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Folder Title:
Historically Black Colleges Executive Order 4/28/89 [OA 6263] [2]

Stack:	Row:	Section:	Shelf:	Position:
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April 14, 1989

MEMORANDUM

SUBJECT: Civil Rights Agenda of the Bush Administration Since
1/20/89

MAJOR ACTIONS

- On March 8, the DOJ submitted a letter to Senator Biden indicating support of the objectives of the Hate Crimes Bill [S. 419] and no opposition to the bill's enactment.

The Hate Crimes Bill provides for the collection of data about crimes motivated by race, religion, ethnicity or sexual orientation.

- On March 13, Attorney General Dick Thornburgh announced that the Department of Justice had filed Federal housing discrimination lawsuits seeking monetary damages and civil penalties under the expanded enforcement authority provided for in the Fair Housing Amendments Act of 1988 which became effective on March 12.

[President Bush was one of 12 southern Congressman to vote for the Civil Rights Bill of 1968. This was the first open housing law of the 20th century.]

- On April 5, President Bush reaffirmed his dedication to the Historically Black Colleges and Universities (HBCUs) by announcing a proposal to authorize \$60 million in additional funds for endowment grants. (\$10 million for FY 1990, 20 million FY 1991 and 1992, and \$10 for FY 1993.) The Executive Order on Historically Black Colleges and Universities will soon be issued.

*part of
17 pt
advis program*

OTHER ACTIONS

- On January 23, the DOJ filed a complaint against the Board of Education of Prince George's County, MD, alleging a pattern or practice of employment discrimination on the basis of race and sex.
- On January 27, a federal grand jury indicted two Georgia troopers and a county sheriff on charges of violating the civil rights of a man they apprehended after a car chase.

(more)

- o On February 10, the DOJ filed a lawsuit against the Holiday Spa Health Club chain, based in Towson, Maryland, alleging that the chain has engaged in a pattern and practice of racial discrimination against blacks.
- o On February 27, the DOJ filed a motion to intervene in a private housing discrimination lawsuit in Mississippi in support of civil rights plaintiffs challenging a zoning ordinance.

ACTION ON BEHALF OF THE CIVIL RIGHTS OF OTHER MINORITIES

- o On February 6, the DOJ announced that federal observers would be assigned to polling places in Sandoval County, New Mexico, school districts for board and bond elections. The elections follow a Justice Department suit filed on December 5, 1988, seeking a comprehensive bilingual election program in the county that would allow persons who speak the Navajo and Pueblo languages to participate effectively in the electoral process.
- o On February 21, the DOJ filed a consent decree in the U.S. District Court of Portland, Oregon, requiring the State to make sweeping improvement at the Fairview Training Center to ensure that the Center's 950 mentally retarded residents receive the care and treatment to which they are entitled under the Constitution and Federal law.

PRESIDENTIAL PROCLAMATIONS AND ADDRESSES

- o On February 1, a message from the President was issued on the observance of National Afro-American (Black) History Month, February, 1989.
- o On March 9, the President addressed the United Negro College Fund Dinner in New York City.

FUNDING SUMMARY

(In millions of dollars)

	1989	1990	1991	1992	1993
Budget Authority	—	13	13	13	13
Outlays	—	2	10	13	13

g. Endowing Historically Black Colleges and Universities

OVERVIEW

For over a century the Historically Black Colleges and Universities (HBCUs) have been a unique and essential part of America's heritage. At a time when the law countenanced racially separated systems of higher education, and many schools would not open their doors to Black Americans, these institutions offered them the best, and often the only opportunity for a higher education. Without the HBCUs, far fewer Black Americans would have achieved economic and professional success.

Today, racial discrimination is not tolerated; yet, the Historically Black Colleges and Universities still represent a vital component of American higher education, enriching educational choice.

The Federal Government has long recognized the unique place which the HBCUs occupy. Grant programs provide resources directly to these schools to improve and expand their educational programs. Presidential Executive Orders assure appropriate consideration of HBCUs in the allocation of other resources across the Government.

The most important support which the Government can provide, however, is incentives to increase endowments. Large and growing endowments are the key to any institution's long term financial health and security.

"Black colleges and universities traditionally have instilled a strong sense of self-worth, pride, and moral fiber in the men and women that pass through their doors."

George Bush

PRINCIPLES

- Historically Black Colleges and Universities merit Federal support because of their unique historical role.
- Endowment building is the Government's most effective contribution to the future financial strength of these institutions.

POLICIES

The President will propose a total of \$60 million over four years, beginning with \$10 million in Fiscal Year 1990, for endowment matching grants for Historically Black Colleges and Universities.

PROPOSED CHANGE				
(In millions of dollars)				
	1989	1990	Dollar Change	Percent Change
Budget Authority	n.a.	10	+10	n.a.
Outlays	n.a.	1	+1	n.a.

HBCUs are currently eligible to compete for endowment matching grants under Part C of Title III of the Higher Education Act. Title III provides endowment matching grants to HBCUs as well as other institutions with financial needs. In 1988, HBCUs were awarded \$2 million in Title III endowment matching grants.

The additional appropriations will be reserved solely for the HBCUs, under the terms and conditions of Part C.

This money will provide a unique opportunity for these schools to launch new fund raising campaigns to generate increased non-Federal support.

FUNDING SUMMARY					
(In millions of dollars)					
	1989	1990	1991	1992	1993
Budget Authority	n.a.	10	20	20	10
Outlays	n.a.	1	9	18	19

h. Improving Accountability in Education

OVERVIEW

Accountability is the key to successful management of any enterprise. Educational programs often fail to incorporate principles of accountability. To improve the education of America's children, educational programs at every level must set standards of excellence and hold students, teachers and schools accountable for meeting those standards.

The demand for accountability is a prominent part of the education reform movement. School districts have begun to make public more and more information about the performance of students in individual schools and have instituted competency tests for students and teachers. States have undertaken measures to improve the certification of teachers and to prod underperforming schools and school districts into corrective actions. Many of the initiatives in the President's program are designed to enhance accountability in education: the Merit Schools, Magnet Schools and the President's Award for Excellence in Education.

The Federal Government's education programs should be a model to which States and localities can look for how accountability systems are established and adhered to.

THE NEGRO ALMANAC

A Reference Work on

**THE AFRO-
AMERICAN**

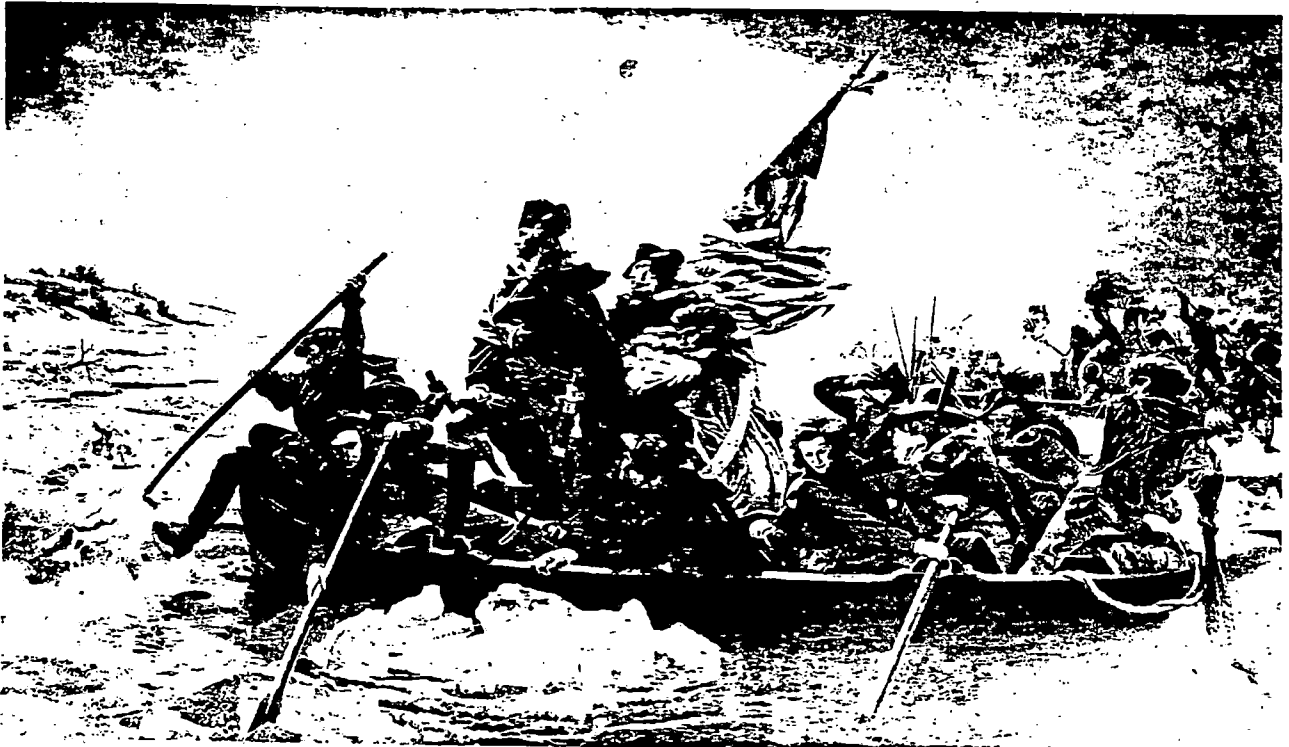
compiled and edited by

HARRY A. PLOSKI

JAMES WILLIAMS

Fourth Edition





This famous picture of Washington crossing the Delaware shows Prince Whipple manning the first starboard oar.

exploit was the daring capture of British Major General Prescott in his own headquarters, and the subsequent escape with his prize through enemy lines. This high-ranking abduction was necessary to bait a prisoner exchange for captured American Major General Charles Lee. The colonel in charge of the Rhode Island militia hand-picked a squadron of 44 men, and he and Sisson were among the three commandos who finally crept to the British general's quarters, subdued a sentry, broke down the door, and captured their quarry. They returned through the sentries without any problems and the operation was a complete success, although, as the *London Chronicle* reported, the British general had been carried off "without his breeches."

CAESAR TARRANT
Ship Pilot
1755-1796

Caesar Tarrant was one of a number of knowledgeable black pilots spawned by the Chesapeake Bay waterways whose skills were put at the service of the American Revolution. A Virginia slave, Tarrant served in that state's navy for over four years, until his bark, the *Patriot*, was captured just before the battle of York-

town. He is known to have been at the helm during a famous sea encounter with a British privateer. When the war was over, the Virginia legislature emancipated Tarrant for his services. He became a wealthy landowner.

PRINCE WHIPPLE
Soldier

One of George Washington's most loyal comrades-in-arms was Prince Whipple, a black man born in Amabon, Africa. History has it that Whipple was sent to America as a child to get an education but that he was sold into slavery on his arrival at Baltimore. In any event he succeeded in joining the Continental forces as a bodyguard to General Whipple of New Hampshire, whose name he took, and served in many of General Washington's campaigns. After enduring the hardships of the retreat from Long Island, he was one of the soldiers to have the privilege of being in the boat with Washington during the famous Christmas night crossing of the Delaware. This event is commemorated in Emanuel Gottlieb Leutze's inspiring painting of the event. Prince Whipple is buried in North Cemetery, Portsmouth, N.H.

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 ennobled 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.)

(McNally/Martin)
April 26, 1989
11:30 a.m.
Draft one
(B:COLLEGES)

PRESIDENTIAL REMARKS: HISTORICALLY BLACK COLLEGES EXEC. ORDER
ROSE GARDEN SIGNING CEREMONY
FRIDAY, APRIL 28, 1989
2:00 P.M.

Secretary Cavazos, Secretary Sullivan -- and especially our special guests, the presidents and supporters of a noble educational tradition who honor us with their presence this afternoon. Welcome to America's backyard. It belongs to you -- and to the students and teachers ~~that~~ ⁹ you are here to represent. And we're thrilled to have you join us for this important day.

I'm also pleased to see that Bryant Gumbel is here. The White House keeps a close eye on the networks to monitor those places where the unexpected unfolds on our TV screens each week: China. Soviet Georgia. El Salvador. The Cosby Show.

Actually, I haven't watched much TV lately. But I'm told Oprah Winfrey just opened a restaurant in Chicago. It's a theme restaurant. A sign inside says: "Stay Real. ((Pause)) Never Dull. ((PAUSE)) No Rules." ((PAUSE)) Sounds to me like college in the eighties.

For over 100 years the Historically Black Colleges and Universities have been a special part of America's heritage. At a time when the law countenanced racial separation -- and many schools barred their doors to Black Americans -- these colleges

offered the best, and often the only opportunity for a higher education.

Today, racial discrimination is not tolerated. And yet, Historically Black Colleges and Universities still represent a vital component of American higher education -- enriching a great tradition of educational choice that also embraces the likes of Notre Dame, BYU, Yeshiva and others. As one educator put it, we must see that every child has an equal opportunity -- "not to become equal, but to become different" -- to realize their unique potential of body, mind and spirit.

Nine days before I became President, many of you met with me here at the White House to discuss new ways to ensure that every Black child has that chance. Several of your colleagues -- Gloria Scott, Benjamin Payton and Leroy Keith come to mind -- asked that, first and foremost, the Administration establish an Advisory Committee to make sure your voices continue to be heard.

It was a sound idea, one we embraced immediately, and one that I am pleased to put into effect in a few moments -- when the new Executive Order I am signing creates the President's Board of Advisors on Historically Black Colleges and Universities.

With luck we've also set a good example for your students. A guy who actually got his January writing assignments typed up and turned in before the semester was out.

Staffed by the Department of Education, this new Board will assist Secretary Cavazos in developing annual plans to increase participation by your schools in federally sponsored programs.

It also guarantees that each of you -- every president of a historically Black college or university -- be given an opportunity to comment on these plans before they reach my desk. We will continue to listen. Your voices must be heard.

As many here have requested, today's Order also reauthorizes Executive Order 12320. But more importantly, it contains new initiatives that will increase the private sector role in ensuring the long-term viability of the distinctive institutions you represent.

Now, that's just bureaucratese for the "volunteer spirit" -- a tradition of helping one's neighbors well known to Black Americans. This tradition was perhaps best exemplified by the singular gift of \$20 million to Spelman College last fall. For their generosity -- and for their EXAMPLE -- everyone here owes thanks to Bill and Camille Cosby.

The New York Times called the Cosby's donation "as much a challenge as a gift." Well, we are trying to sweeten that challenge. Some of you reminded me in January that perhaps the most important support the Government can provide is through incentives to increase endowments. That's why -- despite our era of budget cuts -- the new agreement with Congress calls for \$60 million in new funds over the next four years for endowment matching grants for the special schools you represent.

They say the university's usual state can be summed up by the lady who noted: "I have enough money to last me the rest of

my life -- unless I buy something." Well, the new endowments program represents a commitment to the long term. It's not a quick fix. And it's flexible -- producing new contributions and ultimately new income -- permitting each of your schools to decide where its money is best spent.

And finally, it doesn't do much good to educate our young people if they can't get good jobs when they get out. They need work opportunities while still students -- which can also provide another way to help finance their educations. By this Order, we also direct that the Office of Personnel Management -- working together with Secretaries Cavazos and Dole -- develop a program to improve recruitment of your students for part-time and summer positions in the Federal government. America needs and wants their creativity, their talent and their diversity.

[[Insert: Concluding remarks.]]

Mary McLeod Bethune

The 1st blk woman to head a

fed. off. was MMB. Raised in cotton

fields of SC. She became a mayor

infl. on the pol. of her times. Mrs.

B. was the 1st blk woman to found

a 4 yr accred. school college — the

Bethune ~~College~~ Cookman College in

Daytona Beach College. Started

in 1924 w/ 5 little girls, faith in

God + \$1.50. In 1937 she served on

the House Com. of Child Welfare

Pres. Roosevelt made her Dir.

of Negro Affairs in the Nat'l Youth

Admin + his special Adv. Com.

that vintage pt she created the

informal blk cabinet of the

Nat'l Council of Negro Women

was Poal. Giving blk leaders

a voice in the gov. And founded

A. — Ed would like to see 1-82 remarks
at res. HBCU's PSI → See attached.

① 1983 — Is it the same thing?

Challenge Grant Amendments of 1983 same thing

Endowment Grant Program, under Title III

Kathy Burchard
✓ calling back
provided matching grants of up
to \$500,000 1986 more than
\$500,000

Since 1984, added \$50 mil.
to HBCU endowments.

Dispersments \$20.8 mil. private
Committed \$4.1 mil

26.9 total obligations

② Joe: ① What's new in Exec. Order?
(~~new~~ as opposed to
merely re-issuing E.O. 12320)
② \$ is budget, not E.O., right?

Sam Meyers

Max Reed

③ 14th Natl. Conf. on Blacks in Higher Education
April. 19-23
sponsored by Natl Assoc. for
Equal Opportunity in Higher Educ.
(NAFEO)

US members
UNCF

(Sichan)

Samuel Meyers

✓ (4) Annual Report - Ed already has

✓ (5) Nexis: On Cosby gift itself
See attached Nexis copies

(6) Jesse Jackson 4/17 - W.H.
w/ Bill Bennett

No white house mtgs, just Bennett
not a relationship that is going well

(7) Who will be there. TBD

200 ppl

Sec. Cavazo

Sec. Sullivan

Bill Cosby

~~Delaney~~
~~300~~
~~300~~
~~374~~

Highlights

bolster
or new

last yr what is figure

X4532

1988 what was request

① Re-auth. E.O. 12320

(*) ② Adv. Comm.

NEW?

Endow Prop

88 \$19.1
89 \$12.7
90 \$13.1
1990 \$10 million

When was prev. ~~adv. comm.~~
Adv. Comm?

③: Part-time, summer HBCU
recruitment - OPM -

NEW?

(*) ④ Endowments.

① Same as 1983 Program,
or NEW?

② If same - NO % of increase,
or \$ NO increase.

③ PSI - organize endowment
- science & tech.

Is this all that's new
and/or worth noting?

10 60

Barry White x4532

Continues EO 12320

1.) Sets up Advisory Comm.

Similar under Carter

2.) Coop HBCU / PSI

3.) Place in govt. Don't know how

Program Authority during Reagan

A Report to

The President:

The White House

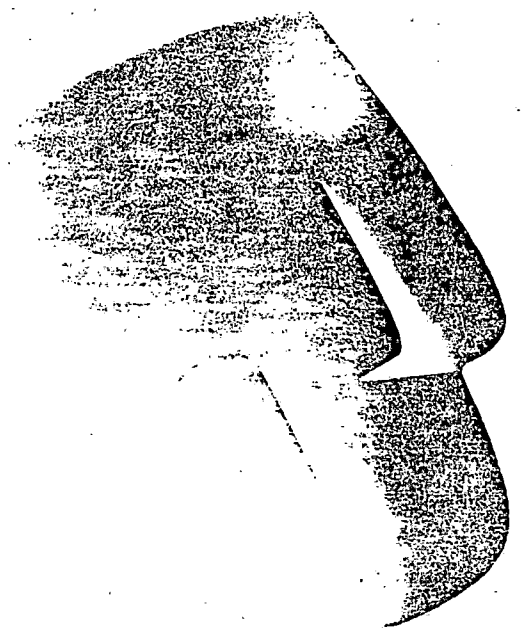
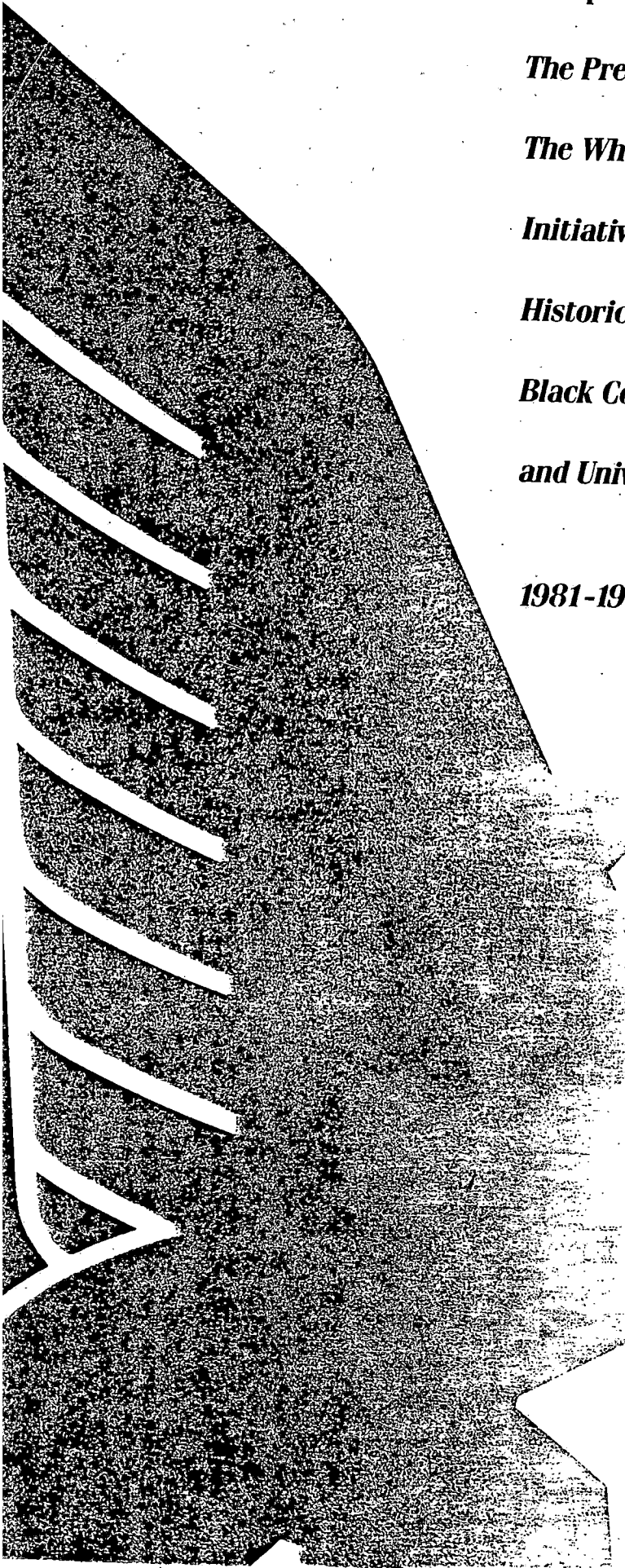
Initiative on

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

President 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.

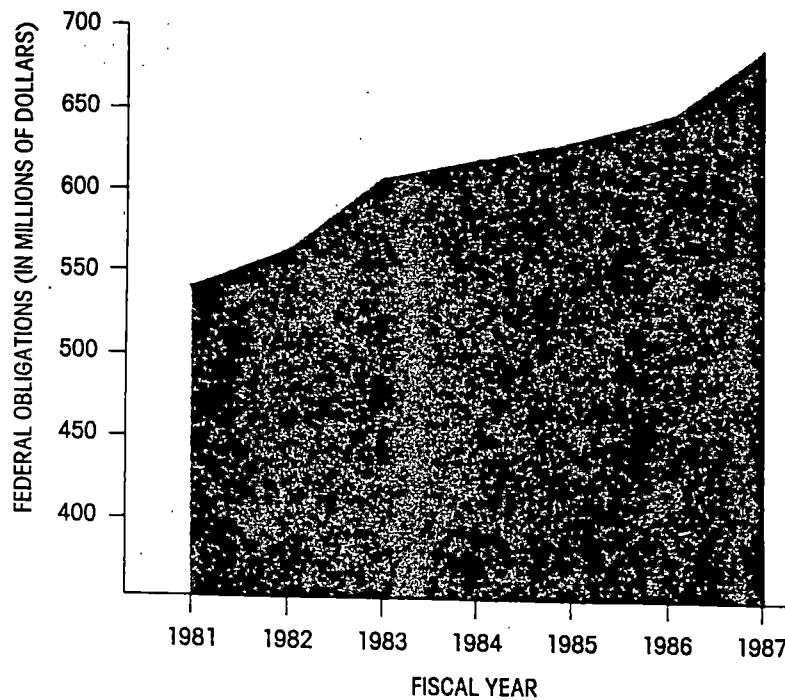
As the nation's economy recovered and then surged during the last six years, record-setting contributions to historically Black colleges from private foundations broke through the \$100 million barrier while many corporations used this period of economic growth to develop new partnerships in research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

SCIENCE

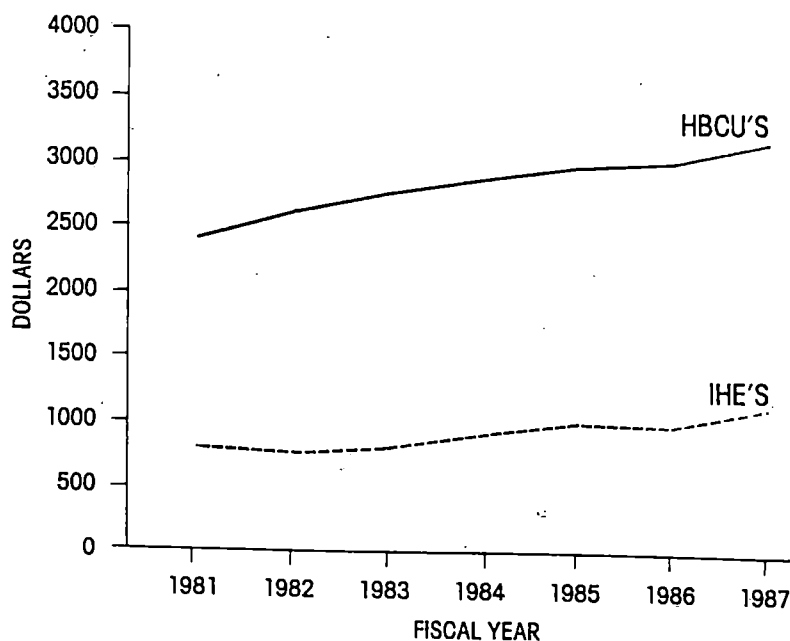
**FEDERAL SUPPORT TO
HISTORICALLY BLACK COLLEGES & UNIVERSITIES
FISCAL YEARS 1981-1987**



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.

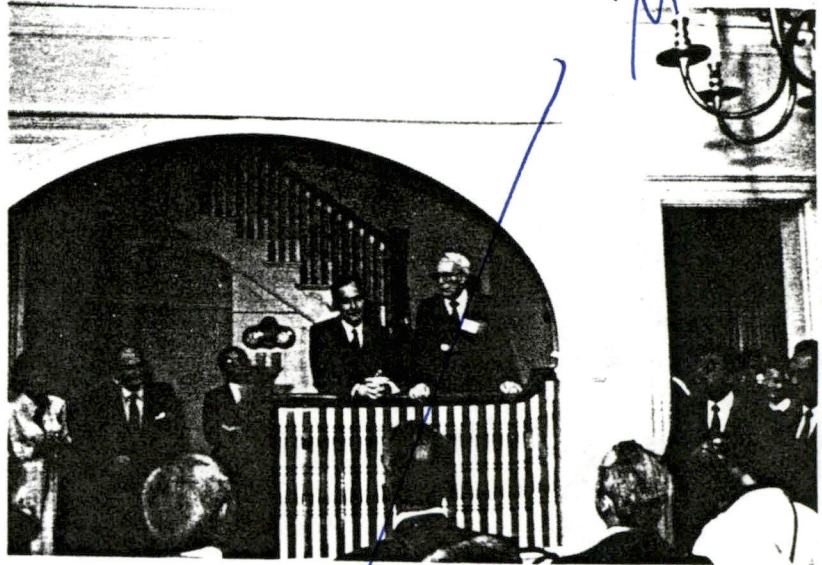
♦ **1981 Federal Funding:**
\$544.8 million

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



Dr. Margaret J. Seagars, 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.

VP
1982
MEET

♦**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.



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.

♦**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.



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

FISK AND ITS FUTURE

A Report of Secretary Bell's
Task Force on Fisk University

July 1984



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."

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



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.

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*

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.

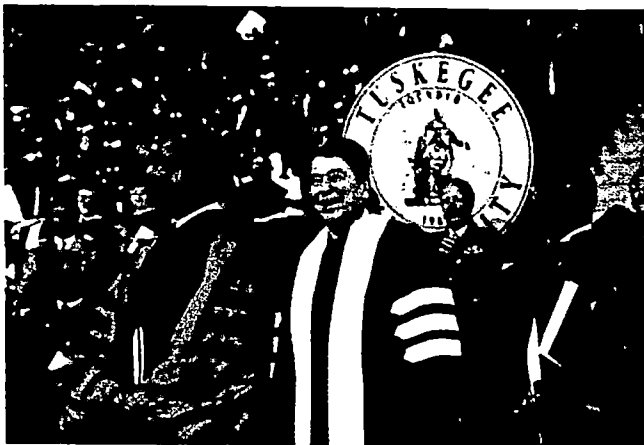
♦ **November 1987** At a ceremony at the U.S. Department of Energy, an historic agreement is signed establishing the first working consortium among three predominantly minority institutions and four national laboratories. This alliance expanded upon the unprecedented 1983 Memorandum of Understanding 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.

I. 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

Active 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.

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And I'd also like to introduce—because it is appropriate and this is a national team, the two national teams that we are representing here today—president of the USTA, Marvin Richmond, and chairman of the USTA Davis Cup Committee, Gordon Jorgensen. Gordon, where are you? There he is. Thank you very much.

The President. All I have left to say is that there are going to be refreshments up there on the West Lawn, and we'll all just head that way right now. Thank you all again.

Ms. Shriver. Just one more moment, please. If Mr. President cannot bring a horse onto the tennis court, at least maybe he can bring a Prince, so I'd like to give him a Prince tennis racquet.

The President. Well, thank you very much.

Ms. Shriver. Thank you for having us.

Ms. Jaeger. And if he doesn't want to start tennis again, he can just stick with his jellybeans. [Laughter]

[At this point, Ms. Jaeger presented the President with a gift of jellybeans.]

The President. Well, that beats one of those boats in a bottle. [Laughter] Thank you very much, and you're almost forcing me into it now. I can see the Attorney General down there now. Mr. Smith is looking up. He is one of our tennis-playing set here in the Capital. You realize that I could win almost from the very first by Executive order. [Laughter]

Well, shall we go up for the refreshments?

Note: The President spoke at 5:36 p.m. at the White House tennis courts.

Executive Order 12321—Foreign Assistance and Arms Export Control

September 14, 1981

By the authority vested in me as President of the United States of America by Section 515(f) of the Foreign Assistance Act of 1961, as amended (22 U.S.C. 2321i(f)), Section 29 of the Arms Export Control Act, as amended (94 Stat. 3133; 22 U.S.C. 2769), and Section 301 of Title 3 of the United States Code, it is hereby ordered as follows:

Section 1. Section 1-701(d) of Executive Order No. 12163 of September 29, 1979, is amended by deleting “515(f).”

Sec. 2. Section 1(d) of Executive Order No. 11958 of January 18, 1977, is amended

to read as follows: “Those under Sections 22(a) and 29 of the Act to the Secretary of Defense.”

RONALD REAGAN

The White House,
September 14, 1981.

[Filed with the Office of the Federal Register, 4:02 p.m., September 15, 1981]

Note: The text of the Executive order was released by the Office of the Press Secretary on September 15.

Executive Order 12320—Historically Black Colleges and Universities

September 15, 1981

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.

[Filed with the Office of the Federal Register, 1:25 p.m., September 15, 1981]

Remarks at a and University September 15,

Thank you all very much for the warm welcome earlier which we don't know of a place more appropriate than [Laughter]

But we're gathered here today to discuss what we want to nourish in this institution that has been here since 1862. And I am, of course, proud of our traditional black colleges and universities, hundreds of thousands of students have received training at these colleges in the last 100 years, expanding the horizons of individuals and the social progress.

It should never be forgotten that in our educational opportunities where, these institutions have helped black Americans—hope that someday we will be free of the bonds of prejudice.

These educational institutions have done a very good job well. They have helped the black business community, the black military, black judges, and black scientists in this country.

The Black College Movement in America have offered a variety of opportunities and talents, and that freedom of education, the education of individuals can make a difference in the type of people that we have in this country. What some centers have been.

In pursuit of education for all Americans, education is as important as education in history, black people have the chance of bettering themselves because they were not educated, but because they were limited as well. We must educate young people so that they can be what they want to be.

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.¹

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

¹ 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.

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

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.

Federal Maritime Commissioner for the remainder of the term expiring June 30, 1985.

He would succeed Pete

Since 1980 Mr. Carey development manager. He was a management media in 1978-79. Mr. responsible for the development of major ir and technology transfer Navy/seagoing training Mr. Carey was pre: Graphics, in 1976-78;

Nomination of Joseph P. Brown To Be a Commissioner of the Federal Maritime Commission September 15, 1981

The President today tion to nominate Joseph be a member of the F ment Commission of t partment of Justice, f September 30, 1983. Francis Leon Jung.

Mr. Brown was an a Laxalt, Bell, Berry, All Las Vegas from 1969 and LeBarron formed Mr. Brown joined. In and LeBarron merged

Nomination of the President To Be a Commissioner of the Federal Maritime Commission September 15, 1981

The President today tion to nominate the to be the Represent Representatives of t

THE WHITE HOUSE

WASHINGTON

OFFICE OF COMMUNICATIONS

FAX MESSAGE

DATE: 4-21-89

TIME: 11:45 am pm

TO:

Terri Tingle

Vice President of Public Affairs

FROM:

Christina Martin

2 of pages including this cover sheet

Terri -

Thanks so much for your
help. You're a lifesaver.

Cmm

Transmission problems? Call the sender at 202-456-7750
or call 202-456-2930

Ms. Terri Tingle

V.P. P.A.

Super Station TBS

P.A.

(404) 827-1947 - FAX
827-1500 - PHONE

THE WHITE HOUSE

WASHINGTON

APRIL 21, 1989

Ms. Terri Tingle
Vice-President of Public Affairs
Super Station TBS
Public Affairs Office

Dear Ms. Tingle:

I am submitting a request that ten to fifteen scripts be faxed to the White House Research Office this afternoon. The scripts I am most interested in would include vignettes of lesser known Black historical figures. I intend to submit these scripts as background information for several speeches; referral to Mr. Joe Watkins, Associate Director of the Office of Public Liaison, who serves as White House Liaison to the Black community; and to file as reference in our research reserves. My fax number is (202) 456-6218.

Thank you again for your assistance this morning during our telephone conversation. I have been trying to track down these public service announcements for three days, due to the delay time is now of the essence. If you have any questions or problems please call me. My number is (202) 456-7750. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Christina M. Martin".

Christina M. Martin
Research Assistant
Office of Research

THE WHITE HOUSE

WASHINGTON

APRIL 21, 1989

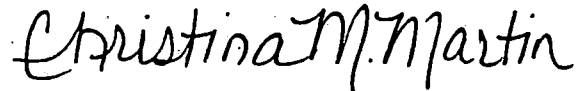
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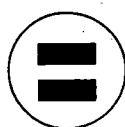
Sincerely,



Christina M. Martin
Research Assistant
Office of Research

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'THE STATE OF LACK AMERICA 1989



Published by National Urban League, Inc.

The State Of Black Higher Education: Crisis and Promise

Reginald Wilson, Ph.D.

INTRODUCTION

The circumstance of blacks in higher education in America represents both crisis and promise. The crisis is detailed in dismal statistics in the sections of this report that follow. The base outline of the crisis can be succinctly summarized: high dropout rates from high school; declining college enrollments; low participation in science and mathematics; low participation in teacher education; overrepresentation in the armed forces; overrepresentation in proprietary schools; and high unemployment for undereducated teenagers. The circumstances for blacks reveal a national crisis that affects the social and economic viability of the black community; the economic viability of the nation; and diminishes the national competitiveness of America in world society.

This crisis is related to the decline in leadership by the executive branch of the federal government in matters affecting civil rights and equal opportunity programs to overcome past discrimination. Indeed, the decline in leadership has not been a passive phenomenon, but has been characterized by an active assault on education funding, affirmative action, and social welfare programs.¹ The clarity of this negative leadership has not been lost on the general populace which has responded with overt acts of bigotry and a retreat from a commitment to social justice that had not been experienced in this country for over 15 years.²

With a new administration assuming office on January 20, 1989, there is the possibility of, if not totally reversing, at least halting the decline of black participation in American society. That is the promise. If the new president chooses to take such affirmative steps, he will not be alone. The American Council on Education and the Education Commission of the States in 1987 formed a National Commission on Minority Participation in Education and American Life to address what it saw as an alarming decline in minority involvement in society's universities and in the economy. That Commission issued a clarion call statement, "One-Third of A Nation," on May 23, 1988, calling on American institutions, particularly higher education, to renew their commitment to equal opportunity and to redouble their efforts to accomplish this achievement during the next 20 years.³

Various colleges and universities have begun to respond to that challenge, and in the 1986 and 1987 higher education enrollment figures we are witnessing a modest, but real, halting of the decline in enrollments for the first time in the decade of the 1980s. The question before the 41st president, the 101st Congress,

and the nation, is do we have the will to sustain and expand those tentative gains to accomplish, unlike the 1960s, a *permanent* state of progress for blacks in American higher education? The initiatives of 1989 will begin to give us an answer to that all important question.

ENROLLMENT TRENDS IN HIGHER EDUCATION

Between 1976 and 1986, "the percentage of young people completing high school in the 18-to-24-year-old age cohort has improved more for blacks than for any other racial or ethnic group (see Table 1)."⁴ The high school completion rate increased from 67.5 percent in 1976 to 76.4 percent in 1986. Black females completed high school at a higher rate than black males throughout this period. However, black males experienced a larger gain. The gap between black completion rates and those of whites narrowed during this decade (whites remained relatively stable at 82.4 percent in 1976 and 83.1 percent in 1986). Nevertheless, nearly one-fourth of all blacks continue to leave school without a diploma, and the dropout rate in inner-city schools is even higher.

Studies of black participation in the Scholastic Aptitude Test and the Advanced Placement Test show promising increases both in numbers and higher score attainment.⁵ Similar successes have been noted in the American College Test and the National Assessment of Educational Progress over the past five years. Despite unacceptable dropout rates, nevertheless, it can be said that the 1988 cohort of black high school graduates is the largest and best prepared of any black group in history.⁶ The foregoing fact, therefore, makes it even more paradoxical that, as this improvement in high school graduation rates and academic preparation has been accomplished, during the same decade, 1976 to 1986, black college enrollment steadily declined until 1986.

The participation rate being discussed is the "enrolled-in-college" rate, which identifies the percentage of high school graduates who are actually enrolled in college in October of any given year. As Table 2 indicates, blacks had equal enrolled-in-college participation rates to whites in 1976, which makes false the myth that when given the opportunity and the resources blacks do not desire to attend college. We must look elsewhere than simple motivation to explain why 10 years later the black participation rate had slipped disastrously from 33 percent in 1976 to 28 percent in 1986. However, as mentioned earlier, the *number* of blacks enrolled increased slightly from 1984 to 1986 by about 5,000 students. However, this increase did not make up for the loss of over 30,000 black students from the peak of 1980. Moreover, this increase was almost entirely at the graduate level. Blacks in undergraduate school showed no appreciable increase between 1984 and 1986.

The black enrollment decline is compounded by the particular loss of blacks in four-year colleges (see Table 3), while every other minority group showed increases in these key institutions to baccalaureate degree attainment and the pathway to graduate and professional school. Between 1984 and 1986, black four-year enrollment declined by 2,000 students.

Table 1
High School Completion Rates and Enrolled-in-College
Participation Rates of 18-to-24-Year-Old High School Graduates in Institutions of Higher Education by
Race/Ethnicity, 1976 to 1986

	Total Population				Enrolled-in-College Participation Rate (Percentages)
	Total Population (000)	High School Graduates (000)	High School Completion Rate(a) (Percentages)	Enrolled in College (b) (000)	
1976	26,919	21,677	80.5	7,181	33.1
1977	27,331	22,008	80.5	7,142	32.5
1978	27,647	22,309	80.7	6,995	31.4
1979	27,974	22,421	80.1	6,991	31.2
1980	28,130	22,745	80.8	7,226	31.8
1981	28,965	23,343	80.3		

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EDUCATION

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1980	28,130	22,745	80.8	7,226
1981	28,965	23,343	80.6	7,575
1982	28,846	23,291	80.7	7,678
1983	28,580	22,988	80.4	7,477
1984	28,031	22,870	81.6	7,591
1985	27,122	22,349	82.4	7,537
1986	26,512	21,766	82.1	7,397
				Enrolled-in-College Participation Rate (Percentages)
				33.1
				32.5
				31.4
				31.2
				31.8
				32.5
				33.0
				32.5
				33.2
				33.7
				34.0

	White			
	Total Population (000)	High School Graduates (000)	High School Completion Rate(a) (Percentages)	Enrolled in College (b) (000)
1976	23,119	19,046	82.4	6,276
1977	23,430	19,292	82.3	6,209
1978	23,650	19,526	82.6	6,077
1979	23,895	19,614	82.1	6,119
1980	23,975	19,786	82.5	6,334
1981	24,486	20,123	82.2	6,548
1982	24,206	19,944	82.4	6,593
1983	23,899	19,644	82.2	6,464
1984	23,347	19,374	83.0	6,526
1985	22,632	18,917	83.6	6,501
1986	22,008	18,280	83.1	6,239
				Enrolled-in-College Participation Rate (Percentages)
				33.0
				32.2
				31.1
				31.2
				32.0
				32.5
				33.1
				32.9
				33.7
				34.4
				34.1

Black					
	Total Population (000)	High School Graduates (000)	High School Completion Rate(a) (Percentages)	Enrolled in College (b) (000)	Enrolled-in-College Participation Rate (Percentages)
1976	3,316	2,238	67.5	748	33.4
1977	3,387	2,287	67.5	722	31.6
1978	3,451	2,340	67.8	695	29.7
1979	3,511	2,356	67.1	696	29.5
1980	3,555	2,480	69.8	688	27.7
1981	3,779	2,680	70.9	749	27.9
1982	3,872	2,743	70.8	767	28.0
1983	3,865	2,741	70.9	742	27.1
1984	3,863	2,885	74.7	786	27.2
1985	3,716	2,809	75.6	734	26.1
1986	3,665	2,801	76.4	801	28.6

Hispanic (c)					
	Total Population (000)	High School Graduates (000)	High School Completion Rate(a) (Percentages)	Enrolled in College (b) (000)	Enrolled-in-College Participation Rate (Percentages)
1976	1,551	862	55.6	309	35.8
1977	1,609	880	54.7	277	31.5
1978	1,672	935	55.9	254	27.2
1979	1,754	968	55.2	292	30.2
1980	1,963	1,054	53.7	315	29.9
1981	2,052	1,144	55.8	342	29.9
1982	2,000	1,153	57.7	337	29.2
1983	2,025	1,110	54.8	349	31.4
1984	2,017	1,212	60.0	362	29.9
1985	2,223	1,396	62.8	375	26.9
1986	2,513	1,506	59.9	443	29.4

(a) The number of high school graduates was calculated by adding the numbers of individuals in this age group enrolled in college as of October of that year and the number of high school graduates not enrolled in college; these rates include individuals who enrolled in college without receiving a high school diploma or a GED. Several states do not require entering junior college students to have a diploma or GED. Therefore, these high school completion rates will be slightly higher than figures that do not include this relatively small population.

(b) Totals differ from those shown in other tables. These figures came from sample surveys of households rather than surveys of institutions of higher education. The Current Population Survey samples are derived from the decennial census of the U.S. population.

(c) Hispanics may be of any race.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, various years.

Table 2
Total Enrollment in Institutions of Higher Education by Type of Institution and Race/Ethnicity of Student, biennially, Fall 1976 to Fall 1986 (a)

Type of Institution and Race/Ethnicity of Student	1976 (000)	1978 (000)	1980 (000)	1982 (000)	1984 (000)	1986 (000)	Percentage Change 1984-1986
All Institutions	10,986	11,231	12,087	12,388	12,235	12,501	2.2
White, non-Hispanic	9,076	9,194	9,833	9,997	9,815	9,914	1.0
Total minority	1,691	1,785	1,949	2,059	2,085	2,243	7.6
Black, non-Hispanic	1,033	1,054	1,107	1,101	1,076	1,081	0.5
Hispanic	384	417	472	512	512	512	0.0

1977	1.609	880	55.6	309	35.8
1978	1.672	935	54.7	277	31.5
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Total minority	1,691	1,785	1,949	2,059	2,085	2,243	7.6
Black, non-Hispanic	1,033	1,054	1,107	1,101	1,076	1,081	0.5
Hispanic	384	417	472	519	535	624	16.6
Asian	198	235	286	351	390	448	14.9
American Indian	76	78	84	88	84	90	7.1
Nonresident alien	219	253	305	331	335	344	2.7
Four-year Institutions	7,107	7,203	7,565	7,648	7,708	7,826	1.5
White, non-Hispanic	5,999	6,027	6,275	6,306	6,301	6,340	0.6
Total minority	931	975	1,050	1,073	1,124	1,195	6.3
Black, non-Hispanic	604	612	634	612	617	615	-0.3
Hispanic	174	190	217	229	246	278	13.0
Asian	119	138	162	193	223	262	17.5
American Indian	35	35	37	39	38	40	5.3
Nonresident alien	177	201	241	270	282	291	3.2
Two-year Institutions	3,879	4,028	4,521	4,740	4,527	4,675	3.2
White, non-Hispanic	3,077	3,167	3,558	3,692	3,514	3,575	1.7
Total minority	760	810	899	987	961	1,047	8.9
Black, non-Hispanic	429	443	472	489	459	466	1.5
Hispanic	210	227	255	291	289	345	19.4
Asian	79	97	124	158	167	186	11.4
American Indian	41	43	47	49	46	51	10.9
Nonresident alien	42	52	64	61	53	53	0.0

Black enrollment in professional schools is the only index that has shown steady improvement from 1976 to 1986. Yet, we are discussing only 14,000 students who represent only 5.2 percent of the total enrollment. Thus, despite the improvement, blacks are underrepresented in professional schools as in all other institutions of higher education.

THE HISTORICALLY BLACK COLLEGES

The historically black colleges and universities (HBCU) were the backbone of black higher education for over 100 years. As recently as 1965, the majority of blacks in college attended the HBCUs. However, with the availability of Pell grants in 1972 and the desegregation order of white colleges in 1973, blacks flocked to colleges with Federal money in hand, reaching a peak of over a million students in 1980. In 1988, only 16.8 percent of black students attended HBCUs.* Between 1976 and 1986, black enrollment in HBCUs, as elsewhere, declined considerably (Table 3). However, 1987 enrollment figures show a slight increase of 4,000 students in these schools. Despite the perception of some analysts that "black students are coming home," it is safe to predict that over 80 percent of black students will continue to attend predominantly white schools in the future, and it is at those institutions that the primary solution of the problem of black under-representation will be accomplished.

Nevertheless, black colleges, like women's colleges, and religious colleges, will continue to play an important and successful role in the education of black and other race youth (12 percent of HBCU enrollments are "other race" students). Despite enrolling only 17 percent of black youth, they award 34 percent of the degrees blacks attain. Moreover, 50 percent of black faculty in research universities obtained their BA from an HBCU. Not only are these institutions more successful in educating black students but also their graduates evidently have higher academic aspirations as a result of that education.⁹

Although 80 percent of black students attending HBCUs attend public colleges, these colleges will be most affected by the present and future consequences of

Table 3
Enrollment in Historically Black Colleges and Universities by Race/Ethnicity,
Fall 1976 to Fall 1987

Race/Ethnicity	Percentage					
	1976	1980	1982	1984	1986	1987
Number of HBCUs	105	102	100	104	104	103

in participation rates affected both male participation was so much more made the erroneous assumption that the 2 illustrates that black women's during the 1976-1986 decade. It is women seem to be doing better. Our decline of black men, should be

increased by 5,000 students in 1986, the 1976 peak of 72,000 students. 1976 peak, blacks have always been constitute only five percent of the will require substantial increases programs.

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Fall 1976 to Fall 1987

Race/Ethnicity	1976	1980	1982	1984	1986	1987	Percentage	
							1986-1987	1976-1987
Number of HBCUs	105	102	100	104	104	100		
Total	212,120	222,220	216,570	216,050	213,093	217,367	2.0	2.5
Black, non-Hispanic	185,820	185,780	177,000	175,110	176,596	182,019	3.1	-2.0
White, non-Hispanic	18,390	21,480	23,040	23,450	22,651	23,225	2.5	26.3
Asian	610	1,340	1,050	1,350	1,237	1,187	-4.0	94.6
Hispanic	460	1,030	1,070	1,560	1,485	1,588	6.9	245.2
American Indian	180	400	570	240	552	519	-6.0	187.2
Nonresident alien	6,660	12,200	13,840	14,340	10,572	8,829	-16.5	32.6

Note: Details may not add to total because of rounding.

Source: Hill, Susan T., *The Traditionally Black Institutions of Higher Education, 1860 to 1982*. (Washington, D.C.: Government Printing Office, 1984.)

National Association for Equal Opportunity Research Institute, staff analysis of the U.S. Department of Education, Office of Civil Rights unpublished data, fall 1984, 1986, and 1987.

Yet, the stronger of these institutions will survive as predominantly black and continue to play a critical, though smaller, role in the education of black Americans. It is unlikely, however, that these institutions will gain the laboratories and physical plant facilities to excel in science and technology, which is the wave of the future in careers and professions.

It is one thing to document the decline of black participation in higher education, but quite another to explain it. Nevertheless, some lines of inquiry do offer compelling arguments. For example, the most clearcut explanation of black decline is a combination of forces in the 1980s which saw the declining value of Pell grants accompanied by an alarming increase in tuition costs and a lessening economic viability of the black community in being able to afford college education.

The volunteer armed services established after the Vietnam War were the most "equal opportunity" employer of all American institutions. Blacks are over one-fourth of the U.S. Army and are overrepresented in the other branches of service as well.¹⁴ Black recruits are more likely to be high school graduates than whites and are more likely to stay in service longer. Nevertheless, the black presence in the more technological fields and in the upper command ranks is not proportional to their numbers. Yet, studies of high school students who say they definitely plan to join the military after completing school show the highest proportion of such students to be black.¹⁵

if, indeed, blacks are going to college, and if they are not, then the services are, in fact, not in the educational pipeline with little or no impact, an overall loss of potential education.

Finally, it must be said that our country is not prepared to detail them, impact or not. High unemployment of black youth, teenage pregnancies all reduce the number of black students. Certainly these circumstances must be taken into account by the nation if additional progress is to be made. It must be said that if our higher education institutions take those it enrolls, the black degree completion rate taken six years after freshman enrollment is less than 10%. If we have attained a baccalaureate degree, the completion rate in institutions is shameful in getting the educational pipeline.

The signing of Executive Order required all entities, public or private, to spend at least \$50,000 in Federal contracts to achieve "goals and timetables" to correct imbalances in their workforces. In addition, Judge Jones also required those institutions to submit plans for the recruitment of blacks in faculty and administrative positions. The government of the University of Maryland, College Park, and the University of Maryland System, in their orders, collegiate institution began to implement the representation of blacks on staffs.

Between 1975 and 1985, minority faculty increased their attainment of higher education by 34.3 percent. In 1985, 46 percent of the female faculty held faculty positions, 35 percent of the male faculty held faculty positions.¹⁹ Minority women held faculty positions more often than their male counterparts.

own in 1973 by Federal District Judge to dismantle their previously segregated decision has had greater impact on the enrollment is 12 percent, than on the white only five percent.¹⁰ Indeed, five public percent white enrollment. It is likely that be incorporated into their state systems white in their bodies and faculties. Over tions are now already white.¹¹ will survive as predominantly black and r. role in the education of black Amer- stitutions will gain the laboratories and e and technology, which is the wave of

black participation in higher education, eless, some lines of inquiry do offer ost clearcut explanation of black decline which saw the declining value of Pell rease in tuition costs and a lessening ty in being able to afford college edu-

is nearly doubled while Pell grants did the cost of education more prohibitive portionately present in the black com- college require some form of financial ution" was increasing the income of ks were below the poverty line in 1986 1986, average real annual earnings for us, the ability of black families to send liminished by economic considerations. d after the Vietnam War were the most rican institutions. Blacks are over one- esented in the other branches of service o be high school graduates than whites ger. Nevertheless, the black presence in per command ranks is not proportional hool students who say they definitely school show the highest proportion of

boasts of the availability of the new GI used for college after completing their perience with this benefit to determine

if, indeed, blacks are going to college after they leave the armed services. If they are not, then the services are, in fact, taking college-eligible young blacks out of the educational pipeline with little likelihood of their return. That, then, represents an overall loss of potential educated leaders for the black community and the nation.

Similarly to the military, proprietary schools have aggressively recruited black students. These for-profit institutions, with their TV and newspaper ads, literally bombard potential students with promises of a quick education and lucrative jobs at completion. A study done for the Association of Independent Colleges and Schools documented that over 30 percent of proprietary enrollments consisted of minority students.¹⁶ As with the military, there is concern as to whether the educational promises of these institutions equal their occupational payoff. There is concern in the educational community about the quality of education offered by these institutions such as to raise doubts about many of them being viable educational alternatives for black high school graduates.¹⁷

Finally, it must be said that other societal trauma, although this report is not prepared to detail them, impact on black declines in higher education participation. High unemployment of black youth, increasing crime rates, rampant drug abuse, and teenage pregnancies all reduce youth opportunities to pursue higher education. Certainly these circumstances must be addressed by the black community and by the nation if additional progress in education is to be made. Nevertheless, it must be said that if our higher education institutions even did a better job with those it enrolls, the black degree holders would dramatically increase. Measures taken six years after freshman enrollment shows that only 25.6 percent of blacks have attained a baccalaureate degree.¹⁸ Obviously, the productivity of our academic institutions is shameful in getting such a minuscule proportion of blacks through the educational pipeline.

AFFIRMATIVE ACTION

The signing of Executive Order 11246 by President Lyndon B. Johnson in 1965 required all entities, public or private, with 50 employees or more receiving at least \$50,000 in Federal contracts, to file affirmative action plans specifying "goals and timetables" to correct under-utilization of minorities and women in their workforces. In addition, Judge Pratt's order desegregating Southern colleges also required those institutions to examine their workforces for increased employment of blacks in faculty and administrative positions. Under the onus of these orders, collegiate institution began to make progress in correcting the minimal representation of blacks on staffs and faculties of higher education institutions.

Between 1975 and 1985, minorities as a whole increased their employment in higher education by 34.3 percent (See Tables 4 and 5). Half the workforce was female in 1985, up from 46 percent in 1975. Women held 59 percent of non-faculty positions, 35 percent of administrative positions, and 27 percent of all faculty positions.¹⁹ Minority women made more gains in higher education employment than their male counterparts. Black females increased employment by 23

Table 4
Full-time Employment in Higher Education by
Race/Ethnicity and Sex, 1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	1,388,406	100.0	1,588,151	100.0	1,623,145	100.0	14.4	2.2	16.9
Male	749,579	54.0	815,417	51.3	819,256	50.5	8.8	0.5	9.3
Female	638,827	46.0	772,770	48.7	803,889	49.5	21.0	4.0	25.8
White	1,155,794	83.2	1,297,929	81.7	1,310,736	80.8	12.3	1.0	13.4
Male	642,897	46.3	686,313	43.2	681,823	42.0	6.8	-0.7	6.1
Female	512,897	36.9	611,616	38.5	628,913	38.7	19.2	2.8	22.6
Black	167,990	12.1	193,047	12.2	197,213	12.2	14.9	2.2	17.4
Male	70,160	5.1	75,874	4.8	76,238	4.7	8.1	0.5	8.7
Female	97,830	7.0	117,173	7.4	120,975	7.5	19.8	3.2	23.7
Hispanic	35,252	2.5	48,926	3.1	54,028	3.3	38.8	10.4	53.3
Male	19,861	1.4	25,120	1.6	27,426	1.7	26.5	9.2	38.1
Female	15,391	1.1	23,806	1.5	26,602	1.6	54.7	11.7	72.8
Asian	24,709	1.8	41,550	2.6	53,136	3.3	68.2	27.9	115.0
Male	14,074	1.0	24,159	1.5	29,307	1.8	71.7	21.3	108.2
Female	10,635	0.8	17,391	1.1	23,829	1.5	63.5	37.0	124.1
American Indian	4,661	0.3	6,735	0.4	8,032	0.5	44.5	19.3	72.3
Male	2,587	0.2	3,951	0.2	4,462	0.3	52.7	12.9	72.5
Female	2,074	0.1	2,784	0.2	3,570	0.2	34.2	28.2	72.1

Note: Details may not add to total because of rounding.

Source: U.S. Equal Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

Table 5
Full-time Non-Faculty in Higher Education by
Race/Ethnicity and Sex, 1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	941,576	100.0	1,102,412	100.0	1,134,346	100.0	17.1	2.9	20.5
Male	413,217	43.9	458,838	41.6	465,043	41.0	11.0	1.4	12.5
Female	528,359	56.1	643,610	58.4	669,303	59.0	21.8	4.0	26.7
White	745,847	79.2	857,488	77.8	870,969	76.8	15.0	1.6	16.8
Male	330,604	35.1	360,142	32.7	360,854	31.8	8.9	0.2	9.1
Female	412,243	43.8	497,282	45.1	510,115	45.0	20.6	2.6	22.7

Black	167,990	12.1	195,047	12.2	177,215	12.2	11.7	7.7	8.7
Male	70,160	5.1	75,874	4.8	76,238	4.7	8.1	0.5	
Female	97,830	7.0	117,173	7.4	120,975	7.5	19.8	3.2	23.7
Hispanic	35,252	2.5	48,926	3.1	54,028	3.3	38.8	10.4	53.3
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Male	330,604	35.1	360,142	32.7	360,854	31.8	8.9	0.2	9.1
Female	412,243	43.8	497,282	45.1	510,115	45.0	20.6	2.6	23.7
Black	148,244	15.7	173,376	15.7	176,930	15.6	17.0	2.0	19.4
Male	59,266	6.3	65,333	5.9	65,185	5.7	10.2	-0.2	10.0
Female	88,978	9.4	108,143	9.8	111,745	9.9	21.5	3.3	25.6
Hispanic	28,929	3.1	41,470	3.8	45,941	4.0	43.4	10.8	58.8
Male	15,288	1.6	19,880	1.8	21,743	1.9	30.0	9.4	42.2
Female	13,641	1.4	21,590	2.0	24,198	2.1	58.3	12.1	77.4
Asian	14,946	1.6	24,651	2.2	34,032	3.0	64.9	38.1	127.7
Male	6,244	0.7	10,482	1.0	13,984	1.2	67.9	33.4	124.0
Female	8,702	0.9	14,169	1.3	20,048	1.8	62.8	41.5	130.4
American Indian	3,610	0.4	5,427	0.5	6,474	0.6	50.3	19.3	79.3
Male	1,815	0.2	3,001	0.3	3,277	0.3	65.3	9.2	80.6
Female	1,795	0.2	2,426	0.2	3,197	0.3	35.2	31.8	78.1

Note: Includes the following non-faculty employment categories: executive, administrative, managerial, professional, non-faculty, clerical, secretarial, technical, paraprofessional, skilled craft, service and maintenance. Details may not add to total because of rounding.

Source: U.S. Equal Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

percent while black males only gained eight percent from 1975 to 1985. In non-faculty positions, black females increased by 25 percent while black males increased only by 10 percent. In fact, between 1983 and 1985, black males declined somewhat (see Table 5).

In faculty positions, during that same decade, the growth of both black males and females was so low as to be negligible (see Table 6): black males 1.5 percent and females 4.3 percent. Indeed, faculty growth was so minimal compared to other groups that actual black percentage representation in the total faculty dropped from 4.4 percent in 1975 to 4.1 percent in 1985. Blacks are minimally represented in the ranks of full professors (2.2 percent) and mostly concentrated in the lower ranks of assistant professors and lecturers. In tenure attainment, blacks fall over 10 points below whites (61 percent versus 72 percent).²⁰

The picture that emerges is a precarious one. Blacks declined in graduate school enrollment until 1986 when, not advancing, they simply regained losses. The limited production of Ph.D.s is reflected in the minimal growth of black faculty. Nearly half of the current American faculty are expected to retire by the year 2000. If blacks are to make significant strides in faculty numbers, they must be available with requisite degrees when those vacancies occur. However, given the limited graduate school enrollment, it is doubtful if sufficient black Ph.D.s will be produced to replace the current black retiring faculty, not even considering future faculty needs. Graduate schools have lessened their active recruitment of black graduate students, unlike the activities of the 1960s and 1970s in response to real threats of Federal action. In the "benign" 1980s, institutions feel little pressure for affirmative action compliance and, thus, make minimal efforts to recruit students.

Institutions and the Executive branch of the Federal government must be convinced to provide leadership in developing aggressive programs to produce black scholars for future faculty positions as acts of national and institutional self-interest. We are wasting potential talent that could enrich the nation. That message must be heard soon as the cost and programmatic effort to halt the current national malaise will be prohibitive.

Despite the modest representation of blacks in faculty position, the myth is still prevalent that less qualified blacks are displacing qualified whites in academic slots. For example, in a study by the Institute for Social Research at the University of Michigan that asked white respondents "What do you think the chances are these days that a white person would be denied a promotion or a job in favor of an equally or less qualified black?" Seventy-five percent answered "very likely" or "somewhat likely."²¹ However, a study by the Carnegie Commission revealed, after controlling for degree attainment and scholarly productivity, the black faculty members systematically achieve tenure and promotion at lower rates than whites.²² Indeed, although whites held only 78 percent of the doctorates, they occupied 87 percent of the tenure-track faculty positions.²³

Maintaining the myth of unqualified blacks displacing qualified whites tends to retard the efforts of white academics to work for increasing black representation

Table 6
Full-time Faculty in Higher Education by
Race/Ethnicity and Sex, 1975, 1983, and 1985

Race/Ethnicity and Sex	1975		1983		1985		Percentage Change		
	Number	Percent	Number	Percent	Number	Percent	1975-1983	1983-1985	1975-1985
Total	446,830	100.0	485,739	100.0	488,799	100.0	8.7	0.6	9.4
Male	336,362	75.3	356,579	73.4	354,213	72.5	6.0	-0.7	5.3
Female	110,468	24.7	129,160	26.6	134,586	27.5	16.9	4.2	21.8
White	409,947	91.7	440,505	90.7	439,767	90.0	7.5	-0.2	7.3
Male	312,293	69.9	326,171	67.1	320,969	65.7	4.4	-1.2	3.2
Female	97,654	21.9	114,334	23.5	118,800	24.3	16.9	4.5	21.8

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Female	97,654	21.9	114,334	23.5	118,798	24.3	17.1	3.9	21.7
Black	19,746	4.4	19,571	4.0	20,283	4.1	-0.9	3.6	2.7
Male	10,894	2.4	10,541	2.2	11,053	2.3	-3.2	4.9	1.5
Female	8,852	2.0	9,030	1.9	9,230	1.9	2.0	2.2	4.3
Hispanic	6,323	1.4	7,456	1.5	8,087	1.7	17.9	8.5	27.9
Male	4,573	1.0	5,240	1.1	5,683	1.2	14.6	8.5	24.3
Female	1,750	0.4	2,216	0.5	2,404	0.5	26.6	8.5	37.4
Asian	9,763	2.2	16,889	3.5	19,104	3.9	73.0	13.1	95.7
Male	7,830	1.8	13,677	2.8	15,323	3.1	74.7	12.0	95.7
Female	1,933	0.4	3,222	0.7	3,781	0.8	66.7	17.3	95.6
American Indian	1,051	0.2	1,308	0.3	1,558	0.3	24.5	19.1	48.2
Male	772	0.2	950	0.2	1,185	0.2	23.1	24.7	53.5
Female	279	0.1	358	0.1	373	0.1	28.3	4.2	33.7

Note: Includes full-time faculty who are in non-tenure earning positions, tenured faculty, and faculty who are non-tenured, but in positions which lead to consideration for tenure. Details may not add to total because of rounding.

Source: U.S. Equal Opportunity Commission, "EEO-6 Higher Education Staff Information" surveys, 1975, 1983, and 1985.

in the faculty. Holding such mythical beliefs, despite strong evidence to the contrary, allows such inaction to be rationalized without guilt. It is the responsibility of university and graduate school leadership to speak out strongly against such myths with convincing arguments to persuade white faculty and deans that it is in their institutional self-interest to make strenuous efforts to increase the number of black graduate students and to recruit them for the considerable faculty vacancies expected to occur in the next few years.

THE PROMISE

The crisis of black underrepresentation in education and American life spelled out in the previous pages is dismal in its litany and real in its impact. However, increasingly the higher education community is being made aware of its responsibilities and much discussion in legislatures, state capitols, and Congress is being focused on the crisis. The academy, with leadership from the American Council on Education, the Education Commission of the States, the American Association of State Colleges and Universities, and other higher education entities; is beginning to ask itself what it must do to marshal its resources to respond to this crisis. That is the promise. However, so far, much of the activity has been in workshops, seminars, conferences, publications, etc.

It is now time to act to fulfill that promise. It is now time to implement strategies that we know will work from years of experience with a number of projects and programs that are not sufficiently replicated or wide-spread to have an impact on the declining numbers of blacks in many areas of higher education. We do know what to do, as a higher education community, and we, in a small part, are doing some exemplary things.

For example, in undergraduate recruitment and retention: Eastern Michigan University has a College Day program targetted to junior high school minority students and their parents. Successful participants in the program are guaranteed admission to one of several public and private Michigan colleges. In California, 22 public and private colleges participate in a consortium that emphasizes engineering, mathematics, and science projects for minority students.

In graduate schools: the Woodrow Wilson National Fellowship Foundation established in 1987 a Black Scholars program to inspire and assist black students to enter graduate study to prepare for college teaching careers. Ohio State University brings to campus each year approximately 200 students from 60 historically black colleges to be oriented and counseled toward graduate and professional study. The McKnight Black Doctoral Fellowship provides generous stipends and tuition to promising black scholars to attain the Ph.D. in arts, science, business, and engineering.

For faculty: the state universities in Michigan are provided stipends by the legislature to invite a number of Martin Luther King-Cesar Chavez-Rosa Parks Visiting Professors to campus for periods from a week to a semester. Several of these visiting faculty are later recruited for permanent faculty positions. The University of North Carolina offers five post-doctoral research fellowships for

periods of up to two years for being required to teach and

All of these programs are their promise — five fellows to halt the dismally declining campus-restricted programs of serious magnitude. In 1945, the United States mounted assistance, and food to aid we fell behind in space with National Defense Education of scientists and engineers to moon. We now need a Marshall problems of the one-third of our ability to prosper. It is does not occur. The question sense of commitment to see national momentum in the 19 develop the black leadership itarian society our Constitution and the promise. We await it

beliefs, despite strong evidence to the contrary, realized without guilt. It is the responsibility of leadership to speak out strongly against the status quo and persuade white faculty and deans that the time has come to make strenuous efforts to increase the recruitment of minority students for the considerable faculty shortage in the next few years.

Higher education and American life spelled tragedy and real in its impact. However, the time is being made aware of its responsibility. State capitols, and Congress is being persuaded by leadership from the American Council on Education, the States, the American Association of Universities, and higher education entities, is beginning to mobilize resources to respond to this crisis. The activity has been in workshops,

It is now time to implement strategies for diversity with a number of projects and programs on a wide-spread to have an impact on the quality of higher education. We do know that we, and we, in a small part, are doing

Retention and retention: Eastern Michigan University has started to junior high school minority students in the program are guaranteed spots in the Michigan colleges. In California, a consortium that emphasizes engineering for minority students.

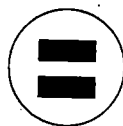
The National Fellowship Foundation is working to inspire and assist black students in teaching careers. Ohio State University is accepting 200 students from 60 historically black colleges toward graduate and professional studies. The program provides generous stipends and support for the Ph.D. in arts, science, business,

Students at Eastern Michigan are provided stipends by the Dr. Martin Luther King-Cesar Chavez-Rosa Parks Foundation for a week to a semester. Several of these are permanent faculty positions. The program also provides doctoral research fellowships for

periods of up to two years for minority scholars to pursue full-time research while being required to teach not more than one course per year.

All of these programs are innovative and exciting. Suffice it to say that despite their promise — five fellowships here, six students there — they are insufficient to halt the dismally declining statistics. Therefore, what is needed is not small, campus-restricted programs, as welcome as they are, but a national effort of serious magnitude. In 1945, at the end of World War II, with Europe devastated, the United States mounted the Marshall Plan, sending millions of dollars, technical assistance, and food to aid the recovery of England and Europe. Similarly, when we fell behind in space with the Russian launching of Sputnik, we passed the National Defense Education Act and poured millions of dollars into the training of scientists and engineers that ultimately resulted in landing a spacecraft on the moon. We now need a Marshall Plan for America to save itself, or the escalating problems of the one-third of our nation trapped at the bottom will drain all of our ability to prosper. It is in the self-interest of all Americans to see that that does not occur. The question is do we have the will as a society to regain the sense of commitment to social justice and equal opportunity that sparked our national momentum in the 1960s and, through our higher education institutions, develop the black leadership and professionals that will truly make us the egalitarian society our Constitution promised us we would be. We have had the crisis and the promise. We await the fulfillment.

\$19.00



National Urban League, Inc.

The Equal Opportunity Building ■ 500 East 62nd Street ■ New York, New York 10021



**THE WHITE HOUSE
WASHINGTON**

SCHEDULE PROPOSAL

MARCH 20, 1989

TO: JOSEPH HAGIN
DEPUTY ASSISTANT TO THE PRESIDENT FOR SCHEDULING
AND APPOINTMENTS

THROUGH: DAVID DEMAREST
ASSISTANT TO THE PRESIDENT FOR COMMUNICATIONS

FROM: SICHAN SIV
DEPUTY ASSISTANT TO THE PRESIDENT FOR
PUBLIC LIAISON

REQUEST: NEW HBCU EXECUTIVE ORDER SIGNING CEREMONY

PURPOSE: To demonstrate the President's strong
commitment to the continued viability
of historically black colleges and
universities.

BACKGROUND: The President has demonstrated his commitment
to historically black colleges and
universities on numerous occasions and has
most recently indicated his intentions to
strengthen these institutions through his
budget address as well as his speech at the
UNCF dinner several weeks ago.

Since the National Association For Equal
Opportunity in Higher Education (NAFEO)
is holding its 14th National Conference on
Blacks in Higher Education from April 19-23,
a Rose Garden signing ceremony of the President's
new executive order on April 19th would be a
timely way of underscoring his commitment to
black colleges.

PARTICIPANTS: The President; Secretary Cavazos; Secretary
Sullivan; selected HBCU presidents; Bill Cosby
and other selected major donors to HBCUs; key
students and alumni of HBCUs.

LOCATION: ROSE GARDEN

DURATION: 15 MINUTES

DATE: April 19, 1989

PRESS: OPEN PRESS

REMARKS: BRIEF REMARKS

SEQUENCE: --PRESIDENT ARRIVES/PRESIDENT GREETES

--PRESIDENT SIGNS DOCUMENT AND PRESENTS PENS

--PRESIDENT DEPARTS

National Association For Equal Opportunity In Higher Education
NAFEO • Black Higher Education Center • Lovejoy Building • 400 12th Street, N.E.
Washington, D.C. 20002 • Telephone (202) 543-9111

February 24, 1989

The Honorable George Bush, President
 United States of America
 The White House
 1600 Pennsylvania Avenue, NW
 Washington, DC 20500

Dear President Bush:

On behalf of the Board of Directors and the Presidents of all of the historically Black colleges constituting the National Association for Equal Opportunity in Higher Education (NAFEO), I am writing to extend an invitation to you to serve as a Speaker during the Fourteenth National Conference on Blacks in Higher Education, April 19-23, 1989, Washington Hilton Hotel, Washington, DC. Specifically, we would like for you to address our audience during the Leadership Awards Banquet, Saturday, April 22, 1989, beginning at 7:30 PM.

NAFEO's annual National Conference has become the most important and prestigious forum to focus on the unique concerns of Blacks in Higher Education in America. The college and university presidents/chancellors who comprise NAFEO's membership of 117 historically black colleges and universities (HBCUs) have assumed a special leadership role for all blacks in higher education. The Leadership Awards Banquet is the culminating highlight of the Conference and has an audience of some 1,700 persons. The Conference attracts an audience of some 2,000 top leaders and decision-makers of the nation, including eighty (80) Black college/university presidents/chancellors, representatives from 400 institutions from all of the states and abroad, as well as 100 of the 300 black college alumni chosen (from among the one million graduates of black colleges) to receive NAFEO's annual Distinguished Alumni Citation.

In previous years, dignitaries, national leaders and other prominent figures, including a previous President of the United States, CEO's of major corporations, ambassadors, congressmen, cabinet secretaries, senators, mayors, educators, clergymen, nationally recognized entertainers and other famous leaders have addressed our conference audience. The enclosed copy of the 1988 Program

14th National Conference on Blacks in Higher Education
 "IN RETROSPECT AND PROSPECT"
 April 19-23, 1989
 Washington Hilton Hotel, Washington, D.C.

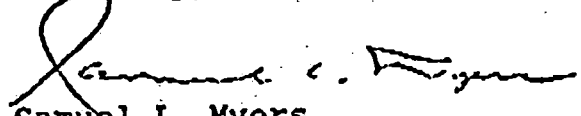
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shows the quality, depth and prestige of NAFEO's annual National Conference.

NAFEO will celebrate its 20th Anniversary during the Fourteenth National Conference. This year's Conference theme "In Retrospect and Prospect", will focus on the issues of the 1960's which have evolved into the challenges of the 80's that will carry us into the 21st century. We invite you, as the leader of our country and an education president, to share your views on where we were, where we are and more importantly, where we are going. We do hope you will join us as we continue our primary aim of promoting the widest possible sensitivity to the factors involved and the commitment required to create successful higher education programs for all.

We are certain that our 1989 Conference audience would welcome the contribution of your unique insights and knowledge. We do hope you will accept soon so that we may continue our plans to coordinate a successful conference.

Cordially,


Samuel L. Myers
President

Proclamation 5893—Fire Safety at Home Day—Change Your Clock, Change Your Battery, 1988
October 28, 1988

By the President of the United States of America

A Proclamation

Sunday, October 30, 1988, is the day on which Americans in jurisdictions on Daylight Savings Time must turn their clocks back 1 hour to Standard Time. That offers all of us an excellent opportunity to do one other thing simultaneously—replace our smoke detectors' batteries and then test every detector.

This easy task, maintaining and testing our smoke detectors, is one we cannot afford to neglect. The vast majority of the more than 6,000 fire fatalities in our land each year occur in fires in the home. Smoke detectors are a simple and economical way to prevent needless deaths in fires, because they can alert people and allow them to escape during the early stages of fires. Most American homes have at least one fire detector, but nearly half of these life-saving devices are inoperable at any one time because their batteries are dead or missing. We must all remember that we can avert tragedy by taking a few seconds to replace smoke detector batteries and to check our detectors' operation. That will go a long way toward protecting lives and property all across our Nation.

The Congress, by Senate Joint Resolution 381, has designated Sunday, October 30, 1988, as "Fire Safety at Home Day—Change Your Clock, Change Your Battery" and authorized and requested the President to issue a proclamation in observance of this event.

Now, Therefore, I, Ronald Reagan, President of the United States of America, do hereby proclaim Sunday, October 30, 1988, as Fire Safety at Home Day—Change Your Clock, Change Your Battery. I call upon all Americans to observe this day by replacing their smoke detectors' batteries and by testing their detectors at the same time they return their clocks to Standard Time.

In Witness Whereof, I have hereunto set my hand this twenty-eighth day of October,

in the year of our Lord nineteen hundred and eighty-eight, and of the Independence of the United States of America the two hundred and thirteenth.

Ronald Reagan

[Filed with the Office of the Federal Register, 2:40 p.m., October 31, 1988]

Note: The proclamation was released by the Office of the Press Secretary on October 31.

Remarks on Signing the Berne Convention Implementation Act of 1988

October 31, 1988

If I'd had this kind of a supporting cast, I never would have left Hollywood. *[Laughter]* Well, good morning. And today we celebrate victory in the name of a right as old as the Union itself and as central to our Union as any: the right all Americans have to protect their property. We're here to sign into law the Berne Convention Implementation Act of 1988. It will enable the United States to adhere to the Berne convention for the protection of literary and artistic works. The Berne convention, which was originally concluded in 1886 and approved by our Senate earlier this month, provides for the protection of copyrighted works from international pirates who make their living by stealing and then selling the creative accomplishments of others.

With 77 countries as members, including most of our trading partners, the Berne convention features the highest internationally recognized standards for the protection of works of authorship. Our membership will automatically grant the United States copyright relations with 24 new countries and will secure the highest available level of international copyright protection for U.S. artists, authors, and copyright holders. This is especially significant because American works protected by copyright—books, recordings, movies, computer software

Oct. 31 / Administration of Ronald Reagan, 1988

prominent among them—have been at risk because of differences between U.S. law and the Berne convention.

The cost to Americans has been substantial not only in terms of the violation of the property rights of Americans but in terms of our trade balance as well. We've been running a trade surplus of over \$1 billion annually in copyrighted goods, and it would have been much larger had it not been for the pirating of American copyright work. In 1986 alone, the entertainment industry may have lost more than \$2 billion in potential revenue, and our computer and software industries more than \$4 billion in potential revenue. That's why adherence to the Berne convention has been such an important goal of the administration and why this occasion marks a watershed for us.

As Ambassador Clayton Yeutter has said, joining the Berne convention will also boost U.S. efforts to strengthen intellectual property protection in multilateral negotiations. In 1986 we succeeded in placing the issue on the agenda of the Uruguay round of multilateral trade negotiations and committed the General Agreement on Tariffs and Trade to address the relationship between trade and intellectual property rights. When trade ministers meet in Montreal in December for the midterm review of the Uruguay round, they must direct negotiators to commence substantive negotiations.

Officials in our administration worked closely with many key Members of Congress, such as Senator Pete Wilson and Congressman Carlos Moorhead, to get this bill passed in Congress. And we must also remember our good friend and former Secretary of Commerce, the late Malcolm Baldrige, who led the charge on this legislation.

And now, with great pleasure and great pride, I will sign the Berne Convention Implementation Act into law.

Note: The President spoke at 10:58 a.m. in the International Ballroom at the Beverly Hilton Hotel in Los Angeles, CA. H.R. 4262, approved October 31, was assigned Public Law No. 100-568.

Informal Exchange With Reporters October 31, 1988

Hostages in Lebanon

Q. Mr. President, hostage Terry Anderson says that on several occasions, sir, the U.S. Government quashed a release of the hostages as they were about to be let out.

The President. That is absolutely not true, but let me point something out. Terry Anderson in that terrible confinement at the hands of those barbarians—any information he has, has to have come from them. There is no contact with the outside world. We've been doing everything we can do in the interest of our hostages, and the very simple answer to that is for those people to let them go. And we're going to continue our efforts until we get them back. But there's never been any interference, nor have we ever been negotiating any more than we would with any other kind of kidnaper on a ransom type of basis.

Q. Well, are they trying to influence the election, sir?

The President. What?

Q. Are they trying to influence the election, do you think?

The President. You'd have to ask them. I've—[laughter]—I can't fathom their minds.

Q. Mr. President? Mr. President?

The President. —concerned about the whales.

Q. Mr. President?

The President. Wait a minute. Wait a minute. There's—

Iran Arms and Contra Aid Controversy

Q. Mr. President, Terry Anderson also says, Mr. President, that both you and George Bush dealt with the terrorists in Iran-contra and TWA. Was George Bush involved in any negotiations in those two incidents?

The President. Nor was I, because we were never doing anything of that kind. When the covert operation—which was not with Iran or Iran's Government but with people who were looking forward to a day when there could be a decent government in Iran—that we were talking to—and it had to be covert, or they would have been executed instantly.

Q. Was George Bush involved in the TWA hijacking?

The President. I've always felt that everything that always felt that an executive vice president, and not so sidelines waiting [Laughter] But in a constructive way, my choice in this.

Hostages in Lebanon

Q. Is that a yes then, that a yes then,

Q. I'll out-shout you tell us, please what circumstances were made of. The circumstances of the

The President. The circumstances before the tape and the circumstances, they have been indicate to them that the they were forced to represent their remember, the type of confinement said, the only they're barbarians, that no harm upon himself. do. What was—

Iran Arms and

Q. You said involved in all contra affair, is that correct?

The President. —again: The President

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Q. Shouldn't it have happened from



U.S. Department of Justice

Office of Legal Counsel

Office of the
Assistant Attorney General

Washington, D.C. 20530

MAR 28 1989

MEMORANDUM

Re: Proposed Executive order entitled "Historically
Black Colleges and Universities"

The attached proposed Executive order has been submitted by the Office of Policy Development at the White House. The Office of Management and Budget, with the approval of the Director, has forwarded it to this Department for review of its form and legality.

The proposed order will establish the President's Board of Advisors on Historically Black Colleges and Universities in the Department of Education. The Secretary of Education, through the Board of Advisors, will supervise the development of a Federal program designed to increase the opportunities to participate in and benefit from federal programs by a group of colleges and universities that have historically, through inadvertence or design, been deprived of the full opportunity to compete for these programmatic benefits.¹ Executive departments and agencies designated by the Secretary of Education will establish plans to achieve the objectives of this Order. Every three years the Secretary of Education will oversee an agency review to determine whether these academic institutions are receiving an equal opportunity to participate in Federally sponsored programs. The White House Office of National Service will encourage private sector support for such colleges and universities, facilitate their access to needed resources, and find ways to support their long-term goals. The Board of Advisors will provide the President with an Annual Performance Report on Executive Agency

¹ Despite the formulation "Historically Black," we understand that this Executive Order is not premised on the desire to extend federal benefits on the basis of race. In this regard, we assume for this review that none of the colleges or universities within the contemplation of this Order discriminate on the basis of race. The non-discriminatory nature of this Order is further bolstered by its ultimate objective, stated in section 7, of providing an "equal opportunity to participate in Federally sponsored programs."

Actions to Assist Historically Black Colleges. The responsibilities of the President under the Federal Advisory Committee Act, as amended (5 U.S.C. App. II), which are applicable to the Board of Advisors, will be performed by the Secretary of Education.

Subject to the noted understandings and assumptions, the proposed order is acceptable with respect to its form and legality.


Douglas W. Kmiec
Assistant Attorney General
Office of Legal Counsel

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—

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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.”

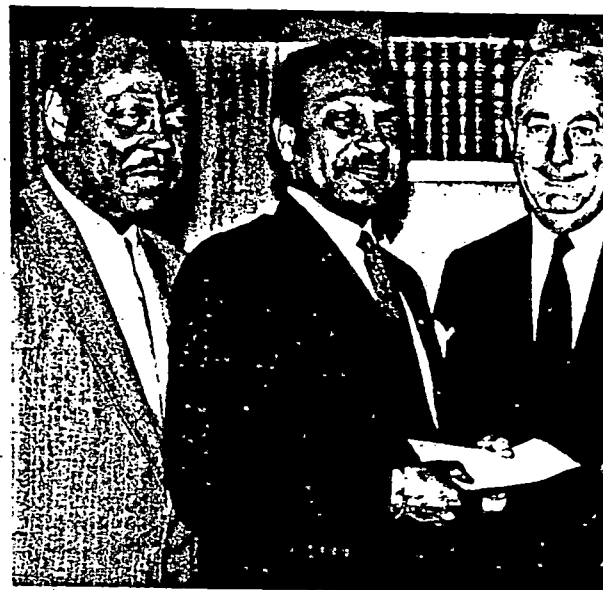
Dr. Gipson emphasizes the seriousness of the situation. “Black kids, minority students in general and all kids should be getting education for the high-tech society. Because if you don’t train yourself, you’re going to be consumers rather than producers.”

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.

28TH STORY of Level 2 printed in FULL format.

Proprietary to the United Press International 1988

November 6, 1988, Sunday, BC cycle

SECTION: Regional News

DISTRIBUTION: Georgia

LENGTH: 239 words

HEADLINE: Georgia News Briefs

DATELINE: ATLANTA

KEYWORD: Gabrfs

BODY:

Spelman College will double the size of its classroom space by building a new academic center with a \$ 20 million donation from television comedian Bill Cosby.

"Mrs. Cosby and I have been blessed because I found a vein of gold in the side of a mountain," Cosby said at ceremonies marking the inauguration of Spelman President Johnnetta Cole Friday. "Mrs. Cosby and I wanted this woman (Mrs. Cole) to know how much we love this school."

The gift is the largest ever received by the black women's college, where a daughter of Cosby's attended and where episodes of his hit TV series, "The Cosby Show," have been filmed.

The new academic center at the 107-year-old college also will house a research center dedicated to the works of black women.

Cosby's donation was cheered loudly by 2,000 in attendance at the inauguration.

On Saturday, Cosby and former Atlanta Mayor Jackson implored Morehouse College students to vote in Tuesday's general election.

"Forty million people in South Africa can't vote; 40 million Americans won't vote," Cosby told the group of students.

"It is important for everyone to get out and cast their vote on Tuesday," he said. "It is extremely important."

Jackson also urged those in the audience to go to the polls on Tuesday, when voters will choose a new president, as well as many local, Senate and congressional offices. Woman dies from burns inflicted by exploding water heater

26TH STORY of Level 2 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

November 7, 1988, Monday, PM cycle

SECTION: Domestic News

LENGTH: 205 words

HEADLINE: Spelman's New President Urges Students To Help The Poor

DATELINE: ATLANTA

KEYWORD: Cole- Spelman

BODY:

Students at Spelman College, a black women's school, should take the fruits of their education back to their communities and help the poor, the school's new president said at her inauguration.

"If we do nothing to improve our world, then we cannot call ourselves educated women," Johnetta B. Cole said Sunday. "How can we call ourselves either educated or leaders if we turn away from the very reality that a third of black America lives in poverty?"

"We must build sturdy black bridges into the very communities from which we have come. For if we do not build those bridges, then we will surely drown in our own selfishness."

Ms. Cole, first black woman president of the 107-year-old liberal arts college, was inaugurated Sunday although she has been at the school since July 1987. Her speech wrapped up a weekend that included the announcement of a \$20 million gift to the school from entertainer Bill Cosby.

One of Cosby's daughters attended Spelman, and episodes of his hit TV series, "The Cosby Show," have been filmed there.

The donation will be used mostly to construct an academic center, which will double the college's classroom space. About \$8 million will go to Spelman's endowment, currently at \$42 million.

29TH STORY of Level 2 printed in FULL format.

The Associated Press

The materials in the AP file were compiled by The Associated Press. These materials may not be republished without the express written consent of The Associated Press.

November 5, 1988, Saturday, AM cycle

SECTION: Domestic News

LENGTH: 188 words

HEADLINE: People in the News

DATELINE: ATLANTA

KEYWORD: People

BODY:

Comedian Bill Cosby is giving \$\$ 20 million to Atlanta's Spelman College for a new academic center, in the largest gift in the history of the black women's college.

Cosby announced the donation from him and his wife, Camille, at ceremonies Friday marking the inauguration of Spelman President Johnnetta B. Cole.

"Mrs. Cosby and I have been blessed because I found a vein of gold in the side of a mountain," Cosby said. "Mrs. Cosby and I wanted this woman (Ms. Cole) to know how much we love this school."

A daughter of Cosby's attended Spelman, and episodes of his hit TV series, "The Cosby Show," have been filmed there.

The donation, the largest in Spelman's 107 years, will be used mostly to construct an academic center, doubling the college's classroom space. The new building will also house a research center dedicated to the works of black women.

Cosby's donation was cheered loudly by 2,000 in attendance at Friday's inauguration, but the comedian cautioned them that the new center is not built yet.

"I don't know how long it will take. All of the best intentions can be circumvented by some plumber," he joked.

GRAPHIC: LaserPhoto NY44

No stories filed
on this topic
on 11-4-88.

Young Voices, New Solutions

District Youths Address Drug Problem at Oratory Contest

By Donna Britt
Washington Post Staff Writer

Her fluffy pageboy, leather skirt and hoop earrings may have hinted "party," but if Shavonn Matthews' solemn face didn't convince her audience of her seriousness, her words must have.

"A telephone rings. Another death . . . another statistic. Another life cut short by the drug epidemic," began Matthews, who—despite her undeniable presence—is only a ninth-grader at Evans Junior High.

As the 14-year-old continued to address about 100 assembled parents, teachers and businesspeople, her body got into the rhythm of the words, her earrings swayed with the beat.

"Parents, parents, it is time to *wake up*—to fight this epidemic as a family and a community," she warned. Then she said something that maybe only a child—and a child who has lived in a city where drugs provide for young people an everyday dilemma—would say.

"A child who has been taught to be gentle may need your permission to say no."

Though it's hard to imagine even the most brazen drug pusher approaching this self-possessed youngster, it seemed Matthews understood the pressures she addressed. So did the 14 other District youngsters who participated in the seventh annual Martin Luther King Oratory Contest, sponsored by Concerned Black Men,

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History

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community service organization of men who, through various programs, provide role models and lengthen ties between black adults and youth.

The contestants—who included two sets of brothers and sisters—were the finalists from among 60 District junior and senior high school students who wrote essays on the topic "The War on Drugs: Community Solutions to the Drug Epidemic." First prize: a \$1,000 savings bond.

The oratory contest was the group's maiden program, says its president, Warner Session. The group, composed of attorneys, physicians, businessmen and other professionals, was founded here in 1982 by a member of the original Philadelphia chapter who'd moved to Washington.

"There's an obvious void in the community of black role models—we need to impress upon young black men that there are those of us who are responsible, who have careers and come from the same community that they did. We represent," Session said, "the possibilities."

So do the youngsters. As interesting as their proposed solutions to the drug problem were (one contestant advocated school field trips to drug treatment

centers and to jails), they weren't nearly as fascinating as the young people themselves. Some, like Ballou High junior Dennis Colwell, steeped their presentations in drama. Colwell, 16, was so studiously casual that he could have been addressing his pals in the cafeteria, eyeballing the American flag when he mentioned U.S. wars and waving visual aids—a dollar bill, several hand-drawn posters representing crack, cocaine, marijuana and heroin—at the audience.

Others, though less flamboyant, were no less effective.

"Any effort short of 20 years is shortsighted," said Banneker freshman Janelle Irick, 14. Her voice was sweet and high but both her fists were clenched. Depending solely on the police and courts, she continued, would be a mistake, as "we cannot take a legal pill and announce ourselves cured." Among her solutions: Parents making sure they share dinner at least three times a week with their kids; setting up drug-free zones in communities; and enlisting local and national sports, business and political figures to tout their drug-free lifestyles.

Emerson Brockington—a Coolidge High sophomore whose rock-'em-in-the-pews style won him second prize, a \$500 savings bond—paraphrased "The Star-Spangled Banner": "The blood's red glare, shotguns blasting in air, give proof to the night that the drugs are still there."

By the time Renata Razza—an ul-

tra-confident Wilson High junior, who won first prize in the contest in 1981 and second place the year before—made it to the podium, she knew she had her work cut out for her.

But when she'd finished, quoting legendary labor organizer Mother Jones—"Pray for the dead. And fight like HELL for the living"—she'd impressed enough people to capture the big prize again.

Later, during the reception for the teens, including third-prize winner Crystal Adair, an eighth-grader, and fourth-place winner Lisa Thompson, a freshman, both from Jefferson Junior High, Razza showed her antidrug passion isn't reserved for the lectern.

"[Blacks] are talking about somebody oppressing us, but we're oppressing ourselves," said Razza. "The violence, the addictions aren't the problem, they're symptoms. The main problem is economic . . . It's nice for Nancy Reagan to stand there in a million-dollar dress and say, 'Just Say No.' But it reeks of contradiction. She's telling people who have nothing *not* to want what she's holding in front of their faces."

Not surprisingly, folks have suggested that Razza use her articulate anger to become an attorney or a politician, but she's unconvinced.

"I just want to be happy," she says. "To be a politician, I'd have to lie to people and I couldn't do that . . . I think I'll just do what I know is right. Then I know I'll be happy."

Excerpts

Remarks:
United Negro College
Fund
March 9, 1989

9

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.

10

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.

28

APRIL



Births

James Monroe (5th U.S. president) 1758; John Jacob Niles (folksinger) 1892.

Deaths

St Vitalis (martyr) 62; Benito Mussolini (Italian dictator) 1945.

Discovered in 1770

Captain James Cook, seaman and explorer, wrote in his journal today in 1770 of his discovery of Botany Bay: "At daylight in the morning we discovered a bay, which appeared to be tolerably well sheltered from all winds, into which I resolved to go with the ship."

Cursed in 1795

Captain James Pye Molloy, of the ship *Caesar*, had acted dishonourably to a woman to whom he was betrothed, and she laid this curse upon him. "Captain Molloy, you are a bad man. I wish you the greatest curse that can befall a British officer. When the day of battle comes may your false heart fail you." Though previously in his career Molloy had proved himself a brave sailor, on the 28th of April, 1795, he was tried for cowardice in a sea battle, found guilty, and relieved of his command.

A Travelling Goat, 1772

On April 28, 1772, there died at Mile End, England a goat that had twice circumnavigated the globe; first, in the discovery ship *Dolphin*, under Captain Wallis; and secondly in the renowned *Endeavour* under Captain Cook. The lords of the Admiralty had just previous to her death signed a warrant admitting her to the privileges of an in-pensioner of Greenwich Hospital, a boon she did not live to enjoy.

Shot and Hanged in 1945

Today in 1945 Benito Mussolini was captured by Italian partisans, court-martialed, and shot with his mistress, Clara Petacci. Their bodies were then taken to Milan, hanged in a public square, and buried in an unmarked grave.

Married in 1748

John Flaherty, parish clerk of Duncormuck, in the county of Wexford in England, aged seventy-five, married Mrs Anne White of Bannow, in the ninetyeth year of her age.

The Cuckoo-pint

Today's flower is the *Arum maculatum* or the cuckoo-pint.

Mutiny on the Bounty, 1789

The British naval vessel, *Bounty*, commanded by Captain William Bligh, was en route to transport breadfruit trees from the Society Islands to the West Indies. On April 28, 1789, the crew led by Fletcher Christian mutinied and put Bligh and eighteen others in a small open boat which was set adrift.

The First Parachute Jump, 1919

Today in 1919 at Dayton, Ohio, Mr Irwin leaped from a plane, carrying on his back a parachute designed by the U.S. Army Air Corps, pulled the rip cord, and floated safely to earth.

Stretched and Buried Alive in 62

St Vitalis was stretched on a rack and, after other torments, was buried alive in a place called the Palm-tree in Ravenna, Italy in the year 62. In his last words he glorified God and pledged the persecution of Nero.



1945—Ex-dictator Benito Mussolini of Italy and his mistress shot by partisans near Lake Como.

The day's birthdays:

President James Monroe 1758, Westmoreland County, Va.; actor Lionel Barrymore 1878, Philadelphia; actress Ann-Margret, Stockholm, Sweden.

Quotation of the day:

"Preparation for war is a constant stimulus to suspicion and ill will."—President James Monroe, April 28, 1818

"When a leader is in the Democratic Party he's a boss; when he's in the Republican Party he's a leader."—Harry S. Truman, April 28, 1959

—APRIL 29—

Zodiac sign for the day: Taurus, the bull.

Zodiac birthstone for the day: Diamond, sapphire.

The day in history:

1894—Coxey's army of unemployed, led by Jacob S. Coxey, reached Washington, D.C.

1900—Casey Jones, engineer of Illinois Central's Cannonball Express, rode to his death near Vaughan, Miss., and inspired a classic folk song.

1945—U.S. troops liberated Nazi concentration camp at Dachau, Germany.

The day's birthdays:

Conductor Sir Thomas Beecham 1879, St. Helens, England; publisher William Randolph Hearst 1863, San Francisco; writer Rafael Sabatini 1875, Jesi, Italy; musician Duke Ellington 1899, Washington, D.C.; Japan's Emperor Hirohito 1901, Tokyo; scientist Harold Urey 1893, Walkerton, Indiana.

Quotation of the day:

"The British people do not, as is sometimes thought, go to war for calculation, but for sentiment."—Winston Churchill, April 29, 1945

—APRIL 30—

Walpurgis Night spring celebration in Scandinavia.

Zodiac sign for the day: Taurus, the bull.

Zodiac birthstone for the day: Diamond, sapphire.

The day in history:
1789—George V
U.S.

1812—Louisiana
1945—Adolf Hi
date as Berlin cr
1948—Charter c
Colombia.

1970—President
Cambodia to atl

The day's birthc
Painter Jacques
1870, Komáron

Quotation of th
"There are no
which man has
1954

April 28th

- Mars, Roman god of war, conceived
Start of 6-day festival for Flora, Roman goddess
of flowers
Feast of St. Paul of the Cross
32 AD Marcus Salvius Otho, Roman emperor, born
1180 King Philip II of France married Isabella of
Hainaut
1220 Salisbury Cathedral construction began (England)
1442 Edward IV, King of England, born
1656 Vergulde Draeck, Dutch East Indiaman, sank off
Australia
1708 Half of Kyoto, Japan, including the imperial
palace, burned
1753 Franch Achard, discoverer of sugar-beet
extraction, born
1754 Giovanni Piazzetta, Italian artist, born
1758 James Monroe, 5th U.S. President, born
1770 Captain Cook landed on Australia
1788 Maryland ratified the U.S. Constitution
1789 Mutiny took place on the Bounty
Reveillon's wallpaper factory destroyed (Paris)
1817 Rush-Botot Treaty limited naval arms on the
Great Lakes
1841 St. Peter Chanel, missionary to the South Seas,
martyred (Feast. Day)
1855 California imposed a \$50 tax on every
entering Chinese
1865 Sir Samuel Cunard, steamship line founder, died
University Club founded in New York City
1881 Billy the Kid escaped his makeshift jail
1892 John Jacob Niles, folksinger, born
1894 The Iconoclast magazine founded by O. Henry in
Texas
1910 Daily Mail's air context began, 15 miles 1 stop
(England)
1913 Ken Purdy, writer, born
1921 Philadelphia construction wages reduced \$1.16
to 88¢ per hour
1926 Parry-Thomas, in a Thomas-Special car, set a
land-speed record of 170.624 mph
1942 Coffee rationing went into effect in the U.S.
1945 Mussolini, captured while trying to get to
Switzerland, hanged
1947 Kon-Tiki sailed from Peru
1951 Robert Volger, U.S. businessman accused of
spying, released by Hungary
1952 Truman ended national emergencies declared for
World War II
1956 New York Coliseum, exhibition hall, opened
(New York City)

- 1961 Warren Spahn p
b
1965 U.S. Marines l
t
1967 Universal and
,
South Streat S
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1969 Charles de Gau
1970 McComb Area Fe
Festival of th
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Meteor 4, USSR
1971 Red Trillium b
Goddess A-Ma F
1935, 1946, 1957, 2019,
L

April 29th

- Focsani, Ruman
998 AD Otto III, Holy
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1109 St. Hugh of Cl
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1111 St. Robert of
1307 Marmaduke de T
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1430 Joan of Arc en
Y
1769 Arthur Wellesl
W
1792 Matthew Vassar
f
1818 Czar Alexander
1836 Simon Kenton,
1842 Zipper patente
1853 Santa Anna res
5
1857 First electric
a
1861 Maryland voted
5
1863 William Randol
b
1878 First Gilbert
C
1881 Tararua wrecked
1889 Jenatzy, in a
a
1894 Unemployed pers
1899 "Duke" Ellingto
1900 Casey Jones ha

28th

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Start of 6-day festival for Flora, Roman goddess
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Kon-Tiki sailed from Peru
Robert Volger, U.S. businessman accused of
spying, released by Hungary
Truman ended national emergencies declared for
World War II
New York Coliseum, exhibition hall, opened
(New York City)

1961

Warren Spahn pitched a no-hitter and Milwaukee
beat San Francisco, 1-0

1965

U.S. Marines landed in the Dominican Republic
to prevent a Communist coup

1967

Universal and International Exhibition (Expo
'67) opened at Montreal
South Street Seaport Museum chartered (New York
City)

1969

Charles de Gaulle resigned as President of France

1970

McComb Area Feeder Pig Sale in Mississippi
Festival of the Heavenly Queen (Hong Kong
fishermen's goddess)

1971

Meteor 4, USSR weather satellite, launched
Red Trillium bloomed in Massachusetts
Goddess A-Ma Festival in Macao

1935, 1946, 1957, 2019, 2041, 2052 Quasimodo or
Low Sunday

April 29th

998 AD Focsani, Rumania's annual fair
AD Otto III, Holy Roman Emperor, took the Palace
of St. Angelo, Italy
1109 St. Hugh of Cluny (Feast Day; invoked against
fevers)
1111 St. Robert of Molesme died (Feast Day)
1307 Marmaduke de Tweng's first fair opened at
Kendal, England
1430 Joan of Arc entered besieged Orleans (100
Years' War)
1769 Arthur Wellesley, Duke of Wellington, victor at
Waterloo, born
1792 Matthew Vassar, brewer, merchant, and college-
founder, born
1818 Czar Alexander II of Russia born
1836 Simon Kenton, frontiersman, died
1842 Zipper patented
1853 Santa Anna resumed presidency of Mexico for the
5th and last time
1857 First electric locomotive ran on the Baltimore
and Ohio rail lines at 19 mph
1861 Maryland voted not to secede from the Union,
52 to 13
1863 William Randolph Hearst, newspaper publisher,
born
1878 First Gilbert elevated train ran in New York
City
1881 Tararua wrecked off New Zealand
1889 Jenatzy, in a Jamais Contente Jenatzy car, set
a land-speed record of 65.79 mph
1894 Unemployed persons marched on Washington
1899 "Duke" Ellington, musician-composer, born
1900 Casey Jones had his train wreck

WHO'S WHO
AMONG
BLACK AMERICANS

1988

Presidl. Ctr. for work with vet. & ex-offenders; spl. commendation Dallas area Pres. Jimmy Carter; 1st Black pres. of Internat. Lions Club; Office: Corp Secretary Youth Directory Dallas Alliance of Business 4501 Lemmon Ave. Dallas TX 74219

TRAVIS, BENJAMIN, attorney; m; M; c 3 Children; ed: Coll. of Puget Sound: 1951; San Francisco State Coll.: 1954; U. of CA. Hastings Coll. of Law J.D. 1960; cr: Alameda Superior Court judge; atty. pvt. prac. 1961-66; Western Addition Law Ofc.: opened first neighborhood legal serv. ofc. in San Francisco as chief counsel 1966-72; Community Edn. Proj. & Neighborhood Lega Newspaper: founded 1968; San Francisco State Coll.: lecturing prof. 1971; ai: mem., bd. dir. Berkeley Neighborhood Legal Serv.; mem., bd. dir. San Francisco Local Devel. Corp.; mem., bd. dir. Bay Area Social Planning Coun.; past v.p., bd. dir. San Francisco Neighborhood Legal Asst. Found.; mem., bd. dir. Bayview Hunter's Point Community Health Cntr.; mem., bd. dir. Tassili Sch.; mem., bd. dir. Nat. Legal Aid & Defender's Assn.; cons. evaluator & technical asst. Volt Inc. Civil Defenders Com.; mem., bd. dir. Nat. Bar Assn.; sec. Charles Houston Law Club 1971; mem. Task Force Com. on Criminal Justice; mem., bd. dir. United Bay Area Crusade 1972; mem. Judicare Experiment Prog. 1973; pres. Charles Houston Law Club 1973; cr: USAF 1950-54; Office: Judge Alameda Superior Court 1225 Fallon St. Oakland CA 94612

TRAVIS, DEMPSEY J., business executive; b: Feb. 25, 1920, Chicago, IL; m: Moselynn; ed: Wilson Jr. Coll.: A.A. 1948; Roosevelt Univ.: B.A. 1949; Northwestern Univ. Sch. Mortgage Banking: Cert. 1969; Olive Harvey Coll.: Hon. Dr. Econ. 1975; Daniel Hale Williams Univ.: Hon. Dr. Bus. Adm. 1976; Kennedy-King Coll. Chicago: Hon. Dr. of Humane Letters 1982; cr: Sivat Mortgage Corp.: pres. 1945-78; United Mortg. Bankers of Amer.: founder & pres. 1960-73; Dempsey J. Travis Secur. & Invest. Co.: pres. 1960-76; Urban Research Press: pres. 1969; Travis Realty Co.: founder & pres. 1949; ai: mem. trustee Northwestern Meml. Hosp. 1975; bd. trustees Garrett-Evang. Seminar 1980; dir. Sears Bank & Trust Co. 1976; comm. chmn. Mayor's Real Estate Review Comm.; bd. dir. Chicago World's Fair; Cosmopolitan Award C. of C. 1960; N.A.A.C.P. Award N.A.A.C.P. 1961; W. D. Morrison Award Natl. Assn. of Real Estate Brokers 1962; CO-Cy State Conf. of N.A.A.C.P. 1962; The Soc. of Midland Authors Award 1982; Author of: "An Autobiography of Black Chicago" 1981; "An Autobiography of Black Jazz" 1983; "Don't Stop Me Now" Children's Press 1970; "An Autobiography of Black Politics" 1987; ml: AUS Techn. Sgt. served 4 years; Office: President Travis Realty Company 840 E 87th St Chicago IL 60619

TRAVIS, GERALDINE, legislator; b: Sept. 03, 1931, Albany, GA; m: William Alexander Sr.; - William, Michael, Ann, Gerald, Gwendolyn; ed: Xavier Univ.: 1947-49; cr: Dem. Natl. Conv. Miami: delegate 1972; Dem. Mini-Conv. KS: delegate 1974; Dem. Natl. Conv. NY: delegate 1976; State of MT: legislator 1975-77; ai: co-chmn. Dem. Party Minorities Comm. 1972-74; mem. Natl. Steering Comm. 1973-74; mem. State Coord. Comm. of Intl. Womens Year 1977; official observer Natl. Womens Conf. 1977; bd. of dir. YWCA Great Falls 1979; co-chmn. Dem. Women's Club; mem. St. Peter & Paul Cath. Church, Natl. Womens Polit. Caucus, Natl. Order of Women Legislators, YWCA, Natl. Council of Negro Women, NAACP, natl. Urban League, Amer. Civil Liberties Union, Sierra Club, MT Womens Pol. Caucus; MT Crime Control Bd., Human Resources Comm., Criminal Justice Info. Comm.; precinct comm. Woman of Precinct #42 Cascade City; mem. MT Adv. Comm. to US Comm. on Civil Rights; hmn. Cascade City Detoxification Adv. Bd., Amer. Indian Action Council; chmn. sub-comm. admin. of Justice; Listed in Who's Who in Amer. Politics, World's Who's Who of Women;

RAWICK, LOUISE LAVERGNE, retired educator; b: Aug. 26, 1917, Bainbridge, GA; m: onnie H. Rawick; c: LaVergne, Leon A. Esq.; ed: Savannah State Coll.: A.B. 1935; Atlanta Univ.: M.Ed. 1945; cr: Decatur Co. GA: teacher 1935; Tattnell Co. GA: jeans super. 1942-45; I.C. Public Schools: teacher 1953-60; Reading Clinic Washington: reading specialist 1960-66; Toward Univ. Reading Lab: supervisor 1961-64; Natl. Teacher Corps Washington: team leader 1966-68; Right to Read Prog. of D.C. Public Schs.: acting supervising dir. 1973-74; ai: em. Trinity A.M.E. Zion Church; mem. Natl. Soc. of Phi Delta Kappa 1955; mem. Intl. Reading Assn. 1967-76; mem. Natl. Retired Teachers Assn. 1976; adv. neighborhood comm. district of Columbia Govt. 1980-84; Meyer Fellowship D.C. Public Schools 1970; Excellence Teaching & Reading Awd. Cromwell Acad. Washington 1984;

RAYLOR, HORACE JEROME, educator; b: March 15, 1931, LaGrange, GA; m: Theolaennis; c: Sheryl Lynn, Linda Gail, Yohanna Faye, Chequeta Renee, Tonya Yvonne; ed: Zion Pl.: A.B. 1953; Gammon Theolo. Sem.: B.D. 1958; Univ. of TN Chattanooga: M.Ed. 1965; niv. Miami: Ph.D. 1978; cr: Chattanooga City Coll.: pres. 1964-69; Univ. of TN: spec. asst. cancellor 1969-71; Miami-Dade Comm. Coll.: dean, Open Col. 1971-74, pres. develop. 74-79, v.p. develop. 1979; ai: treas. Leadership Inst. Comm. Develop. Wash. DC 1969-73; mem. fndng. bd. dir. United Bank of Chattanooga 1971; adv. bd. United Bank of Chattanooga 1971; treas. Council on Black Am. Affairs-Am. Assn. Com. & Jr. Coll. 1974; adv. m. Inst. for the Study of Ednl. Policy Howard Univ. 1967; Smith-Taylor Award for excellence in Journalism 1958; Outstanding Young Man of Yr. Award Natl. Jaycees 1965; abassador Good Will Human Relations Council. Chattanooga 1969; Office: Vice President development Miami-Dade Comm College Dist Adm 300 N.E. 2nd Ave. Miami FL 33132

RAYLOR, RUDOLPH A., business executive; b: Aug. 28, 1918, Providence, RI; c: Tyrone ne, Wayne Milan; ed: Philadelphia Acad. of Music B.A. 1941; NY Univ.: Schillinger stem of Music Composition Rudolf Schramm 1950; cr: CBS: staff tv & radio percussionist arranger 1952-57; Roulette Records: a&r dir. arranger conductor 1957-62; RKO Sound idio: arranger conductor recording engr. 1962-73; WOR-TV: engr. asst. supr. tech. dir. 73-86; Retired 1986; ai: percussionist "Hazel Flagg" Broadway Show; mem. Free & cepted Masons Prince Hall NY; First Black Engr. employed by RKO Genl. 1962; ml: AUS N II sgt. 1942-46; Home: 816 New York Ave Brooklyn NY 11203 Office: Technical Dir. gr. RKO Genl. WOR-TV 9 Broadcast Plaza SE Caucus NJ 07094

EADWELL, DAVID MERRILL, journalist; b: Feb. 21, 1940, Dayton, OH; ed: Ohio State iv.: B.A. English 1964, M.A. Journalism 1974; cr: U.S. Bureau of Land Mgmt.: pub. tions specialist 1969-70; Ohio State Univ.: asst. dir. Intl. Programs 1970-73; Associated as: reporter 1974-80; Los Angeles Times: Washington correspondent 1980-85, Atlanta eau chief; ai: mem. Kappa Alpha Psi; Sloan Found. Fellowship in Economics Journalism neton Univ. 1979-80; ml: USN lt. 1964-69; Office: Bureau Chief Los Angeles Times 229 ichtree St NE Suite 1105 Atlanta GA 30303

EADWELL, FAY RENE LAVERN, music manager; b: May 09, 1935, Okolona, AR; c: ed: AR. Bapt. Coll.: A.A.; L.A. St. Coll.; cr: Drifters Inc.: pres. singing group which ormes all over the world; ai: life mem. NAACP; mem. Personal Mgr.S United Kingdom; ice: 161 W 54th St New York NY 10019

TREES, CANDICE D., government official; b: July 18, 1953, Springfield, IL; m: John F. Trees; c: Peggi, Jessi, Johanna; ed: Sangamon State Univ.: B.A. 1981; cr: Town & Country Bank: teller 1976-77; State of IL Office of Gov.: exec. correspondent 1977-79; City of Springfield: city clerk 1979-86; Circuit Court of Sangamon County: clerk 1986; ai: mem. United Way of Sangamon County 1980-; Jr. League of Springfield 1984; program vice pres. Springfield Area Arts Council 1984-; treas. Municipal Clerks of IL 1984-86; vice pres. Lincolntest Inc. 1984; mem. Springfield Area Labor Mgmt. Comm. 1984-; adm. vice pres. Springfield Area Arts Council 1985-; mem. Jr. League of Springfield 1985-; chmn. of the bd. HAT Construction 1986; bd. of dirs. Kenner Village Children's Home 1986; secty. adv. bd. Salvation Army 1987-; mem. Greater Springfield Chamber of Commerce 1987-88; Registered Municipal Clerk 1981; Outstanding Young Women of Amer. 1981.87; Plaque for Outstanding Svcs. Springfield Urban League 1985; Certified Municipal Clerk 1986; Certificate of Appreciation US Air Force 1986; Office: Clerk of the Circuit Court Sangamon County County Bldg. Room 412 Springfield IL 62701

TRENT, JAMES E., educational consultant; b: Jan. 14, 1936, Uniontown, PA; m: Rosalie Mahaley; c: Jamie, Kelly, Jill; ed: Wayne State U.: B.S. Bus. Ad. 1957; U. Detroit: M.B.A. 1965; cr: Chrysler Realty: v.p. comm. ops. 1970-79; City of Detroit Mayor's Office: exec. asst. productivity 1979-80; Chrysler Learning: v.p. govt. training 1980-86; Chrysler Motors: educ. consultant 1986; ai: polemarch Kappa Alpha Psi Detroit Alumni 1977-83; dir./secty. Metro Detroit Youth Foundation 1978-; pres. Detroit Assoc. of Black Organ. 1985-; pres. Detroit Black Inter-Greek Council 1985-; dir. Univ. of Detroit Black Alumni 1986-; Roy Wilkins Awd. Detroit Assoc. Black Organ. 1985; ml: AUS sgt e-5 1959-60; Home: 5366 Briarcliff Knoll West Bloomfield MI 48033 Office: Educational Consultant Chrysler Motors Corp 12000 Chrysler Dr Highland Park MI 48288

TRENT, JAY LESTER, manager; b: Jan. 27, 1940, Uniontown, PA; m: Alma Dorothea Brown; c: Vincent S.; ed: Electronic Computer Prgrmg. Inst.: attended 1966; Wayne St. U.: B.S. 1977; Univ. of MI: public utilities exec. progrm. 1980; MI St. Univ.: M.B.A. 1985; cr: MI Bell Telephone Co.: analyst comp. progmmg. 1966-68, syst. analyst comp. progmmg. 1968-70, sr. syst. analyst syst. design 1970-74, staff supr. person. assessment 1974-76, dist. data syst. mgr. 1976-; ai: mem. fund raiser U. of Detroit Titan Club 1976-78; bud. cons. Jr. Achvmnt. 1978-; Governor's Exec. Corps. 1985-86; MSU advanced mgmnt. program, MBT minority advisory panel, NAACP, Detroit Friends of Morehouse College; ml: AUS specialist 5th 1962-65; Office: District Manager Michigan Bell Telephone Co. 23500 Northwestern Highway Southfield MI 48075

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HEADLINE: Bush Seeks Mandatory Execution In Slaying of Federal Law Officers

BYLINE: By GERALD M. BOYD

BODY:

Opening a new effort to publicize the nation's drug problems today, President Bush renewed his call for a mandatory Federal death penalty in cases where law-enforcement officers are killed.

Appearing in New York City to address Drug Enforcement Administration agents and to meet with the family of an agent who was slain 10 days ago, Mr. Bush said that "the hunting season is over" on law officers and that a Federal law mandating the death penalty in such cases should be "swiftly and firmly" enacted.

Severe Punishment, Fast

The President's visit coincided with an international conference on drugs here that attracted dozens of mayors and anti-drug specialists. Vice President Dan Quayle addressed the group today and urged the mayors to press their campaign against drugs.

At the midtown Manhattan office of the Federal drug agency, Mr. Bush said: "Drug dealers need to understand a simple fact. You shoot a cop, and you will be severely punished, fast. And if I had my way, I'd say with your life."

The President also appeared to criticize New York State for lacking a death penalty statute.

"Drug traffickers used to know" that killing a law officer could mean execution, he said, "but it's been over 25 years since anyone has faced the death penalty in this state, and they may have gotten a little forgetful."

But instead of urging that New York restore capital punishment, Mr. Bush said he wanted the death penalty as a deterrent at the Federal level.

A provision in the drug bill passed by Congress last year permits the death penalty for murders committed by people who had been involved in at least two continuing criminal operations involving drugs or for someone who kills a police officer in the course of a drug-related crime.

Despite the law, Mr. Bush said, a need existed for the death penalty at the Federal level to stop the killing of law officers.

"And I want to have it as Federal law, and I want to see it swiftly and firmly, fairly enacted," he said. "The killing has got to stop."

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Accompanying Mr. Bush today was William J. Bennett, the Administration's official whose job is to coordinate drug enforcement efforts.

Before addressing the agents, Mr. Bush met privately with the widow and sons of Everett Hatcher, a Federal drug agent who was gunned down Feb. 28 on a Staten Island street. Mr. Bush told Maryjane Hatcher and her children, Zachary, 9 years old, and Joshua, 3, that the "echoes" of the four shots that killed Mr. Hatcher could be heard in Washington and throughout the country.

"The cowards who murdered Everett Hatcher should be given no rest," he said. "Bring them to justice. Nobody, nobody but nobody, is going to beat the D.E.A."

After his speech, the President met for about 25 minutes with drug agents.

South Americans Wanted Quayle

The international drug conference, being held nearby at the American Telephone & Telegraph Building, drew participants from the United States, Canada, South and Central America, the Caribbean and Europe. Vice President Quayle addressed the group at the request of the South American delegation, said Mayor Edward I. Koch, a co-chairman of the conference.

Mayor Koch said a primary reason for the three-day meeting, was to help municipal officials fight drugs more effectively. The agenda included discussions of drug-abuse treatment and prevention, international drug trafficking and countermeasures.

In addition to urging the mayors to press their anti-drug campaign, Mr. Quayle said the United States is "resolved to combat this scourge with education, treatment, enforcement and interdiction."

The Vice President said the United States had to accept responsibility for its own drug problem. In the final analysis, he said, "it's primarily our problem and primarily our responsibility. While most of the illegal drugs are imported, the drug users are all home-grown."

Mr. Quayle praised Peru, Bolivia, Colombia and Mexico for making "substantial efforts" in eradicating more of their drug crops and called for improved "bilateral anti-drug cooperation to put the drug dealers out of business on both sides of the border."

'Life on the Line Every Day'

Mr. Bush arrived in the city under extremely tight security. His motorcade route along 57th Street was barricaded and uniformed police stood every few feet. Pedestrians were barred from crossing the street.

The President said his approach to fighting illegal narcotics entailed putting drug organizations out of business "the old-fashioned way, one group at a time." He urged the seizure of property and assets belonging to drug traffickers and spending billion more for rehabilitation, education, interdiction and enforcement efforts. He also said more money was needed for education to inform casual users of the risks in drugs and to convince children that using drugs is wrong.

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Mr. Bush has said several times that the drug problem was one of his uppermost concerns, and in his Inaugural Address he pledged, "Take my word for it: This scourge will stop." But his 1990 budget proposal did not dramatically alter the spending priorities of the Reagan Administration and, for example, allocated only \$12 million for Mr. Bennett's drug policy office.

Address to Black Colleges

Mr. Bush's trip to New York City, his first as President, was scheduled to address a dinner of the United Negro College Fund, an organization he has supported since a student at Yale University almost four decades ago.

Speaking at the Sheraton Centre Hotel, Mr. Bush told the organization that education offered the best answer to inspiring hope and securing the promise of America.

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

The President did not mention the resignation of Lee Atwater, Republican National Committee chairman, from the board of Howard University, a predominantly black school in Washington. Mr. Atwater resigned after students had protested his appointment, saying that his tactics in directing Mr. Bush's Presidential campaign were racist.

Traffic Problems in Manhattan

President Bush and Mr. Quayle, traveling in separate motorcades converging on midtown Manhattan, snarled traffic at the peak of rush hour and confirmed the worst fears of city traffic planners. By 6 P.M., traffic was thick and slow in the West 50's, although Mr. Bush's motorcade was parked behind police barricades at the Sheraton Centre Hotel on Seventh Avenue between 52nd and 53rd streets, said city traffic officials.

Nearly at the same time and several blocks away on Madison Avenue, Mr. Quayle's motorcade was diverting traffic.

The spillover from motorists trying to avoid the center of midtown caused backups on 12th Avenue and 1st Avenue, city traffic officials said.

GRAPHIC: Photos of Pres. Bush with Mary Jane Hatcher (NYT/Keith Meyers) (pg. A1); Pres. Bush greeting agents of the Federal Drug Enforcement Administration (NYT/Keith Meyers) (pg. B5)

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