

The original documents are located in Box 4, folder “Black Colleges, 1972-1975 (5)” of the Stanley Scott Papers at the Gerald R. Ford Presidential Library.

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United Negro College Fund, Inc.
Building for Equal Opportunity
55 East Fifty-Second Street, New York, N. Y. 10022
(212) PLaza 1-0700



February 1, 1974

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



Dear Mr. Scott:

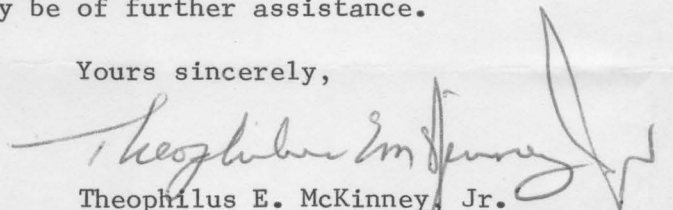
In response to your letter of January 24, 1974 addressed to Mr. Christopher Edley, he has asked me to write this letter sharing with you my views and concerns on any possible effect the January 17, 1974 Executive Order will have on traditionally black colleges. It is my considered judgment that the Executive Order to Facilitate Coordination of Federal Education Programs will probably have little effect on traditionally black colleges in and of itself.

The actual effect on the colleges will, in all likelihood, be determined not by the words of this Executive Order but rather by the spirit and climate in which and the methods by which the federal government seeks to implement them.

In the meantime we have sent copies of the Executive Order to a few of our member college presidents whom we are asking to share their views and concerns on this matter with you.

We appreciate your request for our comments and hope you will call upon us if and when we may be of further assistance.

Yours sincerely,


Theophilus E. McKinney, Jr.
Director
Division of Institutional Services

Frederick D. Patterson
Honorary President

Morris B. Abram
Chairman of the Board

Herman L. Long
President

Christopher F. Edley
Executive Director

Earle A. Raveneau
Assistant Director

Jesse H. Lawrence
Treasurer

Edna Jones
Secretary

TEMjr:ww
cc: Mr. Christopher Edley

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

OFFICE OF THE PRESIDENT

February 28, 1974

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



Dear Mr. Scott:

My records indicate that I did write you shortly after our visit at the White House with President Nixon, but I did not follow up to thank you for sending me copies of the photos made at the time of our conference.

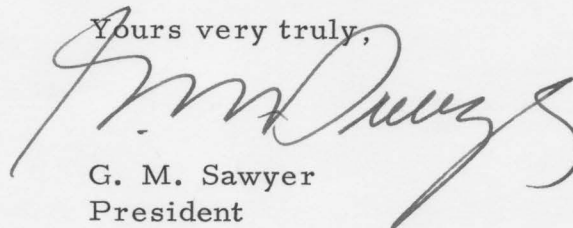
Please know that I am deeply grateful for your thoughtfulness in sending me two copies of the photographs, and that I continue to press for appropriate follow up to our meeting with the President whenever I am in the presence of my presidential colleagues. I believe that now we realize the severity of our situation and we are working as diligently as we can toward delineating the national strategies that will bring some relief to us in this battle to continue the existence of the traditionally Black college.

You perhaps may recall that Texas Southern received the added designation from the Texas State Legislature as "a special purpose institution of higher education for urban programming." In this connection we are viewing urbanization as a worldwide phenomenon, and we are building up a competence in Third World studies focused upon the impact of technology and urbanization in those countries. Consequently, on March 1 two University Regents and I will spend three weeks in consultation with local, national and university officials in six countries in Southeast Asia. We expect to follow up with similar study tours in Latin America and Africa in 1975 and in Mainland China in 1976. This will round out a five-year program which we initiated in 1971 which carried us into the Caribbean area and to Africa in the Middle East as well. I hope that circumstances will favor our writing up comprehensive reports within the very near future to indicate to the national community that a traditionally Black university can play a function beyond serving as a repository for students solely on the basis of their skin color.

Please accept again my sincere thanks for your personal efforts in behalf of traditionally Black universities. We all realize the difficulties under which you work and we commend you again for your accomplishments.

Mr. Stanley Scott
Page 2
February 28, 1974

Yours very truly,

A handwritten signature in dark ink, appearing to read "G. M. Sawyer", written in a cursive style.

G. M. Sawyer
President

GMS:mp





OFFICE OF THE CHANCELLOR

UNIVERSITY OF MARYLAND
EASTERN SHORE
PRINCESS ANNE 21853

January 17, 1975

PERSONAL AND CONFIDENTIAL

Mr. Stanley Scott
Special Assistant
to the President
The White House
Washington, D.C. 20005

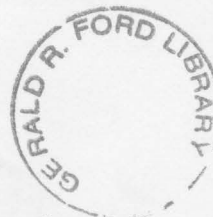
Dear Stan:

I won't take a great deal of your time because I know you must be pretty busy, considering the massive thrust of the Ford administration; however, I think you should be aware of the enclosed document, that is if you haven't already received a copy.

My reason for writing you at this time is to indicate that it would be extremely advantageous to your overall position with the traditionally or predominantly black institutions of higher education if such information emanated from your office; however, at this point - since the information has already gone out to the various schools - it would be advantageous in retrospect for your office to make an in-depth analysis of the background information that led to this summarized document.

In other words, I am suggesting that a full analysis of the document be made that would enable you to have a stronger position with President Ford in relationship to these institutions and at the same time provide the local institutions with more information in their efforts to influence the legislators of the various states to be more receptive to their particular institutional needs.

If you wish to pursue this suggestion, I would be more than happy to assist in the analysis. The only thing I would require is the background information that



Mr. Stanley Scott
January 17, 1975
Page 2

led to the summary, which I suppose could be requested by your office from the individual agencies.

Take care and keep up the good work. You did your homework very well in getting Coleman nominated for the position of Secretary of Transportation.

Sincerely yours,

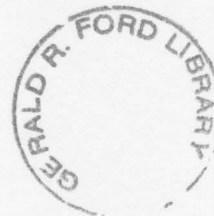


Archie L. Buffkins
Chancellor

ALB:rg

enclosure

P.S. By the way, I am to be sworn in in terms of the National Advisory Council on Adult Education on Wednesday, January 22, and the following three days will be set aside for meetings in relationship to the Council.



FICE REPORT...

Chairman, Virginia Y. Trotter
Assistant Secretary for Education

Volume 1, No. 5 November 1974

FEDERAL AID TO BLACK COLLEGES

Total Federal aid to predominantly black colleges amounted to \$250 million in Fiscal Year 1973, a 2.7 percent decline from the FY 1972 peak figure of \$257 million. Aid to all colleges and universities decreased by 3.2 percent, from \$4.6 to \$4.5 billion.

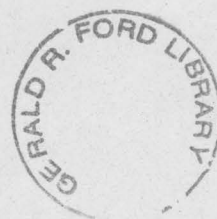
These are findings of the fifth annual study of Federal funds for predominantly black colleges conducted by the Federal Interagency Committee on Education (FICE).

In Fiscal Year 1969, the first FICE study showed that Federal support for black colleges totaled \$108 million. With substantial annual increases, this figure peaked at \$257 million in FY 1972. During the same period, funds for all institutions grew from \$3.8 billion to \$4.6 billion.

For the last two academic years, the 114 black colleges studied enrolled 2.6 percent of all American college students. In 1972-73, they received 5.5 percent of total Federal funds for institutions of higher education. In 1973-74, they received 5.6 percent.

Some highlights of the findings:

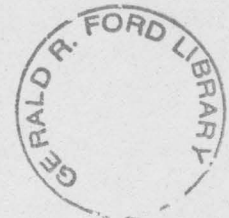
- In FY 1973, black colleges received 81 percent of their Federal funds from the Department of Health, Education, and Welfare. Of the \$202 million in the HEW total (\$7 million less than in FY 1972), \$155 million came from the Office of Education.



This amount is 6.7 percent less than OE's FY 1972 contribution of \$166 million. The Public Health Service figure for FY 1973 was \$33 million, up 10 percent from \$30 million in 1972.

- Other agencies providing substantial support to black colleges were the Department of Agriculture, \$17.7 million; the National Science Foundation, \$7.0 million; the Office of Economic Opportunity, \$6.9 million; and the Department of Labor, \$5.5 million.
- Half of all Federal black college support in FY 1973 came from four Office of Education programs, three of which provided student aid. Supplemental Educational Opportunity Grants totaling \$24 million assisted approximately 35,000 students attending black colleges. The National Direct Student Loan program provided \$20.5 million to more than 54,000. College Work-Study Grants totaling \$29 million supported an estimated 85,000. In addition, the Developing Institutions Program awarded \$53.7 million to black colleges in FY 1973, which was more than its total to all colleges the year before.
- For the 1973-74 academic year, during which the FY 1973 funds were spent, black colleges enrolled 247,207* of the 9,662,763* students enrolled in all institutions of higher education (See Table 2). This was an increase of 1,000 students over 1972-73. Enrollment in black public and private 2-year and private 4-year colleges declined slightly while enrollment in public 4-year black colleges and universities increased by 1,700 students. The proportion of FY 1973 funds going to public vs. private black colleges shifted only slightly -- less than one percent -- in favor of the private colleges. Private, four-year black colleges received 49 percent of the Federal funds for black colleges while enrolling 24 percent of the black college students.
- Seventy-five black colleges -- 9 fewer than in FY 1972 -- received more than \$1 million each from Federal agencies (see Table 3). One-third of the total funds for black colleges went to ten institutions. Howard University received the most, \$18,942,400 (See Table 4).

* Preliminary figures from the National Center for Educational Statistics.



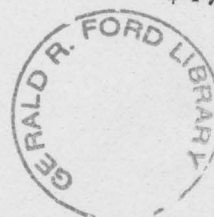
- Student aid programs accounted for \$82 million, or almost 33 percent, of all Federal assistance to black colleges in FY 1973. This category of aid decreased by approximately \$22 million from 1972.
- Federal funds for research and development projects at black colleges increased from \$22 million in FY 1972 to \$30 million in FY 1973.
- Federal funds for construction, facilities, and equipment decreased from \$13 million to \$9 million, a reflection of the phaseout of programs in these areas.



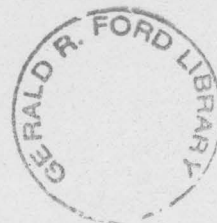
Table 1

Total Federal Obligations to Colleges and
Universities, Including Predominantly Black
Institutions, by Agency, Fiscal Year 1973

	Amount (000's) to Black Colleges	Amount (000's) to All Colleges
ACTION	\$ 1,544.5	\$ 9,425.0
Agency for International Development	25.0	9,246.0
Atomic Energy Commission	392.5	82,700.0
Department of Agriculture	17,744.9	262,040.7
Department of Commerce	745.3	24,887.4
Department of Defense	1,152.6	249,644.0
Department of Health, Education & Welfare <u>1/</u> National Institute of Education	202,004.7 ---	3,097,141.0 (38,505.0)
Office of Education <u>2/3/</u>	(154,926.0)	(1,318,502.2)
Office of Human Development	(12,430.8)	(36,200.8)
Public Health Service	(33,192.7)	(1,645,431.0)
Social and Rehabilitation Service	(1,455.2)	(58,502.0)
Department of Housing and Urban Development <u>3/</u>	3,287.9	38,373.0
Department of the Interior	41.4	18,977.8
Department of Justice	1,154.2	38,127.0
Department of Labor <u>4/</u>	5,478.3	42,041.4
Department of Transportation	331.0	15,452.0
Environmental Protection Agency	496.3	21,811.0
National Aeronautics and Space Administration	1,319.0	111,100.0
National Endowment for the Arts	109.5	2,226.7
National Endowment for the Humanities	309.5	17,019.0
National Science Foundation	6,977.4	408,263.0
Office of Economic Opportunity	6,912.2	40,233.0
Veterans Administration <u>5/</u>	68.2	3,968.0
TOTAL	\$250,094.4	\$4,492,676.0



- 1/ Excluded from the total is the Congressionally appropriated HEW line item for Howard University, which amounted to \$59.0 million in FY 1973.
- 2/ Not included in the OE total are Federally guaranteed loans from private lending institutions and subsidies paid to lending institutions. Estimates for FY 1973 show \$6.8 million in subsidies on \$26.7 million in loans to 26,985 students.
- 3/ Not included in either OE or DHUD totals are private market construction loans obtained by colleges and universities with the help of Federal subsidies. The subsidies are included, however, since they are Federal funds received by colleges and universities.
- 4/ Department of Labor funds include those for MDTA institutional training programs administered by the Office of Education.
- 5/ The amount of VA money for institutions consists of a \$3.00 reporting fee per veteran enrolled. By far the most assistance provided by the VA for educational purposes is the educational benefits paid directly to veterans enrolled in eligible programs. In 1973, a total of \$1,829,464,852 in educational benefits was paid to 1,137,401 veterans in all colleges and universities and \$26,852,000 in benefits went to 22,717 attending black colleges.



FEDERAL SUPPORT TO PREDOMINANTLY
BLACK COLLEGES BY CONTROL AND LEVEL

ACADEMIC YEAR 1973-74

<u>Institutions</u>	<u>Enrollment</u>			<u>Federal Funds</u>	
	<u>Schools</u>	<u>Number</u>	<u>Percent</u>	<u>Amount</u>	<u>Percent</u>
<u>Private</u>					
Two-year	10	2,291	.9	\$ 10,069,300	4.0
Four-year, university, and professional	<u>54</u>	<u>59,347</u>	<u>24.0</u>	<u>123,193,000</u>	<u>49.3</u>
TOTAL (Private)	64	61,638	24.9	\$133,262,300	53.3
<u>Public</u>					
Two-year	14	53,594	21.7	\$ 13,897,500	5.6
Four-year, university, and professional	<u>36</u>	<u>131,975</u>	<u>53.4</u>	<u>102,865,900</u>	<u>41.1</u>
TOTAL (Public)	50	185,569	75.1	\$116,763,400	46.7
TOTAL (Private and Public)	114	247,207	100.0	\$250,025,700*	100.0

* This figure differs from the black college total in Table 1 because Veterans Administration funds (\$68,200) were not distributed among institutions.

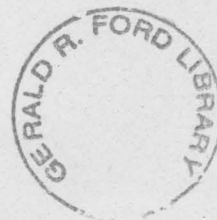


Table 3

DISTRIBUTION OF FEDERAL FUNDS AMONG BLACK COLLEGES

Fiscal Year 1973

<u>Amount of Support</u>	<u>Number of Institutions</u>		
	Public	Private	Total
More than \$10 million	0	3	3
\$5 million to \$9.99 million	4	2	6
\$1 million to \$4.99 million	36	30	66
\$500,000 to \$999,000	6	16	22
\$100,000 to \$499,000	3	9	12
Less than \$100,000	<u>1</u>	<u>4</u>	<u>5</u>
TOTAL	50	64	114

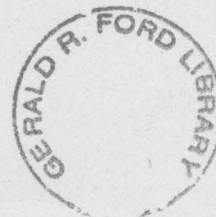
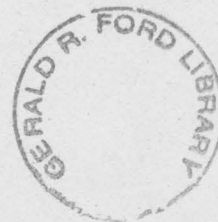


Table 4

TOP TEN BLACK COLLEGE RECIPIENTS OF FEDERAL FUNDS

Fiscal Year 1973

<u>Institution and Location</u>	<u>Amount of Support</u>
Howard University, Washington, D.C.	\$ 18,942,400
Meharry Medical College, Nashville, Tenn.	10,948,600
Tuskegee Institute, Tuskegee, Ala.	10,297,900
Mary Holmes Junior College, West Point, Miss.	8,033,200
Prairie View A & M University, Prairie View, Tex.	7,424,700
Southern University, Baton Rouge, La.	7,210,600
Jackson State College, Jackson, Miss.	5,503,400
Bishop College, Dallas, Tex.	5,189,000
Florida A & M University, Tallahassee, Fla.	5,000,100
Tennessee State University, Nashville, Tenn.	<u>4,990,700</u>
TOTAL	\$83,540,600





United Negro College Fund, Inc.

500 East 62 Street, New York, N.Y. 10021

Christopher F. Edley
Executive Director

February 26, 1975

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

Dear Stanley:

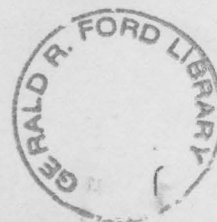
Enclosed is a photostat of a letter sent to Herman Long, the president of UNCF, concerning our request for a meeting with the President. I am sure you probably received a copy of it. I hope you will continue to watch and press for such a meeting.

As you know, we recently had a meeting of public and private college presidents, a total of seven, with Casper Weinberger. I was out of the country, but I hear that it went well.

Sincerely yours,

CFE:vf

Enclosure



THE WHITE HOUSE
WASHINGTON

January 31, 1975

Dear Mr. Long:

On behalf of the President, I wish to acknowledge the letter you and Mr. Christopher F. Edley addressed to the President on January 10 about a meeting with him for the forty one members of the United Negro College Fund.

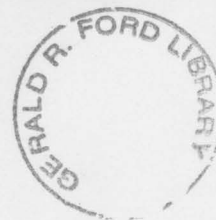
While there has not been an opportunity to arrange this meeting thus far, we are hopeful it can be done in the near future and I will be back in touch with you again about this just as soon as it is possible.

With our very best wishes to you.

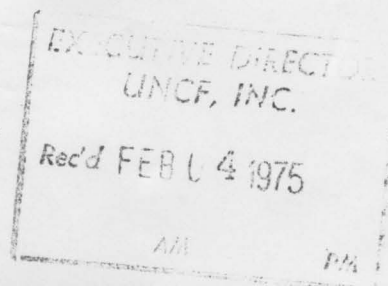
Sincerely,

Warren S. Rustand

Warren S. Rustand
Appointments Secretary
to the President



Mr. Herman H. Long
President
United Negro College Fund, Inc.
55 East Fifty Second Street
New York, New York 10022



United Negro College Fund, Inc.
Building for Equal Opportunity
55 East Fifty-Second Street, New York, N. Y. 10022
(212) PLaza 1-0700



CHRISTOPHER F. EDLEY
Executive Director

December 20, 1974

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

Dear Stanley:

Following up our recent conversation I have enclosed a draft letter to the President requesting an appointment with him for a small delegation of United Negro College Fund presidents and executive officers. I am also enclosing a draft statement to give you an idea of what we would like the President to say after the appointment.

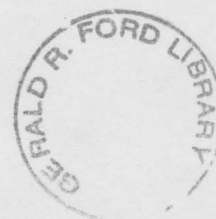
In addition, I have attached a copy of the first draft of a background working paper on the case for institutional support of private black colleges -- the general topic of discussion with the President. The final draft will be more condensed and will include a little statistical data.

I appreciate your invaluable assistance in this matter and I look forward to seeing you again soon.

Sincerely,

Chris

CFE:bh



United Negro College Fund, Inc.
Building for Equal Opportunity
55 East Fifty-Second Street, New York, N. Y. 10022
(212) PLaza 1-0700



CHRISTOPHER F. EDLEY
Executive Director

December 20, 1974

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

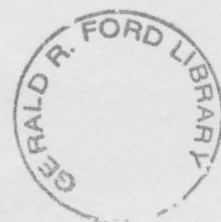
Mr. President:

We are writing on behalf of the 41 members of the United Negro College Fund to request an appointment with you soon after January 1, 1975.

The United Negro College Fund was founded in 1944 by 27 member schools to raise necessary operating funds for the survival of black private colleges. At present all accredited private black colleges except one belong to UNCF. They are dependent on the College Fund as their major source of support.

In meeting with you we would like to familiarize you with the work of the United Negro College Fund and obtain your endorsement of our effort. While all private colleges are in financial straits, the plight of our black private colleges is especially desperate.

In the past, a very close relationship has been developed between the federal government and private black colleges. We are dependent on this relationship. While federal support is not as great as it could be, we are certain that paths can be explored to enhance and give more meaning to the federal role in relation to black private colleges. Our experience in previous years has demonstrated that the President can exert great leadership in this area as was true in the case of President Nixon. Mr. Nixon not only publicly proclaimed support for our cause, but went so far as to make a personal contribution to the United Negro College Fund and made sure that the increased needs of the Fund were recognized and met.



Several of the concerns we would appreciate discussing with you are as follows:

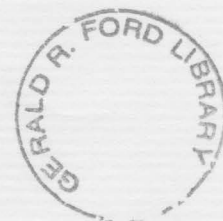
1. The vital role of our private black colleges in providing education for financially disadvantaged students;
2. Financial difficulties arising from limited endowment funds at private black colleges;
3. The paucity of federal funding for supplementary educational costs at colleges where the majority of students are from low-income families;
4. Revenue sharing implications for private black colleges.

We look forward to a meeting with you at your earliest convenience and extend our very best wishes for the holidays.

Respectfully yours,

Herman H. Long
President - UNCF

Christopher F. Edley
Executive Director



DRAFT OF PRESIDENT'S STATEMENT

I am grateful that I had the opportunity to meet with a distinguished delegation of college presidents and officers from the United Negro College Fund which is comprised of 41 predominantly black member colleges and universities. Included in this meeting were Dr. Herman H. Long, President of the United Negro College Fund and of Talladega College, and Mr. Christopher F. Edley, Executive Director of the United Negro College Fund.

In our talk they have underscored for me the peculiar needs of our private black colleges and the very pressing work of the major private funding source for black higher education in this country -- the United Negro College Fund.

Black colleges have consistently played a vital role in making a solid contribution to American leadership as well as in providing education for financially disadvantaged students. With their limited endowment, however, these colleges need the support of the citizens and the government of this country in order to continue providing a high quality education.

I know of no greater or more worthwhile mission than that to which the United Negro College Fund is committed. In view of this conviction, we have agreed to explore further ways in which the federal government can come to the aid of our private black colleges.



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INSTITUTIONAL SUPPORT OF PRIVATE BLACK COLLEGES

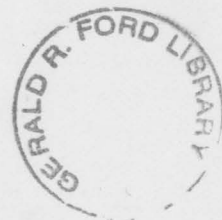
A Tentative Draft of A Background Working Paper

Prepared For *White House Discussions*

~~The United Negro College Fund Member Presidents~~
between The President and a Delegation of
from the United Negro College Fund
~~By~~

~~The Division of Institutional Services~~

THE UNITED NEGRO COLLEGE FUND
55 East 52nd Street
New York, New York 10022



December 18, 1974

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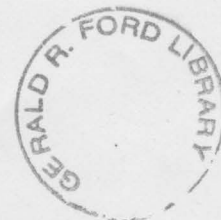


1. Introduction

A. Some Basic Assumptions

The institutional support of private black colleges must be interpreted in the light of certain basic assumptions. The assumptions include: 1) a recognition that a serious social, economic and political gap exists between the races in this society; 2) an awareness that blacks still do not get equal treatment, especially with regard to higher educational opportunities; 3) a realization that the cities and the nation continue to face a battle for survival; 4) that the resolution of this battle for survival should be a major national priority guiding the work and grant-making policies of major foundations as well as governmental agencies, corporations, organized church institutions, and the communications industry.

A number of significant factors at work in the present society guarantee that race will continue to provide a substantial basis for conflict, but this is not the only significant aspect of racialism today. A full assessment of the significance and implications of racialism in American society calls for a kind of research and examination of economic phenomena which remain yet to take place but which hold great significance, not only for Negro colleges but for other basic institutions in American society.



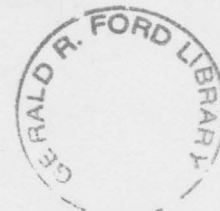
B. General Background

Some general background factors relating to difficulties which private black colleges experience with meeting annual costs and relating to their future survival stem from the historic effects of racial discrimination in the United States. They include: 1) the manifestations of racism which remain to be overcome in all areas of United States life and policies at home and abroad; 2) the inadequate educational opportunities for blacks and members of other minority groups who are often ill-prepared by public elementary and secondary schools; 3) the widespread poverty, hunger, and poor health conditions which continue to exist among blacks and low-income groups across the United States because of a failure to enforce federal standards and guarantees in ameliorative programs; 4) high unemployment rates among blacks and racial discrimination in employment which rob many families of a decent living and of a means to survive in dignity when work is not available; 5) racial differentials in law enforcement procedures which preclude fair and impartial justice and adequate protection against drug abuse and crime; 6) deplorable housing conditions including a lack of availability of decent housing for families and a lack of equal access to the total housing market.

In many of these areas over the years progress has frequently been far too slow.

C. Achievements of the Private Black Colleges

Most of the private black colleges were established during the period immediately following the Civil War. For more than



a hundred years they have helped to bear the brunt of national responsibility for the higher education of young black people. They have discharged this important role in relative isolation from other parts of the higher education community and with general neglect from wide areas of federal and private financial support. Yet they have contributed greatly to the strength and stability of life in the United States. As a result of their achievements and because of their continuing importance in meeting the need for more college graduates, each of these colleges constitutes a vital and essential national resource.

2. Institutional Support of Private Black Colleges

A. Key Issues

Some of the key issues for private black colleges in meeting annual costs involve: a) the inflationary spiral of costs which affects the entire economy, including college operating costs; b) shifting enrollment patterns; c) a reluctance to raise tuition rates as a matter of institutional policy; d) spiralling costs associated with educational and general expenditures of colleges; e) the high cost of education supplements required to meet normal expenses even when enrollment is expanded through the provision of additional student financial assistance in the form of scholarships, fellowships, loans and grants; f) under-capitalization and lack of sufficient financial support; g) library expenditures associated with the expansion of science and technology but required for quality



instruction and the maintenance of accreditation; h) the competitive scales of faculty compensation required to attract and hold competent teachers; i) inadequate investment and banking policies which have failed to achieve the best possible yield from the investment of limited endowment funds, and j) rising and unprecedented costs of insurance and security protection on campuses.

Among the salient issues relating to the future survival of these colleges are: a) a pressing need to expand enrollments among low-income students who often have to be turned away because their families' financial resources make it impossible for them to meet existing costs of tuition and fees; b) the existence of competitive recruitment policies in the face of financial barriers to rapidly expanding enrollments; c) the effects of recession expressed in wage cuts and expanding unemployment; d) the danger that existing endowment fund portfolios may decline in value as a result of uncertain economic conditions in the society at large; e) low investment yields on endowments because of the lack of imaginative investment policies.

B. General Conclusions

1) Enrollment, Student Aid and the Cost of Education

a. Enrollment

The most significant deterrent to immediate expansion of enrollment to meet the growing demand for higher education and for professional and technological training at private black colleges is the lack



of adequate financial resources, especially in the form of scholarships, loans and grants.

b. Student Financial Aid

With regard to student financial aid, there exists a need for immediate and urgent relief. College enrollments have declined and promise to continue their decline if more funds are not made available. A large proportion of the students at private black colleges come from low-income families. There are those who can get no support from their families. Often students who qualify and receive admission to these colleges as freshmen cannot attend without financial assistance. Funding at the present level is inadequate for students currently enrolled in the sophomore, junior and senior classes at these institutions.

When a substantial proportion of the student body comes from families with annual incomes of \$5,000 or less, an exceptionally large number of these students are forced to withdraw from college because of a lack of sufficient financial resources. It is important to the internal health of the nation that more financial aid be made immediately available for students enrolled at colleges such as these.

c. The Costs of Education

A reverse side of the student financial aid problem relates to the fact that even an expansion of enrollment through an increase in the amount of student



financial aid would place a heavy burden on the private black colleges which maintain a low tuition rate as a matter of policy. This means that since tuition covers only a fraction of the educational costs, the enrollment of more students will create additional expenditures which the institutions must cover from other sources. As a result, private black colleges require additional and substantial funds for meeting the demands for expanded enrollment.

2) Program Development and Enrichment: Current Operating Expenditures

a. Faculty Salaries

The present faculty salary scales at private black colleges constitute a personal and professional subsidy to the colleges for the benefit of society at large provided by the relatively low pay of faculty members and especially senior professors. As a result, these colleges have experienced difficulty in attracting and retaining faculty members.

b. Library Expenditures

The failure of legislatures, foundations, and the general society to provide adequate support to black colleges has been reflected in inadequate library budgets, facilities and staffing arrangements. Libraries at black colleges have received sad neglect because administrative officials have had to stretch existing funds so thinly that libraries have never received



adequate support. As a result, only a few of the black college libraries meet the Association of College and Research Libraries standards.

The private black colleges have made a considerable effort to overcome their library deficiencies. This is reflected in the fact that although few private black colleges meet the established standard for library expenditures, many of these institutions meet American Library Association minimum standards for the number of books in college libraries. These colleges will require massive financial support to overcome their deficiencies, especially as a greater variety of teaching materials come into use for supplementary lectures and textbooks.

While the physical facilities of most of the libraries at private black colleges appear more adequate than the materials they house, most of these libraries are woefully understaffed. This information about the status of library resources and services at black colleges is especially instructive because these institutions run the quality gamut from excellent to poor but with a curve skewed toward the lower end. They share, therefore, significant problems in common with most small college libraries. Yet these problems at black colleges are intensified by a lack of sufficiently trained library personnel and by the maintenance of a conscious and deliberate policy of admitting students



with potential but who often have been poorly prepared for college work.

A need exists for library assistance, training and research which will permit the establishment of special library counselling programs. These might include a distinctive orientation for students by means of programmed instruction.. The use of teaching machines might serve to augment the personal assistance that librarians serving as special counsellors might provide in advising students with reading difficulties and those who have not had access to good libraries.

To the extent that amendments to Higher Education Act Title II provisions for Library Assistance, Training and Research afford an opportunity for colleges to upgrade the quality and quantity of collections and staff, they will meet a genuine need. To the extent that this legislation understates the magnitude of support required, it has raised false hopes for the future.

c. Physical Plant

All of these institutions urgently require funds for construction and renovation of facilities. The amortization costs associated with loans on recently completed structures have contributed substantially to present indebtedness and deficits. Experience demonstrates that when deficits occur the first item to be neglected tends to be the renovation and repair of existing facilities. Unfortunately, it does not



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take long for the apparent short-term benefits derived from cutting back on maintenance expenditures to turn into massive renovation costs to overcome the deterioration of the physical plant and facilities.

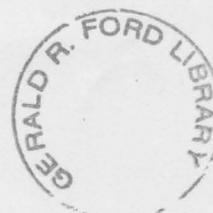
3) Current Income and Endowment

The nature of income sources for current operating expenses and the existence of substantial deficits at private black colleges indicate the hand-to-mouth character of their financial existence. Few, if any, of these institutions could survive for long on their present endowment income. Each institution relies heavily on tuition and fees as well as gifts and grants for income to meet current operating costs.

C. Prospects for the Future

Although many of the basic problems and financial difficulties affecting private black colleges arise from causes generated in the world off campus, these institutions possess the capacity to solve certain kinds of problems through planning, management and effective use of available resources.

These colleges have identified their financial problems. Plans for the resolution of these problems may be seen most readily if efforts to secure more support at the local, state and federal levels of government as well as from private sources. Above all, it is clear that a need exists for new ways of thinking about higher education. These new ways of thinking call for promotion of effective leadership in planning and



thinking among those who are most immediately familiar with and involved in the operation of individual colleges together with new responses from governmental and private funding sources.

3. Some Recommendations

It has now become widely recognized that all black colleges form an essential channel in the mainstream of higher education. This recognition emerges from the national and even international scope of their educational service. One hundred and eleven institutions, including sixty-eight private and forty-three public, constitute a vital and essential national resource. Historically, they have borne the major and almost entire share of the national responsibility for education among Negroes at the undergraduate level.

A. An Appeal to the United States Government

In supporting a national goal of equal opportunity through expanding access to higher education for the nation's poor and black youth, we request the federal government to propose, uphold, support, and endorse action designed to:

- 1) Increase financial support for all students, especially giving highest priority to those from low-income families;
- 2) Expand the currently existing program of general institutional grants to all institutions based upon the proportion of students from low-income families.



This would take the form of larger grants made directly to each institution in the form of a cost-of-education supplement;

- 3) Continue and extend Title III of the Higher Education Act of 1965 with adequate funds authorized and appropriated;
- 4) Eliminate legislative matching fund requirements for institutions which carry significant proportions (20% or more) of students from low-income families;
- 5) Earmark funds for developing institutions which are now producing significant proportions of graduates from low-income families;
- 6) Provide direct governmental funding of facilities proposals over and above the limits of state by state allotments for those colleges with a disproportionate number of low-income youth compared with the percentage enrolled normally either nationally or regionally.

B. Some Policy Issues

Some other issues which deserve a high priority in the formulation of federal policy during 1975 include action to:

- 1) Reject the identification of junior colleges as the major and almost exclusive approach to the post-secondary education while making arrangements for systematic and orderly transfer of junior college graduates to four-year colleges;
- 2) Support arrangements for allocation of longer and more flexible educational opportunity grants for



low-income students with the understanding that subsidized loans be made available;

- 3) Continue and expand special funds for graduate and professional fellowships with an emphasis on enrolling minority students for advanced training as well as students from low-income families;
- 4) Promote proposals for general institutional support incorporating a formula which allows for the greater needs of institutions enrolling and graduating a majority of low-income students and students from minority groups;
- 5) Authorize appropriation of funds for education up to the full extent of the authorized limits;
- 6) Continue the program of work-study grants with allocation of funds to meet the needs of low-income students first;
- 7) Continue the development and growth of black colleges to meet the special needs of those who choose to attend them.

C. Immediate Priorities

Some of the tasks to be accomplished by the federal government immediately include:

- 1) The launching of a detailed, systematic, and confidential survey of the financial needs and sources of support for colleges with a view to supporting fund-raising efforts and documenting the case for support of the colleges;

- 2) Analysis of the significance and implications of the present levels, nature and sources of support of the black students as a group and in relation to other colleges;
- 3) Conduct of research to reveal the magnitude of present and projected financial needs from all sources and to assess the full magnitude of discrimination against black colleges as registered in figures on levels of support for them as compared with other colleges and measurable in terms of amounts available for:
 - a) General support
 - b) Special projects
 - c) Building and equipment
 - d) Associations including a number of colleges;
- 4) Analysis of patterns of private philanthropic support and all forms of public support to black colleges and to students from low-income families;
- 5) Adequate support and encouragement of the work of the Federal Interagency Committee on Education including arrangements for regular publication of annual reports on federal funding of black colleges.

* * *



THE WHITE HOUSE

WASHINGTON

March 26, 1975

MEMORANDUM FOR:

PAUL THEIS
TERRY O'DONNELL
WARREN RUSTAND
STAN SCOTT ✓

FROM:

BOB MEAD *B*

SUBJECT:

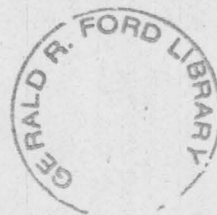
United Negro College Fund Drive

The President has approved a request to film a short public service announcement endorsing the purposes of the UNCF, and emphasizing the importance of black higher education in our democracy. This film would be attached to an already made informational film to be shown at corporate lunches, etc., in their drive for new funds.

A Navy film crew will do the filming, and other necessary mechanics will be implemented by my office with your cooperation for a date sometime during April.

The College fund will send the informational film and other material to us for viewing by a speechwriter from Mr. Theis' office.

cc: Helen Collins
Jack Horton, Navy photo
Cmdr. Todd





United Negro College Fund, Inc.

500 East 62 Street, New York, N.Y. 10021



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



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United Negro College Fund, Inc.

500 East 62 Street, New York, N.Y. 10021

Christopher F Edley
Executive Director

April 8, 1975

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

Dear Stan:

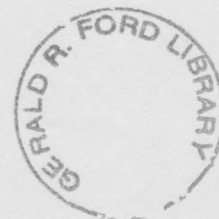
As you know, we have been attempting to get Rockefeller to speak at a large dinner meeting in Milwaukee on Friday, October 24. The letter requesting him as a speaker and the response from his office are enclosed.

This meeting is of critical importance and I wonder if there is some way you can find out from his staff people what would be the appropriate time for us to resubmit the request. You will note that the explanation given was that the speech was too far off to place on his schedule at this time. Any assistance you can give us on this would be greatly appreciated.

Sincerely yours,

CFE:vf

Enclosures





OFFICE OF THE VICE PRESIDENT
WASHINGTON

March 4, 1975

Dear Mr. Edley:

This will acknowledge your invitation to the Vice President dated January 8, 1975.

Because of the uncertainties of his schedule, it is impossible for him to consider commitments so far in advance. However, you may be sure your invitation will receive every consideration when his October schedule is being planned.

Sincerely,

Ann C. Whitman

Mr. Christopher F. Edley
Executive Director
United Negro College Fund, Incorporated
55 East 52nd Street
New York, New York 10022

Recd MAR 14 1975

Matt Johnson
cc: *miss Jones*
Herman Long



January 8, 1975

The Vice President of the United States
United States Senate
Washington, D. C. 20510

Sir:

The purpose of this letter is to request you to be our dinner speaker at the United Negro College Fund's 1975 Convocation in Milwaukee on Friday evening, October 24, 1975. It will be held at the Pfister Hotel beginning at 7:00 p.m.

The historical identification of your father with the founding of UNCF more than thirty years ago and the association of the Rockefeller name over the years with Spelman College as well as with UNCF and all black higher education, lead us to hope that you will accept.

As you know most institutions of private higher education today are in perilous financial straits, but none more than the 41 member colleges and universities of the United Negro College Fund. Your appearance would not only give renewed enthusiasm to the UNCF cause, but encouragement to friends of private higher education everywhere.

The Master of Ceremonies for the affair will be Tom Murphy, Chairman of the Board of General Motors and UNCF National Campaign Chairman. In addition, A. Dean Swift, President of Sears, Roebuck and our National Corporate Chairman, will be present; as will the Chairman of our Board of Directors, Morris Abram, and other members of the Board.

We are taking our meeting to Milwaukee at the initiative of the city's corporate community, and expect an audience between 800 - 1,000 comprised of the total corporate, educational and community leadership of Milwaukee.

We look forward to having you as our dinner speaker and extend our very best wishes for the New Year.

Respectfully,

cc: Mr. Warren Rustand
Mr. Stanley Scott

