

YOUR COMPREHENSIVE GUIDE TO HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

HBCU

TODAYTM



SECOND EDITION



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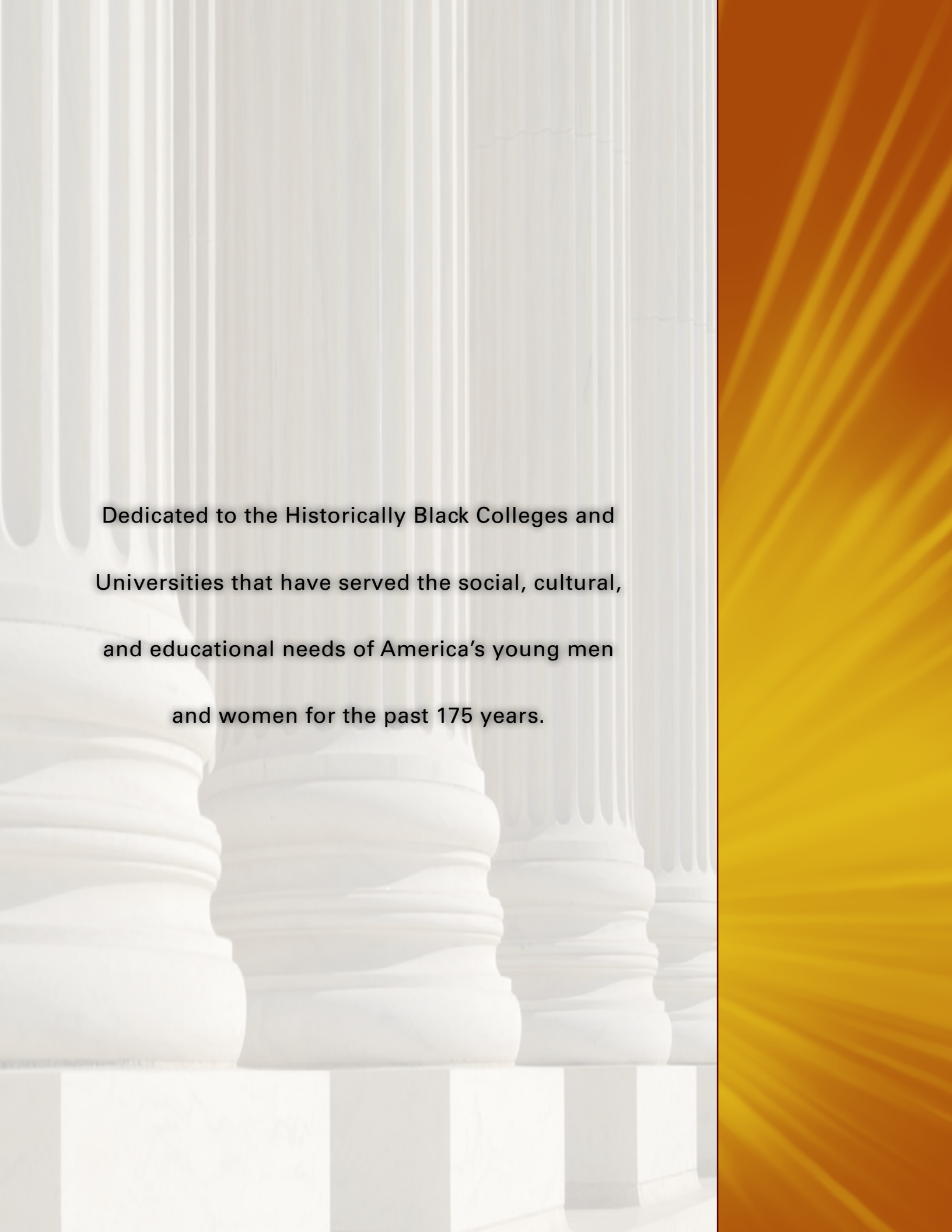
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Dedicated to the Historically Black Colleges and Universities that have served the social, cultural, and educational needs of America's young men and women for the past 175 years.

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FOREWORD

HBCUs Important to Economic, Social Parity

By the Honorable Emanuel Cleaver, II

Historically Black Colleges and Universities (HBCUs) are an important part of our community and have done much to help individuals achieve both economic and social parity in this nation. Before the advent of affirmative action, many people of color were denied the path to higher education based on their race. For a long time, Historically Black Colleges and Universities were the only conduit by which African Americans could achieve educational parity. Many of the greatest leaders in our community graduated or attended Historically Black Colleges and Universities and many of them would not have had the chance to further their lives and contribute to this nation if it were not for the opportunities provided to them by HBCUs.

While HBCUs have done great work for our community in the past, they are also vital to the future success of college students. African American unemployment is currently at 13.6 percent, far higher than the national rate of 8.3 percent. I believe part of that gap can be closed with an increased focus on the attainment of higher education. Obtaining some form of higher education certification drastically lowers the rate of unemployment. Not only does higher education increase the chances of getting a job, it also ensures job stability and higher income. It is important that we continue our support of HBCUs as a vital part of the educational community and as a means to further economic equality.

President Barack Obama and the [Congressional Black Caucus](#) have recognized the importance of these institutions and are strongly committed to ensuring that their good work continues. For Fiscal Year 2011 President Obama signed the White House Initiative on Historically Black Colleges and Universities, which proposed \$98 million in new funds for these historic institutions. Another \$55 million was allocated for a new initiative to increase college access, with up to \$20 million going directly to minority serving institutions. Additionally, \$30 million was proposed for a new competitive grant process to improve teacher education programs in HBCUs. We believe that these additional funds will assist these capable institutions in maintaining their competitive advantage for all students.

I began my college career at Murray State University, but left after continuous racial attacks and incidents. The final straw was when one of my teammates was kicked in the back by our football coach while he was on the ground. Every black player left Murray State that day, and I enrolled in [Prairie View A&M University](#). I knew at Prairie View that there would no longer be any excuses. We were no longer worried about being discriminated against and I could finally focus on achieving on and off the field. The turbulent times we lived in could no longer disrupt my pursuit for higher education.

Prairie View helped to build my “*somebodiness*” and prepared me for the world in a way no other institution could have. It allowed me to fully come to terms with the beat and rhythm of America. Students from all over Texas and the United States attended Prairie View, which equipped me with nearly everything I needed to know about African American culture.

Attending an HBCU is an experience that uniquely prepares students for the harsh world that is slowly but surely still evolving from our nation’s dark racist past. Most of our children would not have had the chance to receive a higher education or more importantly, a chance to pursue the American dream if it was not for our HBCUs. I remain committed along with the Members of the Congressional Black Caucus to the protection and uplifting of our nation’s historic institutions. Long live HBCUs. **II**

Emanuel Cleaver, II, represents Missouri’s 5th Congressional District and is the Former Chairman of the Congressional Black Caucus. He graduated from Prairie View A&M University in 1968.



Emanuel Cleaver, II



Dr. Frederick S. Humphries

FOREWORD

Importance of HBCUs Remains Today

By Dr. Frederick S. Humphries

Slavery lasted in America from 1619–1863. The almost 250 years of slavery was most oppressive for the slaves. The slave owners dealt with the slaves in a harsh and devastating manner. They forbade them to obtain any education. If a slave learned to read and it was discovered by the slave owner they would blind the slave. If the slave learned to write the slave owner would cut off their hands. If the slave was articulate and had some mastery of the English language the slave owner surmised that the slave was being taught and therefore cut out his tongue. It is no surprise that historians who studied the period of slavery observed that in the period of 1619-1863 very little education was obtained by the slaves. The little education obtained was of poor quality and essentially no learning occurred. During this period of slavery in America, only 29 African Americans managed to obtain baccalaureate degrees. These degrees were received from abolitionist schools like Berea College in Kentucky and Oberlin in Ohio. In addition, a few African Americans who escaped the institution of slavery and survived in the South as freed men, managed to save enough money to send their children across the Atlantic Ocean to study in England and Scotland. Consequently, in our history during this time, there are examples of a very few well educated African Americans who received their degrees from the higher education institutions existing in these countries.

Most HBCUs were established during the period of 1842 to 1900. The mission of HBCUs was to provide education to the slaves and freed men. In 1860, a total of 5 million African American were living in America—4.5 million were slaves and 500,000 were freed men. They were living in the South mainly with 2 percent living in the North. In 1863, Abraham Lincoln signed the Emancipation Proclamation, which freed the slaves. The HBCUs had the responsibility of teaching the millions of freed slaves who couldn't read, write or do simple arithmetic and to make them literate. It was an awesome task. These colleges and universities, because of their mission and because of their assumed responsibility, became institutions that taught the freed slaves at the education level where they found them. Consequently, in the beginning, HBCUs were elementary schools, then middle schools and secondary institutions, and finally they became baccalaureate granting institutions. As HBCUs exist today, they produce baccalaureate, master and doctorate degrees. Additionally, they produce medical doctors and lawyers.

From 1850–1900, 1,195 baccalaureate degrees were granted to African Americans, of which 195 came from the northern colleges and universities and 1,000 came from the newly established HBCUs. These institutions from 1900 until 1965 were the major producers of African Americans with baccalaureate degrees. By 1950 HBCUs had 50,000 students enrolled in their institutions and unequivocally were the major producers of black talent in America. They produced the teachers that taught in the segregated public school system in the South and the de facto segregated institutions in the North. The HBCUs were responsible for the national proclamation in 1935 that for the first time in America African Americans were judged literate. In the *Souls of Black Folk*, Dr. W.E.B. DuBois observed, "that no other race of people has ever achieved in seventy years going from bondage to being judged literate." He further observed that this miracle was wrought by historically black colleges and universities. For the mean people in our society who criticized the HBCUs, the criticism only serves to remind us that they don't know history. If HBCUs were white institutions, our leaders would build monuments all across the country and we would genuflect at the feet of these monuments, remembering HBCUs' significance and accomplishments. Our deep commitment to the human state has been developed and taught with dignity in the HBCU institutions. This book and the manner in which it is done is a testimonial to the high quality and the tremendous importance of these institutions. I would invite all to examine with care this presentation of the HBCUs, and when you do, look with historical eyes. Examine this book with a sense of pride and know that a choice for a college education could not be better made than treading in the footsteps of our ancestors on the holy ground of an HBCU. **III**

Dr. Frederick S. Humphries is Regent Professor and President Emeritus at [Florida A&M University](http://FloridaA&MUniversity.edu).

FOREWORD

HBCUs' Great Contributors to Society

By Dr. George C. Wright

There is something special about the designation Historically Black College and University. These 105 institutions share a pride and purpose that over time has been modified and altered but remains consistently grounded in one mission—educating African Americans. As the President of [Prairie View A&M University](#), I can attest to the uniqueness of our designation.

Since 1837, when the oldest HBCU, [Cheyney University of Pennsylvania](#), opened its doors, HBCUs have contributed to the rise of black professionals, business leaders, teachers, nurses, artists, and engineers. While comprising only 3 percent of the nation's approximately 3,700 institutions of higher learning, these academic institutions are responsible for producing more than 50 percent of African-American professionals and public-school teachers. According to the [United Negro College Fund](#), HBCUs award more than one-third of the degrees held by African Americans in natural sciences and half of the degrees in mathematics. But an HBCU education doesn't end with the award of a degree.

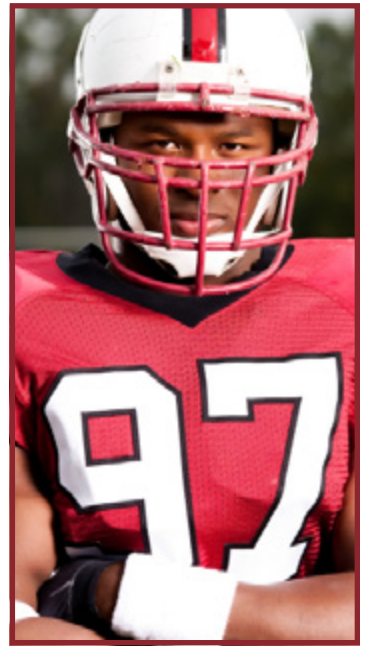
Organized by churches, missionary groups, and philanthropists, HBCUs have helped shape students who often could not be educated at other institutions because of the color of their skin. Legislation has changed since 1837, but current HBCUs still have a similar and vital role consistent with the early days. They often educate and support students who need further academic development or lack financial resources. But even further, schools like [Central State University](#) or [Fisk University](#) provide young men and women the opportunity to gain a greater sense of identity.



Dr. George C. Wright

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I consistently talk with students about the “value of an education,” especially an education that takes place outside of the classroom. The unique social experiences that occur on an HBCU campus are unmatched by other academic institutions. The culture and rich history adjacent to rigorous academic programs and community service opportunities allow students who attend schools like Dillard University or Morehouse College to see beyond the walls of a classroom and into the streets of their local community and communities around the world.

At Prairie View A&M University, we have several initiatives that help us maximize our value as a resource to our community. A faculty member is working to research disparities in health that exist within minority and majority populations, particularly in rural areas. Additionally, engineering students are working to find new ways to keep future astronauts and their flight instruments safe from harmful radiation while in space. The University also works closely with the National Urban League and provides support to the local school districts by way of mentors and volunteers. Prairie View A&M University has partnered with the Federal Democratic Republic of Ethiopia to improve animal health and provide training for sheep and goat producers. Indeed, I am sure that many other HBCUs have similar alliances with global organizations and political leaders and partnerships with foundations and members of the community that they support.

Historically, HBCUs have been a place of respect and dignity. Graduates of schools like [Langston University](#), [Arkansas Baptist College](#), and [Denmark Technical College](#) carried themselves differently. They held a sense of pride about their accomplishments, and they labored with purpose. These students had goals and supported one another in spirit, all while recognizing their historic past. HBCU faculty and administrators support students in their efforts by being accessible, caring, and supportive.

As an historian, I am interested in the changes that have occurred over time. It intrigues me that HBCUs have served as the archivists of African-American history. Throughout the years, HBCUs have contributed greatly to society through award-winning writers, athletes, scientists, and researchers, and show-stopping marching band techniques. With limited resources, HBCUs have provided opportunities for young men and women to develop confidence and become productive leaders who are socially and economically responsible. Famous graduates like entrepreneur and philanthropist Oprah Winfrey, U.S. Supreme Court Justice Thurgood Marshall, movie producer Spike Lee, and poets Langston Hughes and Nikki Giovanni are testaments to the talent HBCUs have produced. **II**

Dr. George C. Wright is the President of Prairie View A&M University.

PREFACE

In 2009 we published the first edition of *HBCU Today*. Our purpose then was clear: to publish a comprehensive resource guide that not only provided statistics and facts about Historically Black Colleges and Universities (HBCUs) but, more importantly, also related the significance and relevance of these great institutions in today's society.

Simply put, our mission with *HBCU Today* was to bring awareness of the educational, social, and cultural experiences HBCUs continue to offer our youth.

Over the past four years we have received tremendous feedback about the book from students, parents, and educators. The insight we garnered from these interactions resulted in our decision to take a very different approach with the second edition of *HBCU Today*.

The constraints associated with the marketing and distribution of a print format limits our ability to put *HBCU Today* into the hands of those who need it most: the students. Hence, we decided that the second edition would be in digital format only, which better serves the needs of today's tech-savvy Gen Yers.

A digital version also allows us to provide the basic content of *HBCU Today* as a public service. Our hope is that every person exposed to *HBCU Today* will not only gain from the information herein, but also take the time to share it with friends, work associates, and members of social networks, churches, and organizations that are focused on the educational development of our youth, particularly our minority youth.

Goals of the Text

HBCU Today is intended to be used as a teaching tool. Teachers, counselors, and organizational leaders will find the articles, profile information, and artwork very appropriate to use in support of courses and classes on African American history. Students will be able to read of the contributions previously made—and continuing to be made today—by African American graduates and, more importantly, HBCUs as post-secondary institutions.

Searchable Text/Printability

In this digital version, the table of contents allows for easy movement to a particular topic or school of interest. We have intentionally grouped articles under major themes so readers can quickly access perspectives on HBCUs—including history, culture, and programs—as well as profiles of the 105 HBCUs, career paths available, and helpful resources. In addition, any page can be easily printed or saved.

Informative Articles

We have designed *HBCU Today* in accordance with our perception of what is necessary to make a post-secondary educational choice. Individual websites will provide much of the information needed to review a particular college or university; however, based on our conversations with students, parents, and teachers, many people do not know the origins of HBCUs and how significant a role they played in our country's history. Thus, we hope the informative articles contained herein, written by outstanding alumni and educators well versed in the evolution of historically black colleges and universities, will provide insight into the on-going relevance and importance of HBCUs. We have strived to not only activate a transfer of knowledge, but also to activate a visualization of what it may be like to experience education in a manner that only an HBCU can provide.

Changes in the Digital Version

HBCU Today is now available to a global audience through the use of web-based technology. Users can access the information provided in the guide through a computer, laptop, tablet, or smartphone.

In addition, we have provided pertinent information on career paths available to students so users can make more informed decisions when contemplating post-secondary choices.

Profiles

The HBCU profiles now include hyperlinks. Users can easily access the official websites of the 105 HBCUs, as well as each HBCU's church affiliation, if applicable.

Career Paths

This new section provides information on the multitude of careers available to students, including those available through Science, Technology, Engineering, and Mathematics (STEM) programs. In addition, author and educator Stedman Graham offers his insight on identity and leadership.

Resources

With the help of renowned coach and educator Tanya Knight, we have expanded the Resources section to include an in-depth look at what can be expected in the years and months leading up to college matriculation.

Acknowledgments

Many people were involved in the production of this digital version. Their contributions to creating a concise research tool that will serve as an invaluable resource to students, parents, and educators is greatly appreciated.

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INTRODUCTION

“This is our moment. This is our time to put our people to work and open doors of opportunity for our kids; to restore prosperity and promote the cause of peace; to reclaim the American Dream and affirm that fundamental truth—that out of many, we are one; that while we breathe, we hope; and where we are met with cynicism, and doubt, and those who tell us we can’t, we will respond with that timeless creed that sums up the spirit of a people: Yes, we can!”

—President-Elect Barack Obama, Grant Park, Chicago, November 4, 2008

The above words, spoken by then-President-Elect Barack Obama upon winning the presidency of the United States, are a true reflection of the greatness of America and its promise of equal opportunity for all. Even as all Americans celebrate the election of our first African-American president, it behooves us to also reflect on the journey of African Americans in this country. It is one that starts with the forced migration of a people from a motherland to an unknown world ... to subsequent slavery and the ensuing struggle to become free of the chains that bound ... to the new taste of freedom and the unquenchable thirst for learning. That journey's end was the result of courageous, well-educated leaders such as Frederick Douglass, whose influence and eventual friendship with President Abraham Lincoln helped bridge the great divide between white and black, and set a new course for this nation.

The mission associated with this book is this: to enhance awareness of the cultural and educational opportunities offered at our HBCUs, and to show, through articles and profiles, that these great institutions, which have contributed so much to the journey of a people, are as significant and as relevant today as they were when they were first established.

Therefore, we dedicate this book not only to our HBCUs for all that they have contributed to the journey, but also to two other forces that made a significant difference along the way and continue to contribute to the growth of our people today—the African-American Church and the African-American Media. When viewed collectively, these three forces, in our view, are the cornerstones for the continued spiritual, academic, and social development of African Americans.

The African-American Church: The formation of the first churches was out of necessity—to maintain faith while enduring the most severe challenges—ones that often led to forced hardship and premature death. Without faith, the people perish. Faith kept African Americans alive and full of hope in the darkest of times. The early churches were also, in many cases, the key to creating the first HBCUs.

Historically Black Colleges and Universities: These schools embraced African Americans when others would not. Without education, the people are doomed to chains forever, shackled by a mental slavery.

African-American Media: These entities told our stories when no others would. Without light, the people are blinded to the truth. The African-American Media have kept our communities informed even as they have struggled to survive.

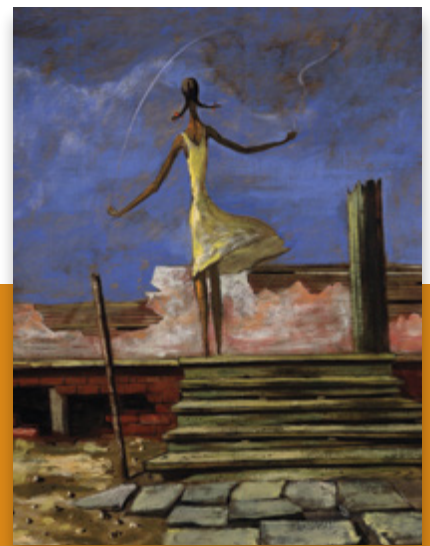
And so, we gratefully acknowledge the participation of these three forces in enabling the people to flourish in a foreign land—and experience the election of one of its own as president of the United States of America! **II**



Untitled, 1951
Hughie Lee-Smith
Oil on Masonite
18" x 24"

THE KINSEY COLLECTION

As you read through the book, you will notice selected art works. These reproductions are from The Kinsey Collection, a group of African-American art, books, and manuscripts that document the remarkable story of African-American triumphs and struggles from 1632 to the present. As we strive to educate and inform about our nation's HBCUs, we also wish to make known the culturally rich history of African-American artists. For more information on the Kinsey Collection, please refer to page 317.



PART I:

HBCU Perspectives

The following articles provide insight into the rich historical traditions and cultural impact that HBCUs have left on our educational system and American society as a whole.

Stories on the past, present, and future of HBCUs, as well as insights into the life on campuses—including sports and Greek life—are presented.

We have also included articles on selected HBCU programs that are allowing students to forge careers in various fields. While these selections represent just a few of the hundreds of programs available, it is our hope that you will gain an understanding of the quality educational opportunities that await you.



Georgia Youth, 1934
Hale Woodruff
Linocut
17" x 13.25"

HBCUs PAST, PRESENT & FUTURE

By Hamil R. Harris

Quality HBCU educational experiences are found not just in large, well-endowed private schools like Howard, Hampton or Tuskegee. From North Carolina A&T to Grambling State University, there are strong HBCUs across the country. Many of these state schools were created as “land grant” institutions after the Civil War to educate freed slaves. Today, although their missions have broadened, schools like Florida A&M, Prairie View A&M, Jackson State, Texas Southern University, and Alabama State University still carry the proud HBCU name and traditions.

Prior to the Civil War, it was against the law for slaves to be educated. Although there were exceptions, like self-educated Frederick Douglass, there were almost no formal educational opportunities for people of color. In the early 1830s, a group of Philadelphia Quakers started to educate some blacks at Oberlin College in Ohio and Berea College in Kentucky, but it would take decades of court battles and congressional laws for change to come.

Following the Civil War, Congress passed the 13th Amendment abolishing slavery. In 1862, Senator Justin Morrill led a movement to train Americans in the applied sciences, agriculture, and engineering. The Morrill Land-Grant Act gave federal lands to the states for the purpose of opening colleges and universities. Initially, few opportunities were created for freed slaves, but three decades later, the freedmen finally got their chance when Congress passed the second Morrill Land-Grant Act of 1890.

In the wake of the Morrill Land-Grant Act of 1890, sixteen black institutions opened after they received land-grant funds. The American Missionary Association (AMA) and the Freedmen’s Bureau would continue to set up colleges for blacks, and between 1861 and 1870, the AMA founded seven black colleges and thirteen normal (teaching) schools. These institutions would become the bedrock of black higher education. For the next fifty years, HBCUs would flourish. Although funds were low and students often needed financial support from family and friends, they were getting something more than could be placed in a bank.

In 1928, HBCUs gained more support when the Southern Association of Colleges and Schools began to accredit some schools. Even though the Great Depression and World War II crippled many black institutions, most kept their doors opened thanks to churches, a growing black

community, philanthropists, and a new organization called the United Negro College Fund.

In 1954, the historic case Supreme Court *Brown v. The Board of Education of Topeka, Kansas*, ruled that the nation’s “separate but equal” system of education was unconstitutional. The case was won by a group of lawyers trained at Howard University that included a young lawyer by the name of Thurgood Marshall. A decade later, Congress passed the Civil Rights Act of 1964 that gave the federal government greater power to enforce desegregation.

In 1965, the federal government provided additional funding to HBCUs through the Higher Education Act. Then came *Adams v. Richardson*, a Supreme Court decision that found ten states in violation of the Civil Rights Act for supporting segregated schools.

While HBCUs gained in influence and resources because of government mandates and court decisions, in the last two decades, court-issued rulings have threatened the existence of some state-funded HBCUs that have duplicate programs as other state institutions often located in the same areas.

In 1992, the United States Supreme Court ruled in *United States v. Fordice* that dual and segregated educational systems were unconstitutional; since that time, many HBCUs have become more diverse than ever.

A Culture of Inclusion

Dr. Barbara R. Hatton, former president of South Carolina State University, points out that institutions like Florida A&M, Tuskegee, Alabama A&M, South Carolina State, and North Carolina A&T have done well because they were federal land-grant institutions dedicated to educating freed slaves. “In the old segregated days you had white land-grant institutions and black institutions, and that funding still exists today,” she said.

Even though African-American students have more educational options than ever, many continue to choose HBCUs. Leah Dixon had a briefcase full of college admission letters, but the twenty-year-old from Hampton, Virginia, traveled a few miles away from home and enrolled at Norfolk State University in an historic city that is home to one of the test cases for the landmark *Brown v. Board of Education* desegregation case.

Austin Cobb also had plenty of choices for college,



but the nineteen-year-old from Philadelphia headed to Alabama, to Tuskegee University, because he wanted to major in animal science.

And although 19-year-old Paul Henry just wanted to leave New Orleans and go into the Air Force after Hurricane Katrina, a family member convinced him to go to college, so he attended Tuskegee University because he knew he wouldn't be treated like just another student.

Today, the mandate is strong and the mission is undaunted on HBCU campuses across the country. According to each of these students, attending an HBCU has been a life-changing experience that began on the day they arrived on the campus with a big trunk and too many warm sweaters.

Leah Dixon said she went to Norfolk State because, "I got a chance to be around a culture like no other." Cobb is fulfilling his dream of majoring in animal science "because of the warmth of the faculty and staff," and Henry is glad that he didn't go into the Air Force or another school because, "They care about you [here] while at another university you might be just another name."

Rev. Grainger Browning is pastor of the 10,000-member Ebenezer African Methodist Episcopal Church in Fort Washington, Maryland, one of the most affluent predominantly black jurisdictions in the country. Even though his children and many young people in his church could afford to go to any school, Browning is a strong supporter of HBCUs. His father was a professor at Hampton University in the 1960s, and today his son attends Morehouse, and his daughter is a student at Hampton University.

"It was always clear that I was going to Hampton to be free of not having to deal with racism," said Browning. "It changed my life. I had never been in a position of leadership. You have to be able to go as far as you can with nothing being able to stop you but you."

Impact on History

While alumni and students talk about their affinities for HBCUs, these institutions offer more than warm and fuzzy anecdotes of success. The glaring reality is that without the role and function of HBCUs, the landscape of America would be quite different. Had it not been for the desire of Heman Marion Sweat and a rejection letter

from the University of Texas Law School, there would not have been a Texas Southern Law School. Had there not been a Dr. Benjamin Mays at Morehouse, there might not have been a Martin Luther King, Jr. Had there not been a George Washington Carver at Tuskegee, there might not have been a Skippy peanut butter or a Ponds cold cream.

The nation's 104 HBCUs are having an impact beyond just educating young people. According to a 2006 report released by the National Center for Educational Statistics, the combined spending of all 101 HBCUs was \$6.6 billion in 2001, and of this amount, 62 percent was spent by public HBCUs. Collectively, HBCUs would rank 232 on Forbes Fortune 500 companies. The report goes on to say these schools are not just producing graduates—they have a tremendous economic impact on the communities in which they are located.

According to the report, the 104 HBCUs pumped \$4 billion in the labor economy, creating 180,142 full- and part-time jobs. The impact of these institutions was particularly significant in smaller communities. For example, in Tuskegee, Alabama, Tuskegee University hires more than 2,100 workers and accounts for 24 percent of the town's


entire labor force. The job picture is similar in Grambling, Louisiana, where Grambling State University employs about 10 percent of the town's workforce.

The 10 largest public HBCUs that are having an economic impact in their community include Florida A&M (\$432 million), North Carolina A&T (\$298 million), Tennessee State University (\$289 million), Southern University (\$267 million), Texas Southern (\$254 million), Morgan State University (\$252 million), Jackson State University (\$249 million), Prairie View A&M (\$231 million), Norfolk State University (\$194 million), and North Carolina Central (\$178 million). The largest private schools economically are Howard University (\$1.2 billion), Hampton University (\$227 million), Clark Atlanta University (\$227 million), Meharry Medical College (\$173 million), and Xavier University of Louisiana (\$154 million). The report also states that the Morehouse School of Medicine and Morehouse College accounted for \$212 million combined.

Overcoming Challenges

While HBCUs provide a tremendous opportunity, they also have a big challenge of gleaning critical resources to keep their doors open. "There is a tremendous pressure on small private colleges because of the cost of education today," Judson said. "Their financial support has eroded because of the way they used to get their money from the churches; today there is also a tremendous competition for students."

But despite this challenge, Judson says larger private institutions show that it can be done. He pointed out that institutions like Howard, Hampton, Morehouse, and Spelman have been successful not just because they have great academic reputations, but the leaders of these schools have worked for decades to build large endowments, with the money for these schools generated from the interest of these funds. He says the key for all HBCUs is to adapt to present times because the mission has changed.

Although Grambling is a public school, Judson says it still is important that funds be raised to finance school programs. He has established an endowment and would like to raise \$30 million to fund the university's programs. "We are an institution now that is relevant for the twenty-first century," Judson says. "We are inclusive, and we are more effective in the way that we function, providing strong and effective leaders who are also culturally competent." 

Hamil R. Harris is an award-winning writer and reporter for The Washington Post.



HBCU OPENINGS

YEAR	NAME	STATE	YEAR	NAME	STATE
1837	Cheyney University of Pennsylvania	PA	1869	Tougaloo College	MS
1851	University of the District of Columbia	DC	1870	Allen University	SC
1854	Lincoln University of Pennsylvania	PA	1870	Benedict College	SC
1856	Wilberforce University	OH	1871	Alcorn State University	MS
1857	Harris-Stowe State University	MO	1872	Paul Quinn College	TX
1862	LeMoyne-Owen College	TN	1873	University of Arkansas at Pine Bluff	AR
1864	Virginia Union University	VA	1873	Bennett College	NC
1865	Bowie State University	MD	1873	Wiley College	TX
1865	Clark Atlanta University	GA	1875	Alabama A&M University	AL
1865	Shaw University	NC	1875	Knoxville College	TN
1866	Edward Waters College	FL	1876	Meharry Medical College	TN
1866	Fisk University	TN	1876	Prairie View A&M University	TX
1866	Lincoln University	MO	1876	Stillman College	AL
1866	Rust College	MS	1877	Jackson State University	MS
1867	AL State University	AL	1877	Philander Smith College	AR
1867	Barber-Scotia College	NC	1878	Selma University	AL
1867	Fayetteville State University	NC	1879	Florida Memorial University	FL
1867	Howard University	DC	1879	Livingstone College	NC
1867	Johnson C. Smith University	NC	1881	Huston-Tillotson University	TX
1867	Morehouse College	GA	1881	Morris Brown College	GA
1867	Morgan State University	MD	1881	Southern University and A&M College	LA
1867	St. Augustine's University	NC	1881	Spelman College	GA
1867	Talladega College	AL	1881	Tuskegee University	AL
1868	Hampton University	VA	1882	Lane College	TN
1869	Claflin University	SC	1882	Paine College	GA
1869	Dillard University	LA	1882	Virginia State University	VA

YEAR	NAME	STATE	YEAR	NAME	STATE
1884	Arkansas Baptist College	AR	1904	Bethune-Cookman University	FL
1886	Kentucky State University	KY	1905	Miles College	AL
1886	University of Maryland Eastern Shore	MD	1908	Morris College	SC
1886	Virginia University of Lynchburg	VA	1910	North Carolina Central University	NC
1886	Shorter College	AR	1912	Jarvis Christian College	TX
1887	Central State University	OH	1912	Tennessee State University	TN
1887	Florida A&M University	FL	1915	Xavier University of Louisiana	LA
1888	Saint Paul's College	VA	1922	Concordia College Alabama	AL
1890	Savannah State University	GA	1924	Coahoma Community College	MS
1891	Delaware State University	DE	1925	Gadsden State Community College	AL
1891	Elizabeth City State University	NC	1927	Bishop State Community College	AL
1891	North Carolina A&T State University	NC	1928	Lewis College of Business	MI
1891	West Virginia State University	WV	1935	Norfolk State University	VA
1892	Winston-Salem State University	NC	1947	Denmark Technical College	SC
1894	Clinton Junior College	SC	1947	Texas Southern University	TX
1894	Texas College	TX	1947	Trenholm State Technical College	AL
1895	Bluefield State College	WV	1948	Southwestern Christian College	TX
1895	Fort Valley State University	GA	1949	Lawson State Community College	AL
1896	Oakwood University	AL	1950	Mississippi Valley State University	MS
1896	South Carolina State University	SC	1952	Shelton State Community College	AL
1897	Langston University	OK	1958	Interdenominational Theological Center	GA
1897	Voorhees College	SC	1959	Southern University at New Orleans	LA
1898	St. Philip's College	TX	1961	J. F. Drake State Technical College	AL
1900	Coppin State University	MD	1962	University of the Virgin Islands	VI
1901	Grambling State University	LA	1967	Southern University at Shreveport	LA
1903	Albany State University	GA	1975	Morehouse School of Medicine	GA
1903	Hinds Community College at Utica	MS			

A TIMELINE OF HBCUS

1837: Cheyney University is founded by Quakers near Philadelphia, Pennsylvania, originally named the "Institute for Colored Youth."

1854: Cheyney University is founded in Pennsylvania.

1856: Wilberforce University is founded in Ohio.

1861: The start of the U.S. Civil War.

1862: The Morrill Land-Grant Act passes into federal law to encourage higher education for farmers, scientists, and engineering. Alcorn State University (Mississippi) is the only black land-grant college established.

1862-1871: Twenty black colleges and teaching schools are established by the American Missionary Association & the Freedman's Bureau.

1863: The Emancipation Proclamation is issued by President Abraham Lincoln freeing nearly all slaves in the U.S. The first Southern reading is done under the Emancipation Oak at current Hampton University campus.

1865: The U.S. adopts the 13th Amendment abolishing slavery.

1867: The only school dedicated to preparing black men for ministry and teaching is established, Morehouse College.

1868: The oldest African-American museum in the U.S. opens on the historic campus of Hampton University.

1881: Booker T. Washington, graduate of Hampton Normal and Agricultural Institute, is selected as President of Tuskegee Institute.

1881: A school dedicated to provided educational lessons for newly freed black women opens, Spelman College.

1890: The second Morrill Land-Grant Act passes into federal law, and requires these new colleges to be open to black students. Sixteen Land Grant Colleges are established specifically for African-American students.

1896: In Plessy vs. Ferguson the Supreme Court constitutionally condones segregation.

1900: The Black National Anthem "Lift Ev'ry Voice and Sing" is written by J. Rosamond Johnson.

1915: The first and still only historically black Catholic University in the U.S. opens as a high school. Later to become Xavier University.

1928: Southern HBCUs are accredited by the Southern Association of Colleges and Schools.

1930: Thurgood Marshall graduates from Lincoln University.

1935: The Wiley College debate team defeats reigning champion University of Southern California. Blacks are not officially recognized in debate society so the victory is never recorded as a win. Wiley becomes a pivotal influence in the Civil Rights movement.

1944: The United Negro College Fund is established to raise funds for tuition at HBCUs.

1948: Martin Luther King Jr. graduates from Morehouse College with a BA degree in sociology.

1948: The first black woman, Alice Coachman (Tuskegee Institute), wins the Olympic Gold Medal.

1950: HBCUs reach their peak enrollment, as a percentage of total black college enrollment: 85 percent of black students in the U.S. are attending HBCUs.

1954: The Supreme Court decision in Brown v. Board of Education deems segregation within schools as unconstitutional. The case is presented and argued by Thurgood Marshall.

1960: The Sit-in Movement begins with four North Carolina A&T students at Woolworths.

1961: The University of the Virgin Islands is established. It is currently considered the leading American institution of higher learning for the entire Caribbean.

1964: The Civil Rights Act is passed.

1965: Title III of The Higher Education Act is passed. Congress defines HBCU.

1973: Over 100 schools have been established serving predominately African-American student populations.

2009: President Barack Obama establishes National HBCU Week, the last week in August.

THE GENIUS OF THE GREAT PYRAMID: ORIGINS OF STEM

By Kwaku Person Lynn, Ph.D.

One of the fiercest, most brutal battles in academia is whether Afrikans were the original inhabitants of Kemet (Egypt). Kemet of today is not like Kemet of old. Arabs invaded it during the 7th century A.D., and continue their occupation. The reason the debut of the original inhabitants is so vital is that the Nile Valley, which reached its zenith in Kemet, is the birthplace of civilization, whereby world civilizations evolved. It is the place where philosophy, science, mathematics, medicine, technology, engineering, religion, education, architecture, astronomy and a host of other human creations began. For Black people to garner the credit for these innovations goes against everything ever taught in Western civilization.

Dr. Chiekh Anta Diop, the world's greatest scientist in this area of study and the scientific father for Afrikan World Studies, had his first doctoral dissertation rejected at the University of Paris for addressing this subject. However, his book, *Civilization or Barbarism: An Authentic Anthropology*, though a very scientific and scholarly work, is perhaps the best literature available outlining unequivocal proof that Afrikans were indeed the original inhabitants of Kemet, and created all of the above.

Part of the physical proof stands in Kemet today, the great pyramid of Gizeh, built for the Pharaoh Khufu (2589–2566 B.C.E.), called Cheops by the Greeks. It was the tallest building on Planet Earth for 4,000 years (481 feet). What makes this structure so magnificent is the philosophy, thought, and planning that went into creating it. For instance, astronomically, it is a replica of the northern hemisphere. It would take a very complicated mathematical explanation to show this, but the book *Secrets of the Great Pyramid* by Peter Tompkins, one of the best researched books on this topic and very difficult to find, reveals a simple mathematical explanation. He states, "Each flat face of the Pyramid was designed to represent one curved quarter of the northern hemisphere, or spherical quadrant of 90°."

In order to make such an exact measurement, the designers would have had to be knowledgeable of advanced mathematics, engineering, and astronomy. Tompkins further shows us the pyramid's relationship to the earth: "The apex of the Pyramid corresponds to the (North) pole, the perimeter to the equator, both in proper scale."

One of the great misnomers in history was giving Archimedes, the noted ancient Greek mathematician,



credit for the value Pi (3.14159265), the ratio of a circle's circumference to its diameter. He lived around 287–212 B.C.E. The problem with the way this is taught is that the great pyramid was built around 2665 B.C.E., give or take a few decades either way. Most honest mathematicians familiar with the construction of the pyramid will empirically state that Pi was incorporated with its construction.

In fact, the doorways of many of the massive temples in Kemet are shaped in the symbol of Pi. According to mathematician Deborah Maat Moore, "Problems number 48 and 50 in the *Ahmoose Mathematical Papyrus* (called "The Directions for Knowing All Dark Things," one of the oldest mathematical documents in existence) shows how the Egyptians derived the formula Pi." (*The African Roots of Mathematics*) Today it is called the *Rhind Mathematical Papyrus*.

The same myth is taught about the Greek philosopher/mathematician Pythagoras, trained in Kemet for 22 years, after whom the Pythagorean Theorem was named (though it was originally known as the "Kemetiic Theorem of the Right Triangle"). The theorem was used 1,800 years before the birth of Pythagoras in the construction of the great pyramid.

One of the fascinating facts of the pyramid's design: it took 2,500,000 huge blocks of stones, each weighing 2.5 tons, yet the four corners of the base were near perfect right angles. When calculated accurately, the base measures a near perfect number of degrees of a complete circle: 359. 45°. The stones were mathematically placed at accurate angles, with no use of mortar, or the use of modern-day cranes. No building today is built with such skill.

To further illustrate the genius of the Afrikan builders, "The Egyptians had measured the base of the Pyramid in units to fit a solar year of 365.2322 days (a complete year). They intended for the base of the Pyramid to indicate the value of a degree at the equator (where they apparently considered the earth to be a true circle [hundreds of years before Europeans discovered this] and a degree of latitude to be equal to a degree of longitude). The ancient Egyptians knew that a degree of latitude is shortest at the equator and lengthens as it approaches the (North) pole." (Thompkins)

Although it is evident that Afrikans of the ancient Nile Valley possessed an inherent genius and precision for their developments, it is also apparent they were planning for future generations, in life and in death. What should be plain and obvious to the conscious mind, and the duty of all adults, parents, and teachers, is their fundamental responsibility to pass the knowledge of this genius to the younger generations, alerting them that this ancient brilliance was established for them, and that they are accountable for continuing the legacy of their ancestors. To do less would be a failure for themselves and humanity. **HT**

Meet Dr. Kwaku

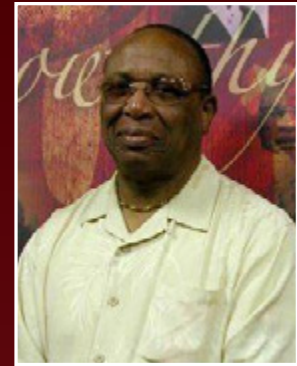
www.drkwaku.com

Known for his way with students, Kwaku Person-Lynn is a native of Los Angeles, a husband, father of five sons, and a grandfather of two. Professionally, he is an historian, musicologist, educator, author, filmmaker, and radio producer.

He has published two books (*First Word: Black Scholars, Thinkers, Warriors: Knowledge, Wisdom, Mental Liberation*. New York: Harlem River Press, 1996; and *On My Journey Now: The Narrative of Dr. John Henrik Clarke*. Northridge, CA: California State University, Northridge Department of Pan African Studies special edition of *The Journal of Pan African Studies*) and is currently working on a third (expected soon). A future book will compile his over 200 articles, essays, and book chapters.

In the early 1980s, his dissertation chapter "Rap Music - Afrikan Music

Renaissance" was the first scholarly publication on rap/hip-hop and has been published in several books and on the Internet.



In the early 1970s, Dr. Kwaku was a record producer for A&M Records—the first Black recording engineer at the company and only one of four Black record executives in the country. He was also founder of the Malcolm X Center in Los Angeles. He received his bachelor degree from California State University, Dominguez Hills, and his master and doctorate from UCLA. He was the first person of Afrikan descent in the history of UCLA to graduate from the Individual Ph.D. Program, requiring two majors (Afrikan World History and African World Music, as well as a minor in anthropology).

TAKE NOTICE: A FEW HBCU LEADERS YOU SHOULD GET TO KNOW

By John Fleming III

For centuries the growth of cultures and civilizations has come down to how they have adapted to change and who has led them through these changes. During times of uncertainty, there is a trait within leaders that makes you believe that the impossible is possible, that the unjust can become lawfully intolerable, that dreams can become reality. Or it may serve to simply remind us that “Yes, We Can.”

And as you know, the world has witnessed many of these great leaders in several different forms and at several different periods within modern-day history. Many leaders that have proven to be revolutionaries are still today held in high regard and continue to inspire many others to help make dramatic changes in society. Visionaries like Gandhi who inspired non-violence as the best way to fight injustices and Martin Luther King who masterfully used these techniques during the Civil Rights Movement. Oprah Winfrey who decided that not only was a black women going to be a media star, but the biggest media super-mogul ever seen. Leaders such as Bob Marley and Jimi Hendrix who decided to dance to a different tune, and the world decided to dance along without the prejudice of color. George Washington Carver who decided that he wanted more from his peanuts...so he decided to make peanut butter.

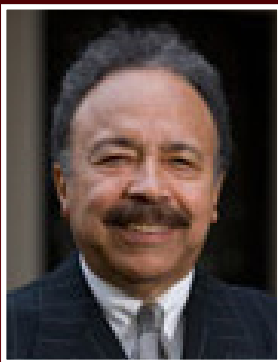
Today is no different than before. And while it may be a difficult task to outpace some of these contributions, there are still individuals making conscious decisions to

try. Efforts that in some form or fashion are making heads turn and people follow. This is the time for us to take notice and then take notes of the type of leaders that are currently entrenched within our Historically Black Colleges and Universities.

Now here is something that you may not know and a few people that you should become familiar with.

What if I told you that you could go to a school where the president is also known as the “Hip-Hop President” and has proudly introduced a successful campus series called “Bless The Mic” that has been duplicated across other campuses? His name has been listed amongst President and Mrs. Obama, Jay-Z, Michael Jordan and Tom Joyner (to name a few) as a person who is making an impact and is a top influencer within the African American community.

As one of the nation’s youngest school presidents, Dr. Walter Kimbrough, who gave Philander Smith College prominent news headlines throughout the country and a new image to boot, is now positioned to do the same at Dillard University in New Orleans, La. Upon becoming the 12th president of Philander Smith in 2007, Dr. Kimbrough introduced a new lecture series aimed at reaching out to the community called “Bless The Mic,” which has since seen such diverse notable speakers as Common, Gabrielle Union, Roland Martin, James Carville and Dr. Cornel West. Giving typical presidents’ lectures a contem-



Dr. Harvey, President
Hampton University



President Michael Sorrel



Dr. Julianne Malveaux



Dr. Walter Kimbrough

porary spin has reaped dividends as students no longer fall asleep while taking notes, but rather listen intently as subjects of interest are spoken of by people that they regularly see in the news or media. Getting an opportunity to see these stars in person regularly throughout the school year has become almost as commonplace as seeing Dr. Kimbrough utilize social media platforms to talk to students, alumni, faculty and the public alike. That's right, as you would expect the Hip Hop President has a strong Twitter fan base ([@HipHopPrez](#)) and was cited by [bachelorsdegree.com](#) in 2010 as a top 25 school president you should follow. However, his deeds aren't only evident on the mic. During his tenure at Philander Smith, Dr. Kimbrough increased retention rates from 50 percent to almost 80 percent, making it second in the state of Arkansas behind only the University of Arkansas. Dr. Kimbrough was once quoted as saying that his efforts are aimed at making "education relevant for young people." These efforts are clearly an indication that this leader is on the right track. Beginning his post on July 1, 2012, Dr. Kimbrough will take his leadership to Dillard University and become their seventh president. In a press release issued by the school, board chair Joyce M. Roche stated that "The depth of Dr. Kimbrough's dedication to students is inspiring. He is successful because he puts students' success above all else." ([www.dillard.edu](#)). This is undoubtedly a quality of a leader.

This six letter word is intolerable. _ _ _ _ _ R. It evokes extreme emotion. _ _ _ _ E R. It has penetrated the core of millions of individuals and families. _ _ _ C E R. It has changed the landscape of society and been the subject of very in-depth conversations. _ _ N C E R. And if you are at "home" then you better watch how you use it and what you say about it. _ A N C E R. This "home" is Hampton University's "Home By The Sea" in Hampton, Va., and President Dr. William Harvey has sought to reverse the intolerable, remove the emotion, comfort individuals and families and address these conversations about CANCER in a very ambitious way.

Beginning as a vision in 2005 after having a conversation with an alumnus about new groundbreaking methods of treating cancer, Dr. William Harvey decided that he would help lead an effort that could have an extremely powerful impact on those in the community and beyond. On October 21, 2010, the Hampton University Proton Therapy Institute (HUPTI) at Hampton University officially made its grand opening. Standing at 98,000 square feet, HUPTI is the 8th such advanced treatment center and the largest free-standing proton therapy center in the world.

Just what are we talking about here? Proton therapy is regarded as the most precise form of cancer treatment available as it targets and kills tumors with millimeter

accuracy, while sparing surrounding healthy tissue, leaving the patient with minimal to no side effects, unlike conventional radiation therapy, which is especially important for growing pediatric patients. One of HUPTI's first patients Jacob was a child stricken with a rare form of cancer that paralyzed him from the waist down overnight. His family traveled over 1,500 miles to Hampton University where he received the proton therapy treatment that not only saved his life, but gave him back a healthy and active childhood. During the official grand opening, Jacob was present and running around as any normal child would do. The HUPTI facility has the capability of treating over 2,000 patients like Jacob every year. ([www.hamptonproton.org/](#)).

This is most certainly not the first time Dr. Harvey has made headlines with pioneering efforts established at Hampton University. Shortly after President Obama was elected the country's 44th president and first African-American president of the United States, he accepted an invitation from Dr. Harvey to give the 140th commencement speech to the graduating class of Hampton University for 2010. Sometimes shaking hands with the president of the United States can be considered enough, but for Dr. Harvey there seems to be a consistent stream of visionary thought that is inherently rooted within his leadership.

Dallas, Texas is home to the NFL's world-famous Dallas Cowboys, and football in this state is almost like a religion. Standing on the sidelines of one football field, which is only a stone's throw from downtown Dallas, brings about thoughts of hard hits on top of landscapes that have been painstakingly manicured each day of the week. Indeed this field has a goal post, but it also has corn growing on it too! President Michael Sorrell is a Cowboys fan, but at Paul Quinn College in Dallas, Texas, there is no football being played on his field. Two acres of farm is all the gridiron action you are going to get as the cabbage fights for room against the broccoli and tomatoes. Paul Quinn is providing a true "go-green" effort in providing the community with its only local source of quality food in partnership with corporate partner PepsiCo, which is also based in Dallas.

Called the Food for Good Farm, this is only one of several drastic changes that Mr. Sorrell has implemented after taking the leadership position at Paul Quinn in 2007. With a master's and a law degree, Mr. Sorrell enjoyed professional success as a lawyer and also worked for President Bill Clinton's administration in the White House as special assistant in the executive office. It's fair to mention that when he took the job at Paul Quinn, where he is known affectionately as Prez, he took a significant pay cut, according to the *New York Post*. At the time, Paul Quinn was caught in a downhill spiral

Dr. Julianne Malveaux was described by Dr. Cornel West as the “most iconoclastic public intellectual in the country.” As the 15th president of Bennett College for Women, she was known and respected for her progressive insightfulness of current and historical economic and socioeconomic trends.


only to be pulled out by Mr. Sorrell with drastic changes such as the Food for Good Farm, overhauling staff and faculty, injecting new funding measures, re-establishing the school’s accreditation and the beginning phases of new on-campus construction.

As exhausting as this may all sound, Mr. Sorrell has Paul Quinn headed in a new direction and as a true leader with people taking notice. Written about in the *New York Post*, Mr. Sorrell and Paul Quinn have received numerous accolades including the HBCU of the Year award from *HBCU Digest* and the leadership award from T.R.A.C.S. Mr. Sorrell is known to not only care about his students, but to also develop personalized approaches for supporting his students individually. Such is the case for a young student who the *New York Post* reported as having a homework assignment of reciting a poem to him every week. Her latest: “To an Athlete Dying Young,” by A.E. Housman. She got through it but expressed doubts about doing another the following week. Prez insisted. “Thank You,” she said. “I don’t know why you’re doing this, but I know I will someday.” Take notice of Mr. Sorrell and like this student, you will also know why someday.

Over the past few years the United States has gone from bordering on another Great Depression to just a moderate recession to another recession. Many jobs and houses have been lost. The automotive industry almost went belly-up. Banks had to be loaned money to stay open. You heard that correctly. *Banks* had to borrow money to stay open. People adopted the mantra of “by any means necessary” in order to survive in an extremely tough financial crisis. So what do we do about it?

“Not only must the federal government be involved in job creation, but the private sector must be offered incentives to be a part of this solution. We have a rich tradition of federal involvement in job creation, ranging from the Depression-era Works Progress Administration (WPA) to the JTPA (Job Training Partnership Act) of the 1980’s. There are unmet needs in public infrastructure, in health care, and in social services. Creating 5 million jobs at \$50,000, with benefits and administrative costs would run us \$500 million, and would reduce the unemployment rate by about 5 percent, and would increase tax revenue significantly. ...It would be my recommendation that employment funds flow to cities, not state, as urban issues are far more acute than state-wide issues, and because cities are more likely to be blacker, browner, older, younger, and both richer and poorer than the rest of America. The economic bifurcation we see in cities is likely to be one of the reasons we see such strong Occupy movements in urban areas.”

How does that sound to you? Sounds like a solution the president himself would give to the nation and then take measures to pass it along in Congress. The only correction here is that this was not the president of the United States, but rather the then-president of Bennett College during a speech she gave to the Congressional Progressive Caucus in 2011. Dr. Julianne Malveaux was described by Dr. Cornel West as the “most iconoclastic public intellectual in the country.” As the 15th president of Bennett College for Women, she was known and respected for her progressive insightfulness of current and historical economic and socioeconomic trends. Dr. Malveaux appeared on CNN, BET, PBS, NBC, ABC, Fox News, MSNBC, CNBC and C-Span, just to name a few. While at Bennett, she injected global understanding, leadership, and entrepreneurship into the school’s curriculum, developing her students into global citizens and twenty-first century contributors. Taking notes, it would be no surprise to see additional speeches from Dr. Malveaux from a more esteemed position of power at the White House in the not too distant future.

While this article lists only a handful of leaders that currently exist within the HBCU landscape, it is important to note that there are many more with equal stories of interest. Just as these schools themselves serve as a foundation for developing leadership, it is important to understand that these beacons of light (HBCUs) continue to attract some of the brightest and most influential leaders of today. Take notice of those who are more accessible through higher education at these colleges and universities. Every leader mentioned here has a core vision of inspiring others to make dramatic changes personally and within society. Your inspiration or contribution may be just one semester away. 

WHITE HOUSE EXECUTIVE ORDER 13532

FEBRUARY 26, 2010

*Promoting Excellence, Innovation, and Sustainability
at Historically Black Colleges and Universities*



By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of the Nation's full human potential and to advance equal opportunity in higher education, strengthen the capacity of historically black colleges and universities to provide the highest quality education, increase opportunities for these institutions to participate in and benefit from Federal programs, and ensure that our Nation has the highest proportion of college graduates in the world by the year 2020, it is hereby ordered as follows:

Sec. 1. Policy.

Historically black colleges and universities (HBCUs) have made historic and ongoing contributions to the general welfare and prosperity of our country. Established by visionary leaders, America's HBCUs, for over 150 years, have produced many of the Nation's leaders in business, government, academia, and the military and have provided generations of

American men and women with hope and educational opportunity. The Nation's 105 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands and serve more than 300,000 undergraduate and graduate students. These institutions continue to be important engines of economic growth and community service, and they are proven ladders of intergenerational advancement for men and women of all ethnic, racial, and economic backgrounds, especially African Americans. These institutions also produce a high number of baccalaureate recipients who go on to assume leadership and service roles in their communities and who successfully complete graduate and professional degree programs.

Sec. 2. White House Initiative on HBCUs.

(a) Establishment. There is established the White House Initiative on Historically Black Colleges and Universities (Initiative), to be housed in the Department of Education (Department).

- (b) Mission and Functions. The Initiative shall work with executive departments, agencies, and offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest-quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the Nation's needs through five core tasks:
- (i) strengthening the capacity of HBCUs to participate in Federal programs;
 - (ii) fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all HBCUs;
 - (iii) improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice;
 - (iv) sharing administrative and programmatic practices within the HBCU community for the benefit of all; and
 - (v) exploring new ways of improving the relationship between the Federal Government and HBCUs.
- (c) Administration. There shall be an Executive Director of the Initiative. The Department shall provide the staff, resources, and assistance for the Initiative, and shall assist the Initiative in fulfilling its mission and responsibilities under this order.
- (d) Federal Agency Plans.
- (1) Each executive department and agency designated by the Secretary of Education (Secretary) shall prepare an annual plan (agency plan) of its efforts to strengthen the capacity of HBCUs through increased participation in appropriate Federal programs and initiatives. Where appropriate, each agency plan shall address, among other things, the agency's proposed efforts to:
- (i) establish how the department or agency intends to increase the capacity of HBCUs to compete effectively for grants, contracts, or cooperative agreements and to encourage HBCUs to participate in Federal programs;
 - (ii) identify Federal programs and initiatives in which HBCUs may be either underserved or underused as national resources, and improve HBCUs' participation therein; and
 - (iii) encourage public-sector, private-sector, and community involvement in improving the overall capacity of HBCUs.
- (2) Each department and agency, in its agency plan, shall provide appropriate measurable objectives and, after the first year, shall annually assess that department's or agency's performance on the goals set in the previous year's agency plan.
- (3) The Secretary shall establish a date by which agency plans shall be submitted to the Secretary. The Secretary and the Executive Director shall review the agency plans in consultation with the President's Board of Advisors on HBCUs, established in section 3 of this order, and shall submit to the President an annual plan to strengthen the overall capacity of HBCUs.
- (4) To help fulfill the objectives of these plans, the head of each department and agency identified by the Secretary shall provide, as appropriate, technical assistance and information to the Executive Director for purposes of communicating with HBCUs concerning program activities of the department or agency and the preparation of applications or proposals for grants, contracts, or cooperative agreements.
- (5) To help fulfill the goals of this order, each executive department and agency identified by the Secretary shall appoint a senior official to report directly to the department or agency head with respect to that department's or agency's activities under this order, and to serve as liaison to the President's Board of Advisors on HBCUs and to the Initiative.
- (e) (Interagency Working Group. There is established the Interagency Working Group, which shall be convened by the Executive Director and that shall consist of representatives from agencies designated by the Secretary, to help advance and coordinate the work of Federal agencies pursuant to this order, where appropriate.

Sec. 3. President's Board of Advisors on HBCUs.


- (a) Establishment. There is established in the Department the President's Board of Advisors on Historically Black Colleges and Universities (the Board). The Board shall consist of not more than 25 members appointed by the President. The President shall designate one member of the Board to serve as Chair, who shall coordinate with the Executive Director to convene meetings and help direct the work of the Board. The Board shall include representatives of a variety of sectors, including philanthropy, education, business, finance, entrepreneurship, innovation, and private foundations, as well as sitting HBCU presidents.
- (b) Mission and Functions. Through the Initiative, the Board shall advise the President and the Secretary on all matters pertaining to strengthening the educational capacity of HBCUs. In particular, the Board shall advise the President and the Secretary in the following areas:
- (i) improving the identity, visibility, and distinctive capabilities and overall competitiveness of HBCUs;
 - (ii) engaging the philanthropic, business, government, military, homeland-security, and education communities in a national dialogue regarding new HBCU programs and initiatives;
 - (iii) improving the ability of HBCUs to remain fiscally secure institutions that can assist the Nation in reaching its goal of having the highest proportion of college graduates by 2020;
 - (iv) elevating the public awareness of HBCUs; and
 - (v) encouraging public-private investments in HBCUs.
- (c) Administration. The Executive Director of the Initiative shall also serve as the Executive Director of the Board. The Department shall provide funding and administrative support for the Board to the extent permitted by law and within existing appropriations. Members of the Board shall serve without compensation, but shall be reimbursed for travel expenses, including per diem in lieu of subsistence, as authorized by law. Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.), may apply to the Board, any functions of the President under

that Act, except for those of reporting to the Congress, shall be performed by the Secretary, in accordance with guidelines issued by the Administrator of General Services.

- (d) Report. As part of the annual report of the Initiative, the Board shall report to the President and the Secretary on their progress in carrying out its duties under this section.

Sec. 4. General Provisions.

- (a) For the purposes of this order, "historically black colleges and universities" shall mean those institutions listed in 34 C.F.R. 602.8.
- (b) This order shall apply to executive departments and agencies designated by the Secretary. Those departments and agencies shall provide timely reports and such information as is required to effectively carry out the objectives of this order.
- (c) The heads of executive departments and agencies shall assist and provide information through the White House Initiative to the Board, consistent with applicable law, as may be necessary to carry out the functions of the Board. Each executive department and agency shall bear its own expenses of participating in the Initiative.
- (d) Nothing in this order shall be construed to impair or otherwise affect:
- (i) the authority granted by law to an executive department, agency, or the head thereof; or
 - (ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.
- (e) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.
- (f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person
- (g) Executive Order 13256 of February 12, 2002, is hereby revoked.

BARACK OBAMA
THE WHITE HOUSE,
February 26, 2010 

HBCUS ARE NOT SEGREGATED INSTITUTIONS

By Dr. Marybeth Gasman

What is it about Historically Black Colleges and Universities (HBCUs) that gets under some people's skin? All too often, I receive calls, e-mail messages, or comments on blog posts from those who think that HBCUs are "vestiges of segregation," promote racism, segregate black students, and should not exist. These same individuals fail to understand that the United States has Historically White Institutions (HWIs) as well—many that are still very, very white in terms of student, faculty, and administrative makeup.

Both HBCUs and HWIs were created during a time of immense segregation. HWIs were created to educate whites and kept African Americans out for a long time—save a few exceptions. Some HBCUs were created by African Americans with a thirst for learning, often with the help of missionaries and philanthropists (for various reasons). Others were created by Southern states in an effort to keep blacks out of HWIs. These institutions were separate and were never funded at equal levels compared to their white counterparts. In all but a few cases, they are still not funded equally.

Regardless of their founding and their lack of funding, HBCUs have a long history of shaping and educating African Americans. Although some of them struggle today—just as some HWIs do—they continue to make substantial contributions to the lives, education, and careers of African-American students and others. They are a choice for students, not a mandate as in the past.



One reason why some people cannot understand the role and purpose of HBCUs is that they assume that "black" institutions are inferior. This assumption is tied to a deep racism that permeates our nation; that is, black = inferior. Others assume that HBCUs segregate when, in fact, they are often more diverse in makeup—students, faculty, and staff—than HWIs. Still others think that you must believe in segregation if you support HBCUs as an educational choice.




Dr. Marybeth Gasman

I can assure you that one can support HBCUs and also support integration of HWIs—and HBCUs, for that matter. Think about it this way: Can one support women's colleges and co-ed institutions? I'd say yes. Students benefit from having different educational choices. As Earl Richardson, the former president of [Morgan State University](#) has said over and over, the term "Historically Black College and University" denotes history. It does not mean that HBCUs are segregated institutions in the current day.

I have read the research—and conducted quite a bit of it—and I know that for some students HBCUs offer the best educational experience. For years, sociologists and higher-education researchers have shown, using empirical data, that HBCUs build self-esteem, and challenge and support their students in meaningful ways that lead to future success. If not for HBCUs, I often wonder what the landscape of graduate and professional education would look like. I know for sure that we would boast far fewer African-American scholars and leaders.

Before criticizing HBCUs, people should take the time to read the history of these institutions and American racism. The role of HBCUs and the reasons for their existence become much clearer with a better understanding of these institutions' historic and current contributions to society.

*A professor of higher education at the [University of Pennsylvania](#), Dr. Marybeth Gasman is the author of *Envisioning Black Colleges: A History of the United Negro College Fund* (Johns Hopkins University Press, 2007) and lead editor of *Understanding Minority Serving Institutions* (SUNY Press, 2008). *

FIRST LADY MICHELLE OBAMA NC A&T COMMENCEMENT SPEECH

Good morning, everyone.

You all, rest yourselves. First of all, let me thank Chancellor Martin for that very kind introduction. I also want to thank Davonta and everyone from the Board of Governors, the Board of Trustees, the faculty, and all of the staff here who have worked so hard on this event and on making you the men and women that you are.

I also have to thank the University Choir. You all are amazing. As the Chancellor said, you all are becoming regulars at the White House, and that's a good thing, singing at our Black History Month events for the last two years. It's just amazing to hear those voices pouring through the White House. It's very powerful, and it is obviously such a pleasure to hear your beautiful music here today.

And of course, I want to join in on thanking all the folks who have made this day possible, the people who have been with you all every step of the way—yes, your families, including all those watching on campus or at home.

These folks have given you that shoulder to lean on, and that hug when you've done well, and maybe that kick in the butt when you need to do a little bit better, right? And none of you would be where you are today without their love and support. So, again, let's give them all another round of applause, because today is their day too.

And most of all, I want to thank this fine-looking group right in front of me—the graduates of North Carolina Agricultural and Technical State University, Class of 2012! Congratulations! You all have worked so hard and I know you have grown so much, and you've come to truly represent a little something called Aggie Pride!

All right! I like that.

Let me tell you, it is an honor to be here at North Carolina A&T, a true honor. You all have such a proud tradition here in Greensboro. For years, you have produced more African American engineers—and more African American female engineers—than just about anywhere else in America.

You have produced some of our nation's finest leaders in business, government, and our military. The

first African American Justice on the North Carolina Supreme Court was an Aggie. So was the second African American astronaut. And so were those four young men who sat down at a lunch counter 52 years ago and will stand forever in bronze in front of the Dudley building.

Now, I know that all of you know the story of the Greensboro Four and how they changed the course of our history. But since we have the nation watching, let's talk a little bit.

It's easy to forget that before they were known as heroes, they were young people just like all of you—even younger. They were freshmen here at A&T. Three of them grew up right here in North Carolina; they all lived on the same floor in Scott Hall. They weren't trail-blazers or legends back then. So we have to ask ourselves, how did these young men get from where they were to the history books? And believe it or not, the spark might have come on a bus ride.

One of the four, Joseph McNeil, had spent Christmas in New York, and he took a bus from there back to school here in Greensboro. When the bus stopped in Philadelphia, he could eat wherever he chose. But when he got off the station in Greensboro, the food counter here wouldn't serve him.

Now, this wasn't exactly new. Joseph had lived with these boundaries for years. But this time, it really hit him. And although he was the exact same person in Greensboro that he'd been just a few hours earlier in Philly, he was made to feel like a fraction of the man he had become.

Here in the state where he was born and raised, in the city where he was working so hard to get an education and grow into a responsible, self-respecting man, he was treated like he didn't even matter; like he wasn't even welcome in the place he called home. Imagine the humiliation he must have felt. Imagine his pain and his outrage.

So when Joseph got back to his dorm room that night, his mind was probably already racing. He started talking to his roommates; they pulled in two friends from down the hall, and together over the next couple of weeks they decided to do more than just talk. They decided to act. And on a Monday afternoon, the four of them met up after class and headed downtown.



The following commencement speech was delivered by First Lady Michelle Obama to the graduating class of [North Carolina A&T University](#) on May 12, 2012.

And I'm sure their hearts were racing. I'm sure they'd barely slept the night before. Remember, everything was on the line for these young men. They were considered the lucky ones. They were some of the very few African American young people at the time who had the chance to attend college. They were on the path to achieve something that most black folks could only dream of. And here they were, risking all of that for what they believed in.

This was something that a lot of people—black folks back then—didn't do because the stakes were so high. Because remember, this was 1960, and if you used the wrong water fountain, or sat on the wrong seat on the bus, or stepped your foot in the wrong part of the theater you might get heckled or spat on or beaten—or even worse.

So as they were walking downtown, one of the four was actually wondering to himself whether he'd wind

up coming back to campus in a pine box. But when they got downtown and saw that Woolworth's sign, there was no turning back. They sat down on those four stools at the lunch counter and ordered coffee. They were refused, but they didn't get up.

And that first day, they were there for just an hour or so. Then they went back to campus and told other students what they'd done—and some didn't even believe them. But the next day, about 20 more students showed up. And within a week, it was more than a thousand.

In the coming weeks and months, the demonstrations spread from Greensboro to places like Richmond, and Nashville, and Jackson and more than 50 other cities all across the country. And by end of July, Woolworth's—one of the biggest chain stores in the world—was forced to end their policy of discrimination. And the Civil Rights movement was growing stronger every day.

And all of this started because of a bus ride and some dorm room conversations. It all started because a small group of young people had their eyes open to the injustices around them. It all started because they decided, as one of the four told the newspaper on the first day of the protests, that it was “time for someone to wake up and change the situation.” And that, more than anything else, is the story of our nation’s progress right from the very beginning.

It’s the story of the farmers and cobblers and blacksmiths who took on an empire; the abolitionists who ran that Underground Railroad; the women who mobilized; the workers who organized; the individuals of every background, color, creed and orientation who worked in ways large and small to give us the country that we have today. Every single one of them decided that at some point, it was time to wake up and change the situation.

And that is what I want to talk with all of you about today—how all of the work and the sweat and the passion that so many people poured into this country must be met with work and sweat and passion of our own. And as graduates of this proud university, as young people like those who always stoked the fires of progress, our country is counting on all of you to step forward and help us with the work that remains. We need you.

Now, I’ll be the first to admit that it can be easy to lose sight of that responsibility—especially when you first graduate from college. You’re struggling to pay off your student loans, and you’re putting in extra hours to make a name for yourself at work. You’re trying to figure out who you want to spend the rest of your life with. Oh yeah, and I remember that like it was yesterday.

Like all of you, I worked hard all through school. I earned my BA, my JD—and I had the student loans to show for it. So I did what I thought I should do—I got a great job at one of the biggest law firms in Chicago, and before long, I was checking all the boxes you were supposed to check. Fat paycheck—got it. Nice car—got it. Big, fancy office—got it.

But then, when I was 26 years old, one of my best friends from college died of cancer. Like that, she was gone. Less than a year after that, my father died after battling multiple sclerosis for years. Just like that, I’d lost two of the people I loved most in the world.

So there I was, not much older than all of you, and I felt like my whole world was caving in. And I began to do a little bit of soul searching. I began to ask myself some

All of the work and the sweat and the passion that so many people poured into this country must be met with work and sweat and passion of our own. . . our country is counting on all of you to step forward and help us with the work that remains. We need you.

hard questions. Questions like: If I die tomorrow, what did I really do with my life? What kind of a mark would I leave? How would I be remembered? And none of my answers satisfied me.

I had everything I was told I should want, but it still wasn’t enough. And I realized that no matter how long I stayed on that job, no matter how many years I pursued someone else’s definition of success, I was never going to have a life that felt like my own.

And so, to the surprise of my family and friends, I quit that high-paying job and I took a job in the mayor’s office. That hurt. Then, as the Chancellor said, I became the executive director of Public Allies, a nonprofit organization that trained young people to pursue careers in public service.

Oh, I was earning a fraction of my law firm salary, and I added years to my student loan repayment process. But let me tell you, I woke up every morning feeling engaged and inspired in ways that I had never felt before. I spent every day feeling like I was doing something that truly made a difference in people’s lives. And twenty years later, looking back on my journey, I see that all of that started with those questions I asked myself in that law office.

So today, as you all are looking ahead toward your own journeys, I would like to pose three of those questions to all of you.

The first question I asked myself was, “Who do I want to be?” Not what do I want to be, but who.

Those daily to-do lists that will creep up on you, those deadlines at work, the pressure to keep climbing and achieving and acquiring—trust me, all of that adds up. It forms a powerful current. And if you're not focused on who you want to be and how you want to live your life, trust me, it will sweep you away.

And it's so easy to think about your future as a series of lines on a resume. In many ways, that's how our society is wired. And as an adult, when you meet somebody new, they often ask you—the first question—they say, what do you do? And you quickly give the simplest answer—I'm a nurse, I'm an engineer, I'm a teacher, I'm a lawyer, whatever it is -- and there is absolutely nothing wrong with that. A meaningful, fulfilling career that—can be the cornerstone of a happy life.

But I also want to stress that your job title and responsibilities, those things are merely what you do, and they will always be. They are not who you are.

So as you all are thinking about your careers, I want you to think about what's important to you. How does your job fit into a full life—a complete life? How are you going to give back?

Are you going to be an engineer, or are you going to be an engineer who volunteers in a science class at a local school twice a week? Are you going to go into business, or are you going to be the CEO who sponsors community theater productions, and those 5K runs, and the local little league team?

Who are you going to be?

Are you going to be the nurse who serves in the National Guard every other weekend, and writes the weekly bulletin for church? Are you going to be the award-winning journalist who raises a beautiful family,

who serves on the PTA, who drives the carpool, who was in every single way—voted in every election, every year, every single year?

It is critical that you start thinking about these things now, and keep coming back to them. Because I'm going to warn you—those daily to-do lists that will creep up on you, those deadlines at work, the pressure to keep climbing and achieving and acquiring—trust me, all of that adds up. It forms a powerful current. And if you're not focused on who you want to be and how you want to live your life, trust me, it will sweep you away.

So you have got to keep your bearings. You've got to figure out what matters to you and stay true to those values. You've got to keep your eyes open as you make your way in the world.

And that leads me to my second question. I want you to ask yourselves, "What's going on in the world around me?"

It's true that the world is different today than it was for the Greensboro Four and others who came before them. You won't see any "whites only" water fountains. You won't see women turned away at the polls. You may not hear the words of hatred and discrimination every day. And all of that, those are signs of how much progress that we've made. But we all know that there are still plenty of serious injustices crying out for our attention. We know this.

Yes, we outlawed segregation in our public schools nearly sixty years ago, but we all know that every child is not getting the same quality of education today. That we know.

Yes, women gained the right to vote nearly a century ago, and women now make up nearly half of our work force—yet they still earn only 77 cents for every dollar a man earns, and for African American women, it's just 64 cents.

Yes, we passed a federal hate crimes law, but we all know that prejudice of all kinds exists—all kinds—for all kinds of people. Too often that still remains.

So take a look around, and I guarantee you that you will see that there is plenty of work left to be done.

Maybe it's the school on the other side of town with crumbling classrooms and a couple of old computers, and teachers who are as outnumbered as they are overworked. Or maybe it's the cash-strapped homeless shelter that keeps dozens of people warm every night, but

their grant money ran out. Maybe it's the city hall in dire need of fresh ideas. Maybe it's a river lined with trash.

Everywhere we look, there are wrongs just waiting to be made right. But again, I warn you—those wrongs won't go away. And they will entrench themselves deeper and deeper unless we act.

And that leads me to the third and final question. We need you to ask yourselves: "How can I help?" It's a simple question. "How can I help?" And the answers are often obvious.

That failing school? Volunteer there before work. Donate your old laptop. Organize a group to paint a mural on the playground. The homeless shelter in danger of shutting its doors? Start a fundraising drive. That filthy river bed? Put on some gloves and pick up a bucket. Those nationwide inequalities? That stagnant city hall? Immerse yourselves in information. Become familiar with your elected representatives. Vote—not just once in a while, but every year, in every election. And even better, run for a seat at the table yourself.

The fact is, we simply cannot move forward unless all of us are engaged. And being engaged means not simply recognizing what's wrong, not simply complaining about and talking about our problems, but acting. It means waking up and changing the situation. And that's a lesson that so many of you have already begun to learn during your time here at A&T.

This year alone, students at this university have volunteered nearly 35,000 hours of service. You've mentored your peers and helped young people, students, transition to college. You've marched and walked for causes you believe in. You've cleaned up streets. You've served at the YMCA, Habitat for Humanity and so many other organizations. And some of you have committed yourselves to serving our country—including 11 of you who will be commissioned as officers in the Army and the Air Force later this afternoon.

And with that kind of action and that kind of commitment, all of you have begun to carry on that proud legacy of the Greensboro Four. And today, I'm reminded of a quote from one of those young men.

Years after he'd made history at that lunch counter, Franklin McCain said these words. He said: "This is my country. I fought for the chance to make it right. No one's going to deny me the opportunity. I am going to be a full participant in every aspect of this community, as well as my kids."

That's what they were fighting for. That's why they sat down on those stools—so that they could be full participants in their communities, and that so could you. They were fighting so that all of you—and me—could have opportunities they couldn't even imagine. And look around. Just look around. That's exactly what we've got.

We're not weighed down by the kind of baggage that folks had back then. We do live in a country that's more supportive, more open, more inclusive than ever before. We've got rights and freedoms and possibilities that they would have given anything to have for themselves. But with all of those advantages comes a set of responsibilities.

We've got a responsibility to protect the ground that's already been won, because it can just as easily be lost. It can be gone. We've got a responsibility to live up to the legacy of those who came before us by doing all that we can to help those who come after us. That's how we've always made progress—each generation doing its part to lift up the next.

Each generation does its part to perfect our union. Each generation looks at the world around them and decides that it's time to wake up and change the situation. And we've always looked to our young people to lead the way. We always have.

So graduates, now it's your turn. It's time for you to take that baton. Take it. It's time for you to carry the banner forward. It's time for you to wake the rest of us up and show us everything you've got.

That's what Aggies like you have always done. And that is your history, and that is your legacy. That is who you are. Never forget that.

And let me tell you something—that is why me and my husband and the folks all across this country, man, we are so proud of you all. We are so proud. And because of you, we are so hopeful about our future. Yes we are. Know that.

So graduates, I love you all.

I cannot wait to see that all you will achieve and all that you will contribute in the years ahead. You have everything before you.

God bless you all, and good luck. 