIVE WRITING.

((IN FACT, I REMEMBER GRADUATING FROM COLLEGE IN 1948 AND MOVING OUT TO WEST TEXAS. I'LL NEVER FORGET WANTING TO DO SOME TEACHING AND BEING TOLD THAT MY BRAND NEW PHI BETA KAPPA DEGREE FROM YALE WASN'T ENOUGH.

AND I HAVE TO TELL YOU, I'M JUST NOW GETTING OVER THE SCARS ... OF COURSE, LAST NOVEMBER HELPED ...))

BUT MY POINT IS, WHEN RULES ARE SO INFLEXIBLE THAT CREATIVITY, TALENT, AND IMAGINATION AREN'T WELCOME IN OUR SCHOOLS, IT'S TIME TO CHANGE THE RULES.

AND FINALLY, THROUGH A NEW PROGRAM OF NATIONAL SCIENCE SCHOLARS, I SEEK TO GIVE AMERICA'S YOUTH A SPECIAL INCENTIVE TO EXCEL IN SCIENCE AND MATHEMATICS. THE NATIONAL SCIENCE FOUNDATION PREDICTS A SHORTAGE OF 400,000 SCIENTISTS BY THE YEAR 2000.

THROUGH EXCELLENCE IN EDUCATION, WE MUST, AND WILL, REVERSE THAT TREND.

AND, YET, ALL OF THIS IS NOT ENOUGH. IT NEVER IS. AS AMERICANS, WE ARE NEVER SATISFIED. WE KNOW THAT WHEN A DREAM COMES TRUE, IT GIVES RISE TO EVEN BIGGER AND BETTER DREAMS.

LET US WORK, THEN, TO BUILD A BETTER AMERICA. AND LET US BEGIN BY ENDING DRUG ABUSE.

MY FRIENDS, DRUG ABUSE IS AMERICA'S TWENTIETH-CENTURY VERSION OF HUMAN SLAVERY.

**IT CHAINS THE SPIRIT, AND IMPERILS THE ABILITY TO LEARN. TO COMBAT DRUGS, WE MUST MOBILIZE OUR RESOURCES -- FISCAL, MORAL, SPIRITUAL, ECONOMIC -- AND WAGE UNCONDITIONAL WAR. AND WE MUST FIGHT ON EVERY FRONT: EDUCATION, TREATMENT, INTERDICTION, ENFORCEMENT.**

**LAST MONTH, I ASKED CONGRESS FOR AN INCREASE OF ALMOST \$1 BILLION IN BUDGET OUTLAYS TO ESCALATE OUR WAR. THIS IS A WAR WE MUST AND WILL WIN. THE FUTURE OF OUR NATION AND THE LIVES OF OUR CHILDREN DEPEND ON IT.**

**EARLIER, I MENTIONED THE PROMISE OF AMERICA: HOPE, PRIDE, OPPORTUNITY, JUSTICE. A DRUG-FREE AMERICA FULFILLS THAT PROMISE. SO, TOO, DO ENTERPRISE ZONES.**

**ENTERPRISE ZONES ARE A PIONEERING INITIATIVE TO ESTABLISH A NUMBER OF FEDERALLY-DESIGNATED ZONES -- OR AREAS -- IN ECONOMICALLY DISTRESSED COMMUNITIES. BY PROVIDING TAX BREAKS AND RELIEF FROM REGULATION, THEY FOSTER A CLIMATE WHERE NEW BUSINESSES CAN BE CREATED, AND EXISTING BUSINESSES EXPANDED.**

**THESE BUSINESSES WILL CREATE NEW JOBS IN THESE TARGETED COMMUNITIES, ESPECIALLY FOR DISADVANTAGED WORKERS.**

**ALREADY, 37 STATES HAVE DEVELOPED ENTERPRISE ZONE PROGRAMS. IT'S TIME WE PUT THEM TO WORK AT THE FEDERAL LEVEL. LOCAL COMMUNITIES WILL BENEFIT. BUT, MORE IMPORTANTLY, THOSE WHO NEED A HELPING HAND -- THE UNEMPLOYED, THE DISPOSSESSED -- WILL GAIN NEW HOPE AND OPPORTUNITY: NOT ACROSS TOWN, BUT IN THEIR OWN BACK YARDS.**

**ENTERPRISE ZONES CAN SERVE THE MOST VULNERABLE AMONG US. WELL, SO, TOO, WILL CHILD CARE, FAIR HOUSING, AND MINORITY BUSINESS DEVELOPMENT. THEY BUILD LONG-TERM OPPORTUNITY -- THE KIND OF EQUALITY THAT LASTS. THEY WILL ENRICH THE QUALITY OF LIFE FOR ALL AMERICANS.**

**AS PART OF OUR NEW CHILD-CARE INITIATIVE, TARGETED AT LOW-INCOME FAMILIES, I HAVE ASKED FOR \$250 MILLION MORE FOR THE HEAD START PROGRAM. THIS FEDERAL PROGRAM MUST, AND WILL, SERVE INCREASING NUMBERS OF FOUR-YEAR-OLDS.**

**FOR WORKING PARENTS WITH CHILDREN UNDER FOUR, WE'VE PROPOSED A NEW TAX CREDIT TO MAKE CHILD CARE MORE AFFORDABLE. AND WE WANT TO MAKE THE EXISTING CHILD CARE CREDIT REFUNDABLE TO FAMILIES WHO DON'T PAY TAXES. MY PROPOSAL PUTS MONEY IN THE HANDS OF LOW-INCOME PARENTS, LIMITS FEDERAL INTERVENTION, AND INCREASES OPTIONS -- A CHURCH CAN HELP; OR GRANDPARENTS; OR PROFESSIONAL NURSERY. IN SHORT, WE SAY: LET THE PARENTS DECIDE.**

**TO US, CHILD CARE MEANS OPTIONS. WELL, THAT IS ALSO TRUE OF THE INALIENABLE RIGHT OF EVERY AMERICAN TO LIVE WHERE HE CHOOSES, WHEN HE CHOOSES, FOR AS LONG AS HE CHOOSES, WITHIN HIS MEANS. IT'S AS SIMPLE AS IT SOUNDS -- A SIMPLE MATTER OF WHAT'S RIGHT, AND WHAT'S WRONG. UNDER THIS ADMINISTRATION, YOU HAVE MY PLEDGE: WE WILL VIGOROUSLY ENFORCE THE FEDERAL FAIR HOUSING ACT.**

**FINALLY, FOUR DAYS AGO, THE OFFICE OF MINORITY BUSINESS ENTERPRISE, RENAMED THE MINORITY BUSINESS DEVELOPMENT AGENCY, MARKED ITS 20TH BIRTHDAY.**

**WE WILL EXPAND ITS INVOLVEMENT IN THE FREE ENTERPRISE SYSTEM. AND WE'LL PROMOTE OTHER PROGRAMS WHICH SPUR HOUSING, INVESTMENT, JOBS, AND TRAINING. THE JOB TRAINING PARTNERSHIP ACT, FOR INSTANCE. THE SMALL BUSINESS ADMINISTRATION.**

**YES, HOPE, PRIDE, OPPORTUNITY, JUSTICE. I THOUGHT OF THOSE QUALITIES WHEN I RECEIVED A LETTER, RECENTLY, FROM A MOTHER IN NEW ORLEANS. SHE IS 48 YEARS OLD, AND WIDOWED. SHE HAS FOUR SONS, AND HER FAMILY IS IN DEBT. BUT THEY ARE PROUD AND UNAFRAID, BECAUSE EDUCATION IS THEIR ALLY.**

**THE MOTHER IS PURSUING A MASTERS DEGREE IN SOCIAL WORK; LAST YEAR, HER ELDEST SON GRADUATED FROM THE UNIVERSITY OF CHICAGO. AND THE THREE OTHER KIDS ARE COLLEGE STUDENTS -- INCLUDING, SHE WROTE, "THE BABY OF THE FAMILY: A 6-FOOT-6, 240-POUND FRESHMAN AT GRAMBLING STATE UNIVERSITY."**

**"I IMPLORE YOU," THE MOTHER ASKED, "TO THINK ABOUT ... PEOPLE SUCH AS MYSELF AND MY SONS." AND THEN SHE ADDED: "P.S. WE'RE BLACK BUT OPTIMISTIC THAT WE CAN BE A PART OF THE AMERICAN DREAM."**

**MY FRIENDS, I WANT AN AMERICA WHERE THIS DEDICATED MOTHER DOES NOT HAVE TO CHOOSE BETWEEN "BLACK" AND "OPTIMISTIC." THE WORDS ARE NOT MUTUALLY EXCLUSIVE -- NOT A CONTRADICTION IN TERMS. AND I WANT OUR POLICIES TO SERVE AND ENCOURAGE THIS FAMILY, AND MILLIONS LIKE IT EVERYWHERE. BECAUSE THEY REFLECT THE PROMISE OF AMERICA ... AND WE MUST HELP MAKE THAT PROMISE A REALITY.**

**THE PROMISE OF AMERICA SAYS THAT BY ASSURING EQUALITY, WE CAN ENHANCE GREATER OPPORTUNITY.**

**IT SAYS THAT OUR DESTINY IS NOT DIVISIBLE, AND THAT WE ARE CHILDREN OF THE SAME HUMANE AND LOVING GOD.**

**THE PROMISE OF AMERICA DEMANDS THAT WE AID OUR COMMUNITIES AND ASSIST OUR NEIGHBORS. IT RESTS LESS ON PROMISES AND POLITICIANS THAN ON THE PRIMACY OF THE HEART.**

**THE PROMISE OF AMERICA KNOWS NEITHER RACE, CREED, SEX, OR COLOR. IT IS COLLECTIVE AND INDIVIDUAL, AND AS BOUNDLESS AS OUR HISTORY. THE PROMISE OF AMERICA SAYS THAT GOVERNMENT IS BUT A CUSTODIAN OF AMERICA'S FUTURE -- BUT THAT YOU -- THE PEOPLE -- YOU ARE HER ARCHITECTS.**

DR. BENJAMIN E. MAYS ONCE OBSERVED, "IT MUST BE BORNE IN MIND THAT THE TRAGEDY OF LIFE DOES NOT LIE IN NOT REACHING YOUR GOAL. THE TRAGEDY LIES IN HAVING NO GOAL TO REACH."

MY FELLOW CITIZENS, TO OPEN WIDE THE DOOR OF OPPORTUNITY AND EQUALITY TO ALL AMERICANS -- THIS IS OUR GOAL, AND THE TRUE PROMISE OF AMERICA. LET US ACHIEVE IT, TOGETHER, AS AMERICANS AND AS FRIENDS.

THANK YOU FOR INVITING ME, GOD BLESS YOU ALL, AND GOD BLESS THE UNITED STATES OF AMERICA.

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THE WHITE HOUSE

Office of the Press Secretary  
(New York, New York)

For Immediate Release

March 9, 1989

REMARKS BY THE PRESIDENT  
TO UNITED NEGRO COLLEGE FUND

Imperial Ballroom  
Sheraton Center Hotel  
New York, New York

7:51 P.M. EST

THE PRESIDENT: Thank you, Michael Jordan, for that introduction. Barbara and I are delighted to be with you, speaking before the olives, the celery, the raw carrots. (Laughter.) But we've got to get back to Washington -- fast. (Laughter and applause.) The Senate is still in session and our dog is pregnant. (Laughter.)

I want to just add my voice of congratulations to Gus Hawkins and Larry Rawl and Paul Simon. You honor three good people. And I want to thank Hugh Cullman, who gives so much of himself to the United Negro College Fund, and, of course, salute Chris Edley, a friend of long-standing.

You know, Paul Simon once wrote a song called simply, "Old Friends." And I'm delighted to see my old friends, Bill and Vi Trent, here with us tonight.

You know, as Michael said -- (applause) -- my association with the UNCF got started there at Yale University in '48, and Bill Trent came up to New Haven and talked to a lot of young idealistic people about his vision for higher education, and he did a superb job. And so today, when he and Vi flew up with me on Air Force One, I had this great feeling of nostalgia. And he is -- his 79th birthday I think is tomorrow, but in any event, it's great to be with this old friend way down on the end of the line. (Applause.)

Also with us on Air Force One was another Executive Director of the UNCF, Art Fletcher, who's here somewhere. But we have good representation. And you talk about the hard sell, they're still doing it. (Laughter.)

Tonight, flanked by old friends and, in a real sense, family, because my brother, John, is active in this crusade, and I consider many of you here family -- I am grateful for your company.

During my student days at Yale, I first saw the Fund invest in higher education and in America. And then, as now, it insisted that excellence become a way of life, and a higher learning a bequest.

And as undergraduate, I came to grasp what Churchill talked about when he said, "Personally, I am always ready to learn, though I do not always enjoy being taught." Well, for nearly half-a-century, this Fund has taught so that America could learn and the gentler impulses of mankind was high on the teaching agenda.

And you have helped society's disadvantaged cast off despair and poverty. And through such friends as Bill Trent and now Chris and then Frederick D. Patterson -- and, yes, he is still sorely missed -- you have endorsed liberty, opportunity, and the dignity of work.

MORE

But most of all, you really have shown how the conscience and education can fulfill the promise of America -- to right wrong, to love freedom, to demand equality for all.

And for that, I congratulate you -- and yet, I challenge you, too. Black and white, together -- we know that America will not be a good place for any of us to live until it is a good place for all of us to live. (Applause.)

Most Americans, I'm convinced, believe that government can be an instrument of healing. There are times when government must step in where others fear to tread.

My friends, I share those beliefs, and as President, I will act on them.

I'm delighted that my Secretary of Education, our distinguished Secretary of Education Larry Cavazos is with us here tonight, sitting over here. (Applause.)

For America, it seems to me, means pride -- individually, culturally, racially. And America means, in the words of Dr. King, that "injustice anywhere is a threat to justice everywhere." (Applause.) And it does mean opportunity for those who need jobs and who dream of owning homes. And it means the hope that tomorrow will be brighter than today. How can we best inspire that hope and secure the promise of America? I do believe that the answer is in education. Education knows no barriers, accepts no limits. Education is a ladder; it embodies self-respect, not dependency. Education can give minorities a greater voice, and then make sure that that voice is heard.

Since 1944, when Dr. Patterson founded the UNCF, your voice has resounded from colleges like Tuskegee and Morehouse and Spellman and Fisk. And I'm going to hurt a lot of feelings tonight because I was in a receiving line, and I was so impressed with the names that came flowing back as I met the presidents of these distinguished universities. Black colleges have enobled such Americans as Leontyne Price, Frank Yerby, Azie Taylor Morton, and our next Secretary of Health and Human Services, my dear friend, Dr. Lou Sullivan, who is here with us tonight. (Applause.)

It is said that the woman who Time calls "the silver fox" -- (laughter and applause) -- was responsible for Lou Sullivan's being appointed to this Cabinet, and I'll give her some credit. (Laughter and applause.) I want to gun down the rumor though that I appointed Lou Sullivan to be Secretary because when as President of Morehouse Medical School he was working my wife to death as a board member. And it's rumored I just wanted him to get out of there to let up on her. Not true. (Laughter.)

As you know, in September 1981, President Reagan signed that Executive Order 12320, committing the federal government to increase its support of Historical Black Colleges and Universities.

And our goal was to identify, and eliminate, unfair barriers to participation in federally-sponsored programs. And our means was to involve the private sector, and to motivate the 27 federal agencies which provide nearly all the federal funding.

And did it work? Did it ever.

In Fiscal '81, Historical Black Colleges received \$545 million. Fiscal Year '87 - \$684. And moreover, research and development, which includes funds for non-scientific institutional development, comprised nearly half of all funding for Historically Black Colleges. Our White House Science and Technology Advisory Committee fostered science, math, and engineering programs and curricula. And this comprehensive HBCU effort has attacked the Four

Horsemen of the American Night -- illiteracy and inequality, indigence and fear.

Great beginnings -- crawling before we walk and then run. Great beginnings. And now let's build on them. And we have done much, but there remains so much more left to do.

My friends, eight weeks ago I think it was, there in the White House complex, I met with the presidents of many of the colleges represented here tonight to probe exactly where we are going and how. And we discussed faculty development and merit scholarships, community college grants and institutional planning.

And from that meeting, and others like it, came six new initiatives which will help do, nationally, what you have done, historically: Enrich education, so that education can enrich our lives.

And after listening to your presidents, I proposed that Congress fund \$60 million over four years in endowment matching grants. We put our money on the table. And now, I want to challenge the private sector. It's a beginning. We need the help of the private sector. The time has come.

And secondly, if excellence breeds achievement, that excellence should be rewarded -- in grade schools, in high school, and at our colleges and university. And so I want Congress to create a \$500 million program to reward America's "merit schools" -- the schools which improve the most.

And thirdly, I want it to create special presidential awards for the best teachers in every state.

And next, I want to see the expanded use of magnet schools -- to give parents and students the freedom of choice.

And I've also proposed a new program to encourage "alternative certification" -- to allow talented Americans from every field to teach in America's classrooms -- school classrooms. Consider that today, in many areas, a John Updike or an Alex Haley could not qualify to teach high school creative writing. There is something wrong and we've got to change that system. (Applause.) My point is that when rules are so inflexible that creativity and talent and imagination aren't welcome in our schools, it's time to change those rules.

And finally, through a new program of National Science Scholars, I seek to give America's youth a special incentive to excel in science and math. The National Science Foundation predicts a shortage of 400,000 scientists by the year 2000. Through excellence in education, we must and will reverse that trend. And I see the historical black colleges as an enormous resource to do just exactly that. (Applause.)

And yet, I recognize that these proposals -- all of this isn't enough. It never is. As Americans, we never are satisfied. We know that when a dream comes true, it gives rise to even bigger and better dreams.

And so my appeal tonight is that we work to build a better America. I feel strongly -- I feel deeply in my heart about the United Negro College Fund, and I came up to tell you on this highly successful dinner that Hugh and Chris and Michael and others here at this dias and all of you out there worked so hard on to make so successful, I want to help. I want the United States government to help. And Barbara and I as individuals want to join you in this enormous power of the private sector to do all we can to help you achieve your goals and your ideals.

And thank you all and God bless you. (Applause.)

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**Joseph D. Williams**



**United Negro College Fund, Inc.**  
500 East 62nd St., New York, NY 10021, (212) 326-1100

March 1, 1989

Mr. Bob Simon  
The White House  
Old Executive Office Building  
Room 111  
Washington, D.C.

Dear Bob:

I am sending you a 1983 speech the President delivered to a UNCF/corporate audience, a background piece on UNCF in relation to very relevant demographic data, and a copy of the news release we're mailing today that includes a statement made by Mr. Bush a couple of years ago lauding the United Negro College Fund.

Some 1,600 black college alumni and corporate friends, along with 42 black college presidents, will attend the March 9 dinner. They would certainly be interested in hearing about:

the Administration's \$10 million Endowment Challenge Grant Program for historically black colleges;

re-issuance of Executive Order 12320 (White House Initiative on Historically Black Colleges and Universities) and the transfer of responsibility for the Initiative from the Department of Education directly to the White House;

an effort to redirect federal student aid policy to favor direct grants over loans for black-college students from poor families.

Please let me know if you need other information.

Sincerely yours,

Harriet S. Schimel  
Vice President  
Communications

**United Negro College Fund, Inc.**

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*Lane College*

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**Colleges and Universities**

**Atlanta University**  
*Atlanta, Georgia*

**Barber-Scotia College**  
*Concord, North Carolina*

**Benedict College**  
*Columbia, South Carolina*

**Bennett College**  
*Greensboro, North Carolina*

**Bethune-Cookman College**  
*Daytona Beach, Florida*

**Clafin College**  
*Orangeburg, South Carolina*

**Clark College**  
*Atlanta, Georgia*

**Dillard University**  
*New Orleans, Louisiana*

**Edward Waters College**  
*Jacksonville, Florida*

**Fisk University**  
*Nashville, Tennessee*

**Florida Memorial College**  
*Miami, Florida*

**Huston-Tillotson College**  
*Austin, Texas*

**Interdenominational**  
**Theological Center**  
*Atlanta, Georgia*

**Jarvis Christian College**  
*Hawkins, Texas*

**Johnson C. Smith University**  
*Charlotte, North Carolina*

**Knoxville College**  
*Knoxville, Tennessee*

**Lane College**  
*Jackson, Tennessee*

**LeMoynes-Owen College**  
*Memphis, Tennessee*

**Livingstone College**  
*Salisbury, North Carolina*

**Miles College**  
*Birmingham, Alabama*

**Morehouse College**  
*Atlanta, Georgia*

**Morris College**  
*Sumter, South Carolina*

**Morris Brown College**  
*Atlanta, Georgia*

**Oakwood College**  
*Huntsville, Alabama*

**Paine College**  
*Augusta, Georgia*

**Paul Quinn College**  
*Waco, Texas*

**Philander Smith College**  
*Little Rock, Arkansas*

**Rust College**  
*Holly Springs, Mississippi*

**Saint Augustine's College**  
*Raleigh, North Carolina*

**Saint Paul's College**  
*Lawrenceville, Virginia*

**Shaw University**  
*Raleigh, North Carolina*

**Spelman College**  
*Atlanta, Georgia*

**Stillman College**  
*Tuscaloosa, Alabama*

**Talladega College**  
*Talladega, Alabama*

**Texas College**  
*Tyler, Texas*

**Tougaloo College**  
*Tougaloo, Mississippi*

**Tuskegee University**  
*Tuskegee, Alabama*

**Virginia Union University**  
*Richmond, Virginia*

**Voorhees College**  
*Denmark, South Carolina*

**Wilberforce University**  
*Wilberforce, Ohio*

**Wiley College**  
*Marshall, Texas*

**Xavier University**  
*New Orleans, Louisiana*

THE VICE PRESIDENT  
OFFICE OF THE PRESS SECRETARY

FOR RELEASE: 12:00 p.m., E.D.T.  
Wednesday, June 15, 1983

CONTACT: Shirley Green  
Alix Reed  
202/456-6772

SPEECH BY VICE PRESIDENT GEORGE BUSH  
AT THE UNITED NEGRO COLLEGE FUND KICKOFF LUNCHEON  
U.S. CHAMBER OF COMMERCE  
WASHINGTON, D.C.  
WEDNESDAY, JUNE 15, 1983

Good afternoon. I'm very pleased to be here today addressing this distinguished group as it launches its 1983 Corporate campaign. We are all of us, grateful to the many private corporations and groups and individuals right here in this room whose generous support has enabled the United Negro College Fund not only to carry on with its so very important activities, but actually to expand them over the years.

I was talking with my friend Norman Francis about the report of the National Commission on Excellence in Education -- which Norman calls the "Amen" report. Well, I think we can all say amen to that report. I know the Black community has always been deeply committed to the importance of education. I've found that on this issue Blacks tend to be among the most traditionally and conservatively minded. They understand better than most the necessity of a solid educational foundation -- that we should not, as I always say, go back to the basics but forward with the basics to meet the challenges that lie ahead.

Norman was pointing out to me the introduction to the Commission report, where it says that providing educational opportunity to all America's people, regardless of race or class or economic status, not only serves the interests of individuals but is vital if society itself is going to progress.

I want to stress that point, because I think it is so very important: that opening up opportunity to those who have been denied it is not only morally right and just, and in accordance with everything that we as a nation stand for -- the point I want to stress is that it is essential to Society's well-being.

I suppose the best illustration we could have of that is the recent, post-war history of the South. We may sometimes forget today that the same arguments used against opening our doors to immigration were used in the segregationist South to deny Blacks equal opportunity in the labor force. Blacks, it was said, would take jobs away from whites.

To zero-sum believers that might make sense. But was it in fact the case? Atlanta may be the most dramatic refutation of that argument. In 1940 it was no more than a sleepy, trade center for the rural South, with virtually no industry to speak of. Thirty years later it was well on its way to becoming one of the largest cities in the country and the economic and social capital of the New South.

What propelled this startling change? Doubtless many things; but perhaps the most significant factor in Atlanta's recent history is the fact that they led the way in the South's move into the era of Civil Rights. While other cities were fighting desegregation tooth and nail, Atlanta was slowly but surely opening up its economic doors to Blacks.

During that time, Atlanta's Black population grew faster than any other Southern city, seven times as fast, for instance, as Birmingham's. Increased economic opportunity attracted Blacks to Atlanta just as it now attracts immigrants to our shores, unleashing the creative energies that had so long been held down by segregation. And the result was that everybody -- both white and black -- was better off. Atlanta's average family income grew faster than almost any other American city, and by 1979 was up there with most northern cities.

I'm not usually given to quoting our predecessor administration, but Jimmy Carter was never more on the mark than when he said that "the best thing that ever happened to Georgia was the civil rights movement."

While Atlanta was booming, those cities which resisted integration languished far behind. I might add that Atlanta had one other major advantage: it contains five of the most prestigious Black colleges. Atlanta had a higher proportion of educated Black people to spearhead the move of Blacks into the labor force. This demonstrates once again how terribly important our historic Black colleges and predominantly Black institutions are -- because it is these schools that educate the vast majority of Black college graduates.

But I tell this Atlanta story in order to sketch out for you a moral: that freedom and prosperity are not only compatible, they flow naturally from one another; and the other side of that is that the politics of fear and retrenchment are ultimately the politics of poverty.

I think that the United Negro College Fund has always understood this. As the Fund's ad so effectively states, "A mind is a terrible thing to waste." In addition to the terrible personal

tragedy and waste, we should not forget the great waste to society. To borrow a phrase from the economist Julian Simon, "People are the ultimate resource." That, I think, is the lesson of this country's history.

That history has not been exemplary in every respect, as Black people perhaps more than anyone else can attest. But throughout our history, has run a noble theme: one of increasing freedom and opportunity for all people. And it just may be that history is proving that these things are not just good in themselves -- morally good -- but that we as a nation owe our great wealth and prosperity to the freedoms we allow our people.

But the advancement of freedom is never easy. That is why I said at the beginning of my speech that we are all indebted to the United Negro College Fund.

The Fund has been invaluable in the past, but I think it will be playing an even more important role -- if that were possible -- in the future. It's hard for us to believe now, struggling as we are with serious unemployment -- unfortunately one of the last things to turn around in a recovery -- but present trends point to a severe labor shortage in the not too distant future. We are now on the steep down side of the post war baby boom curve. There will be fewer and fewer people coming into the labor force in the years ahead at the same time as workers are, in general, retiring earlier.

I'm not talking decades, I'm talking years. By the late 1980's we will already be feeling the crunch. Many of the new jobs will be in the newer service and what are called "information" industries, and these jobs will increasingly demand educated and skilled workers. We simply can't afford as a nation to let our most valuable resource -- people -- go underutilized.

Black people have traditionally held education to be one of their most cherished values. I've often heard Blacks say that they were told over and over again when they were growing up that they must get an education, because an education is the one thing that nobody can take away from you. It's frequently said that Black people have to work twice as hard, and achieve twice as much, just to compete.

Well, it is a struggle, and no one can make it easy. But this Administration is deeply committed to removing every obstacle that we can -- of lowering the initial hurdles so that Blacks can get out there and win in a fair competition. That is why this Administration has worked to target financial assistance to those students who need it the most, increasing Pell grants in the '84 budget by 300 million and increasing the College Work Study Program by 57% or 310 million dollars. Budget proposals for Guaranteed

Student Loans have dropped somewhat in dollar amounts, but this entirely reflects lowered inflation rates and the consequent reduction in interest rates. In fact, the number of students receiving Guaranteed Student Loans in '84 will increase to 2.9 million and their average grants will go up by about \$106.

Some of the best news for hardpressed educational institutions is the decline in inflation. Every one percent reduction in inflation buys a total of 2 billion dollars in educational services.

Because the Administration recognizes the unique contribution of historically Black colleges, we are giving more money to these institutions directly, as well as working to increase their participation in federally sponsored programs, such as research, and actively encouraging the private sector to work in partnership with these colleges whenever possible.

You know, America has always been a land that looked to the future. Well, the United Negro College Fund is a very important part of that future. I think that the private corporations and groups that have given so generously in the past know that, and that is why I am confident that we can count on their continuing support for the Fund's noble, indeed essential, work.

Thank you.

# # # # #

BACKGROUND  
UNITED NEGRO COLLEGE FUND  
AND AMERICA'S CHALLENGES

Industry is increasingly more dependent on minorities for its college-trained workers, managers and professionals. By the year 2000, 1/3 of those entering the work force will be minorities; 2/3 of those minorities will be blacks. More than half of all new jobs will require college education. There are fewer blacks in college today than 10 years ago, and 17% fewer blacks are receiving doctorates. This is a national problem of crisis proportion that, if not corrected, will affect our world-wide competitiveness and standard of living.

BACKGROUND:

Black colleges enroll 35% of all blacks attending 4-year colleges and graduate about 40% of blacks with bachelor's degrees.

Blacks in black colleges have greater cognitive growth than blacks in white schools, attributable to:

- Supportive environment
- Presence of role models
- Mentoring
- Leadership opportunities

All but a few UNCF colleges were established over 100 years ago.

UNCF is a consortium of 42 private historically black colleges organized to raise funds and provide services. Nearly \$524 million has been raised since UNCF's inception in 1944 via

both annual campaigns and 3 capital campaigns.

UNCF COLLEGES:

- ♦ educate 45,000 students, the best and brightest and those inadequately prepared from both rural areas and inner cities.

- ♦ The UNCF colleges are located in ten southern states, Texas and Ohio; however, 1/3 of the students are from outside the South.

- ♦ The average income of UNCF parents is \$17,000, compared to \$32,000 nationally.

- ♦ 90% of UNCF students require financial aid.

- ♦ UNCF colleges' tuition is 53% of other private colleges; UNCF colleges are more dependent on gifts and grants than other private colleges; endowment, with a few exceptions, is totally inadequate.

- ♦ UNCF graduates: 28% in business and banking, 10% in education, 5% in computer science/engineering, and the balance in liberal arts. 35% of graduates earn advanced degrees; 90% of Fortune 500 companies recruit at UNCF campuses; UNCF graduates represent the majority of black leaders in their communities and nationally. Examples of prominent alumni include Martin Luther King, Lionel Richie, Edwin Moses, Leontyne Price, Atlanta Mayor Andrew Young, and former U.S. Treasurer Azie Morton.

A recent survey of 2000 graduates shows 95% come from blue-collar families - 90% now work in interracial settings and 46% are the first blacks ever working in positions now held. 76% hold managerial or professional positions.

I have been on campuses, in the classrooms; never have I seen so many motivated students led by such dedicated teachers working with such meager resources. 50% of the faculty hold earned doctoral degrees.

Blacks who have completed four years of college earn 85% more and are five times more likely to be employed than blacks with only high school diplomas. The one thing we know from experience is that education should guarantee greater success in life and also should reduce many of the social problems related to crime, teen pregnancy, drugs, etc. There are very few programs that can produce such results.

The Bureau of Labor Statistics reports that by the year 2000 1/3 of those entering the work force will be minorities; 2/3 of these minorities will be black. Robert Atwell, President of the American Council on Education, has reported that by the year 2000 half of all new jobs will require a college education. For the U.S. to be competitive in the world economy and for our current standard of living to be maintained, a large portion of minorities must be college graduates. UNCF is a key resource to make college accessible to blacks. As Tom Murphy of General Motors has often said, "If UNCF colleges didn't exist, we would have to invent them." Overcoming obstacles to higher education of blacks has been the dominant mission of these black colleges.



# NEWS

**United Negro College Fund, Inc.**

500 East 62nd Street  
New York, N.Y. 10021  
(212) 326-1100

PRESS CONTACT:

Harriet S. Schimel  
(212) 326-1240

FOR RELEASE:  
March 1, 1989

PRESIDENT BUSH TO KEYNOTE  
UNITED NEGRO COLLEGE FUND DINNER ON MARCH 9

NEW YORK CITY -- President George Bush will deliver the keynote address to the United Negro College Fund's 45th anniversary dinner on Thursday, March 9 at the Sheraton Centre Hotel, the White House has announced.

The gala, chaired by Michael H. Jordan, President and CEO of PepsiCo Worldwide Foods, Inc., will honor composer Paul Simon, U.S. Congressman Augustus F. (Gus) Hawkins of California, and Exxon Corporation Chairman Lawrence G. Rawl. The Greater New York Inter-Alumni Council, representing the alumni of the United Negro College Fund's 42 historically black private colleges and universities, co-sponsors the event.

President Bush's personal commitment to the United Negro College Fund began in 1948, just four years after the organization was founded. At that time, he helped launch a UNCF campaign on the Yale University campus. Out of that effort grew a long and warm relationship with UNCF and with its first executive director, William Trent, who is expected to attend the March 9 anniversary dinner.

-more-

EXECUTIVE ORDER 12320 OF  
SEPTEMBER 15, 1981

**Historically Black Colleges and Universities**

By the authority vested in me as President by the Constitution of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to overcome the effects of discriminatory treatment, it is hereby ordered as follows:

**Section 1.** The Secretary of Education shall supervise annually the development of a Federal program designed to achieve a significant increase in the participation by historically Black colleges and universities in Federally sponsored programs. This program shall seek to identify, reduce, and eliminate barriers which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs. This program will also seek to involve private sector institutions in strengthening historically Black colleges.

**Sec. 2.** Annually, each Executive Department and those Executive agencies designated by the Secretary of Education shall establish annual plans to increase the ability of historically Black colleges and universities to participate in Federally sponsored programs. These plans shall consist of measurable objectives of proposed agency actions to fulfill this Order and shall be submitted at such time and in such form as the Secretary of Education shall designate. In consultation with participating Executive agencies, the Secretary of Education shall undertake a review of these plans and develop an integrated Annual Federal Plan for Assistance to Historically Black Colleges for consideration by the President and the Cabinet Council on Human Resources (composed of the Vice President, the Secretaries of Health and Human Services, Agriculture, Labor, Housing and Urban Development, and Education, the Attorney General, the Counsellor to the President, and the White House Chief of Staff).

**Sec. 3.** Each participating agency shall submit to the Secretary of Education a mid-year progress report of its achievement of its plan and at the end of the year an Annual Performance Report which shall specify agency performance of its measurable objectives.

**Sec. 4.** Prior to the development of the First Annual Federal Plan, the Secretary of Education shall supervise a special review by every Executive agency of its programs to determine the extent to which historically Black colleges and universities are given an equal opportunity to participate in Federally sponsored programs. This review will examine unintended regulatory barriers, determine the adequacy of the announcement of programmatic opportunities of interest to these colleges, and identify ways of eliminating inequities and disadvantages.

**Sec. 5.** The Secretary of Education shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to its consideration by the President, the Vice President, and the Cabinet Council on Human Resources.

**Sec. 6.** The Secretary of Education, to the extent permitted by law, shall stimulate initiatives by private sector businesses and institutions to strengthen historically Black colleges and universities, including efforts to further improve their management, financial structure, and research.

**Sec. 7.** The Secretary of Education shall submit to the President, the Vice President, and the Cabinet Council on Human Resources an Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges. The report shall include the performance appraisals of agency actions during the preceding year to assist historically Black colleges and universities. The report will also include any appropriate recommendations for improving the Federal response directed by this Order.

**Sec. 8.** The special review provided for in Section 4 shall take place not later than November 1, 1981. Participating Executive agencies shall submit their annual plans to the Secretary of Education not later than January 15, 1982. The first Annual Federal Plan for Assistance to Historically Black Colleges developed by the Secretary of Education shall be ready for consideration by the President, the Vice President, and the Cabinet Council on Human Resources not later than March 31, 1982.

**Sec. 9.** Executive Order No. 12232 of August 8, 1980, is revoked.

Ronald Reagan

THE WHITE HOUSE  
September 15, 1981.

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WH

# QUOTATIONS IN BLACK

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Compiled and Edited  
by

ANITA  
KING



GREENWOOD PRESS  
Westport, Connecticut • London, England

JOHN S. ROCK

back upon my race. With it I

ry Society [March 5, 1858]

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Society [March 5, 1858]

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with the Pope.

lavery Society

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avery Society

OSBORNE PERRY ANDERSON

67

JOHN MERCER LANGSTON

(1829 - 1897)

Louisa County, Virginia

*John Mercer Langston worked with the Freedmen's Bureau, served as dean and vice-president of Howard University, was minister to Haiti (1877-85), and was elected congressional representative from Virginia (1888). Langston's personal papers are housed at Fisk University.*

[276] . . . white Americans cannot stand as idle spectators to the struggle, but must unite with us in battling against this fell enemy if they themselves would save their own freedom.

*The World's Antislavery Movement: Its Heroes and Its Triumphs.* Address, Xenia, Ohio [August 2, 1858]

[277] While one man leans against another, or in soul fears him, he is subservient; and in his subserviency loses his freedom as he does the real dignity of his manhood.

*The Exodus.* Address, Washington, D.C. [October 7, 1879]

[278] Want makes us all work.

*The Future of the Colored American* [c. 1882]

[279] Abuse us as you will . . . we will increase and multiply until, instead of finding every day five-hundred black babies turning up their bright eyes to greet the rays of the sun, the number shall be five-thousand and go on increasing. There is no way to get rid of us.

Address, 51st Congress, 2nd Session [January 16, 1891]

OSBORNE PERRY ANDERSON

(1830 - 1872)

West Fallowfield, Pennsylvania

*Osborne Perry Anderson was one of five Afro-Americans who accompanied John Brown on his raid at Harper's Ferry, Virginia. Anderson wrote his account of the incident in A Voice From Harper's Ferry (1861).*

[280] [On his black comrades]:

. . . are they not part of the dark deeds of this era, which will assign their perpetrators to infamy, and cause after generations to blush at the remembrance?

*A Voice from Harper's Ferry* [1861]

## Remarks at a White House Luncheon for Officials of Black Colleges and Universities

September 15, 1981

Thank you all very much. And, Reverend, thank you very much for your suggestion earlier which we should have thought of. I don't know of a place where prayer is more appropriate than in Washington, D.C. [Laughter]

But we're gathered today because all of us want to nourish and protect an American institution that has served this Nation well. And I am, of course, referring to the traditional black colleges and universities. Hundreds of thousands of young Americans received training at these schools over the last 100 years, expanding their opportunities as individuals and laying the foundation for social progress.

It should never be forgotten that when educational opportunities were denied elsewhere, these institutions offered hope to black Americans—hope for a better life and hope that someday they would break the bonds of prejudice and discrimination.

These educational institutions did their job well. They have produced 50 percent of the black business executives, 75 percent of the black military officers, 80 percent of the black judges, and 85 percent of black physicians in this country.

The Black colleges and universities in America have offered black citizens a variety of opportunities to develop their skills and talents, and it's through such diversity that freedom flourishes. And it is through education, the education they offer, that individuals can make themselves into the type of people they choose to be and not what some central planner says they should be.

In pursuit of equal opportunity for black Americans, economics becomes as important as education. For a long period of our history, black people were prevented the chance of bettering themselves not only because they were denied the opportunity to learn, but because job opportunities were limited as well. It will do no good to educate young people if there are no jobs for them once they get out of school. And you,

more than any of our citizens, know how important a vibrant economy is to the progress of black Americans, particularly, and all Americans as well.

America's declining economy cut black family income. From 1959 to 1969, the median family income of blacks after adjusting for inflation rose at 5 percent per year. But from 1969 to 1979, it stopped going up, and that median income actually dropped.

Now I believe that our economic program will provide more opportunity for all Americans, including black college graduates. Most black progress has occurred during times of prosperity in America, and we're working to create a new era of prosperity for everyone.

Economic dislocation hurts institutions as well as individuals. America's colleges and universities have been hard-pressed to maintain standards in the face of inflation that increases the cost of everything from books to typewriters. It doesn't help very much when government regulations have multiplied to the point that a president of a modest-sized college or small university told me one day that just complying with government regulation paperwork had increased his administrative overhead in that department from \$50,000 a year to \$650,000 a year. That will buy a lot of courses and a lot of teaching and training—that kind of money.

With this in mind, with a serious commitment to protecting these unique educational institutions, we've made certain that in an era of budget cuts, black colleges and universities will actually receive a \$9.6 million increase in Federal title III funds. Now, this is a jump of almost 8 percent. In our continuing review of Executive orders, we found a need to improve upon an existing order on historically black colleges, and that's why I was happy today to sign that new order that will strengthen the Federal commitment to the historic black colleges, while seeking new ways for the private

sector to increase its support for these vital institutions.<sup>1</sup>

Our commitment takes several forms. First, the Executive order commits us to increase black college participation in federally sponsored programs. Secondly, this order mandates governmentwide coordination to ensure that these colleges and universities are given a full opportunity to participate in federally sponsored programs. Now, we all know that the Federal Government has a troublesome history of issuing reports with no teeth in them. Well, this administration believes in setting measurable objectives and then turning loose the creative resources to meet them. To ensure that the annual Federal plan called for in this order gets results, I am directing Secretary of Education Bell to submit an annual performance report on executive agency actions to carry out their plans. This is management by objectives in action. And the report card prepared by Secretary Bell will be reviewed by the Cabinet Council on Human Resources, the Vice President, and me.

You know, I've never forgotten the President who once stood in this room and said

<sup>1</sup> *Prior to the luncheon, the President signed Executive Order 12320 in a brief ceremony in the Blue Room at the White House. The President made the following remarks to the black college and university officials who viewed the signing:*

*I'm very happy to sign this Executive order which commits the Federal Government to more support with regard to our historic black colleges, and also it commits us to a program of encouraging more private support with those same educational institutions. So, without further ado—because I'll be talking to you later—[laughter]—I'm going to put my name on the Executive order.*

that sometimes he had wanted to find out when he issued an Executive order where out there in the bureaucracy did it just sink into the sand like water and disappear and never be heard from again. Well, this one is going to be heard from again with an annual report card, as I say—and they better pass.

Now, to reinforce this administration's commitment, I'm asking Vice President Bush to play a special role. He will work with the heads of Federal agencies to help ensure the fullest cooperation possible in conducting a special policy review to serve as a basis for all our future planning on black colleges and universities. He will then discuss the findings with the presidents of the historically black colleges.

And finally, this Executive order breaks new ground by calling on the Secretary of Education to encourage private sector initiatives in assisting these historic black institutions. The Federal Government's role can be to provide equal opportunity, but the private sector has an even greater potential and a challenging responsibility to provide direct assistance to these institutions.

We should remember that just as in the past, the future of these schools will depend more than anything else on the efforts of black Americans. What has been accomplished already is a tremendous source of pride, but now is not the time to rest on past accomplishments. The future depends on an even stronger commitment to excellence and diversity in education. And to paraphrase the motto of the United Negro College Fund: Let us recognize that America's historic black college is a "terrible thing to waste." And we're not going to allow it to be wasted.

Thank you very much.

*Note: The President spoke at 1:10 p.m. in the State Dining Room at the White House.*

## Nomination of James J. Carey To Be a Commissioner of the Federal Maritime Commission

September 15, 1981

The President today announced his intention to nominate James J. Carey to be a Federal Maritime Commissioner for the remainder of the term expiring June 30, 1985.

Oct. 11 / Administration of Ronald Reagan, 1984

United States to commemorate this occasion as appropriate throughout the land.

In Witness Whereof, I have hereunto set my hand this eleventh day of October, in the year of our Lord nineteen hundred and eighty-four, and of the Independence of the United States of America the two hundred and ninth.

Ronald Reagan

[Filed with the Office of the Federal Register, 12:22 p.m., October 12, 1984]

### President's Committee on the National Medal of Science

*Appointment of Four Members and Designation of Chairman.*  
October 11, 1984

The President today announced his intention to appoint the following individuals to be members of the President's Committee on the National Medal of Science:

**Robert H. Cannon, Jr.**, to serve for the remainder of the term expiring December 31, 1984, succeeding William Louis Mills and for the term expiring December 31, 1987, reappointment. He is professor and chairman of the department of aeronautics and astronautics at Stanford University. He graduated from the University of Rochester (B.S., 1944) and Massachusetts Institute of Technology (Sc.D., 1950).

**Roger D. Hartman**, to serve for a term expiring December 31, 1986. He will succeed Herbert Brown. He is associate dean of research and grants at Oral Roberts University in Tulsa, OK. He graduated from William Jewell College (A.B., 1958), the University of Arkansas (M.S., 1960), and Oklahoma State University (Ph.D., 1967). He is married, has one child, and resides in Tulsa, OK. He was born November 4, 1935, in Kansas City, MO.

**Laddie Hughes**, to serve for a term expiring December 31, 1986. She will succeed Richard Atkinson. She is vice president of Hughes Distributing, Inc., in Mountain View, CA. She graduated from the University of San Francisco (B.S.). She is married, has five children, and resides in Palo Alto, CA. She was born January 25, 1925, in Trail, MN.

**Rene F. Rodriguez**, to serve for a term expiring December 31, 1986. He will succeed Roger Guillemin. He is an orthopedic surgeon in Jack-

son Heights, NY, and serves as assistant professor of orthopedic surgery at New York Medical College. He graduated from Salamanca University, Spain (MD., 1963). He has one child and resides in Forrest Hills, NY. He was born September 30, 1937, in Remedios, Las Villas, Cuba.

The President also intends to designate Robert H. Cannon, Jr., as Chairman.

### United Negro College Fund

*Remarks at the Organization's 40th Anniversary Dinner.* October 11, 1984

Thank you, Christopher Edley<sup>1</sup>, for that kind introduction, and thank you all for a heart-warming reception.

It's a pleasure to be here tonight with Effi Barry, who chaired this dinner, and with so many friends and supporters of the UNCF. Nancy and I consider it a high privilege to serve as your honorary chairpersons, and I know that she would have been with me here tonight, except they've got her down in San Antonio, Texas. Politics may make strange bedfellows—they're kind of breaking some up now and then. [Laughter] Especially in campaign years.

But, Vice President Bush has other things on his mind, as you can well imagine—[laughter]—but he asked me to give you his regards tonight. The United Negro College Fund has meant a great deal to George ever since he became an organizer for the Fund during his student days at Yale.

Education has always had a special place in the hearts of black Americans. Great figures like Frederick Douglass and Booker T. Washington grew up at a time when, in many parts of the country, it was actually against the law to teach black children to read and write. Yet, they overcame these injustices to become among the greatest educators our Nation has ever seen.

In our own time, no less a figure than Dr. Martin Luther King, Jr., stressed the importance to black Americans of good education. Dr. King said, "We must forever conduct

<sup>1</sup> President and chief executive director of the United Negro College Fund.

our struggle on the high plane of dignity and discipline." And he understood that no activity requires more discipline or confers greater dignity than the training of young minds.

Education has meant so much to black Americans because for so long, they had to fight for it. Just a few decades ago, almost 1 American in 10 lived a life that was separate and unequal because of the color of their skin—excluded from public life and from many of the professions. And throughout those hard years, millions of black Americans saw education as a shining hope for advancement. And it was the colleges you worked so hard to sustain—Tuskegee, Spelman, Fisk, and so many others—that turned that burning hope into a blazing reality.

I remember how, during the war, I narrated a film—I was in the Air Force myself, but they kept track of what my occupation had been before—I narrated a film about black pilots being trained at Tuskegee Institute. They were brave young men. And one of them would go on to become a great general, a great patriot, and a national hero—Chappie James.

I'll never forget how impressed I was by their esteem for Tuskegee and by their deep love of learning. And I slip in here a little bit and tell you that I'm extremely proud that just recently they made me an honorary member of the Tuskegee Flyers. Now, that's quite a step for a former lieutenant of horse cavalry.

But over the years, America's black colleges and universities have come to hold a unique place in history—a place that makes them worthy not only of our praise but of our loyalty and devotion. For many years, you in the United Negro College Fund have served these colleges and universities with just that, true loyalty and devotion. You've provided these schools and their students with millions of dollars in crucial funds. You've played a vital role in enabling their enrollment to grow by some 10 percent in the last 15 years. And each year, there are 45,000 students on campus who are either receiving support directly from you or attending colleges that you help to maintain. Now, that's a record of which you can be mighty proud.

Our administration joins you in supporting our black colleges and universities. In September 1981, as you were told, I signed Executive Order 12320, committing the Federal Government to increase its support of historically black colleges and universities. In fiscal year 1982, these schools received Federal assistance totaling \$564 million, and in fiscal year '83, we increased that level to \$606 million.

Just as significant, my Executive order also called on the Federal Government to encourage the private sector to give these vitally important schools still more support. The self-reliance and opportunity that we want for America's black colleges and universities are just what we want for all our black citizens—indeed, for all Americans. We're working to create enterprise zones to help disadvantaged Americans, especially those in our inner cities, to get off welfare and onto the economic ladder. We're supporting the youth employment opportunity wage to help teenagers find jobs. And across the board, we're striving to create vigorous, long-term economic growth.

We believe that opportunity builds prosperity, and that prosperity means a better life for individuals, for families, and for the institutions, like black colleges and universities, that Americans cherish.

A genuine opportunity society—that's what we're trying to build, and that's what the United Negro College Fund is all about. Just think, the black colleges that you support have awarded degrees to half of all black business executives and 85 percent of all black physicians. And your support has been vital to nearly half of these institutions.

One of the most profound aspects of your work is to help black and white Americans come to realize that, in Dr. King's words, "their destiny is tied up with our destiny and their freedom is inextricably bound to our freedom. We cannot walk alone."

No, we can't walk alone. So much of our country's future lies in the dreams of students who depend on the United Negro College Fund. They're dreams of opportunity and prosperity; they're dreams of becoming doctors, lawyers, and statesmen; they're dreams of breaking new ground on the limitless frontiers of science, technology, and

space. Together, let us walk into a bright future where all these precious dreams can and will come true.

Thank you, and God bless you all.

*Note: The President spoke at 8:18 p.m. in the Washington Ballroom at the Sheraton Washington Hotel.*

1984 Presidential Campaign

Question-and-Answer Session With Reporters. October 12, 1984

Q. Mr. President, did Bush win?  
Q. Did Bush win, sir?

The President. I don't think there was any question about it. I thought he was just great.

Q. [Inaudible]—by your briefers before your debate?

The President. Well, maybe I talked too much to him about how little time I spent on sitting and thinking and how much time I was, myself, woodshedding, to make sure that everything was fresh in my mind about all that we've done.

Q. Why did you say you were in the Air Force last night?

The President. What?

Q. Why did you say you were in the Air Force last night at that dinner?

The President. That I was—

Q. In the Air Force.

The President. I can't remember the context in which I said that. I was! I'm trying to remember what the context was in which I used that, but it was to get in a reference to the fact that I was there by way of the horse cavalry.

Q. Are you going to change your tactics for your next debate with Mr. Mondale?

The President. What's that?

Q. The way you're going to be briefed for your next debate with Mr. Mondale?

The President. I just personally will not find it necessary to keep reviewing the things that I already know, which is what I did the last time.

Q. Are you going to be yourself?  
The President. What?

Q. Are you going to be yourself this time?  
The President. Well, I thought I was myself the last time, except that I kind of flattened out.

All right? Thank you.

*Note: The exchange began at 9:35 a.m. at the South Portico of the White House as the President was leaving for a trip to Ohio.*

Digest of Other White House Announcements

The following list includes the President's public schedule and other items of general interest announced by the Office of the Press Secretary and not included elsewhere in this issue.

October 7

The White House announced that en route to Louisville on Air Force One, the President telephoned Walter Payton of the Chicago Bears to congratulate him on breaking the National Football League career rushing record previously held by Jim Brown of the Cleveland Browns.

October 9

The President met at the White House with:

- members of the White House staff;
—the Cabinet Council on Economic Affairs.

In ceremonies in the Oval Office, the President signed Proclamation 5253, proclaiming the week beginning October 7 as Fire Prevention Week, 1984, and H.R. 1904, which extends and amends the authorities for the Department of Health and Human Services' child abuse prevention and treatment and adoption opportunities programs and authorizes a new demonstration program for family violence prevention and services.

Late in the afternoon, the President attended a reception for leaders of the National Fraternal Congress of Americans in the State Dining Room at the White House.

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- TREADWELL, FAY RENE LAVERN**, music manager; b. Okolona, AR, May 9, 1935; A.A., AR Bapt. Coll.; AM & N Coll.; L.A. State Coll.; wid.; dau.—Tina. Pres., Drifters, Inc., singing group which performs all over the world. Life mem., N.A.A.C.P.; mem., Personal Mgrs., United Kingdom. Office: 161 W 54th St New York NY 10019
- TREADWELL, MARY**, business executive; b. Lexington, KY, Apr. 8, 1941; attended Fisk U., OH State U.; Antioch Law Sch.; m. Ronald S. Williams. Exec. dir., Youth Pride, Inc.; pres., Pride Econ. Enterprises, Inc., T. Barry & Asso., Inc., & Sticks & Stones, Inc., Washington; former buyer & merchandise coordinator, dept. store chain. Mem., DC Chpt. Nat. Assn. of Market Developers, Inc.; Am. Mgmt. Assn. Founded INPUT, Independent Polit. Union of Trust, 1970; former bd. mem., chairwoman, Nat. Capital Head Start & Nat. Com. on Household Employment; mem., DC Cit. for Better Pub. Edn., Inc.; life mem., Nat. Council of Negro Women; Internat. Inst. of Women's Studies. Office: 1536 U St NW Washington DC 20009
- TRENT, JAMES E.**, business executive; b. Uniontown, PA, Jan. 14, 1936; B.S., Wayne State U., 1957; M.B.A., U. of Detroit, 1965. Mgr., Commercial Operations, Chrysler Realty Corp., 1973—; mgr., various dept., Chrysler Realty, 1970-73; in-house cons., Chrysler Corp., 1968-70; various mgmt., supervisory positions, Army Tank Automotive Command, 1957-68. V.p., Chrysler Realty Mgmt. Corp., 1974—; v.p., Kappa Detroit Found., 1975—; Vice-polemarch, Detroit Alumni Chpt., Kappa Alpha Psi Frat., 1975-76; dir., W. Bloomfield Optimist, 1975-77; dir., W. Bloomfield Human Relations Council, 1975-77; sec., treas., Med. Cet. Village Housing Assn.; dir., U. of Detroit Alumni Assn., 1975. Recipient, Outstanding Alum. in No. Provine, Kappa Alpha Psi Frat., 1976; Dale Carnegie Scholarship, Jr. Achievement, Inc., 1953; Dept. of Army Scholarship, U. of MI, 1967. AUS, 1959-60; AUS Res., Sgt., 1961-64. Office: 1 Northfield PO Box 500 Troy MI 48084
- TRENT, WILLIAM JOHNSON, JR.**, association director; b. Asheville, NC, Mar. 8, 1910; B.A., Livingston Coll., 1930; M.B.A., U. of PA, 1932; grad. study in Economics, U. of PA, U. of Chgo., 1936-37; m. Viola Scales; 3 children. Asst. Personnel Dir., retired, Time Inc., NY, 1964-75; Exec. Dir., United Negro Coll. Fund, NY, 1944-64; Race Relations Ofcr., Fed. Works Agency, 1939-44; Adv. on Negro Affairs, Dept. of Interior, 1938-39; Tchr., Bennett Coll., Greensboro, 1934-38; Tchr., Livingstone Coll., Salisbury, 1932-34. Mem., Bd., Treas., Nat. Urban League, 1965-74; Pres., St. Luke's Hosp., N.Y.C., 1970-74, mem. bd., 1966-74; mem. bd., United Negro Coll. Fund, 1974. Recip., Hon. Degrees, Morehouse, Atlanta U., Xavier U., VA State Coll.
- TRESVILLE, WALTER M.S., JR.**, engineer; b. Philadelphia, Mar. 11, 1935; B.A., PA State U., 1953; B.S.C.E., Carnegie-Mellon, 1963; M.S., U. of Pittsburgh, 1966; m. Jane Randall; children—Walter, III, Terri, Gaye. V.p., Engr., Madison-Madison Internat. Arch., Engr., Planners, 1972—; Asst. Commn., Dir., Cleveland Water Pollution Control Div., 1968-72; Devel. Engr., Dravo Corp., 1967-68; Proj. Engr., Calgon Corp., 1966-67; Sanitary Engr., PA Div. of Sanitary Engr., 1955-66. Pres., Wastes Mgmt., Systems Technology, plant mgmt. & operation consulting svc. Mem., W.P.C.F.; A.S.C.E.; N.S.P.E.; A.P.H.A.; served on bd., Comm. Hsng., Cleveland, 1973-74; Jr. Warden, Epis. Ch. First Black Engr. to dir. & operate large water pollution control facility, \$200 million, Cleveland; helped to institute new wastewater solids in progressive techniques for large plant in OH, saving millions in operating expenses. Served AUS, 11th Airborne Div., Ft. Campbell, 1953-55. Office: 1900 Euclid Av Suite #802 Cleveland OH 44120
- TRIBBLE, ISRAEL (IKE)**, educator; b. Philadelphia, PA, Sep. 4, 1940; B.A., Montclair State Coll., 1962; M.S., CA State U., 1972; M.A., Stanford U., 1975; Ed.D., Stanford U.; m. Wilhelmina Lowe; child—Ahsha. Provost, Bethune-Cookman Coll.; asst. v.p., Mills Coll., 1972-76; intern, Carnegie Cncl., 1974-75; Rockefeller Found., 1973-74; asst. to pres., Mills Coll., 1969-72; dir., Upward Bound, Mills Coll., 1969-71. Cons., CA Postsecondary Edn. Commn., 1975-76; HEW, 1975—; Rockefeller Found., 1975—; evaluator, Western Assn. of Sch. & Coll., 1976—; Instr., Mills Coll., 1969-71; tchr., San Mateo Union H.S. Dist., 1968-69; bd. of dir., Marcus A. Foster Ednl. Inst., 1974—; mem., Personnel Security Bd. U.S. Energy Resrch. & Devel. Adminstrn., 1974—. Listed, Who's Who in Am. Coll. & U., 1962; Meritorious Serv. AUS, 1965. Office: 640 2nd Av Daytona Beach FL 32015
- TRICE, DOROTHY L.**, physician; b. Brooklyn, NY, Jan. 12, 1924; B.S., Hunter Coll., 1947; R.N., Lincoln Sch. Nurses, 1945; M.D., Women's Med. Coll. PA, 1956; M.P.H., Columbia U. Sch. Pub. Hlth. & Preventive Med., 1959; wid. Dir., Comm. Med. Queens, 1977—; commr., Regional Hlth. Dir., 1974-77; dep., NY City Dept. Hlth., 1972; Borough dir., 1969; hlth. ofcr., 1960; asst. hlth. ofcr., 1959. Tst., Med. Soc. Co. Kings; bd. dir., Ch. Charity Found.; NY Diabetes Assn.; immediate past pres., Provident Clinical Soc. Bklyn., Inc.; past pres., NY City Dept. Hlth. Pub. Hlth. Physicians Assn. Corr. sec., Soroptimist Internat. Bklyn., Inc.; med. adv. com., Brklyn. Tb. & Lung Assn.; Brklyn. Vis. Nurse Assn.; vestryman, St. George's Episcopal Ch.; del., Diocesan Conv. Office: 82-68 164 St Jamaica NY 11432
- TRICE, JUNIPER YATES**, educator, clergyman; b. Verona, MS, Aug. 10, 1921; A.B., 1942; B.Th., 1950; D.D., 1958; M.Ed., 1961; Specialist Degree in Adminstrn., 1972; m. Detris Delois Scales; children—Juniper Olyen, Harriman Robert. Pastor, Hall's Chapel, New Albany, MS; City Rd., Corinth, MS; Naylor Chapel, Pontotoc, MS; presided on Aberdeen Dist.; pastored Jennings Temple, Greenwood, MS; presided on The Greenwood Dist.; pastored Booneville Sch.; Carter H.S., Tishomingo, MS; E. H.S., Fulton, MS; W. Bolivar H.S., Rosedale, MS; asst. supt. Rosedale, MS, sch. Mem., Selective Serv. Bd., Bolivar Co.; mem., City Coun.; mem. bd. dir., S. Delta Ping. & Devel. Dist., Inc.; mem. exec. bd., Delta Area Coun. B.S.A.; mem. bd. trustees, MS Indsl. Coll.; presiding elder, Christian Meth. Episcopal Ch. Mem., Hwy. Com., Delta Coun.; mem., MS Tchr. Assn.; Nat. Edn. Assn.; 32 degree Mason; sec., MS Ednl. Fin. Comm.; mem., So. Regional Edn. Bd.; mem., MS Adult Edn. Assn. listed in Outstanding Personality of The S., 1971; Leader of Am. Secondary Edn., 1972; B.S.A. award for outstanding serv., 1970; Silv. Beaver Aw., Outst. Serv. Yth. of the Delta, 1977.
- TRICE, LUTHER W.**, business executive; b. Columbus, GA, Nov. 5, 1911; B.E., Wilberforce U.; m. Juanita Brooks; children—Jeanette, Jacqueline. Luther W. Trice, Inc. Secr., Painting Contractors America, 1965-67; Pres., Painting Contractors of America, 1967-73. Warren City Planning Comm., Trustee Second Bap. Ch. Warren; Asst. Dir. Rep. Second Dist. Active NAACP, Masons. U.S. Army Engineers, Chaplin's Asst., 1943-44.
- TRICE, WILLIAM B.**, dentist; b. Newton, GA, Jan. 28, 1924; B.S., Univ. Pittsburgh, 1951; D.M.D., 1953; m. Mildred Moore; children—Sheila T. Bell, Angela M. Dentist, pvt. pract., presently; staff, Hamot Hosp.; coord. continuing edn., Erie-Univ. Pittsburgh Sch. Dentistry; lectr., Univ. Pittsburgh Sch. Dental Medicine. Mem., Am. & Nat. Dental Assns.; Pierre Fauchard Acad.; Fedn. Dentaire Internat.; Internat. Assn. for Dental Research; Am. Assn. for Dental Research; Acad. Gen. Dentistry; Am. Acad. Dental Electrosurgery; Alpha Phi Alpha; Rotary; pres., Am. Heart Assn.; Knights Columbus; trustee, Stoneleigh-Burnham Sch. Fellow, Am. Coll. Dentists; Internat. Dental Assn.; Acad. Gen. Dentistry. USN, 1946. Office: Suite 275 Professional Bldg Erie PA 16501
- TRIM, JOHN H.**, educator; b. Ft. Worth, TX, April 19, 1931; B.A., Social Sci., Bishop Col.; Cert., Vocational Indust. Ed., Prairie View A & M U.; m. Earnestine Trim; daughter—Cara. U.S. Air Force, 1953-57; Neiman-Marcus, 1957-64; C.V.A.E. Coord., Instr. Mstr. Lvl., Franklin D. Roosevelt H.S., Dallas, TX, 1964—. Mem. Prof. Tchr. Org.; Assn. Advancing Artists and Writers, v.p.; Human Interest Colum. Post Tribune News, 1970—; columnist, Porters/Quall Ecumenical News, 1975; mem., deacon, trustee, Morning Star Bapt. Ch.; Org. original Dalworth Leadership Council Grand Prairie TX; Dir. comm. youth mural comm. cntr. Wrote book of Poetry on life; Fine Arts shows. Airman of Mo, 1954; KNOK Citizen of Mo. MO, 1954; Serv. Award, 1969; Youth Award, 1973. U.S.A.F., 1953-57. Office: Franklin D Roosevelt High 525 Bonnie View Rd Dallas TX
- TRIM, JOSEPH G.**, business executive; b. New Orleans, LA, July 11, 1930; H.S. Grad.; m. Thelma McCoy; children—Ralph, Kevin, Brian, Karen. Kaiser Aluminum, 1968; Pacific N.W. Bell Tele., 1968-70; Dir. Project Outreach, 1970—. Trustee Pan African found.; assisted Afro Am. Pavilion Expo 1974; Brd. mem. Pacific N.W. T.V. series History Blacks N.W. NAACP; Brd. Chrm. OIC, Spokane; Prince Hall Masonic; V. Chrm. Spokane Manpower Council; Mem. Spokane Co. Comprehensive Health Coun.; Mem. Prevocation Retarded Adults; Mem. Kiwanas. Army Commandier Medal. U.S. Army, 1st Sgt. E8, 1947-68. Office: E 217 2nd Av Spokane WA 99202
- TRIMIAR, J. SINCLAIR**, dentist, educator; b. Lynchburg, VA, Dec. 17, 1933; B.S., Howard U., 1960; D.D.S., Howard U., 1964; post grad., Oral Surgery Certificate, NY U., 1968; m. Anna H.; children—Stefanie, Jay. Oral surgery internship, Harlem Hosp. Cntr., 1964-65; anesthesia residency, Harlem Hosp. Cntr., 1965-67; oral surgery residency, Harlem Hosp. Cntr., 1968-69; chief, Harlem Hosp. Cntr., Respiratory Therapy Serv., 1969; chf. Ambulatory Anesthesia, Harlem Hosp. Cntr., 1970; co-chmn., Infections Com., Harlem Hosp. Cntr., 1971-74; dir., Harlem Hosp. Sch. of Respiratory Therapy, 1974; presently asst. visiting attending, Harlem Hosp. Cntr., Dept. of Oral Surgery & asst. prof. of clinical anesthesiology, Columbia U. Coll. of Physicians & Surgeons. Past pres., Harlem Dental Soc. of Greater NY; past pres., Harlem Hosp. Soc. of Oral Surgeons; mem., Am. Dental Assn.; Nat. Dental Assn.; First District Dental Soc.; NY State Soc. of Oral Surgeons; Am. Assn. for Respiratory Therapy; Am. Soc. of Oral Surgeons; Am. Soc. of Dental Anesthesiology; 1st v.p. Black Caucus of Harlem Health Workers; One Hundred Black Men, Inc. Mem., Omega Psi Phi Frat. USAF, 1952-56. Office: 506 Lenox Av New York NY 10037
- TRIVES, NATHANIEL**, council member, educator; b. Birmingham, AL, Dec. 9, 1934; A.A., Santa Monica State Coll., B.S., CA State U. at L.A.; M.S., U. of CA at L.A. Mayor, Santa Monica, CA; asso. prof., Dept. of Criminal Justice, CA State U. at L.A.; mayor, 1975-77; mayor pro-tem, 1971-73; part time faculty mem., Dept. of Adminstrn. of Justice, Santa Monica Coll.; asso. prof., Criminal Justice at CA State U.; Sgt., Santa Monica Police Dept., 1958-69. Chmn., Dept. of Instrnl. Affairs Com., CA State U.; prin. undergrad.

Vol. 7/No. 2  
December 1988

# UNCF JOURNAL

A publication of  
the United Negro  
College Fund

"I urge you to reach out and touch somebody. I urge you to reach back and help somebody. I urge you to reach down and pull somebody up..."

Vernon E. Jordan, Jr.  
at Clark College

**SPECIAL IN THIS ISSUE:  
VIEWER'S GUIDE TO  
"PARADE OF STARS"  
TELETHON**



## A family tradition

*Whitney Houston at Madison Square Garden.*

“We are here tonight to make sure that no good minds go to waste,” said Whitney Houston as she opened her benefit concert for the United Negro College Fund. She went on to electrify the audience with her stunning talent and commitment. The sold-out concert at Madison Square Garden was her only U.S. appearance this year.

Supporting the College Fund is a tradition for the Houston family. In fact, one of Whitney Houston’s first public performances was at a UNCF benefit hosted by her mother, Cissy. Cissy Houston and her cousin, Dionne Warwick, have been mainstays of the volunteer celebrity support that has raised millions for UNCF colleges and students.

Whitney Houston’s concerts are always something of a family affair, but the UNCF benefit had a special meaning for her. “Looking back at the 10 years I’ve spent with the United Negro College Fund,” she said before the concert, “I realize it has become more than just an organization I support—it is an extended family.”

The Whitney Houston concert was the finale to UNCF’s “Hot Fund in the Summertime,” a series of sports and entertainment

events held throughout the summer. Hot Fund’s sponsors, Barclays Bank of New York N.A. and Joseph E. Seagram & Sons, underwrote the costs of the concert along with Arista Records and Coca-Cola U.S.A.

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## Hot Fund!

From New York to California, celebrities gave part of their summer vacation to the United Negro College Fund.

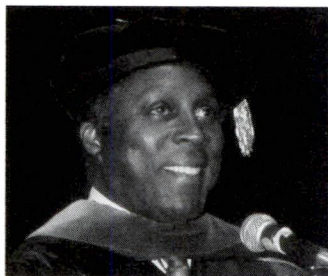
The second annual “Hot Fund in the Summertime” started off with a bang during a concert featuring Nancy Wilson and the Count Basie Orchestra. Other Hot Fund highlights included the Constitution 2000 bicycle race, a concert by The Pointer Sisters and the Tommie Agee Celebrity Golf Classic. This year’s Hot Fund finale was a concert by Wynton Marsalis at the Paul Masson Winery.

Proceeds from “Hot Fund in the Summertime” help the 42 colleges which are members of the United Negro College Fund to award scholarships and financial aid, recruit top-quality staff, upgrade facilities and improve classes.

# Graduation

## '88 *Much is given, much is required*

This year, nearly 6,000 students graduated from United Negro College Fund colleges and universities. From Ohio to Florida, from North Carolina to Texas, the graduates were brought together one last time to receive their diplomas and to get some final words of advice from commencement speakers. Excerpts from several of the addresses follow.



### Reach back and help

"It is written that 'Of those to whom much is given, much is required.' So, as you climb the ladder of success, as you aspire, achieve, as you soar, as you prosper, I urge you to reach out and touch somebody. I urge you to reach back and help somebody. I urge you to reach down and pull somebody up... And I have great confidence that you will."

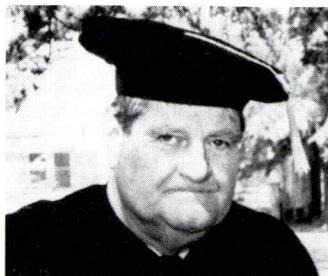
**Vernon E. Jordan, Jr.,**  
*Attorney-at-Law, at Clark College*



### Service to our nation

"It is good national policy that we in the Congress continue to support historically black colleges and universities. They have served our nation well... We should never forget that when educational opportunities were denied elsewhere, institutions like Virginia Union offered hope to black Americans that they, too, could share the fruits of our nation."

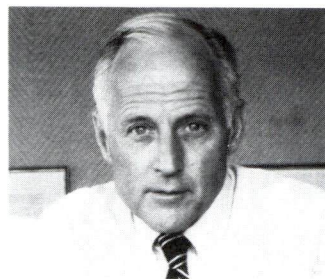
**U.S. Senator John Warner**  
*at Virginia Union University*



### Your time

"The twenty-first century is your time... The future of our nation, and of freedom rests on the shoulders of your generation. If you provide the service that your age demands, you will make a difference."

**U.S. Senator Howell Heflin**  
*at Talladega College*



### Hearts and minds

"But each of us has not only a mind that can conceive of a world better than we now inhabit. We also have a heart that can teach us to achieve that world."

**J. Richard Munro,**  
*Chairman and CEO of Time Inc.,  
at Florida Memorial College*



### The next century

"Because of the strength you have gained from this proud tradition, you must be in the front ranks of preserving our heritage of liberty and democracy, of making certain that America remains the land of the free in this next century."

**Mary Hatwood Futrell,**  
*President of the National Education  
Association, at Xavier University*

# A priceless investment

**“UNCF is not only making a valuable investment in the future of individual students, but a priceless investment in the future of our country.”**

**Garistine Michelle Davis,  
21st Century Scholar**



*Ambassador Walter H. Annenberg*

Ambassador Walter H. Annenberg initiated the 21st Century Scholars Program in 1982 with a lead gift of \$1.5 million over 10 years.

“This new program is designed to identify the brightest students on UNCF campuses and make sure that each one has the financial support to excel,” explained Ambassador Annenberg, former U.S. Ambassador to Great Britain.

“It’s the kind of opportunity disadvantaged youngsters need if they are going to succeed.”

Today, the United Negro College Fund manages a variety of scholarship funds that literally make the differ-

ence between going to school—or not. Some of the funds established this year illustrate the different forms scholarships can take.

**T**he UNCF/Toyota Scholarship awards \$7,500 a year to each of 16 freshmen studying business administration, marketing, computer science or international relations. Students at Bethune-Cookman, Morehouse and Spelman colleges and Tuskegee University were awarded the first four-year scholarships; in 1992, the scholarships will be rotated to four other United Negro College Fund schools.

**H**elen B. Grumman and Ethel G. Ackley created a living memorial to their parents by endowing a \$30,000 fund to provide scholarships for students interested in peace and justice. To demonstrate their commitment, recipients of the Grumman Scholarship Fund for Peace and Justice do internships with social-change organizations.

**B**lack Collegiate Services, Inc., publisher of *Black Collegian*, wants to encourage more men to go into teaching. As an incentive, they made an initial contribution of \$5,000 to set up a scholarship fund for black men studying elementary or secondary teaching.

**T**he Bailey’s Original Irish Cream-Candace Scholarship, established by the Paddington Corporation in cooperation with the National Council of 100 Black Women, takes a slightly different approach. Each year, four \$5,000 scholarships are awarded to outstanding women—juniors and seniors—in selected fields. (Journalism and the performing arts were the majors selected in 1988.)

**W**ith a \$75,000 contribution, Young and Rubicam, Inc., the College Fund’s volunteer advertising agency since 1972, created the Edward N. Ney Scholars Fund to honor the agency’s former chairman, Edward Ney. This program awards scholarships to sophomores, juniors and seniors at UNCF schools.

“The individuals and corporations who have created these scholarships know UNCF’s motto, ‘A mind is a terrible thing to waste,’” says UNCF President and CEO Christopher F. Edley. “They have made a personal investment to assure that lack of money does not keep hard-working students from getting a college education. Together with the students, they are working towards a better world in the next century.”

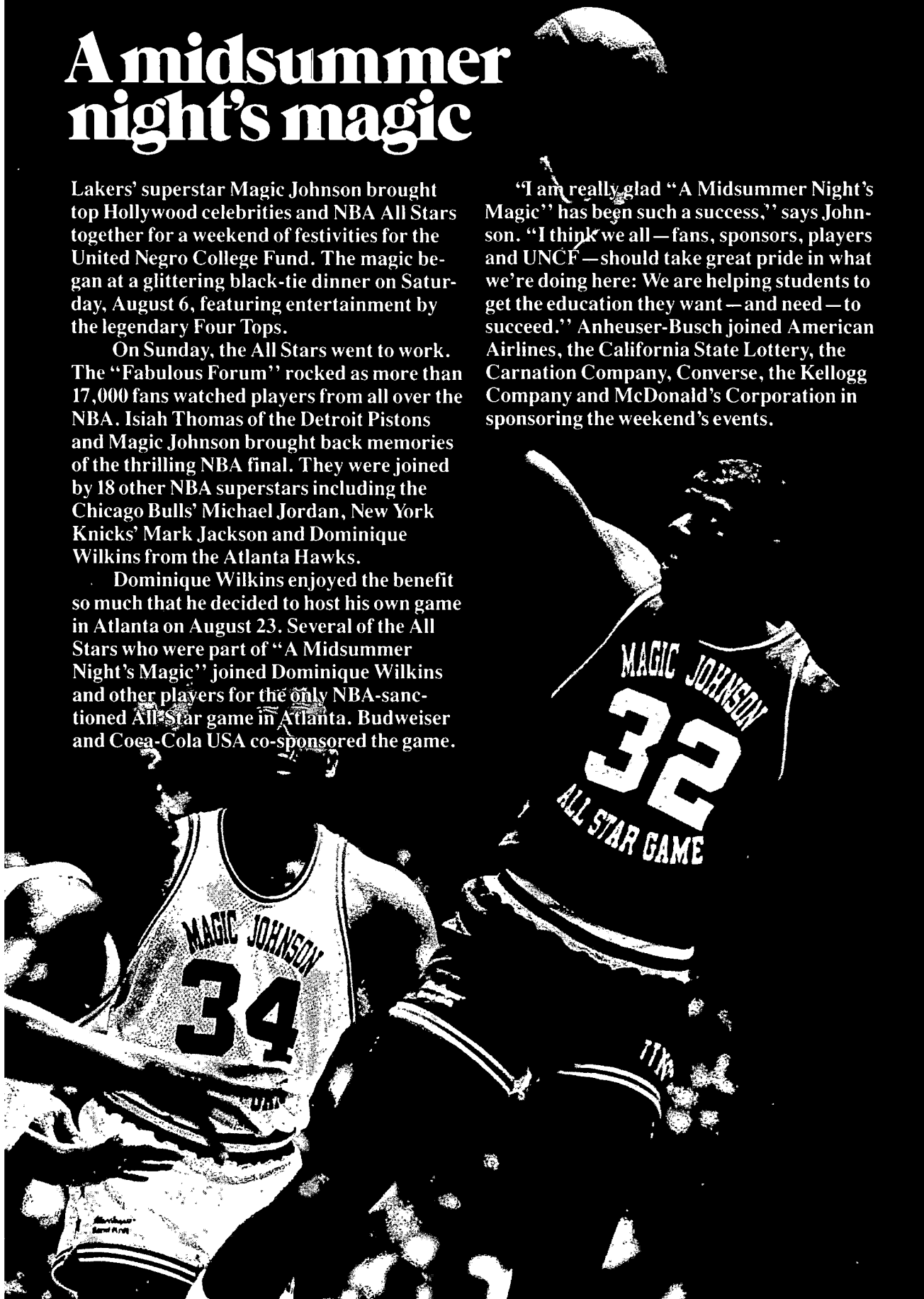
# A midsummer night's magic

Lakers' superstar Magic Johnson brought top Hollywood celebrities and NBA All Stars together for a weekend of festivities for the United Negro College Fund. The magic began at a glittering black-tie dinner on Saturday, August 6, featuring entertainment by the legendary Four Tops.

On Sunday, the All Stars went to work. The "Fabulous Forum" rocked as more than 17,000 fans watched players from all over the NBA. Isiah Thomas of the Detroit Pistons and Magic Johnson brought back memories of the thrilling NBA final. They were joined by 18 other NBA superstars including the Chicago Bulls' Michael Jordan, New York Knicks' Mark Jackson and Dominique Wilkins from the Atlanta Hawks.

Dominique Wilkins enjoyed the benefit so much that he decided to host his own game in Atlanta on August 23. Several of the All Stars who were part of "A Midsummer Night's Magic" joined Dominique Wilkins and other players for the only NBA-sanctioned All-Star game in Atlanta. Budweiser and Coca-Cola USA co-sponsored the game.

"I am really glad "A Midsummer Night's Magic" has been such a success," says Johnson. "I think we all—fans, sponsors, players and UNCF—should take great pride in what we're doing here: We are helping students to get the education they want—and need—to succeed." Anheuser-Busch joined American Airlines, the California State Lottery, the Carnation Company, Converse, the Kellogg Company and McDonald's Corporation in sponsoring the weekend's events.



# Greek gifts

*Fraternities and sororities continue support*



*On behalf of the United Negro College Fund, Dr. Johnetta B. Cole, president of Spelman College, and Dr. Thomas W. Cole, president of Clark College and Atlanta University, accepting contribution from Dr. Moses Norman, grand basileus of Omega Psi Phi Fraternity.*

Black sororities and fraternities provide social, cultural and academic support for students across the country. The commitment of these organizations continues through generous support of the United Negro College Fund. So far in 1988, Greek-letter organizations have given more than \$210,000 to UNCF.

Omega Psi Phi leads the way with a \$100,000 national gift and \$2,650 from its local chapters. "We are pleased to make a continuing investment in UNCF's 42 colleges and universities because Omega Psi Phi has a strong commitment to education, with a special focus on higher education," explains Dr. Moses Norman, grand basileus of the Omegas. "We think it is important that those of us who have had the opportunity for an education can help to extend that opportunity to others." Omega Psi Phi has pledged to contribute at least \$100,000 a year to UNCF.

So far in '88...

**ΑΚΑ**

Alpha Kappa Alpha Sorority . . . \$70,000

**ΑΦΑ**

Alpha Phi Alpha Fraternity . . . . . 20,250

**ΧΗΦ**

Chi Eta Phi Sorority . . . . . 1,000

**ΔΣΘ**

Delta Sigma Theta Sorority . . . . . 62,500\*

**ΗΦΒ**

Eta Phi Beta Sorority . . . . . 17,500

**ΚΑΨ**

Kappa Alpha Psi Fraternity . . . . . 10,166

**ΩΨΦ**

Omega Psi Phi Fraternity . . . . . 103,750

**ΦΔΚ**

Phi Delta Kappa Sorority . . . . . 4,600

*\*includes \$60,000 contribution, through UNCF, for Stillman College's Distinguished Endowed Chair program.*

Many local Alpha Kappa Alpha Sorority chapters, including Zeta Upsilon Omega which donated \$1,000, contributed to Alpha's 1988 national gift of \$70,000. Over the years, Alpha Kappa Alpha has given nearly \$800,000 to the College Fund.

The Alpha Phi Alpha Fraternity gave \$20,250 in 1988. This brings Alpha Phi Alpha well over the halfway point towards their total pledge of \$333,000 to UNCF.

These donations, along with the contributions of other fraternities and sororities, will help UNCF member colleges provide scholarships and fellowships, develop new curricula, attract top-quality faculty and enhance libraries.

VIEWER'S GUIDE TO  
"PARADE OF STARS"  
TELETHON

Michael Jackson

Whitney Houston

Bill Cosby

Julio Iglesias

Lola Falana

# The Stars Come Out

Tune in Sunday, December 17  
to the *Parade of Stars* telethon, The  
United Negro College Fund's all-new  
entertainment spectacular.

# During the *Parade of Stars* telethon, you will see:

On 42 college campuses, students, professors and administrators await the results of the United Negro College Fund's ninth annual *Lou Rawls Parade of Stars* telethon, which can be seen in most cities on Saturday evening, December 17.\* A successful telethon will help UNCF's private, historically black colleges and universities educate 45,000 of America's most promising students.

Lou Rawls, Marilyn McCoo and Ed McMahon return as hosts for a star-studded celebrity line-up. The seven-hour special includes superstars Michael Jackson, Bill Cosby, Bob Hope, Harry Belafonte, Julio Iglesias and Whitney Houston. Pop star Neil Sedaka will also entertain, along with jazz greats Wynton Marsalis and Joe Williams... and that's not all.

During the show, telethon viewers will get a chance to see students and teachers in action on UNCF campuses.

"Viewers will get a chance to take some action themselves," says United Negro College Fund President Christopher F. Edley. "We are urging everyone who sees or hears the *Parade of Stars* telethon to pick up their phone and make a pledge. We're urging you to be generous, to give as much as you can — and then give more."

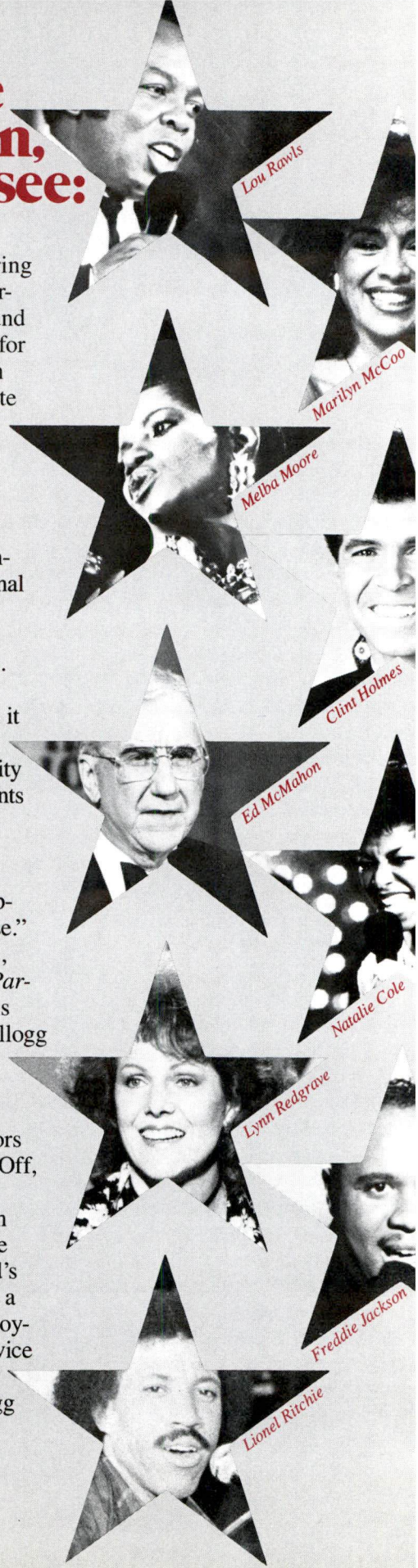
The celebrities appearing on the show donate their performances. The College Fund also receives underwriting for the *Parade of Stars* from an important group of corporate sponsors.

## Good business

Anheuser-Busch Companies, the telethon's national and founding sponsor, has underwritten the program annually since its inception. "Anheuser-Busch has supported the telethon because it helps the College Fund keep the doors of opportunity open for thousands of students who want to go to college," says Wayman F. Smith, III, vice president of corporate affairs. "We're proud to support such a worthwhile cause."

The Kellogg Company, national co-sponsor of the *Parade of Stars* for four years, is contributing \$1 million. Kellogg is hosting three tribute dinners around the country to raise additional funds for UNCF. Kellogg also sponsors the National Telethon Kick-Off, held in Los Angeles.

"Kellogg's participation as national co-sponsor of the United Negro College Fund's annual telethon has become a source of pride for our employees," says Joseph Stewart, vice president for public affairs. "To the more than 200 Kellogg



\*Check local listings for the time and station in your area.

volunteers, working the telethon annually is like giving UNCF students a Christmas gift—a gift of opportunity.”

For the fourth consecutive year American Airlines is a contributing sponsor. During the telethon, American’s “Watch, Win and Fly” contest will offer telethon viewers the chance to win all-expenses-paid vacations.

The sponsorship line-up is rounded out by MacNeil Laboratories, national contributing sponsor through its Tylenol brand, and by regional sponsor, Zayre. The telethon is also supported by General Motors, Warner-Lambert Company, McDonald’s Corporation, *Essence* magazine,

the United States Navy and Frito Lay.



Rev. George Walker Smith

## Volunteers lead the way

Friday is not a good day to reach George Walker Smith. He is busy at the Christ United Presbyterian Church cooking dinner for the Catfish Club, a weekly forum at his church

for San Diego’s community leaders. But on Monday, he is available again, drumming up business for the United Negro College Fund.

“It’s a good cause but, like everything, it has to be sold. An important selling point is that most of the money raised by UNCF goes right to the colleges,” Reverend Smith explains.

“When the UNCF opportunity came up nearly 10 years ago, it was right up my alley because I am an alumnus of Knoxville College, one of the 42 UNCF schools. If it wasn’t for UNCF and some other generous people, that college would have gone right out of business.”

This year, there are four major telethon-related events in San Diego: a walkathon, a golf tournament, an awards dinner underwritten by Kellogg’s and the broadcast itself. Smith credits his 400 volunteers with “fantastic” work.

“We’re far ahead of any other year we’ve ever had,” says Reverend Smith, “and that’s good because that means more money will go to the cause.” A major coup has been persuading the leading local station, an ABC affiliate, to broadcast the telethon.

Another telethon star will be Joe Lee, president of the National Alumni Council. Mr. Lee will be in Hollywood “encouraging graduates who can

hear the sound of my voice or see me to call up and contribute.”

The National Alumni Council, along with the National Pre-Alumni Council for students enrolled on UNCF campuses, donates \$1.5 million a year to the College Fund. These organizations are an important force when it comes to galvanizing community support through local Inter-Alumni Councils.

“No one can tell the story of UNCF schools better than alumni,” says UNCF president Christopher F. Edley. “They are the very center of our support.” Joe Lee agrees. “The Inter-Alumni Councils pull in people who are not UNCF alumni so they can become part of the United Negro College Fund efforts.”

Like Reverend Smith, Joe Lee is a busy man: In addition to his duties with the National Alumni Council, he is dean of students at UNCF’s Talladega College in Alabama. Lee considers himself lucky to be so directly involved with UNCF students. “Each year, to see students with limited resources grow to become a credit to themselves, their communities, their race—it’s just incredible,” he says.

While celebrities may be the most visible part of the telethon, it is volunteers like Lee and Smith—and tens of thousands more—who make things happen.



# Tune In!

The *Parade of Stars* telethon airs in most cities from 6 pm to 1 am on Saturday, December 17. Check date, time and channel listings to be sure to get the time and station in your area. See you at the show!

City	Station	Air Date	Local Air Time
Alexandria, VA	BET	12/17/88	6pm-1am
Anchorage, AL	KTBY, Channel 4	12/17/88	2pm-7pm
Atlanta, GA	WXIA, Channel 11	12/17/88	6pm-1am
Augusta, GA	WAGT, Channel 26	12/17/88	6pm-1am
Austin, TX	KTBC, Channel 7	12/17/88	10:30pm-1:30pm
Baltimore, MD	WBAL, Channel 11	1/7/89	6pm-1am*
Birmingham, AL	WVTM, Channel 13	12/31/88	10:30pm-2am*
Boston, MA	WLVI, Channel 56	12/17/88	6pm-1am
Buffalo, NY	WIVB, Channel 4	12/17/88	6pm-1am
Charleston, SC	WCBD, Channel 2	12/17/88	6pm-1am
Charlotte, NC	WBTV, Channel 3	12/17/88	6pm-1am
Chattanooga, TN	WRCB, Channel 3	12/17/88	6pm-1am
Chicago, IL	WGN, Channel 9	12/30/88	6pm-1am
Cleveland, OH	WUAB, Channel 43	12/17/88	6pm-1am
Columbia, SC	WLTX, Channel 19	12/17/88	6pm-1am
Columbus, OH	WCMH, Channel 4	12/17/88	6pm-1am
Columbus, GA	WLTZ, Channel 38	12/17/88	6pm-1am
Dallas, TX	KTVT, Channel 11	12/17/88	5pm-10pm
Dayton, OH	WHIO, Channel 7	12/30/88	8pm-1am
Denver, CO	KMGH, Channel 7	12/17/88	6pm-1am
Detroit, MI	WJBK, Channel 2	12/17/88	7pm-1am
Eugene, OR	KOZY	12/17/88	3pm-10pm
Flint, MI	WJRT, Channel 12	12/17/88	6pm-1am
Fresno, CA	KFSN, Channel 30	12/17/88	8pm-2am
Gainesville, FL	WAY, Channel 69	12/17/88	6pm-1am
Greenville, MS	WXVT, Channel 15	12/17/88	6pm-1am
Honolulu, HI	KHAI, Channel 23	12/17/88	6pm-1am*
Houston, TX	KPRC, Channel 2	12/17/88	6pm-1am
Indianapolis, IN	WRTV, Channel 6	12/17/88	7:30pm-12:30am
Jackson, MS	WLBT, Channel 6	12/30/88	6pm-1am
Jacksonville, FL	WTLV, Channel 12	12/17/88	6pm-1am
Kansas City, MO	KCTV, Channel 5	12/17/88	6pm-1am
Knoxville, TN	WKCH, Channel 43	12/17/88	6pm-1am

City	Station	Air Date	Local Air Time
Little Rock, AR	KTHV, Channel 11	12/17/88	6pm-1am
Los Angeles, CA	KTLA, Channel 5	12/17/88	6pm-1am
Memphis, TN	WHBQ, Channel 13	12/17/88	6pm-1am
Meridian, MS	WLMB, Channel 30	12/17/88	6pm-1am
Miami, FL	WPLG, Channel 10	12/30/88	6pm-12am
Minneapolis/St. Paul, MN	KITN,	12/17/88	7pm-2am
Mobile, AL	WPMI, Channel 15	12/17/88	6pm-12am
Montgomery, AL	WAKA, Channel 87	12/18/88	12:30am-6am
Nashville, TN	WSMV, Channel 4	12/17/88	6pm-1am
Newark, NJ	WNET, Channel 13	12/17/88	6pm-1am
New Haven, CT	WTXX, Channel 20	12/17/88	7pm-2am
New Orleans, LA	WVUE, Channel 8	12/17/88	6pm-1am
New York, NY	WPIX, Channel 11	12/17/88	8pm-3am
Norfolk, VA	WTKR, Channel 3	12/17/88	6pm-1am
Orlando, FL	WOFL, Channel 35	12/17/88	2pm-5pm*
Philadelphia, PA	WTXF, Channel 29	12/17/88	6pm-1am
Portland, OR	KPTV, Channel 12	12/17/88	6pm-1am
Raleigh/Durham, NC	WTVD, Channel 11	12/17/88	6pm-1am
Richmond, VA	WXEX, Channel 8	12/17/88	6pm-1am*
Roanoke, VA	WVFT, Channel 27	12/17/88	6pm-1am
Rochester, NY	WUHF, Channel 31	12/17/88	6pm-1am
Sacramento, CA	KXTV, Channel 10	12/17/88	7pm-1am
St. Louis, MO	KMOV, Channel 4	12/30/88	6pm-1am*
St. Thomas, USVI	WBNB, Channel 10	12/17/88	6pm-1am
San Antonio, TX	KSAT, Channel 12	12/17/88	6pm-1am
San Diego, CA	KGTV, Channel 10	12/17/88	6pm-1am
San Francisco, CA	KBHK, Channel 44	12/30/88	6pm-1am*
Savannah, GA	WTGS, Channel 28	12/17/88	6pm-1am
Seattle, WA	KING, Channel 5	12/17/88	7pm-1am
Tallahassee, FL	WTWC, Channel 40	12/17/88	6pm-1am
Toledo, OH	WTVG, Channel 13	12/17/88	6pm-1am
Washington, DC	WDCA, Channel 20	12/17/88	6pm-12am
Wilmington NC	WECT, Channel 6	12/17/88	6pm-1am
Winston-Salem, NC	WFMY, Channel 2	12/17/88	6pm-1am

\*Time of broadcast may change.

# UNCF hilites



## Junior achievers

Twenty-nine eighth graders in Bridgeport, Connecticut learned about more than business during the "Junior Achievement Project."

Donald Dunston, a volunteer teacher in this twelve-week program at St. Augustine's School, told the class about Michael Jackson's liberal donations to the United Negro College Fund. As a result, the students became interested in historically black colleges and universities.

On the last day of class, they presented Dunston with their own donation—a farewell gift of \$55, for UNCF.

## Share the dream

Ian Griffin, a 17-year-old student at Rice Catholic High School in New York, won a scholarship to the UNCF school of his choice in the "We Share the Dream" contest, sponsored by the Coca-Cola Bottling Company of New York and Met Food Stores. Griffin plans to study airline engineering at Clark College.

The scholarship came as a very pleasant surprise to Mr. Griffin: His mother had entered the contest for him, so he first heard about it when he won.

## Our girl friends



Konnetta P. Sparks, national president of The Girl Friends, presents \$11,000 check to Virgil E. Ecton, executive vice president of UNCF. The Girl Friends, a civic organization with 1,200 members in 28 states, has donated \$83,000 to UNCF over the past 14 years.

# A scientific journey

*From sharecropper to geology professor*

Trenton and Columbia, South Carolina are less than 60 miles apart, but it took Mack Gipson 40 years to make the journey from sharecropper to University of South Carolina geology professor. At a time when the shortage of black scientists — who represent less than 2 percent of the total — has reached crisis proportions, Dr. Gipson's odyssey is a telling one.

Black children could only go up to the 10th grade in Trenton, so Dr. Gipson's first step was convincing his grandmother to move to Augusta, Georgia where he could finish high school. After graduating from high school, Dr. Gipson was determined to go to Paine College, a member of the United Negro College Fund.

"I almost didn't go anywhere," Dr. Gipson laughs. "At zero hour — in fact, a week after Paine had begun — my mother was finally able to borrow the first semester's tuition." He worked in his stepfather's barber shop, at the post office and at any other job he could find to pay for the rest.

Mack Gipson was not sure what he wanted to do at Paine. "My main interest was going to college. The main thing a black man could do at that time was teach high school or elementary school, preach or work in the post office. I planned to be teaching, at least for the immediate future."

Just one month after graduation from Paine, Dr. Gipson began teaching high school. Although he taught math, science and French, it was military service in Germany that led him to his life's work. "I was with a buddy talking about the future and I said I wouldn't mind being a physicist. He said, 'If I were you, I would consider geology.' Well, I knew that had something to do with the earth because of the prefix 'geo,' but that was it. So I went to the base library and studied up on geology."



*Paine College Alumnus Mack Gipson*

That trip to the library convinced Gipson: He decided to go home, teach high school one more year, marry his fiancée, then study geology. Mack Gipson entered the University of Chicago in 1957, got his master's degree in 1961 and his doctorate in 1963.

"It took me six years to go from zero geology to a doctorate," Dr. Gipson calculates. He credits his education at Paine with preparing him for this formidable challenge. "When you got a bachelor of science degree out of Paine, science majors were really loaded up. That made it possible for me to focus on geology."

Mack Gipson worked up to four jobs to pay for graduate school. "It was a 'prove-yourself' system," he says. While he admits this was difficult, Gipson is philosophical. "When you're going through the wringer —

raised on a sharecropper farm, working all the jobs one had to do to survive and being on the receiving end of a lot of verbiage—you concentrate on getting the job done.”

After graduation, Dr. Gipson went to Virginia State College (now University) to head the geology department. When he arrived there were just a few samples of rocks and a mock volcano. “I established the geology department,” he says with unmistakable pride, “which was the first degree-granting program in a historically black college.” Dr. Gipson stayed for 11 years before he went to work in business. “I guess 11 is my magic number because then I went to the oil industry and stayed there for 11 years, too.” Now he is back in his home state, where he is a professor of geology at the University of South Carolina.

As a scientist and a teacher, Dr. Gipson has an important perspective on the shortage of minorities among scientists. “I think there are two main reasons. First, many of the counselors steer black kids away from difficult courses, so the student is ill-prepared to pursue science and math in college. Second, the nature of science is such that it requires a lot of time and students like to have fun.”

Dr. Gipson emphasizes the seriousness of the situation. “Black kids, minority students in general and all kids should be getting education for the high-tech society. Because if you don’t train yourself, you’re going to be consumers rather than producers.”

What would he do? “I would attack it as a housecleaning. If we are hurting science-wise and our adversaries are getting ahead, we need an organized effort. If the problem is counselling, counselors need to be retrained. The time is far past when we can afford not to have our youngsters trained in science.”

The dedication Mack Gipson applied to his education and career as a geologist is clear. A pathfinder, he has made the way easier for others and continues his commitment—as a teacher and a Paine board member—to assuring that science education and careers are accessible to everyone.

## MHT doubles

Manufacturer’s Hanover Trust helps its employees double their gifts to UNCF through its Matching Gifts Program. Dollar for dollar, the bank matches each employee’s contribution. Since 1982, this program has raised almost \$145,000 for the United Negro College Fund.



*Robert Samuels, MHT vice president who initiated the program, joins Chairman and Chief Executive John F. McGillicuddy, who launched this year’s program with his own \$1000 donation, in presenting MHT’s contribution to Ken Harris (center), director of UNCF’s New York Campaign.*

# On campus



*Dean T. Darroch, Sally M. Holloman and Barbara J. Williams.*

"I have taught at many colleges and universities," says John Maben of **Shaw University**. "They're some of the best students I ever had." Professor Maben is talking about his students at the North Carolina Correction Center for Women. In July, through Shaw's Center for Alternative Programs in Education, Sally Holloman, Dean Darroch and Barbara Williams became the first inmates to earn four-year degrees. "I honestly thought there was no hope, especially for someone in this environment," said Ms. Holloman. "Now I've come to realize that with an education, I can set goals and do what I want in life."

Black students make up more than 16 percent of the public school population in the Southeast, but less than 7 percent of their teachers are black. An innovative

partnership between four UNCF colleges — **Bethune-Cookman College, Johnson C. Smith University, Tuskegee University and Xavier University** — and graduate schools of education at Columbia, Harvard and Vanderbilt Universities is the nation's first cooperative effort to address this critical shortage. These schools are working together to increase the number of black teachers by improving recruitment, developing new curricula and conducting research.

To address the national shortage of black scientists **Clark College, Dillard University, Morehouse College, Oakwood College, Tuskegee University and Xavier University** will significantly enhance their science programs with nearly \$5 million from the Howard Hughes Medical Institute.

The schools will hire more faculty, improve lab facilities and create programs to encourage high school and college students to learn more about the sciences.

Three **Florida Memorial College** programs are creating new opportunities for high school students in the Miami area. "Project Success" gives high school juniors and seniors a chance to earn academic credit during a comprehensive summer program. "On the Right Track" focuses on academic and personal development for eighth and ninth graders who are considered "at-risk." "College-School Partners" links teachers, parents and students at Miami Northwestern Senior High School with their counterparts at Florida Memorial to improve teaching and motivate students.

Teachers at Memphis city schools can improve their skills through LeMoyné-Owen's "Teacher Enrichment and Reinforcement in Mathematics" (TERM) program. **LeMoyné-Owen** faculty conduct five-week workshops and provide follow-up support for the 40 junior and senior high school teachers who participate in TERM.

For many years, **Morris College** has recognized the need to ease the transition to college life for economically disadvantaged high school

seniors. "College Connection" is a six-week summer program that does just that. Brenda Wilder, graduate of the first "College Connection" class, recently accepted a Summer Youth Employment plaque from South Carolina Governor Carroll Campbell that recognized Morris College's contribution to "South Carolina's future by providing work opportunities for deserving young people of this state."

Seventy **Morris Brown College** students are part of the "Big Brothers/Big Sisters" program recently launched in conjunction with the Atlanta Police Department and nearby Cohen Elementary School. "The program will provide positive role models for these youngsters," says sophomore Jacques Days, who initiated the program, "and keep them from turning to the negative."

Brian Richardson, a freshman at **Tuskegee University**, was well rewarded for the \$500 he scraped together to get to the New York Chess Open. Richardson split the \$15,000 championship prize with four other contestants who tied for first. Next stop? The US Amateur Championships and maintaining his 3.6 grade point average.



*Chemistry students at Xavier University.*

The American Chemical Society ranked **Xavier University** among the top 25 schools awarding bachelor degrees. Xavier was the only university without a graduate program in chemistry to be so honored. Xavier has also been recognized for its excellence in graduating engineers: Xavier pre-engineering students enroll in engineering schools at more than twice the national average.

The nation's oldest private, liberal-arts college for black women, **Spelman College** has always been a leader in the development of Black Women's Studies. Spelman has now undertaken a project to incorporate Black

Women's Studies into curricula at selected colleges (including **Morehouse and Morris Brown**) throughout the South. In addition to advising about women's studies, Spelman encourages the development of a core curriculum that incorporates the experiences and perspectives of women of color.

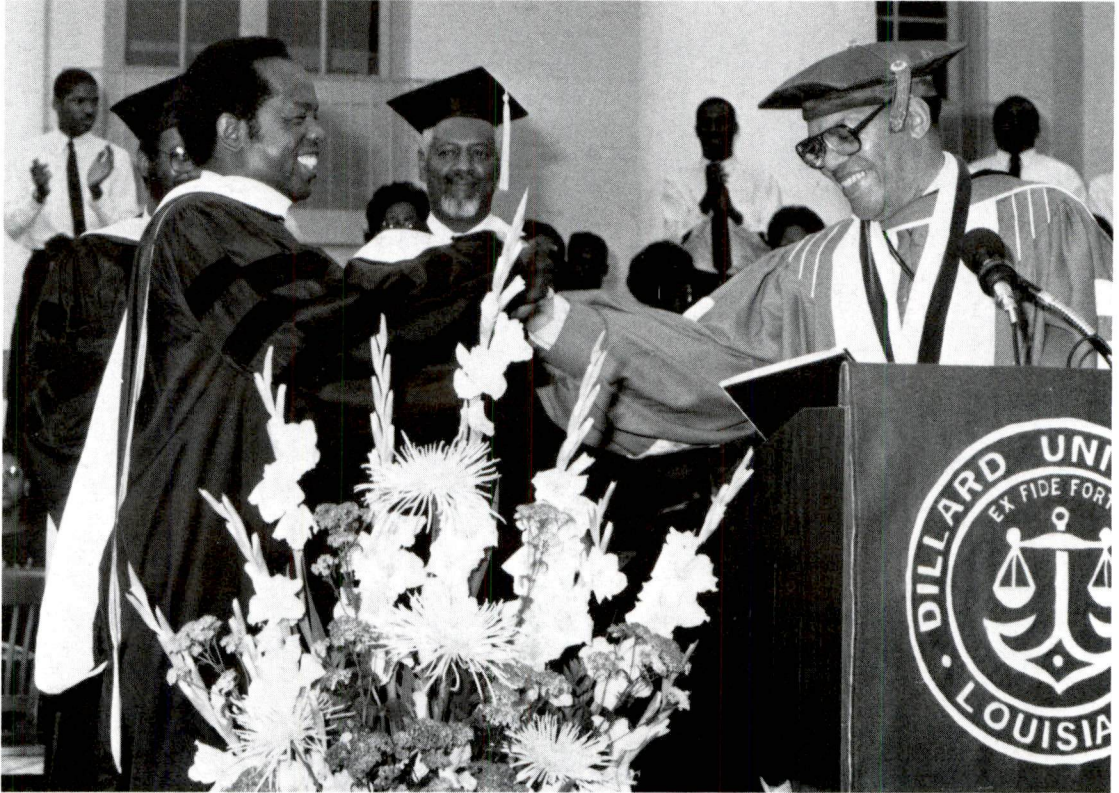
Two **Paul Quinn College** students—senior Michael Green and freshman Pamela Gray—played their way to scholarships by winning the UNCF-Coors Light Silver Bullet basketball tournament. Each received \$1,000 scholarships. The runners-up each received a \$250 scholarship.

United Negro College Fund  
500 East 62 Street, New York, New York 10021

# UNCF JOURNAL

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United Negro College Fund, Inc.  
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Editor: Janet Torsney

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## Doctor Rawls

*Lou Rawls received a Doctor of Humane Letters during Dillard University's 118th commencement from Dr. Samuel DuBois Cook, president of Dillard and chairman of the presidents of the UNCF member institutions. Lou Rawls hosts UNCF's annual "Parade of Stars" telethon that airs in most cities on Saturday, December 17. See Viewer's Guide in this issue.*



*A Report to*

*The President:*

*The White House*

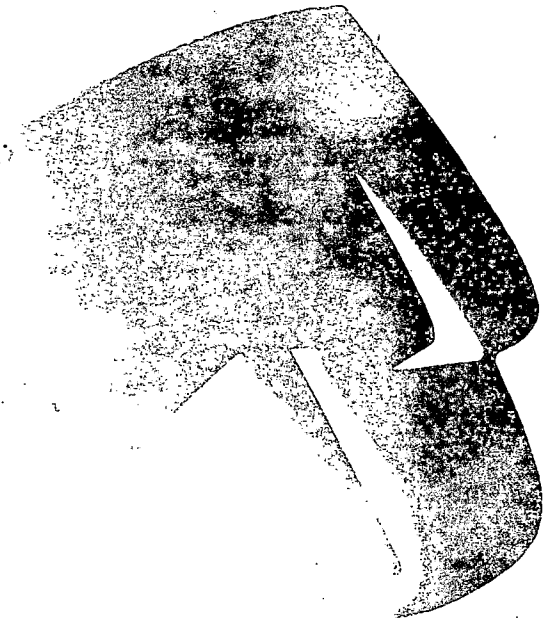
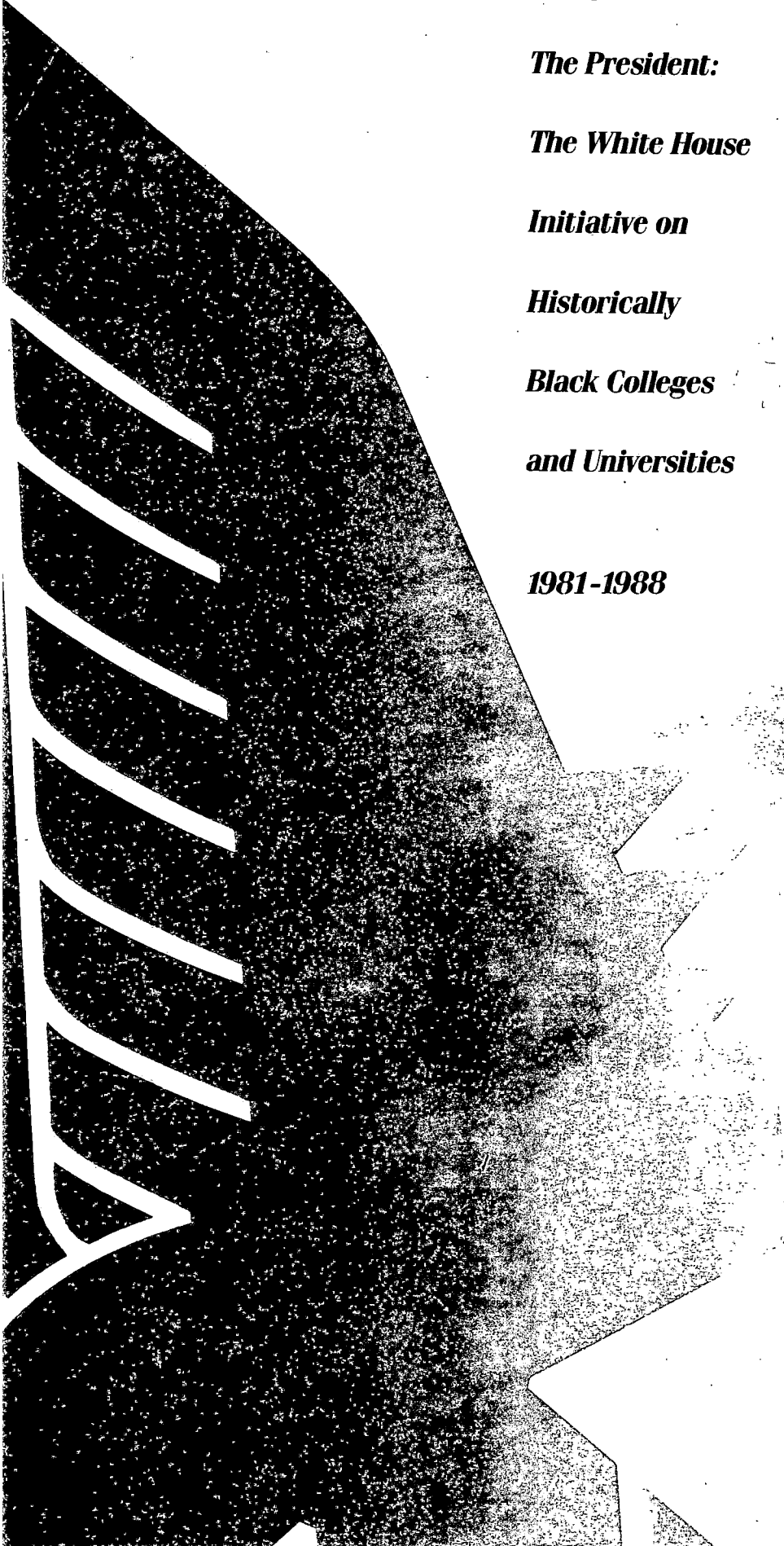
*Initiative on*

*Historically*

*Black Colleges*

*and Universities*

*1981-1988*



*“... These are exciting days — exciting days above all for young Americans and those who educate them. For black Americans, there is additional excitement — the excitement that goes with breaking the bonds of prejudice, that goes with the defeat of discrimination. Perhaps, then, it’s in the years ahead that our black colleges and universities will contribute the most to our nation — surpassing even the enormous contributions they’ve made in the past, making ever greater strides toward the achievement of a genuine opportunity society.”*

*President Ronald Reagan  
September 24, 1987*

EXECUTIVE ORDER 12320 OF  
SEPTEMBER 15, 1981

**Historically Black Colleges and Universities**

By the authority vested in me as President by the Constitution of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to overcome the effects of discriminatory treatment, it is hereby ordered as follows:

**Section 1.** The Secretary of Education shall supervise annually the development of a Federal program designed to achieve a significant increase in the participation by historically Black colleges and universities in Federally sponsored programs. This program shall seek to identify, reduce, and eliminate barriers which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs. This program will also seek to involve private sector institutions in strengthening historically Black colleges.

**Sec. 2.** Annually, each Executive Department and those Executive agencies designated by the Secretary of Education shall establish annual plans to increase the ability of historically Black colleges and universities to participate in Federally sponsored programs. These plans shall consist of measurable objectives of proposed agency actions to fulfill this Order and shall be submitted at such time and in such form as the Secretary of Education shall designate. In consultation with participating Executive agencies, the Secretary of Education shall undertake a review of these plans and develop an integrated Annual Federal Plan for Assistance to Historically Black Colleges for consideration by the President and the Cabinet Council on Human Resources (composed of the Vice President, the Secretaries of Health and Human Services, Agriculture, Labor, Housing and Urban Development, and Education, the Attorney General, the Counsellor to the President, and the White House Chief of Staff).

**Sec. 3.** Each participating agency shall submit to the Secretary of Education a mid-year progress report of its achievement of its plan and at the end of the year an Annual Performance Report which shall specify agency performance of its measurable objectives.

**Sec. 4.** Prior to the development of the First Annual Federal Plan, the Secretary of Education shall supervise a special review by every Executive agency of its programs to determine the extent to which historically Black colleges and universities are given an equal opportunity to participate in Federally sponsored programs. This review will examine unintended regulatory barriers, determine the adequacy of the announcement of programmatic opportunities of interest to these colleges, and identify ways of eliminating inequities and disadvantages.

**Sec. 5.** The Secretary of Education shall ensure that each president of a historically Black college or university is given the opportunity to comment on the proposed Annual Federal Plan prior to its consideration by the President, the Vice President, and the Cabinet Council on Human Resources.

**Sec. 6.** The Secretary of Education, to the extent permitted by law, shall stimulate initiatives by private sector businesses and institutions to strengthen historically Black colleges and universities, including efforts to further improve their management, financial structure, and research.

**Sec. 7.** The Secretary of Education shall submit to the President, the Vice President, and the Cabinet Council on Human Resources an Annual Federal Performance Report on Executive Agency Actions to Assist Historically Black Colleges. The report shall include the performance appraisals of agency actions during the preceding year to assist historically Black colleges and universities. The report will also include any appropriate recommendations for improving the Federal response directed by this Order.

**Sec. 8.** The special review provided for in Section 4 shall take place not later than November 1, 1981. Participating Executive agencies shall submit their annual plans to the Secretary of Education not later than January 15, 1982. The first Annual Federal Plan for Assistance to Historically Black Colleges developed by the Secretary of Education shall be ready for consideration by the President, the Vice President, and the Cabinet Council on Human Resources not later than March 31, 1982.

**Sec. 9.** Executive Order No. 12232 of August 8, 1980, is revoked.

Ronald Reagan

THE WHITE HOUSE  
September 15, 1981.

## A RECORD OF ACHIEVEMENT

**P**resident Reagan's Executive Order 12320, which created the White House Initiative on Historically Black Colleges and Universities, set into motion a governmentwide effort to strengthen our nation's historically Black colleges and universities. More than 100 institutions are designated as historically Black colleges and universities, which are institutions founded prior to 1964 with a principal mission of educating Black Americans. In recognizing the role of historically Black colleges in American higher education, President Reagan said:

*If the United States is to remain the leader of the free world, if our freedom and our prosperity are to be maintained, we must make certain that every American has the opportunity to live up to his or her potential. Historically Black colleges and universities have played and are playing a vital role.*

*President Ronald Reagan  
National Historically Black Colleges  
and Universities Day  
September 26, 1983*

The significant contribution of historically Black colleges to our nation can be found in the accomplishments of their alumni: 80 percent of our nation's Black judges, 75 percent of Black military officers, 60 percent of Black pharmacists and 50 percent of Black engineers received their degrees from historically Black colleges. Historically Black colleges award more than a third of all baccalaureate degrees earned by Black Americans, an important achievement since minority group Americans will make up two out of every five members of the American workforce in the 21st century.

In Executive Order 12320, President Reagan committed his Admin-

istration to achieving a significant increase in the participation of Black colleges in federally sponsored programs. This commitment was kept even through a period of tight budget constraints. Federal support for Black colleges rose 25.5 percent, from \$544.8 million in 1981 to \$683.6 million in 1987.

On a per student basis, federal expenditures increased from \$2,464 to \$3,145 for students attending historically Black colleges and universities. During this same period, federal support for all institutions of higher education rose from \$814 to \$1,094 per student.

Nearly half of all federal funding for Black colleges results from contracts and grants awarded for scientific research and development projects. In 1987, federal research and development funding totaled \$346.5 million, an increase of \$95.4 million, or 38 percent, over 1981.

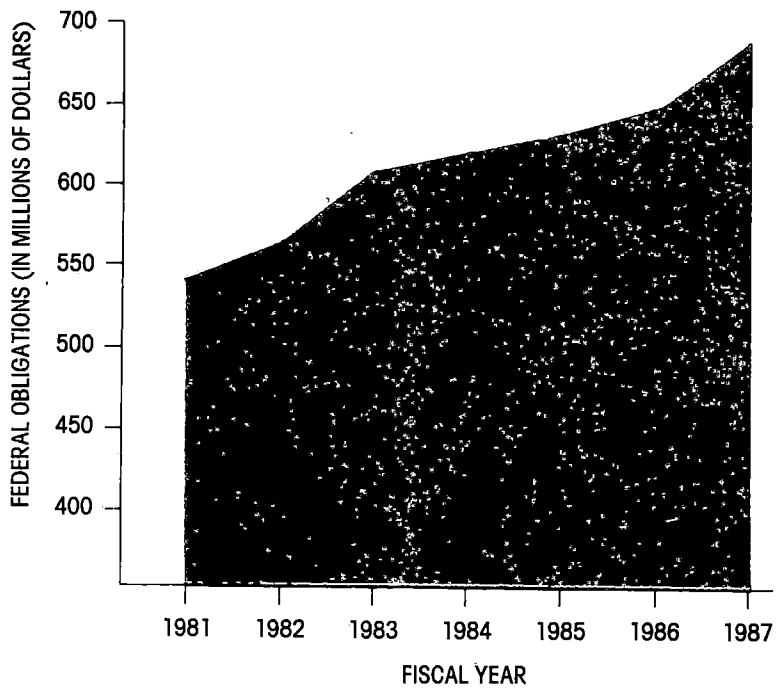
In addition to providing record levels of federal support, the Reagan Administration promoted a number of private sector initiatives to help strengthen and assist historically Black colleges. The *Fisk University Management Assistance Project* helped this historic institution save itself from financial collapse. The Administration developed and supported the passage of the *Challenge Grant Amendments of 1983*, which created a matching grant program to spur private sector giving to colleges with little or no endowments. The formation of the *White House Initiative on Historically Black Colleges and Universities Science and Technology Advisory Committee* helped create linkages between the private sector and science, mathematics, and engineering programs at historically Black colleges.

As the nation's economy recovered and then surged during the last six years, record-setting contributions to historically Black colleges from private foundations broke through the \$100 million barrier while many corporations used this period of economic growth to develop new partnerships in research and development.

*... it is imperative that (Black Americans) be part of the great technological and scientific changes now sweeping our country and the world, and it's just as vital for America that all her citizens march into the future together. As our country moves into the 21st century, it's crucial that more young Black Americans follow the path... of our Black scientists, physicists, and mathematicians. America must not be denied the benefits of the creativity and talents of its citizens.*

*President  
Ronald Reagan  
Commencement  
Address at  
Tuskegee  
University,  
May 10, 1987*

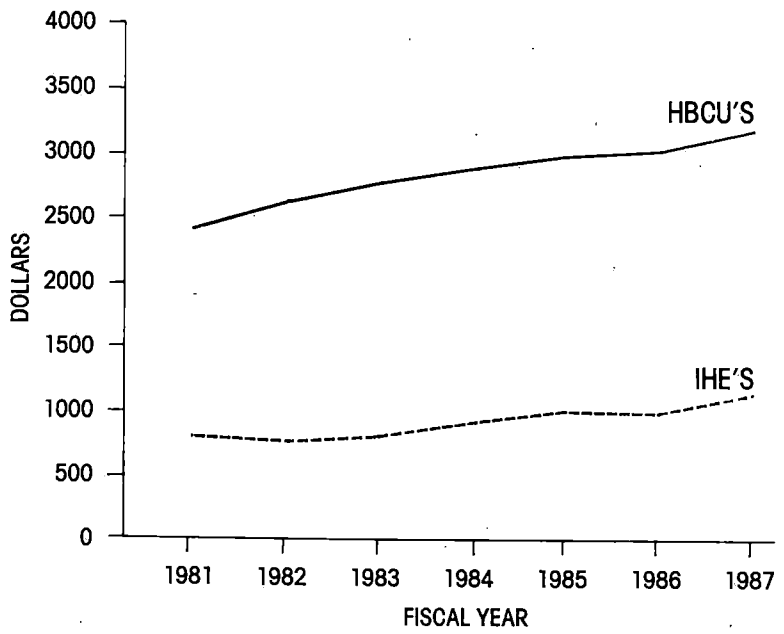
FEDERAL SUPPORT TO  
HISTORICALLY BLACK COLLEGES & UNIVERSITIES  
FISCAL YEARS 1981-1987



*I am writing to express the strong and enthusiastic conviction of our membership that the White House Initiative effort on behalf of the historically black colleges has been a striking success. . . . Primary credit has to go to President Reagan for his strong, unequivocal and consistent support for the historically black colleges and the clear signals that he sent throughout the bureaucracy to support the historically black colleges even in a period of budgetary constraints.*

*Dr. Samuel Myers,  
President  
National Association for Equal  
Opportunity in  
Higher Education  
July 20, 1988*

FEDERAL PER CAPITA EXPENDITURES  
INSTITUTIONS OF HIGHER EDUCATION &  
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES  
FISCAL YEARS 1981-1987



## A COMMITMENT TO PROGRESS

◆ **September 1981** President Reagan signs Executive Order 12320 on Historically Black Colleges and Universities.

*By the authority vested in me as President by the Constitution of the United States of America, in order to advance the development of human potential, to strengthen the capacity of historically Black colleges and universities to provide quality education, and to overcome the effects of discriminatory treatment, it is hereby ordered as follows:*

*The Secretary of Education shall supervise annually the development of a Federal program designed to achieve a significant increase in the participation by historically Black colleges and universities in Federally sponsored programs. This program shall seek to identify, reduce, and eliminate barriers which may have unfairly resulted in reduced participation in, and reduced benefits from, Federally sponsored programs. This program will also seek to involve private sector institutions in strengthening historically Black colleges.*

***Please accept my sincere gratitude and indeed, my deep appreciation for the commitment this administration has made to the historically Black colleges . . . this administration has assisted these institutions in achieving higher levels of academic excellence.***

Dr. Prezell R.

Robinson

President

Saint Augustine's

College

◆ **1981 Federal Funding:**  
**\$544.8 million**



Dr. Margaret J. Seagears, Executive Director of the White House Initiative on Historically Black Colleges and Universities, discusses private sector linkages with Dr. Prezell R. Robinson, President, Saint Augustine's College, Raleigh, North Carolina, and Dr. Dorothy Orr, Vice President, Corporate Social Responsibility, Equitable Life Assurance Society, during the reception at the Vice President's residence.



Vice President George Bush, with Secretary of Education T.H. Bell, addresses the attendees of a reception held at the Vice President's official residence on the grounds of the U.S. Naval Observatory in Washington D.C. The reception brought together leaders from historically Black colleges and representatives from the private sector to discuss linkages between higher education, business and industry.

◆ **January 1982** Vice President Bush hosts a reception at his official residence to bring together historically Black college presidents and major corporate executives to discuss linkages between the private sector and higher education.

◆ **May 1982** The *Private Sector Initiative Planning Conference* is held at Howard University in Washington, D.C. The conference brings together Black college presidents and administrators with senior corporate representatives to match the capabilities of historically Black colleges with the needs of industry and government.

◆ **July 1982** As a direct result of Executive Order 12320, Black colleges receive more than \$33 million in new, one-year development grants from the Department of Education's Institutional Development Grant Programs. More than 70 percent of the Black colleges that apply receive grants this year, compared to a 50 percent success rate for other applicants.

◆ **November 1982** The Secretary of Education makes an unprecedented request to Congressional Appropriations Committees for the authority to carry over \$8.4 million in unspent funds to support a special competition for Black colleges. The Secretary's request is granted, allowing an additional 25 Black colleges to receive Institutional Development Grants. A total of \$57 million in institutional grants is awarded to Black colleges in 1982, a 100 percent increase over 1981.

◆ **1982 Federal Funding:**  
\$564.5 million



The \$29 million mortgage of Meharry Medical College's George W. Hubbard Hospital is ceremonially burned after the U.S. Department of Health and Human Services agreed to forgive the loan. Participating in the ceremony are Paul J. Jones, President, Pre-Alumni Association, Dr. David Satcher, President of Meharry Medical College, Dr. F. Tremaine Billings, member of the College's Board of Trustees, and Dr. Robert Graham, Assistant Surgeon General of the Department of Health and Human Services and Chairman of the Meharry Medical College Task Force.



At an East Room ceremony at the White House celebrating National Historically Black Colleges Day, September 23, 1983, President Reagan signs the Challenge Grant Amendments of 1983, thereby creating the Title III Endowment Grant Program. Dr. Frederick Patterson, President Emeritus of Tuskegee University and founder of the United Negro College Fund, stands next to the President as a bill based on the UNCF's endowment building program is signed into law.



In an Oval Office ceremony, President Reagan presents Dr. Benjamin Payton, President of Tuskegee University, accompanied by Mrs. James, with a grant to build the *General Daniel "Chappie" James Center for Aerospace Science and Health Education*.

◆ **February 1983** President Reagan personally intervenes on behalf of Meharry Medical College, which has trained more than 40% of all Black physicians, when he learns that the college is in financial trouble and is in danger of losing its accreditation because of a lack of patients. A White House task force is formed to explore strategies to alleviate these problems. As a result, the Department of Health and Human Services forgives the \$29 million mortgage on the College's George W. Hubbard Hospital and the Veterans Administration obligates \$10.2 million for the addition of a clinical teaching facility at the VA Hospital in Murfreesboro, Tennessee, to be used by Meharry Medical College students.

*The symbolism alone reflected by the Office of the White House Initiative on Historically Black Colleges and Universities is a testament to the Federal Government's commitment toward the enhancement of Black Colleges and Universities . . . of special note is the increased amounts of Federal funds flowing to this unique set of institutions within the American higher educational enterprise.*

*Dr. Willie C. Robinson  
President  
Florida Memorial  
College*

**1983 Federal Funding:  
\$606.2 million**

◆ **February 1984** The President announces a \$9 million grant from the Department of Education to build the *General Chappie James Center for Aerospace Science and Health Education* at Tuskegee University. The first of its kind at an historically Black college, the center is named after the late General Daniel "Chappie" James, USAF, the first Black four-star general in the U.S. military and an alumnus of Tuskegee University. General James was a decorated combat fighter pilot, serving in Korea and Vietnam.

*Our nation's historically Black colleges and universities have helped students realize their full potential through higher education. Now, more than ever, we need to find ways in which to strengthen science and technology curricula at our historically Black institutions. . . . The talent potential is there; in this increasingly complex, technological society, we can no longer afford to waste it.*

*Dr. William J. Bennett  
U.S. Secretary of Education*



At a ceremony celebrating Black History Month, President Reagan receives a flight jacket upon his honorary membership in the Tuskegee Airmen. The Tuskegee Airmen were a highly decorated group of Black combat pilots who were trained at Tuskegee Institute.

◆ **September 1983** In a White House ceremony celebrating the signing of a presidential proclamation designating September 26, 1983 as *Historically Black Colleges and Universities Day*, President Reagan signs into law the Challenge Grant Amendments of 1983. Thus, the Endowment Grant Program, under Title III of the Higher Education Act of 1965, is created. This new program, developed by the Department of Education, based on the United Negro College Fund's endowment building model, offers matching grants of up to \$500,000 to establish or increase the endowments at eligible institutions. Since 1984, this new law has helped to promote record levels of support from the private sector, adding more than \$50 million to the endowments of historically Black colleges.



President Reagan addresses attendees of the White House Initiative on Historically Black Colleges and Universities' first science and technology symposium, "Alliances with Frontier Sciences." With the President, from the left are Dr. C. Ronald Kimberling, Assistant Secretary for Postsecondary Education, Dr. Samuel L. Myers, President of the National Association for Equal Opportunity in Higher Education, Dr. William Graham, Science Advisor-designate to the President, William J. Bennett, Secretary of Education, Ms. Mari Maseng, Deputy Assistant to the President and Director of Public Liaison at the White House, Dr. Richard G. Johnson, Acting Science Advisor to the President, Ms. Gwen King, Deputy Assistant to the President for Intergovernmental Relations, and Dr. Frederick S. Humphries, President of Florida A&M University and member of the Science and Technology Advisory Committee.



Secretary of Education William J. Bennett in the classroom.

◆ **July 1984** The President announces the creation of the Task Force on Fisk University to assist one of the flagship institutions of the historically Black college community through what had become a devastating financial crisis. Out of the task force comes the *Fisk University Management Assistance Project*, which brought together members of the Nashville, Tennessee business community, local, state, and federal officials, and the Fisk University administration, to create a strategic

management plan for the institution. The implementation of the plan leads to greater community involvement and support, and, with the leadership of Fisk University President Dr. Henry Ponder, the institution is today on sound financial ground.

• **1984 Federal Funding: \$620.7 million**

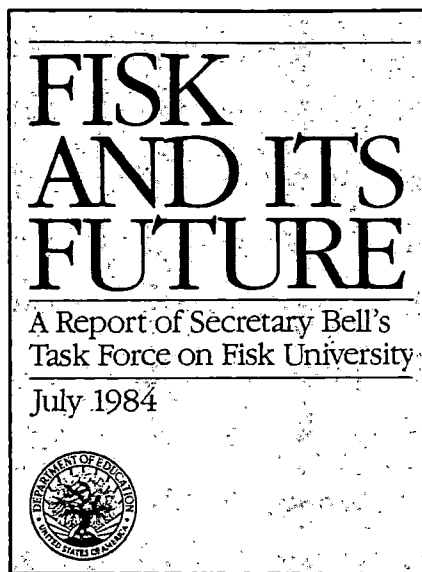
• **1985 Federal Funding: \$629.6 million**

◆ **September 1986** In Washington D.C., the *White House Initiative on Historically Black Colleges and Universities Science and Technology Advisory Committee*, a private sector group created under Executive Order 12320, holds its first symposium, "Alliances with Frontier Sciences" at the National Academy of Sciences. The symposium brings together representatives from historically Black colleges, major research institutions, and the private sector to plan and form mutually beneficial alliances in science and technology. The culmination of the two-day symposium is an awards ceremony at the White House where President Reagan recognizes alliances between corporations, national laboratories, foundations and historically Black colleges.

• **1986 Federal Funding: \$646.3 million**

*History will denote that more resources were made available to historically Black colleges and universities under the Reagan Administration than perhaps any Federal administration since that of President Franklin Delano Roosevelt . . . it is worthy to note that in this era of internationalized competitiveness, this Administration has stood in the breach on behalf of access and equity.*

*Dr. Edward B. Fort  
Chancellor  
North Carolina  
A&T State  
University*



In a White House ceremony, as part of the second science and technology symposium, "Alliances: An Expanded View," President Reagan commended the efforts of thirty Black college students for exemplary performance in science and technology.

The President offered special recognition to two of the students who were serving in the United States Navy: "Your academic achievements are truly remarkable, as is your dedication to the nation. There is no greater honor than serving in the armed forces of your country, and I am sure you will make us all proud. If you don't mind, your Commander-in-Chief would like to salute you."



President Reagan signs the proclamation making September 21-27, 1988 National Historically Black Colleges Week, as part of the events scheduled for the 1987 symposium, "Alliance: An Expanded View." With the President, from left to right, are Senator Strom Thurmond from South Carolina, the sponsor of the proclamation, Dr. Fredrick Humphries, President of Florida A&M and a member of the Science and Technology Advisory Committee, two of the honored students, Ms. Anita Petteway of Florida A&M and Ms. Anita M. Hudson of North Carolina A&T, and Dr. Edward Fort, President of North Carolina A&T and a member of the Science and Technology Advisory Committee.

**Working with a coalition of distinguished representatives of Black colleges, private sector corporations, major foundations, federal agencies, research laboratories and professional organizations, our committee planned and sponsored three national symposia in Washington, D.C. These conferences have resulted in new partnerships in the mainline science community, increased attention to that vital educational pipeline from pre-kindergarten through the Ph.D., and recognition of outstanding Black college science students and professors.**

*Dr. Michael Radock  
Charles Stewart  
Mott Foundation  
Chairman  
White House  
Initiative on  
Historically Black  
Colleges and  
Universities  
Science and Tech-  
nology Advisory  
Committee*

◆ **September 1987** The second annual White House Initiative Science and Technology Symposium, "Alliances: An Expanded View," is held in Washington, D.C., bringing together Black college presidents, faculty, corporate officers, scientists, and engineers to discuss new ways to enhance the research and development capabilities of historically Black colleges. President Reagan, in a White House ceremony in the Roosevelt Room, commends the achievements of thirty students who were chosen by their institutions as the best science and engineering students in historically Black colleges today.

◆ **November 1987** At a ceremony at the U.S. Department of Energy, an historic agreement is signed establishing the first working consortium among three predominantly minority institutions and four national laboratories. This alliance expanded upon the unprecedented 1983 Memorandum of Understanding establishing the Lawrence Berkeley Laboratory/Jackson State University/Ana G. Mendez Educational Foundation Science Consortium. These alliances represent a national model of collaboration for the improvement and enhancement of science education programs.

◆ **1987 Federal Funding:  
\$683.6 million**



President Reagan and Dr. Benjamin Payton, President of Tuskegee University, dedicate the General Daniel "Chappie" James Center for Aerospace Science and Health Education at Tuskegee University.

◆ **September 1988** The third annual science and technology symposium, "Mandate for Change: New Partnerships in the Mainline Science Community," is held in Washington, D.C. The conference's program emphasizes pre-college education in science, new research alliances, and Black role models in science and technology.



President Reagan prepares to give the 1987 commencement address at Tuskegee University shortly after the dedication ceremony for the General Daniel "Chappie" James Center for Aerospace Science and Health Education.



Participants in a November 4, 1987 Science and Technology Alliance signing ceremony creating the first working consortium among three predominantly minority institutions and four national laboratories.

l. to r. — U.S. Representative Marilyn Lloyd (Tennessee); Dr. James F. Jackson, Los Alamos National Laboratory; Dr. Chester R. Richmond, Oak Ridge National Laboratory; Dr. Dan L. Hartley, Sandia National Laboratories; Dr. Raymond G. Massie, U.S. Department of Energy; Dr. Jose F. Mendez, Ana G. Mendez Educational Foundation; Resident Commissioner Jaime B. Fuster (Puerto Rico); U.S. Senator Pete V. Domenici (New Mexico); U.S. Representative Manuel Lujan, Jr. (New Mexico); Dr. Gilbert Sanchez, New Mexico Highland University; U.S. Representative William B. Richardson (New Mexico); Dr. Edward B. Fort, North Carolina A&T State University; and, Dr. Margaret J. Seagars, White House Initiative on Historically Black Colleges and Universities.

## THE PRIVATE SECTOR

*"... shall stimulate initiatives by private sector businesses and institutions to strengthen historically Black colleges and universities, including efforts to further improve their management, financial structure, and research."*

*Sec. 6, Executive Order 12320*

**A**ctive participation and support by the private sector remained a key mandate of the Reagan Administration. Executive Order 12320 broke new ground by calling on the Secretary of Education to encourage private sector initiatives in assisting our nation's historically Black colleges and universities. The Administration recognized that the federal government's role can provide equal opportunity, but the private sector has an even greater potential and a challenging responsibility to provide direct assistance to these institutions.

Record-setting contributions from foundations to historically Black colleges were realized, while many corporations used this period of economic growth to develop new partnerships in research and development. White House recognition of outstanding corporate and foundation contributions served to identify and encourage their continued support. One indicator of the significant increase in support from the private sector was the near doubling in per year contributions of public and private foundations to historically Black colleges and universities between 1981 and 1987. Total contributions from this sector broke the \$100 million mark during this period.

Direct efforts by the Administration to strengthen the management of



Xavier University officials discuss use of a \$100,000 grant from the Charles Stewart Mott Foundation as matching funds for the U.S. Department of Education Title III endowment challenge grant program. The Mott Foundation recently announced a \$6 million endowment challenge grant program for private Black colleges.

Left to right in the photo are: Anthony M. Rachal, Jr., Executive Vice-President; Clarence J. Jupiter, Director of Development; Norman C. Francis, President; and Sr. Rosemarie Kleinhaus, S.B.S., Vice President for Academic Affairs.



Morehouse College students perform general experiments in the biology lab supported with an \$800,000 grant from The Pew Charitable Trusts. Since 1981, Pew has given \$20.5 million to historically Black colleges and universities, more recently directed toward facility, program, and faculty development in the sciences.

historically Black colleges were exemplified by President Reagan's creation of the private sector based Task Force on Fisk University, assisting Fisk through a devastating financial crisis.

Helping to improve the financial structure of historically Black colleges, President Reagan signed into law the *Challenge Grant Amendments of 1983*, offering matching grants of up to \$500,000 to establish or increase the endowments at eligible institutions. Since 1984, this new law helped add more than \$50 million to the endowments of historically Black colleges.

Recognizing the importance of research to our nation, a private sector group was created under Executive Order 12320. The White House Initiative on Historically Black Colleges and Universities Science and Technology Advisory Committee brought together representatives from historically Black colleges, major research institutions, and the private sector to plan and form mutually beneficial alliances in science and technology.



AT&T and the AT&T Foundation sponsor a special program in engineering and computer science for historically Black colleges and universities consisting of grants from the foundation, donations of computers, and the loan of Bell Laboratory scientists and engineers as full time Visiting Professors. This program and other grants to historically Black colleges totaled some \$20 million in cash and in-kind support.

THE WHITE HOUSE

WASHINGTON

MEMORANDUM

TO: Roger Porter  
Assistant to the President for Domestic Policy

FROM: Bobbie Kilberg  
Deputy Assistant to the President for Public Liaison

Joseph Watkins  
Associate Director of Public Liaison

DATE: January 25, 1989

RE: Follow-up on the President's Meeting with the  
Presidents of the Historically Black Colleges and  
Universities

We have enclosed for your information a summary of the President's January 11th meeting with black college presidents. As you will note from the summary, the college presidents identified the policy issues that will be at the top of their agenda for the next few years. They are anxious for a response once there has been some resolution of the questions they raised.

The main issues identified by the group were:

- Presidential reauthorization of Executive Order 12320.
- reinstitution of a body like the old Advisory Committee on Black Education.
- Presidential action on what is perceived as black colleges being unfairly penalized for student loan defaults.
- continuation of the research agreements between the Departments of Defense and Transportation and black colleges.
- assistance in increasing black college endowments significantly.
- need for increased financial aid and Pell grant opportunities since over 75% of the students at black colleges depend on financial aid.
- need for incentives for good students to enter the teaching profession.
- need for affordable and decent campus housing, because of its impact on campus environment and quality of education.

Please let us know if we can lend further assistance.

ATTACHMENT

OFFICE OF THE PRESIDENT-ELECT  
WASHINGTON, D.C. 20270

SUMMARY OF MEETING  
January 11, 1989

Meeting of Presidents of the  
Historically Black Colleges and Universities  
January 11, 1989 at 2:30pm  
Room 274, Old Executive Office Building

I. PURPOSE/BACKGROUND

The purpose of this meeting with key black college and university presidents was to reinforce the President-Elect's campaign commitment to make education a high priority in the Bush Administration as well as to demonstrate his interest in the viability of these institutions.

The meeting was recommended by Bobbie Kilberg and Dave Demarest.

II. SPEAKERS

(In order of appearance):

Bobbie Kilberg, Public Liaison Officer  
David Demarest, Director of Public Affairs  
Lauro Cavazos, Secretary of Education  
Vice President-Elect Dan Quayle  
President-Elect George Bush  
William Harvey, President of Hampton University  
Benjamin F. Payton, President of Tuskegee University  
Niara Sudarkasa, President of Lincoln University  
Dallas Simmons, President of Virginia Union University  
Walter Washington, President of Alcorn State University

III. EVENTS OF MEETING

Bobbie Kilberg opened the meeting by welcoming the group. After going over the agenda with them, she introduced David Demarest, who presented the group with an overview of the transition and introduced Secretary of Education Cavazos.

Secretary Cavazos asserted his interest in being supportive of black colleges and universities and asked the group to assist him in combatting the problems of high drop-out rates for black college students, illiteracy and attracting blacks to become teachers (given the disparity in the ratio of black students to black teachers). He pledged his continued support for Title III (part B) and asked the group to work with him on the loan default issue. Here are some of the questions and statements addressed to the Secretary: (Fort) Do you plan to make any recommendations to the President-Elect on the need for more blacks to enter the field of science and technology? (Response: Yes). (Robinson) Do you plan to formalize the mechanism by which you can get input from this group? (Response: Let me have some ideas from this group). (Scott) Will you have the chance to investigate the \$4 million loss suffered by 11 black colleges in making the transition from part A to part B of Title III? Bennett College lost \$171,000 in the process. (Francis) While some of the colleges have experienced some enrollment growth over the last few years, there doesn't seem to be much money in the budget for

**OFFICE OF THE PRESIDENT-ELECT  
WASHINGTON, D.C. 20270**

college housing programs. We hope the Secretary will support increases in education on the housing side. (Stewart) The problem of loan defaults is directly attributable to the change in the ratio of (Pell) grants to loans. (Responses of Quayle, Cavazos: There will be a sense of fairness and equity in handling these issues. We have some tough decisions to make). (Ponder and Fort) Why do our colleges have to be penalized if their students default on college loans?

The President-Elect greeted the group individually upon his arrival and opened his remarks by recalling his participation as a student at Yale forty years ago in raising money for the United Negro College Fund. As meeting moderator William Harvey took the floor, he thanked the President-Elect for his strong record of support and asked him to consider either reinforcing, reinstating or reissuing Executive Order 12320. [The President-Elect asked if, legally speaking, the order is automatically negated or if it automatically expires at the end of a President's term. We need to follow up with the Office of Legal Counsel on this so that we can give the President-Elect (as well as the group) an answer.] He further asked for the President-Elect's help in getting the agencies to support the Executive Order by working with the colleges and for consideration in placing the White House Initiative on Historically Black Colleges and Universities Office in the White House. (It is currently in the Department of Education). We need to provide Gov, Sununu with some background on this since the President-Elect asked him to look into this matter.

At the earlier request of Bill Harvey, Benjamin F. Payton presented the first few issues to the President-Elect, which were: 1) the need to reinstitute an outside (of government) body like the old Advisory Committee on Black Education; 2) deal with the fact that black colleges and universities are being unfairly penalized for student loan defaults, and 3) continue the current research agreements between DoD and Transportation and the black colleges and universities. The second presenter, Dallas Simmons, said that all of the institutions would like to increase their endowments significantly. Niara Sudarkasa, the third presenter, stated the importance of financial aid in affording needy or financially disadvantaged students access to higher education (with the exception of community colleges) since over 75% of students at these schools depend on financial aid. The proposed increase for Pell grants would help especially if there was an increase in other scholarship opportunities. She also shared the group's sentiment that there needs to be some incentives for good students to enter the teaching field. (The President-Elect asked if Pell grants had some sort of set-aside. The group responded that Pell grants are based on need). Walter Washington explained the need for affordable and decent campus housing, which impacts both the campus environment and quality of education.

The meeting adjourned on an amiable note at approximately 3:45pm.

#### IV. CONCLUSIONS/RESULTS

The group across the board was pleased with the obviously early timing of the meeting as well as with its friendly and open tone. A number of the meeting participants stated afterwards that they were indeed very happy to be included in this way.

A follow-up note from the President-Elect (and of course Secretary Cavazos) thanking the participants for coming and pledging to work with them on the issues they raised would perhaps be an appropriate thing to do.

#### V. LIST OF ATTENDEES

List attached.

OFFICE OF THE PRESIDENT-ELECT  
WASHINGTON, D.C. 20270

The following are the issues that most interested the presidents of HBCUs:

Minorities under-represented in fields of science and technology.

Reinstitute the Advisory Committee for Black Higher Education.

Housing for college students, and reformulation of how grants for buildings are determined.

Loan defaults and more grants and fewer loans as financial aid to minority students.

Do not want institutions penalized because their students do not repay loans. The colleges did not make the loans and are not permitted to collect on the loans. Penalized for circumstances totally beyond their control.

Executive Order 12320 implemented.

White House to take the initiative in a national commitment to black education, and take it from the Department of Education.

More research money for black universities.

More money for graduate schools because numbers of teachers and PhD's are dwindling rapidly.

Want clearly articulated plans for the future of black colleges, made by the administration.

## NOTES FOR MEETING OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

January 11, 1989

Bobbie Kilberg, Public Liaison Director, Transition - Welcoming remarks.

Dave Demarest, Communications Director, Transition - Overview of transition and personnel hiring.

Lauro Cavazos, Secretary of Education - Knows problems and struggles of university presidents, and therefore shares common ground with them "I have sat where you have sat". Pleased that the President-Elect is having this meeting. Cavazos has been seeking guidance on issues and problems for Department of Education for the last few months. We must work together--critical concern with drop outs - -too many people have no money and access to higher education. How will we solve this? Need improved communication. Cavazos tells audience he wants them to tell him what their concerns are and what issues are important to them. Wants participants in meeting to tell him how the Department of Education is going to deal with Minorities in our universities. Wants them to tell him their ideas on how to stem the drop out problem- - get students to college but then they need remedial education. Need to break down the walls that separate colleges from primary and secondary school teachers. It is a national shame that 27 million people cannot read in this country, and 50 million people are marginally illiterate. Cavazos is very concerned with all groups of youngsters. 30% of all students in elementary and secondary schools are Hispanic or Black, and only 11% of all teachers are Hispanic or Black. Cavazos says he is committed to Part B of Title III. The colleges and universities need to speak for it. Must work together on student defaults on loans. Congress needs to have colleges communicate with them. The nation has a fiscal responsibility to look after these youngsters. Cavazos mentions that February 20th is the due date for the Department of Education mailing to the schools. Cavazos promises to answer letters and return phone calls.

William R. Harvey, Hampton University - explains his moderator's role etc.

Edward Fort, North Carolina A&T State University - very concerned with under-representation of minorities in the fields of science and technology given expectations of the next century. Cavazos says this is a major item, training in science, math important

for our future -- teachers have to be pushed to teach science and math.

Willie Robinson, Florida Memorial College - Wants plans to formalize mechanism for colleges and universities to give input into the administration and Department of Education for educational programs. Cavazos - "You tell me how I do that". how we do that". "Give me some recommendations". Need better system for communications. Cavazos says he wants to schedule regional meetings and hear people concerns.

Gloria Scott, Bennett College - Wants Advisory Committee for Black Higher Education. This, in the past, provided a research base which gave the government information on black students. She wants Cavazos to investigate 4 million dollar suffered by 11 black colleges. Wants information regarding the transition of A to B in Title III which caused the loss of the 4 million dollars to the schools.

Norman Francis, Xavier University- Interested in college housing problems. Need money in budget for housing. Only 9 schools have college housing programs. Important to keep kids in school and for this need housing facilities, buildings, and updated equipment. All the colleges have aging facilities -- built 20 years ago and more. Cavazos - have to work together to target problems. This year the total education budget for the Federal government is 21.9 billion dollars which represents only 7% of the total amount of 330 billion spent on education in this country. So that the control we have on expenditures is relatively small. However, we have persuasive powers--can bring people together. He is committed to higher education.

Vice President-Elect Dan Quayle - Arrives at meeting. Education is critical to the family unit, the environment, cities, rural areas. The demographic facts are that by the year 2,000 85% of new entrants into the workplace will be women and minorities, and only 15% will be white male Caucasians. Have to give people skills to develop their opportunities in the workplace. He is interested in education and how it relates to the entire economy and George Bush's administration. He said that the meeting was a great opportunity to expose any concerns they might have and to see what the administration can do for them.

Donald Stewart, College Examination Entrance Board - Interested in loan defaults. During the past 8 years there has been a changing ratio of grants and loans - concerned about the possibility of reversing this burden. Children of poverty families need more help than they are getting. Is this possible? Cavazos says that we do have budgetary considerations. Quayle says that we need to get our priorities straight and

there has to be a sense of fairness, on the other hand the deficit must be reduced. Have to consider overall loans and grants and how they impact on budgetary constraints. We are committed to making sure that anyone that wants and education should have it and no one should be denied. Cavazos - re Pell grants "We are responsible for closing that gap". The budget went to President Reagan and tough decisions had to be made. However, there was a shifting towards Pell grants. Had to reduce programs and set priorities. "I think you will see some changes".

Gloria Scott - Whole notion of forgiveness of a loan has to be reconsidered, especially for those people who trying to go into the teaching professions. Quayle answers that there is an overall budgetary problem

Benjamin F. Payton, Tuskegee University - Does not want institutions penalized because students cannot or will not pay their loans.

Edward Fort- The burden of repayment has only been shifted in part to universities and the students negotiate with lending institutions. The universities should assure counselling to students regarding their financial situation.

President-Elect George Bush - Arrives to meeting and greets attendees and pledges to bring in a lot of good people into government. He tells them that a lot of action is taking place, and that he wants a broad based administration. Gloria Scott mentioned that Bill Trent was the head of Negro United Fund. The President- Elect had met Trent while at Yale in the 40's and was extremely impressed. The President-elect's brother is involved in the United Negro Fund and he fully supports them in their efforts.

William Harvey - Thanks Bush for calling meeting and says that Bush has a historical commitment to Black Colleges and Universities. Wants Bush to issue a strong philosophical statement in support of black colleges. In view of the fact that by the year 2000 80% of the work force will be minorities and women they want a White House initiative reiterated, and want the White House to take the initiative in the commitment of the administration to black higher education. Executive Order 12320 should be implemented. Bush turns to Sununu on this and says "See what happens on the implementation of this order and who is responsible for it".

Benjamin Payton, Tuskegee University - Wants an Advisory Committee on Black Colleges and Education reconstituted. This

was an outside body appointed by the President but it was abolished 4 years ago. Single most important thing Bush could do is to reconstitute the body -- as a continuing review of black education in this country. He also wants something done about student loans defaults. In 1981 Tuskegee had the lowest default rate in the National Defense Student Loan area -- because the college was on top of it at all times. Now the loans are coming from lending agencies and the institutions of learning are getting penalized for things they have no control over -- they do not make the loans and they are not allowed to collect from students. Also, the prior administration has been successful in the areas of research, training and international programs. Targeting funds to Hampton College and Norfolk State University by enabling them to do work with the defense department acting as a consortium. These institutions are relatively small and need to work together. Transportation is another area in which the colleges were able to work together, a leadership that will be able to continue under the Secretary of Labor. These are some of the things that are underway and that are very important. Some projects have been allowed to drop that were very important and need attention. Bush agreed to look into that.

S. Dallas Simmons, Virginia Union University - Opts for the establishment of an endowment fund as a bridge between the span of time the institution is awarded the grants and the date it actually receives the grant. The period of time between the grants awarded and when actually received should be narrowed because the way grant awards are set up now the colleges are suffering while waiting to receive them. This would help many institutions because sometimes 3 or 4 years go by before the institutions actually receive them. Bush says that they need a whole review of this agenda and wants to know if this handled through Cavazos.

Niara Sudarkasa, Lincoln University - Is concerned primarily with financial aid, because with the exception of community colleges higher education is not affordable by a large percentage of minority students. The government needs to give help to a large number of its students. Well over 75% of students in the black universities and colleges depend on financial aid from grants and loans. There is a trend to rely on loans rather than on grants for the financial assistance of minority students. She is concerned that there should be a reversal of that trend-- she wants the proportion of grants to be increased. There is a dire shortage of minorities in graduate schools especially those headed towards academic careers. She wants more money for graduate schools. The numbers of minority teachers in primary

and secondary schools have been dwindling, but their numbers can be increased by incentives to very good students. Bush wants to know if any part of Pell grants is set aside so that minority children can have a better shot at it? The answer is no.

Washington? Cheek? - You made a statement that you want a broad based administration, and twice you have said that there is not a prejudiced bone in your body. You have a young and capable VP and you he has a bright future -- it would be good if he moved around the country especially in black areas. We have good Secretaries of Education and Health and Human Services and both come from minorities and understand our concerns. This person is concerned with housing and academic facilities. Colleges can get money for everything but housing and physical facilities, and therefore the insitutions of higher learning have deferred their maintenance of their buildings. Wants Bush's personal attention to affordable housing -- the students of these black colleges are not able to pay high tuitions that would help cover the cost of building new housing etc.

Leroy Keith, Morehouse College - We are honored to be here. What is needed is a comprehensive plan for HBCU - wants a strong philosphical statement with clearly articulated plans and goals and wants to reconstitute the Advisory Committee.

Prezell Robinson, St. Augustine's College - Wants Bush to look carefully at a segment of our population that is dwindling in the college education area - blacks, poor, and look at peripheral problems that affect them. Please find a dramatic way to say that this is a good nation and we have a commitment to education for all the people of this country.

Edward Fort - 80% of the Federal funds earmarked for research in universities and colleges goes to 20% of institutions of higher learning. Within that 20% there is marked absence of HBCU's.

Arthur Richards, University of the Virgin Islands - Attention has to be paid to the relations of the United States and the Caribbean nations. He especially mentions Eastern Carribbean Center in Granada. Many of the presidents and ministers of the new Caribbean nations were students at the university in St. Thomas. They are ready and willing to be good neighbors of this country. Bush asks about Eugenia Clark and how does he get along with her? Richardson says that they keep in touch.

## ADDENDUM TO ABOVE NOTES ON CONCERNS

Luns Richardson, Morris College - Could not attend our meeting because of fog in South Carolina. He expressed his concerns over the telephone. He is primarily concerned that the present formula used to grant funds for building housing are unfair to black colleges. The present formula uses raw numbers of students not able to afford housing as opposed to the percentage of students in an institution unable to afford housing. The raw numbers formula obviously benefits large universities who have more students than smaller colleges do.

## PRESS CONFERENCE

William Harvey - Agencies to continue to support and continue program. Mentions White House initiative in black education and role of Department of Education. Recap on housing and student loans.

Benjamin Payton - I found it very inspiring that the president is going to take this kind of initiative prior to inauguration. Members of Cabinets are Minorities. Refocus of commitment to education of his campaign. Strategic role of Black Colleges. Mechanisms to bring quality of education such as the reconstruction of the Advisory Committee for Black Higher Education. This Committee should be properly staffed so that its research can be the basis of a good policy for black education.

Student loans are a serious problem, and urge that lending institutions monitor their loans carefully. Institutions should not be penalized because their students are not repaying their loans.

Niara Sudarkasa - Meeting voiced concern with increased financial aid for students, with exception of community colleges, universities and colleges are not affordable. Over 75% financial aid is in loans and not from grants, and she wants that trend reversed. Student cannot maintain loans and then default because they cannot keep up their payments. Feels strongly that there need to be incentives to provide minority teachers at all levels. Numbers of minority teachers has fallen dramatically. Need incentive grants. Have a concern for graduate scholarships. Fewer and fewer PHD's in minority sector. Wants Pell program aimed at graduate students.

Dallas Simmons- said that meeting went very well and that President-elect Bush is interested in our institutions and wanted to know what we felt and indicated that there would be other meetings. This meeting has created the beginning of an open dialogue with the present administration for years to come.

Gloria Scott- Student loans-- strictures lifted for minority students.

Need for basic research concerning black education and problems concerning black colleges and universities. She believes that the administration needs to explore impact of loss of 4 million dollars with the restructuring of Title III, and she said that Bush would take it under advisement. She wants the Advisory Committee on black education to be reinstated so that they can have reports on black education and provide forum for the possible solution of their problems and concerns.

Walter Washington, Alcorn State University - Pleased that President-Elect saw fit to invite us to show his commitment in minority education and to put the weight of the administration behind it. The President-Elect also reiterated his assertion that his administration is for all the people. Past administrations have provided money for failing buildings and Washington is asking the government to do that today and said that Bush promised to consider it.

Leroy Keith - Long term planning is needed to continue the viability of black colleges. Black colleges will be viable and important to provide skills needed for the 21st century. Wants to resurrect Advisory Committee. He said that the President-elect was "a very apt student and very sensitive to black higher education. He jotted down notes and turned to aids and to Sununu and said it should be considered. But whether this means that anything will be done or not remains to be seen". "This meeting was Bush's idea".

# **MINORITY PARTICIPATION IN HIGHER EDUCATION**

**Sol H. Pelavin**

**Michael B. Kane**

**Assisted by**

**Mary L. Leonard  
Andrea B. Levine  
Lisa C. Sprehn  
Laura L. Walkush**

**September 1988**

**PELAVIN ASSOCIATES, INC.  
1300 19th Street, N.W., Washington, D.C. 20036**

TABLE A.28

## AVERAGE SAT SCORES BY RACE/ETHNICITY: 1976-1987

## VERBAL SCORES

	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1987</u>	Change <u>1976-1987</u>
American Indian	388	390	387	386	390	391	388	388	390	392	393	+5
Asian American	414	405	401	396	396	397	398	395	398	404	405	-9
Black	332	330	332	330	330	332	341	339	342	346	351	+19
Mexican American	371	370	370	370	372	373	377	375	376	382	379	+8
Puerto Rican	364	355	349	345	350	353	360	358	358	368	360	-4
White	451	448	446	444	442	442	444	443	445	449	447	-4
Other	410	402	399	393	394	388	392	386	388	391	405	-5
All	431	429	429	427	424	424	426	425	426	431	430	-1

## MATHEMATICS SCORES

	<u>1976</u>	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1987</u>	Change <u>1976-1987</u>
American Indian	420	421	419	421	425	425	424	425	427	428	432	+12
Asian American	518	514	510	511	513	513	513	514	519	518	521	+3
Black	354	357	354	358	362	362	366	369	373	376	377	+23
Mexican American	410	408	402	410	415	415	416	417	420	426	424	+14
Puerto Rican	401	397	388	388	398	398	403	403	405	409	400	-1
White	493	489	485	483	483	483	483	484	487	490	489	-4
Other	458	457	450	447	449	447	449	446	450	448	455	-3
All	472	470	468	467	466	466	467	468	471	475	476	+4

SOURCE: The College Board. National College Bound Seniors. 1987.

TABLE A.4

HIGH SCHOOL GRADUATION AND COLLEGE ENROLLMENT OF PERSONS 18 TO 21 YEARS OLD  
 BY RACE/ETHNICITY: OCTOBER, 1967 TO 1986  
 (in thousands)

	ALL 18-21 YEAR OLDS	NUMBER OF HIGH SCHOOL GRADUATES	PERCENT HIGH SCHOOL GRADUATES	NUMBER ENROLLED IN COLLEGE	PERCENT ENROLLED IN COLLEGE	PERCENT OF HIGH SCHOOL GRADUATES ENROLLED IN COLLEGE
<b>WHITE</b>						
1986	11,915	9,625	80.8%	4,510	37.9%	46.9%
1985	12,349	10,045	81.3%	4,796	38.8%	47.7%
1984	12,750	10,245	80.4%	4,747	37.2%	46.3%
1983	13,190	10,513	79.7%	4,758	36.1%	45.3%
1982	13,521	10,761	79.6%	4,897	36.2%	45.5%
1981	13,871	11,061	79.7%	4,878	35.2%	44.1%
1980 *	13,826	11,098	80.3%	4,709	34.1%	42.4%
1979	13,899	11,071	79.7%	4,577	32.9%	41.3%
1978	13,856	11,143	80.4%	4,546	32.8%	40.8%
1977	13,781	11,033	80.1%	4,678	33.9%	42.4%
1976	13,642	10,878	79.7%	4,685	34.3%	43.1%
1975	13,448	10,814	80.4%	4,655	34.6%	43.0%
1974	13,157	10,599	80.6%	4,248	32.3%	40.1%
1973	12,702	10,273	80.9%	4,146	32.6%	40.4%
1972	12,454	9,988	80.2%	4,328	34.8%	43.3%
1971	11,769	9,418	80.0%	4,243	36.1%	45.1%
1970	11,293	9,046	80.1%	4,045	35.8%	44.7%
1969	10,930	8,724	79.8%	4,139	37.9%	47.4%
1968	11,002	8,626	78.4%	3,975	36.1%	46.1%
1967	10,614	8,209	77.3%	3,793	35.7%	46.2%
<b>BLACK</b>						
1986	2,092	1,506	72.0%	545	26.1%	36.2%
1985	2,149	1,535	71.4%	533	24.8%	34.7%
1984	2,207	1,581	71.6%	539	24.4%	34.1%
1983	2,236	1,520	68.0%	500	22.4%	32.9%
1982	2,252	1,480	65.7%	516	22.9%	34.9%
1981	2,225	1,489	66.9%	538	24.2%	36.1%
1980 *	2,115	1,401	66.2%	508	24.0%	36.3%
1979	2,092	1,319	63.0%	503	24.0%	38.1%
1978	2,083	1,326	63.7%	508	24.4%	38.3%
1977	2,076	1,312	63.2%	531	25.6%	40.5%
1976	2,067	1,324	64.1%	554	26.8%	41.8%
1975	1,957	1,207	61.7%	497	25.4%	41.2%
1974	1,896	1,200	63.3%	423	22.3%	35.3%
1973	1,852	1,147	61.9%	358	19.3%	31.2%
1972	1,805	1,141	63.2%	397	22.0%	34.8%
1971	1,711	1,013	59.2%	403	23.6%	39.8%
1970	1,642	959	58.4%	343	20.9%	35.8%
1969	1,562	887	56.8%	342	21.9%	38.6%
1968	1,527	880	57.6%	294	19.3%	33.4%
1967	1,429	794	55.6%	246	17.2%	31.0%

(cont'd on next page)

TABLE A.5

Total Enrollment in IHEs by Sex and Race/Ethnicity:  
Biennially, Fall, 1976 to 1986  
(in thousands)

<u>Race/Ethnicity of Student</u>	<u>1976</u>	<u>1978</u>	<u>1980</u>	<u>1982</u>	<u>1984</u>	<u>1986</u>	<u>1976-86</u> <u>(Percent</u> <u>Increase)</u>
White, non-Hispanic	9,076	9,194	9,833	9,997	9,815	9,914	9
Male	4,814	4,613	4,773	4,830	4,690	4,646	-3.5
Female	4,262	4,581	5,060	5,767	5,725	5,268	23.6
Total Minority	1,691	1,785	1,949	2,059	2,085	2,243	33
Male	827	829	885	939	939	1,007	21.8
Female	864	956	1,064	1,121	1,146	1,237	43.2
Black, non-Hispanic	1,033	1,054	1,107	1,101	1,076	1,081	5
Male	470	453	464	458	437	436	-7.2
Female	563	601	643	644	639	645	14.6
Hispanic	384	417	472	519	535	624	63
Male	210	213	232	252	254	292	39
Female	174	205	240	267	281	332	90.8
Asian or Pacific Islander	198	235	286	351	390	448	126
Male	108	126	151	189	210	239	121
Female	89	109	135	162	180	209	135
American Indian/ Alaskan Native	76	78	84	88	84	90	18
Male	39	37	38	40	38	40	2.6
Female	38	41	46	48	46	51	34.2
Nonresident Alien	219	253	305	331	335	344	57
Male	154	180	211	230	231	232	50.6
Female	65	73	94	101	104	111	70.8
Total Enrollment	10,986	11,231	12,087	12,387	12,235	12,501	14
Male	5,794	5,621	5,868	5,999	5,859	5,885	1.6
Female	5,191	5,609	6,219	6,389	6,376	6,615	27.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fall Enrollment in Higher Education, (various years)."

## CHAPTER 1

### TRENDS

#### Overview

This chapter describes trends in minority enrollment and degree attainment in colleges at the undergraduate and graduate level. It begins with a brief discussion of overall trends and projections in U.S. population from 1950-2025. A key finding of that context setting discussion is that:

- o The percent of the college-age population which is minority has been increasing steadily since 1950 and is projected to reach about the 40 percent level by 2025.

Within that context, trends in minority high school graduation and enrollment in college from 1964-1986 are reviewed by analyzing data from the U.S. Census Bureau's Current Population Survey (CPS) and the U.S. Department of Education's National Center for Education Statistics' Higher Education General Information Survey (HEGIS), and the Integrated Postsecondary Education Data System (IPEDS). Analyses of these data indicate that among minorities, high school graduation and college enrollment have increased significantly over the past twenty years.

Specifically:

- o High School graduation rates of Black persons 18 to 24 years old have increased dramatically from 56 percent in 1967 to 76 percent in 1986. Rates for Hispanic persons have increased from 52 percent in 1972 to 60 percent in 1986;
- o The number of persons 18 to 24 years old enrolled in college has also increased from 1964 to 1986. During this period,
  - White enrollment has increased by 88 percent, from 3.3 million in 1964 to 6.2 million in 1986;

- Black enrollment has increased by 410 percent, from 157,000 in 1964 to 801,000 in 1986;
- o During a somewhat shorter period of time,
  - Hispanic enrollment has increased by 147 percent, from 179,000 in 1972 to 443,000 in 1986;
- o The proportion of each group enrolled in college has also increased from 1964 to 1986. For persons 18 to 24 years old,
  - White enrollment increased from 22 percent in 1964 to 28 percent in 1986;
  - Black enrollment increased dramatically from 8 percent in 1964 to 22 percent in 1986. This 175 percent increase is a significant accomplishment when it is considered that the size of the population cohort itself increased 60 percent during the same period; and
  - Hispanic enrollment increased from 13 percent in 1972 to 18 percent in 1986.
- o The percent of 18 to 24 year old high school graduates enrolled in college,
  - Varied for whites, since 1967, usually between 31 and 35 percent;
  - Increased for Blacks from 23 percent in 1967 to 29 percent in 1986; and
  - Increased slightly for Hispanics from 26 percent in 1972 to 29 percent in 1986.

However, despite these positive long-term trends, for both Blacks and Hispanics, the percent of 18 to 24 year old high school graduates enrolled in college was higher in 1976 (33.5 and 35.8, respectively) than in any subsequent year. The causes of these high rates, or subsequent decline from 1976 to 1980, cannot be clearly determined. Speculation about the high rates include the possibility returning Vietnam veterans were using G.I. Bill benefits, that there was an increase in the attractiveness of college for minorities or that the increase was actually

a statistical anomaly. However, there are no data available to permit a careful testing of any of these explanations. From 1980 through 1986 the percentages of Black and Hispanic high school graduates enrolled in college have remained relatively stable (28 and 30 percent, respectively).

An area in which there has been no significant change between 1976 and 1986 is in the distribution of minority students across the types of IHEs:

- o Minority students generally attend two-year public institutions more frequently than any other type of college (public four-year, or private two- or four-year); however, both Black and Asian students attend four-year public schools at about the same rate as they attend two-year public schools.

When college enrollment trends among whites and minorities 18 to 24 years old are broken down by sex, different patterns emerge across the groups. Since about 1973, the enrollment of white males has remained relatively stable at about 29 percent. White females, however, rose from about 16 percent in 1964 to 28 percent in 1986 -- an increase of 75 percent. Among Blacks, there is little difference over time in rates of enrollment between males and females. Both groups increased from eight percent in 1964 to about 20 percent in 1986. Among Hispanics, female enrollment has risen by about 55 percent since 1972, while male enrollment has increased only slightly (about 11 percent).

Completion rates among both whites and minorities in the college-going population are appreciably behind enrollment levels. Analyses of minority bachelor's degree attainment indicate that:

- o From 1964 to 1986 for Black students and from 1974 to 1986 for Hispanic students the number of persons 20 to 24 years old completing four or more years of college increased 175 percent and 160 percent, respectively. For white students the increase from 1964-1986 was 129 percent.

- o The percent of persons aged 20 to 24 years old among each minority group completing four or more years of college has also increased -- for Blacks from 3.2 percent in 1964 to 4.5 percent in 1986 and for Hispanics from 3.2 percent in 1974 to 4.0 percent in 1986. While these increases are encouraging, these rates remain significantly below the white rate of 10.5 percent.
- o Further, data from the Department of Education's annual surveys of IHEs indicate that the number of bachelor's degrees actually awarded decreased between the 1976-1977 school year and the 1984-85 school year by two percent among Black students while increasing 38 percent among Hispanic students, 84 percent among Asian and Pacific Islanders, and 28 percent among American Indian/Alaskan Natives. Among white students the number of degrees awarded increased two percent over the same period.

Within graduate and first-professional study, the proportion of enrollment comprised of minority students is less than the proportion of undergraduate enrollment which is minority. These differences in overall minority enrollment have been reduced somewhat over the past ten years, primarily through an increase in professional school enrollment.

However, the changes are not uniform:

- o Overall graduate and first-professional enrollment went up by 16 percent from 1976 to 1986; white enrollment rose nine percent, while total minority enrollment went up 44 percent.
- o The number of Black students enrolled in graduate school did not increase from 1976 to 1986, however Black enrollment in first-professional school rose 27 percent over the same period;
- o Growth in graduate and first-professional level enrollment among Asian American and Hispanic students accounts for much of the overall increase in enrollment at these levels between 1976 and 1986 - 21.6 percent of graduate level enrollment increases and 42.3 percent of professional school enrollment increases.

For all groups, graduate degree attainment is appreciably lower than graduate enrollment. In fact, when all groups are taken together, degree attainment decreased between 1977 and 1985, while enrollment increased.

Data show that:

- o The number of master's degrees conferred on Blacks fell 34 percent from 1977 to 1985, while the number increased for

Hispanics (13 percent), Asian Americans (52 percent), and American Indians (30 percent). Among whites, master's degree attainment fell by 16 percent over the same period.

- o The decline in master's degree attainment among Blacks was primarily in the fields of education, social/behaviorial sciences and humanities. During the same period, the number of Blacks receiving master's degrees in business and science/technology fields rose about five percent. The declines in master's degree attainment among whites were in the same fields as the declines among Blacks.
- o Doctoral degree attainment followed the same pattern, falling for whites and Blacks, though not so steeply as for master's degrees, and rising for other groups. Among whites the decline was in all fields including business and science/technology.

#### Introduction

It is important to review the expected trends in the U.S. population as a context for this report's examination of the participation of minorities in college. There are clear changes occurring in the makeup of the U.S. population. While the total population currently is not growing very rapidly - only about 11 percent growth is expected over the next 35 years - its composition is changing. Those changes have implications for college and university participation rates.

Between the end of World War II and the passage of the Civil Rights Act of 1964, nearly 70 million Americans were born. In the main, this group, which was mostly white, has completed its postsecondary education during a period of phenomenal growth and change in the composition of postsecondary institutions. In 1946, for example, there were approximately 1,800 Institutions of Higher Education (IHEs) in the United States. Today there are approximately 3,146.\* In 1946, minority students

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\* Excludes branch campuses.

(Smith)  
March 7, 1989  
8:00 pm

PRESIDENTIAL REMARKS: United Negro College Fund  
New York, NY  
Thursday, March 9, 1989

✓ ✓ ✓ ✓ ✓ ✓  
Congressman Hawkins, Mr. Rawl, Mr. Simon, ladies and gentlemen, my fellow citizens.

*Library of Cong.  
707-7833*  
Thank you for that introduction, and for the warmth of your reception. Paul Simon once wrote a song titled, simply, "Old Friends." I am delighted to see my old friends Bill and Vi Trent with us tonight.

*Who's Who  
in Black Am.  
(see file)*  
My association with UNCF got started back in 1948 when Bill Trent, as the first Executive Director of the College Fund, came to Yale and got me involved in the UNCF campaign. A decade later, he asked me to chair the UNCF Texas campaign. Yesterday, I understand, was his 79th birthday. Happy birthday, Bill.

Tonight, flanked by old friends and, in a real sense, family, I am grateful for your company.

During my student days at Yale, I first saw the Fund invest in higher education, and in America. Then, as now, it insisted that excellence become a way of life, and higher learning a bequest.

*Quotable Quotes  
in  
Education  
see file*  
As an undergraduate, I came to grasp what Churchill meant when he said, "Personally, I am always ready to learn, though I do not always enjoy being taught." Well, for nearly

UNCF  
founded  
1944

half-a-century, this Fund has taught, so that America could learn, the gentler impulses of mankind.

UNCF  
letterhead

You have helped society's disadvantaged cast off despair and poverty. And through such friends as Bill Trent and Frederick D. Patterson -- and, yes, how we miss him -- you have endorsed liberty, opportunity, and the dignity of work.

But most of all, you have shown how conscience and education can fulfill the promise of America: to right wrong, love freedom, and demand equality for all.

For that, I congratulate you -- and yet, I challenge you, too.

Black and white, together -- we know that America will not be a good place for any of us to live until it is a good place for all of us to live. Yes, let us reach beyond government, as you have, to shape our Nation's character. But let us not ignore government -- for it can nurture the decency which makes human progress possible.

Most Americans, I'm convinced, believe that government can be an instrument of healing. And they believe that there are times when government must step in where others fear to tread.

My friends, I share those beliefs, and as President, I will act on them.

For America, it seems to me, means pride -- individually, culturally and racially. America means, in the words of Dr. King, that "injustice anywhere is a threat to justice everywhere." It means opportunity for those who need jobs and

Bartlett's  
p. 909

who dream of owning homes. And it means the hope that tomorrow will be brighter than today.

Think of America as a congregation and its members as kindness, courage, service, enterprise. What can best inspire them, and secure the promise of America? I say the answer is education.

Education knows no barriers, accepts no limits. Education is a ladder; it embodies self-respect, not dependency. Education can give minorities a greater voice -- and make sure that voice is heard.

UNCF pamphlet see file

Since 1944, when Dr. Patterson founded the UNCF, your voice has resounded from colleges like Tuskegee, Morehouse, Spellman, and Fisk. And its lyrics have ennobled such Americans as Leontyne Price, Frank Yerby, Azie Taylor Morton, and our next Secretary of Health and Human Services, Dr. Louis Sullivan.

who's who see file

Well, I'm pleased to tell you: Under our Administration, your voice will ring yet louder.

E.O. 12320 see file

As you know, in September 1981, President Reagan signed Executive Order 12320, committing the Federal government to increase its support of Historically Black Colleges and Universities.

Our goal was to identify, and eliminate, unfair barriers to your participation in Federally-sponsored programs. Our means was to involve the private sector, and to motivate the 27 Federal agencies which provide nearly all the Federal funding.

WH Int. HBCU office 245-2745

Did it work? Did it ever.

In Fiscal Year 1981, HBCUs received \$545 million in Federal assistance. In Fiscal Year 1987, that sum totaled \$684 million. Moreover, research and development, which includes funds for non-scientific institutional development, comprised nearly half of all funding. <sup>for historically Black Colleges.</sup> Our White House Science and Technology <sup>Advisory</sup> Committee fostered science, mathematics, and engineering programs and curricula. And our larger HBCU work attacked the Four Horsemen of the American Night -- illiteracy and inequality, indigence and fear.

Great beginnings, yes. Now, let us build upon them. We have done much. But there remains so much more left to do.

That is why, <sup>by</sup> six weeks ago, I met with <sup>the</sup> 26 Presidents of HBCUs to probe where we are going, and how. We discussed faculty development and merit scholarships, community college grants and institutional planning. In each case, we explored Federal government support of public/private partnerships, task forces, conferences, technical assistance, and the use of Federal research and development funds.

From that meeting, and others like it, came six new initiatives which will help do, nationally, what you have done, historically: Enrich education, so that education can enrich our lives.

After listening to your Presidents, I proposed that Congress fund \$60 million over four years in endowment matching grants for HBCUs. We have put our money on the table. Now, I challenge the private sector: The time has come for yours.

Report to President  
 WH Initiative on HBCUs  
 See file

See Kipberg memo in file

Building a Better America  
 P.60-61

Secondly, if excellence breeds achievement, that excellence should be rewarded -- in grade school, in high school, and at our colleges and universities. Accordingly, I want Congress to create a \$500 million program to reward America's "merit schools" -- the schools which improve the most.

BBA  
p. 51

Thirdly, I want it to create special Presidential awards for the best teachers in every State.

BBA  
p. 52-53

And next, I want to see the expanded use of magnet schools -- to give parents and students the freedom of choice.

BBA  
p. 56

I have also proposed a new program to encourage "alternative certification" -- to allow talented Americans from every field to teach in America's classrooms. Consider that today, in many

BBA  
p. 57-58

areas, a John Updike, an Alex Haley, couldn't qualify to teach high-school creative writing. When rules are so inflexible that

Updike: Harvard A.B.  
Haley: never got teaching degree  
Elizabeth City St. U.  
919-335-3400

creativity, talent, and imagination aren't welcome in our schools, it's time to change the rules.

And finally, through a new program of National Science Scholars, I seek to give America's youth a special incentive to excel in science and mathematics. The National Science

BBA  
p. 54-55

Foundation predicts a shortage of 400,000 scientists by the year 2000. Through excellence in education, we must, and will, reverse that trend.

NSF  
Myles Boylan  
357-7826

And, yet, all of this is not enough. It never is. As Americans, we are never satisfied. We know that when a dream comes true, it gives rise to even bigger and better dreams.

Let us work, then, to build a better America. And let us begin by ending drug abuse.

My friends, drug abuse is America's Twentieth-Century version of human slavery. It chains the spirit, and imperils the ability to learn. To combat drugs, we must mobilize our resources -- fiscal, moral, spiritual, economic -- and wage unconditional war. And we must fight on every front: education, treatment, interdiction, enforcement.

Last month, I asked Congress for an increase of almost \$1 billion in budget outlays to escalate our war. This is a war we must and will win. The future of our nation and the lives of our children depend on it.

Earlier, I mentioned the promise of America: hope, pride, opportunity, justice. A drug-free America fulfills that promise. So, too, do Enterprise Zones.

Enterprise Zones are a pioneering initiative to establish a number of Federally-designated zones -- or areas -- in economically distressed communities. By providing tax breaks and relief from regulation, they foster a climate where new businesses can be created, and existing businesses expanded. These businesses will create new jobs in these targeted communities, especially for disadvantaged workers.

Already, 37 States have developed Enterprise Zone programs. It's time we put them to work at the Federal level. Local communities will benefit. But, more importantly, those who need a helping hand -- the unemployed, the dispossessed -- will gain new hope and opportunity: Not across town, but in their own back yards.

BBA

P. 66-67

BBA

P. 67

Mike Savage

HUD 755-6587

Enterprise Zones can serve the most vulnerable among us. Well, so, too, will child care, fair housing, and minority business development. They build long-term opportunity -- the kind of equality that lasts. In short, they will enrich the quality of life for all Americans.

BBA  
P. 103-104

As part of our new child-care initiative, targeted at low-income families, I have asked for \$250 million more for the Head Start program. This Federal program must, and will, serve increasing numbers of four-year-olds.

BBA  
P. 103

For working parents with children under four, we've proposed a new tax credit to make child care more affordable. And we want to make the existing child care credit refundable to families who don't pay taxes. My proposal puts money in the hands of low-income parents, limits Federal intervention, and increases options -- a church can help; or grandparents; or professional nursery. In short, we say: Let the parents decide.

To us, child care means options. Well, that is also true of the inalienable right of every American to live where he chooses, when he chooses, for as long as he chooses, within his means. It's as simple as it sounds -- a simple matter of what's right, and what's wrong. Under this Administration, you have my pledge: We will vigorously enforce the Federal Fair Housing Act.

Leon Hampton  
MBDA  
377-3007

Finally, four days ago, the Office of Minority Business Enterprise, renamed the Minority Business Development Agency, marked its 20th birthday. We will expand its involvement in the free enterprise system. And we'll promote other programs which spur housing, investment, jobs, and training. The Job Training

Partnership Act, for instance. The Small Business Administration.

*See letter in file*

Yes, hope, pride, opportunity, justice. I thought of those qualities when I received a letter, recently, from a mother in New Orleans. She is 48 years old, and widowed. She has four sons, and her family is in debt. But they are proud and unafraid, because education is their ally.

The mother is pursuing a Masters Degree in Social Work; last year, her eldest son graduated from the University of Chicago. And the three other kids are college students -- including, she wrote, "the baby of the family: a 6-foot-6, 240-pound freshman at Grambling State University."

"I implore you," the mother asked, "to think about ... people such as myself and my sons." And then she added: "P.S. We're black but optimistic that we can be a part of the American Dream."

My friends, I want an America where this dedicated mother does not have to choose between "black" and "optimistic." The words are not mutually exclusive -- not a contradiction in terms. And I want our policies to serve and encourage this family, and millions like it everywhere. Because they reflect the promise of America ... and we must help make that promise a reality.

The promise of America says that by assuring equality, we can enhance greater opportunity. It says that our destiny is not divisible, and that we are children of the same humane and loving God.

The promise of America demands that we aid our communities and assist our neighbors. It rests less on promises and politicians than on the primacy of the heart.

The promise of America knows neither race, creed, sex, or color. It is collective and individual, and as boundless as our history. The promise of America says that government is but a custodian of America's future -- but that you -- the people -- you are her architects.

*Quotable Quotes  
of B.E. Mays  
1983  
Atlanta U.  
Library  
404-659-5026*

Dr. Benjamin E. Mays once observed, "It must be borne in mind that the tragedy of life does not lie in not reaching your goal. The tragedy lies in having no goal to reach."

My fellow citizens, to open wide the door of opportunity and equality to all Americans -- this is our goal, and the true promise of America. Let us achieve it, together, as Americans and as friends.

Thank you for inviting me, God bless you all, and God bless the United States of America.

# # #

(Smith)  
March 6, 1989  
9:00 pm

PRESIDENTIAL REMARKS: United Negro College Fund  
New York, NY  
Thursday, March 9, 1989

✓ ✓ ✓ ✓ ✓  
Congressman Hawkins, Mr. Rawl, Mr. Simon, ladies and gentlemen, my fellow citizens.

*Library of Congress*  
*707-7833*  
Thank you for that introduction, and for the warmth of your reception. Paul Simon once wrote a song titled, simply, "Old Friends." Tonight, flanked by old friends and, in a real sense, family, I am grateful for your company.

*Looking Forward*  
*P. 91*  
Our paths first crossed many years ago, when I was an organizer for the United Negro College Fund during my student days at Yale. It was there that I first saw the Fund invest in higher education, and in America. Then, as now, it insisted that excellence become a way of life, and higher learning a bequest.

*See file*  
*UNCF founded in 1944*  
As an undergraduate, I came to grasp what Churchill meant when he said, "Personally, I am always ready to learn, though I do not always enjoy being taught." Well, for nearly half-a-century, this Fund has taught, so that America could learn, the gentler impulses of mankind.

*Looking Forward P. 91*  
You have helped society's disadvantaged cast off despair and poverty. And through such friends as Bill Trent and Frederick D. Patterson -- and, yes, how we miss him -- you have endorsed liberty, opportunity, and the dignity of work.

*UNCF Letterhead (see file)*

But most of all, you have shown how conscience and education can fulfill the promise of America: to right wrong, love freedom, and demand equality for all.

For that, I congratulate you -- and yet, I challenge you, too.

Black and white, together -- we want an America of affirmative action, and affirmative lives. But America will not be a good place for any of us to live in until it is a good place for all of us to live in. Yes, let us reach beyond government, as you have, to shape our Nation's character. But let us not ignore government -- for it can nurture the decency which makes human progress possible.

Most Americans, I'm convinced, believe that government can be an instrument of healing. And they believe that, at times, government must step in where others fear to tread.

My friends, I share those beliefs: As President, I will act on their behalf.

For America, it seems to me, means pride -- individually and racially. And opportunity for those who need jobs and who dream of owning homes. America means, in the words of Dr. King, that "injustice anywhere is a threat to justice everywhere." And hope: the hope that tomorrow will be brighter than today.

Think of America as a congregation. Now, think of its members as kindness, courage, service, enterprise. What agenda can best inspire them, and secure the promise of America? You know the answer, for I've pledged to be the Education President. And I'll let you in on a secret: I mean exactly what I say.

Burlett's

P. 909

Education knows no barriers, accepts no limits. Education is a ladder; it embodies self-respect, not dependency. Education can give minorities a greater voice -- and make sure that voice is heard.

UNCF pamphlet

Since 1944, when Dr. Patterson founded the UNCF, your voice has resounded from colleges like Tuskegee, Morehouse, Spellman, and Fisk. And its lyrics have ennobled such Americans as Leontyne Price, Andrew Young, Frank Yerby, and Azie Taylor Morton.

see file  
Who's Who

Well, I'm pleased to tell you: Under our Administration, your voice will ring yet louder.

As you know, in September 1981, President Reagan signed Executive Order 12320, committing the Federal government to increase its support of Historically Black Colleges and Universities.

Exec Order 12320 (see file)

Our goal was to identify, and eliminate, unfair barriers to your participation in Federally-sponsored programs. Our means was to involve the private sector, and to motivate the 27 Federal agencies which provide nearly all the Federal funding.

Did it work? Did it ever.

Report to Pres. WH Initiative on HBCUS see file

In Fiscal Year 1982, HBCUS received \$545 million in Federal assistance; last year, that sum totaled \$684 million. Scientific research leaped by 38 per cent, and by FY '87 research and development comprised nearly half of all funding. Our White House Science and Technology Committee fostered science, mathematics, and engineering programs and curricula. And our larger HBCU work attacked the Four Horsemen of the American Night -- illiteracy and inequality, indigence and fear.

Great beginnings, yes. Now, let us build upon them. We have done much. But there remains -- will always be -- so much more left to do.

That is why, six weeks ago, I met with 26 Presidents of HBCUs to probe where we are going, and how. We discussed faculty development and merit scholarships, community college grants and institutional planning. In each case, we explored Federal government support of public/private partnerships, task forces, conferences, technical assistance, and the use of Federal research and development funds.

From that meeting, and others like it, came steps which I am proud to announce tonight, and which will help do, nationally, what you have done, historically: Enrich education, so that education can enrich our lives.

I refer to a new Executive Order which I will sign next week, replacing Executive Order 12320, and which will be effective immediately.

Specifically:

o This Order will create a President's Board of Advisors on Historically Black Colleges and Universities to reside within the Department of Education.

Our board will be composed of representatives of HBCUs, other institutions of higher learning, of business, finance, private foundations, and of secondary education. It will review the annual report of Federal aid to HBCUs. And it will increase technical assistance and business and foundation support.

o Secondly, more than ever, this Executive Order will link HBCUs to the private sector. How? Through your presence on the Board of Advisors. And through placing HBCUs on the agenda of the newly created Office of National Service, which will lead my Administration's community and national-service programs.

We should work together; under this Executive Order, we will. For example, after listening to your Presidents, I proposed that Congress fund \$60 million over four years in endowment matching grants for HBCUs. We have put our money on the table.

Now, I challenge the private sector: The time has come for yours. Our Executive Order will facilitate this approach, and spur non-Federal involvement in technical assistance and funding.

o This Executive Order will also bring more of your students into Federal internship programs. Our effort will be headed by the Director of the Office of Personnel Management. And I've asked that Office to also approach Congress about increasing its number of HBCU interns. With both the executive branch and the Congress joining hands to increase opportunities, we can give minority students a special experience today that will enrich their lives tomorrow.

o Fourthly, our Board of Advisors will find ways to support the long-term faculty endowment plans of each HBCU. For the pursuit of excellence--student, faculty, and administrative--is central to America.

My friends, if excellence breeds achievement, that excellence should be rewarded--in grade school, in high school, and at our colleges and universities.

BBA  
P. 60-61

Accordingly, I want Congress to create a \$500-million program to reward America's "merit schools"--the schools which improve the most. I want it to found special Presidential awards for the best teachers in every State. And I want the expanded use of magnet schools -- giving parents and students the freedom of choice.

Moreover, I propose a new program to encourage "alternative certification" -- allowing talented Americans from every field to teach in America's classrooms. Consider that today, in many areas, a John Updike, an Alex Haley, couldn't qualify to teach high-school creative writing. When rules are so inflexible that creativity, talent, and imagination aren't welcome in our schools, it's time to change the rules.

And through a new program of National Science Scholars, I seek to give America's youth a special incentive to excel in science and mathematics. The National Science Foundation predicts a shortage of 400,000 scientists by the year 2000. Through excellence in education, we must, and will, reverse that trend.

And, yet, it's not enough. It never is. As Americans, we are never satisfied. We know that when a dream comes true, it gives rise to even bigger and better dreams. Perhaps the former Dean of Howard University, John Mercer Langston, put it best. He wrote, simply, "Want makes us all work."

Let us work, then, to make America a better place to live, dream, invest, and build. And let us begin by ending drug abuse.

My friends, drug abuse is America's Twentieth-Century version of human slavery. It chains the spirit, and imperils the

*Building a Better America*  
 P. 51  
 BBA  
 P. 52-53  
 P. 56

BBA  
 P. 57-58  
 Updike: A.B. Howard  
 Haley: never graduated Elizabeth City Teachers College  
 919-335-3400

BBA  
 P. 54-55  
 NSF Myles Boylan  
 357-7826

See file  
 Quotations in Black

F. ...

ability to learn. To combat drugs, we must mobilize our resources -- fiscal, moral, economic -- and wage unconditional war. And we must fight on every front: education, treatment, interdiction, enforcement.

BBA  
P. 6667  
BBA  
P. 67

Last month, I asked Congress for an increase of <sup>almost</sup> \$1 billion in budget outlays to escalate our war. This is a war we must and will win. The future of our nation and the lives of our children depend on it.

Earlier, I mentioned the promise of America: hope, pride, opportunity, justice. A drug-free America fulfills that promise. So, too, do Enterprise Zones.

Enterprise Zones are a pioneering initiative to establish a number of Federally-designated zones -- or areas -- in highly distressed communities. By providing tax breaks and relief from regulation, they foster a climate where new businesses can be created, and existing businesses expanded. These businesses create new jobs, especially for disadvantaged workers.

Already, 31 States have developed Enterprise Zone programs. It's time we put them to work at the Federal level. Local communities will benefit. But, more importantly, those who need a helping hand--the unemployed, the dispossessed--will gain new hope and opportunity: Not across town, but in their own back yards.

Mike Savage  
HUD 755-6587

Enterprise Zones can serve the most vulnerable among us. And we will assist these other things, as well:

As part of our new child-care initiative, targeted at low-income families, we have asked for \$250 million more for

BBA  
P. 103-104

Project Head Start. This Federal program must, and will, serve increasing numbers of four-year-olds.

BBA  
p. 103

For parents with children under four, we've proposed a new tax credit to make child care more affordable. And we want to make the existing child care credits refundable to families who don't pay taxes. Our proposal puts money in the hands of low-income parents, limits Federal intervention, and increases options -- a church can help; or grandparents; or professional nursery. In short, we say: Let the parents decide.

To us, child care means options. Well, so does the privilege -- the inalienable right -- of every American to live where he chooses, when he chooses, for as long as he chooses, and can afford to do so. It's as simple as it sounds -- a simple matter of what's right, and what's wrong. Under this Administration, you have my pledge: We will enforce the letter and the spirit of the Federal Fair Housing Act.

Leon Hampton  
MBDA  
377-3007

Finally, four days ago, the Office of Minority Business Enterprise, renamed the Minority Business Development Agency, marked its 20th birthday. We will expand its involvement in the free enterprise system. And we'll promote other programs which spur housing, investment, jobs, and training. The Jobs Training Partnership Act, for instance. The Minority Youth Training Initiative. The SBA.

Yes, hope, pride, opportunity, justice. I thought of those qualities when I received a letter, recently, from a mother in New Orleans. She is 48 years old, and widowed. She has four sons,

See letter in file

and her family is in debt. But they are proud and unafraid, because education is their ally.

The mother is pursuing a Masters Degree in Social Work; last year, her eldest son graduated from the University of Chicago. And the three other kids are college students -- including, she wrote, "the baby of the family: a 6-foot-6, 240-pound freshman at Grambling State University."

"I implore you," the mother asked, "to think about ... people such as myself and my sons." And then she added: "P.S. We're black but optimistic that we can be a part of the American Dream."

My friends, I want an America where this dedicated mother does not have to choose between "black" and "optimistic." The words are not mutually exclusive -- not a contradiction in terms. And I want our policies to serve and encourage this family, and millions like it everywhere. Because they reflect the promise of America...and we must help make it a reality.

The promise of America says that by assuring equality, we can enhance greater opportunity. It says that our destiny is not divisible, and that we are children of the same humane and loving God.

The promise of America demands that we aid our communities and assist our neighbors. It rests less on promises and politicians than on the primacy of the heart.

The promise of America knows neither race, creed, sex, or color. It is collective and individual, and as boundless as our history. The promise of America says that government is but a

custodian of America's future -- but that you -- the people --  
you are her architects.

"Quotable Quotes  
of Ben. E. MAYS"  
1983

Dr. Benjamin E. Mays once observed, "It must be borne in  
mind that the tragedy of life does not lie in not reaching your  
goal. The tragedy lies in having no goal to reach."

104-659-5026  
Atlanta U. library

My fellow citizens, to open wide the door of opportunity and  
equality to all Americans -- this is our goal, and the true  
promise of America. Let us achieve it, together, as Americans and  
as friends.

Thank you for inviting me, God bless you all, and God bless  
the United States of America.

###

104-659-5026  
104-251-2800

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" It isn't a calamity to die with  
dreams unfulfilled. But it is a  
calamity not to dream. It is not  
wisdom to be unable to capture  
your ideals, but it is a  
disaster to have no ideals to  
capture. It is not a disgrace  
not to reach the stars, but it is  
a disgrace to have no stars to  
reach for. Not barriers, but low  
aim is sin."

THE WHITE HOUSE

WASHINGTON

March 7, 1989

MEMORANDUM FOR THE CHIEF OF STAFF  
BRENT SCOWCROFT  
DAVID BATES  
RICHARD BREEDEN  
ANDREW CARD  
JAMES CICCONI  
DAVID DEMAREST  
MARLIN FITZWATER  
BOYDEN GRAY  
FRED MCCLURE  
BONNIE NEWMAN  
ROGER PORTER  
STEPHEN STUDDERT  
CHASE UNTERMAYER  
SUSAN PORTER ROSE  
ED ROGERS  
JOE HAGIN  
JIM WRAY  
CHRISS WINSTON

BOBBIE KILBERG  
PATTY PRESOCK  
ROBERT GUTTMAN  
TIM MCBRIDE  
LANNY GRIFFITH  
ROSE ZAMARIA  
TONY LOPEZ  
DAVID VALDEZ  
BILLY DALE  
BRUCE ZANCA  
JAY ALLISON  
LAURIE FIRESTONE  
CASEY HEALEY  
JEAN LAMB  
SPEECHWRITING OFFICE  
USSS/PPD OPS  
WHCA AUDIO/VISUAL  
WHCA OPERATIONS  
PRESIDENTIAL DOCUMENTS  
MEDICAL UNIT

THRU: STEPHEN M. STUDDERT  
FROM: JOHN G. KELLER, JR. *JK*  
DEPUTY ASSISTANT TO THE PRESIDENT AND  
DIRECTOR OF PRESIDENTIAL ADVANCE  
SUBJECT: TRIP OF THE PRESIDENT TO NEW YORK, NEW YORK  
MARCH 9, 1989

For your use and planning purposes, the attached is the outline schedule for the Trip of the President to New York, New York, on Thursday, March 9, 1989.

SCHEDULE

THURSDAY, MARCH 9, 1989

2:05 pm           MARINE ONE departs White House en route Andrews  
Air Force Base.

2:15 pm           MARINE ONE arrives Andrews Air Force Base.

2:20 pm           AIR FORCE ONE departs Andrews Air Force Base en route  
New York, New York.  
  
                  (Flight Time: 50 Minutes)

3:10 pm           AIR FORCE ONE arrives John F. Kennedy Airport, New York  
New York.

3:15 pm           MOTORCADE departs John F. Kennedy Airport en route Drug  
Enforcement Administration.  
  
                  (Drive Time: 30 Minutes)

3:45 pm           MOTORCADE arrives Drug Enforcement Administration.

                  \*    Private Meeting with Widow of Slain DEA  
                          Agent, Mrs. Everett Hatcher, and her two  
                          children  
                          - CLOSED PRESS

                  \*    Address to DEA Agents and other Law Enforcement  
                          Officials.  
                          - OPEN PRESS

                  \*    Meeting with DEA Undercover Agents  
                          - CLOSED PRESS

5:00 pm           MOTORCADE departs Drug Enforcement Administration  
en route Sheraton Center Hotel.  
  
                  (Drive Time: 5 Minutes)

5:05 pm Arrives Sheraton Center Hotel.

- \* PRIVATE TIME: 1 HOUR 15 MINUTES  
NOTE: Mrs. Bush will join at this time.
- \* Meeting with Cardinal Law  
- CLOSED PRESS
- \* United Negro College Fund Dinner  
- OPEN PRESS  
- BLACK TIE

7:35 pm MOTORCADE departs Sheraton Center Hotel en route  
John F. Kennedy Airport.  
  
(Drive Time: 30 Minutes)

8:05 pm MOTORCADE arrives John F. Kennedy Airport.

8:10 pm AIR FORCE ONE departs New York, New York en route  
Andrews Air Force Base.  
  
(Flying Time: 50 Minutes)

9:00 pm AIR FORCE ONE arrives Andrews Air Force Base.

9:05 pm MARINE ONE departs Andrews Air Force Base en route  
White House.

9:15 pm MARINE ONE arrives White House.

**UNITED NEGRO COLLEGE FUND**  
500 East 62nd Street  
New York, N.Y. 10021

March 7, 1989

**TO:** Bob Simon, The White House  
**FROM:** Harriet S. Schinell  
**RE:** March 9, 1989 Dinner

Here is an outline of the program as it now stands. I am also sending you two information items that United Negro College Fund President Christopher Edley asked me to pass along for the President's speech.

Attach.

PROGRAM AND SCRIPT

UNITED NEGRO COLLEGE FUND  
 45th Anniversary Dinner  
 Thursday, March 9, 1989  
 Sheraton Centre Hotel  
 New York City

RUNNING TIME

7:00 PM INTRODUCTION OF DAIS GUESTS (ANNOUNCER)

7:09 INTRODUCTION OF COLLEGE PRESIDENTS  
 (ANNOUNCER)

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~~7:19 INTRODUCTION OF PRESIDENT BUSH~~

(WHITE HOUSE ANNOUNCER)

7:21 GREETINGS AND INTRODUCTION OF CHARLAYNE  
 HUNTER-GAULT (MICHAEL JORDAN)

7:23 INTRODUCTION OF DR. JAMES H. COSTEN AND  
 HOUSTON B. OWENS (HUNTER-GAULT)

7:24 INVOCATION (COSTEN)

7:26 ANTHEMS (OWENS)

7:34 INTRODUCTION OF HUGH CULLMAN (HUNTER-GAULT)

7:35 REMARKS (CULLMAN)

7:38 INTRODUCTION OF RAMONA CLARK (HUNTER-GAULT)

7:39 GREATER NEW YORK INTER-ALUMNI COUNCIL  
 PRESENTATION (CLARK)

7:40 D I N N E R (HUNTER-GAULT)

8:30 COFFEE IS SERVED

INTRODUCTION OF LADYSMITH BLACK NEMBAZO

(HUNTER-GAULT)

8:31 MUSICAL SELECTIONS (LADYSMITH)

8:41 INTRODUCTION OF MICHAEL JORDAN  
(HUNTER-GAULT)  
INTRODUCTION OF PRESIDENT BUSH (JORDAN)

8:43 KEYNOTE ADDRESS (PRESIDENT BUSH)

9:03 PRESENTATION TO THE PRESIDENT (CULLMAN AND  
EDLEY)

9:06 INTRODUCTION OF ADELE HALL AND WILLIE C.  
ROBINSON (HUNTER-GAULT)

9:07 PRESENTATION TO MRS. BUSH (HALL AND ROBINSON)

9:09 INTRODUCTION OF JOSEPH WILLIAMS (HUNTER-  
GAULT)

9:10 PRESENTATION TO LAWRENCE RAWL (including :90  
video) (WILLIAMS)

9:14 RESPONSE (RAWL)

9:16 INTRODUCTION OF DR. SAMUEL DUBOIS COOK  
(HUNTER-GAULT)

9:17 PRESENTATION TO CONGRESSMAN HAWKINS  
(including :90 video) (COOK)

9:21 RESPONSE (HAWKINS)

9:24 INTRODUCTION OF CHRISTOPHER F. EDLEY (HUNTER-  
GAULT)

9:25 PRESENTATION TO PAUL SIMON (including 3:00  
video) (EDLEY)

9:29 RESPONSE (SIMON)

9:31                   REMARKS AND INTRODUCTION OF MICHAEL JORDAN  
                          (EDLEY)

9:35                   CLOSING REMARKS AND INTRODUCTION OF DR. JAMES  
                          COSTEN (JORDAN)

9:37                   BENEDICTION (COSTEN)

9:39                   DINNER ENDS

HSS:MARCH89:30789

I AM DELIGHTED TO SEE MY OLD FRIENDS BILL AND VI TRENT WITH US TONIGHT. MY ASSOCIATION WITH UNCF GOT STARTED BACK IN 1948 WHEN BILL TRENT, AS THE FIRST EXECUTIVE DIRECTOR OF THE COLLEGE FUND, CAME TO YALE AND GOT ME <sup>Involved in</sup> ~~TO HELP RAISE MONEY ON THE CAMPUS~~ FOR THE UNCF CAMPAIGN.

A DECADE LATER HE <sup>asked</sup> ~~GET~~ ME TO CHAIR THE UNCF TEXAS CAMPAIGN.

WE'VE STAYED IN CONTACT THROUGH THE YEARS WITH BILL; AND BARBARA AND I HAVE BEEN SUPPORTERS AND VOLUNTEERS WHEN CALLED UPON.

~~BILL AND VI ARE RETIRED NOW IN GREENSBORO, N.C. YESTERDAY,~~ <sup>Understand</sup>  
~~MARCH 8 WAS HIS 79TH BIRTHDAY,~~

HAPPY BIRTHDAY, BILL.

MY FATHER WAS ALSO INVOLVED WITH UNCF AND MY BROTHER JONATHAN HAS BEEN ON THE UNCF BOARD FOR A NUMBER OF YEARS. AND, OF COURSE, I'M PROUD THAT BARBARA HAS SERVED ON THE BOARD OF THE MOREHOUSE SCHOOL OF MEDICINE. YOU MIGHT SAY THAT UNCF AND ITS CAUSE IS A FAMILY AFFAIR FOR ME. FOR BARBARA AND ME, AND JONATHAN, IT IS A CAUSE CLOSE TO OUR HEARTS.

#

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THESE AND MANY OTHER HISTORIC LEADERS AT AND FROM THE  
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Gov. Keam's office

---

Martin Kushner

BA U of PA

MFA from Yale

drama critic + playwright

teaching at East Orange

starting a drama program

---

Denise Wade

BA in religion + science

Dartmouth

leader in minority activities

science teacher at Paterson

---

29% of new teachers last  
year went through alternate  
route.

ity. Party sec. Democratic Farm Labor Party, 1968-70; bd. dirs. Citizens League, 1966-68, 81, Walker Art Center, 1970-; mem. Met. Planning Comm. Mpls., 1965-67; vice-chmn. Minn. Bus. Ptnrshp, 1980; chmn. Neighborhood Employment Network, 1980. Served with USN, 1956-59. Office: Tennant Co 701 N Lilac Dr Minneapolis MN 55440

**HALES, ALFRED WASHINGTON**, mathematics educator, consultant; b. Pasadena, Calif., Nov. 30, 1938; s. Raleigh Stanton and Gwendolen (Washington) H.; m. Virginia Dart Greene, July 7, 1962; children—Andrew Stanton, Lisa Ruth, Katherine Washington, B.S., Calif. Inst. Tech., 1960, Ph.D., 1962. NSF postdoctoral fellow Cambridge U., Eng., 1962-63; Benjamin Peirce instr. Harvard U., 1963-66; faculty mem. UCLA, 1966-70; prof. math., 1973-; cons. Jet Propulsion Lab., La Canada, Calif., 1966-70. Inst. for Def. Analyses, Princeton, N.J., summers 1964, 65, 76, 79-84; 86; vis. lectr. U. Wash., Seattle, 1970-71; vis. mem. U. Warwick Math. Inst., Coventry, Eng., 1977-78; Math. Sci. Research Inst., Berkeley, 1986-87. Co-author: Shift Register Sequences, 1967, 82; contrb. articles to prof. journals. Mem. Am. Math. Soc., Math. Assn. Am., Soc. Indsl. and Applied Math. (Polys. prize in combinatorics 1972), Sigma Xi, Clubs: Pasadena Badminton. Office: Dept Math UCLA 405 Hilgard Ave Los Angeles CA 90024

**HALES, DAVID POSTER**, natural resources educator; b. Fort Worth, Tex., Nov. 14, 1944; s. Hubert William and Callie Bell H.; children: Lisa, Nathaniel, Joshua. B.S., Hardin-Simmons U., 1966; M.A. in Polit. Sci., U. Okla., 1970. Instr. polit. sci. U. Okla.; asst. prof. polit. sci. Stephen F. Austin State U., 1970-71; exec. asst. Okla. State Park System, 1971-75; Midwest regional coordinator Carter-McDonald Presld. campaign, 1975-76; dep. asst. sec. Fish and Wildlife and Parks, Dept. Interior, Washington, 1977-81; Dana prof. natural resources, dir. Willand Mgmt. Ctr. U. Mich., Ann Arbor, 1981-; chmn. U.S.-USSR Bilateral Agreement on Protection of Nature; mem. Pres.'s Adv. Council on Hist. Preservation; mem. exec. bd. U.S. Com. of Internat. Council Monuments and Sites; comr. Midwest Radioactive Waste Co., 1987-; Mich. Radioactive Waste Authority, 1987-; Mem. Pinelands (N.J.) Planning Comm. Office: U Mich Sch Natl Resources Hollister Bldg - Suite 554 108 W Allegan Lansing MI 48933

**HALES, KENNETH ADAIR**, information systems company executive; b. N.Y.C., Dec. 15, 1934; s. Kenneth Adair and Jean Irene (Graham) H.; m. Florence Louise Thress, Mar. 7, 1959; children—Bradley, Gillian, Pamela. B.S. in Eng., 1956; M.S., M.P.E., 1961; Ph.D., Stanford U., 1966. Mgmt. twg. program Gen. Electric, Schenectady, 1956-60; mgr. software dev. TRW, Redondo Beach, Calif., 1961-72; mgr. various software dev. projects Boeing, Seattle, 1973-82; v.p., program mgr. System Dev. Corp., Camarillo, Calif., 1982-; Mem. adv. bd. computer sci. dept., UCLA also extension engrng. sci. and math. dept. Served to pvt. E-2 Army, 1957-58. Fellow AIAA (assoc., chmn. 1976-77); mem. IEEE Computer Soc., Sigma Xi, Tau Beta Pi (v.p. 1956). Home: 801 Rim Crest Dr Westlake Village CA 91361 Office: System Dev Corp 5151 Camino Ruiz Camarillo CA 93011

**HALEY, SIMON**, physician, educator; b. Bucharest, Romania, June 5, 1929; came to U.S., 1963, naturalized, 1970; s. Meyer Abraham H. and Rebecca (Landau) H.; m. Hilda M. Valdes, 1968; 1 child, Daniel Abraham. M.D., U. Bucharest, 1953. Diplomate: Am. Bd. Anesthesiology, Intern Univ. Hosp., Colteza, Romania, 1952-53; resident Univ. Hosp., 1953-54; practice medicine specializing in anesthesiology 1955-; instr. anesthesiology Postgrad. Inst. Medicine, Bucharest, 1955-57; chief lab. in anesthesiology Postgrad. Inst. Medicine, 1957-60; preparator, instr. anatomy U. Bucharest Med. Sch., 1950-56; attending anesthesiologist Univ. Hosp., Fundeni, Bucharest, 1960-63; intern Community Hosp., Glen D., Stamford, Conn., 1964-65; resident Mt. Sinai Hosp., N.Y.C., 1965-67; asst. prof. anesthesiology Mt. Sinai Sch. Medicine, 1967-68; asst. prof. Albert Einstein Coll. Medicine, 1969-74; assoc. prof. Coll. Physicians and Surgeons, Columbia U., 1974-75; prof. SUNY, 1976-; asst. attending anesthesiologist Mt. Sinai Hosp. Services and Bronx Mchpl. Hosp. Center, 1967-71; attending anesthesiologist, 1973-74; attending anesthesiologist, assoc.-anesthesiologist-in-chief, dir. obstet. anesthesiology Nassau County Med. Center, 1976-; Chmn. com. on sci. exhibits and posters Postgrad. Assembly in Anesthesiology, N.Y.C., 1971-80. Mem. editorial bd.: Microcirculation, Convergences Médicales; contrb. articles to sci. journals. Fellow Am. Coll. Anesthesiologists; mem. AMA, Am. Soc. Anesthesiologists, Assn. des Anesthésiologistes Français, Deutsche Gesellschaft für Anaesthesiologie und Intensivmedizin, Société Française d'Anesthésie et de Réanimation, Association Internationale des Anesthésiologistes d'Expression Française (v.p., mem. adminstr. council), N.Y. Acad. Sci., A.A.S., Am. Soc. Pharmacology and Exptl. Therapeutics. Office: Nassau County Med Center 2201 Hempstead Turnpike East Meadow NY 11554

**HALEY, ALEX PALMER**, author, foundation executive; b. Ithaca, N.Y., Aug. 11, 1921; s. Simon Alexander and Bertha George (Palmer) H.; m. Nanine Branch, 1941 (div. 1964); children: Lydia Ann, William Alexander; m. Juliette Collins, 1964 (div. 1972); 1 child, Cynthia Gertrude. Student, Elizabeth City (N.C.) Tchrs. Coll., 1937-39; Litt.D., Simpson Coll., Indiana, Iowa, 1970. Former ad. prof. journalism U. Tenn., Knoxville. Author: The Autobiography of Malcolm X, 1965, Roots, 1976, Roots: The Saga of an American Family, 1979; contrb. articles to periodicals. Founder, pres. Kinte Found., Washington, 1972-; Enlisted USCG, 1939; advanced to chief journalist 1949; ret. 1959. Recipient Spl. Pulitzer prize, 1977. Mem. Authors Guild, Soc. Mag. Writers. Office: Kinte Corp PO Box 3338 Beverly Hills CA 90212 also: Box 826 Norris TN 37828

**HALEY, BENTON FAIRFIELD**, insurance executive; b. Somerville, Mass., Apr. 11, 1924; s. Sumner Abbott and Rena (Wiley) H.; m. Barbara Jean Harris, June 22, 1927; children: Marcia Jean, Douglas Brent, Bruce Fairfield, BA, Tufts U., 1947; MBA (hon.), Norwich U., 1979. With Vit. Mut. Ins. Co., Montpelier, 1948-; v.p., 1954-59, pres., 1959-; chmn., dir. Vit. Nat. Bank, Brattleboro, 1963-; bd. dirs. Health Ins. Co. Vt., Burlington. Chmn. bd. trustees Cen. Vit. Hosp., Berlin, 1964-; Served to U. (E-6), USN, 1943-46. Rep. Republican. Episcopalian. Lodges: Elks, Masons, Shriner's (potentate 1970). Home: 40 Freedom Dr Montpelier VT 05602 Office: Vit Mut Ins Co 89 State St Montpelier VT 05602

**HALEY, CLIFTON EDWARD**, car rental company executive; b. Detroit, Jan. 2, 1931; s. George E. and Margaret E. (Hemmon) H.; m. Janet Ruth Peters, June 2, 1951 (div. 1970); children: Debra, Denise, Daryl; m. Carolyn A. Borth, Apr. 17, 1973. B. U. Detroit, 1957; J.D., Detroit Coll. Law, 1961. Supr. lab. relations Chrysler Corp., Detroit, 1957-61; mgr. leasing inventory and ops. Ford Motor Co., Dearborn, Mich., 1961-77; s. v.p. franchise devel. Budget Rent a Car, Chgo., 1977, exec. v.p. ops., 1978-84, pres. BRAC internat., 1984, pres. BRAC Systems, 1984-85, s. exec. v.p., 1985-86, pres., chief operating officer, 1986-; bd. dirs.; bd. dirs. Compass Computer Services, Dallas, BRAC Systems Inc., Chgo. Mem. ABA, Mich. Bar Assn. Avocations: pilot, golf, gourmet cooking. Office: Budget Rent a Car Corp 200 N Michigan Ave Chicago IL 60601

**HALEY, GEORGE**, educator; b. Lorain, Ohio, Oct. 19, 1927; s. George and Mary (Haley) A.B., Oberlin Coll., 1948; M.A., Brown U., 1951, Ph.D. (Pres.'s fellow), 1956. Prof. U. Chgo., 1968-; chmn. dept. Romance langs., 1970-; Author: Vicente Espinal and Marcos de Obregón, 1959, The Narrator in Don Quixote, 1965, Diario de un Estudiante de Salamanca, 1977, El Mito de Cervantes, 1984; editorial bd.: Mod. Philology, 1967-70, Boletín Menéndez Pelayo, Guggenheim fellow, 1962-63. Mem. Modern Lang. Assn. Am., Hispanic Soc. Am., Phi Beta Kappa. Home: 901 S Plymouth Ct Chicago IL 60605 Office: 1050 E 59th St Chicago IL 60637

**HALEY, JACK (JOHN J.) JR.**, director, producer, writer, executive; b. Los Angeles, Oct. 25, 1933; s. Jack and Florence (McFadden) H.; m. Liza Minnelli, Sept. 15, 1974. B.S. in English, Loyola U., Los Angeles, 1956; postgrad., UCLA, U. So. Calif.; also work in cinema arts, U. So. Calif. TV actor 1955-56; joined David L. Wolper to form Wolper Prods. Inc., 1959; pres. Television Twentieth Century-Fox, 1975-; Co-founder The Thelians, 1955, bd. dirs., 1955-65; pres. Jack Haley Found., 1962-; Co-producer: TV show The Race for Space, 1959; producer-dir.: TV spl. Project: Man in Space, 1959, Hollywood: The Golden Years, 1960-61, Hollywood: The Great Stars, 1962, Hollywood: The Fabulous Era, 1962; producer, dir.: TV spl. And Away We Go, 1963-64, The Incredible World of James Bond, 1965; writer, producer, dir.: exec. charge prodn.: TV series Hollywood and the Stars (segment won Silver Lion award Venice Film Festival 1963-64); series

Biography, 1962 (George Foster Peabody Broadcasting award); exec. producer, dir.: TV spl. The General, 1965; prodn. super: TV spl. The Legend of Marilyn Monroe, 1966; supervising producer, Wolper Prods. Inc. on all. Nat. Geog. Spl. 1966; producer, cowriter: A Funny Thing Happened on the Way to the White House, 1966; sr. v.p. charge all live entertainment, Wolper Prods., Inc., 1967; writer, producer, dir.: TV spl. The Hidden World (grand Prix Monte Carlo Internat. TV Festival, Silver Lion award Venice Film Festival), 1967 (George Foster Peabody Broadcasting award); exec. producer: TV spl. The Highlights of the Ice Capades, 1967, With Love, Sophia, 1967; producer, co-writer: TV spl. A Funny Thing Happened on the Way to Hollywood, 1967; producer, dir.: TV spl. Movin' With Nancy, 1967 (Emmy award); exec. producer: TV spl. Monte Carlo, Crest La Rose, 1968, The Highlights of the Ice Capades, 1968; producer, dir.: TV spl. The Beat of Brass, 1968; exec. producer: TV spl. The Highlights of the Ice Capades, 1969, Life Goes to the Movies, 1976 (Emmy nomination); series That's Hollywood, 1977, 78, 79; producer, dir., co-writer: series Bob Hope's World of Comedy, 1976, Heroes of Rock 'N' Roll, 1979; producer, co-writer, co-dir.: series Frank Sinatra, Jr., With Family and Friends, 1969; dir.: film Norwood, 1969; writer-producer, dir.: documentary That's Entertainment, 1973, Life Goes to War: Hollywood and the Homefront, 1977; dir.: 1969 Acad. Awards Presentation; producer: 1979 Acad. Awards; dir.: The Love Machine, 1970; creative affairs, MGM, 1972-75; writer, exec. producer: 50 Years of MGM, 1975 (Emmy nomination); exec. in charge prodn.: Sherlock Holmes in N.Y.; co-exec. producer: America Salutes Richard Rodgers, 1976 (Emmy nomination); producer: TV spl. Acad. Awards Show, 1974, The Mac Davis Christmas Special, 1975, The Mac Davis Special, 1975; American Movie Awards, 1981, 82; producer, dir., writer: Hollywood: The Gift of Laughter, 1982; producer series: Ripley's Believe It or Not!, producer That's Dancing, 1983; producer of his documentary presented by invitation at Moscow Film Festival. Office: Jack Haley Jr Prods 8255 Beverly Blvd Los Angeles CA 90048

**HALEY, JOHN CHARLES**, financial executive; b. Akron, Ohio, July 24, 1929; s. Arthur and Katherine (Moore) H.; m. Ruba Hopkins, June 11, 1951; children: Alyson, Susan, John, Thomas. A.B. Miami U., Oxford, Ohio, 1950; M.S., Columbia Grad. Sch. Bus., 1951; LL.D. (hon.), Pace U., 1984. With Chase Manhattan Bank, N.Y.C., 1953-; asst. treas. Chase Manhattan Bank, 1955-62; asst. v.p., 1962-64, v.p., 1964-70; exec. v.p. Chase Manhattan Corp., 1970-84; dep. chmn. Kissinger Assocs., 1984-85; chmn., chief exec. officer Bus. Internat. Inc., N.Y.C., 1986-87; group pres. Orion Banking Group, London, 1970-73; dir. Armo Corp. Trustee Siemens Found.; chmn. bd. trustees Pace U.; chmn. bd. Nat. Corp. Fund for Dance, Inc. Served with AUS, 1951-53. Mem. U.S.-Japan Bus. Council, Council Fin. Relations, Beta Theta Pi, Clubs: Union, New Canaan Country. Home: 146 Lambert Rd New Canaan CT 06840 Office: 1 Dag Hammarskjöld Plaza New York NY 10017

**HALEY, JOSEPH WILLIAM**, lawyer; b. Cambridge, Mass., Sept. 21, 1938; s. Maurice L. and Catherine Marie (Halligan) H.; m. Anna A. Prince, BA, U. Maine, 1960; J.D., Cornell U., 1963. Bar: Mass. 1963. Ptnr. Goodwin, Procter & Hoar, Boston, 1964-; mem. mgmt. com. and exec. com. Mem. ABA, Mass. Bar Assn., Boston Bar Assn., Am. Coll. Real Estate Lawyers. Club: Abstract. Home: Paine Ave Prides Crossing MA 02109 Office: Goodwin Procter & Hoar Exchange Place Boston MA 02109

**HALEY, PRISCILLA JANE**, artist, printmaker; b. Boston, June 22, 1926; d. Arthur Benjamin and Jessamy (Fountain) H.; m. Tadeusz Bilous, May 21, 1961. B.A., Oberlin Coll., Ohio, 1948; grad. Brklyn. Mus. Sch., 1955. Resident artist Yaddo Found., Saratoga Springs, N.Y., 1957. One-man show Village Art Ctr., N.Y.C., 1960, 3-man show Islip Art Mus., 1975; represented in permanent collection N.Y. Public Library, Acad. Galleries, Brklyn. Mus., Library of Congress, Bowdoin Coll. Art Mus., Oberlin Coll., Addison Gallery Art, Wesleyan U. Library, others, portfolio of prints and poems by Maine poets, The Island, 1961. Recipient Medal of Honor Audubon Artists, 1977; Louis Comfort Tiffany Found. grantee, 1959. Mem. Soc. Am. Graphic Artists. Home: 133 Livingston Ave Babylon NY 11702

**HALEY, VINCENT PETER**, lawyer; b. Phila., Oct. 6, 1931; s. Vincent Paul and Madeline R. (McCrystal) H.; m. Mary Ann Harron, Apr. 14, 1956; children—Paul V., Kevin G., Maureen T., Patricia Ann M., Kathleen A., Brian M., Regina E., Christopher P., Megan A. B.S., Villanova U., 1953, J.D. cum laude, 1959. Bar: Pa. 1960, Fla. 1979. Actr. Arthur Young & Co., C.P.A.s, Phila., 1955-56; assoc. Schnader, Harrison, Segal & Lewis, Phila., 1959-67, ptnr., 1968-; mem. exec. com., 1985-; mem. bd. consultants Law Sch. Villanova U., 1985-; lectr. in field. Sec. Mercy Catholic Med. Ctr., Darby, Pa., 1969-; mem. Archdiocese of Phila. Bd. Edn., 1973-79, pres., 1977-79. Served with USNR, 1953-55. Mem. ABA, Pa. Bar Assn. (chmn. corp., banking and bus. law sec. 1979-81), Phila. Bar Assn., Villanova U. Law Alumni Assn. (pres. 1962-63), Order of Coif (chft. v.p. 1962-63). Clubs: Union League (Phila.); Huntington Valley, Roosevelt Racquet (dir. 1969-80), treas. 1972-80 (Huntington Valley, Pa.). Home: 305 Madison Rd Huntington Valley PA 19006 Office: Suite 3600 1600 Market St Philadelphia PA 19103

**HALF, ROBERT**, personnel recruiting executive, author; b. N.Y.C., Nov. 11, 1918; s. Sidney and Pauline (Kagan) H.; m. Maxine Levison, June 17, 1945; children: Nancy Half Ass, Peggy Half Silt, B.S., NYU, 1940. C.P.A., N.Y. Staff acct. Ernst & Whinney, 1940-43; mgr. office and personnel Kayser-Roth Corp., 1943-48; founder Robert Half Internat., Inc., N.Y.C., 1948-; founder, pres. Accountemps Inc., U.S., Can., Eng., 1964-; guest speaker Data Processing Mgmt. Assn., Nat. Assn. Accts.; guest on TV and radio shows in U.S. and Can.; mem. panel of experts Boardroom Reports. Author: The Robert Half Way To Get Hired in Today's Job Market, Robert Half on Hiring, Robert Half's Success Guide for Accountants, Making It Big in Data Processing, How To Hire Smart, How To Keep Your Best People, How to Get Your Employees to Do What They're Supposed To Do, How to Check References When References Are Hard to Check, 52 Good Ideas on Hiring, Firing and More; monthly columnist Nat. Bus. Employment Weekly, Management Accounting, New Accountant, MIS Week, editorial advisor: Jour. Accountancy, Management Accounting, Personnel Administration; editorial bd.: CPA Personnel Report, Exec. Productivity; ptnr.: Prevailing Starting Salaries for Financial and Business Success Positions, annually 1950-; Condensed Tax Rate Card, annually 1967-; contrb. numerous articles to mags. and newspapers. Expert witness subcom. U.S. Senate; co-author U.S. tax bill Bud Am.; mem. Bd. Appeals Village of Saddle Rock, Great Neck, N.Y., 1956-62. Recipient John Madden award NYU, 1985. Mem. Am. Acct. Assn., Assn. Personnel Consultants N.Y. (pres. 1963-64, dir. 1960-65, Harold Nelson award 1986), Nat. Assn. Personnel Cons., N.Y. State Soc. CPA's, Am. Inst. CPA's, Nat. Assn. Accts., Am. Mgmt. Assn., Adminstr. Mgmt. Soc., Am. Soc. Personnel Adminstrs., Assn. Human Resources Cons., Accts. Club Assn., U.S. C. of Employment Mgmt. Assn., Data Processing Mgmt. Assn., Internat. Platform Assn. Lodge: Toastmasters. Pioneer in specialized personnel recruiting. Office: 522 Fifth Ave New York NY 10036 Live is unending; only individuals die. But their contributions, for good or bad, live on, and segments of these contributions are passed on from generation to generation.

**HALFEN, DAVID**, publishing executive; b. Newark, July 23, 1924; s. Abraham and Rachel (Rosen) H.; m. Genevieve Alberte Martin, Jan. 15, 1948; children: Daniel William, Alexander Anthony. B.S. with high honors, U. Wis., 1948; diploma in French Civilization with high honors, U. Paris, 1949, Ph.D. with highest honors, 1954. From asst. to chief cost acct. Atlas Constructors, Morocco, 1952-54; from asst. editor to editor-in-chief Hart Pub. Co., N.Y.C., 1954-56, 58-62; ign. affairs editor Scholastic mag., N.Y.C., 1956-58; from field editor to v.p., gen. mgr. coll. div. Scott, Foresman and Co., Glenview, Ill., 1962-78, v.p., gen. mgr. Lifelong Learning div., 1978-; cons. Coalition for Literacy, 1982-83; participant Am. Productivity Ctr. Conf. for White House Conf. on Productivity, 1983; cons. U.S. Dept. Edn. Round Table on Adult Illiteracy, 1983; chmn. adv. com. USN Courses At Sea Program, 1987-; Author: La Plume: Revue Symboliste 1889-1899, 1954. Served with AUS, 1943-46, PTO. Mem. Am. Assn. Ret. Persons (cons.), Coalition Adult Edn. Orgns. (cons., dir.), Am. Assn. Adult and Continuing Edn. (cons., panelist).

**HALIO, JAY LEON**, educator; b. N.Y.C., July 24, 1928; s. Samuel and Anna (Cohen) H.; m. June Doris Cohen, June 4, 1957; children: Brian,

Amy, B.A., Syracuse U., 1950; M.A., Yale, 1951, Ph.D., 1956. Instr. English U. Calif., Davis, 1955-57, asst. prof., 1957-63, assoc. prof., 1963-68, prof., 1968; prof. U. Del., Newark, 1968-; assoc. provost for instrn., 1975-81, dir. Ctr. for Teaching Effectiveness, 1975-80, 86-87, dir. humanities semester, 1978-; chmn. bd. editors U. Del. Press, 1985-; mem. central exec. com. Folger Inst. Renaissance Studies, 1975-; Fulbright-Hays sr. lectr. U. Malaya, 1966-67, Buenos Aires, Argentina, fall 1974. Author: Angus Wilson, 1964, Understanding Shakespeare's Plays in Performance, 1988; editor: Approaches to Macbeth, 1966, Twentieth Century Interpretations of As You Like It, 1968, Volpone, 1968, Macbeth, 1972, King Lear, 1973, Shakespeare: Pattern of Excelling Nature, 1978, (with David Bevington) British Novelists Since 1960: Dictionary of Literary Biography, Vol. 14, 1983, (with Kenneth Muir, D.J. Palmer, Shakespeare, Man of the Theater, 1981, (with Benard C. Millard) A Year in Shakespeare, 1981; Annotated Bibliography, 1985, Critical Essays on Angus Wilson, 1985; cons. essays and revs. to lit. journals. Mem. M.L.A., Internat. Shakespeare Assn., Shakespeare Assn. Am., Phi Beta Kappa, Club: Blue and Gold, Home: 9 Radcliffe Dr Newark DE 19711 Office: Dept English U Del Newark DE 19716

**HALKETT, ALAN NEILSON**, lawyer; b. Chungking, China, Oct. 5, 1931; came to U.S., 1940; s. James and Evelyn Alexander (Neilson) H.; m. Mary Lou Hickey, July 30, 1955; children: Kent, James, Kent, B.S., UCLA, 1953, LL.B., 1961. Mem. firm Latham & Watkins, Los Angeles, 1961-; mem. exec. com., 1968-72, chmn. litigation dept., 1980-86, chmn. succession com., 1986-; Served to It. USN, 1954-58. Fellow Am. Coll. Trial Lawyers; mem. Calif. Bar Assn., Chancery Club, UCLA Law Alumni Assn., (Pres. 1968), Order of Conf. Republican, Clubs: Jonathan (Los Angeles), Palos Verdes Country (Palos Verdes Estates, Calif.). Avocations: golf; old cars. Office: Latham & Watkins 555 S Flower St Los Angeles CA 90071

**HALKI, JOHN JOSEPH**, physician; b. Fairchance, Pa., July 28, 1926; s. John Stephen and Ann Priscilla (Uhrler) H.; m. Elizabeth Irvine Cozgle, Apr. 30, 1960; children: Thomas Kim, Carla Ann, John J. II, BS in Pharmacy, W.Va. U., 1950, BS, 1954; MD, Med. Coll. Va., 1956; PhD in Pharmacology, U. Kans., 1973. Diplomate Am. Bd. Ob-Gyn, Pharmacist Fredrick's Pharmacy, Morgantown, Va., 1950-54; intern Ohio Valley Gen. Hosp., Wheeling, W.Va., 1956-57; resident in Ob-Gyn, Med. Coll. Va. Hosps., Richmond, 1957-60; comd. 1st Lt. USAF, 1957, advanced through grades to brig. gen., 1979; chief ob-gyn service 5060th USAF Hosp., Ladd AFB, Alaska, 1960-62; chief pharmacy 5060th USAF Hosp., Ladd AFB, Ala., 1961-62; asst. chief ob-gyn service 7625th USAF Hosp., USAF Acad., Colorado Springs, Colo., 1963-65, chief ob-gyn service, 1965; chief surg. service 7625th USAF Hosp., USAF Acad., Colorado Springs, 1965; mem. dept. pharmacology Kans. U. Med. Ctr. Air Force Inst. Tech., Kansas City, 1965-68; asst. chmn. ob-gyn Wilford Hall USAF Med. Ctr., Lackland AFB, Tex., 1968-70, asst. dir. base med. services, 1969-70; chief flight medicine div. base med. services, 1969-70, chief med. processing div., 1969-70, asst. chief mil. pub. health base med. services, 1969-70, chmn. ob-gyn, 1970-73, program dir. residency tng. in ob-gyn, 1970-73, dir. hosp. services, 1973-75; comdr. USAF Med. Ctr., Wright-Patterson AFB, Ohio, 1975-79; dir. med. inspection Air Force Inspection and Safety Ctr., Norton AFB, Calif., 1979-81; ret. USAF, 1981; assoc. clin. prof. ob-gyn Wright State U. Sch. Medicine, Dayton, Ohio, 1975-79, assoc. clin. prof. pharmacology, 1976-80, asst. dean air force affairs, 1976-79, chmn. ob-gyn, 1982-; program dir. integrated ob-gyn residency program, 1982-; prof. ob-gyn, 1987-; prof. pharmacology and toxicology, 1987-; Nicholas J. Thompson prof. ob-gyn, 1985-; dir. edn. ob-gyn Miami Valley Hosp., Dayton, 1984-; cons. ob-gyn to surgeon gen. USAF, Washington, 1969-81, USAF Med. Ctr., Wright-Patterson AFB, 1982-; United Services Dayton Area Inc., 1982-; asst. clin. prof. ob-gyn U. Tex. Health Sci. Center, San Antonio, 1968-70, assoc. clin. prof. ob-gyn, 1970-75; med. dir. Fredrick's Pharmacy, Morgantown, W.Va., 1950-54, Ohio, 1936-75. Served with USN, 1944-46. Decorated DSM, Legion of Merit (2), World War II Victory Medal, Nat. Def. medal, Am. Campaign medal, Asiatic-Pacific Campaign medal with I service star; recipient Air Force Outstanding Unit award with 2 oak leaf clusters, Merck award W.Va. U. Coll. Pharmacy, 1950, Teaching Recognition award Am. Acad. Family Physicians, 1982, Outstanding Alumnus award W.Va. U. Sch. Pharmacy, 1986, Fellow ACS, Am. Coll. Ob-Gyn (sec.-treas. armed forces dist. 1971-74, vice chmn. (ret.) dist. 1984-87); mem. AMA, Ohio State Med. Assn., Montgomery County Medical Assn., Am. Acad. Med. Dir., Ohio chft. ACS, Air Force Soc. Clin. Surgeons (sr. bd. vols. 1977-78), Assn. Prof. Gynecology and Obstetrics, Dayton Ob-Gyn Soc., Federal Health Care Execs. Inst. Alumni Assn. (life), VFW, Alpha Omega Alpha, Republican, Roman Catholic. Avocations: gardening, landscaping, travelling, fishing, collecting. Office: Wright State U. Sch. Medicine Miami Valley Hosp. 1 Wyoaming St Dayton OH 45409

**HALKIN, HUBERT**, mathematics educator, research mathematician; b. Liege, Belgium, June 5, 1936; came to U.S., 1960; s. Leon E. and Denise (Daude) H.; m. Carolyn Mulliken, June 22, 1964 (div. 1971); children: Christopher, Sherrill-Anne. Ingenieur, Université de Liège, 1960; Ph.D., Stanford U., 1963. Mem. tech. staff Bell Telephone Labs., Whippany, N.J., 1963-65; asst. prof. math. dept., U. Calif., San Diego, 1965-69; prof. U. Calif., 1969-; dept. chmn. U. Calif., San Diego, 1981-87. Editor: Jour. Optimization Theory and Applications, 1968-; Revue Française d'Automatique de Recherche Operationelle, 1973-; Guggenheim fellow, 1971-72. Club: Sierra. Office: Univ Calif San Diego Dept Math La Jolla CA 92093

**HALKYARD, EDWIN MILTON**, diversified industrial company executive; b. N.Y.C., July 20, 1934; s. Edwin Milton and Edna Alice (Franklin) H.; m. Joan Sherwin, Sept. 15, 1956; children: Edwin, Martin, Christopher, Jonathan, A.B. in Econ., Princeton U., 1956. In various employee relations positions PPG Industries, Pitts., 1956-67; mgr. indsl. relations Allied Corp., Morrisstown, N.J., 1967-68, dir. indsl. relations, labor relations and employee relations, 1968-78, v.p. corp. cons. relations, 1978-79, s. v.p. human resources, 1979-; mem. employee relations com. Bus Roundtable, Washington, 1973-; Trustee St. Clare's Hosp., Denville, N.J., 1972-; pres. Arts Council Morris Area, Madison, N.J.; bd. overseers Found. at N.J. Inst. Tech., 1980-; Served to capt. U.S. Army, 1957. Republican. Episcopalian. Club: Princeton (N.Y.C.). Office: Allied Signal Inc PO Box 3000R Morrisstown NJ 07960

**HALL, ADRIENNE ANN**, advertising agency executive; b. Los Angeles; d. Arthur E. and Adeline P. Kosches; m. Maurice Hall; children: Adam, Todd, Stefanie, Victoria. B.A., UCLA. Founding ptnr. Hall & Levine Adv. Inc., Los Angeles, 1960-80; vice chmn. bd. Eisaman, Johns & Laws Adv. Inc., Los Angeles, Houston, Chgo., N.Y.C., 1980-; chmn. Eric Boyv Inc., 1986-; Trustee UCLA; bd. regents Loyola-Marymount U., Los Angeles; mem. Blue Ribbon of Music Ctr., Pres. Circle, Los Angeles County Mus. Art. Cluf. Gov.'s Comm. on Econ. Devel. Bd. dirs. Wonder Woman Found., N.Y.C.; mem. adv. council Girl's Clubs Am., Girl Scouts U.S.; mem. adv. bd. Asian Pacific Women's Network, fashion group Downtown Women's Ctr. and Residence, Leadership Am., Washington; mem. exec. bd. Greater Los Angeles Partnership for Homeless, Los Angeles Shelter Partnership Bd.; mem. Nat. Network for Hispanic Women. Recipient Nat. Headliner award Women in Communications, 1982; recipient Prof. Achievement award UCLA Alumni, 1979; named Woman of Yr. Am. Adv. Fedn., 1973. Ad Person of the West award Mktg. and Media Decisions, 1982; Bus. Woman of Yr. award Boy Scouts Am., 1983; Women Helping Women award Soroptimist Internat., 1984; Bullock's 1st ann. portfolio award for exec. women, 1985; Communicator of Yr. award Ad. Women, 1986; Leader award NYCFA, 1986; named One of 20 Top Corp. Women, Savvy mag., 1983. Mem. Internat. Women's Forum (bd. dirs.), Woman Who Made a Difference award 1987, Am. Assn. Adv. Pers. (pres. chmn. bd. gov. western region), Western States Adv. Agys. Assn. (dir.), Hollywood Radio and TV Soc. (dir.), Nat. Adv. Rev. Bd., Overseas Edn. Fund, Com. 200 (western chmn.), Women in Communications, Orgn. Women Execs., Calif. Women's Forum (founder, chmn. trusteeship), Los Angeles Area C. of C. (bd. dirs. 1987-). Clubs: Chm. Yacht; Stock Exchange, Los Angeles Adv. (pres.) (Los Angeles). Office: Eisaman Johns & Laws Advt 6255 Sunset Blvd Los Angeles CA 90028

**HALL, ALAN EUGENE**, ballet company executive, consultant; b. Ogden, Utah, Mar. 22, 1945; s. Eugene M. and Joyce (Hansen) H.; m. Paula Jeanne Nowak, June 11, 1969; children—Aaron, Laura, Adam, Eric, Christian, Megan. B.A., Weber State Coll., 1969; M.B.A., Brigham Young U., 1972.

1960-64: founder Cath. Physicians Guild, Richmond, 1957-64: chancellor Diocese, 1960-64: papal chamberlain 1961; aux. bishop Richmond; titular bishop Latopalis; vicar gen. Richmond Diocese, 1962-64; chairman of Charleston, S.C., 1964—; promoter IV Synod Diocese Richmond, 1964-64; sec. Nat. Conf. U.S. Bishops, 1966-70; chmn. permanent diaconate 1962-64; 1968-71; chmn. Region IV, 1972-74; mem. adminstr. com., 1974—; sec. adminstr. bd. Nat. Cath. Conf., 1966-70; mem. Bishops' Com. for Ecumenical and Inter-religious Affairs, 1965-78; chmn., 1978—; mem. Bishops' Com. on Pastoral Plans and Programs, 2d Vatican Council, 1962-5; Anglican-Roman Catholic subcomms. theology of marriage and mixed marriage; co-chmn. Anglican/Roman Cath. Comm. Theology of Marriage; chmn. Roman Cath.-Presbytn./Reformed Consultation; mem. com. social eval. and world peace U.S. Council Chs., 1971-74; mem. adminstr. com. bd. NCCB-USCC, 1978—; mem. Ad. Hoc Com. Women in Ch. and ed. Nat. Conf. U.S. Bishops, 1978—; chmn. Bicentennial Comm. on Religious Liberty, 1971—; co-chmn. Charleston Bicentennial Comm. on Religious Liberty, 1971—; bishop for visit of Pope John Paul II to U.S., 1987. Bd. dirs. 1971—; 1969—, pres., 1972—; mem. alumni bd. govts. Cath. U. Am. ARA, 1969—; pres. Christ the King U.S. Collegeville, Minn., 1970; medal recipient Pax Maria La Antiqua, Panama, 1976; Pacem in Terris award, 1980; U.S. awarded grand cross Republic of Panama, 1976. Address: 119 Broad St. Charleston SC 29401 *Where would I be without the love and care of God, my Father? Answers to that question I ponder. Indeed I am among people who share their gifts and strength; I live with them joyfully in their response to me in friendship and common care. Life continues to be an adventure for me curious.*

**INTERMEYER, CHARLES G. (CHASE)**, government official; b. Long Branch, N.J., Mar. 7, 1946; s. Dewitt Edward and Marguerite A. (Graves) I. B.A., Harvard U., 1968. Reporter Houston Chronicle, 1971-74; exc. asst. to county judge Harris County, 1974-76; mem. Tex. H. of Reps., 1977-1; exc. asst. to Vice Pres. of U.S., Washington, 1981-83; asst. sec. of the (fay) Washington, 1984—. Author: Houston Survival Handbook, 1980. Served in U. USNR, 1968-70. Fellow Inst. of Politics, Harvard U., 1980. Republican. Methodist. Home: 2800 Woodley Rd NW Washington DC 20008 Office: The Pentagon Room 4E 78 Washington DC 20350

**INTHANK, G. WIX**, U.S. district judge; b. Tway, Ky., June 14, 1923; s. Green Ward and Estell (Howard) U.; m. Marilyn Elizabeth Ward, Feb. 28, 1953. J.D., U. Miami, Fla., 1950. B.S. Ky., 1950. Judge Harlan County, 1950-57; asst. U.S. atty., Lexington, Ky., 1956-69; commonwealth atty., Harlan, 1960-69; judge U.S. Dist. Ct., Eastern Dist. Ky., Pikeville, 1980-1987; asst. U.S. judge, 1940-45. Decorated Purple Heart, Bronze Star, 2nd class Inf. badge. Mem. ABA, Am. Judicature Soc., Ky. Bar Assn., Fla. Bar Assn. Democrat. Presbyterian. Office: US Dist Ct PO Box 278 Pikeville KY 41501 \*

**JNZ, RICHARD FREDERICK**, environmental microbiologist; b. Syracuse, N.Y., Sept. 15, 1935; s. Floyd Maynard and Fanny Arlene (Lowe) U.; m. Frances Hayden, July 10, 1965; 1 child, Richard Frederick Jr. BS, Syracuse U., 1957, MS, 1960; PhD, Rutgers U., 1965. Research chemist III. Sanitary Dist. of Greater Chgo., 1965-66; asst. prof. State U., University Park, 1965-71; assoc. prof., 1971-81; prof., 1981—. Mem. Am. Soc. Microbiology, Am. Soc. Microbiology, Water Pollution Control Conf., Internat. Assn. on Water Pollution Research and Control, Assn. Environ. Engrng. Prof. Home: 2 Surrey Ln State College PA 16803 Office: 1 State U 212 Sackett Bldg University Park PA 16802

**JOTILA, URHO ANTTI KALEVI**, geodesist, educator; b. Pöytä, Finland, Feb. 22, 1923; came to U.S., 1951, naturalized, 1957; s. Antti Samuli and (era) Justina (Kyto) U.; m. Helena Vanhakartano, Aug. 6, 1949; children: Heidi, Kirsi, Elizabeth, Julie, Trina, Caroline, B.S., Finland's Inst. Tech., 1946, M.S., 1949; Ph.D., Ohio State U., 1959. Surveyor, geodesist Finnish Govt., 1944-46, 46-51; geodesist Swedish Govt., 1946; research asst. Ohio State U., 1952-53; research asso., 1953-58; research supv., 1958—; lect. in geodesy, 1955-57; asst. prof., 1959-62; asso. prof., 1962-65; chmn., dept. geodesy, 1965—; 1964-84, prof., 1965—; mem. Solar Eclipse Expdn. to Greenland, 1954; Mem. adv. panel on geodesy U.S. Coast and Geodetic Survey, 1964-66; Mem. adv. panel on geodesy and cartography working group, 1964-66; Mem. geodesy and cartography working group, 1964-66; Mem. geodesy and cartography working group, summer conf. lunar exploration and sci., 1965; mem. geodesy and cartography adv. subcom., 1967-72; mem. ad hoc com. on N.A.M. datum div. art. Sci. Nat. Acad. Sci.-N.A.E., 1968-70; bd. dirs. Internat. Gravity Bur., France, 1975-83; mem. com. on geodesy Nat. Acad. Sci., 1975-78. Mem. editorial adv. com.: Advances in Geophysics, 1968-77; Contr. articles to prof. journals, encyc. Served with Finnish Army, 1942-44. Recipient Kaarina and W.A. Heiskanen award, 1962; Apollo Achievement award NASA, 1969. Fellow Am. Geophys. Union (v.p. geodesy sect. 1964-68, pres. 1968-70). Am. Congress Surveying and Mapping (nat. dir. 1970-73, 2d v.p. 1977-78, pres. lect. 1978-79, pres. 1979-80); mem. Am. Assn. Geodetic Surveying (pres. 1984-86), Am. Soc. Photogrammetry, Can. Inst. Surveying, Internat. Assn. Geodesy (pres. sp. study group 1967-70, pres. 1971-75), exec. com. on geodesy, 1967-70; Sp. Space Research Assn. (trustee 1973-75), Finnish Nat. Sci. (fign.), Prof. Land Surveyors Ohio (hon.), Ala. Soc. Prof. Land Surveyors (hon.), Tenn. Assn. Prof. Surveyors (hon.), Research in geometric geodesy, phys. geodesy and statis. analysis of data. Home: 4329 Shelbourne Ln Columbus OH 43220 Office: Ohio State U Dept Geodetic Science and surveying 1958 Neil Ave Columbus OH 43210

**UPBIN, HAL JAY**, retail company executive; b. Bronx, N.Y., Jan. 15, 1939; s. David and Evelyn (Sloan) U.; m. Shari Klesler, May 29, 1960; children: Edward, Elyse, Danielle. B.B.A. in Accounting, Pace Coll., 1961. J.P.A. N.Y. Tax sr. Peat, Marwick, Mitchell & Co. (C.P.A.'s), N.Y.C., 1961-65; tax mgr. Price Waterhouse & Co. (C.P.A.'s), N.Y.C., 1965-71; dir. axes Wheelabrator-Frye Inc., N.Y.C., 1971-72; treas. Wheelabrator-Frye Inc., 1972-74; pres. Wheelabrator Financial Corp., N.Y.C., 1974-75; v.p. chief financial officer Chase Manhattan Mortgage and Realty Trust (became Triton Group Ltd. 1980), N.Y.C., 1975-76; pres. Chase Manhattan Mortgage and Realty Trust (became Triton Group Ltd. 1980), 1976-78, pres., chmn., 1978-83; also dir., chmn., pres., dir. Isometrics, 1983-85; chmn., pres. Fifth Ave. Cards, Inc., 1984—; vice chmn. Am. Recreation Products, 1985—; chmn. Individual Retirement Assoc. Inc., 1985-87; chmn. Retail Stores, Ashby's Outlet Stores; bd. dir. Stacy Industries, Inc. Alumni advisor to bd. trustees Pace U.; past pres. Jewish Temple. Mem. Am. Inst. C.P.A.'s, N.Y. State Soc. C.P.A.'s, Franklin (N.J.) Jaycees (v.p.), Jewish (pres. temple). Home: 20 W 64th St New York NY 10023

**UPDIKE, HELEN HILL**, economist, consultant, educator; b. N.Y.C., Mar. 17, 1941; d. Benjamin Harvey and Helen (Gray) Hill; m. Charles Bruce Updike, Sept. 9, 1963; children: Edith Hill, Nancy Lamar, B.A., Hood Coll., 1962; Ph.D., SUNY-Stony Brook, 1978. Asst. prof. Suffolk U., Boston, 1965-67; lect. SUNY-Stony Brook, 1969-75; vis. asst. prof., 1977-78; asst. prof. U. Mass., Boston, 1975-77; asst. prof. Hofstra U., Hempstead, N.Y., 1978-85; assoc. prof., 1985—; chmn. dept. econs. and geography, 1981-84; assoc. dean Hofstra Coll. Hofstra U., 1984-87; pres. Interfund Capital Corp., 1987—; dir. Rapid-Am. Corp.; cons. environ. econs., 1973-87; McCrory Corp. Author: The National Banks and American Economic Development, 1870-1900, 1985. Trustee, v.p. L.I. Forum for Tech., 1979-85; trustee Madeira Sch., Greenway, Va., N.Y. Outward Bound Ctr., H.B. Earhart; mem. nat. adv. bd. Outward Bound; H.B. Earhart fellow, Georgetown U., 1962-63; Georgetown U. fellow, 1963-64. Mem. AAAS, Am. Econ. Assn. Office: Interfund Capital Corp 1 Dag Hammarskjöld Plaza 4th Floor New York NY 10017

**UPDIKE, JOHN HOYER**, writer; b. Shillington, Pa., Mar. 18, 1932; s. Wesley R. and Linda G. (Hoyer) U.; m. Mary E. Pennington, June 26, 1953; children: Elizabeth, David, Michael, Miranda; m. Martha R. Bernhard, Sept. 30, 1977. A.B., Harvard U., 1954; student, Ruskin Sch. Drawing and Fine Art, 1954-55. With New Yorker mag., 1955-57. Author: The Carpentered Hen, 1958, The Poorhouse Fair, 1959, The Same Door, 1959, Rabbit, Run, 1960, Pigeon Feathers, 1962, The Centaur, 1963 (Nat. Book award), Telephone Poles, 1963, Olinger Stories; selection, 1964, Of the Farm, 1965, Assorted Prose, 1965, The Music School, 1966, Coups, 1968, Midpoint, 1969, Bech: A Book, 1970, Rabbit Redux, 1971, Museums and Women, 1972, Buchanan Dying, 1974, A Month of Sundays, 1975, Picked-Up Pieces, 1975, Marry Me, 1976, Tossing and Turning, 1977, The Coup, 1978, Too Far to Go; Problems, 1979, Rabbit Is Rich, 1981 (Pulitzer prize, Am. Book

award), Bech Is Back, 1982, Hugging the Shore, 1983, The Witches of Eastwick, 1984, Facing Nature, 1985, Roger's Version, 1986, Trust Me, 1987, S., 1988. Recipient Rosenthal award Nat. Inst. Arts and Letters, 1960; O'Henry Prize Story award winner, 1967-68; recipient Macdowell medal, 1981. Mem. Nat. Acad. Arts and Letters; Am. Acad. Arts and Scis. Democrat. Episcopalian. Address: Beverly Farms MA 01915

**UPGREN, ARTHUR REINHOLD, JR.**, astronomer, educator; b. Mpls., Feb. 21, 1933; s. Arthur Reinhold and Marion (Andrews) U.; m. Joan Kosowski, Jan. 7, 1967; 1 child, Amy Joan. B.A., U. Minn., 1955; M.A., U. Mich., 1958; Ph.D., Case Western Res. U., 1961. Research assoc. Swarthmore Coll., Pa., 1961-63; astronomer U.S. Naval Obs., Washington, 1963-66; asst. prof. Wesleyan U., Middletown, Conn., 1966-73; assoc. prof., 1973-81; dir. Van Vleck Obs., 1973—; John Monroe Van Vleck prof., 1981—; chmn. dept. astronomy, 1968-86; v.p. Fund Astrophys. Research, N.Y.C., 1973—; chmn. grants com., 1985—; vis. prof. Yale U., 1979-80; adj. prof. U. Fla., 1984—. Editor: The Nearby Stars and the Stellar Luminosity Function, 1983, International Astronomical Union Colloquium No. 76, 1983, No. 100, 1987, Symposium No. 133, 1987, Mapping the Sky - Past Heritage and Future Directions, 1988, Fundamentals of Astrometry, 1988. v.p. chmn. grants fund for Astrophys. Research, N.Y.C., 1985—; Grantee NSF, 1967—. Fellow Royal Astron. Soc.; mem. Internat. Astron. Union, 1968—; v.p., 1982-85, pres. com. 24 1985-88), Am. Astron. Soc., 1988—; Soc. Pacific, Sigma Xi. Office: Van Vleck Obs Wesleyan U Middletown CT 06457

**UPHOFF, JAMES KENT**, education educator; b. Hebron, Nebr., Sept. 1, 1937; s. Ernest John and Alice Marie (Dutcher) U.; m. Harriet Lucille Martin, Aug. 6, 1962; 1 child, Nicholas James. B.A., Hastings Coll., 1959; M.Ed., U. Nebr., 1962, Ed.D., 1967. Tch. Walnut Jr. High Sch., Grand Island, Nebr., 1959-65; dept. chmn., 1962-65; instr. dept. ed. U. Nebr., Lincoln, 1965-66; curriculum intern Bellevue (Nebr.) Pub. Schs., 1966-67; asst. prof. edn. Wright State U., Dayton, Ohio, 1967-70; asso. prof., 1970-75; prof. edn., 1975—; co-dir. pub. edn. religion studies ctr., 1975-75; dean br. campuses, 1975-79; dir. lab. experiences, 1982—; vis. prof. U. Dayton, 1986-89; Author: (with others) Summer Children: Ready or Not For School, 1986; editor: Dialogues on Developmental Curriculum K and I, 1987. Phi Delta Kappa scholar, 1969. Mem. adv. com. pub. edn. fund Dayton Found., 1985—; mem. Luth. Ch. council, 1987—; Mem. NEA, Ohio Edn. Assn. (devel. com.), Western Ohio Edn. Assn. (pres. 1974-75, exc. com. 1979-85), Assn. Supervision and Curriculum Devel. (dir. 1974-79), Ohio Assn. Supervision and Curriculum Devel. (v.p. 1972-73), Nat. Council Social Studies (religion com.), Ohio Council Social Studies (prof. concerns com.), Dayton Area Council Social Studies (pres. 1970-71, 85-87), L.W.V. Greater Dayton (edn. dir. 1981-85), Ohio Council Chs. (edn. com. 1973-75), Phi Delta Kappa (chpt. pres. 1983-84), Kappa Delta Pi. Republican. Lodge: Rotary (editor, dir. 1974-79), Optimists (pres. 1983-85). Home: 150 Spire Dr Dayton OH 45419 Office: Wright State U 320 Millett Edn Dayton OH 45435

**UPLINGER, ROBERT JAQUA**, power transmission equipment company executive; b. St. Francis, Kans., Aug. 14, 1912; s. James Edward and Magnolia (Jaqua) U.; m. Martha Rath, Aug. 20, 1939; children: Robert Jaqua, Karen Martha. Student, U. Kans., 1930-32, 35, 36-37. Lic. pilot, FAA, With U.S. Coast and Geodetic Survey, 1934-35, Gales Rubber Co., Denver, 1937-43; pres. Uplinger & Sherman, Inc., Syracuse, N.Y., 1946-48; pres., treas. Robert J. Uplinger, Inc. (distrs. power transmission equipment), Syracuse, 1949-77; v.p. Robert J. Uplinger dir. Kaman Bearing & Supply-East (merger), 1977-83; exc. com. Kaman-East, 1981. Internat. pres. Lions, 1971-72, mem. exc. com. Internat. Found., 1985-86; rep. in U.S., 1977—; mem. Mayor's Aviation Adv. Bd., Syracuse, 1975-76; Co-ordinator C.P. Syracuse, 1942 office, 1942-43; pres. Syracuse Assn. Blind, 1959-61; dir., 1957-59, 62-63. Served with AUS, 1943-45. Recipient Internat. Solidarity Merit award VIIIth Congress World Fedn. Fed. Mem. Power Transmission Distrs. Assn. (co-founder Chgo. 1959), U. Kans. Alumni Assn., SAR, Syracuse C. of C. (aviation com. 1969—; chmn. 1975—), Alpha Xi, Sigma Chi, Lutheran Club; Mason. Home: 909 Cumberland Ave Syracuse NY 13210

**UPPMAN, THEODOR**, concert and opera singer; b. San Jose, Calif., Jan. 12, 1920; s. John August and Hulda Maria (Thörnström) U.; m. Jean Seward, Jan. 31, 1943; children: Margot, Michael. Student, Coll. of Pacific, 1938; Curt. Inst., Stanford U., 1941; Stanford U., 1942, U. So. Calif., 1948-50; 1950, prof. com. regional auditions Met. Opera; voice faculty Mannes Coll. Music, 1975—; tchr. master classes Britten-Pears Sch. Advanced Mus. Studies, 1987—. Prof. debut as baritone, No. Calif. Symphony, 1941, appeared with, San Francisco Symphony, 1947; performed in: Pelleas et Melisande, City Center Opera Co., N.Y., 1948; debut, San Francisco Opera Co., 1948, N.Y. recital, Times Hall, 1950; appeared: title Billy Budd opera premiere, Royal Opera House, London, Eng., 1951, Theatre de la Champs Elysees, Paris, France, 1952; performed in: Billy Budd, NBC-TV Opera Theatre, 1952, Pelleas et Melisande, Met. Opera Co., 1953, Magic Flute, 1956-77, La Perichole, 1956-71, Don Giovanni, 1957-73, Madama Butterfly, 1961-78, Così fan Tutte, 1962-71, L'Italiana in Algeri, 1973-75; world premiere of the: Passion of Jonathan Wade, N.Y.C. Opera, 1962, Villa Lobos' Yerma, Santa Fe Opera, 1971, Pasantini's Black Widow, Seattle Opera, 1972, Barab's Philip Marshall, Chautauque, 1974, Aix en Provence, debut, summer 1965, Alderberg, September 1975. Chgo. Lyric Opera, debut, 1964, War Requiem by Britten, Dallas, Cleve., Cincinnati, 1965, Damnation of Faust, N.Y. Philharmonic, 1966; Am. premiere: Billy Budd, Chgo. Lyric Opera, 1970; Death in Venice (Britten), Geneva Opera, 1983; World premiere: A Quiet Place (Bernstein), Houston Opera, 1983, A Quiet Place, LaScala, 1984, A Quiet Place, Vienna Staatsoper, 1986; Concert opera symphony appearances throughout, U.S., also radio, TV. Recipient 1st prize Atwater Kent (Found.) Auditions, Gainsborough (Found.) award, 1947. Address: 201 W 86th St New York NY 10024

**UPSHAW, EUGENE (GENE)**, sports association executive; b. Robstown, Tex., Aug. 15, 1945; s. Eugene and Cora (Riley) U.; m. Jimmie Hill, Dec. 30, 1967 (div.); 1 son, Eugene; m. Teresa Butch, 1986; 1 son, Justin. B.S., Tex. A&I U., 1968; postgrad., Calif. State U., 1969, Golden Gate U., 1980. Player Los Angeles (formerly Oakland) Raiders, 1967-82; player rep.-all. NFL Players Assn., Oakland, Calif., 1970-76; mem. exc. com., 1976—; exc. dir., 1980—; ptnr. Gen. Upshaw & Assocs., Mgmt. Cons. Firm, Oakland, 1970-78. Mem. Calif. Gov's Council Wellness and Phys. Fitness; mem. Calif. Bd. Govs. for Community Colls.; former planning commr. Alameda County, Calif., coordinator voter registration and fund raising. Served with U.S. Army, 1967-73. Named Offensive Lineman of Yr., Am. Football Conf., 1973, 74, 77; named Lineman of Yr., NFL, 1977, Pro Bowl selection 6 times. All Pro selection Sporting News, 1967-77, All Pro selection UPI, 1967-77, All Pro selection Prof. Football Writers, 1967-77; mem. NFL Championship Team, 1970, 1980; recipient: Byron (Whizzer) White Humanitarian award, NFL Players Assn., 1980, A. Philip Randolph A. Philip Randolph Inst., 1982. Mem. Alpha Phi Alpha, Democrat, Baptist. Office: NFL Players Assn 1300 Connecticut Ave NW Washington DC 20036 \*

**UPSHAW, HARRY STEPHAN**, educator; b. Birmingham, Ala., July 10, 1926; s. N.H. and Florence (Arnold) U.; m. Paula Binyon, June 18, 1950; children: Alan Binyon, Phyllis, David Arnold, Stephan Lipner. Student, U. Ala., 1946-47, A.B., Chgo., 1949, M.A., Northwestern U., 1951; Ph.D., U. N.C., 1956. Asst. prof. psychology U. Ala., 1954-57; spl. instr. psychology Simmons Coll., Boston, 1957-58; research asso. Ednl. Research Corp., Cambridge, Mass., 1957-58; asst. prof., asso. prof. pub. health U. N.C., 1958-61, lectr., asso. prof. psychology, 1958-64; asso. prof. Bryn Mawr (Pa.) Coll., 1964-65; asso. prof., then prof. psychology U. Ill. at Chgo., 1965—; dept. head U. Ill. at Chgo. Circle, 1968-72; assoc. dir. Office of Social Sci. Research, 1981-87; guest prof. U. Mannheim, Germany, 1975, Fulbright scholar Technische Universität Berlin, 1978-79. Editorial cons., Jour. Exptl. Social Psychology, Research in Personality, Jour. Applied Social Psychology, Jour. Personality Social Psychology; Contrb. articles to prof. journals. Served with AUS, 1944-46. Fellow Am., Midwestern psychol. assns., Psychometric Soc. Home: 2025 Sherman Ave Evanston IL 60201 Office: U Ill Chgo Psychology Dept PO Box 4348 Chicago IL 60680

**UPSON, DONALD V.**, business executive, accountant; b. Hutchinson, Kans., Feb. 8, 1934; s. William Ernest and Luella Beatrice (Hutchinson) U.; m. Janis Carol Anderson, Sept. 16, 1956; children: Mark Steven, Brent William. B.S., Kans. State U., 1956. C.P.A. With Peat, Marwick, Mitchell & Co., 1956, 60-81, partner, 1974-81; exc. v. dir. internal audit Del. E. Webb Corp., Phoenix, 1981-85; mgr. info. systems, Ternary Turbines Inc., Phoenix, 1986; chief fin. officer Schomae Corp., Tucson, 1986—. Pres. Community Organ. for Drug Abuse, Alcohol and Mental Health Services, Inc., 1977-78; dir. dist. Phoenix council Boy Scouts Am., elder Presbyterian Ch. Served to It. USAF, 1956-59. Mem. Am. Inst. C.P.A.'s, Ariz. Soc. C.P.A.'s, Beta Beta Phi (pres. 1955-56). Republican. Home: 5748 N Camino Del Conde Tucson AZ 85718 Office: 1790 E River Rd #300 Tucson AZ 85718

**UPSON, STUART BARNARD**, advertising agency executive; b. Cin., Apr. 14, 1925; s. Mark and Alice (Barnard) U.; m. Barbara Jussen, Nov. 2, 1946; children—Marguerite Nichols, Ann Marcus, Stuart Barnard. B.S., Yale U., 1945. With Dancer, Fitzgerald, Sample, Inc., N.Y.C., 1946—; sr. v.p., 1963-66, exc. v.p., 1966-67, pres., 1967-74; chmn., 1974-86; chmn. DFS-Dorland, N.Y.C., 1986-87; Saatchi & Saatchi DFS Inc., N.Y.C., 1987—; bd. dirs. Manhattan Life Ins. Co. Bd. dirs., pres. Fresh Air Fund, N.Y.; vice chmn. Adv. Council. Served with USNR, 1943-46. Mem. St. Elmo Soc. Clubs: We Burn Country (Darwin); Sky (N.Y.C.); Blind Brook, Pine Valley Golf. Home: 68 Stephen Mather Rd Darien CT 06820 Office: Saatchi & Saatchi DFS Inc 405 Lexington Ave New York NY 10174

**UPSTON, JOHN EDWIN**, diplomat; b. Maxwell AFB, Ala., Apr. 17, 1935; s. John E. and Claudia (Smith) U.; m. Cristina Paige Brookes, Jan. 1986; children—John Edwin, III, Michael Gignoux, Bennett Cott, Leland Craven. Student, Va. Mil. Inst., 1954-55; student in internat. relations, Harvard U., 1957; A.B., Stanford, 1958. Founding adminstr. Mental Research Inst., Palo Alto, Calif., 1959-61; dir. Mental Research Inst., 1961—; bus. developer N.Y.C., San Francisco, 1961—; creator, producer Career Westinghouse Broadcasting Network TV series, 1961; mem. mgmt. planning policy implementation staff Dept. State, Washington, 1964-65; adv. Internat. Orgns. Affairs, 21st-22d UN Gen. Assembly; mem. permanent U.S. Mission to UN, N.Y.C., 1966-69; asso. Burnham & Co. investment bankers, N.Y.C., 1969-70; exc. dir. Sec. of State's Com. Facilitate Internat. Travel, 1970—; spl. asst. undersec. State for mgmt. 1970-72; exc. dir. Secretariat, U.S. Nat. Commn. for UNESCO, Bur. of Internat. Orgn. Affairs, Dept. of State, 1972-77; also exc. sec. nat. comm. Secretariat, U.S. Nat. Commn. for UNESCO, Bur. of Internat. Orgn. Affairs, Dept. of State, Varna, U.S. rep. regional meeting European Nat. Commn., Varna, Bulgaria and Bucharest, Rumania; U.S. adviser Gen. Conf. UNESCO, Paris, 1972, Nairobi, Kenya, 1976; gen. mgr. Mediphone, Inc., 1961; v.p. dir. Broadcast Devel. Corp., N.Y.C., 1962—; founder and pres. Caribbean Council, Washington and Barbados, W.I., 1977-81; coordinator Caribbean Affairs, Bur. Inter-Am. Affairs, Dept. State, Washington, 1981-86; U.S. ambassador to Rwanda 1986—; mem. White House Task Force for P.R., 1981-86; pres. del. to Independence of Antigua, 1981. Past dir. Tolstoy Found.; mem. Caribbean Conservation Assn., Barbados; mem. task force on U.S. immigration policy Council on Egn. Relations; bd. dirs. Crossroads Africa, Inc.; hon. mem. Population Crises Com., Washington. Recipient Superior Honor award State Dept., 1973. Club: Knickerbocker (N.Y.C.). Home: 4602 Tournay Rd Westmoreland Hill MD 20616 also 2 E 62d St New York NY 10021 Office: US Ambassador to Rwanda care US Dept of State Washington DC 20520 \* A great challenge in life is innovation: to create and to bring "ideas" to fruition. When this can be done while at the same time serving the public interest, the satisfaction is great. Persistence, tenacity and dedication often go hand in hand with sacrifice in this process.

**UPTON, ARTHUR CANFIELD**, pathologist, educator; b. Ann Arbor, Mich., Feb. 27, 1923; s. Herbert Hawkes and Ellen (Canfield) U.; m. Elizabeth Bache Perry, Mar. 1, 1946; children: Rebecca A., Melissa P., Bradley C. Grad, Phillips Acad., Andover, Mass., 1941; B.A., U. Mich., 1944, M.D., 1946. Intern Univ. Hosp., Ann Arbor, 1947; resident Univ. Hosp., 1948-49; instr. pathology U. Mich. Med. Sch., 1950-51; pathologist Oak Ridge Nat. Lab., 1951-54; chief pathology-physiology sect., 1954-69; prof. pathology SUNY Med. Sch. at Stony Brook, 1969-77; chmn. dept. pathology, 1969-70, dean Sch. Basic Health Sci., 1970-75; dir. Nat. Cancer Inst., Bethesda, Md., 1977-79; prof., chmn. dept. environ. medicine NYU Med. Sch., N.Y.C., 1980—; mem. various coms. nat. and internat. orgns. Assoc. editor: Cancer Research; mem. editorial bd. Internat. Union Against Cancer. Served with AUS, 1943-46. Recipient Ernest Orlando Lawrence award for atomic field, 1965, Comfort-Crookshank award for cancer research, 1979, Sarah L. Poitly award for pub. health, 1983, Inst. Medicine, Nat. Acad. Sci., 1979, Fred W. Stewart award, 1986, Ramazzina award, 1986. Mem. Am. Assn. Pathologists and Bacteriologists, Internat. Acad. Pathology, Radiation Research Soc. (councilor 1963-64, pres. 1965-66), Internat. Assn. Radiation Research (pres. 1983—), Am. Assn. Cancer Research (pres. 1963-64), Am. Soc. Exptl. Pathology (pres 1967-68), AAAS, Gerontol. Soc., Sci. Research Soc. Am., Soc. Exptl. Biology and Medicine, N.Y. State Health Research Council (chmn. 1982—), Phi Beta Kappa, Phi Gamma Delta, Alpha Omega Alpha, Nu Sigma Nu. Home: 3 Washington Square Village New York NY 10012 Office: NYU Sch Medicine 550 1st Ave New York NY 10016

**UPTON, ARVIN EDWARD**, lawyer, writer; b. Upton, Ky., Apr. 8, 1914; s. Arvin Edward and Jennie (Ferrill) U. A.B., Western Ky. U., 1933; J.D., Harvard, 1940. Exec. asst. child welfare Ky. Dept. Welfare, 1936-39; practice law, mem. firm Ogden, Galphin, Tarrant & Street, Louisville, 1940-43; asst. exc. dir. Fgn. Liquidation Comms., 1946-47; asso. and dep. gen. counsel Air Force, 1950-53; sr. Washington partner LeBoeuf, Lamb, Leiby & MacRae, 1953-75; professional lectr. George Washington Nat. Law Center; chmn. Child Welfare Inst., Internat. Child Welfare, 1970—; Past chmn. D.C. Health and Welfare Council; past pres. United Community Services of Washington; pres. Episc. Center for Children; trustee Am. Sch. of Tangiers. Served to maj. AUS, 1943-46. Recipient Commendation Ribbon, 1946, Air Force Exceptional Civilian Service award, 1953. Mem. Am. Bar Assn., Bar Assn. D.C. Clubs: City Tavern (Georgetown) (trustee); Harvard (N.Y.C.). Home: 1239 31st St NW Washington DC 20007

**UPTON, FREDERICK STEPHEN**, congressman; b. St. Joseph, Mich., Apr. 23, 1953; s. Stephen E. and Elizabeth Brooks (Vial) U.; m. Arney Richmond Rulon-Miller, Nov. 5, 1983; 1 child, Margaret Elizabeth. BA in Journalism, U. Mich., 1975. Staff asst. to Congressman David A. Stockman, Washington, 1976-81; legis. asst. Office Mgmt. and Budget, Washington, 1981-83; dep. dir. legis. affairs, 1983-84; dir. legis. affairs, 1984-85; mem. 100th Congress from 4th Mich. dist., Washington, 1986—. Field mgr. Stockman for Congress, St. Joseph, 1975; campaign mgr. Globensky for Congress, St. Joseph, 1981. Republican. Office: US House of Reps 1607 Longworth Bldg Washington DC 20515

**UPTON, HOWARD B., JR.**, association executive, lawyer; b. Tahlequah, Okla., May 17, 1922; s. Howard B. and Marjorie (Ross) U.; m. Jean Deveraux, June 14, 1945; children—Pamela, Barbara, Martha, Brian. B.A., U. Okla., 1943, LL.B., 1948. Cert. asst. exc. Indsl. relations dir. Western Petroleum Refiners Assn., Tulsa, Okla., 1948-51; exc. v.p. Petroleum Equipment Inst., Tulsa, Ok., 1951—; dir. Teles Corp., Tulsa, Served to It. USNR, 1943-46, ETO/PTO, Mem. ABA, Am. Assn. Excc. (bd. dir. 1964-68, Gold Circle award 1977, 82). Republican. Clubs: Tulsa, Mens Forum (pres. 1972-73) (Tulsa). Home: 5133 E 25th Ct Tulsa OK 74114 Office: Petroleum Equipment Inst PO Box 2380 Tulsa OK 74101

**UPTON, RICHARD F.**, lawyer; b. Bow, N.H., Sept. 3, 1914; s. Robert W. and Martha G. U.; m. Marie Audibert, Sept. 23, 1950 (dec. 1970); children: William W., Matthew H., m. Shirley D. Knowland, May 17, 1975. Grad. Phillips Exeter Acad., 1931; A.B., Dartmouth, 1935; LL.B., Harvard, 1938. Bar: N.H., 1938. Practice law Concord, 1938—; Dir. Concord Nat. Bank, Concord Group Ins. Co. Author: Revolutionary New Hampshire, 1936, drafted N.H. Presidential Primary Law, 1949. Mem. N.H. State Housing Bd., 1946-48, N.H. War Records Com., 1946-51, N.H. Comm. Alcoholism, 1951-63, N.H. Comm. Interstate Cooperation, 1951-55; chmn. N.H. Civil Rights Adv. Commn., 1958-62, N.H. Lincoln Sesquicentennial Com., 1958-60; mem. N.H. Com. Study Pub. Schs., 1961-63; mem. N.H. Hist. Commn., 1963-68, chmn., 1965-68; chmn. N.H. Fish and Game Commn., 1968-74;

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OSBORNE PERRY ANDERSON

67

JOHN MERCER LANGSTON

(1829 - 1897)

Louisa County, Virginia

*John Mercer Langston worked with the Freedmen's Bureau, served as dean and vice-president of Howard University, was minister to Haiti (1877-85), and was elected congressional representative from Virginia (1888). Langston's personal papers are housed at Fisk University.*

[276] . . . white Americans cannot stand as idle spectators to the struggle, but must unite with us in battling against this fell enemy if they themselves would save their own freedom.

*The World's Antislavery Movement: Its Heroes and Its Triumphs.* Address, Xenia, Ohio [August 2, 1858]

[277] While one man leans against another, or in soul fears him, he is subservient; and in his subserviency loses his freedom as he does the real dignity of his manhood.

*The Exodus.* Address, Washington, D.C. [October 7, 1879]

[278] Want makes us all work.

*The Future of the Colored American* [c. 1882]

[279] Abuse us as you will . . . we will increase and multiply until, instead of finding every day five-hundred black babies turning up their bright eyes to greet the rays of the sun, the number shall be five-thousand and go on increasing. There is no way to get rid of us.

Address, 51st Congress, 2nd Session [January 16, 1891]

OSBORNE PERRY ANDERSON

(1830 - 1872)

West Fallowfield, Pennsylvania

*Osborne Perry Anderson was one of five Afro-Americans who accompanied John Brown on his raid at Harper's Ferry, Virginia. Anderson wrote his account of the incident in A Voice From Harper's Ferry (1861).*

[280] [On his black comrades]:

. . . are they not part of the dark deeds of this era, which will assign their perpetrators to infamy, and cause after generations to blush at the remembrance?

*A Voice from Harper's Ferry* [1861]

Tulsa, Okla. Meanwhile, in 1882, Lane founded Lane College (Jackson, Tenn.), of which his son, James Franklin Lane, became president (1907–28). See also LANE COLLEGE.

**LANE, JAMES FRANKLIN** (1874–1944), educator; born in Jackson, Tenn. Lane received a normal (teaching) certificate in 1891, B.A. degrees from Walden University (Nashville, Tenn.) (1895) and Harvard College (1897), and his Ph.D. degree from Walden College in 1903. He taught mathematics at Lane College (Jackson, Tenn.), became head of the department of education there, and finally served as president of the college (1907–28). Lane wrote *My Second Trip Abroad* and *Much in Little*.

**LANG, XENOPHONE F., SR.** (1917– ), lawyer, judge. Lang graduated from Dillard University (New Orleans, La.). He received a law degree from Southwestern University (Los Angeles, Calif.) and was admitted to the California bar in 1951. Choosing to remain in Los Angeles, Lang became a Municipal Court judge there. In 1974 he resumed the private practice of law.

**LANGSTON, JOHN MERCER** (1829–97), lawyer, educator, state legislator, government official; born in Louisa, Va. Langston, a former slave, graduated from Oberlin College (Oberlin, Ohio) in 1849 and from the theology school there in 1852. He was Ohio's first black lawyer, the first president of Virginia State College, and Virginia's first black congressman. After studying law in Elyria, Ohio, Langston was admitted to the Ohio bar in 1854 and began a practice in Oberlin. He was active in civic affairs until he moved to Washington, D.C., to practice law. In 1869 Langston became dean of the law department of Howard University (Washington, D.C.), a post he maintained until 1876. Meanwhile, he was appointed a member of the District of Columbia Board of Health by President Ulysses S. Grant in 1871, and some time later he was appointed minister resident and consul general to Haiti and charge d'affaires to Santo Domingo by President Rutherford B. Hayes. Langston's papers are housed at the Amistad Research Center. See also LAWYERS.

**LANGSTON UNIVERSITY** Langston University, at Langston, Okla., was established in 1897 by the Territorial legislature. A state-supported, land-grant, coeducational school, Langston offers the bachelor's degree and provides liberal

arts, teacher education, and vocational curricula. Its 1975 enrollment was 1,250.

The school was first chartered as the Colored Agricultural and Normal University, but it was popularly known as Langston, after the name of the village where it is located. The site was named after John Mercer Langston, a congressman from Virginia during Reconstruction. In 1941 the state officially recognized the popular name. The college's first president was Inman E. Page, a graduate of Brown University (Providence, R.I.). He was followed successively by Isaac B. McCutcheon, R. E. Bullit, J. M. Marquess, Isaac W. Young, Z. T. Hubert, J. W. Sanford, G. L. Harrison, William H. Hale (an alumnus of Langston), and William E. Sims.

**LARSEN, NELLA** (1893–1963), author, nurse; born in Chicago, Ill. Larsen attended Fisk University (Nashville, Tenn.) and graduated from the Lincoln Hospital Training School for Nurses (New York, N.Y.) in 1915. She became superintendent of nurses at Tuskegee Institute (Tuskegee Institute, Ala.), and later served as supervisor of nurses at Lincoln Hospital Training School for Nurses. In 1918 Larsen accepted a position as district nurse in the New York City Department of Health. Three years later she began working in the children's department of the New York Public Library, and in 1929 she was made general assistant librarian. In 1930 Larsen became the first black woman to receive a Guggenheim Award. She wrote two novels: *Quicksand* (1928) and *Passing* (1929, 1971).

**LATIMER, LEWIS H.** (1848–1928), inventor, scientist; born in Chelsea, Mass. Latimer served in the Union Navy in 1863, studied drafting, and later invented and patented an incandescent light bulb with a carbon filament in 1881. He served as an engineer for the Edison Company for many years, and while with Edison supervised the installation of the electric light system in New York, N.Y.; Philadelphia, Pa.; Montreal, Canada; and London, England. Latimer wrote the first textbook on the lighting system used by the Edison Company, and he was employed by Alexander Graham Bell to make patent drawings for the first telephone. He also served as chief draftsman for General Electric and Westinghouse companies.

**LAUREY, JAMES RICHARD** (1907–1964), surgeon; born in East St. Louis, Ill. Laurey received a B.A. degree (1929), a M.B. degree (1932), and

tation of discretion gets him others. It is just so with a man of learning; if he affects to show it, it is questioned, and he is reckoned only superficial; but if afterwards it appears that he really has it, he is pronounced a pedant.

Know, then, that as learning, honour, and virtue, are absolutely necessary to gain you the esteem and admiration of mankind; politeness and good-breeding are equally necessary to make you welcome and agreeable in conversation and common life.

I join behaviour with learning, because it is almost as necessary; and they should always go together, for their mutual advantage. More learning without good breeding is pedantry, and good breeding without learning is but frivolous; whereas learning adds solidity to good breeding, and good breeding gives charms and graces to learning.

CHESTERTON, GILBERT KEITH

To learn, a man must subtract himself from the study of any solid and objective thing.

CHURCHILL, SIR WINSTON LEONARD SPENCER

Personally, I am always ready to learn, although I do not always like being taught.

And if you mean to profit, learn to please.

CICERO, MARCUS TULLIUS

Learning is a kind of natural food of the mind.

Learning maketh young men temperate, is the comfort of old age, standing for wealth with poverty, and serving as an ornament to riches.

As a field, however fertile, cannot be fruitful without cultivation, neither can a mind without learning.

A zeal for learning, which, in the case of wise and well-trained men advances in even pace with age.

CLARKE, GEORGE HERBERT

Learn to say before you sing.

COKE, SIR EDWARD

When a great learned man (who is long in making) dieth, much learning dieth with him.

Quotable Quotes on  
Education

THE WHITE HOUSE

WASHINGTON

March 7, 1989

Memorandum to Chriss Winston

From: Jim Pinkerton *P*

Re: UNCF Speech

A few comments.

Page 1, graf 4, line 5 It seems to me that we ought to seize every opportunity to increase the resonance of the "kinder, gentler" phrase. So I would add "kinder."

2,2,1 What are we "challenging" the audience to do? I think we should challenge the audience to work with us to enact Enterprise Zones, fight drugs, etc. If we are going to do this, however, we should rethink the speech somewhat.

2,7,1 I don't think the repetition of "think" works well rhetorically. I would start the second sentence with "And its members..."

2,7,4 The rhetorical question ("What agenda?") is fine, but the follow-up sentence is too coy. The President may know the answer, but the answer is not self-evident because he took the pledge to be the E.P. I would simplify this passage into: "I say education is the answer..."

5,5,1-2 The phrase "if excellence breeds achievement" throws the listener. The sentence would read better if it simply said "My friends, excellence should be rewarded..." I would move the "excellence breeds achievement" phrase to the fourth graf of page 6, where talk about dreams, etc.

6,4,5 I don't think this is a very inspiring quote. Not at all.

6,5,1-2 Same point I made in the first comment re: page 1. Why not turn "make America a better place to live..." into "Building a Better America"?

6,6,1-2 Picking up on the "challenge" we issued on p.2; here's where the President, after telling the audience what he's going to do for them, should turn the tables and ask for something in return.