

- I. How did he become interested in Colorado College?
- A. Being a native of Pueblo he has known about Colorado College since he was a child.
 - B. His first recollections of C. C. come from reading about Dutch Clark, the great All-American football player, a C. C. alumnus.
 - C. He remembers driving on the old highway U.S. 85-57 (Nevada Ave.) to Denver which went right past C. C.
 1. He saw the campus when he was young, was curious about what kind of place it was, who went there and what they did there.
 - D. As he progressed through school, he heard more about C. C., and because of its academic traditions he knew he ought to consider going there.
 1. During his senior year of high school he was encouraged by others to apply to C. C., did so and was accepted.
 2. He had opportunities to go to numerous places for college, some of which he didn't want to go to.
 - a. He was offered academic and athletic scholarships.
 - E. In the end he chose C. C. because of its academic traditions along with the opportunity to participate in athletics "at a fairly sophisticated level without the burdens and pressures of athletic scholarships or the predominance of athletics over academics."
 - F. Colorado College was close to home yet far enough away so that he wouldn't have pressure from his parents to be home all the time.
 1. Sometimes he went home to Pueblo for weekends.
 - a. He wasn't well off financially while he was a student. He worked in the dining room "hashing" and in the Beta house cafeteria. He also modeled for Art classes.
 - b. Usually he couldn't afford a bus ticket to get home, so he hitchhiked quite a bit but it was easier to ride freight trains.
 - i. He went to the train yards under the Bijou Street bridge. The trains slowed down there and he hopped a train, found a corner in a box car or an ore car and went home.
 - ii. Freight trains in those days didn't travel very fast so he didn't worry about getting hurt.
 - iii. It was exciting in a sense but also pathetic because it's no fun to be unable to afford a bus ticket from Colorado Springs to Pueblo.

II. First impressions of Colorado College

- A. His first recollections are of being different from the others in almost every way.
 1. He felt he could match them academically if he could remove the impediments to showing them what he could do academically.
 2. There were only six other blacks at C. C. when Jones started---three Americans and three Africans.
 - a. The African blacks "were not always forthcoming to the American blacks" (and there are interesting sociological and other implications in that).
 3. Racially there was a wide gulf between Jones and the other students.
 4. Economically there was a universe of difference.
 - a. "When you're poor you know immediately what the difference is between you and those who aren't poor."

- b. He could sense immediately that the student body was from a high socio-economic class in America.
 - i. Many were "preppies" from the East---real preppies as well as ones who conveyed that image.
 - ii. It was fashionable for preppies to always go without socks, but when you're poor and don't always have socks, there is nothing fashionable about not wearing socks.
- B. Jones' roommate was Lex Towns, from Grand Junction.
 - 1. He was "really a fine person."
 - 2. Jones had played football against him in high school.
 - 3. While he didn't know him personally, he respected him a great deal.
 - 4. Lex is anglo but socially and economically his background was very close to Jones'.
 - 5. It was very fortuitous that they became roommates in Slocum Hall.
 - a. They were able to help each other across the gulf that separated both of them from the student body at large.
 - b. They did a lot of things together, e.g. played football, studied.
 - c. Someone like Lex was helpful to Jones because there were no black women at C. C. and not enough blacks to get together and call themselves a gathering.
- C. The faculty was very high-level and high speed---no-nonsense people.
 - 1. He was not used to this in an academic setting because his high school, South High School in Pueblo, was not on the academic level of many high schools.
 - a. He was not prepared for the type of curriculum or faculty that C. C. had.
 - 2. He found that he had to retreat into himself and take stock of his intellectual talents because he would have to dig deep to satisfy the faculty.
 - 3. There were still times when he couldn't come up with what they wanted.
 - 4. There were some people on the faculty who weren't going to give him a chance to really show his talents---wouldn't give him the time he might need.
 - 5. Many people never knew his real academic capabilities.
- D. He fell in love with the campus.
 - 1. There was space to move around and be by yourself.
 - 2. The buildings were impressive to him.
 - a. Coming from Pueblo he wasn't used to the unique architecture.
 - b. The chapel was very inspiring for him because he was, at the time, still tied to formalized religion. He often studied in Shove.
 - 3. He discovered a lot of secret places on the campus.
 - a. The observatory where El Pomar is now.
 - b. The area down the hill west of "sorority house row" was very nice and private in those days. It was "something of a lover's lane on campus."

III. Academic interaction at Colorado College.

- A. Jones was fortunate in this regard.
 - 1. He must pay tribute to some members of the faculty, particularly Bill Hochman, [History Department], who recognized Jones' ability to respond to challenge.
 - a. Hochman got Jones into the Selected Students Program.

B. The Selected Students Program

1. A program where 21 freshmen were chosen and put in a special program of English, History and Economics.
 - a. accelerated courses
 - b. special lectures
 2. Being selected for this was the best thing that could have happened to him.
 - a. It was a form of recognition.
 - b. It set him apart academically.
 - c. It provided him with good academic interaction.
 3. He had Neale Reinitz for selected student English, Ray Werner for Economics, Hochman for History.
 - a. These courses presented a very good challenge and good academic interchange with the students, who were all very bright.
 - b. They wrote more papers in these courses which was very helpful to Jones because he hadn't developed his writing skills enough in high school.
- C. When reflecting on himself going through C. C. he sees a "rather raw and unsophisticated but intelligent person going through an incredible learning experience which probably wasn't fully visible to outsiders."
1. He could see himself gaining knowledge.
 2. He saw changes in himself when talking to other students but no difference in them because they came to C. C. so well prepared.
 - a. He regrets that others couldn't see the changes in him.

IV. Social life at C. C.

- A. It was non-existent in Jones' first semester.
 1. There were no black women at C. C. and he was somewhat nervous about dating white women.
 2. He contented himself with the fact that there would be no social life.
- B. He had many good friends, men and women.
- C. He was fortunate freshman year because he became a football star.
 1. He enjoyed good success as a running back.
- D. Homecoming.
 1. They elected a queen, had parades, floats, etc.
 2. Jones didn't have a date for the dance.
 - a. He didn't think he could afford to go to the dance at the Broadmoor.
 - b. But a young dance student, only 16 years old, Terrie Reeves, approached him and made him ask her to the dance.
 - c. He was expected to go to homecoming because he was a football star.
 - d. This was his first date at C. C.
- E. First semester freshman year he resigned himself to having almost no social life.
 1. He sometimes reflected bitterly on the reasons for that.
- F. Later it got better.
- G. Jones joined Beta, partly because he realized he couldn't go through four years like that.
 1. He realized that frats had a built in social aspect that removes the quest for social life.
 2. It became easier to meet women, particularly ones who were comfortable dating a black person.

H. From second semester freshman year on, social life was not a problem, in fact some might say Jones' social life got too active.

V. Were there events in Colorado Springs which impacted on the C. C. campus while you were here?

A. Things which impacted the campus were not necessarily local things.

B. John F. Kennedy was assassinated in November of his freshman year.

C. There was an increasing number of "advisors" in Viet Nam and Laos.

1. Jones knew that the U. S. was heading for trouble in Southeast Asia. He was concerned and as early as 1964 he expressed to people that we were about to be involved in a war which would have racial aspects (fighting Asians rather than Europeans).

a. It was not a well received view.

2. Patriotic fervor developed because of the assassination and Viet Nam which was "in my judgement quite unhealthy and tending away from patriotism."

3. The Viet Nam War impacted on all students.

a. By late 1964-65 it was apparent that a lot of people would be drafted and go to Viet Nam. It had a very chilling effect on students.

b. Students harbored fears about what was going to happen to them because of the war.

c. It was not a popular war.

d. No one knew what the fighting was about.

e. The college was required to offer R. O. T. C. and Reserve officer commissions on graduation.

4. R. O. T. C.

a. First 2 years of R. O. T. C. was mandatory for male students.

b. Leadership Lab/Leadership exercises

i. They learned to drill march.

ii. They learned to break down their M-1 rifles.

c. At the end of sophomore year you declared whether or not you would take the last two years of R. O. T. C. (voluntary) and get a commission.

i. It was a great burden on college men because if you did all four years of R. O. T. C. you were sure to be drafted and there were no guarantees that you could get deferment for graduate school.

ii. Jones had a bad ulcer problem and therefore could not receive commission if he continued R. O. T. C. He was not a conscientious objector. He opposed the war but not the military. He continued R. O. T. C. and the draft board gave him a medical deferralment.

F. The Civil Rights movement was also impacting students at that time, but there was not enough impact on the C. C. campus in Jones' judgement.

1. Jones' interest in Civil Rights stemmed from reading W. E. B. DuBois and Marcus Garby as a kid. He kept up with the movement through the media even though he was so far removed from it geographically.

2. While he was at C. C. he was very bitter in his attitude towards C. C. people and Colorado Springs people because they felt they didn't need to be concerned about it because it was happening so far away.

3. In Jones' sophomore year he left during spring break and participated in the Civil Rights movement.

a. He marched in Selma.

b. He participated in voting rights.

c. He campaigned in Mississippi and Kentucky

d. While he was there he became very ill from his ulcers.

- i. He couldn't go into a white hospital in Alabama so they flew him to Louisville Kentucky where he had an aunt. They put him in the hospital there. He almost bled to death because of it.
4. There was a Civil Rights march in Colorado Springs in 1965.
 - a. Students and faculty marched to City Hall.
 - b. There were demonstrations and speeches about granting people their freedom.
 - c. "We Shall Overcome" was the theme song of the time for Civil Rights supporters.
 - d. He was heartened by the march in Colorado Springs.
 - e. He was also disheartened because he knew that people would leave the march and do no more.
5. "The whole era was a time of great dichotomy, of people having the commitment and expressing it, but at the same time not really acting on the commitment.
 - a. People were outraged at injustices, segregation, etc., but they weren't moved to act.
6. Even in Colorado Springs, there were places which were segregated.
 - a. Jones was kicked out of some places when he went with a white girl because they didn't allow mixed couples.
 - b. In a barbershop on Tejon across Cache le Poudre, Jones waited for two hours while they served people who came in after him. Finally the barber said he didn't cut black people's hair but he gave Jones money to get it cut elsewhere.
 - i. This was the dichotomy---to recognize the problem but to send it elsewhere.
 - ii. Harris Sherman, student body president at the time, tried to get the Colorado Civil Rights Commission involved but nothing came of it.
 - iii. In his frustration, Jones threw a brick through the window of the place.
7. There were things that should have been done in Colorado Springs that didn't get done.
 - a. People chose not to see problems.

VI. What academic changes did he observe in his four years at Colorado College?

- A. He didn't observe any great academic changes.
- B. The college was very demanding all four years.
- C. There was the traditional academic approach at the time.
 1. Colorado College was on the semester system. They started in August and completed the whole semester before Christmas, then took a full month of vacation.
 2. Students took 5-6 courses each semester.
 3. There were courses on Saturdays.
 - a. "You will never know the damage that was done to students' Friday night activities by virtue of Saturday morning classes.
 - b. Saturday classes were dropped while Jones was at C. C. "People were turning back flips because of it."
- D. It was a very demanding place, very challenging.
- E. President Worner became president in 1963, when Jones started his freshman year.
 1. That signalled a strong push academically.
 - a. Jones feels that in the early 1960's, moving towards the '70's that C. C. experienced its strongest growth academically.

- F. The college was very demanding at that time.
- G. It was a very aestetic place.
 - 1. They weren't hermits but sometimes they did think they were living in caves.
 - a. Women had hours---10:00 weeknights, 12:00 Fridays, 2:00 Saturdays.
 - b. As a result men studied more.
 - 2. They did have fun but there was certainly a sense of academia pervading the place.
 - 3. Shortly before Jones came to C. C. they cut out mandatory chapel services.
 - 4. All of these things which may seem archaic contributed to a strong academic tradition---you studied because there wasn't much else to do at times.
 - a. Not many students had cars.
- H. The faculty was rebuilding at the time.
 - 1. There were some young new faculty members who were very dedicated, very committed to their field of study.

VII. Faculty and Administration attitudes on Civil Rights.

- A. The faculty tended to be liberal, sympathetic to Civil Rights, but not action oriented.
- B. The student body reflected the attitudes of their parents, i.e. wealthy conservative.
 - 1. Students didn't feel they came to C. C. to solve any world problems.
- C. Administration never did anything to damage the image of the college as a great academic institution.
 - 1. President Worner was very good about remaining neutral on these issues.
 - 2. The college emphasized an intelligent academic approach to things.

VIII. Fraternities and their policies restricting them from recruiting minorities.

- A. Jones was very surprised when the Betas showed interest in him.
- B. There was a policy that in the first semester there could be no contact between freshmen and Greeks.
 - 1. Rush occurred at the beginning of second semester.
 - 2. Freshmen could only be around fraternity men in class or in sports.
 - 3. Jones therefore knew very little about the fraternity houses.
- C. Jones assumed that they were discriminatory in their policies.
 - 1. He had no qualms about not being Greek because he knew that he couldn't be.
 - 2. Late in the first semester a girl invited him to a party which turned out to be a "dirty rush" party and the Betas were really expressing interest in Jones.
 - a. It really took him by surprise that the Betas were so interested in him.
 - b. He liked some of the Betas and liked the Greek system.
- D. It was well known that at least three houses wouldn't rush blacks because of discriminatory policies at the local and national levels.
- E. During Jones' years at C. C. the Sigma Chi House at Stanford was thrown out of the National fraternity for pledging a black guy from Denver.
 - 1. This had a chilling effect on houses which might otherwise have shown interest in rushing minorities.
- F. How did he feel about becoming president of the Beta house?
 - 1. He was probably the most non-Greek Greek around the place.
 - 2. He didn't use the fraternity for the same things that many people did.

- a. He was well adjusted socially.
- b. He joined so he could have a decent social life and to remove frustrations at being left out of things.
- c. He had friends all over campus including faculty and administration and he felt welcome all over campus.
- d. He had more friends outside of the Beta House than he had inside.
- e. His reason for needing a frat house was very specific and limited.
 - i. It operated well on his behalf until his house was put on social probation (which happened quite frequently).
3. There are people who need the concept of fraternity---a group of people committed to a specific ideal, etc.
 - a. The Greek system was therefore important.
4. He became the first black president in the history of Beta nationally.
 - a. He was popular, strong academically, athletically, so he was rewarded with a leadership position.
5. He was also student body vice-president.
6. The president's dues were paid to the fraternity which helped him out.
7. Most people that age appreciate having their leadership qualities recognized by being elected to something.
- G. He enjoyed his years in the Beta House.
 1. There were some good people there.
 2. He developed some friendships in that house that he wouldn't have developed otherwise and some of them have persevered over the years.
 3. But those aren't the only friendships he had.
 - a. He wouldn't have served the Beta house very well if that had been true---it would have been a symbiotic relationship.

IX. The disbanment of the student government.

- A. He was Vice-President of the student government.
- B. He feels bitter about the disbanment of the student government because he would have liked to have seen if he could have been elected student body president.
 1. He felt he could have been and he would have enjoyed the position, but that was the year it was disbanmed.
 2. It would have helped him a lot and he thinks it would have helped the student body and the campus.
- C. There was an interesting president during Jones' junior year (1965-66).
 1. His main platform was to disband the student government on the theory that no student government would be better than one that was struggling to provide service to the students.
 2. Jones disagreed bitterly about that---had strong disputes on that and on other issues.
 3. The president prevailed and the student body voted the student government out of existence.
 - a. Therefore, in Jones' senior year, there was a vacuum, viz. there was no legitivate way to express student leadership for men. (Women had the Associated Women's group).
 - b. Jones feels they all suffered from it since legitimate student activities were denied the proper level of monetary resources because of the lack of government. There wasn't the machinery available to decide what they ought to receive.
 - c. He was unhappy about it and admits that some of his unhappiness was personal and selfish.

- i. He had a lot to gain if student government continued.
 - ii. He was hurt by the absence of a student government as was the whole student body.
 - D. Jones participated in a movement to organize a new form of student government.
 1. He admits to a less than heartfelt approach.
 - a. He was at that time studying and reflecting on revolution.
 - b. He felt that the student government was revolutionary and nihilistic.
 - c. As in Cuba, France, etc., reaction and backlash responded to revolution where the first to be eliminated were the leaders of the revolution.
 - d. He "thought it strange that the student body who, with such glee, voted the student government out of existence should now be sitting down to write a new constitution.
 - e. He was therefore not the strongest element in putting together the new constitution. He was all of it as being part of a larger nihilistic movement in which destruction becomes a proper end in itself.
 - E. What particularly did people feel was wrong with the student government at the time?
 1. Jones can't articulately repeat their arguments because he didn't feel that their arguments were very articulate at the time they were being made.
 - a. That was an age of excitement on the campus, excitement in the society in general, rebellion, discontent, a time of war.
 2. Jones felt that this wasn't what they needed to be wasting their time thinking about.
 3. The disbandment of the student government was an issue that was typical of the kinds of people who were at Colorado College at the time--- people who could afford to be concerned about those kinds of things--- they were not likely to fight in the war.
 4. These were the kinds of issues that could excite rich upper class students at C. C. and therefore we could spend a year worrying about putting together a new constitution while people like us were dying.
 5. For the people who were making the arguments, the concerns were legitimate.
 - a. The food in Rastall was bad.
 - b. You couldn't live off campus.
 - c. There were editorial policies for some of the C. C. publications which did not take account of the first amendment.
 - d. Students had no voice on campus.
 6. Jones is sorry that the really important issues of the day and of the universe did not excite students as much as these issues.
 - a. For students, the world could go to hell; they were having fun at Colorado College, they could be nihilistic for a year or for four years.
 - F. While Jones had some selfish motives for wanting to be student body president, his concerns were legitimately for student leadership and for the expression of what students could do to meet some larger problems.
- X. What influence did his student years have on his life today?
- A. He realizes that it was not healthy to be in a living situation apart from his culture.

1. Jones feels that everyone needs to have a core to his or her culture---something that reminds us from where we come.
 2. C. C. didn't have this for blacks.
 - a. He doesn't blame the college which had only six black students. It would be unrealistic to expect that C. C. could give a black student a sense of his culture.
 - B. Colorado College showed Jones that he was an intelligent and a good person and that he could handle academic challenges as well as anyone else.
 1. This came as a surprise to him.
 2. Many black students in the 1960's had a terrible lack of confidence.
 - C. Being from Pueblo he had never met the kind of people he met and befriended at C. C.
 1. They weren't necessarily his kind of people but in order to have the full experience of life he needed to have a connection with those kinds of people---upper class, wealthy people who weren't struggling in life.
 - a. In Pueblo, even the more well-to-do people were impacted by things like the steel mill strikes.
 - D. He learned the value of struggle.
 1. He is committed to the notion that he wants to move up economically, socially, culturally, but he will never lose sight of how bad things can be.
 - E. To encounter intelligent people was good for him.
 1. He grew up in an environment where intellect was not valued. "You might have to kick someone's ass because they think you're a sissy for being so intelligent."
 2. It was nice to be in an atmosphere where the intellectuals dominated.
 - f F. Jones appreciated the friendships with students and with faculty.
 1. He considers Lloyd Worner to be a good friend.
 - a. Worner had a good influence on Jones.
- XI. What is Jones' philosophy of teaching, having taught at C. C. and other places??
- A. He has developed philosophies of justice, of politeness, of due process, of equal protection, etc., but he doesn't think he has developed philosophies of teaching.
 1. If he teaches badly he will blame it on that, if he teaches well he will let that take the credit for it.
 - B. When you walk in the classroom you don't leave life outside. "Life comes right in with you and the world and the universe. A teacher should let students know what the life aspects are," no matter what you're teaching.
 - C. It's important to develop a form of communication which will challenge people and make them say "This guy makes me curious and I want to learn from him."
 1. Successful approaches excite curiosity and make students want to do back flips.
 - D. Teachers must have a belief in what they are teaching but must not preclude all other beliefs.
 1. You don't have to be a Marxist to teach the importance of Marx.
- XII. Additional comments.
- A. Jones had wonderful experiences in athletics at C. C.
 1. He played football three of four years and was selected most valuable player his senior year. He regarded that as a reward for more than his athletic accomplishments. It reflected his attitude and leadership---his approach was more than just purely physical.
 2. He enjoyed athletics more because they were de-emphasized.

3. In the last game of his senior year they won 52-0.
 4. It was a healthy part of his college career.
- B. He regards C. C. as a great college---a great institution of learning--- and he appreciated its commitment to liberal arts in an age of specialization.
1. There is something important about a broad knowledge of the sciences and humanities.
 2. He hopes that our world is never so ~~complex~~^{complex} that there isn't time to reflect on the kinds of things that are conveyed through liberal arts.
- C. He hopes there will always be a group of people who will continue to put pressure on the college to pursue liberal arts.
- D. C. C. wasn't the happiest time of his life but some of the most rewarding things happened to him at C. C.
- E. He still owes C. C. money for his education.