

#5 INTERVIEW OF BLACK STUDENTS ENROLLED AT WASHINGTON AND LEE

1. *Have you decided upon a college major? Yes*
If yes, what? History with a concentration in Biology. Didn't want to give it up totally.

2. *(If the answer to question 1 is no, skip #7.) What is your grade point average (GPA) in your major field? If I'm not mistaken, 2.930*

3. *What type of degree are you working toward at Washington and Lee?*
BA

4. *What is the occupation or profession you want to enter upon finishing your education?*
I'd like to be a college professor or public or private teacher.
High school teacher?
Yes.

5. *Do you plan on working toward an advanced degree at some time after finishing your undergraduate program?*
yes

6. *While growing up, did you attend or were you personally active in church? Yes*
If yes, please give the denomination, and the type of church activities in which you participated.

I was Apostolic Holiness. I pretty much went to church every Sunday, every Tuesday/Thursday, and sometimes at other times, say if Saturday was a special occasion.

Did you do youth group things as well?

Yes. After a certain point, that kind of dissolved, but it was pretty active, I would say until 8th grade year. Kind of grew out of it. But I was very active in youth group.

How would you characterize your church involvement in Lexington?

I would say that I haven't found a church to my liking in Lexington. I think that has a negative effect. I'm not at home, but I still--you have a certain strength when you have people of your same--I haven't really found a church to my liking. Maybe it's because of my lack of going out and looking for one.

7. *How would you compare your level of participation in extra-curricular activities in high school and at Washington and Lee?*

I would say very high, comparable to any other student at W&L. I'm on the varsity [sport] team. I do participate in varsity sports and have a healthy social life. Clubs.

What kind of clubs?

Outing Club, just a variety of others.

How does that compare to high school?

We didn't have the Outing Club, but I did participate with some of my friends--we'd get together and go canoeing and all that, hiking. I participated in two sports in high school.

So you'd say it's about the same?

Yes, ma'am, definitely the same.

8. *How did you learn about Washington and Lee University?*

My hometown--the reputation of W&L precedes itself in my hometown. There are a lot of W&L

alumni there. My counselor went here--her husband went to the law school. It had a heavy influence. Her son was looking to come here with me.

Did you know him?

Yes, very much.

Did he end up coming here?

No.

9. *To what extent were you assisted during the admissions process by an alumnus of Washington and Lee?*

I was heavily influenced. I had a chance to --there was a meeting in my hometown of W&L alums and I had a chance to meet a lot of W&L alums. They told me how I would react. They were very honest and straightforward but they always let me know it would be the best decision I could make. The academic reputation, and just other things that come along with W&L.

10. *Did you visit the campus before you matriculated as a student? Yes.*

If yes, under what circumstances?

I played [sport], travel team. I had a chance to visit campus then but I also came up my senior year during one of the special events--Prospective weekend. I also came up another time, because I liked it so much. I kind of got to know the place. I was at an advantage.

So the Prospective Student Weekend was when there were other high school students visiting?

Yes, ma'am.

How was that experience for you?

I enjoyed it, because some of the individuals I met during that time, they came along with me. We had a kind of special bond and we always kept in touch.

People that were also prospectives?

Yes, ma'am, prospectives during that weekend. We had a chance to mingle and share our feelings about the school, the positive and negative.

And you kept in touch after that while you were still applying to colleges, etc.?

Yes. I would say that was probably only one person. I definitely thought that was a plus.

Please describe your reactions to this campus visit.

I was definitely education oriented. I've always had a healthy social life. I enjoy going out as much as anyone else. I've always been an open minded person and I definitely felt that there were going to be some limitations as far as I was concerned. Even when I came up my senior year, going to a particular place, even as a prospective with my host being part of an organization, I'm not going to have the same advantage as he would but that's something I have to cope with.

Why specifically?

I would have to say, maybe because, let's say, maybe one particular fraternity--we went to it and I just didn't get a comfortable feeling. As a prospective you always challenge yourself to wonder, maybe, can you change the situation? It's difficult to change it. I didn't feel comfortable, but I understood that this was the best education I would receive.

I need to ask you to be a little more specific, in what sense did you not feel comfortable?

Why?

I didn't have anyone to relate to as far as my color. That's always important. I definitely felt that if I had any questions while I was out socially, how do you enjoy yourself? I didn't see anyone that would be able to say, ok, coming from my hometown, me being black, me being an African American, I can relate with you in this way. Being a varsity athlete in

high school, I was pretty serious about athletics. I had my fun in high school also. Just...the drinking. I was influenced--this is definitely party school, but maybe they take it overboard.

And you saw that when you were a prospective?

I definitely love moderation too, but sometimes I just like to cut loose. Maybe it is--people taking it a little too far in some instances.

So you're saying that when you visited the campus, you had two responses that made you pause. One was that you felt a little isolated as a black person, and one that you thought that the drinking was a little extreme?

Yeah, the consumption of alcohol was definitely high. When I look where I came from, I definitely had to work hard and I definitely had to do a lot of things other individuals didn't have to do, especially giving up some activities, having to work on the weekends, not really having a social life maybe from freshman till junior year, spring, when I got my grades. I definitely began to look at schools. I didn't feel like I was compromising anything with myself. "Will I be able to fit in?" I know that I definitely--- than a lot of other individuals because I don't think I'm gifted with a lot of natural intelligence. There's definitely an advantage when you sit there and work hard and you work out a problem. You feel a gratification that comes from that.

So all those thoughts were going through your mind?

Maybe I just beat around the bush with the question.

No, that's very helpful. You also said that you asked yourself "Could I possible change this situation?"

I definitely ask myself that. If I go in any situation that I don't like, the first thing I want to do is ask yourself "Should I even continue on in this situation?" "Should I put myself in this particular situation?" On the other hand, you ask yourself "Can I be of service? Is there any way I can alter someone's view?" I definitely think I've done a good job of that.

Altering, not changing totally.

10a. *Was W&L your...*

I don't know. It was a very heavy decision. I looked at some other schools within the state. The state offers some very reputable schools. You can't turn down, UVA, some of the other choices I was looking at. But I would have to say that--just the school itself weighed upon me. After a while, it became my first choice. From influences of my peers, my guidance counselor, other individuals and alumni. I wasn't pressured into it, but it was my choice. I def. think I made the best decision.

10b. *About how many other colleges did you apply to?...*

Five. Four others, five altogether.

10c. *How many other colleges accepted you?*

all of them

11. *What made you decide to attend Washington and Lee?*

Relatives wanted me to come here, good academic reputation, peers, alumni, also proximity from my home, that really helps out too. If there's ever a need, I just want to get away. It's far, but not too far. But I can always get away. Financial assistance, that was heavy.

So they offered you enough to be really helpful?

Yes, ma'am. High school guidance counselor, I mentioned that. Athletic department, definitely.

A graduate from W&L has a higher success, being recruited for a job. The alumni are very strong as far as recruiting individuals from W&L. I thought that was a great part of my decision, coming to W&L. Size of the college, I was def. looking for a small school. I enjoy meeting people just as much as anyone else, but just the classroom situation, just the relationship with the professor, maybe in a class of 12, maybe a class of 30. I def. thought that one on one relationship with the professor really made a mark on my decision.

12. Once you decided to enroll at W&L, what was the reaction of friends and relatives?

I don't think it was any surprise. First of all, my relatives were very pleased that I worked this hard. They recognized that. I didn't always have everything I wanted. The education was the best way to go about grasping, making reality happen, just being successful in life. As far as my friends, they knew I wanted to play [sport]. Def. as a varsity athlete, that played into coming to W&L. The coach had coached me before, and so he knew myI enjoyed myself.

Were there negative images about W&L that made you think seriously about not coming?

Definitely. The ratio of African Americans. I def. think that--I don't want to be rigid. I knew that once I...W&L, my work force wasn't going to be full of individuals that I would always get along with. Hopefully, my work environment would be something suitable. I understood that I would have to cope with the situation and that there would always be people there if I needed them. Def. coping would have to be a part of my agenda. I think that no matter what you do, participation is very important. You can't sit around, moping and crying, having self pity. You've got to get out there. If you can make a change, you can. If you can't, then you try. I def. have to say the lack of African Americans.

Anything else?

Def. the ratio of girls to guys. Some of the other schools I was looking at, the ratios were pretty even or even 2 to 1 or 3 to 1. That really shapes the decision.

Even 2 to 1 or 3. Twice as many guys?

No, twice as many girls as guys.

Are you saying that you'd rather see more girls here?

I'd def. rather see more girls. I socialize on weekends. I have my guy friends and you do guy things--you're out there doing what you want to do, but def. sometimes you just like to have some girls around. Socially, it really makes a difference. I'd rather go to a party with more girls than guys. To tell you the truth, I'm not gonna drink really if there are more guys. Unless a couple of guys get together for a game or something like that situation.

I don't quite understand. You said "Definitely, I'm not gonna drink if what?"

If the ratio of guys to girls is not at least 50/50 or more girls to guys.

Why is that?

When I drink, I like to drink socially or I drink with a purpose. I just drink because I like to have a conversation with a girl. Every guy's intention--I like to relax a little bit...

I still don't get it about drinking, that you would drink if there were more girls around? I'm not criticizing you, by the way, I just don't understand.

Even at home, sometimes I like to get rowdy. I def. like to have the company of--I don't like to drink when guys around because it's like a different atmosphere. I would call it a meat fest. I don't like that. I stay sober in that situation and watch these guys make a fool of themselves.

What happens at a meat fest?

It's just guys get rowdy. I don't mind getting rowdy and breaking things. That's what I mean in that instance. Def. guys have a tendency to you know, want to wrestle. I would love wrestling, too. I don't want to get sweaty. I leave that back to my middle school days. Just get sweaty and didn't really care who saw you. I'm not saying I'm sophisticated or anything to that certain

extent.

You're expressing your preferences.

I def. enjoy having some females around, so I can just have conversation--maybe, just spark some interest.

13. *Once you were enrolled, did you find the University to be as you had expected?*

When I came up as a prospective, I didn't get the total--I don't know how to put this. All my expectations were not fulfilled. I didn't get to see the college like I wanted to. I def. got a sense when I got here that it was gonna be totally different. My expectations totally changed, because I don't know--a few individuals, when I did come to W&L, they did have special meetings for you as an African Am. to meet all the African Am., so you were always around Af. Am. at a certain point. You had your chance to go to classrooms and see the ratio was lop-sided. You often found yourself in the midst of white people. I cope. I don't mind that. My high school at home, the ratio was pretty even, and I did have white and black friends.

The ratio was 50/50 at home?

Yes, ma'am, pretty much. I def. felt that I was at a disadvantage, even on my hall. The point I'm trying to make is just the proximity of the nearest Af. Am. wasn't as close as I would like to.

You can always telephone, but sometimes you would like to just walk.

So as a prospective they made an effort to share with you and that gave you the impression that you'd have more exposure--

Yes. Even though this is a small school just like any other place, you're not gonna always see someone. That's what the phone is for, but I'm not a phone person. I'm def. a face-to-face person.

So you said that it was totally different when you actually got here. Is that the major way?

Yes, totally different. And I def. had to work *hard* academically in high school, but I have to say these professors have challenged me a great deal. That kind of took me by surprise. I was expecting a lot of work, but I would def. have to say that it took me a couple of semesters to get the hang of things. There's a certain process, certain expectations that the professors have of you. I def. wasn't fulfilling those expectations at first. I would have to say academics--the majority of Af. Am. at arm's length---

If the school differed from the way it seemed when you first heard about it or visited the campus, please describe how it differed. You've already done that..

14. *Please describe what you consider to be your greatest challenge at Washington and Lee. How have you dealt with it?*

My greatest challenge is def. having--I hate to keep stressing this point--having to cope with the fact that there aren't a lot of Af. Am. at this school. Tradition does rule this school and I can't change that. There are a lot of traditions at this school, as far as the South, just these things that other students stress. It doesn't consume my life or anything but it bothers me.

Could you be more specific for the record, just so people understand what you mean?

OK. Maybe there are concentrations of individuals in the fraternity who share certain way of thought.

Give particulars, but don't give names.

OK. Certain fraternities--I'm just looking at composites--def. during rush. I was very energetic, very excited as a freshman. You have the opportunity to go around to each fraternity. Just looking at some of the composites, they would have a picture of the guys in their house and then maybe some Af. Am., statue eating watermelon or something like that. That kind of bothered

me.

Like those old things that used to be on lawns?

Yeah. I got over that but---

But still you found that offensive.

Special dances, as far as within a fraternity that would gear towards like specific southern themes.

Like the old plantation south sort of thing?

Yeah. Tradition is what this school is built on and that def. threw me. The honor system

There were other instances of negative feedback.

Negative feedback. You mean you felt negative about some things. ...Things like pictures on the wall with no black people in them.

Just the fact that I came to this school. I don't want to be special or anything. I def. gave second thoughts about why other Af. Am. don't want to come to this school. After I was here. Even though they may have drawn a lot of Af. Am. prospectives that were as intelligent as I was, they def. understood that this would provide them a good education, but they decided to go to elsewhere. I def. had second thoughts. That bothered me greatly.

Because there's so few black people?

Yes.

So have you dealt with that?

I've def. had to become more active, def. had to challenge my way of thinking and others as well. I don't go to anyone.....just like anyone else, if you see danger, you leave. You just don't go to it. I def. would have to say I'm more cautious, more aware. I don't give anyone any reason to say "OK, this guy is that". I don't want to give anyone a reason for negative. I just try to be more aware. If there's anything I can do, I def. try to set an example for those individuals who are ignorant and don't understand that this individual, even though he's an Af. Am., he's not selfish or he's not dumb just negative stereotypes that can be characteristic of individuals.

It sounds like you have to be careful of your behavior a lot of the time.

Definitely.

You said if you see danger, you don't go towards it. What kind of danger do you mean?

I don't mean danger. If I see a group of indiv. who I don't share the same thinking. I def. had a lot of instances where in the dorms you def., no matter who you are, freshman dorms, you somehow just have this relationship and even late night, you're looking for someone to hang out with. You can always go to someone's room. I def. have to say, fraternities have this school shape--shape and mold individuals to a different mind set to a certain extent. I've had people on my hall who were, you know, we shared a tight relationship. You go through a lot. Then they sort of change and maybe, hopefully I didn't give them a reason to, but I would have to say the majority of them, the molding of their mind set had to be geared towards the fraternity.

At what point?

Wanting acceptance--everyone wants acceptance. I think that participation in a certain fraternity, that theme, the reputation of that fraternity, after pledge ship you had to be a certain way.

After pledge ship. So that change would have happened during winter term?

Yes ma'am. The whole process.

Throughout freshman year--because the identification changed.

Definitely.

So you dealt with it by being careful and being outgoing?

Definitely.

15. *How has your academic performance at Washington and Lee compared with your*

performance in high school?

My academic performance in high school was extremely better than at W&L. But on the other hand I've recognized that just academic performance isn't always based on grades. I would definitely have to say that coming to college was a big decision. I understood that it's not always gonna be easy, you're not gonna always take easy classes. That's why I didn't go to a state school. I definitely think my academic performance could have been--I could have had a superior GPA, maybe because I wasn't playing varsity sport or participating as much. I definitely think I'm active here and I'm participating to the point where, you know, my academic reputation or success isn't as much as I want it to be, but I'm not compromising anything by these activities. I think I'm running myself in a circle here. What I'm trying to say is that I came to W&L because of its academic reputation. It's not an easy school. I definitely think I've had to put in some quality time for my work. I definitely feel comfortable with that, and sometimes I don't. You look at your GPA here and in high school. You definitely have to give up a lot more things in college. I think maybe I can give up a lot more things as far as my social life, maybe some weekends. Like I said, I definitely like to have a balance. The academic workload at W&L is not facilitated by you just listening to music or something like that, when you relax. Sometimes you need to be with friends.

So you're saying that the numbers make it look like your performance is lower, but you're working very hard and you're satisfied with the fact that you're working very hard.

To a certain extent.

But it's still frustrating to have the numbers be so different.

Yes.

16. *What academic resources have you used at Washington and Lee?*

I've definitely used the undergraduate library. When I was taking science course, I used the science library. During my freshman and sophomore, I didn't need my own computer. I definitely had access to the computer centers. Even now I make use of my roommate's computer. The writing center also--I definitely think that helpful. I write a paper and I don't think I'm stressing the topics, the points the professor wants me to get at, I'll definitely go the writing center for another opinion. Study groups, I definitely think that's helpful.

Are these informal study groups that have been within a certain class?

Yes. We just organize a study group. I definitely think that's helpful. Split up the work, whatnot. I definitely think the best way to learn is absorbing someone else's knowledge. Hopefully, it's always correct. You're teaching someone else and therefore you --describing it in your mind--you definitely retain a lot more knowledge. Professors are a great part of my academic performance here. That was definitely a reason why I chose this college. I definitely take advantage of going back to my professors if I have a question. Even if I don't have a question, I go back and just chat with them a little bit to see how everything is going, to make sure that I'm doing everything that I can. Study skills, yes. I've talked to a few deans about what things I can do, balancing time, especially as a freshman playing varsity athletics, I definitely had a problem with budgeting my time. There were some courses that the deans gave me, booklets that said ok, this is how you balance your time a little bit better.

Were those the formal courses that are offered through the dean's office?

I didn't take any formal courses. They gave me --Dean McCloud, I went to her. She had some information on study management and how to gauge your time. I pretty much tried to take advantage of those resources that she had for me.

Do you have suggestions for the development of these or other facilities?

I think it's pretty much covered here. You can't improve on these resources. I think that definitely it's

important for a person to take advantage of it. You can't sit back and say "...hasn't done anything for me". I think the best resource is the professor. They are giving you a syllabus, they're handing out this information that they want you to understand. More so than other person, the tutor might understand the concept but not the....professor...

17. *What factors contribute or contributed to your selection of a major course of study?*

I would def. have to say my family, coming from my family, a benevolent family, helpful, whatever we can do, we'll do. I def. have to say, being education oriented, I feel that I have to give something back, maybe it's not much. Whatever I can do, I'll help. As a history professor, hopefully I can give something back to someone else. Even in high school, where I'm from, I've always played in ponds, rivers, lakes, I def. love the insects, the birds, the animals, so def. I took biology. That was just interesting. How things came together--always questioning.

Did you have a prior interest in history as well?

I def. did. One of my teachers in high school my freshman year, he was a basketball coach, I was just intrigued by Roman history. He taught me some things, just some terms I always remember. He was a black, an Af. Am. teacher. Going through high school, I never had too many Af. Am. teachers. I felt that I was at an advantage for having this teacher. I could look around me and I could see he was drawing interest of the other pupils. I def. got excited about that. I always wanted to do well in his class, to prove something. I def. felt that. He had an impact upon my life. I wrote an article about him in the school newspaper at home.

So he was a real motivator?

Yes.

Any other reasons why you would have chosen history and/or biology?

Def. thinking about jobs, you want to make yourself available to the work force. As a teacher or whatever I do, I'm qualified enough that I believe that I can do the job. I don't like number crunching. I def. can handle my own as far as numbers --I never enjoy accounting or anything like that. I enjoy kids. I worked summer camps over the summer. I def. enjoy working with kids. They let you escape into their world. You forget your problems once in a while. That's helpful.

18. *Have you changed majors since you have been enrolled at Washington and Lee?*

If yes, please describe that change.

Yes, I was definitely bio when I came in. Being exposed to so many different topics, lectures, professors, ways of thinking, I was drawn to history. I love the professors. I found them so unique. They go to so many different places. Some of the information that they're teaching you, they've had experience in. They've gone to this, they've looked in archives, they've gone to Europe, they've gone to other sites. They def. had hands on experience, even though--you can learn a lot from history. History def. repeats itself. If you don't have a grasp of what's going on now and what you can do to change the negative, maybe alter the positive, you def. have to have a sense of what's going on at present. I def. think they know what's going on.

19. *If you saw a person or group of persons lying, stealing or cheating would you report it as an honor violation? Please elaborate.*

Yes ma'am, I would. I def. think that is one of my decisions for coming to this school is the Honor System. Sometimes the Honor System can become a bit confining, because you want to enforce it to the greatest extent that sometimes you become uncomfortable. I've become uncomfortable sometimes, because I don't anyone to think that I'm cheating. So you almost look

as if you're suspicious. You understand what I'm saying?

Yes, I do. Because.....

I def. think the Honor System is very important. Sometimes I think people take it out of proportion. I def. think that before honor there is humility. You def. have to have a certain amount of humility.

Could you elaborate on that? I'm not real clear.

I def. think that a lot of these individuals that come to this school, maybe don't understand what honor is. I think that you have to understand that you want to do what's right. There are a lot of things I might encourage you to sway towards a negative way. I would have to say that some of these individuals out here always have the best of everything. Is that really honor to say "I always have the best of everything." They've never really had to put themselves in the situation to say, ok, I need this and I really can't get it, so I'm gonna steal. I'm not saying I've had to put myself in that position. I def. can say that I've come through a lot. My mother has def. worked hard. I've almost compromised what I believe. To that point I can kind of come above that. I can go a step above that. I can say "I don't always have this." I've def. worked hard. I've come this far. I'm not about to humiliate myself, I'm not about to degrade myself or let go of my value system just because I need a certain thing. I'd rather work and get it.

It sounds like what you're saying is that your background has given you a much deeper sense of honor than you think maybe some of the more spoiled kids have.

I would say coming from--like this school is endowed to the fullest and the individuals here, a lot of times theydidn't get the car I wanted. They really haven't had to come face to face with a certain conflict that challenged them and made them say, ok, this is really tough. It challenges them to a certain extent, where they're almost ready to compromise.

Making hard choices?

Making hard decisions. You can pull away from that and say "I'm better than that."

So you started out saying you need some humility, and I guess you're saying--

To really understand what honor really is.

Sounded like you also meant two things. You need to be really tested by your life but also develop some compassion.

Definitely.

20. *Do you find Washington and Lee professors easy or difficult to approach?*

Please describe in what way they are easy or difficult.

I def. find some professors easier to approach than others. There are some of the best professors, in my opinion, in the country at this school. They've gone through rigorous exams, rigorous work, experiments to achieve the level of success. Some of the titles, or whatever, they may have by their name, don't encourage them be arrogant. It's def. harder to approach some professors than others. Maybe they don't understand that --you've already gone through your educational process. All I want to do is, I want to work harder. Maybe they don't understand, ok, you're having trouble with something, seeing something that they're teaching when they grasp it. They did grasp it in high school or college. So I'd have to say it's difficult to approach some.

Because they're less empathetic--

Maybe tolerant. I def. say that they enjoy their job, but maybe they expect you to understand in their mind that it's easy because they've done it so many times. I've even encountered professors that are just, they would go out of their way to help you. That makes you do as much as you can. I def. look to those professors. When I go to their office, I can't seem to form the question or tell them that I don't understand it as easily as I would another professor. Some more than others.

Have you been able to establish close working relationships with a member or with members of the W&L faculty?

You can define what you think that might mean for you.

I def. think I have. Some of the professors, they know my friends, in high school. I can go talk to them about, ok this certain individual, he's doing well. I def. think it helps.

So that's like a personal connection.

Yes, ma'am. Maybe they can relate to a certain instance. They can tell me "You need to do this. You need to do that." I def. think that's advantageous.

21. *What has been your experience at W&L with regard to social life?*

I definitely have an active social life. I believe in a balance. I enjoy going out and meeting people, just drinking and hanging out. Sometimes I find that things could be a little bit better if there were a few more African American girls that I could relate with, you know what I mean. Sometimes I feel bad because I don't take advantage of meeting some of the freshmen Af. Am. Women. I don't go to the MSA meetings like I should because of certain conflicts with athletics or something like that.

Time conflicts?

Yes, ma'am. I definitely feel that I should take more time doing that, but like I said I definitely think there's a lack in that sense. In high school I had a range of friends, from white to black to in the middle. I was definitely color blind in that sense. That helped me out.

So you have an active social life in several kinds of forms?

Yes, some fraternity interaction, some hanging out with other individuals. Going to other schools, that helps out, road trips. It's a conglomeration of many things.

How important to you is alcohol at a social event or social engagement?

I definitely think alcohol is there for you if you want to drink it. I def. think sometimes you need to relax. I believe in moderation, but other times I've gotten out of hand. I drink more than I've wanted to. But I don't think it's totally important. I can give it up on a weekend. I might drink heavily to a certain extent, but I tend to taper off towards the night, start drinking water or something like that.

You mean start out heavy, then lightly?

But always in the back of my mind, I know I have to wake up. I need to get this work done. It might be a Saturday. You have a meeting to take care of. You have to study on Sunday, you can't totally waste your weekend. I would have to say alcohol is definitely-I've always had it. It's always present, but I don't have to rely on it to have a good time.

How important to you are drugs at a social event?

Drugs aren't very important. I def. think that, I'm not gonna lie - say that I've def. experimented. At W&L you have a certain camaraderie with individual brothers academic or whether is through a social event. You get to know different people. I don't think it's totally important. It doesn't rule me or anything like that, doesn't consume my being. I def. think if it's there I don't have to do it - I def. can say no.

But you might choose to?

Yeah, I might choose to.

Is there a range of things available or is it usually marijuana?

Def. marijuana might be there. I def. have to say I haven't gone over that. I don't even consider anything else. It's not a nightly thing. Gotta keep those lungs in shape. I find myself - I don't even do it much when I'm at home.

At home meaning here on campus or your hometown?

My hometown. I'm getting in shape, I'm working, I'm keeping my mind just busy. When I let

my mind go and become idle, that when...

So there's more temptation to use it at those times. You brought up the fact that you got to know different types of people, and you brought it up in this context. Is that because you might have more tendency to use with some people than others?

Definitely. Feeling comfortable is very important. I'm not going to do anything around anyone that I don't feel comfortable around. I don't want to blemish my perception, my personality - my reputation. I'm definitely not going to let this get out of hand.

Let me clarify. With people that you're very comfortable with, you might choose to use, because you feel safe with them?

Yes, ma'am.

22. *What experiences, if any, have you had with Greek organizations on campus?*

How would you evaluate or describe any experiences you may have had?

I def. had a positive relationship with the Greek system at W&L. On the other hand, there are other Greek - I try to refrain from participating in - like I said, I wouldn't join anything that I thought would compromise me. It was an advantage for me to meet a few individuals at W&L who I could relate with, even if the percentage of white individuals in a fraternity. It's def. overwhelming. I think I've had a great impact on a lot of individuals. I'm def. not going to compromise myself by doing anything that I don't want to do that they might be participating in. I def. don't do anything that I don't want to do.

It sounds like you're saying that you were fortunate when you rushed - you found a group you were comfortable with. That's been very positive. Then there have been other fraternities where their pattern is something you shy away from.

Exactly.

23. *Evaluate your experiences with regards to athletic teams/athletic facilities/and physical education classes.*

I have a very successful varsity career at W&L. I found it tough sometimes, because as an athlete you must have a certain camaraderie with your teammates. When you step on the field, everything changes. You'd do anything for that teammate on the field, on and off. I def. think that has been hindered at certain points because of fraternities. Certain mindset. They'll be telling the pledges this and that on a certain weekend that regard to racial slurs, just degrading a certain race.

Do you think they instruct their pledges to do things like that or does it just come out?

I think it's a tradition that that fraternity was built on.

On degrading other people?

Not degrading other people but just, um—it goes back to just being from the location that they're from, let's say from the south. They def. take people who are from the south, therefore, southerners seem to have a certain mindset. They want to just be absorbed with the feeling that, ok, this is how it was in the south. That's the way we want to continue - that's tradition.

So what you are saying, and you're trying to say it delicately, so you're not offensive, is that some fraternities apparently have some racist habits, ostracizing people some and that you have felt that that has influenced your relationship with you teammates sometimes.

You def. want to get over that feeling. I think I've been successful in doing that, but as a teammate, it should be an individual that I can just hang out. It's no problem. I can just go see you. On the other hand, I'm hesitant, apprehensive with some individuals on the team to go check on them, to tell them to come by.

I'm going to ask you some more specifics, because this is important. It sounds like you're saying a particular, or more than one particular fraternity has a reputation that way. Are you saying that?

Maybe it's just a couple.

Do you mean that you have had specific experiences with those fraternities or is it the reputation that's so strong?

I have gone by - I'll try anything.

Gone by that particular house?

Yes. I'm not going to base my decision on "say-so" or hearsay. I def. go out and experiment. I've grown close to a few individuals - I might like these individuals within the house. As a whole, as a fraternity, I don't get a comfortable feeling if I'm in their party room, just sitting down, I don't feel comfortable just to sit there - to go up to the drink machine, get something to drink. I have to ask "Can you get me a beer?"

I'm not at all questioning what you're saying, but in order for people to understand clearly what you're saying, is this like an intuition that you have or is there something in the air about their attitude about you.

It's an intuition but it's something that's intangible.

So you have def. felt it, but it hasn't necessarily been direct statement to you, keeping you out of the building.

No physical restraint, keeping me out. I just feel sometimes the intangible, even stronger or just the fact that things you can't see, your feelings, really are governed.

You need to respect your own senses.

Yeah.

Let's go back a little. You talked about teams. The question also covers athletic facilities and phys. ed. classes.

I have no problem with athletic facilities and classes.

24. *How would you characterize your opportunities for "dating" while enrolled at Washington and Lee?*

Well, I def. think that for me, there are people out there that I enjoy meeting and enjoy hanging out with, but I def. think there's a limit. I'm always aware and very cautious just because I don't want to put myself in a situation where anything happens, where I feel uncomfortable. I def. think that there are individuals on this campus who might say, ok - I don't know how to put this - that weren't exposed to as many Af. Americans in high school. I most likely won't be hanging out with them anyway. I put myself in the situation where people are compatible with how I feel. There are limitations.

You mean because there aren't too many of those people?

Yes.

Are you speaking of both white and black?

Yes, especially, there's def. a limit, a minority of Af. Americans. You're def. looking towards the Af. American females for companionship. On the other hand, there are always people out there that you like to hang out with or just seek for companionship.

Like white women as well as black?

Yes.

Were you referring to that when you said you want to be careful about what impression you make?

Yes, even in high school you read literature, anywhere, there's always the aura that the Af. American male always has to be aware, you always got to be cautious. I don't want to put myself in the situation where I've come this far, I'm a hard worker, whatever. I don't want to blow it, I'm not gonna say I'm going to do something silly. I don't want to put myself in the situation where someone insinuates anything.

So are you saying you're particularly careful about those things in an interracial dating

situation?

Yes.

So how would you characterize your opportunities for dating?

I could say that for me there are def. a lot of opportunities out there. Can't complain. If I feel like something's not going right, I go visit a friend at another school. That always helps. There's def. limitation as far as my opportunities go.

25. *Have you ever considered transferring from Washington and Lee to another college/university?* Definitely. It's def. tough. I looked into transferring, but the only thing that deterred me was writing more essays. Still, I've made a lot of good friends here. I def. understood that. I didn't know what I was coming into. I didn't know the total situation, but I understood that life's not always easy. This is the best education that I would have, out of the selection of colleges I was choosing. I def. think Virginia was excellent. But you're just another number at a big school like that. I think it's the encouragement of friends, family just to try to stick it out.

So those were the reasons you stayed. The reasons you considered leaving were?

It was def. tough academically. I was participating in varsity sports, so my time management. I've always had a lot of freedom at home. I've always had a lot of responsibility. I've had a lot of leeway. I wasn't devastated by the fact that, oh I'm in college so I can just go out and party every night. That wasn't a factor. I just didn't think I could handle the fact that there were few Af. Americans here. I didn't think I could handle the fact that these professors load me down. Don't they know you have other classes? I think that's something that comes in time.

26. *Have you had a paid job on campus (including work-study)?*

Yes work study.

If so, has this influenced your level of satisfaction at W&L?

To a certain extent. I always meet a lot of good people, different people. My perception was who would be doing work study - I always like to ask these questions. I found that there were a range of people that were doing work study. Maybe just because their parents wanted them to get a job because they didn't have one before. Maybe because it would get them off their backs. It would be better for time management to have something else occupying their time. It has its...satisfaction.

You're more satisfied because..?

Should I tell...?

Only if you want to. Is it relevant?

I work in the weight room. I def. enjoy it. Sound body, sound mind.

So the work study job you got really suits your interests.

Definitely. It gives me a chance to go out there and blow some steam off. That's helpful. If you just keep it all bottled inside...

27. *Would you be willing to recruit other students for Washington and Lee either as a student yourself or as part of an alumni program? Please elaborate.*

I would have to say yes and no. Yes, because this is a superb institution. Am I recruiting just Af. Americans or just other students?

It's up to you.

To Af. Americans and other students I would be enthusiastic. I've been saying I've had a great experience at W&L, even when I go home on break. I can't wait til I get home. When your family hears "home" they think OK, you are home.

But you're saying you'd like to get back to W&L?

Yes. Def. like to get back to W&L, see friends again. You def. make good friends at home, high

school, def. close relationship with individuals you meet.

So how would that be different if we were talking about recruiting just Af. American students.

I would def. tell them as much as possible about the school as I could. I would encourage them to ask questions. Even if they didn't ask questions, I would throw questions at them, because I don't want them to come into a situation where they would say "He's put me in a situation where he might be enjoying himself, but I def. can't." Any person who comes to this school who is an African American, you know you have to work hard anyway. I def. think there's an awareness there. To a certain extent you begin to question—I don't want anyone to feel inferior. I've def. felt inferior, sometimes because I didn't study as hard as I should have. That def. comes with experience. I've def. put in my time. I can't worry about what someone else has done. I know that I have gifts that they don't have. I can't rely on the fact that grades are everything to a certain extent. I've don't everything I can. If they can't understand that, that's fine. This firm doesn't need me. I don't need to work for this certain job when I graduate.

So you're saying you don't want to put a prospective student in the position where they would be forced to feel inferior.

Yeah. I don't want them to question their intelligence or the fact that life is not beautiful or the fact that they think, ok, there's only white people at this school. I want them to come here understanding that they have to cope. It's four years of a hard earned education. Get them to a point where sometimes you expose yourself to different things. You meet new people.

So you would recruit, but you would recruit with a lot of truth telling.

Now we ask some background information:

28. *In what geographical location did you grow up:*

Country: US

State: Virginia

*In what type of **area or community** did you spend most of your growing up years?*

Urban. It was sort of like W&L. Definitely kind of like Lexington

You were in a city, but it was a smaller city?

Yes. Small city where you didn't know everyone, but you had a grasp on what was going on. Across you know someone's parents. If you get in trouble, they know you. I think that was to my advantage.

29. *Describe the type of **high school** you attended.*

Urban

Predominantly

Mixed

30. *Please give the kin relationship(s) between you and family members in your home when you were growing up.*

I lived with my mom and my sister. My parents were divorced. I was a bit tough.

31. *What was the highest level of education achieved by your parents, guardians, or others with whom you lived when you were growing up?*

My mother, she went to college. My father, he went to college also. My sister, she's in college

now.

Is she older or younger?

Older

What are the occupations or professions of your parents or guardians?

My father, I really don't know. I keep in touch with him, talk to him on the phone, but it's just like a chit-chat. My mother, she's a developmental aid. She works with children that are challenged mentally and physically. In a private institution.

32. *As compared to other W&L students, how would you characterize your overall social class position (based on parents' education and family income)?*

Middle class

How do you think this has affected your experience?

I def. think that a lot of individuals at this school have been spoon fed. They've had the best of everything. You can't let that affect you, but on the other hand I def. think about that. It does come into play when you think "What are you gonna do this break?" I know a lot of individuals who have to work. I don't mind working. I express the fact that I have to work—no problem. When there are instances when I can go with them, I def. enjoy myself. If we plan a trip, the majority of the time I go. I say "My family's spending too much. I just have to be honest with you guys. I can't go." There's no hard feelings. I don't feel intimidated by the fact that these individuals have received everything that they want, that their parents pretty much just ship them off to private schools. I def. think I'm at an advantage. I think these individuals would love to have the family that I have. Some of my family, they've gone home and they've come up here. They see that we're so close. I talk to some of my cousins on the phone. They're like my brothers. I have a step brother, but my cousins are probably the closest brothers that I have. All throughout high school and middle school.

So the advantage you have is a loving, close family?

Definitely. You can't buy that. Sometimes you def. need it. You don't need the money. You're always looking to see if people are really your friends or not. I don't think that's here. I def. want to live comfortably, that's my goal.

33. *In general how do you think about yourself first at Washington and Lee -- as a member of a particular racial/ethnic/national/gender group, or as a student?*

I def. think of myself as a student/race.

Student/black?

Yes. I def. think student comes first, but I always keep it in the back of my mind that I'm a black student. There's something I have to give back. I have to keep it in mind—ok, a little extra that I can give, to work a little harder as far as a student. It always falls back on being a student first.

34. *How homogeneous do you believe black students are on this campus? In answering please consider racial identification, political perspective, and/or social class position.*

I def. think the relationship between African Americans on this campus is def. homogeneous.

Among the Af. American students?

Yes, we understand that there's def. a need for wanting relationships, or just looking for someone else to turn to when you have a problem.

What about political perspective and social class?

I def. think it's homogeneous as far as political perspective. I would tie that in to religion. A great percentage of Af. Americans on this campus share a religious background. I def. think that

helps out. As far as social class, there def. are some who are more fortunate. W&L tends to....Af. American students who do come to this school from other countries. Maybe that's just my feeling about it. They're a percentage. Sometimes it's harder to break down, not the barrier, but just to find something that you have in common with a student. When you cross that difficult point, you find something you really have in common.

Are your friends primarily black or white?

It's primarily both, just mixed. I am in a fraternity. That does consume a lot of my time. I don't get to see as many of my black friends as I'd like to. Living off campus, that's kind of hard, too. I always go to meetings whenever I can. Sometimes I don't know if they understand that I can't make it to every meeting.

Which meetings do you mean?

MSA. I don't know. That produces a feeling to me, I don't know, I'm trying my best. I don't know if they understand that. I have to study or not even studying but the fact that my family took my car home. I'm pretty much on someone else's schedule, so I have to ride with him.

35. *How similar or different do you believe blacks and whites are on this campus? Consider the same categories that are mentioned in number 34 above and add any other factors that you deem important.*

I think the blacks and whites on this campus are different, and social status def. plays a part in it. Political ideology molds and shapes a person's way of thinking. For instance, Republican, Mock Convention - the participation of the whites is just enormous. I'm assuming...from the beginning we know that the vote is important. It makes a great impact on how a person thinks.

So, different in social status, different in politics.

Different in taste, in music, little things like that are important.

36. *Do you believe the size of the black student enrollment at Washington and Lee is adequate or inadequate?*

I def. think it's inadequate. I don't think it's because the school is not trying to enroll Af. Americans. I think maybe I could do a little more to represent or sell the school. I def. think it's inadequate. I think it's going to be tough to improve. I think it's going to be slow

Do you believe the number of black professors is adequate or inadequate?

I def. think it's inadequate. Maybe it's because the professors that they're looking for aren't - you know they aren't open to a certain professor. Maybe it's because a professor might not want to accept a job. I don't know what the terms are, but it's inadequate.

Can you say why you think it's inadequate? You've talked about why you think the student enrollment is inadequate.

A professor tends to be a role model. They have a great impact on their students. When I go to talk to my professor who's white, he shares his feelings and I share some of my feelings. There's a lot of ideas being thrown at each other. Whether they're absorbed or not, you're definitely exposed to new ideas. Students on this campus could benefit from their ideas. Even if they're just exposed to something else.

Do you believe the number of black administrators is adequate or inadequate?

I def. think that's inadequate also. The few that we do have, I def. think they're doing the best they can. I think there are some highly qualified individuals out there, whether or not they're willing to compromise but just come to this atmosphere. I def. think there are some indiv out there looking for the challenge. It's inadequate—it could use some help.

37. *Should the university offer activities designed to bring new black students together?*

I def. think there's a need to draw African Americans together, but it's difficult. How do you not label that as racial? As segregating. I def. think the MSA isn't segregated. It's not African Am. Students association. It's minority. The word minority come from a lot of different terms. I def. think it's tough for any organization to base it on a certain race. There needs to be something else as far as maybe working with the MSA a little more. Making people on campus a little more aware of the role of MSA. I think the MSA has done an excellent job of selling themselves, of advertising that minority doesn't mean only Af. American. Everyone else on campus has to be a little more aware.

Has the Chavis House played a role in your life at W&L?

I def. think that's a haven for me to go if I need something. If I need to get something off my chest. I love the guys over there. Since freshman year we've always had a relationship. I don't always see them as much as I'd like to. I think that's healthy. You don't always want to be dependent, but you want to have a certain relationship. I can just go over there, express ideas and leave. You don't always stay there and grump. There are too many people on this campus that are like, what are we gonna do? It's healthy to just get something off your chest, leave and get your work done.

Has the Minority Student Association played a role in your life at W&L?

The MSA has been very influential. I know that there are individuals there, they're gonna go there. They're just gonna hang out & watch television.

Influential in what sense?

In the fact that they're people who have congregated to talk and share feelings. Whether you share a little bit of knowledge that you have, just being an upperclassman to a freshman or a freshman sharing their feelings about their experiences. You don't need to raise your voice, you can just lead by example. Maybe you can do this. You're always offering new ideas.

38. *Do you believe that it is important that courses in the humanities/social sciences include recognition or study of works by persons of color?*

We def. have German lit., French lit., American lit. and all these other lit. courses. We really don't have an African Am. Lit. We def. have Jewish lit. I don't think people are being exposed to the works that Af. Am. have contributed to the society. I don't think they know that...medical students...1st open heart surgery, you've got the peanut, you've got stoplight—I could just go on and on. ...African Americans are only talented on the basketball court, football court. We can also trust themselves to education.

Would you like to see representatives of people of color in a normal course as well?

I def. think it would be better, a stronger base. A lot of authors...to my people. There needs to be more exposure.

If you think works by persons of color should be included do you think the recognition was adequate, inadequate, or excessive?

Def. inadequate. Even in other courses, you def. don't get an understanding. You don't get a feeling that Af. Americans have contributed to society.

39. *How would you characterize the climate in the classroom for you [as a black student]?*

Even going back to middle school days, elementary school days where you had to...colonial Americans. You were watching a video of colonial America. There were always slaves in there. They always look at you like, I feel sorry. You understand the point I'm making. In the classroom I might be alone. There might be 2 Af. Americans, maybe 3. It definitely limits my thought, my train of thought when I'm in a classroom. There's so many individuals around me

who care about education. I don't even know if that's true. I look around and see that there's not a great percentage of Af. Americans in the classroom. I question whether or not my people really care about education. Going back to the days of slavery where they'd kill for an education. Now you've got something like Ebonics where you're compromising education, compromising what other Af. Americans have worked so hard to achieve. It's pretty much devastating when I see things like that. I think I have an impact on the classroom. I took a course, the theology of Martin Luther King and Malcolm X. You def. had a feeling that the professor did a great job of drawing from the students class participation. The range of topics was from W&L to race riots or like Martin Luther King, his ideology, how he affected people. I think they had a chance to see...whether or not they change their ideas, they were def. exposed. I think that was helpful. *So the climate in the classroom for you as a black student is somewhat difficult because you are often alone as a black student. Some of that implies that black people may be less interested in education. You mentioned Ebonics and said somehow it's devastating when you see that. What did you mean?*

I mean that for someone to even think of a term like that or to even proposing that—Af. Americans, the slang has always been there, but for me I think Ebonics is a tool that is going to segregate more. When you get an Af. American or any person who is going to go up and try to take a standardized test, are they going to have a section for Ebonics? No. When you go for a job interview, is the interviewer going to talk Ebonics to you? I def. don't think so. There is def. a standard where you have to draw the line and say, ok, this is compromising. This is degrading. That might be appealing because we've always looked for a way to go back to the mother language, something like that. The motherland is not African. You've gotta make a home within yourself.

So how does that apply to your experience here in the W&L classrooms?

It doesn't relate to experience in W&L classrooms. It would make it easier if there were more Af. Americans in the classroom as far as wanting to come to class, wanting to study with them. I have no problem studying with anyone else. I look around the class and see all these individuals who have gone through life receiving everything they want. They're working hard, some of them are, but the cycle is just continuing again. They'll probably have their children here. The cycle continues to get stronger while I'm just a little link.

If you have encountered 'problems in the classroom, how have you dealt with those difficulties?

The problems aren't directed at me personally. I just think that the lack of Af. Americans in the classroom. I've dealt with it. You almost have to just cope with it. You know that there are other people out there who are working just as hard as you. I don't even know if there's an answer for that question. You have to just go with it. You really can't get dismayed. There's a lot of frustration, but you know that you came to school for a reason. You might as well fulfill your goal.

40. *What is the role of the Office of Minority Student Affairs?*

She has been influential, the study skills, the time efficiency program. She offers advice. I def. think she's helped out a lot. I haven't really had to look to her for anything else. I def. think that's a good thing. I haven't really encountered anything personal. I've become so frustrated where I don't think I can handle it.

So what is the role of her office? For you it's been support with study skills, etc. but not as mediation.

How can the role of this Office be improved?

Maybe adding a few more black administrators. That would def. improve the situation. That

might be tough. I def. think she's doing a good job with the resources and with the number she has.

41. *From whom do you receive the greatest emotional support on campus? Do not use name(s), but please describe the person(s) in terms of race, ethnicity, nationality, gender, and position (i.e. fellow student, faculty member, administrator, staff member). If appropriate, include more than one individual and describe the type of situations in which the person provides emotional support (i.e. personal, family, religious, etc.)*

I def. have to say my family. If I have a problem, I would call home. I've def. had to do that a couple of times, maybe just stressed out, maybe just little things like take a break. Don't do anything tonight. I understand that I should do that, but just hearing it from someone else, kind of giving me advice. That def. helps the situation.

What about people on campus?

Not really. I def. don't talk to anyone about my emotions, whether they're a good friend or not. That's not my method, to go around promoting that I'm sad today, that I'm upset, that I'm having troubles. I might say I'm tired today, but I don't parade how I feel. I just lay that on my family.

42. *Have you experienced any discriminatory behavior on campus directed against yourself?*
No, not anything specific. There are always things. I can't read people's minds, but I def. have felt uncomfortable around some individuals. I've been fortunate enough to directly.

Who was responsible for that behavior?

Just within the Greek system. Going out, just not feeling comfortable. I wouldn't keep myself in that situation.

I think you said there were fraternities where you did feel comfortable.

Yes, def. a majority where I did feel comfortable.

Leaving aside behavior, do you sense racial tensions on campus beyond what exists in the larger society? If so, how do you think such tensions could be eased within W&L?

I def. think so, just as far as—I def. think I'm at an advantage, because my parents aren't participating in a certain group in society. They aren't up there as far as knowing individuals that can really kind of promote you as far as education or even after you graduate where you have arm's length bargaining. "My son can get you a job." "No, you should get my son this job. We've always been friends." I def. see that as advantageous for some individuals on campus. I see that as counterbalanced by the fact that you get your work done, you do what you have to do. There are a lot of alums out there who def. are willing to hire you, if you can get the work done. You def. don't want to hire anyone who can't get the work done.

You started out the sentence with "I'm at an advantage." Did you mean you're at a disadvantage?

Yes, I'm sorry.

So the situation of being privileged makes a big difference. That's a racial thing here on campus?

I def. think that's a racial thing. I'm not an Econ. major or anything like that. There are a lot of individuals whose parents are involved in, they def. know a lot of people who can - you know this little web, you know this person for a certain amount of years. Would you help me out?

Any other sense of racial tensions on campus beyond the larger society? There was one aspect where you thought it was so. So how do you think such tensions could be eased within W&L?

We talked about racial tension as far as the Greek system, but we talked about that. How could it be eased? That's tough. Some things really don't have a solution. I think that's something you

just have to cope with. You had to find other alternatives. You have to be a little bit better, work a little bit harder. Seek all your opportunities out.

43. *Aside from the Honor System do you believe that the student Executive Committee, the Student Conduct Committee or other University judicial committees treat black and white students equally fairly?*

I def. think they treat students fairly. I would have to say that the method by which they were voted into the office—they were voted in by a majority of white people. I def. understand that. I def. don't think that has anything to do with how their job is affected. I def. think they understand the position is judicial, is fair. They have a job to really go out and seek the truth.

44. *Do you believe that the honor system is applied in an even-handed way to black and white students?*

I don't know. I def. think that I haven't encountered anything where I felt uncomfortable about the honor system, as far as like being black. I always feel that there are certain stereotypes that come.....lie, cheat or steal. I've always tried to prepare myself for an exam or anything like that. Even when you go out to a party, I don't think someone should lie to you —just lay their jacket there, there's money in the carel.

You don't feel like they're watching you?

I've left plenty of things out there. That's not relevant. But I don't think that they're out there watching me, making sure that I don't take things.

45. *How would you evaluate student publications (i.e. the Ring-tum Phi, the Trident, etc.), the student radio and television stations with regards to opportunities for black students to participate.*

That goes back to my point that there's def. a need for an individual to seek out opportunities. You can't just sit down and say "Give me a fair shake." You def. have to go out and challenge the system. As far as these publications, I was going to work on the Trident. I just didn't have time with soccer and other things taking up my time. Publications, I think they try to do enough to expose all individuals. OK, it needs to be more homogeneous. W&L is a homogeneous school. Is there anything we can do to try to make it more homogeneous.

You're saying publications are raising that question?

Sometimes, yes. I def. think they try to make things aware. I def. think there's a newspaper that's more conservative—I don't know which one it is.

How would you evaluate them with regard to their treatment of news about black students?

I def. haven't seen anything negative. That's a plus. On the other hand, I really haven't seen anything positive. What I mean by positive is what this person's done, his achievements. I don't know. Maybe it's just that for me, I like to absorb recognition as much as anyone else. It's not only me that's doing it. I just like to do what I have to do and get on with the situation. Maybe that's just how a person's feeling.

46. *Do you feel that black students at Washington and Lee today have problems that are basically different from, or basically similar to those of whites? Please describe in what way you feel they are different or similar.*

Different and similar. Different in the fact that race has a lot to do with it. You always encounter different beings as an Af. American. Different stereotypes that are pinned on Af. Americans, that's

different. Similar in the fact that everyone's going to have problems academically if you don't understand something. I def. think you can go to your professor. There's no problem there. Different in feeling accepted. That's def. the feeling that Af. Americans at this school may not long for, but there's def. a feeling that you want to be accepted. It's more difficult. That's tough. That can also affect your social life or your academic life. You have to overcome a lot more obstacles as far as social life. You don't feel comfortable in a certain environment.

*47. Sex Male

*48. Age? 20

*49. Year in college? Junior

*50. Cumulative grade point average [as of Fall 1996]? 2.494

*51. How do you identify yourself in terms of nationality? American

52. How do you identify yourself in terms of race?
African American

53. Are there additional comments you wish to make about any aspects of Washington and Lee?

No.