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Draft One
May 8, 1991
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PRESIDENTIAL ADDRESS: COMMENCEMENT EXERCISES, HAMPTON UNIVERSITY
MAY 12, 1991
10 A.M.

[Introductory acknowledgments]

[jokes]

It is a real pleasure to join you today. As you know, Hampton University has long ties with the presidency. And I am proud to note that of the nine presidents who have visited your campus, eight have been Republicans.

Hampton is an elite institution. It boasts the largest endowment of any historically black college or university in the United States. Its graduates contribute daily to our national progress and well-being. Rather than preaching to you, I would like to discuss the new world that you -- and all this year's college graduates -- will enter -- a world no longer divided by superpower confrontation, but defined by economic competition.

You in the Hampton Roads area understand this world better than most. The broad waters that surround you flow directly into the Atlantic Ocean, and businesses in this area look abroad for markets and opportunities. More than 100 firms in the Hampton Roads region conduct business beyond our borders; they employ more than 11,000 workers. When many of you leave this university, you cast your eyes upon distant shores, places where you hope to spread American ingenuity -- your ingenuity.

You ought to be excited about your opportunities: I am. We stand on the verge of a new age of freedom. If we build upon our strengths, and if we join hands as a people, we can build a nation and a future unlike any ever seen in the annals of human history.

If we want to compete in the new world that faces us, we must unleash our better selves. We must identify and cultivate our strengths as Americans -- and we must attack the sources of weakness -- self-doubt, hatred, discrimination, despair.

Our first and greatest strength, of course, is our intelligence, and our greatest tool for developing that strength is our educational system.

But we have to be honest with ourselves: Our educational system has slipped in recent years. Test scores continue to fall. Dropout rates soar in many of our cities. Businesses complain that high school and sometimes college graduates don't have basic reading, writing or mathematics skills.

The Educational Testing Service reports that our 13-year-olds ranked last among the students of eleven industrialized nations in math and near the bottom in science. Another study ranked our fifth graders eighth out of 17 nations in science achievement, our ninth graders 14th in science, and our 12th graders in horrible shape: last in biology 11th in chemistry and 9th in physics.

Too many schools, not disciplined by competition, have become money burners. In some systems, as much as two thirds of

the educational dollar vanishes in bureaucracy; only 30 cents or so actually reaches the classroom. We can stem this tragic tide the old-fashioned way: through commitment and competition. Our America 2000 strategy strives to extend the benefits of education to every child -- and every citizen -- who wants to learn. Perhaps our most ambitous proposal involves re-inventing the American school -- not by turning the task over to a group of experts in Washington, but by inviting a nationwide competiton to create better schools.

The concept of choice -- letting parents choose schools for their children -- also plays a role. Certainly its time has come: Polls indicate that 62 percent of the American public favors choice, and that 72 percent of minority Americans advocate choice in the schools.

This should surprise no one. Choice means hope: It lets children from poor neighborhoods enroll in the same schools as children from wealthier ones; it gives parents the responsibility and freedom to find good schools for their sons and daughters; it frees students from the tyranny of poor education.

We also have called upon communities and businesses to roll up their sleeves and contribute: communities, by taking on crime, hunger and other problems that make it difficult to educate our students; businesses, by contributing expertise to local schools and by developing continuing education programs at the workplace. We remain committed to such programs as Head Start, which help prepare young students for school. Indeed, at least one graduate

in this year's nursing class, Margorie Scott, attended the Head Start program in Newport News.

The business of education is the business of creating new and better worlds. A good education enables you to see possibilities that you would never have imagined before -- and to devise ways of reaching those possibilities. But education also is a labor of love and commitment. Parents vest their fondest hopes in it; they struggle to give their children access to the best education possible. Nations vest their futures in it.

I recently got a letter from an Army Sergeant serving in Saudi Arabia. He talked about his daughter. He wrote: "I am very proud of her and would like for her to know this; I am thinking of her even as I sit in the Gulf, serving my country."

Nilka Bacilio, who will receive a Bachelor's of Science from the School of Education and Liberal Arts -- with honors in Therapeutic Recreation -- your father says "hi."//

I know other parents, some of whom are here today, also have written me, praising their children. That is natural. When I talk about educational choice, or educational reform, keep in mind that we go nowhere without the support of people who love and believe in us. And if there is any advice I can give today, it is to cherish those who give you this kind of lift -- and to return the favor whenever you can.

But education alone won't let us lead the world. We must be able to make use of our knowledge once we get out of school.

We must build a society in which everyone has a chance to make full use of their imagination and intelligence. Our administration does this by trying to free people from unnecessary encumbrances and barriers to progress.

The term "economic growth" often seems stale and dull, but the daily business of innovation is anything but. Nations stoke the fires of growth not just through wise policies, but also by cultivating a spirit of imagination, by encouraging people not simply to dream, but to act.

We want to free people now trapped in hoplessness and despair. We have put together an ambitious housing reform package -- we call it HOPE -- which extends the promise of home ownership to people who now live in public housing communities. The idea is simple: Give people assets, sources of permanent wealth, and not just consumable scraps of paper. Offer people independence; don't hold them in the bondage of dependency. HOPE replaces traditional welfare with an ethic of encouragement. It gives poor residents a stake in ownership -- and in prosperity.

We must free people who want to work, but who have been held back by barriers of discrimination. This administration will fight discrimination vigorously. A kinder, gentler nation cannot afford to be gentle or kind to those who withhold opportunity from people because of their race, their sex, their background. Ours is a land of opportunity.

We must free people who want to work, but who have been bound by red tape and unnecessary regulation. [Insert a couple of glaring examples, to be provided by the vice president's office].

We must free people from punitive taxation, which takes money that might otherwise help buy a home, pay for a child's college education, establish a family nest-egg. The controversial budget agreement we signed last year restrains the growth of federal spending -- and provides hope that workers in the future will be able to spend less time working for the tax collecter and more time working for the family.

We must free people who want to create the next great new invention. Our administration repeatedly has pushed for a cut in the capital gains tax, which -- contrary to what political propagandists say -- is not a tax break for the rich. It removes a tax on wealth that has yet to be created -- such as the wealth you will create when you enter the work world. The capital gains tax punishes people for creating wealth and opportunities. It is a tax on ideas, on innovation, on the American dream.

But mainly, we have free ourselves from doubts and fears. We can't afford to segregate ourselves from the rest of the world by erecting high protectionist walls. If we want to learn, we have to compete. If we want to test ourselves, we have to compete. If we want to take full advantage of the interesting ideas and inspirations that people across the globe have to offer, we have to mix it up in the world marketplace.

Our future lies in the world economy. Last year, exports accounted for 88 percent of our economic growth and out trade with other nations grows each year. Between 1986 and 1990, our exports to the rest of the world increased 73 percent, and our exports to our major competitors grew even more: to Germany, 80 percent; Japan, 82 percent; the European Economic Community, by 87 percent.

Our future depends on trade. We have asked Congress to extend the fast-track trade procedures that presidents have been able to use since 1974. Without fast track, we will be hard pressed to move forward with a number of critical trade initiatives, including the Uruguay Round of GATT talks, the North American Free Trade Agreement and the Enterprise for the Americas initiative. Unfortunately, some opponents of free trade have resorted to slurs against our Mexican neighbors in hopes of derailing fast track.

I can think of no more powerful way to contrast the difference between a free-enterprise view of the human community and the protectionist view. Prejudice usually is nothing more than a breed of cowardice. People afraid to test themselves, or to risk challenging their own assumptions, hide behind restrictive laws and restrictive walls.

Just as a growing economy fosters racial harmony and shared national purpose, a world economy stimulated by free trade builds ties of interest and affection with the rest of the world.

If we want to lead the world that freedom has spawned, we will have to avoid the temptation to segregate ourselves behind walls of doubt and prejudice. We will have to involve ourselves in the lives and deeds of all the peoples of the world. We will have to step beyond our front doors and take full advantage of the richness and diversity they world offers to us. The very same sentiments, of course, ought to guide us at home. Here, we also ought to stop and take full advantage of the many and varied people in this land.

In the end, economic growth relies on trust. You cannot build a business if you must worry constantly about attacks from others. Societies divided by suspicion and strife can never move ahead. In the end, true brotherhood represents the key to happiness -- and prosperity.

The programs I have discussed today give every American, white or black or brown, rich or poor or middle class, a fair chance to pursue his or her destiny. They try to harness the engine of ambition in service to the common good. They do not divide people along race or class lines; they give everyone a shared stake in everyone else's success.

We have a chance to rekindle the kind of optimism that characterized the civil rights movement of the 1960s -- one in which men and women of all races and backgrounds joined to pursue a common cause, a right cause -- in purusit of the goals we all hold dear: opportunity, prosperity, justice.

We all have a duty to renew that optimism. Our country always has been a land of hope and adventure. When our first settlers landed -- not far from here -- they dedicated themselves to the values of freedom and toleration.

Today, as you take your diplomas, you have a chance to shape a new worldwide commonwealth of freedom. Your diplomas certify your achievements and bestow responsibilities. Don't stop learning now: You intellectual adventures have just begun. Don't abandon your passion for ideas or causes. Work hard -- but serve your community. Attend to the thousands of tiny deeds that constitute a good and decent life: Treat yourself well and respect others. Be a point of light.

To you, and to the friends and families who have supported you over the years, congratulations on earning degrees from this fine and historic institution. Thank you for letting me share in your commencement exercises. God bless you and God bless the United States of America.

# # # #

May 9, 1991

MEMORANDUM FOR TONY SNOW

FROM: PEGGY DOOLEY

SUBJECT: HAMPTON UNIVERSITY COLOR

- The speech has been moved to the football stadium, and therefore will be outside.

- Senior Week: Senior Week ends the day before the speech, with the famous Chicken and Crab Feast -- a very family-oriented event, at the student union.

  Other events from senior week include: a boat ride on the Spirit of Norfolk; the Reflection Moment Talent Show (Thursday night), a talent and slide show reviewing the class' four years at Hampton; and

  Friday night at midnight the ten-year reunion class (Class of '81) and this year's senior class gather around Ogden Circle to sing the alma mater.

- Ogden Circle is right in the heart of campus, and legend has it that you're not supposed to step on it until you graduate, and if you do step on it while still an undergrad, you won't graduate.

  Therefore, for the singing of the alma mater on Friday night, the reunion class stands on the circle, while the senior class stands around it. No one in the graduating class will walk on the circle until after the ceremony on Sunday.

- One often-mentioned fact about Hampton (and also a fact very well-liked by parents) is that there is a curfew for all freshmen -- 11 p.m. during the week, 1 a.m. Friday and Saturday nights. They usually stop enforcing it around Homecoming time, but it is "official" all year long.

- The Hampton marching band is very good and very popular on campus. They will be playing the honors and "Hail to the Chief" (I think). The students call it "the Force," and everyone goes crazy when they come out on the field.

Fritz Malval

Kecoughtan Kamera Klub

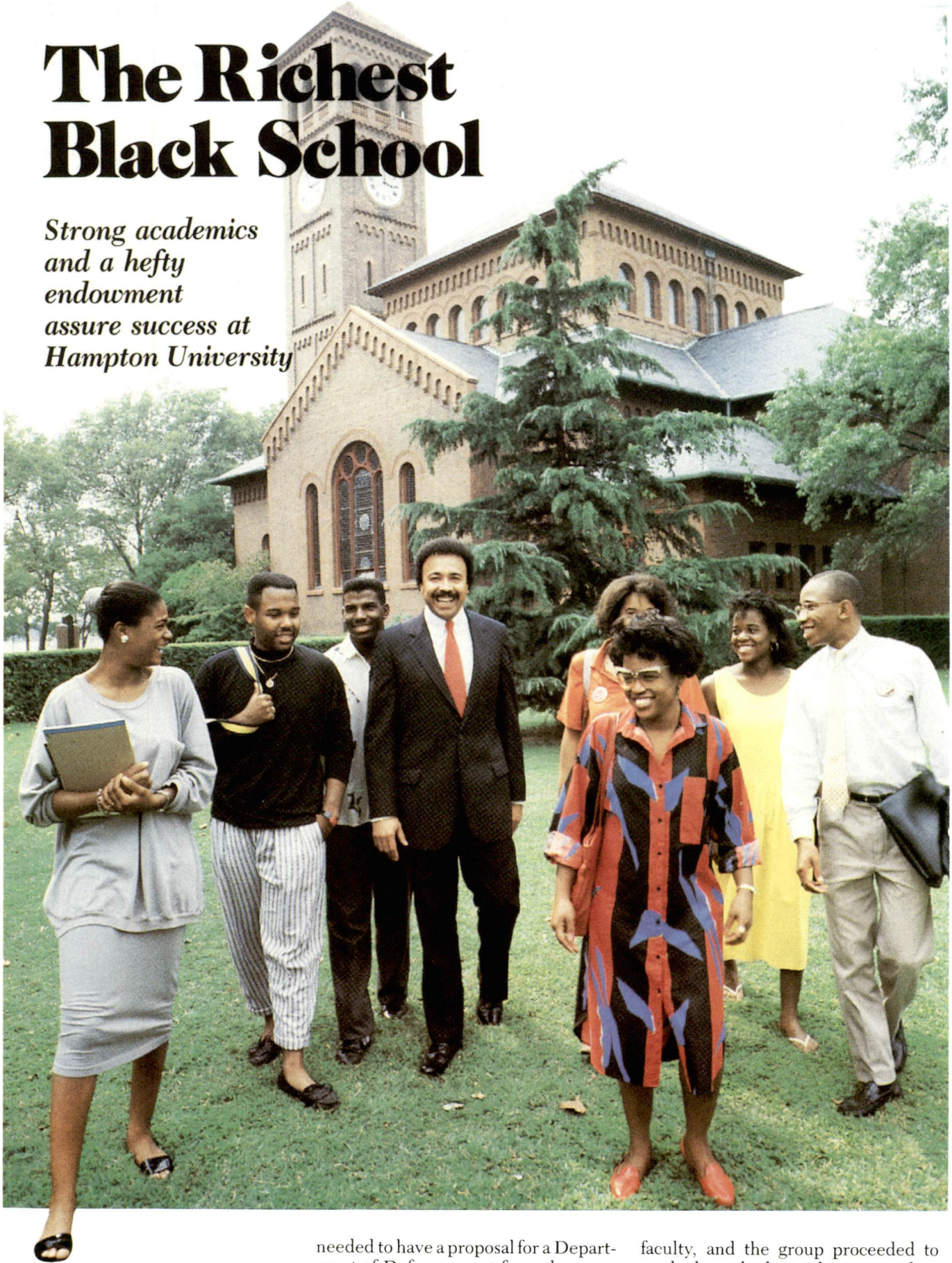
Fighting Pirates

tennis

faculty/staff tennis tournament

The Richest Black School

Strong academics and a hefty endowment assure success at Hampton University



By Douglas C. Lyons

THE call came an hour and a half before quitting time. Hampton University President William Harvey's appointment at the Pentagon had been set for the following day, and he needed to have a proposal for a Department of Defense grant from the nursing school on his desk the first thing that morning.

The request seemed almost routine to Elnora Daniel, the dean of the nursing school. By 5:30 that afternoon, she had gathered several members of her faculty, and the group proceeded to work through the night to complete the $2 million grant application. "He wanted it at 9 a.m.," Ms. Daniel recalls. "We finished it at 8:47. At 9:15, I went home."

In recent years, Hampton has given new meaning to the game of grants-

ENDOWMENTS OF THE TOP TEN WHITE INSTITUTIONS

Institutions	Endowment Funds
1) Harvard University Cambridge, Mass.	$3,345,010,000
2) University of Texas System	$2,530,730,000
3) Princeton University Princeton, N.J.	$1,934,010,000
4) Yale University New Haven, Conn.	$1,739,460,000
5) Stanford University Palo Alto, Calif.	$1,371,870,000
6) Columbia University New York, N.Y.	$1,266,640,000
7) Texas A&M University System	$1,110,440,000
8) Massachusetts Institute of Technology Cambridge, Mass.	$971,346,000
9) Washington University St. Louis, Mo.	$958,461,000
10) University of Chicago Chicago, Ill.	$802,500,000

NOTE: The figures, based upon the National Association of College and University Business Officers survey reflect the endowments for the 1985-86 school year. The endowments of all schools have increased since that time.

ENDOWMENTS OF THE TOP TEN PREDOMINANTLY BLACK INSTITUTIONS

Institutions	Endowment Funds
1) Hampton University Hampton, Va.	$76,572,000
2) Spelman College Atlanta, Ga.	$42,605,000
3) Howard University Washington, D.C.	$41,000,000
4) Tuskegee University Tuskegee, Ala.	$29,775,169
5) Dillard University New Orleans, La.	$14,949,226
6) Morehouse College Atlanta, Ga.	$13,620,408
7) Jarvis Christian College Hawkins, Texas	$13,314,000
8) Benedict College Columbia, S.C.	$13,260,000
9) Atlanta University Atlanta, Ga.	$12,632,094
10) St. Augustine's College Raleigh, N.C.	$11,457,028

NOTE: The figures, provided by the United Negro College Fund, NACUBO, and individual schools reflect the endowment funds for the 1985-86 school year. All endowments have grown since that time, with Hampton's endowment expanding to $84 million.

manship. Long known for its academic excellence and its sizeable endowment, Hampton now has developed a team of managers and a fund-raising program that almost assures the university's distinction of being the nation's richest Black institution of higher learning.

According to a 1986 survey of college endowments by the National Association of College and University Business Officers, Hampton University ranks 93rd among the nation's top colleges and universities with an endowment of $76.5 million. The endowment for 1987 was a whopping $84 million. The survey found that Hampton's endowment is more than 1½ times the amount of such schools as Auburn University in Auburn, Ala., and the University of Maryland in College Park, Md., and is almost twice the size of the endowments of Indiana University in Bloomington, Ind., and Temple University in Philadelphia. Harvard University in Cambridge, Mass. has the largest endowment of $3.3 billion, the survey showed.

"It's typical that Black institutions are perceived differently [from White institutions]," says Laron J. Clark Jr., Hampton's vice president for development. "But, I think we're at a point where Hampton is perceived as an institution of quality."

Signs of academic prosperity abound on the university's campus, which is nestled on 204 acres of land dotted with azaleas, magnolia and oak trees along the Hampton River in Hampton, Va. Once known as Hampton Institute, the four-year private college became a university in 1984 when the board of directors approved the change because of the school's growing number of postgraduate programs.

Innovative programs are sprinkled among the school's curriculum, and the university offers bachelor's degrees in 47 areas of studies and master's degrees in 16 others. Hampton, for example, is one of only five schools nationwide to offer a degree in airway sciences, an interdisciplinary study of aviation, business management and computer science courses. Hampton's Fire Science Program, under the College of Continuing Education, is one of seven such programs in the United States. The university's Marine and Environmental Science program is unique among Black institutions and includes a research vessel capable of conducting classes and marine experiments on Chesapeake Bay.

Hampton holds high academic standards for its faculty. The school encourages its 210 professors to conduct research projects in their fields and to publish their works. Almost half of the faculty now hold doctorates. "If you're going to be a university, you've got to do the things that universities do and do well," says Gerald Foster, dean of Hampton's School of Arts and Letters. "There's a difference between being a small undergraduate teaching college and a modest-sized university."

The student enrollment has also grown in recent years. In 1978, the school had 2,700 students. Admission officials put the current student enroll-

A scenic campus offers beautiful setting for students. The competition to enter Hampton has become fierce as 6,000 applicants vied for 800 slots in this year's freshman class.

Hampton's president William Harvey (center) chairs a meeting of his deans and academic department heads, who are required to raise at least one-third of their budgets. Below, airway science instructor Linda Newcomb (left) checks the work of Donna Bower and John Morton on the program's flight simulator, a machine similar to those used by air traffic controllers.

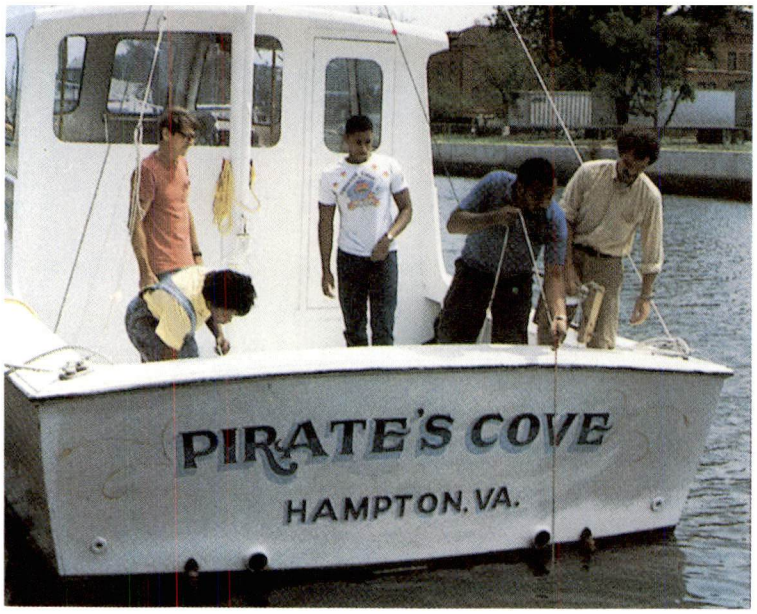
ment at 4,700, and the competition to enter Hampton has become fierce. Last year, the university had already received 6,011 applications for the 800 slots in the freshman class of 1991. Officials also say the SAT college entrance examination scores of incoming students have increased by 135 points to a combined score for language and mathematics over 900 points, reflecting a higher caliber of Hampton student.

As the nation's colleges and universities feel the cuts in federal funding, many institutions have turned toward private contributions to build their endowments which are long-term investment funds that generate interest used to either finance academic programs, research, scholarships or to build dormitories or classroom structures. As the competition for funding from private sources grows, the size of a school's endowment becomes increasingly important. "If private Black colleges are to be less dependent on outside support, they are going to have to attract larger endowment support," says Alan Kirschner, the United Negro College Fund's vice president for programs and public policy. "It's an absolute necessity. These colleges can't exist on a shoestring as they may have done in the past."

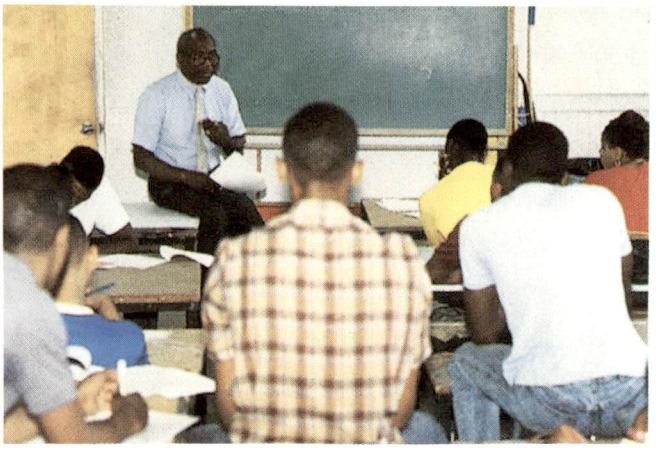
Hampton's endowment has never quite fit the "shoestring" description. In 1978, the school's endowment was $29 million. Within the last nine years, the school has managed to raise its endowment to $84 million, primarily through a major five-year fund-raising program beginning in 1982, appreciation on the endowment's invested funds, and a unique administrative edict that requires members of the school's development office to raise at least 2½ times their individual salaries for Hampton, and academic deans and department heads to raise one-third of their operating budgets.

Many school officials credit Harvey, the university's 46 year-old president, with Hampton's recent financial success. A former administrator at Tuskegee Institute in Tuskegee, Ala., Harvey issued his fund-raising edict within the first 18 months after his 1978 appointment as president of Hampton. Besides the edict, Harvey implemented new budget controls and persuaded influential businessmen and social notables to serve on the school's board of directors. "It's not magic that we jumped from $29 million to $84 million," Harvey says. "We did it because we have a quality product, and we worked hard at it. People believed in us, and as a result, they invested in us."

Actually, Hampton's fund-raising skill dates back to 1868 when the Freedman's Bureau and a young brigadier general named Samuel Chapman Armstrong founded the Hampton Nor-

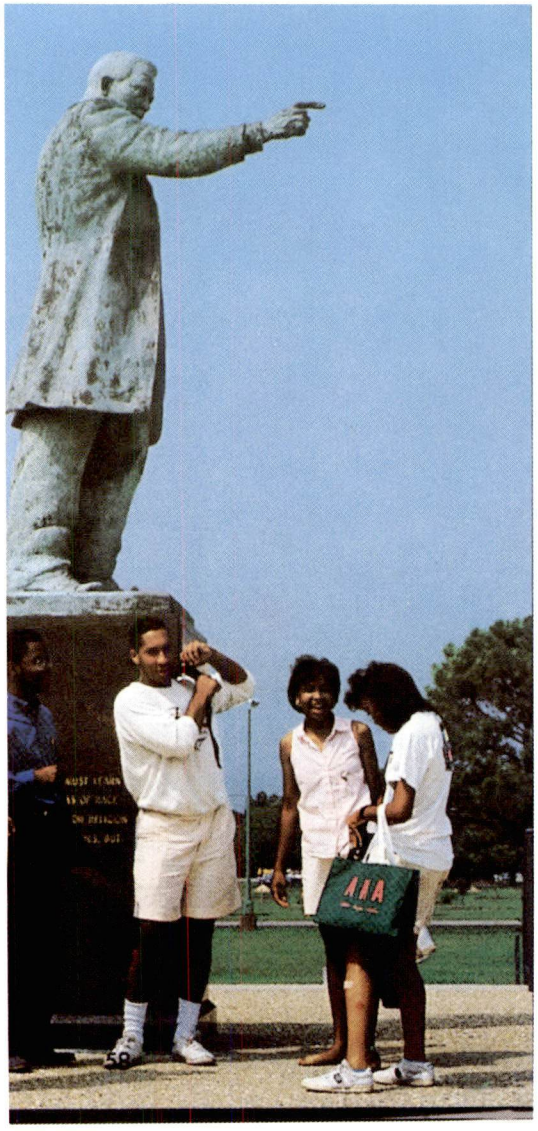


Students in the Marine Science Program (left) conduct aquatic experiments. Below, John Spencer welcomes students to his architecture class. During a quiet moment, students meet at the statue of the school's most famous alumnus, Booker T. Washington.



mal and Agricultural Institute to educate former slaves. Armstrong scoured the country to raise money, and most of the school's early endowment was literally "sung up" through Negro Spirituals as Armstrong took his Hampton student singers on national tours. By 1874, the student choirs had raised $374,000, school officials say.

Raising money for Hampton today is



an orchestrated effort involving Harvey, the school's board of directors, the development office, the deans and faculty, and a network of Hampton alumni. Meticulous preparation goes into each visit to a business, foundation or government agency by Harvey, who says he spends 60 percent of his time travelling and seeking support for Hampton University. By the time he makes his pitch, Harvey knows virtually every possible connection between the potential donor and Hampton, its staff and its programs.

Harvey receives help from the school's board of directors, a roster of social and business notables including Benjamin Hooks, the executive director of the NAACP; Samuel R. Pierce Jr., secretary of the department of housing and urban development; John T. Dorrance Jr., chairman of the Campbell Soup Co.; actress Elizabeth Taylor; and Randall Robinson, executive director of TransAfrica, a lobbying group against apartheid.

Hampton is also bolstered by 110 national alumni organizations whose contributions exceed the national $87 per-capita average by $20 says Clark of the school's development office. Alumni contributions helped the school exceed its planned 1982 drive to raise $30 million in five years by actually raising $46 million in three years, school officials say. "A place like Hampton means too much," Harvey says when asked about the heavy emphasis on fund-raising. "It means too much not only for education, but for Black folk. To have a model of success means more than any complaints."

paid off. The university's School of Nursing, for example, raises over $1.5 million of its $3 million annual budget from corporate, foundation and government grants.

Other signs of grantsmanship include the FAA's $2.5 million grant for the Airway Science program, the $3.2 million grant from the Olin Foundation, which is paying for the construction of the university's new Engineering Center and a $41,000 seed grant from the Rockefeller Foundation to develop Hampton's Black Family Institute for social research.

The quest for funds has taken President Harvey into deep political waters, and he maintains good relations with politicians from both the Democrat and Republican parties. "Hampton is like Harvard [University] in this regard," Harvey says. "Like Harvard's president, I was in and out of the [former President Jimmy] Carter White House. I'm in and out of the Reagan White House and I'll be in and out of the next White House."

Although signs of growth are everywhere, Harvey says Hampton will remain a modest-sized university with a student enrollment not exceeding 5,000. "We could have gone to 25,000," says Harvey in a matter-of-fact tone. "That's a fact, if we had the space, which we don't or the desire, which we don't." Within the next five years, Harvey hopes to raise more money to improve academic programs and cope with its growing student population. A second major drive to raise between $50 million to possibly $100 million is being considered, administration officials say, to renovate and expand existing dormitories, build a new library and improve academic courses. "I want money to support Hampton, its program and its people because Hampton is good," Harvey says in summarizing his fund-raising philosophy. "Hampton has a lot to offer."

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A black university makes money-raising look easy. It's anything but.

WILLIAM R. HARVEY is president of Hampton University. At a time when many colleges and universities are struggling to survive despite shrinking resources, he makes raising money look easy. But:

"It simply ain't so," he says. "We work hard at this.

"Getting out of debt and staying out was not a miracle for us and it won't be a miracle for anybody else."

At Hampton, a historically black university, the "hard work" has included increased fund-raising activities, tough new budgetary controls, and new relationships forged with non-traditional sources of money.

Hampton is now run like a business, says Mr. Harvey—and a successful one at that.

When he became president of the 118-year-old private university in 1978, it had been battling for nearly 15 years to balance its budget. "It didn't take any real genius to figure out that what we needed was money," he says.

By the end of his first year, Mr. Harvey had succeeded in wiping out Hampton's $500,000 debt. A $44,000 surplus was recorded that year. Since then, the university has substantially increased the money raised from tuition and fees and from corporate, federal, and foundation donors. And it has boosted its endowment.

"We have emphasized management and budget as a means of achieving high-quality education," Mr. Harvey says. "People like to buy into quality and success."

Since 1979, the enrollment has jumped 57 per cent, to 4,300. Last year Hampton received 5,000 applications for the 800 places in its freshman class.

The endowment has increased by 145 per cent, to $71-million since 1979. Corporate contributions have increased by 190 per cent, to $994,000, foundation gifts by 767 per cent, to $2.1-million, and federal financial grants and assistance by 152 per cent, to $9.7-million.

Hampton's success at increasing the federal money it receives has aroused suspicion on the part of some of Mr. Harvey's colleagues at other institutions, who have accused him of being a favorite of the Reagan Administration. Although he has advised the President on policies affecting blacks in higher education, he rejects the accusation.

The increase in federal dollars, he says, is a direct result of the President's Executive Order 12320, which requires federal agencies to increase the participation of historically black institutions in federal programs.

"But the amount of money we receive from the federal government didn't just increase because we sat here and looked good," he says. "We made a conscious effort to get funds from non-traditional governmental sources that other schools had not. Instead of just depending on the Department of Education, for example, we are getting money from the Department of Transportation, the National Aeronautics and Space Administration, the Department of Housing and Urban Development, and other places."

In addition, Mr. Harvey and others at Hampton initially spent more than 75 per cent of their time establishing contacts in the public, corporate, and private sectors. "We would make trips to different parts of the county, scheduling seven and eight visits each day for a week," he says.

Mr. Harvey set strict goals for the university's deans and fund-raising staff. The vice-president for development and his staff, for example, are required to raise amounts equaling two and a half times their salaries. They are placed on probation if they fail to reach the goal during the year. If subsequent goals are not reached, says Mr. Harvey, they will be fired.

Hampton's deans must raise one-third of their departments' annual budget allotments. "Their success is one-third of their salary evaluation," says Mr. Harvey. "Leadership, management, and other things make up the rest."

Hampton has been successful in raising funds from all sectors, and Mr. Harvey is determined that the university not become "overly" dependent upon one source.

"I have tried to structure Hampton's income so that we cannot be particularly hurt by the vagaries of society," he says. "For example, if government funds dry up or we don't get the kind of support that we expect from the private sector, Hampton will not die."

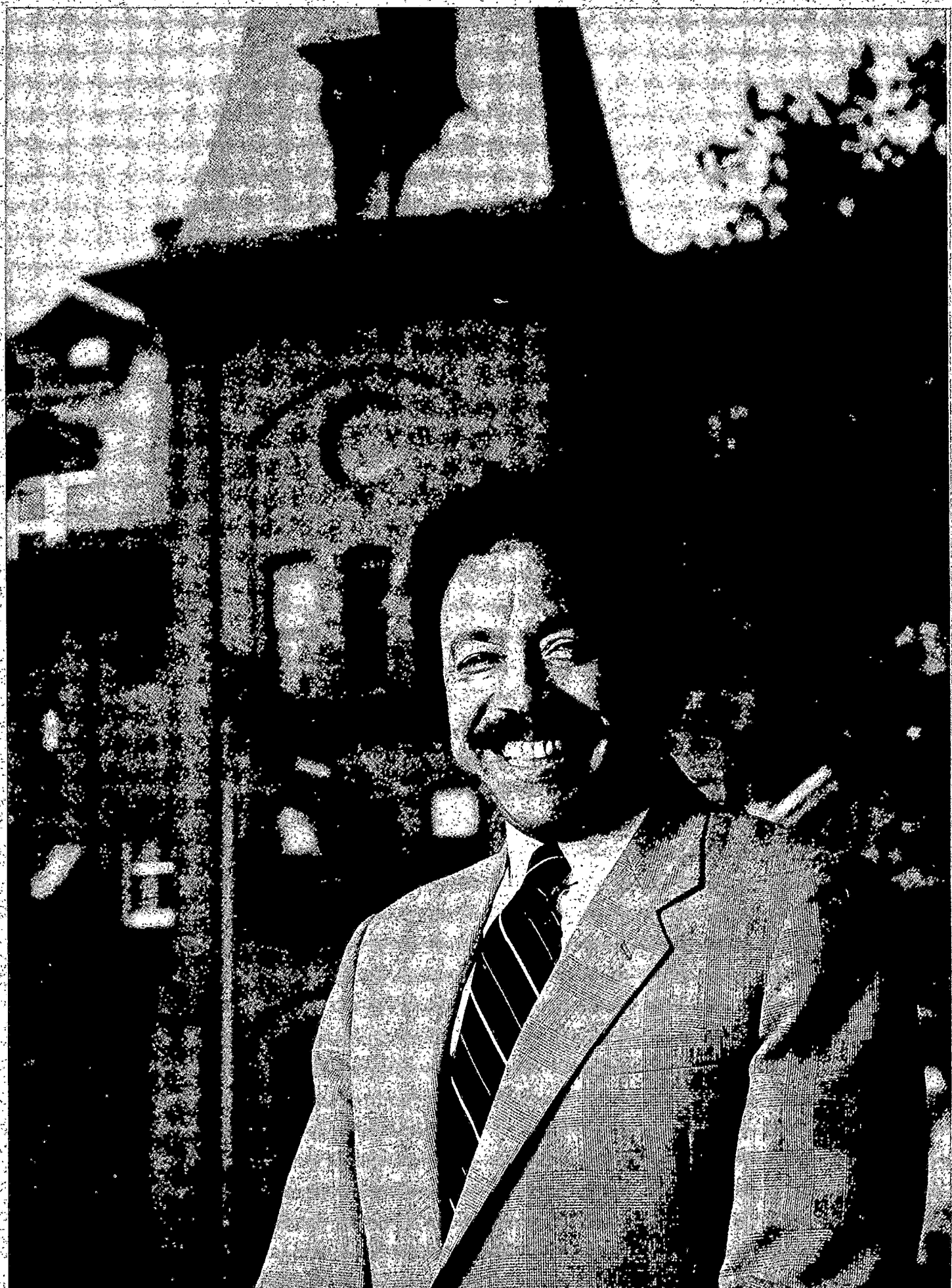
Next year the university will receive approximately 33 per cent of its $37-million budget from tuition and fees, 14 per cent from endowment interest, 27 per cent from private-sector contributions, and the remaining 26 per cent from the federal government and other sources.

The change in Hampton's management and financial philosophies has led to a new direction in the attitudes of many of the institution's administrators and faculty members about money and academic planning, says Mr. Harvey. For example, faculty members are required to combine the year's budgetary guidelines with their plans for the future, he says.

"We've had to be kind of hard-nosed, because academe isn't used to that kind of philosophy," says Mr. Harvey. "People have to have an atmosphere of creativity, within the framework of good management, good budgetary control, good fiscal policies. You just can't let them go like Topsy."

—GAYNELLE EVANS

"The amount of money we receive from the federal government didn't increase because we sat here and looked good. We made a conscious effort to get funds from non-traditional governmental sources."



PHOTOGRAPH FOR THE CHRONICLE BY BILL BALLENBERG, BLACK STAR

Big Man on Campus

Employing keen business skills and an autocratic style, Dr. William R. Harvey strives for excellence and fiscal integrity at Hampton University.

by James Schultz

For Bill Harvey, growing up black in a small Alabama town after World War II was a lesson in self-respect. In an era of racial segregation, Harvey's parents forbade their children to use blacks-only facilities. Their rationale was simple: People are made to feel inferior only by their own consent.

Once Harvey and a cousin were spotted playing tennis at an all-white school. Police stopped them on the way home and told them to stay off the courts. Harvey's father stormed downtown to demand an explanation from the mayor. The next day, construction started on tennis courts at a nearby black school.

Harvey smiles slightly at the recollection. "It taught one survival skills," he says without bitterness. "It fueled my competitiveness in life. Given the kinds of things my mother and father taught us — give no quarter and accept no quarter — I have never taken a back seat to anyone."

At 47, Dr. William R. Harvey has applied that philosophy at Hampton University. The result: Hampton has bucked a national trend of fiscal anemia and declining enrollments at black colleges. Since taking over 10 years ago, he has pumped up the university's endowment from $29 million to $70 million. Hampton maintains a reputation for excellence. The university receives six applications for every freshman slot; enrollment stands at 5,100, almost twice the number before Harvey's tenure.

Under Harvey, the university has strengthened relations with the City of Hampton by teaming up for a $13 million real estate project that will put 250 apartments and a 60,000-square-foot shopping center on campus. It is the first foray into commercial development for a predominantly black university. If all goes as planned, notes Harvey, other business ventures will follow.

Harvey's efforts have earned him widespread admiration. Associates may bristle at his imperial manner, but no one denigrates his achievements. "It's a new kind of attitude for Hampton, more assertive and aggressive," maintains Oscar H. Blayton, an attorney and Newport News branch president of the NAACP.

"The guys in the real world think highly of him," adds Dr. C. Benson Clark, a Hampton alumnus. "He can walk with both the academic and business community. He's results-oriented." John L. Marks, a vice president with Crestar Bank, agrees: "You can probably count on two hands the people in this community who are influential. He is one such individual. He has clout. He's a very astute businessman."

Harvey has taken his results-getting talent into other arenas: presidential commissions, volunteer work, boards of directors and business ownership. But the presidency of Hampton University occupies 98 percent of his time. "I've always been a planner," he says. "My career aspiration was to become a college president. I wanted the training and experience to enable me to do a good job."

Harvey graduated from Alabama's Talladega College in 1961, then signed up for four years in the Army. He later earned a master's degree from Virginia State University, eventually returning to Alabama to teach high school history. In 1971, he received a doctorate from Harvard University.

Though wooed by New England institutions, Harvey wanted to apply his energies and talents in his native South. After logging time in administrative posts at Fisk University in Tennessee and Tuskegee Institute in Alabama, he was named Hampton University's 12th president.

Harvey has become the college's biggest booster. "Hampton is a role model," he stresses. "It's not just that we are the best black institution; it's that we're a topflight institution by any objective analysis. There are some schools I couldn't be president of — we couldn't do the things to brag about."

When Harvey and his wife, Norma, arrived in 1978, the university community welcomed them with open arms. But the warm reception didn't translate into an easy transition. "It is difficult when you have a new, young kid on the block," notes Norma Harvey. "There were persons who wanted things to remain as they were."

ILLUSTRATION BY LINDA DRAPER

Since 1970, the college had operated with a deficit every year save one. Red ink was sloshing around to the tune of nearly a half million dollars a year. In his first year, the new president generated a $44,000 surplus. His strategy was pure business: He demanded a balanced budget, instituted presidential line-item budget review, eliminated excessive overtime, issued all contracts himself and switched to quarterly allocations to guard against deficit spending.

Harvey has pumped up the university's endowment from $29 million to $70 million.

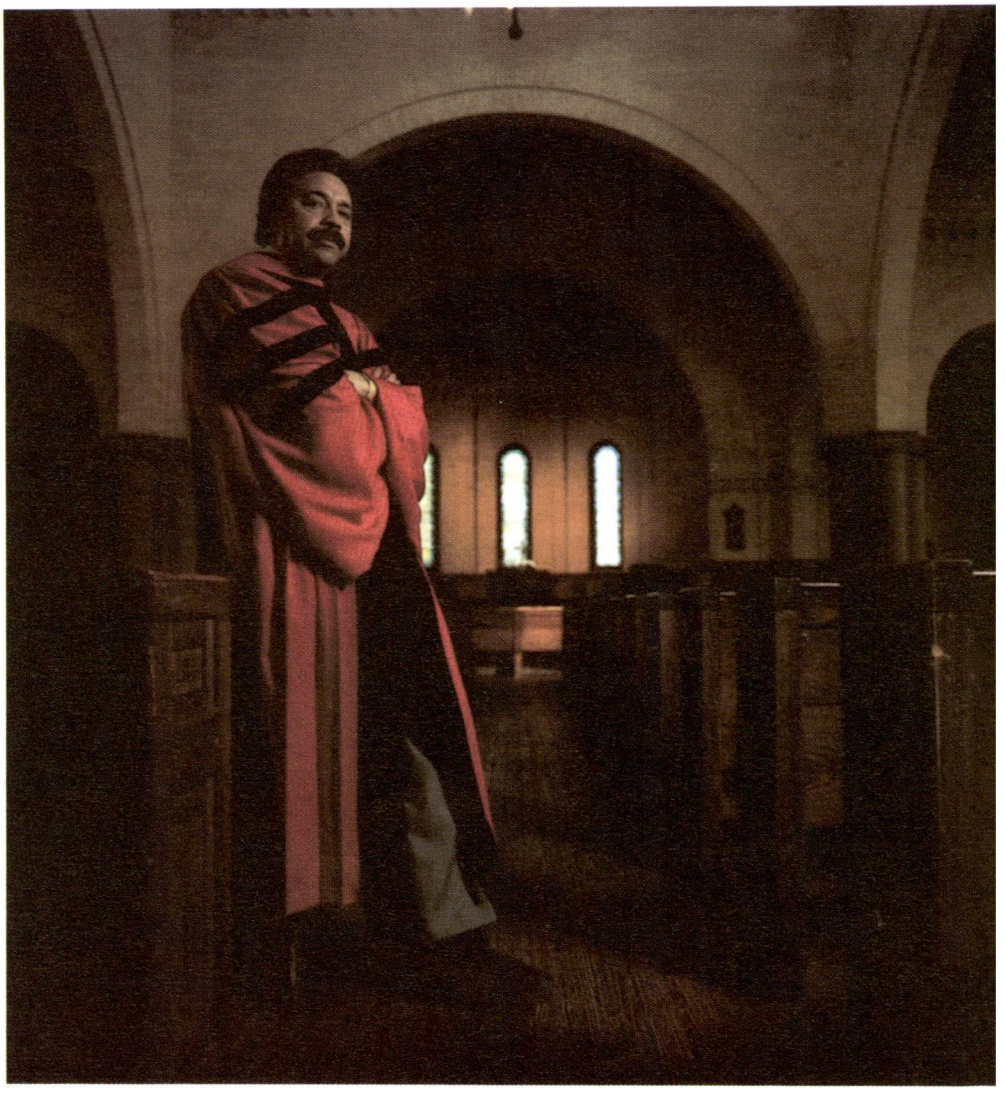
"I hit the ground running," says Harvey. "When you run a place like Hampton University, you've got to look at both sides of the ledger. I am absolutely convinced that is the best way a university should be run. As my mother said, 'if you've got a dollar, you can't go to the store and spend $1.20.'"

Opposition to the belt-tightening was minimal. "I would not deny that there are some who don't like his leadership style," admits Novelle J. Dickenson, Hampton professor of political science and a former board member. "But the results universitywide are greatly appreciated. He has worked tirelessly to get the job done."

Attorney Blayton points out that Harvey has been particularly adept at keeping funds rolling in. "He's autocratic, there's no question of that," says Blayton. "But it's fair to look at the end result. The school is on more of a firm foundation."

In its salad days, Hampton University struggled to stay solvent. Founded as the Hampton Normal and Agricultural Institute in 1868 by Gen. Samuel Chapman Armstrong, the college battled white hostility and had trouble attracting emancipated blacks. Armstrong reputedly raised funds by traveling in the North with the student choir and passing the hat after it performed gospel songs.

MARK EDWARD ATKINSON



"Hampton [University] is a role model," says Dr. William R. Harvey. "It's not just that we are the best black institution; it's that we're a topflight institution by any objective analysis."

The school endured to become one of the nation's pre-eminent private colleges. By 1930, its name was shortened to Hampton Institute, and in 1984 it was re-christened Hampton University. Today, the university's three colleges offer 48 undergraduate and 20 graduate degrees.

Bill Harvey doesn't travel with the school choir, but he does remind potential benefactors that "if you have a solid past, then more than likely your future will be solid. I've been able to go out and tell the Hampton story. Because of our strengths, it's been almost fundamentally easy."

The university's $70 million endowment ranks it among the nation's top 100 colleges. The total would be even more impressive had not the October stock market crash claimed $10 million. Harvey dedicated another $8 million to clear the books of federal loans. "We are completely debt-free," he boasts.

Harvey advises anyone sizing him up not to dig for complex motivations. "I really am a very simple man," he insists. "I have simple values, basic values of God, family, equality, country and work. It's not complex if you look at it in those terms."

Harvey "has definite ideas about the principles of leadership and the process of leading young minds," says Dr. Arthur Greene, a Peninsula surgeon who has known him for a decade. "He has set the tone and the spiritual direction of Hampton University."

That's what Hampton businessman and university trustee Dois I. Rosser Jr. admires most about Harvey. "He's been criticized by some parents as be-

ing too tough," Rosser says. "But his willingness to make himself vulnerable by taking a stance is something more college leaders need to do. He's a mover, shaker and doer."

Harvey set the tone early on by establishing an 11 p.m. curfew for first semester freshmen. He also reversed a 20-year practice by putting more distance between men's and women's dorms. "I'm a realist, not a prude," he says. "But I do think a college or university ought to have learning as its chief mission."

Last year, Harvey endorsed an undercover drug probe that resulted in the arrests of 13 students for marijuana and cocaine distribution. "My guess is that we probably had the least [serious] drug problem of any university in Virginia," he says. "But I don't want any at all. As long as I'm president, if you're caught with drugs on this campus, I'm going to put you in jail."

The no-nonsense style is a Harvey trademark. Associates say he will tell you exactly what's on his mind, but he'll also listen to what's on yours. Harvey claims he can be swayed by any argument that has merit.

Rosser, the Hampton businessman, also has witnessed a Harvey-inspired evolution in town-gown relations. When Harvey first arrived, he says, the newcomer and the city fathers approached each other warily. The situation has changed; the City of Hampton is making itself over, and civic leaders routinely consult the university as a partner in economic development.

"I think Bill had some question in his mind of the willingness of city officials to take full use of what is available at the university," says Rosser. "But I've been pleased to see that attitude change. There's an increased respect on the part of city officials of Bill and he of them."

The school pours big bucks into city coffers, more than most citizens realize, notes Rosser. University figures put the total economic impact at $127 million. The city is appropriating between $460,000 and $700,000 for the school's $13 million shopping center and apartment development. The university picked up a $2.3 million federal Urban Development Action Grant last September and has set up a for-profit subsidiary, Hampton Harbor Inc., to borrow UDAG funds from the city as it develops the site.

The project served as the lightning rod for a brief but fiery media feud between Harvey and Hampton Mayor James L. Eason after Eason publicly questioned the university's development ability. The brouhaha has died down. These days, Eason has only praise for the college president he calls "an exceptional leader." Eason adds that Harvey is "aggressive, articulate and interested in the affairs of the community. He's always striving to better the things in which he's involved."

> *"I have simple values, basic values of God, family, equality, country and work."*

If Harvey is quick to anger over unfair treatment, he will just as quickly let bygones be bygones. Such pugilistic pragmatism is a clue to his success. "I get along fine with the mayor," he says. "I think relations are pretty good. . . . We might cross swords again. But people who disagree are not necessarily disagreeable."

It's past midnight and Harvey is absorbed in a favorite pastime: reading spy novels. He has been known to stay up until 2 or 3 a.m. engrossed in a good suspense story. Harvey admits that once, while leading a delegation to China, he was bedeviled by chronic fatigue. It finally dawned on him that burning the midnight oil was sabotaging his daytime performance.

Harvey is accustomed to long hours. In what passes for spare time, he checks paperwork for the Pepsi-Cola bottling plant he owns in Houghton, Mich. A few years back, Harvey was approached by Pepsi executives interested in getting more minorities in key company positions. He and several other prominent blacks, including athletes Willie Stargell and Gale Sayers, each was offered a 5 percent interest in a company that owned six plants. "I first said yes and then decided I couldn't learn very much from the business with such a small" share, notes Harvey. When the owners of the Houghton plant retired in 1986, Harvey jumped on the chance to run his own show.

Although he doesn't get involved in the plant's day-to-day management, Harvey, the company's president, does make summer forays to scrutinize operations. He won't talk specifics but will reveal that after-tax profits are into six figures. Most of that money is plowed back into equipment and renovations.

The Harveys also own Kelech Corp., a real estate company run by Norma Harvey. The company has both residential and commercial holdings on the Peninsula and in Richmond, Alabama and Florida.

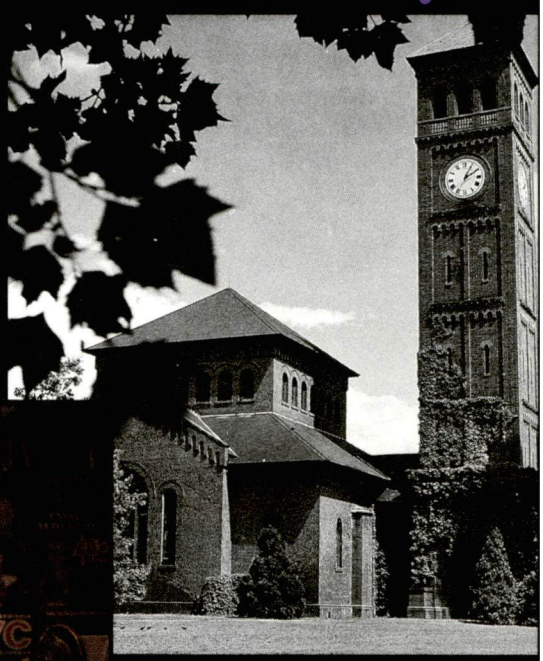
On the political front, Harvey remains a resolute independent. He has supported both Virginia Republicans and Democrats and has worked as an adviser to the Carter and Reagan administrations. "There are scoundrels and good people in both parties," says Harvey. "I support the man or woman. I don't support parties."

Reagan fans in the black community are hard to find, but Harvey says the "Reagan administration has been very good to blacks as it relates to economic development. The climate is ripe if one has a good idea and can provide a service. Blacks are looking for contracts, not handouts."

And what is Harvey looking for? The word is that he can remain Hampton University's president for as long as he wants. But Norma Harvey says her husband sometimes longs to return to his past profession. "He tells me jokingly that once he decides to retire, he'll go to Florida, teach history and enjoy himself," she says. "I don't think he could sit down that long."

But Harvey claims that he just might do that. "At some point, I'll step down, get 100 acres somewhere, grow some crops, buy some cattle," he muses. "Or I'll do something else — maybe sit on my front porch and rock." Until then, he's content with his academic arena. "I have not seen fit to leave Hampton," he says. "I can't think of another job I'd like better." □

why Hampton University...



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WASHINGTON, Booker Taliaferro (1856–1915), American black educator and social reformer, who believed that blacks should work for advances in education and employment instead of trying to win social equality with whites. He was born on April 5, 1856, on the James Burroughs plantation, 13 miles (21 km) southeast of Roanoke, Va. His mother, Jane Furguson, was a cook on the plantation. After the Civil War, Washington moved to Malden, W. Va., where he attended school while working in salt furnaces and coal mines. From 1872 to 1875 he studied at Hampton (Va.) Institute and Industrial School. He returned to Malden to teach school for two years, briefly attended Wayland Seminary in Washington, D. C., and in 1879 joined Gen. Samuel C. Armstrong's staff at Hampton Institute. In 1881, Armstrong chose Washington to head a normal school at Tuskegee. Under his leadership Tuskegee Normal and Industrial Institute grew from one teacher and fewer than 50 students in an old church and shanty to one of the world's leading centers of black education.

After speaking briefly at the Cotton States and International Exposition at Atlanta, Ga., on Sept. 18, 1895, Washington was regarded by many as Frederick Douglass' successor as the chief spokesman for his race. In this speech, and in other speeches and writings, Washington advocated cooperation between the races and urged blacks to stay in the South, accept social segregation, and temporarily abandon efforts to win political and civil rights. Convinced that the South was not yet willing to share political power with the blacks, and that the masses of freedmen were illiterate and impoverished, Washington emphasized the need for gaining more wealth and culture as necessary prerequisites for equality of citizenship. Instead of focusing on the limitations that his race faced, he habitually stressed areas open for positive action. In 1900 he founded the National Negro Business League, which reflected his emphasis on skill, thrift, and enterprise.

Booker T. Washington, American leader in education

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Washington's program and pronouncements were well attuned to the economic and social views that were dominant in the United States for several decades after Reconstruction ended in 1877. This retreat from the emphasis on equality caused William E. B. Du Bois and others to lead a vigorous opposition to his leadership. Prodded by the virtual disfranchisement of blacks in the South, the ineffectiveness of industrial training for handicrafts that were rapidly being displaced by machines, and the institution of a rigid color caste system, Washington began, in his last years, to come closer to agreement with the leaders of the protest against inequality. Washington died at Tuskegee on Nov. 14, 1915.

In 1945, he was elected to the Hall of Fame for Great Americans. His birthplace is now the Booker T. Washington National Monument.

EARLIE THORPE
North Carolina Central University

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WASHINGTON, Bushrod (1762–1829), American Supreme Court justice. He was born in Westmoreland county, Va., on June 5, 1762. A scion of two of Virginia's first families, he was a nephew of George Washington. After graduating from the College of William and Mary in 1778 and serving a short time in the Continental Army, he studied law under James Wilson, whom he would later succeed on the U. S. Supreme Court. In 1787 he was elected to the Virginia House of Delegates, and in 1788 he was a delegate to the Virginia state convention, where he supported the ratification of the federal Constitution. In the following years he built a flourishing law practice.

When John Marshall rejected an appointment to the Supreme Court, John Adams appointed Washington, who was confirmed on Dec. 20, 1798. The court soon developed into a vital organ of government with the addition of Marshall in 1801 and William Johnson in 1804. Under Marshall's leadership few important opinions were written by associate justices, and it is difficult to evaluate the role played by Washington in the development of constitutional theory.

But Washington's duties on the Supreme Court included "riding circuit" to U. S. district courts, and his work as a trial judge can more easily be measured. His decisions reveal a man of great courage but narrow of intellect, painstaking and methodical rather than imaginative or brilliant. His most important opinions on circuit were *Corfield* v. *Coryell* (1823), where he narrowly construed the privileges-and-immunities clause of Article IV of the Constitution, and *Golden* v. *Prince* (1814), where he anticipated some of the commerce-clause problems that were to reach the court. Washington did his work well without staking out any great claim on history.

Washington lived at Mount Vernon after the death of George and Martha Washington. He served on the court for 31 years until his death in Philadelphia on Nov. 26, 1829.

PHILIP B. KURLAND, *University of Chicago*

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THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

INCOMING

DATE RECEIVED: MAY 07, 1991

NAME OF CORRESPONDENT: DR. WILLIAM R. HARVEY

SUBJECT: SUGGESTS CALLING FOR A CIVIL RIGHTS SUMMIT DURING COMMENCEMENT ADDRESS TO HAMPTON UNIVERSITY ON MAY 12 91

ROUTE TO: OFFICE/AGENCY (STAFF NAME)	ACTION ACT CODE	ACTION DATE YY/MM/DD	DISPOSITION TYPE RESP	DISPOSITION C D	DISPOSITION COMPLETED YY/MM/DD
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REFERRAL NOTE:					
SPEECHWRITERS	RSI	91/05/07		C	91/05/07
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HAMPTON UNIVERSITY

HAMPTON, VIRGINIA 23668
(804) 727-5231

OFFICE OF THE PRESIDENT

May 6, 1991

cc Boyden Gray Snow
cc Tony

The Honorable George Bush
President of the United States
The White House
Washington, D.C. 20500

Dear President Bush:

I look forward with great anticipation to your visit on Sunday to deliver the 121st Hampton University Commencement Address. You have truly provided productive and remarkable leadership over your entire career. I write now to try to influence not only a direction that you might take, but also to suggest a passage in your Commencement speech on May 12th.

The debates over the proposed Civil Rights legislation last year and this year have exacerbated an already difficult situation. The unique American commitment to civil rights became submerged by an even more shrill debate between special interest groups and Washington lobbyists over mind numbing legal technicalities and arcane judicial rulings. Rather than coalescing once again behind Civil Rights legislation which promises fairness and equality of opportunity, our political system found itself mired in conflict.

Your commencement address on May 12 offers you a unique opportunity and forum to begin a national healing and regeneration of racial harmony. No one can question your commitment to black colleges. You were with us before it was fashionable and stayed with us after some thought us anachronisms. Attached you will find a memo that I sent to the Hampton University Community outlining some of the very positive steps that you have taken with black higher education.

Your commencement address, then, is more than just another Presidential appearance; it represents a homecoming which honors Hampton University. I, therefore, hope that you will use this occasion to call upon the enormous moral authority, which is yours personally and yours because of your high office, to call together those who believe they are still the victims of unlawful discrimination -- persons of color and women, the legitimate representatives of employers, to include representatives of the Business Round Table and the Chamber of Commerce, and our legislators and Executive Branch officials, to a Civil Rights Summit with the charge to reach a consensus on the shape and content of civil rights legislation that does not involve quotas.

Because of your justifiable record of support for black higher education, let me suggest that you utilize education as the foundation for calling such a summit. You might say that education is the key because the acquiring of skills is the first step in finding useful productive employment. Education breaks down walls of ignorance, and builds bridges of understanding and respect as opposed to widening chasms. There is perhaps no other foundation--save the Holy Bible--that equalizes fellow man more than the process and acquisition of education. Therefore, education needs to be the focus and the new launch pad for civil rights understanding and agreement.

In my judgment, the call for such a Civil Rights Summit (on this occasion) would serve a number of useful purposes. First it would enable you to reaffirm your commitment to equality of opportunity. Secondly, it would send a clear message that your administration is interested in a very proactive way in exploring and moving off center the complicated debate surrounding the failure to gain consensus on the proposed civil rights legislation. Thirdly, I believe your commitment to expanding the frontiers of educational opportunity can be used as a forceful rallying call to gain broad political consensus for the type of legislation you can endorse. Fourthly, the call for such a Summit silences unnecessary criticisms and opens the door for constructive reconciliation. I hasten to add that I would be pleased to assist you in any manner to help you convene such a Summit and advance its strategic goals and objectives.

I believe it a national imperative that you make it clear that minorities and women who support Civil Rights legislation are not the enemy of society. Rather, all individuals are equal participants in the American drama, and all views and opinions are entitled to a respectful reception. By this action, you can achieve an even larger historic status as a national healer. This step can constitute a defining moment in renewing the commitment to fairness and elevating the national debate over civil rights. You can make it clear that the government's role is not to dole out preferences, but to serve as the facilitator of the dialogue and the forger of the consensus. By this act you may make May 12th and Hampton University synonymous with one of the most important domestic achievements of your Presidency.

With all good wishes,

W. R. Harvey

Dr. William R. Harvey
President

WRH:wr

Tony FYI

THE WHITE HOUSE
WASHINGTON

Date: 4/23/91

TO: David Demarest

FROM: DAVID M. CARNEY
Special Assistant to the President and
Director, Office of Poltical Affairs

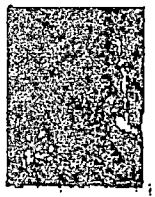
FYI per this mornings meeting

456-2380

Daily Press Friday, April 19, 1991

Local

Jim Spencer
Columnist



Politics over free speech, and that's how it is

Hampton University has less to fear from student leaders proposing President George Bush's selection as a graduation speaker than from its administrators' obsession with politically correct behavior.

Politically correct behavior has become a code of conduct in 1990s America. People practice it to preserve their socially acceptable reputations by never embarrassing anybody else.

That's just what HU has done in trying to stifle dissent over Bush's upcoming appearance. Memoranda from university President Bill Harvey and Vice President of Student Affairs Alan Colon have made the university's position clear: Speaking out against the president for his arguably lousy record on civil rights issues could cost predominantly black Hampton U. money for salaries, scholarships and research.

My question is: What will it cost HU not to speak out?

Eventually, I believe it will cost the school its best and brightest students. I'm talking about people of the caliber of Mark James, Kevin Russell, Kenyatta Fleming, Jaimie Covington and all the other young men and women I heard speak the other day at a protest on the HU campus.

If they are the future leaders of black America, the ethnic group and the country are in good hands. I can't recall ever attending a protest that began with an invocation. But at Hampton U. on Wednesday they prayed first, then discussed how unspeakable it was for a president who had helped perpetuate racial inequality to be sending them off into the world.

Most of the men who spoke were like.

These people weren't wheelies or terrorists. They were typical Hampton University students: intelligent, articulate, well-[illegible]

[illegible] more than anybody, they were baffled by an administration that gave them no say in who should speak at their commencement.

Baffled by an administration that has no faith in their ability to separate democracy from democracy.

Baffled by policies that serve to intimidate students and keep them from speaking their minds.

"I feel imprisoned," James told me.

It's easy to see why. In order to hold a rally on campus to protest Bush's selection, James had to register with and be approved by the campus police and the coordinator of student activities. Students who wanted to participate had to show student ID to get in.

The campus cop at the gate of HU's Armstrong Field examined my press card more closely than the public affairs officer who let me on the tarmac at Langley when the jets came back from Iraq.

All this to let James, a 21-year-old senior, and several other students scream off. These folks aren't rabble rousers. "Burn, baby, burn" isn't even in their vocabulary.

James is the Student Government Association president and a guy who gets his facts straight before firing off. He's not looking for fame.

He refuses to give his home telephone number to reporters because he's working on a thesis.

Before they drew up an agenda that may include such passive resistance as boycotts of the campus bookstore and grill or strikes, James and his associates went door-to-door on the campus trying to find out exactly how students felt about Bush coming.

They found hundreds of students who aren't happy about it or the way it came about. Five hundred of them have signed petitions saying as much, James said. Many others, he added, were afraid to.

I can believe it. A recent letter to the editor from an HU senior in support of Bush's appearance talked of how "the students were told by the deans of each school how Bush was selected, why he was selected and that there would be no protests."

The last part of that sentence tells plenty about the message the university's ADMINISTRATION SENT.

[illegible] George Bush gave some money to historically black colleges and universities, the black students of HU were to be exemplary not only in their academics but in their acquiescence.

"I'm under contract as to what I can do here," James said as he sat in the bleachers during the demonstration. "The major concern of the administration is not to have the university denigrated or embarrassed."

The administration is doing a lot more to denigrate HU than Mark James ever could.

I checked with three private colleges with academic reputations similar to HU's. None requires administrative approval for on-campus demonstrations, much less IDs or admission.

"Randolph Macon students have the right to express opinions peaceably, as long as there is no violent behavior, destruction of property, theft, interference with the freedom of speech of others or

Please see Spencer, C2

Spencer

Continued from C1

any willful interference that keeps people from moving freely from one place to another," Randolph Macon College spokeswoman Linda Evans told me.

"No prior approval by the administration is needed."

The same is true at Hampden-Sydney College.

"Our policy is not designed for clearance by the administration," said Mark Lanier, assistant to the president.

"Basically, students are free to assemble, as long as they don't violate sections of the student code of conduct for safety, alcoholic beverages, parking, things like that."

"We don't have a policy," said Randy Fitzgerald, a spokesman for the University of Richmond. "If a group wanted to have a demonstration, they certainly would not have to get approval from the administration. The principles of free speech would apply."

At Hill the principles of politically correct behavior would.

And that is devastating, not just for the future of the school, but for the future of a race.

"We have been some of the best black college students in the country," James said.

"We're taught here that we're going to have to represent the African-American community when we leave. In that regard, we're going to have to learn how and when to stand up and fight these institutions that are oppressing us.

"If Hampton University can't promote such organization among its own students, how can it expect them to do it later?"

2 P2:5

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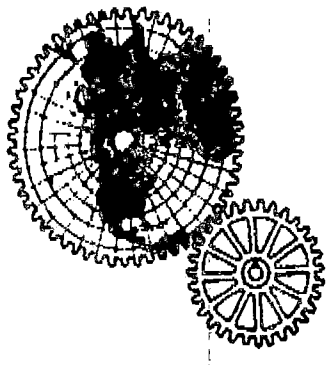

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May 2, 1991

Mr. E.J. Dionne Jr.
The Washington Post
1150 15th St NW
Washington, D.C. 20071

Dear EJ:

I've been meaning to write you about your "Changing of the Gurus?" piece, which I thought quite interesting and enterprising. Reich and Kuttner are the first of the liberal intellectuals to begin wondering why the old agenda isn't working anymore, and in that sense they are now where Gilder and I were 15 or 20 years ago. As a New Deal liberal growing up, I began wondering why it wasn't working in the late 60s, when the formula was applied to the economy of South Vietnam! The fact that Reich and Kuttner don't have PhDs in economics is a most telling point, since PhD economists are not capable of reappraisal. Lester Thurow and William Nordhaus were being touted as the new Samuelson and new Tobin several years ago, the "New Gurus" of the '80s, but they remain trapped in their macro economic models. Reich and Kuttner are thusfar less interesting than you make them out to be when you examine their policy prescriptions. As you note, "Kuttner has no problem with [Reich's] thoroughly liberal list."

I don't have any problem with Kuttner and Reich saying government has to play a major role in the economy, "whether conservatives like it or not." From my vantage point, though, the S&L crisis was caused by the government; it began when Nixon was talked into breaking up Bretton Woods, which underpinned the value of the dollar. And the market crash of '87 was caused by government, when Jim Baker got into a fight with the Bundesbank and broke the Louvre Accord, which had underpinned the value of the dollar. Both examples are of government taking destructive actions to benefit Big Business -- Captains of Industry always thinking their enterprises benefit from a cheaper currency. The inherent weakness of capitalism is that it tends toward Fascism, as the Big Guys get control of the levers of political power. Entrepreneurial capitalism has to come in to clean up the mess, but there has to be sufficient democracy to allow this to happen -- to allow the election of a Reagan, or the elevation of a Howard Jarvis, the two most loathed political leaders of our time, by the Business Roundtable, Country-Club set.

The most distressing item in the article was the quote from Jeff Bell saying the supply-siders had "completed our agenda" with the Tax Reform Act of '86. To this day, Jeff doesn't understand supply-side economics, which is how he could so easily fall in with Lew Lehrman's demand-side global Friedmanism. Jeff now runs around saying a capital gains cut isn't all that important. That the world money supply is all that really counts. The supply-side agenda is still as long as my arm. It will not be finished until poverty and want are gone from every corner of the planet.

Your identification of Wanniski as a leading guru of the '80s was most interesting. In fact, I've been the most influential political economist of the last generation and am still in first place, not only in the U.S., but worldwide. (In the previous generation, I rate Friedman and Tobin as the gurus with the most political clout.) Oddly, this recognition in the Post comes in what might be described as my obituary, as a guru. Your piece may be the first mention of The Way the World Works in the Post. It was never reviewed, I know for sure, yet it is the very first general theory of the world political economy ever written by an American.

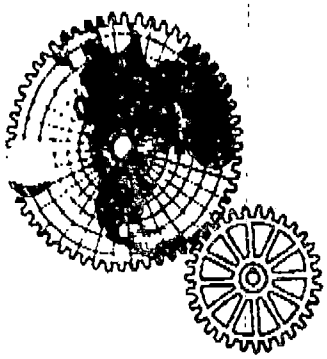
In the last dozen years, supposedly my heyday as a leading guru of the 1980s, I was only contacted three times for my opinion about anything by a Post reporter. Twice related to the MediaGuide. Once, Paul Blustein called about my meeting at Camp David and then reported exactly opposite of what I told him.

Once, in 1981, Meg Greenfield called and asked me to write an op-ed piece on the budget, which I did. Three or four times in the last decade I sent unsolicited pieces to her, and always got back a boilerplate rejection. Of the several "letters to the editor" I've written to the Post over the years, only one was published (in which I stated my objective was to convert both political parties to supply-side growth policies). Jodie Allen called me last September and asked if I'd write an "Outlook" piece "defending supply-side economics." I faxed her a 2000 word piece 24 hours later, and she called to tell me she wouldn't use it, because she had seen all the arguments it contained at one time or another in The Wall Street Journal. This wasn't true either, but it still didn't do me any good to suggest that none of the Post readers who never see the WSJ might benefit. She went on to say she didn't agree with my position on cutting the capital gains rate, but would entertain a piece from me arguing for indexing capgains. I pointed out to Ms. Allen that she had already written such a piece for "Outlook" a month earlier. My 2000 words was never published. Some guru.

Anyway, better late than never. Thanks for the call, getting my thoughts into the piece, etc. And it was good to meet you at last. I did check and found you never did get to ****. Almost.

Cheers, as usual,

Jude



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April 26, 1991

Mr. Alan Murray
Chairman of the Board, President & CEO
Mobil Oil Corporation
3225 Gallows Road
Fairfax, VA 22037-0001

Dear Mr. Murray:

I'm delighted I finally got to meet you. For a few years I tried to get Pete Spina to arrange a meeting, when Mobil was still among my clients, but he was afraid we would do nothing but argue. A very smart guy, is Pete. I estimate you and I talked for 30 minutes and had 30 differences of opinion. Even when I thought we were in agreement, you thought we were "480 degrees apart." Here are some afterthoughts:

On the matter of the politics of capital gains, i.e., whether or not it is politically popular to cut the tax. In 1988, I persuaded the Bush campaign -- through George Jr. and Mike Boskin -- to make a 15% indexed capgains rate a central plank in the economic platform. I argued it would be a winning issue, because the people know it is a key to economic growth. Bush campaigned aggressively on the issue and Dukakis opposed him. Bush won big.

In early 1989, I had a dispute with Bob Packwood on this point, he arguing it was a losing issue with the masses. I asked him what would happen if the President went on TV and asked the people to send "Cut" or "Don't Cut" postcards to him, for guidance. He nodded and said, "We would be flooded with 'cut' postcards."

More than anyone else, you should understand the importance of the connection between capital gains and wildcatting. President Bush, as I mentioned Tuesday night, has said that when you drill several dry holes and then hit a gusher, you want to sell it to someone who wants it for income, then go back to explore for more. If you have to pay a high capgains tax, you don't sell. John D. Rockefeller understood this, which is how he built Standard Oil. The major oil companies were primarily built not by taking wildcat risks, but by developing production fields found by wildcatters. The major leagues would not exist if there were no minor leagues, no Little Leaguers. Too many Fortune 500 CEO's fail to understand the critical importance of entrepreneurial risk-taking throughout the economy.

You look at the independents as being subsidized by Uncle Sam, always trying to avoid taxes. But when the capital gains tax was sky high, by itself choking off risk-taking, independents would have been immobilized if they had not been able to offset the destructiveness of that tax with oil depletion and ITCs. With a zero capgains tax, no offsets are needed. The capital gains tax has the smallest effect on enterprises that have the smallest attendant risk, the greatest effect on wildcatting -- the most entrepreneurial of all business enterprises.

When you say people should be forced to hold their investments for a long time instead of rolling the dice again and again, you are arguing against the interests of Mobil Oil Corporation just as surely as if you ran the Yankees and took the position that farm teams should be required to hold onto all their players for 10 years. Imagine Joe DiMaggio being forced to hang out with the San Francisco Seals for a decade, instead of taking his capital gains after one big year!

Regarding Peru. I told Pete Spina to give me a little time and I will pacify it, and you will be able to cash in. Asarco got us in. Oxy has signed on as a sponsor (and so should Mobil). I know how to fix Peru in a way that will satisfy the Shining Path and get the country booming. The answer is <u>the encouragement of entrepreneurial capitalism</u> through the tax, monetary and regulatory system. Rebels everywhere are young people who are being denied growth by their elders. Weren't you just a little bit rebellious as a kid growing up in Queens?

It is in the interests of Mobil that Peruvians be <u>given</u> the mineral rights of the real estate to which they have title. The Shining Path will be too busy trying to enrich themselves and their families by striking royalty deals with wildcatters, for oil and other precious minerals. This sharply reduces the risk of Mobil in doing business in Peru. You no longer have to worry as much about the government expropriating <u>your</u> claims when your interests are linked to the masses.

I tried to get Mobil as a sponsor of my Mexico 2000 Project, but Pete told me at the time that the top brass was still smarting over the expropriation of Mobil's interests in the 1930s. Prior to the Mexican revolution, the citizens of the country did possess the mineral rights to their farms. Much of the hatred of the masses for the gringo was tied to the exploitation of them by the big guys, who should have treated them like one-eighth partners instead of making deals with the big guys in the government to cheat the people. The expropriation of Mobil's interests was <u>preceded</u> by the expropriation of the mineral rights belonging to the people.

My sympathy is with you on the offshore leases, but you and the other majors are bound to get shafted again and again when

the people have so little to gain by your success. They risk environmental pollution offshore, and if you strike it big, they see very little of the rewards. This is a far different situation than exists in the Oil Patch, where the interests of the farmers, ranchers, independents and majors are linked together.

The future of integrated oil companies lies in countries like Peru and Mexico and Madagascar. If Mobil, for example, would promote the idea in Peru that the people should be given the mineral rights to their property -- with Mobil having only a tiny fraction of the benefit -- in no time at all there would be gushers all over the country, with Mobil there to buy them up. As Mobil's interests would be linked to the masses, it need then have no fear of being expropriated or terrorized by the Shining Path.

Anyway, you absolutely should be compensated for your offshore leases if the various governments won't let you develop. I'll help in any way I can. Any friend of Norm Augustine and Tom Pownall is a friend of mine!! I look forward to our next meeting and only hope we will be able to spend at least five minutes on each difference of opinion.

Cheerfully,

Jude

Jude Wanniski

FOR RELEASE UPON DELIVERY
WEDNESDAY, MARCH 13, 1991

*REMARKS BY

LOUIS W. SULLIVAN, M.D.

SECRETARY OF HEALTH AND HUMAN SERVICES

HAMPTON UNIVERSITY

13TH ANNUAL BLACK FAMILY CONFERENCE

HAMPTON, VIRGINIA

*TEXT IS THE BASIS OF SECRETARY SULLIVAN'S ORAL REMARKS. IT SHOULD BE USED WITH THE UNDERSTANDING THAT SOME MATERIAL MAY BE ADDED OR OMITTED DURING PRESENTATION.

Thank you Dr. Harvey. And thank you students, faculty and friends of Hampton University for welcoming me here tonight.

Tonight I am going to talk about our most precious national treasure -- our children. The theme for my remarks comes from a famous Hampton alumnus, Booker T. Washington, who said, "Character, not circumstances, makes a man."

I believe Washington was right. Discussions about our children are dominated by the often deplorable circumstances too many of them face. As essential as it is to address these conditions, we must not forget an even more critical question -- are we nurturing and raising children with character?

Unquestionably, the circumstances facing many of our children are not ideal: too many are living in a poverty of means and opportunity; too many lack access to adequate health care; too many are too frightened to play in their own neighborhoods because of violence and crime; and far too many are without the support and guidance of both parents.

And yet the Black community is a community of survivors. Black history is a history of overcoming negative circumstances by the force of our character -- character forged by the twin sources of our strength, family and community.

MAY- 8-91 WED 16:18 HQS COMMCEM DHHS WSH P.03

We endured 200 years of slavery and more than 80 years of segregation. Throughout these difficult times we embraced the values of kinship, solidarity, and perseverance. However I fear that in the past few decades, on our road toward economic, political and educational attainment, we have put aside many things that have been critical to our survival. In the past we did not have access to many social institutions, those doors were closed. And yet, in many respects, we survived better as a people. It is time to remember what worked.

What worked is tight-knit families and strong communities. I think back to my own childhood in Blakely, Georgia. My parents faced very difficult circumstances trying to raise children in the segregated South of the forties and fifties. But even though our family lacked many material goods, we did not consider ourselves poor. There was a richness which came from the resources of a caring community and two loving parents.

I was not just the child of my father and mother -- I was, in effect, a child of the entire neighborhood. When I was out of sight of the folks and I thought that I could get away with something, Mr. Williams or Mrs. Lewis down the block was sure to step in and point out the error of my ways, and administer appropriate corrective therapy.

MAY- 8-91 WED 16:19 HGS COMMCEM DHHS WSH P.04

Now, I have to admit, there were times when all this attention to my personal life was not particularly welcome. But looking back, I see that the attention and discipline from my family and neighbors, was the basis of a healthy, happy childhood.

Too many children in the nineties are missing childhood. It is a trend affecting children across every racial and socio-economic group. Children of the nineties have more gadgets than guidance. They have Teenage Mutant Ninja Turtle dolls and Nintendo cartridges, and a new pair of sneakers every month. Yet they lack the essential ingredients of childhood: the love, support and guidance of their family and their neighborhood.

The collapse of the American family in the past few decades is historically unprecedented in the U.S., and possibly in the world. In 1988, more than 1 in 5 families with children were headed by a single parent. That's quite a dramatic change since 1960, when the figure was 1 in 12.

The vast majority of those single parents are women raising children without the biological father in the home. Nowhere is this trend more apparent than in the Black community where 86 percent of children spend part of their childhood living in a mother-only family.

MAY- 8-91 WED 16:19 HQS COMMCEM DHHS WSH P.05

During the sixties and seventies, the proportion of children raised in a single parent family skyrocketed. Today, two out of three Black babies are born to unmarried women; as are one out of three Hispanic babies and one out of five white babies. That's more than one million babies a year!

We all know how difficult it is to juggle the many competing demands on our time and attention. So one parent trying to do the job of two faces an unenviable, and daunting task. Some argue that the high rate of single-parenthood has not adversely affected our children. But, sadly, the research does not bear them out. Family structure -- the presence of both a mother and a father -- has a significant effect on the health and well-being of children.

Study after study has shown that children from single-parent families are five times more likely to be poor and twice as likely to drop out of school, than their counterparts who grew up with both parents. They are also more likely to be involved in criminal activity, to abuse drugs and alcohol, to suffer ill-health, and to become trapped in welfare dependency.

MAY- 8-91 WED 16:20 HGS COMMCEM DHHS WSH P.06

This is not to say that children raised by a single-parent are doomed to failure. There are conditions and behavior patterns which make for family success regardless of family structure. A recent HHS study looked at successful families, both two-parent and single-parent families, to discover the distinguishing characteristics of strong families.

We found that strong families exhibit a great deal of commitment to one another. Family members express appreciation to each other, and have good communication. In spite of hectic days and busy schedules, they make time to be together. I was shocked and saddened to read recently that parents today spend 40 percent less time with their children than parents did in 1965. In 1985, parents spent only about 17 hours a week interacting with their children, down from 30 hours a week in 1965.

Spiritual wellness is another quality found in strong families which typically manifests itself by attending a church, a mosque or a synagogue; showing a genuine concern for others; having a sense of purpose in life; and a feeling of being part of something larger than themselves. Strong families displayed an ability to deal with crisis and stress, and family members often reported a sense of community and a connectedness with others.

MAY- 8-91 WED 16:21 HQS COMMCEM DHHS WSH P.07

For too many children in America, childhood is marred by the instability of their family, and the lack of time their parents spend with them. Another factor robbing children of a healthy and happy childhood, is the senseless violence ripping apart our communities.

The news during the last several weeks from the Persian Gulf has captured the thoughts and prayers of all Americans. I, like many Americans, was awed by a victory won in 100 hours. I was struck by the heartfelt concern of the American people for our troops, a concern evidenced by the many yellow ribbons of hope and remembrance. I sense on the part of our nation, a profound sense of loss for the young men and women who were killed or injured in that campaign, and compassion for their families and friends.

Yet during the same <u>100 hours</u> when we lost some of our fine young troops -- we suffered a far greater loss here at home. In 100 hours here on the streets of America, we lose <u>three times as many young people to violent death by firearms!</u> Where are the yellow ribbons of hope and remembrance for our youth dying in the streets? Where is the concerted, heartfelt commitment to supporting the children of <u>this war</u>?

MAY- 8-91 WED 18:21 HGS COMMCEM DHHS WSH P.08

Tomorrow, my Department is going to release a new report, "Firearm Mortality Among Children, Youth and Young Adults." That report paints a startling picture:

- One out of five deaths of teens and young adults in 1988 was gun-related. That's more than 16,000 of our young people!
- For the first time, the firearm death rates for both white and black male teenagers exceeded the total from all natural causes of death.
- Black male teens were 11 times more likely to be killed by a gun than their white counterparts. In one year, 1988, the firearm homicide rate for Black teenagers jumped 38 percent!

As Secretary of Health and Human Services, and as a physician, I find these figures deeply disturbing. As a Black man and a father of three, this reality shakes me to the core of my being. Do you realize that the leading killer of young black males, is young black males?

We are seeing our communities, especially our inner-city neighborhoods, ripped apart by a culture of violence. How does it start, where does this violence come from? From some unexpected places. Many of our children are being raised by a TV nanny, spending more waking hours in front of the television than with their parents. Our children under six watch some of the most violent scenes on television in cartoon programs.

MAY- 8-91 WED 16:22 HQS COMMCEM DHHS WSH P.09

But for many of the children in poor America, the violence isn't fictional. The National Institute of Mental Health has shown that even when a child is off the streets, and "safe at home," they may not be safe. A study of 137 children in a low-income neighborhood in Washington D.C. revealed that these children experienced six times as much violence in their homes as the national norm. One in three of the children studied had seen either a shooting or stabbing in their neighborhood. This ecology of violence takes its toll. The children displayed three times the national average of "clinically deviant" signs of depression, fear or hyperactivity.

Well, I am not here as a prophet of doom, to weep about what was, and may never be again. No, I am here to sound a call, a challenge. During my tenure as a Cabinet Secretary, I have been "beating the drum" for a return to a culture of character. A culture in which parents invest time and attention in their children, and the children of the neighborhood. A culture in which children growing up without a father are a small minority, not the majority. And a culture in which neighbors become actively involved in making their neighborhood a safe haven for children.

Lasting solutions to the problems of the Black community will be found within the Black community, and will involve the <u>revitalization of the spirit of family and community</u>.

MAY- 8-91 WED 16:22 HQS COMMCEM DHHS WSH P.10

Let me give you some examples of communities taking responsibility for their neighborhoods and their children. In January I visited Memphis, Tennessee, which has one of the highest rates of child poverty in the nation. Community leaders including the Mayor, business leaders, teachers, clergy and others have banded together to form an innovative anti-poverty strategy called "Free the Children." So far the group has created a business association in an economically depressed neighborhood, paired churches in affluent areas with churches in impoverished areas, and set up after-school tutoring centers staffed by volunteers. Free the Children also links caring adults with at-risk youth in a mentoring program.

In Boston, the Violence Prevention Project operates on the assumption that education can change behavior. Community members developed a conflict resolution curriculum for local schools which makes students aware of homicide and the factors associated with it, presents positive ways to deal with anger and arguments, and explores choices, other than fighting, to resolve conflicts. The curriculum is used in community settings -- in places like churches, housing developments, and neighborhood health centers -- in order to deliver the message of violence prevention.

MAY- 8-91 WED 16:23 HQS COMMCEM DHHS WSH P.11

I believe the Federal government's role should be to encourage and assist in the spread of local, indigenous efforts -- not to supplant those efforts with massive bureaucratic interventions as happened so often in the past. Our goal is to empower active, involved communities to address problems with creative programs tailored to local needs.

Building upon the principle that effective strategies must work through the people closest to the individual -- that is, the family and community -- HHS has launched the Minority Male Initiative to reach out to at-risk youth. The initiative provides "seed money" to communities in the form of competitive grants. We began this initiative last fall, by awarding $2.4 million to 83 organizations to support conferences and to help launch community-based coalitions. In April, we will award grants for more and larger, demonstration projects.

Yes, the government has a role in solving the problems of violence, and drugs, and teenage pregnancy, and AIDS. But it is far more important what we are doing to help ourselves -- what we are doing to help each other. Around this country, hundreds of families, neighborhoods and community groups are coming together in coalitions to develop a culture of character. And these community-based efforts are working! We are seeing encouraging trends.

MAY- 8-91 WED 16:23 HQS COMMCEM DHHS WSH P.12

For example, a recent national study of high school seniors reported that for the first time since 1975, less than half of high school seniors have tried an illicit drug.

We are presently conducting a racial breakdown of the data. Our findings from this study run counter to the negative image of Black youth held by many in our society. Stereotyped media images of gold-ladened hustlers and jewel-bedecked drug dealers have impressed a myth upon American minds. This myth belies the facts about the majority of our young men and women.

The fact is that the majority of Black youth do complete high school. The fact is that Black high school students are more likely than any other racial group to perceive alcohol use and other drug use as risks not worth taking. The fact is that Black high school students are more likely to disapprove, and to disapprove strongly, of drug use. And the fact is that Black high school students are less likely than their white counterparts to use alcohol, cigarettes, or cocaine.

This is an impressive report! Now we need to make a concerted effort to reach all our young people -- especially those who have dropped out of school -- with the message that drug use is not a rite of passage, but a road to disaster.

MAY- 8-91 WED 16:24 HQS COMMCEM DHHS WSH P.13

The explanation for the improvement given by the project director points back to community involvement. One of the key factors influencing attitudes about drug use -- the perception of risk, and the approval or disapproval of drug use -- is religious influence. This study of over 70,000 high school seniors reaffirms what many of you already know, involvement in value generating institutions, like churches, correlates consistently with lower drug use.

Another encouraging trend is a slow down in the breakup of traditional families, where "traditional" is defined as a married mother and father raising children. Among Blacks, the average annual increase of fatherless families fell from 6.8 percent during the seventies, to 2.7 percent in the eighties.

Ann Hill, director of program development for the National Urban League attributes the change to a culmination of efforts within communities, "to stress values and...to help young people to act more responsibly." The hard work of churches and community groups, schools and civic groups, is paying off. Black families and communities are making a comeback.

MAY- 8-91 WED 16:25 HQS COMMCEM DHHS WSH P.14

I have a special message for the Hampton University community here tonight. As the economy continues to mature into a high-tech manufacturing and service-sector based economy, America will need literate, skilled, highly trained workers. Workers who use their brains rather than their backs. As scholars, you are on the right track to assume a leadership role in this restructured economy.

As a graduate of Morehouse College, and founder of the Morehouse School of Medicine, I have a deep appreciation of Historically Black Colleges and Universities. HBCUs provide an essential service by preparing Black students for leadership positions in an ever-changing economy. That is why my Department has devoted $84 million to HCBUs in fiscal year 1990.

I am not the only one who believes in HBCUs, and understands their importance to the Black community and to the nation. I am pleased to announce that in recognition of Hampton's outstanding achievement, President Bush has chosen to speak at Hampton University's commencement. I congratulate you on this singular honor, for the President speaks at only a select few Universities each year.

MAY- 8-91 WED 16:25 HQS COMMCEM DHHS WSH P.15

In closing I would like to quote someone who profoundly influenced me when I was a student at Morehouse College, the late Dr. Benjamin E. Mays. Dr. Mays said, "We make our living by what we get. We get our life by what we give." Hampton University has given me hope tonight, hope and a vision -- a vision for a reinvigorated culture of character, and hope for the future of the Black family.

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MAY- 8-91 WED 16:26 HQS COMMCEM DHHS WSH P.16

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FAX TRANSMITTAL DATE: 5/8

TO: Peggy Dooley

FROM: Andrew Forsaith

This Transmittal consists of 14 pages including this sheet.

If there are any problems, contact me at 202-7852985.

Call if you need more information.

Andy Forsaith

Known for Choice, New York's District 4 Offers a Complex Tale for Urban Reformers

By William Snider

NEW YORK CITY—The U.S. Education Department's selection of Community School District 4 as the host of its first regional meeting on choice was only the latest in a long series of honors and accolades the New York City district has received.

Touted as a model for urban-education reform in numerous national, state, and local reports, District 4 has achieved remarkable results with students drawn mostly from a neighborhood as drug-ridden and poverty-stricken as any in the city.

Last month's choice meeting in East Harlem cemented District 4 at the center of the Bush Administration's efforts to persuade educators and policymakers to adopt parental choice as the "cornerstone" of a restructured system of public education.

"You have made dramatic improvements in your educational programs through choice," Secretary of Education Lauro F. Cavazos told the community last month. "You have demonstrated that it can work. Let us work with you to carry that message across the nation."

But to say that parental choice is the foundation of District 4's success oversimplifies, and perhaps misrepresents, the district's innovative reform efforts, according to several current and former district administrators.

"I get worried when I see people jumping onto the choice bandwagon without understanding what else is involved," said Carlos Medina, superintendent of District 4 for six years before being suspended without pay last December.

For instance, Mr. Medina said, his suspension is a reflection of another of the district's important reform strategies: "creative noncompliance."

Some local critics, meanwhile, say the district's national acclaim is not merited. They say the school system offers a wealth of opportunities for its most gifted students, but consigns the students who need the most help to the weakest schools.

A Success Story

District 4 has assumed a central role in the national debate over parental choice because it is one of the few places that choice proponents can point to when arguing that the concept can benefit low-income and minority children.

Almost 80 percent of the district's 14,000 students are eligible for free or reduced-price lunches, and more than 95 percent are minorities, with Hispanics constituting the majority of its enrollment.

The most oft-cited statistic used to back up the district's achievement claims is the fact that the average reading scores of District 4 students have climbed over the past 17 years from last place among the city's 32 community districts to the middle range.

In 1972, only 15 percent of the district's students were reading at or above grade level; by the mid-1980's, the proportion of students achieving at that level had risen to almost 64 percent. Using newer norms, however, the percentage of students reading at or above grade level was 38 percent in 1988 and 48 percent this year.

Critics have questioned the statistics, arguing that the scores of some 1,500 students who travel to attend East Harlem schools from other parts of the city have inflated the test-score increases.

District 4 administrators say their own analysis has found that incoming students have little impact on the district's average test scores, but admit that independent researchers have never examined the scores.

"We're looking for someone to conduct a validation study," said John Falco, coordinator of the district's alternative programs. "Our experience tells us that we can be pretty certain that we're right, but we need to have the empirical data."

"Without an outside evaluation, you can't give a sense of the impact of these programs on the kids who actually live in the neighborhood," said Yvette Geary, the United Federation of Teachers representative in District 4.

Seymour Fliegel, former deputy superintendent of District 4, said the number of parents who choose to send their children into one of the city's poorest neighborhoods to attend school is itself a testament to the high quality of the district's programs.

"If you offer quality, people will send their kids to the strangest places," he said.

Small School Size Cited

District 4 officials—both past and present—acknowledge that parental choice is far from the only factor responsible for their district's turnaround.

They point out, for example, that the two district schools with the highest reading scores are traditional elementary schools where students are assigned based on their residence.

"We've never said that choice is a panacea," Mr. Fliegel said. "It is important in our district because it creates a sense of ownership among parents and students."

Some observers credit the district's success to the fact that most of its schools, including all junior high schools, enroll no more than 300 students, and that many are far smaller. The small schools, they say, create a personalized learning environment.

"Choice without smaller schools doesn't mean anything," Mr. Medina said.

Added Ms. Geary: "Instead of choice, I would say that size is probably what keeps them going. The schools really do have a philosophy, and, in many, teachers do get involved in decisionmaking."

District 4 officials also point out that most of its successful alternative schools have benefited from extra funding, including millions of dollars from the federal Magnet Schools Assistance Grants program and its predecessor, the Emergency School Aid Act.

The extra funding enabled school officials to hire more teachers and reduce class sizes, and it helped provide materials and equipment to develop the thematic programs offered in many of the district's schools.

Indeed, district officials are quick to discount one of the major thrusts behind the Bush Administration's advocacy of choice: that it will drive schools to improve without a major infusion of new money.

"We're not advocates of choice without funding," Mr. Medina said.

'Not Necessarily Choice'

The fact that District 4's success is attributed primarily to parental choice is a development that began during the Reagan Administration, when conservative proponents of vouchers adopted the district as one of the few available examples of a voucher-like system.

District 4 officials welcomed the conservatives with open arms, despite their own liberal bent, largely because they needed champions at a time when state and local officials were branding them as outlaws for their unorthodox methods.

"From our perspective, it's what protected us," Mr. Fliegel said. "If we didn't have that kind of support, we would have been kicked around a lot more."

"People think we're being used by the conservatives," Mr. Medina said. "We've always tried to leverage the attention to get more services for our kids."

At one point during the 1980's, he said, District 4 received more federal funding per student than any other school district in the nation.

"Our liberal friends didn't do a thing for us," Mr. Fleigel added.

Meanwhile, one leading opponent of choice, Representative Augustus F. Hawkins, the California Democrat who is chairman of the House Education and Labor Committee, is irked that the Bush Administration touts District 4 in its choice initiative.

"I think District 4 is doing some good things, but it's not necessarily choice," said Mr. Hawkins, who visited the district early last month.

"They're doing a number of things," he said. "It's very hard to say which it is that has been the cause of improvement."

"People sometimes ask me, what did you do to get elected to public office?" he added. "Well, I've done so many things trying to get elected, I can't tell you whether it was the billboards, whether it was the personal contact, or what."

Created in 1969

District 4 was created in 1969 when the New York legislature approved the decentralized system that split the governance of the city's elementary and middle schools among 32 community school boards.

The reform law gave the central board oversight responsibilities over the community districts, but restricted the board's direct control to the district's high schools and special-education programs.

In 1971, a slate of minority candidates won a majority of seats on District 4's nine-member board, and hired Anthony J. Alvarado as the district's superintendent.

Mr. Alvarado is credited with creating the district's first three alternative schools in 1974.

The alternative schools were given space in existing schools but were freed from the supervision of the school's principal, operating instead under the control of a new hybrid, "teacher/director."

"Our problem was that we had principals who couldn't lead, and we couldn't get rid of them, so we had to find some way to circumvent them," Mr. Fleigel said.

Until recently, most of the district's alternative schools have remained under the direction of teacher/directors who could not be paid more than regular classroom teachers because they did not fit the central board's definition of administrators. Some of the teacher/directors have since taken the required courses and become assistant principals, as district officials have sought to "regularize" their innovations.

An 'Organic' Process

The earliest alternative schools were administered in a top-down fashion. "We needed strong direction from the center because we didn't have things to work with in the schools," Mr. Medina said. "We had to deal with the lack of leadership in the schools and burned-out staffs."

The number of alternative schools in the district grew steadily throughout the 1970's as other teachers sought the freedom to develop their ideas.

All of the schools started small, typically with only a few classes in one grade. The most popular schools were duplicated, to prevent them from exceeding the enrollment levels considered ideal by district officials.

By the early 1980's, when nearly all of the district's junior high schools housed alternative programs, district officials implemented the choice system that requires all prospective junior-high students to select their schools.

"We didn't set out to create a choice system," Mr. Fliegel said. "It was really an organic kind of process—we were never certain what the next step would be."

Currently, the district houses some 50 schools in its 20 buildings, though the central board does not officially recognize the subdivided schools for funding purposes.

'Love-Hate' Relationship

Over the past decade and a half, the central administration has had a "love-hate" relationship with District 4.

"The district has had a history of worthwhile innovations and perennial overspending problems," said Robert F. Wagner Jr., president of the central board of education.

"What always struck me when I went up there was the sense of excitement in the schools," he added.

Although the district has stood out because of the unusual pace of its improvements, Mr. Wagner said, it was not the only community district to do so. Equally dramatic improvements were seen in Community School District 13 under the effective-schools approach favored by J. Jerome Harris, who has since taken over as superintendent of the Atlanta Public Schools.

And currently, District 4 is the subject of several investigations by the central board's inspector general and the Manhattan district attorney, Mr. Wagner said.

The early findings of one of those investigations prompted Richard R. Green, the late schools chancellor, to force the District 4 board to suspend Mr. Medina without pay pending the resolution of charges that he mismanaged the district.

Mr. Medina has maintained that the charges are all related to violations of the central office's "standard operating procedure" that were necessary to operate an effective school district.

A Maverick Style

The maverick style of the district's previous leaders, including Mr. Medina, has led to charges that the district's alternative schools have benefitted at the expense of its remaining schools.

Some community residents have welcomed changes made by a new leadership team that has assumed control of the district in Mr. Medina's absence.

Sylvia Valezquez, a community activist, said, "For the first time, we have someone in charge who is honest and fair and equal. [Shirley Walker, the district's acting interim superintendent,] wants programs to be equal for all the children."

Mr. Medina and his supporters admit that he and Mr. Alvarado "protected" the alternative schools, partly by holding them accountable for results, rather than for following allowed procedures.

"They never asked us what we were planning to do," said Deborah Meier, who has won a prestigious MacArthur Fellowship and national recognition for the three alternative programs she started in the district. "We were told that, 'if it makes sense, and you're willing to be held responsible for it, just do it.' "

"Each of our schools is based on a different idea, which means we need a district office that thinks of our unique needs and goes the extra mile for us," said Ms. Meier, currently principal of Central Park East Secondary School.

The U.F.T.'s district representative, Ms. Geary, agreed: "If they didn't have a superintendent who is sensitive to the differences, the district would wither."

Ms. Valezquez and several other community activists, as well as two teachers who work in one of the district's alternative schools, said the district's choice system has many flaws that are not acknowledged by its proponents.

Not the 'Promised Land'

Stephen del Vecchio, a children's librarian who works in the neighborhood, said, "I certainly don't think District 4 is the promised land on the basis of what I've seen."

Most critics said that the district's reputation has been built on the basis of a handful of successful alternative schools that enjoy preferential treatment and serve predominantly middle-class students.

102.

"The whole system is skewed toward these schools," charged an administrator in one of the district's better schools.

Critics also disputed the district's claims that less than 25 percent of the students at any school come from outside of the district, saying that some of the better-known schools draw more than half their students from more advantaged neighborhoods.

One of the major problems critics cited is the fact that all of the district's alternative schools are permitted to screen applicants on the basis of tests scores, teacher comments, and face-to-face interviews.

As a result, critics said, most local students have virtually no chance of attending the district's "elite" public schools, which accept only students with reading scores in the highest percentiles.

All the schools "want to get the good kids, the kids who are manageable," said a teacher who declined to be identified because, he said, "District 4 is not known for protecting its whistleblowers."

"The whole choice system is deliberately subverted by schools who want to choose the kids, instead of the kids choosing them," he said.

BUT, this means, people from more advantaged neighborhoods are willing to go to a "good" school in a terrible neighborhood

The teacher, who serves as a recruiter for his school, said that relatively few parents become involved in the choice process, and that "only the most informed parents get their kids into the best schools."

In most cases, he said, "If a kid says a particular school is good and wants to go, most parents will send them there. A charismatic teacher can go around and round up good kids based on their personal appeal, instead of the quality of the program. That's not right. That's not the way it should be."

District officials defended allowing schools to select students, saying that it helps ensure a proper match between a student's needs and abilities and their program placement.

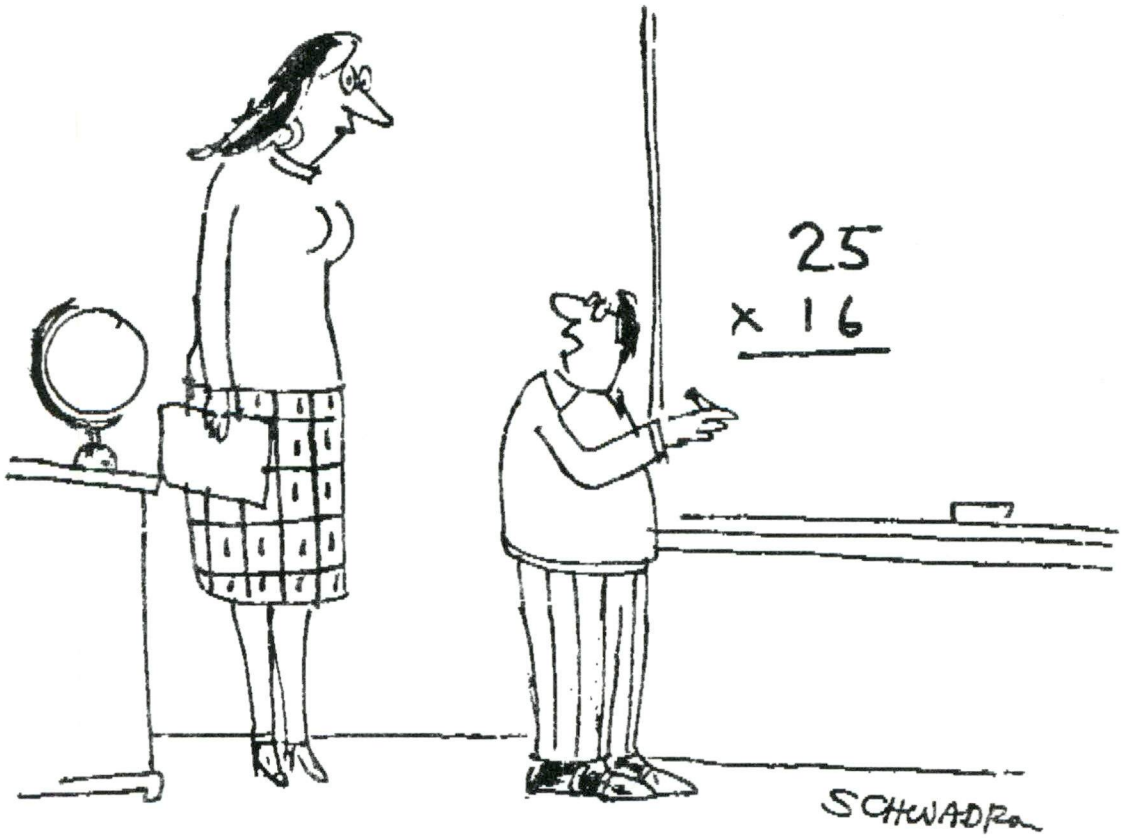
Some school choices reflect "unrealistic goals set by youngsters or parents for youngsters," said Mr. Falco, director of the district's alternative programs. "If a student reading at the 13th percentile wants to attend a schools where most of the students are reading above the 75th percentile, could I in all good conscience place that child in that setting?"

Mr. Falco said that he or his assistant meets with the families of students who do not receive one of their first three choices and try to reach agreement on a new choice where space is available.

"Realistic choice is what is important," he said.

The end result, the District 4 teacher charged, is that "the kids who are most at risk have almost no chance of getting into the preferred programs; they get sent to the weakest schools."

Phi Delta Kappan, November, 1989



"But isn't it more important to learn how to be a decent human being?"

Education Policy Paper

Number 1

MODEL FOR CHOICE:
A Report on Manhattan's District 4

Center for Educational Innovation
Manhattan Institute for Policy Research

II. The Educational Program of Community School District 4

Community School District 4 operates 44 schools in twenty buildings. This is one of many characteristics that makes District 4 unique within New York City; in District 4, a school is not equivalent to a building; a school is an educational program organized around a central theme and headed by either a director or principal. The position of school director is also unique to District 4; these are individuals who, in terms of civil service status and salary, are teachers or assistant principals with the responsibility for school management.

District 4's elementary schools are, for the most part, traditional zoned elementary schools. The district does operate five alternative elementary schools; each of these schools has a unique theme and accepts applications from all interested parents.

District 4's twenty-four junior high schools are all open-zoned schools. None of these schools rely on a captive, geographically designated clientele; they all accept applications from all interested parents. Some of these junior high schools are organized around particular themes; others are run as traditional junior high schools.

PARENTAL CHOICE AND THE ADMISSIONS PROCESS

In a typical New York City school district, students move from elementary to junior high school in an automated, impersonal manner. In June of every year, each junior high school receives a computer generated roster of the students that have been assigned to their entering class. The roster contains some rudimentary information about the students, their latest standardized test scores and attendance records, for example. If the junior high school is fortunate, a more detailed record of the students' performance and abilities will arrive at some point in the fall semester; the records of many students will never arrive at their new school. The student has had no interaction with his or her new school prior to the opening of school in September; students are given no choice regarding the junior high school that they will attend; they have not been asked to reflect upon their interests and abilities and think about the type of school that is best for them.

In District 4, the process by which students move from elementary to junior high school is treated as an important part of a student's education; an opportunity to teach a lesson about decision making and the importance of making choices. All students in District 4 must make a conscious choice about the junior high school that they will attend; no student is assigned to a junior high school because of the location of their home.

In order to facilitate and make meaningful the transition from elementary to junior high school, District 4 operates a formal admissions process. The process is similar to what one would encounter in private schools. Each parent is given an information booklet which describes the

program offerings of each of the district's junior high schools. These program descriptions have been written by the schools' directors or principals. Each parent is offered an opportunity to attend an orientation session at which the representatives of each junior high school will describe their schools in more detail. Every sixth grade teacher in the district is also briefed on the various junior high school programs so that they may be able to advise their students in the choice-making process. Throughout this process the junior high school staff speak not only of their curriculum offerings, but also of the workload requirements that they expect from their students. In essence, a social contract is formed —"This is our school; these are the rules. If you choose our school, you accept those rules."

Once students and parents have been informed of the choices open to them, each student must complete an application form. Students must rank their choices for junior high school; up to six choices are allowed. In addition, each student must write a brief statement explaining why they made the choices that they did. Every sixth grader's teacher must also provide some information for the application, including their observations of the student and their recommendations.

Once applications have been completed and forwarded to the junior high schools, these schools retain control over their own selection process. There are no rules governing the procedures that junior high school staff may use in selecting their students. There is only one guideline; that schools accept no more than twenty percent of their entering class from outside District 4's boundaries. Schools are free to screen their students based upon past academic performance or any other criteria. For example, a pre-school for the intellectually gifted uses an I.Q. test to screen prospective applicants. This school begins reading instruction with four year olds, an activity not recommended for the average child. Obviously, schools must attract enough applicants and accept enough students to remain in business so not all schools can accept only the top achievers.

In addition to reviewing a child's academic record, many of the schools in the district require a personal interview with the child as part of the selection process. Personal interaction is seen as the key to the success of the application/choice process.

The results of the application process are very encouraging. Sixty percent of the students are accepted into their first choice school; 30 percent are accepted into their second choice and 5 percent accepted into their third choice school. The remaining 5 percent of the applicants are placed in a school deemed to be appropriate for them after consultation with their parents and teachers.

In addition to facilitating the movement of students from one level of schooling to the next, the admissions process provides the district's administrators with annual feedback on the quality of their educational offerings. The continued existence of each junior high school is predicated upon its ability to attract a student body. A school that experiences a dip in applicants must assess its "product" and make revisions where necessary. Over the years, the district has discontinued two schools that could not attract a clientele.

An interesting observation of the district's administrators is that the choices made by parents and students are in concert with the administrators' own perceptions of the relative quality of the program offerings. That is: parents can make quality choices; they know which schools are best for their children.

PROGRAM OFFERINGS

The junior high schools of Community School District 4 are characterized by their diversity. Each school is organized around a curricular theme such as Health and Bio-Medical Studies, Computer Science, Music, Performing Arts, Bilingual Education or the Humanities. A complete list of the junior high school programs of District 4 appears in Table 3.

District 4's alternative schools were developed over a ten year period. The administrators who guided this process are quick to note that the development of sound programs is essential to an effective choice program and caution that program development takes time. The district did not offer a full-choice program to all its sixth graders until eight years after it began developing alternative programs. Each school was planned over a six-month to one-year period. Only three to five schools were developed in any one year. The district has also followed a policy of maintaining small schools. Each junior high school was started with only two seventh grade classes and expanded to no more than four classes at each grade level. [4]

In describing their schools, District 4's administrators often speak of the importance of ownership. Students and parents feel some ownership of the schools because they actively chose them. School staff feel ownership of the school because, in many cases, they developed them. Most of the schools in the district were developed by principals or directors who had a concept that they believed would work with their students; the district provided the support and resources to implement the concept. School staff also feel some responsibility for the students because they selected them from among all applicants.

Several of the district's alternative schools are designed to serve students with particular attributes. Two of the schools are designed to serve students who have had difficulty adjusting to traditional school settings. One might think that the district would have a problem recruiting or retaining teachers for a school designed for "acting out" adolescents. District 4 has had no such problem. Other schools in the district are meant for the academically gifted. Admission to the East Harlem School For Health & Bio-Medical Studies is dependent upon "excellent record in reading, science, math and other academic areas; excellent attendance, punctuality and citizenship; and, recommendation by 6th grade teacher and principal." [5]

Teachers Ratio willing

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[4] Fliegel, Sy. *Parental Choice in East Harlem Schools*, in Nathan, Ibid, pp. 95-112.

[5] *Alternative Concept Schools*, New York: Community School District 4, p. 29.

Curricular offerings in the junior high schools vary according to the organizing theme of the school. The Bridge School offers classes in health, family living and drug and alcohol abuse prevention. Besides the traditional classwork offered to junior high school students, the Harbor Performing Arts School offers classes in dance, drama, music and circus arts. The latter program is aided by staff from the Big Apple Circus. All students in the Isaac Newton School take computer and science laboratory classes and may earn high school credit while still in the eighth grade. Students at New York Prep benefit from a student exchange program with Princeton University and tutors from Columbia Law School. The Rafael Cordero Bilingual school offers a rich bilingual/ bicultural program in addition to classes in Computer Science and all the traditional areas. The Central Park East Secondary School's program stresses the importance of discovery, research, and creative writing.

Table 3

The Junior High Schools of Community School District 4

Academy of Environmental Science
B.E.T.A. School
Bridge School
Central Park East Secondary School
College For Human Services School
Creative Learning Community
East Harlem Career Academy
East Harlem Maritime School
East Harlem School For Health and Bio-Medical Studies
East Harlem Tech
Jose Feliciano Performing Arts School
Harbor Performing Arts School
J.H.S. 45
J.H.S. 50
J.H.S. 99
Key School
Manhattan East
Music 13
Isaac Newton School For Math and Science
New York Prep
Northview Tech for Communication Arts and Computer Science
Rafael Cordero Bilingual School
School of Science & Humanities
SEARCH

III. Outcomes for Students

READING ACHIEVEMENT

The most widely used indicator of success or failure in the New York City Public School System is the reading achievement level of students. Although not without flaws, this statistic is often the sole measure by which the public judges particular schools or districts within the system. Prior to the establishment of the alternative schools and the parental choice system, District 4 had the lowest reading achievement scores of any of the 32 Community School Districts in New York City. In 1974, only 15 percent of the students in District 4 could read above grade level, less than half the citywide average. In 1988, 62.5 percent of District 4's youngsters were reading at or above grade level. This figure was only 2.5 percentage points below the citywide average. These data are displayed in Figure 2 and Table 5.

Since the absolute level of reading achievement can be effected by changes in the testing instrument used from year to year, it is often useful to examine achievement in relative terms by looking at a district's rank among all 32 districts in the city. In 1974, District 4 ranked 32nd among the city's 32 districts. By 1982, the district had moved to 15th and it remains solidly in the middle level of districts today. The ranking of districts on reading achievement is displayed in Figure 3. In 1988, the district ranked 19th; this represents a slight decline over the last few years but it should be pointed out that the districts are very tightly clustered in the middle range, the 16th ranked district has reading scores only 1 percentage point higher than District 4.

Figure 2

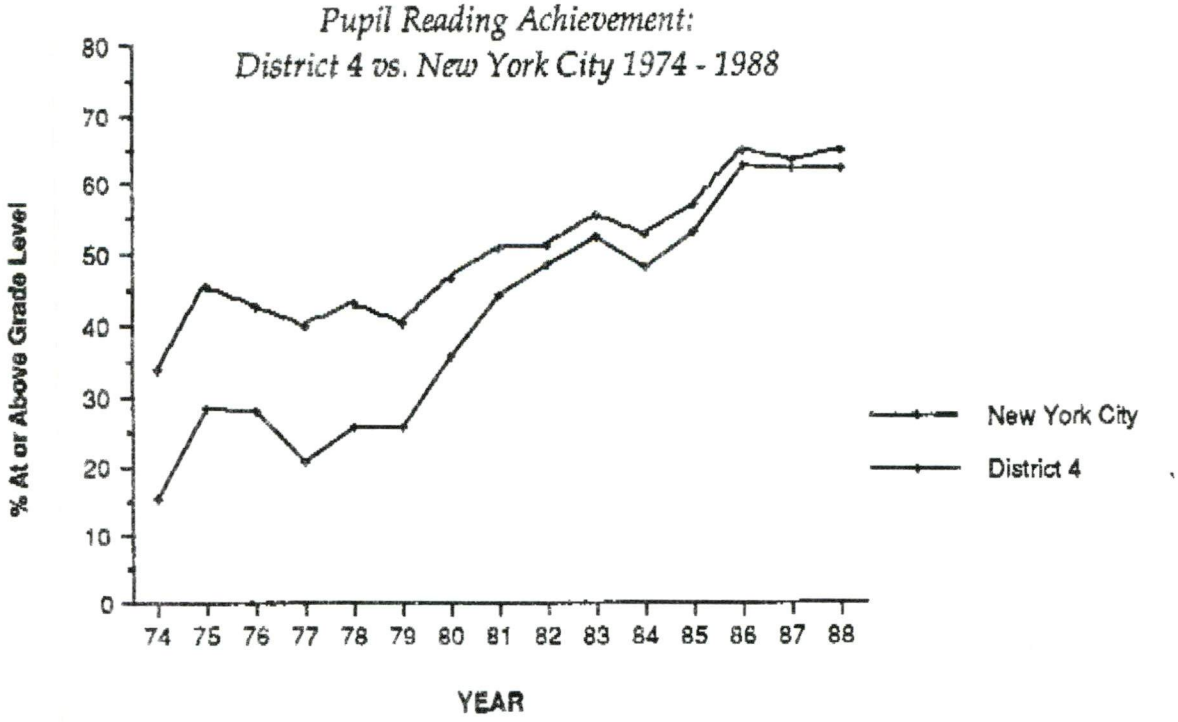
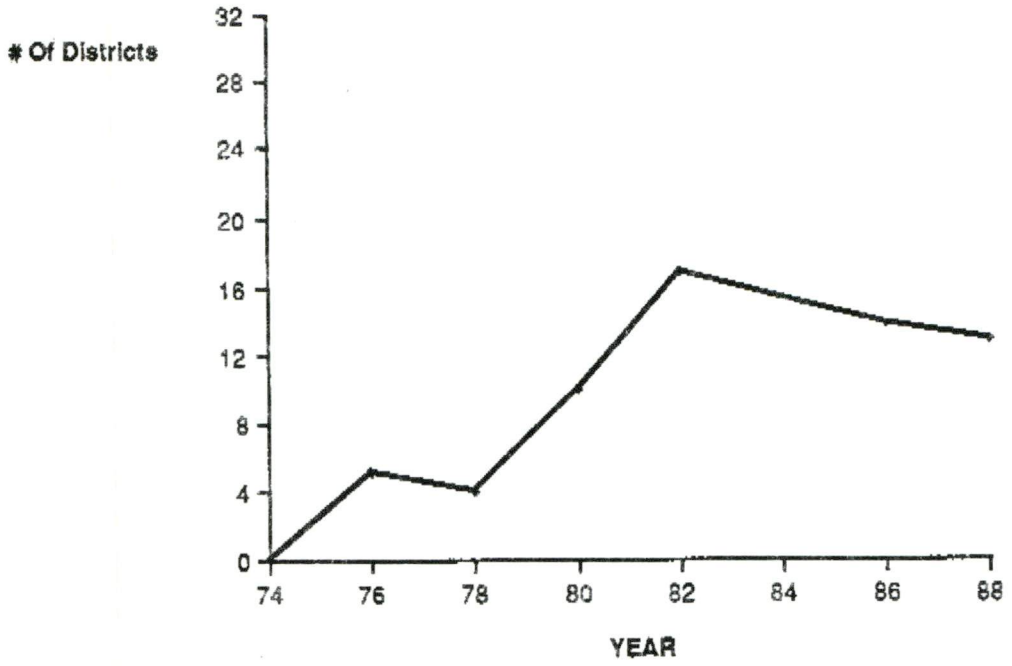


Figure 3

Number of NYC Districts Scoring Below District 4 in Reading Achievement 1974 - 1988



Clearly, reading achievement has increased dramatically in District 4. A district that was the worst in New York in terms of reading achievement and one that continues to serve an entirely minority, low income population is now performing at the citywide average on reading tests. This is an example of real across the board improvement in District 4.

ENGLISH LANGUAGE ACQUISITION

Although the Board of Education does not maintain statistics that directly measure English language acquisition, there is some indication that students in District 4 are performing better than their peers in other districts in terms of English language acquisition.

The community of East Harlem is a center of Hispanic culture in New York City. Spanish is freely spoken on the streets of East Harlem and the community proudly protects its heritage and culture. District 4 operates a bilingual school and 60% of the district's students are Hispanic. However, only 10% of the district's students are classified as "limited English proficient," defined as students whose native language is not English and who score below the 21st percentile on a test of English language acquisition. Although the district ranks eighth among all districts in terms of Hispanic representation in the student body, its percent of limited English proficient students is surpassed by 18 districts. The district's percent of limited English proficient students is below the citywide average of 12.2 percent. No district serves as large a Hispanic population as District 4 and has as few limited English proficient students. Table 4 lists the percentages of Hispanic and limited

English proficient student for districts with populations similar to District 4's. The same analysis, adjusted to included Asian students, is displayed in Figure 4.

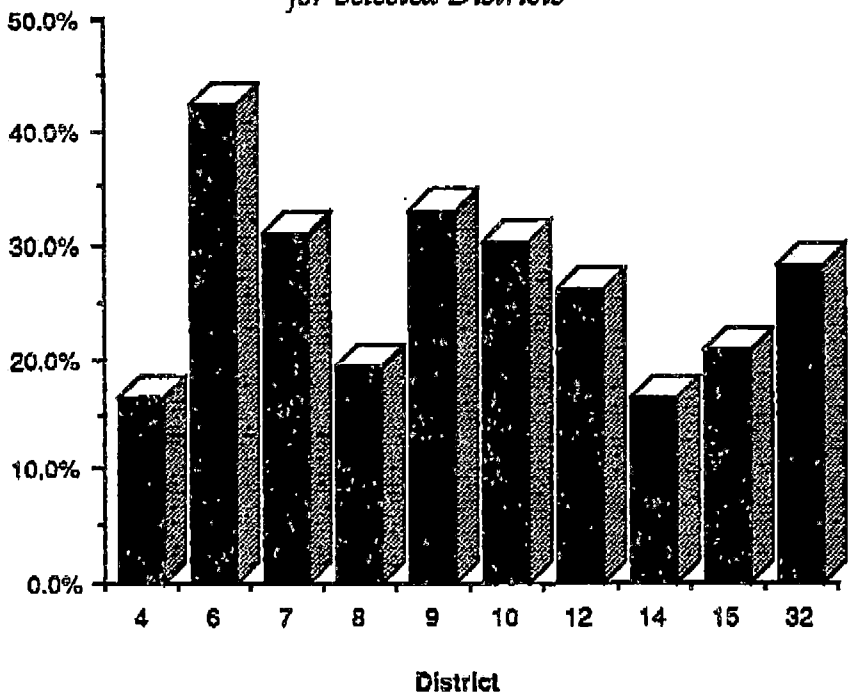
Table 4

Hispanic And Limited English Proficient Populations For Selected Community School Districts

District	% Hispanic	% LEP
6	82.8	36.0
14	70.2	12.0
32	69.4	20.0
7	67.3	21.0
12	67.2	18.0
10	60.0	20.0
4	59.8	10.0
15	58.2	13.0
8	55.4	11.0
9	52.8	18.0

Figure 4

Ratio of Limited English Proficient Students to Hispanic and Asian Students for Selected Districts[6]



[6] These are the 10 New York City districts with the highest percentage of Hispanic students. All of these districts are more than 50% Hispanic. The analysis is a gross ratio of the percent of LEP students to the percent Hispanic or Asian in a district; since some Black or White students may be LEP, this analysis tends to slightly overstate the percentage of Asian and Hispanic students who are LEP for any district that has a concentration of Black or White LEP students.

MATHEMATICS ACHIEVEMENT

District 4's mathematics scores have improved since 1983, the first year that New York City administered a system-wide mathematics test. In 1983, 49 percent of the district's students scored above grade level in mathematics. In 1988, 47.8 percent of the district's students scored above grade level on a newer and tougher mathematics test. These data are displayed in Figure 5 and Table 5.

The improvement in mathematics achievement in District 4 can be seen in its ranking relative to other districts in New York City. In 1983, the district ranked 23rd out of 32 districts; by 1988, it ranked 19th in mathematics achievement. These data are displayed in Figure 6.

While the mathematics achievement of students in District 4 has not increased as dramatically as their reading achievement, the district performs in the mid-level of performance for New York City's school districts.

Figure 5

Pupil Mathematics Achievement: District 4 vs. New York City
1983 - 1988

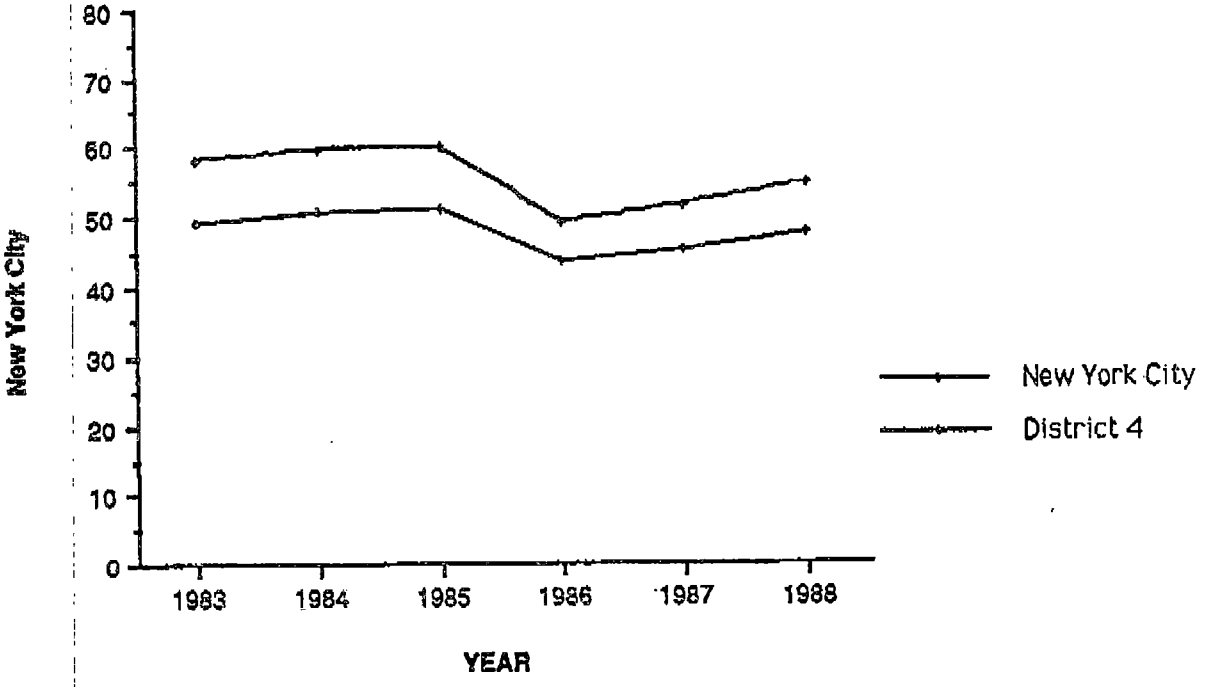


Figure 6

Number of NYC Districts Scoring Below District 4 in Mathematics Achievement 1983 -1988

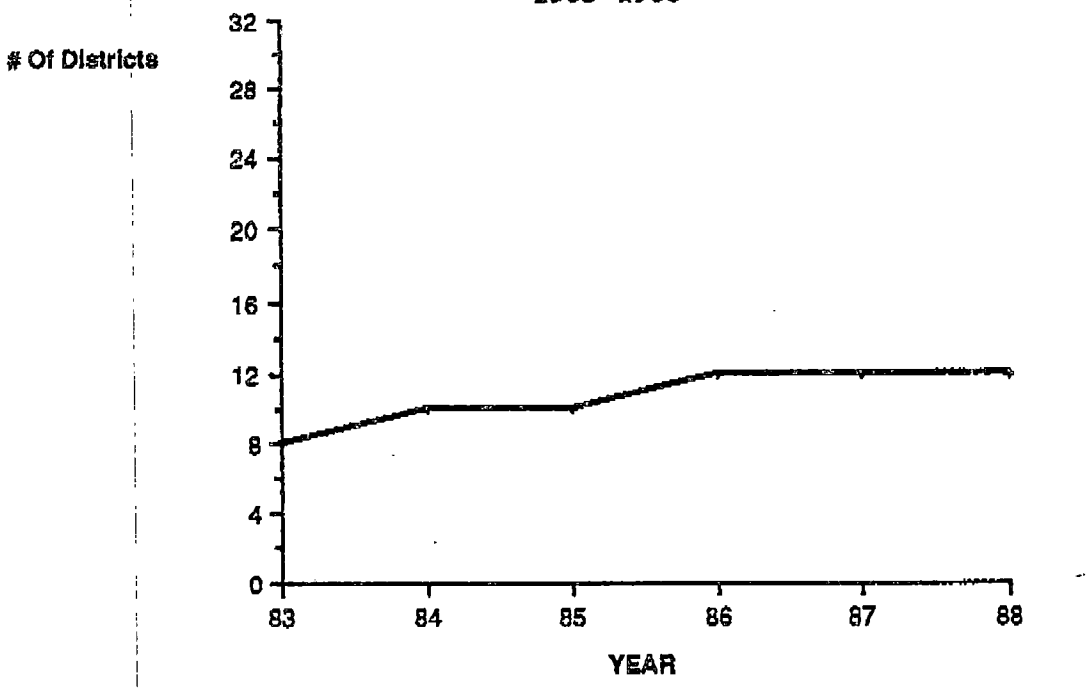


Table 5

Reading And Mathematics Achievement: District 4 Compared To NYC

	Reading [7] % at or above grade level		Mathematics [8] % at or above grade level	
Year	Dist. 4	NYC	Dist. 4	NYC
1974	15.3	33.8	NA	NA
1975	28.3	45.2	"	"
1976	27.9	42.6	"	"
1977	20.8	40.1	"	"
1978	25.9	43.0	"	"
1979	25.7	40.3	"	"
1980	35.6	46.7	"	"
1981	44.3	50.8	"	"
1982	48.5	51.0	"	"
1983	52.3	55.5	49.0	58.1
1984	48.1	52.8	50.6	59.9
1985	53.1	56.8	51.0	60.2
1986	62.6	65.0	43.6	49.2
1987	62.2	63.5	45.2	51.5
1988	62.5	65.0	47.8	54.8

[7] Test Used: 1974-1977, CTBS (1970 Norms), 1978-1985, CAT (1977 Norms), 1986-88, DRP (1982 Norms).
[8] Test Used: 1983-1985, SDMT (1978 Norms); 1986-88, MAT (1985 Norms).

People

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Indicators: *Blacks*

A. The black high school drop-out rate has fallen, and perhaps plateaued.

Percentage of 18–19-Year-Olds That Have Dropped Out of High School

	18–19 Year Olds	
Year	*Black*	*White*
1970	31%	14%
1975	25%	15%
1980	21%	15%
1985	17%	14%
1988	18%	14%

(see Education Indicator B for 25–29 rates)

B. More Americans are going to college; blacks have made great advances.

Percentage of All 18–24-Year-Olds Enrolled in College

Year	*Black*	*White*	*Total*
1967	13%	27%	26%
1970	16%	27%	26%
1975	21%	27%	26%
1980	19%	26%	26%
1985	20%	29%	28%
1988	21%	31%	30%

C. The number of black college graduates has about doubled each decade since 1950.

Number of Blacks Completing Four Years of College or More

Year	*Number (in Thousands)*
1950	150
1960	281
1970	457
1980	1,108
1985	1,645
1990 (est.)	2,100

D. The ratio of black to white income, both family and per capita, has not changed much recently.

Ratio of Black to White Personal Income

Year	*Family Income Ratio*	*Per Capita Ratio*
1967	.59	.54
1970	.61	.56
1975	.62	.59
1980	.58	.58
1985	.58	.59
1988	.57	.60

E. A large majority of Americans reject the notion of preferential treatment on the basis of race, gender, or minority status. This aversion to preferential treatment has been in place for more than a decade.

Q. Some people say that to make up for past discrimination, women and minorities should be given preferential treatment in getting jobs and places in college. Others say that ability, as determined by test scores, should be the main consideration. Which point of view comes closer to how you feel on the subject?

Year	*Give Preference*	*Ability*
1977	10%	83%
1980	10%	83%
1984	10%	84%
1989	10%	84%

Source notes are on page 392.

U.S. Department of Justice
Civil Rights Division

91 MAY 8 P3:36

Washington, D.C. 20530

FAX Transmittal Sheet

TO: Name Peggy Dooley
Organization WH
FAX Phone # 456. 6218
Office Phone # 456-7750

FROM: Name Laura Grenadier
Organization Criminal Section, CRT
FAX Phone # FTS 368-8336 Comm. 202/514-8336
Office Phone # 514 4853

SUBJECT: Racial violence cases

Number of pages transmitted (including this sheet) 2
(maximum 30 pages)

CIVIL RIGHTS PROSECUTIONS INVOLVING RACIAL VIOLENCE
[as of 5/1/91]

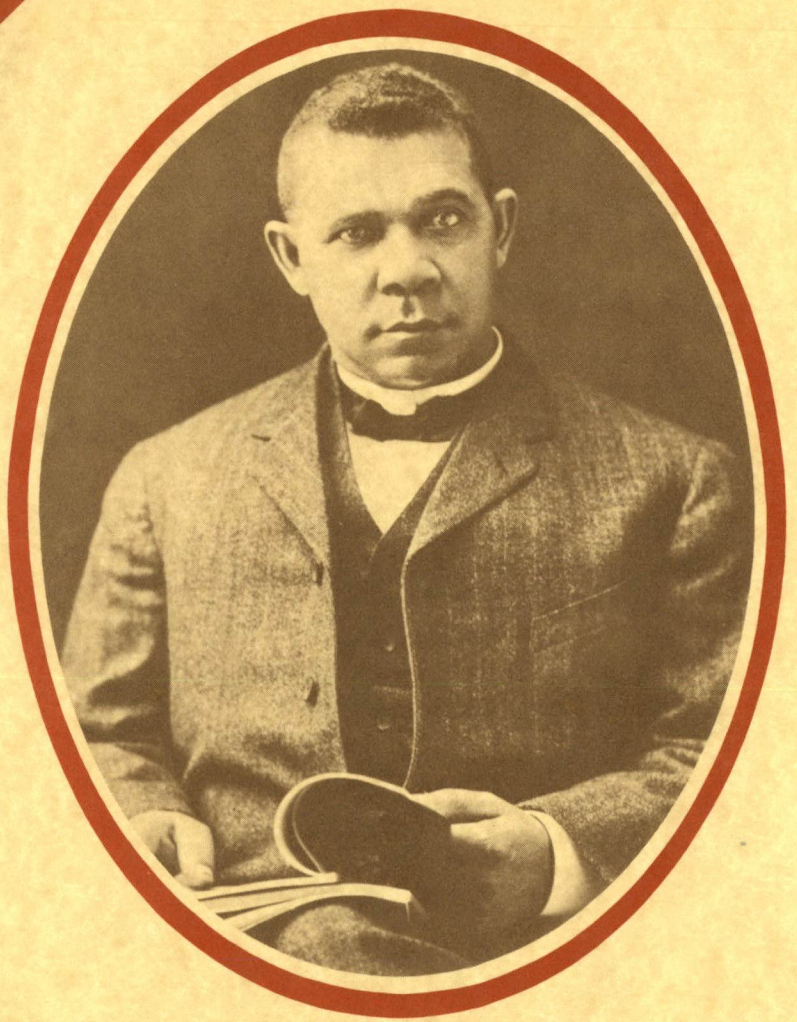
FISCAL YEAR	RACIAL VIOLENCE CASES WITH KKK AND ORGANIZED HATE GROUP DEFENDANTS		NON-KKK DEFENDANT RACIAL VIOLENCE CASES		TOTAL NUMBER OF RACIAL VIOLENCE CASES	
DATE	Cases	Defts.	Cases	Defts.	Cases	Defts.
91	5	10	11	20	16	30
90	13	15	22	31	35	46
89	9	18	33	45	42	63
88	1	1	12	19	13	20
87	2	9	13	19	15	28
86	2	13	5	8	7	21
85	6	16	5	14	11	30
84	5	17	8	19	13	36
83	4	12	6	12	10	24
82	4	7	4	7	8	14
81	2	5	2	2	4	7
80	6	11	3	5	9	16
79	2	23	3	3	5	26
78	0	0	4	6	4	6
77	0	0	4	8	4	8

In 1868, Hampton Normal and Agricultural Institute was founded by General Samuel Chapman Armstrong. That name was shortened in 1930 to Hampton Institute. In 1984, Hampton's Board of Trustees established Hampton University. Today, the University, which is the parent institution, includes Hampton Institute as the undergraduate college, a Graduate college and a College of Continuing Education.

Published by Office of University Relations
Special thanks to Mr. Fritz Malval and the Archives Staff for supplying the historical pictures for reproductions and to Reuben Burrell for his photographic expertise.

Hampton University
Historic Brochure

Visions of Our Past



Booker T. Washington
Hampton University's most illustrious alumnus

Hampton Normal and Agricultural Institute was founded in 1868 by 27 year old Union Army Brevet General Samuel Chapman Armstrong.

He remained the principal of the school until his death in 1893 and it was his philosophy and vision which guided the early development of Hampton. Beginning with a 120 acre farm, few buildings, little equipment or money, 15 students and two teachers, Armstrong set out to build a school that would be second to none. "I wish to make my institution excel in whatever it undertakes," he wrote in August, 1868.

The program Armstrong built sought to develop skills of "the head, the hand, and the heart" of Hampton students. Born in Hawaii, the son of missionaries, and educated at Williams College, Armstrong commanded a regiment of African-American soldiers in the Union Army during the Civil War. At the close of the war he was sent by the Freedmen's Bureau to help the thousands of ex-slaves who had gathered behind Union lines on the Virginia Peninsula. With the aid of the American Missionary Association, he established the school to "train selected Negro youth who should go out and teach and lead their people, first by example...and in this way to build up an industrial system for the sake of character."

Armstrong's vision for Hampton Institute was grand. The plan was to develop able leaders and efficient workers. Unlike other AMA-founded schools, Hampton did not cater to only the local population. Armstrong intended to educate all African-Americans by attracting the most promising students in the south and through the academic program and other planned activities, creating the people who would be the teachers and the leaders of the next generation.

Armstrong held a firm belief in "learning by doing" and in structuring an "education for life." To achieve these goals, instruction in agriculture and in mechanical skills was combined with a strong academic program. In this way students could earn money to finance their education, supplement their low teachers' pay in later life, and learn and teach the dignity of labor.

From the beginning, Hampton's goal was to train teachers who would go back to their rural southern communities to found schools and serve their people. Hampton's program was successful, for by 1880 Hampton's graduates were teaching over 10,000 southern African-American children.

In 1878, ten years after Hampton opened its doors, the school began a pioneering program in American Indian education. Hampton Institute was the first, off-reservation, eastern boarding school for Indians supported by appropriations from the federal government. The Indian Education Program flourished at Hampton between 1878 and 1923, educating over 1300 American Indians from 65 different tribes. Based upon the same philosophy as the program for African-American students, it emphasized dignity, race pride, manual and academic training, all with the goal of a life of service.

In 1872, when Booker T. Washington arrived on the campus, one aspect of the school to greatly impress him was the buildings and general appearance. In four years, Armstrong managed to successfully erect a major classroom building, Academic Hall. Two years later Virginia Hall was constructed to serve as a women's dormitory and house several of the workshops. Both Academic Hall and Virginia Hall were designed by a prominent New York architect, Richard Morris Hunt – evidence that even at the earliest date, Armstrong was thinking in national terms. Hunt's designs include the Lenox Library, the Tribune Building, and the base of the Statue of Liberty in New York City. At Hampton Institute, architectural distinction was viewed as bringing prestige to the young school and as creating an environment conducive to increasing the self-respect of students. Memorial Chapel, Marshall Hall, Stone Manor, and Wigwam were among the other buildings constructed during this early phase of campus planning. At Armstrong's death in 1893, he left behind a permanent institution with an impressive physical plant.

Hollis Burke Frissell followed Armstrong to become the second principal of

September 19, 1974	– Fifteen acres of the Hampton Institute campus designated a National Historic District citing the historical importance of Virginia Hall, Academy Building, Mansion House, Memorial Chapel, Wigwam, and Emancipation Oak.
April 24, 1976	– Dr. William H. Robinson Lecture Series begun by the Department of Secondary Education.
October 9, 1977	– Carl M. Hill inaugurated as eleventh president.
January 29, 1978	– Dedication of Early Childhood Laboratory School in honor of Dr. Eva C. Mitchell.
March 11, 1978	– Dedication of Jerome H. Holland Physical Education Center.
May 20, 1978	– Dedication of Ethel C. Buckman Hall, the Business School.
March 24, 1979	– William R. Harvey inaugurated as twelfth president.
March 12, 1981	– Rededication of Charles White mural, "The Contribution of the Negro to Democracy in America."
May 11, 1981	– The Class of 1971 invited to march at Commencement with the Class of 1981.
June 4, 1981	– Charles H. Flax Monument unveiled during the sixty-seventh Hampton Institute Ministers' Conference.
February 27, 1982	– Dedication of Marine Science Center.
February 27, 1982	– Hampton Institute's basketball team captured its first CIAA title.
November 2, 1982	– Hattie McGrew Towers dedicated.
May 12, 1984	– Booker T. Washington Sculpture and Memorial Garden dedicated.
July, 1984	– Board of Trustees adopted the name Hampton University and reorganized the University to include Hampton Institute, the Undergraduate College; the Graduate College; and the College of Continuing Education.
September, 1985	– Airway Science Program begun.
Fall, 1986	– Initial plans made for the establishment of the Honors College, and the Queen Street Honor Hall opened.
September 1986	– Science and Technology Building completed.
1988	– Lady Pirates won the NCAA Division II championship.
September 18, 1988	– Dedication of Olin Engineering Center.
October 27, 1988	– Groundbreaking for Hampton Harbor, Inc. Project to include 250 apartments and a shopping village.
June 8, 1989	– Groundbreaking for 8,000 seat Convocation Center held during the 75th Annual Ministers Conference.
May 1989	– Tennis team won its second NCAA Division II championship.
January 28, 1990	– L. Douglas Wilder Hall, a men's dormitory, dedicated and named for the Governor of Virginia, the nation's first elected black governor.

1954 Trade School television program.

April 29, 1961 – Jerome H. Holland inaugurated as ninth president.
February 2, 1964 – Dedication of Samuel Chapman Armstrong Hall, the Communications and Music Building.
March, 1967 – First steps taken to organize the University Archives which resulted in the 1972 establishment of the Hampton Institute Archives under the direction of Fritz J. Malval.

Students in a Biology Lab in 1966.

Mrs. Anita Hall (with pointer) Biology Professor with members of her anatomy class in 1967.

September 26, 1968 – Dedication of Martin Luther King Hall, the Social Sciences Building.
February 6, 1969 – Dedication of William A. Freeman Hall, the Nursing Building.
1968 – Completion of Natural Sciences Building, which was dedicated Thomas W. Turner Hall on January 29, 1978.
September 16, 1969 – Virginia Hall, Academy Building, Mansion House, Memorial Chapel included on the Virginia Landmark Register.
October 24, 1970 – Roy D. Hudson inaugurated as tenth president.
May 28, 1972 – Ceremonial Mace presented to College at Commencement.
January 3, 1973 – W.E.B. Dubois Hall dedicated.

Our Beginnings

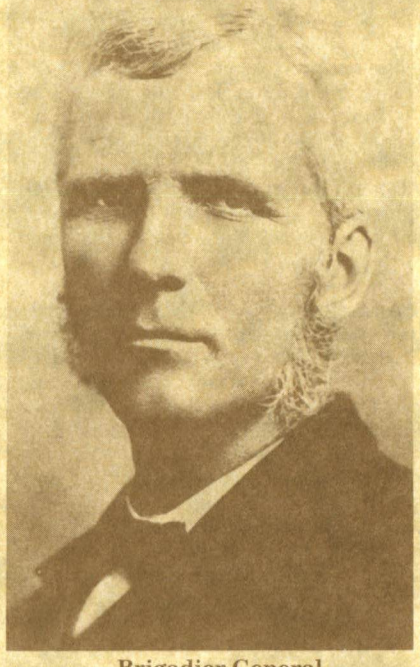
Hampton Normal and Agricultural Institute. Frissell guided the Institute for twenty-four years until his death in 1917. His tenure was characterized by several departures from the past. Armstrong emphasized the training of the head, the hand, and the heart. With Frissell, this shifted to the hand, the head, and the heart. Instruction in the trades was elevated and academic instruction correspondingly received less emphasis. This was symbolized by the construction in 1896 of the Armstrong-Slater Memorial Trade School building. Hampton was nearly destitute when Armstrong died and the Slater Fund offered Frissell a large amount of annual support if the school would construct and establish a professional trade school. After 1896, therefore, manual training at Hampton was no longer for character building and economic support of the school operations, it was to train a skilled group of workers. This is not to say that the academic program and teacher training was ignored, however. In fact, under Frissell, admission standards continually rose, and in 1903-04 the program at Hampton extended from three years to its current four year level. That same year the new Collis P. Huntington Library was built to house the growing number of volumes necessary for the evolving educational program.

During the first twenty-five years, under Armstrong's leadership, Hampton's program was directed toward teacher training, Christian values, and an awareness of culture and heritage. An important part of Armstrong's vision was the creation of a museum collection which he founded in 1868. It supported the fledgling African studies program which was evident in the curriculum by the early 1870s. At the same time, Armstrong established the Hampton Singers and thereby initiated what became a exceptionally strong program in the preservation and performance of the students' rich musical heritage.

For nearly a quarter of a century, these important programs continued under the Frissell administration. However, changing student and societal needs resulted in several new directions as well. In 1898, a business course was added to provide students with the skills to manage small businesses and farms. In 1910 courses in sociology and economics were added which focused on the specific challenges faced by African-Americans and American Indians. Frissell died in 1917. A year before his death Hampton achieved accreditation as a four year secondary school by the Commonwealth of Virginia.

A landmark in the development of Hampton as a four year college was in 1922 when the school awarded its first bachelor's degree. This movement to college status was reflected in the change of the school's name to Hampton Institute in 1930. Two years later Hampton Institute was accredited by the Southern Association of Colleges and Secondary Schools.

by Jeanne Zeidler
Director,
University Museum



Brigadier General Samuel Chapman Armstrong Founder and First Principal of Hampton Institute

Among the Halls of Distinction

Through the years, Hampton has been blessed with many able, visionary leaders. Succeeding the founder, General Samuel Chapman Armstrong (1868-1893), exemplary direction has been provided by Drs. Hollis B. Frissell (1893-1917), James Gregg (1918-1929), George Phenix (1930), Arthur Howe (1930-1940), Malcolm MacLean (1940-1943), Ralph Bridgeman (1944-1948), Alonzo Moron (1949-1959), Jerome Holland (1960-1970), Roy D. Hudson (1970-1976), Carl M. Hill (1977-1978) and now William R. Harvey.

Hampton also has recruited many prominent businessmen, academicians, lawyers and diplomats to serve on its Board of Trustees, among them: U.S. Ambassador Ellsworth Bunker; John T. Dorrance, Jr., Chairman of Campbell Soup Company; William M. Ellinghaus, President of American Telephone and Telegraph Company; John C. Duncan, Chairman of St. Joe Minerals Corp.; the Honorable Linwood Holton, former Governor of Virginia; the Honorable Benjamin L. Hooks, Executive Director of the National Association for the Advancement of Colored People; the Honorable Samuel R. Pierce, Secretary of Housing and Urban Development; Henry Hockheimer, president of Ford Aerospace and Communications Corporation; Robert C. Upton, Retired Whirlpool Corporation Vice President, and the late Dr. Margaret Mead, famed anthropologist who served as a trustee for 34 years.

Additionally, ten U.S. Presidents have been associated with the university, William Howard Taft served as Chairman of the Board while President and Chief Justice of the U.S. Supreme Court. Continuing this traditional relationship between the college and the White House, Presidents Ronald Reagan and George Bush have called on Dr. Harvey for advice and counsel.

Financial support for Hampton has come from many sources. Historically, corporate leaders such as John D. Rockefeller, George Foster Peabody, Coleman DuPont, Arthur Curtiss James, Edward S. Harkness, Collis Porter Huntington, John Lee Pratt, Walter G. Ladd and William Jay Schieffelin have given generously to the college. Federal agencies such as the National Aeronautics and Space Administration and the National Science Foundation have funded faculty research projects. The university has five chairs for distinguished professorships supported by endowments.

Many significant events have fashioned the Hampton tradition as demonstrated by the number of educational firsts initiated by the university. These unique milestones include: the establishment of experiential education of learning to work by doing; pioneering formal Indian education in this country when the first group of Indians came to Hampton in 1878; and the training of black petty officers for the U.S. Navy during World War II. Hampton was one of the first schools to eliminate sex discrimination; the university has always accepted male and female students and teachers. What is now known as vocational education was the primary instruction at the school during the late 1890's. The Armstrong-Slater School offered classes in blacksmithing, welding, carpentry, furniture-making, electricity, machinist skills, painting, plumbing, printing and tailoring, but the importance of academic education was always emphasized.

All of the academic areas have been accredited by the Southern Association of Colleges and Schools since 1932 with several disciplines including Architecture, Nursing, Chemistry, Music and Teacher Education enjoying specialized accreditation.

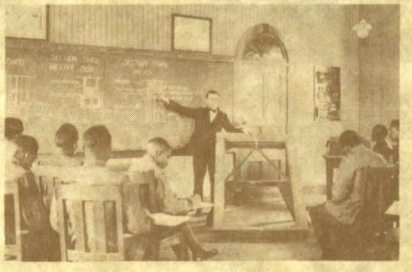
Some 28 schools, colleges and other institutions have been outgrowths of Hampton – among them St. Paul's College, Bowling Green Academy, Princess Anne Academy, Kittrell College and Tuskegee Institute. The founder and first principal of Tuskegee was also one of Hampton's most famous alumni – Booker T. Washington. Serving as a model of educational excellence and moral decency to institutions and individuals alike, Hampton Institute has continued its role as an institution which educates students for life and institutions for service.

January 30, 1930	– George P. Phenix elected fourth principal by Board of Trustees.
July 1, 1930	– The name of Hampton Normal and Agricultural Institute is changed to Hampton Institute and the title of "principal" is changed to "president."
1931	– School of Nursing established offering diplomas after a three year program.
January 1, 1931	– Arthur Howe inaugurated as fifth president.
June 3, 1931	– First class of the School of Music graduated.
April 21, 1932	– Hampton Institute accredited by Southern Association of Colleges and Secondary Schools as a "Class B" school.
May 21, 1932	– First Master's of Arts Degree awarded.
1932	– George P. Phenix School, which served as the City of Hampton's Senior High School for African Americans until the 1960s, completed on the campus.
January 24, 1933	– Hampton Institute accredited by Southern Association of Colleges and Secondary Schools as a "Class A" school, and the work of the Trade School is advanced to college level.
May, 1933	– In a vote conducted by the **Hampton Script**, students select "Pirates" as the name of the school mascot.
Fall, 1940	– First Annual Fall Convocation held.
November 25, 1940	– Malcolm MacLean inaugurated as sixth president.
July 8, 1942	– U.S. Naval Training School, the first offered at a black college, activated and continued until August, 1945.
1943	– Baccalaureate nursing program begun under the Hampton Institute Division of Nurse Education, with first class of three women graduating in 1946.
June 25, 1943	– Charles White mural, "The Contribution of the Negro to Democracy in America," dedicated in Clarke Hall.
October 29, 1943	– Scroll's presented to thirty-nine charter members of the quarter Century Club at Convocation.
1944	– Division of Trades and Industries closed.
February 12, 1944	– Ralph P. Bridgman appointed seventh president.
October, 1944	– Graduate courses in Education and Guidance Techniques begun.
April 26, 1949	– Alonzo G. Moron inaugurated as eighth president and first African American president of Hampton Institute.
1950	– Entrance Gate, designed by William Moses and built by Trade School students, completed.
February 2, 1952	– John Biggers' bronze sculpture of General Armstrong unveiled.
1955	– School of Agriculture and Engineering closed.
1956	– Auditorium of Clarke Hall named in honor of John H. Wainwright (class of 1888) and dedicated.
December 5, 1957	– Hampton Institute admitted to the Southern Association of Colleges and Secondary Schools.

Entrance gate sign built in 1950 by Hampton Trade School students and financed by the 1945 and 1949 graduating classes.

September, 1898	– Business Department, the forerunner of the School of Business, established.
1901	– Cleveland Hall, an addition to Virginia Hall, completed.
1903	– Collis P. Huntington Memorial Library dedicated.
1904	– Academic course lengthened from three years to four years of study.
November 20, 1909	– U.S. President William Howard Taft visited Hampton as a recently elected trustee of the school.
1912	– Federal appropriations for American Indian students at Hampton are withdrawn.
1913	– Clarke Hall is dedicated.
1916	– Hampton Institute is approved as a four year secondary school by the Department of Public Instruction of the Commonwealth of Virginia.

Home Economics class in the early 1900's.



Engineering class in the early 1900's.

1916	– Hampton Basketball Team won the school's first intercollegiate championship.
November 1, 1918	– James E. Gregg inducted as third principal.
1918	– Robert C. Ogden Auditorium completed.
1919	– R. Nathaniel Dett established the Musical Arts Society.
1922	– First Bachelor's Degree awarded in Agricultural Education.
1923	– Pioneering work of educating American Indians at Hampton ends.
1928	– Coleman duPont Hall completed to house Natural Sciences, Biology, Mathematics, Chemistry and Physics.
May 12, 1928	– First issue of **The Hampton Script** was published.
October 6, 1928	– Dedication of Armstrong Field.

1928 Physical Education class.

Hampton choir in the 1920's singing in front of the library.

Looking Back

President William Howard Taft

President William Howard Taft was elected trustee of Hampton Institute in 1909 and served as the President of the Board from 1914 until his death in 1930.

Armstrong-Slater

The Armstrong-Slater Memorial Trade School was the trade instruction center of the college. Erected in 1896, it contained classes in Horseshoeing, Blacksmithing, Welding, Automobile Mechanics, Carpentry, Furniture Making, Electricity, Machinists, Painting, Plumbing, Printing and Tailoring. The building was planned by Ludlow and Peabody and built by the Hampton trade students.

Winona Lodge

In the Dakota language "Winona" means a female's eldest sister. Winona, a residence for Indiana girls, was constructed in 1882. The building was located in the women's area of the campus and served as a center for many social activities for Indian students. In 1912 when the Indian enrollment began to dwindle, the dormitory housed both Indian and black girls. The old Winona Lodge was razed to make space available for a new girls dormitory, Davidson Hall.

Robert C. Ogden

Mr. Robert C. Ogden was a member of the Board of Trustees from 1874 and served as President of that body from 1894 until his death in 1914. Mr. Ogden devoted much time, thought, money, and influence to the building of Hampton. Ogden Hall, long known as a cultural center in Hampton Roads, stands in his memory on the campus.

Sarah Collins Fernandis

Sarah Collins Fernandis (Class of 1882) wrote the inspiring words of the Hampton Alma Mater. Mrs. Fernandis lived in Washington, D.C. where she directed a settlement project for the underprivileged in her own house.

Booker T. Washington

Hampton Institute's most illustrious alumnus, Booker T. Washington (Class of 1875), founded Tuskegee Institute and became a national leader. "No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of those privileges."

Stone Building

Stone Memorial Building was constructed in 1882 as a boy's dormitory. It was a gift from Mrs. Valerie Stone of Massachusetts in memory of her husband Samuel Stone. This Victorian style building was constructed, in part, by Hampton students. Stone has served a number of purposes in addition to its initial use as a boy's dormitory. It presently houses administrative offices and also serves as a dormitory.

Emancipation Oak

Ninety-eight feet in diameter, Emancipation Oak is the site where President Lincoln's Emancipation Proclamation was read to the citizens of Hampton Roads. A live oak, Emancipation Oak's foliage remains green year round. It is listed as one of the Great Trees of the World.

Collis P. Huntington Library

Erected in 1903, the library was the gift of Mrs. C. P. Huntington as a memorial to her husband who was a trustee of Hampton Institute. The library houses the University Archives as well as the G. F. Peabody collection of over 25,000 volumes on and by the African-American. It is one of the largest and most valuable collections on this subject in the country.

Susan La Flesche Picotte

Susan La Flesche Picotte (Class of 1886) graduated salutatorian of her class. Daughter of an Omaha chief, she was the first Indian woman to receive the degree of Doctor of Medicine.

Hampton Singers

Organized by General Armstrong in the early 1870's, the Hampton Singers toured the United States and Europe to raise funds for the College. Virginia Hall, a girl's dormitory, was partly "sung up" by Hampton Singers in 1874.

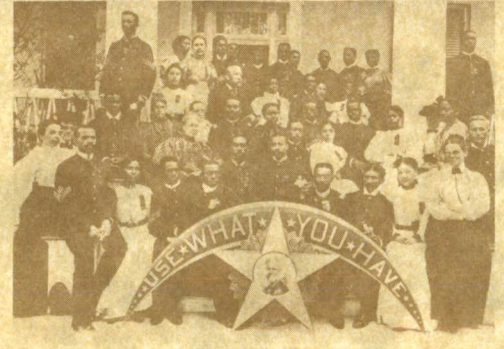
R. Nathaniel Dett

R. Nathaniel Dett was a noted composer, conductor, pianist, poet and faculty member. In 1919, he organized the Musical Arts Society in which an annual series of concerts and recitals of music and dance made Ogden Hall an outstanding cultural center.

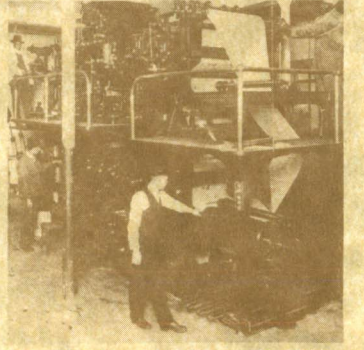
A first grade class at the Whittier School in 1887.

The graduating class of 1889. Vice Principal Frissell (far left of stairs) stands with Founder and First Principal General Armstrong (far right of stairs with arm on banister.

1882	–	Marshall Hall completed to house the library, principal's and treasurer's offices.
1886	–	Memorial Chapel dedicated.
November 23, 1887	–	Whittier School, a primary school on the campus which served as a practice teaching site for Hampton students, dedicated.
1888	–	Holly Tree Inn completed.
1891	–	Faculty member Alice Bacon began the Hampton Training School for Nurses on the campus.
May 11, 1893	–	General Samuel Chapman Armstrong died.
May 24, 1893	–	Hollis Burke Frissell appointed second principal.
November, 1894	–	Hampton acquired Henry O. Tanner's painting, **The Banjo Lesson**.
November 6, 1896	–	Armstrong-Slater Memorial Trade School dedicated.



1897 graduating class with class motto, "Use What You Have."



Printing Press in the early 1900's that was responsible for the printing of various publications and papers including The Southern Workman.

CHRONOLOGICAL EVENTS IN HAMPTON UNIVERSITY'S HISTORY

October 1, 1867 – Wood Farm, 160 acres, purchased as site of Hampton Normal and Agricultural Institute.

April 1, 1868 – Hampton Normal and Agricultural Institute founded by General Samuel Chapman Armstrong with two teachers and fifteen students.

August, 1868 – General Armstrong solicited first objects to establish a museum collection.

September 21, 1868 – Commonwealth of Virginia grants charter to Hampton.

November 12, 1869 – Cornerstone laid for Academic Hall, the first permanent classroom building.

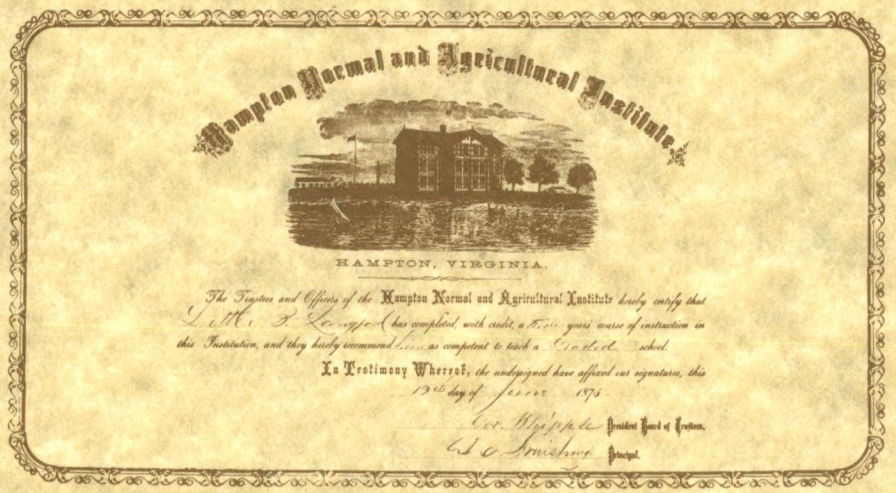
June 4, 1870 – Hampton Normal and Agricultural Institute incorporated.

June 16, 1871 – First class, five women and fourteen men, graduated.

January, 1872 – First issue of **Southern Workman** published.

March 19, 1872 – Virginia Governor approved awarding of one-third of the state's Morrill Act landgrant funds to Hampton.

June 11, 1874 – Virginia Hall was dedicated.


Hampton Normal and Agricultural Institute

HAMPTON, VIRGINIA.

The Trustees and Officers of the Hampton Normal and Agricultural Institute hereby certify that L. M. F. Lewis has completed, with credit a Four years course of instruction in this Institution, and they hereby recommend her as competent to teach a Graded school.

In Testimony Whereof, the undersigned have affixed our signatures, this 13th day of June 1875

Geo. Whipple President Board of Trustees.

H. B. Frissell Principal.

1875 Hampton Normal Education Degree

June 18, 1875 – Booker T. Washington graduated.

August 20, 1877 – First meeting of the National Hampton Alumni Association in Saratoga Springs, New York.

April 13, 1878 – First American Indian students arrived.

April 14, 1878 – First Alumni Reunion.

September 12, 1878 – Ground is broken for Wigwam, the dormitory for male American Indian students.

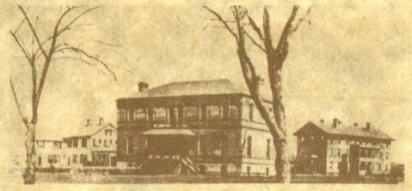
November 9, 1879 – First Academic Hall destroyed by fire.

1880 – "Shellbanks," a stock and grain farm, was purchased to provide an agricultural laboratory for students and to supply food for the school.

May 19, 1881 – Academy Building, constructed on the foundations of Academic Hall, dedicated.

April 15, 1882 – Stone Manor completed.

Administration Building Marshall-Palmer Hall



Marshall-Palmer Hall known as the Administration Building was built in 1882 in honor of General J. F. B. Marshall, first Treasurer of Hampton. When the building was enlarged in 1918, the addition was named Palmer Hall in honor of General William Jackson Palmer, as funds for the addition and renovation were appropriated from the Palmer Fund through Mr. George Foster Peabody.

Dr. Thomas Wyatt Turner

Dr. Thomas Wyatt Turner was the first Black to earn a doctorate degree in botany. Dr. Turner served on the Hampton Institute faculty from 1924-45. Turner Natural Science Building stands today in his memory.

Hampton Cadets

All male students were organized into Cadet Battalions from 1878 until the 1930's. They were required to wear uniforms as a part of their training at Hampton. In 1881, the Hampton Cadets marched in the inaugural procession of President Garfield who for six years had been a trustee of Hampton.

President James A. Garfield

President James A. Garfield was an incorporator of Hampton, and served on the Board of Trustees from 1870-1876. Garfield made his last known speech to a group of Hampton students near the campus at Bethesda Chapel (Veteran's Administration area), before his assassination.

Hampton's Centennial

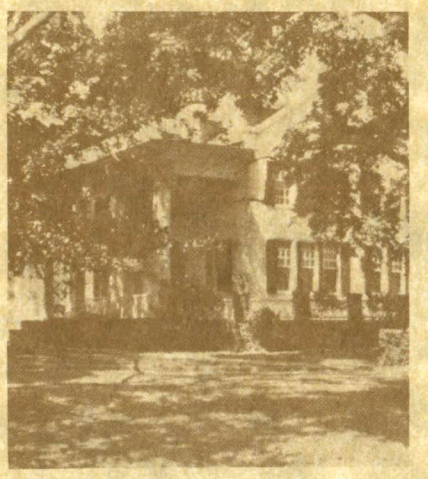
On April 25, 1868, Hampton Institute celebrated the college's Centennial. The design of the Centennial Medallion includes Emancipation Oak, symbolizing freedom; church tower, symbolizing Hampton's code of ethics and values; book of knowledge explains the purpose of education; plow represents agriculture and allied trades of our past; spacecraft represents science, engineering, humanities, and social sciences as our commitment of today; and stars represent the great heights to which our graduates have reached and the place of our design for living for tomorrow.

The Hampton University Seal

On June 9, 1875 a proposed official seal was submitted and accepted as the corporate seal of the Board of Trustees. On May 29, 1930, the Trustee minutes reflect the design of a new seal that shortened the name from Hampton Normal and Agricultural Institute to Hampton Institute. Finally, on July 27, 1984 the Board of Trustees adopted the name Hampton University and reorganized the University to include Hampton Institute, the Undergraduate College; the Graduate College; and the College of Continuing Education. Hence, the name on the seal was changed once more. The symbols on the seal are interpreted as plow and sheaths of grain; books of knowledge (or hymnals) surmounted by a globe of the world; Bible stand; old-fashioned printing press; and sunrise over Hampton Creek symbolizes the rise of educational opportunities. The boat on the water symbolizes the principal medium of transportation to Hampton during its early history.

National Historic Landmarks

Mansion House 1828



The Mansion House was purchased as part of the Hampton Institute site from the Drummond Family who called their home "Little Scotland." In early years, the Mansion House served as a residence for teachers. The principal, General Armstrong, and his family lived in a section of the house as well. Today, Mansion House serves as the official residence for the first family and is used for entertaining official guests of the University.

Memorial Chapel 1886

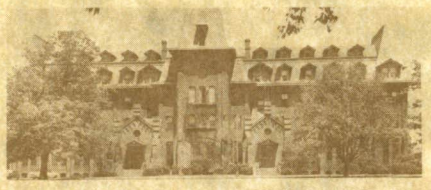
Memorial Chapel was built in 1886. The church tower stands 150 feet high and has a four-faced illuminated clock with chimes. The pews are made of yellow pine and built by Hampton Trade School students. Its style of architecture is Italian Romanesque and J. C. Cady of New York served as the architect. Cost for construction of the Chapel was the gift of the Frederick D. Marquant Estate through Elbert B. Monroe, President of the Board of Trustees, and Mrs. Monroe. At the front entrance stands a coral stone from the foundation of the Kawaiaho Church in Honolulu built in 1842 by the Reverend Richard Armstrong, father of General Samuel Armstrong and given to Hampton Institute by Colonel William N. Armstrong in 1895. The baptismal font was made by students from Koa wood from the Reverend Armstrong's Church. The Chapel serves as a sanctuary for nondenominational religious services and will seat approximately 1,000 persons. At the right entrance is a plaque which commemorates all persons connected with Hampton Institute who died during World War I.

Special Note: Richard Morris Hunt known as the Dean of Architecture was the architect for the Academy Building and Virginia Hall. Hunt's other works include the base of the Statue of Liberty, Biltmore Mansion and Yorktown Monument.

Academy Building 1881

The Academic Hall was erected in 1870 and was destroyed by fire in 1879. A second Academy Building was completed in 1881. The bell outside of the building was used to call students to classes, meals and daily chapel. Selected students earned their money by being responsible for ringing the bell for various activities. The name Schurz Hall was given this structure in 1915 in honor of the Honorable Carl Schurz, Secretary of the Interior, who was a loyal friend and supporter of Hampton. Presently, Academy Building houses the University Museum and Naval ROTC offices.

Virginia-Cleveland Hall 1874

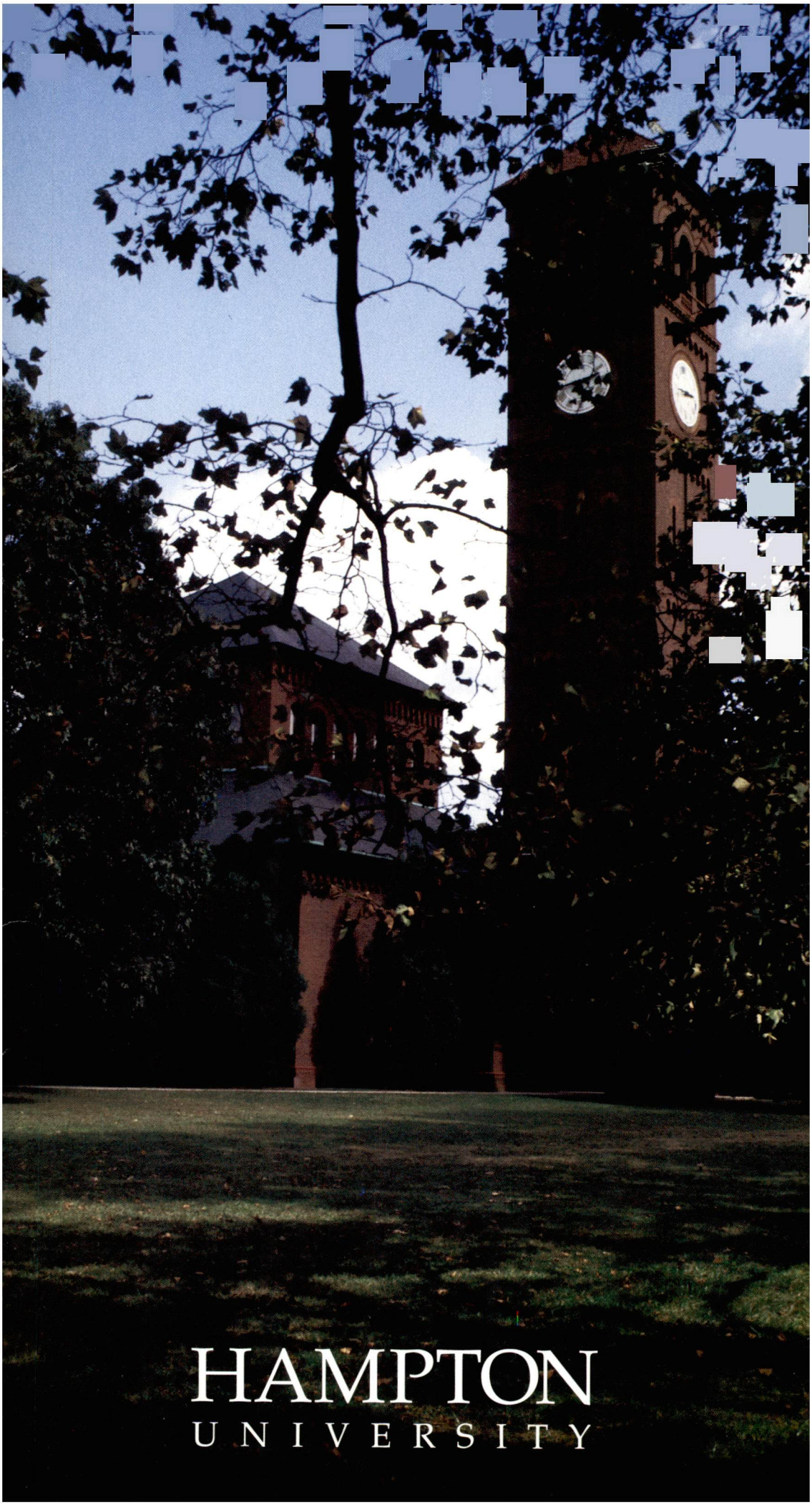


Virginia Hall, a girl's dormitory, was partly "sung up" by the Hampton Singers in 1874. It is the oldest of the women's dormitories, and houses on the first floor part of the cafeteria known as Macedonia and the Office of the Director of Food Services. This is a four and a half story and basement brick building which houses freshman girls.

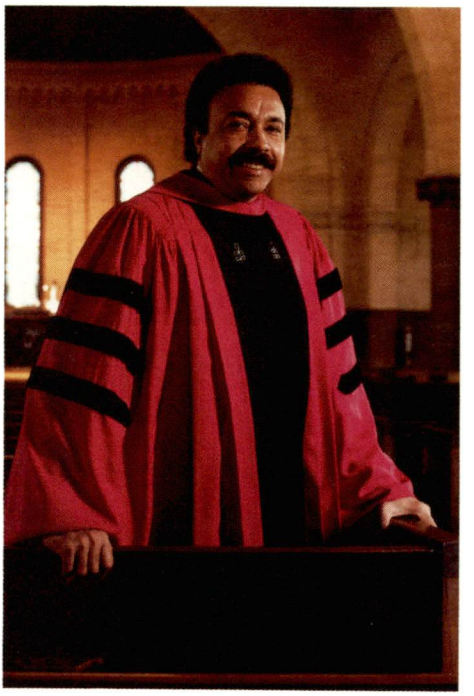
Cleveland Hall, a girls' dormitory, was built in 1901, with funds contributed by former pupils of Charles Dexter Cleveland of Philadelphia. Cleveland Hall was connected to the back of Virginia Hall when built, thus the name, Virginia-Cleveland Hall.

Wigwam Building 1878

Wigwam, which means a lodge or dwelling, was constructed in 1878. It was originally built to house Indian male students, the first of whom were admitted in that same year. The dormitory was built in part by Hampton students. The building once housed visiting athletic teams and the Commissioner for the Central Intercollegiate Athletic Association (CIAA). Today the building is used as an educational Resource Center which was added in 1976 and houses such offices as Career Planning and Placement, Financial Aid, and Continuing Education.


HAMPTON
UNIVERSITY

The President's Message



It is my privilege to welcome you to Hampton University and to share with you information about our *Home by the Sea*. The many aspects of our University that are highlighted in this publication are all sources of pride to Hamptonians everywhere.

The history of Hampton University adds a special quality to the educational experience obtained here by our students. Tradition has served us well, and we must build on our proud heritage.

There is no question about the fact that Hampton is in the forefront of the American educational enterprise. Our first-rate academic program is obviously well-known and well-received by a vast number of people. Equally as important as a first-rate academic program, however, is the ethos of an institution. I want Hampton to stand for the highest standards of individual and collective citizenship possible. I want us to stand for high ideals, for family, and for respect. Outside of the family and the church, no one is more appropriately situated to approach this work as vigorously as the teacher.

The pursuit of academic excellence would be rendered virtually futile without a well-prepared and thoroughly committed faculty. That Hampton continues to be blessed with such faculty members is reflected in the high level of distinction which they bring to themselves and the University.

We tell our students that learning is a lifelong process, and in that we must believe. At Hampton, we provide our students with an *Education for Life*. After graduation, it is up to them. But we are confident that they will succeed as graduates of Hampton University in keeping with the tradition of *The Standard of Excellence*.

With all good wishes,

W. R. Harvey

William R. Harvey
President

WASHINGTON

The History

When Hampton Normal and Agricultural Institute opened its doors in April, 1868, in the days of Reconstruction, listed as its assets were two teachers, 15 students, little money or equipment, and the faith of its principal in "learning by doing" and "education for life." The principal was Samuel Chapman Armstrong, a 29-year-old Brevet General, son of missionary parents. He had been assigned by the Freedmen's Bureau to help solve the many problems of the thousands of former slaves who had gathered behind Union lines on the Virginia Peninsula. He founded, with the aid of the American Missionary Association, a school at Hampton to train selected young men and women "who should go out and teach and lead their people, first by example . . . and in this way to build up an industrial system for the sake, not only of self-support and intelligent labor, but also for the sake of character."

Hampton may well be thankful that in the concept of "Education for Life"—including efficiency, character, and usefulness to society—General Armstrong established a standard timeless in its appeal and usefulness.

The first conditions for admission were simple: "Sound health, good character, age not less than 14 years or more than 25, ability to read and write intelligibly, knowledge of arithmetic through long division, intention to remain throughout the whole course of three years to become a teacher."

Support in the early days came from philanthropic and religious groups and individuals, from Federal Land-Grant Funds (1872-1920), and numerous other sources. With the help of the Freedmen's Bureau and Northern philanthropists, the school was able to erect a classroom building, the Academy, since rebuilt in 1881.

In 1878, a group of American Indians was sent to Hampton to be educated with the help of federal funds. These appropriations were continued until 1912. The Indians continued to attend Hampton until 1923, when Indian schools had become more numerous and were well enough equipped for Hampton to discontinue its successful contribution to Indian education.

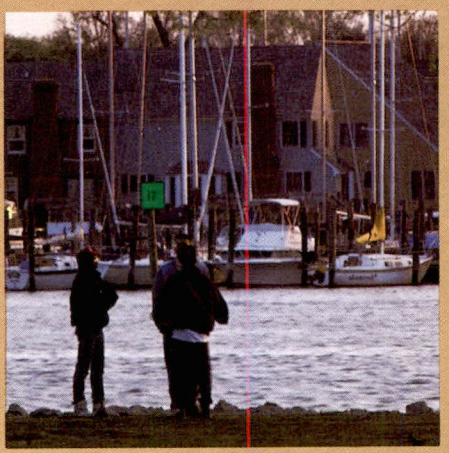
After the death of General Armstrong in 1893, the Founder's work was continued and expanded for nearly a quarter-century under the leadership of the late Rev. Hollis B. Frissell. The bachelor of science degree was first awarded in 1922. Courses at the elementary and secondary levels were gradually dropped, and the entire resources of the institution were concentrated upon education at the college level. Accreditation as a Class "A" college was achieved during the 1932-33 academic year.

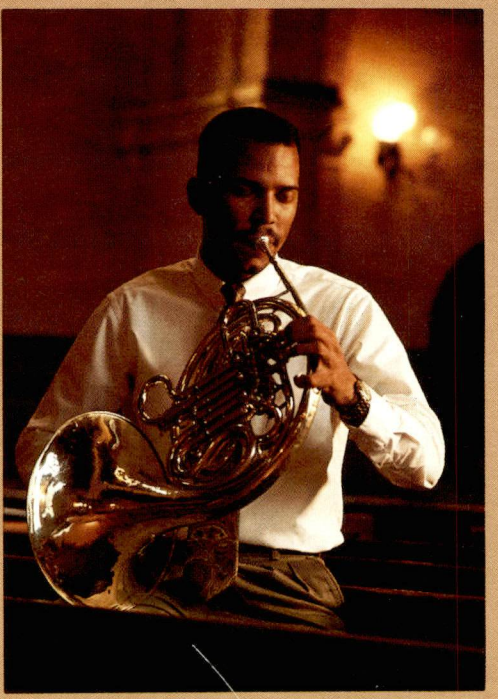
In line with its broadening educational program, the College inaugurated graduate courses in 1928.

In 1984, Hampton's Board of Trustees established Hampton University. Today, the University, which is the parent institution, includes Hampton Institute as the undergraduate college, the Graduate College and the College of Continuing Education. Hampton's commitment to excellence has been and will always remain in the forefront of higher education.

"No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of those privileges."

Booker T. Washington
– Class of 1875 –





THE UNIVERSITY

Hampton University is a coeducational, nonsectarian institution of higher education comprising a community of individuals associated for the basic purpose of education of its members, creation of knowledge, and service to society. The institution attempts to provide the environment and structures most conducive to the intellectual, emotional, and aesthetic enlargement of the lives of its members. The University gives priority to effective teaching and scholarly research while placing the student at the center of its planning. It devotes study and research to the potential needs and learning experience of its students as well as to the academic disciplines to be studied. In so doing, the University enhances the student's ability to comprehend, analyze, and critically assess a diverse range of individual and collective thought and practice.

Primarily, the Undergraduate College seeks to enroll promising graduates from outstanding secondary schools. Yet, it also admits students from other academic backgrounds and levels of achievement. Thus, Hampton University remains faithful to its traditional commitment of coping with the problems of educating students whose academic and personal growth, potential, and promise may have been inhibited by a lack of economic, social, and educational opportunity.

Hampton University has deep roots in the social history of America and seeks to motivate and prepare young men and women to become responsive to social, economic, and moral problems affecting our society. In this regard, the institution maintains and encourages in its students a traditional emphasis on continual service in an ever-changing world. Since its founding, Hampton University has sought to provide service to society, while remaining cognizant of the need for institutions, as well as for individuals, to promote and adapt to social change. Therefore, the University aspires to develop in its students the desire and capacity for lifelong learning and continuous intellectual and professional growth.

Hampton University is a private institution that offers the baccalaureate degree in 47 areas and the master's degree in 18 areas, including the MBA.

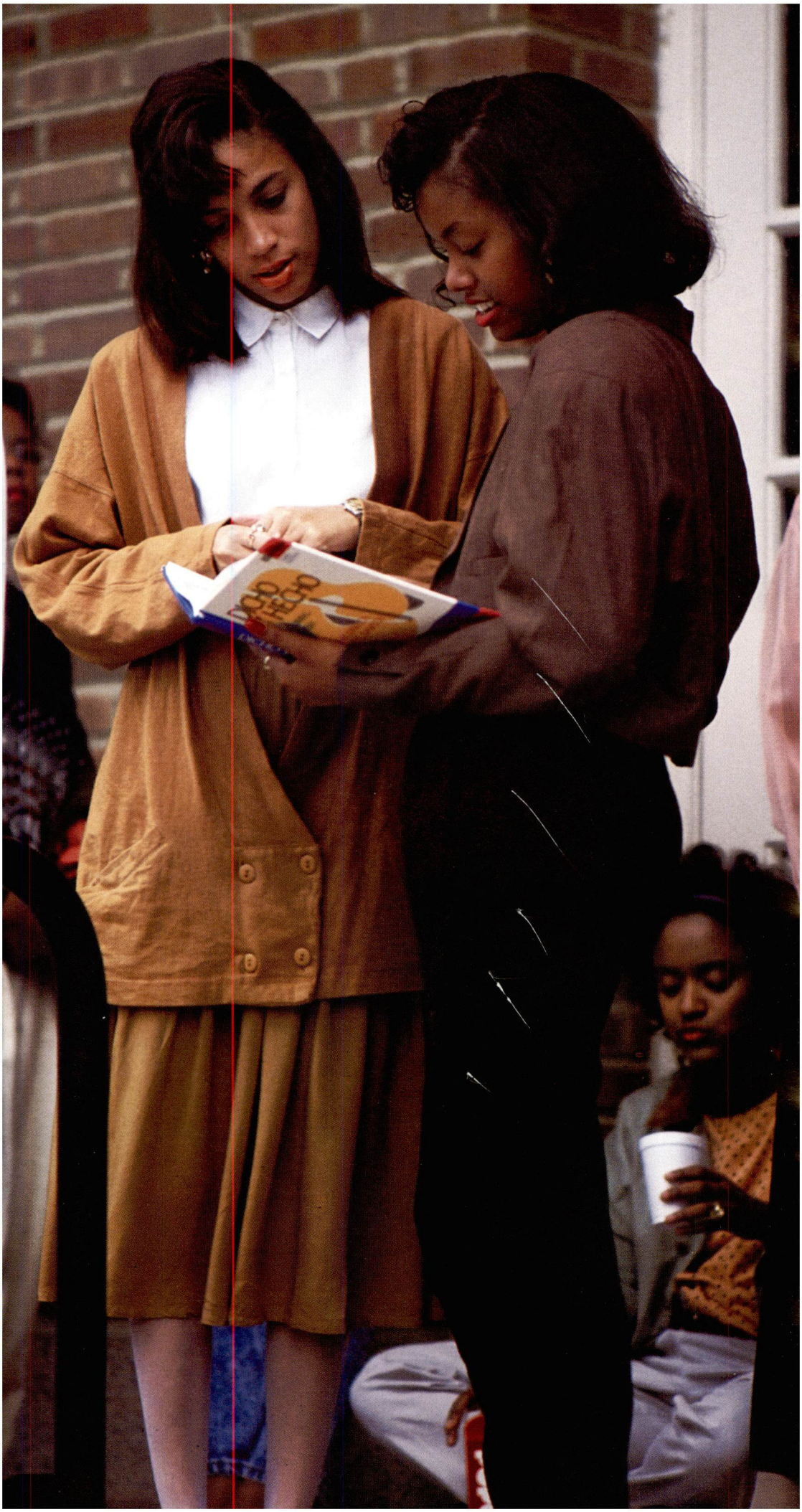
The University is committed to social and scientific research. Research laboratories are available to faculty members and advanced students in the natural sciences. The Peabody Collection in the main library serves as a rich resource for scholars interested in the contributions of African Americans to world civilization. Research plays such an important role in the Hampton University educational experience that, as part of their contracts, all faculty members are required to engage in research during their tenure at the University.

With a student body of approximately 5,400, Hampton boasts a student/faculty ratio of 16 to 1. Academic counseling by faculty members is an on-going process as counselors follow the progress of students through their years at Hampton.

It is well documented that among the most recent graduating classes, 23% go on to graduate school, over 60% go directly into careers relating to their major, and a small percentage go into the military. In fact, there is a waiting list for corporations who wish to recruit students from Hampton every year on Career Day held in September.

"We are committed to building and maintaining an atmosphere which maximizes student growth and development."

Dr. Alan K. Colon
Vice President for Student Affairs



THE SCHOOL OF BUSINESS

The School of Business is the largest school in the University. It will properly prepare you for future management positions; teach you how to conduct research relevant to the management process; and it will provide you with continuing educational experience for current management positions. As a student in the School of Business, you will develop a philosophy, understand basic principles, and acquire and apply the skills necessary for sound decision-making and effective problem solving for the field of business. Each curriculum is designed to prepare you for careers in business, government, and education, and to meet the requirements for admission to graduate studies.

As a student in our School of Business you will be sought by Fortune 500 companies because of your attractive credentials. Companies like IBM, Anheuser Busch, AT&T, and Mobil will be interested in you for permanent job placement. Hampton students are leaders in the world of business.

There are five different departments in this school: Accounting, Business Management, Economics, Finance, and Marketing. Each department has instructors that will challenge your ability and stimulate your intellect.

Keeping with the Hampton tradition, the School of Business has a high standard of excellence and expects nothing less of its students. Each student interested in the school must submit a formal application with a department major in Accounting, Economics, Finance, Marketing, or Management. You cannot apply to the School until **all** freshman and sophomore course **requirements** with an overall 2.5 grade point average are completed.

"The School of Business produces quality students, equipped with the necessary leadership and analytical skills, to effectively handle the challenges present in today's business arena."

Dr. Alphonse Carter
Dean

The School of Liberal Arts and Education

The School of Liberal Arts and Education provides the Hampton campus with vast opportunities for practical learning and for creative expression. The School helps you to develop your ideas in a concise, straightforward and comprehensible manner.

The School of Liberal Arts and Education is composed of three areas of study: Arts and Humanities, Education, and Social Sciences. Each area offers a wide variety of courses and majors.

Through the University's stimulating academic programs, you can prepare to begin your career immediately upon graduation or you may decide to study further in graduate school. Most importantly, you will have the opportunity to broaden your horizons through the University's guidance.

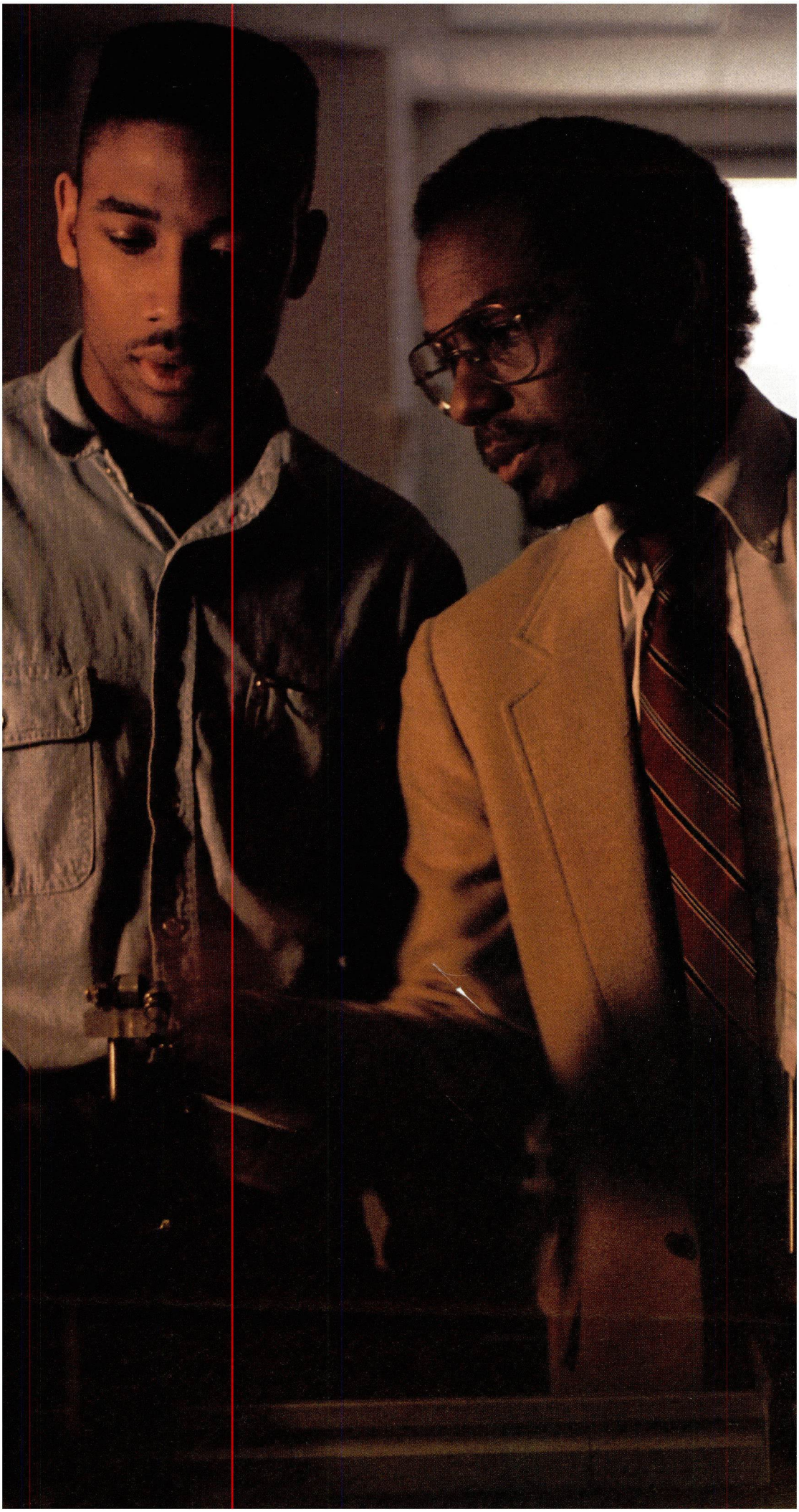
You and your fellow students entering Hampton will pursue University programs carefully designed to prepare you for the future. The School of Liberal Arts and Education will help you acquire the skills you need. Hampton will ask you to look inwardly at your own history and culture and examine your relationship to the aspirations and development of the world.

The area of Arts and Humanities includes the departments of Art, English, History, Mass Media Arts, Music, Speech Communication and Theater Arts, and Studies in Modern Foreign Languages. The division of Social Sciences includes the departments of Human Ecology, Military Science, Political Science, and Sociology. Elementary and Special Education, Middle and Secondary Education, Health Physical Education and Recreation are departments in the Division of Education.

As you can see, we offer a wide variety of majors in the School. We make sure your liberal education has all the important elements you will need. These studies will increase your powers of written and oral communication, sharpen your analytical and critical skills, and teach you research skills.

"The School of Liberal Arts and Education provides high quality major programs in most liberal arts and social science disciplines geared toward intellectual development and preparation for graduate school as well as an innovative general education program for all students."

Dr. Carlton E. Brown
Dean



The School of Pure and Applied Sciences

Hampton's science and technological fields have undergone significant growth and development over the past few years. The school's degree programs have doubled because students who want to become tomorrow's leaders in science and technology know that Hampton is one of the nation's top universities for research and development.

Our curriculum includes major concentrations in Airway Science, Architecture, Biological Sciences, Chemistry, Communication Disorders, Computer Science, Engineering, Marine Science, Environmental Studies, Mathematics, Naval Science, and Physics.

At Hampton, in the School of Pure and Applied Sciences, you will be prepared for challenging and rewarding career opportunities. You will learn how to analyze a problem, identify constraints, and propose alternative solutions. When you complete your program, you will have the knowledge to be one of the leading professionals in your field.

You will also meet a diverse group of people in the School of Pure and Applied Sciences. You will interact with future doctors, pilots, chemists, computer analysts, mathematicians, technical instructors and researchers, as well as engineers, among other experts. This interaction provides a broad exposure to different kinds of people and is an education in itself.

You will learn by doing. You will gain proficiency in your major while learning in a highly charged academic setting. Your teachers will be experts in their fields.

With their help and through the benefits of your Hampton experience, you can develop an understanding of the broad world in which you will one day work.

In your first year you will study general curriculum courses that will vary according to your major interest. You will acquire a foundation for your academic career by studying basic English, math, history, speech, and health and physical education.

Courses in science and technology will improve your understanding of basic principles that order natural phenomena. Studying how these principles apply to various fields of knowledge and technical development will enable you to recognize how science and technology itself offers a way of examining and viewing the world. In Hampton's state-of-the-art technical facilities, you will work with the faculty members who are accustomed to bringing their research into the classroom and their students into their laboratories.

Opportunities in the professional fields of science have never been more open than now for minority students. The diverse nature of the curricula offered provides students with a number of professional career options. Several departments offer more than one program of study leading to the baccalaureate and master's degree.

Premedical/prehealth professional programs are offered through several departments, including Biology, Chemistry and Communication Disorders.

"We have unusual opportunities in the School of Pure and Applied Sciences with concentration in areas that represent the frontier in science and technology."

Dr. Robert D. Bonner
Dean

ISS L. DICKERSON, S.N.
HAMPTON INSTITUTE,
AMPTON UNIVERSITY

The School of Nursing

The legacy of Hampton University's School of Nursing reflects a blend of trends and traditions, placing it on the cutting edge of higher education. At Hampton, nursing students are prepared for challenging opportunities on the clinical, professional, and graduate levels. The baccalaureate program is designed to offer excellent foundation in the liberal arts, humanities, and natural and behavioral sciences. As a nursing student, you are encouraged to couple theoretical knowledge derived from the classroom with life experiences in order to expand your overall nursing education.

You will learn by practical experience. You will gain knowledge while working in a highly charged academic setting. Having international reputations, your professors are experts in their fields. The School of Nursing faculty are vigorously engaged in efforts to sharpen their practice, teaching, consultation, and research skills. Several faculty members have received national funding for their research projects, including the Dean of the School of Nursing. She received a grant from the W.K. Kellogg Foundation which allowed her to provide nursing education consultation to four African countries: Zimbabwe, Lesotho, Swaziland, and Botswana. With the guidance of dedicated instructors, you will develop a better understanding of the world.

You will meet people from all over the world as you pursue your degree in nursing. Students and faculty throughout the University represent several states and foreign countries. Since 40% of your courses will be taken in other disciplines, you will be exposed to students of various areas of study. Your friends and acquaintances will further enrich your experiences as their influences will extend far beyond your college years.

"The legacy of Hampton University's School of Nursing reflects an amalgam of trends and traditions, placing it on the cutting edge of higher education."

Dr. Elnora D. Daniel
Dean

The Graduate College

The Graduate College at Hampton offers instruction and research in eighteen graduate areas. They are Applied Mathematics, Biology, Business Administration, Business Management, Chemistry, Communication Disorders, Counseling, Education (Computer, Elementary and Special), Home Economics, Mathematics, Museum Studies, Music, Nursing, Nutritional Science, Physical Science, and Physics. Currently the University offers the Master of Arts, Master of Science, Master of Business Administration and Master of Science in Management degrees. These programs will prepare you for prospective doctoral study for professional growth in a specific field.

The Graduate College has distinguished instructors who are established in advanced teaching and research. They hold doctoral degrees from major universities from all over the world.

Many of our graduate programs are supported by grants from federal agencies, including the National Science Foundation, the Army Research Office, the Department of Education, National Aeronautics and Space Administration (NASA), the Department of Health and Human Services, the U.S. Department of Agriculture, and the Air Force Office of Scientific Research, as well as the private sector. Hampton believes in soliciting as much support as possible so our students will be as prepared as possible.

Hampton draws its strength and spirit from its undergraduate and graduate students. Our students receive an "Education for Life" and as a graduate student you will experience growth professionally and personally.

Hampton's graduate program leading to the master's degree, seeks to meet the needs of the students who wish to pursue their training beyond the undergraduate level in order to develop high levels of competence for their chosen careers. It seeks to meet the needs of in-service public school personnel; it offers selected graduate students an opportunity to achieve a high degree of professional expertise for careers in administration, business, research or community college teaching. It also provides graduate programs for those who wish to continue their education in the sixth year of doctoral programs at other institutions.

"The Graduate College is designed to prepare students for professional competence in a specific field and for prospective doctoral study."

Dr. Demetrius D. Venable
Dean

The College of Continuing Education

At Hampton, the College of Continuing Education focuses on lifelong learning because as new knowledge and technologies emerge, our role in society changes. Continuing Education bridges the ever changing gap while meeting the diverse and changing needs of adults.

The College of Continuing Education provides programs which are designed to meet the constantly changing needs of the non-traditional adult student. Hampton is able to meet the needs of working adults (military or civilian) who are seeking job advancement by furthering their education; homemakers embarking on their first career; and adults who have interrupted their education to secure full-time employment. The College of Continuing Education is able to respond to these various needs with a broad range of educational opportunities and options.

The College carries out its mission by providing adults with various programs on the associate, bachelor's, and master's degree levels. Areas of interest include paralegal studies, business management, fire administration, emergency medical systems management, and travel agency training. Hampton is also able to meet specific requirements set forth by the Commonwealth of Virginia in elementary school guidance and counseling, post-graduate nursing, and teacher re-certification courses.

You will be offered five nine-week evening sessions which allow you to complete your program in four years. The sessions range from August-October, October-December, January-March, March-May, and May-July. The College also continues to accommodate adult students by offering courses at various sites on and off campus as well as giving credit for job and life experiences.

Recently implemented in the College of Continuing Education are audio and video based college courses. This method allows busy adult students opportunities to continue to learn while they work and travel, as long as they have access to a cassette recorder. So when you cannot attend classes, you can still earn college credit through the help of telecommunications. Audio and video courses are inexpensive, academically sound and give you maximum flexibility in making the most of your time.

So consider taking advantage of the programs the College of Continuing Education offers. It provides a flexible education and can give you that extra edge you need in society and the workplace.

Continuing Education has been an integral part of Hampton University since its founding. Hampton's motto "Education for Life" exemplifies its strong commitment to the adult learners regardless of where they are located. As the need grew for expanding its continuing education beyond its campus, Hampton University established an off-campus program in 1969 at Fort Monroe, Virginia. In 1970 classes were expanded to include Fort Eustis and Langley Air Force Base. Currently, courses and programs are being offered at major military installations and other locations within the area.

Continuing Education programs, conducted after the normal workday, have provided non-traditional students an alternative to meet their educational needs.

"The College of Continuing Education provides high quality degree programs through innovative methods of teaching and high technology."

Dr. W. O. Lawton
Dean

CAUTION

The Faculty

Since the University was founded in 1868, scholarly and creative pursuits have been two hallmarks of the Hampton University faculty. Excellence and dedication continue to characterize these outstanding individuals whose basic purpose is the education of students, creation of knowledge, and service to society. The faculty strives to provide classroom environments which are the most conducive to your intellectual, social and personal growth. Since you are at the center of their planning, they place a high priority on effective teaching and scholarly research. By doing so, your overall ability to comprehend, analyze and critically evaluate a wide range of subjects is challenged.

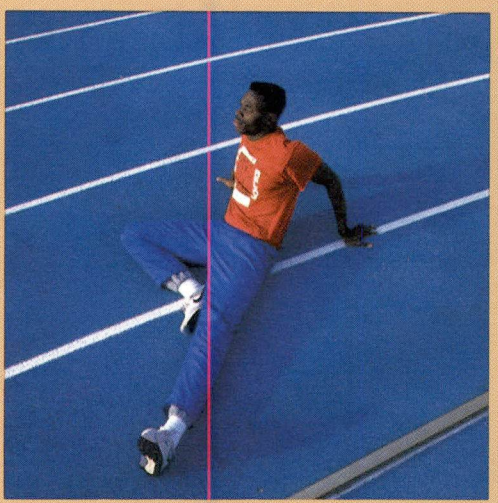
Hampton University faculty members make up the heart of all academic programs and activities. For this reason, the quality of our faculty continues to be a major priority. We seek faculty members with doctoral degrees, we are constantly holding seminars and workshops which improve their teaching effectiveness, and we encourage their participation in national and international professional organizations and conferences.

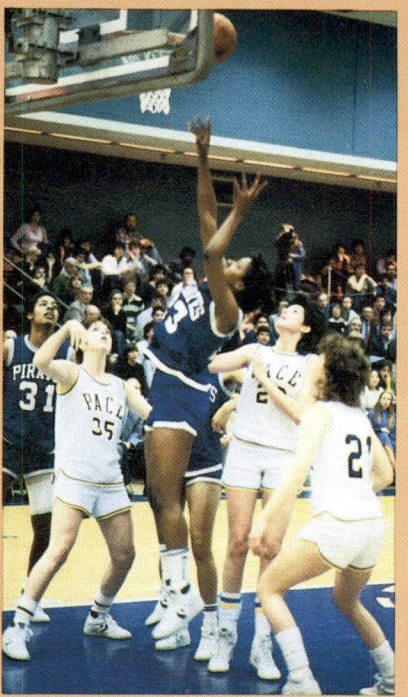
Their efforts have brought increased national visibility to Hampton.

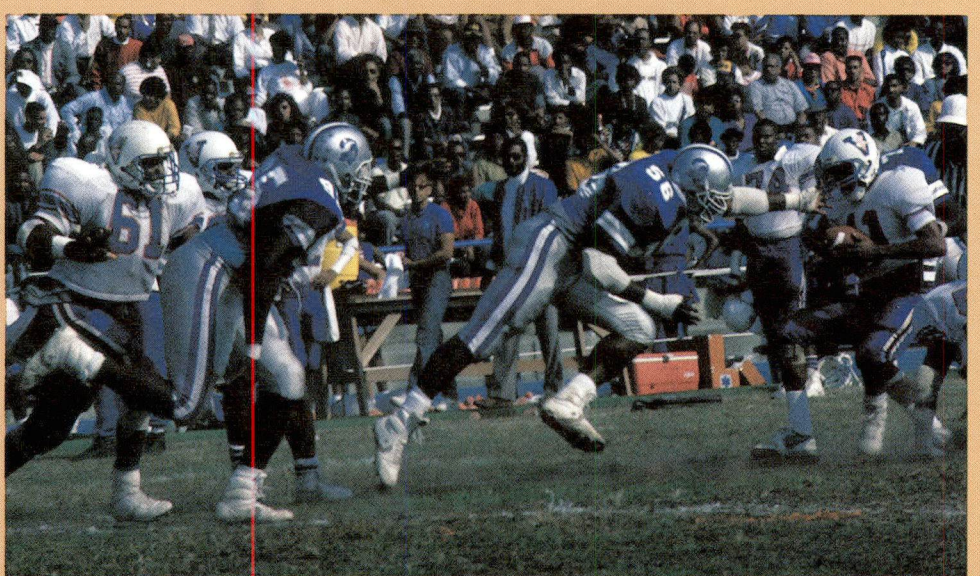
Our faculty care about our students. At Hampton, we always aspire to give our students the very best so your desire and expectations for lifelong learning, ongoing intellectual and personal development will be met. Subsequently, Hampton University maintains a nationally acclaimed faculty that sets "The Standard of Excellence" in education.

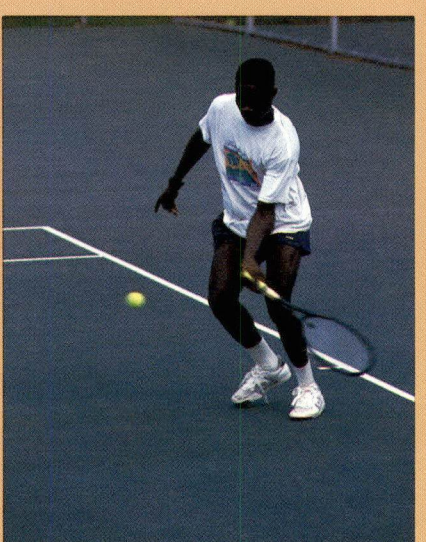
"Academics at Hampton University are global in scope and our programs are competitive with those of other major universities within the international marketplace."

Dr. Martha E. Dawson
Vice President for Academic Affairs









ATHLETICS

The Athletics program at Hampton University encourages every student to participate in either varsity or intramural sports.

Hampton is a member of the Central Intercollegiate Athletic Association (CIAA) and the National Collegiate Athletic Association (NCAA) Division II. The University continues to produce nationally acclaimed athletic teams.

During the 1980's our athletic programs achieved greater success than in any previous decade. In overall athletic competition, the Pirate teams were successful in all sports in both conference and national competition. Hampton was awarded the C.H. Williams Award, indicating athletic excellence among competition in the CIAA in 1984, '85 and '88, and the Lauretta Taylor award for athletic excellence among women's competition in the CIAA in the same years.

The Hampton Tennis Team won the CIAA Tennis Championship for seventeen straight years and the NCAA Division II National Championship in 1989.

The Lady Pirates Basketball Team has also gained national attention with an impressive 183-44 record over seven years. In 1986 the Lady Pirates reached the Division II final four, and in 1988 they were the NCAA Division II National Champions.

The Men's Basketball program has also enjoyed success, reaching the final four in the NAIA (National Association of Intercollegiate Athletics) in 1982. In 1983 the Pirates finished third in the NCAA South Atlantic regionals, making their first ever appearance in the NCAA national basketball tournament. The Pirates were also the only team to win back-to-back CIAA Tournament titles in 1982 and 1983.

Likewise, the Football Team excels in competition. Since 1980, the Pirates have compiled a 68-33-4 record. In 1985, the team finished with a 10-2 record and went on to win the CIAA Championship and made its first appearance ever in the NCAA Division II playoffs. The football team won two CIAA Northern Division Championships in 1985 and 1987, and one conference championship in 1985.

The Lady Pirates Volleyball Team won the CIAA Championship in 1987, and the men's cross country team won the CIAA Championship in 1988.

The NCAA Division II National Track Championships were held at Hampton University in 1989 and 1990. HU was selected from among a host of institutions which submitted bids to conduct the event. The selection committee of the NCAA chose Hampton because of its excellent facilities and nearby accommodations. This event marked the first time in history that the National Track Championships were held at a predominately black institution.

The Athletic program at Hampton offers something for everyone, player or fan, and adds a rewarding experience to the education that is offered.

The Museum

The Hampton University Museum contains one of America's outstanding collections of art. The Museum's collection consists of traditional art from African, Oceanic, Asian, and American Indian cultures, as well as works by contemporary African American and African artists and a collection which relates to the history of the University. This unique collection today numbers over 9,000 pieces. It is the only such collection in the state of Virginia, the largest and strongest of its kind in the Southeast, the foremost collection associated with any historically black educational institution, and one of the first museum collections associated with any black American organization.

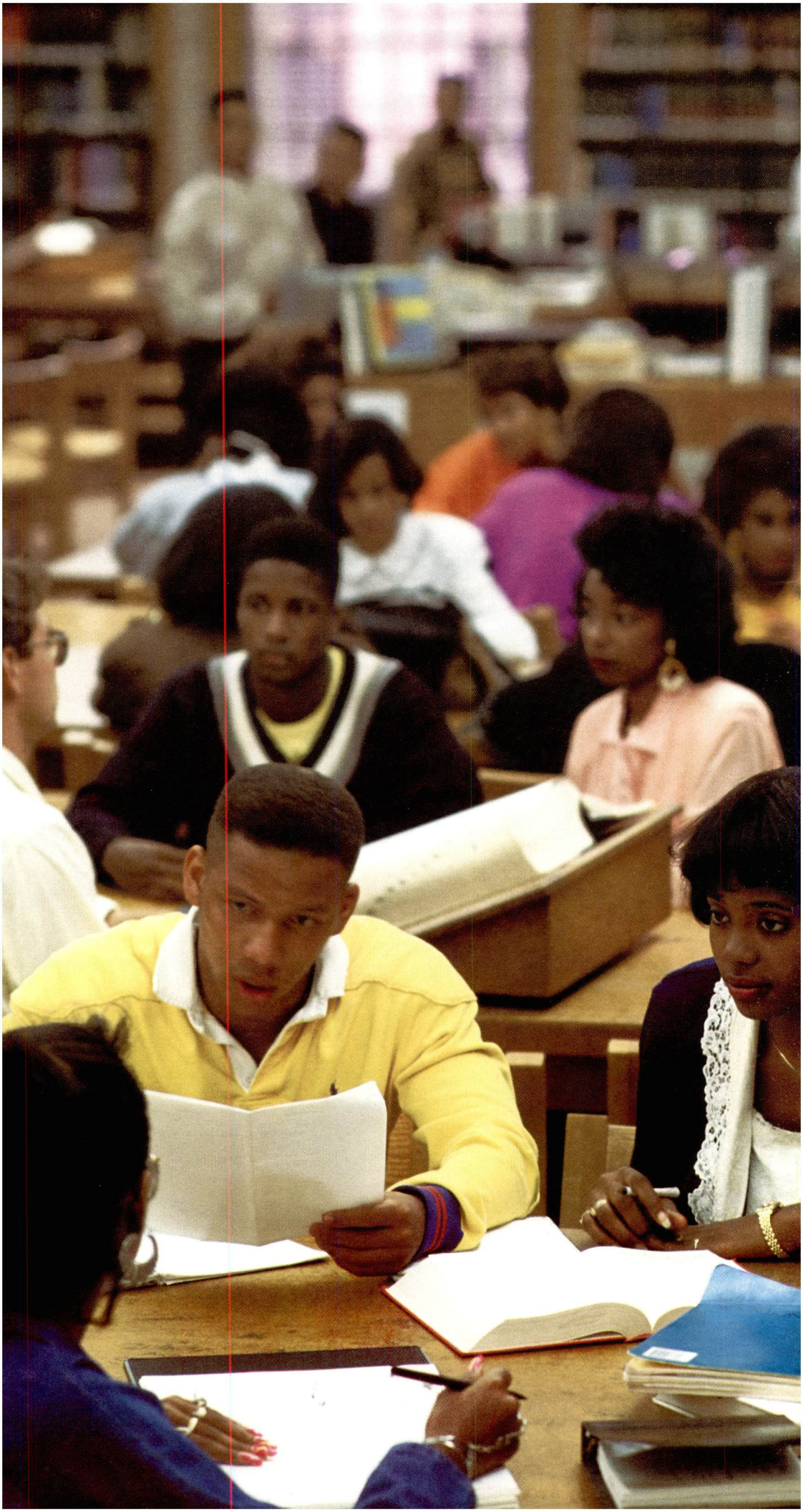
Currently housed in Academy Building, a national historic landmark, the collection was begun in 1868, only a few months after the founding of the school. In its earlier days, the University Museum had a unique role to play, since it was the only museum in the South open to blacks until the 1920's.

Established as an essential arm of the academic mission of the College, the Museum continues today as an important adjunct to the instructional program of Hampton University, but its community role has broadened to serve the general public. The Museum provides a range of services to its audiences. The exhibition program offers permanent and changing exhibits from the Museum's own collection, loans and circulating exhibitions from other collections, works by nationally distinguished artists. The education services include guided lecture tours, gallery talks, internships, seminars, student research programs, classroom lectures, slide programs, and an art reference library.

Through the years, the University Museum has received many letters from scholars and specialists attesting to the excellence of the collections. Requests for loans of art by other museums and cultural organizations are frequent. Some of the more recent requests have been from the Center for African Art, N.Y.C.; the Dallas Museum of Art, Dallas; The Smithsonian Institution, Washington, D.C.; and the The Newark Museum, Newark, New Jersey. Cooperation with scholars has resulted in the appearance of illustrations of objects from the collection in publications on art in this country and abroad.

"With its unsurpassed holdings of African, Native American, and African American art, the Hampton University Museum ranks high among the country's cultural resources and it is especially important because it has one of the largest collections of works by major African American Artists in the world."

Jeanne Zeidler
Director, University Museum



THE LIBRARY

The University Libraries support the instructional program of Hampton University by providing access to their collections, services, facilities, programs and staff. Students, faculty, researchers, and scholars are the primary users of the University Libraries. The resources of the Libraries are enhanced via the networks they have established with other academic libraries on a local, state, and national level. The sharing of resources by the network of academic libraries is accomplished through the use of inter-library loan, the shared cataloging of materials, and the searching of on line bibliographic databases. The new computer and electronic technologies are employed not only to make available the vast resources of the parent institution, but also to draw upon those of the members of the network.

The Collis P. Huntington Memorial Library collection includes approximately 322,524 bound volumes, 357,573 microfilms and 34,878 vertical files. The library regularly receives 1,280 periodicals and 49 newspapers. Microfilm editions of eight major newspapers are received regularly.

Three special collections add depth to the general collections:

- The partial U.S. Government documents depository collection of 36,148 government publications.
- The complete collection of over 250,00 microfiche in the Educational Resources Information Center (ERIC).
- The George Foster Peabody Collection of over 28,000 catalogued items by and about blacks.

ARCHIVES

The Hampton University Archives houses the historical materials on Hampton University, the surrounding area, and noteworthy people connected with the institution. The Archives reflects the rich heritage and tradition of Hampton University. Its approximately 8,000,000 items and 60,000 photographs can be considered one of the largest and most comprehensive collections on the history and culture of African Americans and American Indians in the United States.

The Campus

The Hampton Experience . . .

- Discussing political and social issues with your friends and classmates whose views reflect their diverse backgrounds.
- Working side by side with your professor on a research project that might gain national attention.
- Cheering the mighty Pirates on to another sports championship.
- Taking a required course and finding yourself drawn by the professor's excitement into a whole new field of interest.
- Sitting on the waterfront admiring the beautiful sunset after dinner or during a study break.
- Attending the many cultural events and exhibits presented by students, faculty and well known artists and entertainers.

Hampton is a beautiful 204 acre waterfront campus located in Hampton, Virginia, on the mid-Atlantic coast. This picturesque campus rests on the banks of the Hampton River and is one of the loveliest waterfront sights in the nation. Hampton has 150 buildings that offer a unique combination of the old and the new with five of its buildings listed in the National Register of Historic Landmarks.

Hampton is centrally located between the coastline of Virginia Beach and the historic sights of Colonial Williamsburg. While learning at Hampton, you will be able to enjoy the surrounding area. There are shopping malls that are in close proximity to the campus as well as housing for students who prefer to live off-campus.

Hampton Harbor, a new housing and shopping development owned by the University, borders the campus. It consists of 250 two-bedroom apartments and a 60,000 square foot shopping village with specialty shops, fast food restaurants, laundromat and various other shops. Hampton Harbor is very convenient for students that want to live off-campus, but have restricted transportation.

The excellent roads and connector roads in Hampton make transportation for students very easy. Norfolk International Airport is located 20 minutes from the campus with Newport News/Williamsburg Airport just about 15 minutes away. Washington, D.C., is a three hour drive from Hampton and only one hour by air. Also easily accessible by air are New York City, an hour's flight, and Chicago is two hours by air.

Learning takes place in a variety of experiences and settings – the residence halls, the Student Union, laboratories, the sports fields, the library, and the classrooms. While Hampton provides the necessary resources for its students to succeed academically, it also provides social, cultural, and athletic activities.

At Hampton you will receive a broad education to prepare for a career after graduation or for further study in academia. Whatever your major at Hampton, you will master skills that will serve you for life.

Choosing a university is one of the most important decisions you will ever make. We ask that you take the opportunity to learn about our university and consider how your goals could be met here – and then imagine yourself at Hampton.

How To Apply

ADMISSIONS

To qualify for admission, a candidate must submit:

1. Completed application for admission with the non-refundable $10.00 fee.
2. Transcripts showing all academic experiences.

   High School - 4 years of English, algebra I & II, geometry, biology, and chemistry with lab, social sciences and six academic electives. Languages not required, but recommended. Rank in top half of class and 2.0 - 4.0 GPA in academic areas.

   College - official transcripts of all college work and the Transfer Clearance Letter with less than 60 transferable semester hours (90 quarter hours); high school transcript, SAT scores, and a GPA of at least 2.3 in all degree credit work is required.
3. Standardized Test Results - a combined score (verbal and written) of 800 on the SAT is required. A comparable score on the ACT is acceptable.

The University grants credit for AP, CLEP, and IBP work. Other life experiences are evaluated for academic credit. The application date is March 1 and reply date is May 10.

When applying for admission to Hampton University, you should indicate a program of study. Admission is based on an assessment of the subjects completed in high school and the quality of the academic records, both of which may vary from program to program.

Hampton University accepts all qualified applicants without regard to race, creed, national origin, religious belief, or handicap. For further information, contact the Office of Admissions, Hampton University, Hampton, VA 23668, (804) 727-5328, or call toll free 1-800-624 -3328.

FINANCIAL AID

Hampton University will make every effort to see that no qualified candidate is refused admission because of lack of funds. The University offers a number of grants, loans, scholarships and work study opportunities from federal, state and private sources. Applications for financial aid should be sent as early as possible. The Financial Aid Form (FAF) which includes the PELL Grant (priority deadline March 31st) is available through Hampton University or the high school guidance counselors. For information, contact the Financial Aid Office toll free at 1-800-624-3341.

ATHLETICS

Mascot: Pirates
Colors: Blue and White
Memberships: Central Intercollegiate Athletic Association (C.I.A.A.). National Collegiate Athletic Association, Division II (N.C.A.A.)

FACILITIES

Six outdoor tennis courts, open fields for intramural sports, 2 basketball courts, volleyball court, exercise and training room, 2 swimming pools (1 olympic size), football stadium seats 10,000, and a new Convocation Center will house new gymnasium to seat 7,000.

COMPETITIVE SPORTS

Intercollegiate varsity sports for men: football, basketball, tennis, track and field, and cross country.

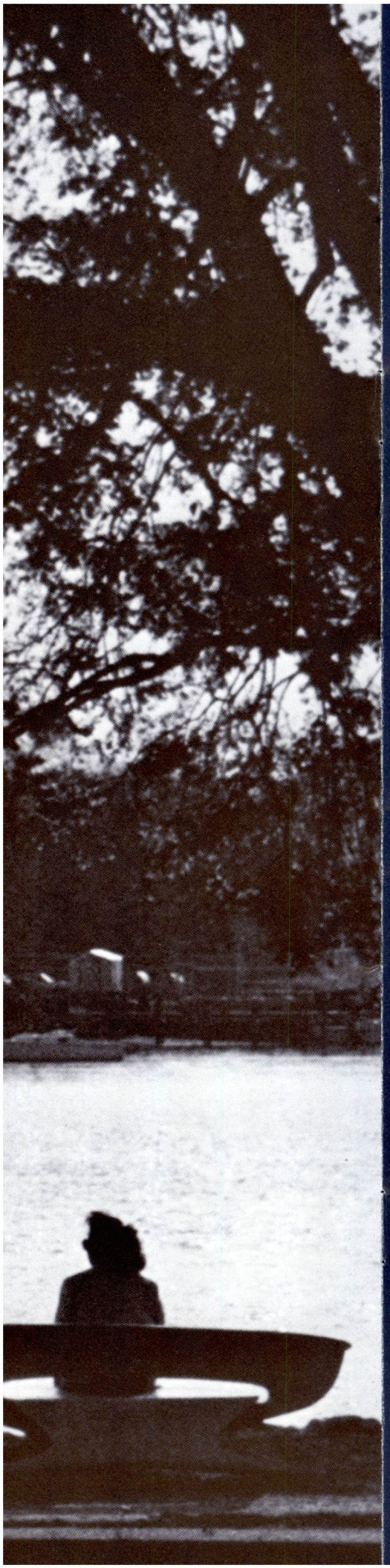
Intercollegiate sports for women: basketball, volleyball, track and field and cross country.

ENROLLMENT

Approximately 5,400 students.

CALENDAR

The University calendar is divided into two semesters of approximately fifteen weeks of classes and a summer session.



University Directory

Academic Affairs	*727-5201*
Academic Counselors	*727-5616*
Accounting & Finance-Dept of	*727-5361*
Accounts-Students	*727-5228*
Administrative Services	*727-5310*
Admissions	***727-5328***
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Computer Science-Dept. of	*727-5552*
Continuing Education-The College of	*727-5773*
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Dean of Women	*727-5486*
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Economics-Dept. of	*727-5865*
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Fire Administration Program	*727-5773*
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Freshman Orientation	*727-5616*
Gerontology Program	*727-5870*
Graduate College-The	*727-5454*
Graduate Nursing Ed.-Dept. of	*727-5672*
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Grill-Campus University	*727-5346*
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Hampton Players-Box Office	*727-5236*
Hampton University Police	*727-5259*
Hampton University Tours	***727-5328***
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Holly Tree Inn-Desk	*727-5261*
Housing-Female Student	*727-5486*
Housing-Male Student	*727-5303*
Housing Service	*727-5950*
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Insurance Students	*727-5315*
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Laundry	*727-5333*
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Mansion House	727-5206
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Nursing School of	727-5251
Nursing-Undergraduate-Dept. of	727-5673
Ogden Hall	727-5359
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Physics-Dept. of	727-5277
Political Science-Dept. of	727-5749
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Psychology-Dept. of	727-5301
Public Relations-University	727-5253
Pure & Applied Sciences-School of	727-5239
Radio Station-WHOV-FM	727-5407
Reading Center-Assessment Center	727-5736
Recruiter-Admissions	727-5328
Reference Dept. Library	727-5379
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ROTC-Army-Dept. of	727-5244
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Sculpture-Art Dept.	727-5581
Secretarial Services	727-5384
Secretary of the University	727-5233
Security Police	727-5259
Social Science Division of	727-5338
Social Work Program	727-5467
Sociology-Dept. of	727-5338
Special Education-Dept. of	727-5434
Speech Communications & Theatre Arts-Dept of	727-5401
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Student Health Services	727-5315
Student Insurance	727-5315
Student HotLines	727-5722
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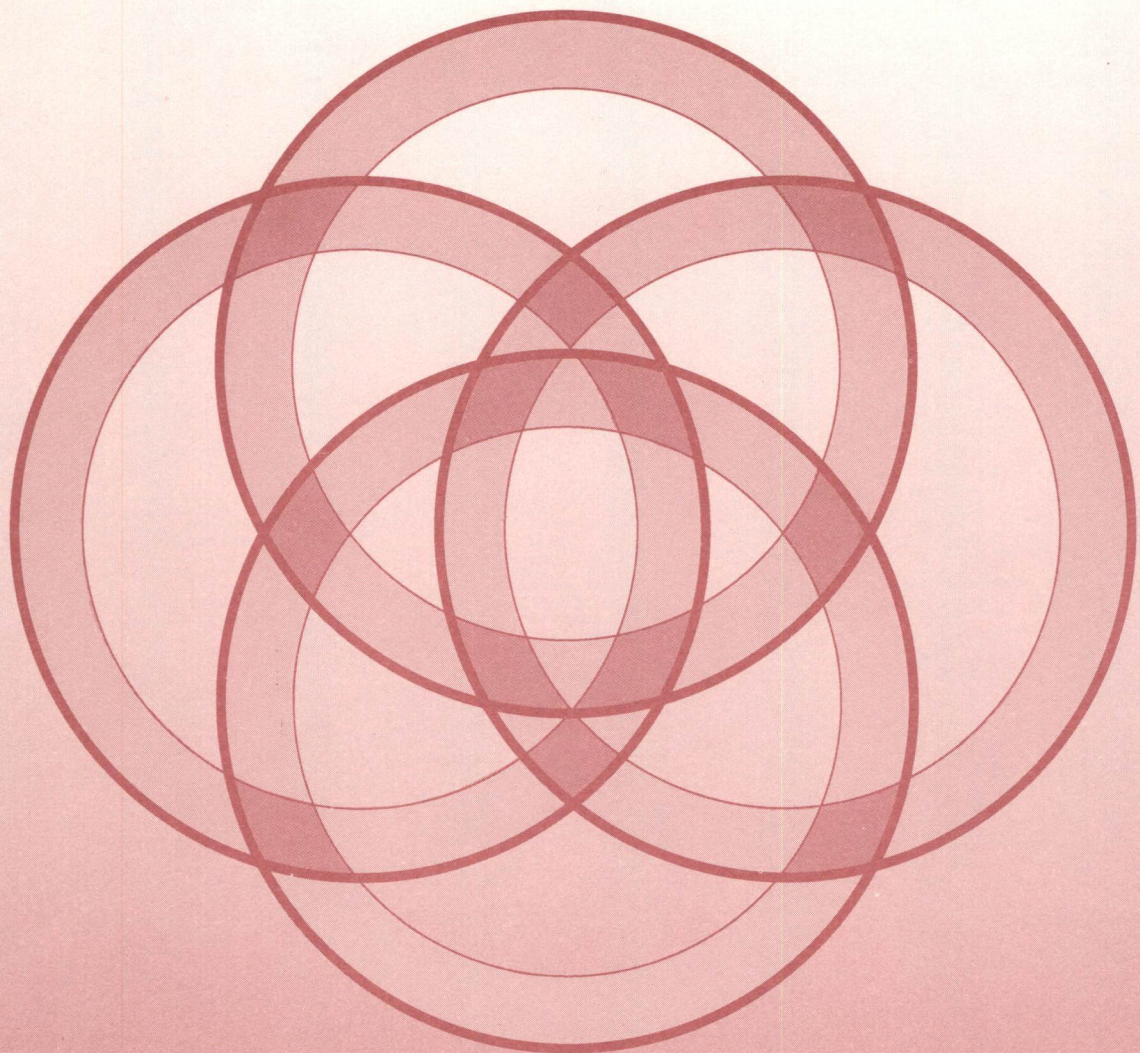
The Black Population in the United States: March 1988

CURRENT POPULATION REPORTS **Population Characteristics** Series P-20, No. 442



CENSUS

U.S. Department of Commerce
BUREAU OF THE CENSUS

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The Black Population in the United States: March 1988

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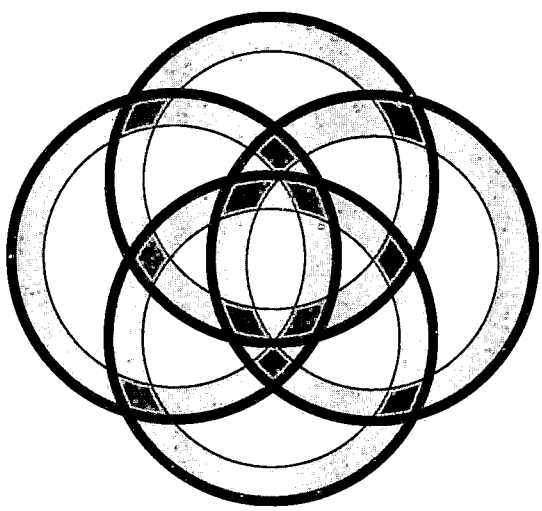

Issued November 1989

U.S. Department of Commerce
Robert A. Mosbacher, Secretary
Thomas J. Murrin, Deputy Secretary

BUREAU OF THE CENSUS

BUREAU OF THE CENSUS
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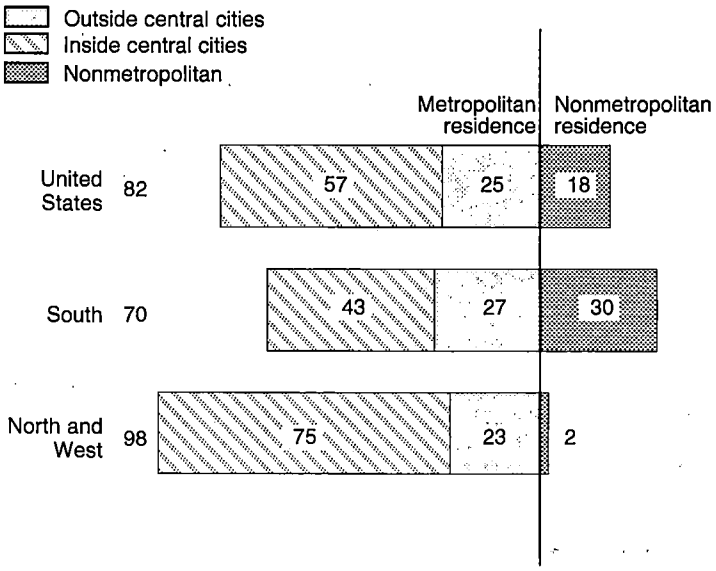
compared with 43 percent of Blacks in the South (figure 2 and table 3). This higher concentration of Blacks in metropolitan areas in the North and West reflects migration patterns of the past when Blacks tended to move from the South to the larger metropolitan areas of the Northeast and Midwest.

Among Whites, the regional concentration in metropolitan areas also was higher in the North and West than in the South—79 percent compared with 72 percent. The proportion of Whites in the North and West residing in central cities of metropolitan areas was 27 percent, slightly larger than the 25 percent for the South.

Figure 2.
Black Population, by Region and Metropolitan/ Nonmetropolitan Residence: 1988



SOCIAL CHARACTERISTICS

Age. As of March 1988, the median age for Blacks was 27.3 years, up from 24.8 years in 1980 (tables C and 1). The 1988 median age of 25.8 years for Black males was slightly lower than the median age of 28.6 years for Black females, reflecting the longer life expectancy of females.

Historically, the Black population has been younger than its White counterpart, partly because of the higher fertility level of Blacks. Both populations have grown older since 1980, when the median age for Blacks was 24.8, and for Whites, the median was 30.8. By 1988, the median age for Blacks was 27.3—still about 6 years below that for the Whites (33.1). Declining fertility and the aging of the Baby Boom were major factors responsible for aging of both population groups.

This age difference between the Black and White populations is further illustrated in the proportion of dependent persons (figure 3). The Black population has a higher proportion under 18 and a lower proportion 65 and over than does the White population. In 1988, 33 percent of Blacks were under 18 years of age compared with 25 percent of Whites. Among the population 65

Figure 3.
U.S. Population, by Age and Race: 1988

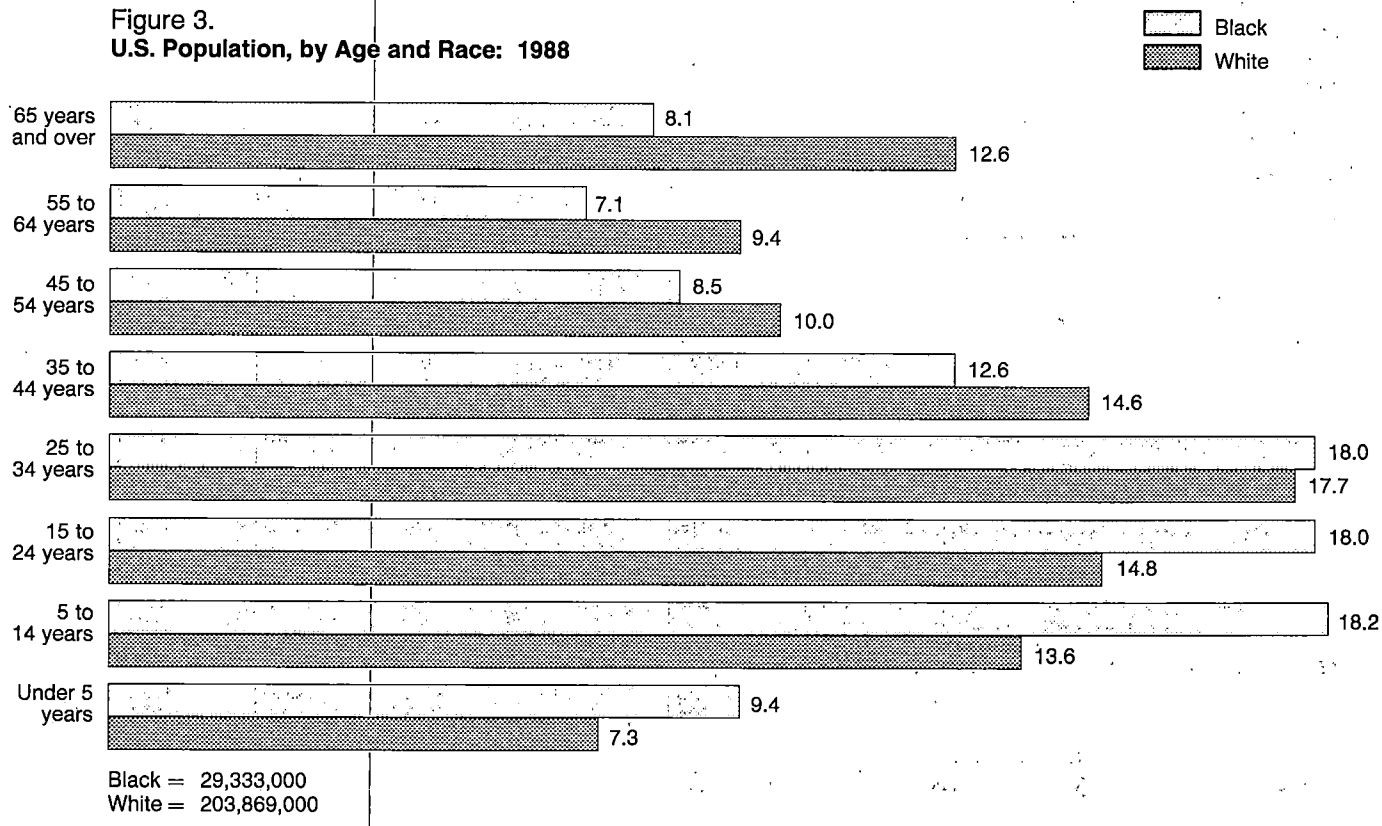


Table C. **Age and Sex of Persons, by Region and Race: March 1988, 1985, and 1980**

(Numbers in thousands)

Age and sex	1988		1985		1980	
	Black	White	Black	White	Black	White
UNITED STATES						
Age						
Total persons	29,333	203,869	28,151	199,117	26,033	191,905
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years	9.4	7.3	9.6	7.3	9.4	6.9
Under 18 years	33.4	25.1	33.9	25.6	36.1	27.3
18 years and over	66.6	74.9	66.1	74.4	63.9	72.7
18 to 24 years	12.3	10.6	13.4	11.7	14.3	12.9
65 years and over	8.1	12.6	7.9	12.2	7.8	11.4
Median age	27.3	33.1	26.4	32.2	24.8	30.8
Males per 100 females	87.8	95.7	87.6	95.1	87.3	95.0
SOUTH						
Age						
Total persons	16,403	64,813	14,937	63,148	13,599	59,597
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years	9.4	6.8	10.0	7.1	9.8	6.7
Under 18 years	34.2	24.7	34.3	24.9	36.7	27.3
18 years and over	65.8	75.3	65.7	75.1	63.3	72.7
18 to 24 years	12.6	10.4	13.3	11.5	14.4	12.3
65 years and over	8.4	12.8	8.8	12.6	8.9	11.7
Median age	26.8	33.6	26.3	32.7	24.5	31.3
Males per 100 females	85.7	95.8	87.4	95.0	86.8	96.5
NORTH AND WEST						
Age						
Total	12,931	139,056	13,214	135,969	12,435	132,307
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years	9.4	7.5	9.2	7.4	9.0	7.0
Under 18 years	32.3	25.3	33.4	25.9	35.4	27.3
18 years and over	67.7	74.7	66.6	74.1	64.6	72.7
18 to 24 years	12.0	10.6	13.7	11.7	14.1	13.2
65 years and over	7.8	12.5	7.0	12.0	6.7	11.3
Median age	28.0	32.8	26.6	32.0	25.2	30.6
Males per 100 females	90.6	95.6	87.8	95.1	87.8	94.3

years old and over, the proportions were 8 and 13 percent, respectively (tables C and 1).

The median age of Blacks and Whites also increased for both regions as it did nationally. For example, the median age for Blacks in the North and West was 25.2 in 1980 and 28.0 in 1988. The comparable medians for Blacks in the South were 24.5 and 26.8 years, respectively. There was no significant difference between the median age of Blacks living in the North and West and those residing in the South in 1988. However, Whites in the South had a slightly higher median age (33.6 years) than Whites in the North and West (32.8 years) (table C).

Sex. In 1988, Black females outnumbered Black males by 1.9 million (tables B and C). That is, for every 100 Black females there were 88 Black males; for the White population, however, the ratio was higher, 100 females for every 96 males. The preponderance of females over males in the Black population may be related to the lower mortality rates for females, and the greater census undercoverage of males than females.[7]

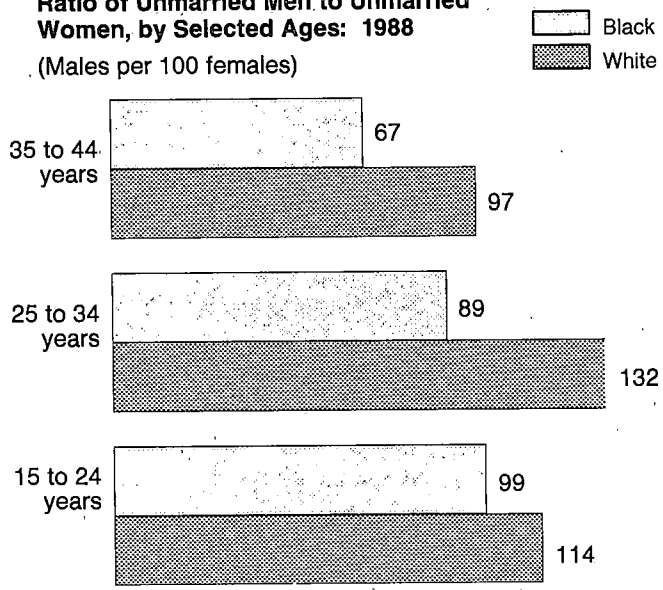
There also were more Black females than Black males in the regions. For example, in the North and West, the sex ratios ranged from 0.83 for the Northeast to near equality—0.99 in the West (tables B and C).

[7]The excess of females over males may be overstated because of the relatively greater undercoverage of males than females in the decennial census. For a more detailed discussion, see U.S.Bureau of the Census, 1980 Census of Population and Housing, Evaluation and Research Report, *The Coverage of Population in the 1980 Census* (PHC80-E4), chapters 3 and 4 (February 1988).

Marital status. The marital status distribution for Black women as compared with Black men reflects differences in mortality rates, age distribution, age at first marriage, rate of remarriage, and other factors.[8] Among the population 15 years old and over, the proportion of Black women who were currently widowed (12 percent) in 1988 was much higher than that for Black men (4 percent), partially reflecting the higher mortality rate among Black men. The proportion of Black women (10 percent) and of Black men (8 percent) currently divorced in 1988 was not significantly different. However, there was a larger proportion of Black men than women who were married with a spouse present (table 4).

Figure 4 shows the ratio of unmarried men to unmarried women for Blacks and Whites 15 to 44 years old in 1988;[9] the number for Blacks reached parity (99 males per 100 females) for only the 15 to 24 age group. For the 25 to 34 group, there were 89 unmarried Black men for every 100 unmarried Black women; the number dropped even further to 67 for the group 35 to 44 years old.[10] The comparable ratios were larger for the White population.

Figure 4.
Ratio of Unmarried Men to Unmarried Women, by Selected Ages: 1988
(Males per 100 females)



Note: Unmarried includes never married, widowed, and divorced.

Educational attainment. The progress that Black young adults have made in attaining a high school diploma has been impressive in the 1980's. In 1980, 75 percent of Blacks 25 to 34 years old had completed at least 4 years of high school; by 1988, this proportion had increased to 80 percent (table D and figure 5). The corresponding figures for Whites were 87 percent for both 1980 and 1988. Hence, the educational differential between Black and White young adults (persons 25 to 34) narrowed between 1980 and 1988 (tables D and 1).

In 1988, the proportion of Black young adults 25 to 34 years old who completed 4 years of college or more (13 percent) was not significantly different from the 1980 level of 12 percent. Part of the explanation for this leveling off is that while the proportion of Black high school graduates increased between 1980 and 1988, there was not a concurrent growth in Black college enrollment.

Historically, Blacks in the North and West have had higher educational attainment levels than Blacks living in the South (table D). In 1988, the proportion of Black young adults who completed high school in the South (79 percent) was not significantly different from that in the North and West (82 percent). For Whites, however, the proportion completing high school in the North and West (88 percent) was higher than that for the South (85 percent).[11]

The proportion of Black young adults who were college graduates continued to be lower in the South than in the North and West (12 percent and 15 percent, respectively). The comparable proportions for Whites (25 percent and 24 percent, respectively) were not significantly different (table D).

[8]U.S. Bureau of the Census, Current Population Reports, Series P-23, No. 80, *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978* (January 1980).

[9]Unmarried includes never married, widowed, and divorced persons. For additional information on the ratio of unmarried men to unmarried women, see U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 410, *Marital Status and Living Arrangements: March 1985* (November 1986).

[10]The undercoverage of Black males in the 1980 census may influence the ratio of unmarried Black men to unmarried Black women. For ages 20 to 64 years, Black males had high undercount rates, with the rates for ages 25 to 54 exceeding 12 percent. Thus, implying that the undercount rates for Black males in these ages exceeded the rates for females by at least 10 percentage points. See U.S. Bureau of the Census, 1980 Census of Population and Housing, Evaluations and Research Report, *The Coverage of the Population in the 1980 Census* (PHC80-E4), chapters 3 and 4 (February 1988).

[11]The difference between Black young adults who completed high school in the South and North and West was not significantly different from White young adults.

Figure 5.
High School Graduation Rates for Blacks 25-34 Years Old, by Region: 1980 and 1988

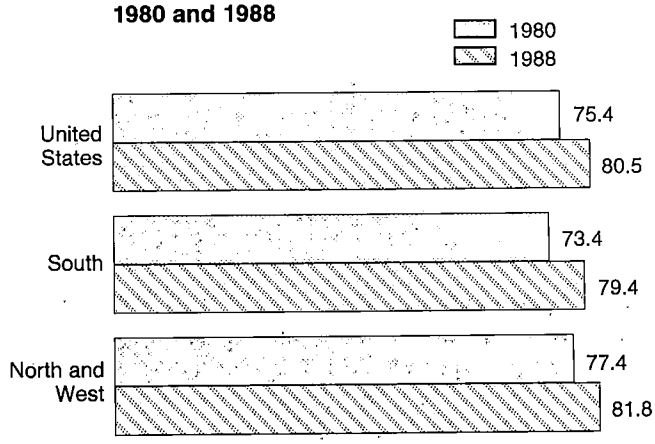


Table D. **Selected Summary Measures of the Educational Attainment of Persons 25 Years Old and Over, by Region, Age, and Race: March 1988, 1985, and 1980**

(Numbers in thousands)

Educational attainment	1988		1985		1980	
	Black	White	Black	White	Black	White
UNITED STATES						
Total, 25 years old and over	15,929	131,092	14,820	124,905	12,927	114,763
Percent completed—						
Less than 5 years of school	4.8	2.0	6.2	2.2	9.2	2.6
4 years of high school or more	63.3	77.7	59.8	75.5	51.2	70.5
4 years of college or more	11.3	20.9	11.1	20.0	7.9	17.8
Total, 25 to 34 years old	5,272	36,147	4,907	34,675	4,097	31,435
Percent completed—						
Less than 5 years of school	0.5	1.0	0.8	0.8	0.9	0.9
4 years of high school or more	80.5	87.2	79.7	87.8	75.4	86.8
4 years of college or more	13.2	24.5	13.7	24.8	12.4	25.4
Total, 35 to 44 years old	3,700	29,783	3,270	26,991	2,677	22,129
Percent completed—						
Less than 5 years of school	1.1	1.3	1.9	1.2	3.2	1.3
4 years of high school or more	77.3	87.2	71.6	85.4	62.5	80.0
4 years of college or more	15.4	27.8	15.3	26.9	8.0	22.0
SOUTH						
Total, 25 years old and over	8,736	42,071	7,828	40,137	6,655	36,029
Percent completed—						
Less than 5 years of school	6.1	2.9	8.6	3.2	13.2	4.0
4 years of high school or more	59.5	73.8	55.4	71.6	44.7	67.0
4 years of college or more	10.6	20.3	10.4	18.7	7.5	17.0
Total, 25 to 34 years old	2,915	11,188	2,620	10,934	2,089	9,587
Percent completed—						
Less than 5 years of school	0.5	0.9	0.5	0.8	1.1	0.9
4 years of high school or more	79.4	84.7	78.4	84.6	73.4	83.7
4 years of college or more	11.7	25.1	12.4	22.9	12.0	23.9
Total, 35 to 44 years old	2,032	9,645	1,677	8,491	1,337	7,346
Percent completed—						
Less than 5 years of school	1.1	1.3	2.3	1.3	5.5	1.6
4 years of high school or more	74.7	84.0	68.3	81.6	53.0	76.2
4 years of college or more	15.2	25.9	15.7	24.2	7.6	20.8
NORTH AND WEST						
Total, 25 years old and over	7,194	89,022	6,991	84,768	6,272	78,734
Percent completed—						
Less than 5 years of school	3.3	1.6	3.5	1.7	4.9	2.0
4 years of high school or more	68.0	79.5	64.6	77.4	58.1	72.2
4 years of college or more	12.0	21.2	11.8	20.6	8.4	18.2
Total, 25 to 34 years old	2,356	24,959	2,287	23,742	2,008	21,847
Percent completed—						
Less than 5 years of school	0.6	1.0	1.2	0.8	0.7	0.9
4 years of high school or more	81.8	88.4	81.2	89.3	77.4	88.1
4 years of college or more	14.9	24.2	15.2	25.6	12.8	26.0
Total, 35 to 44 years old	1,667	20,139	1,593	18,501	1,340	14,783
Percent completed—						
Less than 5 years of school	1.1	1.3	1.4	1.2	0.9	1.1
4 years of high school or more	80.4	88.8	75.1	87.2	72.1	81.9
4 years of college or more	15.8	28.8	14.8	28.2	8.4	22.7

Family type. While the composition of Black families differs from that of White families, the proportion of married-couple families in both groups declined since 1980. In 1980, married couples accounted for 3.4 million, or 56 percent, of all Black families, and 52.2 million, or 86 percent of all White families. By 1988, the proportions had declined to 51 percent for Blacks and 83 percent for Whites (table E).

The decline in the proportion of married-couple families is accompanied by the increase in the proportion of families maintained by women and men with no spouses present. Between 1980 and 1988, the proportion of all

Table G. **Selected Income Characteristics of Households and Families, by Region, Sex, and Race: 1987, 1982, and 1979**

(Households and families as of March 1988. In 1987 dollars)

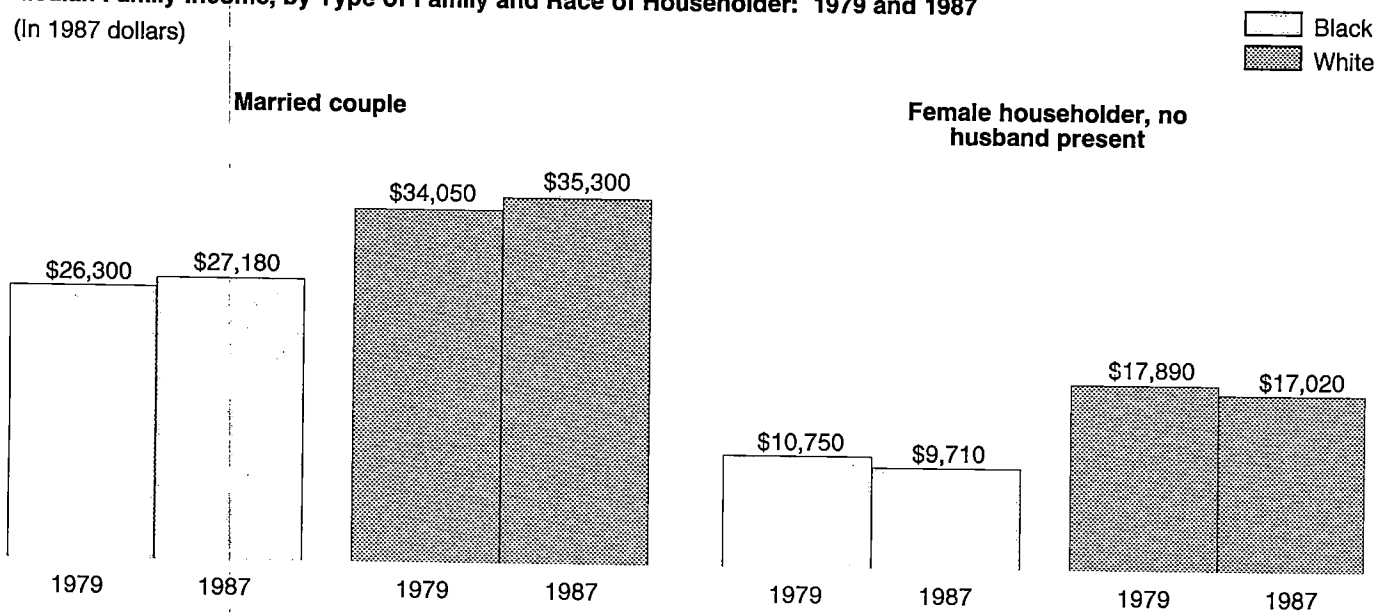
Type of income	1987			1982			1979		
	Black	White	Ratio: Black to White	Black	White	Ratio: Black to White	Black	White	Ratio: Black to White
UNITED STATES									
Median Income									
Households	15,475	27,427	0.56	14,086	24,855	0.57	15,990	27,129	0.59
Standard error	299	137	(X)	226	113	(X)	294	131	(X)
Families	18,098	32,274	0.56	16,006	28,958	0.55	18,225	32,089	0.57
Standard error	390	147	(X)	390	144	(X)	332	141	(X)
Median Income by Type of Family									
Married-couple families	27,182	35,295	0.77	24,230	31,123	0.78	26,296	34,048	0.77
Standard error	701	163	(X)	421	140	(X)	504	146	(X)
Female householder, no husband present	9,710	17,018	0.57	8,778	15,885	0.55	10,745	17,893	0.60
Standard error	300	300	(X)	266	291	(X)	291	268	(X)
Male householder, no wife present	17,455	26,230	0.67	17,256	25,207	0.68	19,431	27,642	0.70
Standard error	1,242	562	(X)	1,153	706	(X)	1,460	884	(X)
SOUTH									
Median Income									
Households	14,557	26,165	0.56	13,293	23,873	0.56	14,628	25,482	0.57
Standard error	384	252	(X)	313	194	(X)	362	239	(X)
Families	17,302	30,729	0.56	15,353	27,176	0.56	16,887	29,675	0.57
Standard error	447	263	(X)	467	254	(X)	451	266	(X)
Median Income by Type of Family									
Married-couple families	25,293	33,390	0.76	22,870	29,303	0.78	23,579	31,442	0.75
Standard error	755	370	(X)	704	260	(X)	679	260	(X)
Female householder, no husband present	9,431	16,395	0.58	8,739	15,255	0.57	10,037	17,450	0.58
Standard error	414	576	(X)	339	431	(X)	449	454	(X)
Male householder, no wife present	15,002	23,058	0.65	15,882	24,755	0.64	18,691	23,784	0.79
Standard error	1,609	1,518	(X)	1,843	1,141	(X)	2,244	1,622	(X)
NORTH AND WEST									
Median Income									
Households	16,414	28,051	0.59	14,954	25,328	0.59	17,426	27,929	0.62
Standard error	401	185	(X)	479	147	(X)	396	185	(X)
Families	19,124	33,129	0.58	16,883	29,771	0.57	19,757	33,170	0.60
Standard error	516	206	(X)	589	159	(X)	585	172	(X)
Median Income by Type of Family									
Married-couple families	30,138	36,086	0.84	25,670	31,946	0.80	30,193	35,293	0.86
Standard error	836	193	(X)	587	164	(X)	941	193	(X)
Female householder, no husband present	10,001	17,282	0.58	8,816	16,253	0.54	11,333	18,098	0.63
Standard error	462	353	(X)	395	377	(X)	380	329	(X)
Male householder, no wife present	19,129	26,887	0.71	19,769	25,426	0.78	20,327	29,358	0.69
Standard error	1,212	549	(X)	3,018	869	(X)	2,215	1,072	(X)

X Not applicable.

difference in the ratio of Black-to-White family median income in 1987 in the North and West (0.58) and in the South (0.56) (tables G and 8).

Black, married-couple families by earner status. The income levels of the 3.7 million Black, married-couple families varied by the earner status of the husband and wife. About 60 percent of Black, married-couple families

Figure 9.
Median Family Income, by Type of Family and Race of Householder: 1979 and 1987
(In 1987 dollars)



had both husband and wife with earnings in 1987. The median income of these Black families with both husband and wife working was $35,280, about 87 percent above that for families where the husband was the only earner (table 8 and figure 10). The median family income ratio of Black to White in 1987 was 0.85 for families with both husband and wife earners, much higher than the 0.63 for families with only the husband as an earner (table 8).

Median earnings of year-round, full-time workers. The median earnings in 1987 of Black men who were year-round, full-time workers were $19,010. The apparent decline in the median earnings of Black men between 1987 and 1979 ($19,940) was not statistically significant. However, the median earnings of Black women who were year-round, full-time workers increased by 7.9 percent from $14,830 in 1979 to $16,000 in 1987. As a result, the median earnings ratio of Black women to Black men increased from 0.74 in 1979 to 0.84 in 1987 (table H and figure 11). The comparable median earnings ratio of White women to White men increased from 0.59 in 1979 to 0.64 in 1987. Among year-round, full-time workers, the 1987 median earnings ratio of Black women to Black men also was higher (0.84) than that for White women to White men (0.64). White men had the highest median earnings in 1987 ($26,680) of any of the groups (table H and figure 12).

Figure 10.
Median Income of Married-Couple Families, by Earner Status: 1979 and 1987
(In 1987 dollars)

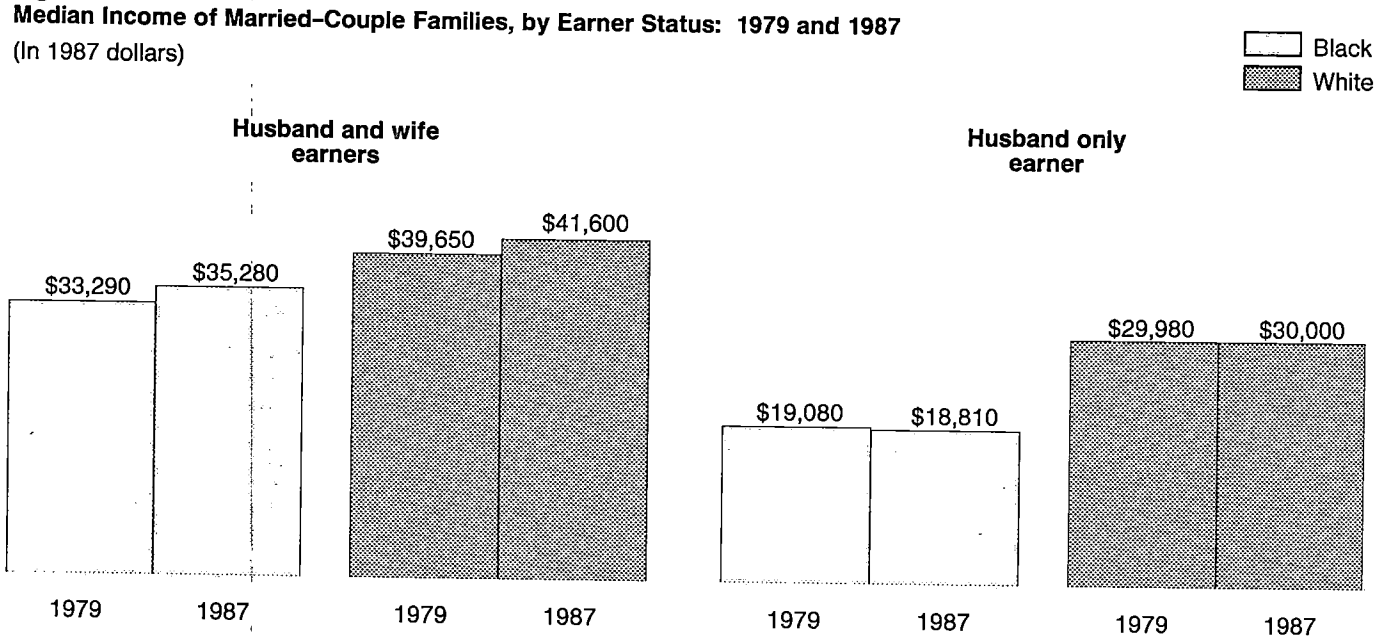


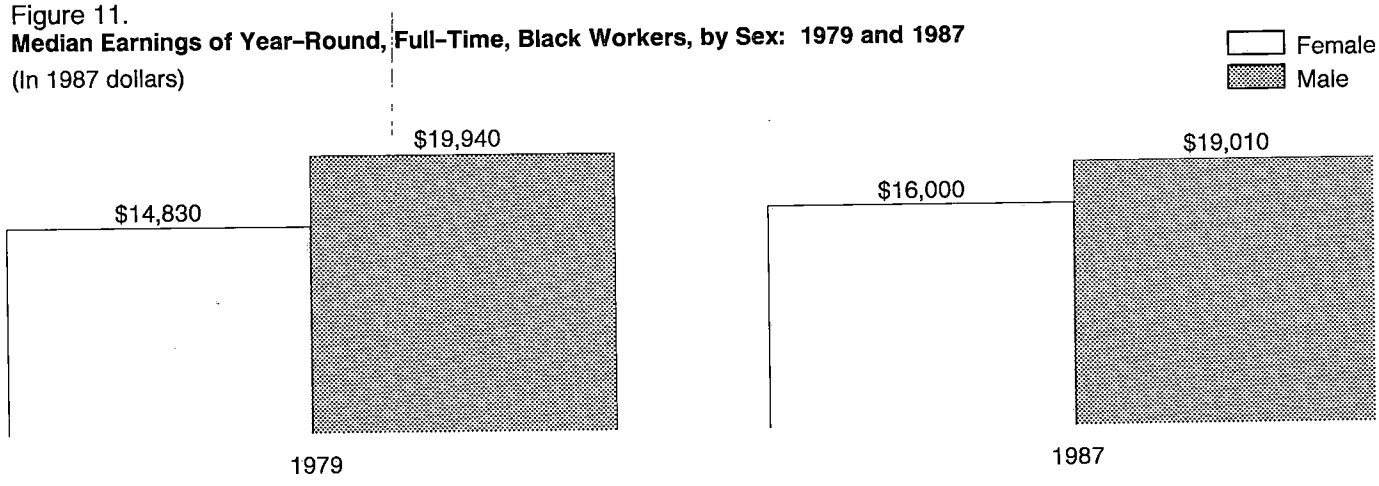
Table H. **Selected Income Characteristics of Persons, by Region, Sex, and Race: 1987, 1982, and 1979**

(Persons 15 years old and over as of March 1988. In 1987 dollars)

Type of income	1987			1982			1979		
	Black	White	Ratio: Black to White	Black	White	Ratio: Black to White	Black	White	Ratio: Black to White
UNITED STATES									
Median Income									
Persons	8,419	12,509	0.67	7,875	11,252	0.70	8,561	11,783	0.73
Standard error	140	67	(X)	127	68	(X)	171	63	(X)
Median Earnings of Persons									
Both sexes	11,501	15,092	0.76	10,557	13,286	0.79	11,531	14,723	0.78
Standard error	163	75	(X)	238	62	(X)	164	94	(X)
Male	12,910	20,624	0.63	12,368	18,772	0.66	14,223	21,344	0.67
Standard error	413	113	(X)	230	109	(X)	390	144	(X)
Female	10,402	10,605	0.98	9,182	8,991	1.02	9,331	9,364	1.00
Standard error	219	76	(X)	189	72	(X)	250	86	(X)
Ratio: Female to male median earnings	0.81	0.51	(X)	0.74	0.48	(X)	0.66	0.44	(X)
Median Earnings of Year-Round, Full-Time Workers									
Both sexes	17,066	22,231	0.77	15,980	20,951	0.76	17,627	22,576	0.78
Standard error	176	94	(X)	255	111	(X)	213	110	(X)
Male	19,014	26,677	0.71	18,247	25,426	0.72	19,937	27,276	0.73
Standard error	455	131	(X)	308	117	(X)	424	111	(X)
Female	16,002	17,034	0.94	14,279	15,489	0.92	14,831	16,033	0.93
Standard error	213	86	(X)	178	111	(X)	282	86	(X)
Ratio: Female to male median earnings	0.84	0.64	(X)	0.78	0.61	(X)	0.74	0.59	(X)
SOUTH									
Persons	7,902	12,109	0.65	7,242	11,150	0.65	7,557	11,397	0.66
Standard error	158	93	(X)	159	117	(X)	208	111	(X)
NORTH AND WEST									
Persons	9,391	12,785	0.73	8,679	11,300	0.77	9,812	11,969	0.82
Standard error	264	89	(X)	198	81	(X)	290	80	(X)

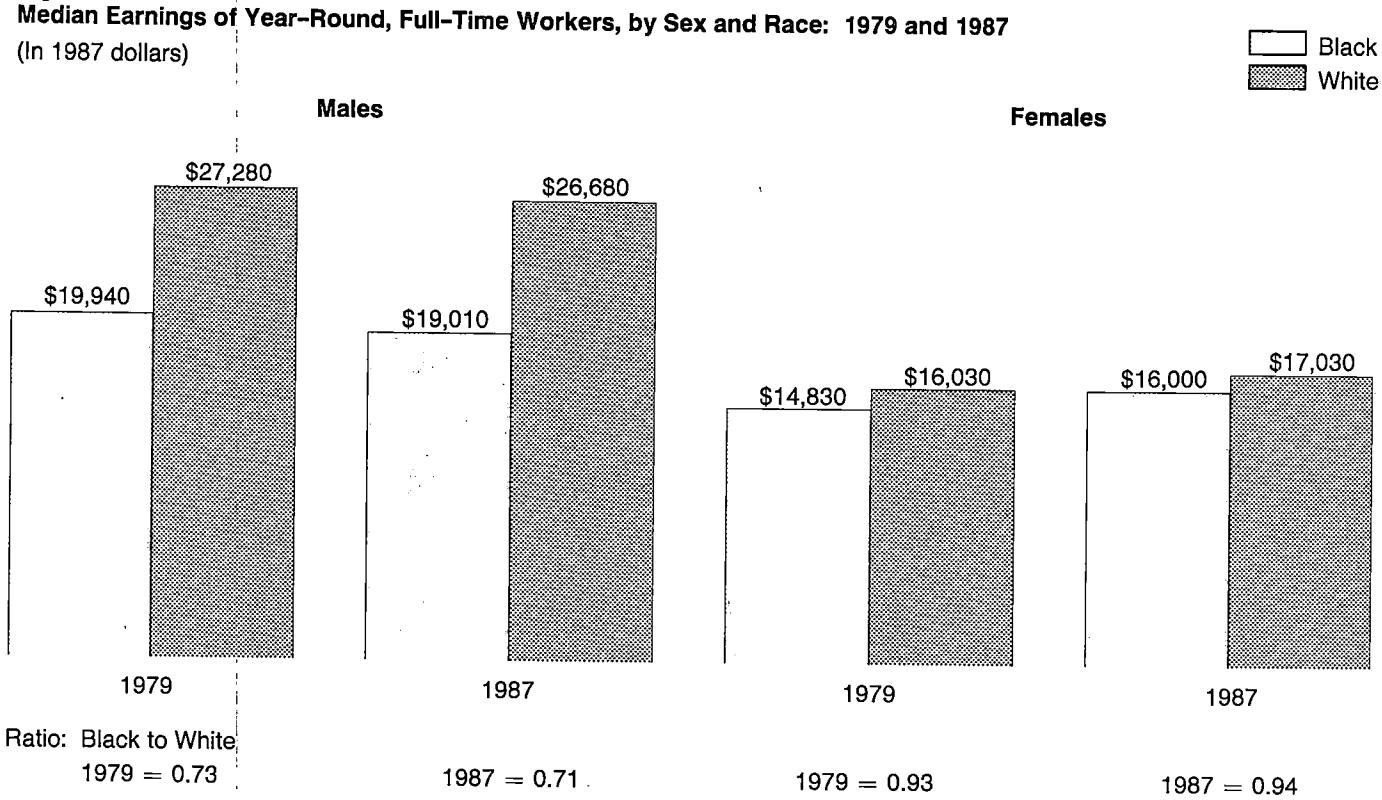
X Not applicable.

Figure 11.
Median Earnings of Year-Round, Full-Time, Black Workers, by Sex: 1979 and 1987
(In 1987 dollars)



Ratio: Female to Male
1979 = 0.74
1987 = 0.84

Figure 12.
Median Earnings of Year-Round, Full-Time Workers, by Sex and Race: 1979 and 1987
(In 1987 dollars)



Poverty[16]

Families. About 30 percent, or 2.1 million, of all Black families were below the poverty level in 1987, an increase over the 28 percent in 1979. Black families were more likely to be in poverty than their White counterparts. The 1987 poverty rate for Black families was 3 1/2 times as high as that for White families (8 percent). In 1987, the poverty rate for Black, married-couple families (12 percent) was 2 1/2 times that for comparable White families (5 percent). Similarly, the poverty rate for Black families maintained by women with no husband present (52 percent) was twice that of Whites (27 percent) (table I).

The poverty rate also varied by region. Black families residing in the South had a higher poverty rate (31 percent) than those living in the North and West (28 percent). The comparable proportions for Whites were 9 percent and 8 percent, respectively (table 9).

Persons. Thirty-three percent, or 9.7 million, of all Black persons were poor in 1987, an increase over the 31 percent in 1979. Between 1986 and 1987, the number of Blacks below the poverty level increased by 700,000, or 2 percentage points, while the number of White persons below the poverty level decreased. The 1987 poverty rate for Blacks (33 percent) was three times that of Whites (11 percent) (table J and figure 13).

In 1987, 45 percent of all Black related children under 18 years of age in families and 34 percent of all Black persons 65 years of age and over were poor. The comparable proportions for Whites were 15 percent and 10 percent, respectively (tables J and 9).

USER COMMENTS

We are interested in your reaction to the usefulness of the information presented here and the content of the questions used to provide these results. (There is a facsimile of the CPS question in appendix C.) We welcome your recommendations for improving our survey work. If you have suggestions or comments, please send them to:

Current Survey Comments
Population Division
U.S. Bureau of the Census
Washington, D.C. 20233

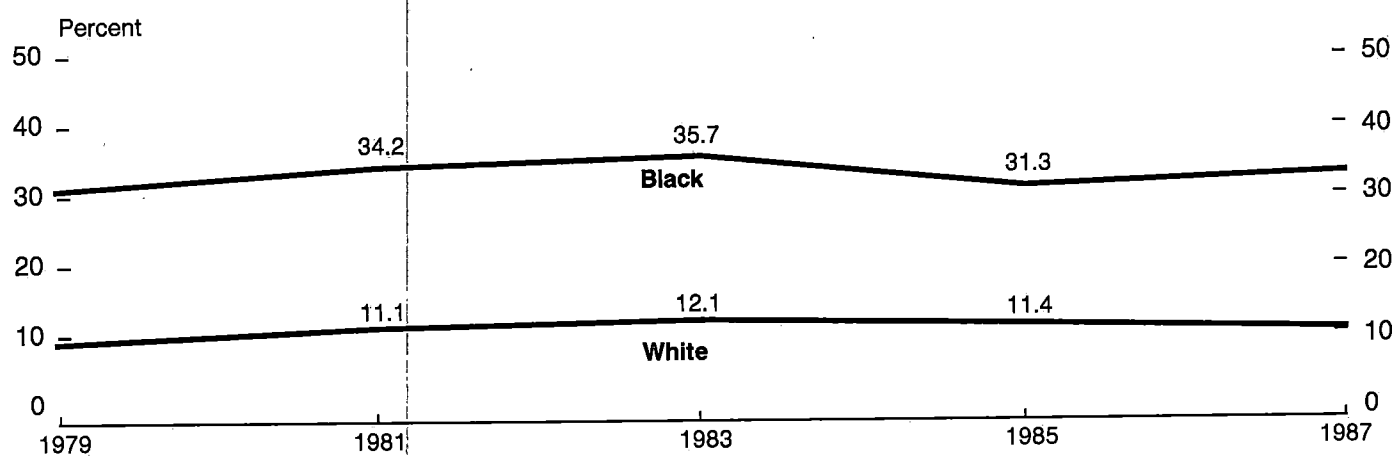
[16]The poverty definition used is that adapted for official government use by the Office of Management and Budget and consists of a set of money income thresholds that vary by family size and composition. Families or individuals with income below their appropriate thresholds are classified as below the poverty level. The poverty thresholds are updated every year to reflect changes in the Consumer Price Index. The estimates of poverty in this report are based solely on money income and do not include the value of noncash benefits such as food stamps, Medicaid, and public housing. For a further discussion of poverty and valuing noncash benefits, see Current Population Reports, Series P-60, No. 163, *Poverty in the United States: 1987* (February 1989).

Table I. **Selected Characteristics of Families Below the Poverty Level: 1987, 1982, and 1979**

(Numbers in thousands. Families as of March 1988)

Characteristic	1987		1982		1979	
	Black	White	Black	White	Black	White
UNITED STATES						
Type of Family						
All families	2,149	4,592	2,158	5,118	1,666	3,515
Percent below poverty level	29.9	8.2	33.0	9.6	27.6	6.8
Married-couple	454	2,440	543	3,104	437	2,058
Percent below poverty level	12.3	5.2	15.6	6.9	13.0	4.7
Female householder, no husband present	1,593	1,930	1,535	1,813	1,195	1,328
Percent below poverty level	51.8	26.7	56.2	27.9	49.2	22.3
All other families	102	223	79	201	34	130
Percent below poverty level	24.3	10.3	25.6	12.2	13.3	9.1
Householder 65 years and over	215	511	239	632	205	587
Percent below poverty level	23.7	5.4	29.4	7.3	25.9	7.4
SOUTH						
Type of Family						
All families	1,237	1,636	1,177	1,850	922	1,297
Percent below poverty level	31.1	8.8	34.2	10.6	30.0	8.0
Female householder, no husband present	864	601	778	557	616	338
Percent below poverty level	52.6	26.1	56.4	28.0	52.8	20.2
All other families	373	1,034	399	1,294	306	960
Percent below poverty level	16.0	6.4	19.3	8.4	16.1	6.6
Householder 65 years and over	151	235	177	337	151	290
Percent below poverty level	27.9	7.4	36.3	11.4	31.4	11.2
NORTH AND WEST						
Type of Family						
All families	913	2,957	981	3,268	745	2,218
Percent below poverty level	28.5	7.9	31.8	9.1	25.1	6.3
Female householder, no husband present	729	1,328	757	1,256	580	990
Percent below poverty level	50.9	26.9	56.0	27.8	46.0	23.1
All other families	183	1,628	224	2,012	166	1,228
Percent below poverty level	10.4	5.0	12.9	6.4	9.7	4.0
Householder 65 years and over	64	276	62	296	54	298
Percent below poverty level	17.6	4.4	19.1	5.2	17.5	5.6

Figure 13.
Poverty Rates of Persons, by Race: 1979 to 1987



Source: table J.

Table J. **Selected Characteristics of Persons Below the Poverty Level: 1987, 1982, and 1979**

(Numbers in thousands. Persons as of March 1988)

Characteristic	1987		1982		1979	
	Black	White	Black	White	Black	White
UNITED STATES						
All persons	9,683	21,409	9,697	23,517	7,838	16,823
Percent below poverty level	33.1	10.5	35.6	12.0	30.9	8.9
Persons 65 years and over	808	2,597	811	2,870	716	2,840
Percent below poverty level	33.9	10.1	38.2	12.4	35.5	13.2
All related children under 18 years in families	4,297	7,550	4,388	8,282	3,695	5,759
Percent below poverty level	45.1	15.0	47.3	16.5	40.7	11.4
Families with a female householder, no husband present	3,394	3,474	3,269	3,249	2,851	2,560
Percent below poverty level	68.3	45.8	70.7	46.5	63.0	38.6
All other families	903	4,076	1,120	5,032	844	3,199
Percent below poverty level	19.8	9.5	24.1	11.6	18.5	7.3
SOUTH						
All persons	5,648	7,426	5,487	8,297	4,419	6,078
Percent below poverty level	34.5	11.5	37.6	13.4	33.9	10.6
Persons 65 years and over	560	1,064	587	1,352	490	1,208
Percent below poverty level	40.5	12.9	46.2	17.9	41.4	18.2
All related children under 18 years in families	2,511	2,465	2,435	2,781	2,112	1,997
Percent below poverty level	45.9	15.7	49.2	17.7	44.2	13.0
Families with a female householder, no husband present	1,865	1,028	1,698	947	1,548	654
Percent below poverty level	68.4	44.0	72.1	46.0	68.1	34.3
All other families	646	1,437	737	1,834	564	1,343
Percent below poverty level	23.6	10.7	28.4	13.4	22.5	10.0
NORTH AND WEST						
All persons	4,035	13,983	4,210	15,220	3,418	10,745
Percent below poverty level	31.3	10.1	33.3	11.3	27.7	8.2
Persons 65 years and over	249	1,532	224	1,517	227	1,631
Percent below poverty level	24.8	8.8	26.2	9.7	27.2	11.0
All related children under 18 years in families	1,785	5,085	1,953	5,500	1,584	3,762
Percent below poverty level	44.1	14.7	45.2	15.9	36.8	10.7
Families with a female householder, no husband present	1,529	2,446	1,570	2,302	1,303	1,907
Percent below poverty level	68.1	46.7	69.3	46.6	57.9	40.4
All other families	256	2,639	383	3,199	280	1,855
Percent below poverty level	14.2	9.0	18.6	10.8	13.6	6.1

Table 1. **Selected Social Characteristics of the Population, by Sex and Race: March 1988**
(Numbers in thousands. For meaning of symbols, see text)

Characteristic	All races			Black			White		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
AGE									
Total	241,155	117,260	123,895	29,333	13,717	15,616	203,869	99,671	104,198
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under 5 years	7.6	8.0	7.2	9.4	10.2	8.7	7.3	7.7	6.9
5 to 9 years	7.4	7.8	7.0	9.4	10.2	8.7	7.1	7.4	6.7
10 to 14 years	6.9	7.2	6.5	8.8	9.6	8.2	6.5	6.8	6.2
15 to 19 years	7.5	7.8	7.2	9.3	9.8	8.8	7.2	7.4	6.9
20 to 24 years	7.8	7.9	7.7	8.8	8.7	8.9	7.7	7.8	7.6
25 to 29 years	8.9	9.1	8.8	9.2	9.0	9.4	8.9	9.1	8.7
30 to 34 years	8.9	9.1	8.7	8.8	8.6	8.9	8.9	9.1	8.6
35 to 44 years	14.4	14.6	14.2	12.6	12.1	13.0	14.6	14.9	14.4
45 to 54 years	9.9	9.8	9.9	8.5	8.1	8.9	10.0	10.0	10.0
55 to 64 years	9.0	8.7	9.2	7.1	6.7	7.4	9.4	9.1	9.6
65 to 74 years	7.2	6.6	7.9	5.0	4.5	5.5	7.7	7.0	8.3
75 years and over	4.6	3.5	5.6	3.1	2.5	3.6	4.9	3.7	6.1
16 years and over	76.7	75.5	77.9	70.5	68.0	72.7	77.8	76.7	78.9
18 years and over	73.7	72.3	75.0	66.6	63.9	69.1	74.9	73.6	76.1
21 years and over	69.2	67.8	70.6	61.3	58.4	63.9	70.6	69.2	71.8
65 years and over	11.8	10.1	13.5	8.1	7.0	9.1	12.6	10.7	14.4
Median age (years)	32.2	31.2	33.2	27.3	25.8	28.6	33.1	32.1	34.1
MARITAL STATUS									
Total, 15 years and over	188,452	90,284	98,168	21,221	9,603	11,618	161,341	77,823	83,518
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	26.3	29.9	22.9	39.4	42.5	36.9	24.4	28.1	20.9
Married	59.1	61.2	57.3	43.1	45.5	41.1	61.2	63.2	59.3
Widowed	7.2	2.5	11.4	8.3	3.6	12.2	7.1	2.5	11.5
Divorced	7.4	6.4	8.3	9.2	8.5	9.8	7.3	6.2	8.2
EDUCATIONAL ATTAINMENT									
Total, 25 years and over	151,616	71,941	79,676	15,929	7,067	8,863	131,092	62,679	68,414
Percent completed—									
Less than 5 years of school	2.4	2.6	2.3	4.8	5.7	4.2	2.0	2.1	1.9
4 years of high school or more	76.2	76.4	75.9	63.3	63.6	63.1	77.7	77.7	77.6
1 year of college or more	37.3	40.8	34.2	26.2	26.6	25.9	38.2	41.8	34.8
4 years of college or more	20.3	24.0	17.0	11.3	11.2	11.3	20.9	24.9	17.3
Median school years completed	12.7	12.7	12.6	12.4	12.4	12.4	12.7	12.8	12.6
Total, 25 to 34 years	42,970	21,321	21,649	5,272	2,418	2,853	36,147	18,158	17,989
Percent completed—									
Less than 5 years of school	1.0	1.1	0.9	0.5	0.6	0.5	1.0	1.2	0.8
4 years of high school or more	86.4	85.4	87.5	80.5	80.6	80.4	87.2	85.9	88.6
1 year of college or more	44.8	45.0	44.5	34.1	34.6	33.7	45.6	45.6	45.6
4 years of college or more	23.7	25.0	22.4	13.1	13.5	12.8	24.5	25.7	23.3
Median school years completed	12.9	12.9	12.9	12.7	12.7	12.7	12.9	12.9	12.9
TYPE OF FAMILY									
All families	65,133	(X)	(X)	7,177	(X)	(X)	56,044	(X)	(X)
Percent	100.0	(X)	(X)	100.0	(X)	(X)	100.0	(X)	(X)
Married-couple families	79.5	(X)	(X)	51.3	(X)	(X)	83.2	(X)	(X)
Female householder, no husband present	16.3	(X)	(X)	42.8	(X)	(X)	12.9	(X)	(X)
Male householder, no wife present	4.2	(X)	(X)	5.9	(X)	(X)	3.9	(X)	(X)
OWN CHILDREN UNDER 18 YEARS BY PRESENCE OF PARENTS									
Total, own children under 18 years	61,186	(X)	(X)	8,973	(X)	(X)	49,842	(X)	(X)
Percent	100.0	(X)	(X)	100.0	(X)	(X)	100.0	(X)	(X)
Living with—									
Both parents	75.0	(X)	(X)	41.6	(X)	(X)	80.7	(X)	(X)
Mother only	22.1	(X)	(X)	55.2	(X)	(X)	16.3	(X)	(X)
Never married	7.0	(X)	(X)	30.5	(X)	(X)	3.0	(X)	(X)
Married	5.5	(X)	(X)	13.0	(X)	(X)	4.1	(X)	(X)
Widowed	1.4	(X)	(X)	2.7	(X)	(X)	1.1	(X)	(X)
Divorced	8.2	(X)	(X)	9.0	(X)	(X)	8.2	(X)	(X)
Father only	3.0	(X)	(X)	3.2	(X)	(X)	2.9	(X)	(X)

Table 2. **Selected Economic Characteristics of Persons and Families, by Sex and Race: 1988**

(Numbers in thousands)

Characteristic	All races	Black	White
LABOR FORCE STATUS IN 1988[1]			
Both sexes, 16 years and over	184,613	20,692	158,194
In civilian labor force	121,669	13,205	104,756
Percent in civilian labor force	65.9	63.8	66.2
Employed	114,968	11,658	99,812
Unemployed	6,701	1,547	4,944
Percent unemployed	5.5	11.7	4.7
Not in labor force	62,944	7,487	53,439
Males, 16 years and over	87,857	9,289	75,855
In civilian labor force	66,927	6,596	58,317
Percent in civilian labor force	76.2	71.0	76.9
Employed	63,273	5,824	55,550
Unemployed	3,655	771	2,766
Percent unemployed	5.5	11.7	4.7
Not in labor force	20,930	2,694	17,538
Females, 16 years and over	96,756	11,402	82,340
In civilian labor force	54,742	6,609	46,439
Percent in civilian labor force	56.6	58.0	56.4
Employed	51,696	5,834	44,262
Unemployed	3,046	776	2,177
Percent unemployed	5.6	11.7	4.7
Not in labor force	42,014	4,793	35,901
OCCUPATION IN 1988[1]			
Employed males, 16 years and over	63,273	5,824	55,550
Percent	100.0	100.0	100.0
Managerial and professional specialty	25.5	13.3	26.6
Technical, sales, and administrative support	19.7	16.9	19.9
Service occupations	9.6	18.1	8.6
Farming, forestry, and fishing	4.5	3.5	4.7
Precision production, craft, and repair	19.7	15.5	20.3
Operators, fabricators, and laborers	20.9	32.7	19.8
Employed females, 16 years and over	51,696	5,834	44,262
Percent	100.0	100.0	100.0
Managerial and professional specialty	25.2	17.5	26.3
Technical, sales, and administrative support	44.6	38.6	45.4
Service occupations	17.9	28.2	16.6
Farming, forestry, and fishing	1.1	0.4	1.2
Precision production, craft, and repair	2.3	2.2	2.3
Operators, fabricators, and laborers	8.9	13.1	8.2
INCOME OF PERSONS IN 1987			
Males with income[2]	85,623	8,341	74,688
Percent	100.0	100.0	100.0
$1 to $3,999 or loss	12.1	19.3	11.1
$4,000 to $9,999	17.2	26.5	16.1
$10,000 to $19,999	25.2	27.5	25.1
$20,000 to $29,999	18.7	15.2	19.1
$30,000 or more	26.8	11.5	28.5
Median income (dollars)	17,752	11,101	18,854
Standard error (dollars)	122	219	129
Females with income[2]	89,279	10,074	76,662
Percent	100.0	100.0	100.0
$1 to $3,999 or loss	28.1	28.7	27.9
$4,000 to $9,999	28.5	33.5	28.0
$10,000 to $19,999	25.5	24.0	25.8
$20,000 to $29,999	11.3	9.7	11.5
$30,000 or more	6.6	4.2	6.8
Median income (dollars)	8,101	6,796	8,279
Standard error (dollars)	53	142	57

Table 2. **Selected Economic Characteristics of Persons and Families, by Sex and Race: 1988**—Con.

(Numbers in thousands)

Characteristic	All races	Black	White
INCOME OF FAMILIES IN 1987			
Total families	65,133	7,177	56,044
Percent	100.0	100.0	100.0
Under $10,000	11.8	29.9	9.3
$10,000 to $24,999	27.7	34.2	27.0
$25,000 to $39,999	25.3	18.9	26.2
$40,000 to $49,999	12.3	7.5	13.0
$50,000 or more	22.9	9.5	24.4
Median income (dollars)	30,853	18,098	32,274
Standard error (dollars)	141	390	147

[1]Data on labor force and occupation are annual averages.
[2]For civilian persons 15 years old and over.

Table 3. **Metropolitan-Nonmetropolitan Residence of the Population, by Region and Race: March 1988**

(Numbers in thousands. For meaning of symbols, see text)

Residence and region	All races	Black	White	Black as a percent of total
UNITED STATES				
Total	241,155	29,333	203,869	12.2
Percent	100.0	100.0	100.0	(X)
All metropolitan areas	77.6	82.3	76.6	12.9
Inside central cities	31.0	57.2	26.7	22.4
Outside central cities	46.6	25.2	49.8	6.6
Nonmetropolitan areas	22.4	17.7	23.4	9.6
Nonfarm	20.9	17.4	21.7	10.1
Farm	1.5	0.3	1.7	2.6
Metropolitan areas of 1 million or more	103,404	15,796	82,865	15.3
Percent	100.0	100.0	100.0	(X)
Inside central cities	40.3	71.0	33.8	26.9
Outside central cities	59.7	29.0	66.2	7.4
Metropolitan areas under 1 million	83,775	8,348	73,280	10.0
Percent	100.0	100.0	100.0	(X)
Inside central cities	39.6	66.4	36.2	16.7
Outside central cities	60.4	33.6	63.8	5.5
SOUTH				
Total	82,529	16,403	64,813	19.9
Percent	100.0	100.0	100.0	(X)
All metropolitan areas	71.6	69.8	71.8	19.4
Inside central cities	28.8	43.2	25.1	29.8
Outside central cities	42.8	26.6	46.8	12.4
Nonmetropolitan areas	28.4	30.2	28.2	21.1
Nonfarm	27.0	29.6	26.5	21.8
Farm	1.4	0.6	1.7	8.1
Metropolitan areas of 1 million or more	26,561	5,902	20,006	22.2
Percent	100.0	100.0	100.0	(X)
Inside central cities	37.5	59.9	30.8	35.5
Outside central cities	62.5	40.1	69.2	14.3
Metropolitan areas under 1 million	32,529	5,551	26,560	17.1
Percent	100.0	100.0	100.0	(X)
Inside central cities	42.5	64.0	38.0	25.7
Outside central cities	57.5	36.0	62.0	10.7
NORTH AND WEST				
Total	158,626	12,931	139,056	8.2
Percent	100.0	100.0	100.0	(X)
All metropolitan areas	80.8	98.1	78.8	9.9
Inside central cities	32.2	74.9	27.5	19.0
Outside central cities	48.6	23.3	51.3	3.9
Nonmetropolitan areas	19.2	1.9	21.2	0.8
Nonfarm	17.7	1.9	19.4	0.9
Farm	1.6	-	1.8	-
Metropolitan areas of 1 million or more	76,844	9,894	62,859	12.9
Percent	100.0	100.0	100.0	(X)
Inside central cities	41.3	77.7	34.8	24.2
Outside central cities	58.7	22.3	65.2	4.9
Metropolitan areas under 1 million	51,247	2,796	46,719	5.5
Percent	100.0	100.0	100.0	(X)
Inside central cities	37.7	71.2	35.2	10.3
Outside central cities	62.3	28.8	64.8	2.5

Table 4. **Marital Status of Persons 15 Years Old and Over, by Age, Sex, Region, and Race: March 1988**

(Numbers in thousands. For meaning of symbols, see text)

Race, region, and marital status	Total, 15 years and over		15 to 24 years		25 to 34 years		35 to 44 years		45 to 54 years		55 to 64 years		65 years and over	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
BLACK														
United States														
Total	9,603	11,618	2,536	2,755	2,418	2,853	1,665	2,035	1,108	1,393	916	1,158	960	1,424
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	42.5	36.9	93.4	86.2	48.7	43.4	18.4	18.3	11.5	11.1	7.6	5.1	2.9	6.2
Married, spouse present	39.2	31.6	5.4	9.6	39.5	36.6	57.1	44.4	57.5	44.6	53.1	38.8	62.5	27.1
Married, spouse absent	6.3	9.5	0.4	3.0	5.2	10.7	10.0	15.1	10.4	15.0	12.0	11.8	7.9	4.9
Widowed	3.6	12.2	0.2	0.1	0.1	0.8	0.7	3.8	3.6	12.0	10.2	30.5	19.7	55.3
Divorced	8.5	9.8	0.6	1.1	6.5	8.5	13.8	18.4	17.1	17.3	17.0	13.9	7.0	6.5
South														
Total	5,253	6,469	1,397	1,590	1,336	1,580	915	1,117	589	736	472	611	545	836
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	41.1	36.0	92.8	83.8	44.5	41.9	16.5	16.4	12.6	11.3	5.7	3.4	2.6	5.5
Married, spouse present	40.8	32.9	5.9	11.0	44.0	39.6	59.2	47.6	58.4	44.6	53.8	43.0	61.5	24.6
Married, spouse absent	6.1	8.7	-	3.6	5.2	9.4	9.9	14.4	8.7	13.2	13.3	8.8	8.8	5.3
Widowed	3.8	13.2	0.2	0.1	0.1	1.0	1.1	3.9	4.9	13.5	7.8	32.9	21.3	59.0
Divorced	8.2	9.2	0.9	1.4	6.2	8.1	13.2	17.6	15.4	17.3	19.5	11.9	5.9	5.7
North and West														
Total	4,349	5,149	1,139	1,165	1,083	1,274	750	917	520	657	443	547	414	588
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	44.1	38.1	94.0	89.5	53.7	45.3	20.8	20.7	10.2	10.8	9.7	6.9	3.4	7.1
Married, spouse present	37.3	29.9	4.7	7.7	34.1	32.9	54.5	40.3	56.3	44.6	52.1	34.0	64.0	30.8
Married, spouse absent	6.5	10.6	0.9	2.1	5.2	12.2	10.0	16.0	12.3	16.9	10.8	15.2	6.8	4.4
Widowed	3.4	10.9	0.3	0.2	0.1	0.6	0.3	3.6	2.1	10.4	12.9	28.0	17.4	50.2
Divorced	8.8	10.6	0.2	0.5	6.7	9.0	14.4	19.3	19.0	17.4	14.4	16.1	8.5	7.7
WHITE														
United States														
Total	77,823	83,518	15,145	15,104	18,159	17,989	14,823	14,962	10,014	10,434	9,034	10,040	10,649	14,989
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	28.1	20.9	86.8	75.2	32.0	19.7	10.2	6.3	5.0	4.2	4.6	3.9	4.7	5.2
Married, spouse present	60.7	56.5	11.1	20.6	57.8	66.0	75.3	74.4	81.8	75.2	84.4	70.5	76.2	41.0
Married, spouse absent	2.4	2.8	1.0	1.9	3.0	4.1	3.5	3.9	2.9	3.3	1.9	2.3	2.0	1.3
Widowed	2.5	11.5	-	0.1	0.2	0.5	0.4	1.6	1.1	4.9	3.1	15.2	13.5	48.1
Divorced	6.2	8.2	1.0	2.1	7.1	9.7	10.5	13.8	9.2	12.4	6.0	8.0	3.6	4.4
South														
Total	24,968	26,790	4,997	4,690	5,545	5,643	4,741	4,904	3,311	3,404	2,902	3,353	3,472	4,796
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	25.1	17.9	82.9	70.1	26.0	15.8	7.8	4.6	3.4	2.6	3.3	3.5	3.4	3.8
Married, spouse present	63.6	59.1	14.2	24.8	62.1	68.8	77.4	76.4	84.5	77.9	86.8	69.8	79.1	43.0
Married, spouse absent	2.5	2.9	1.2	2.4	3.0	4.2	3.7	3.5	3.0	3.3	1.9	2.0	1.6	1.4
Widowed	2.2	11.9	0.1	0.2	0.1	0.8	0.4	1.6	1.0	5.0	2.7	17.0	11.9	48.1
Divorced	6.6	8.2	1.5	2.5	8.8	10.4	10.8	13.9	8.2	11.2	5.3	7.6	4.0	3.8
North and West														
Total	52,855	56,728	10,147	10,414	12,613	12,346	10,081	10,057	6,703	7,030	6,132	6,687	7,178	10,194
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Never married	29.5	22.3	88.7	77.5	34.6	21.5	11.3	7.2	5.8	5.0	5.3	4.0	5.4	5.9
Married, spouse present	59.4	55.3	9.6	18.7	55.9	64.8	74.3	73.4	80.5	73.9	83.3	70.9	74.7	40.0
Married, spouse absent	2.4	2.8	1.0	1.7	3.0	4.0	3.4	4.0	2.9	3.3	1.9	2.5	2.2	1.3
Widowed	2.6	11.3	-	0.1	0.2	0.4	0.5	1.6	1.1	4.9	3.3	14.3	14.2	48.1
Divorced	6.1	8.3	0.8	2.0	6.3	9.3	10.4	13.8	9.7	13.0	6.2	8.2	3.4	4.7

Table 5. **Characteristics of Families, by Type and Race of Householder: March 1988**

(Numbers in thousands. For meaning of symbols, see text)

Characteristic	Black				White			
			Other families				Other families	
	Total	Married-couple families	Female householder, no husband present	Male householder, no wife present	Total	Married-couple families	Female householder, no husband present	Male householder, no wife present
Total, all families	7,177	3,682	3,074	421	56,044	46,644	7,235	2,165
SIZE OF FAMILY								
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Two persons	33.4	28.3	35.6	61.0	42.7	40.3	52.1	62.5
Three persons	25.4	24.2	27.6	20.9	23.4	22.3	29.9	24.9
Four persons	21.6	24.8	19.3	10.5	21.0	23.0	11.8	8.2
Five persons	10.4	12.1	9.2	5.2	8.6	9.7	3.6	2.4
Six persons	4.7	5.8	3.8	1.2	2.8	3.1	1.7	1.5
Seven or more persons	4.4	4.8	4.5	1.2	1.4	1.6	0.9	0.5
Mean number of persons	3.49	3.63	3.41	2.89	3.12	3.19	2.79	2.63
AGE OF HOUSEHOLDER								
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15 to 34 years	34.6	29.2	41.4	33.7	26.6	25.7	30.5	33.4
35 to 44 years	24.6	25.1	24.3	21.9	24.2	23.8	26.8	23.9
45 to 54 years	16.6	17.6	15.1	17.8	17.0	17.4	15.0	15.5
55 years and over	24.2	28.1	19.2	26.6	32.3	33.2	27.7	27.2
RELATED CHILDREN UNDER 18 YEARS								
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No related children	32.2	40.0	20.7	48.0	50.2	52.0	37.7	53.9
With related children	67.8	60.0	79.2	51.8	49.8	48.0	62.3	46.1
One child	27.9	24.3	31.6	32.3	21.2	19.3	31.1	28.5
Two children	20.9	19.3	23.7	13.5	18.9	18.9	20.8	12.8
Three children	11.1	9.8	13.5	4.5	7.0	7.0	7.5	3.5
Four or more children	8.0	6.6	10.4	1.4	2.7	2.8	2.9	1.2
Mean number of related children	1.32	1.15	1.59	0.85	0.90	0.89	1.06	0.70
OWN CHILDREN UNDER 18 YEARS								
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No own children	41.5	45.2	34.3	62.0	52.5	53.5	43.8	60.6
With own children	58.5	54.8	65.7	38.0	47.5	46.5	56.2	39.4
One child	25.1	22.7	28.1	24.7	20.2	18.7	28.5	24.3
Two children	18.6	18.3	20.2	9.7	18.2	18.4	18.9	11.5
Three children	9.1	8.7	10.5	3.1	6.7	6.9	6.4	2.7
Four or more children	5.6	5.1	6.9	0.2	2.5	2.5	2.4	0.8
Mean number per family with own children	1.85	1.86	1.87	1.57	1.80	1.84	1.67	1.50
OWN CHILDREN UNDER 6 YEARS								
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No own children	73.8	73.6	72.6	84.3	78.1	77.5	79.5	87.3
With own children	26.2	26.4	27.4	15.7	21.9	22.5	20.5	12.7
One child	17.6	17.9	17.8	12.4	14.8	15.0	15.4	9.7
Two children	6.9	6.9	7.6	2.4	5.9	6.4	4.1	2.4
Three or more children	1.7	1.6	2.0	1.0	1.1	1.1	1.1	0.6
Mean number per family with own children	1.28	1.26	1.28	(B)	1.35	1.36	1.29	1.31

Table 6. **Educational Attainment of Persons 25 Years Old and Over, by Sex, Region, and Race: March 1988**

(Numbers in thousands)

Educational attainment and region	Black			White		
	Both sexes	Male	Female	Both sexes	Male	Female
UNITED STATES						
Total, 25 years old and over	15,929	7,067	8,863	131,092	62,679	68,414
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	18.0	18.9	17.3	11.3	11.4	11.2
0 to 4 years	4.8	5.7	4.2	2.0	2.1	1.9
5 to 7 years	7.7	8.4	7.2	3.9	4.1	3.8
8 years	5.5	4.8	6.0	5.3	5.1	5.4
High school: Total	55.7	54.4	56.8	50.6	46.9	54.0
1 to 3 years	18.6	17.5	19.5	11.1	10.9	11.2
4 years	37.1	37.0	37.3	39.5	36.0	42.8
College: Total	26.2	26.6	25.9	38.2	41.8	34.8
1 to 3 years	15.0	15.4	14.6	17.2	16.9	17.6
4 or more years	11.3	11.2	11.3	20.9	24.9	17.3
4 years of high school or more	63.3	63.6	63.1	77.7	77.7	77.6
Total, 25 to 34 years old	5,272	2,418	2,853	36,147	18,158	17,989
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	3.5	3.3	3.8	4.1	4.4	3.8
0 to 4 years	0.5	0.6	0.5	1.0	1.2	0.8
5 to 7 years	1.4	1.7	1.2	1.7	1.9	1.5
8 years	1.6	1.0	2.1	1.4	1.3	1.5
High school: Total	62.3	62.2	62.5	50.3	50.0	50.6
1 to 3 years	16.0	16.2	15.8	8.7	9.8	7.6
4 years	46.4	46.0	46.7	41.6	40.3	43.0
College: Total	34.1	34.6	33.7	45.6	45.6	45.6
1 to 3 years	20.9	21.1	20.9	21.1	19.9	22.3
4 or more years	13.1	13.5	12.8	24.5	25.7	23.3
4 years of high school or more	80.5	80.6	80.4	87.2	85.9	88.6
Total, 35 to 44 years old	3,700	1,665	2,035	29,783	14,822	14,961
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	6.1	6.1	6.1	5.4	5.8	4.9
0 to 4 years	1.1	1.3	1.0	1.3	1.4	1.2
5 to 7 years	2.7	2.5	2.8	2.3	2.5	2.0
8 years	2.3	2.3	2.4	1.8	1.9	1.6
High school: Total	58.9	58.0	59.6	45.5	40.9	50.0
1 to 3 years	16.6	15.7	17.4	7.4	7.0	7.8
4 years	42.2	42.3	42.2	38.1	33.9	42.2
College: Total	35.0	35.9	34.3	49.2	53.2	45.1
1 to 3 years	19.6	21.3	18.2	21.3	20.7	21.9
4 or more years	15.4	14.7	16.1	27.8	32.5	23.2
4 years of high school or more	77.3	78.3	76.4	87.2	87.2	87.3
SOUTH						
Total, 25 years old and over	8,736	3,857	4,879	42,071	19,971	22,100
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	21.6	22.6	20.8	13.7	14.3	13.1
0 to 4 years	6.1	7.3	5.1	2.9	3.3	2.6
5 to 7 years	9.7	10.5	9.1	5.6	5.9	5.4
8 years	5.8	4.8	6.6	5.2	5.2	5.1
High school: Total	55.1	54.1	55.9	49.2	44.9	53.1
1 to 3 years	18.9	17.7	19.9	12.5	11.9	13.0
4 years	36.2	36.5	36.0	36.7	33.0	40.0
College: Total	23.3	23.3	23.2	37.1	40.8	33.8
1 to 3 years	12.6	13.8	11.7	16.9	16.5	17.1
4 or more years	10.6	9.5	11.6	20.3	24.3	16.6
4 years of high school or more	59.5	59.8	59.3	73.8	73.8	73.8

Table 6. **Educational Attainment of Persons 25 Years Old and Over, by Sex, Region, and Race: March 1988**—Con.

(Numbers in thousands)

Educational attainment and region	Black			White		
	Both sexes	Male	Female	Both sexes	Male	Female
SOUTH—Con.						
Total, 25 to 34 years old	2,915	1,336	1,580	11,188	5,545	5,643
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	4.3	3.3	5.1	4.9	5.6	4.3
0 to 4 years	0.5	0.3	0.7	0.9	1.2	0.6
5 to 7 years	1.7	1.8	1.6	1.9	2.3	1.6
8 years	2.0	1.2	2.7	2.1	2.0	2.1
High school: Total	65.5	66.8	64.2	50.1	49.7	50.5
1 to 3 years	16.3	17.6	15.3	10.4	11.9	8.9
4 years	49.1	49.3	49.0	39.7	37.8	41.6
College: Total	30.3	29.8	30.7	45.0	44.7	45.2
1 to 3 years	18.6	19.8	17.5	19.9	18.7	21.0
4 or more years	11.7	10.0	13.2	25.1	26.0	24.2
4 years of high school or more	79.4	79.1	79.7	84.7	82.6	86.8
Total, 35 to 44 years old	2,032	915	1,117	9,645	4,741	4,904
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	6.9	7.1	6.9	6.9	7.6	6.1
0 to 4 years	1.1	1.6	0.6	1.3	1.3	1.4
5 to 7 years	3.2	3.3	3.1	3.0	3.4	2.7
8 years	2.7	2.2	3.0	2.5	3.0	2.1
High school: Total	61.0	59.6	62.0	46.1	39.8	52.2
1 to 3 years	18.4	16.6	19.9	9.2	8.4	10.0
4 years	42.6	43.0	42.3	36.9	31.5	42.2
College: Total	32.1	33.3	31.1	47.0	52.5	41.7
1 to 3 years	16.9	19.6	14.8	21.1	21.2	21.1
4 or more years	15.2	13.9	16.3	25.9	31.3	20.6
4 years of high school or more	74.7	76.3	73.3	84.0	84.0	83.9
NORTH AND WEST						
Total, 25 years old and over	7,194	3,210	3,984	89,022	42,708	46,314
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	13.7	14.5	13.0	10.1	10.0	10.2
0 to 4 years	3.3	3.7	3.0	1.6	1.6	1.6
5 to 7 years	5.3	6.0	4.8	3.1	3.3	3.0
8 years	5.0	4.8	5.2	5.3	5.1	5.6
High school: Total	56.5	54.8	57.9	51.2	47.8	54.4
1 to 3 years	18.3	17.3	19.1	10.4	10.4	10.4
4 years	38.2	37.5	38.8	40.8	37.3	44.1
College: Total	29.8	30.7	29.1	38.6	42.2	35.3
1 to 3 years	17.8	17.4	18.1	17.4	17.0	17.8
4 or more years	12.0	13.3	11.0	21.2	25.2	17.6
4 years of high school or more	68.0	68.2	67.9	79.5	79.6	79.4
Total, 25 to 34 years old	2,356	1,083	1,274	24,959	12,613	12,346
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	2.7	3.2	2.3	3.7	3.8	3.6
0 to 4 years	0.6	0.9	0.2	1.0	1.1	0.9
5 to 7 years	1.0	1.6	0.5	1.6	1.7	1.4
8 years	1.1	0.6	1.4	1.1	1.0	1.2
High school: Total	58.5	56.3	60.4	50.4	50.2	50.7
1 to 3 years	15.5	14.4	16.5	7.9	8.9	7.0
4 years	43.0	41.9	43.9	42.5	41.3	43.7
College: Total	38.8	40.4	37.4	45.9	46.0	45.7
1 to 3 years	23.9	22.6	25.0	21.6	20.4	22.9
4 or more years	14.9	17.8	12.4	24.2	25.6	22.8
4 years of high school or more	81.8	82.4	81.3	88.4	87.3	89.5

Table 6. **Educational Attainment of Persons 25 Years Old and Over, by Sex, Region, and Race: March 1988**—Con.

(Numbers in thousands)

Educational attainment and region	Black			White		
	Both sexes	Male	Female	Both sexes	Male	Female
NORTH AND WEST—Con.						
Total, 35 to 44 years old	1,667	750	917	20,139	10,081	10,057
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Elementary: Total	5.2	4.9	5.3	4.6	5.0	4.3
0 to 4 years	1.1	0.8	1.4	1.3	1.5	1.2
5 to 7 years	2.0	1.6	2.4	1.9	2.1	1.7
8 years	1.9	2.4	1.5	1.4	1.4	1.4
High school: Total	56.3	56.0	56.6	45.2	41.4	49.0
1 to 3 years	14.5	14.4	14.4	6.6	6.3	6.8
4 years	41.9	41.6	42.1	38.6	35.1	42.2
College: Total	38.6	39.1	38.2	50.2	53.6	46.8
1 to 3 years	22.8	23.3	22.4	21.4	20.5	22.3
4 or more years	15.8	15.7	15.8	28.8	33.1	24.5
4 years of high school or more	80.4	80.6	80.3	88.8	88.7	88.9

Table 7. **Total Money Income in 1987 of Persons 15 Years Old and Over, by Sex, Region, and Race: March 1988**

(Numbers in thousands. Persons as of March 1988. For meaning of symbols, see text)

Total money income and region	All persons						Year-round, full-time workers					
	Black			White			Black			White		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
UNITED STATES												
Total	21,221	9,603	11,618	161,341	77,823	83,518	7,641	3,972	3,668	67,085	41,809	25,276
Total with income	18,415	8,341	10,074	151,350	74,688	76,662	7,641	3,972	3,668	67,023	41,788	25,235
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
$1 to $1,999 or loss	11.9	10.5	13.0	11.6	6.3	16.8	0.5	0.7	0.3	1.1	1.0	1.3
$2,000 to $2,999	5.9	4.1	7.3	3.9	2.4	5.3	0.6	0.3	0.9	0.3	0.3	0.4
$3,000 to $3,999	6.7	4.7	8.3	4.1	2.3	5.8	0.4	0.4	0.4	0.4	0.3	0.5
$4,000 to $4,999	8.8	6.5	10.8	4.3	2.7	5.7	1.1	1.1	1.2	0.4	0.3	0.6
$5,000 to $5,999	5.6	4.7	6.3	4.0	2.7	5.3	1.3	1.0	1.7	0.8	0.6	1.2
$6,000 to $6,999	4.8	4.2	5.4	4.0	2.7	5.2	2.0	1.5	2.6	1.1	0.8	1.7
$7,000 to $8,499	6.7	6.3	7.0	5.6	4.3	6.9	5.6	5.0	6.2	2.8	1.9	4.4
$8,500 to $9,999	4.4	4.7	4.0	4.2	3.6	4.8	4.0	3.9	4.0	2.6	1.7	4.1
$10,000 to $12,499	8.7	9.6	7.9	8.2	7.6	8.8	13.0	11.8	14.4	8.3	5.9	12.2
$12,500 to $14,999	6.0	6.4	5.7	6.1	5.9	6.3	10.1	8.9	11.4	6.7	4.6	10.1
$15,000 to $17,499	6.7	6.9	6.6	6.4	6.5	6.3	12.4	10.3	14.6	8.9	6.8	12.5
$17,500 to $19,999	4.1	4.6	3.7	4.8	5.1	4.4	7.8	6.7	9.1	6.9	5.6	9.0
$20,000 to $24,999	7.4	8.9	6.2	8.8	10.3	7.2	14.9	14.4	15.4	14.4	13.4	16.2
$25,000 to $29,999	4.8	6.3	3.5	6.5	8.8	4.3	10.4	12.0	8.6	11.6	12.5	10.1
$30,000 to $34,999	3.4	4.9	2.2	5.0	7.4	2.6	7.0	8.6	5.2	9.3	11.1	6.3
$35,000 to $49,999	3.1	4.9	1.6	7.6	12.4	3.0	6.7	9.8	3.4	14.7	19.3	7.0
$50,000 to $74,999	0.8	1.3	0.3	3.3	5.9	0.9	1.7	2.6	0.7	6.5	9.4	1.8
$75,000 and over	0.2	0.4	–	1.6	2.8	0.3	0.5	0.8	0.1	3.0	4.5	0.6
Median income (dollars)	8,419	11,101	6,796	12,509	18,854	8,279	17,300	19,385	16,211	23,040	27,468	17,775
Standard error (dollars)	140	219	142	67	129	57	178	459	219	103	142	126
Mean income (dollars)	11,945	14,391	9,919	17,553	23,643	11,621	19,844	21,951	17,563	27,655	32,148	20,216
Standard error (dollars)	134	233	143	72	123	65	226	365	242	125	178	123
SOUTH												
Total	11,723	5,253	6,469	51,758	24,968	26,790	4,313	2,259	2,055	21,616	13,192	8,424
Total with income	10,180	4,608	5,572	47,920	23,783	24,137	4,313	2,259	2,055	21,600	13,189	8,411
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
$1 to $1,999 or loss	12.4	10.0	14.3	11.5	6.7	16.3	0.6	1.0	0.3	1.2	1.1	1.3
$2,000 to $2,999	6.8	4.6	8.6	4.4	2.8	6.1	0.4	0.1	0.8	0.4	0.3	0.6
$3,000 to $3,999	6.8	4.3	8.8	4.2	2.4	6.0	0.3	0.2	0.4	0.5	0.4	0.7
$4,000 to $4,999	10.2	7.8	12.1	4.5	3.1	5.9	1.5	1.3	1.8	0.4	0.3	0.5
$5,000 to $5,999	5.5	5.0	5.9	4.0	3.1	5.0	1.6	0.8	2.4	0.9	0.7	1.3
$6,000 to $6,999	4.3	4.5	4.1	3.7	2.5	4.9	2.5	1.8	3.3	1.3	0.9	2.0
$7,000 to $8,499	6.8	6.5	7.0	5.6	4.5	6.8	7.1	5.9	8.5	3.3	2.0	5.4
$8,500 to $9,999	4.4	5.2	3.9	4.4	4.0	4.7	4.8	4.9	4.8	3.0	2.0	4.6
$10,000 to $12,499	9.6	10.5	8.8	9.0	8.2	9.7	15.7	14.5	17.0	10.0	7.0	14.6
$12,500 to $14,999	6.0	6.5	5.5	6.3	6.0	6.5	10.5	10.0	11.1	7.3	5.1	10.8
$15,000 to $17,499	6.5	7.1	6.1	6.5	6.6	6.3	12.1	10.9	13.4	9.0	7.3	11.8
$17,500 to $19,999	3.4	4.8	2.3	4.7	4.9	4.4	6.6	7.4	5.6	7.1	5.7	9.2
$20,000 to $24,999	7.1	8.4	6.1	8.8	10.4	7.2	14.1	13.4	14.9	14.2	13.7	15.1
$25,000 to $29,999	4.0	5.4	2.9	6.1	8.4	3.9	8.8	10.1	7.3	10.7	11.9	8.8
$30,000 to $34,999	3.0	4.1	2.1	4.5	6.8	2.3	6.2	7.3	5.0	8.2	10.4	4.9
$35,000 to $49,999	2.6	4.3	1.2	7.2	11.3	3.0	5.7	8.5	2.7	13.6	18.2	6.5
$50,000 to $74,999	0.4	0.7	0.2	3.1	5.5	0.7	1.0	1.3	0.5	5.8	8.6	1.4
$75,000 and over	0.2	0.3	0.1	1.5	2.8	0.3	0.4	0.6	0.2	3.0	4.5	0.6
Median income (dollars)	7,902	10,486	6,056	12,109	17,564	8,300	15,987	17,162	14,925	21,658	26,284	16,741
Standard error (dollars)	158	253	208	93	217	104	226	350	333	162	241	168
Mean income (dollars)	11,064	13,304	9,212	17,013	22,766	11,345	18,296	19,971	16,456	26,388	31,048	19,080
Standard error (dollars)	151	254	172	126	215	110	251	386	302	214	311	204

Table 7. **Total Money Income in 1987 of Persons 15 Years Old and Over, by Sex, Region, and Race: March 1988**—Con.

(Numbers in thousands. Persons as of March 1988. For meaning of symbols, see text)

Total money income and region	All persons						Year-round, full-time workers					
	Black			White			Black			White		
	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
NORTH AND WEST												
Total	9,498	4,349	5,149	109,583	52,855	56,728	3,327	1,714	1,614	45,468	28,617	16,851
Total with income	8,236	3,733	4,502	103,430	50,906	52,524	3,327	1,714	1,614	45,423	28,599	16,824
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
$1 to $1,999 or loss	11.3	11.1	11.4	11.7	6.2	17.1	0.4	0.4	0.4	1.0	0.9	1.2
$2,000 to $2,999	4.7	3.4	5.7	3.6	2.3	4.9	0.8	0.5	1.1	0.3	0.3	0.4
$3,000 to $3,999	6.5	5.1	7.7	4.0	2.3	5.7	0.5	0.7	0.2	0.3	0.3	0.4
$4,000 to $4,999	7.2	4.8	9.1	4.1	2.5	5.7	0.7	0.8	0.5	0.4	0.3	0.6
$5,000 to $5,999	5.7	4.4	6.7	4.0	2.6	5.4	1.0	1.1	0.9	0.8	0.6	1.2
$6,000 to $6,999	5.5	3.8	7.0	4.1	2.8	5.3	1.4	1.1	1.7	1.0	0.7	1.5
$7,000 to $8,499	6.6	6.2	7.0	5.6	4.3	6.9	3.6	3.9	3.2	2.6	1.8	4.0
$8,500 to $9,999	4.2	4.2	4.3	4.2	3.4	4.9	2.8	2.6	3.0	2.4	1.6	3.8
$10,000 to $12,499	7.6	8.6	6.8	7.9	7.4	8.4	9.6	8.2	11.0	7.5	5.4	11.0
$12,500 to $14,999	6.1	6.2	6.0	6.0	5.8	6.1	9.6	7.6	11.6	6.4	4.4	9.8
$15,000 to $17,499	7.0	6.7	7.2	6.4	6.4	6.3	12.7	9.6	16.0	8.9	6.6	12.8
$17,500 to $19,999	5.0	4.4	5.5	4.8	5.2	4.4	9.5	5.7	13.5	6.8	5.6	8.9
$20,000 to $24,999	7.8	9.5	6.3	8.7	10.3	7.2	15.9	15.8	16.0	14.5	13.3	16.7
$25,000 to $29,999	5.7	7.4	4.2	6.7	9.0	4.5	12.4	14.5	10.2	12.0	12.8	10.8
$30,000 to $34,999	3.9	5.8	2.4	5.2	7.7	2.8	8.0	10.5	5.4	9.8	11.5	7.0
$35,000 to $49,999	3.7	5.6	2.2	7.9	12.9	3.0	8.1	11.6	4.3	15.2	19.9	7.3
$50,000 to $74,999	1.2	2.1	0.4	3.5	6.1	0.9	2.6	4.3	0.9	6.9	9.7	2.1
$75,000 and over	0.3	0.7	-	1.6	2.8	0.3	0.7	1.2	0.1	3.0	4.5	0.6
Median income (dollars)	9,391	12,028	7,499	12,785	19,429	8,269	19,402	22,171	17,585	23,753	28,019	18,421
Standard error (dollars)	264	324	217	89	147	65	310	511	295	127	168	149
Mean income (dollars)	13,033	15,733	10,794	17,803	24,052	11,747	21,850	24,561	18,972	28,258	32,655	20,785
Standard error (dollars)	194	348	195	85	143	77	332	559	314	147	208	147

Table 8. **Total Money Income in 1987 of Families, by Type, Earner Status, Region, and Race: March 1988**

(Numbers in thousands. For meaning of symbols, see text)

Total money income	Black						White					
		Married-couple families			Female householder, no husband present	Male householder, no wife present		Married-couple families			Female householder, no husband present	Male householder, no wife present
	All families	Total[1]	Husband only earner	Husband and wife earners			All families	Total[1]	Husband only earner	Husband and wife earners		
UNITED STATES												
Total	7,177	3,682	520	2,226	3,074	421	56,044	46,644	8,538	26,630	7,235	2,165
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under $5,000	13.5	3.4	6.3	1.1	25.9	11.2	3.2	1.6	2.1	0.7	12.7	5.7
$5,000 to $9,999	16.4	8.6	12.1	1.8	25.3	20.0	6.1	4.4	4.8	1.6	16.9	8.0
$10,000 to $14,999	12.5	10.7	17.9	5.3	14.5	13.3	8.5	7.4	10.0	3.5	14.9	11.3
$15,000 to $19,999	11.8	11.4	16.7	9.0	11.7	14.7	9.3	8.7	10.6	5.6	12.5	11.5
$20,000 to $24,999	10.0	12.2	16.5	11.8	7.2	11.6	9.1	8.9	10.8	7.3	10.3	10.3
$25,000 to $34,999	13.6	18.2	20.2	20.4	8.1	13.1	18.1	18.4	22.7	17.9	15.1	20.9
$35,000 to $49,999	12.8	19.3	7.7	26.1	5.6	8.3	21.2	23.0	20.8	27.5	10.6	16.7
$50,000 to $59,999	4.0	6.8	0.6	10.1	0.7	4.5	8.8	9.8	5.7	12.9	3.5	6.8
$60,000 to $74,999	3.0	5.1	0.8	7.8	0.6	1.2	7.2	8.2	4.9	11.0	1.8	4.8
$75,000 and over	2.5	4.3	1.2	6.6	0.5	1.4	8.4	9.6	7.7	12.0	1.6	4.0
Median income (dollars)	18,098	27,182	18,812	35,276	9,710	17,455	32,274	35,295	30,002	41,596	17,018	26,230
Standard error (dollars)	390	701	1,227	663	300	1,242	147	163	311	212	300	562
Mean income (dollars)	23,252	31,426	20,482	39,103	13,744	21,183	38,203	41,118	36,687	47,295	21,529	31,112
Standard error (dollars)	345	521	838	691	333	1,338	175	196	482	259	302	806
SOUTH												
Total	3,972	2,101	283	1,326	1,642	229	18,559	15,656	2,871	8,997	2,302	601
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under $5,000	14.3	3.0	7.1	1.1	28.7	15.7	3.8	1.9	2.6	0.9	15.2	8.7
$5,000 to $9,999	16.6	10.2	15.5	2.3	23.6	24.0	6.9	5.4	6.2	2.1	16.6	9.7
$10,000 to $14,999	13.4	12.0	20.5	6.5	15.6	10.5	9.5	8.6	12.2	4.1	14.8	15.0
$15,000 to $19,999	11.6	11.5	15.9	10.0	11.4	14.0	9.5	9.0	11.1	6.1	12.8	9.5
$20,000 to $24,999	10.3	12.7	15.5	14.2	7.2	10.5	9.7	9.6	11.3	8.1	10.5	10.6
$25,000 to $34,999	13.5	18.7	15.2	22.0	6.9	14.0	17.5	17.9	21.2	18.3	15.2	16.5
$35,000 to $49,999	11.6	17.6	7.8	23.3	4.8	5.2	20.8	22.6	18.6	27.5	9.6	17.1
$50,000 to $59,999	3.9	6.2	-	8.7	0.9	3.9	8.1	9.0	4.9	12.3	2.9	5.8
$60,000 to $74,999	3.0	5.4	1.4	7.8	0.4	0.9	6.6	7.5	4.5	10.2	1.3	3.3
$75,000 and over	1.7	2.7	0.4	4.2	0.5	1.3	7.5	8.5	7.3	10.5	1.2	4.0
Median income (dollars)	17,302	25,293	17,210	32,644	9,431	15,002	30,729	33,390	27,992	39,951	16,395	23,058
Standard error (dollars)	447	755	1,312	766	414	1,609	263	370	561	364	576	1,518
Mean income (dollars)	22,135	29,528	18,812	36,215	13,112	18,999	36,336	39,038	34,954	45,090	20,107	28,115
Standard error (dollars)	411	628	1,000	817	435	1,556	294	329	830	430	486	1,257
NORTH AND WEST												
Total	3,204	1,581	237	900	1,432	192	37,485	30,988	5,667	17,633	4,933	1,564
Percent	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Under $5,000	12.5	3.9	5.5	1.1	22.7	5.7	2.9	1.5	1.8	0.6	11.6	4.6
$5,000 to $9,999	16.3	6.5	8.0	0.9	27.2	15.1	5.7	3.9	4.1	1.3	17.0	7.4
$10,000 to $14,999	11.3	8.9	14.3	3.7	13.1	16.7	8.0	6.8	8.9	3.2	15.0	9.9
$15,000 to $19,999	11.9	11.3	17.7	7.7	12.0	16.1	9.2	8.5	10.3	5.3	12.4	12.1
$20,000 to $24,999	9.6	11.5	17.7	8.3	7.1	13.5	8.8	8.6	10.6	6.9	10.2	10.2
$25,000 to $34,999	13.7	17.5	25.7	18.0	9.6	12.5	18.3	18.7	23.5	17.7	15.0	22.5
$35,000 to $49,999	14.3	21.5	7.6	30.1	6.6	12.0	21.4	23.2	21.9	27.5	11.1	16.5
$50,000 to $59,999	4.1	7.5	1.3	12.0	0.3	5.2	9.2	10.1	6.0	13.3	3.8	7.2
$60,000 to $74,999	2.8	4.8	-	7.9	0.8	1.6	7.6	8.6	5.1	11.4	2.1	5.4
$75,000 and over	3.5	6.6	2.1	10.3	0.4	1.6	8.8	10.1	7.9	12.8	1.8	4.0
Median income (dollars)	19,124	30,138	20,942	38,794	10,001	19,129	33,129	36,086	30,846	42,531	17,282	26,887
Standard error (dollars)	516	836	935	915	462	1,212	206	193	311	266	353	549
Mean income (dollars)	24,637	33,949	22,474	43,361	14,469	23,794	39,127	42,168	37,565	48,419	22,193	32,264
Standard error (dollars)	481	774	1,225	1,044	451	2,002	208	234	567	310	364	958

[1]Includes other combinations of earners such as wife only, and wife and children, not shown separately.

Table 9. **Selected Characteristics of the Population Below the Poverty Level in 1987, by Region and Race: March 1988**

(Numbers in thousands. Persons and families as of March 1988)

Characteristic	Black			White		
		Below poverty level			Below poverty level	
	Total	Number	Percent	Total	Number	Percent
UNITED STATES						
Age by Sex						
Total persons	29,263	9,683	33.1	203,689	21,409	10.5
Under 18 years	9,715	4,447	45.8	51,045	7,947	15.6
18 to 64 years	17,166	4,427	25.8	127,004	10,865	8.6
65 years and over	2,383	808	33.9	25,639	2,597	10.1
Male	13,685	4,070	29.7	99,578	9,283	9.3
Under 18 years	4,925	2,293	46.6	26,202	4,114	15.7
18 to 64 years	7,800	1,541	19.8	62,725	4,441	7.1
65 years and over	959	236	24.6	10,650	729	6.8
Female	15,579	5,613	36.0	104,111	12,126	11.6
Under 18 years	4,789	2,154	45.0	24,843	3,832	15.4
18 to 64 years	9,365	2,886	30.8	64,278	6,425	10.0
65 years and over	1,424	572	40.2	14,990	1,868	12.5
Family Status						
Total persons[1]	29,263	9,683	33.1	203,689	21,409	10.5
In families	25,016	7,952	31.8	174,478	15,804	9.1
Householder	7,177	2,149	29.9	56,044	4,592	8.2
Related children under 18 years	9,520	4,297	45.1	50,373	7,550	15.0
Other family members	8,319	1,506	18.1	68,061	3,662	5.4
Unrelated individuals	3,941	1,511	38.3	28,196	5,118	18.2
Metropolitan-Nonmetropolitan Residence						
Total persons	29,263	9,683	33.1	203,689	21,409	10.5
All metropolitan areas	24,084	7,398	30.7	156,015	14,901	9.6
Inside central cities	16,728	5,572	33.3	54,503	7,526	13.8
Outside central cities	7,356	1,826	24.8	101,512	7,376	7.3
Nonmetropolitan areas	5,179	2,285	44.1	47,675	6,508	13.7
Work Experience in 1987						
Total, 15 years and over	21,221	5,916	27.9	161,341	14,470	9.0
Worked	13,075	1,935	14.8	111,850	6,210	5.6
Full time	10,527	1,151	10.9	86,671	3,636	4.2
50 to 52 weeks	7,641	368	4.8	67,085	1,464	2.2
49 weeks or less[2]	4,600	1,379	30.0	34,859	4,068	11.7
Duration of unemployment:						
1 to 4 weeks	345	90	26.1	2,862	319	11.1
5 to 14 weeks	745	186	25.0	4,657	524	11.3
15 to 26 weeks	616	179	29.1	3,176	547	17.2
27 weeks or more	668	277	41.5	2,154	614	28.5
Did not work	7,994	3,968	49.6	48,733	8,232	16.9
SOUTH						
Family Status						
Total persons[1]	16,366	5,648	34.5	64,771	7,426	11.5
In families	14,245	4,715	33.1	56,370	5,594	9.9
Householder	3,972	1,237	31.1	18,559	1,636	8.8
Related children under 18 years	5,470	2,511	45.9	15,729	2,465	15.7
Other family members	4,803	967	20.1	22,081	1,493	6.8
Unrelated individuals	1,968	836	42.5	8,124	1,701	20.9
Metropolitan-Nonmetropolitan Residence						
Total persons	16,366	5,648	34.5	64,771	7,426	11.5
In metropolitan areas	11,426	3,463	30.3	46,538	4,722	10.1
Inside central cities	7,065	2,279	32.3	16,253	2,254	13.9
Outside central cities	4,361	1,184	27.2	30,286	2,468	8.1
Nonmetropolitan areas	4,939	2,184	44.2	18,233	2,704	14.8

Table 9. **Selected Characteristics of the Population Below the Poverty Level in 1987, by Region and Race: March 1988**—Con.

(Numbers in thousands. Persons and families as of March 1988)

Characteristic	Black			White		
		Below poverty level			Below poverty level	
	Total	Number	Percent	Total	Number	Percent
NORTH AND WEST						
Family Status						
Total persons[1]	12,898	4,035	31.3	138,918	13,983	10.1
In families	10,771	3,237	30.1	118,108	10,210	8.6
Householder	3,204	913	28.5	37,485	2,957	7.9
Related children under 18 years	4,051	1,785	44.1	34,643	5,085	14.7
Other family members	3,516	539	15.3	45,980	2,168	4.7
Unrelated individuals	1,973	675	34.2	20,073	3,418	17.0
Metropolitan-Nonmetropolitan Residence						
Total persons	12,898	4,035	31.3	138,918	13,983	10.1
In metropolitan areas	12,658	3,935	31.1	109,476	10,180	9.3
Inside central cities	9,663	3,293	34.1	38,250	5,272	13.8
Outside central cities	2,995	642	21.4	71,226	4,908	6.9
Nonmetropolitan areas	240	101	42.1	29,442	3,803	12.9

[1]Families and unrelated individuals will not add to total persons because unrelated subfamilies are not included.
[2]Includes 'no weeks' unemployed, not shown separately.

Appendix A. Definitions and Explanations

Population coverage. This report includes the civilian noninstitutional population of the United States and approximately 952,000 members of the Armed Forces in the United States living off post or with their families on post, but excludes all other members of the Armed Forces.

Revised survey procedures. During the period from April 1984 through June 1985 the Bureau of the Census systematically introduced a new sample design for the Current Population Survey. The purposes of this new sample design are to update the sampling frame to the 1980-census base, to improve survey efficiency, and to improve the quality of the survey estimates. Most geographic areas selected for the new sampling frame, about 80 percent, were also included in the 1970-based design.

Symbols. A dash (-) represents zero or rounds to zero. The symbol "B" means that the base for the derived figure is less than 75,000. An "X" means not applicable, and "NA" means not available.

Rounding. Percentages are rounded to the nearest tenth of a percent; therefore, the percentages in a distribution do not always add to exactly 100.0 percent. The totals, however, are always shown as 100.0. Moreover, individual figures are rounded to the nearest thousand without being adjusted to group totals, which are independently rounded; percentages are based on the unrounded numbers.

Geographic regions. The four major regions of the United States for which data are presented in this report represent groups of States as follows:

Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

North and West: Northeast, Midwest, and West Regions combined.

Metropolitan-nonmetropolitan residence. The population residing in metropolitan statistical areas (MSA's) constitutes the metropolitan population. MSA's are defined by the Office of Management and Budget for use in the presentation of statistics by agencies of the Federal Government. An MSA is a geographic area consisting of a large population nucleus, together with adjacent communities which have a high degree of economic and social integration with that nucleus. The definitions specify a boundary around each large city so as to include most or all its suburbs. Entire counties form the MSA building blocks, except in New England where cities and towns are used. The former term SMSA was changed to MSA in 1983.

An area qualifies for recognition as an MSA if (1) it includes a city of at least 50,000 population, or (2) it includes a Census Bureau-defined urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England). In addition to the county containing the main city or urbanized area, an MSA may include other counties having strong commuting ties to the central county. If specified conditions are met, certain large MSA's are designated as consolidated MSA's (CMSA's) and divided into component primary MSA's (PMSA's).

In July 1985, the CPS began carrying the metropolitan statistical area definitions announced by the Office of Management and Budget on June 30, 1984. Figures published from the CPS in the early 1980's and throughout most of the 1970's referred to metropolitan areas as defined on the basis of the 1970 census. Since there are important differences in the population classified as metropolitan using the 1970 and 1984 definitions, comparisons should be avoided.

Nonmetropolitan areas. The territory outside metropolitan statistical areas is referred to here as nonmetropolitan.

Central cities. The largest city in each MSA is always designated a central city. There may be additional central cities if specified requirements, designed to

identify places of central character within the MSA, are met. Although the largest central cities are generally included in the title of the MSA, there may be central cities that are not part of the title. The balance of the MSA outside the central city or cities often is regarded as equivalent to "suburbs."

Outside central cities. The territory outside central cities of metropolitan statistical areas but within MSA's is referred to here as outside central cities.

Age. The age classification is based on the age of the person at his last birthday.

Race. The race of individuals were identified by a question that asked for self-identification of the person's race. Respondents were asked to select their race from a "flashcard" listing racial groups (See facsimile in appendix C.)

The population is divided into three groups on the basis of race: White, Black, and "Other races." The term "Other races" refers to that portion of the United States population that is neither White nor Black. The "Other races" category includes American Indian, Eskimo or Aleut; Asian or Pacific Islander; and any other specified race. Data for persons in the "Other races" category are not shown separately in this report.

Marital status. The marital status classification identifies four major categories: never married, married, widowed, and divorced. These terms refer to the marital status at the time of the enumeration.

The category "married" is further divided into "married, spouse present," "separated," and "other married, spouse absent." A person was classified as "married, spouse present" if the husband or wife was reported as a member of the household, even though he or she may have been temporarily absent on business or on vacation, visiting, in a hospital, etc., at the time of the enumeration. Persons reported as separated included those with legal separations, those living apart with intentions of obtaining a divorce, and other persons permanently or temporarily separated because of marital discord. The group "other married, spouse absent" included married persons living apart because either the wife or the husband was employed and living at a considerable distance from home, was residing in an institution, had moved to another area, or had a different place of residence for any other reason except separation as defined above.

Household. A household consists of all the persons who occupy a housing unit. A house, an apartment or other group of rooms, or a single room is regarded as a housing unit when it is occupied or intended for occupancy as separate living quarters; that is, when the occupants do not live and eat with any other persons in the structure and there is direct access from the outside or through a common hall.

A household includes the related family members and all the unrelated persons, if any, such as lodgers, foster children, wards, or employees who share the housing unit. A person living alone in a housing unit, or a group of unrelated persons sharing a housing unit as partners, is also counted as a household. The count of households excludes group quarters.

Head versus householder. Beginning with the 1980 CPS, the Bureau of the Census discontinued the use of the terms "head of household" and "head of family." Instead, the terms "householder" and "family householder" are used. Recent social changes have resulted in greater sharing of household responsibilities among the adult members, and therefore, have made the term "head" increasingly inappropriate in the analysis of household and family data. Specifically, the Bureau has discontinued its longtime practice of always classifying the husband as the reference person (head) when he and his wife are living together.

Householder. The householder refers to the person (or one of the persons) in whose name the housing unit is owned or rented (maintained) or, if there is no such person, any adult member, excluding roomers, boarders, or paid employees. If the house is owned or rented jointly by a married couple, the householder may be either the husband or the wife. The person designated as the householder is the "reference person" to whom the relationship of all other household members, if any, is recorded.

Prior to 1980, the husband was always considered the householder in married-couple households. The number of householders is equal to the number of households. Also, the number of family householders is equal to the number of families.

Family. A family is a group of two persons or more (one of whom is the householder) related by birth, marriage, or adoption and residing together; all such persons (including related subfamily members) are considered as members of one family. Beginning with the 1980 CPS, unrelated subfamilies (referred to in the past as secondary families) are no longer included in the count of families, nor are the members of unrelated subfamilies included in the count of the family members.

Family household. A family household is a household maintained by a family (as defined above), and any unrelated persons (unrelated subfamily members and/or secondary individuals) who may be residing there are included. The number of family households is equal to the number of families. The count of family household members differs from the count of family members, however, in that the family household members include all persons living in the household, whereas family members include only the householder and his/her relatives. (See the definition of family.)

Married couple. A married couple, as defined for census purposes, is a husband and wife enumerated as members of the same household. The married couple may or may not have children living with them. The expression "husband-wife" or "married-couple" before the term "household," or "family," indicates that the household, family, or subfamily is maintained by a husband and wife. The number of married couples equals the count of married-couple families plus related and unrelated married-couple subfamilies.

Unrelated individuals. Unrelated individuals are persons of any age (other than inmates of institutions) who are not living with any relatives. An unrelated individual may be (1) a person living alone or with nonrelatives only, (2) a roomer, boarder, or resident employee with no relatives in the household, or (3) a group quarters member who has no relatives living with him/her. Thus, a widow who occupies her house alone or with one or more other persons not related to her, a roomer not related to anyone else in the housing unit, a maid living as a member of her employer's household with no relatives in the household, and a resident staff member in a hospital living apart from any relatives are all examples of unrelated individuals.

Own children and related children. "Own" children in a family are sons and daughters, including stepchildren and adopted children, of the householder. "Related" children in a family include own children and all other children in the household who are related to the householder by birth, marriage, or adoption. For each type of family unit identified in the CPS, the count of own children under 18 years old is limited to never-married children; however, "own children under 25" and "own children of any age," as the terms are used here, include all children regardless of marital status. The totals include never-married children living away from home in college dormitories.

The count of related children in families was formerly restricted to never-married children. However, beginning with data for 1968 the Bureau of the Census includes ever-married children under the category of related children. This change added approximately 20,000 children to the category of related children in March 1968.

Size of household or family. The term "size of household" includes all persons occupying a housing unit. "Size of family" includes the family householder and all other persons in the living quarters who are related to the householder by birth, marriage, or adoption.

Years of school completed. Data on years of school completed were derived from the combination of answers to questions concerning the highest grade of school attended by the person and whether or not that grade was finished. The questions of educational attainment apply only to progress in "regular" schools. Such schools included public, private, and parochial elementary and high schools (both junior and senior), colleges, universities, and professional schools (whether day schools or night schools). Thus, regular schooling is that which may advance a person toward an elementary school certificate, a high school diploma, or a college, university, or professional school degree. Schooling in other than regular schools was counted only if the credits obtained were regarded as transferable to school in the regular school system.

The median years of school completed is defined as the value which divides the distribution into two equal groups, one having completed more schooling and one having completed less schooling than the median. These medians are expressed in terms of a continuous series of numbers representing years of school completed. For example, a median of 9.0 represents the completion of the first year of high school and a median of 13.0 means completion of the first year of college.

Labor force and employment status. The definitions of labor force and employment status relate to the population 15 years old and over.

Employed. Employed persons comprise (1) all civilians who, during the survey week containing March 12, 1988, did any work at all as paid employees or in their own business or profession, or on their own farm, or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family and (2) all those who were not working but who had jobs or businesses from which they were temporarily absent because of illness, bad weather, vacation, or labor-management dispute, or because they were taking time off for personal reasons, whether or not they were paid by their employers for time off, and whether or not they were seeking other jobs. Excluded from the employed group are persons whose only activity consisted of work around the house (such as own home housework, and painting or repairing own home) or volunteer work for religious, charitable, and similar organizations.

Unemployed. Unemployed persons are those civilians who, during the survey week containing March 12, 1988, had no employment but were available for work and (1) had engaged in any specific job seeking activity within the past 4 weeks, such as registering at a public or private employment office, meeting with prospective employers, checking with friends or relatives, placing or answering advertisements, writing letter of application, or being on a union or professional register; (2) were waiting to be called back to a job from which they had been laid off, or (3) were waiting to report to a new wage or salary job within 30 days.

Labor force. Persons are classified as in the labor force if they were employed as civilians, unemployed, or in the

Armed Forces during the survey week. The "civilian labor force" comprises all civilians classified as employed or unemployed.

Not in the labor force. All civilians who are not classified as employed or unemployed are defined as "not in the labor force." This group who are neither employed nor seeking work includes persons engaged only in own home housework, who were attending school or were unable to work because of long-term physical or mental illness; persons who are retired or too old to work, seasonal workers for who the survey week fell in an off season, and the voluntarily idle. Persons doing only unpaid family work (less than 15 hours during the specified week) are also classified as not in the labor force.

Paid labor force. Persons are classified in the paid labor force if they were employed as wage and salary workers or self-employed workers during the survey week containing March 12, 1988, or were looking for work at the time and had last worked as wage and salary or self-employed worker.

Occupation. The data on occupation of employed persons refer to the civilian job held during the survey week. Persons employed at two or more jobs were reported in the job at which they worked the greatest number of hours during the week.

In 1980, the Bureau of the Census revised the Standard Occupational Classification System (SOC) for use in its tabulation program for the 1980 census and subsequent published reports on occupational data. Consequently, the new classification system was incorporated into the CPS tabulation program in January 1983. While the new system provides comparability between the CPS and other data sources, it causes a break in continuity for all CPS series containing occupational data.

Differences between the 1970 and 1980 occupational systems affect classifications at all levels. Such commonly used identifiers as white-collar, blue-collar, professional and technical, craft workers, and operative occupations have been eliminated. These identifiers have been replaced with new categories which represent conceptual as well as language changes. Moreover, many of the components of the former groupings have been shifted to such an extent that they cannot be made to correspond readily to the new categories. For a more complete explanation and description of the changes from the old to new occupational classification system see the February 1983 issue of "Employment and Earnings" by the Bureau of Labor Statistics.

The occupation classification system developed for the 1980 census consists of 503 specific occupation categories arranged into six summary and 13 major occupation groups. The major occupation groups are combined in this report into six summary groups as follows:

Managerial and professional specialty occupations
Technical, sales, and administrative support occupations
Service occupations
Farming, forestry, and fishing occupations
Precision production, craft, and repair occupations
Operators, fabricators, and laborers

Year-round, full-time worker. A year-round, full-time worker is one who worked primarily at full-time civilian jobs for 50 weeks or more during the preceding calendar year.

Income. For each person 15 years old and over in the sample, questions were asked on the amount of money income received in the preceding calendar year from each of the following sources: (1) money wages or salary; (2) net income from nonfarm self-employment; (3) net income from farm self-employment; (4) Social Security or railroad retirement; (5) Supplemental Security income; (6) public assistance or welfare payments; (7) interest (on savings or other investments which pay interest); (8) dividends, income from estates or trusts, or net rental income; (9) veteran's payments or unemployment and worker's compensation; (10) private pensions or government employments pensions; (11) alimony or child support, regular contributions from persons not living in the household, and other periodic income.

It should be noted that although the income statistics refer to receipts during the preceding year the characteristics of the person, such as age and labor force status, and the composition of families refer to the time of the survey. The income of the family does not include amounts received by persons who were members of the family during all or part of the income year if these persons no longer resided with the family at the time of the enumeration. However, family income includes amounts reported by related persons who did not reside with the family during the income year but who were members of the family at the time of enumeration.

Data on consumer income collected in the CPS by the Bureau of the Census cover money income received (exclusive of certain money receipts such as capital gains) before payments for personal income taxes, Social Security, union dues, Medicare deductions, etc. Therefore, money income does not reflect the fact that some families receive part of their income in the form of noncash benefits such as food stamps, health benefits, and subsidized housing; that some farm families receive noncash benefits in the form of rent-free housing and goods produced and consumed on the farm; or that noncash benefits are also received by some nonfarm residents which often take the form of the use of business transportation and facilities, full or partial payments by business for retirement programs, medical

and educational expenses, etc. These elements should be considered when comparing income levels. Moreover, readers should be aware that for many different reasons there is a tendency in household surveys for respondents to underreport their income. From an analysis of independently derived income estimates, it has been determined that income earned from wages or salaries is much better reported than other sources of income, and is nearly equal to independent estimates of aggregate income.

Total money income. This is defined as the algebraic sum of money wages and salaries, net income from self-employment, and income other than earnings. The total income of a family is the algebraic sum of the amounts received by all income recipients in the family.

The income tables for families include in the lowest income group (under $2,500) those who were classified as having no income in the income year and those reporting a loss in net income from farm and nonfarm self-employment or in rental income. Some of these were living on income "in-kind," savings, or gifts, or were newly constituted families. However, other families or unrelated individuals who reported no income probably had some money income which was not recorded in the survey.

Money earnings. Money earnings are the algebraic sum of money wages or salary and net income from farm and nonfarm self-employment. For a detailed explanation, see Current Population Reports, Series, P-60, No. 162, *Money Income of Households, Families, and Persons in the United States: 1987.*

Poverty definition. Families and unrelated individuals are classified as being above or below the poverty level using the poverty index originated at the Social Security Administration in 1964 and revised by Federal Interagency Committees in 1969 and 1980. The poverty index is based soley on money income and does not reflect the fact that many low-income persons receive noncash benefits such as food stamps, Medicaid, and public housing. The index is based on the Department of Agriculture's 1961 Economy Food Plan and reflects the different consumption requirements of families based on their size and composition. It was determined from the Department of Agriculture's 1955 Survey of Food Consumption that families of three or more persons spend approximately one-third of their income on food; the poverty level for these families was, therefore, set at three times the cost of the Economy Food Plan. For smaller families and persons living alone, the cost of the Economy Food Plan was multiplied by factors that were slightly higher in order to compensate for the relatively larger fixed expenses of these smaller households. The poverty thresholds are updated every year to reflect changes in the Consumer Price Index (CPI). The average poverty threshold for a family of four was $11,611 in 1989, about 3.6 percent higher than the comparable 1986 cutoff of $11,203. For a detailed explanation of the poverty definition, see Current Population Reports, Series P-60, No. 163, *Poverty in the United States: 1987.*

Median. The median is presented in connection with the data on age, years of school completed, and income. It is the value which divides the distribution into two equal parts, one-half of the cases exceeding this value.

Mean. The mean (average) is presented in connection with data on number of persons per family, income of persons, and income of families. The mean number of persons per family is the value obtained by dividing the number of persons having the characteristic under consideration by the appropriate number of families. The mean for families is based on all families. The mean for persons is based on persons with income.

Appendix B. Source and Accuracy of Estimates

SOURCE OF DATA

Most estimates in this report come from data obtained in March of years 1980 through 1988 in the Current Population Survey (CPS). The Bureau of the Census conducts the survey every month, although this report uses mostly March data for its estimates. Also, some estimates come from the 1980 decennial census data. The March survey uses two sets of questions, the basic CPS and the supplements.

Basic CPS. The basic CPS collects primarily labor force data about the civilian noninstitutional population. Interviewers ask questions concerning labor force participation about each member 14 years old and over in every sample household.

The present CPS sample was selected from the 1980 decennial census files with coverage in all 50 states and the District of Columbia. The sample is continually updated to account for new residential construction. It is located in 729 areas comprising 1,973 counties, independent cities, and minor civil divisions. About 59,500 occupied housing units are eligible for interview every month. Interviewers are unable to obtain interviews at about 2,500 of these units because the occupants are not found at home after repeated calls or are unavailable for some other reason.

Since the introduction of the CPS, the Bureau of the Census has redesigned the CPS sample several times to improve the quality and reliability of the data and to satisfy changing data needs. The most recent changes were completely implemented in July 1985.

The following table summarizes changes in the CPS designs for the years for which data appear in this report.

Description of the Current Population Survey

Time period	Number of sample areas	Housing units eligible[1]	
		Interviewed	Not interviewed
1986-88	729	57,000	2,500
1985	[2] 629/729	57,000	2,500
1982-84	629	59,000	2,500
1980-81	629	65,500	3,000

[1]Excludes about 2,500 Hispanic households added from the previous November sample. (See "March Supplement.")

[2]The CPS was redesigned following the 1980 Census of Population and Housing. During phase-in of the new design, housing units from the new and old designs were in the sample.

March supplement. In addition to the basic CPS questions, interviewers asked supplementary questions in March about marital status, educational attainment, family composition, and about the economic situation of persons and families for the previous year.

To obtain more reliable data for the Hispanic-origin population, the March CPS sample was increased by about 2,500 eligible housing units, interviewed the previous November, that contained at least one sample person of Hispanic origin. In addition, the sample included persons in the Armed Forces living off post or with their families on post.

Estimation procedure. This survey's estimation procedure inflates weighted sample results to independent estimates of the civilian noninstitutional population of the United States by age, sex, race and Hispanic/non-Hispanic categories. The independent estimates were based on statistics from decennial censuses of population; statistics on births, deaths, immigration and emigration; and statistics on the size of the Armed Forces. The independent population estimates used for the March 1981 CPS to present were based on updates to controls established by the 1980 decennial census. Data collected before 1981 were based on independent population estimates from the most recent decennial census. For more details on the change in independent estimates, see the section entitled "Introduction of 1980 Census Population Controls" in an earlier report (Series P-60, No. 133). The estimation procedure for the March supplement included a further adjustment so husband and wife of a household received the same weight.

The independent population estimates include some, but not all, undocumented immigrants.

ACCURACY OF ESTIMATES

Since the CPS estimates come from a sample, they may differ from figures from a complete census using the same questionnaires, instructions, and enumerators. A sample survey estimate has two possible types of error: sampling and nonsampling. The accuracy of an estimate depends on both types of error, but the full extent of the nonsampling error is unknown. Consequently, one should be particularly careful when interpreting results based on a relatively small number of cases or on small differences between estimates. The

standard errors for CPS estimates primarily indicate the magnitude of sampling error. They also partially measure the effect of some nonsampling errors in responses and enumeration, but do not measure systematic biases in the data. (Bias is the average over all possible samples of the differences between the sample estimates and the desired value.)

Nonsampling variability. Nonsampling errors can be attributed to many sources. These sources include the inability to obtain information about all cases in the sample, definitional difficulties, differences in the interpretation of questions, respondents' inability or unwillingness to provide correct information or to recall information, errors made in data collection such as in recording or coding the data, errors made in processing the data, errors made in estimating values for missing data, and failure to represent all units with the sample (undercoverage).

CPS undercoverage results from missed housing units and missed persons within sample households. Compared to the level of the 1980 decennial census, overall CPS undercoverage is about 7 percent. CPS undercoverage varies with age, sex, and race. Generally, undercoverage is larger for males than for females and larger for Blacks and other races combined than for Whites. As described previously, ratio estimation to independent age-sex-race-Hispanic population controls partially corrects for the bias due to undercoverage. However, biases exist in the estimates to the extent that missed persons in missed households or missed persons in interviewed households have different characteristics from those of interviewed persons in the same age-sex-race-Hispanic group. Furthermore, the independent population controls have not been adjusted for undercoverage in the 1980 census.

For additional information on nonsampling error including the possible impact on CPS data when known, refer to Statistical Policy Working Paper 3, *An Error Profile: Employment as Measured by the Current Population Survey,* Office of Federal Statistical Policy and Standards, U.S. Department of Commerce, 1978 and Technical Paper 40, *The Current Population Survey: Design and Methodology,* Bureau of the Census, U.S. Department of Commerce.

Sampling variability. Sampling variability is variation that occurred by chance because a sample was surveyed rather than the entire population. Standard errors, as calculated by methods described later in "Standard errors and their use," are primarily measures of sampling variability, although they may include some nonsampling error.

Comparability of data. Data obtained from the CPS and other sources are not entirely comparable. This results from differences in interviewer training and experience and in differing survey processes. This is an example of nonsampling variability not reflected in the standard errors. Use caution when comparing results from different sources.

Caution should also be used when comparing estimates in this report, which reflect 1980 census-based population controls, with estimates from the March 1980 CPS and earlier years, which reflect 1970 census-based population controls. This change in population controls had relatively little impact on summary measures such as means, medians, and percent distributions, but did have a significant impact on levels. For example, use of 1980 based population controls results in about a 2-percent increase in the civilian noninstitutional population and in the number of families and households. Thus, estimates of levels for data collected in 1981 and later years will differ from those for earlier years by more than what could be attributed to actual changes in the population. These differences could be disproportionately greater for certain subpopulation groups than for the total population.

Note when using small estimates. Summary measures (such as medians and percentage distributions) are shown only when the base is 75,000 or greater. Because of the large standard errors involved, summary measures would probably not reveal useful information when computed on a smaller base. However, estimated numbers are shown even though the relative standard errors of these numbers are larger than those for corresponding percentages. These smaller estimates permit combinations of the categories to suit data users' needs. Take care in the interpretation of small differences. For instance, even a small amount of nonsampling error can cause a borderline difference to appear significant or not, thus distorting a seemingly valid hypothesis test.

Standard errors and their use. A number of approximations are required to derive, at a moderate cost, standard errors applicable to all the estimates in this report. Instead of providing an individual standard error for each estimate, generalized sets of standard errors are provided for various types of characteristics. Thus, the tables show levels of magnitude of standard errors rather than the precise standard errors. Standard errors for intermediate values not shown in the tables may be approximated by linear interpolation.

Two parameters, a and b, are used to calculate the standard errors for each type of characteristic; they are presented in table B-4. These parameters were used to calculate the standard errors in tables B-1 through B-3 and the factors in table B-4. They may also be used directly to calculate standard errors. Methods for direct computation are given in the following sections.

The sample estimate and its standard error enable one to construct a confidence interval, a range that

Table B-1. **Standard Errors of Estimated Numbers**

Size of estimate (thousands)	Standard error	
	Persons	Families
10	7	4
25	11	7
50	15	9
75	18	12
100	21	13
250	33	21
500	47	30
750	58	36
1,000	67	42
2,500	105	66
5,000	148	93
7,500	179	113
10,000	206	130
15,000	248	156
20,000	282	178
25,000	310	195
30,000	335	211
40,000	373	235
50,000	402	253
70,000	437	275
75,000	442	278
100,000	445	279
125,000	412	257

Use formula (1) with these standard errors and the factors in table B-4 to obtain standard errors for specific characteristics.

would include the average result of all possible samples with a known probability. For example, if all possible samples were surveyed under essentially the same general conditions and using the same sample design, and if an estimate and its standard error were calculated from each sample, then approximately 90 percent of the intervals from 1.6 standard errors below the estimate to 1.6 standard errors above the estimate would include the average result of all possible samples.

A particular confidence interval may or may not contain the average estimate derived from all possible samples. However, one can say with specified confidence that the interval includes the average estimate calculated from all possible samples.

Some statements in the report may contain estimates followed by a number in parentheses. This number can be added to and subtracted from the estimate to calculate upper and lower bounds of the 90-percent confidence interval. For example, if a statement contains the phrase "grew by 1.7 percent (±1.0)," the 90-percent confidence interval for the estimate, 1.7 percent, is from 0.7 percent to 2.7 percent.

Standard errors may also be used to perform hypothesis testing, a procedure for distinguishing between population parameters using sample estimates. The most common type of hypothesis appearing in this report is that the population parameters are different. An example of this would be comparing Black families with White families.

Tests may be performed at various levels of significance, where a significance level is the probability of concluding that the characteristics are different when, in fact, they are the same. All statements of comparison in the text have passed a hypothesis test at the 0.10 level of significance or better. This means that the absolute value of the estimated difference between characteristics is greater than or equal to 1.6 times the standard error of the difference.

Standard errors of estimated numbers. There are two ways to compute the approximate standard error, s_x, of an estimated number shown in this report. The first uses the formula

$$s_x = fs \qquad (1)$$

where f is a factor from table B-4, and s is the standard error of the estimate obtained by interpolation from table B-1. The second method uses formula (2), from which the standard errors in tables B-1 through B-3 were calculated. This formula will provide more accurate results than formula (1).

$$s_x = \sqrt{ax^2 + bx} \qquad (2)$$

Here x is the size of the estimate and a and b are the parameters in table B-4 associated with the particular type of characteristic. When calculating standard errors for numbers from cross-tabulations involving different characteristics, use the factor or set of parameters for the characteristic which will give the largest standard error.

Illustration. Table 1 shows that there were 7,177,000 Black families in 1988. Using formula (1) with f = 1.0 from table B-4 and s = 110,000 by interpolation from table B-1 gives the approximate standard error of 110,000 = 1.0 x 110,000.

Using formula (2) with a = -0.000066 and b = 1,606, the approximate standard error is

$$s_x = \sqrt{(-0.000066)(7{,}177{,}000)^2 + (1{,}606)(7{,}177{,}000)} = 90{,}000$$

Using the 90,000 estimate of standard error, the 90-percent confidence interval as shown by the data is from 7,033,000 to 7,321,000. Therefore, a conclusion that the average estimate derived from all possible samples lies within a range computed in this way would be correct for roughly 90 percent of all possible samples.

Standard errors of estimated percentages. The reliability of an estimated percentage, computed using sample data for both numerator and denominator, depends on the size of the percentage and its base. Estimated percentages are relatively more reliable than the corresponding estimates of the numerators of the percentages, particularly if the percentages are 50 percent or more. When the numerator and denominator of the percentage are in different categories, use the factor or parameter from table B-4 indicated by the numerator.

Table B-2. **Standard Errors of Estimated Percentages for Persons**

Base of estimated percentages (thousands)	Estimated percentages					
	1 or 99	2 or 98	5 or 95	10 or 90	25 or 75	50
10	6.7	9.4	14.6	20.1	29.0	33.5
25	4.2	5.9	9.2	12.7	18.3	21.2
50	3.0	4.2	6.5	9.0	13.0	15.0
75	2.4	3.4	5.3	7.3	10.6	12.2
100	2.1	3.0	4.6	6.4	9.2	10.6
250	1.3	1.9	2.9	4.0	5.8	6.7
500	0.9	1.3	2.1	2.8	4.1	4.7
750	0.8	1.1	1.7	2.3	3.4	3.9
1,000	0.7	0.9	1.5	2.0	2.9	3.4
2,500	0.4	0.6	0.9	1.3	1.8	2.1
5,000	0.3	0.4	0.6	0.9	1.3	1.5
7,500	0.2	0.3	0.5	0.7	1.1	1.2
10,000	0.2	0.3	0.5	0.6	0.9	1.1
15,000	0.2	0.2	0.4	0.5	0.8	0.9
20,000	0.2	0.2	0.3	0.4	0.6	0.8
25,000	0.13	0.2	0.3	0.4	0.6	0.7
30,000	0.12	0.2	0.3	0.4	0.5	0.6
40,000	0.11	0.2	0.2	0.3	0.5	0.5
50,000	0.09	0.13	0.2	0.3	0.4	0.5
70,000	0.08	0.11	0.2	0.2	0.4	0.4
75,000	0.08	0.11	0.2	0.2	0.3	0.4
100,000	0.07	0.09	0.2	0.2	0.3	0.3
125,000	0.06	0.08	0.13	0.2	0.3	0.3

Use formula (3) with these standard errors and the factors in table B-4 to obtain standard errors for specific characteristics.

The approximate standard error, $s_{x,p}$, of an estimated percentage can be obtained by use of the formula

$$s_{x,p} = fs \qquad (3)$$

In this formula, f is the appropriate factor from table B-4 and s is the standard error of the estimate obtained by interpolation from tables B-2 and B-3.

Alternatively, formula (4) will provide more accurate results:

$$s_{x,p} = \sqrt{bp(100 - p)/x} \qquad (4)$$

Here x is the total number of persons, families, households, or unrelated individuals in the base of the percentage, p is the percentage ($0 \leq p \leq 100$), and b is the parameter in table B-4 associated with the characteristic in the numerator of the percentage.

Illustration. Table 2 shows that of the 20,692,000 Black persons, 16 years old and over in 1988, 63.8 percent were in the civilian labor force. Using formula (3), the appropriate factor by interpolation from table B-4, the approximate standard error is 0.5 x 0.7 = 0.4 percent.

Using formula (4) the standard error of the percentage of Black persons 16 years old and over who were in the civilian labor force in 1988 is

$$s_{x,p} = \sqrt{\frac{1{,}045}{20{,}692{,}000}(63.8)(100.0 - 63.8)} = 0.3$$

Consequently, the 90-percent confidence interval for the percentage of Black persons 16 years old and over who were in the civilian labor force in 1988 is from 63.3 to 64.3 percent.

Standard error of a difference. The standard error of the difference between two sample estimates is approximately equal to

$$s_{x-y} = \sqrt{s_x^2 + s_y^2} \qquad (5)$$

where s_x and s_y are the standard errors of the estimates, x and y, respectively. The estimates can be numbers, percentages, ratios, etc. This will represent the actual standard error quite accurately for the difference between estimates of the same characteristic in two different areas, or for the difference between separate and uncorrelated characteristics in the same area. If, however, there is a high positive (negative) correlation between the two characteristics, the formula will overestimate (underestimate) the true standard error.

Illustration. Table 1 shows that of the 7,177,000 Black families in 1988, 42.8 percent were maintained by female householders (x). It also shows that of the 56,044,000 White families, 12.9 percent were maintained by female householders (y). The apparent difference between x and y is approximately 29.9.

Using formula (4) and the appropriate b parameter from table B-4, the approximate standard error of Black families with a female householder is about 0.7 percent. The approximate standard error of White families with a female householder is about 0.2 percent.

Using formula (5) the approximate standard error of the estimated difference between x and y is

$$s_{x-y} = \sqrt{(0.7)^2 + (0.2)^2} = 0.7 \text{ percent}$$

This means that the 90-percent confidence interval for the difference between Black families with a female

householder in 1988 and White families with a female householder in 1988 is from 28.8 to 31.0. Since this interval does not contain zero, we can conclude with 90-percent confidence that the percentage of Black families with a female householder in 1988 is greater than the percentage of White families with a female householder in 1988.

Standard error of a median. The sampling variability of an estimated median depends on the form of the distribution and the size of the base. One can approximate the reliability of an estimated median by determining a confidence interval about it. (See the section on sampling variability for a general discussion of confidence intervals.)

Estimate the 68-percent confidence limits of a median based on sample data using the following procedure.

1. Determine, using formula (4), the standard error of the estimate of 50 percent from the distribution.

2. Add to and subtract from 50 percent the standard error determined in step 1.

3. Using the distribution of the characteristic, determine upper and lower limits of the 68-percent confidence interval by calculating values corresponding to the two points established in step 2.

Use the following formula to calculate the upper and lower limits.

$$X_{pN} = \frac{pN - N_1}{N_2 - N_1}(A_2 - A_1) + A_1 \qquad (6)$$

where

X_{pN} = estimated upper and lower bounds for the confidence interval ($0 \leq p \leq 1$). For purposes of calculating the confidence interval, p takes on the values determined in step 2. Note that X_{pN} estimates the median when $p = 0.50$.

N = *for distribution of numbers*: the total number of units (persons, households, etc.) for the characteristic in the distribution.

= *for distribution of percentages*: the value 1.0.

p = the values obtained in step 2.

A_1, A_2 = the lower and upper bounds, respectively, of the interval containing X_{pN}.

N_1, N_2 = *for distribution of numbers*: the estimated number of units (persons, households, etc.) with values of the characteristic less than or equal to A_1 and A_2, respectively.

= *for distribution of percentages*: the estimated percentage of units (persons, households, etc.) having values of the characteristic less than or equal to A_1 and A_2, respectively.

4. Divide the difference between the two points determined in step 3 by two to obtain the standard error of the median.

Illustration. Table 1 shows the median years of school completed for Black persons 25 years and older to be 12.4 years. The distribution is given in table 6.

Table B-3. **Standard Errors of Estimated Percentages for Families**

Base of estimated percentages (thousands)	Estimated percentages					
	1 or 99	2 or 98	5 or 95	10 or 90	25 or 75	50
10	4.2	5.9	9.2	12.6	18.3	21.1
25	2.6	3.7	5.8	8.0	11.6	13.3
50	1.9	2.6	4.1	5.7	8.2	9.4
75	1.5	2.2	3.4	4.6	6.7	7.7
100	1.3	1.9	2.9	4.0	5.8	6.7
250	0.8	1.2	1.8	2.5	3.6	4.2
500	0.6	0.8	1.3	1.8	2.6	3.0
750	0.5	0.7	1.1	1.5	2.1	2.4
1,000	0.4	0.6	0.9	1.3	1.8	2.1
2,500	0.3	0.4	0.6	0.8	1.2	1.3
5,000	0.2	0.3	0.4	0.6	0.8	0.9
7,500	0.2	0.2	0.3	0.5	0.7	0.8
10,000	0.13	0.2	0.3	0.4	0.6	0.7
15,000	0.11	0.2	0.2	0.3	0.5	0.5
20,000	0.09	0.13	0.2	0.3	0.4	0.5
25,000	0.08	0.12	0.2	0.2	0.4	0.4
30,000	0.08	0.11	0.2	0.2	0.3	0.4
40,000	0.07	0.09	0.2	0.2	0.3	0.3
50,000	0.06	0.08	0.13	0.2	0.3	0.3
70,000	0.05	0.07	0.11	0.2	0.2	0.2
75,000	0.05	0.07	0.11	0.2	0.2	0.2
100,000	0.04	0.06	0.09	0.13	0.2	0.2
125,000	0.04	0.05	0.08	0.11	0.2	0.2

Use formula (3) with these standard errors and the factors in table B-4 to obtain standard errors for specific characteristics.

1. Using formula (4) with b = 2,600 from table B-4, the standard error of 50 percent on a base of 15,929,000 is

$$\sqrt{\frac{2{,}600}{15{,}929{,}000}(50.0)(100.0 - 50.0)} = 0.6$$

2. To obtain a 68-percent confidence interval, add to and subtract from 50 percent the standard error found in step 1. This yields percentage limits of 49.4 and 50.6.

3. The estimated percentage of Blacks with less than 4 years of high school is 36.6. The percentage with less than 1 complete year of college is 73.7. Thus, the confidence interval around the median falls entirely within the range from 4 years of high school to less than 1 year of college completed.

Using formula (6), the lower limit for the confidence interval of the median is found to be about

$$\frac{0.494 - 0.366}{0.737 - 0.366}(13 - 12) + 12 = 12.35$$

Similarly, the upper limit is found to be about

$$\frac{0.506 - 0.366}{0.737 - 0.366}(13 - 12) + 12 = 12.38$$

4. The standard error for the estimated median number of years of school completed for Blacks is

$$\frac{12.38 - 12.35}{2} = 0.02$$

Note: Standard errors for median incomes are given in the respective tables.

Standard error of a mean for grouped data. The formula used to estimate the standard error of a mean for grouped data is

$$s_{\bar{x}} = \sqrt{(b/y)S^2} \qquad (7)$$

In this formula, y is the size of the base of the distribution and b is a parameter from table B-4. The variance, S^2, is given by the following formula:

$$s^2 = \sum_{i=1}^{c} p_i \bar{x}_i^2 - \bar{x}^2 \qquad (8)$$

where x, the mean of the distribution, is estimated by

$$\bar{x} = \sum_{i=1}^{c} p_i \bar{x}_i \qquad (9)$$

c is the number of groups; i indicates a specific group, thus taking on values 1 through c.

p_i is the estimated proportion of households, families or persons whose values, for the characteristic (x-values) being considered, fall in group i.

$\bar{x}_i$ is $(Z_{i-1} + Z_i)/2$ where Z_{i-1} and Z_i are the lower and upper interval boundaries, respectively, for group i. x_i is assumed to be the most representative value for the characteristic for households, families, and unrelated individuals or persons in group i.

Group c is open-ended, i.e., no upper interval boundary exists. The approximate average value for an open-ended interval is

$$\bar{x}_c = \frac{3}{2} Z_{c-1} \qquad (10)$$

Note: Standard errors for mean incomes are given in the respective tables.

Illustration. Table 5 shows the mean number of persons in a Black family is 3.49. Formula (9) gives

$$\bar{x} = .334x2 + .254x3 + .216x4 + .104x5 + .047x6 + .044x10.5 = 3.55$$

This mean, not the mean in the table, should be used in formula (8). The difference is due to the collapsing of categories at the upper end of the distribution. Next, formula (8) gives

$$S^2 = .334x4 + .254x9 + .216x16 + .104x25 + .047x36 + .044x110.25 - 12.6 = 3.62$$

Finally, using b = 9,475 from table B-4 and y = 7,177,000 from the distribution, formula (7), gives the standard error for the estimated mean Black family size as

$$s_{\bar{x}} = \sqrt{(9{,}475/7{,}177{,}000) \times 3.62} = 0.07$$

Consequently, the 90-percent confidence interval for the estimated mean is from 3.38 to 3.60 (3.49 1.6x0.07).

Standard error of a ratio. Certain estimates may be calculated as the ratio of two numbers. The standard error of a ratio, x/y, may be computed using

$$s_{x/y} = \frac{x}{y}\sqrt{\left[\frac{s_x}{x}\right]^2 + \left[\frac{s_y}{y}\right]^2 - 2r\frac{s_x s_y}{xy}} \qquad (11)$$

The standard error of the numerator, s_x, and that of the denominator, s_y, may be calculated using formula (2). Alternatively, one may use formula (1) and tables B-1 through B-3. In formula (11), r represents the correlation between the numerator and the denominator of the estimate.

Table B-4. a and b Parameters and Factors for Calculating Standard Errors for Estimated Numbers and Percentages for Persons, Families, Households, Householders, and Unrelated Individuals

Characteristic	Persons			Families, households, householders, and unrelated individuals		
	a	b	f	a	b	f
1979-81						
Marital Status, Households and Family						
15 years and over:						
Total or White	(x)	(x)	(x)	−0.000010	1,389	0.9
Some household members	−0.000017	3,500	0.9	(x)	(x)	(x)
All household members	−0.000020	4,253	1.0	(x)	(x)	(x)
Black and other	(x)	(x)	(x)	−0.000087	1,255	0.8
Some household members	−0.000210	5,020	1.1	(x)	(x)	(x)
All household members	−0.000308	7,402	1.3	(x)	(x)	(x)
15 - 24 years:						
Total or White	(x)	(x)	(x)	−0.000035	1,389	0.9
Some household members	−0.000087	3,500	0.9	(x)	(x)	(x)
All household members	−0.000106	4,253	1.0	(x)	(x)	(x)
Black and other	(x)	(x)	(x)	−0.000207	1,255	0.8
Some household members	−0.000827	5,020	1.1	(x)	(x)	(x)
All household members	−0.001220	7,402	1.3	(x)	(x)	(x)
25 - 34 years:						
Total or White	(x)	(x)	(x)	−0.000040	1,389	0.9
Some household members	−0.000100	3,500	0.9	(x)	(x)	(x)
All household members	−0.000122	4,253	1.0	(x)	(x)	(x)
Black and other	(x)	(x)	(x)	−0.000271	1,255	0.8
Some household members	−0.001083	5,020	1.1	(x)	(x)	(x)
All household members	−0.001597	7,402	1.3	(x)	(x)	(x)
Educational Attainment						
14 years and over:						
Total or White	−0.000016	2,064	0.7	−0.000010	1,389	0.9
Black and other	−0.000186	2,792	0.8	−0.000087	1,255	0.8
25 - 34 years:						
Total or White	−0.000059	2,064	0.7	−0.000040	1,389	0.9
Black and other	−0.000602	2,792	0.8	−0.000271	1,255	0.8
Income						
Total or White	−0.000009	1,885	0.6	−0.000010	1,721	1.0
Black and other	−0.000077	2,155	0.7	−0.000089	1,876	1.0
Regional and Metro Residence						
Total or White	−0.000021	5,963	1.2	−0.000016	2,170	1.1
Black and other	−0.000021	5,963	1.2	−0.000178	2,561	1.2
Labor Force Annual Averages						
Both sexes:						
Total or White	−0.000007	935	0.5	−0.000011	809	0.7
Black and other	−0.000043	665	0.4	−0.000071	575	0.6
Male:						
Total or White	−0.000011	809	0.4	−0.000011	809	0.7
Black and other	−0.000071	575	0.4	−0.000071	575	0.6
Female:						
Total or White	−0.000009	693	0.4	−0.000009	693	0.6
Black and other	−0.000049	493	0.3	−0.000049	493	0.5
Poverty						
Total:						
Total or White	−0.000031	7,946	1.3	+0.000076	1,876	1.0
Black and other	−0.000270	7,946	1.3	+0.000076	1,876	1.0
Under 15 years:						
Total or White	−0.000184	7,946	1.3	+0.000076	1,876	1.0
Black and other	−0.001014	7,946	1.3	+0.000076	1,876	1.0
15 - 64 years:						
Total or White	−0.000055	7,946	1.3	+0.000076	1,876	1.0
Black and other	−0.000426	7,946	1.3	+0.000076	1,876	1.0

Table B-4. **a and b Parameters and Factors for Calculating Standard Errors for Estimated Numbers and Percentages for Persons, Families, Households, Householders, and Unrelated Individuals**—Con.

Characteristic	Persons			Families, households, householders, and unrelated individuals		
	a	b	f	a	b	f
1979-81—Continued						
65 years and over:						
Total or White	−0.000335	7,946	1.3	+0.000076	1,876	1.0
Black and other	−0.003456	7,946	1.3	+0.000076	1,876	1.0
Unemployment Rates, Annual						
Total or White	−0.000004	493	0.3	−0.000004	493	0.5
Black and other	−0.000035	566	0.4	−0.000035	566	0.6
1982-88						
Marital Status, Households and Family						
15 years and over:						
Total or White	(x)	(x)	(x)	−0.000010	1,778	1.0
Some household members	−0.000025	4,480	1.0	(x)	(x)	(x)
All household members	−0.000031	5,444	1.1	(x)	(x)	(x)
Black and other	(x)	(x)	(x)	−0.000066	1,606	1.0
Some household members	−0.000265	6,426	1.2	(x)	(x)	(x)
All household members	−0.000391	9,475	1.5	(x)	(x)	(x)
15 - 24 years:						
Total or White	(x)	(x)	(x)	−0.000049	1,778	1.0
Some household members	−0.000122	4,480	1.0	(x)	(x)	(x)
All household members	−0.000831	5,444	1.1	(x)	(x)	(x)
Black and other	(x)	(x)	(x)	−0.000245	1,606	1.0
Some household members	−0.000981	6,426	1.2	(x)	(x)	(x)
All household members	−0.001446	9,475	1.5	(x)	(x)	(x)
25 - 34 years:						
Total or White	(x)	(x)	(x)	−0.000042	1,778	1.0
Some household members	−0.000105	4,480	1.0	(x)	(x)	(x)
All household members	−0.000128	5,444	1.1	(x)	(x)	(x)
Black and other	(x)	(x)	(x)	−0.000240	1,606	1.0
Some household members	−0.000961	6,426	1.2	(x)	(x)	(x)
All household members	−0.001417	9,475	1.5	(x)	(x)	(x)
Educational Attainment						
14 years and over:						
Total or White	−0.000013	2,312	0.7	−0.000010	1,778	1.0
Black and other	−0.000099	2,600	0.8	−0.000066	1,606	1.0
25 - 34 years:						
Total or White	-0.000054	2,312	0.7	-0.000042	1,778	1.0
Black and other	−0.000389	2,600	0.8	−0.000240	1,606	1.0
Income						
Total or White	−0.000011	2,077	0.7	−0.000010	1,896	1.0
Black and other	−0.000092	2,374	0.7	−0.000081	2,067	1.1
Regional and Metro Residence						
Total or White	−0.000024	4,253	1.0	(x)	(x)	(x)
Black and other	−0.000308	7,402	1.3	(x)	(x)	(x)
Labor Force Annual Averages						
Both sexes:						
Total or White	−0.000008	1,045	0.5	−0.000012	904	0.7
Black and other	−0.000055	1,045	0.5	−0.000109	904	0.7
Male:						
Total or White	−0.000012	904	0.4	−0.000012	904	0.7
Black and other	−0.000109	904	0.4	−0.000109	904	0.7
Female:						
Total or White	−0.000009	774	0.4	−0.000009	774	0.7
Black and other	−0.000074	774	0.4	−0.000074	774	0.7

Table B-4. a and b Parameters and Factors for Calculating Standard Errors for Estimated Numbers and Percentages for Persons, Families, Households, Householders, and Unrelated Individuals—Con.

Characteristic	Persons			Families, households, householders, and unrelated individuals		
	a	b	f	a	b	f
1982-88—Continued						
Poverty						
Total:						
Total or White	−0.000052	9,628	1.5	+0.000084	2,067	1.1
Black and other	−0.000375	9,628	1.5	+0.000084	2,067	1.1
Under 15 years:						
Total or White	−0.000183	9,628	1.5	+0.000084	2,067	1.1
Black and other	−0.000939	9,628	1.5	+0.000084	2,067	1.1
15 - 64 years:						
Total or White	−0.000061	9,628	1.5	+0.000084	2,067	1.1
Black and other	−0.000401	9,628	1.5	+0.000084	2,067	1.1
65 years and over:						
Total or White	−0.000337	9,628	1.5	+0.000084	2,067	1.1
Black and other	−0.003297	9,628	1.5	+0.000084	2,067	1.1
Unemployment Rates, Annual						
Total or White	−0.000003	552	0.4	−0.000003	552	0.6
Black and other	−0.000024	634	0.4	−0.000024	634	0.6

Note: For 1979-1981, multiply the above parameters by 1.02, 1.11, 1.15, 0.97 and 1.04 for the Northeast, Midwest, South, West, and North and West combined, respectivley.

For 1982-88, multiply the above parameters by 0.75, 0.92, 1.03, 1.07, and 0.91 for the Northeast, Midwest, South, West, and North and West combined, respectively.

For one type of ratio, the denominator is a count of families or households and the numerator is a count of persons in those families or households with a certain characteristic. If there is at least one person with the characteristic in every family or household, use 0.7 as an estimate of r. An example of this type is the mean number of children per family with children.

For all other types of ratios, r is assumed to be zero. If r is actually positive (negative), then this procedure will provide an overestimate (underestimate) of the standard error of the ratio. Examples of this type are the mean number of children per family and the poverty rate.

Illustration. Table F shows the ratio of Black female median earnings, x, to Black male median earnings, y, to be 0.81. The standard error of this ratio is calculated as follows:

1. Obtain x, y, s_x and s_y from table F.
$x = 10{,}402$; $y = 12{,}910$; $s_x = 219$; $s_y = 413$

2. Compute $(s_x/x)^2 = (219/10{,}402)^2 = 0.000443$ and $(s_y/y)^2 = (413/12{,}910)^2 = 0.001023$

3. Using formula (11) with $r = 0$, the estimate of the standard error is

$$s_{x/y} = 0.81\sqrt{0.000443 + 0.001023} = 0.03$$

Thus, the 90-percent confidence about the ratio of female to male median earnings for Blacks is from 0.76 to 0.86.

FACSIMILE I. CPS-260—CONTROL CARD

NOTICE — Your report to the Census Bureau is confidential by law (title 13, U.S. Code). It may be seen only by sworn Census employees and may be used only for statistical purposes.

OMB No. 0607-0049
Approval Expires 2/28/89

FORM CPS-260 (12-2-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

CONTROL CARD

CURRENT POPULATION SURVEY

[33]

PGM 5

RECORD OF VISITS AND TELEPHONE INTERVIEWS

[31F] Month in sample	[31G] Date (Example 1-84) Mo.	Yr.	[31C] Tally of personal visits	[31D] Tally of regular telephone calls	[31E] Tally of telephone callbacks	[31I] Noninterview reason
1						
2						
3						
4						
5						
6						
7						
8						

[34F] Line number of respondent contacted
OR
Name and phone number of noninterview respondent

Month in sample	
1	
2	
3	
4	
5	
6	
7	
8	

[31H] Notes (Callbacks, interviewer initials, etc.) — [32] OFFICE USE ONLY

Month in sample		
1		
2		
3		
4		
5		
6		
7		
8		

FOR UNITS IN HOUSING VACANCY SURVEY (HVS)

Transcribe from HVS schedule the first month unit is vacant. Transcribe to HVS in subsequent months unit is vacant during same 4-month period of enumeration. If unit is vacant in both the first and second 4-month periods of enumeration, repeat above procedure for second 4-month period of enumeration.

[31B] INTERVIEWER CHECK ITEM

Is this housing unit on a place of —

	1st	5th
Less than 10 acres	0	0
10 acres or more	0	0

[33A] In what year was this structure built?

4-1-80 or later	0
1975–3-31-80	0
1970–1974	0
1960–1969	0
1950–1959	0
1940–1949	0
1939 or earlier	0

[34A] How many units are in this structure? (Count occupied and vacant)

	1st	5th
1	0	0
2	0	0
3–4	0	0
5–9	0	0
10 or more	0	0

NUMBER OF ROOMS IN THIS UNIT

[35A] How many rooms are in this unit (count the kitchen but not the bathroom)?

	1st	5th		1st	5th
1	0		5	0	0
2	0	0	6	0	0
3	0	0	7	0	0
4	0	0	8 or more	0	0

[36A] How many __ bedrooms are in this unit?

	1st	5th
None	0	0
1	0	0
2	0	0
3	0	0
4 or more	0	0

PLUMBING FACILITIES FOR THIS UNIT

[31J] Is there hot and cold piped water inside structure for this unit?

	1st	5th
Yes	0	0
No, only cold piped water	0	0
No piped water	0	0

[31K] Is there a flush toilet inside structure for this unit?

	1st	5th
Yes, for this unit only	0	0
Yes, but also used by a household in another unit	0	0
No flush toilet	0	0

[32A] Is there a bathtub or shower inside structure for this unit?

	1st	5th
Yes, for this unit only	0	0
Yes, but also used by a household in another unit	0	0
No bathtub or shower	0	0

FOR VACANT SEASONAL HOUSING UNITS AND FOR VACANT SEASONAL HOUSING UNITS FOR MIGRATORY WORKERS

Transcribe from CPS-1 item 17 first month unit is vacant. Transcribe from Control Card to CPS schedule item 17 in subsequent months unit is vacant during same 4-month period of enumeration. If unit is seasonally vacant in both the first and second 4-month periods of enumeration, repeat above procedure for second 4-month period of enumeration.

[CPS-1 Item 17]

This unit is intended for occupancy:

	1st	5th
Summers only	0	0
Winters only	0	0
Other (Describe in notes)	0	0

(Transcribe to back of Control Card first time unit is vacant during a 4-month enumeration period.)

NOTES

TABLE X — LIVING QUARTERS DETERMINATION AT LISTED ADDRESS

ADDRESS OF ADDITIONAL LIVING QUARTERS	LOCATION OF UNIT	SEPARATENESS		CLASSIFICATION	AREA SEGMENTS	ADDRESS SEGMENTS	SPECIAL PLACE SEGMENTS	PERMIT SEGMENTS
If already listed, fill sheet and line number below and stop Table X. Otherwise, enter basic address and unit address, if any, OR description or location. [31]	Is this a unit in a special place? [23]	Do the occupants or intended occupants of (Address in column 1) live and eat separately from all other persons on the property? [39]	Does (Address in column 1) have direct access from the outside or through a common hall? [41]	N – Not a separate unit (Include on this control card.) HU/OT Separate unit. (Do not include on this control card.) Complete the appropriate segment type column for interviewing instructions. [45]	Is this unit within the segment boundaries? [46]	[47]	Is this unit within the specific address (basic plus unit, if any) of the original sample unit? [48]	Is this unit within the same structure as the original sample unit? [49]
Sheet ___ Line ___	☐ Yes – SKIP to column 5 and mark according to Table A in Part C of manual ☐ No	☐ Yes ☐ No – SKIP to column 5 and mark "N" box	☐ Yes – GO to column 5 and mark "HU" box ☐ No – GO to column 5 and mark "N" box	☐ N – Stop Table X. Continue interview with original unit ☐ HU / ☐ OT Fill column 6, 7, 8, or 9 as appropriate	☐ Yes – Interview as an EXTRA unit ☐ No – Do not interview	List on first available line of listing sheet. Interview if in sample.	☐ Yes – Interview as an EXTRA unit ☐ No – Do not interview	☐ Yes – List on first available line of listing sheet. Interview if in sample. ☐ No – Do not interview
Sheet ___ Line ___	☐ Yes – SKIP to column 5 and mark according to Table A in Part C of manual ☐ No	☐ Yes ☐ No – SKIP to column 5 and mark "N" box	☐ Yes – GO to column 5 and mark "HU" box ☐ No – GO to column 5 and mark "N" box	☐ N – Stop Table X. Continue interview with original unit ☐ HU / ☐ OT Fill column 6, 7, 8, or 9 as appropriate	☐ Yes – Interview as an EXTRA unit ☐ No – Do not interview	List on first available line of listing sheet. Interview if in sample.	☐ Yes – Interview as an EXTRA unit ☐ No – Do not interview	☐ Yes – List on first available line of listing sheet. Interview if in sample. ☐ No – Do not interview

NOTE: BE SURE TO CONTINUE INTERVIEW FOR ORIGINAL UNIT AFTER COMPLETING TABLE X FOR ALL LINES.

[45A] OFFICE USE ONLY PGM 1 [34B]

NOTES

[49A] CONTROL NO. OF ORIGINAL SAMPLE UNIT

[49B] In area segment, enter for FIRST unit listed on property:

Listing Sheet

Sheet ____

Line ____

PGM 2 | 1 SAMPLE | 2 PSU–SEGMENT–SERIAL | 3 HOUSEHOLD NUMBER | 4 SEGMENT 1☐ Area 3☐ Sp. Place 2☐ Address 4☐ Permit | 5a 1st month letter sent 1☐Y 2☐N | 5b 5th month letter sent 1☐Y 2☐N | CHECK ITEM 6 ☐ Initial Listing Verification

INTRODUCTION – Hello. I am *(Interviewer's name)* from the United States Bureau of the Census. Here is my identification card. We are taking a survey of employment and unemployment in *(Name of city or county)* and all over the country. I have some questions I would like to ask you. Did you receive our letter?

7a ADDRESS (Sheet ____, line ____)

PLACE | ST | ZIP CODE

AREA SEGMENTS ONLY

7b YEAR BUILT

☐ *Ask 1st mo.* ☐ *Do NOT ask*

When was this structure originally built?

☐ Before 4-1-80 – *Continue Interview*

☐ After 4-1-80 – *Complete 9c and 10–12, when required; end interview*

8a TENURE

	1st	5th
Are your living quarters –		
Owned or being bought by you or someone in your household?	1☐	1☐
Rented for cash?	2☐	2☐
Occupied without payment of cash rent?	3☐	3☐

11a LAND USE

1☐ URBAN – *SKIP to item 12*

2☐ RURAL

- Regular units and Special Place units coded 85–88 in item 7d – *ASK item 11b.*
- Special Place units not coded 85–88 in item 7d – *Mark "No" in item 11b without asking, then go to item 12.*

NOTE: *Transcribe to CPS-1, item 5a.*

11b **During the past 12 months did sales of crops, livestock, and other farm products from this place amount to $1,000 or more?**

1st	5th
1☐ Yes 2☐ No	1☐ Yes 2☐ No

NOTE: *Transcribe to CPS-1, item 5b.*

RELATIONSHIP CODES FOR 14b

01 Reference person WITH relatives in household
02 Reference person with NO relatives in household
03 Husband
04 Wife
05 Natural/Adopted Child
06 Step Child
07 Grandchild
08 Parent
09 Brother/Sister
10 Other relative of reference person
11 Foster Child
12 Nonrelative of reference person WITH OWN relatives in household
13 Partner/Roommate
14 Nonrelative of reference person (other than partner/roommate) with NO OWN relatives in household

ARMED FORCES CODES FOR 21b

Enter code in descending order of priority. Thus if person served in Vietnam and in Korea, enter 1.

Vietnam Era (Aug.'64–April'75) ...1
Korean War (June'50–Jan. '55) ...2
World War II (Sept.'40–July'47) ...3
World War I (Apr.'17–Nov.'18) ...4
Other Service (All other periods) ...5

RACE CODES FOR 24

1 White
2 Black
3 American Indian, Aleut, Eskimo
4 Asian or Pacific Islander
5 Other

ORIGIN CODES FOR 25

01 German
02 Italian
03 Irish
04 French
05 Polish
06 Russian
07 English
08 Scottish
10 Mexican American
11 Chicano
12 Mexican
14 Puerto Rican
15 Cuban
16 Central or South American
17 Other Spanish
20 Afro-American (Black, Negro)
28 Dutch
27 Swedish
28 Hungarian
30 Another Group not listed
39 Don't know

7c What is your exact address? *(Make corrections to address above.)* ☐ Same

7d Is this your mailing address?
☐ Yes ☐ No – *Specify below include ZIP Code*

Special Place name | Type code | Sample No.

COVERAGE QUESTIONS

8f *ASK (in 1st and 5th month):*	1st	5th
a. Are there any occupied or vacant living quarters besides your own in this building?	Y – N *Fill Table X*	Y – N *Fill Table X*
b. Are there any occupied or vacant living quarters besides your own on this floor?	Y – N *Fill Table X*	Y – N *Fill Table X*
c. Is there any other building on this property for people to live in – either occupied or vacant?	Y – N *Fill Table X*	Y – N *Fill Table X*
d. None		

CHECK ITEM 12d *(Refer to item 7d)*

1☐ Unit is in a special place – *Refer to Table A in Part C of the manual and mark 12c or 12d accordingly.*

2☐ Unit is not in a special place

12c ACCESS

3☐ Direct – *Fill 12c*

4☐ Through another unit – Not a separate HU; combine with unit through which access is gained. *Apply "merged unit" procedures if appropriate.*

12e HOUSING UNIT

1☐ House, apartment, flat
2☐ HU in nontransient hotel, motel, etc.
3☐ HU permanent in transient hotel, motel, etc.
4☐ HU in rooming house
5☐ Mobile home or trailer with no permanent room added
6☐ Mobile home or trailer with one or more permanent rooms added
7☐ HU not specified above – *Describe* _____

12f OTHER UNIT

8☐ Quarters not HU in rooming or boarding house
9☐ Unit not permanent in transient hotel, motel, etc.
10☐ Unoccupied tent site or trailer site
11☐ Student quarters in college dormitory
12☐ OTHER unit not specified above – *Describe*

REFERENCE PERSON HOUSEHOLD ROSTER

Last name first

What are the names of all persons living or staying here? Start with the name of the person or one of the persons who (owns/rents) this home.

Show relationship flashcard.

Line number Circle line No. of resp.

PGM 3 | 13a | 14a

RELATIONSHIP TO REFERENCE PERSON – **What is ...'s relationship to** *(Reference person)*? *Show flashcard. Enter code.* | 14b

HOUSEHOLD MEMBER – **Does ... usually live here?** | 14c Yes ☐1 ☐2 No

LINE NO. OF PARENT – *Enter from 14b and 13. If none, leave blank.* | 14d

GO TO 15

FOR PERSONS WITH "YES" IN ITEM 14c

ASK ITEMS 17a THROUGH 23b ACROSS FOR EACH ELIGIBLE PERSON

What is ...'s date of birth? *Enter in numerals* – Month | Day | Year | 17a | 17b | 17c

AGE LAST BIRTHDAY – *Enter age as of end of survey week. If under 1 year of age, enter "00".* | 18a | 18b | 18c

Month and year of age change – *Enter in numerals* | 19a | 19b

MARITAL STATUS – **Is ... now married**
1–Sp. Present
2–Sp. Absent
3–Widowed
4–Divorced
5–Separated
OR
6–Never married? | 19c

LINE NO. OF SPOUSE *Enter from 19c, 14c, and 13. If none, leave blank.* | 19d

SEX – *Enter 1–Male or 2–Female* | 20 M ☐1 ☐2 F

FOR ALL HOUSEHOLD MEMBERS 14 YEARS AND OVER

Did ... ever serve on active duty in the U.S. Armed Forces? | 21a Yes ☐1 ☐2 No

Yes in 21a. When did ... serve? *Enter code.* | 21b

Is ... now in the Armed Forces? | 22 Yes ☐1 ☐2 No

What is the highest grade or year of regular school ... has ever attended?
00 – Never attended or kindergarten
01–08 – Elementary
09–12 – High school
21–28 – College (Academic)
First code | Update code | 23a

Did ... complete that grade (year)? | 23b Yes ☐1 ☐2 No

ASK ONCE FOR ENTIRE HOUSEHOLD

What is the race of each person in this household? *Show flashcard. Enter code.* | 24

What is the origin or descent of each person in this household? *Show flashcard. Enter code.* | 25

What is the Social Security or Railroad Retirement number of each person in this household who is 14 years of age or older? *Read names.* | 26a – –

Line No. | 26b

CHANGES IN HOUSEHOLD COMPOSITION

01–New person added – HH member
02–New person added – URE
03–Person undetected – e.g., former HH member returns to household or URE becomes HH member
04–Person died
05–Person deleted for reason other than death
06–Person joined Armed Forces
07–Person no longer AF member
08–Person turned 14

Line number	13a	14a	14b	14c	14d	17a	17b	17c	18a	18b	18c	19a	19b	19c	19d	20	21a	21b	22	23a	23b	24	25	26a	26b
1				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	1
2				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	2
3				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	3
4				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	4
5				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	5
6				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	6
7				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	7
8				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	8
9				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	9
10				1☐ 2☐												1☐ 2☐	1☐ 2☐		1☐ 2☐		1☐ 2☐			– –	10

PGM 4 HOUSEHOLD ROSTER COVERAGE

15a *Ask first time household is interviewed in each 4-month period. (If "Yes," enter name in item 14a above.)*	1st Yes	1st No	5th Yes	5th No
I have listed *(Read names in item 14a and in 5th month verify 14c as appropriate).* **Have I missed:**				
– any babies or small children?	1☐	2☐	1☐	2☐
– anyone who usually lives here but is away now traveling, at school, or in a hospital?	1☐	2☐	1☐	2☐
– any lodgers, boarders, or persons you employ who live here?	1☐	2☐	1☐	2☐
– anyone else staying here?	1☐	2☐	1☐	2☐
	Go to 16a			

ASK ALL OTHER MONTHS

15b **I have listed** *(Read names in item 14a and verify 14c as appropriate).* **Is there anyone else living or staying here now?**

2	3	4		6	7	8
☐Yes ☐No	☐Yes ☐No	☐Yes ☐No		☐Yes ☐No	☐Yes ☐No	☐Yes ☐No

HOUSING UNIT COVERAGE

16a Unit is –
1☐ In a Special Place – *SKIP to 17a above*
2☐ Not in a Special Place – *Go to 16b*

16b ASK IF NOT APPARENT
Do all persons in this household live or eat together?
1☐ Yes – *Go to 16c*
2☐ No, neither live or eat together – *Fill Table X for the person or group of persons not living or eating with the Reference Person.*

16c ASK IF NOT APPARENT
Does any other household on the property live or eat with this household?
1☐ Yes – *Redefine the unit to include space occupied by all persons who live or eat together. Apply merged unit procedures if appropriate.*
2☐ No

USE OF TELEPHONE (27–28) LEAD-IN: Since households included in this survey are interviewed again during each of the next 3 months, we attempt to conduct the followup interviews by telephone.

	1st	5th
27a Is there a telephone in this house/apartment?	1☐ Y – *Skip to 27c* 2☐ N	1☐ Y – *Skip to 27c* 2☐ N
27b Is there a telephone elsewhere on which people in this household can be contacted?	1☐ Y – Where? 2☐ N – *Skip to 28*	1☐ Y – Where? 2☐ N – *Skip to 28*
27c Is a telephone interview acceptable?	1☐ Y 2☐ N – *Skip to 28*	1☐ Y 2☐ N – *Skip to 28*
27d What is the telephone number of the phone where you would like to be called.	( )	1☐ Home 2☐ Office
28 When is the best time to call or visit?		1☐ a.m. 2☐ p.m.

UPDATE REMINDER: Update 23a and 23b in 5th month AND in February, July, and October.

29 TOTAL FAMILY INCOME IN PAST 12 MONTHS *(Show Flashcard)*

Which category on this card represents the total combined income of all members of this FAMILY during the past 12 months? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, social security payments and any other money income received by members of this FAMILY who are 14 years of age or older?

	1st	5th		1st	5th		1st	5th
Less than $5,000	01☐	01☐	15,000 to 19,999	06☐	06☐	40,000 to 49,999	11☐	11☐
5,000 to 7,499	02☐	02☐	20,000 to 24,999	07☐	07☐	50,000 to 59,999	12☐	12☐
7,500 to 9,999	03☐	03☐	25,000 to 29,999	08☐	08☐	60,000 to 74,999	13☐	13☐
10,000 to 12,499	04☐	04☐	30,000 to 34,999	09☐	09☐	475,000 or more	14☐	14☐
12,500 to 14,999	05☐	05☐	35,000 to 39,999	10☐	10☐	Refusal	29☐	29☐

30 **VACATION REMINDER:** Next month during the week of the 19th we will again be calling on you. Is there any reason why we would not be able to contact you here?

FORM CPS-260 (12-3-87)

FACSIMILE II. CPS-1—BASIC QUESTIONNAIRE

INTERVIEWER CHECK ITEM
Only CPS-1 for household ☐
First CPS-1 of continuation h'hold ☐
Second CPS-1 of continuation h'hold ☐
Third, fourth, and 5th CPS-1 ☐

FORM CPS-1

U.S. DEPARTMENT OF COMMERCE
Bureau of the Census

CURRENT POPULATION SURVEY

Form Approved – O.M.B. No. 1220-0100–Expires 2-28-89

Fosdic 26.1:1

CONTROL NUMBER
PSU | SEGMENT | SERIAL

LINE NO. OF H'HOLD RESP. _____

NON H'HOLD RESPONDENT ☐
(Specify and Send Intercomm for interviewed household)

INTERVIEW
ANY ENTRY OTHER THAN *NEVER WORKED* IN ITEMS 23A–E in this CPS–1 ..... Yes ☐ No ☐

NONINTERVIEW
TYPE A ☐
TYPE B ☐
TYPE C ☐
(SEND INTER COMM FOR TYPE A AND C)

TELEPHONE HOLD
(Mark this box for office "telephone hold" cases only) ☐

INTERVIEWER CHECK ITEM
CPS-885 being held for followup ☐

CURRENT POPULATION SURVEY

MARCH 1988

CPS-1—CONTINUED

CHILDREN'S *(0–13 years old)* TRANSCRIPTION ITEMS

(If more than 4 children in household, use continuation CPS-1 document.)

FIRST CHILD

18A. LINE NO.	18B. RELATIONSHIP TO REFERENCE PERSON *(Control Card item 14b)*	18C. PARENT'S LINE NUMBER	18D. AGE	18G1. SEX / 18J. RACE	18K. ORIGIN
00 11 22 33 44 55 66 77 88 99	Natural/Adopted Child ..... 05 ○ Step Child ..... 06 ○ Grandchild ..... 07 ○ Brother/Sister ..... 09 ○ Other Rel. of ref. person .... 10 ○ Foster Child ..... 11 ○ Non-rel. of Ref. Person WITH OWN rel. in H'hld. . . 12 ○ Non-rel. of Ref. Person with NO OWN rel. in H'hld. 14 ○	00 11 22 33 44 55 66 77 88 99 None ○	00 11 22 33 44 55 66 77 88 99	Male ..... 1 Female ... 2 White ... 1 Black ... 2 Amer. Indian, Aleut, Eskimo 3 Asian or Pacific Islander 4 Other ... 5	00 11 22 33 44 55 66 77 88 99

SECOND CHILD

18A. LINE NO.	18B. RELATIONSHIP TO REFERENCE PERSON *(Control Card item 14b)*	18C. PARENT'S LINE NUMBER	18D. AGE	18G1. SEX / 18J. RACE	18K. ORIGIN
00 11 22 33 44 55 66 77 88 99	Natural/Adopted Child ..... 05 ○ Step Child ..... 06 ○ Grandchild ..... 07 ○ Brother/Sister ..... 09 ○ Other Rel. of ref. person .... 10 ○ Foster Child ..... 11 ○ Non-rel. of Ref. Person WITH OWN rel. in H'hld. . . 12 ○ Non-rel. of Ref. Person with NO OWN rel. in H'hld. 14 ○	00 11 22 33 44 55 66 77 88 99 None ○	00 11 22 33 44 55 66 77 88 99	Male ..... 1 Female ... 2 White ... 1 Black ... 2 Amer. Indian, Aleut, Eskimo 3 Asian or Pacific Islander 4 Other ... 5	00 11 22 33 44 55 66 77 88 99

THIRD CHILD

18A. LINE NO.	18B. RELATIONSHIP TO REFERENCE PERSON *(Control Card item 14b)*	18C. PARENT'S LINE NUMBER	18D. AGE	18G1. SEX / 18J. RACE	18K. ORIGIN
00 11 22 33 44 55 66 77 88 99	Natural/Adopted Child ..... 05 ○ Step Child ..... 06 ○ Grandchild ..... 07 ○ Brother/Sister ..... 09 ○ Other Rel. of ref. person .... 10 ○ Foster Child ..... 11 ○ Non-rel. of Ref. Person WITH OWN rel. in H'hld. . . 12 ○ Non-rel. of Ref. Person with NO OWN rel. in H'hld. 14 ○	00 11 22 33 44 55 66 77 88 99 None ○	00 11 22 33 44 55 66 77 88 99	Male ..... 1 Female ... 2 White ... 1 Black ... 2 Amer. Indian, Aleut, Eskimo 3 Asian or Pacific Islander 4 Other ... 5	00 11 22 33 44 55 66 77 88 99

FOURTH CHILD

18A. LINE NO.	18B. RELATIONSHIP TO REFERENCE PERSON *(Control Card item 14b)*	18C. PARENT'S LINE NUMBER	18D. AGE	18G1. SEX / 18J. RACE	18K. ORIGIN
00 11 22 33 44 55 66 77 88 99	Natural/Adopted Child ..... 05 ○ Step Child ..... 06 ○ Grandchild ..... 07 ○ Brother/Sister ..... 09 ○ Other Rel. of ref. person .... 10 ○ Foster Child ..... 11 ○ Non-rel. of Ref. Person WITH OWN rel. in H'hld. . . 12 ○ Non-rel. of Ref. Person with NO OWN rel. in H'hld. 14 ○	00 11 22 33 44 55 66 77 88 99 None ○	00 11 22 33 44 55 66 77 88 99	Male ..... 1 Female ... 2 White ... 1 Black ... 2 Amer. Indian, Aleut, Eskimo 3 Asian or Pacific Islander 4 Other ... 5	00 11 22 33 44 55 66 77 88 99

ARMED FORCES MEMBERS TRANSCRIPTION ITEMS

(Fill only in Interview household for persons with "AF" in CC item 22.
If more than 2 AF persons in household, use continuation CPS-1 document.)

FIRST ARMED FORCES MEMBER

18A. LINE NO.	18B. RELATIONSHIP TO REFERENCE PERSON	18C. PARENT'S LINE NUMBER	18D. AGE	18E. MARITAL STATUS
00 11 22 33 44 55 66 77 88 99	Ref. Person WITH rel. in H'hld. 01 ○ Ref. person with NO rel. in H'hld 02 ○ Husband ..... 03 ○ Wife ..... 04 ○ Natural/Adopted Child ..... 05 ○ Step Child ..... 06 ○ Grandchild ..... 07 ○ Parent ..... 08 ○ Brother/Sister ..... 09 ○ Other rel. of Ref. Person ..... 10 ○ Foster Child ..... 11 ○ Non-rel. of Ref. Person WITH OWN rel. in H'hld. ..... 12 ○ Partner/Roommate ..... 13 ○ Non-rel. of Ref. Person (other than partner/roommate) with NO OWN rel. in H'hld. . . 14 ○	00 11 22 33 44 55 66 77 88 99 None ○	00 11 22 33 44 55 66 77 88 99	Married – civilian spouse present ○ Married – Armed Forces spouse present ○ Married – spouse absent in Armed Forces ○ Married – spouse absent other reasons *(Exclude separated)* ... ○ Widowed ..... ○ Divorced ..... ○ Separated ..... ○ Never married .. ○

18F. SPOUSE'S LINE NO.	18G1. SEX	18H. HIGHEST GRADE ATTENDED	18I. GRADE COMPLETED	18J. RACE	18K. ORIGIN
00 11 22 33 44 55 66 77 88 99 None ○	Male 1 Female 2	00 11 22 33 44 55 66 77 88 99	Yes 1 No 2	White ..... 1 Black ..... 2 Amer. Indian, Aleut, Eskimo 3 Asian or Pacific Isl.. 4 Other 5	00 11 22 33 44 55 66 77 88 99

SECOND ARMED FORCES MEMBER

18A. LINE NO.	18B. RELATIONSHIP TO REFERENCE PERSON	18C. PARENT'S LINE NUMBER	18D. AGE	18E. MARITAL STATUS
00 11 22 33 44 55 66 77 88 99	Ref. Person WITH rel. in H'hld. 01 ○ Ref. person with NO rel. in H'hld 02 ○ Husband ..... 03 ○ Wife ..... 04 ○ Natural/Adopted Child ..... 05 ○ Step Child ..... 06 ○ Grandchild ..... 07 ○ Parent ..... 08 ○ Brother/Sister ..... 09 ○ Other rel. of Ref. Person ..... 10 ○ Foster Child ..... 11 ○ Non-rel. of Ref. Person WITH OWN rel. in H'hld. ..... 12 ○ Partner/Roommate ..... 13 ○ Non-rel. of Ref. Person (other than partner/roommate) with NO OWN rel. in H'hld. . . 14 ○	00 11 22 33 44 55 66 77 88 99 None ○	00 11 22 33 44 55 66 77 88 99	Married – civilian spouse present ○ Married – Armed Forces spouse present ○ Married – spouse absent in Armed Forces ○ Married – spouse absent other reasons *(Exclude separated)* ... ○ Widowed ..... ○ Divorced ..... ○ Separated ..... ○ Never married .. ○

18F. SPOUSE'S LINE NO.	18G1. SEX	18H. HIGHEST GRADE ATTENDED	18I. GRADE COMPLETED	18J. RACE	18K. ORIGIN
00 11 22 33 44 55 66 77 88 99 None ○	Male 1 Female 2	00 11 22 33 44 55 66 77 88 99	Yes 1 No 2	White ..... 1 Black ..... 2 Amer. Indian, Aleut, Eskimo 3 Asian or Pacific Isl.. 4 Other 5	00 11 22 33 44 55 66 77 88 99

CPS-1—CONTINUED

MARCH 1988 — U.S. Department of Commerce, BUREAU OF THE CENSUS

CURRENT POPULATION SURVEY

FORM CPS-1

1. INTERVIEWER CHECK ITEM (Fill all applicable items on this page)
- Only CPS-1 for household ..... O
- First CPS-1 of continuation h'hld. .... O
- Second CPS-1 of continuation h'hold O (Transcribe Items 1–13 from first CPS-1)
- Third, fourth, etc. CPS-1 ..... O

2. SAMPLE A C O O

3. CONTROL NUMBER

MONTH ○○●○○○○○○○○○ YEAR ○○●○○

4. TYPE OF LIVING QUARTERS

HOUSING UNIT
- House, apartment, flat ..... O
- HU in nontransient hotel, motel, etc. ..... O
- HU, permanent, in transient hotel, motel, etc. O
- HU in rooming house ..... O
- Mobile home or trailer with no permanent room added ..... O
- Mobile home or trailer with one or more permanent rooms added ..... O
- HU not specified above (Describe below) .... O

OTHER UNIT
- Quarters not HU in rooming or boarding house O
- Unit not permanent in transient hotel, motel, etc. .... O
- Tent site or trailer site ..... O
- Student quarters in college dormitory ..... O
- Other not HU (Describe below) .... O

5a. LAND USAGE Urban 1 / Rural 2 (Fill 5b)

5b. FARM SALES $1000 or more (Yes) .. 1 / Less than $1000 (No) .. 2

6. PSU NO.	7. SEGMENT NO.	8. SERIAL NO.	9. HOUSEHOLD NO.
000	0000	00	
111	1111	11	1
222	2222	22	2
333	3333	33	3
444	4444	44	4
555	5555	55	5
666	6666	66	6
777	7777	77	7
888	8888	88	8
999	9999	99	(Go to 10)

10. INTERVIEWER CODE A B C D E F G H J K L M

11. DAY COMPLETED S M T W TH F S — After interview week: O

12. LINE NO. OF H'HOLD RESP. 1 2 3 4 5 6 +

Non. h'hld. resp. (Specify) O (Send Inter Comm Interviewed Households Only)

13. TYPE INTERVIEW
- Noninterview O
- Personal ..... O
- Tel. – regular O
- Tel. – callback O
- ICR filled .... O

13A. INTERVIEWER CHECK ITEM Telephone Hold

(Fill circle for office "telephone hold" cases only) O

NONINTERVIEW

TYPE A

14. (Mark reason and race.)

REASON		RACE	
No one home	O		
Temporarily absent	O	White	1
Refused	O	Black	2
Other – Occ. (Describe below)	O	All other	3

TYPE B

15.
- Vacant – regular ..... O
- Vacant – storage of h'hld furniture O
- Temp. occ. by persons with URE .. O

(Fill 16)

- Unfit or to be demolished ..... O
- Under construction, not ready .... O
- Converted to temp. business or storage .... O
- Occ. by Armed Force members or persons under 14 ... O
- Unoccupied tent site or trailer site O
- Permit granted, construction not started ..... O
- Other (Specify below) ..... O

(Omit 16–17)

TYPE C (Send Inter Comm)
- Demolished ..... O
- House or trailer moved .. O
- Outside segment ..... O
- Converted to permanent business or storage .. O
- Merged ..... O
- Condemned ..... O
- Built after April 1, 1980 O
- Unused line of listing sheet ..... O
- Other (Describe below) .. O

(Omit 16–17)

SEASONAL STATUS

16. This unit is intended for occupancy:
- Year round ..... O (Fill HVS if HU in Item 4)
- By migratory workers O
- Seasonally ..... O (Fill Item 17 below if HU in Item 4)

17. This unit is intended for occupancy:
- Summers only ..... O
- Winters only ..... O
- Other (Describe below) O

(Transcribe as instructed on back of Control Card.)

TRANSCRIPTION ITEMS

Fill for interviewed households only. (If continuation CPS-1's required, only fill on first CPS-1 each month.)

27A. TENURE (Transcribe from cc item 10)
- Owned or being bought 1
- Rented 2
- No cash rent 3

27B. HOUSEHOLD STATUS CHANGE
Is this a replacement household this month?
Yes O
No O

28. TOTAL FAMILY INCOME (Transcribe from cc item 29)

A 01	O	E 05	O	I 09	O	M 13	O
B 02	O	F 06	O	J 10	O	N 14	O
C 03	O	G 07	O	K 11	O	REF 29	O
D 04	O	H 08	O	L 12	O		

USE OF TELEPHONE

29A. Telephone in Household (Transcribe from C.C. item 27a)
Yes 1 (Skip to 29c)
No 2 (Fill 29b)

29B. Telephone Available (Transcribe from C.C. item 27b)
Yes 1 (Fill 29c)
No 2 (Skip to 30)

29C. Telephone Interview Acceptable (Transcribe from C.C. item 27c)
Yes 1
No 2 (Fill 30)

(Fill for noninterviewed and interviewed households)

30. NUMBER OF CONTACTS – ACTUAL AND ATTEMPTED (Transcribe from C.C. item 31)
- Personal (C.C. item 31c) 1 2 3 4 5 6 +
- Telephone 1 2 3 4 5 6 7 8 9 + (C.C. items 31 d & e)

31. TIME OF INTERVIEW (Mark the time period in which the majority of the labor force interview was obtained or noninterview classification was determined.)
- Midnight to 6 a.m. O
- 6 to 9 a.m. ..... O
- 9 a.m. to Noon ... O
- Noon to 3 p.m. .... O
- 3 to 6 p.m. O
- 6 to 9 p.m. O
- 9 p.m. to Midnight O

REMINDER
Fill items 18A–18K on pages 2, 5, 7, 9, and 11.

HOUSEHOLD ITEMS Fill after basic labor force interview and proceed to CPS-665

32A. INTERVIEWER CHECK ITEM (From Control Card item 25) Is Spanish origin (Codes 10 through 17) entered on the Control Card for any person 14+ in this household?
Yes O (Ask 32B)
No O (Go to CPS-665)

32B. Did (Read name of Reference Person) live at this address during the week of November 19, 1987?
Yes O (Fill 32C)
No O (Go to CPS-665)

32C. INTERVIEWER CHECK ITEM (From Control Card item 25) Is reference person's origin code 10 through 17?
Yes O (Go to CPS-665)
No O (Ask 32D)

32D. Did any of the following household members live here during the week of November 19, 1987? (Read all household member names with codes 10–17 in cc item 25.)
Yes O
No O (Go to CPS-665)

OFFICE USE ONLY

REINTERVIEWER
- Program supervisor ..... O
- Alternate ..... O
- Supervisory field representative O
- Other ..... O

CODER NUMBER

A B C D E F G H J K L M

CPS-1—CONTINUED

18. LINE NUMBER

19. What was . . . doing most of LAST WEEK — (Working / Keeping house / Going to school / or something else?)

Working *(Skip to 20A)* . . . . WK ○
With a job but not at work . . . J ○
Looking for work . . . . . LK ○
Keeping house . . . . . H ○
Going to school . . . . . S ○
Unable to work *(Skip to 24)* . . U ○
Retired . . . . . R ○
Other *(Specify)* . . . . . OT ○

20. Did . . . do any work at all LAST WEEK, not counting work around the house? *(Note: If farm or business operator in hh., ask about unpaid work.)*

Yes ○ No ○ *(Go to 21)*

20A. How many hours did . . . work LAST WEEK at all jobs? ∅∅ I I 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

20B. INTERVIEWER CHECK ITEM

49+ ○ *(Skip to item 23)*
1–34 ○ *(Go to 20C)*
35–48 ○ *(Go to 20D)*

20C. Does . . . USUALLY work 35 hours or more a week at this job?

Yes ○ What is the reason . . . worked less than 35 hours LAST WEEK?

No ○ What is the reason . . . USUALLY works less than 35 hours a week?

(Mark the appropriate reason)

Slack work . . . . . ○
Material shortage . . . . . ○
Plant or machine repair . . . . . ○
New job started during week . . ○
Job terminated during week . . . ○
Could find only part-time work ○
Holiday *(Legal or religious)* . . . . ○
Labor dispute . . . . . ○
Bad weather . . . . . ○
Own illness . . . . . ○
On vacation . . . . . ○
Too busy with housework, school, personal bus., etc. . . ○
Did not want full-time work . . . ○
Full-time work week under 35 hours . . . . . ○
Other reason *(Specify)* . . . . . ○

(Skip to 23 and enter job worked at last week)

20D. Did . . . lose any time or take any time off LAST WEEK for any reason such as illness, holiday or slack work?

Yes ○ How many hours did . . . take off?

(Correct 20A if lost time not already deducted; If 20A reduced below 35, correct 20B and fill 20C)

No ○

20E. Did . . . work any overtime or at more than one job LAST WEEK?

Yes ○ How many extra hours did . . . work?

(Correct 20A and 20B as necessary if extra hours not already included and skip to 23.)

No ○ *(Skip to 23)*

21. *(If I in 19, skip to 21A.)* Did . . . have a job or business from which he/she was temporarily absent or on layoff LAST WEEK?

Yes ○ No ○ *(Go to 22)*

21A. Why was . . . absent from work LAST WEEK?

Own illness . . . . . ○
On vacation . . . . . ○
Bad weather . . . . . ○
Labor dispute . . . . ○
New job to begin within 30 days ○ *(Skip to 22B and 22C2)*
Temporary layoff *(Under 30 days)* ○
Indefinite layoff *(30 days or more or no def. recall date)* . . . . . ○ *(Skip to 22C3)*
Other *(Specify)* . . ○

21B. Is . . . receiving wages or salary from his/her employer for any of the time off LAST WEEK?

Yes ○
No ○

21C. Does . . . usually work 35 hours or more a week at this job?

Yes ○
No ○

(Skip to 23 and enter job held last week)

22. *(If LK in 19, Skip to 22A.)* Has . . . been looking for work during the past 4 weeks?

Yes ○ No ○ *(Go to 24)*

22A. What has . . . been doing in the last 4 weeks to find work? *(Mark all methods used; do not read list.)*

Checked with— pub. employ. agency ○
pvt. employ. agency ○
employer directly . . . ○
friends or relatives . . ○
Placed or answered ads . . . . . ○
Nothing *(Skip to 24)* . . . . . ○
Other *(Specify in notes, e.g., TPA, union or prof. register, etc.)* . . . . . ○

22B. At the time . . . started looking for work, was it because he/she lost or quit a job or was there some other reason?

- Lost job . . . . . ○
- Quit job . . . . . ○
- Left school . . . . . ○
- Wanted temporary work . . ○
- Change in home or family responsibilities ○
- Left military service . . . . . ○
- Other *(Specify in notes)* . . . . ○

22C. 1) How many weeks has . . . been looking for work?
2) How many weeks ago did . . . start looking for work?
3) How many weeks ago was . . . laid off?
∅∅ I I 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

22D. Has . . . been looking for full-time or part-time work?

Full ○ Part ○

22E. Could . . . have taken a job LAST WEEK if one had been offered?

Yes ○ No ○ Why not?

Already has a job . . . . ○
Temporary illness . . . . ○
Going to school . . . . . ○
Other *(Specify in notes)* ○

22F. When did . . . last work at a full-time job or business lasting 2 consecutive weeks or more?

Within last 12 months *(Specify)* . . ○
(Month) _____
One to five years ago . . . . . ○
More than 5 years ago . . . . . ○
Never worked full-time 2 wks. or more . . . . . ○
Never worked at all . . . . . ○

(SKIP to 23. If layoff entered in 21A, enter job, either full or part time, from which laid off. Else enter last full time job lasting 2 weeks or more, or "never worked.")

24. INTERVIEWER CHECK ITEM *(Rotation number)*

First digit of SEGMENT number is:

○ 2, 3, 4, 6, 7 or 8 *(Skip to 26)*
○ 1 or 5 *(Go to 24A)*

24A. When did . . . last work for pay at a regular job or business, either full- or part-time?

Within past 12 months ○
1 up to 2 years ago . . . ○
2 up to 3 years ago . . . ○ *(Go to 24B)*
3 up to 4 years ago . . . ○
4 up to 5 years ago . . . ○
5 or more years ago . . . ○ *(Skip to 24C)*
Never worked . . . . . ○

24B. Why did . . . leave that job?

Personal, family *(Incl. pregnancy)* or school . . . . ○
Health . . . . . ○
Retirement or old age . . . . . ○
Seasonal job completed . . . . . ○
Slack work or business conditions ○
Temporary nonseasonal job completed . . . ○
Unsatisfactory work arrangements *(Hours, pay, etc.)* ○
Other . . . . . ○

24C. Does . . . want a regular job now, either full- or part-time?

Yes . . . . . ○ *(Go to 24D)*
Maybe — it depends *(Specify in notes)* ○ *(Go to 24D)*
No . . . . . ○ *(Skip to 24E)*
Don't know . . . . . ○ *(Skip to 24E)*

24D. What are the reasons . . . is not looking for work? *(Mark each reason mentioned)*

- Believes no work available in line of work or area ○
- Couldn't find any work . . . . . ○
- Lacks nec. schooling, training, skills or experience . . . . ○
- Employers think too young or too old . . . . . ○
- Other pers. handicap in finding job ○
- Can't arrange child care . . . . . ○
- Family responsibilities . . . . . ○
- In school or other training . . . . . ○
- Ill health, physical disability . . . . . ○
- Other *(Specify in notes)* . . . . . ○
- Don't know . . . . . ○

24E. Does . . . intend to look for work of any kind in the next 12 months?

Yes . . . . . ○
It depends *(Specify in notes)* ○
No . . . . . ○
Don't know . . . . . ○

(If entry in 24B, describe job in 23, otherwise, skip to 26)

25. INTERVIEWER CHECK ITEM *(Rotation number)*

First digit of SEGMENT number is:

○ 2, 3, 4, 6, 7 or 8 *(Skip to 26)*
○ 1 or 5 *(Go to 25A)*

25A. How many hours per week does . . . USUALLY work at this job? ∅∅ I I 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

25B. Is . . . paid by the hour on this job?

Yes ○ *(Go to 25C)*
No ○ *(Skip to 25D)*

25C. How much does . . . earn per hour? Dollars $ ____ Cents ¢ ∅∅ I I 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

(Ask 25D) REF ○

25D. How much does . . . USUALLY earn per week at this job BEFORE deductions? Include any overtime pay, commissions, or tips usually received. $ ____ ∅∅∅ I I I 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9 REF ○

25E. On this job, is . . . a member of a labor union or of an employee association similar to a union?

Yes ○ *(Skip to 26)*
No ○ *(Ask 25F)*

25F. On this job, is . . . covered by a union or employee association contract?

Yes ○
No ○ *(Go to 26)*

OFFICE USE ONLY

INDUSTRY ∅∅∅ I I I 2 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9 Ref. ○ Unc. ○

OCCUPATION ∅∅ I I 2 2 3 3 3 4 4 4 5 5. 5 6 6 6 7 7 7 8 8 8 9 9 9 Ref. ○ Unc. ○

23. DESCRIPTION OF JOB OR BUSINESS

23A. For whom did . . . work? *(Name of company, business, organization or other employer.)*

23B. What kind of business or industry is this? *(For example: TV and radio mfg., retail shoe store, State Labor Dept., farm.)*

23C. What kind of work was . . . doing? *(For example: electrical engineer, stock clerk, typist, farmer.)*

23D. What were . . .'s most important activities or duties at this job? *(For example: types, keeps account books, files, sells cars, operates printing press, finishes concrete.)*

23E. Was this person

An employee of a PRIVATE Co, bus., or individual for wages, salary or comm. . . P ○
A FEDERAL government employee . . . . . F ○
A STATE government employee . . . . . S ○
A LOCAL government employee . . . . . L ○
(Go to 23F)

Self-empl. in OWN bus., prof. practice, or farm
Is the business incorporated? Yes . . . . . I ○ No . . . . . SE ○
Working WITHOUT PAY in fam. bus. or farm . . . . WP ○
NEVER WORKED . . . . . NEV ○
(Skip to 26)

23F. INTERVIEWER CHECK ITEM

Entry (or NA) in item 20A ○
Entry (or NA) in item 21B ○
(Go to 25 at top of page)

All other cases ○ *(Skip to 26)*

CPS-1—CONTINUED

18A. LINE NO.

00 Ref. Person
01 Husband
02 Wife
03 Natural/Adopted Child
04 Step Child
05 Grandchild
06 Parent
07 Brother/Sister
08 Other Rel. of Ref. Person
09 Foster Child
10 Non-rel. of Ref. Person WITH OWN rel. in H'hld
11 Partner/Roommate
12 Non-rel. of Ref. Person (other than partner/roommate) with NO OWN rel. in H'hld
13 Non-rel. of Ref. Person WITH NO rel. in H'hld
14 Non-rel. of Ref. Person WITH NO rel. in H'hld

18B. RELATIONSHIP TO REFERENCE PERSON

Ref. Person WITH rel. in H'hld 01
Ref. person with NO rel. in H'hld 02
Husband 03
Wife 04
Natural/Adopted Child 05
Step Child 06
Grandchild 07
Parent 08
Brother/Sister 09
Other Rel. of Ref. Person 10
Foster Child 11
Non-rel. of Ref. Person WITH OWN rel. in H'hld 12
Partner/Roommate 13
Non-rel. of Ref. Person (other than partner/roommate) with NO OWN rel. in H'hld 14

18C. PAR'S LINE NO.

00 None

18D. AGE

0 1 2 3 4 5 6 7 8 9

18E. MARITAL STATUS

Married–civilian spouse present
Married–Armed Forces spouse present
Married–spouse absent in Armed Forces
Married–spouse absent other reasons *(Exclude separated)*
Widowed
Divorced
Separated
Never married

18F. SPOUSE'S LINE NUMBER

00 None

18G1. SEX

Male 1
Female 2

18G2. VETERAN STATUS

Veteran
Vietnam Era 1
Korean War 2
World War II 3
World War I 4
Other Service 5
Nonveteran 6

18H. HIGHEST GRADE ATTENDED

00 01 02 3 4 5 6 7 8 9

18I. GRADE COMPLETED

Yes 1
No 2

18J. RACE

White 1
Black 2
Amer. Indian, Aleut. Eskimo 3
Asian or Pacific Isl. 4
Other 5

18K. ORIGIN

00 01 02 03 04 05 06 07 08 09

26. INTERVIEWER CHECK ITEM
(Transcribe from control card item 18)

This person is
16–24 years of age ○ *(Ask 26A)*
All others ..... ○ *(Skip to 26C)*

26A. *(If 'School' in 19, Verify)* LAST WEEK was ... attending or enrolled in a high school, college, or university? *(Mark "Yes" if currently on holiday or seasonal vacation. Mark "No" for summer vacation).*

Yes ○ *(Verify)* No ○ *(Skip to 26C)*

High School ... ○
College or Univ. ○
(Ask 26B)

26B. Is ... enrolled in school as a full-time or part-time student?

Full time ○
Part time ○
(Ask 26C)

26C. INTERVIEWER CHECK ITEM

Who responded to the labor force items for this person?

Self ○
Other ○
Self/Other ○

18L. SOCIAL SECURITY NUMBER
(Transcribe from cc item 26a)

– –

○ None

000 00 0000
111 11 1111
222 22 2222
333 33 3333
444 44 4444
555 55 5555
666 66 6666
777 77 7777
888 88 8888
999 99 9999

Current Population Reports on the Black Population Published Since 1970

Series P-23 Special Studies

No. 38 The Social and Economic Status of Negroes in the United States, 1970
No. 42 The Social and Economic Status of the Black Population in the United States, 1971
No. 46 The Social and Economic Status of the Black Population in the United States, 1972
No. 48 The Social and Economic Status of the Black Population in the United States, 1973
No. 54 The Social and Economic Status of the Black Population in the United States, 1974
No. 80 The Social and Economic Status of the Black Population in the United States: An Historical View, 1790 - 1978

NOTE: Current Population Reports in the P-20 and P-60 Series presenting more recent data on the Black population from the March 1989 Current Population Survey will be released shortly. These data may be different from those presented in this report due to revisions to the Consumer Price Index for years prior to 1983.

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HAMPTON UNIVERSITY

PRESIDENT'S ANNUAL REPORT

1987 - 1988

The Emancipation Oak

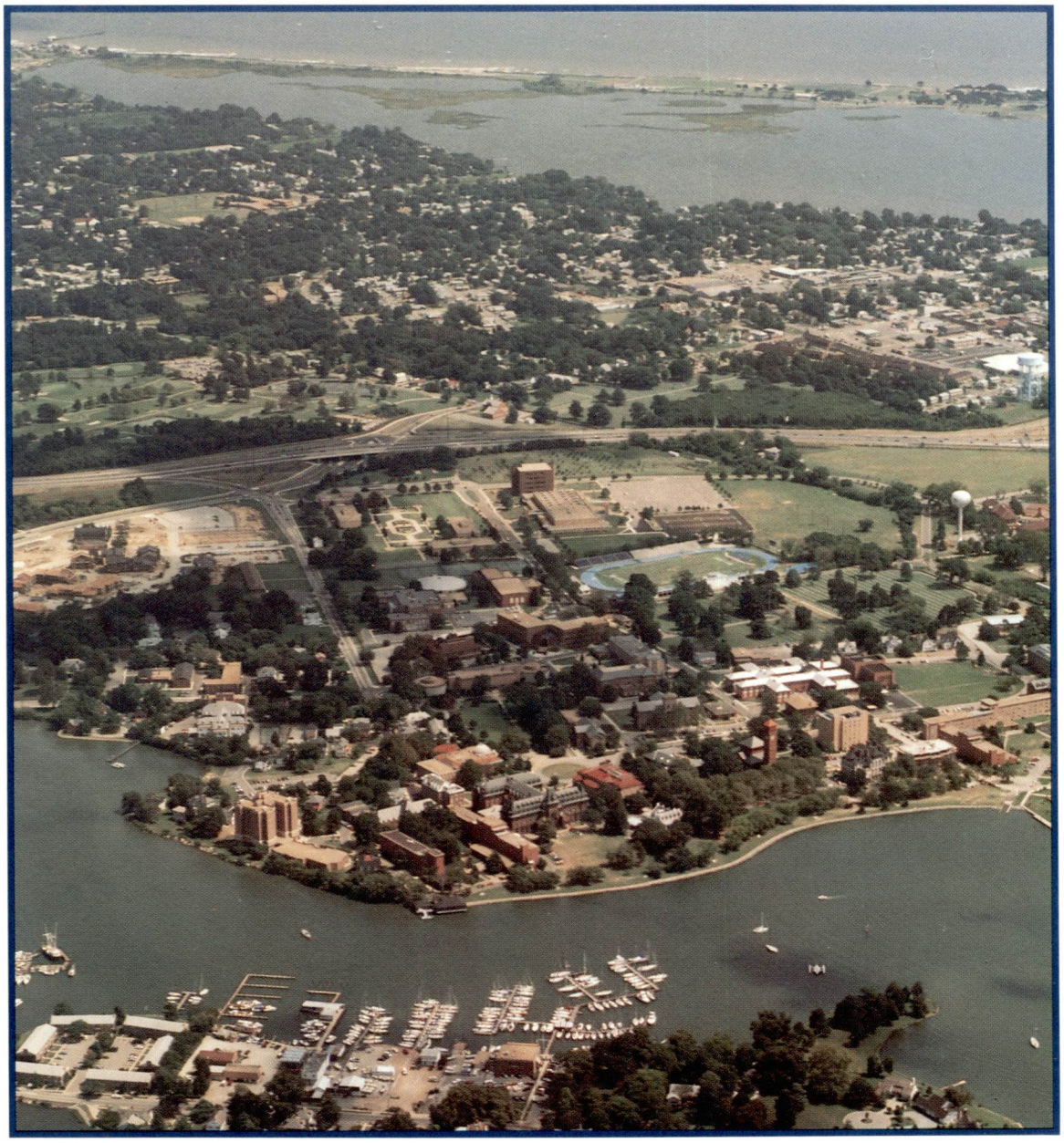
TEN YEARS IN REVIEW

The old man in the famous chinese fable, who, like the rest of the people in the small village, had to cross an impeding hill every day to get to his fields.

Each day he took a stone in his hands and carried it from the top of the hill to the bottom and placed it alongside previous stones he had carried down the hillside.

Asked by a stranger why he did this he replied, "I'm moving this hill. Not in my lifetime, or my son's lifetime, perhaps, but in time this valley will rise up to meet the hill."

This is how we must view our work at the university. An institution such as ours emerges one stone at a time, building upon existing stones so carefully placed before us.



Campus of Hampton University

MESSAGE FROM THE PRESIDENT

For the past ten years, Hampton University has been a scene of enormous growth and development for the Hampton and Harvey families. This growth is reflected in the quality of the academic programs, the high caliber of the faculty, the progress of our students, increased enrollment, and a significantly improved financial picture, including an increased endowment by some $50 million.

Academically, many progressive things have transpired. The curriculum, for an example, has been extended by twenty-four new academic programs. Some of these programs include Marine Science, Building Construction Technology, Criminal Justice, Chemical and Electrical Engineering, Navy ROTC, Airway Science, Computer Science, and Emergency Medical Assistance Management. New graduate programs include Master's degree programs in Chemistry and Physics, Music Studies, Applied Mathematics, Nutrition, and Business Administration. These new programs, together with the existing ones, have clearly placed and kept Hampton on the cutting edge of the knowledge explosion in all of higher education.

During the last decade, our already very able faculty has emerged even stronger. The number of faculty holding the Ph.D. increased from 83 to 132. The number of actual faculty slots increased from 191 in 1977-78 to 274 in 1987-88. The amount of federal sponsored research dollars brought in by Hampton's faculty increased from $1,873,529 in 1977-78 to $6,860,352 in 1987-88. Hampton's faculty has also steadily increased its research activities and its publications in books, articles and refereed journals. Moreover, they have increased their number of scholarly papers presented at regional, national and international conferences. Since research and scholarly activities enhance teaching, our students have indeed been the beneficiaries of these and other faculty efforts.

Another sign of increased academic excellence at the University is our student body. The SAT scores of entering freshmen have increased some 187 points in the last ten years, which is fifteen points above the national average for black students in both majority and minority institutions. These data, along with our students' success at Hampton, in graduate and professional schools and in their chosen careers, suggest that Hampton's students are among the brightest at any college or university.

Another area of enormous pride to me personally has been the improvement of our physical plant. In addition to the erection of five new buildings during the last ten years, the University has spent some $11,483,142 on the renovation of existing facilities. The figures listed below indicate the amount of funds expended for renovations alone during the last five years:

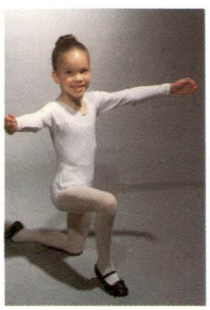
1983-84	$ 528,518.86
1984-85	$ 397,427.92
1985-86	$ 624,116.56
1986-87	$1,129,226.23
1987-88	$3,188,447.77

Dr. and Mrs. Harvey, 1988

In terms of its beauty, I consider Hampton's campus one of "God's Little Acres." I vowed when I became President that we would utilize the necessary resources to preserve its natural beauty, to increase and, where appropriate, to enhance its facilities, and to ensure that Hampton, in every respect, would become one of the finest institutions in the country.

An additional source of great pride to me is the financial growth and stability which the University has achieved during the last decade. The institution has balanced its budget and achieved a modest surplus for each of the ten years. All of our accomplishments, including increased salaries for professors, scholarships for students, and upkeep of the physical plant, emanate from a strong financial base. Overall, the annual budget has increased from $17,084,754 in 1978-79 to $46,998,333 in 1988. A fund-raising campaign with a goal of $30 million

netted some $46.4 million. The endowment, which was approximately $29 million ten years ago, is now approximately $80 million. Student scholarship support increased from a total of $2,023,878 in 1978 to a total of $4,501,802 in 1988. Average salaries for faculty increased from $14,987.00 in 1977-78 to $30,778.00 in 1987-88. Salaries for full professors increased from $21,409.00 in 1977-78 to $37,768.00 in 1987-88. If our accomplishments during the past ten years are any indication of Hampton's potential for continued growth and prosperity, Hampton's place among premiere institutions of higher education is certainly assured for decades to come.

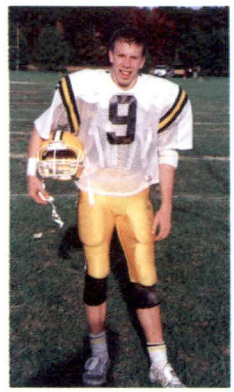


Leslie, 1986

I am also pleased to report that the Harvey family has also grown and developed during this period of time. Our family now numbers five. Our youngest daughter, Leslie Denise, was born on October 17, 1980. With her birth, she became the first baby born to a President of our institution since a baby girl named Margaret was born to our Founder and Mrs. Armstrong in 1893. Now eight years old, Leslie is quite a joy to many within the Harvey and Hampton families. Kelly, now a college student herself, has used her experiences at Hampton to develop into a remarkable young lady who continues to be involved in a number of curricular and extracurricular activities. Using his Hampton association as a primary source of academic inspiration, Christopher has become a fine student as well as an accomplished athlete. Mrs. Harvey, over and beyond her obvious duties and responsibilities, has made her own singular contributions to the progress of our beloved institution.

Finally, for reasons outlined in the following pages, my ten-year presidency at Hampton University has been challenging, inspirational, and personally rewarding. Therefore, it is my privilege to share with you events at Hampton University over the last decade, events of which we are all enormously proud.

W. R. Harvey

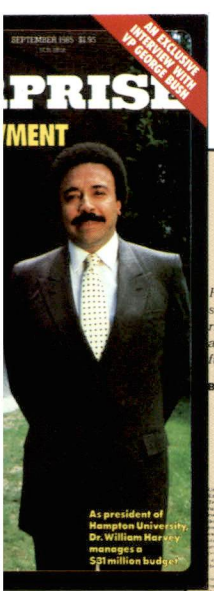


Chris, 1988

Kelly, Hampton Roads Academy Homecoming Queen, 1987

"Whether testifying before Congress, as he did several months ago, or attending the White House as a guest, Harvey stands out as one of the most influential black educators in the country."

Richmond Times-Dispatch, November 1985



The New York Times

NEW YORK, SUNDAY, AUGUST 7, 1988

A Businesslike University

Hampton's president skillfully uses the richest endowment of any black college to fulfill students' dreams.

By Sandra Salmans

'To Lift Up the People at His Home'

The Richest Black School

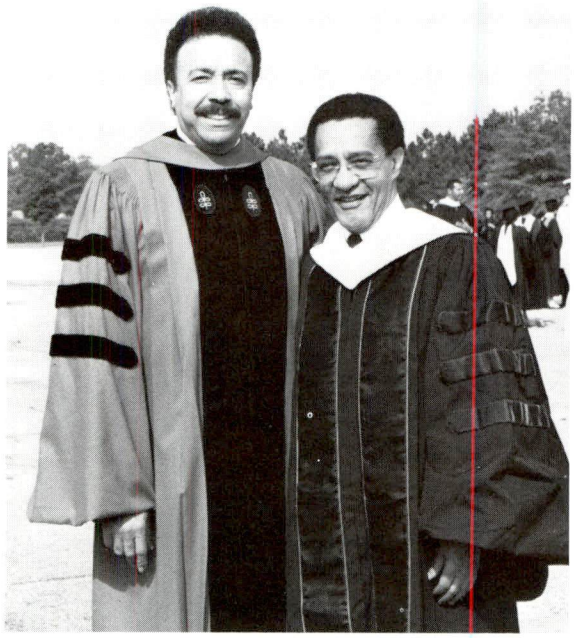
Strong academics and a hefty endowment assure success at Hampton University

By Douglas C. Lyons

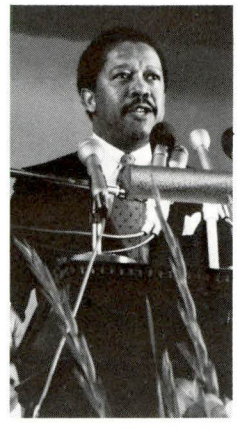
REPRINTED FROM THE DECEMBER, 1987 EBONY

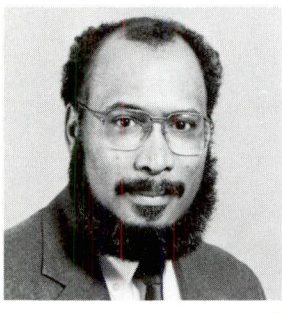
Reprinted from THE CHRONICLE of Higher Education.

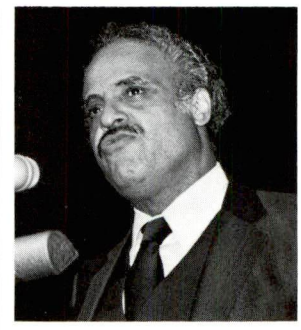
A black university makes money-raising look easy. It's anything but.

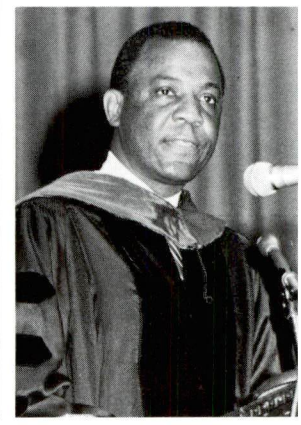


FRIENDS AND VISITORS TO HAMPTON UNIVERSITY









ACADEMIC AFFAIRS: A DECADE OF INNOVATIONS

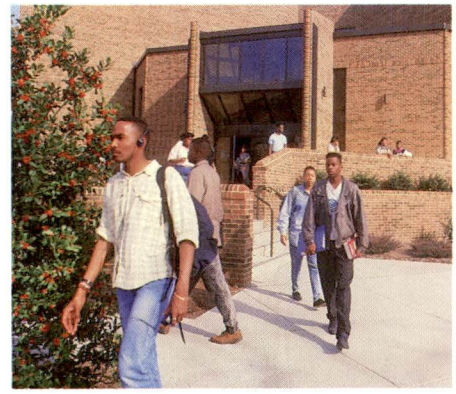
As predicted in a myriad of national reports, professional journals, books, circulars and daily chronicles, the 1980's were particularly challenging years for institutions of higher education. Hampton University was no exception. Yet, through an intense reevaluation and a series of innovations, Hampton managed to turn a bleak projection for higher education into numerous successes and accomplishments.

During my first year as President, 1978-79, we began a series of internal academic evaluations. To be assessed were matters such as consideration of a core curriculum, the desire to take advantage of our waterfront campus and establish a Marine Science Program, an effort to boost the underrepresentation of minorities and women in the sciences, and a look at our internal academic structure to ascertain if it were sufficient to meet the challenges of the 1980's. Resulting from this introspection and analysis were a number of changes, including numerous curricular initiatives, establishment of academic schools instead of divisions, and the appointment of academic deans for each of the schools. In 1979, I appointed Dr. Martha Dawson as the Vice President for Academic Affairs.

In 1980-81, under the leadership of Dr. Dawson, the college instituted the Special Administrative Leadership Training (SALT) Institute, a program designed to train top level academic administrators to be effective managers. In this program, managers were trained in matters involving budgeting, planning, grantsmanship, and the like. These changes were designed to chart a deliberate course of action which would keep Hampton in the forefront of the higher education enterprise.

Academic year 1981-82 was our year of *Assessment, Refinement and Accountability.* During this period, we concerned ourselves with the needs of college students in a changing society. In response to current trends, we conducted an internal review of past as well as current programs at Hampton and began to explore the implications of high technology for program refinement.

In 1982-83 the theme *Enhancement of Academic Programs Through Instructional Technology* served to assist Hampton's faculty and staff in the development of an integrated approach to the use of instructional technology. The Office of the Vice President for Academic Affairs planned and implemented the first university-wide "hands-on" demonstration of micro computers as a teaching tool. A special two-week summer training session was also conducted for administrators. This effort encouraged the integration of new technology into teaching, administrative and research processes.



As articulated in John Nasbitt's publication, *Megatrends,* we perceived the need to reassess and reconfigurate academic affairs at Hampton from a global rather than a parochial perspective. Thus, in 1983-84 *Academic Restructuring for the Twenty-First Century* was undertaken. Ten task force committees generated ten futuristic documents which clearly articulated how we as an institution of higher education should respond to the emerging needs of our students in the decades ahead.

Maintaining the Standard of Excellence During a Period of Transition was our goal during the 1984-85 school year. To this end, four specific noteworthy tasks were accomplished: (1) Hampton's Board of Trustees, recognizing the growth and development of the institution, created three colleges under the umbrella of Hampton University. These colleges were Hampton Institute as the Undergraduate College, the Graduate College, and the College of Continuing Education. (2) The faculty and staff of the three newly created colleges accepted the challenge to maintain the critical standards congruent with university status. (3) The Office of the Vice President for Academic Affairs established criteria to be used for the implementation of differential salary increments based on meritorious performance, and (4) Senior test examiners and test developers from the Educational Testing Service led a three-day workshop to assist deans in the development of an accountability model. The consultants provided insight into the content in such national examinations as the Graduate Record Examination (GRE), National Teachers Examination (NTE), Graduate Management Admission Test (GMAT), and the Law Scholastic Aptitude Test (LSAT). They also reviewed departmental teacher-made tests to determine the correlations of course objectives to test items.

Hampton University next sought to improve teaching and learning by *Enhancing the Quality of Education Through Comprehensive Assessment and Instructional Media*. In conjunction with this 1985-86 theme, we secured Title III funds which enabled the University to establish a Teaching, Learning Technology Center. We also initiated a $150,540 special program for Army ROTC Cadets, a project designed to enhance the basic skills proficiency of minority ROTC Cadets who plan to become commissioned officers.

A Year of Renewal—1986-87 marked the full implementation of the comprehensive Honors Program. Those students who met the established criteria found a home in the newly renovated Honors Dormitory. The Honors Program is designed to encourage particularly gifted students to pursue academic excellence more rigorously and to place high moral and ethical standards among their top priorities. Also during this year, an interdisicplinary group of faculty members was trained by Dr. Marcia Heiman of Boston College to use the Learning to Learn teaching technique, designed to assist university students in developing and applying critical thinking skills as a part of learning in all disciplines.

The academic year 1987-88 could be described as our year of *Moving Forward to a New Era of Excellence*. The theme was most fitting in that faculty and staff joined with others in the nation in taking a critical look at the relevance of our curriculum, the quality of our instruction, and the integrity of our degrees. In this vein, Hampton University received a $10,000 planning grant from the BUSH Foundation to establish a Center for Teaching Excellence.

The last ten years were, indeed, a decade of innovation and expansion in the area of Academic Affairs. The sheer number (twenty-four) of new academic programs implemented during this period further attests to these achievements. The following charts identify the new academic programs implemented in each of the Colleges during this period.

Academic Support Units:

During the last decade, the three major support units for Academic Affairs—Huntington Memorial Library, the Assessment and Learning Support Center, and the University Museum—have kept pace with developments in Academic Affairs and have made considerable contributions to the enhancement of educational and cultural activities at the University.

CURRICULA EXTENDED BY 24 NEW DEGREE PROGRAMS:

NEW ACADEMIC PROGRAMS: UNDERGRADUATE COLLEGE—1978–88*		
PROGRAM	SCHOOL	DATE OF FACULTY APPROVAL
Interdisciplinary Program in Marine Science	Pure & Applied Sciences	March 1979
Bachelor of Science in Finance	Business	April 1980
Bachelor of Science in Computer Science	Pure & Applied Sciences	May 1980
Bachelor of Science in Criminal Justice	Arts & Letters	November 1980
Building Construction Technology	Pure & Applied Sciences	October 1979
Jazz Studies	Arts & Letters	October 1981
Electrical Engineering	Pure & Applied Sciences	February 1981
Chemical Engineering	Pure & Applied Sciences	February 1981
Naval ROTC	Pure & Applied Sciences	March 1983
Center for Professional Studies in Financial Management	Business	April 1985
Bachelor of Science in Economics	Business	April 1985
Bachelor of Science in Airway Science • Airway Science Administration • Airway Computer Science • Airway Electronics Systems	Pure & Applied Sciences	April 1985
Bachelor of Science in Computer Information Systems	Pure & Applied Sciences	March 1986

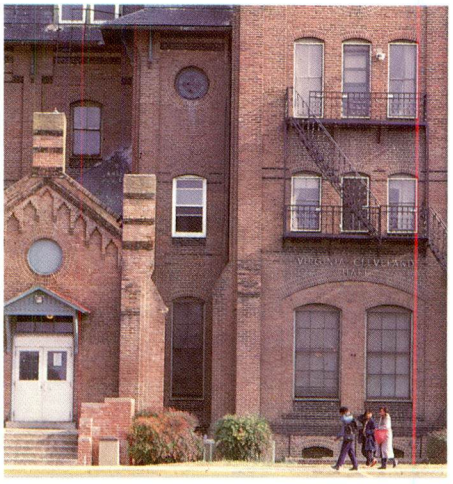
*Data taken from minutes of Hampton University's faculty meetings

NEW GRADUATE COLLEGE PROGRAMS—1978–88		
PROGRAM	SCHOOL	YEAR OF FACULTY APPROVAL
Chemistry	Pure & Applied Sciences	1981–82
Physics	Pure & Applied Sciences	1981–82
M.B.A.	Business	1982–83
M.S.M.	Business	1982–83
Museum Studies	The Graduate College	1983–84
Computer Education	Pure & Applied Sciences	1984–85
Applied Mathematics	Pure & Applied Sciences	1986–87
Nutrition	Arts & Letters	1987–88

THE COLLEGE OF CONTINUING EDUCATION: ACADEMIC PROGRAMS 1983–88	
PROGRAM	DATE OF FACULTY APPROVAL
Systems Organization and Management (Bachelor's Degree)	September 1983
Fire Administration (Bachelor's Degree)	September 1985

Through a grant from the U.S. Department of Education, a new, state-of-the-art computerized indices system was installed in Huntington Library. This revolutionary system allows faculty, students and other Library users to locate hundreds of sources for research topics at the touch of a fingertip. Believed to be one of the most comprehensive indices of its kind in the region, the system literally outdates traditional sources and accesses thousands of books, periodicals and government documents. Comprised of six computer stations and fourteen data bases, the system will be expanded over the next five years. With a $150,000 grant from The Mellon Foundation/Southern Education Foundation, the Library has also significantly increased its holdings in the humanities.

The Assessment and Learning Support Center had its genesis in the fall of 1981 and, since that time, has provided vital support for the overall academic goals of the University and the particular academic and career goals of individual students. Since its inception, the Center has developed a profile on each student and a systematic method for monitoring students' academic progress, providing intrusive academic counseling and tutorial programs, and promoting the successful integration of students into the academic environment. In addition, the Center has achieved outstanding outcomes for the placement of students in honors classes and for the reduction of the number of students who are placed on academic probation. The Center's placement outcomes and academic interventions have resulted in a higher student retention rate. As a part of its career counseling function, the Center has developed a comprehensive career library and a computer technology center which serve students' academic and career needs.



In the past decade, the Hampton University Museum has achieved national recognition for its outstanding collections and programs. Since 1978, nearly one thousand works of art have been loaned to more than seventy major museums throughout the United States for exhibition. Reproductions of pieces from the collection have appeared in dozens of exhibition catalogues and nearly one hundred additional textbooks, monographs, periodicals, and other scholarly and popular publications.

During this ten-year period, the University Museum's thoughtful and sustained growth has provided enhanced service to the student and campus community. Over the last decade, the collections have increased in size by approximately 24%, greatly expanding exhibition and programming potential. Museum visitation has increased by over 110%. During this period the Museum also has instituted a publication program which has resulted in the production of one book and seven exhibition catalogues. New permanent exhibits were installed, and the changing exhibit program was increased and upgraded. To diversify its services, a Museum shop was established to provide access to high quality educational and cultural materials. Contributions and grants to support and enhance this valuable service area were increased by more than 300%.

Academic Enrichment Activities:

Although the classroom is the center of education, Hampton University views formalized curricula as only one of many forums for educating the total student. During the 1980's particularly vigorous efforts were made to provide the University community with numerous and diverse academic and cultural enrichment projects.

Through various grant-supported activities, we brought to campus renowned writers, such as Sonia Sanchez, Toni Cade Bambara, Tony Ardizonne, Gwendolyn Brooks, Toni Morrison, Ernest Gaines and James Baldwin. We also implemented an annual campus-wide *Read-In*, designed to involve all administrators, faculty, students, and staff in the reading, analysis and discussion of a selected text.

In addition to literary initiatives, a concerted effort was undertaken to bring to the campus special consultants, visiting scholars and programs to enhance academic disciplines. The Distinguished Visitors Program was established in conjunction with the efforts of the Woodrow Wilson National Foundation to increase the number of black faculty at the nation's colleges and universities. Dr. Vincent Harding, author, theologian and civil rights activist, was invited as Hampton's first distinguished black scholar. During his week-long visit, Dr. Harding conducted classes in African-American History, English and religion. He also met formally and informally with students to discuss a wide variety of topics, including career choices and social responsibility. This and other similar programs supplement classroom instruction and support Hampton's original philosophy of *Education for Life.*

Other notable guests to the campus included National Education Association President Mary Hatwood Futrell, the honored speaker at Hampton's Thirteenth Annual William H. Robinson Lecture; Dr. Richard P. Keeling, an internationally recognized expert on AIDS and the Director of the Department of Student Health at the University of Virginia; Democratic Presidential Candidate Jesse Lewis Jackson, who delivered the 118th Commencement Address; and the Honorable L. Douglas Wilder, Lieutenant Governor of Virginia, who delivered the 119th Opening Convocation Address.

In addition to on-campus events, provisions were made for faculty and students to attend and/or to participate in a variety of off-campus cultural/enrichment activities. During the 1980's, in particular, we increased the frequency of off-campus student excursions to libraries, museums, theatrical productions, operas, seminars, workshops, lectures, and foreign countries.

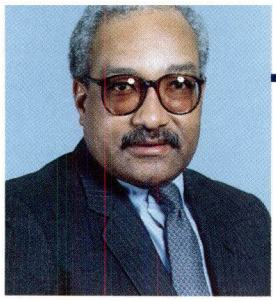
The Colleges/Schools:

As the major units under Academic Affairs, the Undergraduate College (consisting of five Schools), The College of Continuing Education, and the Graduate College participate, through various organized vehicles, in the establishment of all procedures relative to the area of Academic Affairs. Moreover, under the leadership of deans, these units implement the academic policies, programs and activities of the University.

In addition to collaborating on the establishment of priorities for the 1980's, each of these units has been successful in defining its own unique mission and in identifying its role in the accomplishment of the overall goals of the Academic Affairs area and of the entire university. The following is a record of some of the major college/school activities and achievements during the last decade.

"While Harvey spends much of his time raising money, he does not forget the needs and concerns of Hampton's students. He points to the fact that SAT test scores of entering freshmen are up 101 points, to a combined score of 833 for verbal and math sections—118 points above the 1984 national average for blacks. And since his arrival, Hampton has developed 17 degree programs, including new offerings in fire administration and airway science."

Black Enterprise, September 1985



SCHOOL OF ARTS AND LETTERS

by Gerald A. Foster,
Dean

A strong liberal arts curriculum is the bedrock of a meaningful undergraduate education. The twelve disciplines in the School of Arts and Letters comprise the core of Hampton University's liberal arts program. All freshmen entering the University must take basic courses in oral and written communication, in arts and humanities and in the social sciences. Consequently, the School of Arts and Letters provides these students with interactive life skills that will allow them to pursue more successfully their major fields of study. Equally as important is the School's responsibility for imparting civic and human values to our students while, at the same time, challenging them to engage in intellectual query beyond the mundane and the obvious. The goal then of the School of Arts and Letters is to prepare students to think critically and analytically about themselves and others within the context of a global environment.

Therefore, during the last decade, each department within the School engaged in an assessment of its mission, within the context of the School and the University, reviewed and in most cases, modified its curricula and established programs to accommodate the new educational mandates. One such mandate was increased proficiency in oral and written expression which the School addressed by developing assessment models to evaluate these skills and by implementing a Writing Across the Curriculum Program.

Also noteworthy among the School's accomplishments during this period was our commitment to strengthen offerings in the humanities for Hampton students and to provide professional development for humanities faculty. In 1980, the School received a grant from the Mellon Foundation for faculty development and, therefore, the development of a more challenging humanities curriculum. As a result of this effort, student enrollment in the humanities courses increased by 59% between the fall of 1981 and the fall of 1983.

Other noteworthy accomplishments over the course of this ten-year period include the publication of an introductory textbook co-authored by faculty in the Department of Sociology, which is being widely utilized at colleges and universities throughout the country, and the forthcoming publication of a textbook co-authored by faculty in the Department of English.

In the Social Sciences, a national Black Family Institute to study problems of America's Black family was established in 1987 with a grant from the Rockefeller Foundation. Currently the Institute has grants from the U.S. Census Bureau and the U.S. Department of Labor's Women's Bureau to support its policy oriented research efforts.

Although the School's full-time faculty has remained constant between 1978 and 1988, the number of faculty holding doctoral degrees has increased by 38%. Moreover, faculty members have been more actively engaged in research, in the publication of scholarly works, and in other professional development activities and grantsmanship. In fact, between 1978 and 1988 School faculty received forty-four externally funded grants totaling $1,993,163. The number of majors in the School also increased, from 855 to 1,468 during this period.

Finally, the heightened quality and national recognition of School faculty are evidenced in the increasing demand for them to serve as readers, consultants and evaluators for national funding agencies, regional accreditation associations and the Educational Testing Service.

The School of Arts and Letters not only serves the 1,468 majors it currently enrolls, but also the larger university family in terms of preparing students for life-long intellectual inquiry and the capacity to discern the nature of universal truth that permeates all fields of learning.

"Says Randall Robinson of TransAfrica: 'Harvey, with his vigor and competence, has done much in giving Hampton its sterling national reputation, making it a viable black institution.'"

Black Enterprise, September 1985

SCHOOL OF BUSINESS

by Alphonse H. Carter
Dean

The School of Business has experienced a virtual explosion of growth during the past ten years, having grown from a school with a modest number of students and faculty to the largest school in the University. Two master degree programs were initiated in 1982, and the graduate component of the school has likewise exploded in growth.

The objectives of the School of Business are (1) to properly prepare students for future managerial positions, (2) to conduct research relevant to the management process, and (3) to provide continuing education experiences for current managers. The School attempts to achieve the first and most important of these objectives by helping students (a) develop a philosophy, (b) understand basic principles, and (c) acquire and apply the skills necessary for sound decision making and effective problem solving in the field of business. The various curricula of the School of Business attempt to strike the appropriate balance between general education, and the common body of knowledge in business administration, and specific professional education in a major field. Each curriculum is designed to prepare students for careers in business, government, and education, and to meet the requirements for admission to graduate study.

Over the last ten years the caliber of the marketing student has steadily improved. Today, our students are highly recruited by many of the Fortune 500 companies, such as Aetna and IBM.

The Accounting and Finance programs experienced numerous changes during the decade. During the 1980-81 academic year, there were 306 majors in the Department of Accounting and Finance and seven faculty members. By the 1985-86 academic year, there were 106 finance majors and 344 accounting majors. At the end of the 1987-88 academic year the department had 174 finance majors, 452 accounting majors, and eight full-time faculty members.

In the last ten years, the Management Department experienced a number of changes. In the 1970's, Management and Marketing were one department. The separation of Management from Marketing took place in the 1982-83 school year. The joint Management and Marketing Department had a total enrollment of 518 students. At present, the single Department of Management has a total enrollment of 527 students.

The Economics Department at Hampton University is, in terms of size, a relatively small department. Before 1984, the Department offered only the B. A. degree. With an increase in the number of business majors, and since economics is the foundation of all business degrees, the Department introduced the B.S. degree in economics. Students who intend to work in the private sector upon their graduation pursue the B.S. degree in economics awarded by the School of Business. Those students whose interests are in liberal arts choose the B. A. degree in economics awarded by the School of Arts and Letters. The current enrollment in the Economics Department is three times what it was in the 1980-81 academic year, when approximately twenty-one students were enrolled. In the current academic year, about sixty students are enrolled in the Department.

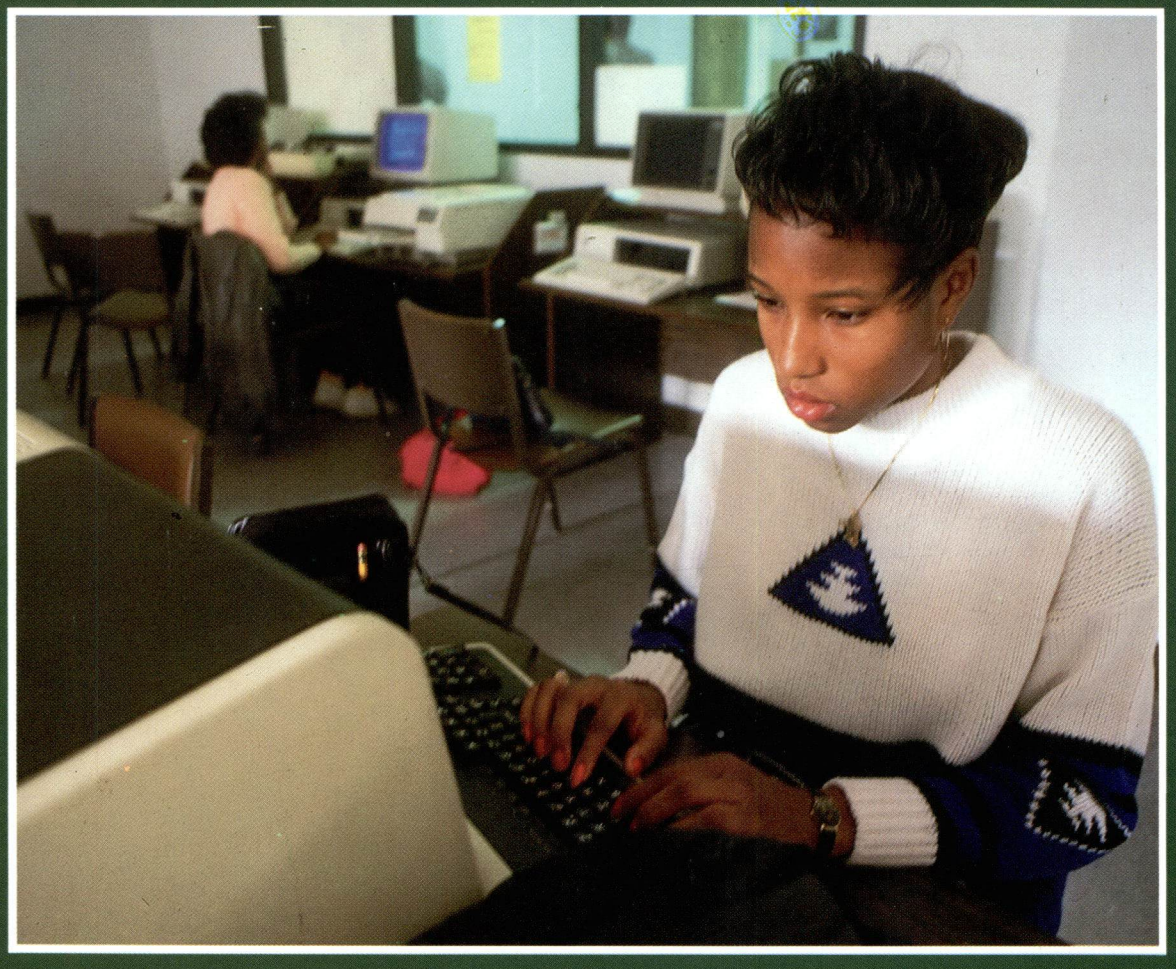
The Management faculty has increased from eight full-time faculty to seventeen, plus an adjunct faculty of thirteen. The Department of Management has been fortunate enough to use in its classes resource people representing such companies as Newport News Shipbuilding and Drydock Company, E. F. Hutton, AT&T, IBM, Sovran Bank, C&P Telephone Company, and NASA. Grants and research activity have been completed for such businesses as the Jolly Ox/Steak and Ale Restaurant and Caterpillar Company. The Hires Report, designed to serve the local real estate companies, was another successful project launched by the Department.

The Marketing Department is comprised of four full-time faculty members and four adjunct faculty members. Currently, the Department of Marketing is working with the International University Consortium to incorporate the use of telecourse modules into the instruction of large lecture sections.

During the 1984-85 academic year, the Center for Professional Studies in Financial Management was created with a grant from the First National Bank of Chicago. The purpose of the Center is to provide selected students with advanced training in commercial banking, investment banking, and insurance. The Accounting program has made extensive use of computer-assisted instruction. It received gifts of computers and funds to purchase computers from public accounting firms. The Finance program also has a portfolio of common stocks purchased with a grant from the AT&T Corporation. This stock portfolio allows our Finance students to get a feel for managing a diversified portfolio of stocks and to make decisions regarding which stocks to buy and sell.

In 1984, the Department of Economics collaborated with Delta Sigma Theta Sorority on efforts to bring minority women into the economics profession. The Department in 1985-86 and in 1986-87 collaborated with Old Dominion University, the Virginia Center for World Trade and the Virginia Center for Economic Development in promoting international business within the Tidewater area. This effort was funded by the U.S. Department of Education. The Department's publication, *Cases and Teaching Notes in International Business,* is now commonly used by community colleges and universities in the State of Virginia. The Department has also carried out research for the Department of Labor. Currently, the Government of Grenada is negotiating with the Department on efforts to get its students involved in our program.

The School of Business received two computer laboratories equipped with funds from the Department of Transportation, Coopers and Lybrand Public Accounting firm, IBM, and AT&T. These two micro computer laboratories have enabled the school to incorporate computer-assisted instruction into a wide array of courses and to produce graduates who are computer literate and competitive.



"Harvey traveled frequently, made eight or nine appointments a day and convinced corporate leaders Hampton was as worthy of their money as Harvard or Yale."

Associated Press Wire story, May 1986

SCHOOL OF EDUCATION

by Carlton E. Brown
Dean

Teacher education has been a long-standing and important aspect of undergraduate and graduate education at Hampton University. The School of Education (formerly the Division of Education) has been fully accredited by the National Council for Teacher Education since 1975. In addition, the School of Education maintains one of the few fully licensed and accredited laboratory schools remaining in the nation at a time when the call for laboratory and professional development schools is an important aspect of the current reform movement in teacher education. Several members of the faculty of the School of Education have developed substantial national reputations over the past several years. During the past ten years we have also experienced measurable increases in high quality grantsmanship from an annual $400,000 to over $1.2 million. Faculty publications have increased from five articles in 1979-80 to fifteen articles and two books in 1987-88.

In 1978, the School of Education initiated thrusts in student recruitment and grantsmanship in response to the declining enrollments in teacher education experienced at Hampton University as at most other institutions. These efforts began to reap substantial benefits in the 1979-80 academic year. In conjunction with the Graduate College, innovative clinical training master's degree programs were initiated in Special Education and funded by the U.S. Department of Education's Personnel Preparation Division. A measurable contribution by Hampton University to the number of highly qualified professionals in Special Education has fostered this long-term support.

During the 1979-80 academic year we made additional curricular innovations in the School's teacher education programs and in the Laboratory School. A writing skills laboratory was developed to assist undergraduate education majors in improving their writing skills. A new model was developed to incorporate the preparation conditions of the federal education programs. Finally, the Laboratory School initiated a dual grade team teaching model for the fourth and fifth grade students. This approach demonstrated that the academic needs and learning speed of all students could be more readily accommodated through such a model.

Further developments toward national and regional recognition for the School of Education came to fruition in the 1980-81 academic year. The Hampton University Mainstreaming Model was initiated in the Early Childhood Unit of the Laboratory School. Federal funding was secured to develop and implement this model and to devise appropriate outreach training materials for dissemination purposes. Federal funding was also secured for a Head Start personnel training program. In collaboration with the Hampton City Schools, faculty developed a new program for gifted and talented students in the early grades. This program grew into Project LEAP (Learning Experiences Assessing Potential), which provides nontraditional assessment procedures to increase the number of minority students qualifying for enrollment in Gifted and Talented Programs in the City of Hampton. This program is now listed in a national directory of exemplary programs in gifted and talented education.

Another singular accomplishment of the School of Education was the hosting of the State Middle School Forum in the year of legislative advancement to develop middle school programs throughout the state. A plan developed and initiated in the Laboratory School in 1979 for improved education for National Follow Through Programs was based on the still innovative non-graded approach of the Laboratory School and led to funding through 1988 from the U.S. Department of Education.

During the period 1981-1985 we stabilized and strengthened many new programs and thrusts of the late 1970's and early 1980's. The new programs in Special Education continued to grow and expand to incorporate special segments for hearing impaired education and preparation of professionals to work with severely emotionally disturbed students. Programming for gifted and talented students continued to grow and included training programs to increase the number of minority personnel prepared to work in such programs.

In 1984, the Special Education Master's Program was expanded by our securing funding to build a Children's Diagnostic Center to simultaneously provide services to the local community and school systems and to provide a clinical training vehicle for the students in the program.

In 1985, in response to the national call for improved science education, Hampton University's School of Education, in collaboration with the School of Pure and Applied Sciences, initiated new thrusts. Adopting a promising concept for organizing science education (Science-Technology-Society), funding was secured for experimentation and outreach to improve middle school science education. Personnel involved are currently among the best known and most prolific science educators in the United States. In 1987 our programs in science education were named exemplary programs by the National Science Foundation and have been funded by that Foundation, the Virginia State Department of Education, and various collaborative efforts between the School of Education and the School of Pure and Applied Sciences through the jointly run Science Education Center.

The School of Education extended these programs into the following academic year, 1986-87. In addition, the faculty celebrated the tenth year of one of its member's service as National Consultant for the Council for Early Childhood Education. Continued development of Science Education included the securing of additional grants to support program expansion. Several articles based on the program were also accepted for publication in refereed national journals. The Department of Health, Physical Education and Recreation developed and implemented a summer therapeutic recreation program for handicapped children.

The School of Education's response to the current reform movement in teacher education began in earnest in the 1987-88 academic year. Full reaccreditation was earned from the National Council for the Accreditation of Teachers (NCATE) under its revised standards. Hampton University was selected as one of eleven institutions to undergo NCATE reaccreditation examination to pilot test the new standards. Upon completion of reaccreditation, the School submitted its plans for restructuring its teacher education programs under new Commonwealth of Virginia guidelines to reform teacher education in the state. Preliminary approval was achieved. During the 1987-88 academic year, we also established a fully equipped model Middle School Science Classroom for training preservice and inservice teachers, expanding the Children's Diagnostic Clinic to include a room designed for remediation and an area to house research activities on family pathology, and established a Department of Middle and Secondary Education.

"Long known for its academic excellence and its sizeable endowment, Hampton now has developed a team of managers and a fund-raising program that almost assures the university's distinction of being the nation's richest Black institution of higher education."

Ebony, December 1987

SCHOOL OF NURSING

by Elnora D. Daniel
Dean

The legacy of the Hampton University School of Nursing reflects an amalgam of trends and traditions, placing it on the cutting edge of higher education. Historically, nursing education was initiated on the grounds of Hampton Normal and Agricultural Institute in 1891 as the Hampton Training School for Nurses in response to a national need for Negro nurses. In 1943, the baccalaureate nursing program was established and in 1967, received full accreditation from the National League for Nursing, two years after national accreditation in nursing became a requirement. The baccalaureate nursing program holds the unique position of being the oldest baccalaureate nursing program in the Commonwealth of Virginia. The Master of Science degree nursing program, established in 1976 and nationally accredited in 1979, holds the enviable position of being the first graduate program in nursing implemented in a historically Black institution of higher education. The past ten years have been replete with innovative change within the School of Nursing. As the twenty-first century approaches, it is appropriate to reflect upon past accomplishments.

In 1978, the contribution of minority nurses to the health care delivery system was recognized through a singular event, the honoring of Harriet B. Tubman on a Black Heritage Stamp. The commemorative celebration was hosted by the Hampton University School of Nursing and co-sponsored by the American Nurses' Association and the United States Postal Service. This event brought national distinction and increased visibility to Hampton's nursing program.

Expansion of the School of Nursing occurred in 1980-81 upon receipt of over $1,000,000 in federal funds to initiate nurse practitioner programs in obstetrics, gynecology, gerontology and primary care. These graduate level nursing programs enabled nurses to engage in advanced clinical nursing practice, including selected medical acts. Those federal funds were appropriated to address the nation's goal of achieving equal access to health services for all its citizens through the utilization of nurse practitioners. Continued expansion of the School of Nursing occurred during the decade of the eighties as $500,000 in federal funds was received for implementing a continuing nursing education program for nurse educators, nurse practitioners, and nurse administrators to update and expand nursing knowledge. The graduate nursing program in mental health was funded by the National Institute of Mental Health (NIMH) to meet the needs of the chronically mentally ill in long-term care settings. Further, concepts of mental health were integrated into the undergraduate nursing curriculum through another NIMH grant of $61,000. Additionally, with funding of $200,000 from the Department of Education, the School of Nursing implemented Project BEST: Blacks Educated Successfully for Tomorrow as a response to educating the disadvantaged students.

In 1984, nontraditional learning experiences and flexible scheduling were expanded to accommodate the learning needs of undergraduate nursing students. An evening course option was instituted for registered nurses seeking baccalaureate degrees. Another outreach program, offering nursing courses at rural community colleges in Rappahannock and Franklin, Virginia, was initiated in response to requests from these communities. In January 1984, the outreach concept was expanded to increase the number of continuing education offerings available to practicing registered nurses and licensed practical nurses. Later in 1984, the School of Nursing celebrated its 40th anniversary with three hundred graduates who returned to the campus for this gala event. The strides made by the alumni were outstanding. Many had gained both regional and national stature, had earned graduate and post graduate degrees, and held influential leadership positions. Further, the School of Nursing gained additional prominence as it hosted a national grant-writing workshop, sponsored by the National Office of Equal Opportunity and Civil Rights, and the Division of Nursing, Department of Health and Human Services for nursing programs in Historically Black Colleges and Universities. The purpose of the workshop was to develop grantsmanship expertise.

In 1986, in response to the plight of the homeless and the emerging gerontocracy, the School of Nursing received an $800,000 grant from the W. K. Kellogg Foundation to establish an interdisciplinary Nursing Center. Primary health care services continue to be provided to the homeless, shelter residents and residents of urban and rural areas utilizing the Nursing Center and its mobile van named the *Health Mobile*. To date, over thirty thousand clients have utilized the Nursing Center. The Health Mobile expands the capabilities of the Nursing Center by increasing the accessibility of health care services. The Nursing Center is a unique and innovative approach to nursing education and to health care delivery. It is one of sixty-eight such facilities in the United States.

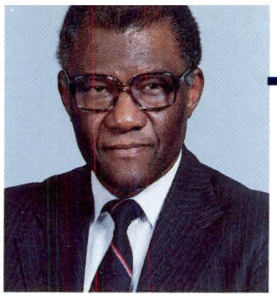
With the advent of University status in 1984, requirements for faculty practice and research became more critical to advancement in the ranks of academe. Therefore, School of Nursing faculty became vigorously engaged in efforts to hone their practice, teaching, consultation, and research competencies. Several faculty members secured national funding for their research endeavors, and publication efforts increased substantially.

Exciting international initiatives were expanded in the fall of 1986 with a $100,000 grant from the Central American Peace Scholarship Program (CAPS) to provide educational opportunities for professional and practical nurses from Belize City, Belize, Central America. Two six-week courses in maternal and child nursing were offered to twenty-four Belizean nurses. Simultaneously, the Nursing Center hosted a seminar for Latin American nurse leaders from Brazil, Argentina, Peru and Mexico. The purpose of the seminar was to stimulate and reinforce Latin American efforts to increase nursing participation in the delivery of primary health care. International initiatives also have included the recruitment of African students from Zimbabwe, Nigeria, Swaziland and Kenya. A current W. K. Kellogg-funded international effort provides nursing education consultation by the Dean of the School of Nursing to four African countries: Zimbabwe, Lesotho, Swaziland, and Botswanna. These initiatives allowed the School to enhance its global influence within the world community.

In April 1988, the School of Nursing received approval to determine the feasibility of implementing a doctoral program. This approval was granted after an initial assessment indicated that Hampton University was capable of supporting a Doctor of Philosophy (Ph.D.) program in the nursing discipline. This embryonic plan exemplifies the School's tradition of being in the forefront of higher education.

"Hampton students have the highest SAT scores of any black college (and above most white ones), but couple those high IQs with humility and service and you have the Hampton tradition."

Tony Brown's Journal, 1986



SCHOOL OF PURE AND APPLIED SCIENCES

by Robert D. Bonner
Dean

During the decade beginning with the academic year 1978-79, science and technological fields have undergone significant growth and development at Hampton University. Prior to 1981 the umbrella structure for the sciences and related disciplines was the Division of Pure and Applied Sciences, including the Departments of Architecture, Biological Sciences, Chemistry, Communication Disorders, Mathematics, Physics and an Engineering Studies area. In succeeding years, curricular offerings in the sciences and related disciplines were revised or expanded to include major concentrations in Airway Science, Applied Physics, Building Construction Technology, Computer Science, Information Systems, Marine Science, and two four-year degree programs in Engineering (Chemical and Electrical). Thus, within a ten-year span, the number of degree programs was doubled from seven to fourteen. During this period administrative units for undergraduate programs were reorganized, and the major academic unit encompassing the sciences, engineering and related fields was designated as the School of Pure and Applied Sciences.

The creation of new concentration areas in the sciences and technical fields was largely guided by a comprehensive plan articulated by President Harvey in his inaugural address in 1978. In this regard, two task forces were appointed to formulate long range plans for the development of centers of excellence in the sciences. The primary mission of the centers was the extension and integration of the instructional program, to include a greater emphasis on research and community outreach activities. During the period 1979 to 1984, considerable efforts were devoted to the implementation of programmatic activities in these two centers. One of these, a Center for Marine and Coastal Environmental Studies, has as its primary focus the development of educational and research activities utilizing the unique marine environment adjacent to the campus. The Center currently serves as an umbrella structure for the undergraduate program in marine science and as a coordinating unit for a variety of basic and applied research projects conducted by faculty members in the Departments of Biological Sciences, Chemistry and Marine Science. Among these research projects are investigations on water quality, off-shore mineral deposits, wetlands ecology, fisheries and biology and pollution studies. The second of the two task forces was charged with formulating a long range plan for the development of a Scientific Research Center. This task force recommended further development of existing graduate programs and the creation of new programs with stronger research emphases. The close proximity to the campus of several major scientific research centers has greatly strengthened research capabilities in the areas of applied mathematics, physics, and the engineering sciences.

With the development of the Research Center, several research cluster groups have now become firmly established in the School of Pure and Applied Sciences. These cluster groups have obtained funding sources to support research and special projects targeted for undergraduate and graduate students. Consequently, students now graduating in most science disciplines have had unusual opportunities to participate in research that is conducted by outstanding faculty investigators. Research and training activities are being supported largely by the National Institutes of Health, Minority Access to Research Careers (MARC) undergraduate honors program and the Minority Biomedical Research Support (MBRS) Program. The Center for Space and Atmospheric Studies includes a wide range of studies that are being conducted in the Departments of Physics, Engineering and Mathematics, with significant funding by the National Aeronautics and Space Administration (NASA); and by selected programs in the Department of Defense. The newest cluster group has been formed as a Center for Energy Studies. Energy research is being conducted largely within the areas of chemical engineering and chemistry. Other cluster groups are currently being organized to support specific research efforts in biotechnology. The School regards this latter topic as one of the frontier areas of science and one which will demonstrate how basic research can readily support the transfer of scientific knowledge for betterment of the human condition.

Some of the more promising areas for research in the School are related to major projects that are being developed in the consortium of institutions that are affiliated with the Southeastern Universities Research Association (SURA). The Physics Department has already established itself as a leader in the development of research and an educational program at the Continuous Electron Beam Accelerator Facility (CEBAF), which is currently under construction in Newport News, Virginia. The laboratory, which is dedicated to nuclear (particle) physics, has already attracted world renowned physicists to the immediate area.

Evidence of productivity in sponsored research can be determined by the numerous funded projects successfully conducted in the School during the past ten years. A significant number of publications in refereed journals has resulted from the research activities indicated above.

In most of the departments in the School, significant efforts have been undertaken to assemble outstanding faculty members. Evidence of success in this area is revealed in the number of outstanding teachers and researchers who have joined the School faculty. Presently, 100% of faculty in some departments hold the Ph.D. degree. It is anticipated that in those departments where the doctorate represents the terminal degree, not less than 75% of the faculty will be doctorally qualified by the academic year 1988-89. Presently, there are approximately one-hundred full-time faculty members and fifteen full-time research faculty members in the School. In addition, four faculty members hold University Endowed Professorships, and one holds an appointment to a Distinguished Chair.

Along with a significant increase in the enrollment of undergraduate and graduate students in the School of Pure and Applied Sciences, there has also been a corresponding increase in scholarly productivity. Several factors have contributed to this increase in productivity. Foremost among these factors is the degree to which programs have been funded by external agencies. During the period 1978-88, the total dollar amount for support of research and special projects reached approximately $15 million. It is anticipated that additional support will be generated as a result of many new initiatives that have been developed during the last two years of this decade. The School of Pure and Applied Sciences has a long standing tradition of preparing students for scientific and other professional fields. The School looks forward to continuing in this tradition in the 1990's and beyond.

"The first job of the university is to develop academic excellence and to produce students who can compete in a highly technological world. If one were to look at a model for technology transfer for Black college solvency, it would be difficult to overlook Dr. William Harvey's successes at Hampton University."

The Metro Chronicle, April 1987

THE GRADUATE COLLEGE

by Hazel J. Garrison
Dean

Graduate instruction was first offered at Hampton University in 1928, and the first master's degree was awarded in 1932. Over the years, 2,589 students have earned the master's degree. The Graduate College has grown steadily and now provides instruction and facilities for study and research in sixteen areas, including Applied Mathematics, Biology, Business Administration, Business Management, Chemistry, Communication Disorders, Counseling, Education (Computer, Elementary and Special), Mathematics, Museum Studies, Music, Nursing, Nutritional Science, Physical Science and Physics. Currently, the University confers the Master of Arts, Master of Science, Master of Business Administration and the Master of Science in Management degrees. The programs of study prepare men and women for prospective doctoral study or for professional competencies in a specific field. The graduate faculty, ninety-two percent of whom hold the doctoral degree from major universities, is established in advanced teaching and research. These scholars guide the University's more than 450 master's students from all areas of the United States and other countries.

In 1978, the Graduate College (formerly the Division of Graduate Studies) set as a goal an increase in the number of full-time graduate students. To accomplish this goal, the graduate College launched a major initiative for student support and obtained grants/contracts from ACTION/Peace Corps, the Graduate and Professional Opportunities Program, and the Minority Institutions Graduate Traineeship Program. The Organization of Graduate Students was chartered, and a systematic follow-up of graduate students was initiated. A Master of Science degree was approved for the biology, communication disorders and nursing disciplines. As a result of expanded offerings, the University applied for and was elected to membership in the Council of Graduate Schools during the 1979-80 academic year. Election to membership in the Council of Graduate Schools was a major accomplishment.

In response to the growing trend for nontraditional education, for the period 1980-82, the graduate division was designated as Graduate and Continuing Studies. Graduate and Continuing Studies coordinated several Pre-College Teacher Development in Science Programs, sponsored a model Elderhostel Program, awarded Continuing Education Units (CEU's) to participants in the Annual Ministers Conference and to participants in the Black Family Institute, and published the 1981 Continuing Studies Catalog. Also during this period, new graduate majors were offered in chemistry and physics, and a practitioner role was developed for the nursing major. At the end of the 1981-82 academic year, Continuing Education became a separate administrative unit.

During the 1982-83 academic year, Special Education was approved as a separate major with options in Learning Disabilities, Emotional Disorders, Hearing Impaired and Early Childhood Education. The Master of Business Administration and the Master of Science in Management programs were also approved. Further, in 1983, the Graduate Office was expanded to include sponsored research. The emphasis on and expansion of research efforts resulted in a publication entitled *A Handbook of Sponsored Research at Hampton University.*

The research efforts were continued and expanded during 1983-84. The Graduate Office hosted the Battelle/Hampton University/HBCU's Research Symposium and also sponsored a series of public seminars on hazardous and toxic wastes in Virginia. In terms of programmatic thrusts, new programs were initiated in Environmental Science and Museum Studies. The Reading Program was also revised.

In 1984-85 the designation for the graduate administrative unit was changed from division to the Graduate College. New programs were approved in Applied Mathematics and Computer Education. The first sub-contract with Battelle Pacific Northwest Laboratories was negotiated. Basic and applied research funding by graduate faculty amounted to approximately $1,387,359. In addition, federal funding continued to increase and supported graduate students in Museum Studies, Business, Communication Disorders and the natural sciences.

The Graduate College continued the thrust in its research and programmatic endeavors during the 1985-86 academic year. An annotated listing of titles of 585 master's theses completed from 1932-1985 included some very interesting and provocative topics, such as "Sex Education in the Public Schools in the 1930's," "Improvement of Third Semester Algebra in the 1940's," "A Program for the Use of Motion Pictures in Literature in the 1950's," "A Program for the Improvement of Reading in the 1960's," "The Ecology of the Grandview Preserve" in the 1970's and studies dealing with lasers, touch, pesticide residues, and compositions for piano and trumpet in the 1980's. This listing documented Hampton's involvement in graduate education and research.

The newest graduate program, a Master of Science in Nutritional Science, was implemented during the 1986-87 academic year. Graduate students were supported by grants from federal agencies, including the National Aeronautics and Space Administration, the Department of Education, the Department of Health and Human Services, The National Science Foundation, the Army Research Office, the National Education Association, the United States Geological Survey, the Office of Naval Research, the United States Department of Agriculture, and the Air Force Office of Scientific Research, as well as the private sector. Graduate student research covered a wide range of topics from loneliness among the black elderly to distribution of titanium in the mineral ilmenite. Funding for basic research for graduate faculty increased to $1,584,859.

During the 1987-88 academic year, the tenth year of this report, graduate faculty moved to the cutting edge of research. Basic/applied research funding reached $3,350,670. Programmatic and student support continued to increase. The Graduate College completed an assessment and review of all its graduate programs utilizing the ETS Graduate Program Self-Assessment Service. In summary, the Graduate college during the past ten years considers as important milestones (1) the election to membership in the Council of Graduate Schools, (2) the establishment of the Organization of Graduate Students, (3) publication of *A Handbook for Sponsored Research at Hampton University,* (4) continuous funding since 1978 by the Graduate and Professional Opportunities Program and the Patricia Roberts Harris Fellowships Program, (5) attainment of 50% of the graduate student body as full-time students, and (6) the implementation of seven new programs and the revision of several others.

"A stroll across campus affords an almost unparalleled snapshot of black cultural history. Buildings are named for the Rev. Martin Luther King, Jr. and W. E. B. DuBois, an early 20th century educator and philosopher. The campus museum displays Harlem Renaissance art as well as other African-American, American Indian and Pacific artifacts."

The Washington Post, April 1985

COLLEGE OF CONTINUING EDUCATION

by W. O. Lawton
Dean

From 1969-1981, the College of Continuing Education was a part of Graduate Studies. In 1981, it was separated from Graduate Studies and became the Division of Continuing Education with its own director and staff. In 1984, it was established as a college.

The mission of the College of Continuing Education is to provide education for the nontraditional adults at the associate, baccalaureate and master's levels and to provide a linkage between the Armed Forces, the public sector and the University. Since its inception in 1984, the College of Continuing Education has made significant strides in establishing itself as a major innovator in educational programs in the areas of telecommunications, fire administration, emergency medical systems management and travel and international education.

In 1982, the College developed a nontraditional baccalaureate degree program in Systems Organization and Management for the United States Navy. This program was designed to satisfy the educational needs of servicemen deployed from their home bases for extended periods of time in the Mediterranean, the Indian Ocean and other foreign ports. Through the use of video discs, video cassettes, and printed materials, servicemen were able to continue their educational pursuits without any interruption. This program remains attractive and continues to serve the needs of adult learners regardless of their location.

In 1983, the College formed a partnership with the International University Consortium (IUC), a segment of the University of Maryland, to obtain and retain exclusive rights to offer consortium produced courses in the State of Virginia. This commitment, coupled with the variety of courses being offered, has made the College of Continuing Education an attractive educational source for the nontraditional student and has caused a significant increase in enrollment.

In 1985, the College of Continuing Education established the first baccalaureate degree program in Fire Administration in the State of Virginia. One of eight programs around the country, its purpose was to provide upward mobility for firefighters who had completed associate degrees in Fire Administration, but were unable to advance because no four-year degree programs in Fire Administration were available in the State of Virginia. The Travel Agency Training Certificate Program, implemented in 1986, is the first complete certificate program offered by a four-year institution in the State of Virginia. This innovative program is designed to prepare adults to become entry level travel trainees.

In 1987, the College of Continuing Education and College Video, Inc., a Washington, D.C. based producer of audio print materials, formed a partnership to provide college level courses to adult learners throughout the United States and abroad. The major feature of this venture is that students may gain college credit wherever they may be driving, flying, cruising or skiing, as long as they have the use of a cassette player. Currently 105 courses, covering most disciplines, are offered through this program.

The College of Continuing Education, Governor's State University of Illinois, and the Ford Motor Company of America have entered into an agreement to provide credit and noncredit courses to Ford employees on a national scale.

In order to expand its educational services abroad, the College is presently conducting negotiations to offer certificate and associate degree programs for entrepreneurs in Malaysia and Southeast Asia.

"...a college campus full of tradition. Pride in the Hampton tradition has translated into dollars with alumni contributions increasing every year."

National Public Radio, April 1988

THE FACULTY

At the heart of our academic programs and activities are the faculty members who are entrusted with the responsibility for their implementation and for the safeguarding of their integrity. During the 1980's, increasing the quality of our faculty was a major priority. This goal was achieved in a variety of ways—the successful recruitment of more faculty members holding the doctoral degree, efforts to improve teaching effectiveness, and increased participation in national and international professional organizations and conferences. In addition, faculty members became more widely published and were more actively involved in research and grantsmanship than during any previous decade. Their efforts, indeed, brought increased national visibility to the University.

Some of the more notable faculty achievements during the 1980's were as follows:

- Dr. Elnora D. Daniel, Dean of the School of Nursing, was named a fellow of the American Academy of Nursing, became a member of the American Nurses' Association Cabinet on Nursing Education, and was re-elected President of the Virginia State Board of Nursing for a third term.
- Dr. Bertha Davis, Professor of Nursing, was appointed by Virginia Governor Gerald Baliles to the Medical Services Assistance Board.
- Dr. William Rogers, Associate Professor of Music, was a recipient of a Steinway Scholarship and was a Visiting Scholar at Columbia University.
- Dr. Ernestine Robinson, Professor of English, was elected to a three-year term on the Board of the Virginia Foundation for the Humanities and Public Policy.
- Mr. John Spencer, Chairman of the Department of Architecture, was named to the State Board, Virginia Chapter of the American Institute of Architects, and received a Distinguished Service Award from the American Institute of Architects.
- Dr. Martha E. Dawson, Vice President for Academic Affairs, was selected to serve a four-year term on the Commission of Academic Affairs for the American Council of Education.

- Dr. Demetrius Venable, Chair of the Department of Physics and Engineering, was selected as Chairman of the American Association of Physics Teachers' Committee on Minorities in Physics Education.
- Dr. Mary Christian, former Dean of the School of Education, was elected a Delegate to the General Assembly of the Commonwealth of Virginia.
- Mrs. Laverne Sweat, Assistant Director for Women's Athletics, was elected President of the Central Intercollegiate Athletic Association (CIAA).
- Dr. Korsi Dogbe, Professor of Sociology, was elected to the Council of the International Society for the Comparative Study of Civilizations.
- Dr. Hoda Zaki, Chair of the Political Science Department, was appointed to the Board of the National Model Organization of African Unity.
- Mr. James P. Herbison, Assistant Professor of Music, was cited by the *Washington Post* for his brilliant performance as a cello soloist at the Kennedy Center.
- Dr. Robert Bonner, Dean of the School of Pure and Applied Sciences, was re-elected to a three-year term on the Board of Trustees of the Southeastern Universities Research Association.
- Dr. Mamie Locke received the 1986 R. G. Higgins Award at the National Conference of Black Political Scientists.
- Dr. Hazel Garrison, Dean of the Graduate College, was elected President of the Conference of Southern Graduate Schools.
- Dr. Steven Rosenthal, Dr. Korsi Dogbe, Dr. Maurice Taylor and Mrs. Laura Rhyne co-authored a textbook *Introduction to Sociology,* published by the Macmillan Publishing Company.
- Dr. Joyce Jarrett, Mrs. Margaret Lee, and Dr. Doreatha M'balia received a contract from the Macmillan Publishing Company to co-author a textbook, *Pathways: A Text for Developing Writers.*
- Dr. Clayton Holloway, Associate Professor of English, published an interview with James Baldwin in the *Xavier Review.*
- Dr. Gerald A. Foster, Dean of the School of Arts and Letters, published an article in *Sociological Inquiry.*
- Dr. Sharon White and Dr. Ruth Swann co-authored a published series of booklets, *Financial Aid for Minorities in Science.*
- Dr. Mamie Locke published a chapter in a University of Alabama Press publication on "Sexism and Racism: Obstacles to the Development of Black Women in South Africa."
- Dr. Isai Urasa, Chair of the Department of Chemistry, published an article in the *Journal of Analytical Chemistry.*
- Dr. Robert Screen, Chair of the Department of Communication Disorders, authored his second novel and co-authored a manual for instruction in audiology.
- Ms. June Robinson and Ms. Anita Hobson co-authored a book, *Aerobic Dance for Effective Performance,* published by Kendall-Hunt Publishing Company.
- Dr. Linda Petty, Associate Professor of Psychology, published her research on "Using Interactive Video in Psychology" in *Research Methods Instrumentation and Computers.*

"This traditionally black college will not only survive but will thrive. The demand by the selective students who are attracted to Hampton and an excellent faculty will, in turn, produce a supply of new professionals who will create a new demand."

Tony Brown's Journal, January 1981

STUDENT AFFAIRS

Another area that has experienced substantial growth is the area of student personal development, unrelated to the formal academic programs. The growth of our student population and developments in Student Affairs further attest to the University's overall progress during the last decade.

The student body increased some 123% over the past ten-year period. The increase in the size of the student body was accompanied by an increase in the academic preparation of the students entering the University. A report prepared by the Office of Administrative Services in 1979 revealed that students attending Hampton University were academically less well prepared than were first-time students attending colleges throughout the nation, as indicated by SAT scores. For example, in 1978 the average SAT score for the nation was 141 points higher than that for students attending Hampton University. Following 1978, the gap between the average SAT score for the national average and the average for students entering Hampton began to close. In 1987, for example, the average SAT score at Hampton exceeded that for the national average. In 1988, the average SAT score exceeded that for the nation by fifteen points. During this ten-year time period, SAT scores increased by 187 points for Hampton University students, but only ten points for the nation. The increase in the academic preparation of the students as measured by SAT scores resulted from specific university actions designed to achieve this goal. One such activity was the President's Scholars Program.

The University initiated the President's Scholars Program for freshmen in 1979. Members of this program become members of the newly initiated Honors College. Students selected for the Scholars Program receive an academic award based on their SAT scores, with stipends ranging from $1,000 to full room, board and tuition costs. Since implementation, the cost of the program has grown from $75,000 a year to over $300,000 per year.

Honors Dormitory, home of the new Honors College

As members of the Honors College, students are assigned advanced courses; are exposed to numerous intellectual activities, such as special lectures, workshops, and conferences; and live in the Honors Dormitory. The cost for occupancy in this dormitory is less than the normal cost for dormitory living. Although the Honors College is in an embryonic stage, it is expected to expand into one of the milestones at the University.

The University also has in place a comprehensive program of student activities. Since 1978, these programs have been substantially upgraded and expanded. Presently, approximately ninety chartered clubs and organizations are available to students and are designed to complement, support and enhance the academic program. These clubs and organizations fall into the following groups:

- Greek Letter Organizations
- Class-related Clubs and Organizations
- Honors Organizations
- Campus-wide Organizations
- Student Leadership Training Program

The Student Leadership Training Program is one of the more unique student activities. Leadership training is provided for students through workshops, retreats, and seminars. Beginning in 1978, under the direction of Dr. Greer Wilson, the program annually selects approximately 150 students for participation. The Student Leadership Training Program has received widespread national recognition, and members of the staff and the leadership group have assisted several other colleges in developing similar programs.

During the period between 1978 and 1988, student publications have vastly improved in quality. Major publications include *The Hampton Script*, *The Hamptonian*, and *The New Voice*. These publications have received awards on the national, regional and local levels.

To assist students with residential living, several years ago the University established a program for residential life. The objectives were to provide the highest quality of life for all students; to provide each student an opportunity for additional personal growth and development through educational, social, recreational and cultural programs; and to provide a residence hall atmosphere conducive to academic achievement. Lectures and workshops for dormitory residents are vital components of these programs. Although students are not required to participate in these activities, a vast majority of students do. Topics treated in the program include, but are not limited to drugs, AIDS, family planning, health care, and a variety of other subjects. The program is well received by students.

Strong support for the program of residential life is provided by the Student Health Center, which is committed to the concepts of health protection, health prevention and health promotion. To this end, the Health Center, during the last decade, developed and implemented a comprehensive health education program which is very beneficial to the University community.

Another strong feature of Student Affairs is its provision of cultural arts activities, which have continuously improved over the last decade. Among the many activities available to students are the Musical Arts Series, periodic performances by the Virginia Symphony, the Virginia Choral Society, the Hampton Arts Commission Great Performers Series, the Hampton Players series, faculty recitals, and choir and dance concerts by both internal and external groups. Over the last five-year period, the cultural arts series has sponsored the following performers:

Dance Theatre of Harlem
Chuck David and the African Dance Ensemble
The Cleo Parker Dance Co.
Maya Angelou
Dorothy Redford
Paul Goodnight
Tyronne Geter
Elton Flax
Elizabeth Catlett
Persis Jennings
Richard Mayhew
Claude Clarke
Junius Redwood
Najee
Marilyn Thompson
Delfield Marsalis
Peral Williams
Synegal Singers and Dancers
The Dimensions Dance Theatre, Inc.
Robert Mayo
Dr. Margaret Burroughs
David McDonals
John Biggers
William Tolliver
William Owens-Hart
Delphine and Romain
Phyllis Hyman
Pieces of a Dream
Case Me Down Production
Jean Carne
Hooks Gospel Tour
Connie Parker
Commissioned
Marcus Thompson
Gerald Albright
Handel's Messiah

Through these and similar programs, the Student Affairs area has significantly augmented the University's efforts to provide meaningful academic and cultural enrichment activities for its students.

"A lot of black students are interested in attending a predominantly black school, partly because they are at the age where they will be choosing their husbands and wives. But they also need to know that they will not be sacrificing on the academic end. At Hampton, they've got it both ways."

The Washington Post, April 1982

ATHLETICS

During the 1980's, our athletic programs achieved greater success than in any previous decade. In fact, in each competitive sport, we were successful in both conference and national competition which brought excitement and a renewed sense of pride to the Hampton University community.

In overall athletic competition, the Pirate teams were competitive in all sports during this decade. We were awarded the C. H. Williams Award, indicating athletic excellence among competition in the Central Intercollegiate Athletic Association (CIAA) in 1984, 85 and 88. We were also awarded the Lauretta Taylor Award for athletic excellence among women's competition in the CIAA during the same years. For the sixteenth straight year, including the ten years of this report, the Hampton Tennis Team won the CIAA Tennis Championship. Moreover, since 1981, the Pirate Tennis Team has been ranked among the nation's top ten teams each year and has finished second in the nation three times (1985, 87 and 88) during the last decade.

Over the last seven years, the Lady Pirates Basketball Team has also gained national attention with an impressive 183-44 record. In 1986 the Lady Pirates reached the Division II final four, and in 1988 they were the NCAA Division II National Champions.

The men's basketball program also enjoyed success during the eighties, reaching the final four in NAIA (National Association of Intercollegiate Athletics) in 1982. In 1983 the Pirates finished third in the NCAA South Atlantic regionals, making their first ever appearance in the NCAA national basketball tournament. The Pirates were also the only team to win back-to-back CIAA Tournament titles during this time, in 1982 and 1983.

Likewise, the Football Team excelled during the decade. Since 1980, the Pirate Football Team has compiled a 60-32-3 record. The best year during this decade was the 10-2 finish in 1985. That year the team won the CIAA championship and made its first ever appearance in the NCAA Division II play-offs. The football team won two CIAA Northern Division Championships in 1985 and 1987, and one conference championship in 1985.

Carl Painter, now with the Detroit Lions, runs for another score in the Pirates CIAA Championship Season.

The Lady Pirate Volleyball Team won the CIAA Championship in 1987, and the men's cross country team won the CIAA Championship in 1988. In all, Pirate athletics won seventeen CIAA championships during the eighties, one national championship, four NCAA regional championships in women's basketball, one third place regional finish in men's basketball, three national runners-up finishes in tennis, and one national championship in tennis.

During the 1980's our athletic facilities were upgraded and are presently some of the best facilities in our conference and among the best in our level of competition nationally. With the proposed addition of lights to accommodate night activities, our football stadium will become the most well-lighted stadium in Southeast Virginia. Our outdoor track is now among the best of those at our level of competition in this region of the National Collegiate Athletic Association.

NCAA Division II Women's Basketball Championship, 1988

CIAA Men's Basketball Championship, 1983

"At Hampton you've got it all–academics and athletics. I have really enjoyed my years here. The Hampton experience has prepared me for life."

Carl Painter, Runningback
Detroit Lions, 1988

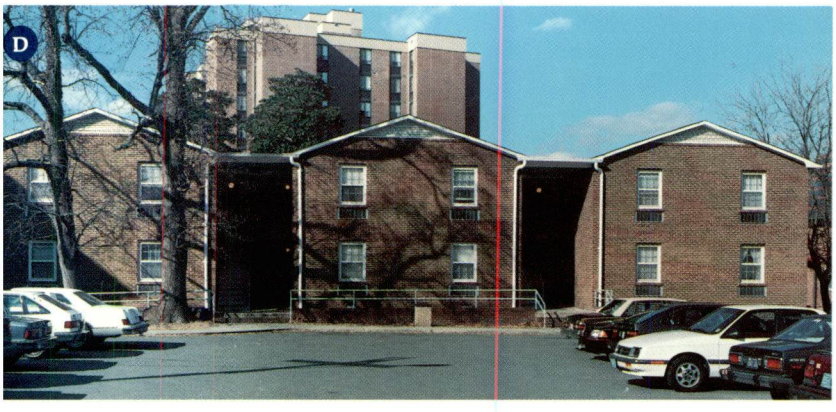
NEW CONSTRUCTION AND RENOVATIONS

CONSTRUCTED

- A Warehouse Storeroom
- B Marine Science Building
- C Science/Technology Building
- D Modular Dormitories
- E Olin Engineering Building
- F McGrew Towers Conference Center

PURCHASED

- G 2 Coach Buses and 2 Mini Buses

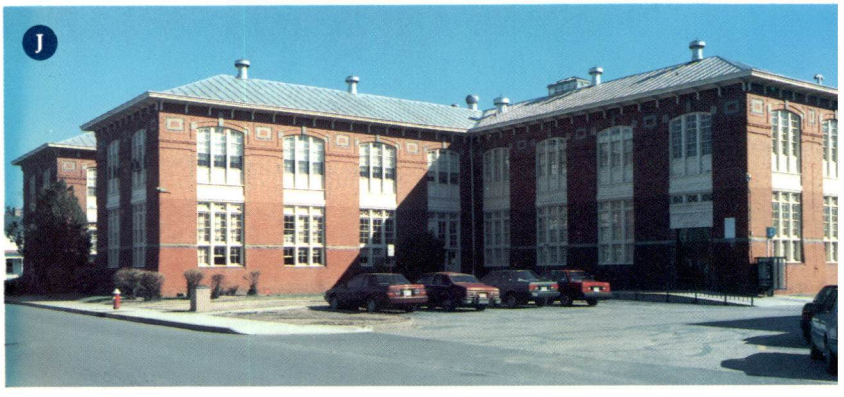


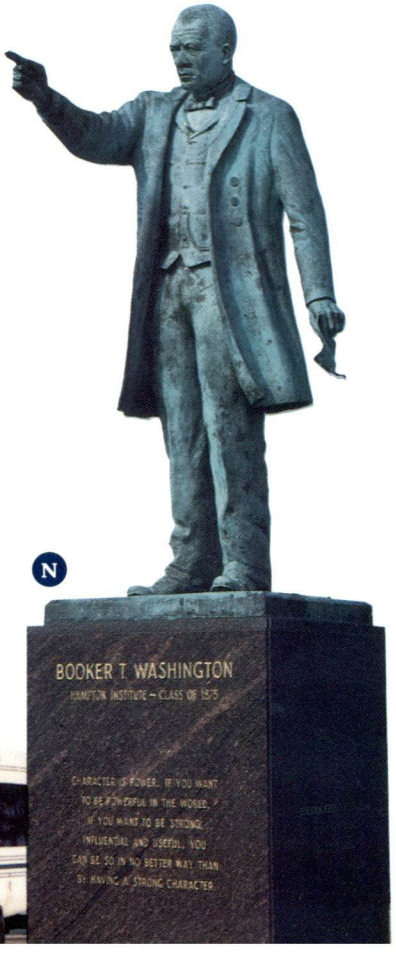
RENOVATED

- H Armstrong Stadium
- I Virginia-Cleveland Hall
- J Armstrong-Slater Hall
- K Dupont Hall
- L James Hall
- M Student Health Services Building

ERECTED

- N Booker T. Washington Statue





DEVELOPMENT AND FINANCES

During the ten-year period from 1978 to 1988, Hampton University has distinguished itself as a special resource in our nation, particularly in the areas of teaching, academic offerings, research and fundraising. The period 1978 to 1988 was a time in which we accelerated our efforts toward addressing specific financial priorities. We continuously raised funds for major ongoing needs, for increasing the endowment, for unrestricted operating support, research funds and a multitude of other special projects.

Overall our fund-raising efforts were characterized by aggressiveness, persistence, boldness and unprecedented success for Hampton University. At the same time, donors and others responded to our leadership with gifts and other support that have put the University on a firm financial foundation. One published survey of college and university endowments ranked Hampton University number ninety-six among all institutions in terms of size of endowment.

During these ten years, the institution conducted a major fund-raising campaign which had a goal of $30 million. The purpose of the campaign was to provide a firm foundation for the future advancement of Hampton University, for the development of innovative programs to meet student and societal needs, for the provision of scholarships to provide financial assistance to needy and deserving students, for the payment of adequate salaries to attract and hold able faculty and staff, and for the construction of buildings to provide first-class facilities for efficient and quality instruction.

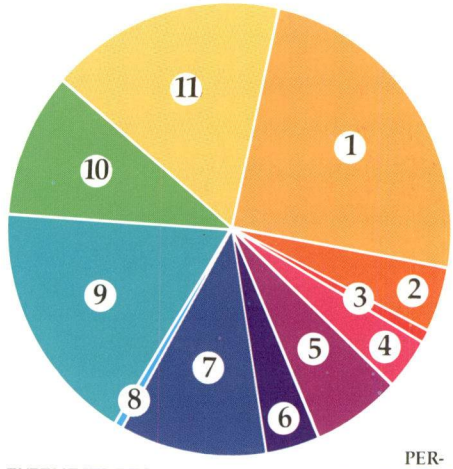
The $30 million campaign generated $46.4 million. This campaign, the largest fund-raising undertaking in the University's history, was completed ahead of schedule and exceeded its goal by more than fifty percent. During the campaign, the University received (1) its largest gift ever from a foundation—an award of $7.5 million from the Kate Mercy Ladd Fund and (2) its largest federal grant—an award of $2.25 million from the Federal Aviation Administration. Other seven-figure gifts included over $4 million from the F. W. Olin Foundation and $1.25 million from The Bush Foundation. The members of the Board of Trustees Steering Committee for the campaign were William Ellinghaus, former President of American Telephone and Telegraph Company, who served as overall Chairman; John C. Duncan, former Chairman and Chief Executive Officer of St. Joe Minerals Corporation, who served as Co-Chairman; John T. Dorrance, Jr., former Chairman of Campbell Soup Company; Ben Head, former Chairman of Republic Bank of Austin; Robert Upton, former Director of Whirlpool Corporation; David G. Blalock, Partner of Marshall, Blalock, Garner and Millner; G. Robert Cotton, former President of Cedar Knoll Rest Home; James J. Henderson, retired Vice President of North Carolina Mutual Life Insurance Company; and O. G. Taylor, Executive Director of the Alcorn State University Foundation.

The successful completion of the $30 million campaign brought many internal and external changes at Hampton University. The tripling of the endowment provided more money for salaries and scholarships. The construction of new buildings provided modern facilities for the University.

The significance of the campaign and related fundraising during the ten-year period from 1978 to 1988 can be viewed through the question—what have these efforts meant for Hampton University? Some of the more visible and significant results of these development activities are the following: A new Marine Science Center, Hattie McGrew Towers and Conference Center, expanded and renovated quarters for the University Book Store, the Science and Technology Center, the Honors Dormitory, the new storage/warehouse building, the Olin Engineering Center, twenty new university endowed professorships and endowed scholarships for students and twenty-four new degree-granting programs.

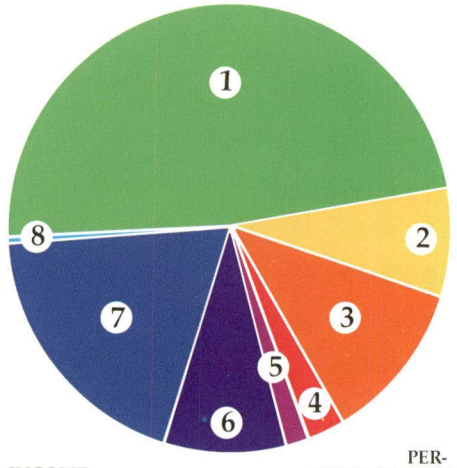
The years from 1978 to 1988 were ones of challenge and progress for the University's fund-raising enterprise. Overall Hampton University increased its share in the philanthropic market and achieved remarkable results. Contributions from all of the University's constituencies increased. Private gifts consistently reflected dramatic increases in the amount of funds generated. Foundation gifts rose by more than 1400% during this ten-year period to a level of over $2.7 million annually. Corporate gifts increased by more than 400% to a level exceeding one million dollars per year.

ACTUAL EXPENDITURES 1987–1988



EXPENDITURES	AMOUNT	PER-CENT
Educational and General		
1 Instruction	$10,520,482	24.19
2 Research	2,024,098	4.66
3 Public Services	327,210	.75
4 Academic Support	1,664,650	3.83
5 Student Services	2,817,382	6.48
6 General Administration	1,639,443	3.77
7 General Institutional	4,708,013	10.82
8 Mandatory Matching Funds	114,638	.26
9 Operation and Maintenance of Physical Plant	7,576,381	17.42
TOTAL	$31,392,297	72.18
10 Student Aid	4,592,362	10.55
11 Auxiliary Enterprises	7,514,239	17.27
TOTAL Current Expenditures (Budgeted)	$43,498,898	100.00

ACTUAL INCOME 1987–1988



INCOME	AMOUNT	PER-CENT
Educational and General		
1 Student Fees	$21,162,401	48.58
2 Endowment	3,394,910	7.79
3 Gifts and Grants	5,045,254	11.58
4 Educational Activities	1,212,826	2.79
5 Other Sources	575,939	1.32
TOTAL	$31,391,330	72.06
6 Student Aid	3,822,203	8.77
7 Auxiliary Enterprises	8,349,878	19.17
TOTAL Current Income (Budgeted)	$43,563,411	100.00
Excess Income Over Expenditures	$64,513	18.00

1987–88 MEMBERS OF THE BOARD OF TRUSTEES

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Dr. William L. Watson, Lawrenceville, Virginia

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"The Standard of Excellence"
Hampton, Virginia 23668