Transcript for Stanley Jones interview, conducted June 20, 2018 in Boatwright Memorial Library Seminar Room 2, University of Richmond, 28 Westhampton Way, Richmond, VA 23173

Interview conducted by Ayele d’Almeida and Jacob Roberson

Transcription by Rev.com, corrected by Irina Rogova

Contact urraceproject@gmail.com with any questions

Stan Jones: 00:00:00 So we’re here with the Race & Racism Project, conducting oral histories. Today we have Mr. Stan Jones with us. I’m Jacob Roberson and ...

Ayele d’Almeida: 00:00:10 Ayele d’Almeida.

Stan Jones: 00:00:12 We’re here to talk to Mr. Jones about his time and experience here. And you just heard from Ms. Irina [Rogova, Project Archivist], but this is...we’re going into the third year with the Race & Racism Project and after doing much, thorough research into the archives we decided an oral history would be even better to learn about those stories that were not told through the archives and through the Collegian and things of that nature.

Stan Jones: 00:00:37 Thank you again for joining us Mr. Jones. And just ...

Stan Jones: 00:00:41 Thank you for having me.

Stan Jones: 00:00:43 Just to start off, do you mind telling us where you’re from originally. Your class year as well as what you studied while at the University of Richmond.

Stan Jones: 00:00:50 Okay. I’m from Hampton, Virginia originally. I came to the University of Richmond in 1979 and graduated in 1983 with a bachelor’s degree in rhetoric and communications.

Ayele d’Almeida: 00:01:03 So how’d you end up at the University of Richmond?

Stan Jones: 00:01:04 I was recruited. I played football in high school and I made visits to UVA, [Virginia] Tech, and South Carolina. All three of those schools, I flew there. Whereas when my visit came up for Richmond, the coach at that time, the assistant coach who was recruiting me picked me up in a car and drove me back to Richmond and talked the whole time.

Stan Jones: 00:01:27 It felt very personable. But the other thing ... I think the biggest thing for me is that in between probably 1970 to ’79, there’d probably been 8 to 12 guys from the Hampton,
Newport News, York County area, which looked like me that were successful here.

Stan Jones: 00:01:45 I went to a pretty big high school, but UVA and Tech were--and South Carolina, were just too big; 50,000 students at South Carolina, over 15 to 20 at both UVA and Tech. I just felt lost. So that was my main reason for coming to Richmond. I just felt myself being successful here.

Ayele d'Almeida: 00:02:07 So did it help or hurt having people who looked like you on this campus?

Stan Jones: 00:02:11 Absolutely. I'm sure you guys have probably, through your research, found this out. When I came here in my class, there was two black girls: Kathy White and Kim Jones. In terms of most of the other black men were athletes, football, basketball. We had guys from Africa who ran in track, from Kenya mostly. But in terms of interaction, it was a little different thing in terms of them embracing us, more-so than us trying to make connections with ... one guy was named Bitok [likely Sosthenese K. Bitok, graduated 1983], I can't think of his first name right now.

Stan Jones: 00:02:59 But we all went to what is now I think your music building here. That was the dining facility in those days. It was called the Refractory. D-Hall wasn't here.

Stan Jones: 00:03:11 And so we would try to find ways to communicate with people, just to let them know that we're not just here to play football or basketball. We have other talents. We have other gifts. And that probably was the biggest challenge here is getting people to understand that, you know, you're not any different just because you happen to be an athlete.

Stan Jones: 00:03:34 It took a while to get used to this. I lived in Thomas Hall right across the street here for four years. Right here. So, our routine every morning you had to get up and go to breakfast. That was a requirement of the football coaches, at the time. We had to walk, get up ... but for the first month or so in Thomas Hall you have, you know ... what's the word I want to use here? The joint ... common areas.

Stan Jones: 00:04:06 And, you know, in the morning you've got your routine. You're going to take a shower and all that kind of stuff. You go into the bathroom. If there wasn't a football player, "Hey how you doing? Good morning." No response.

Stan Jones: 00:04:17 You walk up and down the hallway ... I was always brought up that, you know, you recognize humanity. It doesn't matter
what color you are, who you are or what you do, if someone looks you in the eyes, I'm going to say, "Good morning, hey, how are you doing?" Would go through that with no response.

Stan Jones: 00:04:37 And so it got to the point where, "Am I? What is wrong with me?" So those aspects of being socially deprived, culturally deprived. And so, you...I took the time to bond with ... like the guy who worked in our building who's kind of like the engineer. He was a black gentleman, native of Richmond. We became friends.

Stan Jones: 00:05:01 He looked out for me. Christmastime we'd try to get him a gift and things like that. The ladies who worked in food service, you know. I've got some stories about that. But those were our connections on campus, because academically, I think we had one professor at the time, Dr. [Lorenzo] Simpson who was in the Philosophy Department. I didn't go to the business school, but I think there were a few black professors in the Business Department, a few. But that was basically the challenge is, how do I assimilate? The first place I've come to in my life where I feel like I know what it is to be a minority. I went to a majority black high school, but it was half and half. Didn't have too many students from Latin ... that were Hispanic or Asian students. It was pretty much black and white in those days.

Stan Jones: 00:05:56 But coming here was the first time that you actually felt like a minority. And that took some time to get used to. I wouldn't trade it for nothing because I would say that most of us who went here and came through here, we're all doing great things.

Stan Jones: 00:06:18 The...[UR is] getting you ready for the real world, you're seeing it [for the first time.] So that would be...Some of the things...And I don't know what other questions you may have, but one of the things, culturally [as a minority student you had to make an adjustment.] So I'm here and it was about the first to second month. Cause, you know, the football players, we get here early. So you kind of get a different flavor until classes start.

Stan Jones: 00:06:49 So I'm walking through the line. And we didn't have a football dorm, which I really [liked], that was another reason why I came. I didn't want to be living with nothing but athletes. I wanted to get out and know other people.

Stan Jones: 00:07:02 But I'm going through the line at lunchtime and I see what I think is a pie. I'm from the South. "What kind of pie is that?"
And the lady looks at me, "Boy, that ain't no pie, that's quiche." I'm like, "What is quiche?" "Oh, it's eggs and bacon." "Let me try a piece of that." I'd never had a quiche until I came to the University of Richmond.

Stan Jones: 00:07:33 Another time, this is all Freshman year stuff. I go into the café and I see a guy putting what I would think was a donut in the toaster. "Why are you putting the donut in the toaster man?" "That's a bagel." "What's a bagel?" "You put bread [butter] on it--you put jelly on it." "Really?" I tried a bagel. Never had a bagel. Now, granted, this is 1979. Where I come from in Hampton you didn't have a Panera Bread or Starbucks or any of those kinds of things that you see now that are common. Einstein Bagels, I think is another local place. But those are the kind of things that, you know, it leaves a marker. Like "Wow, didn't know that."

Ayele d'Almeida: 00:08:29 So you talked a little bit about social deprivation. Can you talk about some spaces where you felt like sort of your social needs were met or not met?

Stan Jones: 00:08:39 Well I would think, and this was probably one of the things that kind of led to some of the guys trying to get involved with fraternity life. You know, the predominately white fraternities would have [recruiting for membership] they called it Rush in those days over at the frat houses. And, you know, we would go over there just to kind of hang out. Not to really get involved, per se.

Stan Jones: 00:09:06 But it's almost like we were a front to them. And even the white ball players who might have matriculated over just to kind of hang out. Because it was kind of like ... it wasn't a lot of things on campus in terms of social outlet--dances, or parties or anything like that--where you really felt you belonged. You just happened to hear about it, so you just went over there. But...nobody invited you, you just kind of hung out.

Stan Jones: 00:09:41 And...Do I recall in terms of direct confrontations? No. Did I hear about things? Yes. But the one thing you just kind of had that laser eye thing when you walk into a place and everybody's ... it's kind of like the 48 Hours movie where Eddie Murphy's walking into the club. That might not be a good reference. Anyway, everybody kind of stops and looks like, "Oh, why are you here" type of moment.

Stan Jones: 00:10:11 And so I guess the thing is that we had to come up with ways to socialize. A lot of guys had music. We [hung out in] the basement at Thomas Hall, of course I haven't been in there
since 1983. I hear it’s different now. But we would have like... there was a common area down in the basement where you go out, hang out and put music on, play, party...play, dance and all that. We'd invite friends from VCU or [Virginia] Union.

Stan Jones: 00:10:36 But a lot of times was spent off campus. Go to VCU, Virginia Union or Virginia State. Sometimes we would drive up to Charlottesville, hang out at UVA. Because it was a larger, black student population at UVA at that time. I'm pretty sure it’s the same now. So that's why ... during my time here, I think Richmond was known as a suitcase college on the weekends. Not too many people stayed here on the weekends. They probably went home, or they went, you know, to go visit friends at other schools.

Stan Jones: 00:11:17 I'm sure you guys have friends at different universities and they probably have shared some things with you. But in terms of an active, vibrant social life, that didn’t exist here.

Ayele d’Almeida: 00:11:35 So can you talk a little bit about how you got into fraternity life?

Stan Jones: 00:11:41 Well, one of my teammates James Reed had actually pledged Sigma during the summer. James Reed graduated in 1981, but during the summer of I think '79, he actually became a member of Phi Beta Sigma Fraternity, Incorporated through the Delta Epsilon Chapter which is at Virginia Commonwealth. He had peaked an interest of several of us.

Stan Jones: 00:12:09 Went and talked to the University and the Fraternity Council. Talked to some people in Student Affairs but was not really getting a lot of support. You know...How do you do this? We weren’t going to have a house, come on. We just didn't have that kind of financial backing to have a house. So, the term was used, "colony." Okay.

Stan Jones: 00:12:34 Colony is I guess is an organization where you're beginning to become a member of the interfraternity council on campus. So, there was a process that we had to go through. And then about February of 1980 when the first line as we called them, and I think they call it a different process these days, intake now I think they call it by the ... Pan-Hellenic, the Divine Nine have a different name for pledging, but we called it pledging.

Stan Jones: 00:13:04 So on that first line was Kenny Still, Clayton White, James Lyles, Mike London, Jesse Moore and Tim Spriggs. That was the charter line spring of 1980. And then my line was the
spring of 1981, which was myself, Terry Waller and Howard Peace.

Stan Jones: 00:13:32 Terry and I graduated in '83, Howard graduated in '84 and then the next line was the spring of '82, was Joe Williams and Gary Venable. And then after they graduated the chapter kind of... well, the chapter's been dormant since then. Iota Sigma is the graduate chapter in the Richmond area, they've been... It's just been a struggle. I think the Alpha's have a chapter here now, you know. It's just one of those things. It's kind of hard when you don't have a presence on campus to get guys from other schools to come here to try to start some things, but, you know. We were very strong in those days, very strong. But that fraternity experience helped with leadership. You know. In terms of an organization, you know, I was a Treasurer, then First Vice President of the chapter when I graduated. But we did different things on campus in conjunction with the Student Organization of Black Awareness [SOBA].

Stan Jones: 00:14:40 I think there's one article that we have where we talked about how we resurrected that. And it was...We would have ... in the Commons we would have a party or something like that. And you know, we wouldn't charge. People would come. "Hey, come on, it doesn't matter." And all the black students were there, all 45 of us. [Jones laughs]

Stan Jones: 00:15:09 But those were different times. Now, I don't know...my senior year, which was the '82-'83, they had the CIGNA Scholar Program start and Nadine Marsh whose dad was the former Mayor and I think he's a Delegate in the House of Delegates now. But Nadine was in that first group of students. Nadine, Beverly Stallings; all these kids would have graduated in '86. [Henry Leander Marsh III, Richmond's first black mayor, served from 1977-1982. His daughters Diane Marsh and Nadine Marsh-Carter both attended the University of Richmond.]

Stan Jones: 00:15:40 There's another Wanda, can't think of her name. But there's like three black female students were the first CIGNA scholars. And that was during, I want to say ... I think that program still exists, but they might have a different name for it now where they try to recruit, especially black female students to the University.

Stan Jones: 00:16:15 What other questions you got?
So sort of going back to you talking about your social events in the Commons or at Thomas Hall, what were some other special places for you on campus?

I would say you know, everybody talks in terms of social. Just hanging out in guys' rooms. Just going back and forth. And we had to form... you know, that's another thing that we did not have when I was here was the Office of Multicultural Affairs. We didn't have that. Dr. Cade wasn't... I don't think she came here until '87.

So we didn't have that advocate--for lack of a better words--on campus that we could go to talk about issues. We pretty much had to either figure it out on our own. "Hey, you had so and so?" You know. We would talk about academics, you know. If we needed to avoid somebody, we had to find that out.

But in terms of social activities on campus, other than guys getting together and doing things together with our colleagues at Westhampton College at the time, the young ladies, that's it. You didn't really like...you didn't really feel welcome to go to the white fraternities. I can't really say anything about the sororities because I just don't...I think they were there, but they weren't as visible. In terms of the Divine Nine, there was no AKAs or Deltas or Zetas or Sigma Gamma Rho here. No. That wasn't here.

So that...Our social life was off campus. I would say 95% of it was off campus and other universities or in other clubs. I think Studio 54 opened my senior year. That was like a big, huge club that opened on Broad--West Broad, it's probably a warehouse now, but it didn't last long. There were a couple other places, the Main Event. I'm losing names now but there were a couple other placed on Broad Street that we would go hang out. But as undergrads, you know, not too many of us had cars. So, you had to depend on who had the car, who's not going to go tonight, [Jones laughs] you know. So, you know, or you ride the bus, learned how to ride the bus.

Earlier you mentioned how UR like was known as a "suitcase college." Playing football, I know that you don't have that opportunity in the fall semester because games happen on Saturday. So, what did you do during the fall semesters if you weren't able to go out on campus after an away game or things like that?

Well the thing is our schedule. Like for example, if we play UVA, the game would be from 1:00 to 4:00, and probably be
back here by 7:00. That’s after the cafeteria has closed. So, they would give us maybe $15.00 to go out and eat somewhere. And that’s pretty much it, I mean. Because the next day we had to be back over at the Robins Center, looking at film or preparing for next week’s game.

Stan Jones: 00:20:03 I will say this, I only went home in terms of going back to Hampton when I was supposed to go home. Like either Thanksgiving, Christmas. I didn’t go home other than the times that I was supposed to be off. But some students--I think some of our, especially our female students, they wouldn’t be around on campus. They would leave. A couple of them were from Richmond.

Stan Jones: 00:20:35 But, you know, they had a tough go of it too. I don’t know how many female students you’ve had an opportunity to talk to from that ’80s vintage, but I would think that their social life was probably more chaotic than ours. I shouldn’t say chaotic but didn’t exist. You had to figure out … you had to find things to do.

Stan Jones: 00:20:56 Movies wasn’t a big thing then. Now as a team we went to the movies, but you know, in terms of that being an activity, nah, not that much. Maybe in the summer time. I did spend a couple summers here. But during the school year, no. I didn’t have money.

Ayele d’Almeida: 00:21:18 You talked about sort of feeling like you didn’t belong in certain places. Can you talk a little bit more about that?

Stan Jones: 00:21:30 I would say, you know like, in class for example, I know most of us had pretty good academic work habits. Okay? Most of us, we put the time in, we put the work in. We’d prepare for class, you know. What was tough in those days--we didn’t have technology. I had a typewriter, a Smith Corona typewriter with white-out, you know, a self-correcting ribbon, electric, okay. I didn’t have a computer or didn’t use a computer on this University. My first computer experience was in the United States Army. Didn’t have a computer. Didn’t have Wi-Fi, internet and all that kind of stuff.

Stan Jones: 00:22:19 So everything had to be ASDFJKL; [referring to the home row of a keyboard]. So you had to come up with ways to support each other. But in terms of class, like sometimes you’d be in Western Civ, English 101, Philosophy, Religion--you know, all your humanities, your prerequisite type classes and I always sat in the front. Didn’t nobody tell me to do that. But I figured ... I didn’t want to be type-cast. I didn’t want them to view me as just another guy here to play sports. I participated in class.
In those days everything was didactic meaning the teacher's in front of the board. He's lecturing, was not like a collaboration type, there was no groups, there was no real ... some of the instructional techniques that I'm sure you guys are seeing today, that didn't ... everything was "Alright, take your notes."

Stan Jones: 00:23:28 You didn't have ... you know, sometimes teachers would have prepared presentations to give you, nah. Everything was on your own, read the book, this is what we're going to cover. This is what you need to study for. So, you didn't have that time to really interact with the professor ... I wouldn't say interact, but you didn't have that question and ... you didn't have that two-way conversation going on, which I think is so important being that I'm an educator, that you have dialogue. Because you've got to check for understanding.

Stan Jones: 00:24:07 You know, you could be talking for 35 minutes and if your students don't understand what you've just covered and you don't have the ability or you don't value the ability to check for understanding, how do you know they know what you taught them until you get a graded assessment, a test or whatever they want to call it.

Stan Jones: 00:24:26 So that was one of the things where you didn't have that ... you could tell right away who were the professors felt uncomfortable; when I say uncomfortable meaning it was ... they didn't come out and say it but you kind of felt that they felt that you know, maybe he's not quite intelligent enough to be here. But then you would fool them when you answered their question.

Stan Jones: 00:24:58 And they would just ... don't judge the book by the cover my friend. I'm here to learn like everybody else here. I didn't have to say that to him, but that's what my response was. Is that you really needed to ... I would say my focus was to change the perception. I'm not here just to play football.

Stan Jones: 00:25:24 And that's what ... ROTC, I got involved in ROTC. I got involved with the fraternity. Worked at WDCE. I had a lot going on in terms of activities, in terms of being around different types of folks. But I didn't want any academic professor folk to think less of me.

Stan Jones: 00:25:47 But I also took the time to try to build relationships, which you know that's a whole other story. But I mean, some of them are very approachable and some not. The ones that are not approachable, you learn not to-- deal with it.
Ayele d’Almeida: Can you talk a little bit about your relationship with professors or if you had a significant professor at all?

Stan Jones: Actually Jerry Tarver who’s in the Communications Department, he was our Speech Communications Department Professor at the time; he was, "Call me Jerry," which I felt that... I mean, I come from a culture where it’s Mr. or Mrs., Doctor, and Miss--you don’t call people--adults--even though you’re making that transition from teenager to adulthood, but still from a respect and decorum piece, I never felt comfortable calling a professor by their first name even if they’d given me the permission to do it.

Stan Jones: But he would ... we would probably be in a classroom about this size here, but we’d all be in a circle. And you know, when he taught, you know he didn’t put anybody on the spot. We would all be in a circle. And in a way that gave him an opportunity I think to see who’s prepared and who’s not. You’re not hiding behind, you know ... you’re not ducking the questions and all that.

Stan Jones: But he became very approachable. Of course, ROTC. Probably the best relationships I had with anyone here was Colonel Quirk who was the Professor of Military Science at the time. And I can’t think ... his executive officer was Major ... I can’t think of his name right now, but those two, especially my junior and senior year, were very close to them.

Stan Jones: In your effort to present yourself as more than a football player, were there other guys on the team that did the same or do you feel like you were among them?

Stan Jones: I think as an African American football player, we all came to the understanding that we had to present and make sure that we were not being judged or type-cast because we happened to play football. Some were militant about it. Some were like me, more passive aggressive. But the message is still the same. I think to survive here, you must come with that kind of mindset, because if not, you’re going to be overwhelmed.

Stan Jones: I’m sure today is a little different than what it was ... I think you guys ... I’ll say this because of what I do right now. You guys are better prepared walking in here than what I was almost 40 years ago. More prepared. I went to a high school that didn’t have AP, Advanced Placement. We had college prep.

Stan Jones: So...And in those days in Virginia, you didn’t have to have ... didn’t really do ... your English classes were semesters
meaning that maybe a contemporary American novel or you would have Chaucer or you would have creative writing. Or you would have Julius Caesar. Now it's 9th, 10th, 11th and 12th grade curriculum and there's a plethora of things that they cover.

Stan Jones: 00:29:35 But one of the things that I probably needed that I didn't really get a lot of was research and writing. Especially with APA and MLA; I'm pretty sure you guys are using APA, now right?

Stan Jones: 00:29:49 But see now high school kids are getting a taste of that now. Right now, juniors in high school in the state of Virginia, they must be familiarized with annotations and quotations and all the different formats for APA, and attributing your quotes, didn't have that. Suffered a little bit because of that.

Stan Jones: 00:30:13 But you had to persevere. And you know, the thing about the football team or any athletic team, they had a group of people who tutored, who gave some academic support. We didn't have a writing lab. I think you guys have a writing lab now. The academic student support services, which I think is a part of the University now, you didn't have that when I was here.

Stan Jones: 00:30:46 So I mean...You struggled, but you had to come up with a way to make it work because there was really nothing here to support you. And I don't want to sound negative, but that's reality.

Ayele d'Almeida: 00:31:02 What else do you think you weren't prepared for?

Stan Jones: 00:31:08 I would say I was...coming here I was very organized and succinct. I didn't have a problem with time management. I could deal with structure. That, I could deal with. What I probably didn't have--academic background--was probably math. Now we took finite math they call it, which I think is another word for pre ... it's another word for math for the non-mathematics majors. But see, once again I go back to foundations and how it was at the school system that I attended. Hampton was a great school system. I'm not taking anything away from my education. However, Algebra I, Geometry, Algebra II.

Stan Jones: 00:31:58 My senior year I took computer math because I didn't want to take trig. I took computer math, which in those days the languages were BASIC, Fortran, and COBOL. Now they're at what, C++, Pascal; there's like probably 15 different
computer languages, but those were the three we had in the late '70s, those languages for programming purposes.

Stan Jones: So our teacher was ... and this is a group of ... it was about 15 of us in this ... most of these people in the class were kids who had already taken Calculus. As a senior they had maxed out the math curriculum, so they had to find something. You had guys were like valedictorians; I call them pre-wealth majors. The smart people and there was me.

Stan Jones: So. What's the teacher tells us after about the first week? "Well going to be a collaborative class" and we're all like, "What do you mean collaborative?" "I'm going to give you projects to do and we're going to have a little lesson every day but the rest of the time and on your time when you guys can get together, you're going to have little projects that you're going to have to do and you're going to have to work together in teams." "Okay, what do we do?" "That's for you to find out."

Stan Jones: So what it was is that she was introducing us to a concept that is very well used today as opposed to what was done back in 1978, '79. You're talking about collaborative learning, working as teams, giving different people on the team a project to do. You come together. Everybody timelines it, everybody looks at it. Does it look good? Yes. Let's go present it.

Stan Jones: So we formed an organization called “HELP.” Help Each other Learn Programs. That experience helped me here. I had to befriend other students here. I've got another story to tell you about a specific guy, his name is Byron Jennings.

Stan Jones: Byron ... and this is in Thomas Hall. Going back to earlier when I talked about the ... you walked by people who don't speak. Byron was one of those dudes. He lived on the same hallway Freshman year, okay. Byron's dad was a doctor in Roanoke, Virginia, an OBGYN Doctor. On the Spider Club, Booster Club, on the, I think the Board of Visitors; high up like ranking guy.

Stan Jones: So me and Clayton, we were always, "Man, this guy lives two doors down. He doesn't speak. He doesn't say anything to us." What happened February 1980, it's the U.S. hockey team against the Russian hockey team. U.S. against Russia. He invites us to go look at the hockey game, this guy who doesn't talk to us invites us to ... I think what dawned on him was that we were trying to communicate with him, why was he
being standoffish? Well, turns out he'd never been around black people before, never.

Stan Jones: 00:35:25  Now he went to a public high school--or excuse me, a private high school--in that part of Virginia, but for the next four years, Byron as we would call him, Lee because that's what he was preferred to go by and me and Clayton became the best of friends. We lived in the same dorm for all four years. Byron was a premed major. He's going to carry on the family legacy, smart. Very smart, Phi Beta Kappa kind of guy, right. During the spring of our junior year. He's getting ready to go through the process to start applying for medical school. And he's taking Molecular Biology. Now, I'm probably a C, B kind of kid here; more C than Bs, okay. I'm gonna be honest with you, okay. Byron is having a fit because that year he ends up getting a B+ in molecular biology and he's like...comes back, he's all out of it, been drinking all night and me and Clayton like, "What'd you say you got? A B+?" We're looking at him like, "Byron, you still have over...close to a 3.9 GPA, what are you worried about?"

Stan Jones: 00:36:59  "Well I might not get into Med school!" "Who's your dad? What's your dad do? Did your dad go to MCV?" "Yeah, yeah." "What are you worried about? You have nothing to worry about."

Stan Jones: 00:37:14  So here it is, two football players counseling a Phi Beta Kappa about how he's downing himself because he got a B+. Picture that. White guy, inebriated, Mr. Daniels, Mr. Williams and Mr. Bean, they had a conversation. That's Jack Daniels, Jim Bean and Evan Williams. Two football players who are barely scratching to hang in here, to just survive, with a C and this guy's crying about not being able to get into med school because he got a B+ in Molecular Biology. Get outta here. Today Byron is in Salisbury, Maryland, great practice. We still keep in contact with each other. But I mean one of the things that he said to us, and as the years progressed and as our relationship developed, he said, "Listen, it's nothing against you guys. I just didn't know how to act around you." I said, "Act like we act around you. We're just saying we're not any different just because we look different. We're here for a purpose. We're here to graduate. We're here to do what we need to do to get out of here." You know?

Stan Jones: 00:38:35  But part of the process is that we are trying to let people understand us. It's not just about us being football players. We're not what, I think, the media or what our society has typecast us as being. And I think it was the first time he really understood some of the challenges we had as black students,
especially black male students on campus is that, you know, you not only have to work harder, okay? You really must work harder to be accepted.

Ayele d’Almeida: 00:39:14 Do you have any other experiences where you felt typecast on campus?

Stan Jones: 00:39:24 I mean, that was a daily thing. I mean, I would think the biggest thing and we would make fun of it now. You had that walk. Because at the time, some of the girls ... you know, they had, I think is it North Court or South?... There’s a dining facility on the girl’s side of campus right. But some girls would come across the lake and so we had something called the root patrol. And what that was, was a bunch of ... you know you go any corner, any city there’s a bunch of guys hanging out on the street right. And people would walk by and we would purposefully say, ”Hey, how you are doing?” And people would jump like this, ”Just want to say hello.” And we would be just doing social experiments. And how many people can you get to say hello to you today? Really, how many people can you get to say ... you’re going to go from 7:00 to 2:00 because usually by 2:00 we had to be over in the Robins Center for meetings and I called it pre-practice stuff. And we would keep score.

Stan Jones: 00:40:38 And I think what happens over a period of time, once people were in your environment, they got to see you in class. They got to see you interact. They would warm up to you. But it took just a long time to break the ice. And most of the I would say the shenanigans--wasn’t minority students.

Stan Jones: 00:41:07 When I say shenanigans, I’m talking about the pranks that happened on campus. The crazy things that happened on campus where, people are fighting or getting ... that wasn’t us, at least in those days. I mean, most of my white teammates, were offended big time by the fraternities. Not that they wanted to belong to them, but they just wanted to be part of the social piece. And there were a couple times where guys were, ”You can't come in here.” ”Why not?”

Stan Jones: 00:41:42 And...you know. And you know who won that. But I think the... you know, here’s my routine. I’m going to probably ... 6:00 or 7:00 you’re up during the fall, during football season. You go eat breakfast. We had to sign in. If you didn’t sign in, you had extra ... we called it extra duty. You had to run the steps in the Robins Center, every step up and down, up and down. Then you had to do [inaudible 00:42:11] drills. You didn’t want to miss breakfast.
But in reality, they’re teaching us a lesson. Because really, breakfast is really ... even today most people will tell you, breakfast is the most important meal of the day. It got us in the habit of doing that.

Go to class usually 8:00 to another class...say like 8:00 to 11:30, 12:00 o’clock, then maybe 9:00 to 1:00 o’clock on Tuesdays and Thursdays. My last year, my last semester I had a sweet schedule. I didn’t have any classes on Friday but that was my last semester in college. And...Academically, by far my best semester in college. Cause by that time, you had the time. You didn’t have to juggle football and all the other things.

But I think the thing that you had ... when you say--when I say typecast I’m talking about when people are walking, approaching you and I keep coming back to the fact that humanity, being a human being, not what color I am, what gender I am, the fact that I acknowledge...I make eye contact with you. I’m not gonna--I’m gonna say good morning. Whatever the [dominant 00:43:35], "Good morning, good afternoon, hey how you doing?" type of thing.

And for me that was the biggest thing in terms of people just acknowledging your humanity. You know. I think the other thing that ... there was a few guys in terms of interracial dating, not a lot, a few. I wasn't one of those guys. That’s not a negative thing, but I'm just saying that was not something that you saw a lot of.

I think in terms of ... and I hope you guys have an opportunity to talk to some of the female students that came through in a time that I was here. I would imagine it was very very challenging for them in the dorms.

Once again, it’s, you know...I think one of the articles here talks about ... I think Beverly talks about being the only black girl in her dorm. And for whatever reason, I think in that class there was three to four black girls that were part of that CIGNA Scholarship. They didn’t put them together, which I think was a terrible thing.

You know, you put kids...you want kids to come here, but you isolate them socially. And I think the other thing that really frustrated a lot of us was the fact that those, what we would think would be acknowledged social needs were not acknowledged. You know. You’re here for a purpose, you know. We don’t need to make you comfortable. And so like I said, we had to come up with ways to entertain ourselves
that was in a tasteful, as well as legal way and at the same
time, we had to be able to act you know ... I call it ... there's a
term for it now and I'm ... what they call cultural miming. You
act a certain way in some settings and then you come back
and you could still ... I think not Ebonics ...

Stan Jones: 00:46:09  Code switching?
Ayele d'Almeida: 00:46:11  Yeah.
Stan Jones: 00:46:11  There you go.
Jacob Roberson: 00:46:12  Code switching.
Stan Jones: 00:46:12  Exactly. Very good sir. That became ... you had to become
fluent in that. And you also had to understand that you
couldn't really ... the only way you could change, is leave. I
thought about that after my first semester here. But you
know what I said? I said...because academically, I didn't do as
well as I could've. But they always say there's going to be a
drop between Senior year and Freshman year. Plus, at that
time, my Freshmen year we were 0-11 football-wise. And
like...Came from a high school, we only lost five games in
three years. We were State champions. So that aspect of
losing was a whole new paradigm for me, of being associated
with a losing environment. So I thought about it. And I said,
"You know what, first of all I don't want to extend my time
here at college. Four years I think is my limit." Of course, I
changed now, but at that time as an 18-year-old Freshman, I
wasn't trying to make this a five or six year proposition. I
wanted to do my piece and leave and hopefully with a
degree.

Stan Jones: 00:47:44  But I think the key aspect of our survival here is that we had
to form coalitions amongst ourselves to support ourselves,
support us academics, support us in terms of social things.
But like I said earlier, most of our activities was off campus.
Especially when the fraternity became active here, you know,
most of our ... you know, we had a few events in the
Commons, but most of our social interaction from the
fraternity standpoint was at another university.

Ayele d'Almeida: 00:48:27  Can you talk a little bit more about the network of support
that you had on campus?

Stan Jones: 00:48:35  Well one of the things that, in terms of ... you know, you had
guys who were in the business school. They had their group
of guys that they hung out--that they would support each
other in terms of studying, in terms of you know preparing
for tests and papers and things like that. FCA was an active component here, Fellowship for Christian Athletes. That was a huge ... especially when Coach Shealy became the head coach here. He was, to this day, I think he's really involved at the united level in terms of organizing Fellowship of Christian Athletes.

Stan Jones: 00:49:16 So that was an avenue. But we just had you know... guys, I think were very good at, I mean..."I need help here." Maybe that's why I went to counseling after I got out of the military. But it was just a matter of having that voice, having someone you could go talk to. You know. "I'm having a tough time in this class." Or you know, "I'm not sure how I'm going to be able to get through this."

Stan Jones: 00:49:59 And you know, the coaches were there, but I wouldn't say they were directly involved in your day to day academic focus, which I think now it's a different story. I think now because of the athletic compliance, it's the NCAA requirements that they have here or at any university that the academics is a metric that they look at. I can say that there was 18 guys in my Freshman class just total, not minority, but 18. Sixteen of us graduated in four years, 15 in five. The one guy, Blenus Martin was from Florida and I think he got homesick. And he transferred after his Sophomore year. But had he stayed here, I have no confidence--I mean, I have confidence that he would have graduated, no doubt.

Ayele d'Almeida: 00:51:04 Where did you feel that you lacked support?

Stan Jones: 00:51:13 Academically. And as I was saying earlier, my high school ... I wasn't as prepared as I think as a lot of other kids who came here from private schools, who had access to Advanced Placement, International Baccalaureate, or Cambridge programs. The rigor, no. Writing was probably my biggest deficit at the time. So I had to spend time perfecting that craft, working on it. Just...and Dr. MacAllister, I know she's not here anymore. The lady was probably about 5'5". She was hell on wheels, you know. When I got my paper back, sometimes it looked like Freddy Krueger had gotten ahold of it. [Jones makes slashing noises, laughs] So I mean, I had to learn ... and that was probably the first time I actually experienced any kind of academic frustration. In high school, I kind of cruised through it, you know. Got good grades, you know. But. I still today, I like school. I didn't do, you know, like senior skip day and all that. I didn't do all that stuff.

Stan Jones: 00:52:33 But I mean, the thing is that I enjoyed coming to class. I maybe missed five classes the whole time I was here? They
didn’t take roll or anything. They didn’t call ... "Stan’s not in class." But I just felt ... first of all I looked at it this way, if I
don’t show up to class, that’s another reason for them not to
look at me as a different student, if I don’t go to class.

Stan Jones: 00:53:08 Yeah...One of the things I think--you know, you’re mature, I
never had to have experiences where kids were acting up in
class. You know. Hopefully that’s not happening now. But,
you know, sometimes you would think that because of the
environment that we were in, that people would be more
vocal. But I think it’s kind of saying in this kind of
environment, it’s hard to be really vocal about what you need
when you really don’t have anyone that’s going to listen to
you.

Stan Jones: 00:53:48 And I think that’s what we kind of started to see is that, you
know, who do we go to? Like I said, I’m very impressed with
what you guys have as opposed to what I had. I mean--Is it
Brookman, the Dean? Dean of Richmond College?

Jacob Roberson: 00:54:05 Boehman.

Stan Jones: 00:54:06 Boehman. I met him during the alumni weekend. Very
personable. Very approachable. Whereas, Dean Mateer who
was our Dean was kind of like the bow tie guy you know.
Very academic. You know. You really didn’t have that kind of
relationship. I will tell you that Dr. Heilman who was the
President at the time was very personable. He would walk
across campus; he knew your name. I was really impressed
with him. E. Bruce Heilman.

Stan Jones: 00:54:44 But in terms of academic support, in terms of me going to
talk to somebody who looked like me, who talked that
particular subject, didn’t have that. And I think despite not
having that and having to go ...I mean, to me, college is an
endurance test. It really is. It’s about putting the work in. It
ain’t necessarily how smart you are but it’s how much are
you willing to sacrifice to get the grades that you want. I
think that’s really the essence of academic work is putting
the work in, acknowledging the deficiencies and getting the
help that you need and making sure the people know that
you care.

Stan Jones: 00:55:41 I think that’s another thing. I care about what I’m doing in
here so I want to help. What do I need to do to fix this
because I’m not satisfied with that. And I think that would be
something that every student would ask me today is make
sure your professors know that you care about your grades.
Because I think if they see that you care, they're going to care.

Ayele d’Almeida: 00:56:07

Why were you so concerned about changing the perception of student athletes on campus?

Stan Jones: 00:56:14

Well I just think, even today, I think we as a group of people, because we have a talent, sometimes we're going to be judged for the idiotic things we do off the field. I think first of all, you know, I'm a gentleman. I open the doors for ladies. I'll say, "Yes ma'am. No ma'am. Yes sir. No sir." I think, you know, we didn't sag our pants; that wasn't fashionable then. And I'll be ...you know, I'm sure when Mike London was here, he didn't let his guys do that. During football season we were clean-shaven. We traveled, suit and tie. That was the expectation. Matter of fact, it became a competition, who can look the best. But it was a business. I think what we were trying to portray is that yes, we are athletes, but that is not the only thing. We are student athletes. Student first. And I think, Greg Mitchell, you talked to him. I'm sure some of the other guys that you're going to talk to would say the same thing is that, you know, when they see you as an African American man who's big, who has no neck. [Jones laughs] This guy is going to tear you up like King Kong. There's a time for that. It's on Saturday afternoons at the stadium, that's when we're acting ... that's what we do. But off the field, I'm just like you. I'm here to get an education. Because guess what, when the ball goes flat. When that football goes flat, I've gotta have plan B and plan C and plan D. Because not everybody can play on Sundays.

Stan Jones: 00:58:25

That was the mantra that a lot of us have had. Because we knew ... I mean, knew right away even though all-state, all that stuff in high school, nothing. It means nothing here. It means nothing. You're just one of many. But the thing is, is that the way you have to make that change is knowing early on in your career as a college athlete that I'm not going to be playing beyond my time at this university. That I am... because you are a commodity of the university as an athlete. They tell you what time to get up. They tell you what time to go to bed. They tell you what time to study. They tell you what time to go to ... so you are going to get exploited.

Stan Jones: 00:59:05

But your job is to walk out of here with a degree. Because for four years they're going to get your time. So that's how when I say, "Change the perception," that we're not just here to play football, to hang out, to party, to be the cool guys on campus. The driving around, none of it. Guys had [Chevrolet] Novas. There was no foreign driven cars by any of our
athletes when I was here. We didn't have BMWs, Mercedes, what's an Audi? I didn't know what the hell an Audi was until I was in the military stationed in Germany.

Stan Jones: 00:59:52 Those are the kind of things that we knew that people thought. And even if I had--Like I said, I visited Tech and UVA and South Carolina. I had friends that played at Virginia Tech and at UVA at the time I was in college. They were from Hampton. And they had similar stories. They had similar stories. Except for both of those schools had football dorms. And at the time the UVA guys lived in what they called University Heights which is right behind ... not too far from....If you're familiar with UVA, it's not too far from U-Hall, University Hall, which is where they used to play basketball on Emmet Street. And then, I forget the name of the place at Virginia Tech.

Stan Jones: 01:00:43 But that was one of the reasons why I think I came here is because I didn't want to be around ... cause I know how I can get ... I mean sometimes we do stupid things in large groups. And I didn't want that perception. And I think part of ... I think especially once the fraternity became, we really focused on the fact that we're not just here for social reasons. We're about community service. We're about education. I mean, our tenets were you know, education ... scholarship, bigger and better business and community involvement. Those were the three things that the fraternity was involved in.

Ayele d'Almeida: 01:01:36 I'm going to switch gears a little bit, talk about sort of life after UR. What do you think that sort of the biggest ... what do you think was the biggest impact that UR had on you personally and professionally?

Stan Jones: 01:01:51 I would say the ability to deal with adversity. I mean, when I graduated, of course I took a different path. I did ROTC so I was commissioned as a Second Lieutenant in the United States Army, which is a whole different organization. But, when I say different in terms of we could all be in the same room and be the same rank and we instantly have a connection because of who we are and what we do for a living. It says "US Army," not "their army" ... US Army. And so...

Stan Jones: 01:02:36 Dealing with...just being able to not get overly hyped about a problem, but come up with a way to solve the problem and I think the biggest thing and I would tell people this all the time. And I learned this from Colin Powell. Don’t make your race your issue. That’s your issue. It’s not my issue. That’s
your issue. If you have problems, that’s— it’s not my problem, it’s your problem.

Stan Jones: 01:03:11 And the thing is is that at that time, at least eight of us were commissioned in the military. Jesse Williams graduated class of ’81. He’s retired Army Colonel. Tim Spriggs, class of ’81, retired Army Colonel. James Reed, class of ’81, retired Lieutenant Colonel. I got out as a Captain. Clayton White got out as a Captain, but that military—or I should say the experiences that we had here—because even in the military there’s political things that you got to deal with as an officer in terms of leadership. Any type of leadership position, there’s a political aspect to it. But I think here you learned how to negotiate the minefields of life. When I say minefields of life, I’m talking about those obstacles that seem to be preventing you from doing something or being who you want to be. How do you get around that obstacle? You either run through it, jump over it, or you knock it down. And I think that’s what helped me.

Stan Jones: 01:04:37 And so when I left here, I went to the military. Spent eight years … my first—I went to Aberdeen, Maryland, which is just north of Baltimore. Went for training. Went to airborne school down at [Fort] Benning [in Georgia] and then my first tour was at Fort Lewis, Washington, south of Seattle. So people when you say Fort Lewis, Washington. They’re like, ”There’s a Fort Lewis in D.C.?” No, no, it’s the other Washington, west coast.

Stan Jones: 01:05:09 So I spent a tour out there. Got married out there. Came back to Aberdeen for what they call the advanced course for the ordinance officers. And then I went to Germany. I was in Germany when Desert Storm—the first Gulf War took place in 1990. So I was in command at the time and I took a company of about 300 people down to Desert Storm to support a 7th Corps.

Stan Jones: 01:05:37 My wife is a University of Washington graduate, in Seattle. So her experiences are very similar to mine. Just to kind of go off train here a little bit, she went to college to major in architecture. Weren’t too many black women in the architectural field in the late ’70s. Calculus was the weed-out class. She was the only black student, not just female student, the only black student in her calculus classes and that kind of derailed her and she got … so she ended up majoring in psychology.

Stan Jones: 01:06:26 But anyway, very similar experiences in terms of demographics, in terms of dealing with those environments.
And I think...We don’t often talk about it, but I think leaving... after the military, after the Gulf War, the army started to downsize. This was when the transition between Clinton...or, I should say... Bush 41 to Clinton, the Army downsized. So I just said hey, I’m 30 years old. It might be better to get out because of what I saw then after the first Gulf War, a lot of families were getting torn apart. I say torn apart meaning they were sending the husbands here, here--just chaos.

Stan Jones: 01:07:12 So I says, hey...my oldest daughter was born in 1990, she was a year or two years old. Says, "I can go do something else." Plus, I can go back to grad school. So I ended up getting out of the Army. And I worked as an Intervention Specialist at a middle school out in Tacoma, Washington.

Stan Jones: 01:07:37 Now, that Intervention Specialist job was grant supported because in the early '90s, especially on the West Coast, you started to see the migration of the Crips and the Bloods gangs up the I-5 corridor. And...Lack of better words, this particular school that I ended up working in was a public-private school that was changing. When I say public-private, I’m talking about 95%, 85% white where minorities are starting to move in.

Stan Jones: 01:08:11 So the culture was changing. They didn’t know how to deal with that, so they hired me to work with the at-risk youth. Okay? No regrets. Because what happened was this, when I was going through the out processing at Army, one of the gentleman’s name was Mr. Bachelor. He was also on the school board in that city, that little city next to the base. And his daughter was my wife’s friend from high school. My wife is an Army brat, so they both graduated from high school out there in Tacoma, Lakes High School in Tacoma, Washington.

Stan Jones: 01:09:05 And he says, "What are you going to do?" I says, "Well, my immediate thought is to work with the Department of Defense, do some of the same things I did on active duty, logistics, maintenance management." He says, "Well, what do you know about counseling?" "Come on." That’s what we do in the Army. There’s things that we do in the Army where counseling is heavily involved especially when it costs a career, counseling type thing.

Stan Jones: 01:09:32 He says, "Well I’ve got a school that’s, you know, going through some changes right now and they’re having a tough time. And so we got a grant called, 'Safe Schools Grant', they need an Intervention Specialist." "Okay, what do they do?" "Well they’re looking for people to work with their most challenging students." "I’ll try it."
So I went to go interview never thinking I was going to get this job. I ended up getting the job, and one of the questions that they asked me was that, "Well Stan, if you see a group of students about--arguing about to get into a fight, what would you do?" The first thing I said is, "There's not going to be any fights." Because I think--and I still think this is the hallmark of educators--you know your students, you know what's happening with your students. You have those perception skills that you can see what's about to happen before it happens because you're interacting with them. You hear things." He says, "You were hired right there." I'm like, "Yes, thank you." So I ended up doing that job for about a year. The Principal calls me in; this was in January. So December of '92, I'm out of the Army. January of '93, I start working at A G Hudtloff Middle School in Tacoma, Washington. Principal...Within a year I was doing, you know... I even learned how to do counseling ... I mean, excuse me, master schedule. Schedule students, help out the counselors. I did a lot of stuff. Then I happened to coach football too. I was an assistant coach. So he brings me in, he says, "Stan," says, "We like what you do. However, the job that you have right now the grant's going to run out in a year, but--" he says "--I can't promise you but if you go back to get your Master's Degree in counseling we might be able to make you one of our counselors here." Me being a salute-the-flag kind of guy, ended up going to Seattle University--City University of Seattle and got my degree in counseling. So that was '93 ... by '95 I had my Master's Degree in counseling and that next year I started off as a middle school counselor. And then I went to the high school.

Then in terms of why come back to the East Coast, my wife at that time was working with the Government. And even though she was doing very well, she felt that ...and I kinda felt the same way, the mega center of Government employment is here. Northern Virginia, D.C., Maryland. So we found a way to get back here. And I ended up in Prince William County Schools; so I've been back in Virginia since 1999. I started off as a counselor, a Director of School Counseling and now I'm an Assistant Principle at C.D. Hylton High School in Woodbridge.

The funny thing is, is that 35 years ago if you asked me a question as to what I'd be doing right now, that wasn't in the script, what I'm doing right now. And that's another story is that what you think you might be doing when you leave here, don't be disappointed on doing something else than what you thought you were going to be doing, but just doing it as successful as what you think you want to do, if that makes any sense.
But I think the ... that comes from Richmond. Most people will tell you that there's jobs right now that don't exist, that 10 years from now you might be doing. The explosion of technology just blows me away. I didn't--Like I said earlier, I didn't use a computer until 1985, in the United States Army. During the Gulf War we had something called ... what they call Logistics Intelligence File. You guys remember AOL? You probably don't, I don't know. "You've Got Mail." You dial up your modem, you get that squeaking sound.

Well the Army had that since the mid-70s. It was defense data network. So I could be anywhere in the United States--anywhere in the world--and let's say I had a question about a supply procedure, which that would have gone to Fort Lee. I'm out West, it's 1:00 pacific coast time. Type in a message, send it. Come back the next day, I've got an answer. That's email.

So a lot of those applications and fax machine--the Army was using fax machines--the Army, the Marine Corps and the Air Force were using fax machines during the Vietnam War. The technology was first started back in the Vietnam War because that was used to communicate targets, grid targets for artillery instead of using the radios because the radios could be compromised. Because most of your radios were wired at the time. And so the enemy could clip the wires. So you had to get smart and use fax, which was encrypted. Now it's ... you don't have offices throughout America that doesn't have a fax machine or a 4-in-1 copier with a fax machine.

Do you have ... well you gave a little bit of advice for students earlier, do you have any other wise words for students coming into Richmond or leaving?

I would say the biggest thing is don't get caught up in the drama. Take the time ... and this is another thing. I did not step foot in the Career Center. I filled the [Prov 01:15:37] even today. Did not step one foot ... no one told me about the Career Center. Now the business school guys were taken care of, they had their own, "little clique" I call it. But us humanities majors didn't step a foot in the Career Center, they didn't even know where it was.

But one of the things that I would say for any young person that's coming here is...work ethic. Just because you might have been very successful and let's say everybody's a superstar, here right? Everybody's a superstar. But not everybody has superstar work ethic. That's the key. I'd rather have ... even my field of education, I would rather see
student get great work ethic. Who shows up every day on time. Who’s committed what they’re about and who they are as opposed to the straight A student that doesn’t put in the time. I would say work ethic.

Stan Jones: 01:16:42 Getting in involved on campus. You know, how you want to do it, get in involved on campus. Like you guys are doing this right now. I really commend you for what you’re doing because that didn’t exist back in the ’70s.

Ayele d’Almeida: 01:17:01 Do you have any advice for black students?

Stan Jones: 01:17:05 Stick together. We all come from different places. When I say different places, I’m talking about different countries; Caribbean, Africa. I would encourage you to do your ancestry.com or 1-2-3. You will be shocked and amazed. See me okay, 21% Nigerian, 19% Britain, 14% Scotland Whales or Ireland. The rest, Native American. Blew me away. I encourage you to find out.

Stan Jones: 01:17:59 Because our histories are not told. I can’t think of the African writer, but he says, ”The lion will never get his due if the history of the hunt is always written by the hunter.” And that’s the thing is, know your history. I don’t know if they have an African American studies program here or they have an African American studies class, but and even in public schools we struggle with this. But...Know your history.

Stan Jones: 01:18:43 Take--If you haven’t been there, make sure you go to the Museum of the African American History up in D.C. Get off campus. Go see where we live here. Go see where we live. It will be humbling if you haven’t done or had a chance to do that. And the black staff here, try to get to know them. Because some of them will feel ... they feel like we’re standoffish, I would think. But get to know them. Because they need to know that you respect them, and I think at the same time, express to each other the warmth. Because you, whether you realize it or not, you are a fraternity. You are collectively the legacy that has continued on since the time that I left here.

Stan Jones: 01:19:58 So if anything that I could say to you is that take the time to know your fellow students, especially the students that look like you. And to me, those bonds last for a lifetime. And when you guys come back to your alumni events, you can rehash all these different stories. But I think that’s the thing that I miss and don’t have. I’m never going to have that.
Stan Jones: 01:20:33 When I say ... I came back here for the alumni weekend two weekends ago okay. I was the only black male student. There was no female students. Now granted, Mike London couldn't make it, and some of the other guys, you know, we had tried to coordinate some things. But can I tell you how much younger I looked than most of my classmates? I'm 56 years old--I'll be 57 in August. I'm not bragging about this, but they looked beat down.

Stan Jones: 01:21:06 And I think, take care of yourself, you know. There's a lot of temptation out there. You guys know what I'm talking about. I'm not telling you nothing your parents wouldn't have told you. But I think in terms of coming here, know that you're going to have to stand out and be better than the rest to be accepted.

Stan Jones: 01:21:32 Do you guys know Camille Edwards? You know Camille?

Ayele d'Almeida: 01:21:37 Mm-hmm [affirmative].

Stan Jones: 01:21:37 She's one of my students. She just finished her first year here. Very smart young lady.

Ayele d'Almeida: 01:21:42 Has a twin?

Stan Jones: 01:21:45 Yes.

Jacob Roberson: 01:21:45 Mm-hmm [affirmative]

Stan Jones: 01:21:45 Yes. Anything else?

Ayele d'Almeida: 01:21:49 Do you have anything?

Jacob Roberson: 01:21:54 I think we ... I had a question, but I don't need to ask it.

Stan Jones: 01:21:57 No, go ahead.

Stan Jones: 01:21:58 I was going to ask, what do you think has been the biggest change from your time to now?

Stan Jones: 01:22:06 Automatically, it's evident--there's more black students here. I think you guys have ... first of all I would say that your support network is at least from the outside looking in, is 3000% better than what I had. I think you have an advocate in Dr. [Tinina] Cade. I think you have a black President now, Dr. [Ronald A.] Crutcher. Who would have thought of that in the '80s? Black President at the University of Richmond. Guy seems very sharp. He seems very committed. He seems very
involved. He seems very personable. I hope the other students are inspired by him, I hope.

Stan Jones: 01:22:54 But I think the key thing in terms of the ambiance, there's a lot more buildings. I think you guys want for nothing. When I say, "Want for nothing" you've got the best dining facility. I mean, all those ... I call it the Maslow's needs, the hierarchy of needs. I think that is well taken care of here.

Stan Jones: 01:23:19 But I think as I perceive is that the social environment probably hasn't changed that much. I would say that hasn't changed. Just a vibe that I feel. I came down for homecoming, that's the last time I talked to Camille. But I think ... I know it's hard when I'm not here, but I think people trying to get together and support each other and do the best they can to create the environment that they want to leave here with.

Stan Jones: 01:24:06 You guys have got ... how many black students are there now? Over 200?

Jacob Roberson: 01:24:14 Yeah, it's 7% of the student population. [Jones laughs] Yeah.

Stan Jones: 01:24:19 7%?

Jacob Roberson: 01:24:20 Out of 3000. It's roughly like in between 200 and 300, yeah.

Stan Jones: 01:24:26 But still, the majority are athletes or half and half?

Jacob Roberson: 01:24:30 There are at least 40 or 50 of us on the football team. Basketball team is now half white because the guys leaving. There's only like seven on the basketball team. Mostly guys, a lot of the guys.

Stan Jones: 01:24:50 Like I said, socially it's a very [inaudible 01:24:53] environment. I don't know how that's going to change, I mean, I think the key thing is that the students who end up coming here have to understand that before they walk our campus. Because to me, it's--first of all it's expensive to change schools. It's like, you know, changing a horse in the middle of the race. I think the key thing that would help a young person here is know that.

Stan Jones: 01:25:26 It's like buying a car, it really is. When you go buy a car, you gonna test drive that care, you're going to look underneath the hood, you're going to check everything. Because you want to make sure that you're getting a good product, right? And I think the same thing goes for universities. You need to make sure.
Stan Jones: 01:25:43 For me, I didn’t go in depth like that because what I was thinking about is looking at people who look like me that were successful. Like I said, Ricky Brown, Orlandus Branch, Virgil Newkirk, Ken Gilliam; all these guys came before me and I saw them being academically successful. I wasn’t, like I said, I knew I wasn’t going to be playing on Sundays. You know. Some guys don’t get that message until it’s too late.

Stan Jones: 01:26:18 But know what you’re getting yourself into. And I would tell students this, talk to people who are here. They’re your best people. Don’t talk to me. The culture, I mean ... talk to people who are on campus right now, and I think it would good for you to just be upfront with them. Don’t sugarcoat it. Be real; as we say, "Keep it 100."

Ayele d’Almeida: 01:26:48 All right, thanks for coming in. We appreciate it.

Stan Jones: 01:26:59 I’m honored. It’s my pleasure.

[Break in audio]

Ayele d’Almeida: 1:27:02 And this school give you a lot of opportunities to do that, quite frankly.

Stan Jones: 1:27:05 And I think it’s important that in terms of building relationships with your friends that have same goals, have a similar cultural background, you’ve got to be together because the dominant society is going to see that and do what?

Ayele d’Almeida: 1:27:32 Divide you...yeah.

Stan Jones: 1:27:40 And I will say this ... And I don’t know if you had a chance to play with Coach London. I think Rocco was here, right?

Jacob Roberson: 1:27:44 Mm-hmm [affirmative].

Stan Jones: 1:27:44 So one thing that Mike did that I’m not sure if ... Is it Huesman?

Jacob Roberson: 1:27:51 Yeah.

Stan Jones: 1:27:52 We were encouraged to come on campus. Mike wanted us here, because he felt that they needed to see us, what we’re doing, what we dealt with when we were here because like I said, some of the same challenges are still here despite the growth, despite the diversity, but the challenges are still here. And they need to see how we dealt with that because it is not something you can go read--it’s nothing something you
can go to the bookstore and read about ... go find a book. "How to Survive at a Traditional White University That’s a Private University in the South." There’s no book out there like that, but there’s a network of people who’ve dealt with this. And I think the university eventually ... I think as a black alumni, as black students, we need to get to the point of what UVA has. They have an extensive black alumni weekend. It’s off the chain. I’ve been to a couple of them. But they’re not that far ahead of us in terms of number of black students on campus. The difference is public versus private. That’s the difference.

Stan Jones: 1:29:11 You know, the first black graduate at UVA I ... Well, the first class I think was 1970 because UVA and [Virginia] Tech were all guys’ schools. And when the federal government says you can’t discriminate not only for race, but you can’t discriminate for gender because [University of] Mary Washington was the UVA for women. Radford [University] was the Virginia Tech for women. James Madison [University] was a women’s college, initially, because UVA and Tech were all male, so they had to have for women who wanted to go into higher education and all your teachers, James Madison, Longwood [University]. For us it was Virginia State [University] and Saint Paul [’s College] and Virginia Union [University] and Hampton Institute [known as Hampton University after 1984]. If you were a native--excuse me--if you were a black person in the State of Virginia at the beginning of the 19th or the 20th Century, those were your options in higher ed.

Stan Jones: 1:30:22 Doesn’t seem like that was that long ago, it really wasn’t. But this improvement ... But I would encourage your colleagues on the football team, and you want me to come talk to them I’ll be glad to do that, but you’ve got to get involved on campus because when you leave here, if you’re not prepared to deal with the Corporate America and understand that people are very different once they leave academia, they could be setting themselves up to be angry, be disenfranchised.

Stan Jones: 1:31:08 But if you learn how to cope with that kind of mentality, this is the best place to learn it, to overcome it, because like I was saying earlier, if you don’t stick together, people are going to find ways to divide you.

Jacob Roberson: 1:31:49 Yeah. I know this is ... It’s hard to get the message across. But yeah, I’ll definitely get you in contact with Ms. Courtney Hughes, Associate Director of Academics/Disability Services Coordinator. She’s one of our academic advisers. I feel y’all
could have a good conversation then probably look into you coming and talking to the team. That would be beneficial.

Stan Jones: 1:31:57 Well, did you guys ever talk about resumes? If you talk about the difference between a chronological resume and a functional resume, those kinds of speeches, those kinds of talks. See, I didn’t have that either.

Jacob Roberson: 1:32:10 We don’t get that now.

Stan Jones: 1:32:10 So you need to get that. Because, just because, just because, … I’m Joe Football Player, and I might have good grades, get your behind in the Career Center. I didn’t do it because I didn’t know about it, but you guys have no excuses now. You have, I think, support systems that are there in place for you that did not exist and especially if you’re a business major. There’s no excuses why those guys should not be able to launch when they leave here, if they take the time to make the connections because to me, we’re talking about typecasting... It’s the networking piece. It’s not brown nosing. It’s not just playing up to the teachers, whatever. It is getting to know people so they know, hey, well you know, I remember talking to Jacob. He was interested in this company or interested in this. Hey, I know … Jacob, what’d you call this guy over here? He’s one of my … See, that’s how that stuff happens. It ain’t what you know, it’s who you know, and never forget that. I’m sorry. [Jones laughs]

Jacob Roberson: 1:33:29 You’re good.

Stan Jones: 1:33:29 I’m off the air now.

Stan Jones: 1:33:30 Do you want to be?

Stan Jones: 1:33:30 Yeah.

Jacob Roberson: 1:33:31 That’s all right.