

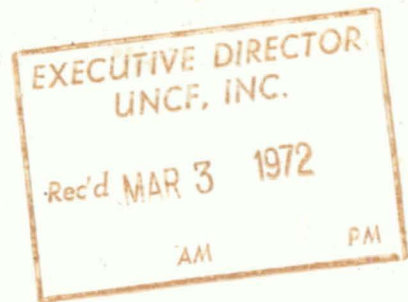
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DRAFT FOR THE GENERAL BROCHURE

(COVER)

"A MIND IS A TERRIBLE THING TO WASTE"

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IT IS, ISN'T IT?

When you stop and think that every day a person is born who could find a cure for cancer, help end poverty, lead us towards peace, save our decaying cities; or ~~just~~ create art that expresses ~~BEYOND~~ the soul of a people. ~~BE THE KIND OF HUMAN THAT IT'S NICE TO KNOW.~~

But this person will never get a chance to do any of these things if he isn't given the chance. And the chance in our modern society most often means "the know how," the education to realize his God-given talents.

That's what the United Negro College Fund and its 40 member institutions are all about. They are fashioning human beings for a purpose.

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WHAT'S THE PURPOSE?

The purposes of the United Negro College Fund and of our society are intertwined. They both deal with what we are to become.

The future is just a slight extension of our present. It is here before you know it. Take the Decade of the Seventies, for example.

The federal government has already projected what the nation will need by way of specialized manpower to meet the challenges of the 70's.

More white collar workers, for one thing. It will take at least 1.6 million more of them to handle the managerial revolution which has already begun.

Teachers, engineers, doctors, scientists, technical workers, computer experts. To the tune of several million more than the 10-million in our work force now.

Social workers, medical administrators and technicians, nurses--an additional 5-million of them.

Government itself on all levels will need 4.8-million more skilled people.

Urban renewal, ecology, better transportation, housing, the elimination of economic discrimination and poverty, its handmaiden. All these ~~x~~ causes will devour skills as fast as we can feed them into the work force.

And this is not to mention <sup>THE NEEDS OF</sup> the concert halls, the art galleries, the theatre which reflect our identity as a culture.

These are purposes ~~x~~ for the future. And they involve millions of skilled human beings.

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HOW DOES THE UNCF FIT INTO THIS PICTURE?

Vitally.

The UNCF colleges have been producing community leaders, professional men, outstanding artists for more than a century.

But not many people in the past looked to the predominantly black colleges as a source of skilled manpower. They were the "invisible," forgotten network of colleges turning out Negroes to fill the needs of their <sup>own</sup> sector of our society.

Times change. We look at our world radically different these days. Pain, anguish, mutual suffering took care of that.

Court decisions and new laws and the basic process of finding out that it's human beings who live in America, not black ~~folks~~ folks and white folks--<sup>THESE</sup> ~~the~~ <sup>the realization</sup> brought change. And even an Asian war did. It taught millions of Americans a lesson in the reality of life; and death.

The New Reality is that the UNCF schools have at last been <sup>RECOGNIZED</sup> ~~identified~~ as a "national asset." The Carnegie Commission on Higher Education attested to that in a special report in the spring, 1971; so has ~~reality and~~ the record.

In terms of the nation's projected needs, the UNCF schools are an indispensable "delivery system" for human resources into our national manpower pool.

They are a vital source for the scientists, computer experts, doctors, nurses, teachers, mathematicians and everyone else skilled that we will need for the future.

Some 45,000 students on these 40 UNCF campuses represent an investment in human resources which our ~~our~~ nation cannot afford to squander or overlook.

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WHAT ARE THE SCHOOLS DOING TO PERFECT THIS "DELIVERY SYSTEM"?

The Fund schools are in the midst of a vast reshaping. They are making curriculum and program changes that reflect the changing needs and opportunities for blacks in our fluid society.

Clark, Morehouse, Morris Brown and Spleman Colleges in Atlanta, for instance, are perfecting and refining their five-year cooperative ~~engineer~~ program with Georgia Tech which has turned out so many <sup>QUALIFIED</sup> ~~the~~ engineers.

Tuskegee Institute's Center for the Development of Human Resources is producing grads who have practical experience in their field by working with Alabama's Black Belt population on

a whole raft of their problems.

Johnson C. Smith University is producing government and political specialists at its Institute for Contemporary Politics.

Shaw University is training black communicators in all media at its Communications Center. Atlanta University's School of Social Work, for long the only such school of its type in the Atlanta area, is innovating with special studies like its program on alcoholic addiction.

Computer science courses, new mathematics and science programs, business administration, economics--all these are underway throughout the network of UNCF schools.

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#### A KID NAMED HARVARD STEPHENS (WITH PICS)

Maybe it's easier to explain what the UNCF schools can do by telling about Harvard Stephens.

Harvard Stepehens was born in a little place called Newell, Alabama, near Anniston. He was the youngest of nine children, brought up on a farm by parents who worked it for their livelihood.

Harvard went to the segregated rural schools and county high school <sup>BUT</sup> ~~and~~ didn't ~~it~~ do too well. With all the people in his house and the work he had to do there and outside jobs, he didn't have much time left to study.

But one of his teachers thought he saw something in Harvard, and recommended him to the Upward Bound program, which was looking for young blacks with the spark of undeveloped talent.

Upward Bound sent Harvard to a special summer program at Talladega College in Alabma, a UNCF school. He used the chance to catch up on things he hadn't learned before, and to see new horizons he could reach for.

When it came time to graduate from high school, Harvard applied to Talladega and was accepted. His family had little money but help was worked out by the school. He was scared and unsure of himself.

At the campus, it was a little like a dream. Harvard had all that time just to study and learn. And he did both. Very well. One summer he qualified for a job as a research biologist at the Brookhaven National Laboratories on Long Island. And blossomed some more.

At graduation in June 1971, Harvard Stephens stood at the head of his class at Talladega. And by then, other schools had heard about him and about his desire to be a doctor.

Columbia, Johns Hopkins, California, Harvard and several other medical schools wanted him. He took the best offer available and now Harvard is at Harvard (he's <sup>amused</sup> ~~amused~~ at that, too), on an 7 80% scholarship and 20% loan. And doing just great.

Harvard Stephens lives the UNCF <sup>REALITY</sup> ~~truth~~ that "A MIND IS A TERRIBLE THING TO WASTE."

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Corporations and foundations are beginning to understand about the Harvard Stephenses of the UNCF schools~~x~~--and are responding.

The International Business Machines Corp. has a score of its skilled pros in economics, business administration and other sorely-needed disciplines teaching on our black campuses for a whole year--at IBM's expense. This is in addition to the \$115,000 IBM gives the Fund for a Faculty Fellowship Program to enable our teachers to gain advance study and degrees. And in addition to the \$72,900 IBM invests in a UNCF summer institute to train our teachers of economics to teach their subject better.

The W.K. Kellogg Foundation gave the Fund a \$357,000 challenge grant which enabled 86 undergraduates from 32 UNCF schools to spend six weeks last summer strenghtening their desires to become doctors. The youngsters went off on field trips to the all-black community at Mound Bayou, Miss. to see how Health services are provided to the rural poor and to the drug addiction center at Lexington, Ky. to see how ravaged lives are helped to be saved.

Out of this could come <sup>MAVY</sup> more Harvard Stephenss.

And the General Service Foundation, with a \$25,000 grant, and the Ford Foundation, with \$15,000, enabled the Fund to hold its first mass recruiting conference in a metropolitan area, to reach out and let kids know what black higher education could offer them. 3,000 youngsters from the New York City area attendd <sup>THAT</sup> the session, with their guidance counselors--and the dividends ~~would~~ <sup>DISCOVERED</sup> in talent ~~salvaged~~ could be incredible.

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THE DIVISION THAT CARRIES OUT THESE PROGRAMS.

Something new went into action at the Fund in 1971--the Division of Institutional Services.

This is the division which carried out the pre-medical and recruiting programs, as well as a number of other activities.

The Rockefeller Brothers Fund gave a \$300,000 grant to make the division possible. In its first full year of operation, the division brought together the Academic Deans from all the schools to talk over mutual educational proglems; initiated research studies of common interest and concern; worked with the schools to evolve better programs; and produced a series of reports on possible educational directions the Fund might go.

In addition, the Division of Institutional Services administers a number of scholarships and grants ~~is~~ made to the Fund and conducts the Annual ~~W~~ Reader's Digest Creative Writing Contest and Luncheon.

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HOW

~~THE~~ THE UNCF HEADQUARTERS OPERATES

The United Negro College Fund ~~is~~ <sup>CONSISTS OF</sup> a small staff of about 50 people located at 55 E. 52nd St. in New York City. It is divided into a Fund ~~Raising~~ <sup>RAISING</sup> Department (subdivided into Corporate, Foundation and Direct Mail fund raising); a Communications Dept.; the Division of Institutional Services; and supportive departments such as Administration, Finance, etc.

When the Fund was organized 28 years ago in 1944, it was the first such consortium working on behalf of a group of colleges. In the years since then, it has raised some \$120-million toward the operating revenues of its member school.

Last year, the ~~the~~ UNCF raised a record total of \$9.4-million. That was \$2.2-million more than the previous year.

For 1972, with four new member schools added to last year's 36, the Fund has set a campaign goal of \$12.5-million.

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WHO ARE THE PEOPLE INVOLVED IN THE UNCF?

~~Besides its top-flight professional staff, the UNCF has an~~

At the head of a top-flight professional staff, the UNCF has as its new Executive Director Arthur A. Fletcher, former Assistant Secretary of Labor and former member of the U.S. Delegation to the U.N. General Assembly.

Playing vital roles in the voluntary leadership of the Fund are a number of prominent Americans.

Cyrus R. Vance, former U.S. Negotiator at the Paris Peace Talks, former Deputy Defense Secretary and holder of the Freedom Medal, ~~he~~ is the 1972 National Campaign Chairman.

Richard C. Gerstenberg, Chairman of the Board, General ~~Motors~~ Motors Corp., is the 1972 National Corporate Committee Chairman.

Dr. Buell G. Gallagher, former president of the City College of New York, heads the National Foundations Committee.

Morris B. Abram, former President of Brandeis University, is the UNCF's Chairman of the Board.

And Dr. Herman H. Long, president of Talladega College, one of the Fund institutions, is president of the United Negro College Fund.

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#### AN IDEA WHOSE TIME HAS COME~~x~~

Some in recent years have called the United Negro College Fund "seperatist." Some have said it is "segregationist."

It is neither.

All UNCF schools are open to any qualified student who wishes to attend, whatever the race. The UNCF schools have a non-white population of some 3%; the percentage of blacks in predominantly white colleges is between 3-4%.

The Idea Whose Time~~s~~ Has Come is this: black institutions are as valid and necessary to our democratic society as any other ethnic or religious or national components of it.

No one argues that we should do ~~wt~~ away with Notre Dame or Brandeis. They are components of our pluralistic culture.

Likewise, the UNCF colleges are now recognized as ~~repositories~~ repositories of the black culture and experience of our country. They are part of the strong black institutions which must evolve in order to make our democracy work fully. They are also a national educational asset. They are the "delivery system" for needed human resources.

THE YEAR AHEAD

In 1972, the United Negro College Fund will be a major campaign of the Advertising Council. It will receive all-media, full-year exposure as one of the handful of worthy causes receiving national attention and support.

The theme for that campaign lies at the heart of the UNCF story:

"A MIND IS A TERRIBLE THING TO WASTE."

That is what the United Negro College Fund is all about.