

The original documents are located in Box 4, folder “Black Colleges, 1972-1975 (3)” of the Stanley Scott Papers at the Gerald R. Ford Presidential Library.

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**VIRGINIA
UNION UNIVERSITY**

1500 N. LOMBARDY ST., RICHMOND, VIRGINIA 23220

Allix B. James, President

October 23, 1973

Mr. Stanley S. Scott
Special Assistant to the President
The White House
Washington, D. C.

Dear Mr. Scott:

Thank you for your recent letter in which you requested us to share with you our views concerning the problems facing predominantly black colleges throughout the nation.

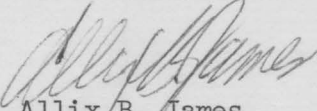
I am sure that as you have received replies from my colleagues, the biggest problem facing our schools is the lack of financial support. With a change in the basic financial aid program, coupled with the possibility of direct grants being cut off, we do face a very dim future. However, we have hopes that you and the administration will see to it that this condition will be alleviated in the very near future.

I will be pleased to come to Washington at your convenience and discuss many of the details with you.

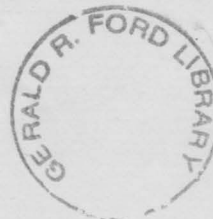
Thank you for your interest.

Kindest personal regards.

Sincerely yours,


Allix B. James

ABJ/oea



DELAWARE STATE COLLEGE

DOVER, DELAWARE 19901

OFFICE OF THE PRESIDENT

October 23, 1973

The Honorable Stanley S. Scott
Special Assistant to the President
The White House
Washington, D. C.

Dear Mr. Scott:

Thank you very much for your recent letter expressing your concern for predominantly Black Colleges and inviting me to provide you some of my concerns on our problems.

My first concern is that Title III for developing Institutions NOT be abolished in 1978.

We have Institutions in America that have been getting perpetual Federal Endowments for more than 100 years and will no doubt continue. Why the decision that these poor developing Institutions should be cut off after 1978?

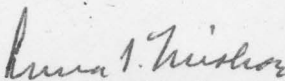
Secondly, I should like to see our Institutions sharing in the Revenue Sharing Program if this program is going to continue.

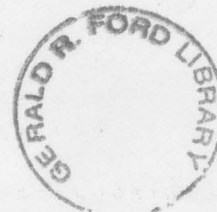
Thirdly, we must make certain that Federal Student Aid does not dry up and is always available to poor students.

Finally, we must make certain that no scheme is developed economic, political or otherwise; that will destroy the Black Colleges.

I have tried to keep this letter brief and to the point.

Sincerely yours,


Luna I. Mishoe
President



LIM:mmh

PAINE COLLEGE

AUGUSTA, GEORGIA 30901

October 23, 1973

OFFICE OF THE PRESIDENT

Mr. Stanley S. Scott
Special Assistant to the President
The White House
Washington, D. C.

Dear Mr. Scott:

Thank you for your letter of October 4, regarding the problems faced by predominantly black colleges throughout the nation. As you possibly know, I have served for the past two years as Chairman of the Policy Board of TACTICS which is a result of an annual \$2,000,000 grant from Title III recommended through the White House.

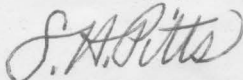
I have talked to your assistant a couple of times about some problems we face. I shall next week send to you some views and concerns regarding the future of black colleges in America. Let me say, however, even now that the future of black colleges in America is much more important to the future of America as a nation than we have been able to communicate to the White House.

For ten years I served as President of Miles College in Birmingham, I am on the Executive Committee of the United Negro College Fund, the National Association for Equal Opportunity in Higher Education, Vice President of the Southern Regional Council, member of the Advisory Board of the National Science Foundation, served as a member of the Education Professions Development Act, and I am in my third year as President of Paine College. This is not being indicated as a "brag sheet" but to say to you that my views, which I shall express in a letter to you next week, come from the background of the above involvements.

I should like following my letter of next week to sit with you or your designee in an off the record conversation regarding what I call dreams deferred and unfulfilled promises for blacks in America.

Again, accept my thanks for your kind letter.

Sincerely yours,



L. H. Pitts



LHP/ja

Established 1882

A COLLEGE OF THE UNITED METHODIST CHURCH AND CHRISTIAN METHODIST EPISCOPAL CHURCH





Oakwood College

HUNTSVILLE ALABAMA 35806

OFFICE OF THE PRESIDENT

October 23, 1973

Mr. Stanley S. Scott
Special Assistant to
the President
The White House
Washington, D. C.

Dear Mr. Scott:

Enclosed is a summary of my posture regarding issues you
have asked about.

Thanks for your concern.

Very sincerely,

A handwritten signature in cursive script that reads "C.B. Rock".

C. B. Rock
President

CBR/dew

Enclosure

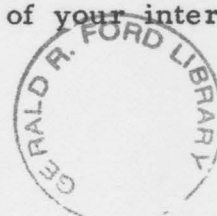


Oakwood College Board of Trustees
Huntsville, Alabama
January 30, 1972

THE PRESIDENT'S REPORT

Welcome again, ladies and gentlemen, to Oakwood's acreage. We have been looking forward to your coming, and we anticipate a lively and purposeful meeting. Our agenda is heavy, but we have tried to delineate items in such a way as to facilitate discussion while providing maximum information.

Before getting into the specifics, however, I would like to do two things: one, very brief and easily heard; the other, a bit more time consuming and requiring a good deal of concentration. The former desire is to say thank you to our chairman, Elder Beach; to our General Conference Officers; and to the Board as a whole for the unqualified cooperation you have given during the past eight months. To each of you, and especially to the eight Black conference presidents and their Oakwood oriented pastors, goes our deep appreciation for your optimistic support and the type of "cash on the barrelhead" backing that the administrators, the faculty and the student body of Oakwood views as a demonstration of your interest and concern for the Black youth of this church.



My second desire is to perform a service for you which I hope will provide you with up-to-date insights and background on our college's present and future viability and direction.

I think it not an oversimplification to say that everything we do here today and in subsequent meetings must be done in consideration not of where Oakwood has been, or even where it is, but more importantly of where Oakwood is going.

Since all members of a Board such as this are probably sensitive to news editorials on Higher Education, you all no doubt know that the significant event for Black Higher Education as far as 1971 was concerned was the surfacing of the long smoldering debate on the need for Black colleges and universities. Since this is a legitimate concern and since we as Board members need to be conversant with the issues, I wish to give you the broad outlines of this debate, and then offer some personal observations and conclusions.

First of all, Black Higher Education consists of 105 colleges and universities with predominately Black student bodies. Twenty of these are two-year colleges; eighty-five are four-year or more. Of the eighty-five four-year schools, thirty-two are public and fifty-three are private. Forty of the fifty-three private schools were started between 1865 (the Emancipation Proclamation) and 1890.



Several of these schools offer graduate degrees. Better known are: Meharry, Howard, Atlanta University and the Interdenominational Theological Center in Atlanta.

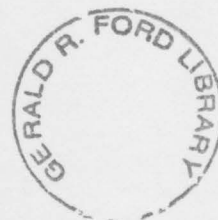
As might be expected, the sisterhood of Black Colleges has historically cared for the bulk of Black collegians; among our 85,000 plus graduates it is estimated that we have produced 89% of the Black theologians in America; 85% of the M.D.'s and Dentists; 75% of all Ph.D's elected legislators, and army officers; 65% of all attorneys; and of course, the vast majority of Black school teachers.

Obviously, the case for Black Higher Education-past is valid. What is not so clear, however, is the case for Black Higher Education-future. Serious questions are being asked about the continued need for this educational accommodation which the government, the states, the churches, and private foundations have been making.

Reasons which are giving cause for pause are these:

I Finance

Massive infusions of capital, operational and scholarship funds are necessary to keep the Black college solvent. CAPITAL funding must be heavy because (as indicated earlier) most of the campuses are 70 years or more old and hence in dire need of new facilities. OPERATIONAL funds must be heavy, chiefly because the Black professor's paycheck in the last five years has made the great leap from a "you understood wage"



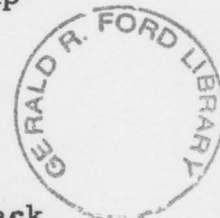
to the "pay me or lose me" level of his white contemporary. SCHOLARSHIP funds are needed because the income of Black parents has not risen correspondingly with the spiraling cost of Higher Education.

The summary facts are that the Black instructor's check that was \$5,000 in 1965 is \$10,000 in 1972; and yet while 50% of white college youth come from homes of \$12,000 or more income, 70% of Black youth come from homes of \$5,000 or less.

Translated into basic economics this means that while Blacks nationally are slowly being brought up to parity in salaries, their overall rise in income is still too disproportionate for them to pay a commensurate tuition while in school or to give meaningfully to their alma mater after they leave school. Conclusion? The parent institution must take up a heavy slack.

II Proximity

A second factor which is considered a serious challenge to Black Higher Education is the growing number of community and state colleges. Whereas it was required (because of discrimination) and somewhat fashionable in decades gone by for Blacks who were able, to send their children away to certain name schools, the very nearness of prestigious universities and shiny new community colleges in the big cities makes this no longer necessary.



III Integration

Racial mixing is involved in the arguments for phasing out the Black College in the following ways; (a) many educators (white and black) believe that the achievement gap between the scholarship levels of whites and Blacks can be bridged only as Blacks are placed under white tutelage and in classroom competition with white students. (b) Many well-meaning liberals (white and Black) view Black colleges as vestiges of segregation, unnecessary in this age of integration "de jure" and inconsistent with their concept of democracy.

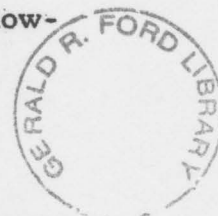
As opposed to and in contrast with the above, the case for the perpetuation and enhancing of Black Higher Education presents the following points of view.

(1) Social Trauma

Plainly stated, many Black youth are simply unable to make an adequate transition to the dual adjustment of college life on a "white" college campus. Being a minority in a situation with intense scholastic as well as social pressures has often hurt rather than helped the weak or the average Black student. This is noted by his grades, his violent conduct and in the case of denominational schools such as ours, an enduring hostility toward the parent denomination.

(2) Personal Development

It is a fact that white colleges usually court the Negro in the



upper 10% of his class and that on the predominately white campus it is the exceptionally talented Black who is recognized and who is involved in campus activity. Whereas on the Black campus the very preponderance of opportunity for leadership and service guarantees training and leadership experience for even the mildly motivated.

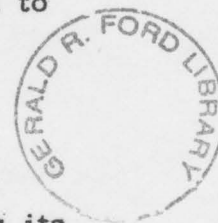
Since the total of Black collegians is but 6% of the nation's college enrollment, it is clear that sending the other 50% now being educated in Black colleges to white schools will not change this picture. For instance, Harvard has 6.8, Yale 5.6, the University of California at Berkeley 4.5, Stanford 4, Notre Dame, 1.6, the University of Mississippi, 2.6 Tulane, 2.5, the University of Alabama 2.3.

Double these figures and the percentages are still too small to meaningfully affect policy or social patterns.

(3) Social Motivation

Another reason Black Higher Education must be continued is its unique contribution toward group awareness. Unquestionably, Black teachers and Black counselors are, because of their unique background, able to motivate, stimulate, and advise Black youth in their personal, social, and career problems in a way that most other colleges could not.

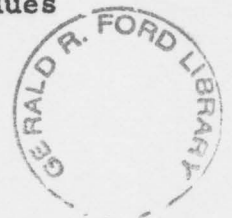
Not to be overlooked in this connection, and earlier alluded to, is the fact that Blacks properly motivated and guided in a friendly atmosphere are much more likely to seek justice peacefully than their brothers who



may have been rebuffed or frustrated in an integrated school.

(4) Social Orientation

Another important service being provided by the Black college is an accurate and practical preparation for life where the Black graduate will probably work and live - - the urban Ghetto. The demography of the U.S.A. perpetuates (rightly or wrongly) what must be recognized as Black America, which is typically an urban inner-city community, densely populated and for the most part poorly housed. Within that society there is a separate culture, a separate psychology, a separate language. From this hub of Black living, hundreds - - yea thousands - - are spinning monthly into suburbia or into the main stream of majority America. We view this as right and proper and even encourage individual attempts at integration; but the fact is that ghetto replacements are multiplying many times faster than ghetto escapees, our massive social welfare programs notwithstanding. The hard reality of the situation is accurately underscored by the Warren Commission when it prefaced its report on National Violence to the President by saying: "This is our basic conclusion" Our nation is moving toward two societies, one black, one white-separate and unequal." The integration of restaurants, hotels and government offices notwithstanding the solid, massive block of separate segregated Black America is not lessening it in growing. Furthermore, it is growing not only in density and diameter, but in increasing determination to ignore white values



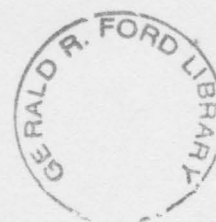
and recover and embellish its own folkways.

It follows then, that a good sermon in style if not in content, as judged by Oakwood's Religion Department, might not be so regarded at a sister college. A moving soul song accepted at Oakwood might be frowned upon elsewhere. Tutorial techniques applicable to Glenville, Cleveland might not be applicable to Royal Oaks, Michigan. Recognizing this phenomenon, the Black college has more and more decided that its function is not to transmit white culture to Black students; it is rather to prepare Black collegians for the very unique and distinct task of dealing with the peculiar problems of America's largest subculture.

In this connection most Black educators reject the theory that democracy's goal must be a country where all subcultures are melted into and absorbed by the majority. We have decided that what democracy is all about is not a nation where there are no differences, but rather a nation where differences are recognized, respected and co-exist peacefully. We do not seek homogenization; rather, we accept ours as a pluralistic society and the goal of society not to merge the parts, but to mesh them so that they work together harmoniously.

We are optimistic for the following reasons:

(1) America has the resources, in spite of all her other priorities to continue if not accelerate its support of these schools. For the 1970-71 school year the U.S.A. government gave only 3.4% of its \$125,000,000.00 Higher Education budget to Black Higher Education, the states gave



just 5% of their Higher Education budget to Black colleges and contributions from private foundations and public gifts came to a weak 1.5% of Black college income. It should be noted for the record that while Oakwood was last (#40) of the United Negro College Fund schools in dollars given or loaned per student, we were number one in aggregate and percentage funding by denominations to their colleges and third among all Black colleges in America in funding from all sources.

(2) Enrollment - The fact that Black colleges have today approximately 50% of all Black students as compared to 75% in 1960 and 90% in 1947 might at first glance indicate a lessening market for enrollment. But the truth is that even with a greater percentage of the total number going to other schools, the overall number of Blacks going to college has so multiplied (up from 230,000 in 1960 to 500,000 in 1970) that enrollment at Black colleges has not decreased, it has in fact risen sharply. And, according to no less an interested party than the Carnegie Commission, enrollment in Black schools should double again somewhere between 1980 and 2000.

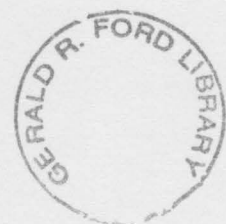
This is not to say that some change is not inevitable. Indeed, at least three Black colleges have recently been incorporated into their state university systems (though their campuses are still Black), and three other Black colleges have enrolled so many whites that they are, to use



a familiar cliché, "no longer with us." Where such transitions can take place without a loss of Black faculty and staff job opportunity, Black Educators welcome the responsibility of accepting and educating in their schools all who qualify. In other words, we think that where quality Black colleges exist, they should be capable of assuming a multi-racial character without themselves being eliminated.

However, in the light of the historical social patterns of America, we view the development of such situations as highly unlikely and postulate that as long as there is such a thing as a Black community, a Black church and a Black family, there will exist Black Higher Education. It is with this philosophy that the present Administration carries Oakwood into the last quarter of a proud century of Christian Education.

Our working motto is, Hats off to the past, coats off to the future, and by a united effort a bigger and more effective facility for the salvation of man and the glory of God.





OFFICE OF THE PRESIDENT

Knoxville College

KNOXVILLE, TENNESSEE 37921

615 / 546-0751

UNDER AUSPICES OF THE
BOARD OF NATIONAL
MISSIONS
UNITED PRESBYTERIAN
CHURCH IN THE UNITED
STATES OF AMERICA

October 24, 1973

Mr. Stanley S. Scott
Special Assistant to the
President
The White House
Washington, D.C.



Dear Mr. Scott:

Thank you very much for your letter of October 4 concerning problems faced by black colleges throughout this nation.

Probably, the two most pressing issues for the black colleges, presently, relate to financial support and the reorganization of academic programs. I believe that most college presidents view the financial situation as one which has never been adequately provided or supported by any publics which relate to these institutions.

Consequently, the colleges have made an effort to improve their development positions in this area to include public relations, alumni, foundations, businesses, government, and any other source of a supportive nature.

Although we continue to strengthen this area, I believe that new help of an innovative approach, whereby the fiscal and financial status of these institutions can be improved, must be found so that many of these schools will continue to make very substantial and meaningful contributions.

In terms of the academic programs, it is recognized that colleges and universities must continue to change in light of transitional circumstances.

Consequently, many new and different programs are being developed. However, here again, support is needed, because it takes staffing, facilities, equipment, and other support factors to make meaningful changes in academic programs.

Mr. Stanley S. Scott
October 24, 1973
Page 2

There are other areas of concern to us. However, I think that these are our two major concerns, presently. If we can make meaningful changes and improvements in these areas, the other areas will improve concomitantly.

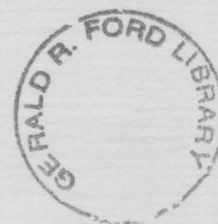
Thank you very much for your interest and hopefully, the present administration will continue to provide support as they have done in the past to assist these institutions.

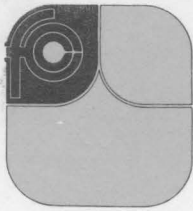
Sincerely yours,

Edward J. Brantley

Edward J. Brantley
President

EJB/mlp





THE FEDERAL CITY COLLEGE
OFFICE OF THE PRESIDENT

October 30, 1973

Mr. Stanley S. Scott
Special Assistant to the President
The White House
Washington, D.C.



Dear Mr. Scott:

I am gratified and encouraged by your letter requesting information about the needs and problems of the predominantly black colleges.

Federal City College is in a unique position among the predominantly black colleges in having to justify its entire operating and capital budgets each year directly to Congress as an agency of the District of Columbia Government. In this situation, we are hostage to the fiscal fortunes of the D.C. Government, which is forced to pass on any unfavorable fiscal developments to us (and its other agencies).

As an example, Mayor Washington has called on FCC and the other agencies to submit several proposed budgets for Fiscal Year 1975, two of which constitute reductions from our present budget. Of the three budgets proposed--one at the "planning mark", one at 5 percent below the mark, and one at 10 percent above the mark--we have made clear our position that only the 10-percent-above the mark budget will enable the College to maintain its status quo and strengthen several areas of weakness, while the planning mark budget will force us to make cutbacks that will leave the College limping along at a mediocre level and the 5-percent-below-the-mark budget will virtually destroy the College as a viable institution.

We fear that the 5-percent-below-the-mark budget is the one we are most likely to get.

We are a young and developing institution, striving mightily to achieve accreditation, and you can see what a devastating effect this budget will have on us. We are in the phase of our life when we need a strong financial commitment more than we will at any subsequent time in the life of the College. It takes far more

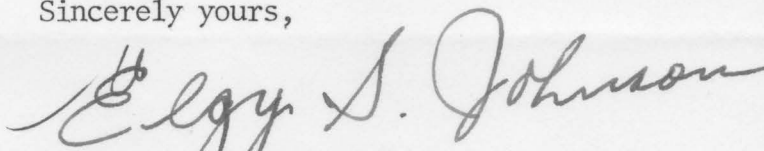
money to develop a high-quality institution than to maintain it. And, of course, I am not speaking merely in vague, subjective terms about this need for high-quality development--the process of achieving accreditation by the Middle States Association of Colleges and Secondary Schools makes the need real, concrete and measurable. To achieve accreditation requires not only quality and growth of the institution, but tangible signs of commitment and support on the part of the controlling government.

The same concerns exist regarding our building program. Federal City College now operates 16 (mostly ancient) rented buildings. We are beginning the construction of a permanent campus in the area northward from Mt. Vernon Square, the site of the former D.C. Central Public Library. This, too, will require a one-time commitment of large amounts of public funds. Dare anyone say the people of the District of Columbia, who went without low-cost public higher education for over 100 years after the passage of the first Morrill Act, deserve less than all other Americans?

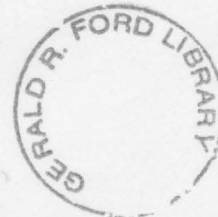
The people of the District have a right to this opportunity; every other American takes it for granted. We at the College, and all D.C. citizens for whom the College is the one hope for a better life for themselves and their children, will be grateful for anything you can do to assist FCC with its one overriding problem--money.

I hope this letter has been sufficient to show you the basis, nature, and scope of our problems and needs. If there is any further information or clarification you desire, I am at your disposal.

Sincerely yours,



Elgy S. Johnson
Acting President



BISHOP COLLEGE
3837 SIMPSON - STUART ROAD
DALLAS, TEXAS 75241

OFFICE OF THE PRESIDENT

November 2, 1973

Mr. Stanley S. Scott
Special Assistant to the President
THE WHITE HOUSE
Washington, D. C.



Dear Mr. Scott:

Thank you for your letter of October 4, 1973 in which you asked me to share with you my views and concerns regarding the future, finances and obligations, of traditionally black colleges in the United States. Particularly did you ask that I focus on the problems we face at Bishop College which demand outside assistance. I appreciate the opportunity to share with you my views and concerns and shall be grateful for all you may be able to do to interpret them to the President and other members of the Administration.

Bishop College is a four-year co-educational college, founded by the Baptists from the North and the South in 1881. For eighty years it was located in Marshall, Texas a small town in Northeast Texas where another black college and also a white college were located. We moved to a new campus in Dallas in 1961 and started changing and expanding the curriculum to make it relevant to the emerging needs of its clientele and to the society in general. Our enrollment moved from 350 in 1960-61 to a peak of more than 2,000 last year, including non-credit enrollees who took short courses or participated in institutes provided by the college to upgrade community leaders and citizens. During the decade of the Sixties, we built twenty-four units to serve academic and non-academic purposes on a campus that grew from 100 acres to 387 acres. The value of our campus now is almost \$20 Million with a capital debt of a little more than \$8 Million. All of our dormitories were erected with HUD loans. The Library and Science Buildings were constructed with partial loans and grants from Federal Funds too.

Our curriculum has changed from one with a major emphasis on preparing teachers and preachers during the past decade to one which now attracts a large number of majors in business administration, accounting, marketing and related fields, the natural sciences and mathematics, political science, sociology and social work, the humanities, and nursing. We are beginning to develop cooperative programs in engineering. Programs in gerontology, early childhood education, new careers for the handicapped and continuing education represent new thrusts.



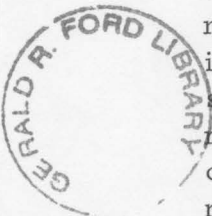
Our annual budget approximates \$10 Million, with over \$4 Million directed to Educational and General Expenditures, about \$1.3 Million for auxiliary enterprises, \$3 Million for Student Aid, and the balance, \$1.7 Million for Debt Retirement. During the past five or six years, Bishop College has been among the top ten black colleges in terms of aid from the Federal Government. Since 1960-61, we moved from 30th or 31st among 32 members of the United Negro College Fund to first in receipts from the national campaign by that body. In terms of local support from business and industry, we have fared better than any other black college in the nation.

Our major problem for the future will be the need for an adequate endowment to insure continuity of programs on a high level of excellence. At present, our endowment is less than \$1 Million. We need an endowment of at least \$20 Million by 1977-78. The Plan for building Endowment portfolios for colleges which is being developed by Dr. F. D. Patterson of the R. R. Moton Memorial Foundation, New York City is one which, if adopted by The Administration and approved by Congress, would do more than anything else to secure the futures of traditionally black colleges as excellent academic institutions. Simply put the plan envisions that the Federal Government would loan money to colleges for Endowment on a 3:1 basis- the college raising the \$1 Million for each \$3 Million loaned by the Federal Government. The loan could be repaid over a 25-30 year period at the Three Per Cent rate, the principal being invested in such a way as to guarantee to the institution a return of 5 or 6% annually after debt and interest payment and leave the institution with the corpus of \$4 Million at the end of the period. Experts at the Harvard Business School have looked at the program critically and have affirmed its soundness. Such a program would help colleges, black and white, private and public, and would lead to making the institutions less dependent upon the Federal government in future years.

Our first priority for outside assistance for the remainder of this decade is the building of an adequate endowment corpus.

The second outside aid priority would be Student Aid since the overwhelming majority of our students, some 83 Per Cent, come from families whose annual incomes are less than \$7,500. The late announcement of commitments last summer affected adversely our enrollment for the fall term. This was true of most colleges and particularly of black colleges. For the most part, black colleges received less money for student aid this year. The BEOG program does not speak adequately to the needs of our students since its complete implementation would materially reduce the funds which our students need to pay the charges for their share of the cost of their education.

The third priority for outside aid for us would be general, unrestricted funding on a per student basis to undergird the basic educational program. It is apparent that such support will be needed if we are to maintain a viable system of private and public colleges in America during the rest of the century. Because colleges



November 2, 1973

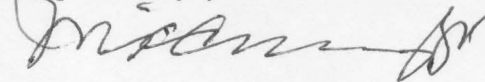
like Bishop represent the shortest and cheapest way to move people from the Welfare rolls to the tax paying rolls and make people productive citizens, such as investment by The Federal Government would be in the country's own best interest.

The continuance and expansion of the Title Three Program for Developing Colleges would help to insure that equality of access to higher education might become a reality during the next two decades. This program has made the difference between a creditable start towards the mainstream and oblivion for most colleges like ours.

We plan to remain in business. We plan to do more than survive. We plan to implement an affirmative, aggressive plan to be a first class college for blacks, yes, but also for all segments of the population that can profit from a first rate academic program which is relevant to individual and societal needs.

We shall be grateful to you for all you may do to strengthen America by helping to make these colleges which have served the nation so well with little or nothing in the past to serve more abundantly in the future. It still may well be that the most authentic and most significant contribution which future historians will credit this Administration with will be its concrete as well as imaginative programs to make these institutions strong bastions for development of leaders and workers for a strong and growing democratic society. They can be the catalysts for developing new sources of social, political, and economic wealth for this country.

Respectfully yours,



M. K. Curry, Jr.
President

MKC:bjs



BISHOP COLLEGE
3837 SIMPSON-STUART ROAD
DALLAS, TEXAS

OFFICE OF THE PRESIDENT

November 2, 1973

Mr. Stanley S. Scott
Special Assistant to the President
THE WHITE HOUSE
Washington, D. C.



Dear Mr. Scott:

Thank you for your letter of October 4, 1973 in which you asked me to share with you my views and concerns regarding the future, finances and obligations, of traditionally black colleges in the United States. Particularly did you ask that I focus on the problems we face at Bishop College which demand outside assistance. I appreciate the opportunity to share with you my views and concerns and shall be grateful for all you may be able to do to interpret them to the President and other members of the Administration.

Bishop College is a four-year co-educational college, founded by the Baptists from the North and the South in 1881. For eighty years it was located in Marshall, Texas, a small town in Northeast Texas where another black college and also a white college were located. We moved to a new campus in Dallas in 1961 and started changing and expanding the curriculum to make it relevant to the emerging needs of its clientele and to the society in general. Our enrollment moved from 350 in 1960-61 to a peak of more than 2,000 last year, including non-credit enrollees who took short courses or participated in institutes provided by the college to upgrade community leaders and citizens. During the decade of the Sixties, we built twenty-four units to serve academic and non-academic purposes on a campus that grew from 100 acres to 387 acres. The value of our campus now is almost \$20 Million with a capital debt of a little more than \$8 Million. All of our dormitories were erected with HUD loans. The Library and Science Buildings were constructed with partial loans and grants from Federal Funds too.

Our curriculum has changed from one with a major emphasis on preparing teachers and preachers during the past decade to one which now attracts a large number of majors in business administration, accounting, marketing and related fields, the natural sciences and mathematics, political science, sociology and social work, the humanities, and nursing. We are beginning to develop cooperative programs in engineering. Programs in gerontology, early childhood education, new careers for the handicapped and continuing education represent new thrusts.

Our annual budget approximates \$10 Million, with over \$4 Million directed to Educational and General Expenditures, about \$1.3 Million for auxiliary enterprises, \$3 Million for Student Aid, and the balance, \$1.7 for Debt Retirement. During the past five or six years, Bishop College has been among the top ten black colleges in terms of aid from the Federal Government. Since 1960-61, we moved from 30th or 31st among 32 members of the United Negro College Fund to first in receipts from the national campaign by that body. In terms of local support from business and industry, we have fared better than any other black college in the nation.

Our major problem for the future will be the need for an adequate endowment to insure continuity of programs on a high level of excellence. At present, our endowment is less than \$1 Million. We need an endowment of at least \$20 Million by 1977-78.



Letter to Mr. Stanley S. Scott, Special Assistant to the President Nov. 2, 1973

The Plan for building Endowment portfolios for colleges which is being developed by Dr. F. D. Patterson of the R. R. Moton Memorial Foundation, New York City is one which, if adopted by The Administration and approved by Congress, would do more than anything else to secure the futures of traditionally black colleges as excellent academic institutions. Simply put, the plan envisions that the Federal Government would loan money to colleges for Endowment on a 3:1 basis- the college raising the \$1 Million for each \$3 Million loaned by the Federal Government. The loan could be repaid over a 25-30 year period at the Three Per Cent rate, the principal being invested in such a way as to guarantee to the institution a return of 5 to 6% annually after debt and interest payment and leave the institution with the corpus of \$4 Million at the end of the period. Experts at the Harvard Business School have looked at the program critically and have affirmed its soundness. Such a program would help colleges, black and white, private and public, and would lead to making the institutions less dependent upon the Federal government in future years.

Our first priority for outside assistance for the remainder of this decade is the building of an adequate endowment corpus.

The second outside aid priority would be Student Aid since the overwhelming majority of our students, some 83 Per Cent, come from families whose annual incomes are less than \$7,500.00. The late announcement of commitments last summer affected adversely our enrollment for the fall term. This was true of most colleges and particularly of black colleges. For the most part, black colleges received less money for student aid this year. The BEOG program does not speak adequately to the needs of our students since its complete implementation would materially reduce the funds which our students need to pay the charges for their share of the cost of their education.

The third priority for outside aid for us would be general, unrestricted funding on a per student basis to undergird the basic educational program. It is apparent that such support will be needed if we are to maintain a viable system of private and public colleges in America during the rest of the century. Because colleges like Bishop represent the shortest and cheapest way to move people from the Welfare rolls to the tax paying rolls and make people productive citizens, such an investment by The Federal Government would be in the country's own best interest.

The continuance and expansion of the Title Three Program for Developing Colleges would help to insure that equality of access to higher education might become a reality during the next two decades. This program has made the difference between a creditable start towards the mainstream and oblivion for most colleges like ours.

We plan to remain in business. We plan to do more than survive. We plan to implement an affirmative, aggressive plan to be a first class college for blacks, yes, but also for all segments of the population that can profit from a first rate academic program which is relevant to individual and societal needs.

We shall be grateful to you for all you may do to strengthen America by helping to make these colleges which have served the nation so well with little or nothing in the past to serve more abundantly in the future. It still may well be that the most authentic and most significant contribution which future historians will credit this Administration with will be its concrete as well as imaginative programs to make these institutions strong bastions for development of leaders and workers for a strong and growing democratic society. They can be the catalysts for developing new sources of social, political, and economic wealth for this country.

Respectfully yours,



M. K. Curry, Jr.





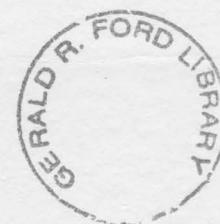
Mississippi Valley State College

ITTA BENA, MISSISSIPPI 38941

OFFICE OF THE PRESIDENT

November 6, 1973

Mr. Stanley S. Scott
Special Assistant to
the President
THE WHITE HOUSE
Washington, D. C.



My dear Mr. Scott:

Your letter of genuine concern about the problems we face here at Mississippi Valley State College, and the predominantly Black colleges throughout this Nation, was refreshing indeed. I regret very much that my absence from the office throughout the month of October prevented a prompt personal response.

Your assessment of what the College means, and have meant to Blacks is mildly put, when you think in terms of the students who come to Mississippi Valley State College. We are indeed proud, however, of the success of the 4,284 graduates; also, the large number of ex-students who have achieved with only a mere beginning. Although the institution is only twenty-three years old, we, too, have an account for a number of doctors, lawyers, accountants, bankers, managers, teachers, nurses, et cetera. These young people are making a tremendous impact upon the welfare of our nation as a whole.

In focusing upon the problems we face which demand outside assistance, our trustees, administrative officers, faculty, students, and alumni have attempted to recognize, delineate and analyze the problems at Mississippi Valley State College. We have envisioned moving into a program that will extinguish the inequities and permit us to motivate and prepare the whole individual who will be assured the ability to conceptualize, to incorporate the better things of the past with the newer things of the future, and to develop the "know how" to be able to respond flexibly to the growing technological society.

In order to fulfill this mission, large sums of "catch-up" money will be needed for (1) establishing a network of academic experiences to upgrade the effectiveness of student services and curricula offerings; (2) to strengthening student personnel services to motivate and prepare the whole individual; (3) to improve administrative and managerial services to low income and minority students; (4) to upgrade faculty training and instructional services; and (5) to eradicate inequities of institutional environs.

AN EQUAL OPPORTUNITY EMPLOYER

Mr. Stanley S. Scott

Page 2

November 6, 1973

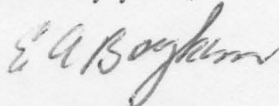
On campus today, we have 2,533 students and of this number ninety percent of them are in need of financial aid. A recent student need analysis showed that more than four million dollars are needed to adequately accommodate the students.

More of our students are expressing desires to become engineers, doctors, hospital and health administrators, bankers, architects, computer specialists, speech therapists, early childhood specialists, et cetera. Consequently, modern instructional equipment is extremely necessary. Funds must be secured to meet the equipment needs.

May I say to you again, Mr. Scott, what we are trying to do here at Mississippi Valley State College is not necessarily preparing a student for a career but to bring out his/her fullest potential for meeting total societal needs. We want our students to be able to become competitive and contributing members of a society in which they are a vital part.

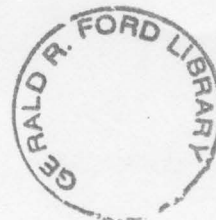
Any assistance from your office in terms of getting substantial financial support for higher education will be a most worthwhile contribution to the Black colleges and the future growth of mankind.

Sincerely yours,



E. A. Boykins
PRESIDENT

EAB/cp



Arkansas Baptist College



J. C. Oliver, President

Phone Fr 4-7856
1600 High Street
Little Rock, Arkansas

OFFICE OF THE PRESIDENT

November 8, 1973

Mr. Stanley S. Scott
Special Assistant to the President
THE WHITE HOUSE
Washington, D.C. 20500

Dear Mr. Scott:

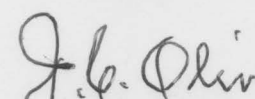
Thank you for your letter of October 4, 1973 in which you stated your interest in the problems of predominantly Black colleges.

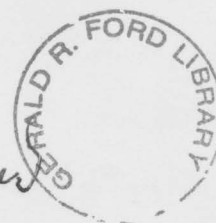
In answer to your request for delineation of problems which the Black Institution faces, please be advised of the following:

- (1) Enclosed, please find an Institutional Narrative which sets forth the basic idea of our Institution.
- (2) A news release which outlines the current program which the college is involved in, which we term the "Era of Enrichment."

The objectives which we hope to achieve through this program states our views toward the future. We have submitted a Title III Proposal which will alleviate some of our current problems which are historical and moves us closer to our overriding goal of accreditation. Any assistance that you may be able to give in regard to the development of this program, we would sincerely appreciate.

Yours truly,


Dr. J. C. Oliver
President



DJCO/hw
Enclosure

PART VI

ARKANSAS BAPTIST COLLEGE INSTITUTIONAL NARRATIVE



Arkansas Baptist College is a predominantly Black church-related, co-educational, four-year institution, located at Little Rock, Arkansas. It was established by the Colored Baptist Convention in 1884 for the freedmen with the general purpose of providing an environment for learning and to promote christian activities for Black people. For 87 years, Arkansas Baptist College has struggled to provide education for Black students of Arkansas. The Black Baptist Congregation of Arkansas is not now, and was not in 1884 a rich congregation. In fact, Arkansas Baptist College stands as one of the true witnesses to the determination of a socio-economic deprived congregation of working Black men and women that their children should have educational opportunities. The college had its origin as the Baptist Institute in the Mount Pleasant Baptist Church in Little Rock, under a white Baptist minister from Joplin, Missouri, but was forced to close in April of 1885 because of insufficient funds. Later in 1885, under the auspices of the General Missionary of the Baptist Church for the States of Arkansas, Louisiana, and Mississippi, it was reorganized and has continued to educate young Black students, provide a source of identity and honest resourceful leadership.

The principal effort of the college in its 87 years has been the training of teachers for the Black schools of Arkansas. Another principal effort has been the preparation of young men for the ministry. In recent years, new career patterns have begun to open up dramatically for Black students and Arkansas Baptist is now sending many graduates to all parts of the world to work in business and industry in as many occupations and professions as there are.

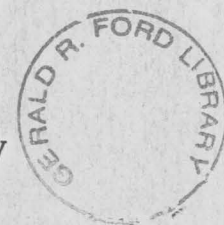
Arkansas Baptist is an unusual College. Its buildings are not fancy, just adequate;

Arkansas Baptist College Institutional Narrative

page 2

its students aren't fancy, but they want to learn; its faculty isn't polished and bedecked with an array of degrees, but her students achieve; and the meager financial aid available to other institutions of like conditions have not been available to Arkansas Baptist College.

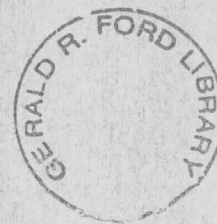
This proposal represents one of the first efforts by the Institution to become involved in Federal Programs, however, during the last eight years six major buildings have been constructed (1) a Library (2) a dining hall (3) a Science Building (4) a Gymnasium (5) a Kiddie Kollege (Day Care Center), and (6) a new three story dormitory under construction.



An important fact about Arkansas Baptist College has been its growth and development during the past 9 years under the leadership of President J. C. Oliver. In 1962, Baptist College had a faculty of 10, a student body of 225 and an annual budget of about \$75,000. Today it has a faculty and administrative staff of 43 and a student body of 587.

Arkansas Baptist College is recognized as a degree granting institution by the Arkansas State Department of Education. Therefore, graduates of the college are awarded valid 4 year certificates upon presenting 6 additional hours or more of graduate credits with a B or above average, at an accredited graduate school. The college is also approved by the Veterans Administration for the Training of Veterans under PL550, PL 346 and PL16.

The college is making an intensive effort to become a member of the North Central Association. The funds requested under the Title III program will aid Arkansas Baptist in strengthening its program in (1) curriculum development (2) faculty developmental program



Arkansas Baptist College Institutional Narrative

page 3

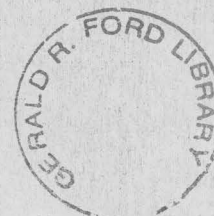
(3) administration (4) student services, as well as provide expanded, more co-ordinated and efficient services between its neighboring institutions.

Arkansas Baptist College admits a freshmen class each fall of some 140 men and women, nearly all of them from public schools of Arkansas and whose family income is below \$4,000. The College has a policy of admitting virtually all students who apply, if they have a high school diploma; as well as Veterans under the G.I. bill, who have passed the age of 21 and show sufficient experience and intellectual ability to adjust. In the event they do not immediately qualify, they will be allowed to take special courses until entrance requirements are met. Veterans under public law 16, public law 346, and public law 550 may also be admitted to the college. This type of admission policy brings in a class with a wide array of academic ability and level of preparation.

In recent years, more than half of the entering freshman class were found to have achievement levels of ninth grade or below in reading, language skills and mathematics. However, experience has taught the faculty that such low level of performance on national tests tell very little about the ability of the student to do college work. More often, the low test results are testimony of the inadequacies of the Arkansas schools, adjustment to desegregation and the historical neglect of Black Schools in the South. Arkansas Baptist propose to develop a special threshold program for entering freshmen courses in English, Social Studies, and Natural Sciences, featuring small classes (16 students) and considerable individual attention. Under this program Arkansas Baptist will make a special effort to work with entering freshmen, clearly identified as low achievers from B and C rated high schools, who need remedial work in order to succeed in regular

Arkansas Baptist College Institutional Narrative

page 4



college courses. However, this service will be available to any student at the college.

Arkansas Baptist is cognizant of the importance of its admission policy and has made special effort to develop a threshold program which will be interesting, inviting, and supportive to the disadvantaged student. More than 90% of Arkansas Baptist College students qualify for financial aid under federal assistance programs for needy students (loans, work study, grants). The college is currently assisting 87% of its day students. The record at the college reveal that almost all the students work during the college year, many of them work full time as hospital orderlies, waiters, salesmen at local chain stores, and post office employees.

For its upperclassmen, Arkansas Baptist offers majors in Education, Music, English, Mathematics, Chemistry, Biology, Social Science and Religion. In addition, it offers terminal programs for stenographers, secretaries and business administration.

Arkansas Baptist graduated 58 seniors in May 1973, 19 are now in graduate school.

The college has made every effort to develop a total program that would be attractive to a wide variety of people. The success of that effort is reflected in an outstanding enrollment of veterans. The veteran enrollment is 350. Veteran benefits provide a new stability in the general revenue of the college, and the institution is constantly seeking ways to better serve their needs.

The story of the Black College and its problems to most knowledgeable observers is generally apparent.

The specifics of Arkansas Baptist College rests in the fact that (1) The Institution

Arkansas Baptist College Institutional Narrative

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has never received federal aid (excluding Student Financial Aid), yet, has managed to keep its doors open in a way that has continually attracted new students, at the same time developing and strengthening its Academic Program (2) The college has been stifled by a lack of resources in administration that has not permitted it to exploit those resources available. This lack of resource is in number only, not in quality.

The College now stands on the threshold of a dynamic growth era. The Institution, under the Title III Program proposed would show remarkable changes in quality and substance, the first year of activity. The future growth and service of the Institution is highly dependent on this request.



News Release
Arkansas Baptist College
1600 High Street
Little Rock, Arkansas
374-7856



FOR IMMEDIATE RELEASE

Dr. J. C. Oliver

ARKANSAS BAPTIST COLLEGE EMBARKS ON "ERA OF ENRICHMENT"

The Manifold problems and struggles of colleges in general and Black Colleges in particular in the last 10 years have been told and retold throughout the length and breadth of the country. To some degree, the country has addressed itself to meeting some of the needs of higher education as spiraling costs and decreasing enrollment become established trends.

Arkansas Baptist College, a predominantly black, church related institution certainly feels the pinch as the institution continues to provide educational services, to a wide variety of students.

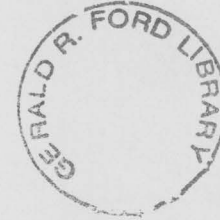
There are several major differences in the role and function of Arkansas Baptist College, however, that distinguishes its participation in the educational arena of Arkansas. (1) Enrollment statistics show that Arkansas Baptist is a true community college, serving the people of its immediate area. 65% of enrolled students live in the Little Rock, N. Little Rock, area. (2) In a period when Colleges of much higher pedigree, and support, regularly show red ink in their Annual report, Arkansas Baptist College has operated in the black for the last seven (7) years. (3) With the stymying of Federal Aid in College Housing Projects, building programs at major colleges have been set aside for 2 to 3 years: Arkansas Baptist is completing a girl's dormitory this fall without governmental assistance.

The completion of the girls' dormitory this fall will mark a significant point in the colleges building program with the completion of its 6th major building.

NEWS RELEASE

ARKANSAS BAPTIST COLLEGE

PAGE 2



"ERA OF ENRICHMENT"

Dr. J. C. Oliver, president of the college states "we have worked over the past seven (7) years to construct a physical plant that would adequately house our educational program, To accomplish that objective we have built 5 major buildings with the sixth now under construction, and over 70% completed. The college now prepares to address it's resources to provide for the internal strengthening necessary for accrediting the institution per NCA regulations."

The broad objectives of the "Era of Enrichment" are (1) Strengthening the College Library program to provide new equipment, materials, and additional personal as a primary step toward accreditation. (2) Development of a comprehensive co-ordinated systematic approach to the solution of problems posed by the Socio-educational role of the institution. This plan will include (a) curriculum development in Vocational education, continuing education and Developmental education, (b) administrative expansion to provide administrative services to accommodate new curricula, expanded degree programs faculty training and student services, (c) institutional research to provide a continuous flow of data necessary for revision and refinement of the college program and to maintain the colleges role in a proper perspective to the total educational composite of Pulaski County.

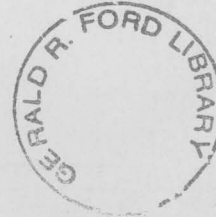
In order to meet it's objectives the college has (1) launched a six (6) month effort to raise \$100,000 for the college library program, (2) submitted a proposal under the title III, Developing Colleges program which is keyed to the overall objectives of the institution and (3) entered into a Consortia arrangement with Philander Smith College and Shorter College (both area colleges) for an Experimental Learning Centers program also under title III. (4) established and staffed a college development office with a grant from the Fleishmann Foundation which will actively seek grants from federal and private sources.

NEWS RELEASE

ARKANSAS BAPTIST COLLEGE

PAGE 3

The "Era of Enrichment" at Arkansas Baptist College will be a period marked by concerted effort backed with the total commitment of it's president Dr. J. C. Oliver, who believes that, "Whatever you set out to do, you can do, if you would only have faith in God and faith in yourself," Dr. Oliver's record as a college president bears out his belief.





ALBANY STATE COLLEGE

FOUNDED 1903

ALBANY, GEORGIA 31705

OFFICE OF THE PRESIDENT

November 14, 1973

Dear Mr. Scott:

I am pleased to note your concern with the problems of the predominantly black colleges and appreciate the opportunity to give you my thinking on this issue.

Surely, the historical contribution of these colleges should be ample evidences for their continual existence. As has been sufficiently documented, they have been the primary avenue through which higher education for the preponderance of the Black populace has been provided. Further, there is little hope to believe that other kinds of institutions are committed to salvaging the latent talent that these institutions have been successful in doing. Truly, they are more indicative of America's commitment to equal educational opportunity than many other institutions have demonstrated.

Let me at the outset emphasize that these institutions must assume a larger mission for existence other than the education of Black youth. In my opinion, this does not mean that they have to be merged or dismantled for they represent an alternative through diversity which has been depicted among institutions of higher education since their founding in this country. Too, these institutions represent an investment in the economic, educational, social, and cultural growth of the communities in which they are located as well as in our nation.

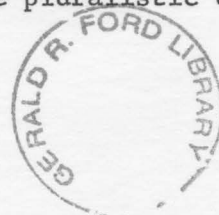
In response to the question of what problems they face which demand outside assistance, I propose the following:

1. A countering of unwarranted Criticism of the worth and value of these colleges as Viable institutions of higher education. There are those who adamantly insist that these institutions are incapable of delivering a quality education for the students they serve. This indictment should be emphatically laid to rest through public acknowledgement and endorsement of these institutions at the highest level.



Mr. Stanley S. Scott
November 14, 1973
Page 2

2. Participation and representation on Policy making bodies that influence the direction and distribution of educational resources. Historically, these institutions have not shared equitably in the resources made available for the support of higher education. In a large measure, this has been due to the absence of representations on policy making bodies by persons who are aware of the potential of these institutions and can speak in their behalf, ultimately leading to their receiving a fair share of the available resources. This situation may be remedied by a deliberate effort to assure that these policy making boards are constituted to assure adequate representation.
3. Commitment for Categorical Federal Support for Black Institutions. The historical exemption of the predominantly Black Institutions from sharing in Federal Support has resulted in a lag in their ability to broaden and expand their programs and offerings. Merely correcting this past ill without making adjustment for the long years of non-participation is inadequate. There is a need to legislatively commit a categorical grant to each of these institutions over a period of time to enable them to close the gaps that have occurred during this long period.
4. Persuasion of State and Local Governments to Assist these Institutions. As stated earlier, these institutions are an investment in the economic, educational, cultural, and social growth of the communities in which they are located. Our experience has shown a reluctant on the part of State and Local governments to recognize the worth of these institutions and respond accordingly with financial support. The leverage of national leadership in influencing a changed attitude in this regard would be of decisive advantage to these colleges. It is believed that public support would serve a collateral purpose in the persuasion of the private sector to respond more favorably.
5. Recognition of the Potential of these Institutions as Laboratories in human relations. These institutions can be of immense value in ameliorating the separatism that has permeated the American society. The opportunity for the majority culture to have a minority experience in an educative environment could lead to an increased understanding and appreciation for the pluralistic composition



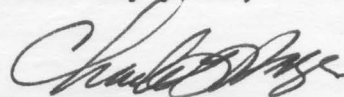
Mr. Stanley S. Scott
November 14, 1973
Page 3

of the American society with an accompanying
greater awareness of the meaning of freedom.
The possibility of such an experience is not
likely in the predominantly white college.

These represent some of the problems and potential for the Black
colleges as they participate in the effort to provide higher education
in our contemporary society. I hope that they will be useful to you and
I look forward to receiving a copy of the final product you develop as a
result of this effort.

Much success to you in your assignment.

Sincerely yours,



Charles L. Hayes
President

Mr. Stanley S. Scott
Special Assistant to the President
The White House
Washington, D. C.

CLH/jas



THE WHITE HOUSE
WASHINGTON

11/19/73

Date

TO: JOHN CALHOUN _____ X
HAZEL CORNWELL _____
PAT HUGHES _____

FROM: STANLEY SCOTT

ACTION: I think this represents the additional
response we were waiting ~~for~~ for HEW.



STAN:

THIS SCHOOL IS THE ONLY ONE THAT
RESPONDED TO OUR CALL REGARDING
MD's —

THIS LETTER IS IN RESPONSE TO
YOUR ~~RE~~ LETTER TO ALL BLACK
COLLEGES .



Meharry Medical College

1005 EIGHTEENTH AVENUE, NORTH
NASHVILLE, TENNESSEE 37208

OFFICE OF THE PRESIDENT

TELEPHONE 615-327-6200

November 12, 1973

The Honorable Stanley S. Scott
Special Assistant to the President
White House
Washington, D. C.

Dear Mr. Scott:

Please forgive the delay in responding to your letter of October 4th concerning the problems faced by the predominantly black colleges throughout the nation.

In the interim, we have been in contact with your office through Mr. Calhoun regarding health manpower requirements and particularly among blacks as these are reflective of the national needs. I hope that this material will be supportive as well as informative.

As you can understand, the financial and long range programming needs of black institutions constitutes the dominant problem which all must be concerned with. There is little doubt that long range programs are contingent upon the availability of resources to see the fruition and continuation of support for these institutions. The role which the government can most successfully play is through full funded capitation of students, special projects grant to predominantly black colleges and increased construction and resource funds to these institutions in order to maintain and upgrade their capacities for the future. Without detailing many of the specifics involved in the above suggestion, I hope that this will provide a brief format for focusing on some of the kinds of problems in which outside assistance is absolutely necessary.

I hope to hear from you at a later date when ideas have been developed with specific reference to black institutions in general and assistance which can be rendered to Meharry in particular.

Sincerely,

A handwritten signature in cursive script, reading "Lloyd C. Elam".

LLOYD C. ELAM, M.D.
President





KITTRELL COLLEGE

Kittrell, North Carolina 27544

Phone 919-492-2131

November 21, 1973

ADMINISTRATORS:

Haywood L. Strickland
President

David E. Thompson
Assistant to President
for Administration

Emma J. Levi
Dean of Academic Affairs

Arthur L. Jefferson
Business Manager

William T. McCollum
Dean of Student Affairs

Rudolph A. Williams
Director of Development

Mr. Stanley Scott
Special Assistant to the President
The White House
Washington, D. C.

Dear Mr. Scott:

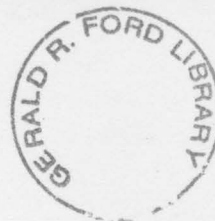
Please accept my apology for the delay in replying to your request. I'm very appreciative of your concern about the problems facing black colleges. I'm sure that all administrators in predominantly black colleges are happy to know that a person in your position has expressed concern and plans to help solve the problems.

Please find attached, a brief statement of my views and concerns regarding the problems being faced by black colleges. I'm hoping this information will be helpful to you in your efforts.

Sincerely,

Haywood L. Strickland
President

HLS: lb



Under the Auspices of the African Methodist Episcopal Church

Bishop Henry W. Murph
Chairman, Board of Trustees

THE WHITE HOUSE

WASHINGTON

October 4, 1973

Dear Dr. Strickland:

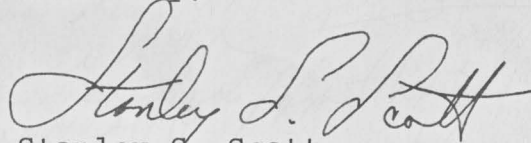
This is just a note to let you know that I am personally concerned about the problems faced by predominantly black colleges throughout this Nation.

As a proud product of these institutions, I know firsthand what they mean to Blacks. For many, they have been an answer to a hope, a dream that would have never been realized without this opportunity for a higher education.

I am asking that you help me to focus on the problems you face which demand outside assistance. Please share with me your views and concerns regarding the future, finances and obligations in a brief format that I might compile for a guide as I attempt to do my part within the Administration.

You may expect to hear from me at a later date with a few ideas being developed in this area.

Sincerely,



Stanley S. Scott
Special Assistant
to the President

Dr. Heyward Strickland
President
Kittrell College
Kittrell, North Carolina 27544



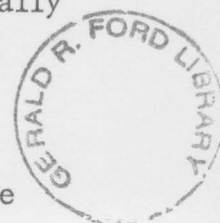
The plight of predominately Black colleges is indeed a serious one, but an even more threatening predicament is being experienced by private Black junior/community colleges. These colleges are faced with a unique set of problems. In most cases, they are sponsored by relatively poor Black churches and are situated in rural or semi-rural areas. They traditionally have attracted the Black student who could not afford - financially or academically - to attend the more prestigious four year institutions. Usually, they receive very little, if any, alumni support. Accreditation is a recent concern for the majority of these junior colleges.

Today, in increasing numbers, Black students are becoming aware of the need for and the availability of postsecondary education. Many of these newly-awakened students are turning to community or junior colleges and, where they exist, to the predominately Black junior colleges. With adequate support, these colleges could play a more viable role in the postsecondary education of the economically and academically deprived Black student. Furthermore, in these institutions, the already disadvantaged and culturally "different" student would not be cumbered with the additional problem of having to make a cultural adjustment.

With very inadequate resources, the Black junior college does bridge these economic, academic and cultural gaps for a limited number of Blacks students struggling to achieve a postsecondary education. This initial stepping stone has inspired many to go on to earn baccalaureate and graduate degrees.

The need now is to enhance and expand the capabilities of Black community and junior colleges so that they may continue to fulfill the vital role they have undertaken.

These institutions place strong emphasis on service to the student. Most have sought out the disadvantaged student and have made postsecondary



education a reality for him. They are dedicated to the belief that every student can learn and should have an equal opportunity to participate in and benefit from educational opportunities. The ultimate goal is to prepare each student to become a worthy and participating member of society.

To accomplish this, these schools have employed a multiplicity of teaching methods, extensive use of media, individualized instruction, open-ended semesters, non-punitive grading and strong counseling and tutoring components.

The use of such methods has been costly to the overall development of the institutions. Because of student needs, these colleges either have a larger than normal faculty or a grossly overworked and limited one. Much time and finance are expended in individual counseling and tutoring. The inclusion of cultural enrichment activities has also proven a costly venture.

This dedication to the student often results in the neglect of other vital areas of the institution's program. Libraries are inadequate and collections out of date. Administrative staff is inadequate in number, harrassed, overworked and required to perform two of three different functions. The maintenance department is usually understaffed and underpaid. Maintenance equipment is often obsolete or nonexistent; repairs are necessarily postponed and replacement is frequently impossible.

The average salaries for faculty, administrators and supportive staff are below the levels of other colleges. The main reason for the success these schools have enjoyed is their ability to attract young, dedicated, idealistic instructors and administrators who are willing to carry heavy workloads, willing to improvise and innovate and who get their compensation from seeing their students progress. However, as these instructors and administrators get older and their responsibilities increase many of them turn to schools which can offer more money, lighter workloads, better equipment and



opportunity for research and further study.

The areas of Recruitment and Development are often neglected because of insufficient funds to hire qualified people in these areas. Development, printing and distribution of attractive promotional materials are beyond the financial capabilities of these institutions.

Physical Facilities at these institutions are inadequate, old, and in need of repairs. Maintenance of the grounds, roads and recreational areas is often neglected because the finances need to be channeled into academic programs. Food, while nutritionally balanced, is often skimpy, and comprehensive student unions are out of the question. In summary, the present needs and the needs in the foreseeable future at these traditionally Black junior and community colleges are as follows:

- 1) Monies for academic buildings, recreational facilities, student unions, and dormitories.
- 2) Salary supplements to attract and hold qualified faculty, administrators, and supportive staff.
- 3) Funds to employ additional faculty, administrators, and supportive staff.
- 4) Resources for further development and training of faculty, administrators, and supportive staff.
- 5) Support for instructional equipment and materials.
- 6) Support for modern maintenance and office equipment.
- 7) Monies to provide more culturally enriching activities for students and community.
- 8) Support for recruitment and development:
 - a) Travel
 - b) Development, printing and distribution of promotional materials
- 9) Support funds for institutional research.



- 10) Substantial financial aid for students.
- 11) Support to provide time, travel and materials for planning, developing and implementing new joint programs and for comparing, revising and improving existing programs.

The future of Black junior colleges is a dismal one. They cannot continue to operate with inadequate resources. However, to close their doors would also mean closing the doors on the dreams of numerous Black students who view junior colleges as their only hope to achieve postsecondary education.

A support program to strengthen the economic stability of these colleges would go a long way toward meeting the needs of a segment of our society that has customarily been neglected and ignored. The cost of such a program would be minimal compared to the increase in the number of responsible, participating citizens in our society.

