



leadership  
black achievement

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## DISCUSSION & REVIEW QUESTIONS:

- Towards the beginning of the video, Dr. Green explains what Booker T. Washington decided to do when freed after the Civil War was over: “His journey began in 1872, seven years after the Civil War ended. He traveled 500 miles, most of it on foot, to a small Virginia school dedicated to the education of freed blacks, The Hampton Normal and Agricultural Institute.” Why do you think that going to school was so important to Mr. Washington that he braved such a long and arduous journey?
- After Dr. Green shares with us that Mr. Washington was appointed to head the Tuskegee Institute with only 30 students, Dr. Green explains: “Under his [Mr. Washington’s] leadership, they got to work. Every building, every desk was built by the students themselves, brick by brick, piece by piece. This tied in perfectly with Washington’s philosophy of a practical education: students at Tuskegee, in addition to academic studies, had to master a trade. He believed this led not only to racial uplift among blacks but to respect for blacks. His graduates would go out into the world with sought-after skills. They would be useful to their neighbors and become invaluable members of their communities.” Do you think that Mr. Washington’s philosophy and approach was the right one? Why or why not? Why do you think that Mr. Washington felt so strongly that practical education was so important for blacks at the time?
- Dr. Green goes on to note: “Washington distilled his philosophy into what became one of the most important speeches of the late 19th century, an address he delivered at the Atlanta Exposition in 1895. His theme was that blacks needed time to develop educationally and economically. Whites, Washington suggested, should help them in every way possible. This would be in the best interests of both races. He also emphasized that blacks needed to recognize that social equality would not come swiftly. It could not be forced through political action alone. The civil rights the Constitution promised would evolve naturally from black achievement.” Why do you think that whites helping blacks at the time would ‘be in the best interests of both races,’ and in what ways would it be in the best interests of both races? Explain. How do you think Mr. Washington knew with such certainty that social equality would take a longer timeframe than should have been reasonable, and why do you think that so many others were not as immediately accepting of that reality as Mr. Washington was? Explain. What was so significant and prophetic about Mr. Washington’s point that society and culture external to the black community would not bring about social justice, that blacks themselves would have to work to earn it through hard work and achievement?
- Later in the video, Dr. Green points out that even in the midst of other blacks criticizing Mr. Washington for not moving quickly enough to enact social justice, “Washington himself remained resolute. He was first, last and always a pragmatist. He believed gradual improvements- improvements that blacks would earn through education, entrepreneurship and personal responsibility, were the keys to black empowerment and ending racism. It wasn’t fair. But it was reality.” Considering that we can look back now and see that Mr. Washington was right, how do you think Mr. Washington was able to see the big picture and the correct course for blacks so clearly back then? Explain. Do you think it was good for Mr. Washington to be patient and to stand steadfastly by his beliefs, even though it meant taking longer for blacks to have a better life? Why or why not?
- At the end of the video, Dr. Green concludes: “Today, in an America that is open to and accepting of all races, Washington’s prescription for black success is more relevant

than ever. That made him a great leader... and a prophet.” Why do you think that Mr. Washington’s ‘prescription for black success is more relevant than ever?’ Explain. What else do you think contributes to Booker T. Washington being considered a great leader? Explain.

## EXTEND THE LEARNING:

### CASE STUDY: Hampton Normal and Agricultural Institute

INSTRUCTIONS: Read the article about Hampton University’s history, and then answer the questions that follow.

- What was the United States’ first self-contained African-American community named? Who was Mary Peake, and what did she do? Where did she hold her first class, and what law did it violate? What is the Emancipation Oak a symbol of? Who was Brigadier General Samuel Armstrong, and what did he do? What was the declared purpose of Hampton Normal and Agricultural Institute? How did students pay for their schooling? Who is the Hampton Normal and Agricultural Institute’s most distinguished graduate? At what age did Booker T. Washington help to found and direct the Tuskegee Institute? What happened to the Native Americans who arrived in Hampton from Fort Sill, and what did they do? How many of the boys were taking trade classes by 1904? Who was Dr. R. Nathaniel Dett, and why was he important to the school? What significant event happened to the school in 1949? Why were trades programs phased out in the 1950’s? What types of programs and departments were established during Hampton President Holland’s tenure? What involvement did Rosa Parks have with the school? Why did a group of Hampton students stage a sit-in in 1960? Who is Dr. William R. Harvey, and what has he done for the school?
- In what ways does Hampton University embody the story of Booker T. Washington and the history of the black community in the United States? Explain. Do you think that Hampton University is still carrying on and carrying out the philosophy and ideals that Mr. Washington prescribed for the success of the black community? If no, why not? If yes, in what ways?
- Do you think that Mr. Washington would be happy with how and what the black community is doing today? Why or why not? Do you think that Mr. Washington’s plan is still a good one for the black community? Why or why not? When do you think that the reality of good race relations and a world where minorities don’t have to struggle in America will happen, if ever?



# QUIZ

## WHO IS BOOKER T. WASHINGTON?

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1. Booker T. Washington was born into slavery in \_\_\_\_\_.
  - a. 1846
  - b. 1856
  - c. 1866
  - d. 1876
  
2. What cause did Mr. Washington dedicate his life to?
  - a. women's suffrage
  - b. reconstruction politics
  - c. practical education
  - d. civil economics
  
3. After the war, Mr. Washington traveled 500 miles, mostly on foot, to go to school.
  - a. True
  - b. False
  
4. How many students were waiting at the Tuskegee Institute when Mr. Washington arrived to take over?
  - a. 30
  - b. 130
  - c. 230
  - d. 330
  
5. The theme of Mr. Washington's speech at the Atlanta Exposition in 1895 was \_\_\_\_\_.
  - a. that blacks would achieve equality through swift culture change
  - b. that blacks needed the help of white lawmakers to be successful
  - c. that blacks needed reparations before race relations could improve
  - d. that blacks needed time to develop educationally and economically



# QUIZ - ANSWER KEY

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## Under a Simple Oak Tree

The year was 1861. The American Civil War had shortly begun and the Union Army held control of Fort Monroe in Hampton, Virginia at the mouth of the Chesapeake Bay. In May of that year, Union Major General Benjamin Butler decreed that any escaping slaves reaching Union lines would be considered "contraband of war" and would not be returned to bondage. This resulted in waves of enslaved people rushing to the fort in search of freedom. A camp to house the newly freed slaves was built several miles outside the protective walls of Fort Monroe. It was named "The Grand Contraband Camp" and functioned as the United States' first self-contained African American community.



Major General Benjamin Butler



Mary Peake

In order to provide the masses of refugees some kind of education, Mary Peake, a free Negro, was asked to teach, even though an 1831 Virginia law forbid the education of slaves, free blacks and mulattos. She held her first class, which consisted of about twenty students, on September 17, 1861 under a simple oak tree. This tree would later be known as the Emancipation Oak and would become the site of the first Southern reading of the Emancipation Proclamation in 1863. Today, the Emancipation Oak still stands on the Hampton University campus as a lasting symbol of the promise of education for all, even in the face of adversity.



The Emancipation Oak

## **The Hampton Normal School**

In 1863, using government funds to continue the work started by Mary Peake, General Butler founded the Butler School for Negro children, where students were taught reading, writing, arithmetic, geography, and grammar, as well as various housekeeping skills.

Brigadier General Samuel Armstrong was appointed in 1866 to Superintendent of the Freedmen's Bureau of the Ninth District of Virginia. Drawing upon his experiences with mission schools in Hawaii, he procured funding from the American Missionary Association to establish a school on the Wood Farm, also known as "Little Scotland" adjacent to the Butler School. On April 1, 1868, Armstrong opened Hampton Normal and Agricultural Institute with a simple declared purpose.

"The thing to be done was clear: to train selected Negro youth who should go out and teach and lead their people first by example, by getting land and homes; to give them not a dollar that they could earn for themselves; to teach respect for labor, to replace stupid drudgery with skilled hands, and in this way to build up an industrial system for the sake not only of self-support and intelligent labor, but also for the sake of character."

Practical experience in trades and industrial skills were emphasized and students were able to pay their way through school by working in various jobs throughout the burgeoning campus. The Butler School, which was succeeded in 1889 by the Whittier School, was used as a practice ground for teaching students of the Hampton Normal School.



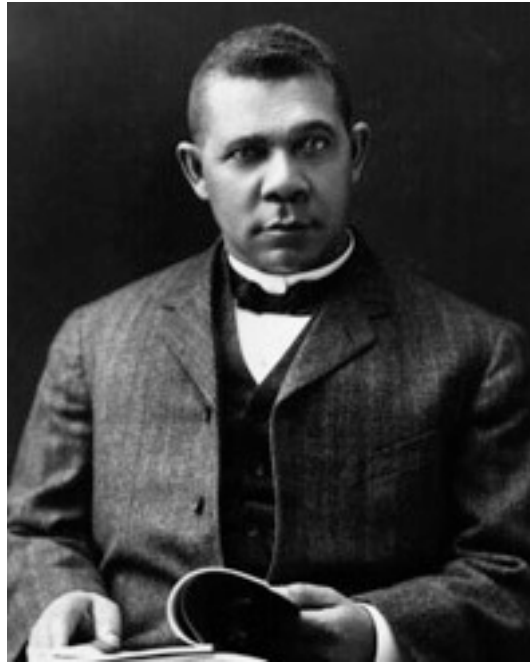
Brigadier General Samuel Armstrong



## **A New Student**

By 1872, Hampton Normal and Agricultural Institute was flourishing and drawing students from all over the country. One day that year, a young man met with the assistant principal to request admission. His clothing and person were so unkempt from his long journey he was nearly turned away. The assistant principal asked him to sweep the recitation room. The young man, excited at the prospect of work, not only swept the floor three times but thoroughly dusted the room four times, thereby passing a rigorous "white glove" inspection. Upon seeing the results of his work, the assistant principal said quietly, "I guess you will do to enter this institution."

The newly accepted student was Booker T. Washington, who would become Hampton's most distinguished graduate. At only 25 years old, at the request of General Armstrong, Washington helped found Tuskegee Institute in Alabama in 1881.



Booker T. Washington

## **Native Americans Arrive**

During the night of April 18, 1878, a group of Native Americans arrived in Hampton from Fort Sill, where they had been imprisoned at the close of the Red River War. No longer considered dangerous, they were sent to Hampton at the request of General Armstrong. These seventy men and women became the first American Indian students at Hampton and began a Native American education program that spanned more than 40 years, with the last student graduating in 1923.



## **The Trade School Era**

Throughout the 1880s and 1890s, Hampton Normal School saw a dramatic increase in enrollment and educational offerings, which created a need not only for additional dormitory space, but also for auxiliary facilities. A number of buildings were constructed during this twenty-year span, including Whipple Barn, Wigwam (the American Indian boy's dormitory), Holly Tree Inn, and the Armstrong-Slater Trade School, most all of them built by Hampton students.

The new trade school would offer instruction in farming, carpentry, harnessmaking, printing, tailoring, clocksmithing, blacksmithing, painting, and wheelwrighting. By 1904, nearly three-fourths of all boys at Hampton were taking trades classes. In addition to expansion of the agricultural program in 1913, Hampton's music program flourished under the direction of Dr. R. Nathaniel Dett, who brought the Hampton Choir and Quartet to the world through highly acclaimed performances in London, Vienna, Zurich, Berlin, Geneva, and Paris.



Dr. R. Nathaniel Dett

## **Hampton Institute – The College**

Enhancing Hampton's curriculum to meet the stringent requirements of college level accreditation was the focus during the late 1900s and throughout the 1920s. Many new programs were added and the requirements for existing courses were raised to meet the new standard Hampton placed upon itself. A Library Science School was established in 1924 and an extension program was begun in 1929 to reach students who were unable to come to campus. The Robert C. Ogden Auditorium was built in 1918 and with two thousand seats, it was at the time the largest auditorium in the area. Today, Ogden Hall is considered one of the finest acoustical venues in the nation.

In the Principal's report of 1929, Hampton President Dr. James Edward Gregg stated that "Hampton Institute is now a college." He went on to state that, "Every one of its collegiate divisions or schools—Agriculture, Home Economics, Education, Business, Building, Librarianship, Music—is fitting its students for their life-work as teachers or as practitioners in their chosen calling."

On July 1, 1930, Hampton Normal and Agricultural Institute became Hampton Institute and the title of Principal—Dr. George Phenix at the time—was changed to President.

## The Great Depression

The 1930s brought with it the Great Depression and intense challenges for Hampton Institute. Already confronted with an overwhelming budget deficit, the college experienced a decrease in enrollment and budget cuts and staff dismissals were common. To cut costs, the Library School was discontinued in 1940 and the Nursing School was taken over by a local hospital that same year.

When America became involved in World War II, financial relief would soon arrive to Hampton Institute as the federal government established war training facilities on the campus. After the war, many of the military training buildings were purchased by the college and are still in use today.

In addition to Hampton's financial troubles, many felt that the school's decades-old educational philosophies no longer applied to a changing racial climate where the emerging youth began to question accepted policies and procedures. Students wanted more self-governance and a change in many of the regulations. While the Hampton staff was interracial, there were no Negroes employed as heads of departments and schools. Thus, in 1940, a few high-ranking administrative positions—including Dean of Instruction and Dean of Women—were appointed to Negroes. And in 1949, Dr. Alonzo G. Moron became the first Negro president of Hampton Institute.

## A New Wave of Growth

During the 1950s, programs in Agriculture and the trades were phased out due to decreased enrollment and a change in the American workforce climate. However, a number of new programs were initiated, including graduate studies in Mathematics, Chemistry, and Physics.

During the tenure of Hampton Institute's ninth President, Dr. Jerome H. Holland, the college experienced a decade of growth in every facet and program. Twelve new buildings were constructed, faculty numbers increased, average salaries doubled, and student enrollment reached 2,600 by 1969. New programs and departments were established, including a computer technology program, the College of Cooperative Education, and a Department of Mass Media Arts.

Accompanying Hampton's steady growth in the 1960s was the controversial landscape of the Civil Rights Movement and the changing attitudes of Negroes, who were finally able to see the promise of first-class citizenship and equal educational and economic opportunity in a democratic society. Noted civil rights leaders, including Dr. Martin Luther King, visited the Hampton campus. In 1957, two years after being arrested for refusing to give up her seat to a white bus passenger, Rosa Parks moved to the Hampton area where she worked on campus as a hostess at The Holly Tree Inn. On February 11, 1960, a group of Hampton Institute students were the first in Virginia to stage a lunch counter sit-in, to protest local business' refusal to serve blacks and whites equally.



Rosa Parks

## Continuing the Tradition

The social unrest of the 1960s spilled over into the 1970s as students demanded a wider variety of courses, coed living on campus, and a stronger voice in the Administrative Council and the Board of Trustees. In the face of student protests, bomb threats, and dormitory fires, Hampton President Dr. Roy Hudson managed to improve relations with students and expand many programs, including the college's Engineering program, through partnerships with other universities.

Dr. William R. Harvey was unanimously elected the twelfth President of Hampton Institute in 1978. His efforts included outlining a core set of required courses, establishing an M.B.A. program and centers for high-tech scientific research, and expanding the Continuing Education Program. By 1983, student enrollment had reached nearly four thousand and SAT scores of entering freshmen increased by 93 points, even though national enrollment levels and SAT scores were plummeting.

In 1984, after a nine-month study of Hampton Institute's rapid growth and development in quality of students, faculty and academic offerings, the recommendation was made to change the name to Hampton University.

Today, over 150 years after its inception, Hampton University continues to break new ground in academic achievement, staying true to General Armstrong's original promise of **The Standard of Excellence, An Education for Life.**