

Dr. Dwight Spratley Interview Summary

Interviewee: Dr. Dwight Spratley

Interviewer: Aidan Fritz

Interview date: October 11, 2023

Location: Remote (telephone)

Length: 1 audio file, MP3 format, 60:18

THE INTERVIEWEE: Dr. Dwight Spratley was born May 30, 1954, in Newport News, Virginia. From his childhood and throughout his adult life, Spratley looked at his parents as his two biggest heroes, as they kept a close and loving household, while also emphasizing discipline and the importance of education to him and his siblings and preparing him for the realities of life. Spratley attended Carver Elementary School, as well as Dunbar Elementary School before attending Huntington High School, where he served as class president in his junior year.. Due to court-ordered bussing to integrate the Newport News high schools, however, Spratley spent his senior year at Ferguson High School, graduating in 1972. Spratley later studied Urban Affairs at Virginia Tech, obtained his MBA at Averett University, and earned his Masters and Ph.D. in Theology at Vineyard Harvester Bible College. Spratley has spent 30 years with Norfolk Southern Corp, working as an accident scene investigator, while also spending a brief period of time as a Principal at New Life Christian Academy in Fremont, Ohio. Moreover, it is important to recognize the significant role Spratley played in his efforts to finally organize a proper graduation for the Huntington class of '72 over 30 years after the fact.

THE INTERVIEWERS: Aidan Fritz is a history major at Christopher Newport University located in Newport News, Virginia and anticipates graduating in the spring of 2024. The interview was co-organized by Darian Bursley, another CNU student. They are both enrolled in Dr. Laura Puaca's HIST 341: The Long Civil Rights Movement class.

DESCRIPTION OF THE INTERVIEW: The interview was conducted through audio from a telephone call. Spratley discussed his early childhood, upbringing, education, and family background. He also discussed his hobbies and interests as a teenager, mentioning his admiration and passion for music and athletics. Over the course of this interview, Spratley mentioned the multitude of obstacles that school integration brought, but also mentions his appreciation of this experience in preparation for what life held in the future. Spratley further discussed the Huntington class of '72's graduation, and the overall bittersweetness of the experience saying, "It healed a lot of emotional wounds that were festering for 30 years."

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START OF INTERVIEW

Aidan Fritz: He [Darian Bursley] took care of all the contact stuff, but it's nice to finally meet you. Ok, so we're taking what is a life history approach with this and we'd just like to begin with a couple of questions about your childhood. Is that ok?

Dwight Spratley: That's fine.

AF: So, when and where were you born, if you don't mind me asking?

DS: No problem. I was born May 30th of 1954.

AF: And where was that? Where were you born at?

DS: I was born in Newport News.

AF: Newport News. Okay, and what was your childhood like with your parents? Any siblings? Just could you just go through details of what your childhood was like?

DS: All right. I had a pleasant childhood. My mom and dad were great examples for me. As a matter of fact, they were and are two of my greatest heroes. I had three brothers, three sisters. I lived in public housing most of my formative years. Elementary school: I attended in first grade, Carver Elementary School, and then, second through seventh grade, Paul Laurence Dunbar Elementary School. Had a great time in both places.

AF: So, with that, did your parents emphasize education at all? And with that many brothers and sisters, like was education just a big thing in your family?

DS: It was a point of focus. As an example, when we grew up, as far as the sons were concerned, we were informed that when we graduated from high school, we were going to college and that our parents were not going to send us. We were going to have to find our own way to get there. And it turns out that my siblings and I all went to college and graduated on time. Let's see: four of us have master's degrees, two of us have two master's degrees, two of us participated in doctoral programs. I obviously completed my Ph.D. program.

AF: That's honestly really impressive, actually. That's a lot of degrees right there. It's also good to know that your family was really focused on education as well. And then, since you said you grew up in Newport News, how were race relations like during the time when you grew up?

DS: Housing was segregated for the most part. Schools were segregated until [the] 1971-72 school year. Most things were segregated: doctor's offices, things like that, movie theaters. But you know, those things changed. Newport News High School was integrated before the formal integration move took place in 1971. But you know, it's kind of like certain things you take for granted. You may not be necessarily pleased about it, but it's part of the facts of life. I never really felt deprived of anything.

AF: So, based off that, you said—. So it seems like it was relatively normal for the time, nothing too extreme or anything like that. And was it an emphasis that your parents had for race relationships or any sort of issue with that? Or was it just focused purely on just school mostly as your main focus from your parents?

DS: My parents taught us about life and we were informed that the choices that we make will determine whether life is going to be positive for us or negative. And my parents were

disciplinarians, and they pretty much had to be because, if they were not, the streets would have consumed us. I was more afraid of disappointing my parents than I was afraid of dangerous people in the streets. We were aware of danger, we grew up around it, we understood it. And, to the best of our ability, we avoided it.

AF: Based on that, it seems like it was relatively safe? In some sort of—. Like, there's no sort of huge race issues that galvanized the community at all, or not that you remember?

DS: There were. The police were a problem for a long time and, I would guess, about in the early '70s, there was a change in leadership in the police department when a Mr. Austin became Chief of Police. He was the first Black police chief in Newport News. Things changed dramatically after he became Chief of Police. Prior to that time there was not a lot of discretion practiced by police officers, and it was difficult to be assured of justice if you went before the judiciary system.

AF: Ok so, with the change from the old police chief to the first African American [police chief], what were like some visual changes as well as, like, what do you remember changing the most?

DS: Well, from my perspective, when I and the people that I grew up with would hear or see a police car come anywhere near, we would become apprehensive even when we weren't doing anything. We were just on the playground playing. That was the feeling that would arise. But after the change, people felt like you could get a fair shake.

AF: And you said that happened about early '70s, right?

DS: Yes.

AF: I know as well that, during the early '70s, there was a big shift with the integration of schools. You went to Huntington, correct?

DS: That's correct.

AF: So, if you don't mind, can we talk about Huntington and your experiences there?

DS: Sure.

AF: So—

DS: Huntington was a [community magnet]. It was a big school. It had well over 2,200 students at that time, which was large for Newport News, at that time anyway. And the student body, to my memory, was 100 percent Black. The faculty integrated in, I guess either '69 or '70, something like that. At Huntington, the teachers were superior: most of them had master's degrees, back at that time. And they lived in the neighborhood where we lived. It was the epitome of neighborhood schooling. Our teachers attended the same churches we attended. They shopped for groceries at the same stores we did. And as I said, they were residents in the same neighborhood. They would see several generations of families come through Huntington, and so it was not unusual for a tenured teacher to know your family members: your grandparents, your parents, your older siblings. They had a stake in our education because they were training people from their own neighborhood, and a number of the teachers were graduates of Huntington. So, for them, it was an honor to be able to come back and to invest in the same neighborhood and children that they were familiar with.

AF: So it sounds like—. My bad, continue, I'm sorry.

DS: It excelled in the arts, it excelled in athletics, and it excelled in academics. At Huntington, the way to gain a good reputation—not only in the school but also in the surrounding neighborhoods—was to do well in a particular area. Some people were great in athletics, some people were great singers, and some people were great in art. And if you were doing well, academically, in the honor society, things like that, people looked up to you. It's quite a bit

different than what seems to be in practice today that students who excel in academics try to hide their accomplishments. That wasn't the case at that time.

AF: So, it seems like Huntington was just a really good place for you to develop. So based on that, do you have, like, any favorite experiences from Huntington or, like, any favorite moments you can remember?

DS: I was a member of the marching band, which—. Oh, that's something else: music was a big thing. I had to try out for the marching band and being able to be accepted in the marching band was as good as being a well-known athlete. At the halftime shows, what I noticed at many schools, people would get up and leave and go and to the restroom, you know, buy things to eat. Not at Huntington. The halftime show was big, and, you know, we excelled at that. Being a member of the band, that was a great honor for me. I was a member of the Junior Honor Society and of the Honor Society. That was a great honor. I was a member of basketball teams and track teams. Those were also honors. I'm not trying to say that everything about Huntington was, you know, flowers and things like that. Huntington was a tough school. It was tough academically because the teachers would not let you slide. It was tough physically because Huntington was in the middle of some really tough neighborhoods and you had to be aware of your surroundings at all times. It would help if you knew how to handle yourself and protect yourself. But that's just life in general, no matter where you are. But I enjoyed being at Huntington.

AF: Going off that, a couple of questions: first, can I ask what instrument you played in the band?

DS: I played woodwinds. I played B flat clarinet. I played E flat alto clarinet, bass clarinet, and I played oboe.

AF: That's a lot, that's really impressive actually. You said you ran track as well. What events did you do?

DS: I did high jump, long jump, and triple jump, and I qualified for district level in all three.

AF: So, it sounded like you were pretty all around in that. And then, for Honor Society, can you share what that's like, to be?

DS: Mostly to me, honor society was better than everything. I would have preferred bringing home a high-level report card over top of a news clipping of me doing something athletic because I felt that I was not the level of an athlete to be able to become a pro later on. So, I felt that my future was going to be based on whatever type of employment I was able to find after leaving college, and the foundation for me for life was a strong high school education and a strong collegiate education.

AF: So going off that then, you mentioned teachers were really important. Did you have any favorite teachers or any favorite subjects from Huntington?

DS: History was my favorite subject. The teacher that impressed me the most in the area of history was a young fellow, and he was a White teacher. His name was Onderdonk. He came in and, since the age differential for him and for the high school students was not that great, you know, there was a relationship between him and the students. We learned a lot. He made history interesting. And then I had a teacher who taught Quantitative Physical Science. Her name was Mrs. Ricks. She was great. Those were two that I can think of off of the top of my head. I had a counselor who had helped one of my older sisters and both of my older brothers, and so she was expecting me, and looking out for me, and she helped me find my way into college, gave me good guidance along the way. Her name was Mrs. Lipscombe.

AF: So, because you had those older siblings, was there a lot more expectation on you because all the faculty or most faculty knew you and your family? Or was it essentially the same you felt like for just you and everyone else, no matter what, if they had your siblings or not?

DS: No, no. My family name was well known in the school because I had those older siblings come through. My older sister, I believe she graduated number six in the class or something like that. She was academically very strong. My two older brothers were basketball stars and they obtained athletic scholarships to college. My sister went to college. She was the first one in the family who went to college and graduated. My mother went to college for one year and then World War II began and that ended her college career. But my oldest sister was the first one to go to college and graduate. And then my two older brothers [went] on basketball scholarships and they graduated. All of us graduated on time. So folks expected me to do well in school. And, see, one of the funny things back at that time, since the teachers and the administrators basically knew all the families there anyway, what they would do is they would threaten you and say, "Well, look, I'll call your folks."

AF: [laughter] That's a really—.

DS: You know, I would have preferred that they call the police rather than call my parents: put me in jail! Don't send me home with anything with a bad report. So that, you know—. Then I had to face my parents and my older siblings. So, I stayed out of trouble.

AF: I don't blame you for that one. That seems like a very easy choice there between getting in trouble and telling the family and just do it, just stay on track.

DS: Expectations were high in our household. We were very competitive, in a constructive fashion. Let me see if I can explain this. If one of my siblings did well in something, everybody in the family would celebrate because we felt that if one of us could do it, then all of us could do

it, and it would raise the bar for us, and we would apply ourselves. So, we always were trying to do something good and take things to the next level and, when that occurred, everybody celebrated.

AF: That makes sense for just a family—. It seems you guys were really close too.

DS: What's funny is I thought all families were like that until I became older.

AF: That makes—.

DS: I mean, my siblings and older brothers and I, just like all brothers, we used to fight all the time. You know, there were no injuries involved but, you know, we used to go at it. But we were a family and we respected each other. I thought all families functioned like that and all families were close. I thought all parents loved their kids and sacrificed for them. I saw the things that my parents did for us, and that became a template for me to follow when I became an adult and got married and started my family in my own household. And then I began to see and hear about how other people grew up, and it confused me because I was not used to chaos in the house. I mean, we live—. There was chaos out in the neighborhood, at different times with different families, but we didn't have that inside our family. We all had the same vision.

AF: So, speaking of just the chaos and all that stuff, it would be a good time to transition to the move from Huntington to Ferguson High School, and just what was that like?

DS: That was traumatic. You're in college now, so it wasn't that long ago that you were a high school senior. And so the feeling should be still fresh in your mind how wonderful it felt to finally make it to the top level in high school, and you're familiar with how the school operated and you knew how to handle everything. You were at the top of the heap, and it took you several years to get there. That's what we were looking forward to experiencing at Huntington and then about two weeks before our senior year was supposed to begin, we were informed that there was

going to be integration of all the schools in Newport News and Huntington, Carver, and Newport News High were no longer going to be operating as high schools. That was—. That was terrible. My younger brother and I had to be bussed 45 minutes from where we lived to get to Ferguson. Now nobody was happy about this—that I was aware of anyway—Black students or the White students because it was such a hodgepodge. The folks who made the decision to follow through on the legal demand to integrate the schools [were] just basically trying to set things up to 60/40 racial mix in the different schools: Ferguson, Warwick, and Menchville were the main schools that were involved. Denbigh really wasn't that—really wasn't caught up in the situation that much. So, the students that went to Ferguson, most of them had to leave Ferguson and go to Warwick or Menchville. And you know, so they were leaving their home school and being assigned to their rival schools and vice versa. It, you know, it wasn't like it only negatively affected the Black students. Everybody was upset about the situation.

AF: So, off that—

DS: Speaking of Ferguson, I had a little bit of a better transition than most students because I was involved in athletics: I played basketball, I was on the track team. And athletes don't care what color you are. As athletes, all athletes care about is can you perform? We had a great track team. We had won the district championship in football, had a great football team. And we had a pretty decent basketball team. So, all the athletes got along just fine.

AF: Was that the same for marching band as well? Or were you allowed to participate in marching band at Ferguson?

DS: After the 10th grade, I left the marching band at Huntington to try to concentrate more on sports. So, I began to concentrate more on basketball and track. So marching band was not for me by the time I got to Ferguson.

AF: So, with athletics then, it was a lot easier because of just performance based. Did that carry over into school? Were, like, those teammates good in school with you? Or was it only when you were on the team with them, like on the field? Or is that okay?

DS: On the field of athletics, as I said, athletes really don't pay attention to color. They pay attention to performance and if you can perform. I mean, you're a teammate. The color that athletes look at is the color of your uniform. Now, in the classes themselves, I did not encounter problems in the classroom from teachers, regardless of what color they were, because I was a good student. Now I had a guidance counselor—my first guidance counselor at Ferguson was bitter about things and she tried to pigeonhole me into a trade path rather than a collegiate one. But it just so happens that Mrs. Lipscombe from Huntington was also a guidance counselor at Ferguson, so I left my initial guidance counselor and went to Mrs. Lipscombe and got the information that I needed. See, I look back on this and, at the time, it left a bad taste in my mouth. But I look back on this and I see it as preparation for the different things that we encounter becoming an adult, because everything is not going to be pleasant when you are an adult and are responsible for the decisions that you make. So, if a person grew up in a completely vanilla environment and never had any challenges then, once you get out there on your own—say you leave a relatively small city like Newport News and you go to someplace like Houston or Miami or Los Angeles or New York—life will wear you out because you're not used to opposition. So, there's a couple of ways that you can deal with opposition: you can forget about it or you can learn from it. I chose to learn.

AF: So, based on that, it seems like you had a relatively easy transition to Ferguson, besides the initial shock and disappointment. Were there any challenges that were different because of Ferguson compared to Huntington, just based on the fact that it was integrated?

DS: Ferguson was not as comfortable as Huntington. Huntington was comfortable because I had spent several years there and I knew my way around. I knew the people. I didn't have that advantage at Ferguson. And so, I had to concentrate a lot more at Ferguson to be successful in the everyday things whereas, at Huntington, I had practiced those things for several years and so I knew them. I'll give you another example: Ferguson was a nice transition for me because, from Ferguson, I got an academic scholarship to go to Virginia Tech. And, at Virginia Tech, at the time when I got there in [the] 1972-73 year, Tech had 155 Black students out of 20,000 students. So going to Ferguson first was a nice interim step for me. At Virginia Tech, I didn't have problems with the students. All college students wanted to do was to party and have a good time. They didn't care what your color was.

AF: That's still true today.

DS: Look, I'm talking your language now. [laughter]

AF: Not mine, particularly, but I know plenty of friends that it's their language. [laughter]

DS: You know, there are people that I met at Tech that are all different colors that are still my friends today. That was a long time ago but, you know, friendship can be eternal. I had some encounters with faculty members because, at the time, in the predominantly White colleges, Black students were mostly athletes. And, if you were not an athlete, too often, faculty members felt that you were an affirmative action Tech student and that you were not academically prepared for that environment, when they didn't understand that, at Virginia Tech at that time, there was a Black recruiter. And at most of the major colleges, then and now, there are counselors and recruiters on campus that bring in minority students. And the recruiter that I worked with at that time made sure that he only picked the top students to bring to Virginia Tech so that we would not be a self-fulfilling prophecy. We were actually more academically prepared

than the average student at Virginia Tech, and our graduation rates prove it out. But anyway, that's that and we can get back to Newport News.

AF: If we have time, we come back to college. Yeah, I do appreciate it. That's actually very important, too, because I was going to ask about that later on. But for now, for Ferguson, did you have any friends? Like, how did going to Ferguson from Huntington really bring up your friend group, or did a lot of your friends come with you?

DS: There were a number of my friends from Huntington that were at Ferguson. That was good. And I met several White students at Ferguson that I thought were pretty cool also. Give you a little bit of inside baseball here: in my English class there was a White student who was a nerd, and I liked the guy. He enjoyed poetry, as did I. But he was so—. I mean, if you look at the dictionary for “nerd,” his picture would be in there. [laughter] And the other students in the class, the White students in class, used to pick on him and I didn't appreciate that. I remember he sat in the back of the class because none of the other students wanted to sit near him. So, I used to sit beside him from then on and he and I struck up a nice relationship. I remember one day, after school, I was leaving school, and I heard a commotion going on. And I looked and I saw three Black students had him cornered. And I knew the Black students. They had him cornered and, then, they saw me and they asked if I wanted to get in on beating the guy up. And I looked and I realized that it was my friend, so I walked between them and I stood in front of him. I put my books down and I told my friends, I said, “I know this guy.” And I said, “I know he didn't do anything wrong to y'all.” So I said, “If you want to get a piece of him, you had to come through me first.” But they didn't want to fight me. They got mad, they cussed me out, but they didn't want to fight [laughter] and they left. And my White friend was so appreciative of me protecting him. I said, “Man, look, you are my friend. This is what friends do.” So we were tight for the rest

of that school year. For graduation, you were supposed to pick someone to march in with and march out with. A guy was supposed to pick a girl and vice versa like that and I spoke to three Black girls and they turned me down. I don't know why. And then this [White] girl on the track team, quiet girl on the track team, asked me, did I have anyone to march in with and I said, "No." And she said, "Do you mind if we march together?" And I said, "Well, let's do it." Now, at the time, that was considered radical. But I didn't care about that, she was my friend. So, we marched in together, all eyes on us. So what? As you already know, friendship is about character. It's not about color. And, when we concentrate on the outside of a person and ignore their heart, we waste our time. To me, if a person has the right character, that's all I care about.

AF: I mean, that's just really well put. And I do have a question about graduation just because I kind of know that Huntington had one for your class. Did they have a separate graduation since you guys were one of the last classes to go there?

DS: We had—. The class of '72 in Huntington, it took us 30 years to finally have a Huntington graduation. I became president of our high school class reunion committee, kind of based on the fact that I was president of our junior class back in 1971. So, 30 years after the fact, I became head of the class reunion committee and we were able to plan, finally plan, a graduation from Huntington, and we did. And we held it at Huntington and the last principal at Huntington that we had gave the keynote address. Our graduation was covered by the three local TV stations. It was covered on the radio. It was also covered in the newspaper. I had a school board superintendent call me up and ask "could he attend"? He said he wanted to see history, and I gave him all the pertinent information and he was in attendance. We had a VIP section.

[laughter] We had the Mayor of Newport News, the Vice Mayor, we had council members, we

had state representatives, and we had a number of the former teachers. And all of them were in our VIP section. Yup, we graduated 30 years after the fact, but we finally got our graduation.

AF: So obviously, since you were such a big part of organizing this—. Well, this meant a lot to you, right?

DS: It did. It healed a lot of emotional wounds that had been festering for 30 years. You know, a lot of my classmates had older siblings who could boast that they graduated from Huntington, and we couldn't do that. We attended Huntington for four years, and we felt that we were robbed of that final piece. But once we had our graduation 30 years after the fact, it brought everything full cycle. Now, I understand some of the legal side and some of the politics involved: *Brown versus Board of Education* back in 1954. And there were certain areas of the nation that resisted strongly, including the state of Virginia. Places like Norfolk, and I think there was in Farmville, Virginia, they closed the schools down rather than integrate. Newport News didn't do that, but litigation brought about the integration of schools in Newport News, whereas the city of Hampton didn't have to go through that. They integrated without the choppy steps that Newport News had to go through. But, be that as it may, it came about. It was distasteful for everybody who was involved. When I graduated from Ferguson—and it was not only at Ferguson, but at Warwick and at Menchville—the Black students were given the option to have either Huntington or Carver put on their diploma or Ferguson, Warwick, or Menchville put on their diploma. And a number of the Black students opted for Huntington and Carver. I chose Ferguson because I knew I was going to college and Huntington High School no longer existed. So I didn't want to have to be explaining to people in college that I graduated from a school that didn't exist during that year. So those were some of the things that we had to maneuver.

AF: Did that—. You said you had some emotional wounds from just not graduating. Did that carry over into your Ferguson graduation? Did it make it almost bittersweet? How was it like, that graduation?

DS: Graduating from Ferguson was kind of like giving me a chance to exhale. You know, like I said, I knew I was a good student, so I knew what I was going to graduate. Ferguson was not hard to me. Graduating from Ferguson—. I didn't hold it against Ferguson. As I said, I had some understanding of what brought about the division of the students, see. With my high school class, my high school class was divided three ways from Huntington: one-third of my class went to Ferguson; one-third went to Warwick; one-third went to Menchville. And I also mentioned that the students that were at Newport News High School, they were divided up also. And the White students that were at Ferguson and Warwick and Menchville really hadn't been around that long, but they were moved about also. So, everybody was disappointed.

AF: Did you have any sort of like class reunions after or any sort of like ceremonies? Like you said, you're the class reigning president for Huntington. Was there anything similar for Ferguson for after you graduated there?

DS: No, not for me. Senior year was more like a blur. I was basically just trying to get through it. I didn't have anything against the students because, as I said, everybody was going through the same thing. Everybody was experiencing pain. So, you know—. And I must admit there were a number of fights at Ferguson. It was bad for a while. I mean it it happened all over the place, it's all kinds of things. The police were called to our campus several times. Big fights had broken out because everybody was hurting. You know, let me give you an example: have you ever been to Panama?

AF: I have not been to Panama, unfortunately.

DS: Well, if you lived in Panama, and you were the only American in the neighborhood that you lived in in Panama, and the schools that you went to in Panama—. I mean, just the only American period. And then—and I don't know, and it doesn't matter to me what—. And say for instance, you were the only one in that environment of your culture, whatever your culture is. You would feel like a fish out of water, and if the people that you were living around did not appreciate you being there because their perception was—true or false—their perception of you being there was that you had resources, you had access to resources that they didn't have. You would have a kind of a prickly existence there. Well, when you keep cultures separated and divided for decades and decades in Newport News—not gonna talk about the region or the state or the nation, just Newport News alone. False information becomes a foundation for mistaken identities, and that's how we grew up. White students were separate from Black students and vice versa. White students knew very little about Black students, Black students knew very little about White students. We all had our opinions, based on a lot of false information. And then, when we were jammed together, can you imagine how that went down? It was not that nice, but I still had my friend because I, as I said, I judge people on their character. Always have. That's how I was raised. Both my mother and my father were strong in that.

AF: So, it seems like we're running out of time almost, is there anything else you want to add or talk about before we finish up?

DS: I pray that the interviews that this project generates are used to bring greater understanding of how real people live their lives and the choices that we make, that we all have the same dreams, the same needs. All of us experience pain and certain levels of success. And once we begin to see each other beyond the veil of our cultures, and begin seeing each other's hearts, we'll do a whole lot better.

AF: That's very well put. Thank you, Dr. Spratley. It was a genuine pleasure to talk to you and just get to know you more as well as get to hear about your story. I'm glad you were willing to share it with me and for this project, for the Hampton Roads [Oral] History Project. I'm just—. Thank you for everything.

DS: Thank you for extending your time to me. If you have any additional questions later on down the road, you have my contact info.

AF: I'd love to. I just wish we had more time. I'm sorry about that because I was—. I had a lot more questions I just wish we had more time to ask.

DS: As I said, I'm making myself available to you. I've been around in this area for a lot of time. I know a few things. My family has been fairly prominent. There is a building in Newport News that carries the Spratley name, so we're not an unknown family.

AF: If that's the case, I'll try and reach out because it was a pleasure talking today.

DS: Have a great evening and thank you for contacting me.

AF: Of course, thank you for—. Thank you for even giving us your time, I really appreciate it.

DS: Absolutely.

AF: Have a goodnight.

DS: Goodnight.

END OF INTERVIEW

Transcribed by Aidan Fritz and Darian Bursley, December 7, 2023

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