UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

OFFICE OF THE SECRETARY

May 1, 1987

Memorandum

TO: Nancy Risque
Assistant to the President
and Cabinet Secretary

FROM: William Kristol
Chief of Staff/Counselor to the Secretary

Attached please find the material your office requested for the President's speech at Tuskegee on May 10. Please let us know if you would like further information.

Attachments

bcc: Patsy Faoro

1988 Student Aid Policies

The Administration recognizes the public good resulting from higher education, and affirms the Federal role in providing all students who want to go to college (and who possess the qualifications) with access to the money they need.

Although higher education clearly is a public good, the chief and most immediate beneficiary is the student who receives the education. On average, a college graduate earns $640,000 more, over his lifetime, than a non-graduate (males earn $1 million more).

Therefore, we must, as a nation, strike a balance between the benefits to individuals and the costs to taxpayers, many of whom do not benefit. The present financial aid system began with the best of intentions. But, like many Federal programs, it has grown out of control.

Our 1988 proposals provide broad access to capital in a way that is fair to all -- taxpayers as well as beneficiaries. We would spend $4.5 billion on grants, loan capital, and loan subsidies.

Key features:

- o Any student currently receiving aid will continue to receive or qualify for aid under our proposals.
- o In general, students will qualify for about the same amount of Federal aid under our proposals as they do currently.
- o The balance will shift to more loans, less grants.
- o Grants will be fewer but larger, and focused on the neediest.

Student aid would have three components:

(1) Grants to the neediest students. Pell grants originally were intended to go to only the very needy. The program has grown to the point where one of every four college students receive the grants. We propose to reduce it to one in six, still a generous level.

(2) Subsidized loans. We would continue Guaranteed Student Loans, but with reduced subsidies. (Note: much of the proposed cost savings is due to declining interest rates rather than new policies.) The principle here is: the government will provide access to capital where it would otherwise be unobtainable, guarantee the loan, and provide some subsidies. In return, the student pays back the full amount borrowed plus market rate interest. Without government guarantees -- which we will continue -- no commercial lender would ever make unsecured loans to a college student.

(3) Income Contingent Loans. This is the most important advance in student aid in 15 years. It allows students to borrow much more than is allowable under current loan programs, then pay it back on terms commensurate with their post-graduation earnings. The loans are unsubsidized. We would provide $600 million in new capital for colleges' and universities' revolving funds.

The shift to more loans won't deprive students of a college education.

- o Congress has been shifting the emphasis throughout the 1980s, and the percentage of high school graduates going to college has risen steadily (now 58%, the highest ever).

- o Black enrollments have also stayed high.

- o A recent report from the U.S. Congress Joint Economic Committee found no evidence that loans change students' career decisions, affect Black enrollments, or cause other problems.

- o Students with loans are more likely to graduate than those without loans.

COMMENCEMENT ADDRESS BY THE PRESIDENT
Tuskegee University: May 10, 1987

Suggested Outline

BACKGROUND: The commencement address at Tuskegee University is an opportunity for the President to pay tribute to Historic Black Colleges and Universities (HBCU) in general, and to Tuskegee University in particular.

A brief word on HBCUs. Throughout our history, HBCUs have cultivated the best virtues of American life, things like: devotion to duty, self-reliance, and an emphasis on character and achievement. In education, HBCUs have played a crucial role in instilling values, developing character, and providing a solid core curriculum for their students.

As this Nation celebrates the 200th anniversary of its Constitution and pays tribute to the vision and character of our Founding Fathers, so too can we pay tribute to Tuskegee University -- one of the fine and historic institutions of this Nation -- and to its Founding Father, Booker T. Washington.

A brief overview of Booker T. Washington: He is one of the most remarkable men America has produced, a man born in slavery but lifted by his own vision and perseverance to a position of leadership and power. The son of a slave woman, Washington struggled to acquire an education for himself, then dedicated his life to educating others. Booker T. Washington's story is one of character and devotion, an inspiration to people all over the world as long as men recognize the value of courage and human dignity.

In accordance with Washington's life and the great tradition of HBCUs, the commencement address might be developed along the following lines:

THEMES: Institutions, particularly education institutions, have an important role to play in the nurture and protection of our children. Specifically, they can promote the following:

Values and Character: Booker T. Washington, in an address delivered before the Institute of Arts and Sciences, said, "It seems to me that there never was a time in the history of our country when those interested in education should more earnestly consider to what extent the mere acquiring of a knowledge of literature and science makes producers, lovers of labor, independent, honest, unselfish, and, above all, supremely good. Call education by what name you please, and if it fails to bring about these results among the masses it falls short of its highest end." He went on to say that "Character, not circumstances, makes the man."

These views are as relevant in 1987 as they were in 1896. Washington's emphasis on individual responsibility and the importance of cultivating values and good character is true and time-honored.

Education, then, is surely about developing skills and standards and know-how and preparation for jobs, and Tuskegee has long emphasized this. But education is also about preparation for life, for the eminently practical tasks of living well, thinking clearly, and acting sensibly.

Education as a Door to Opportunity: It is an article of American faith that education -- more surely and reliably than anything else -- is able to make irrelevant inequalities of family background or individual circumstance; that it should seek to uplift the human personality by encouraging all citizens -- rich and poor, black and white, male and female -- to develop their individual potentials to the fullest; that it can unlock to every student the door of opportunity for personal and economic success.

That is a noble and reasonable goal for American education. And it is to that goal, to equality of possibility through higher education, that Tuskegee University has been dedicated from the very beginning.

Transmitting the Legacy of Western Civilization: Great American educational institutions take it upon themselves to transmit the social and political values of Western civilization. This is done in large measure by acquainting students with (to paraphrase Matthew Arnold) the best that has been said, thought, written, and expressed about the human experience.

This Nation is a part and a product of Western civilization. That our society was founded upon such principles as justice, liberty, government with the consent of the governed, and equality under the law is the result of ideas descended directly from great epochs of Western civilization -- Enlightment England and France, Renaissance Florence, and Periclean Athens. These ideas are the glue that binds together our pluralistic Nation.

Therefore, the core of the American college curriculum -- its heart and soul -- should be the civilization of the West, the source of the most powerful and pervasive influences on America and all of its people. It is simply not possible for students to understand their society without studying its intellectual legacy.

HBCUs have long understood the importance of acquainting their students with Western civilization's intellectual legacy. Tuskegee -- in part through its commitment to a solid liberal arts curriculum, in part through the vision, judgment, and wisdom of its faculty and administrators -- has remainded true to that task. In so doing, Tuskegee has earned the praise and gratitude not only of its students, but of all the citizens of this Republic.

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION

SUGGESTED TOPICS FOR PRESIDENT REAGAN'S SPEECH AT TUSKEGEE INSTITUTE, TUSKEGEE INSTITUTE, ALABAMA

The President will be participating in the ground-breaking ceremony for the General Daniel "Chappie" James Center for Aerospace Science and Health Education. Since the ceremony is scheduled to occur during commencement weekend, the audience will include large numbers of students and alumni of the Tuskegee Institute. Clearly, it will be an "upbeat" event. There are three main themes that should be focused on to produce an inspirational effect:

--Focus heavily on the life of General James as an example to all Americans. General James, an alumnus of Tuskegee Institute, was a war hero and a true patriot. The first black four star general in the U.S. military, General James was a member of the "Tuskegee Airmen," a group of black pilots trained during World War II as part of an "experiment" at Tuskegee Institute. The "Tuskegee Airmen" suffered abuse from the segregated Army Air Corps, but finally saw action in North Africa and later distinguished themselves during the invasion at Anzio Beach.

Background on General James and the Tuskegee Airmen is included under Tab B. For further information on General James, you may contact his former personal aide, Col. David Swennes, United States Air Force, who is stationed at the Pentagon (694-1151).

--The "Chappie" James Center is an example of America's Black colleges and universities moving into the forefront of American higher education. It is the first Aerospace Engineering program at a predominantly black institution which is being funded, in part, by a $9 million grant from the Department of Education. Black participation in sciences, particularly in Aerospace Engineering, is very low; the "Chappie" James Center is an example of Federal investment in capacity building in black higher education.

--The importance of education opening the doors of opportunity for success in the 21st century. The young men and women entering college today will live most of their lives after the turn of the century. In the high-tech information society of the future, skilled manpower will be the deciding factor in America's ability to compete in the international marketplace of products, services and ideas. Minority men and women have an equal share in the opportunity society of the future, and the Federal investment in the Tuskegee Institute is an example of an investment today that will reap rewards far into the future.

Specific information on the Center and black participation in science and engineering is found in Tab D.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION

QUOTABLE QUOTES FROM GENERAL DANIEL "CHAPPIE" JAMES' LIFE

General James was the first black four-star general in the U.S. Air Force and was a veteran of World War II, Korea and Vietnam. At the end of World War II, James stayed in the Army Air Corp. He became Air Force Captain James in Korea where he flew 101 fighter combat missions. He was promoted to Colonel in Vietnam where he led the 8th Tactical Fighter Wing.

> **"I fought in three wars and three more wouldn't be too many to defend my country. I love America and as she has weaknesses or ills, I'll hold her hand,"** he wrote in his own hand on a painting of him standing in front of his F-4 Phantom fighter bomber in Ubon, Thailand. The painting now hangs in the Pentagon.

General James grew up in Pensacola, Florida, in the 1920s, the youngest of 17 children. His mother was a schoolteacher who found and ran the Lillie A. James School because she felt the school set aside for "coloreds" was unacceptable. His father pushed a coal dolly in the local gas plant. Early on in his life his mother inspired him to face the challenges of living in a segregated society:

> **"For you, my son, there is an 11th commandment. Thou shalt not quit. Prove to the world that you can compete on an equal basis."**

General James' father, Daniel James Sr., encouraged his son to take a mature approach to dealing with racism:

> **"You don't have to stop and take issue with every idiot who would hurl a rock or an epithet at you. Just pass them by."**

His mother encouraged the young "Chappie" James to pursue an education and his dreams:

> **"Don't stand there hanging on the door of opportunity, then, when someone opens it, you say, wait a minute, I got to get my bags. You be prepared with your bags of knowledge, your patriotism, your honor, and when somebody opens that door, you charge in."**

General James pursued his higher education at Tuskegee Institute. His childhood in Pensacola, site of a Navy flight training base where seaplanes skimmed over the Gulf of Mexico and fighters thundered off runways, had set fires of desire in him for flying. At Tuskegee he enrolled in the Army Air Corps, home of the famous "Tuskegee Airman."

In July, 1970, colonel James, also known as the "Black Eagle", won his first star. On September 1, 1975, General David C. Jones, then Air Force chief of staff, pinned on General James' fourth star and he was given his final command at that time: commander in chief of the North American Air Defense Command/Aerospace Defense Command (NORAD).

> **"This promotion is important to me by the effect it will have on some kid on a hot sidewalk in some ghetto. If my making an advancement can serve as some kind of spark to some young black or other minority, it will be worth all the years, all the blood and sweat it took in getting here."**

In February, 1978, General James retired, for health reasons four months before his scheduled retirement in May. Upon his retirement he said:

> **"If I could write the script for my life all over again, of how I wanted it to go, I don't know of anybody else who has been able to do precisely what he set out to do and what he wanted to do, and what he had the most fun doing and that he felt the most sense of accomplishment at having done, than I have."**

On Saturday, February 25th, 1978, General James, 58, died of a heart attack at the Air Force Academy Hospital near Colorado Springs.

General James' military decorations include the Defense Department's Distinguished Service Medal; the Air Force Distinguished Service Medal with one Oak Leaf Cluster; the Legion of Merit with one Oak Leaf Cluster; the Distinguished Flying Cross with two Oak Leaf Clusters, and the Air Medal with 13 Oak Leaf Clusters.

A Tribute to General Daniel "Chappie" James, the Highest Ranking Black General Officer

During the Vietnam era, a number of black officers achieved general or flag officer rank. Perhaps the most well known was Daniel "Chappie" James of the U.S. Air Force. In 1975, General James became the highest ranking black officer when he was promoted to four-star grade.

General James was born on February 11, 1920, in Pensacola, Florida. From September 1937 to March 1942, he attended Tuskegee Institute, where he received a degree in physical education and completed civilian pilot training under the Government-sponsored Civilian Pilot Training Program.

He remained at Tuskegee as a civilian instructor pilot in the Army Air Corps Aviation Cadet Program until January 1943, when he entered the program as a cadet and received his commission as a second lieutenant in July 1943.

In September 1949, General James went to Clark Field, Philippines, and in July 1950 he left for Korea, where he flew 101 combat missions in P-51 and F-80 aircraft.

In July 1951, General James went to Otis Air Force Base, Massachusetts, as an all-weather jet fighter pilot. While stationed at Otis, he received the Massachusetts Junior Chamber of Commerce 1954 award of "Young Man of the Year" for his outstanding community relations efforts.

From 1957 until 1966, General James attended the Air Command and Staff College and was stationed at Headquarters U.S. Air Force, Pentagon, the Royal Air Force Station at Bentwaters, England, and Davis-Monthan Air Force Base, Arizona.

General James went to Ubon Royal Thai Air Force Base, Thailand, in December 1966. He flew 78 combat missions into North Vietnam, many in the Hanoi/Haiphong area, and led a flight in which seven communist Mig 21s were destroyed, the highest total kill of any mission during the Vietnam War.

He was named Vice Commander at Eglin Air Force Base, Florida in December 1967. While stationed at Eglin, the Florida State Jaycees named General James as Florida's Outstanding American of the Year for 1969, and he received the Jaycee Distinguished Service Award. He was transferred to Wheelus Air Base in the Libyan Arab Republic in August 1969.

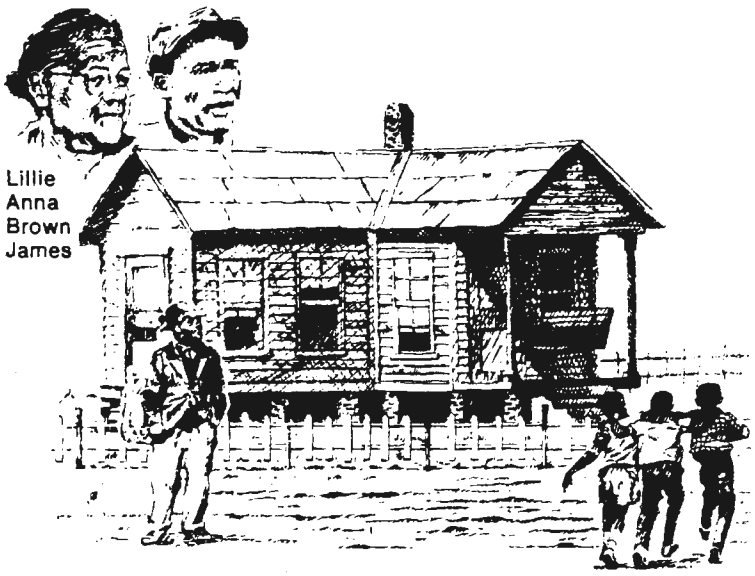
General James became Deputy Assistant Secretary of Defense (Public Affairs) in March 1970 and assumed duty as Vice Commander of the Military Airlift Command, on September 1, 1974.

General James was promoted to four-star grade and assigned as Commander in Chief NORAD/ADCOM, Peterson Air Force Base, Colorado, on September 1, 1975. In these dual capacities, he had operational command of all United States and Canadian strategic aerospace defense forces. General James retired from the Air Force on February 1, 1978.

General James was widely known for his speeches on Americanism and patriotism for which he was editorialized in numerous national and international publications. Excerpts from some of the speeches have been read into the Congressional Record. He was awarded the George Washington Freedom Foundation Medal in 1967 and again in 1968. He received the Arnold Air Society Eugene M. Zuckert Award in 1970 for outstanding contributions to Air Force professionalism. His citation read "...fighter pilot with a magnificent record, public speaker, and eloquent spokesman for the American Dream we so rarely achieve." General James died on February 25, 1978.

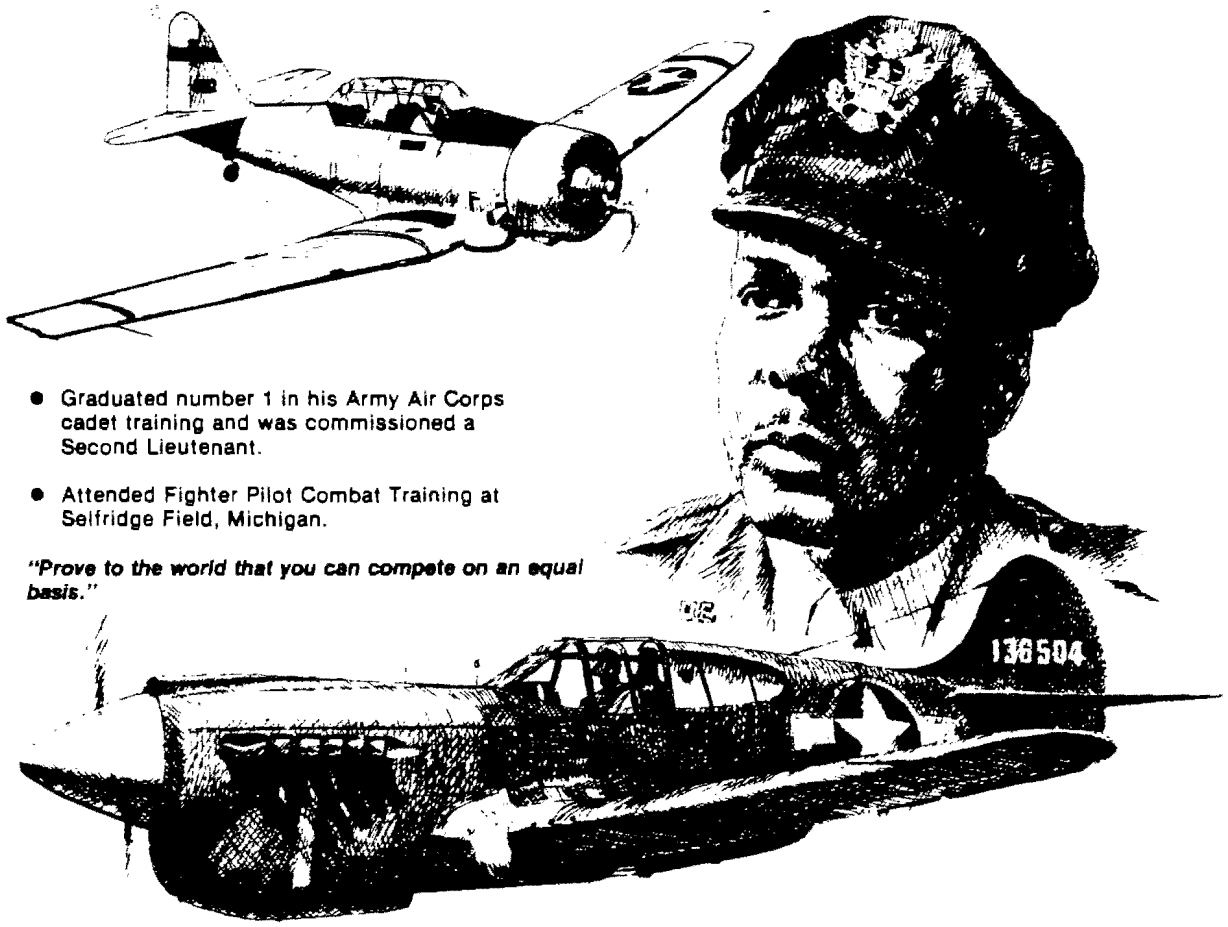
"You don't have to stop and take issue with every idiot who would hurl a rock or an epithet at you. Just pass them by."

Daniel James Sr.



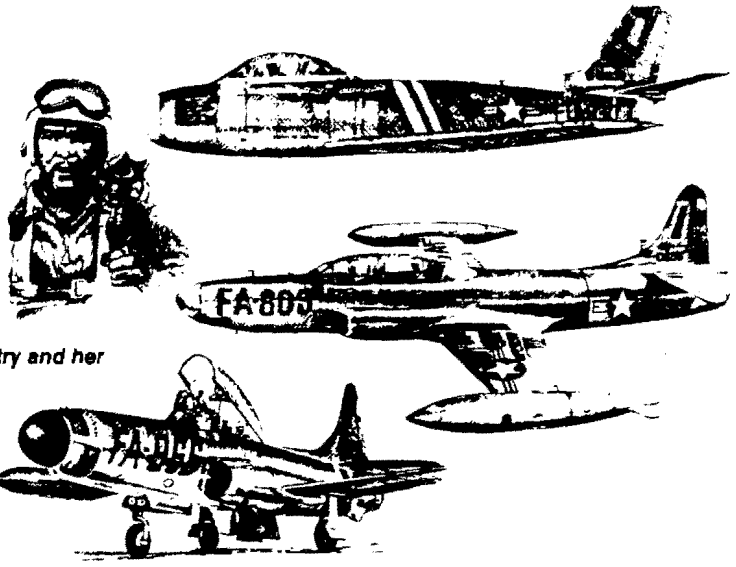
Lillie Anna Brown James

- Daniel James, Jr., born February 11, 1920, in a poor section of Pensacola, Florida, the youngest of seventeen children.
- His mother found the schools in Pensacola were not giving her children a proper education, so she started her own—the Lillie A. James School.
- At 12 years of age he worked at odd jobs to earn plane rides and flying lessons.
- Completed the Civilian Pilot Training Program (CPTP) under Chief Charles A. Anderson and Chief Albert Anderson at Tuskegee Institute, Tuskegee, Alabama. Graduated with a B.S. degree in physical education.
- Civilian flight instructor in Army Air Corps Aviation Cadet Program at Tuskegee.



- Graduated number 1 in his Army Air Corps cadet training and was commissioned a Second Lieutenant.
- Attended Fighter Pilot Combat Training at Selfridge Field, Michigan.

"Prove to the world that you can compete on an equal basis."



"I have a deep and abiding belief in my country and her security."

- After the Korean War, he served as a jet fighter and fighter interceptor pilot and squadron commander.
- Received the Massachusetts Jr. Chamber of Commerce Award of "Young Man of the Year" in 1954.

December 1967-August 1969

- Served as tactical fighter wing commander in Florida and Libyan Arab Republic.

"Nobody dislikes war worse than warriors, but we understand it better."

"This promotion is important to me by the effect it will have on some kid on a hot sidewalk in some ghetto. If my making an advancement can serve as some kind of spark to some young Black or other minority, it will be worth all the years, all the blood and sweat it took in getting here."

"We didn't invent this war, nobody dislikes war more than warriors, but we value the causes of peace so highly that we will not duck a war in an effort to get a lasting peace."

"We still got another mile to run in that race for equality, but we've got a lot better track to run on and the trophies at the end are a lot better than they used to be."

TUSKEGEE: RUNWAY TO VICTORY

Gene Harper

IT'S the stuff movies are made of — young fighter pilots going off to war. The names even make good script material — Buddy. Ace. Preacher. Lucky. Buster. Mr. Death. Jug. Ghost. Spanky. And what better leader than a no-nonsense West Pointer who would quickly gain a reputation for discipline, esprit de corps and excellence?

Also, there are the ground crews, sometimes working around the clock to keep their pilots flying. And back at the training site are civilian and military flight instructors and a support staff, all cranking out pilots and crews for the cause of freedom.

It's a movie Hollywood never produced. About the only footage you'll find was shot from wing-mounted cameras which filmed the actual battles. This true story is one of success, which started out as a noble experiment.

Lt. Clarence "Lucky" Lester (left) receives congratulations from Capt. Andrew "Jug" Turner, commander of the 100th Fighter Squadron, on shooting down three German planes during one mission.

But these fighter pilots were different. Before World War II, none of them had ever been in the cockpit of an Army Air Corps plane. Officials at the highest levels of the War Department wanted to keep it that way. What's more, most people across America doubted these men could fly — because of the color of their skin.

You see, these men were black, and in the late 1930s and early 1940s, most doors to equal opportunity were shut. So they had to prove themselves worthy to wear the uniform.

The Tuskegee Airmen, as these military men became known, had a turbulent start. Since Crispus Attucks, the first black to give his life for the cause of American independence, blacks had been defending their nation. But as the United States prepared for war in the 1930s, the Army excluded blacks from its Air Corps, the forerunner of the Air Force. Black leaders and citizens, however, countered by clamoring for better opportunity.

Congress answered in 1939 when it set up the Civilian Pilot Training Program at colleges and flying schools to create a reserve of civilian pilots for mobilization. For blacks, the program was offered at six black colleges and a few other locations. Tuskegee Institute in rural Alabama was the largest black CPTP school.

C. Alfred Anderson was one of the early CPTP instructors at Tuskegee. "Chief" Anderson came to the school in 1939 as head instructor.

"At the time, the Army Air Corps was not accepting any black pilots," he said. "The program was begun to see if blacks could fly." According to Anderson, Tuskegee's program had all phases of pilot training up through flight instructor. He had earned his pilot's license in 1929, and in 1932 had been the first black pilot to receive a commercial license.

Opportunities for his CPTP graduates, however, were still closed off. The Army reasoned that Congress had mandated the training but not the use of black aviators. It also argued that since there were no black units in its Air Corps, there was no way to use blacks in the force. Additionally, having black officers serve over white enlisted men would create social problems. It would take years to train black enlisted men as mechanics.

The Army Air Corps stuck by its policies despite loud objections and constant pressure from blacks. Then in January 1941, Yancey Williams, a black college student, sued the War Department to admit him into Air Corps training. The same month, in what officials and historians have called an unrelated action, the department announced formation of the all-black 99th Fighter Squadron and of an Air Corps program to train black pilots at Tuskegee.

In March, the Air Corps began accepting applications and activated the 99th. According to historian Lt. Col. Alan Gropman, military leaders considered this step an experiment at best and "an unwarranted political intrusion" at worst.

On July 19, 1941, a ceremony inaugurated the experiment. Brig. Gen. William Weaver, commander of the Southeastern Air Corps Training Center, summed up the feeling: ". . . The success of negro (sic) youth in the Air Corps hinges upon the fate of the Tuskegee project."

No one felt more obligation or desire to see the Tuskegee Airmen succeed than Benjamin O. Davis Jr., a member of the first class and later commander of the 99th Fighter Squadron, the 332nd Fighter Group and the 477th Composite Group. Davis, a 1936 West Point graduate, was an infantry officer. But flying had been his real goal.

Davis, who retired in 1970 as an Air Force lieutenant general, had nurtured his interest in flying since childhood. "Flying was the thing to do in the

Tuskegee Army Airfield, Alabama, was the training site for black pilots. Top, Capt. Benjamin O. Davis Jr. greets fellow cadets reporting to the first class. • Above, Cadet Scotty Hathcock is congratulated by Brig. Gen. Frederick von Kimble at a field day event.

'20s and '30s," he recalled. "It combined the features of sports, art, science, adventure and — particularly in those days — danger.

"When I was at West Point, cadets were indoctrinated on the other armed forces branches. We spent three weeks at Mitchell Field (Mich.) in 1935, flying in observation and bomber aircraft. That, along with the interest in flying I always had, caused me to apply for pilot training.

"At first my application was approved at West Point but was disapproved after it reached Washington," Davis said. "I met all the requirements academically and physically. But, in those days of the segregated Army, the answer came back from the chief of the Army Air Corps that because there were no blacks in the Army Air Corps and it was not contemplated to have aviation in any of the black units, the application was disapproved."

Davis was to fly, though. He was a captain at Fort Riley, Kan., when he was contacted in 1941. "They approached me because they knew I had applied and had been turned down six years earlier," he said. "They also felt that the 99th required professional leadership." Davis' background made him the logical choice. Also, besides his father, Brig. Gen. Benjamin O. Davis Sr., there were no other Regular Army black officers except chaplains.

Of the 13 cadets in the first class, only five completed training. One was George "Spanky" Roberts. In his book, *Lonely Eagles*, Robert Rose wrote that Roberts "probably had more natural ability than any of the others. He was the type of person one would expect to succeed at anything he tried." Rose further noted that Roberts' flight instructor often wondered which one of them was the teacher. Roberts later would succeed Davis as both the squadron and group commander during World War II.

Davis and Lts. Mac Ross, Lemuel Custis and Charles DeBow were the other graduates of that first class. Washouts were not unusual in fighter pilot training. A 50 to 60 percent washout rate was average.

But the Tuskegee output grew. "In the first classes they accepted about 10. Then the number jumped to about 20, and as time went on, classes had about 70 men," Anderson noted.

"Looking ahead, it must have been obvious to planners that if they didn't speed pilot induction into the program, they were not going to have enough pilots to form the squadron," said Herbert Carter, a graduate of Tuskegee's third class. Carter said he was in the right place at the right time to get into Army's program. He had already received his pilot's license through Tuskegee's CPTP while he was working on his agriculture degree at the college.

"The thought of flying had never really entered my mind before CPTP. It suddenly became the utmost thing in my mind," Carter said. "I knew that's what I wanted to do." So when the chance to become an Army Air Corps cadet came, he left the college and went over to the newly built Tuskegee Army Airfield for training.

Carter thought his instructors, all of whom were white, were demanding — and harsh. "In the years afterward, I had nothing but appreciation for what they insisted on because it meant the difference between whether you were good and whether you made it in combat."

Davis agreed: "The flight training we received was as good as any you would ever find. The problem was segregation and its effects on the mind. But that was balanced off against the flying mission — the fact that we were flying airplanes."

After receiving their wings in 1941 and 1942, the newly commissioned 99th pilots trained, expecting to soon head overseas, Carter recalled. Also during this time, the 99th enlisted ground crews were arriving at TAAF to join pilots in training.

Davis assumed command of the unit in August 1942 and plans were made to deploy. Carter said: "We thought we'd be overseas by September or October. We were not. We thought we'd be over by Thanksgiving, then Christmas. As I understand, they were trying to find a command that would accept this all-black fighter unit."

Davis said the reasons for the delay were different from his viewpoint. The 99th was initially scheduled to go to Liberia, Africa, Davis said. In November 1942, however, Allied troops landed in North Africa. This meant pilots no longer had to stage in Liberia before flying into the Mediterranean.

"From our viewpoint in Alabama, it looked as though there were problems in where we would be used," he said, "when actually all that was probably involved was an overall change in the tactical mission."

The squadron finally departed for overseas in April 1943. "By that

time, most of us had nearly 150 hours in tactical training and flying," Davis recalled.

The unit flew its first combat mission on June 2, after a month's intensive flight training in North Africa. "Here we were — 28 lieutenants and Lt. Col. Davis," Carter said. "We were not like other units where flight leaders, commanders and operations people had actual combat experience. None of us had been in combat. It was just like putting a new football team out on the field the first time. We were the blind leading the blind — but with trust, support and unity."

Early missions concentrated on support to Army ground units — destroying communications, bridges, trestles, gun emplacements, tanks — whatever was holding up the Army's movement, Carter recalled. As the squadron maintenance officer, he flew 77 combat missions.

The unit began escorting B-25 medium bombers to targets in Sicily as Allied forces moved toward Italy. It was during one of those escorts, on July 2, that 1st Lt. Charles "Buster" Hall became the first 99th pilot to shoot down a German fighter.

In August, another first took place: The 99th had its first change of command when Davis turned over the unit to Roberts. Davis returned stateside in August 1943 to take command of the all-black 332nd Fighter Group. While in the states, he also addressed mounting criticism of the 99th's performance overseas. "We had a lot of complaints that we didn't shoot down many aircraft," Davis said. "The answer to that was we didn't come into contact with — or even see — a lot of airplanes."

Cadet Samuel Custis takes a break from the rigors of pilot training at Tuskegee Army Airfield, Ala. Custis was one of the five graduates in the first class at Tuskegee.

To him, the pilots had made the grade, and training them should no longer be considered an experiment. But, in fact, an official evaluation going through the chain of command questioned the pilots' aggressiveness, stamina and ability to fight under pressure. The report recommended moving the unit farther away from the heat of the battle and replacing the soon-to-be deployed 332nd with a white unit.

Neither action was taken right away. Meanwhile, 1943 continued to be a dry year for the 99th, although it flew frequent support missions.

The squadron's dry spell ended with the New Year, however. Allied forces landed at Anzio on Jan. 22, 1944. Operating with the 79th Fighter Group, the 99th was assigned to dive bomb and strafe enemy areas to shut off their supply and reinforcement lines.

Five days later, a 99th flight broke formation and attacked enemy fighters over the Anzio beachhead. In less than five minutes, the black pilots had shot down five German planes. The 99th claimed three more victories later the same day and four more the next.

This sudden turn of events brought congratulations from former critics who had considered the experiment a failure. "I think everybody realized the 99th's performance at Anzio proved that the bad evaluation had been all wrong," Davis contended. "... Without these subsequent events, heaven knows what would have happened, especially after the recommendation that blacks not be continued in combat operations."

The pressures of being able to fly combat missions all day and the coordination skills needed to pilot a plane demanded getting into top physical condition as a cadet.

Enlisted mechanics install a radio on a basic trainer plane at Tuskegee Army Airfield. Much credit for the pilots' wartime successes belonged to the enlisted crews, who kept planes flightworthy. Pilot and crew were like a family.

While the 99th was riding the wave of success in January 1944, Davis and the 332nd Fighter Group were steaming toward Italy to join the war. Unlike the 99th, pilots in the 332nd entered combat as soon as they arrived. The 332nd became part of the 12th Tactical Air Force and was assigned harbor and coastal patrol, and convoy escort missions in the Mediterranean area. Among its early successes, the 332nd did what no other fighter group had done: It sank a German destroyer using only machine gun fire. According to Charles Francis, author of a book on the Tuskegee Airmen, the plane of one attacker, Lt. Gwynne Pierson, "was almost knocked out of the sky" by debris from the exploding ship. Pierson and Capt. Wendell O. Pruitt later received the Distinguished Flying Cross for their feat.

Although the 99th and 332nd were both flying in the same theater, each maintained separate operations. Then, in July 1944, the 99th was assigned to the 332nd, creating an unusual four-squadron group.

The expanded 332nd's main mission was to escort bombers. Until the end of the war in Europe in May 1945, the group protected bombers on flights all over the continent, including France, Greece, Hungary, Romania, Austria, Poland, Italy and even Germany. The units, whose planes' tail assemblies were painted red, became popularly known as The Red Tails and The Red-Tailed Angels to thankful bomber units. Part of the Tuskegee Airmen's pride was that they didn't lose any bombers on their escort flights.

One of the unit's most memorable flights, according to Davis, came later in the war — a 1,600-mile round trip as cover for a bomber attack on Berlin. But it wasn't planned that way.

On March 24, 1945, the 332nd relieved the 1st Fighter Group over Brux, Czechoslovakia, as planned, and proceeded to the outskirts of Berlin, where another group would take over to escort the bombers to their target, a tank plant. Once at the rendezvous point, the 332nd was told to continue the escort because the relief planes were late. Then the excitement started.

When the bombers and their 332nd escorts reached the target, Germans attacked with their much heralded new jets. Though they were at a disadvantage with their slower propeller-driven P-51 Mustangs, the 332nd shot down three of the jet Me-262s. The bomber mission was carried out and for its part, the 332nd was awarded a Distinguished Unit Citation.

The citation in part credited the ground crews for their tireless work and enthusiasm to have the P-51s in fresh condition. One crewman recalled preparing for the mission. Then-SSgt. Ellsworth Jackson, a crew chief in the 100th Fighter Squadron, remembered receiving the wrong size wing fuel tanks. "We received tanks made for P-47s. They did not fit our P-51s. So we had to make parts which fit. Remember, we were out in the field, nowhere close to a depot."

Much of the credit for the 99th and 332nd war successes belonged to the enlisted crews. Their jobs were to keep the planes flightworthy. "The pilot, armorer and crew chief were like family," Jackson said. "You grew attached to the plane because you were responsible for a man's life. This made our camaraderie a little more intense."

"Some people think this was a pilot operation," Davis said. "It was not. It was a team operation. Besides plane crews, you had cooks, and communications and supply personnel. All these people together had to perform as individuals and as a team for the pilots to carry out the combat mission."

After distinguishing itself on its Berlin mission, the 332nd increased its victory count as it criss-crossed the European countryside escorting bombers, strafing faltering German positions and downing German planes. Finally on May 8, 1945, Germany surrendered and the war in Europe was over. The combat record showed that 450 Tuskegee Airmen had flown more than 15,000 sorties, and 66 had been killed in action.

By October, the 332nd had returned to the states and was inactivated. The enlisted personnel were either discharged or reassigned. Most of the officers were reassigned to Tuskegee Army Airfield or Godman Field, Ky., where another black unit, the 477th Composite Group, was being formed.

Within a few months the 477th was inactivated, and the 332nd Fighter Group reactivated and redesignated as a fighter wing. Then in 1949, what Davis had been urging since his early aviation days in 1942 occurred: The 332nd Fighter Wing was inactivated and its personnel were integrated into all-white units.

"I had been in the Army since the '30s and I was familiar with segregation," Davis said. "I knew that the only way for the military to succeed, as far as its people were concerned, was to have integration. . . .

"Management of the Army Air Corps under the rules of segregation was just impossible. That, plus our performance during the war, came together to eliminate segregation."

The flight path to integration into the now-independent U.S. Air Force had been one filled with turbulence for the Tuskegee Airmen. They had fought against an enemy overseas and had success in the air, but they still had an often invisible enemy waiting for them back home. In the end, their struggles would smooth the route to integration for others. Such is the legacy of the Tuskegee Airmen. □

PRESIDENT'S STATEMENT

A considerable debate is currently underway regarding the relationship between the private and public sectors in higher education. Tuskegee Institute is unique in that it is both private and state related. Tuskegee Institute is also racially and ethnically integrated in a predominantly African-American setting. Consequently, our views on the private/public college issue are partially shaped by this background.

Unfortunately, the society does not adequately understand the importance of private institutions in a democratic polity. Such institutions provide service to the public just as do publicly controlled institutions of higher learning. In political terms, the fundamental difference is that one is under private auspices; the other is government-controlled. In terms of economics, many people forget that the funds that support both are derived primarily from private sources. Both sets of institutions are important if diversity in our system is to be maintained and if our citizens are thereby to have a real choice regarding the kind of higher education they prefer. In a similar vein, not enough people appreciate the vital role played by the predominantly black private institutions in maintaining institutional diversity and, hence, freedom in the society.

Ernest L. Boyer and Fred M. Hechinger in a recently published Carnegie Foundation Essay, *Higher Learning in the Nation's Service*, make this point:

> *. . . there are more than 3,000 colleges and universities in America with different traditions, and, frequently, with different missions. We applaud the richness of this diversity and believe strongly that it should be strengthened, not eroded.*

The American nation is indeed enriched by the presence of private institutions that have an African-American background just as it is enriched by those which have Mormon, Catholic, and Jewish heritages. None, however, should be permitted to engage in racial, religious or sex discrimination.

America has made considerable progress in ending discrimination against individual members of the society who happen to be black, or Jewish, or women, etc. We have not made nearly as much progress in preventing discrimination against the *institutions* which particularly support black Americans. Indeed, many people believe that the difficulties which black institutions experience result from the success of the process of racial integration in our society. The reality is that black institutions have suffered from societal discrimination both before and since integration. Integration has been adopted by some liberals and conservatives alike as an instrument of discrimination against black institutions by denying them an equitable flow of resources in a manner that has been almost as effective as the constraints of segregation. The rationale is different, but the results are the same. Black-led institutions continue to be kept on "short grass."

Some black students are opting for predominantly white institutions not because of the success of integration—there is too much of a racial divide within white institutions to use that term, but primarily because black institutions have been denied the equity which would provide black students and black professors with a real choice. Far too many black students have little choice with respect to high quality postsecondary education because, except for an extremely limited number of black institutions, the politics and economics of postsecondary

President Payton served as education consultant to the Vice President of the United States on a seven-country African trip.

education force them to accept the terms of predominantly white institutions, or no education at all. For example, virtually all of the high-demand scientific, technical and professional programs are placed by state legislatures in predominantly white rather than the predominantly black public institutions. Were it not for the handful of *private* black institutions of higher education that offer a range of professional, scientific and technical curricula, virtually all choice could be eliminated.

I am concerned about the failure of the private and public sectors to provide support for research and development programs in the black colleges. A recent National Science Foundation report shows that Tuskegee Institute ranks number two among the black colleges in the nation (second only to Howard University, which is federally subsidized) in rms of research contracts and grants received from the National Science Foundation. This is a major asset that should be built on as we move into an increasingly technological society. Few institutions of higher education, white or black, will have a significant future impact on the society without being fully incorporated into the research and development community, sponsored primarily by major corporations and industry as well as by the federal government.

Carl T. Rowan, in a recent article following an interview with Dr. Hans Mark, deputy administrator of NASA, reported that ten years ago NASA was being assailed because blacks made up only 3.7 percent of the agency's work force. Most of those blacks were in lower level, clerical, service and similar positions. Blacks now make up 7.6 percent of NASA's workforce. Over the decade, the number of black scientists and engineers increased from 207 (1.7 percent) to 349 (3.2 percent), and the number of blacks in NASA's managerial/supervisory work force increased from .8 percent to 2.7 percent. The number of black astronauts increased from zero to four. The most important change at NASA, according to Mr. Rowan, was that it consciously stopped hiding behind the argument that "we can't find qualified blacks, since blacks get only 0.5 percent of the engineering doctorates." Dr. Mark made a revealing statement that can and should be applied to other agencies:

> *We faced the fact that we can't hire blacks away from IBM, so we decided to grow our own graduate engineers at historically black universities like Prairie View, Tennessee State, Tuskegee, and Florida A & M.*

Dr. Mark indicated that NASA funded approximately $3 million for research at black colleges and universities in FY 1982, and it appears almost certain that the agency will expend at least $6 million in FY 1983 funds. This is not "rinky-dink, make-work" for blacks. Tuskegee Institute recently received the largest grant ever made to a college or university by the George C. Marshall Flight Center. The grant of $374,450 supports the School of Engineering's continued research in laser propulsion, electric propulsion, solar cell arrays, metal fatigue in turbine blades, and general design. NASA is recognizing the importance of black higher institutions, and this stance could and must be emulated by other Federal agencies if black colleges and universities are to become major generators of economic development in their communities through the research and development programs they could undertake, if given proper support.

Similarly, America's greatest single asset with respect to its relationships with the

Tuskegee received the largest research grant ever made by the George C. Marshall Space Center. President Payton accepting the award from Mr. Jack Lee, Deputy Center Director.

Continent of Africa and other Third World countries consists of the 25 million black Americans who are descendants of Africa. If proper relationships were developed between such agencies as the U.S. Department of Agriculture and the Agency for International Development on the one hand, and appropriate private historically black institutions on the other, American interests could be significantly advanced and the African reach for social and economic development immensely improved.

This past November, I served as Education Consultant to Vice President Bush on a seven-nation tour of Africa and heard many expressions from African leaders of a desire to have more relationships with American institutions of higher education, and especially with historically black colleges. Tuskegee is one of the few black higher education institutions with strong and enduring relationships with Africa that go all the way back to the turn of the century when Booker T. Washington sent a team to Togoland to help improve cotton and cattle. We can do much more, and Tuskegee intends to.

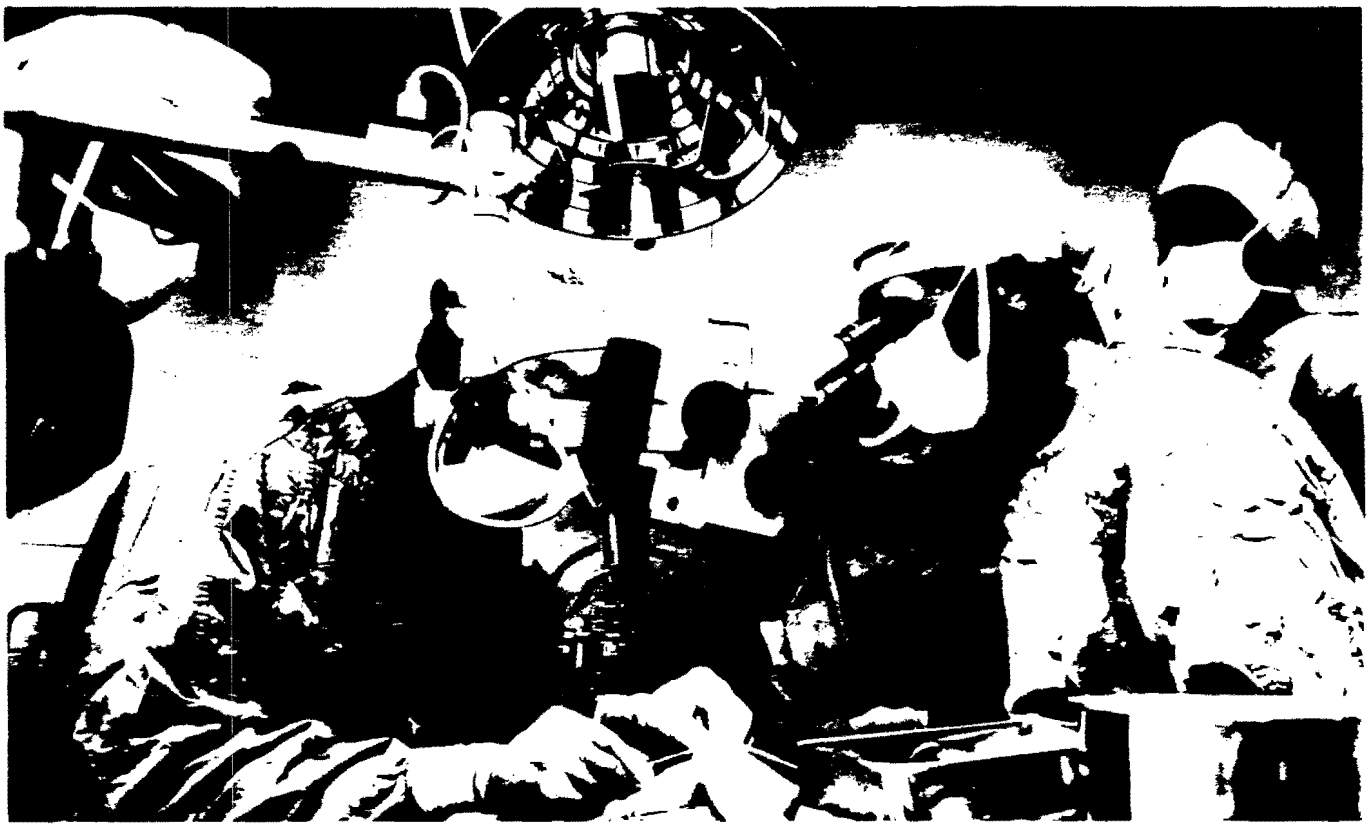
The point is that institutions of higher education are **universities** in the best sense of the word; they must have an international outreach if they are to help their own students as well as other institutions. The world is too small for black institutions, as well as other institutions, not to be involved in programs that engage faculty and students in useful ways to help the less developed countries. I have recently been appointed by President Reagan to serve on the Board for International Food and Agriculture Development (BIFAD). In this capacity, I hope I can draw the attention of that agency more effectively to the potential of black colleges in international work.

At the bottom of most of the difficulties of black higher institutions is not what some glibly refer to as "the success of integration," but the frustration of integration as a full-bodied concept. We no longer use the phrase, "separate but equal," but we put very little emphasis on equality or equity in a manner that would incorporate black people and their institutions fully into the mainstream of this society. Strategies for achieving the full incorporation of black people in the American society would lead to radically expanded levels of economic assistance to local black communities, black businesses and professional organizations, as well as predominantly black colleges. We will not have genuine integration until black institutions receive from American corporations, businesses, and from local, state and federal governments, equitable funding. In the meantime, given the tendency of Southern states to use the federal demand for ending dual systems of higher education as an excuse to undermine the public black colleges, it seems that our best hope for the future—as far as black-led institutions go—may well rest with the stronger private black colleges and universities.

Tuskegee prepares students for high-demand scientific, technical, and professional careers.

There are some black colleges—and Tuskegee is not the only one—which have developed programs that address the desires of students for the kind of education that can prepare them for high-demand scientific technical and professional careers. In the process, we will not neglect the humanistic needs of students for clarity of expression—written and oral—the capacity to make substantive ethical choices, and the ability to view current issues and problems with solid grounded historical perspectives. The following summary of our programs and services during 1982-83 attests to this.

TUSKEGEE PROGRAMS



More than 85 percent of all black veterinarians in the United States are Tuskegee Institute graduates.

INSTRUCTION

Continued program evaluation by outside consultants; planning for consolidation of some major areas; establishing additional high-technology, high demand offerings; and studying program strengths and weaknesses were major goals for advancement of academic areas during 1982-83. At year's end, an assessment revealed overwhelming success in meeting these goals, as is outlined briefly here.

Dr. Andrew W. Brimmer, Chairman of the Tuskegee Board of Trustees and an eminent economist, led a team which studied and recommended directions for elevating the Department of Business to school status. With these guidelines before us, the new School of Business, which includes the Department of Economics, will be initiated in the fall of 1983. The School of Education, a major concern for several years because of weaknesses of our graduates as revealed by scores on the Alabama Teachers Examination, was evaluated by a team under the leadership of Dr. Stephen J. Wright, former college president and outstanding educator. Recommendations included the tightening and rapid strengthening of curricula, a stronger faculty, a look at other areas—particularly the College of Arts and Sciences—which service School of Education majors, and a commitment by the Institute to see that this important program is supported adequately. A new Dean has been identified to give strong leadership to the implementation of the evaluation team's recommendations.

In an effort to bring further strengths to several professional areas, plans were completed to consolidate some major programs so that resources—both faculty and finances—can be shared to advance instruction and research. The Department of Allied Health will be merged with the School of Nursing and renamed the School of Nursing and Allied Health; the Department of Architecture will become a unit in the School of Engineering and renamed the School of Engineering and Architecture; the School of Applied Sciences will be reorganized into the School of Agriculture and Home Economics.

In the fall of 1983, the Institute will expand its high-technology offerings so that Tuskegee's

Tuskegee Institute is among a few historically black colleges that have nationally accredited programs in Architecture.

programs and services are increasingly attuned to the needs of students and of the society. A new major in Aerospace Science Engineering—the first at an historically black college—will be initiated to prepare students for this exciting and high-demand profession. In addition, a Department of Computer Science has been established, separating this program from the Department of Mathematics to strengthen further both areas and to prepare for the growing numbers of students who are pursuing majors in Computer Science. With the assistance of Control Data Corporation, the Pew Memorial Trust, and the National Science Foundation, Tuskegee Institute is now able to increase its computer capability for instruction, research, and management operations.

Technology transfer is playing an important role in program advancement. The School of Veterinary Medicine introduced the Biomedical Information Management System (BIMS), using computers to improve basic science and clinical science curricula, to allow the teaching hospital to store and retrieve clinical information more efficiently and quicker, and to permit the school to couple its basic science information with it clinical data for diagnostic and other dec sion-making purposes. Under a six-year grar from Lilly Endowment, we are able to improv research and computer science instructio in the Division of Social Sciences. The Depar ment of Biology, with funding from th Minority Biomedical Research Program, ha opened the Scanning Electron Microscop (SEM) facility, which operates as a centr base for multidisciplinary research; and a *in vitro* Cell Culture Center was establishe to support training in one of the faste growing areas of contemporary science.

Along with a concern to prepare students for technical and professional careers, continuing emphasis is placed on providing opportunities for them in the liberal arts. These curricula undergird all offerings at Tuskegee as well as permit students to undertake majors in a variety of disciplines. It is essential that our graduates are able to communicate clearly and think critically, that they understand the nature of the world in which they live and work, as well as interact positively with diverse peoples in our society. One point in a recent report by Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching, is that in this period of emphasis on science and mathematics, educators still must recognize that "mastery of English is the first and most essential goal of education."

Greater funding is needed to bring further strengths to our College of Arts and Sciences—especially in the liberal arts. The basic sciences have been helped by Tuskegee's participation in several programs geared to assist minority students, under the sponsorship of the National Institutes of Health and the National Science Foundation. We are, however, in the last year of a very helpful five-year grant from the National Endowment for the Humanities, and the Institute will receive soon a $45,000 grant from the General Mills Foundation to support liberal arts during a three-year period. Additional funds are sorely needed for our Division of Humanities.

The Association of American Colleges selected Tuskegee Institute as one of 11 colleges and universities nationwide to participate in a special project on the meaning of the baccalaureate degree. Three faculty attended a conference on the project at Carnegie Mellon University and follow-up work has continued throughout the year.

A Merit Scholars Program was established to identify and seek out high school graduates of high scholastic ability to enroll at Tuskegee Institute. Plans were completed to begin an Honors Program in the fall of 1983 to encourage academic achievement. This program will have its own director and participants will be housed in honors dormitories.

Two committees were established to assess the nature of instruction and the extent to which remediation is organized on a broad scale. Reports from both have been presented to the Board of Trustees—including recommendations for involvement of faculty on a campuswide basis in remediation through an Institute Remedial Center, and the university college concept for instruction. These reports will be discussed with faculty at the All-Institute Conference, to be held at the beginning of the 1983-84 academic year.

The program in Medical Technology received initial accreditation from the National Accrediting Agency for Clinical Laboratory Sciences. Two professional areas, Radiologic Technology and Chemical Engineering, completed preparations for initial accreditation evaluations—the former was evaluated in March; the latter is scheduled for the fall of 1983. The Department of Architecture was reviewed for reaccreditation by the National Architectural Accrediting Board in April.

Dr. Rosetta Ford Sands has been appointed Dean of the School of Nursing and Allied Health, effective July 1, 1983. She is a highly respected member of the nursing profession, with excellent training and experience in teaching and administration. Since 1971 she served variously as Assistant Professor in the School of Nursing at the University of Maryland, as Assistant Dean for Undergraduate Curriculum, and as Acting Associate Dean for Undergraduate Studies. Prior to joining the faculty at the University of Maryland, she was staff nurse and instructor at several hospitals in Baltimore. She received a diploma in nursing from Harlem Hospital School of Nursing in New York City; the Bachelor of Science and Master of Science in Nursing from the University of Maryland; and the Ph.D. from the Graduate School, Union for Experimenting Colleges and Universities, Cincinnati, Ohio.

RESEARCH

According to a recent report by the National Science Foundation, Tuskegee Institute receives more Federal funds for research than any other private historically black college, and is second only to a black university that is federally supported. This attests to the national recognition that is given to investigations by Tuskegee Institute faculty. Moreover, the Institute has received the largest grant ever made to a college or university by the George C. Marshall Flight Center. A grant of $374,450 supports the School of Engineering's continued research in laser propulsion, electric propulsion, solar cell arrays, metal fatigue in turbine blades, and general design.

The 1890 Land Grant Colleges and Tuskegee Institute waited a number of years for the Congress to appropriate funds recommended by the U.S. Department of Agriculture for renovation and construction of research facilities at these institutions. Tuskegee's share is $7 million over five years—the largest amount received by any of the institutions. These funds will augment substantially the capacity for Tuskegee faculty to develop productive research programs in food and agricultural sciences.

Nearly 70 funded research projects were underway during the year, representing such diverse studies as: yield, breeding, and diseases of vegetables and fruits; nutritional composition of selected foods; reuse of treated sewage effluent for irrigation; problems of small, limited resource farmers; black return migrants; transportation needs of the elderly and handicapped in small cities; diseases and integumentary wounds in animals, and poultry and swine diseases; cardiopulmonary responses; hepatic cells; improved computer model for prediction of axial gas turbine performance losses; stress analysis of armour plates under hypervelocity penetration; morphometrics of cellular mice receiving whole body irradiation; and correlating existing endwall heat transfer data for a turbine stator cascade.

The Carver Research Foundation coordinates all research projects in academic areas as well as in the Foundation's organized units: The Agricultural Experiment Station, Applied and Natural Science Research, and Behavioral Science Research. During the year, recommendations from the Carver Board of Trustees to eliminate administrative functions for research from the responsibilities of the Foundation were implemented. This has strengthened considerably that unit's

With a grant from USDA, Dr. W. A. Hill is undertaking research on root associated N_2-fixation of the sweet potato.

focus on research organization and the further encouragement of research efforts throughout the campus.

In addition to ongoing research projects the following are some highlights in the organized research units:

- Dr. Bobby Phills, Professor of Agriculture, was appointed Director of the Agricultural Experiment Station. A reorganization of the activities in this unit is underway, involving a team concept approach to agricultural research that concentrates on small farms from the total family perspective.
- Interdisciplinary studies in Applied and Natural Science Research are enhanced by some important, modern equipment that has been recently added to the unit: a scanning electron microscope, two transmission electron microscopes, a nuclear magnetic resonance spectroscope, two scintillation counters and a selection of centrifuges.
- The library of the Division of Behavioral Science Research has been strengthened greatly by two major gifts this year: a 2000-volume collection from the estate of the late Dr. Vera Green (a black anthropologist who was on the faculty of Rutgers University) and a collection of 10,000 volumes from the National Rural Center in Washington, D.C.

OUTREACH

There were, during the year, countless instances of outreach services rendered through the Institute's organized programs—The Human Resources Development Center and the Cooperative Extension Program—as well as by academic units. A vigorous thrust in our work with overseas countries resulted in plans to have these activities coordinated

Dr. Julian Thomas is preparing to centrifuge ***E. coli.*** *Equipment was purchased with a grant from the National Science Foundation.*

through an Office for International Programs at the beginning of the 1983-84 academic year.

In addition to education and related services rendered to farmers and farm families in a 14-county target area by the Cooperative Extension Program, and to minority businesses, the unemployed and underemployed rural people in Black Belt counties of Alabama by the Human Resources Development Center, the following are some examples of special outreach programs underway:

☐ The Mathematics and Science Alabama Regional Plan (MASARP), with support from the Ford Foundation, was designed to increase significantly the performance of minority students of the Alabama region in mathematics and mathematics-based subjects. In its second year, MASARP has implemented an effective and comprehensive program throughout the elementary and high schools of Macon County, Alabama. On the California Achievement Test, eleventh

grade students went from a grade 9 level at the beginning of the year to a level of 11.1 at year's end. For the first time pupils from the Tuskegee public elementary school participated in the public mathematics tournament this year. Resource persons work directly with teachers and pupils through workshops and classroom visitations. Tutorial classes are held after school hours for pupils who need remediation.

☐ The Tuskegee Job Corps Center is the only one of its kind on a college campus and is operated under a $4.4 million contract with the U.S. Department of Labor. Throughout the year the enrollment remains stable at approximately 240 students. In 1982-83, 107 Corpsmembers completed requirements for graduation, 43 earned high school equivalency (GED) programs, the plumbing unit had 20 to pass the Alabama State Apprentice Plumbing Test and were awarded apprentice licenses; 77 earned Alabama State drivers licenses.

☐ Under a $125,000 grant from the U.S. Department of Commerce, the Human Resources Development Center established an Economic Development Technical Assistance unit, focusing on minority businesses. The primary function is to establish an entity for technical assistance in 11 Alabama counties.

☐ The Cooperative Extension Program, with a special grant from the U.S. Department of Agriculture, initiated a Toxic Residue Avoidance Program. Hazardous waste dumps and increased rural housing developments have made water an important priority in the target counties. To date, this work has resulted in establishment of water authorities in six counties; five counties are considering applications to FmHA for water systems.

☐ A $50,000 grant from the Department of Housing and Urban Development is supporting the training of local employees of the Housing Authority in financial management.

☐ Tuskegee Institute signed a Linkage Agreement with Cuttington University College (Liberia) in the areas of health education and rural community development for that country.

Wide acclaim has been given to Tuskegee's Ford Foundation-sponsored Mathematics and Science program for elementary and high-school students. Shown here are computer classes for: high-school students; 6th grade pupils; and 3rd grade pupils. Dr. Moses Clark directs the project.

☐ Rural Development Project in Mali, sponsored by USAID under the 211(d) program. The major thrust is in the areas of agricultural economics, rural sociology, developmental anthropology, and extension with support roles from agriculture and other technical areas.

☐ Integrated Rural Development Project in Upper Volta, conducted in cooperation with the Fort Valley State College and the University of Georgia, sponsored by USAID through the South-East Consortium on International Development.

☐ Small Ruminant Research in Brazil, supported by the Board for International Food and Agricultural Development and managed by the University of California at Davis. Tuskegee's major concern is with herd management and production.

☐ A comprehensive strengthening program in the area of integrated rural development, with a major focus on health care delivery systems, funded by USAID under the 122(d) program.

☐ A strengthening program in human nutrition, supported by Title XII USAID, to enhance the capacity of Tuskegee faculty to carry out research and provide technical assistance in the area of human nutrition to less developed countries.

☐ A project, "Mechanisms of Trypanotolerance in Afrıcal Trypanomyasis" is carried out under a joint agreement with the Office of International Development and Cooperation, Tuskegee Institute, and the University of Ibadan, Nigeria.

Extension Veterinarian Edward Braye demonstrates vaccination procedure to farmers and agricultural science students.

MAJOR DONORS

CENTENNIAL CAMPAIGN

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Exxon Education Foundation
The Ford Foundation
The Kresge Foundation
Tuskegee Institute Alumni
Tuskegee Institute Trustees

$200,000 - $499,999
The Bush Foundation
E.I. duPont de Nemours & Co.
Gulf Oil Corporation
International Business Machines
Sears, Roebuck & Co.

$100,000 - $199,999
Allstate Insurance Company
Blount, Inc.
Chase Manhattan Bank, N.A.
The Coca-Cola Company
Control Data Corporation
Digital Equipment Corporation
International Telephone & Telegraph
Kaiser Aluminum & Chemical Corp.
Lilly Endowment, Inc.
Mobil Oil Corporation
Norton Simon, Inc.
Pew Memorial Trust
G.D. Searle & Co.

$50,000 - $99,999
Allegheny-Ludlum Industries
American Telegraph & Telephone
Aminoil, USA
Bendix Corporation
Dart Industries
Helene Fuld Foundation
Honeywell, Inc.
Procter & Gamble Co.
Benjamin & Roberta Russell Foundation
G.D. Searle Family Trust
Tuskegee, Alabama (City of)
Western Electric Corp.
Whirlpool Corporation
Xerox Corporation

$25,000 - $49,999
Allied Chemical Corporation
Black Enterprise Magazine
Chemical Bank
Conoco, Inc.
General Motors Corporation
Herman Goldman Foundation
Charles M. & Mary D. Grant Foundation
James S. Kemper Foundation
Kraft, Inc.
Marriott Corporation
Merck and Company
Metropolitan Life Insurance Company
Metromedia, Inc.
Morgan Guaranty Trust Co.
Radio Corporation of America
Russell Corporation
Sony Corporation of America
Joseph E. Seagram & Son
United Negro College Fund
Upjohn Company
U.S. Gypsum Company

$10,000 - $24,999
Alabama Exchange Bank
Alcoa Foundation
American Can Company
Amstar Corporation
Commonwealth Edison Co.
DeWitt Wallace Fund
Eastern Airlines, Inc.
Mr. Jack Eckerd
Eastman Kodak Company
The Grace Foundation
Hospital Corporation of America
Hunt Oil Co.
Inner City Broadcasting Corp.
The George Link Jr. Foundation Inc.
Maremont Corporation
Northwest Industries
Mr. David Packard
Polaroid Foundation
Protective Life Insurance Company
Rohm & Haas
H.J. Russell Construction Co.
Schieffelin & Co.
SmithKline Corporation
Smith Richardson Foundation
Sun Company, Inc.
Sundstrand Corporation
Mr. Percy Sutton
Tuskegee Federal Savings & Loan Assn.
Union Carbide Corporation
Winn-Dixie Charities, Inc.

$2,500 - $9,999
American Brands, Inc.
American Cast Iron Pipe Co.
American Cyanimid
American Cast Iron Pipe Co.
American Express
American Philanthropic Foundation
Arthur Andersen & Co.
Bechtel Group
Leo Burnett Company Charitable Foundation
Chesebrough-Ponds, Inc.
Chrysler Corporation
Corning Glass Works
Delta Air Lines
Max and Victoria Dreyfus Foundation
Equitable Life Assurance Society of America
Essence Communications, Inc.
First Bank of Minneapolis
First National Bank of Birmingham
Ford Motor Company
Friedlander Foundation
General Electric
General Mills Corp.
Georgia Power Co.
Gillette Corp.
Gourmet Food Service
Grace Foundation
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Grumman Aerospace Corp.
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Illinois Bell
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The Kimberly-Clark Foundation
The Lance Foundation
Liberty National Life
Manufacturers Hanover Trust
Martin Marietta Corp.
Mercedes-Benz of N.A.
Monsanto
Morgan Guaranty Trust
National Gas Pipeline
Nordson Foundation
Norfolk Southern Corporation
Parkerhouse Sausage
Peoples Energy Corporation
Philadelphia International Records
Anne S. Richardson Fund
Mr. Julius Rosenwald
The Rorer Group
Mr. Donald Rumsfeld
Scott Paper Company
Scovill Manufacturing Company
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Southern Railway Co.
Southeast Banking Corp.
Seth Sprague Foundation
Sun Newspapers
Sundstrand Corporation Foundation
Texas Utilities
Timmons & Co.
Touche-Ross & Co.
Tuskegee News
United Supreme Council, 33°
Warner Brothers
Booker T. Washington Business College
Booker T. Washington Insurance Co.
Williams Brothers Lumber Co.

SUPPORTERS FOR CURRENT OPERATIONS - 1982-83

$50,000 and over
Accreditation Board for Engineering and Technology
Alabama Educational Trust Fund
Aminoil USA, Inc.
Control Data Corp.
Exxon Education Foundation
The Ford Foundation
Helene Fuld Trust
Kate Macy Ladd Fund
Charles Stewart Mott Foundation
The Pew Memorial Trust
Tuskegee Institute Alumni
Tuskegee Business/Industry Cluster
Tuskegee Institute Trustees
United Negro College Fund
United States Government

$25,000 - $49,999
Beecham Laboratories
The Bendix Foundation
College Endowment Funding Plan
E.I. duPont de Nemours
General Electric Foundation
Lilly Endowment
Procter & Gamble Co.
The Teagle Foundation, Inc.

$10,000 - $24,999
Bell Laboratories
Conoco, Inc.
Eastman Kodak Co.
The Equitable Life Assurance Society of the United States
General Motors Corp.
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Alcoa Foundation
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Ancient Egyptian A.O.N.M.S., Inc.
Bechtel Foundation
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Farm Foundation
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International Paper Company
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Polaroid Foundation, Inc.
Rockwell International
Rollin M. Gerstacker Foundation
Sears-Roebuck Foundation
Southern Education Foundation
Standard Oil of California
The Statler Foundation
Stauffer Chemical Company
Upjohn Co.
Western Electric Fund

RANDOM HIGHLIGHTS

Mr. Melvin A. Glasser, who served for 10 years as Chairman of the Tuskegee Board, hands over the gavel to the new Chairman, Dr. Andrew F. Brimmer (right).

JULY

- Tuskegee Institute/Alabama State University/Miles College International Consortium Seminar. Speaker—His Excellency Moses Ihonde, Consul General of Nigeria.
- Summer Commencement Convocation. 155 students were graduated.
- "World of Work" Seminar, sponsored by Dietetics Department.

AUGUST

- 42nd Annual All-Institute Conference.

SEPTEMBER

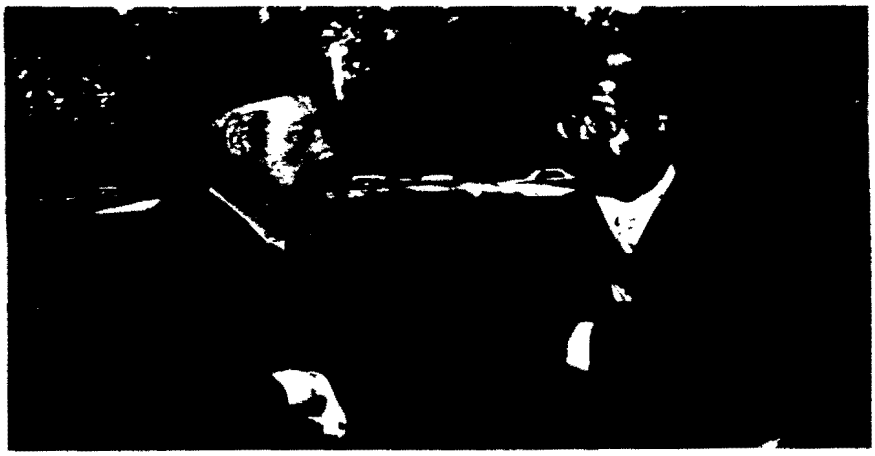
- 101st Annual Fall Convocation. Speaker—The Hon. Howell Heflin, U.S. Senator.
- Black College Day.
- Meeting of Presidential Associates.

OCTOBER

- Student Interviewing Clinics—Career D Activities.
- Orientation for New Staff.
- Coronation of "Miss Tuskegee."

NOVEMBER

- 57th Annual Scholarship Convocatio Speaker—Dr. Ruth B. Love, Gener Superintendent for the Chicago Board Education.
- Writing Seminar, sponsored by UNC Mellon Grant. Consultant—Dr. Cl Martin, University of Iowa.
- 1982 Homecoming Activities. Theme "Excellence in Academics and Tec nology."
- Third Annual Career Job Fair. Thirty maj corporations participated.
- Student Interviewing Clinics, sponsore by the Cluster.
- Fall Meeting of the Tuskegee Busines Industry Cluster.
- Host to Alabama/Mississippi Social Wo Conference.



Trustee Arthur P. Cook (left) received the Honorary Degree, Doctor of Public Service, at the Spring Commencement Convocation.

DECEMBER

- 40th Annual Professional Agricultural Workers Conference. Keynoter—Dr. Denzil Clegg, Associate Administrator, Extension Service, USDA.
- 18th Annual Fashion Extravaganza, sponsored by Department of Home Economics.

Moton Memorial Day/Annual Christmas Choir Concert.

- Swine and Herd Health Conference, sponsored by School of Veterinary Medicine.

JANUARY

USAID's Mid-Winter Community Seminar.

Annual Observance of Martin Luther King, Jr.'s birthday, Student Government Association.

- Youth Motivation Task Force, sponsored by the National Alliance of Business and Tuskegee Institute.
- Religious Enrichment Week, featuring The Rev. Charles G. Adams, Pastor, Detroit's Hartford Memorial Baptist Church.

FEBRUARY

- Black History Month, featuring special conference on "The New World Economic Order" and "Up with People" program.
- Black Arts Festival.
- Benjamin F. Mays Exhibit.
- "Black Wings" Exhibition opened at Smithsonian Institution, featuring Tuskegee Airmen.
- 20th Annual Parents Day.
- First Annual Small Farmers Conference. Speaker—The Hon. Peter McPherson, Administrator, USAID.
- Nurse Capping Ceremony. Speaker—Dr. Gloria Scott, Vice President, Clark College.
- 91st Annual Farmers Conference. Keynoter—Samuel J. Cornelius, Special Assistant to the Secretary, USDA.
- 9th Annual Engineering Alumni Days Program. Speaker—Paul Jones, Group Leader of Thermal Engineering Systems, Procter and Gamble.
- SECME Engineering Design Contest for high school students.

MARCH

- Career Awareness Hour, featuring Mrs. A. G. Gaston, President, Booker T. Washington Business College, Birmingham.
- 18th Annual Veterinary Symposium. Theme: "The Use of Computers in Managing Biomedical Information."
- 10th Annual Business Management Conference, sponsored by the Department of Business, Student Chapter of Society for the Advancement of Management, and Tuskegee Cluster. Charles Bannerman, Chairman of the Board of Delta Foundation, gave the keynote address.
- Economics Awareness Week. Speaker—Roland Johnson of the International Monetary Fund.
- Job Corps Center graduation exercises—36 students completed training.
- 66th Annual Founder's Day Convocation. Speaker—Dr. James Joseph, President, The Council on Foundations.
- President's Essay Contest and Awards Night Program.
- Spring Meeting of the Tuskegee Business/Industry Cluster.

APRIL

- Department of Business Distinguished Lecture Program, featuring Dr. and Mrs. A. G. Gaston of Birmingham.
- Science Fair, sponsored by Department of Chemistry for high school students.
- Annual Sigma Xi Lecture.
- SIAC Baseball Tournament.
- 28th Annual Hospital Dietetics Workshop.

The Hon. Peter McPherson, Administrator of USAID, gave the keynote address at the Small Farms Conference.

- Special Olympics.
- Carver Research Foundation Seminar, featuring Dr. Julius E. Coles, USAID.
- 54th Annual Tuskegee Relays.
- 4th Annual John H. Calloway Tennis Tournament.

MAY

- Pet Poster Contest for elementary school children, sponsored by School of Veterinary Medicine.
- 98th Annual Spring Commencement—480 students were graduated.
- 32nd Annual Recognition Services.
- Dedication of Arthur P. Cook Board Room, John A. Andrew Community Hospital.

FINANCES

INCOME

Student Fees		$ 9,985,740
Government Appropriations:		
Federal Government	$13,552,835	
State of Alabama	1,362,667	
Other Governmental Agencies	777,830	15,693,332
Private Gifts and Grants		8,149,042
Endowment Income		1,398,476
Other educational and general sources		976,593
Auxiliary enterprises:		
Cafeteria and Dormitories	$ 2,885,308	
General Services	487,115	
Hospital and Clinics	4,382,142	7,754,565
		$43,957,748
Other transfers and Additions		764,846
		$44,722,594

EXPENSE

Instruction and departmental research		$ 9,638,724
Research and Public Service		6,160,771
Academic Support		1,987,933
Student Services		1,769,558
Institutional support		3,396,016
Operation & maintenance on Physical Plant (E&G)		2,661,138
Scholarships and fellowships		4,761,825
		$30,375,965
Mandatory transfers for debt, student loan fund		408,189
Auxiliary Enterprises:		
Cafeteria and Dormitories	$ 3,444,687	
General Services	554,520	
Hospital and clinics	4,657,865	8,657,072
		$39,441,226
Repayment of Endowment Funds		5,200,000
		$44,641,226
Results of Operations		$ 81,368
In addition we have:		
Made repayments of mortgage principal— dormitories, hospital, engineering	$ 225,141	

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The General Daniel "Chappie" James Center for Aerospace Science and Health Education

WHEN DANIEL "CHAPPIE" JAMES entered Tuskegee Institute in 1937, he thought his eventual career would be as an undertaker. It was a business in which segregation by race was not a barrier to success. But what he really wanted to do was fly. Pensacola, Florida, where he grew up, the youngest of 17 children, was the Navy's main training base for fliers, and the sky was full of planes. As a boy, Chappie would wash airplanes at a local civilian airport in return for rides. Once he offered to wash a plane a dozen times in return for one ride.

World War II and Tuskegee Institute combined to give Chappie James the opportunity to realize his dream. As the world headed into war, Tuskegee became the center for training the nation's first group of black pilots, Chappie among them. Starting out as an air cadet, Chappie became a flight instructor at Tuskegee in 1942, and during the following year he was commissioned as a lieutenant. From that point on, his career was a great ascent fueled by courage and valor worthy of some of the nation's highest medals. In 1975 he was promoted to the rank of four-star general in the United States Air Force, thereby becoming the first black man in the nation's history to achieve that rank.

General James distinguished himself not only as a formidable combat pilot and soldier but as an outspoken patriot. He truly realized the American dream, as have many of his fellow Tuskegee Airmen -- for example, Coleman Young, the mayor of Detroit, William Coleman, former U.S. Secretary of Transportation, Percy Sutton, former president of the borough of Manhattan.

To many young black Americans, the world of aerospace is a dream, much as it was to young Chappie James. In one sense, it is a dream that remains largely unrealized: of all students enrolled in programs in aerospace engineering in the country, only three percent are black. There is a lower percentage of blacks in aerospace engineering than in the engineering field as a whole, despite evident widespread interest in this field among blacks, particularly the many who have served their country in the Armed Forces. No predominantly black institution of higher learning in the country today offers a program in aerospace engineering.

Tuskegee Institute proposes to make an important contribution to filling this gap and, at the same time, to carrying forward a second mission of great importance to the school -- namely, serving as a regional health education center. To carry out this twofold mission, Tuskegee Institute is asking for $9 million to do the following:

-- Construct a facility to be called The General Daniel "Chappie" James Center for Aerospace Science and Health Education;

-- Establish a program in aerospace engineering as an

integral part of the Institute's fully accredited engineering program;

-- Renovate Moton Field on the campus of the Institute to accommodate the new aerospace engineering program.

The concept underlying this proposal represents an expansion of an earlier proposal for a health education center at Tuskegee to honor General James. Some $6 million was authorized for this center by the 96th Congress. This new proposal, we believe, represents a significant enhancement of the original concept in two ways. First, it focuses on a sector of vital concern both to the nation and to its black citizens, namely aerospace engineering. Second, the program proposed here does more than memorialize General James; in a very real sense, it carries forward his life's work by helping young black people fill a national need for aerospace scientists.

Founded in 1881 by Booker T. Washington -- and with a current enrollment of 3700 students -- Tuskegee Institute started out by providing vocational training for newly freed slaves, and has moved on to progressively sophisticated sectors of science and technology, and liberal arts. Building upon established programs of excellence in the health and engineering fields, Tuskegee proposes to add a new dimension to its distinguished record of service to the region and nation. The support of these initiatives by the Federal government will constitute a visible manifestation of the seriousness of this nation's continuing commitment to the future of historically black colleges.

RATIONALE

The General Daniel "Chappie" James Center and the aerospace curriculum that goes with it would meet basic needs, bring important benefits and do both at minimal cost.

The aerospace science program would significantly increase the number of blacks in this field nationally. Some 60 to 70 students would be enrolled in the program initially, with later expansion possible. Since about 360 blacks are currently enrolled in aerospace engineering courses across the United States, the Tuskegee program would increase black enrollment initially by 15 to 20 percent.

Located in the largest private college in the country with a predominantly black enrollment, the program would tap the considerable interest in aerospace apparent in the black community. According to Dr. Wesley Harris, a professor of aeronautics and astronautics at MIT, interest in aeronautics is high among young blacks, in many instances as a result of service in the Armed Forces. The Tuskegee program would be a magnet for young blacks, including many who emerge from the Armed Forces with the idea of pursuing a college education. The fact that the James Center would honor a black military hero and would contain permanent exhibits devoted to his career and to aerospace science would serve further to stimulate interest in this field.

Expanded black involvement would help meet a growing need for aeronautical engineers in the United States. Continued

supremacy in the aerospace field is clearly vital to the nation's security and economy; yet, the number of graduates of baccalaureate aerospace engineering programs was about 40 percent less in 1979 than in 1972, according to the most recent figures of the Engineering Manpower Commission of the American Association of Engineering Societies. Because of this shortage, aerospace engineers are so much in demand by industry that few are going on to graduate study, and more than half the doctoral students in this field in the United States are currently foreign nationals. Aerospace accounted for only 2.2 percent of all baccalaureate engineering degrees in 1979, as compared to 5.5 percent a decade earlier, with the percentage of degrees earned by blacks remaining about the same. Given the great interest of blacks and of young people generally in this field, the opportunity here is clear.

Tuskegee has a tradition of providing opportunities to students of great potential but limited educational background. Many students enrolled in the Tuskegee School of Engineering take five years or more to get their degrees, because they enter the program with less-than-college-level skills. Students with such problems find Tuskegee's atmosphere congenial, even if they find its scholastic requirements demanding; with proper remedial help they often succeed where they might otherwise fail. <u>The potential here, then, is to provide opportunity for young people who in other circumstances would not become aerospace engineers despite the fact that they are fully capable of excelling in this field</u>.

Tuskegee's location and facilities provide uniquely favorable conditions for launching an aerospace program. Tuskegee is the only predominantly black university in the country with both its own airfield and a fully accredited school of engineering. Thus, special power sources needed for a wind tunnel are available in the School of Engineering, as are stress machines to test the strength of materials and computer terminals for training in avionics. The current faculty of the School of Engineering would carry a substantial part of the teaching load of the aerospace curriculum, and Moton Field, located on the Tuskegee campus, would provide a superb hands-on teaching environment. In addition, Tuskegee's proximity to Maxwell Air Force Base, Fort Dothan, and Fort Rucker furnishes excellent opportunities for military-university collaboration.

One current military need is for technical training of U.S. Army personnel to manage aviation procurement and development. The Army is now seeking out centers of excellence where these managers can be trained in aviation technology. As a new program, Tuskegee's might be more easily tailored to the Army's needs than already-established programs at other universities.

The health education program at The General James Center would benefit more than 7,500 people at the Institute and some 65,000 more in the surrounding counties. Much of this population is poor and black, and a disproportionate number are elderly. Recreational facilities are lacking; knowledge about

maintaining health and preventing disease is sparse. Tuskegee would address these problems at the James Center as part of its larger program of health-care service to the community.

Health care and community service have been traditional concerns of Tuskegee's. The school has on its campus a community hospital, a large Veterans Administration Hospital, a busy outpatient facility, and even two state-of-the-art health vans that go out daily into the surrounding rural area. Tuskegee has a school of nursing and a school of applied sciences that trains a variety of health professionals and that is a center for research on food and nutrition. Going back to the days of George Washington Carver, Tuskegee has pioneered in finding new ways of feeding the poor of all races.

The health education program proposed here would significantly enhance the Institute's work in the health field. The emphasis would be on disease prevention and health maintenance. In a rural, low-income area, the General James Center would be a central facility for recreation, health education, and the training of health professionals.

PROGRAM, FACILITIES, COSTS

The General Daniel "Chappie" James Center will enable Tuskegee to embark on major iniatives in aerospace and health education.

The aerospace engineering program will have four components essential to programs in this field. They are as follows:

1. Fluid mechanics -- the principles governing air flow and noise in aircraft design. A wind tunnel will be constructed at Tuskegee for tests on scaled-down models of aircraft.

2. Composite materials -- the search for the strongest and lightest materials for aircraft construction.

3. Avionics -- integrating electronics into the controls of the airplane, building the controls into the cockpit.

4. Propulsion -- paper calculations and textbook problems along with hands-on experience with model engines.

In addition to providing a strong curriculum in aerospace engineering, the new program will include permanent educational exhibits on the life and achievements of General James and on aerospace as a career. Books, pamphlets and audiovisual materials would be combined with Tuskegee's extensive collection of James memorabilia as components of a major regional aerospace information center, a key objective of which will be to recruit students into this field. The new building will also house administrative offices, recruiting areas and classrooms of Tuskegee Institute's Air Force ROTC.

Health facilities in the new center will include the following:

-- Classrooms;

-- Diagnostic areas for such common local afflictions as high blood pressure and cardiopulmonary disorders;

-- Recreational and athletic areas;

-- Facilities for the handicapped;

--A health-education library surrounded by offices for nutrition, nursing, health education, and social work.

The cost of building the General James Center will be $9.5 million. Despite its limited resources, Tuskegee is in the process of raising $3.5 million for its construction, leaving the remainder to be met by a proposed federal commitment of $6 million.

Start-up costs for the aerospace science program will derive principally from the construction and purchase of special equipment and materials, such as a wind tunnel, model engines and computers, and from the need to renovate Moton Field. Another cost would be initial salaries for four additional engineering faculty and two technicians required for the new program. The proposed appropriation for start-up costs is $3 million.

The total Federal appropriation proposed for the General Daniel "Chappie" James Center for Aerospace Science and Health Education is, therefore, $9 million.

POLICY AND PRINCIPLES

As noted earlier, the current proposal represents an expansion of an earlier proposal for a health education center at Tuskegee to honor General James. In PL 96-374 Congress authorized $6 million for this facility. Among active supporters of the bill were Alabama's Senators and Congressmen, the Congressional Black Caucus, Senators Goldwater, Glenn, Tower, Heinz, Chiles and DeConcini, the Tuskegee Airmen, Tuskegee alumni, former Secretaries of Defense Donald Rumsfeld and Melvin Laird, and many others.

The current proposal represents, we believe, an improvement on the earlier one for reasons enumerated earlier. It requires that the request for funding be made at the level of $9 million in order to meet start-up costs of a first-class aerospace science program. While increased costs are always regrettable, we believe they will be more than compensated for by the value of the program to the region and nation. Moreover, since Tuskegee is the only predominantly black college with an airfield as well as a fully accredited school of engineering, Federal support for this new program would not open the floodgate for similar requests.

It is gratifying to Tuskegee Institute that this proposal is being presented at a time when the President of the United States has reaffirmed a Federal commitment to historically black colleges and universities. Tuskegee's endowment being minimal, we welcome President Reagan's Executive Order of September 15, 1981 calling for "the development of a Federal

program designed to achieve a significant increase in the participation by historically black colleges and universities in Federally sponsored programs." The order was promulgated "in order to advance the development of human potential, to strengthen the capacity of historically black colleges and universities to provide quality education, and to overcome the effect of discriminatory treatment."

During Tuskegee's centennial celebration in April 1981, Vice President George Bush promised that America's black institutions "will be preserved and strengthened in the years ahead." The future viability of Tuskegee rests with programs like the one outlined here, programs that go to the heart of its century-old tradition of educational innovation and community service.

Perhaps no one summed up with more precision the thrust of these programs -- and of Tuskegee's entire educational effort — than the mother of Chappie James, Mrs. Lillie James. The daughter of New Orleans' servants, she fixed her life on education and started her own school in Pensacola, the Lillie James School. Starting with the James children, the school ultimately had an enrollment of 70.

When General James made speeches before young black people, he used to recall the words of his mother:

"For you, my son, there is an eleventh commandment: Thou shalt not quit."

"Prove to the world that you can compete on an equal basis."

"See to it that your children get a better education than you got."

THE WHITE HOUSE INITIATIVE ON HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

In 1981 President Reagan issued Executive Order 12320 which is "designed to achieve increases in the participation of historically black colleges and universities (HBCUs) in Federally sponsored programs" in order to strengthen the capacity of these colleges to provide a quality education. Under the leadership of the Secretary of Education, the Department of Education coordinates both the gathering of statistics from 27 designated Federal agencies and the formulation of overall planning into two annual documents: The Annual Federal Plan for Assistance to HBCUs, and The Annual Federal Performance Report on Executive Agency Actions assisting HBCUs.

The Annual Federal Plan outlines strategies that the 27 Federal agencies intend to take to support historically black colleges and universities. The Annual Federal Performance Report discusses the actual funding to HBCUs in a given fiscal year and over the life of E.O. 12320. Funding is categorized into -- Research and Development; Program Evaluation; Training; Facilities and Equipment; Fellowships, and Student Financial Assistance.

The Executive Order also directs Federal agencies to promote linkages between HBCUs and the private sector. For example, in September, 1986, the Department of Education and the White HOuse Office of Science and Technology Policy co-sponsored a conference "Historically Black Colleges and Universities - Alliances with Frontier Sciences." The conference, which was entirely funded through foundation and corporate donations, highlighted successful partnerships between HBCUs, the private sector and the Federal government. A follow-up conference is scheduled for September, 1987.

FEDERAL SUPPORT TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

Total obligations by Federal agencies to HBCUs for FY 1981 through FY 1985 are as follows:

Fiscal Year	Total Obligations	Percentage*
1981	$544,818,000	5.4
1982	564,458,319	5.7
1983	606,209,205	6.1
1984	620,578,221	5.7
1985**	629,552,477	5.2

In Fiscal Year 1985, the Department of Education led all agencies in funds awarded to HBCUs with total obligations of $441,554,817, which is approximately 70.2 percent of the total Federal effort.

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* Percentage derived from the total of Federal obligations to all institutions of postsecondary education.

** Fiscal Year 1986 obligations are not available as of this date.

CHRONOLOGY OF MAJOR EVENTS

OF THE ADMINISTRATION'S ACTIONS ON BEHALF OF

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

September 15, 1981	President Reagan issues Executive Order 12320 mandating a Federal program "designed to achieve a significant increase in the participation of historically Black colleges and universities in Federally-sponsored programs."
January 1982	Vice President Bush hosts reception at his home for HBCU presidents and major corporate executives.
June 1982	Department of Education awards $15 million, five year grant for the development of Morehouse School of Medicine, Atlanta, Georgia. Morehouse is only the third Medical school at a predominently black college.
September 22, 1982	President Reagan hosts HBCU Presidents in the White House East Room to celebrate the first year of Executive Order 12320. The President issues a Memorandum to Federal Agency Heads directing them to: 1. place emphasis on use of Federal funds to improve HBCU administrative infrastructures; 2. increase the percentage share of funds allocated to HBCUs even when agency funds to higher education may be decreasing; and 3. continue efforts to eliminate identified barriers to HBCU participation in Federal programs. The President also directed the White House Office of Private Sector Initiatives to place special emphasis on increasing development of private sector support of HBCUs.
September 1983	White House Reception to commemorate National Historically Black Colleges Day, and the second anniversary of the signing of Executive Order 12320.

President Reagan, with Dr. Frederick Douglas Patterson, founder of the United Negro College Fund (UNCF), standing at his side, sign into law the "Challenge Grant Amendments of 1983," establishing the Endowment Grant Program. This program modeled after a UNCF program, was an administration initiative which offers matching grants to increase the size of college's endowments. Nearly $50 million has been added to HBCUs endowments through this matching program.

September 1984

White House Reception to commemorate the third anniversary of the signing of Executive Order 12320. During this reception, President signed a proclamation designating September 23-29 as "National Historically Black Colleges Week".

President Reagan appoints a 15-member advisory group to administer a Management Assistance Project (MAP) for Fisk University, one of the oldest, and one of the most prestigious HBCUs. The MAP, consisting of Federal officials and concerned citizens, developed a plan to retire Fisk's massive debts. The plan has been a success and Fisk is now on sound financial footing.

September 1986

At a White House ceremony, President Reagan presented awards to representatives of HBCUs and corporations in recognition of outstanding alliances in science and technology. The ceremony was the finale of a two-day conference sponsored by the Department of Education and the White House Office of Science and Technology Policy.