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Folder Title:
Hampton University 5/12/91 [OA 8323] [3]

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A LETTER FROM EX-PRESIDENT HAYES.

An expression of grateful acknowledgement from Hampton Institute, to ex-President Hayes, for the sympathy he has so actively manifested through all his administration, in the causes for which it exists, and itself as representing them, seemed but natural and fitting, on his retirement from the Presidential office. A letter of such acknowledgement, signed by the Principal, officers and teachers of the Normal School, and sent to Mr. Hayes, has received a response characteristic and cordial, which the school is honored to place among its archives. We feel that the gratification of reading it belongs to all the friends of Hampton, and therefore publish it, with the letter that called it forth.

The story of Bethesda chapel, alluded to in the letter, is an interesting bit of unwritten history, which we will give our readers in our next number.

Hampton, Va., *March* 7th, '81.

To the Honorable Rutherford B. Hayes, L. L. D. ex-President of the United States of America.

SIR:

As officers and teachers of the Hampton Normal and Agricultural Institute, for Negroes and Indians, at Hampton, Virginia, we beg to express to you our appreciation of the noble work you have done for the whole country and for humanity, in having thrown the weight of your influence in your high official position as President of these United States, in behalf of the weak and long oppressed races which the providence of God has made the Nation's wards, and in having so wisely furthered the process of reconstruction.

We would very gratefully acknowledge the constant kindness from yourself and Mrs. Hayes, which, through the whole four years of your administration, has been one of the schools' greatest encouragements in its own work in behalf of these interests.

We recognize it as the expression of your estimate of their importance, and your confidence in the school, as representing them, and we hope, that in fulfilling its trust, it may ever continue to deserve your confidence, and that of the public, so largely due to yours.

We would especially thank you for your last official act in behalf of the school, in interposing to save for its use the chapel in the National Cemetery within our grounds, endeared to us by so many associations of peace and war.

We know that the good wishes of which we are the medium, are a small part only of those which attend you as you leave the position you have so nobly filled. The dangers that menaced the country when you took the oath of office, have disappeared as morning mists. National prosperity has taken the place of national despondency, peace the place of passion. To your firm hand on the helm of state, much, if not all, of this is due.

Congratulating you upon the results of your administration, and praying that a happy consciousness of them, with all the blessings of God, may follow you in laying down the arduous duties of your office, for the honorable repose which they merit,

We have the honor to be &c.

Fremont, Ohio, March 16, 1881.

MY DEAR GENERAL:—

I cannot too strongly express the gratification which Mrs. Hayes and myself feel in receiving the congratulations and generous approval of yourself and the officers, teachers, and all other friends who united in the letter to us dated March 7th, in behalf of Hampton Institute. The work the Institute is successfully doing is so worthy and admirable, that we deem it an especial honor to have its commendation. We shall never cease to be deeply interested in its success, and in the personal welfare of all connected with it. We beg you to receive our warmest thanks, and to be assured that you have our sincere wishes and prayers.

With all respect and regard,

R. B. HAYES.

General S. C. Armstrong, and the Gentlemen and Ladies of the Institute.

S W.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE

Hampton, Va., March 7, 1881

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ex-President of the United States of America

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Very gratefully and respectfully,

3 sides surrounded by water
Cleveland Hall - oldest dorm in VA

Senior Lock-In - union, movies, boat ride
Crab + Chicken Feed - families

Senior picnic

Emancipation Oak

Frosh - curfew for 1st six weeks
11, 12 on weekends
girls only

~~door~~ door open + both feet on floor

visitation until 12 pm on weekends

✓ Marching Band - the Force
ranked #1 or #2

Ogden Hall - circle outside, driveway
walk across circle, you won't graduate
"circle in front of Ogden Hall"

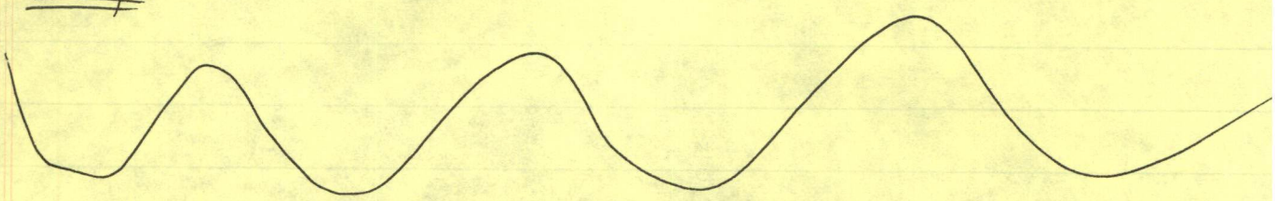
Library - Huntington, historical library
everything is old

Student Union

1 yr fr. May 12, 1990 — 5/12/91

29 civil suits
38 criminal actions } racial discrim
67

only new suits



Convocation - opening of school year
Dis of Initiative for HBCU -

Senior Week - Spirit of Norfolk boat ride
Talent + slide show -
Reflection Moment
& Talent Show

Fri midnight 10 yr. reunion + sr class
in Ogden Circle - sing alma mater

Tim Allston - alma mater

reunion class crosses, sr class stands around it -

curfew 11 pm - whole frosh yr, boys + girls
Fri Sat 1 am

extended cafeteria hours

Annual Chicken & Crab Feast
4-8 Sat.

2 1/2 hr. drive to Wash.

JUST THE FAX!!

91 MAY 9 P5:18

HAMPTON UNIVERSITY

Hampton, Virginia

FAX # (804) 727-5746

DATE: May 9 1991

TO: Peggy Martin

FROM: Stacy Scott Cox

NUMBER OF PAGES, INCLUDING COVER 2

If this material is not legible, please call (804) 727-5231

ALMA MATER

O Hampton, a thought sent from heaven above,
To be a great soul's inspiration;
We sing thee the earnest of broad human love,
The shrine of our heart's adoration.
Thy foundation firm and thy roof tree outspread,
And thy sacred altar fires burning;
The sea circling 'round thee, soft skies overhead,
Dear Hampton, the goal of our yearning!

Refrain

O Hampton, we never can make thee a song,
Except as our lives do the singing;
In service that will thy great spirit prolong,
And send it through centuries ringing!

Kind mother, we'll treasure the dear happy days,
We've spent here in life's preparation;
Yet go with brave hearts upon our chosen ways,
Of service to God and our nation;
Still wearing our colors, the blue and the white,
As pledge that our fond hearts will cherish;
A love which for thee ever shines true and bright,
A loyalty that ne'er can perish!

Words by SARAH COLLINS FERNANDIS, 1882
Music by CHAUNCEY NORTHERN, 1924

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS

May 8, 1991

NOTE TO BILL BURROW:

Polls: See enclosed testimony for Gallup poll results. (The section is marked.)

Success stories: See enclosed testimony for Minnesota, Massachusetts, East Harlem, and Milwaukee. (The section is marked.)

Administrative costs: In New York City, bureaucracy absorbs over two-thirds of the education dollar. Only 32% gets to the classroom. (See the enclosed "Parkinson's Law 101," Forbes, June 25, 1990.) According to Forbes, "the Archdiocese of New York's Catholic schools had 111,000 students last year, nearly one-ninth as many as the public schools. The entire staff of the parochial schools' central board: 33 people." The NYC public schools have a central office staff of over 4,000, according to Forbes.

Bill - NCEA just sent some good stuff, which I'm including also. See esp. Peter Flanigan's WSJ column.

According to the National Catholic Education Association, the average per-pupil cost for parochial elementary school students in 1988-89 was $1,476, and the average tuition for them was below $1,000; the average cost per child in public schools (elementary and secondary) was $4,563.

International comparisons: You are getting these from PES.

Some thoughts: If possible, talk about choice as a system. As with free enterprise, which empowers both entrepreneurs and consumers, a system of choice empowers both educators and parents: it gives educators the opportunity to create of improved and distinctive schools, and parents the ability to choose from among those schools. This kind of description of choice shows its advantages for both educators and parents.

It would be desirable to talk about the need to open up the "supply side," to make the widest possible range of options available, public and private.

How about the idea of a "Parents' Bill of Rights," including the right to choose schools. (The U.N. Universal Declaration of Rights says: "Parents have a right to take priority over anybody else when it comes to choosing the type of education for their children." Other democracies guarantee educational choice an a constitutional right.)

Some people in the media are (unfairly) kicking the President around, saying that when he talks about choice he is not addressing integration and minorities, information, transportation, etc. It might be useful to say, at least briefly, that choice has special benefits for minorities and the poor (cite Milwaukee and East Harlem); and that good choice programs include parent information, and transportation to make it possible for poor children to attend schools of choice.

JACK KLENK
CENTER FOR CHOICE IN EDUCATION
OFFICE OF INTERGOVERNMENTAL AND INTERAGENCY AFFAIRS
U.S. DEPARTMENT OF EDUCATION

CHOICE IN EDUCATION

I am pleased to have the opportunity to outline for you the views of President Bush and Secretary Alexander, and to represent the U.S. Department of Education on the exciting subject of greater parental choice in education. As you know, expanding parental choice in the education of their children is not only one of the fastest-growing ideas in American education today; it is also one of the chief educational priorities of President Bush. As the President said on April 18 in announcing his "America 2000" agenda for education reform, "We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that their children will attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well."

As the President's "America 2000" agenda notes, "If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act." In fact, choice will be the engine that drives the President's very ambitious and dramatic plan for making our schools better and more accountable. (A detailed outline of that plan is attached herewith for the information of the Committee.) That is why we are so gratified at the level of interest in choice here in California, and why I was pleased to be asked by Assembly Member Gil Ferguson to participate in this meeting of the Committee. He, as well as Assembly Member Quackenbush, Allen, and others who have demonstrated their support for parental choice in education deserve the strongest possible encouragement in their efforts. Let me explain why we in the Bush Administration think choice is so important.

Americans choose where they work and where they live. They also choose among hundreds, even thousands, of postsecondary education options. The same logic calls for choice in our elementary and secondary education system.

"America 2000" encourages parental choice in several ways:

- The President's budget request for FY 1992 seeks $200 million in incentive grants to encourage state and local choice programs;

- The budget request also includes a $30 million choice demonstration program that will seek ways to expand the choice principle; and

- Our new legislative proposal, the "America 2000 Excellence in Education Act of 1991," will urge Congress to adopt new ways to make existing federal education programs -- such as the Chapter 1 compensatory education program -- more supportive of choice.

And, of course, the role of the new American Achievement Tests is directly relevant to educational choice: by affording parents better and more detailed information about how their children are doing in schools -- as well as how their local schools are doing in general -- these tests will offer parents a sound basis on which to make informed choices as to which schools are best for their children.

Why Choice?

Let me share with you a particularly telling statement about education in America:

> "I don't know how we drifted into telling parents what school their child should attend. This is America. They ought to be able to decide for themselves."

The speaker is Lamar Alexander, our new Secretary of Education, and I think his statement encapsulates the Bush Administration's common sense approach to choice: Quite simply, people ought to be able to decide for themselves. That, of course, is the President's own view.

President Bush has also said that choice is "the catalyst for change, the fundamental reform that drives forward all others." While noting that choice has generated its share of controversy, the President also says, "But it isn't radical -- it's common sense. It rests on a principle central to democratic society: the idea that individuals are capable of making wise decisions for themselves. In education, the concept of choice recognizes that parents are the real experts on what's best for their kids."

As President Bush notes, central to democratic societies is empowering people, not bureaucracies. In American education today, however, most people -- poor people, in particular -- are denied decision-making power about where their children attend school. As the President says, "Often parents with means -- families in the mid-to-upper income brackets -- already have choice. They can send their children to private schools -- or move to districts with the strongest public schools. Poor parents don't have these choices. So let's be clear about who can benefit the most from greater freedom of choice. It's poor families who will benefit most from a healthy competition in our schools."

A system of choice empowers both educators and parents: it gives educators the opportunity to create the kind of improved and distinctive schools the President has called for across the country, and parents the ability to choose from among those schools. Good plans for school choice provide students and parents with real alternatives and allow the flexibility and parental involvement that are critical to the success of any choice plan. By so doing, they effectively empower our citizens to insist on quality schools for their children.

Children, after all, are the key. A free and productive society thrives when its people have the power to control their own lives. Empowerment is the wellspring of our free economy and of American democracy, and it can revitalize schools in the United States as well. The heart of any good choice program is freedom -- freedom to select what is best for students and their families. The opportunity to pursue academic excellence must be available to all our children, no matter what their financial circumstances.

David Kearns, the chairman of Xerox, and the President's nominee to become the Deputy Secretary of the Department of Education, notes: "To be successful, the new agenda for school reform must be driven by competition and market discipline... the objective should be clear from the outset: complete restructuring... The public schools must change if we are to survive."

How can choice improve our schools? Well, as Charles Glenn, civil rights director for the Massachusetts Department of Education, has noted, choice promotes equity "...by creating conditions which encourage schools to become more effective... by allowing schools to specialize and thus to meet the needs of some students very well rather than all students at a level of minimum adequacy, and... by increasing the influence of parents over the education of their children in a way which is largely conflict-free. We have become excited about the potential of choice for

public education." In short, choice recognizes that there is no "one best way" for everyone. Children have different needs, teachers have different approaches, parents have different philosophies. Choice allows schools to draw strength from diversity by developing different programs of study: It allows each school to excel.

The nationwide movement for educational choice continues to gain momentum even as we speak. In March, Massachusetts enacted a new statewide interdistrict open enrollment choice plan. In 1990 alone, seven states passed legislation allowing greater choice of school: Wisconsin, Colorado, Washington, Vermont, Utah, Idaho, and Kentucky. These states join five others that earlier enacted interdistrict open enrollment choice legislation: Minnesota, Arkansas, Iowa, Ohio, and Nebraska. Many states have magnet schools, postsecondary options, and other kinds of choice. Now, to give additional strength to the choice movement, President Bush is urging the Congress to allow greater Federal support for parental choice plans. The President and Secretary Alexander are proud to take the lead in promoting choice of schools.

Growing Support for Choice

Support for choice comes from across the political spectrum: Republicans and Democrats, liberals and conservatives, minorities and whites, support choice. The liberal Brookings Institution published Politics, Markets, and America's Schools, by John Chubb and Terry Moe, arguing on the basis of extensive research that choice is the kind of restructuring needed to bring about improvement in education. The conservative Heritage Foundation has also urged the need for restructuring and choice in education.

Even more importantly, popular support for school choice has continued to grow steadily. The most recent Gallup Poll on education, taken in 1990, shows that support for public school choice has increased to 72 percent among minorities (up from 67 percent a year ago), and to 62 percent for the public as a whole. And there are sound reasons for all of this: the evidence shows that when schools empower parents -- and when they empower educators as well, to create schools that parents will support with enthusiasm -- the record is impressive, especially for poor families.

Success of Choice

What's more -- choice is working. Minnesota, a pioneer in the use of interdistrict open enrollment, has shown very positive results, especially among the students most at risk. Within the first six months after Minnesota offered choice programs to at-risk students, 700 dropouts returned to high school. To make

themselves more competitive, Minnesota schools, without any top-down mandate from the state, have quadrupled the number of advance placement courses they offer students. Twenty districts have "paired up" to share resources, and 55 high schools now have agreements with colleges to have their students take courses for credit. A recent survey of students in Minnesota choice programs shows a significant increase in the aspiration of students to stay in school and go on to college.

In Massachusetts, over 80 percent of the predominately low-income and minority urban students attend school on the basis of choice, with positive results.

And those are not the only success stories. East Harlem, New York City, which is 96 percent minority, used to rank last in reading in the 32 districts in New York City. That was before East Harlem instituted a system of empowerment for parents and teachers. Now East Harlem has raised its ranking to the middle. Before choice, fewer than 15 percent of East Harlem's students were reading at their own grade level; today, 64 percent read at or above grade level. In the year before choice was introduced in East Harlem, ten students from the district won acceptance into the highly competitive New York City specialized schools; in 1989, 250 students were accepted.

The choice program in Milwaukee, Wisconsin, although just beginning, is already showing promising results. Backed by $2,500 per child in state tuition assistance, about 300 Milwaukee low-income children have made the choice to participate in the Parental Choice Program. What is education like for those children? According to a recent account in the New York Times, seven-year-old Javon Williams used to get so bored he would walk out in the middle of his overcrowded class, and nobody knew where he was. That was before the state enacted the Milwaukee Parental Choice Plan, which enables Javon's family to send him to a private (nonsectarian) school. Now, according to the Times, he is mastering his multiplication tables, has homework every night, no longer gets into fights with his classmates, and even helps clean up the classroom after school. Before choice, Javon might have become part of the 50 percent dropout rate in Milwaukee public schools, 85 percent for welfare children.

Transportation

Transportation is always an important issue in developing in a choice plan. As a matter of equity, low-income students, particularly, will require assistance with transportation. Minnesota, which has the country's largest interdistrict public school choice program, provides low-income students who attend school in other districts free transportation the whole way;

other students receive free transportation within the receiving district only. Other states have adopted similar transportation plans.

Of course, the purpose of educational choice is not to make children travel long distances. Ideally, a choice plan will stimulate schools to create attractive offerings that are accessible to the children; schools will come to children rather than forcing children to go to schools, thereby reducing the need for transportation. If educators have the ability to create new and improved schools and parents have the right to select from among those schools, an environment will be created in which educational entrepreneurs will be able to bring alternatives closer to where students live, minimizing the need for them to travel in order to exercise choice. When schools come to the students, then there is less need for students to have to go to schools long distances from their homes.

Creating New Choices

There are a number of ways that attractive alternatives can be made available to students without requiring extensive new transportation. Following are a number of ideas that are being implemented or considered today. First, a district can create two or more schools within the same building, where large public schools are converted to "schools-within-schools," with each school having a distinctive educational approach, thereby giving students a variety of choices within the same building, and, if the new mini-schools meets their needs, they won't need to travel elsewhere. This is being done very successfully in East Harlem and other places. One large school in East Harlem was closed down and reopened as five separate schools, all within the same building, one on each floor.

Second, rural districts can pool their resources to make offerings more accessible to students. For example, they can share language teachers, or cooperate on technology ventures, and thereby bring choices to the students rather than requiring students to travel to other schools. The interdistrict choice plan in Minnesota has had the effect of encouraging this beneficial reform. Third, educators can use technology to make greater choice possible. By importing instruction into any classroom via fiber-optic cables, etc., choice can be expanded without additional travel. Lewis Perelman of the Hudson Institute argues that "techno-choice," as he calls it, can give any child in the country access to the best teachers in the country, without raising overall costs. Fourth, parents can be

permitted to enroll their children in schools close to where the parents work (or even in the building where the parents work). This is being done in Miami. This arrangement allows parents to spend the time they drive back and forth with their children, and it allows the parents to be move involved during the day with their children's schools. It also reduces the need for public schools to provide transportation.

Fifth, teachers and nonprofit organizations can be chartered to open their own schools. This "charter school" concept is being discussed in Minnesota and elsewhere. Under it, new schools could be created close to where students live. Sixth, private schools can be included in the choice plan. If private schools are included, children will have access to more schools that are located close by (or can be opened close by) where they live. For example, under the new Milwaukee Parental Choice Plan, low-income (mostly minority) children who used to be assigned to schools across the city are now able to attend schools closer to home, because they now have access to the private schools in their neighborhood.

Finally, in situation where students live in districts where they travel long distances to their assigned schools, even though they live closer to other schools across district lines, interdistrict choice will allow them to attend closer schools. In Minnesota, some students used to have to travel many miles to their district high school, even though they lived just a few blocks (but across a district line) from another high school which they preferred. When they were allowed to choose the closer (but nonresident) school, they were able to walk to school.

Priority for the President

President Bush continues to make school choice an important part of his domestic agenda of empowering families. The focus of the Administration's efforts to promote choice in education is the new Center for Choice in Education, which functions within the Department of Education as a resource for information and assistance on choice. The Center's services include a toll-free Choice Hotline (1-800-442-PICK).

The President, in addition to his innovative proposal for directing Federal education assistance to the children themselves, also has proposed, as part of his budget for 1992, a $200 million program to give incentives to school districts that have qualified parental choice programs, and a $30 million fund to support state and local efforts to determine how best to implement choice. In sum, this President wants to put his money where his mouth is. He is convinced that real reform in our educational system through school choice and greater local

control and flexibility is the best way to improve our schools. That is why our "America 2000" agenda puts the primary focus, responsibility, and challenge in the thousands of local communities around our nation. That is where change will occur, and that is where the President and Secretary Alexander want to drive their efforts -- with the strong support of America's business community as well.

My purpose today is not to prescribe a particular solution to all the educational challenges we face, but to share with you the Administration's views regarding an initiative that is bringing about important changes throughout the country. I hope you will give educational choice serious consideration at the top of the public policy agenda -- where the quality of our schools is concerning there is no more important issue before the American people.

Thank you.

Numbers Game

The educational lobby demands more money for schools. But a study of the nation's largest public school system reveals that less than a third of what we already spend ever reaches the classroom.

1988-89 NYC High Schools Per Pupil $ 6,107
Overhead, bureaucracy — 4,135
Classroom — 1,972

Parkinson's Law 101

By Dana Wechsler

MANY PEOPLE STILL think the quality crisis in U.S. public education can be dealt with by throwing more money at schools. A lot of well-meaning people accept this argument. On closer examination, it just doesn't hold up.

The spend-more-to-educate-better argument received yet another factual setback with the release of a recent study analyzing where New York City's public high school spending goes. In 1988-89 less than a third of it reached the classroom.

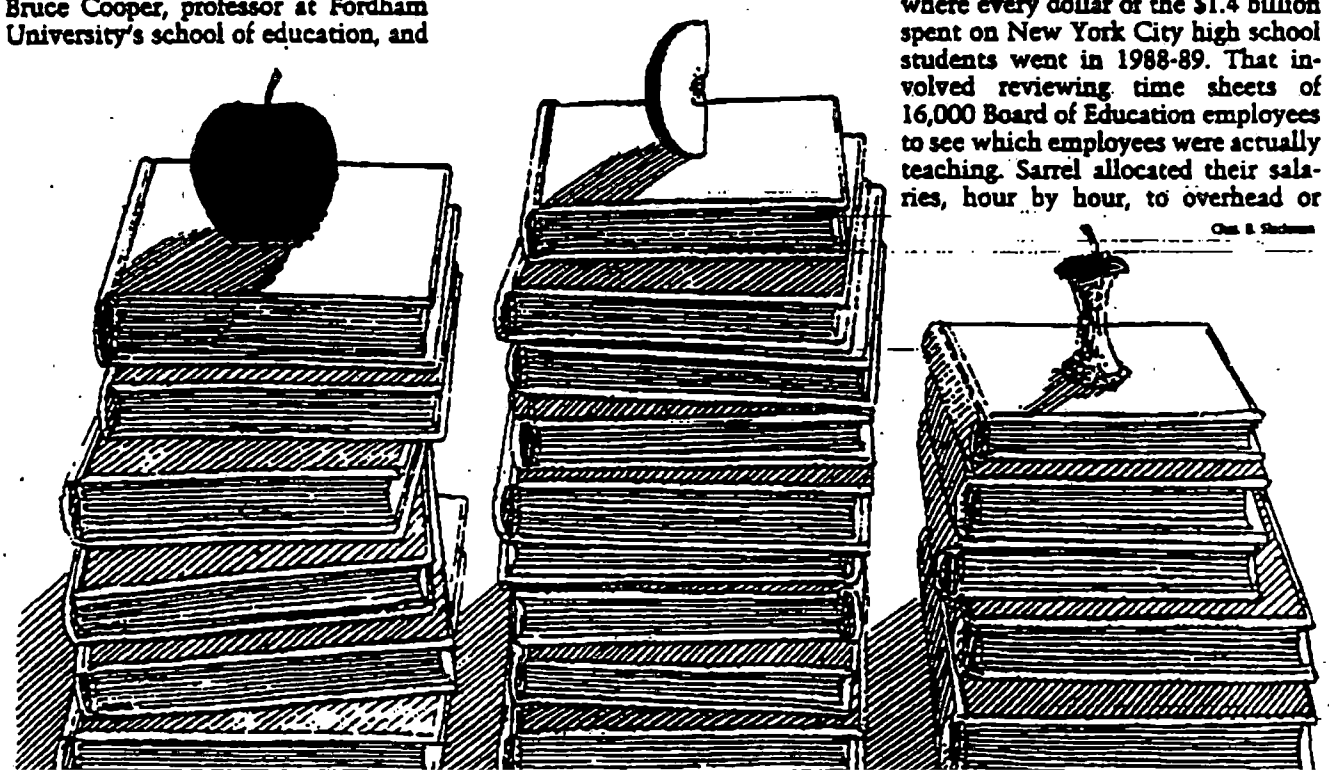
The study was the brainchild of Bruce Cooper, professor at Fordham University's school of education, and his student, Robert Sarrel. Sarrel was then budget director of the New York City Board of Education's high school division. The results would not have surprised C. Northcote Parkinson, whose Parkinson's Law, promulgated in the Fifties, says that work expands to fill the time available for its completion and that administrators make work for one another.

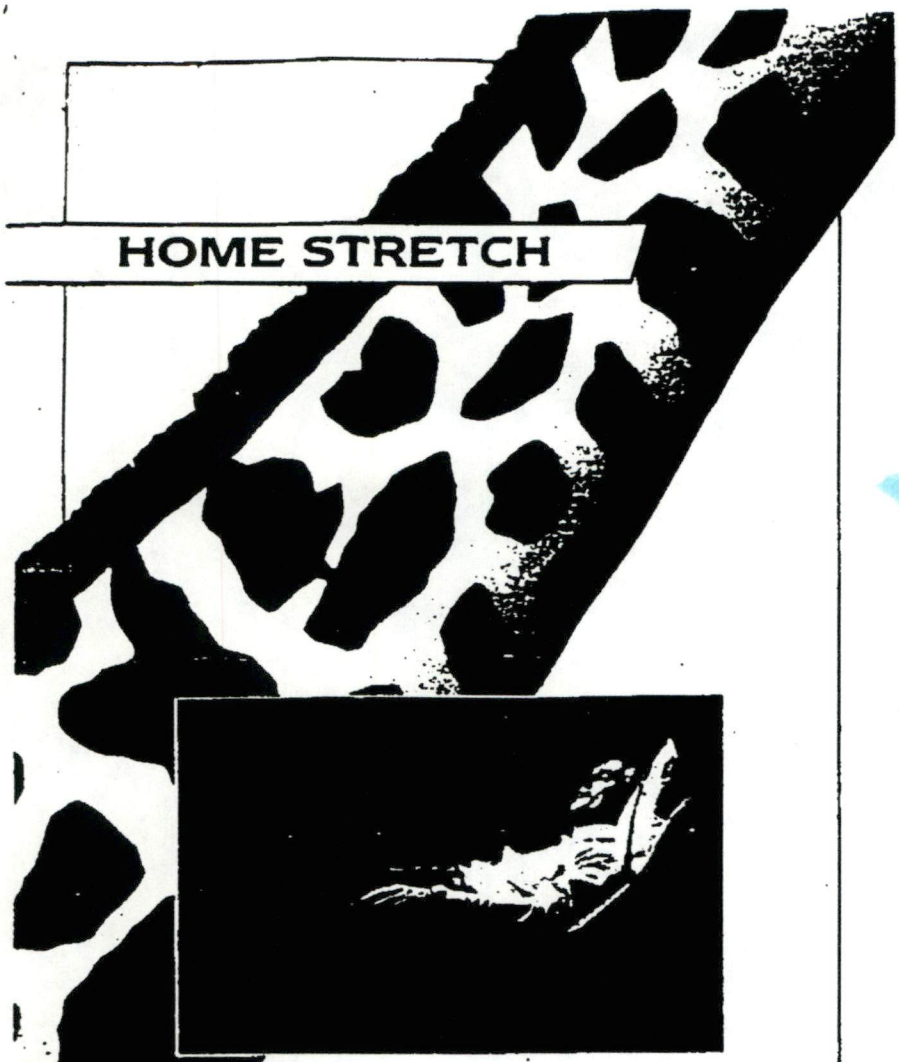
In 1987-88, according to the Department of Education, the nation spent $157 billion on public elementary and secondary education, of which 62% was spent on "instruction" and the rest on various forms of support and overhead—administrators, maintenance crews, librarians and the like.

Professor Cooper suspected that the situation was even worse—and his suspicions were confirmed.

The actual work on the study was done by Sarrel as his dissertation for Fordham's doctoral program. Cooper was Sarrel's dissertation adviser. Sarrel knew his way around the New York City education bureaucracy and could decipher computer printouts detailing spending on everything from pencils to pensions. Here was the perfect person to cut through the mass of education statistics and get right at the facts.

Sarrel's dissertation catalogued where every dollar of the $1.4 billion spent on New York City high school students went in 1988-89. That involved reviewing time sheets of 16,000 Board of Education employees to see which employees were actually teaching. Sarrel allocated their salaries, hour by hour, to overhead or





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classroom activities.

Here's what he found: New York City spent $6,107 per high school student in 1988-89. Overhead (nonclassroom services) ate up $4,135 of that, leaving only $1,972, less than a third, for the classroom.

Let's get more specific. The $6,107 per high school student came from city, state and federal funding, and was the total amount that the New York City Board of Education got to spend. (This excludes federal funds for special education programs.) Much of that money stayed in the board's own eight buildings, which house a staff of over 4,000 and are colloquially referred to as 110 Livingston Street, the address of the large main building in Brooklyn.

What do all these people do? Some departments run school bus programs and assign security guards. There is an office of public affairs (60 people) and an office of strategic planning (161 people). All in all, 110 Livingston Street's salaries and programs absorbed $2,969 per student, almost half of the total funding.

"What's the best way to spend $6,000 per student? Is it giving it to the guy who says, 'I'll see to it that $2,000 of it goes to the students?' "

After the central bureaucracy took its cut, New York City's high school division got $3,138 per student. This bureaucracy is fairly frugal compared with the central board, but it is still bureaucracy. It spent $133 per student on overhead and passed the remaining $3,005 per student on to the schools.

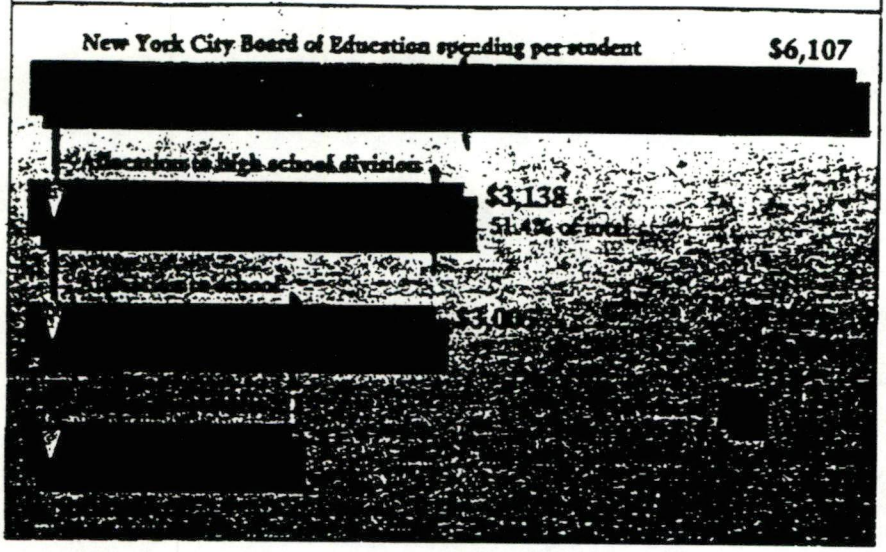
So the city actually did spend a bit more than $3,000 per pupil on actual teaching! Oh, no. There are yet more layers of bureaucracy. Aside from certain guidelines, like limits on class size, each high school principal can spend the money as he wishes—on classroom or nonclassroom items. Classroom items include the salaries of teachers and teachers' aides (for the portion of their time spent in the classroom), textbooks, other equipment and supplies. Nonclassroom items include the salaries of the support staff and the individual school's own bureaucracy.

A typical New York City high school with 2,500 students might have an administrative staff of 1 principal, 9 assistant principals, 18 school aides who distribute books and do clerical jobs, a stock handler, a group of about 30 teachers spending part of

10-10-91 12:46PM P14

Where education dollars go

More than two-thirds of New York City's spending to educate public high school students was eaten up by bureaucrats' salaries and other nonclassroom expenses, according to one study. Is this division of the pie typical?



curriculum planning or academic counseling, and 8 to 10 secretaries. On average, New York City's high schools spent $1,033 per student on nonclassroom expenses.

That left $1,972 per high school student for classroom expenses. In short, more than two-thirds of the educational spending never reached the classroom.

"The findings are absolutely staggering," says Chester Finn, former assistant secretary of education under Reagan. "I wonder how many other school systems this applies to."

Many others, most likely. Teachers' salaries in public schools nationwide rose a modest 24% during the 1980s—much below inflation—while overhead spending rose 110%—much above inflation. The more the nation spent on education, the more bloated the educational bureaucracy became and the less proportionately reached the classroom.

As a percent of operating budgets, teacher salaries have been declining for decades. Teachers were 70% of all adults in the school system in 1949-50, but by latest count they were down to 53%.

Not all the blame attaches to bureaucratic bloat. Schools operate within a society, and the problems of society have influenced the mix of educational spending. The overhead portion of New York City's spending includes salaries for bus drivers and security guards. A few decades ago schools did not need security guards. walk to school.

But one cannot minimize the impact of Parkinson's Law on educational spending. Compare the New York City public high schools with parochial schools. For example, the Archdiocese of New York's Catholic schools had 111,000 students last year, nearly one-ninth as many as the public schools. The entire staff of the parochial schools' central board: 33 people.

In 1988-89 Catholic high schools nationwide spent an average of $3,000 per student, less than half as much as New York City's public high schools. But, according to Thomas Vitullo-Martin, a New York-based education policy consultant, they spent at least 50% of that in the classroom.

Most honest observers would concede that despite the leaner budgets, the parochial schools as a group do a better job of educating people than the public schools do.

"Their very poverty forces them to focus on fundamentals," explains Vitullo-Martin, speaking about Catholic schools. Catholic-school students score higher than public school students in reading, science and math.

The comparison makes public school administrators bristle. "They have advantages over us," objects Patricia Black, superintendent for high schools for New York City's borough of Manhattan. "We say, give me your tired, your poor. They reject the behavior problems and send

every year I got their lovely rejects, like pregnant girls."

Pregnant girls and incorrigibles certainly do burden the public school systems, but to write off the differences in Catholic and public school spending so easily would be to miss out on some important lessons. The Catholic schools also get by with less overhead spending because funding and decision making take place at the school level. Rather than from a central office, most of the money comes from tuition and fund raising by individual schools. Performance standards are set by shared values, not top-down controls. If the schools don't perform well, the market sees to it that they fail.

Say a high school wants to hire an extra security guard. At a Catholic school, the principal simply hires one. At a public school, it's much more complicated.

Here's how it might work: The principal fills out a request form, and the superintendent of high schools for the region approves it. The form is sent to the central Board of Education, where a budget officer verifies that funds are available and passes the request on to the director of school safety and security. Someone in the high school division transfers the money to school safety and security, which then assigns the guard to the school and pays him. Phew.

Some public school administrators, including New York City Public Schools Chancellor Joseph Fernandez, are trying to pare down the central bureaucracy. In London, in part because of the same problem of bloat, the entire central board of education was closed down in April, shifting jobs to the district offices, which have begun reducing the bureaucracy. In Chicago, where the number of bureaucrats per student had grown steadily throughout the 1980s, a major experiment was launched last year, shifting some control of the schools from the central board to local school councils. Over $40 million was cut from the central board's budget.

But these are halfway measures. In an era when socialism is being rejected almost everywhere, it is ironic that the U.S. government continues to pour the bulk of its $157 billion a year of elementary and secondary school education spending into a rigid, state-run, essentially socialistic structure. Education consultant Vitullo-Martin asks: "What's the best way to spend $6,000 per student? Is it giving it to the guy who says, 'Hey, give it to me

CHICAGO DEFENDER - Wednesday,

05.08.91 11:35 AM *DE OSRR Chicago P04

Split-decision on school voucher system proposal

by Tara Locke

Reactions were mixed as to whether the Chicago Public Schools would benefit from the voucher system, which, in effect, could create two tiers of educational standards, according to a *Chicago Defender* poll.

Nearly two-thirds of respondents believe the voucher system should be given a trial run in the Chicago Public School system, before it is totally dismissed.

Young

Some respondents said it has the possibility of becoming the solution to the financial problems of the public school system, which faces a $315 million shortfall next year.

Almost 70 percent of those polled noted it would not hurt to try the system despite the outcry from many political movers and shakers such a system would not necessarily hurt any children's chances for a good education.

Nearly 30 percent of those polled said the voucher system would only hurt the more economically distressed communities throughout Chicago.

Several respondents, however, stated those residents have to worry about paying rent and purchasing food for their families before the parents can entertain the thought of school needs.

Opinion Poll

The poll comes in the wake of a suggestion by Mayor Richard M. Daley that a voucher system may be the answer to the lingering problems experienced by the Board of Education.

He added, "'Standard' solutions will not solve the critical problems of Chicago's system nor a quick infusion of cash.

"Dramatic ideas, such as voucher programs," stated Daley, could very well become a reality if the public schools do not shape up."

However, many minority leaders were outraged at the notion of even initiating such a voucher program.

"I am bitterly opposed to the voucher system because I think this is a move to privatize the school system to the detriment of the poor kids all over this country," commented U.S. Rep. Charles A. Hayes (1).

Aldermen Bobby Rush (2) and Jesus Garcia (22) are severely opposed to the voucher system as well.

Rush said, "This is going to be detrimental to the citizens and school students." Garcia chose to lead the fight if such a voucher system is proposed.

Edward Young, one of the persons polled, said, "I don't see how trying the system could hurt. Nothing else seems to be working and something must be done to save the school system."

Cornell Colvin said: "The money will be available to the financially

Albritton

stricken school system if the voucher system is put in place and that is what is needed."

A Mr. Simmons noted, "I don't know if such a system would work. The voucher will only help so much and that won't help too many people in our community."

According to James Albritton, it will split the school system down the middle: "A voucher system will not only split the system, it will help finance the cost of private education while subsidizing public education and separating 'the haves from the have nots.'"

Bill –
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given a
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TUESDAY, FEBRUARY 12, 1991 Wall St. Journal

A School System That Works

By Peter M. Flanigan

New York City is in danger of losing one of its more valuable resources. The 140 inner-city schools of the Roman Catholic Archdiocese of New York, which educate 50,000 disadvantaged youngsters a year, many of them non-Catholic, face closure unless the Archdiocese is successful in its recently announced campaign to raise $100 million for them. Wholesale closings of inner-city Catholic schools have already taken place in Chicago, Pittsburgh and Detroit, and are threatened in other cities that can ill afford to lose them.

The Catholics and non-Catholics who will be asked for contributions toward the $100 million needed to save New York's Catholic schools may well reply, "Why bother? We have a public school system that I already support with my tax dollars. Why should I give to a private school system that serves the same kids in the same neighborhood?" Fair question. Why not let New York's public schools do the job for which they receive an annual budget of $6 billion?

Top 25%

The answer lies in the difference in the educational results the two systems obtain. The public system does well with the top 25% of its students. Magnet schools like the Bronx School of Science are every bit as good as the best high schools in the country. They have low drop-out rates and a fine record of sending graduates to competitive colleges and universities. But the inner city "zoned" high schools—the schools to which average and below average kids are assigned are an entirely different story.

In many of these schools only one-quarter of entering students graduate on time, and many of those who do graduate read and write far below grade level. Those who do not graduate run a high risk of being marginalized, unable to compete in today's complex workplace. Time and again, leading New York corporations have agreed to provide jobs for all qualified graduates of a given inner-city high school, only to find a majority of those graduates unable to perform simple entry level jobs.

In contrast, 95% of the students entering the Archdiocese's high schools graduate on schedule, and four out of five of those graduates go on to post-secondary education. Those who find these comparative results difficult to accept often claim that the basis for comparison is unfair—that the Catholic students come from intact homes, with parents sufficiently interested in education to pay the modest tuition required. But a massive nation-wide study published by the Brookings Institute last spring, which factored out differences in family and economic backgrounds, published a study of New York inner-city high schools, primarily public and Catholic, and its findings echoed those of Brookings. The study compared children from single parent poverty-level families in Catholic high schools with their peers in zone public high schools, and the difference in results are equally impressive. Only one-sixth of the students entering the zoned public high schools in the Rand study, clearly the most talented students, took the SATs in their senior year. That top one-sixth earned an average combined score of 632 points out of a possible 1600. *Three-quarters* of comparable students in the Catholic high schools took the SATs. They earned a combined score of 804. While the Catholic school students average score may not be impressive in itself, the dramatic difference in the proportion of the classes taking the tests clearly demonstrates the academic superiority of one inner-city school system over the other.

I can support the claims of Brookings and Rand from personal experience. I have worked for the past five years with two programs that sponsor average and below average inner-city students, one in Catholic high schools and one in zoned public high schools. These students' backgrounds are similar in every way. The difference in results is due entirely to the difference in schools.

New York's public school system supports more than 7,000 bureaucrats; the Catholic system employs fewer than 35 people in its central office.

What makes the differences even more startling is that the Catholic school system is so much less expensive than the public system. The public schools serve about 900,000 students from pre-kindergarten through high school, at a cost of $6,700 per student, about twice the cost per student in the Catholic schools. There are many reasons for the cost difference, and one of them is, as defenders of the public system point out, that Catholic school teachers get smaller salaries than their public counterparts. But another, less often mentioned, is that the public system supports more than 7,000 bureaucrats in its headquarters and Community School Districts; the Catholic system employs fewer than 35 people in its central office.

The Archdiocesan school system was created to integrate newly arrived immigrants, Irish, Italians, Poles, into American districts, which two generations ago educated children of Italian background now has an almost entirely black and Hispanic student body. And for its solid education it charges $1,000 a year tuition, though the cost of that education is $2,000. The difference is made up by contributions, either directly to the school or through the Archdiocese.

Cardinal Hayes High School on the Grand Concourse in the Bronx was solidly Irish two generations ago. Today it too has an almost wholly black and Hispanic student body. Yet three quarters of its Student/Sponsor Partnership graduates went on to college last year, two of them to Colgate, and one to Trinity. The tuition at Cardinal Hayes is $2,100; the actual cost per student is about $3,500.

Among the most fundamental explanations of the achievements of the Archdiocesan system is that it is based on educational choice. The principal has chosen to be at his or her school, and has chosen the school's educational program and faculty. Each teacher has chosen to work at that particular school. Each student has chosen to study there. Everyone involved in the enterprise has "bought into" it, has become involved by choice. In the zoned inner-city school, the principal is assigned to the school, the curriculum is determined in detail by the central bureaucracy, the teachers are assigned and finally the students are required by law to attend. Nobody has "bought into" such a school—nobody has made a choice. Every aspect of the school is dictated from above. The New York City school system is like the Soviet economy, where everything is also dictated from above, and both are failures.

Minority Families

So why should New Yorkers respond to the campaign to keep the 140 inner-city Catholic schools open? Because the gap between what single-parent, minority, poverty-level families can pay for their childrens' education, and what it costs the archdiocese to provide it, has grown beyond the archdiocese's capacity to fill.

Unless those families get help with that tuition, either by contributions or vouchers, many of these schools will close. And if these schools close, all of their students will be returned to the public school system. They will add costs that the city cannot afford to meet. The workforce able to function in today's world and available to the City's employers will shrink even further. A yardstick by which to measure the job being done by the public schools will be lost. And most important, many kids will lose their only opportunity to learn their way out of poverty and into the American dream.

NEWS RELEASE

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

Public Relations Office

FOR IMMEDIATE RELEASE
October 26, 1990

CONTACT: Barbara Keebler
or Marianne Rosica-Brand
(202) 337-6232

NEW HIGH SCHOOL STUDY BY RAND APPLAUDED BY CATHOLIC EDUCATORS

WASHINGTON, D.C. -- A new study on U.S. high schools by the Rand Corporation has received applause -- with a caveat -- from Catholic educational leaders who find the conclusions about the academic success of Catholic schools strong but the support for educational choice weak.

"The report clearly holds up Catholic high schools as models," said Michael Guerra, executive director of the Secondary Schools Department of the National Catholic Educational Association (NCEA), which represents 200,000 Catholic educators. "At the same time, in the study's conclusions and recommendations, the authors fail to make a strong case for parental choice in education which is a key factor in the success of our schools."

According to an executive summary published by the non-profit Rand Corporation, the study "analyzes big-city high schools: how they function and how the education of low-income minority youth in these high schools can be improved." The research, which was conducted with the organization's own funds, compares neighborhood public high schools, special public magnet schools and Catholic high schools and "identifies school features that motivate low-income children to learn."

Rand found that the Catholic and magnet high schools have clear missions linked to "student outcomes" (as opposed to public schools seeking to deliver programs and follow procedures) and that they are strong organizations "with a capacity to initiate action...solve their own problems

and manage their external relationships."

Rand concludes that Catholic and magnet schools "are probably the best form of school for the vast majority of students now served by New York City's zoned comprehensive high schools."

SAT SCORES

Mr. Guerra said that some of the most revealing data tracking the academic excellence of Catholic schools can be found in the report's comparison of the SAT scores of graduating seniors.

The report compares the achievements of students in neighborhood and magnet public schools with students in the New York City Student-Sponsor Partnership, a program which pays tuition in inner-city Catholic high schools for New York City students from disadvantaged environments.

"The results are remarkable, and they underscore the study's conclusion that some schools can make a difference in the lives of these students," said Mr. Guerra. Catholic partnership students, most of whom are black or Puerto Rican and non-Catholic, averaged 803 on the SATs, while comparable students in the neighborhood public schools scored 642 on the SATs and those in the magnet public schools scored 715, according to the Rand report.

Percentage Graduating

The graduation rates for the partnership students in Catholic schools, most of whom come from single-parent families, and had poor academic records before coming to Catholic high school, are also encouraging, added the NCEA executive. Eighty-two percent of these students graduate, compared to 55 percent in neighborhood public schools. The graduation rate for all Catholic students in the study is 95 percent and, for magnet schools, 66 percent.

"The 27 percent spread between the Catholic partnership students and

those students in neighborhood schools is a tremendous statement about the benefits of Catholic schooling," said Mr. Guerra. "Stripped of any questions about the advantages of selectivity or environment in determining student outcomes, these partnership students beat the odds when given the advantage of the values-based Catholic school," he added.

Mr. Guerra said that providing similar opportunities for all students was linked to support for educational choice.

"The extraordinary success of the Catholic partnership students was possible only because private philanthropy enabled poor families to choose Catholic schools," said Mr. Guerra. "While we are pleased that the Rand research identifies Catholic schools as models for our colleagues in public education, public support for the right of all parents to choose the school that works best for their child should be a fundamental conclusion of this study."

NCEA is the largest private, professional education association in the world. Founded in 1904, the association's membership represents more than 200,000 educators serving 7.6 million students in Catholic education at all levels, including preschool, elementary and secondary schools, colleges and universities, seminaries and religious education programs.

-30-

Comparative SAT Scores of Graduating Seniors in Zoned, Special-Purpose, and Catholic Schools, 1990

Schools	Percentage Graduating	Percentage Taking SAT	Average Combined SAT Score	Percentage Above Mean for Blacks[a]
Zoned public[b]	55	33	642	<30
Special public[b,c]	66	>50	715	>40
Catholic Partnership students[d]	82	85	803	>60
All Catholic school students[d]	95	85	815	>60

[a] Estimates of the proportion of students in each school scoring above the mean for black students are calculated from national SAT norms provided by the Educatonal Testing Service.

[b] The New York City Board of Education provided the data.

[c] The data do not include seniors in special-purpose public schools for students who had failed in zoned schools. The excluded students tend to be older and more troubled than the average zoned-school students and to come from lower-income environments. They graduate at near the average rate for zoned-school students, but are unlikely to aspire to four-year college.

[d] Individual schools and the Partnership Program Office provided the data.

Source: *High Schools with Character: Executive Summary*; Paul T. Hill, Gail E. Foster, Tamar Gendler; Summary of RAND Report, 1990).

Highlights of Daley talk

Excerpts from Mayor Daley's inaugural address Monday at Navy Pier:

From crime and drugs on our streets, to failure in our schools, to economic decay, cities everywhere are under siege. And Chicago is not immune.

But my greatest concern is not the problems we face. It's our willingness to confront them. . . . Our problems are more complex, and our financial resources more limited, than at any time in recent history.

• • •

We should never forget that our mission is to serve people, not to perpetuate needless bureaucracy. That lesson is important, not just for city government, but for the local agencies beyond our direct control who, too often, seem unaccountable . . .

My goal in the next four years is to mold a government that is smaller in size, but greater in performance.

And those who manage our schools, our parks and our transit system must do the same, or these vital services will collapse under the weight of their financial problems.

As for the city departments—which are under my control—I'll continue to search for every available avenue to save money and improve services.

• • •

Now that we've freed Kuwait, it's time we bring the same level of commitment to the liberation of Lawndale and Pilsen and every community that today is held hostage to drug-related crime.

And we also have to liberate ourselves from the power of the national gun lobby . . .

With blood running in America's streets, it's time to seriously consider a total ban on the manufacture and sale of handguns in this country.

It's a drastic measure. But with handguns becoming a leading cause of death in our communities, we need drastic action.

• • •

With each passing year, thousands more young Chicagoans are doomed to a life of ignorance and failure.

Many are not being equipped with the skills and training they need to win and hold the jobs of the future. They are being warehoused and forgotten; often in schools that are crumbling.

So the call for new money to sustain what many see as the same old system simply will not fly.

The people of Chicago are frustrated. The General Assembly is skeptical. The pace of real reform has been too slow.

The school bureaucracy still stands in the way of change, rather than leading it. And the current financial crisis threatens to trigger another round of doubt and finger-pointing . . .

Some cities are experimenting with even more dramatic ideas, such as voucher programs, to upgrade their schools. And if we can't break the stranglehold of bureaucracy and School Board politics in Chicago, we may have to take that next step.

• • •

Let's unite as a city behind essential building blocks such as the new [Southeast Side] airport, the McCormick Place expansion and downtown circulator . . .

More than a century ago, Chicagoans rebuilt this city from ashes and rubble. Faced with disaster, Chicago emerged stronger than ever, thanks to a determined people.

Today, the danger is not a great fire, but indifference and conventional thinking in the face of changing times.

We can either rise to the challenge of these times, or be engulfed—not by flames, but by decay, despair and defeat.

But Daley would hear other tion, I have to stand in *that line*?"

Maybe the guy should have another $350. That

CHICAGO SUN-TIMES, May 8, 1991 P- 12

7.

Daley adds limit to school voucher plan

By Fran Spielman
and Maribeth Vander Weele
Staff Writers

Mayor Daley on Tuesday took a step back from his proposal for a school voucher system and said he envisions a program that allows freedom of choice within the public schools.

Under fire from aldermen and school officials for suggesting public subsidies for private school tuition, Daley backed off and talked about ... a "voucher system" confined to the public schools akin to open enrollment.

Mayor Daley

The concept outlined by the mayor Tuesday would free parents to send their children to any public school in Chicago instead of being limited to neighborhood or magnet schools.

Daley said the increased competition would force city schools to shape up to attract students or risk being closed because of a shortage of enrollment. Schools would receive federal and state funding based on the number of students they attract, under the plan.

The mayor did not explain how schools with an overabundance of applicants would decide which ones to admit. Magnet schools and other public school academies currently hold lotteries among qualified students.

"We're talking about a voucher system within the public school system. You select the school you want to go to because it has the best principal and the best education," Daley said.

"I think they should look at it. You're really shaking up the whole idea of education in this country and there's nothing wrong with that. The competition brings out the best. That's why you have sports teams. We should have competition. A classroom is competition. Life is competition."

Of Chicago's 601 public schools, 409 have some sort of program that accepts children from outside their neighborhood attendance area, said Patricia A. Helbig, director of the school system's Options for Knowledge program.

The school reform act requires open enrollment for all schools by September, 1991, but the School Board is just now assembling a committee to study how to meet that goal, she said.

The board currently has 115,000 of about 409,000 students who participate in the programs, which range from magnet schools to community academies, both of which offer special curricula.

Magnet schools take into consideration the race of the student applying for the program, based on desegregation decrees. Only gifted programs take into consideration the academic abilities of the child.

"There's been a lot of work and effort put into implementing school reform. There's a commitment on the part of the superintendent to improve or assist all schools in providing enriched opportunities for all students, but the plan itself has yet to be established," Helbig said.

Asked about Daley's remarks, Helbig said, "I don't understand the concept [of vouchers within the system]. As it stands now, the child who, for instance, maybe lives in Cabrini-Green and Mom takes advantage of enrolling her son in Belding Elementary School—that money for that child—free lunch count and Chapter One—follows that child to the school."

The mayor raised the possibility of a Chicago voucher system during Monday's inaugural address after lambasting the Board of Education for "standing in the way of change."

Noting that other cities are experimenting with "dramatic ideas" such as vouchers, Daley warned, "If we can't break the stranglehold of bureaucracy and School Board politics in Chicago, we may have to take that next step."

The mayor's inaugural bombshell drew opposition from aldermen and school officials who fear that vouchers applicable toward private school tuition would leave the public schools with only poor, underachieving students.

Ald. Patrick O'Connor (40th), the City Council Education Committee chairman who reacted coolly to Daley's initial suggestion, was relieved to learn that the mayor envisioned a program confined to the public schools.

"If we're talking about just expanding the current options program, that would be a great idea," said O'Connor, a Daley ally. "It's important for people to have choices among public schools that are producing better than those that are not. It will spur those schools on to either improve or face the loss of their student body and ultimately face closure."

However, James Deanes, president of the Parent Community Council, a school reform advocacy group, branded the mayor's open enrollment idea a "flight from reality."

He said, "If 20 schools in a neighborhood were considered bad and two were considered good, everybody would decide to send their children to the good schools and the buildings would not be able to accommodate the influx of students." Principals whose performances are judged, in part, on student performance would admit applicants with the highest test scores, Deanes said, exacerbating what is already a "two-tiered" public school system.

05-08-91 10:29AM P02/**

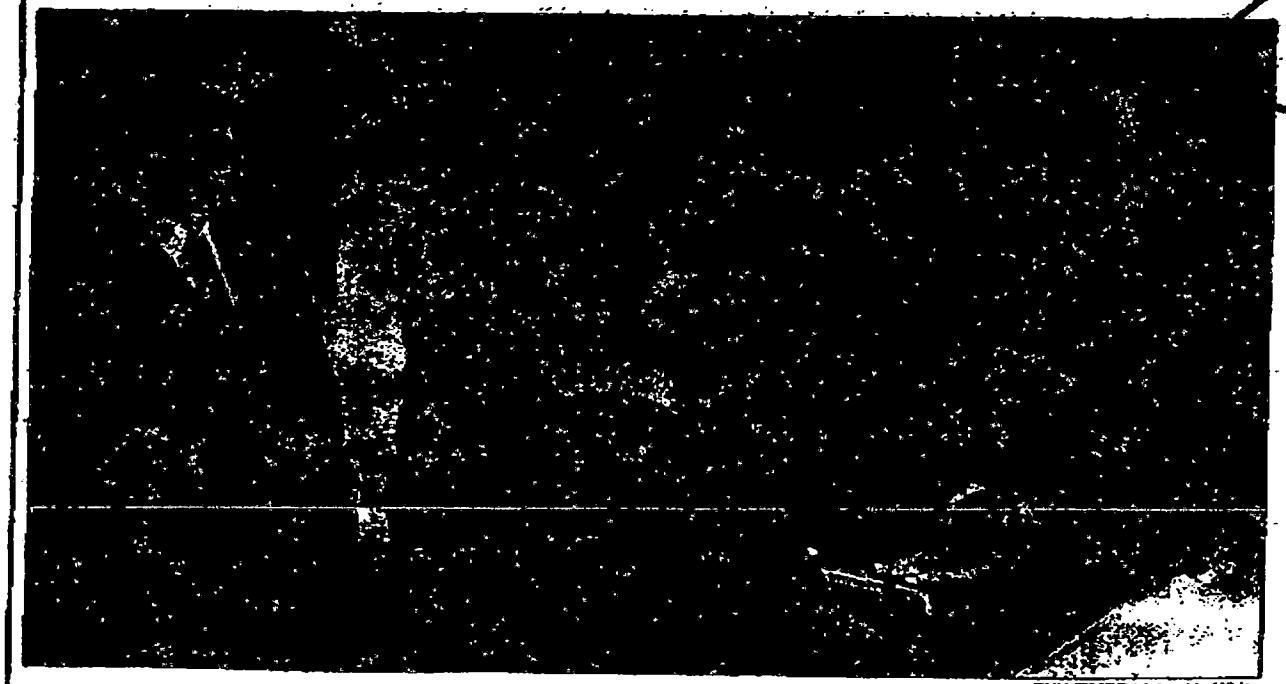
P04/**

Chicago Sun-Times

MER Pages 2, 58 TUESDAY, MAY 7, 1991 5★ Sports Final

05-08-91 10:31AM

Daley demands school reforms



SUN-TIMES/John H. White

Judge Abraham Lincoln Marovitz (back to camera) elicits grins from Mayor Daley and family before Daley took the oath of office Monday at Navy Pier. The Daley family includes (from left) son Patrick, 15; daughter Nora, 17, and wife Maggie. Daughter Elizabeth, 7, is hidden by Marovitz.

Mayor raises voucher threat

By Fran Spielman and Ray Long
Staff Writers

Mayor Daley, in his inaugural address Monday, accused the Board of Education of standing "in the way of change" and warned of a school voucher system "if we can't break the stranglehold of bureaucracy and politics."

At Navy Pier swearing-in ceremonies that included City Clerk Walter S. Kozubowski, Treasurer Miriam Santos and the 50 aldermen, Daley launched his second term with a blistering indictment of the school system.

Full coverage, Pages 4, 5.

And the mayor said it was time for Congress to "seriously consid-

Turn to Page 4

1986-90% ↑ US exp to:

world	73%.
EC	87%.
Taiwan	122%.
Singapore	138%.
Hong Kong	126%.
S. Korea	144%.
Japan	82%.
Germany	80%.

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91 MAY 8 P12:28

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HAMPTON, VIRGINIA 23668
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DATE: 5/6/91

TO: PEGGY DOOLEY WHITE HOUSE RESEARCH

FROM: TIM ALSTON, CONSULTANT, HU

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CALL (804) 727-5384 or FAX (804) 727-5084

MESSAGE:

48 HU Army ROTC grads served in Operation Desert Storm. Call if names needed.

Tim

Student Reported Information

Source by Survey

Grad Schools Cited

ODU
Radford
SUNY
Carnegie Mellon
HARVARD U
HAMPTON U
Rutgers U
Howard U
U of Md
Temple U
Columbia U. (Teachers Coll.)
Atlanta U.
Albany State
Univ of GA.
Bowie State U
U. of Mich. Ann Arbor
Mich. State U.
U. of Rich
U. of DETROIT
Clemson
Boston U.
NYU
Northwestern U
Coll. of New Rochelle
Univ of VA.
Univ of Miami Law School
PENN State
Univ of Delaware
NCCU
U. of Miami
W & M

Places of Employment Cited

ABC News Network
AT&T
CHUBB
Am Red Cross
Md Utility Co
Aetna Ins.
RADnor Corp
Self-Employed
Johnson & Johnson
Red Lobster
IBM
Zerox
G E Auto Space Div
NASA
NAACP Legal Defense Div
MCI
Dun & Bradstreet
GSA
Phillip Morris, N.J.
Westinghouse
First Fidelity Bank
Coopers & Lybrand
Bd of Ed = Md, VA. N.J. N.Y. GA. D.C. S.C. PA. MA. MI, CT. FL. CA
Sentara - Norfolk/Hamp Hosp.
VA Hosp - VA. N.J. N.Y.
LI Univ Hosp.
Military
Panasonic Dealership, N.J.
Independence Mortgage Corp.
Parsons Child & FAM. Cntr. N.Y.
State University Systems: (N.Y. N.J. GA. PA. MA. D.C., S.C. Md.
NEWSPAPER - Duluth, GA.
U.S. Government agencies
Airlines

Places of Employment Cited. Con't..

Minority Owned Constr. Co. N.Y.; VA
NY Life Ins. Co
Int'l Co. Geneva Switzld.
Canon Co. - advertising
CIBA-Geigy Pharmaceutical
Memorial Sloan Kettering
Providence Hosp. D.C.
Shoreman Hosp. N.J.
Carolina Medical Center
N.C. Mutual Ins.
Woodward & Lothrop - Mgmt
Time Life Books, Inc.
Research Triangle Pk, N.C.

Executive Memorandum

RUSH!

The Heritage Foundation 214 Massachusetts Avenue N.E. Washington, D.C. 20002-4999 (202) 546-4400

4/9/91 Number 299

CONGRESS VS. MINORITIES
THE NEW DAVIS-BACON RULES

The Department of Labor wants to create job opportunities for tens of thousands of American workers, many of whom are minority, poor, or unskilled. The Department plans to do this by expanding the use of helpers on federal construction projects regulated by the 1931 Davis-Bacon Act. Yet Congress is attempting to block these efforts. To protect high-paid union workers at the expense of low income workers, Congress has tacked provisions onto the Persian Gulf emergency spending bill (H.R. 1281), soon to arrive on George Bush's desk for signature, that would prohibit the Labor Department from using funds to relax the regulations now preventing less skilled minority youth from working on federal construction projects.

The Bush Administration correctly opposes this provision. The big labor lobby reckons apparently that Bush will feel that he has to sign the bill to cover the war costs incurred by non-defense agencies, even though the bill now contains the anti-minority provisions regarding federal construction. The Davis-Bacon Act for years has denied federal contracts to small construction firms, many of them owned by minorities, and jobs to low income workers. Bush should veto the bill, telling Congress that he will not allow the Persian Gulf bill to be held hostage to such anti-minority measures. Or the President might use his power of "constitutional excision" and simply cross out the offending provision from the bill. In either case, the President then should throw his political weight behind the effort by Representative Charles Stenholm, the Texas Democrat, to repeal the Davis-Bacon Act altogether and thereby provide job opportunities for tens of thousands of Americans.

"Super-Minimum" Wage. The Davis-Bacon Act, passed in the depths of the Great Depression, requires contractors to pay all workers on federally funded construction projects valued at more than $2,000 the "prevailing wage" as determined by the Department of Labor. In practice, however, the Labor Department has tended to avoid making the complicated wage calculations for each job classification. Instead it uses local union wage scales as a proxy for the "prevailing wage." Since the union wage is significantly more than the market wage, this sets a "super-minimum" wage for each classification. This higher wage in turn sharply reduces the pool of eligible workers likely to be hired at that wage. Usually only union workers meet the wage test. Traditionally the big losers in this process have been minorities – those who are at the entry level or those who cannot break into the union ranks. Yet individual workers are not the only victims of Davis-Bacon. Minority and small contractors suffer also. Most of these contractors are non-union and feel that paying Davis-Bacon wages on a few federal projects a year would so disrupt their pay scales that it is not worth the trouble or the administrative costs even to bid on government projects. Most of these contractors, therefore, never bother to bid on a Davis-Bacon regulated project.

Davis-Bacon openly was intended to discriminate against blacks, and that is precisely what it has done. The original Davis-Bacon Act was drafted in 1927 by New York Republican Congressman Robert Bacon after an Alabama contractor won the bid to build a federal hospital in Bacon's district. As Bacon stated in the first hearing on the bill, "The bid...was let to a firm from Alabama who

Note: Nothing written here is to be construed as necessarily reflecting the views of The Heritage Foundation or as an attempt to aid or hinder the passage of any bill before Congress.

brought some thousand non-union laborers from Alabama into Long Island, N.Y., into my congressional district." What Bacon was hinting at was that many of the workers were black, and willing to work for less than local building tradesmen. The debate on the bill took matters beyond hinting. When the final bill was debated on the House floor on February 28, 1931, Alabama Congressman Miles Allgood argued for the Act, stating: "That contractor has cheap colored labor... and it is labor of that sort that is in competition with white labor... This bill has merit...[and] it is very important that we enact this measure."

Poison to Minorities. For nearly six decades Davis-Bacon has harmed minorities. According to Ralph C. Thomas III, executive director of the Washington, D.C.-based National Association of Minority Contractors, "The law in its current form is poison to minority contractors [and to] minority employment in general.... The law stifles the minority contractors' efforts to not only hire as many minority workers as possible, but it also hinders minority contractor efforts to introduce new workers into the construction field."

In an effort to give more opportunities to lower skilled workers, the Department of Labor set out in 1982 to change the regulations that generally had precluded "helpers" from working on federally funded construction projects. Lower-skilled and thus lower-paid "helpers" systematically were excluded from federal construction projects by regulations that were "rigged" in favor of higher paid skilled workers regardless of the tasks required. Example: if a worker who was really a low-skilled "helper" picked up a hammer, he was declared a "carpenter" and, therefore, must be paid a higher wage. Not only does this discriminate against minorities, it adds billions of dollars to federal construction costs, contributing to high budget deficits and high taxes.

The American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), whose members often benefit from Davis-Bacon, sued the Department of Labor in 1982 to block any further enforcement of the new regulations. After nearly eight years of litigation the Department of Labor won on appeal and last February renewed its efforts to enforce the regulations that would allow contractors to use the lower-paid helpers on federally supported projects.

Big Labor Roadblock. The big labor lobby then struck back through an amendment attached to the emergency spending bill by Congressman John Murtha, the Pennsylvania Democrat. The amendment effectively would withhold the funds that the Labor Department needs to carry out the new policies and prevents the Department from administering "any other regulation that would have the same or similar effect." The White House's Office of Management and Budget declared its opposition to the Murtha provision this March 7 in a "Statement of Administration Policy."

Bush can make a strong statement of his support for expanding employment opportunities for minorities and low-income workers by vetoing this bill and sending it back to Congress for revision. Given the President's popularity, Congress would not be able to hold Persian Gulf money hostage to its job-destroying agenda. Or to avoid such a situation entirely, Bush could take an even bolder approach. A number of constitutional scholars suggest that Davis-Bacon violates the Constitution because it discriminates against minorities. If this is the case, as it clearly seems to be, Bush has the power through "constitutional excision" to eliminate the offending sections from an appropriations bill. In his only previous use of this power, on November 3, 1989, when Bush struck a provision from an appropriations bill, Congress did not challenge him. Whichever approach he takes, however, the President should announce his support for efforts by Congressman Stenholm and others to repeal the Davis-Bacon Act entirely as a means to provide job opportunities to minorities.

Scott A. Hodge
Grover M. Hermann Fellow in Federal Budgetary Affairs

Andrew J. Cowin, J.D.
Research Associate

VIRGINIA PORT AUTHORITY
Economic Impact
Port of Hampton Roads
Calendar Year 1990

Revenue Per Ton
Total Revenue Collected

Type of Cargo	Revenue/Ton	Tonnage	Total Revenue
General Cargo	$80.84	7,161,335	$573,307,483
Container	$76.30	6,125,616	$467,384,501
Breakbulk	$102.27	1,035,719	$105,922,982
Bulk Cargo	$18.27	70,083,513	$1,280,425,783
All Cargo	$23.91	77,244,848	$1,846,924,316

	1990	1989	Percent Change
Coal	61,863,413	55,639,661	+11.2%

JOBS -- WAGES -- TAXES

Number of Jobs	116,760
Wages	$2,419,225,000
Taxes	$273,014,750

VIRGINIA'S 1990 TRADE
An Analysis

I. Since 1987, when state export data first became available, Virginia's export of goods rose nearly 64 percent through 1990 (from $5.8 billion to $9.5 billion). In 1990, exports continued to grow.

A. Total exports in 1990 were up 19 percent, with nonmanufactured exports up 16 percent and manufactured exports up 22 percent. (In contrast, total U.S. exports increased only 8 percent in 1990.)

B. The growth in Virginia's trade in 1990 was led by tobacco and coal exports (which represent over 50 percent of all exports), but nearly all other commodities experienced an increase in exports as well. In fact, together the eight leading export commodities after tobacco and coal (industrial machinery, chemicals, transportation equipment, electronic components, fabricated metal products, agricultural products, medical/optical products, and rubber) exceeded $4 billion in exports, or 43 percent of all exports from Virginia.

C. Factors behind Virginia's 1990 export growth:

1. The steady drop in the value of the dollar since 1985 vis-a-vis other major currencies continued in 1990. It made Virginia goods more price competitive overseas.

2. Foreign markets for tobacco have expanded dramatically in the past few years with the opening of formerly restricted markets in Asia, which now account for 45 percent of Virginia's tobacco products exports. In September, the Soviet Union opened its market to U.S.-manufactured cigarettes as well.

3. Foreign demand for Virginia coal continued to be strong because of it's high quality and low-sulfur content, which make it ideal as either a coking coal in steel production or a clean burning coal for power generation.

II. Though Virginia exports to nearly every country in the world, four-fifths of its foreign sales in 1990 were concentrated in major industrialized nations.

A. In 1990, Western Europe accounted for 53 percent of all exports, while the Pacific Rim made up a 24 percent share. The continued economic growth of the so-called newly industrialized countries (NICS) - such as South Korea, Taiwan, Thailand, Singapore, and Hong Kong, should make Asia an even stronger market in the future.

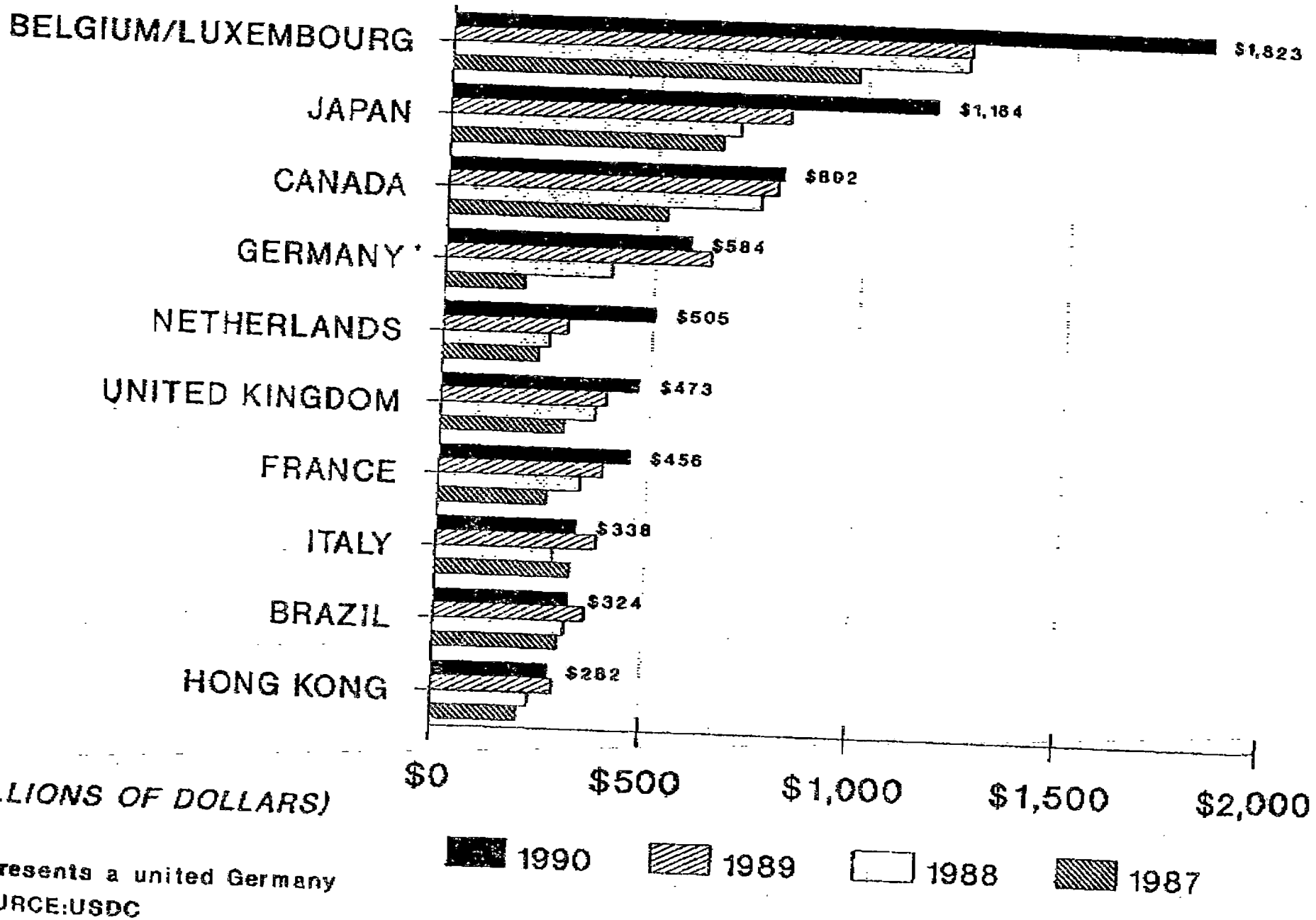
B. Markets in Canada, Latin America, Africa, and the Mid-East made up an additional 13 percent of the Commonwealth's foreign trade market. In Latin America and Africa, the debt crisis and shortages of foreign exchange limited their potential to purchase foreign goods. However, certain developing nations such as Brazil and Mexico have managed to overcome those problems somewhat, and represent good export opportunities.

C. Eastern Europe and the Soviet Union remained relatively small importers of goods from Virginia in 1990. This was true for the U.S. as a whole as well. However, 1990 Virginia exports doubled to the region, reaching over $120 million (1 percent of total Virginia exports).

III. Prospects for 1991 remain good, but growth may not be nearly as dramatic.

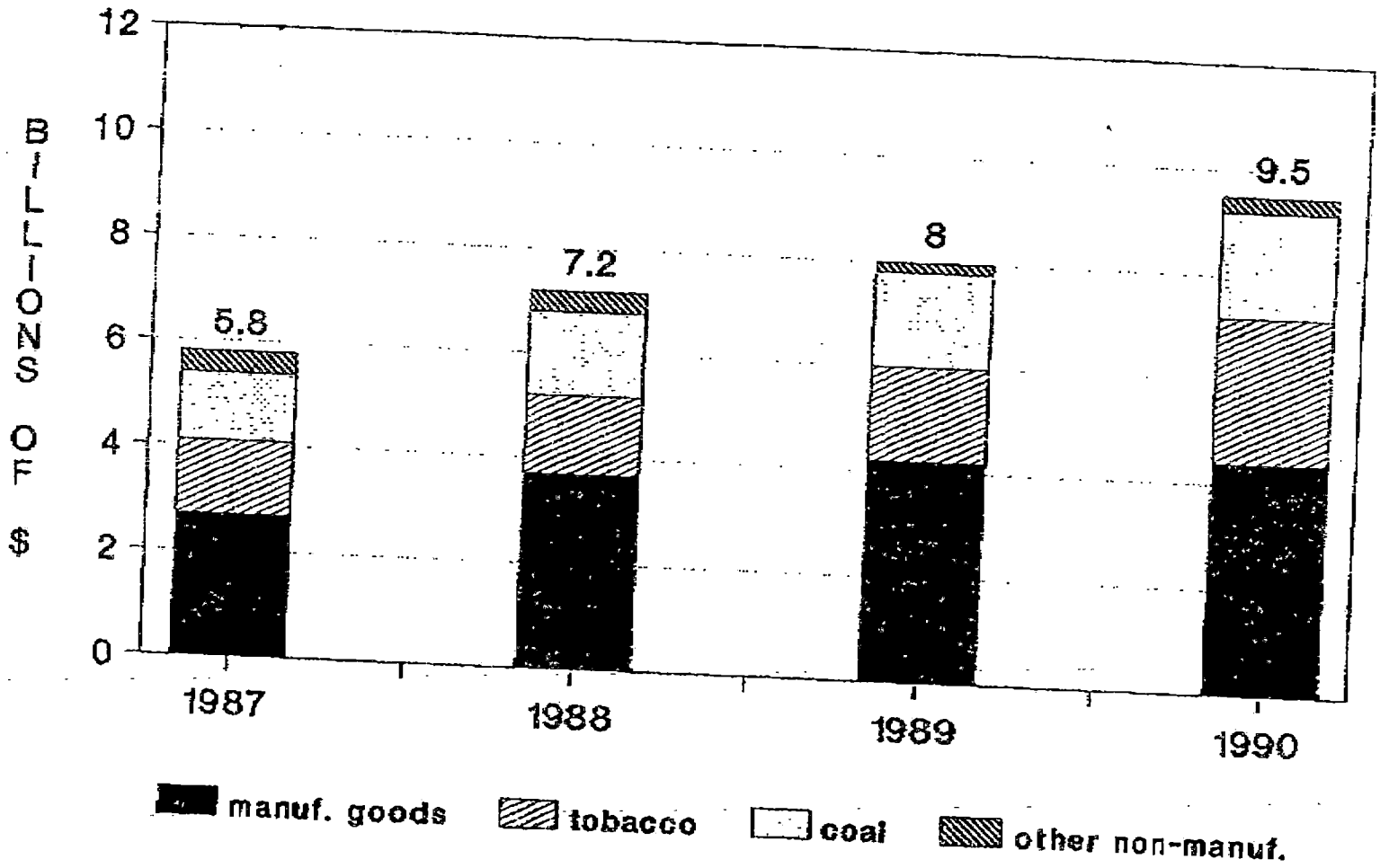
The rise of the dollar thus far in 1991 has been slight and most experts believe it will not amount to a significant increase. But, the U.S. is not the only nation in a recession. Canada, Australia, and the United Kingdom are mired in their own recessions right now. Even Germany and Japan are experiencing economic slowdowns. So, Virginia's exports are not likely to grow at 1990's rate.

VIRGINIA'S TOP MARKETS



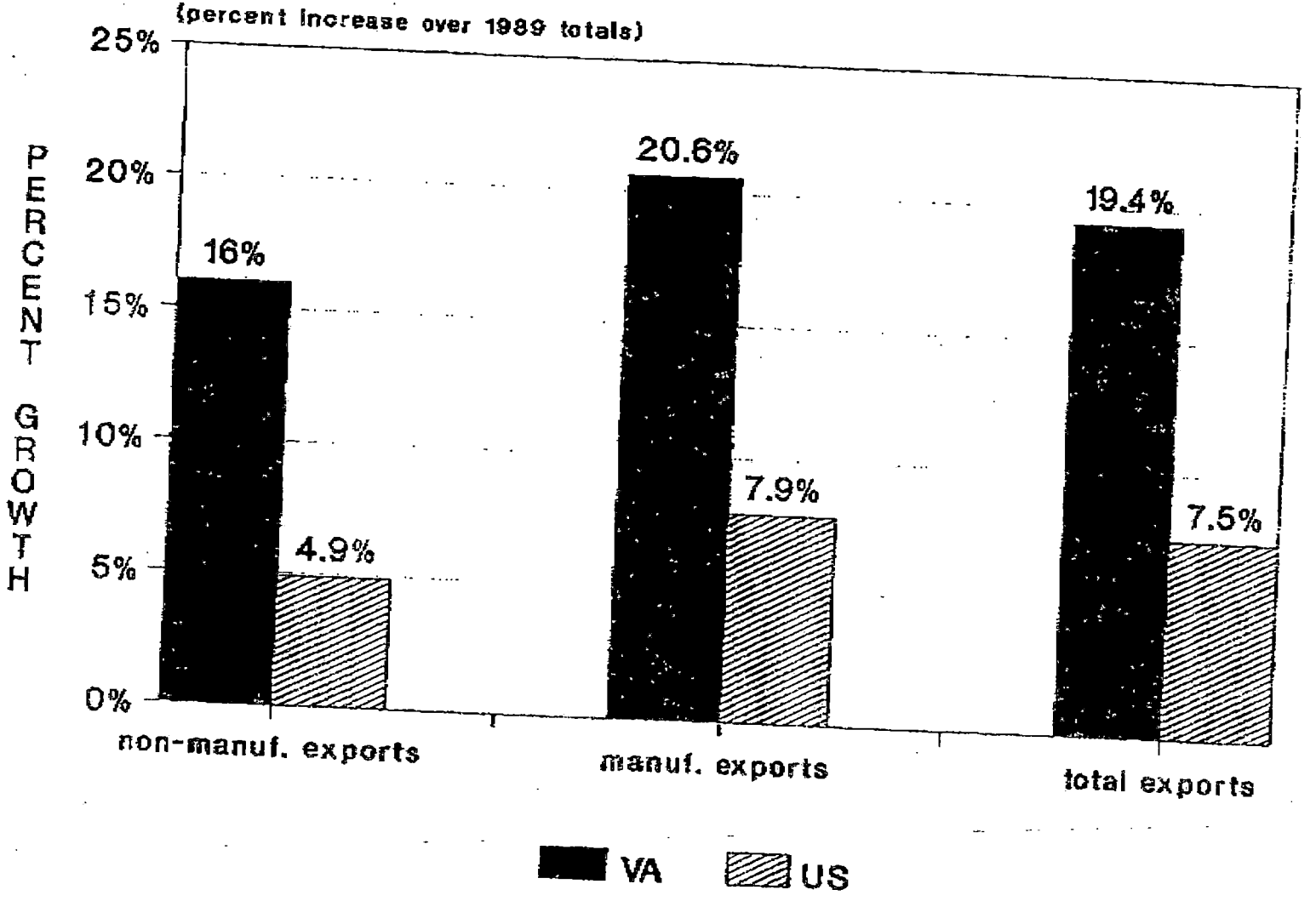
*Represents a united Germany
SOURCE:USDC

Annual Va Exports
1987-1990



SOURCE: USDC,FT900

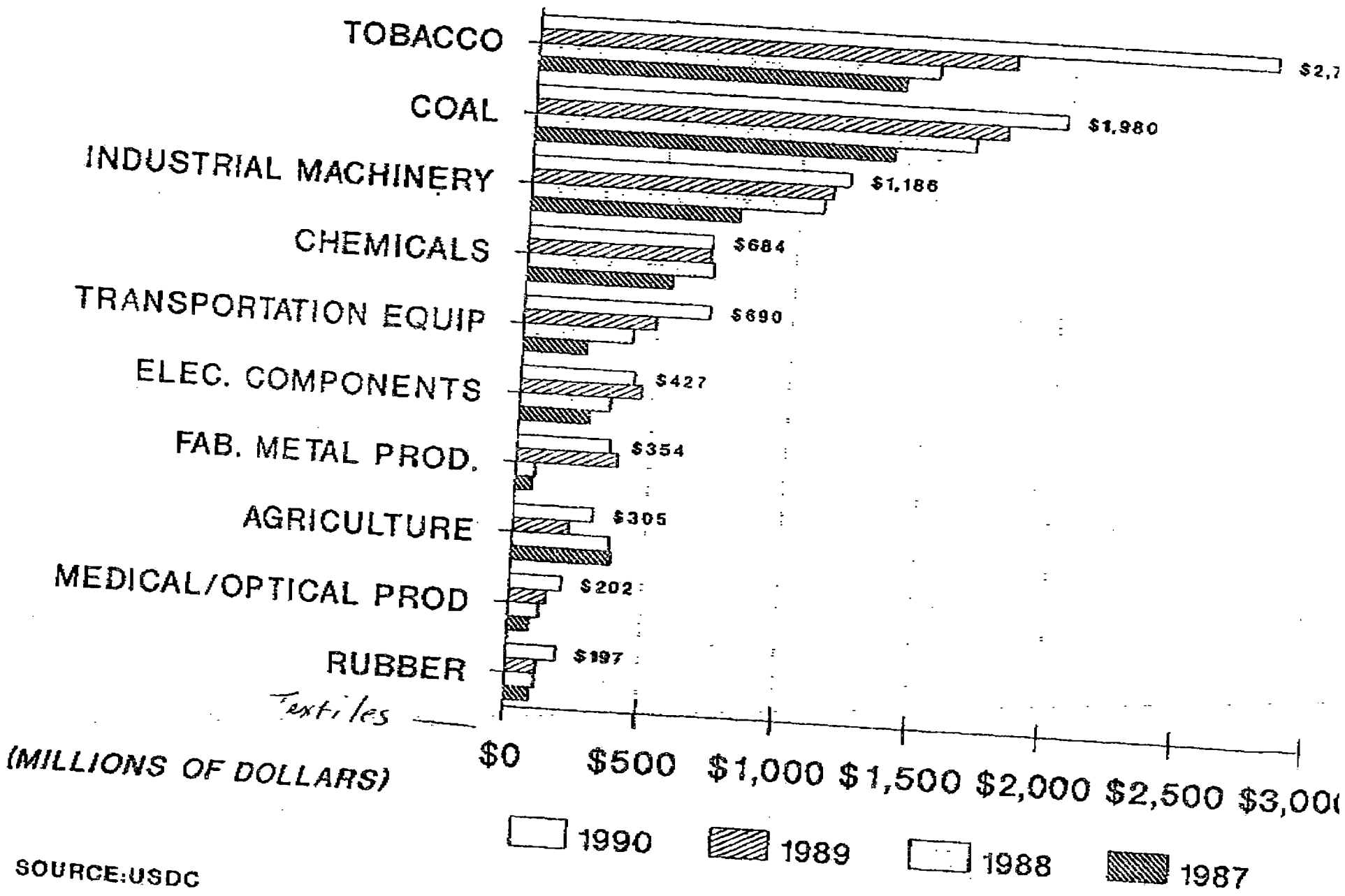
1990 VA Export Growth Exceeds US's



SOURCE: USDC

MAY- 8-91 WED 9:03 FORWARD HAMPTON ROADS P.08
MAY- 7-91 TUE 14:36 DEPT. OF ECONOMIC DEV. P.07

VIRGINIA'S TOP EXPORTS: 1987-1990



SOURCE:USDC

VIRGINIA'S TOP MARKETS
(Million U.S. dollars)

Country	($) 1987	($) 1988	($) 1989	($) 1990	Percent Change 1989-1990
Belgium/ Luxembourg	973.8	1,238.8	1,242.3	1,822.8	46.7
Japan	652.6	693.6	812.0	1,164.0	43.3
Canada	524.9	747.7	788.5	801.7	1.2
Germany	192.0	399.4	634.1	583.9*	-8.0
Netherlands	233.2	259.8	302.7	504.8	66.8
United Kingdom	300.6	373.9	397.6	472.7	18.9
France	265.1	344.9	394.7	456.4	15.5
Italy	325.7	284.6	385.7	338.4	-12.3
Brazil	303.4	317.7	364.4	323.8	-11.2
Hong Kong	210.1	235.4	293.9	281.5	-4.2
Other	1,846.2	2,184.2	2,354.8	2,768.1	17.6
Total	5,833.6	7,180.0	7,970.7	9,518.1	19.4

* Represents a united Germany

Source: *USDC*

FORWARD HAMPTON ROADS

THE ECONOMIC DEVELOPMENT ARM OF THE HAMPTON ROADS CHAMBER OF COMMERCE
NORFOLK ~ PORTSMOUTH ~ CHESAPEAKE ~ SUFFOLK ~ VIRGINIA BEACH

FOR IMMEDIATE RELEASE:

Contact: Gregory H. Wingfield
(804) 627-2315

Hampton Roads, VA: (October 12, 1990) Forward Hampton Roads (FHR), the economic development arm of the Hampton Roads Chamber of Commerce, recently released the 1990 Directory of Foreign Firms. The Directory was compiled and published by FHR and contains information on the foreign owned and managed businesses in Greater Hampton Roads.*

The 103 firms listed in the Directory employ nearly 11,000 people and represent 19 foreign countries. Three companies are joint ventures with other local firms.

"The Directory will assist FHR when marketing Hampton Roads internationally by confirming the commitment by foreign companies to Hampton Roads. It will also serve as a resource for the Chamber's International Business Council; a newly-formed group of Chamber volunteers addressing the issues and concerns of foreign-based businesses," said William K. Butler, Chairman of FHR.

- more -

"Hampton Roads has been the gateway to North American markets for foreign enterprises for nearly 300 years," Butler continued. "And the momentum has continued through the centuries. Since 1985 Greater Hampton Roads has welcomed forty-one foreign firms."

Many of the region's European based firms began their operations in the 1970's with successful sales and service offices before adding manufacturing facilities. Most recently Far Eastern companies, primarily Japanese firms, have established manufacturing facilities from the onset.

German based businesses lead with 20 companies, followed by 18 Japanese subsidiaries and 14 divisions of British companies. Based on employment figures, German companies also dominate the region with 2,826 employees, again followed by Japanese subsidiaries with 2,274 and British firms with 1,774.

" There is no question in my mind that one of the outstanding features of Hampton Roads is the availability and willingness of a good labor market," said Stihl, Inc.'s President Fred J. Noe. "Stihl, Inc., which has a reputation for excellence in quality throughout the world, has achieved that same reputation with product produced in our Hampton Roads location. We have found men and women in this area who are dedicated, motivated, loyal and take pride in their work."

Approximately 50% of the foreign firms are engaged in manufacturing in Greater Hampton Roads; 39% are involved in sales; 31% are service centers; and 27% act as distribution centers. Thirty-three percent are U.S. headquarters and one, Tarmac Virginia Holdings, Inc., is a regional headquarters.

"Eighty percent of our customers are east of the Mississippi between Maine and Florida. We wanted a location geographically accessible to this market. And, if you look at a map, Hampton Roads is right in the middle of this Atlantic Coast sector," said William M. Lechler, Executive Vice President, General Manager of Sumitomo Machinery Corporation of America. "For access to Asia, we also required an efficient deepwater port, a need effectively served by the ports of Hampton Roads. These factors, plus the availability of an adequate workforce, made Hampton Roads a logical choice for Sumitomo's U.S. headquarters."

The listed firms are located throughout the cities of Greater Hampton Roads. Chesapeake leads the region with 31 of the firms followed by Norfolk with 18, Virginia Beach with 16 and Newport News with 15. Nine foreign firms call Portsmouth home, six call Hampton home, while five operate in Williamsburg and three in Suffolk.

The directory includes the name, parent company, address, telephone number, date of establishment, number of employees, type

of U.S. operation and the product manufactured or service provided. Information was gathered by the FHR Research Department.

The Directory is available for purchase from the Hampton Roads Chamber of Commerce offices and FHR. Copies are $5.00 to Chamber members and $8.00 to non-Chamber members plus sales tax and postage.

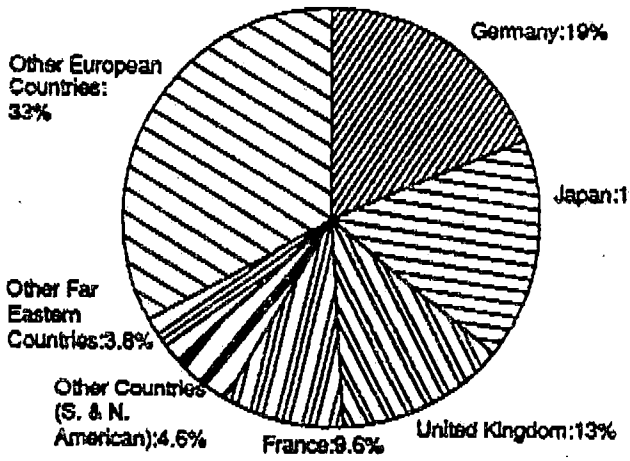
##

* Greater Hampton Roads consists of the cities of Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Poquoson, Suffolk, Virginia Beach and Williamsburg, and the counties of Gloucester, James City and York.

FHR Research Corner

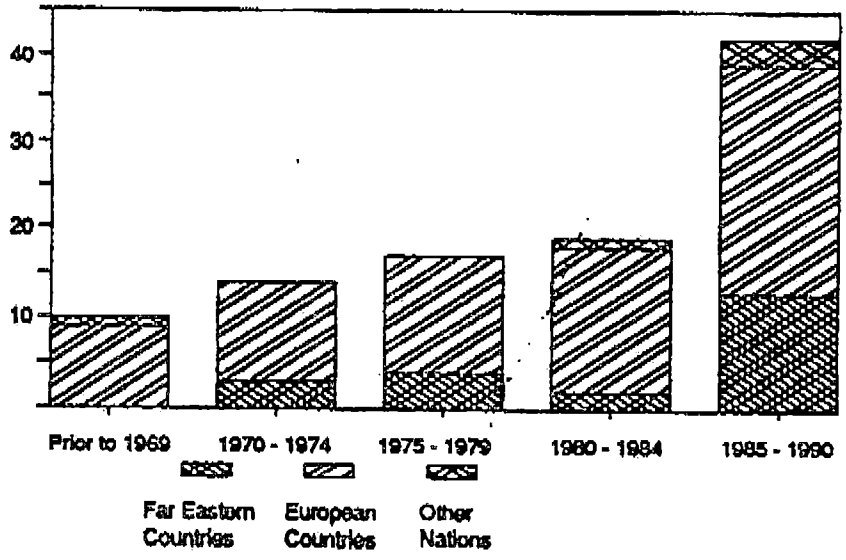
Foreign Firms in Hampton Roads

Firms by Country of Parent Company



These two graphs represent the foreign firms in Hampton Roads. The pie chart illustrates the variety of countries represented by the region's foreign firms, while the bar chart highlights by global region, the years the firms established operations in Hampton Roads.

Number of Companies by Year Established and Global Region

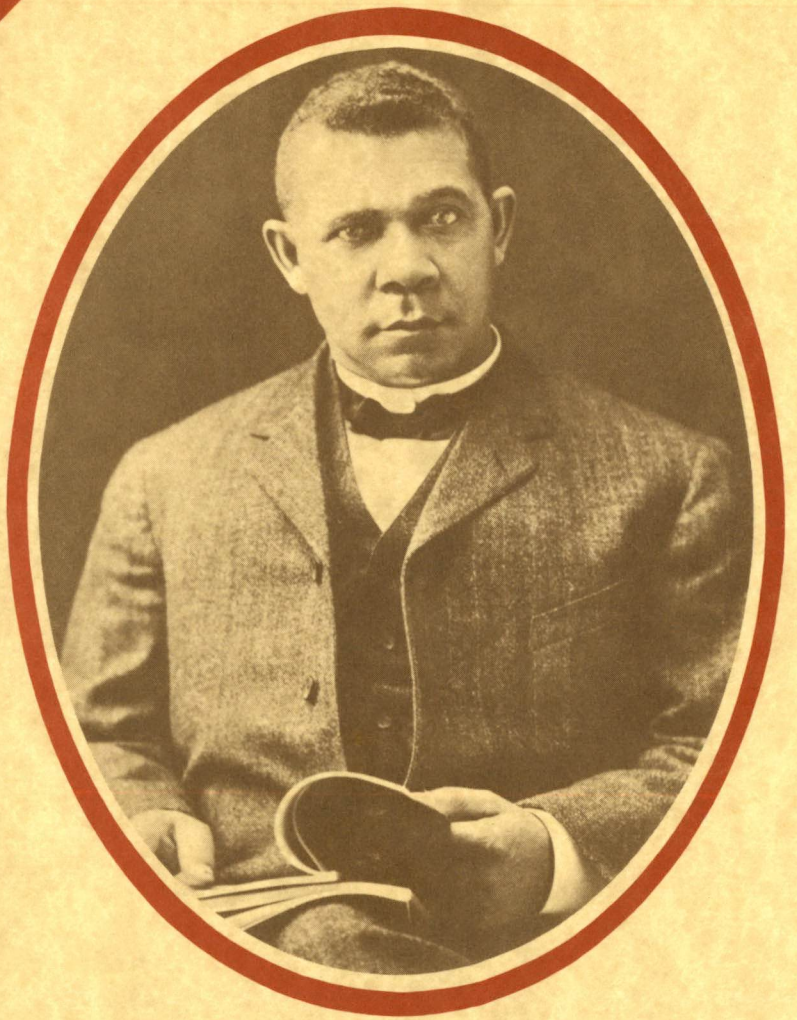


In 1868, Hampton Normal and Agricultural Institute was founded by General Samuel Chapman Armstrong. That name was shortened in 1930 to Hampton Institute. In 1984, Hampton's Board of Trustees established Hampton University. Today, the University, which is the parent institution, includes Hampton Institute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

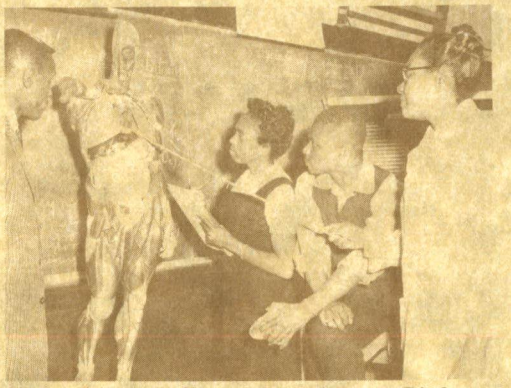
Hollis Burke Frissell followed Armstrong to become the second principal of

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

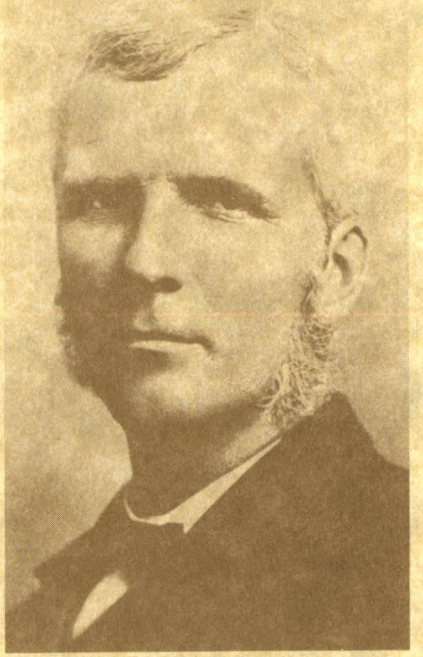
Hampton Normal and Agricultural Institute. Frissell guided the Institute for twenty-four years until his death in 1917. His tenure was characterized by several departures from the past. Armstrong emphasized the training of the head, the hand, and the heart. With Frissell, this shifted to the hand, the 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.

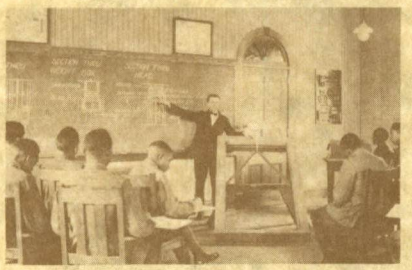
Some 28 schools, colleges and other institutions have been outgrowths of Hampton – among them St. Paul's College, Bowling Green Academy, Princess Anne Academy, Kittrell College and Tuskegee Institute. The founder and first principal of Tuskegee was also one of Hampton's most famous alumni – Booker T. 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.

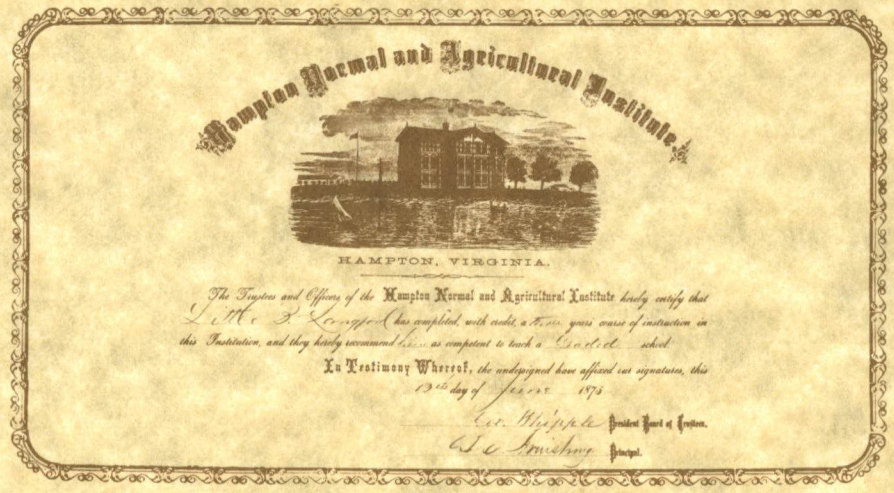
June 4, 1870 – Hampton Normal and Agricultural Institute incorporated.

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 [illegible] has completed, with credit, a [illegible] years course of instruction in this Institution, and they hereby recommend [illegible] as competent to teach a [illegible] school.

In Testimony Whereof, the undersigned have affixed our signatures, this [illegible] day of [illegible] 1875

[illegible] President Board of Trustees.

[illegible] 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

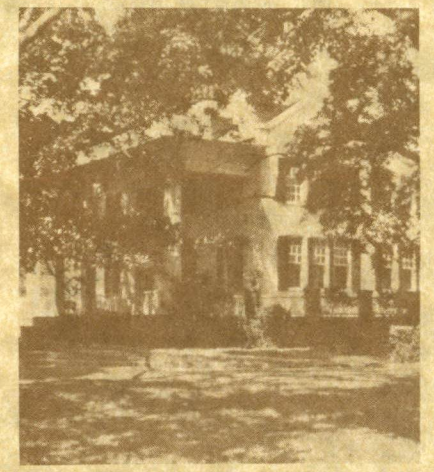
On April 25, 1868, Hampton Institute celebrated the college's Centennial. The design of the Centennial Medallion includes Emancipation Oak symbolizing freedom; church tower, symbolizing Hampton's code of ethics and values; book of knowledge explains the purpose of education; plow represents agriculture 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

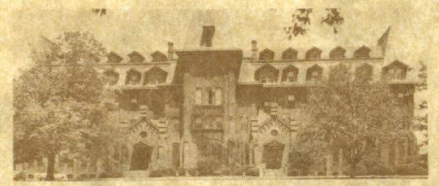
Memorial Chapel was built in 1886. The church tower stands 150 feet high and has a four-faced illuminated clock with chimes. The pews are made of yellow pine and built by Hampton Trade School students. Its style of architecture is Italian Romanesque and J. C. Cady of New York served as the architect. 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

ALUMNI MAGAZINE

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Contributors
Tracey Greenhill
Martha Burnette
Joy Luckes

Photographer
Reuben Burrell

Printer
Prestige Press Inc.

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The Ventriloquist Team of Willie Brown & Woody

The delightfully comical ventriloquist team of Willie Brown and Woody began performing for all types of audiences back in January 1976. Willie, a native of New Haven, Connecticut, and his sidekick Woody, a native of Georgia, son of "the Georgia Pine," made their first public debut at a talent show sponsored by Nationwide Insurance Company, where Willie's mother worked.

After giving an electrifying performance, the young ventriloquist team began to receive numerous engagements including; variety shows; birthday parties; private club meetings; trade shows; radio talk shows and lectures.

In 1980, Willie and Woody recorded a record called "Ventriloquist Rap" on the Tri-state Recording label, a Mr. Magic Production. The two voice makers also entered the junior competition at the National Ventriloquist Convention at Fort Mitchell, Kentucky. With a fast paced, spontaneous, and humorous routine, Willie and Woody lulled the expectations of the judges and Willie and his cohort walked away with the 1980 "Most Promising Ventriloquist Award" and a new dummy who would later be reconstructed to a "Mr. T" type model.

Although Willie and Woody made quite a name for themselves in the New England area, it soon became time for them to make a major decision to either perform as a full-time professional or go on to college to obtain a degree. As difficult as the decision was to make, Willie and Woody finally decided to go to college. His choice was Hampton University where he majored in Mass Media Arts with the support of his companion, Woody.

While at Hampton, the two could often be seen showing off in the dorm room, or entertaining people at a campus talent show, a fraternity or sorority cabaret, the senior ball, the local officer's clubs, and even at the nightclubs in Hampton and surrounding communities.

In 1984, Willie worked as Program Manager, Disc-Jockey/Announcer on WHOV FM 88.3, Hampton University's own radio station. Occasionally, Willie would receive vocal support from his talkative companion and cohort Woody.

Following their vibrant career span from 1976 to graduation day in May 1984, Willie and Woody then relocated to Washington, D.C. where he wedded his college sweetheart Wanda Shaw, class of 1983.

They currently reside in Forestville, Maryland with their lovely daughter, Lajuan N. Brown, who is now five years old.

Willie is again considering his career path carefully and conscientiously now that he is a husband, father and "breadwinner" of the family. His choice now is to continue to work full-time as an account representative with a major corporation in Tysons Corners in Northern Virginia and to work part-time as a professional ventriloquist with Woody on weekends.

The team of Willie and Woody signed a contract with a talent agency but also wanted to remain independent by performing in local night spots, convention centers, the Kal Kan Canine Follies in conjunction with the Capital City Childrens' Museum at the New Zealand Embassy, News Talk Radio shows, Black Entertainment Television, etc. Further development in their career included working with such talented stars as Evelyn "Champagne" King, Joyce Simms, Taja Seville, jazz artists Pieces of a Dream, Ruth Brown and other exciting stars. SO IF YOUR LUCK IS RUNNING RIGHT AND YOU ARE IN THE RIGHT PLACE AT THE RIGHT TIME, YOU TOO MAY EXPERIENCE THE VENTRILOQUIAL COMEDY OF WILLIE BROWN AND WOODY!!!

THE ALUMNI PRESENCE

By Alphonso W. Knight, President, NHAA, Inc.

As I have moved around the country among alumni over the past twenty years, I have found that too few people understand the role of school trustees, who they are, how they become trustees, and their relationship with the chief executive officer of the institution. By the same token, too few alumni understand the role of the president of the institution and the relationship the president has with the board of trustees.

It is hoped that the following account will increase your knowledge and understanding of institutional trustees and their role in the educational enterprise.

Those individuals, originally assembled, those appointed or elected, who are responsible for the directions and policy of the institution, are its trustees. In some institutions, they are known as visitors or regents. It may be said that these individuals provide external leadership and authority derived from the public and private trust of society. Internal leadership was and is still provided by those who the trustees select to be college and university presidents whose responsibilities are the day-to-day management.

According to a Carnegie Council report on Policy Studies in Higher Education in 1977, there were 47,000 trustees in the United States, and they serve on more than 2,300 boards governing more than 3,000 institutions. They are charged with overseeing and directing to ensure the purposes of the institution as perceived by the founders and defined by the purpose of its endowment are properly served; advising the internal leadership of the institution on matters of policy; initiating or approving major changes in the institution's mission as they become necessary or desirable; monitoring the use of institutional resources; seeking out financial support when it is needed; and appointing and dismissing the institution's president. Boards of trustees are also expected to provide a bridge between society and the institution and serve as a "court of last resort" for the resolution of internal conflicts within the institution.

According to a report made several years ago at a meeting of Association of Governing Boards of Colleges and Universities, where 599 board chairs took part, 85 percent agreed that "trustees have legitimate prerogatives in education and curriculum areas," and 82 percent agreed that trustees and administrators should be concerned with the equitable determination of faculty workload.

Trustees of private institutions usually serve to stipulated terms and, by filling vacancies on the board, select their own successors. In public institutions, trustees may be appointed by a governor and confirmed by the legislature or some other official body.

During the 1960s and 1970s, in response to demands that the governance of higher education become more democratic, the tendency of colleges and universities was to add faculty, student, and alumni representatives to the boards of trustees, resulting in the participation of all groups who are involved in the life of the institution.

Hampton University's Board of Trustees, according to bylaws published in 1974, shall consist of not more than 37 nor less than 15 members. One of these members is the President of Hampton; two shall be students; two shall be faculty members; and four shall be alumni of the institution.

There are six categories of board members in terms of election, service, and nomination. Prior to 1945, there were certain members elected for life. Regular board members, excluding the aforementioned members, serve for five years. Student members, selected by the student body, serve a two-year term. Faculty members, selected by the faculty, serve a two-year term. Alumni members, selected by the National Hampton Alumni Association serve for a five-year term. The Board at its annual meeting passes judgement on all board candidates who are submitted for consideration.

Nominations for alumni membership shall be made by the Board Committee on Nominations. At least three months before the annual board meeting, the National Hampton Alumni Association shall send to the Committee on Nominations for each vacancy, the name of an alumnus, certifying that he or she has been selected by a method agreed upon by the Hampton University Board and the Alumni Association.

The Board meets semi-annually on the fourth Fridays of each April and October. The fall meeting has been designated as the annual meeting.

In general, contrary to the established belief by many, trustees of many private institutions do not always maintain and preserve their roles and positions as policy makers and enforcers, tending at times to leave to the chief executive officer the business of making policy decisions. As a matter of fact, since chief executive officers (presidents) work closely with boards, many of them assume the responsibility of making sure that the board is composed of individuals who favor their point of view so far as policy goes, resulting in a stacked and subservient board. By the same token, at a meeting of the Association of Governing Board of Colleges and Universities, of 599 chairmen of boards, 85 percent agreed that trustees have legitimate prerogatives in education and curriculum areas, and 82 percent agreed that trustees and administrators should be concerned with the equitable determination of faculty workloads. It is obvious that the roles of trustees and presidents should be clearly defined and their actions monitored to the extent as to avoid any degree of encroachment on the responsibilities charged to both. It should also be a must for boards to regularly evaluate their own roles along with those of the presidents who serve at the pleasure of the trustees.

Who, then, are the trustees accountable to and who do they serve? Contrary to the notion and beliefs held by a sizable number of trustees

continued on page 4

BOARD OF TRUSTEES REVISES BYLAWS

Hampton University's Board of Trustees completes the revision of its Bylaws, clearing the way for candidates for Board consideration from the National Hampton Alumni Association, Inc. The creation of a new corporation by the National Hampton Alumni Association, Inc. made it necessary for the Board of Trustees to change its Bylaws to accommodate the independent alumni association. The revision of the Bylaws was completed in September, 1990.

The Board's previous Bylaws, as adopted in 1979, provided for the National Hampton Alumni Association as an organization under the charter of Hampton University. In order to accept candidates nominated by the National Hampton Alumni Association, Inc. for consideration for trusteeship, the Board, under state law, was required to have Bylaws that provided the separate corporation.

The Board of Trustees approved the following procedure for the selection of candidates for Alumni Trustee:

- There shall be a Trustee designated Alumni Trustee who has been considered by the Nominations Committee of the Board of Trustees from among three (3) candidates nominated by the National Hampton Alumni Association, Inc.
- The National Hampton Alumni Association, Inc. shall submit in writing to the Nominations Committee of the Board of Trustees the names of the three (3) alumni members who were certified as the top vote getters in an at-large election.
- The Nomination Committee of the Board of Trustees shall recommend to the full Board one (1) of the three (3) persons nominated by the National Hampton Alumni Association, Inc. to fill the position vacated by the Alumni Trustee whose term expires.
- The Alumni Trustee shall serve a term of no longer than two years and shall not be subject to re-election.
- All members of the Board of Trustees must be elected to trusteeship by the Board of Trustees.

The new procedure is effective with the next election of officers of the National Hampton Alumni Association, Inc.

In revising the Bylaws and in adopting the new procedure, the Board of Trustees affirms its commitment to maintain proper representation from the alumni among the Board's ranks. Presently, eight Hamptonians are serving on the Board of Trustees out of a total membership of 26 individuals.

The Board acknowledges that representation from the alumni enhances the essence of trusteeship as traditionally understood – that alumni have an abiding interest in the institution and represent a primary source of talent. To this end, the Nominations Committee will search continuously for alumni to serve on the Board as regular Trustees.

As an additional step, the Nominations Committee plans to develop a Board profile that describes the demographic composition and range of skills characterizing the current Board. This exercise will demonstrate where the Board is strong or deficient and as vacancies arise will provide guidance for assessing the suitability of prospective new members. In a systematic way, the Nominations Committee will search continuously for prospective trustees, assessing their qualifications in light of the Board's needs, identifying the requirements for a given appointment to the Board, and recommending candidates to the Board to fill vacancies.

The Board of Trustees believes that, when all of the selection processes merge, there will be wide alumni participation in the governance process. The procedure does not preclude any Hamptonian from offering candidates to the Nominations Committee for Board consideration.

Three aspects of the role of our Trustees deserve emphasis. First, the Trustees hold and control the assets and programs of Hampton University in trust, that is, for the benefit of others. The Trustees' role is then a fiduciary one. Second, the Trustees are policy makers, not managers or administrators. The Board of Trustees, despite the legal authority, is a legislative and not an executive body, and execution of the policy is left in the hands of the President and his on-campus colleagues. In this regard, Trustees have no direct involvement in the management of programs. Third, the Trustees have a vested interest in, as well as a moral responsibility for, doing all they can to help the institution achieve its objectives in a most successful way. In this regard, the Trustees delegate to the President the responsibility and authority for running the institution. Overall, the Board of Trustees holds in trust the physical and financial assets of Hampton University, over which the Board has legal control and the power to direct and supervise operations and programs.

At its core, the Board of Trustees' job is to be sure that Hampton University measures up to the standards of quality, while remaining cost efficient and accountable. As stewards, the Trustees represent the public interest by ensuring that Hampton University remains responsible to the public that created it.

Although the Board of Trustees is endowed with the legal power to make decisions on all matters, the responsibilities of the Board include: appointing and supporting the President; clarifying the institution's mission; approving long-range plans; overseeing the educational program; ensuring financial solvency; preserving institutional independency; enhancing the public image of the institution; and interpreting the community to the University.

Trustees also play the role of advocate, promoting Hampton University as well as higher education in general and demonstrating to the public the cost effectiveness of education as an investment in people.

ALUMNI FEATURE

Mrs. Georgia G. Tucker

"I came from the old school and we were taught to save some of what we've earned," says Mrs. Georgia Tucker. Mrs. Tucker, a Norfolk native and a 1933 graduate of Hampton Institute, has lived by this philosophy since she was a student at HI. It was this philosophy of "saving some of what you earn," that afforded her the opportunity to donate $50,000 to the University. It is also this philosophy that will allow students at Hampton to appreciate greater educational opportunities that were not available to Mrs. Tucker.

Mrs. Georgia G. Tucker, formally Georgia Gregory, visits Hampton's campus on a yearly basis. As she remembers her days at Hampton, she speaks with great pride and compassion. "I wanted to help my alma mater. I wanted to give something back for the wonderful things that Hampton has bestowed upon me," says Mrs. Tucker.

While attending Hampton Institute, Mrs. Tucker studied secondary education, English and French. She completed her degree at Hampton during the height of the depression and few schools in the area were hiring. Deciding that she would have to leave the area to find employment, Mrs. Tucker moved to New York City and began a career as a social investigator (now called a social worker) in the Department of Social Services.

After demonstrating such talent and skill in her position of social investigator, she was quickly promoted to case supervisor and later to training supervisor. It was also during this time that Mrs. Tucker began working on her master's degree in social work at Columbia University in New York in 1959. Mrs. Tucker soon left the Department of Social Services and began social work at Mt. Sinai Hospital Services. During her time at Mt. Sinai she worked as a supervisor overseeing special programs, demonstrations, projects, testing new treatments, and was instrumental in the development of the first home-dialysis program on the east coast.

"What I learned at Hampton Institute has helped me throughout my life," said Mrs. Tucker who retired in 1976 and returned to Hampton Roads in 1988. After being married for 51 years Mrs. Tucker has lived a very successful and blessed life and she feels that the best is yet ahead! Mrs. Tucker and her husband, Alexander, were not fortunate to have children but they were very fortunate to have the freedom and financial means to travel to Europe, the Caribbean sea, Mexico and South America.

Today, Mrs. Tucker is busy taking care of her husband who has been afflicted with arthritis. She spends a great amount of time with her church outreach program. Along with these activities to keep her busy, she still finds time to keep HU in her thoughts. She still remembers graduation exercises in Ogden Hall. "They were so exciting and very meaningful," she states. "I can still remember when I was growing up. My father was a great HI booster! There wasn't a student who loved Hampton more. When we were in elementary school he would always take us to commencement and my three sisters and I all knew that HI would one day be our 'home by the sea'. We all graduated from Hampton Institute and we were all proud! HI gave us a philosophy for life, we learned to try to make the best out of each situation, to look for the possibilities and to use those possibilities for other occurrences that life's mysteries will bring. For me Hampton University will always be home!"

Alumni Presence (continued from page 2)

that they are not beholden to no one, it must be understood that the trustees of these educational institutions are indeed accountable to the general public, to the communities, to the state, and to the nation. These are the constituent bodies of all institutions and they include the alumni, the parents, and the students whom they are obligated to serve. It is then the responsibility of these constituent bodies to monitor and, indeed, be the watchdogs over the performance of these trustees.

As alumni, you too, have a binding contract with your alma mater. You are the institution's guardians, the safeguarders and the watchdogs of the quality and character of the university trustees.

In conclusion, all constituent bodies of the university must and shall realize that we are living in a rapidly changing world today. Isolation and aloofness from the greater society by the trustees of governments and institutions are fading away. Absoluteness in decision making and direction by trustees are giving away to mutuality of understanding and cooperative involvement between the policy and decision makers and the constituent groups. It must also be realized that alumni have a lifelong relationship with their alma mater and an investment stemming from two diverse roles they perceive themselves to possess: servant and master-servant in the sense of unbounding loyalty to whatever cause serves the need of alma mater and master in the sense that they see themselves as judges of the performance of the institution and of those responsible for administering the affairs of the institution.

As alumni, you may be looked upon as the "True Trustees" of the university. The trustees and the presidents who understand these two diverse roles of alumni will have taken a major step toward ensuring an effective alumni contribution to the advancement and welfare of the institution.

Sincerely,
Alphonso W. Knight
President, NHAA

Reunion/Commencement Weekend Tentative Schedule

The National Hampton Alumni Association Inc.

REGISTRATION CENTER – McGREW CONFERENCE CENTER

Registration begins Thursday, May 9, 1991 at 2:00 p.m. and continues through Saturday, May 12, 1991 until 5:00 p.m.

CLASS REUNION DAY

FRIDAY, MAY 10, 1991

9:00 a.m. - 5:00 p.m.	Registration	McGrew Towers Conference Center
10:00 a.m.	Campus Tour, (Riding & Walking) Campus Guides	Leaving from Alumni Center
11:00 a.m.	Alumni Spring Golf Tournament Burl Bowens	Hampton Golf & Tennis Center 9 Woodland Road, Hampton
2:00 p.m.	Museum Tour	Leaving from Alumni Center & McGrew Towers
3:00 p.m.	Individual Class Meetings	See Room Assignments
1:30 p.m. - 3:00 p.m.	(1) Regional President's Meeting	Science Technology – Room 104
	(2) Chapter President's Meeting	Science Technology – Room 113
6:00 p.m. - 7:00 p.m.	(3) Reunion Class Leaders' Meeting	Alumni Center Conference Room
8:00 p.m.	Social Affairs/Individual Reunion Classes	Selected Areas
8:30 p.m.	Evening with the Arts Hampton University Band Choir and Terpsichorean	Ogden Hall
	Reception Immediately Following Evening of Music	McGrew Towers Conference Center (General Public)
12 Midnight	Senior and Alumni Singing (Alma Mater)	Steps of Ogden Hall

NATIONAL ALUMNI ASSOCIATION DAY

SATURDAY, MAY 11, 1991

8:00 a.m. - 5:00 p.m.	Registration	McGrew Towers Conference Center
8:00 a.m. - 8:45 a.m.	Memorial Service Rev. Hugh R. Page and Rev. Michael Battle	Memorial Chapel
9:00 a.m. - 11:45 a.m.	Annual Alumni Meeting and Plenary Session	Turner Hall Auditorium
12:00 noon - 1:45 p.m.	Picnic	Emancipation Oak
1:00 p.m.	Pinning (Nursing) and Hall of Fame Induction Ceremonies	Memorial Chapel
1:30 p.m. - 4:00 p.m.	Free Time (Plan any activity for Reunion Class)	
6:00 p.m. - 9:00 p.m.	Annual Alumni Reunion Banquet	Jerome Holland Hall
10:00 p.m. - 2:00 a.m.	Alumni Dance	Holiday Inn, Grand Ballroom
10:00 p.m. - 2:00 a.m.	Emeritus and Golden Anniversary Social	McGrew Towers Lounge

UNIVERSITY DAY

SUNDAY, MAY 12, 1991

7:30 a.m.	President's Breakfast, Golden Anniversary Class	Holly Tree Inn
8:45 a.m.	Buses leave for Coliseum	Ogden Hall Circle
9:00 a.m.	Assembly/Line-up for Academic Procession	Parking Lot, Hampton Coliseum
9:30 a.m.	ACADEMIC PROCESSION	
10:00 a.m.	COMMENCEMENT EXERCISES	Hampton Coliseum (General Public)

ART EXHIBITS

Color and Motion: Water Color, Acrylics, and Mixed Media – Paintings by Lorraine Bolton
April 1 – August 20, 1991

Saturday, May 11, 1991 ..... 12:00 noon to 4:00 p.m.
Sunday, May 12, 1991 ..... 12:00 noon to 4:00 p.m.

Stephanie D. Williams

Stephanie Denise Williams is the 21 year old daughter of Dr. and Mrs. Richard E. Williams. She is a Senior Speech Communication and Theatre Arts Major from Miami Lakes, Florida. On campus, Stephanie actively participates in the Student Leadership Program, Speech Communication Club, Ogre Phi Ogre VII, Big Brother/Big Sister Program, and a member of Alpha Kappa Alpha Sorority, Incorporated. Stephanie's hobbies include photography, reading, tennis, traveling, water sports, and meeting people.

One of the major influences in Stephanie's life has been her parents who always instilled in her the belief "to thine ownself be true, bear no false witness to any man." In essence, know yourself, love yourself, and respect yourself, and everything else will fall into place. Stephanie's philosophy in life is borrowed from Philippians 4:13 "I can do all things through Christ which strengthenth me."

Miss Senior

Fredericka Patrick Meek is the 20 year old daughter of Russell Meek and Matilda Haywood. A sociology major from Chicago, Illinois, she plans to attend Northwestern or UCLA Law School and specialize in family law. On campus, she is an active member of the Senior Executive Council, Terpsichorean Dance Troupe, Alpha Kappa Alpha Sorority, Incorporated, Alpha Kappa Mu Honor Society, Student Leadership Program, Student Support Services, the National Dean's List, Peer Counselors, and Who's Who Among Students in American Colleges and Universities.

In her spare time, Fredericka enjoys singing and writing poetry. She believes strongly in the power of positive thought and feels that African-Americans need to learn their history – "When the Legends Die, the Dreams end. When the Dreams End, there is no greatness."

Miss Junior

Stacy Elaine Mason is the 20 year old daughter of Mr. and Mrs. John L. Mason from Savannah, Georgia. She is the oldest of two children. Stacy is a psychology major with an emphasis on child psychology. Her extracurricular activities include Delta Sigma Theta Sorority, Inc., Student Leadership Program, Terpsichorean Dance Troupe, Community Dance Program (Ballet Teacher), and the Junior Executive Council. Some of her hobbies include dancing, reading, and spending time with her friends. Stacy's motto for life is, "If you can imagine it, you can achieve it. If you can dream it, you can become it." – William Arthur Ward

Miss Sophomore

Dana Michele Lewis is the daughter of Birteal and Namon Lewis, Jr. She has two sisters, Monica and Stephani, who also attended Hampton University. Dana is from Weston, Connecticut. She is a political science major and plans to attend graduate school at Columbia University and to be an urban administrator. Her hobbies include reading and public speaking. Dana feels that in order for our race to become one, we must educate our black children with our own black men and women.

Miss Freshman

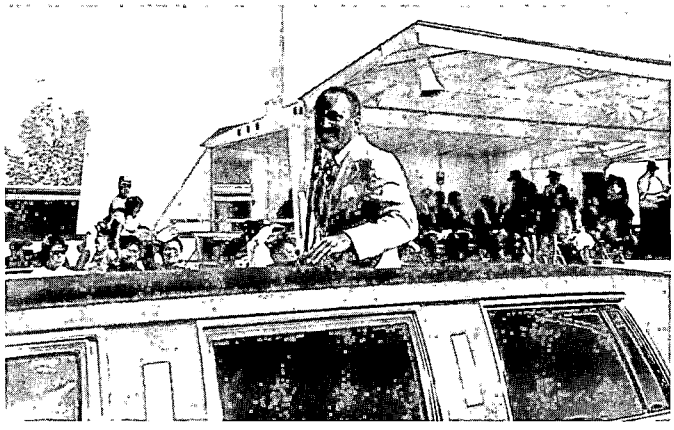
Nikiis Kamia Harrell is the daughter of Earlyne and Freddie Harrell. She is from Belle Glade, Florida. Nikiis is active with the Public Relations Committee, and is also a member of the Freshman Executive Council. Her hobbies include public speaking, modeling, shopping, and traveling. She plans to major in English, and then attend law school after graduation. Her philosophy in life is that when times get hard to always remember that "Tough times never last, but tough people do."

HOMECOMING

Miss Hampton and her Court pose on parade float made especially for them.

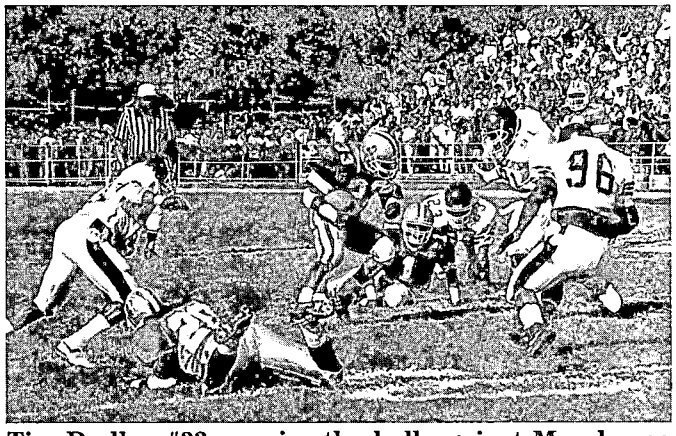
HU Laboratory School Students march in the Homecoming Parade.

The Hampton University Marching Force marches in the Homecoming Parade.



The Honorable Wilford Taylor '72, Judge, Hampton Civil Court serves as Grand Marshal of the 1990 Homecoming Parade.

Miss Hampton makes her entrance onto the football field on a horse-drawn carriage.



Tim Dudley #33, carries the ball against Morehouse defenders during the victorious HU Homecoming Game. Hampton won 32-0.

A State-Of-The-Art Library At Hampton University

President William R. Harvey of Hampton University announced the start of construction for a new 125,000 sq. ft. library for Hampton University. He stated, "The new library will be a state-of-the-art facility. Five stories tall, the building will feature a computerized system of cataloging and on-line search capabilities; twenty-four hour study facilities; seating arrangements for 1,000 students; an exhibition lobby and a lecture/meeting room that can seat up to 100. The new University Library Center is designed to be the focal point of Hampton University as we move into the 21st century!" The official ground breaking for the library took place Sunday following the annual fall convocation.

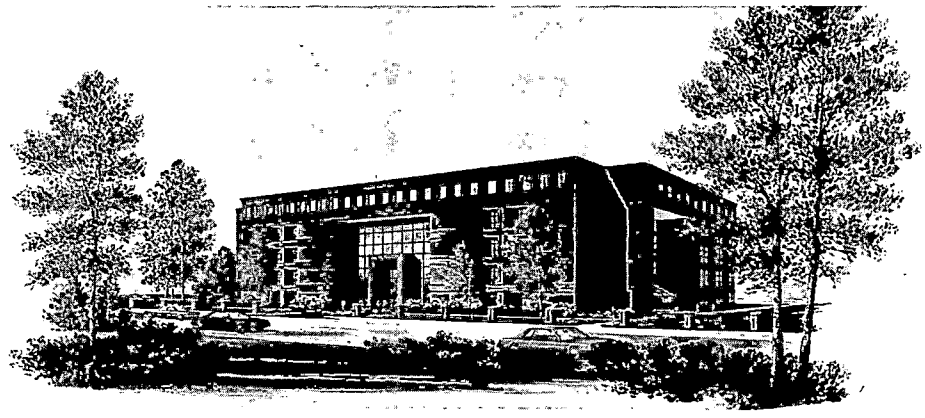
The central design concept is essentially a U shape plan. The center portion is a five story atrium with a sheer glass at the entry side.

The atrium is an active glass enclosed space that will function as an exhibition, lobby, social space as well as forming an orientation reference for each library floor. With its north wall of glass and large skylight, the atrium will provide natural light and a sense of openness to virtually all major library areas.

Two glass backed elevators and a monumental cantilever stairway within the atrium provide exciting points of connection to each floor.

Environmental and technical services are built into the structure to handle the present needs and projected innovations and future computer applications rapidly developing in the library field. Mr. Earl Bean, director of the University Library stated, "as a result of construction, the library services will be moved to an even higher level of excellence. The staff and I are very excited about this new opportunity for service."

The new library with its 125,000 square feet of space will have the capacity for 600,000 volumes. This contrasts with the present library, which has some 43,000 square feet of space and approximately 335,000 volumes. The center will have three featured spaces: The Peabody Room, meeting room and a 24 hour study room. The



Peabody Room will house a special collection of works by and about African-Americans. **The Reading Room** will be fully panelled with a distinctive space for rare and interesting collection items. **The Meeting Room** at the ground floor entered from the atrium provides a flexible, multi-use space that can seat 100 for readings, lectures, recitals, and has provisions for multimedia presentations. The **24 hour study room** will provide a secure and quiet alternative to dormitory or off-site study and there is space for students in both individual and group study situations.

The new library has been described as the "library for Hampton University in the 21st century." It is interesting to note that the library building consultant, Dr. David Kaser of Indiana University, commented in his initial report that, "when the Collis P. Huntington Library was constructed in 1903, it was a "state-of-the-art building." Eighty-seven years later, Hampton University is building a new library which will be a state-of-the-art structure for the technological demands of the 21st century. The new library will be completed in the spring of 1992.

Campus Photographer Honored

The Hampton University Museum exhibited the work of Hampton's longtime University Photographer in its annual Homecoming exhibition which opened November 2, 1990.

"Through the Lens of Reuben V. Burrell: 41 Years as Photographer at Hampton University" celebrates the career of this Hampton alumnus who taught himself photography and who documented the development of Hampton University, as well as the social, civic, and professional life of Hampton's Black community for more than forty years.

Mr. Burrell earned his bachelor of science degree in Industrial Arts from Hampton Institute in 1946 and his Master of Arts degree in Industrial Arts Education from New York University in 1949. That year he returned to Hampton and became the Campus Photographer at Hampton Institute.

Mr. Burrell is a completely self-taught photographer whose skills were developed through reading, experimentation, and practice. Often using surplus equipment and supplies, Mr. Burrell has, for almost half a century, preserved on film a part of local history that would have otherwise been forgotten.

"Through the Lens of Reuben V. Burrell" consists of 75 photographs, in black and white and color, dating from 1948 to the present. The Museum's hours are 8:00 am to 5:00 pm Monday through Friday and 12:00 to 4:00 pm on weekends. This exhibit is made possible in part by a grant from the Metropolitan Life Foundation. For more information call the Hampton University Museum at (804) 727-5308.

HU Convocation Speaker Inspires Seniors To Make A Difference

Robert K. Goodwin

Hampton University seniors and faculty celebrated the beginning of the 1990-91 academic year on Sunday, September 16 in Ogden Hall at the 48th Annual Fall Convocation.

The keynote speaker was Mr. Robert K. Goodwin, Executive Director of the U.S. Department of Education's White House Initiative on historically Black colleges, government agencies and businesses to develop strategies to strengthen historically Black colleges and universities.

Mr. Goodwin told seniors they must prepare for the increasing role blacks will play in the nation's work force. "You must be prepared to answer the call for excellence and give a competent performance."

As the Black population continues to rise, Black students have a "unique responsibility" to assume leadership positions in business and government, said Mr. Goodwin. He continued, "Colleges and universities will produce a new wave of young people, they must have skills to accelerate not retard the economy."

In his speech, Mr. Goodwin called for a standard of excellence from his audience and stressed the importance to combat a "malaise of ignorance and apathy." Mr. Goodwin said, "Education has always occupied a special place in society. Education must cultivate the intellect and brain if we are going to cultivate our lives and meet tomorrow's challenges."

Mr. Goodwin praised University President, Dr. William R. Harvey for his outstanding leadership and accomplishments. He noted that Dr. Harvey has been appointed to an advisory board that oversees Goodwin and his staff and addresses issues involving the government's relationship with Black schools.

The federal government spends about $800 million annually on historically Black schools, Goodwin said.

"President Bush recognizes, like many of us, that these Black colleges represent a treasure that must be preserved and strengthened," he said.

Mr. Goodwin emphasized to seniors they must accept the charge to end mediocrity. He said, "Good enough is never good enough. Ignorance has a price."

He concluded his speech by telling seniors they must pass on a sense of purpose. He urged them to look beyond the confines of a narrow vision. He said, "Dream, because dreams become your self-conscience."

"We each hold the key to a treasure that is waiting to spring from within," Mr. Goodwin said. "You are the master of your fate." He added, destiny is determined "not by chance, but by choices."

President William R. Harvey Honored By White House Initiative

Dr. William R. Harvey was honored by the White House Initiative on Historically Black Colleges and Universities for his "outstanding leadership in the areas of endowment building and economic development that have garnered profitable resources for Hampton University."

Dr. Harvey was presented the award by Assistant Secretary of Education Leonard Haynes, III on behalf of President Bush and Secretary of Education Lawrence Cavazos at a luncheon held in Washington. Robert K. Goodwin, Executive Director of the White House Initiative on Historically Black Colleges and Universities said that Dr. Harvey received the award "in recognition of his tireless efforts and outstanding management which have helped ensure continuous growth and economic development in the entire Hampton University community."

He added, "More of us need to take note of Dr. Harvey's success with the thought of learning what we can to improve other situations."

It was noted specifically that Dr. Harvey worked to increase Hampton's endowment from $29 million in 1978, when he became president, to approximately $80 million where it stands now. During the last decade, a $30 million 5-year fund-raising goal realized approximately $46.4 million in 2-1/2 years. Additionally, he pioneered the use of alternate sources of revenue for Black colleges and universities through the development of a $14 million shopping center and apartment complex called Hampton Harbor located on the campus. Profits from the project are targeted to support student scholarships and faculty salaries.

Dr. Harvey is an appointed member of the President's Board of Advisors on HBCUs. Other members of the Board include Dr. Caspa L. Harris, Jr., President of the National Association of College and University Business Officers (NACUBO); Dr. Dorothy I. Height, President of the National Council of Negro Women (NCNW); Mr. John Carter, immediate past President and CEO of The Equitable Financial Companies; Dr. James E. Cheek, President Emeritus, Howard University; and others.

NSF-Sponsored Coalition Awards $15.3 Million Grant For Change In How Engineers Are Educated

Hampton University is a member of the eight-university National Engineering Education Coalition that has been awarded a $15.3 million grant from the National Science Foundation. Other universities include California Polytechnic State University at San Luis Obispo, Cornell University, Iowa State University, Southern University, Stanford University, Tuskegee University, and the University of California at Berkeley.

The main concern of a new university coalition is to enhance, modernize, and upgrade the education of today's engineers. The Coalition will pursue a two-fold quest to develop high-technology methods of teaching engineers as well as making engineering more attractive and relevant to students, particularly women and minorities.

In an effort to reach its goals, the National Engineering Education Coalition will initially implement three projects: 1) Curriculum Restructuring; 2) the National Engineering Education Delivery System; and 3) Marketing Engineering to strengthen the Engineering Pipeline for recruiting and retaining students through graduation. The National Engineering Education Delivery System (NEEDS), the prototype of a computerized library, will be readily accessible nationwide via computer networks and satellites.

According to Dr. Adeyinka Adeyiga, Chairman of Engineering at Hampton University, the Coalition will be used to strengthen our Engineering Pipelines in terms of students by providing substantial scholarship support for highly qualified minorities who want to study Engineering.

According to Iowa State University Associate Dean of Engineering Arvid Eide, "NEEDS is envisioned to be a synergism of theory, experiment, design, history and practical application across all engineering disciplines and targeted for all audiences from elementary to graduate school." With NEEDS, engineering professors and students will be able to access videos, teaching programs, design projects, simulations and mathematical models developed at universities around the country as well as collaborate with these same individuals on learning projects. NEEDS will also attempt to remedy the severe inadequacies in engineering classrooms by providing computer workstations and other equipment designed to format high-technology classrooms. Under the NEEDS project, Dr. Adeyiga stated, "Hampton University plans to build the Classroom of the Future, which will enable us to access the data base and resources for enhancing classroom instruction."

"A continual shortage of operating funds, an aging population of underpaid professors and an almost complete lack of up-to-date instructional tools is the norm at most, if not all, of the HBCUs," comments Tuskegee University engineering professor Arthur Bond. Southern University, Tuskegee and Hampton are the only historically black universities involved in the coalition.

Marketing Engineering, (Project ME) is the coalition's other program aimed at promoting engineering. Through Project ME, the coalition of universities will reach into high schools and secondary schools in an attempt to build excitement about engineering through printed materials, electronic games, videos, television, radio and special events.

Due to the low representation of women and minorities in the field of engineering, Coalition project director Anthony Ingraffea of Cornell University emphasizes that "Unless we drastically change engineering education to attract talented women and minority students, the U.S. will find itself desperately short of engineering talent."

Overall, the National Engineering Education Coalition hopes to attract more students to engineering education philosophy to emphasize political, economic and environmental, as well as technical, aspects of engineering.

MRS. MARIE M. WITHERSPOON

She says, "I am looking forward to the challenges of the 21st century in the office of Alumni Affairs as we bridge the gaps of the past to the future."

Marie M. Witherspoon has been appointed to the staff of Hampton University as Assistant Director of Alumni Affairs.

Mrs. Witherspoon is not a novice to academe. She brings to Hampton University over twenty years of professionalism gained from the University of Connecticut and Wesleyan University in administration, organization and management skills.

She holds a bachelor's degree in sociology and social relations from Eastern Connecticut State Univ. and a master's degree in social work in policy and planning/research from the Univ. of Connecticut School of Social Work.

She has served on many local, state and national boards and committees in Connecticut and New York City. Her professional activities have included fund raising for non-profit agencies such as the Women's Center; extensive voluntarism with alumni associations; and in the capacity as President of the YWCA in Groton, CT. She also served two years as chairperson of the Eastern Area Advisory Council, Human Resources, State of CT. She was a member of the Advisory Board of the Independent Bank and Trust Company; Hartford Chapter of the National Association of Black Social Workers (NABSW) CT.; a member of the Council for African American Students and Professionals; a member of the Coalition of 100 Black Women, New Britain Chapter, CT.; a member of Democratic Town Committee, New London, CT.; a member of the League of Women Voters; a member of New England Minority Women Administrators; and a realtor. She is currently a member of Women's Peninsula Network.

President Harvey (left) congratulates members of the men's cross country team.

Volleyball coach Kathryn Kisabeth (c) poses with President Harvey (c), Athletic Director, Dennis Thomas and the 1990 CIAA Volleyball Champions.

HAMPTON CAPTURES CONFERENCE CROSS COUNTRY CHAMPIONSHIP

Hampton University's men's cross country team won the CIAA Cross Country Championship with 48 points. St. Augustine's finished second with 69 points and Johnson C. Smith finished third with 87 points. Hampton freshman Artis Cooper was the top finisher with a time of 28:06. He was the first Hampton runner to win the event in the history of the school. Shaw's Dennis Floyd was second (28:08) and Hampton's Wallace Madden finished third (28:16). Hampton finished third among women with 93 points, behind first-place St. Augustine's (27) and Norfolk State (72). Hampton's highest finisher was Julia Dudley, who finished seventh in a time of 21:31.4. St. Augustine's Latasha Garris won the race in 20:16.3

The Pirates

LADY PIRATES VOLLEYBALL TEAM CIAA CHAMPIONS

The Lady Pirates Volleyball Team recently walked away with the CIAA Championship with a 3-2 win over St. Augustine. The Lady Pirates, who were undefeated in the conference were playing on their home turf in Holland Hall.

During the course of the two-day tournament, the Lady Pirates rocked Holland Hall gym as they went on to capture the title from the defending champs, St. Augustine. After winning the first two games, but dropping the next two, the Lady Pirates came back in full force to take the championship.

This victory was very important to Hampton's Volleyball team. St. Augustine had won 11 conference championships in the last 13 years. The Lady Pirates have now won the other two, beating Winston-Salem State in 1988.

Jackie McWilliams, Hampton senior, walked away with the Most Valuable Player trophy to go along with being named to the All-Conference and All-Tournament teams.

"They thought that they had us" said McWilliams. "But we knew we could beat them. Any team that is real over confident can be beaten in this tournament, so you can't underestimate anyone."

The Lady Pirates finished the season 23-7 and 12-0 in the CIAA Northern Division.

Hampton trailed 11-9 in the first game before coming back to tie the contest at 13-13. The Lady Pirates went on to win 15-13. In the second game, Hampton had St. Augustine down 11-3 before winning 15-10.

"They were just so happy that they had the first two games that they shook for a moment," said Hampton coach Kathryn Kisabeth. "This one is very special in a lot of ways. The two teams that were supposed to finish in the finals, finished in the finals."

The Lady Pirates were clearly the underdogs, but ended up being the champions. The fans cheered. Holland Hall was in an uproar of excitement.

Christine Gregory, the junior who delivered the winning kill said, "It just feels like everything finally paid off. "

ANNOUNCEMENTS

THANK YOU, THANK YOU, THANK YOU

ALMA WYCHE COLEMAN
of Arlington, Virginia
expresses her gratitude
to her fellow Hamptonians,
administrative staff of Hampton University,
and members of the
NATIONAL HAMPTON
ALUMNI ASSOCIATION, INC.,
for their moral and intellectual support
during her seven years as
PRESIDENT OF
THE EMERITUS CLASS
and her two years as
SECOND VICE PRESIDENT
of the Association

HAMPTON UNIVERSITY
MUSICAL ARTS SOCIETY

PRESENTATION OF

PHILADANCO
FEBRUARY 17, 1991
OGDEN HALL – 8:15 p.m.

DREAM GIRLS
MARCH 13-17 and 20-24, 1991
8:00 p.m.

MARCH 17 and 24 (3:00 p.m.)
HAMPTON UNIVERSITY – LITTLE THEATRE
HAMPTON UNIVERSITY STUDENT – FREE W/ID
STUDENTS W/ID – $5.00
SENIOR CITIZENS/MILITARY – $5.00
GENERAL ADMISSION – $10.00

ROBERT WEIRICH
MARCH 25, 1991
OGDEN HALL – 8:15 P.M.

FOR ADDITIONAL INFORMATION
CALL 727-5457

Celebrate Black History in Philadelphia with the Hampton University Museum's First Travel Tour February 1-3, 1991

Visit the Philadelphia Museum of Art exhibition and symposium on "Henry Ossawa Tanner 1859-1937," a show which includes four paintings from the University Museum collection including **The Banjo Lesson**.

Attend the historic Freedom Theater, worship at Mother Bethel AME Church and experience much more.

For more information contact Betty Nealy Belle at (804) 727-5308 or write **TOUR, Hampton University Museum, Hampton, VA 23668.**

The exhibit will travel to other cities.
(See page 14)

Hampton University Museum: We're going Places

The Banjo Lesson by Henry Ossawa Tanner, 1893, Collection of the Hampton University Museum.

A F R I C A

THE
NATIONAL HAMPTON ALUMNI ASSOCIATION, INC.

ANNOUNCES

AN UNFORGETTABLE TOUR of WEST AFRICA

VISITING

Dakar, Senegal — Abidjan, Ivory Coast
Lome, Togo

JULY 6, - JULY 20, 1991

For further information, write or call:
Alumni Office – Hampton University, Hampton, Virginia 23668 (804) 727-5425 or (804) 723-2443

TRAVELING EXHIBITION SCHEDULE

JACOB LAWRENCE: *The Frederick Douglass and Harriet Tubman Series of Narrative Paintings*

February 16 – April 14, 1991
Memorial Art Gallery of the University of Rochester
Rochester, New York

May 4 – June 30, 1991
Philadelphia Museum of Art, Philadelphia, PA

August 1 – September 30, 1991
The Studio Museum in Harlem, New York

November 26, 1991 – February 23, 1992
The Baltimore Museum of Art, Baltimore, MD

March 6 – April 2, 1992
Delaware Art Museum, Wilmington, DE

Mid May – August 31, 1992
The Art Institute of Chicago, Chicago, IL

Early 1993 (reserved booking)
The Carnegie Museum of Art, Pittsburgh, PA

HENRY OSSAWA TANNER'S: *The Banjo Lesson, Fauna, The Bagpipe Lesson,* and *Portrait of Bishop Hartzell*

from the collection of
Hampton University Museum
will be exhibited in a nationwide tour

Henry Ossawa Tanner 1859-1937

January 20 – April 14, 1991
Philadelphia Museum of Art
Philadelphia

May 12 – August 4, 1991
The Detroit Institute of Art
Detroit

September 17 – November 24, 1991
The High Museum of Art
Atlanta

December 15, 1991 – March 1, 1992
M.H. de Young Memorial Museum
San Francisco

BLACK FAMILY CONFERENCE

Schedule

WEDNESDAY, MARCH 13, 1991

Registration – McGrew Towers Conference Center
Museum Exhibition and Reception – Hampton University Museum
5:30 p.m. – 7:15 p.m.

OPENING SESSION
7:30 p.m. – Ogden Hall

THURSDAY, MARCH 14, 1991

Concurrent Sessions
9:00 a.m. – 10:30 a.m.

"Health Objectives for the Year 2000: Implications for African-American Families"
"The Economics and Politics of Health Care for African-Americans: Paying the Price to be Healthy"
"African-American Homeless"

10:30 a.m. – 12:00 noon
"The African-American Male: Improving the Odds Against Chemical Dependency"

"Beyond AIDS 101"

Concurrent Sessions
1:00 p.m. – 2:30 p.m.

"Infant Mortality in African-Americans: Preventive Approaches and Strategies"

"The African-American Female: Health Strategies for the Twenty-First Century"

"Collaboration between School Systems and African-American Families: Achieving the Goal"

2:30 p.m. – 4:30 p.m.

"African-American Family Violence: Fact or Fiction"

"The Global Village: Lineage and Legacies of the African and African-American Families"

8:00 p.m.

Musical Arts Presentation Little Theatre, Armstrong Hall
"DREAM GIRLS"

FRIDAY, MARCH 15, 1991

"Mirrors, Images, and Visions: Positive African-American Images in the Media"

"Ethical Dilemmas and the Black Family Institute"

CLOSING LUNCHEON 12:30 p.m.

McGREW TOWERS
"The African, The African-American Family through Prose and Poetry"

CLASS NOTES

1923

James A. Allen '23, '42, MA '52 and his wife, the former Cora E. Hundley '54, celebrated their 60th Wedding Anniversary on September 8, 1990, at their home in Lackey (Yorktown), VA.

Aurora Bransford

1929

Aurora Bransford retired in January 1990 after 35 years with Aberdeen Proving Grounds in Edgewood, Maryland. She celebrated her 80th birthday on April 3, 1990. She was born in Oklahoma, but spent most of her married life in Harve de Grace in Maryland. She received her degree in home economics at Hampton Institute.

Hattie J. Sasser

1933

Hattie J. Sasser recently received the "Martin Luther King, Jr. Achievement Award" at William and Mary College in Williamsburg, Va. Mrs. Sasser has been very active in her community, having served on many boards, was instrumental in having Williamsburg Redevelopment and Housing Authority name its first project Crispus Attucks Place and the street where she lives, Harriet Tubman Lane.

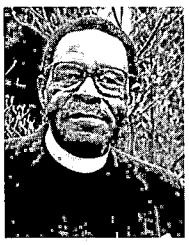
1937

Issac G. McNatt, was presented the King Herchel Award, by the Palisades Council of B'nai B'rith, last April, in conjunction with the Bergan County Chapter of the NAACP. The award reflected his contributions to his lifelong efforts at fostering positive relations among citizens in Bergan County and his commitment to the advancement of equality, human rights and a meaningful relationship between the African-American and the Jewish Community. Judge McNatt was a former Mayor of Teaneck, New Jersey, where he and his wife reside.

Rachael B. Noel

1938

Rachael B. Noel, '38 was recently honored by the Metropolitan State College of Denver at the Third Annual Plain and Fancy Ball on October 6, 1990, at the Colorado Convention Center in Denver, Colorado. The Committee representing the College's Foundation and Alumni Boards and Administration selected Mrs. Noel to receive the College's highest community honor in recognition of outstanding lifetime commitment to equal opportunity, equality and access to education. Mrs. Noel received a bachelor of science degree in education from Hampton University and a master's degree in sociology from Fisk University.



Henry B. Mitchell

1939

Henry B. Mitchell, received an honorary degree of Doctor of Divinity, **honorius cause** on May 7, 1990 at the 167th Annual Commencement of the Protestant Episcopal Theological Seminary in Alexandria, VA.

1940

Rudolph Aggree has recently been named Executive Director of the Howard University Press. The Honorable Aggree served as former United States Ambassador to Senegal, Gambia, and Romania. Mr. Aggree was a former fellow in the Center of International Affairs at Harvard; and more recently, was Research Professor of Diplomacy at Georgetown University. He is a retired career minister in the United States Foreign Service.

F. Margurite Mazique

1941

F. Margurite Mazique, Ph.D., educator and consultant, has been named one of six new trustees to join the Board of Morehouse School of Medicine. Dr. Mazique lives in Washington, D.C.

Leon J. Calhoun

1949

Leon J. Calhoun, Sr., a resident of Hampton, Va., recently began a three-year term of service as an elected member of the Presbyterian Church (U.S.A.) Foundation's Board of Trustees.

1951

Margaret P. Quillen recently retired as school principal from J. C. Parks Elementary School in Charles County in Maryland and has now relocated to her hometown in Bridgeton, New Jersey.

1953

Thomas A. Bryant has been confirmed by the General Assembly to serve on the Virginia Safety & Health Code Board. He will serve as secretary on the construction industry representative board. Mr. Bryant is president of the construction firm, Bryant & King, in Newport News, Virginia.

LeRoy Hedgepath, Lt. Commander, USA (Retired) has been named Assistant Director of the Maryland-National Capital Park Planning Commission, which provides management support to M-NCPPC and its operating departments, boards and commissions. He earned his bachelor's degree in business management from HU and completed his graduate work in business administration at George Washington University in 1972. He is a resident of Silver Springs, Md.

CLASS NOTES, continued on next page

1954

Ronald A. Brown recently retired after 25 years of federal service from the U.S. Department of Housing and Urban Development, Real Estate Division in Washington, D.C.

Grace Harris

Grace Harris was recently appointed by the Board of Visitors of Virginia Commonwealth to Vice Provost of the Division of Continuing and Public Services. Dr. Harris, was former dean of the School of Social Work, a post she has held since 1982. As vice provost, Dr. Harris will oversee the division's eight programs that provide educational opportunities for adults, non-traditional students and the public at large. Dr. Harris graduated with highest honors from Hampton University, with a B.A. in sociology. She also earned a master's in social work from Richmond Professional Institute and a doctorate from the University of Virginia.

1965

Alease Bruce was recently promoted to the rank of Professor at the University of Lowell in Massachusetts. Dr. Bruce was former associate professor of clinical laboratory science in the College of Health Professions. She received her BS in zoology from Hampton University. Dr. Bruce currently resides in Andover, MA.

1967

Frances D. Vaughan, after 30 years of teaching in the public school system, has closed her classroom door for the last time at Homer L. Hines Middle School, with the 1990 school year. Her "dreamroom" of expansive windows and industrial sinks; (the artistry quality and skills she has used to teach art) will permeate throughout the ancestral halls of Hines where many students benefitted from the legacy of her talents.

1970

Louis Charles Brown, Jr., Major, U.S. Army, recently married Cecilia Randall under Emancipation Oak at HU. He is a supervisor and management analyst at the U.S. Army Training and Doctrine Command at Fort Monroe, Va. and she is a cardiology technician. The couple resides in Hampton, Va.

Alfred T. Mays

Alfred T. Mays has been appointed President of Chicopee, the Johnson & Johnson Company which develops and markets a variety of fabrics for commercial and industrial use. Mr. Mays earned his degree at Hampton University in chemistry. He and his wife reside in Edwin Township, New Jersey, with their three children.

1971

Dwight E. Thomas, U.S. Army and commissioned through Reserve Officers Training Corp. at Hampton University, was one of six black U.S. Army Officers to attend the Armed Forces Staff College. Major Thomas will assume his duties as an acquisition officer for the U.S. Special Operations Command in D.C. Headquartered at MACDILL Air Force Base, Tampa, Florida.

1972

Brenda J. Bacon has been appointed by Governor James J. Florio of New Jersey to serve as head of the Office of Management and Planning. She received an advanced degree from the Wharton School at the University of Pennsylvania.

Allyson K. Duncan was appointed by Governor Jim Martin of North Carolina to serve as the first Black woman to the appellate court as Judge. Judge Duncan was sworn in on February 12, 1990, in the Old House Chambers of the State Capitol. The Durham native received her law degree from Duke University in 1975.

Kevin Quince

Kevin Quince was named Executive Director of the New Jersey Housing and Mortgage Finance Agency by Governor Jim Florio. He is in charge of the agency staff of over 200 people and a real estate portfolio of more than $2.5 billion. Mr. Quince and his wife, Regina, are the parents of two boys, Guyasi 14, and Khary, 10. They reside in East Windsor, N.J.

Portia Taylor

Portia Taylor has been named Provost of the Education Center, and Director of the Downtown Center by the Santa Fe Community College Board of Trustees. Dr. Taylor received her BA in sociology; her master's in social work from the University of North Carolina and her doctorate in higher education administration from the University of Florida.

1973

Marilyn Ann Cherry Davis recently received the Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award at Spelman College. Dr. Davis received her BA in political science at Hampton University and her master's and Ph.D. from Atlanta University. She is chairperson of the Political Science Department and associate professor at Spelman.

Leslie Harris Fletcher has been appointed Coordinator-Minority Programs for Legal Education at the Law School Admission Services in Newtown, Pa. Her new post will help law schools across the nation identify and recruit minority students into their programs.

Ronald C. Johnson, AIA, has joined Wilson Griffin Architects as Director of Architecture. His firm is a Houston-based architecture, planning and interior design firm. Recent projects include, award winning Tampa Palms Golf and Country Club, the new Star Columbia Suites at the Houston Astrodome and the renovation of the Astro Village Hotel in Houston, Texas.

Richard A. Pearce has been appointed to serve a two year term as Director of Finance and Comptroller of the City of New Haven. He and his wife, Lois, live in Hamden, Connecticut, with their three daughters.

1977

Arie J. Spriggs has recently been awarded the Robert D. Beland Memorial Award for Excellence in Teaching. She is a faculty member at the Defense Intelligence College which is chartered under Defense Intelligence Agency. She graduated from Hampton University, sum cum laude with a BS degree in music education.

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1978

Warren D. Harris, Director of Development of Old Dominion University, has been named Executive Director of the Chesapeake Chamber of Commerce, an arm of the Hampton Roads Chamber. He is the first Black to lead a chamber office in Hampton Roads. Mr. Harris has a bachelor's degree from Hampton University and a master's in public administration from Old Dominion University. He is a resident of Portsmouth, VA.

Celestia Simmons Brown has been appointed CD-ROM Coordinator and Reference Librarian at Huntington Memorial Library at Hampton University. Ms. Brown earned a master's of library science from North Carolina Central in May 1990.

1979

Johnnie L. Beale and **Carolyn M. Beale** both Captains in the U.S. Army announced the birth of their daughter, Caitlin Michelle Beale, born May 30, 1990, in Riverdale, Georgia. The Beales are currently assigned to Forces Command at Fort McPherson located in Atlanta, GA.

Geoffrey Sherrill, MD, Captain US Army, graduated from the University of Maryland's School of Medicine in May 1990. He is stationed at Fort Bragg in North Carolina, undergoing his residency requirements in Family Practice.

Carrie Horne has been accepted at Nova University in Fort Lauderdale, Florida, to pursue an educational doctorate in educational administration. Ms. Horne holds the position of assistant principal at Bethel High School in Hampton, Virginia. She received her master's degree in administration from Hampton University and a certificate of advanced studies toward a doctoral degree from Old Dominion University.

1980

Vanessa Williams Marshall and her husband, Timmie, are the proud parents of a son, Gregory Dean Marshall, born March 19, 1990.

1981

Orim Graves received the YMCA Black Achievers Award in New York City at its 20th Anniversary hosted by the Harlem Branch. Mr. Graves received his BS at Hampton University and his MBA from the University of Wisconsin. He is employed as Vice President and Manager of the Midland Bank in New York City.

Katrina Lassiter

1983

Katrina A. Lassiter recently received a master of science degree in medical-surgical nursing from Hunter College in New York City. She graduated with a 4.0 GPA and was inducted into Sigma Theta Tau International, the honor society of nursing. She is currently practicing her skills at Mary Immaculate Hospital in New York as a Clinical Nurse Manager in the Intermediary Care Unit.

1984

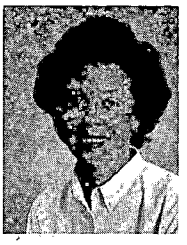
Natalie Y. Dossett, Navy Seaman, has completed an eight week training program in general military subjects at Orlando, Florida.

Monica Morrison

Monica Morrison has been named manager at the Monroe Mall Office of NCNB National Bank. She joined NCNB in Charlotte, North Carolina, in 1988 and recently completed branch manager training. Ms. Morrison earned a bachelor's degree in business management at Hampton University.

Leslie R. Lincoln-Smith has recently joined the Anheuser-Busch Houston Brewery as supervisor for tours and the gift shop. She is a native of Philadelphia and presently resides in southwest Houston. Her degree is in marketing from Hampton University.

Janice M. Williams of Hempstead, L.I.N.Y. was one of the 34 students participating in the 1990 program co-sponsored by the J. L. Kellogg Graduate School of Management at Northwestern University and American Express. Ms. Williams traveled with the group to the U.S.S.R. in March as part of an independent study program in international business issues of that country.



Darcella L. Hill

1985

Darcella L. Hill received a master's in social work in May 1990 from Rutgers University, New Brunswick, N. J. She is employed at Beth Israel Medical Center in Newark, New Jersey.

Leah Y. Lamb received the YMCA Black Achievers Award in New York City at its 20th Anniversary hosted by the Harlem Branch. She is a Division Director with the United Way of New York City and a former resident of Hampton, Virginia.

Harold F. Summey, Navy Seaman, recently reported for duty with the Navy Band at the Navy Yard in Washington, D.C. He recently completed his requirements for the master's degree at Eastman School of Music in Rochester, New York.

1986

Adrienne G. Badger was married to Lorenzo Christmas of Philadelphia on February 17, 1990. She is completing her final year at Penn State University in the master of education program in human resource management. She recently completed a summer internship at Mobil Oil in Fairfax, VA. The couple will reside in Philadelphia, PA.

Rochelle I. Hill was married to Perry L. Daniels on April 8, 1989, in the Main Chapel at Fort Dix in New Jersey. Mrs. Daniels is currently employed as a Budget Analyst for the 1st Information Systems Group. US Air Force, Pentagon in Washington, D.C. Mr. Daniels is currently employed by the US Postal Service in D.C. and is a member of the US Navy Reserves. The couple will reside in Alexandria, Virginia.

Damita R. Salters has been named an officer by NCNB National Bank of Florida. Ms. Salters will work as branch manager of the Commercial Boulevard Office in Fort Lauderdale. A native of Charleston, S.C. and reared in Orangeburg, she graduated magna cum laude from Hampton University.

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Jennnifer L. Borum

1987

Jennifer L. Borum received a juris doctorate from Harvard Law School, on June 7th, 1990. A member of the Harvard Law Review, Ms. Borum published a note entitled "And Forgive Them Their Trespasses: Applying the Defense of Necessity to the Criminal Conduct of the Newsgatherer." She was a summer associate with Cahill Gordon & Reindel in New York City and will serve as Law Clerk to the Honorable James M. Sprouse, U.S. Court of Appeals, 4th Circuit from September 1990 to September 1991. Ms. Borum graduated Valedictorian from Hampton University.

Buena Moore Crawford, senior program analyst in the Programs and Resources Division at NASA's Langley Research Center, was selected last year to attend a Program for Developing Executives at Simmons College in Boston, Massachusetts. Mrs. Crawford earned her master's degree in business administration from Hampton University. She is listed in Who's Who among American Women and Outstanding Young Women in America. A native of Newport News, she and her husband, Oscar, live in Hampton with their three children.

Robin J. Matthews recently graduated from Howard University School of Law. Mr. Matthews was president of his class and will serve as judicial clerk for the Honorable Bowers in the District of Columbia Superior Court in Maryland.

Mark A. Willis was recently commissioned Ensign in the U.S. Coast Guard. He completed a seventeen week course at the Reserve Training Center in Yorktown in navigation, seamanship, communications, leadership plus search and rescue and law enforcement procedures.

1988

Danny T. Barnes, Navy Ensign, recently participated in valiant usher exercise training while serving aboard the Amphibious Assault Ship U.S.S. Peleliu in Long Beach, California, during a recent deployment with the U.S. 7th Fleet.

Iavondlynn Michelle Dunagan graduated from the University of Chicago, School of Social Service Administration on June 8, 1990, with a master of arts degree in Social Work. While at Hampton University, she was the Illinois Pre-Alumni President for two years and was recently nominated by the Chicago Chapter of the NHAA, Inc. for the 1990 Midwest Regional Conference Award.

Derek D. Hogan, Marine PFC, has completed recruitment training at the Marine Corps Recruitment Depot at Parris Island, South Carolina.

Michael A. Lawings, 2nd Lt. Marine Corps, attended the Basic School in Quantico, Va. preparing for a commissioned officer assignment to the Fleet Marine Force.

1989

Jack O'Kelley, has accepted an offer to attend Yale University Law School in New Haven, CT, this 1990 fall semester to pursue a J.D. degree. While at Hampton University, he served a two year term as the student member of the Board of Trustees; was chapter president of Alpha Kappa Mu National Honor Society; and was also active in many other activities as an undergraduate. Mr. O'Kelley is a native of Burlington, N.C.

Steve M. Richardson, Navy Ensign, underwent 14 weeks of flight training with Squadron-27, at the Naval Air Station in Corpus Christi, Texas.

Emil Kraig Wilbekin

Emil Kraig Wilbekin received the master of science degree in journalism from Columbia University in New York City. In 1989, he spent his summer as an intern in London, England, sponsored by Boston University. He is currently employed as a free-lance writer at EMERGE MAGAZINE and is an editorial assistant at METROPOLITAN HOME.

1990

Tracee Camille Glass, has recently been selected as a Management Trainee in the Advertising Department of the Wilmington Morning Star in Wilmington, North Carolina. Miss Glass received her bachelor of arts degree in mass media arts from Hampton University.

Donald Leath has recently been commissioned 2nd Lieutenant in the U.S. Army. While at Hampton University, Lieutenant Leath was active in the Business Club, the U.S. Army ROTC and a member of the Raiders.

Charles A. Walton, Navy Petty Officer, 2nd Class, recently reenlisted in the Navy after serving three years in the Naval Air Reserve in Norfolk, Virginia.

NECROLOGY

Joseph C. Bantum, Sr., of Easton, MD, HU 1927, died May of 1990. A native of Philadelphia, PA, Mr. Bantum established and operated Bantum's Awning and Upholstery Shop until his retirement in 1979.

Mrs. Mildred G. Smith Belcher of Baltimore, MD, HU 1946, died May 24, 1990. A native of Hampton, VA, Mrs. Belcher taught school in South Carolina and the Baltimore City Public Schools.

Mrs. Barbara Sydnor Bentley of Durham, NC, HU 1961, died July 29, 1990. A native of Richmond, VA, Mrs. Bentley was employed with the Research Triangle Institute in Durham, NC, as a statistician. She served as president of the Durham-Chapel Hill Chapter of the Hampton Alumni Association and was honored this year as their Most Outstanding Member.

Mrs. Mae Oswell Boyd of Hampton, VA, HU 1923, died May 27, 1990. A native of Worcester, MA, Mrs. Boyd was a dormitory counselor at Hampton University for many years. She received many awards including the Boys Club Medallion Award and the Bronze Keystone Award for guidance and developing constructive activities for youth programs.

James A. Cotton of Hampton, VA, HU 1927, died May 10, 1990. He was a native of Norfolk, VA. Mr. Cotton served in several capacities at Hampton University, including Instructor in Tailoring and Dry Cleaning and Postmaster of the campus Post Office, a position from which he retired in 1974. Subsequently, he returned to work part-time in Academic Regalia.

Dr. John Gibbs St. Clair Drake of Palo Alto, CA, HU 1931, died June of 1990. Born in Suffolk, VA, Dr. Drake was considered to be one of America's most influential social anthropologists. He was the author of five books and many scholarly articles, and had contributed introductions of chapters to some 20 books. Although he had retired, the Stanford professor emeritus of anthropology was at the time of his death working on Volume II of his book, *"Black Folk Here and There,"* which is scheduled to be published later this year. The first volume appeared in 1987.

Theodore E. Edwards, Sr., of Saint Louis, MO, HU 1936, died April 15, 1990.

Charles E. Evans of Plainfield, NJ, HU '73, died May 15, 1990. He was a native of Hill Top, WV. Mr. Evans was Vice President of Health and Social Action Programs with AT&T Foundation. He was also the founder and director of the Ric-Charles Choral Ensemble, a professional group, known for its well-balanced repertoire of classical, spiritual, jazz and contemporary music.

Arthur M. Humes, Jr., of Miami, FL, HU 1969, died July 6, 1990. Mr. Humes served as president of the Miami Chapter of the Southeast Region and was a teacher in Dade County Public Schools in Florida.

Ms. Veon M. Lawrence of Irvington, NJ, HU 1988, died July 14, 1990.

Mrs. Irene Johnson Martin of Hampton, VA, HU 1949, died May 12, 1990. A native of Newport News, VA, Mrs. Martin retired as a public school teacher from the Williamsburg Public School System.

William H. Miller of Louisville, KY, HU 1931, died September 5, 1990.

Wilson E. Nicholson of Jersey City, NJ, HU 1910, died June 22, 1990. Mr. Wilson, a native of Media, PA, was one of the oldest active graduates of Hampton University. He was awarded the Whitney M. Young Award by the Urban League of Hudson County; and the Presidential Citizenship Award for "sustained, loyal, courageous leadership in civil and human rights causes" by President William Harvey. Additionally, he was honored by the National Hampton Alumni Association, Inc. for his commitment and support of Hampton University.

Dr. William H. Robinson of Hampton, VA, HU 1937, died July 12, 1990. A professor emeritus in education at Hampton University, Dr. Robinson was responsible for the initiation and implementation of many programs including an EDPA Fellowship Program for graduate study, Institute for Teachers of the Disadvantaged, National Teachers Corp Project, ESSA Program and numerous summer institutes for administrators, teachers and para-professionals. He received numerous awards and citations including the Mary R. and Christian F. Lindback Distinguished Teaching Awards in 1966. Established in his honor were the William H. Robinson Lecture in Education, inaugurated in 1975; the William H. Robinson Reading Room in Phenix Hall, dedicated in 1977; and the Pioneers in Education Scholarship Fund at Hampton University.

John P. Scott, Jr., of Saint Thomas, VI, HU 1932, died July of 1990. A native-born Pennsylvanian, Mr. Scott had been a resident of Saint Thomas since 1933. He was retired from the Virgin Islands Government Service and owned and operated a motel. Mr. Scott was well known for his varied community, government and business achievements. He was married to the former Edna Louise Pierce, HU 1933.

Mrs. Pricilla Kirk Spellman of Carrollton, GA, HU 1927, died June 3, 1990.

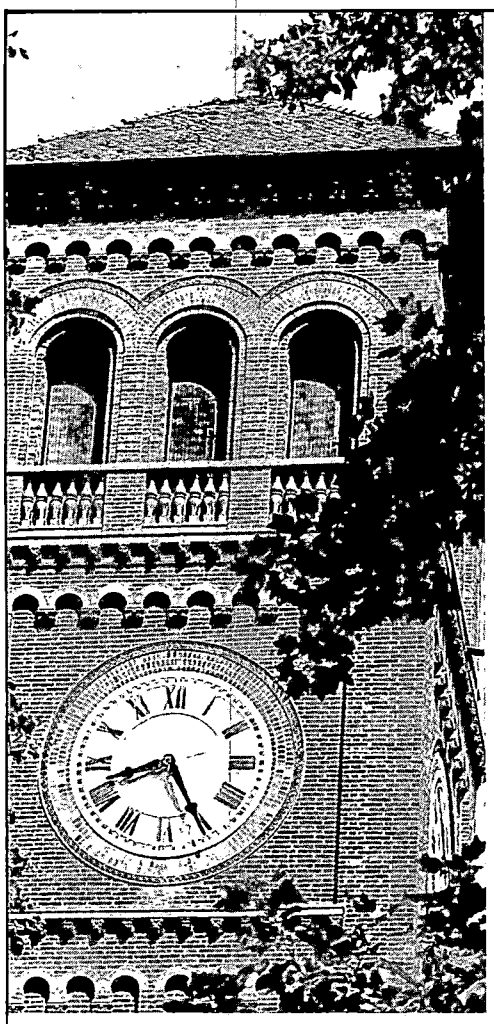
Luther H. Spotts of Lexington, KY, HU 1951, died July 18, 1990. Mr. Spotts was a former principal of the Southside Vocational Center in Lexington; and for the past three years, he served as principal of the vocational program at Northpoint Training Center in Danville, KY.

Alfred N. Sweeney of Cheshire, CT, HU 1956, died February 2, 1990. A native of New Haven, CT, he was employed at Prime Technology of North Branford before his retirement in December of 1989.

Mrs. Irma Bowser Thompson of Newport News, VA, HU 1936, died May 26, 1990. A native of Nansemond County, she was a teacher in the Norfolk City Public Schools and Newport News City Schools until her retirement. She was also a professor at Hampton University.

John F. Wilson of New York, NY, HU 1934, died July 3, 1990.

Ltc. Ryan S. Yuille, USA (ret.) of Brandywine, MD, HU 1952, died September 30, 1990. A native of Atlantic City, NJ, he retired from the Army in 1971 and later served the federal government as Director of the Equal Opportunity Office for TRADOC Headquarters, Fort Monroe, VA. He was also Director of Equal Opportunity for the General Accounting Office, Washington, DC.



Memorial Church Endowed Scholarship

Hampton Institute plans to increase the endowment base for scholarships in order to provide more financial aid to high achieving students. In this regard, the college is offering seats of pews in Memorial Church for $1,000 each as a means of generating a $1,000,000 endowment for scholarships.

Your name or the name of the person whom you wish to honor or memorialize can be inscribed on a plaque (as shown below) and affixed to the seat of a pew in Memorial Church.

You are invited to join with others in this effort to generate $1,000,000 in endowment funds for scholarships. If you wish to reserve a seat in your name or the name of a loved one, please complete and sign the form. An outright gift of $1,000 or a pledge of this amount payable over five years will reserve a seat in your name or the name of the person whom you wish to memorialize. Money will be returned for all pledges that have not been paid in full in five years.

Given By Lawrence Patterson	In Honor Of Lawrence Patterson	Given In Memory Of Lawrence Patterson

To assist Hampton with its endowed scholarship program, it is my intent to reserve _____ seat(s) for the sum of $_____.

(check one): ☐ I have enclosed my check for $_____.

☐ I pledge $_____ payable over five years.

I will forward my first payment by _____.

Name: _____

Address: _____

Signature: _____

Date: _____

I'd like my plaque to read:

In Memory of _____

In Honor of _____

Given By _____

PLEASE SEND CHECKS AND MONEY ORDERS TO:
VICE PRESIDENT FOR DEVELOPMENT
HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668.

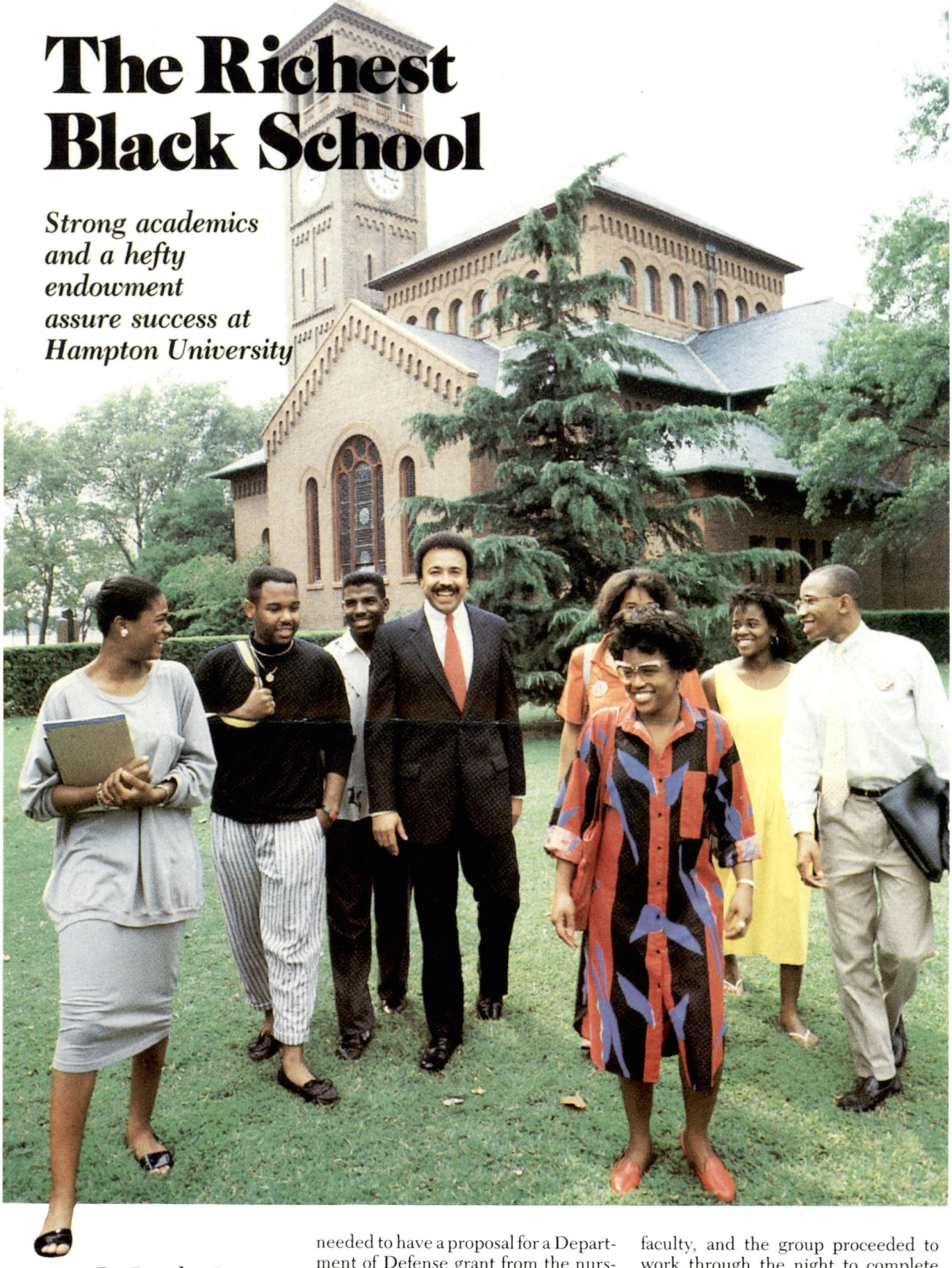
THE ALUMNI OFFICE
HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

Non-Profit Organization
BULK RATE
U.S. Postage
PAID
Permit No. 73
Hampton, Virginia

If address is incorrect please indicate change. Do not cover or destroy this address label.
Mail change of address to:
THE ALUMNI OFFICE

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-

REPRINTED FROM THE DECEMBER, 1987 EBONY

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.

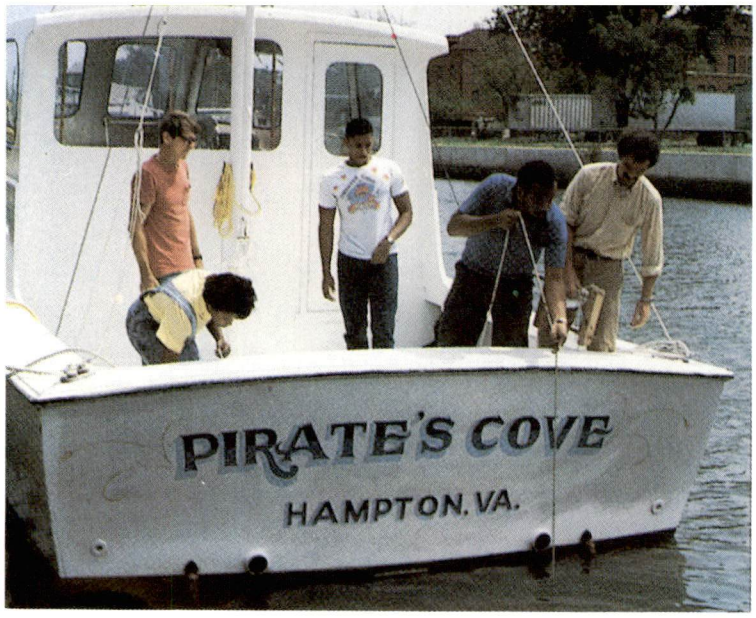
ment at 4,700, and the competition to enter Hampton has become fierce. Last year, the university had already received 6,011 applications for the 800 slots in the freshman class of 1991. Officials also say the SAT college entrance examination scores of incoming students have increased by 135 points to 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."

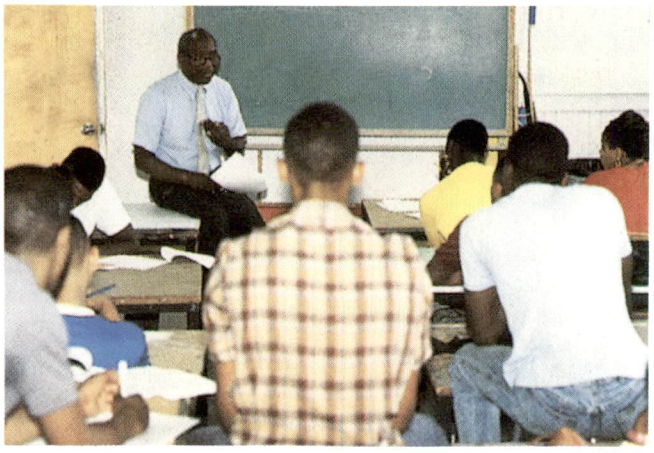
Hampton's endowment has never quite fit the "shoestring" description. In 1978, the school's endowment was $29 million. Within the last nine years, the school has managed to raise its endowment to $84 million, primarily through a major five-year fund-raising program beginning in 1982, appreciation on 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-

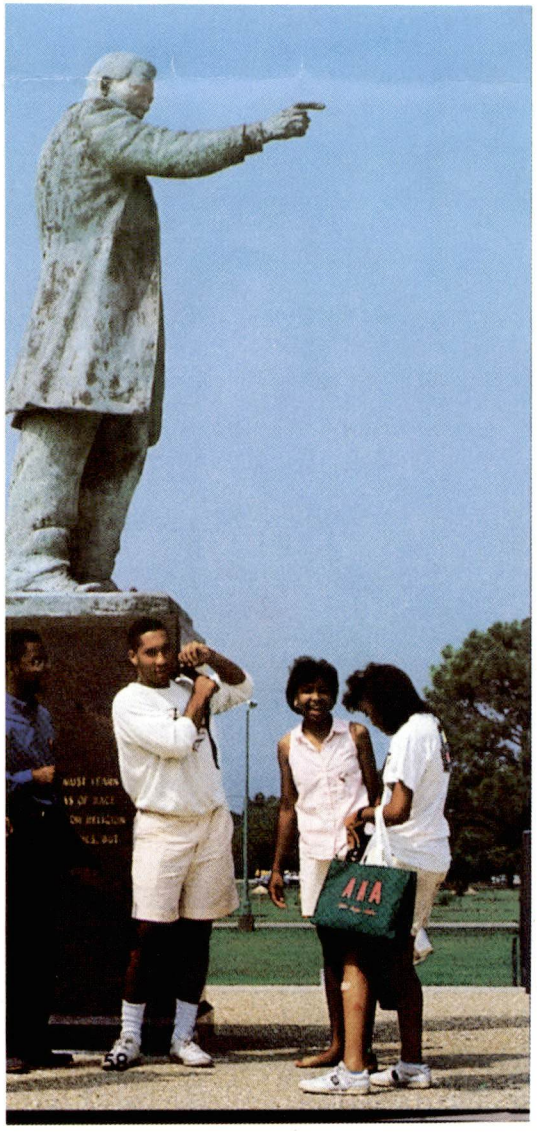


Students in the Marine Science Program (left) conduct aquatic experiments. Below, John Spencer welcomes students to his architecture class. During a quiet moment, students meet at the statue of the school's most famous alumnus, Booker T. Washington.



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.

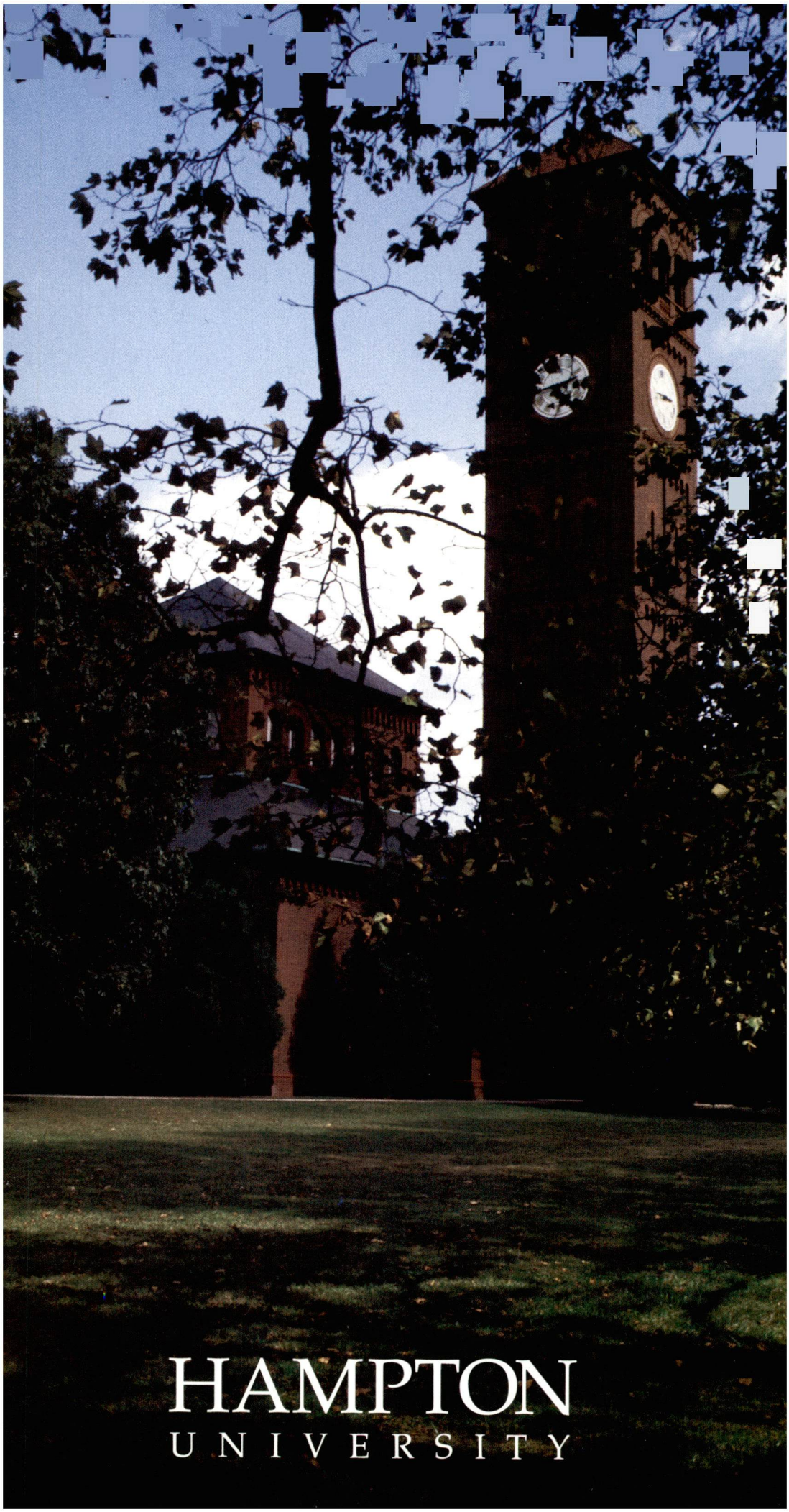
Hampton is also bolstered by 110 national alumni organizations whose contributions exceed the national $87 per-capita average by $20 says Clark of the school's development office. Alumni contributions helped the school exceed its planned 1982 drive to raise $30 million in five years by actually raising $46 million in three years, school officials say. "A place like Hampton means too much," Harvey says when asked about the heavy emphasis on fundraising. "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.

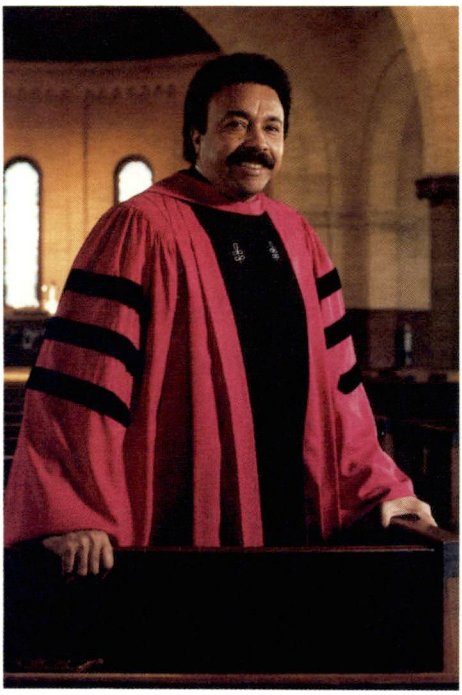
Other signs of grantsmanship include the FAA's $2.5 million grant for the Airway Science program, the $3.2 million grant from the Olin Foundation, which is paying for the construction of the university's new Engineering Center and a $41,000 seed grant from the Rockefeller Foundation to develop Hampton's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


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.

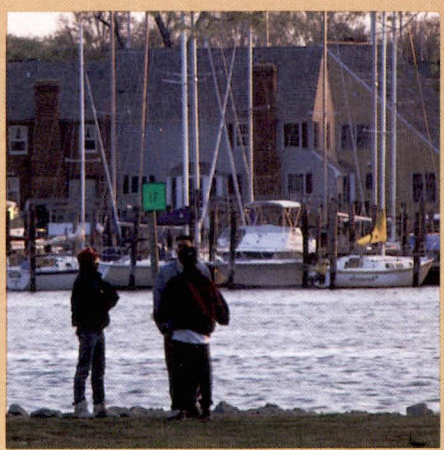
After the death of General Armstrong in 1893, the Founder's work was continued and expanded for nearly a quarter-century under the leadership of the late Rev. Hollis B. Frissell. The bachelor of science degree was first awarded in 1922. Courses at the elementary and secondary levels were gradually dropped, 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.

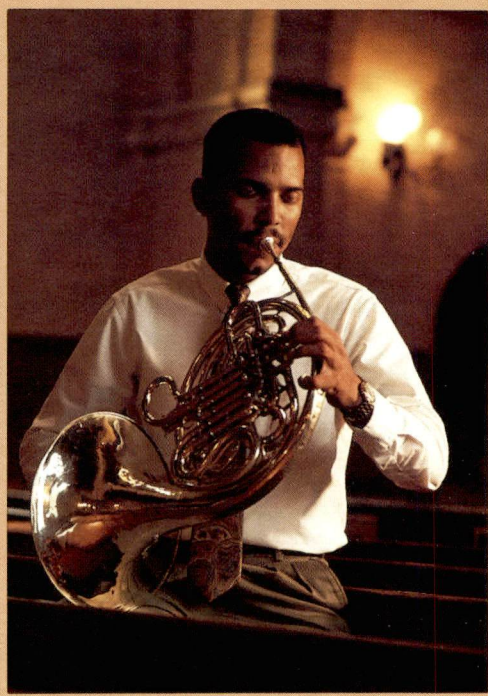
In line with its broadening educational program, the College inaugurated graduate courses in 1928.

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.

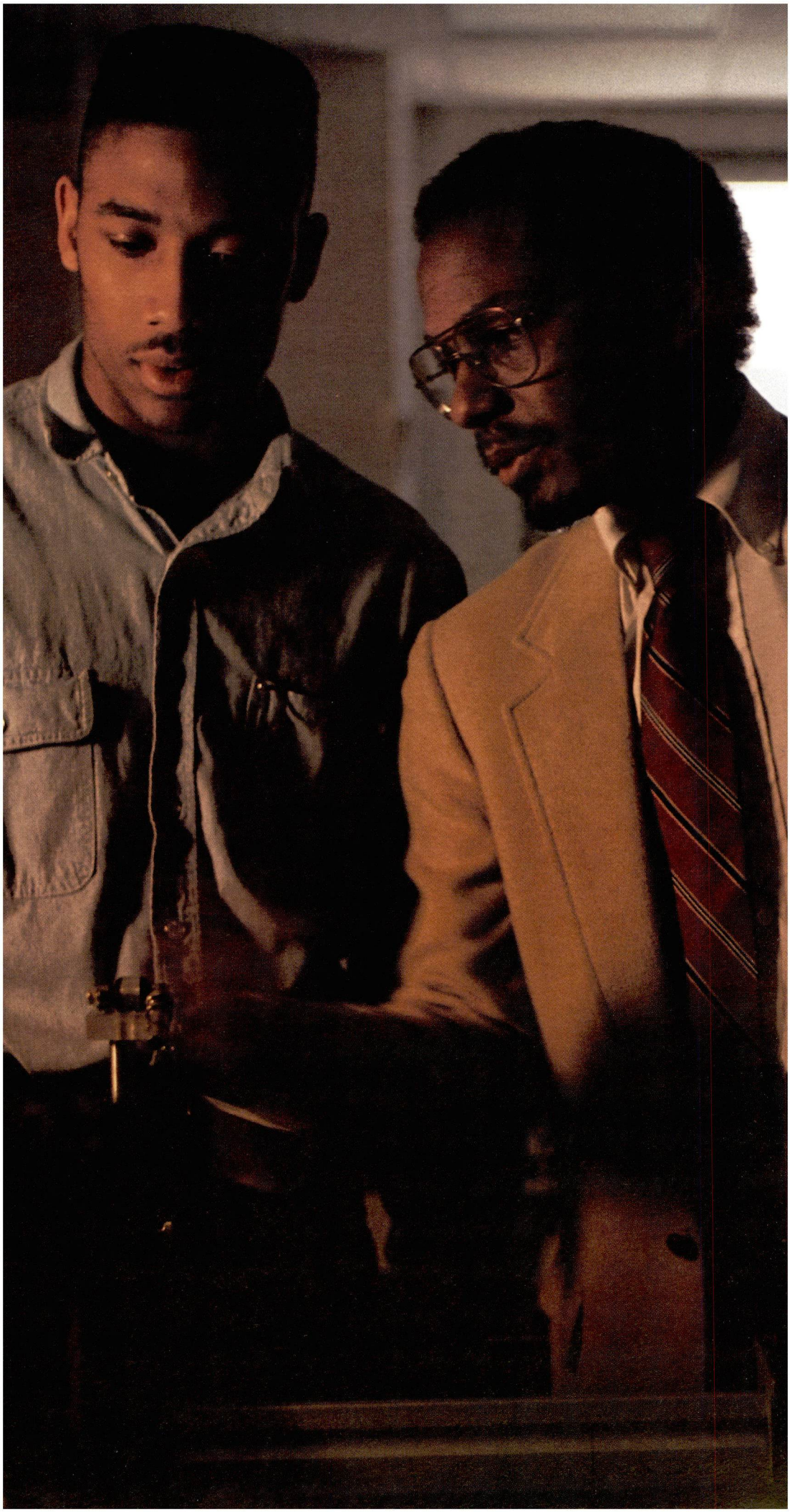
You and your fellow students entering Hampton will pursue University programs carefully designed to prepare you for the future. The School of Liberal Arts and Education will help you acquire the skills you need. Hampton will ask you to look inwardly at your own history and culture and examine your relationship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

MISS L. DICKERSON, S.N.
HAMPTON INSTITUTE
HAMPTON 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.

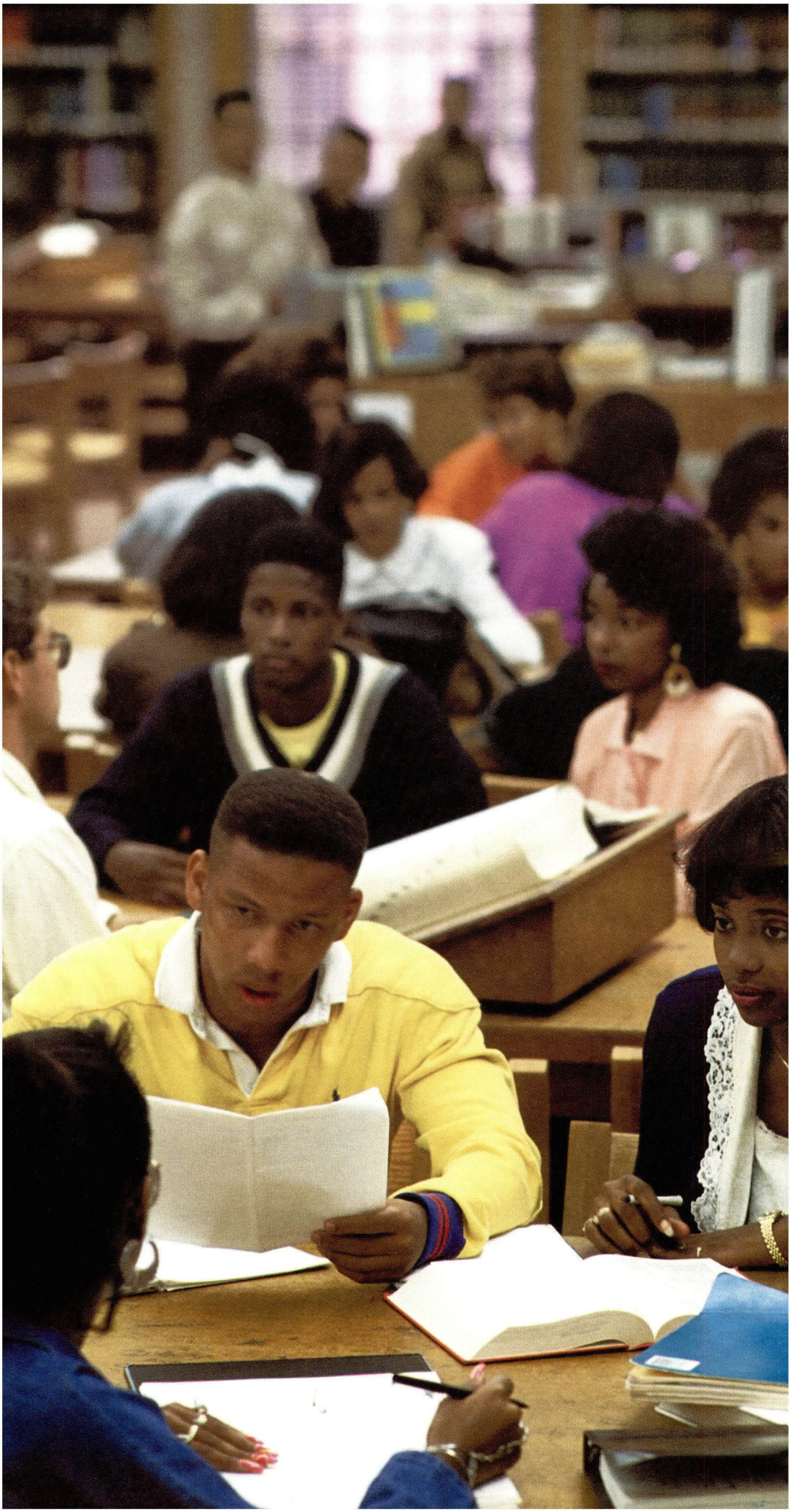
Currently housed in Academy Building, a national historic landmark, the collection was begun in 1868, only a few months after the founding of the school. In its earlier days, the University Museum had a unique role to play, since it was the only museum in the South open to blacks until the 1920's.

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***
Airway Science Program	*727-5418*
Alumni Affairs Center	*727-5425*
Architecture-Dept. of	*727-5440*
Archives-Library	*727-5374*
Art-Dept. of	*727-5809*
Athletics-Dept. of	*727-5641*
Audio Visual Services	*727-5433*
Auto Decals & Traffic Violations	*727-5259*
Bands	*727-5404*
Biology-Dept of	*727-5267*
Book Sales-University Store	*727-5446*
Business Office	*727-5221*
Business-School of	*727-5361*
Career Planning & Placement	*727-5331*
Chaplain, University	*727-5340*
Chemistry-Dept of	*727-5396*
College Store	*727-5446*
Communication Disorders-Dept.of	*727-5435*
Community Housing Services	*727-5643*
Computer Center	*727-5368*
Computer Science-Dept. of	*727-5552*
Continuing Education-The College of	*727-5773*
Dean of Men	*727-5303*
Dean of Women	*727-5486*
Dentist-Student Health Services	*727-5315*
Development-Office of	*727-5356*
Economics-Dept. of	*727-5865*
Elementary & Special Ed.-Dept. of	*727-5434*
Engineering-Studies in	*727-5288*
English-Dept. of	*727-5421*
Environmental Studies	*727-5783*
Financial Aid Counseling	*727-5332*
Fire Administration Program	*727-5773*
Foreign Languages-Studies in	*727-5430*
Foreign Student Advisor	*727-5303*
French-Dept. of	*727-5430*
Freshman Orientation	*727-5616*
Gerontology Program	*727-5870*
Graduate College-The	*727-5454*
Graduate Nursing Ed.-Dept. of	*727-5672*
Graduate Students Housing	*727-5210*
Grill-Campus University	*727-5346*
Hampton Harbor Program	*727-5570*
Hampton Players-Box Office	*727-5236*
Hampton University Police	*727-5259*
Hampton University Tours	***727-5328***
History-Dept. of	*727-5349*
Holly Tree Inn-Desk	*727-5261*
Housing-Female Student	*727-5486*
Housing-Male Student	*727-5303*
Housing Service	*727-5950*
Human Ecology-Dept. of	*727-5273*
ID Cards-Faculty-Staff Students	*727-5258*
Infirmary-Student Health Services	*727-5315*
Insurance Students	*727-5315*
Jazz Festival Coordinator	*727-5253*
Journalism-Dept. of	*727-5405*
Katharine House	*727-5420*
Laundry	*727-5333*
Liberal Arts & Education-School of	*727-5400*
Library Office-Huntington Mem.	*727-5371*
Little Theatre Box Office	*727-5236*
Locks and Keys	*727-5460*
Mail Room-Post Office	*727-5337*
Maintenance Dept.	*727-5461*
Management-Dept. of	*727-5764*

DIRECTORY CONT.

Mansion House	727-5206
Marine Science Studies-Dept. of	727-5783
Marketing-Dept. of	727-5362
Mass Media Arts-Dept. of	727-5405
Master's of Business Admin.	727-5762
Mathematics-Dept. of	727-5352
Military Courses	727-5773
Modern & Foreign Lang. Studies in	727-5430
Museum-University	727-5308
Music-Dept. of	727-5402
Naval Science-Dept. of	727-5720
News Bureau	727-5255
Nursing-Graduate Dept. of	727-5672
Nursing School of	727-5251
Nursing-Undergraduate-Dept. of	727-5673
Ogden Hall	727-5359
Personnel Office	727-5250
Philosophy-Dept. of	727-5349
Physical Ed.-Health & Rec.-Dept. of	727-5208
Physicians-Student Health Services	727-5315
Physics-Dept. of	727-5277
Political Science-Dept. of	727-5749
President of Hampton University	727-5231
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
Registrar's Office	727-5323
ROTC-Army-Dept. of	727-5244
Schedules-Students	727-5323
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
Speech & Hearing Clinic	727-5435
Special Services-Students	727-5664
Sports Information	727-5757
Students Accounts-Business Office	727-5228
Student Affairs-V.P. of	727-5265
Student Employment	727-5332
Student Fraternities	727-5691
Student Government	727-5772
Student Health Services	727-5315
Student Insurance	727-5315
Student HotLines	727-5722
Student Loans-NDSL	727-5669
Student Schedules & Grades	727-5323
Student Tutoring Services	727-5703
Student Union	727-5495
Summer Session-Dept. of	727-5237
Ticket Information-Campus Events	727-5229
UPS-Parcel Pickup	727-5242
Veterans Courses	727-5773
Weekly Calendar of Campus Events	727-5691
Western Union-Telegram	727-5259

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