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Stuff for Terry to Look At [1]

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Terry Edmonds, Speechwriting
Office # 192

BOX 10

Stuff for Terry to Look At
Ron Brown - Drafts of Intro
Ron Brown - POTUS Eulogies
Ron Brown - Articles
Ron Brown - Other Tributes
Ron Brown - Biographical Info
UCSD - Quotes, Essays & Anecdotes
UCSD - Related Issues (ie, Aff. Action)
WSJ Article & Correspondence
Other Articles & Correspond.
Misc. Inaugural
SOTU Drafts
SOTU Prelim. Notes
SOTU Quotes about Union
SOTU Gang and youth violence
SOTU Dr. Kristin Zarfos
SOTU Frank Tejeda, Jr.
SOTU Ennis Cosby
SOTU Racial Healing
Kaiser Drafts
Morgan State
Misc. Other Memos
Misc. Speechwriting Memos
Mayors Bill Campbell, Pathfinder Acceptance Speech
Mayors
Mayors - HIV
Mayors - SF Mayor W. Brown
Mayors - Report on State of America's Cities
Mayors - Correspondence & Memoranda
Mayors - Speech Drafts
DNC Dinner
Resumes
Dominique Dawes
WH Employee Information

ENCLOSURES FILED OVERSIZE ATTACHMENTS

10989

NARA 8441

President Clinton's Remarks at America's Black Forum Show April 26, 1992

QUESTION: In the last ten years, there has been a lot of division between black and white in this country. What would a Clinton presidency do to heal this division?

CLINTON: I would, first of all, talk about it, and urge the American people to abandon it. That's what I've done in my campaign when, in Michigan, I went to Macomb County, the home of the Reagan Democrats, and urged them to reach back into Detroit and make common cause? against our common problems. In New York, I received a majority of both the black and Jewish votes in the city because, and in the state, because we worked at getting people together. I think that that is the beginning. The President can be a healer, can be a unifier, can be a force. I think the second thing you have to do is to constitute an administration that demonstrates a commitment to unity, that has enough participation, not only from the black community, but from the Hispanic community among women and men, among all kinds of Americans, to demonstrate that our diversity should be a source of our strength. And then the third thing you've got to do is just attack some of these problems you know. You can't ignore the problems, the problems are not racial -- they're economic and educational and ethical.

QUESTION: When did Bill Clinton first become aware that race was an issue in America?

CLINTON: When I was a little child I think. I lived until I was four with my grandparents, in a little town in southwest Arkansas that was about 35 % black. And I spent a lot of time with my grandparents growing up. And I remember when my grandfather had a little store, most of his customers, or at least half of them were black, and he explained to me at a very early age about racial discrimination, about why a young black boy I played with couldn't go to school with me, about why the streets in the black neighborhood in town weren't paved and the white streets were. My grandfather had a lot to do with how I felt about it and how I became sensitive to it.

QUESTION: As a black voter goes to the polls in the primaries or in November, why should they choose with you.

CLINTON: I want the voters to think 'Here's a guy who feels my pain, understands my problems, cares profoundly about trying to do something about it. And here's somebody who's worked, worked in his life to make a difference on racial and economic matters, someone I can trust to fight every day to try and make things better.'

(Questions on media savagery and the like -- continued...)

QUESTION: Four years ago, race was a decisive issue in America. The Willie Horton ads appealed to the (basic or racist- unintelligible) instincts of the American people. What will you

do if this issue comes up again?

CLINTON: Well, I think it will in some way you know- they had Willie Horton. And last year they tried to make the Civil Rights Act into a quota bill. So they'll look for welfare or some other way to play that race card, and when they do, I'm going to stick it to 'em. I was raised in the South. I was raised with the cancer of the politics of racial division. And I know what kept my region, your region ignorant and poor by being divided. And when the American people with all the troubles we've got today, losing our economic leadership, the collapse of the middle class, the explosion of poverty, to let this election be divided by race is unconcionable, and I will stop it. If they run a Willie Horton at me, I'll run one back that will show this strategy for exactly what it is, and give the American people a chance to unite behind something that's good and decent, and that will change their lives.

QUESTION: Thank you Governor Clinton for being with us.

Terry - 5/21/97

I heard Morgan
was great & that you
got thunderous
applause. And I
love feeling

responsible for
the "Presidential call"
story ending up
the Wall Street
Journal piece today!

Thought you all could
use this over there.
I know the President

has been asking
about this issue.

Debbie
Thornton

P.S. Can I have your
autograph???

ACE NEWS

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FOR RELEASE A.M. MONDAY, MAY 19, 1997

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STUDENTS OF COLOR CONTINUE TO MAKE GAINS IN HIGHER EDUCATION, BUT PROGRESS SLOWS, ACE REPORT REVEALS

Washington, DC (May 19, 1997) -- Enrollment gains by students of color in higher education have slowed considerably after several years of rapid growth, a report released today by the American Council on Education (ACE) shows. While minorities continued to register increases in the number of students attending colleges and universities and receiving degrees during the period covered by the report, the findings raise concerns about the impact of more recent political and legal attacks on affirmative action.

The ACE study, *The Fifteenth Annual Status Report on Minorities in Higher Education*, reveals that students of color continue to make progress in higher education, but still lag significantly behind white students in the rate at which they enroll in college.

Overall enrollment of students of color rose by 2.9 percent between 1994 and 1995 (the latest year for which such data is available), compared with gains of 4.6 percent between 1993 and 1994 and 7.1 percent in 1992. Minority students registered increases of 9.8 percent in the number of associate degrees earned in 1995; 8.5 percent in the number of bachelor's degrees; 11.1 percent in master's degrees; and 9.7 percent in first-professional degrees. However, these gains were smaller than those posted in the previous year. In 1994, increases in degree attainment ranged from 12.4 percent in the number of master's degrees to 16.8 percent in the first-professional degree category.

In addition, while students of color made up 22.3 percent of all four-year undergraduates in 1994, they earned only 16.8 percent of all baccalaureates conferred that year.

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"The continued progress shown by the report in most respects is cause for celebration," said ACE President Stanley O. Ikenberry, "but it also is a sharp reminder of just how far we have to go to wipe out historic inequities in educational opportunity and success. The slowdown in enrollment gains by minority students could be an early warning signal of what may lie ahead as we begin to gauge the impact of changes like those in California and Texas that have limited the ability of institutions to promote diversity in the student body. We in higher education face a substantial challenge if we are to insure that these gains are not reversed."

Both the University of California and the University of Texas at Austin recently reported substantial declines in the number of African-American and Hispanic applicants and acceptances. In California, the drop comes in the wake of the decision by the Board of Regents of the University of California to end affirmative action in admissions effective this year, as well as the passage of Proposition 209. In Texas, colleges and universities have been barred from considering the race of applicants in the admissions process subsequent to a 1996 ruling by the 5th U.S. Circuit Court of Appeals.

A lawsuit also has been filed in federal court against the University of Washington seeking to end its affirmative action admissions program.

The annual ACE report presents national data on high school graduation rates, college participation and enrollment, and degree attainment, broken down by race and ethnicity, as well as statistics on employment and tenure rates of faculty of color. For the first time, this year's report includes information on overall educational attainment and a section that highlights innovative campus programs aimed at increasing higher education achievement among students of color. A special focus section explores educational trends and demographics among Asian Pacific Americans (see accompanying release for details).

The report was co-authored by Deborah J. Carter, associate director of ACE's Office of Minorities in Higher Education, and ACE Senior Scholar Reginald Wilson. Shirley Hune, associate dean of the Graduate Division at the University of California, Los Angeles, and Kenyon S. Chan, chair of the Asian American Studies Department at California State University, Northridge, prepared the special focus section.

Publication of the report was supported by a grant from The Coca-Cola Foundation, which has invested heavily since 1990 in programs and scholarships for students of color. "Building partnerships that provide access to higher education is critical to the success of today's students," said Michael Bivens, the foundation's education director. "We recognize diversity as a crucial and competitive advantage in an increasingly global marketplace that needs people with a variety of skills and experiences."

High School Completion

African Americans and Hispanics continue to trail whites in the rate at which they finish high school, as they have for the past two decades. The completion rate for 18- to 24-year-old whites was 81.9 percent in 1995, compared with 76.9 percent for African Americans and 58.6 percent for Hispanics.

The 1995 completion rate for African Americans was virtually unchanged from the previous year, but remains about 12 percentage points higher than the 64.8 percent recorded in 1975. The rate for Hispanics has fluctuated over time. The current rate is slightly above those recorded in the mid-1970s and two percentage points higher than in 1994, but below the 1993 rate of 60.9 percent.

College Participation and Enrollment

Nationally, the number of traditional college-age individuals (18- to 24-year-olds) peaked in 1981 and then went into a 10-year decline before leveling off. Much of the decrease was due to a drop in the number of whites in that age cohort, which in 1995 remained 12.2 percent lower than in 1981. The number of traditional college-age African Americans also dipped in the 1980s, then rose by 3 percent between 1990 and 1995. The Hispanic 18- to 24-year-old population climbed rapidly, increasing by 62 percent between 1985 and 1995 and by 31 percent since 1990.

Although fewer whites are enrolled in college, their numbers have not declined proportionate to their share of the population because of steady increases in their rates of participation in higher education. Enrollment rates for African Americans and Hispanics, on the other hand, have fluctuated over time.

- Over the two decades from 1975 to 1995, the proportion of 18- to 24-year-old white high school graduates enrolled in college each year rose by 10 percentage points, to 43.1 percent. The rate for African-American high school graduates increased by only three percentage points, to 35.4 percent. During the 1990s, Hispanics have regained ground lost earlier; however, their 1995 participation rate of 35.3 percent was nearly identical to the 35.5 percent recorded 20 years previous.

- Students of color have made significant gains in college enrollment over time. However, most of those gains were recorded prior to 1995. The number of minority students enrolled in college grew by 67.7 percent between 1984 and 1995, and by 29.2 percent since 1990.

- All four ethnic minority groups recorded only small enrollment increases between 1994 and 1995. Hispanics and American Indians posted the largest one-year gains, 4.6 percent and 3.1 percent, while Asian Americans experienced a 3 percent increase and African Americans 1.7 percent.

- African Americans have recorded the smallest college enrollment gains of all ethnic minority groups in recent years. Since 1990, the group's college enrollment has risen by only 18.2 percent, compared with a 39.6 percent increase for Hispanics, 39.2 percent for Asian Americans, and 27.5 percent for American Indians.

Educational Attainment

For the first time, the report provides statistics on the educational attainment of whites, African Americans, and Hispanics. Information on educational attainment provides "important insights regarding the economic well-being of Americans," the report states; "higher levels of achievement typically contribute to greater socioeconomic success." Drawing on Census data, the report examines the educational attainment of individuals ages 25 and older, particularly those 25 to 29 years old, who completed high school and college.

Nationally, the proportion of adults ages 25 to 29 who had completed high school was virtually unchanged in 1995 from a decade earlier (nearly 87 percent). However, the data show that African Americans are closing the gap with whites in terms of high school completion. Nonetheless, both African Americans and Hispanics trail far behind whites in the rates at which they complete college.

- In 1995, 25- to 29-year-old whites and African Americans registered nearly identical high school completion rates (87.4 percent vs. 86.5 percent). This represented substantial progress from 10 years earlier, when African Americans trailed whites by more than 6 percentage points (86.8 percent vs. 80.6 percent). Hispanics continued to lag behind with a 1995 rate of 57.1 percent.

- Approximately 26 percent of all white adults ages 25 to 29 had completed at least four years of college in 1995, compared with 15.3 percent of African Americans and 8.9 percent of Hispanics. The 1995 figures are the highest recorded since 1975 for whites and African Americans. The rate for Hispanics has fluctuated over time, reaching 10 percent and slightly higher during much of the 1980s before dipping in the 1990s.

Degrees Conferred

The report's findings on degree attainment indicate that efforts by colleges and universities in the late 1980s and early 1990s to improve access for and retention of students of color have paid off. Minority students recorded gains in all four academic degree categories between 1993 and 1994 (the latest year for which data is available). Nonetheless, the increases were smaller than those registered in previous years.

- Students of color earned 16.8 percent of all bachelor's degrees in 1994, only 1.2 percentage points above the previous year, compared with the 2.2 percentage point increase between 1992 and 1993.

- Between 1993 and 1994, African Americans posted increases in the number of degrees earned in each of the four categories, but the rise at the baccalaureate level (7.3 percent) was the lowest among all ethnic minority groups. African-American students earned 9.7 percent more associate degrees in 1995; 10.9 percent more master's degrees; and 8.4 percent more first-professional degrees.

- Hispanic students recorded an 8.2 percent gain in associate degrees; 10.7 percent in bachelor's degrees; 11.7 in master's degrees; and 5 percent in first-professional degrees. American Indians experienced an increase of 13.6 percent at the associate level; 9.1 percent in baccalaureates; 20.6 percent in master's degrees; and 0.8 percent in first-professional degrees. The increases for Asian Americans were 12.2 percent in associate degrees; 8.2 percent baccalaureates; 10.1 percent master's degrees; and 14.2 in first-professional degrees.

- Students of color also continued to experience steady growth in doctoral degree attainment. The number of doctoral degrees earned by these students rose by 13.6 percent between 1994 and 1995 and by 67 percent from 1985 to 1995.
- Among the four ethnic minority groups, Asian Americans recorded the largest one-year increase in doctoral degree recipients in 1995 (19.9 percent), followed by African Americans (17.5 percent), American Indians (4.2 percent), and Hispanics (3.6 percent).
- Students of color at National Collegiate Athletic Association Division I institutions also posted gains in graduation rates between 1990 and 1995. Asian Americans experienced the smallest gain, 3 percentage points (from 62 percent to 65 percent), while African Americans posted the largest, 9 percentage points (from 31 percent to 40 percent). Graduation rates for Hispanics rose by 6 percentage points (from 40 percent to 46 percent) and for American Indians by 8 percentage points (from 29 percent to 37 percent). White students recorded a 1995 graduation rate of 59 percent, up 3 percentage points from 1990.

Faculty

The number of full-time faculty of color increased by 43.7 percent between 1983 and 1993, compared with 6.4 percent for whites. Despite these gains, faculty of color remain severely underrepresented, accounting for only 12.2 percent of all full-time faculty at U.S. colleges and universities and just 9.2 percent of full professors in 1993.

- Among African-American full-time faculty, nearly two-thirds served as associate or assistant professors in the 1995-96 academic year, while 17.8 percent had attained the rank of full professor and 15.6 percent served as instructors.
- Approximately 32 percent of Hispanic faculty served as assistant professors last year, while only 18.4 percent were associate professors and 17.3 percent full professors. Asian Americans posted the largest proportion of any ethnic minority faculty group who were full professors in the 1995-96 academic year—31.1 percent.
- In addition, although American Indians accounted for a very small share of U.S. faculty, nearly 25 percent of them were full professors; another 21.9 percent were associate professors, and 26.1 percent served as assistant professors.

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ACE is the umbrella association for the nation's colleges and universities. Its membership includes about 1,600 accredited, degree-granting institutions from all sectors of higher education and nearly 200 national and regional higher education associations and organizations.

Copies of the *Fifteenth Annual Status Report on Minorities in Higher Education* are available for \$24.95, prepaid, from Publications Department M, American Council on Education, One Dupont Circle, Washington, DC 20036. For additional ordering information, or to pay by credit card, call (202) 939-9380.

Minorities
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in Higher
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Education
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Deborah J. Carter
Reginald Wilson

1996-97

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Fifteenth Annual
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Status Report

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