Introduction

This college sports system contributes to the undervaluing of black lives in American society and our institutions. The predominantly white privilege of playing college sports while earning a quality degree comes at the expense of—is literally paid for by—the educationally unequal experiences of mostly black football and basketball players.

Victoria L. Jackson

It's five types of ball players: Volley, foot, soccer, basket, base all in the same race to win. What happens when the clock stops, injury, and no more wicked jump shots?

ESPN ends; there goes your two million fans and there goes your friends.

They don't care who you are and what you did. You a “Where are they now?” VH-1 type kid.

Erick Sermon

What happens to the subjugated racial minority in the nominally integrated and systematically exploitive system does not just happen to them; it just happens to them first and worst. Ultimately, it negatively influences the fate and fortunes of all who share a comparable position with that minority.

Harry Edwards

Since the late 1960s into the 1970s, when Black males were beginning to routinely integrate as athletes into football and basketball programs at historically White colleges and universities (HWCU) that sponsor National Collegiate Athletic Association (NCAA) Division I sport programs in the US, the educational plight of the Black male athletes in these programs has been a popular topic of inquiry and discussion. Sociologist and scholar activist Harry Edwards’s pioneering work at the intersection
of race, sport, and US society has helped set the tone for the formal study and heightened interest in Black male athletes’ educational experiences and outcomes at HWCU.\textsuperscript{5} Many scholars, journalists, and other social commentators now regularly debate these matters at academic and industry conferences, in college and university classrooms, on television and other media, and in scholarly journals and the popular press, among other places.

Since 2000, there have also been noteworthy books that devote substantial attention to Black male football and basketball athletes in US higher education. In his 2007 book, \textit{Race, Sport, and the American Dream}, sociologist Earl Smith focused on Black males’ position within what he termed the \textit{athletics industrial complex}, which “refers to the fact that intercollegiate athletics is now firmly embedded into other economic institutions from the hotel and entertainment industry to construction to clothing and transportation.”\textsuperscript{6} Smith argues that the athletics industrial complex is the primary mechanism that drives the exploitation and colonization of Black male bodies, planting them firmly in the “periphery” of the college sport economy. Billy Hawkins’s 2010 book, \textit{The New Plantation}, builds on this notion of colonization in big-time college sport by providing critical insight into how structural arrangements at HWCU present extraordinary challenges to Black male football and basketball athletes’ educational opportunities. Hawkins emphasizes the need for decolonization and concludes with strong recommendations for college athletic reform.\textsuperscript{7} In \textit{Black Males and Intercollegiate Athletics}, a multiauthored book published in 2015, contributors explore effective ways to address issues facing Black male athletes, focusing on the critical roles coaches, faculty, administrators, academic support staff, and athletes themselves play in this collective process of serving the educational interests and needs of this important student population. The foreword by Maurice Clarett (a former football running back who helped lead the Ohio State Buckeyes to the national championship during his freshman year in 2002), presents a powerful and authentic voice for introducing readers to the themes and topics in the book.\textsuperscript{8} In particular, Clarett speaks about the critical need for Black male athletes to develop a support network of people outside athletics, and encourages these athletes and their support network to use the book to educate themselves and engage in conversations about ways to address problems facing Black male athletes in these spaces. Lastly, Joseph Cooper’s book \textit{From Exploitation}
Back to Empowerment draws from an array of analytic frameworks to discuss the heterogeneity of Black male athletes’ experiences and outcomes over the course of their lives and proposes multiple socialization models to help explain holistic development processes for Black male athletes.9

Despite the abundant attention that has thus far been paid to the educational plight of Black male college athletes, and the excellent research on the topic, there remains a great deal more to be said. I hope what I have to share will add value and substance to what has already been written or said about Black male college athletes. Our knowledge of matters related to their education is incomplete, and is certainly not absolute. The voices of countless Black male college athletes have gone unheard, and this gap must be filled; there is always more to know and learn about this topic. In this regard, the ongoing study of Black male athletes’ education undoubtedly still matters.

Furthermore, in this era of Black Lives Matter, where White supremacists’ violence and the discriminatory legislation directed toward Black people not only persist but are intensifying, Black male athletes’ education requires our increased attention. The exploitation of Black male football and basketball athlete labor continues to be at the center of the increasing hyper-commercialism we have witnessed in this academic capitalist governance model of college sport.

The NCAA and its member institutions continue to peddle rhetoric about the importance of providing college athletes with well-rounded educational experiences and opportunities to help prepare them “to go pro in something other than sports,” as the television commercial goes. Unfortunately, there continue to be far too many instances where Black male football and basketball athletes at HWCU are treated by leaders and other professional practitioners in these institutions as if their education does not matter and is not important to their short- and long-term life opportunities and outcomes beyond college sport participation. In a provocative article on Black Lives Matter, T. Elon Dancy and colleagues draw from theories of settler colonialism and anti-Blackness to (re)interpret the arrangements between HWCU and Black people. These scholars strongly suggest that the academy’s commitment to White entitlement, Black male bodies as commodities, and rejection of Black intellect is arguably most pervasive in college football and men’s basketball at HWCU, which is one reason I focus on these two sports in this book.10 In the quote at the outset of this
chapter, Victoria Jackson, a former Division I college track and field athlete turned sports historian, echoes this sentiment. In chapter 4, I will revisit this point and other related arguments.

WHO IS THIS BOOK FOR?

This book will be highly relevant and relatable to other scholars and academics who study and teach in areas such as higher education; urban education; sociology of education; sport studies including management, sociology, psychology, philosophy, history; and Black or Africana or other racial and ethnic studies. However, Race, Sports, and Education is particularly aimed at educational decision makers and other stakeholders who work or interact directly with Black male athletes in higher education—athletics administrators, coaches, academic support, and other higher education practitioners—as well as administrators, teachers, coaches, academic guidance counselors and other educational stakeholders at the secondary level of P–12 schooling who are responsible for helping to prepare Black male athletes for their transition into institutions of higher education. It is also written specifically for former, current, and future Black male college athletes and their support networks, particularly family and friends. Athletes from other racial and gender backgrounds might find the content of this book useful as well.

Much of the material presented in this book is generated directly from the stories and words of the Black male college athletes who are featured in chapters 2 and 3. Accordingly, I draw heavily on the perspectives of these athletes to provide critical insight from which athletics administrators, coaches, academic support for athletics personnel, and other higher education practitioners might learn. Reading and engaging with the content of this book might help these important leaders and professional practitioners address the inequitable or unjust systems that have served as barriers that prevent Black male athletes and some of their athlete peers from maximizing their educational opportunities.

Therefore, the primary focus of this book is on what higher education practitioners and their counterparts in P–12 education might learn from the voices and perspectives of this historically underserved student group. I hope that these leaders and practitioners will also find useful strategies or recommendations for what they can do to advance the educational
experiences and outcomes for Black male athletes and their peers. Herein lies one of the major contributions this book will make to the scholarly literature and everyday conversations about Black male athlete education matters.

SITUATING MYSELF IN THE DISCOURSE

Throughout *Race, Sports, and Education*, I acknowledge and discuss synergies and overlap between this book and the work of the scholars mentioned above. I also explore how this book builds on and in some ways departs from the prior work related to the education of Black male college athletes.

This book draws from precepts of *critical race theory* (CRT) and other related works to examine pertinent macro-, meso-, and micro-level matters that impact educational experiences and outcomes of Black male college athletes. CRT scholars draw from centuries of evidence to understand how a system of White supremacy and racial hierarchies have been established and implanted in US society, especially via the legal system; and they work to disrupt this systemic racism and other forms of oppression that subordinate and marginalize certain groups and individuals. In line with CRT, I embrace an anti-deficit approach instead of focusing on the supposed deficiencies or shortcomings of Black male college athletes, who education scholar Shaun Harper suggested are the most disenfranchised student group in higher education.\(^1\) An anti-deficit approach focuses more on their strengths, untapped assets and attributes, and potential for greatness in higher education and life beyond. This approach is one that education scholar Fred Bonner promoted in *Building on Resilience*, which offers models by different authors that might contribute to Black male success in P–12 and higher education contexts.\(^1^2\)

My embrace of this approach does not mean, however, that I fail to acknowledge or discuss what decades of literature says about Black male football and basketball athletes as a group ranking at the very bottom of most socially constructed academic indicators of success such as GPA, standardized test scores, or graduation rates. I am also well aware that some Black male athletes do come to HWCU with limited academic preparation and/or very little interest in anything beyond playing football or basketball. In acknowledging this, however, my attention and critique is directed
more toward significant historical and contemporary issues at the societal and sport industry levels (macro-level matters) and the cultures, climates, structures, policies, processes, and practices within college sport organizations, particularly the NCAA and HWCU athletic departments (meso-level matters) that impact the education of Black male athletes. Essentially, this book places more emphasis on what is “wrong” with the broader US society and educational and sport enterprises, as opposed to what is “wrong” with Black male athletes, who since their full-scale integration into HWCU have played the leading role in helping grow college sport into the multibillion-dollar entity it has become. I draw inspiration from and build on Harry Edwards’s argument that (so-called) Black male “dumb jocks” are not born, but are systematically created.13

PURPOSE AND SCOPE OF BOOK

The purpose of Race, Sports, and Education is twofold. First, I critically examine educational experiences and outcomes of Black males who played NCAA Division I football and/or basketball at HWCU.14 Although I incorporate my own personal and professional experiences and theoretically informed perspectives, I center the discourse on the voices and perspectives of the twelve Black male college athletes via a case study (chapter 2) and individual reflective narrative vignettes (chapter 3).15 In particular, I share their stories about P–12 schooling and sport experiences, pertinent education matters and challenges they faced as college athletes, their perspectives on how college sport impacted their education and life after college sport, and recommendations they have for reform aimed at addressing Black male athlete education matters. In many ways, this book responds to the rhetorical questions hip-hop rap artist Erick Sermon posed in the quote at the beginning of this chapter. That is, these Black males provide insight into the question, “What happens when the clock stops?” after their playing days have officially ended. My co-creation of knowledge about education matters with these Black males is one of the major strengths and contributions of the book. I believe this is one of the things that helps distinguish it from other books related to this topic.

Second, I explore more satisfactory and equitable ways HWCU and their athletic departments can serve the educational interests and needs of
Black male athletes who come through these programs. The book addresses the persistent educational disparities between Black male football and basketball athletes and their college athlete peers from other racial and gender backgrounds and in athletic programs beyond football and men’s basketball. In doing so, I argue Harry Edwards’s assertion that Black male football and basketball athletes at HWCU are typically the “first” targets of exploitation, and their educational experiences and outcomes as a group continue to be the “worst” in comparison to their peers is still relevant today and remains a pressing matter.

I want to be clear, though, that this is not a doom-and-gloom book that views college sport as being totally devoid of redeeming qualities and attributes, or Black male college athletes as helpless victims who are incapable of traversing the world of college sport at HWCU. On the contrary, this book reveals how Black male athletes have grappled with the ugly sides of college sport that too often negatively affect their educational experiences and outcomes as a group. The athletes featured in this book have parlayed their college sport participation into meaningful educational experiences and life lessons going forward. By highlighting their stories of educational excellence and resilience, even in the face of structural barriers and constraints within these systems, the book helps illuminate how and why some Black male college athletes have had success navigating the myriad challenges and opportunities they were presented with during their playing days and in life transitions afterward.

While the focal point of this book is college sport, it does touch on how educational pipeline matters (e.g., P–12 schooling, socialization forces, and experiences outside of schools) serve as precursors to these challenges and opportunities. The discussion allows for a critical investigation into some of the complex and contextual realities of Black male college athletes’ relationships with college sport in particular, and the US educational and sport systems more broadly.

*Race, Sports, and Education* argues there is a need for systems and learning environments to be constructed and sustained by leaders and professional practitioners in higher (and secondary) education that help nurture and extract from Black male athletes the unique gifts and talents beyond the athletic prowess they possess. There is most certainly educational value in sport participation and competition on the fields and courts
of play. However I agree with Joseph Cooper’s strong call that there is a need to focus on “excellence beyond athletics” if we are truly interested in the education of Black male college athletes and their peers.16

Moreover, while the traditional classroom setting is a staple of students’ educational experiences and outcomes, true education goes beyond just the teaching and learning of the subjects in the school curriculum that will help students graduate and enter a career; it also involves students’ exposure to environments and situations where they can discover their history, who they are, and what their purpose in life is and gain knowledge of the world around them. Education involves the cultivation of students’ inner gifts and talents via their exposure to various bodies of knowledge, fields of human endeavor, and diverse people, places, things, ideas, and experiences. In this regard, education of Black male athletes should occur not only on the field or court and in the university classroom, but also in myriad other social contexts within and outside institutions of higher education.

With all that in mind, this book also acknowledges and discusses the ultimate responsibility Black male college athletes have to pursue and contribute to their own education. Harry Edwards articulated this point decades ago when he stated:

It is the black student-athletes themselves who must shoulder a substantial portion of the responsibility for improving their own circumstances. Education is an activist pursuit and cannot in reality be “given.” It must be obtained “the old-fashioned way”—one must earn it . . . the bottom line here is that if black student-athletes fail to take an active role in establishing and legitimizing a priority upon academic achievement, nothing done by any other party to this American sports tragedy will matter—if for no other reason than the fact that a slave cannot be freed against his will.17

I do not believe Edwards was in any way absolving educational institutions of their responsibility to create the proper conditions and circumstances for Black male athletes to obtain academic achievement and other educational outcomes. Rather, he seems to suggest that Black athletes must expect more from and rely more on themselves than these HWCU do if they truly desire the kind of education that is necessary for them to lead productive and wholesome lives beyond sport participation.
WHAT ABOUT BLACK FEMALES AND OTHER COLLEGE ATHLETES?

In March 2016, I drove Harry Edwards back to the airport after he gave a lecture at Texas A&M University. In that talk, he compared and contrasted Black athlete activism on college campuses during the Black Power movement in the civil rights era with that of the more recent Black Lives Matter movement in the age of social media. On our two-hour ride back to Austin, I decided to share my idea for this book and get his initial thoughts about it. He suggested that I not limit this project to just Black males, but instead consider writing about the intersections between race, sport, and education in regard to the experiences and outcomes of male and female athletes across various demographic backgrounds and types of sports.

To me, Dr. Edwards is an intellectual giant whom I greatly respect and look up to both literally and figuratively, and whose work I first encountered and studied as an undergraduate and graduate student in the 1990s and early 2000s. He makes a vital point that we should pay more attention to the roles and experiences of Black females in sport, education, and society. In some of his more recent work, Edwards has called for a paradigm shift to focus more on women and girls. He discussed his observations from the Black Student-Athlete Conference: Challenges and Opportunities at the University of Texas at Austin in 2015, and expressed some frustration with the overwhelming attention on Black males and limited attention given to Black females.

Many other sport scholars have pointed out how Black females are a population of college athletes who have not received the kind of attention in either the popular press or the academic literature that they deserve. In 2005, sport management scholar Jennifer Bruening (now McGarry) posed the question, “Are all the women Whites and all the Blacks men?” in furthering the call for Black females to be more central and visible in sport studies. Other scholars have critically examined important matters related to Black females in college sport. Akilah Carter-Francique’s important scholarship and service work with Black female college athletes particularly comes to mind. She has built on earlier foundational work of scholars such as Yevonne Smith, Doris Corbett, and Tina Sloan Green, and has been committed for several years to the study with and empowerment of this important college student population.
I further recognize that other athletes across various social groups and identity spectrums are susceptible to the exploitive nature of the college sport system, and there is a need to include these different athlete groups in our work on education matters in college sport. As an example, important work on educational challenges specific to Asian/Pacific Islander college football athletes has emerged in the academic literature. The success of former Heisman Trophy–winning college quarterback Marcus Mariota at the University of Oregon from 2012 to 2014 and the rapid emergence and subsequent dominance of University of Alabama quarterback Tua Tagovailoa beginning in early 2018 has certainly helped bring more attention to and interest in this particular population of college athletes.

Yet in the end, I chose in this book not to follow Edwards’s advice. I am unapologetic about and remain steadfast in my commitment to centering Black male college athletes’ education matters. I also argue that doing so could actually help achieve meaningful reform for the benefit of all college athletes. As a Black male, my deep and ongoing interest in the study of and with Black male athletes does not mean that I do not understand or appreciate the plight of my beloved Black female counterparts. From my perspective, Black males and females are in a collective struggle and real fight against the forces of what the late great rapper Tupac Shakur called this “White man’z world” and sociologists Joe Feagin and Kimberly Ducey framed as the elite White male dominance system. As I will discuss in more detail throughout this book, this sophisticated and extensive system of oppression and subjugation was not designed by or for Black males and females, nor to serve the interests of either group. Whether we focus our attention and analysis on Black male or female athletes separately or simultaneously, there is a need for the continued and vigorous study of education and other matters pertaining to Black people in this system—period! In this regard, I do not view my focus in this book on Black male college athletes as a slight against or erasure of their female or other counterparts.

THE ELITE WHITE MALE DOMINANCE SYSTEM AND COLLEGE SPORT

To discuss the circumstances of Black male athletes at HWCU, it is first necessary to trace and interrogate the elite White male dominance system that has long permeated US society and social institutions, including
In their book *Elite White Men Ruling*, Joe Feagin and Kimberley Ducey argue that public and scholarly discussions of US racism and other forms of oppression have, for the most part, failed to foreground elite White men and focus on how their interlocking racial, class, and gender statuses impact their global power and influence: “The central problem of the 21st century is elite white men. They long ago created what we term the *elite-white-male dominance system*, a complex and oppressive system central to most western societies that now affects much of the planet. This small elite rules actively, undemocratically, and globally, yet remains largely invisible to the billions of people it routinely dominates.”

Feagin and Ducey described elite White males as those individuals who are at the very top of the social and economic order of societies and of social institutions. Higher education and college sport certainly qualify as powerful social institutions, particularly in the US. White males have always held and continue to hold the overwhelming majority of the major leadership and decision-making positions in the upper echelons of higher education and college sport. Although some remain relatively out of the public eye, in some cases they are highly visible public figures in roles such as college and university chancellors or presidents, the NCAA president, athletic conference commissioners, athletic directors, and head football and basketball coaches. It may be difficult to tell whether or not these public figures are elites themselves or influential acolytes of elite White males who remain invisible and behind the scenes. In college sport, such acolytes typically comprise people from various racial and gender backgrounds who are not necessarily at the top of the social and economic order, but are in managerial and other important roles within athletic departments and other organizations tied to the college sport industry segment. They perpetuate the system by carrying out the agenda of the elite White men at the top of these organizations by implementing certain rules, regulations, policies, processes, and day-to-day practices that ultimately and primarily serve the interests of the elite.

In reflecting on the rule of elite White men in college sport today and into the future, it is important to mention some historical points of reference. First, with its origins in Ivy League institutions (particularly Harvard and Yale) in the mid-1800s, college sport has historically been overwhelmingly shaped by and for elite White males. The crew race organized by White male students at Harvard and Yale in 1852 is widely recognized as
the first official intercollegiate athletics event. However, the first recorded American football game between Princeton and Rutgers in 1869 really set the tone for the growth and popularity of college sport, particularly college football, on HWCU campuses.

In a chapter on racial barriers in Eurocentric sport organizations in the book *Systemic Racism*, Anthony Weems and I argue that the creation and expansion of American football in these elite HWCU was largely a social and cultural response to a perceived threat to White masculinity. In the aftermath of significant historical events (such as the abolishment of chattel slavery) that challenged the rule of White male elites, football became one mechanism through which White males would continue reinventing and redefining what it meant to dominate and to exert one’s manhood. With the exception of a few talented non-White athletes like William H. Lewis and Jim Thorpe, participation in college football was almost exclusively limited to White men during the late nineteenth century into the early twentieth century. Although football faced potential banishment early on because of its brutal and violent nature, President Theodore Roosevelt intervened by inviting coaches and athletic advisers to the White House to discuss ways to improve the game and make it safer. President Woodrow Wilson would also come to the defense of football. Like Roosevelt, he associated participation in the sport with authentic manhood. The support of these two US Presidents in the first two decades of the twentieth century not only helped quell the calls for football’s banishment, but more importantly, contributed greatly to the rapid spread of football to other HWCU and eventually youth sport and the professional ranks.

The second noteworthy historical point of reference I want to mention is the creation of the NCAA in 1906 and its evolution into the predominant governing body for college sport. Originally known as the Intercollegiate Athletic Association of the United States until the name change in 1910, the NCAA was born out of meetings between White male leaders from several HWCU who had assembled to initiate changes in football playing rules. However, it was not until the 1920s that the NCAA began to conduct championships in different sports, beginning with track and field, and later basketball, which would eventually grow into the spectacle and cash cow it has become. As college sport continued to grow in scope and popularity, issues of corruption around athlete recruitment, eligibility, and financial
aid led the NCAA to establish the “sanity code” in the late 1940s to address such ethical matters. Meant to prevent the awarding of financial aid to athletes based solely on their athletic prowess, the sanity code required institutions to consider the financial needs and academic accomplishments of prospective athletes. Critics argued that it favored the elite colleges that got the better students and had wealthier alumni who could financially support athletic programs.  

The limited effect of this code led to its demise, and the growing commercialism in college sport would eventually lead the NCAA to hire Walter Byers as its first full-time executive director in 1951 and establish a national office in 1952. Byers, who retired in 1987, was arguably the key architect of big-time college sport as we have come to know it in the twenty-first century. In his 1995 memoir, *Unsportsmanlike Conduct*, he exposed the history of corruption and hypocrisy in the NCAA and discussed the flagrant exploitation of athletes in the high-dollar, commercialized college sport marketplace. Byers openly discussed how the NCAA had intentionally introduced the term *student-athlete* to counter the idea that college athletes were employees of its member institutions, and prevent them from being able to claim workers’ compensation and other benefits that employees like coaches and other athletic department stakeholders enjoy.

Byers has been criticized for not really owning up to the prominent role he played in establishing the myth of amateurism and the oppressive structures and rules of the NCAA that have continued to grow and persist well into the second decade of the twenty-first century. Significantly, Byers’s eventual acknowledgment that a neoplantation mentality and undemocratic form of governance exists in college sport confirmed what Harry Edwards had long asserted when Byers was still executive director of the NCAA.

A critical study and reflection on the history of college sport and the NCAA should prompt us to position and assess powerful White men like Walter Byers and those elite White men who control the levers of power within college sport in the present. To Feagin and Ducey’s point, there is a need to call out and directly address how elite White males’ myriad concrete society-shaping actions have created and contributed to educational challenges and problems faced by Black male athletes and their peers on the campuses of these HWCU in particular.
Before I end this introduction, I want to offer an important caveat. In discussing the elite White male dominance system, my purpose is not to personally attack or disparage individual White men or the White race as a whole. White people too are genuinely concerned about racial and other forms of social justice, and work to address societal ills related to the systemic racism, systemic sexism, and systemic classism that undergirds the elite White male dominance system. But I also want to make clear that this book is not written to pacify or placate elite or other Whites who remain unaware of or comfortable in their privilege and complacent or complicit in what education scholar David Stovall calls this "political, economic and cultural system in which Whites overwhelmingly control power and material resources, conscious and unconscious ideas of White superiority and entitlement are widespread, and relations of White dominance and non-White subordination are daily reenacted across a broad array of institutions and social settings"\(^{30}\), or as philosopher Tommy Curry puts it, this "capitalist ethno-patriarchal regime we call white supremacy."\(^{31}\)

AN OVERVIEW OF THIS BOOK

This book is divided into four chapters. In chapter 1, I contextualize the significance of studying Black male college athletes, and how their race, gender, and participation in Division I college sport at HWCU impacts their education. More precisely, I discuss the sociopolitical and sociocultural backdrops in which this book came to fruition and how some of my personal and professional experiences inspired my writing as we transitioned from the Obama era into the Trump era. I further elucidate why I focused specifically on Black males and the context of college sport, and discuss the potential educative value of college sport participation.

Chapter 2 presents an instrumental case study of three Black male athletes who were key players and teammates in a highly visible and successful football program at a major HWCU when they initially participated in this study. The chapter highlights their observations on education, the benefits and detriments of college sport participation, matters related to racism, and matters related to institutional integrity. This chapter’s focus on these Black males’ perspectives on these education matters while they were still college athletes—and several years after their playing days ended—is what makes it so intriguing.
In chapter 3, I draw from data I collected in 2017 and 2018, including written narratives and/or formal individual interviews with nine former Black male football athletes from diverse backgrounds and Division I HWCU across different conferences. I apply the storytelling and experiential knowledge tenets of CRT to present robust case vignettes about these athletes’ personal backgrounds and P–12 educational experiences, how they navigated the often difficult and sometimes contradictory educational terrain of college sport, educational and life outcomes related to their college sport participation, and recommendations these Black males offered for improving the relationship between Black males’ college sport participation and their education.

I conclude this book in chapter 4 with a brief discussion of macro-, meso-, and micro-level matters related to Black male athletes’ education. I imply that people from various racial backgrounds, including White males, who are genuinely concerned about the education of Black male college athletes and their athlete peers should form or become part of cross-race coalitions and use such alliances to combat oppressive forces of this elite White male dominance system in college sport. I end the chapter by advancing some ideas for future research, policy considerations, and recommendations for practices in organized school sport in both higher education and secondary education.