First black students face isolation, racism

By MAGGIE SHII

When people asked Jim Floyd, 69, a high school where he wanted to go to college, he always answered, "Princeton." Having grown up in Iowa, he was familiar with the university, and like other black students, knew Princeton's reputation — what Charlie Shipp, or 62 called, "the Northernmost of the Southern schools." Many students, his family and administrators, had never interacted with black as classmates before. "I knew we were different at Princeton," Floyd said.

"Princeton had more of an adjustment to make in my being there than I did."

When Floyd came to the university in 1955, Nassau Hall was making concerted efforts to improve the campus atmosphere for minorities, bringing in the first black administrator in 1941. That same year, Princeton admitted the largest number of students of color ever in its first-year class — eight. Though the recruitment changes were progressive, they were hindered by a long-standing atmosphere both openly and subtly hostile to black students.

"Whether the first black student may have attended Princeton as early as the 1790s, it was only during World War II that blacks were officially admitted. Woodrow Wilson, Princeton's tenth president, "apparently had the view that black people were inferior to white people" and later restricted blacks from civil service jobs in his U.S. presidency during World War I, former university president Robert Goheen '63 explained. Goheen, who was responsible for starting an active recruitment of black students in the 1960s, said, "When we would hold (Wilson) up as a stellar example of Princeton life, we were saying it wrong along."

University officials hesitated to allow blacks to maintain equal status because they were concerned about the social situation, particularly the eating clubs, according to the Princeton AlumniWeekly. If the clubs rejected a qualified black student, the university "would gain a negative reputation."

Despite the officials' concerns,

"I knew what the situation was. Students either accepted us or left us alone," he said.

As one of the first official black students at Princeton, Arthur Wilson '08 said he knew what to expect. "I knew what the situation was. Students either accepted us or left us alone," he said.

He explained that since all the black students lived together in the

(Courtesy of Princeton Alumni Weekly)
Black alumni relate experiences

(Continued from page 8)

demons, he did not feel isolated. In fact, Wilson, who was captain of the basketball team, said that he felt "just like everybody else." "I really didn't notice any dis-

...
University focuses on integration

By MAGGIE SHI

(Second in a series.)

In the 1960s, the university began to examine the absence of blacks on campus and decided on a remedy: to seek prospective black students actively and to retain them once they had accepted. The year that marked the change was 1964, when eight black first-years — the highest number in the school’s history — enrolled in a student body of roughly 3,000, and Carl Fields, the university’s first black administrator, began his position as Assistant Director in the Bureau of Student Aid.

Fields, who was later promoted to Associate Dean of the College, explained that the increased interest in black students at the university resulted from the efforts of university president Robert Goheen ’40 and the rest of the administration. Following the 1954 Supreme Court decision on Brown v. Board of Education, which outlawed school segregation, the university became willing to open the campus to all students regardless of color.

“Dr. Goheen felt very strongly that the university needed to be more than a single group of white students and needed more diversity,” Fields said.

The admissions office began to reach out and to recruit more black students and discovered that “Princeton was not a terribly attractive place for young black men,” Goheen said. The small black community in the area did not provide an adequate escape from campus pressures for black students.

After the initial increase, the number of black students on campus rose each succeeding year. “Little by little, the trickle got big. We attracted . . . some outstanding human beings,” Goheen said.

On their own

Socially, blacks still remained separate from the majority of the campus, as the students tended to party within their own group of black friends or seek excitement off-campus. “There was essentially no social life,” Shearwood McClelland ’69 said. “You were really on your own.”

Most of the black students tended to avoid the Prospect Avenue scene. McClelland characterized the clubs as “elitist,” adding that Campus Club and Dial Lodge

(Continued on page 84)
Social integration proceeds slowly

were most frequently greeted by blacks because they were "very liberal and open-minded". He only went to the clubs if they had black entertainers.

Though blacks often received invitations to join a club, many declined to become members. At that time, all the clubs practiced a form of elitism in which club memberships were restricted to students by visiting their dormitories and selecting them.

"Black students" had no incentive to join because they didn't have enough income for clubs," one student said. "It was very exclusive and very discriminatory."

Though Brent Henry '69 had close friends and was a member of the black fraternity, he chose to join the Woodrow Wilson Society (now Wilberforce College) for financial reasons. "Some clubs had black members; I didn't need extra social activities during the free period," he said. "There were some black clubs, but they were more exclusive than others, and some were just for black students."

"Who didn't belong to the same clubs, and they didn't talk to each other," Henry said.

The black students tended to stick together socially and preferred to keep it that way. "I had some white friends, but I usually didn't party with them," McClelland said. "Part of it was because we needed to reaffirm our worth. It was also important that we were a small group; we could keep everybody together," he added.

We had our own social events," Cardwell said. "There were only about 10 of us, all men. We would meet in the dorms and have our own parties; the provost gave us a little money." He added that the number of his group gave each other comfort, such as "shock" and "blindsiders," which was Cardwell's own term.

The local black community, though small, played a large part in the students' social lives. Families in town sometimes sponsored parties, and Cardwell said that his interaction with local blacks was a "growing group."

Students also traveled to nearby colleges such as Rider College and Rutgers University to meet and socialize with other black students. However, Cardwell said that the administration had previously maintained indifference to the lives of black students.

"The selection of fields' clubs and the assignment of clubs was not fair. Fields' clubs were more exclusive than others, and some were just for black students."

"It was very exclusive and very discriminatory," Henry said. "It was very exclusive and very discriminatory."
Black alumni recall 1960s

(Maggie Shi)

By MAGGIE SHI

Indeed, the university started to open its doors to students of color in the 1960s, black students realized that they had to create their own special spaces on and off campus. Conflicts with students and professors were inevitable; however, black students formed a political group to question the racism and ignorance that did not disappear.

One of the problems with integration, former Association Dean of the College Carl Fields said, was that the university had never admitted black students before, and other students were curious as to why they were here and whether they had received special treatment.

"The general atmosphere was one that made some students feel they weren't wanted, not just in class, but on campus," Fields explained. "Once the students found out that the blacks were on the same level, with the same hopes and dreams, a lot of that began to disappear. The climate became a lot better."

But with the introduction of more blacks on campus, tensions inevitably rose. Ernest Henry '69 said he had to face "southern attitudes" on campus. Occasional racial epithets were hurled and responded to, and some students displayed the Confederate flag.

"The worst was seeing Confederate flags outside windows," Sheuwood McClelland '69 said. "We took it like that people were saying they were from the South and expressing a traditional dislike of blacks, as if it explained. "We viewed it in an offensive manner."

"There was no peace on campus, people were hostile," John Cardwell '66 said, recalling that a black student once had a gun pulled on him. Some white students would throw rocks at black students on campus,Cardwell explained. "Much of the discrimination, however, was more subtle. "You..." (Continued on page two)
g voices, students forced university to

(Continued from page one)

felt it in the air, but couldn’t put your finger on it,” McClelland said.

Many alumni said they experienced some sort of difficulty in the classroom, whether from academics or from the low expectations of professors and classmates.

“We were sort of like an experiment,” Jim Floyd ’69 said. “The 14 of us in our class knew each other and were in love with each other. All of us graduated in our class, which surprised people. They expected us to have academic difficulties.”

Though as qualified as their classmates, black students often came unprepared for the academic challenges unique to the university. Many white students already had friends or relatives who were familiar with the university and had a “leg up” on the classes, professors and general academic setup, Fields explained. “It was taking (black students) a lot of time to figure out how the system went. They already had the ability, it was just a question of knowing how to apply it.”

Fields recalled a time when the university was considering asking two black students to leave because of academic difficulties. After speaking with the students, he discovered that both were neglecting their academics to deal with the campus insupportable social atmosphere.

Fields explained the situation to other administrators and suggested that the students take time off and attend another institution; they could later submit their grades to Princeton for readmission. Both students agreed to the condition, and both did “tremendously well” at other universities, according to Fields. They were readmitted to Princeton, where they completed their undergraduate careers.

One student eventually became a psychiatrist and the other became a psychologist. “That would never have happened if someone hadn’t taken an interest,” Fields said.

However, academic problems sometimes resulted from the professors’ ignorance, not the students’ adjustment difficulties. Cardwell said he once received a failing grade in biology because the professor confused him with another black student in the class. Jerry Ingraham ’67, a football player, Ingraham missed many of the labs, yet Cardwell somehow received Ingraham’s “T.” While explaining the grade, the professor nonchalantly called him “Jerry,” Cardwell said.

“When he discovered he was mistaken, he could not acknowledge he was making a mistake,” he said. “I didn’t pursue it because there was so much other anxiety. It was a tough time for them, and I had compassion for him. It was an honest mistake. I didn’t know this was not normal.”

ABC and the turning point

As the number of black students on campus increased, the students saw the need to create an official organization to promote black issues and foster a sense of community. In 1967, the Association of Black Collegians (ABC) was formed. Among its other accomplishments, the ABC hosted a three-day conference to discuss race-related topics, which was “a tremendous success,” Fields said. Approximately 200 black students from neighboring colleges attended the conference.

“We really had a voice on campus. It was more to be respected,” McClelland said.

The death of Martin Luther King in 1968 “was a real significant turning point in terms of race relations at the university,” Henry said. As a tribute to King, the ABC had planned to lead seminars for a day in lieu of classes to discuss issues of race and equality. When approached with this idea, however, university president Robert Goheen ’40 believed the students should honor King by continuing their regular academic routine to prepare themselves for the opportunities King had supported.

The ABC responded by marching to the president’s home to ask him to reverse his decision. The members explained how deeply the incident had affected them and told Goheen that they would take other actions to shut down the campus if he did not agree to cancel classes.

Impressed by the depth of their convictions, Goheen decided to call off classes for the day and replace them with the voluntary ABC seminars. “There were lots of people affected on campus,” Floyd said. “The seminars gave people a chance to go and voice concerns.”

In 1968, black students objected to the university’s investments in companies that conducted business in southern Africa. Though the students presented their concerns to the university Board of Trustees, the trustees refused their request.

(Continued on page four)
to mark King's death

(Continued from page eleven)

... that the university sell its stock in corporations connected with those countries that were known to have institutionalized racist policies, such as apartheid in South Africa.

Several weeks later, a group of roughly 50 black students locked themselves in New South for a day to protest the university’s investment policies towards South Africa.

"People didn’t think it would happen at Princeton," Henry said, adding that students had never taken over a university building before.

The student protesters exited the building after a short period of time, and the university considered suspending a few of the protesters. Eventually, the administration decided to place them on disciplinary probation instead.

In the late 1960s, the university instituted official means to recognize black achievements and to explore issues of race. Fields established the Frederick Douglass Award in 1968 to acknowledge black students who showed outstanding leadership and contributed to the development of the university. "I realized the importance for people to have their efforts regarded as worthwhile," Fields said.

As black issues became more prominent on campus, the university created an Afro-American Studies Program in the fall of 1969 to allow students to study the culture, history and current situation of blacks in the country. The program was built out of courses from other departments, so that it would appeal to other non-black students as well. By the close of the decade, both the university and black students had made significant progress in establishing a rapport of mutual reception and respect. In a break from the days when they were rejected by eating clubs and ignored by the administration, black students in the 1960s began to grow in number and in power as members of the university community finally realized their impact on the campus.

In the 1970s and 1980s, black students' presence and influence increased, especially after the university first began admitting women in 1969. The university would later create the Third World Center to address the needs of all students of color. But problems that had plagued previous black students would persist.

(Coming Next: Life in the 1970s)
TWC provides home for blacks

By SWATI DUTTA ROY
(Fourth in a series)

In 1970, approximately 14 black students graduated from Princeton — about three times the number that graduated just five years before. By the middle of the decade, the numbers reached as high as 93. Black students at Princeton were no longer an "experiment" as Jim Floyd '69 described the experience, but a permanent, visible force on campus.

The opening of the Third World Center was a watershed in the minority students' struggle for recognition at Princeton. The center would serve as the basis for the cultural expression of minority students on a campus not conducive to minorities' needs.

The creation of the TWC came after the Third World Coalition, an organization of minority students, held a sit-in on Mar. 12, 1971, protesting proposed financial cuts to disadvantaged students. To the minority students, this was one in a long list of administrative decisions that had marginalized them.

The administration and the Third World Coalition eventually reached a decision on the best route of action to provide a less "hostile environment" as former Associate Director of Admissions Frank Moore described Princeton.

The number of black graduates has increased from approximately 14 in 1970 to over 60 expected graduations this year for minority students. According to a press release issued on Sep. 1, 1971, the TWC was to be "a cultural center" for Afro-American, Latino, Asian-American and other students... for many different kinds of activities, including... (Continued on page two)
Segregation continues into 1970s

The end of the Civil Rights Movement did not completely eradicate racial tensions. The era of desegregation under President John F. Kennedy and President Lyndon B. Johnson was followed by the anti-war movement, the rise of ethnic pride movements, and the civil rights movement. The Vietnam War became a symbol of the conflict, and the country was divided over the war's impact. The civil rights movement continued to push for equality, but progress was slow and often met with resistance.

In the 1970s, segregation continued to be a significant issue. The Supreme Court continued to issue decisions that supported integration, but Southern states resisted. The 1973 Supreme Court case Swann v. Charlotte-Mecklenburg Board of Education was a landmark decision that required school districts to desegregate their schools.

The 1970s saw a rise in law enforcement and the use of federal power to enforce integration. The 1973 Voting Rights Act was passed to combat voter suppression, particularly against minority groups. The era was marked by both progress and setbacks in the fight for equality.

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For more information, visit www.history.com.
Blacks unite, fight racism in '70s

By SWATI DUTTA ROY

(Fifth in a series)

The Third World Center (TWC) helped black students to consolidate their presence at Princeton in the 1970s. During that decade, students of color rallied around political issues affecting the country while continuing to face insensitivity on the 'Street' and in the classroom.

"We identified ourselves with the civil rights movement. Our conscious goal was to educate ourselves for our communities," Kim Pearson '77 said. "We identified ourselves with the Third World. Our problems were like the problems of those in Africa, and our problems were an international problem."

"We were very politically aware and active (and anti-establishment)" Geraldine Toland '77 said. "For most of us, Mao Tse-Tung was our hero."

One political incident over which black students united was the controversial Shockley-Ingalls debate of December 1973. Physicist William Shockley and Congress of Racial Equality director Roy Innis were invited by (Continued on page 4.)
The African-American Student Association of South Africa has been involved in a battle against racial attitudes. The organization was founded in 1967 to promote cultural and social activities among African students. The battle against racial attitudes has been a major focus of the organization's activities.

The association has been involved in protests against the government's apartheid policies, which are based on the racial separation of the country's population. The organization has called for the end of apartheid and for the rights of all South Africans to be respected.

The association has also been involved in political campaigns, such as the anti-apartheid movement, which has been led by the African National Congress (ANC). The organization has also supported the ANC's call for the release of Nelson Mandela, who was imprisoned for his activism against apartheid.

The African-American Student Association of South Africa has been a leader in the struggle against apartheid and has played a significant role in promoting social and political change in South Africa.
College system erodes black student unity

By SHAILA DUTIA ROY

In the 1960s, the black community at Princeton stood in stark contrast to the rest of the nation. A new residential college system was created to address the needs of black students. This system was designed to provide a more comfortable environment for black students, which had traditionally been segregated in other schools.

Although the system was created with the best intentions, it did not completely solve the problem of racial segregation. Based on recommendations from the Committee on Undergraduate Residence Life (CURL), the residential college system was established to create a more integrated and inclusive campus. The colleges were designed to accommodate a significant number of black students.

Princeton has two colleges, FIC, and Bright College, that were specifically designed to accommodate black students. These colleges were created in the 1960s to provide a more comfortable environment for black students, who had previously been segregated in other schools.

The college system had a significant impact on the experiences of black students. They were able to attend a university in their own right, rather than attending separate colleges or making do with what they had. This allowed them to participate more fully in the academic and social life of the university.

Despite these efforts, the college system was not without its problems. The system was still segregated, and black students faced discrimination and prejudice. In addition, the college system did not address the underlying issues of racial inequality and structural racism.

Perspectives of black students on the college system varied. Some students found it to be a more comfortable environment, while others felt that it did not fully address the issues of racial inequality.

The college system was established with the best intentions, but it did not fully address the underlying issues of racial inequality and structural racism. Many students found it to be a more comfortable environment, but others felt that it did not fully address the issues of racial inequality.

Neglected construction

With the construction of separate black colleges, the black students felt that they were treated as separate and unequal. The system was not without its problems, and black students faced discrimination and prejudice. Even so, the college system was an important step forward in the efforts to address the issues of racial inequality.

The college system was established with the best intentions, but it did not fully address the underlying issues of racial inequality and structural racism. Many students found it to be a more comfortable environment, but others felt that it did not fully address the issues of racial inequality.
Class differences, colleges

(Continued from page 1)

n a larger college in the 1980s, or in larger cities such as Los Angeles or New York City, the social and economic diversity that exists in smaller college towns such as Princeton is not as apparent. This is because larger cities tend to have a larger number of students from diverse backgrounds, which makes it more difficult for the social and economic diversity of the college to stand out. Additionally, larger cities tend to have a larger number of opportunities for social and cultural activity, which can make it easier for students to find their place in the larger community.

Disperse black community

Americans found his group in other black students.

Despite the size of some black students, the TWC class issues still divided the campus.

Internal divisions

Nineteen sixty was a year of change for black students. This was the year that the civil rights movement gained momentum, and black students began to demand more rights and opportunities. At the same time, black students also began to confront the realities of racial segregation and discrimination in their lives. This was a time of great change and struggle for black students, and the TWC class issues were a reflection of these larger changes.

External pressures

Nineteen sixty was a year of change for black students. This was the year that the civil rights movement gained momentum, and black students began to demand more rights and opportunities. At the same time, black students also began to confront the realities of racial segregation and discrimination in their lives. This was a time of great change and struggle for black students, and the TWC class issues were a reflection of these larger changes.

African Americans have a long history of facing discrimination and prejudice, and this has had a significant impact on their ability to succeed in college. In the past, black students often faced discrimination in the classroom and on campus, and this can create a sense of alienation and isolation for black students. Despite these challenges, black students have continued to work towards their goals and to make progress in their education. Today, black students are more likely to attend college than ever before, and they are making great strides in terms of academic achievement and success. However, there is still work to be done to address the challenges that black students face today, and to ensure that they have the support and resources they need to succeed.
Subtle racism pervades campus

By DAVID CZUCHELEWSKI
(Seventh in a series)

When Leonard Tucker '96 was followed into the third World Center by police investigating a complaint involving a group of black students, he felt the sting of campus racism.

"Because we were black students, they fix us to the description of some people who were harassing students," said Tucker, who maintains that the group did not match the suspects in any physical trait other than the color of their skin.

Incidents of racism have persisted at Princeton in the half-century since black students were first admitted. Racism has taken a number of forms, including offensive comments, a social life restricted by both the university and the eating clubs and professors' misconceptions.

While incidents of overt harassment such as Tucker's continue to occur on campus, recent interviews conducted with black students and administrators also reveal a subtle, sometimes unspoken prejudice on the part of students and professors. Despite efforts by the administration to alleviate racial tensions on campus, many black students said they still feel alienated from the social and academic life of the campus.

"Overt things don't matter as much as the day-to-day things that..."

(Continued on page two)
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professed to the organization and so-called "bitter" view of the situation, hoping that "the days of winning people over are over and that now it is for us to take the initiative and do what we can to help." Warlick added that the minority of the group that he had seen had shown some positive movements made by other members. "When we just write letters, we get nowhere," he said, and Warlick called for a "real" attitude by Warlick.

At the MACP meeting on Sunday, March 17, the group decided that an effort should be made to mobilize a larger portion of the community in support of their proposals. The group felt that the situation was "too important" to be left in the hands of a few people. "When we have a large telephone book, we are more effective," added Warlick.

"We are in a situation where we have to be honest with ourselves," said Warlick, "and many people believe that we are right. We must be honest with ourselves and do what we can to help." Warlick added that the group had to be "real" in their efforts to mobilize the community.

While the majority of members favored the organization's efforts to mobilize the community, several members were critical of the organization's approach. "We are not in a position to dictate to the community," said Warlick, "but we are in a position to advise and to help where we can." Warlick added that the group had to be "real" in their efforts to mobilize the community.

"We are in a situation where we have to be honest with ourselves," said Warlick, "and many people believe that we are right. We must be honest with ourselves and do what we can to help." Warlick added that the group had to be "real" in their efforts to mobilize the community.

(Continued on pg. 16)
Blacks seek improvements to race relations

By DAVID CZUCHEWSKI
(Final article in a series)

Jim Floyd ’69, a black alumnus who lives in the Princeton area and is familiar with present day campus life, believes that the situation for blacks at Princeton is worse today than it was in the late ’60s and the early ’70s.

The years working for minority students that black men Princeton still hasn’t become a more welcoming place for people who are different,” he said.

While administrators insist that they are committed to easing racial tensions on campus and attracting a larger number of black students, questions persist from many in the black community who worry that chances for improving race relations are being squandered.

Administrative efforts

In a speech during Opening Exercises in 1989 President Shapiro outlined his vision of racial harmony at Princeton.

“This year must improve the quality of life for minority individuals on this campus and to increase campus awareness of minority cultures, as an essential step toward taking fuller advantage of the opportunities for learning and growth that diversity makes possible.” Shapiro said.

Shapiro’s concerns were heightened by the compilation of the 1993 Report on Race Relations at Princeton by Vice President Ruth Simmons. Along with 20 detailed recommendations to improve race relations, the document contained the results of a graduation survey given to the classes of 1990, 1991 and 1992.

On a scale of one to five, with one being poor and five being outstanding, blacks rated social life on campus a 2.4. Whites gave it a 2.8. While blacks gave the diversity of the student body a 2.3, whites rated it a 3.1. Overall, blacks rated all eight categories—ranging from advising to the residential college experience to intramural sports—lower than whites did.

Among the key recommendations made in the report were the creation of a statement on diversity, the institution of a Race Relations Working Group, the introduction of an ombudsperson and guidelines for dealing with instances of racial harassment, the construction of a campus center and the continuation of the Freshman Summer Orientation Program.

According to the most recent Race Relations Update, all of the recommendations have been addressed, and many have been implemented.

(Continued on page two)
Blacks voice dissatisfaction

In his original Rice University
Report, Senator remade that
The white society had been
working to mitigate social prob-
lems in President ... training in a
Institute that deals with negroes and
dunting students as they leave

As an additional point that
is also crucial of the Rice Student
Working Group, he has overseen the administration's
efforts to implement the recommend-
technology in the Garrett report.
He pointed to the fact that
Wilson as representative, the
Institutional importance of the Institu-
tion on University and Director of
The practice of her current
position as an example of the mar-
ky's commitment. Currently,
the working group is involved in
the institution of a large-scale in-
campus-wide distribution, which
will allow student and community
involvement in the process.
Mishel also praised the role
of the working group in "helping the
students and faculty dialogue" by facili-
tating open forums in which students
and faculty can express their concerns.

Part of this effort, many
students do not disapprove of the
administration's morality and eth-
ical standards in surveying race rela-
tions. Some students also criticized
the lack of importance attributed to
race issues.

"I don't think there are very
diverse people in the administration,"
One student who really understands that we walk in the shoes of
Mishel said, "and I'm not sure how it's
working out for the students.
"The students who are involved
in the administration are very few and
diverse. They are mostly white and
male. We need to have more
students involved in the process.
"I'm not sure how effective it's
working out. It doesn't seem to
be making a difference."

Other students questioned the
hesitancy of the university to
act.

Sawyer Foote said that
it's a good idea to look into the
possibility of the university
"I don't believe it's effective, and I'm
not sure what the administration
is doing to address the issues.
"The students are frustrated and
they need to be heard."

Mishel said that the working
group has been "very effective" and
that it has made progress in the last
year. He said, "I'm not sure what
more we can do."

"I think we've made progress,
and we're working on it."

Several students and faculty
members from the working group
acknowledged the importance of
the effort, but said that more
work needed to be done.

Admissions
Many students indicated that
the admission process of the university
is not effective in recruiting
students of color.

"It's difficult for black students,"
One student said. "I don't see
enough black students at Rice.
"There's a lack of diversity in the
campus. We need more black
students."
Blacks say changes needed

(Continued from page 3)

the mobility.

"My biggest problem with the
university is the large number of
black people on campus — too many," he said.

However, Dean of Admissions
Fred Hargrove defended his
office's efforts to meet black
students' needs.

"Most college and universities
in the country would give their
students to until African American
students of the academic quali-
ty that we have," he said.

Black students have comprised
seven percent of the classes of '70
and '71 and six percent of the
classes of '73 and '74, according
to Hargrove.

"Would we like that percentage
to be higher? Yes, in fact it would
be significantly higher — in the 17
percent range — if the African
American students accepted one
offered admission at the same rate as white non-minority students," Hargrove said.

Several students stressed the
importance of recruiting efforts by
the university.

"When I left [black students] in
my high school to come here, they
laugh and say what's there for me," said Joseph Pernell.

However, Hargrove and the
Admissions Office does an ade-
quate job of organizing traditional
recruiting campaigns and visits to
black high schools, he said.

"It is the role of others to get a
message out that we don't do enough
but I think we can do more with the
resources we have," he said.

Hargrove said that many black
students who decline offers at
universities such as Howard would
attend Howard as a transfer student.

"I think we are doing a good job,
but we can do more," he said.

However, many students said the
diversity of the campus is a key:

"We need to recruit more
students from other racial
backgrounds," said another student.

"I think we need to do more to
recruit more students from other
cultural backgrounds," said another.

Since the issue of diversity is
complicated, both students and
administrators have put efforts to
address these expectations, but as they have noted, the quest for diversity
is a complex task that requires time,
hard work, and a commitment from
all members of the academic
community.