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Fact Sheet on Tuskegee University

The University

Tuskegee University, founded in 1881 by Booker T. Washington as Tuskegee Institute, is a coeducational privately controlled professional, scientific, and technical institution located in the southeastern part of Alabama. Tuskegee University has grown from a modest beginning -- with 30 students and a one-room shanty -- to a modern campus of over 5,000 acres of land with more than 55 buildings and 3,500 students. The University will be graduating 450 students at this commencement ceremony.

Location

The town of Tuskegee, a community of over 11,000 people, is located in the southeastern part of Alabama. It is approximately 120 miles from Atlanta, Georgia, and 40 miles east of Montgomery, Alabama (the capital city).

Majors and Degrees

Tuskegee University offers the Bachelor of Arts and the Bachelor of Science degrees. Majors are offered in accounting, aerospace science engineering, agribusiness, agribusiness education, agriculture sciences, animal and poultry sciences, architecture, biology education, black studies, building and construction sciences, business administration, chemical engineering, chemistry, clothing and related arts, computer sciences, early childhood education, economics, electrical engineering, elementary education, emotional conflict studies, English, finance, food and nutritional sciences, food service management, general dietetics, general science, health education, history, home economics education, industrial arts education, language arts, management science, marketing, mathematics, mathematics education, mechanical engineering, medical technology, mental retardation, nursing, occupational therapy, physical education, physics, plant and soil sciences, political science, radiologic technology, social sciences, social work, and sociology.

Academic Facilities

The University library system consists of the main library (Hollis Burke Frissell) and departmental libraries in the Schools of Veterinary Medicine and Engineering and Architecture. The collections in all libraries number approximately 240,000 volumes. Through purchased and gift subscriptions, 1,200 periodicals and 28 foreign and domestic newspapers are received regularly. The library has been a federal depository since 1907 and has a collection of more than 15,000 select government documents. In addition, the Washington Collection and Archives, consisting of manuscripts, books, rare books, photographs, and other artifacts by and about Africa and Afro-Americans, contains more than 100,000 items and constitutes one of the few very strong collections of its kind in existence.

Financial Aid

Tuskegee University subscribes to the philosophy that all high school graduates who are academically capable should be given a chance to develop in an institution of higher education. To this end, effort is being made to assist needy and qualified students through the University's financial aid programs.

Daniel "Chappie" James Center

The newly constructed General Daniel "Chappie" James Center for Aerospace Science and Health Education is located on the main campus at Tuskegee University. In FY 1983, Congress appropriated, through Special Endowments, \$9 million to cover building costs. The aim of the Center is (1) to serve as a regional health education center; (2) to increase the enrollment of blacks in aerospace engineering; and (3) to house papers and memorabilia relating to the life of General James.

Staffed by Rhett Dawson
Comments incorporated

1 Federal Support to
Colleges and Universities

agencies to HBCU for FY 1981 through

		<u>Percentage of Federal Obligations to all Postsecondary Education Institutions</u>
		5.4
		5.7
		6.1
		5.7
1985 ¹	629,552,477 ²	5.2

1) Last available year.

2) This represents a 15.6% increase over the amount of aid given these institutions in the final year of the previous administration.

Fact Sheet on Federal Support to
Historically Black Colleges and Universities

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

<u>Fiscal Year</u>	<u>Total Obligations</u>	<u>Percentage of Federal Obligations to all Postsecondary Education Institutions</u>
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 ¹	629,552,477 ²	5.2

1) Last available year.

2) This represents a 15.6% increase over the amount of aid given these institutions in the final year of the previous administration.

THE WHITE HOUSE
WASHINGTON

Cleared by Fred Fischer
in Debbie Steelman's office,
OMB

ional Aid to Black Colleges

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torically black colleges. In 1981
on Historically Black Colleges and
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osing their doors.

. for these institutions has climbed
million in FY 1981 to \$630 million
crease over the financial support
al year of the previous

- o We are establishing partnerships between these institutions and some of the nation's most accomplished science laboratories as a means of enhancing the science capability of black colleges.
- o We have a continuing procedure for identifying and overcoming obstacles which stand in the way of increased federal research and other contracts to black colleges.

You personally met with leaders of the black college community two months ago regarding institutional aid and key members of the Administration are holding follow-up discussions with them on this subject.

Issue Paper on Institutional Aid to Black Colleges

Some in the black higher education community have expressed concern that the share of financial support going to black colleges seems to be declining.

The Administration has long had a deep and abiding interest in improving the viability of historically black colleges. In 1981 we issued our Executive Order on Historically Black Colleges and Universities which has made unprecedented progress in support to black colleges.

- o The Administration intervened to keep the nation's flagship black institutions -- Meharry Medical College and Fisk University from closing their doors.
- o Overall Federal support for these institutions has climbed from approximately \$545 million in FY 1981 to \$630 million by FY 1985, a 15.6% increase over the financial support provided during the final year of the previous administration.
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THE WHITE HOUSE
WASHINGTON

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in Debbie Steelman's office,
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Student Aid Policies

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ily (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 enrollments of minorities or low income students.
- o Students with loans are more likely to graduate than those without loans.

You personally met with leaders of the black higher education community two months ago to listen to their concerns about black college enrollment and key members of the Administration are holding follow-up discussions on this subject.

Issue Paper on Student Aid Policies

Among the prominent features of our student aid proposals for Fiscal Year 1988 is a continuation of the trend of greater emphasis on student loans than on student grants. 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.

However, the shift in emphasis to loans coincides with reports and surveys showing a decline in black student enrollment. Thus many student aid advocates are publicly making the assertion that the Administration's policies are having a detrimental impact on black enrollment in higher education.

It has been our view that 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 enrollments of minorities or low income students.
- o Students with loans are more likely to graduate than those without loans.

You personally met with leaders of the black higher education community two months ago to listen to their concerns about black college enrollment and key members of the Administration are holding follow-up discussions on this subject.

Staffed by Rhett Dawson
Comments have been incorporated.

188 Student Aid Policies

the public good resulting from the Federal role in providing all to go to college with access to the cause the chief and most immediate on is the student who receives the that aid be made available primarily tudent in effect borrowing to elf. This approach also minimizes -- many of whom will never benefit he higher earnings it makes

posals provide broad access to to all -- taxpayers as well as d \$4.5 billion (unadjusted for es) on grants, loan capital, and

- Any student currently receiving aid will continue to receive or qualify for aid under our proposals.
- Any students, regardless of income, would be eligible for loan aid limited only by the cost of education. Everyone would be able to afford to go to college of his or her choice.
- Grants will be fewer but larger on average, and focused on the neediest. Greater emphasis will be placed upon loans.

Student aid would have three components:

- (1) Unsubsidized loans. We would continue Guaranteed Student Loans, with increased loan limits (as much as the cost of education) but reduced subsidies. (Note: much of the proposed cost savings is due to declining interest rates rather than new policies). Government should provide access to capital where it would otherwise be unobtainable.

Fact Sheet on 1988 Student Aid Policies

The Administration recognizes the public good resulting from higher education and affirms the Federal role in providing all qualified students who want to go to college with access to the money they need. However, because the chief and most immediate beneficiary of higher education is the student who receives the education, it is appropriate that aid be made available primarily in the form of loans -- the student in effect borrowing to finance an investment in himself. This approach also minimizes the cost of aid to taxpayers -- many of whom will never benefit from a college education or the higher earnings it makes possible.

The Administration's 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 (unadjusted for credit reform financing changes) on grants, loan capital, and loan subsidies.

Key features:

- Any student currently receiving aid will continue to receive or qualify for aid under our proposals.
- Any students, regardless of income, would be eligible for loan aid limited only by the cost of education. Everyone would be able to afford to go to college of his or her choice.
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- (2) 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 over \$600 million in new capital for colleges' and universities' revolving funds in 1988 -- compared to only \$5 million provided for a demonstration project in 1987.
- (3) 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 receives the grants. We propose to reduce it to one in six. Awards to students from families below the poverty line would be essentially unchanged.

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

- 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).
- Black enrollments have also stayed high.
- A recent report from the U.S. Congress Joint Economic Committee found no evidence that loans change students' career decisions, affect enrollments of minorities or low income students, or cause other problems.
- Students with loans are more likely to graduate than those without loans.

of Education FY 1988 Budget Request

Used on Missouri trip

r the Department of Education is \$14.0
than the 1987 appropriation for

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Key elements of the 1988 request for the Education Department:

- ° Increased support for over 5 million disadvantaged elementary and secondary school children.

Funding for assistance to disadvantaged elementary and secondary school children through the Education Consolidation and Improvement Act is increased by \$200 million to a record high of \$4.1 billion. In addition, the Administration has proposed legislation to improve the targeting of funds and activities in the Chapter 1 program, which provides support for remedial education in over 14,000 local school districts.

- ° Continued support for over 4 million handicapped children and 1 million disabled adults.

The request includes \$2.6 billion for these programs which would permit States and localities to maintain current levels of special education and rehabilitation services for handicapped children and adults.

- ° Broaden legislative authority to enhance teacher training.

\$80 million is included to broaden existing legislation to improve the subject matter skills of elementary and secondary teachers and administrators in all disciplines and to help attract and retain high quality teachers.

Summary of the Department of Education FY 1988 Budget Request

The 1988 budget request for the Department of Education is \$14.0 billion, \$5.5 billion less than the 1987 appropriation for Federal education programs.

In order to meet the deficit reduction targets set in the Gramm-Rudman-Hollings Balanced Budget and Deficit Control Act and continue Administration efforts to reform American education, the budget request gives priority to programs that:

- enhance educational opportunity for the poor, the disadvantaged, the handicapped, and children with limited English-speaking ability.
- benefit children at the elementary and secondary levels, because of the critical importance of the early years of schooling;
- improve the overall quality of American education through teacher training, support for the education block grant, and improved research and statistics;
- teach basic academic and literacy skills; and
- focus Federal student aid subsidies on the neediest students, while reducing excessive Federal costs.

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- Broaden legislative authority to enhance teacher training.

\$80 million is included to broaden existing legislation to improve the subject matter skills of elementary and secondary teachers and administrators in all disciplines and to help attract and retain high quality teachers.

- Assistance for efforts to promote drug-free schools.

\$100 million is included for grants to States and localities to aid in the war against drugs.

- Continued assistance for bilingual education.

The budget request maintains support for bilingual education at \$143 million, the same level at 1987. The Administration has again proposed to the Congress that schools be allowed to use whatever educational methods will best help their non-English speaking students learn English.

- Maintain support for the education block grant.

\$500 million, the same level as 1987, is included for grants to States under the education block grant authorized in the Education Consolidation and Improvement Act.

- Increase support for adult basic education.

The request includes a \$24 million increase to \$130 million for support of local efforts to increase the level of literacy in our adult population.

- Concentrate Federal student aid assistance on students in greatest need.

\$4.5 billion is requested for various student aid programs. While the request is \$3.6 billion below the 1987 level, the Administration proposed policies that would make student aid more rational, ensure reduced costs, and provide needed aid to low-income students through a core grant program plus as much loan aid as is needed to meet costs of education.

- Expand the income-contingent loan program.

\$600 million is included to expand the current \$5 million demonstration program to make approximately 500,000 new loans to students, with increased loan limits and more flexible repayment terms based on their post-graduate income.

- End Federal support for vocational education.

The budget proposes to eliminate all Federal support for vocational education, for which \$900 million was appropriated in 1987. Vocational education will continue, but without Federal support. Federal funds are not essential to the maintenance and expansion of the vocational education system, which is currently supported by almost (\$)12 State and local dollars for every Federal dollar invested.

1 Budget Policies for Education

Provided by Debbie Steelman's
office

consistently pursued policies to
involvement of the Federal government
Policies have included:

grading of the Education Department

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mplication and block grants.

evels in the Department.

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prior year's enacted level. Each
major rescission proposals (though
table below compares each year's
aggregate budget to the prior year enacted level.

(\$ in billions)

Fiscal Year	Prior Year Enacted	Pres. Request	Difference \$	%	Actual Enacted
1982	14.9	12.3	-2.6	-17	14.7
1983	14.7	9.9	-4.8	-33	15.4
1984	15.4	13.1	-2.3	-15	15.4
1985	15.4	15.4	--	--	19.1
1986	19.1	15.5	-3.6	-19	17.9
1987	17.9	15.2	-2.7	-15	19.4
1988	19.4	14.0	-5.4	-28	N.A.

Summary of Administration Budget Policies for Education

The Reagan Administration has consistently pursued policies to reduce the level of direct involvement of the Federal government in education at all levels. Policies have included:

- ° Initial advocacy of downgrading of the Education Department to a "Foundation."
- ° Proposing simplified regulations, especially for education of the handicapped.
- ° Proposing legislative simplification and block grants.
- ° Reducing the personnel levels in the Department.
- ° Proposing sharp reductions in program budgets.

Except for fiscal year 1985, aggregate Education budgets have been substantially below the prior year's enacted level. Each budget has also usually had major rescission proposals (though none have been enacted). The table below compares each year's aggregate budget to the prior year enacted level.

(\$ in billions)

Fiscal Year	Prior Year Enacted	Pres. Request	Difference		Actual Enacted
			\$	%	
1982	14.9	12.3	-2.6	-17	14.7
1983	14.7	9.9	-4.8	-33	15.4
1984	15.4	13.1	-2.3	-15	15.4
1985	15.4	15.4	--	--	19.1
1986	19.1	15.5	-3.6	-19	17.9
1987	17.9	15.2	-2.7	-15	19.4
1988	19.4	14.0	-5.4	-28	N.A.

Achievements

- ° The Administration's major achievement in program structure reform was the creation of the State education block grant in 1981. Chapter 2 of the Education Consolidation and Improvement Act of 1981 consolidated 29 elementary and secondary categorical programs into a single block grant to States and local school districts for educational improvement activities.
- ° The Administration achieved significant budget savings in student aid programs in fiscal years 1981 and 1982. Subsequent student aid proposals have been rejected for the most part.
- ° Education Department personnel levels have dropped from 6,849 FTE in 1981 to about 4500 in 1987.

years. Until the early 1960s, for instance, the ground floor housed the campus bookstore. But Huntington has always been the center of instruction at Tuskegee University, most recently for classes in the social and natural sciences. Huntington has been renovated several times, the last time in 1984-85 at a cost of \$1.5 million.



The **BAND COTTAGE** is the oldest brick structure on campus. Constructed in 1889 and first used as a foundry and forge shop, the building was also at one time the campus tin shop. Lewis Adams, an instructor and in charge of all trades, taught classes here. Several of the Crimson Piper bands have used the Cottage.

The most imposing building on campus, **TOMPKINS HALL** doubles as the cafeteria, recreation center and offices for the Student Government. Designed by Robert R. Taylor, the first black architect to graduate from the Massachusetts Institute of Technology (MIT), Tompkins has prevailed since 1910. Despite its size and the weather conditions the building has withstood, Tompkins was originally designed without steel or reinforced concrete support. The bricks were made by Tuskegee University students and faculty, a common practice during the Booker T. Washington administration.



The **CARVER MUSEUM** exhibits promote the works of George Washington Carver and the history of Tuskegee University. These exhibits include paintings by Carver, an assortment of preserved vegetables Carver used as a teaching tool in agriculture, among other things. Recordings of Carver reciting favorite poetry are also available for listening, as are byproducts from the sweet potato, peanut and soybean, and pieces from Carver's scientific laboratory. Tuskegee University's history is displayed through exhibit panels depicting student-campus life through the years, changes in academic programs and the role of principle people in those program evolutions and lifestyles—Booker T. Washington, Emmett Scott, Warren Logan, Margaret Murray Washington, P.H. Polk, Robert Russa Moton, Robert Robinson Taylor, the Reverend W.H. Whittaker and others. Researchers and tourists are allowed to peruse the Carver papers on microfilm in the Museum and the other content of the Museum's library.

About TUSKEGEE UNIVERSITY



The **TUSKEGEE CHAPEL** replaces the religious center leveled by fire in 1957. Internationally known New York architect Paul Rudolph designed the current Chapel which was completed in 1969 at an approximate cost of \$3 million.

About TUSKEGEE UNIVERSITY

General

Tuskegee University was established in 1881 by an Act of the General Assembly of the State of Alabama. Its founder and first principal was Booker T. Washington. From its beginning in a one-room shanty on an abandoned cotton plantation, it has become 4500 acres of land with more than 155 buildings serving 3300 students from 47 states and 32 foreign countries.

Tuskegee University is a research-based university with an international reputation. It is private, non-sectarian, and has historically served the needs of black students.

Undergraduate Programs of Study

Tuskegee University offers the Bachelor of Arts and Bachelor of Science degrees in 45 disciplines. As a university, Tuskegee courses are offered in the College of Arts and Sciences, the School of Agriculture and Home Economics, the School of Business, the School of Education, the School of Engineering and Architecture, the School of Nursing and Allied Health, and the School of Veterinary Medicine. Tuskegee also offers Army and Air Force ROTC. Graduate Programs of Study and Special Programs are also offered.

Accreditation

Tuskegee University is fully accredited by the Association of Colleges and Schools. The professional areas of Architecture, Chemistry, Dietetics, Engineering, Extension Service, Medical Technology, Nursing, Occupational Therapy, Social Work, and Veterinary Medicine are all accredited by national agencies.

Faculty and Their Degrees

	Prof.			
	BS/BA	Degrees*	MA/MS	PhD
Professors		3		61
Assoc. Profs.		8	1	46
Asst. Profs.		10	47	29
Instructors	2	2	60	1
Lecturers	2		3	

*Includes DVM, MD, B., Arch., and JD

THE OAKS was constructed by Tuskegee University students in 1899 at an estimated cost of \$7,000. Several factors influenced Robert Robinson Taylor, the first black architect to graduate from the Massachusetts Institute of Technology (MIT), in designing the house as the private residence of Booker T. Washington: a place of special comfort for the Washington family, including the physical limitations of Mrs. Washington; a residence that would be appropriately presidential to receive prominent guests interested in the work of Washington and Tuskegee University; a model for other homeowners in the community.



Designed in the Queen Anne revival style, the house has five bathrooms and was the first private residence in Macon County to have electricity. During the estimated 45 minute guided tour of the residence, one gets a feeling of the lifestyle and prosperity of Washington.

The first-floor parlor, library and dining room and second floor den have been restored to the period in which Washington lived. Research is underway that will result in historical furnishing plans for other rooms in the house.

Tours are limited to not more than 20 persons at one time.

Unveiled in 1922, the **BOOKER T. WASHINGTON MONUMENT** was designed (sculptured) by Charles Keck. The Monument, cast in Roman bronze, is 8 feet tall and rests upon an 8-foot base. The crescent seat is commonly known as an "exedra." The bronze figure shows Dr. Booker T. Washington pulling away from a crouching half-concealed



CARVER RESEARCH FOUNDATION was started in 1940 with the \$32,000 life savings of the famous black scientist, Dr. George Washington Carver. With the support of income from what is now an endowment of almost \$500,000, federal government grants, industrial contracts, state support and private gifts, Tuskegee University scientists are continuing the Carver legacy in behavioral science, medical, energy and agricultural research. The contractual relationships that support Carver Foundation projects evidence the quality of research work underway here. The U.S. Department of Energy, Oak Ridge Associated Universities, the Department of the Army, Agency for International Development, The Alabama Research Institute, Martin Marrietta, PRICOR, and Tennessee Valley Authority are among the federal and industrial agencies that have made investments in research projects through the Carver Research Foundation. Agriculture, by far the largest research undertaking at Tuskegee University, attracts more than \$1 million a year.

black man the veil of ignorance and superstition and of revealing to this struggling man of promise the book of knowledge of life and the implements of education, whereby that man will finally master the book upon which there has already begun to shine the bright hopeful light of a dawning day. An inscription on the back of the monument notes; "This Monument is erected by contributions from Negroes in the United States as a Loving Tribute to the Memory of Their Great Leader and Benefactor."

HUNTINGTON MEMORIAL BUILDING

Everybody studies here— regardless of major. Named in honor of railroad millionaire Collis P. Huntington, Tuskegee University's main classroom building was first constructed in 1905. As with many of the buildings at Tuskegee University, Huntington Memorial has served different functions over the





General Daniel James Center for Aerospace Science and Health Education

Drawn approximately to scale shown

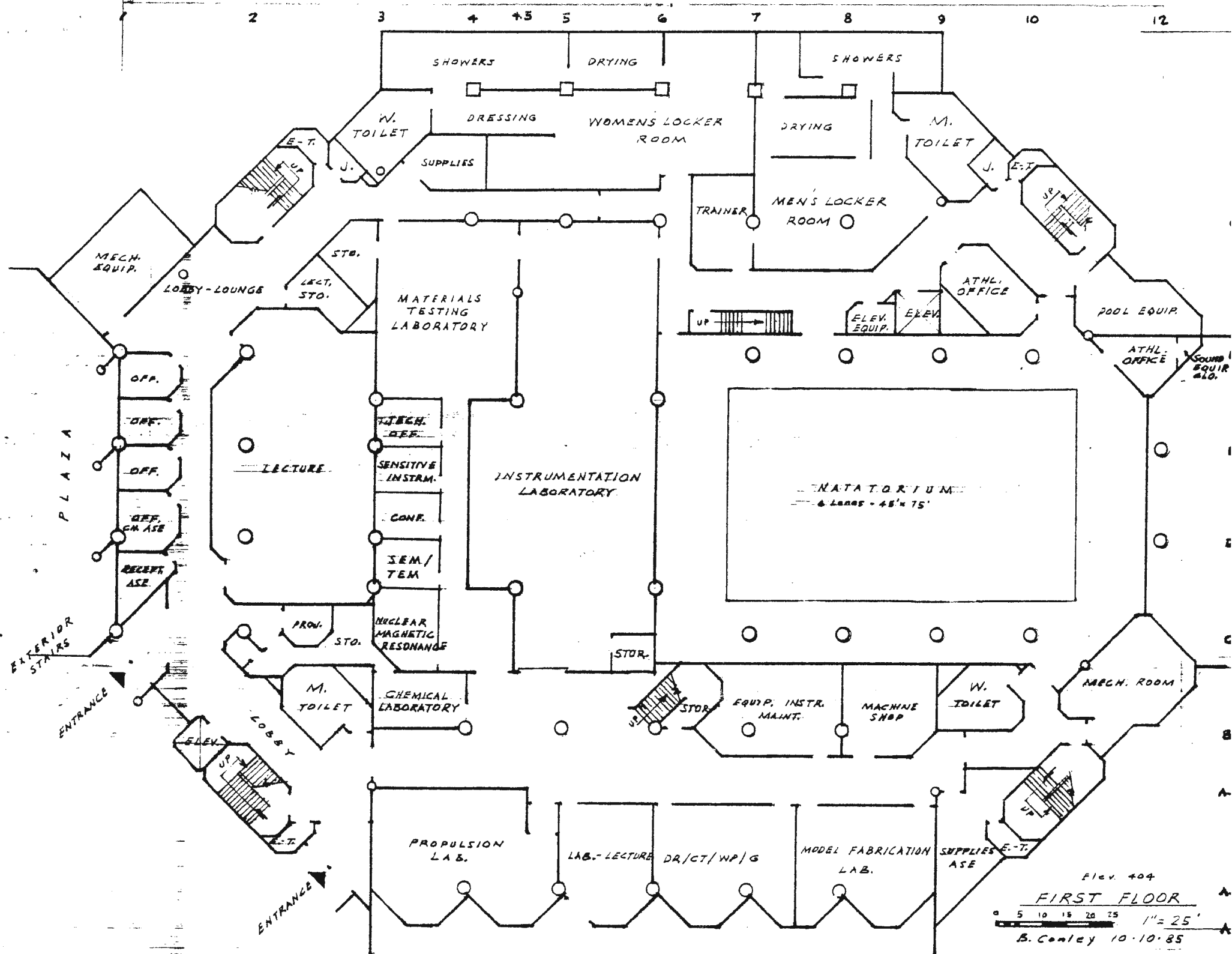
Booker Conley, Campus Planner

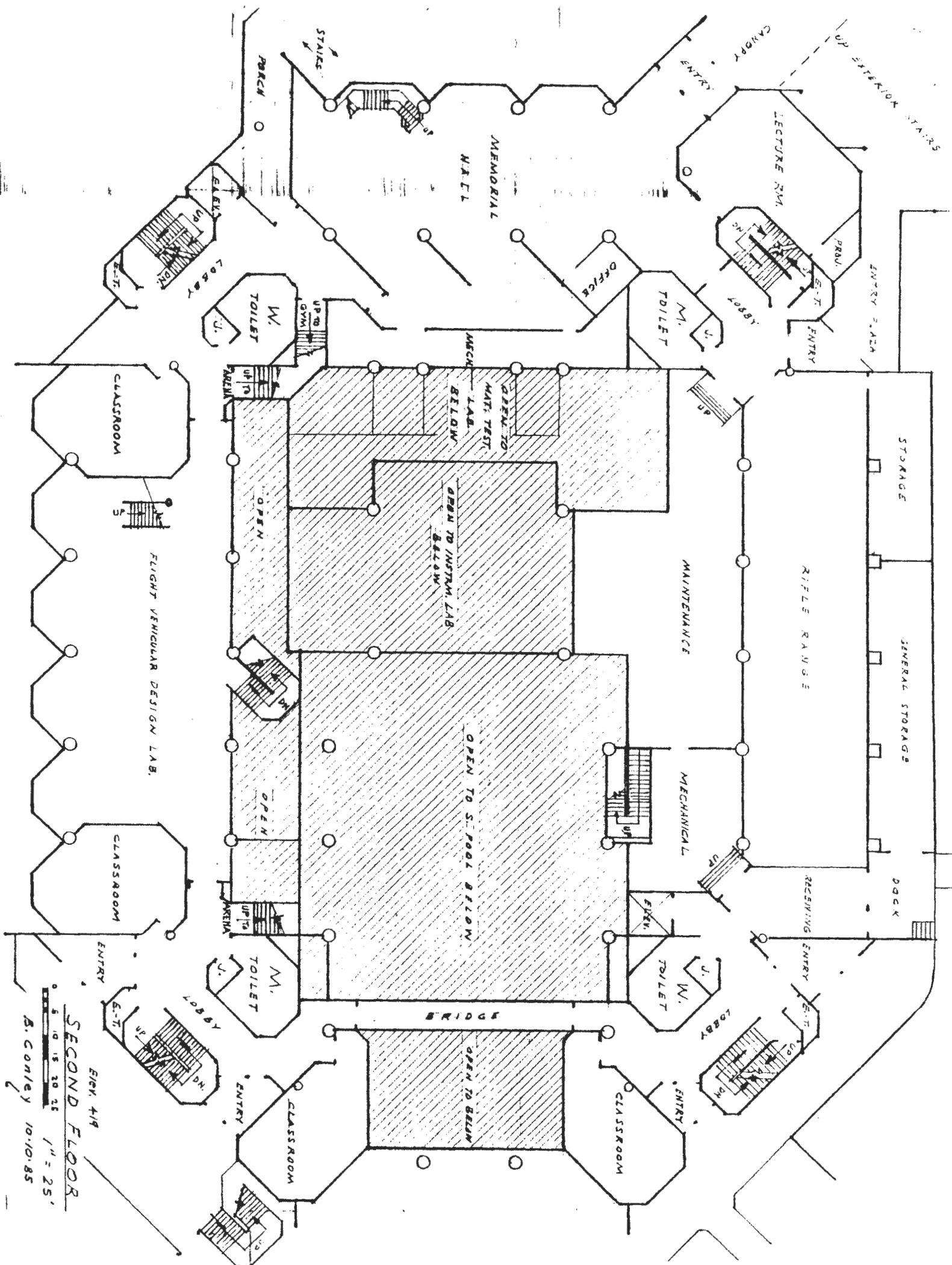
● *ENGINEERING OFFICE*

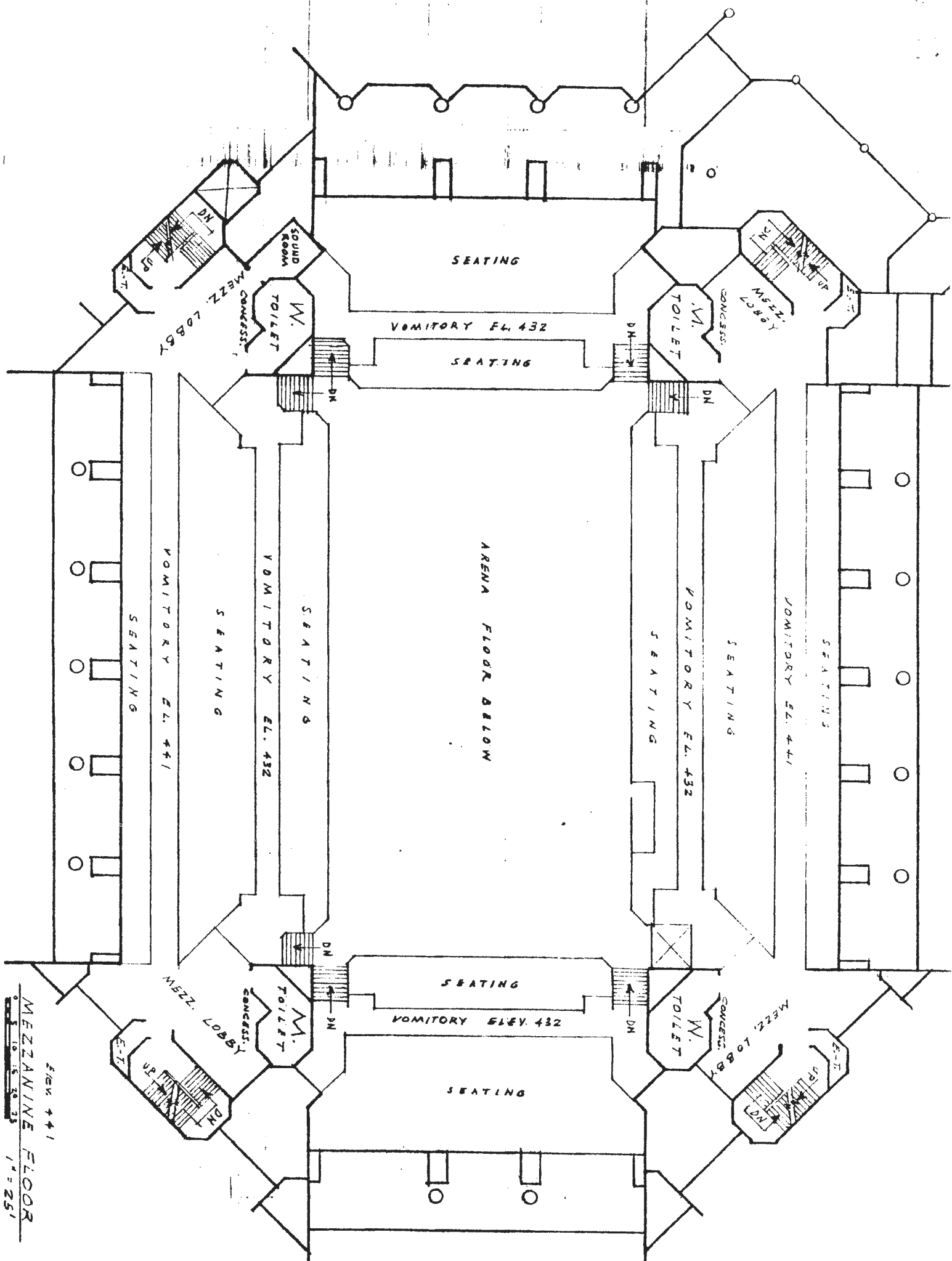
PHYSICAL PLANT DEPARTMENT

TUSKEGEE UNIVERSITY

'87

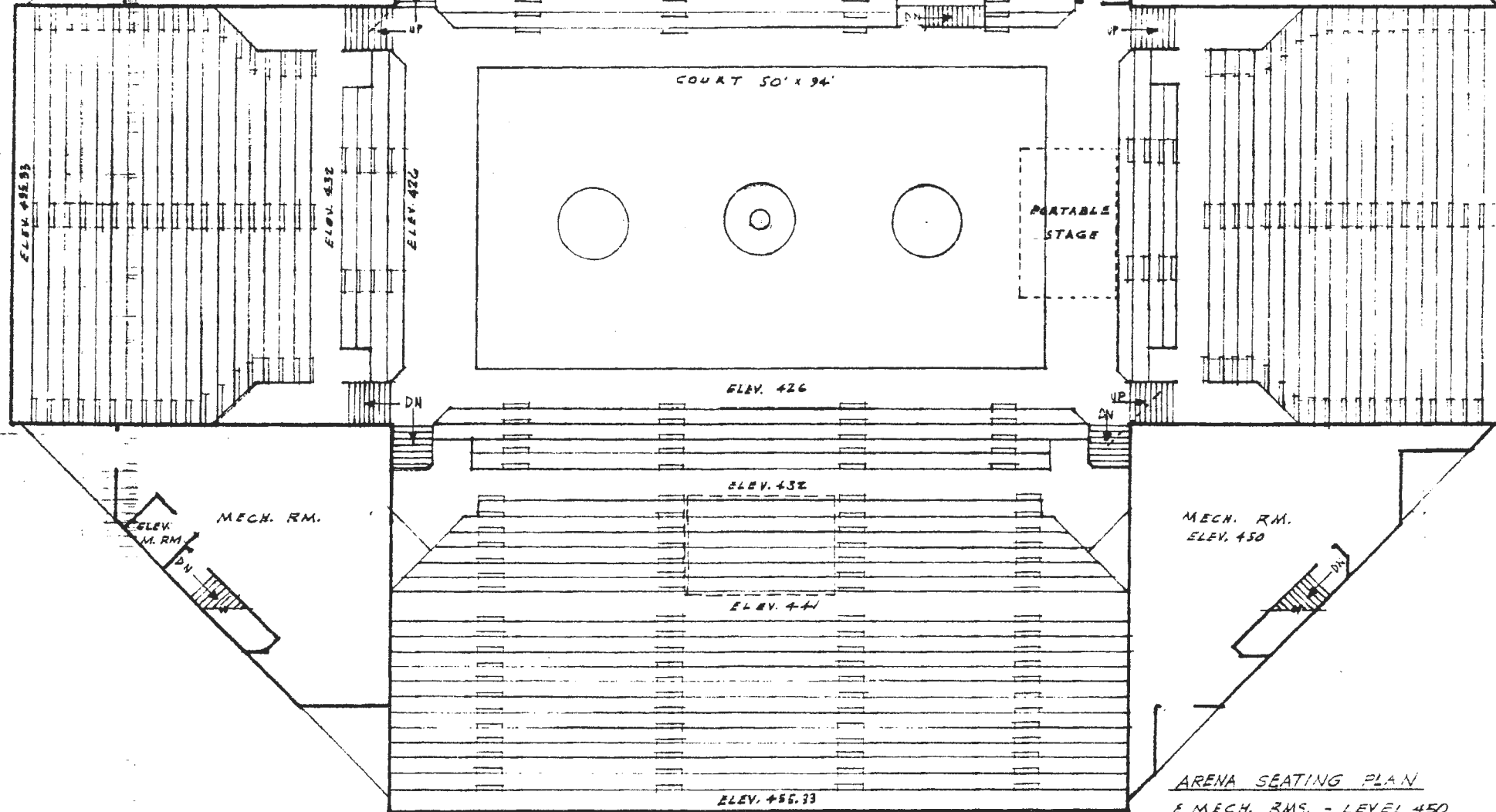






MEZZANINE FLOOR
 ELEV. 441
 0 5 10 15 20 25
 1" = 25'
 B. Conley 10/10/85

100 (North)



ELEV. 456.33

400 (West)

ARENA SEATING PLAN

5 MECH. RMS. - LEVEL 450

B. Conley 12-10-85

General Daniel James Center for Aerospace Science and Health Education

ORDER OF THE SERVICE

Presiding
Benjamin Franklin Payton, Ph.D., L.L.D., L.H.D., D.H.L.
President of the University

PROLOGUE:

The Tuskegee University Concert Band
Warren L. Duncan II, Conductor

PROCESSIONAL: Theme from "Pomp and Circumstance" (March No. 1)-----Edward Elgar

"THE STAR SPANGLED BANNER" (National Anthem)-----Francis Scott Key
Audience

INVOCATION-----Dr. James Earl Massey
Dean
The Tuskegee University Chapel

GREETINGS:

Dr. Andrew F. Brimmer
Chair, Board of Trustees
Tuskegee University
President, Brimmer and Company, Inc.
Washington, D.C.

The Honorable Howell Heflin
The United States Senate
Washington, D.C.

The Honorable William "Bill" Nichols
The House of Representatives
Washington, D.C.

The Honorable Guy Hunt
Governor
State of Alabama
Montgomery, Alabama

Dean Vascar Harris
School of Engineering
Tuskegee University

LITANY OF DEDICATION.....Dr. James Earl Massey

ANTHEM: "America the Beautiful".....Samuel Augustus Ward/Carmen Dragon
The Tuskegee University Concert Choir and Concert Band
Roy Edward Hicks and Warren L. Duncan II, Conductors

COMMENCEMENT /DEDICATION ADDRESS

The Honorable Ronald Wilson Reagan
President of The United States of America
Washington, D.C.

SPIRITUAL: "True Religion"-----Arr. Roland Carter
Leamesa Sears and Edna Carter, Soloists
The Tuskegee University Concert Choir

CONFERRING OF HONORARY DEGREE-----President Payton

DOCTOR OF LAWS
Ronald Wilson Reagan

CONFERRING OF THE TUSKEGEE UNIVERSITY ALUMNI MERIT AWARD-----President Payton

Dorothy Watkins James

CONFERRING OF DEGREES:

Graduate
Doctor of Veterinary Medicine
Master of Architecture
Baccalaureate

ANNOUNCEMENT OF COMMISSIONED OFFICERS:

U. S. Army
U. S. Air Force

ANTHEM: "God of Our Fathers".....Arr. Joseph E. Maddy
The Tuskegee University Concert Choir and Concert Band

SPECIAL RECOGNITION AND REMARKS.....President Payton

INDUCTION OF GRADUATES INTO THE TUSKEGEE UNIVERSITY ALUMNI ASSOCIATION
AND "THE TUSKEGEE SONG" (Dunbar/Smith)

BENEDICTION AND SEVENFOLD AMEN.....Dr. Massey

RECESSIONAL: "Trumpet Voluntary"..... J. Clarke/Bob Cotter
(Platform Participants Only)

Persons Present

President Reagan

President Payton

Gov. Hunt

Dr. Andrew Brimmer, Chair, Board of Trustees, Tuskegee University

Mrs. Danice James Berry, Daughter of Gen James

Mr. Daniel James, III, Son of Gen James

Jerome Collins, first graduate in aerospace science engineering

Dr. Walter C. Bowie, Dean, School of Veterinary Medicine

Dr. Eloise Carter, Dean, School of Agriculture and Home Economics

Lt. Col. Lee C. Gamble, Professor of Military Science

Dr. Vascar Harris, Dean, School of Engineering and Architecture

Dr. Barbara Hatton, Dean, School of Education

Mrs. Cynthia C. Henderson, Director, Alumni Affairs

Dr. William L. Lester, Vice President for Academic Affairs

Lt. Col. Curtis McCarty, Professor of Aerospace Studies

Dr. Benjamin Newhouse, Dean, School of Business

Dr. Rosetta Sands, Dean, School of Nursing and Allied Health

Dr. Ollie C. Williamson, Dean, College of Arts and Sciences

Dr. Velma Blackwell, Special Assistant to the President

Mr. Henry Bowman, President, Tuskegee Airmen, Inc. 

U. S. Senators Shelby and Heflin

Congressman Nichols

State Representative Thomas Reed (TU Trustee)

State Senator Corbett

General Randolph

Mr. Clint Larson, Honeywell

Mr. John McGuire - General Dynamics

Mr. Allen Borman - Rockwell International

Other Tuskegee University Trustees expected:

Mr. Russell, Mr. Gaston, Mr. Kirk, Mr. Farley, Mrs. Harvey,

Mr. Gridley and Mr. Hardin

- Daniel T. Williams
Chair
Convocations Committee

THE WHITE HOUSE

WASHINGTON


May 7, 1987

UNVEILING CEREMONY AND COMMENCEMENT ADDRESS AT TUSKEGEE UNIVERSITY

DATE: May 10, 1987

LOCATION: Tuskegee, Alabama

TIME: 10:05 a.m. - 11:55 a.m.

FROM: Mari Maseng 

I. PURPOSE:

Deliver remarks for ceremony unveiling a building marker for the Daniel "Chappie" James Center for Aerospace Engineering and Health Science, give Commencement address, and receive an honorary Doctor of Laws Degree.

II. BACKGROUND:

Tuskegee University was founded in 1881 by Booker T. Washington and its original aim was to provide vocational training to newly-freed slaves. It has become one of the largest of the Nation's historically black colleges and has programs in science, technology and liberal arts.

During World War II, Tuskegee University became the center for training the Nation's first group of black fighter pilots, "the Tuskegee Airmen," including General Daniel "Chappie" James, the first and only black four-star general. In 1984 you were made an honorary Tuskegee Airman for your support of the Tuskegee Airmen -- support that began with your narration of a World War II documentary of the Tuskegee Airmen.

In addition to the documentary which helped promote the acceptance of blacks as military combat pilots, in 1984 you signed a \$9 million appropriation to cover the building costs of the Chappie James Center, and recently named one of the members of the Tuskegee Airmen, Lt. General Bernard Randolph, to four-star rank.

III. PARTICIPANTS:

See Attached List

IV. PRESS PLAN:

Open press coverage
Closed arrival/departure

V. SEQUENCE OF EVENTS:

See detailed Advance schedule

PARTICIPANTS

(Unveiling Ceremony)

Dr. Benjamin Payton
President of Tuskegee University

Governor Guy Hunt (R)

Mrs. Danice James Berry
Daughter of Gen. James

Mr. Daniel James, III
Son of Gen. James

Lt. Gen. Bernard Randolph
U.S. Air Force

List of Participants

(On Dais During Commencement Address)

Dr. Benjamin Payton
President, Tuskegee University

Governor Guy Hunt (R)

Senator Howard Heflin (D)

Senator Richard Shelby (D)

Congressman William Nichols (D)

Mrs. Dorothy W. James (Mrs. Chappie James)

Lt. Col. Curtis McCarty, Air Force ROTC

Lt. Col. Lee C. Gamble, Army ROTC

Dr. Rosetta Sands
Dean, School of Nursing and Allied Health

Dr. Benjamin Newhouse
Dean, School of Business

Dr. William L. Lester
Vice President, Academic Affairs

Dr. Andrew Brimmer
Chairman, Board of Trustees

Dr. Walter C. Bowie
Dean, School of Veterinarian Medicine

Dr. Vascar Harris
Dean, School of Engineering and Architecture

Dr. Eloise Carter
Acting Dean, School of Agriculture and Home Economics

Dr. Ollie C. Williamson
Dean, College of Arts and Sciences

Dr. Barbara Hatten
Dean, School of Education

Dr. James Earl Massey
Dean of the Chapel

Fact Sheet on 1988 Student Aid Policies

The Administration recognizes the public good resulting from higher education and affirms the Federal role in providing all qualified students who want to go to college with access to the money they need. However, because the chief and most immediate beneficiary of higher education is the student who receives the education, it is appropriate that aid be made available primarily in the form of loans -- the student in effect borrowing to finance an investment in himself. This approach also minimizes the cost of aid to taxpayers -- many of whom will never benefit from a college education or the higher earnings it makes possible.

The Administration's 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 (unadjusted for credit reform financing changes) on grants, loan capital, and loan subsidies.

Key features:

- Any student currently receiving aid will continue to receive or qualify for aid under our proposals.
- Any students, regardless of income, would be eligible for loan aid limited only by the cost of education. Everyone would be able to afford to go to college of his or her choice.
- Grants will be fewer but larger on average, and focused on the neediest. Greater emphasis will be placed upon loans.

Student aid would have three components:

- (1) Unsubsidized loans. We would continue Guaranteed Student Loans, with increased loan limits (as much as the cost of education) but reduced subsidies. (Note: much of the proposed cost savings is due to declining interest rates rather than new policies). Government should provide access to capital where it would otherwise be unobtainable.

- (2) 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 over \$600 million in new capital for colleges' and universities' revolving funds in 1988 -- compared to only \$5 million provided for a demonstration project in 1987.
- (3) 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 receives the grants. We propose to reduce it to one in six. Awards to students from families below the poverty line would be essentially unchanged.

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

- 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).
- Black enrollments have also stayed high.
- A recent report from the U.S. Congress Joint Economic Committee found no evidence that loans change students' career decisions, affect enrollments of minorities or low income students, or cause other problems.
- Students with loans are more likely to graduate than those without loans.

Background on Institutional Aid to Black Colleges

Some in the black higher education community have expressed concern that the share of financial support going to black colleges seems to be declining.

The Administration has long had a deep and abiding interest in improving the viability of historically black colleges. In 1981 we issued our Executive Order on Historically Black Colleges and Universities which has made unprecedented progress in support to black colleges.

- o The Administration intervened to keep the nation's flagship black institutions -- Meharry Medical College and Fisk University from closing their doors.
- o We are establishing partnerships between these institutions and some of the nation's most accomplished science laboratories as a means of enhancing the science capability of black colleges.
- o We have a continuing procedure for identifying and overcoming obstacles which stand in the way of increased federal research and other contracts to black colleges.

You personally met with leaders of the black college community two months ago regarding institutional aid and key members of the Administration are holding follow-up discussions with them on this subject.

Fact Sheet on Tuskegee University

The University

Tuskegee University, founded in 1881 by Booker T. Washington as Tuskegee Institute, is a coeducational privately controlled professional, scientific, and technical institution located in the southeastern part of Alabama. Tuskegee University has grown from a modest beginning -- with 30 students and a one-room shanty -- to a modern campus of over 5,000 acres of land with more than 55 buildings and 3,500 students. The University will be graduating 450 students at this commencement ceremony.

Location

The town of Tuskegee, a community of over 11,000 people, is located in the southeastern part of Alabama. It is approximately 120 miles from Atlanta, Georgia, and 40 miles east of Montgomery, Alabama (the capital city).

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→ 88 Education Budget
→ 1988 Student Aid

Majors and Degrees

Tuskegee University offers the Bachelor of Arts and the Bachelor of Science degrees. Majors are offered in accounting, aerospace science engineering, agribusiness, agribusiness education, agriculture sciences, animal and poultry sciences, architecture, biology education, black studies, building and construction sciences, business administration, chemical engineering, chemistry, clothing and related arts, computer sciences, early childhood education, economics, electrical engineering, elementary education, emotional conflict studies, English, finance, food and nutritional sciences, food service management, general dietetics, general science, health education, history, home economics education, industrial arts education, language arts, management science, marketing, mathematics, mathematics education, mechanical engineering, medical technology, mental retardation, nursing, occupational therapy, physical education, physics, plant and soil sciences, political science, radiologic technology, social sciences, social work, and sociology.

Academic Facilities

The University library system consists of the main library (Hollis Burke Frissell) and departmental libraries in the Schools of Veterinary Medicine and Engineering and Architecture. The collections in all libraries number approximately 240,000 volumes. Through purchased and gift subscriptions, 1,200 periodicals and 28 foreign and domestic newspapers are received regularly. The library has been a federal depository since 1907 and has a collection of more than 15,000 select government documents. In addition, the Washington Collection and Archives, consisting of manuscripts, books, rare books, photographs, and other artifacts by and about Africa and Afro-Americans, contains more than 100,000 items and constitutes one of the few very strong collections of its kind in existence.

Financial Aid

Tuskegee University subscribes to the philosophy that all high school graduates who are academically capable should be given a chance to develop in an institution of higher education. To this end, effort is being made to assist needy and qualified students through the University's financial aid programs.

Daniel "Chappie" James Center

The newly constructed General Daniel "Chappie" James Center for Aerospace Science and Health Education is located on the main campus at Tuskegee University. In FY 1983, Congress appropriated, through Special Endowments, \$9 million to cover building costs. The aim of the Center is (1) to serve as a regional health education center; (2) to increase the enrollment of blacks in aerospace engineering; and (3) to house papers and memorabilia relating to the life of General James.

THE WHITE HOUSE
WASHINGTON

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Betsy Weaver

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John Cooney
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THE WHITE HOUSE
Office of the Press Secretary

Trip of the President
to Alabama and North Carolina

May 10, 1987

FACT SHEET

PREVIOUS VISITS TO ALABAMA:

Birmingham:	October 28, 1986 June 6, 1985
Montgomery:	September 18, 1986
Dothan:	July 10, 1986
Tuscaloosa:	October 15, 1984

TUSKEGEE UNIVERSITY

Tuskegee University, located in Tuskegee, Alabama was founded in 1881 by an act of the General Assembly of the State of Alabama by former-slave Booker T. Washington. It began as a one room "shanty" on an abandoned cotton plantation and, today, is located on 4500 acres of land with more than 155 buildings serving some 3300 students from 40 states and 54 foreign countries. Its original aim was to provide vocational training to newly-freed slaves. Tuskegee is recognized as one of the leading historically black colleges in the U.S. During World War II, Tuskegee became the center for training the country's first group of Black fighter pilots, "The Tuskegee Airmen," which included General "Chappie" James, the first Black four star general. Tuskegee has graduated more black generals than any other institution, including the service academies. In 1984, the President was made an honorary Tuskegee Airman for his support of the Tuskegee Airmen -- support that began with his narration of a World War II documentary about the Tuskegee Airmen.

Dr. Benjamin F. Payton became the fifth President of Tuskegee University in 1981.

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GENERAL "CHAPPIE" JAMES CENTER

On February 2, 1984, the President presented a \$9 million grant to the Tuskegee Institute for the construction of the General "Chappie" James Center for Aerospace Science and Health Education. In FY 1983, Congress appropriated, through Special Endowments, \$9 million to cover building costs. The aim of the Center will be: (1) to serve as a regional health education center; (2) to increase the enrollment of blacks in aerospace engineering; and (3) to house papers and memorabilia relating to the life of General James.

GENERAL "CHAPPIE" JAMES

The President will be dedicating the General "Chappie" James Center while at the University. General James is the first and only black four-star general in the United States Air Force. He was born February 11, 1920 in Pensacola, Florida, the youngest of 17 children. His father was a lamp-lighter and later, worked in a gas plant. His mother started the Lillie A. James School after deciding that the local segregated school was not giving her children a proper education. The school grew from just the James children to a school of over 70 pupils.

At the age of 12 "Chappie" began working at the U.S. Naval Aviation Center in Pensacola to earn plane rides and flying lessons. Following his graduation from high school, James went to the Tuskegee Institute, majoring in physical education. He completed the Civilian Pilot Training Program at Tuskegee in 1942. From March 1942 until January 1943, he served as a civilian flight instructor in the Army Air Corps Aviation Cadet Program at Tuskegee which was started to train the first black aviators for the Air Corps.

He became a cadet in the Tuskegee Aviation Cadet Program, later graduating first in his class in July of 1943 and was commissioned a second lieutenant in the Army Air Corps. Between 1950-1951, he flew 101 combat missions over Korea in F-51 and F-80 aircrafts and was promoted to the rank of Captain during this time. He spent from 1951-1956 with several fighter-interceptor units in the U.S. From September 1956-June 1957, Lt. Colonel James attended Air Command and Staff College at Maxwell Air Force Base in Montgomery, Alabama. He was then assigned to USAF Headquarters in Washington, D.C. where he served in the Air Defense. For the next ten years (1960-1970), he was assigned to tactical fighter units. During this time Colonel James was stationed in England, Lybia and had a tour of duty in Thailand, where he flew 78 combat missions in Vietnam. In 1970, he was in the Office of the Secretary of Defense as Deputy Assistant Secretary of Defense (Public Affairs). He remained in this office until leaving in 1974 with the rank of Lieutenant General.

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GENERAL "CHAPPIE" JAMES (continued)

He received his fourth star on September 1, 1975 and was made Commander in Chief of North American Air Defense Command (NORAD) and CINC Aerospace Defense Command. He retired from active duty February 1978. He died later that month.

TUSKEGEE UNIVERSITY COMMENCEMENT

The President will deliver the commencement address to the approximately 400 graduates of Tuskegee University. In the graduating class is Tuskegee's first aerospace engineer -- Jerome Collins of Oakland, California. Students will be graduating from the ten areas of study and 45 disciplines Tuskegee University offers.

ALABAMA POLITICAL PROFILE

Governor: Guy Hunt (R) (Elected in 1986)

U.S. Senators:

Howell Heflin (D) (Elected 1984)
Richard C. Shelby (D) (Elected 1986)

U.S. House of Representatives:

1. Sonny Callahan (R)
2. William L. Dickinson (R)
3. Bill Nichols (D)
4. Tom Bevill (D)
5. Ronnie G. Flipppo (D)
6. Ben Erdreich (D)
7. Claude Harris (D)

State Legislature:

House:	5 Republicans	30 Democrats
Senate:	16 Republicans	89 Democrats

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PREVIOUS VISITS TO NORTH CAROLINA

Charlotte: October 8, 1985
 October 28, 1986

Greensboro: June 4, 1986

Raleigh: October 9, 1986

BOB HOPE'S SALUTE TO THE USAF 40th ANNIVERSARY

The President will stop at Pope Air Force Base in Fayetteville, North Carolina to participate in a taping of the "Bob Hope Salute to the United States Air Force's 40th Anniversary." The show will be performed before an audience of approximately 20,000 base personnel and their families and friends.

NORTH CAROLINA POLITICAL PROFILE:

Governor: James G. Martin (R)

U.S. Senators:

Jesse Helms (R) (Elected 1984)
Terry Sanford (D) (Elected 1986)

U.S. House of Representatives:

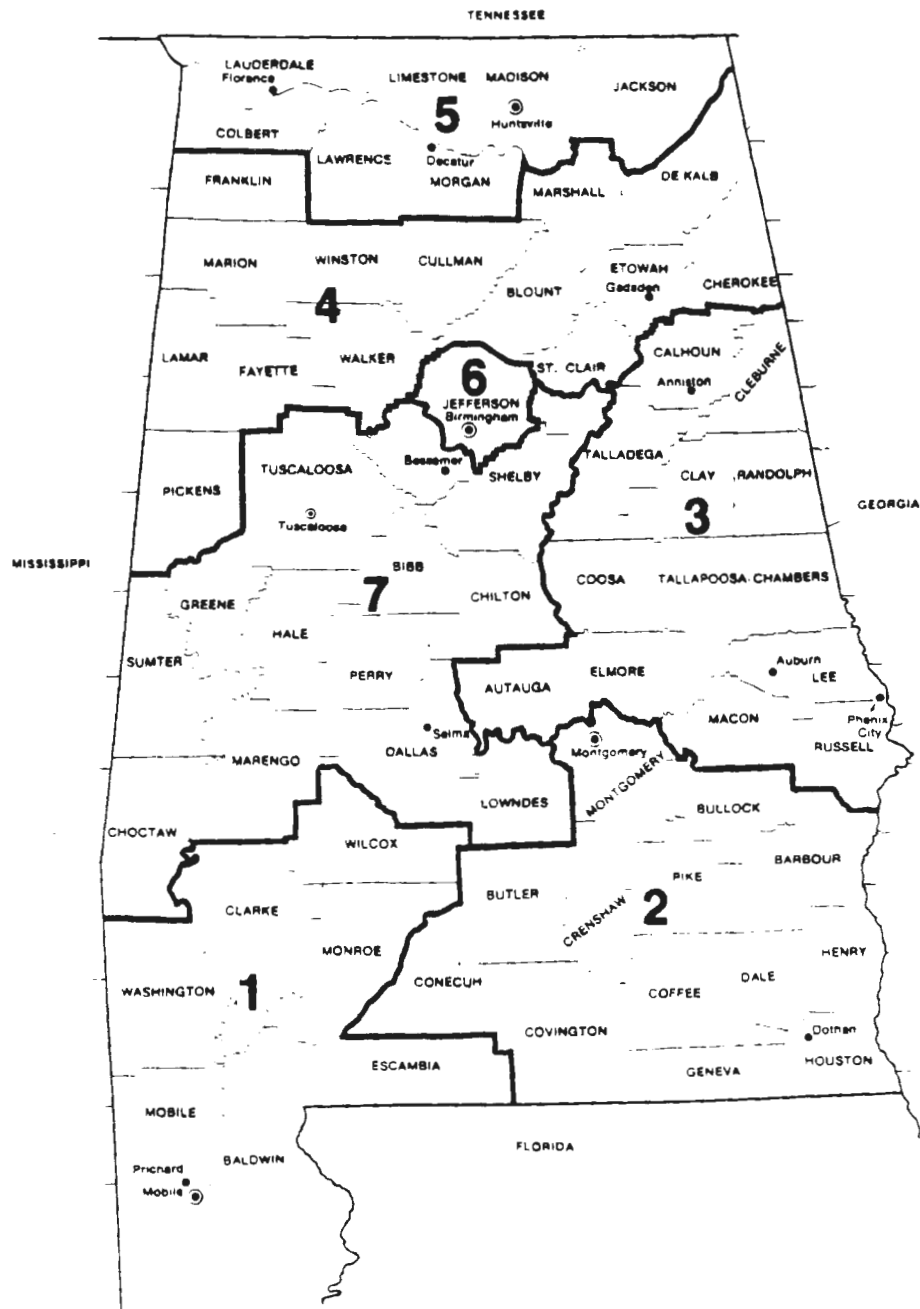
1. Walter B. Jones (D)
2. Tim Valentine (D)
3. Martin Lancaster (D)
4. David E. Price (D)
5. Stephen L. Neal (D)
6. Howard Coble (R)
7. Charles Rose (D)
8. W.G. (Bill) Hefner (D)
9. J. Alex McMillan (R)
10. Cass Ballenger (R)
11. James McClure Clarke (D)

State Legislature:

Senate:	10 Republicans	40 Democrats
House:	36 Republicans	84 Democrats

more

ALABAMA STATE MAP



NORTH CAROLINA STATE MAP

