

Lunch with Benson Dutton and Mildred S. Bunton

she
Bischoffs
B: So I never took phys ed, all that time we were required to, for two years. He lived up on Atherton Street, going out west. He and his wife, they had just married. So they were building this house on 525 Park Avenue, right across from the golf course. So I used to go out there on Saturdays before the football game and see them, so this Saturday they decided to move so they had their moving van and they had some odds and ends they wanted to move. I helped them move into their house.

L: And she still lives there?

B: No, she lives on K_____. She sold the house.

M: Where is she now?

B: She lives on K_____.

M: Oh, yes, Kimner. I don't even know where that is.

WAITER

B: Were you in charge of the medical branch of dietetics at Howard University?

M: My dear man, I was director of dietetics, and so I had interns. They had finished college when they came to me. We had people in the hospital. We had them in the clinic. They went out to other areas and to other hospitals and to other clinics. They had a very good background.

L: You know about the new college at Penn State -- the College of Health and Human Development that they've formed?

M: Yes, because the dean that they had not too long ago was a man, and that was his brainchild I think. He worked it out some way or another. I've forgotten his name.

L: It's been an idea that's been around for a while. I just the interviewed the dean that they have now, who is a young woman named Anne Petersen.

M: Now this was a man, I can't remember his name. But before he left, he had that idea.

L: Well, it's great, and I was talking to her about it and it's very interesting now all about how they find that how long you live is really related to behavior, how you take care of yourself, what you eat.

M: I know. I'm the last of nine children, and I'm not a baby by any means because I have a daughter fifty (sixty?)-two years old, and I have a grandson twenty-six. You have children, Benson?

B: I've got one forty-eight, one thirty-four and Michael was born in 1949, and I've got a granddaughter that's seventeen.

M: I've got grandsons, grand men. The oldest one is twenty-six, and the next one is twenty-three and then the baby is a senior at William and Mary.

B: I didn't get married until 1939, 'cause I was a Depression baby and I had to support my wife. She gave up her job teaching in North Carolina, so ... I was in the Park Service, so I said well we can live on that money.

M: I got married in '35. My daughter was born in '36, and I divorced her father in '37.

B: Is that so? I met my wife in '35, when she was at Temple. In fact, it was a funny thing. I never knew any part of that city, where she lived, which was northeast, a place called Taconia (?), and it was on the other side of Frankfurt, and I knew about Frankfurt 'cause I'd done some surveying up there for the city. But I didn't know any black people lived in Taconia, because all the hosiery mills were up there, and it was almost on the line that goes into New Jersey.

So, it just happened that I met her at a friend of mine's downtown, in south Philadelphia and I thought she went to Temple. So I went with her. She had to take the elevated one time, and get off at Frankfurt Avenue, taken those street cars. That's how we started going out together.

M: My daughter lives in Wyncoat(?).

B: Yeah, that's a nice section.

M: Uh huh. That's a suburb of Philadelphia. Now my daughter is an Episcopal priest.

B: I guess she knows Bishop Harris then.

M: I'm sure she does. I was there recently when a man was made a bishop... Mary had worked with him. Now she decided that she didn't want to have a church. She is a chaplain in a hospital and works with the hospice, with the families and with the patients that are not going to live.

B: That's a good service. Ms. Roney, tell me about what's going on on the satellite campuses. Are they having the same problem at the satellites as they are having on the main campus?

L: I think it's much less of an issue there. I think... most of them are from areas... and there's something like 23 of them now,

there are a lot. I think they have less of a problem because they're at home, they have their friends, they have their families, they have a social atmosphere, they have a community, and I think that -- and this is all my interpretation. I sent Mrs. Bunton some materials about it, and I brought my whole notebook in case you wanted to look through it.

M: You know, two or three will shoot off their mouths and start this. You end up with 90 of them outside, trying to get to the president and get their own ways.

L: Well, I think there is something to some of the complaints, and it's very hard to judge how much, but you know, a few years ago, Penn State was given a federal mandate to increase the minority enrollment, and they never have met that goal. Now the federal law changed, and they were not required by law anymore to meet that goal. NOW President Jordan has continued to say that he wants to, but the University has not, and the University now has less than 4% black students, less than 3% black faculty -- about 2% black faculty and about 3% black staff. I think that those numbers are poor. And I think that everyone agrees that that's so. People disagree about how to change that.

M: Do they want to change it? I mean the people in charge.

B: Are they making an all out effort?

L: Well, that's what we don't know. That's what the debate is about. And of course, it's real hard to say.

B: Well, Penn State's in competition with all these other colleges, because they're up against the same initiative, whether or private or public-supported. Like I sent you information from Oberlin. You know about what happened at Oberlin?

M: Are they having the same trouble?

B: Same trouble. I was surprised. Even before the Emancipation Proclamation, even during the Civil War, they had an open policy for black enrollment.

M: What area are the black faculty in? Where are they?

L: I really don't know the distribution in the departments. I know that the education department has a strong egalitarian stance and there are a number of black faculty members in the education department. Aside from that I don't know. I could get back to you.

B: I went to this conference in Michigan of historically black colleges and universities about two weeks ago. What came up was that they've got a problem with PhD's. They don't have sufficient PhD's so they're worried about their accreditation. What's happening is that these white colleges are going out, and

just like they're taking all the good black athletes, they're going out there and taking all the good PhD candidates (PhDs that are candidates for faculty positions, I think) because it just came out in a study --in fact, it was in the Post yesterday -- about the reduction in the number of blacks earning PhDs, especially in the physical sciences. See in math, as well as in the other disciplines, you see.

So the question is whether they're making a real hard effort. They can't criticise them if they're making an effort and can't get them because they're up against the other schools. So my question is are they making the effort. Now President Jordan -- I've got a lot of correspondence from him -- because I've been on this thing ever since 1985. I went up in 1985 for this reunion of Distinguished Alumni. WE had a symposium in the College of Engineering, I went to that afternoon. Do you know Dr. McMurtrie? He was associate dean, and he was acting dean at the time, and at that meeting he had on the agenda a program for retention, recruitment, all spelled out, of black students for engineering. That made a profound impression on me, that he had this thing documented, and passed it out, and had all these alumni engineering there at this meeting, and he had this on the agenda. He was under no compulsion to do that, you see. And not only that and you'll see the document -- I've got it here -- in which he had an NSBE organization already established. That's the National Society of Black Engineers, and they had given them a room in the Hammond Building and were supporting them, and not only that, but a couple of months later, I got a letter from the president of the NSBE, wanting to know if I could contribute \$100, which I did, for the purpose of building their library and their lounge -- this was 1985

M: Why do they have to have their own?

B: Because the students wanted it. You were at Howard University back in the '70s when there were students... They're no different than they were back then, just like their parents. You see, they don't want to be separate, and yet they want to be separate. That's the confusing thing to an administration, because the whole thing came up first, Mildred, it existed way back there when I used to go up to Temple University when my wife was an undergrad. I was working for the Philadelphia County Relief Board as a social worker -- I couldn't get a job as an engineer -- so during my lunch hour I'd go up there and have lunch with her. In Mitten Hall, that's the cafeteria where all the students would congregate, over in one corner were all the black students, you see, voluntarily themselves over there, separated, not only that but they had a piano over there, and they had all there social gathering. This was a voluntary separation, not compulsory.

They had this confrontation, 1968-69, black power business came up and you had all the guys from Howard University, and these guys from the Virgin Islands and Burmuda staging all that rebellion against the University. When they went up to Cornell, they had a serious thing up there.

M: I got my master's from Cornell.

B: Well did you see the picture in Newsweek magazine about these black students on the steps confronting the president of Cornell University back in '68 and '69. There was one of 'em with a carbine belt. I sent one of these up to Bryce Jordan last year, and said, don't bring it back. These students might resurrect these things from '68. They wanted a separate table to eat.

M: They do it themselves, and then ..

B: You see, they want parity and they want separation.

M: You can't have both.

L: It's a tricky balance I think. People are people, but people are different. And, I think, I'm very sensitive as a female to issues of ... I'm in the work world, I want to be paid the same, I want to have the same opportunities for promotion that my male counterparts have, and I don't. Statistically, women make 60 cents on the dollar. As a college educated woman I have the same earning power as 7th grade educated man or something like that. And at the same time, I'm in a work place, and I notice that other women and I have different styles. We have different priorities than the men have a lot of times. And so I want to be able to rise through the ranks, but I don't want to have to become a man to do it. It's a real tricky balance.

B: It's a conflict, you know. It's not conflict as far as they're concerned because what they're trying to do is to -- Mildred and I have been on black campuses, I've been on campus 16 years and Mildred was longer than I -- I used to have a lot of connection with students and I understand their psychology, how they think, whether they're white or black, you see. They just don't think like we do. And if they find faculty members that can have some rapport with them and empathize with them, that's the best thing that can ever happen with them.

(Two pages on 5520 by Kim)

B: That what they are talking about is very meaningful to them. It might not seem meaningful to us as an ?adult?, but to them as to the whole world.

M: . . . that age

B: It is meaningful, plus if they come up to tell you that I am lonely up here at Penn State, I can emphathize with them. Because when I went up there and I went to Lewistown and took that bus over the mountains and went into that valley, I was ? because it was worse than Philadelphia. And I had never been there before and a lot of the students were from Harrisburg or Pittsburgh, Uniontown, but they get up there whether they are white or black. We had a whole lot of white students in my class. You know what they did? They transferred out of Penn State because they say we are too lonely of a place for them. You know where some of them went to? They went to University of Alabama. ?I couldn't go in a white theater because they were segregated down there?, but some of my friends said we don't want to go up here because it is too lonely. Some of the black students even though they graduated still said there was a sense of loneliness.

M: It was!

B: The faculty doesn't recognize it and the administration doesn't recognize it and, of course, the townspeople don't recognize it, and this is what the problem is sometimes. And I'll tell you later on . . .

M: You should've seen what happened when I appeared on the scene. I transferred from New Orleans to Penn State, and he said, "Ummm I haven't seen anything like you around here." And I said, "Well really I don't intend to leave, so you might as well get used to seeing me, because I was number 10 in my high school class and I certainly can go . . ."

L: You know I think they gave me your . . . (soup discussion) . . . go ahead .

M: And so he said, "Where did you come from?" "I didn't know when they had let black women on campus."

B: I'm not surprised he said that.

M: He said, "Huh," ^{I said y} as though that's all right. He might as well get used to seeing me because I don't plan to leave. He looked at me and (Mildred laughs) . . . And so well you mean you have an experiment? And I said if that's what you want to call it; anything you want to call it, I still plan to stay here. I'm a Pennsylvanian; I came out near the top of my class in high school, and I don't intend to go any place else. So when we graduated, and I graduated with honors, his daughter was along the way, too. I suppose I wanted to ask him did your experiment turn out all right or *what do you think about it?*

B: Was it townspeople or was it faculty members? *the bursar*

M: Yes, yes, yes. Well you know maybe my mother was very straightforward; my mother was a school teacher and she didn't take anything ?serious? and I suppose I'm very much like her.

(I'm not certain whether the following was Lisa's or Mildred's voice:)

L: What made you so determined?

M: It was four years between my high school and college because my father died when I was so young that I don't remember him. And my mother, who was a school teacher in North Carolina; but in Uniontown, Pennsylvania, they said she had to be a Sunday school teacher. That was as much as she could do. So Mama had never gone outside of her home in her life to do anything after my father died. And she just had to go out to take care of her nine children. There were nine of us. My father took my mother to Pittsburgh to have a thyroidectomy and went back to Uniontown and got sick and went into the hospital, and he died there while Mama was in the hospital. So she just had to go home to take care of the situation, so I suppose maybe I'm like her because I was around her that much. And see when I got old enough to go to college, my mother was ?cardiac?; she couldn't do for me. My brothers--some of them had died--I had a brother that was killed. And so the people that I knew took me to New Orleans University and let me live with them and babysit, and that's the way I got into college. And then I transferred to Penn State. I had no intentions of leaving Penn State.

B: My contact with Penn State was very good from the beginning. I came by this place when I finished high school. I finished ?Central? High School in Philadelphia; before it was called the ?Regis? High School of Philadelphia. But I had taken a course in . . . (tape A ends)

B: I took a program in industrial arts. Two things about it. First of all, it wasn't college preparatory, because I didn't feel I was going to college. When I got in the junior year, I had a teacher by the name of McKuen, I forget his first name, but you know nicknames always last. Most students nickname their teachers, and he was a little man so we used to call him Shorty McKuen, but not to his face, but when we talked about him. So, Dr. McKuen -- I took electrical theory and practice with him and I became fascinated by these experiments we did on electrical machinery and motors and things like that, and I'd write all these good reports and I got good grades. He said "Well, what do you want to be?" And I said, "Well, I'd like to go further into engineering." And he said "You want to be an electrical engineer?" I said "I said ???, because I'd also like to build buildings, I'd like to build a bridge." He said, "Well, you want to be a civil engineer?" And I said, "Well, I'd like to be." He said "You know you're not in a college preparatory course, but what I'd like you to do is I'd like you to think about going to Penn State." I said, "Well, I don't know anything much about Penn State. I know it's an agricultural school." He says "Yeah, but it's got a good engineering program too."

The only thing I knew about Penn State was they used to come down and play Penn football and Penn State had a good football team. I always liked athletics, you know. Mr. McKuen said, "If you decide to go up there, you tell me and I'll write a letter of reference for you even though you're not in the preparatory course, and see if you can't get in."

So, I stayed out of high school for a year to make some money to pay my beginning admission fees, because my parents told me if I could do that they could keep me going, so for a year I worked for -- Warner Harding (???) Baking Company -- they used to have those nickel automats and stuff. Well, I got a job working for them, because it just happened that Milton Fritchie (?) had graduated from Penn State in 1927 and his father was the treasurer of Warner Harding, this big chain. He lived in North Merion on the Main Line.

M: You had good contacts.

B: And he gave me a job in a retail shop, and what I did was to box pies and clean the floors and things like that, and service the retail cooks. Every time I would come home they would give me a job, whether it was Christmas time, summer, anything else -- to earn some money to go to Penn State.

But to get back to McKuen, he wrote this letter up to Penn State and he wrote to Bill Hoffman, the registrar -- he was the same as the dean of admissions at that time -- Mr. Hoffman wrote me a letter back and said, "Well, we'll be glad to admit you, but you'll have to take an entrance examination in three subjects..."

M: Why?

B: Because I didn't have them in high school. One was history, one was English lit, and I forget the other course.

M: How did they let you get out of high school without them?

B: Because I was in a vocational -- industrial education program. They had courses that I could have taken -- what they called mechanics arts -- that would have prepared me, but it wouldn't have given me any trade, so when I got out of high school, I wouldn't have any vocation to do. The course I was in -- I could work for an electrical contractor or anything else.

And that's where your counselor comes in very early. Because they didn't tell me that I had the potential for college, you see. I don't say they mislead me, but they didn't go into the great details of my life, and it wasn't until McKuen found out and he wasn't even my counselor you see. He was just my teacher. Without him I don't know where I would have ended up, you know. Probably working for a contractor.

M: They weren't looking far enough ahead.

B: They didn't look at my potential. Because I had excellent grades in math and all that sort of thing, and that's what McKuen said, see. But you can't expect elementary schoolteachers back in those days -- they didn't have counselors. They didn't have no expertise in psych, testing or things like that, so I don't blame them at all. It was just went the wrong way. And it's just by chance that the other parents of the children knew where their children should go, you see. There were a lot of Jewish kids in Central High and they knew exactly what to do because their parents told them what to do, "You be a doctor, you be a lawyer, you be a teacher, you be a this, you be a that." My parents were nonprofessional, and I liked math so they wanted me to keep going, but they couldn't direct me to any area, so I had to depend on the school for that. It just happened that I met that Mr. McKuen.

And the next thing that happened to me was that Mr. Hoffman, the registrar, because he recognized that I wanted to go to Penn State... I remember coming up there in June, and you know where I stayed? State College Hotel.

M: You mean they let you in there?

B: And not only that but they treated me so nice. I was just eighteen years old and I went up there with my bags and everything and went up stairs and registered and they gave me a nice room, and it was so nice. I always said that it was my finest day that I stayed at the Hotel. I lived like a king. Because I never had stayed at a hotel before in my life.

M: Of course not, we couldn't afford to.

B: So that gave me a good impression of Penn State and it was a beautiful June week, and a beautiful campus. I took my examinations and met Mr. Hoffman, and I talked with him. He was

such a nice man, and I talked with lots of black students about Mr. Hoffman, and they all loved him, you see.

And that's the most important thing, see. You've got to have people up there that will treat black students kindly, see. They might say that black students are sensitive, but they don't know what black students expect. They expect somebody to treat them harshly and what do they do? They get angry. See, they carry a chip on their shoulders, and say "We're going up there, and if they're mean to me, I'm going to mean, too."

To get back to Mr. Hoffman. Again, I had a lucky day. When I went up in September, they appointed advisors, they split our class up alphabetically into three sections. Mine went from A to H. A to H, they gave us a professor by the name of Julius E. Kaulfuss. He was a stout man. He was from the University of Wisconsin. He took a liking to me. I don't know why. Back then you had to write the reason why you want to go to Penn State -- you had to send that to the admissions officer. They wanted to find out just why you wanted to go up there, whether your heart is in the right place.

The second thing was that for the school of engineering you had to write a thing on why I wanted to be a civil engineer. So I wrote this thing about why I wanted to be a civil engineer. I'm laughing because when I graduated Professor Kaulfuss told me, he said, "You know I've still got that paper you wrote about why I want to be a civil engineer, and I kept it to see if you were really going to follow it." He must have kept that thing till he died because I corresponded with him later when he had retired. Anyway, he was the grandest person. You read my "Symbols of Our Best," and I paid tribute to Julius Kaulfuss because I'll never forget him, what he meant to me. He was not only my academic advisor, he was like a father to me, you know? He would talk about philosophy and art and our responsibility as a nation. People should help people, that was his philosophy. And that stuck with me and it meant a great deal to me.

Later on I was lucky, I met the Bischoffs, because they brought joy to my life.

M: They were marvelous people.

B: Absolutely.

M: The Ritenours were the same way to me.

B: I guess so. I didn't know the Ritenours. I lived with the Bischoffs. They made me feel so much at home. You remember their mother Mrs. Canby? She used to come down with her chauffeur. Her parents were very rich wealthy people. They had this coffee company that they owned in Ohio. They'd come down there with this big Buick car with the chauffeur and the maid. When they left they'd give me a tip.

M: That's the only way we got any money.

B: They gave me my spending money. So I always liked to see Mr. and Mrs. Canby come down. You know what Mrs. Bischoff said when I wrote her around Christmastime? I said "Mrs. Bischoff, I still think about your wonderful mother Mrs. Canby," so when she saw me in April, she said, "You still remember my mother's name?" I said, "How can I forget her?" They were just like a family to me, too.

M: That's the way the Ritenours were to me, too.

B: That's why I don't have any bitter feelings about Penn State about when I was up there. Because, now people in town, they never worried me. For instance, when we would walk up the street -- I lived on North Patterson -- they'd part the curtains and look at us.

M: And the children used to call me the "woman on the box" -- you know, Aunt Jemima.

B: They used to do stuff like that.

M: There were no Negro families around there.

B: That's right. They didn't have any knowledge.

M: If it hadn't been for Harriet Mills.

B: Up there in Bellefonte.

M: And she and the girl that worked with her, they worked for a family, and they had a duofold that they opened and made a bed, so that made them have a living room. So we would go over there and play cards and dance, and that was our recreation because we didn't have anything otherwise.

B: But the main thing, Mildred, as you remember, because when I went up there for the April ?? Omega affair...

M: Oh, you went to that? I sent them some money.

B: Well, the fellow, Andrew Jackson who headed that thing, he said, "You know, we ought to be ashamed of ourselves. When you fellows were up there your fraternity had the highest grades on campus." I said, "Not only that, but Mildred had the highest scholarship in the home economics department." You know why? Because we knew what we were up there for. These kids,... Their parents are making a good sacrifice for them to learn something and they are goofing up, half of 'em. Because they only had 37% of them graduate. I read in the paper -- the Inquirer -- a couple of weeks ago 67% of the whites graduate and 37% of the blacks. What's happening to us?

L: That's what we want to know.

1st
1988
Black Greek
Remin
by
Andrew
Jackson

B: What's it to do with? No social life?

M: No social life, and I put on a maid's uniform to serve the meals. I scrubbed the floors, practically every day. I had an eleven o'clock class and had to get over on East Campus at noon, and I had to put on the maid's uniform and serve lunch and make one o'clock class. You just knew. We knew that we had to do that in order to stay there.

B: I never thought that was dehumanizing, for me to wear a white coat around the house.

M: One nice thing about the Ritenours and Mrs. Ritenour's daughter was about my size -- Ann's feet were bigger than mine -- but Ann went to the women's college in Pittsburgh and so every year when I came, I had a whole wardrobe on my bed. I mean I had beautiful clothes. Her feet were large. The dean of men's wife's feet were my size, so Mrs. Ritenour would get me some shoes. And then, maybe you don't remember, but they had a son, and Rich had a hard time staying in college, never able to make his grades. Dr. Ritenour said, "Rich, what is wrong with you? Look at Mildred. She works and takes care of things and now she's on the dean's list." Well Rich was busy doing something else, but I knew I had to make it. I knew I did. We didn't get any money. If you had company, they would give you tips and I borrowed the money for tuition. And I paid it back, after I got out.

But you know one nice thing about the home economics department that I was in, we were almost like sisters. We were very close to each other. We still hear from each other. And Miss Sprig (?), who was my advisor, Miriam Gage (?) -- we still write to each other -- Mim wrote me and said that Miss Sprig was having trouble with her eyes -- that she couldn't write too well. So, we found out her telephone number and we talked to her every week over the phone. Just recently Mim wrote me that Miss Sprigg died in her sleep. You know how many years I've been out of school, but we stay very close to each other that way. WE always have been, all the way through. But people like Miss Sprigg, I remember we had to move into the practice house. We had to spend six weeks there. I didn't have any way to get my things moved. Miss Sprigg had a Ford car and she come on down and got me. And that's the way we did for each other. We were almost like... We didn't run into some of the things you ran into. We sort of helped each other. It wasn't easy, I can promise you that.

B: Yeah, I've been out 57 years, and everywhere I went -- Nashville, Hampton -- I corresponded with Mrs. Bischoff. 57 years, and I just got this letter last week.

M: I was with her my last year there, and I enjoyed it so much because they didn't have any children at all at that time, and you came in after I did.

B: The next year.

M: There were people that we were probably closer to... But we didn't have time to even have social life really. We had to work. And so even when we were independent, we didn't have time to dance or have a party. We didn't have time for any party. We were always helping somebody else with their party. That may have been one reason why we didn't get into as much mischief as people that have more time.

B: You know, Ms. Roney, one of the things that I found out, and I used to tell my students this, to give them incentive when I saw them falling behind because they were lazy, I'd say, "Somebody's making a sacrifice for you." Some of the students up there, because I've got a granddaughter, and she doesn't think anything of asking for forty dollars or fifty dollars, and I send her money and she doesn't send a thank-you card. They don't think. They don't appreciate anything. They don't feel any responsibility that they owe something, not money-wise, but their own ability to express to their parents who are disappointed, and say "Thank you." and not make them ashamed of themselves that they're being kicked out of school.

I didn't flunk one course in 167 credits up there. If I made bad grades, I wouldn't be able to face my friends. The boys I played with on the street, who were so proud that I was going to Penn State, who never went to college, so that held me. And I wanted to achieve something myself. So I had two things. One, I was going for the sacrifices made and two for my own self.

So I want to ask these kids, "What are you after? What's your primary goal?" because if you have goal you can stand almost anything short of insult face-to-face, and I'd like to know whether they're being insulted face to face by students, faculty, face-to-face. If so, they better correct that. But if it's only because nobody speaks to them, I didn't care who spoke to me. A lot of seniors and juniors would speak to me when I was a freshman on that campus. I had a lot of upperclassmen who were my friends -- take Bruce Baldwin, who was class of 1930, and he was a real BMOC. He was president of the student body. He was a big man on campus.

M: And he took you under his wing?

B: He did that. And you know what happened? He came from the Baldwin milk company family, like the Abbotts of Philadelphia, now Bruce in 1970 he was on the Board of Trustees, and he got in touch with me and said "I'm going to make a recommendation that you be made a Distinguished Alum." When I got my DA, Mr. Shields, I think he was chairman of the board at the time, he and I had our picture taken, and he said, "You know, He wrote a fine recommendation for you." He was a senior when I was a freshman. He took me under his wing. He was see me on campus and say "How you doin'?" And here I was with a dink on my head, and he's a senior.

M: Some of them do that. They did that for me when I became a Distinguished Alumni.

B: When you walk around that campus or anyplace... When I walk around Washington with a chip on my shoulder, I'm not going to have any friends. And furthermore... So there's no use in coming up there and what somebody might have told them or what they might have read from Chuck Stone in the Daily News or somebody else, and incidentally I asked Chuck Stone a couple of years ago about writing bad things about Penn State. He hadn't written anything good, and I know him, I know his wife.

M: Where'd he write something bad about Penn State?

B: He wrote an article in that Daily News way back there, about he wouldn't send his daughter or anyone else to Penn State because of the racists. President Jordan wrote him back. I sent a letter to Bryce Jordan and one to Bill Asbury too thanking them for writing this letter to Chuck Stone. Because I knew Chuck Stone personally because he used to go to my church here in Washington. His wife was ??'s daughter, and she and my daughter were schoolmates in Hampton, Virginia. And he knows I know. And I told him "You know better than that, to stir up that sort of animosity, when you have the responsibility to try to urge these students to take advantage of the financial, how cheap it was to go to Penn State to get an education." I said, "You want to do something for these black kids in the ghetto, you try to encourage them to go Penn State and get the wherewithall and knowledge." He was teaching at the University of Delaware part time. He's still editor-in-chief of the Philadelphia Daily News. He said, "Well, you sort of mistook what I meant, because what I meant was the black students go up there and they're not treated right." I said "That's no excuse for you to tell 'em not to go up there."

M: I never had anybody mistreat me. And the way I got a place to stay with the Ritenours was Dr. Ritenour's sisters had been one of my teachers at high school in Uniontown, and she said, "I'll find a place for you." And that's the way I found a place to stay. And the Ritenours were good to me. They were very good to me.

B: Unless something has changed. This was the thing that got me. Now maybe things have changed from the standpoint that the kids who are coming from the towns where there are no blacks come up there with a confrontational attitude. This is why I want to find out whether the white students come up there with a confrontational attitude that challenges these blacks -- that they're there for affirmative action reasons only, that they're getting special privileges, in other words, putting them down, as a black student would say. If you put them down, they're going to fight you, you see. But if the black students are saying "This is a lonely place and people don't speak to me," that's no excuse for sit-ins you see. But if they're -- I read an article

in the Inquirer recently and I talked to President Jordan and he said that this dormitory had a sign on it saying "Nigger" and that's why they got mad. Well, if they're doing that, they got to stop that. Because they'll have fights on their hands. I mean, they don't do that in Philly or they'll have a fight on their hands. As I told Dr. Jordan, you might as well confront it face-to-face, talk to white students, talk to black students and find out just what's making them angry you see. As you say, there's some good points they want and there's some points that I saw that, if I were a faculty member or an administrator, I'd say, that's none of your affair. You've got no right to appoint a provost.

You can separate these things, you see. If you put them all as part of one package, you can make a big thing of it, you see. You can make it a confrontation. Split 'em off and see what is legitimate.

M: Some one needs to get in there and talk with them, and get both sides of it and see if they can't do something.

B: I said the same thing, Mildred. I said, "Call them in. Call the leaders of the white and the black students together and then why don't you have some orientation classes at the beginning with freshmen?" And say "We've got some outstanding black alumni." I've got a book here. [Alumni Directory] Look how many towns in Pennsylvania. Hundreds of towns in Pennsylvania, they've never seen a black. They don't know. They've got stereotyped ideas that they've seen on television. Some of them think the only blacks at Penn State are the football players, like Blair Thomas. They don't think about anybody else. They don't think they got a nutritionist or an engineer or a doctor -- Dr. Johnson -- I'm talking about the alumni.

That's why I think it's a good thing you're doing. You going to educate those people so that they can educate their children. If not their children, their colleagues, see.

M: They don't have any background...

B: ...to have any respect for us, so the kids don't have any respect for the black kids, see. And if the black kids really achieve something, they're resentful and say "Who does he think he is?"

M: Instead of trying to help him. They're going to have to stick together. Certainly there's no point in fighting with people if you can get along with them.

B: That's what I told Barry. I said, "There's no way in the world in confrontation... First of all, they don't know their way around politically, because Penn State is a political school. Don't you follow those black legislators up there, because they're not so strong themselves..."