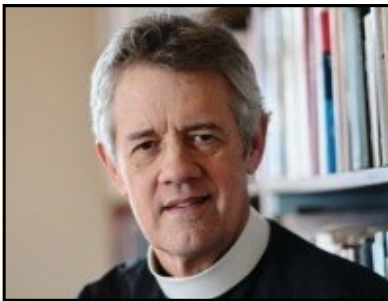


Compass Points News

Colleges and Universities
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HORIZONS



The Rev. Canon James G. Callaway
General Secretary

Throughout my first year as General Secretary I continue to find Episcopalians who are surprised to learn that there are Episcopal Black Colleges. Three of the eight Episcopal Colleges in the United States are Historically Black Colleges and Universities (HBCUs): St. Augustine's College in Raleigh, North Carolina founded in 1867 by prominent Episcopal clergy for the education of freed slaves with 1,500 students; St. Paul's College in Lawrenceville, Virginia founded in 1888 by James Solomon Russell with a capacity of 650 students; and, Voorhees College in Denmark, South Carolina founded in 1897 by Elizabeth Evelyn Wright (commemorated in Holy Women, Holy Men: Lesser Feasts and Fasts) with 750 students.

These three colleges founded as industrial or normal schools were established within the constraints of racism as beacons of hope and compassion to young people frozen out of meaningful education. As the archivist of the Episcopal Church, Mark Duffy, writes, "unlike the regionally supported seminaries and colleges, the three Historically Black Episcopal colleges emerged with the backing of the "national" church for the obvious reasons of racism. They grew out of an intentionally Church-wide commitment to educating African Americans at the turn of the last century under the oversight of the American Church Institute (for Negroes). At its height, ACI oversaw about fifteen vocational, normal, and industrial schools of higher learning. The ACI continued until early 1967, by which time many of the schools went independent, merged, or closed as vocational training schools." With the ACI's dissolution, the General Convention of the Episcopal Church began making an annual grant to the three remaining schools, which had evolved into small liberal arts colleges much in the mold of their other peer Episcopal colleges.

With the victories of the civil rights movement overcoming governmental segregation opened up, opportunities for African American young people have opened up. Capable students who are well prepared in high school have an array of college choices to aim for. So it would seem that the founding mission of these colleges has been achieved. But a strange thing has changed this picture. With the failure of some sectors in public education, both urban and rural, so many young people, especially African Americans, have been once more frozen out of meaningful higher education. The HBCUs today offer an extra dimension of remediation and other support when needed to bring these students up to speed, which the Presiding Bishop calls nurture.



We look for colleges with Anglican affiliations to be different from their secular peers, to have some additional dimension in their mission and life. As Jesus said in the parable of the faithful steward, "to everyone to whom much is given of him much will be expected," which is exemplified by the three Historically Black Colleges and Universities.

For another example, The National Society Colleges of the Church of England, the first new foundations since Oxford and Cambridge, were founded to fill a gap in training teachers and nurses. Isabella Thornburn College in Lucknow India began 125 years ago as the first college in India for women and in fact was the first in Asia. In both instances church education filled a gap to meet a societal need.

The three Episcopal Historic Black Colleges and Universities owe their existence to the leadership and courage of Episcopalians who were determined that the church take a leading role in preparing better futures for the rising generations of African American young people. These colleges that were born in a compromise with racism today have a new mission of serving capable young people with an enabling option to achieve and develop. They have been faithful stewards each year, producing a harvest including a high percentage of first generation college graduates. Further, collectively, the American HBCUs still graduate a majority of the African American doctors and lawyers (engineers and more). As the opportunity for African American students has grown, the need for HBCUs has grown as well. Surely this is Amazing Grace!

The best way to understand the role of the HBCUs is to hear from students themselves. So in this issue of Compass Points you can hear from three of them, one from each of the Episcopal Colleges, in their own voices.



DARRIUS SNOW, VOORHEES COLLEGE

Born to a mother who struggled with drug problems who abandoned me at the age of two and growing up in the projects of Atlanta in Bankhead Courts, I overcame various obstacles to be where I am today. After my mother abandoned me, I was adopted by my oldest cousin, Vivilore Rogers, who dropped out of high school in the tenth grade. Although she did not graduate from high school, she highly encouraged me to put my best foot forward and successfully graduate from Frederick Douglass High School. Through it all, God has used me as an example to complete a mission. I feel that my mission is to send a message to the invisible ones, so that they can be equipped to dream bigger than their fears.

My cousin, who I now call my grandmother, also encouraged me to get involved in positive extracurricular activities throughout high school in an effort to keep my out of trouble. While in high school, I established Bankhead Teens Encouraging Action by Motivating (B-TEAM). This organization is comprised of teenagers who were interested in transforming our neighborhood from being drug and crime-infested to a positive environment where young people can be active and grow toward a brighter future. The organization participated in various community service events such as community cleanup days, back-to-school fundraisers for student supplies, after-school tutorial programs, and feed the homeless days.

After graduating from high school with honors, I enrolled at Voorhees College in 2008. Since arriving at Voorhees, I have been able to meet many other students who share a similar story as mine. The faculty, staff, and students at Voorhees fully embraced me and gave me the courage to open up and share my story with everyone. I decided to introduce my organization from high school to the Voorhees community. I changed B-TEAM to TEAM Foundation and created an executive board at Voorhees College to reach out to various communities. We have implemented some of the same community service activities throughout the Voorhees community.

In 2009, my work with B-TEAM and Team Foundation was acknowledged by TeenNick. I was a recipient of the first-ever TeenNick Helping and Leading Others (HALO) Award. The TeenNick HALO Award was a new concept in awards shows that featured four mega celebrities awarding deserving teens in support of each teen's philanthropic causes. The awards show was hosted and produced by TeenNick Chairman Nick Cannon, and it premiered on TeenNick in December 2009. Additionally, I received \$10,000 in scholarship money to attend Voorhees and \$10,000 to enhance my organization.

Since becoming a Tiger, I have been involved in various other extracurricular activities on campus. I am the host of a radio show, "The Darrius Snow Show," where I speak and interview other students on issues such as peer pressure, bullying, relationships, and conflict resolutions. Through this radio show and my professors on campus, I was able to overcome a speech impediment. I am now not intimidated by speaking in public. Additionally, I joined the White Rose Social Club, which is an organization that seeks to help young men develop leadership skills through a brotherhood.

At Voorhees, my professors have encouraged me to think critically and grow as a student inside and outside the class room. Professor Victor Oyinbo saw more than just me working for a company, he has encouraged me to become a business owner. Dr. Lugenia Rochelle has inspired me the most throughout my matriculation; she nurtured me and instilled in me a sense of pride, hope, and faith. Additionally, there were times when I wanted to drop out of school because of the many hardships I faced; however, President Cleveland L. Sellers, Jr. would encourage me by saying, "You are not going anywhere; God has something special for you here!"

As the current Student Government Association President, I am passionate about helping to make our institution a better place by being an advocate and having a positive impact on the lives of my peers. I look forward to leading the institution as a student ambassador during my senior year. I also look forward to becoming the first person in my family to graduate from college. After graduation, I plan to pursue a master's degree in marketing and entrepreneurship.

At Voorhees, I never felt that I was invisible. My historically black college saw something in me that I did not see. Because of the guidance I received at Voorhees, I have accomplished more than I could have ever dreamed. Voorhees is where the invisibles are revealed, where students from all different backgrounds become leaders, and where all religions and races are accepted. Voorhees has changed my mind and life, and I am now ready to conquer the world!

ASHLEY NELSON, ST. AUGUSTINE'S COLLEGE

Unfortunately, the question as to whether historically black Universities and Colleges are needed is still being asked by many. As it remains true, historically black Universities and Colleges are still as important today in the 21st century. I love HBCU's but most importantly I love my HBCU, Saint Augustine's College, soon to be Universities as of August 2012.

For every young adult I came into contact with, they have always given the same three reasons for obtaining a college degree; first a degree can provide a higher salary, more opportunities and a sense of accomplishment. In today society college has become mandatory; it is something much essential to our success as young people. Though some might agree with the reasons above, the experience is most important to me, from residential life, to student life and even academics has enhanced my opinion of HBCU's. I feel like these things are truly irreplaceable at an HBCU in comparison to a Predominately White Institutions.

Let me begin by introducing myself, I am Ashley Nelson a proud member of the falcon family, a rising junior with a major in sociology, minor in social work. As a child, my mother stressed the importance of attending college. Predominately Black institutions have played a significant role in the lives of many African Americans and black families including my own. Yet, most people find it hard to determine the value of a college education let alone find the value in attending a HBCU. However, HBCU's open the door to higher education for many minorities, ensuring the discouraged of a fulfilling and successful life. Once a breeding ground to educate freed black men and women, these institutions have a great deal of history so rich, that one can not help but take pride in how HBCU's paved the way for many generation to come. Like my own institution, many of the other HBCU's model transform, excel, and lead; that if we persevere, work hard, and continue to serve the community in which we came from, then we are only distant to be great.

From my two years at Saint Augustine's College, I have met a handful of people for whom I shall never forget. As my President Dr. Dianne Boardley Suber once said, "turtles are risk takers because they stick there neck out and lay there tail on the line". As funny it may sound, this will forever stay with me because I consider myself a turtle. During my period at Saint Augustine's College, there have been times where I had to



both academically and socially, lay my tail on the line and stick my neck out in order to uphold the standards in which I set for myself. HBCU's not only challenge you intellectually but emotionally. Being at this institution one can develop a community, a sense of belonging. In my experience that HBCU's not only share compare values but we merge together as a family in order to enhance the community. By attending a HBCU's, I am not just a number; I am Ashley Nelson to my peers, professors and the staff.

HBCU's through their community and programs have done a great job to sharpen the minds of students, drawing them to an environment where they feel well connected with the college of their choice. Iron can only sharpen iron, as my history professor once stated. Going to a HBCU you constantly reflect on the person who you were when you first started, the person who you became during your matriculation and the person you hope to become. Being a person of color I am proud of my heritage and roots. It's an honor to carry on the legacy of my ancestors. It's my job to achieve my goals so I can better my HBCU for myself as well as those who come after me. Thus, it's my profound duty, to pass the torch to the future leaders.



KRYSTLE , ST. PAUL'S COLLEGE

There is something to be said about late bloomers. A late bloomer is a person whose talents and capabilities are not visible to others until later than usual. The term is used metaphorically to describe a child or adolescent who develops more slowly than others in their age group, but eventually catches up and in some cases overtakes their peers, or an adult whose talent or genius in a particular field only appears later in life than is normal. When I started first grade at age six I never dreamed this label may, one day, apply to my life. But, it has.

The reality of life after high school graduation crashed down upon me rather quickly, especially since I had done little to prepare beforehand. You see, no one had gone to college in my family. In fact, most hadn't finished high school. Not surprisingly, without proper guidance it was almost inevitable that I too would not attend college. But, I wanted to. So, eventually I would attend college and, graduate school.

My story actually begins in 1982, the year I graduated high school. I wasn't the strongest student academically but I managed to fit in very well socially. I joined every available club, was a member of the band and cheered my junior and senior years. When time came for me to decide which direction to take with my life after graduation I was torn between joining the workforce or going to college. College became my first choice but I didn't understand how to navigate the logistics of student loans and getting settled down in college life. And, there was very little guidance from high school staff and from home. It was left up to me to figure it all out. So, I chose to work and attend a business school in Richmond. I graduated in 1984 from the School for Executive Secretaries and began working full time until marriage in 1987 and the birth of my daughter in 1988. When the marriage began to wane, the reality of being a full-time single mother kicked and I lost sight of ever obtaining my undergraduate degree although I incessantly scolded young adults about the importance of getting a college degree.

In 1997, my life had well positioned itself for me to decide that returning to school full-time could be a priority. People thought I was nuts. I mean, here I was a full-time single mother with only one income risking that bit of security to explore uncharted waters. Wow! But, faith had overtaken fear. I walked boldly and confidently onto my new path, holding my daughter's hand. We walked onto Saint Paul's College in August of 1997 with the intent of hitting the ground running. And we did. We were both ready for whatever was coming our way, academically speaking. My daughter, Tiffany, was an extremely bright child. She'd attended private school in Richmond and she was beyond prepared for a Brunswick County Public School education. She zipped through the material, making straight As, the entire three years she attended Totaro Elementary School without ever cracking open a book, except to win the summer challenges for the student who read the most books. She always won. That alleviated a considerable amount of worry and enabled me to focus on my own studies. That's all I did at Saint Paul's it seems – be a mom and study. I set my goals high and was determined to graduate valedictorian and within three years, not four. And, I did. There were

SAINT AUGUSTINE'S COLLEGE ANNOUNCES NAME AND STATUS CHANGE



The Saint Augustine's College Board of Trustees announced today that the College is moving into a new phase as it joins peer institutions in moving to the status of University to become Saint Augustine's University (SAU) effective August 1, 2012. The change to university status aligns the College's public identity with the structure and breadth of academic, athletic and student development programs currently being offered at Saint Augustine's College.

This isn't just a name change," states President Dianne Boardley Suber. "We're committed to changing the way we do business. Our guiding principle will continue to be the training of leaders and change agents. All of our curricula, student organizations and student life will have leadership training as its backdrop – the common thread that runs through and drives, all of our standing programs and new initiatives.

We've completely retrenched the general education core of courses for the freshman class of 2012. The new general education courses, which are required of all freshmen and sophomores, ensure that the content and objectives of all courses are relevant to the goal of retaining and graduating students who are prepared to compete and succeed in today's challenging work force or graduate and professional level programs following their graduation."

Saint Augustine's University will expand its programs for nontraditional students to include students seeking a four year degree that includes online courses and expanding off-site access to campus programs. The University has established *Centers of Excellence* that will serve as the anchor programs of a Saint Augustine's University degree.

The Center for Forensic Discovery (forensic science, forensic accounting, and forensic psychology) and the Center for Applied Medical Sciences are two signature academic programs that are expected to enhance and expand students' marketability for a global workforce. The third Center of Excellence will be the Center for Athletic Facilities and Sports Management. This center affords students a unique concentration in the operational and administration aspects in the world of professional, collegiate and leisure sports. Graduates from this center would have the competitive advantage to secure positions in the "front office."

An additional center of excellence being considered is the Center for Athletic Scholarship. "The University will focus on being NCAA championship contenders while continuing to raise the four-year graduation rates of student athletes," says President Dianne Boardley Suber.

The University will move towards offering its first master's degree program as early as 2014. The Physician Assistant (PA) Master's Degree Program will focus on training PAs for rural and other underserved communities.

While the complete branding package is still under development, preparations for the name change will begin next month. Full implementation will take place this summer including the launch of a new Saint Augustine's University web site and revised materials for new student orientation and prospective student events.

"When students return in the fall, we will officially be Saint Augustine's University not only in name, but also in look and feel. There will be a full overhaul of paraphernalia in the bookstore and our presence throughout Raleigh and the country will be seen as Saint Augustine's University. We're very excited and look forward to sharing our new look with the world," says Marc Newman, Vice President of Institutional Advancement and Development.



CANTERBURY HOSTS GLOBAL LECTURE SERIES WITH ARCHBISHOP DR. ROWAN WILLIAMS

A new, international lecture series in honour of the Archbishop of Canterbury, Dr Rowan Williams, will be launched this year by the College and Universities of the Anglican Communion (CUAC). ‘

The Dr Rowan Williams Annual CUAC Lecture’ commemorates Dr Williams’ ten years as the Archbishop of Canterbury. The inaugural lecture will be delivered by Dr Williams at Canterbury Christ Church University, and will focus on the role of Anglican universities.

This high-profile lecture by the Archbishop will be held at Canterbury Christ Church University’s Augustine House, Canterbury, on Friday 28 September, and will form part of its Jubilee celebrations. It will also be video linked to CUAC institutions across the world.

In subsequent years, the annual CUAC lecture will be delivered by different speakers and hosted by many different countries.

Bishop Henry Parsley, retired bishop of Alabama and CUAC board member noted “This Annual Lecture will be a means for CUAC to strengthen the identity of Anglican universities globally.” According to Canon James Callaway, CUAC’s General Secretary, “By rotating among the regions of the CUAC chapters, this will be a global voice seeking the commonalities of Anglican higher education that take shape in such diverse cultures. Because of the Gospel, they all have common roots,” he said.

Vice-Chancellor of Canterbury Christ Church University, Professor Robin Baker CMG, said: “We are delighted and proud to host the first CUAC lecture, a series that promises to be important for the Church of England and the worldwide Anglican Communion. We are enormously fortunate at Christ Church to have Archbishop Rowan as our Chancellor and his lecture will be a significant event for us in this, our Jubilee year.”

The lecture will be preceded by a special Jubilee Service of Thanksgiving in Canterbury Cathedral to mark the University’s 50th year. Staff and students will be joined by special guests, including the institution’s first cohort – the class of ’62.

For more information about Canterbury Christ Church University and its Golden Jubilee year, please visit: www.canterbury.ac.uk/goldenjubilee

Have anything to share? A story idea for the next issue of *Compass Points*? Email The Rev. Canon James Callaway, General Secretary: jcallaway@cuac.org

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