

The original documents are located in Box 11, folder “Federal Interagency Committee on Education - Task Force Report on Black Colleges, 1970? (2)” of the Stanley Scott Papers at the Gerald R. Ford Presidential Library.

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may not reach national income averages for another dozen or 14 years. Still, the net in-migration of a half million people in the last 10 years has included many college graduates attracted by the new opportunities inherent in the South because of climate, resources and the advantages of location that link the areas to major markets in the great arc from the Middle Atlantic to the Middle West to the Gulf and Western States.

All this bears upon the potential role of the Black colleges, particularly in helping to anchor in place the current populations until the Nation decides where and how it will try to create growth centers for the 100 million extra Americans expected in the next 30 years.

The Blacks, who were 33 percent of the Southern population when the century began, now constitute about a fifth of the population there, representing about 52 percent of the total Black population of the country.

For more and more Blacks, "The South is the place to be," and the area needs them, their skills, brains, votes, as well as their devotion to their American homeland in these rapidly changing States.

For them, as for all the people, of every race and ethnic background, life must be made not only tolerable but also promising, offering good life-chances for them and for their children. This may help to arrest the swirling tides of migration that have choked so many cities fronting on the water boundaries of the country.



The Black colleges are now underused (because underfunded) as both a regional and a national resource. Yet it is true, however, as a FICE study demonstrated, that there are only 14 States in this country in which the State's proportion of Black collegians, taken as a ratio of the total U.S. Black college population, is larger than the State's total share of U.S. college students of all kinds and colors.

With the exception of Illinois, all 14 of these States are in the South and the border States: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. All of these jurisdictions have Black colleges.

It also remains true, as A.J. Jaffe, Walter Adams and Sandra G. Meyers pointed out in Negro Higher Education in the '60's that half of the academically more able Black high school graduates in the South, as measured by the usual "standardized" tests, do not go to college at all. These authors recommended a policy of active recruitment both by "the better Negro colleges and the academically sound predominantly white four-year colleges."

Weaving the Black Colleges in

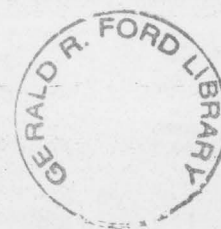
Much commendable action to weave the traditionally Black colleges into the new texture of new opportunities in this part of our country already seems underway.

Much of this has been done under the leadership of the Southern Regional Education Board. Striking examples are stated as models,



along with further suggestions, in an informative article by Herman B. Smith, Jr., in that Board's August 1970 publication, Effective Use of Resources in State Higher Education, with one of the three labeled primary areas of attention being "Education for Blacks." Among the examples of "New Roles for Black Colleges" cited here by Mr. Smith is the Frankfort Seminar, funded by the Kentucky State Legislature, in which selected students from predominantly white colleges in the State take up residence at the predominantly Black Kentucky State College for a paid study-and-internship experience of how the State Government functions. Another is the decision by the State Board of Higher Education of North Carolina to give Fayetteville State University, long limited to a role as a Black teachers' college, major and basic responsibilities for the total State program of higher education in its area. This includes the extension program conducted at Fort Bragg, which in the past has been a responsibility of the Raleigh branch of the University of North Carolina. This article also discusses the new potential of the Black colleges in helping solve urban problems.

The same publication of the Southern Regional Education Board contains a strong article by Henry Allen Bullock, Professor of History-Sociology in the University of Texas at Austin, arguing that the "Black College Must Turn Black," emphasizing for its students the particular and special nature of the Black experience. This it must do if it is to fulfill its educational mission in a time of changing opportunity to make all the American scene



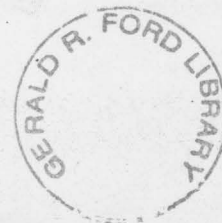
intelligible and all the conventional academic subject matter relevant to Black youth in this new time of new hope and new choice.

In sum, we believe that responsible Federal leadership, under firm Administration direction, can influence many important interest groups in the South to support the Black colleges for the benefit of the whole region, and in ways in which the Black colleges are themselves anxious to collaborate. The enlightened stance taken by the Southern Regional Education Board in its publications, the apparently unprejudiced but sympathetic help of the regional scholastic accrediting association, and the demonstrated awareness of many communities and important individual leaders of the need both to preserve the distinctive Black identity of these institutions, and help them expand and upgrade their programs all appear to show that this can be done in the new context of equal opportunity under law, whether that be called desegregation or integration or liberation.

* * * * *

Fourth in the list of long-range recommendations is intensive stimulation of helpful nongovernmental action by the churches, the foundations, the professional societies and the great civic organizations in our country.

The most remarkable fact about the Black colleges, in view of the extraordinary contribution they have already made to American life and the splendid potential they offer for helping bring Black



Americans to full parity in our life together--in educational, economic, social terms--is how invisible they remain to most non-Black Americans.

The colleges have lived for a century in the shadows of segregation, shut off from many opportunities, and even in the popular fields in which their graduates obviously excel--professional football is a clear case--little attention is paid to them by the media.

President Nixon and his Administration have already paid more attention to these colleges and their leaders than any other in our history. The Federal Government can do much more, as this Report urges, but it cannot do all that must be done.

The churches, the foundations, the professional societies, the great civic organizations which give our society its enormous strength based on interwoven voluntary associations all must share the major responsibility. The Black colleges need and deserve recognition and support of all that the schools can find imagination and resources to do beyond their present tasks.

All these private sources of money and other support are under heavy stress to fulfill their current obligations. They should, however, be encouraged systematically to build a larger role for and with Americans from Africa. The moral imperative and social wisdom in concentrating a larger share of their money and attention on these Black colleges for at least the next decade should be soberly stressed, as a necessary first step in bringing all the culturally disadvantaged citizens, of whatever color or ethnic group,



into full equality. It is a "necessary first step" because these Black institutions exist, have succeeded in the tasks assigned to them, and want to share fully in the larger roles now opening to them.

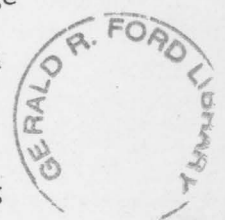
As McGrath suggested five years ago, many smaller foundations might find they could get maximum impact with low staff overhead, by "adopting" a specific Black college for a specified term of years and helping it move into full partnership in the American educational enterprise. It also is of special importance that scholarships for white students be offered at Black colleges, reversing the usual flow.

The case for special attention to the educational needs of Blacks is well documented, perhaps most conveniently in the joint Census-Bureau of Labor Statistics booklet on "The Social and Economic Status of Negroes in the United States, 1969."

The Administration can do much to recognize, make visible, and, in a sense, "reward" responsive action to these special needs of the Black colleges by the leaders of American life in many spheres.

For example, at its Autumn 1970 meeting, the Association of American Medical Colleges reported that enrollments that Fall included 697 Blacks among 11,300 freshmen entering medical school, a percentage of 6.1 percent or double the current Afro-American enrollment in such schools. Notice of such progress should be taken.

The churches similarly face many problems in attempting to bring the Black colleges that some denominations sponsor up to the funding-and-faculty level of their predominantly white schools. As they focus on these problems, and solve them, attention should be paid by the rest of society.

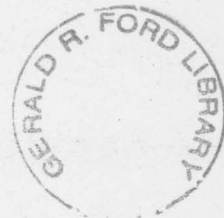


There is sometimes difficulty in building partnerships that are equitable, productive and lasting as between public and private colleges. The Black private schools face special problems in this regard, and general civic support is indispensable if these efforts are to succeed.

For its part, the Federal Government, by steadily insisting on effective Black citizen representation on Government boards, advisory panels, advisory commissions--comprising both scholars and citizens successful in other fields--can do much to encourage nongovernment agencies to insure a comparable kind of care in seeing that Blacks are represented in nongovernmental decisionmaking bodies. Such special recognition as the President's May meeting with 15 Black college presidents and his subsequent private meetings with executives of Black insurance companies and spokesmen for Black doctors are, of course, always helpful.

Perhaps most important of all, in the general attempt to restore to American history the long-invisible Black worker, farmer, cowboy, soldier, explorer, scientist, the story of the Black colleges themselves should be systematically taught as an exciting part of that long process by which the emancipated serf was made literate and brought, in decades of lonely struggle, into view of the mainstream of American life.

* * * * *



Fifth is a long-range commitment by the Federal Government to continue support of the Black colleges at levels consistent with their future growth. At current costs, a doubled enrollment would require a commitment that may exceed \$500 million annually.

The future funding of higher education in this country is a gravely perplexing question for almost every political jurisdiction and special interest group now responsible for the full or partial financing of colleges and universities.

The crunch of higher unit-costs, steadily-increasing enrollments, new parental expectations affect the most prestige-laden of American institutions. Thus Yale, in late September, joined with 18 other private Connecticut institutions to appeal to the State Legislature to be aware of their need for State support of these 19 schools if they are to continue enrolling 45% of the collegiate population of that State.

The President's concrete proposals of March 19, 1970, have already been discussed in this Report, and their prompt implementation urged.

There are many other proposals put forward, many including a "cost-of-education" supplement for the institution keyed to the number of poor or so-called high-risk students that each accepts. Meanwhile, costs per student steadily increase, as the earlier discussion on p. 25 of this Report states. These unit costs may diminish if higher education is restructured to get a more exact discharge of the undergraduate teaching task, and -- as Dean Tyler pointed out to the Joint Economic Committee of the Congress -- if faculty salaries begin decreasing because the Ph.D. "shortage" in many fields seems ending.

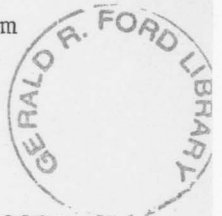


For all these reasons, it is hazardous to guess at what any specific institution will need in the way of extra money (beyond student fees, State or private-sponsor subsidy, endowment income when there is such) to meet the new tasks of the future. It is a time, as the Carnegie Commission observed of the general determination of American youth to get to college, of "crisis and conflict" in many spheres of higher education. Many outcomes in many problem-areas remain in doubt.

The task force intends in this Recommendation essentially to emphasize that proper and necessary funding of the Black colleges is not a one-time affair, yielding to any so-called "quick fix," but a matter of long-term commitment.

The basis of the \$500 million estimate has already been discussed (on p. 25). The data base is drawn not only from the financial study, contained in an Appendix, of the current disparity between the Black colleges and all other U.S. B.A.-granting institutions (non-Black colleges and universities are listed separately) in current fund expenditures, capital outlay and book-value of current plant. The task force has also drawn upon such surveys as those conducted by the Ford Foundation of current Black senior college costs and other detailed studies of what should be done to bring the Black colleges to the long-denied spending levels recommended in such special studies as those by the Southern Regional Education Board.

What seems imperative is that the helpful intervention already begun by the Federal Government to assist these colleges not be sporadic, intermittent, or merely one-time. This would be merely again to offer false hope for these institutions and their constituents, a kind of a public-relations effort eventually drifting into the sands of disinterest with which they have been all too familiar, and embittered, in the past.



VI. OTHER REPORTS

A number of other reports on these and related issues have been presented to the Administration.

A. The Heard-Cheek Recommendations

On July 23, the White House released the text of memoranda presented to the President by G. Alexander Heard, Chancellor of Vanderbilt University, and James Cheek, President of Howard University, with a number of recommendations on actions they thought desirable in their role as special advisors to the President on campus problems. Those recommendations involving Blacks and the Black colleges were:

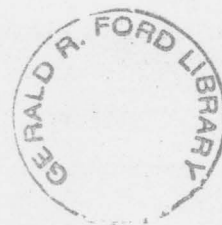
That the President use the moral influence of his office in new ways designed to reduce racial tensions and help develop a climate of racial understanding.

That the President increase involvement of Blacks in domestic policy formation and develop an ongoing Federal mechanism for research and action on minority problems.

That the President act immediately to provide additional student aid funds for the coming academic year to economically disadvantaged students.

That the President seek to provide special additional assistance during the coming academic year to those institutions primarily serving Black youth.

That the President make a long-term commitment to assist predominantly Black colleges and universities to enable these institutions to increase their enrollment and improve their academic programs.



Mr. Nixon named Robert H. Finch to serve as his special liaison with the American campus, fulfilling another recommendation from these advisors.

B. The President's Commission on Campus Unrest

On September 26, 1970, Governor William W. Scranton gave to the President the Report of the Commission on Campus Unrest, of which he had served as chairman.

In its opening general discussion of "campus protest," the Commission said:

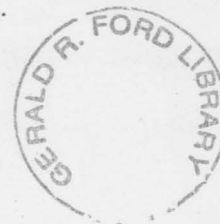
"The first issue is the unfulfilled promise of full justice and dignity for Blacks and other minorities. Blacks, like many others of different races and ethnic origins, are demanding today that the pledges of the Declaration of Independence and the Emancipation Proclamation be fulfilled now. Full social justice and dignity--an end to racism, in all its human, social and cultural forms--is a central demand of today's students, Black, brown and white."

In its section on "Major Recommendations," the Commission said:

"We recommend greatly increased financial aid for Black colleges and universities. All agencies of Government that support such institutions should massively increase their grants to enable these colleges to overcome past shortcomings.

"We support the continuing efforts of formerly all-white universities to recruit Black, Mexican-American, Puerto Rican, and other minority students, and we urge that adequate Government-sponsored student aid be made available to them. We recommend that in the process of becoming more representative of society at large, universities make the adjustments necessary to permit those from minority backgrounds to take maximum advantage of their university experience."

Chapter III of this Commission's document was devoted to "The Black Student Movement," where it stated Black grievances in muscular language. After quoting the FICE study of the Black colleges, the Report stated:



"If young people are to receive higher education in the same proportion to the number of Blacks in their age group as white people do, these institutions should be enrolling twice the present number of students.

"Second, we must observe that given the increasing demand for higher education on the part of Blacks, predominantly white colleges and universities are not likely to be able to expand their enrollments at a rate sufficient to the need.

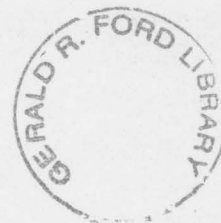
"Third, we must emphasize the critical importance of strengthening and further developing all institutions and resources related to, identified with, and capable of, serving the needs of Black Americans. The predominantly Black colleges and universities are among the most promising and strategic of these resources and institutions."

C. The President's Task Force on Higher Education

This panel was headed by James M. Hester, president of New York University. The letter of transmittal of this report, released in October, stated in the first of its "Immediate Federal Priorities:"

"To provide access to higher education for disadvantaged students of all races who have the desire and ability to use it, we urge a program of special educational opportunity grants which carry an accompanying realistic cost-of-education grant to the college or to the graduate school.

"Further, special financial support must be given to nurture the unique resources available in the traditional predominantly Negro colleges which provide educational opportunity for many Americans and which have not received adequate financial support. Such support could be given by expansion of Title III of the Higher Education Act of 1965 as amended, relating to developing institutions, to provide more funds for general support, and by adjustment of matching requirements for construction and remodeling grants to reflect the financial resources of the institution making application."



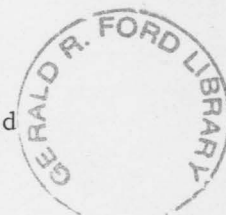
In the text of this report, the section on "Negro Colleges" expanded this statement:

"The colleges and universities that have traditionally educated large proportions of Black students are suffering particularly severe financial problems. While we hold desegregation to be a proper national goal, today these institutions are providing many young Americans uniquely useful educational opportunities. The traditional Negro institutions, severely handicapped financially, obviously must benefit equitably from all forms of Government support to higher education. They also, however, now need special assistance because of the important function they perform. For many disadvantaged Negro youth, they provide virtually the only accessible opportunity for higher education.

"We urge the Federal Government to make a clearer, larger, and more specific commitment to help these institutions. Forthright statements of policy on this issue do not now exist. Administrative regulations that identify the intention to help these institutions and specify how preferential help is to be provided do not now exist. They should be drafted and promulgated at the highest levels of Government.

"More representatives of predominantly Black institutions should serve on governmental policy bodies and on advisory and administrative committees and in effective staff positions. The White House and the Department of Health, Education, and Welfare should insure that these actions are taken to assure appropriate representation at all levels of Government where Federal funds are spent.

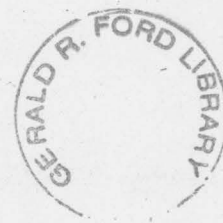
"We urge expansion of Title III of the Higher Education Act of 1965 as amended, relating to developing institutions, to provide more funds for general support. To take into account the meager ability of poorer institutions to produce matching funds for Federal construction grants, we urge that matching requirements for construction and remodeling grants be adjusted according to the financial resources of categories of institutions that might receive this support, that such colleges receive priority consideration under the interest subsidy loan program and that such construction loans be guaranteed by the Federal Government."



In addition to these formal reports, the Federal Interagency Committee on Education also has discussed with the Carnegie Commission on Higher Education both its staff work on the special funding problems of the Black colleges and the draft of a special study supported by the Commission. That study, entitled Between Two Worlds: A Profile of Negro Higher Education, is scheduled for publication by the McGraw-Hill Company with copyright held by the Carnegie Foundation for the Advancement of Teaching. This scholarly work has been an invaluable resource.

We have discussed this text not only with the Carnegie Commission staff but also with Frank A. DeCosta, Dean of Graduate Studies at Morgan State College, who is co-author of the work with Frank Bowles. Both Dean DeCosta and Carnegie Commission staff, along with some other 30 authorities in the field, have read earlier, larger statistical studies of unpublished data assembled by the FICE task force.

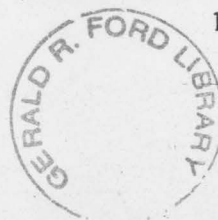
A remarkable degree of agreement exists in all the Recommendations emerging from all these studies, made from many different points of view.



"Black Colleges: A National Resource"

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APPENDICES

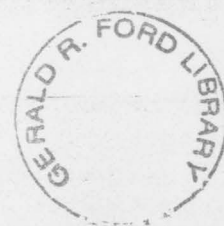
IntroductionCurrent Black Enrollment in American Colleges

It appears curious that a society which, like ours, prides itself upon making rational decisions on accurate information, symbolized perhaps by the rapid growth of decisionmaking based on computer-stimulated or computer-simulated analysis, should know so little about either input or output on the total Black collegiate experience in our generation.

Spanish-speaking Americans at least have an annual directory of college graduates of their ethnic group published by a Government agency, but nothing of this sort exists for Americans whose cultural roots lie in Africa. This complicates the already difficult task of making a just estimate of the role of the traditionally Black colleges, and the national importance of maintaining them as identifiable Black-led and Black-rooted institutions.

This is not to deny the existence of an extensive data base.

In addition to the sources already cited in the text of this Report, the most sensitively-written and shrewdly-researched approach to the problem, or a major segment of it, that the task force saw is John Egerton's Black Americans and State Universities, written for the Southern Education Foundation in 1969, and based on 1968 data from the State Universities and Land-Grant Colleges which educate 30 percent of American collegians.



The task force has updated the figures through 1969, with the help of unpublished data from the National Association of State Universities and Land-Grant Colleges. FICE was given similar access to unpublished data for 1968 and 1969 by the Education and Social Stratification Branch of the U.S. Census, which analyzes the annual October sample of all-age American educational attainment, as deduced from a sample of 50,000 American households. The same sort of cooperation has been given FICE by the researchers for the American Council on Education, who are conducting a monumental long-term annual study of some 300,000 full-time, first-time, nontransfer freshmen entering colleges and universities of all kinds each Autumn. A special reweighted computer run on the 1969 "ACE" data was among other helps provided for this Report. Special data were also supplied by the Office for Civil Rights in HEW, which conducted an ethnic survey of undergraduates in Federally-aided colleges and universities (which means most of them) in 1968. FICE staff has had generous help from the Carnegie Commission researchers, and from the organizations principally concerned with the Black colleges. These last include the Office for Advancement of Public Negro Colleges, the United Negro College Fund, the United Board for College Development, the College Service Bureau, and the Institute for Services to Education.

Especially useful and timely has been unfailing prompt supply of unpublished enrollment and fiscal data from the National Center for Educational Statistics in the U.S. Office of Education. Also helpful has been the testimony of the Black college leaders before committees of both Houses of Congress. The task force has, of course,



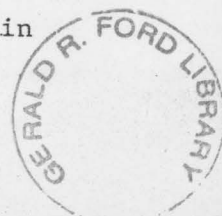
depended heavily both upon the increasing bulk of scholarly publication and relevant current journals and other publications. In addition to the work printed by the Southern Regional Education Board, the most useful of these has been the October 7, 1969, Joint Committee Print of the Joint Economic Committee of the Congress, on higher education.

Despite all of this obligatory canvass of these sources, the task force finds itself unable to state with precision: (a) how many Black men and how many Black women now are enrolled in postsecondary collegiate-type institutions; (b) how many of these are in institutions granting at least the baccalaureate and (1) how many are full-time, (2) how many are undergraduate or graduate, (3) what their major fields of study are; and (c) how many are likely to graduate with degrees. There are answers to all of these questions covering some institutions, and answers to some of these questions covering all institutions but for various dates under varying definitions.

The Need for Better Data

It is desirable that the primary data sources already cited be able to produce better information for the current 1970-71 academic year, stimulated in part by research projects such as this FICE study.

Meanwhile, save for such jurisdictions as Hawaii and Puerto Rico, which are prohibited by local law from keeping ethnic data, it seems plain that satisfactory fulfillment of the equal access guarantees in Titles IV and VI of the Civil Rights Act of 1964 cannot be executed by American colleges and universities themselves unless they show both more zeal and more insight than some have demonstrated in the past in



collecting, analyzing and publishing ethnic data not only on such matters as gross enrollment, but on survival rates, student assistance rates, graduation rates and field-of-study distributions, and faculty distributions by academic rank.

It seems ironic that W.E. Burghardt DuBois was able to supply much more precise data in his 1900 Atlanta University Survey of "The College-Bred Negro," which was reprinted in the annual report of the U.S. Commissioner of Education for the year 1902. There were then 252 Black women college graduates and 2,272 Black male college graduates in this country. This article, with its poignant quotations from answers to the DuBois questionnaire, is recommended.

The demographers appear to be in process of changing their estimates on future birth rates, but among persons already alive Blacks are not only more fertile (with a birth rate equivalent to the white rate a decade ago) but younger: the median Black male age is 19.8, for example, as against the white median of 28.2. And among children already alive, almost 15 percent of American girls under 14 years are Black and more than 16 percent (or one in six) of American preschoolers are Black children. All these proportions are, of course, lower than the 19.3 percent Black rate in the first Census, in 1790, and the school age rates approximate those of the pre-Civil War Census of 1860.

For their Carnegie Commission study, Between Two Worlds, Bowles and DeCosta estimate that within 30 years (by the year 2000) the country will need two million more Black professionals. In the usual



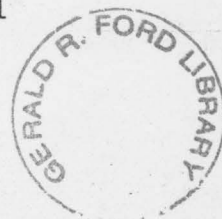
course, one would expect that the men who will be the seniors in their professions at that time--the chiefs of service in the hospitals, the judges among the lawyers, the generals and admirals in the armed forces, etc.--would be finishing professional school, or, at the very least, undergraduate school 30 years earlier: 1970, now.

There is no evidence of the creation of any such large cadre of such leaders now, and no proof that crash open admissions programs or special recruitments which lead many white universities to report that more than half their Black enrollment are freshmen, will produce these without further special measures. The issue, after all, is one of leadership spokesmen for a Black American population that may reach 40 million between 1990--20 years from now--and the years 2001, when another century begins.

This figure of 40 million is about the total U.S. population in 1870. It is also twice the population of Canada, almost as many persons as the total of all immigrants into this country of every color from every continent in the 149 years between 1820 and 1968 (44.4 million) and about five times the total of aliens naturalized in citizenship proceedings since 1907, when such recordkeeping began.

The Need for College-Trained Males

Considered in these terms, obviously one speaks of a people, and of a disadvantaged and culturally-deprived people at that, although, because of recent advances since 1940, a people now experiencing what Bowles and DeCosta call The Black Surge. Examining the educational gains of the Blacks since 1940, as reported in a variety of Census

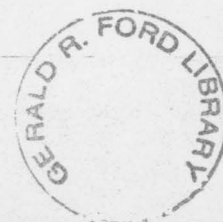


tabulations, and even making a variety of extreme assumptions on the possibility of creating the necessary number of college-trained leaders, the task force finds no evidence that at present rates the predominantly white institutions alone succeed in this nationally needed task. Among other things, they would have to triple their Black enrollments quickly and hold and graduate these students.

Among the assumptions tested in this study was that a college-trained Black male in the immediate future--with job discrimination fading both in the first hire and subsequent promotion--would be twice as successful, in terms of making money, as white working males reporting four years and five years of college. But even this assumption, at recent graduation rates as reported by the Census among working males, would give us only an annual supply of about 5,000 potential Black male leaders: not enough in terms of needs of hundreds of thousands in the coming decades.

This analysis concentrated on males because the Blacks, unlike whites, send more girls to college than males (56 percent to 44 percent) and, as women keep protesting, there are still many occupations routinely reserved for males: airline pilots and submarine captains, for example.

In the circumstances, only the Black colleges, and only an immediate doubled enrollment there, seems a sound and safe channel for the emerging thousands of Black youths who are determined to be leaders in something: within the Establishment or outside of it. This point was emphasized



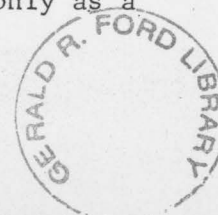
to FICE by prominent Black political figures in this Administration, who urged explicit and forthright stress upon it. Educators tended to emphasize the real but often overlooked fact that only in the Black college does Black youth ordinarily have a routine chance to practice at leadership roles in all the aspects of extracurricular life, from fraternities to campus newspapers and campus elections. The so-called "superblack" or "150-percenter" given leadership roles on a predominantly white campus has a somewhat different experience.

The highest estimate seen of the number of American Blacks in college in 1969-70 was 492,000, of whom 401,000 were said to be full-time. This estimate was made by the 1969 Autumn survey of the Bureau of the Census, representing a 13 percent gain overall from the 1968 estimate of 434,000 and a gain of almost 19 percent in full-time students over 1968, as well as being 6.9 percent of total U.S. college enrollment.

The low estimate for 1969 Black collegians apparently is 350,000, stated by John Egerton in an article in Change Magazine, an educational journal, analyzing the Census figures in view of his own 1968 survey of the State Universities and Land-Grant Colleges and later spot-checks.

Obviously, part of the difference lies in what one defines as a college, whether this includes technical institutes and business schools, as well as the ordinary sample survey issues, including both sample error and response error.

Since the FICE study interest lies primarily in the national need for a quick spurt in production of Black baccalaureates, not only as a



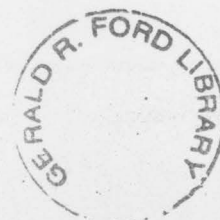
defined pre-hire good job achievement but as a necessary preliminary to more advanced work, the lower figures are, for these purposes, likely to represent the reality of most concern.

The Office for Civil Rights Survey

If, for example, one turns to the 1968 HEW Office for Civil Rights survey of all junior and senior colleges receiving Federal assistance (for which almost all accredited institutions compete vigorously), one sees that among full-time 1968 undergraduates, the Black B.A. colleges reported 130,453 Blacks, and the white B.A. schools 109,366 Blacks for a total of 239,819 degree-seeking Black undergraduates. Black junior colleges reported 6,125 Blacks, and white junior colleges 52,325 Blacks for a grand total, in both kinds of institutions, of 293,144 full-time Black undergraduates as against the Census 1968 figure of 338,000.

There are similar discrepancies on first-year, full-time students between the Census estimates and the annual studies of the American Council on Education. Both sets of researchers have begun conversations to clear up these anomalies, particularly in the reported sex of Black undergraduates, (corrected in the Census in its 1969 sample projections), and in the distribution of Black students reported among the first six years of collegiate study.

There seems no doubt that both in such limited pairings as the State Universities and Land-Grant Colleges and in four-year institutions taken overall, the traditionally Black institutions are more integrated than the white schools. The American Council's study of this question (which



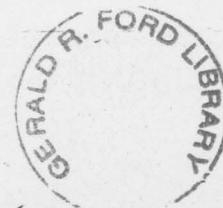
because of its own sampling system may be slightly skewed upward on non-Black students) shows the four-year Black colleges as 5.3 percent non-Black (4.4 percent "white-Caucasian;" 0.3 percent "American Indian;" 0.1 percent "Oriental;" and 0.5 percent "Other.") For the predominantly white institutions, the same study shows that the 35,393 Blacks who entered these colleges and universities in 1969 to be 3.49 percent of the total, as against 2.9 percent in 1968. Detailed data are in an Appendix.

Similarly, the State Universities and Land-Grant Colleges, predominantly white, showed 1.92 percent Black students among 1,105,262 undergraduates in Egerton's 1968 survey as against 2.44 percent in a 1969 follow-up made available to FICE. The Black land-grant schools were 4.5 percent non-Black in 1969. An Appendix also shows this in detail.

Care must be exercised in using these "integration" figures, as most of the racial mix occurs in the Border States, and inclusion or exclusion of West Virginia State, a traditionally Black institution which now has a predominantly white, largely commuter, population, makes a difference of a full percentage point.

In fact, this difficulty in establishing a sample population of "Black" institutions--whether "predominantly" or "traditionally" or "historically" Black--has plagued researchers since McGrath first called attention to it in 1965. He listed 123 Black institutions but while he wrote, one institution closed, two others merged and the racial balance in two others shifted.

The FICE list of 89 institutions granting at least the B.A. and of 23 junior colleges includes two which have now been merged into

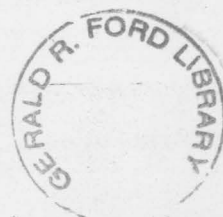


larger entities: St. Phillips College, now in the San Antonio Junior College District, and the Black land-grant school, formerly Maryland State at Princess Anne, now called "University of Maryland, Eastern Shore." Each apparently maintains a Black identity and if only to keep the FICE '68-'69 statistics comparable, this study continues to list them.

Differences from the Carnegie List

There are four other differences from this FICE list and that adopted by the Carnegie Commission in its roster of 106. That Carnegie list of 54 private and 32 public institutions (with an enrollment of 145,000) omits Federal City College in the District of Columbia, West Virginia State, Lincoln in Missouri (founded after the Civil War by returning veterans of the 62nd Colored Infantry), and Washington Technical Institute, a new District of Columbia community college whose president was one of the signers of the Mobile Manifesto..

As for the Black colleges in general, they differ from white institutions not only in having more female students (among whites, it is 60-40 male) but also in having fewer part-time students, with no sex differential among part-timers (whereas 56 percent of white part-timers are males). Black college "productivity"--ratio of degrees to total enrollment--is, or was in 1969, 14.5 percent, as compared to 17.2 percent for white institutions. Part of this may be due to more production of comparatively short-term master's degrees by the white institutions,



but the "drop-out-and-come-back" factor and the need of many badly prepared Black students to take five or six years to complete four-year curricula also seem to be factors.

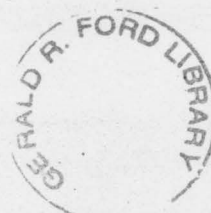
A list follows of the institutions FICE chose as traditionally Black. Many can adopt new and creative roles. Many will choose not to. Some may vanish. Overall, it seems imperative that their total enrollment double.

This raises questions, particularly on the kind of support that the Federal Government can give private institutions.

Bowles and DeCosta have estimated that to double Black college enrollment, 15 of the Black institutions would have to go to 7,500 students or more and 25 to between 2,000 and 4,000 students.

The current situation, limiting ourselves to the 158,523 students enrolled in 1969 in 89 Black four-year colleges and universities, was this: only two--Howard in Washington, funded directly by an HEW line-item, and Southern University in Louisiana (three campuses)--then listed more than 7,500. And only 27 of the remaining 87 were then above 2,000 students.

Of the total enrollment, two-thirds (105,535) are in 36 public institutions, which gained 4,881 overall between 1968 and 1969 (largely in the new D.C. institutions) although nine dropped in enrollment. The smallest public college was 775, the median 2,421, the largest (Southern), 9,222.



Among the private colleges, with 52,988 in 53 of them, 30 percent (or 15,692) in 1969 were distributed among just four. Another 14 colleges, all enrolling over 1,000, shared 16,688 registrations. The other 35, including some of the most famous names in Black intellectual history, totalled 20,608. This was an average of less than 590 and means that some of those colleges must be in a high-unit-cost danger zone, where loss in enrollment has an accelerating effect unless sharp steps are taken to correct it.

Overall, the Black colleges, which gained 92 percent in the last decade and 50 percent in the last five years, gained 4.3 percent between 1968 and 1969.

Preliminary reports for the opening enrollment in the Autumn of 1970 indicate further general gains. Data from the Office for the Advancement of Public Negro Colleges, from the United Negro College Fund, and from the "Advance Report" of the U.S. Office of Education showed the 89 senior Black institutions to total 168,087, a gain of 9,564 (or 6.03%) over 1969. These figures are, of course, subject to revision.

The enrollments reported are nonetheless worth study. A Black institution (Southern in Louisiana) reported more than 10,000 students, although distributed on three campuses.

Among the 36 public colleges, 35 were above 1,000 in enrollment. Of these, 25 gained over 1969, nine lost and one reported an identical number. The one public college below 1,000 students gained.

Of the 53 private senior Black colleges, 19 were above 1,000 students in their first 1970 report. Of these, 13 gained and six lost in registrations. Of the 34 private colleges which had less than 1,000 students each, 18 gained over 1969 and 16 lost. Thus for the private colleges, of all sizes, 31 gained



and 22 lost enrollment in the Fall of 1970, compared to Autumn of 1969.

Their share of the total Black senior college enrollment fell by one percentage point (to 32.6%) in 1970.

The identities of all these institutions can be determined from the tables that follow.



ENROLLMENT TRENDS
In Traditionally Black Four-Year Institutions of Higher Education

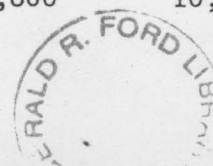
State and Institution	Control	All Students, Graduate and Undergraduate Full-Time and Part-Time, Both Sexes		
		1968 ^{1/}	1969 ^{1/}	1970 ^{2/}
Alabama				
Alabama A & M University	Public	2,076	2,286	2,755
Alabama State University	Public	2,169	2,340	2,524
Daniel Payne College	Private	326	248	224
Miles College	Private	1,065	999	1,139
Oakwood College	Private	552	428	569
Stillman College	Private	802	513	658
Talladega College	Private	579	546	531
Tuskegee Institute	Private	3,184	3,062	2,918
State Total		10,753	10,422	11,318
Arkansas				
Arkansas A, M & N	Public	3,693	3,411	3,006
Arkansas Baptist College	Private	302	170	382
Philander Smith College	Private	595	596	639
State Total		4,590	4,177	4,027
Delaware				
Delaware State College	Public	909	1,300	1,443
State Total		909	1,300	1,443
District of Columbia				
D. C. Teachers College	Public	2,394	1,911	2,782
Federal City College	Public	2,027	4,657	5,646
Howard University	Private	8,787	8,596	8,937
State Total		13,208	15,164	17,365
Florida				
Bethune-Cookman College	Private	962	1,138	1,165
Edward Waters College	Private	1,014	1,014	915
Florida A & M University	Public	4,508	4,943	4,939
Florida Memorial College	Private	756	864	756
State Total		7,240	7,959	7,775
Georgia				
Albany State College	Public	1,635	1,816	1,900
Atlanta University	Private	1,056	1,025	978
Clark College	Private	1,003	1,072	1,085
Fort Valley State College	Public	2,102	2,247	2,338



State and Institution	Control	All Students, Graduate and Undergraduate Full-Time and Part-Time, Both Sexes		
		1968 ^{1/}	1969 ^{1/}	1970 ^{2/}
(Georgia Continued)				
Interdenominational Theological Center	Private	113	142	151
Morehouse College	Private	1,035	978	1,017
Morris Brown College	Private	1,372	1,420	1,456
Paine College	Private	713	656	672
Savannah State College	Public	1,931	2,485	2,747
Spelman College	Private	945	976	967
State Total		11,905	12,817	13,311
Kentucky				
Kentucky State College	Public	1,606	1,620	1,754
Simmons University	Private	105	105	115
State Total		1,711	1,725	1,869
Louisiana				
Dillard University	Private	910	922	968
Grambling College	Public	3,735	3,699	3,700
Southern University (all campuses)	Public	9,978	9,222	10,322
Xavier University	Private	1,362	1,482	1,422
State Total		15,985	15,325	16,412
Maryland				
Bowie State College	Public	1,328	1,609	2,259
Coppin State College	Public	1,125	1,573	1,759
U. of Md., Eastern Shore	Public	717	775	776
Morgan State College	Public	4,391	4,578	5,106
State Total		7,561	8,535	9,900
Mississippi				
Alcorn A & M College	Public	2,305	2,421	2,520
Jackson State College	Public	3,672	4,541	4,505
Miss. Industrial College	Private	320	424	336
Miss. Valley State College	Public	2,497	2,282	2,005
Rust College	Private	613	610	724
Tougaloo College	Private	714	513	736
State Total		10,121	10,791	10,826
Missouri				
Lincoln University	Public	2,227	2,238	2,445
State Total		2,227	2,238	2,445



State and Institution	Control	All Students, Graduate and Undergraduate Full-Time and Part-Time, Both Sexes		
		1968 ^{1/}	1969 ^{1/}	1970 ^{2/}
North Carolina				
Barber-Scotia College	Private	609	560	537
Bennett College	Private	684	627	572
Elizabeth City State U.	Public	1,009	1,039	1,103
Fayetteville State University	Public	1,243	1,137	1,419
Johnson C. Smith University	Private	1,339	1,244	1,137
Livingstone College	Private	836	809	720
N.C. A & T State University	Public	3,844	3,714	3,797
N.C. Central University	Public	3,042	3,290	3,525
St. Augustine's College	Private	1,040	1,109	1,118
Shaw University	Private	1,085	1,193	1,154
Winston-Salem State U.	Public	1,297	1,346	1,401
State Total		16,028	16,068	16,483
Ohio				
Central State University	Public	2,626	2,567	2,565
Wilberforce University	Private	1,043	1,003	1,182
State Total		3,669	3,570	3,747
Oklahoma				
Langston University	Public	1,324	1,224	1,109
State Total		1,324	1,224	1,109
Pennsylvania				
Cheyney State College	Public	1,985	2,012	2,071
Lincoln University	Private	1,002	1,130	1,027
State Total		2,987	3,142	3,098
South Carolina				
Allen University	Private	699	600	559
Benedict College	Private	1,254	1,254	1,408
Claflin College	Private	731	708	775
Morris College	Private	580	534	592
S.C. State College	Public	2,081	2,191	2,148
Voorhees College	Private	725	715	624
State Total		6,070	6,002	6,106
Tennessee				
Fisk University	Private	1,161	1,233	1,270
Knoxville College	Private	888	918	1,301
Lane College	Private	1,102	976	946
LeMoyne-Owen College	Private	695	703	687
Meharry Medical College	Private	434	487	531
Tennessee State University	Public	4,536	4,543	5,404
State Total		8,816	8,860	10,139



State and Institution	Control	All Students, Graduate and Undergraduate Full-Time and Part-Time, Both Sexes		
		1968 ^{1/}	1969 ^{1/}	1970 ^{2/}
Texas				
Bishop College	Private	1,775	1,940	1,732
Huston-Tillotson College	Private	832	641	664
Jarvis Christian College	Private	551	550	707
Paul Quinn College	Private	633	584	455
Prairie View A & M College	Public	4,030	4,325	4,087
Texas College	Private	479	437	534
Texas Southern University	Public	4,513	4,754	5,452
Wiley College	Private	725	468	502
State Total		13,538	13,699	14,133
Virginia				
Hampton Institute	Private	2,670	2,094	2,768
Norfolk State College	Public	4,400	4,644	5,202
St. Paul's College	Private	454	537	449
Virginia Seminary & College	Private	115	64	102
Virginia State College	Public	2,975	3,085	2,948
Virginia Union University	Private	1,312	1,371	1,402
State Total		11,926	11,795	12,871
West Virginia				
W. Virginia State College	Public	3,074	3,710	3,710
State Total		3,074	3,710	3,710
Continental U.S. Totals		153,642	158,523	168,087
Gain over Preceding Year			4,881	9,564
Percentage Gain			3.17%	6.03%

^{1/} Data from "HEGIS": Higher Education General Information Survey of the National Center for Educational Statistics in the U.S. Office of Education

^{2/} Data supplied, in part, by the Office for the Advancement of Public Negro Colleges, Atlanta, Georgia, by the United Negro College Fund, New York City, and by the National Center for Educational Statistics' "Advance Report" on "Opening Fall Enrollment in Higher Education, 1970." All these data are preliminary and subject to revision.

Note: According to the "integration factor", which can be established from a special reweighted computer study by the American Council on Education of its Autumn, 1969, Survey of entering freshmen (first-time, full-time, non-transfer, both sexes), at least 94.7% of these Black college students are Black. For 1970, this would mean at least 159,178 of these 168,087 baccalaureate candidates are Black. Other percentages: 4.4% "White/Caucasian"; 0.3% "American Indian"; 0.1% "Oriental"; 0.5% "Other". The sample of Black colleges used, with 1968 enrollments, is contained in these Appendices. The American Council on Education studies, by Alan E. Bayer and Robert F. Boruch, showed for counterpart predominantly white B.A. institutions a 2.9% Black enrollment in 1968 and 3.49% Blacks among 1969 freshmen.

ENROLLMENT TRENDS
In Traditionally Black Two-Year Colleges
(Publicly Supported Institutions Are Asterisked: *)

Institution and State	All Students		
	1968	1969	1970
Alabama Lutheran Academy & College	34	35	NA
Butler College (Texas)	56	58	NA
Clinton College (S.C.)	167	192	NA
*Coahoma Junior College (Miss.)	908	920	907
Friendship Junior College (S.C.)	267	203	250
Kittrell College (N.C.)	316	334	380
Lomax Hannon College (Ala.)	NA	NA	NA
Mary Allen Junior College (Texas)	80	80	NA
Mary Holmes Junior College (Miss.)	385	431	467
*Mobile State Junior College (Ala.)	906	895	1,139
Morristown College (Tenn.)	172	155	233
Natchez Junior College (Miss.)	157	180	130
Piney Woods Country Life School (Miss.)	50	75	NA
Prentiss Normal & Industrial (Miss.)	427	401	354
*St. Phillips College (Texas)	1,849	1,849	2,218
Saints Junior College (Miss.)	61	164	153
Selma University (Ala.)	365	374	380
Shorter College (Ark.)	267	322	265
Southwestern Christian (Texas)	176	206	230
*T.A. Lawson Junior College (Ala.)	752	826	1,205
*T.J. Harris Junior College (Miss.)	429	453	1/
*Utica Junior College (Miss.)	730	783	752
*Washington Technical Institute (D.C.)	1,178	3,880	2,083
Total (Incomplete)	9,732	12,816	11,146 ^{2/}

^{1/} T.J. Harris, a public institution in Mississippi, merged with Meridian Junior College in January 1970. Total 1970 enrollment, Meridian: 1,571.

^{2/} For the 16 schools in which 1970 enrollments is stated, the 1969 figure was 11,923, not including T.J. Harris.

Source: Advance Reports on Opening Fall Enrollment in Higher Education, 1970, National Center for Educational Statistics, U.S. Office of Education. Preliminary data subject to revision.

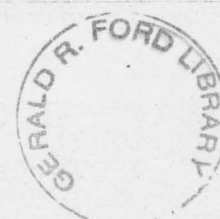


TABLE B
Land-Grant Colleges and Universities
Undergraduate Enrollment
Comparison of Institutions Reporting in Both 1968 and 1969

	1968			1969			
	Total	Black	Percent black	Total	Black	Percent black	Black gain
<u>Predominantly white</u>							
South	340,401	4,834	1.42	339,689	5,893	1.73	1,059
East	169,070	3,106	1.83	193,712	5,048	2.61	1,942
Midwest	319,462	9,651	3.02	368,386	12,805	3.47	3,154
West	276,329	3,704	1.34	284,290	5,231	1.84	1,527
Subtotal	1,105,262	21,295	1.92	1,186,077	28,997	2.44	7,682
<u>Predominantly black^{1/}</u>							
	44,803	42,810	95.55	45,101	42,875	95.06	65
Total	1,150,065	64,105	5.57	1,231,178	71,872	5.83	7,747
<u>Addendum</u>							
Federal City College (D.C.) ^{1/}	--	--	--	3,247	3,085	95.01	3,085
Subtotal				1,234,425	74,957	6.07	10,832

Source: State Universities and Black Americans by John Egerton (May 1969) for 1968.

1969 data from National Association of State Universities and Land-Grant Colleges.

NOTE: This table consolidates total undergraduate enrollments reported by land-grant institutions in a survey conducted by John Egerton in 1968 and repeated by the National Association of State Universities and Land-Grant Colleges in 1969. In each year, the institutions were asked to report full-time enrollments. Interpretations apparently varied, covering a range from total undergraduate enrollment, through formal single-student "full-time" enrollments, ("full-time" perhaps defined as 75% of a normal full-time course-load) to so-called "full-time equivalent" enrollments. The HEGIS method of calculating full-time equivalent enrollment is to add one third of the "part-time" enrollment to the "full-time" enrollment. In other patterns, total course registrations are sometimes divided by an assumed single-student full-course load (e.g., 16 hours of instruction) to obtain a constructed figure, useful for purposes of comparison, but not equal either to number of total students or to number of "full-time" individual students.

^{1/} Although the institution was discussed by Egerton in his 1968 study, no totals were given for Federal City College, the District of Columbia's new land-grant institution, which opened in 1968. Final undergraduate enrollments in the range of 15,000 to 20,000 have been projected for this institution although current funding is below initially requested levels.

TABLE C

REPORTED ENROLLMENTS, FALL 1968 and FALL 1969, IN 17 ORIGINALLY
ALL-NEGRO STATE UNIVERSITIES AND LAND-GRANT COLLEGES
IN 16 SOUTHERN AND BORDER STATES

Name of Institution	Undergraduate Students			
	1968	(See Note)	1969	
	Total	Number of non-blacks	Total	Number of non-blacks
<u>Southern States</u>				
Alabama A&M University	1,930	6	1,817	7
Arkansas AM&N College	3,445	13	3,463	42
Florida A&M University	3,367	7	3,515	28
Fort Valley (Ga.) State College	1,963	1	2,053	2
Southern (La.) University	6,814	5	6,678	0
Alcorn (Miss.) A&M College	2,322	4	2,421	2
North Carolina A&T College	3,390	2	3,492	29
South Carolina State College	1,602	0	1,722	1
Tennessee State University	4,372	6	4,055	15
Prairie View (Tex.) A&M College	3,576	30	3,733	31
Texas Southern University	3,330	12	3,406	19
Virginia State College	2,104	50	2,150	47
Total	38,215 ¹	136 (0.3%)	38,505 ²	223 (.58%)
<u>Border States</u>				
Delaware State College	906	206	1,092	250
Kentucky State College	1,610	559	1,620	560
Maryland State College	717	83	647	63
Lincoln (Mo.) University	2,019	968	2,012	1,012
Langston (Okla.) University	1,336	41	1,225	118
Total	6,588 ³	1,857 (28.2%)	6,596 ⁴	2,003 (30.37%)
Grand Total, Southern and Border States	44,803 ⁵	1,993 (4.4%)	45,101 ⁶	2,226 (4.94%)

Source: State Universities and Black Americans by John Egerton (May 1969) for 1968 data.

1969 data from National Association of State Universities and Land-Grant Colleges.



TABLE D

REPORTED ENROLLMENTS, FALL 1968 AND FALL 1969, IN 28 PREDOMINANTLY WHITE STATE
UNIVERSITIES AND LAND-GRANT COLLEGES IN 17 SOUTHERN AND BORDER STATES

Name of institution	Full-time Undergraduate Students			
	1968		1969	
	Total	Number of blacks	Total	Number of blacks
Auburn University	11,407	33	11,899	50
University of Alabama	12,570	283	10,312	175
University of Arkansas	9,426	124	9,672	133
University of Delaware	6,949	51	7,869	162
Florida State University	12,083	131	12,688	300
University of Florida	18,426	80	15,442	128
Georgia Institute of Technology	6,662	36	6,919	105
University of Georgia	14,360	72	13,481	125
University of Kentucky	11,512	102	12,888	88
Louisiana State University	19,294	828	20,193	875
University of Maryland	26,391	546	27,984	718
Mississippi State University	7,462	73	6,961	106
North Carolina State University	8,350	150	8,883	150
Oklahoma State University	13,580	225	14,871	237
University of Oklahoma	15,639	176	13,616	178
University of South Carolina	8,699	156	11,748	254
University of Tennessee	18,545	316	17,824	281
University of Houston	13,710	420	14,152	527
Texas A&M University	12,867	92	10,129	93
Texas Technological College	16,918	83	17,095	170
University of Texas	45,407	658	43,601	732
University of Virginia	9,301	30	11,047	82
Virginia Polytechnic Institute	9,213	61	9,799	72
West Virginia University	11,630	108	11,216	152
Total	340,401	4,834 (1.42%)	340,289	5,893 (1.73%)

Institutions not reporting
in 1969

University of Mississippi	5,575	59
University of Missouri	28,794	750
University of North Carolina	17,444	302
Clemson University	6,035	59

Source: State Universities and Black Americans by John Egerton (May 1969) for 1968 data.

1969 data from National Association of State Universities and Land-Grant Colleges.

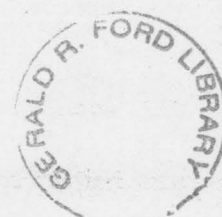


TABLE E

REPORTED ENROLLMENTS, FALL 1968 AND FALL 1969, IN 11 STATE
UNIVERSITIES AND LAND-GRANT COLLEGES IN 9 EASTERN STATES

Name of institution	Undergraduate Students			
	1968		1969	
	Total	Number of blacks	Total	Number of blacks
University of Connecticut	9,821	167	13,786	370
University of Maine	8,237	12	9,054	21
Massachusetts Institute of Technology	3,907	28	4,002	73
University of Massachusetts	16,296	336	18,511	560
University of New Hampshire	6,000	45	6,841	38
Cornell University	10,019	233	10,051	300
State University of New York	68,742	1,439	78,849	2,142
Rutgers, The State University of New Jersey	13,826	413	16,191	878
Pennsylvania State University	21,187	375	22,661	580
University of Rhode Island	6,339	51	7,021	73
University of Vermont	4,696	7	6,745	13
Total	169,070	3,106 (1.83%)	193,712	5,048 (2.6%)

Source: State Universities and Black Americans by John Egerton (May 1969) for 1968.

1969 data from National Association of State Universities and Land-Grant Colleges.

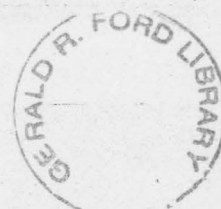


TABLE F

REPORTED ENROLLMENTS, FALL 1968 AND FALL 1969, IN 15 STATE UNIVERSITIES
AND LAND-GRANT COLLEGES IN 7 MIDWESTERN STATES

Name of institution	undergraduate students			
	1968		1969	
	Total	Number of blacks	Total	Number of blacks
University of Illinois ^{1/}	35,714	1,553	37,914	1,859
Southern Illinois University	27,132	1,688	26,720	1,869
Indiana University	27,364	750	31,265	1,233
Purdue University (Indiana)	22,971	390	23,858	467
Iowa State University	14,758	69	15,258	104
University of Iowa	13,183	84	13,745	155
Michigan State University	32,758	966	40,820	1,323
University of Michigan	20,148	546	23,440	709
Wayne State University (Michigan)	15,811	1,500	16,702	1,925
University of Minnesota	34,146	189	50,415	312
Kent State University (Ohio)	16,014	481	21,198	579
Miami University of Ohio	11,149	89	11,679	201
Ohio University	15,480	619	16,205	1,000
University of Wisconsin	32,834	727	39,167	1,069
Total	319,462	9,651 (3.02%)	368,386	12,805 (3.47%)
<u>Institutions not reporting in 1969</u>				
Ohio State University	29,516	767		

1/ Urbana campus only.

Source: State Universities and Black Americans by John Egerton (May 1969) for 1968.

1969 data from National Association of State Universities and Land-Grant Colleges.

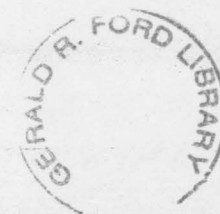


TABLE G

REPORTED ENROLLMENTS, FALL 1968 AND FALL 1969, IN 26 STATE UNIVERSITIES AND LAND-GRANT COLLEGES IN 16 WESTERN STATES

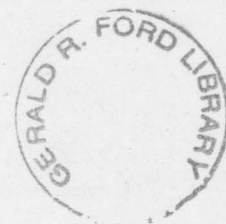
Name of institution	Undergraduate Students			
	1968		1969	
	Total	Number of blacks	Total	Number of blacks
University of Alaska	1,617	21	1,540	28
Arizona State University	14,818	141	15,783	228
University of Arizona	14,786	152	15,393	195
University of California	65,000	1,500	71,066	2,465
Colorado State University	12,789	91	12,888	190
University of Colorado	15,431	208	14,385	160
University of Idaho	5,724	12	5,079	12
University of Kansas	13,671	315	14,619	500
Montana State University	6,679	7	6,837	10
University of Montana	6,645	21	6,961	45
University of Nebraska	19,944	419	14,803	271
University of Nevada	4,335	49	8,535	61
New Mexico State University	6,354	80	5,837	131
North Dakota State University	5,388	6	5,752	7
University of North Dakota	7,927	25	6,485	15
Oregon State University	12,531	61	13,069	51
South Dakota State University	5,215	0	5,346	1
University of South Dakota	3,512	8	3,711	5
University of Utah	10,000	40	9,083	44
Utah State University	6,796	30	6,506	33
University of Washington	20,344	399	21,173	627
Washington State University	10,511	86	11,627	125
University of Wyoming	6,312	33	6,812	58
Total	276,329	3,704 (1.34%)	283,290	5,262 (1.86%)

Institutions not reporting
in 1969

Kansas State University	10,705	157
University of New Mexico	9,181	96
University of Oregon	9,870	145

Source: State Universities and Black Americans by John Egerton (May 1969) for 1968.

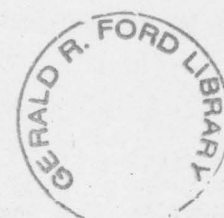
1969 data from National Association of State Universities and Land-Grant Colleges.



White Land Grant Institutions Reporting Half
or More of Their Black Enrollment as Freshmen, 1969

<u>Universities</u>	<u>Freshmen</u>	<u>Other</u>
Auburn University	26	24
University of Arizona	100	95
University of Colorado	135	25
University of Delaware	85	77
Indiana University	650	583
Purdue University	291	176
University of Kentucky	55	33
M. I. T.	52	21
University of Massachusetts	285	275
Mississippi State University	57	49
University of Nevada	32	29
University of New Hampshire	23	15
State University of New York	1,157	985
Kent State University	350	229
Oregon State University	34 est.	17 est.
University of Tennessee	148	133
University of Utah	25	19
University of Vermont	8	5
University of Virginia	47	31
Washington State University	70 est.	46
University of Wyoming	31	27
South Dakota State University	1	0

Source: National Association of State Universities and Land Grant Colleges - unpublished data, 1969.



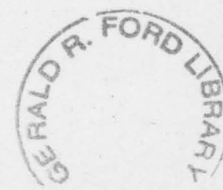
Six-Year Change In Black College Enrollment
By State

	Fall 1963	Fall 1969
Alabama	7,500	12,551
Arkansas	3,065	4,499
Delaware	563	1,300
District of Columbia	7,747	19,044
Florida	7,182	7,959
Georgia	7,508	12,817
Kentucky	1,002	1,725
Louisiana	10,434	15,325
Maryland	3,976	8,535
Mississippi	8,621	14,198
Missouri	1,483	2,238
North Carolina	15,279	16,402
Ohio	2,378	3,570
Oklahoma	721	1,224
Pennsylvania	1,356	3,142
South Carolina	5,739	6,397
Tennessee	7,928	9,015
Texas	11,308	15,892
Virginia	7,361	11,795
West Virginia	3,245	3,710
Total	114,396	171,339

Sources: 1. For 1963, Appendix A, The Predominantly Negro Colleges and Universities in Transition by Earl J. McGrath.

2. For 1969, preliminary data from Higher Education General Information Survey, U. S. Office of Education.

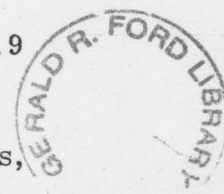
Note: Comparing institution for institution, the 1963 enrollment totals 106,775.



The 14 Leading States
By Percentage of Black Undergraduates
Compared to State's "Share" of U.S. Total

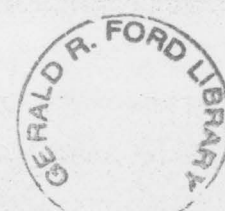
	College Enroll- ment in State (1)	Percent of Total U. S. Enrollment in College (2)	No. Blacks Enrolled in State's Colleges (3)	Percent of U. S. Total Black En- rollment (4)
Alabama	73,759	1.5	13,207	4.6
Arkansas	40,352	0.8	5,005	1.7
Delaware	9,637	0.2	910	0.3
D. C.	27,061	0.6	8,051	2.8
Florida	150,012	3.1	12,017	4.2
Georgia	87,910	1.8	12,020	4.2
Illinois	239,700	5.0	17,692	6.2
Louisiana	86,749	1.8	17,545	6.1
Maryland	75,548	1.6	8,427	2.9
Mississippi	50,280	1.0	14,054	4.9
North Carolina	110,134	2.3	16,175	5.6
South Carolina	45,213	0.9	5,411	1.9
Tennessee	91,596	1.9	11,071	3.9
Texas	284,801	5.9	21,291	7.4
Virginia	81,965	1.7	11,219	3.9

Sources: "Undergraduate Enrollment By Ethnic Group in Federally Funded Institutions of Higher Education, Fall 1968, " Office for Civil Rights, HEW, OCR-201-69. Table II and III, for collegiate data. Cited as OCR hereafter.



The 14 Leading States
In Percentage of Black Collegians
With Public School Data

	No. Black School Children in State	Percent Black of Children in Schools	No. Blacks Enrolled in State's Colleges	Percent Black of State College Enrollment
Alabama	269,248	34.9	13,207	17.9
Arkansas	106,533	25.6	5,005	12.4
Delaware	24,016	19.4	910	9.4
D. C.	139,006	93.5	8,051	29.8
Florida	311,491	23.2	12,017	8.0
Georgia	314,918	31.5	12,020	13.7
Illinois	406,351	18.0	17,692	7.4
Louisiana	317,268	38.8	17,545	20.2
Maryland	201,435	23.4	8,427	11.2
Mississippi	223,784	49.0	14,054	28.0
North Carolina	352,151	29.4	16,175	14.7
South Carolina	238,036	39.4	5,411	12.0
Tennessee	184,692	20.8	11,071	12.1
Texas	379,813	15.1	21,291	7.5
Virginia	245,026	23.4	11,219	13.7



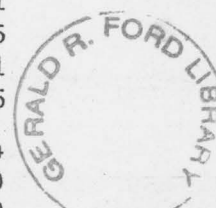
NEGRO PUPILS BY STATE
1968 Elementary and Secondary School Survey

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State	Total Number of Students	Total Number of Negro Students	Percent of Total Students Negro
Alabama	770,523	269,248	34.9
Alaska	71,797	2,119	3.0
Arizona	366,459	15,783	4.3
Arkansas	415,613	106,533	25.6
California	4,477,381	387,978	8.7
Colorado	519,092	17,797	3.4
Connecticut	632,361	52,550	8.3
Delaware	123,863	24,016	19.4
District of Columbia	148,725	139,006	93.5
Florida	1,340,665	311,491	23.2
Georgia	1,001,245	314,918	31.5
Idaho	174,472	415	.2
Illinois	2,252,321	406,351	18.0
Indiana	1,210,539	106,178	8.8
Iowa	651,705	9,567	1.5
Kansas	518,733	30,834	5.9
Kentucky	695,611	63,996	9.2
Louisiana	817,000	317,268	38.8
Maine	220,336	1,429	.6
Maryland	859,440	201,435	23.4
Massachusetts	1,097,221	46,675	4.3
Michigan	2,073,369	275,878	13.3
Minnesota	856,506	9,010	1.1
Mississippi	456,532	223,784	49.0
Missouri	954,596	138,412	14.5
Montana	127,059	102	.1
Nebraska	266,342	12,340	4.6
Nevada	119,180	9,189	7.7
New Hampshire	132,212	537	.4
New Jersey	1,401,925	208,481	14.9
New Mexico	271,040	5,658	2.1
New York	3,364,090	473,253	14.1
North Carolina	1,199,481	352,151	29.4
North Dakota	115,995	458	.4
Ohio	2,400,296	287,440	12.0
Oklahoma	543,501	48,861	9.0
Oregon	455,141	7,413	1.6
Pennsylvania	2,296,011	268,514	11.7
Rhode Island	172,264	8,047	4.7
South Carolina	603,542	238,036	39.4
South Dakota	146,407	384	.3
Tennessee	887,469	184,692	20.8
Texas	2,510,358	379,813	15.1
Utah	303,152	1,486	.5
Vermont	73,570	90	.1
Virginia	1,041,057	245,026	23.5
Washington	791,260	19,145	2.4
West Virginia	404,582	20,431	5.0
Wisconsin	942,441	37,289	4.0
Wyoming	79,091	665	.8
Continental United States	43,353,567	6,282,173	14.5

Source: HEW Office for Civil Rights

Data Release: Jan. 4, 1970, Table 1-A



ACE Study of Entering Freshmen
Full-Time, First-Time, Non-Transfer Students

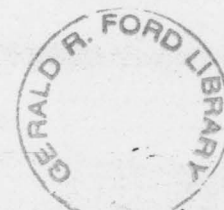
	1969			Total gain over 1968 enrollments	
	Total	Percent black	Number black	all races	Black gain
Predominantly white B.A. institutions	1,013,424	3.34	34,939	27,058	6,045
Predominantly black B.A. institutions	39,465	94.7*	37,373	834	1,302
Subtotal B.A. institutions	1,052,889	6.86	72,312	27,892	7,347
All two-year colleges (white and black)	584,942	3.8	22,228	139,512	3,175
All institutions, B.A. and two-year, including predominantly black	1,637,831	5.8	94,540	167,404	10,482

***** Same Data Arranged by Kind of Baccalaureate Institutions*****

All four-year colleges (white and black)	598,585	9.5	56,866	7,901	5,422
All universities (white and black)	454,394	3.4	15,446	19,991	1,925

*/ Remaining students: 4.4% "White/Caucasian"; .3% "American Indian"; .1% "Oriental"; .5% "Other."

Source: Special reweighted computer run on 1969 sample of entering freshmen by Alan E. Bayer and Robert F. Boruch, American Council on Education ("ACE").



The Sample Used in Calculating ACE Freshmen Norms

FULL-TIME UNDERGRADUATES 1968

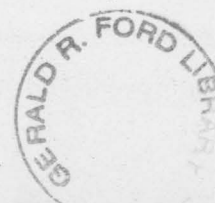
Name of Institution	Total	No. of Blacks	No. of Non-blacks	% Non-blacks
Alabama A&M College	1,930	1,924	6	.31
Arkansas AM&N College	3,252	3,245	7	.21
Bowie (Md.) State College	719	657	62	8.62
Delaware State College	889	707	182	20.47
Dillard (La.) University*	910	910	0	-
Fisk (Tenn.) University	1,124	1,107	17	1.51
Huston-Tillotson (Tex.) College	799	776	23	2.87
Johnson C. Smith (N.C.) University	1,339	1,328	11	.82
Kentucky State College*	1,610	1,056	554	34.40
Knoxville (Tenn.) College	889	881	8	.90
Lincoln (Mo.) University	2,137	1,060	1,007	50.40
Morehouse (Ga.) College	1,037	1,029	8	.77
Morris Brown (Ga.) College	1,372	1,369	3	.22
Philander Smith (Ark.) College*	593	572	21	3.54
Spellman (Ga.) College	945	926	19	2.01
Talladega (Ala.) College	579	574	5	.86
Virginia Union University	1,224	1,218	6	.49
Virginia State College	2,104	2,054	50	2.38
Winston-Salem (N.C.) State College	1,161	1,154	7	.60
Total	24,613	22,547	2,066	8.39

Source: Colleges identified in "The Black Student in American Colleges" by Alan E. Bayer and Robert F. Boruch, ACE Research Reports, Vol. 4, No. 2, 1969.

Ethnic enrollment data from "Undergraduate Enrollment by Ethnic Group in Federally Funded Institutions of Higher Education, Fall 1968 (HEW Office for Civil Rights)".

Asterisked items were not listed in the publication cited (which is numbered OCR-201-69) but were obtained from the Office for Civil Rights.

A reporting error on Kentucky State has been corrected. The Virginia State total includes the Petersburg campus only.



Number of Colleges Enrolling Black Freshmen, 1968

Percent of 1968 Entering Freshmen Who are Black	No. of Institutions in Sample Regis- tering this Pct.	Est. No. of Institu- tions in Population (Weighted Count)	Cumulative Percentage (Weighted)
Less than 0.1%	31	249	10.8
0.1% to 2.0%	145	911	50.4
2.1% to 4.0%	87	495	71.9
4.1% to 6.0%	39	220	81.4
6.1% to 8.0%	13	111	86.2
8.1% to 10.0%	3	25	87.3
10.1% to 15.0%	8	60	89.9
15.1% to 20.0%	9	92	93.9
20.1% to 30.0%	3	31	95.3
30.1% to 50.0%	1	16	96.0
50.1% to 70.0%	1	5	96.2
70.1% to 80.0%	1	5*	96.4
80.1% to 80.0%	2	11*	96.9
90.1% to 95.0%	2	9*	97.3
95.1% to 98.0%	7	35*	98.8
98.1% to 99.0%	4	19*	99.6
99.1% or more	2	9*	100.0
TOTAL	358	2303	

Source: The Black Student in American Colleges by Alan E. Bayer and Robert F. Boruch, Table 3, American Council on Education Research Reports:, Vol. 4, No. 2, Washington, 1969.

*/ These numbers include the traditionally black colleges.



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BLACK GAINS IN EDUCATION

Age Group 25-29 Both Sexes	Percentages		4 Years of High School or More	
	Less than 5 Years of School		White	Negro
	White	Negro		
In 1940	3.4	27.7	41.2	11.6
In 1950	3.3	16.8	56.3	22.2
In 1960*	2.2	7.2	63.7	38.6
In 1969	1.2	2.5	77.0	55.8

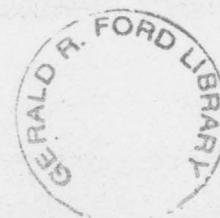
THE BLACK DEFICIT

Age Group 25-29 Both Sexes	Median School Years Completed		4 Years of College or More		Difference in College Degrees Per 100 Persons
	White	Negro	White	Negro	
In 1940	10.9	7.0	6.4%	1.6%	4.8
in 1950	12.2	8.6	8.3%	2.7%	5.6
In 1960*	12.3	10.8	11.8%	5.4%	6.4
In 1969	12.6	12.1	17.0%	6.7%	10.3

*/

The "Negro" figures for 1960 for 1960 include all non-whites.
About 92% of American non-whites are Negro.

Source: Educational Attainment (March 1969) Table A, Series P-20, No. 194,
February 19, 1970. U.S. Census Bureau, Department of Commerce.



Current Population Survey, October In 1968 And 1969
College Population Aged 16 to 34 Years
NEGROES ONLY
(In Thousands)

Level, Control, Age, Residence	Both Sexes			
	Negro Full-Time Enrollment			Percent Gain over 1968
	1968	1969	Gain (Loss: -)	
Total	338	401	63	18.64
Level				
College Year 1	138	148	10	7.25
College Year 2	80	99	19	23.75
College Year 3	59	76	17	28.81
College Year 4	47	63	16	34.04
College Year 5	5	7	2	40.00
College Year 6+	10	7	-7	-30.00
Control				
Public	275	299	24	8.73
Private	63	102	39	61.90
Age				
16 and 17	16	18	2	12.50
18 and 19	168	186	18	10.71
20 and 21	97	129	32	32.99
22 to 24	36	45	9	25.00
25 to 29	11	14	3	27.27
30 to 34	9	8	-1	-11.11
Residence				
Central City	174	207	33	18.97
Outside Central City	71	82	11	15.49
Nonmetropolitan	92	111	19	20.65

Source: Education and Social Stratification Branch,

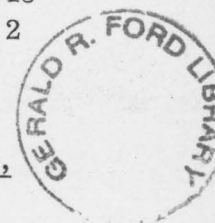
Bureau of the Census, U. S. Department of Commerce.
(Unpublished data).



POPULATION BY AGE AND SEX, 1969

(In thousands. Five-quarters average centered on January 1969)

	Negro	White	Total both groups	Percent Negro
<u>Male</u>				
All ages	10,660	85,189	95,849	11.12
Under 14 years	3,987	23,954	27,941	14.27
Under 5 years	1,435	7,665	9,100	15.77
5 to 13 years	2,552	16,289	18,841	13.54
14 to 15 years	510	3,411	3,921	13.01
16 to 19 years	869	6,065	6,934	12.53
20 to 24 years	766	5,863	6,629	11.56
25 to 34 years	1,189	10,393	11,582	10.27
35 to 44 years	1,065	10,155	11,220	9.49
45 to 64 years	1,658	17,788	19,446	8.53
65 years and over	618	7,560	8,178	7.56
Median age	19.8	28.2		
<u>Female</u>				
All ages	11,671	90,123	101,794	11.47
Under 14 years	3,964	22,944	26,908	14.73
Under 5 years	1,427	7,342	8,769	16.27
5 to 13 years	2,537	15,602	18,139	13.99
14 to 15 years	498	3,309	3,807	13.08
16 to 19 years	924	6,146	7,070	13.07
20 to 24 years	916	6,981	7,897	11.60
25 to 34 years	1,359	10,717	12,076	11.25
35 to 44 years	1,279	10,526	11,805	10.83
45 to 64 years	1,936	19,280	21,216	9.13
65 years and over	794	10,218	11,012	7.2
Median age	22.4	30.3		

Source: The Social and Economic Status of Negroes in the United States, 1969,Bureau of Labor Statistics Report No. 375, Census No. 29 in Series P-237
Current Population Reports, Washington, 1969. Page 11. (with new calculations).

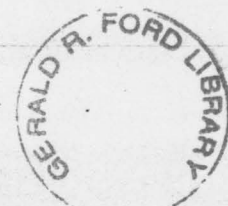
PUBLICLY CONTROLLED COLLEGE COSTS

(Estimated average expenditure per full-time equivalent student in 4-year colleges and universities: U.S. Average and Black Colleges, 1967-68)

Purpose of Expenditure	U.S. Average All 4-Year Colleges	U.S. Average Universities	4-Year General Average Including Universities	Black 4-Year Colleges Only
Total current-fund expenditures (Including auxiliary enterprises)	\$2,112	\$3,970	\$3,138	\$2,014
Educational and general.....	1,628	3,266	2,538	1,455
Instruction.....	864	1,118	995	750
Libraries.....	82	97	90	76
Operation and maintenance.....	194	227	210	208
General administration.....	256	274	262	237
Organized activities.....	72	224	158	31
Organized research.....	58	847	507	19
Other sponsored programs.....	42	140	97	95
All other educational and general	62	339	219	40
Student aid.....	63	130	100	63
Capital outlay.....	760	930	854	525
Book value of plant assets.....	5,251	7,321	6,394	5,268

Estimated 1967-68 data obtained by application of assumed annual increase applied to 1966-67 dollar amounts divided by full-time equivalent enrollment for 1967-68. The total full-time equivalent enrollment, public 4-year colleges and universities, was 2,872,691. It was obtained by adding to the number of full-time students in these institutions one third of their part-time students. The total current-fund expenditures for the 4-year public colleges and universities was \$9,014,683,000 for all institutions.

Source: Special Study by National Center for Educational Statistics, U.S. Office of Education.



PRIVATELY CONTROLLED COLLEGE COSTS

(Estimated average expenditure per full-time equivalent student in 4-year colleges and universities: U.S. Average and Black Colleges, 1967-68)

Purpose of Expenditure	U.S. Average All 4-Year Colleges	U.S. Average Universities	4-Year General Average Including Universities	Black 4-Year Colleges Only
Total current-fund expenditures (Including auxiliary enterprises)	\$2,693	\$6,380	\$4,029	\$2,833
Educational and general.....	1,955	5,282	3,149	1,937
Instruction.....	755	1,567	1,057	765
Libraries.....	83	171	116	80
Operation & maintenance.....	204	341	258	211
General administration.....	418	523	472	426
Organized activities.....	57	322	147	32
Organized research.....	337	2,036	912	36
Other sponsored programs.....	31	178	81	227
All other educational and general	70	143	97	159
Student aid.....	150	379	232	281
Capital outlay.....	741	1,088	847	774
Book value of plant assets.....	7,159	9,381	7,920	5,075

Estimated 1967-68 data obtained by application of assumed annual increase applied to 1966-67 dollar amounts divided by full-time equivalent enrollment for 1967-68. The total full-time equivalent enrollment in private 4-year colleges and universities was 1,606,792. The same method that was used to derive the full-time equivalent students in public colleges was employed to derive those in private colleges. The total current-fund expenditures for the 4-year private colleges and universities was \$6,473,689,000.

Source: Special Study by National Center for Educational Statistics, U.S. Office of Education.



The "Mobile Manifesto"

July 18, 1969

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

Mr. President:

I am writing as Chairman of the group of twenty college presidents who were present at the Invitational Conference of College Presidents, July 15-17, 1969 in Mobile, Alabama.

The enclosed resolution represents a general statement of their concerns not only about the specific programs for training personnel in education, but their general participation both in the policy planning and program implementation of federal higher education programs.

We would welcome any future occasion which you might provide for us to discuss these concerns with you directly.

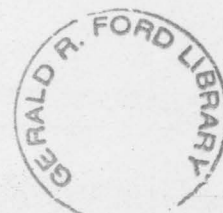
Respectfully yours,

Herman H. Long
Chairman
Committee of Twenty
College Presidents

President
Talladega College

Enclosure

cc: Mr. Robert Finch
Mr. James Allen
Mr. James Farmer
Honorable Ralph Yarborough
Honorable Carl Perkins



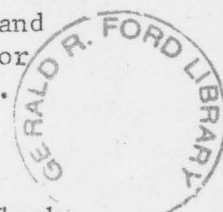
RESOLUTION BY THE COMMITTEE OF TWENTY COLLEGE PRESIDENTS
July 17, 1969

The Department of Health, Education, and Welfare, through the Office of Education, invited Black College Presidents here to inform us of their programs and priorities in Educational Personnel Development. A concomitant purpose of the conference was to receive feedback from the presidents about these programs.

We, the Black College Presidents, appreciate the opportunity to be briefed on such programs. We are indeed grateful to the planners for the efforts put forth in inviting us here and making their staff available to us.

We wish, however, to express some of our grave concerns about what we have heard here.

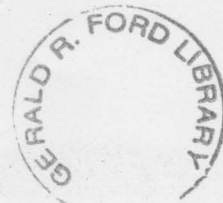
1. We are appalled and outraged at the inadequate understanding of our problems and at the weakness of the proposed solutions to some of our most pressing problems in the existing legislation and the implementation of the legislation.
2. This conference reinforces our conviction that the objectives and programs of the Black Colleges are not sufficiently understood or appreciated by decision makers and program planners in the U. S. Office of Education and the Congress.
3. We are faced with crises in increased demands for relevance and enrichment of our educational programs for greater numbers of Black students. Yet, the national programs amounting to tens of millions of dollars are conceived and operated in a way that does not result in our benefiting from them commensurate with our enrollment of over one half of all Black undergraduates in college in America.
4. This conference has reconfirmed our grave responsibility to see that national priorities in higher education are consistent with our needs. The experience here makes it mandatory that the presidents assert stronger leadership to assure greater accountability of the Office of Education to the particular demands of Black Colleges and Universities.
5. Despite our historic and our future commitments to and involvement in the education of the disadvantaged, our institutions have been notoriously bypassed in the allocations of funds for the education of the disadvantaged. The larger portion of money for such programs, by far, continues to be diverted to white institutions that have no history of significant enrollment and hence no deep understanding of and appreciation for the problems of the disadvantaged minority student. In fact, a major use to which these funds are put by these white colleges and universities is to lure away creative Black teachers and administrators from our campuses to implement their newly funded programs.



-2-

6. The critical position in which the Black Colleges and Universities find themselves because of the circumstances set forth above, makes it necessary that we exert every human effort to stop the blatant omission of these institutions from the decision making about and implementation of programs which affect our destiny. We are presented with too many fait accomplis designed without our involvement ostensibly to help our institutions.

Therefore, we are resolved, in the near future, to take up at the highest levels of the national government, the issues of increased funding of programs in Black Colleges and their full participation in the policy making and program development in higher education.



Committee of Twenty College Presidents

Dr. Herman Branson
President
Central State University
Wilberforce, Ohio

Dr. Lyman B. Brooks
President
Norfolk State College
Norfolk, Virginia

Dr. M. K. Curry, Jr.
President
Bishop College
Dallas, Texas

Dr. Lawrence A. Davis
President
Arkansas A. M. & N. College
Pine Bluff, Arkansas

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

Dr. L. H. Foster
President
Tuskegee Institute
Tuskegee, Alabama

Dr. Norman C. Francis
President
Xavier University
New Orleans, Louisiana

Dr. James W. Hairston
President
Allen University
Columbia, South Carolina

Dr. William H. Hale
President
Langston University
Langston, Oklahoma

Dr. Vivian Henderson
President
Clark College
Atlanta, Georgia

Dr. James Lawson
President
Fisk University
Nashville, Tennessee

Dr. Herman H. Long (Chairman)
President
Talladega College
Talladega, Alabama

Dr. John Middleton
President
Morris Brown College
Atlanta, Georgia

Dr. Parlett Morre
President
Coppin State College
Baltimore, Maryland

Dr. Samuel L. Myers
President
Bowie State College
Bowie, Maryland

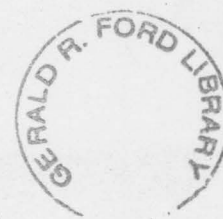
Dr. J. O. Perpener
President
Jarvis Christian College
Hawkins, Texas

Dr. Prezell Robinson
President
St. Augustines College
Raleigh, North Carolina

Dr. Granville Sawyer
President
Texas Southern University
Houston, Texas

Dr. Alvin Thomas
President
Prairie View A. & M. College
Prairie View, Texas

Dr. Marvin Wachman
President
Lincoln University
Lincoln University, Pennsylvania



The Administration's Response

August 25, 1969

Dear Dr. Long:

The President has requested me to convey his appreciation for your letter of July 18 and the accompanying resolution adopted by the Committee of Twenty College Presidents on July 17, 1969. The President has also asked me to reply to your concerns expressed in both these documents.

The Office of Education convened the Mobile meeting to inform the presidents of these black institutions concerning its educational personnel development programs, and in part to learn how the Office might appropriately respond to their present and future needs. Their response was pointed and emphatic.

Nonetheless, I am aware that all too frequently the Federal Government has not been mindful of the changing requirements of these schools, nor has it invited them at all times to participate in the planning for higher education programs.

To alleviate this, the Federal Interagency Committee on Education (FICE), prior to the Mobile meeting and representing the total educational concern of all Federal departments and agencies, scheduled visits to a selected number of traditionally Negro schools. The Committee hoped to learn fully from their presidents, administrative officers, and faculty not only the significant accomplishments of these colleges, but also the wide range of their needs and hopes. At the conclusion of these visits, FICE will recommend to this Administration what can and should be done to strengthen these schools and to provide them with whatever Federal support is possible.

What I hope can come from this will be a plan for action. Such a plan should entail a working group from the black colleges



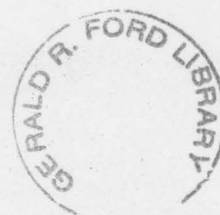
prepared to develop strategy with all Federal agencies for better communication and, I trust, the means for increasing the flow of Federal funds to meet the pressing needs of this vital group of American colleges.

Sincerely,

/s/ Robert H. Finch

Secretary

Dr. Herman H. Long
President
Talladega College
Talladega, Alabama 35160



TWENTY-EIGHT FACTORS CONTRIBUTING TO
DISCONTENT AMONG BLACK COLLEGE LEADERS



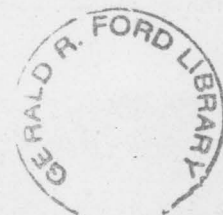
(Precis of Remarks by Samuel L. Myers, Ph.D., President of Bowie State College in Bowie, Maryland, at a general meeting of the Federal Inter-agency Committee on Education on September 17, 1969.)

1. During the past century when white institutions excluded blacks, black colleges, with inadequate resources and at great sacrifice, commendably performed this function. Now that the necessity for training blacks is increasingly recognized, white colleges are being given the resources to do the job.
2. Black colleges resent being forced into a position to defend themselves as being second-rate. Given the paucity of resources with which they have worked in the past, their success has been phenomenal. Black colleges are increasingly taking the position that they need not be apologetic; rather they should be proud of their past accomplishments.
3. Black presidents see irony in the circular reasoning that black colleges are starved of resources; they thus become emaciated; they lack the strength, stamina, sophistication, and expertise to seek aggressively the nutrients of affluency. They are then condemned for being weak, emaciated institutions who are not considered worthy of being given additional resources. They are thus starved further.
4. Black colleges that continue to educate more black students than all of the predominantly white colleges put together, feel that they are a vibrant and indispensable part of the higher educational system of the nation. They are appalled that in the public image, shared even by some high officials in government, they are considered sick, dying institutions not worthy of support. Black institutions are appalled that their vitality and their vitalness to the nation are not recognized.
5. Black presidents are offended by the categorical generalization that all black colleges are second-rate. This is comparable to the stereotyping of an entire racial group as being inferior. The result, however, is that black colleges do not get the resources for which they apply; rather these resources go to white institutions. The inequity of resources going to black institutions, then, is considered a result, in part, of racism.
6. Because historically black colleges have had to develop programs to meet the needs of poorly prepared students, these colleges have developed considerable expertise in such areas as compensatory and remedial education and the counseling of weak students. Now that

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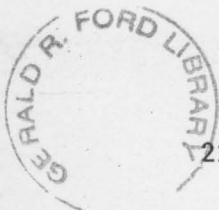
it is becoming popular to develop programs of these types, substantive funding for aid in these areas is going to white colleges who, in turn, are going to black colleges to learn the techniques. This, at least, is the view of black college leaders.

7. The massive aid going to white institutions enables them to drain off the best faculty and students from black colleges. This process further erodes the quality of black colleges.
8. The need for preserving and strengthening predominantly black colleges simply is not generally recognized. The educational task facing the United States is so enormous that all institutions of higher learning are needed to face the formidable task ahead.
9. Elimination of predominantly black colleges would not mean the absorption of those students by predominantly white colleges; it would, in effect, mean the denial of education to large numbers of students who now attend predominantly black colleges but who would not be absorbed by the predominantly white colleges.
10. Statistical analyses indicate that predominantly black colleges have not shared equitably in the distribution of federal funds.
11. Black colleges feel that there should be more funds available for higher education generally. There is the feeling that society should reexamine its priorities in the distribution of funds between educational and noneducational uses.
12. Black college leaders want more involvement. They want more involvement in reading proposals presented for federal funding; they want involvement in establishing the guidelines; they want involvement at the highest levels in determining the policies from which the guidelines flow; they want involvement in determining the scope of the legislation within which policies, guidelines and proposals are funded.
13. Black colleges feel that, at the present time, certain built-in criteria automatically exclude black colleges from federal grants that are available.
14. Current procedures in distributing federal funds to state and local governments automatically exclude black colleges or allow discriminatory treatment which, indirectly, excludes black colleges.
15. Black colleges feel that there is a need for the massive financing of support to these institutions. The cost would run into the billions in contrast to the pittance available now.
16. There is need for more noncategorical aid to black colleges.



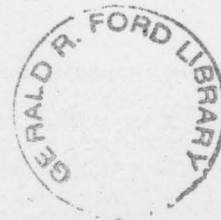
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17. As federal programs currently operate, some grants made to colleges actually impose, through the requirement of matching funds and the like, a greater burden than assistance to the colleges.
18. There is a critical need, as well as an opportunity, to bring actual appropriations that could help black colleges into closer agreement with authorizations. In brief, existing legislation provides an opportunity for strengthening black colleges, an opportunity that, at the present time, is now not effectively seized.
19. There should be a new formula developed to take into account the relatively greater cost and the relatively greater sacrifice involved in teaching disadvantaged students. This could take the form of a subsidy to colleges which would vary in proportion with the percentage of disadvantaged students the college admitted.
20. Many black colleges are apparently frustrated by the financial crisis they face. Revenues are dwindling. Costs are rising because of inflation and the necessity to meet the higher salaries that faculty and others could earn in more affluent institutions. Yet, higher student fees would price out of the market the very kinds of students whom society increasingly wishes to serve. Black colleges see only the federal government as the provider of the massive resources needed to salvage these institutions. Yet, black college leaders feel the government has been discriminatory in favor of the white affluent institutions. However, the government has done less than it could have done within the scope of current legislative programs.
21. Black colleges have a feeling of insecurity and apprehension of the aid which has been provided to them by the federal government. They feel vulnerable. If, capriciously, the federal government should withdraw current aid, many colleges would face bankruptcy. They see the need of an explicit commitment to the development of black colleges. To be true, the colleges want to develop Development Offices and to cooperate with other groups in identifying ways of participating in existing programs; but more important, they want to participate in aid in a general framework of agreement by the federal government that the importance of strengthening these institutions is recognized.
22. Whether justified or not, black college leaders are suspicious of the present system of federal support to higher education. They are especially suspicious of those programs that must go through the hands of those who have been traditionally discriminatory against black colleges.
23. Black colleges are especially resentful of the lack of recognition of the strengths they have had and the striking contributions they have made. They feel now that their posture should not be an apologetic one, rather they should proudly and positively stress the contributions that they have made. Black colleges now feel that they should reject placebos and palliatives and should aggressively push for support which is adequate to the national effort that they have assumed.



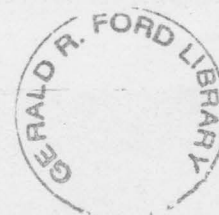
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24. There is a growing awareness on the part of black college leaders of the importance of their institutions to the national effort. Society wants more well-trained blacks. Graduate schools, industry and government are aggressively seeking qualified blacks. As the primary developer of black talent, predominantly black institutions now recognize that as a matter of right they should be given greater support.
25. The role of traditionally black colleges in the integration process has been misinterpreted. There will be a multiplicity of types of black colleges ranging from those that will experience little or no integration to those that will become predominantly white institutions. In general, however, the institutions must strive for meaningful racial integration. In working toward this end, an atmosphere which will enable both blacks and whites to get a living experience in intercultural living must be created or preserved. These colleges could serve, in effect, as a training ground to prepare persons to live in a truly integrated society. The aim, then, should be neither destruction nor assimilation of the rich elements of a black culture into that of a white society, but preservation in an integrated setting.
26. Black colleges see the need for the development of a master plan for the strengthening of traditionally black colleges. This would include funds for, among others, the following purposes: Student financial assistance, special counseling, salary supplements, remedial and compensatory education, curriculum revision, improvement of administration, and community services.
27. Black college leaders have decided on the following strategy to focus attention on the needs of traditionally black colleges, and to get support for the massive national effort which is required to preserve and strengthen these institutions:
 - A. Coordinated, concerted, and consolidated action by the black colleges.
 - B. Taking the message directly to the public.
 - C. Establishing representation in Washington in order to present the viewpoint of black colleges directly to the legislators.
 - D. Presentation of the views of black colleges through a committee to the highest levels in the Executive Branch of government.
 - E. Aggressive and nonapologetic presentation of the case for supporting traditionally black colleges.
28. Groups allied to the educational profession that have had some experience and expertise in amassing support for broad social causes have been courting black college leaders in order to serve as their official spokesmen.

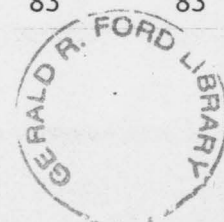


The Leading One Hundred Collegiate Institutions
In Receipt of U.S. Funds in 1968 and 1969

<u>Institution</u>	<u>Funds (in thousands)</u>	<u>1969 rank</u>	<u>1968 rank</u>
Massachusetts Institute of Technology	\$97,604	1	1
Harvard University	69,558	2	2
University of Michigan	61,448	3	5
University of Washington	56,398	4	9
University of California (Los Angeles)	53,129	5	3
Columbia University	52,375	6	7
University of Wisconsin (Madison)	51,748	7	10
Stanford University	51,593	8	4
University of California (Berkeley)	50,689	9	6
University of Minnesota	50,102	10	8
New York University	46,759	11	12
University of Illinois (Urbana)	45,515	12	11
*Johns Hopkins University	42,107	13	15
University of Chicago	41,349	14	13
University of Pennsylvania	40,056	15	17
Cornell University	39,071	16	14
Ohio State University	39,032	17	16
University of Rochester	38,444	18	30
New Jersey College of Medicine & Dentistry	37,916	19	--
Yale University	37,223	20	21
University of Southern California	36,344	21	35
*Howard University	33,379	22	43
University of California (San Diego)	33,379	23	24
*Duke University	31,231	24	25
Case-Western Reserve University	30,979	25	19
University of Pittsburgh	30,934	26	33
Washington University	29,339	27	32
University of Massachusetts	28,998	28	79
Michigan State University	28,613	29	22
*University of Maryland	27,749	30	27
University of Colorado	27,509	31	29
Wayne State University (Michigan)	26,693	32	77
Yeshiva University (New York City)	25,977	33	38
University of Iowa	25,734	34	23
*University of North Carolina (Chapel Hill)	25,675	35	41
Purdue University (Indiana)	25,108	36	31
*University of Tennessee	24,481	37	34
University of Utah	23,705	38	37
University of California (San Francisco)	23,634	39	28



<u>Institution</u>	<u>Funds</u> <u>(in thousands)</u>	<u>1969</u> <u>rank</u>	<u>1968</u> <u>rank</u>
*University of Alabama	\$23,426	40	47
*University of Miami	22,559	41	42
University of Kansas	21,326	42	54
University of Oregon	20,907	43	26
*University of Florida	20,757	44	40
Pennsylvania State University	20,742	45	45
California Institute of Technology	20,554	46	37
*University of Missouri (Columbia)	19,613	47	39
Princeton University	19,139	48	59
University of Arizona	18,990	49	70
Northwestern University	18,889	50	53
Rutgers, The State University of New Jersey	18,378	51	48
*University of Kentucky	18,179	52	50
University of Hawaii	17,522	53	51
*Baylor University	16,973	54	58
Temple University	16,852	55	75
Indiana University (Indianapolis)	16,529	56	**
*University of Georgia	16,213	57	46
*Vanderbilt University	16,078	58	68
*Tulane University	15,993	59	66
*University of Virginia	15,918	60	44
*North Carolina State University (Raleigh)	15,893	61	73
State University of New York (Buffalo)	15,753	62	71
Boston University	15,001	63	60
University of California (Davis)	14,708	64	64
Indiana University (Bloomington)	14,539	65	**
*University of Texas (Austin)	14,440	66	52
*Texas A & M University	13,178	67	65
Oregon State University	13,164	68	61
Iowa State University	13,128	69	67
University of Illinois (Medical Center)	13,126	70	--
University of Cincinnati	13,001	71	80
*Florida State University	12,753	72	56
University of New Mexico	12,650	73	72
*George Washington University	12,520	74	74
Tufts University	12,460	75	96
Syracuse University	12,418	76	62
*University of Oklahoma	12,334	77	49
Colorado State University	12,172	78	63
University of Connecticut	12,084	79	36
University of Vermont	11,975	80	--
*Emory University	11,865	81	78
*University of Arkansas	11,473	82	82
*West Virginia University	11,007	83	83

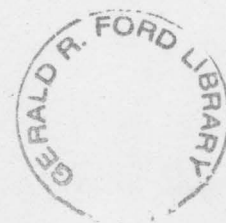


	Funds (in thousands)	1969 rank	1968 rank
City University, NYC, (Mt. Sinai Med. School)	\$10,750	84	18
University of Nebraska (Lincoln)	10,189	85	69
Woods Hole, Oceanographic Institute	9,848	86	--
Kansas State University	9,589	87	94
*University of Mississippi	9,584	88	--
*Oklahoma State University	9,324	89	84
Albany Medical College	9,077	90	--
University of Alaska	8,936	91	85
New Mexico State University	8,658	92	--
*Mississippi State University	8,322	93	92
University of Notre Dame	8,126	94	98
*Virginia Polytechnic Institute	8,103	95	99
*Georgetown University	8,025	96	97
*Louisiana State University (Baton Rouge)	7,973	97	88
Illinois Institute of Technology	7,915	98	--
Carnegie-Mellon University (Pittsburgh)	7,862	99	86
*University of Texas, Anderson Hospital and Tumor Institute	7,829	100	100

*One of 32 institutions in this list which are in the South and Border States (including the District of Columbia). Only Howard University, No. 22 in this list, is predominantly Black.

**Combined and ranked 20th in 1968.

Source: National Science Foundation in The Chronicle of Higher Education, August 31, 1970.



Excerpts from Comments by Benjamin E. Mays,
President of the Atlanta (Ga.) Board of Education
and Former President of Morehouse College,
on an earlier draft of this Report

I welcome the positive thrust, the affirmative tone, the sense of understanding of the history, changing tasks and continuing success of the black colleges, that I see in this document.

Your Report strikes the first really new note in Federal discussion of black education that I have seen emerge from the Government since 1954, the year of the Supreme Court decision in the Topoka case.

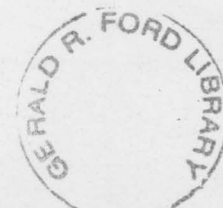
This appraisal of the predominantly black institutions is entirely different from the usual uninformed and insensitive kind of writing about our colleges which has done so much damage in the past, by creating self-fulfilling prophecies that without money to meet new educational challenges we would face difficulties in maintaining our proven role in the life of the Nation.

What people have done--and are doing--(and whether intentionally or not), is this: they seem to have picked out the Negro colleges for slow death. We face several new kinds of discrimination. One is the building of new State institutions in cities where there is already a black college of proven worth. Inevitably that means the Negro college will be starved of the funds needed not only for growth but for maintenance of its work. This delays genuine integration, and dooms the black college either to extinction or to a permanently inferior role.

The assumption seems to be that whites are better qualified to train black college students than black educators. This is racism in higher education. This seems part of a further, larger assumption that it is not only in the best interests of the Nation but for black people themselves for every thing to be in the hands of white people.

I am glad to see your Report challenge both of these assumptions and can only suggest that you make the real case as strongly as it deserves to be made. You might sharpen the issue of integration, stressing the fact that black college faculties always were integrated when white institutions were not and that it is unseemly now, on the pretense of helping black people, to require black-led institutions to show higher percentage rates of non-black students than predominantly white institutions do, or plan to do, or can do, on black students.

In this connection, one should not give undue credit to the private foundations for their somewhat momentary interest in the black institutions from 1964-68. No doubt what they did should be recognized but their support was in fact meagre even in these years compared to what they gave to white institutions tackling the same problems and the same audiences. In effect, the money given was merely "peanuts"--to use the vernacular--compared to what was (and is) still possible from these sources.



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In both the short run and the long run, however, unless the Federal Government comes in and gives special treatment and special support to these black colleges--which were so long forced to make do on very much less attention, civic support and money than other schools--they seem to me to be doomed. I need not tell you what a cultural and social disaster that would be, for the whole Nation.

Even in merely political terms, it seems to me that if this Administration wants to prove it is not racially partisan, that it genuinely wants to do something outstanding to reassure and help black citizens, nothing would change attitudes so much as help for the black colleges that have contributed so much to our country.

Since Emancipation--and the original broken promises symbolized by "40 acres and a mule"--we have been waiting for some such signal. Today, the Nixon Administration has a great political, cultural, educational opportunity to do for Negro education what no previous administration has done.

I was especially struck by your pages which discuss the quite surprising ignorance of so many otherwise well-informed whites on what the black colleges have done, are doing, and must be helped to do in the future. The whole tone of the Report strikes a note new to me since 1954 and I hope it leads to a program of sustained and firm Federal action.

