

# Historically Black Colleges and Universities

# HBCUs

Tribal Colleges and Universities (TCUs)

Hispanic-Serving Institutions (HSIs)

Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISIs)

Predominantly Black Institutions (PBIs).

# Kamala Harris



On January 20, 2021, Kamala D. Harris made history as the first woman, African American woman, Indian-American, person of Asian-American descent, and HBCU graduate to be sworn in as Vice President of the United States. In her election acceptance speech, she declared, “I may be the first, but I will not be the last,” embodying her lifelong commitment to breaking barriers. On August 5, 2024, Harris secured the 2024 Democratic nomination for president of the United States with a majority of delegate votes.

Born on October 20, 1964, in Oakland, California, Harris is the daughter of Jamaican immigrant Donald Harris and Indian immigrant Shyamala Gopalan Harris. After her parents divorced, Shyamala raised Kamala and her younger sister Maya as a single mother. Kamala often accompanied her mother to Civil Rights marches, experiences that deeply influenced her resolve to combat injustice.

Harris grew up immersed in both Indian and African American cultures. Her mother ensured that the girls were connected to their African American heritage while also spending summers with their Indian grandparents. Harris reflected in her autobiography on her mother’s understanding of raising two Black daughters in America, emphasizing her mother’s commitment to ensuring they grew into confident, proud Black women.

After high school, Harris attended Howard University, a historically Black college and university (HBCU) in Washington, D.C. She later earned her law degree from the University of California Hastings College of the Law in San Francisco. Harris began her legal career at the Alameda County District Attorney’s Office and was elected District Attorney of San Francisco in 2003.

Harris continued to shatter ceilings in her legal career. In 2010, she was elected California's Attorney General, becoming the first African American and first woman to hold the position. During her tenure, she married lawyer Doug Emhoff, becoming a stepmother to his two children and affectionately known as “Momala.” In 2016, she was elected as a U.S. Senator from California, making her only the second African American woman ever elected to the Senate.

While in the Senate, Harris served on the Intelligence and Judiciary Committees, dealing with significant issues like Russian election interference and Supreme Court appointments. Known for her incisive questioning, she gained a reputation as a formidable interrogator who could challenge opposing witnesses effectively.

In 2019, Harris launched her campaign for President. Though she did not win the Democratic primary, her campaign demonstrated her leadership capabilities. Consequently, President-Elect Joseph R. Biden selected her as his running mate, making her the fourth woman and second African American to be on a major party's national ticket.

On November 7, 2020, Harris addressed a jubilant crowd in Wilmington, Delaware, wearing a suit in suffrage white. She honored the women who paved the way for her historic achievement, acknowledging the contributions of Black women and others who have been instrumental in advancing equality and justice. She emphasized the message to all children: “Dream with ambition, lead with conviction, and see yourself in a way that others might not see you, simply because they’ve never seen it before.”

Kamala Harris’ rise to prominence underscores her enduring commitment to justice and her ability to break new ground in American political life.

# MSIs - Minority-Serving Institutions

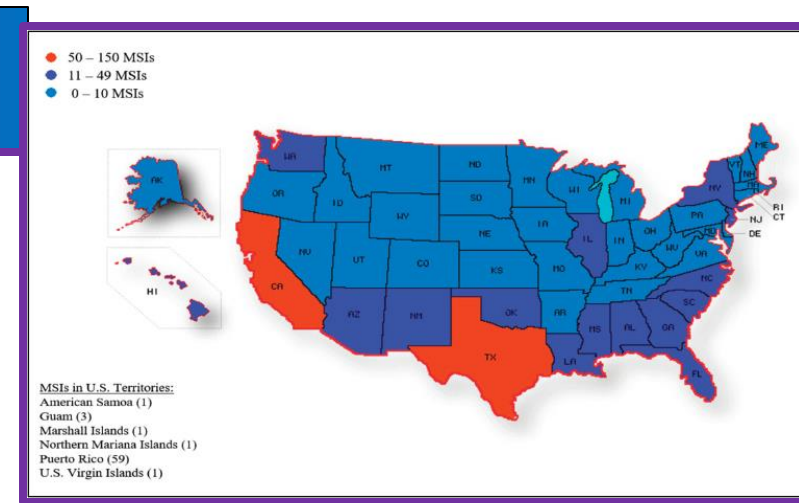
- When discussing colleges and universities that serve minority students predominantly, it is easy to refer to them as minority-serving institutions (MSIs). However, not all MSIs are created equal. MSIs consist of:

- Historically Black Colleges and Universities (HBCUs)
- Tribal Colleges and Universities (TCUs)
- Hispanic-Serving Institutions (HSIs)
- Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISIs)
- Predominantly Black Institutions (PBIs).

- HBCUs have a historic federal designation as they were established out of segregation, at a time when Black students were prohibited from accessing education at white-only institutions. HBCUs have held a special place for over a century and a half of American history as enduring places of opportunity, engagement, and empowerment for Black students. As such, they have a unique and historic designation in the Higher Education Act (HEA) of 1965, which statutorily defines HBCUs as institutions established before 1964 whose principal mission was—and is—the education of Black students. The HEA acknowledges that HBCUs were founded specifically for Black students during an era of segregation and have suffered the negative effects of discriminatory state and federal policies, hence their federal designation. Tribal College and Universities also have a similar historic designation.

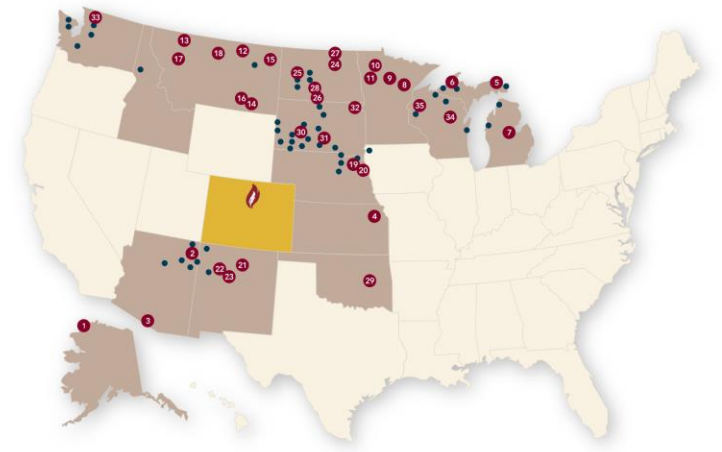
- Minority-serving institutions or MSIs is a term used to group all higher education institutions that serve minoritized students. However, there are distinctions between them. HSIs, PBIs, and AANAPISIs receive their designation based on the percent of their student population representing that minoritized group, and as enrollment changes, so can their designation. This qualifies an institution to compete for Title III and Title IV funding under the Higher Education Act (HEA). The HSI designation requires 25 percent of enrolled students to be Latinx, the PBI designation requires 40 percent of enrolled students to be Black, and the AANAPSI designation requires 10 percent of enrolled students to be Asian or Pacific Islander.

- Congress amended the HEA to include other types of colleges and universities serving concentrations of minoritized students as MSIs. But, unlike HBCUs, whose federal designation results from their historic role in American higher education and does not rely on a specific Black enrollment, other MSIs are designated primarily because they have experienced significant growth in minority student enrollment and, thus, their federal funding eligibility is based on the proportion of minority students enrolled. The vast majority of these MSIs are located in the west and southwest, where the Hispanic population is growing. The over 500 HSIs can include large, well-resourced research universities, such as the University of California at Irvine and Texas A&M University, whose federal eligibility requires enrollment of at least 25 percent of students of Hispanic origin. Similarly, AANAPISIs, such as Georgia State University and the University of Hawaii at Hilo, must enroll at least 10 percent of Asian, Native American, or Pacific Islander students. Some PBIs were predominantly white institutions and are now designated as PBIs due to changes in the composition of their student bodies; PBIs, such as the University of West Alabama, Chicago State University, and Johnson and Wales University, must enroll at least 40 percent of Black students to receive HEA funding.



# TCUs - Tribally Controlled Universities

TCUs were established by individual Native American tribes with a core mission to sustain tribal cultures, traditions, and languages, while bringing education, social, and economic opportunities to Native Americans. Following the success of the “self-determination” movement of the 1960s that emphasized self-governance by federally recognized tribes Native American leaders restructured tribal higher education to strengthen reservations and tribal culture without assimilation. The Navajo Nation created the first tribally controlled college in 1968, now known as Diné College.



TCUs first received federal funding through the Tribally Controlled College or University Assistance Act of 1978. This legislation defines a TCU as an institution of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes. Today, there are 35 two- and four-year TCUs located primarily in the northern Midwest and Rocky Mountain states. These institutions, most of which are embedded within native, rural communities, serve roughly 30,000 full- and part-time students, including Native American and Alaska Native students, representing more than 250 federally recognized Indian tribes.

TCUs offer essential sources of educational opportunity for many Native American and Alaska Native students. Culturally relevant support approaches and community engagement are critical components of each TCU’s curriculum. At schools with a high population of Native American students, all courses, even those without an explicit cultural focus, are designed from a Native American perspective. TCUs do not share the same mission as many other higher education institutions, but instead possess a very different history of purpose, investing in efforts to revitalize Native languages and culture, promote Tribal sovereignty, and further economic growth aligned with Tribal values in the communities they serve.

Over the past several decades, STEM-focused programming at TCUs has increased. Grant-funding opportunities and partnerships with federal agencies (e.g., the U.S. Department of Agriculture and U.S. Department of Energy) have enabled TCUs to expand their STEM programming; offer new degree options in the fields of information technology, environmental science, and science education; and provide research internship opportunities for their students. Although some progress has been made to bolster and sustain STEM success for this traditionally underrepresented population of students, additional investments and resources are needed.

# MINORITY SERVING INSTITUTIONS (MSIs)

Minority Serving Institutions take deliberate steps to recruit, enroll and retain students from historically underserved populations. To become an MSI, colleges typically require 10%-40% of their undergraduate population to come from a particular minority group. There are different types of MSIs that serve different communities.



**AANAPISI: Asian American and Native American Pacific Islander-Serving Institution**

Colleges qualify as AANAPISIs if their undergraduate student body is at least **10%** Asian American and Native American Pacific Islander.



UCLA currently plans to become a Hispanic-Serving Institution by 2025 and an Asian American and Native American Pacific Islander-Serving Institution.

**PBI:** Predominantly Black Institutions

PBIs have at least **40%** Black and African American students in their student bodies.

**TCU:** Tribal Colleges and Universities

TCUs are recognized by the federal government, and they are run by American Indian tribes.



**ANNHISI: Alaska Native and Native Hawaiian-Serving Institution**

Alaska Native-serving institutions must enroll Alaska Native students as at least **20%** of the undergraduate body.

Native Hawaiian-serving institutions must have at least **10%** Native Hawaiian learners.



**HBCU: Historically Black Colleges and Universities**

HBCUs qualify based on their history of having originally been established with the main intention of serving Black and African American students.



**NASNTI: Native American-Serving Nontribal Institution**

NASNTIs have undergraduate student bodies with at least **10%** Native American populations.

Colleges are not operated by tribes.



**HSI: Hispanic-Serving Institution**

Colleges are considered HSIs if at least **25%** of their undergraduate full-time students identify as Hispanic.

UCLA currently has **21%** Hispanic students among the undergraduate student body.



UCLA is currently on the road to becoming both a Hispanic-serving institution and an Asian American and Native American Pacific Islander-serving institution.

Becoming an MSI means higher education institutions ensure an environment where students can thrive without abandoning their identity and lived experiences.

According to the University of California, five out of nine UC undergraduate campuses are currently designated HSIs, with UCLA planning to join this group by 2025.

According to the UC, the HSI initiative inspired AANAPISI, and these institutions need 10% or more Asian American, Native American and Pacific Islander students enrolled. As of right now, UCLA is the only UC undergraduate campus that has yet to become an AANAPISI. While UCLA already meets this requirement, the school is going through the application process and hopes to receive the designation from the U.S. Department of Education in the spring, according to vice provost of the Institute of American Cultures David Yoo.

Shannon Speed, director of the American Indian Studies Center and special advisor to the chancellor for Native American and Indigenous affairs, said as the No. 1 public university in the country, UCLA has an obligation to acknowledge the Native land on which it was built and serve Native students.

"There is a special responsibility to Native American people because as a land-grant institution, Native dispossession is directly responsible for us having a UC campus and the wealth that funds these campuses," Speed said.

In June 2022, UC announced the Native American and Pacific Islander Bruins Rising Initiative, which involves faculty hiring, a resource center for Native and Pacific Islander students, living and learning communities on the Hill and more.

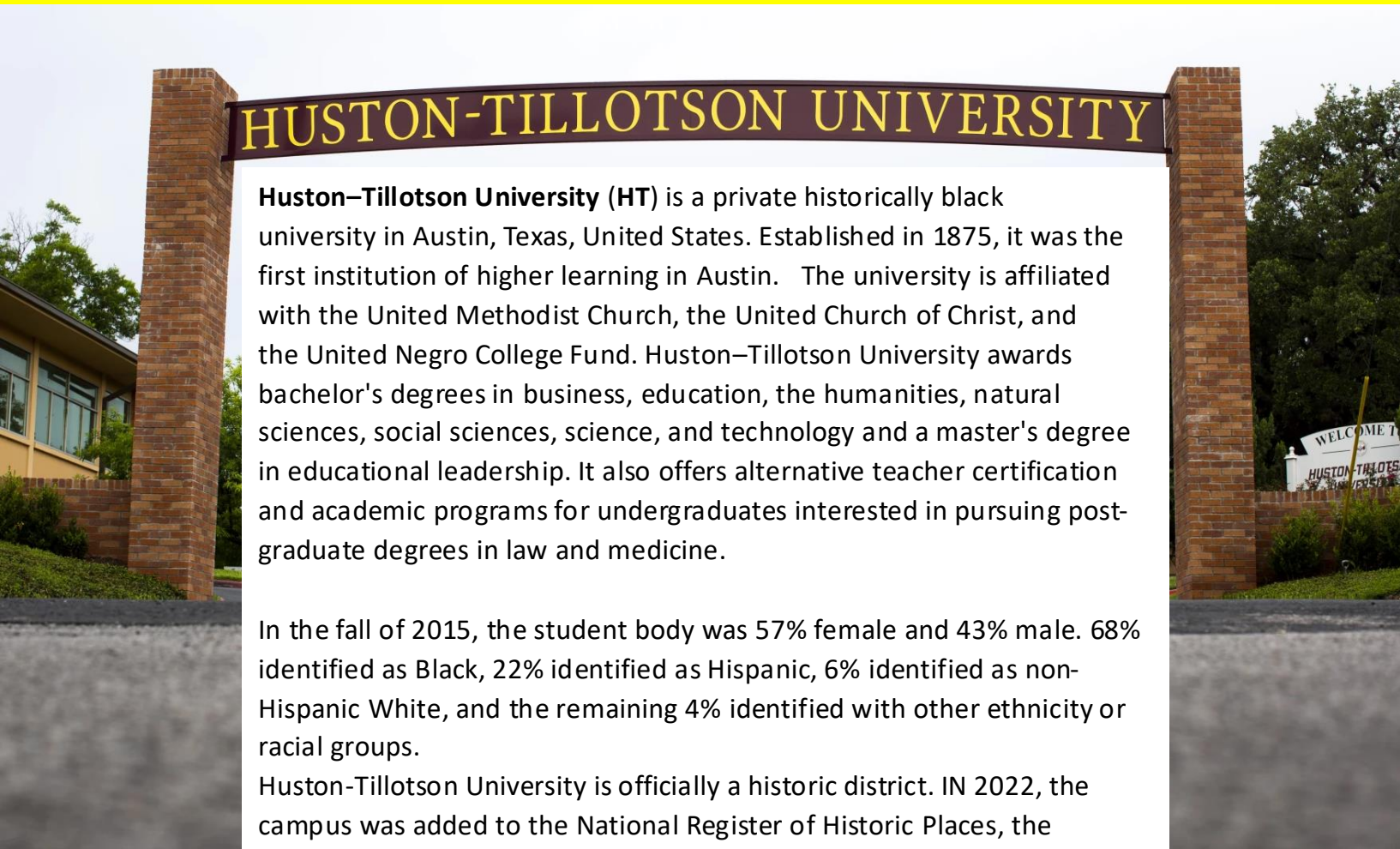
"We're talking about how we can improve campus climate and how we could bring in more Native American students to campus, because our numbers in undergraduate recruitment have remained stubbornly flat despite a lot of efforts," Speed said.

Specific programs are designed to help minority students within academics and health care such as the Asian Pacific Health Corps, a student-led community service organization whose mission is to serve disadvantaged Asian American Pacific Islander communities that have limited access to health care.

According to the 2020 Census from the Public Policy Institute of California, 39% of Californians are Latino, 35% are white, 15% are Asian American or Pacific Islander, 5% are Black, 4% are multiracial and fewer than 1% are Native American or Alaska Natives.

"We're a minority-majority state, so I think it's important that all the UC campuses become minority-serving institutions," Speed added. "We need to be at least educating certain communities at a proportionate rate to their presence in the state population."

# HBCUs - Open to all Students



## HUSTON-TILLOTSON UNIVERSITY

**Huston–Tillotson University (HT)** is a private historically black university in Austin, Texas, United States. Established in 1875, it was the first institution of higher learning in Austin. The university is affiliated with the United Methodist Church, the United Church of Christ, and the United Negro College Fund. Huston–Tillotson University awards bachelor's degrees in business, education, the humanities, natural sciences, social sciences, science, and technology and a master's degree in educational leadership. It also offers alternative teacher certification and academic programs for undergraduates interested in pursuing post-graduate degrees in law and medicine.

In the fall of 2015, the student body was 57% female and 43% male. 68% identified as Black, 22% identified as Hispanic, 6% identified as non-Hispanic White, and the remaining 4% identified with other ethnicity or racial groups.

Huston-Tillotson University is officially a historic district. IN 2022, the campus was added to the National Register of Historic Places, the country's official list of sites deemed worthy of preservation.

Many people are surprised to learn that HBCUs are open to all students. Although HBCUs were established to provide an educational opportunities for Black students during a period when states flat-out denied higher education to Blacks, HBCUs are not exclusively for Black students. Historically, HBCUs have been open to all students, paving a broad avenue of access for students of all creeds, colors, and conditions.

Overall, in 2020, about 76 percent of students enrolled at HBCUs were Black and 24 percent were not Black; 11 percent are white, 8 percent are Latinx, and 2 percent are American Indian, Asian, Native Hawaiian, or multi-race. Howard University in urban Washington, D.C.—sometimes called the Harvard of HBCUs—has a diverse student body, with 67 percent Black students and a third of its students from other racial backgrounds. And West Virginia State University—a small, rural public HBCU—has a student body that is 61 percent white. In Austin, Texas, the HBCU Huston-Tillotson University enrolls a student body where one in four students are from Latinx families.

# The Early History of HBCUs

Throughout early U.S. history, Black Americans were discouraged and outright prohibited from accessing educational institutions in many Southern states. HBCUs were established to address this discrimination. Cheyney University of Pennsylvania, the first HBCU, was established in 1837. Lincoln University and Wilberforce University quickly followed, before the start of the American Civil War.

## CHEYNEY UNIVERSITY



On February 25, 1837, Cheyney University of Pennsylvania became the nation's first Historically Black College and University (HBCU). The University was established

through the bequest of Richard Humphreys, a Quaker philanthropist who bequeathed \$10,000 — one-tenth of his estate — to design and establish a school to educate people of African descent and prepare them as teachers.

First known as the African Institute, the school was soon renamed the Institute for Colored Youth. In its early years, it provided training in trades and agriculture, which were the predominant skills needed in the general economy.

In 1902, the Institute was relocated to George Cheyney's farm, a 275-acre property just 25 miles west of Philadelphia. The name "Cheyney" became associated with the school in 1913, though the school's official name changed several times during the 20th century.

## LINCOLN UNIVERSITY

Originally established as The Ashmun Institute, Lincoln University received its charter from the Commonwealth of Pennsylvania on April 29, 1854, making it the nation's first degree-granting Historically Black College and University (HBCU).

In 1854, John Miller Dickey, a Presbyterian minister, and his wife, Sarah Emlen Cresson, a Quaker, founded Ashmun Institute, later named Lincoln University. They named it after Jehudi Ashmun, a religious leader and social reformer.

On April 4, 1866, the institution was re-named Lincoln University in honor of President Abraham Lincoln. Dickey took the opportunity to propose that the school expand into a full-fledged university and to enroll students of "every clime and complexion." Law, medical, pedagogical, and theological schools were planned in addition to the College of Liberal Arts. White students were encouraged to enroll and two graduated in the first baccalaureate class of six men in 1868.



## WILBERFORCE UNIVERSITY

Wilberforce University is a private historically black university in Wilberforce, Ohio. Affiliated with the African Methodist Episcopal Church (AME), it was the first college to be owned and operated by African Americans.



The college was founded in 1856 by a unique collaboration between the Cincinnati, Ohio, Conference of the Methodist Episcopal Church, and the African Methodist Episcopal Church (AME) to provide classical education and teacher training for black youth. It was named for the English statesman William Wilberforce, who worked for the abolition of slavery and achieved the end of the slave trade in the United Kingdom. The first board members were leaders both black and white.

The outbreak of the American Civil War (1861–65) resulted in a decline in students from the South, who were the majority, and the college closed in 1862 because of financial losses. The AME Church purchased the institution in 1863 to ensure its survival, making it the first black-owned and operated college in the nation. AME Bishop Daniel Payne was one of the university's original founders and became its first president after re-opening; he was the first African American to become a college president in the United States.

# The Morrill Land-Grant Acts



The Morrill Land-Grant Acts are United States statutes that allowed for the creation of land-grant colleges in U.S. states using the proceeds from sales of federally owned land, often obtained from Native American tribes through treaty, cession, or seizure.

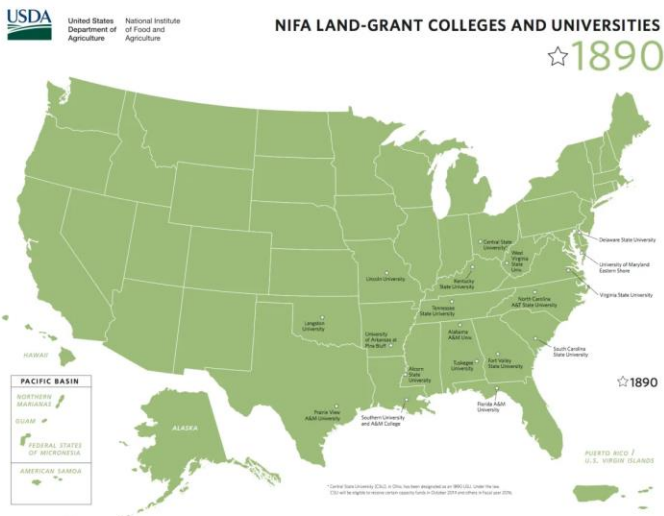
The Morrill Act, passed on July 2, 1862, committed the federal government to grant each state 30,000 acres of public land issued in the form of "land scrip" certificates for each of its representatives and senators in Congress. Major universities such as Nebraska, Washington State, Clemson, and Cornell were chartered as land-grant schools.

People of color were often excluded from these educational opportunities and a second act was passed in 1890. The Second Morrill Act of 1890 was aimed at the former Confederate states and sought to rectify this discrimination. It required states to establish separate land-grant institutions for Black students or demonstrate that admission was not restricted by race. The act granted money instead of land and resulted in the establishment of several historically Black universities and colleges, including Alabama A&M, Prairie View A&M University, and Tuskegee University.

The founded Historically Black Colleges and Universities (HBCUs) primarily taught primary education at that point as well as vocational courses. By the late 1800's there were over 86 black colleges. However, whites and especially former plantation owners that relied on cheap black labor saw a danger in teaching blacks anything that could make them question their place in society. As a result, they started to resort to extremely violent means to drive teachers away and to destroy many black colleges. Between 1866 and 1972, over 20,000 people were killed because of the educational equity quest.

Yet, despite the ongoing violence and the limited resources, black colleges survived. Prominent leaders from the north visited some of these colleges such as General Otis O. Howard who was a Northern general during the Civil War and later became the head of the Freedmen's Bureau.

<https://www.archives.gov/milestone-documents/morrill-act>  
<https://www.hbcucoalition.org/post/how-hbcus-have-always-led-the-way-for-social-change>



# HBCUs and the Military

The partnership between HBCUs and the military dates back to World Wars I and II, when these institutions served as training grounds for many African American soldiers. Reserve Officer Training Corps (ROTC) programs, established in several HBCUs, were crucial in preparing students for military service. These programs offered a pathway for African Americans to serve as officers, a significant step in an era when opportunities for leadership roles in the military were limited for them.

The impact of World War II on HBCUs cannot be overstated. Many African American soldiers who served in the war took advantage of the GI Bill, which provided educational benefits to veterans. However, due to the prevalent racial segregation, their options for higher education were limited, making HBCUs a primary beneficiary of this influx of students. This period marked a significant increase in enrollment and development for HBCUs, laying a foundation for their future growth. Unfortunately, most of the institutions were unable to handle the enrollment surges. While these students had been promised educational entitlements, the federal government provided no funding for them.

HBCUs have been instrumental in developing leaders for the military. The ROTC programs at these institutions have not only provided military training but also instilled leadership skills and a sense of duty and service. Graduates of HBCUs often ascend to significant positions in the military, showcasing the quality and effectiveness of the education and training they received. The Tuskegee Airmen, also famously known as the "Red Tails," were a distinguished group of African American pilots who received training at Tuskegee University. This leading HBCU is renowned for its exceptional engineering and veterinary programs.

<https://www.higheredmilitary.com/news/articleDisplay.cfm?ID=3816>

## Tuskegee Airmen

Tuskegee University was awarded the U.S. Army Air Corps contract to help train America's first Black military aviators because it had already invested in the development of an airfield, had a proven civilian pilot training program and its graduates performed highest on flight aptitude exams.

From 1941-1946, some 1,000 Black pilots were trained at Tuskegee.

The Airmen's success in escorting bombers during World War II – having one of the lowest loss records of all the escort fighter groups, and being in constant demand for their services by the allied bomber units. - is a record unmatched by any other fighter group.

<https://www.tuskegee.edu/support-tu/tuskegee-airmen/tuskegee-airmen-facts#:~:text=Tuskegee%20University%20was%20awarded%20the,highest%20on%20flight%20aptitude%20exams.>





# Lillian E. Fishburne



Lillian E. Fishburne is the Navy's first black female rear admiral. In 1998, Former Secretary of Defense William Cohen delivered this quote during a ceremony honoring her as a military pioneer. He was quoting author and retired Air Force Maj. Albert Murray.

***"Heroism ... is measured in terms of the stress and strain it can endure, and the magnitude and complexity of the obstacles that it overcomes ... which bring out the best in [potential heroes]."***

Observing the established valor of black service members, Cohen stated: "Considering the stresses and strains endured by African-Americans in defense of our country, it's little wonder that we have so many heroes among us."

Fishburne, the first black woman to rise to a flag rank in the United States Navy, "is a woman whose story helps us to understand the truth that women are an indispensable part of today's military," Cohen said.

Fishburne's legacy seemed sealed by being born into a naval family at Patuxent River in Maryland. Her father, an active-duty Navy man, never doubted his daughter's career vision and military ambitions because of her gender. His love and unwavering faith were confirmed when Fishburne graduated from Lincoln University in Oxford, Pennsylvania, in 1971. Not even two years had passed before Fishburne completed Women Officers School training at Newport, Rhode Island. In 1973, she received an ensign commission.

Fishburne wasted no time establishing momentum in the Navy. Her first role was personnel and legal officer at the Lakehurst, New Jersey, Naval Air Test Facility. Early evidence of a talent for leadership and an unwillingness to rest on her laurels ensured her swift climb in the naval ranks. After a recruiting tour in Miami, Florida, and serving as the Officer in Charge of the Naval Telecommunications Center in Great Lakes, Illinois, she attended the Naval Postgraduate School. Following school, she stepped into the role of assistant head in the Joint Allied Command and Control Matters Branch.

On Feb. 1, 1998, Fishburne became the first black female to hold the rank of rear admiral, when President Bill Clinton promoted her. Her promotion came on the heels of helping the Pentagon's Command and Control Systems Support Division and commanding the Naval Computer and Telecommunications Area Master Station, Eastern Pacific, in Hawaii. She is one of only 49 African Americans who have achieved the honor of being a flag officer in the United States Navy. Presently, there are 15 active duty Admirals and 34 retired.

"Highly decorated" is used as a term for those who do not hesitate to trade their lives for our freedom. Rear Adm. Lillian Fishburne embodies this. Her list of awards include:

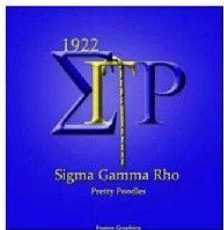
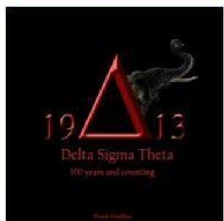
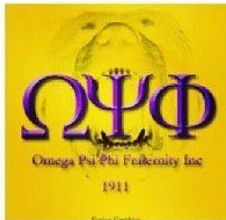
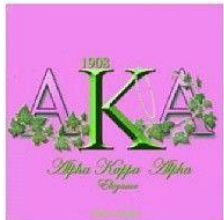
- Two Navy Commendation Medals
- Navy Achievement Medal
- Meritorious Service Medal
- Defense Superior Service Medal

Fishburne retired in 2001 after her tenure in Washington, D.C., as director of the Information Transfer Division. Rear Adm. Lillian E. Fishburne stands with countless other female warriors and hidden figures in our armed forces who could not have known what their strides would mean for the American military and generations of girls and women after them. Perseverance often comes at a price. Hidden figures pay the toll for us all with their sacrifice, tenacity, and unwavering hope for the future.

She has a daughter, Cherese, with her husband, Albert J. Sullivan.

# The Divine Nine

The Divine Nine is the nickname of a group of nine historically Black Greek-letter organizations called the National Pan-Hellenic Council (NPHC). These nine organizations have a significant place in Black American history and culture. Collectively, these organizations comprise nearly 4 million members. These organizations are a source of family and community to many Black students, with some first-generation members and others joining as a legacy. The Divine Nine comprises nine organizations in total, each with a different purpose and attributes.

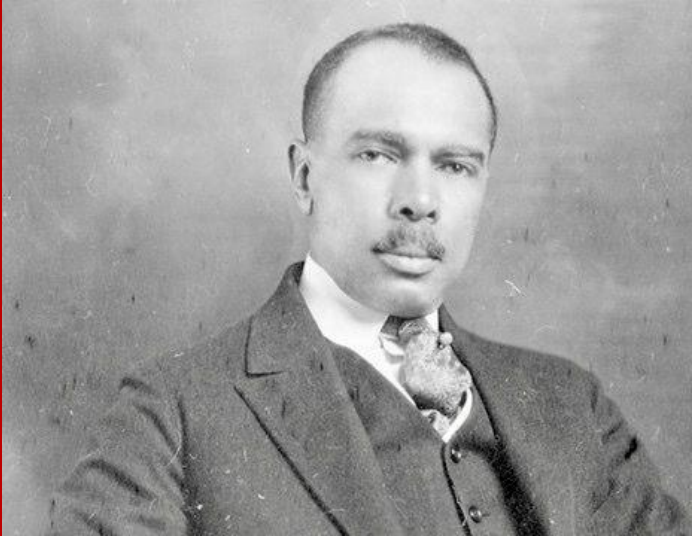


- **Alpha Phi Alpha Fraternity, Inc.:** With the aim of manly deeds, scholarship, and love for all mankind, Alpha Phi Alpha fraternity is the first intercollegiate Greek-letter organization founded for Black men in the United States. Seven students at Cornell University started the organization on December 4, 1906.
- **Alpha Kappa Alpha Sorority, Inc.:** Alpha Kappa Alpha Sorority, whose members are also known as the Ivies, is the oldest established Greek-letter organization for Black women. The organization started at Howard University on January 15, 1908.
- **Delta Sigma Theta Sorority, Inc.:** Delta Sigma Theta, founded on January 13, 1913, at Howard University, focuses deeply on community service, with special emphasis on serving the Black community.
- **Kappa Alpha Psi Fraternity, Inc.:** Also known as the Nupes, Kappa Alpha Psi has been dedicated to brotherhood and service in the Black community since its founding on January 5, 1911, at Indiana University Bloomington.
- **Omega Psi Phi Fraternity, Inc.:** Founded on November 17, 1911, at Howard University, this organization is based on four principles: Manhood, Scholarship, Perseverance, and Uplift.
- **Phi Beta Sigma Fraternity, Inc.:** The only NPHC member fraternity with a constitutionally-bound sister Greek-letter organization — Zeta Phi Beta — Phi Beta Sigma was established on January 9, 1914, at Howard University.
- **Zeta Phi Beta Sorority, Inc.:** The sister organization to Phi Beta Sigma, was founded on January 16, 1920, at Howard University. Zeta Phi Beta sorority's ideals include Scholarship, Service, Sisterhood and Finer Womanhood.
- **Sigma Gamma Rho Sorority, Inc.:** Founded on November 12, 1922, Sigma Gamma Rho is the only Black sorority founded at a predominantly white institution, Butler University in Indiana.
- **Iota Phi Theta Fraternity, Inc.:** Founded during the Civil Rights movement on September 19, 1963, at Morgan State University, Iota Phi Theta fraternity was the last member admitted to the NPHC. They have a long history of social service.

# James Weldon Johnson

Songwriter, Diplomat, Civil Rights Leader

June 17, 1871 – June 26, 1938



A key figure of the Harlem Renaissance, James Weldon Johnson was a man of many talents. Not only was he a distinguished lawyer and diplomat who served as executive secretary at NAACP for a decade, he was also a composer who wrote the lyrics for "Lift Every Voice and Sing," known as the Black national anthem.

Born in 1871 in Jacksonville, Florida, Johnson was heavily influenced by his mother, who passed on her love of music and literature, interests that would follow him throughout his multifaceted career. After graduating in 1894 from Atlanta University, a historically Black college, Johnson returned to Jacksonville and taught at the Stanton elementary school for Black students. Once he became principal, Johnson expanded the school to include high school education. While at Stanton, he also began studying law and in 1898 became the first Black man admitted to the Florida Bar since Reconstruction. In 1901, Johnson moved with his brother, a composer, to New York City to write for musical theater. Together, they composed about 200 songs for Broadway. In New York, Johnson began making connections to influential members of the Black community, leading to the next stage of his career in diplomacy.

After serving as treasurer for the Colored Republican Club, Johnson was sent to become the United States consul in Venezuela by President Theodore Roosevelt in 1906. Three years later, he was moved to Nicaragua to serve as consul. During this time, Johnson continued to write poetry and anonymously published his novel, *The Autobiography of an Ex-Colored Man* (1912), a story of a young biracial man living in the post-Reconstruction era.

Johnson left the diplomatic world to join the civil rights movement in 1916 as a field secretary for NAACP, where he helped open new branches and expand membership. He also campaigned for a federal anti-lynching bill and spoke at the 1919 National Conference on Lynching. In 1920, Johnson became NAACP executive secretary, a position he used to fight against segregation and voter disenfranchisement in South.



# University of the District of Columbia

## Miner Normal School

Since its construction, the Miner Building has played a significant role in Black education in DC.

- Myrtilla Miner (1815-1864), a pioneer for Black female education, established the “Normal School for Colored Girls,” also known as the “Miner School for Girls” in 1851; its eventual large, three-story, symmetrically-massed Colonial Revival brick structure was built in 1914 and designed by Snowden Ashford (1866-1927) and Leon Dessez (1858-1918). Miner believed Black education was a national, rather than a local, problem. As an early advocate for the use of public funds for Black schools, she argued for equality in education long before it was widely recognized as a major issue. Miner Normal School was one of the first high schools for Black women.
- Miner Teachers College and its predecessor, Miner Normal School, played a significant role in the development of the Black school system in DC from 1890 to the mid-1950s, when Miner graduates had a virtual monopoly on teaching jobs in Black schools. As the number of Miner graduates increased, many found jobs in Black schools in other parts of the country, effectively expanding the extent of the school’s influence.
- In recent years, the building has been used for a broad range of community education programs, in addition to the teacher-training classes, which have been continuously offered there since it opened.

<https://historicsites.dcpreservation.org/items/show/386>

## UDC’s History



- The University of the District of Columbia is historic and modern, all at the same time. Public higher education in the District is rooted in the school for “colored girls” that Myrtilla Miner founded in 1851 in Washington, D.C., which came to be called the Miner Normal School. Washington Normal School, a school for white girls established in 1873, was renamed Wilson Normal School in 1913, after James O. Wilson, Washington’s first superintendent of public schools. In 1929, Congress enacted a statute that converted both normal schools into four-year teachers colleges. For several years, Miner Teachers College and Wilson Teachers College were the only institutions of public higher education in the city. After the landmark U.S. Supreme Court school desegregation decision, Brown v. Board of Education (U.S. 1954), the two colleges merged in 1955 to form the District of Columbia Teachers College. Over the next decade, D.C. residents petitioned for an expansion of higher education that would provide training for careers other than teaching. In 1966, Congress enacted the District of Columbia Public Education Act, which established Federal City College and Washington Technical Institute.
- Although these schools were still very new, many Washingtonians continued to advocate for a comprehensive university. The City Council authorized the consolidation of the three schools, and in 1976, began the monumental task of creating a new University of the District of Columbia.

<https://www.udc.edu/about/history-mission/>

# HBCU Students – Sparking the Civil Rights Movement



NC A&T students - Ezell Blair, Jr., Franklin McCain, Joseph McNeil and David Richmond - took a historic stand against racism on February 1, 1960 by sitting in at the segregated Woolworth lunch counter in Greensboro, N.C.

- **Fisk University** boycotts and marches led by students ended segregation in Nashville.
- **Shaw University** was the site of the first meeting of the Student Non-Violent Coordinating Committee (SNCC), which led voter registration drives and the Freedom Rides.
- **Clafin University** was the central force working to dismantle segregation in Orangeburg, S.C., marching and protesting well before the 1960 date that most historians date as the start of the student civil rights movement.
- **South Carolina State University** students also fought against discrimination in Orangeburg, S.C.; one attempt to desegregate local bowling alleys ended in the 1968 Orangeburg Massacre, when three student protestors were killed.
- **Knoxville College** students and professors in Tennessee began one of the first voter registration drives in 1957 and forced the 1960 desegregation of downtown stores and restaurants, well before many of the more well-known desegregation efforts succeeded.
- **Tougaloo College** students not only marched and protested against racial discrimination, they also reached out to white entertainers and encouraged them not to perform at segregated venues.

# HBCU Graduates – Leaders of the Movement

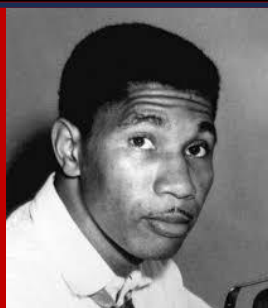
Post-World War II militancy found its way to Black college campuses as scores of GIs with a broader worldview returned to HBCUs that carved out space for the intensifying radicalism that enveloped Black students. Black colleges served as epicenters of this growing dissent as students and HBCU alumni such as Ella Baker (Shaw University), Thurgood Marshall (Lincoln University & Howard University) and Dr. Martin Luther King Jr., (Morehouse College) played significant roles in publicly challenging the legality of Jim Crow. By the dawn of 1960, it was Black college students across the South who initiated the bolder and more confrontational strategy of direct-action protest. After years of exposure to a “second curriculum” Black students were ready to wade through deep psychological rivers of fear that had immobilized previous generations. In doing so, they sought out public fights with Jim Crow laws as the sit-in movement vaulted the struggle for Black liberation into a new direction. They also birthed one of the most important civil rights organizations in American history that was mostly comprised of students from HBCUs and founded on the campus of Shaw University – the Student Non-Violent Coordinating Committee.



Ella Baker



Thurgood  
Marshall



Medgar Evers



Rosa Parks



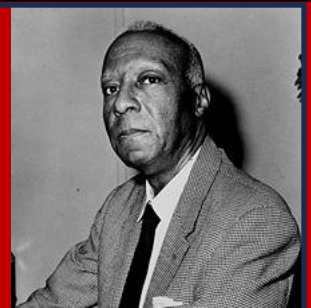
(Stokely Carmichael)  
Kwame Ture



Martin Luther  
King, Jr.



Bayard Rustin



A. Phillip Randolph

It's not an exaggeration to say that the Civil Rights Movement of the twentieth century would not have happened or been as successful without the participation of HBCU graduates. Not only did HBCUs produce some of the great leaders of the movement, including **Medgar Evers** (Alcorn State), **Rosa Parks** (Alabama State), **Stokely Carmichael** (Howard University), and **Dr. Martin Luther King, Jr.** (Morehouse College). Bayard Rustin (Wilberforce University), a brilliant strategist, pacifist, and forward-thinking civil rights activist organized the Journey of Reconciliation which was the first of the Freedom Rides. Rustin and A. Phillip Randolph (Cookman Institute) later organized the 1963 March on Washington for Jobs and Freedom.

<https://hbculifestyle.com/hbcu-civil-rights-movement/>

<https://nmaahc.si.edu/explore/stories/five-contributions-hbcus-have-made-social-movements> america#:~:text=Numerous%20leaders%2C%20including%20Anna%20Julia,the%20early%20civil%20rights%20movement.

# HBCU Law Schools



HBCU law schools are academic institutions that offer legal education and training with a unique focus on the African-American experience and social justice. HBCU law schools produce around 25% of the law degrees earned by Black students in the United States, even though HBCUs only represent 3% of law schools across the nation.

Six HBCUs offer law school programs:

Founded in 1869, **Howard University School of Law** was the first historically Black law school in the United States. It's also one of the most prestigious and has played a pivotal role in the civil rights movement.

Established in 1939, **North Carolina Central University School of Law** has a rich history of delivering quality, personalized, practice-oriented, and affordable legal education to historically underrepresented students from diverse backgrounds. NCCU School of Law conferred 144 Juris Doctor degrees on Friday, May 3, 2024, during its hooding ceremony at Kings Park International Church in Durham.

Founded in 1947, the **Thurgood Marshall School of Law at Texas Southern University** is one of the most diverse law schools in the country. It is named after the distinguished U.S. Supreme Court Justice Thurgood Marshall, honoring his legacy and commitment to justice and equality.

Established in 1947, the **Southern University Law Center** was founded in response to a landmark lawsuit by an African-American man seeking to attend law school at a Louisiana academic institution. The Law Center's mission is to "provide access and opportunity to a diverse group of students from underrepresented racial, ethnic, and socio-economic groups to obtain a high-quality legal education with training in both civil and common law."

**Florida A&M University College of Law**, established in 1949, is committed to providing an exceptional legal education to a diverse student body. The Law Library featuring over 300,000 volumes, is one of the largest civil rights collections in the Southeast

Founded in 1972, the **University of the District of Columbia David A. Clarke School of Law** is named to honor the legacy of former D.C. Council Chair David A. Clarke, who was a strong civil rights and humanitarian leader and who ardently advocated for educational diversity and public service.

# HBCU Medical Schools

- There are 193 medical schools in the U.S., but only four are a part of HBCUs.
- It was announced that two new HBCU medical schools will open, one at Xavier University and one at Morgan State University.
- HBCU medical schools report from the Association of American Medical Colleges, just 5.7% of doctors in the U.S. are Black.
- Xavier University of Louisiana is partnering with the healthcare organization Ochsner Health to establish a joint medical school.
- After getting approval from the state Board of Public Works to lease the space on its campus, Morgan State University will open an HBCU medical school.

The Howard University College of Medicine was founded in 1868 in Washington, D.C. Howard offers dual degree programs for Bachelor of Science/M.D. and M.D./Ph.D. The school also focuses specifically on training its students to better serve the medical needs of those from underrepresented communities.

Meharry Medical College was founded in 1876 in Nashville, TN. Meharry offers a wide array of medical degree programs, such as a Doctor of Medicine, Doctor of Dental Surgery, Master's of Public Health and a School of Public Health, among others. The mission of the institution is to advance health equity through research, education, health services and thought leadership.

The Morehouse School of Medicine, located in Atlanta, GA, was founded in 1975. Just six years after the school opened, it became its own independently chartered institution. The school's mission is to improve the health of communities and increase diversity in the medical field, with a focus on primary care.

The Charles R. Drew University of Medicine and Science was founded in the wake of the 1965 Watts Riots in Los Angeles, CA. The school's mission is to educate a diverse body of students to go out into the world and provide health equity for underserved populations. The university is also a leader in health disparities research.

# HBCUs

## Building a stronger Black teacher pipeline

While HBCUs make up only 3% of colleges and universities, 50% of all Black educators come from these institutions, the UNCF report said.

UNCF looked at four HBCUs: Alabama A&M University, Albany State University in Georgia, Fayetteville State University in North Carolina and Huston-Tillotson University in Texas.

The HBCUs' best practices for getting Black students in the teacher pipeline offer takeaways for other teacher prep programs as well. For instance, UNCF recommends higher education institutions take advantage of their faculty and staff's personal and professional networks to recruit students. Partnerships with school districts are another suggested approach.

At the curriculum level, the report suggests colleges use their early alert systems to identify students in need and to quickly reach out to them and provide supportive resources. Faculty members should also make cultivating student relationships a priority while maintaining high expectations of their students. The curriculum itself should include culturally and historically responsive coursework as well, UNCF said. Research has shown low teacher pay to be a deterrent for students of color and Indigenous students — swaying them away from seriously considering the profession.

In fact, an October report from Teach Plus and the Center for Black Educator Development found low teacher pay is driving these students away from pursuing the field. A teacher's level of agency in the classroom and the representation reflected in their curriculum also heavily shape students' views about the job, according to the Teach Plus-CBED report.

Black teachers were more likely to cite low salaries as a top factor for job stress compared to White teachers — 35% versus 24%, according to a RAND report released in September. The UNCF report also noted historic barriers for prospective Black educators, particularly when teacher certification requirements and exams were first implemented in the 1970s. Those policies led to the elimination of nearly 100,000 minority teachers across 35 states between the late 1970s and early 1990s.

## HBCUs ARE RESPONSIBLE FOR

- 85% of all Black Doctors
- 80% of all Black Federal Judges
- 75% of all Black PhD's
- 75% of all Black Military Officers
- 75% of all Black Veterinarians
- 50% of all Black Pharmacists
- 50% of all Black Attorneys
- 46% of all Black Business Executives
- 40% of all Black Dentists

#blackmenstuff.org

# Elizabeth Duncan Koontz – Livingstone College '38'



(1919-1989)



Elizabeth Duncan Koontz was the first African American president of the National Education Association (NEA) which at that point was an 820,000-member Association of Classroom Teachers. Koontz was born on June 3, 1919, in Salisbury, North Carolina. Her parents were Samuel E. Duncan, former president of Livingstone College, and Lena Bell Jordan Duncan, an educator at Salisbury's Dunbar Elementary School. The last of seven children, Koontz, began elementary school at four and graduated salutatorian of her class from Joseph Charles Price High School in 1935 and enrolled in Livingstone College. Three years later, in 1938, she received a Bachelor of Arts degree. Afterward, in 1941, she earned the Master of Arts degree from Atlanta University (now Clark Atlanta University) in Atlanta, Georgia. In 1947, she married Harry Koontz, a mathematics educator.

In 1960, Koontz became the first African American to serve as secretary of the NEA. As an academic facilitator and strategist, she authored *Guidelines for Local Associations of Classroom Teachers* in 1961. While Koontz held several positions as an educator in North Carolina and had served as president of the Association of Classroom Teachers of the National Education Association (NEA) from 1965 to 1966. In 1968, she was elected president of the National Education Association. Her term in office was highlighted when she established the NEA's Human and Civil Rights Division.

A year later, in 1969, Koontz was appointed the first Black director of the United States Department of Labor Women's Bureau by the United States President Richard Nixon. She collaborated globally and addressed relevant and pressing issues in an attempt to eliminate discrimination against women and minorities in the workforce. In that role she was a proponent of the Equal Rights Amendment (ERA). Because of her work, Koontz appeared on the covers of the August 1, 1969 *Jet* magazine and the October 1969 issue of *Teacher*.

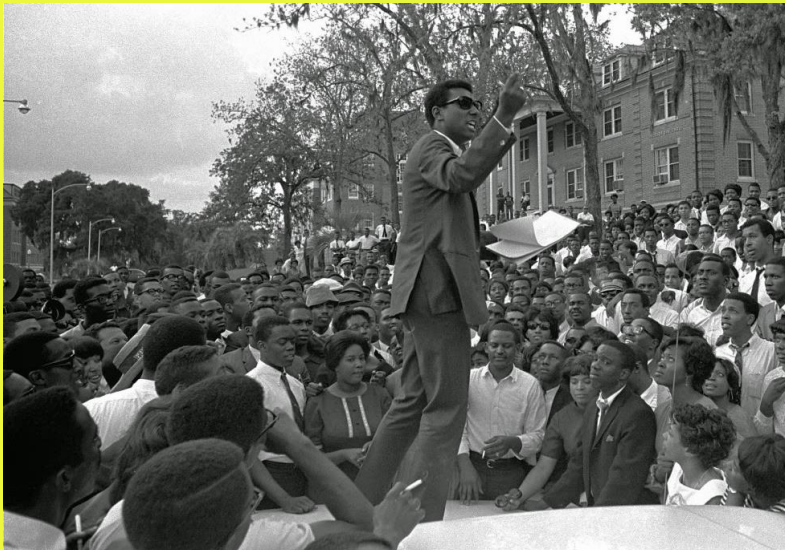
Between 1969 and 1974, Koontz was received a number of accolades especially for her service to the country as president of NEA and director of the Labor Women's Bureau. She received honorary doctorates from her Alma Mater, Livingstone College, Howard University, Coppin State College, Eastern Michigan University, Northeastern University, and Bryant University, Indiana University. An elementary school in Salisbury was named in her honor.

From 1975 to her retirement in 1982, Koontz was the assistant state school superintendent in North Carolina.

# Anti-Apartheid Activism & HBCUs



Only days after the 1976 Soweto Uprising, editors of the Howard University student newspaper *The Hilltop* interrupted the summer recess with a public announcement: **Riots Erupt in Azania: Nationalists Sing God Bless Africa (Nkosi Sikelel' iAfrika).** Within days, thirty concerned local groups held a press conference at Howard and formed the June 16th Coalition, announcing a protest at the South African Embassy on June 26, 1976. Four-hundred people representing various African liberation organizations turned out alongside some Howard University students, faculty, and community members. Over the summer, the Howard University Student Association (HUSA) joined the growing Coalition, which had amassed the support of 50 local and national organizations by September and held a rally in Malcolm X Park to commemorate the Soweto Uprisings. At the rally, students advocated for the total isolation of South Africa and chanted “push apartheid into the sea” and “expel South Africa from the UN.”



Farther south, Black students at the Atlanta University Center (AUC) also marched for majority rule in “Azania” following the Soweto Uprising. The African Liberation Support Committee (ALSC) Georgia branch and the Revolutionary Student Brigade enlisted student groups from Georgia State and the AUC—a consortium of neighboring Black colleges including Spelman, Morehouse, Morris Brown, and Atlanta University. Beginning at Morris Brown College, students marched through Black neighborhoods chanting anti-apartheid slogans and called attention to “the brutal treatment of the Soweto students.” Students pushed the Black Legislative Caucus of the Georgia General Assembly to develop a resolution for a boycott of the South African Krugerrand. Atlanta students took cues from national civil rights organizations in their campaigns against apartheid.

# HBCUs - shortchanged public funding

HBCUs have always struggled to receive adequate, equitable funding—including the funding due to them by law—and that struggle continues today. For example, a recent analysis by Forbes magazine found that eighteen public land-grant HBCUs were underfunded by nearly \$13 billion between 1987 and 2020, compared to the resources that their states provided predominantly white land-grant universities.

While it is impossible to quantify the totality of funding inequities experienced by HBCUs, The Century Foundation report “Achieving Financial Equity and Justice for HBCUs” highlights key historical events that have led to dire funding disparities impacting HBCUs. For example, from the enactment of the Agriculture College Act of 1890 (known as the Second Morrill Act) and continuing today, some Southern states refuse to appropriate the matching state funds owed to the public land-grant HBCUs under the Second Morrill Act.

For generations, public HBCUs have had to fight for equal funding, leading to years-long lawsuits in Maryland, Mississippi, Alabama, and South Carolina. In 2002, the Ayers case resulted in a \$503 million settlement to three public Mississippi HBCUs over seventeen years. Last year, Maryland reached a \$577 million settlement to end a fifteen-year-old lawsuit over inequities in state funding for Morgan State University and three other HBCUs. A Tennessee legislative committee recently acknowledged the state failed to meet its obligations to fund Tennessee State University by \$150 million to \$544 million.

And, these financial struggles extend to both public and private HBCUs. The American Council of Education in 2015 found that public and private four-year HBCUs experienced steeper declines in federal funding

The damage wrought by this history of state and federal underfunding is clearly visible. While HBCUs have been starved for funding, the need for investments in technology, facilities, and infrastructure has continued to grow. The U.S. Government Accountability Office documented a deferred maintenance backlog of \$30 million and \$12 million, respectively, at the typical public and private HBCU.

Under Title III of the Higher Education Act, HBCUs receive a modest infusion of federal grant support—about \$500 million annually—because of their unique contributions to American higher education. Under the Trump and Biden administrations, HBCUs gained more prominence in federal policy, recently receiving an uptick in federal funding—approximately \$2.7 billion in COVID-related aid—to help them recover from the economic shock of the pandemic. This targeted federal aid, however, does not create an even playing field for HBCUs. They must still overcome decades of inadequate grant aid for high-need students, limited ability to raise tuition without negatively impacting poor students, boom and bust cycles of philanthropic support, and stark disparities in public financing.



# HBCUs

## bear the scars of the journey toward equity and justice



Tragic events like the Orangeburg Massacre at South Carolina State University in 1968, the Jackson State shootings in 1970 and Southern University violence in 1972 serve as haunting reminders of the sacrifices made in the fight for civil rights. The courage of those who made their voices heard echoes through history, shaping our society today.

**The Orangeburg Massacre:** On the night of February 8, 1968, during a civil rights protest at South Carolina State University, a highway patrolmen opened fire on about 200 unarmed Black student protestors. During which, Delano Middleton, Henry Smith, and Samuel Hammond were killed, and 28 people were wounded. The tragic event served as one of the most violent episodes of the civil rights movement, yet it remains one of the least recognized.

**Jackson State:** Another lesser publicized but equally tragic moment occurred on May 14, 1970, when police fired nearly 400 rounds of bullets and buckshot over 28 seconds in every direction on a crowd of peacefully protesting students in front of Alexander Hall. When the firing ceased, Phillip Gibbs, a junior political science major who was married with two children, and James Green, a senior at nearby Jim Hill High School, who was walking home from work on the opposite side of the street, were slain, and 12 others were wounded.

**Southern:** On November 16, 1972, Denver Smith and Leonard Brown were killed during a peaceful protest that neither was involved in when a single blast of buckshot fired by an unidentified deputy killed the two 20-year-old men in a stream of fleeing students.

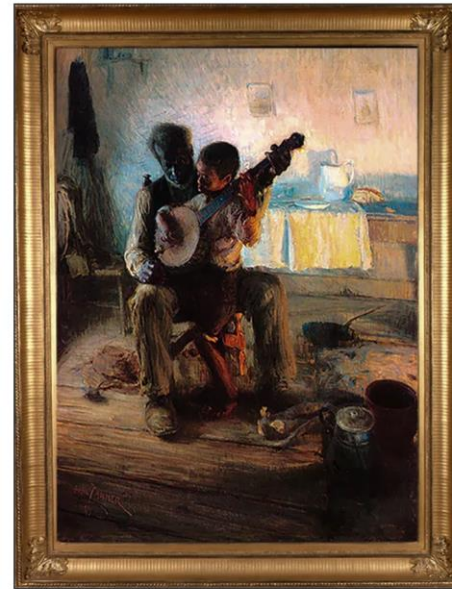
Memorials like the Smith Hammond Legacy Plaza at South Carolina State, the Gibbs-Green Plaza at Jackson State and The *Smith-Brown* Memorial Union at Southern are solemn tributes to those who lost their lives in the pursuit of equality. These compelling events underscore the impact of the Civil Rights movement and resilience of HBCU students who pressed forward despite adversity.

For 150 years, HBCUs have been beacons of hope, providing pathways to economic opportunity and equity through education.

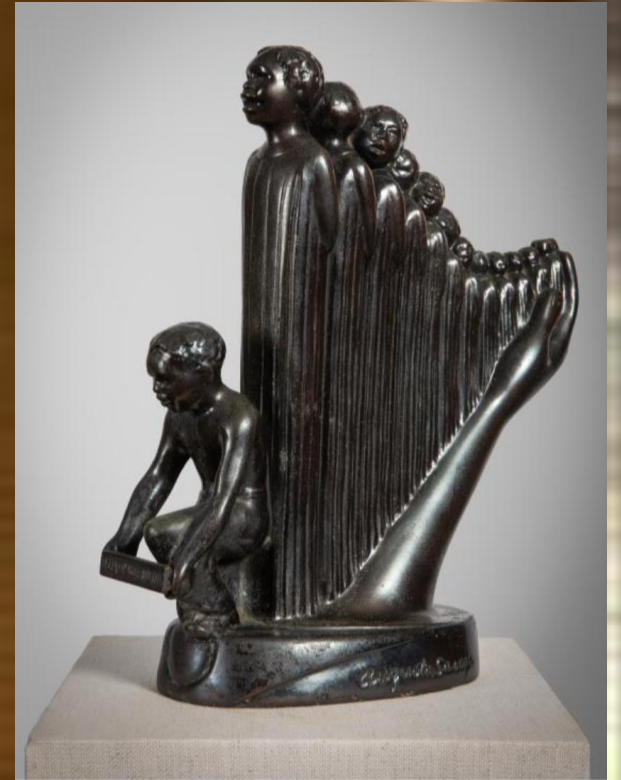
# Hampton University Museum

Hampton University Museum is not only the oldest African-American museum in the country, it is one of the oldest museums in Virginia. The museum's collection consists of more than 9,000 pieces, including African American, African, Native American, Asian, and Pacific Islander art and artifacts.

The Museum is composed of the world's first collection of African American fine art, which began with the 1894 acquisition of two paintings by Henry O. Tanner. One of these paintings, *The Banjo Lesson*, is acknowledged as the most admired work by an African American artist. Hampton was the recipient of a gift of hundreds of artworks from the Harmon Foundation in 1967, which includes representation of most of the important artists from the Harlem Renaissance into the early 1960s. The museum also houses the Countee and Ida Cullen Art Collection; a group of 29 works of art acquired from the widow of the famed Harlem Renaissance poet. Among the most outstanding holdings are works by three important figures connected to the visual arts at Hampton: John T. Biggers, Elizabeth Catlett, and Samella S. Lewis. In addition to the African American Fine Art Collection, the Museum features African, Native American, and the Hampton History Galleries as permanent exhibitions.



Henry O. Tanner  
*The Banjo Lesson*, 1893 Oil on canvas Gift of Robert C. Ogden



Augusta Savage (1892-1962). *Lift Every Voice and Sing*, 1928. Bronze. Dimensions 10 7/8" x 1/4" x 4 1/2". The Countee Cullen Art Collection. The Hampton University Museum Collection, Hampton, VA

**Augusta Savage** (1892-1962) was a Harlem Renaissance sculptor and art teacher. She was a graduate of the Cooper Union School of Art and the first Black member of the National Association of Women Painters and Sculptors. *Lift Every Voice and Sing* was inspired by the poem of the same name by James Weldon Johnson and represents the contributions of Black Americans to American music.

# FAMU Marching 100

Florida A&M University



Known nationally and internationally for its high-energy, high-stepping precision in marching, spirited showmanship, dance routines, and innovative performances, the Florida A&M University Marching Band, is acclaimed nationwide as one of the best collegiate marching bands in America. The famed marching band, widely-known as “The Marching 100,” has been featured in films, documentaries, commercials, and numerous publications. The band has been featured in segments on “60 Minutes,” (CBS); “P.M. Magazine,” (NBC); “20/20,” (ABC), the “CBS Evening News,” and in Sports Illustrated. Similarly, the band has performed in five NFL Super Bowls, six Honda Battle of the Bands Invitational Showcases, and three presidential inaugural parades.

In 1985, the Florida A&M University Marching Band was selected as the fourth band in America and the only band from a Historically Black College and University (HBCU) to receive the coveted Sudler Trophy, considered to be the Heisman Trophy for collegiate marching bands. As a result, in 1989, the marching band was the only band selected by the French government to be the official U.S. representative in the Bicentennial Celebration of the French Revolution, better known as Bastille Day in Paris, France. The marching band was seen by millions of international television viewers when it marched down the Avenue des Champs-Élysées in Paris. It was now truly known as “America’s Band.”

Further, the marching band has been credited with over thirty innovations in marching band pageantry and is known for many innovative traditions setting the standard for marching bands around the world. The marching band's outstanding performances over the years have been recognized as a role model of excellence to garner it such accolades as “The Most Imitated Band in America,” (The Miami Herald), “The Notre Dame of Marching Bands,” (CBS “60 Minutes”), “The Lena Horne of Marching Bands,” (Life Magazine), and “The Best Band,” (The Atlanta Journal Constitution).



# Ernie Barnes



Ernie Barnes, *The Sugar Shack*, 1976, acrylic on canvas.



Fastbreak by Ernie Barnes

Born in Durham, North Carolina, during the Jim Crow era, Ernie Barnes was the son of Ernest E. Barnes, Sr. and Fannie Mae Geer. The family lived in a community called “The Bottom.” Geer’s employer, a prominent Durham attorney and Board of Education member, introduced Barnes to art books. This early exposure allowed Barnes to familiarize himself with the works of masters like Michelangelo, Peter Paul Rubens, and Eugène Delacroix by first grade. By junior high, he had developed a keen ability to analyze and appreciate art found in museums.

Barnes faced bullying during his childhood and often found solace in his sketchbooks, drawing in secluded areas away from others. His masonry teacher and weightlifting coach, Tommy Tucker, played a crucial role in instilling the self-discipline and dedication that Barnes would carry into his adult life, both in sports and art. By high school graduation, Barnes had received twenty-six athletic scholarships and attended North Carolina College at Durham (now North Carolina Central University) on a full athletic scholarship, majoring in art.

Barnes’ professional football career included stints with the Baltimore Colts, the Titans of New York, the San Diego Chargers, and the Denver Broncos. In 1959, while with the Colts, he sold his first painting, *Slow Dance*, to Celtics’ shooting guard Sam Jones, though it was later lost in a fire. During his time with the Chargers, Barnes met his lifelong friend Jack Kemp and worked as a sports editor for *The Voice*, a local newspaper. In 1965, after signing with the Saskatchewan Roughriders in Canada, Barnes’ career was cut short by a foot injury. He then sought to become the NFL’s official artist. Impressed by Barnes’ work, Sonny Werblin, owner of the New York Jets, brought him to New York, marking the start of his art career in sports.

Barnes’ football career greatly influenced his distinctive style of painting, which features figures with lean, sinewy muscles that highlight physical movement. His work reflects both the challenges of being a Black man in the South and the beauty and pain of his football experiences.

One of Barnes’ most renowned pieces is *The Sugar Shack*, created in 1976. This painting, which appeared on Marvin Gaye’s 1976 album *I Want You* and in the closing credits of the sitcom *Good Times*, depicts a lively Durham dance hall with elongated figures dancing energetically. The painting captures the rhythm and euphoria of a vibrant club scene.

In 1984, Barnes was named the official artist for the Summer Olympic Games in Los Angeles, creating five themed images for the International Olympic Committee. Three years later, he was commissioned by the Los Angeles Lakers to paint *Fastbreak*, featuring players Magic Johnson, Kareem Abdul-Jabbar, James Worthy, Kurt Rambis, and Michael Cooper.

Barnes received an Honorary Doctorate of Fine Arts from North Carolina Central University in 1990 and was named “America’s Best Painter of Sports” by the American Sport Art Museum & Archives in 2004. In 2022, *The Sugar Shack* was sold at auction for over \$15 million, reigniting interest in his work.

<https://www.illustrationhistory.org/artists/ernie-barnes>

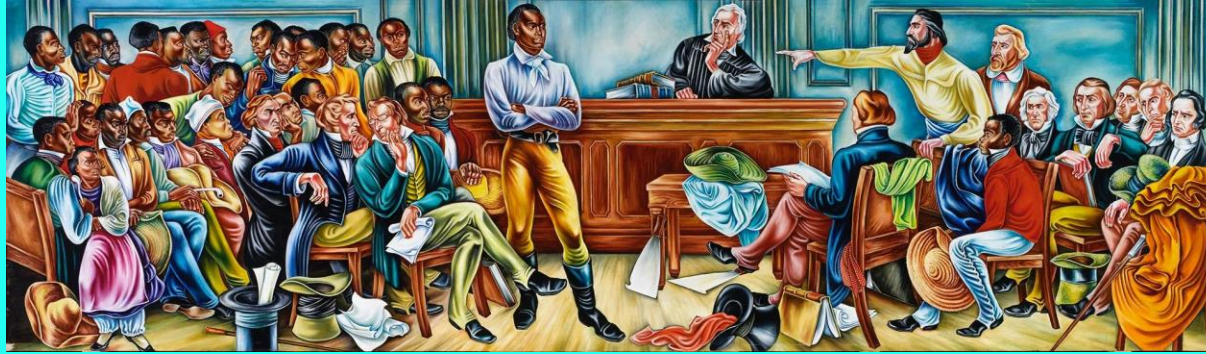
# Spike Lee



Spike Lee was born Shelton Lee in 1957, in Atlanta, Georgia. At a very young age, he moved from pre-civil rights Georgia, to Brooklyn, New York. Lee came from a proud and intelligent background. His father was a jazz musician, and his mother, a school teacher. His mother dubbed him Spike, due to his tough nature. He attended school in Morehouse College in Atlanta and developed his film making skills at Clark Atlanta University. After graduating, he went to the Tisch School of Arts graduate film program. He made a controversial short, The Answer (1980), a reworking of D.W. Griffith's The Birth of a Nation (1915) -- a ten-minute film. Lee went on to produce a 45-minute film Joe's Bed-Stuy Barbershop: We Cut Heads (1983), which won a student academy award. Lee's next film, "The Messenger," in 1984, was somewhat biographical. In 1986, Spike Lee made the film, She's Gotta Have It (1986), a comedy about sexual relationships. The movie was made for 175,000 dollars and made seven million. Since then, Lee has become a well-known, intelligent, and talented film maker. His next movie was School Daze (1988), which was set in a historically black school and focused mostly on the conflict between the school and the Fraternities, of which he was a strong critic, portraying them as materialistic, irresponsible, and uncaring. Lee went on to do his landmark film, Do the Right Thing (1989), a movie specifically about his own town in Brooklyn, New York. The movie portrayed a neighborhood on a very hot day, and the racial tensions that emerge. The movie garnered an Oscar nomination, for Danny Aiello, for supporting actor. It also sparked a debate on racial relations. Lee went on to produce the jazz biopic Mo' Better Blues (1990) which showed his talent for directing and acting, and was the first of many Spike Lee films to feature Denzel Washington. His next film, Jungle Fever (1991), was about interracial dating. Lee's handling of the subject proved yet again highly controversial. Lee's next film was the self-titled biography of Malcolm X (1992), which had Denzel Washington portraying the civil rights leader. The movie was a success, and resulted in an Oscar nomination for Washington. His next films were the comparatively light, Crooklyn (1994), and the intense crime drama, Clockers (1995). In 1996, Lee directed two movies: the badly received comedy, Girl 6 (1996), and the politically pointed, Get on the Bus (1996), about a group of men going to the Million Man March. His next film, He Got Game (1998), proved to be another excursion into the collegiate world as he shows the darker side of recruiting college athletes. The movie, in limited release, yet again featured Denzel Washington. In 2000 came Bamboozled which made a mockery out of television and the way African-Americans are perceived by white America and the way African-Americans perceive themselves. The movie, however, was a resounding critical success. Lee also has produced films like New Jersey Drive (1995), Tales from the Hood (1995), and Drop Squad (1994). He also has produced and or directed movies about Huey P. Newton, Jim Brown, and has commented in many documentaries about varied subjects. With pointed political messages, insightful, different and intelligent films, Spike Lee has become a well-known political presence. He looks likely to have further success in the film business. Lee is an obsessive New York Knicks fan. He and his wife, Tonya Lewis Lee, have two children.

<https://www.empireonline.com/people/spike-lee/>

# The Amistad Murals at Talladega College



It was 1938, and racial tensions were high across Depression-era America. In one small Southern community, Talladega College President Buell G. Gallagher believed a new library on the College's campus, for students and faculty as well as the citizens of the town of Talladega, could be a statement of "interracial harmony and intellectual advancement."

As plans for the library were made, Gallagher commissioned artist Hale Woodruff (1900-1980) to paint a series of murals for the lobby of the library. The three murals would depict the story of *The Amistad*, an event that occurred 100 years ago in history and was all but forgotten by 1938. The murals' installation and the library's inauguration at Talladega would occur on the anniversary of *The Amistad*.

Woodruff's three Amistad murals re-imagined the theme of Black resistance for contemporary times. In bold, animated forms and evocative imagery, Woodruff began his series with the moment aboard ship when the kidnapped Africans turned on the ship's crew. In the next mural, the Africans face their oppressors in the United States Supreme Court trial that resulted in their freedom. The final mural depicts the Africans accompanied by American missionaries as they land on the shores of Africa.

The Supreme Court decided in favor of the Africans, stating that they were free individuals. Kidnapped and transported illegally, they had never been slaves. Senior Justice Joseph Story wrote and read the decision: "...it was the ultimate right of all human beings in extreme cases to resist oppression, and to apply force against ruinous injustice." The opinion asserted the Africans' right to resist "unlawful" slavery. -- Source: The National Archives, The Amistad Case

A year later, Woodruff would be commissioned to paint a second set of three murals depicting key events in the founding of Talladega College. Together with the Amistad murals, Woodruff's paintings would remain in Savery Library for more than 70 years until they were removed for conservation in 2011. After traveling to exhibitions at museums across the county, they returned to Talladega College where they were installed in the Dr. William R. Harvey Museum of Art in 2020.

# Tuskegee University

- Number one producer of African-American aerospace science engineers in the nation.
- A leading producer in the country of African-American engineering graduates in chemical, electrical and mechanical engineering.
- The top producer of African-American Ph.D. holders in Materials Science and Engineering in the U.S.
- Produced more African-American general officers in the military than any other institution, including the service academies.
- The largest producer of African-Americans with baccalaureate degrees in Math, Science and Engineering in Alabama.
- The only historically black college or university (HBCU) with a fully accredited College of Veterinary Medicine that offers the Doctoral Degree, and produces over 75% of the African-American veterinarians in the world.
- The only historically black college or university (HBCU) in the nation designated as the location for National Center for Bioethics in Research and Health Care.
- The first nursing baccalaureate program in Alabama and one of the oldest in the United States.
- Originator and producer of the famous "Tuskegee Airmen," in partnership with the U.S. Army Air Corps.
- Producer of the first African-American four-star general: General Daniel "Chappie" James.
- The producer of the first African-American winner of the National Book Award, Ralph Ellison for his book, *Invisible Man*.
- The only college or university campus in the nation to be designated a National Historic Site by the U.S. Congress.
- A center for Plant Biotechnology Research which is training U.S. Scientists and students as well as scientists from Ghana, China, Nigeria, South Africa, Uganda, Egypt, and Tanzania to continue work of Dr. George Washington Carver in today's cutting edge science and technology.
- One of two centers funded by NASA to develop a technology for growing food in space during human space missions.
- The only historically black college or university, and one of only 11 universities in the world funded and authorized by the W.K. Kellogg Foundation to establish and operate a Kellogg Conference Center, which is the technologically sophisticated hub of Continuing Education and Hospitality/Tourism Management Training.
- The offspring of two American giants, Booker T. Washington and George Washington Carver.
- The only historically black college or university to maintain academic excellence while supporting a football program exceeding a 611-win career record and many conference titles including 4 consecutive SIAC Conference Football Championships.





# *Tennessee State University*

## *An HBCU LEGACY*



### ***Tennessee Colleges Ordered to Integrate by Merging***

Tennessee State University (TSU), established in 1912, is a comprehensive, urban, co-educational, land-grant institution located in Nashville, Tennessee. It has had eight presidents, with Dr. Glenda Baskin Glover currently serving as the eighth. TSU's main campus covers 500 acres along the Cumberland River, complemented by the downtown Avon Williams campus.

The university originated from the Agricultural and Industrial Normal School, created by the Tennessee State General Assembly in 1909. The first cohort of 247 students began classes in 1912 under the leadership of William Jasper Hale. The early community spirit saw students and faculty collaborating on various tasks to maintain the institution. TSU gained the ability to grant bachelor's degrees in 1922, transitioning into a four-year teachers' college, and by 1924, it became known as the Agricultural and Industrial State Normal College. The name was shortened in 1927 as the college grew in prominence, adopting the motto "Enter to learn; go forth to serve."

After Hale's retirement in 1943, Walter S. Davis became president, leading significant academic advancements until 1968. During this period, the institution gained accreditation from the Southern Association of Colleges and Schools in 1946 and achieved university status in 1951, with the establishment of various schools and graduate programs. In 1958, TSU received full land-grant university status, expanding its educational offerings to include agriculture, engineering, and health professions.

Following Davis's retirement, Andrew Torrence succeeded him, during which time the institution's name changed to Tennessee State University. In 1975, Frederick Humphries became president amid the complexities of Nashville's higher education landscape, which included the University of Tennessee's growing presence.

A pivotal moment occurred with the lawsuit *Geier v. Tennessee*, filed by TSU faculty member Rita Sanders in 1968. The case challenged the dual system of higher education in Tennessee, leading to a federal judge's order to merge the predominantly white University of Tennessee at Nashville with TSU by 1980. This decision marked a significant shift in desegregation efforts in higher education.

The merger was finalized on July 1, 1979, with Humphries navigating TSU's identity as a historically black university while becoming a comprehensive institution. The *Geier* case continued for 32 years, culminating in a mediated consent decree in 2001, involving multiple stakeholders, including the U.S. Department of Justice. TSU remains dedicated to education, research, and community service.



# Dr. Mary McLeod Bethune



Bethune-Cookman University's founder, Mary McLeod Bethune, is one of America's most inspirational daughters. Educator. National civil rights pioneer and activist. Champion of African American women's rights and advancement. Advisor to Presidents of the United States. The first in her family not to be born into slavery, she became one of the most influential women of her generation.

Dr. Bethune famously started the Daytona Literary and Industrial Training Institute for Negro Girls on October 3, 1904 with \$1.50, vision, an entrepreneurial mindset, resilience and faith in God. She created "pencils" from charred wood, ink from elderberries, and mattresses from moss-stuffed corn sacks. Her first students were five little girls and her five-year-old son, Albert Jr. In less than two years, the school grew to 250 students. Recognizing the health disparities and lack of medical treatment available to African Americans in Daytona Beach, she also founded the Mary McLeod Hospital and Training School for Nurses, which at the time was the only school of its kind that served African American women on the east coast.

Daytona Normal would continue to increase in popularity, and merged with the Cookman Institute of Jacksonville, Florida in 1923 and became Bethune-Cookman College.

Tireless, talented and committed to service, Dr. Bethune held leadership positions in several prominent organizations even while also leading her school. In 1935, she founded the National Council of Negro Women, which would become a highly influential organization with a clear civil rights agenda.

She was appointed by President Franklin Delano Roosevelt to the National Youth Administration in 1936. By 1939 she was the organization's Director of Negro Affairs, which oversaw the training of tens of thousands of black youth. She was the only female member of President Roosevelt's influential "Black Cabinet." She leveraged her close friendship with First Lady Eleanor Roosevelt to lobby for integrating the Civilian Pilot Training Program and to bring the Program to the campuses of historically Black colleges and universities, which led to graduating some of the first black pilots in the country.

There is so much more. She was one of the founders of the United Negro College Fund. Her civil rights work helped integrate the Red Cross. She was the only woman of color at the founding conference of the United Nations. Appointed by President Harry S. Truman, she led the US delegation to Liberia for the inauguration of President William V.S. Tubman in 1949. In 1951, she served on President Truman's Committee of Twelve for National Defense.



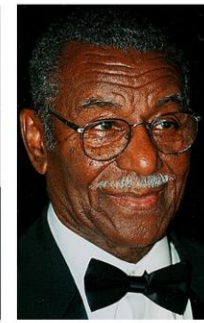
# ALABAMA STATE UNIVERSITY



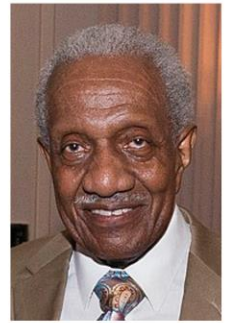
Rev. Ralph David  
Abernathy, Sr.



Attorney Fred Gray



Rev. Fred Shuttlesworth



Rev. Frederick D. Reese

Alabama State University was founded in 1867, in Marion, Ala., as a school for African-Americans. The school started as the Lincoln Normal School with \$500 raised by nine formerly enslaved men now known as the Marion Nine, making ASU one of the nation's oldest institutions of higher education founded for black Americans.

Our location in Montgomery, Alabama, the birthplace of the modern civil rights movement, offers students the unique opportunity to live, learn and grow in a city rich with culture and history. In fact, some of the most notable figures of the civil rights era are counted among ASU's many distinguished alumni.

- Rev. Ralph David Abernathy Sr. was an American civil rights activist and Baptist minister. He was ordained in the Baptist tradition in 1948. As a leader of the civil rights movement, he was a close friend and mentor of Martin Luther King Jr.
- Fred Gray is an American civil rights attorney, preacher, activist, and state legislator from Alabama. He handled many prominent civil rights cases, such as *Browder v. Gayle*, which challenged the Alabama state statutes and Montgomery, Alabama, city ordinances requiring segregation on Montgomery buses.
- Rev. Fred Shuttlesworth was an American civil rights activist who led the fight against segregation and other forms of racism as a minister in Birmingham, Alabama. He was called "the most courageous civil rights fighter in the South" by Martin Luther King, Jr., Shuttlesworth paid for his activities by enduring beatings, a murder attempt, multiple arrests, and the bombing of his house.
- Rev. Frederick D. Reese – was an American civil rights activist, educator and minister from Selma, Alabama. Known as a member of Selma's "Courageous Eight". Reese was also president of the Selma Teachers Association, and in January 1965 he mobilized Selma's teachers to march as a group for their right to vote.

Our 154-year history is a legacy of perseverance, progress and promise. We're proud of our legacy, and we welcome students to dream, to share their unique gifts and talents, and to take pride in knowing they are part of a rich tradition.

[https://www.alasu.edu/\\_qa/aboutasu.php](https://www.alasu.edu/_qa/aboutasu.php)  
<https://en.wikipedia.org>



## Atlanta University Center Consortium



Clark Atlanta University was formed with the consolidation of Atlanta University and Clark College, both of which hold unique places in the annals of African-American history. Atlanta University, established in 1865 by the American Missionary Association, was the nation's first institution to award graduate degrees to African-Americans. CAU is also the largest of the 37-member UNCF institutions.

Clark College, established four years later in 1869, was the nation's first four-year liberal arts college to serve a primarily African-American student population.

Spelman College was founded in 1881 as the Atlanta Baptist Female Seminary, when two Boston women, Sophia Packard and Harriet Giles, began teaching a small group of African American women, mostly ex-slaves, in an Atlanta church basement. Two years later the school moved to the site of Fort McPherson, which had been a Union training site during the American Civil War. Donations from industrialist and philanthropist John D. Rockefeller, beginning in 1884, assured the school's security and growth in its early decades. The school was named Spelman Seminary for Rockefeller's wife's mother. It began awarding college degrees in 1901 and became Spelman College in 1924.

Morehouse College is the nation's only historically black private liberal arts college for men. In 1867, it was founded as the Augusta Institute in Augusta, Georgia, and moved to Atlanta in 1879, becoming Atlanta Baptist Seminary. When it became Atlanta Baptist College in 1897, much of its curriculum resembled that of a high school. After the noted educator John Hope became president in 1906, the curriculum expanded, and the school became Morehouse College. In 1929 Atlanta University and Morehouse and Spelman colleges agreed to share resources. The agreement led to the formation of the Atlanta University Center, in which six institutions of higher learning exchange faculty, students, facilities, and curricula.



Founded as a part of Morehouse College in 1975 during the tenure of college president Hugh M. Gloster, with Louis W. Sullivan as dean, the School of Medicine at Morehouse College began as a two-year program in the basic sciences. The first students were admitted in 1978 and transferred to other medical schools for the clinical years of their training.

The institution became independent from Morehouse College in 1981, with Sullivan as President, and was fully accredited to award M.D. degrees in 1985. Initially, third year clinical courses were taught by faculty from Emory University's School of Medicine, but since 1990, the school has taught them itself. In 1989, Sullivan was appointed United States Secretary of Health and Human Services by President George H.W. Bush. Sullivan served in that role for Bush's entire term, until 1993, when he returned to MSM to begin his second tenure as president.

In 2022, the student body at MSM was 70% African American and 66% women.



**In 1865, the year that slavery was abolished in the U.S., the American Baptist Hope Mission Society founded the Raleigh Theological Institute—now Shaw University. Black people seeking education, employment, and financial independence—many of them formerly enslaved—flocked to the school, which gained support and grew. Shaw University incorporated in 1875, just ten years after its founding.**

**Shaw changed the path of education as the South's first historically Black institution of higher education, and among the first in the nation. As Shaw grew, the University's vision for Black higher education expanded, leading to a series of firsts: the first HBCU to welcome women students, and the first to train doctors, pharmacists, and lawyers who could serve their communities.**

**By 1900, the University had trained more than 30,000 teachers of color. Several went on to become the first presidents of HBCUs around the country.**

**In the 20th century, Shaw graduates advanced science, media, and political, racial and gender studies. Shaw's alumni stood among Black America's first professional generation.**

**Shaw has met challenges, too. In the 1980s, the University suffered low enrollment and crushing debt. More money problems emerged in 2009, and in 2011, a tornado ravaged the campus. Through the years, alumni and others have lent their support, helping the University restructure, rebuild, and look to a brighter future.**

**Today nearly 1,100 students attend Shaw University.**

# Ida B. Wells Barnett



Wells was born enslaved in Holly Springs, Mississippi in 1862. She was the oldest daughter of James and Lizzie Wells. During Reconstruction, her parents were active in the Republican Party. Mr. Wells was involved with the Freedman's Aid Society and helped start Rust College. Rust is an historically black liberal arts college. It is affiliated with the United Methodist Church and was one of 10 Historic Black Colleges and Universities founded before 1869 that are still operating.

Wells attended Rust College to receive her early education but was forced to drop out. At 16, Wells lost both parents and one of her siblings in a yellow fever outbreak. She convinced a nearby school administrator that she was 18, and landed a job as a teacher to take care of her siblings.

In 1882, Wells moved with her sisters to Memphis, Tennessee to live with their aunt. Her brothers found work as carpentry apprentices, and for a time Wells continued her education at Fisk University in Nashville. While on a train ride from Memphis to Nashville in May 1884, Wells reached a turning point. She had bought a first-class ticket, but the train crew forced her to move to the car for African Americans. Wells refused on principle, before being forcibly removed from the train. As she was being removed, she bit one of the crew members. Wells sued the railroad, and won a \$500 settlement in a circuit case court. The decision was overturned by the Tennessee Supreme Court. Following this incident, Wells began writing about issues of race and politics in the South.

In 1892, Wells turned her attention to anti-lynching after a friend and two of his business associates were murdered. She brought her anti-lynching campaign to the White House in 1898 and called for President McKinley to make reforms. In 1895, Wells married Ferdinand Barnett, with whom she had four children.

In 1896, Wells formed several civil rights organizations, including the National Association of Colored Women. After brutal attacks on the African American community in Springfield, Illinois in 1908, Wells took action. In 1909, she attended a conference for an organization that would later become the National Association for the Advancement of Colored People (NAACP). Though she is considered a founder of the NAACP, Wells cut ties with the organization because she felt it that in its infancy it lacked action-based initiatives.

Mary Eliza Church Terrell was a well-known African American activist who championed racial equality and women's suffrage in the late 19<sup>th</sup> and early 20<sup>th</sup> century. An Oberlin College graduate, Terrell was part of the rising black middle and upper class who used their position to fight racial discrimination.

The daughter of former slaves, Terrell was born on September 23, 1863 in Memphis, Tennessee. Her father, Robert Reed Church, was a successful businessman who became one of the South's first African American millionaires. Her mother, Louisa Ayres Church, owned a hair salon. She had one brother. Terrell's parents divorced during her childhood. Their affluence and belief in the importance of education enabled Terrell to attend the Antioch College laboratory school in Ohio, and later Oberlin College, where she earned both Bachelor's and Master's degrees. Terrell spent two years teaching at Wilburforce College before moving to Washington DC, in 1887 to teach at the M Street Colored High School. There she met, and in 1891, married Heberton Terrell, also a teacher. The Terrells had one daughter and later adopted a second daughter.

Her activism was sparked in 1892, when an old friend, Thomas Moss, was lynched in Memphis by whites because his business competed with theirs. Terrell joined Ida B. Wells-Barnett in anti-lynching campaigns, but Terrell's life work focused on the notion of racial uplift, the belief that blacks would help end racial discrimination by advancing themselves and other members of the race through education, work, and community activism. It was a strategy based on the power of equal opportunities to advance the race and her belief that as one succeeds, the whole race would be elevated. Her words—"Lifting as we climb"—became the motto of the National Association of Colored Women (NACW), the group she helped found in 1896. She was NACW president from 1896 to 1901.

As NACW president, Terrell campaigned tirelessly among black organizations and mainstream white organizations, writing and speaking extensively. She also actively embraced women's suffrage, which she saw as essential to elevating the status of black women, and consequently, the entire race. She actively campaigned for black women's suffrage. She even picketed the Wilson White House with members of the National Woman's Party in her zeal for woman suffrage. Terrell fought for woman suffrage and civil rights because she realized that she belonged "to the only group in this country that has two such huge obstacles to surmount...both sex and race."

In 1909, Terrell was among the founders and charter members of the National Association for the Advancement of Colored People. Then in 1910, she co-founded the College Alumnae Club, later renamed the National Association of University Women.

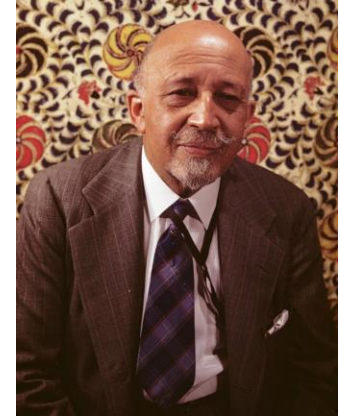
Following the passage of the 19<sup>th</sup> amendment, Terrell focused on broader civil rights. In 1940, she published her autobiography, *A Colored Woman in a White World*, outlining her experiences with discrimination. In 1948, Terrell became the first black member of the American Association of University Women, after winning an anti-discrimination lawsuit. In 1950, at age 86, she challenged segregation in public places by protesting the John R. Thompson Restaurant in Washington, DC. She was victorious when, in 1953, the Supreme Court ruled that segregated eating facilities were unconstitutional, a major

breakthrough in the civil rights movement. Terrell died four years later in Highland Beach, Maryland.

# Mary Eliza Church Terrell

1863-1954





# W.E.B. DuBois

February 23, 1868 – August 27, 1963

William Edward Burghardt DuBois, born on February 23, 1868, in Great Barrington, MA, was a sociologist, historian, Civil Rights Activist Pan-Africanist and author. Growing up without direct experience of legalized slavery, he graduated from Fisk University in 1888 and became the first African American to earn a PhD from Harvard University. DuBois taught at Atlanta University from 1897 to 1910 and again from 1934 to 1944, advocating for a Liberal Arts education that emphasized sociology, history, and philosophy.

In 1905, DuBois and 28 others convened at Niagara Falls to form the Niagara Movement, which aimed to combat segregation and discrimination through nonviolent protest. They sought equal access to public facilities and full political rights for African Americans. This group was characterized by its strategy of agitation, which included marches, petitions, and editorials to highlight racial injustices. They demanded full political rights and social equality, equal treatment in public places and an end to discrimination and segregation throughout the United States including the US military.

DuBois introduced the concept of the "Talented Tenth," suggesting that educated Black intellectuals could lead the charge against social barriers. His focus on race relations, economic inequality, and political rights sharply contrasted with Booker T. Washington's emphasis on vocational training and accommodation to segregation. In 1903, DuBois published "The Souls of Black Folk," critiquing Washington's approach to Black progress and advocating for social justice and integration.

Washington, born into slavery in 1856, believed it better to remain separate from whites rather than attempt desegregation, viewing DuBois's methods as impractical and dangerous. Consequently, the Niagara Movement struggled to gain traction and eventually disbanded. However, DuBois persisted in his activism and, in 1909, co-founded the National Association for the Advancement of Colored People (NAACP). Their tactics included a reliance on judicial and legislative measures to provide legal protections for African American citizenship.

The NAACP's early successes included challenging the grandfather clause, which southerners used to keep the formerly enslaved away from the voting booths. The landmark case of *Guinn v. United States* in 1915 struck down this clause, marking a significant victory. The courts became the NAACP's primary weapon to such an extent they established a separate legal branch of the organization in 1940. With its own legal staff, the NAACP Legal Defense and Education Fund continued its assault on legalized segregation from the mid 20th century onward, culminating in the pivotal *Brown v. Board of Education* decision in 1954. This case overturned the "separate but equal" doctrine established by *Plessy v. Ferguson* in 1896, signifying a crucial step toward civil rights for African Americans.

DuBois's legacy is marked by his tireless advocacy for civil rights, education, and social equality, leaving an indelible impact on the struggle against racial injustice in America.

# About The Fisk Jubilee Singers



**Fisk University** opened in Nashville in 1866 as the first American university to offer a liberal arts education to “young men and women irrespective of color.” Five years later the school was in dire financial straits.

George L. White, Fisk treasurer and music professor then, created a nine-member choral ensemble of students and took it on tour to earn money for the University. The group left campus on October 6, 1871. Jubilee Day is celebrated annually on October 6 to commemorate this historic day.

The first concerts were in small towns. Surprise, curiosity, and some hostility were the early audience response to these young black singers who did not perform in the traditional “minstrel fashion.”

One early concert in Cincinnati brought in \$50, which was promptly donated to victims of the notorious 1871 fire in Chicago. When they reached Columbus, the next city on tour, the students were physically and emotionally drained. Mr. White, in a gesture of hope and encouragement, named them “The Jubilee Singers,” a Biblical reference to the year of Jubilee in the Book of Leviticus, Chapter 25.

Continued perseverance and beautiful voices began to change attitudes among the predominantly white audiences. Eventually skepticism was replaced by standing ovations and critical praise in reviews. Gradually they earned enough money to cover expenses and send back to Fisk.

In 1872 they sang at the World Peace Festival in Boston and at the end of the year President Ulysses S. Grant invited them to perform at the White House.

In 1873 the group grew to eleven members and toured Europe for the first time. Funds raised that year were used to construct the school’s first permanent building, Jubilee Hall. Today Jubilee Hall, designated a National Historic Landmark by the US Department of Interior in 1975, is one of the oldest structures on campus. The beautiful Victorian Gothic building houses a floor-to-ceiling portrait of the original Jubilee Singers, commissioned by Queen Victoria during the 1873 tour as a gift from England to Fisk.

They broke racial barriers in the US and abroad in the late 19th century and entertained Kings and Queens in Europe. At the same time, they raised money in support of their beloved school.

In 1999, the Fisk Jubilee Singers were featured in *Jubilee Singers: Sacrifice and Glory*, a PBS award-winning television documentary series, produced by WGBH/Boston.

In July 2007, the Fisk Jubilee Singers went on a sacred journey to Ghana at the invitation of the U.S. Embassy. It was a history making event, as the ensemble traveled to Ghana for the first time and joined in the celebration of the nation’s Golden Jubilee, the 50th independence anniversary.

In 2008, the Fisk Jubilee Singers were selected as a recipient of the 2008 National Medal of Arts, the nation’s highest honor for artists and patrons of the arts. The award was presented by President George W. Bush and first lady Laura Bush, during a ceremony at the White House.

The Fisk Jubilee Singers continue the tradition of singing the Negro spiritual around the world. This allows the ensemble to share this rich culture globally, while preserving this unique music.

# \$400 Million in Donations to HBCUs

- ❖ In December 2020, Scott gave to 17 HBCUs, ranging from \$4 million to \$50 million
- ❖ Nearly every school that received money put some of the funds into an endowment
- ❖ For many of the HBCUs, the visibility from Scott's gift led to other donors giving millions more over the past year

In mid-December 2020, a rash of news statements were released, all pointing at the same thing: MacKenzie Scott, the philanthropist and ex-wife of Amazon founder Jeff Bezos, who in July 2020 had sent a shockwave through the philanthropic and education worlds by donating more than \$1 billion to 116 organizations (including six HBCUs), had spent months secretly giving away another \$4 billion to 384 organizations. This time, 17 HBCUs received money, ranging from \$4 million to \$50 million and totaling more than \$400 million in donations.

- Alcorn State University: Received \$25 million
- Bowie State University: Received \$25 million
- Clark Atlanta University: Received \$15 million
- Delaware State University: Received \$20 million
- Dillard University: Received \$5 million
- Elizabeth City State University: Received \$15 million
- Lincoln University: Received \$20 million
- Morgan State University: Received \$40 million
- Norfolk State University: Received \$40 million
- North Carolina A&T State University: Received \$45 million
- Prairie View A&M University: Received \$50 million
- Tougaloo College: Received \$6 million
- University of Maryland Eastern Shore: Received \$20 million
- Virginia State University: Received \$30 million
- Voorhees College: Received \$4 million
- Winston-Salem State University: Received \$30 million

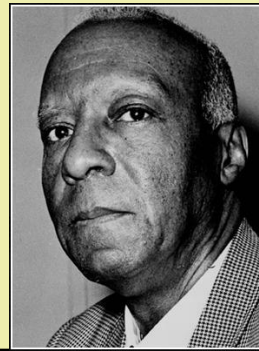
Scott's gift was the largest in Alcorn's 150-year history. "This gift is truly transformational and we are humbled by Ms. Scott's generosity," Felecia Nave, Alcorn's President said

"We were elated, surprised, and grateful to be included among the HBCUs targeted by Ms. Scott to receive a multi-million dollar contribution," a Lincoln spokesperson told *The Plug*.

"The initial contact from Ms. Scott's representative elicited concerns of a hoax or phishing scam," Brent Swinton, Vice President for Institutional Advancement at Bowie State, told *The Plug*.

# A. Philip Randolph

April 15, 1889 – May 16, 1979



Equality is the heart and essence of democracy, freedom, and justice, equality of opportunity in industry, in labor unions, schools and colleges, government, politics, and before the law. There must be no dual standards of justice, no dual rights, privileges, duties, or responsibilities of citizenship. No dual forms of freedom.

— A. Philip Randolph —

AZ QUOTES

## LABOR RALLY

HEAR THE MESSAGE OF THE BROTHERHOOD OF SLEEPING CAR PORTERS, the Only Negro International Union, affiliated with the American Federation of Labor TO THE NEGRO WORKER.



Sunday, May 9th, 1937  
3:15 P. M. (Daylight Saving Time)  
at  
DU SABLE HIGH SCHOOL  
49th and State Streets  
SUBJECTS:  
"The National Labor Relations Act"  
"C. I. O."  
"American Federation of Labor"  
"Shutdown Strikes"

WHAT DO THESE QUESTIONS MEAN TO THE NEGRO WORKER?

SPEAKERS:

A. Philip Randolph, International President  
M. P. Webster, First International Vice President

MUSIC BY THE PROGRESSIVE COMMUNITY CHURCH CHOIR

Miss Edna Winters, Directress  
Wardell Douglas, Organist,  
Ethel Garrison, Soloist.

A. Philip Randolph significantly advanced trade unionism among African Americans, leading the Brotherhood of Sleeping Car Porters (BSCP) and advocating for civil rights. Born on April 15, 1889, in Crescent City, Florida, Randolph was the son of Rev. James William Randolph and Elizabeth Robinson Randolph. His family moved to Jacksonville, where he excelled academically, becoming valedictorian of the Cookman Institute in 1907.

After graduating, Randolph explored various interests, including acting and reading. The influential work *The Souls of Black Folk* by W.E.B. Du Bois motivated him to prioritize social equality, leading him to New York City in 1911. There, he married Lucille E. Green, a Howard University graduate who shared his socialist ideals. Randolph became active in the Socialist Party, speaking publicly about socialism and class consciousness.

In 1925, Randolph was approached by a group of Pullman porters to lead their new organization, the BSCP. His reputation for integrity and incorruptibility made him an ideal leader, as he was not a Pullman employee – meaning the company could not fire him or buy him off. For the next 10 years, he campaigned tirelessly to organize the porters, culminating in the BSCP being recognized as their exclusive bargaining agent in 1935—a landmark victory for Black workers.

Randolph emerged as a leading voice for Black labor interests. In 1940, frustrated by President Franklin Roosevelt's inaction on employment discrimination in defense industries, he proposed a march on Washington, initially calling for 10,000 participants. The movement gained momentum, prompting Roosevelt to issue an executive order on June 25, 1941, prohibiting racial discrimination in defense jobs and establishing the Fair Employment Practices Commission.

Following this, Randolph pushed for the integration of the armed forces. He founded the League for Nonviolent Civil Disobedience Against Military Segregation, urging young men to resist a segregated conscription service. In response to his activism and the need for Black support in the 1948 election, President Harry Truman ordered an end to military discrimination.

Randolph's efforts, including the March on Washington and campaigns for military integration, inspired future civil rights activists to adopt nonviolent protests as effective means of mobilization. His influence was recognized when he chaired the 1963 March on Washington, where Martin Luther King Jr. delivered his iconic "I Have a Dream" speech. In 1955, he was elected a vice president of the newly merged AFL-CIO, where he advocated for civil rights and desegregation within the labor movement. He was also a founder and president of the Negro American Labor Council from 1960 to 1966.

In recognition of his contributions, Randolph received the Presidential Medal of Freedom in 1964 from President Lyndon Johnson. After retiring as president of the BSCP in 1968, he led the A. Philip Randolph Institute, promoting trade unionism in the Black community, and served on the AFL-CIO Executive Council until 1974. Randolph passed away on May 16, 1979, in New York City, leaving a lasting legacy as a pioneer in labor and civil rights activism.



# Charles Richard Drew

**"Father of the Blood Bank"**  
**June 3, 1904 – April 1, 1950**

Dr. Charles Richard Drew, a groundbreaking scientist of the 20th century, made monumental contributions to medicine despite facing racial barriers in America. His pioneering work on blood plasma during World War II not only saved countless lives but also revolutionized blood banking practices. His systematic methods in blood preservation and storage were adopted by the American Red Cross, setting new standards for long-term blood preservation.

A native of Washington, D.C., Drew was an average student but excelled in sports. Recruited by Amherst College in 1922 on a football and track and field scholarship, he faced racial hostility and was overlooked for team captaincy despite being the top athlete. His academic direction was unclear until a biology professor sparked his interest in medicine. Medicine, however, was largely segregated, limiting opportunities for African Americans. Drew pursued his medical education at McGill University College of Medicine in Montréal, where he excelled, winning the annual scholarship prize in neuroanatomy, being elected to the medical honor society Alpha Omega Alpha, and earning his MD and CM degrees in 1933, graduating second in his class.

Drew's fascination with transfusion medicine began during his internship and residency at Montreal Hospital, where he worked with bacteriology professor John Beattie on fluid replacement for shock treatment. Racial prejudices in American medical centers barred him from further training at the Mayo Clinic. Instead, he joined the faculty at Howard University College of Medicine as a pathology instructor, later advancing to surgical instructor and chief surgical resident.

In 1938, while earning a doctorate at Columbia University, Drew won a fellowship to train at Presbyterian Hospital in New York with renowned surgeon Allen Whipple. Rather than traditional training, Whipple assigned Drew to work with John Scudder on setting up an experimental blood bank, limiting Drew's direct patient access but giving him valuable research experience. Drew's work on blood preservation became the basis for his seminal dissertation, "Banked Blood: A Study in Blood Preservation," making him the first African American to earn a medical doctorate from Columbia. Scudder praised the dissertation as "a masterpiece."

Drew's research, focusing on blood chemistry, fluid replacement, and preservation techniques, led him to head the Blood for Britain Project (BFB). This project aimed to transport vital blood and plasma to Great Britain during World War II.

In the midst of the BFB project, Drew passed the American Board of Surgery exams, gaining legendary status for his performance. Despite his significant achievements, he was excluded from participating in the blood donation program he helped establish due to the Red Cross's racial policies. This exclusion was later challenged and modified, but segregation persisted, a fact Drew publicly criticized.

Returning to Howard University in October 1941, Drew served as Head of the Department of Surgery and Chief of Surgery at Freedmen's Hospital. He focused on training African American surgeons to meet the highest standards and advocated for the inclusion of black physicians in medical organizations. Drew's vision was to mentor a new generation of African American surgeons who would excel in the field and promote excellence in medicine.

Dr. Charles Drew tragically died on April 1, 1950, in North Carolina after a car accident.

# Ella Baker

December 13, 1903 – December 13, 1986



Ella Baker was born in 1903 in Norfolk, Virginia, but spent her childhood in rural North Carolina, listening to stories from her grandparents about their experiences as enslaved people. This upbringing instilled in her a strong appreciation for hard work and community, as she witnessed her family supporting one another through various challenges.

Ella excelled academically, graduating as valedictorian from Shaw University in 1927. She moved to New York City, where she became immersed in the vibrant intellectual atmosphere of Harlem. The onset of the Great Depression challenged her beliefs that hard work would lead to success, as she and her neighbors struggled to find stability.

Channeling her frustration into activism, Ella joined the Young Negroes' Cooperative League to promote economic independence for Black people. In 1941, she became a field secretary for the NAACP, traveling through the Deep South to recruit members and raise awareness about civil rights. Despite the dangers, she excelled and built an extensive network for the organization. Eventually promoted to National Director of Branches, Ella voiced concerns about the NAACP's bureaucratic nature and its disconnect from the communities it served. Disillusioned, she stepped down in 1946 but later returned as president of the New York branch, focusing on local initiatives, including school desegregation and police brutality.

Inspired by the Montgomery Bus Boycott in 1955, Ella co-founded In Friendship, an organization to support Southern civil rights activism. Her work reminded her of her earlier experiences as a field organizer. Soon after, she was invited to help establish the Southern Christian Leadership Conference (SCLC) and met Dr. Martin Luther King Jr. Although skeptical of the all-minister leadership, she agreed to serve as a grassroots organizer, leveraging her NAACP contacts.

Ella's view of civil rights was considered radical; she believed everyday people should lead the movement rather than rely solely on prominent figures. She argued that grassroots efforts were more effective than large demonstrations and emphasized the critical role of women in the movement, noting that Black women were often the unsung heroes organizing communities.

Her perspective often put her at odds with SCLC leadership, which she felt limited democratic engagement. Unsatisfied, Ella organized a meeting in 1960 at Shaw University that led to the formation of the Student Nonviolent Coordinating Committee (SNCC). Ella encouraged students to organize independently, recognizing their potential to effect change in rural communities.

As an advisor to SNCC, Ella emphasized asking questions rather than directing the group. During the creation of Freedom Summer in 1964, she supported the initiative but intervened only when necessary. That year, she also helped organize the Mississippi Freedom Democratic Party (MFDP) and was present when activists like Fannie Lou Hamer spoke about racial inequality at the National Democratic Convention.

By 1965, tensions within the civil rights movement were rising, with some SNCC members embracing Black Power. While Ella valued unity and inclusivity, she respected the new direction but felt her time with SNCC was concluding. The dissolution of SNCC affected her deeply, but she remained active in various social justice causes, including advocating for Angela Davis' release from prison and supporting civil rights in Puerto Rico.

Ella Baker died peacefully on her 83rd birthday, December 13, 1986, leaving behind a legacy of grassroots activism and unwavering commitment to community empowerment.



# North Carolina Teachers Association

History  
of the  
North Carolina  
Teachers Association

by Percy E. Murray

Formed by African American educators in 1881, the North Carolina Teachers Association (NCTA) promoted education as an avenue toward racial progress. Their membership included educators such as James E. Shepard, founder of North Carolina Central University, and Joseph C. Price, founder of Livingstone College.

NCTA boasted an African American membership that included not only educators but also politicians, lawyers and doctors. The Association denounced the Dortch Act, a bill that divided the tax revenues of black and white citizens who supported public education. The Act allowed at least ten citizens to call an election to determine whether only white tax revenue should support white schools and whether black tax revenues should support black schools. If whites called for an election, blacks were not allowed to vote, and vice versa. The members denounced the bill because it limited school funding on the grounds that whites owned more property than blacks.

At the 1885 meeting, Association delegates questioned whether whites had forgotten that blacks had contributed toward the building of the South's economy. The NCTA argued that white immigrants might be able to benefit from centuries of African American labor while blacks were not. Black educator Charles N. Hunter claimed the act was unconstitutional and allowed whites to have a monopoly over public school funding. The North Carolina State Supreme Court ruled the act unconstitutional in 1886.

After the victory from the repeal of the Dortch Act, some NCTA members pondered how to integrate the University of North Carolina, but the organization remained silent regarding segregation. As a result, the Association petitioned Governor Alfred Scales for an appropriation of 10,000 dollars for the establishment of a black state college. In the end the state gave an 8,000 dollar appropriation to be divided among the state-supported normal schools but not to finance a black state college.

The NCTA remained a separate entity until 1970. It merged with the white North Carolina Education Association and formed the North Carolina Association of Educators. Before its merger, the Association had a membership of nearly 8,000 and was one of the largest and most influential teachers organizations in the nation.

# William J. Hale

Educator and Administrator

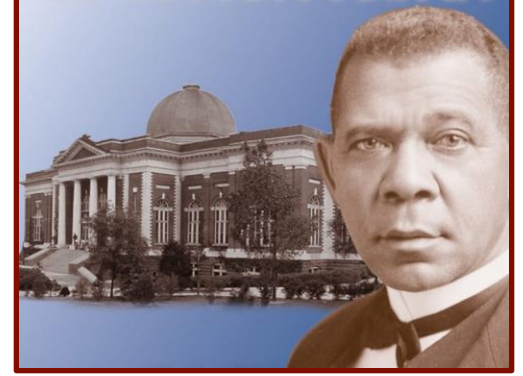
September 26, 1874 – October 5, 1944



- William J. Hale was president of Tennessee Agricultural and Industrial College from its founding date (1912) until his retirement in August 1943. Under his leadership Tennessee A&I State College became a notable African American institution and one of Tennessee's best known colleges. By 1944 the college produced the third highest number of graduates among historically African American universities.
- Hale was born in Marion County on September 26, 1874, the oldest child of four boys and two girls. The impoverished Hale went to work at an early age but managed to save enough money while working in Dayton, Tennessee, to enroll at biracial Maryville College. After attending for several terms, Hale accepted teaching positions in Coulterville and Retro before becoming the principal of Chattanooga's East First Street Grammar School.
- When the Tennessee General Assembly authorized the construction of a normal school for African Americans, Hale led an effort to raise seventy-one thousand dollars to have the institution located in Chattanooga. Black leaders in Nashville won the bid for Davidson County, but Hale was selected as the principal of the new Tennessee Agricultural and Industrial State Normal School for Negroes. He arrived in Nashville in January 1911 to supervise construction of the facilities and develop the school's curricula. Hale handpicked the thirteen faculty members from such notable institutions as Fisk, Atlanta, and Howard Universities. Tennessee A&I opened its doors on June 19, 1912, and two days later enrolled 247 students for the summer term.
- On July 23, 1923, a group of 12 teachers met with William Jasper Hale, **president of Tennessee Agricultural & Industrial State (current day Tennessee State University)** in Nashville to discuss the state of education within Tennessee. The group believed an organization had existed as early as 1895 but had ceased to exist. The goal of the newly established Tennessee State Association of Teachers in Colored Schools was to improve instruction, create spaces to exchange ideas concerning methods of teaching, develop a greater spirit of friendship among a network of those working for a common goal, and improve the teacher and the teaching profession. The Tennessee State Association of Teachers in Colored Schools, later named the Tennessee Education Congress (TEC) was subsumed into the Tennessee Education Association (TEA) in 1967.

# Booker T. Washington

April 5, 1856 – November 14, 1915



Booker T. Washington, born into slavery in 1856, became a prominent educator and leader in the African American community. Washington's father worked for a mine owner in West Virginia where the family relocated after emancipation. He received basic education from the mine owner's wife. At 16, he journeyed to Virginia and attended Hampton Normal and Agricultural Institute, founded by Samuel Chapman Armstrong to educate freed slaves in practical skills.

Washington later championed vocational education over a liberal arts approach, promoting industrial training as a means for African Americans to achieve self-sufficiency and self-determination. He argued that by doing so, black people could gain economic independence from white southern planters and thus better advocate for themselves politically. This philosophy became known as “separate development,” because it aimed to create independent educational systems for Black communities.

In 1881, Washington founded the Tuskegee Institute, where he served as president until his death in 1915. He focused on fostering self-sufficiency free from white oppression, he did not challenge Jim Crow segregation directly, advocating instead for practical education to advance a separate Black economy. In his most notable speech, the Atlanta Compromise delivered at the Cotton States International Exposition in 1895, Washington urged African American acceptance of Jim Crow segregation and accommodation to second class citizenship on the surface temporarily while pursuing vocational training to participate in the economic growth of the New South.

Washington's stance gained support from Southern whites, including former slaveholders, who financed his initiatives. However, this approach faced limitations, as it relied on white capital while ignoring the challenges of building sustainable Black communities without legal protections. If separate black communities did gain prosperity, how might that prosperity be protected? Historical examples, like the decline of Nicodemus, Kansas, illustrated the difficulties of economic independence without integration into broader infrastructures. Without legal rights and protections there was nothing to stand in the way of white mob violence, which reduced the thriving black towns such as the Greenwood district of Tulsa, Oklahoma and Rosewood, Florida to ashes in 1921 and 1923 respectively.

Washington's legacy remains a complex interplay of pragmatism and the challenges of achieving true equality for African Americans.

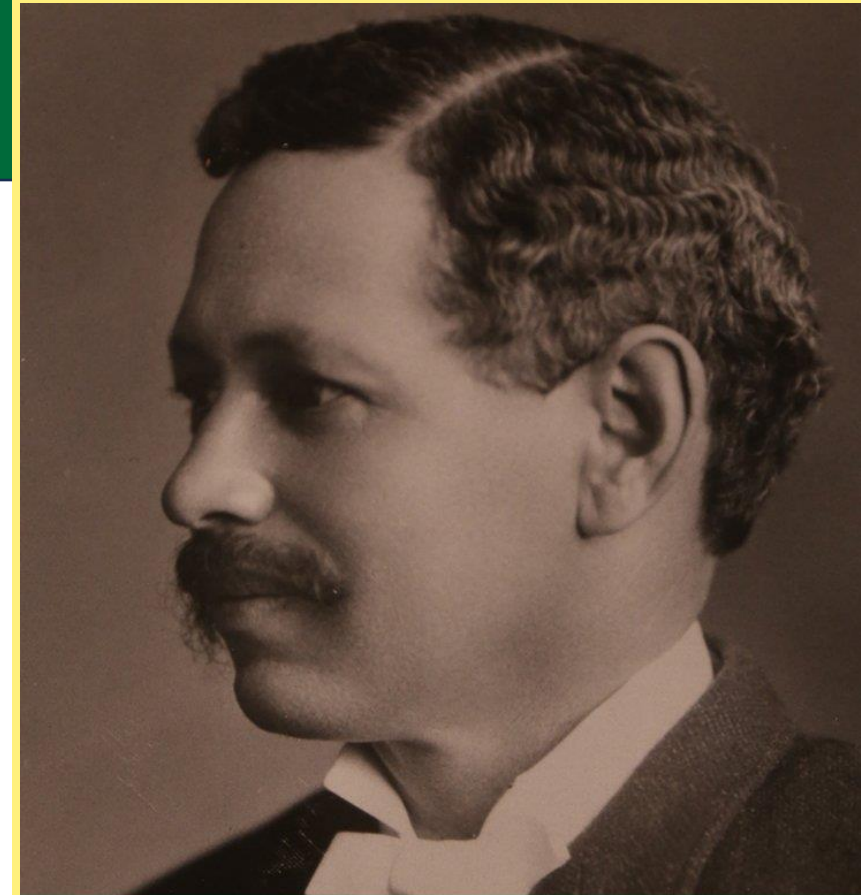
# John Henry Jackson

First president of Kentucky State University

First president of the Kentucky State Association of Colored Teachers

John Henry Jackson (October 31, 1850 - June 21, 1919) was born in Lexington, Kentucky. Jackson began his education in the Lexington public schools. In 1866 he enrolled in the Berea College Academy Department, then entered the College Department in 1870. He graduated from Berea College in 1874 (a member of the second graduating class) with a Bachelor of Arts, thus becoming the first African American graduate of Berea College, and the first overall African American college graduate within the state of Kentucky. He was awarded an A.M. degree from Berea College in 1883.

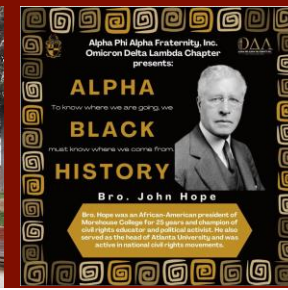
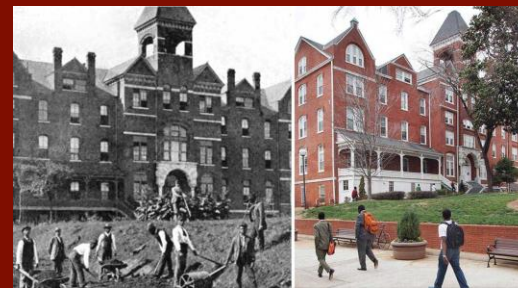
Between 1875 and 1876, Jackson served as the first principal of the Corral Street School in Lexington, Kentucky. He also served as the first president of the State Association of Colored Teachers (which was founded in 1877 and renamed the Kentucky Negro Educational Association in 1913). In 1880 he served as a representative to the Republican National Convention, the first African American from the state of Kentucky to be elected as a delegate. Between 1881 and 1887, Jackson served as principal of Lincoln High School in Jefferson City, Missouri, along with other various local positions in Kansas. In 1887, Jackson returned to Kentucky and became the first president of the new State Normal School for Colored Persons in Frankfort, Kentucky (now Kentucky State University), a post he vacated in 1898. During the 1890s, Jackson became a voice of leadership in education and civil rights in Kentucky, leading an effort to halt the passage of the Separate Coach Bill, serving on an education committee for the 1893 World's Fair, and delivering celebrated speeches at several conventions and before the Kentucky State Senate. He also served on the Board of Trustees of Berea College from 1892-1896 and served as a "Lecturer of Pedagogics" at Berea College during 1893-1894.



**JOHN HENRY JACKSON**

*First president of Kentucky State University and first African-American graduate of Berea College*

# John Hope



John Hope (June 2, 1868- February 22, 1936) was a pivotal African American educator and race leader in the early twentieth century. He was actively involved in civil rights organizations such as the Niagara Movement led by W. E. B. Du Bois, the NAACP, and the Commission on Interracial Cooperation. Hope also contributed to social service organizations including the National Urban League, the YMCA's "Colored Men's Department," and the National Association of Teachers in Colored Schools. His prominence was notable among both Black and white communities.

Born on June 2, 1868, in Augusta, Georgia, Hope was the product of a biracial union. His father, James Hope, a Scottish immigrant, became a prominent businessman in Augusta, while his mother, Mary Frances Butts, was a free African American from Hancock County. Despite Georgia's prohibition of interracial marriages, Hope's parents lived together openly until his father's death in 1876.

Following his father's death, Hope's financial security was compromised, impacting his social status. Initially part of Augusta's Black elite due to his father's business success, Hope's position was more a result of his pre-Civil War free Black heritage.

Hope's educational journey began with him leaving school after eighth grade to support his family. Five years later, he resumed his studies at a preparatory school in Worcester, Massachusetts. He completed his education at Brown University in 1894, where he was a member of the Alpha Phi Alpha fraternity.

Deciding on a career in education, Hope first taught at Roger Williams University in Nashville. In 1897, he married Lugenia Burns, who also became a notable race leader and activist. The couple moved to Atlanta in 1898, where Hope took a teaching position at Atlanta Baptist College, later known as Morehouse College. He met influential Black leaders such as Booker T. Washington and W. E. B. Du Bois in Atlanta. In 1906, Hope became president of Morehouse College, serving until 1929, when he transitioned to the presidency of Atlanta University.

Under Hope's leadership, Atlanta University became the first institution focused exclusively on graduate education for African Americans. Hope advocated for public education, adequate housing, healthcare, job opportunities, and recreational facilities for Black communities while supporting full civil rights during a time of significant racial inequality.

Throughout his life, Hope grappled with balancing his role as a college president with his broader commitment to civil rights. He was often conflicted about losing valuable faculty and administrators to national organizations like the NAACP and the Urban League. Although he considered leaving Morehouse to focus solely on national race leadership, he ultimately stayed. His deep involvement in civil rights occasionally strained relationships with white liberals and philanthropists influential in Black higher education development, particularly after Booker T. Washington's death.

Hope's impact on African American higher education was significant, paralleling Washington's influence on vocational education. He died of pneumonia in 1936 at the age of sixty-seven. His papers are archived at the Robert W. Woodruff Library at the Atlanta University Center



**Elizabeth Evelyn Wright**  
**First African American Woman to Establish**  
**the Foundation for an HBCU in 1897**

College founder Elizabeth Evelyn Wright was born on August 18, 1872 into a large family near Talbotton, Georgia. Her parents were Virginia Rolfe, a full-blooded Cherokee, and Wesley Wright, an African American carpenter. Both Elizabeth's parents were former slaves. Elizabeth was raised, however, by her uncle and her maternal grandmother, who was deeply religious and a devout member of the Episcopal Church.

Wright's family moved into Talbotton when she was ten, giving her greater educational opportunities. A northern teacher took interest in Wright and recommended that she apply to Tuskegee Institute run by Booker T. Washington. She enrolled when she learned that her education would be financed by Massachusetts judge George W. Kelley. At Tuskegee, Wright's role models were Booker T. and Margaret Murray Washington. The Washingtons inspired Wright's commitment to uplifting and educating African Americans, which led to her interest in teaching.

Wright left Tuskegee temporarily in her senior year to spend three months teaching in Hampton County, South Carolina. Wright's break in school was also prompted by her history of poor health, which interfered with her ability to work on the school's physically demanding projects. When Wright resumed her studies at Tuskegee, Mrs. Washington gave her lighter duties, and after Wright's time off she was able to graduate with the class of 1894.

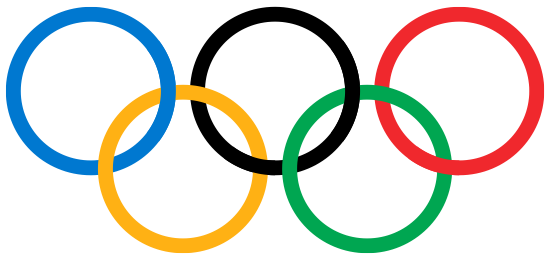
Wright then returned to Hampton County to establish a colored school. Her first attempt failed when local hostile whites destroyed the school building. She attempted to establish schools three more times, walking between five to 20 miles daily gathering support for her cause. This effort weakened Wright's health.

Denmark, South Carolina was the town where Wright finally found success. In 1897 she found a twenty-acre plot that belonged to U.S. Senator S.G. Mayfield, and with Booker T. Washington's support, Mayfield sold Wright the land for \$2,000. Wright raised the down payment through donations from offerings from 33 churches and from individuals from the surrounding community. As she was raising money, she temporarily opened her school in a room above an abandoned store. Although many organizations and philanthropic groups offered to help Wright cover the school's debt, Wright refused their aid because she wanted the school to maintain its independence. Wright named the school the Denmark Industrial School for Colored Youth.

By 1900 the school needed to be expanded, and Wright found a 280-acre plot belonging to Dr. S.D.M. Guess. Guess originally asked for \$3,000 but later raised the price to \$4,500. Wright changed her stance on large donations and asked New Jersey philanthropist Ralph Voorhees for assistance. He provided the support in 1902 and Wright and the trustees renamed the institution after him.

Although Wright's health worsened during construction, she oversaw the completion of the new Voorhees Industrial School. Modeled after Tuskegee Institute, the new school opened in 1902 and provided coeducational schooling for black elementary and high school students.

In 1906 Wright married fellow Tuskegee graduate and Voorhees' treasurer Martin Asabee Menafee. Wright's health continued to deteriorate and she died later that year on December 14, 1906 at the age of 34. Her legacy continued as the Voorhees Industrial School became a junior college in 1929 and later Voorhees College, a private four-year institute. In 1923 Voorhees Industrial School became affiliated with the Episcopal Church.



# Wilma Rudolph



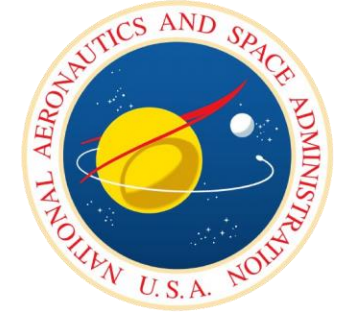
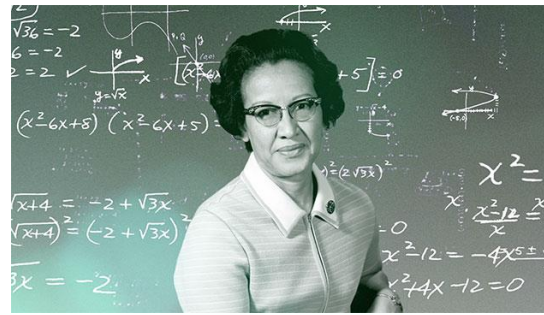
Wilma Glodean Rudolph was born on June 23, 1940, in Saint Bethlehem, Tennessee. As one of 22 children, she was constantly surrounded by support and care, which she needed given her poor health. Rudolph survived bouts of polio and scarlet fever. Her illness forced her to wear a brace on her leg. Rudolph's diagnosis was very bleak, "my doctor told me I would never walk again. My mother told me I would. I believed my mother." Together, Rudolph's parents and siblings took turns taking care of her. They would often remove her leg brace and massage her injured leg. At the age of six, Rudolph began to hop on one leg. By eight she could move around with a leg brace. At the age of 11, Rudolph's mother discovered her playing basketball outside. She quickly turned to sports, becoming a natural athlete. She was nominated as All-American in basketball during high school. A naturally gifted runner, she was soon recruited to train with Tennessee State University track coach Ed Temple.

While still in high school Rudolph competed on the collegiate level. She competed in the 1956 Olympic games and won a bronze medal in 4x100 relay. Four years later, Rudolph headed to the 1960 summer Olympics determined to get gold. Her performance in Rome cemented her as one of the greatest athletes of the 20<sup>th</sup> century. She won three gold medals and broke at least three world records. Rudolph became the first American woman to win three gold medals in track and field at the same Olympic game. Her performance also earned her the title of "the fastest woman in the world."

Returning home an Olympic champion Rudolph refused to attend her homecoming parade if it was not integrated. She won the Associated Press Female Athlete of the Year award in 1961. The following year, Rudolph retired from track and field. She went on to finish her degree at Tennessee State University and began working in education. She continued her involvement in sports, working at several community centers throughout the United States. She was inducted into the US Olympic Hall of Fame and started an organization to help amateur track and field stars. In 1990, Rudolph became the first woman to receive the National Collegiate Athletic Association's Silver Anniversary Award. The indoor track and dormitory at Tennessee State University are named in honor of Rudolph. In 1977, her life was the subject of a prime-time television movie. Rudolph died of a brain tumor on November 12, 1994.

# Katherine Johnson

## Mathematician



Katherine Johnson, born in White Sulphur Springs, West Virginia, in 1918, achieved remarkable milestones throughout her life. Her early academic prowess saw her advancing several grades ahead of her peers, and by 13, she was attending high school at West Virginia State College. At 18, she enrolled at the college, excelling in mathematics and finding mentorship under Professor W. W. Schieffelin Claytor, the third African American to earn a PhD in the field. Graduating with highest honors in 1937, Johnson initially taught at a black public school in Virginia.

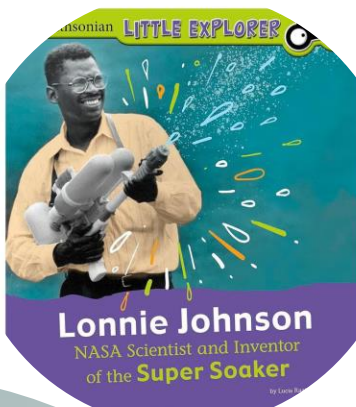
In 1939, West Virginia's graduate schools began integrating, and Johnson was selected, alongside two men, to be among the first Black students at West Virginia University. She enrolled in the graduate math program but left to start a family with her first husband, James Goble. Returning to teaching as her daughters grew older, Johnson's career took a pivotal turn in 1953 when she joined the all-black West Area Computing section at the National Advisory Committee for Aeronautics (NACA), headed by Dorothy Vaughan.

At NACA's Langley laboratory, Johnson's expertise soon became invaluable. Her work included analyzing flight test data and investigating a plane crash caused by wake turbulence. Her life was marked by personal tragedy when her husband died of cancer in 1956. The 1957 launch of Sputnik by the Soviet Union catalyzed Johnson's significant contributions to space exploration. In 1958, she provided crucial calculations for the document *Notes on Space Technology*, which helped form the Space Task Group, NACA's precursor to NASA. Johnson's trajectory analysis was instrumental for Alan Shepard's 1961 Freedom 7 mission, America's first human spaceflight.

Johnson's most famous contribution came in 1962 when John Glenn's orbital mission was under preparation. Due to concerns about computer reliability, Glenn requested that Johnson manually verify the orbital calculations. Her successful confirmation was critical for the mission's success, marking a significant victory in the space race.

Johnson's extensive contributions include calculations for Apollo's Lunar Module, the Space Shuttle, and the Earth Resources Technology Satellite (later renamed Landsat). She coauthored 26 research reports before retiring from Langley in 1986. Reflecting on her career, Johnson expressed her love for her work. In 2015, at age 97, she received the Presidential Medal of Freedom from President Barack Obama.

Katherine Johnson passed away on February 24, 2020, at the age of 101. NASA Administrator James Bridenstine honored her legacy, calling her an "American hero" whose pioneering contributions would never be forgotten.



# Lonnie Johnson

Lonnie George Johnson, born October 6, 1949, in Mobile, Alabama, is a renowned inventor best known for creating the Super Soaker water gun in 1989. Johnson's early interest in engineering was nurtured by his father, a skilled handyman who taught him to build toys. As a child, Johnson was inspired by fellow Black inventor George Washington Carver and pursued his dream of becoming an inventor despite societal limitations.

Johnson's early innovations included a go-kart powered by a lawnmower engine and a compressed-air robot, "the Linex," which won first prize at a 1968 science fair. Despite facing challenges due to segregation, he excelled academically, earning a degree in mechanical engineering from Tuskegee Institute (now Tuskegee University) in 1973 and a master's in nuclear engineering in 1975.

Johnson's career began in the U.S. Air Force, where he contributed to the stealth bomber program and later worked on NASA's Galileo and Cassini missions. Simultaneously, he pursued personal projects, leading to the invention of the Super Soaker. After initially struggling to market his water gun, Johnson found success when he sold it to Larami Corporation, which later became part of Hasbro Inc. The Super Soaker became a commercial hit, with over 200 million units sold and earning Johnson a significant settlement from Hasbro in 2013.

In addition to his work with toys, Johnson focused on sustainable technology. His Johnson Thermoelectric Energy Converter (JTEC) aims to convert heat from solar energy into electricity more efficiently than existing technologies. This project received funding from the Air Force and, in 2021, Johnson's company, JTEC Energy Inc., announced the development of two working models of the converter. If successful, the JTEC could revolutionize renewable energy.

Johnson also founded Johnson Battery Technologies Inc., which develops advanced rechargeable batteries. His contributions to technology and engineering have been widely recognized, including his 2015 induction into the National Toy Hall of Fame and his 2022 induction into the National Inventors Hall of Fame.

Beyond his technical achievements, Johnson is actively involved in community service. He is the board chairman of the Georgia Alliance for Children and a member of the 100 Black Men of Atlanta. Johnson has also served on the boards of the Boys & Girls Club of America and the Chasing the Dream Foundation.

Residing in Atlanta with his wife, Linda Moore, Johnson continues to inspire with his innovations and commitment to both technological advancement and community service.

## HBCU to NFL



John Taylor (Delaware State) was named to All-Mid-Eastern Athletic Conference teams from 1983-85. At wide receiver, Taylor had great speed and the ability to make catches in heavy traffic. He was a good punt returner too. Taylor was a third-round pick of the San Francisco 49ers in 1986. He had a 10-year career with the 49ers and was a member of three Super Bowl championship teams.



Tight end Shannon Sharpe (Savannah State) was a three-time All-Southern Intercollegiate Athletic Conference selection and a three-time Black College All-American. In 1987, Sharpe was a seventh-round pick of the Denver Broncos. He played nine seasons for the Broncos, including two Super Bowl champion teams. The three-time Pro Bowler played two seasons (2000-01) with the Baltimore Ravens, helping them win a Super Bowl as well. After that, he came back to play for Denver until 2003. Sharpe is a Pro Football Hall of Famer.



Johnny Sample led Maryland State (now Maryland Eastern Shore) to an overall 28-1-1 record and helped the Hawks capture the CIAA championship. In 1957, Sample, a defensive back, was named to the little All-American team and to the All-CIAA team. He was the first black college player to play in the college All Star Game. He played 11 seasons of professional football for the Baltimore Colts, Pittsburgh Steelers, Washington Redskins and New York Jets. He is the only football player to win NFL, AFL, and Super Bowl championships. The five time All -Pro selection played from 1958 to 1969



Steve McNair (Alcorn State) could do it all at quarterback. A three-time first-team All-Southwestern Athletic Conference standout, McNair carried the Braves to a 8-3 record in 1993 while amassing 3,000 yards and 30 touchdowns. He set career FCS records with 14,496 passing yards along with the division mark for total offensive yards with 16,283 yards. In 1995, he was taken with the third selection overall by the Houston Oilers in the NFL draft. McNair played 12 seasons in the NFL for the Houston/Tennessee Oilers/Tennessee Titans and Baltimore Ravens. In 1999, he led the Titans to the Super Bowl.

# HBCU to NFL



Walter Payton (Jackson State) played 13 seasons with the Chicago Bears. Payton, nicknamed "Sweetness," was a great all-around running back and rewrote the NFL record books, amassing 16,726 yards and 110 touchdowns on 3,838 carries. Payton also caught 492 passes for 4,538 yards and 15 touchdowns. In 1985, he broke Jim Brown's all-time rushing record of 12,312 yards. He also led the Bears to a 15-1 record and a Super Bowl championship. Payton was a big-time player at Jackson State, gaining 3,563 yards in his college career.



Jerry Rice had an unbelievable football career at Mississippi Valley State. Rice, a brilliant wide receiver. He totaled 4,693 yards and set NCAA Division I-AA records during his four years. In 1984, he compiled 1,845 yards and scored 28 touchdowns. Rice was a 1985 first-round draft pick of the San Francisco 49ers. He played from 1985 to 2000 with the 49ers, leading them to three Super Bowl championships. Rice also played with the Oakland Raiders and the Seattle Seahawks. He finished his pro career with 1,549 receptions, 22,895 yards and 197 touchdowns. In 2010, Rice was enshrined in the Pro Football Hall of Fame.



Doug Williams (Grambling State) became the first African-American quarterback to lead his team to a win in the Super Bowl. In 1988, Williams guided the Washington Redskins to a 42-10 victory over the Denver Broncos in Super Bowl XXII. He threw for 340 yards and four touchdowns in that win while picking up MVP honors. Williams starred at Grambling State. In 1977, he was a first-team All-American. In 1978, Williams was a first-round pick of the Tampa Bay Buccaneers. He played nine seasons in the NFL and two years in the United States Football League.

# HBCU to NFL



Aeneas Williams (Southern University) didn't play football at Southern until his junior year. Although he got a late start, he emerged as a marvelous defensive player. He played cornerback and free safety, and in 1991 he was drafted by the Phoenix/Arizona Cardinals in the third round. Williams played for the Cardinals from 1991-2000. He was traded to the St. Louis Rams in 2001, leading them to an appearance in the Super Bowl that year. He played for 14 years in the NFL and finished with 55 interceptions. In 2014, Williams was inducted into the Pro Football Hall of Fame.



Buck Buchanan (Grambling State) was an NAIA All-American at defensive end. He had the ability to rush the passer and play the run. He starred for the Tigers from 1959 to 1963. He was the first HBCU player selected as the No. 1 overall choice in a pro football draft when the Kansas City Chiefs selected him first in the 1963 AFL draft. In 1990, Buchanan was inducted into the Pro Football Hall of Fame.



Michael Strahan (Texas Southern) was a two-time Southwestern Athletic Conference Defensive Player of the Year at Texas Southern as a defensive end. He holds the school record with 41.5 sacks. In 1993, Strahan was a second-round pick of the New York Giants. He set the NFL record for 22.5 sacks in one season in 2001. Strahan led the Giants to a Super Bowl championship over the New England Patriots in the 2007-08 season. He was inducted into the Pro Football Hall of Fame in 2014.



Bob Hayes (Florida A&M) was a magnificent Olympic sprinter who was also a great wide receiver. Hayes was a track and field and football star at Florida A&M, where he played football for legendary head coach Jake Gaither. In 1964, he won the 100 meters at the Olympics in Tokyo. That same year he was an eighth-round draft pick of the Dallas Cowboys. Hayes played 11 seasons with the Cowboys and one with the San Francisco 49ers (1975). The three-time Pro Bowler had 371 receptions for 7,414 yards and 71 touchdowns. In 2009, he was inducted into the Pro Football Hall of Fame.

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Center Willis Reed led Grambling State to three Southwestern Athletic Conference championships as well as a 1961 NAIA crown. He averaged 26.6 points and 21.3 rebounds a game his senior year. Reed tallied 2,280 points and 1,851 rebounds in his college career. The 6-foot-10, 240-pounder went on to have a great NBA career with the New York Knicks, including an NBA championship in 1970.



FORWARD Charles Oakley led Virginia Union to the 1985 CIAA championship. The Panthers had a 31-1 overall record that year, with Oakley averaging 24 points and 17.3 rebounds a game. Oakley was named the NCAA Division II Player of the Year. He scored 2,379 points and grabbed 1,642 rebounds in his college career. In 1985, he was the first-round pick of the Cleveland Cavaliers, but he was quickly

traded to the Chicago Bulls. Oakley played for the Bulls, New York Knicks, Toronto Raptors, Washington Wizards and Houston Rockets in his 18 NBA seasons.

Rick Mahorn (Hampton University) was a three-time NAIA All-American, averaging 20.3 points and 12.3 rebounds a game during his college career. The 6-foot-10 center played 18 seasons in the NBA. In 1989, he helped the Detroit Pistons win the NBA championship. Mahorn was known as one of the baddest Pistons' "Bad Boys." He was infamous for his ability to wreak havoc on the court and his physical tenacity.



Earl Monroe, a Philadelphia basketball legend and Hall of Famer, thrilled the fans at Winston-Salem State. Monroe, a guard, averaged 41.5 points a game his senior year. He connected on 16 of 30 shots for 40 points as Winston-Salem State defeated Southwest Missouri State, 77-74, in the 1967 NCAA College Division championship. Monroe was named the NCAA College Division Player of the Year. He played for Hall of Fame coach Clarence "Big House" Gaines at



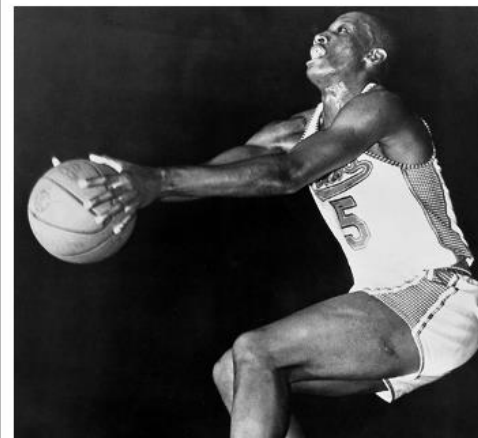
Winston-Salem State. Monroe, who was nicknamed "Earl the Pearl," was a first-round pick of the Baltimore Bullets in 1967 and became Rookie of the Year. He played his first four seasons with the Bullets and in 1971 was traded to the New York Knicks, where he joined Walt Frazier in the backcourt to help the Knicks win an NBA title.

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the Baltimore Bullets. In 1970, he was named to the NBA All-Rookie team.

Mike Davis is the all-time leading scorer at Virginia Union with 2,758 points. Davis, a standout in the Central Intercollegiate Athletic Association (CIAA), averaged 36.3 points a game during the 1967-68 season. In 1969, he was named the Player of the Year. He's the second all-time leading scorer in the CIAA behind Earl Monroe. Davis, a guard, was a first-round pick of

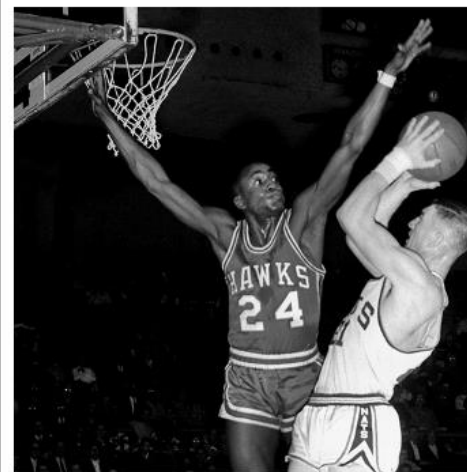


championship in 1970.

Dick Barnett had a classic left-handed jump shot and a great touch from the outside. He is Tennessee State's all-time leading scorer with 3,209 points. A three-time Little All-America selection at guard, Barnett led the Tigers to three consecutive NAIA championships (1957-59). As an NBA standout, he helped the New York Knicks win the league



Sam Jones could really knock down the bank shot and was a terrific basketball player with the game on the line. He played for Hall of Fame coach John McLendon. Jones scored 1,770 points in his career at North Carolina Central. He was a brilliant NBA player with the Boston Celtics and won 10 NBA titles from 1959-1960.



Guard Cleo Hill (Winston-Salem State) had a great outside shot, and he could get to the basket, too. Hill was the first big-time player to play for Hall of Fame coach Clarence "Big House" Gaines. As a senior guard, he averaged 26.7 points a game for the Rams. He completed his college career with 2,488 points. In 1961, he was a first-round pick of the St. Louis Hawks.