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A Report of the Invitational Seminar
Sponsored by
AID/Africa Bureau for the 1890 Land-Grant
Colleges and Universities and
Tuskegee Institute

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PREFACE

The 1890 Land-Grant Institutions and Tuskegee Institute have since their establishment become experts in human resource development both in America and abroad. Full recognition of this unique expertise has not been given by those responsible for shaping the contours of American foreign policy. As part of a continuing effort to gain full recognition of the contributions and capabilities of the 1890 institutions by those charged with implementing foreign policy objectives, the Council of 1890 Presidents of the National Association of State Universities and Land-Grant Colleges (NASULGC), through its secretariat, the Office for the Advancement of Public Negro Colleges (OAPNC) has sought to facilitate more meaningful relationships with all federal agencies charged with international responsibilities. In this regard, the 1890 institutions have initiated a series of dialogues with the United States Agency for International Development (AID). Within AID most of the dialogue has taken place with the African Bureau. Generally this has sought to increase and expand the quality of involvement of the 1890 institutions with AID.

During the Fall of 1979, OAPNC acting on behalf of the 1890's and AID/African Bureau agreed that an invitational seminar sponsored by AID/Africa in cooperation with OAPNC should be held for the 1890 land-grant institutions in Washington, D.C. at AID headquarters. The purpose of the seminar would be for 1) AID/Africa to describe the basic operations of AID and the Bureaus; 2) delineate areas for cooperative programs and methods to eliminate barriers that prevent 1890 institutions from full participation in AID programs; 3) establish better communication linkages

between AID and the 1890 institutions; and 4) to acquaint AID with the strengths, capabilities, programs and interests of the 1890 institutions.

The invitational seminar was organized and took place on April 23, 1980 at AID headquarters in Washington, D.C. Participants attending the seminar included officials and key personnel from AID and representatives from the 1890 institutions (including the Chairman of the Council of 1890 Presidents), OAPNC, NASULGC, and the University of the District of Columbia. A summary report of this seminar follows.

INTRODUCTION

The seminar was divided into three segments. The morning session or part one focused on overviews of both the 1890 institutions and the Agency for International Development. The second part or the luncheon session featured an address by the head of the African Bureau while the afternoon session featured a dialogue between the 1890 representatives and AID officials.

I. The Morning Session

After the group was welcomed by Mr. Henry C. Smith, Special Assistant for Minority Involvement AFR/Bureau and Mr. Larry Heilman, AFR/DR, Deputy for Technical Operations, Henry E. Cobb, Vice Chancellor for Academic Affairs, Southern University (Baton Rouge Campus) provided an overview of historically black public colleges and universities for the participants. Excerpts of Cobb's presentation follows:

To develop anything like a realistic perspective on either the status or the prospects of the thirty-four public black colleges in America, it is necessary to look closely at the circumstances of their origins, offer some explanations for their current survival and present a tentative prognosis regarding their future. The nature of the topic necessitates the covering of an enormous amount of material in a relatively limited space. Hence, the writer has assumed first, that the most cogent and economical approach to dealing with this problem is to develop a perspective by looking at black colleges through time, to provide, at least, a descriptive analysis of their status, and to comment as incisively as possible concerning the prospects for these institutions. Second, the writer has assumed that the use of the term 'black college', in this context, means only those institutions that were founded for the education of blacks and which, historically, have been primarily concerned with achieving that goal. In short, the concern is with the public black four-year college. He has assumed, therefore, that it is somehow incorrect to define that institution in terms of other institutions.

And, third, it is assumed, that given the circumstances existing at the inception of these institutions, their contributions over the years and the needs of their clientele today, that if these colleges did not now exist, their establishment would need to be a top priority of higher education today.

In addition to these assumptions which undergird it, this paper is centered around the general proposition that public black colleges today reflect in their histories, their current status, and their probable futures all of the paradoxes, contradictions and possibilities, inherent in their origin and development. These institutions also reflect the same type features found in the lives of the people they serve. In short, these institutions cannot be easily assessed apart from the hopes, disappointments, and aspirations of black people. Any serious discussion of public black colleges, therefore, may be best understood if it is placed in a framework which has relevance for the conditions under which public black colleges evolved.

Publicly supported higher education for blacks began during the Reconstruction Period when for a brief moment blacks participated in the political process. A few of them gained a tentative hold on political power. It is to the exploitation of this fleeting power that most of the first public black colleges and universities owe their origin. Beginning with the founding of Alcorn College, now State University, in 1871 eight public higher education institutions for blacks were founded by the end of the Reconstruction era in 1876. Like Alcorn many of these institutions led an uncertain existence during the early years, and like Alcorn, several must associate their origin with a well-known black reconstruction politician.

In Mississippi, Hiram R. Revels, one of the only two blacks to serve in the U.S. Senate during Reconstruction, resigned his seat to become the first president of Alcorn. In a similar manner, Southern University, chartered in 1880, lists among its founder P.B.S. Pinchback, interim Governor of Louisiana, whose portrait since 1976, now hangs with those of other governors in the halls of the State Capitol.

Public black colleges founded in the period of 1878 to 1900 also owe their origin to political deals. These deals involved the liquidation of political debts to black politicians during the waning years of their political power. Southern University, Florida A&M University and South Carolina State College are beneficiaries of these kinds of deals.

There is no space here to make anything like a definitive statement on the history of the black colleges. But, even this brief excursion into that history must be placed in proper perspective. Essential to this proper perspective is an understanding of the ironies and paradoxes associated with the origin and development of the black college.

It is ironic that most of these institutions were founded in the period between 1867 and 1900 when black life in America slowly but steadily made its way toward the nadir. Thus, black colleges arose in a rather bleak period of the history of the people they were to serve. Black colleges rose in the south because of the nature of the closed society in which black people lived.

While these institutions had their genesis in the struggle of black people for higher education and were supposed to provide their clientele with the benefits of higher education, all of this occurred under rather unique circumstances. It is generally agreed that one of the major purposes of education is to pass on the cultural heritage; or stated another way, the purpose of education is to indoctrinate the young with the lore of the tribe and to prepare them for induction into the adult society. It is almost a given in the history of education that the lore which has just been noted is represented by the story of both the material and the non-material culture of the society into which one is being inducted. In this way, the votary is not only expected to be technically competent, but is expected to take on psychologically the characteristics of his social counterparts and to establish his connections with the natural and supernatural forces which regulate the group's destiny. The uniqueness of the black college lies in the fact that the cultural heritage which it was to pass on, initially, had little or nothing to do with the history of the clientele it served. Further, it was not expected that its graduates would be inducted into the mainstream of society. The black college, in effect, prepared its students for a culture which was partially alien and into whose membership its graduates would not be automatically recruited. The public college had to work out its own reason for being. Indeed, it can be said that the black college is not only unique, but largely original in its purposes.

Important among the forces shaping the character of the black college have been the belief of blacks in the power of education and the belief of whites in the inability of blacks to profit from education. The tension created by the tenets of these conflicting philosophies determined that the role of the black college would be that of an embattled institution. Both of these forces antedated the Civil War but both were more easily discernible since 1880. The thirst of blacks for higher education and the desire of whites to withhold it from them marked the first major phase in a post-reconstruction conflict that it still alive today.

The black public college like other higher education institutions in the South had to grapple with two powerful and competing educational philosophies. One of these philosophies that propelled the successful experiment of General Armstrong of Hampton Institute, later by Booker T. Washington at Tuskegee Institute, placed its confidence in industrial education with emphasis on the dignity of labor. Since industrial education as practiced in black colleges at the time was less about industry than about hard work and respect for whites, it was considered by whites, if they favored black education at all, as the proper training for blacks. The other philosophy transported South by northern school teachers focused on the liberal arts and emphasized the dignity of the individual.

What was true of black education was in a large measure true of the country itself. The North and most of the rest of the country was caught up in the hustle-bustle of a nascent industrialism propelled by the capitalistic philosophy with its profit motives. Meanwhile, the South was cleaning up after the war, still clinging to a moribund agrarianism, busily rejecting the new industrialism or only slowly accepting it, and ultimately expecting the "Negro and the mule" to raise enough cotton to restore the proper fortunes. As big business rose to ascendancy the fortunes of the agricultural south declined. Before the period was over (1877-1900) the barons of business could claim the north as theirs. They had traversed the trans-Mississippi West, and made salient thrusts into the deep south, the Agrarian Crusade notwithstanding.

Yet, except for the need for funds, the great deterrent to educational progress in the South was the hostile climate which produced violence against the black population. However, between 1875 and 1900 nineteen public black colleges were established. A period during with the law, when allowed to run its course, dealt most harshly with blacks, but harsher still were the extra legal acts committed against blacks for real or imagined offenses. Blacks accused of crimes against whites were nearly always lynched. An historian of South Carolina violence during the period summed up the matter by noting that

Violence, while normally latent, was endemic. The fear of violence is a basic context in which the history of South Carolina Negroes during the period must be studied to be clearly understood.

Many other states had histories similar to the history of South Carolina and generally, this was the kind of climate in which the public black college began its work.

By 1900 the spates of violence so characteristic of the previous twenty years had become a part of the fabric of southern life. To rationalize this behavior and justify the rise and development of segregated institutions an elaborate network of anti-Negro thought was erected that branded all blacks and black institutions as inferior. This anti-black sentiment was produced by some of the more respectable writers of the time. More importantly, the statements were drawn up and published by highly ranked national magazines and newspapers of repute. Even today the unearned increment from that heritage is a major weapon in the arsenal of the "persecution" that fills the minds of many blacks with doubts about their own institutions, and leads many of the friends of the public black college to demand a priori proof of worth even when the presumption is overriding. It is not strange then, that the brothers Lemelle assert, no other American institution has suffered more from a negative image than the black college.

Dominant in the public black college category is a group of institutions referred to under the general label as land-grant colleges and universities. The institutions owe their origin to the Morrill Act of 1862. The legislation authorized land bequests to the states for higher education with emphasis on agriculture and the mechanical arts. But the liberal arts and military science were not to be excluded. Before 1890 four states had moved to share their bequests with the black population in the state. Alcorn State University was beneficiary of the land-grant fund. Virginia, instead of establishing a separate black land-grant institution at first, gave half of the designated funds to Hampton; South Carolina divided its funds with Claflin University; while Kentucky in 1886, established the state Normal School for Colored Persons which became the recipient of Morrill Act funds for Negroes.

Miller's role in the establishment of South Carolina State College furnishes stronger documentation of the role played by the black reconstruction politician in the founding of public black colleges than in the case of Mississippi. Miller noted in his "A True History of the Establishment of State College" the intricate political deals which had to be made to secure the institution for blacks. Miller demanded and received permission to dismiss the white faculty but had to agree in return to accept the demand of the "Orangeburg" group that two of the trustees of the college be drawn from their delegation. The bargain which Miller made was essentially between him and the notorious but powerful

Ben Tillman who based his promise to aid Miller on Miller's promise to withdraw from national politics.

The rise of higher education for blacks in South Carolina could easily serve as a prototype since the state in this era contained all of the paradoxes, contradictions and inanities associated with the founding and development of public black institutions of higher education. Here, one also finds the concomitants of endemic violence, political aggression by the white leadership, factionalization, insouciance and even some cooperation among blacks. Miller considered the approval of his plan to acquire the college not only a victory over the Wade Hampton political faction in South Carolina but also a coup against his black political rivals, led by the redoubtable Robert Smalls et al. There is little doubt that to Miller the crowning achievement of his deal was that the new state college would be separated from the newly established institution for whites in Columbia and that it would be staffed and run by blacks.

The notion of an institution that would provide higher education for blacks and whites was a public issue in South Carolina between 1862 and 1896, when a separate state college for blacks was established. Two of the troubling issues over this period concerned separation and self-determination for blacks in the era of higher education. The Honorable Thomas E. Miller was more than certain that he had won these points in the deal he cut in 1896. Miller ended his own story of the political intrigue connected with the founding of the college.

Thank God, the college is in the hands of Negroes. It is the end of my life's work. I did it for my people. I am sorry that I was not able to do more for them, for they have been faithful to me.

Despite Mr. Miller's self inflicted encomiums and praise to the deity these questions were not settled. They persist even today and probably form the main basis of an incipient conflict between civil rights organizations and organizations in higher education.

The founding of Prairie View A&M University, the initial response of Texas to the demand for public higher education for blacks, featured many of the same problems experienced in South Carolina. Here, the story is less punctuated by

overt violence and the drama seemed to have been played out less caustically. But, this must be due in part to the fact that the institution was founded in 1876, before all of the power of the Reconstruction politicians had been liquidated, before some mutation of the Booker T. Washington philosophy had securely fastened itself on the institution, and surely before the "hardening social philosophy of the South" had become the prevailing spirit of the times. One must note also the influence of the superb telling of the Prairie View story by George Ruble Woolfork, who has generally unfolded the drama on a grander scale; yet, treated the nuances which dominated white-black transactions on higher education with a meticulousness born of sound scholarship and an unusual skill in handling that kind of data.

In August, 1876 the Texas Legislature passed an Act "to establish an Agricultural and Mechanical College of Texas for the benefit of Colored Youths." The new institution was to be placed under the Board of the White A&M College, a condition which still exists today. The President of the A&M College at College Station was designated President of the black school while the head of the black institution was referred to as Principal. The first experiment with an A&M College for blacks which began at Alta Vista near Hempstead was a failure. The institution only prospered after it took on the form of a Normal Teacher-Training Institution. For some years Prairie View was pulled back and forth between the idea of teacher training and the concept of manual training education on the Hampton Institute Model. The ambivalence of the Prairie View orientation is seen in the fact that the institution did not receive land grant status under the First Morrill Act of 1862 until 1891, one year after the passage of the Second Morrill Act of 1890.

Southern University and A&M College and Florida A&M University, two of the larger black land-grant institutions, were founded in the backwash of the Reconstruction period. Yet, each institution can easily trace its roots back into that era. The founding of Southern University followed the more common path of rising out of the liquidation of the waning political power of black Reconstruction politicians who were able to make these maneuvers in the Louisiana State Constitutional Convention in 1879. Organic provisions for an institution "for the education of persons of color" were included in the Constitution drawn up at that convention. The next year, 1880, the General Assembly

of the state of Louisiana chartered Southern University and placed its location in the City of New Orleans. Although P.B.S. Pinchback and his associates had wielded considerable power during Reconstruction, Pinchback actually serving for a time as governor of the state, the establishment of Southern University is easily the most indelible imprint left by the exercise of the fleeting power held by these men. As though hemmed in by the city, Southern's influence as an institution of higher education for blacks was not dominant while located in New Orleans. When the institution was located on a new site near Baton Rouge its development and impact rapidly increased. Under the Second Morrill Act of 1890, the institution received land-grant status in 1892. In the new location there was room to give expression to this new role.

The founding of Florida A&M University may be traced to a complex of causes. The need for a Normal School to train black teachers, the acceptance of the notion of higher education for blacks by the governor of the period and the work of Thomas V.R. Gibbs must be ranked at the top of any hierarchy of factors. L.W. Neyland and J.W. Riley, the historians of FAMU rank the work of Thomas Van Renssaler Gibbs as the paramount reason for the establishment of the "State Normal College for Colored Students" at Tallahassee in 1877. Gibbs, the son of the famous Reconstruction leader Jonathan Gibbs, was a member of the Florida Legislature in 1887 and introduced the first bill for the establishment of such an institution. Although the Gibbs bill did not pass, another such bill which paired the establishment of a State Normal School for Colored with the establishment of a State Normal School for Whites was subsequently written into law.

All of these institutions discussed thus far had their genesis in the period 1865-1900. They represent in their origins, structure and brief histories all that the whites in the South were willing to accept in the way of providing for black public higher education. Regardless of the reluctance with which whites responded to the idea of higher education for blacks at public expense, the acceptance of the land-grant policy was generally felt to carry with it a school for blacks. The practice of establishing parallel institutions either responded to or anticipated the "separate but equal" fiction that became both the dominant and official social pattern in the segregated South between 1896 and 1954. Yet, and,

despite the lack of fulfillment of the "equal" aspects of the doctrine, public higher education for blacks somehow survived in both theory and practice. Fortunately, this was one of few liberal points on which some whites in both the North and South could agree. It is not difficult to believe as George Woolfork asserts that in the post-Reconstruction South the purpose of the public black college, as perceived by some of its supporters, was to bring to the South the new religion of industrialism, thrift, intelligence, and morality.

Many higher educational institutions under public control are usually regarded as state institutions and many carry the term "state" in their names. Yet, it has been the federal role in higher education since 1862 that has helped bring this about. One type of institution in which this role is significant and easily identifiable is the State Land-Grant College or University. The Second Morrill Act of 1890 both accelerated and solidified this movement. The states has the choice of admitting blacks to the "1862" institutions or establishing "separate but equal" colleges for blacks. The States opted for the latter course.

The establishment of black public colleges under the provisions of the Second Morrill (Morrill-McComas) Act of 1890, greatly expanded the number of public black colleges but did not provide properly for the systematic support of these institutions. Instead, according to William Elton Trueheart, the policy which governed the support of these institutions was uneven, capricious, and discriminatory. Trueheart goes further, he asserts that northern members of Congress and the entire federal establishment must be charged with complicity in the execution of those policies.

Six years after the passage of the Second Morrill Act the United States Supreme Court, in Plessy vs Ferguson, Promulgated a rule of law that stamped approval on segregated institutions, and, for over a half century, public black colleges functioned under the polarity of the "separate but equal" doctrine, with its inherent paradoxes. The colleges were founded ostensibly for the education of black Americans. Yet, education was defined in terms of criteria established primarily for white institutions by white educators. Educational experiences were built upon theories and practices largely alien to the student population. Moreover, the conditions by which this model was to be validated could not be met

by the black institutions because of their operational constraints, in terms of human, fiscal, or physical resources.

The curriculum in the public black college is its greatest asset and yet an asset that is most difficult to chronicle. It seems fairly certain, however, that the curriculum of the PBC's evolved according to certain circumstances which destined it to pass through certain stages. During the early years, once the battle between the Hampton manual labor model and the Tuskegee industrial education model had been won by the latter, the curriculum was ready to move to the next stage--the Normal. The almost universal press for teachers secured the place of the Normal School in the higher educational scheme. Its successor, the Teachers College or College of Education, remains the largest entity on the public black college campus.

Between World War I and II most of these institutions reached collegiate status, providing a varied curriculum and, as a result of the GI Bill benefits, an upgraded faculty. One school, Alcorn State University, began as a four-year college and held that designation. Prairie View claimed collegiate status in 1901; FAMU, in 1909; all other land-grant institutions became four-year colleges after the end of World War I.

Since 1967, the 1890 land grant colleges (a designation used currently by the 16 PBCs and Tuskegee that make up this group) have shared in increasingly large research allocations. The allocations made available at the time through the Cooperative State Research Service (CSRS) and presently administered through the Science Education Administration/Cooperative Research (SEA/CR). Under this program each of the 1890 institutions is able to mount a vigorous program of research, "not separate but equal", nevertheless, of considerable magnitude and diversity.

A cogent analysis of the fields in which research is going forward was recently presented by Ivory V. Nelson. A summary of Nelson's findings are presented below.

<u>Research Area</u>	<u>Number of BEGC's Involved</u>
Human Nutrition	12 Institutions
Human Resources	14 Institutions
Space Related Research	11 Institutions
Transportation	4 Institutions
Biomedical	12 Institutions

A caveat seems to be in order at this point. Some of these institutions that receive such allocations do not have graduate programs in agriculture and related areas; hence, the expenditure of funds must be limited to research by individual staff members or work with undergraduates. Such a procedure seems to be neither economical nor wise.

A rather useful source for obtaining a view of the research by faculties at public black colleges and universities are the research bulletins published at these institutions. These bulletins are also a useful indicator of faculty research interests. Many public black colleges publish research bulletins either at regular intervals or on a demand basis. Further, when the land-grant function is excepted few of these institutions have funds for the publication of a research journal. Certainly, it is safe to say that very few of these institutions utilize funds for this purpose. Examples of the research bulletins examined in the preparation of this paper were those published by Texas Southern University, Savannah State College, Southern University and a special set of essays written by the Florida A&M University faculty. All were well done and revealed a wide range of research interests.

Because information on the black land-grant colleges and universities is often more available due to the collective activities in which they engage, the curricula of these institutions may easily form the basis for generalizations concerning the range of offerings at public black colleges (i.e. the outer limits of those offerings). Land-grant institutions represent one-half of the black public 4 year colleges and universities. The land-grant group enrolls more than half the students in this category. In addition to "Agriculture and the Mechanic Arts" most of those institutions have rather broad undergraduate offerings in the liberal arts and education.

A most significant expansion in program range and complexity taking place in public black colleges in recent years may be traced to the involvement of these institutions in international programs of a developmental nature. Within the last twenty years, many of these institutions have had extensive and intensive involvements in Africa,

Asia, the Caribbean and South America. Participation in projects authorized by Title XII has enhanced their capability to perform in the international arena. Currently fifteen of the seventeen land-grant institutions are, or have been, operating in the above noted areas. C.A. Williams reported in July of 1979 that the activities of the land-grant group were distributed as follows: one in South America, six in Africa, one in Arabia, two in the Caribbean and one in the Middle East.

In many ways, the public black college is especially suited to conduct programs of development in less developed countries. In many ways, the socioeconomic challenges which the inhabitants of these countries face are similar to those faced by rural blacks in the south until recently. Indeed, the public black colleges did for their clientele what must be done for the masses of the Third World if these people are to have their aspirations fulfilled. Because they have, over the years, built up a vast reservoir of experience dealing with low income and otherwise disadvantaged populations, the public black colleges possess in their faculties individuals with the patience, sensitivity, and flexibility for dealing with the personal and environmental problems that beset other people of developing countries. These institutions now possess sufficient know how for the transfer of the necessary technology to help transform these emergent societies. Further, the freedom from exclusivity that characterized the evolution of the public black college in America is a most noble concept to export to people who culturally desire and accept it.

Typical of the international involvements of public black colleges in international programs is the case of Southern University. Southern's work in the international educational development area has been aptly summarized by T.T. Williams.

The Training of Peace Corps Volunteers. Forty-eight trainees were prepared for agriculture projects in Guinea and Francophone, Africa. Fifty-two volunteers were trained for development work in Gabon. The training program was conducted on the campus and in the Virgin Islands by Southern University faculty members.

The Cameroon Project. Southern University was awarded a five-year AID contract for a project at the University of Yaounde of Cameroon. The Primary objectives of the contract were to (1) establish a Department of Agricultural Economics; (2) establish a Departmental Library with Agricultural Economics and related books and other materials; (3) organize a Participant Training Program in which candidates would pursue the Master's and Doctor's degrees in Agricultural Economics; (4) organize a research program in Agricultural Economics; and (5) carry out public service functions upon request. This project was based in the College of Agriculture under the direction of the Dean of the College.

International Economic Development Programs. The 211D grant to Southern University was awarded in 1972. The purpose of the grant was to increase the competence and strengthen the capacity of Southern to contribute to the resolution of rural unemployment and underemployment problems in developing countries. The International Institute is the umbrella for the coordination of the following objectives: (a) to develop and coordinate the international development programs, (b) to make available the capacity and expertise involved in international development, (c) to conduct research, seminars and workshops on domestic and international problems.

The expansion of the curriculum in the Public Black Colleges has not only witnessed a horizontal spread but a vertical extension as well. Today, thirty-two black institutions offer systematic work leading to an advance degree. Of this number, twenty-five are publicly supported and sixteen of the twenty-five are Land-Grant Institutions. Hence, in very gross terms, the thirty-five institutions under collective examination in this paper are four year undergraduate or undergraduate and graduate institutions. If NCHEMS classification is used a somewhat sharper picture emerges. This classification system, generally, divides higher education institutions into Major Research Universities, Other Doctoral Universities, Baccalureate Universities and Specialized Institutions.

Group I Major Research Universities
Institutions which awarded over fifty doctoral degrees and received over \$10 million in federal support for academic affairs in the last fiscal year.

- Group II Comprehensive Universities
Institutions that awarded doctoral degrees
in the most recent fiscal year.
- Group III Comprehensive Universities
Institutions which have no doctoral programs,
but which offer and award master's degrees.
- Group IV General Baccalaureate Universities
Institutions which have no master's
or doctoral programs, but which offer
and award bachelor's degrees.

(Specialized Institutions as a category is
not applicable here)

Significantly no public black college is found in Group I. Despite the fact that some public black colleges have been in existence for over a century, that until recently the black college was the main access route that blacks had to follow for higher education, that these institutions have been open to all where public law permitted, and that blacks constitute over ten percent of the population of the United States, the public conscience did not demand that, at least, one major research university be established and maintained for blacks. Even more lamentable against a background of expanding democracy is fact that only one public black institution has a bare chance of fitting into Group II. Although Texas Southern University offers a doctorate in educational administration, it is not clear from the data available that such a degree was awarded in the most recent fiscal year. Clearly the public black colleges are to be found largely in Groups III and IV. It is of some importance, perhaps, that twenty-five of the public black colleges, because they award master's degrees, may be classified as Group III institutions. The remaining public black colleges award only bachelor's degrees and hence, must be placed in Group IV (See Table 3).

Generally, the twenty-five public black colleges that offer graduate programs have curricula which are quite similar. All offer the master's degree in education, most offer the same degree in one or more of the arts and sciences fields, one offers a master's degree in the agricultural sciences, over eight offer the MBA and MSW degrees. Degree structures in Computer Science, Black Studies, Allied Health fields all represent attempts of these institutions to respond to the new demands of their clientele. As early as five

Table 3 Historically Black Public Four Year Colleges By Year Founded, Class Of Institution And Enrollment

	INSTITUTION	YEAR FOUNDED	CLASSIFICATION	
			COMP. UNIV.	GEN. B.A. UNIV.
*1.	Alabama A & M University	1875	x	
2.	Alabama State University	1874	x	
+*3.	University of Arkansas At Pine Bluff	1873		x
+*4.	Delaware State College	1891		x
5.	Florida A & M University	1887	x	
+6.	Albany State College	1903		x
+*7.	Fort Valley State College	1895	x	
+8.	Savanah State College	1891	x	
*9.	Kentucky State College	1886	x	
10.	Grambling University	1901	x	
*11.	Southern University, System	1880	x	
12.	Bowie State College	1867	x	
13.	Coppin State College	1900	x	
+*14.	Morgan State College	1867	x	
15.	Alcorn A & M College	1871	x	
+16.	Jackson State College	1877	x	
+17.	Mississippi Valley State College	1946	x	
o*18.	Lincoln University (MO.)	1866	x	
+19.	Elizabeth City State University	1891		x
+20.	Fayetteville State University	1887		x
+21.	North Carolina A & T University	1891	x	
+22.	North Carolina Central University	1910	x	
+23.	Winston-Salem State University	1892		x
24.	Central State University	1887		x
*25.	Langston University	1897		x
26.	Cheney State College	1837	x	
127.	Lincoln University (PA)	1854		x
*28.	South Carolina State College	1896	x	
*29.	Tennessee State University	1912	x	
*30.	Prairie View A & M College	1975	x	
+31.	Texas Southern University	1947	x	
+*32.	Norfolk State College	1882	x	
33.	Virginia State College	1882	x	
o34.	West Virginia State College	1891		x

* Land grant college
+ Institution is in the Adam's States
o Majority white enrollment
1 Only recently counted as a public institution

years ago approximately one half of these schools were offering master's degrees outside of the field of education. Since 1976, many of the graduate programs of the public black colleges have undergone considerable expansion. It should be noted also that in addition to graduate programs, Texas Southern University, North Carolina Central University, and Southern University have law schools. The foregoing discussion provides ample documentation of the growth of the curriculum. Yet, temerity has been mixed with timidity. While four Historically Black Colleges offer one or more doctoral programs, only one out of the twenty-five public black colleges offer a doctorate.

Essentially, the "bottom line" question we must ultimately ask about the current status of all black colleges is what are they doing now to prepare students for careers in areas where a college degree is needed.

We know already that, although black colleges enroll less than a third of the black college students, yet, over half of the black college graduates receive their degrees from predominantly black colleges. For blacks pursuing professional degrees of a post-baccalaureate nature the contrast is even more striking. Bernard Watson offers a summary which details the contribution of black colleges in the production of professional degrees:

- Of black students pursuing professional programs 19 percent are in historically black colleges.
- In Alabama all the Veterinary degrees awarded to blacks in 1975-76 came from Tuskegee Institute.
- In the District of Columbia 92 percent of the dentistry and 84 percent of the medical degrees awarded to blacks came from Howard.
- Texas Southern University grants two-thirds of law degrees awarded to blacks in Texas.
- North Carolina Central confers 71 percent of law degrees awarded to blacks in North Carolina.

- Meharry Medical College confers 96 percent of the dentistry and 96 percent of the medical degrees earned by blacks in Tennessee.

It is against such a background that the profile of black public colleges must be viewed. In summary:

- Black colleges were founded for and have carried the main burden of providing higher education for black people in this country.
- Historically, black colleges have been both incubators and providing grounds for black leadership. Further, a significant number of black leaders today began their work in higher education in black colleges.
- Black colleges represent a tremendous outlay in finance and a critical reservoir of educational knowledge, skills and experience that should not be callously written off.
- Black colleges are tied up with the history, the hopes and the destiny of black people in America.

This is the perspective. A consideration of the current status and the future prospects of these institutions must take this into account. The perspective just developed has not always been beautiful; it has been mostly productive, at times poignant, nearly always humanistic, and clearly a lesson in human perseverance. The proponents of the public black college may justly sing, "Stony the road we trod, Bitter the chastening rod, Felt in the days when hope, Unborn had died."

Following Cobb's overview presentations were made by AID's Technical Divisions. Presentations were made by Population, Health and Nutrition, Engineering, Special Development Projects, Education and Human Resources, Agriculture and Rural Development divisions. The purpose of these presentations was to share with the 1890 representatives the interests and programs of these divisions. Several of the presentation highlights follow.

1. Anthony Tummarello of the Engineering Office reviewed the basic needs of underdeveloped countries with emphasis on transportation and energy.

2. John Blumgart of the Special Development Projects Office, explained his office was established in 1973 to handle areas not covered by established AID programs, i.e. aerial photography, satellite, and remote sensing, are examples of programs the office is involved with in Upper Volta and Kenya.

3. Quincy Benbow of the Agricultural and Rural Development Division. Benbow related the results of his 1979 tour of 8 southern universities, six of which were 1890 institutions. Benbow found the 1890's to have more than sufficient capabilities to do overseas projects. Benbow's findings also indicated that there was need for 1890 institutions to engage in more visits to underdeveloped countries in Africa for the purpose of conducting needs assessment and so African leaders can become more familiar with 1890 capabilities.

II. The OAPNC luncheon

After the morning session the participants attended a luncheon sponsored by OAPNC, secretariat of the 1890 institutions. The remarks were given at the luncheon by Goler Butcher, head of the African Bureau/AID. Ms. Butcher welcomed the group and noted the capabilities of the historically black colleges. She issued a challenge asking the 1890 institutions to seek greater participation in agency projects and programs. In making these remarks, Ms. Butcher noted the importance of having the seminar and its

potential for yielding positive results for AID and the institutions. She further stated that AID would do more to insure greater participation in AID projects and programs by historically black colleges.

III. The Afternoon Dialogue

BIFAD and the Deputy Administrator

The afternoon segment of the seminar was divided into two parts. Part one involved a presentation by members of BIFAD staff, headed by Dr. Elmer Kiehl while part two involved interactions between the 1890 community and AID's Deputy Administrator, Joseph Wheeler.

A. Dr. Kiehl reviewed the development of BIFAD and its relationship to the 1890 community. He acknowledged that BIFAD needed to improve its relationships with the 1890 institutions. Kiehl indicated that more input from the 1890's was needed if BIFAD was to increase and expand 1890 involvement in their programs.

During his comments Kiehl announced that BIFAD would improve its communications with the 1890 community through the Title XII officers. Plans were announced that BIFAD would be meeting with the Title XII officers of the 1890 institutions on a regular basis in attempt to improve communications.

Following BIFAD's presentation, Haven North, Operations Deputy for the African Bureau provided observations on how the 1890's could become more involved with AID:

1. Unsolicited proposals could be generated and submitted by the 1890's. Such proposals must be well developed with sound and reasonable budgets.

2. The frustrations of the missions are very real. They have definite ideas of what they need and the kinds of people they need. Most people in the mission fields want expertise and the 1890's must find ways to fulfill this need. One way is to become more knowledgeable of mission operations by making on-site visits.
3. The 1890's want to see situations develop that would enable them to use their capabilities and qualities. Black colleges and universities should be recognized.
4. AID needs to know about the capabilities of each institution so intelligent decisions can be made about project involvement.

North's observations gave rise to a series of questions posed by the 1890's relating to unsolicited proposals submitted to AID and the process governing their approval.

Samples of the questions and responses raised follows:

Q: What does modest proposal means? How can the 1890's be more successful in developing good proposals if the proposals are to be evaluated on the basis of the capabilities of larger more advanced institutions? Are the chances better of an 1890 receiving funding if a single institution submitted more unsolicited research proposals?

A: A modest proposal is \$500,000 - \$1m range. The submission of a more unsolicited proposal would maybe better your chance of getting a proposal selected since the odds would be greater.

(Comment) AID should give 1890 institutions more encouragement since it appears that 1890 are involved in exercises of futility.

(Comment) The Bureau of Policy is heavily involved in getting more women and minorities in programs, and are intensifying this effort. Women seem to be mainly in the areas of home economics, etc. Not much is being done in the AID/Nutrition Program and the grants given from this program are relatively small.

B: Dialogue with Joseph Wheeler, Deputy Administrator of AID. Originally scheduled to appear before the seminar participants was Doug Bennett, Administrator of AID. Due to schedule changes, Joseph Wheeler, Deputy Administrator took his place. Wheeler comes to AID with a deep background and knowledge of the agency having been a mission director and associate with the Near East Program.

Wheeler opened his statement by underscoring the words of John Hannon, a past president of NASULGC - "the most important thing is people." Wheeler added this is still true today as it was eleven years ago when he went to Pakistan.

Wheeler indicated the budget constraints confronting AID, though he noted this should not prohibit more 1890 involvement within the agency.

AID recognizes they aren't making the best use of colleges and universities and are open to suggestions of how they can make the best use of the 1890 resources. AID wants institutions to be involved at the earliest possible date of the planning process dialogue. This kind of involvement does not come natural to all AID staff. Mr. North definitely recognizes the many resources available from the 1890 institutions, but these resources are also limited. AID wants to tap the resources of a particular faculty or one institution.

AID supports basic involvement in the early strategy development stage and greater utilization of 1890 institutions.

Excerpts of the discussion and interactions which followed

Wheeler's statement appears below:

- What's the difference in this conference and all the others we've been to. What's unique about this conference?
- Some of the 1890's have got problems in dealing with the grants or contracts office and the missions.
- What can 1890 institutions do to be able to make policy decisions? What is there that you can use from the 1890's.
- AID is stressing in the best way it can the desire to involve in its projects people with a host of different backgrounds.

IV. Recommendations

The seminar concluded with the 1890 representatives making the following recommendations:

1. That a task force be established by AID to work on problems and issues of black colleges and the agency. The task force would include members of the 1890 community, AID's Regional Bureaus, BIFAD, Development Support Bureau, and Policy Planning. Ray Mallery's office would coordinate the task force part of the new responsibility of implementing President Carter's Directive on Black Colleges.
2. That the 1890 community should become more involved in international travel for the purpose of making on-site needs assessment and building social capital with mission stations and host country officials.
3. That Title XII persons of the 1890 institutions need to establish better communications with BIFAD.
4. That the 1890 explore the possibility of establishing a consortium for purpose of working on international projects.
5. That select representatives of the 1890 institutions, including the Chairman of the Council of 1890 Presidents and the Director of OAPNC meet again with the Deputy Administrator to discuss specific ways to immediately involve and expand 1890 participation in AID programs.

A list of seminar participants appear in Appendix A.

APPENDIX A

SEMINAR PARTICIPANTS

Henry L. Smith AID/AFR	Elmer R. Kiehl BIFAD-AID
John D. Blumgart AFR/DR	Quincy Benbow AFR/DR/ARD
Howard Robinson North Carolina A&T State University	Robert Roquemore, Jr. Fort Valley State College
Earl S. Richardson University of Maryland, Eastern Shore	Peggy Shaw AFR/DR/EHR
Steve B. Latimer Langston University	Jerome A. Patterson AID - Office of Small & Disadvantaged Business
Lillie Beasley-Glover South Carolina State College	Betty L. Briscoe Liaison Office for Traditional Black Colleges and Universities
B.D. Mayberry Tuskegee Institute	Vernon C. Johnson AID/Consultant - Agriculture
William Moore, Jr. University of the District of Columbia	Calvin H. Raulerson Asst. Admin. Pvt. Development Cooperation
Samuel L. Donald Alcorn State University	A. David Lundberg ASIA/TR/ARD
Huey Battle Virginia State University	George V. Corinaldi AFR/DR/EHR
Harold R. Benson Kentucky State University	Jairaj V. Pothuluri University of Arkansas
Handy Williamson, Jr. Tennessee State University	H.E. Cobb Southern University
Arthur V. Patrick AFR/DR Southern Africa Projects	Dr. Robert Clodius President, NASULGC
Anthony P. Tummarello AFR/DR/ENGR	Dr. Leonard L. Haynes, III Director, OAPNC
Ms. Carol Dabbs AFR/DR/POP	
R.D. Morrison Alabama A&M University	
Jesse N. Stone, Jr. Southern University	
Lawrence C. Heilman AFR/DR	