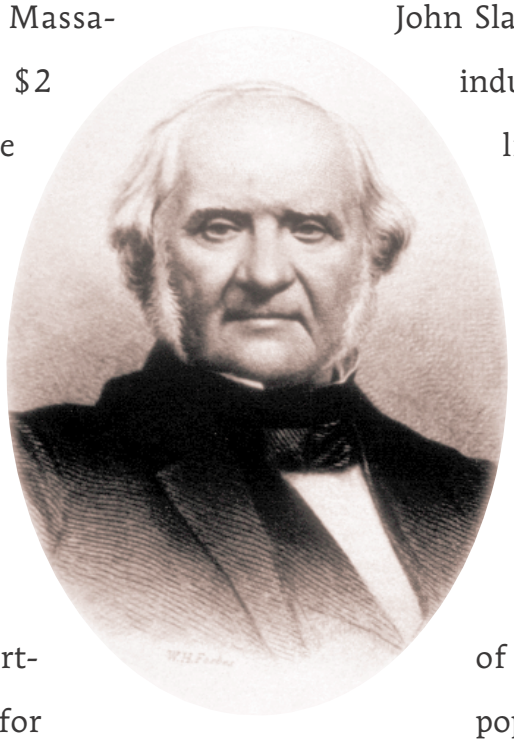
In 1867, George Peabody, a merchant and financier from Massachusetts, set aside $2 million to establish the Peabody Education Fund, the first educational philanthropy in the United States. Its aim was to "benefit the destitute areas of the South," a region torn by the Civil War, by supporting educational efforts for "children of the common people." Through this gift and another made later, Peabody hoped that educational opportunity could be extended to the people in the South who needed it the most. Among Peabody Fund Trustees was Ulysses S. Grant, who joined the Board in 1868.



Philanthropist **George Peabody.**

Inspired by Peabody's example and the work of the Peabody Fund, in 1882, John Slater, a Connecticut textile industrialist, donated $1 million to create the Slater Fund, for "the uplifting of the lately emancipated population of the Southern States...." Rutherford Hayes, former President of the United States, was the Chair of the Slater Fund Board of Trustees, comprised largely of northern philanthropists. Atticus Haygood administered the Slater Fund from 1882 to 1891. His successor was J.L.M. Curry, who was also an advisor to the Southern Education Board. He administered the program for the Slater and Peabody Funds.

one GENERATION'S

gift

***to* the NEXT**

Of John Slater's gift, his eulogist remarked: "It is a noble thing to break a slave's fetter, but it is equally noble to help the slave to manhood, and give his race a future."

Philanthropist **John Slater.**

In 1905, Anna T. Jeanes, the Quaker daughter of a wealthy Philadelphia merchant, donated $200,000 to the General Education Board to help improve Black rural schools in the South. She later supplemented her gift with $1 million, creating the Anna T. Jeanes Fund for the Assistance of Rural Schools in the South, commonly known as the "Jeanes Fund."

Guided by James Dillard, the Jeanes Fund supported teachers to do industrial and extension work and county agents to improve rural homes and schools and promote public support for Black education.

An offshoot of the Jeanes Fund, the Virginia Randolph Fund was established in 1936 in memory of the first Jeanes teacher, Virginia Randolph. Randolph had traveled all over the South providing oversight and training to Black teachers and more generally helping poor communities meet a variety of pressing needs.

Though created at different times, these four funds shared a common goal: to broaden and improve the quality of education in the American South. The funds were combined in 1937 to become the Southern Education Foundation (SEF). SEF is today a public charity based in Atlanta, Georgia.

All of SEF's donors were White and from the North, but their empathy was neither color-coded nor geographically constrained. Peabody was concerned with education for the poor of all races. The other donors were, in the language of the times, primarily concerned with the "Negro Problem" and the need to address it. W.E.B. DuBois once noted that many Whites saw Blacks as a "problem people" rather than "people with problems," many not of their own making. While the philanthropic impulses of each donor may have been animated more by a sense of noblesse oblige than affirmation of the fundamental equality of all human beings irrespective of "race," their gifts created an important legacy.

Felton and Easterling, Administrators of a South Carolina training school, 1928.

It is now 2000, the onset of a new millennium. From this vantage point, when the economy of the United States has created unprecedented wealth for many Americans and multiplied the assets of many philanthropies, the gifts made by SEF's founding donors may seem small. But for over 133 years those gifts have yielded big, positive consequences.

In the pages that follow, we highlight facets of this long and illustrious history by taking a snapshot of Black education in the American South at the turn of two centuries—100 years ago and today—and SEF's work to promote equity and excellence in education. We do not visit this history for its own sake. Rather, it is our way of commemorating progress made and considering the challenges that lie ahead.

SEF believes that the health of the South as a region, indeed, the nation, depends upon ensuring that everyone—irrespective of station in life—has a fair chance to develop his or her talents and contribute to the common good. Broadening access to educational opportunity is essential, if the South is to achieve economic development goals, heal racial divisions, reduce inequality, and create shared and workable communities built on trust, cooperation and civility.

The First Jeanes Teacher, **Virginia Randolph.**

equity in EDUCATION

There is a major difference between equity and equality. In the educational arena, Blacks and Whites are not on a level playing field. Let me illustrate what I mean. In basic mathematics, if you add equal amounts to both sides of an unequal equation, it will remain unequal. Put differently, the only way to achieve what is appropriate if two glasses are unequally filled with water is not to pour equal amounts into each glass, but to pour equitable amounts into each glass. That might mean pouring 50 percent into one glass and 25 percent into the other, but you do what you have to until you have achieved equity. This is the critical public policy issue we confront today—how to achieve equity in educational opportunity.

Norman Francis
Chair, SEF Board of Trustees

One hundred years ago

In 1890, the recently emancipated Black population living in the American South was dirt poor. The 250 years of enslavement had ended, but in a real sense Blacks were not yet "free" or "equal" in comparison to Whites.

SEF *and* education *at the Turn of* TWO CENTURIES

The ideology of White supremacy and Black inferiority was dominant. Embittered by the outcome of the Civil War, the abolition of slavery, and Northern efforts to help Blacks during the Reconstruction era, Southern Whites sought to maintain their monopoly on social, political and economic power.

Gains made by Blacks in securing employment or voting rights during Reconstruction had proven to be transitory. Blacks faced spiraling violence and intimidation. Historian Lerone Bennett in *Before the Mayflower* reports that between 1890 and 1900, over 1,200 Blacks were lynched, many for such "crimes" as "testifying against whites in court, seeking another job, using offensive language, failing to say 'mister' to whites, disputing the price of blackberries, attempting to vote and accepting the job of postmaster."

W.E.B. DuBois, a scholar/activist who helped found the National Associa-

Activist Scholar **W. E. B. DuBois.**

tion for the Advancement of Colored People in 1909, describes the phases of Black education in the South during these times in *The Souls of Black Folk:*

From the close of the war until 1876, was the period of uncertain groping and temporary relief. There were army schools, mission schools, and schools of the Freedmen's Bureau in chaotic disarrangement seeking system and cooperation. Then followed ten years of constructive definite effort toward the building of complete school systems in the South. Normal schools and colleges were founded for the freedmen, and teachers trained there to man the public schools. Meantime, starting in this decade, yet especially developing from 1885 to 1895, began the industrial revolution in the South. The land saw glimpses of a new destiny and the stirring of new ideals. The educational system striving to complete itself saw new obstacles and a field of work ever broader and deeper. The Negro colleges, hurriedly founded, were inadequately equipped, illogically distributed, and of varying efficiency and grade. The normal and high schools were doing little more than common school work, and the common schools were training but a third of the children who ought to be in them, and training these too often poorly.... In the midst of the larger problem of Negro education sprang up the more practical question of work, the inevitable economic quandary that faces a people in the transition from slavery to freedom, and especially those who make that change amid hate and prejudice, lawlessness and ruthless competition.

Illiteracy rates were high in 1890. The Freedmen's Bureau's work had ended by 1870, having spent an estimated $5 million on schooling for the newly emancipated. The Southern economy's agrarian nature, however, made education a luxury. Blacks were at the bottom of the bottom, usually relegated to being servants, sharecropping or engaging in stoop labor.

Children were not exempt from work. There were no child labor laws. Nearly half of 10-15 year old Black children worked in the fields and 86 percent of students—both Black and White—received instruction less than six months per year.

"Less than 40 percent of the children of school age in the region attended school regularly, and of these only one in ten reached the fifth grade" writes historian Harry Ashmore in *The Negro and the Schools*. And despite the establishment of a network of industrial and training schools throughout the South and the growth in the number of Black teachers, "[o]ver 11 percent of the Whites and 48 percent of the Negroes lacked even the rudiments of reading and writing" in the 1890s.

By 1900, one third of school age Black children in the Southern states attended school: 22 percent of Black 5-9 year olds, compared with 37 percent of Whites; and 52 percent of Black 10-14 year olds, compared with 76 percent of Whites, notes James Anderson in *The Education of Blacks in the South*. Often isolated in one-room schoolhouses, the quality of elementary and secondary education provided for Blacks was invariably inferior to that afforded to Whites.

Of a population of almost 9 million, fewer than 4000 African Americans attended colleges and universities in 1900. But against the odds, a network of 34 recently formed private historically Black colleges and universities (HBCUs) around the country, most of which were located in the South, managed to graduate students whose achievements were disproportionate to their humble settings. Although many were little more than high schools in their early stages of development and the students whom they received had often had only rudimentary elementary and secondary school education, these HBCUs were the Black community's

higher educational lifeline.

HBCUs were the primary engines for training Black teachers. As DuBois observed:

Southern whites would not teach them [Blacks]; Northern whites in sufficient numbers could not be had. If the Negro was to learn, he must teach himself, and the most effective help that could be given him was the establishment of schools to train Negro teachers....

A study conducted by the Conference at Atlanta University found that by 1900, there were over two thousand Blacks who had received bachelor's degrees [from such institutions]: 53 percent of these graduates were teachers, presidents of institutions, heads of normal schools, or principals of city school systems.

As the 1890s ended, the Black population was disadvantaged by every material measure, compared to Whites. But one positive consequence of the racial isolation was that a network of Black businessmen and women, teachers, ministers, and service providers began to emerge — antecedents to members of today's middle class.

Securing education in order to achieve a better quality of life and standard of living was the first priority. Levels of educational attainment increased steadily, despite the fact that Black schools remained hard to staff. In the absence of other career paths, however, the teaching profession was the field of choice for the community's best and brightest, followed only by training for the ministry. The number of Black teachers grew.

Black schools (public and private) at all levels were overcrowded, lacking in equipment, and unequally funded, compared to those for Whites. Black educational leaders saw the need, but lacked the resources to equip their students to compete in the industrializing economy.

Heedless of the impact of the multiple disadvantages from which Blacks suffered, and determined to keep Blacks "back," there was little support among many White Southerners for efforts to undo the consequences of past injustices.

But there were always some Whites who were fair-minded. They and northern philanthropists who contributed to Black education in the region helped keep Black people's hope for a better future through education alive.

One hundred years ago, organized philanthropy in the South was largely inattentive to the pressing educational needs of African Americans. Therefore, one of the Peabody Education Fund's earliest priorities was to document those needs and publicize the results. At a time when many might have wished to forget or at least ignore the inequality between Blacks and Whites, these reports sparked attention to the inequity and fueled public and private debate and responses.

Recognizing the importance of investing in human capital in order to improve the quality of education afforded to the poor and Blacks, through the Peabody Fund, summer courses were offered to help improve the skills of teachers working with Black students. The courses brought teachers together to exchange information and ideas about how to promote improved student achievement and what to teach. One two-week institute involved 1,170 teachers, a not inconsequential feat. Efforts of such scale made a demonstrable difference in the quality of teaching over time.

The Jeanes Supervisors Program, which began shortly after the beginning of the twentieth

century and lasted for sixty years, is one of SEF's most well-known efforts to help improve the quality of teaching. Exceptional educators, known as Jeanes Supervisors, were recruited, trained and then sent to travel across the South to provide oversight and training to other teachers of poor Blacks, who were often isolated and forced to work without support of colleagues and with limited resources. The Jeanes Supervisors helped them develop their talents, respond to pressing needs and inspired them to strive for greater heights of service and achievement. The Jeanes Supervisors were often troubleshooters, mediating between local Black schools and White school boards and superintendents.

With spirit and creativity, the Jeanes Supervisors tackled their diverse tasks, helping Blacks in the South to survive and improve the quality of their lives through education. Their informal motto was "we do the next needed thing."

By 1954, when the United States Supreme Court declared enforced racial segregation in publicly supported schools violative of the Fourteenth Amendment to the United States Constitution, there were over 500 Jeanes Supervisors working in the South. The success of the program prompted emulation and replication.

Today, there is a plethora of organizations of all stripes, agencies and programs that are contemporary models of programs that SEF predecessor funds began over a century ago. This is a measure of the prescience of SEF's founding donors. True to its mission, SEF continues to be riveted on timeless elements that make for equity and excellence in education.

progress

is measured by the **distance** traveled as well as the **point** reached.

Edwin Alderman, University of Virginia President, Southern Regional Education Board

Thurgood Marshall in front of Supreme Court Building.

Hank Walker / Life / TimePix

The Year 2000

The world changed dramatically in the hundred years between 1900 and 2000. Against a backdrop of World Wars and other devastating conflicts, technological advances and industrialization, civil rights protests and demonstrations, the decline of colonialism, and economic changes, Blacks continued their quest for improved educational opportunity without cease.

In 1954, Thurgood Marshall, then Director-Counsel of the NAACP Legal Defense and Educational Fund, Inc., asked the assembled justices of the United States Supreme Court in his oral argument in *Brown v. Board of Education* a probing question: "Why of all the multitudinous groups of people in this country [do] you have to single out Negroes and give them this separate treatment?"

Blacks and their allies had walked a long road to come to that day. Richard Kluger in *Simple Justice* tells the story of the struggles and sacrifices made by ordinary Black men and women across the South as they sought to get an education. Of Joseph Albert Delaine, one of the plaintiffs in a 1947 case that laid the foundation for the *Brown* decision, Kluger writes:

Before it was over, they fired him from the little schoolhouse at which he had taught devotedly for ten years. And they fired his wife and two of his sisters and a niece. And they threatened him with bodily harm. And they sued him on trumped-up charges and convicted him in a kangaroo court and left him with a judgment that denied him credit from any bank. And they burned his house to the ground while the fire department stood around watching the flames consume the night....All this happened because he was black and brave. And because others followed when he had decided the time had come to lead.

Delaine had had the temerity to ask local authorities for funds for a school bus so that the children in his rural area might not have to walk for hours in order to get to and from their segregated schoolhouse.

The 1954 *Brown* decision provoked ugly resistance to school desegregation in Little Rock, Arkansas and other places affected by the Supreme Court's order. The resistance to desegregation was emblematic of how far the nation was from being "indivisible."

But Blacks and their allies who were of other ethnicities were not to be denied. They pressed for federal governmental intervention to protect them from violence and unfair treatment. They turned to the courts for vindication of their rights and, at a more profound level, their humanity. They cited the Constitutional principles upon which the United States, the world's greatest experiment in democratic governance, was founded. They pointed to gaps between words and deeds. They charged "genocide" at the United Nations in an effort to enlist world opinion. They engaged in highly contested debates over the mix of public policies—such as affirmative action or war on poverty programs—needed to undo racial discrimination and poverty.

Ultimately, important progress was made in desegregating public elementary and secondary schools—although this often triggered White flight to "segregation academies" and other private schools—and in opening up the doors of higher education to a growing but limited number of Blacks. Still, most Black children in the South attended all Black or racially identifiable public schools throughout the 20th century due to residential patterns, White flight, resistance to busing, and "neighborhood school" preferences of many parents, Black and White alike.

As the 1990s ended, scholar Gary Orfield in *Resegregation in American Schools* warned that: *We are clearly in a period when many policymakers, courts, and opinion makers assume that*

desegregation is no longer necessary, or that it will be accomplished somehow without need of any deliberate plan. Polls show that most white Americans believe that equal educational opportunity is being provided. National political leaders have largely ignored the growth of segregation in the 1990s. Thus, knowledge of trends in segregation and its closely related inequalities are even more crucial now. For example, increased testing requirements for high school graduation, for passing from one grade to the next, and college entrance can only be fair if we offer equal preparation to children, regardless of skin color and language.

An aim of the 1954 *Brown* decision was to end the myth of "separate but equal." Recognizing that Blacks lacked power and influence compared to Whites, the solution at the time seemed simple: ensure that Blacks could go to the same schools as Whites. At least then Blacks and Whites would be reading the same books, hearing the same lessons, using the same equipment, and having the same teachers.

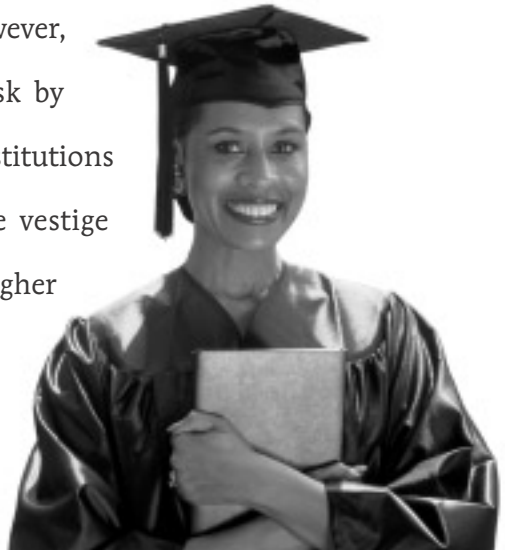
Blacks made some progress in securing access to integrated educational opportunity. But, as the century ended, there were continuing disparities in the quality of facilities, curricular offerings, teacher preparation, resources and retention and graduation rates between predominantly White and predominantly Black public elementary and secondary schools, disparities described by Jonathan Kozol in *Savage Inequalities*. A wave of lawsuits to require "equalization" of funding among public schools has borne limited results thus far but remains a strategy that may ultimately result in reform.

The United States is in the midst of a demographic sea change wrought by technological advances, differential birthrates among groups, and increased immigration of Asian, Latino and other groups. Close to two thirds of Black children now live in poverty, and many of

the children of newcomers are also poor. Since the poor on average have more children than their more affluent counterparts, the need for increased investment in education has grown, as have the complexities of meeting diverse students' needs and improving intergroup relations among them. Long looked to by Blacks for protection and vindication of rights, the federal courts have increasingly turned cold eyes on Blacks' and those of other poor and/or minority groups' claims for redress.

On the cusp of the 21st century, there is some good news. The gap between the percentages of Blacks and Whites completing high school in the South has disappeared. Almost 90 percent of both Blacks and Whites now complete high school. There remains a large gap between Blacks and Whites in college attainment in the South, however, as in the rest of the country. In the South, as of 1997, 26 percent of Whites between the ages of 25 and 64 have received a bachelor's degree, while 15 percent of Black women and 12 percent of Black men have done so.

Twenty-seven percent of Blacks who receive four-year college degrees are enrolled in historically Black colleges and universities. Thus the pattern of African American reliance on Black institutions for higher education persists. As efforts to eliminate the vestiges of historically dual systems of publicly supported higher education proceed, however, these historically Black institutions are put increasingly at risk by people who think that the existence of predominantly Black institutions is the vestige of discrimination to be eliminated. In fact, the vestige that should be eliminated is the unequal pattern of access to higher

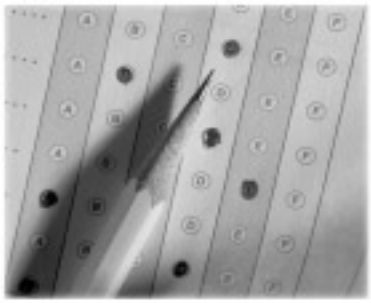


educational opportunity from which African Americans still suffer.

It is misleading to look solely at Black college attendance rates as a measure of progress or lack thereof without asking what kinds of colleges Black students are attending. It turns out that almost 39 percent of Blacks who were enrolled in institutions of higher education in the late 1990s were not enrolled in four-year premium institutions. They were and are enrolled in two-year community colleges. Articulation agreements to encourage such students to transfer to four-year institutions and give credit for community college coursework are too few and more often than not ineffectual. In its report, *Redeeming the American Promise,* SEF noted that low rates of transfer of students between two and four-year colleges are cause for serious concern:

First, the transfer function is not as generally effective as it might be. Second, students of any race whose educational career involves transfer are less likely to achieve the Baccalaureate than their colleagues who do not transfer. Third, transfer is not as likely to result in academic success for minority students as for the general college population... [E]ducational attainment for Blacks and Hispanics who begin their collegiate careers in the community college is even less than that of their White counterparts.

There is persistent evidence of an "achievement" gap between Blacks and Whites at all educational levels, as measured by standardized testing instruments whose validity is often challenged and which are subject to misuse. *From Gatekeeper to Gateway,* a Report of the National Commission on Testing and Public Policy, documents a stunning pattern



of test misuse and lack of understanding about what standardized tests do or do not, can or cannot measure. Still, over-reliance or sole reliance on such measures frequently dictates patterns of admission to institutions of higher education or promotion or graduation at the elementary and secondary school level.

The National Commission on Teaching and America's Future has found that the prevalence of non-certified teachers in inner city schools consigns the education of children who need the most help to the hands of teachers who may lack the training and qualifications to be effective. Tracking and its frequent companion, in-school racial segregation by "track," present significant problems. Too often the disproportionately high number of African American children tracked into special education programs don't receive the compensatory and remedial services they need in order to reenter the regular program of education. The debate about causes of the achievement gap and solutions is ongoing.

According to public opinion polls, most Americans are concerned about the quality of the nation's schools. Demands for accountability, standard setting, teacher training, increased investment and school finance equalization, access to technology, and curricular concerns present difficult issues for all stakeholders. Charter schools, voucher programs, and other alternatives to public education in its traditional form are increasingly being looked to as appropriate responses to the failings of public school systems. Many fear that these efforts will spell the death knell for the nation's fabled commitment to quality public education for all. Others hope that these new approaches will catalyze reform and promote accountability.

While many factors—large and small, planned and unplanned—have affected patterns of access to educational opportunity, in recent years much of the impetus for reform has come

from growing awareness that "a house divided against itself cannot stand." By invoking President Abraham Lincoln's phrase, we suggest that the interdependence of all of the people of the South has become increasingly apparent. Almost half of the nation's total Black population lives in the South. The South is 19 percent Black. This is too large a group to ignore, if the region is to develop and advance economically.

There are several engines that are driving the education reform movement. Certainly, the sustained advocacy and enhanced political influence of African Americans and other Americans concerned about access to better education has made a profound impact in this area. As well, the business community has become an important source of leadership and resources for education reform. Increasingly, leaders in this sector have promoted and supported stepped up investment in education in order to ensure that there are adequate numbers of skilled workers, a broadened consumer-base for goods and services, and to attract investment capital and sustain high levels of productivity. But more than that, business leaders have begun to embrace school reform, standards and accountability measures out of a commitment to corporate good citizenship and responsibility. Through support for research, public advocacy, experimentation and collaboration, the business community is demonstrating growing leadership and influence, a welcome development indeed.

The philanthropic community also has begun to rise to the task, as recent data about trends in funding released by the Southeastern Council on Foundations demonstrate.

There is also a groundswell of innovation emanating from the educational community. The many dedicated educators who now lead and teach in our schools are themselves engaged in constant professional self-examination and assessment, searching for and testing

Contemporary Philanthropy in the Southeast

According to the Foundation Center, between 1992 and 1997, foundation assets and giving in the Southeast grew faster than in the Northeast and Midwest, and were surpassed only by the West. Likewise, 1997 Southeastern foundation giving totaled more than $2 billion, up 74 percent since 1992 and assets more than doubled to over $39 billion. Science, religion and education experienced the fastest growth in Southeastern foundation grant dollars between 1992 and 1997.

This is good news for the region, since philanthropic institutions, such as SEF, a public charity, play such a critically important role in promoting innovation, enhancing civic participation, and helping to spur education reform.

While SEF has a small endowment and must rely upon gifts from the public and other donors to support its work, it is part of the world of philanthropy, also known as the "independent sector." SEF often serves as an intermediary to donors who are in need of an honest broker to organize and work on specific efforts in the South.

SEF embraces its role as regional pacesetter and has an exemplary degree of diversity in its staffing, governance and the programmatic efforts that it pursues. It is proud of its contribution to promoting educational improvements and its role as an instrument of philanthropy.

out promising approaches to educational transformation.

Last, we must note the work of diverse non-governmental organizations, policy and research groups, such as SEF, that have helped to devise and test program models, marshal data, educate the public, and provide a safe harbor for debate and development of new approaches to school reform. These institutions and the other sectors listed above – though not always in agreement about strategies or priorities – are united in pursuit of improved educational opportunity.

The disparities in educational opportunity so prevalent at the turn of two centuries persist. However, important progress has undeniably been made. The public debate now centers on issues such as how to reduce the inequality and reform education delivery systems, recruit and train quality teachers, superintendents and administrators, promote diversity, adapt to the demands of technology, meet special needs of students, and find the resources to support all of the foregoing. This is a far cry from the way things were 100 years ago.

On the Internet

In terms of technological change, the Internet is a metaphor for the new and emerging generation of authoring, database, networking, and communication and collaboration technologies. In terms of organizational change, it is a metaphor for the transformational arrangements the imaginative employment of these technologies will make possible. In terms of behavioral change, it is a metaphor for "anytime anyplace" interaction and exchange by any person on any topic. These are the metaphors that draw many into the orbit of the Internet.

Bernard Gifford, University of California

Americans recognize that in the new "information age," education will be the great dividing line between those who thrive and those who are consigned to the sidelines. Bernard Gifford of the University of California has suggested that, over time, technological proficiency may become the "new measure of intelligence." As more and more people become reliant on the new technologies for access to information and economic opportunity, those who have no access will fall further and further behind, prompting some analysts to refer to the "digital divide" as the nation's most serious emerging civil rights issue.

Clearly the form and content of education are changing dramatically. Says educator Linda Darling-Hammond in *The Right to Learn: A Blueprint for Creating Schools That Work*:

If the challenge of the twentieth century was creating a system of schools that could provide minimal education and basic socialization for masses of previously uneducated citizens, the challenge of the twenty-first century is creating schools that ensure—for all students in all communities—a genuine right to learn. Meeting this new challenge is not an incremental undertaking. It requires a fundamentally different enterprise.

The different enterprise of which Darling-Hammond writes is variously described. SEF believes that the next needed thing is to re-envision and re-design school systems to make them places that put a premium upon developing students' critical analytical and thinking capacities. To this end, teachers and administrators must be trained to use the

SEF believes that the next needed thing is to re-envision and re-design school systems to make them places that put a premium upon developing students' critical analytical and thinking capacities.

new technologies and help their students become proficient as well. The schools must be able to draw on the richness of diverse human perspectives and experiences. Structural changes in the ways in which educational systems are organized must be made in order to close points of disconnect between elementary and secondary and higher educational systems. Better assessment modes are required. Increased investment in new facilities, curriculum reform and efforts to advance the status of the teaching profession must be undertaken. New educational leadership must be cultivated and supported.

To effect transformation, we have to find better ways to recruit, train, reward, and deploy our teachers and those who manage and govern our educational systems at all levels. Serious efforts must be mounted to attract new teachers into the educational community and fill the impending record numbers of openings that will be created due to retirements of principals and superintendents over the next several years.

Ways also must be found to harmonize diverse perspectives of stakeholders – communities, political and educational leaders, the business community, non-profit organizations, and religious institutions, among others. Comprehensive and tailored approaches must be found to meet the varied learning styles and needs of children with diverse heritages and languages. And we must implement approaches that prepare effectively undergraduates for success in higher education and the workplace.

There are many unknowns. How will institutions of higher education that depend on tuition and fees as income respond to the challenges presented by cheaper distance learning alternatives?

How will the nation's burgeoning Latino and other multilingual groups have an impact on pedagogy? How can issues related to quality of workplace environment, gender equity and racial inclusion be addressed better? What can be done to improve governance structures of schools and establish closer linkages between elementary and secondary schools and institutions of higher education? How can technology be harnessed to compensate for the absence of credentialed teachers in particular fields of study or hone teacher training? Finding answers to these and other questions are some of the daunting challenges that lie ahead.

Sadie Delany, one of the two now famous Delany sisters whose lives were portrayed in a popular Broadway play and book, ***Having Our Say,*** was a Jeanes Supervisor. In her words:

Marianne Barcelona / TimePix

Sadie and **Bessie Delany** hugging and kissing in their home.

As a Jeanes Supervisor, I saw the world as I never had before.... This was forty-five years after the Surrender, and most of these Negroes were in bad shape, child....These people needed help with the basics. They didn't know how to cook, clean, eat properly, or anything. Oftentimes, learning to read and write for the children was not the top priority. Teaching people about food preparation–like how to can food—was more important.

I know that I helped many people as a Jeanes Supervisor, and I am very proud of that. I inspired many people to get an education, and quite a few went on to Saint Aug's*. A lot of the time, what those folks needed was inspiration, a little encouragement. That goes a long way. They looked up to me, and I showed them it was possible to live a better life, despite what white people were trying to do to us.

* St. Augustine College of Raleigh, North Carolina, founded in 1867.

The Jeanes Supervisors often described their work as doing "the next needed thing." This was their way of capturing the blend of vision and pragmatism that had to inform their work. Like the Jeanes Supervisors, SEF has sought always to be an independent, pioneering and creative voice to do the "next needed thing" to enhance and promote equity and excellence in education. A reprise of some of the strategies used and programs mounted gives a picture of how one institution has made a big difference in the life of the region and the nation over time.

SEF conducts and shares quality policy research and analyses and marshals regional leadership and resources for problem solving.

The Educational Opportunity and Postsecondary Desegregation Program (EOPD)

Through the Educational Opportunity and Postsecondary Desegregation (EOPD) program, SEF influences the development of policies to support increased access to and success in public higher education for minority students. The EOPD program has several strands:

- documenting and analyzing the complex and changing patterns of access and success for African American students at both traditionally White and historically Black public institutions of higher education;
- identifying and gathering information about innovative policies and best practices to promote opportunity; and
- building and providing assistance to broad-based coalitions of educators, policymakers, legislators, students, parents and other stakeholders to develop and advocate for better strategies to promote opportunity.

Redeeming the American Promise

Despite the progress resulting from the civil rights revolution of the last generation, large remnants of America's fixation with race continue to disadvantage too many Americans. These remnants are powerfully present within the nation's colleges and universities—nowhere more so than in the southern states that at one time operated dual systems of higher education—one for whites, the other for blacks.

Yet much has changed in the region. The duty to desegregate elementary and secondary education has, in many ways, begun to liberate the South from its past. In the 1980s, the region took the lead in promoting public school reform. A similar opportunity now presents itself with regard to higher education. The South's unique history gives it a special chance to find effective and lasting solutions for problems that affect the entire nation.

The cornerstone of the EOPD program is the dissemination of information gathered through its various strands about the experiences of African American and other minority students in public higher education. In 1995, EOPD released *Redeeming the American Promise* and in 1998, its follow-up report, *Miles to Go*. Both reports examined the status of African American students in formerly segregated states and reviewed patterns of access and graduation, legal opinions, policy developments and other issues central to educational equity. The reports offered also a blueprint for a system of public higher education that is student-centered, accountable and comprehensive.

In collaboration with SEF-sponsored state teams, EOPD has begun issuing state-specific reports to examine more closely the challenges to opportunity and develop policies tailored to the unique needs of those states. *Miles to Go: Maryland*, the first of these reports, was released in 1999 and has contributed to the development of public policies to, among other things, promote accountability, improve teacher education and provide greater opportunities for learning for low-income and minority students in that state. Similar efforts are underway in Arkansas, North Carolina and Virginia.

The primary donors to this effort are the Ford Foundation and the W.K. Kellogg Foundation. Other donors include the Rockefeller Foundation and the Coca-Cola Foundation.

SEF's interest in the teaching profession has remained constant but evolved over time. In the 1990s, SEF focused efforts on helping to promote diversity in the pipeline of people headed toward the K-12 teaching or the higher education professoriate.

SEF promotes the teaching profession, encouraging the best and the brightest to become teachers, and helping them gain access to the skills and technology needed to respond to the dynamics of change that are reshaping education.

Pathways to Teaching

At the instance of the Wallace-Reader's Digest Funds, SEF served as Southern Coordinator of the Pathways to Teaching Program (Pathways). This effort identified African Americans and members of other minority groups who would make good teachers and helped the schools that they attend develop programs to enhance recruitment and retention rates. Pathways found that many paraprofessionals, non-certified teachers, returning Peace Corps volunteers, and others are highly motivated but need financial support and other assistance, ranging from day care to lending libraries in order to complete their education and/or receive certification.

SEF and the Pathways projects it helped to promote recruited and financially aided almost 1000 new teachers, 68 percent of whom were African American. According to a 1997 Urban Institute evaluation of Pathways, over 90 percent of Pathways participants remained in the program and were progressing through their studies. This retention rate is impressive considering that traditional undergraduate teacher education programs tend to lose almost one-third of their enrollment by graduation.

One Pathways participant, an African American man, Kevin Foard, sums up students'

> ***A teacher affects eternity; he can never tell where his influence stops.***
>
> Henry Adams

responses to his teaching this way: "They treat me like their role model. And in many cases, like the dad who's absent from their homes."

SEF was especially heartened by the selection of one of the Pathways sites to receive an award from the Ford Foundation in 1997 as "one of the nation's 10 most innovative public programs."

A report on the impact of this completed program and lessons learned will soon be released. The Wallace-Reader's Digest Funds is the primary donor for this effort.

Teachers as Leaders Initiative

The Teachers as Leaders Initiative (TaLI) grew out of SEF's Summer Scholars Program. The Summer Scholars Program was a collaborative effort by SEF, the Harvard University Graduate School of Education, Teachers College of Columbia University, the Peabody School of Education at Vanderbilt University and nine historically Black colleges and universities including Xavier University of Louisiana, Tuskegee University, and Albany State University. The goal of the program, which was geared toward undergraduate education majors, was to increase the supply and quality of minority teachers. The program proved to be a pioneer in promoting education as a career on college campuses and served to encourage many participants to pursue graduate degrees in education.

Through TaLI, former Summer Scholars who are currently teaching participate in an intensive summer institute at Vanderbilt University to explore in-depth theories of teacher leadership, culturally responsive pedagogy and curriculum standards. TaLI participants put these theories into practice in their own classrooms and school communities – implementing action plans to increase parental involvement, improve literacy, and developing effective programs for teaching

Teachers as Leaders

On the whole, the school reform movement has ignored the obvious: What teachers know and can do makes the crucial difference in what children learn. And the ways school systems organize their work makes a big difference in what teachers can accomplish. New courses, tests, and curriculum reforms can be important starting points, but they are meaningless if teachers cannot use them well. Policies can only improve schools if the people in them are armed with the knowledge, skills and supports they need. Student learning in this country will improve only when we focus our efforts on improving teaching.

Report of the National Commission on Teaching and America's Future, 1996

English as a second language. In part, through the internet, TaLI has created a network of African American teachers in the South committed to excellence in teaching and learning. These teachers provide support to one another and serve as mentors to other teachers.

The primary donors to this effort are the Rockefeller Brothers Fund, the BellSouth Foundation and the Annenberg Foundation. Through innovative programs such as those described above, SEF has made a real and tangible investment in the enhancement of our nation's greatest asset—its teachers and the students whom they serve.

SEF Helps to Span the Digital Divide

Teacher preparation and training to use new technologies are emerging issues of great concern. According to the National Telecommunications and Information Administration, Whites are far more likely to have access to the Internet than their Black counterparts. Presently, only 40 percent of Black and Latino households have such access. Thus, for too many children, especially those who are poor and/or members of minority groups, the primary place where they can gain computer skills is in the schools. Unfortunately, many schools, especially those where poor and Black children are the majority of the student body, lack adequate numbers of computers to meet student interests and needs. And teachers in all schools report a need for training themselves so that they can use the Internet for research purposes, lesson preparation, continuing education, or instructional purposes. Historically Black colleges and universities operating on tight budgets, also often lack resources to

provide administrators, faculty and students with adequate access to sorely needed technology.

SEF is responding to the digital divide. In the 1990s, SEF developed and implemented several technology and research related efforts:

Gateway 21

SEF has mounted several creative efforts to "enhance electronic connectivity" at historically Black colleges and universities. The first of these efforts was called "Gateway 21," a metaphor for the importance of technological preparation for the 21st century. The project helped participating institutions provide students and faculty with access to the Internet and facilitated use of computers on the campuses.

Black College Library Improvement Project

Twelve years and $10 million in funding helped 24 Black college libraries enhance their research capacities by adding thousands of new titles to their collections. "Dollars don't just happen at HBCUs," says a librarian at one of the receiving institutions. "Like most small colleges, when there's a funding crunch, [libraries] often lose out." In addition to the new titles, these funds supported book signings, exhibits, newsletters, library clubs, outreach programs, publications, workshops, teleconferencing and automation.

J-STOR

To help bridge the digital divide, J-STOR, an electronic journal storage project helped 20 historically Black colleges and universities gain access to an electronic collection of educational and professional journals to enhance research. Since most HBCUs operate on small budgets and have limited shelf space,

the provision of computers and this database was a practical and cost-effective means of helping faculty and students.

Although Gateway 21, the Black College Library Improvement Project and J-STOR have ended, the investment in capacity building made by the principal donor, the Andrew W. Mellon Foundation, continues to yield rich results.

Instructional Technology Assistance Project (ITAP)

Today, SEF is embarked on an important new effort, the Instructional Technology Assistance Project (ITAP). Following a technology needs assessment, SEF is assisting 11 HBCUs in integrating technology into the classroom. SEF will help these institutions develop a cohort of computer literate instructors who, in turn, will be able to assist their colleagues in learning how to use technology for classroom instructional, planning, and management purposes. This type of "each one, teach one" approach is a cost-effective way to help these institutions gain valuable assistance in enhancing teaching techniques and content. The primary donor for this effort is the Andrew W. Mellon Foundation.

SEF helps historically Black colleges and universities improve their institutional advancement underpinnings.

The historically Black colleges and universities, as a group, have small endowments and big financial needs. Many of the students matriculating in these institutions come from families with limited income and assets.

Like other institutions of higher education, however, historically Black colleges and universities are under pressure to refurbish aging buildings, rewire to accommodate technological needs, purchase new equipment, provide competitive wages to staff, and offer financial assistance to their students. With so many needs, most of these schools have

not had resources to support adequately institutional development offices, develop new funding prospects, and take advantage of state of the art fundraising strategies. As a result, institutions that would benefit from strong institutional advancement efforts have fallen behind.

One of the consequences of Black advancement in education is that the number of middle class African Americans has grown. There are growing numbers of wealthy Black professionals, athletes, entertainers and business leaders. A number of these more affluent Blacks have either attended historically Black colleges or have family members who have. While Blacks, as a group, will not benefit to the extent their White counterparts will by the greatest intergenerational transfer of wealth to occur in American history when members of the "baby boom" generation inherit monies from their parents' estates, some Blacks will. And, while as documented in *Black Wealth, White Wealth*, by Melvin Oliver and Thomas Shapiro, African Americans, as a group, still lag far behind Whites in assets (as opposed to income), Blacks today do have more resources than ever before in their history.

The Kresge Foundation HBCU Initiative

SEF has sought to respond to these opportunities to help historically Black colleges and universities raise more money by joining with the Kresge Foundation to fashion and implement the Kresge HBCU Initiative.

Following a two-year review of needs in the field, the Initiative was launched in 1999, with a meeting that brought together over 250 Black college presidents, chief advancement officers and chief financial officers. Later, following a competitive process, planning grants were awarded to 12 institutions.

Kresge's **John Marshall** and **Robert Storey** presenting a grant to Dillard University's president **Michael Lomax**.

In early 2000, five institutions — Bethune-Cookman, Dillard, Johnson C. Smith, Meharry Medical College, and Xavier — were selected to receive multi-year grant commitments ranging from $1.6 to $2.5 million per institution. In addition, seven other institutions — Alcorn State University, Claflin College, Fisk University, Morgan State University, Oakwood College, Voorhees College and Wilberforce University — received special one-time $100,000 awards to provide training and secure technical assistance for their institutional advancement efforts. Over the next several years, the Initiative's staff will work closely with these institutions to provide technical assistance and fashion innovative efforts to extend their reach to old and new sources of funds. In addition, there will be annual conferences for all Black college presidents and institutional advancement staff to afford them an opportunity to explore key institutional advancement issues.

At the time of SEF's founding, no one could have foreseen how rapidly the world would become "smaller" as advances in technology enhanced communications, prompted migration across national borders, and ushered in global capitalism and globalizing economies. The South is part of this "global village" and will increasingly be impacted upon and required to accommodate continuing changes in culture, diversity of its people, needs, and pressure to develop.

SEF responds to globalization and opportunities to work internationally.

The Comparative Human Relations Initiative

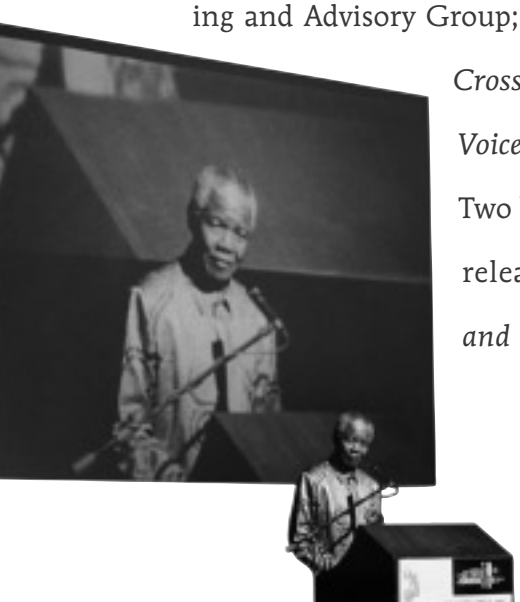
In 1995, SEF began the Comparative Human Relations Initiative (Initiative), a unique effort to bring together women and men from Brazil, South Africa and the United States to talk about the causes, manifestations and consequences of racial discrimination and devise ways of overcoming them. Located in

Atlanta, Georgia, homeplace of Dr. Martin Luther King, Jr., SEF hoped to encourage fresh thinking about the new era of human interdependence that requires stepped up efforts to help improve the education and life chances of the approximately 125 million people of African descent and appearance who live in these nations.

Through a series of four consultations, the Initiative has catalyzed an unprecedented collaboration between people and institutions in these three nations. In 2000, the Initiative released four reports. The series is entitled, *Beyond Racism: Embracing an Interdependent Future,* and consists of: *Summary Overview* by members of the Initiative's International Working and Advisory Group; *Three Nations at the Crossroads*; *In Their Own Voices;* and *Color Collage.* Two books have also been released: *Between Unity and Diversity (1999);* and *Grappling with Change (1998).* In addition, a comparative anthology and a Portuguese language volume are under development and will be released in 2001. The former president of South Africa, Nelson Mandela, was the keynote speaker at the Initiative's May, 2000, consultation in that nation. The minister of education, Kader Asmal, also delivered an address.

In 2001 the United Nations will convene a World Conference Against Racism to be held in South Africa. Also, there will be national preparatory conferences in Brazil and South Africa, among other nations. The Initiative will be involved in these efforts, helping to share information among peoples from around the world about lessons garnered from its review of human rights issues in Brazil, South Africa and the United States.

The primary donors to this effort are the Ford Foundation, Charles Stewart Mott Foundation, and the Levi Strauss Foundation.



Nelson Mandela at the opening banquet of the Comparative Human Relations Initiative's Consultation, May 2000.

Other donors include the Rockefeller Brothers Fund and the Coca-Cola Foundation.

Sub-Saharan Africa Student Scholarship Fund Award

Another current SEF effort with an international reach is the sub-Saharan Africa Student Scholarship Fund Award (SASSFA). This pilot effort is aimed at helping deserving students from Africa who are attending historically Black colleges and universities in the American South meet their financial needs. The modest awards, ranging from $1000 to $5000 per student on a one-time basis, help pay school tuition, room and board. Since the Fund began in 1999, scholarships totaling $70,000 have been awarded. The program has received far more requests for support than it can respond to affirmatively, suggesting the need for such a dedicated outreach effort. SEF is working to identify future donors and hopes to be able to continue and expand this special outreach effort.

The principal donor to this effort is the Coca-Cola Foundation.

SEF helps other organizations do important work in the South.

African American Male Involvement in Low Income Communities Project

This project, conducted by Spectrum Consulting Associates, Inc., is a way for SEF to help promote worthy efforts by groups in the region that do good work but lack the organizational infrastructure needed to receive grants. On a highly selective basis, SEF occasionally serves as a fiscal agent for such efforts. In this capacity, SEF has helped Spectrum document ways in which Black men are making positive contributions to the quality of life in their communities and identify the elements that have promoted such engagement.

The project is funded by the Ford Foundation.

Comparative Human Relations Initiative's International Working and Advisory Group and Special Guest, **Nelson Mandela**.

National Office on Philanthropy and the Black Church

At the request of the Council on Foundations, SEF implemented this program to promote communication and collaboration among African American churches and organized philanthropy to meet needs in disadvantaged communities. SEF managed the effort for one year while mounting a review of institutions that could serve appropriately as a permanent home. SEF's involvement in the effort ended when the Foundation for the Mid-South and the Interdenominational Theological Center were selected for that purpose.

The project was funded by the Ford and the Kellogg Foundations and the Lily Endowment.

Looking Ahead: Timeless Priorities

This essay is a small slice of a larger story of how one institution with modest resources has made a contribution to improving education in the region that is its home—the South. Looking back on SEF's work at the turn of two centuries, one cannot help but see parallels between the problems encountered by Blacks in securing educational opportunity in the 1890s and the 1990s. But one can also see that progress, significant progress, has been made. The region is the better for it. As we look ahead, SEF stands ready and eager to continue doing ***the next needed thing!***

Lawrence N. Jones, a theologian, once asked, "what do you have that has not been given to you?" SEF would add, "where would any of us be were it not for those who taught us—first how to walk and care for ourselves, then how to learn from our own experiences and those of others?" We are all perennial teachers and learners.

SEF is continuing to do its part to pass on the legacy begun by its founding donors 133 years ago. Few institutions can boast such longevity, continuity, or achievement. As we go forward into the future, we invite women and men of good will to join us in pursuit of equity and excellence in education.