

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

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Bettye L. Scott donated to the United States of America her copyrights in all of her husband's unpublished writings in National Archives collections. Works prepared by U.S. Government employees as part of their official duties are in the public domain. The copyrights to materials written by other individuals or organizations are presumed to remain with them. If you think any of the information displayed in the PDF is subject to a valid copyright claim, please contact the Gerald R. Ford Presidential Library.

Some items in this folder were not digitized because it contains copyrighted materials. Please contact the Gerald R. Ford Presidential Library for access to these materials.

SCHEDULE PROPOSAL

Date: November 21, 1973

From: Stanley S. Scott

Via: David Parker



MEETING: With 21 college presidents from traditionally black colleges.

DATE: November 27 or 28

PURPOSE: To reaffirm the President's commitment to quality education for all Americans and to have a frank discussion on the problems facing these institutions. College presidents are meeting in Washington on above dates.

FORMAT: - Opening remarks by the President
- Cabinet Room
- 30-45 minutes
- List to follow.

TALKING POINTS: To be prepared by our office with Domestic Council support.

PRESS COVERAGE: Motion and still photographers will be admitted for one minute. Ollie Atkins will provide photo coverage for releases to black media.

STAFF: Stan Scott, Dana Mead, Ken Cole, Mel Laird.

RECOMMEND: Stan Scott, Dana Mead, Ken Cole, Mel Laird.

PREVIOUS PARTICIPATION: The President met with the Presidents of the traditional Black colleges during his first Administration.

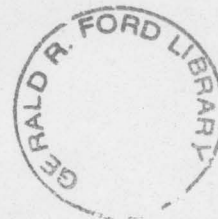
BACKGROUND:

Traditional black colleges, although born out of a dual educational system, have always opened their doors to all students --- whites and blacks. Some now face extinction because of desegregation plans being drawn up by a number of States; and others are still struggling because of a lack of adequate financial resources. Much concern exists within the Black community. Some of the educators feel that while the President made good on his commitment for a 100 percent increase in federal funds, much of the funds are being diverted.

A show of interest and concern by the President will do much to dispel the fears within the Black community, which is blaming this Administration.

PRESS FOLLOW-UP:

John Calhoun will write follow-up press release and mail out photos and captions to the Black media.



THE WHITE HOUSE

WASHINGTON

November 28, 1973

MEETING WITH THE PRESIDENTS OF 20 BLACK COLLEGES

Thursday, November 29, 1973

10:00 a.m. (20 minutes)

The Cabinet Room

From: Jim Cavanaugh

I. PURPOSE

To signal press, Congress and educators on your direct involvement in higher education matters with special interest on black colleges.

II. BACKGROUND PARTICIPANTS & PRESS PLAN

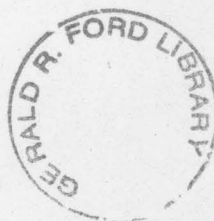
- A. Background: This meeting with black college presidents follows your earlier meeting with the presidents of the top six elementary and secondary education groups. The meeting is designed to reaffirm your commitment to quality education for all Americans and to discuss problems facing these institutions. You last met with this group on May 20, 1970.

Cap Weinberger, Frank Carlucci, Stan Scott and other staff members will begin the meeting with this group at 9:30 and will "flush out" and resolve major concerns prior to your joining the meeting at 10:00 a.m.

- B. Participants: College presidents and top HEW staff - see Tab A

Staff: Ken Cole, Stan Scott, Jim Cavanaugh

- C. Press Plan: To be announced: Photo opportunity: Press pool (Depending on outcome of meeting, Dr. Branson, one of the presidents, will be made available to White House press to brief on the meeting.)



III. TALKING POINTS

1. We'll be visiting with Cap Weinberger and Roy Ash next month reviewing HEW's budget. As you know final decisions won't be made until January, but I do want you to know that I plan to continue this Administration's commitment and priority to your developing institutions that we've been able to establish over the last four years.

NOTE: In 1969, \$30 million was budgeted in the higher education budget for the black colleges. In the current fiscal year, you requested \$100 million from the Congress. These presidents are greatly appreciative of your action in this regard.

2. I understand the problems that you are faced with brought about in the case of Adams v. Richardson and the Pratt decision. I know you have been discussing this problem with Cap Weinberger and his people, but I would like to get your suggestions on what alternatives there are in dealing with this issue.

NOTE: Key issue here in the case of Adams v. Richardson is that U.S. District Court Judge John Pratt held that HEW had "abused its administrative discretion" by failing in previous years to pursue desegregation of colleges and universities in ten states. The black college presidents are fearful that in carrying out the Judge's directive, HEW and the states will force black colleges to change their enrollment practices and in the process essentially destroy the black colleges as we know them today. Cap and his people are well aware of this issue and have discussed it with the presidents. Your reason for mentioning it would be to indicate your awareness of their problem and see what ideas they may have to solve it.



3. In closing I want to say to you again what I said in 1970. I am deeply committed to quality education for all Americans. I want to see that no qualified student is denied access to educational opportunity. Americans today are the freest, best educated people in the world. We must keep it that way and one of the surest means is to keep our educational systems strong and free. You, your faculty, your Board of Trustees, your institutions, all have a key role in this regard and I want you to know that you have my support, and the support of our entire Administration in helping you to carry out your great responsibilities.

PARTICIPANTS

Black College Presidents

Dr. Herman Branson
Lincoln University
Lincoln University, Pa.

Dr. Cleveland Dennard
Washington Technical Institute
Washington, D.C.

Dr. Allix James
Virginia Union University
Richmond, Virginia

Dr. Herman Long
Talladega College
Talladega, Alabama

Dr. Milton Curry, Jr.
Bishop College
Dallas, Texas

Dr. G. Leon Netterville
Southern University
Baton Rouge, La.

Dr. James Lawson
Fisk University
Nashville, Tennessee

Dr. Luna Mishoe
Delaware State College
Wilmington, Delaware

Dr. Benjamin Perry
Florida A & M University
Tallahassee, Florida

Dr. Broadus Butler
Dillard University
New Orleans, La.

Dr. James Cheek
Howard University
Washington, D.C.

Dr. Lewis Dowdy
North Carolina A & T State
University
Greensboro, North Carolina

Dr. Lloyd Elam
Meharry Medical College
Nashville, Tennessee

Dr. Charles Hayes
Albany State College
Albany, Georgia

Dr. Roy Hudson
Hampton Institute
Hampton, Virginia

Dr. Samuel Myers
Bowie State College
Bowie, Maryland

Dr. Lionel Newsom
Central State University
Wilberforce, Ohio

Dr. Lucius Pitts
Paine College
Augusta, Georgia



Dr. Walter Washington
Alcorn A & M University
Lorman, Mississippi

Dr. Granville Sawyer
Texas Southern University
Houston, Texas

Dr. Albert Whiting
North Carolina Central
University
Durham, North Carolina

Miles Mark Fisher, IV
Executive Secretary
National Association for Equal
Opportunity in Higher Education
Washington, D.C.

Department of Health, Education and Welfare Officials

Secretary Caspar Weinberger

Frank Carlucci, Under Secretary

Dr. John Ottina, Commissioner, Office of Education

Peter Holmes, Director, Office of Civil Rights

Staff

Ken Cole

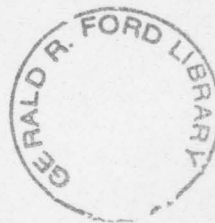
Stan Scott

Dana Mead

John Calhoun

Jim Cavanaugh

Paul O'Neill



NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
Presidential Libraries Transfer/Disposal Sheet

ITEM ID 00626

DESCRIPTION OF ITEM MOVED . . Nixon White House photograph E1864-08
(11/29/73) - President Nixon meeting
with presidents of Black colleges
(two copies).

COLLECTION/SERIES/FOLDER ID . 031500035

COLLECTION TITLE STANLEY S. SCOTT PAPERS (WH Public
Liaison Office - Minority Affairs)

BOX NUMBER 4

FOLDER TITLE Black Colleges, 1972-1975 (1)-(5)

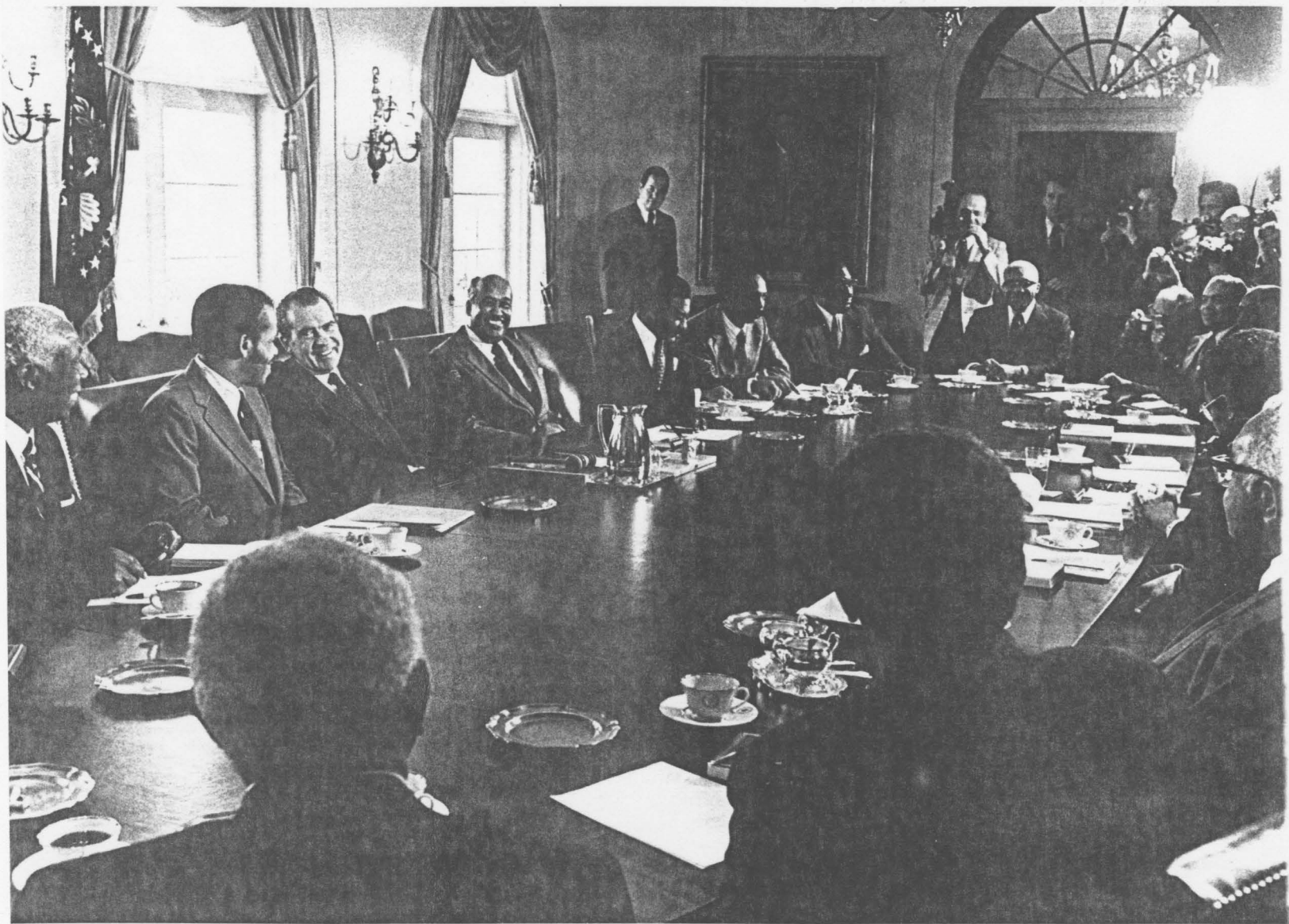
ACCESSION NUMBER 1998-NLF-022

MOVEMENT DATE 05/31/2001

TYPE OF MATERIAL Photographs

NEW LOCATION Audiovisual Collection

ARCHIVIST William H. McNitt



NOVEMBER 29, 1973

OFFICE OF THE WHITE HOUSE PRESS SECRETARY

THE WHITE HOUSE

PRESS CONFERENCE
OF

SECRETARY OF HEW CASPAR WEINBERGER
AND

DR. ROY HUDSON, PRESIDENT
HAMPTON INSTITUTE, HAMPTON, VIRGINIA
THE BRIEFING ROOM



11:06 A.M. EST

MR. SCOTT: Ladies and gentlemen, I am Stanley Scott, a Special Assistant to the President.

We want to express our thanks to have the opportunity for you to meet briefly with some of the participants, the black college presidents representing 112 predominantly black colleges in this country, who met for 90 minutes with the President this morning.

Caspar Weinberger has another briefing, so he is going to talk briefly with you, and we have the representatives from the black colleges to answer any questions you might have. Secretary Weinberger.

SECRETARY WEINBERGER: Thank you. I have another briefing down at the Department on the new supplemental security income, and you are all invited to come down to that, too. That is at 11:15.

But I did want to convey first the strong feelings the President expressed and the outcome of this meeting before I go down to that. He said, first of all, that he wanted to assure that there was an adequate method for the input of views and recommendations of the presidents of the black colleges because this group represents such a very large proportion of the black students in the United States getting baccalaureate degrees, and we believe that method is already in existence, but we certainly are going to strengthen it if need be.

He also said it was extremely important, in his opinion, that these colleges have an opportunity to be heard, as they were this morning. He discussed the philosophical debate that takes place around discussions of this kind involving the maintenance of black colleges and the problems that are involved in that kind of debate which could, if the views of some prevail, lead to the phasing down or loss of racial identity, or other problems within the individual black colleges, and said he feels very strongly that regardless of the various courses that that debate may take, that it is his strong feeling that we should not allow any of that kind of discussion to interfere with or limit or reduce the quality or the existence of these black colleges, and that it is essential that we not lose a whole generation of students;

MORE

that the important thing, as far as he is concerned, is that these students have the benefit of a college education and that the quality of the black institutions be definitely upgraded.

That is, of course, what we have been doing under Title III with those funds, with a very substantial increase that has taken place since 1969 in the funding for that title, and what clearly we plan to continue to do.

We also discussed the existence and availability of the basic educational opportunity program which is, in effect, the Federal scholarship grant program, the fact that the Congress has only granted \$122 million out of the billion dollars that the President requested for this program, and the fact that when we can get the program fully implemented, it will benefit a great many of the potential students for these institutions.

I should have mentioned a moment ago that in connection with the previous discussion about this philosophical debate, the point was made many times that these institutions are integrated, both with respect to the student body itself, and the faculties, so that the problem should not arise, and that came up again in connection with discussion of the Adams versus Richardson case, which our Department is now in the process of putting into effect, and we agree that there is nothing in that decision which in any way interferes with the continuance of these colleges, integrated as they are.

The President emphasized, in conclusion, his strong belief in the importance of the maintenance of a system of higher education that could serve the needs of these students who do need it, and an extremely important point was made at the end of the meeting: that these institutions offer in many ways the best opportunity, the best chance to win the war against poverty and substantially reduce the number of people who might otherwise be in poverty categories.

I would describe it as, I thought, a very successful and a very important meeting in having the President's philosophy and beliefs and desires very clearly stated in this area, and I think that Dr. Hudson, who is the spokesman for the group, and a very impressive presentation, might want to make a statement at this time, following which we will try to take some questions.

MR. SCOTT: Dr. Roy Hudson, President of Hampton Institute in Virginia.

DR. HUDSON: Thank you very much, Mr. Scott, and ladies and gentlemen of the media. It is a pleasure for me to have this opportunity to be with you and to state information concerning our meeting this morning with the President.

We came to Washington with a dual purpose in mind to express our appreciation to the President for his stated concerns and his actions with reference to black colleges,

to his expressed support and intent to continue the growth and development of these institutions through his own actions and through his Administration. We came to commend him for this, but also to express our concerns that his pronouncements have not effectively passed down or permeated his total Administration to become a reality for these institutions.

Of the \$4 billion appropriated for higher education, these institutions have received approximately 5 percent. We recognize that this amount represents more than previous Administrations, but we expressed to the President our desire that these be increased as a necessity for institutions that he has indicated are a vital and vibrant part of our society serving in great part a disenfranchised segment of our citizenry.

The President indicated his total support of these institutions. He reemphasized his philosophy with regard to supporting these colleges and that they are a very vital part of our society and that a pluralistic approach to higher education in this country certainly is an important aspect of the development of an intellectually growing country.

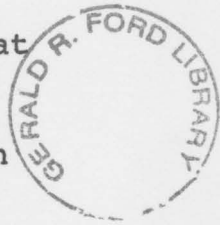
We expressed to the President that we felt his Administration had the very unique position of setting the foundation for the solution of problems which have plagued, or are a continually perplexing problem of our society. We felt that it was most fitting that the opportunity presents itself now in such urgency in such close relationship to the Bicentennial Celebration of our great Nation.

We were very much pleased by the President's response, and by his commitment, his reiterated and reemphasized commitment, to his basic philosophy for the support, growth and continued existence of the predominantly and historically black college in this Nation. Certainly we recognize that the Congress also must be referred to and that the Congress shares, along with the various levels of the Administration, the lack of the total support required to make these institutions more viable, and we do plan, through the constituencies of the Members of Congress, to impress upon them the importance and the significance of these colleges to the viability of our Nation, in that the graduates of these institutions, you may find them as productive citizens through the country and throughout the world, for more than 75 percent -- we cited a figure of more than 70. The exact figure, we enrolled about 40 percent of black students in this Nation and we graduate approximately 79 percent of all black baccalaureate recipients in this Nation annually.

With these remarks, I will certainly accept any questions you might have.

Q Could we have all of the black leaders introduced?

MORE



MR. SCOTT: To my right is Dr. Walter Washington, President of Alcorn A & M University, Lorman, Mississippi.

I think we have a list of the participants outside for you later.

Dr. G. Leon Netterville, President of Southern University, Baton Rouge, Louisiana.

Miles Fisher, Executive Director of the National Association for Equal Opportunity in Higher Education.

And Dr. Luna Mishoe, President of Delaware State College, Dover, Delaware, not Wilmington.

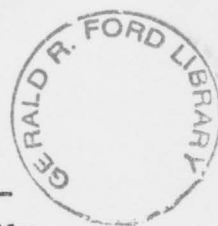
Q Could I ask, Dr. Hudson, a number of colleges are having difficult times in recent years financially. How about black colleges? How are they doing in that regard as compared with colleges generally, and universities generally?

DR. HUDSON: I would say that the black colleges are in greater stress financially than the general populace of colleges in our country. There are 2,700 colleges and universities in our land competing for funds available, and when this financial crisis first introduced itself as far as higher education is concerned, as very much depicted by the Carnegie Commission's report on higher education, of the number of these institutions that are in trouble, the black colleges have been having very difficult times even prior to this. In fact, they have been living in many instances between just a mere existence and practical certain sudden death in terms of financing.

But I certainly would not want to convey at all with that answer that these institutions are anywhere near dying. The point is that the funds available to these institutions have been very much historically constricted so that we do have the same kinds of difficulties; however, to a greater extent than other institutions. We do not have the massive endowments to draw upon, for example. I served on the faculty of the University of Michigan's Medical School for five years, and Brown University's Medical School where I was also Associate Dean of the Graduate School, where you have institutions with from \$200 (million) to a billion dollars in endowment. Institutions such as ours may have endowments ranging from \$300,000 that would provide no more than \$10,000 a year as income, and this certainly does not work to the advantage of financial support of these colleges.

Q Dr. Hudson, could you elaborate, please, on what you mean when you say you expressed your concern that the President's pronouncements have not permeated the Administration? Exactly what do you mean there, and also, could you give us the President's response? What did he say he was going to do about that?

MORE



DR. HUDSON: My meaning, by the fact that his pronouncements had not permeated the total Administration, is that statements were made with reference to the total support of these institutions and adequate funding for bringing them into the "mainstream of higher education" by providing the funds necessary to make them a more viable, competing composite in the realm of higher education.

We feel that this has not been totally accomplished on the basis of the finances, the actual resultant effects of the appropriations and allocations by the various levels of the Federal Government. For example, in excess of \$4 billion was appropriated for higher education, and about 5.5 percent of this amount actually reached the black institutions. So that the actuality of appropriations and directed funds is in terms of support and responses to these institutions.

Also, some of the guidelines that are developed with regard to funds appropriated also show a specific designation as to how these institutions get bypassed. One particular instance, I think, is that for more than 100 years, these institutions have been concerned with providing an education for victimized persons, basically black students who have been victimized by a subordinate or a sub-standard elementary and secondary education. These institutions have taken these students and developed them into taxpaying, productive citizens.

They have more than 100 years of experience, but when we start to provide funds for special programs to upgrade what we call "the disadvantaged" and what I call the "victimized", when these funds are allocated, they are allocated basically to the non-black institutions who do not have the past history of commitment, nor the experience of dealing with the types of situations which have been propagated against these students, this segment of the population.

Q How much of this is going to overhead? It comes to about \$220 million. How much of it goes to overhead? \$220 million is a lot of money.

DR. HUDSON: \$220 million may be a lot of money, but when you compare it with \$4 billion, it is a very small amount of money. The overhead varies with reference to the type of program.

This brings up another problem. For example, in some of our programs for the biological research program for minorities, there is no overhead whatsoever, and I am very much concerned about this because, coming from the Ivy League and the Big 10, and with my own research programs, I had tremendous overhead in my grants. For example, in any one year I might myself individually have more than \$200,000 in research efforts going on in my own laboratory, with tremendous overhead. There is no overhead at all in the minority biological research programs.

MORE



Now, other overheads -- and we were concerned about this in the new, advanced institutional development program of Title III, Title III had usually had a 15 percent overhead clause in it. The new, advanced program does not have any overhead clause whatsoever. The 15 percent has been removed.

There are different ways of calculating overhead. It may be done on 45 percent of salaries, it may be done with a direct figure. With Title III now, which is one of our great concerns, the indirect cost will, as is written in the guidelines, be eliminated.

Q To clear up a statistic, you are suggesting that the black colleges receive \$220 million out of the \$4 billion that the Federal Government allocates for higher institutions. Is that correct?

DR. HUDSON: That is correct.

Q Did you put that to the President, and what kind of assurance did you get that the figure would increase?

DR. HUDSON: We got absolute assurance that the figure would increase within the limitations of what was pragmatically possible. Part of our feeling is that within the framework of present legislation, more could be done. We feel that the President definitely committed himself to enhancing this. He spoke directly to Secretary Weinberger to the effect that his philosophies should be carried out to the letter in terms of the possibilities of existence of funds, which means that the funds available, that this will not occur tomorrow, but certainly move in this direction.

Q How much would you like, is the question. How much would you like that \$220 million figure to go to?

DR. HUDSON: Our concern in the statement that we made to the President, we indicated that we were speaking of problems that needed to be corrected in terms of billions of dollars.

Q This \$4 billion figure is for what period?

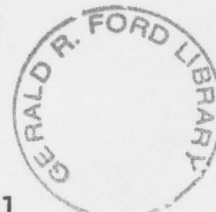
DR. HUDSON: The \$4 billion we talk about in annual appropriations. This is an annual appropriation in excess of \$4 billion, and you may receive from the Federal Inter-agency Commission on Higher Education a statement which will give the breakdown of all of the allocations.

Q To follow up on that, how many colleges and universities are in your category of schools?

DR. HUDSON: There are 112 of these institutions.

Q And what proportion of the Federal appropriation for higher education would you like to get?

MORE



DR. HUDSON: We would not at this particular time specify a definite figure.

Q What about a ball park figure?

DR. HUDSON: The ball park figure that I would indicate would be certainly, as we said, we are talking about a problem of billions of dollars, which will not be in line with just an annual appropriation. We are talking about catch-up.

Q That is why I am asking you on a percentage basis.

DR. HUDSON: We are talking about catch-up, and what we are talking about is an appropriation outside the annual base. If we took the annual base to bring us in line, I am certain we would need the total annual appropriation of the \$4 billion.

Q Did you get any assurance from the President that you would get an additional appropriation outside of a percentage?

DR. HUDSON: The President did not speak to us in terms of specific percentages. If these colleges were in line, we would be talking about something like maybe 20 percent of the annual increase.

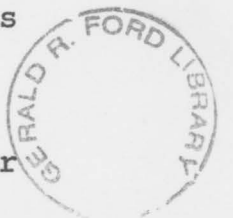
Q Aren't there other well known Eastern colleges vying for these students to aid them financially?

DR. HUDSON: There are a number of other institutions vying for these students, and this is again part of our problem, where we will have more than 75,000 black students annually that cannot go to college -- these are the ones who have college capabilities -- are turned down annually because of the lack of funds, and in some institutions, some areas, we have specific, documented evidence where a black school cannot accept -- we made a survey of 55 of these schools who had to turn down 20,719 students in the academic year '72-'73, while at the same time neighboring white schools in that community would be able to offer funds to these students to bring them in -- Federal funds. We have aid coming here, while we do not have it in some of these programs, and aid has been reduced.

Q Can Congress help you more, specifying a certain percentage to the black colleges?

DR. HUDSON: Congress can very well help us, and this is why we felt that certainly Congress, as well as the various levels of the Administration, would be most important in fulfilling our expectations in this regard.

MORE



Q Did the President actually tell your group that he was going to see to it that you got more money?

DR. HUDSON: The President actually said to Mr. Weinberger that he wanted his philosophy well known resoundingly throughout his Administration, that these institutions are an important and vibrant and indispensable part of our higher educational system, and they should be supported accordingly, and if anyone in his Administration did not adhere to this philosophy, that they would be out of his Administration.

Q Do you interpret that as a promise of more money?

DR. HUDSON: I interpret that as a promise of more money, yes.

Q I would be interested to know what was said about the Adams decision. First of all, do you fear it can be used against you; and second, what did the President have to say about the requirements that it places on the Federal Government?

DR. HUDSON: I would say that almost anything could be used against anyone by anyone who is capable of doing so. For example, one says "Figures don't lie, but liars figure," so I would not move to say this is any different ball park than any other kind of statement.

The President did mention, or respond to the Adams versus Richardson statement with regard to the fact that we live in a society where a pluralistic approach to higher education is most important. He did not use these words, but I will use them with reference to Gunnar Myrdal's approach to a total amalgamation or melting pot. If we can project that to the higher educational schema, that this cannot be the basic source of reference, that it is important that we have all types of educational institutions, it is important that every person, as the President said, no one in this country should not have a college education because of money, and in many places if these institutions are closed down, there will be a number of students who will get no education at all.

So if we can move these persons into colleges of our land, which the President supports, a diversification of colleges, and with Mr. Weinberger's responses in HEW, we are moving to a point where the Adams versus Richardson statement if, again, implemented in a manner of the true sense of its meaning, we would not fear. However, when we look back at the 1954 Supreme Court decision and look at what is happening to our elementary and secondary schools, and this has been stated, however, by HEW, that the movement for Adams versus Richardson can in no way be related to what are the same kinds of procedures used to implement the elementary and secondary school integration process, so that this will have to be an accepted base, and the President indicated that there

MORE

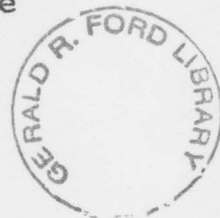


should be black representation on -- already in HEW, both Mr. Weinberger and Mr. Holmes indicated that black representation would be there as a part of the developmental policies concerning the implementation in the 10 States cited by the HEW statement.

Q I would like to follow up on that, if I could, since this is a little complicated and I am not sure I completely understand your answer. I am trying to understand what the President perceives he has to do under that decision regarding black colleges.

DR. HUDSON: The President did not move to solve a problem, within the 90 minutes that we had available, which had persisted for more than 100 years. The President gave us his commitment that his staff, along with the black college presidents -- which is one of the recommendations that we had made, that an Advisory Council be established, he didn't say that an Advisory Council would be established, but that input would come from these institutions in finding a solution to this particular problem and other problems of higher education.

One of the things that probably should be definitely understood is that the idea of Adams versus Richardson, while it is being debated in the courts that this should in no way be interpreted as a means of toning down support, because maybe these institutions won't exist, that full steam ahead on supporting these institutions was the President's stance regardless of what happens with Adams versus Richardson.



Q What percent of the total student body in higher education does your students in the 112 black colleges represent?

DR. HUDSON: At the present time we enroll approximately 2.5 percent of the total student population of approximately 9-1/2 million students. This has jumped since 1950. We had approximately 2 million students in higher education. We now represent approximately 35 percent of all of black college-age students in this country in college now, and that absolute figure is about 9-1/2 million.

However, looking at this figure of 2.5 percent, if you just look at that figure, it may lead you to some erroneous conclusions. The important fact is that these institutions serve a segment of the population of approximately 12 percent, and even though we have only 40 percent of the black school enrollment, approximately 40 percent, we produce more than 75 percent -- the actual figure is approximately 80 percent -- of all black college baccalaureate recipients in this country annually, and this is the kind of statistic you want to relate that 2-1/2 percent figure to.

Q I would like to ask the gentleman from Southern University, did you discuss anything else in the meeting? In particular, did you discuss the incident in which two students were shot at your school?

MORE

DR. G. LEON NETTERVILLE (President, Southern University, Baton Rouge, Louisiana): No, we did not.

Q Do you have a reason for not bringing it up, or was it just finances?

DR. HUDSON: We came to see the President for a particular, prescribed concern for the growth and development of these institutions, and our statements and references were directed specifically to this matter of concern.

Q In what fields does this baccalaureate degree assure them of a livelihood?

DR. HUDSON: I would answer that by saying that the baccalaureate degree assures these individuals graduating from black colleges of a livelihood such as that of any other person receiving a baccalaureate degree in the same area in this country as long as the particular State or county or nation provides equal opportunity for employment. They have the capacity, in terms of the degrees they receive, to go on to professional schools, to graduate schools, or into the world of employment, and to compete well, and I think we have examples of this all over the country. We have them here in Washington and you can walk down these halls and find them.

I would like to just cite General Chappie James that some of you may know, who came from one of these institutions. Senator Brooke came from one of these institutions, and Thurgood Marshall, on our Supreme Court, came from one of these institutions.

These are the kinds of capabilities the individuals have who come from these institutions, and this is the kind of employment they are fitted to handle once they have received a baccalaureate degree from one of these colleges.

THE PRESS: Thank you very much.

END

(AT 11:35 A.M. EST)



THE PRESIDENT'S SCHEDULE

Thursday - November 29, 1973

*10:00
(20 min.)

Meeting with Black College Presidents.
(Dr. James Cavanaugh and Mr. Stanley S. Scott).

The Cabinet Room.

12:00
(5 min.)

Mr. Vernon C. Loen.
(Mr. Max C. Friedersdorf).

The Oval Office.

12:05
(15 min.)

Congressmen Louis Frey, Jr. and
Robert H. Steele. (Mr. Max C. Friedersdorf
and Major General Brent Scowcroft).

The Oval Office.

PERSONAL TIME



At 1:30 p.m., Julie Eisenhower will be photographed in connection with the Nineteenth Annual Washington Antique Show.

NOVEMBER 29, 1973

Office of the White House Press Secretary

NOTICE TO THE PRESS

Meeting with Black College Presidents, Thursday, November 29, 1973,
The Cabinet Room.

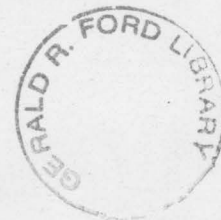
PARTICIPANTS:

- Cap ✓ Dr. Herman Branson, Lincoln University, Lincoln University, Pennsylvania
✓ Dr. Allix James, Virginia Union University, Richmond, Virginia
✓ Dr. G. Leon Netterville, Southern University, Baton Rouge, Louisiana
✓ Dr. James Lawson, Fisk University, Nashville, Tennessee
✓ Dr. Luna Mishoe, Delaware State College, Wilmington, Delaware
✓ Dr. James Cheek, Howard University, Washington, D. C.
✓ Dr. Lewis Dowdy, North Carolina A&T State University, Greensboro, N. C.
✓ Dr. Lloyd Elam, Meharry Medical College, Nashville, Tennessee
✓ Dr. Roy Hudson, Hampton Institute, Hampton, Virginia
✓ Dr. Samuel Myers, Bowie State College, Bowie, Maryland
✓ Dr. Lucius Pitts, Paine College, Augusta, Georgia
✓ Dr. Walter Washington, Alcorn A&M University, Lorman, Mississippi
✓ Dr. Granville Sawyer, Texas Southern University, Houston, Texas
✓ Miles Mark Fisher, IV, Executive Secretary, National Association for
Equal Opportunity in Higher Education, Washington, D. C.
~~Secretary of HEW Caspar Weinberger~~
~~Under Secretary of HEW Frank Carlucci~~
~~Peter Holmes, Director, Office of Civil Rights~~

#

#

#



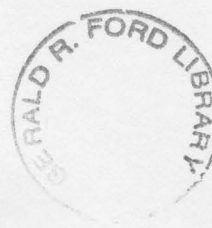
POSITIVE
FUTURES

INCORPORATED

2001 S STREET, N.W. - SUITE 503 - WASHINGTON, D. C. 20011 - 202-232-7738

November 29, 1973

Mr. Stanley S. Scott
Special Assistant to the
President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D. C.



Dear Mr. Scott:

My colleagues and I were very disappointed to hear from Dr. Van S. Allen, Executive Director of TACTICS that you would be unavailable to meet with Positive Futures, Inc. (PFI) on the early morning of December 14th.

We had hoped that it would respond perfectly to your concern expressed recently in a meeting with Dr. Allen, that the impact of Black colleges on state and local decision-making processes was negligible. It is on that point that you and the principals of PFI are in agreement.

Interest in community-related activities on Black college campuses has historically, in varying degrees, been an integral part of the fabric of college and university offerings. During the early 60's many of the Black schools, sensing the tension of the times and circumstances thereof instituted programs of urban studies designed to study the causes and effects of many of the nation's urban ills - especially as they impacted upon Black people.

In 1970, however, these same member colleges and universities began to understand that studying causes would not, in effect, create the changes necessary to alleviate the identified ills. Clearly, some action plans were in order. The more critical question facing Black colleges, though, was how do institutions which themselves are often limited in their ability to execute their central charge of academic programming, redeploy those limited resources toward action programming that is theoretically sound yet of consequence and usefulness to their surrounding communities, both urban and rural.

This was the issue which urged TACTICS, Technical Assistance Consortium To Improve College Services, in 1971 to seek funds from the Department of Housing and Urban Development to investigate the involvement of Black colleges in community development activities, develop alternatives for more effective utilization of college resources, thereby increasing the present participation

Mr. Stanley S. Scott
November 29, 1973
Page 2

level of its participating Black colleges. Thus on January 29, 1973 the Office of Community Development, Department of Housing and Urban Development, and TACTICS, under contract H-3563, executed the "Black Colleges and Community Development Program".

Preliminary findings of that project indicate:

- a. diversified areas of community development interest and involvement by member colleges
- b. re-emphasis of programming from community organization activities to generation and dissemination of information as well as the development of a skilled and experienced manpower force which would participate in local community development through community organizations, governments, and businesses, alike
- c. the necessity to strengthen the role of colleges in local, regional and state decision-making and policy-formulation processes especially as necessitated by the New Federalism
- d. cooperative planning and implementation among colleges which make involvement economically more feasible as well as add depth and consequence to research and demonstration activities pursued
- e. limited access to program-related information on the national, state, regional and local levels
- f. limited exposure of colleges' present community development activities to program-related organizations, offices, etc. as well as alternative funding sources.

As these and other college specific findings have been shared with presidents, faculty and students alike, my colleagues

Dr. Ernest A. Boykins, Mississippi Valley State College
Dr. M. K. Curry, Jr., Bishop College
Dr. J. Archie Hargraves, Shaw University
Dr. R. W. E. Jones, Grambling College
Dr. Charles Lyons, Fayetteville State University
Dr. Romallus O. Murphy, Shaw College at Detroit
Dr. Kenneth R. Williams, Winston-Salem State University
Dr. W. Clyde Williams, Miles College

and I have chosen to commit ourselves to the establishment and development of a centralized mechanism which would serve our informational needs and interests

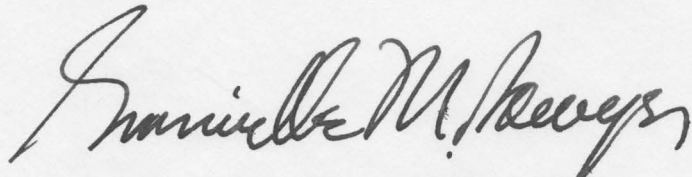


Mr. Stanley S. Scott
November 29, 1973
Page 3

and from which our involvement in community development planning, programming and evaluation can be pursued in a comprehensive and coordinated matter.

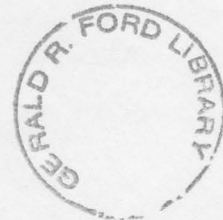
Thus, the genesis of Positive Futures, Inc.

On the 14th of December we had hoped to get an opportunity to discuss with you our organization, its program foci, and proposed activities. Nonetheless, we are confident that a better time for such a discussion will avail itself in the very near future.



Granville M. Sawyer, President
Texas Southern University

GMS/bap





the virginia college

lynchburg, virginia 24501

December 3, 1973

Mr. Stanley S. Scott
Spec. Asst. to the Pres.
The White House
Washington, DC 20500

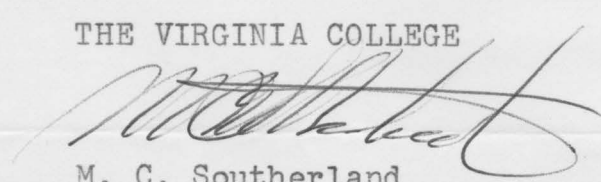
Dear Mr. Scott:

Please excuse the delay for I had intended to answer your letter before now, but have not been able to do so.

We appreciate all the efforts that are being made and we hope to have materials off at an early date.

Sincerely yours,

THE VIRGINIA COLLEGE



M. C. Southerland
President

MCS:dmp



TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS 77004

OFFICE OF THE PRESIDENT

December 5, 1973

Mr. Stanley S. Scott
Special Assistant
to the President
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D. C.

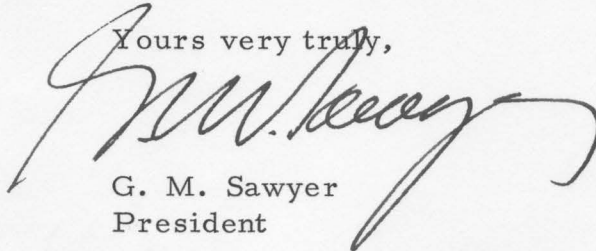
Dear Mr. Scott:

May I express again my commendations to you for the reception which you arranged with President Nixon for my colleagues on November 29. I am confident that with your wise counsel we will be successful in stemming the tide of pessimism about the future of Black colleges in America.

I am enclosing herewith a letter pertaining to a pertinent program idea involving a consortium of eight Black colleges. We all have particular interests in the role of Black colleges in community development, and in view of Texas Southern's urban thrust I am pleased to forward this document soliciting your interest and support.

Please know that I am immediately available for further discussions as may be necessary.

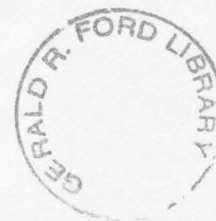
Yours very truly,



G. M. Sawyer
President

GMS:tkj

Enclosure





ALCORN A. AND M. COLLEGE
LORMAN, MISSISSIPPI 39096

OFFICE OF THE PRESIDENT

December 12, 1973

Dear Mr. Scott:

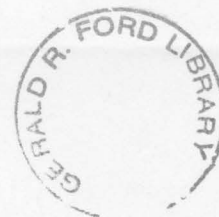
Thank you for your correspondence of December 7 and the two photographs made when the black college presidents met with President Nixon. I feel that the meeting was worthwhile and I want to thank you personally for the part you played in making this meeting possible.

Warm regards,

Sincerely,

Walter Washington
Walter Washington
President

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





LEWIS C. DOWDY
Chancellor

NORTH CAROLINA AGRICULTURAL AND TECHNICAL
STATE UNIVERSITY

GREENSBORO
27411

(919) 379-7940

December 12, 1973

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

Dear Mr. Scott:

It was indeed a pleasure for me to attend the recent meeting at the White House to discuss continuing Federal assistance to the Nation's predominantly black colleges with President Nixon. I deeply appreciate your interest and concern for the cause of all mankind.

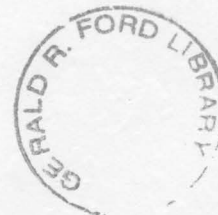
I will be writing again soon to share some ideas I have.

Kindest regards.

Yours truly,

L. C. Dowdy
Lewis C. Dowdy
Chancellor

LCD/m



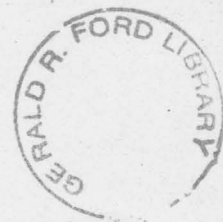
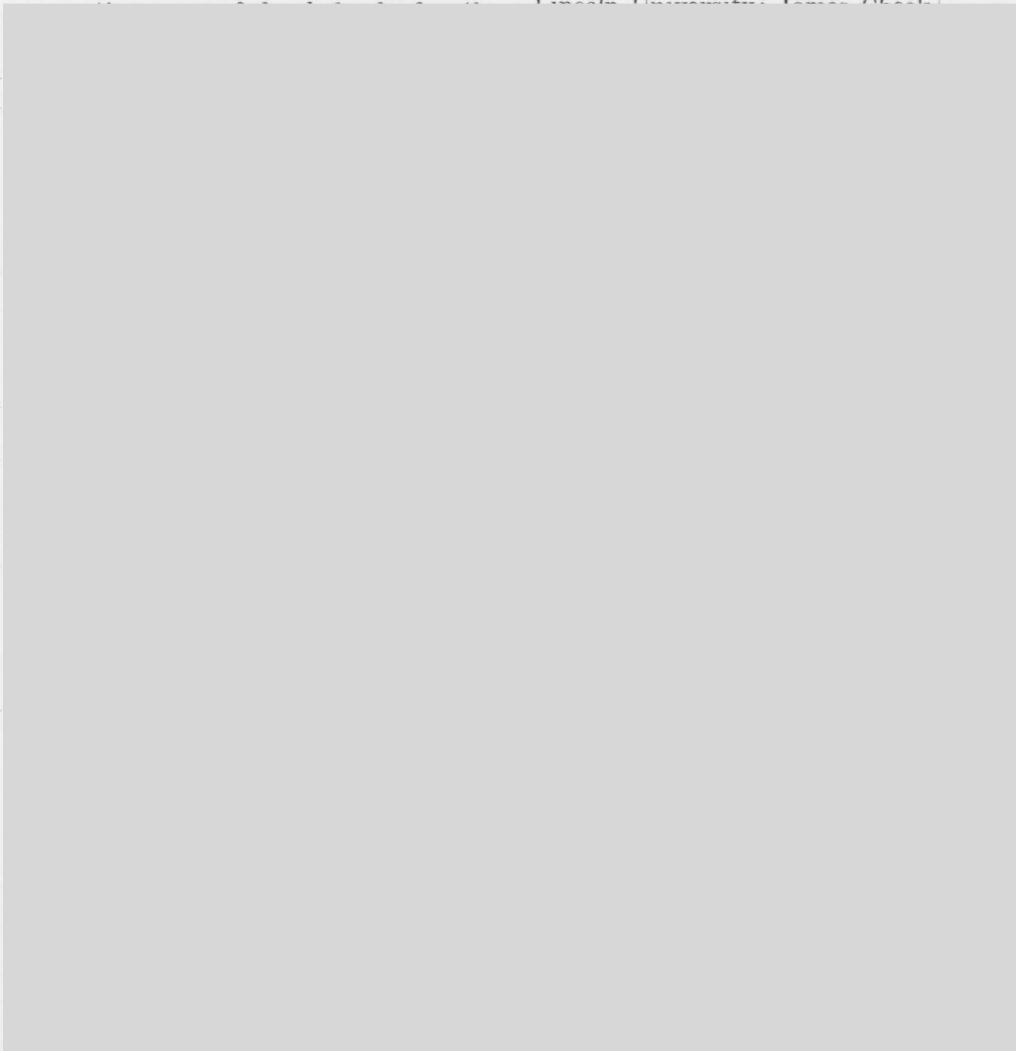
JET MAGAZINE, DEC. 13, 1973

**Black College Heads
Meet With President**

A group of 14 Black college presidents went to the White House last week and conferred with President Nixon about get-

meeting, federal aid to Black institutions has more than tripled. But Hudson and others said this is not enough.

Among the college presidents present at the White House meeting were Dr. Herman Branson, Lincoln University, Pennsylvania; and



DELAWARE STATE COLLEGE
DOVER, DELAWARE 19901

OFFICE OF THE PRESIDENT

December 14, 1973

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

Dear Mr. Scott:

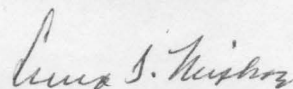
I take this opportunity to let you know that I really personally appreciate your effort in arranging the meeting with the President at the White House a few days ago.

The meeting was fruitful and I was delighted about the President's commitment of continued support to predominately black institutions.

Thank you very much for your personal commitment on behalf of our institutions.

I wrote the President last week. I do hope that he gets a chance to read my letter.

Faithfully yours,


Luna I. Mishoe
President

LIM:sra



HAMPTON INSTITUTE
HAMPTON, VIRGINIA 23668

OFFICE OF THE PRESIDENT

December 21, 1973

Mr. Stanley S. Scott
Special Assistant to the President
The White House
Washington, D. C. 20500

Dear Mr. Scott:

Thank you for your kind letter and the pictures taken at the President's meeting. I was quite pleased with the positive results of the meeting and look forward to its continued impact.

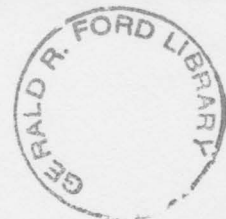
We, and history, shall never forget the all important function you are performing on "The Hill," not only in terms of higher educational opportunities but for the full gamut of your responsibilities. NAFEO joins me in this expression of gratitude for what you are doing. We also extend our best wishes to you and yours for a joyous holiday season and a pleasant, satisfying and profitable new year.

Sincerely yours,

Roy D. Hudson

Roy D. Hudson
President

RDH:z



DISTRICT OF COLUMBIA TEACHERS COLLEGE

1100 HARVARD STREET, N.W.
WASHINGTON, D. C. 20009

OFFICE OF THE PRESIDENT

December 22, 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 (copy attached) about the interest of the Administration in problems of colleges enrolling predominantly Negro, or black, students.

What this institution needs (and what I judge most of the institutions also need) is a higher level of financial aid to needy students. We still cannot meet bonafide students' needs to assist them to enter or remain in school.

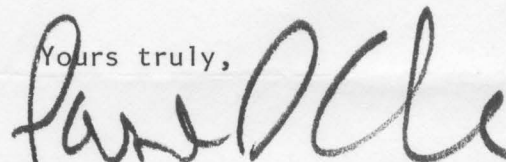
Second, the program of "strengthening developing colleges" needs a larger appropriation. This College is actually getting less each year with the exception of the first year.

Third, an increased level of financial assistance should be established for "support programs and services," that is, instructional and related programs to help students who are not really ready for college and who require remedial services in reading, writing, and mathematics.

Fourth, most predominantly minority population colleges need more equipment. The Title VI/HEA grants must be kept up and should be increased.

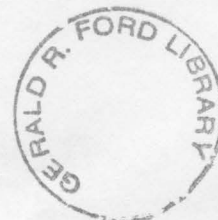
Thank you for your letter, your interest, your leadership -- and best wishes for a pleasant Christmas holiday.

Yours truly,



Paul P. Cooke
President

Attachment



THE WHITE HOUSE

WASHINGTON

October 4, 1973

Dear Dr. Cooke:

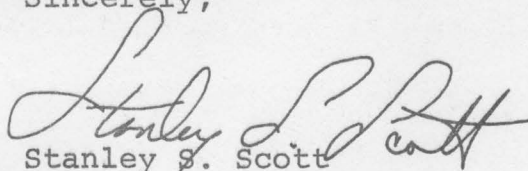
This is just a note to let you know that I am personally concerned about the problems faced by predominantly black colleges throughout this Nation.

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. Paul P. Cooke
President
D. C. Teachers College
Washington, D. C. 20009





national association for equal opportunity in higher education

2001 S Street, N.W. • Washington, D.C. 20009 • Suite 450 • Telephone (202)232-8500

Board of Directors

President

Dr. Herman Branson
Lincoln University, Pa.

Vice President

Dr. Cleveland Dennard
Washington Technical
Institute, D.C.

Vice President

Dr. Allix James
Virginia Union
University, Va.

Vice President

Dr. Herman Long
Talladega College, Ala.

Secretary

Dr. Milton Curry, Jr.
Bishop College, Tex.

Treasurer

Dr. G. Leon Netterville
Southern University, La.

Dr. Broadus Butler
Dillard University, La.

Dr. James Cheek
Howard University, D.C.

Dr. Lewis Dowdy
N.C. A & T
State University, N.C.

Dr. Lloyd Elam
Meharry Medical
College, Tenn.

Dr. Charles Hayes
Albany State College, Ga.

Dr. Vivian Henderson
Clark College, Ga.

Dr. Roy Hudson
Hampton Institute, Va.

Dr. James Lawson
Fisk University, Tenn.

Dr. Luna Mishoe
Delaware State College, Del.

Dr. Samuel Myers
Bowie State College, Md.

Dr. Lionel Newsom
Central State University, Ohio

Dr. Benjamin Perry
Florida A&M University, Fla.

Dr. Lucius Pitts
Paine College, Ga.

Dr. Walter Washington
Alcorn A&M University, Miss.

Dr. Albert Whiting
North Carolina Central
University, N.C.

Executive Secretary
Miles Mark Fisher, IV

December 27, 1973

Mr. Stanley Scott
Special Assistant to the President
The White House
Washington, D. C. 20500

Dear Stan:

Thank you for the part that you played in facilitating the meeting with the President on November 29, 1973. This was indeed a very significant occasion.

I share your view that this meeting was worthwhile and indicative of the President's commitment of continued support to black colleges and universities of our nation.

Your letter of December 7, 1973 states very clearly your commitment.

Thank you for the pictures of our meeting.

We will keep in touch on the particulars of our continuing relationship in a partnership of progress.

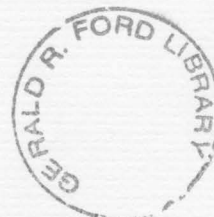
Best wishes for your continued success.

Sincerely,

Miles

Miles Mark Fisher, IV
Executive Secretary

MMF:ah



DATE: 1/2/73 [1974]

TO: Stan Scott -

FVI

R

Roland L. Elliott

Please send the previous correspondence on
the attached writer (s) to Roland L. Elliott

Room 94, EOB

*Mike Mark Fisher IV
no file 1/2/74
J.W.*

THE WHITE HOUSE
WASHINGTON

DATE: 12/28

TO: BLE-

Who should handle
this - or should
it just be filed.

Jim Holmes



national association for equal opportunity

2001 S Street, N.W. • Washington, D.C. 20009 •

Board of Directors

President

Dr. Herman Branson
Lincoln University, Pa.

Vice President

Dr. Cleveland Dennard
Washington Technical
Institute, D.C.

Vice President

Dr. Allix James
Virginia Union
University, Va.

Vice President

Dr. Herman Long
Talladega College, Ala.

Secretary

Dr. Milton Curry, Jr.
Bishop College, Tex.

Treasurer

Dr. G. Leon Netterville
Southern University, La.

Dr. Broadus Butler
Dillard University, La.

Dr. James Cheek
Howard University, D.C.

Dr. Lewis Dowdy
N.C. A&T
State University, N.C.

Dr. Lloyd Elam
Meharry Medical
College, Tenn.

Dr. Charles Hayes
Albany State College, Ga.

Dr. Vivian Henderson
Clark College, Ga.

Dr. Roy Hudson
Hampton Institute, Va.

Dr. James Lawson
Fisk University, Tenn.

Dr. Luna Mishoe
Delaware State College, Del.

Dr. Samuel Myers
Bowie State College, Md.

Dr. Lionel Newsom
Central State University, Ohio

Dr. Benjamin Perry
Florida A&M University, Fla.

Dr. Lucius Pitts
Paine College, Ga.

Dr. Walter Washington
Alcorn A&M University, Miss.

Dr. Albert Whiting
North Carolina Central
University, N.C.

Executive Secretary
Miles Mark Fisher, IV

December 27, 1973

RE
The President
The White House
Washington, D. C. 20500

Dear Mr. President:

I wish to thank you for the opportunity of meeting with you November 29, 1973, together with the Black College President representing the National Association for Equal Opportunity in Higher Education, on matters pertaining to the historically black colleges and universities of our nation. This was in a significant occasion.

Your understanding, insight and commitment to the continuance of these viable institutions will long be remembered.

I also wish to thank you for the gift of the Presidential seal cuff links and pin. They are fitting tokens of the occasion.

Best wishes.

Sincerely,

Miles Mark Fisher, IV

Miles Mark Fisher, IV
Executive Secretary

MMF:ah





Bowie State College

BOWIE, MARYLAND 20715

Office of the President

January 3, 1974

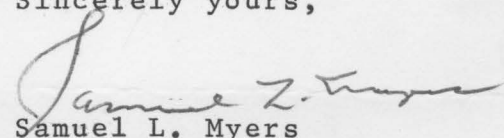
Mr. Stanley S. Scott
Special Assistant to the President
The White House
Washington, D.C.

Dear Mr. Scott:

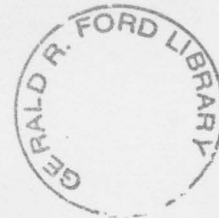
Congratulations on arranging what I consider to be a tremendously successful meeting of the black college presidents with President Nixon.

It is my sincere hope that his position will be supported by the line officials in the federal government.

Sincerely yours,


Samuel L. Myers
President

SLM:pr



11

January 7, 1974

The Honorable Richard Nixon
President of the United States
Washington, D. C.

Dear Mr. President:

This letter comes to express our thanks and appreciation to you for the signing of the FY74 Labor-HEW appropriations act. This is tangible evidence of your support for higher education and its importance to the welfare of our nation.

We would like to solicit your support for funds for academic facilities because many of the small colleges, like Langston University, are in dire need of adequate facilities.

Thank you for your continued interest in higher education.

Respectfully yours,

William E. Sims
President





COPPIN STATE COLLEGE
2500 WEST NORTH AVENUE
BALTIMORE, MARYLAND 21216

GRADUATE DIVISION

January 14, 1974

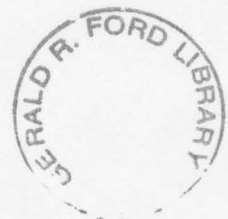
Mr. Stanley Scott
Special Assistant to the President
The White House
Washington, D.C.

Dear Mr. Scott:

Firstly, allow me to thank you for the action which you took last Fall in arranging for the meeting with Dr. Massel of Mr. Dwight's office in the Social and Vocational Rehabilitation Service. It was a most fruitful and beneficial meeting. The Coppin State College community definitely benefitted from it. Often such efforts on the part of the present administration for Blacks have gone unnoticed.

I am writing this letter at the request of Dr. Calvin W. Burnett in response to a letter which your office sent out to the Presidents of predominantly Black Colleges asking in essence what services they desired most from the present administration. Dr. Burnett referred the matter to the Dean's Council and I was directed as a member of that body to make the reply. Please forgive the lateness of our reply.

The needs of predominantly black colleges were articulated by this body in terms of generalities rather than specifics. However, if the perceptions of the Dean's Council is any reflection of prevailing feeling of the general Coppin State College community, there is a general consensus that the present administration deserves commendations on its new AIDP Program under Title III of the Higher Education Act, sometimes called the Developing Institutions Program. We are also heartened by the new emphasis on the part of the Law Enforcement Assistance Program in the U.S. Department of Justice to subsidize programs designed to attract Blacks

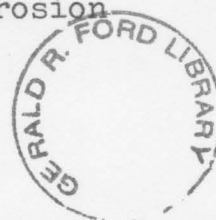


Mr. Stanley Scott
January 14, 1974

to the Criminal Justice profession. Again, we feel too little publicity has been given to these efforts.

Briefly, I would like to list some of the general concerns of the faculty members at predominantly Black Colleges and Universities:

1. Blacks are seeking assurances that integration policies of the U.S. Office of Education will not lead to the destruction of quality programs at their institutions. They do not, however, expect the federal government to subsidize or legitimatize mediocrity.
2. Blacks at inner city colleges such as Coppin want their fears allayed that control of federal funds may fall into the hands of big city political machines and dispensed as political patronage by political hacks. They do not oppose the concept of revenue sharing in its original context.
3. Many feel that black economic development should have the benefit of the best minds of black academia. Hence, they feel that Manpower Development Training Programs, Public Service Careers, Public Employment Programs should have advisory boards with academic minority representation.
4. Generally, they applaud the practice of contracting out government work as an alternative to adding to the number of permanent employees on federal rolls. However, they feel most predominantly black institutions need technical assistance in responding to federal requests for proposals, bidding, and effecting contractual arrangements. They would like to see as an initial step, institutes set up along the lines of the old NDEA and EDPA Summer and full-year, part-time institutes taught by specialists from agencies such as the National Science Foundation, the National Institutes of Mental Health, U.S. Office of Education, Department of Labor, etc.
5. They are greatly concerned over the dwindling number of Blacks in the Graduate schools. They see this erosion



Mr. Stanley Scott
January 14, 1974

of numbers being accelerated by the folding of federal Graduate student aid programs. They simply do not have the endowments to offer the inducements which attract the best White or Black minds. In their less optimistic moments they see a recapitulation of the scenario play out in the South wherein after the integration, movement, Black High Schools became Junior High Schools.

6. Finally, they are concerned over the make-up of the "Black Leaders" who recently met with Vice-President Gerald Ford. Many of these men are so insulated from the day to day struggles of Blacks that they are less than useless - they are senile and dangerous. Most of them are first of all, irretrievably committed to a one party system. Some are hopelessly estranged from their constituencies.
7. Lastly, we would like to see the formation of a Council of the best black minds available to hold quarterly meetings in different sections of the country with a study agenda. This Council would report its findings to an office such as yours. Out of this, we feel, would come policy for dealing with various aspects of the black problem. The end result should be slow, steady tangible progress.

Please believe me when I tell you we are not insensitive to the magnitude of the task one would have in translating these suggestions into concrete realities. Nor do we feel that Blacks should be perpetually obsessed with a preoccupation with their own problems to the exclusion of other national problems.

Thank you very much for affording us a forum for articulating our concerns. We hope they will be scrutinized for the germs of truth that can be found there.

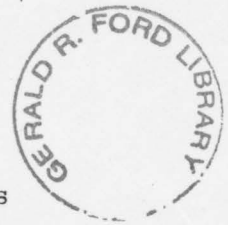
Respectfully yours

Leroy Fitzgerald

Leroy Fitzgerald Ph.D
Dean of Graduate Studies



January 23, 1974



TO: JIM CAVANAUGH
DAVE GERGEN
FROM: STANLEY SCOTT
SUBJECT: Education Message for Thursday--Aid to Black Colleges

This administration has demonstrated more visible concern and provided more assistance to the historically Black colleges than any previous administration, however, much urgently remains to be done.

These Black institutions, faced with an historic inadequacy of resources, must be allowed to survive. These colleges and universities founded for Black Americans are an indispensable national resource. We must insure continued funding for these institutions which is commensurate with their status as a national resource. It is essential that we not lose a whole generation of Black students while these schools and other institutions of higher education work toward losing their past racial identity.

That these institutions have fostered meaningful participation of Blacks in the mainstream of American life is evidenced by the ~~following~~ facts: *that*

___ Over eighty percent of the black Federal Judges and Supreme Court Justice Thurgood Marshall are products of these institutions.

___ Approximately seventy-five percent of the black officers serving in the Armed Forces are graduates of these institutions. Without these officers, integration of the Armed Forces would be limited for the most part to the lower ranks.

___ Over ninety-five percent of the elected black officials in the cities, counties, and states across the South attended and/or graduated from historically black colleges and universities, as well as a significant proportion of those in the entire nation.

The Congress must share with the administration the responsibility of assuring that these institutions remain viable vehicles for quality education.

(2)

Jim Cavanaugh--Dave Gergen:

I would recommend that the President announce in his message the establishment of an Advisory Council on Black Colleges and Universities composed of selected Black college presidents, who would serve as an immediate and continuing resource to the White House advising on matters pertaining to the welfare of Black colleges and universities as viable and valuable enterprises to American Higher Education.

NOTE: In his meeting with Black college presidents last year, President Nixon authorized Secretary Weinberger to establish such a body.

